



Job Description

Position Title:	Student Engagement Facilitator
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Function:	Instruction
Family:	Instructional Support
Reports To:	Campus Principal

Terms of Employment:					
Pay Grade:	E16	Minimum Salary: *	\$53,397	Mid-Point Salary:	\$65,413
*Salary is determined on directly related experience supported by a service record or experience affidavit. Please refer to the Compensation Resource Manual for more information on our pay policy. Annualized pay may be pro-rated based on the actual start date.					
Minimum Workdays:	190	Type of Assignment:	Full-Time, Exempt	Contract Type:	Non-Chapter 21
Funding Source:	This position is locally funded.				

Job Scope

Uses significant independent judgment and familiarity with the field to perform work. May be responsible for administration of various moderate and high complexity departmental programs and may lead a group of employees. May develop policies and procedures and oversee their implementation and execution.

Position Summary

The student engagement specialist will have a solid understanding of the role of equity and physically and psychologically safe, responsive, and restorative classroom environments. The specialist will design and implement social-emotional and restorative support that assists in students' emotional self-regulation, increased sense of belonging, improved social-emotional-behavioral skills, and increased classroom instructional time. The specialist will facilitate the campus Peace Room, providing direct individual and group support, social-emotional-behavioral instruction, restorative practices inclusive of circles/small group sessions, restorative accountability and goal setting, and function as a hub to coordinate district resources such as therapeutic counseling, social services, and connections to additional supports.

The student engagement specialist will collaborate with campus and district staff to implement best practice initiatives within a multi-tiered system of support (MTSS) that supports student wellness and social, emotional, and behavioral skills through direct support and services, modeling, and professional development. Specialists collaborate with and support campus SEAD teams with data analysis, improvement planning, and progress monitoring.

Essential Functions / Key Responsibilities

1. Lead and implement restorative practices within the Peace Room and provide professional development and implementation support to campus staff to build a cohesive campus-wide culture of responsive and restorative practices.



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2. Provide individual and group support to help students set goals, develop and refine skills, engage in instruction, and successfully navigate their learning environments and relationships with peers and staff.
3. Maintain frequent communication with designated campus administrators regarding student support.
4. Serve as a mentor and advocate for students and families, addressing their needs and connecting them with appropriate resources and/or therapeutic support services.
5. Contribute to planning, implementing, and evaluating campus instructional goals for social-emotional-behavioral skills development and responsive and restorative practices that support a positive and inclusive culture.
6. Design, develop, and maintain SEAD resources for the campus collaboratively with teachers.
7. Facilitate effective implementation of district instructional frameworks and curriculum programs as they relate to restorative practices and social-emotional-behavioral skills development.
8. Performs other related duties as assigned within the appropriate skill and experience capabilities expected for this position.

Minimum Requirements

- Bachelor's degree from an accredited college or university or 4 years equivalent experience
- 3+ years progressive experience in teaching, case management, or working for government or non-profit agencies consulting with families.
- Candidate must have a satisfactory outcome of the fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee.

Preferred Qualifications

- Master's Degree from an accredited college or university with an emphasis in social work, psychology, behavior analysis, or related field
- 5+ years of progressive experience in social work, psychology, and behavior intervention.
- Related licenses - Licensed professional counselor (LPC), certified school counselor (CSC), licensed social worker (BSW, MSW, LMSW, LCSW), Registered Behavior Technician (RBT), Board Certified Behavior Analyst (BCBA), school psychologist
- Experience implementing restorative practices and/or trauma-informed practices and social-emotional-behavioral skills development
- Valid Teacher Certification
- 8+ years of progressive experience.
- Bilingual or multilingual

Knowledge, Skills & Abilities

- Knowledge of rules and regulations associated with the Student Code of Conduct, TEA regulations regarding restraints and the reporting of restraints, classroom management practices, and social and emotional learning core competencies
- Knowledge of the elements of restorative practices, trauma-informed practices, and culturally responsive practices.
- Knowledge of a variety of behavior intervention strategies and how to implement them in the classroom
- Knowledge of Positive Behavior Intervention and Supports
- Strong organization and communication (written and oral) skills
- Ability to create presentations and strong presentation skills
- Ability to work cooperatively with staff, students, and parents



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- Demonstrated success in working with special populations such as ELL, SpEd, and gifted learners

Working Conditions

Work Environment:

- Computer, computer software programs and peripherals, teacher resource materials and equipment, copier, fax, and other equipment applicable to the position.
- Frequent exposure to: temperature extremes (hot and cold), humidity extremes, noise.
- Occasional exposure to: biological hazards (communicable diseases, bacteria, insects, mold, fungi, etc).

Physical Demands/Requirements:

- Maintain emotional control under stress; work with frequent interruptions/deadlines and prolonged or irregular hours; Frequent walking, standing, stooping, bending, pulling and pushing; Occasional: Lifting and carrying 10-25 pounds frequently, 25-40 pounds occasionally, more than 45 pounds infrequently with assistance; Pushing/pulling 10-35 pounds sporadically; May be required under specific circumstances to provide physical restraint of students in danger of causing harm to themselves or others; Frequent districtwide and occasional statewide travel.

Supervisory Responsibilities / Direct Reports

- None

San Antonio ISD is committed to non-discrimination on the basis of race, color, ethnicity, culture, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, appearance, immigration/citizenship status, home language, socioeconomic status, or disability in its educational programs, services, and District business functions.

Information on persons designated to handle inquiries regarding non-discrimination policies can be found within SAISD Board Policies DIA(EXHIBIT) or FFH(EXHIBIT), available online at: <https://pol.tasb.org/PolicyOnline?key=176>.

San Antonio ISD está comprometido a no discriminar por motivos de raza, color, origen étnico, cultura, religión, origen nacional, edad, sexo, identidad sexual, expresión de género, orientación sexual, apariencia, estado inmigratorio/de ciudadanía, idioma natal, estado socioeconómico o discapacidad en sus programas educativos, servicios y funciones de negocios del Distrito.

La información sobre las personas designadas para manejar consultas sobre las políticas de no discriminación se encuentra bajo las Políticas de la Junta Directiva DIA (Prueba documental) o FFH (Prueba documental) de SAISD, disponible en línea bajo: <https://pol.tasb.org/PolicyOnline?key=176>

Employee Signature: _____

Date: _____