



WSD STUDENT SERVICES ASSISTANT DESCRIPTION

Date Approved/Updated: March 2023

Location: District wide

Job Description: Student Services Assistant

Job Group: Support Staff, Union

Reports To: Director of Support Services

About Winooski School District

Encompassing a little more than one square mile, Winooski is the smallest geographic school district in Vermont, and for many reasons, is a very special place for learning. Housed within a single building complex, grades PreK through 12, the small size of the Winooski schools helps to create a positive and caring environment where every student's success is important. We offer our students a full range of academic studies and extracurricular activities and hold high standards for excellence in instruction, curriculum, and assessment.

The Winooski Schools' Promise to our Community

All students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

Why Teach at WSD

At Winooski School District, we believe that our strong connections among students, staff, and families in our diverse community is our greatest strength.

We are dedicated to creating a learning environment where all students graduate, college and career ready, equipped with the skills and knowledge to lead healthy, productive, and successful lives within their community.

We recognize the importance of representation, and we strive to increase diversity among our staff to ensure that our students see themselves reflected in their teachers and leaders. We aim to create a more inclusive and culturally responsive learning environment.

As a staff member at Winooski School District, you will have the opportunity to be a part of our community and build connections and relationships with our students and their families as you work alongside a collaborative team who shares your commitment to diversity, inclusivity, and equity.

We strive to offer a welcoming workplace culture and professional development opportunities to ensure an inclusive environment where all are valued, included, and empowered to succeed.

Qualification Requirements:

The requirements listed below are typical of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Minimum of Bachelor's Degree with a background in education, social work, or other youth related work preferred or an Associate's Degree with at least five years experience in education, social work, or other youth related work.

The information contained in this job description is for compliance with the Americans With Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.



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Summary of Position Responsibilities: To improve school climate and student academic performance by focusing on student behavior and attendance through consistent application of school rules, procedures and policies.

Essential Duties and Responsibilities: Essential duties and responsibilities include the following. Other duties may be assigned.

- Provides a positive and preventative approach to office level student discipline for all students in assigned grades
 - Meets with students and teachers to determine the circumstances surrounding student behavioral issues. Assists in developing classroom procedures which will address student behavior according to the administratively prescribed model of behavioral intervention.
 - Assigns appropriate consequences to students.
 - Tracks behavioral interventions on a daily basis and prepares monthly reports for principal.
 - Provides support for teaching staff related to the consistent application of school rules and procedures according to the administratively prescribed model of behavioral intervention.
 - Communicates with parents, teachers and other school personnel regarding student attendance and disciplinary issues.
 - Ensures that individual teacher's and the school's planning room setting is properly supervised.
 - Refers chronic behavioral problems to the principal, guidance counselor, or other appropriate personnel.
- Maintains an effective attendance accountability program for all students:
 - Coordinates with guidance regarding students on attendance/absence list(s), informing of student tardiness and absence, and truancy issues.
 - Requires prompt and regular data from faculty and staff and provides appropriate feedback (such as prior written plans, etc.).
 - Meets with students and staff as necessary on a daily basis to follow up discipline issues.
- Coordinates actions with teachers, administrators, students, parents and community agencies.
 - Meets with the Educational Support Teams (EST) as needed.
 - Meets with the Coordinated Services Team as needed.
 - Refers parents/students to appropriate area service agencies as necessary.
- Develops effective community relations skills:
 - Demonstrates strong interpersonal skills with all members of the school community.
 - Ensures that teachers make regular contact with parents. Communicates and meets with parents as needed.
 - Works closely with all members of the school community to develop a safe and positive school climate.
 - Works with students and staff toward the development of an effective behavioral intervention program and trains new staff yearly.
 - Participates in appropriate training to improve performance.
- Other as assigned by the Principal. (Classroom support as well as other school programs and activities.)

Physical Demands:

The physical demands are typical of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations O=occasionally F=frequently or C=constantly for each essential function of the job. Leave blank if it is not essential to the job:

___ Standing	___ Walking	___ Sitting	___ Lifting	___ Carrying	___ Pushing
___ Pulling	___ Climbing	___ Balancing	___ Stooping	___ Kneeling	___ Crawling
___ Crouching	___ Reaching	___ Handling	___ Fingering	___ Feeling	___ Talking
___ Hearing	___ Far Vision	___ Near Vision	___ Color Vision	___ Depth Perception	___ Repetitive Motion
___ Eye/Hand/Foot Coordination					

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Physical Effort: Please indicate on the continuum the requirements of this position:

<i>Sedentary Work</i>	<i>Light Work</i>	<i>Medium Work</i>	<i>Heavy Work</i>	<i>Very Heavy Work</i>
Lifts up to 30 lbs Walks/stands occasionally	Frequently lifts up to 10 lbs. Frequently walks/stands.	Frequently lift/carry up to 25 lbs.	Frequently lift/carry up to 50 lbs.	Frequently lift/carry up to 50 lbs or more.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations N=Never O=occasionally F=frequently or C=constantly for each essential function of the job:

___ Exposure to weather ___ Extreme heat ___ Extreme cold ___ Noise ___ Dust, vapors, fumes
___ Time constraints ___ Public contact ___ Deadlines ___ Travel ___ Inside work

Terms of Employment: Per Collective Bargaining Agreement, State and Federal Statutes and Board policies.

Compensation: As per Master Agreement.

Evaluation: Performance of this job will be evaluated in accordance with _____ provisions of the procedures on Evaluation of Support Staff Personnel.

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