

Student Success Advocate – Indian Education

Position Details

Class Code: 4232

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 49 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

Position Summary

Under general supervision, monitors and assists in improving Native American/Alaska Native student attendance and academic success.

Essential Duties and Responsibilities

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Maintains open communication, interaction, and transparency between school staff, students, and parents/guardians to identify barriers affecting student attendance/academics; provides appropriate intervention.
2. Interprets compulsory education laws and Clark County School District attendance regulations to students and parents/guardians.
3. Suggests possible resolutions to students and parents/guardians regarding school attendance, behavior, and academic problems. May require home visits.
4. Monitors, compiles, and maintains caseload reports for appropriate school personnel and other agencies (i.e., Parole and Probation, Juvenile Court Services, Las Vegas Metropolitan Police Department (LVMPD), youth employment agencies, and other community agencies) to verify student enrollment/attendance before and after referrals by the school.

5. Reports incidents of suspected child abuse, neglect, hazardous health conditions, and/or substance abuse to school administration and authorities.
 6. Informs local businesses and community agencies of school programs to gain their support for student success.
 7. Encourages student and parent/guardian participation in school and community events.
 8. Transports students and parents/guardians to/from their home for illnesses/injuries, Operation School Bell, and other school-related needs.
 9. Assists in coordinating Johnson-O'Malley and Title VI events (i.e., family participation activities, student council, human relations activities, school newsletter, student store, guest speakers, etc.)
 10. May serve as liaison between the District and other agencies.
 11. May be required to respond to emergencies outside of assigned work schedule.
 12. Conforms to safety standards, as prescribed.
 13. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Assists students, parents/guardians, and school staff in resolving student attendance/academic concerns.

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of progressive discipline and positive parenting skills, with awareness of Native American/Alaska Native culture and traditional roles.
2. Knowledge of Nevada laws and District regulations, procedures, and practices regarding student attendance.
3. Ability to maintain confidentiality of information.
4. Ability to communicate effectively, develop rapport, and gain cooperation of students, parents/guardians, and school personnel.
5. Ability to judge when to act independently and when to refer situations to an administrator.
6. Ability to judge potentially dangerous situations and respond appropriately.
7. Ability to encourage students to maintain good attendance throughout the school year.
8. Ability to recognize/appreciate cultural differences and maintain respect for culturally diverse backgrounds.

9. Ability to interpret and explain District policies/procedures related to the position.
 10. Ability to learn basic computer applications.
 11. Ability to prepare and deliver accurate written/verbal reports; reviews and interprets the reports of others.
 12. Ability to learn student, parent/guardian, and staff names/faces rapidly.
 13. Ability to recognize/report hazards and apply safe work methods.
 14. Possess physical and mental stamina commensurate with the responsibilities of the position.
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Position Requirements

Education, Training, and Experience

1. High school graduation or other equivalent (i.e., General Educational Development (GED), foreign equivalency, etc.)
2. Two (2) years' coursework from an accredited college/university (minimum 48 credits) in related fields (i.e., education, criminal justice, sociology, psychology, child development, etc.), and one (1) year of experience in school/community settings working with students at risk of school failure; or, Three (3) years' experience in school/community settings working directly with at-risk students, assisting with intervention and resolution of student attendance, academic, and behavior difficulties, etc.

Licenses and Certifications

1. A valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada. License must be maintained for duration of assignment.
2. Copy of current driving history (dated within six (6) months from the date printed) issued by the Department of Motor Vehicles (DMV) at time of application or Qualified Selection Pool (QSP) placement and at time of interview prior to final selection.

INDIAN PREFERENCE POLICY: Preference in filling vacancies is given to qualified Indian candidates in accordance with the Indian Preference Act of 1934 (Title 25, USC Section 472). Verification form BIA-4432 must be submitted with the application if claiming Indian preference.

Preferred Qualifications

Knowledge, sensitivity, and experience working with diverse populations, with an emphasis on Native American/Alaska Native cultures and traditions.

Document(s) Required at Time of Application

1. High school transcript or other equivalent (i.e., GED, foreign equivalency, etc.)
 2. Transcript(s) from an accredited college/university, if applicable.
 3. Copy of a valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada.
 4. Current copy of driving history (dated within six (6) months from the date printed) issued by the DMV.
 5. Verification Form BIA-4432 as outlined above, if applicable.
 6. Specific documented evidence of training and experience to satisfy qualifications.
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Examples of Assigned Work Areas

District schools (i.e., offices, classrooms, corridors, libraries, cafeterias, playgrounds/ball fields, gymnasiums), home visits, agencies, etc.

Work Environment

Strength

Light – exert force up to 10 lbs., occasionally.

Physical Demand

Frequent sitting, standing, walking, pushing, pulling, stopping, kneeling, climbing, crouching, reaching, handling, and repetitive fine motor activities. Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and maintain concentration for an extended period of time. Hearing and speech to communicate in person, via video conference and computers, or over the telephone. Vision: Frequent near/far acuity and color vision. Vision to read printed and online materials, a Video Display Terminal (VDT) screen, or other monitoring devices.

Environmental Conditions

Varies from climate-controlled office settings to work outdoors with temperatures ranging from mild/moderate to extreme cold/heat. Exposure to noise levels ranging from moderate to loud for occasional to frequent time periods.

Hazards

Furniture, playground/office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand-operated equipment and machinery (as related to specific assignment.)

Examples of Equipment/Supplies Used to Perform Tasks

District-issued/personal vehicles, copiers, computers, fax machines, telephones (cellular and landline), etc.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 08/17/23
- Created: 02/25/16