



CLASSIFICATION DESCRIPTION

TITLE: Check and Connect Mentor

<u>Title of Immediate Supervisor:</u> Check and Connect Coordinator	<u>Department:</u> Special Education	<u>FLSA Status:</u> Non-Exempt
<u>Accountable For (Job Titles):</u>		<u>Pay Grade Assignment:</u> Educational Assistants, Addendum A, Wages

General Summary or Purpose Of Job:

Check & Connect mentors work directly and collaboratively with a roster of individual students and their families, school staff, and community service providers. Mentors will help implement strategies that address school success and school completion for identified students in need of additional support. Mentors are fully-trained in the Check & Connect Intervention Model. Mentors will work collaboratively with schools and programs to define and outline roles to improve participation, performance, and success for individuals of African-American and Native American students who are disengaging from school and learning.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)	FREQUENCY
1.	Regularly check on identified students' attendance, grades, and behavior, provide regular, scheduled feedback to students, communicate regularly with families, and initiate efforts to keep youth engaged in school.	Daily 20%
2.	Track identified students' levels of engagement, document results, and complete monthly forms and a contact log as a tool to assess absences, truancies, suspensions, and grades/credits earned. Design interventions for the student from gathered information.	Daily 10%
3.	Collaborate with adults already involved with the youth - such as relatives, teachers, case managers, counselors, probation officers, and social workers—as well as develop community agency linkages.	Daily 10%
4.	Communicate regularly with teachers to gather and share information	Daily



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	about student progress, including regularly spending scheduled time in the classes of students. Disseminate relevant information and knowledge regarding cultural diversity and its interactions. to staff	10%
5.	Facilitate communication and promote problem solving between home and school. Contact parents/guardians via phone, home visits, and email to share information and to develop plans to re-engage students in school and promote school success.	Daily 15%
6.	Determine and document student progress and mentor efforts on a regular basis (i.e., complete monitoring forms, intake forms, and contact logs).	Daily 10%
7.	Attend student meetings to provide information about culturally competent interventions when learning and/or behavioral problems are first suspected (e.g., IEP meetings, student support team meetings, suspension re-entry meetings, etc.).	As assigned 5%
8.	Communicate in a timely manner—acknowledge and/or respond to students, families, school personnel, and phone messages and emails within 24 hours.	Daily 10%
9.	Serve as a positive role model to students, staff, and parents.	Daily
10.	Attend staff meetings, facilitate student/family transportation for dropout prevention and school completion related activities, and conduct home visits.	As required 5%
11.	Perform other duties of a comparable level or type as assigned.	5%

Minimum Qualifications:

(necessary qualifications to gain entry into the job not preferred or desirable qualifications)

- Requires a minimum of a high school diploma or a GED; AND 60 Semester Credits or 90 Quarter Credits of College or a passing score on the ParaPro Assessment; OR an equivalent combination of education and training necessary to successfully perform the essential function of the work.
- Experience working with children and adolescents, youth agencies, social services, and school systems..



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- Excellent written communication skills.

Certification or Licensing Requirements (prior to job entry):
None required upon entry.

- Knowledge Requirements:**
Requires knowledge of:
- Check & Connect Intervention Model and Mentoring Techniques (initial training and follow-up training)
 - Community resources available for parents, students and teachers, such as CAIR, Lutheran Social Services, and Talent Search. and referral processes.
 - Various cultural backgrounds, communities of color, promoting diversity, racism - anti-racist work, and using such techniques as advocacy and staff development.
 - Administrative intervention techniques.
 - Integration policies and terminology.

- Skill Requirements:**
Skilled in:
- Check & Connect Mentor Model
 - Diversity and collaborative training.
 - Coordinating events and meetings, and preparing presenters.
 - Excellent communication and interpersonal skills, especially with communities of color, staff, parents, and administrators.
 - De-escalation techniques dealing with tension in heightened situations (peer mediation)
 - Computer skills, such as word processing for completing student reports, performing data entry, and accessing student information from computer systems.
 - Demonstrated use of positive skills based approach to working with families.
 - Organizational, time management, and prioritization skills
 - Demonstrated skills working in flexible, changing work settings.
 - Tutoring skills
 - Student advocacy, negotiation, compromise, and confront conflict skills, including in the areas of harassment, racial issues or violence.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk				√
Sit		√		
Hands dexterously (use fingers to handle, feel)			√	



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Reach with hands and arms		√		
Climb or balance		x		
Stoop/kneel/crouch or crawl		√		
Talk and hear				√
Taste and smell	√			
Lift & Carry:				
Up to 10 lbs.		√		
Up to 25 lbs.		√		
Up to 50 lbs.		√		
Up to 100 lbs.	√			
More than 100 lbs.	√			

General Environmental Conditions:

- Work is performed under normal office or classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work.
- There is exposure to outdoor weather conditions when traveling between school sites.
- The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. Assistants are sometimes required to lift or assist others in lifting students.

<u>Vision Requirements:</u> Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

Job Classification History:

Classification created by SSIP District Leadership Team June 2016

Classification reviewed and revised by ISD709 HR August 2016