

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Intervention Specialist	REPORTS TO:	Principal
DEPARTMENT:	Instructional Support	CLASSIFICATION:	Certificated
FLSA:	Exempt	WORK YEAR:	185 Days
BOARD APPROVAL:	October 18, 1993	SALARY:	Teacher's Salary Schedule

GENERAL SUMMARY:

Identify at-risk students, conduct conferences with students and parents, coordinate referral services, facilitate communication among school personnel and community. Conduct all activities in the best interest of the at-risk student.

DUTIES AND RESPONSIBILITIES:

Assist in the identification of at-risk students. *E*

Maintain confidentiality and make a clear distinction between public and confidential information. *E*

Conduct student and parent conferences and/or interviews with emphasis on listening to the student. *E*

Participate in student Study Team (SST), evaluate and develop education plans, options: and alternatives for at risk students. *E*

Initiate and/or coordinate referral services for identified students and their families. *E*

Facilitate communication and participation among school personnel, community agencies and businesses. *E*

Monitor student progress and inform parents, teachers and administrators of this progress. *E*

Develop extracurricular opportunities and cross-age tutoring for at-risk students, provide and coordinate workshops and homework centers for students and parents. *E*

Produce and coordinate in-service programs for school personnel on self-esteem, peer counseling, coping skills and drug intervention. *E*

Disclaimer that the list is not all-inclusive; other projects as assigned.

KNOWLEDGE SKILLS AND ABILITIES REQUIRED:

A California credential authorizing instruction at the K-12 level or a credential authorizing Pupil Personnel Services

A valid California Drivers License.

Three or more years of successful teaching and/or counseling.

A Bachelor of Arts Degree with a major in a human services discipline such as Sociology, Psychology, or Social Welfare; or other four year degree with experience dealing with needs and problems of clients in an education/or social work setting.

Demonstrate leadership ability.

Knowledge of characteristics of at-risk students.

Knowledge of laws, policies, rules and regulations pertaining to student discipline; attendance; and substance abuse.

Knowledge of all ancillary services available through the school District or community agencies.

Knowledge of strategies and techniques to foster self-esteem and facilitate problem solving.

Ability to establish and maintain effective interpersonal relationships with staff, students, parents and the public.

Ability to listen to student's and parent's concerns with patience and understanding and to advise students on ways to maintain appropriate interaction with peers and adults.

Ability to conduct staff in-services for classified and certificated personnel.

Ability to conduct parent education programs.

WORKING CONDITIONS:

Moderate physical effort, frequent standing, walking and sitting. Rapid paced work, moderate level of stress, some evening meetings. Indoor/Outdoor environment. Local travel to community agencies and student homes.

CONTACTS:

Daily contacts with administrative, teaching, classified staff, and students. Frequent to occasional contacts with parents community agencies, and school business community.

E = Essential Function

CED088, 10/93