

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE: Tier II Intervention Specialist **REPORTS TO:** Assigned Supervisor
DEPARTMENT: Prevention and Intervention **CLASSIFICATION:** Classified
FLSA: Non-Exempt **WORK YEAR:** Varies
BOARD APPROVAL: December 14, 2022 **SALARY:** G-38/CSEA 125 Salary Schedule

Basic Function:

Under general direction of an assigned supervisor, provide and coordinate targeted interventions and supports for social emotional, behavioral and attendance needs in support of student learning at grade level and beyond within a Multi-tiered System of Support (MTSS) through trauma informed and culturally responsive lens.

REPRESENTATIVE DUTIES: (Persons employed in this position may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities with this classification, but is intended to accurately reflect the principal job elements.)

Serve as an active member on Targeted Support Team (TST) and coordinate (i.e., planning agenda, scheduling meetings, note taking, preparing data for analysis, conducting student profile reviews) meetings and work alongside site administrator to prepare and plan meetings. **E**

In collaboration with the site's TST, support the implementation and sustainability of Tier II academic, social emotional and behavior infrastructures aligned to the district MTSS framework. **E**

Use identification criteria and student outcome data to coordinate and match students in need of Tier II social emotional, behavior and attendance services to determine appropriate interventions and supports. **E**

Assist a diverse range of students individually or in groups regarding their social emotional, behavior, attendance and learning needs to support students in achieving academic and social emotional behavioral success. **E**

Plan learning/activities using evidence-based curriculum for small groups and facilitate small group skill building. **E**

Provide direct intervention and supports to students in a timely manner with Tier II social emotional, behavior, and attendance needs utilizing evidenced based practices aligned to MTSS framework. **E**

Provide direct instruction of social emotional learning skills to students, model identified skills and provide feedback to students. **E**

Provide technical assistance in planning, coordination, implementation support and lead in facilitation of a project or task, and facilitate implementation of a social emotional behavior universal screener and

diagnostic tools (i.e., set up, assist, and monitor during assessment window, analyze data gathered, identify student in need of intervention, and match students with appropriate interventions.) *E*

Conduct student observations, collect, review, and analyze student outcome data with outlined intervals and monitor student progress to adjust and/or identify student supports (fade, maintain or intensify intervention) and make necessary recommendation to TST for future action. *E*

Provide technical assistance (i.e., planning, coordination, implementation support and lead in facilitation of project or task) and facilitate Targeted Support Team in assessing their fidelity of Tier II systems and practices aligned to MTSS framework. *E*

Provide assistance to other support staff and respond to student misbehavior by implementing student responses aligned to District Discipline Guidelines. *E*

Manage assigned projects, maintain, and review documents for accuracy of information and process paperwork in reasonable, timely manner to meet the needs of the students, families, and sites. *E*

Maintain notes, data, and document student services on assigned data tracking tools and student informational system in a timely manner. *E*

Case manages students on their caseload with Tier II students social emotional, behavior, and attendance needs. *E*

Attend and participate in department and site trainings and meetings related to their job functions. *E*

Become familiar with district and school policies/procedures. *E*

Establish collaborative relationships with families, students, and the community to assist students; refer and link students and families to community resources and agencies *E*

Build relationships and work collaboratively with staff such as, attendance staff, school psychologist, counselor, social worker, teachers, and administration to coordinate and implement strategies and interventions. *E*

Provide families, students and staff with high quality, courteous and professional service to ensure students are served with Tier II interventions and supports that meet their social emotional, behavior and attendance needs. *E*

Communicate student progress with appropriate staff and parent/guardian. *E*

Assist support staff (i.e., school psychologist, counselor, social worker, teachers, administration, and climate culture specialist, etc.) by communicating and providing information in efforts of improving schoolwide structures and student supports. *E*

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and two years college-level course work in social sciences and/or a related field and three years of responsible experience in the area(s) of student behavior, attendance or social emotional support.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic understanding of Multi-Tiered System of Support.

Community resources available to diverse groups.

Accurate record-keeping and case management techniques.

Operation of a variety of office equipment including but not limited to computer and data entry techniques, copiers, fax machines, and current software programs.

Policies and objectives of the assigned program and activities.

Interpersonal and intrapersonal skills using tact, patience and courtesy, self-management, decision making, problem solving, relationship management.

The diverse backgrounds of District students.

General issues relative to adolescent pressures and behavior.

Correct English usage in oral and written communication skills, grammar, spelling, punctuation and vocabulary.

Basic understanding of small skills group facilitation.

ABILITY TO:

Establish rapport and work effectively with individual students, groups of students and families.

Demonstrate interpersonal and intrapersonal skills empathetic listening, using tact, patience self-management, decision making, problem solving, relationship management.

Work effectively with and recognize needs of the culturally and economically diverse groups.

Work independently and determine appropriate action within clearly defined guidelines

Communicate, understand and follow both oral and written directions effectively.

Establish and maintain cooperative and effective working relationships with a diverse range of people.

Learn new or updated computer systems and programs to apply to current work, as trained.

Communicate using patience and courtesy in a manner that reflects positively on the organization.

Actively participate in meeting District goals and outcomes.

Apply integrity and trust in all situations.

Learn District organization, operations, policies, objectives and goals.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor work environment including classroom and playground; driving own vehicle to conduct work; contact with dissatisfied individuals, parents and students; home visits to potentially unsafe neighborhoods; constant interruptions; repetitive activities.

PHYSICAL ABILITIES:

With reasonable accommodations, if necessary, sitting, walking or standing for extended periods of time; dexterity to operate a computer and other office equipment; walking to locate addresses and look for students; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally to retrieve and store files; hearing and speaking to exchange information and make presentations; seeing to read; seeing to observe and monitor students; lifting moderately heavy equipment.

Fresno Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

E = Essential Functions