

TITLE: Student Interventionist

JOB GOAL:

- To provide prevention and intervention behavioral plans for identified at-risk elementary, middle, and high school students including the implementation and monitoring of plans
 - To provide intervention support to school social workers, teachers, staff, students and parents
-
1. A bachelor's degree in human services, counseling, psychology, social work, education or other related services
 2. A Master's degree or license in social work or counseling is preferred
 3. A demonstrated ability to carry out multiple responsibilities ranging from counseling in a one-on-one setting to family meetings to presenting workshops for students and families
 4. Proven ability to build relationships with diverse racial, ethnic and socioeconomic students and families
 5. Strong verbal, written and listening skills allowing one to establish trust and build rapport in diverse settings
 6. Ability to develop personal/social skills plans for individual students (e.g. character education, motivation, goal setting, conflict management, etc.)
 7. Demonstrated time and project management skills in a fast-paced environment
 8. Demonstrated commitment to teamwork and collaboration with diverse groups of people
 9. Proficiency in the use of Microsoft Office programs and current technology skills
 10. Reliable transportation

REPORTS TO: Director of Student Services

MAINTAINS LIAISONS WITH:

Building Principals
Problem Solving Teams
School Social Workers
School Counselors
Macon-Piatt Special Education
Identified Students and their families

ESSENTIAL FUNCTIONS:

1. Collaborate with the Problem Solving/Behavioral Intervention Team and Grade Level teams as needed for the purpose of conveying/gathering information concerning identified students that are struggling academically due to behaviors in and/or outside of the classroom setting.

BOE APPROVAL 2/22/2022
Updated BOE Approval 6/28/2022

2. Collect, maintain and submit data records, reports and assignments promptly and efficiently for evaluation and assessment of the program.
3. Collect, maintain, and submit data records to help identify and monitor students needing behavioral support at all tiers of MTSS.
4. Keep the Director abreast of information pertaining to the progress or concerns of identified students.
5. Communicate with Administration, support staff, and teachers regarding identified students' performance before, during, and after interventions have been provided.
6. Provide progress monitoring information to parents and school to make recommendations regarding individualized student intervention as it relates to the behavioral side of MTSS.
7. Provide teachers with classroom management strategies and support.
8. Understand and execute interventions for students from a culturally competent and culturally diverse/equitable lens.
9. Conduct home visits as needed to address the needs of identified students.
10. Develop and implement individual and small group intervention and prevention strategies to decrease behavioral challenges in school.
11. Provide individualized behavioral support to identified students to improve classroom interactions. This can be in the form of Check-in/check-out, intervention plans, adjusted schedules, etc.
12. Provide and serve as facilitator for wraparound service support plans for identified students.
13. Serve as participant of the Alternative Education transition team.
14. Maintain confidential case files, case notes, and records.
15. Meet with identified students and/or families on a regular basis to develop and discuss behavioral goals/plans and support systems.
16. Provide behavioral strategies to identified students and families.
17. Serve as coach, counselor, guide, problem-solver and case manager for identified students.
18. Utilize local agencies and resources to enhance the services to identified students
19. Perform such other related tasks and responsibilities as assigned by the supervisor, or designee.

TERMS OF EMPLOYMENT: 220 days

FSLA: Non-Exempt

CLASSIFICATION: 8C

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on the Evaluation of Professional Personnel.

BOE APPROVAL 2/22/2022
Updated BOE Approval 6/28/2022

PHYSICAL DEMANDS AND WORKING ENVIRONMENT:

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential position functions.

PHYSICAL DEMANDS:

The employee is required to read, write, and type in performing the essential duties of the job. The employee is regularly required to sit, talk, and hear. The employee is required to use hands to write and arms to reach. The employee is regularly required to bend, stoop, twist, turn, reach, lift, carry, pull, push, climb, and kneel. The employee is required to walk and stand approximately 50-75% of school day. The employee must occasionally lift and/or move up to 40 pounds. The employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative.

MENTAL DEMANDS:

The employee works mostly with people, objects, and equipment in a school setting. The employee must ensure that students are supervised at all times, and that students are involved in safe and appropriate activities. There may be a number of situations happening at once, and the employee must be prepared to handle accidents and emergencies at any time.

WORK ENVIRONMENT:

The employee will be working in a busy and occasionally noisy environment. The employee must have a valid driver's license and may be required to drive to sites outside the school setting.

The statements describe the general purpose and responsibilities assigned to this position and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.