

**FLSA: EXEMPT**

**Academic / Behavior Interventionist**

**DEFINITION:**

The Academic/Behavior Interventionist (ABI) works with faculty, students and parents to promote increased academic achievement through targeted attendance & educational interventions. The Interventionist assists school administrators and school leadership teams in developing, administering and coordinating academic, behavioral, and life skills programs that will help students succeed academically in school, give them the knowledge and tools to become mature young adults, socially responsible citizens, and productive members of society. The ABI will employ the support of district-level staff to provide additional academic assistance to students and increase the level of existing communication between home and school.

An employee of this class is responsible for assisting Principals (and Assistant Principals) in the application of positive behavioral interventions and systems to achieve socially important behavior change that directly influences academic success in core AZ standards. Duties and responsibilities vary depending on the position and school assignment. The Principal (Assistant Principals) collaborate with the employee to support a framework that provides a school-wide continuum of behavior supports for all students in both classroom and non-classroom settings. Work requires the exercise of initiative and unassailable judgment in accordance with established procedures and school district policies in actively teaching students appropriate behaviors while preventing and reducing the occurrence of inappropriate behaviors that lead to low academic growth.

**REPORTS TO:** BUILDING PRINCIPAL & DIRECTOR OF TITLE I PROGRAMS

**CONTRACT INFORMATION**    **Contract days:**

**ESSENTIAL FUNCTIONS:** (Essential functions, as defined under the Americans with Disabilities Act, may include the following tasks, knowledge, skills and other characteristics. This list of tasks is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and tasks performed by positions in this class).

**TASKS:**

Meet with high-risk students (i.e., not making sufficient growth in meeting state standards and/or not completing graduation requirements) and determine intervention plans for students. Plan will include attendance monitoring and academic support using district resources.

Collaborate with Program Facilitators and School Leadership Teams in implementing academic and social interventions for at-risk students

Collaborate with principal, assistant principal responsible for attendance reporting and the School Leadership Team to develop academic and attendance interventions for highest risk student in school

Communicate with all advisory teachers regarding status of those targeted students in need of high-level attendance and academic intervention

Monitor "Advisory" teachers (secondary only) regarding status of those targeted students in need of high-level attendance and academic intervention

Assist with development of intervention curriculum and attendance monitoring for advisory base.

Communicates with teachers, administrator, parents, students, IT personnel, school registrars, computer clerks, advisory period teachers and truancy officers.

Monitors interventions, follows attendance matrix and Title I At-Risk Matrix in implementing academic and behavioral interventions

Participates as a member of the school's Site Council and Project Graduation Executive Committee

**KNOWLEDGE, SKILLS AND OTHER CHARACTERISTICS:**

Knowledge of Developmental Assets, Resiliency and other strength-based models  
Extensive knowledge and experience in Positive Behavioral Intervention and Supports (PBIS)  
Knowledge of academic interventions available for student to increase their graduation rate / attendance rate  
Knowledge of child and adolescent development (needs behaviors).  
Knowledge of School, District, and community resources, crisis intervention and management.  
Knowledge of substance use/abuse and violence and their indicators, effects, and treatment.  
Knowledge of symptoms and effects of sexual, physical and emotional abuse and neglect.  
Knowledge of parenting skills and behavior management.  
Knowledge of cultural diversity, value systems, social and economic conditions and related issues.  
Knowledge of child welfare laws, regulations and guidelines.  
Skill in effective written and oral communication.

Skill in Microsoft Office: Word, Excel, Internet, and Outlook (e-mail).  
Ability in establishing and maintaining effective working relationships with student/families, staff, and community agencies.  
Ability in analyzing situations and information and using sound judgment to make decisions and determining appropriate course of action.  
Ability in planning, coordinating, implementing, and evaluating intervention activities.  
Ability to compile accurate data and prepare clear and concise reports and communications.

**QUALIFICATIONS:**

**REQUIRED:**

- Bachelor's Degree in Education, Counseling, Sociology, or closely related field.
- Bilingual Spanish/English

**PHYSICAL REQUIREMENTS:** Work is performed in an indoor environment. Work requires frequent sitting, standing, bending, repetitive motion, vision to monitor and lifting up to 15 pounds.