



Longview Independent School District

JOB DESCRIPTION

STUDENT/PARENT INTERVENTION SPECIALIST

JOB TITLE:	Student/Parent Intervention Specialist	WAGE/HOUR STATUS:	Exempt
REPORTS TO:	Principal	TERMS:	187 Days
DEPARTMENT:	Campus Assigned	PAY GRADE:	Administrative 2 (Grant Funded Position)

PRIMARY PURPOSE:

Perform service to help students resolve personal, emotional, and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process and further the mission of the magnet program

QUALIFICATIONS:

Minimum Education/Certification:

Bachelor's degree in Social Services or related field from an accredited college or university, preferred

Special Knowledge and Skills:

- Knowledge of individual and group counseling skills
- Knowledge and skill in casework methods
- Strong consultation skills for conferencing with teachers, parents, and students
- Knowledge of prevention and intervention strategies, including behavior management interventions
- Awareness and ability to access community resources
- Excellent organizational, communication, and interpersonal skills
- Fluency in Spanish, preferred

Minimum Experience:

At least one year of experience in prevention/intervention counseling
Two years experience in social work



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MAJOR RESPONSIBILITIES AND DUTIES:

1. Develop and implement comprehensive social skills program
2. Provide short-term counseling and appropriate community referral resources to employees referred with continued emphasis on confidentiality
3. Assist with group activities for teacher who will enhance their coping skills and general mental health
4. Work in conjunction with administrators and staff on program coordination
5. Develop communication channels with staff, students, parents, and community that lead to mutual understanding and respect
6. Demonstrate skill in conflict resolution with students, parents, staff, and/or community
7. Assist in evaluating the quality of the outcomes related to the student assistance program and services
8. Serve as a referral agent for staff to refer students to outside resources, as appropriate
9. Conduct meetings at home or in other locations for parents in the identification of family needs and issues; provide information and materials to parents to assist in the location and utilization of school and community resources; refer parents to school services or community resources as appropriate
10. Translate communications between teachers, staff, and limited or non-English speaking students and parents; serve as an interpreter for conferences, telephone calls, assemblies and meetings as needed; translate written correspondence as needed
11. Develop and implement a program, such as Parent Café or Parent University to bring topics related to family and school, parenting, computer training, or GED completion to families

Instructional Management

12. Share with student assistance counselors and prevention specialist current materials and ideas gained from conferences
13. Encourage and help develop innovative ideas for counseling in the student assistance program



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MAJOR RESPONSIBILITIES AND DUTIES: (continued)

Instructional Management

14. Complete the six week prevention/intervention and return to the administrative secretary in the student support services office
15. Perform other duties as assigned by the Supervisor of Student Support Services

Student Management

16. Assist students in their personal ability to resist alcohol, tobacco, and other drugs, using a multi-disciplinary approach to prevention to include:
 - Communication skills
 - Technical abilities
 - Advanced knowledge of medical/psychological effects of alcohol, tobacco, and other drugs
 - Resiliency factors
 - Refusal skills
 - Stress reducing skills
 - Mental health resiliency factors
 - Art modalities
 - Travel to locations to meet program objectives
17. Intervene with and redirect identified student perceptions in a counseling setting; this may be done individually or in appropriate groups; this process will include assessment of resiliency and risk factors and referral when required
18. Intervene with and redirect students in crisis in a counseling setting; this process will include assessment of resiliency and risk factors and referral when necessary; federal and state mandates will be followed when indicated
19. Staff with campus counselor and principal regarding all student concerns
20. Prepare a three-week progress report to principal

Professional Growth and Development

21. Participate in professional development programs to improve job performance
22. Utilize information provided through formal and informal assessment data and a professional growth plan to improve professional skills and knowledge



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MAJOR RESPONSIBILITIES AND DUTIES: (continued)

Professional Growth and Development (continued)

23. Develop, use, and evaluate ideas and/or innovative approaches to improve his/her job performance
24. Participate in professional organizations, disseminate ideas and information to other professionals and provide leadership in identifying trends and opportunities, as well as solving problems
25. Perform duties in a professional, ethical, and responsible manner as defined in the TEA Code of Ethics for educators and his/her licensing and/or certification board
26. Follow policies/procedures of Longview Independent School District

School/Community Relations

27. Perform other educational and promotional duties as assigned and/or approved by supervisor, include some speaking engagement
28. Network with existing resources to facilitate a coalition of services directed toward a heightened awareness of, and ultimately attitudinal change toward alcohol, tobacco, and other drugs in targeted population
29. Develop and implement parent involvement program as a part of the social skills curriculum

Other

30. Comply with district policies, as well as state and federal laws and regulations
31. Adhere to the district's safety policies and procedures
32. Maintain confidentiality in the conduct of district business
33. Must be able to perform the essential functions of walking and interacting with students and/or district employees in the specific work site assigned (classroom or office setting)
34. Demonstrate regular and prompt attendance
35. Other duties as assigned



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SUPERVISORY RESPONSIBILITIES:

None

EQUIPMENT USED:

Copier, personal computer and appropriate software, typewriter, printer, calculator, fax machine and audio-visual equipment

WORKING CONDITIONS:

Mental Demands:

Reading, ability to communicate effectively (verbal and written); maintain emotional control under stress; coordinate district-wide curriculum functions; interpret policy, procedures, and data

Physical Demands/Environmental Factors:

Frequent standing, walking, stooping, bending, kneeling, pulling, pushing, lifting, carrying; moving small stacks of textbooks, media equipment, desks, and other classroom equipment; repetitive hand motions; prolonged use of computer terminal possible; occasional district-wide travel; occasional state-wide travel; frequent prolonged and irregular hours; possible biological exposure to bacteria and communicable diseases; specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus; may be required to lift and transfer students to and from wheelchair or assist with positioning students with physical disabilities.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the board's policy of evaluation of administrative personnel.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties and skills that may be required. This job description is not an employment agreement or contract. The administration has the exclusive right to alter this job description at any time without notice.

Printed Name: _____

Signature: _____ Date: _____

ESTABLISHED/REVISED: Oct., 2018