



Fremont Union High School District

Position: Interventions Program Assistant (CCEIS)

Department/Site:	School	Range:	110
Reports to/ Evaluated by:	Assistant Principal	Work Year:	183 day
		Months:	10

Summary of Basic Functions and Responsibilities:

Working under the direction of a Coordinator of Special Services, the Interventions Program Assistant will help to implement the Comprehensive Coordinated Early Intervening Services (CCEIS) Program. CCEIS is a plan monitored by the CA Department of Education designed to address significant disproportionality in special education services. The individual will perform a variety of both clerical and student-assistance duties within broadly defined policies and procedures, use independent judgment, initiate supporting practices, and maintain records and reports. The individual will also collaborate closely with teachers and other staff to support students in completing their work successfully. Additionally, the person in this position will collect and monitor data in consideration of various intervention programs.

Essential Duties and Responsibilities:

Incumbents may perform any combination of the essential functions listed below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to accurately reflect the principal job duties.

- Maintain classroom and academic atmosphere for Guided Studies students. Provide materials and direction as needed. Participate in tutorials during or after school in support of CCEIS target groups.
- Keep daily attendance records for student and tutors and report said attendance daily via email. Review records and provide data entry on identified student data for attendance, grades, and interventions.
- Report Student Tutor grades to registrar via email every grading period.
- Communicate and collaborate with teachers and other staff in order to assist students with work to be done/turned in.
- Interface with Counselors, Administration, SPED personnel, ELD Department, and Site Based Therapists when needs arise and information regarding best practices for student achievement is required.
- Report observations for Administration/guidance/SAT meetings when requested.
- Refer students to additional interventions as warranted. Communicate observed student needs to the proper authorities.
- Communicate with parents as necessary regarding student work in progress and specific student needs.
- Recruit and train student tutors. Pair tutors with students according to academic needs.
- Stay abreast of student assignments/material covered as much as possible. Review course material so as to be able to assist students with understanding. Ask for additional material from teachers as necessary.
- Proctor exams in Guided Studies classroom when requested by teachers.
- Utilize the district's LMS in order to maintain knowledge of what assignments students are missing/need to revise/need to turn in. Communicate directly with teachers as needed to assure students' successful completion of necessary coursework.
- Maintain record of current list of students referred to CCEIS Interventions.
- Check student grades in the LMS every grading period to provide CCEIS staff with updated grades.
- Group students and assign to table groups based on academic needs. Update and revise table groups as necessary.

- Recruit and orient new parent volunteers to attend weekly tutorial sessions. Maintain records regarding parent volunteer requirements: fingerprinting and current TB test. Match parent tutors with students/table groups based on parent strengths.
- Use Flex Time application to schedule appointments, report attendance, and run reports when requested.
- Coordinate activities related to CCEIS interventions with appropriate administrators.
- Perform other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge, Skills, and Abilities:

- Operate a variety of office equipment, such as a computer, copier, two-way radio, or other equipment unique to office activities.
- Utilize word processing, spreadsheet, and other software programs.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Telephone techniques and etiquette.
- Interpersonal skills using tact, patience, and courtesy.
- Learn and apply laws, rules, and regulations involved in assigned activities.
- Ability to perform calculations quickly and accurately.
- Understand and follow oral and written directions.
- Meet schedules and timelines.
- Communicate effectively both orally and in writing.
- Work cooperatively with others.

Physical Abilities:

- Must be able to function indoors in an office environment engaged in work of primarily a sedentary nature.
- Requires ambulatory ability to sit for extended periods of time to utilize computers and peripheral equipment, accomplish other desktop work, and to move to various campus locations.
- Requires the ability to use near vision to read printed materials.
- Requires auditory ability to carry on conversations in person and over the phone.
- Requires the ability to retrieve work materials from overhead, waist, and ground level files.
- Requires manual and finger dexterity to write and use a keyboard to operate a computer and other standardized office equipment requiring some repetitive motions.
- Under some circumstances, further testing may be required to determine if an applicant is able to perform the essential duties with or without reasonable accommodation.

Education:

- The position requires a High School Diploma or its equivalent supported by at least two years of college level course work.

Licenses & Certificates:

- May require a valid driver's license.
- Requires fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.

Working Conditions:

- Work is performed in a school environment subject to constant interruptions.