JOB DESCRIPTION

Intervention Center Facilitator

Reports to:	Director of Safe and Supportive Schools	**Employment Group / Salary Range:**	Certificated
Dept:	Student Services	**FLSA:**	Exempt
Annual Work Days:	185	**Formal Review Date:** **Board Approval Date:**	June 12, 2025 July 7, 2025

PRIMARY FUNCTIONS

The Intervention Center Facilitator will oversee the operations and programming of the Intervention Center. This individual will be responsible for supervising, monitoring, and triaging students referred to the Intervention Center, connecting them with appropriate supports to ensure successful reintegration into the classroom. Responsibilities include managing the site's various intervention and alternatives to suspension programs (e.g., Check and Connect, small social-emotional-behavioral groups, RAYS) and collaborating with members of the Student Services team, including Student Support Specialists, Counselors, and School Site Administrators.

ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to this class.

1. Support the Intervention Center by completing Behavior Reflection Forms with students and teachers (as applicable).
2. Triage students to appropriate Tier 2 Interventions, Alternative to Suspension and Student Support programs on campus.
3. Coordinate the site's Tier 2 long-term interventions such as Check and Connect, Academic Readiness Small Group, low-level academic tutoring, Restorative Accountable Youth Solutions (RAYS), Social-Emotional-Behavioral (SEB) Small Group, etc..
4. Provide organizational support for intervention-related activities, school events, and community partnerships in coordination with Student Support staff and the PBIS teams.
5. Assist with documentation and record-keeping as needed.
6. Provide skill building for students to develop and practice effective alternative behaviors, for special populations like: Foster Youth, McKinney Vento students and students with an IEP.

7. Understand and implement research-based practices and strategies to support Positive Behavior Intervention & Support plans (e.g., reflective writing, restorative practices, problem-solving strategies, etc., as applicable) to support student success.
8. Support social, emotional, and academic readiness lessons through individual and small-group instruction.
9. Collaborate with other professional staff members, such as school counselors and support staff, in assisting students with their social-emotional, academic and behavioral needs as part of a multidisciplinary team.
10. Assist with behavioral crisis situations in the District as needed.
11. Form positive relationships with school personnel and students to foster a positive school climate.
12. Deliver professional development on creating effective student connections, positive relationships, and cultural awareness.
13. Perform clerical duties such as maintaining records, filing, maintaining an inventory of supplies, and managing communications related to Wellness Center activities.
14. Ensure the Intervention Center is clean, organized, and welcoming. Regularly check for maintenance needs and address any facility issues to create a safe and calm environment for students.
15. Maintain accurate, confidential records and documentation of student interaction activities-including the number of students served, types of activities conducted, and any relevant observations.
16. Share the responsibility of communicating the Intervention Center data and activities to the community through such activities as Open House and Back-to-School Nights.
17. Seek to improve competency by periodically participating in professional growth activities.
18. Plan and collaborate with various agency staff to provide behavioral, social-emotional and academic support.
19. Observe professional working hours as designated by the Collective Bargaining Agreement.
20. Attend school and District meetings as designated by the Collective Bargaining Agreement.
21. Supervise students in out-of-classroom activities as required by the Collective Bargaining Agreement.
22. Perform adjunct duties as designated by the Collective Bargaining Agreement.

QUALIFICATIONS

Education and Experience:

Valid California Single Subject, Multiple Subject, Educational Specialist, or Pupil Personnel Services Credential.

Licenses, Certificates and Other Requirements:

- Valid CA Drivers License
- Maintain Auto Insurance

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- Social, emotional and academic readiness areas of competencies.
- Site-specific interventions for academic, behavioral, and social emotional development.
- Equitable and research-based techniques and strategies to build students' skills relating to academic readiness, social and emotional areas of development, and positive behavior interventions.

Skills and Abilities to:

- Maintain basic knowledge of child and adolescent growth and development stages, cultural competence, and confidentiality in school settings.
- Identify and respond successfully to the challenges presented by the district's diverse student population.
- Maintain a positive, relationship-focused attitude.
- Deliver grade/age-appropriate skill-development lessons in group and individual settings.
- Commit to meeting student needs for social and emotional well-being and behavioral and academic success.
- Communicate effectively both orally and in writing.
- Collaborate effectively with school and district personnel, families, and community-based agencies.
- Successfully work in a fast-paced environment.
- Continuously adapt to an ever-changing environment.
- Operate a computer including email, document editing and sharing, and student information systems.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk, and stand; use hands to finger, handle, feel or operate objects, tools, or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is frequently required to lift up to 30 pounds.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information, and documents; analyze and

solve problems; observe and interpret situations; use math and mathematical reasoning; observe and interpret people and situations; learn and apply new information and skills; perform highly detailed work; work on multiple, concurrent tasks.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Employees work under typical office conditions subject to frequent public contact and interruption and to intermittent exposure to individuals acting in a disagreeable fashion.

The employee may be required to travel to locations other than the assigned work site and to adjust to work schedule changes and requirements to work overtime.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

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Employee Signature ***Date***

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Name Printed