The job of Behavior Interventionist – Middle Level is done for the purpose/s of working with students and staff (teachers, administrators, social workers, CWCC, and related services) to improve school-wide practices, classroom management effectiveness, and individual student support systems; to assist students and staff in implementing and maintaining the school-wide Positive Behavior Supports (PBS) program that promotes student success in the educational setting; to develop positive relationships with staff, families, and the community while monitoring and mentoring students; and to facilitate the teaching of skills in social appropriateness, anger management, conflict resolution, and bullying proofing to individuals, small groups, and classroom students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

All staff at Frontier Middle School will be expected to:

- Work collaboratively as a member of the middle school’s leadership team for the purpose of implementing the Middle Level Task Force Consensus Recommendations.
- Work collaboratively as a member of the middle school’s leadership team for the purpose of embedding the District’s Compact of shared governance, decision-making, responsibility, and ownership.
- Work collaboratively as a member of the middle school’s leadership team for the purpose of representing the middle school to other District departments schools, elected officials, outside agencies, and the community (i.e. explaining and interpreting programs, policies, and activities with students, parents, and faculty; reaching consensus using the Interest-Based Agreement Process (IBAP) and other methods to resolve sensitive, significant, and controversial issues).
- Work collaboratively as a member of the middle school’s leadership team for the purpose of coordinating staff development opportunities and cultivating a learning organization.
- Work collaboratively, as a member of the middle school’s leadership team, with staff, parents, and students for the purpose of providing curriculum that is relevant, challenging, integrated, and exploratory.
- Work collaboratively, as a member of the middle school’s leadership team, with staff, parents, and students for the purpose of providing a technology-rich environment.
- Work collaboratively as a member of the middle school’s leadership team for the purpose of developing a variety of middle-school-student service programs and activities, including counseling and student advocacy, attendance and discipline expectations, registration and orientation, and student activities.
- Work collaboratively as a member of the middle school’s leadership team for the purpose of dealing with ambiguity; balancing school vision and current reality.
ESSENTIAL DUTIES AND RESPONSIBILITIES continued

- Act as an internal coach for the purpose of supporting PBS implementation.
- Assign school-wide discipline consequences for inappropriate behavior of students per District policies and procedures, as needed.
- Assist in the development, implementation, and monitoring of intervention strategies with teachers and teams for the purpose of meeting the needs of students with behavior concerns.
- Assist and support building personnel in the development and modification of behavior plans through collaborative consultation activities.
- Assist in the compilation of data for School Improvement, Functional Behavioral Analysis, and MDT processes.
- Assist in the supervision of students outside of the classroom environment, as needed.
- Be a member of a caring community promoting a humane environment that is conducive to learning; a place where children and adults treat one another with kindness and respect.
- Commit to summer work (per Frontier Middle School Organizational Development Calendar).
- Communicate diplomatically with students, parents, staff, and community agencies.
- Facilitate skill development in social appropriateness, anger management, conflict resolution, and bully-proofing to individuals, small groups, and classroom students.
- Facilitate communication between school and parent.
- Independently develop positive relationships with school staff, while monitoring and mentoring students.
- Maintain and model high standards of professional conduct by setting high standards for self and others.
- Maintain discipline records and give regular written or oral updates to the principal, administrative manager, and teams, as requested.
- Perform other duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepare and maintain relevant reports and records.
- Provide support and training for implementation of Refocus Room and Learning Lab; and in data collection systems.
- Provide feedback on a regular basis to teachers and administrators regarding student progress.
- Provide positive reinforcements or activities for students on a Positive Behavioral Support Plan.
- Work closely with students, teachers, parents, District personnel, and community agencies regarding individual behavior programming.

MINIMUM QUALIFICATIONS

Knowledge of:

- Thorough knowledge of (or willingness to learn) the characteristics of early adolescents and ability to make curriculum decision which reflect this knowledge.
MINIMUM QUALIFICATIONS continued

Knowledge of (continued):

- Operational characteristics, services, and activities of middle schools, including the organization and practices as applied to the analysis and evaluation of middle school programs, policies, and operational needs.
- Support behavior system(s) and successful leadership experience in the same.
- Social issues from many perspectives and willingness to develop greater understanding in this regard.

Skill to:

- Integrate technology in the classroom.
- Effectively communicate, both interpersonally and intrapersonally.
- Work collaboratively with employee associations toward a shared goal.
- Advocate effectively for middle-level education and/or middle school programs.
- Engage young adolescents in developing personal and social responsibility skills.

Ability to:

- Learn how to teach in a technology-rich environment.
- Communicate clearly and concisely, both orally and in writing.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Collaborate, plan, organize, and coordinate.
- Establish, maintain, and foster collaborative, positive, and harmonious working relationships with those contacted in the course of work.

SUPERVISORY RESPONSIBILITIES

No supervisory responsibilities are required of this position.

EDUCATION and/or EXPERIENCE

- Bachelor’s degree from a four-year college or university
- Eligible to obtain a Wyoming Teaching Certificate
- Possess a Middle Grades Endorsement and/or the commitment and ability to earn the Middle Grades Endorsement within three school years
- Successful experience in program development

Behavior Interventionist – Middle Level
**LANGUAGE SKILLS**

Must have the ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or government regulations. Be able to write reports, business correspondence, and procedure manuals, effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**MATHEMATICAL SKILLS**

Must have the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume, and the ability to apply concepts of basic algebra and geometry.

**REASONING ABILITY**

Must have the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.

**PHYSICAL DEMANDS**

*On-the-job time spent in physical activities is indicated below:*

**UNDER 1/3:**
- Walk
- Climb or balance
- Stoop, kneel, crouch, or crawl
- Taste or smell

**1/3 TO 2/3:**
- Stand
- Use hands to finger, handle or feel
- Reach with hands and arms

**OVER 2/3:**
- Sit
- Talk or hear
REQUIRED MOVEMENTS

FREQUENTLY:
• None

OCCASIONALLY:
• Bend
• Reach
• Squat
• Kneel – duration at one time of five to 30 minutes
• Climb on a step ladder
• Push or pull less than 50 pounds
• Twist body part above waist
• Rotate body part above waist

WEIGHT LIFTING REQUIREMENTS

Weight lift requirements are indicated below:

UNDER 1/3:
• Up to 25 pounds
• Up to 50 pounds

1/3 TO 2/3:
• Up to ten pounds

OVER 2/3:
• None

VISION REQUIREMENTS

Vision requirements are indicated below:
• Close vision (clear vision at 20 inches or less)
• Distance vision (clear vision at 20 feet or more)
• Color vision (ability to identify and distinguish colors)
• Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
• Depth perception (three dimensional vision, ability to judge distances and spatial)
• Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus

Behavior Interventionist – Middle Level
Typical noise levels for this work environment are:
- Moderate noise (examples are business office with computers and printers, light traffic)
- Hearing Demands (including ability to discriminate verbal commands and environmental safety sounds) for this position are:
  - Ability to hear well enough to work where severe hearing impairment is not a handicap (e.g. able to hear warning noises with or without a hearing aid, able to be in contact with co-workers and receive and transmit information. Able to hear verbal instructions, etc.)

Amount of time will be exposed to following environmental conditions:
- NONE:
  - Work with explosive
  - Risk of radiation
- UNDER 1/3:
  - Wet or humid conditions
  - Work near moving mechanical parts
  - Work in high precarious places
  - Fumes or airborne particles
  - Toxic or caustic chemicals
  - Outdoor weather conditions
  - Extreme cold (non-weather related)
  - Extreme heat (non-weather related)
  - Risk or electrical shock
  - Vibration

I have read and understand the scope of this job and hold the minimum requirements:

Employee Name (please print):____________________________________________________

Employee Signature:_____________________________     Date:________________________