

BEMIDJI AREA SCHOOLS
POSITION JOB DESCRIPTION

ORIGINATION DATE _____
LAST REVISION DATE 2-13-92
BAND & GRADE B-2-3-6

POSITION TITLE Attendance/Academic Advisor – Indian Education

IMMEDIATE SUPERVISOR Coordinator of Indian Education

Job Summary (Basic Purpose of Position)

Assist Native American students with attendance/academics, career planning and scheduling in grades 6-8.

SUPERVISOR

EMPLOYEE

NOTE: The signature of the supervisor and employee indicates they have read this job description and agree with its contents.

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D, W	WC	NECESSARY SKILLS, KNOWLEDGE, ABILITIES What You Have to Know to Accomplish Duty of Function	PERFORMANCE STANDARDS How Will You Know the Job is Done?
NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS					
1.00 Provide educational/social support services to middle school Native American students.				KNOWLEDGE: 1. Applicable State and Federal regulations and laws relating rights of special needs children. 2. Resources available to provide help for children and their families. 3. General knowledge of handicapping conditions. 4. General knowledge of systems within the school. 5. Counseling techniques. 6. Curriculum of ISD #31 at the Middle School. 7. ISD #31 policies regarding confidentiality and privacy of data. 8. Indian resource personnel. 9. Indian community. SKILLS: 1. Mediation 2. Conflict resolution	
1.01 Identify at-risk Native American students at the middle school.	B2	30D			1.01 Educational and social support was given in a timely and appropriate manner.
1.02 Monitor students attendance, academic performance and academic records.	B2	30D			1.02 Progress, both social and academic, was monitored according to school district procedures.
1.03 Refer students to appropriate school districts, outside agencies, communities and parents.					1.03 Students were referred in a timely and appropriate manner.
1.04 Provide liaison with school and local agencies for Indian students.					1.04 Liaison activities were performed appropriately.
1.05 Meet with building teams to discuss needs of Indian students and build individual goals for each student.					1.05 Team meetings were participated in and recommendations were given on how to effectively deal with Indian at-risk students.
1.06 Develop and implement programs that maintain progress toward graduation.	B2	20D			1.06 Plans were developed and implemented.
1.07 Instruct students three (3) hours per week during skills lab on survival skills, curricular needs and peer relations.		(100 hrs. per year)			1.07 Instruction was age-appropriate and evidence of planning exists.
1.08 Encourage positive student behavior through incentives and rewards.					1.08 Incentives and rewards were developed.
1.09 Provide Indian students with positive role models.				1.09 Positive role models were brought to the students.	

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NOTE: LIST EACH MAJOR JOB FUNCTION PRIOR TO LISTING OF ROUTINE DUTIES, SKILLS AND PERFORMANCE STANDARDS

1.10 Communicate the needs of Indian students to parents, teachers, administrators and community agencies.		5D		ABILITY TO: 1. Communicate with students.	1.10 Communication activities were timely, appropriate and well done.
1.11 Act as advocate for special needs students.				2. Establish positive relationship with students.	1.11 The needs of special students were addressed.
1.12 Mediate problems between home, school and community agencies.				3. Communicate and establish a positive working relationship with parents/guardians.	1.12 Effective mediation procedures were used.
1.13 Interpret school policies, rules and regulations to parents and community agencies.				4. Apply good counseling techniques.	1.13 All school policies, rules and regulations were interpreted to appropriate publics.
1.14 Schedule interventions with home, school and community agencies.		10W		5. Provide support and consultation to classroom teachers in a positive manner.	1.14 Interventions were scheduled and appropriate records were kept.
1.15 Help resolve crisis situations within the school.				6. Organize workload.	1.15 Crisis situations were handled in an appropriate manner.
1.16 Participate in resolving truancy problems.				7. Keep records.	1.16 Truancy situations were handled in an appropriate manner.
1.17 Explain the impact of cultural barriers and family social structures to staff, parents (when appropriate) and staff of outside agencies.				8. Work cooperatively with other special support staff.	1.17 Cultural barriers and the social structure of families were addressed when appropriate.
1.18 Provide social history of students when asked.				9. Be empathetic and sensitive to student needs.	1.18 Social history was provided when asked.
1.19 Act as presenter on the needs of at-risk students when appropriate.				10. Instill student confidence/self-worth.	1.19 Presentations were well planned, presented and evaluated.
1.20 Maintain appropriate records.		5W		11. Act as a role model.	1.20 Appropriate records were maintained.
1.21 Perform other duties as assigned.				12. Achieve parental support and/or assistance.	1.21 N/A
				13. Communicate with students, educators and parents.	