**Sugar-Salem Joint School District #322**

**Job Description**

TITLE: Behavior Interventionist Number:

Classification: Classified Professional/Para New: February 2016

Department: Special Education Revised:

QUALIFICATIONS:

|  |  |
| --- | --- |
| Professional | Paraprofessional |
| * Exceptional Child Certificate or * Early Childhood/Early Childhood Special Education Blended Certificate or * Special Education Consulting Teacher or * Habilitative intervention professional or * Individuals employed by a school as certified Intensive Behavioral Intervention (IBI) professionals prior to July 1, 2013, are qualified * to provide behavioral intervention; * Must be able to provide documentation of one (1) year’s supervised experience working with children with developmental disabilities. This can be achieved by previous work experience gained through paid employment, university practicum experience, or internship. It can also be achieved by increased on-the-job supervision experience gained during employment at a school district or charter school. * (IDAPA 16.03.09.854.01) | 1. Post secondary education {Meet one of the following requirements :}    1. 32 college academic credits [provide unofficial transcript]    2. Associate degree or higher    3. Pass the ETS ParaPro Assessment with score 460 or higher 2. Aptitude for the work to be performed 3. Interest in children and education 4. Desire to assist students with various types of special needs in a learning environment 5. Emotional maturity and stability necessary for the specialized work involved |

REPORTS TO/EVALUATED BY:

Principal and the appropriate certificated teacher and federal programs director

JOB GOAL:

To assist, support, and work closely with specific student(s) to gain behavior skills that would lead to improve student(s) educational [academic, social, behavioral] outcomes.

PERFORMANCE RESPONSIBILITIES [aligned to “Idaho Professional Standards”]

1. Works with individual students or small groups of students to reinforce learning materials or skills initially introduced and outlined by certificated staff [1p1, 1p3, 2p1, 3p5, 4k3, 4p1, 7p1]
2. Assists the certificated staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of the individual students, their needs, interests, and abilities. [3k1, 3k2, 3p3, 4k4, 7k1, 7k2, 8p3]
3. Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular certificated staff. [1k1, 1k2, 6p1, 10p2, 10p3, 10k1, 10k4, 10k5]
4. Alerts the certificated staff to any problem or special information about an individual students [1k2, 5k2, 5p2, 6p1, 8p3, 10k1, 10k6, 10d2, 10p7, 10p8]
5. Performs assigned supervision of students during lunch periods, recesses, and on field trips [Principals 1-10, 5p5]
6. Performs assigned non-instructional classroom duties such as snack time, toileting, and clothing routines. [3p1, 3p4, 3p6, 7p1, 5k6]
7. When requested, serves as a resource person to the IEP team [8p3].
8. Demonstrates ethical behavior and confidentiality of information about students in school environment and community. [8p1, 9k1, 9k2, 9d5, 10k1, 10k2, 10k4, 10k7, 10d3, 10p1, 10p4, 10p6]
9. Participates in in-service training programs as approved [principals 1-10, 9p4]
10. Maintains safe working environment and encourages colleagues to be safety mined in performance of all school related duties [5k2, 5p2, 5p5, 10p8]
11. Performs other such duties/assignments as directed by certificated staff [10k1, 10p2, 10p3]
12. Assists as directed by certificated staff in the effort to successfully maintain students with special needs in an integrated setting as determined by the IEP team. [2p1, 3k2, 3k3, 3d1, 3p2, 3p5, 3p7, 4k3, 4k4, 4d1, 4d2, 4p1, 8p4]
13. Effectively collects and maintains evidence of meeting continuing professional development for certification, etc.

TERMS OF EMPLOYMENT:

* Approximately nine-month working period with the position constituting as an employee at Will of the Board
* Work schedule: as needed based on student outcomes as noted on IEP, student attendance (does not work when student is not in attendance), professional development as needed/scheduled
* Salary per salary schedule
  + Professional/certificated: step 9
  + Paraprofessional: Step 3
* Fulfills the requirements of the Idaho Paraprofessional Standards

EVALUATION:

* Performance of this job will be evaluated annually in accordance with provisions of the board’s policy