

SECTION I: GENERAL INFORMATION

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| Classification Title: Behavioral Intervention Assistant | Department: | Unit: Unaffiliated |
| Immediate Supervisor: Principal | Grade Placement: | FLSA Status: Non-exempt |
| Job Summary: <p>Under the direction of the Building Principal, the Behavioral Intervention Assistant is responsible for performing a variety of duties associated with student management and students who have been removed from the classroom, monitoring attendance and identifying students with excessive unexcused absences; working with students in establishing behavioral strategies and interventions to improve behavior, performance, and attendance.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p> | | |

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Deals with student behavioral issues where a student has been sent out of the classroom.
 - Meets with students 1:1 to address and resolve conflicts and behavioral issues in appropriate, position and more constructive ways.
 - Provides and discusses more positive and alternative choices for dealing with conflicts and issues.
 - Assists students with peer relations and problem solving to address issues that may be impacting a student’s behavior negatively.
2. Refers chronic truants who do not respond to the building administrator or social services. Files truancy on students who have excessive days of unexcused absences.
3. Provides assistance in processing transportation scheduling requests for various school based activities.
4. Communicates with parents and/or guardians concerning their child’s behavior in the classroom.
5. Maintains and updates documentation of student discipline records, parent interactions, behavioral strategies, incident reports, or other essential documentation required of the district pertaining to areas of responsibility
6. Performs other duties of a comparable level or type, as required.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

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| EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following: | | | |
| REQUIRED EDUCATION/TRAINING (choose one) | | DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) | |
| | less than high school diploma | | Major field of study or degree emphasis: |
| x | High school diploma or GED. | | |
| | 1 year college | 2 years college | |
| | 3 years college | 4 years college | |
| | 1st year graduate level | | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: |
| | 2nd year graduate level | | |
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| <ul style="list-style-type: none"> • Knowledge of problem solving and conflict resolution techniques. • Knowledge different cultural values, traditions and influences across the student body. • Knowledge of de-escalation techniques. • Knowledge of behavioral management strategies, non-violent crisis intervention and methods. • Knowledge of district and building level policies, guidelines, rules or philosophy pertaining to discipline and appropriate student behavior and consequences. | | | |
| Required Work Experience in Addition to Formal Education/Training: No prior experience required. | | | |
| LICENSE/ CERTIFICATION | | Identify licenses/certification required: Requires a MN Drivers License. No specific licenses or certification required to gain entry into the classification. District may require specific certifications, courses and/or licenses after hiring depending upon the specific job assignment, or needs of the district. | |
| ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK | | Skilled in: <ul style="list-style-type: none"> • Supervising student behavior and applying consistent consequences for appropriate and inappropriate behaviors. • Formulating and implementing behavioral strategies designed to improve student behavior, attendance, and academic outcomes. • Updating and maintaining building discipline, attendance, or other student records applicable to their duties. • Writing routine correspondence, routine reports, memos, documents, charts or other correspondence/recording keeping requirements of the job. • Applying judgment and discretion in the application of district policies and procedures to specific behavioral and student issues or situations that they are confronted with in the performance of the job and consistent within the limits of authority afforded the position. • Judgment and discretion in dealing directly with parents, teachers, administrators, law enforcement, county social workers, probation staff , court personnel, or other representatives of outside agencies. • Communicating appropriately with parents, students and staff. • Interacting with and serving as a role model concerning learning and behaviors . • Dealing appropriately with student conflict and behavioral issues consistently and in accordance with district guidelines, disciplinary principles and/or individual student plans. | |

| PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities) | | | | | | | | | |
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| Amount of Time Spent | | | | | Amount of Time Spent | | | | |
| Physical Activities | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 | Lifting/Forcing Exerting | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 |
| Stand | | X | | | Up to 10 lbs | | | | X |
| Walk | | X | | | Up to 25 lbs | | X | | |
| Sit | | | X | | Up to 50 lbs | X | | | |
| Use hands to finger, handle or feel | | | | X | Up to 100 lbs | X | | | |
| Reach with hands and arms | | | | X | Over 100 lbs. | X | | | |
| Climb or balance | X | | | | | | | | |
| Stoop, kneel, crouch or crawl | X | | | | | | | | |
| Talk or hear | | | | X | | | | | |
| Taste or smell | X | | | | | | | | |
| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities | | | | | | | | | |
| Physical requirements associated with the position can be best summarized as follows: | | | | | | | | | |
| Light Work: | | | | | | | | | |
| Exerting up to 25 pounds of force frequently and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job. Job involves sitting much of the day. | | | | | | | | | |
| HAZARDOUS WORKING CONDITIONS | Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. Position holders may be exposed to student conflicts, inappropriate behaviors, acting out behaviors and verbal outbursts, or parental conflicts that can make the position less than desirable. | | | | | | | | |



SECTION IV: DISTRICT MISSION AND CORE VALUES

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| <p>OUR MISSION</p> | <p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p> |
| <p>CORE VALUES</p> | <p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential. |
| <p>MISSION OUTCOMES</p> | <p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity. |
| <p>STRATEGIES</p> | <p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes. |
| <p>STRATEGIC DELIMITERS</p> | <p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas. |

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

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| <p>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</p> | |
| <p>_____</p> <p>Department Head's Signature</p> | <p>_____</p> <p>Date</p> |
| <p>Classification History: Created classification description 5/2016 BCC</p> | |