

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Intervener	<b>Department:</b> Special Education	<b>Unit:</b> Unaffiliated
<b>Immediate Supervisor:</b> Building Principal	<b>Grade Placement:</b>	<b>FLSA Status:</b> Non-exempt
<b>Job Summary:</b> <p>Under the direction of the Building Principal, the Intervener is responsible for providing direct support to a student 1:1 during their instructional day as set forth in the student's IEP and adapts instructional materials in accordance with the student's needs.</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

<ol style="list-style-type: none"><li>1. Provides direct support to a student with deafblindness during all or part of a school day as part of an educational team, and as indicated in the student's IEP.<ul style="list-style-type: none"><li>• Follows the student's IEP and the modifications and instructional techniques recommended by instructional staff.</li><li>• Fosters and creates and relationship with the student to reinforce a trusting and interactive environment.</li><li>• Assists in providing opportunities for the student to interact with others.</li><li>• Learns and becomes proficient in the student's individual communication methods and strategies.</li><li>• Accompanies and supports the student during all instructional activities.</li><li>• Assists in communicating issues between the school and home.</li></ul></li><li>2. Assists in the development and use of receptive and expressive communication skills.</li><li>3. Creates and adapts educational materials to enhance successful learning of their student's goals and objectives.</li><li>4. Participates in the assessment of the student and in the preparation of IEPs, progress reports, behavior plans, data collection, and other documentation for program monitoring.</li><li>5. Participates in IEP meetings and student staffings.</li><li>6. Serves as a resource to other staff on issues pertaining to deaf/blindness.</li><li>7. Performs other duties of a comparable level or type, as required.<ul style="list-style-type: none"><li>• Attends training sessions and in-services, as assigned.</li></ul></li></ol>
--

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.) AAS or AA Degree	
	less than high school diploma		
	High school diploma or GED.		
	1 year college	x	2 years college
	3 years college		4 years college
	1st year graduate level		
	2nd year graduate level		
		<b>Major field of study or degree emphasis:</b> Intervener, American Sign Language or similar field	
		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Knowledge of the role of the intervener and interpreter, particularly in an educational setting.</li> <li>• Knowledge of the laws, rules, regulations and policies related to American Sign Language/English interpreters, Transliterators and Interveners.</li> <li>• Knowledge of assistive receptive and communication techniques, approaches and skills.</li> <li>• Knowledge of child language development.</li> <li>• Knowledge of student's medical, physical, sensory functioning, communication, learning style and behaviors and unique difficulties faced by these students.</li> </ul>	
<b>Required Work Experience in Addition to Formal Education/Training:</b> Requires a completion of Certification program and any associated intern/practicum requirement.			
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required:</b> Valid MN Driver's License. Certification in American Sign Language and Intervener Certification and training.	
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>		<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• American Sign Language.</li> <li>• Taking instruction and direction from licensed personnel and following classroom/program routines.</li> <li>• Documenting job performance of students at work sites and communicating issues/concerns/problems to case manager(s) and IEP team members.</li> <li>• Developing rapport, trust and emotional support to student.</li> <li>• Applying judgment and discretion when dealing with students, public, other workers, employers, staff, etc.</li> <li>• Adapting and creating educational materials to enhance the student's understanding and learning of the materials given their needs, goals and objectives.</li> <li>• Facilitating the use of various communication plans (ASL, PECS, Voice output devices, etc.).</li> <li>• Following and performing duties consistent with IEP plan, goals and objectives.</li> </ul>	

<b>PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)</b>									
<b>Amount of Time Spent</b>					<b>Amount of Time Spent</b>				
<b>Physical Activities</b>	<b>None</b>	<b>1/3 Less</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>	<b>Lifting/Forcing Exerting</b>	<b>None</b>	<b>1/3 Less</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
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								
<b>PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities</b>									
<b>Physical requirements associated with the position can be best summarized as follows:</b>									
<b>Light Work:</b> Exerting up to 25 pounds of force occasionally and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body.									
<b>HAZARDOUS WORKING CONDITIONS</b>	<b>Unusual or hazardous working conditions related to performance of duties:</b> Work is performed in a typical school district setting where the employee is exposed to minimal environmental or physical hazards or risks associated with performing the requirements of the job.								



**SECTION IV: DISTRICT MISSION AND CORE VALUES**

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

**SECTION V: CLASSIFICATION HISTORY AND APPROVAL**

<p><b>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</b></p>	
<p>_____</p> <p><b>Department Head's Signature</b></p>	<p>_____</p> <p><b>Date</b></p>
<p><b>Classification History:</b> Created classification description 6/2016 BCC</p>	

