



Annandale Public School District 876

JOB DESCRIPTION

Position Title:

Academic & Behavioral Interventionist

Department:

Certified

Unit:**Immediate Supervisor:**

Building Principal

Grade Placement:

AEA Contract

FLSA Status:

Exempt

Job Summary:

The Academic & Behavioral Interventionist assists individuals in academic strategies, as well as making positive behavior choices that allow them to remain in the classroom. As educators, we believe that every choice is an opportunity to grow and learn. For students to fully achieve this level of personal growth, they need individual coaching and guided support to encourage better choices. These academic and behavior strategies taught by the interventionist will benefit students in all aspects of life even beyond high school.

The Academic & Behavioral Interventionist at Annandale High School serves in a modified teaching capacity focussed on three primary components:

1. Support AHS students in an alternative to suspension planning room
2. Provide academic and behavioral interventions
3. 504 Coordinator for the high school (grades 9-12)

The Academic & Behavioral Interventionist will **empower** and **inspire** all students with the confidence, courage and competence to **achieve** their future aspirations.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Academic and Behavioral Interventions take on a more proactive approach to addressing students' needs.

- **Alternative-to Suspension Program:** Implement an alternative to suspension program for AHS students. The teacher will help student(s) academically and assist in processing student behaviors.
- **Academic Support:** Provide academic support for students who need a quiet place to test or for students who are involved in the alternative-to- suspension program. Communicate with classroom teachers regarding assignments.

- **Individual Behavior Plans:** Implement individual behavior plans; working in partnership with case managers to provide support to specialized instruction, skill instruction, and behavioral data collection.
- **Behavioral Processing:** Teach students the skills needed to be successful in areas of decision-making, anger management, conflict resolution and problem solving.
- **Restorative Justice Principles:** Provide restorative justice opportunities through community service, mediation and other strategies. The teacher will help empower students to take responsibility for their behaviors; restore the relationships with staff/students that may be broken; and work toward future problem solving skills.
- **Consult:** Consult with teachers, administrators and parents to plan strategies to curb continued behavioral concerns and improve achievement and increase school engagement.
- **Staff:** Model evidence-based behavioral strategies for instructional staff. Work with the leadership team to plan and deliver staff development in the area of behavioral intervention skills.
- **504 Coordinator:** Provide support/interventions for students on a 504. Maintain 504's and necessary data.

Supervision

- **Supervision:** Assist in supervision as needed but could include before and after school and during the flex lunch. Facilitate after school homework help with the student and his/her teachers.
- **Lunch Detention:** Monitor students and consult with teachers to ensure students are academically productive during this time.

EDUCATION AND KNOWLEDGE REQUIREMENTS

Education Training and Experience Requirements:

- Bachelor's degree in Education

License/Certification Requirements:

- Secondary MN State Teaching License

Knowledge required to perform the essential functions of the job:

- Knowledge of academic, behavior and attendance intervention strategies
- Knowledge of child development theories and development stages and needs.
- Knowledge of school cultures and values.
- Knowledge of Positive Behavior Intervention and Supports (PBIS).
- Knowledge of SPED and Sped Law.
- Knowledge of County attendance regulations.
- Knowledge of community resources, including social services and mental health.
- Knowledge of district procedures and policies governing building administration and management.

WORK SKILLS AND CHARACTERISTICS

Skills required to perform the essential functions of the job:

- Ability to effectively interact and communicate with students, parents, staff, administrators and other educational professionals to best meet the needs of students.
- Skilled in establishing and maintaining effective working relationships with employees, supervisors, and building staff.
- Skilled in working with students with behavior needs and student behavior management/disciplinary techniques and conflict resolution strategies.
- Skilled in information collection, decision-making and problem solving.
- Skilled in the writing of 504 plans.
- Skilled in organizational oversight.

PHYSICAL REQUIREMENTS

Physical requirements associated with the position can be best summarized as follows:

Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.