

# Renton School District Job Description

## In-School Suspension/Behavior Intervention

This job description is subject to change at any time at the sole discretion of the District and does not establish a contract for employment.

**Reports to:** Building Administrator

**Bargaining Unit:** Renton Education Support Professionals (RESP)

**Level:** RESP 2

**FLSA Status:** Hourly, Non-exempt

**Revised Date:** 8/11/2023

### Primary Purpose

The In School Suspension/Behavior Interventionist assists in addressing behavioral and educational needs of identified students. The incumbent interacts with students through the school site, monitoring behavior and implementing appropriate interventions strategies. The incumbent may also supervise students in study hall while they work on school assignments. Responsibilities include monitoring behavior, maintaining an atmosphere conducive to studying, recording attendance and performing clerical duties for office staff.

### Minimum Qualifications

1. 18 years of age
2. High school diploma or equivalent
3. Meet the Washington State Minimum Employment requirements by showing evidence of one of the following:
  - a. Associate degree
  - b. At least 72 quarter or 48 semester credits of 100 level courses or higher
  - c. Pass the ETS Para-Pro Assessment with a score of 461 or higher
4. Demonstrated effective oral and written communication in the English language, including correct grammar and spelling usage.
5. Background check through Washington State Patrol, as required by RCW 43.43.830. Fees apply.

### Requirements within 60 days of Employment

1. Valid and current first aid/CPR/AED card
2. Online workplace training

### Additional Requirements

1. Complete Washington State mandated paraeducator training by timelines established by the State.

### Essential Functions

The list of essential functions in this job description is not exhaustive and may be supplemented as determined by an appropriate administrator and Human Resources.

1. Meet with students individually and in small groups to identify behavioral concerns and expectations and to implement programs designed to address these concerns. Activities

may involve study skills, anger management techniques, communications skills, social skills, and life skills.

2. Maintain regular communications with classroom teachers and other staff regarding individual student progress on intervention goals; participate in meetings to exchange relevant information regarding identified students; report situations requiring immediate or further action to appropriate staff member.
3. Monitor behavior of students referred to the PBS/ISS room; coordinate assignments with referring teacher; assist students in completion of assignments, provide instruction as appropriate; make referral or provide feedback to other staff members as appropriate; arrange and maintain room for student usage.
4. Maintain records of student interventions as required by federal, state and local statutes and regulations; enter data related to student discipline and behavioral interventions into a student database; produce reports from database.
5. Under the direction of the principal, provide support to teachers and support staff in the management of students displaying significant behavioral problems.
6. Assist classroom teachers and other instructional staff in designing and implementing strategies for maintaining an environment conducive to effective learning, applying techniques appropriate to the maturity, interests, and needs of enrolled students.
7. Assist in addressing emergencies by participating in the school crisis intervention response effort.
8. Supervises students assigned to after-school detention; receives and records detention forms; files or routes forms per school procedure, maintains data for student detention and follow-up.
9. Assists with overload clerical work including data entry, compiling information, distributing and collecting forms, and sorting/distributing mail.
10. Manage student behavior on the playground, in the lunchroom, in the gymnasium, to and from classes, In School Suspension, and in the locker room. May accompany students throughout the school premises.
11. Act as crossing guard and/or bus loader.
12. Maintain regular attendance.
13. Establish and maintain effective working relationships with colleagues, students, parents and community members.
14. Comply with all Board policies, rules, procedures and collective bargaining agreements.
15. Performs related duties consistent with the scope and intent of the position.

#### **Required Knowledge, Skills and Abilities**

16. Demonstrated ability to learn and apply new skills.
17. Demonstrated skills in organization and time management.
18. Demonstrated knowledge of general clerical skills and use of appropriate technology and software.
19. Demonstrated ability to show flexibility and good judgment.
20. Demonstrated ability to interact positively and confidentially with individuals from diverse linguistic, cultural and ethnic backgrounds.

21. Demonstrated ability to use excellent written and oral communication and interpersonal skills to work effectively and collegially with staff, community and students.
22. Demonstrated ability to walk, sit, squat, crawl, kneel, bend, stoop, reach and lift to attend to the physical needs of the students.
23. Demonstrated knowledge of Positive Behavior Support or similar behavioral intervention program(s).
24. Demonstrated skill in mediation of disputes.

**Working Conditions**

The daily work is performed in an office setting and at various sites within the district. The job incumbent is frequently required to: be exposed to interruptions; and deal with distraught, angry or hostile individuals. The incumbent is sometimes required to: visually concentrate on detail; be confined to work station; be dexterous and/or precise; stand for prolonged periods; lift or carry heavy objects or individuals; physically restrain students; work outdoors in inclement weather; be exposed to clear threat to physical safety; and deal with bodily fluids.