

# **SOUTH SIOUX CITY COMMUNITY SCHOOLS**

## **SAT/504 INTERVENTIONIST**

<b>Reports to:</b>	<b>Student Services Director</b>
<b>Classification:</b>	<b>Certified</b>
<b>FLSA Status:</b>	<b>Exempt</b>
<b>Terms of Employment:</b>	<b>Days according to school calendar as approved by board policy</b>
<b>Evaluation:</b>	<b>Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy</b>
<b>Compensation:</b>	<b>Reviewed and established annually by the Board of Education</b>

### **EMPLOYEE CHARACTERISTIC REQUIREMENTS**

- Being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- Reliable, responsible, and dependable and fulfilling obligations.
- Honest and ethical.
- Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Accepting criticism and dealing calmly and effectively with high stress situations.
- Developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Preferring to work with others rather than alone, and being personally connected with others on the job.

### **PERFORMANCE RESPONSIBILITIES**

- Coordinate and monitor appropriate interventions for SAT and 504 students
- Ensure that knowledge about SAT is addressed with all the staff
- Schedule and coordinate SAT meetings with all team members
- Gather necessary information that includes but is not limited to parent phone calls, staff discussions, data collection, record reviews, progress updates, MAP's, discipline records, attendance information, FM data, Odyssey information, NESA, ELDA, achievement testing, common formative assessments, health records, counseling information, behavior data.
- Adhere to all district policies, rules, regulations, and supervisor directives.
- Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27. The teacher must serve as a positive role model for other staff and students.
- Active participation in SAT meetings and ensure documentation of interventions
- Define intervention (frequency, duration) and who will implement
- Schedule and coordinate the selected interventions
- Document meeting notes
- Track and monitor progress on the intervention
- Develop and monitor transition plans, behavior intervention plans and crisis intervention plans
- Demonstrate appropriate communication skills with staff, administration, parents, students and all involved SAT team members
- Ensure that all appropriate interventions are attempted for increasing student performance prior to considering a special education referral
- Maintain CPI certification for crisis plans
- Other duties as determined by the Student Services Director

### **EDUCATION AND/OR EXPERIENCE**

- Special Education endorsement
- M.S.W.
- Counseling experience with behavior interventions
- Experience in writing and implementing intervention plans

- Knowledge of Rule 51 and 504 administration

**REQUIRED KNOWLEDGE AND SKILLS**

- Regular, dependable attendance on the job, the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and the ability to perform the following identified physical requirements:

<p align="center"><b>Physical Requirements SAT/504 Interventionist</b></p> <p>E = Essential NE = Non-Essential</p>	<p>Item is not a requirement of the job <b>N</b></p>	<p>Occasional – up to 33% of time <b>N</b></p>	<p>Occasional/Essential – up to 33% of time, absolutely essential to the job <b>E</b></p>	<p>Frequent -- between 34% - 66% <b>E</b></p>	<p>Continuous -- over 66% of time <b>E</b></p>
<b>Stamina</b>					
1. Sitting				X	
2. Walking				X	
3. Standing			X		
4. Sprinting/Running	X				
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person			X		
6. Bending or twisting at the trunk more than the average person			X		
7. Squatting/Stooping/Kneeling			X		
8. Reaching above the head		X			
9. Reaching forward		X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job			X		
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead	X				
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					

Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds			X		
24. 51 to 75 pounds		X			
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
<b>Carrying</b>					
27. 10 to 25 pounds			X		
28. 26 to 50 pounds		X			
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				