Princeton City School District
Job Description

Job Title: **Intervention Specialist**
Reports To: **Special Education Coordinator and Building Principal**
FLSA Status: **Certified**
Revised Date: **May 2009**

GENERAL DESCRIPTION

Provides special needs students with academic instruction, enrichment education, social development and academic modification and adaptations within a resource and/or regular educational environment by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Assist in selection, requisition and maintain required inventory records of appropriate books and instructional aids.
- Possess the ability to implement curriculum and create lesson plans following state and district guidelines and Individualized Education Program (IEP) goals.
- Provide modifications, accommodations and differentiated instruction needed to maximize the learning experience for special needs students.
- Provide (done by IS or EMIS Coordinator) or Prepare documents for to local, state and federal departments of special education, concerning individual student and group progress as required by law.
- Write, maintain and update student's IEP and Multi Factored Evaluation (MFE).
- Provide daily crisis intervention services to students and families as appropriate.
- Communicate and/or collaborate with parents, professional staff and agencies regarding academic and behavior progress of each student as needed.
- Assist in screening, evaluating and determining services/least restrictive environment (LRE) for students.
- Provide inclusion support and/or direct instruction to implement the three tier instructional model (core, strategic, and intensive) to whole class, small groups, and individuals.
- Prepare program reports and annual assessments/evaluations as appropriate and necessary.
- Utilize a wide range of teaching materials and equipment including developmental learning materials, instructional games and resource activities.
- Explicitly teach behavior expectations and provide a three tier level of support to cultivate a safe school environment.
- Complete Functional Behavior Assessment and Behavior Intervention Plans
- Establish and maintains standards of responsible and cooperative student behaviors. Collaborate with the teacher to monitor student progress in all educational settings.
- Maintain physical environment of the classroom.
- Use appropriate assessment tools and evaluation instruments to evaluate student progress toward IEP goals and objectives. Administer or monitor district and state wide tests with efficacy and integrity
- Participate in the sponsorship of student activities.

INTERVENTION SPECIALIST (continued)

- Maintain professional competence through in-service educational activities provided by the district and/or in self-selected professional development activities
- Attend staff meetings and serve on staff committees as required.
- Follow all policies and procedures for the provision of special education as established by the Ohio Department of Education and Individuals with Disabilities Education Act (IDEA).
- Possess the ability to teach a modified curriculum that parallels that being taught in regular education classrooms as appropriate with IEP goals.
- Adapt tests and grading procedures for special needs students in regular classrooms.
- Creates systems to develop, maintain and monitor appropriate behaviors.
- Serves as support in the inclusion subjects as specified on a student's IEP.
- Maintain accurate, complete, and correct records as required by law, district policy and administrative regulations.
- Possess a basic understanding of technology for the purposes email, record keeping, word processing, classroom instruction, etc.
- Implement research based interventions to students at risk and with disabilities.
- Performs other tasks/duties as assigned by the building administrator.

SUPERVISORY RESPONSIBILITIES

May directly supervise employees (educational aides.) Carries out supervisory responsibilities in accordance with the district's policies and negotiated agreements. Responsibilities include training, planning, assigning and directing work and addressing complaints and resolving problems.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

CERTIFICATES, LICENSES, REGISTRATIONS

Valid certificate/license as issued by the Ohio Department of Education; Certificates, Licenses and/or registrations as applicable to position duties and responsibilities and/or as required by the Board of Education; First aid training and CPR certification is required. Completion of communicable disease training is required. Attendance at child-abuse training as required by law.

ADDITIONAL REQUIREMENTS FOR PRESCHOOL INTERVENTION SPECIALISTS

- Must be able to pass a pre-employment physical examination given by a licensed physician and have a tuberculin test. A chest x-ray is required for a positive TB test.
- Must be able to make home visits

LANGUAGE SKILLS

Ability to communicate effectively (both written and oral) with students, parents, colleagues and administration. Ability to read, analyze and interpret testing and survey results. Ability to respond to common inquiries or complaints from students, parents, agencies, teachers or members of the school community. Ability to effectively present information to administration, staff, public groups, and/or Board of Education.

PHYSICAL DEMANDS (ED, MH units)

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, walk, use hands to finger, handle or feel, reach with hands and arms, and talk or hear. The employee is occasionally required to climb or balance, stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move more than 50 pounds.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.