

TITLE: Special Ed Intervention Monitoring Coordinator

QUALIFICATIONS:

1. Demonstrate aptitude for the work to be performed.
2. High school diploma or equivalent.
3. Strong interpersonal skills, with the ability to communicate with all levels of staff.
4. Maintain effective and positive working relationships with staff, students, and parents.
5. Proficient with the Microsoft Office suite of products. Demonstrate the ability to be trained on school wide software.
6. Ability to lift 50 pounds.
7. Such alternatives to the above qualifications as the Special Education staff may find appropriate and acceptable.

REPORTS TO: Special Education Teacher(s) (for job description supervision)  
Assistant Principal (for job specific issues)

JOB GOAL: Provide necessary assistance so that the student can be provided an environment in which that individual can take full advantage of the instructional program and available resources.

Provide a mentoring relationship with students exhibiting at risk behavior and to provide these students the needed support to succeed within the school environment, both academically and socially.

Assist Response to Intervention educator with specialized reading and writing activities within the classroom. Assist in providing a structured environment so that the students can take full advantage of the specialized instructional program.

GENERAL PERFORMANCE RESPONSIBILITIES:

1. Provide assistance to the special education teacher in implementing required special education processes.
2. Provide assistance to the special education teacher in implementing consultation.
3. Provide assistance to the special education teacher in implementing assessment tasks.
4. Provide assistance to the special education teacher in implementing instructional system processes including effective inter-personal skills.
5. Provide assistance to the special education teacher in implementing instructional requirements and other provisions of students' Individual Education Plans.
6. Maintain on going communications with case manager and other appropriate staff to uphold the goals and objectives of each students IEP and service level guideline.
7. Inform case manager when changes are required to accommodate specific student needs and work within the appropriate means to implement these changes.

8. Assist in behavior interventions for both special education and mainstream students in classroom settings as written by counselor/case manager.
9. Write up behavior room and structure study referrals within assigned classroom settings as well as within general supervision areas.
  - Escort students to and from assigned behavior area when needed.
10. Coordinate work assignments with classroom teachers for students assigned to behavior room and/or structured study.
11. Notify appropriate school staff when information is presented concerning abuse, neglect, suicidal thoughts/threats, potential for harm to persons or property, or suspected use or possession of an illegal substance.
12. Perform SLA (Survey Level Assessment) readings, collect scores, and evaluate appropriate reading level for special education students and others specified by case manager and/or counselor.
13. Attend meetings to assist in evaluation of problem identification, problem analysis, plan development, implementation and specified interventions for students demonstrating behaviors not conducive to school environment.
14. Maintain confidentiality as per mandate data privacy laws.
15. Ancillary Duties
  - a. Monitor hallways
  - b. Supervise assigned areas during corrective advisement and other activity times as requested
  - c. Monitor classroom for teachers when assigned
16. Completion of other tasks as directed by the principal or supervising teacher.

*Behavior Intervention Program:*

- Employ the use of Skyward to generate attendance reports
- Employ the use of Skyward to access academic information
- Employ the use of SWIS to track behavior data for Check & Connect students
- Prepare and update all academic and behavior charts
- Ability to use and implement the Problem Solving method employed within CLHS
- Communicate to appropriate staff those students who fall outside acceptable guidelines
- Analyze collected data for use with student/parent meetings
- Maintain accurate log of communication with student and family
- Perform daily check in activities of Check and Connect with students
- Thorough weekly meeting with students to evaluate collected data and implement problem solving model for student issues
- Present progress data monthly on Check and Connect students at Student Assistance Team Meetings

*Response to Intervention (RTI) RESPONSIBILITIES:*

- Implement and perform student reading and writing monitoring, integrate needed interventions, create and manage weekly daily oral language activities
- Manage classroom atmosphere in accordance with school policy

- Assist students in regaining control for a positive educational environment for him/herself and other students
- Perform SLA reading level assessments on students
- Collect SLA reading level data to be entered into AIMSWEB
- Implement daily reading with class
- Implement daily writing activity
- Implement daily spelling activity
- Perform weekly reading probes for students with specific SLA goals
- Perform bi - weekly writing probes
- Correct weekly writing probes
- Maintain daily/weekly behavior goal setting for both individual and classroom wide performance
- Provide documentation of student issues for RTI students
- Attend RTI meetings to report reading and writing performance of RTI students on a bi-quarterly basis.

**TERMS OF EMPLOYMENT:** Will be determined by the needs of the individual student. Salary and work year to be established by the Board of Education.

**EVALUATION:** Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on evaluation of noncertified personnel.

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