

**CAMDEN ROCKPORT SCHOOLS  
JOB DESCRIPTION**

**INTERVENTION COORDINATOR**

**QUALIFICATIONS:**

1. Bachelor's Degree (Master's Degree preferred).
2. Valid Maine teaching certificate.
3. Knowledge and experience of a Multi-Tiered Systems of Support (MTSS) best practices.
4. Alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Building Principal or Designee

**JOB GOAL:** The Intervention Coordinator will lead the MTSS process in collaboration with the Building Administration, implementing and monitoring a comprehensive three-tiered program of academic and behavioral interventions including data management. The Intervention Coordinator will assist in all MTSS procedures across the school, including communicating with school teams, developing training for staff, providing resources in the area of MTSS, guiding school-based processes, and monitoring data.

**GENERAL PERFORMANCE RESPONSIBILITIES:**

1. Organize benchmark testing for all students in the school.
2. Train staff to administer and score identified assessments.
3. Manage and organize identified student and school data, including academic and behavioral data (in partnership with other interventionists (i.e., Behavioral Specialist, Social Worker, Guidance, etc.)
4. Provide support and professional development to teachers with overall data management: access, analysis, and application of data to progress monitor, inform instruction and set goals.
5. Identify intervention groups, schedules, and programs and/or resource needs.
6. Analyze data and connect results to instruction and possible interventions.
7. Screen and benchmark new students as part of MSAD 28 enrollment process.
8. Work with other intervention personnel to identify effective intervention strategies and programs.
9. Communicate with parents regarding intervention services.
10. Assist teachers and teams in the development of systematic and individualized interventions and documentations to support student learning.
11. Provide academic intervention services directly to students.
12. Monitor the progress of identified intervention students.
13. Comply with all Federal and state regulations pertinent to intervention programs.
14. Coordinate and communicate with other staff and administrators across the school to ensure consistency of program delivery and appropriate transitions.
15. Develop data reports to communicate to the building administration the overall effectiveness of the program and make recommendations for improvement.

16. Develop data reports at the request of building and district administration.
17. Maintain intervention resources.
18. Adhere to all District policies and reporting procedures.
19. Perform other duties as assigned.

**LEGAL AND ETHICAL DUTIES:**

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the district.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability and integrity.

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

**ESSENTIAL FUNCTIONS:**

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.

**TERMS OF EMPLOYMENT:** Salary and work year to be established by the Board.

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

**History:**

Approved: 09/20/17

Approved: April 13, 2022