

**JOB DESCRIPTION
ADMINISTRATIVE REGULATION GCA-RDIC**

1:0 DISTRICT INTERVENTION COORDINATOR

2:0 LINE AND STAFF RELATIONSHIP

- 2:1 The District Intervention Coordinator reports to and is evaluated by the Superintendent of Schools.
- 2:2 The District Intervention Coordinator serves to coordinate the delivery of the Teaching and Learning System set forth by the Office of the Superintendent of Schools by facilitating the Teaching and Learning Team (Elementary Teacher Leaders 1-5, Academic Coordinators 6-12, Secondary Principal Facilitator, Elementary Principal Facilitator, Executive Leadership Team).
- 2:3 The District Intervention Coordinator will serve as the district's Title 1 and Section 504 Coordinator.

3:0 FUNCTIONS AND DUTIES-THE DISTRICT INTERVENTION COORDINATOR SERVES AS THE POINT PERSON FOR THE SUPERINTENDENT OF SCHOOLS IN ORDER TO FACILITATE THE DISTRICT'S TEACHING AND LEARNING SYSTEM FOR ALL STUDENTS THAT COORDINATES A CORE CURRICULUM, UNIVERSAL INSTRUCTIONAL PRACTICES, COMMON ASSESSMENTS, AND PROFESSIONAL DEVELOPMENT.

- 3:1 The District Intervention Coordinator serves as an integral member of the district's Teaching and Learning team.
- 3:2 Coordinates and guides the work of the district and the efforts of individual schools by connecting the initiatives of Response to Intervention (RTI), the District Accommodation Plan (DCAP), and the District Literacy Action Plan into a document that is understood by staff, students, and stakeholders, and is fully and effectively implemented.
- 3:3 Facilitates the development and implementation of formative and summative assessments to determine whether or not students have achieved the benchmarks.
- 3:4 Facilitates the systemic use of data committed to the tracking and management of student data, in order to determine whether or not students have achieved the targeted benchmarks.
- 3:5 Develops and implements a systemic process of close collaboration among teachers and student service personnel that ensures the early identification of learning and behavioral needs of all students.
- 3:6 Facilitates the articulation of a tiered system of instruction and intervention that is timely and coordinated to ensure that all students reach the target level benchmarks.

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- 3:7 Implements a revision and review of the district's directive intervention strategies provided to students and facilitates the articulation of all student support services and all corresponding academic and behavioral intervention strategies available to teachers and student service personnel into a document that is understood by staff, students, and stakeholders, and is fully and effectively implemented.
 - 3:8 Provides active leadership and support for effective instructional strategies, techniques, and methods grounded in research and focused on improved achievement for all students.
 - 3:9 Integral member of the district's teaching and learning team that plans and implements appropriate professional development activities and programs in accordance with instructional program content; student, teacher, and administrative needs indicated by program assessments; research-based practices; the staff evaluation process; student achievement data; and district goals.
 - 3:10 Develops and implements district-wide procedures to guide the process of using student achievement data to measure the effectiveness of instructional support programs.
 - 3:11 Provides assistance to the mentoring steering committee in the placement, orientation, and mentoring of new staff.
 - 3:12 Identify by using formative assessments and summative data all students who do not meet grade level benchmarks and provide immediate remediation and supplementary services with the intent of ensuring high level learning for all students.
 - 3:13 Coordinate regular education support programming that adjusts instruction and provides additional programs and supports to ensure academic achievement.
 - 3:14 At the discretion of the Superintendent or building principal, may assist in the screening and interviewing of applicants and candidates.
 - 3:15 The District Intervention Coordinator performs other professional duties as directed by the Superintendent of Schools to ensure high level learning for all students.
- 4:0 **THE DISTRICT INTERVENTION COORDINATOR FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED MISSION STATEMENT AND A SCHOOL IMPROVEMENT PLAN THAT IS IN ALIGNMENT WITH THE CORE VALUES OF THE DISTRICT.**
- 4:1 **PARTNERSHIP WITH FAMILIES AND THE COMMUNITY**
 - 4:1.1 The District Intervention Coordinator understands him/her self as an integral member of the Executive Leadership Team that effectively communicates to staff, parents, students, and community members a systemic approach that models teamwork encourages collegiality, and supports collaboration.

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- 4:1.2 The District Intervention Coordinator communicates and interacts with parents and the community in a way that promotes a high level of open and honest communication.
- 4:1.3 The District Intervention Coordinator expresses him/herself clearly and confidently orally and in writing; capable of responding effectively in a public forum.
- 4:1.4 The District Intervention Coordinator builds caring and considerate relationships that demonstrate regard and respect for all people.

4:2 ENSURE HIGH LEVEL LEARNING FOR ALL CHILDREN

- 4:2.1 The District Intervention Coordinator recognizes that student learning must be the focus of all school programs and activities.
- 4:2.2 The District Intervention Coordinator believes that all youngsters have the natural ability to succeed at high levels of learning and it is the behaviors and actions of the adults in the school to nurture, develop, and encourage each and every student.

4:3 BECOME INDEPENDENT, PRODUCTIVE, AND SUCCESSFUL

- 4:3.1 The District Intervention Coordinator adheres to professional codes of ethics: maintains trust and confidentiality; models legally and morally responsible actions at all times; treats individuals with fairness, dignity, and respect; and models the core values of the school and district.

5:0 QUALIFICATIONS

- 5:1 Shall have demonstrated leadership, organizational and communication skills, and ability to work effectively with others.
- 5:2 Such alternatives to the above qualifications that may be deemed as equivalent and acceptable to the Superintendent of Schools.

6:0 CONDITIONS AND TERMS OF EMPLOYMENT

- 6:1 The memorandum of agreement between the Fairhaven Public Schools and the District Intervention Coordinator regarding the conditions and terms of employment is in accordance with the Massachusetts Education Reform Act of 1993 and sets forth in writing the obligations of each as it pertains to this relationship.

Enacted: 8/25/2010