



## **Flour Bluff Independent School District Job Description**

**JOB TITLE:** Response to Intervention Specialist

**WAGE/HOUR STATUS:** Exempt

**NUMBER OF DAYS:** 206

**REPORTS TO:** Principal

**DATE REVISED:** 01/2025

### **PRIMARY PURPOSE:**

- The role of the Response to Intervention Specialist is to help facilitate and implement the district's intervention programs, in a manner which is consistent with Board Policy and in accordance with statutes and standards of regulatory agencies, as directed by the campus principal.

### **QUALIFICATIONS:**

- Strong knowledge of student intervention strategies.
- Knowledge of Curriculum Principles.
- Five years classroom experience.
- Mid-management or supervisor certification.

### **MAJOR RESPONSIBILITIES AND DUTIES:**

#### **ROLE 1: Managing At-Risk Student Programs**

1. Assists in diagnosing student needs to adjust the instructional program to ensure acceleration, extension, or remediation appropriate to all students.
2. Supervises the instructional implementation and coordination of special programs with regular instruction to promote consistency of the district goals and compliance with guidelines of special programs including appropriate response to intervention.

3. Collaborates with other administrators, counselors, teachers and other staff to develop and implement interventions for students who are struggling socially and emotionally including 504, RTI, SPED and ESL.
4. Analyzes student data regarding attendance, discipline and grades to identify students who are in need of additional support and determine the effectiveness of the interventions.

**ROLE 2: SCHOOL/ORGANIZATION CLIMATE**

1. Demonstrates knowledge and enforcement of District Policies and Administrative Guidelines applicable to position.
2. Demonstrates initiative, cooperativeness, and flexibility in working with various components of the school.
3. Implements TEA guidelines relative to graduation plans, course content, and course sequencing.
4. Serves as administrator for campus special programs including (SPED, ESL, 504, GT, At-Risk, SEL and Homebound).
5. Utilizes effective follow-up approaches and techniques in referring students and parents to available school and community services.

**ROLE 3: SCHOOL/ORGANIZATION IMPROVEMENT**

1. Communicates effectively with principal and curriculum director on matters related to the welfare of the school.
2. Orients staff on policies, procedures and standards needed for SEL and special programs.

**ROLE 4: PERSONNEL MANAGEMENT**

1. Provides staff development for all special programs through effective in-service programs and follow-up strategies to monitor effectiveness.
2. Provides input to principal regarding staffing needs.

**ROLE 5: CAMPUS TESTING**

1. Recommends and requisitions appropriate materials and resources to enhance and support all special programs.
2. Works with the principal to assure the accuracy of PEIMS and special populations data for students and personnel.
3. Assists campus testing coordinators to ensure the effective administration of all state accountability and college readiness tests.

**ROLE 6: STUDENT MANAGEMENT**

1. Supervises extra-curricular functions of the school.

2. Responds in a punctual manner to teacher/parent requests related to student problems, etc.

**ROLE 7: PROFESSIONAL GROWTH and DEVELOPMENT**

1. Adheres to Professional Ethical Standards in relationships with students, teachers, parents, patrons, peers, and support personnel.
2. Projects a positive attitude about self and professional responsibilities.
3. Exhibits punctuality and dependability.
4. Accepts and accomplishes additional school related assignments in a positive and effective manner.
5. Provides leadership in addressing challenges facing the profession; pursues professional development activities; disseminates ideas and information to other professionals.

**ROLE 8: SCHOOL/COMMUNITY RELATIONS**

1. Promotes positive community relations by recommending student learning outcomes for staff, students, and parents.

**ROLE 9: TECHNOLOGY**

1. Models' utilization of district software programs in accordance with district policy and administrative guidelines.
2. Demonstrates proficiency in the use of the district's student, staff, and fiscal management software to perform administrative responsibilities.
3. Perform other duties as assigned.

**Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:**

Personal computer and peripherals, and other instructional equipment

**Posture:**

Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting.

**Motion:**

Frequent walking.

**Lifting:**

Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment.

**Environment:**

Work inside, may work outside, regular exposure to noise.

**Mental Demands:** Maintain emotional control under stress; work prolonged or irregular hours.

**The above statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list.**