Job Title: Mild -Moderate/Moderate -Severe: Special Education Intervention Specialist
School: Multiple locations: Ohio City, Collinwood, Shaker Square
Status: Full-time, Salary, Exempt
Location: Cleveland, Ohio
Reports to: School Leader

The Intergenerational Schools are Cleveland's highest rated network of public charter schools. Our mission is to connect, create, and guide a multigenerational community of lifelong learners and spirited citizens. As we continue to grow we are looking for educators who are excited about what we are doing in Cleveland.

Position: The major duties of this job involve connecting quickly with students, families, and colleagues in a poised, convincing, and enthusiastic way. Teaching in an Intergenerational School requires a strong sense of urgency, initiative, and drive to get things done correctly, with emphasis on working with and through people in the process. Understanding people well and using that understanding effectively in motivating and persuading others to act, will be an important aspect of the job. It is important in this job for goals to be set and reached, and for tasks to be completed in a timely manner.

The intervention specialist is responsible for all aspects of Special Education services and compliance and may provide additional intervention to students not identified for Special Education services as needed. The Intervention Specialist must be knowledgeable and proactively stay up to date on all laws pertaining to special education, including but not limited to IDEA. The Intervention Specialist is required to adhere to all regulations outlined in Operating Standards for Ohio Educational Agencies Serving Children with Disabilities. It is the responsibility of the Intervention Specialist to insure that all students identified with a disability are given the same learning opportunities as non-disabled students. The Intervention Specialist will work closely with the classroom teacher in making sure that student needs are met, IEP goals are taught and IEP provisions are followed.

Skills and Characteristics: We are seeking both experienced and new individuals to the profession. To be successful in this position, an individual must be able to perform each essential assigned duty accurately. 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.

Intervention Specialist Responsibilities: include the following. Other duties may be assigned.

Student responsibilities
- Plan and deliver instruction to identified students in the classroom or intervention room, in small group or 1-on-1 as needed to help students meet IEP goals
- Allot time with each student based on IEP’s Specifically Defined Services and learning goals
- Make recommendations to teachers on ways to best meet the needs of students
- Proactively communicate with Principal if students are not making the expected progress
● Develop behavior plans for students whose behavior interferes with their or others’ learning and monitor progress
● Assist with designing intervention and monitoring response to intervention for students who are struggling, but not identified for special education services
● Facilitate testing accommodations for all state and local assessments

Meet compliance deadlines for IEP’s and ETR’s
● Maintain and update school Special Education Planning file as meetings take place.
● Be knowledgeable of Special Education Forms as they relate to compliance and make sure all documents are completed and have the required signatures in a timely manner, including but not limited to:
  ○ Pr – 01 Prior Written Notice to Parents
  ○ Pr – 02 Parent Invitation
  ○ Pr – 03 Manifestation Determination Review
  ○ Pr – 04 Referral for Evaluation
  ○ Pr – 05 Parent Consent for Evaluation
  ○ Pr – 06 Evaluation Team Report (ETR)
  ○ Pr – 07 Individual Education Plan (IEP)
  ○ Pr – 09 Services Plan
● Work with Speech and Language Teacher to make sure the speech only IEP’s are in compliance.
● Be a member of Speech Only IEP team meetings.

Contact psychologist for evaluations
● Make sure that teachers fill out required paperwork needed for Psychologist
● Review Psychologist’s evaluations for accuracy
● Brings forward any issues with the Psychologist’s evaluation for clarification
● Forward copy of evaluation to Principal

Write IEP’s
● Gather information from the classroom teacher to write specific measurable IEP goals
● Review the IEP draft with the Classroom Teacher(s), Cluster Director and Principal before the team meeting
● Use school selected software to write IEPs

Team Meetings
● Organize team meetings for IEPs and ETRs
● Conduct team meetings
● Make any changes to IEPs based on team decisions
● Obtain signatures at team meeting and provide final copy to parent

Maintain Special Education Files
● Maintain sign out log for all Special Education files
● Update Special Education Files as needed

Progress Reports
● Create IEP progress report template with updated goals following any IEP meeting in which goals were revised.
● Write special education progress reports based on IEP goals in consultation with classroom teacher.
● Work with classroom teacher to monitor goals and update the progress report each trimester

Compliance Reporting
● Make sure all dates are in compliance with deadlines specified by law
● Complete all Special Education EMIS required reporting

Update Section 504 plans yearly
● Meet with parents to revise 504 plans

Skills and Characteristics: We are seeking both experienced and new individuals to the profession. To be successful in this position, an individual must be able to perform each essential assigned duty accurately. 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.

Evaluation of Intervention Specialist
In addition to the parameters in the classroom teacher evaluation rubric as defined by the Ohio Department of Education (eTPES) that are applicable, the intervention specialist is accountable for achieving the follow goals:
● Meet all compliance deadlines relating to special education services unless the actions of the parent have made it impossible to do so (such are refusal to sign needed forms)
● Students will meet the IEP goals established or will show adequate progress toward meeting goals
● Students will take and pass the OAA for their assigned grade equivalent or the alternative assessment
● Specialist will establish effective working relationship with the students’ families to facilitate progress toward IEP goals

Education and/or Experience:
● Bachelor's degree
● Valid OH teaching certificate/license or must be in the process of obtaining a valid OH teaching certificate/license in subject area to be taught
● Moderate to Severe OR Mild to Moderate Intervention Specialist License
**Compensation:** Compensation packages are considered competitive. The Intergenerational Schools offer a comprehensive benefit package that includes medical, dental and vision. Employees also participate in the Ohio STRS or SERS (state retirement system).

From John Carroll graduate and Near West Intergenerational School Primary Cluster Teacher Nancy Szilagyi:
*Teaching at The Intergenerational Schools is dynamic in the best sense of the word. As educators, we are given the freedom to get our students from point A to point B in a way that works for the individual learner and that speaks to our skills and creativity.*

**To Apply:**
Visit [bit.ly/teachIG](http://bit.ly/teachIG) or [intergenerationschools.org](http://intergenerationschools.org) + click JOBS!

*As an equal opportunity employer, we hire without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.*