

**Teacher on Special Assignment
Multi-Tiered System of Support for Social-Emotional and Behavior**

DEFINITION:

Under the direction of the Assistant Superintendent, Student Support Services and/or designee, provide professional development, consultation, support and advisory services to site personnel regarding the planning, designing and monitoring of the implementation of Multi-Tiered Systems of Supports (MTSS) for Social-Emotional and Behavior (SEB) with a specific emphasis on Positive Behavior Interventions and Supports (PBIS). Provide training, support and coordination of activities within the District related to the implementation of MTSS SEB and for assisting with the behavioral needs of students throughout the District. Provide training and support in appropriate behavior intervention and management techniques, data collection and analysis, and support strategies. Assist with identifying, defining and developing funding sources to support program activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Promote and support a team approach in behavior support planning and implementation among the school community, teachers, other support staff and parents.
- Provide district leadership in sustaining the District with MTSS SEB supports.
- Contribute to the district level positive behavior support implementation and provide support for decision-making and effective team functioning.
- Coach and train school site personnel on positive behavior supports.
- Meet with District administration to produce district level support and products for successful MTSS SEB (PBIS) implementation.
- Prepare and present reports to District administration on the ongoing successes and barriers to MTSS SEB (PBIS)
- Provide staff development to support successful implementation of positive behavior supports.
- Collect, enter and analyze District behavioral data regarding MTSS SEB (PBIS).
- Assist team in developing, implementing and evaluating Action Plans using a variety of data sources.
- Serve as a resource and support to school teams in planning supports for students with behavior challenges.
- Collaborate with school site personnel on collecting and analyzing behavioral data to guide decisions regarding the development and implementation of positive behavior supports and interventions for students, classrooms, and school systems.
- Develop and provide appropriate professional development for behavior support providers, teachers, related service providers, administrators, instructional assistants, and other staff in areas related to behavior management strategies, avoidance of aversive techniques.
- Collaborate with school site personnel to assist in the development of comprehensive Tier 3 Behavior Intervention Plans (BIP) as appropriate.
- Consult with site administrators, school psychologists, teachers and other related services specialists in developing, monitoring and evaluating behavior management strategies and behavior intervention plans for students.
- Provide transitional support training for site personnel.
- Assist school site staff during student behavioral emergencies, as appropriate.
- Attend professional development and training as related to MTSS and SEB
- Coordinate with the county office of education on related initiatives and best practices
- Maintain proficiency at student data information systems and data tracking programs including but not limited to: Aeries, Educlimber, PBIS point and attendance tracking applications, etc.
- Perform other related duties as assigned.

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QUALIFICATIONS:

Knowledge of:

- MTSS SEB, PBIS, Response to Intervention (RtI), Restorative Practices, Trauma Informed Practices as well as behavioral, and social-emotional components within the MTSS framework; understanding of inclusive, culturally responsive practices and educational equity.
- Behavior supports planning.
- Principles of behavioral management.
- Delivery of services to students with behavior challenges and who are at risk for academic failure.
- Section 504 of the Rehabilitation Act of 1073, Individuals with Disabilities Education Act (IDEA) and California special education regulations.
- Characteristics of various interventions and possible strategies to address social, emotional, and behavior challenges.
- State and federal regulations for behavior interventions.
- Non-violent crisis intervention techniques, including verbal de-escalation and physical interventions.
- Data collection and record-keeping techniques.
- General and special education settings.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Student needs of deferring socioeconomic and ethnic backgrounds.
- Operation of standard office equipment.
- Criteria for successful professional development facilitation.
- Culturally responsive instruction.

Ability to:

- Provide effective professional development.
- Communicate effectively, both orally and in writing.
- Build capacity and support staff in generating solutions to challenging situations.
- Establish and maintain effective working relationships.
- Maintain confidentiality.
- Utilize online student information systems and data assessment systems.
- Accurately assess the behavioral/social and emotional needs of children and develop responsive assessment and behavioral plans.
- Provide consultation and direct training to school district staff and families.
- Effectively interpret and analyze data and/or assessments in a variety of settings and ways.
- Use technology to translate statistical data into understandable language in a variety of formats.
- Monitor and evaluate student progress.
- Work collaboratively and cooperatively with others.
- Provide clerical duties related to professional development.
- Effectively work independently with little direction and as a member of a team.
- Work effectively with administrators, staff, parents and community and in multicultural and bilingual environments.
- Drive to multiple sites across the District.

Experience:

Any combination equivalent to a Bachelor's Degree (Master's Degree preferred) in Education, Psychology, Social Work, Counseling, and/or related field. At least (3) years of successful experience providing full-time school service in education working with students that has provided the applicant with the knowledge and abilities listed above.

Education:

Bachelor's Degree required; Master's Degree from an accredited college or university is preferred.

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Physical Performance Requirements:

Frequent standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials occasionally involved. Weight of materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

- Valid California teaching credential or PPS. PPS in social work, counseling or psychology preferred.
- Valid California driver's license.
- Must be able to become certified by the Crisis Prevention Institute (CPI) in non-violent intervention.
- Bilingual/Biliterate (English/Spanish) desirable.

Board Approved: June 3, 2024