

**Job Description: Port Townsend/Chimacum****TITLE: School/Family Liaison and Interventionist****Employee Group:****Reports to:** Building Principal or designee**Supervises:** None; provides work direction of Office Personnel and Paraeducators as appropriate.**FLSA Status:****Salary Level:**

**JOB SUMMARY:** The School/Family Liaison and interventionist collaborates with the school community, including the administrative team, instructional staff, support staff, and families, to support the development and implementation of a school-wide positive behavioral intervention system which supports a positive learning environment and a high level of achievement for all students.

**ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:****Prevention**

- Under the supervision of the school principal, assists with the development of the Multi Tiered Systems of Support (MTSS) process to address building-specific needs.
  - Analyzes behavioral data to identify whole school trends.
- Collaborates with school staff to identify, create and implement evidence-based, trauma informed practices strategies for multi-tiered interventions. This collaboration includes creation of universal behavior expectations, supporting differentiated instructional strategies, working closely with families, and implementing interventions that complement building-wide SEL instruction and curriculum.
- Supports the building's positive reinforcement system in partnership with teachers to encourage and acknowledge academic and behavioral achievement.
  - Assists building-based teams to inform all stakeholders (e.g. school staff, students, families, etc.) on the framework/program and the system for positive behavior management.
  - Under building principal's direction, assists with providing training for staff on a variety of evidence-based practices that address behaviors of concern. Provides assistance and support to paraeducators and certificated staff with evidence-based intervention strategies while being respectful of cultural differences.

**Intervention**

- Uses academic performance, behavioral data, disciplinary data, and attendance records in collaboration with building-based Student Intervention team to identify students who need targeted intervention.
- When implementing interventions ensures all strategies are developmentally appropriate and culturally-relevant at all grade levels.

- Communicates with families to encourage, support, and provide resources for student academic and emotional/behavioral growth and success.

### **Behavioral Intervention and Discipline**

- Under building principal's supervision and cooperation with staff, evaluates intensity and severity of problem behavior to help determine level of intervention.
- Implements evidence-based practices in family/school partnership to establish positive relationships with families even when addressing student's social, emotional or behavioral skills.
- Coordinates and oversees activities related to student discipline and supports student attendance as related to discipline issues.
- Helps manage student discipline referrals; investigates discipline situations and administers appropriate consequences and intervention according to district policies and procedures. Coordinates discipline and interventions to limit disruption to students' daily routine, programs, and education.
- Observes and interviews students; takes anecdotal notes that are brief, objective, and focused on specific outcomes. Provides ongoing documentation that may be shared with students, parents, teachers, and behavior team. Meets with teachers to review data.

### **Other**

- May provide support for campus supervision as needed, including recess and lunch periods, locker rooms, study and solution rooms, students' arrival and departures, and transitions within the school setting.
  - Is a member of the Building Leadership Team.
  - Surveys students and families about aspirations and needs; sets up systems with local resources to meet support goals.
  - May provide work direction to office staff and paraeducators relevant to routine.
  - Performs related duties consistent with the scope and intent of assignment.

### **REQUIRED QUALIFICATIONS**

**Education and Experience:** Bachelor's degree in education, special education, behavioral, social or psychological science and three (3) years of successful behavior support, teaching experience, social work/or counseling in a K-12 setting. Human Resources may consider work experience, training, and continuing education as an alternative to the degree when assessing compliance with this qualification.

### **Knowledge of:**

- Positive behavior system and supports to assist school practices.
- Evidence-based behavior management strategies and tiered system of behavioral intervention.
  - Family School Partnership practices.
  - Restorative justice.
  - Child and adolescent growth and development
- State and federal laws that govern school districts and students, including special education and school discipline laws and regulations.

- Safe behavior management techniques, both verbal de-escalation and physical management.
- Culturally responsive and trauma informed practices.

**Skill in:**

- Communicating with individuals from varied educational and cultural backgrounds.
- Monitoring behavior and making quick, effective decisions.
- Applying a variety of positive behavior reinforcements.
- Extensive critical thinking and problem solving skills.
- Techniques to motivate student learning via inquiry, discussion, and application of knowledge.
- Collaborating with school administrative team and school staff on issues of school climate and safety.
  - Operating a variety of office equipment including related software

**Ability to:**

- Foster warm relationships with families and create trusting partnerships.
- Understand and develop a behavior management plan consistent with organizational objectives.
  - Collect and analyze relevant data.
- Establish and nurture an environment that promotes cultural competence and equitable treatment of staff, students, and patrons of the district.
  - Aid in the development of positive school culture and climate.
  - Exercise good judgment and maintain confidentiality.
- Establish and maintain cooperative working relationships with students, parents, and school staff.
  - Work independently with minimal supervision.
  - Attend to details and follow tasks through to completion
  - Maintain consistent presence at assigned worksites and regular work hours.
  - Comply with all district policies and procedures.

**Licenses/Special Requirements:****PREFERRED QUALIFICATIONS**

Prior successful work experience in student evidence-based behavior intervention; demonstrated experience introducing, modeling, and reinforcing positive social behavior and/or experience implementing MTSS. Experience and/or training with cultural, ethnic, and language diversity is a plus.

**WORKING CONDITIONS**

Regularly works in indoor conditions. Noise level in the work environment is usually moderate. Occasionally required to work during non-business hours.

**PHYSICAL DEMANDS**

Capable and willing to apply physical control techniques such as escorts and/or restrains when necessary to protect the student and members of the school community from imminent physical

harm. Must be able to stoop, crouch, bend, kneel, and stand for periods of time, and occasionally lift/carry a maximum of 50 lbs. Anything over weight limits should be done as two-person lift. Required to work with upset and/or angry individuals. May be exposed to infectious diseases carried by children.

**CLASSIFICATION HISTORY:**

New:

Revised: