Job Description

Title: Learning Supports Specialist II  
FLSA Status: Exempt
Classification: Administrative Support
Immediate Supervisor: Executive Director of Student and At-Risk Services

Job Summary: This position is responsible for providing district-wide direction and support for learning supports programs including PBIS, The Leader In Me, Mentors in Violence Prevention, etc. to aid students to learn as effectively as possible in both group situations and individually, inside and outside of the classroom.

Hiring Specifications:

Education
- Bachelor’s degree in early childhood education, elementary education, reading and math, special education, school psychology, counseling or a closely related field, required
- Master’s degree in education, educational administration, social work, psychology, counseling or related field, preferred

Certification
- None required

Experience
- Four (4) years professional teaching or counseling experience, required
- Previous leadership experience, required
- Prior experience designing and delivering training programs, preferred
- Experience in effective behavior interventions including school-wide, classroom, and individual student behavior intervention plans, school improvement and cultural diversity

Skills, Knowledge & Abilities
- Strong verbal and written communication skills
- Ability to provide support to multiple buildings at one time
- Knowledge of and experience working with a diverse group of people
- Ability to establish sound working relationships and cooperative arrangements with community groups and organizations
- Ability to demonstrate patience, encouragement and support
- Ability to work effectively, cooperatively and respectfully with staff, parents, students and community members regardless of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability
- Ability to exercise good judgment in recognizing scope of authority and protecting confidential information
- Strong organizational skills and ability to prioritize
- Ability to effectively coach and support teachers and their instructional teams
- Knowledge of school discipline practices
- Ability to understand, use and share data related to practices and progress monitoring
- Flexibility to attend school, district, regional and state meetings
• Ability to conduct effective meetings
• Ability to manage multiple components of program development, training and technical assistance and evaluation tasks
• Knowledge in school-wide systems of PBIS, wraparound, multiple systems perspectives (education, special education, mental health, etc.)
• Problem solving skills

Technology Requirements
• Ability to create graphs from data
• Word processing skills
• Spreadsheet skills
• Electronic presentation skills
• Web navigation skills
• E-mail management skills
• Computer network knowledge applicable to the position
• Knowledge of computer-related storage devices
• Ability to effectively use PDAs (personal digital assistants) for communication and scheduling
• Knowledge of district’s student management system, Infinite Campus and Tableau Reports, preferred

Supervision of Others:
• N/A

Personal Contacts:
• All district staff
• PreK-12 students and families
• Local, regional or state-wide program providers

Job Duties:

1. Expands and sustains implementation of PBIS (Positive Behavior Intervention Supports), Leader In Me, and MVP (Mentors in Violence Protection) throughout the district to establish and maintain a positive classroom climate.
2. Supports building-level teams by providing technical assistance (e.g. meeting dates, calendar tasks, agendas, communication with staff and others, action plan development).
3. Collaborates with learning supports networks to connect students, families, service organizations and schools to meet student and family needs.
4. Participates in and facilitates district and building-level team meetings.
5. Establishes and schedules quarterly building-level meetings with administrators to review plans for improvement.
6. Implements and monitors safe and supportive school initiatives.
7. Provides oversight for procedures and policies regarding remedial services.
8. Provides guidance and assistance to counselors in implementing Second Step curriculum.
9. Develops and maintains knowledge of district and individual building policies and procedures (e.g. handbooks, budgets, staff development).
10. Oversees progress of district teams, collects data and develops and presents reports as requested.
11. Participates in sub-region, statewide and national trainings.
12. Works with teachers and instructional staff to create an engaging physical environment for students.
13. Assists teachers with individual student documentation, intervention and data analysis.
14. Communicates effectively with students, staff and community members.
15. Allocates time and resources effectively.
16. Designs and delivers training and assistance for new team members.
17. Collects and analyzes behavioral data from Tableau to generate reports and provide to buildings.
18. Monitors and tracks student behavioral data to identify areas of concern and works with administrators to identify and implement appropriate learning supports.
19. Prepares documents (e.g. procedures, flyers, customized flow charts, etc.) for the purpose of documenting events, providing and/or requesting information.
20. Evaluates situations (e.g. involving staff, students, the public, etc.) and takes appropriate action for resolution.
21. Maintains documents, files and records, and ensures compliance with established financial, legal and/or district requirements.
22. Responds effectively to a wide variety of calls, concerns or complaints from staff, students, parents, public agencies, etc.
23. Performs other duties as assigned by the Executive Director of Student and At-Risk Services.

**Physical Requirements:**

<table>
<thead>
<tr>
<th></th>
<th>NEVER 0%</th>
<th>OCCASIONAL 1-32%</th>
<th>FREQUENT 33-66%</th>
<th>CONSTANT 67%+</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Standing</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>B. Walking</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>C. Sitting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Bending/Stooping</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>E. Pushing/Pulling</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>F. Reaching</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>G. Climbing/Stairs</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>H. Driving</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I. Lifting</td>
<td></td>
<td></td>
<td>Up to 25 lbs.</td>
<td></td>
</tr>
<tr>
<td>J. Carrying</td>
<td></td>
<td></td>
<td>Up to 25 lbs.</td>
<td></td>
</tr>
<tr>
<td>K. Manual Dexterity Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other – Blackberry</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>L. Working Conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inside</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Outside</td>
<td></td>
<td></td>
<td>X (Traveling between buildings)</td>
<td></td>
</tr>
<tr>
<td>Extremes in temp/humidity</td>
<td></td>
<td></td>
<td>X (Traveling between buildings)</td>
<td></td>
</tr>
</tbody>
</table>

**Terms of Employment:** Twelve-month contract per Board policy and administrative guidelines.

**Date Last Revised:** 5/5/11