

SAN MATEO-FOSTER CITY SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Principal on Special Assignment, Multi-Tiered Systems of Support (MTSS)

CERTIFICATED: Administrative Services Credential

REPORTS TO: Assistant Superintendent, Educational Services

EVALUATED BY: Assistant Superintendent, Educational Services

QUALIFICATIONS, LICENSES AND CERTIFICATES:

- Possession of a valid and appropriate California Driver's License;
- Administrative Services Credential;
- Minimum of five (5) years successful teaching experience;
- Minimum three years of successful administrative experience.

HIGHLY DESIRED QUALIFICATIONS:

- Administrator experience and specifically as a site principal
- Knowledge of and experience implementing MTSS, Positive Behavior Intervention and Supports (PBIS) and/or Restorative Practices
- Experience implementing adult learning theories

JOB GOAL:

Work collaboratively with District staff and community to develop and implement an MTSS structure that is centered on the goals articulated in the Comprehensive Coordinated Early Intervening Services Plan (CCEIS). Use a cross disciplinary approach to address the following elements through an MTSS lens:

- Facilitate the adoption of an MTSS professional learning sequence
- Operationalize District guidance regarding Student Study Team (SST) protocols and English Learner developmental systems related to MTSS
- Provide assistance to school teams to collect and analyze data, monitor progress and adjust goals.

KNOWLEDGE OF:

- Research-based pedagogical practices;
- California State Standards;
- California Multi-Tiered System of Support (MTSS);
- Implicit bias and trauma-informed practices;
- Strategies to effectively educate and support all students in meeting state adopted academic standards;
- Student Study Team protocols;
- English language acquisition and best practices;
- General data literacy (e.g. interpret data, understand metrics and District targets);
- Technology support applications and functions (e.g., word processing, spreadsheets, graphing data, email, online data system);
- Special Education processes and procedures;

- Adult learning theory, research and best practices of professional development.

ABILITY AND SKILLS TO:

- Maintain professional and positive relationship with all stakeholders;
- Communicate effectively orally and in writing including presentation to groups of varying sizes;
- Use sound professional judgement and make effective decisions in a timely manner;
- Confront challenges with a solutions-oriented approach, flexibility and willingness to learn;
- Work collaboratively with a variety of groups from diverse backgrounds;
- Solve problems and resolve conflicts with positive results;
- Multi-task and organize work in a fast paced work environment;
- Work independently with little direction;
- Meet deadlines and complete work in a timely manner;
- Read, interpret, apply and explain rules, regulations, policies and procedures;
- Establish and accurately maintain a variety of records;
- Maintain consistent, punctual and regular attendance;
- Operate a computer and job related equipment.

TYPICAL DUTIES:

- Provide overall leadership to the District on meeting student behavioral needs, developing best practices, programs and services, policies and procedures. Attend District level and/or school level meetings
- Collaborate with Site Administrators and school teams to develop processes for MTSS implementation, Student Study Teams, and English Language Development systems using District Office guidance;
- Provide Tier 1 - School-wide Universal support:
 - Coordinate and provide-positive behavior support training, presentations, and professional development for school administrators, school staff, and parents.
 - Participate as part of a district multidisciplinary team to support all grade levels (preschool-middle school) with school-wide PBIS practices.
- Provide Tier 2 - Site-specific Targeted support:
 - Develop, guide, and support sites with alternatives to suspension
 - Guide administrators and support staff with discipline practices, policies, and procedures.
 - Monitor and support staff with discipline documentation and data review.
 - Collaborate with a variety of service providers and agencies to coordinate services and implement support plans.
- Provide Tier 3 - Individualized Intensive support:
 - Support multidisciplinary teams to develop behavior intervention plans.
 - Provide behavior intervention strategies and services.
 - Complete and track suspension/expulsion data as expected by district and State
- Serve as a District representative and work closely and cooperatively with local, County, and State level personnel, community boards, and committees with respect to student wellbeing, alternative, and social service programs.
- Understand the legal issues and District procedures related to behavior.
- Plan, schedule, and conduct in-service trainings and meetings of elementary and middle school administration, counselors, and other identified staff to support school sites with behavior related concerns including provision of Tier II and III SEL intervention, universal, targeted, and intensive student supports and programs, activities, and promote appropriate alternatives and interventions for students.
- Ensure the school discipline system is reflective of best practices for developing positive climate and culture and effective behavior development of students.

- Develop the systems and structures to ensure sustainability of behavior approaches.
- Perform other related duties as assigned.
- Perform other duties as assigned

ESSENTIAL FUNCTIONS:

- Sit, walk, and stand for prolonged periods of time;
- Bend, stoop, twist and reach;
- Lift up to 20 pounds;
- Operate a computer, keyboard and other related equipment;
- Maintain visual acuity to review written documentation;
- Hear and understand speech to communicate and provide presentations;
- Manual dexterity to operate equipment;
- Perform the duties of a rigorous work schedule, including work at different sites.