

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: TEACHER ON SPECIAL ASSIGNMENT – STUDENT ENGAGEMENT SPECIALIST

DEPARTMENT: School Site

REPORTS TO: School Principal

SALARY SCHEDULE: Certificated Teachers

BASIC FUNCTION:

Under the direction of the Site Principal, provide support to students and staff to identify at-risk students struggling with discipline and attendance, develop, implement, and assess intervention plans for individual and groups of students, and monitor progress through case management; collaborates with administrators, teachers, staff, and parents to develop and utilize strategies to maintain and improve student attendance, behavior, learning environment, and overall school climate.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Identifies student academic, attendance, and/or behavioral needs and school-wide trends based on multiple sources of data.

Organizes, schedules, and facilitates school climate team meetings to include reviews of individual and schoolwide student data, assisting in identifying system-wide issues, assisting in the development of system-wide intervention plans, attendance and discipline policies and procedures to maintain and improve student attendance, behavior, learning environment, and overall school climate.

Develops and monitors the implementation of individual, small group, whole school/classroom Tier I intervention and prevention strategies, attendance and discipline policies and procedures.

Ensures the smooth provision of interventions to at-risk students experiencing difficulties in academics, attendance, and/or behavior.

Collaborates with teachers, administrators, counselors and other educational personnel in identifying and implementing appropriate interventions for Tier II and Tier III based upon individual student need.

Regularly sets academic, attendance and/or behavior goals for students aligned with progress monitoring data.

Communicates with students' parents on their caseload prior to and throughout Tier II/III placement to address rationale for the intervention and parent concerns and questions.

Conducts behavioral observations, creates intervention plans, and provides training on implementation.

Coordinates with district and outside services to provide additional Tier II/III interventions. Assist administration in the coordination of the overall operations of the Attendance and Discipline divisions of the office and monitors the implementation of the school's attendance and discipline policies.

Assist administration in the coordination of the overall operations of campus security and safety staff. Effectively interacts, communicates and collaborates with students, parents, staff and other stakeholders to foster student learning and safety.

Prepares various records, forms and reports as required.

Participates and help facilitate in faculty and professional meetings, educational conferences, and teacher training workshops especially when related to attendance, discipline, and safety.

Effectively uses personal computing devices and software applications for the management of student records, instructional efficiency, and professional development.

Operates general office and technology equipment to conduct daily activities.
Performs other related duties as assigned.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. 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.

ENTRANCE QUALIFICATIONS:

Minimum of 5 years teaching and/or counseling experience preferred.
Training and experience in Restorative Justice and/or PBIS research-based practices preferred.
School based leadership experience preferred.

ABILITY TO:

Work with diverse population of students and individual and groups of students who demonstrate at-risk behaviors and/or truancy.
Work with teachers and teams of teachers at multiple stages of experience and development.
Analyze, manipulate and share data with teachers and staff to support the need for interventions, and schoolwide policies and procedures.
Plan and implement intervention plans based on research-based practices and the needs/abilities of identified students.
Demonstrate strong interpersonal skills and establish/maintain effective relationships with students, teachers, administrators and parents.
Speak clearly and concisely in oral and written communication.

WORKING CONDITIONS:**ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

PHYSICAL ABILITIES:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk and to hear. The employee is occasionally required to stand, walk, stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 10 pounds such as testing material. Specific vision abilities required by this job include close vision.

CREDENTIALS, LICENSES, REGISTRATION:

A valid California teaching or PPS credential.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.