



# DEER VALLEY

Unified School District

## JOB DESCRIPTION

JOB TITLE: **Positive Intervention Team Campus Consultant**

Position Type: <b>Certified</b>	Department: <b>Student Support Services</b>
Salary Schedule: <b>Certified</b>	Location: <b>Schools</b>
Reports to: <b>Student Support Services</b>	
Term of Employment: <b>10 months</b>	Shift: <b>Day</b>
Approved By: <b>Human Resources</b>	Date: <b>March 11, 2019</b>

### **POSITION SUMMARY:**

Assists campuses with intensive positive behavioral interventions and proactively creates (in collaboration with administration) campus structures to support student success. Provides guidance, support, modeling and coaching for administration and other personnel in determining the appropriate supports and services for campuses. Oversees compliance and training as it pertains to special education staff.

*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.*

### **ESSENTIAL FUNCTIONS:**

- Provides intensive student interventions within an identified region including triage support in the areas of Crisis Management-Campus.
- Creates a campus crisis team (principal, general education teacher, etc.) available by prep hour that rotates in for support.
- Collaborates with campus leadership to develop a campus-wide crisis intervention plan:
  - Safety for students and staff
  - Identification of roles and responders
  - Application of the CPI principles
- Consults with campus team members regarding environmental supports (human capital, safety location for student, walkie talkies, etc) available on campus.
- Observations of existing classroom management followed by layered support that transitions to more supportive classroom management that is positive, structured, intentional and replicated in other classrooms/environments.

- Provides initial guidance to campus team re: outside resources and agencies to support the campus and the family.
- Ensures that there is access to a sensory room, quiet space, safety zone, etc. and establishes a campus-wide plan for usage.
- Initiates conversations with related services on campus to ensure the necessary structures are in place for support of classroom and campus.
- Establishes a communication system that promotes collaboration with all pertinent team members.
- Identifies a need for assistive technology and communicates with campus SES and/or Assistive Technology Consultant.
- Reviews existing S & R (seclusion and restraint) forms and processes if applicable.
- Consultations with campus Special Education Strategist (SES), psychologist, and site administrator(s) to garner input and provide feedback.
- Reviews and consults with Positive Intervention Team Campus Consultant.
- Communicates regularly with Student Support Services; this communication includes electronic log documentation, conversations, meetings, recommendations, etc.
- Provides identified professional development that is tailored to the unique needs of the campus.

#### **MARGINAL DUTIES:**

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

#### **SUPERVISORY RESPONSIBILITIES:**

- Supervises students.

#### **SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Must be willing to accept constructive feedback and reflect on professional practice and implement change when necessary.
- Must be skilled at building relationships with others in a professional learning environment, including mentoring and coaching teachers, and modeling effective teaching practices.
- Must have in-depth understanding of special education teaching methods and techniques.
- Must be a self-starter with strong organization skills and demonstrated ability to meet deadlines.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.

- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.
- Must have the ability to effectively communicate with parents and staff.
- Must have effective problem solving skills.

**CERTIFICATES, LICENSES AND REGISTRATONS REQUIRED:**

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Valid certificate in Special Education (Reciprocal Provisional, Provisional, or Standard) required.
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must obtain and maintain Non-Violent Crisis Intervention (NVCI) certification.

**EDUCATION AND/OR EXPERIENCE:**

- Must have 3-5 years successful experience working with students with intensive behavioral needs.
- Must be experienced in professional and collaborative skills and IDEA.

**LANGUAGE SKILLS:**

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

**MATHEMATICAL SKILLS:**

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

**REASONING ABILITY:**

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

**PHYSICAL DEMANDS:**

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must occasionally lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**ENVIRONMENTAL CONDITIONS:**

- The noise level in the work environment is usually moderate.
- 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.

**COMMENTS:**

*This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.*

*This is a temporary management guide tool, subject to change.*