



The purpose of this document is to share the scope of our instructional supports within Special School District. This document shows what the scope of the various positions are that support professional learning around instruction and staff supports. If you have any questions please do not hesitate to reach out to the Office of Teaching, Learning & Accountability.

## ABA Coordinators

Instructional Support	Behavioral Support	Professional Learning	Family Support	Supervision	Administrative Tasks	Other
Oversees ABA programming in assigned area	Provides leadership and guidance in behavior prevention and intervention such as program supports and behavior intervention plans	Oversees, develops and provides division and regional/district specific training (e.g., Basic, could be partner district training)	Oversees, develops and provides district wide and division training/workshops for families through Parent Education and Diversity Awareness	Supervises, observes, and evaluates ABA Associates	Screens, interviews, and makes recommendations regarding employment.	Assists with identifying, analyzing, and disseminating appropriate information for the effective practice of behavior analysis.
Ensures instructional information materials and resources are readily available for staff and students and are appropriate to meet instructional needs. Collaborates with other administrators to ensure in place.	Provides leadership and guidance in behavior prevention and intervention for behavioral assessments such as functional assessments and functional analysis	Develops and provides BACB continuing education	Ensures responsive communication with students, families, staff, and community agencies.	Participates in mentoring, coaching, and developing the performance of staff members in technical areas.	Coordinates the placement and caseload assignments of ABA associates.	Collaborates on appropriate staffing levels with administrators
Models effective practices and a variety of strategies to meet the needs of individual students.	Responsible for ensuring the collection and maintenance of accurate behavioral data.			Provides input concerning performance and reemployment of staff members implementing ABA services.	Provides assistance implementing district wide initiatives and evidence-based practices.	Keeps current and adheres to changes relating to special education law and processes as well as best practice within behavior analysis.
Provides leadership in technical areas related to ABA programming and student skill development.				Provides supervision to BACB candidates within ethical guidelines for supervision.	Responsible for collecting and maintaining accurate data as required by the district/division	Acts as liaison with the public and mental health community for the purpose of supporting student development goals
Provides leadership in technical areas related to assessment and evaluations.				Adheres to and ensures others are adhering to state and national ethical codes of conduct for behavior analysts and assistant behavior analysts.	Works collaboratively with directors and component district staff to implement procedures related to the CSIP and district goals and philosophies.	Implements district policies and procedures to ensure compliance with Board policies, district, state, and federal laws and guidelines.

Works effectively with staff to use data in a timely manner to plan, supervise, evaluate, and revise instructional programs to meet students' needs.				Supervises, observes, and evaluates Registered Behavior Technicians	Assists directors in developing and monitoring a budget for an assigned area.	Tracks the implementation of ABA, documentation of ABA service minutes, and communication of needs to partner district and building administrators
Supervises, manages, and/or makes recommendations for students' individual education programs, evaluation/reevaluations.					Meets with component district administrators, SSD administrators, parents, staff, and students for problem solving and conflict resolution.	
					Makes recommendations regarding effective practices, programming, and staffing and problem solving for missed service minutes with special education administrators and directors with regards to ABA services.	
					Effectively engages multiple stakeholders in identifying significant issues related to effective practice of behavior analytic services.	
					Provides effective leadership and collaboration within assigned partner districts, schools, and special education personnel to enhance and support student achievement.	

## Board Certified Applied Behavior Analyst (ABA)

Supports student who receive Applied Behavior Analysis (ABA) Services and Supports Oversees programs that may be implemented by a Registered Behavior Technician (RBT) or trained paraprofessional

Instructional Support	Behavior Support	Professional Learning	Family Support	Other Tasks
<p>Consultation with Special School District staff and partner district staff (e.g., behavior, skills acquisition, classroom or curriculum supports, recommends minutes needed for supports)</p>	<p>Consultation with Special School District staff, partner district staff and other practitioners (e.g., behavior, skills acquisition, classroom or curriculum supports)</p>	<p>Staff training (e.g., behavioral skills training, reviewing protocols and behavior intervention plans, modeling, rehearsal, written/verbal feedback, workshops, individual coaching)</p>	<p>Consultation with families around behavior, skills acquisition, home supports</p>	<p>Division requirements (e.g., paperwork, training, associate meetings, division meetings, virtual and direct documentation)</p>
<p>Data Analysis</p>	<p>Behavior intervention plan (e.g., development, training, review, monitoring)</p>	<p>Training for programming and behavioral interventions</p>	<p>Collaborating with other SSD service providers and professionals/collaborating with families with home concerns and their home providers/doctors to align programming and continuity of care</p>	<p>District requirements (e.g., WFM, talent ed, applicable training, oversight of minutes documentation and plan for mitigation)</p>
<p>Collaboration with partner districts and outside providers to align programming</p>	<p>Assessment (e.g., preference assessment, skills assessment, reinforcer assessment, environmental/ecological assessments)</p>		<p>Provides opportunities for professional learning for families around ABA principles and supports for home/school connections</p>	<p>Staff interviews as requested</p>
<p>Programming (e.g., researching, drafting protocols, creating materials to support specific programming). Staying current on latest BA technology and research and incorporating behavior analytic best practices; approve and finalize any program modifications based on student data</p>	<p>Conducting evaluations and chairing stand-alone events (e.g., functional analysis, functional assessment, applied behavior analysis skills assessments)</p>		<p>Provides professional learning to general education staff around ABA principles</p>	<p>Supports Performance Improvement Plans (PIP) action plan steps as appropriate</p>

Meetings (e.g., team, data teams, individual education plan, reevaluation, running groups for programming as determined by Associate)	Data Collection and graphing for items such as interrater reliability, integrity/fidelity, assessment, division data, skills probes, data for progress, summaries for IEPs and other meetings, functional assessment. Oversees paraprofessionals implementing ABA minutes on an IEP should be collecting ongoing behavioral and programming data and entering it onto graphing systems set up by the associate during lead time		Provide professional learning to SSD staff to support ABA knowledge and implementation	Assists teachers in scheduling of paraprofessional staff to provide instruction and document services
Observations for referrals and students on caseload	Assisting with crisis management and crisis teams for students on caseload as available			
Input and collaboration with teachers to ensure ABA minutes are being scheduled per IEP and implemented.	Working with students directly to problem solve or provide direct services as determined by the associate (e.g., behavioral programming, behavior, crisis teams)			
Data Collection and graphing for items such as interrater reliability, integrity/fidelity, assessment, skills probes, data for progress, summaries for IEPs and other meetings	Assistance with arranging classroom environment to meet student specific needs			
Working with students directly to problem solve or provide direct services as determined by the associate (e.g., programming)	Observation for behavior for on caseload students and referrals			
	Meetings (e.g., team, data teams, individual education plan-BIP)			

## Applied Behavior Analysis (ABA) Registered Behavior Technician

Supports students who receive Applied Behavior Analysis (ABA) Services and provides ABA Therapy minutes in an IEP. Reports to the Behavior Analyst

Instructional Support	Behavior Support	Professional Learning	Family Support	Other Tasks
Implementation with staff and partner district staff (e.g., behavior, skills acquisition, classroom or curriculum supports, recommends minutes needed for supports)	Attends meetings and/or provides information for meetings (e.g., team, data teams, individual education plan-BIP)	Attends professional learning offered by region and division (e.g., orientation, workshops, in-service training)	When appropriate, participates in parent conferences, IEP conferences, and team meetings.	Communicates and works collaboratively with stakeholders as authorized to meet student needs and promote a positive image of the SSD.
Student data collection, data input and graphing (if applicable)	Implements behavior intervention plan (e.g., implementation, monitoring)	Attends yearly NCI Refresher training	Provides notes home as directed by classroom teacher and Behavior Analyst	District requirements (e.g., WFM, talent ed, applicable training, oversight of minutes documentation and plan for mitigation)
Works with individual students and small groups when deemed appropriate by ABA Behavior Analyst	Assists in assessment (e.g., preference assessment, skills assessment, reinforcer assessment, environmental/ecological assessments)	Substitutes for ABA Behavior Analysts when needed (must be actively enrolled in BCBA/BCABA coursework.		Becomes familiar with the teacher's procedures, schedule, the continuity of academic progression, and materials/ equipment available.
Meetings (e.g., team, data teams, individual education plan, reevaluation, running groups for programming as determined by Behavior Analyst)	Assists in conducting evaluations (e.g., functional analysis, functional assessment, applied behavior analysis skills assessments)			Provides escort and assistance to student assigned to during therapy

Input and collaboration with teachers to ensure ABA minutes are being scheduled per IEP and implemented.	Data Collection and graphing for items such as interrater reliability, integrity/fidelity, assessment, division data, skills probes, data for progress, functional assessment. systems set up by the Behavior Analyst during lead time			Assist teachers in maintaining work and study areas, equipment, materials, and facilities.
Interrater reliability, integrity/fidelity, assessment, skills probes	After attending NCI, assists with crisis management for students assigned to during therapy			Follows supervisory chain of command and responds appropriately to feedback.
Working with students directly to problem solve or provide direct services as determined by the Behavior Analyst (e.g., programming)	Working with students directly to problem solve or provide direct services as determined by the Behavior Analyst (e.g. behavioral programming, behavior)			Complies with applicable legal, regulatory, and workplace data collection, storage, transportation, and documentation requirements.
Documents provision of ABA Therapy minutes using service log/Therapy Log	Assistance with arranging classroom environment to meet student specific needs			Adheres to state and national ethical codes of conduct for Registered Behavior Technicians such as required documentation, yearly competency, and annual renewal requirements
Travels between buildings as needed to provide ABA Therapy				

## Paraprofessionals Implementing ABA

Instructional Support	Behavioral Support	Professional Learning	Family Support	Other Tasks
Provides Applied Behavior Analysis instruction outlined in the IEP under the guidance of the ABA associate across educational settings	Provides behavioral supports outlined in the IEP under the guidance of the ABA associate across educational settings	Attends ABA Basic Training.	Communicates with families as designated by district policy and immediate supervisor	Collaborates with all team members
Collects, inputs, and submits accurate data related to ABA instruction. Updates programming management system.	Collects, inputs, and submits accurate data related to behavioral supports and interventions. Updates programming management system	Attends ongoing training offered by the ABA division and Assigned ABA Associate		Graphs data collected as needed
Keeps the student engaged, the setup of incidental learning opportunities, teaching appropriate play and social skills, and providing reinforcement for desired behaviors.	Creates and/or obtains materials necessary for behavior support.	If approved to be a Registered Behavior Technician attends 40hour advanced training.		Maintains programming materials
Participates in assessment	Participates in assessment			Utilizes electronic systems as designated. (e.g., Therapy log, excel, boom)
Creates and/or obtains materials necessary for ABA programming				Communicates effectively with other providers on ABA programming and behavioral supports. Refers others to the ABA Associates and classroom teacher for questions pertaining to ABA programming and behavioral supports.
Keeps programming materials organized, accessible, and in good condition.				Attend meetings
Provides and documents service minutes as outlined in IEP designated by the ABA division				



# Instructional Coaches

Supports focus around Universal Supports, Classroom Learning Systems and High Leverage Practices for Special Education - all work is to-focus on these areas.

Instructional Support/Universals	Professional Learning	Other Tasks
Supporting New teachers through Academy I Induction	Design and lead professional learning for new sped teachers (Academy requirements, school level mentors)	Area Leadership Team (ALT) Support as determined by Special Education Director
Supporting Veteran teachers in focus areas of Universals, Classroom Learning Systems and High Leverage Practices	Design and lead targeted professional learning at staff meetings that aligns with District/ Area Plan	Attend partner district leadership meetings as directed by Special Education Director
Classroom/Program Observations (non-evaluative environment and instructional practices)	Connect admin/teachers with specialized areas (Aug Comm/Assistive Tech/SEB/AU/Literacy/Numeracy) -Coaches are not gatekeepers to these resources	In collaboration with the Special Education Administrator, provide resources for SSD processes for which there are building level questions/concerns.
Observing students for problem solving by conducting environmental observations and providing data on effective practices (Universals, HLPs) present and providing considerations for the teacher (s). All student specific observation data must be in alignment with special education process requirements	Attend and support Professional Learning Communities (PLCs) as it relates to the focus areas of universals classroom learning systems and High Leverage Practices for Special Education	Dialogue about trends and patterns district/building wide data for the 3 focus areas and action plan for next steps
Data team support as it relates to focus areas of universal supports/HLP/CLS (ex. reviewing data in these specific focus areas, and may include attending data team meetings)	Performance Improvement Plan (PIP)support as communicated by administrator and teacher	Collaboration with Sped and Gen Ed Admin to address a student need. Always in collaboration and communication with the special education Coordinator and/or Director
Teacher observations and feedback(non-evaluative), modeling lessons including co-teaching for modeling purposes	Support/Coach/Consult around MO Educator Standards	Follow all division and office processes/procedures (this includes monthly meetings for professional learning and collaboration)
Classroom Learning Systems (CLS) support for Sped teachers for fidelity of implementation	Plan for and facilitate high quality professional learning aligned to Learning Forward National Standards	
Universal (Tier 1) supports for specialized instruction / co-teaching	Collaboration with General Education for professional learning as it relates to supporting instruction for students in special education in the focus areas (Universals, HLPs (co-teaching), Classroom Learning Systems)	
Classroom management/strategies support as it relates to focus areas	Design, lead and evaluate countywide professional learning for focus areas of Universal Supports, Classroom Learning Systems and High Leverage Practices for Special Education	
Support Universal Walk-throughs with sped administrators		
Sped teacher check-ins at the beginning of the year to identify support needs		
Support the integrated tiered model for implementation and resources		

Collaboration and coaching to support special ed teachers with strategies/ideas for student concerns (remediation of core instructional gaps, lack of academic growth, behavior)		
--	--	--

## Literacy Coach

Supports focus on Tier 2 & Tier 3 literacy strategies/programs

Instructional Support	Professional Learning	Other Tasks
Coach/ Observe/ Co-teach for modeling purposes with SSD teachers who need additional supports around literacy specialized instruction	Support administrators, as requested, with observation and feedback of new teachers in the foundational literacy course	Area Leadership Team (ALT) Support as requested by the Sped Director or Sped Coordinator in relation to literacy programming and instruction
Conduct classroom/program observations	Design, lead and evaluate professional learning at staff meetings as designed by professional learning plans in the area of literacy	Connect administrators/teachers to other supports outside literacy area of expertise
Observe students for problem-solving in literacy	Design, lead and evaluate professional learning for Paraprofessionals in the area of literacy	Collaborative check in meetings with administrators to problem solve, as requested, in the area of literacy
Data team support as requested for the area of literacy (reviewing data, and may include attending data team meetings)	Design, lead and evaluate professional learning for interventions/ resources in literacy	Collaborate on professional learning plans in the area of literacy as requested
Teacher observations and feedback in the area of literacy (non-evaluative)		Provide resources, as requested by sped admin, for SSD processes for which there are building level questions/concerns (ex. Continuum of literacy in tiered models)
Consulting /Coaching in the area of Classroom Learning Systems as it relates to literacy		Support literacy instructional materials selection, as requested
Coaching around literacy strategies and programs		Support area plans and goals in the area of literacy
Modeling literacy lessons		Attend IEP for literacy consultation, as requested by SSD administrator
Support special ed teachers with strategies/ideas for student concerns (remediation of core instructional gaps, lack of academic growth, behavior in relation to literacy growth)		Follow all division and office processes/procedures.
Support performance improvement plans as requested by the Sped Administrator in the area of literacy		

# Social -Emotional Effective Practice Specialist

Supports focus on Tier 2/Tier 3 supports for Social- Emotional Behavioral and SEL instruction at those levels

Instructional Support	Behavior Support	Professional Learning	Other Tasks
Classroom Observation (formative observations, programming observations, informal feedback)	Classroom Observations (formative observations, programming observations, informal feedback)	Design, lead and evaluate professional learning within SSD SEL Intervention and Resource Guides as aligned to Director professional learning plans, Area Plans (This is inclusive of FABI, Problem Solving, Trauma Informed Practices, mindfulness)	Connect Sped Admin with professional learning specialists and other district-wide supports outside area of expertise
Support SEB Programs and SEB programming	Support SEB programs and SEB programming	Design, lead and evaluate professional learning and coaching for SEB Quality Indicators	Monthly check-in meetings with Sped Administrator(s) / Director for data sharing, problem solving, action planning
Consult and observe students for problem solving by conducting environmental observations and providing data on effective practices (SEB QIs) present and providing considerations for the teacher (s). All student specific observation data must be in alignment with special education process requirements	Consult and observe students for problem solving by conducting environmental observations and providing data on effective practices (SEB QIs) present and providing considerations for the teacher (s). All student specific observation data must be in alignment with special education process requirements	Design, lead and evaluate professional learning at the school or district level specific to Social Emotional Learning	Area Leadership Team (ALT) Support for SEB (programming/ programs)as determined by Special Education Director
Model lessons (social skills)	Data Team support in area of expertise	Consult/ Collaborate in the area of Classroom Learning Systems for SEB programs / SEB programming	School wide: Meet with school staff and review common data sources and collaborate with administrators (Gen Ed/Sped) to co-create professional learning plan; Dialogue about trends and patterns district/building level and develop action plans to support
Teacher Observations/ Supports	District Leadership Team support	Professional learning for Paraprofessionals in the area social emotional learning	Support choosing and ordering instructional materials related to area of expertise
	Support (coach, model, co-teach for modeling purposes) classroom management/strategies	SEB teacher/admin check-ins at the start of the year to identify support needs	Attend IEP (includes RED, manifestations, BIP, etc..), as requested, within area of expertise
	Be a team member-Support the FABI process		Foster team collaboration
	Collaboration with Gen ed and Sped Admin to address a student need		Agency collaboration (BJC)
	Coaching around ABC data and other tools		Follow all division and office processes/ and procedures

	Support development of SEB programing		Collaboration with other service providers
	Performance Improvement Plans (PIP) support around area of expertise as defined by action steps		Provide resources for SSD processes for which that are building level questions/concerns
			Family Consult in collaboration and communication with the special education Coordinator and/or Director

# Autism Effective Practice Specialist

Supports focus on programming for students with Autism

Instructional Support	Behavior Support	Professional Learning	Other Tasks
Classroom observation (formative observations, programming observations, informal feedback)	Classroom observations (formative observations, programming observations, informal feedback)	School wide - meet with school staff and review common data sources and collaborate with admin in co-creating professional learning actions District wide - develop action steps to support professional learning of staff	Area Leadership Team (ALT) Support for Autism (programming/ programs) as determined by Special Education Director
Support AU programs and AU programming	Support AU programs and AU programming	Design, lead and evaluate professional learning for Paraprofessionals to support evidence-based practices for supporting students with Autism	Connect Sped Admin with professional learning specialists and other district-wide supports outside area of expertise
Consult and observe students for problem solving by conducting environmental observations and providing data on effective practices (AQIs; Evidence Based Practices) present and providing considerations for the teacher (s). All student specific observation data must be in alignment with special education process requirements	Consult and observe students for problem solving by conducting environmental observations and providing data on effective practices (AQIs; Evidence Based Practices) present and providing considerations for the teacher (s). All student specific observation data must be in alignment with special education process requirements	Professional learning and coaching support for Autism Quality Indicators	Monthly check-in meetings with Sped Administrator(s) / Director for data sharing, problem solving, action planning
Data team support around area of expertise	Data team support in area of expertise	Professional learning and support of Evidenced based practices for Autism	Collaborate with other service providers
Classroom Learning Systems support for AU classrooms	Support classroom management/strategies specific to AQIs		Provide SSD resources for which there a building level questions/concerns
Teacher observations	Be a team member-Support the FABI process		Dialogue about trends and patterns district/building level and develop action plans to support
AU program teacher/admin check in at the beginning of the year to determine needs	Collaboration with Gen ed and Sped Admin to address a student need		Support choosing and ordering instructional materials related to area of expertise
Modeling lessons	AU program teacher/admin check in at the beginning of the year to determine needs		Family Consult in collaboration and communication with the special education Coordinator and/or Director
Performance Improvement Plans support around area of expertise as defined by action steps	Coaching around ABC data or other tools		Attend IEP (includes RED, manifestations, BIP, etc..), as requested, within area of expertise
Develop and evaluation of AU programming	Performance Improvement Plans (PIP) support around area of expertise as defined by action steps		Foster team collaboration
			Follow all division and office processes/ and procedures

# Measurement & Assessment Coach

Support focused on District wide measurement & assessment

Professional Learning	Other Tasks
Professional learning support for data team leaders	ALT / BLT support in using behavioral and academic decision making
Professional learning and support for progress monitoring tools	Connect admin with professional learning specialist and other district wide supports
Support conversations with data/assessment progress monitoring for staff meetings as requested	Monthly check in with admin dialogue/problem solving
Classroom Learning System support related to assessments	Dialogue about trends and patterns building/district wide to begin to action plan
In School: meeting with school staff and review of common data sources and collaborate with admin to create professional learning action plan	Collaborate with Gen admin around data collection/teaming
Develop action steps to support professional learning of all staff around data/assessment literacy	Membership CSIP Strategy Teams; Participates in District level committees and collaborates to support SSD's CSIP
	Collects, analyzes countywide data to assess the impact of progress monitoring on student learning
	Manages the district progress monitoring systems
	Data Team Leadership committee leads

# Math Coach

Supports focus on Tier 2 & Ter 3 Numeracy strategies/programs

Instructional Support	Professional Learning	Other Tasks
Coach/ Observe/ Co-teach for modeling purposes veteran SSD teachers in the area of numeracy	Support administrators, as requested, with observation and feedback of new teachers in the foundational numeracy course	Area Leadership Team (ALT) Support as requested by the Sped Director or Sped Coordinator in relation to numeracy programming and instruction
Conduct classroom/program observations	Design, lead and evaluate professional learning to Sped teachers in the area of numeracy during staff meetings / pd days as aligned to Director Professional Learning Plans	Connect administrators with professional learning supports outside area of expertise
Observing/problem solving for students in the area of numeracy	Design, lead and evaluate professional learning for Paraprofessionals in the area of numeracy	Collaborative check in meetings with administrators to problem solve, as requested, in the area of numeracy
Data team support as requested for the area of numeracy (reviewing data, and may include attending data team meetings)	Design, lead and evaluate professional learning for interventions/ resources in numeracy	Dialogue about trends and patterns district/building wide in the area of numeracy and begin to action plan
Teacher observations/feedback in area of numeracy instruction		Support numeracy instructional materials selection, as requested
Consulting /Coaching in the area of Classroom Learning Systems as it relates to numeracy		Collaborate on professional learning plans in the area of numeracy as requested
Coaching around numeracy strategies and interventions		Attend IEP for numeracy consultation, as requested by SSD administrator
Modeling numeracy lessons		Participate in SSD district wide committees that support numeracy
Support special ed teachers with strategies/ideas for student concerns (remediation of core instructional gaps, lack of academic growth, behavior in relation to numeracy growth)		Meet with staff to review common data sources and collaborate with admin to co-create pl action steps in the area of numeracy
Support performance improvement plans as requested by the Sped Administrator in the area of numeracy		Provide resources, as requested by sped admin, for SSD processes for which there are building level questions/concerns (ex. Continuum of numeracy in tiered models)
		Support area plans and goals in the area of numeracy
		Follow all division and office processes/procedures.

# Multi- Tiered Systems of Supports Facilitator

Supports focused on system development of tier 1, 2 and 3 and implementation focus on tier 1 for designated schools/district level teams implementing a systems approach

Instructional Support	Behavior Support	Professional Learning	Other Tasks
Classroom Walkthroughs with general education administration to improve systems and practices.	Coaching to district and/or building level teams on specific planning, implementing, and evaluating of behavioral supports and SEL programming within the MTSS framework.	Provide professional learning at staff meetings/district and building PD days aligned to data, systems, and practices within the district's or school's MTSS plan.	Attend and participate in monthly district-level and building-level meetings within an MTSS structure.
Coaching and problem solving with administration and/or building level teams to improve classroom systems	Classroom management/strategies Coaching with district and/or building level teams on effective implementing and monitoring of classroom practices to support behavior and SEL.	Utilize team based time to coach/provide professional development connected to school's/district MTSS plan.	Connect admin with professional learning specialist outside area of expertise
Consultation and Coaching (planning and reflective) to district and building level teams on programming for integration and alignment of initiatives within the MTSS framework.	Support district and building teams in analyzing and using disproportionality data, and identifying Vulnerable Decision Points.	Meet with team(s) to review common data sources and collaborate with district and building administrators to plan professional learning.	Support district committees in the area of systems support (ex. CSIP participation)
Support district and building teams in analyzing and using disproportionality data, and identifying Vulnerable Decision Points.		Build capacity with internal supports to plan, implement, and evaluate professional learning aligned to district and school yearly plan.	Provide coaching during planning and reflective meetings with district and/or building level team leaders to support the development and monitoring of goals, action steps, and needs.
		Engage in coaching support directly related to content from professional learning attended by district and school teams.	Fostering team collaboration
			Follow all division and office processes/procedures.
			Support development, alignment, and integration of district and building teams
			Support the identification, analysis, and use of integrated data at the district and building level teams.



## Nonviolent Crisis Intervention (NCI) Training Facilitator

Supports focused district wide NCI implementation

Professional Learning	Other Tasks
Provide county-wide and on-site professional development and coaching to teachers/school teams/district teams to implement NCI.	Keeps current with literature, new research findings, and resources.
Provides job embedded coaching and support to educators/teams.	Supports data-based decision making through the use of quality tools and analysis.
Leads the development customized NCI Training for SSD	Positively contributes to a collaborative culture through effective communication and coaching.
	Advises district leaders in regard to NCI practices and assists Human Resources in regard to restraint practices, investigations (anonymously addressed and typically scenario-based) and strategies to support persons on a Performance Improvement Plan
	Communicates with Crisis Prevention Institute to coordinate professional learning for district instructors, receive and maintain accurate reports.
	Engages in regular/frequent cycle of improvement of key processes.
	Aggregates, maintains, and reviews data related to the implementation of NCI strategies including but not limited to trainer certification, work injuries related to student behavior, student crisis data, and Board policy related policy infractions.
	Designs, monitors and adjusts NCI related scheduling as necessary
	Participates in district-wide committees and Strategy Teams, as requested
	Participates in Regional CPI Cohort
	Supports the coordination of deployment of NCI, via regular instructor meetings, communication with the districts Professional Development Committee.
	Follow all division and office processes/procedures.
	Ensures the wellness and support of the NCI instructors
	Collaborates with the director to support annual budgeting process

# Professional Learning Technology Specialist

Supports building capacity of professional learning implementers and lead teachers to support the integration of technology

Professional Learning	Other Tasks
Plan for and facilitate high quality professional learning aligned to Learning Forward National Standards	Follow division and office processes/procedures for record keeping/data collection
Model effective instructional strategies using technology in a co-teaching environment	Effectively and responsibly use and integration of Technology
Inspire educators and leaders to use technology and create equitable and ongoing access to high quality learning	Establish productive relationships with professional developers in order to improve instructional practices and learning outcomes
Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy	Champion actions/milestones of the division improvement plan as related to area of expertise
Model and support educators to design learning experiences and environments to meet the needs and interests of all learners	
Plan, provide, and review the impact of professional learning for educators and leaders to use technology to advance teaching and learning	
Model digital citizenship and support educators internally recognizing the responsibilities and opportunities inherent in living in a digital world	
Collaborate with professional developers to build online/blended courses for teachers/paras	
Design and lead professional learning (training and coaching) to support professional developers (i.e. blended learning, using google suite tools)	
Design resources to support administrators in using technology applications to communicate with families, staff	

# Paraprofessional Facilitator and Coach

Support professional learning for Paraprofessionals

Professional Learning	Other Tasks
Design, lead and evaluate professional learning for new hire Paraprofessionals	Keeps current with literature, new research findings, and resources on supporting paraprofessionals
Provides targeted professional learning for paraprofessional staff, as requested	Supports data-based decision making through the use of quality tools and analysis.
Design, lead and evaluate professional learning opportunities specifically around needs identified for paraprofessionals	Positively contributes to a collaborative culture through effective communication and coaching.
Support/Coach/Consult around 'Paraprofessional Expectations'	Engages in regular/frequent cycle of improvement of key processes as related to area of expertise
Plan for and facilitate high quality professional learning aligned to Learning Forward National Standards	Aggregates, maintains, and reviews data related to the implementation of paraprofessional professional learning
Conduct follow up with paras/teachers/sped administration to ensure needs are being met in regard to professional learning for Paraprofessionals	Designs, monitors and adjusts paraprofessional professional learning related scheduling as necessary
	Participates in district-wide committees and Strategy Teams, as requested
	Supports the coordination of deployment of paraprofessional training, via regular instructor meetings, communication with the districts Professional Development Committee and district advisory groups
	Follow all division and office processes/procedures.
	Provide resources, as requested by sped admin, for SSD processes for which there are building level questions/concerns

## Family and Community Engagement Liaison/Administrator (10 month)

**Job Summary:** The role of the 10-month FACE Liaison/Administrator is to provide families, staff and community information through professional development, family workshops, consultation, resource development, outreach, and collaboration.

**Mission:** To partner with students, families, and staff to support students' specialized academic, social, and emotional needs to promote self-determination, equitable opportunities, and authentic inclusion.

Capacity Building & Instructional Support/ Universals	Tech Assistance	Coordination/ Collaboration	Other Tasks
Facilitate and coordinate <b>Family Leadership Institute</b> (Fall and Spring)	<b>JIRA</b> requests	Multidisciplinary Team Participation- <b>CSIP/Strategy</b> Team	Support <b>Communications</b> with Spotlight, Connections, and Social Media Posts
Facilitate and host <b>workshops/webinar</b> for stakeholders based on request	Research, design, and maintain disability category <b>resource packets</b>	<b>Community Outreach</b> with external stakeholders to support the district and families	Provide <b>direct support and resource navigation</b> with families and staff
Maintain the <b>Family and Community Resource Center</b>	<b>Alexandrea Software</b> for library inventory		
Maintain, develop, and improve <b>Parent Advisory Councils</b> (SSD and Partner Districts)			

## Family and Community Engagement Manager/Administrator

**Job Summary:** Manage and direct the implementation and monitoring of all Family Engagement initiatives and teams within SSD. Actively recruit families for Family Leadership Institute, Parent Advisory Council, and other opportunities to support student achievement. Work directly with the Executive Director of Teaching, Learning, and Accountability, the Curriculum Coordinator, and the Federal Programs Administrator to increase the professional learning of classroom teachers and administrators regarding effective family engagement. This position will research and implement community outreach programs for the District. Provides direct support and navigation services to families of students receiving specialized services throughout St. Louis County.

**Mission:** To partner with students, families, and staff to support students' specialized academic, social, and emotional needs to promote self-determination, equitable opportunities, and authentic inclusion.

Capacity Building & Instructional Support	Tech Assistance	Coordination/ Collaboration	Other Tasks
Facilitate Family Engagement <b>professional learning</b> for SSD and Partner District staff based on request	<b>Research evidence based practices</b> in Family Engagement and develop methods to apply and share information	<b>Community Outreach / Partnerships</b> - develop partnerships with community agencies to support student outcomes and family needs	Maintain and <b>support FACE publications and two communications with stakeholders</b> (Partners for Success, website, brochures, Linked to Learning Newsletter)
Plan and facilitate <b>district-wide family engagement committees</b> to support systemic integration of FE practices	Support <b>district strategic planning</b> about family engagement as CSIP/Strategy champion/lead/participant	Established and facilitates a <b>Family Engagement Countywide Collaborative</b> to support St. Louis County district leaders	<b>Individual family support and resource navigation</b> as requested
Create and facilitate <b>Home Visit guidelines</b> for the district (PTHVP and SSD policy, guidelines, and trainings)	Facilitate <b>Welcoming Schools Walkthroughs</b> to support school culture and climate	Support the work of other divisions within the district with the <b>integration of family engagement/equity philosophy and strategies</b>	Establish and maintain the <b>department budget</b>
Provide <b>Instructional Supports</b> for alignment of district practices with family engagement knowledge and strategies with <b>Curriculum and Instruction</b> (CCI and TSP district wide, Academy)	<b>Evaluate FE practices</b> - create/adapt/analyze Quality Indicator/ FE Survey/Needs Assessments/ feedback tools -JIRA Requests - Alexandria Software	Coordinate with families and stakeholders to develop outreach methods and resources <b>-Family Resource Hub</b> <b>-Family Resource Center</b>	<b>Supervision of department staff</b> and delegation of roles and responsibilities
<b>Family Academy</b> - coordinating family engagement opportunities using high impact strategies <b>Family Workshops</b> -SPED process -Category Specific	Support the creation/review of <b>Title I.A LEA Plans</b> annually (Compacts, School Improvement Plans)		

*The Information was derived from the District Policy IGBC, SSD Job Description for Family Engagement Outreach Support, and SSD Family and School Partnership Plan.*

## Family and Community Engagement Support

**Job Summary:** Support the implementation and monitoring of all Family Engagement initiatives and teams within SSD. Actively recruit families for Family Leadership Institute, Parent Advisory Council, and other opportunities to support student achievement. Work directly with the Family and Community Engagement Administrator/Manager to increase the professional learning of classroom teachers and administrators regarding effective family engagement. This position will research and implement community outreach programs for the district. Provides direct support and navigation services to families of students receiving specialized services throughout St. Louis County.

**Mission:** To partner with students, families, and staff to support students' specialized academic, social, and emotional needs to promote self-determination, equitable opportunities, and authentic inclusion.

Capacity Building & Instructional Support	Tech Assistance	Coordination/ Collaboration	Other Tasks
Facilitate Family Engagement <b>professional learning</b> for SSD and Partner District staff based on request	<b>Research and support implementation of evidence based practices</b> in Family Engagement	Support the development of <b>Community Outreach / Partnerships</b> -	Support <b>FACE publications and two-way communication with stakeholders</b> (Partners for Success, website, brochures, Linked to Learning Newsletter)
Support facilitation of <b>district-wide family engagement committees</b> to support systemic integration of FE practices	Serve on <b>district strategic planning</b> committees as assigned	Coordinate with families and stakeholders to develop outreach methods and resources <b>-Family Resource Hub</b> <b>-Family Resource Center</b>	<b>Individual family support and resource navigation</b> as requested
Support recruitment of families for <b>Family Leadership Institute (Fall and Spring)</b>	Facilitate <b>Welcoming Schools Walkthroughs</b> to support school culture and climate	Support the work of other divisions within the district with the <b>integration of family engagement/equity philosophy and strategies</b>	
Provide <b>Instructional Supports</b> for alignment of district practices with family engagement knowledge and strategies with <b>Curriculum and Instruction</b> (CCI and TSP district wide, Academy)	<b>Support Evaluation of FE practices</b> - create/adapt/analyze Quality Indicator/ FE Survey/Needs Assessments/ feedback tools -JIRA Requests - Alexandria Software		
<b>Family Academy</b> - coordinating family engagement opportunities using high impact strategies <b>Family Workshops</b> <b>-SPED process</b> <b>-Category Specific</b>	Support the creation/review of <b>Title I.A LEA Plans</b> annually (Compacts, School Improvement Plans)		

*The Information was derived from the District Policy IGBC, SSD Job Description for Family Engagement Outreach Support, and SSD Family and School Partnership Plan.*

# SSD Schools Assessment Facilitator

Assessment Administrative Tasks	Professional Learning	Other Tasks
Update state assessment training documents as needed (MAP, EOC, DLM)	Enroll teachers in DLM training modules and monitor progress on training and first contact	Create master list of students and their assigned assessments
Add and remove teachers from the testing platforms: Educator Portal (DLM/MAP-A), Nextera (EOC), DRC/Insight (GLA)	Provide training for schools or send out training information on GLA and EOC (include NT)	Upload testing data to EduClimber and send to SIS to upload
Add and remove students from the testing platforms (verify rosters with SIS reports): Educator Portal (DLM/MAP-A), Nextera (EOC), DRC/Insight (GLA)	Supports Prof Learning for New Teachers around assessments (CCI, TSP, HYS)	Attend district data leadership team
As state assessments are completed, pull reports from the following platforms: Nextera (EOC) in the winter and spring, Kite (DLM) in the winter and spring, and DRC (GLA) in the spring, and create templates to track progress (completion reports)	Create/update assessment training videos as needed	Support state assessment exemption process as needed.
Send out state assessment progress updates to teachers (MAP-A, GLA, EOC)	Support trainings for assessment programs as needed (eduCLIMBER, STAR, i-Ready)	Conduct quality assurance visits
Complete district assessment tracking and send to teachers (including STAR Reading for NT and ST) (during assessment windows)		Complete growth reports for STAR and iReady
Pull POS STAR testing reports and send to POS Area Coordinator to distribute to agencies using SSD's STAR platform		Update Civics and Constitution tests as needed
		Send out writing prompt information
		Connect with NT and ST Assessment Facilitators one month before district and state testing windows open to ensure set up

# SSD Schools Curriculum Facilitator

Instructional Supports/Universals	Professional Learning	Other Tasks
Support new teachers through the Academy process	Facilitate Continuous Classroom Improvement Trainings	Deliver materials/resources to schools
Support veteran teachers with implementing district approved materials/resources and high leverage practices for special education	Facilitate Teacher Student Partnerships (TSP) Training	Participate in curriculum division meetings
Assist teachers with selecting appropriate district approved materials/resources to use with implementing the curriculum	Facilitate subject/program cohorts based on need	Participate in district wide committees/goal teams
Conduct classroom/program/teacher observations (non-evaluative); Hold coaching conversations to help teachers improve implementation of instructional practices and methods as requested	Facilitate Academy cohorts	
Demonstrates knowledge of a wide array of instructional practices and methods	Facilitate Mentor/Mentee meetings	
Demonstrates understanding of district curriculum	Facilitate High Yields Strategies Training	
Demonstrate understanding of state standards: Missouri Learning Standards, Essential Elements, Industry/CTE	Support/Coach/Consult around MO Educator Standards	
Demonstrate knowledge of curriculum development processes	Collaborate with Building Admin to facilitate and/or support teacher and staff professional learning	
Facilitate curriculum writing and revision process		
Participate in textbook/ material adoption process		
Facilitate resource/materials alignment with curriculum		
Support for Universals		
Support Classroom Learning Systems (Continuous Classroom Improvement, Teacher Student Partnerships, High Yields, Classroom Performance Excellence, High Performing Teams, etc.)		
Support scaffolding of curriculum for instruction		
Support teachers with implementing intervention programs		
Support teachers with implementing common assessments (i.e., Formatives)		
Support teachers with implementing intervention programs		



# Speech-Language Effective Practice Specialist

Supports focus on evaluation and intervention in the areas of Speech and Language

Instructional Support	Professional Learning	Other Tasks
Classroom Observation (formative observations, programming observations, informal feedback)	Provide Academy Year 1 & 2 trainings for SLPs	Connect AC with professional learning specialists and other district-wide supports outside area of expertise
Models effective practices and a variety of strategies to meet the needs of individual students. (speech and/or language)	Organize & provide ongoing professional development for SSD SLPs, staff, and Component District Personnel	Attend Review of Existing Data (RED) meetings
Consult/observe students	Facilitate monthly & quarterly cohorts by District	Attend Individualized Education Plan (IEP) meetings
Support development of speech/language programming	Assists with identifying, analyzing, and disseminating appropriate information for effective practice in the areas of Speech and Language	Support instructional material selection and order needs in the areas of Speech & Language
Observes and participates in mentoring, coaching and developing the performance of staff members in technical areas.	Provide Clinical Fellow supervision to clinical fellows so they are able to obtain American Speech Language and Hearing Association (ASHA) Certificate of Clinical Competence	Foster team collaboration
Works effectively with staff to use data in a timely manner to plan, evaluate, and revise instructional programs to meet student's needs	Works closely with Area Coordinators and directors to develop a plan and follow up when performance concerns are presented	District leadership team support
Supports students' individual education programs, transitions, evaluation/reevaluations, related services and programming as designated		Collaboration with gen ed admin to address student need
		Support Rtl processes in the areas of Speech & Language as a part of pre-referral activities
		Assists with screening, interviewing and making recommendations

		regarding initial selection and assignment of staff
		Facilitate and lead Area Leadership Team for SLPs across the district to gather SLP voice
		Provides input and makes recommendations to SSD regional/countywide administrators in developing a budget for an assigned area
		Uses data to analyze and make recommendations regarding staff assignments
		Monitor Medicaid billing system and procedures

## School Psychology Effective Practice Specialist

Support Special School District's Administrative Team and School Psychologists and Examiners by providing a framework of best practices for school psychological services in alignment to state and district requirements.

<b>Referral, Evaluation and Identification</b>	<b>Early Intervening Supports</b>	<b>Special Education Process Compliance</b>	<b>Professional Learning</b>	<b>Other</b>
Support psych staff with appropriate test selection, administration and interpretation	Consult and collaborate with administrators and school psychologists regarding best practices for the implementation of an MTSS model to address student needs including: academic, social, emotional, behavioral (including mental health), and adaptive skills.	Support SSD and Partner District administrators with DESE Tiered Cohort Monitoring file review cycles  Address non-compliance/CAP's	Provide district level professional learning in collaboration with other departments within SSD and Partner District.	Special Ed process and issues related to disproportionality in referral and identification.
Promote data-based decision making for sped referrals and eligibility determinations	Consult and collaborate with administrators and school psychologists with interpretation of intervention data and movement through MTSS.	Conduct trainings with partner districts and SSD on special education process as it relates to referral, evaluation and identification.	Promote culturally responsive practices and knowledge of socio-cultural and economic influences as part of the Problem Solving Process to support instruction, intervention, and evaluation.	Support action planning and goal setting with partner districts, ESI action teams, MTSS facilitators, and other SSD and Partner district professionals as needed.
Evaluation case consultation	Consult with school psychologists and administrators regarding data that supports suspicion of a disability.	Serve on SSD Special Education Process Committee	Develop collaborative structures for school teams and building-level school psychs to maintain functionality of MTSS and culturally responsive practices long term.	Collaborate with administrators to identify current data systems and interventions that support MTSS structures.

Documentation of referral and eval procedures to maintain consistency with State and Federal guidelines	Support administrators and school psychologists in including developmental and culturally responsive principals in their MTSS and evaluation practices, tools, and decisions. .	Monitor referral, identification, and related data. Communicate data and data trends with stakeholders, identify trends, and utilize to improve practices.	Participate in cohorts with School Psychologists to support continuing education and best practices in MTSS supports and culturally responsive practices, including intervention, referral, assessment, and identification of disabilities.	Support interpretation of data and decision making of district-level data to identify district, building, and student needs.
Stay abreast of State regulations in eligibility criteria and provide training and support to eval chairs and other gen ed or special ed staff, as appropriate, in the interpretation of special ed eligibility criteria	Support EIS school psychologists, action teams, district administrators, and district school psychs in problem solving for under-represented groups	Monitor and provide updates to MO State Plan and DESE Standards & Indicators	Provide coaching and support with delivering interventions and progress monitoring.	Promote vertical and horizontal alignment of practices regarding Interventions, data systems, and referral practices across the partner district.
		Provide guidance and interpretation on DESE acceptable delay days for referral and evaluation	Provide coaching and support in running effective Problem solving teams.	Collaborate with the EIS social workers in the utilization of the Missouri Model for Trauma-Informed Schools.
			Develop tools/resources to support district capacity and continued growth of best practices.	Participate in EIS action team Cohort meetings.
			NTO/Academy for induction of school psychs new to the district	Report progress/areas of growth to SSD district level leaders and the Student Services Department.
				Create decision rules for the provision and fading of EIS supports.
				Technical interviews for school psych, examiner, and intern candidates

## Transition Effective Practice Specialist

Provides best practices supports and services to school teams in the development of transition services and programs to support student movement toward positive post school outcomes

<b>Interagency Collaboration</b>	<b>Family Engagement</b>	<b>Student Focused Transition Planning &amp; Development</b>	<b>Program Structures &amp; Development</b>	<b>Professional Learning</b>
Develop coordinated interagency strategies to collect, share and use student data	Organize and participate in district wide parent nights and transition fairs	Collaborate with administrators to address student transition needs	Identify gaps in a district's continuum of transition services	Provide transition focused technical assistance and professional development in collaboration with educators, community agency personnel and other relevant stakeholders
Collaborate with community service providers to identify and address student services and support needs	Co-facilitate training for families about transition-related education & services and post school options	Disseminate information & resources to staff, students, and families regarding student needs and transition planning	Collaborate with school teams to develop transition systems, guidelines and programs	Provide professional learning at the school or district level specific to transition
Update staff district wide on available community resources, transition services, laws & eligibility requirements	Consult with families/students/ staff	Coordinates transition activities for college, career, and community readiness for groups of students	Participate in projects and committees as requested by Central Office administrators to represent the area of transition	Provides targeted professional learning at staff meetings that aligns with CSIP plan
Lead interagency meetings		Reviews IEPs for transition related compliance	Identifies and shares transition related curriculum and assessment materials	
		Attend IEPs as it relates to needed expertise	Support Community Based Vocational Instruction (CBVI) programs & new Vocational Skills Program (VSP) teachers	
		Identifies best practices and provides technical assistance in the development of transition planning	Facilitate the development of an MOU for new business partnerships	
			Develop local industry and independent living standards	
			Teacher/classroom observations (formative, programmatic & informal feedback)	
			Data team support	

## Transition Facilitator

**Assists students, families and school teams in developing transition plans and services to assist students in moving from high school to post secondary settings, including education/training, employment or long term supports**

Interagency Collaboration	Family Engagement	Student Focused Transition Planning & Development	Program Structures & Development	Professional Learning
Collaborate for individual student planning	Shares resources and community information regarding referral, application and eligibility process for student and families	Supports decision making at IEPs regarding VSP and other school-based programs	Collaborate with school teams to develop transition systems, guidelines and programs	Develops & presents transition related professional development for for CBVI
Share community resources based on individual student and family needs	Consult with families/students/ staff	Review IEPs for students entering VSP	Supports implementation of transition related curriculum and assessment materials	Support teacher development around self-determination long range planning utilizing the Chartling the Life Course (CtLC) Framework/future's planning
Participate in interagency meetings	Help families understand options for students after graduation	Assists staff and serves on IEP teams for transition planning, i.e, recommending appropriate services, preparation for post school outcomes	Support teachers new to Community Based Vocational Instruction (CBVI)	
Link families/students with community service providers	Connect families to agencies and resources for support	Observe students for problem solving	Serves as a liaison between VSP and the partner districts regarding prospective students	
Identify & establish linkages with local community businesses		Conducts Charting the Life Course (CtLC) team meetings (future's planning)	Develops business partnerships and supports initial establishment of work sites	
			Supports the use of local industry and independent living standards	