

PIRS

Qualifications:

- Background in early childhood education
- Knowledge of child development
- Understanding the Pyramid Model
- Experience providing professional development to classroom teachers is preferred.
- P-3 Certification or equivalent required OR Certification in the field of social work, school psychology or BCBA certification with early childhood experience

Reports to: Director of Special Programs and Principal or Designee

Job Goal: The Preschool Intervention and Referral Specialist (PIRS) plays a pivotal role ensuring that children with diverse needs receive the support they require to succeed in a preschool environment. This position provides support to teachers in their implementation of the Pyramid Model framework for promoting social and emotional competence in infants and young children.

The PIRS is a coach working within a consultation model to help maximize the general education preschool teacher's ability to support all students who exhibit challenging behaviors, learning difficulties, or other social difficulties. The PIRS also helps teachers address students' needs effectively within the general education setting, reducing the amount of special education referrals.

Performance Responsibilities:

- Supports the implementation for the early childhood curriculum aligned with the Pyramid Model to promote positive classroom climate and prevent challenging behaviors.
- Conduct classroom observations to gather anecdotal and data-based information on student social emotional development and provide support to teachers and students.
- Conducts classroom visits, including those located outside the district, to provide practice-based coaching on the Pyramid Model using written strategies, modeling, and consultation.
- Supports classroom teachers by observing and collecting data on individual students who are exhibiting difficulties, as identified through the screening process and/or teacher observations through PIRS. This information is used to develop PBS (Positive Behavioral Supports) Intervention Plans, model interventions, and demonstrate strategies for teachers to implement.

- Continually meets with the teachers and families and routinely checks to see if strategies are working or if revisions are necessary. Provides families with strategies and resources to support children's social-emotional development and positive behavior across home and school environments.
- Conducts Teaching Pyramid Observation Tool (TPOT) observations in assigned classrooms and meets with teachers and the Preschool Instructional Coach, as needed, to provide feedback and coaching on areas identified for growth by the tool.
- Facilitate transition of all PIRT/PIRS case files to other programs as necessary (i.e., Kindergarten, CST).
- Facilitate transition of supports and services as needed through grade three to maintain consistency of high quality preschool requirements.
- Schedule and facilitate case review meetings, track PIRT Team caseloads and subsequent referrals to CST, and meet with families to obtain necessary support.
- Coaches teachers on the administration, data interpretation and use of assessment data to plan instruction using Performance-Based Assessments. Assists in planning and delivering professional development related to social-emotional development, behavior supports, and Pyramid Model practices.
- Assists teachers in designing and employing effective learning centers in their classrooms.
- Models effective instructional techniques for teachers based upon best practices and demonstrates how to create a stimulating, attractive, organized, functional, healthy and safe classroom environment.
- Works cooperatively with adults in the classrooms, establishing clear expectations for roles and responsibilities.
- Coach preschool teachers on the implementation and supports monitoring and improving fidelity of Pyramid Model implementation through observation tools, coaching cycles, and reflective feedback.
- Collaborates and communicates with the Special Education Department in providing appropriate services for special needs students. Supports inclusive classroom practices that promote participation and success of children with diverse learning and developmental needs.
- Attends and participates in faculty meetings and fulfills required duties.
- Participates in parent meetings with teachers to discuss pupil's progress and interpret the school program, when appropriate.
- Confers with the Community Parent Involvement Specialist, Preschool Instructional Coach, Special Education staff/administration, and PIRT Team on a regular basis to ensure appropriate support for teachers, students, and parents. Assists administration and coaching staff in analyzing classroom and program-wide social-emotional and behavioral data to inform continuous program improvement.
- Maintains a level of professional competence appropriate to the specific area of certification, assignment and matters of general educational importance and shares such knowledge with others as appropriate.

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- Maintains positive, cooperative, and mutually supportive relationships with instructional staff, administration, students, parents, and community or agency partners to support student success.
- Ensures confidentiality of student information. Maintains accurate and timely documentation of coaching cycles, observations, intervention plans, and case management activities.
- Recommends curriculum modifications and adaptive materials when needed.
- Coordinate and oversee developmental screenings (e.g., ESI-R), conducted approximately 6 weeks into the program year, and follow up with students who receive REFER or RESCREEN results to assist with next steps through the PIRT process.
- Assists, collaborates and coordinates transition planning and activities for grades preschool through third grade.

Other Job Functions:

- Perform other tasks that may be assigned by the Superintendent or designated supervisor

TERMS OF EMPLOYMENT: Full Time – 10 Months

EVALUATION: Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of certified staff.