The Systems of Support Adviser provides direct support to schools to cultivate safe, healthy, welcoming and affirming learning and working environments where all students thrive. The Adviser supports the development and implementation of a culture of learning and positive behavior by leveraging effective, data-driven multi-tiered systems of support. This position will address the wellness and social-emotional needs of the whole child, whole classroom, and whole school. The Adviser facilitates professional development and builds capacity among classroom teachers, school leaders, and school community stakeholders by leveraging evidence-based practices aligned to district policies. This position positively impacts student and school community well-being, climate, and culture; leading to success in attendance, social-emotional wellness, positive peer and inter-group relationships, behavior, and academic achievement for all students. The Adviser collaborates with school, community of schools, and local district, and central office leadership.

Primary Duties/Responsibilities:

- Provides direct evidence-based, trauma/resilience-informed, behavioral and social emotional support services to identified classrooms and schools within a network of support.
- Assesses school/community strengths, resources, needs, available data, and priorities and works collaboratively with all school-based stakeholders in the development of a whole community, whole school, whole classroom, and whole student plan/approach, leveraging evidence-based behavioral and social-emotional strategies.
- Provides differentiated technical assistance, professional development and coaching opportunities to support the implementation of evidence-based practices. These practices include the Multi-Tiered Systems of Support, School-wide Positive Behavior Intervention and Support (SWPBIS), the Blueprint for Wellness, the District’s school climate/culture policies (e.g., the Discipline Foundation Policy), and the implementation of community building, restorative practices, alternatives to suspension, effective classroom engagement/management, and other trauma/resilience informed practices.
- Supports the implementation of Social-Emotional Development curricula and strategies in classrooms, including delivering demonstration lessons to build capacity of teachers and schools to infuse social-emotional learning (SEL) strategies throughout the instructional day.
- Coordinates and facilitates the interpretation of qualitative, observational, and quantitative data to support school-based teams in addressing the needs of students, and in implementing tiered social-emotional and behavioral supports, including prevention and intervention strategies.
- Serves as a liaison to school sites by leveraging District and community resources to provide services that address psychosocial/educational and basic health and mental health needs of the student, classroom, and school.
- Facilitates problem solving around issues related to school climate/culture and social-emotional needs/behavior, including consultation regarding individualized supports.
- Builds capacity of school site multi-disciplinary teams (e.g., Student Success and Progress teams) to problem-solve, design, implement, and evaluate efficacy of tiered supports for behavior, instruction, interventions, and practices to serve all identity groups (e.g., ethnicity, religion, culture, sexual orientation, gender identity, and learning styles).
- Analyzes and monitors data within the network to increase access and equity for all students, with a focus on all differentiated identity groups and underserved student groups.
- Provides adaptive support to establish school-wide systems and to address complex issues related to access and equity for all students.
- Participates in professional development, collaborative learning, and policy development in collaboration with the Divisions of Student Health and Human Services, Instruction, and Special Education.
- Performs other duties as assigned in accordance with the District/UTLA agreement.
Salary: Special Services Salary Table; 34D, B-Basis ($80,065 - $99,594); 221 paid days, 8-hour assignment

- In the case of an annualized employee who is changing basis during the year, this change may result in an annualized “settlement” (i.e., the process by which the District resolves an under or overpayment).
- For employees who change basis during the school year, this basis change may prevent them from earning a full year of service credit.
- Selected individual may be subject to displacement due to budget limitations.

**Minimum Requirements:** All minimum requirements must be met on or before the filing deadline. It is the applicant’s responsibility to ensure that appropriate documentation is on file with Human Resources. For additional information, please call (213) 241-6520.

- Permanent certificated employee of the Los Angeles Unified School District
- At least five (5) years of successful full-time public school certificated service
- An earned master’s degree from an accredited college or university
- A valid California Pupil Personnel Services Credential, K-12 Teaching Credential, Special Education Teaching Credential, OR Services Credential with specialization in health designating social work services
- Possession of a valid Class C California driver’s license and access to reliable insured transportation OR access to another way for traveling between assigned sites (as appropriate to the assignment)

**Note:** Applicants are advised that meeting the stated minimum requirements does not ensure an invitation to an interview.

**Desired Experience/Qualifications:**

- Knowledge and experience conducting asset mapping, assessment-based action planning and developing, implementing, and monitoring organizational change strategies
- Knowledge and experience designing, conducting, and evaluating differentiated professional development/training for teachers, support staff, administrators, and/or parents/families
- Knowledge and experience successfully implementing key features of a School-wide Positive Behavior Intervention and Support (SWPBIS) framework
- Knowledge and experience implementing social-emotional learning (SEL), community building, trauma/resilience informed practices, and/or restorative practices in a school setting
- Knowledge and experience implementing data-driven Student Success and Progress teams (SSPT) or similar multi-disciplinary teams
- Knowledge of and ability to conduct coaching, mentoring and build capacity of school-community stakeholders and/or teams
- Demonstrated ability to work collaboratively with teachers, parents/families, administrators, and all school/community stakeholders
- Knowledge and experience using technology and data systems, such as MyData/GetData, Wellgent, MiSiS, and other District reporting and tracking systems
- Demonstrated experience accessing and interpreting data to inform behavioral/social emotional support and intervention planning
- Knowledge and experience with applied behavior analysis and/or functional behavioral assessment
- Excellent interpersonal, oral, written, and problem-solving skills
- Demonstrated ability to work effectively with diverse individuals and groups
- Poise, tact, good judgment, and commitment to the education of all students

**Application Procedures:**

To be considered, applicants must submit the following materials:

1. Current resume (include employee number)
2. Letter of intent that describes successful experience in the following areas:
   - Analyzing data to inform behavioral, social emotional, and/or academic support and intervention
   - Building adult capacity to support the social-emotional and behavioral needs of students
   - Responding to the social-emotional and behavioral needs of students
3. List of three (3) references that includes your current and next most recent supervisor(s) with their contact information. References will be verified for all applicants who are finalists for the position.

Applicants are advised that meeting the stated minimum requirements does not ensure an invitation to an interview.

Submit application materials to:

Application materials must be emailed to the Division of Student Health and Human Services to Celia Lopez at celia.lopez@lausd.net. Include the following in the email subject line: “Systems of Support Adviser; Applicant Name.” Please do not send hard copies of application materials.

**DEADLINE: Friday, November 1, 2019 - 5:00 p.m.**

All application materials must be received by the filing deadline.

Materials sent by fax will not be accepted.