

FLEMINGTON-RARITAN REGIONAL SCHOOLS

JOB DESCRIPTION

TITLE: Preschool Intervention and Referral Specialist (1.0 FTE)

QUALIFICATIONS:

- Hold, at a minimum, a bachelor's degree At a minimum, a certificate of eligibility (CE) or certificate of eligibility with advanced standing (CEAS) for preschool through grade three or other equivalent preschool certification as set forth at N.J.A.C. 6A:9B.
- Knowledge of the school district's preschool curriculum and assessment.
- Experience working with preschool-aged children or acquire knowledge of the content and skills relevant to working with preschool-aged children through training, coursework, and/or professional development.
- Knowledge and training in early childhood education, child development and the four levels of the Pyramid Model.

REPORTS TO: Supervisor of Early Childhood Education and the Director of Pupil Personnel Services

JOB GOAL: Preschool Intervention and Referral Specialist (PIRS) is a single individual with preschool experience, providing support to teachers to implement the Pyramid Model of behavioral support. As needed, the PIRS "consults" with a team of experts (PIRT) to provide support and suggest interventions to teachers so that all children can succeed within the general education classroom.

PERFORMANCE RESPONSIBILITIES:

1. Work within a consultation model with relevant school district, private provider, and local Head Start agency staff and administrators to deliver preschool age-appropriate services designed to decrease referrals to special education and maximize general education classroom teachers' ability to support all students.
2. Coordinate the administration of a developmentally based screening such as the Early Screening Inventory.
3. Establish a PIRT assistance protocol including a request for assistance form (RFA).
4. Establish and manage a case file for each child containing a PIRT Intervention Plan.
5. Conduct classroom visits to observe, coach, model strategies, make verbal and written recommendations, and provide feedback regarding the child's Intervention Plan.
6. Consult with instructional coaches and preschool classroom teachers to adapt and modify teaching practices to help preschool children meet the Preschool Standards.
7. Conduct regular classroom visits to observe, model, provide feedback, and make recommendations about appropriate strategies, classroom modifications, and the selection of adaptive materials to address the needs of children with challenging behaviors or potential learning difficulties.
8. Provide professional development using a classroom quality assessment tool for instructional staff and administrators to facilitate preschool inclusion.
9. Coordinate with school district special services department and child study team members, when appropriate, to ensure seamless preschool programming.

10. Refer children, when all other efforts have failed, to the school district child study team, as set forth at N.J.A.C. 6A:14, Special Education.
11. Bring professionals across disciplines together with families, as appropriate.
12. Provide support to general education classroom teachers to address the needs of children with challenging behaviors or learning disabilities.
13. Coach preschool teachers on the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, aka, The Pyramid Model. ([National Center for Pyramid Model Innovations](#)).
14. Any other duties as directed by the Early Childhood School District Administrator and/or the Director of Pupil Services.

TERMS OF

EMPLOYMENT: Salary for a 10-month work year subject to negotiations between the FREA and the Board of Education.

EVALUATION: Performance of this job will be evaluated annually in accordance with the Board's policy on evaluation of certified staff.

APPROVED BY: Board of Education **DATE:** 11/13/23

Revised: 6/13/24