



## Columbia County School District Job Description

<b>Position Title:</b> District Behavior/PBIS Specialist		
<b>Department:</b> Assessment and Student Learning Support Services	<b>Evaluation Instrument:</b> Performance will be evaluated annually by the Director of Assessment and Student Learning Support Services in accordance with Policy GBI – Evaluation of Personnel.	
<b>Pay Grade:</b> Grade Q – Administrative Schedule	<b>Pay Type:</b> Salaried – Exempt	<b>Retirement:</b> TRS
<b>Contract Work Year:</b> 195 Days Per Year, 8 Hours Per Day		
<b>Reports to:</b> Director of Assessment and Student Learning Support Services		

<b>MINIMUM QUALIFICATIONS</b>
<p><b>Education:</b> Masters of Education in Special Education with certification in two or more areas of exceptionality (Behavior Disorder preferred) or Counseling, or Educational Specialist degree in School Psychology; must hold or be eligible for a Georgia Certificate.</p> <p><b>Essential Knowledge/Skills:</b> Knowledge of appropriate strategies for reducing behaviors that put students at risk of not achieving academic success; Knowledge and the ability to analyze both standardized and formative data and develop school wide and individual student improvement programs. Ability to communicate effectively with youth and adults; Ability to analyze, develop, implement, and track district -wide data. An understanding of the multiplicity of social services in the community to support students at risk. At least three years of successful experience working with students at any level, particularly with at risk students.</p> <p>The physical activity of this position requires standing or walking; requires the ability to communicate effectively using speech, vision, and hearing; requires the use of hands for simple grasping pushing and pulling of arm controls, and fine manipulations.</p>
<b>GOAL</b>
To increase student achievement by facilitating change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically; plan more productively; and teach more effectively.
<b>REPRESENTATIVE DUTIES &amp; RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• Serves as the District PBIS Coordinator.</li> <li>• Provides training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of the Multi-Tiered System of Supports Process at the district and school levels. Assistance activities include observation and feedback, modeling, interpreting data and other supportive assistance necessary to Multi-Tiered Systems of Support.</li> <li>• Manage the District Leadership Team process – identifying appropriate district-level personnel to serve on the District Leadership Team, who will together work to create changes in. District procedures that will support the long-term use of PBIS; scheduling and assisting the PBIS Project with the preparation of District Leadership Team Meetings; communicating updates on schools and progress on District Plan to the District Leadership Team; working with new administrators of existing PBIS schools to ensure continued implementation.</li> <li>• Manage training schedules for new and existing PBIS school – identifying new schools that will be trained in School-Wide PBIS; identifying existing schools in need of Re-Training, Booster, Secondary (Targeted Group), or Tertiary (Individual Student) Level Training; identifying additional training needs for the district and its PBIS schools; working with school teams to prepare for training (helping teams establish buy-in, helping teams obtain necessary data, and</li> </ul>

ensuring pre-training paperwork is complete and accurate); collecting all Readiness Materials for participating schools and submitting the paperwork to DOE at least 2 weeks prior to the scheduled training; notifying schools of their registration, location, and times of training; attending and participating in all 3-day School-Wide PBIS trainings for new teams; attending PBIS Coaches' Training in order to provide support to Coaches; identifying personnel who will serve as Coaches for each PBIS team; supporting Coaches in the form of facilitating monthly Coaches' meetings, identifying training needs, providing district-level authority/backing to school teams, assisting with evaluation of fidelity, and performing site visits as needed; serving as liaison between district Coaches.

- Manage schools' data and the evaluation process – helping Coaches to understand the PBIS evaluation requirements; working with Coaches to ensure the validity of their evaluation data; monitoring completion of PBIS schools' evaluation activities; reviewing and distributing evaluation results, including PBIS surveys and qualitative outcomes of PBIS activities (results should be shared with district personnel, Coaches, schools, parents and other groups as appropriate at least once each year); applying the evaluation results so they are used to identify next steps and allocate resources for the next school year.
- Provide training and assistance with the continuation of the Educator's Handbook Behavior Management System and the BAASE System.
- Participate as a member of the interdisciplinary team working with other professional staff, families and advocates to develop, implement, and modify the behavior support plan.
- Provide in-service training for the district and Mindset Crisis Training for schools.
- Participate in and/or provide in-service training programs; read and apply research from professional literature to enhance professional knowledge and skills in behavior management.
- Work collaboratively with the RESA School Climate Specialist and State Climate Specialist with trainings and support.
- Attend and participate in staff meetings to obtain and provide information.
- Collaborate with PBIS coaches to ensure that the End of Year data requirements are met and completed and submitted to state department to determine schools recognition levels.
- Respond to parents, schools and agencies inquiries within 24 hours.
- Keep daily schedule updated on the department calendar.
- Follow all General Duties and Responsibilities as required by the system.
- Follow all system's policies and procedures.
- Work cooperatively with others as an effective team member.
- Assist with the implementation of 504 plans for elementary and middle schools.
- Perform other duties as assigned.

### **IMPORTANT NOTES**

#### **ESSENTIAL DUTIES**

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for the purpose of clarifying the general nature and scope of a position's role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform, and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks. (An employee who is assigned a duty or task believed to be unlawful should report the assignment to the Chief Human Resources Officer.) It should also be noted the order of duties/ responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

#### **MINIMUM REQUIREMENTS**

In filling a vacant position, preferred or required credentials regarding education, training, experience, and other bona fide occupational qualifications may be established. The credentials shown in this job description may be interpreted only as the minimum criteria existing at the time the description was developed. Other bona fide occupational qualifications and criteria may be utilized as needed in the selection process.

**Revised:** May 2018