ELEMENTARY BEHAVIOR INTERVENTION SPECIALIST

A. QUALIFICATIONS:

1. The Behavior Intervention Specialist shall hold at least State Board Education Certification (SBEC) as a teacher, preferably as a school counselor in the state of Texas, or a Licensed Professional Counselor (LPC), or license and a bachelor’s in social work, psychology, sociology or other related area.

2. The Behavior Intervention Specialist shall have had at least three (3) years of successful experience, i.e., teaching, related social work, or experiences related to the certified field. The Behavior Intervention Specialist shall have experience in working with students to include experience with implementing behavior management strategies.

B. APPOINTMENT:

The Board of Trustees shall appoint the Behavior Intervention Specialist upon the recommendation of the Superintendent of Schools for a term of not more than two years and the contract will be considered for extension at the regular March meeting.

C. REPORTS TO:

The Behavior Intervention Specialist shall report to building principal.

D. JOB PERFORMANCE STATEMENTS:

1. Instructional Management
   a) Communicates effectively with students, staff, parents, and community.
   b) Demonstrates a clear sense of the department’s and district’s mission.
   c) Assists in improving the instructional through classroom observation and teacher/student visitation.
   d) Assists teachers with lesson planning, lesson modeling, classroom management, and behavior management.
   e) Provides teacher consultation regarding student disruptive behavior problems and/or learning problems.
   f) Assists school administrators in implementing research-based behavior programs and/or research-based interventions.
   g) Assist teachers in implementing research-based behavior programs and/or research-based interventions.
2. **School Climate**
   a) Demonstrates ability to work with others in a positive, productive way.
   b) Initiates and supports programs and actions that facilitate a positive, caring climate for learning and a safe and orderly environment.

3. **School Improvement**
   a) Works in coordination with teachers and administrators in planning and developing the programs to remediate behavioral and discipline problems.

4. **Personnel Management**
   a) Works cooperatively with the staff to provide a continuous flow of information concerning student needs.
   b) Is prompt, reliable, and follows the weekly schedule.

5. **Administration and Fiscal/Facilities Management**
   a) Is knowledgeable of and complies with district policies, as well as state and federal guidelines.
   b) Is effective in scheduling activities and the use of resources needed to accomplish determined goals.

6. **Student Management**
   a) Develops and maintains effective behavioral management and intervention techniques with individual and/or groups of students and provides assistance in meeting educational, occupational, and personal needs.
   b) Provides individual and small group activities designed to improve interpersonal relationships and social skills for students attending and alternative education program (AEP)
   c) Participates in the Response to Intervention (RtI) process and Early Intervention Team (EIT) meetings to address academic and behavioral issues with identified students.
   d) Compiles and submits statistical data concerning students served.
7. **School/Community Relations**

   a) Effectively conferences with parents, administrators and teachers concerning school and student issues.

   b) Conducts home visits, as needed.

   c) Develops and conducts professional development in-services (campus and/or district level) on classroom/behavior management and behavioral interventions.

8. **Professional Growth and Development**

   a) Participates in in-service training and workshops for professional growth.

   b) Use information provided through assessment instruments, the district appraisal process, and evaluative feedback from supervisors to improve performance.

   c) Utilizes information and insights gained in professional development programs for self improvement.

   d) Is prompt and thorough in completing assignments and attending to details accurately and efficiently.

   e) Maintains a professional, ethical manner in accordance with generally accepted standards, complies with TEA codes.

9. **Other**

   a) Performs other duties as may be assigned by the Superintendent of Schools.

**E. EVALUATION:**

1. The job performance statement that constitutes criteria for an evaluation form with an evaluation code as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Measure Not Being Taken.</td>
</tr>
<tr>
<td>1</td>
<td>No Measurable Progress.</td>
</tr>
<tr>
<td>2</td>
<td>Progressed Toward The Goal.</td>
</tr>
<tr>
<td>3</td>
<td>Met The Goal.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeded The Goal.</td>
</tr>
<tr>
<td>5</td>
<td>Significantly Exceeded The Goal.</td>
</tr>
</tbody>
</table>
2. The evaluation form shall contain a place for common and general observations made by the evaluating person. These comments shall constitute criteria for evaluation.

3. The Behavior Intervention Specialist’s evaluation is a responsibility resting with the Assistant Superintendent of Administration. An evaluation shall be completed in writing at least once during the course of the school year.

4. The Assistant Superintendent of Administration shall submit to the Superintendent of Schools or the staff designated by the Superintendent of Schools, the completed evaluation of each Behavior Intervention Specialist at the time stipulated by the Superintendent of Schools.

F. SALARY:

The salary of the Behavior Intervention Specialist shall be based on the salary adopted by the Board of Trustees for this position.