

Project Facilitator, Multi-Tiered System of Supports (MTSS) – Positive Behavioral Interventions and Supports (PBIS)

Position Details

Job Code: C8260

Division: Human Resources

Classification: Certified

Terms of Employment: [This is a salaried position assigned to the Licensed Employee Salary Schedule, 9 Months](#)

FLSA STATUS: EXEMPT

Position Summary

The individual selected for this position will assist schools with developing effective tiered supports for academics and behavior in alignment with the Clark County School District (CCSD)'s MTSS framework, as well as coordinate and provide direct support to identified PBIS schools. These supports include, but are not limited to providing program development, professional learning, providing consultative and problem solving assistance to schools on MTSS development, assisting administrators with implementing PBIS both in the classroom and schoolwide, modeling best practices in behavioral instruction, providing side-by-side coaching, and assisting teams in collecting and using data to improve student behavior and academic performance in the classroom and schoolwide. The individual selected for this position will be expected to adhere to the CCSD's *Professional Domains and Standards for Licensed Employees*, be expected to plan and lead professional learning activities for identified schools, and will report to the Director of Psychological Services, Student Services Division (SSD), Academic Unit.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Facilitates expansion and sustainability of tiered academic and PBIS practices districtwide.
2. Develops, coordinates, and recommends customized professional learning based on staff needs related to MTSS and PBIS.
3. Oversees project-level data collection, management, and analysis at identified PBIS schools.
4. Provides modeling and leadership to school staff in the implementation of effective academic and behavioral assessment practices.
5. Trains sites in methods for collecting data and provide ongoing data analysis support.
6. Collects and monitors PBIS school databases to track and analyze student behavioral and academic data including office discipline referrals, suspensions, team implementation, assessment by coaches for schoolwide implementation, and the climate and safety survey.
7. Develops collaborative practices with multiple entities including, but not limited to, the Curriculum and Instruction Division (CID) and SSD.
8. Supports CCSD, division, and department initiatives associated with MTSS and PBIS, such as the mental health services and social- emotional learning for students, Response to Instruction (RTI), Restorative Practices, and Trauma-Informed Care.
9. Provides ongoing coaching and consultative support for school-based leadership teams addressing PBIS, as needed.
10. Have regularly scheduled meetings with administrators from invested departments and site-level trainers.
11. Participates in ongoing professional learning, as assigned.
12. Performs other duties related to the position, as assigned.

Position Expectations

1. Thorough knowledge of federal, state, and local mandates.
2. Thorough working knowledge of behavior management principles, including classroom management practices, data collection, and analysis.
3. Understanding of PBIS resources.
4. Knowledge of schoolwide MTSS and PBIS principles and practices commitment to MTSS and its expected outcomes.

5. Knowledge and experiences with behavior analysis.
 6. Knowledge of best practices in academic tiered instruction.
 7. Awareness of and sensitivity to cultural behaviors.
 8. Effective presentation and workshop facilitation skills.
 9. Effective verbal and written communication, collaboration, and interpersonal skills.
 10. Effective skills in planning, organizing, and providing professional learning and coaching support to teachers, administrators, and other site-based staff.
 11. Willingness to maintain a flexible work schedule.
 12. Demonstrate leadership abilities in organizing, implementing, and maintaining an effective instructional and behaviorally based classroom.
 13. Ability to work under pressure and meet deadlines.
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Position Requirements

Education and Training

1. An earned bachelor's degree from an accredited college or university.
2. Three (3) years of successful work experience in current position.

Licenses and Certifications

1. Possess a valid teaching license or related services license (school counselor, school psychologist, or school social worker) issued by the Nevada Department of Education (NDE).
2. A valid driver's license or state-issued identification card.

Preferred Qualifications

1. Demonstrate expertise associated with the Nevada Academic Content Standards (NVACS) for instruction, research-based interventions and use of curriculum-based measurement practices for benchmarking and progress monitoring assessments in a school and districtwide setting.
2. Demonstrate expertise in web-based data management systems and awareness of CCSD resources that can support schools in developing academic, behavior, and mental health interventions and supports.
3. Successful experience in leading districtwide professional learning for administrators, teachers, and site-based staff.
4. Knowledge and experiences with behavior analysis in a school setting.

When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 10/24/24
- Created: 05/19/20