

**ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT LICENSED PROFESSIONAL POSITION DESCRIPTION**

COMMUNITY SCHOOL - BEHAVIOR SPECIALIST STUDENT SERVICES

POSITION: Community School - Behavior Specialist Student Services Grant Funded

REPORTS TO: Supervisor of Student Services and Special Programs

LOCATION: George Washington Carver Elementary

NATURE OF WORK:

This is a professional position that meets the individual needs of students through direct service and consultative support to staff and families, promoting progress in the General Education Curriculum. The ten-month community school behavior specialist assists school staff in developing and implementing behavior prevention and intervention for students, with or without disabilities, who present with a variety of behavior challenges. The goal of this position is to support at-risk students in developing appropriate social skills and classroom behavior, thereby increasing their opportunities for academic success and decreasing the number of students who require more restrictive services.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate, and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

- Assists school staff in developing, implementing, and monitoring student intervention plans
- Collaborates with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families
- Understands the needs of a diverse population of students
- Addresses issues related to disproportionality across the continuum of school-based mental and behavioral health services
- Provides system-wide staff development on behavior strategies and intervention plans
- Participates as a member of the Individualized Education Plan Teams (IEPT) to assist in planning for interventions to be implemented with students who present with challenging behaviors
- Models implementation of best practices in behavior strategies in classroom settings

- Monitors the implementation of prevention and intervention plans and student progress
- Provides behavioral coaching for individual students throughout the implementation phase of intervention
- Facilitates the inclusion of families in the development and implementation of behavior plans with an emphasis on family system issues
- Assists teachers and PST and IEP teams in developing, monitoring, and revising Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and Individualized Education Plans (IEP)
- Assists teachers in implementing effective classroom management systems
- Monitors student progress and assists teachers in the maintenance and evaluation of data collection systems
- Collaborates with community school staff, general and special education teachers, and administrative staff in an effort to provide proactive and preventative interventions for students in general and Special Education, who present with behavioral challenges
- Participates as a member of the S.E.C.R. team to assist with the assessment of the needs of behaviorally challenged students
- Collaborates with community agency staff to assist students, families, and school staff in the development of a comprehensive approach to behavioral challenges presented by students in general and Special Education
- Assists students, families, and staff with the transition needs of students with behavioral challenges within general education settings, and to more restrictive educational settings within Special Education environments
- Performs other related and non-related job duties as assigned

QUALIFICATIONS:

Required:

- Master's degree in special education, Counseling, Social Work, or a related field
- The applicant must have at least one of the specified licenses (LMSW, LCSW-C, or LCPC) through the Maryland Department of Health AND
- The applicant must also be eligible for or hold MSDE School Social Worker Licensure
- Three (3) years of experience in developing and implementing behavior intervention and support for children and adolescents in a school environment

TERM OF EMPLOYMENT:

Full-time ten-month position. Hours may vary to meet the needs of the Community Schools After-School Program.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Non-Teaching Specialist career ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated 07.2024, 04.2025, 06.2025

ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT LICENSED PROFESSIONAL POSITION DESCRIPTION

BEHAVIOR SPECIALIST LAP Program

POSITION: Behavior Specialist LAP Program

REPORTS TO: Supervisor of Special Education

LOCATION: Various Locations (including home and community settings)

NATURE OF WORK:

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate, and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibilities in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

- Provides direct, consultative, and follow-up services to students/families in the Learning Adjustment Program (LAP)
- Serves as a member of the site-based intervention team and liaison with parents/guardians and community-based providers
- Serves as a resource person for relevant behavioral information
- Completes and maintains Medical Assistance logs
- Provides individual and group therapeutic counseling
- Participates as an Individualized Education Program (IEP) member for students
- Assists in the establishment of Behavioral Intervention Plans (BIP) and Functional Behavioral Assessments (FBA) for students
- Makes referrals for community resources for students and/or families
- Engages in crisis intervention
- Assists teachers with the establishment of behavioral goals/objectives for the IEP
- Meets with the LAP teacher for case reviews for all students
- Attends and participates in IEP meetings
- Establishes counseling schedule for assigned caseload
- Performs other related and nonrelated job duties as assigned

QUALIFICATIONS:

Required:

- Master's degree in special education, Counseling, Social Work, or a related field
- The applicant must have at least one of the specified licenses (LMSW, LCSW-C, or LCPC) through the Maryland Department of Health AND
- The applicant must also be eligible for or hold MSDE School Social Worker Licensure
- Three (3) years of experience in developing and implementing behavior intervention and support for children and adolescents in a school environment

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC teacher career ladder for ten-month employees

BARGAINING UNIT ELIGIBILITY: EASMC

Revised: 04.2025, 07.2024

**ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT LICENSED PROFESSIONAL POSITION DESCRIPTION**

BEHAVIOR SPECIALIST- MTSS FACILITATOR
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POSITION: Behavior Specialist - MTSS Facilitator

REPORTS TO: Student Services

LOCATION: Spring Ridge Middle School

NATURE OF WORK:

This is a professional position designed to meet the individual needs of students through direct consultation and case management to support student progress and mental health. The Behavior Specialist serves as a liaison among the home, school, and community to address and alleviate any personal/social adjustment problems that may be affecting or obstructing the educational progress of students. As the MTSS Facilitator this position facilitates school-based MTSS meetings and works in collaboration with school staff to develop and implement MTSS tiers of intervention.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

- Responsible for supporting the ongoing social and emotional learning within the classroom and with individual identified students
- Serves as liaison between school staff and administrative team with regard to MTSS
- Facilitates MTSS meetings with the school team
- Collects and analyzes data to support the development and implementation of social-emotional strategies and interventions
- Collaborates with Student Services and school base staff in the development, facilitation, and implementation of sustainable and effective social-emotional strategies
- Develops initiatives to increase positive behaviors and academic performance and decrease behavior referrals
- Collaborates with the counselor, school social worker, school psychologist, and pupil personnel worker to plan, develop, and implement social-emotional best practices for identified students

- Models and provides coaching for other staff in social-emotional learning program implementation
- Facilitates development of annual action plan
- Analyzes and review data at monthly MTSS and staff meetings
- Coordinates MTSS training for students and staff
- Plans MTSS assemblies and activities collaboratively with the school MTSS team
- Ensures that MTSS expectations are visible and posted throughout the school
- Works with site administrator to ensure that MTSS expectations are taught and reviewed
- Coordinates the completion of the MTSS recognition application
- Submits required MTSS forms and documentation in conjunction with MTSS coach
- Participates in school system and state MTSS meetings and trainings
- Provides information for school newsletter and/or website regarding MTSS
- Provides ongoing intervention services in the area of social and emotional learning to include group and individual mental health services as needed
- Provides interventive consultative and follow-up services in a variety of situations as needed
- Coordinates school-wide behavioral intervention programs and support
- Provides direct school-based mental and behavioral health therapeutic support to students at risk for emotional substance related, psychiatric, behavioral and or addictive disorders
- Provides coaching and professional development on social-emotional learning strategies for school-based staff
- Actively participates in the PST and IEP process as needed and requested
- Monitors student progress and assists teachers in the maintenance of data collection systems specifically focusing on social-emotional areas
- Performs other school-based responsibilities as assigned

QUALIFICATIONS:

Required:

- Master's degree in special education, Counseling, Social Work, or a related field
- The applicant must have at least one of the specified licenses (LMSW, LCSW-C, or LCPC) through the Maryland Department of Health AND
- The applicant must also be eligible for or hold MSDE School Social Worker Licensure
- Three (3) years of experience in developing and implementing behavior intervention and support for children and adolescents in a school environment

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Non-Teaching Specialist career ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated 03.2025, 07.2024

**ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT LICENSED PROFESSIONAL POSITION DESCRIPTION**

BEHAVIOR SPECIALIST STUDENT SERVICES GRANT-FUNDED

POSITION: Behavior Specialist - Student Services Grant Funded

REPORTS TO: Director of Student Services

LOCATION: Department of Student Services

NATURE OF WORK:

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum. The ten-month behavior specialist assists school staff in developing and implementing behavior prevention and intervention for students, with or without disabilities, who present with a variety of behavior challenges. The goal of this position is to support at-risk students in the development of appropriate social skills and classroom behavior, thereby increasing their opportunity for academic success and decreasing the number of students who require more restrictive services.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

- Assists school staff in developing, implementing and monitoring student intervention plans
- Collaborates with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families
- Understands the needs of a diverse population of students
- Addresses issues related to disproportionality across the continuum of school-based mental and behavioral health services
- Provides system-wide staff development on behavior strategies and intervention plans
- Participates as a member of the Individualized Education Plan Teams (IEPT) to assist in planning for interventions to be implemented with students who present with challenging behaviors
- Models implementation of best practices in behavior strategies in classroom settings
- Monitors the implementation of prevention and intervention plans and student progress

- Provides behavioral coaching for individual students throughout the implementation phase of intervention
- Facilitates the inclusion of families in the development and implementation of behavior plans with an emphasis on family system issues
- Assists teachers, PST and IEP teams in developing, monitoring, and revising Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and Individualized Education Plans (IEP)
- Assists teachers in implementing effective classroom management systems
- Monitor student progress, and assists teachers in the maintenance and evaluation of data collection systems
- Collaborates with general and special education teachers and administrative staff in an effort to provide proactive and preventative interventions for students in general and Special Education, who present with behavioral challenges
- Participates as a member of the S.E.C.R. team to assist with the assessment of the needs of behaviorally challenged students throughout the county
- Collaborates with community agency staff to assist students, families, and school staff in the development of a comprehensive approach to behavioral challenges presented by students in general and Special Education
- Assists students, families and staff with the transition needs of students with behavioral challenges within general education settings, and to more restrictive educational settings within Special Education environments
- Performs other related and nonrelated job duties as assigned

QUALIFICATIONS:

Required:

- Master's degree in special education, Counseling, Social Work, or a related field
- The applicant must have at least one of the specified licenses (LMSW, LCSW-C, or LCPC) through the Maryland Department of Health AND
- The applicant must also be eligible for or hold MSDE School Social Worker Licensure
- Three (3) years of experience in developing and implementing behavior intervention and support for children and adolescents in a school environment

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC Non-Teaching Specialist career ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated 04.2025, 07.2024

ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT LICENSED PROFESSIONAL POSITION DESCRIPTION

BEHAVIOR SPECIALIST STUDENT SERVICES AND SPECIAL EDUCATION

POSITION: Behavior Specialist Student Services and Special Education

REPORTS TO: Director of Student Services and Director of Special Education

LOCATION: Department of Special Education

NATURE OF WORK:

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum. The ten-month behavior specialist assists school staff in developing and implementing individual behavior programs for students, with or without disabilities, who present with a variety of behavior challenges. The goal of this position is to support at-risk students in the development of appropriate social skills and classroom behavior, thereby increasing their opportunity for academic success and decreasing the number of students who require more restrictive services.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate, and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Possess a valid driver's license with the ability to travel independently between school sites.
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

- Assists school staff in developing, implementing, and monitoring student behavior plans
- Provide system-wide staff development on behavior strategies and intervention plans
- Collaborates with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families
- Analyzes student behavior and identify appropriate strategies to increase academic success
- Participate as a member of the Individualized Education Plan Teams (IEPT) to assist in planning for interventions to be implemented with students who present with challenging behaviors
- Understands the needs of a diverse population of students
- Addresses issues related to disproportionality across the continuum of services (provision of preventative services prior to referral to Special Education and more

- restrictive environments within the Special Education continuum of services)
- Models implementation of behavior strategies in classroom settings
- Monitors the implementation of behavior plans and student progress
- Provides behavioral coaching for individual students throughout the implementation phase of intervention
- Facilitates the inclusion of families in the development and implementation of behavior plans with an emphasis on family system issues
- Assists teachers, PST, and IEP teams in developing, monitoring, and revising Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and Individualized Education Plans (IEP)
- Assists teachers in implementing effective classroom management systems
- Monitors student progress and assists teachers in the maintenance and evaluation of data collection systems
- Collaborates with general and special education teachers and administrative staff in an effort to provide proactive and preventative interventions for students in general and Special Education, who present with behavioral challenges
- Participates as a member of the S.E.C.R. team to assist with the assessment of the needs of behaviorally challenged students throughout the county
- Collaborates with community agency staff to assist students, families, and school staff in the development of a comprehensive approach to behavioral challenges presented by students in general and Special Education
- Assists students, families, and staff with the transition needs of students with behavioral challenges within general education settings, and to more restrictive educational settings within Special Education environments
- Performs other related and nonrelated job duties as assigned

QUALIFICATIONS:

Required:

- Master's degree in special education, Counseling, Social Work, or a related field
- The applicant must have at least one of the specified licenses (LMSW, LCSW-C, or LCPC) through the Maryland Department of Health AND
- The applicant must also be eligible for or hold MSDE School Social Worker Licensure
- Three (3) years of experience in developing and implementing behavior intervention and support for children and adolescents in a school environment

TERM OF EMPLOYMENT:

Full-time ten-month position

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Non-Teaching Specialist career ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated 04.2025, 07.2024