



PK-12 Student Performance Strategist

Purpose Statement

The PK-12 Student Performance Strategist collaborates with Bismarck Public Schools' administration, teachers, and professional support staff to support students with challenging behavior needs. This role involves identifying and assisting with the implementation of effective intervention strategies within a Multi-Tiered Systems of Supports (MTSS) framework.

Supervisory Relationship

Reports to: Assistant Superintendent for Elementary Schools

Essential Functions

- **School Improvement:** Assist in leading school improvement efforts by addressing the interaction between behavior and academics within an MTSS framework.
- **Capacity Building:** Collaborate with administrators, teachers, and support staff to build capacity within school buildings to prevent and remediate behavioral and discipline problems.
- **Behavioral Consultation:** Provide consultation and assistance to educators in meeting the behavioral and social/emotional needs of students through evidence-based behavior programs, curriculum, and interventions.
- **Functional Behavioral Assessments:** Conduct and interpret Functional Behavioral Assessments (FBA).
- **Behavior Intervention Plans:** Design and collaborate on Behavior Intervention Plans (BIP) tailored to student needs.
- **Intervention Design:** Develop individual, group, and system-level interventions to address identified behavioral concerns and their impact on academics.
- **Challenging Behavior Consultation:** Consult and collaborate with educators to improve student outcomes related to challenging behavior and learning difficulties.
- **Progress Monitoring:** Provide support, instructions, guidance, and technical assistance for ongoing progress monitoring toward measurable goals for individuals, groups, or system-level data.
- **Data Analysis:** Collect, analyze, and interpret student data to inform intervention strategies.
- **Problem Solving Teams:** Advise and consult with members of a building's student Problem Solving Teams.
- **Collaboration:** Work collaboratively with Student Support Services to design positive behavior supports and interventions.
- **Cultural Competence:** Foster cultural competence and align efforts with the mission and vision of Bismarck Public Schools.
- **Effective Communication:** Communicate effectively with faculty and staff regarding student needs.
- **Resource Utilization:** Leverage resources to support and accomplish strategic goals.
- **Professional Development:** Participate in training, workshops, and personal learning opportunities aimed at professional growth.
- **Instructional Coaches Team:** Function as part of the Instructional Coaches Team and serve on the Instructional Design Team.
- **Professionalism:** Perform work in a professional and ethical manner.
- **Adhere to School Policies:** Follow school policies and procedures.
- **Attendance:** This position requires prompt and consistent attendance.
- **Perform Other Duties:** Perform additional duties as assigned to support the effective operation of the work unit.

Job Requirements: Minimum Qualifications

Skills

- Strong written and oral communication
- Basic computer and technology skills
- Ability to conduct and interpret Functional Behavioral Assessments (FBA)
- Designing and implementing Behavior Intervention Plans (BIP)
- Effective collaboration and consultation skills

Knowledge

- Applied behavior analysis within the school setting
- Evidence-based behavior programs and interventions
- Data collection, analysis, and interpretation

Abilities

- Work collaboratively with diverse groups
- Develop and implement effective intervention strategies
- Maintain confidentiality and handle sensitive information
- Adapt to changing priorities and work independently

Responsibility

Work under limited supervision using standardized practices and methods. Lead, guide, and coordinate others. Utilize resources from other work units as needed. Have a continual opportunity to significantly impact the organization's services.

Work Environment

Physical demands include some lifting, carrying, pushing, pulling, and fine finger dexterity. Job generally involves 40% sitting, 30% walking, and 30% standing. Performed under minimal temperature variations

Experience

At least five years of successful and relevant work experience
Experience in applied behavior analysis within a school setting

Education

Master's or specialist degree (preferred)

Certificates and Licenses

Valid North Dakota teaching license

Qualified applicants must be appropriately licensed/certified by the North Dakota DPI and Educational Standards and Practices Board

Continuing Education/Training

Maintain Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Salary Grade

Teacher Salary Schedule

The Bismarck Public School District does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, disability, age, or other status protected by law in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. BPS administrative policy AAC (Nondiscrimination and Anti-Harassment) and regulations AAC-AR1 (Discrimination and Harassment Grievance Procedure) and AAC-AR2 (Title IX Sexual Harassment Grievance Procedure) may be reviewed online at <https://www.bismarckschools.org/school-board/district-administrative-policies>. The following person has been designated to handle inquiries regarding the non-discrimination policies and grievance procedures: Stacey Geiger, Human Resource Director/Title IX Coordinator/Section 504 Coordinator 128 Soo Line Drive, Bismarck, ND 58501 Telephone number: (701) 323-4070.