

Columbia Public Schools

Excellence in Education for All Students

Job Description

POSITION PROPERTIES

Position Title: Site Administrator – Quest East (Building Roseta-Elementary)

Schedule / Grade: 215 Days

Job Code: 75ADMIN086

FLSA: Exempt

Calendar: PRIN-E

Benefits: Eligible (Retirees not Eligible)

Contract Type: ADMIN

Bargaining Unit: None

Revised Date: 09/17/2026

PURPOSE

Columbia Public School is dedicated providing an excellent education for all scholars. The Site Administrator Quest East position is in the Roseta building which houses several different programs for students with disabilities. The Roseta building supports elementary students with disabilities who have intensive behavioral disorders and require small group instruction in a highly structured setting with an increased adult to student ratio. Additionally, the Roseta building supports secondary students with disabilities who require direct instruction focusing on skill acquisition and generalization in the areas of communication, social interaction, adaptive behavior, daily living skills and community skills. This position is responsible for providing building wide range of programming and administrative leadership for the Roseta building. The Site Administrator shall have the responsibility for planning, administering, coordinating, implementing, supervising and evaluating all educational activities. The Site Administrator will create a climate of trust and respect among all stakeholders in a manner that values their strengths and enhances progress toward goals.

ESSENTIAL RESPONSIBILITIES AND DUTIES

Behavior Support

- Provide direct behavior support to all school SPED behavior support teams
- Back up support to all elementary and middle schools and High School
- Participate in tier 2 and 3 building level student support team meetings, as needed
- Collaboration with SPED Behavior Support Coaches
- Develop and provide professional development around de-escalation, classroom management and trauma-informed care to building staff at RAC
- Work closely with and attend monthly meetings with FACE Regional Coordinators and Family Intervention Specialist to determine, plan and support the services needed for students at RAC
- Participate in both elementary principal meetings
- Attend other behavior related meetings as requested K-12
- Collaborate and support SPED Behavior Support Coaches with all buildings and principals

- Consult and communicate with Executive Directors of Special Education, and Executive Director of Elementary Education regarding building level behaviors and plans for success
- Oversee the QUEST and BLIS programs, involving the duties below (this is not an all-encompassing list):

QUEST

- Supervise and oversee the QUEST programs at the Roseta Avenue Center
- Supervise and evaluate 7 teachers at the center (6 classroom and 3 specials teachers)
- Maintain accurate data and student records for Special Education
- Work with Special Education Director to complete and submit yearly worksheets for funding
- Maintain accurate attendance data for program at RAC

BLIS

- Supervise and evaluate 1 teacher, one social worker and 1 Home School Communicator assigned to the program.
- Receive referrals from MS and HS district programs for potential students for the program
- Collect and dispense current educational information to review prior to staffing
- Maintain accurate data on special education, students' attending courses at RAC
- Set up and lead BLIS curriculum and programing with CPS and District Coordinators, student and family
- Work directly with home school administration, school counselor and registrar on student educational plans
- Work with home building registrars to get students enrolled in alternative building for data purposes
- Receive and maintain accurate attendance data for program

Administrative Duties

- Supervise operations and personnel at school level
- Provide leadership through CPS initiatives such MTSS, Standards Referenced Grading, and Focused Instructional Walks.
- Hire and supervise paraprofessionals at school level
- Positively engage families in establishing a shared sense of community for the school
- Provide clear and consistent expectations for students and staff
- Work with various stakeholders to establish programs and activities that support the Columbia Public Schools goals of Achievement, Innovation, and Growth
- Coordinate programs and activities with community partners
- Articulate and inspire a shared vision of learning that supports all students by engaging with students and teachers in classrooms
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Safe Crisis Management (SCM)

- Work with RAC staff to schedule and refresh staff as much as possible throughout the year
- Perform SCM when needed for least restrictive alternative. (over 300 first semester of this year)
- Use non-verbal, para verbal and verbal intervention techniques to direct behaviors and assist individuals in regaining emotional control.
- Write up, train staff and provide proper documentation for all SCM assists
- Debrief with students and staff after assists as needed

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DISTRICT EXPECTATIONS

All employees of the District are expected to adhere to the policies and regulations of the Board of Education, maintain appropriate certification and competencies necessary for the position, and demonstrate the values of the district at all times. For information on policies, regulations and values, visit <http://www.cpsk12.org>

REPORTING RELATIONSHIPS

Reports To: Director of Special Education
Supervises: Quest East Certificated and Non-Certificated Staff

QUALIFICATIONS

Minimum: Master's degree in School Administration. Missouri Principal Certificate and clear evidence of successful classroom teaching experience. Ability to receive career certification for administration. Must be eligible to obtain career certification in appropriate time.

Preferred: Educational Specialist or Doctorate

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

ADA REQUIREMENTS

Language: Present information to teachers, staff, other administrators, and the Board of Education. Respond to common questions and concerns. Interview students, staff, and teachers. Read, analyze, and interpret professional journals, memoranda, Board policies, administrative procedures, and statutes. Write

business correspondence, including staff memoranda and newsletter articles, as needed. Keep information confidential when required by law, policy, or the nature of a particular situation.

Computation: Work with mathematical concepts, such as probability and statistical inference, and analyze data for instruction; Apply concepts such as fractions, percentages, ratios and proportions to practical situations.

Reasoning: Solve a variety of problems in many different situations; Interpret instructions presented in written, oral, diagram or schedule form; Apply knowledge of current educational theory and instructional techniques while presenting subject matter to students; Demonstrate executive functions such as planning, organizing, remembering, and regulating information and behavior as they pertain to student performance and achievement.

Other Skills and Abilities: Identify needs and abilities of individual students and adapt instructional methods; accordingly, Establish and maintain effective relationships with students, peers and parents; Perform multiple tasks simultaneously.

Technology: Integrate technology into daily use; present information to students and staff using a variety of media; Access and present information from online sources in a manner that enhances presentation and instruction; Use district software for collecting information, creating reports and appropriate recording; Readily utilize smart boards, projectors and other instructional technology provided by the district; Adhere to all District policies and procedures regarding technology use.

Physical Demands: An individual who holds this position must frequently move in and around the building and grounds to visit classrooms, attend meetings, and supervise bus loading and unloading and also be able to sit for an hour or more at a time. The position requires the ability to hear conversations in a noisy environment. Consistent and regular attendance is an essential function of this position. The individual who holds this position will be expected to attend Board meetings, student activities and events, and IEP meetings.

Attendance: Consistent and regular attendance is an essential function of this position.

Conditions and Environment: The work environment is consistent with a typical office environment; however, the individual who holds this position will occasionally be required to be outside in temperatures below freezing and above 100 degrees. The individual who holds this position is frequently required to work irregular or extended hours.

Prospective and current employees with disabilities are encouraged to contact human resources to discuss reasonable accommodation to perform the essential job functions.

Equal Opportunity Employer