

**JESSE BACON, SUPERINTENDENT**

ADRIENNE USHER, DEPUTY SUPERINTENDENT

BRANDY HOWARD, CHIEF ACADEMIC OFFICER

TROY WOOD, CHIEF OPERATIONS OFFICER

**TO:** Dr. Jesse Bacon, Superintendent  
**FROM:** Sarah Smith, Director of School Safety and Mental Health  
**DATE:** May 27, 2026  
**SUBJECT:** Request for Board Approval - New/ Rebranding of Job Title and Job Description (formerly PBIS Coach)

This memo formally requests the Board's approval to rebrand the role of PBIS Coach to be titled "**Behavior Systems Specialist.**"

This rebranding is a crucial step in showing collaboration and alignment regarding the Community-Based Accountability (CBA) Pillars, Character Strong implementation, and the district's shift toward a more comprehensive MTSS (Multi-Tiered Systems of Support) framework. The title "PBIS Coach" no longer captures the full scope of the role.

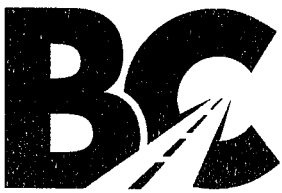
The new title should reflect a move away from just "behavioral" management toward a whole-child success, implementation fidelity, and systemic support. The district now views academic, behavioral, social-emotional, and basic needs as all interconnected. A PBIS title suggests a siloed focus solely on behavior. The new roadmap focuses heavily on the science of behavior change and the implementation formula for success (Systems, Practices, Culture equals Outcomes). With the implementation of districtwide social-emotional learning for students, the prioritization of character competencies like empathy, respect for self/others, and personal development will be measured and quantified with the CBA work for BCPS.

The job description of the **Behavior Systems Specialist** is attached and is requested for approval, as well as the job title. Dinsmore legal counsel has reviewed this request.

cc: Troy Wood, Chief Operations Officer  
Adrienne Usher, Deputy Superintendent  
Lisa Lewis, Director of Finance

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**POSITION: Behavior Systems Specialist (Extra Duty Position)**

**POSITION SUMMARY:** To serve as the primary facilitator for the school's Multi-Tiered System of Supports (MTSS), ensuring the integration of academic, behavioral, and social-emotional systems. The Specialist will lead the implementation of the Behavior Roadmap and district-approved social-emotional curriculum to foster a Positive Culture & Climate (CBA Pillar 4), ensuring every student is Engaged & Well-Rounded (CBA Pillar 5) and prepared for Life Readiness (CBA Pillar 2). The Specialist will translate district-level guidance and strategic action plans into effective school-level implementation, ensuring that site-based practices remain aligned with broader district goals for student mental health wellness and behavioral support.

**QUALIFICATIONS**

1. Must possess a deep understanding of PBIS (Positive Behavior Supports and Interventions)
2. Building-Based Leader: Must be a current staff member with deep knowledge of the school's unique culture and student population.
3. Systems Thinker: Demonstrated ability to understand the "Science of Behavior Change" and how it intersects with academic achievement.
4. Behavior Training, including but not limited to CharacterStrong MTSS Certification and Solution Tree Behavior Roadmap training.
5. Authority to Lead: Must work closely with the Building Leader to initiate systemic changes and lead or help facilitate staff professional learning.

**REPORTS TO:** Principal and District Behavior MTSS Coordinator

**ALIGNMENT:** Community-Based Accountability (CBA) Pillar (Engaged and Well-Rounded Students, Safety and Well-Being), | CharacterStrong MTSS | Solution Tree Behavior Roadmap | Positive Behavior Supports and Interventions

**PERFORMANCE RESPONSIBILITIES**

**1. Systems Leadership & Implementation Science**

- Collaborate with the school's MTSS/Leadership Team in using the Implementation Formula for Success (Systems x Practices x Culture = Outcomes).
- Facilitate the 4Cs Framework: Ensure Clarity of Expectations, Build Staff Competence, secure Commitment, and monitor Consistency across all learning environments.
- Manage the school's Strategy Mapping for Tier 1, 2, and 3 to ensure "Low-Burden, High-Impact" practices are selected and sustained.

**2. Character & Culture Integration (CharacterStrong/Social-Emotional Learning Program)**

- Oversee the high-fidelity rollout of district-approved social-emotional programming for Tier 1, ensuring it is woven into the daily "fabric" of the school rather than treated as a standalone program.
- Utilize appropriate surveys and scales to assess staff well-being and school health, using data to drive culture-building activities.

- Coach staff and assist with district and regional resources on Restorative Practices and trauma-informed behavioral strategies to reduce exclusionary discipline.

**3. Data-Based Decision Making**

- Lead the analysis of multi-dimensional data (Behavior Data, Academic Benchmarks, and CharacterStrong Engagement metrics).
- Utilize Behavior Integration Assessment (BIA), ensuring practices reach 100% of students with 100% fidelity.

**4. Community & Stakeholder Accountability (CBA Pillars)**

- Serve as the bridge between the school and the Community-Based Accountability goals by collecting and reporting "Evidence of Excellence" related to student engagement and belonging.
- Coordinate with the school's leadership teams to share progress with families, community partners, and the Board of Education.
- Empower student voice by involving students in the creation of behavior matrices and school-wide "Life Readiness" goals.

**PHYSICAL DEMANDS**

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

<b>Lifting/Movement</b>	Occasionally lift and/or move up to 25 pounds
<b>Vision Abilities</b>	Close vision, distance vision, and the ability to adjust focus
<b>Frequent Activities</b>	Stand, walk, sit, use hands to finger, handle, or feel, and reach with hands and arms
<b>Occasional Activities</b>	Stoop, kneel, crouch, or crawl and talk or hear
<b>Essential Requirement</b>	Ability to move quickly throughout the school facility to respond to student behavioral needs

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Certified Personnel. The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this job classification. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned. Responsibilities and duties assigned are at the discretion of the supervisor.