

STOCKTON UNIFIED SCHOOL DISTRICT

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORT (PBIS) COORDINATOR

DEFINITION

The PBIS Coordinator will be responsible for the overall management of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams to maintain and develop school-wide PBIS systems.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Director of Student Services and or designee. May exercise supervision over clerical staff as assigned.

REPRESENTATIVE DUTIES– (Incumbents may perform any combination of the essential functions shown below ((E)). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Consults and assist parents, teachers and others concerned with the student and his/her family in planning appropriate strategies to provide students access to high quality learning options to stay in school on target to graduate college, career and community ready (E).

Collaborates with administrators and other staff to identify students in need of behavior support services and assists to develop, implement, and monitor programs aimed to ameliorate problems that may be adversely affecting attendance, enrollment, achievement, and social behavior (E).

Schedules & facilitates PBIS Leadership meetings, including oversight of procedures and measurement tools for district level data collection, management and analysis (E).

Facilitates PBIS expansion and sustainability plans district-wide and maintaining database of resources (E).

Plans and coordinates Monthly PBIS Meetings, including assisting sites to coordinate expansion and sustainability plans (E).

Facilitates amongst stakeholders the development of district-wide model for 3 tiered behavior interventions; provides and/or facilitates quality training at all three tiers of PBIS: universal, secondary and tertiary levels (E).

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Collects and monitors school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, and climate survey patterns (E).

Works effectively with all segments of the educations community, the general public, and diverse cultural populations and individuals in a manner that achieves district goals (E).

Attends and conducts a variety of meetings, some during evening hours; serves on district-level committees, projects, and task forces related to assignment (E).

Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Research based positive behavioral interventions and supports at all three tiers: universal, secondary and tertiary.
- Theory and techniques of Applied Behavior Analysis.
- Experience in data based decision making.
- Experience planning and conducting professional development/training.
- Demonstrated leadership and project organizational skills (planning, implementing, evaluation)
- Applicable sections of California Education Code and other applicable laws, rules and regulations related to assigned activities.
- Demonstrated excellent oral and written communication skills.
- Demonstrated strong interpersonal skills with individuals, teams, and groups (teachers, parents, administrators, and support staff)
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of district students.

Ability to:

- Ability to work a flexible schedule including work as directed outside of the school calendar.
- Share and demonstrate knowledge of behavioral analyses, positive discipline techniques and effective practices.
- Ability to work collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Plan, organize and administer positive behavior supports and interventions of the District.
- Interpret, comprehend, apply and explain rules, regulations, policies and procedures.
- Plan and organize work to meet schedules and time lines.
- Prepare comprehensive narrative and statistical reports
- Work independently with little direction and many interruptions.
- Coordinate and enhance communications among school, families, community agencies and students.
- Communicate and work effectively with multi-ethnic poverty communities.
- Assemble confidential and sensitive information, make presentations, and deliver in-services in area of Specialty.
- Develop district-wide and school-wide behavioral intervention and support plans that encompass data collection, program development and monitoring.

Education and Experience:

Any combination equivalent to: Master's Degree in area of specialty and three years' experience in program planning and development and implementation of PBIS at a school site or district level.

License or Certificate:

Pupil Personnel Services Credential - preferred, Teaching or an Education Administration Credential.

Valid California driver's license.

First Aid and CPR certificates must be obtained within sixty (60) days from date of hire.

WORKING CONDITIONS:

Physical Demands:

Employees in this position must have/be able to:

- Operate a vehicle to conduct work from site to site
- Enter data into a computer terminal and operate standard office equipment.
- Hear and understand speech at normal levels and on the telephone with or without hearing aids.
- See and read a computer screen and printed matter with or without vision aids.
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others.
- Sit for extended periods of time.
- Bend at the waist.

- Reach overhead, above the shoulders and horizontally, grasp, push/pull.
- Lift and/or carry up to 25 lbs at waist height for short distances.

Salary Placement:

Management Team Salary Schedule

Tier 6, Range 01

12-month work year

Board Approval: 03/12/21