

## COORDINATOR, POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

### **General Purpose:**

A Coordinator, Positive Behavioral Interventions and Supports is responsible to the County Superintendent of Schools and works under the direct supervision of the designated administrator. The Coordinator Positive Behavioral Interventions and Supports is responsible for supporting Positive Behavioral Interventions and Supports (PBIS) implementation at all levels in the Placer County Office of Education (PCOE) programs, selected school district sites, shelters, and other institutions. In addition, this position is responsible for supporting school districts throughout Placer County and the region in developing a Multi-tiered System of Support (MTSS). This is a certificated management position.

**Essential Functions and Responsibilities** include the following. Other duties may be assigned as required:

- Supports staff assigned to the Prevention Supports and Services Department.
- Provides program development and professional learning materials for the Prevention Supports and Services Department.
- Coordinates professional learning and implementation strategies for PBIS throughout Placer County and the region, and supports PBIS development throughout California.
- Provides and supports prevention and intervention strategies at all levels of the PBIS framework.
- Facilitates community services at district and school sites to serve selected at-risk families.
- Analyzes and facilitates the School Wide Information System (SWIS) related to the implementation of PBIS.
- Analyzes data from, and facilitates, the PBIS Assessment web-based monitoring system.
- Maintains data on participating districts and schools implementation of PBIS.
- Analyzes data related to selected at-risk youth including attendance, behavioral and academic data.
- Provides ongoing technical assistance to districts and school sites on PBIS/MTSS and Family Support Teams.
- Writes and manages grants in the support of innovative social, emotional, and behavioral programming.
- Designs grant data collection systems, manages data collection, and reports progress on assigned grants.
- Establishes and maintains clear communication and cooperative working relationships with a variety of educators, social welfare agencies, and community groups.
- Implements training for district teams, community providers, family support and regional leadership support teams.
- Develops, implements, and trains strategies in early prevention, mental health and wellness to districts throughout the region and state.
- Supports implementation of school based programs, services and supports.
- Provides support to staff from Prevention Supports and Services to meet the Placer County Office of Education (PCOE) vision, mission and goals.
- Completes other duties as assigned.

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### **Minimum Qualifications:**

#### **Employment Eligibility:**

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

#### **Education:**

- A Master's degree in a job related area is required.

#### **Experience:**

- History of successful leading learning support experience with at-risk youth.
- Experience in training adult professional from a variety of disciplines.
- History of successful interagency experience including child welfare, mental health, and probation services is preferred.
- Experience in tools and strategies related to PBIS, Family Systems, and MTSS.
- Experience in implementing programs and knowledge of implementation sciences.

#### **Knowledge, Skills and Abilities:**

- Knowledge of laws, rules, and regulations impacting systems servicing children and families, with an emphasis on those that are specifically related to confidentiality.
- Skills in effective oral and written communication.
- Skills in presenting learning, mental health, behavioral intervention strategies to large groups.
- Ability to lead collaborative efforts with a variety of disciplines and agencies.
- Ability to work independently and as part of a team.
- Ability to organize large amounts of data, multiple site development, and multiple training strategies.
- Ability to express ideas and concepts clearly and concisely in oral and written form.
- Ability to establish and maintain cooperative and professional working relationships with individuals, groups and public and private agency personnel.
- Ability to plan, organize and conduct trainings.
- Ability to maintain and improve professional skills and knowledge.
- Ability to guide and supervise other staff in the implementation of PBIS/MTSS, Student Services and Supports, at-risk youth, and family school programs.
- Ability to motivate, challenge and guide others in the improvement of educational goals.
- Ability to supervise and guide other staff through the course of their work assignments.
- Ability to work for periods of time analyzing data and research.

#### **Required Testing:**

- None

#### **Certificates & Licenses:**

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess one of the following: a valid California Pupil Personnel Services Credential or California Administrative Credential or Certificate of Eligibility (COE) for a California Administrative Services Credential

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**Clearances:**

- Criminal Justice Fingerprint Clearance
- TB Clearance

**Work Environment:**

- Work is performed in an office or school environment, continuous contract with staff, and representatives of other agencies.
- Travel will be an essential function of this position.

**Physical Requirements:**

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

**FLSA Status:** Exempt

**Employee Group:** Management

**Salary Grade:** Level 9

Reviewed and Approved:

Superintendent:

Human Resources:

Date:

4/5/23

Date:

4.4.23