

ISSAQUAH SCHOOL DISTRICT JOB DESCRIPTION

TITLE: Positive Behavior & Social-Emotional Support Coordinator **DEPARTMENT:** Teaching and Learning
(PBSES Coordinator)

REPORTS TO: Assistant Superintendent of Teaching and Learning

Position Summary: Under the direction of the Assistant Superintendent, the PBSES Coordinator coordinate the multi-tiered district PBSES program implemented in each elementary and middle school by training and coaching staff in PBIS techniques. This position requires knowledge of District procedures and policies, the ability to assume responsibility and work effectively under pressure while maintaining confidentiality, and the demonstration of strong interpersonal skills.

ESSENTIAL FUNCTIONS:

- Leads the development and implementation of the PBSES program in district schools.
- Coordinates and provides training and coaching for building staff necessary to implement and maintain PBSES.
- Coordinates, facilitates, and conducts professional development and regular meetings for the Student Support Coaches (SSC).
- Consults and collaborates with building SSC and administration as necessary for implementation and training.
- Conducts assessments of students and/or their learning environment for program supports as necessary.
- Demonstrates appropriate techniques, interventions, and interactions for staff on behalf of students.
- Develops plan for and implements data collection and analysis for implementation.
- Maintains ongoing contact with building SSC with regular availability for individual building consultations.
- Connects SSC and building staff to resources required for successful implementation of PBSES.
- Provide regular program evaluative feedback with suggested plans for amelioration of any targeted areas of concern to the Assistant Superintendent and other stakeholders.
- Develop and provide the programmatic structure for ongoing, meaningful involvement of parents in PBSES.
- Develops and plans appropriate communication and training for the parent learning community.
- Acts as a liaison for implementation between buildings and district administration.
- Attends staff and other professional meetings as may be assigned or necessary.
- Plan, prepare and provide an instructional program, including the preparation of lesson plans as necessary so that the instructional program is uninterrupted in the event of the teacher's absence.
- Be willing to be trained in Right Response and become a Right Response trainer for the district.
- Continue professional growth of method and technique improvements.
- Demonstrate positive relationship skills with students, parents and district staff, maintaining ongoing and open communication.
- Possess knowledge of and adhere to District Policies and Procedures.
- Use technology for communication, presentations, trainings, and workshops.
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

QUALIFICATIONS:

EDUCATION: Bachelor's degree from an accredited college or university in counseling, psychology, mental health, education, behavior analysis or other related field. Master's degree preferred. Master's degree in Social Work highly preferred.

EXPERIENCE: Three (3) years of successful teaching experience in public schools and effective work with school age students. Prior experience and training with implementing a multi-tiered support system and Positive Behavior interventions and Supports. Prior experience coaching and training adult learners. Further, the individual will possess the:

- Ability to work independently, take initiative, organize projects and details, and make decisions efficaciously
- Ability to communicate clearly and effectively in a pleasant, tactful and professional manner.

