TITLE: Positive Behavior & Social-Emotional Support Coordinator

DEPARTMENT: Teaching and Learning

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.
Ability to research, analyze, and interpret data, rules and regulations, codes, statutes, and laws to effectuate change and improvement for learning. 

Ability to utilize software and technology for recordkeeping, presentations and trainings, and fluent communication. Skills in leading professional development and knowledge of adult learning needs; and Ability to exercise independent decision making abilities, organize and manage multiple time sensitive tasks, and facilitate resolution of difficult and/or delicate parent, staff and community issues.

CERTIFICATES & LICENSES: Valid Washington State teaching or ESA certificate with relevant endorsement required. Valid WA State driver’s license and appropriate insurance required. Board Certified Behavior Analyst (BCBA) highly preferred. Must maintain as current any certification or license listed herein and held at hire date.

REQUIRED TESTING: None Specified

CONTINUING EDUC./TRAINING: Maintaining current knowledge of PBIS and multi-tiered support systems and that which is required to be effective in the position and to maintain certification.

CLEARANCES: Criminal Justice Fingerprint/Background Clearance

FLSA STATUS: Exempt

BARGAINING UNIT: Unrepresented

I have reviewed the job description, been allowed to ask questions, and can perform all job required Essential Functions with or without an accommodation(s).

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Name (sign)                     Name (print)                     Date