

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)
COORDINATOR

DISTINGUISHING FEATURES OF THE CLASS: The work involves responsibility for coordinating efforts to improve the culture and climate of BOCES and its component school districts by implementing programs, including Positive Behavioral Interventions and Supports (PBIS). The incumbent develops training and provides technical assistance to school districts by assisting in the development and coordination of school social, emotional and behavioral interventions to improve school climate and address classroom management and disciplinary issues. The employee also makes referrals to resources and provides information to school staff on PBIS and the Dignity for All Students Act (DASA). General supervision is received from a BOCES supervisor with leeway allowed for exercise to independent judgment in carrying out details of the work. The incumbent performs related work as required.

EXAMPLES OF WORK: (Illustrative only)

- Establishes and develops PBIS and anti-bullying topics and training presentations and workshops to meet the needs of school, staff and students;
- Develops training materials and provides training or coordinates speakers to provide training or workshops on a variety of social, emotional and behavioral health topics and/or program development;
- Schedules requests for presentations and workshops within schools;
- Develops schedules and prioritizes assignments for training and technical assistance to the component districts;
- Meets with school officials, parents, and community officials to conduct a needs assessment to assist school officials in determining the social, emotional and behavioral needs of students;
- Assists the school district in the development of anti-bullying and DASA plan with measurable goals and objectives.
- Acts as a liaison between school district and federal, state, regional NYS Education Department technical assistance specialists;
- Establishes and maintains a cooperative relationship with federal, state, regional and community-based agencies, task forces, and committees to promote positive school culture and climate;
- Maintains an up-to-date knowledge anti-bullying and DASA initiatives by keeping abreast of current literature, journals and information and identifies and updates resource materials for use by Coordinators;
- Develops and prepares promotional material for mandating program outreach activities, including preparing brochures, fliers, newsletters or articles;
- Attends and participates in professional conferences and meetings with school officials;
- Prepares and submits written and statistical reports related to program activities for the BOCES, New York State Department of Education and BOCES Component Districts.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS:

Thorough knowledge of social, emotional and behavioral health curriculum and education learning standards; good knowledge of current literature and resources concerning positive behavioral interventions and supports; good knowledge of promotional, public relations and educational techniques in the area of social, emotional and behavioral health education; ability to develop and coordinate comprehensive school programming component school districts and oversee assessment efforts of those districts; ability to organize tasks and set priorities; ability to understand school organization and management; ability to prepare and maintain records and reports; ability to develop an understanding of school improvement, systems change and reform issues; ability to develop solutions to student problems; ability to develop public relations material to promote program activities; ability to provide technical assistance and training in comprehensive social, emotional and behavioral health; ability to plan, coordinate and deliver training in on anti-bullying programs; including PBIS; ability to establish and maintain cooperative working relationships with school administrators, staff and community officials and the general public; ability to communicate effectively both orally and in writing; ability to prepare written and statistical reports; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Either:

(A) Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree in Health Education, Human Services, or a closely related field;

OR

(B) Graduation from a regionally accredited or New York State registered college or university with an Associate's Degree in Health, Education, Human Services, or a closely related field with two (2) years of experience in providing training for school/professional staff.

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Competitive Class