

Civil Division: Oneida-Herkimer BOCES
Jurisdictional Class: Competitive
EEO Category: Professional
Adopted: 06/09/10

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)
COORDINATOR

DISTINGUISHING FEATURES OF THE CLASS: The work involves responsibility for coordinating a Comprehensive Positive Behavioral Interventions and Supports (PBIS) model for component school districts. 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. General supervision is received from a BOCES supervisor with leeway allowed for exercise of independent judgment in carrying out details of the work. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Establishes and develops PBIS topics and training designs for 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 PBIS presentations and workshops within schools;
Prepares program work plans and administers grant funds in accordance with allocation;
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 a comprehensive PBIS implementation plan with measurable goals and objectives, and to evaluate the effectiveness of the implementation using the School Wide Information System (SWIS);
Advises school districts if PBIS implementations is consistent with fidelity to the model at the regional, state and federal level;

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TYPICAL WORK ACTIVITIES: (Illustrative Only) continued:

- Acts as a liaison between school district and federal, state, regional PBIS technical assistance specialists;
- Establishes and maintains a cooperative relationship with federal, state, regional and community-based agencies, task forces, and committees to promote PBIS;
- Maintains an up-to-date knowledge of the PBIS Initiative 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 for the Federal Safe Schools/Healthy Students Initiative.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Thorough knowledge of the fundamental principles and practices of PBIS; 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 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.

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MINIMUM QUALIFICATIONS :

Graduation from a regionally accredited college or university or one accredited by the New York State Board of Regents to grant degrees with a Bachelor's Degree in Health, Education, Human Services, or a closely related field **AND** three (3) years of experience in providing and designing training for school /professional staff, or working with a school system as an educator, counselor, or administrator.

Adopted: 06/09/10