



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Coordinator, Positive Behavior Intervention Supports

**Class Code: 1402
Work Days: 210**

GENERAL PURPOSE

Develop, implement, and coordinate Positive Behavior Intervention Supports (PBIS) services and related activities throughout Orange County; serve as a resource and program developer; and provide highly responsible and complex staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. May exercise direct supervision over professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Develop, implement, and coordinate PBIS services and related programs; monitor and manage multiple programs aligned to the Mental Health Services Act.
 3. Create and maintain strong and cooperative working relationships with partners, funders, other agencies, committees, and boards, and interested groups and individuals; coordinate and support the cooperation of the educational community and county agencies.
 4. Prepare and deliver presentations on program services, goals, and objectives; promote and coordinate program activities; use technology and professionally based media to enhance county wide communication in relation to PBIS goals; prepare marketing materials, which may include press releases, flyers, pamphlets, brochures, and narrative in social media.
 5. Design and deliver a variety of training seminars and workshops; provide consultation and technical assistance to all districts in regard to PBIS.
 6. Participate in the preparation and administration of the program budget; submit budget recommendations; monitor expenditures.
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ESSENTIAL DUTIES AND RESPONSIBILITIES

7. Maintain records and develop reports concerning new or ongoing programs and program effectiveness; maintain records for instructional programs and activities; prepare statistical reports as required.
8. Direct the development and implementation of financial funding and grants to support the instructional program.
9. Oversee, monitor, and supervise the development of program curricula and instructional strategies and activities; coordinate the development, selection, and procurement of instructional materials and equipment.
10. Develop survey instruments; conduct surveys of program participants to determine participant needs; interpret and record survey results; implement program changes in response to results.
11. Act as liaison for PBIS with district coordinators, administrators, site-based teams, and coaches.
12. Maintain awareness of new developments related to PBIS and incorporate new developments into programs as appropriate.
13. Demonstrate attendance sufficient to complete the duties of the position as required.
14. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Philosophy and principles of PBIS and national PBIS Implementation Blueprint.
2. Best practices and modern principles in the area of prevention, mental health and wellness; as well as their association with student outcomes.
3. Assessment, evaluation, and reporting.
4. Basic operations, services, and activities of the Instructional Services Division and assigned unit.
5. Basic procedures, methods, and techniques of budget preparation and control.
6. Recent developments, current literature, and sources of information related prevention, mental health, and wellness.
7. Procedures, methods, and techniques of project and workflow management and organization.
8. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.
9. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Plan, coordinate, direct, and implement effective programs suited to the needs of the community.

Ability and Skill to (cont.):

2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Direct staff development programs on various subject areas.
4. Elicit community and organizational support for PBIS and related programs.
5. Establish and maintain effective working relationships with various constituencies.
6. Understand, interpret, and explain laws, codes, contracts, policies, and procedures.
7. Develop and present training materials.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Bachelor's degree from an accredited college or university with major course work in education, public health, or a closely related field, and four years of responsible educational experience including two years of school and student health/wellness experience.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is variable paced with moderate to high pressure.

Revised 3/2017