

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### **CLASS TITLE: MANAGER – POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS**

#### **BASIC FUNCTION:**

Under the direction of the assigned supervisor, the Manager - Positive Behavioral Interventions and Supports (PBIS) oversees the Santa Clara County PBIS Technical Assistance Center; provides leadership and coordination for PBIS program services countywide, regionally and statewide; plans, organizes, develops and provides professional learning, coaching and technical assistance services to promote implementation of data-driven, evidence-based programs and projects using a Multi-Tiered Systems of Support (MTSS) framework.

The Manager – PBIS class requires considerable integrity, cultural competence, self-direction, initiative, and attention to detail as well as skill in interpersonal and public relations, and the ability to organize and focus on a variety of tasks and projects simultaneously.

#### **REPRESENTATIVE DUTIES:**

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

#### **ESSENTIAL DUTIES**

Plans, organizes, coordinates, and implements comprehensive school-wide services related to Positive Behavioral Interventions and Supports (PBIS) for the SCCOE and school districts; provides leadership and coordination for PBIS programs and services countywide, regionally, and statewide.

Directs the work of assigned staff; builds the capacity of program staff, professional experts, consultants, and other appropriate staff to implement multiple program and project objectives.

Plans, develops, implements, and/or facilitates workshops, using an MTSS framework, for students, educators, administrators, and the school community and conducts school and program site visits as needed.

Manages requests for professional learning, coaching and technical assistance services; assesses specific training/coaching needs; researches materials and reviews recent research relevant to specific professional learning topics; assists in developing capacity building and sustainability plans for districts, schools and the SCCOE PBIS Technical Assistance Center.

Communicates with administrators, personnel, and outside organizations to coordinate activities, resolve issues and conflicts, and exchange information.

Reviews program needs based on the analysis of appropriate data and recommends program changes accordingly, as embedded in an MTSS framework.

Manages special projects as assigned, including the development and maintenance of a web-enabled database and the maintenance of website and other digital resources.

Develops memorandums of understanding (MOU) to contract with business partners, district offices, schools, consultants, and non-regular employees to implement PBIS.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination, and disciplinary actions; develops staff training opportunities; assigns work to support staff; monitors performance evaluations according to established guidelines and procedures.

Prepares and maintains a variety of reports, records, and files related to grants, personnel, funding, and assigned activities.

Participates in program efforts to identify, prioritize, and resolve problems related to wellness and wellbeing; especially as these issues often disproportionately impact vulnerable populations.

Attends a variety of meetings as assigned.

Uses word processing, database, graphic, and spreadsheet software programs as well as standard office equipment and other peripheral devices.

Assists in special projects related to resource and grant development.

Performs related duties as required.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

California Social and Emotional (SEL) Guiding Principles.

Multi-Tiered System of Support (MTSS) Framework.

Core concepts of equity, diversity and inclusion and methods and strategies for system-wide implementation.

Principles and practices of prevention programs related to school climate and student engagement, anti-bias and culturally sustaining theories and pedagogies.

Culturally affirming and sustaining practices, as contextualized for community and individualized supports.

Program planning, instructional techniques, adult learning, and group facilitation dynamics.

Effective office principles, procedures, and practices including proper report writing, document construction and editorial enhancement techniques.

Positive Behavioral Interventions and Supports implementation.

Program evaluation standards.

Interpretation and use of assessment results.

Principles of training, leadership, facilitation, and management with groups of various abilities, cultures, and development stages.

Basic budgeting practices regarding monitoring and control.

Principles and practices of supervision and training.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience, and courtesy.

Operation of a computer and assigned software.

**ABILITY TO:**

Read, comprehend, and interpret applicable state and federal laws, rules, regulations, statutes, and ordinances.

Plan, organize, and implement technical support and training related to PBIS.  
Use critical thinking and problem-solving skills to identify, prioritize and implement services.  
Be sensitive to the needs of students, staff, and all invested community members within diverse populations.  
Identify, promote, and implement resources for school improvement.  
Effectively communicate in both oral and written form.  
Work variable hours including evenings and weekends with minimal supervision, driving to program school sites.  
Operate standard office equipment including, but not limited to, a laptop/personal computer, fax machine, calculator, copier, and other peripheral equipment.  
Use word processing, graphic, database, web technology, spreadsheet, and other software programs.  
Establish and maintain cooperative relationships with those contacted in the course of assigned duties.  
Analyze situations accurately and adopt an effective course of action.  
Meet schedules and timelines.  
Work independently with little direction.  
Plan and organize work.

**EDUCATION AND EXPERIENCE:**

*Any combination equivalent to:* Bachelor's Degree from an accredited college or university with major coursework in social work, psychology, health, sociology/cultural studies or related field and four years of increasingly responsible experience in school climate and social-behavioral skill development, including two years of experience in planning and facilitating professional learning services, such as webinars and workshops.

**LICENSES AND OTHER REQUIREMENTS:**

Valid Class C California Driver's License.  
A driving record which meets the insurance requirements of the SCCOE.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor office environment.  
Work hours beyond the normal workday.  
Participate in meetings, conferences, and professional development activities both locally and outside of Santa Clara County.  
Frequent driving of a car may also be required.

**PHYSICAL DEMANDS:**

Hearing and speaking to exchange information in person and on the telephone.  
Seeing to read, prepare and proofread documents, perform assigned duties.  
Sitting or standing for extended periods of time.  
Dexterity of hands and fingers to operate a computer keyboard and other office equipment.  
Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.  
Lifting light objects.

Approved by the Personnel Commission: May 11, 2022



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 5/11/22