

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: PROGRAM SPECIALIST - POSITIVE BEHAVIORAL INTERVENTIONS SPECIALIST

BASIC FUNCTION:

Under the direction of the assigned supervisor, the Program Specialist-Positive Behavioral Interventions Specialist (PBIS) plans, organizes, coordinates, and implements comprehensive school-wide services promoting positive school climate and student health and wellness; researches, creates and delivers professional development for Santa Clara County Office of Education (SCCOE) districts, participating out-of-county districts, school sites, and community partners; provides coaching and technical assistance to improve district and school climates to increase student health and wellness, academic performance and successful schools.

ESSENTIAL DUTIES:

Plans, organizes, coordinates, and implements comprehensive school-wide services related to implementation of the Positive Behavioral Interventions and Supports Framework; delivers these services to SCCOE, as well as to participating and potential districts and school sites;

Provides professional development, training, technical assistance, coaching and consultation to increase prevention and intervention strategies using a multi-tiered systems of support framework available to districts and schools that aligns with the Office of Special Education Projects Technical Assistance Center PBIS Implementation Blueprint;

Provides recommendations regarding positive school climate and culture initiatives, activities, and student education efforts addressing, but not limited to, social, emotional, and behavioral barriers to learning; identifies and secures funding sources to support program needs; coordinates program services for diverse communities; develops and implements outreach services, and participates in activities that support the goals of improved outcomes for students;

Communicates updates on participating schools and their implementation progress to the District Leadership Team and SCCOE PBIS Technical Assistance Center Team, conducting school site visits and relevant PBIS Assessments as needed;

Serves as a liaison for SCCOE PBIS Technical Assistance Center, district coaches and school site PBIS Teams; receives, processes, facilitates, and disseminates information between the department and other SCCOE departments;

Establishes and maintains cooperative and collaborative relationships internally and with school personnel, students, families and community agencies to form partnerships and service plans to meet the needs of all students;

Prepares, implements, and oversees school climate and culture initiatives for SCCOE and school districts; researches and identifies community resources; and coordinates effective service delivery systems in diverse cultural and socio-economic communities;

Monitors program progress while reviewing program needs based on the analysis of appropriate data and recommends program changes accordingly;

Analyzes, interprets, and reports research findings and recommendations;

Coordinates, executes, and oversees special projects as assigned, including external communications practices and systems, such as website maintenance and in special projects related to resource and grant development;

Participates in the program's team effort to identify, prioritize and resolve problems in support of SCCOE projects, goals, objectives, services, and activities;

Attends a variety of meetings as assigned and performs related duties as required.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

PBIS implementation and research, and multiple systems perspective (Education, Child Welfare, Mental Health, Juvenile Justice, etc.);

Implementing school-wide and individual student behavior support systems;

Training and implementation of effective behavior interventions including schoolwide, classroom, individual student behavior intervention plans, school improvement, and district improvement;

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

Assessment results, including PBIS surveys and qualitative outcomes of PBIS activities;

Project management skills, tools and techniques that move strategies from conceptual stage to planning and execution phases and program evaluation standards;

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

Risk factors which impact academic achievement, such as: socio-economic issues, family dynamics, parenting challenges, cultural barriers;

Personal computer operations, peripheral devices, and software programs used for word processing, spreadsheets, web-enabled databases, web technology, and graphics;

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

ABILITY TO:

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

Coordinate, plan, organize, implement, and evaluate training and technical support related to school climate and culture;

Facilitate meetings and prepare information to present to groups;

Ability to use assessment results and able to interpret, analyze, and communicate identified information;

Use critical thinking and problem solving skills to identify, prioritize and implement services, as well as analyze situations accurately and adopt an effective course of action;

Demonstrate cross-cultural sensitivity and respect;

Identify, promote, and implement resources for school improvement;

Communicate effectively both orally and in writing;

Maintain cooperative and effective working relationships with others;

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;

Meet schedules and timelines;

Work independently with little direction;

Drive to various school districts/job locations.

LEADERSHIP TEAM COMPETENCIES:

Develops and fosters effective individuals and teams;
Operationalizes the organizational vision, mission, goals, shared values, and guiding principles;
Demonstrates emotional intelligence;
Models inclusive, effective, and authentic communication;
Applies knowledge of the intersectionality of race, equity, and inclusion;
Builds and sustains positive, trusting relationships;
Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Bachelor's degree from an accredited college or university with major coursework in psychology, education, social work or related field and three (3) years of experience in an education setting or related field, working with diverse communities, which includes at least one (1) year of experience facilitating professional development.

LICENSES AND OTHER REQUIREMENTS:

Valid California Teaching Credential or California Pupil Personnel Services Credential
Valid California driver's license


WORKING CONDITIONS:

ENVIRONMENT:

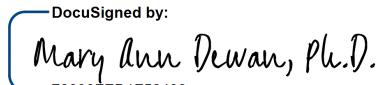
Office environment
Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations
Dexterity of hands and fingers to operate a computer keyboard
Seeing to read a variety of materials

DocuSigned by:

 9/8/2024 | 6:01 PM PDT

Approved: Khushwinder Gill, Ed. D. Date
 Assistant Superintendent-Personnel Services

DocuSigned by:

 9/8/2024 | 11:32 AM PDT

Authorized: Mary Ann Dewan, Ph.D. Date
 County Superintendent of Schools