

STUDENT BEHAVIOR SUPPORT SERVICES COORDINATOR

DEFINITION

Under the direction of the Chief of Safety Intervention & Support Services, this position is responsible for management support with coordinating, implementing, and assessing student behavior support programs District-wide. Responsible for researching and overseeing the planning, training development, and facilitating of evidence-based behavior support curricular programs for District staff and community support providers. This position is also responsible for collecting, analyzing and sharing student data for the purpose of ensuring that needed programs are implemented when providing social emotional learning and behavioral support services to students.

ESSENTIAL DUTIES

- Assist in the development, implementation and assessment of student behavior support and intervention programs and services at all Elementary and Secondary sites.
- Plan and facilitate professional development programs, provide curricular training resources, and evaluate the effectiveness of student behavior support services.
- Review and analyze data sources gathered from student behavior support programs facilitated by direct service providers to determine appropriate additional follow-up supports for students.
- Responsible for sharing and disseminating data with collaborative partners for the purpose of effectively and accurately evaluating each student's behavioral progress.
- Develop and oversee a budget in order to maintain current and future professional development staff trainings for the sustainability of Multi-Tiered Systems of Support (MTSS) programs.
- Implement evidence based training strategies to build capacity in maximizing the role of staff in supporting social emotional learning (SEL) for positive student behavior
- Enhance the personal and professional growth of support staff by implementing ongoing student focused behavior support trainings.
- Assist with formal and informal student assessments and participate in the development of new behavior support programs for students.
- Coordinate and supervise trainings for support staff in designated courses which includes but not limited to: (National Curricular Training Institute (NCTI), Bullying Awareness & Prevention, The Council for Boys, & Girls Empowerment, The Bridge Builders Mentoring Program, Applied Suicide Intervention Skills Training (ASIST) Youth Mental Health First Aid (YMHFA), Tobacco Use Prevention Education (T.U.P.E.) and Keenan and Associates.
- Provide consultation and collaborative support to the Student Success Specialist, PBIS TOSA, Internal/External Coaches, PBIS school site teams, Therapeutic Behavior Strategists, Wellness Counselors, and Site Administrators in the identification, planning, implementation, and Social Emotional Learning (SEL) Tier I & II services for student behavior support.
- Provide support to staff with planning and facilitating student support and intervention trainings, parent and community engagement workshops, and collaborating with outside agencies.
- Collaborate with Direct Service Providers to increase service capacity by developing an equitable, engaging, and positive social emotional connectedness between students, staff, and parents through LCAP, Equity Action Team, Strategic Planning Team, and Parent Advisory Groups.

QUALIFICATIONS

Knowledge of: Student intervention programs, survey design, data collection, data analysis, planning workshops, trainings and special events. Community support services and resources available to students and their families. Aware of social challenges, patterns and demographic makeup of the community. Familiar with local community programs, resources and strategies supporting the collaboration between schools and families.

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Ability to: Display quality leadership skills, effectively plan and organize trainings, workshops, and special events in a scheduled timely matter. Communicate appropriately orally, and in writing. Collaborate and maintain effective working relationships with other leaders. Analyze employee situations and apply proper course of action. Prepare and maintain confidential records and reports. Work independently, and follow clear direction & instruction from upper management. Understand the needs of students and adults of different cultural, social economic and ethnic backgrounds. Establish and maintain on-going working relationships with parents, school staff, and community agencies. Learn and interpret school and District policies, regulations and procedures to safety personnel. Prepare comprehensive reports. Effectively operate a computer and use appropriate software applications. Operate a variety of audio-visual equipment. Effectively speak at public engagements.

PHYSICAL DEMANDS

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- will frequently exert 10 to 50 pounds of force to lift, carry, push, pull or otherwise move objects
- will walk and sit for periods of time
- must possess the ability to hear and perceive the nature of sound
- must possess visual acuity and depth perception
- must be capable of providing oral information, in person, via Google meets and over the telephone
- must possess the manual dexterity to operate business-related equipment and to handle and work with various objects and materials. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

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EXPERIENCE AND EDUCATION

Experience: Five (5) years of successful experience in each of the following areas:

- Experience with direct engagement with student behavior support and intervention service programs in a k-12 educational setting.
- Collaboration with student support staff, parents and the community in a K-12 educational setting.
- Successful experience in a lead or supervisory capacity within a K-12 educational setting, is desirable.

Education: Bachelor's Degree or higher in Public Service/Social Services or a related field from an accredited college/university.

License Requirement: Verification of a valid California Motor Vehicle Operator's License. Use of a private vehicle or District vehicle is required.

Professional specialized training and certification through an evidence-based, industry recognized program in student behavior support and intervention strategies, is desired.

Condition of Employment: Insurability by the District's liability insurance carrier may be required.

10/2021