

VASHON ISLAND SCHOOL DISTRICT POSITION DESCRIPTION

CLASSIFIED PBIS SPECIALIST

GENERAL SUMMARY

The PBIS Specialist position supports building teams and school staff, providing quality services through evidence-based practices of Positive Behavior Interventions and Support and Social Emotional Learning.

Duties may include but are not limited to:

- Implementation of the Second Steps curriculum to support expansion of building-wide, best-practice Tier I social/emotional curriculum for ALL children grades K-5th
- Provide small-group instruction for identified Tier 2 students focusing the development of emotional regulation, social skills and learning behaviors essential for school success and health social/emotional development- PBIS Team will identify best practice curriculum and essential skills to be taught and acquired through small-group intervention groups
- Help coordinate and implement a Check, Connect and Expect program at CES as part of the PBIS Tier 2 prevention and intervention model –systematic implementation of Tier 2 individual student coaching model for students identified as needing early intervention and coaching in social/emotional development and learning behaviors
- Collaborate and consult with classroom teachers in setting up check-in systems as part of the Check, Connect and Expect intervention
- Active PBIS Team member/coordinator – work collaboratively the PBIS team to identify, develop and implement systems and interventions to further support the social/emotional development of students at CES; work with PBIS Team to conduct Functional Behavioral Assessments and develop related positive behavior intervention plans for students identified as needing more intensive, Tier 3 social/emotional intervention
- SWIS data manager – input office referral forms into our PBIS SWIS data system; Review, interpret and present SWIS data to support the PBIS Team in identify additional school-wide and individual interventions and modifications needed to support the social/emotional success of students

REPORTING RELATIONSHIPS

- Reports to and receives direction from Principal or designee.

COGNITIVE DEMANDS

- Requires organization and time management; requires adaptability and flexibility in working with different students, staff, parents, and community members; requires effective decision-making and problem-solving; requires dealing with difficult, upset, or angry individuals on occasion.

PHYSICAL DEMANDS

- May require prolonged standing or sitting; while performing the duties of this job, the employee may be required to sit, stand, walk, lift, carry, stoop, kneel, talk and hear. Ability to lift a minimum of 50 lbs without assistance. May require ability to assist with student hygiene.

MINIMUM QUALIFICATIONS

Education and Experience

- Minimum of AA degree or 72 post-secondary credits in courses numbered 100 or above.
- Training in working with students of varying physical disabilities, behavior disabilities, and social emotional need levels.
- Training in PBIS and associated assessments strongly preferred.
- Experience with SWIS data system strongly preferred.
- Training and experience in safe behavior management techniques.
- Ability and experience in assisting and supporting other staff in de-escalation and intervention.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

- Ability to work with multiple staff for student case management.
- Experience with one-to-one tutoring.
- Flexibility; ability to adapt to varied work assignments across multiple grade levels.
- Must be self-motivated and a self-initiator, working within program requirements and under teacher supervision and direction.
- Must have good record-keeping skills.
- Type II driver's license required or ability to obtain within the district's timeframe.
- Must demonstrate ability to maintain confidentiality.
- Must participate in staff and department meetings.
- Must work cooperatively with other staff and administrators.
- Fulfill other job related responsibilities as assigned

CONDITIONS/ACKNOWLEDGMENT

This job description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all inclusive, and the job may require other essential and/or nonessential functions, tasks, duties, or responsibilities not listed herein. The District reserves the sole right to add, modify, or exclude any essential or non-essential requirement at any time with or without notice. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
