

PERSONNEL

PBIS SUPERVISOR **Schedule 4, Range A**

DEFINITION

Under direction of the school site Principal or designee, the Positive Behavioral Interventions and Support (PBIS) Supervisor -will be responsible for the overall development and maintenance of the school-wide PBIS program/system; will encourage proactive engagement in the success of recess, the development of students, and a positive impact on school climate.

EXAMPLES OF DUTIES

The PBIS Supervisor will ensure that PBIS is implemented school wide with integrity; be the point person for building a strong PBIS team; communicate with students, staff, and parents on a monthly basis; have a solid understanding of PBIS and stay current with the research and practices related to school wide behavioral support; work closely with administrator/decision makers; promote shared decision making; have flexibility to attend workshops/training; ensure expectations are taught, reinforced, and monitored at the school wide level; coordinate a minimum of quarterly PBIS celebrations during school year; facilitate monthly team meetings, including creating an agenda; prepare annual report to be shared with district team (i.e.: district Leadership team, KUSD Board); network with other schools, districts and county PBIS staff; independently manage all recess periods and supervision of recess staff (adult and student); model Playworks core values, program implementation, group management, and rapport building strategies for students and school staff; communicate with Playworks for coaching, feedback, and best practice sharing; attend Playworks trainings which may take place during or out of school time; meet monthly with school administration regarding program quality; be accessible to all recess periods each school day throughout the year; have a desire to learn skills to support recess programming; provide day to day coordination of paraprofessionals and supervision of students; maintain district / school discipline policy and handle minor discipline issues to assure a safe environment.

DESIRABLE QUALIFICATIONS

Knowledge of:

1. Correct English usage, spelling, grammar, and punctuation.
2. Knowledge of the general needs and behavior of children.
3. A desire and ability to work with children.
4. Knowledge of the techniques and methods of youth supervision.
5. Knowledge of school rules pertaining to student behavior.
6. Willingness and ability to be flexible.

Experience:

Work experience involving contact with children in an educational setting.

Education:

PERSONNEL

High School Diploma or GED and pass the Paraprofessional Exam; OR High School Diploma or GED and 48 college units; OR, an AA Degree

Ability to:

1. Engage and inspire students and the recess staff
2. Set clear goals and follow through with flexible and creative problem solving tools
3. Interpret and apply school district policies, laws, rules, and regulations.
4. Take responsibility and use good judgment in recognizing scope of authority
5. Compose correspondence independently
6. Deal effectively with a wide variety of personalities and situations requiring tact, judgment, and poise
7. Prepare oral and written reports
8. Operate office equipment
9. Understand and carry out complex oral and written directions
10. Establish and maintain effective and cooperative relationships with those contacted in the course of work

Incorporated within one or more of the previously mentioned duties and responsibilities of this job description are the following essential physical requirements:

- | | | | |
|---------------|-----------------|------------------|-----------------|
| 1. Seldom | = Less than 25% | 3. Often | = 51% - 75% |
| 2. Occasional | = 25% - 50% | 4. Very Frequent | = 76% and above |

- 2 a. Ability to sit for extended periods of time
- 2 b. Ability to sit for extended periods of time and ascend and descend steps
- 4 c. Ability to see for the purpose of reading laws and codes, rules, policies, and other printed matter and observing students
- 4 d. Ability to hear and understand speech at normal levels
- 4 e. Ability to communicate so others will be able to clearly understand a normal conversation
- 3 f. Ability to bend and twist, kneel, and stoop
- 1 g. Ability to lift 50 lbs.
- 1 h. Ability to carry 50 lbs.
- 3 i. Ability to reach in all directions

Adopted: 6/4/2019