

**PARKROSE SCHOOL DISTRICT #3**  
**10636 N.E. PRESCOTT**  
**PORTLAND, OR 97220-2699**  
**(503) 408-2100**

**JOB POSTING DTBEHSPEC**

**PLEASE POST  
ANNOUNCEMENT OF VACANCY**

**DATE:** June 6, 2012

**JOB TITLE:** Parkrose School District Behavior Specialist/PBIS Coach

**FTE:** .50

**SALARY RANGE:** \$18,743 - \$37,096

**REPORT TO:** Director of Support Services

**JOB TITLE: District Behavior Specialist/PBIS Coach**

Job Purpose Statement/s: The District PBIS Coach/Behavior Specialist will coordinate district School-wide PBIS efforts across 3 tiers. Responsibilities will include serving as chair of the PBIS District Leadership team and coordinating the district PBIS evaluation effort. The PBIS Coach/Behavior Specialist will coordinate district training efforts related to SW-PBIS and provide technical assistance, support and coaching to SW-PBIS teams and behavioral intervention teams. The District Behavior Specialist/PBIS Coach will provide training and coaching to school teams to build capacity to conduct Functional Behavioral Assessment and design and implement function-based positive behavior support plans. The District Behavior Specialist/PBIS Coach will also support school teams that conducting FBA and developing behavior support plans in IEPs and 504 plans. The District Behavior Specialist/PBIS Coach designs, or assists teams in designing and implementing evaluation systems to assess the effectiveness of individual behavior support plans, small group strategic interventions and school-wide PBIS systems.

**Essential Job Functions:**

- Chair the PBIS District Leadership Team meeting and represent the District in Regional PBIS Cadre meetings.
- Manage implementation of District PBIS Action Plan.
- Regularly attend school PBIS team meetings.
- Coordinate with school implementers and District Leadership Team to plan annual training calendar for Tier 1, Tier 2 and Tier 3 PBIS Systems.
- Coordinate district evaluation plan with focus on collection and use of school and student outcome data and implementation fidelity data.
- Conduct Functional Behavior Assessments and Understanding the Function of Behavior analysis meetings.
- Consult with school teams to develop and support implementation of effective positive behavior support plans.
- Provide training for support staff, teachers, educational assistants, volunteers, and parents regarding Positive Behavior Intervention Supports, data collection systems and individual behavior support strategies.
- Serve as District Representative and case manage identified students in out-of-district placements.
- Perform additional related duties as assigned by Coordinator and/or Supervisor.
- Adhere to policies of the Parkrose School District and procedures of special education Due Process.

**Job Requirements – Qualifications**

- A. Minimum of Master's Degree in Special Education or School Psychology, or equivalent experience and training.
- B. A valid Oregon Teaching License with Handicapped Learner endorsement, School Psychologist License or Limited Student Services License.
- C. Experience and expertise in functional behavior assessment, Positive Behavior Intervention and Support systems, positive behavior support plan development and evaluation, collaborative problem solving, and staff development.
- D. Ability to provide leadership to staff in areas of specialization.
- E. Excellent interpersonal skills required for consulting effectively with teachers, administrators, and parents, in a variety of settings.
- F. Excellent command of oral and written English language and ability to present effectively to large groups.
- G. Ability to write valid IEP's and follow IDEA and 504 procedures.
- H. Valid Oregon Driver's license, proof of insurability and reliable transportation for on the job travel.

- I. Physical ability to assist staff in physical management of students in crisis.
- J. Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- K. Maintain integrity of confidential information relating to students, staff, or district patrons.
- L. The ability to work harmoniously with others.

**Skills, Knowledge and/or Abilities Required:**

**Skills** to motivate students in one or more areas, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, and evaluate performance.

**Knowledge** of curriculum, education code, and district policies.

**Abilities** to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and deadlines. Significant physical abilities include lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/field of vision.

**APPLICATION PROCEDURE:**

**In order for your application file to be complete, you must submit the following documents onto Edzapp. We no longer accept hard copy applications:**

[www.edzapp.com](http://www.edzapp.com) – *make sure everything listed below is available to us on-line at Edzapp*

- Letter of Introduction
- Resume
- Photocopy of Administrative license
- Unofficial transcripts
- Three current (3) letters of recommendation
- State your philosophy of Education and give examples of actions you would put in place to support your philosophy.

**APPLICATION DEADLINE:** **June 19, 2012 by 4:00 p.m.**

**EMPLOYMENT BEGINS:** **Aug 27, 2012**

*Equal Opportunity Employer*

*Applicants with culturally diverse backgrounds are strongly encouraged to apply.*