

PROGRAM MANAGER, SCHOOL CLIMATE TECHNICAL ASSISTANCE CENTER**DEFINITION**

Under general direction, the Program Manager works with districts and schools to help establish programs and initiatives that promote safe, supportive, inclusive, and positive school climates. Primarily, the Program Manager works to develop, promote, and align social-emotional and behavioral intervention systems to create a positive learning environment and culture through the PBIS, Positive Behavior Intervention Supports, Framework. The manager will work with site, district, and region leadership to implement PBIS which incorporates current research and best practices across student support systems. The Program Manager will serve on the CA PBIS Technical Assistance Region 4 Team.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Associate Superintendent of Education Services Division.. Exercises direct supervision of professional and administrative support staff.

CLASS CHARACTERISTICS

This role is responsible for establishing, planning, organizing, implementing, and evaluating programs and services. Responsibility for performing diverse, specialized, and complex work involving significant accountability and decision-making responsibilities, which include developing and implementing policies and procedures for assigned programs, budget and contract administration and reporting, and ensuring compliance with regulatory requirements. The role will serve as a professional-level resource for organizational, managerial, and operational analyses and studies. This position will exercise authority over program outcomes, metrics, and accountability structures. This includes being a liaison and member of the CA PBIS State Team and Region 4 Technical Assistance Center. Performance of the work requires the use of considerable independence, initiative, and discretion within broad guidelines.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Design, implement, and evaluate professional development around school climate, PBIS, student behavior models, and social-emotional learning.
- Design, implement, and evaluate PBIS and school climate initiatives; provide technical assistance and coaching to district, site, and region leadership teams to support the implementation and sustainability of PBIS frameworks.
- Facilitate the development and implementation of Tier 1, Tier 2, and Tier 3 behavioral support systems aligned with PBIS best practices.

- Support schools in the use of PBIS fidelity tools (e.g., TFI, SET) and assist districts in establishing data systems to monitor student behavior, attendance, and discipline outcomes; guide districts in outcome analysis and improvement plans
- Support districts in reducing exclusionary discipline practices and promoting equitable, culturally responsive behavioral supports.
- Coordinate recognition and continuous improvement activities; represent the region at state and national PBIS network meetings to align local efforts with best practices.
- Initiate and negotiate contracts with school districts and community-based organizations.

QUALIFICATIONS

Education and Experience

- Equivalent to a bachelor's degree from an accredited college or university with major coursework in education or a closely related field.
- Three (3) years of progressively responsible experience in program management, grant writing and administration, and educational programs specific to PBIS or MTSS initiatives.
- Experience leading district level or higher PBIS implementation and coaching leadership teams.
- Three (3) years of teaching experience at the K–12 level (preferred, but not required).

Licenses and Certifications

- Possession of a valid California driver's license or the ability to reliably travel to multiple work locations throughout the workday.

Knowledge of

- Elements of an effective school climate program and PBIS implementation science.
- California Multi-Tiered System of Support (MTSS) Framework.
- Data analysis and continuous improvement processes related to behavior and attendance.
- Public agency budgetary practices and contract administration.
- Strategies for reducing disproportionality in discipline outcomes.
- Systems change management and adult learning theory

Ability to

- Prepare and deliver high-quality professional development and coach leadership teams.
- Build organizational capacity for implementation of evidence-based behavioral practices.
- Communicate clearly and concisely, both orally and in writing.
- Lead cross-agency collaboration
- Influence without direct authority
- Independently organize work, set priorities, and meet critical deadlines.

PHYSICAL DEMANDS AND ENVIRONMENTAL CONDITIONS

Must possess mobility to work in a standard office setting and use standard office equipment; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Employees work in an office environment with moderate noise levels and may interact with upset staff or public representatives in interpreting divisional policies.