

MTSS/SEB Coordinator - PBIS Focus

Lincoln Park Middle School is seeking a dedicated PBIS Coordinator to lead the development, implementation, and evaluation of our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) framework. This role is vital in establishing a safe, welcoming, and restorative school climate tailored to the social, emotional, academic, cultural, and behavioral development of middle school students.

The coordinator will serve as the primary PBIS team lead. This position balances building-wide Tier 1 climate initiatives while supporting targeted Tier 2 and Tier 3 interventions which utilizes restorative practices and alternatives to traditional disciplinary actions.

PBIS Leadership and Data-Driven Strategy

- Serve as the primary PBIS team lead, overseeing school-wide development, monitoring, and evaluation of PBIS Tiers 1 through 3 with fidelity.
- Support grade levels and school leadership by collecting, analyzing, and providing building-wide behavior and benchmark data to isolate and focus on current areas of concern.
- Collaborate with building support staff to define, teach, and reinforce positive school expectations and enhance the overall school climate.
- Represent Lincoln Park Middle School at district-level leadership meetings pertaining to PBIS.
- Plan and implement ongoing professional development regarding PBIS and restorative practices for school staff.
- Support building-wide behavior response efforts and general student accountability as an active member of the behavior response/crisis intervention teams.

Family & Community Engagement

- As a Full Service Community School, partners with community resources and school staff to build strong, healthy connections between students, families, and the school community.
- Develop a clear system of ongoing communication about PBIS initiatives with families.
- Assist families in navigating and accessing external resources, mental health services,

Minimum Qualifications

- Bachelor's degree from an accredited institution in a relevant field (e.g., Certified School Social Worker, School Counselor, or Licensed Teacher).
- Three (3) or more years of experience working within a school or treatment setting with diverse student populations demonstrating complex social, emotional, behavioral, or

mental health needs.

- Deep structural understanding of MTSS and PBIS implementation, data tracking, and programmatic growth.
- Proven ability to work independently, adapt to a high-demand environment, and communicate effectively within a collaborative school model.

Preferred Qualifications

- Master's Degree in an educational or human services field, licensed by the Department of Education.
- Formal training in Restorative Practices and experience facilitating restorative circles/groups.
- Strong understanding of Trauma-Informed Practices and the ability to seamlessly implement trauma-responsive approaches.
- Demonstrated capability in building authentic, positive relationships with a culturally and socially diverse population of students and families.