

Job Title: Regular Education Behavior Support Coordinator (PK-8)

FLSA Exemption Status: Exempt

Term: 200 days

Minimum Qualifications:

1. Bachelor's Degree in Regular or Special Education. Social work degree considered.
2. 3 years of experience in a behavior setting or other job-related experience is desired.
3. Ability to apply assessment instruments; preparing and maintaining records, managing projects.

Job Objectives/Goals:

To provide behavioral support to students while coaching teachers and administrators using positive behavior interventions and supports so that all students are successful and able to access their education.

Responsibilities and Essential Functions:

1. Will model, mentor and support students by working directly with classroom teachers and one to one when determined necessary.
2. Will focus on increasing the skills of the regular classroom teacher to better meet the needs of the student with behavioral and/or emotional needs.
3. Work collaboratively with the school to identify students in need of early behavioral intervention.
4. Will assist in the development of plans and coach teachers in the implementation of plans for programs and services of students with behavioral needs.
5. Maintain documentation, records and files of student progress.
6. Promote a multi-tiered system of support that ensures access to social emotional learning, positive behavior interventions and supports, and sound instruction.
7. Promote a multi-tiered system of support that ensures restorative approaches to student discipline and helps to provide lower stress in the classroom for all.
8. Collaborate with other school and outside personnel to provide methods for identification and intervention for students who may need more mental health interventions.
9. Collaborate with school personnel, agencies and families in coordinating services.
10. Complete all reporting requirements as mandated by the district, state, federal and educational agencies.
11. Collect and summarize behavioral data collaboratively with teachers/staff and make recommendations about adjustments that should be made in the plan/program.
12. Provide opportunities for faculty/staff training to support school wide positive behavior strategies for students.
13. Attends transition training and behavioral workshops and shares information with teachers and staff.
14. Supports schools in planning student transitional returns from long- and short-term change of placement.
15. Provide functional behavior assessments and data to develop tired interventions of support for individual students as needed.
16. Meet regularly with teacher teams to analyze behavior data and develop strategies for students to be successful in the classroom.
17. Model behavior management strategies for teachers and staff for successfully addressing challenging behavior.
18. Effectively manage escalated student behavior.
19. Maintain a variety of records (confidential and non-confidential) and files for the purpose of documentation for future reference.

Responsibilities Include:

Skill specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Form Perception: To make visual comparisons and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.
5. Motor Coordination: Ability to coordinate the eyes and hands or fingers rapidly and accurately in making precise movements with speed.
6. Manual Dexterity: Ability to move hands easily and manipulate small objects with the fingers.

Skills and Abilities Required:

1. Good interpersonal skills.
2. Excellent organizational skills.
3. Proficient in verbal and written communication.
4. Proficient computer skills – including excel and word as well as experience with budgets.
5. Respect for confidentiality of information.
6. Ability to use time wisely.
7. Represents organization in a positive manner.
8. Enthusiasm.

Physical Demands:

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying of objects weighing up to ten (10) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

Working Conditions:

1. Typical work year begins July 1 and extends through the following June 30th.
2. Works in a normal office environment.
3. Typical hours are expected to be from 8:00 am through 4:00 pm

Reports To: Elementary Supervisor

Disclaimer: The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees in this job.