ST. HELENS SCHOOL DISTRICT #502
POSITION DESCRIPTION
BEHAVIOR SUPPORT COORDINATOR

Department: Special Education
Report to: Supervisor/Principal
Date: June 2008

SUMMARY: The main function of this role will be to support students who are struggling with autism issues and emotional disturbances in the regular classroom/school setting. The Behavior Support Coordinator will provide a structured alternative setting within the school on a temporary basis until the student can return to their regular classroom. The Coordinator will work under the direction of the Special Education Teacher and Behavior Specialist regarding student behavior.

QUALIFICATIONS:

1. Bachelors Degree in Psychology, Education, or Related Field required.
2. Ability to communicate orally and in writing with students, parents and teachers.
3. Ability to work as a team with teachers and administrators and follow through with decisions made.
4. Demonstrate personal initiative and motivation.
5. Work as part of an educational team.
6. Have working knowledge of the developmental needs of children and ability to communicate successfully and develop rapport with students.
7. Ability to write reports, keep data and make public presentations.
8. Ability to set consistent time limits as well as to provide understanding of those struggling with behavioral issues.
9. Experience and training working with students struggling with emotional and behavioral issues.
10. Other qualifications as deemed necessary by the Superintendent.

SUPERVISORY RESPONSIBILITIES:
None

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Maintain consistent limits with students struggling with behavior and discipline issues.
2. Communicate closely with staff regarding student discipline and behavior intervention plans.
3. Coordinate information with parents, teachers and staff seeking input.
4. Communicate to teachers regarding student progress.
5. Maintain the behavior system and keep daily progress.
6. Work cooperatively with specialists and educational support staff.
7. Provide role-playing and practice on good student behaviors identified by special education teachers and specialists.
8. Other duties may be assigned by the administration.

SALARY: As negotiated in the OSEA agreement.

EVALUATION: In accordance with negotiated OSEA agreement and district policy.
PHYSICAL DEMANDS & WORK ENVIRONMENT: The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee may need to frequently stand, walk and sit. The employee may use hands occasionally for single grasping, pushing and pulling and fine manipulation. The employee’s wrists may be occasionally used for twisting and turning. The employee may need to continuously bend, twist, squat and occasionally climb. The employee may be required to lift 100 pounds with frequent lifting and/or carrying of objects weighing up to 50 lbs.

The employee may occasionally be outside but more frequently will be inside. The noise level inside and outside may be moderately loud.

OTHER: The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

I ____________________________ have read and understand the above requirements of this job description.

Employee Signature ____________________________ Date________________

Print Name