

**Special Education Behavior Support Specialist**  
**New Hanover County Schools**

**Job Description**

**Class: Certified**

**Dept: Special Education and Related Services**

**TITLE: Special Education Behavior Support Specialist**

- QUALIFICATIONS:**
1. Bachelor's degree in Special Education or Master's degree in Special Education or School Psychology with valid North Carolina credentials.
  2. Five or more years experience as a special education teacher or a School Psychologist.
  3. Other qualifications as the superintendent and board may find appropriate and acceptable.
  4. Valid North Carolina driver's license.

**REPORTS TO:** Director of Special Education and Related Services

**JOB GOAL:** To support the management and implementation of the NHCS Behavior Support Services and to support the implementation of positive behavior support strategies within the low incidence and autism populations.

**ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**

1. Follow all rules, policies and procedures of New Hanover County Schools, along with state and federal regulations, including IDEA.
2. Coordinate multi-agency services for students (e.g. Department of Social Services, Mental Health, Office of Juvenile Justice, courts).
3. Support students and families transitioning into or out of the school system to and from high intensity mental health or juvenile justice service settings.
4. Manage program compliance processes (IEP, re-evaluation, transition meetings, functional behavior assessments, behavior intervention plans, and manifestation determination) for transitioning students.
5. Provide behavioral and educational support for transitioning students while attending public schools.

6. Provide support for strategies involving treatment approaches, educational strategies and accommodations. Assist with identification and implementation of best teaching practices.
7. Provide professional development and training on mental health topics, positive behavior support, physical restraint and seclusion.
8. Attend building level IEP and other meetings to assist building level administrators in resolving issues relating to the delivery of special education services.
9. Provide technical assistance to special education classroom teachers in developing appropriate IEP's, structuring classrooms, delivering instruction and developing behavior management plans.
10. Team with teachers, related service providers, parents, and other school personnel in the delivery of services; plan, conduct, and assist in staff professional development activities.
11. Support the school program, cooperate with others to accomplish its goals, coordinate program services with other student services and maintain records in accordance with established rules, regulations and ethical standards.
12. Facilitate communication among school staff, families and agencies.
13. Participate in continuing education and professional growth activities related to special education.
14. Perform related duties and responsibilities as requested by the Director.

*The above statements describe the general nature and level of work being performed by individuals assigned to this job. This is not intended to be an exhaustive list of all responsibilities and duties required of personnel so employed.*

**Terms of Employment:** Ten month work year/FLSA Exempt

**Starting Salary and/or Grade:** State teacher salary scale or state school psychologist salary scale.

**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the Board and local policy on evaluation of personnel.

**Knowledge, Skills and Abilities:**

- Considerable knowledge of federal and state statutes and regulations regarding the provision of services to students with disabilities.

- Ability to exercise independent judgment in determining eligibility, type of services to be provided, instruction and placement of students with disabilities in the least restrictive environment.
- Knowledge of the principles and practices of assessment and interpretation of assessment data.
- Ability to communicate clearly and concisely, both orally and in writing; ability to communicate well with school personnel, employees, central office staff, community agencies, and parents.
- Ability to establish and maintain effective working relationships as necessitated by work.
- A strong background in behavior management, positive behavior support and instructional strategies.
- Physical ability (able to exert up to 20 pounds of force occasionally) and dexterity to perform the duties and responsibilities of the job.