

Behavior Support Assistant – Grant Funded
New Hanover County Schools

Job Description

Class: Classified
Division: Student Support Services
Dept: Special Education and Related Services

TITLE: Behavior Support Assistant

QUALIFICATIONS:

1. Five or more years of experience as a special education paraprofessional or a similar experience supporting behavioral needs.
2. Valid North Carolina driver's license.
3. Other qualifications as the Superintendent and Board may find appropriate and acceptable.

REPORTS TO: Director of Special Education and Related Services

JOB GOAL: To support the implementation of the NHCS Special Education Behavior Support Services and the implementation of positive behavior support strategies for secondary students within the educational setting.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES

1. Adhere to all rules, policies and procedures of New Hanover County Schools, along with state and federal regulations, including IDEA.
2. Under the supervision of the Behavior Support Liaison, provide direct services using evidence-based SEL curriculums weekly.
3. Collect and record baseline data for suspensions, attendance, behavioral referrals, and grades for students with significant behavioral and/or mental health needs.
4. Collaborate with the school social worker to monitor attendance and match families with community resources.
5. Under the supervision of the Behavior Support Liaison, conduct observations of individual students to assist in providing behavioral interventions.
6. Under the supervision of the Behavior Support Liaison, provide direct coaching, modeling, and support to school staff in evidence-based interventions, data collection, and implementation of accommodations/modifications to promote student success.
7. Meet with the Behavior Support Liaison weekly to review behavior and attendance data on assigned caseloads.
8. Under the supervision of the Behavior Specialist/Liaison, work with special education case managers to develop appropriate replacement behaviors for students and reinforcement plans for appropriate behavior.

9. Monitor data collected from PowerSchool and Educators Handbook to record and report attendance and suspension data for the students assigned to their caseloads.
10. Under the supervision of the Behavior Support Liaison, train classroom staff to keep accurate records on the frequency and duration of physical aggression, elopement, and verbal aggression and share this data with the Behavior Support Liaison weekly.
11. Facilitate open communication between the Behavior Support Liaison, classroom teachers, special education case managers, administrators, and community resources.
12. Attend monthly training with the Behavior Support Liaison on the special education process, data collection, restorative practices, self-regulation, and county-approved SEL curriculum.
13. Provide support for strategies involving evidence-based behavioral and instructional strategies and accommodations. Assist with identification and implementation of best behavior intervention practices.
14. Under the supervision of the Behavior Support Specialist, serve in a coaching role for support staff to provide guidance and feedback on intervention strategies, accommodations, data collection methods, and progress towards goals for students with disabilities.
15. Participate in continuing education and professional growth activities related to special education.
16. 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/At Will/FLSA Exempt

Starting Salary and/or Grade: 57 - This is a grant funded position for the 24-25 School Year

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:

- Knowledge of federal and state statutes and regulations regarding the provision of services to students with disabilities.
- Possess a strong background in special education, mental health diagnoses and services, behavior data collection and analysis, and behavioral intervention development.
- Ability to exercise collaboration with teams 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.

Revised 8/7/2024

- Ability to establish and maintain effective working relationships as necessitated by work.
- Physical ability (able to exert up to 20 pounds of force occasionally) and dexterity to perform the duties and responsibilities of the job.
- Possess experience and knowledge in the methodology and practice of working with students with students with behavioral and/or mental health needs.