

BEAUFORT COUNTY SCHOOLS JOB DESCRIPTION
JOB TITLE: STUDENT BEHAVIOR COORDINATOR

The Student Behavior Coordinator is responsible for leading the implementation and support of a Multi-Tiered System of Supports (MTSS) framework within Beaufort County Schools, with a specific focus on addressing student behavior needs across all tiers of support. This role involves collaborating with school staff, administrators, and other stakeholders to develop and implement effective strategies for promoting positive student behavior, preventing behavioral issues, and providing targeted interventions for students who require additional support. The SBC will perform a variety of administrative tasks in coordinating the successful implementation of PBIS core behavior practices and interventions for all students. The SBC will oversee behavior support team staff as well as coordinate with the BCS K-5 Alternative Learning Program. The coordinator will design, deliver and oversee implementation of local professional development and coaching to ensure staff and stakeholders have capacity to meet the needs of students using identified evidence-based practices and programs. This individual will also work collaboratively with teachers, administrators, parents, and related service personnel to assure that appropriate reports, test results, and instructional data are available to assist in identification, eligibility, placement, IEP development, service provision, and instruction for students with disabilities. This individual's work is guided by and must be in compliance with federal and state statutes and regulations. Employee must exercise independent judgment, leadership, and initiative in the performance of assignments. Reports to the Director of Exceptional Children's Services.

Specific Duties and Responsibilities:

- Collaborate with the Exceptional Children Director on daily district and school-based needs
- Oversee PRC-29 (Behavior Support) grant requirements and ensure timely submission of required data to DPI- write and submit annually; collect and submit quarterly data; ongoing data analysis for data-driven decision-making
- Develop and facilitate training for specific school-based needs, ie. EC procedures, behavior initiatives, etc.
- Supervise and work with Behavior Support staff regularly to coordinate and/or deliver training, provide ongoing coaching, and oversee day-to-day operations.

- Coordination and facilitation of all meetings for the K-5 Alternative Learning Classrooms including intake, 30 day review, and exit meetings; support team with collection and analysis of data for data-driven decision-making
- Collaboration and support for school-based staff on the completion of Functional Behavior Assessments, and the development/management of Behavior Intervention Plans/Behavior Support Plans and support teams with collection and analysis of data for data-driven decision making
- Complete observations of classrooms and/or individual students upon request of school administration and/or teachers.
- Collaborate with principals and teachers to interpret compliance as a process for supporting teaching and learning/audit records to ensure accurate and timely compliance.
- Support EC teachers as appropriate in the development and implementation of quality IEP's, assist EC teachers as appropriate in the preparation of IEP meetings, attend meetings as requested and where additional instructional support is found to be necessary.
- Plan and facilitate North Carolina Communication and De-escalation Intervention training in the district. Provide coaching and support to these individuals and/or teams post-training, support teams with collection and analysis of data for data-driven decision-making
- Support Student Services Director on behavioral health initiatives; implementation of behavioral health procedures and protocols, data collection/analysis/annual reporting
- Lead/co-lead on School Healthy Alliance Council (SHAC); plan and facilitate meetings
- Lead on the completion and submission of district School Health Assessment and Performance Evaluation (SHAPE) report, annually
- Support implementation of programs acquired through grants to support Students in Crisis, and Training to Increase School Safety, collect and report data around these initiatives. *Facilitate reapplication for these grants if offered.
- Plan and facilitate NC Communication and De-escalation Intervention training, provide ongoing coaching and support, collect and report district data
- Design, deliver, and oversee professional development and coaching as aligned to behavior supports.

- Identify resources for interventions and progress monitoring appropriate to student behavior needs.
- Work with district leadership to foster positive connections among district, schools, parents, students, community agencies and organizations, and general public.

Qualifications:

Bachelor's degree in education/special education; at least 3 years of successful teaching or related experience with students with increased behavioral needs (EC and/or general education); 1 year experience with professional learning delivery and coaching of staff.

Skills and Knowledge:

Strong understanding of MTSS framework, data systems, practices, and implementation research. Experience in working with students with intensive behavioral needs.

Understanding of Functional Behavioral Assessments and developing Behavior Intervention or Behavior Support Plans. Ability to communicate effectively and collaborate well with others. Must have strong skills in data management, evaluation, and statistical analysis. Excellent public speaking, coaching, and writing skills; must be proficient at working with others in many capacities.