



# BEHAVIORAL SUPPORT SPECIALIST – EXCEPTIONAL STUDENT EDUCATION

## SUMMARY/SCOPE/GOAL

To provide assistance to exceptional education students, parents, and teachers in making educational, occupational and life plans with a program that will enable the student to reach his/her fullest physical, emotional, psychological and behavioral potential.

## QUALIFICATIONS

### *TRACK A*

#### **EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:**

##### **REQUIRED:**

- Bachelor's Degree from an accredited educational institution.
- Three (3) years or more of behavioral experience working with exceptional education students.
- Training in Crisis Prevention Institute (CPI) techniques must be successfully completed within 6 months of hire for continued employment.

##### **PREFERRED/DESIRED:**

- Master's Degree from an accredited educational institution.

#### **CERTIFICATIONS AND LICENSES:**

##### **REQUIRED:**

- Certified by the State of Florida in Mental Health Counseling or Guidance Counseling.
- Valid State Driver's License

##### **PREFERRED/DESIRED:**

- English for Speakers of Other Languages (ESOL) endorsement
- Certified in one area of Exceptional Education by the State of Florida.

### *TRACK B*

#### **EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:**

##### **REQUIRED:**

- Master's Degree in Social Work from a regionally accredited institution.
- Three (3) years or more of behavioral experience working with exceptional education students.
- Training in Crisis Prevention Institute (CPI) techniques must be successfully completed within 6 months of hire for continued employment

##### **PREFERRED/DESIRED:**

- Social Work program (School Social Work or Social Welfare tracks) from a program accredited by the National Council on Social Work Education.
- Three (3) years relevant work experience encompassing familiarity with youth counseling, social services coordination and referrals, and brief counseling interventions.

#### **CERTIFICATIONS AND LICENSES:**

##### **REQUIRED:**

- Certified or eligible for certification in school social work as designated by FLDOE 6a4.035 or Licensed Clinical Social Worker by the Florida Department of Health, Division 64b4: Board of Clinical Social

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Work, Marriage and Family Therapy and Mental Health Counseling (effective for school year 2019-20 as implemented by the FLDOE.)

- Valid State Driver's License

### PREFERRED/DESIRED:

- English for Speakers of Other Languages (ESOL) endorsement
- Certified in one area of Exceptional Education by the State of Florida.

## PERFORMANCE RESPONSIBILITIES

### ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

1. Assist with orienting new students to school procedures and curriculum.
2. Maintain student ESE records/audit files and maintain confidentiality.
3. Provide vocational/career information to students as assigned.
4. Arrange for alternative educational processes when needed.
5. Counsel with students, individually and in groups, and formulation of educational plans for student goals.
6. Confer with parents/guardians and professionals' staff as necessary.
7. Provide in-service training to staff and parents as needed.
8. Screen and refer students for psychological testing as needed.
9. Administer state and county assessments required, providing accommodations.
10. Monitor and adjust students/academic program toward eligibility for diploma.
11. Serve as an integral member of the Individual Problem-Solving Team (IPST).
12. Screen, refer, and counsel students with attendance problems.
13. Conduct workshops as needed; plan, organize and disseminate information.
14. Develop a communication link and rapport with outside service agencies.
15. Assist in developing student schedules.
16. Confer with teachers to provide possible interventions for classroom academic or behavior modifications.
17. Utilize resources from schools, District offices, and the community.
18. Utilize and complete appropriate forms.
19. Facilitate effective communication and articulation between schools and their feeder schools, the school District and the community college, and the school District and community service providers.
20. Assist with the development and implementation of inclusive procedures for Brevard schools.
21. Assist teachers in the development of Individual Education Plans (IEP's).
22. Assist schools and departments with the utilization of FEFP matrix.
23. Assist schools with full implementation of Least Restrictive Environment for ESE students.
24. Travel to various school sites in the District, as needed.
25. Responsible for ESE procedures that may include applications for Hospital/Homebound, referrals for individual educational evaluations, parent notices and monitoring ESE timelines for evaluation, reevaluation and progress reports.
26. Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking of students.

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27. Use appropriate Instruction strategies and materials that reflect each student's culture, learning styles, special needs and socioeconomic background.
28. Fulfill the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
29. Assist in the enforcement of all federal, state and District regulations, policies and procedures.
30. Monitor students in a testing environment.

### OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

## KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

### JOB RELATED:

Knowledgeable of federal guidelines and legislation as it relates to exceptional education; understanding of normal child development and adaptation of program needs for exceptional students; ability to develop problem-solving strategies; knowledge of Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA); knowledge of changes in school board regulations, federal guidelines, and state board rules which affect exceptional education students; ability to display effective time management skills; knowledge of transition planning and employment services available through community agencies for exceptional students; knowledge of compliance monitoring process and District program and procedures requirements; possess and demonstrate effective written communication skills for record keeping; Proficient in educational testing and measurement practices; oral and written communication skills; ability to analyze data, both verbal and written; hearing and visual acuity at normal levels; knowledgeable in crisis prevention and arbitration techniques; able to operate general audio-visual equipment, i.e. overhead projectors, VCR, computer, typewriter and copy machines; able to provide crisis prevention and intervention as needed; knowledgeable of the student referral process; knowledge of quality IEP components.

### GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

### TRAINING:

Current training in Crisis Prevention Institute (CPI) techniques.

### EQUIPMENT:

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

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### PHYSICAL DEMANDS/WORK ENVIRONMENT

#### PHYSICAL REQUIREMENTS:

**(M) MEDIUM WORK**

Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

#### POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

#### TRAVEL:

Travel between sites rarely. Travel out of county rarely.

#### FOR HR USE ONLY:

<b>DIVISION:</b>	Student Services	<b>DEPARTMENT:</b>	Student Services
<b>TITLE CODE:</b>	E1076	<b>CONTENT BY:</b>	Chris Moore, Assistant Superintendent – Student Services
<b>GRADE:</b>		<b>COMPENSATION:</b>	Human Resources
<b>UNIT:</b>	BFT	<b>LABOR RELATIONS:</b>	Karyle Green, EdD
<b>LAST BOARD APVD:</b>	01/28/2020	<b>CLASSIFICATION:</b>	Beth Thedy, EdD
<b>SCHEDULE:</b>	8 Hrs. – 10 Mos.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	09/23/03	Initial Release	Student Services
2.0	03/08/11	REVISED: Change in Qualifications	Student Services
3.0	01/28/20	REVISED: Title change reflective of broader qualifications description (was ESE Specialist) as well as separating out Track A Educational and Track B MSW with different qualification/certification requirements.	Student Services
3.1	11/15/2021	Updated physical requirements, add schedule.	Ellie Kelly – Human Resources

*The above information on this 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 assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.*

*Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.*