

FLEXIBLE SUPPORT PROFESSIONAL**Qualifications:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

1. Applicants must meet the qualifications of a Support Professional including:
 - a. Bachelor's degree in Education, Behavioral Science, or other human services degree, and required certification beyond bachelor's degree.
 - b. Bachelor's degree must reflect a minimum of 24 credits of course work in the areas of psychology, social work, special education, counseling, rehabilitation, etc.
 - c. A minimum of 1,040 hours or one (1) year of previous experience working with children and adolescents that demonstrates a functional and behavioral need for services.
 - d. A suitable replacement for the above is having a certification that meets the requirements for a CBRS/PSR; OR an Exceptional Child Education Teaching Certificate or other appropriate Special Education Teaching Certificate as issued by the Idaho State Department of Education; OR a master's degree in the field of Psychology, Behavioral Science, or Education.
2. Must have previous experience working in the school setting, preferably within district experience.
3. Emotionally mature and stable.
4. Demonstrated aptitude for the work to be performed.
5. Pass a criminal history background check.
6. Able to perform assigned tasks.
7. Ability to work with students, staff, and building/district administration.
8. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Reports to: Director of Special Services

Supervises: N/A

Job Goals:

To assist students in the General Education setting with behavioral or emotional disabilities by implementing services as prescribed by the students' Individual Education Plan. To prepare students to participate in other therapies and learning opportunities with a demonstrated decrease in behaviors that interfere with learning. To support staff in implementing students' IEPs. Support staff and students during a crisis to de-escalate students. Support Regular education students during initial assessment to receive special education services.

Essential Duties and Responsibilities:

1. Deliver interventions and train staff on interventions in the area of appropriate school-related behaviors and interpersonal skills for students on caseload and students in the general education setting.

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2. Collects and reports behavior progress data to Case Manager/General Resource Teacher.
3. Attend school meetings including IEPs pertaining to students on assigned caseload, assigned school's Multi-Disciplinary Team, and/or Behavior Team.
4. Assist school teams with implementation of Tier 1 and Tier 2 interventions.
5. Proactively develop trusting relationships with students so they can feel safe.
6. Proactively develop trusting relationships and a cohesive team with assigned staff.
7. Support regular education students during an initial assessment, which may include observation, gathering data related to behavior, support students during intermittent times of high probability for maladaptive behavior.
8. Conduct reinforcement surveys and support reinforcement systems being implemented with fidelity across other staff and settings.
9. During a crisis, support staff and assist students to de-escalate and get back to a baseline state.
10. Assist staff, teachers, or other team members in the understanding of the four functions of behavior.
11. Support teachers in understanding maladaptive behaviors.
12. Collaborate with team members to increase the likelihood of student success.
13. Manage support staff assigned to students in regular education to ensure each student's service minutes are provided.
14. Assist with the monthly observation and training of assigned support staff.
15. Maintain high standards of ethical behavior and confidentiality.
16. Have regular and predictable attendance.

Other Duties and Responsibilities:

Performs all other duties as assigned.

Terms of Employment:

This position shall be considered in all respects "employment at will" and the employee is subject to discharge by the District at any time without cause. The "employment period" and other descriptions and terms set forth in this job description shall not create a property right in the employee, and such are set forth only to advise the employee of when and what type of services will be required by the District so long as employment continues.

An employee working in this position shall, at all times, be subject to the direction of the persons to whom said employee has primary responsibility or said person's designee(s), and at all times shall be subject to the rules, regulations and policies of the District as promulgated by the Board of Trustees. Each employee shall be held responsible for having knowledge of said School District rules, regulations and policies.

This position will be up to 8 hours per day; up to 177 days per year. Work hours to be established by the Director of Special Services. Salary will be in accordance with the placement on the classified staff pay scale commensurate with years of experience and education. All terms of employment may be subject to change, as recommended by administrative staff or as directed by the Board of Trustees.

Evaluation:

Performance of this position will be evaluated annually by the Director of Special Services or their designated representative in accordance with board policy.

Physical Demands/Work Environment:

The physical demands 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.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, sit, and use repetitive hand/arm/shoulder movement. The employee is occasionally required to stand; have sufficient hand, arm and finger dexterity; reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. The employee may also be required to drive an automobile.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

The noise level in the work environment is usually moderate, but on occasion can still be loud.

Reviewed 2/25 Revised _____

NOTES:

All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.

Legal Reference: I.C. § 33-512 Governance of Schools
I.C. § 33-1210 Information on Past Job Performance