

| FNSBSD JOB DESCRIPTION                                                         |                                          |
|--------------------------------------------------------------------------------|------------------------------------------|
| <i>Job Title:</i> Student Behavior Support Technician                          |                                          |
| <i>Supervisor:</i> Social Services Manager or Building Principal/Administrator | <i>Classification:</i> Classified (ESSA) |
| <i>Days/Months:</i> 9 months                                                   | <i>Grade:</i> 9                          |

### **Job Summary**

The student behavior support technician assists building level and district administration with implementing behavior management and violence prevention/intervention programs. Provides supervision and academic support of students assigned to In School Suspension (ISS). Processes reentry of students to class who are returning from Out of School Suspension (OSS) or ISS. Develops positive relationships with school staff and families while monitoring and mentoring at risk students. Facilitates in the presentation of social skills, anger management and conflict resolution to individuals, small groups and classrooms. Conducts formal behavioral observations in all school settings.

### **Essential Job Functions**

Coordinates student identification process for prevention and intervention programs with school administrators, counselors, Social Service Managers (SSM), and other appropriate school based staff.

Responds to students in crisis situations with support and coordination of additional referrals and wrap around services to students as needed to assist and support overall school success.

Communicates directly with the SSM, and as needed, collaborates with local social service agencies; refers families to local social service agencies.

Monitors students who have been suspended out of school.

Participates as a member of the school's Student Support Team.

Provides supervision of students who have been assigned to ISS.

Assists students assigned to ISS with academic work, improvement of social skills, and in compliance with treatment or behavioral plans. Coordinates academic assignment requests with students' classroom teachers to ensure students have adequate schoolwork to complete while assigned ISS.

Collects student academic assignments, reviews for completion, and returns completed work to the appropriate teacher.

Facilitates anger management, positive decision making, and anti-bullying lessons regularly.

Provides teachers with resources to support social emotional learning throughout the school.

Logs daily prevention and intervention services in PowerSchool.

Regularly updates the principal and teachers on results of behavioral assessments.

Independently develops positive relationships with school staff while monitoring and mentoring at risk students.

Facilitates in presenting social appropriateness, anger management, and conflict resolution skills to individuals, small groups, and classrooms.

Assists the school counselor, SSM, and classroom teacher when requested with lesson presentations and the modeling and role-playing of appropriate social skills. This can take place with students individually, in small groups or the classroom.

Assists in the development of Functional Behavioral Assessment and helps with Positive Behavioral Support Plans and their associated assessments.

Performs formal behavioral on-task observations in all school settings.

Supervises students as assigned by the principal. Examples of this are detention, recess, before/after school, and classroom emergencies.

Provides positive reinforcements or activities to students on a Positive Behavioral Support Plan.

Maintains discipline records as assigned and gives regular written or oral updates to principal as directed.

Communicates diplomatically with parents and staff and calls and/or meets with parents of students as instructed.

### **Non-Essential Job Functions**

Proctors tests, as appropriate to support student behavior needs.

Performs other job-related duties as assigned.

### **Equipment Used**

Standard office equipment, including computer, printer, copy machine, and fax machine.

### **Independent Decisions**

Must make independent decisions: protect confidentiality of student information and records; make appropriate referrals/reports to parents and/or school administrators, social service managers, and counselors. Implements student discipline with the input of the principal or teacher as needed. Monitors class and individual students when teacher is temporarily occupied with other students.

### **Primary Working Contacts**

Works with the principal, SSMs, school staff, parents, students and members of the school's behavioral intervention team. Assists and consults with bus drivers on at-risk students.

### **Responsibility for Cash, Equipment, Safety**

Safety of students under supervision in the classroom and outside the classroom environment, such as during bus, hallway, and cafeteria, field trips and recess duty

**Supervision Received and Exercised**

None given; supervised by SSM, receives oral and written instructions from principal and behavior/intervention counselor or school psychologist.

**Unusual Working Conditions**

Exposure to difficult students with severe behavioral problems. Responds to emergencies and safely restrains students that are a danger to self and others.

**Evaluation**

Annual written evaluation.

**Physical and Mental Demands**

The physical demands of this position require frequent standing, walking, sitting, speaking, and hearing. Requires near vision to write and read printed materials and computer screens. Requires hearing and speaking to exchange information on the telephone or in person. The employee is regularly required to reach with his/her hands and arms and occasionally lift items weighing up to 20 lbs. Must be able to use carts, ladders, dollies, and stools to assist in moving or shelving items. Requires sufficient arm, hand, finger dexterity to operate a keyboard and other office equipment. Repetitive motions with wrists, hands, and fingers may also be required. Additionally, the employee must be able to communicate by oral and written means in an appropriate business manner and have cognitive skills to understand instructions, readily recall facts and details, handle conflict, and make effective decisions under pressure.

*The Fairbanks North Star Borough School District is committed to providing reasonable accommodations, according to the applicable state and federal laws, to all individuals with qualified physical or mental disabilities.*

**Job Qualifications**

The following are required:

1. Must meet at least one of the following three qualifications:
  - a. At least 48 semester hours of college coursework or an associate's degree in education, psychology, social work, human services, child development, counseling, or a closely related field, and two (2) years of experience working with at-risk students or in educational/behavioral support settings; or
  - b. A passing score on a state-approved paraprofessional assessment (such as the ParaPro Assessment) and two (2) years of experience working with at-risk students or in educational/behavioral support settings; or
  - c. A high school diploma, or equivalent, and four (4) years of relevant experience working with at-risk students or in educational/behavioral support settings.
2. Must be able to be trained to implement Crisis Prevention Intervention (CPI) within six (6) months of employment.
3. Must demonstrate an understanding of specialized needs and effective methods of working with at-risk students who may exhibit severe behavioral problems and/or poor social skills.
4. Ability to present information effectively, both orally and in writing, to large or small groups.
5. Knowledge of basic reading, writing, and math appropriate for age level of students required in English.
6. Must be able to effectively work with students, including those who are at-risk or who have severe behavioral problems and/or poor social skills.

7. Must possess the ability to communicate clearly and consistently with students, staff, and parents; to calm students who are upset or angry, defusing conflict situations; and per district guidelines, to safely restrain students who present a danger to self or others.
8. Ability to maintain a high degree of confidentiality.

The following are preferred:

1. Bachelor's degree in a social service field of study.
2. Elementary and/or secondary education training.
3. Successful completion of de-escalation training.

### **Additional Job Information**

Fairbanks North Star Borough School District employees must possess the ability to read and write in English. This includes the ability to communicate in English with school staff, coworkers, and the public. Employees must also have the ability to comprehend and carry out oral and written directions and understand and follow English instructions and written documents.

**The Fairbanks North Star Borough School District is an Equal Opportunity Employer.**