



**HEMET UNIFIED SCHOOL DISTRICT**  
1791 W. Acacia Ave., Hemet, CA 92545 (951) 765-5100

### **BEHAVIOR SUPPORT SPECIALIST**

#### **JOB SUMMARY**

Under general supervision of the Director of Wellness and Community Outreach, assist students by providing strategic services to remove barriers to academic success and college and career readiness including attendance, discipline and socio-emotional issues. Works with students, parents, staff, administration and the community within the Multi-Tiered Systems of Support Framework to develop, provide, coordinate and monitor the implementation of evidence-based strategies to improve success in school for identified students; and perform other related duties as required.

#### **ESSENTIAL JOB DUTIES AND RESPONSIBILITIES**

1. Coordinate identification of students in need of school-site based intervention services; assist in the identification of function of student behavior and related factors impinging on student behavior including factors in the home, school, and community;
2. Assist school sites in establishing equitable student outcomes using multi-tiered, multi-dimensional systems and supports;
3. Provide case management and coordinate care by assisting students and their families in reducing barriers to school attendance;
4. Meet with the individual student, family, and or other pertinent persons involved in the individual's life, with face-to-face visits and phone contact for case management and coordinated care;
5. Develop and maintain student support plans and assist in providing intensive behavior intervention support;
6. Provide individual and group support in the acquisition of pro-social skills;
7. Assess students during entry and exit from Tier 2/3 programs;
8. Incorporate Restorative Practices into services for all students, staff and parents;
9. Attend SART/SARB committees monitor follow through on services and supports offered to parents in attendance contracts;
10. Serve as site liaison for Alt-Ed Council, Foster/Homeless, and community agencies and assist in fostering communication between parents/guardians and community leaders;
11. Conduct home visits to establish communication and positive connections between the parent/guardian and school setting around identified issues;
12. Provide resource assistance and information to schools, students and parents; provide parent/guardian workshops on identified issues;
13. Act as resource and assist in development of appropriate supplementary materials and activities to meet individual student needs;
14. Conduct interviews and observations; assist with crisis intervention as needed;
15. Assess student readiness, needs, and progress using evidence-based tools;
16. Participate in special assessments, individual student plans, and other meetings to support equitable outcomes for students;
17. Refer students to other public/private community resources;
18. Work directly with staff and families to ensure appropriate implementation of program goals and improve attendance;
19. Maintain documentation of all interventions, parent contact, and student contact in the student database;
20. Use data-based decision-making in the implementation and oversight of multi-tiered, multi-dimensional systems and supports, including but not limited to using analytics, dashboards, screeners, queries, and data monitoring spreadsheets;
21. Attend meetings and professional development as required;
22. Perform other related duties as required.

## **EMPLOYMENT STANDARDS**

### **KNOWLEDGE AND ABILITIES**

#### **Knowledge of:**

1. Basic Multi-Tiered Systems of Support (MTSS) and tiered intervention data;
2. Basic counseling skills and techniques;
3. Socio-economic and cultural background differences of the school population;
4. Community agencies and resources available to assist with family needs;
5. Students with disabilities and English Learner strategies to eliminate the achievement gap between sub groups;
6. Office methods and practices, including telephone techniques and letter and report writing;
7. Computer data analysis methods and procedures;
8. Correct English usage, vocabulary, spelling, grammar, and punctuation;
9. Modern office machines and equipment.

#### **Ability to:**

1. Work effectively with faculty, students and public;
2. Deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness and a spirit of cooperation and assistance while maintaining effective working relationships;
3. Organize tasks, set priorities and meet deadlines, manage multiple tasks;
4. Learn and utilize new and current technologies;
5. Work confidentially with discretion;
6. Basic understanding of planning, reviewing data, and goal setting;
7. Use a variety of computer programs, including MS, Google, SIS;
8. Demonstrate good judgment and good problem-solving skills;
9. Respond appropriately to evaluation and changes in the work setting;
10. Devise and adopt work procedures and record keeping systems to meet changing organizational or specialized needs;
11. Type at a net corrected speed of 45 words per minute;
12. Understand and carry out oral and written directions;
13. Access and use District-adopted web-based systems.

### **EDUCATION AND EXPERIENCE**

**Education:** Possession of a Bachelor's degree or higher degree with a major or minor in Psychology/Social/Behavioral Sciences or related field; OR minimum 60 college units with two (2) years' experience working in counseling or programs for at-risk youth with emotional/behavioral issues.

**Experience:** Any combination of education and experience that could likely provide the required knowledge and abilities. Experience in case management, social work, and at-risk families support is desirable.

### **REQUIRED LICENSES AND/OR CERTIFICATES**

If driving a vehicle is required in the course of work, operator must possess a valid California Driver's License and maintain possession of such license during the course of employment; have an acceptable driving record; and must be insurable at standard rates by the District's insurance carrier and maintain such insurability.

### **PHYSICAL DEMANDS AND WORKING CONDITIONS**

The physical requirements indicated below are examples of the physical aspects that this position must

perform in carrying out the essential functions of the position.

**Physical Demands:** Walk, look downward, turn neck (up to continuously); sit, bend (frequently), stand, stoop, squat, reach, pull, (occasionally); kneel, crawl, climb (infrequently); grasp/manipulate materials and supplies (continuously); lift items to 10 pounds (frequently), carry to 10 pounds (occasionally), lift/carry to 40 pounds (infrequently); use seeing, hearing, and speaking (continuously).

**Working Conditions:** Indoor classrooms and workspaces, exposure to: office equipment noises, driving mountain roads, temperature changes, and dust.

In compliance with the Americans with Disabilities Act (ADA), the Hemet Unified School District (HUSD) will provide reasonable accommodations to qualified individuals with disabilities for the purpose of enabling the performance of the essential duties and responsibilities of the position. HUSD encourages both prospective and current employees to discuss potential accommodations with the Human Resources and/or Safety/Risk Management.

**EMPLOYMENT STATUS**

Classified Bargaining Unit Position

Range 40

Speciality Work Year Calendar

January 2023