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**JOB POSTING FOR 2024-2025 SCHOOL YEAR**

<b>TITLE:</b> Behavior Support SSP	<b>FLSA:</b> Non-Exempt
<b>REPORTS TO:</b> Building Principal	<b>POSTED:</b> May 30, 2024
<b>RATE OF PAY:</b> Instructional Support SSP - Commensurate with Contract: Currently \$12.80 - \$16.30/ hour	<b>NUMBER OF DAYS:</b> School Year Position beginning with the 2024 - 2025 school year
<b>LOCATION:</b> Eureka Elementary School	<b>HOURS:</b> 7.5 hours per day

**POSITION SUMMARY**

The main function of this role will be to proactively support students who are struggling with behavior issues and emotional disturbances in the regular classroom/school setting as a means to reduce discipline referrals and loss of instructional time. The Behavior Support SSP will work proactively with staff to support, coordinate and implement activities of the school’s Positive Behavioral Interventions and Supports Team. The Behavior Support SSP will provide a structured alternative setting within the school on a temporary basis until the student can return to their regular classroom. The individual will work under the direction of the building Principal on issues regarding student behavior, interventions, and supervision.

**DUTIES AND RESPONSIBILITIES**

*These duties and responsibilities are judged to be “essential functions” in terms of the Americans with Disabilities Act (ADA). The statements below are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.*

- Work directly with student behavior issues that result in frequent office referrals and loss of instructional time.
- Work directly with school staff to identify students in need of behavior intervention in an attempt to resolve social/emotional issues that hinder student learning prior to student referrals for disciplinary action.
- Implement research-based intervention models as directed by principal.
- Work with students in small groups and individually to resolve student-to-student conflicts, build self-esteem, teach problem solving skills and build positive relationships.
- Maintain consistent limits with students struggling with behavior and discipline issues.
- Communicate closely with the principal, staff and parents as directed by the principal regarding student discipline, behavior intervention plans and progress.
- Coordinate information with parents, principal, teachers and staff seeking input.

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- Maintain the behavior system, keep daily/weekly progress, and complete data entry in the student information system.
- Work cooperatively with the principal and staff to support struggling students.
- Provide role-playing and practice on good student behaviors identified by principal and staff.
- Supervise students with disciplinary referrals in a structured and orderly setting until they are able to return to regular classroom instruction.
- Assist with supervision needs of students during lunch/recess, etc.
- Other duties may be assigned by the administration.

## **RECOMMENDED EMPLOYMENT QUALIFICATIONS**

### **EDUCATION:**

- Must have a secondary school diploma or its recognized equivalent
- Associate degree - *preferred*.

### **EXPERIENCE:**

- CPI training will be required. Prior CPI training - *preferred*.
- Demonstrated knowledge and experience working with At-Risk students.
- Experience with children in a group setting.
- Experience working with students struggling with emotional and behavioral issues.
- Experience and knowledge of Positive Behavioral Interventions and Supports
- Experience with planning lessons and activities that support a learning environment.
- Worked, volunteered and/or interned successfully in a school setting in the last five years - *preferred*.

### **OTHER KNOWLEDGE, SKILLS AND ABILITIES:**

*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, skills and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Ability to analyze root problems leading to disruptive behaviors as well as develop and implement behavioral intervention plans designed to decrease negative behavioral responses.
- Ability to track intervention plans and strategies and coordinate communication between students, parents/guardians and relevant community resources.
- Ability to communicate orally and in writing with students, parents and teachers.
- Ability to work as a team with teachers and administrators and follow through with decisions made.
- Knowledge of teaching and activity methods used with young children; materials/equipment used in group settings of young children; principles of child development and behavior of individual children; positive discipline and redirection techniques.
- Demonstrate personal initiative and motivation.
- Work as part of an educational team.
- Ability to maintain confidential information for protection of student rights and privacy.
- Have working knowledge of the developmental needs of children and ability to communicate successfully and develop a rapport with students.
- Ability to write basic reports, keep data and articulate the information to others.

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- Ability to set consistent time limits as well as to provide an understanding of those struggling with behavioral issues.
- Other qualifications as deemed necessary by administration.

*The information contained in this job description is for compliance with the American with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

### **PHYSICAL DEMANDS**

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 sit and talk or hear. The employee frequently is required to walk and stand and move quickly. Ability to move around the classroom including stooping, bending, standing for extended periods and moving heavy objects. Crisis intervention may require participating in physical restraints. Specific vision abilities required by this job include close vision, color vision, and depth perception. While performing the duties of the job the employee may be required to leave the building.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment usually varies. Work is performed indoors and outdoors during the school year.

If interested in this position, please apply through [FastTrack](#). A completed online application is required for all applicants.  
Position will be posted until June 6, 2024, or until filled.

*It is the policy of St. Johns Public Schools that no person or applicant shall be discriminated against based on any protected class, be excluded from participation in, or be denied the benefits of any program or activity and in employment.*