



## **BOARD CERTIFIED BEHAVIOR ANALYST**

Classification: Certificated

Location: Assigned School(s)

Reports to: Special Services Administrative Team

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

### **Part I: Position Summary**

The position of Board-Certified Behavior Analyst is for the purpose of planning, organizing, directing and implementing behavior intervention and support plans for identified students. Duties are performed in accordance with standards of professional practice, district/state board of education policies and procedures and state laws. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare. Employee may work in a variety of elementary and/or secondary educational, individual or team settings.

### **Part II: Supervision and Controls over the Work**

The employee works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

### **Part III: Major Duties and Responsibilities**

1. Makes recommendations to staff who support individualized behavior programming.
2. Utilizes data to plan, supervise, evaluate and revise instructional and behavior programs to meet student needs.
3. Plans and provides in-service/training programs for parents and staff.
4. Provides input and recommendations for individual education programs and evaluations/re-evaluations of students.
5. Provides technical assistance by conducting functional assessments and analyzing the whole learning environment related to student skills acquisition.
6. Assists in the development, facilitation, implementation and follow-up of training in the analysis of student behavior.
7. Provides consultation services related to the duties of the position. Keeps current with the literature, new research findings and resources in field of expertise.

8. Works collaboratively with school staff to implement instructional and behavior plans to enhance student's independence within the school setting.
9. Ensures instructional information, materials and resources are readily available for staff and students and are appropriate to meet instructional and behavior needs of students.
10. Ensures responsive communications with students, families, staff and community agencies.
11. Exhibits effective leadership and collaboration within the schools, and special education program to enhance and support student achievement.
12. Oversees the collection analysis of data related to the duties of the position. Guides behavior technicians.
13. Work with administrators to:
  - a. Collect and analyze data related to school improvement, student outcomes, and accountability requirements
  - b. Implement school-wide prevention programs that help maintain positive school climates conducive to learning
  - c. Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
  - d. Respond to crises by providing leadership, direct services, and coordination with needed community services
  - e. Design, implement, and garner support for comprehensive school mental health programming
14. Work with community providers to:
  - a. Coordinates the delivery of services to students and their families in and outside of school
  - b. Helps students transition to and from school and community learning environments, such as residential treatment or juvenile justice programs
15. Participates as crisis team member and provides crisis intervention for students and staff in the advent of sudden illness or injury. Makes appropriate assessments and referrals for suspected abuse/neglect as a mandated reporter.
16. Maintains communication with administrators, teachers, other school personnel, and parents/guardians to enhance cooperative action, which will meet the health and safety needs of students.
17. Initiates contact with and acts as a liaison between the home, school, community health agencies and the private medical sector to enhance the health and wellness of the school community.
18. Participates as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs.
19. Recommends modifications of the school program for students who require accommodations.
20. Actively participates in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school's program and to do related work as required. In carrying out these responsibilities, follows school policy and procedures,



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standard practices, and approved curriculum, and will actively and positively support the school vision.

21. Observes the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when there is reason to suspect or reasonably believe that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.
22. Assists in the supervision of students at school activities and events. Remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

Performs other job-related duties as assigned.

### **Part IV: Minimum Qualifications**

1. Must have successful experience in working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. ESA Certificate.
3. Master's degree as Board Certified Behavior Analyst.
4. Master's degree in special education or related field.
5. Minimum of 3 years' experience in behavior analysis.
6. Experience in behavioral and instructional strategies and training.
7. Ability to understand procedures and function in a school system.
8. Ability to work cooperatively with students and their parents, district staff, and community members who are culturally, racially, and linguistically diverse.
9. Ability to effectively communicate with parents, students, and staff verbally and in writing.
10. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
11. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.

### **Part V: Desired Qualifications**

1. Bilingual skills
2. Prior experience in public school.
3. Successful experience teaching in a diverse student environment.
4. Successful experience in a team-teaching environment.
5. Previous experience working with students that have required behavior intervention plans.
6. Training in Right Response
7. Special Education Teacher Certification.



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### **Part VI: Physical and Environmental Requirements of the Position**

The physical demands and work environment 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.

The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues. Positions in this class typically require stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, talking, hearing, seeing, and repetitive motions.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.

While performing the duties of this job, the employee may occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The employee may be exposed to infectious disease as carried by students.