INFORMATION SHEET 03/08/2016 TRUSTEES' MEETING

To: Jim Bridges

For: Board of Trustees

From: Nancie Castro

Re: District Behavioral Specialist, Special Education Position

We are proposing to create a position of Behavioral Specialist, Special Education. The job description and salary schedule are included. The salary would be for a full time person, but we plan to post the position for a half time person, so the salary would be prorated to 50% of the amount indicated on the salary schedule. The funding from this position would come from reducing one of our currently unfilled Psychologist positions to 50%, as the salary ranges are identical.

Recommended Action: Please approve the position, Salary Schedule and Job Description for Behavioral Specialist, Special Education

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JOB DESCRIPTION

POSITION: Behavior Specialist, Special Education
SALARY PLACEMENT: Certificated Management Salary Schedule

MINIMUM QUALIFICATIONS – EDUCATION AND/OR TRAINING
Master's Degree and/or equivalent experience in applied Behavioral Sciences, Psychology, Social Work, Sociology, Education, Speech-Language Pathology or mental health related fields. Possession of current Board Certified Behavior Analyst (BCBA) certification is required. Possession of a valid California credential authorizing services in one of the following areas is optional: School Psychology, Speech-Language Pathology, Mild/Moderate Disabilities or Moderate/Severe Disabilities. Must possess a valid California Driver's License and evidence of insurance. Possession of valid First Aid and CPR certificate is required.

MINIMUM EXPERIENCE:
A minimum of two (2) years successful experience in the assessment, planning, and implementation of positive behavioral interventions for individuals and groups.

SUMMARY OF POSITION:
Under direction of the Special Education Administrator, the Behavior Specialist, Special Education will collaborate with teachers, paraprofessionals, administrators, support staff and parents to design, implement, and evaluate appropriate positive behavioral intervention plans (BIP's) for identified students with challenging, complex behaviors; conduct assessments and develop treatment plans for students with challenging behaviors; provide staff training and consultation; will coordinate the implementation of programs and oversee/support the performance of assigned staff.

ESSENTIAL FUNCTIONS:
Essential Functions may include, but not limited to:

1. Collaborates as a member of an educational team to assess, design, monitor, and implement positive behavioral intervention school-wide plans.
2. Develop, implement and evaluate effective Behavioral Intervention that encompass data collection, program development, monitoring and report writing.
3. Provide high-quality in-service programs for classroom staff, administrators, other professionals, and parents.
4. Provide consultation for teachers, paraprofessionals, administrators and parents.
5. Assess various skill domains such as communication, self-help, play, social, cognitive, and behavioral repertories to determine strengths and deficit areas.

6. Serve as a resource to teachers, paraprofessionals, administrators, other professionals, and parents.
7. Develop effective working relationships with students, teachers, paraprofessionals, administrators, other professionals, and parents.
8. Implement various communication systems and appropriate methodologies, theories and techniques; adapt curriculum plans to meet individual student needs.
9. Communicate effectively with staff, administrators, outside agencies and parents to coordinate activities, exchange information, and resolve issues.
10. Prepare, maintain and analyze a variety of comprehensive reports, records, and files related to assigned activities and personnel.
11. Share and demonstrate knowledge of behavioral analysis, positive discipline techniques, and effective practices with parents and school personnel. Interpret, apply, and explain applicable laws, codes, regulations, policies and procedures related to assigned activities.
12. Attend and conduct a variety of meetings related to assignment.
13. Maintain regular and prompt attendance in the workplace.
14. Perform related duties as assigned.

KNOWLEDGE OF:

- Research-based positive behavioral intervention methodologies and techniques.
- Operation of a variety of office equipment including a computer and assigned software.
- Principles and practices of effective staff development for adults.
- Applicable laws, codes, regulations, policies, and procedures.
- Interpersonal skills using tact, patience, courtesy, and respect.

ABILITY TO:

- Effectively communicate and maintain cooperative relationships with those contacted during the course of work.
- Utilize interpersonal skills using tact, patience, courtesy, and respect.
- Develop, implement and evaluate effective behavioral intervention management plans that encompass data collection, program development, monitoring and report writing.
- Coordinate programs and services.
- Assess student skill areas and behavioral challenges.
- Understand and relate to students with exceptional needs.
- Share and demonstrate knowledge of behavioral analysis, positive discipline techniques and effective practices.
- Plan and implement quality in-service programs for adults.
- Prepare and maintain a variety of comprehensive reports, records, and files.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective relationships with others;
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Interpret, apply, and explain applicable laws, codes, regulations, policies, and procedures.
- Operate a variety of office equipment including computer and assigned software.

DIRECTLY RESPONSIBLE TO:
Director of Special Education

PHYSICAL ENVIRONMENT:
Employees in this position must have/be able to:

- Enter data into a computer terminal and operate standard office equipment.
- Dexterity of hands and fingers to operate a computer keyboard
- Sit and stand for extended periods of time.
- See and read a computer screen and printed matter with or without vision aids, and to observe students.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Speak so that others may understand at normal levels and on the telephone.
- Lift and/or carry up to 25 lbs. at waist height for short distances.
- Reach overhead, above the shoulders and horizontally, grasp, push, pull.
- Bending at waist, kneeling, or crouching to reach materials and work with students.
- Perform Managing Assaultive Behavior (MAB) protocols.

WORKING ENVIRONMENT:
Employees in this position will be required to work indoors and outdoors in an educational and standard environment, including office, classroom and school environments. Employees will come in contact with students, parents, and school district staff. Exposure to blood-borne pathogens and bodily fluids. There may be contact with dissatisfied or abusive individuals.

BOARD APPROVED: March 8, 2016