

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: Behavior Analyst (BCBA)	Lane Placement: _____
Department / Location: School/Department	FLSA Classification: <u>Exempt</u>
Supervisor's Title: Building Administrator	Contract: <u>Various</u>
Department Approval: <u>[Signature]</u>	Date: <u>11/1/19</u>
ADA Review: <u>[Signature]</u>	Date: <u>11-1-19</u>
Human Resource Approval: <u>[Signature]</u>	Date: <u>11-1-19</u>
Superintendent Approval: <u>[Signature]</u>	Date: <u>11-1-19</u>
Original date: <u>11-1-19</u>	Revised: _____ Revised: _____ Revised: _____

GENERAL FUNCTION

The Behavior Analyst/Behavior Analyst Associate (BA/BAA) will coordinate/assist Self Contained Support Classroom (SCSC) in the creation and implementation and model behavioral plans for students with intensive behavioral support needs. Successful applicant will be responsible for leading the creation of the FBA (Functional Behavior Assessment) and BIP (Behavior Intervention Plan). Successful applicant also will support SCSC teachers to implement positive classroom management strategies, small group interventions and individual interventions to improve student engagement, behavior and academic outcomes. This position will work closely with teachers, paraeducators, school psychologists, social workers, parents, school teams and administration. This position will involve working at specific school sites that house SCSC.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

The BA/BAA is responsible to:

- Ensure compliance with IDEA (Individuals with Disability Education Act) policies and procedures at his/her assigned SCSC.
 - Ensure confidentiality of student information and secure student files.
 - Ensure student files are complete and comply with state and federal rules and regulations.
 - Ensuring FBA/BIP documents are current and representative of the student's current functioning and needs.
 - Collaborate with team members, agencies, and parents.
 - Assessment and monitoring of student progress on IEP (Individual Education Plan) /BIP and on the Utah Core curriculum.
 - Create and assist with bus plans for students, as part of the BIP, as needed. Collaborate with transportation and bus drivers.
- Collect and utilize student data to inform behavioral planning.
 - Responsible for collecting student behavior data as outlined in the BIP.
 - Be in charge of data collection methodology and interpretation of data.
- Collaborate with IEP team (Special Ed., General Ed., School Psychologist, School Counselor, SLP, Parents, etc).
 - Provide data to IEP team for present levels and goals to help with the planning of IEP goals and accommodations related to behavior.
- Model and Teach the BIP.
 - For all staff members working with identified students.

- Retrain as needed.
- Be involved in intake meetings and collaborate with outside agencies as part of the behavior planning process.
 - Collaborate with teacher specialist, LRE specialist, classroom teacher, school administration, school psychologist, etc.
- As needed, consult with IEP team on FBA/BIP.
- Establish, teach and maintain standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Will be expected to provide support for individual (Tier III-LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
 - **Physical Guidance**-Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or other, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs or head.
 - **Physical restraint**-Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body or head.
- Receive relevant training to the position.
 - i.e. LRBI, ASPEN.
- Provide and maintain a safe and supportive environment in the classroom and on the school campus.
- Participate in appropriate educator evaluation procedure as per state and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and fully participate in faculty/department meetings and professional learning communities as required. Participate in a reasonable number of faculty committees as requested.
- Follow District procurement guidelines with administrative approval.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Adhere to contract time.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

QUALIFICATION REQUIREMENTS

- Requires a Bachelor's Degree in education from an accredited college or university.
- Requires a BCBA endorsement or enrollment documentation in an accredited college or university for a BCBA endorsement. All university/college BCBA endorsement requirements and pass BCBA Examination within three years. Final documentation of completion provided to HR at the end of three years of hire date.
- Requires compliance to SBE state license requirements.
- Requires successful completion of three (3) years as an educator in special education.

- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e., ASPEN, Mandt, etc.).
- Requires strong oral and written communication skills with students, parents, and staff.
- Requires strong computer and educational technology skills.
- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to implement effective teaching strategies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to calmly handle classroom management issues using positive behavioral supports.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff, and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.
- Knowledge of State Core Standards and Board of Education adopted guidelines.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.

Physical Requirements – Not limited to the following:

- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

OTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*