

REDLANDS UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE Coordinator-Behavior Analyst, Special Services

QUALIFICATIONS

LICENSE: Board Certified Behavior Analyst

EDUCATION: M.A. or M.S.

EXPERIENCE: Three years or more of successful experience as a teacher, psychologist or administrator; or three years of comparable private sector experience.

PERSONAL QUALIFICATIONS: Character, personality, and proper social capability to relate effectively with staff, students, and community. Demonstrated ability to work with a wide variety of community groups and organizations.

BRIEF DESCRIPTION OF POSITION

Under the direction and supervision of the Director, Special Services, the Coordinator-Behavior Analyst leads in the planning, organization, management, direction, and implementation of behavior programming and instructional programming for students with special needs including: behavioral, emotional and autism spectrum disabilities. The Coordinator-Behavior Analyst evaluates assigned personnel, and performs all related work and duties otherwise assigned as required.

DUTIES AND RESPONSIBILITIES

As assessed by the Director, the outcomes of the Coordinator-Behavior Analyst job performance will be as follows:

1. Provides direct oversight for the development and implementation of appropriate programs for students with behavioral, emotional and autism spectrum disabilities.
2. Supports psychologists, special education teachers and other site staff in the development of student behavior interventions.
3. Oversees and administrates behavior intervention and autism district programming.
4. Coordinates and facilitates the development of cooperative efforts between schools and other community agencies in providing services to students.
5. Develops and oversees social skills programming for students.
6. Schedules and facilitates IEPs for students in behavior intervention programs, autism programs and other programs.

7. Oversees and guides the use of applied behavior analysis instructional methods in moderate-severe programs.
8. Facilitates enrollment of students in Non-Public School (NPS) programs and coordinates their return to District programs.
9. Schedules and conducts NPS IEP meetings.
10. Develops and coordinates staff training and support for students with behavior issues.
11. Provides general support to sites in the area of behavior issues which includes assisting site with student discipline, complaint issues arising around those issues, coordinates manifestation determination meetings, positive behavior support planning, etc.
12. Develops and coordinates parent training and support to families of students with behavior issues.
13. Develops ongoing lessons, fidelity checklists and outcome measures for social skills curriculum.
14. Supervises and evaluates assigned Classified staff, and may supervise and evaluate Certificated staff if appropriately credentialed.
15. Serves as a leader and general resource to elementary and secondary programs in the areas of student behavior change, discipline, IEP development, alternative programs, program implementation, special education laws and compliance.
16. Conducts direct behavior analyses of students leading to and including, development of behavior goals, behavior contracts, behavior support plans, and functional analysis assessments.
17. Establishes significant annual goals, objectives, and indicators of attainment for students in behavior intervention and autism programs.
18. Provides administrative level pre-referral behavioral consultation for school sites.
19. Leads support for high-profile cases as assigned by Director.
20. Collaborates with mental health Coordinator and staff to coordinate full implementation of social skills programming.
21. Directs the work of district paraprofessionals, the itinerant education specialist managing district level paraprofessional placement, and the Teacher on Assignment – Behavior Analyst.
22. Performs such tasks and assumes such responsibilities as may be assigned by the supervisor.