Westminster School District

TITLE: **Behavior Program Supervisor**

BASIC FUNCTION:

Under general direction, is responsible for the operation of the District's Behavior Support Program; supervises the activities of assigned personnel; plans and directs behavioral intervention programs for school-aged children; administers a budget and budgeted expenditures. This is a management position.

DISTINGUISHING CHARACTERISTICS

The Behavior Program Supervisor is responsible for directing and supervising the day-to-day operations of the District's behavior support program, including the provision of training and consultation to school site teams and administrators in support of special education students with intensive behavioral needs. The Director, Student Services, has overall responsibility for the District's behavior support program, including the supervision of the District's Autism Program Specialist and the Behavior Program Supervisor. The Executive Director, Student Services, develops and administers program budgets.

ESSENTIAL DUTIES:

Collaborates with school psychologists on the administration and analysis of comprehensive functional behavioral assessments and special circumstance instructional aide assessments.

Collaborates with IEP and/or school site teams to assist in the development of goals and objectives for site-wide or individual student interventions.

Writes effective behavior support and behavior intervention plans.

Ensures effective programming for students by monitoring, observing, analyzing data, and modifying curriculum and instructional strategies based on data analysis.

Monitors supervises, and makes recommendations for modifications to student Behavior Intervention Plans/programs.

Provides consultation and classroom support.

Participates in interviews to select highly qualified employees.

Supervises and evaluates the performance of assigned staff on a regular basis and provides clear, constructive feedback to improve staff effectiveness.

Trains, monitors, and recommends assignments, transfers, terminations, and disciplinary actions for assigned PBIS staff.

Participates in the scheduling of assignments for Paraeducator Behavior and Instructional Support (PBIS) and other support staff.

Collaborates with SELPA personnel to develop high-quality, evidenced-based programs for students with IEPs.

Effectively presents complex information on behavior, behavioral assessment, and implementation of behavior plans to staff.

Intervenes and models effective behavioral interventions with special education students, district staff, and administrators.

Acts as a resource and helps plan, organize, and provide staff development trainings, parent workshops, and outreach opportunities to ensure staff and families are aware of available interventions and programs to support students' educational access.

Works directly with children and adolescents who have intensive behavioral needs.

Works as part of a multi-disciplinary team.

Maintains strict confidentiality on job-related matters.

Actively participates in department and SELPA meetings.

Communicates effectively and works collaboratively with District and SELPA staff, parents, and community members.

Maintains professional competence through participation in professional development opportunities provided by the District/SELPA and/or in self-selected professional growth activities.

Performs other duties as assigned by Student Services administrators and/or immediate supervisor.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: (1) Reports to and receives direction from the Director, Student Services;
(2) directly supervises and evaluates one or more Paraeducator Behavioral and Instructional Support staff;

Internal Contacts: Continuing contact with children enrolled in PreK through 8th grade, other program staff members, as well as frequent contact with school site and District office personnel at all levels.

External Contacts: Continuing contact with SELPA staff, parents, some contact with outside agency representatives, and members of the general public.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

The rules and regulations, including familiarity with the provisions of the Americans With Disabilities Act, Section 504 of the Rehabilitation Act, and IDEA.

Principles of Applied Behavior Analysis (ABA).

Principles of child growth and development.

Appropriate child development practices for special needs children.

Behavior modification and intervention strategies for school-aged children.

Preparation and maintenance of clear and accurate records and reports.

Principles and practices of good supervision and staff development training.

Interpersonal skills, including the use of tact, patience, and courtesy.

Effective communication with students, staff, parents, and the community and the maintenance of confidentiality, in accordance with HIPAA regulations.

ABILITY TO:

Plan, organize, direct, and coordinate a district behavior support program for the optimum growth and development of school-aged children.

Learn quickly and adjust to changing conditions.

Write effectively, prepare and present clear, concise reports.

Motivate and direct the activities of others.

Interpret provisions of law, rules, regulations, and district policies, and communicate them to staff, other agencies, and the general public.

Establish and maintain cooperative and effective working relationships with others contacted in the course of employment.

Travel quickly and safely between school sites and other locations in the performance of assigned duties and responsibilities.

Learn and administer first-aid and CPR procedures.

Work independently and with a minimum of supervision and direction.

Work confidentially and with discretion.

Learn to work effectively in a multi-cultural setting, and be willing to work with special needs children.

Physical Demands: While performing the duties of this job, the employee is regularly required to sit and stand for extended periods of time. The employee must reach and lift up to fifty (50) pounds, and above fifty (50) pounds with assistance. The employee must have fine manual dexterity; speak in audible tones to be heard and understood in normal conversations, meetings, and training sessions; hear and understand speech at normal levels and on the phone. The employee is occasionally required to reach with hands and arms, climb or balance, stoop, kneel, crouch, crawl, lunge, or run. Work conditions may include exposure to fumes, dust, odors, cleaning agents, and chemicals. Specific vision abilities required by the job include close vision, distance vision, color vision, depth perception, and the ability to adjust focus.

Additional Demands: While performing the duties of this class, the employee must be able to use written and oral communication skills; read and interpret data, information, and documents; interpret policies and procedures; use math and mathematical reasoning; learn and apply new information or new skills; work under deadlines with constant interruptions; and interact with students, staff, parents, community, vendors, and other organization; occasionally required to work in conflict situations.

EDUCATION AND EXPERIENCE:

Education
Any combination equivalent to:

1. Bachelor's degree from an accredited college or university in social/behavioral science or a related field;
OR
2. Master's degree in psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation or in a related field desirable;
AND
3. Board Certified Behavior Analyst (BCBA) required;

Experience
1. Two years of professional experience working with school-aged children with challenging behaviors in the public school setting is desirable;

2. Training in a variety of methodologies related to working with students with autism and related disorders, including advanced experience with Applied Behavior Analysis (ABA);

3. Experience in the development and implementation of behavioral support programs;

4. Specialized training or coursework in childcare, child behavior, psychology or teaching and related fields desirable;

Bilingual Spanish and/or Vietnamese desirable.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California Driver's License and a reliable motor vehicle for personal transportation.

The possession of or the securing of a valid CPR Certificate, or the completion of the Westminster School District training program, within six (6) months of employment in this classification.

PREPARED BY:	Classified Personnel Department	DATE: 5/28/2024
APPROVED BY:	Board of Trustees	DATE: 6/13/2024
APPROVED BY:	Personnel Commission	DATE: 8/20/2024