

Job Description for Paraprofessional Manager/Behavior Intervention Developer (BID)

Definition

This is an A-Basis, classified manager position that is under the direction of the Administrative Director of Special Education and oversees the Specialized Paraprofessionals and Paraprofessionals. The Paraprofessional Manager/ BID Coordinates paraprofessional scheduling and assignments to classrooms and provides behavioral intervention development (BID) for students with identified services on their IEPs.

Responsibilities of the Position

- Assigns Paraprofessionals, BIs, and Specialized Paraprofessionals to specific classrooms, students, bus, food-service duties
- Establishes schedules to ensure coverage of bus arrivals and departures and the transfer of students to and from classrooms, therapy rooms, pools, and toilets
- Maintains up-to-date lists of students with emotional and physical challenges in order to inform subordinates of potential or recurrent problems and corrective actions
- In collaboration with the school nurse, provides instructions to employees regarding care and management of specific student medical needs
- Orients and trains new and substitute paraprofessional employees in assigned duties
- Evaluates the job performance of employees in subordinate classifications in consultation with certificated staff
- Participates in the selection of Special Education classified staff
- Monitors the job performance and supports the Special Education administrator in the implementation of progressive discipline for subordinate classified staff
- Makes periodic checks for valid First-Aid Certificates and CPR Certificates and maintains updated certifications in these areas
- May substitute for or assist a paraprofessional or specialized paraprofessional in the classroom
- Set up all absence coverage for paraprofessionals, specialized paraprofessionals and BIs when they are out
- Train the staff on the use of equipment, lifts, gate trainers, toileting and feeding
- Liaise with LAUSD regarding low incident equipment and maintain; monitor and store the school's inventory of student equipment and devices.
- Attend IEP meetings for all students with medical needs, equipment needs, BI, BID, one-on-one adult support, afterschool support, or transportation.
- May assist the Special Education Administrative Director in establishing schedules for visits by community and school groups
- Develop and implement onboarding process for new paraprofessionals and specialized paraprofessionals
- Support the Special Education office with summer student enrollment and amendment IEPs
- Assist the Special Education Administrative Director with strategic planning, special education program operations, and professional development
- Support parent outreach, trainings, and conduct tours of BCCHS special education programs
- Lead and plan agenda for the paraprofessional department meetings

- Manage BID cases with minutes in the IEPs
- Ensure BII services are provided with fidelity by BIIs/specialized paraprofessionals
- Ensure data collection is completed with high degree of Interobserver Agreement (IOA)
- Ensure everyone working with a student who has behavior services in their IEP implements the behavior plan with fidelity.
- Hold team meetings as needed for students who are receiving multiple referrals and/or suspensions.
- Consult with paraprofessionals, teachers, counselors, deans and administrators regarding students with challenging behaviors.
- Participate in MTSS meetings and discussions.
- Assist with Functional Behavioral Assessments.
- Provide PD within scope of practice to help paraprofessionals and teachers successfully support students with disabilities in their classrooms.
- Work with paraprofessionals and teachers to develop collaborative working relationships.
- Work with grade level inclusion teams to solve issues they are having with challenging students.
- Serve as a member of the inclusion team to provide behavior insight.
- Performs other related duties as assigned

Job Qualifications

- Board Certified Behavior Analyst (BCBA) with Master's degree in education preferred; however, the following degrees are acceptable: PPS School Psychology, PPS School Counseling, Education Specialist Teaching Credential
- At least two years' experience working in schools
- Experience managing IEP goals and developing/maintaining behavior plans.
- Experience conducting Functional Behavior Assessments (FBAs)
- Experience working as part of a multidisciplinary team and collaborating with a variety of professionals from various school disciplines.
- Experience supervising paraprofessionals/behavior interventionists (BIIs) preferred

Knowledge of

- First-aid techniques
- General nature of mental, physical, and emotional disabilities
- Functioning of special medical equipment as directed by a school nurse or doctor
- Behavior and de-escalation strategies and intervention techniques
- Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.
- Child growth and development
- Classroom procedures and appropriate student conduct
- Safe practices in classroom activities
- Oral and written communication skills
- Interpersonal and leadership skills
- Record-keeping and report preparation techniques

Ability To

- Deal calmly and effectively with emergencies, unusual actions, or nervous conditions of students
- Provide support and assistance to classroom teachers in the development and implementation of behavioral interventions and related plans and strategies for students with behavioral issues
- Participate in the implementation of individualized treatment plans to meet the behavioral and social-emotional needs of identified students
- Observe and implement behavior strategies for students in the classroom according to approved policies and procedures as directed
- Learn, interpret, apply and explain laws, codes, rules, regulations, policies and procedures
- Monitor and assist with the adjustment of behavior intervention activities in response to student needs, behavioral problems and progress
- Understand and advocate for the needs of disabled students
- Establish and maintain cooperative and effective working relationships with others
- Determine appropriate action within clearly defined guidelines
- Meet schedules and time lines
- Work independently with little direction

Special

- A First-Aid Certificate issued by a recognized First Aid training program must be obtained within 60 days after appointment and must be kept valid during the term of employment.
- Ability to communicate in Spanish is preferred
- A CPR Certificate issued by a recognized CPR training program must be obtained within 60 days after appointment and kept valid during the term of employment.

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate equipment
- Hearing and speaking to exchange information
- Seeing to read a variety of materials and observe students
- Sitting or standing for extended periods of time
- Contact with dissatisfied or abusive individuals
- Some positions may require the ability to directly assist in the lifting or moving students who weigh up to 50 pounds
- Some positions may require the use multi-person lifting techniques and the use of mechanical lifting equipment to lift or move pupils who weigh in excess of 50 pounds
- Some positions may require to safely provide physical support to pupils of any weight to assist in their movement

Persons with disabilities may be able to perform the essential duties of this class with reasonable accommodation. Reasonable accommodation will be evaluated on an individual basis and depends, in part, on the specific requirements for the job, the limitations related to disability and the ability of the hiring department to accommodate the limitation.

Right to Revise:

This job description is not meant to be all-inclusive and the Charter School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature: _____

Date: _____