

**ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT CERTIFICATED POSITION DESCRIPTION**

COMMUNITY SCHOOL BOARD CERTIFIED BEHAVIOR ANALYST GRANT-FUNDED

POSITION: Community School - Board Certified Behavior Analyst Grant Funded

REPORTS TO: Supervisor of Student Services and Special Programs

LOCATION: Various Locations

NATURE OF WORK:

Identified by the Community School Needs assessment, this is a professional position to meet the individual needs of students through consultation with staff and families to support student progress.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public Schools
- Possess knowledge of IDEA disabilities and how they can impact academic achievement and behavior
- Possess knowledge of how various disabilities may manifest in the classroom;
- Possess knowledge of function-based, positive behavior support plans and protocols and the ability to train staff and families on the implementation in classroom settings
- Ability to address and advocate for issues related to disproportionality across the continuum of school-based mental and behavioral services
- Ability to collaborate with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families
- Knowledge of data collection as outlined by the Maryland State Department of Education.

DUTIES AND RESPONSIBILITIES:

- Supports students with disabilities to maintain Least Restrictive environment
- Collects and analyzes data to support case managers for instructional/behavioral decisions
- Collects data as outlined by the Maryland State Department of Education
- Assists in the development and monitoring of behavioral goals and objectives
- Supports decisions for academic interventions based on best practices for Applied Behavioral Analysis (ABA) principles
- Provides coaching and modeling of behavioral strategies and data collection systems for staff and administrators

- Supports students, staff, and families through direct modeling of ABA strategies for behavioral and social skills training to students
- Ensures that staff and families have the necessary support to allow for IFSP/IEP goals and objectives to be generalized across all settings and are implemented appropriately
- Collaborates with the IEP Team to ensure students have access to developmentally appropriate activities and grade-level curriculum
- Participates in IEP meetings to set long and short-term behavioral goals and supports, consistent with the principles of Applied Behavior Analysis
- Provides positive communication to team members and families about student progress and achievement
- Conducts Functional Behavioral Assessments (FBA) to determine the function of behavior
- Analyzes data collected from FBA to develop student specific Behavioral Intervention Plans (BIP) that are function-based
- Collects, analyzes, and visually displays data to monitor progress on BIP
- Collect and disseminate data in accordance with multi-disciplinary teams
- Conducts school training as determined by the IEP and IFSP
- Develops and communicates to school teams the systematic fade plan of intensive behavioral strategies to ensure skills can be generalized to a natural rate of reinforcement
- Makes recommendations to school-based and central office administrators regarding student and staff needs
- Collaborates with general/special educators to disseminate information about student needs based on intervention data
- Utilizes data to determine the most effective classroom and behavioral supports (academic/developmental/behavioral/social) for interactions with staff and peers
- Recommends modifications and scaffolding necessary for each student to access the appropriate behavioral and social interactions with staff and students
- Communicates positively with families on student progress
- Collaborates and communicates with outside agencies regarding student, staff, and family support
- Actively engages in community school team meetings
- Models implementation of behavior strategies in classroom settings
- Monitors the implementation of prevention and interventions and student progress
- Provides behavioral coaching for individual students and staff throughout the implementation phase of intervention
- Provides site based and district-wide professional development based upon identified needs
- Performs other related and nonrelated job duties as assigned

QUALIFICATIONS:

Required:

- Master's degree in special education, behavioral sciences, or related field
- BCBA certification, or in a program leading to certification
- Three (3) years of experience in providing behavioral services (e.g., functional assessment, development and implementation of function-based Behavioral Intervention Plans, treatment evaluation, crisis intervention) to students with disabilities within the public-school setting.

Preferred:

- Experience working with multidisciplinary teams
- Willingness to participate in Out of School Time (OST) Programming.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Specialist Career Ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Updated 07.2024, 04.2025