

BEHAVIOR INTERVENTION SERVICES COORDINATOR

REPORTS TO: Assigned Administrator within the departments of Curriculum, Instruction and Assessment or Special Education and Student Services

WORK PERIOD: 12 Months, 219 Days

SALARY: Coordinator Salary Schedule

PRIMARY PURPOSE:

Under the direction of the assigned supervisor, the Behavior Intervention Services ~~Analyst~~ Coordinator assists in the coordination, management, and evaluation of needs of District behavior and discipline programs including intervention and support services and will work to integrate behavioral goals and principles into classroom practice. The Behavior Intervention Services ~~Analyst~~ Coordinator will also assist to plan, implement, and develop the effective delivery of special education instruction and related services as assigned.

ESSENTIAL DUTIES:

1. Coordinate curriculum development activities based on behavioral and principles and, when applicable, to align with Individualized Education Program (IEP) goals.
2. Evaluate district core curriculum for alignment with District behavioral and social-emotional learning goals.
3. Coordinate Positive Behavior Intervention Supports (PBIS) for the District and support sites with the implementation of PBIS systems.
4. Provide consulting and coaching to teachers, instructional services staff and administrators on classroom management strategies.
5. Assist in conducting district-wide behavioral services needs assessments.
6. Identify and/or create assessment systems to measure the effectiveness of academic, behavioral, and social-emotional efforts.
7. Conduct functional analysis assessments.
8. Collaborate with local agencies to ensure continuity of services.
9. Provide coaching and training on database systems, including data analysis to inform classroom instructional practice focused on academic, behavioral, outcomes.
10. Collect and analyze data on rates of behaviors and skills, and the effectiveness of interventions.
11. Develop, model, and oversee lesson plans to teach replacement skills.
12. Collaborate with District staff to align instructional practices with IEP behavioral goals.
13. Develop student behavioral reinforcement systems.
14. Write, train and oversee the implementation of behavior intervention plans; review the behavior intervention plans written by others.

15. Assist in assigning students to appropriate intervention and alternative delivery programs based on relevant guidelines.
16. Develop and conduct professional development for administrators, teachers, and paraprofessionals.
17. Identify and develop materials helpful in curriculum implementation and instructional program improvement regarding best practices for all students, with a focus on those with special needs.
18. Maintain knowledge of current developments in the field of special education, applied behavior analysis, and autism.
19. Supervise, train, and evaluate behavior services supervisors and behavior technicians.
20. Develop and monitor program costs.
21. Participate in IEP and other related meetings.
22. Participate in recruitment, interviewing, and selection of behavior services supervisors, behavior technicians, and certificated staff.
23. Monitor the staffing ratios for programs and services for compliance with District targets
24. Perform initial behavioral assessments including preschool initial special education assessments.
25. Supervise and evaluate special education staff as assigned.
26. Coordinate and support Special Education services during Extended School Year, including the provision of on-site supervision during the ESY session as required.
27. Perform other duties as assigned.

OTHER JOB DUTIES:

1. Work cooperatively and in support of other staff within the Special Education and Student Services Department
2. Work cooperatively with leaders of other administrative departments and divisions in integrating and coordinating individual efforts into a unified program for the district.
3. Follow Board policies and stay abreast of updates and changes
4. Performs other duties as may be directed by supervisor

WORKING RELATIONSHIPS:

Maintains positive working relationships with administrators, district office staff, parents, community members, and administrators from other districts. Develops positive relationships; responds to the needs of students, parents, staff and other constituents of the district.

QUALIFICATIONS:

Knowledge, Skills, and Abilities

- Knowledge and experience pertaining to behavior management systems and working with collaborative teams
- Ability to articulate the relationship between academic, behavioral, and social-emotional best practices

- Ability to evaluate classroom practice for the integration of academic, behavioral, and social-emotional best practice
- Possess specific knowledge in the area of behavioral theory and practice in relation to autism, emotional disturbance, and moderate/severe disabilities
- Demonstrate knowledge of special education funding sources, constraints, and impact
- Knowledge of effective managerial principles, methods, and practices
- Maintain knowledge of regulations, laws, state and federal mandates related to special education and student services
- Knowledge of facilitation techniques
- Ability to use assessment system software effectively
- Ability to perform problem analysis
- Ability to use good judgment
- Ability to organize
- Ability to act decisively
- Ability to lead
- Ability to be sensitive to the needs and concerns of others
- Ability to tolerate stress
- Ability to communicate effectively; orally and in writing
- Ability to articulate a well-reasoned educational philosophy; to be receptive to new ideas and change
- Ability to create and contribute to a climate of trust and collaboration
- Ability to inspire high levels of commitment and achievement in others
- Ability to establish and maintain effective working relationship

EDUCATION AND EXPERIENCE:

Masters Degree in Education Administration or in an instructionally related field, with at least five (5) years of teaching experience. Teacher leadership experience. Five (5) or more years of experience in the behavioral field working with students in special education, their families and school staff, and supervising behaviorally-based programs and staff. Board Certified Behavior Analyst (BCBA) certification highly desired. In-depth knowledge of Applied Behavior Analysis (ABA) and Discrete Trial training.

Licensing and Certification:

Valid California Educational Specialist Teaching Credential and/or Pupil Personnel Services Credential in Psychology
Valid California Administrative Services Credential or Certificate of Eligibility

Evaluation:

Performance of this job will be evaluated in accordance with the Memorandum of Understanding between the Sunnyvale School District and the Sunnyvale Classified and Certificated Association for Management Personnel (SCCAMP) and Board Policy

The statements contained herein reflect general details as necessary to describe the principal functions of the job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise balance the workload.