

TITLE: BOARD CERTIFIED BEHAVIORAL ANALYST

QUALIFICATIONS:

1. Board Certified Behavioral Analysis (BCBA) certification.
2. Knowledge and experience of the diverse needs of children with disabilities and appropriate special education classroom practices.
3. Ability to communicate effectively with students, parents, and school personnel.
4. Required criminal history background and other required paperwork
5. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment

REPORTS TO: Supervisor of Special Services

JOB GOAL: Develop and implement behavioral interventions with staff assistance to facilitate students' attainment of social and emotional growth consistent with the goals set forth by Individual Education Plans (IEP's).

ESSENTIAL FUNCTIONS: Responsible for generating and implementing programs to remediate behavioral and social problems for students, as well as be available for consultation to school staff and parents.

PERFORMANCE RESPONSIBILITIES:

1. Designs programs for students that are consistent with the total educational philosophy and goals of the School board.
2. Consults, collaborates, and completes reports as appropriate with/for the Child Study Teams on an ongoing basis.
3. Plans and confers, regularly scheduled consultations with classroom teachers, regarding behavioral, social, or personal problems affecting the student.
4. Works in coordination with teachers, related services personnel, and administration in indentifying social/behavioral issues, as well as planning and developing program.
5. Assists in the design and implementation of professional development related to special education, providing professional development to targeted staff, on all aspects of school programming with special educational programs:
 - a. Delivery of instruction;
 - b. Behavior Management of Students (including techniques for remediating behavioral, social, or personal problems of students;
 - c. Data Collection (Applied Behavioral Analysis);
 - d. CPI Training
6. Assists, upon request of the Supervisor of Special Services, in the development of Functional

- Behavioral Assessments (FBA), Behavior Intervention Plans (BIP) and Transition Planning.
7. Develops IEP goals and objectives and uses paraprofessionals to assist with implementing goals, as appropriate.
 8. Provides training for paraprofessionals with the programs in the areas of behavior management skills and affective education.
 9. Designs, implements, and follow up on behavioral management programs for students to remediate behavioral and social problems.
 10. Consults with parents regarding students; behavioral goals.
 11. Interprets behavioral assessments for school staff and parents.
 12. Develops home programs and related behavioral goals or coordinate with private in-home ABA.
 13. Assists parents in acquiring resources from the Division of Developmental Disabilities (DDD).
 14. Reports to, consults, and completes reports as requested, with/for the Supervisor of Special Services on an ongoing basis.
 15. Continue professional growth through educational meetings, visits to related facilities, attendance at conferences, reading of professional literature, and dialogue/exchanging ideas among staff.
 16. Performs any other duties as may be assigned by the Superintendent.

TERMS OF EMPLOYMENT: 12 months. Salary to be determined by the Board based on experience and skill level.

EVALUATION: Performance of this job will be evaluated annually in accordance with state law, administrative code, and the board's policy on evaluation of certified personnel.

Approved by: WHR Board of Education

Date: November 16, 2021

LEGAL REFERENCES:

<u>N.J.S.A.</u> 10:5	Law Against Discrimination
<u>N.J.S.A.</u> 18A:6-7.1	Criminal history record; employee in regular contact with pupils; grounds for
<u>N.J.S.A.</u> 18A:6-10	Dismissal and reduction in compensation of persons under tenure
<u>N.J.S.A.</u> 18A:16-1	Officers and employees
<u>N.J.S.A.</u> 18A:16-2	Physical examinations; requirement
<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
<u>N.J.S.A.</u> 18A:26-2	Certificates required; exception
<u>N.J.S.A.</u> 18A:27	Employment and contracts
<u>N.J.S.A.</u> 18A:28-3	No tenure for noncitizens

N.J.S.A. 18A:28-5 Tenure of teaching staff members
N.J.S.A. 18A:28-8 Notice of intention to resign required
N.J.S.A. 18A:46 Classes and facilities for handicapped children
 See particularly:
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education
 and state operated programs
N.J.A.C. 6A:7 Managing for equality and equity in education
N.J.A.C. 6A:8 Standards and assessment
N.J.A.C. 6A:9 Professional licensure and standards
 See particularly:
N.J.A.C. 6A:9-3.3 Professional standards for teachers
N.J.A.C. 6A:9B State board of examiners and certification
 See particularly:
N.J.A.C. 6A:9B-5 General certification policies
N.J.A.C. 6A:9B-9 Requirements for educational services certificate
N.J.A.C. 6A:9B-10.3 Special education
N.J.A.C. 6A:9B-12.5 School social worker
N.J.A.C. 6A:9B-12.8 School counselor
N.J.A.C. 6A:9B-12.9 School psychologist
N.J.A.C. 6A:9B-12.10 Learning disabilities teacher-consultant
N.J.A.C. 6A:9C-3 Required professional development for teachers and school leaders
N.J.A.C. 6A:10 Educator effectiveness
 See particularly:
N.J.A.C. 6A:10-2.1 et seq. Evaluation of teaching staff members
N.J.A.C. 6A:10-4.1 et seq. Components of teacher evaluation
N.J.A.C. 6A:10-6.1 et seq. Evaluation of teaching staff members other than teachers,
 principals, vice principals and assistant principals
N.J.A.C. 6A:14 Special education
N.J.A.C. 6A:16 Programs to support student development
N.J.A.C. 6A:32-4 Employment of teaching staff
N.J.A.C. 6A:32-5.1 Standards for determining seniority
N.J.A.C. 6A:32-6 School employee physical examinations
N.J.A.C. 6A:32-7 Student records
N.J.A.C. 6A:32-8 Attendance and pupil accounting
Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq.
Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)
Honig v. Doe, 484 U.S. 305 (1988)
Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (3d Cir. 1993)
Every Student Succeeds Act, Pub. L. 114-95, Title 1, 20 U.S.C.A. 6301 et seq.