

**PLEASANTVILLE PUBLIC SCHOOLS
PLEASANTVILLE, NEW JERSEY
JOB DESCRIPTION**

Instruction/CST

TITLE: BOARD CERTIFIED BEHAVIOR ANALYST

QUALIFICATIONS:

1. Hold a New Jersey Board Certified Behavior Analyst Certificate (N.J.A.C.6:116.1, 6.2, or 8.1, 8.3 et seq). In accordance with the requirement of NJSA 18A:27:1 et seq and NJAC Title 6 Chapter 11.
2. Minimum of three years' experience in educational settings – writing and monitoring Individual Educational Programs.
3. Have excellent experience in working with children.
4. Demonstrate knowledge and understanding of child growth and development, effective behavior strategies for classroom management, learning assessment and diagnosis, and research related to learning and behavior.
5. Strong interpersonal and communication skills.
6. Establish rapport and work constructively with staff, students, parents and community members.
7. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment
8. Strong communication and interpersonal skills
9. Demonstrate the ability to communicate effectively and concisely in English, both orally and in writing, using proper grammar and vocabulary.
10. Have excellent integrity and demonstrate good moral character and initiative.
11. Demonstrate the ability to use electronic equipment for work processing, data management, information retrieval, visual presentations, and telecommunications.
12. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
13. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
14. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO: Director of Special Services and/or Designated Administrator

JOB GOAL:

Provide behavior analysis services and behavior management plans for special education students enrolled in educational programs, provide support and professional learning to school sites staff, paraprofessionals, and parent/guardians in appropriate behavior intervention techniques conducts assessments and develops plans that conform to IDEA New Jersey regulations and other applicable statutes and regulations.

PERFORMANCE RESPONSIBILITIES:

1. Provide BCBA services for students
2. Develop materials and provide resources for and provide professional learning to administrators, educators, paraprofessionals and parent/guardians in Applied Behavior Analysis (ABA) Crisis Prevention Institute (CPI) and/or evidence based methodologies related to addressing the needs of students with behavior difficulties.
3. Plan and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of Applied Behavior Analysis (ABA) for students with Autism and other disabilities.
4. Provide functional behavioral assessments for individual students.

BOARD CERTIFIED BEHAVIOR ANALYSIS (continued)

5. Create and assist District staff with the development and implementation of behavior plans, ABA programs and other appropriate programs for students with Autism and/or other disabilities that present behavior/learning challenges.
6. Manage assaultive behaviors, e.g. Nonviolent Crisis Intervention (CPI).
7. Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with students who exhibit such.
8. Provide professional learning and conduct functional analysis assessments of behavior for students with complex and/or severe behaviors in accordance with both Federal and State law and regulations.
9. Assist students who are transitioning from alternative programs to regular school programs.
10. Collaborate with public and private agencies to offer programs that foster pro-social skills and prevent violent behavior for the purpose of providing services to strengthen families as well as students.
11. Collect data and prepares a variety of reports for the purpose of documenting case history, assessments, and treatment.
12. Travel from site to site and/or performs necessary home visits for the purpose of providing direct treatment, consultation, and collaboration for students and families.
13. Perform related duties as assigned.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Ability to lift up to 50 pounds.
4. Ability to carry up to 50 pounds.
5. Speak and hear.
6. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
7. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
8. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers and/or controls.

Environmental Demands:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times

TERMS OF EMPLOYMENT: 10-month employee, salary and work year as set by the PEA Contract

ANNUAL EVALUATION: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

BOARD CERTIFIED BEHAVIOR ANALYSIS (continued)

Approved by: Pleasantville BOE

Date: September 15, 2015

Revision BOE: November 14, 2017

LEGAL REFERENCES:

N.J.S.A. 10:5-1 et seq.	Law Against Discrimination
N.J.S.A. 18A:6-7.1	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
N.J.S.A. 18A:6-10	Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:16-1	Officers and employees
N.J.S.A. 18A:16-2	Physical examinations; requirement
N.J.S.A. 18A:26-1	Citizenship of teachers, etc.
N.J.S.A. 18A:26-1.1	Residence requirements prohibited
N.J.S.A. 18A:26-2	Certificates required; exception
N.J.S.A. 18A:27	Employment and contracts
N.J.S.A. 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:40A	Substance Abuse
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.S.A. 18A:46-11	Psychological and other examinations
N.J.A.C.. 6A:7	Managing equality and equity in education
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-12.9	School psychologist
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/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

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 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)