

Victor School vacancy-
Salary \$ 46,726/ year- may be higher based on experience

Candidate will be initially appointed on a provisional basis pending a Civil Service Exam to be held later. To gain permanent status, the candidate must be successful in the exam according to the Rule of Three, which will be scheduled at a later date.

BEHAVIOR SPECIALIST

MINIMUM QUALIFICATIONS: Certification as a Board-Certified Behavior Analyst (BCBA or BCBA-D) OR as a Board-Certified Associate Behavior Analyst (BCaBA) AND one (1) year full-time paid ,or its part-time equivalent, experiences providing functional behavior assessments, behavioral interventions, or behavior support plans.

SPECIAL REQUIREMENT FOR APPOINTMENT: Certain assignments made to employees in this class will require access to transportation to meet field work requirements made in the ordinary course of business in a timely and efficient manner.

DISTINGUISHING FEATURES OF THE CLASS: The Behavior Specialist is responsible for working collaboratively with staff and administrators on implementing behavior support practices for students with special needs, including but not limited to behavior observation/monitoring, behavior consultations and behavior interventions. Serves as primary contact to staff for behavior related reporting, data collection and training and assessment tracking. Works under general supervision of the Assistant Superintendent for Pupil Services. This position does not involve supervision of others. Does related work as required.

TYPICAL WORK ACTIVITIES:

Conducts student consultations to advise on behavior support practices;
Designs, implements, and monitors behavior interventions for students with disabilities;
Prepares written reports as needed to outside psychiatric professionals/community agencies regarding behavioral concerns of students with disabilities;
Maintains data on the effectiveness of behavior interventions for specific students and types of programs within the Division;
Conducts classroom observations to support behavior related management and instruction;
Conducts functional behavioral assessments and design, implements and monitors behavior intervention plans;
Prepares reports of Functional Behavioral Assessments including recommendations for Behavioral Improvement Plans;
Serves as a team member for students with behavioral concerns;
Provides teacher-coaching and support related to classroom management;
Collects and analyzes data to advise on behavioral practices across the district;
Provides training to staff on positive behavioral interventions, data collection and progress monitoring of behaviors;
Performs other duties as assigned.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Comprehensive knowledge of the role of school administrators, teachers, social workers, school counselors and psychologists related to school improvement; thorough knowledge of the fundamental principles and practices of school improvement including but not limited to support services, classroom management, behavior management, staff effectiveness; thorough knowledge of student/youth assessment, behavior, and classroom management systems; thorough knowledge on the behavioral impact of mental health issues, autism, brain injuries and developmental disabilities; working knowledge of Education Law, Rules and Regulations; ability to act in a coaching capacity to staff to improve the skills related to positive behavioral interventions; ability to organize tasks and set priorities; ability to relate to and support program staff; ability to prepare and maintain reports and records; ability to communicate effectively both orally and in writing; ability to prepare and present written reports; ability to work with

families on positive behavior plans for students with disabilities; physical condition commensurate with the demands of the position.

APPROVED: 9/30/22

CIVIL SERVICE CLASSIFICATION: COMPETITIVE

ONTARIO COUNTY DEPARTMENT OF HUMAN RESOURCES