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**TITLE:** Board Certified Behavior Analyst (BCBA)

**QUALIFICATIONS:**

1. Valid Alabama Certification in Collaborative Education or School Psychology **OR** Bachelor's degree (or higher) in Social Work
2. Board Certified Behavior Analyst required
3. Trained in Managing Crisis Safety (MCS), qualified to train others in MCS preferred
4. Expertise in the field and knowledge of Autism Spectrum Disorder (ASD) within the public school setting preferred
5. Knowledge of Positive Behavior Interventions and Supports (PBIS) preferred
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Assigned Administrator

**JOB GOAL:** To assist in the provision of sound educational programs for children that may require partially different behavioral strategies, interventions, and/or plans from regular classroom programs.

**JOB DUTIES:**

1. Design, develop and implement, with appropriate district approvals, management and/or behavioral interventions.
2. Participate in behavior teams providing support and management for the implementations of behavior plans.
3. Maintain appropriate records, assist and provide guidance for teachers and other staff in the implementation of behavioral interventions.
4. Provide coaching and professional development to staff on behavior interventions and supports.
5. Participate in Problem Solving Team (PST) meetings on an as-needed basis.
6. Confer with regular classroom teachers, along with special education teachers regarding students with behavioral challenges.
7. Participate in the referral and/or re-evaluation process for selected students when a diagnosis of ASD or ED is being considered for school-determined eligibility.
8. Work cooperatively with special education administrators, school psychologists, school psychometrists, and special education teachers in developing FBA/BIP procedures and paperwork.
9. Assist with maintaining student data and prepare pertinent reports requested by Special Education Coordinator.
10. Assist with developing and providing staff training and preparation for working effectively with students with a diagnosis of autism or autism spectrum disorder as well as those students with other behavioral disorders.
11. Carry out other responsibilities as designated by the Special Education Coordinator.
12. In addition to those qualifications provided herein, the Board Certified Behavior Analyst must:
  - a. Be able to pass a criminal history background check.
  - b. Possess the ability to effectively communicate with students, families, and adults.
  - c. Possess the ability to develop, analyze, implement, and track strategies and plans.
  - d. Possess knowledge of and the ability to analyze and utilize data (e.g., school processes, student learning, demographics, and perception) to effectively impact student progress.
  - e. Participate in activities which contribute to the effective operation of the school and system including serving as a member of various committees.

13. Keep abreast of developments in the field and acts as a resource for system staff and other personnel.
14. Maintain professional growth and competence through professional development **as per Board Policy 5.5 Personnel – Professional Development**
15. Adhere to school system rules, administrative procedures, local board policy, and state and federal rules and regulations.
16. Perform other duties as may be assigned.

**Essential Duties**

Job descriptions are designed and intended only to summarize the essential duties, responsibilities, qualifications, and requirements for clarifying the general nature and scope of a position's role as part of the overall organization. Job descriptions do not list all tasks an employee might be expected to perform and they do not limit the right of the employer/supervisor to assign additional tasks or otherwise to modify duties to be performed – even if seemingly unrelated to the basic job. Every employee has a duty to perform all assigned tasks (an employee who is assigned a duty or task believed to be unlawful should report the assignment to their direct supervisor). It should also be noted the order of duties/responsibilities as listed in the job description is not designed or intended to rank the duties in any order of importance relative to each other.

TERMS OF EMPLOYMENT:     9-Month     10-Month     11-Month     12-Month

EXPECTED WORKDAY:    8-Hours

FLSA STATUS:            EXEMPT

SALARY:                According to Albertville City School Board approved salary schedule and determined by rank and experience **as per policy 5.1.2 – Personnel – Special Requirements for the Position.**

EVALUATION:            Shall be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel and State Requirements

Reviewed and agreed to by: \_\_\_\_\_ Date \_\_\_\_\_  
Employee

Principal/Program Coordinator: \_\_\_\_\_  Human Resource: \_\_\_\_\_  
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