

SUNNYVALE SCHOOL DISTRICT

December 2014

CLASS TITLE: SELPA II BEHAVIOR SERVICES SUPERVISOR

BASIC FUNCTION:

Under the direction of the Director of Special Education and Pupil Services, the Behavior Services Supervisor will operate within all of the schools and contracted agencies for SELPA II (Cupertino Union School District, Sunnyvale School District, and Fremont Union High School District). The primary responsibility of the supervisor will be to ensure that best practices of positive behavioral interventions and supports are delivered specifically to the Therapeutic Special Day Classes and to all students in SELPA II.

NOTE: The Behavior Services Supervisor will work during the regular school year as determined by the instructional work year calendar (208 days) including the summer school/extended session following the regular instructional work year.

ESSENTIAL FUNCTIONS:

Direct supervision and evaluation of the SELPA II behavior specialists that operate within the Therapeutic Special Day Class school sites including providing direct feedback, training and support in IEP and BSP writing, and attending IEP meetings as needed.

Group supervision of the SELPA II behavior specialists to provide them with up to date information on best practices, on-going training, and collaborative support.

Attendance at all SELPA II Therapeutic Special Day Class team meetings to provide teams with information on behavioral best practices and to assist in problem solving individual and classroom difficulties.

Collaborate closely with the SELPA II ED Program Specialist and the supervisor from Family & Children's Services to ensure a consistent implementation of collaborative best practices in the Therapeutic Special Day Classes and for other students in SELPA II.

Provide behavioral consultation on specific assignments as assigned by the SELPA II ED Program Specialist, or district administrator, through the regular collaboration time.

Train, supervise and ensure the implementation of the SELPA II policy on training staff members in Emergency Behavioral Prevention and Response.

Provide the districts in SELPA II with trainings on behavioral best practices including Behavior Support Plan writing, behavioral consultation, pre-referral interventions, and positive classroom strategies.

Ensure the use of best practices in implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined on the IEP, and implementation of behavior support and behavior intervention plans by collaborating with school psychologists and other employees and contractors working in a behavioral capacity.

Perform Functional Analysis Assessments as a Behavior Intervention Case Manager on specific assignments as assigned by the SELPA II ED Program Specialist, or district administrator, within the SELPA.

Provide trainings for the parents of SELPA II on behavioral best practices and how to support the behavioral progress of their students in the home.

Perform other duties as requested by supervisor.

KNOWLEDGE AND ABILITIES

Knowledge and experience pertaining to behavior management systems and working with collaborative teams.

Character, personality, and social interaction skills for working effectively with diverse staff, students, parents and the community.

Understand and work effectively with people from different cultures.

Possess specific knowledge in the area of behavioral theory and practice in relation to autism, emotional disturbance and moderate/severe disabilities.

Demonstrate leadership skills.

Demonstrate knowledge of special education funding sources, constraints, and impact.

Build strong, positive professional relationships through clear communication and follow-through.

Expertise in modification and individualization of curriculum and instruction.

Maintain knowledge of regulations, laws, state and federal mandates related to special education and student services.

Analyze situations; identify options; project consequences for proposed actions, and implement and evaluate recommendations.

Excellent written and oral communicator.

Work independently to produce reports, organize projects, and compile data.

Perform independent research.

Ability to evaluate staff.

EDUCATION AND EXPERIENCE

Master Degree in Human Services field preferred; Bachelor's Degree in Human Services field accepted. Five (5) or more years of experience in the behavioral field working with students in special education, their families and school staff is desirable.

LICENSING AND CERTIFICATION

As required by law.

WORKING CONDITIONS:

Work collaboratively with all District Office departments and SELPA and school site personnel.

TERM OF

EMPLOYMENT: Salary and work year to be established by the Board of Education.

EVALUATION: Performance of this job will be evaluated in accordance with the Agreement between the Sunnyvale School District and the Sunnyvale Classified and Certificated Association for Management Personnel (SCCAMP)