



PERSONNEL COMMISSION

Class Code: 5225
Salary Range: 46 (M2)

BEHAVIOR INTERVENTION MANAGER

JOB SUMMARY

Under administrative direction, plan, organize and manage the District's Intensive Behavior Intervention (IBI) programs and services provided at school sites; assure compliance with applicable laws, codes, rules and regulations; train and supervise the performance of assigned staff; perform related duties as assigned.

EXAMPLES OF DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Plan, organize and manage the District's Intensive Behavior Intervention (IBI) programs and services provided at school sites; assure compliance with applicable laws, codes, rules and regulations. **E**
- Train and supervise the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. **E**
- Oversee the development and implementation of long-term transition programs to move students from in-home and Non-Public Agency (NPA) Intensive Behavior Intervention (IBI) programs to school-based District services. **E**
- Plan and implement long and short-term IBI program goals and best practices to improve the District's behavior intervention programs and services; consult with administrators, teachers, parents and staff concerning program needs. **E**
- Oversee collaboration efforts with the Harbor Regional Center and other outside agencies to coordinate and provide appropriate transition processing for students with behavior or social skills deficits into the District. **E**
- Oversee administrative activities for the Early Intensive Assessment Center; facilitate the multidisciplinary team and collaborate with site principals on issues that are teacher or site related. **E**
- Develop relationships, recommend and manage contracts with alternative service providers and outside agencies for students requiring Intensive Behavior Intervention (IBI) programs until transition into District programs. **E**
- Oversee preschool assessment teams conducting behavior evaluations as components of transdisciplinary assessments for preschool students. **E**
- Provide technical expertise, information and assistance to District administration regarding assigned functions; assist in the formulation and development of policies,

procedures and programs; advise administration of unusual trends or problems and recommend appropriate corrective action. *E*

- Prepare and direct the maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; maintain confidentiality of sensitive and privileged information. *E*
- Develop procedures and monitor reporting forms and reports to assure compliance with applicable laws, codes, rules and regulations. *E*
- Develop, monitor and evaluate the effectiveness of the District's IBI programs and services; develop parent and staff training programs, District policy guides and uniform forms related to IBI service delivery at school sites. *E*
- Develop and monitor program budgets; analyze and review budgetary and financial data; authorize expenditures in accordance with established limitations. *E*
- Serve as a District administrator at Individual Education Program (IEP) meetings; participate in Alternative Dispute Resolution (ADR) meetings with parents and other District administrators; serve as an expert witness in Due Process Hearings. *E*
- Operate a computer and assigned software; drive a vehicle to conduct work. *E*
- Review existing and pending legislation and District policies related to behavior intervention programs; recommend origination, modification or support of legislation or District policies. *E*
- Attend and represent the District at a variety of meetings, conferences and workshops including the Special Education Community Advisory Committee (CAC); maintain current knowledge of laws, codes, rules and regulations related to assigned functions. *E*
- Serve as a member of and lead assigned committees; prepare and deliver oral presentations as requested. *E*
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS

A Behavior Intervention Manager provides professional leadership in planning, organizing and managing the District's Intensive Behavior Intervention (IBI) programs and related services through the Office of School Support Services. Incumbents in this classification evaluate the performance of professional and support staff involved in the development and providing of services at school sites and coordinate program efforts and activities with sites and District administrators.

EMPLOYMENT STANDARDS

Knowledge of:

Intensive Behavior Intervention (IBI) program policies, objectives, goals and administration.

District organization, operations, policies and objectives.

Special needs and requirements of students with behavior and social skills deficits.
Principles and practices of administration, training and supervision.
Statistical and narrative report preparation techniques.
Applicable laws, codes, rules and regulations.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Budget preparation and control.
Oral and written communication skills.
Public speaking techniques.

Ability to:

Plan, organize and manage the District's behavior intervention programs and services provided at school sites.
Provide leadership and direction to the District's behavior intervention programs.
Train and evaluate the performance of assigned staff.
Develop, monitor and evaluate the effectiveness of the District's IBI program activities.
Plan and implement long and short-term IBI program goals and best practices.
Interpret, apply, explain and maintain current knowledge of applicable laws, codes, rules and regulations related to assigned activities.
Develop and monitor assigned budgets.
Maintain confidentiality of sensitive and privileged information.
Establish and maintain effective working relationships with others.
Communicate effectively both orally and in writing.
Accept and carry out responsibility for overall program direction and planning.
Operate a computer and assigned software.
Plan and organize work.
Prepare and present oral presentations.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports and files related to assigned activities.

Education and Training:

Board Certified Behavior Analyst (BCBA) certification issued by the Behavior Analyst Certification Board.

Experience:

Four years of supervisory or managerial intensive behavior intervention program experience involving supervising the work of staff engaged in the development or delivery of program services. Experience in a public school district is highly desirable.

SPECIAL REQUIREMENTS

Positions in this classification require possession of a valid California Class C Driver's license and the use of a personal automobile.

WORKING ENVIRONMENT

Office, classrooms and various community sites.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS

Hearing and speaking to exchange information and make oral presentations.
Dexterity of hands and fingers to operate a computer keyboard.
Sitting for extended periods of time.
Seeing to read a variety of materials.

AMERICANS WITH DISABILITIES ACT

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

APPOINTMENT

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of one year during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 6/23/16
Revised: 5/24/2018