



Edina Public Schools Position Description

Section I: General Information

Position Title: Board Certified Behavior Analyst (BCBA)	Department: Student Support Services
Immediate Supervisor: Director of Student Support Services	FLSA Status: Exempt
Position Summary: With the focus to support and advance the Edina Public Schools' mission, vision, and core values, the Board Certified Behavior Analyst (BCBA) creates and supports the implementation of high-quality positive behavior supports throughout the school district.	

Section II: Essential Duties and Responsibilities

- Uses appropriate assessment instruments and data to develop and implement teaching programs that reflect behavioral outcomes and objectives Ensure the accurate implementation of positive behavior support plans, document contacts and observations; use professional knowledge and independent judgment to strategize continuous improvements.
- Establishes and maintains data measurement, collection, and analysis systems for clients. Maintains appropriate documentation and prepares and completes reports as required including FBAs.
- Maintains highly organized, consistent, thorough, and systematic recordkeeping (session notes, data sheets, etc.).
- Conducts structured periodic service reviews to monitor the effectiveness of positive behavior support plans and their implementation; modify and document plan changes as needed.
- Provides staff development, training, and modeling for team members (including caregivers) in strategies and methodologies for the successful implementation of the positive behavior support plan.
- Provides consultation regarding crisis interventions and critical incident supports and completes Incident Reports as needed.
- Participates in Individual Education Program (IEP) team meetings.
- Participates in professional growth activities such as conferences, classes, team meetings and program visitations; remain a lifelong learner.

Performs other duties of a comparable level or type, as required.

- Provides professional expertise and assistance to district staff and the community.
- Attends training sessions, conferences, seminars, district and departmental meetings.
- Keeps abreast of changing developments, trends, technologies.
- Attends work regularly and punctually.

Section III: Essential Skills Required to Perform Position Duties

- Advanced knowledge of the principles of behavioral learning, evaluation techniques, management techniques, and de-escalation strategies.
- Knowledge of the principles and methods of ABA assessment, intervention, and services.
- All laws, statutes, rights, regulations, and guidelines related to special education, due process and

related requirements, data privacy, and ethical standards of behavior analysis.

- Resources, service alternatives and options, and community and referral sources.
- Behavior crisis intervention, positive behavioral strategies, and how to effectively support students in states of severe emotional dysregulation.
- Utilizing current research on academic, behavioral, and social-emotional learning supports.
- Building effective, collaborative relationships with students, staff, faculty, administration, families, and community stakeholders.
- Ensuring the use of culturally competent practices to meet the needs of each and every student on all ends of the learning spectrum.
- Presenting complex concepts in an understandable and appropriate manner to diverse audiences.
- Using professional judgment and discretion in handling issues in accordance with district policies and procedures.
- Prioritizing, organizing, and managing time and project activities.

Section IV: Minimum Work Requirements

EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required for the position.	Master's Degree in psychology or related field and a minimum of three (3) years of related experience required.
LICENSE/CERTIFICATION REQUIREMENTS:	Certification as a Board Certified Behavior Analyst

Section V: Supervision Requirements

Title of Position Directly Supervised	Number of Employees
Total	0

Section VI: Physical Position Requirements

Physical Activities									
Amount of Time Spent	None	33% Occasionally	34-67% Frequently	68-100% Continuously	Physical Lift, Carry, Exert	None	33% Occasionally	34-67% Frequently	68-100% Continuously
Stand			x		Up to 10 pounds			x	
Walk			x		Up to 25 pounds		x		
Sit			x		Up to 50 pounds	x			
Use hands to finger, handle or feel		x			Up to 100 pounds	x			
Reach with hands and arms		x			More than 100 pounds	x			
Climb or balance		x							
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

Classification History: Job description created by ISD 273 Human Resources 12.2023.