



## Job Description

<b>Position Title:</b>	Program Coordinator, Care Team
<b>Job Title:</b>	Program Coordinator I
<b>Function:</b>	Program/Project Management
<b>Family:</b>	Program Management
<b>Reports to:</b>	Director, Special Education

<b>Terms of Employment:</b>					
<b>Pay Grade:</b>	E17	<b>Minimum Salary: *</b>	\$69,460	<b>Mid-Point Salary:</b>	\$84,391
*Salary is determined on directly related experience supported by a service record or experience affidavit. For more information on our pay policy, please refer to the <a href="#">Compensation Resource Manual</a> . Annualized pay may be pro-rated based on actual start date.					
<b>Minimum Work Days:</b>	230	<b>Type of Assignment:</b>	Full-Time; Exempt	<b>Contract Type:</b>	Non-Chapter 21
<b>Funding Source:</b>	This position is 100% funded through Title I, Part A (Fund 216). Annual employment is contingent upon the availability of funds.				

### Job Scope

Uses significant independent judgment and familiarity with the field to perform work. May be responsible for the administration of various moderate and high complexity departmental programs and may lead a group of employees. May develop policies and procedures and oversee the implementation and execution of them.

### Position Summary

Coordinate and monitor the activities of the Child Assistance, Remediation, and Evaluation (CARE) Team as they provide intervention, guidance, and support for students in crisis. Coordinate caseload and assignments among CARE Team members. Provide guidance, technical support and coordinate professional development for CARE Team members and campus staff. Coach CARE Team members as they work collaboratively with campus staff and parents to develop effective proactive and responsive strategies to support students who are struggling with behavior. Review campus-level and individual student crisis intervention plans, functional behavior assessments and/or behavior intervention plans for specific students prepared by the CARE Team and ensure that practices and reports align with the ethics guides for BCBA or LSSP. Work collaboratively with district staff to provide services and support to students with and without disabilities focusing on applied behavior analysis strategies and PBIS for behavior management. Provide consultation and training to campus and district staff and parents and coordinate district-wide training. Provide intervention, guidance, and support for students in crisis and/or needing behavior support.

### Essential Functions / Key Responsibilities

1. Review and monitor in the selection and implementation of strategies to manage, shape, and teach replacement behavior by CARE Team staff.
2. Develop and refine the program procedures for CARE Team supports in the school environment.
3. Monitor and ensure that CARE Team members are compliant with requirements for informed consent as needed for BCBA or LSSP support.
4. Design and monitor behavior analytic data collection procedures and interventions that meet TEA, BACB, and LSSP ethical and professional requirements.
5. Provide district leadership with regular data summaries regarding CARE Team services and student crises
6. Plan, coordinate and conduct campus-wide and district-wide trainings with a focus on behavior analysis, behavior intervention, and crisis support.



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7. Ensure the CARE Team provides guidance, coaching and support to campus staff and parents of students who have been referred for BCBA support.
8. Take all necessary and reasonable precautions to monitor and protect students, equipment, materials, and facilities.
9. Monitor, coordinate, and assign support to school personnel to ensure compliance with local, state and federal special education policies and procedures throughout the campus.
10. Ensure CARE Team staff is informed of and complies with state, district, and school regulations and policies for staff.
11. Design and implement fidelity checks, Interobserver Agreement, for current data collection systems for progress monitoring to ensure the CARE Team is making data-based decisions and adjusting programs as needed.
12. Provide direct intervention with students in crisis.
13. Attend in-service training to maintain current knowledge, understanding, skills, and credentials appropriate to job assignment.
14. Use effective communication skills, written and oral, to present information accurately and clearly to students, parents, and staff.
15. Maintain a professional relationship with colleagues, students, parents, and community members.
16. Maintain familiarity with current trends in the areas of curriculum and behavior.
17. Compile, maintain and file all reports, records, and other required documents.
18. Attend and participate in campus meetings and serve on committees, as required.
19. Comply with the Texas Educators' Code of Ethics, BACB Professional and Ethical Compliance Code for Behavior Analysts, and the code of ethics for Licensed Specialists in School Psychology as appropriate
20. Performs other related duties as assigned within the appropriate skill and experience capabilities expected for this position.

### **Minimum Requirements**

- Master's degree from an accredited college or university in Psychology, Applied Behavior Analysis, Special Education, or related field of study
- Valid Certification as a Board-Certified Behavior Analyst (BCBA) or meets eligibility for certification (must obtain certification within the first 6 months of employment)
- Must have licensure to practice as a Licensed Behavior Analyst (LBA) in the state of Texas or able to obtain licensure within 6 months of employment.
- 3+ years conducting ABA therapy or applying techniques in applied behavior analysis for youth
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

### **Preferred Requirements**

- 5+ years' experience in conducting ABA therapy or applying techniques in applied behavior analysis in a related field.
- 3+ years of teaching

### **Knowledge, Skills & Abilitie**

- Knowledge of state and federal mandates, as they apply to education and special populations
- Knowledge of state and district policies, procedures, and regulations
- Knowledge of the Behavior Analytic Certification Board Professional and Ethical Compliance Code for Behavior Analysis
- Knowledge of the strategies of Applied Behavior Analysis (ABA) and the ability to implement those strategies with students
- Knowledge of behavior management strategies and consultation skills



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- Skills in modeling, coaching, and collaboration
- Basic computer skills
- Strong organization and communication (written and oral)
- Ability to work cooperatively with staff, students, and parents
- Ability to adjust to and be flexible in a multitude of situations in the school environment
- Knowledge of PBIS as a school-wide strategy for behavior support preferred

### **Working Condition**

#### Work Environment:

- Computer, computer software programs and peripherals, teacher resource materials and equipment, copier, fax, and other equipment applicable to position.
- Frequent exposure to: temperature extremes (hot and cold), humidity extremes, noise. Occasional exposure to: biological hazards (communicable diseases, bacteria, insects, mold, fungi, etc).

#### Physical Demands/Requirements:

- Maintain emotional control under stress; work with frequent interruptions/deadlines; frequent sitting, standing, walking, climbing, balancing, pulling and pushing; reaching, repetitive hand motions, hearing, speaking clearly, visual acuity and prolonged data input; occasional lift/carry light, moderate 15-50 pounds.

### **Supervisory Responsibilities / Direct Reports**

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San Antonio ISD is committed to non-discrimination on the basis of race, color, ethnicity, culture, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, appearance, immigration/citizenship status, home language, socioeconomic status, or disability in its educational programs, services, and District business functions.

Information on persons designated to handle inquiries regarding non-discrimination policies can be found within SAISD Board Policies DIA(EXHIBIT) or FFH(EXHIBIT), available online at:

<https://pol.tasb.org/PolicyOnline?key=176>.

San Antonio ISD está comprometido a no discriminar por motivos de raza, color, origen étnico, cultura, religión, origen nacional, edad, sexo, identidad sexual, expresión de género, orientación sexual, apariencia, estado inmigratorio/de ciudadanía, idioma natal, estado socioeconómico o discapacidad en sus programas educativos, servicios y funciones de negocios del Distrito.

La información sobre las personas designadas para manejar consultas sobre las políticas de no discriminación se encuentra bajo las Políticas de la Junta Directiva DIA (Prueba documental) o FFH (Prueba documental) de SAISD, disponible en línea bajo: <https://pol.tasb.org/PolicyOnline?key=176>

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_