

**POSITION DESCRIPTION
WACONIA PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: Behavior Analyst (BA)	Department: Special Services
Immediate Supervisor's Position Title: Special Education Director	FLSA Status: Exempt
Job Summary: Under the direction of the Special Education Manager and Director of Special Education, the Behavior Analyst is responsible for assessing, developing, and implementing behavior intervention plans to support students with behavioral, emotional, and developmental challenges. This role involves collaborating with teachers, administrators, special education staff, and families to create individualized behavior support strategies that promote student success. Key responsibilities include conducting functional behavior assessments (FBAs), designing behavior support plans (BSPs), providing staff training on behavior management, and ensuring compliance with district policies and special education regulations. The Behavior Analyst will also track student progress, adjust interventions as needed, and help foster a positive and inclusive learning environment.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Conduct functional behavior assessments (FBAs) to identify the underlying causes and functions of challenging behaviors.
- Develop and implement individualized behavior intervention plans (BIPs) in collaboration with educators, parents, and other team members.
- Provide direction for ongoing data collection, monitoring, and analysis to assess the effectiveness of behavior interventions and make necessary adjustments.
- Offer professional development and coaching to staff on behavior management techniques and best practices in classroom settings.
- Ensure compliance with district policies, state regulations, and special education laws related to behavior support and intervention.
- Collaborate with teachers, administrators, and other staff to integrate behavior strategies into academic and social settings.
- Work closely with families to provide support, share progress, and offer recommendations for reinforcing behavior plans at home.
- Support the development and implementation of positive behavior support systems and school-wide initiatives.
- Assist in creating and implementing individualized education plans (IEPs) that include appropriate behavioral goals and supports.
- Provide crisis intervention and de-escalation strategies as needed for students in crisis.
- Maintain thorough documentation of assessments, intervention plans, student progress, and communication with staff and families.
- Participate in Student Assessment Team (SAT) meetings to consult on tier 2 support and interventions.
- Stay updated on the latest research and best practices in behavior analysis to continually improve strategies and interventions.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in the position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
Less than a high school diploma		Type of degree: (A.A., B.S., M.A., etc.)	
High school diploma or GED.		Required: Bachelor's Degree in a related field	
1 year college		Major field of study or degree emphasis:	
2 years college		Education and relevant instructional subject area(s): Applied Behavior Analysis (ABA), Special Education, Psychology, Social Work	
3 years college	X		
4 years college			
Bachelor's Degree		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
Master's Degree		<ul style="list-style-type: none"> Behavioral Assessment and Data Collection - FBAs Behavior Intervention Design - BSPs Knowledge of ethical guidelines, student confidentiality and legal standards Crisis Management and De-escalation Techniques Cultural competence and sensitivity Familiarity with the evaluation and IEP process, due process guidelines, and how behavior analysis aligns with educational goals Knowledge of standardized assessment tools used in behavior analysis and evaluations 	
Doctorate			
Required Work Experience in Addition to Formal Education/Training: Experience or training in the field of education preferred. At least one (1) year of professional experience required.			
LICENSE/ CERTIFICATION		Identify licenses/certifications required upon hiring:	

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in:
	<ul style="list-style-type: none"> Proficiency in collecting, interpreting, and analyzing data Identify behavior-related problems, determine their causes, and develop appropriate, individualized intervention strategies Strong verbal and written communication skills to interact with students, parents, educators, and other professionals, and to document and present findings Work effectively with multidisciplinary teams Skills in training and coaching teachers, staff, and families Knowledge of ethical guidelines, standards, and regulations related to behavior analysis, including confidentiality, consent, and professional boundaries. Professionally approach students with patience, understanding, and empathy Strong organizational skills to manage multiple cases, prioritize tasks, and meet deadlines for assessments, reports, and meetings. Adapt interventions and strategies based on changing circumstances or student needs

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS	
Titles of Positions Directly Supervised	# of Employees
	0
TOTAL	0

INDIRECT SUPERVISION:	
The number of employees indirectly supervised:	Total:

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	Unusual or hazardous working conditions related to the performance of duties: Duties are generally performed in an administrative/office/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable or stressful conditions involving human interactions.
--	--

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>The employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand				X
Walk			X	
Sit		X		
Use hands dexterously (to handle, & feel)		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell		X		
Physical (Lift & carry): up to 10 pounds			X	
up to 25 pounds		X		
up to 50 pounds		X		
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
<p>Physical requirements associated with the position can be best summarized as follows: <i>The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.</i></p> <p>Light to Moderate Work: Exerting up 50 pounds of force occasionally, and/or up to 30 pounds of force frequently and/or up to 20 pounds of force constantly.</p>