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Job Title: Board Certified Behavior Analyst (BCBA)

Location: Teacher Administration Center, (T.A.C.) 3215 Cuming St, Omaha NE 68131

Reports To: Director of Special Education

Work Schedule/FLSA Status: 10-month / 188 duty days, Board of Education approved calendar / Exempt

Salary Schedule: Non-negotiated / commensurate with education and experience

Position Purpose: The BCBA provides behavior analytic services to special education and general education staff in supporting students with Autism Spectrum Disorders and/or other behavioral disorders in the least restrictive environment, as well as provides direct services to students as needed. The BCBA conducts behavior assessments, develops intervention plans, monitors the fidelity of behavior plan implementation, and provides school-wide or district-wide training and coaching regarding behavior intervention techniques.

Essential Performance Responsibilities

- Supports in the development and implementation of programs and best practices related to instruction using the principles of Applied Behavior Analysis (ABA) for students with autism and other disabilities.
- Provides programmatic behavior coaching support to staff as needed in general education and special education classrooms, including one-on-one support and group professional development.
- Collaborates with other school-based professionals (school psychologists, special education staff, counselors, etc.) to provide a system of support for students.
- Collaborates with and supports instructional staff in developing and implementing Individualized Education Plans (IEPs) designed to promote student's educational, physical, and/or social-emotional development in order to access the general education curriculum.
- Works directly with students who present complex and challenging behaviors that require specialized support, as requested by program director.
- Conducts Functional Behavior Assessments and collaborates with a team to develop Behavior Intervention Plans.
- Coaches staff on the implementation of behavior plans and other appropriate interventions for students with Autism and/or other disabilities that present behavior/learning challenges in the school setting.

- Monitors the effectiveness of behavior intervention plans implemented by school teams and completes fidelity checks on the implementation of plans as needed.
- Collaborates with special education administrators in providing support for all special education staff.
- Maintains open lines of communication with teaching staff, administrators, and parents.
- Works collaboratively to support the special education department and district's vision, mission, and goals.
- Supports Multi-Tier System of Support for Behavior district initiatives.
- Works with and understands a diverse student population.
- Shows evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by district policy.
- Demonstrates a commitment to the mission & vision of the OPS district.

NOTE: The statements herein are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Knowledge, Skills, and Abilities:

- Master's Degree in Applied Behavior Analysis, Education, Psychology or equivalent required.
- Certified by the Behavior Analyst Certification Board as a Board-Certified Behavior Analyst (BCBA). Individuals who have recently completed their Master's Degree and are waiting to take the BACB exam or who are currently working toward a certification as a BCBA will be considered on an individual basis.
- Minimum of three years of experience in the field of Applied Behavior Analysis in the public education setting preferred.
- Strong knowledge of and experience with effective, evidence-based interventions using applied behavior analysis principles.
- Excellent oral and written communication skills and interpersonal skills for working effectively with school personnel and members of the community.
- Demonstrate successful experience providing professional training and presentations for individual, small group, and large audiences.
- Certified in the Mandt System and/or willing to become a certified district Mandt System trainer.
- Maintain CEU requirement and BCBA credential with Behavior Analytic Certification Board (BACB).
- Excellent attendance record.
- Positive interpersonal skills.
- Professional verification of successful performance working with students with behavioral needs.
- This individual will exhibit skills pertinent to foster positive human relationships and the ability to work effectively with students, staff, parents, and the community.
- Knowledge and openness to learning about different cultures.

- Ability to communicate clearly and concisely, both oral and written, ability to communicate well with school personnel, staff, district office staff, families, and community.
- Displays a significant degree of professionalism and confidentiality.
- Ability to conform to proper standards of professional dress and appearance.
- Knowledge of ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state, and local laws, rules, and regulations.

Additional Duties

Performs other related tasks as assigned by central office administrators as designated by the Superintendent.

Equipment: This position may require the ability to use of iPads and communication devices in addition to basic office equipment such as computers, copiers, scanners, and fax machine. Must always comply with OPS's guidelines for equipment use.

Travel: Travel between OPS schools and Central Office will be required.

Physical and Mental Demands, Work Hazards:

- Must be able to respond rapidly in emergency situations.
- Must have organization, time management, communication, and interpersonal skills.
- Work in school building environments.

Interrelations:

- Contact with personnel within the district and other stakeholders.
- Will be working under the direct supervision of the central office administration in order to complete day to day tasks.
- Will be working with a diverse population requiring the ability to handle all situations with tact and diplomacy.
- Must understand and respond appropriately to stakeholder needs and maintain a positive attitude with all.
- Expected to interact with all internal and external customers in a friendly, professional manner and provide quick, responsive customer service.

Employee Punctuality and Appearance

- In order for schools to operate effectively, employees are expected to perform all assigned duties and work all scheduled hours during each designated workday, unless the employee has received approved leave.
- Any deviation from assigned hours must have prior approval from the employee's supervisor or building administrator.
- All employees are required to report to work dressed in a manner that reflects a positive image of Omaha Public Schools and is appropriate for their position.

Terms of Employment

This position is treated as a full-time exempt classified position. The terms of your employment will be governed by applicable state laws regulating employment or teaching in a Nebraska public school and Board of Education policies, as those laws and policies may change from time to time. If your position is represented by a collective bargaining representative, then your employment will also be governed by a negotiated agreement between OPS and that collective bargaining representative.

Terms of employment are contingent upon:

- Obtaining and providing verification of all licenses, certificates, and other requirements for the position, as identified above and maintaining all licenses, certificates, and requirements for your position throughout employment.
- A background check which demonstrates background is acceptable for the position sought and working with or around students.
- Verification of U.S. Citizenship or legal authorization to work in the United States.
- Successful completion of a tuberculosis skin test (if required by federal law for your position).

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities, employment, and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming Street, Omaha, NE 68131. (531-299-0307)

The Omaha Public School District is committed to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. To request disability accommodation in the application process please contact the human resources department at 531-299-0240.

For questions, contact:

Erin Perry

Human Resources Administrator

Omaha Public Schools

P: 531-299-9776

E: erin.perry@ops.org



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