

Newburgh Enlarged City School District
Job Description

TITLE:	Board Certified Behavior Analyst (BCBA)
---------------	--

REPORTS TO:	Assistant Superintendent for Exceptional Learners
--------------------	---

QUALIFICATIONS:	<p><u>Required</u></p> <ul style="list-style-type: none"> • Master's degree in applied Behavior Analysis, Special Education, Psychology, social work or a closely related field. • Current Board-Certified Behavior Analyst (BCBA) certification in good standing with the Behavior Analyst Certification Board (BACB). • Minimum of three (3) years of experience providing behavior-analytic services in a school-based or educational setting. • Demonstrated experience providing adult coaching, consultation, and professional development to educational staff. • Knowledge of IDEA, NYSED Part 200/201, and school-based behavioral compliance requirements. • Strong verbal and written communication skills; ability to present to diverse audiences. <p><u>Preferred</u></p> <ul style="list-style-type: none"> • Experience in an urban or high-needs school district setting. • Familiarity with Frontline IEP or similar special education management platforms. • Experience with multi-tiered systems of support (MTSS). • Experience working with students with Emotional/Behavioral Disabilities (EBD), autism spectrum disorder (ASD), or significant intellectual disabilities.
------------------------	---

JOB GOAL:	The Board-Certified Behavior Analyst (BCBA) serves as a systems-level practitioner within the Division of Exceptional Learners, providing expert consultation, coaching, and professional development to build staff capacity across the district. The BCBA supports teachers, paraprofessionals, and school staff in implementing evidence-based behavioral strategies, advances a trauma-informed positive behavior support culture, and reduces reliance on exclusionary disciplinary practices. This position functions as an indirect service role focused on building sustainable staff competency rather than providing direct student services.
------------------	---

DUTIES AND RESPONSIBILITIES:	<p><u>Staff Coaching & Capacity Building</u></p> <ul style="list-style-type: none"> • Provide ongoing, job-embedded coaching and consultation to general and special education teachers, paraprofessionals, and related service providers across school buildings. • Model evidence-based behavioral strategies in classroom settings and debrief with staff to build instructional competency. • Develop individualized coaching plans for staff who support students with significant behavioral needs.
-------------------------------------	---

	<ul style="list-style-type: none"> • Consult with CSE teams on Behavior Intervention Plan (BIP) development, implementation fidelity, and progress monitoring. • Partner with school psychologists and directors to identify staff development needs based on student outcome data. <p><u>Professional Development & Training</u></p> <ul style="list-style-type: none"> • Lead building-level and small group training on Functional Behavior Assessment (FBA) processes, BIP writing, and data collection systems. • Create accessible training materials, toolkits, and implementation guides for classroom staff. • Coordinate with the Assistant Superintendent to align PD initiatives with districtwide suspension-reduction and behavioral-support goals. <p><u>Data Analysis & Program Improvement</u></p> <ul style="list-style-type: none"> • Collect and analyze behavioral data at the student, classroom, and building levels to identify patterns and inform intervention planning. • Use data to evaluate the effectiveness of behavioral supports and recommend programmatic adjustments. • Contribute to district reporting on suspension rates, restraint and seclusion incidents, and disproportionality metrics. <p><u>Collaboration & Communication</u></p> <ul style="list-style-type: none"> • Collaborate regularly with building principals, special education directors, supervisors, and CSE chairpersons to ensure a coordinated approach to behavioral support. • Participate in multi-disciplinary team meetings as needed. • Maintain professional, ethical conduct consistent with the BACB Professional and Ethical Compliance Code. <p><u>Physical Demands & Work Environment</u></p> <p>The BCBA will regularly travel between district school buildings. The position requires the ability to sit, stand, walk, and observe in classroom environments. The employee may occasionally be in proximity to students who exhibit physically challenging behaviors and must be trained and prepared to respond in accordance with district crisis intervention protocols.</p>
	<p>Other</p> <ol style="list-style-type: none"> 1. Other assignments by the Superintendent or designee