

TITLE: Behavioral Support Supervisor

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT IS A
TOBACCO-FREE, DRUG-FREE WORKPLACE**

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT IS AN
EQUAL OPPORTUNITY EMPLOYER**

REPORTS TO: Educational Services Assigned Administrator

JOB GOAL: Under general supervision of an assigned administrator, is responsible for the development, supervision, and implementation of plans to provide positive behavior supports for students displaying behaviors impacting learning, social, emotional, and mental health needs.

QUALIFICATIONS

Knowledge of

1. De-escalation and problem-solving strategies to support students with emotional and/or behavioral challenges.
2. Basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading.
3. Child guidance principles and practices, especially as they relate to developmentally appropriate practice for early childhood, school-age and children with emotional, physical, learning challenges including intellectual and developmental disabilities.
4. General purposes of goals of the academic programs.
5. District regulations, policies, and objectives applicable to assigned programs.
6. District health and safety regulations.
7. Interpersonal skills using tact, patience, and courtesy.
8. Data collecting and analysis skills.
9. Safe practices in classroom, playground, and extracurricular activities.
10. Principles of Applied Behavior Analysis, Cognitive Behavioral Therapy, social skills strategies, behavior management strategies, and other research-based practices used within the district.
11. Organization, management, planning, and evaluation strategies, techniques, and procedures.
12. Educational expectations based on the California Content Standards.

Ability to

1. Provide leadership to assigned staff members and families.
2. Understand the interdependent relationship between home and school as it relates to social, emotional, and behavioral supports.
3. Assist staff with how to manage student behavior.
4. Guide students toward more acceptable social behaviors.
5. Utilize a variety of instructional materials and procedures to enhance a positive educational environment.
6. Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.

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7. Communicate effectively in both oral and written form with parents, staff, and agency representation.
8. Understand and carry out oral and written directions.
9. Appreciate human diversity; establish and maintain cooperative working relationships with children and adults.
10. Demonstrate an understanding and receptive attitude toward students of varied age groups and ability levels and needs.
11. Establish and maintain effective organization, community, public and work relationships with teachers, administrators, staff, parents and others contacted in the performance of required duties.
12. Train, supervise, and evaluate assigned personnel.
13. Read, apply, follow, and explain District rules, regulations, policies and procedures.
14. Provide effective District and community leadership to align General Education and Special Education programs and structure to facilitate the District's program goals and support it's mission.
15. Work both collaboratively and independently.
16. Make accurate and timely decisions.
17. Handle all matters in a tactful, courteous, and confidential manner.
18. Obtain and maintain a valid (American Heart Association or American Red Cross) First Aid Certificate and CPR Certificate.
19. Observe health and safety regulations, administer first aid.
20. Maintain current knowledge of emergency evacuation procedures.

Training, Education and Experience (required)

1. Bachelor's Degree or higher, that includes successful completion of 20 units in any combination of: Applied Behavior Analysis, psychology, early childhood development/education, communication, liberal studies, or related field.
2. Two (2) years of successful experience in working with pre-school through school-age children with behavioral challenges in a school setting, public school experience preferred.
3. A work history demonstrating dependability, reliability, and good attendance.
4. Possession and maintenance of a valid California Driver's License.

Training, Education and Experience (desired)

1. A Master's Degree in psychology, special education, Applied Behavior Analysis or related field desired.
2. Experience serving in a supervisory role in an educational setting.
3. Board Certified Behavior Analyst and/or Board Certified Assistant Behavior Analyst.

ESSENTIAL FUNCTIONS

1. Assists in assessing, planning, developing, and implementing social emotional and behavior management programs, including Intensive Behavior Intervention (IBI) services, to meet the needs of students with varying behavioral needs with the goal of students to be educated in their least restrictive environment.
2. Assists in the assignment and schedule of aides and intervention services.
3. Facilitates, monitors, and supervises in-home and school based Intensive Behavior Intervention (IBI) services.

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4. Provide ongoing training to District staff, community partners, and families on various social/emotional/behavioral topics.
5. Develop, model, revise, coach, and assist staff in implementing positive behavior support plans designed to encourage problem-solving and de-escalation across various
6. environments and students as necessary, including preschool, regular school day, extended school day/year, summer programs, and year-round camps.
7. Provide direct behavioral supports services to staff and students during student days to include Extended School Year (ESY) day.
8. Meets regularly with assigned school staff to ensure program quality and fidelity of implementation of plans.
9. Assists in dissemination of knowledge regarding effects of trauma and developmental disabilities and the current trends/research in positive behavior interventions and supports.
10. Supervises and adjusts the maintenance of a variety of records, logs, files, and coordinates data collection to monitor student progress.
11. Takes necessary steps to ensure District compliance with laws, education needs, rules, and regulations.
12. Assists in monitoring budget and program plans for compliance with state and federal regulations.
13. Assist in the development of accommodations, goals, and direct intervention services as it relates to supporting students' behavior needs.
14. Participate in Student Study Team (SST) and Individualized Education Program (IEP) meetings.
15. Performs other related duties as assigned.

PHYSICAL ABILITIES

1. Visual ability to read handwritten or typed documents and the display screen of various office equipment and machines.
2. Able to conduct verbal conversation in English or other designated language.
3. Able to hear normal range verbal conversation (approximately 60 decibels.)
4. Able to sit, stand, stoop, kneel, bend, and walk.
5. Able to sit for sustained periods of time.
6. Able to climb slopes, stairs, steps, ramps, and ladders.
7. Able to lift up to ten (10) pounds frequently, and twenty (20) pounds occasionally.
8. Able to carry up to ten (10) pounds frequently, and twenty (20) pounds occasionally.
9. Able to push and pull objects weighing up to forty (40) pounds.
10. Able to exhibit full range of motion for shoulder external rotation, internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion.
11. Able to operate a motor vehicle in a safe and effective manner.

TERMS OF EMPLOYMENT: Twelve-month work year
205-day work year
Classified Management

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JOB DESCRIPTION**

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EVALUATION: Performance of this job will be evaluated in accordance with Board of Education policy on Evaluation of Professional Personnel. The Assigned Administrator will give the evaluation.

Approved by: Board of Education Date: 11/18/10 (IBI Program Supervisor)
6/6/24 Converted to Behavioral Support Supervisor

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