Loudoun County Public Schools

HUMAN RESOURCES AND TALENT DEVELOPMENT
JOB CLASS SPECIFICATION

Certified: 9/1/2026

Facilitator, Specialized Instruction (Behavior)

Pay Scale: A
Level: N/A
FLSA Status: Exempt
Job Family: Student Services
Primary Location: School-Based

Department Overview
The Department of Student Services focuses on prevention and intervention approaches in the schools and is committed to the "Education of the Whole Child" to ensure safe, healthy, and supportive learning environments for all students. The department supports student performance through special education, school counseling, student registration, health, social work, student assistance, attendance, homebound, assessment, diagnostic, psychological and parent resource services. The department includes the following teams: Student Services, Student Mental Health Services, Diagnostic and Prevention Services, Special Education, and Procedural Support.

Job Overview
Under the supervision of the Coordinator for Specialized Behavior Support, the position of Facilitator, Specialized Instruction (Behavior), assists teachers and administrators in developing specialized knowledge in applied behavior analysis by providing targeted evidence-based interventions to support positive outcomes for students.

Roles and Responsibilities
The following information is intended to describe the overall nature and scope of the work being performed. This is not a comprehensive listing of all responsibilities or tasks; work may differ and other work may be assigned when deemed appropriate.

- Develops materials, training and provides resources for and provide professional learning to administrators, educators, and parents/guardians in applied behavior analysis, and/or other evidence-based methodologies related to addressing the needs of students with behavior difficulties
- Assists and consults with administrators and teachers in collecting and analyzing data; conducts fidelity checks to provide feedback; and facilitates the process to identify an intervention match between identified needs and specific behavioral and instructional strategies
- Works directly with teachers in a school providing classroom-based demonstrations, collaboratives and one-on-one support, and facilitates teacher inquiry and related professional development as well as providing small and large group presentations and training
- Collaborates with school-based staff and administrators to provide professional development, engages in ongoing work in furthering the tiered approach for behavioral interventions and social and behavioral skills instruction and assists in developing functional behavior assessments (FBA) and behavior intervention plans (BIP) to support students
- Collaborates with school-based professionals (school psychologists, counselors, etc.) to provide a system of support for students in need of tiered intervention
- Collaborates, consults, and coaches instructional staff in developing Individualized Education Plans (IEPs) designed to promote students' educational, physical, and/or social-emotional development in order to access the general education curriculum
- Collaborates and supports division wide strategic initiatives

- Participates in school based Positive Behavior Interventions and Supports (PBIS) meetings, Multi-Tiered Systems of Support meetings, Pupil Services Student Support Teams, Equity Team meetings and child study meetings

Qualifications
Below are the minimum qualifications for this job. Equivalent combinations of education and experience are also acceptable.

Education
Bachelor's Degree

Experience
Minimum of three (3) years of experience in Applied Behavior Analysis in the clinical and/or public education setting

Licenses and Certifications
Certification as a Board Certified Behavior Analyst (BCBA) and holds or is eligible for a Virginia Department of Health license as a Behavior Analyst required; Collegiate Professional License with an endorsement in one or more areas of Special Education preferred

Knowledge, Skills and Abilities
- Minimum of five (5) years of successful teaching experience with students with disabilities
- Strong knowledge of and experience with effective, evidence-based methodologies
- Excellent oral and written communication skills, interpersonal skills, and professional and personal characteristics necessary for working effectively with school personnel and members of the community

Physical Requirements
The following provides a brief description of physical requirements for this job:

While performing the duties of this job, the employee is regularly talking, expressing or exchanging ideas by means of the spoken word. The employee must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. The employee must possess normal cognitive abilities including the ability to learn, recall and apply certain practices and policies. Frequently sitting and/or remaining in a stationary position for long periods of time. Exerting up to 25 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.

Equal Opportunity Employment
The Loudoun County School Board seeks to cultivate a high performing team of professionals focused on its mission and goals. The School Board values merit and excellence within its workforce and encourages the highest levels of professionalism for all its employees.

The School Board also recognizes and values the diversity of the students and broader community it serves and encourages diversity within its workforce.

The Loudoun County School Board is an Equal Opportunity Employer. The School Board does not discriminate against qualified applicants or employees on the basis of actual or perceived race, national origin, ancestry, color, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, marital status, age, religion, disability, genetic information, veteran status or any basis protected by law.

ADA Accommodations Disclosure

Under the Americans with Disabilities Act (ADA), Loudoun County Public Schools is required to provide reasonable accommodations to qualified employees with disabilities, unless doing so would pose an undue hardship. Qualified employees are those who hold the necessary education, skills, and experience for the job; and who can perform its essential responsibilities, with or without an accommodation.

Remote Work Disclosure

The following guidelines apply to jobs and positions where employees have been identified as having the potential to work remotely. Remote work is defined as completing one's duties and responsibilities at a site other than one's assigned duty location. In order to be eligible for remote work privileges, an employee must have demonstrated consistent, positive performance and have the support and approval of their direct supervisor. In addition, these employees must have reliable high-speed internet and a designated workspace that allows them privacy while completing sensitive and confidential work. Employees who are non-exempt and are working remotely will work their regular scheduled hours and gain prior approval from their supervisor if they work more than 8 hours a day or more than 40 hours in a workweek. Remote work privileges can be amended, changed, or revoked based upon the performance of the employee, as well as the needs of Loudoun County Public Schools.