Oak Grove School District

Position Description

TITLE: Board Certified Behavior Analyst (BCBA)
DEPARTMENT: District Office/Sites
WORK YEAR: 220 Days
BOARD APPROVAL: November 12, 2026

REPORTS TO: Director of Special Education
Classification: Classified Management
SALARY: OGMA, Range G (11)
TERM: On-going

SUMMARY DEFINITION:

Under the direction of the Special Education Director, the Board Certified Behavior Analyst® (BCBA®) will provide consultation, support, and advisory services to teachers, administrators, parents, and staff. The BCBA will assist in administration and coordination of positive behavior support for all students and actively participate in the development and implementation of programs, policies, and practices relative to the management of students who have difficulties engaging in socially acceptable behavior patterns, including children with autistic spectrum disorder (ASD) and emotional disturbance (ED). The BCBA will conduct functional behavioral assessments (FBA) and plan, organize, coordinate, and provide consultative and direct behavior intervention services. The BCBA shall also provide in-service and on-site training to staff on the implementation of appropriate instructional strategies, school-wide positive behavior interventions and systems (PBIS), behavior management, and behavior intervention plan (BIP) implementation. They function as a member of the District Leadership Team and participate in the formulation and implementation of District policies.

REPRESENTATIVE DUTIES:

- Provide consultation, support, and advisory services to teachers, administrators, parents, and staff.
- Assist in the administration and coordination of positive behavior support for all students and actively participate in the development and implementation of programs, policies, and practices.
- Conduct functional behavioral assessments (FBA) and plan, organize, coordinate, and provide consultative and direct behavior intervention services.

- Provide in-service and on-site training to staff on the implementation of appropriate instructional strategies, schoolwide positive behavior interventions and systems (PBIS), behavior management, and behavior intervention plan (BIP) implementation.
- Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning behavioral interventions and emergencies.
- Develop/implement referral processes for behavioral support across the District.
- Work with staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies.
- Develop and/or conduct behavior training for staff and parents in areas of expertise including development and implementation of effective behavior interventions including training specific to individual students, emergency crisis intervention, and behavior case management.
- Provide technical support and training in Applied Behavior Analysis, including Discrete Trial Training (DTT), establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the student's academic environment.
- Consult with District and school staff and parents/guardians on matters related to behavior.
- Conduct Functional Behavior Assessments (FBA) for students with complex and/or severe behaviors in accordance with federal and state laws and Behavior Analyst Certification Board (BACB) guidelines for the development and implementation of Behavior Intervention Plans (BIP).
- Monitor and evaluate effectiveness of interventions and pivots accordingly and supports staff in making changes accordingly.
- Participate in the individualized education program (IEP) process as a member of the IEP team by presenting oral and written information.
- Participate in the development of and in ongoing relationships with other agencies serving students with disabilities, i.e., Regional Center, Non-Public Schools, etc.
- Assist students transitioning from alternative to regular school programs.
- Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students.
- Plan and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of ABA for students with autism and other disabilities.
- Assist District staff with development and implementation of behavior plans, ABA programs and other appropriate programs for students with autism and/or other disabilities that present behavior or learning challenges.
- Participate in professional growth activities such as conferences, classes, trainings, workshops, staff meetings and program visitations.
- Supervise and evaluate the performance of assigned staff; assist with interviews and selection of new employees, and recommend transfers, reassignment, termination, and disciplinary actions; provide resources, guidance, and support to program staff

concerning student BCBA Coordinator behavior management, parent communication, program improvement, and site personnel issues
- Monitor and oversee student IEPs to ensure accuracy, timely completion, and compliance with state and federal special education requirements, including IEP timelines, documentation, and required updates.
- Stay abreast of new and updated local, state, and federal laws, regulations, and orders regarding special education and behavior, including required preventative guidelines, employer preparedness, and statutory benefits
- Prepare specialized reports, surveys, and other descriptive information for review and distribution; provide updates to the Executive Team, Board of Trustees and community as needed
- Perform related duties of the job function.

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

EDUCATION/EXPERIENCE:

- Any combination equivalent to: Bachelor degree in applied behavior analysis, education, psychology or related degree; master's degree preferred.
- Minimum of three (3) years of experience working in a public school setting as a BCBA.
- Preferred experience in developing and supervising Discrete Trial Training (DTT) programs; training in performance of Functional Behavior Assessments, development of Behavior Intervention Plans and training, and use of emergency behavioral interventions; training in appropriate curriculum, instruction, classroom management and intervention techniques, i.e., communication training, parent training, TEACCH® Autism Program, positive behavior intervention, MTSS, applied behavior analysis/DTT, and social skills training.
- Hold and maintain a Board Certified Behavior Analyst® (BCBA®) Certification accredited by the National Commission for Certifying Agencies (NCCA). Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE OF:

- Board Certified Behavior Analyst® (BCBA®) Certification requirements
- Professional and Ethical Compliance Code for Behavior Analysts

- Knowledge of laws and District procedures governing students with disabilities.
- Operate a computer and assigned software; operate other office equipment as assigned.
- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Understands and carries out oral and written directions.

ABILITY TO:

- Provide direction to others and to make independent judgments.
- Keep and maintain accurate records and to meet deadlines.
- Establish priorities and deadlines.
- Prepare a variety of professionally written documents and reports in a timely manner.
- Participate in professional growth activities such as conferences, classes, staff meetings and program visitations.
- Work effectively with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students.
- Establish rapport and work constructively with students, staff, parents, and community members.
- Communicate effectively in oral and written form.
- Perform the basic function of the position. Operate a computer, related software, and standard office equipment.
- Record or take notes at meetings, and transcribe minutes accurately. Research, analyze, compile, and verify data, and prepare reports.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change.
- Exercise analytical and independent judgment.
- Analyze situations accurately, and adopt an effective course of action.
- Work confidentially with discretion, and complete work with many interruptions.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Work in a team environment.
- Speak effectively in public.
- Compose correspondence and written materials independently.
- Lift light objects according to safety regulations.
- Meet state and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

- Office and classroom environment and outside weather conditions, as applicable
- The ability to deliver in-person services to students on-site and attend meetings to conduct work at an office and multiple school sites in alignment with their contracted work schedule. In addition, they must be able to conduct home visits in person.
- Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions
- Moderate noise level, working with groups in an indoor setting

PHYSICAL DEMANDS AND WORK ENVIRONMENT

The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential function of this job and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL ABILITIES:

- Sit, stand and walk for extended periods of time
- Hear and speak to exchange information in person or virtually and depth perception to monitor and evaluate staff or students; read written or printed notes and materials
- Ability to lift, carry, push, or pull 25 pounds of instructional materials or work equipment; reach in all directions
- Bend, twist, kneel and stoop
- Dexterity of hands and fingers to manipulate work tools and instruments and operate audio-visual and educational training equipment
- Speak clearly and communicate effectively to present to groups
- Ability to observe and monitor students inside and outside classroom environments

OTHER QUALIFICATIONS:

Our organization requires a successful candidate to undergo fingerprinting clearance, provide proof of TB clearance, provide us with employment eligibility, and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act. All new employees will be required to complete mandated training and certifications required by state law and District regulations related to employment in a school setting. Inquiries regarding compliance procedures may be directed to our Human Resources Division.

We are dedicated to fostering a diverse, inclusive, and equitable workplace where all individuals are respected, valued, and empowered to contribute their unique perspectives and talents. Our organization is committed to providing equal employment opportunities to all employees and applicants for employment without regard to race, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, veteran status, or any other characteristic protected by applicable federal, state, or local law.

Our organization is a Drug and Tobacco-Free Workplace.