

East Side Union High School District

Job Title: Board Certified Behavior Analyst (BCBA) – Behavior Specialist

Description of Basic Functions and Responsibilities

Under the direction of the Director of Special Services or designee, the Board Certified Behavior Analyst (BCBA) works in collaboration with multiple Behavior Support and Intervention providers and school and district leaders to create plans which improve student behaviors which impede their learning or the learning of others. The BCBA oversees development of a coordinated Positive Behavior Intervention Program consults with school administrators and staff concerning appropriate learning strategies and positive behavior interventions in order to support students to access instruction and to make academic progress in the least restrictive environment.

The BCBA must have a comprehensive knowledge of Federal and State laws that apply to the assessment of student(s) referred due to disruptive or assaultive behaviors.

Supervisor

Director of Special Services

Major Duties and Responsibilities

Assume responsibility for the development and implementation of a coordinated behavior management program for Special Services

- Participates in the planning development and implementation of program procedure, programs and best practices related to instruction using the principles of Applied Behavior Analysis (ABA)
- Plans and provides or supports the best practices relative to the management of students' behaviors including students in specialized programs as well as students with 504 plans and/or in general education
- Plans and provides or supports the provision of, positive behavior management interventions and programs, for students, classrooms and school site;

Develops and provides training to, and coordinates the work of instructional assistants and other staff implementing behavior intervention programs

Conducts Functional Behavior Assessments (FBA) as appropriate

Collects and analyzes data as part of the assessment, developing and monitoring behavior recommendations and Behavior Intervention Plan (BIPs)

Consults with principals, psychologists, case managers and other specialists in developing, monitoring and evaluating behavior management strategies for general students and students with IEP

May work directly with students

Attends IEP meetings as needed

Communicates with parents and staff members regarding strategies developed for referred students

Act as a student advocate

Monitor with district, state and federal compliance

Assist in the investigation and preparation of responses to California Department of Education (CDE) complaints

Keep current with best practices through current training and updates of previous training

Review IEPs for compliant and final submission

Other duties that revolve around behavior issues

Performs other appropriate duties as assigned

Knowledge and Skills

Knowledge of practices, procedures, and techniques involved in the development and implementation of IEPs and behavior intervention plans

Positive behavioral intervention techniques

Current methodologies, communication systems, and intensive data-driven programs related to students with special needs

Public school curriculum, instruction, and classroom management for high school aged students

Behavioral intervention techniques used in both home and school environments

Common problems and concerns of students with special needs

Applicable federal, state, and local laws, codes, policies, procedures, and regulations, including mandates related to special education programs and the delivery of behavioral services

Effective oral and written communication skills

Ability to collaborate with IEP team

Minimum Qualifications

Board Certified Behavioral Analyst (BCBA) certification

Special Education credential desired, not required

Pupil Personnel Services credential desired, not required

Valid California driver's license

Fingerprint clearance and tuberculosis certification as required by law

Evaluation

Annually by the Director of Special Services

Physical Demands and Working Conditions

1. Seldom = Less than 25%

2. Occasional = 26%-50%

3. Often = 51%-75%

4. Frequent = above 76%

a. Ability to work at a desk, conference table or in meetings of various configurations [4]

b. Ability to stand for extended periods of time [2]

c. Ability to see to read, prepare and proofread documents [4]

d. Ability to hear and understand speech at normal level [4]

e. Ability to communicate so that others will be able to clearly understand normal conversation [4]

f. Ability to bend and twist, sit, stoop, kneel, push, and pull [4]

g. Ability to lift 5-20 lbs. [2]

h. Ability to carry 5-20 lbs. [2]

i. Ability to operate office equipment [4]

j. Ability to reach in all directions [4]

Working Environment

School site and office environment

Regular interaction with students, staff, parents, and community agencies

May involve crisis intervention situations and emotionally sensitive interactions

Ability to travel to multiple school sites

Reasonable Accommodation

The District will comply with all legal requirements relating to reasonable accommodation for employees and job applicants.

Approved: 03/19/2026 Bd Mtg