

Gridley Unified School District Job Description

JOB TITLE: **Board Certified Behavior Analyst (BCBA)**
SALARY RANGE: A
REPORTS TO: Superintendent or designee

UNIT: Classified Specialized
LOCATION: District-Wide
BOARD APPROVED: 03/18/2026

SUMMARY: Under the general direction of the Superintendent or designee, serves as Board Certified Behavior Analyst to plan, organize, coordinate and administer the District's behavior management program and positive behavioral interventions. Provides direct instructional and behavioral services to students with severe disabilities, including autism spectrum disorders (ASD) and emotional disturbances (ED), as well as to students in general education settings, in order to make lasting and positive changes in individual student behaviors.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Designs, plans, implements and provides behavioral training, consultation and coaching to meet the needs of the District.
- Conducts Functional Analysis Assessments (FAA) and Functional Behavioral Assessments (FBA) to develop Behavior Intervention Plans (BIPs) in accordance with state and federal regulations.
- Collects, monitors and analyzes data for individual instruction programs across developmental domains and readjusts goals when students are not making anticipated gains.
- Consults with other professionals regarding behavioral assessments.
- Develops, maintains, and facilitates in-service training and coaching to staff, parents, and the community on the implementation of evidence-based instructional and behavioral management strategies, safety, security and physical restraints.
- Complies with governmental regulations, codes, restrictions, and reporting requirements.
- Collaborates in the implementation of individualized education programs (IEPs) for children with ED and ASD.
- Acts a liaison between community agencies and the District for decisions made about students with problematic behaviors.
- Develops methods to provide positive behavior supports and services to schools, teachers, and students.
- Assess crisis situations and defuses situations using conflict resolution and crisis management techniques.
- Refers parents to appropriate services not available in the District, such as community resources, support groups, and social service agencies as appropriate; complies with District and legal timelines.
- Measures program effectiveness at planned, scheduled intervals as determined by the IEP teams, and makes modifications as necessary.
- Attends and participates in meetings, workshops, and conferences as needed.
- Performs other related duties as required or assigned by supervisor.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: Completion of a bachelor's degree in psychology, social work or special education or closely related field; master's degree preferred. Previous experience in special education, behavior analysis or positive behavior support and working with at-risk students or students who are emotionally disturbed; professional assault crisis training and crisis intervention/behavior intervention strategies. Any combination of experience and training listed which would indicate possession of the knowledge, skills and abilities listed herein.

LANGUAGE SKILLS: Ability to read, write and speak at a level sufficient to fulfill the duties to be performed; understand and interpret the Education Code, Board Policy and state and federal regulations; understand and carry out oral and written directions in English; communicate effectively and make recommendations to various agencies, groups and individuals. Knowledge of: English usage, spelling, grammar and punctuation.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals; compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out basic or specific instructions furnished in written, oral diagram or schedule form; deal with problems involving a few known variables in routine situations; analyze data and documents and make decisions on procedural matters without immediate supervision and demonstrate considerable judgment and discretion; situations and make proper judgments, understand behavioral situations and react accordingly.

CERTIFICATES, LICENSES AND ABILITIES: Possession of current BCBA certification with the Behavior Analyst Certification Board or equivalent. Possession of a valid Class C California Driver's License and reliable transportation.

OTHER SKILLS AND ABILITIES: Ability to: work independently without supervision and perform complex assignments; take responsibility and use good judgment in recognizing scope of authority; communicate with the public; staff, board, parents, community and school officials tactfully and courteously; maintain confidentiality and security of sensitive information; compile and maintain accurate records and reports; perform routine administrative duties; perform simultaneously numerous assignments with close attention to detail, schedules and deadlines; plan, organize, direct and control behavior management functions. Have general knowledge pertaining to school district business operations. Maintain a neat and clean appearance. Due to the busy nature of this position, the employee must be able to routinely work well under pressure and remain calm and tactful with staff, the public, parents, and community members.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, use hands to manipulate or feel objects, tools, or controls and reach with hands and arms and talk, listen and hear. The employee frequently is required to stand, walk, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. However, while lifting amounts above 25 pounds a partner must be used. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision and depth perception and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, employee is occasionally exposed to wet and/or humid conditions and extreme heat. The noise level in the work environment is usually moderate.