



**PACIFICA SCHOOL DISTRICT**  
**Position Description**

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**TITLE:** Supervisor, Behavior Program and Related Services

**REPORTS TO:** Executive Director, Integrated Services

**CLASSIFICATION:** Classified Management

**WORK YEAR:** 210 Days

**SALARY:** Classified Management Salary Schedule

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**Basic Function**

Under the general direction of the Executive Director, Integrated Services, the Supervisor, Behavior Program and Related Services, manages, oversees and provides leadership in the development, implementation and evaluation of the behavioral program and other special education intervention programs in the district as designated.

**Organizational Tenets**

1. Participates as an integral member of the District's Leadership Team.
2. Demonstrates initiative and is able to work independently and productively.
3. Practices principles of collaboration and consensus building.
4. Holds student success as a primary goal.

**Essential Duties and Responsibilities (Persons employed in this position may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements).**

1. Oversees the operations of the behavior program.
2. Implements the philosophy, goals, objectives, and policies of the Pacifica School District as adopted by the Board of Education.
3. Work extended and/or flexible hours in order to attend Board and other public meetings and functions as needed.
4. Work under pressure to complete a variety of written reports within specific timelines.
5. Establish and maintain interpersonal relations with staff, administrators, trustees, employee groups, parents, and the public.
6. Ability to interpret Government and Educational Code regulations and accurately and effectively communicate same to the public.



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7. Provides leadership for the planning, development and operation of high quality behavior intervention programs for students with exceptional needs.
8. Participates in the selection of personnel; establish work standards; supervise, train, and evaluate classified personnel.
9. Provides direction and leadership for the Behavior, Occupational Therapy and Physical Therapy staff to maximize the effective utilization of district resources.
10. Manages and directs personnel actions; define and resolve complex work problems; establish work standards and operational objectives in assigned areas of responsibility.
11. Attends professional workshops and trainings and disseminate new information to behavioral staff.
12. Develops and implement (or provide opportunities for) Staff Development for Special Education staff.
13. Provides ongoing direction, training, and assistance to paraprofessionals, teachers, and administrators.
14. Provides knowledge and support for School Wide Positive Behavioral Interventions and Supports research and practices.
15. Assists teams in using data for decision-making and monitors implementation fidelity of behavior support plans.
16. Assesses individual students to identify need for behavior services, create goals, and recommend and design service delivery.
17. Conduct functional behavior assessments and write reports summarizing needs.
18. Participates in meetings to coordinate behavioral therapy goals with the total educational program.
19. Creates and monitors behavior support plans for each student receiving behavioral services.
20. Monitors goals and objectives for each student.
21. Collaborates and consults with behavioral staff, teachers, parents, outside agencies, administrators and community to enhance the effectiveness of behavioral and early intervention programs.
22. Effectively communicates student progress, recommendations and plan both orally and in writing.
23. Assists in the development of quarterly progress reports for students receiving behavior services.
24. Leads parent trainings throughout the school year.
25. Operates a motor vehicle for travel between the district office and other facilities as well as to and from other public agencies.

**QUALIFICATIONS**

**Knowledge of:**

- Principles of Discrete Trial Training (DTT), Integrated Playgroups, Picture Exchange Communications (PECS), and (TEACCH).
- Skills in the areas of Special Education.
- Supervision and evaluation of personnel.
- Fiscal management.
- Organizational skills and effective record-keeping techniques.
- Interpersonal skills such as active listening, patience and courtesy.
- District organization, operations, policies and objectives.



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### Ability to:

- Work effectively with board members, administrators, teacher, parents and other staff members.
- Demonstrate leadership skills coupled with the ability to work effectively as part of a leadership team.
- Develop and carry out intervention plans, goals, and objectives to support instruction.
- Generate detailed reports on student performance, goals and recommendations.
- Read, explain and follow rules, regulations, policies and procedures.
- Apply appropriate therapy procedures in work with students.
- Maintain records according to establish procedures.
- Establish and maintain therapy files and treatment logs.
- Provide supervision and direction to assigned staff.
- Work independently with minimal direction.
- Complete assigned work in a timely manner.
- Work confidentially with discretion.
- Communicate effectively using written and oral communication skills.
- Lift up to 50 lbs.

### Education:

Required: Masters degree in Psychology, Special Education, Applied Behavior Analysis or related field; Board Certified Behavior Analyst.

Preferred: School Psychology Credential; Behavior Intervention Case Manager Certification (BICM); Teaching credential and/or advanced degree in Special Education.

### Experience:

Background in Psychology, Education, Behavioral Psychology (or related field), and experience working with children with autism utilizing Applied Behavior Analysis methodologies such as DTT, PECS, and PRT are required. Minimum three years of management and/or supervision experience working in a Special Education environment.

### LICENSES AND CERTIFICATES

Possession of a valid California driver's license with no restrictions that would preclude driving on the job, as driving between schools is required. Board Certified Behavior Analyst certification.

Preferred: School Psychologist Credential, CPR/First Aid Certificate, Crisis Intervention Certificate.

*Pacifica School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.*

Board Adoption:

Original:

Revised: