

PUEBLO SCHOOL DISTRICT 60
CLASSIFIED JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: Behavior Advocate
Prepared Date: 7/30/2008
Revised Date: 9/25/2023
Work Year: 158 days
Department: Exceptional Student Services
Reports To: Executive Director of Exceptional Student Services
Salary Range: Behavior Advocate Salary Schedule
Benefits: Schedule B Benefits
Status: FLSA Status: Non-Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the Behavior Advocate is to assist certified teachers, therapists, and counselors with administration of one-on-one intensive behavioral intervention therapy in a school, home, or other settings; assist children with meeting their goals and objectives of their Individualized Education Plan (IEP); monitor and report student progress regarding educational performance; In addition, this position is primarily responsible to enable students with disabilities to have equal education opportunities.

QUALIFICATIONS:

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. The physical demands, work environment factors, and mental functions described below 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.

REQUIRED:

- High School Diploma or equivalent
- Reliable transportation
- Must obtain and maintain CPR and First-Aid Certification upon employment
- Must obtain and maintain Crisis Preventative Intervention (CPI) training certification upon employment.
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Completion of study at an institution of higher education
- Non-violent crisis intervention training
- Previous experience in behavior management
- Previous experience in a school setting
- Spanish speaking skills

SKILLS AND KNOWLEDGE:

- Ability to communicate, interact, and work effectively and cooperatively with all people, using tact, patience, and courtesy
- Basic knowledge of subjects taught at District schools
- Demonstrate sound work ethic
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs
- Ability to record precise required student data

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Work with individual students with exceptional needs to implement intensive behavioral therapy and tutoring to selected students one-on-one or in small groups for core academic subjects
- Provide support to therapists and specialists by implementing visual, behavioral, social, and/or communication strategies that enhance student performance and behavior. Administer activities for assessment/diagnosis and to reinforce learning
- Assist students in being successful in the school setting
- Work with families in addressing attendance issues, academic issues, and behavior

issues of identified students

- Work with school personnel in addressing the needs of students
- Collaborate with ESS staff
- Communicate with school personnel and ESS Specialist
- Develop and use incentives as positive reinforcement. Exercise constant supervision of children. Assess the need for, and use appropriate behavior modification in accordance with student’s individual education plan
- Document student academic and behavior responses to interventions using the IEP as a guide. Report occurrences to teachers
- Consistently use research validated de-escalation strategies to help the student regain control when they are in an escalated behavior state
- Help keep classrooms and other student facilities neat, clean, orderly, and safe
- Maintain confidentiality of student records and information
- Participate in and attend in-service, structured, and other specialized trainings, related, but not limited to, strategies for working with behavioral and educational needs of ESS students, behavior management, instructional curriculum, and other areas assisting the teacher in providing high quality education to the students
- Maintain appropriate professional appearance

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the classroom teacher, Principal, or ESS Administration

The physical demands, work environment factors, and mental functions described below 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.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8.5-hour workday, this job requires:

- R – Rarely (Less than .5 hr per day)
- O – Occasionally (.5 – 2.5 hrs per day)
- F – Frequently (2.5 – 5.5 hrs per day)
- C – Continually (5.5 – 8.5 hrs per day)
- NA – Not Applicable

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		

Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 75 lbs.			X		
Lifting/Carrying Maximum weight: 75 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; works in classrooms and hallways surrounded by students and staff of various ages and abilities; may occasionally need to physically guide or assist reluctant, angry, hostile, or violent students using approved CPI procedures; potential contact with blood and other body fluids and communicable diseases. Daily work schedules will vary depending on student and school needs.