

**PUEBLO SCHOOL DISTRICT 60**  
**PROFESSIONAL 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:** BCBA – Board Certified Behavior Analyst  
**Prepared Date:** 3/2/2022  
**Revised Date:** 9/25/2023  
**Work Year:** 173 days  
**Department:** Exceptional Student Services  
**Reports To:** Executive Director of Exceptional Student Services (ESS)  
**Salary Range:** APT Salary Schedule  
**Benefits:** Fringe Benefits based on Schedule C Benefits  
**Status:** FLSA Status: Exempt

**SUMMARY OF FUNCTIONS:**

The primary function of the Board Certified Behavior Analyst (BCBA) is to evaluate, develop, plan and monitor a variety of behavioral support services delivery options to meet the needs of students. The BCBA will work with the schools and various district departments and community agencies to ensure that functional behavior intervention plan are appropriate and fully met.

**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:**

- Possess a Behavior Analyst Certification or be making significant progress toward meeting the certification requirements. Maintain all required core competencies and required certifications upon employment
- Have a Master's degree in special education; psychology or related field with specialized knowledge of behavioral health, treatment, philosophies and professional practice's.
- Valid Colorado Driver License
- 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:**

- Experience in interpreting federal rules, regulations, Colorado statutes
- Experience in school district business operations
- Experience developing queries/reports

**SKILLS AND KNOWLEDGE:**

- Specialized knowledge of behavioral health, treatment, philosophies and professional practice's
- Knowledge and experience using a variety of assessment tools that may include the use of ABLLS, VB-MAPP, PEAK, Vineland, QABF, MAS, FAST and Functional Behavior Assessments.
- Ability to work effectively as a team member, demonstrate flexibility and desire to continue learning new skills for continued professional growth.
- Strong communication skills in order to work with diverse population.
- Basic computer skills and be able to use required software.
- Ability to problem solve and assist/lead/guide effective decisions in order to benefit the students.
- Be a self-starter and demonstrate the ability to work independently, as needed.
- Maintain all required core competencies and required certifications.
- Demonstrate strong organizational skills and effective time management.
- Maintain a high level of organization for effective record keeping and file maintenance. Ability to follow complex oral and written instructions
- Ability to be detail oriented with excellent proofing skills
- Ability to communicate effectively, both orally and in writing
- Ability to plan, prioritize, organize and execute work effectively, using independent judgment to provide overall direction for reaching organizational goals
- Ability to make independent decisions in accordance with established policies and procedures
- Ability to maintain gather and compile data and prepare reports accurately.
- Ability to establish and maintain effective working relationships with staff, students, parents, and other community members
- Ability to work tactfully and courteously with students, staff and the general public.

- Ability to be patient with a strong customer orientation toward students, staff, parents, and other community members
- Possess an excellent work attitude and the ability and willingness to take ownership and responsibility for project completion
- Awareness of the importance of confidentiality
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs

### **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.

- Use appropriate assessments instruments and data to develop and implement programs that reflect behavioral and other outcomes that benefit the student in a positive manner.
- Use professional knowledge and independent judgment to stabilize continuous improvements in the students' academic experience.
- Provide training and feedback to school staff through coaching, observation, team meetings, professional development and continued feedback as needed to ensure that behavioral supports are properly applied.
- Establish and maintain data measurements, collection and analysis systems for students receiving behavioral interventions, Maintain appropriate documents and prepare and complete reports as needed.
- Ensure that all FBA and BIPS are age appropriate and meet or exceed through the use of analytical skills that will result in an appropriate diagnosis and BIP (Behavior Intervention Plan) implementation plan to ensure effectiveness of services provided.
- Provide consultation, training, struggles and support to schools as requested for working with children who have behavioral/adaptive and/or social/communication challenges.
- Fully participate in IEP meetings as appropriate.
- Participate in professional growth activities in order to maintain appropriate BCBA credentials.
- Provide training to RBT (Registered Behavior Therapists) or BCBA candidates as needed.

### **NON-ESSENTIAL DUTIES:**

- Perform any and all other duties as assigned by the Executive Director of ESS or designee

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 a 9-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 6 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (6 – 9 hrs per day)

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: 40 lbs.			X		
Lifting/Carrying Maximum weight: 40 lbs.			X		

**WORKING CONDITIONS:**

Employee will work primarily in a school/office environment with both natural and fluorescent lighting with quiet or moderate noise levels.