

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:	Intervention Coordinator – Positive Behavior Intervention and Substance Abuse Prevention
Prepared Date:	7/12/2023
Revised Date:	9/15/2023
Work Year:	220 Days
Department:	Student Support Services
Reports To:	Director of School Culture, Wellness, and Safety
Salary Range:	APT Salary Schedule (Lane A)
Benefits:	Fringe Benefits based on Schedule C Benefits
Status:	FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

This is a grant funded position with funding through the City of Pueblo through June 30, 2028. There is no guarantee of continued employment beyond that time.

The Intervention Coordinator – Positive Behavior Intervention and Substance Abuse Prevention coordinates and facilitates the District’s positive behavior intervention and substance abuse prevention strategies at D60 schools.

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:

- Any combination of education and/or experience equivalent to: Bachelor's Degree in Social Work, Psychology, Counseling, Education, or related field, and three (3) years of experience in education or community related role
- Must be willing to work a flexible schedule to include 5 days per week, 2-3 times per month
- Valid Colorado Driver's License
- Reliable Transportation
- Proficient in Microsoft Office and Google Suite Applications
- 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:

- Previous experience working with students in K-12 settings
- Leadership responsibilities involving project management
- Previous experience with presentations and content delivery

SKILLS AND KNOWLEDGE:

- Ability to work in a complex environment using technical and interpersonal skills.
- Ability to establish and maintain positive and productive working relationships with diverse groups including regulatory agencies and members of the business community
- Ability to effectively present information to leadership, public groups, and boards of directors and respond to common inquiries or complaints as needed.
- Ability to work independently with minimal on-site supervision demonstrating sound judgement and decision-making skills to ensure quality of work meets expected standards
- Ability to work well in a team including principals, teachers, parents, and other community members. It is critical to be able to build teams and work collaboratively
- Ability to prioritize multiple demands
- Ability to maintain accurate records and documentation and provide reports to the school administration
- Ability to maintain strict confidentiality and ensure the safety and security of confidential information and documents.
- Working knowledge of and the ability to operate within Board policies and procedures
- Strong organizational and time management skills for balancing competing priorities
- Excellent interpersonal, verbal, and written communication and conflict resolution skills with the ability to build relationships with people from diverse life experiences
- Ability to work a flexible schedule, including some nights and weekends

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.

Substance Abuse Prevention Programming and Services

- Work with the Office of Student Support Services to identify research-based drug and alcohol use prevention strategies and curriculum that are culturally and linguistically appropriate for all D60 sites
- Assist schools in adopting the most successful strategies and curriculum for substance abuse awareness and prevention
- Train teachers, staff, parents, and other relevant community partners
- Through regular participation in the schools' Student Engagement process, identify those students who are at risk of failing or dropping out of school
- Collaborate with community agency partners such as mental health providers, HB1451, Social Services, and Municipal Court in order to facilitate student support groups as needed and evaluate the programs and curriculums.

Botvin Life Skills Coordination

- Offer Botvin Life Skills classes to D60 middle school students. The Botvin Life Skills Training Middle School Program is a prevention program with the goal to prevent substance use and other risky behaviors by providing students with knowledge and skills to:
 - Resist peer and media pressure to smoke, drink, or use drugs;
 - Develop a positive self-image;
 - Build health relationships;
 - Make responsible decisions and effectively solve problems.

Direct Diversion Programming and Services

- Coordinate/facilitate individual and group sessions or activities on the following topics within one week of referral:
 - Behavioral life skills awareness classes and activities
 - Service-learning and community service programs
 - Substance use education and counseling
 - Mental health classes and activities (de-escalation, anger management, coping skills, etc.)
 - Restorative justice and supports for rebuilding school relationships

Restorative Practices Program Development

- Facilitate mediations, as needed, in response to conflicts among students, educators, and family members
- Inform families, administrators, and educators about incidents in school, as needed, with the assistance of building administrators
- Circulate throughout the district buildings to build and foster relationships with all

stakeholders and cultivate advocates for restorative practices among administrators, educators, students, families, and community members

- Support teachers inside the classroom through observation, coaching, and modeling of restorative practices
- Establish a “feed-back” loop for administrators, educators, and students to use in order to express concerns/testimonials about the process
- Provide ongoing restorative practice professional development to D60 staff and schools
 - Facilitate debriefing sessions for teachers and students for the purpose of expanding understanding
 - Provide follow-up sessions to ensure program effectiveness
 - Use restorative circles to build a sense of community
- Plan and facilitate trainings that expand the existing scope of the program throughout the district; train administrative teams so they can ensure compliance and consistency with district expectations; teach students conflict resolution techniques; develop a common language among community members
- Gather and organize measurable assessment data to inform a variety of stakeholders of trends regarding the school climate as a means of communicating about the effectiveness of the restorative work being accomplished in the school buildings
- Assist the Director of Culture, Wellness, and Safety with the planning and implementation of district policies, regulations, and codes of conduct that align restorative practices

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Director of Culture, Wellness, and Safety

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: 50 lbs.			X		
Lifting/Carrying Maximum weight: 50 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; at times works in classrooms and hallways surrounded by students and staff of various ages and abilities; Daily work schedules will vary depending on student and school needs. Position requires frequent local travel in the community.