

WINOOSKI SCHOOL DISTRICT
Job Description: Behavior Coach

Date Approved/Updated: December 9, 2015

Location: Winooski School District

Job Group: Educator

Reports To (Position Name): Building Principal

Summary of Position Responsibilities: To provide behavioral support to students while coaching teachers and parents using strategies so that all students are successful and able to access their education.

Essential Duties and Responsibilities:

1. The behavior coach will model, mentor and support students by working directly with classroom teachers.
2. The behavior coach will focus on increasing the skills of the regular classroom teacher to better meet the needs of the student with behavioral and/or emotional issues.
3. Work collaboratively with the school to identify students in need of early behavioral intervention.
4. The behavior coach will develop plans and coach teachers in the implementation of the plan.
5. Maintain documentation of student progress.
6. Provide small group social thinking and mindfulness instruction to students.
7. Collaborate with school personnel, agencies and families in coordinating services.
8. Complete all reporting requirements as mandated by the district, state, federal and educational agencies.
9. Collect and summarize behavioral data collaboratively with teachers/staff and make recommendations about adjustments that should be made in the plan/program.
10. Assist with crisis intervention and prevention.
11. Provide ongoing faculty training to support school-wide positive behavior strategies for students.
12. Provide functional behavior assessments and use data to develop tiered interventions of support for individual students as needed.
13. Meet regularly with teacher teams to analyze behavior data and develop strategies for all students to be successful in the classroom.
14. Model behavior management strategies for teachers and staff for successfully addressing challenging behavior.
15. Effectively manage escalated student behavior.
16. Other duties as assigned by the Building Principal.

Supervisory Responsibilities include:

Interviewing; training; appraising performance; rewarding/disciplining employees; addressing complaints and resolving problems; planning, assigning, and directing work

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Qualification Requirements:

The requirements listed below are typical 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: Bachelor’s degree and working knowledge of Vermont’s Framework of Standards required. Recent experience working in a Vermont school district preferred.

Certificates, Licenses, Registrations: Holds or is eligible to hold a Vermont teaching license. Holds the appropriate endorsement(s) and meets all the basic competencies and qualifications of the endorsement(s) as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*

Language Skills: Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.

Mathematical Skills: Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardizations exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Reasoning Ability: Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Good basic computer skills and experience with word processing programs require. Experience with Microsoft Office helpful. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

Physical Demands:

The physical demands are typical 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. Indicate with the following designations O=occasionally F=frequently or C=constantly for each essential function of the job. Leave blank if it is not essential to the job:

- F Standing F Walking F Sitting O Lifting O Carrying O Pushing
- O Pulling O Climbing O Balancing Stooping O Kneeling O Crawling
- O Crouching O Reaching C Handling C Fingering C Feeling C Talking
- C Hearing C Far Vision C Near Vision C Color Vision C Depth Perception F Repetitive Motion
- F Eye/Hand/Foot Coordination

Physical Effort: Please indicate on the continuum the requirements of this position:

<i>Sedentary Work</i>	<i>Light Work</i> XX	<i>Medium Work</i>	<i>Heavy Work</i>	<i>Very Heavy Work</i>
Lifts up to 30 lbs Walks/stands occasionally	Frequently lifts up to 10 lbs. Frequently walks/stands.	Frequently lift/carry up to 25 lbs.	Frequently lift/carry up to 50 lbs.	Frequently lift/carry up to 50 lbs or more.

The information contained in this job description is for compliance with the Americans With Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual(s) currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.

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Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Indicate with the following designations N=Never O=occasionally F=frequently or C=constantly for each essential function of the job:

<input type="checkbox"/> _F_ Exposure to weather	<input type="checkbox"/> _O_ Extreme heat	<input type="checkbox"/> _O_ Extreme cold	<input type="checkbox"/> _F_ Noise	<input type="checkbox"/> _O_ Dust, vapors, fumes
<input type="checkbox"/> _C_ Time constraints	<input type="checkbox"/> _C_ Public contact	<input type="checkbox"/> _C_ Deadlines	<input type="checkbox"/> _O_ Travel	<input type="checkbox"/> _F_ Inside work

Terms of Employment: Per Collective Bargaining Agreement, State and Federal Statutes and Board Policies.

Compensation: As per Collective Bargaining Agreement.

Evaluation: Performance of this job will be evaluated in accordance with Policy #2413.