



City of St. Charles School District

BEHAVIORAL COACH

Reports to:	Director of Special Education and Student Services
Classification:	Certified
FLSA Status:	Exempt
Terms of Employment:	To be established by the Board of Education annually
Evaluation:	Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy
Compensation:	Contract- Reviewed and established annually by the Board of Education

JOB SUMMARY:

To support and coach classroom teachers in implementing changes in classroom management and behavioral interventions; serve as teacher leader; model examples of high-quality teaching and classroom management, analyze results to determine changes needed; assist teachers in linking data with classroom instruction and interventions; work with administrators and parents; support buildings in development of pyramid of interventions; continue to learn and develop strategies based on research; facilitate social/emotional-based team meetings; provide high quality professional development opportunities for staff; and work as a team member to ensure that learning occurs for each child, every day.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

Essential Functions:

- Assists in developing interventions, functional behavior assessments, and behavior plans for the purpose of providing a safe and effective educational environment for students.
- Consults with and models for staff a variety of classroom management techniques and instructional methods based on best practices and research based interventions
- Consults and collaborates with parents/guardians and the educational team regarding challenging behaviors and assists staff/families in creating and utilizing supports for the classroom and home environment
- Assists in developing procedures and training for district staff to support students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with behaviorally or emotionally disturbed students.
- Attends IEPs as determined by IEP team and may be assigned as case manager for individual IEPs.

- Assists the administration in implementing district rules and policies on student conduct, develops classroom universals on behavior and procedures, and assists in maintenance of classroom management in the classroom.

Interpersonal Relations:

- Demonstrates positive interpersonal relationships with students.
- Demonstrates positive interpersonal relationships with staff.
- Demonstrates positive interpersonal relationships with parents and patrons.

Professional Responsibilities:

- Participates in professional growth activities.
- Demonstrates enthusiasm toward the profession.
- Follows the policies and procedures of the school district.
- Maintains regular attendance.
- Maintains confidentiality, unquestionable integrity.
- Responds to requests in a timely manner.

QUALIFICATION REQUIREMENTS:

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Degree(s) required in major area of study.

CERTIFICATES, LICENSES, REGISTRATIONS:

Missouri teaching certification. BCBA certification required or willingness to obtain certification within first 3 years of employment.

COMMUNICATION SKILLS:

- Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, correspondence and procedure manuals consistent with the duties of this position.
- Ability to effectively present information and respond to questions from administrators, staff and the general public.

OTHER SKILLS and ABILITIES:

- Knowledge of state and federal regulations and laws as they apply to schools.
- Knowledge of child/adolescent development.
- Knowledge of effective assessment strategies and data analysis tools to inform decision making and program evaluations.
- Ability to effectively apply human relation skills, including conflict resolution, consensus building, and leadership skills.
- Excellent oral and written communication skills.
- Ability to perform duties in full compliance with district requirements and School Board policies.

- Ability to perform applicable computer applications.

PHYSICAL DEMANDS:

The physical demands described here 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.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

The employee must independently transport him/herself to various sites in the District as well as schools and other sites in the metropolitan area for various types of meetings and events.

WORK ENVIRONMENT:

The work setting involves performance in a school environment with various levels of staff. The setting involves the support of learning with teachers, administrators and parents on the campus – classroom. The work conditions include an environment, which could be quiet, moderate or loud. The work conditions also require the ability to resolve problems and conflict between students, parents and staff with diverse backgrounds and needs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the American 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 individuals currently holding this position and additional duties may be assigned.

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