

**School District of Santa Rosa County
Job Description**

Behavior Coach

Reports to: E S E D i r e c t o r	FLSA Status: Exempt
Department: ESE Department	Prepared by: Human Resources
Date: March 10, 2016	Job Code:

Principal Duties and Responsibilities (Essential Functions):

- Collaborate with school leadership to develop and implement/maintain a school wide positive behavior supports system to address the needs of all students, using a tiered intervention model.
- Collaborate with teachers and administrators to identify students in need of behavior intervention and Tier III and IEP goals for behavior.
- Develop Functional Behavior Assessments and Individual Positive Behavior Intervention Plans with for identified students in collaboration with the classroom teacher using multiple data sources and district behavior staff.
- Maintain documentation of student progress collaboratively with classroom teacher through data collection on target behaviors and designated training goals
- Develop and deliver individualized and group professional learning experiences for teachers in best practices for classroom management, positive behavior support, and cultural competency.
- Model, coach, and observe implementation of positive classroom management techniques in the classroom.
- Develop and deliver learning experiences for parents in positive behavior techniques.
- Work directly with students in Tier II and Tier III for behavior and their parents to modify behaviors to reach successful outcomes.
- Maintain all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document Discipline through designated system.

Supervision Received:

School Site Principal and ESE Director

Supervision Exercised:

N/A

Minimum Qualifications:

1. Bachelor's Degree, preferably in social work, psychology, child development, special education or closely related field.
2. Minimum of three years' work experience in education, social work, or mental health.
3. Current teaching certificate or licensure commensurate with position.

Minimum Skills:

- Sound knowledge of child development and behavior modification.
- Strong verbal and written communication skills.
- Willingness and ability to effectively collaborate with teachers, leaders, parents, students, and district personnel.
- Expertise in working with teams and individuals. Develop and implement school wide and individual positive behavior support plans.

- Collect and analyze data from a variety of sources, make recommendations and plans based on data, and evaluate results of data-driven plans.
- Communicate with at-risk students.
- Have been trained and can de-escalate heightened student behavior and emotions.

Preferred:

ESE Certification with coursework relating to behavior

Physical Demands:

Exerting up to 20 lbs. of force occasionally and/or up to 10 lbs. of force as needed to move objects. While performing the responsibilities of the job, the employee is required to talk and hear. The employee is often required to sit and use their hands and fingers, to handle or feel. The employee is required to stand, walk, reach with arms and hands, climb or balance, and to stoop, kneel, crouch or crawl. Vision abilities required by this job include close vision. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Terms of Employment:

Approved compensation plan
Teacher position paid from the instructional salary schedule

Conclusion:

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.