

# LAKEVILLE AREA PUBLIC SCHOOLS

## POSITION DESCRIPTION

<b>POSITION TITLE:</b>	<b>Instructional Behavior Coach</b>	<b>LOCATOR: (Office Use Only)</b>
<b>DEPARTMENT/BUILDING:</b>	<b>Districtwide</b>	<b>POSITION CLASSIFICATION:</b> <b>TOSA</b>
<b>TITLE OF IMMEDIATE SUPERVISOR:</b>	<b>Director of Special Services</b>	<b>BARGAINING UNIT:</b> <b>Education Minnesota Lakeville</b>

### **POSITION SUMMARY:**

The Instructional Behavior Coach TOSA position will support students and staff with addressing behavior needs of students that interfere with learning and teaching, thereby helping students experience school success. Through modeling and training from the coach, we will increase staff knowledge and capacity to address challenging behaviors and the ability to be proactive. For students on IEPs, this would include training and coordinating the use of functional behavioral assessments and positive behavioral support plans where the student's needs warrant the behavioral skill development related to the disability needs. This position works to help staff continuously improve their individual and collective instructional capacity in order to improve student learning. This position will provide staff support and training around adopted assessment and curriculum tools. The Instructional Behavior Coach will be a member of the collaborative threat assessment team to assist with "Level 1 Threats", which includes developing and monitoring comprehensive care or safety plans with school leadership and with support of the district Threat Assessment Specialist.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

The essential functions of this position include, but are not limited to, the following fundamental duties:

1. Work and train collaboratively with the site-based and district-level teams:
  - Provide technical assistance, consultation, and training to schools regarding social emotional learning, mental health services and community resources; consult with school-level support staff regarding student specific mental health and/or chemical health issues as needed
  - Member of the district crisis response team; review and revise crisis response manual; ensure that all student support staff annually review crisis procedures; assist with the development and training of crisis teams
  - Collect and analyze district data related to social emotional, mental health and chemical health needs and student outcomes
  - Stay current with best practices in social emotional learning, mental health and chemical health
  - Plan and/or conduct staff development activities on topics related to social emotional development
2. Conduct observations of students, promote collaborative team processes, and provide behavioral strategies and coaching to staff.
3. Assist and coach probationary and tenured staff to further develop their practices related to behavior interventions, classroom strategies, room arrangement, etc.
4. Develop intervention plans and train licensed and paraprofessional staff in using tools that support student regulation including visual supports and calming strategies.
5. Facilitate meetings that may frequently involve a range of issues for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.
6. Manage assigned programs and/or services for the purpose of achieving outcomes in relation to program objectives, and ensuring conformance with legal, financial and districts' requirements.
7. Oversee data collection and monitoring procedures on support services provided to students to monitor intervention fidelity and success as well as recordkeeping for restraint and seclusion.
8. Provide professional development in research-based pedagogy and best practices for licensed and paraprofessional staff.

9. Assist educators with implementing research-based best practices for interventions, personalized learning and behavior improvement.
  10. Collaborate with and lead IEP teams (including parents) on behavior plans and supports:
    - Functional Behavioral Assessments (FBAs), and Positive Behavior Support Plans (PBSPs)
  11. Conduct threat assessments (level 1) and make team recommendations that will lead to the following:
    - Appropriate and effective student interventions and discipline
    - Appropriate warnings to and protection for individuals or groups against whom the threat was directed
    - Progress toward reestablishing school safety
  12. Facilitate case discussions and assist school support teams in the development of safety plans to monitor and guide students (victims/perpetrators) involved in a threat; reconvene teams when necessary to ensure adherence to plans.
  13. Monitor students identified as at-risk of threatening behavior.
  14. Consult with district staff on students with complex needs and assist in connecting families to available resources.
  15. Collaborate with students, their families, school staff, and other service providers to develop support plans tailored to their unique strengths, needs, and goals.
  16. Provide technical assistance, consultation, and training to schools regarding social emotional learning, mental health services and community resources; consult with school-level support staff regarding student specific mental health and/or chemical health issues as needed.
  17. Act in a professional and ethical manner and adhere at all times to the professional Code of Ethics.
  18. Other duties as assigned.
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#### **ADDITIONAL DUTIES AND RESPONSIBILITIES:**

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1. Support Special Education programs and services to ensure students are educated in the least restrictive environment and improve programming to reduce the need for more restrictive placements and contracted support.
  2. Attend professional development as determined by special education leadership.
  3. Attend Crisis Prevention Intervention (CPI) Training, maintain certification and/or serve as a district-wide CPI trainer; provide crisis intervention and support to students and staff as needed.
  4. Communicate regularly with the Executive Director of Student Services, Director of Special Education, and Coordinators.
  5. Be available to work a flexible schedule consisting of 8 hours a day.
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#### **POSITION QUALIFICATIONS** (Specific training or job experience required before appointment):

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1. Knowledgeable of current best practices in the field of special education, specifically in the area of behavior, due process, and social emotional learning, with evidence of the continuing pursuit of such knowledge.
2. Experience with data analysis and data-driven decision making to support instruction and behavior interventions.
3. Effective skills in the areas of: time management, task prioritization, problem solving, and development of solutions.
4. Effective written and oral communication skills.
5. Minimum of three years' experience teaching special education students and/or working with students with significant behavioral challenges.
6. Valid Minnesota Teaching License in any special education area: Preferred areas of ASD or EBD, school psychology, school social worker.
7. Two letters of recommendation (one from administration, one from peer is preferred)

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**PHYSICAL REQUIREMENTS:**

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Employee is required to:	Never	Occasionally 1-33%	Frequently 34-66%	Continuously 66-100%
Stand			<b>X</b>	
Walk			<b>X</b>	
Sit			<b>X</b>	
Use hands dexterously (use fingers to handle, feel)			<b>X</b>	
Reach with hands and arms			<b>X</b>	
Climb or balance		<b>X</b>		
Stoop/kneel/crouch or crawl			<b>X</b>	
Talk or hear				<b>X</b>
Taste or smell		<b>X</b>		
Physical (lift and carry):				
Up to 10 pounds			<b>X</b>	
Up to 25 pounds			<b>X</b>	
Up to 50 pounds	<b>X</b>			
Up to 75 pounds	<b>X</b>			
Up to 100 pounds	<b>X</b>			
More than 100 pounds	<b>X</b>			