

Winooski School District

Job Description

Job Title: Therapeutic Program Coach

Paygrade: Professional Staff Negotiated Agreement

FLSA Status: Non-Exempt

Effective: Academic Year 2022/23

Direct Supervisor: Director of Support Services & Early Learning

POSITION OBJECTIVES:

The Therapeutic Program Coach is a special educator who will maximize the learning/opportunities/mental health stabilization for students diagnosed with an emotional disturbance who require a more restrictive environment in a therapeutic, alternative program within the Winooski School District (at the elementary, middle, or high school level). This position will further develop the vision and mission statements of these programs, while providing ongoing coaching and feedback, as well as collaboration with both internal and external teams.

ESSENTIAL DUTIES AND RESPONSIBILITIES Provide professional expertise with program development & coordination of the therapeutic classrooms including:

- Work directly with students in classroom and/or other environments, as necessary, to model behavior intervention strategies for staff
- Provide training, on-going coaching, and feedback for Therapeutic Crisis Intervention implementation
- Work with K-12 therapeutic classroom teachers to create consistency across three multi-age classrooms and develop a program handbook
- Facilitate post-crisis debrief meetings with staff
- Triage a team of instructional assistants based on unpredictable and rapidly changing needs across three therapeutic classrooms.
- Facilitate inter-agency meetings (DCF, Howard Center, etc.)
- Manage and coordinate crisis response with internal and external school teams.
- Facilitate weekly clinical supervision meeting with the school psychologist
- Provide support in the general education setting for students entering and exiting alternative education.
- Support research-based classroom management methods; with strategies for individual behavior management, crisis prevention, intervention, de-escalation techniques, and understand the balance between classroom management and academic teaching strategies.
- Liaison between the therapeutic programs and the whole school to ensure that students have seamless access to the general education environment and are included in school-wide functions.

Additional Training and Experience Preferred:

- Knowledge and experience working and supporting students within the continuum of supports in general and special education
- An understanding of the impact of trauma on learning and development and best practices for working with students who have experienced trauma.

- Ability to effectively resolve conflicts and handle stress.
- Ability to build trusting relationships with and support faculty, staff, students, and parents
- Competent in equity-centered trauma informed educational practices
- Experience working with multi-agency teams providing services for students with trauma histories.
- Experience working with student who have experienced chronic and complex trauma

SUPERVISORY RESPONSIBILITIES: Supervisory responsibilities of support staff within the therapeutic programs in collaboration with the main special education teachers of these programs.

PROFESSIONAL EXPECTATIONS:

To perform the job successfully, an individual should demonstrate the following:

Communication Skills. Listens and gets clarification; Responds well to questions. Excellent oral and written communication skills (clear, accurate, articulate, concise, proper grammar). Communication is timely, courteous, respectful and tactful. Excellent listening skills.

Interpersonal Skills. Keeps emotions under control; Remains open to others' ideas and tries new things. Effectively works with others, including those with opinions or beliefs different from their own. Interacts with others in a friendly, tactful and positive manner. Works through differences in a respectful manner without drama. Sensitive to the feelings of others. Treats others with dignity and respect. Builds constructive and supportive relationships with peers. Helps to create an inclusive work environment. Attempts to understand others points of view.

Team Player. Contributes to building a positive team spirit. Proven ability to work cooperatively and effectively as part of a team. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

Organizational/Planning Skills. Uses time efficiently. Able to multitask and prioritize effectively.

Flexibility/Adaptable: Open to new ideas and tasks without resistance; able to deal with new situations well. Versatile and capable of handling diverse assignments. Effectively accepts constructive criticism. Maintains composure when faced with stressful situations that require flexibility and adaptability. Performs essential duties where needed including different work sites.

Motivation/Initiative: Asks for and offers help when needed. Proven ability to work effectively without specific direction, and with minimal supervision. Able to identify and implement improvements to systems and practices to increase efficiency and effectiveness.

Emotional Maturity: Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.

Attitude/Personality/Style: Friendly, helpful and positive disposition; patient and understanding; takes pride in work; responsive to the needs of others; enthusiastic; good sense of humor; able to see the good in every situation; honest and direct; transparent.

Attendance/Punctuality: Is consistently at work and on time. Ensures work responsibilities are covered when absent. Arrives at meetings and appointments on time. Commits to long hours of work, including before and after school, when necessary to reach goals. Schedules

appointments so as to minimize impact on work. Follows established leave requesting and reporting protocols.

Problem Solving Skills: Approaches problems in a positive manner. Views impediments as solvable challenges. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable and timely manner.

Professionalism: Presents a professional image; remains calm and focused in stressful situations; treats others with courtesy and respect regardless of their status or position; maintains a professional appearance for the position in both dress and manner; approaches others in a tactful manner; reacts well under pressure; accepts responsibility for own actions; follows through on commitments.

Organizational Support: Follows district policies and procedures, rules of conduct, and behavior expectations. Promotes/presents a positive image of the school/district.

Quality of Work: Performs duties consistent with District standards and performance expectations.

Quantity of Work: Completes work in a timely manner. Manages to stay productive even during relatively slow times with minimum direction

Safety and Security: Observes safety and security procedures. Reports potentially unsafe conditions.

Dependability: Follows instructions and responds to supervisor direction. Responds to requests for service and assistance. Takes responsibility for own actions.

Job Knowledge: Demonstrates a working knowledge and understanding in the areas of responsibility. Acquires needed skills and knowledge with little reluctance.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty and professional expectations satisfactorily, in addition to the following:

- **Education and Experience.** A Bachelor's Degree with valid teaching licensure in special education and at least three years of experience in the field.
- **Language Skills.** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine IEPs, reports and correspondence. Ability to speak effectively. Ability to provide effective instruction and receive constructive feedback.
- **Mathematical Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry **may be necessary.**
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- **Reasoning Ability/Mental Requirements.** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Ability to anticipate and diffuse emotionally explosive **situations.**
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
- **Other Qualifications.** Experience working with children/adolescents. Training/experience working with students who have **intensive special needs is desirable.** Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). Ability to remain calm and efficient in responding to medical emergencies.
- **Travel Requirements.** Must have reliable transportation to and from work.
- **Attendance.** Reliable attendance at work and punctuality is required for the position. Employee must also be able to participate in required meetings and/or trainings that are held outside of the normal work day or work hours.

<u>Frequency</u>	<u>Code</u>	<u>Description</u>
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally of the time	O	activity exists on a consistent basis for less than 1/3
Frequently time	F	activity exists from 1/3 of the time up to 2/3 of the
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS:

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		X
BALANCING	O	X	
CROUCHING	O	X	
KNEELING	O	X	
CRAWLING	O	X	
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	NA		X
REPETITIVE MOVEMENTS (hands, feet)	O		X
MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS:

All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O

UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in an alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

OTHER DUTIES AND QUALIFICATIONS:

This general outline illustrates the type of work, which characterizes the Job Classification. It is not designed to cover or contain a comprehensive listing of activities, duties, responsibilities and qualifications that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

NON-DISCRIMINATION:

The WSD is committed to maintaining a work and learning environment free from discrimination. Employment decisions are based on merit and business needs, and not on the basis of race, color, ancestry, religion, gender, age, marital/civil union status, national origin, sexual orientation, place of birth, citizenship, veteran status, disability, gender identity, genetic information or other protected class as defined and required by state and/or federal laws.