

St. Helens School District Job Description

Job Title: TOSA Student Success Coach/School Social Worker
Reports To: Principal

TOSA Student Success Coach/School Social Worker

The St. Helens School District is looking for a dynamic individual to serve in the role of Student Success Coach or School Social Worker. Qualified candidates will bring to this position, experience as a specialist in the areas of special education, school counseling, behavior intervention support or school social work.

We are looking for candidates who can build relationships with students, staff and families. This individual will work with staff to create behavior support plans for students needing tier 1 or 2 supports to achieve academic success in the classroom.

Purpose

The TOSA – Student Success Coach/School Social Worker supports students, staff and school in achieving a positive school climate. The incumbent cultivates and promotes a safe, learning-centered school environment. This is accomplished by aligning positive student and teacher behaviors using a Multi-Tiered System of Support/Positive Behavior Interventions and Supports. The incumbent supports positive student behavior management through universal Tier I interventions and implementing Tier II Behavior supports. The TOSA - Student Success Coach/Social Worker also provides immediate assistance to schools with students in crisis by consulting, helping to develop appropriate response plans, conducting and/or coordinating Functional Behavior Assessments and/or Risk Screens and Assessments.

Nature & Scope

The TOSA – Student Success Coach/School Social Worker operates under general supervision. The nature of the work requires strict adherence to policies, procedures, regulations, and laws. The incumbent interfaces daily with students, parents, school administrative staff and school employees. Because this job involves frequent interaction with students, the position requires a high level of professional decorum, excellent judgment, a calm demeanor, and the capacity to serve as a role model to young people.

Essential Job Functions

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Abides by the Standards for Competent and Ethical Performance of Oregon Educators as articulated by the Teacher Standards and Practices Commission under OAR 584 Division 20.
3. Fosters a culture of learning, cultural responsiveness, and high expectations for every student and every adult.
4. Collaboratively supports and trains staff to deliver behavioral health and wellness programs and curriculum to support students' access to the academic curriculum.
5. Assists in the training of staff to implement behavior modification techniques and serves as a resource to teachers on best practices in classroom management and student interventions.
6. Supports and trains staff in defining and measuring behavior, understanding principles of reinforcement, teaching new behavior, implementing universal Tier 1 strategies for improving positive behavior and identifying antecedents.
7. Works cooperatively with the building administrator, school counselor, social worker and the school team to promote positive student behavior by supporting teachers in their implementation of positive behaviors supports in their classrooms.
8. Supports teachers in gathering and analyzing information to develop individualized behavior support plans and interventions with the school team.
9. Reviews, analyzes and uses behavioral referral and school-wide data reports on a regular basis.
10. Collaborates with school teams to identify students in need of Tiers 2 behavioral interventions, assisting in the planning of those interventions and implementing the interventions.
11. Provides immediate assistance with supporting students who are engaged in the escalation cycle.
12. Promotes positive relationships with outside services and student/home environment when developing programs/plans.
13. Facilitates and coaches teams through the development and implementation of Functional Behavior Plans/Behavior Support Plans for identified students. Helps classroom teachers design plans that address classroom organization, effective instruction, social emotional learning, skills' instruction and ethical issues.
14. Coordinates with District staff to develop systems and procedures for working with and assisting students with challenging behaviors.
15. Implements culturally competent practices and culturally responsive schoolwide and classroom management strategies to provide equity and access for all students.
16. Plans and delivers support and professional development that incorporates input and feedback to maximize effectiveness.
17. Collects and analyzes data from multiple sources to determine impact and effectiveness.
18. Maintains effective working relationships with other members of the Department as well as other school personnel and community members, including those from diverse cultures or backgrounds or those who speak limited or no English.

19. Complies with all procedures outlined in the *Code of Professional Conduct and Annual Notices for Education Practitioners, Teachers, Support Staff, Administrators, Substitutes Handbook* and all other Beaverton School District Policies and Procedures.

Required Qualifications

1. Maintains current TSPC Licensure.
2. Must have successful experience in any of the following positions: autism consultant, counselor, general education teacher, school psychologist, social worker, and/or special education teacher.
3. Must possess excellent written and oral communication skills.
4. Must be able to make decisions while working within stressful situations.
5. Work with team members to collaboratively solve problems that are in the best interest of students.

WORKING CONDITIONS

The TOSA – Student Success Coach/School Social Worker works primarily within school buildings. The work environment will frequently include moderate to loud noise. The work environment may include exposure to unpleasant interior temperatures, dirt, and communicable diseases.

Regular in-district travel will be required as well as occasional statewide or national travel. Attendance at meetings or activities outside of the normal workday will also be required, including frequent, prolonged, and irregular hours including evening/weekend time.

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.

In an 8-hour workday, this job requires:

R - Rarely (Less than .5 hr per day)

O - Occasionally (.5-2.5 hrs per day)

F - Frequently (2.5-5.5 hrs per day)

C - Continually (5.5-8 hrs per day)

NA - Not Applicable

Physical Requirements	NA	R	O	F	C
Sitting				x	
Stationary Standing				x	
Walking (level surface)				x	
Walking (uneven surface)			x		
Crawling		x			

Crouching (bend at knees)		x			
Stooping (bend at waist)		X			
Twisting (knees/waist/neck)		X			
Turn/pivot		X			
Climbing (stairs)		X			
Climbing (ladder)		X			
Reaching Overhead		X			
Reaching extension		X			
Repetitive use arms		X			
Repetitive use hands grasping		X			
Repetitive use hands squeezing		X			
Fine manipulation		X			
Using foot control	X				
*Pushing/Pulling (Maximum Weight: 40 lbs)		x			
*Lifting/Carrying (Maximum Weight: 40 lbs)		x			

*Identify items typically moved: ___ classroom supplies _____

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.

The noise level in the work environment is usually low to moderate.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: St. Helens SD	Prepared Date: 2/12/2020
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I have read and understand this job description.

Signature:

Date:

May 2021

Date: