

# Classification Description

## Student Safety Coach

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

### Summary of Scope of Classification

This class is accountable for maintaining a positive school environment by providing building security, positive behavior and social-emotional interventions, crisis prevention and intervention, and emergency support services to staff, students, and visitors.

### Education and Experience Requirements

- An Associate degree in law enforcement, criminal justice, or a related field
- Two (2) years' experience in public safety, private security, military police, or behavioral intervention position in a Level IV Special Educational setting.
- Substitution allowed: Substitution for the general education and experience includes having a combination of education and experience that equals four (4) years in performing duties related to public safety, private security, military police, or behavior intervention at a Level IV Special Educational setting.
- Character Requirement: In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate will be made prior to appointment.

### Licensure Requirements

- Medical First Responder certificate within 60 days of appointment.

### Knowledge, Skills, and Abilities

- Knowledge of:
  - Minnesota State and Federal laws, regulations, rules, codes, and standards pertaining to workplace safety, emergency preparedness, and critical incidents;
  - Best practices with regard to emergency planning assessments, workplace safety, threats, and security assessments;
  - The Incident Command System and CrisisGo;
- Knowledge and understanding of:
  - De-escalation techniques;
  - Collaborative Problem Solving Model (CPS);
  - Trauma-Informed Practices;
  - Restorative Practices;
  - Non-violent defensive tactics;
  - CPI holds and restraints (always relying on least restrictive interventions);
  - Use-of-force and the Force Continuum;
- Skilled in:
  - Areas relating to Emergency preparedness and readiness;

**Reports to**  
Student and Staff  
Safety Managers

**Department**  
Special Education and  
Mental Health  
Partnerships

**Bargaining Unit**  
Local 2209

**FLSA Designation**  
Non-Exempt

**Position Supervises**  
Position may provide  
work direction to  
others who are  
performing security  
and/or safety-related  
duties.

- Effectively working with students, parents, and staff of diverse ethnic/racial and socioeconomic backgrounds;
- Understanding childhood trauma and effectively working with students in a trauma sensitive school environment
- Ability to:
  - Physically intervene with physically aggressive students using proper procedures and Personal Protective Equipment (PPE);
  - Proactively identify and suggest ways to reduce safety risks and liability, prevent and manage workplace violence and improve school-community relations relating to safety;
  - Coach, direct, and receive feedback to inform staff in times of crisis/physical intervention while following IEPs or PBSPs;
  - Provide de-escalation techniques to students who are upset, distressed, distraught or dysregulated;
  - Work closely with building administrators to provide building security (Health and Safety Team);
  - Communicate with administration about all safety concerns, critical incidents, restrictive procedures, and any type of weapon that gets confiscated;
  - Recognize, identify, and intervene when students are becoming aggressive, or disorderly, due to behavior or emotional decompensation;
  - Provide, in rare instances, physical security intervention practices to detain, confine, or restrain physically aggressive students only when necessary (Always use least restrictive techniques);
  - Coordinate emergency preparedness activities, drills, and safety committees in collaboration with the building administrator.

### Essential Functions

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Serve as an advocate for educational equity for all students and families, with a particular emphasis on equity in behavior and safety planning and response
- Promote and reinforce positive student behavior
- Respond to crisis situations, triage, and call 911, EMS, and or Crisis Team as directed by the Student and Staff Safety Managers and Administrators as needed
- Develop positive relationships with all students in the building
- Debrief problematic behavior with students by using the Collaborative Problem Solving Model (CPS)
- Be knowledgeable of specific disabilities and individual learning characteristics, including IEPs, 504s, and PBSPs when implementing evidence-based Crisis Response Activities
- Assist staff in observing, recording, and charting behaviors
- Assist staff with crises, problems, and behavior management
- Assist students, on a limited as needed basis, with physical needs such as toileting, eating, and dressing when the student poses a safety concern to themselves or others

- Participate in professional activities and meetings, such as IEPs and 360 meetings, as part of the Health and Safety school team
- Work with audio-visual equipment, computers, and/or assistive technology as related to IEP accommodations and modifications
- Provide active supervision to students in the hallway, lunchroom, and recreational areas
- Observe and draft observation notes on incidents that occur within the building or facility, including documenting/reporting damage to property via SchoolDude and ZenDesk
- Lead/support students and staff during Restorative Practices
- Work with other Student Safety Coaches to communicate and problem solve situations together that occur through the school day
- Follow district procedures and policies
- Follow and fulfill daily documentation requirements, including their web-based resources:
  - Activity log
  - Restrictive Procedures log
  - Property log
  - Critical Incident reporting
  - Google team drive
  - Contraband log
  - Synergy
  - District web page
- Other duties as assigned

## Working Conditions

Frequency: Place an "X" in each box that is appropriate to the job. Follow other instructions as written.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0% OR Never on Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Physical	N	O	F	C	Physical	N	O	F	C
What is moved – computers/printers, binders, books & desks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grasping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe movement: lift, push, pull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twisting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lower, carry, reach above	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Repeat Motion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Fingering/Handling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feeling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: near	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bending/Stooping	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Visual Acuity: far	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kneeling/Duration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Depth Perception	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Squatting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Color Discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climbing/Height	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peripheral Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Balancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Crawling/Distance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reaching above shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Running	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reaching at or below shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Driving Automotive Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Surroundings</b>					<b>Environmental Conditions</b>				
Cold (50 degrees F or less)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chemicals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heat (90 degrees F or more)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gases and Fumes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to abusive and/or offensive behavior and language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Confinement to small, restricted area	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inside Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Exposure to unpleasant odors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office or Classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Exposure to bodily fluids	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dampness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unprotected Heights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extreme Noise, Vibration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Moving Machinery or Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Driving a motor vehicle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

### **Mental Requirements and Stress of the Position:**

- Exposure to stressful situations, such as demanding students, visitors, public.
- Must be able to concentrate on work tasks amidst distraction, such as distractions from telephone, customers, co-workers, etc.
- Must exert self control in very difficult situations or when dealing with difficult people.
- Depending upon the student disability, there may be occasions when employees in this job classification may receive minor injuries as a result of student-inflicted situations, or where students are acting out, involving hitting, throwing objects, scratching and hair pulling. The employee may have to physically restrain some students. On-the-job stress is exacerbated by high staff turnover in a team environment.

THE ABOVE STATEMENTS ARE INTENDED TO DESCRIBE THE GENERAL NATURE AND LEVEL OF WORK BEING PERFORMED BY THE EMPLOYEE ASSIGNED TO THIS POSITION. THEY ARE NOT TO BE CONSTRUED AS AN EXHAUSTIVE LIST OF ALL JOB RESPONSIBILITIES AND DUTIES PERFORMED BY PERSONNEL SO CLASSIFIED.

INTERMEDIATE DISTRICT 287 IS AN EQUAL OPPORTUNITY EMPLOYER. IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT, THE DISTRICT WILL PROVIDE REASONABLE ACCOMMODATIONS TO QUALIFIED INDIVIDUALS WITH DISABILITIES AND ENCOURAGE BOTH PROSPECTIVE AND CURRENT EMPLOYEES TO DISCUSS POTENTIAL ACCOMMODATIONS WITH THE DISTRICT WHEN NECESSARY.

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