

## BOARD AGENDA ITEM

Information/Discussion \_\_\_\_\_

Future Action \_\_\_\_\_

Action   x  \_\_\_\_\_

**Item:** Request for a replacement position – Behavior Coach to replace Social Worker

**Submitted by:** Paul Dymowski *Paul Dymowski*  
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**Date:** July 5, 2023

**Recommended by:** Dave Rodgers *Dave Rodgers*  
BB96C31326D65C2E58BA54F14AE55275

**Board Meeting Date:** July 17, 2023

### RECOMMENDATION:

Due to increased student behavioral needs at Lincoln School, it is our recommendation to replace the current vacant Social Worker position at Lincoln School with a Behavior Coach.

### BACKGROUND:

While interviewing social workers and behavioral coaches for Center Programs, we had internal discussions regarding the increased behavioral needs at Lincoln School. Based on those increased needs, we are recommending we replace our vacant Social Worker position at Lincoln School with a board-certified behavior analyst (BCBA) in the role of behavior coach. We believe the BCBA will be better able to meet the needs of Lincoln students through well-designed functional behavioral assessments and positive behavior support plans thereby helping our students to be more independent within both their school and community settings.

## POSITION DESCRIPTION

<b>Title:</b>	<b>Behavior Coach</b>
<b>Classification:</b>	Professional
<b>Reports to and Evaluated By:</b>	Principal of Lincoln School
<b>Terms of Employment:</b>	200 Days – Grade 7
<b>Positions Supervised:</b>	None

### **BROAD STATEMENT OF RESPONSIBILITIES:**

This position is responsible for providing educational leadership and expertise regarding social emotional learning through providing technical assistance, professional development, and coaching to local, regional and/or Center Programs.

### **DUTIES AND RESPONSIBILITIES:**

1. Works with staff, students, parents, local educational agencies, public school academies and community to build a shared vision of social-emotional learning through an MTSS lens.
2. Works with staff, students, families and community agencies to support student and programs which align to county, district, building goals.
3. Assist LEAs with evidence based curriculum, service delivery and program development.
4. Uses the working knowledge of effective instruction in establishing school processes and routines that engage teachers/staff in regular monitoring of student progress and evaluation, adaptation, and improvement of interventions and strategies which meet the individualized needs of students with behavioral needs.
5. Consult with LEA's and/or Center Programs regarding MTSS (Multi-Tiered Systems of Support) model implementation relative to intensifying interventions for social-emotional growth.
6. Works with staff to deepen student understanding through data analysis and the development of Positive Behavior Support Plans to support increased student growth and achievement around behavior and its function.
7. Provide county, district, building professional development and coaching to work with students with behavioral challenges.
8. Develop, coordinate, and implement coaching models and cycles of support for LEAS and/or Center Programs.
9. Learns and uses emerging technologies in supporting professional learning.
10. Attend IEP's as determined for the purpose of facilitating process.
11. Assist LEA special education staff with Least Restrictive Environment decision-making matrices.
12. Coordinate with staff pursuant to referrals, requests for service, and other identified needs.
13. Attend Kent ISD Board meetings, Parent Advisory Committee, Coaching Collaborative and/or other county-wide meetings as assigned.

14. Represent Kent ISD at State/Regional meetings as assigned
15. Works with LEA's to establish building and district systems, processes, trainings, and shared leadership to ensure full compliance with the IDEA, Michigan Administrative Rules for Special Education, and the Kent Intermediate School District Special Education Plan.
16. Ensures compliance with the Individuals with Disabilities Education Act (IDEA), Michigan Administrative Rules for Special Education (MARSE), Kent ISD Board of Education and Organizational Policies, and other applicable rules and regulations.
17. Solicit, write, and support implementation of grants (START, etc.).
18. Performs other duties as directed by supervisor.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:**

1. Valid Michigan professional certification in an area related to Special Education required.
2. Master's degree in Special Education or related field and Board Certified Behavior Analyst Certification preferred related field.
3. Three years successful experience in education related field which includes behavioral services.
4. Experience developing training and support programs related to mental health/social-emotional.
5. Must possess exceptional organizational, verbal and written communication skills to effectively interact with superiors, peers, subordinates, local/state/national education representatives and regulatory/funding agencies, constituent districts and the public-at large.
6. Knowledge of special education laws, rules, regulations and compliance responsibilities.
7. Demonstrates a strong commitment to equity, social justice and inclusion in all practices and position responsibilities.
8. Experience with supporting behavior through FBA and PBSP's and evidence of fidelity of implementation.
9. Trained in Non-Violent Crisis Intervention

The above is intended to describe the general content of and requirements for the performance of this position. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements.