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## BOARD AGENDA ITEM

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

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

Action \_\_\_\_\_

Item: Request for Additional Staff for 2024-25

Submitted by: Kirsten Myers & Abbey Mix

Date: 6/6/24

*Kirsten Myers*  
550D9C930003CE3A1F0EFDAA338B1A115 ready2sign

*Abbey Mix*  
145A9E36A8A8B538A8B4C181382248 ready2sign

Recommended by: Dave Rodgers

Board Meeting Date: 6/17/2024

*Dave Rodgers*  
BB96C31528DB8C2E588A54F16AE56275 ready2sign

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### RECOMMENDATION:

We would like to recommend the addition of the following position for the 2024/2025 school year.

- Functional Communication Coach

### RATIONALE:

This position will be split between Student Services and Center Programs to support capacity building across local/regional/center programs for students with limited communication skills, enhancing their ability to engage in academic and other instructional activities effectively.

A significant number of students exhibit limited communication skills, impacting their ability to participate fully in classroom activities socialize with peers and achieve academic success. Additionally, students with limited communication skills are at higher risk of demonstrating challenging behavior toward others or self-injury.

The Functional Communication Coach will work alongside local/regional/center program staff to systematically build effective communication instruction at the student, classroom, and program level. The position will empower special education teachers and related service providers to effectively implement their professional learning regarding this critical skill, ensuring fidelity and achieving better outcomes for students with disabilities and their families.

Location/Program	FTE	Account Number
Center Programs	0.5	21-1-221-1290-076-0000-21000-2900-2100
Special Education	0.5	22-1-221-1290-076-0000-00000-2301-

## POSITION DESCRIPTION

<b>Title:</b>	<b>Functional Communication Coach</b>
<b>Classification:</b>	Professional
<b>Reports to and Evaluated By:</b>	Supervisor of Specialized Programming and Instructional Supports
<b>Terms of Employment:</b>	200 Days
<b>Positions Supervised:</b>	None

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

This position is responsible for providing educational leadership and expertise in the field of functional communication and AAC through coaching, consultation, technical assistance, and professional development to local and regional programs.

### **DUTIES AND RESPONSIBILITIES:**

1. Works with staff, students, parents, local educational agencies, public school academies, and community to build a shared vision of learning for students with high communication support needs.
2. Works with staff, students, families, and community agencies to support students and programs which align to county, district, and building goals.
3. Assist local districts primarily through coaching, in addition to consultation in supporting effective instruction around communication and use of AAC with the implementation of appropriate evidence-based practices
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 instructional strategies which meet the individualized needs of students with communication support needs.
5. Develop, coordinate, and implement coaching models and cycles of support for local/regional/center programs, including the development of coaching plans with clear coaching goals, modeling, observation, and feedback.
6. Consult with LEA's and/or Center Programs regarding MTSS (Multi-Tiered Systems of Support) model implementation relative to intensifying interventions for students with communication support needs.
7. Works with staff to deepen student and school data analysis to support increased student growth and achievement around behavior, communication, and language.
8. Provide county, district, and building professional development and coaching.
9. Learns and uses emerging technologies and collaborates with Special Education Instructional Services Department to support professional learning and implementation of ACC.
10. Attend IEP's as determined for the purpose of facilitating process.

11. Assist local districts' 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 local districts 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. 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; Autism endorsement preferred.
2. Master's degree in Speech-Language Pathology or related field and Board Certified Behavior Analyst Certification preferred.
3. Three years' successful experience in education related field; experience with autism and behavior support required.
4. Experience developing training and support programs.
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.

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.