

**SOCIAL EMOTIONAL COACH*****Qualifications:***

Master's Degree in social work or school counseling, certified in Wisconsin to practice as a school social worker or school counselor

***Position Summary***

The Social Emotional Coach is a site-based position that provides leadership and coaching to grow teachers' capacity in the area of social-emotional welfare and support to the our school families, in ensuring that the school district reaches goals related to social emotional growth in school growth plans, Milestone #7 and Equity Non-Negotiables #2, #5, and #9. There is a belief that through attending to the social emotional health of all students, but in particular our neediest students and families, academic achievement will rise as well.

The position focuses on issues related to:

- Social acceptance of all students and families in our school community,
- Emotional health of our students,
- Development of tenacity and perseverance in our students and the staff who serves them, and
- Cultivation of a climate and culture where equity and social justice is the standard by which all student related decisions are made.

***Working Relationships:***

Reports to Executive Director of Student Services and Building Principal

***Essential Functions:***

1. Provides direct services to building level staff, children and families. Examples include, but are not limited to:
  - a) Assessment
  - b) Observation
  - c) Problem-solving
  - d) Development of intervention plans and/or strategies at the building, classroom, and/or individual student level
2. Consult and instruct staff in the development, implementation, and assessment of intervention plans designed to assist and help specific groups of children or specific children.
3. Review disaggregated school level student performance data in academic and nonacademic areas and work with families, staff and site-based administration in:
  - a. Understanding the data and its implications at the building, classroom, and/or student level.
  - b. Using the data to assist parents, building level administrators and staff in setting measurable, outcome focused goals concerning social emotional health issues.
  - c. Using student performance data to coach staff and families in designing interventions, evaluating interventions, and using student performance data to drive strategies to increase positive social emotional health at the site.

- d. Using the data to support the development and progress monitoring of goals.
4. Provide consultation and training to parents and staff on issues of social emotional wellness that affect climate, culture, and educational engagement.
5. Serve as a liaison between the community and school to develop mutually beneficial relationships and partnerships that assist both the community and school in meeting the needs of students, parents and staff surrounding issues of social emotional health.

***Performance Responsibilities:***

1. Membership on and Leadership of School-Based Teams
  - Co-facilitate Student Review Team (SRT) meetings with building principals.
  - Co-facilitate ICS site-based meetings to ensure that guidance is provided to staff in relation to the implementation of strategies to execute the district's equity non-negotiables.
  - Work in conjunction with the Data, Research and Accountability Office to develop a Disproportionality Improvement Plan (DIP) aligned to school growth plans, district milestones and PBIS information.
  - Mentor staff in the implementation of Positive Behavioral Intervention and Support (PBIS) systems
1. Consultation with Teachers and Administrators
  - Provide staff development, coaching and feedback around issues of academic and social-emotional learning
  - Provide strategies and resources to promote positive classroom academic and social/emotional/behavioral performance
3. Counseling
  - Provide students with individual and group counseling
  - Teach/facilitate student conflict resolution, social skills, support groups, etc.
  - Assist in bullying prevention and intervention
4. Casework/Management
  - Consult with staff and families regarding student behavioral/emotional concerns
  - Assist with the implementation of social-emotional goals for students
5. Instruction
  - Support the implementation of the district's comprehensive school counseling model
  - Provide instruction to students/classes in bullying prevention
  - Provide instruction to students/classes in career exploration
6. Home-School-Community Liaison
  - Enhance communication among students, families and schools
  - Work with students and families to improve school attendance and performance
  - Provide advocacy resources for students and their families
  - Provide parent education workshops

- Engage, coach and lead parents, building administrators, and staff in employing problem-solving strategies to address social emotional issues that emanate from the diverse experiences, backgrounds and beliefs of school stakeholders (community, parents, students, and staffs) .

7. Crisis Intervention and Coordination

- Provide crisis intervention support to students and families (i.e. abuse, self harm, traumatic events, family crises, etc.)
- Member of Crisis Prevention/Intervention Team (CPI Team)

**Terms of Employment:**

191 day contract

Salary to be established by the Board of Education