



Job Description - Behavior Specialist/504 Coordinator

The Franklin School of Innovation (FSI) is a rigorous, college-preparatory, interdisciplinary, charter middle and high school in Asheville, N.C. that uses the EL Education (formerly Expeditionary Learning) model to prepare students in grades 5 -12 to create their own futures. The school opened in August, 2014, serving grades 6 - 9, and has expanded to serve grades 5 - 12. We graduated our first class of high school seniors in June, 2018.

The FSI Mission:

The Franklin School of Innovation is preparing the next generation of leaders, capable of solving problems and participating effectively and ethically as local and global citizens. Through challenging academics, real-world learning, and community engagement, our students discover their potential, develop persistence and recognize the value of others. Our graduates are ready for the future they will create.

Core Elements of our Educational Model:

- *Learning Expeditions:* Expeditions are long-term, teacher-designed studies, often multi-disciplinary, that involve students in original research, critical thinking and problem solving. They incorporate fieldwork or service learning and culminate in student products of value to an external audience.
- *Crew:* Crew is an integral component of EL Education schools, in which small groups of students meet with an adult advisor several times a week to explicitly work on team building, relationships, our Habits of Scholarship, and prepare for Personal Learning Plans and portfolios.
- *8th & 10th Grade Passage Portfolios:* All students develop individual portfolios to demonstrate mastery of academic standards as well as development of habits of scholarship and self-reflection. At 8th and 10th grades, these portfolios are used to showcase students' readiness to move forward to the next level of education.
- *Internships:* Every high school student will complete a self-designed internship to develop practical career and life skills.
- *Service Learning:* Integrated into our academic program to enrich learning, provide real-world applications, and build students' understanding of themselves as local and global citizens.

Job Description:

This Behavior Specialist is responsible for providing classroom and behavioral supports for students to allow each student to successfully participate in academic and social aspects of the school day. The Behavior Specialist will also work with lead teachers to identify and implement classroom management strategies that support all learners, and will work to ensure that teachers are aware of and able to implement accommodations for students with 504 plans.

Specific Responsibilities:

- Develop behavior plans and specific intervention plans for students and assist in their implementation, including using appropriate resources and technology to promote development of critical thinking, problem solving, and pro-social behavior in students
- Work with students in classrooms to reach goals as determined by their educational plan
- Conduct ongoing follow-up assessment/evaluation/observation of progress on the behavior plans.
- Assist teachers in the identification and development of individualized behavior interventions intended to change behaviors; using evidence based strategies.
- Collect data regarding student behaviors and recommend appropriate instructional modifications to develop responsible thinking and decision-making skills in students. Identify and implement appropriate interventions for students in need of additional assistance.
- Develop the skills and self-esteem necessary for identified students to exercise meaningful options in areas of school, leisure, and inter/intra personal relationships. Provide support to students who display impulsive behaviors, low self-esteem, and impaired social skills.
- Assist with professional development for administrators and teachers on behavior intervention, substance abuse, anger management, as well as other topics and support the staff in the implementation of their new learning.
- Assist families and school staff in accessing community resources.
- Assist in provision of support and informational workshops for parent/guardians.
- Develop, monitor, and modify Section 504 Plans for eligible students; ensure that teachers are aware of and successfully implementing appropriate modifications and accommodations.
- Keep teachers and other staff informed of progress, incidents and concerns.
- Complete required paperwork in an accurate and timely manner
- Perform other duties as assigned.

Knowledge, Skills, and Abilities

Instructional knowledge of crisis intervention strategies and ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively deescalate potentially dangerous situations. Demonstrated knowledge of applied behavioral analysis, behavioral principles and strategies. Ability to demonstrate knowledge of various methods of data collection and subsequent analysis and interpretation for data to drive appropriate behavioral interventions. Ability to conduct and interpret functional behavioral assessments in the development of effective behavior intervention plans. Must be able to maintain frequent, meaningful parental communication and develop proactive partnerships between the student/parent and school to support academic achievement and pro-social behaviors. Act as a positive role model for students and model professional and ethical standards. Work in a collegial and collaborative manner with peers, school personnel and the school community to promote and support the mission and goals of the school division and abide by all school division policies and procedures. Ability to develop and present ideas effectively, orally and in written form; ability to establish and maintain effective working relationships with school administrators, peers, students, parents, and general public.

Education and Experience

Must possess a Bachelor's Degree or higher in education, counseling, social work, psychology, sociology or a related field or hold a Collegiate Professional Certificate or Postgraduate Professional Certificate. Must possess at least three years of successful experience working with students in alternative or at-risk settings.

Physical Requirements

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 accommodation may be made to enable individuals with disabilities to perform essential functions. Exhibit manual dexterity to dial a telephone, to enter data into a computer terminal; see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal levels; speak in audible tones so that others may understand; physical agility to lift up to 25 pounds.

Salary Target:

- Competitive salary
- 401(k) Retirement Plan & Medical benefits
- Ongoing Professional Development with EL Education including one-on-one technical assistance from EL staff, regional & national training institutes.

- Non-EL regional/state/national training, programs and conferences on areas of: school startup, finance, and leadership

Application Process:

Please email application to jobs@thefsi.us. No faxed applications, please. Complete application packets include: Completed employment application, cover letter, and resume, and two letters of reference. The employment application is available on the school website.

Deadline to Apply is June 29, 2018. We will begin interviewing qualified applicants on as completed application packets are received.

All applications will be treated as confidential.