

WAVERLY COMMUNITY SCHOOLS

Position Announcement

Job Title:	Behavior Specialist		
Location:	District	Start Date:	Immediate
Salary Range/ Level:	\$48,476- \$90,155 - As per the salary schedule contained in the WEA Master Agreement	Terms of Employment	Follows WEA Contract/Calendar
Date Posted:	October 30, 2026	Application Deadline:	November 8, 2026 @ 4 pm
Application Process:	A COMPLETED ONLINE APPLICATION IS <u>REQUIRED</u> . (See application instructions at District Behavior Specialist Oct 2026 Resume and cover letter may be: <ul style="list-style-type: none">• Attached within the online application (preferred)• Faxed: (517) 321-8577• Mailed: Waverly Community Schools, 515 Snow Rd., Lansing, MI 48917		
Job Description			
<u>JOB SUMMARY</u> The Behavior Specialist provides districtwide support to students, teachers, paraeducators, and school teams in the development and implementation of effective behavioral strategies and interventions. The specialist collaborates with school personnel, families, and district leadership to identify student behavioral needs, analyze relevant data, develop and monitor individualized behavioral supports, and promote positive, safe, and inclusive learning environments. The Behavior Specialist provides coaching, consultation, and professional development to build the capacity of educators and school teams to implement evidence-based practices that support student engagement, self-regulation, social-emotional development, and academic success. The specialist works collaboratively with staff across grade levels and school buildings to strengthen consistent, proactive approaches to student behavior and support the belief that all students can learn and grow.			
<u>ESSENTIAL JOB FUNCTIONS</u> <i>Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge, and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular on time and in person attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:</i>			

Performance Responsibilities

1. Behavioral Assessment and Intervention

- Assist school teams in identifying student behavioral needs and developing proactive, individualized supports.
- Support teams in collecting, organizing, and analyzing behavioral data to identify patterns, triggers, antecedents, consequences, and potential functions of behavior.
- Conduct or assist with Functional Behavior Assessments in collaboration with appropriate school personnel and in accordance with applicable requirements.
- Develop, implement, review, and revise Behavior Intervention Plans in collaboration with school teams, families, and other appropriate personnel.
- Recommend evidence-based strategies that promote positive behavior, self-regulation, student engagement, and access to instruction.
- Assist staff in implementing preventative strategies, positive reinforcement systems, replacement skills, and appropriate responses to challenging behaviors.
- Monitor student progress and evaluate the effectiveness of behavioral interventions using ongoing data collection and progress-monitoring practices.
- Assist school teams in identifying when interventions require adjustment, additional assessment, or further support.
- Promote practices that maintain student dignity, support inclusion, and prioritize safe and supportive learning environments.

2. Staff Coaching and Capacity Building

- Provide coaching, modeling, consultation, and feedback to certified staff, paraeducators, and other school personnel regarding effective behavioral practices.
- Work directly with educators to strengthen their ability to implement behavioral strategies consistently and effectively within classroom and school settings.
- Build the capacity of building teams to independently identify behavioral needs, use data to guide decisions, and implement appropriate interventions.
- Support staff in developing practical strategies for classroom management, de-escalation, student engagement, and positive behavior reinforcement.
- Assist teams in problem-solving challenging behavioral situations and identifying sustainable solutions.
- Provide follow-up coaching and support to evaluate implementation and promote continuous improvement.

3. Professional Development and Training

- Develop and deliver relevant professional development sessions for certified staff, paraeducators, and other district personnel.
- Provide training on behavioral assessment, data collection, behavior intervention planning, positive behavior supports, de-escalation, and implementation of evidence-based strategies.
- Identify professional learning needs based on student data, staff feedback, building priorities, and district initiatives.
- Develop resources, tools, and guidance materials that promote consistent behavioral practices across district buildings.

- Evaluate the effectiveness of professional development and provide ongoing support to help staff apply new learning in their daily work.

4. Collaboration and Consultation

- Work collaboratively with general education and special education teachers, diagnostic staff, related service providers, paraeducators, administrators, support personnel, and families to maximize student growth and skill development.
- Participate in student support meetings, intervention planning meetings, and other collaborative problem-solving processes as appropriate.
- Consult with building leadership to identify behavioral trends, prioritize needs, and develop building-level strategies and action plans.
- Support consistent implementation of behavioral interventions across classrooms, settings, and school environments.
- Communicate recommendations and progress information clearly and professionally to appropriate team members.
- Maintain confidentiality and handle student information in accordance with applicable laws, regulations, and district policies.

5. Data Analysis and Continuous Improvement

- Assist school teams in establishing effective systems for behavioral data collection, documentation, and progress monitoring.
- Analyze student and building-level data to identify trends, evaluate intervention outcomes, and inform decision-making
- Assist teams in developing measurable goals, action plans, and timelines for behavioral improvement.
- Review intervention implementation and fidelity to determine whether strategies are being applied as intended.
- Provide recommendations to district and building leadership regarding behavioral support needs, staff training, and opportunities for program improvement.
- Contribute to district efforts to strengthen behavioral support systems and promote positive student outcomes.

6. Student Support and School Improvement

- Support the development of safe, caring, inclusive, and equitable learning environments that promote student belonging and success.
- Approach student behavior with the understanding that behavior communicates a need and that students can develop new skills when provided with appropriate instruction, support, and intervention.
- Promote proactive and preventative approaches to behavioral challenges rather than relying solely on reactive responses.
- Assist school teams in identifying appropriate resources and additional support for students with significant or ongoing behavioral needs.
- Support district and building initiatives related to student behavior, school climate, attendance, engagement, and student success.
- Demonstrate professionalism, flexibility, sound judgment, and a commitment to continuous learning and improvement.

7. General Responsibilities

- Perform duties in accordance with district policies, applicable laws and regulations, and established special education procedures.
- Maintain accurate documentation and complete required reports in a timely manner.
- Demonstrate regular and reliable attendance and professional conduct.
- Travel between district buildings as necessary to provide behavioral support and consultation.
- Participate in meetings, training, and professional learning activities as assigned.
- Perform other duties as assigned by the supervisor.

QUALIFICATIONS

Education and Experience:

- Must possess one of the following: valid Michigan teaching certificate, School Social Worker license, School Psychologist license or Board Certified Behavior Analyst Certification.
- Demonstrate knowledge of evidence-based behavioral interventions, positive behavior supports, and strategies for addressing challenging behaviors.
- Demonstrate training and proficiency in effective coaching strategies and the ability to coach educators toward improved instructional and behavioral practices.
- Demonstrate successful experience providing coaching, consultation, or technical assistance to educators and school teams.
- Demonstrates knowledge of the Positive Behavior Intentions and Supports (PBIS) framework and Restorative Practices.
- Current certification to provide Crisis Prevention Institute (CPI) training to staff, or willingness to complete the required training and obtain the credentials necessary to become a certified CPI trainer.
- Possess experience developing and delivering meaningful, job-embedded professional development for certified staff and paraeducators.
- Demonstrate knowledge of Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), and the functional analysis of behavior.
- Demonstrate knowledge of behavioral data collection methods, progress monitoring, and the use of data to identify patterns, develop action plans, and evaluate intervention effectiveness.
- Possess strong organizational, analytical, problem-solving, and decision-making skills.
- Demonstrate excellent written, verbal, interpersonal, and communication skills.
- Demonstrate the ability to work effectively with students across age groups, including students with diverse learning, behavioral, and support needs.
- Demonstrate the ability to collaborate effectively with educators, administrators, support personnel, families, and community partners.
- Maintain regular and reliable attendance consistent with district policies and applicable employment requirements.

ADA REQUIREMENTS

The physical demands, work environment factors, and mental functions described below 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 the essential functions.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk, hear (in a quiet or noisy environment). Specific vision abilities required by this job include close vision, distance vision and ability to adjust/focus.

WORK ENVIRONMENT

The position requires work in a variety of school settings and the ability to travel between district buildings. Duties may involve classroom observations, direct interaction with students exhibiting challenging behaviors, staff coaching, professional development, meetings, and collaboration with multidisciplinary teams.

The noise level in the work environment is usually loud to moderate. Work is performed indoors although there may be outdoor activities.

MENTAL FUNCTIONS

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

Notice of Non-discrimination

Non-Discrimination

The Waverly Community Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability, veteran, or military status.

Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at [\(517\) 319-3031](tel:5173193031) or msavage@waverlyk12.net.