

Inclusion Coach [Secondary] (SY25-26)

Reports to: Executive Director of Inclusive Education

General Description:

Boston Public Schools is the largest school district in New England. The Office of Special Education supports the education of over 10,000 students with disabilities in the city. We work with students and families to make sure students with disabilities have everything they need to get the best education possible. We are working to build more inclusive, excellent and equitable learning environments for our students with disabilities in every school in the city. The Inclusion Coaches will support the Office of Special Education in expanding inclusion and inclusive practices at schools across the district. The focus of this role will be to work directly with a caseload of schools. While the specific approach will be driven by needs identified by inclusion coaches and schools, this work will generally involve the job duties detailed below.

Job Duties:

Work with school leaders and school staff from the schools on the coach's caseload to support schools the process of becoming more inclusive. This will include, but not be limited to:

- Work with the school leader and staff to collaboratively build a vision for inclusion at the school.
- Collaborate with the Principal on Assignment for Inclusion and the other inclusion coaches to develop professional development for the caseload of schools
 - Develop mindsets of inclusivity and high expectations.
 - Deepen understanding of the the legal aspects of inclusion
 - Working collaboratively, design and deliver professional learning experiences for school leaders, teachers and paraprofessionals based upon an understanding of the areas of support needed in each school;
 - Engage in professional development with regard to Universal Design for Learning and collaboratively determine the best way to bring UDL content to the caseload of schools.
- Coaching
 - Engage in a needs assessment with the school leader and staff to understand what coaching would be helpful in the school;
 - Conduct coaching sessions with school staff to follow up on professional development so that there is a documented improvement of practices which could include modeling best practices.
 - Developing short and long term strategies for classrooms and schools that are working on improving inclusive strategies – instructional, behavioral, and social;
- Structural Change
 - Collaborate with school leaders to generate potential inclusion models and sustainable funding and enrollment structures;
 - Work with school leaders and School Site Councils to understand the staffing, funding and scheduling implications of different models and what makes sense of their school community;

- Support the school leaders and staff to implement their vision and model through the budget process, culminating in Probable Organization meetings.
- Collaborate with the Principal on Assignment for Inclusion and the other inclusion coaches to look for and document patterns across schools in terms of what is needed in schools and also needed in terms of central office supports.
- Complete other tasks as requested by the Principal on Assignment for Inclusion or the Assistant Superintendent for Special Education.

Qualifications - Required:

- Hold valid Special Education certification in moderate OR severe disabilities;
- Hold a Master's Degree in the field of Special Education or Related Field;
- Possess a minimum of five years of experience as a Special Education teacher in a large urban district;
- Demonstrate experience in culturally and linguistically responsive practices;
- Experience with problem solving complex cases;
- Demonstrate experience with and a strong understanding of the Common Core and UDL;
- Demonstrate capability to work collaboratively with central office and school administrators, direct service providers, families, students, and outside partners;
- Demonstrate the ability to assess and address the academic and behavioral needs of students;
- Ability to effectively communicate how to design rigorous instruction that incorporates engagement methods and access for the diverse needs of BPS classrooms, such as Universal Design for Learning and differentiated instruction as well as interventions;
- Demonstrate knowledge of transition requirements for students with disabilities;
- Be authorized to work in the United States (candidates must have such authorization by their first day of employment).

Qualifications - Preferred:

- Board Certified Behavior Analyst
- ESL certified
- Bilingual or fluent in a second language
- Familiarity with and/ or experience in the Boston Public Schools

Terms: BTU, Group I + 5%

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their ability to work or learn. If you require an accommodation pursuant to the ADA for the application process, please contact the Accommodations Unit at accommodations@bostonpublicschools.org.