



**Title:** COPESD Whole-Child Program Consultant

**Position Location:** COPESD office and remote

**FLSA:** Non-Exempt

**Reports to:** Director of Instructional Services

**Updated:** March 2025

## Position Summary

The COPESD Whole-Child Program Consultant provides leadership, coaching, and support to ISDs, LEAs, and mental health providers to strengthen their capacity to implement targeted interventions for students facing academic barriers, including homelessness and mental health challenges.

Working within a Multi-Tiered Systems of Support (MTSS) framework, this role focuses on developing sustainable systems that promote social-emotional, behavioral, and academic success. This includes supporting McKinney-Vento-eligible students, integrating mental health services through the 31n grant, and ensuring compliance with state and federal regulations. The consultant collaborates with school personnel, leadership teams, and community partners to enhance student support services and provide professional development.

This is a grant-funded position, contingent upon continued funding.

## Principal Duties and Responsibilities

*(Essential functions in terms of the Americans with Disabilities Act)*

- Support communication, implementation of services, grant submissions, data collection, and reporting requirements related to 31n funding
- Act as a liaison between COPESD, LEAs, health agencies, and community partners to ensure alignment and collaboration
- Facilitate quarterly meetings for local 31n providers and attend statewide 31n coordinator meetings and trainings
- Collaborate with community agencies to design frameworks for additional student, educator, and administrator support services
- Facilitate the use of the bhworks system for 31n programming and support Medicaid billing related to services
- Provide training and coaching to ISD and LEA personnel to support LEAs in implementing MTSS, focusing on tiered interventions across academics, behavior, and social-emotional learning, with data collection, analysis, and decision-making to strengthen MTSS implementation
- Work collaboratively with ISD and LEA personnel to build positive school climates, strengthen tiered support systems, and promote student growth and achievement
- Participate and lead ISD committees and contribute to the development of policies and practices to support MTSS and 31n initiatives
- Stay informed about current legislation, research trends, and evidence-based practices in mental health, MTSS, school improvement, and systems thinking
- Guide teams in applying MTSS frameworks, including Practice Profiles, for planning and implementation
- Curate, develop, and implement the Strategic Homeless Plan to address homelessness
- Develop qualitative and quantitative measures to monitor, ensure, and evaluate programs and projects, contract/grant/permit compliance, professional consultant/contractor performance, and client satisfaction

- Report to collaborative partners concerning homeless issues, as requested, and as part of an annual report. Also reports and provides details concerning Homeless Coalitions and collaborations
- Maintain relationships with local and state agencies to provide multiple resources for training and education opportunities and to facilitate collaborations and reduce duplication within the Continuum of Care
- Responsible for responding to homeless and poverty issues, which also include unaccompanied youth and emergency situations
- Perform other duties as assigned by the Supervisor

*The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.*

## **Preferred Employment Qualifications**

**Education:** Bachelor's degree required; Master's degree in education, educational administration, psychology, counseling, social work, or related field preferred

### **Preferred Experience:**

- Previous leadership role in K-12 education
- Experience with MTSS, PBIS, RTI, SEL, restorative practices, trauma-informed practices, and family engagement
- Familiarity with 31n programming and behavioral health services
- Expertise in facilitating large and small-group learning
- Knowledge of the McKinney-Vento grant, Michigan's mental health grants, and government mandates

**Certificates, Licenses, or Registrations:** All relevant certificates, licenses, and registrations must remain current throughout employment

**Other Knowledge, Skills, and Abilities:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### **Required:**

- Ability to maintain confidentiality with staff and sensitive information
- Ability to effectively manage multiple tasks to meet deadlines
- Ability to learn and navigate student management systems
- Analyze and utilize data to inform decisions and measure progress
- Plan, organize, and manage programs and projects effectively
- Demonstrate strong analytical, problem-solving, and interpersonal communication skills
- Organize work, set priorities, and meet deadlines
- Ability to work as part of a highly motivated, interdisciplinary team
- Timely, regular, and consistent daily attendance
- Analyze and utilize data to inform decisions and measure progress
- Plan, organize, and manage programs and projects effectively
- Demonstrate strong analytical, problem-solving, and interpersonal communication skills
- Organize work, set priorities, and meet deadlines
- Access to the Internet for remote work
- Ability to consistently and reliably perform all duties of the position

**Physical Demands:** *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 accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit or stand for long periods of time and occasionally must manually move, lift, carry, pull, or push heavy objects or materials. There is occasional stooping, bending, and reaching. Close vision is required to perform computer-related tasks.

## Work Environment:

- Office and remote with some travel to local districts, state/regional meetings, and community partner locations

*The qualifications listed above are guidelines for selection purposes; alternative qualifications may be substituted if sufficient to perform the duties of the job.*

## Terms of Employment

- Annual Work Days: 200 days
- Pay Range: \$77,000-\$84,000, 7 hours per day
- Benefits Package included
- Contract: At-Will
- Application Deadline: April 14, 2025, by 3:30 P.M.

**Application Procedure:** Qualified Applicants may apply in **hard copy** with a Resume, Application (found on the COPESD website), and Credentials to:

*Mrs. Debbie Putnam  
C.O.P.E.S.D.  
6065 Learning Lane  
Indian River, Michigan 49749  
Fax: (231) 238-8551  
Email: putnamd@copesd.org*

This job description is not an employment contract and should not be construed as such. Additionally, no other statement, verbal or written, is to be interpreted to constitute an employment contract or an employment relationship. Employment in support staff positions with Cheboygan Otsego Presque Isle Educational Service District (COPESD) is not by annual contract but rather is covered by the current COP Support Staff collective bargaining agreement and board policy.

This current job description supersedes all prior descriptions and all previous versions of the job description are null and void. This job description may be amended or modified at any time by the employer. Any such modification will be timely communicated to all affected employees.