

# Sequoia Union High School District

## Job Description

<b>JOB TITLE</b>	<b>Multi-Tiered Systems of Support (MTSS) Coordinator</b>
<b>ADMINISTRATIVE RELATIONSHIP</b>	Under the direction of the Assistant Superintendent of Student Services or designee.
<b>CLASSIFICATION</b>	Certificated Management
<b>REQUIREMENTS</b>	<p><b>Experience:</b> Five years of public school teaching or counseling experience and two years of experience in school leadership or supervisory role.</p> <p><b>Education:</b> A Bachelor's and Master's degree is required.</p> <p><b>Certification:</b> Cleared California Administrative Services credential.</p> <p><b>License:</b> Possession of a valid California driver's license.</p>
<b>SALARY SCHEDULE</b>	Certificated Salary Schedule
<b>WORK YEAR/HOURS</b>	260 days
<b>LOCATION</b>	District Office
<b>BOARD APPROVAL</b>	May 25, 2022

<b>BASIC FUNCTION</b>
<p>Under the general direction of the Assistant Superintendent of Student Services or designee, the Multi-Tiered System of Supports (MTSS) Coordinator will be responsible for planning, organizing, and developing districtwide multi-tiered systems of support, including the development of the following domains: Family &amp; Student Engagement, Social-Emotional Learning &amp; Relationships, Mental &amp; Physical Health, Attendance &amp; Intervention Monitoring, Positive Behavioral Supports &amp; Restorative Justice, Academic Supports, and Basic Needs.</p> <p>In coordination with the Special Education Department lead team, the MTSS Coordinator will support site special education teams on matters related to the intersectionality of general education and special education work. The MTSS Coordinator will offer expertise to staff regarding special education law and requirements, federal and state mandates, Section 504, Student Study Teams, Crisis Intervention Plans, and matters related to supporting all students to work towards mastery of state standards and curriculum.</p>

## **DISTINGUISHING CHARACTERISTICS**

Character, personality, and proper social capability to relate effectively with racially and ethnically diverse staff, students, and community. Demonstrated ability to work with a wide variety of community groups and organizations.

## **ESSENTIAL FUNCTIONS**

- Plans, organizes, and develops districtwide multi-tiered systems of support. Including working collaboratively across departments to create a districtwide strategic plan for MTSS in Tiers I, II, and III under all domains (Family & Student Engagement, Social-Emotional Learning & Relationships, Mental & Physical Health, Attendance & Intervention Monitoring, Positive Behavioral Supports & Restorative Justice, Academic Supports, and Basic Needs); facilitating phased and leveled stages of implementation; providing ongoing MTSS implementation guidance and support to site MTSS teams; coordinating ongoing check-ins between departments to ensure system alignment.
- Facilitates professional development with intervention providers, teachers, staff, and administrators.
- Expands access to research-based tiered interventions.
- Coaches and supports MTSS teams in their design and implementation of systemic data-based shifts directly related to student needs.
- Develops alternative pathways for learning.
- Identifies and implements effective data management system for MTSS.
- Revises intervention monitoring tools, procedures, and processes for intervention referrals.
- Works collaboratively with multiple leadership teams in the District to support unique needs for implementation.
- Supports and expands the abilities of the general education articulation process (incoming 9<sup>th</sup> graders) for students with intervention needs.
- Develops protocols for intervention referral processes.
- Identifies ongoing system and policy barriers to MTSS and makes recommendations for systems and policy alignment.
- Keeps up to date on laws and regulations regarding Section 504 and supports intervention teams with training, process, and alignment with legal guidelines for practice.
- Coordinates Section 504 Plan Articulations (incoming 9<sup>th</sup> graders) with feeder schools and districts.
- Facilitates professional development for Section 504.
- Develops a Section 504 system for alternative programs.
- Consults and collaborates with teachers, parents, and administrators to find effective solutions to learning and behavior needs, and expands educational interventions to mitigate special education over identification and disproportionality.
- Participates in planning, implementing, and integrating services for tiered intervention needs.
- Assists school staff and teams to understand adolescent development and how it affects learning and behavior.
- Offers expertise to staff regarding federal special education law and requirements, state mandates, Section 504, Student Study Teams, Crisis Intervention Plans, and matters related to achieving the objectives of the state standards and school curriculum.

- Serves as learning and mental health expert on Student Study Team and Section 504 teams as needed.
- Builds and strengthens working relationships between teachers, parents, partners, and service providers in the community.
- Incorporates research-based involvement in the implementation of federal and state educational guidelines (e.g., No Child Left Behind, Response to Intervention).
- Maintains standards and practices through participation in professional development conferences and seminars.
- Assists with general education legal mediation, mediated settlement agreements, and notification of agreement details to Cabinet and the Board.
- Collaborates with legal counsel as required.
- Coordinates and monitors MTSS-related grant and partnership requirements.
- Assists with the transition of students from middle school into appropriate educational placements through consultation and attendance at intervention planning meetings.
- Participates in pre-expulsion procedures for special education and Section 504 students, and provides expertise in consultation regarding Psychoeducational assessments.
- Collaborates and supports the Special Education department to implement administrative functions and LEA decisions related to MTSS.
- Collaborates and consults with district Coordinators and Specialists to implement MTSS, as needed.
- Supports sites with legal guidelines for standardized testing accommodations.
- Provides leadership in matters of ethics and confidentiality at the school site.
- In coordination and collaboration with Special Education, provides leadership to the site special education teams on matters related to program changes and professional development needs.

**KNOWLEDGE OF:**

- Ethical guidelines applicable to the position.
- Federal, state, and local laws, rules, and regulations pertinent to the position.
- Principles of professional development and training
- Best practices for supervising and evaluating both classified and certificated staff members
- Effective communication practices and skills including utilizing technology effectively
- Mental health systems, structures, programs, services, and resources in schools
- Curriculum design, planning, development, implementation, and evaluation

**ABILITY TO:**

- Perform decision analysis that requires the application and interpretation of data, facts, procedures, and policies
- Work with online systems and technology
- Implement research, collect and analyze data, and report preparation
- Suggest appropriate and effective interventions for pupils from a diverse population
- Work independently
- Make decisions in the best interest of students
- Organize tasks, set priorities and meet deadlines, manage multiple tasks
- Communicate effectively in writing and verbally
- Facilitate conversations about work as it relates to district goals
- To drive a personal vehicle for traveling to various locations within or outside the District

*Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:*

- Work at a desk and in meetings of various configurations.
- Read a variety of materials and computer screens, and prepare/process documents
- Operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.
- Communicate so others will be able to clearly understand a normal conversation.
- Understand speech at normal levels.
- Bend, twist, stoop, and reach.
- Push, pull, and transport instructional and presentation materials.
- Drive a personal vehicle to conduct business.
- Hear and speak to exchange information and make presentations. Sitting or standing for extended periods of time.

**WORKING CONDITIONS**

ENVIRONMENT

Office environment

Travel to various locations