

## **27J SCHOOLS EXEMPT JOB DESCRIPTION**

**Job Title:** Multi-Tiered Support Coordinator (MTSS)  
**Last Modified:** December 2020  
**Work Year:** 214 days  
**Department:** Riverdale Ridge High School  
**Reports To:** Principal

### Overview

The position of MTSS Coordinator is being created in order to ensure RRHS establishes support structures as well as faculty skill sets to ensure all students are able to meet and/or exceed the competency expectations for graduation and develop skills to ensure productive and fulfilling post-secondary lives. While a new position for RRHS and 27J, the roles/responsibilities and expected outcomes of this position exist in a fragmented way throughout the majority of schools in Colorado. By combining the roles, and more importantly, the accountability, into a singular position, we expect the individual focus to drive the establishment of coordinated supports for students, create a culture that promotes a mindset of proactively establishing interventions for students failing to meet expectations in their coursework, and ensure the long term sustainability of support systems as we grow significantly in a 16-24 month time frame.

### Position Description

The Multi-Tiered System of Support (MTSS) Coordinator will promote student achievement by addressing academic, social, and emotional needs through the use of interventions identified by research as best practices for systemic interventions (e.g. Positive Behavioral Intervention and Support (PBIS), CASEL models, Restorative Practices, etc.). The MTSS Coordinator will be responsible for reviewing school wide data to assess, plan, monitor, and adjust student support systems within the school to foster student growth. The MTSS Coordinator will work in cooperation with staff toward a goal of prevention first and intervention second.

In order to ensure success, this position will work closely with the administrative team, student support team (Behavior Psychologist, Counselor, and SPED team) and Instructional Coach to develop whole group lessons and practices for faculty to implement during Advisory period as well as trainings to support faculty's development of skills to differentiate their practices to support all learners. The MTSS Coordinator will lead this core group, with added experts as needed, to identify patterns of student and staff needs to influence/inform targeted staff development.

This position will also be responsible for creating and implementing the problem-solving team (PST) process for RRHS. The position reports directly to the principal/lead learner.

### Duties and Responsibilities

- Consistently evaluate data to inform decision making at the system level.
- Collaborate with staff to identify and implement school-wide practices and services in order to ensure adequate Tier 1 support for all students.

- Create an Early Warning System to identify students at-risk of not graduating in order to take a preventative approach and apply early intervention.
- Coordinate the planning and execution of Tier 2 support with targeted programs for students who are not responsive to primary prevention to equip them with skills necessary for success.
- Build faculty's capacity to provide effective intervention for students by coaching them in research-based strategies.
- Monitor school-wide and individual student progress. Adjust programs and intervention support as needed.
- Encourage community partnership through personal relationships with students and their families.
- Connect students and families with community and district resources to address basic needs.
- Facilitate MTSS and Restorative Justice meetings with all stakeholders to address behavior and academic concerns.
- Develop and facilitate implementation of RRHS's PST process.
- Coordinate and lead the SEL programming at RRHS
- Work in conjunction with the School Psychologist and counseling department to provide tertiary support for students that require intensive and individualized plans.

**Qualifications:**

- Bachelor degree in counseling, social work, psychology, criminal justice, or human service related field required, Master's degree preferred, preferred CDE
- Master's degree in education or equivalent experience and expertise in issues specific to at-risk youth may be considered
- Minimum of three (3) years working with adolescents whose behavior or circumstances place them at risk of educational failure is required, which should include experience working in collaboration with courts, law enforcement, human services, mental health and/or other youth-serving community agencies
- Bilingual - English/Spanish highly preferred
- Training(s) in motivational interviewing, behavior assessment, substance abuse intervention and/or case management of high risk youth strongly preferred
- Training in PBIS, Restorative Practices, and related whole system interventions preferred
- Ability to communicate, interact, work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds
- Knowledge of Microsoft Office, Chrome/Google Applications, and Infinite Campus