

Executive Director of Multi-Tiered System of Support (MTSS)

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| DEPARTMENT: | Student Services | REPORTS TO: | Superintendent |
| WORK SCHEDULE: | 12 months | COMPENSATION: | Administrative Salary Schedule |
| FULL/PART TIME: | Full time | FLSA STATUS: | Exempt |

Position Description

Responsible for leading and coordinating the implementation of an integrated Multi-Tiered System of Support (MTSS) comprising academic, behavioral, and social-emotional supports for all students. Manage testing, assessment (benchmarking, EOC, MAP), data systems, and supports for all schools and students. Handle instructional management of summer school, virtual school, and gifted programming. Maintain confidentiality of student and staff information.

| Task Title | Essential Job Functions | Percent of Time Spent |
|---|--|-----------------------|
| MTSS Leadership | <ul style="list-style-type: none"> Lead MTSS processes and procedures. Develop program materials. Work with staff to implement MTSS initiatives. Ensure that the combination of behavioral and social-emotional supports for students enhance their academic success. | 30% |
| Instructional Management | <ul style="list-style-type: none"> Manage all aspects of summer school, virtual school, and gifted programs. Facilitate gifted programming. | 30% |
| Testing and Reporting Leadership and Management | <ul style="list-style-type: none"> Provide leadership in the articulation and/or coordination of district testing and assessment. Configure software platform, upload data, and prepare user accounts. Manages required district, state, and federal reports, including Core Data. Collect and analyze data and prepare recommendations and reporting of facts, data, and other information for student achievement. Report to the Board of Education and present data related to student data, assessment, MTSS, summer school, and virtual school. Summer school budget management | 30% |
| District Strategy Leadership | <ul style="list-style-type: none"> Lead and facilitate implementation of the district's strategic plan. Lead and facilitate development and implementation of district goals. Interpret and/or clarify district goals to students, staff, and community. Assist in the assessment of district goals. | 10% |

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| | <ul style="list-style-type: none"> ● Assist in the development and implementation of board and district policies, directives, and procedures. | |
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The intent of this job description is to provide a representative description of the types of duties and responsibilities required for this position. Employees may be asked to perform other job-related duties as assigned.

Supervisory Responsibilities

- **Supervisory Responsibility:** N/A, not responsible for supervising employees
- **Supervisory Activities:** Developing or training, Hiring, Orienting or onboarding
- **Budget Signing Authority:** Summer school budget signing authority.
- **Decision-making Authority:** Decisions impact a functional area or department

Qualifications

Required

- **Education:** Master’s degree in educational administration from an accredited college or university
- **Previous Work-Related Experience:** Five or more years of experience in education
- **Licensure:** Missouri teaching and administrative certificate.
- Valid Missouri driver’s license

Preferred

- Experience working in special education and/or as a school psychologist.

Knowledge & Skills

Knowledge

- **Basic:**
 - Accounting: Accounting principles, practices, and the analysis and reporting of financial data.
 - Human Resources: Principles and procedures for staff recruitment, selection, training, compensation and benefits, labor relations, and HR information systems.
- **Intermediate:**
 - Administrative: Administrative and office procedures, functions, and basic office tasks
 - Safety/Security: Equipment, policies, and procedures for the protection of people, data, property, and the organization.
- **Advanced:**
 - Computers/IT: Electronic equipment, and computer hardware and software, including applications and programming.
 - Education/Training: Principles and methods for curriculum and training design, teaching and instruction, and measuring training effects.
 - Law/government: Relevant local, state, and national laws and government regulations including KSD Board of Education policy
 - Management: Business/management principles involved in strategic planning, resource allocation, leadership, and coordination of people and resources.
- **Expert:**
 - Customer and personal service: Principles and processes for providing customer and personal services

- Health Services: Treating and preventing disease, and improving and preserving physical and mental health and well-being.

Skills

- **Constantly (More than 5.6 hours or 69% of the day):** Active Learning, Active Listening, Coordination, Critical Thinking, Judgement/Decision-Making, Reading Comprehension, Service Orientation, Social Perceptiveness, Speaking, Time Management,
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Complex Problem Solving, Writing, Instructing, Learning Strategies, Mathematics, Monitoring, Negotiating, Persuasion, Troubleshooting
- **Occasionally (Up to 2.5 hours or 32% of the day):** Management of Financial Resources, Management of Material Resources, Systems Analysis, Systems Evaluation, Technology Design
- **Rarely (Less than 1 hour or 12% of the day):** Quality Control Analysis, Management of Material Resources, Science

Working Conditions

Physical Demands

- **Constantly (more than 5.6 hours or 69% of the day):** Finger Dexterity, Hearing
- **Frequently (Between 2.6 hours and 5.5 hours or 33% to 68% of the day):** Color Vision, Repetitive motion, Sitting, Walking
- **Occasionally (Up to 2.5 hours or 32% of the day):** Climbing, Multi-limb coordination, Reaching, Standing
- **Rarely (Less than 1 hour or 12% of the day):** Carrying/Lifting, Crouching/Kneeling, Pulling/Pushing

Mental and Psychological Demands:

- *High demands:* The job requires significant mental effort and involves high levels of stress (e.g., Frequent need to deal with difficult customers or manage emotions when interacting with others, often works under tight deadlines, exposure to public criticism, regularly requires extended periods of concentration on complex tasks).

Work Type/Physical Demands

- *Light work:* Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.

Working Environment

- *Everyday risk and discomfort level:* The environment involves everyday risks or discomforts that require normal safety precautions typical of such places as offices, meeting and training rooms, libraries, residences, or commercial vehicles, e.g., use of safe work practices with office equipment, avoidance of trips and falls, observance of fire regulations and traffic signals. The work area is adequately lighted, heated, and ventilated.

EEO Statement

Kirkwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex, including pregnancy, sexual orientation, and gender identity and other characteristics protected by law.

Last Updated: April 3, 2024