

North Monterey County Unified School District

POSITION DESCRIPTION

Position Title:	Director II - Multi-Tiered Systems of Support
Department:	SPECIAL SERVICES
Reports to:	Assistant Superintendent
Salary:	Range 9 – Certificated Management
Calendar:	225 days

SUMMARY:

Serves as the leader for developing and implementing Multi-Tiered Systems of Support (MTSS) at each school and district level by fostering a climate of shared responsibility and shared commitment; supporting the implementation of evidence-based practices and programs; advocating for an integrated Multi-Tiered System of Supports; promoting the use of collaborative planning and problem solving; modeling the use of data to drive decision making; seeking, providing, and supporting professional development opportunities; advancing meaningful parental and community involvement; and delivering comprehensive services in the general education setting for all students.

Comprehensive services include providing leadership and oversight of mental health and health services; home/hospital instruction; attendance and chronic absenteeism; fostering behavior supports systems to support positive student and staff behaviors and interactions; school discipline related to monitoring of suspension and expulsions; and section 504 plans. This includes working with MTSS teams (previously referred to as Student Study or Student Review Teams) to ensure academic progress monitoring for Tier II (Supplemental Support) and Tier III (Intensive Support). This position will also work in coordination with the School Resource Officer and other outside agencies to support students and families. In addition, this position will serve as the District's Emergency Response Incident Command Coordinator.

Plans, directs, and manages the activities and operation of the various District special services; to include certificated and classified staff, budget administration, educational and program management. Ensures compliance and effective management of resources. Responsible for the reform of current practices to related best practices which result in higher student achievement and more positive outcomes.

The following statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

DUTIES AND RESPONSIBILITIES

MTSS Leadership: Guide the district in the development and implementation of MTSS models and frameworks at school sites;

- Ensure the development of MTSS models and processes at each school site, based upon parameters established by the district
- Establish connections for MTSS framework and philosophy to other district initiatives

- Identify expectations for the use of MTSS teams for both academics and behavioral needs following a tiered system of response, support, and ongoing monitoring
- Ensure the development, identification, and establishment of strategic interventions at Tier II and III at each school site
- Identify clear processes for regular and ongoing, universal screening, which will be used to identify students who need additional support and individualize screening for intensive support
- Assist sites in analyzing student needs and linking student needs to appropriate interventions for struggling students
- Establish progress monitoring process and data collection procedures, including cut points for determining levels of response, support and monitoring
- Meet with Instructional Support Teams at each site to provide support systems implementation
- Plan and implement teacher and staff in-service and professional development at each school site, in conjunction with site administration, regarding various services and the MTSS system
- Performs other job related duties as required

Management Leadership: Ensure systems and process are in place to effectively manage the day-to-day operations of health services, mental health services, home/hospital instruction, section 504 plans, the School Resource Officer program and school emergency response, and student discipline related to suspensions and expulsions.

- Encourage and maintain, in coordination with site administration, a safe, efficient, clean, and well-maintained learning environment that supports student learning
- Designs and utilizes communication systems that focus the staff, parents and the students on improving student achievement
- Manages the complexity of human interactions, so that the focus is on improving student achievement
- Is proactive in anticipating, responding to, and identifying solutions for opportunities and challenges.
- Develops and enforces expectations, structures, rules and procedures for students and staff
- Designs protocols and processes in order to comply with federal, state, local, and district mandates.

Strategic Leadership: Establishes a vision, mission, and systems; to support and ensure students are served in the MTSS model. Aligns and leverages budgets and resources to achieve identified goals of the District. Lead the development and achievement of a shared vision of student success and implements strategic changes, which result in improved achievement for all students.

Cultural Leadership: Establishes and maintains a positive culture that contributes to students learning. Establishes and builds a culture of collaboration which includes all stakeholders, involves shared leadership and focuses on student achievement. Celebrates and honors success as means to advance staff and student success. Designs structures and processes that result in parent and community engagement, support, and understanding of the various District and school site program services.

Human Resources: Follows a process to recruit, hire, and maintain highly effective

staff; supports teachers in their instructional practices and holds staff accountable for their role in the delivering services. Builds capacity through the evaluation process coupled with strategic professional growth opportunities.

Professional Leadership and Growth: Is a model for personal and professional conduct (ethics, integrity, justice, and fairness) and expects the same behaviors from others. Maintain an active professional growth plan which seeks out best practices related to improving student outcomes. Network with outside organizations and fosters potential partnerships; to include actively obtaining resources to support services for students and families.

QUALIFICATIONS

Education:

- Bachelor's degree from an accredited college or university.
- Master's degree, preferred.

Experience:

- Experience as a successful teacher, counselor or other school personnel responsible for counseling and intervention related services (minimum of three years).
- Experience in a leadership position, preferred school or district administrative experience.
- Previous experience in working in Special Services programs within a public school setting.

Knowledge of:

Professional specialization in principles and practices in management, thorough knowledge of instruction, budget practices, supervisory techniques, process and procedures related to education. A broad working knowledge of organizational management practices as applied to the analysis and evaluation of programs, policies and operational needs. Knowledge of the principles of supervision, training and performance evaluation: pertinent Federal, State and local laws, codes, and regulations: effective practices and strategies to support struggling students; and District organization, operations, policies and objectives. Well -developed human relations skills sufficient to prepare and deliver talks to large and diverse audiences, to motivate a multi-level team and resolve confrontation. Requires advanced writing skills to prepare communications devices and reports.

Ability to:

Plan, organize, direct and coordinate the work of management, supervisory, professional and technical personnel: delegate authority and responsibility. Select, supervise, train and evaluate staff. Provide administrative and professional leadership and direction for health services, mental health services, home/hospital instruction, section 504 plans, the School Resource Officer program and school emergency response, and student discipline related to suspensions and expulsions. Identify and respond to issues, concerns and needs in a timely manner. Develop, implement and administer goals, objectives and procedures for providing effective and efficient operations. Prepare and administer large and/or complex budgets. Allocate limited resources in a cost-effective manner. Analyze problems, identify alternative solutions, and anticipate consequences of proposed actions and implement recommendations in support of District goals. Research, analyze and evaluate new service delivery methods, procedures, and techniques. Prepare clear

and concise reports. Manage and prioritize multiple tasks independently. Interpret and apply Federal, State and local policies, procedures, laws, and regulations.

Licenses and Certificates:

- Valid California credential and valid California Administrative Services Credential
- Possession of a valid Class C California driver's license (as appropriate to the assignment).

DESIRABLE QUALIFICATIONS:

- Ability to speak a language in addition to English, with Spanish being the preferred language

PHYSICAL REQUIREMENTS:

Physical, mental and emotional stamina to perform the duties and responsibilities of the position; manual dexterity sufficient to write, use telephone and business machines and related equipment; vision sufficient to read printed materials, hearing sufficient to conduct in person, and telephone conversations; speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups; physical agility to push/pull, squat, twist, turn, bend, stoop, and to reach overhead, climb and move in an emergency situation; physical mobility sufficient to move about the work environment (office, district), drive an automobile and respond to emergency situations; physical strength sufficient to lift 20 pounds alone and more with a two-person lift; physical stamina sufficient to sit for prolonged periods of time; physical tolerance to be exposed to dust pollen, specific agents/chemicals, cleansers, unpleasant smells; mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

WORK ENVIRONMENT:

While performing the duties of this job, the employee regularly works indoors and may occasionally work outdoors. The noise level is usually mild to moderate.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed. Individuals holding this position may perform additional duties and additional duties may be assigned.

Board Approved: April 5, 2018