



JOB DESCRIPTION

Job Title:	Equitable Multi-Level System of Supports (E-MLSS) Coordinator
Department:	Teaching and Learning
Reports To:	Equitable Multi-Level System of Supports (MLSS) Administrator
Classification:	Certified
Location:	Administration Building
Salary:	On Schedule
Length of Contract:	204 days

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Equitable Multi-Level System of Supports Coordinator is responsible for assisting with the implementation and development of the District wide implementation of the Multi-Level System of Supports (MLSS) framework across all schools. The E-MLSS Coordinator provides knowledge, guidance, and support to braid academic and behavioral systems at the universal, selective, and intensive levels to increase student achievement for all students. This position supports the goal of improving student achievement through sustainable systems and school initiatives with a focus on equity.

Essential Job Functions

- Assists with the coordination of training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Level System of Supports (MLSS) at the district and school levels.
- Supports School Leaders in driving the district implementation of MLSS to ensure that every school provides high quality core instruction and the academic and social emotional interventions needed to successfully meet ALL students' needs.
- Meet with and support school leaders in the implementation of the MLSS framework so that it supports the vision, mission, and goals of school improvement in teacher practice and student achievement
- Provide feedback, modeling, interpretation of data, and other supportive assistance necessary to implement a Multi-Level System of Supports.
- Assists in monitoring the fidelity of implementation of MLSS at the school level including both academic and behavior support systems.
- Assists in monitoring the process to ensure compliance and adherence to district procedures, state guidelines, and federal regulations.

- Coordinates professional development activities for school-based personnel.
- Attends professional development and district-level MLSS meetings.

Ancillary Job Functions

- Stays current in the field through professional reading, seminars, workshops, and conventions.
- Participates in District Coordinator meetings.
- Performs other duties as assigned.

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Wisconsin DPI certified license and a minimum three years teaching or certified experience in schools.
- Successful leadership experience.
- Knowledge of Multi-Level System of Supports (MLSS), Response to Intervention (RTL), Positive Behavior Intervention Support (PBIS), and culturally responsive practices.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Master’s degree in education.
- Possession of a Wisconsin Director of Instruction (10) or Principal (51) license OR Wisconsin Administrative Certification
- Experience in professional development work.
- Knowledge of and experience in equity and diversity training.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Knowledge of research related to Positive Behavioral Interventions and Supports at all three tiers: universal, secondary, and tertiary.
- Demonstrated leadership and project organizational skills, (planning, implementing, evaluation).
- Ability to work collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Demonstrated excellent oral and written communication skills.
- Demonstrated strong interpersonal skills with individuals, teams, and groups, (teachers, parents, administrators, and support staff).
- Ability to work a flexible schedule including work as directed outside of the school calendar.
- Able to travel to multiple District buildings in compliance with the District driving policy.
- Demonstrates an understanding and use of equitable and culturally responsive practices.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office environment and moderate noise levels.

Physical Requirements – The physical demands described below 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 essential functions.

- Frequently required to talk and hear.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.