

**GARRARD COUNTY SCHOOLS**  
**Job Description**

**CLASS TITLE: MULTI-TIERED SYSTEM OF SUPPORT & BEHAVIOR COORDINATOR**

**REPORTS TO:** Director of Teaching & Learning - Director of Special Education

**EXEMPT STATUS:** Exempt

**APPROVED:** April 21, 2022 Order # 2022-171

**BASIC FUNCTION:**

Provides consultation, training, and supportive interventions to educators, staff, families, and students to effect positive behavioral change in students. Complies with Federal, State, county, and District policies, regulations, and procedures. Support schools in the implementation of MTSS procedures and performs academic achievement

**MEASURE OF SUCCESS:**

- Increase in student behavior outcomes as evidenced by the data collection.
- Increase students' abilities to succeed in school by working in collaboration with other district faculty and staff, administrators, and building-level staff as evidenced by data review.
- Increase in successful grade level transitions of students as evidenced by student outcomes.

**DUTIES AND RESPONSIBILITIES:**

- Maintains, at all times, an orderly system of management and keeps appropriate administrators fully informed of intervention activities and problems, as well as routine matters relating to his/her own accountability.
- Provides training, consultation, and support to administrators, teachers, and school-based leadership teams to facilitate implementation of a Multi-Tiered System of Supports (MTSS) at the district and school levels. Assistance activities include observation and feedback, modeling, interpreting data, and other supportive assistance necessary to implement a Multi-Tiered System of Supports.
- Works collaboratively with Instructional Directors and the Curriculum and Instruction Department. Monitors the fidelity of implementation of MTSS at the school level, including both academic and behavior support systems.
- Performs academic achievement testing.
- Attends state, regional, and local meetings as necessary to perform duties relevant to research-based academic and behavioral interventions and systems of support. Meeting attendance will be at the discretion of the Director of Special Education, Director of Instruction, and Superintendent.
- Disseminates materials and trains local staff on new intervention resources.
- As requested, provides technical assistance to school-level intervention teams for analyzing screening data, identification and implementation of research-based interventions targeting student needs, including the collection and analysis of progress data to determine response to the intervention.

- Collaborates and consults with district staff to develop, implement and evaluate district and school-level intervention systems.
- Collaborates and consults with district staff to collect and analyze district-wide and building-level data in the areas of discipline, drop out, and targeted content areas.
- Provides professional development in positive behavioral support systems (i.e., Tier 1, Tier 2, and Tier 3) to teachers, paraeducators, and relevant personnel, school-wide and team-based, including topics such as Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), 24 evidence-based practices related to autism, Individual Education planning, rage cycle, systematic instruction, visual supports, and skills instruction and a variety of other related topics.
- Expands and organizes district materials/resources pertaining to behavior management.
- Assists in proper referrals of student suspected of having an emotional/behavioral disability.
- Designs and supports implementation of Behavior Intervention Plans (BIPs), including data collection systems.
- Recommends and/or coordinates required assessment procedures in cooperation with families and outside agencies. (physicians, mental health staff)
- Collaborates with ARC members to develop appropriate individualized educational programs (IEPs) for eligible students.
- Assists with developing age-appropriate transition planning for students who are emotionally/behaviorally disabled.
- Provides recommendations and documentation concerning individual students to principals, upon request.
- Supports a comprehensive continuum of prevention, de-escalation, and safe emergency intervention strategies for responding to aggressive behavior in schools
- Attends annual Safe Crisis Management (SCM) Coach training.
- Provides annual Safe Crisis Management (SCM) training to all relevant district personnel (e.g., initial certification and recertification)
- Manages Safe Crisis Management (SCM) student tracking system and ensures compliance with data and records management.
- Performs related duties and assumes other responsibilities as may be assigned by the Director of Special Education or the Superintendent.

## **KNOWLEDGE AND ABILITIES**

### **KNOWLEDGE OF:**

- JKM guidelines (Safe Crisis Management), preferred
- 704 KAR 7:160. Use of physical restraint and seclusion in public schools.
- Safe practices in schools
- Behavior and academic evidence-based interventions

- KY MTSS
- PBIS
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Interpersonal skills using tact, patience, and courtesy.
- Basic record-keeping techniques.

**ABILITY TO:**

- Communicate and maintain effective relationships
- Physically perform SCM strategies and interventions
- Perform routine clerical duties in support of classroom activities.
- Print and write legibly.
- Understand and follow oral and written directions.
- Learn procedures, functions, and limitations of assigned duties.
- Communicate effectively both orally and in writing.
- Learn to apply and explain policies and procedures related to school and program activities.
- Work cooperatively and collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Operate instructional and office equipment.

**PHYSICAL DEMANDS:**

- Work is performed as stated within the SCM training guidelines (e.g., sit, bend, walk, stand, and etc.)
- Requires the ability to communicate effectively using speech, vision, and hearing.
- Requires the use of hands for simple grasping and fine manipulations.
- Requires bending, squatting, crawling, climbing, reaching, and running.
- Requires the ability to lift, carry, push, or pull medium weights.

**EDUCATION AND EXPERIENCE:**

- Kentucky Teacher Certification
- Master's Degree in School Psychology, Special Education, or School Counseling with Assessment endorsement preferred
- Five (5) years of successful teaching experience
- Prior training or experience in instructing and/or performing Safe Crisis Management, implementing PBIS systems, and research-based instructional and behavioral interventions preferred
- Experience working with students clinically diagnosed with behavior disorders.
- Prior experience in instructing and implementing academic and behavior Response-to-Intervention.

**LICENSES AND OTHER REQUIREMENTS:**

- Valid Driver's License
- Safe Crisis Instructor Certification once selected for the position

**PRIMARY LOCATION:** District

**SALARY RANGE:** \$ Certified Salary Schedule (plus 15 extended days for instructor training, summer SCM trainings and preparation for BOY an EOY)

**SHIFT TYPE:** Full-time