

Social, Emotional, Behavioral MTSS Coordinator - TOSA

Focus: The SEB MTSS Coordinator is responsible for development and implementation of a Multi-Tiered System of Support Model (MTSS) focusing on social, emotional, and behavioral supports for students at the school. The Coordinator will assist with development of social, emotional, behavioral interventions and will guide the school with implementing those supports to fidelity using a trauma informed and culturally responsive lens. This position's primary goal will be to assist with developing tier 1 positive behavior supports and creating action steps towards improving school climate. The district SEB MTSS Coordinator will support and guide these positions in the implementation of these goals.

Expectations:

- ❑ Guide school staff in development and implementation of social emotional and behavioral strategies to improve school climate and culture. This may include development of and supporting implementation of social emotional learning, universal expectations, positive reinforcement and recognition systems, restorative practices, culturally responsive practices, universal positively stated expectations, proactive strategies to promote a predictable and safer climate, as well as other trauma informed and culturally responsive strategies.
- ❑ The SEB MTSS Coordinator will facilitate conversations with staff as needed as it pertains to social emotional behavioral MTSS development and may coach teachers and staff on implementation. Will facilitate the SEB MTSS teams at school sites. Collaboration with school staff is essential in this role in order to promote buy-in and trust.
- ❑ Consistently attend regularly scheduled meetings and consult with the district's SEB MTSS/Mental Health Coordinator and Climate Coordinator as it pertains to guidance, feedback, and goal setting in developing SEB MTSS supports for the school. This Coordinator will work to promote alignment of supports as much as possible.
- ❑ Work with the school's leadership teams (CIT, PBIS - if applicable, CST, etc.) to develop an MTSS social, emotional, and behavioral visual for the school as well as develop goals and strategic action steps that can be taken to move this tier 1 social emotional behavioral MTSS work forward. This work will occur in collaboration with district leaders to ensure that the district's MTSS handbook is being utilized to guide best practices for tiered supports and interventions.
- ❑ Will support the school with utilizing the Tiered Fidelity Inventory as a guide in measuring the extent to which the core features of positive behavior interventions and supports are in

- place and used. This TFI data will be utilized to guide action steps at the school site.
- ☐ Will assist the school with increasing level of readiness and staff buy-in to apply for PBIS in the future (if not already a PBIS school).
 - ☐ Assist with development of a physical environment that promotes a sense of safety for students, staff, and families.
 - ☐ Assist with development and implementation of trauma informed and culturally responsive practices and supports.
 - ☐ In conjunction with the school principal and district leaders, the SEB MTSS Coordinator will plan and/or implement professional development as needed pertaining to trauma informed practices, culturally responsive practices, restorative practices, positive behavior interventions, social emotional learning, etc.
 - ☐ Facilitate restorative conversations/circles as needed with students, families and staff and support students with their social, emotional behavioral needs through targeted research based interventions.
 - ☐ Guide staff through implementation of research based interventions and supports for students' social, emotional, and behavioral needs.
 - ☐ Build relationships with families and assist families through navigating resources that may be available for their children to assist the child with their social, emotional and behavioral and/or mental health needs.
 - ☐ Assist school with analyzing student's social, emotional, and behavioral needs through data and continuously developing a system for monitoring data and linking students to appropriate interventions.
 - ☐ Will utilize the TEA Tool to review the SEB MTSS system. Will utilize this tool as common practice before or when implementing new supports and systems.
 - ☐ Will collaborate and work with others to grow, expand, and embed culturally relevant lessons and strategies throughout the year. This may look like creating shared resource hubs to facilitate this work and to alleviate workload on teachers.
 - ☐ Assist with ongoing development of a school's behavior response plan that includes restorative interventions.
 - ☐ May assist with development of alternative to suspension programming if that is

desired/needed.

- ☐ May assist with conducting and developing a system for completing Functional Behavioral Assessments and Behavior Support Plans.
- ☐ Conduct social emotional skills sessions or groups as needed.
- ☐ Perform other job duties as required.

Desired knowledge, skills, and abilities:

- ☐ Understanding of the MTSS structure as it relates to social, emotional and behavioral tiers of support.
- ☐ Understanding of mental health and evidenced based social, emotional, behavioral interventions.
- ☐ Have an understanding of trauma informed practice and have received some training on trauma informed practice.
- ☐ Ability to lead large and small groups.
- ☐ Ability to conduct and/or organize professional development with staff in the areas of MTSS, social/emotional/behavioral interventions, trauma informed care/practices, social emotional cultural learning, mental health, suicide prevention, etc.
- ☐ Ability to work in a high demand environment.
- ☐ Ability to effectively intervene and problem solve in crisis situations. Preferably possess training in crisis intervention.
- ☐ Being able to work collaboratively and communicate well with students, staff, families and community partners.
- ☐ Knowledge of positive behavior interventions and supports.
- ☐ Awareness of community resources to support students' social, emotional, and behavioral needs.
- ☐ Knowledge of functions of behavior and behavior support plans.

- ☐ Ability to work independently.
- ☐ Ability to facilitate restorative circles or social emotional learning skills sessions as needed with students.

Minimum qualifications:

- ☐ Bachelor's Degree or higher and licensed by the MN Department of Education with, or eligible to obtain, a valid MN Department of Education license.
- ☐ Possess a valid driver's license.
- ☐ Experience providing social, emotional, and behavioral interventions and/or creating a system for social emotional and behavioral supports within a school setting and/or mental health treatment setting.