

Job Description

Fremont County School District 21

MTSS (Multi-Tiered System of Support) Coordinator (K-8)

Purpose Statement

The MTSS Coordinator will work collaboratively with building principals, instructional facilitators, and teachers to facilitate implementation of a multi-tiered system of supports (MTSS) at the school and district level; coordinate screening and diagnostic assessment; monitor the fidelity of identifying students, organize Tier 2 and Tier 3 data necessary for teacher teams; establish data collection procedures to inform decision making around student needs; and develop and maintain positive working relationships with the learning community.

This job reports to Building Principals.

Essential Functions

- Candidates must hold a master's degree in education or a related field.
- Demonstrated expertise in school-wide MTSS implementation, including academic and behavioral tiers of support.
- Proficient in analyzing and triangulating multiple points of data (e.g., screeners, state assessments, progress monitoring, behavioral data).
- Experience leading collaborative teams, including general education, special education, and intervention staff.
- Strong facilitation skills and a record of effective team collaboration. Ability to build relationships and foster a positive, student-centered climate.
- Culturally responsive and trauma-informed approach to systems and instruction.
- Excellent organizational skills, time management, and communication skills (writing and verbally).
- Willingness to coordinate school, community, and District committees.

Other Functions

Leadership & Collaboration

- Facilitate MTSS implementation at the school and district levels, in alignment with the District Strategic Plan and Wyoming MTSS Framework.
- Serve as a liaison between school-level teams and district leadership to ensure consistency and equity in Tiered support systems.
- Lead cross-functional teams (general ed, behavior, and related services) to develop intervention plans aligned with student needs.
- Serve as a partner on Building Intervention Teams.

Data & Assessment

- Coordinate the administration and use of universal screeners, diagnostic assessment, and progress monitoring tools (PreK-8).
- Support educators in interpreting data to inform Tier I instruction and develop Tier 2/3 plans.

- Maintain accurate and accessible data dashboards to monitor interventions, student progress, and fidelity of implementation.

Intervention Systems

- Partner with building principals, instructional facilitators, school improvement partners, instructional staff, parents, and a variety of community partners for the purpose of improving the overall quality of student outcomes and achieving established building and district goals in support of school improvement plans.
- Oversee the coordination of Tier 2 and Tier 3 academic and behavioral interventions, ensuring alignment with student performance data and instructional best practices.
- Support teacher teams with intervention planning, delivery, and documentation.
- Ensure evidence-based practices are selected, implemented with fidelity, and evaluated regularly for impact.
- Support building principals in the development and implementation of 504 plans.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.; and analyzing data.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; behavioral management strategies; current and emerging technology; and instructional media/equipment.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific Ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours; and working as part of a team.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; Utilization of some resources from other work

units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 50% sitting, 40% walking, and 10% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

Experience: Job-related experience is required.

Education: Master's degree in education or a related field.

Equivalency:

Required Testing

Certificates and Licenses

Appropriate Wyoming State
Department of Education Certificate
and/or endorsement Teaching
Credential

Continuing Educ. / Training

3 credits in Native American studies or similar course
work within 2 years of hire date
Continuing Education Requirements
Maintains Certificates and/or Licenses

Clearances

Criminal Background Clearance
Drug Test

FLSA Status

Exempt

Approval Date

Salary Grade

MA

Title IX Coordinator

Title: *Principal

Address: 90 Ethete Road, Fort Washakie, WY 82514

Telephone Number: (307) 332-5983

Email:

Section 504/ADA Coordinator

Title: *Principal

Address: 90 Ethete Road, Fort Washakie, WY 82514

Telephone Number: (307) 332-5983

Email:

Civil Rights Compliance Coordinator

Title: *Superintendent

Address: 90 Ethete Road, Fort Washakie, WY 82514

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*OCR recognizes that including a person's name may result in an overly burdensome requirement to republish the notice if a person leaves the coordinator position. It is acceptable for a school district to identify its coordinator only through a position title.