



JOB DESCRIPTION

JOB TITLE

Online MnMTSS Lead

FTE/HOUR ALLOTMENT

1.0 FTE (40 hours per week)

REPORTING STRUCTURE

Reports to: Director of Online Learning

MISSION ALIGNMENT

Our Mission: To grow environmentally literate, community-impacting learners of excellence.

Our Vision: CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

DEPARTMENT/PROGRAM

Crosslake Community School Online Program

JOB SUMMARY/PURPOSE

The Online MnMTSS (Minnesota Multi-Tiered System of Supports) Lead plays a critical role in ensuring that all students receive the academic, behavioral, and social-emotional support needed to succeed in an online learning environment. This position exists to coordinate tiered interventions, facilitate data-driven decision-making, and lead collaborative problem-solving with staff and families. By aligning resources and strategies across departments, the MnMTSS Lead fosters equitable outcomes and continuous improvement. This role is central to the school's mission of personalized, inclusive, and student-centered education.

STRATEGIC ALIGNMENT & EXPERIENCE IMPACT

This position supports our strategic directions and contributes to creating positive daily experiences by:

- **For Students:**
 - Leading a proactive, equitable MnMTSS process that ensures timely, targeted academic, behavioral, and social-emotional supports aligned with student needs.
 - Fostering a supportive online environment where students feel seen, valued, and equipped to thrive through individualized interventions and consistent follow-up.
- **For Staff & Community:**
 - Collaborating with teachers, specialists, and administrators to use data for identifying students needing support, designing interventions, and tracking progress.
 - Building strong partnerships with families by maintaining transparent communication, offering guidance, and promoting shared ownership of student success.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- **Lead the MTSS framework implementation** across the online school, ensuring fidelity to core components: universal screening, multi-level prevention systems, progress monitoring, and data-based decision making.
- **Manage and coordinate universal screeners** (e.g., FastBridge) to assess academic, social-emotional, and behavioral needs, and ensure results are accessible, analyzed, and used to guide tiered interventions.
- **Facilitate weekly MTSS meetings** every Thursday by preparing agendas, leading data-driven discussions, and guiding collaborative problem-solving with educators, interventionists, and support staff.
- **Maintain and update MTSS tracking documents** consistently, ensuring accurate and timely documentation of student data, intervention plans, progress notes, and staff input to support long-term monitoring and accountability.

- **Send out MTSS "Heads Up" notifications each Monday** to notify coaches about students on the upcoming Thursday agenda, allowing for early input and adjustments before discussion.
- **Distribute MTSS agendas each Wednesday** to all staff to ensure transparency, invite collaboration, and prepare teams for productive Thursday meetings.
- **Set and manage agendas for MTSS Lead Team meetings**, aligning team priorities with school-wide goals, identifying systemic barriers, and streamlining MTSS procedures.
- **Design and lead initiatives to improve asynchronous student engagement**, using data to identify barriers, implementing innovative outreach strategies, and collaborating with interventionists to ensure curriculum access and success.
- **Promote consistency across remote staff** by developing shared tools, norms, and communication protocols to ensure cohesive support for students across grade levels and disciplines.
- **Guide intervention planning** by working directly with teachers and interventionists to ensure strategies are evidence-based, aligned to student needs, and monitored for effectiveness.
- **Contribute to school culture and community building by actively serving on at least one club or committee**, supporting student engagement, staff collaboration, or school-wide initiatives.
- **Analyze and synthesize progress monitoring data**, determining whether students are responding to interventions and making informed decisions about movement across tiers.
- **Coordinate with administrators, counselors, and special education staff** to align MTSS with broader student support structures and ensure legal and procedural compliance.
- **Train and support staff in MTSS practices**, including data analysis, intervention design, progress tracking, and using shared platforms and forms effectively.
- **Model a collaborative, student-centered approach**, building a culture of collective responsibility for all learners and fostering professional learning around MTSS best practices.
- **Attend Grade Band Team Meetings** to collaborate on Tier 1 interventions and provide targeted support aligned with student needs.
- **Build strong relationships with teachers and interventionists** by actively listening, offering support, and encouraging them to identify and refer struggling students.

CORE VALUES DEMONSTRATED IN THIS ROLE

This position demonstrates our core values through:

- **Respect:** Fostering a culture of trust by listening to and valuing the input of students, families, and staff while promoting equitable access to supports and interventions.
- **Excellence:** Driving data-informed systems of support that ensure all students receive timely, targeted interventions to help them grow academically, socially, and emotionally.
- **Learning:** Leading ongoing reflection, professional development, and refinement of MTSS practices to meet the evolving needs of students and improve outcomes schoolwide.

- **Integrity:** Ensuring transparency and accountability in the decision-making process, upholding confidentiality, and consistently following through on responsibilities.
- **Community:** Uniting remote staff, students, and families through shared systems, clear communication, and collaborative problem-solving to promote student success and school-wide alignment.

REQUIRED QUALIFICATIONS

- **Education:**
 - Bachelor's degree in education or related field required
 - Valid Minnesota teaching license
- **Experience:**
 - Minimum of 1 year of experience teaching, advising, or working with youth in an educational or advocacy setting
- **Knowledge/Skills:**
 - Trained in MnMTSS
 - Strong understanding of Minnesota academic standards
 - Strong knowledge of math content, pedagogy, and intervention strategies
 - Ability to prioritize, stay organized, and manage multiple tasks independently and collaboratively
- **Technology Proficiency:**
 - Demonstrated fluency with educational technology tools including Google Workspace (Docs, Meet, Drive, Calendar), Microsoft Office (Word, Excel, PowerPoint), and learning management systems (LMS).
 - Ability to integrate technology creatively and effectively into instruction and school operations, with a growth mindset toward emerging tools and practices, including AI.
- **Personal attributes:**
 - Commitment to environmental education and making a positive community impact
 - Excellent verbal and written communication skills
 - Strong relationship-building and collaboration skills
 - Professionalism, adaptability, and a student-centered mindset

PREFERRED QUALIFICATIONS

- Experience teaching in an online or blended learning environment
- Familiarity with special education supports and inclusive instructional practices
- Experience working with diverse learners, including students with IEPs or English language learners
- Willingness to participate in or lead extracurricular activities or school events
- Experience with educational technology integration and innovation, digital instructional design, or AI-informed teaching practices.

WORKING CONDITIONS

- Remote work environment with a typical 8-hour workday
- Standard office hours are 10:00 AM–2:00 PM; remaining hours are flexible based on duties
- Annual schedule includes 175 workdays (prorated based on start date), including school and professional development days
- Frequent sitting and hand use (e.g., typing, computer work) required
- Occasional standing, walking, reaching, and crouching
- Must be able to talk and hear effectively to support virtual instruction and communication
- Occasionally required to lift and carry materials up to 25 lbs
- Occasional travel may be required for in-person collaboration or training
- Requires strong organization, independent time management, and the ability to collaborate virtually with staff and leadership

TERMS OF EMPLOYMENT

- **Agreement:** 10 month, 175 days
- **Schedule:** 8 hours per day; general business hours are 7:45 a.m. to 3:45 p.m. with flexibility as needed
- **Position Type:** Remote
- **Technology Requirements:** Must maintain and regularly update Google Calendar as the school uses Google Workspace
- **Meeting Requirements:** Must attend all required weekly meetings including department, MTSS and full staff meetings
- **Delegation Structure:** Required to establish and maintain a clear delegation structure for the Online School during any absences
- **Salary Range:** Based on current Teacher Salary Grid
- **Benefits:** Comprehensive benefits package including health insurance, retirement, and paid time off

DISCLAIMER

This position description accurately reflects the primary duties, responsibilities, and requirements of the role. It does not exclude other assigned duties not mentioned above. CCS is an equal opportunity employer committed to building an inclusive community of educators.

If interested, please send a resume and letter of interest to hiring@crosslakekids.org.

APPROVAL SIGNATURES

Position Description Creator: _____ Date: _____

Immediate Supervisor Approval: _____ **Date:** _____

Human Resources Review: _____ **Date:** _____

Board Approved _____ **Date:** _____

environmentally  literate learners