
BOARD AGENDA ITEM

Information/Discussion _____

Future Action _____

Action X

Item: Creation of MTSS Early Childhood Coordinator

Submitted by: Ashley Karsten

Date: 6.3.24

Recommended by: Ron Gorman

Board Meeting Date: 6/17/24

RECOMMENDATION:

It is recommended that the Kent ISD Board approves the creation of a new position, MTSS Early Childhood Coordinator, beginning on August 12, 2024 under a 200 day contract.

BACKGROUND:

As our local districts work with Kent ISD to implement MTSS in K-12 classrooms, it is imperative that this work starts in the Early Childhood programs. MTSS is designed to help programs identify struggling students early and intervene quickly. It focuses on the “whole child.” That means it supports academic growth, but many other areas, too. These include behavior, social, and emotional needs. Under the direction of the Director of Early Childhood, the Early Childhood MTSS Coordinator will support the development and implementation of a wide-ranging infrastructure at the ISD level for application of the elements of Early Childhood MTSS/EC-PBIS. This position will work with Early Childhood staff, district leaders, and families in creating home and school environments that support students’ social and emotional well-being to increase positive student outcomes. The Early Childhood MTSS Coordinator will help to promote the use of a conceptual framework of evidence-based practices (Pyramid Model Practices) through a multi-tiered approach with social, emotional, and behavioral supports in order to combat disproportionality and to decrease racial disparities in early childhood education. The position will be supported under the GSRP grant (.75FTE) and Special Education Budget (.25 FTE).

POSITION DESCRIPTION

Title: Early Childhood MTSS Coordinator

Location: Early Childhood/GSRP

Classification: Professional

**Reports to and
Evaluated By:** Director of Early Childhood

**Terms of
Employment:** Full Time, Grade 7–200 Days

**Positions
Supervised:** None

BROAD STATEMENT OF RESPONSIBILITIES:

Under the direction of the Director of Early Childhood, the Early Childhood MTSS Coordinator will support the development and implementation of a wide-ranging infrastructure at the ISD level for application of the elements of Early Childhood MTSS/EC-PBIS. This position will work with Early Childhood staff, district leaders, and families in creating home and school environments that support students' social and emotional well-being to increase positive student outcomes. The Early Childhood MTSS Coordinator will help to promote the use of a conceptual framework of evidence-based practices (Pyramid Model Practices) through a multi-tiered approach with social, emotional, and behavioral supports in order to combat disproportionality and to decrease racial disparities in early childhood education.

KEY DUTIES AND RESPONSIBILITIES:

The Early Childhood MTSS Coordinator will possess the knowledge, skill and/or ability to satisfactorily perform the duties described below. Reasonable accommodations will be made to enable individuals with disabilities to perform the essential duties. Essential duties include:

- Promote the acquisition of a full working knowledge of a multi-tiered system of support for behavior and social emotional competencies (EC-MTSS/EC-PBIS).
- Serve as a leader in implementation of Early Childhood MTSS and positive behavior support systems at the building, program, and district level by supporting, collaborating, and leading GSRP, district, and state leadership teams in MiMTSS county-wide scale up and implementation.

- Work collaboratively with the district implementation teams to plan, organize, and provide professional development activities related to implementation and sustainability with EC-PBIS (Pyramid Model Practices).
- Collaborate with local district early childhood administrators and implementation teams to plan, organize and facilitate district EC-MTSS/EC-PBIS activities.
- Work with district teams and administrators to support data system implementation (BIRS/EC-SWIS); along with establishing data collection, analysis, decision making rules, action planning, evaluation and reporting processes.
- Support in coordinating, implementation, and building capacity for PTR-YC and Tier 3 interventions within ISD, local districts, and sub-recipient early childhood programs.
- Provides training and support to practitioner coaches and primary service providers with EC-PBIS building-wide implementation.
- Develop and sustain a continuous improvement process that involves analyzing and synthesizing data to inform decisions to improve student and program outcomes across the county.
- Communicate effectively orally and in writing with internal and external sources, information about EC-MTSS implementation and outcomes as needed.
- Represents Kent ISD by providing leadership and services across the agency, region, and state, as well as attending meetings and relevant professional learning opportunities.
- Fulfill MiMTSS/EC-PBIS 2023-24 grant requirements as a Program Leadership Coach and Leadership Team Facilitator.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:

- Valid Michigan professional certification in an area related to Early Childhood Education.
- Master's degree in Early Childhood, Special Education or related field, preferred.
- Three years of successful experience in early childhood education.
- Experience in facilitation and implementation of EC-MTSS at the ISD and/or local level required
- Strong understanding of the logic and application of EC-MTSS and the continuum of early childhood behavior supports at all levels (universal/targeted/intensive).
- Strong understanding of evidence-based implementation practices and their applications.
- Demonstrates strong project management skills with ability to exercise independent judgment and work collaboratively with various constituent groups.
- Ability to collect, analyze and use data and apply appropriate research within a strategic planning or intervention process.
- Experience/previous training in PTR-YC and BIRS/EC-SWIS, preferred.
- Interpersonal skills to communicate effectively with a variety of audiences and an ability to gain cooperation of others internally and externally.

The above is intended to describe the general content of and the requirements for the performance of this position. It is not to be construed as an exhaustive statement of duties, responsibilities or requirements.

Salary: Professional Salary Schedule for 200 day staff, Grade 7, commensurate with education and experience.

Benefits: Robust full benefit package includes medical, dental, and vision insurance; generous sick and personal time