



Loudoun County Public Schools

HUMAN RESOURCES AND TALENT DEVELOPMENT JOB CLASS SPECIFICATION

Certified: 5/10/2025

Supervisor, Multi-Tiered System of Supports

Pay Scale: B

Level: 21

FLSA Status: Exempt

Job Family: Administration

Primary Location: Administration Building

Department Overview

The Department of Student Services focuses on prevention and intervention approaches in the schools and is committed to the "Education of the Whole Child" to ensure safe, healthy, and supportive learning environments for all students. The department supports student performance through special education, school counseling, student registration, health, social work, student assistance, attendance, homebound, assessment, diagnostic, psychological and parent resource services. The department includes the following teams: Student Services, Student Mental Health Services, Diagnostic and Prevention Services, Special Education, and Procedural Support.

Job Overview

The Multi-Tiered System of Supports (MTSS) Supervisor is responsible for providing leadership and direction for the implementation of the interconnected systems framework for Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and school based mental health services that are designed to educate the whole child and to improve educational outcomes for all students.

Roles and Responsibilities

The following information is intended to describe the overall nature and scope of the work being performed. This is not a comprehensive listing of all responsibilities or tasks; work may differ and other work may be assigned when deemed appropriate.

- Supervises, evaluates and provides support to the Behavior Support Coordinator, Positive Behavioral Interventions and Supports Coordinator, Social-Emotional Learning Coordinator, and Response to Intervention Coordinator
- Supervises the development and implementation of the Multi-Tiered Systems of Support framework that strategically integrates practices for addressing the academic, behavior, and social-emotional needs of students
- Coordinates and provides ongoing support to school-based teams in all schools; facilitates collaboration between general and special educators, unified mental health team, and school improvement teams
- Leads the division in creating a vision and systemic plan for building structures and capacity to support division-wide implementation in all schools and for addressing gaps in service delivery
- Collaborates with the Office of Special Education, Office of Student Services, Office of Student Mental Health, Department of School Leadership, and the Department of Teaching and Learning to create system coherence for supporting the comprehensive needs of both general and special education students
- Leads the development of professional learning and technical assistance and resources for the division and school-based leadership teams on the key MTSS features that include evidence-based practices for core instruction and intervention, universal screening, progress monitoring, effective teaming, and data-driven decision making
- Directs the ongoing evaluation, data collection and analysis, and reporting of MTSS outcomes

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- Develops, maintains, and supports schools in their use of the Phoenix MTSS Intervention platform used for developing and progress monitoring all literacy, math, behavior, and mental health interventions for students K-12 in LCPS
- Develops, maintains, and supports schools in their use of the Phoenix Student Accommodations platform used for documenting accommodations for students K-12 in LCPS
- Develops an operational budget and maintains grant funding for MTSS

Qualifications

Below are the minimum qualifications for this job. Equivalent combinations of education and experience are also acceptable.

Education

Master's Degree

Experience

Five (5) years of successful administrative, supervision and leadership experience in special education and/or pupil services

Licenses and Certifications

Holds or is eligible for a Virginia Postgraduate Professional License or Pupil Personnel Services License

Knowledge, Skills and Abilities

- Strong knowledge of strategies and interventions for diverse learners
- Proven expertise in data systems, analysis, interpretation and application for school teams
- Proven expertise in delivering professional learning sessions in several formats
- Strong knowledge of the PBIS, RtI, and school-based mental health frameworks to support student outcomes
- Demonstrates strong problem solving, collaborative and organizational skills, effective communication, and interpersonal skills

Physical Requirements

The following provides a brief description of physical requirements for this job:

While performing the duties of this job, the employee is regularly talking, expressing or exchanging ideas by means of the spoken word. The employee must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. The employee must possess normal cognitive abilities including the ability to learn, recall and apply certain practices and policies. Work requires frequently sitting and/or remaining in a stationary position for long periods of time; exerting up to 25 pounds of force occasionally and negligible amounts of force frequently to lift, carry, push, pull or otherwise move objects.

Equal Opportunity Employment

The Loudoun County School Board seeks to cultivate a high performing team of professionals focused on its mission and goals. The School Board values merit and excellence within its workforce and encourages the highest levels of professionalism for all its employees.

The School Board also recognizes and values the diversity of the students and broader community it serves and encourages diversity within its workforce.

The Loudoun County School Board is an Equal Opportunity Employer. The School Board does not discriminate against qualified applicants or employees on the basis of actual or perceived race, national origin, ancestry, color, sex, sexual

orientation, gender identity, pregnancy, childbirth or related medical conditions, marital status, age, religion, disability, genetic information, veteran status or any basis protected by law.

ADA Accommodations Disclosure

Under the Americans with Disabilities Act (ADA), Loudoun County Public Schools is required to provide reasonable accommodations to qualified employees with disabilities, unless doing so would pose an undue hardship. Qualified employees are those who hold the necessary education, skills, and experience for the job; and who can perform its essential responsibilities, with or without accommodation.

Remote Work Disclosure

The following guidelines apply to jobs and positions where employees have been identified as having the potential to work remotely. Remote work is defined as completing one's duties and responsibilities at a site other than one's assigned duty location. In order to be eligible for remote work privileges, an employee must have demonstrated consistent, positive performance and have the support and approval of their direct supervisor. In addition, these employees must have reliable high-speed internet and a designated workspace that allows them privacy while completing sensitive and confidential work. Employees who are non-exempt and are working remotely will work their regular scheduled hours and gain prior approval from their supervisor if they work more than 8 hours a day or more than 40 hours in a workweek. Remote work privileges can be amended, changed, or revoked based upon the performance of the employee, as well as the needs of Loudoun County Public Schools.