



Title: COPESD Whole-Child Support Systems Consultant **FLSA:** Non-Exempt **Reports to:** Director of Instructional Services **Updated:** February 2025

Position Summary

The COPESD Whole-Child Support Systems Consultant provides leadership, coaching, and support to ISD and LEA personnel to build their capacity in implementing and sustaining Multi-Tiered Systems of Support (MTSS) and 31n mental health services. This position focuses on developing systems and infrastructure to support social-emotional, behavioral, and academic success while promoting a whole-child approach.

Principal Duties and Responsibilities

(Essential functions in terms of the American's with Disabilities Act)

31n Grant Specific Responsibilities

- **Grant and Program Management:**
 - Support communication, implementation of services, grant submissions, data collection, and reporting requirements related to 31n funding
 - Act as a liaison between COPESD, LEAs, health agencies, and community partners to ensure alignment and collaboration
 - Facilitate quarterly meetings for local 31n providers and attend statewide 31n coordinator meetings and trainings

- **Service Delivery and Evaluation:**
 - Consult with school support personnel (e.g., social workers, counselors, psychologists, 31n providers) to improve the implementation of social-emotional behavioral health practices
 - Facilitate the use of the bhworks system for 31n programming and support Medicaid billing related to services
 - Collaborate with community agencies to design frameworks for additional student, educator, and administrator support services

- **Professional Learning:**
 - Develop and deliver training in trauma-informed practices, restorative practices, social-emotional learning, and PBIS to ISD personnel and district teams
 - Provide ongoing support for use of bhworks to facilitate case management for all providers

MTSS Responsibilities

- **Systems Implementation:**
 - Provide training and coaching to ISD and LEA personnel to support LEAs in implementing MTSS, focusing on tiered interventions across academics, behavior, and social-emotional learning
 - Facilitate professional learning on building and district-wide MTSS systems, including Positive Behavioral Interventions and Supports (PBIS) and data-driven problem-solving

- **Capacity Building:**
 - Support ISD personnel in guiding LEAs with data collection, analysis, and decision-making to strengthen MTSS implementation
 - Provide coaching and consultation to ensure districts integrate evidence-based practices and align goals with the Whole School, Whole Community, Whole Child (WSCC) framework

- **Leadership and Collaboration:**
 - Work collaboratively with ISD and LEA personnel to build positive school climates, strengthen tiered support systems, and promote student growth and achievement
 - Participate and lead ISD committees and contribute to the development of policies and practices to support MTSS and 31n initiatives
- **Research and Compliance:**
 - Stay informed about current legislation, research trends, and evidence-based practices in mental health, MTSS, school improvement, and systems thinking
 - Guide teams in applying MTSS frameworks, including Practice Profiles, for planning and implementation

Other Skills and Abilities:

- Analyze and utilize data to inform decisions and measure progress
- Plan, organize, and manage programs and projects effectively
- Demonstrate strong analytical, problem-solving, and interpersonal communication skills
- Organize work, set priorities, and meet deadlines

The above statements are intended to describe the general nature and level of work being performed by a person in this position.

They are not to be construed as an exhaustive list of all duties that may be performed by such a person.

Preferred Employment Qualifications

Education: Bachelor's degree required; Master's degree in education, educational administration, psychology, counseling, social work, or related field preferred

Experience:

- Previous leadership role in K-12 education preferred
- Experience with MTSS, PBIS, RTI, SEL, restorative practices, trauma-informed practices, and family engagement
- Familiarity with 31n programming and behavioral health services
- Expertise in facilitating large and small-group learning

Supervisory Responsibilities: None at this time

Certificates, Licenses, or Registrations: Yes and must be active and up-to-date throughout employment

Other Knowledge, Skills, and Abilities: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Required:

- Ability to maintain confidentiality with staff and sensitive information
- Ability to effectively manage multiple tasks to meet deadlines
- Ability to learn and navigate student management systems
- Analyze and utilize data to inform decisions and measure progress
- Plan, organize, and manage programs and projects effectively
- Demonstrate strong analytical, problem-solving, and interpersonal communication skills
- Organize work, set priorities, and meet deadlines
- Ability to work as part of a highly motivated, interdisciplinary team
- Ability to consistently and reliably perform all duties of the position
- Timely, regular, and consistent daily attendance is required

Physical Demands: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to sit or stand for long periods of time and occasionally must manually move, lift, carry, pull or push heavy objects or materials. There is occasional stooping, bending and reaching. Close vision is required to perform computer-related tasks.

Work Environment:

- The noise level in the work environment is usually quiet to moderate.
- Office and remote with some travel to local districts, state/regional meetings, and community partner locations

The qualifications listed above are guidelines for selection purposes; alternative qualifications may be substituted if sufficient to perform the duties of the job.

Terms of Employment

Annual Work Days: 150 days

Salary: \$440.00 per day, 7 hours per day

Benefits: None

Contract: At-Will

Application Deadline: March 14, 2025 by 3:30 pm

Application Procedure: Qualified Applicants may apply in **hard copy** with a Resume, Application (found on the COPESD website), and Credentials to:

*Mrs. Debbie Putnam
C.O.P.E.S.D.
6065 Learning Lane
Indian River, Michigan 49749
Fax: (231) 238-8551
Email: putnamd@opesd.org*

This job description is not an employment contract and should not be construed as such. Additionally, no other statement, verbal or written, is to be interpreted to constitute an employment contract or an employment relationship. Employment in support staff positions with Cheboygan Otsego Presque Isle Educational Service District (COPESD) is not by annual contract but rather is covered by the current COP Support Staff collective bargaining agreement and board policy.

This current job description supersedes all prior descriptions and all previous versions of the job description are null and void. This job description may be amended or modified at any time by the employer. Any such modification will be timely communicated to all affected employees.