

Lummi Nation School

Educational Excellence for the Future



2334 Lummi View Drive / Bellingham, WA 98226

Education Division HR (360) 758-4349

‘Working together as one to Preserve, Promote and Protect our Sche Lang en’

JOB ANNOUNCEMENT

JOB TITLE: Multi-Tiered System of Supports (MTSS) Coordinator

OPEN: July 24, 2026

EXEMPT: Yes

SALARY: Education Salary Scale

SHIFT: Day

LOCATION: Lummi Nation School

DURATION: 12 Month School Year Contract

CLOSES: Until Filled; 1st review 8/7/26

JOB CODE:

DIVISION: Education

DEPARTMENT: Lummi Nation School

SUPERVISOR: Lead Principal

VACANCIES: 1

JOB SUMMARY: The Multi-Tiered System of Supports (MTSS) Coordinator is responsible for developing, implementing, and managing the K-12 MTSS framework across all grade levels. The MTSS Coordinator is responsible for Contributing to, implementing, and managing a culturally responsive, school-wide behavior and discipline system that aligns with Lummi community values. This role involves collaborating with the leadership teams elder mentors, culture department, faculty, students, and families to create a positive learning environment, reduce disciplinary issues, and improve student outcomes that align with school wide goals and are data driven. Key responsibilities include coordinating academic, behavioral, and social-emotional interventions; supporting data-driven decision-making; and collaborating with administrators, teachers, and support staff to ensure all students receive the appropriate level of support. The MTSS Coordinator ensures any intervention is aligned with state and federal guidelines, integrates with other school initiatives, and promotes equitable access to high-quality instruction and interventions for every student from kindergarten through 12th grade. This role also includes providing professional development staff, facilitating team-based problem-solving processes, monitoring the effectiveness of interventions, managing data collection and progress-monitoring systems, ensuring compliance with reporting requirements, and leading continuous improvement efforts to strengthen outcomes.

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES include the following, and other job-related duties as assigned.

1. With Administration, develop and implement a comprehensive K-12 Multi-Tiered System of Support (MTSS) framework addressing academic, behavioral, social-emotional, and attendance needs.
2. Conduct regular needs assessments and data reviews to identify areas of strength and growth across MTSS tiers.
3. Collaborate with school leadership, instructional staff, counselors, and specialists to design and refine tiered supports and interventions.
4. Support the development and delivery of differentiated Tier 2 and Tier 3 interventions aligned with students' identified needs based on screening and progress-monitoring data.
5. Integrate academic, behavioral, social-emotional learning (SEL) and attendance supports within the MTSS framework.
6. Collaborate with instructional staff to differentiate teaching strategies and interventions across all content areas and grade levels.
7. Attend regular data team meetings (e.g., intervention teams, problem-solving teams) to analyze student data and guide decision-making,

8. Ensure MTSS practices are aligned with special education, Section 504, and gifted/talented programs.
9. Monitor, evaluate, and report on the effectiveness of interventions and MTSS processes to School leadership, district officials, and other stakeholders.
10. Facilitate positive attendance initiatives, including intervention development for chronic absenteeism within the MTSS framework.
11. Ensure compliance with local, state, federal, and Tribal regulations regarding MTSS implementation and documentation.
12. Collaborate with the Principals to ensure consistent enforcement of school conduct and discipline policies and promote supportive, respectful school climate.
13. Support the implementation of a schoolwide behavior and academic tier system that includes both prevention and intervention strategies.
14. Support the development and implementation of culturally appropriate behavior intervention plans that support students from Native American communities and other diverse backgrounds.
15. Collaborate with teachers and support staff to design and implement effective classroom management and behavior intervention strategies.
16. Maintain consistent and initiative-taking communication with parents/guardians regarding student behavior, progress, and intervention plans.
17. Supervise and support student behavior during school-wide events and extracurricular activities to ensure alignment with school expectations.
18. Stay informed on current best practices in behavioral management, SEL, trauma-informed care, and culturally responsive discipline.
19. Support the planning and delivery of professional development for staff related to behavior management, SEL, and equity-focused practices.

KNOWLEDGE, ABILITIES AND SKILLS:

- Knowledge of or willingness to learn about Lummi Nation's cultural practices, values, and community needs
- Ability and willingness to work occasional evenings, weekends or non-traditional hours for program events, meetings, or emergencies.
- Knowledge and skill integrating academic, behavioral, social-emotional, and attendance supports for diverse student populations within an MTSS framework.
- Knowledge and skill collaborating with families, community organizations, and service providers to support student success within a tiered support system
- Knowledge and skill in data-driven instruction, program evaluation, and continuous improvement processes
- Knowledge and skill leading professional development and supporting staff in instructional best practices for MTSS
- Knowledge of Multi-Tiered System of Supports (MTSS) principles, including academic, behavioral social emotional, and attendance supports.
- Knowledge of or familiarity of state and federal regulations related to MTSS, special education (IDEA), Section 504, and ESSA accountability requirements and school accountability standards
- Knowledge of SEL, PBIS, restorative practices, trauma-informed care, and their integration within schoolwide MTSS structures.
- Knowledge of evidence-based instructional practices, intervention strategies, and progress monitoring tools across all grade levels and subject areas.
- Knowledge of integrating universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) supports into academic, behavioral, SEL, and attendance domains.
- Skill and proficiency in using data collection and assessment tools to evaluate student outcomes, monitor intervention fidelity, and drive continuous improvement efforts.

- Knowledge and skill in social-emotional learning (SEE), positive behavior interventions and supports, restorative practices. and trauma-informed approaches.
- Knowledge of best practices for universal design for learning (UDL), culturally responsive teaching, and differentiation to meet diverse student needs.
- Ability to design, implement and continuously refine MTSS structures and systems based on student performance data and stakeholder feedback.
- Ability to collaborate effectively with teachers, administrators, specialists, counselors, families, and community partners to promote student success.
- Ability to differentiate academic, behavioral, and SEL supports within MTSS to ensure equitable access for all learners, including students with disabilities, Multi-Language Learners (MLLs), and gifted students.
- Exceptional organizational, time management, and project management skills to prioritize multiple MTSS initiatives and meet critical deadlines.
- Commitment to data-driven decision-making, ongoing professional learning, and continuous improvement to enhance student outcomes and schoolwide practices.
- Ability to design and implement universals targeted, and intensive interventions that promote academic success, positive behavior, and social-emotional well-being for all students.

MINIMUM QUALIFICATIONS:

- Bachelor's degree in Education, Special Education, Educational Leadership, or a related field.
- Master's degree in educational leadership, Curriculum & Instruction, or a related field, *preferred*
- 3 years' experience in teaching, student intervention, or related instructional leadership
- 2 years' experience in program development, grant management, or educational leadership, *preferred*
- Possess a valid Washington State Driver's License and meet eligibility requirements for tribal insurance
- Lummi/Native American/Veteran preference policy applies.

REQUIREMENTS:

- Must pass pre-employment and random drug and alcohol test to be eligible for and maintain employment, as required by the LIBC Drug & Alcohol-Free Workplace Policy.
- This position requires regular contact with or control over children and is therefore subject to successful and extensive criminal background check, DCYF/CA/N background check & fingerprints.
- Must be able to obtain First Aid/CPR, Blood Borne Pathogen, and any other required certifications within orientation period.
- Must provide verification of employment from other districts/schools.
- Must provide official grade transcripts.
- Must adhere to LNS's absence protocol and maintain positive attendance, demonstrating reliability and commitment to scheduled work hours.

TERMS OF EMPLOYMENT:

- All elements of this job description apply.
- Academic School Year (12-month Contract).
- Salary depends on qualification.
- 90 Day Orientation Applies.

TO APPLY:

To obtain a Lummi Indian Business Council (LIBC) application go to: <https://www.lummi-nsn.gov/widgets/JobsNow.php> or request by e-mail libchr@lummi-nsn.gov For more information contact the HR front desk (360) 312-2023. Submit LIBC application, cover letter, resume & reference letters no

later than 4:30 p.m. on the closing date listed above. If listing degrees or certifications include copies.
Mailing Address: 2665 Kwina Road, Bellingham, WA 98226. Human Resource Fax number: 360-380-6991.