



# Poudre School District

## HUMAN RESOURCES DEPARTMENT

### JOB DESCRIPTION

Job Title: **MTSS Social Emotional Behavioral Coach**

Job Family: **Licensed**

Prepared/Revised Date: **April 2, 2025**

FLSA Status: **Exempt**

Pay Range: **T Salary Schedule**

Job Code: **22003**

**SUMMARY:** Responsible for training, coaching, consulting and collaboratively working with staff and interconnected teams in schools, Student Services, and other district staff/teams to support students and enhance and encourage the implementation of Multi-Tiered System of Supports (MTSS) for social, emotional, and behavioral (SEB) infrastructure, capacity, and best practices. This position supports social, emotional, and behavioral infrastructure and is guided by data collection and outcomes to inform sustainable systems work and intervention. The role includes providing direct support to teams and students and will include implementing supports and interventions for systems and students. This position will work under the supervision of the MTSS SEB Coordinator and positions will be assigned to support a specific zone in the Student Services department, working primarily out of schools within their assigned zone.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Initiate and respond to referrals and collaboration requests for coaching, and consultation within and among school teams and district departments within a social, emotional, and behavioral (SEB) tiered model and respond in a timely manner to school and district requests and needs. This coach will work within their assigned zone to support students, teachers, staff, and administrators within the Colorado MTSS (COMTSS) framework. This position may directly support students within a tiered model and may require the implementation of universal, targeted, and intensive instruction and intervention, support, and guidance for students with social, emotional, and behavioral needs.
2. Work collaboratively with school-based leadership and problem solving teams to implement Colorado MTSS (COMTSS) essential components, aligned with Positive Behavior Intervention and Supports (PBIS). This position may be required to cross-train to learn other modalities and provide additional MTSS SEB system training and support as identified by the supervisor and in alignment with data informed best practices (ie., may be required to learn and implement Restorative Practices and Trauma Informed Practices within the structure of MTSS-SEB). Additional professional growth opportunities may be assigned and/or approved by the supervisor.



3. Work as part of a Student Services MTSS SEB coaching team and be responsible for supporting students, staff, teachers and administrators in their assigned zone with tier 1, tier 2, and tier 3 supports at zone schools with a focus on disrupting disproportionality and improving student outcomes.
4. Utilize the required referral system and work collaboratively as part of the coaching team to review data, adjust practices and provide training and support to teams in the zone.
5. Attend weekly coaching meetings and review system and student data weekly toward refining and adjusting practices and providing support in alignment with the data.
6. Develop, plan, prepare, and facilitate a continuum of professional development opportunities related to MTSS-SEB components connecting to current district initiatives in alignment with coaching models. Utilize evidence-based tiered instructional practices and interventions with embedded data collection and outcome procedures.
7. Review, recommend, and/or develop materials and tools for enhancing practices and protocols within the five essential components within COMTSS.
8. Serve as a contributing member of PSD multi-disciplinary teams at the district and site level to meet department goals and priorities in alignment with Student Services department and district initiatives as assigned by supervisor.
9. Collaborate with district teams, mental health SSP's, teachers, facilitators, administrators, and other colleagues to enhance infrastructure and intervention and improve student, site, and district outcomes.
10. Demonstrate a commitment to providing a culturally responsive, trauma-informed, and equity-based approach within the MTSS framework while adhering to disrupting disproportionality.
11. Participate in department, team, building, and district meetings and discussions in alignment with department and district goals and as assigned by supervisor.
12. Perform other duties as assigned by supervisor.

#### **EDUCATION AND RELATED WORK EXPERIENCE:**

- Master's Degree in related educational field required
- Five years of professional work experience in a school setting
- Equivalent combination of experience and education accepted

#### **LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire
- Current Colorado teacher or special service provider license
- Valid US Drivers License

#### **TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred



- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment
- Ability to communicate with students, parents/guardians, staff, and community members
- Ability to be a part of and work with a team
- Ability to provide personal and professional excellence
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

#### **MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

#### **REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	POSITION TITLE	# of EMPLOYEES
<b>Reports to:</b>	MTSS Social Emotional Behavioral (SEB) Coordinator OR Assistant Director Integrated Services	
<b>Direct reports:</b>	This job has no direct supervisory responsibilities.	



**STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS:** *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact [ada@psdschools.org](mailto:ada@psdschools.org).*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X



MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	