



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Coordinator MTSS SEB**

Job Family: **Professional**

Prepared/Revised Date: **August 1, 2026**

FLSA Status: **Exempt**

Pay Range: **A/P Schedule, Grade N**

Job Code: **33579**

Days: **218**

SUMMARY: Responsible for leading, planning, and facilitating a coordinated and collaborative district-wide infrastructure for Social-Emotional and Behavioral (SEB) support within the Colorado Multi-Tiered System of Supports (COMTSS) framework. Co-develop, co-facilitate, and co-lead initiatives with leaders from other departments, with close and ongoing collaboration with Assistant Superintendents and district leadership. Advance an equity-based, culturally responsive, restorative and trauma-informed framework to well-being across all three tiers of support. Lead and/or co-lead the COMTSS implementation at PSD and ensure alignment of SEB work with the district Unified Improvement Plan (UIP) and Strategic Plan. Provide direct oversight of MTSS SEB Coaches and technicians.

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. District Leadership, Planning & Cross-Department Collaboration

- a. Lead, plan, and facilitate district-wide SEB systems work, and regularly co-develop, co-facilitate, and co-lead initiatives with leaders from other departments, including Language, Culture & Equity, Integrated Services, Curriculum & Instruction, Professional Development, Language Culture and Equity, Integrated Services, Safety and Security and other district departments, in alignment with district goals and priorities.
- b. Collaborate closely and on an ongoing basis with Assistant Superintendents and district leadership to ensure SEB systems work is integrated into district-level planning, decision-making, and continuous improvement efforts across the district.
- c. Lead and/or co-lead the COMTSS District implementation, consistent with the Colorado Department of Education COMTSS Practice Profiles, including facilitating team-driven shared leadership processes, building a common vision, coordinating use of data-based problem solving, aligning district initiatives through an initiative inventory process, and using implementation science to build and evaluate district-wide COMTSS capacity.
- d. Provide feedback and insight on the district Unified Improvement Plan (UIP) and Strategic Plan as they relate to MTSS SEB goals and priorities as well as social emotional learning and actively support and co-lead the implementation of UIP and Strategic Plan action steps connected to student social-emotional and behavioral outcomes.



- e. Serve as a member of the Student Services Coordinator team; participate in Student Services department meetings; and contribute to department-level planning, goal-setting, and continuous improvement aligned with district initiatives. May serve as part of other district level teams as they align with district goals and initiatives.
 - f. Communicate SEB program outcomes, system progress, and evidence-based practices to schools, district leadership, Assistant Superintendents, other district and community vested partners, in alignment with district communications goals.
2. COMTSS SEB Systems Leadership & Framework Implementation
 - a. Lead district-wide implementation and continuous improvement of a COMTSS SEB framework, ensuring coherence and fidelity across Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels of support, grounded in the five COMTSS core components: Team-Driven Shared Leadership, Data-Based Problem Solving and Decision-Making, Family, School, and Community Partnerships, Comprehensive Screening and Assessment, and Layered Continuum of Supports.
 - b. Develop, implement, and monitor a district SEB plan aligned with PSD's Strategic Plan priorities, including Mental Health & Belonging, in support of equitable outcomes for all students.
 - c. Assess, develop, and strengthen SEB infrastructure across the district, ensuring integration with academic systems, Positive Behavioral Interventions and Supports (PBIS) frameworks, and SEL/CASEL-aligned practices at both school and district levels.
 - d. Serve as a district-level expert and thought leader on SEB best practices, staying current on research, Colorado Department of Education (CDE) guidance, COMTSS essential components, and nationally recognized frameworks; apply this knowledge to inform system design and professional learning.
 3. Coaching, Supervision & Capacity Building
 - a. Supervise MTSS SEB Coaches, including overseeing day-to-day work, holding regular coaching team meetings, providing ongoing professional support and feedback, and providing feedback on coach performance in collaboration with appropriate district supervisors and leadership.
 - b. Design and facilitate professional learning for school administrators, staff, coaches, and other district personnel on SEB topics including PBIS, SEL/CASEL, trauma-informed practices, culturally responsive approaches, and tiered intervention strategies aligned with COMTSS.
 - c. Build the capacity of school-based teams to implement, sustain, and problem-solve within tiered SEB systems, supporting effective teaming structures including PBIS Tier 1, Tier 2, and Tier 3 teams.
 - d. Collaborate with Student Services staff, school counselors, psychologists, social workers, and behavior specialists to align school-based SEB practices with district-wide systems and the five COMTSS essential components.
 4. Data Systems & Progress Monitoring
 - a. Lead the development and implementation of a district SEB data system that supports consistent collection, analysis, and use of universal screening, fidelity, and outcome data across all schools and tiers, aligned with COMTSS data-based problem solving and decision-making expectations.
 - b. Identify district-wide patterns, prioritize resources, evaluate program effectiveness, and drive continuous improvement planning at both school and district levels using data.



- c. Support school teams in the use of data to identify students needing additional supports, monitor progress, and adjust interventions based on COMTSS data-based problem-solving processes.
 - d. Develop and present regular reports on district SEB outcomes, trends, and system health to Assistant Superintendents, Student Services leadership, district leadership, and other stakeholders as appropriate.
5. Equity, Culturally Responsive, Restorative & Trauma-Informed Practices
- a. Embed equity, cultural responsiveness, restorative and trauma-informed practices throughout all aspects of SEB system design, implementation, professional learning, and data practices, in alignment with PSD's commitment to disrupting disproportionality.
 - b. Partner with the Language, Culture & Equity department and other district teams to ensure SEB frameworks and practices are inclusive, affirming, and responsive to the diverse needs of PSD students and families.
 - c. Monitor SEB data through an equity lens to identify and address disproportionality in discipline, referrals, and access to supports; bring findings and recommendations to district leadership and relevant teams.
6. General
- a. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree in School Counseling, Social Work, Psychology, Mental Health, or related field required
- More than five years of related work experience required

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Colorado Department of Education Special Service Provider (SSP) license or license eligible

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Effective interpersonal communication skills that build trust and relationships among stakeholders
- Experience in project management, including collaborating with stakeholders and utilizing milestone progress to achieve project goals
- Knowledge of and connections to community agencies and resources that provide services and support to students and families
- Ability to communicate effectively with groups of professionals
- Ability to travel in and out-of-state to attend and conduct training and other engagements
- Presentation/facilitation skills
- Oral and written communication skills
- Critical thinking and problem-solving skills
- 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 maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- 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 standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Director of Student Services	
Direct reports:	MTSS SEB Coaches	5

- Responsible for assisting with interviewing, hiring and training employees; assisting with planning, assigning and directing work; assisting with appraising performance; assisting with rewarding, disciplining and terminating employees; and assisting with addressing complaints and resolving problems

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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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
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			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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	