



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	Behavioral Threat Assessment & Response Plan Coach	FLSA Status:	Exempt
Job Family:	Licensed	Pay Range:	T Salary Schedule
Prepared/Revised Date:	December 21, 2023	Job Code:	23705

SUMMARY: Responsible for training, coaching, and collaborating with building level teams. Support and conduct interviews with students, parent/guardians, staff, and other involved parties as it relates to student safety concerns. Collaboratively work with students, families, community partners, and building teams in the development of plans to manage safety concerns and support students.

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

DESCRIPTION OF JOB TASKS	
1.	Guide and support the development of behavioral threat assessment and student safety response management processes at individual sites, driven by data-based problem-solving and decision-making practices.
2.	Support districtwide Tier 2 and Tier 3 systems, focused on behavioral threat and targeted violence procedures, safety and response planning, and community wraparound collaboration.
3.	Support with Title IX processes and procedures including interview and investigation processes and supportive measures.
4.	Collaborate with Student Services staff to support management and support of student safety specialists and behavioral intervention technicians.
5.	Under the direction of the director and assistant directors of student services, collaborate with the communication and security departments, district leadership, the mental health and prevention coordinator, learning services leads, and law enforcement regarding targeted violence and behavioral threat concerns.
6.	Provide consultation and direct support to building administrators and principals as well as district leadership on student safety issues, including the organization and support of Tier 2 and Tier 3 MTSS teams as it relates to student safety practices, supports, and interventions.
7.	Develop and lead districtwide training for behavioral threat assessment, compliance, and support for PSD's threat assessment policy.
8.	Review confidential records in the safety portal and analyze data for program evaluation.
9.	Collaborate and attend meetings with community partners related to student safety needs and trends.
10.	Coordinate and continue with ongoing professional development opportunities in student safety through local, state, national, and international professional organizations.
11.	Partner with the district-level IT and security departments to update student safety portal software, investigate student safety-related computer and social media concerns, and stay current on trends within the digital world.
12.	Demonstrate a commitment to: <ul style="list-style-type: none"> a. Provide a culturally responsive, trauma-informed, and equity-based approach for safe learning environments. b. Include and engage families in the student's education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence.
13.	Develop and collaborate on districtwide procedures, driven by PSD policy.
14.	Attend work and arrive in a timely manner.
15.	Perform other duties as assigned.



EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree preferred.
- Minimum of five years of experience working with students who present safety and behavioral concerns.
- Special education background preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Valid Colorado driver’s license.
- Valid Colorado Special Services license with proper endorsement required.

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 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 Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, 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 typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0



PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

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 feel		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			
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	