



# Poudre School District

## HUMAN RESOURCES DEPARTMENT

### JOB DESCRIPTION

Job Title:	<b>Behavior Intervention &amp; Prevention Coordinator</b>	FLSA Status:	<b>Exempt</b>
Job Family:	<b>Professional</b>	Pay Range:	<b>Q</b>
Prepared/Revised Date:	<b>August 1, 2023</b>	Job Code:	<b>21535</b>
		Days:	<b>208</b>

**SUMMARY:** Provide comprehensive and culturally competent Restorative Practices, MTSS, and RtI support to schools designed to ensure the academic success of students, reduce disproportionate discipline, and promote positive climate and culture. This position provides research, professional development, and support to administrators, teachers, and support staff. Perform a full range of leadership duties and responsibilities by supporting schools as they work to implement Restorative Practices, MTSS, and RtI framework and systems.

**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.*

<b>Description of Job Tasks</b>
1. Oversee and provide knowledge, guidance, coaching and support to building level administrators, general education teachers on Restorative Practices, MTSS, and RtI implementation. Communicate with identified stakeholders working on Student Support Teams, Data Teams, and Problem-Solving Teams to implement identified approaches including: Restorative Practices, MTSS, and RtI.
2. Provide direct services as follows: Training and ongoing coaching to school leadership teams and teachers on Restorative Practices, MTSS, and RtI frameworks. Work to develop, implement, and sustain a framework analyzing and utilizing student and teacher data to guide data-based decision making and enhance direct instruction. Support teachers in identifying student needs and providing appropriate interventions.
3. Create and update new and existing Restorative Practices, MTSS, and RtI support materials.
4. Train and support students and faculty in a variety of conflict resolution approaches: Community circles, re-entry mediation after suspension/expulsion, restorative disciplinary interventions.
5. Create, enhance, and support district-wide and building specific strategic plans for implementing sustainable Restorative Practices, MTSS, and RtI systems.
6. Work collaboratively with colleagues across Learning Services, IT and identified school personnel to develop and determine how best to track and house student data used as part of the problem solving/data team process in schools.
7. Plan and lead level Restorative Practices, MTSS, and RtI specific committee meetings. Communicate information to all district stakeholders.
8. Perform other duties as assigned.

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

- Master’s degree in Education plus additional coursework required for certification or licensure.
- Minimum of three (5) years of experience in the field of public school education.
- Coursework in Linguistically Diverse Education preferred.
- Training in group facilitation, conflict resolution, and restorative justice approaches preferred.
- Experience with youth empowerment models and/or restorative practices/discipline in schools preferred.
- Experience with trauma informed care and family focused approaches preferred.
- Experience working with adult learners preferred.

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**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Colorado Principal or Administrator’s License preferred.
- Valid Colorado driver’s license.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Deep knowledge of content area standards.
- Knowledge of standards based education.
- Knowledge and understanding of racial, gender, and cultural differences.
- Knowledge of special education programs and services.
- Skills in facilitation, conflict resolution, and adult learning.
- Skills in data gathering and analysis, project planning and evaluation.
- Ability to articulate the impact of race, culture, socio-economic status, etc. in education and apply that understanding to instructional practices.
- Ability to make appropriate decisions based upon data.
- Ability to be a part of and work with a team.
- Ability to facilitate professional learning related to content area.
- Ability to manage district grants and budgets.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to promote and follow Board of Education policies, District policies, building and department procedures.
- 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.
- Excellent oral, written, and public speaking communication skills.
- High level of interpersonal skills.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	POSITION TITLE	# of EMPLOYEES
<b>Reports to:</b>	Director of Student Services	
<b>Direct reports:</b>	No direct reports	

**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 feed				X
Reach with hands and arms		X		
Climb or balance	X			



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



<b>VISION DEMANDS:</b>	<b>Required</b>
Ability to adjust focus	X

<b>NOISE LEVEL:</b>	<b>Exposure Level</b>
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	