

Student Behavior and Intervention Coordinator (TOSA)

Dept/Div: Teaching and Learning/N/A

FLSA Status: Exempt

General Definition of Work

Performs challenging, professional tasks working with student issues, overseeing building before and after school, monitors hallways for student traffic, supports student attendance, and related work as apparent or assigned. Work is performed under the general direction of the Area Learning Center Associate Principal.

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential function listed below satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. This is not an exhaustive list of any or all functions a position could perform. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.

Essential Functions

Investigates school/student related disciplinary incidents.

Support the creation of a positive school climate through monitoring consistent hallway presence, behavior management and interventions.

Conducts verbal and written communications to parents.

Oversees student management including before/after-school student supervision, schedule changes, etc. as assigned by the Associate Principal.

Explains and interprets District and school policies to students, staff and community.

Facilitates student activities and staff meetings/committees as assigned by the building Principal.

Oversees District assigned duties/responsibilities.

Verifies attendance records; communicates truancy issues with parents, social workers, and county agencies.

Assists the building Principal in establishing a positive environment for achieving educational outcomes.

Assume assigned administrative duties and responsibilities in the absence of the Principal.

Serves as a member of various building teams and acts as a liaison.

Meets with school counselors to identify students needing support.

Assists in overseeing fire/lockdown/tornado drills.

Maintains building and occupant safety and security and supervises the campus security team.

Assist in selection, assignment, and supervision of non-certified staff.

Makes recommendations concerning policies dealing with student conduct and discipline.

Supports the creation, evaluation and revision of the student handbook.

Conducts behavioral interventions when needed.

Assigns consequences for truancy; submits proper truancy petitions to the appropriate parties in collaboration with Social Worker.

Conducts non-licensed performance evaluations; acts as a mentor to staff and provides direction in their career and professional development.

. All other duties as assigned.

Knowledge, Skills and Abilities

Comprehensive knowledge of the principles, practices and procedures of school administration; comprehensive knowledge of student service principles and practices and administrative hearing techniques; general knowledge of federal, state and local laws applicable to school administration; comprehensive decision making skills; thorough conflict resolution skills; thorough skill communicating with a variety of populations specifically those attending alternative school settings; ability to support district goals, to work collaboratively and respectfully with diverse populations; ability to develop and present ideas effectively, orally and in written form to a variety of staff, student and parent populations; compile accurate and thorough reports and records for parents, school officials and other agencies, ability to work independently; ability to respect confidential matters; ability to encourage a safe and secure environment throughout the District, and be dependable and accountable in the performance of their work; ability to model and promote a welcoming working and learning environment; ability to support and adapt to change and demonstrate commitment to continuous performance improvement; ability to establish and maintain effective communication with students, teachers, support staff, colleagues, parents, school officials, school administrators, and the general public.

Education and Experience

Bachelor's degree and teaching license and considerable experience working in alternative settings and knowledge of Positive Behavior Intervention Systems, working as an instructional coach, or equivalent combination of education and experience. Master's degree preferred.

Physical Requirements This work requires the occasional exertion of up to 10 pounds of force; work regularly requires speaking or hearing, frequently requires standing and occasionally requires walking, sitting, using hands to finger, handle or feel, reaching with hands and arms, tasting or smelling, pushing or pulling and lifting; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a moderately noisy location (e.g. business office, light traffic).

Special Requirements

Licensed Teacher in the State of MN required.

Licensed Administrator in the State of MN preferred.

Experience with and knowledge of Positive Behavior Intervention Systems required.

Peer Coaching experience preferred.

Last Revised: 3/28/2025