



Edina Public Schools Position Description

Section I: General Information

Position Title: Student Behavior and Culture Coordinator	Department: Student Support Services
Immediate Supervisor: Director of Student Support Services	FLSA Status: Exempt
Classification Level: 1-Year Grant Position	
Position Summary: With the focus to support and advance the Edina Public Schools’ mission, vision, and core values, the Student Behavior and Culture Coordinator delivers educational excellence while preparing all students to realize their full potential. Aligned with our strategic priority to “Ensure an Equitable and Inclusive School Culture,” this position works collaboratively with school administrators, teachers, students, and families to develop and implement equitable disciplinary practices that support positive school climate and reduce exclusionary discipline. The coordinator embodies our core values of integrity, compassion, courage, commitment, appreciation, and responsibility while supporting our vision for each and every student to discover their possibilities and thrive.	

Section II: Essential Duties and Responsibilities

Discipline Data Analysis and Process Improvement

- Analyzes student discipline data district-wide to identify trends, disparities, and opportunities for improvement.
- Develops and implements procedures to ensure consistency, equity, and effectiveness in student disciplinary practices.
- Monitors disciplinary outcomes by student demographics to eliminate barriers to success for all students.
- Prepares regular reports on discipline metrics and present findings to leadership teams.
- Collaborates with district data team to maintain accurate discipline tracking systems.
- Uses data to ensure each student has access to supportive environments that meet their individual needs.

Leadership Collaboration on Student Discipline

- Advises and collaborates with district and building leaders on discipline policy and practices.
- Reviews and recommend revisions to the district discipline policy to ensure equity and compliance.
- Develops procedures and protocols that promote consistent, fair application of disciplinary measures.
- Creates guidance documents and resources for administrators on equitable discipline practices.
- Ensures alignment with state and federal regulations regarding student discipline.
- Attends and participates in MnMTSS Network Improvement Community meetings for coordinators to stay abreast of best practices and state-wide changes and improvements.
- Leads and organizes MnMTSS training for district and building leadership to ensure learning and consistent application across all building sites.

Restorative Practices, PBIS Training, and Grant Oversight

- Develops and oversees restorative justice programs that create and caring and inclusive school culture.
- Leads and supports training for administrators, teachers, and support staff on restorative practices, positive behavioral interventions, and conflict resolution and circle processes that support whole student development.
- Promotes balanced, healthy environments that support students' social-emotional and intellectual needs.
- Collaborates with district and school representatives to ensure grant requirements are met and to intentionally plan for sustainability of the work at the end of the grant period.
- Coordinates grant reporting and deliverables with the Community Education and Strategic Partnerships Department.

Administrative Support for Disciplinary Decision-Making

- Consults and advises school and district administrators on complex disciplinary situations.
- Participates in manifestation determination meetings as needed.
- Provides coaching and support to school teams implementing new discipline practices.
- Collaborates with special education staff on behavior intervention plans and functional behavior assessments.
- Provides consultation and support for students with behavior needs and district behavior programming.

Performs other duties of a comparable level or type, as required.

- Provides professional expertise and assistance to district staff and the community.
- Attends training sessions, conferences, seminars, district and departmental meetings.
- Keeps abreast of changing developments, trends, technologies.
- Attends work regularly and punctually.

Section III: Essential Skills Required to Perform Position Duties

- Promoting balanced, healthy environments that support students' social-emotional and intellectual needs.
- Utilizing positive behavioral interventions and supports.
- Implementing restorative justice practices and trauma-informed approaches.
- Facilitating difficult conversations and mediating conflicts.
- Demonstrating proficiency in data management systems, Microsoft Office, and Google suites.
- Utilizing cultural competency and sensitivity to issues of equity and cultural proficiency
- Building effective, collaborative relationships with students, staff, faculty, administration, families, and community stakeholders.
- Communicating effectively to effectively to interact with all stakeholders.
- Presenting complex concepts in an understandable and appropriate manner to diverse audiences.
- Using professional judgment and discretion in handling issues in accordance with district policies and procedures.
- Prioritizing, organizing, and managing time and project activities.
- Providing leadership, planning, organization, and oversight of complex projects.
- Facilitating change management within individuals, teams, and organizations.

- Implementing professional learning for adult learners and staff development.

Section IV: Minimum Work Requirements

EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required for the position.	Bachelor's degree in applied behavior analysis, school psychology, or related field and a minimum of three (3) years of related experience required. Experience and knowledge of restorative practices or conflict resolution.
LICENSE/CERTIFICATION REQUIREMENTS:	Valid certification through the Behavior Analyst Certification Board (BACB) or license issued by the Minnesota Professional Educator Licensing and Standards Board (PELSB) is required.

Section V: Supervision Requirements

Title of Position Directly Supervised	Number of Employees
Total	0
Title of Positions Indirectly Supervised	
0	

Section VI: Physical Position Requirements

Physical Activities									
Amount of Time Spent	None	33% Occasionally	34-67% Frequently	68-100% Continuously	Physical Lift, Carry, Exert	None	33% Occasionally	34-67% Frequently	68-100% Continuously
Stand		x			Up to 10 pounds		x		
Walk		x			Up to 25 pounds		x		
Sit			x		Up to 50 pounds	x			
Use hands to finger, handle or feel			x		Up to 100 pounds	x			
Reach with hands and arms		x							
Climb or balance	x								
Stoop, kneel, crouch or crawl	x								
Talk or hear				x					
Taste or smell	x								

Classification History: Job description created by ISD 273 Human Resources 6.2025.