

TITLE: Student Intervention Coordinator**Page 1****Employee Group:** Professional Technical Employees**Reports to:** Building Principal or designee**Supervises:** None; provides work direction of Office Personnel and Paraeducators as appropriate.**FLSA Status:** Non-Exempt**Compensation Level:** Level E

JOB SUMMARY: The Student Intervention Coordinator collaborates with the school community, including the administrative team, instructional staff, support staff and families, to support the development and implementation of a school-wide positive behavioral intervention system which supports a positive learning environment and a high level of achievement for all students.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**Prevention**

1. Under the supervision of the school principal, assists with the development of the Multi-Tiered Systems of Support (MTSS) process to address building-specific needs while aligning with District guidelines.
2. Analyzes behavioral data to identify whole school trends.
3. Collaborates with school staff to identify, create and implement evidence-based, trauma informed practices strategies for multi-tiered interventions. This collaboration includes creation of universal behavior expectations, instructional strategies, and interventions which complement building-wide SEL instruction.
4. Supports a building's positive reinforcement system in partnership with teachers to encourage and acknowledge academic and behavioral achievement.
5. Assists building-based team to inform all stakeholders (e.g. school staff, students, families, etc.) on the framework/program and the system for positive behavior management.
6. Under building principal's direction, assists with providing training for staff on a variety of evidence-based practices that address behaviors of concern. Provides assistance and support to paraeducators and certificated staff with evidence-based intervention strategies while being respectful of cultural differences.

Intervention

7. Uses academic performance, behavioral data, disciplinary data, and attendance records in collaboration with building based Problem Solving team to identify students who need targeted intervention.
8. When implementing interventions ensures all strategies are developmentally appropriate and culturally-relevant at all grade levels.

Discipline

9. Under building principal's supervision and within District guidelines, evaluates intensity and severity of problem behavior to determine level of intervention.
10. Implements evidence-based practices in Family School Partnering to establish positive relationships with families even when addressing student's lagging skills in social, emotional or behavioral abilities.
11. Coordinates and oversees activities related to student discipline and supports student attendance as related to discipline issues.

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12. Manages student discipline referrals; investigates discipline situations and administers appropriate consequences and intervention according to district policies and procedure. Coordinates discipline and interventions to limit disruption to students' daily routine, programs, and education.
13. Observes and interviews students; takes anecdotal notes that are brief, objective, and focused on specific outcomes. Provides ongoing documentation that may be shared with students, parents, teachers, and behavior team. Meets with teachers to review data.

Other

14. May provide support for campus supervision as needed, including recess and lunch periods, locker rooms, study and solution rooms, students' arrival and departures, and transitions within the school setting.
15. Participates on building safety team.
16. May provide work direction to office staff and paraeducators relevant to routine.
17. Performs related duties consistent with the scope and intent of assignment.

REQUIRED QUALIFICATIONS**Education and Experience:**

- Bachelor's degree in education, special education, behavioral, social or psychological science; and
- Three (3) years of successful behavior support, teaching experience, social work/or counseling in a K-12 setting. *

** Human Resources may consider work experience, training, and continuing education as an alternative to the degree when assessing compliance with this qualification.*

Licenses/Special Requirements:

- Complete the Right Response training at the advanced level with the next available class and maintain certification annually.

Knowledge of:

- Positive behavior system and supports to assist school practices.
- Evidence-based behavior management strategies and tiered system of behavioral intervention.
- Family School Partnership practices.
- Restorative justice.
- Child and adolescent growth and development
- State and federal laws that govern school districts and students, including special education and school discipline laws and regulations.
- Safe behavior management techniques, both verbal de-escalation and physical management.
- Culturally responsive and trauma informed practices.

Skill in:

- Communicating with individuals from varied educational and cultural backgrounds.
- Monitoring behavior and making quick, effective decisions.

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- Applying a variety of positive behavior reinforcements.
 - Extensive critical thinking and problem solving skills.
 - Techniques to motivate student learning via inquiry, discussion, and application of knowledge.
 - Collaborating with school administrative team and school staff on issues of school climate and safety.
 - Operating a variety of office equipment including related software

Ability to:

- Understand and develop behavior management plan consistent with organizational objectives.
- Collect and analyze relevant data.
- Establish and nurture an environment that promotes cultural competence and equitable treatment of staff, students, and patrons of the district.
- Aid in the development of positive school culture and climate.
- Exercise good judgement and maintain confidentiality.
- Establish and maintain cooperative working relationships with students, parents, and school staff.
- Work independently with minimal supervision.
- Attend to details and follow tasks through to completion
- Maintain consistent presence at assigned worksite and regular work hours.
- Comply with all district policies and procedures.

PREFERRED QUALIFICATIONS

- Prior successful work experience in student evidence-based behavior intervention
- Demonstrated experience introducing, modeling, and reinforcing positive social behavior and/or experience implementing MTSS.
- Experience and/or training with cultural, ethnic, and language diversity a plus.

WORKING CONDITIONS

Regularly works in indoor conditions. Noise level in work environment is usually moderate. Occasionally required to work during non-business hours.

PHYSICAL DEMANDS

Capable and willing to apply physical control techniques such as escorts and/or restrains when necessary to protect the student and members of the school community from imminent physical harm. Must be able to stoop, crouch, bend, kneel, and stand for periods of time, and occasionally lift/carry maximum of 50 lbs. Anything over weight limits should be done as two-person lift. Required to work with upset and/or angry individuals. May be exposed to infectious diseases carried by children.

CLASSIFICATION HISTORY:

New: 05/2019 (Developed by HR)

Revised: 02/2020

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Revised: 02/2024