

**ROCKFORD PUBLIC SCHOOL DISTRICT #205**  
**Job Description**

**Job Title: Student Code of Conduct Coordinator**

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**Job Code:**  
**Department: Schools**  
**Supervisor: Principal**  
**Date: 10/30/2025**  
**FLSA Status: Exempt**  
**Grade: 07**

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**PURPOSE OF THE POSITION:** Collaborate with school staff and administration in maintaining a safe and orderly learning environment. SCOC Coordinators will regularly communicate with students, families, and staff to ensure that the student code of conduct (SCOC) is implemented equitably. Additionally, SCOC Coordinators will work with students and other staff to ensure access to restorative interventions.

**SUPERVISORY RESPONSIBILITIES:** None

**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. In addition to the requirements listed below, regular attendance is an essential function of this position.

1. Ensures that all actions are in concert with the Board policies as well as the mission statement, beliefs, objectives, and parameters found in the Board's strategic plan.
2. Participates in job training and professional growth opportunities in order to enhance ability to perform the essential functions of the job.
3. Performs other related duties as assigned for the purpose of ensuring an efficient and effective work environment.
4. Conducts investigations into alleged SCOC violations that may occur throughout the day, and processes discipline as listed below.
5. Processes SCOC referrals which may include:
  - a. Conducting investigations and gathering statements
  - b. Making a determination of the infraction(s) per the SCOC
  - c. Providing due process to students
  - d. Ensuring all required elements of the referral are completed
  - e. Serving referrals to students
  - f. Contacting the families of accused/victims/witnesses
  - g. Securing approval for upper-level disciplinary actions from certified administrator

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6. Assists administrators with arrival, dismissal, lunch and throughout the day
7. Assists with Discipline or Student Reassignment Packets:
  - a. Completing required documentation
  - b. Entering all relevant information into district data management system
  - c. Checking everything on the level 4 list to ensure accuracy
8. Participates in multi-tier systems of support (MTSS) team meetings through reporting, progress monitoring, and decision-making
9. Works with students and other staff to ensure access to restorative interventions
10. Promotes positive behaviors, attendance, and grades through incentive programs

**QUALIFICATIONS:** Bachelor's degree preferred. 2 years prior experience working with behavior management with school-aged children required.

**KNOWLEDGE, SKILLS, AND ABILITIES:**

1. Ability to demonstrate qualities aligned to our core values of Character, Communication, Collaboration and Continuous Improvement.
2. Demonstrated success in leading and completing initiatives in a fast paced environment.
3. Demonstrated success in preparing and presenting information in a formal and informal setting.
4. Demonstrate excellent leadership and organizational skills – including, but not limited to, data management.
5. Proven skills as a problem solver and solution provider.
6. Demonstrated ability to embrace diversity and provide ongoing customer service to the parents and the community in a highly professional and culturally competent manner.
7. Strong written and verbal communication skills are necessary.
8. Ability to multi-task effectively in a fast-paced environment.
9. High level of cultural competence and experience with underserved populations

**WORK CALENDAR:** 10 Months

**WORKING CONDITIONS:** Moderate in-district travel as well as intermittent in-state and out-of-state travel. Intermittent prolonged and irregular hours of work.

**OTHER:** This job description describes duties and responsibilities which are representative of the nature and level of work assigned to the position. The identified duties and responsibilities are intended only as illustrations of the various types of work that may be performed. The omission of specific duties does not exclude them from the position.

The job description does not constitute an employment agreement between the school district and employee and is subject to change by the school district as the needs of the school district and requirements of the job change.

### Physical Aspects of the Position (Select all that apply)

1.	-	<b>Climbing</b> – Ascending or descending ladders, stairs, scaffolding ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized.
2.	-	<b>Balancing</b> – Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
3.	X	<b>Stooping</b> – Bending body downward and forward by bending spine at the waist.
4.	X	<b>Kneeling</b> – Bending legs at knee to come to a rest on knee or knees.
5.	X	<b>Crouching</b> – Bending the body downward and forward by bending leg and spine.
6.	-	<b>Crawling</b> – Moving about on hands and knees or hands and feet.
7.	-	<b>Reaching</b> – Extending hand(s) and arm(s) in any direction.
8.	X	<b>Standing</b> – Particularly for sustained periods of time.
9.	X	<b>Walking</b> – Moving about on foot to accomplish tasks, particularly for long distances.
10.	-	<b>Pushing</b> – using upper extremities to press against something with steady force order to thrust forward, downward, or outward.
11.	-	<b>Pulling</b> – Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
12.	-	<b>Lifting</b> – Raising objects from a lower to a higher position or moving objects horizontally from position to position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
13.	X	<b>Finger use</b> – Picking, pinching, typing or otherwise working, primarily with the fingers rather than the whole hand or arm as in handling.
14.	-	<b>Grasping</b> – Applying pressure to an object with the fingers or palm.
15.	X	<b>Talking</b> - Expressing or exchanging ideas by means of spoken word. Those activities in which you must convey detailed or spoken instructions to other workers accurately, loudly, or quickly.
16.	X	<b>Hearing</b> – Perceiving the nature of sounds. Ability to receive detailed information through oral communication, and to make fine discriminations in sounds such as when making fine adjustments on machinery.
17.	X	<b>Repetitive Motions</b> – Substantial movements (motions) of the wrist, hands, and/or fingers.

### The Physical Requirements of the Position (Select one)

1.	X	<b>Sedentary Work</b> – Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, push, pull or otherwise move objects, including the human body. Sedentary Work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
2.	-	<b>Light Work</b> – Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rate for Light Work.
3.	-	<b>Medium Work</b> – Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move

		objects.
4.	-	<b>Heavy Work</b> - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
5.	-	<b>Very Heavy Work</b> – Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

**The visual acuity requirements including color, depth perception and field of vision (Select all that apply)**

1.	X	<b>Machine Operations</b> – inspection, close assembly, clerical, administration. This is a minimum standard for use with those whose work deals largely with preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading, or visual inspection.
2.	-	<b>Mechanics</b> – Skilled tradespeople – This is a minimum standard for use with those whose work deals with machines such as power tools, lathes, and drills.
3.	-	<b>Mobile Equipment</b> – This is a minimum standard for use with those who operate cars, trucks, forklifts, cranes, and high equipment.
4.	-	<b>Other</b> – This is a minimum standard based on the criteria of accuracy and neatness of work for janitors, sweepers, etc.

**The Conditions the Worker will be subject to in this position (Select all that apply)**

1.	X	The worker is subject to <b>inside</b> environment conditions.
2.	-	The worker is subject to <b>outside</b> environment conditions.
3.	-	The worker is subject to <b>extreme heat or cold</b> for periods of greater than one hour.
4.	-	The worker is subject to <b>noise</b> which would cause them to have to shout.
5.	-	The worker is subject to <b>hazards</b> : Includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, chemicals, etc.