



Benzie County Central Schools

9300 Homestead Rd. | Benzonia, MI. 49616 | 231-882-9653

JOB TITLE: Student Success Facilitator

LOCATION: Benzie Central Middle School / Benzie Central High School – 8 Hours

REPORTS TO: Middle School Principal and High School Principal

JOB FUNCTION: Support a safe, respectful, and orderly school environment through student accountability, behavior investigation, restorative practices, reentry support, and consistent enforcement of the student handbook.

DISTRICT DESCRIPTION:

Benzie Central Schools serves over 1,100 students PreK-12 and encompasses over 350 square miles in the beautiful terrain of Northwest Lower Michigan. There are six villages in the district convenient to the cities of Traverse City, Manistee, and Frankfort. Benzie Central has 3 elementary schools serving grades PreK-5, a middle / high school serving grades 6-12, and an alternate secondary setting serving grades 6-12.

DUTIES AND RESPONSIBILITIES:

- Respond to student behavior referrals and assist with the daily management of student conduct.
- Conduct timely, fair, and thorough investigations of student behavior, safety, and handbook concerns, including incidents involving vaping, drugs, alcohol, bullying, harassment, threats, fighting, disruption, defiance, and other student conduct concerns.
- Interview students, staff, witnesses, and parents or guardians when appropriate as part of student behavior investigations.
- Gather, review, and document relevant information, including student statements, staff reports, camera footage when available, behavior records, prior interventions, and applicable handbook expectations.
- Assign, coordinate, document, and monitor student consequences, including detention, Reflections Room, in-school suspension, out-of-school suspension, restorative actions, loss of privileges, behavior contracts, and other appropriate responses in accordance with district policy, building procedures, and administrative direction.
- Communicate with parents and guardians regarding student behavior incidents, investigation outcomes, assigned consequences, restorative steps, and reentry expectations.
- Remain calm, professional, and regulated when communicating with students, staff, and parents or guardians, including during emotionally charged or difficult conversations.
- Enforce student handbook expectations consistently and fairly, including expectations related to tardies, attendance, dress code, hallway behavior, bathroom behavior, technology use, and other school rules.
- Provide daily direction and support to the Reflections Room Paraeducator in collaboration with building principals.
- Ensure the Reflections Room is used as a structured space for reflection, accountability, regulation, academic continuation, and reentry planning.
- Support students in completing reflection forms, restorative questions, reentry plans, apology letters, problem-solving plans, or other accountability tasks as appropriate.
- Run restorative conferences, circles, reentry meetings, mediations, or other restorative processes to resolve conflict, repair harm, restore relationships, and support successful return to the learning environment.

- Facilitate restorative and reentry processes involving students, staff, and/or parents when appropriate.
- Collaborate with teachers to support successful student reentry after removal from class, in-school suspension, out-of-school suspension, or other disciplinary action.
- Monitor hallways, bathrooms, lunch areas, arrival, dismissal, passing time, and other common areas to promote appropriate student behavior.
- Address unsafe, disruptive, disrespectful, or inappropriate student behavior in a calm and professional manner.
- Attend student support meetings, grade-level meetings, staff meetings, behavior meetings, reentry meetings, and other meetings as assigned.
- Collaborate with administrators, counselors, social workers, special education staff, teachers, paraprofessionals, students, and families.
- Monitor individual student behavior patterns and assist in identifying students who may need additional support through MTSS, behavior plans, counseling, mentoring, check-in/check-out, or other interventions.
- Maintain accurate documentation of behavior incidents, investigation findings, consequences, parent communication, restorative actions, and follow-up.
- Maintain confidentiality in accordance with district expectations, FERPA, and applicable law.
- Perform other duties as assigned by the middle school principal, high school principal, superintendent, or designee.

COMPETENCIES & ADDITIONAL QUALIFICATIONS:

- The ability to build meaningful, caring relationships with students while maintaining clear expectations and accountability.
- The ability to remain calm, regulated, and professional when working with students, staff, and parents, including during conflict or emotionally charged situations.
- The skill and willingness to support teachers with student behavior concerns, classroom reentry, parent communication, and follow-through on behavior plans.
- The capacity to investigate student behavior, safety, substance-related, and bullying concerns fairly, thoroughly, and professionally.
- The ability to communicate difficult information to parents and guardians clearly, respectfully, and confidently.
- The ability to assign and communicate consequences, including detention, in-school suspension, and out-of-school suspension, in a way that is consistent with district policy, student due process, and administrative direction.
- The ability to enforce student handbook expectations consistently while using sound judgment and student-centered problem solving.
- The ability to run restorative conferences and circles in a practical, structured, and age-appropriate way.
- The ability to support students in repairing harm, restoring relationships, and successfully reentering the school community after behavioral incidents or suspension.
- The ability to recognize behavior patterns, monitor interventions, and recommend next steps to administrators and student support teams.
- The ability to work effectively across both the middle school and high school settings.
- The ability to understand when a situation must be elevated to a principal or other authorized administrator.

REQUIRED PROFESSIONAL QUALIFICATIONS:

- High school diploma or equivalent required.
- Experience working with middle school and/or high school students.
- Strong communication, documentation, organization, and problem-solving skills.
- Ability to remain calm and professional during difficult or heated conversations.
- Ability to maintain confidentiality and accurate records.
- Ability to learn and use district behavior documentation systems.
- Successful completion of required background checks.

PREFERRED QUALIFICATIONS:

- Bachelor's degree in education, social work, criminal justice, psychology, counseling, child development, or a related field.
- Previous experience in student discipline, school safety, restorative practices, behavior intervention, youth work, juvenile justice, counseling support, or school administration.

- Training or experience in restorative practices, trauma-informed practices, de-escalation, conflict resolution, CPI, PBIS, MTSS, or behavior intervention.
- Experience supporting students with disabilities, 504 plans, behavior intervention plans, or social-emotional needs.
- Knowledge of school discipline procedures, student handbooks, due process, parent communication practices, and school-based behavior systems.

\$20.00/hr.

Interested applicants should submit an application online and attach materials including a resume and cover letter at <https://northwested.tedk12.com/hire/index.aspx>

APPLICATION DEADLINE: UNTIL FILLED