



CERTIFICATED JOB DESCRIPTION

**TEACHER ON SPECIAL ASSIGNMENT – RESTORATIVE PRACTICES COORDINATOR**

Board Approved: June 6, 2021

**General Definition:**

The Restorative Practices TOSA works both independently and collaboratively with developing and implementing a peer-based Alternative to Suspension Program (A2S) that is restorative in nature and aims to reduce harm and negative outcomes surrounding substance use. The Restorative Practice Specialist (RPS) is instrumental in creating a school culture that supports a substance-free lifestyle in order to prepare students for success in college, career, and life. Modeled after the Youth Transforming Justice Program in Marin, County, the program is a non-punitive collaboration of administrators, substance use counselors and youth advocates that support students and provides intervention, education, support and resources to keep them in school. The RPS will help create a culture of proactive, restorative approaches to tier-two student supports and services. The position also provides support services to families, collects pertinent student outcome data, and works collaboratively and in partnership with NCSOS and other community-based organizations.

**Employment Term:**

Annual certificated contract days plus 10 extra days

**Salary:**

Appropriate placement on the certificated salary schedule

**Supervision From:**

*Site Principal/Designee*

**Qualification Requirements:**

*Education and Experience*

- A minimum of five years secondary teaching or counseling experience required.
- Master's Degree in Education from accredited college or university preferred.
- A strong background in the implementation Restorative Practices, Social-Emotional Learning, and Trauma-Informed Practices preferred.

**DUTIES AND RESPONSIBILITIES:**

1. Implement and manage an alternative to suspension program using Peer-Driven Restorative Practices at Nevada Union, Bear River and Silver Springs High Schools
2. Develop, facilitate and support a peer-court model for appropriate infractions as an alternative to suspension at schools
3. Train youth advocates and staff on the principles and implementation of restorative practice

4. Support the development of site-based Youth Advocacy student groups/Restorative Practices Clubs on each campus (assist with training, leader recruitment, etc.).
5. Collect, interpret, and present accurate and applicable school and student data on discipline and the program
6. Manage and facilitate case management for student restorative plans.
7. Collaborate with NCSOS Substance Use Intervention Specialist to provide appropriate student interventions and referrals for services.
8. Develop, facilitate and support formal restorative conferences for appropriate infractions as an alternative to suspension at schools
9. Implement all components of the grant with fidelity and according to the metrics/measures identified by the evaluators of the program
10. Maintain records of all aspects of the program
11. Collaborate with NCSOS staff to support program implementation and evaluation
12. Collaborate and coordinate with district and school administrators, teachers, counselors, and intervention coordinators at sites to support the development of a comprehensive restorative practices program and to connect students to direct resources, including treatment
13. Refer students to Alcohol and Drug Safety Skills Training and follow-up on completion
14. Attend monthly collaborative meetings at NCSOS with other program members
15. Attend monthly meetings with Evaluation Team.
16. Must be able to meet and interact with employees and parents/guardians in routine situations, which require confidentiality, tact, discretion, and courtesy.
17. Other related duties as assigned.

#### **Certificates and Licenses**

Current valid California teaching credential and/or Pupil Personnel Services credential. Must possess a valid First Aid Card and CPR certificate. Valid California drivers' license and evidence of insurance, TB, and criminal justice fingerprint clearance.

#### ***Other Skills and Abilities***

- Possess in depth understanding of intervention services and Response to Intervention principles and processes
- Must possess excellent assessment, data analysis, case management, crisis intervention, interpersonal, and communication skills
- Must possess the ability to establish and maintain effective working relationships with students, parents, staff, and outside agencies
- Must possess the following skill-based competencies to satisfactorily perform the function of the position: analyzing; effective listening; facilitating meetings; guiding others; instructional techniques; managing projects/programs; monitoring activities; planning; problem solving; and student supervision

#### **Physical Requirements:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lb. such as boxes of books. Specific vision abilities required by this job include close

vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to interact with the public and staff.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud.