

RESTORATIVE PRACTICES COORDINATOR

Classification: Instructional

Location: Assigned School

Reports to: Building Admin

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for positions with similar duties, responsibilities, classification, and compensation. Instructional assistants assigned to the position description may or may not perform all of the essential functions indicated in this position description.

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

Part I: Position Summary:

The Restorative Practices Coordinator will provide comprehensive and culturally competent restorative practice support to secondary schools designed to ensure the academic success of students, reduce disproportionate discipline, and promote positive climate and culture. This position provides research, professional development, and support to administrators, teachers, and support staff. They perform a full range of leadership duties and responsibilities by supporting schools as they work to uphold the tenets of Restorative Practices.

Part II: Supervision and Controls over the Work:

The Restorative Practices Coordinator works under the day-to-day direction of the building administration, and under the direct supervision of the Associate Director of Secondary Education. The Restorative Practices Coordinator also works in collaboration with the Restorative Practices Program Specialist. The Restorative Practices Coordinator is responsible for being familiar with school/district policies and procedures which govern their work and their interaction with students, teachers, parents, and community members.

Part III: Major Duties and Responsibilities:

1. Support implementation of a Restorative Practices framework in schools.
2. Provide restorative support for identified schools and staff as needed.
3. Provide facilitation and support services for escalated cases as needed.

4. Work collaboratively with administrators, district office staff, and other building level staff.
5. Provide support at RP trainings.
6. Create and update new and existing RP support materials.
7. Create new professional development materials/agendas.
8. Deliver professional development and coaching.
9. Serve as a spokesperson for Restorative Practices in their school. Align Restorative Practices with district's values, mission, vision, equity stance, and strategic plan.
10. Attend building based RP Team Meetings
11. Initiate, promote and maintain positive relationships with students, parents, guardians, staff, admin, and community partners.
12. Develop tracking and accountability systems for schools, review progress, and support improvement.
13. Other duties as assigned.

Part IV: Minimum Qualifications:

- Bachelor's Degree in Education or a related field (language arts, mathematics, science, or social studies) or three (3) years of education experience or a combination of both which demonstrates the ability to perform at a proficient level within the field of education.
- At least one year experience working in a diverse school setting.
- Incumbents must demonstrate the ability to work in a culturally diverse environment, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Experience that demonstrates strong organizational skills and the ability to meet deadlines.
- Experience that demonstrates excellent written communication skills and which demonstrates the ability to compose and proof correspondence.
- Ability to interpret written/oral directives and to apply District rules, regulations, procedures, and policies.

- Demonstrated ability to understand, recognize, and protect highly confidential information.
- Ability to effectively communicate with and appreciate individuals from diverse socio-economic backgrounds.
- Initiative and ability to work with minimal direction; sound judgment and decision-making capabilities are essential.
- Ability to utilize office technology to document assigned work, to include data systems and the google suite of applications.

Part V: Desired Qualifications:

- Knowledge of and relationships with community organizations that can be leveraged to promote positive outcomes for students and families.
- Demonstrate sensitivity to the cultural, ethnic, gender, and religious diversity of students, staff, parents and community.
- Strong planning and organizing skills.
- Experience building and running mentor programs in schools and/or communities
- Understanding of state and district policy regarding discipline procedures and protocols.
- Experience using data to inform educational practice and strategies on a district and school level.
- Bilingual preferred but not required.

Part VI: Physical and Environmental Requirements of the Position:

- The physical demands and work environment 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.
- The employee must lift and/or move 25 to 50 pounds, and may assist, move, or retrain students with greater weight when required to intervene in student safety issues.

- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear, and speak. Employee may be required to perform extensive work at a computer display terminal.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of his/her duties.
- The employee may be exposed to infectious disease as carried by students, and/or exposed to student noise and learning resource noise levels.
- The employee may be required to travel in school-owned or leased vehicles while supervising and assisting students.