



POSITION DESCRIPTION

Title: Restorative & Intervention Support	
Department: Instructional Assistants and Related Classes	FLSA Classification: Non-Exempt
Bargaining Unit : CSEA 75	Work Year: 11 Months
Reports to: Wellness & Engagement	Board Approval Date: 5/14/25

Salary Grade: CSEA 75 Salary Schedule, Range 26

Primary Function:

Promote and support the SRCS Strategic Plan and Local Control Accountability Plan to create equitable opportunities for learning and success that ensure all students are college and career ready. Play an integral role in providing support to students, schools, and families with behavioral wellbeing and subsequently academic success. Support District-wide Restorative Practice initiatives and social emotional learning by coordinating and implementing restorative practices, core competencies, and mentorship to change racially disproportionate discipline and foster safe and supportive school environments.

Essential Job Functions include, but are not limited to the following:

1. Provide coordination and facilitation of training and technical assistance in tiered interventions and restorative practices to schools and staff in implementing restorative practices, which include but are not limited to parent-teacher conferences, Student Study Teams, peer mediation, and restorative circles.
2. Provide ongoing professional development and site-based facilitation to site leadership, teachers, support staff, and community partners in restorative practices.
3. Assist in the identification, development, implementation, and evaluation of curricula for site based tiered interventions and restorative practices training.
4. Serve as liaison to Community-Based Organizations to increase community support for and implementation of social emotional learning, tiered interventions, and restorative practices within SRCS schools.
5. Collaborate with other district departments and personnel to infuse social emotional competencies with existing violence prevention, truancy reduction, crisis intervention, academic and alternative education, enrichment, restorative practices, health, and mental health services and supports.
6. Assist with data collection, progress monitoring, and program evaluation to determine the efficacy of tiered interventions and restorative practices to increase safety and reduce racially disproportionate discipline, referral, incarceration, and recidivism.
7. Collaborate with community-based programs providing tiered interventions, restorative practices, and services in District schools to increase utilization of student support
8. Collaborate with mental health providers to ensure that trauma-informed practices are incorporated into all interventions and restorative services for both students and staff.
9. Collaborate with district departments to align restorative practices with Common Core and

- other academic instructional approaches designed to achieve equity for all students.
10. Assist in coordinating the tier 2 and 3 services, including formal conferences, interventions, and re-entry of students returning from school interruptions based on health, discipline, and incarceration, to increase access to wraparound supports and connection to school site staff and resources.
 11. Assist in connecting students and families to wraparound supports, ensuring students are enrolled and participating in the specified programs and supports.
 12. Attend trainings and collaborative sessions to share best practices and disseminate knowledge.
 13. Provide intervention by using evidence-based strategies for students in need of support with behavioral wellbeing to develop healthier thinking patterns, improve decision-making skills, and build resilience in the face of challenges.
 14. Facilitate intervention groups during and after school, providing students with structured support to develop positive coping skills, emotional regulation, and critical thinking strategies.
 15. Provide pro-social activities that foster teamwork, empathy, and resilience, helping students build strong peer connections and enhance their social-emotional well-being in a supportive environment.

May perform other duties related to this job description.

MINIMUM QUALIFICATIONS - TRAINING, EDUCATION, AND EXPERIENCE:

Any combination of education, training, and/or experience equivalent to: a Bachelor's degree from an accredited college or university and 2 years of direct experience implementing interventions and restorative practices in schools or community settings

Experience working in a school district environment

Bilingual Spanish preferred

Experience providing training and support to educators is preferred

Proven commitment to school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance. Available for some evenings and weekends

KNOWLEDGE AND ABILITIES – KNOWLEDGE OF:

- Utilization of various forms of assessment to guide and design student support programs
- Applicable federal, state, and District codes, regulations, policies, and procedures governing the scope of work
- Planning, organization, and coordination are needed for student support programs.
- Principles and practices of effective leadership
- Funding opportunities for student support programs
- Community Contacts for student support programs
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students; the District's diverse community, partners, and agencies
- Correct English usage, grammar, spelling, vocabulary and punctuation

- The district's Strategic Plan: research methods, report writing and record-keeping techniques, telephone techniques, systems, and etiquette
- Interpersonal skills using tact, patience, and courtesy
- The Community School philosophy of aligning resources in service of students
- Computer software, hardware, and related technology

ABILITY TO:

- Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing student-support programs
- Maintain current knowledge of new developments related to student support programs
- Plan, organize, and coordinate needs for student support programs
- Analyze situations accurately and adopt effective courses of action
- Manage competing priorities and time.
- Demonstrate cultural competence with diverse groups across race, ethnicity, religion, gender, class, and sexuality
- Establish and maintain effective working relationships among diverse groups of students, parents, District staff, and the community across race, ethnicity, religion, gender, class, and sexuality
- Establish and maintain effective leadership and working relationships with multi-faceted public and private agencies and District departments
- Successfully interact with principals, teachers, staff, parents, students, partner agencies and other community members
- Develop and facilitate community partnerships
- Communicate effectively in English orally and in writing
- Communicate effectively using tact, patience, and courtesy
- Prepare and deliver clear and concise presentations to a variety of audiences
- Understand and follow oral and written directions
- Work independently and as a team
- Maintain accurate and confidential records
- Complete work as directed despite frequent interruptions
- Identify professional development activities for staff and appropriate District employees on student support programs
- Meet District standards of professional conduct as outlined in Board Policy
- Operate a personal computer, related software, and other office equipment

QUALITIES:

Deep understanding (based on research and theory) of:

- Building partnerships and collaboration with departments, agencies, and institutions
- Facilitation techniques
- Data analysis and decision making
- Building capacity of adults to function in new systems
- Facilitation to foster new behaviors and practices in challenging contexts
- Building authentic and trusting relationships
- Effective strategies, theories, techniques, and methods of professional and organizational development

Working Conditions:

Office environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

Physical Abilities:

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

WORK ENVIRONMENT:

Performance of the essential job functions involves typically working in an environment as described here below.

Environmental Demands

Factor	Y	N	If yes, describe
Driving cars, trucks, forklifts and other equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working around equipment and machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Office equipment
Walking on uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoor surfaces
Exposure to excessive noise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yelling, screaming
Exposure to extremes in temperature, humidity, wetness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoor conditions
Exposure to dust, gas, fumes, or chemicals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working at heights	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Operation of foot controls or repetitive foot movement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Use of special visual or auditory protective equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working with biohazards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Bodily fluids

PHYSICAL DEMANDS:

Performance of the essential job functions typically requires the physical demands as described here below.

Category	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
Sitting				X	
Walking				X	
Standing			X		
Bending (Neck)			X		
Bending (Waist)			X		
Twisting (Neck)			X		
Twisting (Waist)		X			
Squatting		X			
Climbing		X			
Kneeling		X			
Crawling	X				
Repetitive use of Hands?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
	D = Dominant Hand ND = Non-Dominant hand				
Simple Grasping (D)			X		
Simple Grasping (ND)			X		
Power Grasping (D)		X			
Power Grasping (ND)		X			
Fine Manipulation (D)			X		
Fine Manipulation (ND)			X		
Pushing & Pulling (D)		X			
Pushing & Pulling (ND)		X			
Reaching- Above Shoulder		X			
Reaching- At/Below Shoulder			X		

LIFTING

	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
1-10 lbs			X		
11-25 lbs		X			
26-50 lbs	X				
51-75 lbs	X				
76-100 lbs	X				
100+ lbs	X				

CARRYING

	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
1-10 lbs			X		
11-25 lbs		X			
26-50 lbs	X				
51-75 lbs	X				
76-100 lbs	X				
100+ lbs	X				

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer understands they have a responsibility to consider reasonable accommodations for individuals with disabilities.