



PITTSBURG UNIFIED SCHOOL DISTRICT

RESTORATIVE JUSTICE FACILITATOR

DEFINITION:

Under the supervision of the Director of Student Services or designee, the Restorative Justice Facilitator is responsible for supporting the district-wide Multi-Tiered System of Support (MTSS) initiative by coordinating, implementing and facilitating school-based and community restorative practices at the school site level in order to foster safe and supportive school environments.

DISTINGUISHING CHARACTERISTICS:

The Restorative Justice Facilitator works in partnership with site/district administrators and all other stakeholders to promote and sustain effective restorative justice and positive behavior intervention practices in support of the District's MTSS initiative.

EXAMPLES OF DUTIES:

- Serve as a spokesperson for restorative justice practices; clearly articulate and explain the benefits of restorative processes to school-site staff, parents, students and the community.
- Organize, implement and facilitate PUSD peer restorative justice program at identified school sites; train and provide technical assistance in restorative practices to schools implementing restorative practices.
- Provide ongoing professional development, site-based coaching, and support to site administrators and leaders, teachers, support staff, and community partners in restorative justice practices.
- Assist in the identification, development, implementation, and evaluation of curricula for site-based restorative justice training.
- Facilitate restorative practices with students, parents, teachers, school staff, and community members.
- Support the successful re-entry of students returning from discipline and incarceration through restorative practices to increase access to wraparound supports and connection to school site staff and resources.
- Facilitate site-based restorative practices professional learning community.
- Provide leadership to the school culture and climate team on the integration and implementation of restorative practices to improve conditions for learning, reduce suspensions, and increase academic engagement.

- Collaborate with appropriate staff to infuse restorative justice practices with existing violence prevention, truancy reduction, crisis intervention, academic and alternative educational, enrichment, health and mental health services and supports.
- Assist with data collection, progress monitoring, and program evaluation to determine the efficacy of restorative justice practices to increase safety and reduce racially disproportionate discipline, referral, and incarceration and recidivism.
- Collaborate with appropriate Educational Services division staff to align restorative practices with Common Core and other academic instructional approaches designed to achieve equity for all students.
- Collaborate with community-based programs and other initiatives at the site to align restorative justice practices with existing violence prevention, truancy reduction, crisis intervention, academic and alternative educational, enrichment, health and mental health services/providers and supports.
- Utilize trauma informed restorative practices with students, parents, staff and community members to facilitate trauma healing within school setting.
- Attend trainings and collaborative sessions to acquire knowledge and disseminate best practices in restorative justice.
- Perform related duties as assigned.

MINIMUM REQUIREMENTS:

- A high degree of cultural awareness and competency in cross-cultural practice with children and families.
- Experience in an educational, non-profit and/or human services setting.
- Strong interpersonal and supervisory skills, with a diversely skilled workforce.
- Experience in collaboration, meeting facilitation, problem-solving and teambuilding.
- Strong organizational skills.

Knowledge of:

- Building partnerships and collaboration with individuals, departments, agencies, and institutions
- Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students; the District's diverse community, partners, and agencies.
- Utilization of various forms of assessment to guide and design program
- The District's Strategic Plan; MTSS Initiative; LCAP; and District goals.
- Planning, organization and coordination needed for assigned program
- Funding opportunities for assigned program.
- Interpersonal skills emphasizing tact, patience, courtesy and respect.
- Facilitation techniques to foster new behaviors and practices in challenging contexts.
- Correct English usage, grammar, spelling, vocabulary and punctuation.
- Presentation, communication, and public speaking techniques.
- Use and application of computer software, hardware, and related technology.
- The Community School philosophy of aligning resources in service of students.

Ability to:

- Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers
- Interpret, implement, and maintain current knowledge of applicable laws, codes, policies, procedures, and District regulations governing scope of work.
- Maintain current knowledge of new developments related to scope of work.
- Analyze situations accurately and adopt effective courses of action.
- Manage competing priorities and time.
- Establish and maintain effective working relationships among diverse groups of students, parents, school 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 using tact, patience and courtesy.
- Meet District standards of professional conduct as outlined in Board Policy
- Build partnerships and collaboration with departments, agencies, and institutions.
- Facilitate and foster new behaviors and practices in challenging contexts.
- Build authentic and trusting relationships
- Multi-task; skills to be a team player and self-starter
- Work flexible hours (evenings, weekends)
- Strong written and verbal communication skills
- Operate personal computers, related software, and other office equipment

Education and Experience:

- Bachelor's degree preferred. A combination of experience and education may be used to meet the Bachelor's degree.
- 1 year of direct experience implementing conflict mediation and positive youth development in a school or community setting
- Experience working in a school district environment preferred
- Experience providing training and coaching to educators preferred
- Proven commitment to school success, student achievement, and positive child, youth, and family development

LICENSES AND OTHER REQUIREMENTS:

- Bilingual (English/Spanish) preferred
- Valid California Driver's License

WORKING CONDITIONS:

- Office environment with constant interruptions
- Travel to meetings; meeting facilitation
- With or without accommodation, the ability to see and hear to conduct work, and speaking to exchange information
- Sitting for extended periods of time, reaching overhead, above the shoulders, and horizontally, or bending at waist to retrieve and store files
- Frequent lifting (10 – 50 lbs.)
- Moderate to high levels of stress
- Reading, writing, and operating computer keyboard
- Variable hours; available for some evening and weekend engagements.

TERMS OF EMPLOYMENT:

Work year: 11 months
Salary: Classified CSEA Range 39
Board Approved: July 25, 2018