

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

POSITION

STUDENT SERVICES SPECIALIST II
CERTIFICATED MANAGEMENT OR CLASSIFIED MANAGEMENT

DEFINITION OF POSITION

The Student Services Specialist II provides leadership and support to students within the district, from preschool through age 22. This role will focus on enhancing students' overall educational experience, providing necessary resources, and ensuring that they have access to academic, behavioral, and emotional support services. The position is key to ensuring that all students, regardless of their individual challenges, have an equitable opportunity to succeed and thrive in the school environment. The Student Services Specialist II will lead efforts in fostering a positive, inclusive, and supportive school or community environment. They will leverage restorative practices, conflict-resolution strategies, and data-driven insights to build relationships, resolve conflicts, and create a culture of respect and collaboration among students, staff, and families.

The position can either be part of certificated or classified management depending on qualifications, and the Student Services Specialist II will report directly to the Director of Student Services or designee. This role involves working closely with school staff, administrators, families, and community partners to foster a supportive and inclusive educational environment for all students.

EXAMPLES OF DUTIES

The following are typical duties and responsibilities for positions in this classification. Any single position may or may not perform all of these tasks, and/or may perform similar related tasks not listed below.

- Design, implement, and facilitate restorative practices such as restorative justice, restorative circles, and community circles to address conflicts and promote healing.
- Collect, analyze, and utilize data to measure the effectiveness of restorative practices, identify trends, and inform decision-making.
- Serve as a mediator to resolve disputes using conflict resolution and verbal de-escalation strategies, ensuring peaceful outcomes.
- Collaborate with students, staff, and families to build and maintain positive relationships that foster trust, respect, and accountability.
- Oversee district-wide restorative PBIS (Positive Behavior Interventions & Supports) efforts and work with restorative PBIS consultants to ensure effective site implementation of restorative PBIS.
- Provide professional development and support staff in restorative PBIS, restorative practices, restorative justice, and other means of correction to encourage positive behavior.
- Develop and implement de-escalation strategies for crisis situations, promoting safety and calm resolution.
- Work collaboratively with administration to ensure alignment with school or organizational goals, values, and initiatives.

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- Train and support Student Support Advisors, site administration, teachers, and support staff in PBIS, restorative practices, conflict resolution, proactive strategies, crisis management, and de-escalation strategies.
- Meet regularly with school site administration to coordinate and support the Student Support Advisors at all sites.
- Support district-wide behavior interventions, programs, and services.
- Other duties as assigned.

DESIRABLE QUALIFICATIONS

Knowledge of:

- Special Education laws, regulations, and best practices, including IDEA and Section 504.
- Trauma-informed practices and techniques for supporting students with a history of trauma.
- Restorative practices and restorative justice programs.
- Conflict resolution, including conflict de-escalation strategies and verbal de-escalation techniques.
- PBIS and other behavior intervention frameworks.
- Data analysis to inform strategies and measure program impact.
- Google Suite (Docs, Sheets, Slides, Forms, etc.) and other relevant technology tools to manage records, organize activities, and communicate effectively.
- Excellent communication and interpersonal skills to build trust and foster collaboration.
- Demonstrated ability to work as part of a team-oriented environment while being a self-starter.
- Commitment to equity, inclusion, and fostering a positive environment for all participants.

Abilities:

- Facilitate and lead community and restorative circles effectively.
- Act as a self-starter, proactively identifying opportunities to improve school or community climate and implementing solutions.
- Excellent communication and interpersonal skills, including the ability to work effectively with students, parents, teachers, and administrators in both oral and written form
- Work in a positive manner with students and staff members, while exhibiting patience and compassion.
- Remain calm and professional in crisis situations and provide immediate support as needed.
- Work with frequent interruptions. Strong organizational skills and the ability to manage multiple responsibilities in a fast-paced environment.
- Work independently or in a group environment as necessary.
- Knowledge and application of cultural diversity.
- Maintain regular, reliable and punctual attendance.

EXPERIENCE/EDUCATION

Bachelor's degree in Counseling, Social Work, Psychology, or a related field. A Masters degree is highly desirable. Possess a California Administrative Services Credential and/or a Board Certified Behavior Analyst (BCBA). Bilingual (Spanish) is highly desirable.

PHYSICAL ABILITIES

The physical demands described here are representative of those that must be met by an

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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 may occasionally encounter outside weather conditions, walking on uneven ground when outdoors; exposure to student illness, injuries, infections and bodily fluids. May be required to maneuver into awkward positions. The noise level in the work environment is usually moderate.

Sitting: Frequently

Standing/walking: Frequently

Waist bending: Occasionally

Neck bending: Occasionally

Squatting: Rarely

Climbing: Rarely

Kneeling: Rarely

Crawling: Rarely

Neck twisting: Occasionally to frequently

Waist twisting: Occasionally

Pushing/pulling: Rarely

Running: Occasionally

Reaching:

Above shoulder: Occasionally

Below shoulder: Frequently

Lifting/Carrying:

0-10 lbs: Frequently – weights carried 50 to 100 feet at a time

11-25 lbs: Occasionally – weights carried up to 100 feet at a time

26-50 lbs: Occasionally – weights carried from 10 to 100 feet at a time

51+ lbs: Rarely

Hand Activities:

Repetitive hand use: Frequently

Simple grasping: Frequently

Power grasping: Occasionally

Fine manipulation: Frequently

Hand and arm twisting/turning: Occasionally

Computer operations/writing: Frequently

OTHER REQUIREMENTS

- Fingerprint clearance prior to employment
- TB clearance prior to employment
- Compliance with current health mandates
- Completion of mandated trainings
- Obtain basic first aid and CPR certifications
- Valid California driver's license and the ability to drive between multiple locations
- Obtain and maintain Pro-ACT certification