

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Coordinator, Attendance, Dropout Prevention, and Recovery	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	Coordinator III	FLSA:	Exempt
JOB CLASS CODE:	1982	WORK YEAR:	12 Months
DEPARTMENT:	Student Hearing and Placement Department	SALARY:	Range 13 Salary Schedule A
REPORTS TO:	Director II, Student Services/ Alternative Education	HR APPROVAL:	06-24-10
		HR REVISION:	05-30-12

BASIC FUNCTION:

Plan, organize, control, and coordinate a variety of student services functions and activities, such as comprehensive district attendance and dropout prevention programs, student records, school of attendance, and work permits.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Provide leadership in the development, implementation, and evaluation of comprehensive attendance and dropout prevention programs that motivate students to attend and remain in school; develop and oversee implementation of a strategic plan for system-wide dropout prevention and re-engagement of students. **E**

Initiate strategies to develop new ideas and gather feedback from stakeholders, i.e., convene parent support groups, meet periodically with student groups, and conduct system-wide surveys. **E**

Oversee incentive programs for increasing student attendance; oversee programs to facilitate the re-entry of students who have dropped out of the educational system, and those who are at-risk for school failure due to academic, social, or behavioral issues. **E**

Evaluate situations that act as a deterrent for students to successfully complete high school, such as child abuse, pregnancy, neglect, drug abuse, law violations, gang affiliation, etc.; provide communication links to appropriate agencies and/or resources. **E**

Work closely with high school principals in the administration of California High School Exit Examination (CAHSEE) preparation classes and the practice CAHSEE. **E**

Work closely with high school principals and key central office staff in the implementation of credit recovery programs. **E**

Evaluate the effectiveness and efficacy of district dropout programs; collect, analyze, maintain, and provide ongoing documentation, data, and reports to district administration, the county, and state, such as the district's truancies, dropouts, and state-mandated cost reimbursement. **E**

Coordinate with school personnel to assure adherence to state laws, local school board policies, and school system guidelines regarding dropouts; assist district administrators with student due process as needed. **E**

Establish, coordinate, and participate in committees related to attendance, dropout prevention, and recovery of students; advise and participate in the in-service of district staff on the disposition, handling, and release of student records and regulations on student work permits. **E**

Coordinate and monitor the transfer in and transfer out of all active and inactive student records (K-8); coordinate the collection and processing of high school graduate and non-graduate records; supervise and monitor the storage, scanning, purging, and destruction of student records as required by federal and state law. **E**

Serve as district liaison between staff, attorneys, and the courts on student information subpoenas and court orders; advise staff and monitor compliance; seal student records upon receipt of court orders. **E**

Provide directory information to law enforcement agencies as required and other individuals and agencies as specified in regulations. **E**

Confer with attorneys representing or prosecuting parents and/or students involved in litigation of private or school-related issues who desire student information; advise and work closely with other departments regarding litigation pertaining to district students. **E**

Meet with guardians regarding caregiver affidavits for K-12 students; organize and compile documents and information for caregiver affidavits for final signature to enroll. **E**

Supervise the issuance of transcript copies on request to secondary schools, employers, and authorized individuals. **E**

Evaluate and refer new or current students to credit recovery programs and alternative school sites. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations; review existing and pending legislation related to assigned duties and procedural guidelines. **E**

Assist with the preparation of the annual budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree in education or a related field, and three years of successful, full-time teaching, pupil personnel work, program coordination, health services, or clinical or rehabilitative services experience in public or private schools. Preference will be given to persons with additional experience in a school system in an administrative, supervisory, or specialist capacity.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance; Administrative Services Credential.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Collaborative and team building strategies.

Community-based agencies offering support and assistance with dropout prevention.

Current literature, trends, and developments in the field of attendance and dropout prevention programs.

Effective strategies for working with students who have low achievement.

Federal, state, and local requirements regarding student information, attendance and dropout prevention programs.

Outside agencies offering support and assistance with attendance and dropout prevention.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds represented in the school district.

Target community, schools, resources, and relevant public and private agencies.

Methods and attitudes required to motivate and encourage student and parental participation in the total home-school educational process.

The needs of students at risk of not earning their high school diplomas.

Budget preparation and control.

Applicable laws, codes, regulations, policies, and procedures.

District organization, operations, and objectives.

Interpersonal skills using tact, patience, and courtesy.

Effective oral and written communication skills.

Principles and practices of management, supervision, and training.

Evaluation approaches, strategies, and techniques.

Operation of a computer and related software.

ABILITY TO:

Effectively lead district change efforts in the area of attendance and dropout prevention.

Set high-level goals, develop long-range plans, and accept personal accountability for moving in the direction of those goals.

Problem-solve using extensive data (when available) to determine solutions.

Assess the effectiveness of assigned programs and activities.

Determine school of attendance, and distribute and maintain work permits.

Maintain current knowledge of applicable provisions of federal, state and district laws, rules, and regulations.

Review existing and pending legislation related to assigned duties.

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.

Establish and maintain effective working relationships with staff, parents, students, and the public.

Communicate effectively, both orally and in writing.

Interpret, apply, and explain rules, regulations, policies, and procedures.

Analyze situations accurately, and adopt an effective course of action.

Plan and organize work to meet schedules and deadlines.

Prepare comprehensive narrative and statistical reports.

Supervise and evaluate the performance of assigned staff.

Operate a computer and related software.

Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

(Former Classification: Director II, Attendance, Dropout Prevention, and Recovery)

HEALTH BENEFITS: Management employees purchase their own health benefits with district-offered plans.