

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Director, Behavior and Re-Entry	CLASSIFICATION:	Certificated Management (UPE)
SERIES:	Director I	FLSA:	Exempt
JOB CLASS CODE:	1949	WORK YEAR:	12 Months
DEPARTMENT:	Student and Family Support Services	SALARY:	Range 15 Salary Schedule B
REPORTS TO:	Director, Student Services/ Alternative Education	BOARD APPROVAL:	07-15-02
		BOARD REVISION:	06-23-09
		HR APPROVAL:	06-16-10
		CABINET REVISION:	10-21-14; 12-04-15

BASIC FUNCTION:

Plan, coordinate, control, and direct activities in the Behavior Hearing Office with emphasis on special education, proactive prevention, student portfolios, and secondary liaison activities; conduct behavior and expulsion hearings for student who exhibit high risk behaviors and commit Education Code violations; supervise and evaluate the performance of assigned staff.

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.)

Coordinate and develop structures for preventing suspension and expulsion through interventions with students and working with administrators and parents. **E**

Develop and implement a "passport" system for students returning from suspension and expulsion to assure a smooth transitional process; work with principals to provide a transition vehicle for students and schools participating in the hearing office procedure components. **E**

Review and remain current on case law to assure that Board of Education policies and regulations are appropriately written and maintained. **E**

Develop and implement programs for the Behavior Hearing Office in support of district policies and programs. **E**

Administer behavior reviews related to unacceptable student attendance and behavior in the district, evaluate evidence presented, and render a decision. **E**

Represent the district in dealing with other community agencies regarding the supervision and placement of students in the district who are also under the authority and control of community agencies, such as the Juvenile Bureau of the Sacramento City Police Department, the Juvenile Division of the Sacramento County Sheriff's Office, the Sacramento County Probation Office, and the California Youth Authority. **E**

Conduct suspension reviews and hearings as designee of Superintendent; serve as the Superintendent's designee in responding to complaints regarding student matters, inter-district permit appeals, and other areas as requested. **E**

Coordinate all actions regarding exceptions to the compulsory attendance laws, all exemptions, suspensions, exclusions, and expulsions, and maintain records of all actions. **E**

Meet regularly with Alternative Education administrators /staff to develop dropout prevention and Social Emotional Learning (SEL) Strategies. **E**

Attend monthly County Office of Education alternative education meetings. **E**

Represent District at inter-district collaboration meetings to development inter-district restorative justice strategies. **E**

Assist Alternative Education schools with WASC accreditation preparation. **E**

Develop attendance and disciplinary contracts. **E**

Review and stay up-to-date of current laws addressing the due process rights of special education students. **E**

Work cooperatively with the other agencies and offices in establishing positive and acceptable behavioral and attendance standards for students. **E**

Participate significantly in formulating district policies and procedures which relate to student matters; implement district programs that apply to student matters; coordinate the implementation of district programs as they affect and relate to student matters. **E**

Visit schools and homes to consult with school personnel, students, and parents to gain a better understanding of problems and possible causes of unacceptable student behavior. **E**

Interpret and explain district policies and procedures related to student behavior to parents and students; promote satisfactory school conduct and attendance; counsel parents concerning parental responsibility and compulsory school attendance laws. **E**

Monitor and refer cases to School Attendance Review Board (SARB) when appropriate. **E**

Provide alternative education opportunities for students who are not experiencing success in the comprehensive school setting; attend school site reviews for placement of students in alternative schools or programs when appropriate. **E**

Conduct in-service training to site administrators regarding due process relative to the suspension, expulsion, exclusion, and exemption proceedings; model district standards of ethics and professionalism. **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**

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**

Establish and maintain communication links with community agencies that serve homeless, neglected, delinquent, and disengaged students for the purpose of reengaging affected students. **E**

Direct the preparation and maintenance of narrative and statistical reports, records, files, and correspondence related to assigned activities and personnel; produce and distribute monthly suspension reports and other required documents to schools and designated departments; operate a computer. **E**

Serve as a Title IX Coordinator regarding student matters; receive and resolve Title IX complaints regarding sexual harassment of students by other students. **E**

Provide re-entry conferences and placement for foster youth, special education, adjudicated youth, previously expelled students, and students seeking alternative education opportunities; work in coordination with the district's School Attendance Review Board (SARB) in matters regarding student re-entry and student behavior reviews. **E**

Collect data and develop an annual comprehensive report of information regarding suspension and expulsion; make recommendations to the Governing Board. **E**

Serve as a member of the Multidisciplinary Team as assigned. **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**

Work with secondary education department(s) as needed. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree, and four years of increasingly responsible experience in an administrative or supervisory position. Preference may be given for experience as a child welfare and attendance worker, counselor, or administrator.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Possession of a valid California Teaching Credential and Administrative Services Credential are required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- State and local laws about school attendance, discipline, transfers, student due process, and (SARB).
- Outside agencies available to serve needs of "at-risk" students, local law enforcement, and social services agencies.
- Community-based agencies offering support and assistance with dropout prevention.
- Federal, state, and local requirements regarding dropout prevention programs.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds represented in the school district.
- Target community, schools, resources, and relevant public and private agencies.
- Research methods and report writing techniques.
- Applicable sections of the State Education Code, other applicable laws, codes, regulations, policies, procedures, and objectives of assigned program and activities.

- Interpersonal skills using tact, diplomacy, patience, and courtesy.
- Effective oral and written communication skills.
- District organization, operation, policies, regulations, and procedures.
- Principles and practices of effective supervision and personnel management.
- Operation of a computer and related software.

ABILITY TO:

- Provide forceful support of district policies, procedures, and existing laws.
- Understand how various multicultural backgrounds and economic conditions affect child welfare and student attendance.
- Work effectively with people in difficult situations.
- Effectively lead district change efforts in the area of dropout prevention.
- 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.
- Communicate effectively both orally and in writing to a variety of audiences.
- Read, interpret, apply, and explain rules, regulations, restrictions, policies, and procedures.
- Maintain current knowledge of program rules, regulations, requirements, and restrictions.
- Organize and work with schools, parents, and community individuals and groups.
- Make home calls/visits to parents/guardians.
- Maintain records, and prepare comprehensive reports.
- Plan and organize work to meet schedules and timelines.
- Analyze situations accurately, and adopt an effective course of action.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and related software.
- Supervise and evaluate the performance of assigned staff.
- 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.

SAMPLE HAZARDS:

Contact with dissatisfied or abusive individuals.

(Former Classification: Director I, Behavior Hearing Office-Student Placement)

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.