SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Director I, Attendance & Engagement	**CLASSIFICATION:**	Non-Represented Management, Classified
SERIES:	Director I	**FLSA:**	Exempt
JOB CLASS CODE:	9832	**WORK YEAR:**	12 Months
DEPARTMENT:	Enrollment and Attendance	**SALARY:**	Range 15 Salary Schedule A
REPORTS TO:	Director III, Enrollment and Attendance	**HR APPROVAL:**	5-11-2022
		CABINET APPROVAL:	5-4-2022

BASIC FUNCTION:

Oversees the development and implementation of robust Student Attendance & Engagement Program utilizing a Multi-Tiered System of Support (MTSS) framework in collaboration with the District MTSS Office.

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 coordination and support in the development and implementation of the student attendance and engagement improvement program in the comprehensive District MTSS plan. **E**

Collaborate with District leaders to ensure the integration of student attendance and engagement and reduction of chronic absences per ESSA within the LCAP and District strategic plan. **E**

Collaboratively work with District office personnel and school principals to ensure systems are in place to best monitor student attendance, engagement and academic data for problem solving/data-based decision team processes in schools. **E**

Collect and monitor school and district databases to track and analyze student attendance data including attendance rate, chronic absence rate, engagement and intervention progress monitoring. **E**

Review school and district-wide data to inform and guide school attendance improvement efforts. **E**

Monitor school and division databases to track student data related to attendance, chronic absenteeism, **E**

Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems. **E**

Provide training and technical assistance to district staff, and support school teams to maintain and develop systems to improve student attendance and engagement. **E**

Collect and monitor school and district databases to track and analyze student attendance and engagement and its impact on academic and school climate data. **E**

Participate in regional, statewide and national child welfare and attendance leadership conferences and meetings. **E**

Facilitate creation of a relevant and sustainable student attendance & engagement district office through the expansion of attendance improvement practices district-wide. **E**

Assist in development of the budget for the Student Attendance & Engagement Program by preparing cost estimates and projections, and performing ongoing monitoring of expenditures to ensure compliance with budget provisions. **E**

Research and write grants, proposals, letters of intent and applications to secure funding to support the Student Attendance & Engagement Program. **E**

Seek additional sources of funding from private foundations, corporations, public agencies, and others which have grant funds available to school districts for Student Attendance & Engagement program efforts. **E**

Lead recruitment, staffing, training, and ongoing support to district level Child Welfare and Attendance staff. **E**

Provide supervision, coaching, and evaluation of District Student Attendance & Engagement staff who support school sites, facilitate the restorative SARB process and support the district-wide MTSS implementation. **E**

In collaboration with the Community Outreach Manager and FACE team, develop a comprehensive communication and dissemination plan to support implementation of MTSS through student engagement. **E**

Ongoing development and implementation of effective messaging strategies, community, family and student engagement and evidence-based attendance interventions using a multi-tiered system of support. **E**

Serve as the District Student Attendance & Engagement expert by providing consultation regarding program, legal, or policy matters to external entities such as County departments, Community based organization administrators, State departments, Board of Education, advisory boards, media and advocacy groups. **E**

Participate in MTSS, AIM and other leadership meetings at the district and site levels. **E**

Present at various meetings and venues to provide common language and common understanding and update of District Student Attendance & Engagement initiatives and goals. **E**

Demonstrate cultural proficiency, sensitivity, and equity to ensure all SCUSD students' needs are included and to increase student attendance, engagement and overall academic success. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree in education, school psychology, social work or related field; minimum of four (4) years of increasingly responsible experience in administrative or supervisory position; and related experience in the field of education, social work or Child Welfare and Attendance. Training in Multi-Tiered Systems of Support (MTSS) or equivalent experience in implementing MTSS preferred. County Required Certification of Supervisor of Attendance required.

LICENSES AND OTHER REQUIREMENTS:

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Multi-Tiered System of Support model in school settings.
- Research related to Attendance and Engagement at all three tiers: universal, secondary, tertiary.
- Tiered reengagement strategies and practices utilizing an MTSS framework to reduce chronic absenteeism.
- Data gathering and analysis, project planning, decision making and evaluation.
- Measurement tools for various levels of assessment; including adaptive and curriculum-based measurement.
- Academic, attendance and behavior interventions to support high quality instruction for all students and to meet student's individual needs.
- Methods, practices, and terminology used in child welfare and attendance.
- Policies and laws related to child welfare and attendance matters.
- SARB, special education laws and state and federal guidelines.
- Research related to chronic absenteeism, tiered re-engagement and non-punitive attendance practices.
- Alternative education opportunities; curriculum and graduation requirements.
- Community resources and services related to social services and supports.
- Well-developed human relations skills to work productively and cooperatively with diverse groups within and outside the District.
- Research-based techniques/programs in curriculum development and differentiated instruction.
- Restorative practices.

ABILITY TO:

- Ability to facilitate professional learning related to content areas, including common technology platforms.
- Create district policies and procedures as needed.
- Practice the principles of program coordination, including program planning, BP writing, and department budgeting.
- Establish and maintain the confidence of others.
- Plan, direct, integrate, and evaluate a district-wide program implementation progress monitoring.
- Make collaborative judgments.
- Excellent oral, written, and public speaking communication skills, including use of Microsoft Office programs and Google Suite programs.
- Promote and follow Board of Education policies, District policies, building and department procedures.
- Planning and conducting professional development/training.
- Communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds.
- Demonstrate skills in facilitation, conflict resolution, and adult learning principles.
- Demonstrate skills in data gathering and analysis, project planning, decision making and evaluation.
- Actively participate in meeting District goals and outcomes.
- Learn District organization, operations, policies, objectives and goals.
- Interpret, comprehend, apply and explain rules, regulations, policies, and procedures.
- Work confidentially and independently.
- Demonstrate an understanding, patient, sensitive, and receptive attitude toward a diverse student population.
- Work effectively with and recognize the needs of culturally and economically diverse groups.
- Plan and organize work to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.
- Demonstrate integrity, trustworthiness, and high ethical standards.
- Think outside the box and develop new methods or solutions.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.
- Accept and carry out responsibility for direction, control and planning.

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; lift light objects.

SAMPLE HAZARDS:

Occasional contact with dissatisfied or abusive individuals.

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