

ORANGE UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE DIRECTOR, STUDENT & COMMUNITY SERVICES (SCS)

DEFINITION

Under direction of the Assistant Superintendent, Educational Services, provides leadership and guidance in the implementation of district-wide student and pupil services plans; including Comprehensive Safe Schools, Attendance Enhancement and Student Engagement; to develop, and coordinate programs relating to K-12 discipline and support programs; to serve as the custodian of student records; to oversee the District Expulsion and Placement process; and to perform other duties as assigned.

DISTINGUISHING CHARACTERISTICS

This position classification requires subject matter expertise commonly taught in public schools, experience with education code related to student services and discipline and counseling and guidance knowledge and skills. Responsible and directly related experience is required to perform problem analysis using widely prescribed principles and concepts. The position classification performs decision analysis processes and makes decisions of considerable consequence, requiring the application and interpretation of data, facts, procedures, and policies. The incumbents meet frequently with school administrators, district office staff, teachers, other staff, community agencies, and parents to communicate information, data, and alternative problem solutions. Familiarity with school climate data – suspension and expulsion rates – is imperative in developing a partnership with schools to support student outcomes. The position requires expertise in utilizing student information systems and the development of analytics to problem solve student discipline, attendance, dropout and graduation rate issues to improve pupil engagement. In addition, the understanding of the community engagement, stakeholder involvement process and outreach to parents is required to ensure compliance with new Local Control Funding Formula (LCFF) guidelines and the development of the Local Control and Accountability Plan (LCAP).

This position classification performs light work involving sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, providing oral information, and handling and working with instructional and assessment materials and objects.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Plan, organize and coordinate the District attendance and student engagement functions and activities.
 - Plan, organize, and conduct workshops, clinics, and a variety of staff development and training activities pertaining to attendance, school climate, pupil engagement, interventions and safe school programs.
 - Confer with, counsel, and advise management and instruction personnel concerning attendance, discipline, emergency management, school climate and pupil engagement methods, techniques, and strategies.
 - Serve as the District liaison to the School Attendance Review Board (SARB), law enforcement, probation, Social Services, Health Care Agency, and the District Attorney's office.
- *Provide support to school sites on the development of social, emotional, behavior and attendance support to enhance student outcomes through the District Response to Intervention (RtI) plans.

ADMINISTRATIVE DIRECTOR, STUDENT AND COMMUNITY SERVICES (SCS) - Page 2

* Continually update and revise the discipline matrix, and provide training on the changes in education code relative to student services and student discipline.

*Collaborate with school principals on operational and school discipline matters to support safe schools and promote a positive school culture.

*Research and develop Restorative Justice Techniques to engage students in positive behavioral interventions improving student outcomes.

*Partner with Educational Services staff on the tracking of student outcomes and the conditions for learning to properly report data entry in CALPADS

ESSENTIAL DUTIES

•Investigate attendance, discipline, dropout and pupil engagement situations, and as necessary initiate interventions and support programs and possible legal action to ensure compliance with compulsory school attendance Education Code provisions.

•Advice and offer recommendations pertaining to the resolution of serious pupil attendance and discipline related issues.

•Plan, organize and implement the policies, regulations, and operational procedures pertaining to the pupil attendance, support services, mental health, discipline and behavioral interventions.

•Review, research, and prepare informational abstracts pertaining to legal mandate changes in the pupil resource systems.

•Refer parents and specifically involved children to appropriate social service, interventions, behavior supports, mental health services and other youth service agencies.

*Analyze student data from AERIES to prepare reports on student discipline, attendance and course completion to determine necessary student support services

*Collaborate with the Educational and Information Technology Department to certify data and track student cohort data related to CALPADS and student climate data.

•Serve as the chairperson of the student placement committee for voluntary student assignments and intra-district transfers.

•Review, monitor, and coordinate the District expulsion and reinstatement hearing processes.

•Plan, organize and develop a variety of management, statistical student data, and program evaluation reports.

QUALIFICATIONS

Knowledge of:

Principles, techniques, strategies, goals, and objectives of public education;

Methods, techniques, procedures, and strategies concerning the assessment and evaluation of the District student resources and attendance and pupil engagement programs;

Legal mandates, policies, regulations, and operational procedures pertaining to attendance, discipline, and student resource programs;

State, Federal, and local community groups and agencies that provide assistance to pupil service programs and activities;

Human relations strategies, conflict resolution strategies, and team building principles and techniques.

Ability to:

Provide specialized resource support and coordination of comprehensive student resource and attendance and welfare programs;

Analyze and assess program needs, and offer recommendations pertaining to program activity revisions;

Participate in the evaluation of the District discipline and attendance programs and activities;

Serve as a resource to instructional and management personnel, and community youth service agencies;

Communicate effectively in oral and written form;

Understand and carry out oral and written directions with minimal accountability controls;

Establish and maintain effective organization, community, and public relationships through presentations.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

Three years of successful pupil services and site level administrative experience.

Education:

Possession an earned Master of Arts/Science or higher degree from an accredited college or university in educational administration, psychology, counseling and guidance, or a closely related field.