

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: Pupil Services Coordinator

CLASSIFICATION: Certificated Management

REPORTS TO: Director of Special Education

SALARY SCHEDULE: Administrative Management

WORK YEAR: 216 Days

BOARD APPROVAL: 6/21/18

BOARD REVISION:

PRIMARY FUNCTION: Under the general direction of the Director of Special Education, develops, implements, monitors and directs the activities of student services programs, including attendance programs, foster youth services, Student Study Team program, coordination of the District's Positive Behavioral Interventions and Supports programs, SARB and other programs related to students' social-emotional behavioral supports. The principle focus of the position is improving school culture and outcomes for students included in the unduplicated counts.

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by providing options that increase the opportunity to meet achievement standards and by promoting a school environment that is responsive to the social-emotional and mental health needs of children.

SUPERVISION OVER: Not Applicable

ESSENTIAL DUTIES AND RESPONSIBILITIES: Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Creates and administers District policy regarding school discipline to ensure effective outcomes for all student groups.
- Coordinates District's Student Study Team program by establishing consistent practices and procedures and training District staff in the administration of the SST process and participate in processes as needed.
- Works with principals, teachers and other district employees to solve problems related to tardiness or absenteeism.
- Maintains effective working relationships with various public and private agencies involved in social services and/or law enforcement.
- Under the direction of Director of Special Education, assists principals with the problems of irregular attendance, delinquency, school drop-outs and home school community conditions affecting the welfare of pupils.
- Provides training to school personnel regarding applicable changes to policies regarding student behavior management.
- Trains and provides ongoing technical and data analysis support to staff that use school wide data collection systems.
- Collects and monitors school and district databases to track and analyze student behavioral data including office discipline referrals, suspensions, team implementation, coach assessment of school-wide implementation and climate survey patterns.
- Participates in regional, statewide and national PBIS leadership conferences and meetings.
- Provides ongoing coaching of school-based PBIS teams.
- Consults and collaborates with school personnel to promote a school environment responsive to the needs of students.
- Participates in special programs such as the Homeless and Foster Youth Programs as assigned.
- Promotes parent engagement by organizing and facilitating partner workshops.

- Engages in home visits with families and students during school hours and extended evening hours
- Provides student discipline consultation for sites.
- Administers student expulsions and associated reporting requirements.
- Coordinates and serves as the hearing officer for student expulsions.
- Administers the development and implementation of school safety plans.
- Oversees the gathering of staff and student data related to CBEDS
- Hears and works to resolve parent/student complaint appeals specific to discipline.
- Completes and maintains federal, state, or district required reports related to responsibilities.
- Performs other duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

- Possession of a California Administrative Services Credential.
- A Bachelor’s degree from an accredited institution is required.
- A minimum of three (3) years of experience in related pupil services programs, requirements and procedures; prior administrative experience at secondary level preferred.
- Bilingual in English and Spanish highly desirable.

LICENSES AND OTHER REQUIREMENTS:

- Fingerprint/criminal justice clearance.
- Possession of a negative TB risk assessment certificate and, if risk factors are identified, a negative TB examination, that is no more than 60 days old and renewable at least once every four years.
- Requires access to a personal vehicle, a valid California Driver’s License, and insurable status by the District’s carrier.

KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.

KNOWLEDGE OF*:

- Systems of Positive Behavioral Interventions & Supports (PBIS).
- Effective strategies for identifying and addressing the needs of high-risk students.
- Laws regarding minors and child abuse reporting.
- Applicable sections of the State Education Code and other applicable laws, rules and regulations related to assigned activities.
- Social, emotional and developmental factors which contribute to student success in a school and work environment.
- Student assistance programs; community referral resources.
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of District students.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Record-keeping techniques.

ABILITY TO*:

- Plan, organize, develop and coordinate the activities in relation to attendance, truancy and drop-out prevention.
- Plan and conduct professional development/training.
- Work collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Analyze and interpret data in order to make decisions.
- Work effectively with high-risk students and their families.
- Relate to and work with students with challenging behavior.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.

- Develop and present staff training related to PBIS and behavior.
- Make referrals to other community resources, support groups and social service agencies as appropriate.
- Think from a systems perspective and design effective student supports.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Maintain current knowledge of program rules, regulations, requirements and restrictions; maintain confidentiality.
- Set limits and personal boundaries for students.
- Complete work with many interruptions.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction. Meet schedules and time lines. Work confidentially with discretion.
- Read, interpret, apply, and explain laws, rules, regulations, policies, and procedures.
- Maintain records and prepare various reports, including confidential materials.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain consistent, punctual and regular attendance.
- Exchange information with others.
- Monitor student behavior.
- Operate a computer and other office equipment.
- Sufficient mobility to travel from site to site and move about an office, classroom, or playground. Operate a computer to input, update, and access a variety of records, information, and data.
- Meet District standards of professional conduct as outlined in Board Policy.

*Candidates should have comprehensive knowledge of concepts, practices, and procedures and the ability to use them in varied situations.

WORKING CONDITIONS:

PHYSICAL DEMANDS (With or without the use of aids)*:

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office to utilize office equipment, etc.
- Work is performed while positioning self to access files and supplies.
- Work is performed while moving supplies weighing up to 10 pounds across the office.
- Requires traveling in a vehicle to job assignments.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

*Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job

SAMPLE ENVIRONMENT: Indoor office setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual office sounds, dust, and possible odor of perfume or room deodorizer.