

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	Attendance, Drop-Out, and Drug Intervention Specialist	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	0747	WORK YEAR:	12 Months
DEPARTMENT:	Student Hearing and Placement	SALARY:	Range 51 Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	05-11-92
		BOARD REVISION:	08-07-08
		HR REVISION:	04-26-12

BASIC FUNCTION:

Assist the schools in working with the families and students who have irregular attendance, substance abuse problems, and are at risk of dropping out; assist the schools in motivating students to remain in schools. Write, conduct, and prepare drop-out reports for schools and district.

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.)

Make visits to the homes of students who are habitually absent; assist in making referrals to other community agencies; work with parents in providing training and other support on behalf of improved student attendance. **E**

Coordinate and develop drop-out prevention/at-risk student programs and activities on a district-wide basis; act as a resource person, K-adult, for materials and activities related to at-risk students. **E**

Provide assistance to district personnel in assessing the educational, social, and personal needs of potential drop-out and at-risk students; serve as a referral agent to outside agencies or programs when parents or students seek help. **E**

Provide consulting and technical services to district personnel as requested and/or directed; provide support service for individual schools to plan and implement activity components to reduce drop-out among at-risk students. **E**

Monitor the informing of students, parents, employees, and employee organizations about the district-wide effort to reduce the drop-out rate among at-risk students. **E**

Serve as a liaison between the district and various community agencies in matters concerning substance abuse, gang intervention, drop-out education problems and programs. **E**

Serve as a support and a resource person to district schools concerning substance abuse, gang intervention, drop-out education problems, projects, and other related activities. **E**

Work effectively with school district officials, appropriate feeder schools, teachers, parents, and students; and prepare presentations to community members, students, and policy-making bodies regarding status and accomplishments of the project. **E**

Collect data, and prepare drop-out reports; operate a computer to input, output, update, and access a variety of records and information; lift light objects. **E**

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**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: associate's degree, and four years of experience in school community work.

LICENSES AND OTHER REQUIREMENTS:

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

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

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.

Effective community relations techniques and principles.

Policies and objectives of assigned program and activities.

Applicable sections of the State Education Code and other applicable rules, regulations, and laws.

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

Health and safety regulations.

Interpersonal skills using tact, patience, and courtesy.

Record-keeping techniques and report writing.

Oral, written, and public speaking skills.

Operation of a computer and related software.

Health and safety regulations.

ABILITY TO:

Work with at-risk students and their families in areas of drug intervention, attendance, and drop-out prevention.

Gain the confidence of people contacted in the course of work.

Read, interpret, and follow rules, regulations, policies, and procedures.

Exercise sound judgment, discretion, and initiative.

Prepare and maintain accurate statistical records and reports.

Prepare clear and concise oral and written reports.

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.

Establish and maintain effective working relationships with others.

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

Operate a computer and related software.

Lift light objects according to safety regulations.

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

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

School sites, homes of families, and 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, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

SAMPLE HAZARDS:

May conduct home visits in high crime and gang-affiliated homes and communities; may risk exposure to lice, other communicable diseases, and home environments that are not clean or safe.

APPROVALS:

Jess Serna, Chief Human Resources Officer

Date

Jonathan P. Raymond, Superintendent

Date