

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Home Visitor, First 5 Home-Based Program	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Aide-Paraprofessional)
<b>SERIES:</b>	Career Lattice	<b>FLSA:</b>	Non-Exempt
<b>JOB CLASS CODE:</b>	1465	<b>WORK YEAR:</b>	10 to 12 Months
<b>DEPARTMENT:</b>	Child Development	<b>SALARY:</b>	Range 34 HV I; 38 HV II Range 42 HV III; 46 HV IV Salary Schedule C
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	09-04-08
		<b>HR REVISION:</b>	04-26-12

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**BASIC FUNCTION:**

Perform intensive support services to eligible families with children identified for recruitment from the prenatal stage to five years of age; facilitate the role of parents as their child's first teacher, and support the increased self-sufficiency of families.

**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.)**

On an ongoing basis, identify and recruit eligible families to participate in the program from a variety of referrals; assist the family in making an appointment for registration to begin the enrollment process; assist in the registration process when necessary. **E**

Provide case management services in conjunction with the family support team model; work with the family support team to do assessments, linking, monitoring, evaluation, and case planning. **E**

Collaborate with community organizations to support students and families; work with community-based service providers to identify needs and determine case management plans. **E**

Conduct developmental, speech and language, social/emotional screenings, extensive observations, and assessments on child in cooperation with their families. **E**

Attend individual weekly meetings with assigned supervisor; attend and participate in staff and mandatory meetings, workshops, conferences, and in-service training programs; attend parent education meetings and workshops, including some weekend-sponsored activities. **E**

Under supervision, prepare and implement a developmentally appropriate home-based curriculum; emphasize the development of gross motor, fine motor, vocabulary, language concepts, literacy and numeracy, and speaking and listening skills. **E**

Conduct scheduled weekly home visits with each parent and child; support families in assessing strengths and needs, and setting and meeting goals using the Family Partnership Agreement; work with special needs children; plan the child's lesson with the parent for the following week. **E**

Provide materials and lessons to assist the parent/guardian in preparation for school readiness, including educating parents in their home through the modeling of activities that provide a strong educational basis for school success for their children. **E**

Provide activities for the parent and child at home that promote positive child development and parent-child relationships. **E**

Expand parent involvement in school programs and activities by enhancing community awareness, parent volunteer services, parent education programs, and neighborhood development projects. **E**

Plan and provide each family with a minimum of two socialization opportunities per month to promote healthy development and relationship building. **E**

Under supervision, responsible for planning the curriculum for School Readiness Days on a rotating basis with other home visitors. **E**

Present prenatal and child development information to pregnant and parenting teens; assist teen parents in the development of parenting skills, education continuity, children's health, well-baby checkups, and immunizations. **E**

Communicate with parents about monthly parent meetings, parent education opportunities, community resources, field trips, events, and other activities; engage speakers to speak to parents. **E**

Act as a resource for the family according to the Family Partnership Agreement process, and provide community resources and referrals (i.e., nutrition, health, special education, mental health, etc.) to specialists, social workers, nurses, or other agencies when needed and/or requested by the parent. **E**

Report unwholesome and undesirable home conditions seen on home visits as per district directives; cooperate with community agencies for the benefit of families served. **E**

Collect and record confidential data on participating families on an ongoing basis according to established guidelines; maintain computer-based documentation of all contacts, referrals, and services provided and outcomes achieved for participants; participate in data gathering and evaluation to evaluate case management services and delivery; provide data to state and federal agencies; maintain current attendance files. **E**

Provide limited transportation as approved by supervisor in district-owned vehicles, and obtain parental consent as required; assist parents with medical appointments. **E**

Complete and submit a variety of forms, documentation, and reports as required by program funding; responsible for the safety of district equipment; operate a computer and other office equipment; operate a vehicle to conduct work; lift light objects and children. **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:**

Graduation from high school, at least 12 early childhood education units (including three units in the area of Infant/Toddler preferred), and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant. Home Visitor IV requires 24 early childhood education units including three units in the area of Infant/Toddler.

Home Visitor I requires one year of experience in school community work, as a home visitor, or related experience. Home Visitor II requires one year of college-level work (30 accredited units). Home Visitor III requires two years of college-level work (60 accredited units), and must have served 75% of the school year as a Home Visitor II. Home Visitor IV requires three years of college-level work (90 accredited units), and must have served 75% of the school year as a Home Visitor III.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license, provide personal automobile, and proof of insurance. Pass the employee entrance evaluation (lifting test). Obtain First Aid/Cardiopulmonary Resuscitation (CPR) Certificate within six months of employment; maintain First Aid/CPR certification. Must be available for some weekend-sponsored activities. Specific languages and District Primary Language Assessment for Classified Employees may be required. Specified cultural proficiency may be preferred.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

Target community, resources, and relevant public and private agencies.  
Childhood development.  
Children with special needs.  
Child abuse reporting requirements.  
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.  
Methods and attitudes required to facilitate and encourage student and parental participation in the total home-school educational process.  
Health and safety regulations.  
Interpersonal skills using tact, patience, and courtesy.  
Record-keeping techniques.  
Oral, written, and public speaking skills.  
Operation of a computer and other office equipment.

**ABILITY TO:**

Perform the basic function of the position.  
Work successfully with parents to educate them using a home-based program.  
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.  
Maintain accurate records.  
Prepare clear and concise oral and written reports.  
Operate a computer and other office equipment.  
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.  
Lift light objects and children according to safety regulations.  
Meet state and district standards of professional conduct as outlined in Board Policy and First 5 performance standards.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Homes of families, classroom, and office environment; socialization field trips in community; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information; may sit on the floor for a period of time; drive a vehicle for local travel; bend at the waist or crouch to provide assistance; see to read various documents; dexterity of hands and fingers to operate a computer and various office equipment; lift light objects and children.

**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.

*(Consistent with the No Child Left Behind Act of 2001 and other related legislation.)*

**APPROVALS:**

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Jess Serna, Chief Human Resources Officer

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Date

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Jonathan P. Raymond, Superintendent

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Date