

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

<b>TITLE:</b>	Specialist, Student Support Services	<b>CLASSIFICATION:</b>	Non-Represented Management, Classified
<b>SERIES:</b>	Specialist II	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	1974	<b>WORK YEAR:</b>	210.5 Days
<b>DEPARTMENT:</b>	Student Support and Health Services	<b>SALARY:</b>	Range 5 Salary Schedule T
<b>REPORTS TO:</b>	Director, Student Support and Health Services	<b>HR APPROVAL:</b>	05-26-11
		<b>HR REVISION:</b>	10-15-14

**BASIC FUNCTION:**

The Student Support Center promotes learning by supporting the health and well-being of all students. The Student Support Specialist is responsible for overseeing the overall management, coordination, development, implementation, and evaluation of the Student Support Center.

**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 principal job elements.)**

Facilitate Student Support Center components including case management of high-risk students, developing and implementing parent education programs, connecting students and parents to supportive services on-site and in the community, and linking students and parents to medical, dental, and mental health care providers. **E**

Collaborate with the principal and other District personnel to identify and implement evidence-based programs that support the health, wellness, and achievement of the lowest-performing students. **E**

Coordinate the services of collaborative partner staff who provide supportive services to identified students and their families. **E**

Train, supervise, and evaluate social work and counseling interns from local universities who participate in year-long internships. **E**

Facilitate and/or participate in Student Study Teams (SST), Section 504 Plan (Section 504 Plan of Rehabilitation Act and the Americans with Disabilities Act), Individual Education Plans (IEP), School Attendance Review Boards (SARB), and Student Attendance Review Teams (SART) to assist in developing interventions for the lowest-performing students. **E**

Organize, participate in, and/or conduct family involvement programs focused on such issues as health, literacy, parent engagement, school programs, and community resources; manage community outreach activities to engage low-performing and at-risk students, parents, and other family members. **E**

Respond to mental health crises as they arise at school sites. **E**

Make written and oral presentations to parents, school staff, grantors, and community agency staff about Student Support Center services. **E**

Effectively communicate and maintain a positive relationship with school community stakeholders. **E**

Coordinate professional learning opportunities for teachers and staff on issues related to the social, emotional, and health needs of all students. **E**

Assist in the development and implementation of school-wide and community-wide projects (i.e., job fairs, health fairs, dental screenings, immunizations, etc.) through coordination with existing District and community resources. **E**

Collect, analyze, and utilize data to determine impact on student learning; supervise the development and implementation of all record-keeping, data collection, reporting, and evaluation requirements. **E**

Responsible for the maintenance and security of records held by staff; ensure adherence to all mandates regarding confidentiality of records. **E**

Promote student support services activities and opportunities through outreach events and distribution of marketing materials. **E**

Lead and 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**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Student Support Services. **E**

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor's degree required. Preference will be given to those who hold any combination equivalent to: master's degree with specialization in social work, counseling, psychology or related disciplines, five (5) years successful public/private school experience, agency experience or community based organization experience which involves program supervision, employee/intern supervision, and/or case management services. Experience working with low income and/or low performing students and working with people of diverse economic, ethnic and linguistic backgrounds.

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

Valid California driver's license; provide personal automobile and proof of insurance. Administrative Services Credential and/or Pupil Personnel Services Credential preferred.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

Working with the social, emotional, physical, and mental health needs of children, adolescents and families.

Supervision and management of Student Support Center staff, including interns.

Concepts of culture and cultural diversity and an ability to relate to a variety of ethnic and cultural groups in an effective manner.

Complex system organization as represented in a school campus.  
 Support services for at-risk, low-income, and low-performing students.  
 Planning, organization, and coordination of the assigned programs.  
 District organization, operations, policies, and objectives.  
 Grant writing, and budget preparation and control.  
 Applicable laws, codes, regulations, policies, and procedures related to assigned duties.  
 Interpersonal skills using tact, patience, and courtesy.  
 Effective oral and written communication skills.  
 Operation of a computer and related software.

**ABILITY TO:**

Plan, organize, and coordinate the development, implementation, enhancement, and improvement of learning support services for students with academic, behavior, attendance, and/or social/emotional concerns.  
 Communicate effectively, both orally and in writing.  
 Interpret, apply, and explain rules, regulations, policies, and procedures.  
 Analyze situations accurately, and adopt an effective course of action.  
 Ability to organize work projects, establish priorities and meet deadlines in a timely manner.  
 Establish and maintain effective working relationships with diverse array of individuals and organizations.  
 Prepare comprehensive narrative and statistical reports.  
 Operate a computer and related software.  
 Supervise and evaluate the performance of assigned staff.  
 Meet State and District standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grant proposals, and correspondence utilizing a computer; see to monitor activities, read documents, 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 and other items; and lift light objects.

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

**APPROVALS:**

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Cancy McArn, Assistant Superintendent,  
 Human Resources & Employee Compensation

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Date

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José L. Banda, Superintendent

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Date