

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

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<b>TITLE:</b>	Student and Family Support Specialist	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Professional)
<b>SERIES:</b>	None	<b>FLSA:</b>	Non-Exempt
<b>JOB CLASS CODE:</b>	9572	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Integrated Support Services Multilingual Literacy	<b>SALARY:</b>	Range 65 Salary Schedule C
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	03-27-08
		<b>HR REVISION:</b>	05-04-12
		<b>CABINET REVISION:</b>	09-04-13 01-21-14

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**BASIC FUNCTION:**

Perform a variety of specialized services and activities to identified students and their families including screening, needs appraisal and evaluation, crisis intervention, in-home assistance, case management, referral, monitoring, and general support.

**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.)**

Work in conjunction with mental health clinicians and/or clinical supervisor to assess risk, and identify students/families in need of more intensive services. **E**

Provide support to students and family members, and make home visits as needed; make visits to schools and community agencies as needed to meet with students and strengthen collaborative service efforts; drive a vehicle to conduct work. **E**

Operate a computer and related software; maintain appropriate records, collect data, and prepare written reports as required. **E**

Maintain confidentiality of privileged information obtained in the course of work, and participate in school meetings related to case management of identified students. **E**

Remain current and knowledgeable on advances in the field by attending trainings and reading professional publications. **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:**

Bachelor's degree with an emphasis in social services, counseling, human development, or a related field, and four years experience working with children or families is required. Advanced degrees and experience in school-based settings preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance. Specific languages and District Primary Language Assessment may be required. Must be available to work at least two evenings per week or on Saturdays.

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

Relationship-building and problem-solving skills.  
Interview and evaluation approaches, strategies, and techniques.  
Social and emotional disturbances.  
Cultural differences in student population.  
Community agencies and referral resources.  
Oral and written communication skills.  
Pertinent federal, state, and local laws, code, and regulations.  
Operation of a computer and related software.  
Record-keeping techniques.  
Health and safety regulations.

**ABILITY TO:**

Perform the basic function of the position.  
Demonstrate positive working relationship with students, staff, parents, and other professionals.  
Work with diverse groups of students in varied socioeconomic and multicultural areas.  
Utilize district and community services.  
Prepare and maintain accurate and complete records, files, and reports.  
Maintain confidentiality of privileged information obtained in the course of work.  
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.  
Work at least two evenings per week or on Saturdays.  
Lift light objects according to safety regulations.  
Analyze situations accurately, and adopt an effective course of action.  
Work independently with little direction, establish workload priorities, plan and organize work, and meet timelines.  
Operate a computer and related software.  
Meet state and district standards of professional conduct as outlined in Board Policy.

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

Office or homes of families; 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 and 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. Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

**SAMPLE HAZARDS:**

May conduct home visits in high crime and gang-affiliated homes and communities; contact with dissatisfied, hostile, volatile, mentally ill, or under the influence individuals at their homes while on home visits; may risk exposure to communicable diseases, home environments that are not clean or safe, and personal safety hazards.