

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: **DROP-OUT AND RETENTION SPECIALIST**

WORK YEAR: **230 Days**

SALARY: **Range 17**

REPORTS TO: **Director IV, Virtual School and Continuation Programs**

BASIC FUNCTION:

The Drop-out and Retention Specialist will be responsible for dropout prevention and student recovery programs. The primary responsibility is for the creation, implementation and coordination of these programs and the articulation of such among schools and outside agencies. The Specialist will maintain a caseload of students, regularly reviewing and monitoring student data such as grades, attendance and behavior. The Specialist will maintain a caseload of dropouts and lost transfer students working to ensure recovery and placement in regular and alternative educational settings. The Specialist also submits referrals to provide personalized assistance and support for students and dropouts who are in need of safety net services to stay in school or return to school. In addition to working with students, the Specialist works with the students' families and school personnel to provide support and help with social and academic needs through community-service agency referrals. The Specialist will assist in identification and resolution of lost transfer students in order to meet state reporting goals.

REPRESENTATIVE DUTIES:

Provide direct services in intervention, assessment, and referral to prevent students from dropping out and bring those who have back. *E*

Provide early identification of students at risk of failing or leaving school prematurely and apply appropriate interventions, both instructional and with auxiliary services. *E*

Work directly with families, teachers, school nurses, school psychologists and others to assess student's needs. *E*

Monitor and increase attendance among high-risk students and reduce truancy, tardiness, and frequent absenteeism as a supplementary function to the identification of students at risk of leaving school. *E*

Consult with parents and establish parent communication. *E*

Secure specialized assistance from other departments of the school system and community agencies and follows up on each referral. *E*

Maintain and monitor records and data relative to the activities and success of the program. *E*

Assess student needs and cooperate with faculty and staff in planning an individualized intervention plan and curriculum that will meet the needs of the student and keep accurate records to report progress. *E*

Meet with school personnel, counselors, SROs, and others who work with "high risk" youth to provide a linkage with drop-out prevention and intervention efforts. *E*

Work effectively in the absence of direct supervision and in crisis and high pressure situation. React calmly under stressful situations and emergencies. *E*

Recognize the need to provide for the personal privacy and dignity of at-risk children and maintain confidentiality of privileged information obtained in the course of work. *E*

Must relate well to at-risk students and families and react calmly under stressful situations and emergencies. *E*

Learn and adapt to new procedures and conditions. *E*

Perform other related duties and responsibilities as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

School procedures relating to attendance, graduation requirements, and counseling.

Local alternative educational programs that are available to respond to the differential needs and

Local community agencies and community programs that are available to assist in the physical, psychological and social remediation of pupils.

Local school programs, options, and opportunities that are available in locating, securing, or retaining employment.

Methods to create circumstances necessary so that change is permitted and encouraged in individuals, programs, and institutions.

Techniques that enhance interpersonal communication, self-understanding, self-disclosure, and depth-level sharing.

ABILITY TO:

Build student, parent and community relationships, including designing and delivering parent education programs on early indicators of and options for dropout tendencies.

Supervise, instruct, conduct negotiations with, and advising pupils and adults.

Communicate effectively both orally and in writing.

Interact with high school students in a positive and effective manner.

Establish and maintain cooperative staff, parent, agencies, and community relations.

Establish and maintain harmonious working relationships with school personnel, community and agencies.

Use good judgment.

Effectively analyze problems, issues and concerns to recommend alternative solutions.

Participate in professional development related to the job duties.

Make minor decisions in accordance with laws, due process, regulations and established district policy.

EDUCATION AND EXPERIENCE:

Bachelor's Degree preferred and three or more years working with at-risk students and families, experience working with community agencies that offer youth development, community service opportunities as well as parenting skills workshops. Bilingual (Spanish) preferred.

LICENSES AND OTHER REQUIREMENTS:

Must possess a valid California driver's license during the course of employment.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment

Site and community environment

Demanding time lines

PHYSICAL ABILITIES;

Seeing and walking to monitor activities to provide for assessment and services

Hearing and speaking to exchange information and make presentations

Occasional bending at the waist and stooping

Occasional carrying, pushing, pulling or lifting up to 20 lbs.

Speaking to exchange information in person and on the telephone

Occasional reaching overhead, above the shoulders and horizontally

Visual ability to read, prepare/process documents and small figures

Sitting and/or standing for extended periods of time

HAZARDS:

Contact with dissatisfied or abusive individuals.