

# LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

## JOB DESCRIPTION

**TITLE:** Child Welfare & Attendance Specialist

**CLASSIFICATION:** CSEA

**REPORTS TO:** Director of Student Services

### **BASIC FUNCTION:**

The job of Child Welfare and Attendance Specialist is done for the purpose/s of acting as liaison to District, social services, City, County and other legal agencies; assisting in the compliance and enforcement of State child welfare and attendance laws; assisting student, parent and school staff in efforts to link individuals to community support service and improve school attendance and tardiness; and promoting student success.

### **Essential Functions:**

- Acts as liaison to community support agencies (e.g., police, social services, juvenile probation officers, community-based support agencies, Foster Youth, homelessness, etc.) for the purpose of building resources in efforts to resolve student/family problems.
- Communicates with parents on behalf of school (e.g., attendance and homework issues, available programs/services, completing paperwork, etc.) for the purpose of ensuring that an ongoing partnership between the home and school is formed.
- Compiles information/documentation from a variety of sources (e.g., school/District records, home visits, legal reports, PowerSchool, etc.) for the purpose of securing general information for planning and providing supporting materials for requested actions.
- Conducts parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families and make referrals to appropriate community resources if necessary.
- Conducts home visits upon referral by school or legal authorities for the purpose of determining the cause of poor attendance, communicating truancy findings to parents/guardians, locating absentee students, to deliver various school forms, and make referrals to appropriate community resources if necessary.
- Coordinates with community leaders and organizations for the purpose of building resources and expanding program capabilities.
- Develops referrals to appropriate District, County and other community agencies and District Attorney for the purpose of identifying relevant issues of conflicts in policies and regulations of state child welfare and attendance laws.
- Interacts with community (e.g., business and social services, community-based support groups, etc.) for the purpose of developing support and opportunities for students and their families.
- Investigates and compiles cases of non-compliance of child welfare and attendance laws for the purpose of presenting cases to the School Attendance Review Board (SARB) for review and resolution.

- Monitors student attendance for the purpose of gathering data about family compliance with respect to contractual agreements with District/legal agencies.
- Participates in a variety of meetings, workshops and committees (e.g., COST, SST, PBIS, county meetings pertaining to foster youth, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Performs follow-up activities related to school attendance problems for the purpose of improving school attendance and promoting student success.
- Prepares a variety of confidential and non-confidential documents, reports and written materials (e.g., SARB reports, contracts, correspondence, phone logs, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
- Presents to students, parents and employees for the purpose of providing information on child labor, child welfare and attendance laws.
- Refers students and their families to outside agencies (e.g., community-based support agencies, state agencies, medical professionals, counselors, foundations, charities, Child Protective Services, etc.) for the purpose of ensuring the needs of students and families are met.
- Serves as a permanent member of the School Attendance Review Board (SARB) for the purpose of identifying relevant issues and recommending or implementing a plan of action that will resolve the student attendance issue and provides community-based support when appropriate.
- Visits families and students in their homes for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals/transportation to community or government resources.

### **Other Functions**

- Distributes clothing, food and supplies for the purpose of providing items to disadvantaged students and their families.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **SKILLS, KNOWLEDGE, AND ABILITIES**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include planning and managing activities; preparing and maintaining accurate records; and utilizing standard office equipment including utilizing pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include community resources and principles of a community services program; and concepts of grammar and punctuation.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem-solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem

solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; setting priorities; and working flexible hours.

**RESPONSIBILITIES:**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

**MINIMUM QUALIFICATIONS:**

**EXPERIENCE:** Job related experience is preferred.

**EDUCATION:** High School diploma or equivalent.

**EQUIVALENCY:** A combination of education, training, and/or job experience necessary to perform the essential functions of the job.

**REQUIRED TESTING:** Pre-employment Proficiency Test may be required.

**CLEARANCES:** Meet employment requirements as applicable with state, federal, local laws and Board Policy.

**TERMS OF EMPLOYMENT:**

- 204 work days (5 days before and 5 days after the first and last day of school)
- 10 month position for high school
- Benefits: Medical, Dental, and Vision Benefits are provided by the District in accordance with current contract language between CSEA and Livermore Valley Joint Unified School District

**SALARY RANGE:** CSEA salary schedule placement: Level 20

**FLSA STATUS:** Non-Exempt

**Work Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 40% sitting, 40% walking, and 20% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Completion by Human Resources

<b>Board Approval Date –</b>		
<input type="checkbox"/>	New Job Description/Reason: <input type="checkbox"/> Reclassification	<input type="checkbox"/> Organization Needs
<input checked="" type="checkbox"/>	Revised Job Description	
<input type="checkbox"/>	Revised Salary Placement	
<b>Change Effective date:</b>		

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