TUSTIN UNIFIED SCHOOL DISTRICT

CHILD WELFARE AND ATTENDANCE SOCIAL WORKER
Range 17

DEFINITION
Under the direction of the assigned Administrator, the Child Welfare and Attendance Social Worker plans, schedules, and performs a wide variety of responsible duties related to enrollment, custody/guardianship, attendance, and child welfare.

ESSENTIAL DUTIES
- Manages school site and home-based outreach services, as well as coordinating community services with appropriate personnel.
- Meets and confers with referred students and their parents/guardians; identifies and addresses factors leading to attendance/behavior problems; develops strategies to deal with those problems including individualized written contract of recommendations, interventions and behaviors to address issues.
- Initiates referrals for parents and students to the appropriate community agencies when their needs are beyond the scope of the school; works cooperatively with staff and other agencies on a continuing basis regarding aspects of the student’s needs which may affect school adjustment.
- Assists in obtaining social services; reports child abuse and domestic violence.
- Coordinates School Attendance Review Board (SARB) including scheduling and presentation of cases, serving as a board member and chair, making all parental/school notifications, writing reports, developing statistics, and related clerical duties. Works cooperatively with the District Attorney’s office on truancy and attendance related issues.
- Prepares cases, evidence and witnesses for court; develops strategies for successful prosecution; represents District in legal hearings and trials; testifies in related areas of expertise; pursues cases to resolution.
- Oversees and implements required components of dropout prevention programs and positive attendance incentive programs.
- Works with abuse victims, parents, and students suffering from mental illness and/or addictive behaviors.
- Serves as District liaison with community social service organizations to follow up on attendance, health, child neglect, and abuse cases.
- Engages in effective communication with students, staff, parents, and the community and maintains confidentiality, including HIPAA.
- Supports foster student services.
- Supports services for students under Homeless and McKinney-Vento programs.
- Supports employment-related and intra- and inter- District student attendance permits.
- Supports Mandated Reporter procedures and training.
- Develops and maintains accurate data/records and generates reports to the District as needed.
- Participates in workshops pertaining to new legislation on the educational rights of students and/or changes in attendance and child welfare-related issues and laws.
- Performs other duties as assigned.

**QUALIFICATIONS**

**Knowledge of:**
- Methods, practices, and terminology used in child welfare and attendance.
- Policies and laws related to child welfare and attendance matters, SARB, special education laws and state and federal guidelines.
- Alternative education opportunities; curriculum and graduation requirements.
- Community resources and services, substance abuse, family relationships and dysfunction.
- Well-developed human relations skills to work productively and cooperatively with diverse groups within and outside the District, using tact, patience and courtesy.
- Principles and practices of conflict resolution, guidance, and crisis intervention.
- Guardianship and custody rights.
- Juvenile Justice System and courtroom etiquette
- Operation of a computer to enter data, maintain records and generate reports.
- Math skills to compute sums, averages, ratios, products and quotients.
- District organization, operations, policies, objectives and goals.
- Health regulations and safe working methods and procedures.
- Proper lifting techniques

**Ability to:**
- Employ effective interpersonal skills with students, parents, staff, and the public in stressful situations with demands on time and frequent interruptions
- Communicate effectively both orally and in writing.
- Plan and organize work to meet schedules and timelines.
- Exercise mature judgment and sensitivity to the needs of pupils, parents, and others of various diverse cultural, educational and economic backgrounds.
- Analyze situations accurately and decisively and direct a course of action.
- Compose clear, effective, accurate and concise reports and correspondence.
- Create, compile, analyze and maintain notes, records, files and evidence.
- Gather and analyze data and develop conclusions, recommendations, reports, and correspondence.
- Maintain confidentiality and employ discretion when handling sensitive personal matters.
- Remain calm in a crisis situation.
- Develop strategies for successful resolution.
- Train, monitor, supervise, and evaluate the performance of assigned staff.

**Education/Training/Required Certification:**
- Any combination equivalent to a Bachelor’s degree from an accredited college or university in Sociology, Child Psychology, Child Development, or a related field.
- Master’s degree in related field desirable.
• Two years of professional experience working with school aged children providing academic counseling and guidance, child welfare, social work, juvenile justice administration, or closely related field.
• Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on the basis of two years of experience for one year of college.
• Pupil Personnel Services Credential desirable.
• Child Welfare and Attendance Credential desirable.
• Valid California driver’s license.
• Bilingual Spanish desirable.

**PHYSICAL AND MENTAL DEMANDS**
The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands:** While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**Mental Demands:** While performing the duties of this class, the employee must be able to use written and oral communication skills; read and interpret data, information and documents; interpret policies and procedures; use math and mathematical reasoning; learn and apply new information or new skills; work under deadlines with constant interruptions; and interact with District staff, managers, instructors, vendors, and other organizations and the public; occasionally required to deal with staff in conflict situations.

**WORK ENVIRONMENT**
The employee typically works in an office environment where the noise level is quiet or moderately quiet. The employee travels to a variety of schools, students’ homes, and off-site facilities for meetings. Must be available to respond to emergency calls after normally scheduled working hours as needed.