

Social Worker – Special Education

QUALIFICATIONS: Valid Kansas license at the appropriate level with applicable endorsement(s)

REPORTS TO: Director of Special Education

JOB GOAL: The related service of Social Worker shall be provided as required to assist any exceptional child in benefitting from special education. As a member of the special education services team, the Social Worker will assist in screening, diagnosis, and eligibility determination of exceptional children, and will participate in the educational planning and implementation of the special services needed. Special education services shall be provided in a continuum from support services for a child in the regular classroom to the more intensive services of special placement, if needed. The social worker shall be available for assistance at any point on this continuum.

Regular attendance and punctuality are essential functions of the Social Worker position.

PERFORMANCE RESPONSIBILITIES:

Responsibilities of the social worker involve several areas, including improvement of the school learning climate, assistance of staff in promoting student social and emotional growth, promotion of quality home/school/community relations, use of various intervention techniques/behavioral strategies, development of educational plans for children with exceptional needs, and initiation and utilization of educational/social-emotional research. Although not limited to those listed, the performance responsibilities of the school social worker include:

RELATED SERVICES:

- Participating in special education assessment meetings, as well as Individual Educational Plan (IEP) meetings.
- Working with those problems in a child's living situation that affect the child's adjustment in school (home, school, and community).
- Preparing a social or developmental history on a child with a disability.
- Counseling (group, individual and/or with family).
- Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program.
- Assisting in developing positive behavioral intervention strategies.

SERVICES TO STUDENTS:

- Providing crisis intervention.
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Helping the child develop appropriate social interaction skills.
- Assisting the child in understanding and accepting self and others.

SERVICES TO PARENT/FAMILIES:

- Working with parents to facilitate their support in their child's school adjustment.
- Guiding families in alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

- Assisting parents through group meetings or individual counseling to develop a better understanding of normal and atypical child development/behaviors and to build positive parent-child relationships.

SERVICES TO SCHOOL PERSONNEL:

- Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.
- Assessing students with mental health concerns.
- Assisting in planning and conducting school staff inservice for awareness and understanding of social/behavior needs of children.
- Assisting teachers in the development and implementation of classroom strategies, e.g. the use of behavior management techniques and/or positive self-concept activities.
- Providing direct support to staff to gain skill in implementing student behavioral interventions and social skill training.
- Confering with teachers, parents, and students regarding student behavioral or emotional needs.
- Providing individual student and student group therapeutic interventions, when time permits.
- Maintaining a close working relationship with all school staff at the building level to assist in the early recognition and/or prevention of educational, social and behavioral problems, as well as in the implementation and assessment of intervention programs.
- Providing assistance to school staff in the utilization of educational research.

SCHOOL-COMMUNITY LIAISON:

- Obtaining and coordinating community resources to meet students' needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Advocating for new and improved community/school service to meet the needs of students with disabilities.
- Helping the school system respond effectively to each child's needs.
- Assisting the district in the development of public awareness activities that lead to a better understanding of the needs of all children.

SERVICES TO DISTRICTS:

- Assisting in the development and implementation of educational programs for exceptional children.
- Developing appropriate educational programming for dropouts, truants, delinquents, etc.
- Identifying and reporting child abuse and neglect.
- Providing consultation regarding school law and school policy regarding the Individuals with Disabilities Education Act (IDEA).

Specific responsibilities of the Social Worker in the implementation of special education services include:

1. Assist in the development and implementation of the local education agency screening program to identify children in need of special education services.
2. Administer assessments, conduct classroom student observations, conduct teacher and parent conferences, and assist in gathering information needed to identify and plan for the education of exceptional children. Data gathered may include information needed for preliminary planning or for comprehensive evaluation.
3. Serve as a member of the multidisciplinary team responsible for comprehensive evaluations.
4. Confer with parents and teachers regarding the results of special education evaluations. This shall be done in cooperation with other special education staff as a coordinated effort. Communications with parents should at all times be understandable to them and cognizant of parent concerns.
5. Participate in staffing conferences held after completion of a comprehensive evaluation. Assist in formulation of the written Individual Education Plan (IEP).

6. Gain knowledge of community and State resources which may aid in appropriate planning.
7. Assist in the periodic short term and annual review of the progress of special education students, as needed.
8. Provide social/behavioral guidance and/or counseling to special education students located in assigned buildings.
9. Assist school personnel, parents, and students in the successful transition and reintegration of students returning to the local school from outside agencies or other placements.
10. Collect and compile data from comprehensive evaluations, teacher referrals, and other sources which indicate a need for additional special education services. Make this information available to the administrator of special education or other school administrator and assist where needed in the planning and development of such programs.
11. Other duties as may be assigned by the Director of Special Education or the District Superintendent.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board and Director of Special Education.

EVALUATION: Performance of this job will be evaluated in accordance with K.S.A. Chapter 72 Article 90.

PHYSICAL REQUIREMENTS OF THE JOB: An X indicates it is a requirement.

1. Very rarely requires exertion beyond walking.
2. Very rarely requires physical exertion beyond walking or climbing stairs.
3. Requires prolonged (over 50% of the time) standing and walking.
4. Requires prolonged (over 75% of the time) standing and walking.
5. Occasionally requires physical exertion to manually move, lift, carry, pull, or push heavy* objects or materials.
6. Frequently (over 20% of the time), requires physical exertion to manually move, lift, carry, or push heavy* objects or materials.
7. Frequently (over 33% of the time), requires physical exertion to manually move, lift, carry, or push heavy* objects or materials.
8. Over 50% of the time, requires physical exertion to manually move, lift, carry, or push heavy* objects or materials.
9. In addition to items 5, 6, 7, or 8, occasionally requires physical exertion to manually move, lift, carry, or push heavy objects weighing more than 50 pounds.
10. Driving skills and physical ability required to drive vehicle.

*Note: * "heavy" means not over 50 pounds*

I have reviewed this job description and will fulfill the duties described.

Signature

Date

An Equal Employment/Educational Opportunity Agency

Unified School District 407 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning Unified School District 407 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District 407 Superintendent, 802 N. Main, Russell, Kansas 67665, 785-483-2173.