

... A.E.R.O. SPECIAL EDUCATION COOPERATIVE ...

7600 S. Mason Avenue • Burbank, IL 60459
(708) 496-3330

JOB DESCRIPTION: School Social Worker

QUALIFICATIONS:

- Hold a registered, valid Illinois Professional Educator License, Type 73 Certificate for School Social Worker.
- LSW or LCSW preferred.

REPORTS TO:

- A.E.R.O. Program Supervisor, District Special Education Supervisor, and/or Building Principal

The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.

GENERAL RESPONSIBILITIES:

1. Assume responsibilities for continued professional growth, to achieve and maintain high standards of professional competence.
2. Assume other duties and responsibilities as assigned by the program supervisor and/or principal.
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.
5. Assume appropriate roles as adult model and educator, consultant.
6. Obtain Illinois School Bus Driver Permit when requested by program supervisor/principal for the purpose of transporting students to community-based activities.
7. Demonstrate knowledge of students' needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, recreational, vocational, etc., as established by a multi-disciplinary team and implemented as needed.
8. Maintain strict confidentiality regarding all matters pertaining to students and personnel.
9. Demonstrate effective organizational skills, time management, and flexibility in order to meet students' needs.

10. Regular and prompt work attendance.

PERFORMANCE RESPONSIBILITIES:

1. IEP/ELIGIBILITY MANAGEMENT

- A. May assume responsibilities as a case manager for students as determined by the IEP/504 process. Duties may include facilitation of IEP or Individual Needs Assessment meetings.
- B. Develop and implement individual educational programs for students with varying functional levels.
- C. Evaluate and assess student functioning and progress.
- D. Prepare social developmental history for case study.
- E. Keep accurate and up-to-date records for each student's performance and attendance, including but not limited to pre-post testing, anecdotal records and developmental/academic/behavioral scales.
- F. Prepare necessary written materials, including goals, objectives, summaries/reports for all meetings pertaining to student performance.
- G. Coordination of team to establish functional analysis of behavior, develop behavior intervention plans and appropriate behavior strategies.

2. SERVICE DELIVERY

- A. Participate in the identification of students requiring social work interventions and/or services.
- B. Provide group, individual and family therapy as determined through the IEP.
- C. Supervise students during non-academic periods, including but not limited to lunch and recreation periods as assigned by the program supervisor and/or building principal.
- D. Utilize a variety of techniques, materials and equipment to develop and execute curriculum in an appropriate and beneficial fashion, including the use of augmentative communication systems, micro-computers and software.
- E. Must be able to lift and / or move up to 50 lbs. and/or occasionally assist in lifting or transferring up to 100 lbs.
- F. Share in the responsibilities of the physical needs of the students, including but not limited to:
 - 1. Positioning
 - 2. Feeding
 - 3. Toileting
 - 4. Lifting
 - 5. Transferring
 - 6. Providing miscellaneous school health services
 - 7. Physical management including restraining
 - 8. Use of different child restraint systems required for transportation
- G. Establish and maintain on-going communication with each student's parents through the use of parent conferences, telephone contacts, home visits, progress reports and report cards as appropriate.
- H. Establish and maintain student behavior by utilizing behavior management strategies, including but not limited to physical management strategies with consideration of individual program emphasis and student needs.

- I. Work with other local, state and federal agencies when appropriate to enhance the educational options for those students requiring such intervention.
- J. Assist staff in the development of a positive learning environment including integration of positive behavior supports and development of social skills.
- K. In conjunction with supervisors, develop parent education programs as needed to meet the needs of individual students, parents and supervisors/principals.
- L. Assist in coordination of transition and post-graduate planning when appropriate.

3. TEAM MEMBER

- A. Establish and maintain regular communication/planning with all school personnel involved with each student. Work directly with all related service personnel as part of an integrated educational team.
- B. Participate in meetings when appropriate, including but not limited to, multidisciplinary conferences and annual reviews as a member of the special education team.
- C. Coordinate efforts with regular education staff to implement mainstreaming activities as appropriate for students.
- D. Assist A.E.R.O./District personnel when transitioning students from one program to another.

4. STANDARDS AND COMPETENCIES:

- E. Demonstrate competencies with respect to the identification and placement of students with disabilities including, but not limited to:
 - 1. Knowledge of the components of a comprehensive case study evaluation.
 - 2. Knowledge of procedures used in the assessment of the learning environment.
 - 3. Knowledge of parents' rights, including the right to an independent evaluation and the use of that evaluation by the multidisciplinary team.
 - 4. Knowledge of eligibility criteria for specific disabilities.
 - 5. Knowledge of state and federal requirements regarding least restrictive environment.
 - 6. Knowledge of general and special education procedures for students ages birth through 22.
- F. Demonstrate a working knowledge of federal and state statutes affecting the education of students with disabilities including The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the Illinois School Code, 23 Illinois Administrative Code, and other landmark legislation and litigation.
- G. Demonstrate a working knowledge of special education regulations including confidentiality requirements under the Illinois School Student Records Act and the Family Educational Rights and Privacy Act, and complaint resolution procedures.
- H. Demonstrate skills in active listening, consensus building and conflict resolution.
- I. Conduct professional activities in a manner consistent with the code of ethics as outlined by the National Association of Social Workers (NASW).
- J. Conduct professional activities which are consistent with the standards established for Illinois Association of School Social Workers (IASSW).