

TITLE: **SCHOOL SOCIAL WORKER**

QUALIFICATIONS: A Bachelor's or Master's degree in social work services from an accredited institution and a school social worker certificate issued by the New Jersey State Department of Education.

REPORTS TO: **DIRECTOR OF PUPIL SERVICES**

POSITION GOAL: The School Social Worker will: 1) provide appropriate intervention aimed at preventing, identifying, and ameliorating personal and environmental problems of students; 2) enhance the student's ability to function effectively on personal, social, and academic levels; 3) communicate with teachers, parents, and others in the school and community whose involvement affects the child; 4) advocate the correction of social, economic, and political inequities as they affect the student's school adjustment; and 5) function as a member of the child study team.

PERFORMANCE RESPONSIBILITIES:

In order to fulfill his/her professional responsibilities, the **SCHOOL SOCIAL WORKER** shall:

1. Provide services to the general education staff regarding techniques, materials, and programs for pupils experiencing learning difficulties by:
 - a. Assisting the teacher(s) through the problem identification process.
 - b. Observing the pupil in formal and informal settings.
 - c. Assessing the pupil's social status in terms of personal and family history, and social, economic and cultural influences.
 - d. Designing and implementing instructional strategies to prevent and/or remediate educational difficulties.
 - e. Monitoring the effectiveness of recommended strategies.
2. Provide preventive and support services to non-handicapped pupils by:
 - a. Screening all entering kindergarten children for school readiness and/or special education needs.

- b. Identifying and assisting students who require referral to other pupil services specialists and/or special programs within the district.
 - c. Identifying and assisting students who require referral to other helping agencies.
 - d. Using formal and informal assessment procedures to identify students who possess special needs, talents, or characteristics -- students whom the school may wish to provide special programs and/or experiences.
3. Evaluate and determine eligibility of pupils for special education and/or related services by:
- a. Participating with the child study team in determining the need for a comprehensive evaluation and designing an evaluation plan consistent with NJAC 6:28-3.4 (a).
 - b. Completing an initial evaluation or reevaluation which includes an observation of the pupil; communication with the pupil; an evaluation of the pupil's adaptive social functioning and emotional development and of the family, social and behavior in the educational setting.
 - c. Translating the implications of significant findings into the pupil in the classroom and at home.
 - d. Determining eligibility for special education programs and related services.
4. Participate in the development and/or revision of the individualized educational program for each pupil by:
- a. Translating assessment data into specific educational goals, objectives, and instructional strategies responsive to the pupil's assessed needs.
 - b. Providing a description of the pupil's educational program consistent with NJAC 6:28-3.6 (e) 5.
 - c. Coordinating the development of the instructional guide consistent with NJAC 6:28-3.6 (g-l).
 - d. Meeting annually, or more often if necessary, with the parent(s), teacher (s), and pupil, if appropriate, to review and revise the instructional guide and the basic plan of the individualized education program consistent with the NJAC 6:28-3.6 (j-k).

e. Developing a transition plan during a 21 year old handicapped pupil's last year in an educational program. Said plan shall consist of non-binding, written recommendations concerning services and resources available after the responsibility of the district Board of Education has ended. NJAC 6:28-3.6(m).

f. Monitoring and evaluating the effectiveness of the individualized education program.

5. Deliver appropriate related services to educationally handicapped pupils by:

a. Counseling pupils, either individually or in groups, to remove barriers to learning and to help pupils employ new strategies and behaviors which will promote success in school.

b. Initiating, facilitating, and maintaining liaison with community agencies and other resources designed to meet the special needs of the pupil or his/her family that are outside the scope of the school.

6. Serve as a consultant to classroom teachers, administrators, other pupil services specialists, and parents by:

a. Maintaining liaison between the school and home on matters pertaining to the IEP (case manager).

b. Maintaining liaison between the school (administration, classroom teachers, other pupil services specialists) and the child study team (case manager).

c. Offering assistance to parents when it is requested by suggesting educational and/or behavior management techniques that they can use with their children at home.

d. Consulting with parents regarding the interpretation of social history findings, recommendations, and suggested parent participation in the implementation of the individualized education program.

e. Consulting with teachers regarding social adjustment factors of students in school, at home, and in the community and intervention strategies designed to enhance the educational performance of pupils.

f. Consulting with administrators and supervisors regarding program effectiveness, program development/adaptation, materials and equipment, and needs of specific pupils.

7. Prepare and maintain mandated records and reports by:

- a. Preparing and submitting written reports on diagnostic assessments within thirty (30) school days from the date of evaluation.
 - b. Preparing summaries of assessment findings for inclusion with the basic plan section of the IEP within five working days of the IEP conference.
 - c. Maintaining pupil records consistent with NJAC 6:3.2.
 - d. Completing and submitting to the Director of Pupil Services a monthly report on services provided by the school social worker.
8. Follow federal, state, and district mandates on the identification, referral, evaluation, classification and planning and placement of students by:
- a. Providing for parental notice, consent and participation consistent with NJAC 6:28-2.3 and 3.3.
 - b. Completing assessments for initial evaluation, classification and placement within forty-five (45) calendar days.
 - c. Completing assessments for reevaluation and reclassification prior to the expiration date of the current classification.
 - d. Developing an individualized education program consistent with NJAC 6:28-3.6.
 - e. Implementing the basic plan section of the IEP within fifteen (15) days of parental consent to classification and initial placement.
9. Contribute to the quality of student life by:
- a. Establishing and maintaining an inviting relationship with students (verbal and non-verbal behaviors, physical environments, and printed signs).
 - b. Helping students develop a positive self-concept.
 - c. Identifying and developing programs for “at risk students.”
10. Maintain and improve professional competencies by:
- a. Participating in district workshop and activities sponsored by the Professional Development Council.
 - b. Enrolling in approved college course work.

- c. Maintaining active membership in professional associations for school social work.
 - d. Planning and providing individual or group in service programs in the areas of learning disabilities, associated learning characteristics, and instructional and behavioral strategies.
 - e. Participating in self-studies and peer review procedures for program evaluation.
 - f. Participating in a supervisory option for tenured teaching staff members.
11. Maintain open communications with parents by:
- a. Utilizing the telephone to contact parents when needed.
 - b. Responding to telephone calls and written requests in a timely manner.
 - c. Informing parents of the special education programs and related services through special bulletins, parent workshops, and presentations at Back-to-School Night and PTO meetings.
12. Attend staff meetings and serve on staff committees by:
- a. Being punctual for staff meetings.
 - b. Participating in the discussion of agenda items.
 - c. Volunteering for district and building committees.
 - d. Providing time and knowledge to the development of curricular materials and organizations for the enhancement of the overall educational program.
13. Cooperate with the principal in the supervision of student behavior when deemed necessary by:
- a. Using appropriate and consistent techniques of behavior management.
 - b. Making rules and expectations clear to students.
14. Establish and maintain a professional working relationship with other staff by:
- a. Accepting them as persons and as professionals.

- b. Showing respect for individual expertise.
 - c. Fostering an openness in communication.
 - d. Demonstrating an understanding of different roles.
 - e. Developing and maintaining trust with regard to confidentiality of information relevant to the educational planning and management of students.
15. Uphold and enforce school rules, administrative regulations, and Board policy.