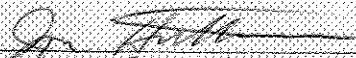


Position Title Elementary Social Worker

Band/Grade _____

Immediate Supervisor Director of Special & Compensatory Education

Job Summary (Basic Purpose of Position)


 Supervisor


 Employee

*Note: The signature of the supervisor and employee indicates they have read this job description and agree with its contents

REGULAR ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D,W, M,A,Q	WC	NECESSARY SKILLS KNOWLEDGE, ABILITIES What you Have to Know to Accomplish Duty or Function	PERFORMANCE STANDARDS How Will you Know the Job is Done?
**Note: Remember to list each major job function prior to listing of routines, duties, skills and performance standards.					
1. ESTABLISH COMMUNICATION BETWEEN HOME, SCHOOL AND OTHER AGENCIES.					
1.1 Establish positive relationship between parents, school and outside agencies.				<u>Knowledge</u>	1.1 Evidence exists that efforts toward communication between parent and school were made.
1.2 Interpret school policy to parents.				1.1 Applicable state and federal regulations and laws relating rights of special needs children.	1.2 Evidence exists that mediation efforts were made in situations of potential conflict between parent and school.
1.3 Interpret to parents the child's special needs.				1.2 Resources available to provide help for children and their families.	1.3 Evidence exists that school policies and procedures were interpreted to outside agencies.
1.4 Mediate communication problems that may occur between parents and school.				1.3 Interpret to parents the child's special need.	
1.5 Interpret school policies and procedures to outside agencies.				1.4 General knowledge of systems within the school.	
1.6 Advise parents of their due process rights.				1.5 Social work and counseling techniques.	
<u>Ability</u>					
2. COORIDNATE INTERVENTIONS BETWEEN HOME, SCHOOL AND OTHER AGENCIES					
2.1 Become involved in crisis situations within the school.				1.1 Communicate with children.	2.1 Prompt response to crisis situations.
2.2 Report suspected neglect and child abuse through designated channels.				1.2 Establish positive relationships with children.	2.2 Accurate reports completed and sent through proper channels in case of possible neglect or abuse.
				1.3 Communicate and establish a positive working relationships with children.	
				1.4 Apply good social work and counseling.	

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<p>2.3 Maintain continued contact with other agencies such as welfare and Mental Health Center regarding status of child and family.</p> <p>2.4 Cooperate in intervention plan with other agencies such as welfare and Mental Health Center.</p> <p>2.5 Provide liaison between CAP and Mental Health Center.</p> <p>2.6 When designated to do so, provide liaison between CAP and classroom when CAP students return to mainstream.</p> <p>2.7 Participate in the transfer of students from EIP to the mainstream or other special education programs.</p>				<p>1.5 Provide support and consultation to classroom teachers in a positive manner.</p> <p>1.6 Organize work load.</p> <p>1.7 Record Keeping</p> <p>1.8 Work cooperatively with other special support staff.</p>	<p>2.3 Evidence exists of contact with other agencies in referral cases.</p> <p>2.4 Evidence exists of contact with families on neglect/abusing situations.</p> <p>2.5 Reports and conferences with Mental Health Center regarding CAP children are maintained regularly.</p>
<p>3. SERVES STUDENTS AND PARENTS</p> <p>3.1 Conference with teachers regarding individual student's problems and needs.</p> <p>3.2 Consult with parents toward understanding of their role in adjustment of child and what they may do to help special needs of child within the home.</p> <p>3.3 Refer parents to other relevant agencies for additional services for child and/or family.</p> <p>3.4 Promote parents' understanding of the necessity of additional services.</p>					<p>3.1 Regular contacts are made with children on counseling situations.</p> <p>3.2 Evidence exists that parents have been contacted regarding their child's problems and their involvement.</p> <p>3.3 Evidence exists that referrals have been made to other agencies for children and families in need of other services.</p> <p>3.4 Group work has been established if directed by Director of Special & Compensatory Education.</p>

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<p>3.5 Provide group work services at direction of Director of Special & Compensatory Education.</p> <p>3.6 Provide Level II EB/D services to students qualifying for such services through assessment and placement process.</p> <p>3.7 Initiate assessment procedures when handicapping conditions are suspected.</p> <p>3.8 Refer parents of children ages birth through age four to resources that may help alleviate handicapping condition.</p> <p>3.9 Work individually with students with adjustment problems at the request of the Director of Special and Compensatory Education.</p>					<p>3.5 IEP's are developed for Level II EB/D students.</p>
<p>4. CONSULT WITH ADMINISTRATORS AND TEACHERS</p> <p>4.1 Exchange information with other school personnel toward development of special programs to meet special needs of children.</p> <p>4.2 Interpret to school personnel the special needs of child due to his/her family, social situations.</p> <p>4.3 Provide social history on special needs child when necessary to develop special programs.</p> <p>4.4 Develop programs to further understanding of handicapping conditions.</p>					<p>4.1 Evidence exists that consultations have occurred toward development of special program for special needs children.</p> <p>4.2 Evidence exists that home/social information has been provided to school personnel when appropriate.</p> <p>4.3 Written social histories when appropriate, particularly involving children seeing visiting Child Psychiatrist.</p> <p>4.4 Development of school program toward further understanding of handicapped.</p>

REQUIRE ROUTINE DUTIES List of Things to Accomplish in Major Job Function	BAND/ GRADE	% OF TIME D,W, M,A,Q	WC	NECESSARY SKILLS KNOWLEDGE, ABILITIES What you Have to Know to Accomplish Duty or Function	PERFORMANCE STANDARDS How Will you Know the Job is Done?
4.5 Provide liaison between special education programs and home.					4.5 Evidence exists that contact between home, other school personnel and CAP has been maintained.
4.6 Provide liaison between special education programs and other school personnel.					4.6 Evidence exists that Level II EB/D procedures are operational.
4.7 Conference with building principal and classroom teacher to establish procedures for dealing with students identified as needing Level II EB/D services.					
4.8 Oversee transfer of handicapped students from building of residence to providing building and return.					