

School Social Worker

Qualifications:

Professional Educator License: Endorsement of Social Work

Supervisor(s): ISECC Executive Director of Special Education

Function:

The School Social Worker understands the philosophical, theoretical, historical, and legal foundations of special education. The School Social Worker understands how students differ in their approaches to learning; creates social/emotional opportunities that are adapted to diverse learners; understands planning; and designs services based on knowledge of the discipline, student, community, and curriculum goals of all students ages three through twenty-one.

Responsibilities:

A. Professional Knowledge and Application

The School Social Worker understands the philosophical, theoretical, historical, and legal foundations of special education. The School Social Worker understands how students differ in their approaches to learning; creates social/emotional opportunities that are adapted to diverse learners; understands planning; and designs services based on knowledge of the discipline, student, community, and curriculum goals; of all students ages three through twenty-one.

The School Social Worker:

- Demonstrates knowledge of current federal and state legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized healthcare and assistive technology, to individuals with all types of disabilities across the age range.
- Demonstrates extensive skill and knowledge in the area of School Social Work, maintaining extensive knowledge of principles, theories, methods of practice, with application within the educational setting.
- Understands issues in definition and identification procedures for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Seeks additional knowledge of the continuum of services to best meet student needs while actively participating in problem solving to support the development of appropriate placement recommendations.
- Demonstrates understanding of the Social Emotional Learning Standards (SEL) and effective instructional strategies and resources for teaching the scope and sequence in the academic, communication, social, and vocational curricular domains in the general curriculum.
- Develops short and long-range plans consistent with curriculum/personal goals, learners' diversity, and learning theory; developed through collaboration with administration and teachers.
- Utilizes specialized materials, equipment, and assistive technology for individuals with disabilities and the use of adaptive equipment for students with disabilities. Integration of assistive and instructional technology to meet a student's individual needs.
- Prepares and utilizes assessment methodologies have been adapted for individual students as appropriate including physical/emotional/social/behavioral adaptations to meet a student's

individual needs, incorporating multiple sources of evidence and clear recommendations for improving services on an on-going basis.

- Demonstrates utilization of a wide range of psychological protocols/instruments to evaluate students and can identify when appropriate to use.
- Demonstrates knowledge of school and community resources available to assist students and families, while actively sharing knowledge of resources with other colleagues.

B. Delivery of Service and Practices

The School Social Worker understands the central concepts and methods of inquiry; uses a variety of assessment strategies to develop and encourage students' development of self-regulation, problem solving, decision making, coping, social communication/interaction, and performance skills. The School Social Worker understands the educational assessment process and uses various assessment strategies to support the continuous development of all students ages three through twenty-one.

The School Social Worker:

- Understands characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning; with knowledge about the impact of language disorders, processing deficits, intellectual cognitive abilities, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning and behavior.
- Understands and utilizes effective therapy strategies for adapting the general and social curriculum to meet the needs of individual students. Implementing strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community).
- Chooses and implements therapy techniques and strategies that promote successful transitions for individuals with disabilities. Creates varied opportunities for all students to use effective written, verbal, nonverbal, social and visual communication.
- Utilizes assessment as an educational process and how to analyze/interpret information obtained from standardized tests including age/grade scores, standard scores, percentile ranks, stanine measures of central tendency, standard deviations, and standard error of measurement. Includes using data measures in the development and implementation of interventions.
- Implements a variety of procedures for identifying students' social/emotional/behavioral characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches to maximize student achievement and understanding of educational choices, promoting the value of client self-determination.
- Demonstrates specialized skills within crisis intervention, assessment of crisis situations, and utilization of appropriate intervention strategies for de-escalation and prevention of crisis situations within the educational setting.
- Uses knowledge and understanding of the reciprocal influences of home, school, and community to intervene and alleviate barriers to student achievement for student success via such practices as assessment, crisis intervention and response, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, graduation awareness, and coordination of school and community services.
- Maintains a clear sense of overall goals, objectives and tasks of a school social worker and successfully interprets these to school personnel to maintain primary professional activities and competencies.
- Assumes leadership role to promote services to students and their families within the context of multicultural/multi-socioeconomic understanding and competence that enhances families' support

of students learning experiences; with continual support in assisting school personnel to develop multicultural understanding.

- Advocates proactively and establishes respectful partnerships with families, students, and groups utilizing a multi-leveled approach developed upon high degree of rapport, comfort and trust.
- Assists students and their families in gaining access to formal and informal school and community resources; identifies and differentiates appropriate resources; with established follow-up activities to facilitate effective utilization of resources.

C. Collaborative Relationships

The School Social Worker understands his or her role as a professional, establishing high standards of reciprocal collaborative relationships with students, families, community and educational personnel, and provides continual leadership in development of relationship building. The School Social Worker understands self-reflection, the importance of active participation in problem solving teams; importance of the development of programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.

The School Social Worker:

- Works collaboratively with community agencies and outside therapists for students when appropriate and understands the reciprocal relationship of sharing confidential information with these individuals.
- Continually assesses and takes a leadership role in communicating to problem solving on such issues as attendance, diversity, mental health, suicide prevention/awareness, behavior management, delinquency, crisis intervention, homelessness, child abuse, neglect, and the importance of confidentiality; with staff to best meet the needs of students.
- Initiates and supports activities to overcome institutional barriers and gaps in services as leaders and members of interdisciplinary teams with the unique contribution of bringing the home, school, and community perspective to the interdisciplinary process.
- Demonstrates active leadership in promoting positive engagement of parents/guardians in the educational process.
- Works with internal and external individuals, groups, and organizations to develop programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.
- Maintains appropriate documentation of family/teacher communications displaying high priority of communication between home and school.
- Consults and collaborates with other school personnel in gathering and giving information on a case and in establishing and planning for respective roles in the modification of the student's behavior or social/emotional being.
- Helps to build effective school-community teams and orients community providers to school climate, culture, structure, and to the laws and regulations governing practice in educational settings.

D. Professional Conduct, Leadership, and Professional Growth

The School Social Worker understands his or her role as a professional, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. The School Social Worker understands self-reflection, the importance of efficient data collection and manipulation; continuously pursuing professional development opportunities and researched based supports in communication abilities.

The School Social Worker:

- Provides frequent and appropriate information to families about the methods utilized within sessions and conveys information about individual student progress in a culturally sensitive manner.
- Maintains a highly effective data management system for monitoring student progress, including service logging; consistently reflecting upon the best practice and refining services to meet needs of individual students.
- Has a working knowledge of resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families, such as career, vocational, and transition support, including possible funding agencies and financial sources for secondary aged students (local, state, and federal).
- Consistently demonstrates high professional judgment and advocates/models for others within the educational setting and community.
- Understands the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students; seeks out professional development strategies to stay current on researched based instructional strategies, services and professional growth.
- Demonstrates preparation and participation for meetings/activities; displays strong capabilities in presentation of information both verbally and in writing; creating comprehensive written reports reflective of student progress.
- Demonstrates knowledge of rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
- Provides leadership to others in maintaining ethical standards of the social work practice and teaching.
- Observes and follows all ISECC policies and procedures; maintains high levels of professionalism and commitment through punctuality and attendance.
- Performs other duties as assigned by the ISECC administration.

To apply for this position please send resume, transcripts, credentials, and references to:

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