

WARREN COUNTY PUBLIC SCHOOLS

JOB TITLE: Social Worker

LOCATION: Various Schools/Special
Services Office

JOB CATEGORY: Licensed/Professional

PAY GRADE: Grade 39

FSLA: Exempt

Immediate Supervisor: Director of
Special Services

GENERAL DEFINITION AND CONDITIONS OF WORK

Serves as a liaison between the home, school, and community in order to alleviate personal and/or social adjustment difficulties, which may be obstructing the educational process of students. Assists children having difficulty adapting to school life by consulting with parents, teachers, and other school personnel to determine causes of problems and effect solutions. Serves as advocates for the rights, interests, and general welfare and understanding of pupils.

ESSENTIAL FUNCTIONS/TYPICAL TASKS

The minimum performance expectations include, but are not limited to, the following functions/tasks:

- Maintains and respects confidentiality of student and school personnel information, while maintaining the safety and welfare for all students and staff members;
- Follows federal, state, and local laws, regulations, and policies regarding children's educational welfare;
- Reports any pertinent information to the proper authorities in cases of child endangerment, neglect, or abuse;
- Participates in and provides direction and consultation to local school student study committees as deemed appropriate, including working cooperatively with school personnel seeking solutions to students' difficulties;
- Assists in the evaluation and placement of students in special education programs through socio-cultural interviews, collection of medical data, adaptive behaviors, eligibility committee meetings, disciplinary reviews, and obtaining other data/services required;
- Cooperates with other staff members, administration, and parents in maintaining a positive climate;
- Prepares and conducts assessment reports and other administrative documents as necessary;
- Maintains accurate records of all services provided;
- Maintains clearly written and comprehensive reports and data which provide practical recommendations;
- Makes home visits to counsel with parents and students, and gathers data used by other school personnel;
- Provides crisis intervention services with appropriate follow-up and may participate as a member of crisis intervention teams;
- Assists students in securing clothing, eye glasses, and other social and medical services needed for an appropriate educational experience;
- Interprets to school personnel information concerning the home life values of the family as well as interpreting community resources, values, and trends;
- Enforces student attendance in cooperation with administration, school personnel, and parents in compliance with the Laws of the Commonwealth of Virginia and confers with the truancy personnel as necessary;

- Works with school administrative staff in interpreting and upholding School Board policy and special education procedures;
- Participates in interdisciplinary teams with local agencies (as appropriate) to develop and coordinate planning/services for students and families;
- Identifies students needing surrogate parents, including securing and training of parents as needed;
- Assists parents in understanding the programs and objectives of the school and enhancing their involvement in the education of their children;
- Maintains a liaison with the community and state organizations;
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities;
- Attends workshops/seminars/professional meetings to remain informed of new developments and literature in school psychology;
- Models non-discriminatory practices in all activities;
- Maintains licensure at the state and/or national level; assumes responsibility for professional growth and keeps materials, supplies, and skills up-to-date;
- Complies with and supports school and division regulations and policies;
- Maintains proper boundaries with students at all times, assuring respect for the ethical and legal duties in the staff-student relationship and the essential duty to serve as a role model;
- Provides a good role model of an educated professional in appearance, demeanor, dress and behavior;
- Interprets and upholds School Board policy and special education procedures;
- Performs other duties as assigned by the Director of Special Services in accordance with school/division policies and practices.

KNOWLEDGE, SKILLS AND ABILITIES

Decision-making skills are an important aspect of this position, affecting a large segment of the organization, students, and teachers. Knowledge of special education laws and regulations is required. Candidates must be knowledgeable of school law and the legal provisions related to childcare. Must be able to demonstrate the ability to function effectively as a team member in determining appropriate services for the children through such meetings as Child Study, Interdisciplinary, Eligibility, IEP, etc.

EDUCATION AND EXPERIENCE

Candidate must be a graduate of an accredited college or university and must possess a Postgraduate Professional License. Must hold or be eligible for Virginia license with an endorsement as a visiting teacher/social worker.

SPECIAL REQUIREMENTS

Candidate must have successfully completed one-year of supervised fieldwork or a practicum. Knowledge of special education laws and regulations is a requirement. Must be able to provide own transportation to school-related functions, the homes of students, community agencies, and schools throughout the division. Frequent operation office equipment is required. Candidate must possess good moral character and is expected to be a role model, in and out of the school.

PHYSICAL DEMANDS/REQUIREMENTS

Duties performed typically in school settings to include: offices, conference centers, and classrooms. Frequent walking, standing, stooping, lifting, up to approximately 20 pounds, and occasionally lifting up to 40 pounds. Other limited physical activities may be required. Frequent operation of a vehicle and office equipment is required. Regular and frequent contact made at all organizational levels for the purpose of developing and achieving organizational goals and missions. Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and

analyzing written or computer data, determining the accuracy and thoroughness of work. Regular contact with students with special needs is a requirement. Contact with other staff members, community agencies, and parents is required. Frequent contact with parents by phone and in person may be necessary. Occasional contact with medical professionals may be required.

EVALUATION

The Director of Special Services will evaluate performance on the ability and effectiveness in carrying out the above responsibilities.