

SCHOOL DISTRICT OF GADSDEN COUNTY
SERVICE DEFINITIONS AND DATA COLLECTION FORM
SOCIAL WORKER, EXCEPTIONAL STUDENT EDUCATION

1. PLANNING / PREPARATION

- _____ 1. Participate in planning and developing programs and pre-kindergarten handicapped services for students and their families.
- _____ 2. Establish short- and long-range plans based on exceptional student education pre-kindergarten through grade twelve (12) student needs, District, state and federal requirements.
- _____ 3. Plan intervention strategies that are clearly related to identified needs.
- _____ 4. Provide and follow schedule for assigned schools and inform appropriate people of departures from the schedule.

2. ADMINISTRATIVE / MANAGEMENT

- _____ 5. Use appropriate technology effectively.
- _____ 6. Maintain accurate and current file of community agencies and contact persons.
- _____ 7. Demonstrate organizational skills, establish priorities and plan for contingencies.
- _____ 8. Develop and maintain a directory of service agencies and specific contracts available to exceptional student education pre-kindergarten through grade twelve (12) students and their families.
- _____ 9. Prepare and maintain records and referrals.
- _____ 10. Interpret educational policies, programs and procedures related to exceptional student education pre-kindergarten through grade twelve (12) services.
- _____ 11. Serve as a liaison between the School District and coordinators of all District pre-kindergarten programs to ensure that all eligible exceptional student education children are referred to appropriate District pre-kindergarten.
- _____ 12. Serve as an evaluator on the Pre-Kindergarten Transdisciplinary Evaluation Team for the identification of handicapped children.

3. ASSESSMENT / EVALUATION

- _____ 13. Use appropriate evaluation instruments, convey results and recommend interventions.
- _____ 14. Conduct interviews with students and parents in school and home settings.
- _____ 15. Gather data from a variety of sources; i.e., students, parents, school personnel, law enforcement and community.
- _____ 16. Recognize overt indicators of distress or abuse and take appropriate intervention, referral or reporting action.
- _____ 17. Access student records on a need-to-know basis and protect their confidentiality.

4. INTERVENTION / DIRECT SERVICES

- _____ 18. Facilitate systems for registries and record-keeping relating to Child Find referrals, handicapped, high-risk birth and student health and the dissemination of this information.
- _____ 19. Identify and provide appropriate exceptional student education pre-kindergarten through grade twelve (12) services for pre-kindergarten children and families.
- _____ 20. Use appropriate intervention and service coordination techniques that address the specific needs of the student.
- _____ 21. Work with parents and schools to resolve conflicts.
- _____ 22. Accompany parents and schools to resolve conflicts.

SOCIAL WORKER, EXCEPTIONAL STUDENT EDUCATION (Continued)

5. COLLABORATION

- _____ 23. Participate with student study teams to solve problems, assist with IEPs and clarify special needs of identified students.
- _____ 24. Collaborate with parents, ESE and other staff in the implementation of exceptional student education pre-kindergarten through grade twelve (12) service for students.
- _____ 25. Apply knowledge of effective consultation procedures in working with parents, students and others.
- _____ 26. Work with existing interagency community service groups to identify service gaps and to collaboratively facilitate maximum delivery and impact.
- _____ 27. Facilitate parent involvement in meetings by home visits, telephone calls and other contacts.

6. STAFF DEVELOPMENT

- _____ 28. Initiate and participate in inservice training and research relevant to position.
- _____ 29. Demonstrate professional growth and continuous improvement of professional knowledge and skills.
- _____ 30. Inform school personnel how interagency and health services may be used in planning and evaluating exceptional student education pre-kindergarten through grade twelve (12) programs for students and procedures for referrals or assistance.

7. PROFESSIONAL RESPONSIBILITIES

- _____ 31. Establish and maintain continuous professional relationships with community and social agencies.
- _____ 32. Serve as District-level contact for principals and teachers regarding ESE pre-kindergarten programs.
- _____ 33. Keep appointments and follow up on commitments.
- _____ 34. Submit accurate reports in a timely manner and maintain all appropriate records.
- _____ 35. Maintain effective interpersonal relationships and communication with students, parents, school personnel and community.
- _____ 36. Maintain confidentiality of student records.
- _____ 37. Perform other duties as assigned.

8. STUDENT GROWTH / ACHIEVEMENT

INDICATORS

- _____ 38. Conduct exceptional student education pre-kindergarten through grade twelve (12) services which ensure that student growth / achievement is continuous and appropriate for age group, subject area and / or student program classification. Indicators may include: case history and follow-up reports, test results, professional team interaction and analysis reports, documented parent interaction, student discipline records, attendance reports and others deemed appropriate by the District and / or required by adopted exceptional student education pre-kindergarten through grade twelve (12) curriculum.
- _____ 66. _____
- _____ 67. _____
- _____ 68. _____

SOCIAL WORKER, EXCEPTIONAL STUDENT EDUCATION (Continued)

9. ASSESSMENT AND OTHER SERVICES

- _____ 70. The use of the adopted performance appraisal systems for instructional and other employees.
- _____ 71. The accurate and timely filing of all school reports.
- _____ 72. The completion of required professional development services.
- _____ 73. The analyzing and reporting of the results of the School Improvement Teams' efforts on student performance.
- _____ 71. _____
- _____ 72. _____
- _____ 73. _____

DATA COLLECTION CODES

O -- Observed
C -- Collected Data

I -- Clearly Indicated
NE -- Not Evident

INTERACTION DATES

Formal Observations

Informal Observations

_____ (Date)
 _____ (Date)
 _____ (Date)

_____ (Date)
 _____ (Date)
 _____ (Date)

_____ (Signature of Evaluator / Date)