**Achievement First Social Work and Counselor Roles and Responsibilities**

*The following table is intended for use as a guide*

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| **Bucket** | **SW/C Core Actions** | **SW/C-Coach Check-in Items** |
| **Direct Service to Scholars** | **Mandated and Preventative Services**  *These hours are the core of social work/counseling services and serve scholars referred by teachers, parents or administrative staff for short-term preventative work, scholars with mandated counseling in their IEP(NY, RI, Hartford) during which assessments are completed, social/emotional skills are taught and interventions are implemented.*   * One-to-one counseling sessions, 30 minutes per session * Group counseling sessions, 30 minutes per session * Push-in counseling services,30 minutes per session in the classroom providing direct coaching or conducting observations on as-needed basis * Check-in services, 5 to 15 minute general contact with scholar on an as-needed and irregular basis * Conduct assessments( i.e. psycho-social and safety)and evaluations to determine appropriate in-school counseling related services and/or appropriate community based-referral | * Review roster of referred and otherwise identified scholars to prioritize need and determine service delivery method (individual, group, push-in, referral to outside counseling and/or CST) * Review number of push-in sessions, real-time scholar coaching and scholar observations and discuss take-aways and action steps * Review schedule to ensure time is allotted for planning and follow-up to best support scholars and families (proactive role vs. reactive) * Review SW’s weekly schedule, what was scheduled vs. what actually happened and support SW in making adjustments to upcoming schedule based on review * Ask SW to provide a time-study once per trimester to audit time management and support success across all aspects of role (ensuring time for direct practice, planning, crisis response, administration such as email, and meetings) |
| **Crisis Support**  *Social Workers/Counselors provide specialized support to scholars when the scholar cannot or will not maintain their own emotional or physical safety.*   * Conduct scholar safety assessments (crisis), make immediate and appropriate referrals following AF scholar crisis policy and provide necessary follow-up to scholar and family * Document next steps, services offered and communicate with appropriate leadership and staff | * Debrief crisis interventions and identify take-aways to prepare for most effective intervention should similar situation present itself again * Review number of crisis interventions to assess if numbers are high and evaluate if SW is best ‘first responder’ or if there are other points of contact for scholars to utilize prior to calling on SWer |
| **Administrative and Preparation Responsibilities** | **Paperwork and Preparation**  *Ample time is needed to prepare, maintain and follow-through with legally required documentation of IEP (in NY, RI, and Hartford), preventative, 504 and crisis services. Additionally, Social Workers/Counselors need time to evaluate and assess data, create individualized interventions and prepare for scholar sessions using best practices.*   * Responsible for counseling related IEP requirements * Maintain all SW documentation including scholar social and emotional evaluations, session notes, attendance for each scholar, Progress Reports * Attend IEP/504 Meetings and provide necessary documentation * Responsible for preventative 504 and crisis counseling related requirements * Responsible for crisis related requirements including acting as liaison between school and State protective services by providing requested reports and information, coordinating and supporting caseworker school visits, initiating follow-up communication with families regarding mandated reports, completing all necessary documentation and maintain mandated reporting records * Maintain records of phone calls to family, collateral and community service contacts * Maintain release of information and verify compliance to Federal Educational Rights and Privacy Act (FERPA) and Health Information Privacy and Accountability Act (HIPAA) including requests for and provision of verbal, email and fax information | * Assess if scheduled administrative time was utilized for prep work and documentation and if not, identify the challenges to holding the time sacred since preparation and documentation are essential functions for the role and in scholar progress * Review upcoming annual or new IEP meeting dates for scholars with mandated counseling or those being recommended for mandated counseling to assist in proactive scheduling for SW to attend and create appropriate reports/assessments for meetings * At the mid-point of each trimester, check-in with SW to identify how much time is needed and when the SW will complete the trimester review reports (IEP progress reports/at-risk counseling reports) * Review scholar treatment plans and trimester reviews and discuss the trajectory of session interventions for the scholar over the coming trimester * Review at-risk scholar progress based on trimester reviews to support the termination of in-school services for completing goals or the referral to an outside agency for longer-term counseling support to maximize at-risk counseling slots * Check-in with SW around CST assignments for the week (i.e. any observations or meetings) and identify barriers to completing assigned tasks |
| **Partnerships and Collaboration** | **Parent and Community Partnership**  *Social Workers/Counselors are in a unique position to create, foster and maintain relationships with our scholar’s families which in turn, affects parent and scholar investment.*   * Facilitate parent/guardian meetings on an as-needed basis for the purposes of providing support and coordinating in-school and community-based services * Facilitate collateral contact meetings on an as-needed basis for the purposes of coordinating services with community providers * Plan and organize parent workshops as needed * Facilitate school-wide initiatives and resource fairs * Maintain referral resource list including basic needs, mental health resources, health resources and enrichment opportunities * Provide community-based referrals for scholars and their families, connect families with referred supports and maintain records of referrals and communication * Develop relationships with community resources and providers to leverage on behalf of scholars, families and school   **School Duties**  *Social Worker/Counselors can utilize their specialized training to support scholars by participating in broader school-based systems.*   * Participate in school Crisis Response Team * Support tiered behavioral intervention program: * **Tier 1:** Thought partner with teachers and/or coaches of teachers around in-class tier one interventions teachers can apply during class * **Tier 2:** As needed, attend GLT meetings to thought-partner and support the GLT in developing their tier two supports * **Tier 3:** Participate in Child Study Team by attending meetings, completing observations and contributing to FBA and BIP process | * Discuss non-confidential meetings that occurred over the phone or in person (with family members, scholars, outside agencies or staff/team members) identifying things that went well and areas of growth in having difficult conversations, increasing clarity and concise communication * Role play to prepare for upcoming difficult conversations (i.e. scholar has body odor, scholar is going to be retained, the school called in mandated report due to a concern, etc.) * Identify topics which the SW could present to the staff at a PD or to a GLT during a team meeting that would enhance scholar-teacher interactions or develop teacher understanding of behavior interventions/impact of trauma/symptoms of diagnoses, overview of fostercare, etc. and support their presentation development by reviewing the planning and content with SW * Identify three to four key referral agencies in school’s neighborhood for SW to schedule a site visit with and build direct relationship to enhance ability to make referrals and ensure a smooth process for families |
| **Professional Development** | *Professional* *development is key to establishing, maintaining and developing mission-aligned social worker/counseling best practices to best serve our scholars, their families and the AF community.*   * Attend all Social Work/Counseling professional development sessions and trainings * Complete all continuing education assignments * Attend weekly coaching sessions with DOS, SSL or Principal * Participate in annual PGP process * Possess State and City minimum licensure and certifications for clinical work within a school setting * Meet all certification and continuing education requirements to maintain license and role within school * Maintain scholar confidentiality following State requirements and school policy with regard to sessions, paperwork and mandated reporting * Participate in AF Mandated Reporting Training, becoming certified and maintaining certification as per AF policy | * Review SW Communication Blast and check-in regarding deliverables and pre-work for all professional development opportunities * Request summary emails from SW DOPs/BOY * Complete annual review with SW and incorporate the PGP goals into check-ins throughout the school year. * Discuss any CEUs required by State to maintain licensure |
| **Other Duties as Assigned** | **Other Duties as Assigned**  *The duties listed below do not apply to all SWs or schools across CT, NY and RI. Rather, these represent a list of the most common duties assigned to SWs in addition to their core responsibilities as outlined the above sections of this document.*   * Morning/lunch/dismissal duties * Attendance Assistance   + Track scholar attendance   + Place calls to families regarding attendance * Character Development Creation and Implementation   + Creating character development tools, session materials and resources   + Teaching Character classes * Develop internship opportunities for MSW students within school and supervise their development and work * *This duty applies only to SWs with required level experience in SW role and management as defined by graduate school internship program in conjunction with AF school and network coaches* * High School Placement   + Create and deliver high school process presentation to scholars and parents   + Create and oversee all high school related processes including AF high schools, | * Incorporate any additional duties from this section into the individual SW PGP document, develop a rubric for performance markers and review with SW to support success prior to annual review |

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| **Key Data to Look At:** | **Most Helpful Reports to Review** | **Frequency** | **Purpose** |
| **Clinical Documentation** | Treatment Plans *(confidential and available read-only to school based coach, principal, scholar, parent/guardian and network SW support LCSW)*  Can only allow stakeholders listed above to read the treatment plan but cannot provide hard copy of treatment plan to anyone other than SW and network LCSW). | BOY and at the beginning of each trimester | Provides clear road map of interventions to inform sessions over course of trimester |
| Session Notes *(confidential, available only to SW and network SW support LCSW)*  Cannot provide access to session notes in either hard copy or as read-only except to key stake holders listed above unless you have a court order. | SW to review as much as weekly or as little as monthly | Ensuring cohesiveness between sessions and evaluate progress to inform interventions |
| Trimester Reviews *(confidential and available in hard-copy to school based coach, principal, SSL, CSE, parent/guardian/scholar and network SW support LCSW)* Can provide this review in hard copy/writing to all stakeholders listed above. | Conclusion of each trimester | Assess scholar progress and SW’s intervention effectiveness |
| **IEPs and 504 Plans** | Special Education and/or 504 Plans | Annually | Develop understanding of scholar’s cross-team interventions and incorporate information into session planning to enhance individualization and effectiveness |
| **Child Study Team Data** | Behavioral Data  Grades  Attendance  Observations by CST members  Parent/family input | At initial CST meeting and then as determine by CST review schedule | To initially inform development of scholar goal(s) and objectives for FBA and BIP development, then used to assess scholar progress toward goals |
| **Mandated Reports** | Mandated Report Tracker | Monthly | Identify patterns in reporting (who is making reports, if reports are being accepted or declined by SCR, months in which there are higher number of reports made, etc.) to track over/under reporting and identify people who may need additional support to perform their mandated reporting function |
| **Other Behavioral Data** | Attendance Reports  Grades  Suspensions (in and out of school)  Dean removals/referrals  Clip changes  Deductions/credits  Crisis interventions  Parent pick-ups/parent shadowing  Observations conducted by SW | BOY and then at the end of each trimester | To initially inform development of scholar goal(s) and objectives for treatment planning and then used to assess scholar progress each trimester and provide data point to adjust interventions for next trimester |