

Carlynton School District

Job Description



Position: K-12 Social Worker & Home and School Visitor
Reports to: Director of Student Services
FLSA Status: Exempt
Employment: Full Time

Position Summary:

The K-12 Social Worker & Home and School Visitor provides comprehensive school social work services to students, parents, and school staff, addressing barriers that limit students from receiving full benefit from their school experience. The K-12 Social Worker & Home and School Visitor helps identified students by providing direct services and by assisting families in accessing appropriate community resources. In addition, the K-12 Social Worker & Home and School Visitor will assist students in developing interventions to promote academic, behavioral, and social success. The K-12 Social Worker & Home and School Visitor will also collaborate with school staff to implement and monitor interventions within the classroom setting.

Professional Qualifications

- Valid Pennsylvania certification as a **School Social Worker & Home School Visitor**.
- Master's Degree in Social Work, Counseling, Education, or related field preferred.

Primary Responsibilities

1. Student and Family Support

- Serve as the District's certified Home School Visitor to support student and family needs through outreach, case management, and referral to resources.
- Support students in foster care and their families by acting as a liaison with county and state agencies.
- Assist homeless students and families by serving as the District's **Homeless Liaison** and ensuring compliance with McKinney-Vento requirements.

- Provide crisis and emergency assistance including support to students in need and participation in threat assessment and related initiatives.
- Provide supportive case work to children and their families, including parent/caregiver education and self-advocacy.
- Provide parent/caregiver counseling and training to help them acquire the necessary skills to support the implementation of their child's specialized educational program.
- Assist students and their families in gaining access to formal and informal community resources.

2. Agency and Community Collaboration

- Assist staff in collaborating with community agencies and organizations to provide services that promote student welfare and achievement.
- Promote collaboration among community health, mental health, and welfare service providers to facilitate greater access to services for students and families.
- Serve as the District liaison with county/regional agencies and coordinate student supports with local law enforcement and county social agencies.
- Participate in interagency panels to ensure the effective integration of services.

3. Prevention and Intervention Programs

- Collaborate with the building level teams on implementing the bullying prevention programs across the District.
- Participate in Crisis Intervention Planning and serve on the District Crisis Team.
- Conduct formal and informal assessments of student functioning, developmental history, family and community structure, interpersonal relationships, adaptive behavior, and cultural factors that may influence learning.
- Use student, family, school, and community assessment to develop appropriate interventions to improve student learning.
- Develop intervention plans consistent with School Social Worker guidelines to meet student needs, strengths, social and cognitive functioning, and cultural experiences.
- Assist in the planning of therapeutic, remedial, and behavioral modification activities provided by the educational agency.
- Provide direct interventions to students, including individual and group therapy, counseling, and educational and informational programs (e.g. social skills, anger management, conflict resolution).

4. Consultation and Team Collaboration

- Serve as a consultant to the Student Assistance Program (SAP) and other multidisciplinary teams.
- Work with individuals, groups, and organizations to develop programs and systems that promote student welfare, academic achievement, and school connectedness.

- Assist in training school personnel to be able to identify the signs and impact of trauma in students and families and coordinate or support initiatives to develop institutional culture and climate.
- Consult with stakeholders to facilitate understanding of factors in a student's home, educational agency, and community that affect their educational experience.
- Consult and collaborate with educational agency personnel, parents, and community resources in areas that impact student learning (e.g., mental health, behavior management, school safety, diversity, crisis management, bullying prevention, child abuse, and neglect).
- Assist staff in collaborating with community agencies and organizations.
- Work with individuals, groups, and organizations to develop programs and systems that promote student welfare and achievement.
- Promote collaboration among community health, mental health, and welfare service providers and facilitate greater access to these services for students.
- Participate in interagency panels to assist with effective integration of services to students.

5. District Homeless and Unaccompanied Youth Liaison

- Coordinates and collaborates with ECYEH regional and site coordinators.
- Collaborates with appropriate staff to determine eligibility for McKinney-Vento mandated services.
- Identifies students experiencing homelessness including children under age 5 and school-age children in collaboration with the preschools and Head Start programs within the Carlynton School District.
- Collaborates with school staff to develop interventions for students identified as homeless and develops individualized service plans as appropriate.
- Maintains necessary records and prepares related reports while ensuring confidentiality for the purpose of documenting students experiencing homelessness.
- Ensures the complete and accurate collection and submission of LEA homeless data entered into the District's student information system (i.e. PowerSchool) for PIMS and ECYEH. Acts as a resource to school-based administrators, guidance counselors, teachers, and health services personnel regarding students experiencing homelessness, interpretation of homeless/school attendance policies and laws, and record-keeping requirements.
- Models nondiscriminatory practices in all activities. Obtains resources necessary to promote students' educational readiness, regular attendance and academic success.
- Attends state and regional meetings and conferences to ensure full knowledge of McKinney-Vento requirements as needed.
- Collaborates with all levels of school and district administration and staff (e.g. building liaisons, human resources, special education, transportation, principals,

psychologists, registrars, nurses, secretaries, etc.) for the purpose of ensuring the development and implementation of students' individualized service plans.

- Collaborates with the administration to develop and provide training to school staff relates to students experiencing homelessness and/or collaborates with administration to facilitate related orientation/training provided by the ECYEH regional/site coordinator/s.
- Disseminates information regarding laws relating to homeless students for the purpose of advising administration, staff and parents regarding the rights of homeless students and updates regarding McKinney Vento laws.
- Provides support and information (e.g. to parents, guardians, etc.) for the purpose of communicating the availability of services and activities.
- Serves as a liaison (e.g. with schools, homeless shelters/ facilities, social service agencies, court related services, police departments, etc.) to coordinate appropriate assistance for students experiencing homelessness.
- Meets with families and students experiencing homelessness to assess and prioritize needs and make linkages with district and community resources as appropriate.
- Coordinates with a variety of outside service providers and community agencies to meet students' needs and avoid duplication of services.
- Connects students experiencing homelessness with available tutoring, afterschool and summer programming to support academic success.
- Ensures that families, and children and youths experiencing homelessness receive early childhood educational services for which they are eligible, including Head Start, Early Intervention, and preschool.
- Ensures that families, and children and youths experiencing homelessness are referred to health care services, dental services, and other appropriate medical services.
- Ensures that public notice of the educational rights of students experiencing homelessness is displayed in every school building, and in community locations as appropriate.
- Ensures that the parent/guardians of students experiencing homelessness, and any unaccompanied youth, are fully informed of all transportation services.
- Intervenes in cases where excessive absence or truancy is related to homelessness.
- Ensures that all students in homeless situations enroll in and have a full and equal opportunity to succeed in school.
- Ensures the complete and accurate collection and submission of LEA unaccompanied youth data entered into the District's student information system (i.e. PowerSchool) for PIMS.

6. District Foster Care (District Foster Care Point of Contact)

- Supports a foster student enrollment process through: the educational records transfer, enrollment procedures, transportation, and the "Best Interest Determination" BID process

- Coordinate with the child welfare agency, caregiver/foster parent, and school staff around the student's needs (emotional, behavioral, learning) given the trauma or transitions that often accompany foster care.
- Ensures the complete and accurate collection and submission of LEA foster care data entered into the District's student information system (i.e. PowerSchool) for PIMS.
- Ensures the annual student foster care records and requirements are met (i.e. placement letters, agency letters, foster student reporting requirements.)

Additional Expectations

- Maintain accurate records of student contacts, referrals, and interventions in compliance with state and federal requirements.
- Engage in professional development to remain current with best practices, policies, and laws impacting student services.
- Uphold confidentiality, ethical practices, and the mission of the Carlynton School District.
- Performs other duties as assigned by the Director of Student Services

Personal Qualifications:

- Experience working with children, families, and community agencies in an educational or social services setting.
- Knowledge of federal, state, and local regulations pertaining to attendance, homelessness, foster care, and student services.
- Strong communication, organizational, and collaboration skills.
- Use of discretion regarding the handling of confidential information.
- Demonstrated ability to work under deadlines and to prioritize tasks.
- Demonstrated ability to effectively generate correspondence and coordinate communication between administration, staff, substitutes and other stakeholders.
- Past indications of willingness to upgrade skills.
- Demonstrated knowledge and application of communication techniques and technologies for job-related responsibilities.
- Must be able to perform the performance responsibilities listed above at a high level.
- Ability to establish and maintain productive working relationships with students, parents, staff, administration, and the general community.
- Ability to manage work responsibilities and challenges in a fair, firm and equitable manner.
- Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.
- Ability to communicate effectively.
- Ability to listen and respond to people in a professional, effective manner.

- Ability to work on multiple tasks and prioritize appropriately.
- Ability to exercise initiative and make decisions (with input from administration) to meet deadlines or to effectively handle emergency work.
- Ability to work collaboratively with staff, communicate and problem-solve.

Reports To:

- Director of Student Services

Position Requirements:**Work Performance:**

- Acknowledges individuals' requests and handles them in a friendly and courteous manner. Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures.
- Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Keeps District business confidential.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to organize office setting to efficiently accomplish tasks.
- Ability to multitask.

Temperament:

- Ability to work as a leader, coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

Personal Skills:

- Plans and prioritizes assignments effectively.
- Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.

- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward administration, fellow employees and the public.
- Maintains productive working relationship with immediate supervisor

Technical Skills:

- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Has working knowledge of office equipment.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications. Basic Excel: working with multiple sheets in a workbook, basic formulas, etc.
- Using as a data source for mail merges.
- Working with Microsoft Word documents: tables, fill-in forms, protecting documents, graphics, brochures, fliers, certificates, etc.
- Working with desktop publishing tools to create various documents.

Physical Demands:

- Occasional traversing throughout school building.
- Often sitting for extended periods.
- Standing for periods of time.
- Moderate lifting from 15-30 pounds.
- Some moving of various items up to 30 pounds.
- Manual dexterity to use office equipment.
- Repetitive operation of computer keyboard.

Work Environment:

- Generally, office setting year-round.

Driver's License:

- Must have a valid PA driver's license.

Clearances:

- Every employee must submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011, Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check), FBI (Federal Bureau of Investigation) Criminal History Check, Act 126 (Part I) Recognizing Child Abuse and Mandated Reporter Training, and Act 126 (Part II) Professional Ethics & Educator Discipline Act.
- As per Act 15 of 2015, all clearances must be renewed every five (5) years. Also, as of December 22, 2014, Act 168 of 2014 requires all newly hired employees to provide the District with the Sexual Misconduct/Abuse Disclosure Release Form for all former employers in which they had direct contact with children and any current employer/s. The District may not hire any applicant for a position until the employment history review process has been completed.

Terms of Employment:

- Work year, salary and benefits defined as per the Collective Bargaining Agreement between the Carlynton School District and the Carlynton Federation of Teachers.

Evaluation:

- Performance will be evaluated by the Director of Student Services on the basis of this job description at least once annually. This job description is subject to change as determined by the Superintendent.
- Approved by Administration and provided to the Board of School Directors on **November 18, 2025.**