

**Re: New Job Description Proposal For Social Workers For 2005-06**

Date: 04/05

**Background:** Dotty Schuckman has recently conducted a telephone survey to determine that the following school districts no longer write specific goals and objectives in IEP's: Council Grove, Olatha, Topeka, Seaman, Emporia, Wichita and Emporia

In addition to this, I surveyed Directors at the April 14, 2005 KASEA Region II meeting to find the same results in the following districts: Junction City, Manhattan, Topeka, Auburn-Washburn, Seamen, Shawnee Heights and Kaw Valley, USD 321. In addition, two state department officials were present as I spoke of the "focus points" mentioned below. They concurred with all present that this is a workable alternative.

Current caseloads are consistent for those over the past few years - in the neighborhood of 50-60. These numbers are reasonably high when travel time is limited, but far more unmanageable as travel time expands. For example, Dotty's monthly mileage is less than 100 miles. On the other hand, Galen's mileage per month averages 1,200 miles.

At the present time, the approximate amount of direct services with students is 1000 minutes per week. This includes approximately 50 students in a 20 minute session. At the present time, social workers spend 2 full days per quarter strictly devoted to writing progress notes for these students. This is in addition to the daily progress notes written by the social workers. These two days quarterly would be better spent in direct services with students and consulting with regular and special education staff to write the quarterly progress notes.

**Points of Clarification:**

- The purpose of this proposal is **not** designed to reduce the caseload for either social worker.
- It is intended to **reduce unnecessary paperwork** allowing more quality/quantity of time to serve students.
- **Goals and Objectives would still be written** for ALL students with a primary diagnosis of **ED**. Other disabilities most common to goal writing are projected to be in the OHI and Autistic categories. IEP teams will make final decisions based on "need" for all categories beyond ED.
- **More attention would be paid to the quality of services provided each therapy session via notes taken and activities conducted.**
- **More telephone conference calls** would be conducted, by Galen in particular, resulting a reduction in mileage and fewer cancellations to student sessions would occur.

### **Specific Desired Changes In IEP's:**

- **Drop** the writing of goals and objectives for approximately 70% (35 of 50 students) of all students on caseload or blend them into the IEP so that when progress notes are written quarterly that the teacher (case manager) and the social worker reach consensus on progress made. All students would continue to be seen. **All ECSE students would be placed on consultative services only and not on a direct service line. (Consultative students not on a service line do not require progress notes.) Galen has provided some direct services, but Dotty has had none. (FYI). Consistency across Coop is desired in this area.**
- **Notation of social work services desired** would appear under the section of the IEP referred to as Related Services. Minutes of services would be reflected on the Teacher Information page of Webkidds also. (An example of the current way we have done a student's IEP and another example of the desired way we would like to do so is attached and highlighted for convenience purposes.)

### **Desired Student Outcomes:**

**Students would benefit from increased quantity and quality sessions based on severity and need.** Students would have increased access to services provided by social workers with the additional flexibility of schedules. Currently, if a child is absent on a day in which the social worker attends a particular building, he/she may not have the opportunity to see the social worker again that week. **Certain students need the structure of a rigid schedule to help them in their daily activities. This would continue to be provided to them as deemed necessary.** However, with the proposed changes, it would allow the social workers the opportunity to see students at different times of the day and be available as needed when crisis situations arise.

### **Desired Outcomes/Others:**

Moving to this model of social work services would provide more support to the teaching staff for consultation. It would also **allow the social workers to assist and role model interventions in and out of the classroom for both teachers and para educators.** This would not only benefit the teachers and paras, **but would result in direct service and assistance for the student.** In addition to working on individual social work goals, **this model will provide more cohesion with teachers on day-to-day issues with students.** Progress toward IEP goals will be shared between both teacher and social worker.