

- 11.07 **School Social Worker, For Ages Birth – 21.** To be endorsed as a school social worker, for ages birth – 21,
- 11.07 (1) The candidate shall:
- 11.07 (1) (a) hold a master’s degree or higher, in social work, from an accepted institution of higher education;
- 11.07 (1) (b) have documented evidence of completion of coursework, in the areas of school and special education law;
- 11.07 (1) (c) have successfully completed one of the following:
- 11.07 (1) (c) (i) the National School Social Worker examination;
- 11.07 (1) (c) (ii) the Colorado Assessment for Licensed Clinical Social Workers; or
- 11.07 (1) (c) (iii) the Colorado State Board of Education-adopted assessment for school social workers;
- 11.07 (1) (c) (iv) have successfully completed a supervised practicum of 900-clock hours, in the field of social work, which shall have been completed in a school, social service agency, mental health clinic or facility, and/or hospital setting, with
- 11.07 (1) (c) (v) at least one field experience of which shall have been completed with school age children/students, and which should enable the social worker to synthesize and apply a broad range of relevant knowledge and skills, and include opportunities to analyze, intervene, and evaluate, in ways that are highly differentiated, discriminating, and self-critical, and to refine his/her communication skills differentially, with a variety of client populations, colleagues, and members of the community.
- 11.07 (2) The school social worker is knowledgeable about the history and foundations of school social work; standards for legal and ethical practice; proven-effective evidenced-based models and methods; and public policy, and is able to:
- 11.07 (2) (a) demonstrate professional leadership and ethical practice, in accordance with federal, state, and local legislation, regulations, and policies.
- 11.07 (2) (b) demonstrate personal and professional commitment to the values and ethics of the social work profession, through application of the national association of social workers professional standards and code of ethics, in ethical decision-making.
- 11.07 (2) (c) remain current regarding effective evidence-based practice.

- 11.07 (2) (d) apply federal, state, and local legislation, regulations, and policies, to ethical and legal interventions.
- 11.07 (2) (e) establish priorities and models for the delivery of school social work services that include individual and group counseling; advocacy; case management; consultation; and crisis intervention; to meet the needs of all learners.
- 11.07 (2) (f) conduct in-services, for faculty and staff, on child protection and school attendance issues, and develop other training and educational programs, in collaboration with local community agencies, and other pertinent entities, in support of the goals and mission of the educational institution.
- 11.07 (2) (g) counsel parents and students about due process rights, as mandated by special education legislation; and school personnel, so that they are knowledgeable about, and able to meet their legal responsibilities, to all students.
- 11.07 (2) (h) comply with the legal mandates of confidentiality and maintain adequate safeguards to protect the privacy and confidentiality of student and family information.
- 11.07 (3) The school social worker is knowledgeable about systems change, and is able to:
  - 11.07 (3) (a) acquire or gain access to resources which can eliminate service deficiencies in the local education agency, or in the community, which negatively affect the ability of children/ students to benefit from the educational system.
  - 11.07 (3) (b) identify, and collaborate, with individuals who function as formal or informal leaders in their communities, to develop and enhance networks, that can complement the services of the local education and community agencies.
  - 11.07 (3) (c) identify areas of need not being addressed by the local education agency and community, and work to initiate those services.
  - 11.07 (3) (d) document problems, and recommend solutions to appropriate decision-makers, in the local education agency or community.
  - 11.07 (3) (e) advocate for appropriate change among educators, other professionals, and citizens, and provide leadership on committees and advisory boards at local, state, regional, and national level, to assure that the needs of all learners are met.
  - 11.07 (3) (f) use mediation and conflict-resolution strategies to resolve children's/students' educational and parental concerns.

- 11.07 (3) (g) document the need, and advocate, for policy change at the local, state, regional, and national level, that can empower children/students and their families to gain access to, and effectively use formal and informal community resources.
- 11.07 (4) The school social worker is knowledgeable about communication, consultation, and collaboration, and is able to
- 11.07 (4) (a) act as a consultant, to personnel, and others in the local education agency, including members of school boards, and representatives of the community, to promote understanding, and effective utilization of, school social work services.
- 11.07 (4) (b) act as a consultant to teachers, parents, and others, in facilitating understanding of how factors in the home, local education agency, and community affect children's/students' educational experience(s).
- 11.07 (4) (c) act as a consultant on policy matters, including, but not limited to, such issues as, discipline, suspension, expulsion, attendance, confidentiality, multicultural factors, and child abuse and neglect.
- 11.07 (4) (d) work collaboratively to develop cooperative service arrangements, and to mobilize the resources of local education agencies and the community, to meet the needs of children/students and families, and to serve as liaison between parents, community, and school(s).
- 11.07 (4) (e) as an effective member of an interdisciplinary team, bring unique skills, abilities, and a systems' perspective, to the assessment and diagnosis of children's/students' needs.
- 11.07 (4) (f) initiate and support activities that can assist in overcoming institutional barriers and gaps in service.
- 11.07 (4) (g) demonstrate the professional skills, values, and abilities necessary to facilitate the meeting of the objectives set by the interdisciplinary team, to ensure student success.
- 11.07 (4) (h) provide appropriate case planning and management services, and coordinate service planning, with school and/or district and community personnel.
- 11.07 (4) (i) through modeling and coaching, teach individuals to be effective group members, in therapeutic groups, or in task-oriented work groups.
- 11.07 (4) (j) effectively advocate for children/students, and their families, in a variety of circumstances, which may have a negative affect on learning, including, but not limited to, those related to suspension and expulsion; discrimination; immigration; homelessness;

chronic, acute, and communicative diseases, and other health issues; substance abuse, and other at-risk conditions.

- 11.07 (5) The school social worker is knowledgeable about educational planning, and is able to:
  - 11.07 (5) (a) ensure that children's/students' educational plans are based on assessments relevant to the concerns raised in the referral; and include goals, objectives, and interventions to achieve desired outcomes, methods of evaluation, and outcome criteria.
  - 11.07 (5) (b) ensure that plans are designed to enhance children's/students' positive educational experiences, and involve the family, other team members, and school and community resources, as appropriate.
  - 11.07 (5) (c) provide services to children/students, that build on individual strengths, and maximize opportunities to participate in the planning process and in directing the learning experience.
  - 11.07 (5) (d) develop and implement an intervention plan, or, when the most suitable types of intervention are not available, design an alternative plan, intended to enhance children's/students' ability to benefit from their educational experience.
  - 11.07 (5) (e) conduct culturally-sensitive assessments, and participate in iep planning for, and service delivery to, all learners.
  - 11.07 (5) (f) incorporate, into the educational planning process, appropriate curricula, and approaches to teaching and learning, acceptable in the context of the local education agency.
- 11.07 (6) The school social worker is knowledgeable about prevention and intervention, and is able to:
  - 11.07 (6) (a) use basic helping skills, including, but not limited to, interviewing, questioning, and counseling, to assist children/students, and/or families, in addressing problems they are experiencing with social functioning, and the effects of such actions on student achievement, by working with them to develop alternative strategies, based on clearly-defined evidence-based treatment modes or models.
  - 11.07 (6) (b) counsel students and parents about actions which interfere with effective education and student achievement.
  - 11.07 (6) (c) conduct small group activities which can serve as environments for teaching children/students effective daily living skills, and as conduits for communicating information intended to enhance social functioning, or the facilitation of problem resolution.

- 11.07 (6) (d) conduct classroom programs, when indicated, which can provide students with affective knowledge and skills.
- 11.07 (6) (e) conduct parent groups, as appropriate and indicated, relevant to their support of student achievement.
- 11.07 (6) (f) implement appropriate school intervention and prevention programs, in response to demonstrated need, to ensure a safe and civil learning environment for all students, which may include, but not be limited to crisis intervention, conflict resolution, and substance abuse prevention.
- 11.07 (6) (g) complete in-depth psychosocial assessments of children/students, and of family functioning, as related to planning for the improvement of student achievement.
- 11.07 (6) (h) develop measurable and appropriate behavioral, affective, adaptive, social, and academic objectives for students with varying abilities, disabilities, strengths, and needs.
- 11.07 (6) (i) treat those in need or in crisis situations with respect, empathy, dignity, and a consistently positive approach to problem resolution.
- 11.07 (6) (j) utilize family strengths and structure(s), to enable families to function as advocates for themselves and for their children's education and well-being.
- 11.07 (7) The school social worker is knowledgeable about social and cultural foundations, and is able to:
  - 11.07 (7) (a) apply proven theories of human growth and development, as related to students, ages birth - 21, including, but not limited to learning, systems, communications, social learning, and behavioral theory, in working with children/students.
  - 11.07 (7) (b) incorporate diversity factors and the special educational needs of culturally- and linguistically-different populations into the planning process for students.
  - 11.07 (7) (c) ensure that children and their families are provided services within the context of multicultural understanding, and with consideration given to addressing the sensitivities that enhance families' support of children's learning experiences.
  - 11.07 (7) (d) conduct culturally-sensitive assessments of problem learning areas and recommend interventions to meet needs and to promote student achievement.

- 11.07 (7) (e) demonstrate the ability to select and/or adapt strategies based on the needs of at-risk children/students and those with identified disabilities.
- 11.07 (7) (f) address, in planning, biological and environmental factors which affect children's/students' ability to function effectively and to achieve in school.
- 11.07 (7) (g) identify racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome the negative effects of such barriers on children/students, and on the learning climate of the local education agency.
- 11.07 (7) (h) create opportunities for students and staff to recognize diversity in positive ways and to facilitate the understanding and acceptance of cultural and other influencing differences.
- 11.07 (8) The school social worker is knowledgeable about assessment, and is able to:
  - 11.07 (8) (a) assist local education agencies in the identification of students needing specialized and or support services.
  - 11.07 (8) (b) perform needs-assessments, as the foundation of effective program planning for children/students and families, that include, but are not limited to:
    - 11.07 (8) (b) (i) a study of bio-psychosocial factors that may interfere with the children's/ students' adjustment to and performance in school, and which may involve assessment(s) of the student's physical, cognitive, and emotional development, and adaptive behavior, as manifested in the family's related history;
    - 11.07 (8) (b) (ii) assessment of the student's behavior and attitudes in a variety of settings;
    - 11.07 (8) (b) (iii) assessment of the patterns of the child's/student's interpersonal relationships, as observed in the family, local education agency, and in community settings;
    - 11.07 (8) (b) (iv) assessment of the aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect reports on the student's behavior, by teachers and other personnel, in their roles with/within the local education agency;
    - 11.07 (8) (b) (v) identification of formal and informal policies of the local education agency, and other institutional factors, that may affect the student's behavior;

- 11.07 (8) (b) (vi) assessment of patterns of achievement and adjustment, at critical points in the child's/student's growth and development; and
- 11.07 (8) (b) (vii) assessment of the existence of, accessibility to, and utilization of community resources, for children/ students and families.
- 11.07 (8) (c) incorporate students' needs-assessment information into, and write a comprehensive, timely, and appropriate social-developmental history.
- 11.07 (8) (d) utilize appropriately-administered formal and informal objective measures, including, but not limited to, measures of adaptive and functional behavior, self-esteem, social skills, attitudes, emotional health, and interests.
- 11.07 (8) (e) consider placement and service options for students, in a variety of contexts.
- 11.07 (9) The school social worker is knowledgeable about current effective research and program evaluation, and is able to:
  - 11.07 (9) (a) maintain accurate data and records relevant to the planning, management, and evaluation of the school social work program.
  - 11.07 (9) (b) maintain ongoing assessments of evidenced-based educationally-related social programs implemented in the local education agency, related community, and in the region, which address such issues as, but are not limited to, students dropping out of school, or having poor attendance; advocate for program changes to address such issues; and participate in program development and implementation processes, as appropriate.
  - 11.07 (9) (c) engage in critical self-evaluation to assess efficacy, and to improve skills and service delivery.
  - 11.07 (9) (d) collect, analyze, and publish data, and present technical information, to a variety of audiences, in a variety of contexts, including the general public; public officials, elected and appointed, and/or other decision makers and policymakers responsible for programs and for program changes that can effect public education and related child welfare matters.
  - 11.07 (9) (e) assume responsibility for continuing to develop a knowledge base and the skills necessary to remain current in the field, and to develop and gain access to support systems that enhance personal growth and professional identity.
  - 11.07 (9) (f) participate in professional and community organizations, as relevant and appropriate.