

COMMUNITY WORKER (SPANISH-SPEAKING)
(BOCES #2)

GENERAL STATEMENT OF DUTIES: Facilitates enrollment and participation in an established educational program designed to assist targeted Hispanic students in their integration into educational and community environments; does related work as required.

DISTINGUISHING FEATURES OF THE CLASS: Under general supervision, an incumbent of this class is responsible for facilitating the enrollment of and participation by Hispanic students in established targeted educational programs. These programs are specific to identifiable student populations (i.e., incarcerated youth, homeless children, special education students) and are designed to assist the targeted population with their optimal integration into the educational and community environment. In addition, position is designed to assist professional staff of the programs, i.e. teachers, psychologists, social workers, physical/occupational therapists, Job Development Specialists, etc. and relieve them of duties not requiring their attention. Incumbents work directly with program participants and exercise a wide degree of independent judgement in determining the availability of community resources. Duties require proficiency in Spanish and English providing interpretive and information services. Supervision is not a responsibility of this position.

EXAMPLES OF WORK: (Illustrative Only)

Communicates orally and in writing in both the Spanish and English language;

May use computer applications such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments.

When assigned to the Special Education Division:

Monitors and follows-up to ensure the timely receipt of all student intake documentation, i.e., social history, medical information, psychological, educational and other required information which must be compiled before a student intake decision can be made. (There are strict federal regulations regarding the timeliness of intake decisions, and worker is responsible for meeting deadlines);

Monitors and ensures the maintenance of comprehensive student records (Teachers set of records as opposed to Central Office.) (This is also part of compliance with federal regulation);

Maintains ongoing contacts with appropriate personnel in the local school districts and appropriate community agency personnel with regard to matters related to student programs and placements;

Monitors and follows-up on student eligibility for reduced lunch fees at the start of school year, and throughout the school year as students enter the program;

EXAMPLES OF WORK: (Illustrative Only) (Con't):

When assigned to the Special Education Division (Cont'd):

Coordinates visits to classrooms by parents and local school district personnel. This involves coordinating the schedules of all involved professionals i.e., therapists, social workers, for the follow-up meetings;

Participates in activities designed to increase the integration of students into community based settings, e.g. may ride with students on public transportation to assist in making them independent travelers;

Coordinates and implements student/parent meetings in conjunction with supervisor and instructional staff on integrated futures planning which is planning for students to make the transition to be with non-disabled population. Planning usually involves future job placement and living arrangements;

Responds to questions and concerns raised by districts, which need not be resolved by teachers, and do not require the intervention of the supervisor. Example: District calls regarding a student's attendance problem. Worker would gather attendance information from database and discuss what program has done to address problems i.e., calls to or meetings with parents/students.

When Assigned to the Incarcerated Youth Program/Sprain Brook Academy:

Recruits inmates for the program, conducts intake interviews and monitors registration process;

Monitors and ensures the maintenance of comprehensive students records;

Provides liaison services between the student and the Department of Corrections and the community;

Develops resource information and contacts in the community;

Participates in the life planning and career development process by referring students to community agencies, jobs and training programs upon discharge;

Assists in the implementation of the mentoring program. (This program matches students with appropriate adults to act as role models and to assist them in the transition upon discharge.) The worker will follow-up to see if student and mentor are compatible; if they are meeting on a regular basis, etc.;

EXAMPLES OF WORK: (Illustrative Only) (Con't)

When assigned to the Incarcerated Youth Program/Sprain Brook Academy (Con't):

Makes home visits in the community on an as-needed basis;

Meets with students in housing areas or in school to discuss problems related to non-attendance and/or obstacles related to the correctional facility;

Participates in case conference meetings to manage student transition planning;

Visits homes of discharged students to discuss transition plan, gain family support, and/or to accompany student to job interviews;

Assist program supervisor in other such activities related to program implementation.

When assigned to the Pre-school Homeless Services/Homeless Student Program:

Ensures enrollment and participation of homeless children, ages 3-5, in pre-school and Headstart programs;

Assists in providing continuity in educational programs for homeless children ages 3-5, who relocate frequently, by ensuring continued enrollment through collaboration with/Headstart on-site program managers, school district personnel and the Department of Social Services;

Works with the Housing Office of the Westchester County Department of Social Services, pre-school/Headstart program providers and facility case managers to ensure that all eligible homeless children, ages 3-5, are appropriately placed in a pre-school/Headstart/Committee for Pre-School Special Education/Committee for Special Education Program (CPSE/CSE);

Provides parent training in both Spanish and English to enhance parental involvement with their children's education and prepare parents for their children's entry into kindergarten;

Assists in the transfer of homeless children from one preschool/Headstart program to another when they move from a temporary residence;

Facilitates record transfer when children move from one pre-school/Headstart program to another when they move from a temporary residence;

Assists parents/program staff with referrals to CPSE and CSE when homeless children, ages 3-5, are suspected of having handicapping conditions requiring intervention;

EXAMPLES OF WORK (Illustrative Only) (Con't):

When assigned to the Pre-school Homeless Services/Homeless Student Program (Con't):

Attends CPSE and CSE meetings with parents and other Homeless Student Program staff when necessary;

Facilitates tracking of attendance of homeless students in pre-school/Headstart programs and assists case managers in developing plans of intervention;

Facilitates transition from pre-school to CSE by attending the CSE with the parent wherever indicated.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Good knowledge of community resources available to targeted populations; ability to read, write and converse fluently in both the Spanish and English languages; ability to read, speak and listen to the Spanish language at a level sufficient to pass a Spanish speaking proficiency test; ability to use computer applications such as spreadsheets, word processing, calendar, e-mail and database software; ability to establish good working relationships with students, parents, school personnel, and community agency personnel; ability to work effectively with adolescents and/or children; good interviewing skills; emotional maturity; good judgement; discretion; tolerance for differing values and attitudes; reliability; physical condition commensurate with the duties of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: Either (a) graduation from a recognized college or university with a Bachelor's Degree in Education, Psychology, Sociology, Social Work or related field; or (b) an Associate's Degree in any field of study or sixty (60) college credits and two (2) years experience working with children and/or youth in a setting which required determination of available support services and/or referrals; or (c) graduation from high school or possession of a high school equivalency diploma and four (4) years experience as in (b) above; or (d) a satisfactory equivalent combination of the foregoing training and experience.

NOTE: Appropriate verifiable volunteer experience may be substituted on a year for year basis.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS: In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.