

SECTION I: GENERAL INFORMATION

Classification Title: Social Worker	Department:	Unit: Teachers
Immediate Supervisor: Building Principal	Grade Placement:	FLSA Status: Exempt
<p>Job Summary:</p> <p>Under the direction of the Building Principal, the Social Worker is responsible for providing 1:1 and group counseling to students on a wide variety of issues pertaining to emotional learning skills (i.e. Self Awareness, Self Management, Social Awareness, Relationship Skills, and Decision Making) and involved in the entire due process responsibilities of IEP's (student evaluations, writing of IEP goals, progress reports, and IEP meetings) for special education students. Essential duties outlined below are intended as "representative" examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provides 1:1 and group counseling and instruction to regular and/or special education students on a variety of personal/social/behavioral/and academic issues and needs including such areas as self awareness, self management, social awareness, relationship skills, and decision making.
2. Performs due process responsibilities for assigned caseload of special education students to include:
 - Conducts and/or participates in special education evaluations.
 - Assists and/or writes IEP goals.
 - Monitors student progress regarding social and emotional issues/difficulties.
 - Attends IEP meetings.
3. Assists and provides crisis intervention services. Assists crisis staff in de-escalating students in crisis. Reports crisis situations to appropriate personnel and parents. Writes behavioral intervention plans, if appropriate.
4. Collaborates and consults with parents, outside agencies and community providers.
 - Assesses student needs and makes appropriate referral given parental permission.
 - Gathers information and provides referrals to parents regarding available community services.
 - Reports any incidents of student maltreatment to child protection and law enforcement agencies.
 - Mediates disputes and resolves conflicts.
5. Provides classroom instruction, as requested.
6. Performs other duties of a comparable level or type, as required.
 - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - Attends training sessions, conferences, seminars, district and departmental meetings.
 - Keeps abreast of changing developments, trends, instructional and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
less than high school diploma		Type of degree: (B.S., M.A., etc.) Bachelor's Degree	
High school diploma or GED.		Major field of study or degree emphasis: Social Work	
1 year college	2 years college		
3 years college	x 4 years college		
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level			
		<ul style="list-style-type: none"> Knowledge of individual and group counseling fundamentals, strategies, principles and trends. Social skills development and instruction. Concepts, principles, practices and fundamentals of social work and family systems. Knowledge of assessment and intervention approaches and techniques. Behavioral management concepts, techniques and approaches. Fundamentals of child development. Knowledge of district educational and administrative policies and procedures; Knowledge of assessment measures, procedures and relevant regulations pertaining to students who are "at-risk". Knowledge of all laws, statutes, or guidelines pertaining to due process, data privacy or any other laws, rules or guidelines pertaining to the delivery or coordination of social service programs and responsibilities of the work. Knowledge of community resources, eligibility requirements and qualifications. 	
Required Work Experience in Addition to Formal Education/Training: No specific previous experience required.			
LICENSE/ CERTIFICATION		Identify licenses/certification required: Requires a valid driver's in the State of MN. Licensed Social Worker by State of MN and Board of Education licensure in School Social Work.	
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in: <ul style="list-style-type: none"> Facilitating conflict and problem resolution. Providing therapeutic personal, group counseling or crisis intervention counseling services. Writing, monitoring, planning, evaluating and leading 504 plan activities. Communicating effectively on interpersonal and group levels. Group facilitation skills. Presentational skills. Data collection and analysis skills. Implementation of de-escalation techniques and methods and behavioral management. Coordinating and monitoring student services and resources across the school, home, outside agencies or other community resources. Writing reports, assessments referrals, lesson plans, 504 plans, progress reports, social histories, and/or other materials/correspondence using and applying professional/technical concepts, principles and terminology. Dealing with, collaborating with and providing professional advice to parents, students, educational staff, administrators and representatives of outside agencies concerning the educational, social and emotional needs of students. 	



PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)									
Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X			Up to 10 lbs			X	
Walk		X			Up to 25 lbs	X			
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel	X				Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Sedentary Work:
Exerting up to 10 pounds of force frequently and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

HAZARDOUS WORKING CONDITIONS	Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/office/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact. Occasionally exposed to volatile behaviors (i.e. striking out, spitting, biting, and/or kicking) of students.
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SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature
Date

Classification History:
 Created classification description 6/2016 BCC

