



POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: School Social Worker-Special Education	Department / Building: Special Services/Special Education
Reports To: Building Principal; Special Services Director and Special Education Assistant Director	FLSA Status: Exempt
Grade / Subgrade: K-12	Bargaining / Work Unit: Certified Staff
Duty Year: 186 days	Position Last Updated: 02-05-2024

SECTION II: JOB SUMMARY AND SUPERVISION

The licensed school social worker provides direct and indirect social work services to students experiencing social, emotional, and/or behavioral skill deficits that interfere with their performance in school, and facilitates communication among school, home, and community providers.

Social work is provided under the umbrella of special education and support services. Work is performed under the on-site day-to-day supervision of the building principal with workload and task assignments performed under the direction of special services and assistant director of special education.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility #	1	Statement of duty/responsibility: Provides direct and indirect school social work services as a related service in support of special education needs.
Percent of Time	60%	

Tasks involved in fulfilling above duty/responsibility:



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- Provides direct and indirect School Social Work services as specified in students' IEPs.
- Works collaboratively with special education staff in designing and implementing social emotional learning skills, or other similar instruction as appropriate to addressing students' special education needs.
- Assists school staff in developing and implementing evidence based and culturally responsive interventions to allow students with disabilities to be successful within the general education setting.
- Provides information and assistance to families to help them understand their child's educational disability and equip them with the tools necessary to support their child's educational and/or behavioral progress. Provides parent training and support as needed.
- Conducts social/developmental assessments of students referred for special education evaluation, including observations, collects developmental history information from parents/guardians, and assists in determining eligibility for special education.
- Assists the IEP team with conducting Functional Behavioral Assessments and in the development of Behavior Support Plans for students.
- Provides short-term individual or group counseling to assist students during transitions or other high-stress situations.
- Performs special education due process related duties and responsibilities; facilitates meetings, takes notes, and completes due process paperwork.

Duty/Responsibility #	2	Statement of duty/responsibility: Acts as a liaison between the home, school, and community providers to access, mobilize, and coordinate services.
Percent of Time	25%	

Tasks involved in fulfilling above duty/responsibility:

- Communicates with staff, administration, and parents/guardians concerning students' social, emotional, and behavioral progress.
- Provides information to students and parents/guardians about services available within the community. Makes referrals to community providers, as appropriate.
- Consults and collaborates with social services, mental health, and other community providers.
- Maintains an accurate record of student, parent/guardian, and other contacts.

Duty/Responsibility #	3	Statement of duty/responsibility: Provides crisis intervention services as needed.
Percent of Time	10%	

Tasks involved in fulfilling above duty/responsibility:

- Conducts risk assessments.
- Coordinates home, school, and community resources in addressing the crisis situation.
- Coordinates follow-up services as needed.
- Prepares Child Protective Services referrals reporting abuse and neglect concerns.



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Duty/Responsibility #	4	Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as apparent or assigned.
Percent of Time	5%	

Tasks involved in fulfilling above duty/responsibility:

- Attends training sessions, conferences, seminars, department and district meetings.
- Serves on district committees, task forces, work groups, etc., as requested.
- Keeps abreast of changing developments, trends, instructional and educational technologies related to school social work.

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Working knowledge of the principals, practices, and ethical standards of School Social Work; the relevant state and federal laws, rules, and regulations; and applicable district policies.
- Current knowledge of the community resources and support systems available to assist students and their families.
- Ability to deal effectively and appropriately with students, parents/guardians, and other educational professionals regarding student concerns.
- Ability to communicate ideas clearly and concisely, both verbally and in writing.
- Ability to consult with school personnel in developing and implementing effective social and behavioral interventions for students.
- Ability to travel between and among school sites throughout the district and to students' homes, as necessary.
- Ability to be flexible and prioritize activities.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Licensed as a School Social Worker by Professional Educator Licensing Standards Board.

SECTION VI: EXPERIENCE REQUIREMENTS

- 3 or more years in a social work or school setting preferred

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS



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- A clear and demonstrated commitment to the District mission, which is to provide a safe educational environment where students develop lifelong skills that nurture positive attitudes and self-worth.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Demands					
N = never / O = occasionally (1-33%) / F = Frequently (34-66%) / C = Consistently (67-100%)					
Physical		Lifting/Carrying	Exposure to Environmentals		
Standing	O	Up to 10 pounds	F Possible exposure to blood-borne pathogens through body and/or body fluids	O	
Walking	O	Up to 25 pounds	O Toxic chemicals	N	
Sitting	F	Up to 50 pounds	O Moving parts	N	
Talking in person/on the phone	C	Up to 75 pounds	N Electrical shock risk	N	
Pushing/pulling	O	Up to 100 pounds	N Explosives	N	
Hearing	C	More than 100 pounds	N Fumes	N	
Feeling, grasping, finger dexterity	C	Noise Levels		Extreme cold (non-weather)	N
Climbing, balancing	N	Quiet (i.e. private office)	F Extreme heat (non-weather)	N	
Stooping (bend at waist)	O	Moderate noise (i.e. business office with printers, light traffic)	F Varying weather conditions	N	
Crouching, crawling, kneeling, squatting	O	Loud noise (i.e. many children laughing and playing, large earth moving equipment)	O Sight		
Stretching/reaching with hands and arms	O	Very loud noise (i.e. jack hammer, front row rock concert)	N Vision for close work/ability to adjust focus	F	
Distinguishing smell	N		Looking at computer monitor	F	
Distinguishing temperature	N		Color vision (identify and distinguish colors)	F	
Traveling by automobile	O		Peripheral, depth perception	F	

NOTICES



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Notice of Nondiscrimination

St. Michael-Albertville School District 885 does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. District 885 also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator for personnel, Douglas Birk, Director of Administrative Services, at 763-497-6504.

Equal Employment Opportunity Employer Notice

The St. Michael-Albertville School District 885 is an equal employment opportunity employer who applies veteran's preference during hiring in accordance with applicable laws and district policy. The STMA District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, marital status, sex, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status.