



## NOTICE OF VACANCY

**TITLE:** School Social Worker & Positive Behavior Support Specialist

**REPORTS TO:** Director of Instructional Leadership and School Improvement; Special Education Supervisor

**SUMMARY:** To facilitate schools in achieving successful learning outcomes for all students by completing individual assessments and making programmatic and instructional recommendations for students that are at risk or receiving special education services, as well as helping school teams implement a multi-tiered system of support (MTSS) framework for behavior, including school-wide, classroom, and individualized supports.

### MINIMUM QUALIFICATIONS:

- Master's Degree in Social Work.
- Full approval as a school social worker or eligible for temporary approval (link to [Michigan Department of Education Requirements for School Social Worker Approval](#))
  - For temporary approval, a candidate must possess a:
    - Master's degree from a graduate school of social work program approved by MDE, including a minimum 500-clock-hour practicum
    - SSW-310 form from a Michigan school of social work training program
    - MDE offers this [guidance for candidates who completed a social work program out-of-state](#)

### ESSENTIAL JOB FUNCTIONS:

- Actively support local district efforts to assist all students in making academic and behavioral progress
- Complete comprehensive evaluations using a variety of assessments as a member of a multidisciplinary evaluation team to determine special education eligibility
- Develop programming recommendations for students referred for special education programs and services.
- Prepare for and contribute as an active member of the IEP/IFSP process
- Collaborate with principals, staff members, parents/guardians, and outside agencies to coordinate services and assist students in making academic and behavioral progress.
- Actively participate in meetings, committees, and staffing to plan educational and behavioral supports
- Conduct thorough functional behavior assessments (FBA) and contribute to the development of individualized behavior support plans
- Provide direct individual and group support for at-risk students, assisting students in learning social and emotional skills, as well as other behaviors necessary for school success.
- Assist in the transition of students between ISD self-contained classrooms and local school districts
- Support the collection and use of various PBIS and behavioral assessments to assist school teams with data-based decision making for implementing school-wide, targeted and individualized interventions and supports.
- Establish relationships to provide training, coaching, technical assistance, and implementation support to school leadership teams, behavior support teams, classroom teachers and school staff on the use of:
  - Tier 1 universal supports in school-wide and classroom settings, including: structuring environments to promote desired behavior, defining and teaching expectations, actively observing behavior, acknowledging appropriate behavior and interacting positively, correcting misbehavior consistently and fluently, and using data in a problem-solving model
  - Tier 2 targeted supports which include evidence-based behavior interventions that are tailored through a problem-solving process of ongoing data collection and analysis

- Tier 3 intensive supports which include in-depth data collection/analysis (functional behavior assessment) to develop, and support the implementation of, behavior intervention plans (BIP) for individualized student support plans.
- Participate on crisis response teams for the ISD and local school districts
- Contribute to a professional learning community of fellow social workers and other educational teams
- Comply with Medicaid billing procedures
- Maintain accurate and timely records
- Comply with district policies and procedures
- Other duties as assigned

**KNOWLEDGE, SKILLS, and ABILITIES:**

- Experience working with students (age 0-26) with low incidence disabilities
- Knowledge of the Michigan Administrative Rules for Special Education (MARSE) criteria to determine eligibility for special education services
- Knowledge of research-based strategies for students with Autism Spectrum Disorders and familiarity with the Statewide Autism Resources and Training (START) project
- Knowledge of social and emotional development and familiarity with research- and evidence-based strategies to support behavioral, emotional, and social development
- Knowledge of how diversity in cultural and community values influence learning and relationships
- Knowledge of education laws and policies that shape the delivery of educational services
- Knowledge of the systems, data, and practices that contribute to a multi-tiered behavioral framework (MTSS or PBIS)
- Skill in collecting and interpreting various data sources used in a PBIS/MTSS model, including: student outcome measures, behavior screening data, perception data, and process/ fidelity data
- Skill in effective verbal and written communication
- Ability to apply, or advise others in the use of, effective strategies to de-escalate students in various stages of the behavior escalation cycle while maintaining each person's dignity, safety, and wellbeing
- Ability to adhere to and exemplify ethical standards within which the social work profession operates
- Ability to recognize personal beliefs, values, and biases and be mindful of their impact on the delivery of services and outcomes for students
- Ability to maintain regular and consistent attendance and punctuality
- Fluency in developing interpersonal relationships

**PHYSICAL DEMANDS:**

- While performing the duties of this job, the employee is regularly required to stand, walk, sit and talk. The employee may need to travel while on the job to reach different locations. Specific vision abilities required by this job include close and distance vision.

**TERMS OF EMPLOYMENT:**

- Salary and fringe benefits are according to the master agreement.
- Position is 186 days with contract beginning 2023-2024 school year.

**EVALUATION:**

- Performance of this job will be evaluated by the Director of Instructional Leadership and School Improvement or the Supervisor of Special Education

**APPLICATION:** Applications will be reviewed upon arrival and should therefore be submitted as soon as possible. If interested, please apply at: [www.applitrack.com/lewiscass/onlineapp](http://www.applitrack.com/lewiscass/onlineapp)

**Deadline for application:** Until Filled.

**Posted:** April 15, 2024

*We exist to promote the growth and wellbeing of the children of Cass County by meeting the unique needs of our local school districts, families, and community.*