

MEMORANDUM OF UNDERSTANDING #25-26-14
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS AMERICAN RIVER CHAPTER No. 528 (CSEA)

CYBHI Updated Job Descriptions
February 25, 2026

This Memorandum of Understanding ("MOU") is agreed to between the Folsom Cordova Unified School District ("District") and the California School Employees Association (CSEA), and its American River Chapter No. 528. Collectively, the District and CSEA will be referred to as "the Parties." The District and CSEA are parties to a collective bargaining agreement ("CBA") which expires June 30, 2026.

The below job descriptions have been updated in accordance with CYBHI guidelines. This does not constitute a review for purposes of rebenching. The parties retain the right to review the attached job descriptions for possible rebenching on the salary schedule. (Attachments A - E).

Rationale

The Student Services Department has identified the need for changes to the job descriptions listed below in an effort to implement the Children and Youth Behavioral Health Initiative (CYBHI). The classifications have been updated to reflect duties and responsibilities that require reporting, recordkeeping and billing for mental health and wellness services provided.

- Mental Health Associate
- Mental Health Specialist I
- Mental Health Specialist II
- School Social Worker Associate
- School Social Worker I

Salary

There are no changes to the range/salary placement of the above listed job descriptions.

Fiscal Impact

There are no costs associated with updating these job descriptions.

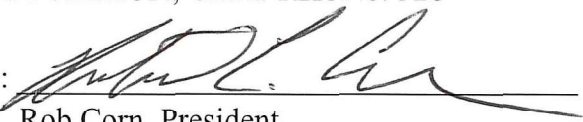
The duties and responsibilities updated in this job description shall be effective July 1, 2025. This Memorandum of Understanding will be effective upon ratification by the Board.

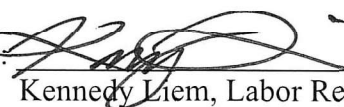
FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
David Byrd, Executive Director
Human Resources

Date: 3/20/26

FOR THE CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION, CHAPTER No. 528

By: 
Rob Corn, President

By: 
Kennedy Liem, Labor Relations Representative

Date: 03/20/2026

Board Approved: 05/21/2026

CSEA Ratified: 04/29/2026

MENTAL HEALTH SPECIALIST ASSOCIATE**DEFINITION:**

Under the supervision of the ~~Executive Director of Assistant Superintendent of Student Services and Continuous Improvement Department or designee;~~ ~~Director of Behavior Intervention & Student Services~~, the Mental Health Specialist Associate will provide school-based mental health services for individuals and families including counseling, consultation, mental health evaluations, case management, and other duties as required. Assist with program planning, assessment, feedback, supervision, mentoring, report writing, and contract administration. Mental health services may be provided at various sites within the district and surrounding community.

QUALIFICATIONS:**Experience:**

- A minimum of two (2) ~~three (3)~~ years of experience working in a school setting (preferred) or related experience working with individuals aged 3 – 21 or working with schools

Education:

- A master's degree from an accredited university or college in the field of psychology, social work, counseling education, or related field.

License/Certifications

- ~~Licensed Registered as intern/~~ associate AMFT, ASW, APCC in the State of California to provide mental health services (~~LMFT, LCSW, or Licensed Clinical Psychologist Psychological Associate~~) or registered intern/associate.
- CPR and First Aid certification is preferred.

DISTINGUISHING CHARACTERISTICS

The Mental Health Specialist Associate is an entry-level classified position designed for individuals beginning their careers in school-based mental health services. Provides direct mental health services such as individual and group counseling, classroom-based social-emotional learning, and crisis support under supervision. Must be registered with the California Board of Behavioral Sciences as an associate (e.g., AMFT, ASW, APCC). Works under the guidance and instruction ~~clinical supervision guidance~~ of a fully licensed clinician. Handles routine and moderately complex cases with structured support; focuses on skill-building and service delivery. For Career advancement from Associate to higher levels in the Mental Health Specialist series, clinicians must become fully licensed as a LCSW, LMFT, or LPCC. ~~the following are essential. For the Mental Health Specialist I, accumulate at least four (4) years' experience working with individuals aged 3 – 21. Demonstrate proficiency in ERMHS delivery, IEP participation, and collaboration with school teams. Maintain active registration and progress toward full licensure. Receive positive feedback from supervising clinicians.~~ Advancement to the Mental Health Specialist II requires full licensure (LMFT, LCSW, or LPCC, or ~~Licensed Clinical Psychologist~~). ~~Minimum of five (5) years' experience as a Mental Health Specialist I preferred. Demonstrate expertise in ERMHS delivery, collaboration with school teams, diagnosis, intervention, and consultation. Take on mentoring, student observations, supervision, and program development responsibilities. Handle high-complexity, crisis-oriented cases with considerable discretion and professional judgement-autonomy.~~

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide a variety of mental health services such as assessment / screening, counseling, case

- consultation to students with disabilities and non-disabled students, and staff training
- Provide, and assist in the providing of, individual counseling, small group counseling, whole class social skills program delivery, and programs to support school wide mental health goals
- Work as part of a team to develop appropriate educationally related mental health goals, monitor progress toward those goals, and report out on progress in regularly-scheduled meetings
- Facilitate empirically supported prevention programs within the classroom
- Participate in district-wide PBIS/MTSS implementation system and support school based implementation
- Participation in Student Success Team (SST), 504, IEP and other team meetings when appropriate
- **Conduct risk assessments in consultation with clinical supervisor as needed**
- Collaborate with public and private agencies to coordinate services for students and families
- Participate in a variety of meetings, including staff training (both as a participant as well as presenter)
- Assist in transitioning students from alternative programs to comprehensive school programs within district
- **Collaborate with parents/guardians to connect students with mental health and behavioral health services**
- Provide measurable mental health goals, collection methods, interpret, and report out on data related to individual, small or large group progress toward educationally related mental health development
- Document and report student progress following district guidelines and directives
- Perform related duties as it relates to the position
- Regularly complete reports and billing information as it relates to mental health and wellness services provided in accordance with state (i.e. CYBHI), federal (i.e. CYBHI) and district guidelines. ¶

Page 1 of 2¶

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employee in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

MENTAL HEALTH SPECIALIST I

DEFINITION:

~~Under the supervision of the Executive Director of Assistant Superintendent of Student Services and Continuous Improvement, Director of Behavior Intervention & Student Service or designee;~~ **the Mental Health Specialist I will** provide school-based mental health services for individuals and families including counseling, consultation, mental health evaluations, case management, and other duties as required. Assist with program planning, assessment, feedback, supervision, mentoring, report writing, and contract administration. Mental health services may be provided at various sites within the district and surrounding community.

QUALIFICATIONS:

Experience:

- A minimum of four (4) years of experience working in a school setting (preferred) or related experience working with individuals aged 3 – 21 or working *with* schools

Education:

- A master's degree from an accredited university or college in the field of psychology, social work, counseling education, or related field.

License/Certifications

- Licensed with the California Board of Behavioral Sciences to act independently in the State of California to provide mental health services (LMFT, LCSW, or Licensed Clinical Psychologist).
- ~~As described by the state licensing board, be actively qualified to supervise interns and associates. (MFT, MSW, LPCCP).~~
- CPR and First Aid certification is preferred

DISTINGUISHING CHARACTERISTICS

The Mental Health Specialist I serves as a mid-level classified position focused on delivering school-based mental health services with increasing independence and responsibility. Provides Educationally Related Mental Health Services (ERMHS), including individual and group counseling, classroom-based social-emotional learning, and participation in IEP meetings. Must be registered or licensed through the California Board of Behavioral Sciences (e.g., AMFT, ASW, LPCC, LMFT, LCSW). Works independently but may still receive supervision depending on licensure status. Handles moderate to complex cases, including those requiring collaboration with school teams and external agencies. May assist with district-wide initiatives such as PBIS/MTSS and contribute to staff training, and may agree to provide clinical supervision of hours to supervise other intern or associate clinicians; **does not have responsibility for staff evaluation or discipline.** Career advancement from the Mental Health Specialist I to Mental Health Specialist II ~~the candidate must interview for the position and will demonstrate excellent collaboration, clinical skills and the ability to lead a team. the incumbent must obtain full licensure (LMFT, LCSW, LPCC, or Licensed Clinical Psychologist).~~ A minimum of five (5) years working as a Mental Health Specialist I or the equivalent. Demonstrated expertise in mental health assessment, intervention, and consultation. **Ability to supervise** May provide guidance and instruction and lead program development related to the completion of required reports for undergraduate or graduate interns, in accordance with intern program requirements. ~~associates/interns and lead program development.~~ Proven ability to manage high-complexity, crisis-oriented cases with considerable discretion and professional judgement. ~~autonomy.~~

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide a variety of mental health services such as assessment / screening, counseling, case

- consultation to students with disabilities and non-disabled students, and staff training
- Provide, and assist in the providing of, individual counseling, small group counseling whole class social skills program delivery, and programs to support school wide mental health goals
- ~~Conduct risk assessments in consultation with clinical supervisor as needed~~ **Conducts risk assessments**
- Work as part of a team to develop appropriate educationally related mental health goals, monitor progress toward those goals, and report out on progress in regularly-scheduled meetings
- Facilitate empirically supported prevention programs within the classroom
- Participate in district-wide PBIS/MTSS implementation system and support school based implementation
- Collaborate with public and private agencies to coordinate services for students and families
- Participate in a variety of meetings, including staff training (both as a participant as well as presenter)
- Assist in transitioning students from alternative programs to comprehensive school programs within district
- **Communicates with parents/guardians to connect students with mental and behavioral health services**
- Provide measurable mental health goals, collection methods, interpret and report out on data related to individual, small or large group progress toward educationally related mental health development
- Document and report student progress following district guidelines and directives
- ~~Provide supervision to Mental Health Specialist Associates as assigned by the Mental Health Specialist II, Director or Executive Director.~~
- ~~Perform related duties as reasonably assigned~~
- **Regularly complete reports and billing information as it relates to mental health and wellness services provided in accordance with state (i.e. CYBHI), federal (i.e. CYBHI) and district guidelines.**
- Perform related duties as ~~reasonably assigned~~ **as it relates to the position.**

~~Page 1 of 2~~

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- ~~Employee~~ in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Board Approved 04/06/2017
Updated 5/4/2017 Revised 6/15/2017

MENTAL HEALTH SPECIALIST II**DEFINITION:**

Under the direction of the Director of Strategic Initiatives and Support Services or Designee, the Mental Health Specialist II provides mental health services for individuals and families including counseling, consultation, mental health evaluations, case management, ~~and other duties as required~~. Assist with program planning, assessment, feedback, ~~supervision~~, mentoring, report writing, and contract administration. Mental health services may be provided at various sites within the district and surrounding community.

QUALIFICATIONS:

Experience:

- A minimum of five (5) years of experience working in a school setting (preferred) or related experience working with individuals ages 3 – 21.

Education:

- A Master's degree from an accredited university or college in the field of psychology, social work, counseling education, or related field.
- Licensed through the State of California Board of Behavioral Sciences to provide mental health services (i.e., LMFT, LCSW, LPCC, or Licensed Clinical Psychologist).
- As described by the state licensing board, be actively qualified to provide clinical supervision of hours to supervise associates, interns, (i.e., MSW, MFT, LPCC, etc.); ~~does not have responsibility for staff evaluation or discipline~~

DISTINGUISHING CHARACTERISTICS

The Mental Health Specialist II is a mental health and well-being subject matter expert supporting integrated efforts to engage students and families into positive educational experiences. Case assignments in this role are generally among the most complex in the department requiring considerable judgement and discretion. The need to deliver services in these cases is sometimes unscheduled and crisis oriented. The Mental Health Specialist II works as part of a ~~parent engagement school and district~~ team to identify, facilitate, and provide services to small and large groups and individuals as needed. Advancement to the Mental Health Specialist II role requires licensure, minimum (5) years experience as a ~~Mental Health Specialist I~~ licensed clinician and advanced knowledge in the area of mental health ~~diagnosis assessment~~, intervention and consultation. ~~Mental Health Specialist requires a minimum of (4) years of experience working as a Mental Health Associate/Intern or related experience working with individuals ages 3-21.~~

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide a variety of mental health services to students, including Educationally Related Mental Health Services (ERMHS).
- Support districtwide implementation of the Children and Youth Behavioral Health Initiative including support for staff with or seeking Wellness Coach Certification.
- ~~Develop, create and provide training to FCUSD employees in school-based mental health to FCUSD in their path to obtaining Wellness Coach Certifications through the State of California~~
- Provide, individual counseling, small group counseling, and whole class social skills program implementation to support school wide mental health goals
- Work as part of a team to develop appropriate educationally related mental health goals, monitor progress toward those goals, and report out on progress in regularly-scheduled meetings
- Facilitate ~~District-empirically~~ supported prevention programs within the classroom
- Participate in district-wide PBIS/MTSS implementation system and support school-based implementation
- Collaborate with public and private agencies to coordinate services for students and families
- Participate in a variety of meetings, including staff training (both as a participant as well as presenter)

- Assist in transitioning students from alternative programs to comprehensive school programs within the district
- Provide measurable mental health goals, collection methods, interpret and report out on data related to individual, small or large group progress toward educationally related mental health development
- Document and report student progress following district guidelines and directives
- Complete reports and billing information as it relates to mental health wellness services provided.
- Provide clinical supervision of hours of up to six (6) ~~Mental Health Specialists including Board of Behavioral Sciences~~ Associate Clinicians and/or Interns
- Perform related duties as reasonably assigned as it relates to the position.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employee in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

SCHOOL SOCIAL WORKER ASSOCIATE

DEFINITION:

Under general supervision of the ~~Executive Director of Continuous Improvement and~~ Assistant Superintendent of Student Services ~~Department~~, or Designee, the School Social Worker Associate (SSWA) will provide school-based mental health services. The School Social Worker Associate will provide a full range of school counseling services to students including individual and group counseling, school-wide intervention and prevention, and work with or refer to outside agencies as appropriate. The School Social Worker Associate (SSWA) will work directly with students who experience difficulties in educational achievement due to social and emotional challenges. The School Social Worker Associate (SSWA) will play a key role in building and maintaining a positive school-wide culture. Mental health services may be provided at various sites within the district and surrounding community.

QUALIFICATIONS:

Experience: Two (2) years of professional experience performing similar functions and duties in a school setting is preferred.

Education: Master's Degree in Social Work (MSW) from an accredited college or university

Licenses or Certificates Required: Registered with California Board of Behavioral Sciences as an Associate Clinical Social Worker (ACSW).

•CPR and First Aid certification is preferred.

DISTINGUISHING CHARACTERISTICS:

The School Social Worker Associate is an entry-level classified position designed for individuals beginning their careers in school-based social work. Demonstrate proficiency in ERMHS delivery, IEP participation, and collaboration with school teams. Provides direct services to students and families under supervision, including individual and group counseling, ERMHS, crisis intervention, classroom-based social-emotional learning, and support for transitions between programs. Must be registered with the California Board of Behavioral Sciences as an associate (e.g., ASW, AMFT, APCC). Works Under the guidance and instruction of a fully licensed clinician qualified to provide instruction Associates graduate or undergraduate interns associates; focuses on skill building and service delivery. Handles routine and moderately complex cases with structured support. Participates in IEP meetings, supports PBIS/MTSS implementation, and coordinates with school staff and external agencies. May provide guidance and instruction and lead program development related to the completion of required reports for undergraduate or graduate interns, in accordance with intern program requirements. Associates may supervise graduate or undergraduate interns-associate To advance from Associate to higher levels in the School Social Worker series, the Associate becomes a School Social Worker I when they must become a complete full licensure. Licensed School Social Worker with the California Board of Behavioral Sciences, the Associate must accumulate at least four (4) years working with individuals aged 3-21. Demonstrate proficiency in ERMHS delivery, IEP participation, and collaboration with school teams. Obtain full licensure (LCSW, LMFT, LPCC, or Licensed Clinical Psychologist).

¶

- ~~Effective engagement strategies at all levels—individual, family, group, community, partners, etc.¶~~
- ~~Principles and practices of social casework including individual and group work¶~~
- ~~Represent school district and student interests through advocacy within the community.¶~~

ESSENTIAL DUTIES AND RESPONSIBILITIES:

~~Under the direction of the Assistant Superintendent of Special Education/SELPA Director or designee, incumbent will:~~

SCHOOL SOCIAL WORKER ASSOCIATE

- Assess, identify, and provide group and individual interventions to students with emotional, social, behavioral and/or attendance concerns
- Provide crisis interventions and referrals for students, families, and staff as needed
- Provide consultation and professional development training to school site personnel on various topics including positive behavior supports, relationship building, and mental health
- Monitor academic, behavior and attendance progress of students and make recommendations for appropriate interventions
- Assist in the preparation and revision of reports and correspondence and maintain a variety of documentation
- Attend and participate in a variety of internal and external meetings such as school site and district level, inter-disciplinary case conferences (i.e. SSTs, 504s and IEPs), inter-agency meetings, etc.
- Assess school and district-wide social problems and situations interfering with students' access to an optimal education experience
- Serve as a member or consultant for diagnostic and educational planning teams
- Support the school in adhering to school board regulations on truancy and absenteeism; conduct home visits, attend multi-disciplinary and community meetings
- Assist in the formulation of administrative procedures, policies, and curriculum which directly affect the welfare of students
- ~~With a social justice lens, E~~encourage, assist, and advocate for families in their pursuit of community and school district services ~~that may assist in the remediation of school-centered challenges.~~
- Participate in district-wide PBIS/MTSS implementation systems and support school based implementation
- Document and report student progress following district guidelines and directives
- Regularly complete reports and billing information as it relates to mental health and wellness services provided in accordance with state (i.e. CYBHI), federal (i.e. CYBHI) and district guidelines.
- Upholds and demonstrates the NASW ethical principles and core values of school social work
- Perform related duties as they relate to the position. ~~reasonably assigned~~
- ~~Regularly complete reports and billing information as it relates to mental health and wellness services provided in accordance with state, federal (i.e. CYBHI) and district guidelines.~~

KNOWLEDGE:

- Applicable laws, codes, regulations, policies and procedures governing social work practice and the community
- Application of NASW ethical principles and the core values that inform school social work practice
- Assessment processes including, but not limited to, Individual Education Plans (IEP) and Student Study Teams
- Record keeping and reporting requirements needed for evaluation and ongoing program development
- Report writing and research methods

ABILITIES AND SKILLS:

- Effectively communicate orally and in writing
- Work individually and as part of a team

SCHOOL SOCIAL WORKER ASSOCIATE**PHYSICAL REQUIREMENTS:**

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

SCHOOL SOCIAL WORKER I**DEFINITION:**

Under general supervision of the ~~Executive Director of Continuous Improvement and~~ Assistant Superintendent of Student Services or Designee, ~~the~~ School Social Worker I will provide school-based mental health services. The School Social Worker I will provide a full range of school counseling services to students including individual and group counseling, school-wide intervention and prevention, and work with or refer to outside agencies as appropriate. The School Social Worker I will work directly with students who experience difficulties in educational achievement due to social and emotional challenges. ~~She~~ The School Social Worker I will play a key role in building and maintaining a positive school-wide culture. Mental health services may be provided at various sites within the district and surrounding community.

QUALIFICATIONS:

Experience: ~~Two (2)~~ Four (4) years of professional experience performing similar functions and duties in a school setting (preferred) or related experience working with individuals aged 3 - 21.

Education: Master's Degree in Social Work (MSW) from an accredited college or university

Licenses or Certificates Required: Licensed with the California Board of Behavioral Sciences as a Licensed Clinical Social Worker (LCSW).

CPR and First Aid certification is preferred.

DISTINGUISHING CHARACTERISTICS:

The School Social Worker I is a mid-level classified position focused on delivering school-based mental health and social work services with increasing independence and responsibility. Provides Educationally Related Mental Health Services (ERMHS) to students with special needs and/or general education students, including individual and group counseling, classroom-based social-emotional learning, crisis intervention, and participation in IEP meetings. Must be registered or licensed through the California Board of Behavioral Sciences (e.g., ASW, AMFT, LPCC, LMFT, LCSW). Works independently and may provide guidance and instruction for undergraduate or graduate interns, in accordance with intern program requirements. ~~supervise graduate or undergraduate interns under guidance.~~ Handles moderate to complex cases, including those requiring collaboration with school teams and external agencies. Supports district-wide initiatives such as PBIS/MTSS and contributes to staff training. May assist with training and district initiatives and may provide clinical supervision of hours of ~~supervise other~~ associate clinicians. Career Advancement from School Social Worker I to MHS II higher levels in the series, requires full licensure (LCSW, LMFT, LPCC, or Licensed Clinical Psychologist). Minimum of five (5) years working as a School Social Worker I. Demonstrated expertise in mental health diagnosis, intervention, and consultation. Ability to supervise associates/interns and lead program development. Proven ability to manage high-complexity, crisis-oriented cases with discretion and autonomy.

- ~~• Effective engagement strategies at all levels— individual, family, group, community, partners, etc. ¶~~
- ~~• Principles and practices of social casework including individual and group work. ¶~~
- ~~• Represent school district and student interests through advocacy within the community. ¶~~

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Assistant Superintendent of ~~Student Services~~ Special Education/SELPA Director or designee, incumbent will:

- Assess, identify, and provide group and individual interventions to students with emotional, social, behavioral and/or attendance concerns
- Provide crisis interventions, ~~s and~~ referrals, and case management for students, families, and staff as needed
- Provide consultation and ~~professional development~~ training to school site personnel on various topics including positive behavior supports, relationship building, and mental health

SCHOOL SOCIAL WORKER I

- Monitor academic, behavior and attendance progress of students and make recommendations for appropriate interventions
- Assist in the preparation and revision of reports and correspondence and maintain a variety of documentation
- Attend and participate in a variety of internal and external meetings such as school site and district level, inter-disciplinary case conferences (i.e. SSTs, 504s and IEPs), inter-agency meetings, etc.
- Assess school and district-wide social problems and situations interfering with students' access to an optimal education experience
- Serve as a member or consultant for diagnostic and educational planning teams
- Support the school in adhering to school board regulations on truancy and absenteeism; conduct home visits, attend multi-disciplinary and may attend community meetings
- ~~Assist in the formulation of administrative procedures, policies, and curriculum which directly affect the welfare of students.~~
- ~~With a social justice lens, encourage, assist, and advocate for families in their pursuit of community and school district services that may assist in the remediation of school-centered challenges.~~
- Participate in district-wide and school based implementation of Positive Behavioral Interventions Support (PBIS)/IS/MTSS Multi-Tier Systems of Support (MTSS). ~~implementation systems and support school based implementation~~
- Document and report student progress following district guidelines and directives
- ~~Perform related duties as reasonably assigned.~~
- Regularly complete reports and billing information as it relates to mental health and wellness services provided in accordance with state (i.e. CYBHI), federal (i.e. CYBHI) and district guidelines.
- ~~Perform related duties as they relate to the position.~~
- ~~Assisting caregivers in accessing and utilizing school and community resources.~~
- Perform related duties as they relate to the position.

KNOWLEDGE:

- Applicable laws, codes, regulations, policies and procedures governing social work practice and the community
- Assessment processes including, but not limited to, Individual Education Plans (IEP) and Student Study Teams
- Application of NASW ethical principles and the core values that inform school social work practice.
- Record keeping and reporting requirements needed for evaluation and ongoing program development
- Report writing and research methods

ABILITIES AND SKILLS:

- Effectively communicate orally and in writing
- Work individually and as part of a team

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter,

SCHOOL SOCIAL WORKER I

computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.