

SCHOOL SOCIAL WORKER I

DEFINITION:

Under general supervision of the 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. 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:

- 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., LCSW). Works independently and may provide guidance and instruction for undergraduate or graduate interns, in accordance with intern program requirements. 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 other associate clinicians. Career Advancement from School Social Worker I to MHS II requires full licensure (LCSW,). Demonstrated expertise in mental health, intervention, and consultation. Proven ability to manage high-complexity, crisis-oriented cases with discretion and autonomy.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assess, identify, and provide group and individual interventions to students with emotional, social, behavioral and/or attendance concerns
- Provide crisis interventions, referrals, and case management for students, families, and staff as needed
- Provide consultation and 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

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- 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
- Encourage, assist, and advocate for families in their pursuit of community and school district services
- Participate in district-wide and school based implementation of Positive Behavioral Interventions Support (PBIS)/ Multi-Tier Systems of Support (MTSS)
- 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 and district guidelines
- 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, 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.