TUSCOLA INTERMEDIATE SCHOOL DISTRICT Position Description

Position Title: School Social Worker
Department: Special Education
Reports To: Asst. Superintendent, Special Education, or Special Education Supervisor
Prepared By: Katy Schramkoski Date: 12/2/97
Approved By: Superintendent Date: 12/8/97
Revised By: Scott Richards Date: 11/14
Position Description Revised: Date(s): 11/14

SUMMARY:
 Provides a problem-solving service to children and their families. Serves as a member of diagnostic teams and members of educational planning and placement committees and provides biological, psychological, and sociological assessment information.

Purposefully develop positive, professional relationships with district staff, principals, and leadership teams to facilitate preventative practices. Assist these staff members to develop processes that promote high student achievement and prevent students from unnecessary placement into special education. When necessary, evaluate pupils referred as potential candidates for special education services and present a report to the local education authority on pupils he/she has evaluated.

As an itinerant position, school social workers will monitor MTSS implementation a district is at and provide appropriate guidance, prompts, and support to the building principal and/or leadership/school improvement team to move the district forward with a goal to fade support as districts develop capacity to run the systems independently. In addition, school social workers will continually work to increase their knowledge of implementation science, multi-tiered systems of support, building sustainable and durable teaching practices, including evidence-based and data-based decision making. These skills will be utilized at the local and ISD level by participation in MTSS leadership team activities, training, or other associated duties to support the department in these endeavors.

This is a TIEA position with hourly rate, benefits, and working hours as per the contract between TIEA and the Tuscola ISD Board of Education.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.
- Consults or serves as a member of diagnostic teams and educational planning and placement committees and provide biological, psychological and sociological assessment information related to planning for children with adjustment problems.
- Performs casework service with individual students to correct the personal, social or emotional maladjustment's related to their educational and social progress.
- Consults and collaborates with other school personnel in conducting F.B.A.B.s and B.I.P.s and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior.
- Performs casework service with parents as an integral part of the task of helping students, to increase the parents' understanding, their constructive participation in resolving their child's problems and their knowledge and use of appropriate resources available.
- Visits homes for the purpose of gathering helpful information on a student's background.
- Assists students directly toward adjustment to school.
- Provides inservice training to parents, school staff, community, etc.
- Strives to utilize the most effective (evidence-based/research-based) and efficient (time limited) interventions with the students they serve.
- Participates in MTSS team meetings at various levels in the LEA.
- Serves as behavioral coach for LEA and as an expert at behavioral tracking systems.
- Provides in-service training on behavioral and other related topics.
SUPERVISORY RESPONSIBILITIES:
None.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
Master's degree from a graduate school of social work program. A minimum of a 500 clock hour supervised social work practicum. Satisfactory completion of 1 year as a school social worker with direction from a fully-approved school social worker.

CERTIFICATES, LICENSES, REGISTRATIONS:
Valid license from the State of Michigan to practice Social Work. Valid School Social Worker approval from the Michigan Department of Education. All other valid licenses, certifications, approvals, and registrations required to practice as a School Social Worker in the state of Michigan.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions in one-on-one and small group situations to students, staff, parents, administration, and/or members of the business community.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to calculate figures and amounts such as discounts, interests, and percentages. Ability to apply mathematical concepts to practical situations.

REASONING ABILITY:
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:
Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to develop effective working relationships with students, parents, staff, and the school community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will regularly sit, walk and stand. Specific vision abilities required by this job include close vision. The employee must occasionally lift up to 25 lbs. and push/pull up to 50 lbs. such as equipment or furniture.

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 quiet. The employee must be able to adjust to working in different areas with different personnel.
The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the District.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*