

## School District Position Description

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Position Title:	Social Worker	
Department:	Local School	
Reports To:	School Principal/Federal Programs Coordinator/Superintendent	
Approved By:	Butler County Board of Education	Date: 2012

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### **SUMMARY:**

Serves as an advocate for students at risk of dropping out of school or not graduating and provides them with access to available educational opportunities, services, support, and community resources to further reduce barriers and improve students' abilities to succeed.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES** *Other duties may be assigned..*

The Social Worker will work to effectively reduce Greenville High School's dropout rate and increase the graduation rate by:

#### • **Identifying at risk students**

The Social Worker will use the profile of characteristics established by the National Dropout Prevention Center to identify students with a high probability of not graduating, including the following characteristics:

- History of school failure and retention;
- Low standardized state assessment scores;
- Failure of the *Alabama High School Graduation Examination* (AHSGE);
- Special Education and/or disability;
- Attendance and truancy issues;
- Behavioral issues (e.g. detention, suspensions, expulsions, and other);
- Lack of school involvement (e.g. low expectations, minimal or no extracurricular involvement);
- Family at risk (e.g. low socio-economic status, transient, and/or limited English proficient).
- The Social Worker will identify these students by utilizing tools such as the guidance counselor, teacher and parent recommendations, student interviews, and records. By using these tools, the Social Worker will conduct an analysis that focuses on using the data to prescribe individual and group interventions and support to students.

#### • **Developing and sustaining school wide support and interventions**

- Developing, implementing and promoting the Student Mentor
- Assisting teachers with strategies for differentiating instruction to meet the needs of students at risk Program
- Working with faculty and administrators to develop and implement a credit recovery program
- Providing training and/or support to teachers, mentors and instructional leaders on strategies that effectively impact students at risk of dropping out and/or not graduating
- Attending appropriate professional development provided by the district, state and other entities
- Working with existing or establishing new extended learning opportunities in the school or community, especially as it pertains to service learning.

#### • **Generating school support**

- Identifying and determining the school's and students' academic and behavioral needs.
- Identifying and training faculty and/or community members to mentor students at risk. Faculty mentors will have basic training in the limits of confidentiality, referral procedures, active listening, goal setting activities, and implementation of a career portfolio curriculum.
- Working with faculty mentors to ensure that their mentor activities include: 1) helping students set goals and monitor their progress through those goals; 2) giving students a chance to develop guidance relationships with a caring adult; 3) helping students master the guidance and academic

standards; 4) helping student prepare for the workplace environment; and 5) helping students prepare for post secondary education.

- Establishing time during the school day for faculty mentors to meet with students at risk of dropping out or not graduating. Faculty mentors should be able to spend at least 30 minutes per week with their students either individually or in small groups.
- Developing and coordinating appropriate interventions in collaboration with the school leadership team and faculty mentors.
- Utilizing and working with existing school-based teams such as Building Based Student Support Teams (BBSST), School Leadership, School Improvement, IEP, when appropriate, etc.
- **Providing direct service**
  - Developing job experience and job preparation activities by establishing business partnerships to support student work readiness and employability.
  - Developing and implementing individual, small group, and whole school prevention strategies to increase the number of students staying in school and graduating.
  - Working with students to develop a personal education and career plan to include the best course of study to meet academic, graduation, and postsecondary goals, including any strategies for credit recovery.
  - Maintaining on-going contact with the students to ensure that they are making progress in meeting the goals as set forth in their personal education and career plan.
  - Incorporating the Student Mentor Program in order to enhance students' personal and social skills, such as character education, motivation, goal-setting, conflict resolution, etc.
  - Incorporating the Student Mentor Program to help students create and maintain a college/career portfolio.
- **Developing transitional programs and vertical teams**
  - Collaborating with Greenville Middle School to create a Summer Bridge Program within the Greenville High School for rising 9<sup>th</sup> graders who have been identified as at risk of dropping out. This program will acclimate the at risk students to their new environment and will provide a forum for them to meet their high school mentors.
  - Conducting periodic vertical team meetings with Greenville Middle School teachers and instructional leaders to ensure a smooth transition from middle school to high school and to get a complete understanding of the at risk students' academic and behavioral histories, who will be served by the program in their 9<sup>th</sup> grade year at Greenville High School.
  - Maintaining direct contact with students who have been assigned to Butler County's Alternative School or to the Compass School.
  - Developing an action plan to improve individual student and subgroup transition success rate.
  - Maintaining summer contact with students within the program to ensure their continued education.
- **Developing family, community, and other relationships**
  - Connecting students and their families with community organizations and programs that will support the students' ability to stay in school.
  - Developing, implementing, and sustaining the Student Mentor Program.
  - Providing support and counseling to families of students at risk of dropping out or failing to graduate.
- **Evaluating and reporting**
  - Tracking and evaluating the progress of individual students and school subgroups as they progress through Greenville High School.
  - Conducting and analyzing on-going formative and summative evaluation data from the students' individualized plans to determine the program's effectiveness.
  - Providing and submitting reports as requested to the school, district office, and the State Department of Education that prove the program's ability to lower the drop out rate and increase the graduation rate.

**SUPERVISORY RESPONSIBILITIES:**

Carries out supervisory responsibilities in accordance with policies and applicable laws.

***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 EXPERIENCE:**

- Minimum of Bachelor's Degree.
- Must have successful experience working with students at risk (not restricted to the classroom).

**CERTIFICATES, LICENSES, REGISTRATIONS:**

Must hold valid licensure and/or certification as a social worker.

**LANGUAGE SKILLS:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence. Ability to effectively present information and respond to questions from groups of administrators, school staff, students, and the general public.

**MATHEMATICAL SKILLS:**

Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

**REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS and ABILITIES:**

Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Ability to perform duties with awareness of all school system 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 is frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to fifty pounds, such as boxes of books and AV/VCR carts. The employee is directly responsible for the safety, well being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

***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 this environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) 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.