

**POSITION DESCRIPTION
WILLMAR PUBLIC SCHOOLS**

SECTION I: GENERAL INFORMATION

Position Title: Social Worker	Department: Teaching and Instruction
Immediate Supervisor's Position Title: Building Principal	FLSA Status: Exempt
Job Summary: Under the direction of the Building Principal, a Social Worker offers both direct and indirect social work support to students who are at risk, dealing with challenges in their social, emotional, and behavioral well-being, which interfere with their academic progress and facilitate communication between school, students' homes, and community service providers.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

<ul style="list-style-type: none"> • Provides school social work services to students who are at-risk for school failure and/or are demonstrating social/emotional/behavioral problems within the school setting. <ul style="list-style-type: none"> ○ Assists teachers and parents in developing and implementing behavior management plans to remediate problem behaviors. ○ Assists students to improve their academic, personal and social functioning. ○ Provides social skills, anger management, stress reduction or other similar instruction to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn. ○ Provides short-term individual and group counseling to students who are experiencing social/emotional/behavioral problems that interfere with their learning or the ability of others to learn. ○ Provides information to families and assists them in accessing long-term or intensive counseling services, as needed. • Provides direct and indirect school social work services as a related service in support of special education. <ul style="list-style-type: none"> ○ Provides direct and indirect School Social Work services as specified in students' IEPs ○ Works collaboratively with special education staff in designing and implementing social skills, anger management, stress reduction or other similar instruction as is appropriate to addressing students' special education needs. ○ Assists school staff in developing and implementing interventions to allow students with disabilities to be successful within the mainstream. ○ Provides information and assistance to families to help them understand their child's educational disability and equip them with the tools necessary to support their child's educational and/or behavioral progress. Provides parent training and support as needed. ○ Provides information to parents regarding the referral/assessment process, special education services available within the district, and their rights relative to special education. ○ Conducts social/developmental assessments of students referred for special education, assists in determining eligibility for special education. ○ Provides short-term individual or group counseling to assist students during transitions and other high-stress situations. • Acts as a liaison between the home, school and community providers to access, mobilize and coordinate services to help create a positive school culture. <ul style="list-style-type: none"> ○ Communicates with staff, administration and parents concerning students' social, emotional and behavioral progress. ○ Provides information to students and parents about services available within the community. Makes referrals to community providers, as appropriate. ○ Consults and collaborates with social services, mental health and other community providers. ○ Maintains an accurate record of student, parent and other contacts. ○ Supports in monitoring student attendance, engages with families to create attendance success plans, and develops attendance intervention plans as needed. ○ Promotes a positive school climate and culture by supporting with school wide character education, offering various school and family events, and supports in creating a trauma informed school. • Provides crisis intervention services as needed. <ul style="list-style-type: none"> ○ Conducts risk assessments. ○ Coordinates home, school and community resources in addressing the crisis situation.

- Coordinates follow-up services as needed.
- Performs other comparable duties of a like or similar nature as apparent or assigned.
 - Attends training sessions, conferences, seminars, department and district meetings.
 - Serves on District committees, task forces, work groups, etc., as requested.
 - Keeps abreast of changing developments, trends, instructional and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:				
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)		
	less than high school diploma	Bachelor's Degree in Social Work.		
	High school diploma or GED.			
1 year college				2 years college
3 years college	X			4 years college
	1st year graduate level	Major field of study or degree emphasis: Social Work		
	2nd year graduate level			
Doctorate level				
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> Working knowledge of the principals, practices and ethical standards of School Social Work; the relevant state and federal laws, rules and regulations; and applicable district policies. Current knowledge of the community resources and support systems available to assist students and their families. Ability to deal effectively and appropriately with students, parents and other educational professionals regarding student concerns and problems. Ability to communicate ideas clearly and concisely, both verbally and in writing. Ability to consult with school personnel in developing and implementing effective social and behavioral interventions for students. Ability to travel between and among school sites throughout the District and to students' homes, as necessary. Knowledge of Special Education processes and legal requirements. Ability to be flexible and prioritize activities. 		
2nd year graduate level				
Doctorate level				
Doctorate level				

Required Work Experience in Addition to Formal Education/Training:

LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: Dual license by the MN Board of Social Work (MN BOSW) and the Professional Educators Licensing and Standards Board (PELSB)

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ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Computer literacy, proficiency in utilizing office equipment, software and applications used by the district to manage student records, files and communications. • Establishing and nurturing relationships. • Crisis intervention principals, concepts, and techniques.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
TOTAL		0

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total: 0

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		X		
Walk		X		
Sit			X	
Use hands dexterously (use fingers to handle, feel)		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds			X	
up to 25 pounds		X		
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows: Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push and pull or otherwise move objects in the performance of the job.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Description created June 2010

Band/Grade: D-6-2 (updated 2024)

Date Board Adopted:_____

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.