

Northfield

Public Schools 1.S.D. 659 MINNESOTA

POSITION DESCRIPTION NORTHFIELD PUBLIC SCHOOLS

September 2007

SECTION I: GENERAL INFORMATION

Position Title: School Social Worker	Department: Student Services
Immediate Supervisor's Position Title: Building Principal	FLSA Status:
Band/Grade/Subgrade:	Bargaining Unit: NEA
Job Summary: Under the direction of the Director of Student Services and Building Principal, the Licensed School Social Worker provides direct and indirect social work services to students receiving special education services who have social, emotional and/or behavioral problems that interfere with their performance in school, and facilitates communication among school, home and community providers.	

SECTION II. ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Provides direct and indirect social work services as a related service in support of the instructional goals for students with Individual Education Program (IEP) plans.
Percent of Time:	30%	
Tasks involved in fulfilling above duty/responsibility: <ul style="list-style-type: none">• Provides direct services to students as specified in students' IEPs, including: individual counseling, group counseling, social skills training and behavior management.• 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 consultation to school staff in developing and implementing interventions to allow students to be successful within the mainstream.		
Duty/Responsibility No:	2	Statement of duty/responsibility: Acts as a liaison between the home, school and community providers to access, mobilize and coordinate services for students who have an IEP.
Percent of Time:	25%	
Tasks involved in fulfilling above duty/responsibility: <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.

Duty/Responsibility No:	3	Statement of duty/responsibility: Functions as a member of the building-level special education team in providing special education services to students with disabilities.
Percent of Time:	20%	

- Tasks involved in fulfilling above duty/responsibility:**
- Provides information to parents regarding the referral/assessment process, special education services available within the district, and their rights relative to special education.
 - Assists school staff in developing and implementing interventions designed to resolve students' academic and behavioral problems.
 - Functions as a member of the building-level Student Assistance and Special Education Referral Teams.
 - Conducts social/developmental assessments of students referred for special education, assists in determining eligibility for special education.
 - Maintains an accurate record of student, parent and other contacts.

Duty/Responsibility No:	4	Statement of duty/responsibility: Provides crisis intervention services as needed.
Percent of Time:	20%	

- Tasks involved in fulfilling above duty/responsibility:**
- Conducts risk assessments.
 - Coordinates home, school and community resources in addressing the crisis situation.
 - Coordinates follow-up services as needed.

Duty/Responsibility No:	5	Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as apparent or assigned.
Percent of Time:	5%	

- Tasks involved in fulfilling above duty/responsibility:**
- 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:	
less than high school diploma		Type of degree: (B.S., M.A., etc.)	
High school diploma or GED.		Bachelor's Degree. Prefer Master's Degree in Social Work (MSW)	
1 year college		Major field of study or degree emphasis:	
	2 years college	Social Work	
3 years college	x	4 years college	

	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. • Ability to be flexible and prioritize activities.
	2nd year graduate level	
	Doctorate level	

Required Work Experience in Addition to Formal Education/Training:
None

Required Supervisory Experience:
None

LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: School Social Worker by MN Board of Teaching
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ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Computer literacy.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1		
TOTAL		0

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

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of</i>	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
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the work are performed under various physical hazards or environmental conditions noted.

involving human/student/parental contact.

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		X		X
Walk		X		
Sit		X	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	X		
Talk or hear				X
Taste or smell	X			
Physical (Lift & carry): up to 10 pounds		X	X	
up to 25 pounds	X	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, 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

Human Resource's Signature

Date

