

DURANGO SCHOOL DISTRICT 9-R JOB DESCRIPTION

Job Title: Social Worker

Job Family: Student Service Provider

Department: Student Services

Typical Work Year: 187 Days – Calendar to be set with supervisor

Pay Grade: Student Service Provider Schedule

FLSA Status: Exempt

Prepared Date: December 12, 2016

SUMMARY: Provides a full range of social work services to maximize student achievement and create a critical link between the home and the school. Responsibilities include participation in the Response to Intervention process, serving as a member of the Child Study Team, assessing the needs of students, providing appropriate social work services, monitoring student performance, consulting with the instructional staff to assist them in providing strategies for student social and personal growth, and coordinating services for and communications with a student’s family and other social service resources.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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.*

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| D | 10% | Provide the training and the tools that will enable parents to understand and meet their child’s social and emotional needs. |
| W | 15% | Provide social work services as a member of the Child Study Team and the Response to Intervention Team (RTI) in the assessment of, educational planning for, monitoring of, and re-evaluation of students in need of special services, in accordance with all applicable federal, State and local codes and regulations. Assist with the development of Individualized Education Programs (IEP’s) for identified students, monitor the implementation of plans, and participate in the annual reviews. |
| W | 15% | Complete a diagnostic social history on students referred to the Child Study Team for evaluation, assessing the status of the student’s social and academic adjustment in terms of school performance, family and personal history, socio-economic and cultural influences, and community factors. |
| W | 15% | Ensure that the instructional program for the identified student addresses the Core Curriculum Content Standards and any accommodations, and that the IEP clearly specifies the performance levels in the Standards at which the student is expected to demonstrate competency. |
| M | 5% | Maintain an on-going relationship with families for the purposes of sharing information regarding the student’s educational program, assisting the family in cooperatively improving the student’s home and school adjustment, using mediation techniques to resolve disputes, providing home management counseling, and assisting the family in utilizing appropriate community and school resources. |
| M | 5% | Assume leadership and cooperative roles in identifying and working with students with social problems and conditions that may interfere with effective learning. |
| M | 5% | Work with and counsel identified students to enhance their personal and social growth and increase their responsibility for behavior and attitudes. Provide opportunities and resources for students to increase academic success, improve interpersonal relationships, learn problem-solving and decision-making skills, and resolve conflicts and crisis situations. |
| M | 5% | Consult with and assist instructional staff with program modifications and strategies to encourage and support student personal and social growth and responsible behavior. |
| M | 2% | Visit student homes when appropriate or upon request of the principal or supervisor. |
| D | 5% | Conduct or provide social services related staff development sessions for staff members and educational programs for parents. |
| D | 5% | Serve as a member of the District Crisis Team. |

- D 5% Provide support to school counselors.
- D 5% Provide leadership in the development of school-based student intervention teams aimed at improving student engagement in the learning process and positive social development.
- Ongoing 3% Perform other duties as assigned.

EDUCATION AND TRAINING: Master’s degree in Social Work, Colorado Department of Education License for school social work or eligible for Colorado state licensure. Crisis Prevention Intervention (CPI) training required within two months of hire.

EXPERIENCE: Experience is preferred but may not be necessary for hiring.

CERTIFICATES, LICENSES, & REGISTRATIONS : Valid driver’s license required. Must hold or be able to obtain by start date a Colorado Department of Education License for social work.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Communicate effectively in written and oral form using positive interpersonal skills
- Consultation skills
- Ability to develop and support the behavior intervention plans, classroom management systems, and reinforcement systems
- Ability to use effective interventions for at risk learners
- Knowledge of Applied Behavior Analysis
- Knowledge of developmental, emotional, and behavioral disabilities
- Experience in data collection and data analysis
- Ability to develop and provide training related to accessing community resources and behavioral intervention practices in all school settings.
- Non-violent and physical intervention techniques
- Ability to use proper English grammar, punctuation, and sentence structure
- Knowledge of first aid skills
- Ability to promote and follow Board of Education and District Policies, Superintendent policies and building/department procedures.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Microcomputers and general office equipment
- Microsoft Office applications
- Student Information Systems

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

Reports: Director of Exceptional Student Services
Direct Reports: None

BUDGET AND/OR RESOURCE RESPONSIBILITY: None

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell		X		

WEIGHT and FORCE DEMANDS:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds				X
Up to 25 pounds		X		
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy			X	
Coordinate			X	
Instruct			X	
Compute			X	
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile				X
Negotiate			X	

WORK ENVIRONMENT:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	

The signatures below indicate that job description has been reviewed by the employee with the supervisor.

Employee Name (Print)

Employee Signature

Date

Supervisor Name (Print)

Supervisor Signature

Date