

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: **School Social Worker (479)** FLSA Classification: Exempt
 Department / Location: Schools Contract: 187 Days
 Supervisor's Title: Principal Evaluation Type: Counselor
 Original date: 04/2020 Revised: 02/2021 Revised: _____ Revised: _____

GENERAL FUNCTION

Under direction from the school principal, the **School Social Worker** assesses student and family needs (e.g. financial, medical, behavioral, mental, and physical, etc.) for the purpose of developing and implementing individualized plans of services to support educational objectives. Consults with parents, teachers, and other school personnel for determining causes of, and solutions for, student problems. Will ensure compliance with county, state and/or federal requirements. Will provide information on services available to eligible students and families and convey information regarding school and/or District activities and procedures. Will refer families to other agencies as needed. Required to spend up to 1/2 day per week at the Jordan Family Education Center (JFEC), in addition to the assigned contract hours. Time will be scheduled and coordinated by the JFEC Coordinator.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
 - Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).
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- Assess student needs using multiple sources of data for the purpose of developing and implementing individualized plans of services to support educational objectives.
 - Function as a member of the School Mental Health Team (SMHT) and Special Education team and attend team, Individual Education Plan (IEP) meetings, and others as needed and/or directed by the LEA representative.
 - Consult with parents, teachers and other school personnel for determining causes of, and solutions for, student problems.
 - As a condition of employment, incumbent is required to provide child-centered family counseling, intake assessments, support groups or classes for students and/or parent education classes through the Jordan Family Education Center, which is in addition to the regularly assigned contract hours. Requires an additional two to three hours per week in the evenings each quarter, depending on the assignment. Additional compensation or time off is provided.
 - Coordinate activities with a variety of outside services agencies, school sites, etc. (e.g. mental health, medical, etc.) for providing referrals, or services, for families and/or students.
 - Assist in the development of classroom management and mental health programs and interventions designed to provide appropriate educational opportunities for all students.
 - Counsel students, on an individual or group basis, for assisting with intervention and support with behavior, school progress, and/or mental or physical disabilities.
 - Cooperate with educators and support personnel in scheduling students for services.
 - Provide the principal with a daily schedule of student contacts and related activities. The schedule will be reviewed and updated as needed.
 - Maintain a variety of electronic and print case records for the purpose of documenting activities and complying with mandated requirements. Maintain data required by State and Federal regulations (including an updated student log) for all students for whom Guidance services are provided. Maintain Medicaid logs on Special Education students who are receiving Guidance services.
 - Act as a liaison between school and outside agencies to meet mental health needs of students.

- Provide in-service and materials to parents, educators, and other team members related to mental health issues.
- Maintain a current list of programs and materials (inventory).
- Required to travel to District schools or other locations using own transportation.
- May be expected to provide support for individual (Tier III—LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
 - **Physical Guidance**—Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or others, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of an individual to move their arms, legs, body, or head.
 - **Physical Restraint**—Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body, or head.
- Mediate conflicts between parents, teachers and/or students (e.g. parent/teacher, parent/parent, parent/student, etc.) for resolving issues that could impede student success.
- Coordinate the completion of Functional Behavior Assessments (FBA's) and development of Behavior Intervention Plans (BIP's).
- May conduct annual reviews, implement, and monitor Section 504 plans as needed and assigned by the LEA.
- Conducts momentary time sampling observations of students.
- Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.
- Implement an effective referral and follow-up process.
- Respond to requests for intervention in situations that could negatively affect the student's education plan for the purpose of addressing student needs and changing unproductive behavior.
- Respond to inquiries for providing information on District support services and/or educational programs.
- Serve as a consultant to school personnel for the purpose of mediating and resolving issues not referred to outside agencies.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and participate in faculty/department meetings as required.
- Participate in a reasonable number of faculty committees as requested.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Adhere to contract time. Requires daily attendance at assigned work location.
- While performing the duties of this job, the school social worker is frequently required to speak and/or hear. The employee is frequently required to sit; stand or walk; occasionally reach with hands and arms and stoop, kneel, or crouch. The school social worker is occasionally required to use hands to handle materials or objects.
- The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 30 pounds.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.
- Visual abilities to see and supervise students.
- Other duties and responsibilities as assigned by the principal/administrator.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

QUALIFICATION REQUIREMENTS

- Requires compliance with USBE state license requirements.
- Requires a Master's Degree from an accredited college or university.
- Bilingual Spanish ability preferred.
- Requires strong oral and written communication skills with students, parents and staff.
- Requires strong computer and educational technological skills.
- Requires effective problem solving, organizational, multi-tasking and time management skills.
- Requires the ability to implement effective counseling strategies.
- Requires the ability to create and engage students in collaborative classroom instruction in small groups to large assemblies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to handle crisis issues in a calm and professional manner.
- Requires the ability to establish and maintain effective working relationships with pupils, parents, school staff, district staff, and patrons.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently with little direct supervision.
- Must be able to provide own transportation, as position may require travel from school to school on a daily basis.
- Knowledge of State Core Curriculum and Board of Education adopted guidelines.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.