Vacancy Notice

DATE: February 21, 2020

POSITION: Social-Emotional Learning Interventionist (SEL Interventionist)

LOCATION: CBIS, FCMS & FCHS

NUMBER OF DAYS PER YEAR: 200 days per year

REQUIREMENTS: See attached

SALARY: Commensurate with experience

BENEFITS: Per the Classified Staff Handbook

APPLICATION DEADLINE: Open until filled

CONTACT: Kim Spurling, MSW, Director of Mental Health – spurlingk@franklinschools.org

Dr. David Clendening
SUPERINTENDENT
FRANKLIN COMMUNITY SCHOOL CORPORATION  
Social-Emotional Learning Interventionist  
Job Description

Job Title: Social-Emotional Learning Interventionist (SEL Interventionist)  
Supervisor: Director of Mental Health

Number of Days Per Year: 200

Qualifications

- Master’s degree in Social Work with school concentration or related field
- Active licensure (or currently seeking licensure) as an LSW, LCSW, LMHC, LMFT
- Willingness to obtain Student Services License from the Indiana Department of Education
- Willingness to become QPR trained and certified
- Desire to work with students in grades K-12
- Successful experience working with at-risk students in a school setting preferred
- Minimum of two (2) years experience in the field of mental health
- Excellent written, organization, and communication skills
- Effective in training staff members and facilitating collaborative community meetings

Purpose and Job Description

The SEL Interventionist significantly contributes to the development of a healthy, safe, and caring environment. Such an environment is achieved by advancing the understanding of the social-emotional development of children and the influences of family, community, and cultural differences on student success along with the implementation of effective intervention strategies. The SEL Interventionist promotes and enhances the overall academic mission of Franklin Community Schools by providing services that are student-centered, innovative and strengthen home, school, and community partnerships and address barriers to learning and achievement.

The SEL Interventionist will work in the Franklin Community School Corporation providing mental health and case management services and resources addressing barriers that limit a student from receiving the full benefit from their educational experience. The SEL Interventionist will appropriately triage students and assess risk, provide short-term solution-focused counseling, skills development, intervention supports, and coordinate with school counselors, administration, and outside agencies and be a mental health resource for the students and school as a whole. This individual will be a critical building-level collaborator for behavioral and social/emotional learning support strategies aimed at improving the social-emotional health, wellness, and development of Franklin Community School Corporation students and staff.

Essential Responsibilities and Tasks

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Collaborates with the Director of Mental Health to implement district-wide social-emotional learning interventions that infuse all aspects of instruction and promote equitable outcomes for Franklin Community School students.
- Understands the psychosocial development of children and the influences of family, community, and cultural differences and how it interacts with the educational process.
- Responds to referrals from school administration, school counselors, teachers, Kids Team, special education committees, and others.
- Provides evidence-based therapeutic interventions for students that address the student’s mental/behavioral health and family issues that impact school performance and social-emotional wellness and development.
• Provides assessment, planning, brief solution-focused intervention, referrals, advocacy, and collateral contacts.
• Conducts mental health, substance abuse, and trauma screenings when needed.
• Conducts home visits as a method to access the family and conduct interviews in response to school referrals.
• Creates and coordinates comprehensive plans for services to ensure student needs are met. (This includes advocacy and identifying appropriate community resources and referrals.)
• Conducts individual and group interventions using evidence-based social work models, principles, and practices.
• Consults with providers regarding integrated health, current function, medication-related issues, education support, and any other care related to students and families.
• Provides leadership in crisis and threat incident support, including assessing risk and developing safety plans with students, families and school administration.
• Generates appropriate referrals to the Department of Child Services when necessary; includes data tracking.
• Serves and is an active member of building-level student support teams, special education committees, academic teams, and behavioral RTI teams to develop strategies for student success.
• Collaborates with McKinney-Vento staff for students experiencing homelessness within the district.
• Collaborates with Adult and Child Behavioral Health School Social Therapist and Skills Specialists when needed.
• Attends IEP and 504 meetings as requested.
• Coordinates re-entry plans for students who have been hospitalized.
• Maintains an ongoing liaison with community agencies and other resources to meet student and family needs.
• Develops and maintains effective relationships and provides open and professional communication with FCSC staff, students, and parents.
• Develops and implements professional development training for educational staff and parents, as requested.
• Participates in professional development activities aimed at current trends and best practices for the provision of comprehensive school social work services.
• Completes documentation in a timely and accurate manner through identified platforms and maintaining ethical standards, including submitting notes within 24 hours after service. This includes documenting all screenings, assessments, and consultations.
• Performs related work as required.

Knowledge, Skills, and Abilities
• Knowledge and skills for direct and indirect intervention at an individual, group, or family basis.
• Ability to consult with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies.
• Ability to network with school programs and community agencies to provide essential services for families and children.
• Knowledge, skills, and processes for effective casework practice.
• Knowledge of the school social work profession including associated laws (FERPA, IDEA, ADA, McKinney-Vento Homeless Assistance Act, compulsory attendance, etc.), ethical issues, professional issues and standards; foundations of school psychology; and the role and function of the school social worker; understanding of child development, psychopathology, social and environmental conditioning, cultural diversity and family systems.
• Knowledge of local and agency resources for referrals.
• Skilled at assessing the level of suicidality in individuals who present for help.
• Skilled at working with various types of individuals and knowing how to approach each one.
• Ability to establish priorities, work independently, and proceed with objectives without supervision.
• Ability to maintain boundaries with clients, practitioners, and other agencies.
• Ability to maintain composure, professionalism, and structure in any given situation.
• Ability to uphold confidentiality at all times and adhere to the minimum necessary rule whenever data is shared.
• Ability to maintain communication with clinical and school-based staff regularly.
- Ability to handle and resolve recurring problems.

**Technical/Computer Skills**
- Skilled in basic computer operations – Word, spreadsheets, internet use, and data management.
- Knowledge of Google platforms preferred.
- Franklin Community Schools reserves the right to change or assign other duties to this position.
- This position requires an active driver’s license, a reliable vehicle, and be willing to travel locally.

**Work Environment**
- The work environment is fast-paced with minimal to high noise levels.
- This position requires working independently as well as part of a team.
- This position requires verbal and face-to-face contact with others daily.
- This position has core hours of M-F from 9-5:30 pm.
- This position requires some schedule flexibility, including evenings and weekend hours based on student needs.

**Physical Demands**
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.