



DOUGLAS COUNTY SCHOOL DISTRICT

JOB DESCRIPTION

Title:	School Social Worker I and School Mental Health Worker I
Reports to:	Director of Education Services – Area 4

SUMMARY OF POSITION:

As an independent contractor, the School Social Worker I and School Mental Health Worker I utilizes evidence-based and nationally recognized instructional practices to interface with the educational process and meet the needs of schools, students, and families in the Douglas County School District. Using a strengths-based and system-wide approach, the School Social Worker I and School Mental Health Worker I focuses on prevention and intervention by facilitating engagement between schools, families and the community. Using their training in systems theory, advocacy, and cultural competence, as well as the Code of Ethics set by the National Association of Social Workers, the School Social Worker I and School Mental Health Worker I addresses the District's Strategic imperatives by providing direct services to students and families, linking children, youth, and families to community agency resources, providing Response to Instruction (RTI) Intervention on all three tiers, and aligning services to meet the educational needs of all students. This person will be expected to adhere to the Douglas County School District Professional Domains and Standards for Licensed Employees and report directly to the Director of Area 4.

RESPONSIBILITIES AND ESSENTIAL FUNCTIONS

- Counsel individuals, groups, families, or communities regarding issues including mental health, poverty, unemployment, substance abuse, physical abuse, rehabilitation, social adjustment, child care, or medical care.
- Interview students individually, in families, or in groups, assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.
- Provide Tier I and Tier II interventions.
- Serve as a liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors, and other contacts, to help children who face problems such as disabilities, abuse, or poverty.
- Maintain confidential case history records and prepare reports.
- Counsel parents with child rearing problems, interviewing the child and family to determine whether further action is required.
- Refer parents to community resources for services such as job placement, debt counseling, legal aid, housing, medical treatment, or financial assistance, and provide concrete information, such as where to go and how to apply.
- Consult with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Monitor and evaluate paperwork.
- Counsel students whose behavior, school progress, or mental or physical impairment indicate a need for assistance, diagnosing students' problems and arranging for needed services.

- Develop and review service plans in consultation with students and their families, and perform follow-ups to assess the quantity and quality of services provided.
- Lead group counseling sessions that provide support in such areas as grief, stress, or chemical dependency.
- Provide, find, or arrange for support services, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.
- Assist families in the application for financial assistance.
- Assist families in seeking medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- Collect supplementary information as needed to assist families.
- Serve on policymaking committees, assist in community development, and assist client groups by lobbying for solutions to problems.
- Understand Positive Behavioral Interventions and Support (PBIS) and provide support in implementation of PBIS at each site.
- Work collaboratively with school personnel to ensure consistency of student interactions and a high degree of school/family communication.
- Provide input for student behavior plans.
- Provide, find, or arrange for support services for academic and social success at school.
- Maintain the highest level of confidentiality regarding student and family matters.

KNOWLEDGE OF:

Principles; practices, and ethical standards of social work; laws, codes and regulations related to assignments; disabilities and accommodations; referral process and how to conduct appropriate follow-ups; crisis intervention and counseling techniques; community resources and programs available to clients with identified needs; multi-tiered evidence-based interventions for supporting and improving children and youth social/emotional/mental health functioning, including culturally responsive practices; typical developmental milestones and mental health issues of children; child welfare systems and community resources; current state laws and regulations pertaining to social work particularly in the educational environment; and DCSD discipline policy and procedures.

SKILL AT:

Providing direct social work services to regular and special education students, as outlined in the Individual Education Plan; contributing effectively to the accomplishment of team or work unit goals, objectives and activities; providing direct social/emotional/mental health services, individual and group, to students; family engagement skills; knowledge of family systems theory; conflict mediation, crisis management; analyzing, interpreting and applying complex laws, codes, regulations and procedures; assessing cases appropriately and utilizing the most appropriate community and welfare resources to provide effective client services; using initiative and independent judgment within established procedural guidelines; organizing own work, setting priorities and meeting critical deadlines; and Interacting with persons of various social, cultural, economic and educational backgrounds.

ABILITY TO:

- Work independently and identify potentially more effective methods of work operation.
- Complete heavy workload with established time frames
- Perform a variety of duties, often changing from one task to another of a different nature.
- Recognize an emergency situation and take appropriate action.
- Effectively communicate (verbal and written) with students, parents, colleagues, administration and all other members of the educational community.
- Use web-based programs, e-mail, and technology effectively
- Understand a variety of learning styles
- Motivate students
- Appropriately handle stress and interact with others.
- Interact appropriately with colleagues and students for different purposes and in different contexts.
- Maintain regular attendance and punctuality

NON-ESSENTIAL FUNCTIONS

Perform related duties as assigned.

SUPERVISION RECEIVED

Work is performed under the general direction of the Director of Education Services – Area 4. The independent contractor is expected to exercise initiative and judgment in planning and organizing work, completing assignments and handling routine and unusual problems. Work is reviewed through conferences and reports for results achieved and shall be evaluated at least annually.

WORK CONTACTS

Frequent contact with teachers, students, parents, district staff, and other school personnel is required.

PHYSICAL AND MENTAL/INTELLECTUAL REQUIREMENTS

The physical and mental/intellectual requirements described here are representative of those that must be met by an independent contractor to successfully perform the essential functions of the job. Those requirements include:

- Strength, dexterity, and coordination to use keyboard and video display terminal for prolonged periods. Sedentary to heavy exertion of force involving 10-25 pounds frequently with up to 50 pounds occasionally. May involve negligible up to significant stand/walk/push/pull/carry. May involve climbing, standing, walking, pushing, pulling, carrying, balancing, stooping, kneeling, crouching, reaching, handling, and repetitive fine motor activities. Mobility to work in a typical classroom setting and use standard classroom equipment. The ability to interact professionally, communicate effectively, and exchange information accurately with all internal and external members of the school community.
- In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Applicants and incumbents are encouraged to discuss potential accommodations with the employer.

CONDITIONS OF WORK

Work is performed under the following conditions:

- Exposure to climate controlled classroom settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from moderate to very loud and occasional to frequent time periods. May involve work in crowded environments.
- Hazards: Classroom furniture, playground/office equipment, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

INDEPENDENT CONTRACTOR PUNCTUALITY AND APPEARANCE

In order for DCSD schools to operate effectively, independent contractors are expected to perform all assigned duties and work all scheduled hours during each designated workday, unless the independent contractor has received approved leave. Any deviation from assigned hours must have prior approval from the independent contractor's supervisor. All independent contractors are required to report to work dressed in a manner that reflects a positive image of DCSD and is appropriate for their position.

VERIFICATION REQUIRED OF INDEPENDENT CONTRACTOR

1. Proof of Liability Insurance – Subrogation Included and No Exclusion for Sexual Misconduct
2. Proof of Worker's Compensation Insurance – with Subrogation
3. Proof of Automobile Insurance
4. Proof of Subrogation Waiver

Note: See Professional Services Contract Template Attached to this Job Description.

LICENSES/CERTIFICATES/TRAINING

1. Licensed Social Worker (LSW at Bachelor's Level); or
2. Bachelor of Social Work Intern; or
3. Community Health Worker
4. Trained in district approved positive behavioral strategies used to prevent or deescalate behavior or an agreement to complete the training within a designated timeframe.

<u>Period of Service</u>	<u>Salary Schedule</u>	<u>FLSA Status</u>
184 Days/8 Hours per Day	Special Rate: \$22.50/Hour	Non-Exempt

INDEPENDENT CONTRACTOR ACKNOWLEDGEMENT

I acknowledge that I have read the above job description and have received a copy for my records.

Signature of Employee: _____

Date: _____