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Job Description

- JOB TITLE:** School Social Worker
- DEPARTMENT:** Special Education
- REPORTS TO:** Administrator for Accountability and Program Improvement
- WORK SCHEDULE:** 184 days per year
- SALARY SCHEDULE:** Salary and benefits in accordance with IIEA Master Agreement

QUALIFICATIONS:

- A. Full or temporary approval from the Michigan Department of Education as a school social worker.
- B. Ability to work with and communicate effectively with groups and individuals (students, parents, staff, and community); broad knowledge in the areas of child growth and development, sociology and psychology; familiarity with the Revised Administrative Rules for Special Education in Michigan and the District delivery system.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- A. Provides to the Individualized Educational Planning Team (IEPT) comprehensive diagnostic evaluations of children suspected of being
 - a. Emotionally Impaired and collaborates with the IEPT in the determination of eligibility of persons for programs and services for the emotionally impaired in accordance with R.340.1706 of the Michigan Special Education Rules;
 - b. Otherwise Healthy Impaired and collaborates with the IEPT in the determination of eligibility of persons for programs and services for the emotionally impaired in accordance with R.340.1709 of the Michigan Special Education Rules
- B. Serves as consultant to basic classroom program personnel and provides direct therapy and intervention services for students on IEPs for emotional issues which seem to interfere with successful education.
- C. Identifies problems and situations interfering with the ability of children to make adequate use of the educational experience.
- D. Prepares and implements an educationally-based treatment plan for children and their families through individual, group and community social work methods to enable students to cope with problems and to make satisfactory use of the educational experience. Not to be confused with a medical model.

- E. Serves as liaison between the school, the home, and the community in building and maintaining positive relationships.
- F. Collaborates with principals, teachers, and other personnel to improve use of existing school programs and procedures as well as to plan and implement new programs and procedures related to educational, social, and emotional needs of children.
- G. Coordinates or serves as a member of multidisciplinary teams and/or IEPTs and provides medical, psychological and sociological assessment information related to planning for children with adjustment problems.
- H. Participates with school staff in altering situations adversely affecting the personal, social-emotional, and academic development of children.
- I. Fosters professional development through in-service education of school staff including interns and volunteers and through planning, conducting, and participating in workshops for school personnel.
- J. Maintains adequate records, files, and other service and student data as required.
- K. Completes required paperwork in a timely manner (e.g. IEPs, IEP progress reports, MET cover sheets, Medicaid billing)
- L. Coordinates referrals and programming with other community agencies and services.
- M. Performs other duties which may be assigned by the supervisor.

Other knowledge, skills and abilities:

- Strong interpersonal and communication skills
- Ability to interpret, comprehend, and follow oral and written instructions in order to perform duties described above.
- Strong organizational skills and the ability to work independently
- High level of discretion and integrity

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

LANGUAGE SKILLS:

Ability to effectively present information and respond to questions from groups of administrators, staff, student, parents, and the general public. Communicate clearly and concisely both orally and in writing.

MATHEMATICAL SKILLS:

Basic Math skills are required.

REASONING ABILITY:

Apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Deal with problems involving several concrete variables in standardized situations.

PHYSICAL DEMANDS:

The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, bend, and reach with hands and arms.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment varies.

TRAVEL:

The employee may be expected to travel to the Intermediate School District, professional development conferences/trainings, and to other events as assigned by Supervisor.

EVALUATION:

Performance will be evaluated by ISD administrator and assigned professional in accordance with provisions established by administration/contract.

Approved By _____ Date _____
Supervisor

Received and Agreed by: _____ Date _____
Employee

Employee's printed name: _____