

SECTION I: GENERAL INFORMATION

Position Title: Social Worker	Department: Student Services
Immediate Supervisor's Position Title: Building Principal	FLSA Status Exempt
Salary Range: \$46,744 to \$107,076 Annually	
General Summary of Purpose of Job: Develop the student's fullest acquisition of knowledge, skills, concepts, and attitudes.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duty No.	Essential Duties
1.	To assist students, parents/guardians and staff with methods and resources that effectively address issues of achievement, social emotional adjustment and attendance in the school setting.
2.	To increase student engagement and success through student support and supervision, attendance, social-emotional behavior support, and collaboration with staff, students, families and community.
3.	To assist the school administration and student support staff in the areas of student support, including building supervision (arrival, dismissal, lunch, etc.).
4.	Provides crisis and behavior intervention services including intervening in problematic student behaviors at the earliest stages possible and contributing to the District's development of proactive preventative strategies intended to help address and alleviate such behaviors.
5.	Provides direct social-emotional behavior interventions and data collection to individuals and groups of students through Tier 2 and Tier 3 of the Multi-Tiered Systems of Support (MTSS) process.
6.	Assists with accessing outside resources needed to help students become personally and academically successful.
7.	Collaborates with the Community 360 workers and other student support staff such as counselors or school psychologists to support families who are experiencing social/emotional/behavioral challenges, attendance issues, homelessness and/or resource disparities.
8.	Leads and models restorative practice circles between students and/or staff.
9.	Develops positive and collaborative working relationships with parents and caregivers to encourage parent-teacher-administrator communication.
10.	Gathers and tracks data on student progress.
11.	Participates in special education assessment meetings as well as Individual Education Program (IEP) meetings as appropriate

12.	Ensures compliance and accurate documentation of social work case notes, homeless and highly mobile forms, attendance letters, ADSIS grant reporting, and Dakota County truancy and child protection reporting.
13.	Establishes and maintains effective communication with school and district-wide social work departments.
14.	Demonstrate prompt, regular and reliable attendance
15.	Other duties as assigned.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required to perform adequately in position could reasonably be attained only by completing the following:	
X	Bachelor's Degree in School Social Work or a related field

LICENSE/CERTIFICATION: (Identify licenses/certification required upon hiring:
<ul style="list-style-type: none"> Valid Minnesota Social Work License or five (5) or more years of teaching experience <p>Licensure Requirement (State Law): In accordance with Minnesota Statutes, section 122A.261, educators working in public preschool, School Readiness, and Voluntary Prekindergarten (VPK) programs within school districts and charter schools are required to hold a valid Minnesota teaching license by July 1, 2028.</p> <p>Educators with five (5) or more years of relevant teaching experience prior to September 2028 may qualify for an exemption under this law.</p>

ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO PERFORM THE WORK
<p>Knowledge</p> <ul style="list-style-type: none"> Excellent communication skills with families, students and staff. Sensitivity and compassion for the needs and issues for families and students with disabilities <p>Skills</p> <ul style="list-style-type: none"> Effective written and verbal communication skills Strong organizational and presentation skills Strong skills in differentiated instruction Skills in behavior management and classroom management Skills in data-driven decision making Skills in technology integration Demonstrated leadership skills <p>Abilities</p> <ul style="list-style-type: none"> Ability to work collaboratively and cooperatively with administrators, teachers, staff, and students Ability to meet the instructional needs of a diverse group of students Ability to promote strong student learning outcomes

- Ability to develop and maintain positive professional relationships
- Ability to analyze, prioritize, and implement plans in a timely and professional manner
- Commitment to professional development and continuous growth
- Demonstrated prompt, regular, and reliable attendance

PHYSICAL REQUIREMENTS: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk			√	
Sit		√		
Use hands dexterously (use fingers to handle, feel)				√
Reach with hands and arms			√	
Climb or balance	√			
Stoop/kneel/crouch or crawl			√	
Talk and hear				√
Taste and smell	√			
Lift & Carry: Up to 10 lbs.			√	
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
Vision Requirements:	Yes	No		
No special vision requirements	√			
Close Vision (20 in. of less)		√		
Distance Vision (20 ft. of more)		√		
Color Vision		√		
Depth Perception		√		
Peripheral Vision		√		

General Environmental Conditions:

Work is performed under normal classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.

General Physical Conditions:

Work can be generally characterized as:

Work is generally characterized as **Light to Medium Work**, requiring frequent standing, walking, bending, reaching, and kneeling. The position involves occasional lifting, carrying, pushing, or pulling of materials and equipment, and may include lifting children or assisting with mobility, generally up to 30–40 pounds. The role requires active engagement in classroom, play, and care routines throughout the day.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:

N/A

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Human Resources

Date

Job Classification History:

Prepared by AT 4/7/26

Reviewed/updated:

Reviewed/updated: