



---

---

## **POSITION DESCRIPTION**

### *SCHOOL SOCIAL WORKER-COUNSELOR*

#### **ORGANIZATIONAL RELATIONSHIP**

Report and account to the Director of Student Services and the building principal.

#### **PRIMARY FUNCTION**

Assist in identifying and work toward resolving the educational, social and/or emotional difficulties of pupil(s) in assigned case(s), which interfere with his/her attendance, adjustment and achievement within the school district. Provide all students with personal, social and relationship counseling and academic support services to ensure successful educational progress.

#### **PERFORMANCE RESPONSIBILITIES**

1. Provide casework services to individual pupils in order to report to appropriate school personnel the pupil's educational, social and/or emotional problems in the home, school and social environment which impacts upon the pupil's school adjustment.
2. Provide individual and group counseling to pupils in personal growth and development; problem solving and decision making.
3. Participate in individual conferences and discussions with school personnel; parent/teacher conferences; or in multi-disciplinary team meetings to review the difficulties affecting the student's achievement and adjustment and to arrive at recommendations which are designed to improve the pupil's overall adjustment and learning.
4. Serve as liaison in assigned cases between the parents and the school to obtain improved parental understanding of their child/children and to explain the school services, which might be available to pupils and parents.
5. Participate in and act as liaison with community resources which provide help to students and their families.
6. Serve as a consultant and a resource person for staff; provide in-service programs, provide orientation with respect to the problems of mental health, child development and family relationships, and assist in developing educational accommodations/plans for students when mental health, school attendance, and/or behavior impacts learning.
7. Assist in the implementation of the comprehensive school counseling curriculum and collaborate with teachers in teaching guidance-related curriculum.
8. Participate in the planning and evaluation of the state standardized testing program and assist in interpreting assessment and other appraisal results.
9. Use other sources of student data for assessment, planning and transition purposes.
10. Assist in the planning and development of school programs necessary to meet conditions in the school, community and social environment.
11. Serve as a district representative to appropriate community agencies whenever there is reason to suspect child abuse and/or child neglect.
12. Maintain up-to-date casework records.
13. Provide appropriate written reports to student services office and multi-disciplinary teams to which the social worker is assigned.
14. Supply verbal and written reports concerning pupils to appropriate and recognized community agencies and public agencies pursuant to Board Policy, state and federal laws.
15. Perform other duties as assigned by the Director of Student Services.

## **QUALIFICATIONS**

1. **Education:**
  - Master's Degree or higher degree in social work from an accredited college or university is preferred. Graduate work should include educational psychology, guidance, educational research, measurement, and organizational management. Background in EBD / behavioral interventions preferred.
  
2. **Experience/Certification:**
  - Five successful years of experience as a school social worker or its equivalent in training and experience as determined by the Superintendent.
  
3. **Skills, Knowledge and Abilities:**
  - Demonstrated skill in organizing ideas and presenting them with clarity and conciseness.
  - Ability to establish and maintain a working relationship based on mutual confidence and respect.
  - Demonstrated skill in identifying problems and their resolutions.
  - Training and recent experience in assessment of students Pre-K to grade 12.
  - Training and recent experience in adaptations, collaboration and conflict resolution.
  - Effective case management skills.
  - Knowledge of special education law and procedures.
  - Effective technical skills of writing I.E.Ps, placement offers, participant summary of findings, etc.
  - Demonstrated sound judgment, social competency, adaptability, self-confidence, emotional maturity, initiative, enthusiasm and resourcefulness, as well as dedication to duty.

This description is designed to assist in evaluating various classes of responsibilities, skills and working conditions. It illustrates tasks and levels of work difficulty required of positions given this classification. It is not intended to limit or modify the right of any supervisor to assign, direct and control the work of employees under his/her supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of a similar kind or level of difficulty.

## **PHYSICAL DEMANDS**

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to lift, carry, push, pull or otherwise move objects. This type of work involves sitting most of the time, but may involve walking or standing for brief periods.

Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.

## **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 (in the school) is usually moderate to loud. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students.

### **TERMS OF EMPLOYMENT**

As set forth in the Stevens Point Area Public School District Employee Handbook.

***The information contained in this job description is for compliance with the Americans with Disabilities Act and is not an exhaustive list of duties performed for this position. However, all employees are expected to be able to work with others, follow work rules and procedures and accept constructive criticism. Further, additional duties are performed by the individuals currently holding this position and additional duties may be assigned.***

CREATED: April 18, 2008

UPDATED: May 2013, March 2014, April 2019

The Board does not discriminate in the employment of professional staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.