

MISSION STATEMENT

The principal tasks of the School Social Worker are to strengthen and maintain effective home, school, and community partnerships while reducing barriers to student learning and to improve academic and behavioral outcomes through social-emotional wellness. The School Social Worker brings to the educational process an understanding of the psychosocial development of children.

ESSENTIAL FUNCTIONS

1. Child Abuse and Neglect
 - a. Complies with state law in reporting suspected child abuse and neglect.
 - b. Maintains records pertaining to child abuse and neglect cases within each school
 - c. Provides in-service training to school personnel
 - d. Serves as a liaison to CPS
 - e. Assists staff in mandated reporting duties

2. Exceptional Educational Services
 - a. Serves as Local Educational Agency representative on IEP teams
 - b. Provides social work diagnostic services as member of IEP teams
 - c. Implements recommendations for social work services by IEP teams
 - d. Provides consultation for school staff on IEP law as well as services provided
 - e. Observes students in home or school settings as required
 - f. Maintains and reviews IEPs

3. Direct services to students
 - a. Provide individual and group student counseling
 - b. Perform crisis intervention, planning, and services
 - c. Prepare assessment of social, emotional, and academic needs
 - d. Provide support for traditionally marginalized students including at-risk, LGBTQ+, homeless, and pregnant/parenting teens
 - e. Provides support for students in foster care.
 - f. Serves as liaison with county human services for foster care, long term care, and other community and county-based teams and services.
 - g. Provide case management services; psychosocial study, formulation, and implementation of treatment plans

4. Direct services to families
 - a. Conduct home visits
 - b. Coordination of services for homeless families
 - c. Assist families in finding and utilizing community resources
 - d. Coordinate continuity of care for students in out-of-home placement
 - e. Provide parent education and support services

5. Direct services to staff
 - a. Consultation on behavioral interventions and supports

- b. Assists with universal screenings
- c. Promotion and training of school-wide trauma informed, social emotional learning, and resiliency practices
- d. Participate and lead building consultation teams
- e. Referral to employee assistance and wellness programs

6. Related services

- a. Develop and revise policy
- b. Manage and write grants
- c. Analyze and collect data
- d. Evaluate school climate
- e. Planning, designing, implementing, and evaluating school programs

7. Attendance

- a. Review attendance data
- b. Provide support and interventions, including but not limited to, meetings with stakeholders, phone calls, letters, and home visits
- c. Determine if mental health/ AODA screening or referral is appropriate
- d. Support school administration in locating children who are assigned but not attending school
- e. Provide and facilitate wrap around / community services referrals

8. Mental Health

- a. Serve as school based mental health coordinator
- b. Refer to outside agencies and supports
- c. Train staff on trauma and mental health; provide staff consultation
- d. Provide mental health interventions and brief counseling to students
- e. Serve as a member of building crisis and trauma teams

9. Multi-Tiered System of Support

- a. Serve on Tier 2 building teams
- b. Lead Tier 3 building teams
- c. Support and provide interventions such as but not limited to: FBAs, BIPs, CICO, and SAIGs
- d. Participate in student meetings
- e. Support data based decision making and documentation
- f. Provides support to school sites in implementing tiered interventions within the District's PBIS program

10. Advocacy

- a. Advocate for school environments to operate in the best interest of children
- b. Advocate for all community populations, utilizing skills that respect issues of cultural and ethnic diversity and equity for every student and family
- c. Use of evaluation results to guide recommended changes in policies and programs
- d. Anticipation of emerging needs that require a systemic response by the

- school/district
- e. Execute program audits to help the school district meet expectation for student achievement and success

QUALIFICATIONS

- Certified by the Wisconsin Department of Public Instruction as a School Social Worker ➤
- Must have a Master of Social Work degree from an accredited university ➤ Must possess the ability to work effectively with students, parents, colleagues, and the general public
- Must possess knowledge and skills related to family systems
- Must possess knowledge and skills related to community agency systems
- Must possess knowledge and skills related to exceptional educational needs students ➤
- Must possess knowledge and skills related to alcohol and other substance addiction
- Must possess knowledge and skills related to special populations
- Must demonstrate core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.
- Must possess knowledge and skills related to an understanding of historical and current perspectives of public-school education.
- Must possess knowledge of evidence-informed approaches to teaching and learning. ➤
- Must possess knowledge and skills related to systematic assessment, data gathering, and interpretation at multiple levels using a variety of methods.
- Must possess knowledge and skills related to cultural competence and humility.
- Must possess knowledge and skills related to risk and resiliency factors for populations at risk.