

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

SCHOOL SOCIAL WORKER, LEAD

QUALIFICATIONS

- Master's Degree in Social Work.
- Valid Florida Educator's Certificate with specialization in School Social Work.
- Minimum of five (5) years of direct social work experience in public schools.
- Possess current Florida Driver's License and/or have access to transportation.
- Bilingual ability may be required per advertised vacancy specifications.

KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of technology support applications as related to School Social Worker functions (e.g., word processing, spreadsheets, graphing of data, email, scoring software programs, on-line integrated data system, etc.).
- Skill in human interaction and conflict management.
- Effective skills in oral and written communications.
- Ability to plan, organize, and prioritize.
- Ability to obtain and maintain certification in SCPS-approved crisis management and physical intervention training.
- Ability to develop and maintain collaborative relationships with school personnel, students, and parents.

SUPERVISION

REPORTS TO Executive Director of Exceptional Student Support Services (ESSS) or designee
SUPERVISES No supervisory duties

POSITION GOAL

To coordinate and provide direction to SCPS school social workers per established SCPS procedures. To support instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, social/emotional/behavioral assessment and intervention, case-management, wraparound service delivery, data collection and data analysis, consultation and collaboration, and crisis management.

PERFORMANCE RESPONSIBILITIES

1. * Coordinate and monitor program activities pertaining to the implementation of school attendance laws in compliance with department and District policy as directed by the Executive Director of ESSS or designee.
2. * Assist with the collection and maintenance of appropriate school social work records and program data to assist with District and/or ESSS departmental policy decision-making.
3. * Coordinate social work intern training and evaluation in conjunction with university personnel.
4. * Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students.
5. * Utilize skills in problem solving and assessment for intervention to support teachers in meeting the instructional needs of all students.

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6. * Serve as a liaison between families and Student Study Teams (SSTs) by meeting with parents/guardians in home and community environments for the purpose of assessing areas that interfere with students' capacity to receive and/or benefit from instruction.
7. * Conduct functional assessments that are intervention-oriented and that consider the environmental context of the presenting problems as they relate to the student's capacity to receive and/or benefit from instruction.
8. * Implement individual, group, or system-level interventions that are scientifically proven to promote positive social, emotional, behavioral, and independent functioning outcomes.
9. * Assist Individual Education Plan (IEP) teams in the development of meaningful, objective, and measurable IEP goals and support instructional personnel in the progress monitoring of these goals.
10. * Conduct assessments when requested by SSTs that yield results that are intervention-oriented, that will facilitate the instruction of a student who is not responding to proven instructional and/or behavioral interventions, that will assist SSTs in determining the student's need for specialized instruction, and that are sensitive to the cultural background of students and families.
11. * Assist school-level personnel in supporting student attendance by managing truancy referrals that adhere to SCPS procedures for truancy.
12. * Prepare and type formal written reports that adhere to the SCPS and ESSS procedures for presenting evaluation and assessment data.
13. * Participate in multidisciplinary meetings to determine the instructional, social, emotional, and/or behavioral needs of all students.
14. * Participate in professional development opportunities that are consistent with the goal of this position when requested and approved by the Executive Director of ESSS or designee.
15. * Partner with instructional, non-instructional, and administrative personnel in their support of students who demonstrate aggressive behavior, self-injurious behavior, and/or high-magnitude disruptive behavior.
16. Perform other duties as assigned by the Executive Director of Exceptional Student Support Services or designee.

**Denotes essential job function/ADA*

EQUIPMENT / MATERIALS

Computer, printer, copier, fax machine, computer-scoring software, hand-held technology for data collection

PHYSICAL REQUIREMENTS

Medium Work Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

PHYSICAL ACTIVITIES

Sitting	Resting with the body supported by the buttocks or thighs.
Standing	Assuming an upright position on the feet particularly for sustained periods of time.
Walking	Moving about on foot to accomplish tasks, particularly for long distances.
Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. Using feet and legs and/or hands and arms.
Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or moving surfaces.
Bending	Lowering the body forward from the waist.
Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
Kneeling	Bending legs at knee to come to a rest on knee or knees.
Crouching	Bending the body downward and forward by bending leg and spine.
Crawling	Moving about on hands and knees and/or hands and feet.
Twisting	Moving body from the waist using a turning motion.
Reaching	Extending hand(s) and arm(s) in any direction.
Pushing	Using upper extremities to press against something with steady force order to thrust forward, downward or outward exerting up to 50 pounds of force.

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Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion exerting up to 50 pounds of force.
Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position to position through the use of the upper extremities and back muscles exerting up to 50 pounds of force.
Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
Grasping	Applying pressure to an object with the fingers and palm.
Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with the skin, particularly that of fingertips.
Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
Hearing Acuity	The ability to perceive speech and other environmental sounds at normal loudness levels.
Visual Acuity	The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

Indoors & Outdoors The worker is subject to both environmental conditions. Activities occur inside and outside.

TERMS OF EMPLOYMENT

PAY GRADE	POSITION CODES	FLSA	BOARD APPROVED
T \$42,075 - \$73,750	PeopleSoft Position TBD	<input type="checkbox"/> Applicable	April 14, 2009
District Salary Schedule	Personnel Category 10	<input checked="" type="checkbox"/> Not applicable	January 24, 1995
Months 10	EEO-5 Line 40	Previous Board	Approval
Annual Days 196	Function 6120		
Weekly Hours 35	Job Code 1122	ADA Information Provided by	Tim Ulmer and Britt Smith
Annual Hours 1372	Survey Code 61131	Position Description Prepared by	Tim Ulmer and Britt Smith