

AVONWORTH SCHOOL DISTRICT

Title: K-12 School Social Worker
Department: Student Services
Reports To: Building Principal and/or Director of Student Services
Term: Per Avonworth Education Association (AEA) Agreement

The K-12 School Social Worker plays a critical role in schools and educational settings. The K-12 School Social Worker will provide services to enhance the student's emotional well-being and improve their academic performance. The K-12 School Social Worker can be called on to help students, families, and teachers address problems such as truancy, social withdrawal, over-aggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems. The K-12 School Social Worker is responsible for supporting students' emotional well-being through prevention, intervention, and advocacy. They will strive to ensure every child has access to resources and skills needed to succeed.

QUALIFICATIONS

1. Certification:
 - a. Valid Pennsylvania Department of Education Home and School Visitor PK-12 Educational Specialist certificate required
 - b. Pennsylvania Social Worker License preferred
2. Exceptional organization, planning, leadership, and technical skills and ability to engage students in positive learning experiences.
3. Working knowledge and skills using MS Office Suite, and Google Suite. Knowledge of current school technology is preferred.
4. Critical thinking methodologies and problem-solving techniques.
5. Ability to support a culture of equity and belonging.
6. Strong interpersonal skills and ability to communicate professionally and positively.
7. Willingness to be flexible in terms of school building location and travel between.

RESPONSIBILITIES AND ESSENTIAL FUNCTIONS

The Social Worker must be capable of performing the following functions:

1. Acts as liaison between mental health agencies and the District provides support to families and offers strategies and appropriate mental health information to teachers to support identified students.
2. Conducts formal and informal assessments of student functioning, developmental history, family and community structure, interpersonal relationships, adaptive behavior, and cultural factors that may influence learning.
3. Develops intervention plans consistent with curriculum, student needs, strengths, social and cognitive functioning, and cultural experiences.

4. Provides direct interventions to students, including individual and group sessions, counseling, and educational and informational programs.
5. Organizes physical and virtual spaces to ensure confidentiality, safety, and inclusivity, creating an environment conducive to learning and emotional growth.
6. Provides parent counseling and training to help them acquire the necessary skills to support their child related to mental health diagnoses and implications.
7. Educates staff on strategies to support students' behavioral and academic needs.
8. Collaborates with school counselors to develop support groups and support plans to meet students' individual needs.
9. Educates staff to recognize warning signals and triggers for students and teaches de-escalation strategies in dealing with challenging and/or impaired behavior.
10. Participates in school-based meetings involving identified students in grades K-12, such as IEP meetings, academic team meetings, parent conferences, Student Assistance Team meetings, MTSS meetings, transition meetings, discipline/suspension hearings, positive behavior support plan meetings, advocate meetings, truancy hearings, and MDE meetings.
11. Exhibits confidentiality with student information in accordance with FERPA and demonstrates objectivity in emotionally charged and conflict situations.
12. Conducts observations for students in various settings to gather data, monitor progress, and make recommendations to offer students ongoing opportunities to learn and practice social skill development and positive solutions.
13. Assists in arranging additional school-based services with community resources and providers.
14. Attends community meetings, site visits, and scheduled appointments with students and parents to clarify school-related services and concerns
15. Works additional days during the Summer as approved by the Board of Directors
16. Facilitates referrals to community resources and obtains parental consent to release and exchange information with community resources to support student progress and success.
17. Participates in legal proceedings as required related to truancy filings, CYF hearings, and other court-related processes.
18. Assists in the development of home-based incentive programs, and offers home visits to maximize parental availability.
19. Continues to grow professionally through activities such as staff development, further coursework, and participation in local, county, regional, and state meetings and conferences.

20. Perform other tasks and assume other responsibilities that may be assigned by supervisors.
21. Performs all duties and responsibilities in accordance with District requirements, Board policies, and state and federal laws.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. As appropriate the teacher will be required to follow any other job-related instructions and perform other related duties directed by supervisors.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

TECHNOLOGY SKILLS:

Must have proficient computer skills and the ability to use the current Avonworth School District technology as needed. Must be aware of and abide by district policy concerning the safety and appropriate use of technology. Demonstrate proficiency with Microsoft Office and the Google Platform, etc.

CONFIDENTIALITY:

Respect and maintain the confidentiality of student records, personal communication, and family background information at all times.

LANGUAGE SKILLS:

Ability to read, analyze, interpret, and communicate. Ability to effectively present information and respond to questions from groups of administrators, teachers, support personnel, and the general public.

MATHEMATICAL SKILLS:

Ability to work with and apply mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply concepts of the instructional subject area.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional programs. Ability to plan and implement lessons based on district and school objectives and needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

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 essential functions. It

is essential that the employee can hear and speak to communicate effectively with the students, faculty, and others. The employee is frequently required to sit, stand, or walk. The employee also must be able to tell where a sound is coming from and hear in a noisy environment to provide effective guidance. Specific vision abilities are required and these include close vision, distance vision, and peripheral vision. The employee must have the capacity to use his/her hands and arms for effective participation in the daily routine. The employee may occasionally lift objects weighing up to 50 pounds, and/or push/pull objects of 100 pounds or more. The employee must have the physical dexterity to operate classroom equipment, such as computers, calculators, or projectors. The employee must be mobile, to move about the school premises. In certain circumstances, the employee may be directly responsible for performing physical acts for the protection of students and/or others. Occasionally, this position requires the employee to work irregular or extended hours, meet multiple demands from several people, and interact with the public and other staff.

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 essential functions. The noise level in the work environment is acceptable for this particular environment. However, the noise level can vary depending on daily activity but will remain within the acceptable noise level range. The employee continuously interacts with the public, staff, and students. The employee frequently will be required to meet multiple demands from several people.

EVALUATION: Annual review by the building principal or designee in accordance with the Board policy and state regulations.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

***Clearances are required in accordance with School Code (Child Abuse, FBI, and Criminal Record required)**

Board approved 12/9/2024