

POSITION DESCRIPTION

This position description serves as the official classification document of record for this position. Please complete the information as accurately as you can as the position description is used to determine the proper classification of the position.

2. Employee's Name (Last, First, M.I.)	8. Department/Agency EDUCATION
3. Employee Identification Number	9. Bureau (Institution, Board, or Commission)
4. Civil Service Position Code Description CLINICAL SOCIAL WORKER-E	10. Division Educator Excellence, Career Technical Education, Special Education, and Administrative Law
5. Working Title (What the agency calls the position) School Social Worker	11. Section Special Education
6. Name and Position Code Description of Direct Supervisor KRUEGER, MATTHEW G; DEPARTMENTAL MANAGER-3	12. Unit Michigan School for the Deaf - Academic
7. Name and Position Code Description of Second Level Supervisor CONTRERAS, JESSICA; STATE ADMINISTRATIVE MANAGER-1	13. Work Location (City and Address)/Hours of Work 1235 W. Court St. Flint, MI. 48503 / Monday - Friday, 8:00 am - 5:00 pm

14. General Summary of Function/Purpose of Position

The school social worker functions as a member of the multi-disciplinary evaluation team and provides direct social work services to students who are Deaf or hard of hearing (DHH), and whose IEP identified the need for social work services as a component of FAPE. The school social worker also provides indirect services and support to DHH students who are experiencing social, emotional and/or behavioral problems that interfere with their performance in school. The school social worker facilitates communication among school, home, and community providers, identifies available community resources, and is involved in the identification and implementation of positive behavioral intervention supports (PBIS) and other strategies. The school social worker will develop, implement and lead the schoolwide PBIS tiered system of supports, and ensure staff receive ongoing coaching and training.

15. Please describe the assigned duties, percent of time spent performing each duty, and what is done to complete each duty.

List the duties from most important to least important. The total percentage of all duties performed must equal 100 percent.

Duty 1

General Summary:

Percentage: 45

Provides direct social work services to students in accordance with each student's individualized education program (IEP) and provides social work services to students who are at-risk of school failure and/or are demonstrating social/emotional/behavioral problems within the school or residential setting.

Individual tasks related to the duty:

- Provide direct social work services in accordance with each eligible student's IEP.
- Provides social skills, self-regulation, stress reduction or other similar instruction to students who are experiencing social /emotional/behavioral problems that interfere with their learning.
- Provides short-term individual and group social work services to students who are experiencing social/emotional/behavioral problems that interfere with their learning.
- Conducts observations, reviews behavioral data, and identifies the unique student needs on which to develop and update IEP goals for individual students.
- Attend IEPs as the evaluation team representative who can interpret instruction implications.

Duty 2

General Summary:

Percentage: 25

Serve as a member on the multidisciplinary evaluation team, conduct social work evaluations, and functional behavior assessments. Develop and implement IEPs and positive behavior support plans based on evaluation data.

Individual tasks related to the duty:

- Initiate the review of existing evaluation data (REED) process to review data and determine the need for additional information necessary to determine: a student's present level of academic achievement and functional performance; or whether the student has or continues to have a disability; or appropriate programs and services for students with an IEP.
- Obtain parent consent for an evaluation, when appropriate.
- Conduct social work evaluation, including behavioral screeners, observations, behavioral assessments, and other assessments determined necessary during the REED process.
- Write a present level statement, inclusive of evaluation data, and identify appropriate accommodations, goals, and objectives, that will support the identified need and allow the student to make progress in the general curriculum
- Provides information to families and assists them in accessing counseling services, as needed.
- Conduct functional behavior assessments to determine the need for a positive behavior support plan (PBSP).
- Assists students to improve their academic, personal, and social functioning.

Duty 3

General Summary:

Percentage: 15

Facilitate PBIS process. Works with teachers, residential care aides, and other support staff to ensure student behavioral needs are supported and provide ongoing coaching and training.

Individual tasks related to the duty:

- Serve as PBIS co-lead and support teachers with implementation of the PBIS process to ensure fidelity of implementation.
- Helps to identify and/or design SEL lessons/curriculum for teachers and students.
- Provides information to families and assists them in accessing counseling and other social/emotional/behavioral support services, as needed.

Duty 4

General Summary:

Percentage: 10

Serve on the crisis response team and as restorative practices facilitator.

Individual tasks related to the duty:

- Work with resident districts to conduct threat assessments and emergency personnel, as necessary.
- Employ crisis prevention and interventions (CPI) and emergency seclusion and restraint, when needed and ensure all reporting requirements are met according to state timelines.
- Facilitate restorative practices

Duty 5

General Summary:

Percentage: 5

Attend trainings, professional learning opportunities, and other opportunities to stay current in the field and to bring back and implement evidence-based practices to MSD.

Individual tasks related to the duty:

- Attend in-person or virtual conferences and trainings relevant to the position.
- Maintain certifications and training requirements.
- Other duties as assigned.

16. Describe the types of decisions made independently in this position and tell who or what is affected by those decisions.

Examples of independent decisions made are method of direct and indirect services to be provided; amount of information to be shared with support staff and teaching staff.

17. Describe the types of decisions that require the supervisor's review.

When professional experience and judgement do not meet the situation, supervisor's review will be sought. When there is a need for emergency personnel involvement or a threat assessment.

18. What kind of physical effort is used to perform this job? What environmental conditions in this position physically exposed to on the job? Indicate the amount of time and intensity of each activity and condition. Refer to instructions.

Sitting, standing, bending, stooping, walking.
There may be an occasional need to employ CPI and/or restraint.

19. List the names and position code descriptions of each classified employee whom this position immediately supervises or oversees on a full-time, on-going basis.

Additional Subordinates

20. This position's responsibilities for the above-listed employees includes the following (check as many as apply):

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| ☐ Complete and sign service ratings. | ☐ Assign work. |
| ☐ Provide formal written counseling. | ☐ Approve work. |
| ☐ Approve leave requests. | ☐ Review work. |
| ☐ Approve time and attendance. | ☐ Provide guidance on work methods. |
| ☐ Orally reprimand. | ☐ Train employees in the work. |

22. Do you agree with the responses for items 1 through 20? If not, which items do you disagree with and why?

Yes.

23. What are the essential functions of this position?

The school social worker functions as a member of the multi-disciplinary evaluation team and provides direct social work services to students who are Deaf or hard of hearing (DHH), and whose IEP identified the need for social work services as a component of FAPE. The school social worker also provides indirect services and support to DHH students who are experiencing social, emotional and/or behavioral problems that interfere with their performance in school. The school social worker facilitates communication among school, home, and community providers, identifies available community resources, and is involved in the identification and implementation of positive behavioral intervention supports (PBIS) and other strategies. The school social worker will develop, implement and lead the schoolwide PBIS tiered system of supports, and ensure staff receive ongoing coaching and training.

24. Indicate specifically how the position's duties and responsibilities have changed since the position was last reviewed.

Updated certificate credentials.

25. What is the function of the work area and how does this position fit into that function?

The position functions as a member of the multi-disciplinary evaluation team providing direct and indirect school social work services to students who are deaf or hard of hearing and experiencing social, emotional and/or behavioral problems that interfere with their performance in school. The School Social Worker facilitates communication among school, home, and community providers, identifies available community resources, and is involved in the identification and implementation of positive behavioral intervention supports (PBIS) and other strategies. The position provides school social work services to students who are deaf or hard of hearing at the Michigan School for the Deaf as per each student's IEP and to support the social/emotional/behavioral well being of at-risk students.

26. What are the minimum education and experience qualifications needed to perform the essential functions of this position.

EDUCATION:

Possession of a master's degree in social work.

EXPERIENCE:

Clinical Social Worker 9

No specific type or amount is required.

Clinical Social Worker 10

One year of professional experience providing social casework and treatment services equivalent to a Clinical Social Worker 9.

Clinical Social Worker P11

Two years of professional experience providing social casework and treatment services equivalent to a Clinical Social Worker, including one year equivalent to a Clinical Social Worker 10.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of the basic sciences underlying social work, such as psychology, sociology, and economics.

Knowledge of the principles, procedures, techniques, trends, and literature of clinical social work.

Knowledge of the various areas of social work, including group work, community organization, consultation, education, and research.

Knowledge of the characteristics and social aspects of mental and emotional disturbances and developmental disability.

Knowledge of current trends in mental hygiene, public health and public welfare, and federal and state programs in these fields.

Knowledge of mental health education and in-service training techniques.

Knowledge of the scope and activities of local and private health and welfare agencies and community organizations.

Ability to establish and maintain the confidence and cooperation of others.

Ability to obtain accurate social data, to record such data systematically, and to write clear, accurate, and concise reports.

Ability to make independent clinical judgements.

Ability to evaluate resident treatment needs and to adapt an effective course of action.

Ability to place and supervise residents in family care and employment.

Ability to work with other disciplines as part of a treatment team.

Ability to maintain records, prepare reports, and conduct correspondence related to the work.

Ability to communicate effectively with others.

Ability to maintain favorable public relations.

CERTIFICATES, LICENSES, REGISTRATIONS:

Possession of a license as a limited or full master's social worker in Michigan.

Possession of one of the following credentials: School Social Worker Permit; Full School Social Worker Approval; Preliminary School Social Worker Certificate; or Professional School Social Worker Certificate.

NOTE: Civil Service approval does not constitute agreement with or acceptance of the desired qualifications of this position.

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Supervisor

Date

TO BE FILLED OUT BY APPOINTING AUTHORITY

Indicate any exceptions or additions to the statements of employee or supervisors.

NA

I certify that the entries on these pages are accurate and complete.

JOETTA PARKER

5/11/2026

Appointing Authority

Date

I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.

Employee

Date