



## WAVERLY COMMUNITY SCHOOLS Position Announcement

|                             |  |                              |                       |
|-----------------------------|--|------------------------------|-----------------------|
| <b>Job Title:</b>           | School Social Worker 2025-26 School Year   |                              |                       |
| <b>Location:</b>            | To Be Determined   | <b>Start Date:</b>           | August 2025           |
| <b>Salary Range/ Level:</b> | \$45,456- \$86,442 - As per the salary schedule contained in the WEA Master Agreement  | <b>Terms of Employment</b>   | School Year           |
| <b>Date Posted:</b>         | March 5, 2025  | <b>Application Deadline:</b> | April 20, 2025 @ 4 pm |
| <b>Application Process:</b> | <p>A COMPLETED ONLINE APPLICATION IS <b><u>REQUIRED</u></b>. (See application instructions at <a href="#">School Social Worker 2025-26</a>)</p> <p>Resume and cover letter may be:</p> <ul style="list-style-type: none"> <li>• Attached within the online application (preferred)</li> <li>• Faxed: (517) 321-8577</li> <li>• Mailed: Waverly Community Schools, 515 Snow Rd., Lansing, MI 48917</li> </ul> |                              |                       |

### Job Description

#### JOB SUMMARY

The school social worker/ provides quality services and expertise on issues ranging from program design, assessment, and intervention with students. The social worker provides support in the area of academic, emotional, behavioral and social success for students. Coordinates and networks with community agencies.

Comply with Michigan Special Education law/requirements that impact School Social Workers. Implementation of Restorative Practices/PBIS.

#### ESSENTIAL JOB FUNCTIONS

*Essential functions under the Americans with Disabilities Act may include any of the following duties, knowledge, and skills. This list is illustrative only and is not a comprehensive listing of all functions and duties performed by employees in this position. Regular on time and in person attendance is an essential function of this job. Other essential functions may include, but are not limited to the following:*

- Conduct diagnostic evaluations, writes reports, and participates fully in IEPs with parents and school teams.
- Report on student progress towards goals and objectives during each reporting period.

- Provide/uses data collection system for functional assessment/positive behavior support.
- Collect, analyzes and graphs data.
- Participate/provide professional development in the implementation of PBIS school-wide process.
- Comply with timelines, laws, and regulations as it relates to district, state, and federal policies and procedures.
- Work cooperatively with staff in the development of goals and objectives.
- Comply with Special Education referral and IEP timelines.
- Provide social work services as indicated on each student's IEP.
- Report progress to parents as scheduled in individual student IEPs.
- Maintain accurate records/timelines of progress and service.
- Always maintain confidentiality.
- Conduct classrooms and small group social skills building teams. Conduct individual therapy sessions tied to IEP goals.
- Collaborate with teachers to support positive practices within the classroom.
- Conduct observations of student behaviors and provide feedback using feedback protocols.
- Lead behavior intervention teams in assigned schools. Provide professional development and coaching to staff on PBIS and support plans.
- Comply with Master Agreement between the Waverly Board of Education and Waverly Education Association.
- Participate in building Instructional/Intervention Strategies.
- Participate in meetings as directed by Special Education Administrator.
- Participate in district-wide School Social Work meetings, as directed by Special Education Administrator.
- Provide "Crisis Intervention" support throughout the district, if assigned to the Crisis Team.
- Complete Medicaid documentation, monthly.
- Support school leadership with developing and implementing Positive Behavior Support structures within the school.
- Use technology tools to support student self-management needs.
- Conduct parent training sessions related to student needs.
- Work collaboratively with school initiatives that support intervention strategies for student success.
- Conduct initial evaluations of students suspected of having an emotional impairment or with social-emotional concerns.
- Conference with parents and classroom teachers.
- Collaborate with all service providers, general education teachers and other staff to support and provide documentation for the review of existing evaluation data (REED) process.
- Establish communication systems between social worker and individual buildings, teachers, and parents.
- Provide home-based activities, when appropriate.
- Provide support to teachers in the development of Positive Behavior Support plans.
- Work cooperatively with community agencies involved with students and families.

- Provide professional development for school-based staff on data collection and PBIS structures that impact student learning.
- Participate in professional development opportunities.
- Support individual School Improvement Plans.
- Other duties as assigned.

### **QUALIFICATIONS**

#### **Education and Experience:**

- Master's degree in social work.
- Full approval by the Michigan Department of Education as a Licensed School Social Worker or have received a recommendation for temporary approval from a Michigan school of social work training program by obtaining an SSW-310 form.

#### **Knowledge, Skills, and Abilities:**

- Demonstrated use of technology for work related and student intervention sessions.
- Demonstrated knowledge of Waverly curriculum.
- Demonstrated knowledge of PBIS.
- Ability to read, analyzes, and interprets general business periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to apply knowledge of current research and theory to instructional program.
- Ability to plan and implement lessons based on assessment and school objectives and the needs and abilities of students to whom assigned.
- Ability to establish and maintain effective working relationships with students, peers, parents, and community.
- Ability to speak clearly and concisely in written and oral communication.

### **ADDITIONAL KNOWLEDGE, SKILLS and ABILITIES**

Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to demonstrate the character traits of respect, responsibility, honesty, and caring when interacting with staff, students, and community members.

### **ADA REQUIREMENTS**

The physical demands, work environment factors, and mental functions described below 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 the essential functions.

**PHYSICAL DEMANDS**

While performing the duties of this job, the employee is required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl, talk, hear (in a quiet or noisy environment). Specific vision abilities required by this job include close vision, distance vision and ability to adjust/focus.

**WORK ENVIRONMENT**

The noise level in the work environment is usually loud to moderate. Work is performed indoors although there will be required outdoor activities. The employee is directly responsible for the safety, well-being and work output of students.

**MENTAL FUNCTIONS**

While performing the duties of this job, the employee is required to compare, analyze, communicate both orally and in writing, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile, and negotiate.

**Notice of Non-discrimination**

***The Waverly Community Schools will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity and expression, height, weight, color, religion, national origin, age, marital status, pregnancy, disability, veteran, or military status.***

***Americans with Disabilities Act accommodations: Assistance with the application process may be requested through the Human Resources Department at [\(517\) 319-3031](tel:5173193031) or [msavage@waverlyk12.net](mailto:msavage@waverlyk12.net).***