

REVISED

MT. DIABLO UNIFIED SCHOOL DISTRICT

SOCIAL WORK SPECIALIST

Primary Function

Provide direct school social work services for students and families that will reduce barriers to educational success and create positive learning environments for students. Assess home, school, personal, and community factors that may affect student learning, school adjustment, and student wellness. Serve as a liaison between school, family and community resources. Serve as a source of information regarding community resources. Develop school-based opportunities, services, and supports to promote positive youth development and educational success. Assist students and families facing significant psychosocial stressors. Participate in the planning and implementation of Coordinated Care Teams and Response to Intervention Teams for the effective delivery and monitoring of student support services. Assist to develop and implement Multi Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS). Participate in the Student Success Team (SST) Individual Education Plan (IEP) and Section 504 plan process. Assist to plan and provide in-service professional development. Supervise School Social Work and Counseling Interns.

Directly Responsible To

~~Administrator, Equity and Disproportionality~~ Director, Student Services

Supervises

School Social Work and Counseling Interns
May supervise and evaluate assigned classified staff

Responsibilities

- 1) Assist in the formulation of administrative procedures, policies, and curriculum which directly affect the educational performance of all students with emphasis on cultural proficiency and equity.
- 2) Assist in the development of school climate and Positive Behavioral Intervention and Supports (PBIS) at the school site and district level.
- 3) Serve as an advocate for challenged families in negotiating the educational system.
- 4) Assists school staff in understanding the dynamics of family systems and in developing more effective strategies for working with challenged families
- 5) Assist staff to adopt culturally relevant approaches for working effectively with students and families.
- 6) Provide leadership and assist staff to address issues related to equity and disproportionality.
- 7) Assist in the development and implementation of Coordinated Care Teams and Response to Intervention Teams to coordinate and track the delivery of support services for students.

- 8) Provide individual or group counseling to address behaviors and psychosocial stressors that interfere with educational performance.
- 9) In coordination with district personnel and outside service providers, identify the social, emotional, and educational needs of students.
- 10) Assist students and families to access culturally appropriate health, mental health and social services in the school district and in the community.
- 11) Participate in district committees, such as the Equity Advisory Committee, for the purpose of providing input to ensure access to learning for all students.
- 12) Interpret and share the perspectives of families through the lens of equity in appropriate forums.
- 13) Utilize strength-based approaches in direct services with students and families from diverse cultural, ethnic, social, and economic backgrounds.
- 14) Participate in interagency collaboration with public agencies such as Public Health Department, Children's Mental Health, Juvenile Probation, Regional Center, and community based organizations.
- 15) Follow all professional and ethical standards for the social work profession, district policies and procedures, California Education Code, State and Federal law.
- 16) Assist to provide training and field work supervision for Social Work Interns and Counseling Interns.
- 17) Ensure timely documentation of services provided and production of mid-year and end-of year utilization and efficacy reports.
- 18) Attend SST, IEP, and Section 504 meetings for students as needed.
- 19) Provide resource information for administrators, teachers, support staff, students and families as needed.
- 20) Attend job-related meetings and activities and performs additional duties as assigned by supervisor.
- 21) Perform duties assigned by the Superintendent or Superintendent's Designee.

Qualifications

Knowledge and Skills

- 1) Knowledge of effective strategies for identifying and addressing the needs of high-risk students in public education settings.
- 2) Ability to work effectively with students and families from diverse backgrounds.
- 3) Understanding of child and adolescent development (physical, cognitive, behavioral, emotional) and ability to use this information to develop treatment intervention plans for students.
- 4) Knowledge of health, mental health, and social service resources in the community.
- 5) Ability to work effectively with all segments of the educational community, local service agencies and the general public.
- 6) Ability to effectively serve students and staff in crisis situations where issues such as child abuse, suicidal behavior and self-injurious behavior, substance abuse, and involvement in juvenile crime need to be addressed.
- 7) Ability to exercise good judgment and decision making.
- 8) Knowledge of the IEP and Section 504 process and related school district policies, operations and procedures.

- 9) Knowledge of practices and procedures related to school discipline, including but not limited to alternatives to suspension and expulsion.
- 10) Skill in working with diverse groups and individuals in a manner that achieves district goals.
- 11) Ability to develop and implement youth activities that reduce discipline rates and maximize student attendance and classroom participation.
- 12) Knowledge of direct social work treatment approaches and ability to address child and adolescent concerns within the school setting as a whole.
- 13) Possession of a valid California driver's license; willing to travel locally using own transportation (mileage reimbursed) and within the State as required.
- 14) Available to work additional hours and/or evenings as needed.


Education, Training and Experience

- 1) Masters Degree in Social Work (MSW) from accredited university.
- 2) Possession of Pupil Personnel Services Credential with School Social Work Authorization.
- 3) Two years post-masters experience working in public schools.
- 4) Demonstrated experience working with students and families from diverse backgrounds.

Physical Abilities

Hear and speak to make presentations and exchange information in person and on the telephone; communicate so others will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe other personnel; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift objects weighing up to 25 pounds.

Range 10, 200 days

Adopted by the MDUSD Board of 
Education Date: June 22, 2022