

Baldwin Community Schools

Mr. Richard C. Heitmeyer, Superintendent

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"Preparing Students for the Promise of Tomorrow"

POSITION OPENINGS

JOB TITLE:	General Education School Social Worker/Counselor
POSITION AVAILABLE:	2019-2020 School Year
JOB DESCRIPTION:	Attached
CERTIFICATION REQUIRED:	Have a master's degree from a graduate school of social work or counseling program approved by the Michigan Board of Education. Must meet the specifications given for professional mental health staff. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
TERMS OF EMPLOYMENT:	Commensurate with experience
INQUIRIES:	Inquiries to: Rick Heitmeyer, Superintendent (231) 745-4791 or rheimeyer@bcsdmi.com
DATE OF POSTING:	February 7, 2020
EXPIRATION DATE:	February 21, 2020

HOW TO APPLY:

If you are ready to change the lives of the students you serve, join us at Baldwin Community Schools. The Board of Education and Leadership Team are committed to having the best teachers in front of our students every day. The Board has committed to offering experienced teachers steps in order to join our dynamic teaching team.

If you are ready, then send **ONE PDF FILE** that includes your cover letter, resumé, three letters of recommendation, your college transcripts, and copies of your certifications to jobs@bcsdmi.com.

If you have any questions, please contact Superintendent Rick Heitmeyer at (231) 745-4791. **These positions will remain open until it is filled.**

JOB TITLE: General Education School Social Worker/Counselor

DEPARTMENT: General Education

REPORTS TO: Building Principal

SUMMARY: School Social Workers/Counselors are highly skilled staff who provide resources, consultation, and direct services to students with mild to moderate mental health issues with an emphasis on outcomes within the educational setting. School social workers/counselors perform high quality student evaluations embedded within a multi-tiered system of support framework. They work collaboratively within a multidisciplinary community, administering and interpreting comprehensive behavioral health assessments. They conduct student behavior and academic observations, and interview parents, teachers and students. School social workers/counselors facilitate functional behavior assessments, build positive behavior intervention support plans, and make recommendations to the Behavioral Health Assessment Team. In addition, they interpret and use data for the purpose of monitoring student rates of progress within the educational setting and match the data and evaluation results to scientifically research and evidence-based interventions with social, emotional, and behavioral student needs through ongoing consultation, individual or group therapy sessions, and positive behavior intervention and supports (PBIS).

ESSENTIAL DUTIES AND RESPONSIBILITIES: (Other duties may be assigned.)

- Presence on the job is an employee's fundamental obligation. Regular, reliable and punctual attendance is required.
- Engages in and promotes confidentiality, maintains professional, positive relationships and communication with students, parents, educators, administrators, co-workers, and community agencies.
- Administers and interprets comprehensive behavioral health assessments, including the use of validated screening tools (i.e. rating scales, behavioral data), to determine students' needs for specific psychological health or related services.
- Attends school meetings related to Multi-Tiered System of Supports (MTSS), and specialized committees/activities, and consults and collaborates with parents, school staff, colleagues, and agencies regarding educational and behavioral matters, utilizing school best practices. Facilitates behavior assessments and positive behavior support plans.
- Makes data-driven recommendations, including referrals when appropriate to Community Mental Health and other community agencies while collaborating effectively with the Behavioral Health Assessment team, school staff, and parents.
- Counsels/teaches students on strategies to build an adjustment to school, increase pro-social, emotional, and behavioral skills as it relates to their school success, including crisis counseling.
- Creates/implements strategic lesson plans around those strategies. Documents/monitors progress on behavioral service plan goals/objectives. Implements behavioral health interventions to enhance the psychological, behavioral, emotional, cognitive, and social factors important for the prevention, treatment, or management of behavioral health concerns. Initiates and/or crisis intervention when necessary.
- Keeps abreast of field developments via professional learning opportunities, workshops/conferences, and Professional Learning Communities (PLCs) as related to the Baldwin Community School's Mission, Vision, Goals, and Strategic Plan Priorities, including social emotional learning, trauma, Adverse Childhood Experiences (ACES), restorative practice and behavioral screeners and assessments.

- Conducts professional learning presentations for educators and parents regarding topics related to, including the affective and behavioral domains.
- Promotes parental education, participation, and may participate in home visitations.
- Maintains the department budget and inventory for supplies/materials in cooperation with fellow school social workers/counselors.
- Maintains SW certifications including annual Crisis Prevention Intervention (CPI) renewal.
- Meets regularly with the building principal and provides updates.
- Uses technology for communication, presentations, documentation, data-based decision-making, maintaining a detailed work schedule (i.e. Google Docs, Google Calendar, Google Slides, Medicaid, PowerPoint, etc.)

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

1. EDUCATION and/or EXPERIENCE:

Have a master's degree from a graduate school of social work/counseling program. Must meet the specifications given for professional mental health staff. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

2. CERTIFICATES, LICENSES, REGISTRATIONS:

School Social Worker, LLMSW, LMSW or LPC

3. LANGUAGE SKILLS:

Ability to read, analyze, and interpret 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 managers, clients, customers, and the general public.

4. MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

5. REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

6. OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division 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 clear and concisely in written or oral communication.

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 the essential functions.

While performing the duties of this job, the employee will occasionally sit and walk and sometimes stand. Specific vision abilities required by this job include close vision such as typed material. Hearing abilities used while performing this job are hearing conversation in a quiet or noisy environment. The employee will frequently interact with the public and other staff, and will occasionally work extended hours.

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 the essential functions.

The noise level in the work environment is usually quiet. Work is performed indoors. The employee is directly responsible for the safety, well-being and work output of students.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.