



## **Social Worker**

**Department:** Statewide Education and Family Services (SEFS)

**Reports to:** Coordinator, Special Education and Related Services  
Director of Statewide Education and Family Services

### **Primary Responsibilities**

- Support school staff in implementing self-regulation strategies that are designed to increase students' availability for learning
- Collaborate with school staff to address the social emotional needs of students throughout the school day
- Maintain confidential service notes in students' Google Folders and Infinite Campus for all students receiving services
- Collaborate with coordinators to develop a consistent process for determining service needs for students and families using a clearly defined criteria
- Provide consultation to and support service providers in the educational environment as requested
- Provide support and services to families experiencing personal and environmental variables, such as poverty, housing instability, and/or mental health concerns, which interfere with student progress. May conduct home visits, if approved by coordinator or director
- Maintain a repository of community-based resources throughout the state to share with families and service providers
- Coordinate and collaborate with community agencies throughout the state to assist students and families when needed
- Collaborate with district McKinney-Vento Liaisons to assist families of children who are DHH and experiencing housing instability
- Participate in crisis intervention services, and collaborate with site-based school social workers on school-wide prevention, intervention, and post intervention activities
- Attend and participate in school-based student team conferences, multi-disciplinary meetings, and IEP team meetings when appropriate

- Maintain digital calendar and complete required electronic documentation within timelines, including but not limited to case notes, IEP documentation, Infinite Campus, as required by MECDHH/GBSD
- Attend and present at conferences and Board meetings as requested by the Director
- Attend family events as requested by the coordinator or director
- Abide by all policies and procedures of MECDHH/GBSD and Federal/State regulations
- Perform other related duties as assigned

### **Minimum Skills and Qualifications**

- Master's Degree in Social Work
- Current Criminal History Records Check (CHRC) Certificate
- A minimum of 5-years post-master's experience providing social work services in a clinical or educational setting working with children/adolescents and their families
- Certification requirements variable depending on background:
  - State of Maine License as a Licensed Clinical Social Worker (LCSW)
- Understanding of Deaf Culture preferred
- Knowledge of the unique emotional and communication needs of students who are deaf and hard of hearing
- Proven skills in the areas of organization, facilitation, program management, data management, and written English communication
- Experience using social media and digital technology or a willingness to learn
- Excellent interpersonal and communication skills
- Ability to deal effectively with a wide range of people in a helpful, positive, and constructive way
- Ability to work independently, establish priorities, and work collaboratively as a member of a diverse community of professionals.
- High level of professionalism, strong organizational, expressive communication, and writing skills
- Ability to drive throughout the state for caseload, meetings, training, etc.
- Fluency in American Sign Language or willingness to learn

- Openness and unbiased approach to various communication modes for expressive and receptive language utilized by individuals who are D/deaf or hard of hearing
- Sensitivity to cultural diversity, race, gender, and other individual differences in the workforce; recognize the value of diverse perspectives and experiences; and foster a work environment reflective of the community at large
- Knowledge of Special Education Laws and Maine Regulations
- Such alternatives to the qualifications listed above as the Board may find appropriate and acceptable

### **Work Environment**

The job operates in public and private school classrooms or therapy settings. This job requires travel to see children and attend meetings. This job also operates in a professional office environment. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, and fax machines. The noise level in the work environment is usually moderate.

### **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 is regularly required to sit, as well as use hands to manipulate, handle, or feel. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand, walk, bend, stoop, kneel or crouch. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

### **Other Duties**

Please note, this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.