



Title: School Social Worker

Reports to: Supervisor of Special Education

Updated: August 2025

Position Summary

The primary role of the Social Worker is to collaborate with educators and multidisciplinary teams and work directly or indirectly with students to ensure that students with emotional disabilities are adequately supported in the least restrictive environment and to support educators with the use of evidence-based practices.

Principal Duties and Responsibilities

(Essential functions in terms of the Americans with Disabilities Act)

- To effectively support students who are exhibiting social-emotional challenges, by providing a tiered intervention of support to students, school administration, staff and families with training, strategies, modeling, and coaching to prevent and reduce educational impact
- To help foster the mindset, understanding, culture, and capacity with classroom teachers and administrators necessary to address the adverse impact of behavioral challenges in a manner that encourages effective participation within the general education setting
- To assist school staff with the installation and sustaining of systems and procedures that foster the collection, review and analysis of student, classroom and building behavioral data, in order to effectively support successful student outcomes
- To participate in child study and/or other data-based problem solving team meetings, consultations, and assessment planning meetings to inform instruction and intervention
- To conduct all necessary components of the Michigan Special Education process as needed, such as evaluations, functional behavior assessments, and behavior intervention plans.
- Support school-level teams with problem-solving around individual student needs and supports, in collaboration with a multidisciplinary evaluation team
- Provide consultation through various activities, such as providing resources (curricula, training modules, ideas), collecting data, and attending building problem-solving meetings
- Knowledge of evidence-based practices for students with emotional impairment or trauma that adversely impacts the student's education
- Engage in continuous professional development (personal/professional growth)
- Support the implementation of evidence-based practices (such as: Peer to Peer supports, FBA/BSP, Visual Supports, social narratives, etc.)
- Provide professional development to various stakeholders to support the use of evidence-based practices
- Provide ongoing support in the local school districts
- Contribute to district- and ESD-level programming conversations relating to supports for students with varying disabilities
- Consult with school-level teams about students who transfer from out-of-district to help determine adequate programming/services and placement decisions (e.g., LRE), as needed
- Coordinate with community agencies to provide enhanced resources and services for educators and families
- Ability to facilitate and/or provide professional development to support district needs related to supporting students with behaviors that adversely impact their education
- Fluency with the measures, reports, and data systems used to support all learners
- Ability to train content, support practices and provide sustained coaching for a SchoolWide Positive Behavior Supports System within local school buildings and individual classrooms

- Ability to model and teach students and staff behavioral interventions that address the needs of students at varied Tiers of Support, and can be implemented successfully within the school/classroom environment

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- Ability to utilize PBIS tools and systems for student and program data collection and to facilitate the review, measurement of program effectiveness, and fidelity of those systems
- Completion of all special education paperwork, including, Medicaid billing, logging services, reports, etc.

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.

Preferred Employment Qualifications

Education: State of Michigan certification or temporary approval as a school social worker (MSW with school social work credential preferred)

Experience: 3-5 years of experience working with students with emotional impairments preferred

Other Knowledge, Skills, and Abilities: *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.*

Required:

1. Ability to maintain confidentiality with staff and sensitive information.
2. Ability to communicate in a clear, concise, professional manner in both oral and written communications.
3. Ability to effectively manage multiple tasks to meet deadlines.
4. Ability to work as part of a highly motivated, interdisciplinary team.
5. Ability to consistently and reliably perform all duties of the position.
6. Collaborate with Local Education Agency (LEA) and COPESD staff to support students with emotional impairments or other behavioral challenges that impede their ability to make progress in the general education environment.
7. Support implementation of evidence-based practices to improve outcomes for students with disabilities or trauma related to behavior.
8. Assist districts in developing and deepening understanding of MTSS/PBIS.
9. Attend Individual Education Plan (IEP) Meetings and other relevant meetings to support students with disabilities.
10. Timely, regular and consistent daily attendance is required.

Terms of Employment

Annual Work Days: 183 days/1281 hours

Salary Scale: In accordance with the Professional Staff Contract Agreement on [COPESD website](#)

Application Deadline: August 18, 2025 (or until filled)

Application Procedure: Qualified Applicants may apply in **hard copy or email** with a Resume, Application (found on the COPESD website) and Credentials to:

*Mrs. Kristi Williams, Director of Special Education
COPESD
6065 Learning Lane
Indian River, Michigan 49749*

Fax: (231) 238-8551
Email: williamsk@coped.org

This job description is not an employment contract and should not be construed as such. Additionally, no other statement, verbal or written, is to be interpreted to constitute an employment contract or an employment relationship. Employment in professional staff positions with Cheboygan Otsego Presque Isle Educational Service District (COPESD) is not by annual contract but rather is covered by the current COP Professional Staff collective bargaining agreement and board policy.

This current job description supersedes all prior descriptions and all previous versions of the job description are null and void. This job description may be amended or modified at any time by the employer. Any such modification will be timely communicated to all affected employees.