



Holton Public Schools Notice of Intent to Employ

Posting Date

June 26, 2025

Position

Elementary Social Worker

Qualifications

Applicants must possess a Master's degree from an accredited graduate school of social work, as approved by the Michigan Department of Education. Applicants must possess the appropriate credentials to be licensed and certified as a school social worker in the State of Michigan.

Reports To

Elementary Principal

Essential Functions

- Provides individual and group social work support to students and their families in need of assistance, while utilizing a framework that addresses variations and influences in student development and learning.
- Provides consultation, collaboration, and advisement services to students, their family members, and school staff regarding students' social, emotional, and behavioral status impacting learning, development, mental health, and school success. Encourages student self-determination and self-advocacy.
- Implements school social work services within a multi-tiered intervention model for programs and services.
- Provides instruction, modeling, and coaching to students, parents, and school staff in the implementation of effective behavior intervention strategies and techniques. Provides ongoing guidance and training services to parents and school staff on topics pertinent to the development, mental health, and learning needs of students.
- Provides liaison, coordination, and case management services with schools, families, community agencies, and other resources to influence positive school outcomes for students.
- Develops functional behavior assessments and behavior intervention plans to facilitate successful learning and socialization opportunities. Provides services and disseminates information to encourage school-wide positive behavior supports.

- Identifies and coordinates accommodations and modifications of school environment for a student to obtain access to general education curriculum and instruction. Provides support to facilitate successful transitions in areas that affect students' learning opportunities.
- Provides crisis prevention, planning, and intervention services, including assessments of the impact of trauma on development, learning, and school performance; Member of crisis response team.
- Provides comprehensive written reports of assessments and evaluations of students that specifically address the reasons for referral. Utilizes multiple methods of collecting data, and provides appropriate measurable goals for intervention and anticipated outcomes from service.
- Provides and interprets assessments and evaluations to determine eligibility for special education, and identifies needs for programs and services.
- Utilizes home and community settings, as appropriate, to collect assessment information, collaborates with parents, and provides interventions.
- Collaborates with parents, multidisciplinary evaluation team members, school administrators, and other community agencies to develop an accurate understanding of a student's disability, the impact of the disability on students' educational performance, and provide information regarding whether behaviors and school performance are attributable to manifestations of the disability.
- Conducts needs assessments and advocate for policies, programs, and services to meet educational and mental health needs of all students, and to support safe school climates conducive to learning.
- Identifies issues that may interfere with student development, learning, and school success.
- Completes and presents a written evaluation report to parents/guardians and the local educational agency within the required timelines. Participates in the development and implementation of preventative mental health methods/techniques/programs based upon student needs and present level of performance.
- Possesses a strong understanding of positive behavior support systems, and has demonstrated an ability to effectively teach behavior replacement skills to school aged children.
- Able to function at a high level regarding the development of a strong Positive Behavior Support System.
- Demonstrated success as a flexible, collaborative team player skillful in using behavior assessment data to inform practices and interventions, so that students are successful and targeted behaviors are reduced.
- Able to promote strong parental and staff involvement to create a school vision for student success. Demonstrated ability to work effectively with parents and the greater school community.
- Able to serve as a strong advocate for children and possesses strong interpersonal skills that will successfully aid in building relationships with families, staff, and the community.

- Establish and maintain appropriate records, reports, and procedures including, but not limited to, lesson plans, behavioral data, and student progress on IEP goals/objectives.
- Participate in special education meetings as appropriate, and assist in the development and implementation of measurable IEP goals and objectives.
- Completes all other duties as assigned by the district administration.

Competencies

- Strong desire and ability to achieve outstanding student achievement results in a short amount of time.
- Ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning.
- Aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning.
- Ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never ending quest to deliver the vision of high quality subject-specific instruction in every class period every day.
- Ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability.
- Achieve results by taking risks and reflecting and acting on lessons learned.

Starting Date

August 18, 2025

Salary

The district will offer a competitive compensation and benefits package that is commensurate with the candidate's education and credentials; Non-affiliated position.

Application Deadline

Thursday, July 10, 2025 at 3:30 PM

Application Instructions

Please provide a letter of interest, current resume, copies of transcripts and credentials, and letters of reference to:

Dr. Adam Bayne, Superintendent
Holton Public Schools
6500 4th Street
Holton, MI 49425

Approved by Dr. Adam Bayne, Superintendent on June 26, 2025.