



## **JOB DESCRIPTION**

### **JOB TITLE**

Online K-8 Social Worker

### **FTE/HOUR ALLOTMENT**

0.5 FTE (20 hours per week)

### **REPORTING STRUCTURE**

Reports to: Associate Director of Online Learning

### **MISSION ALIGNMENT**

**Our Mission:** To grow environmentally literate, community-impacting learners of excellence.

**Our Vision:** CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

### **DEPARTMENT/PROGRAM**

Crosslake Community School Online Program

## JOB SUMMARY/PURPOSE

The Online K–8 Social Worker exists to support students' social, emotional, behavioral, and academic development within a virtual learning environment. This position plays a critical role in removing barriers to learning by providing direct student support, consulting with staff, and partnering with families. As part of the broader student support team, the social worker contributes to a positive online school climate, supports the Multi-Tiered System of Supports (MTSS), and promotes equitable access to education for all learners. This role aligns closely with the school's mission to nurture the whole child and foster a supportive, inclusive community.

## STRATEGIC ALIGNMENT & EXPERIENCE IMPACT

This position supports our strategic directions and contributes to creating positive daily experiences by:

- **For Students:**
  - Providing timely, strengths-based social, emotional, and behavioral support that promotes student well-being and academic engagement
  - Creating a safe, inclusive virtual environment where students feel heard, supported, and empowered to overcome barriers to learning
- **For Staff & Community:**
  - Collaborating with teachers, intervention teams, and school leaders to support student success through the MTSS process and individual interventions
  - Maintaining open, compassionate communication with families and external partners to strengthen home-school connections and foster a supportive learning community

## ESSENTIAL DUTIES AND RESPONSIBILITIES

- **Managing** the full lifecycle of 504 Plans for eligible students, including identifying qualifying students, coordinating and leading meetings with families, writing and updating plans, entering information into SPED Forms, and ensuring staff implementation and understanding.
- **Leading** weekly attendance intervention efforts in collaboration with the Attendance Team, including data review, initiating follow-ups with students, families, and coaches, conducting Attendance Contract meetings, and filing and monitoring truancy referrals with county agencies.
- **Providing** individualized social-emotional support to students in grades K–8, including regular check-ins, crisis response, and connecting students to appropriate internal and external resources.
- **Teaching** weekly social-emotional learning (SEL) lessons for grades K–5 and mindfulness lessons for middle school students, adapting content for virtual delivery and developmental levels.

- **Creating** and distributing family communication such as monthly newsletter updates, SEL blurbs, and promotional outreach for mental health resources (e.g., ReGroup Counseling).
- **Collaborating** with ReGroup Counseling and other community mental health providers by completing referral forms, maintaining regular communication, attending monthly partnership meetings, and supporting student group sessions.
- **Contribute** to school culture and community building by actively serving on at least one club or committee, supporting student engagement, staff collaboration, or school-wide initiatives.
- **Serving** as a key member of the MTSS team, attending multiple weekly meetings, initiating student referrals, developing and monitoring interventions, and contributing to school-wide academic and behavioral support systems.
- **Training** staff in trauma-informed practices, online behavioral strategies, and social-emotional supports through professional development and in-service sessions.
- **Maintaining** thorough and timely documentation of all student interactions, interventions, and meetings in alignment with privacy, ethical, and legal standards.
- **Filling in** at SPED meetings in the absence of an administrator, ensuring continuity of support and advocacy for student needs.
- **Supporting** middle school programming and culture through participation in JTerm and events like Unity Day, contributing to a sense of belonging and school engagement.
- **Building and sustaining** strong relationships with students, families, teachers, and administrators to support holistic student well-being in the online learning environment.

## CORE VALUES DEMONSTRATED IN THIS ROLE

This position demonstrates our core values through:

- **Respect:** Building trusting relationships with students, families, and colleagues by honoring individual experiences, listening with empathy, and creating a safe, supportive space for all.
- **Excellence:** Providing high-quality, student-centered support through proactive intervention, effective communication, and evidence-based practices that promote social, emotional, and academic growth.
- **Learning:** Engaging in ongoing professional development and reflective practice to stay current on trauma-informed care, mental health resources, and best practices in student support services.
- **Integrity:** Maintaining confidentiality, acting ethically, and advocating for student well-being while modeling dependability, accountability, and professionalism in all interactions.
- **Community:** Collaborating across departments and with external partners to ensure students and families are connected to the supports they need, and contributing to a positive, inclusive school culture that prioritizes student success and belonging.

## REQUIRED QUALIFICATIONS

- **Education:**

- Bachelor's degree in education or related field required
- Valid Minnesota School Social Worker licensure
- **Experience:**
  - Minimum of 1 year of experience teaching, advising, or working with youth in an educational or advocacy setting
- **Knowledge/Skills:**
  - Strong interpersonal skills
  - Ability to work well alone as well as with others.
  - Ability to prioritize, stay organized, and manage multiple tasks independently and collaboratively
- **Technology Proficiency:**
  - Demonstrated fluency with educational technology tools including Google Workspace (Docs, Meet, Drive, Calendar), Microsoft Office (Word, Excel, PowerPoint), and learning management systems (LMS).
  - Ability to integrate technology creatively and effectively into instruction and school operations, with a growth mindset toward emerging tools and practices, including AI.
- **Personal attributes:**
  - Commitment to environmental education and making a positive community impact
  - Excellent verbal and written communication skills
  - Strong relationship-building and collaboration skills
  - Professionalism, adaptability, and a student-centered mindset

## PREFERRED QUALIFICATIONS

- Prior experience with K-8 students.
- Prior experience working with students in small group and individual settings.
- Prior experience in counseling or counseling related settings.
- Experience working in an online or blended learning environment
- Familiarity with special education supports and inclusive instructional practices
- Experience working with diverse learners, including students with IEPs or English language learners
- Willingness to participate in or lead extracurricular activities or school events
- Experience with educational technology integration and innovation, digital instructional design, or AI-informed teaching practices.

## WORKING CONDITIONS

- Remote work environment with 4-hour workday
- Standard office hours are 10:00 AM–2:00 PM; remaining hours are flexible based on duties
- Annual schedule includes 175 workdays (prorated based on start date), including school and professional development days
- Frequent sitting and hand use (e.g., typing, computer work) required
- Occasional standing, walking, reaching, and crouching

- Must be able to talk and hear effectively to support virtual instruction and communication
- Occasionally required to lift and carry materials up to 25 lbs
- Occasional travel may be required for in-person collaboration or training
- Requires strong organization, independent time management, and the ability to collaborate virtually with staff and leadership

## TERMS OF EMPLOYMENT

- **Agreement:** 10 month, 175 days
- **Schedule:** 4 hours per day; general business hours are 7:45 a.m. to 3:45 p.m. with flexibility as needed
- **Position Type:** Remote
- **Technology Requirements:** Must maintain and regularly update Google Calendar as the school uses Google Workspace
- **Meeting Requirements:** Must attend all required weekly meetings including 504, Attendance, MTSS and full staff meetings
- **Delegation Structure:** Required to establish and maintain a clear delegation structure for the Online School during any absences
- **Salary Range:** Based on current Teacher Salary Grid
- **Benefits:** Comprehensive benefits package including health insurance, retirement, and paid time off

## DISCLAIMER

This position description accurately reflects the primary duties, responsibilities, and requirements of the role. It does not exclude other assigned duties not mentioned above. CCS is an equal opportunity employer committed to building an inclusive community of educators.

If interested, please send a resume and letter of interest to [hiring@crosslakekids.org](mailto: hiring@crosslakekids.org).

## APPROVAL SIGNATURES

Position Description Creator: \_\_\_\_\_ Date: \_\_\_\_\_

Immediate Supervisor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Human Resources Review: \_\_\_\_\_ Date: \_\_\_\_\_

Board Approved \_\_\_\_\_ Date: \_\_\_\_\_

