

School Social Work

For over a hundred years, school social workers have been providing a critical link between school, home, and community. The school social work profession has consistently focused on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social, emotional, and behavioral competence by using its unique perspective of viewing the person in his or her environment. School social workers seek to ensure equitable education opportunities; ensure that students are mentally, physically, and emotionally present in the classroom; and promote respect and dignity for all students.

School social workers bring to the educational process a unique perspective of the dynamics that shape and influence a student's academic and social performance. School social workers are distinct from other school personnel in their contributions to the assessment and intervention with students at risk, namely, students who experience academic difficulties and/or nonacademic problems which interfere with their school performance.

The practice of social work in school settings is founded on the following premises:

- There are many reasons why some students are not successful in school and frequently exhibit undesirable behaviors.
- Many factors influence school performance, and often these factors lie outside the school environment.
- Parents are a valuable resource in solving these problems and should be encouraged to learn more about their child's school and the education their child is receiving. Likewise, schools should be encouraged to listen to the concerns of students and parents.
- Frequently parents need to be helped in using school and community resources.
- Special education services must be provided for those students with physical, mental, social, emotional or other education handicaps.

PRACTICES

The School Social Worker Association of America (SSWAA) Practice Model encourages school social workers to (1) provide evidence-based education, behavior, and mental health services; (2) promote a school climate and culture conducive to student learning and teaching excellence; and (3) maximize access to school-based knowledge and technical skills to guide their practice in these three areas. The proportion of their time that school social workers engage in each practice varies widely depending on contextual factors, including the needs to the community, school, families, and students served.

Ethical guidelines and educational policy

School social workers follow professional ethical guidelines and carry out federal and state educational policy to provide the highest level of school social work practice. The National Association of Social Workers (NASW) Code of Ethics and School Social Work Association of America (SSWAA) Ethical Guideline Series define expectations for ethical school social work practice. School social work literature further facilitates accountability by promoting the use of an ethical decision-making model when applying laws, policies, and codes to specific school dilemmas. The Code of Ethics emphasizes the need for continuous professional development to keep abreast of evidenced-based practices to ensure that they fit the context and culture of the school setting.

Education rights and advocacy

School social workers address the ways in which structural inequalities and school processes affect school quality and educational outcomes. School social work practitioners are expected to raise issues of diversity of social and economic justice that lead to school failure and educational disparities. School social workers should be able to balance their mandate as school employees to advocate for students and families with their mandate as social workers to help change policies and practices that undermine the dignity and worth of students.

Data-based decision-making

School social workers use the best current research to design and implement interventions. School social work services should be informed by the research literature, adapt empirically supported interventions to fit student needs, and routinely evaluate the effectiveness of policies, programs, and practices.

SCHOOL SOCIAL WORK PERSONNEL

The staff currently consists of a lead social worker and funding for 12 social workers. An additional social worker has been funded through school budgets. Each social worker is assigned to a cluster of 4 to 5 schools and is responsible for building and maintaining a good consultative relationship with the school personnel and providing services to students, teachers, parents, and administrators.

EMPLOYMENT IN STUDENT SERVICES

Work Hours

The workday for certified staff members shall be 8:00 a.m. to 4:00 p.m. including a 30 minute lunch. However, if an assignment requires a Social Worker to be at a work location other than the Central Office for an entire workday, they may leave when the teachers are dismissed (e.g., at a “7:30 a.m. school” they may leave at 3:30 p.m. if they began their day at 7:30 a.m.). That is, if the Social Worker is assigned to a school with different hours, they may work the equivalent hours based on the school’s schedule.

Continuing Professional Growth

All certified staff members are expected to annually review their needs for professional growth experiences. In addition, they must meet certification requirements set by the state and district to continue their employment. Job-embedded professional learning can be obtained by attending local or national association meetings.

Mileage Reimbursement

When a staff members' official duties require use of a private automobile for travel within the county, they are eligible for reimbursement at the maximum mileage established by the Richmond County Board of Education. The current rate is .535 cents per mile. This rate may vary. Mileage is not reimbursed for daily travel to and from the employees' home.

Employment and Salary

Ten and eleven month staff members do not earn vacation time, but do earn sick leave days (1 ¼ per month) and can take three days of Personal Leave each year. If not used, these days carry over as sick leave. (Please refer to District policies regarding all types of employee leave.) Certified staff members' salaries are based on the teacher's salary schedule, years of experience, level of training (degree earned), and contract length. There is also a small local supplement.

Evaluation

School social workers are evaluated on an annual basis according to aspects of the Georgia School Social Work Evaluation Instrument and/or through a similar method. Each school social worker is observed during either a parent conference and/or home visit, an RTI or other meeting. Any grievances should follow existing District policies.

Monthly Log

School social workers are required to keep a record of the referrals they have been provided with and their response to those requests. A monthly log is submitted to the Lead Social Worker who compiles the data annually to submit to the GADOE each June. This form can be found in the Appendix.

SCHOOL SOCIAL WORK REFERRAL PROCESS

Procedure to Make a Referral

Students are referred for social work services for many reasons. Anyone can refer a student to the school social worker. Most referrals come directly from teachers.

A referral may be made on the “School Social Worker Referral Form”, found on the Board of Education Website under “Frequently Used Forms” and in the Appendix. Priority will be given to referrals indicating harm and/or danger. A response will be received within 24 hours. All other referrals will be responded to in a timely manner.

Confidentiality

All information regarding a child, including referrals and personal information, must be treated with the utmost confidentiality. School social workers have a professional and ethical responsibility to protect their clients and their personal information from inappropriate access.

SOCIAL WORKER ASSIGNMENTS 2017-2018

Sandra Parsons	Carolyn Johnson	Jean-Rochelle	Shirley Godbee
Tutt	Cross Creek	Brown	Alternative School
Merry	Deer Chase	RCTCM	Literacy Center
Westside	Spirit Creek	GHEs	PLC
Warren Road	Diamond Lakes	GHMS	Hornsby Elementary
Terrace Manor		GHHS	Hornsby Middle
Jan Hillman	Kelly Cheek	Roshell Prince	Marcus Shaw
Josey	Craig Houghton	Bayvale	HHS
Murphey	Laney	Wilkinson Gardens	HMS
Jenkins White	Lamar-Milledge	Barton Chapel	HES
Gracewood	A R Johnson	Meadowbrook	Tobacco Road
	C T Walker	ARC	Willis Foreman
	Davidson		
Tiarra Kemp	Lydia Dunn	Cassandre DuJour	LaShaun Coronel
Garrett	Southside	Pine Hill	Butler
Monte Sano	Hains	Goshen	Jamestown
Langford	Windsor Spring	Sue Reynolds	Morgan Road
Copeland	Rollins	Freedom Park	Lake Forest Hills
			Angela Salifu
			Blythe
			McBean

**SCHOOL SOCIAL WORKER EVALUATION INSTRUMENT
ANNUAL EVALUATION SUMMARY**

Social Worker's Name _____ System _____ School Year _____

Social Worker's SSN _____ School/Base Assignment _____

Evaluator _____ Department Student Services

Duties and Responsibilities

Rating Scale (Please check one)

Exceeds Standard	Meets Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TASK I: Adheres to Policies, Procedures and Laws

- A. Adheres to a referral system
- B. Adheres to applicable education and social service laws.
- C. Adheres to professional social work code of ethics.
- D. Attempts to ensure compliance with compulsory school attendance law.
- E. Informs and interprets laws to students, parent, guardian and/or staff.

Exceeds Standard	Meets Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TASK II: Assesses Problems and Implements Interventions

- A. Gathers data necessary for assessing student's problem as indicated by referral form.
- B. Implements an intervention strategy that addresses the student's problem.
- C. Participates in required educational services for students on caseload.
- D. Assumes leadership in providing direct services.
- E. Responds appropriately in crisis situations.

Exceeds Standard	Meets Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TASK III: Coordinates Information Flow/Delivery of
Among Home, School and Community**

- A. Serves as liaison with the home.
- B. Consults with staff on student's needs.
- C. Serves as a liaison with community resources/services/agencies.
- D. Demonstrates effective communication and relationship skills.
- E. Assists in understanding availability of programs/services.
- F. Serves as advocate for students.

Exceeds Standard	Meets Standard	Below Standard	Unsatisfactory
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**School Social Work Services
School Year - _____
Monthly Attendance Report**

Month

NAME: _____

I. Total Number of Students Referred (Unduplicated) _____

II. Case Category Summary (Total Number/Duplicated Count)

Abuse _____	Dropout _____	Zone _____
Academic _____	Drug Abuse _____	Health _____
Attendance _____	Emotional _____	Pregnancy _____
Delinquent _____	Economic _____	School Discipline _____
Deprivation _____	Family _____	Special Education _____
		Homeless _____
		TOTAL _____

III. Service/Intervention Categories (Total Number/Duplicated Count)

Conferences with Students _____	Home Visits/Visits _____
Conferences with Parents/Families _____	Mediation _____
Conferences with Others _____	Program Development _____
Counseling with Students _____	
Counseling with Parents _____	
Consultations _____	
Economic Aid _____	
Family Therapy _____	
Groupwork with Students _____	
Groupwork with Parents _____	

REFERRALS TO AGENCIES (Number)

DFCS	_____
Juvenile Court	_____
Mental Health	_____
Public Health	_____
Ed./Occupational Trg.	_____
Other	_____

IV. Outcomes and Results (Total Number)

	<u>Improvement</u>	<u>No Change</u>
A. Attendance: Based on students' attendance records over a 15-20 school day period	_____	_____
B. Academic: Based on teachers' observations of daily work, test scores, GPA	_____	_____
C. School Discipline: Based on referring teachers' observations of students' behavior related to discipline problem	_____	_____
D. Dropout: Based on students' attendance records or follow-up data from agencies to which referred		
_____ Number of dropouts returned to school/alternative school/GED		
_____ Number of dropouts who did not return to school, but received community services for which referred		
_____ Number of students who were offered services but did not participate		
_____ Number of students for which appropriate services were not readily available		

**RICHMOND COUNTY SCHOOL SYSTEM
SCHOOL SOCIAL WORKER REFERRAL FORM**

DATE RECEIVED: _____

Fill in Completely

DATE OF REFERRAL _____ REFERRED BY _____

SCHOOL _____ SOCIAL WORKER _____

STUDENT'S NAME _____ DOB _____

ADDRESS _____

GRADE _____ GENDER _____ SPECIAL EDUCATION? YES _____ NO _____

IF YES, EXCEPTIONALITY _____

PARENT/GUARDIAN'S NAME _____

HOME PHONE _____ BUSINESS /CELL _____

REASON FOR REFERRAL (*Circle areas of concern*):

Academic	Attendance	Homelessness	Health	Economic	Emotional
Discipline	Family	Abuse	Special Education	Other: _____	

Specify Reason: _____

ATTENDANCE

Number of Absences: Excused _____ Unexcused _____ Number of Tardies: _____

Attempts made by school personnel to alleviate the problem. Please list dates of contact & attach any letters, notes, etc. sent to the parent that may assist in addressing the problem with the parent/student.

Academic/Behavior Interventions: _____

Conference with Parent: _____

Telephone Contact with Parent: _____

Conference with Student: _____

Letter/Email to Parents: _____

Social Work Response: _____

Do not file in student's permanent record

SSW Signature & Date

The mission of the Richmond County School System is building a world-class school system through education, collaboration, and innovation.