

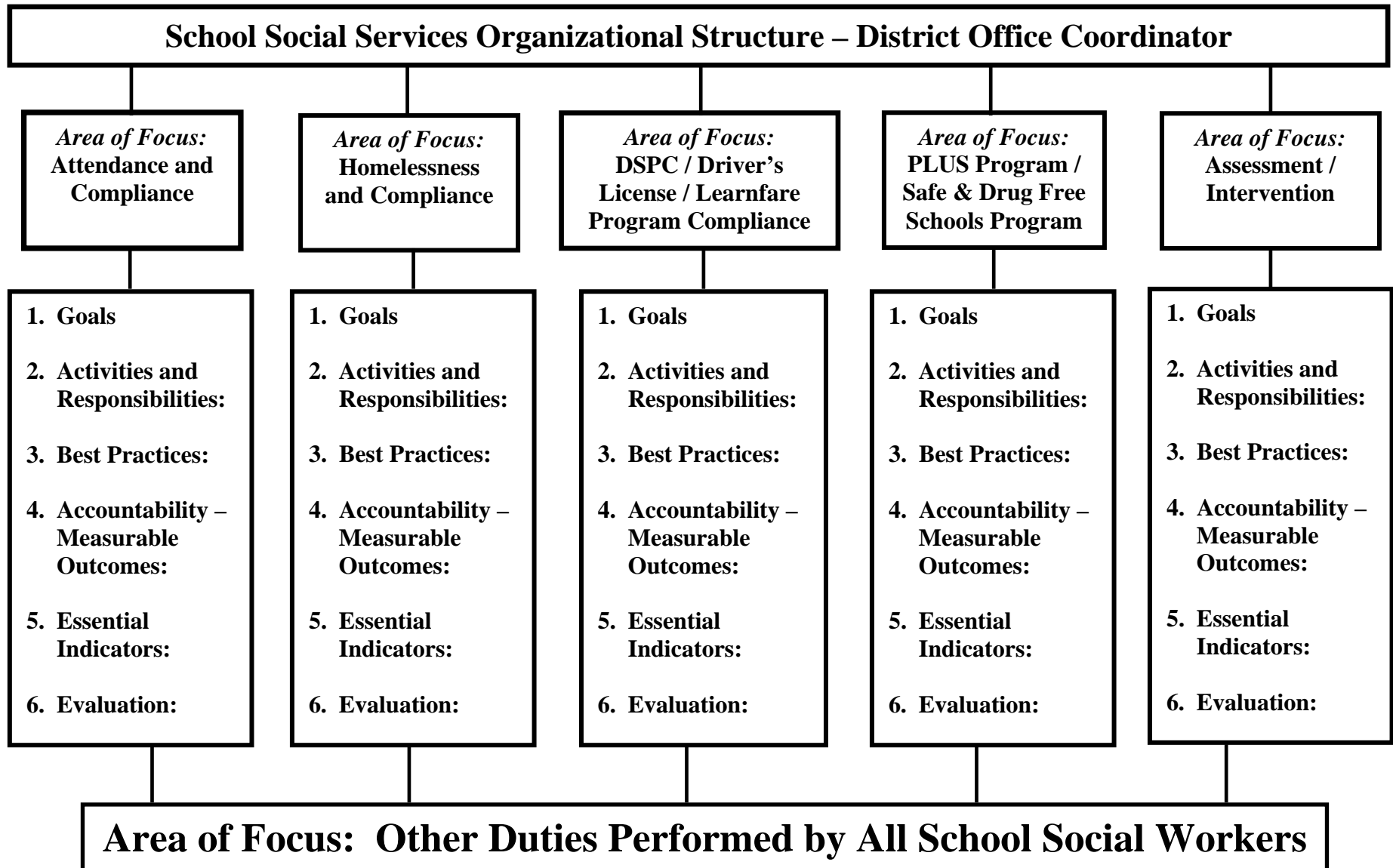
Volusia County
School Social Services:
Data and Organizational
Framework for Accountability

Dianne C. Martin-Morgan, MSW
Coordinator, School Social Services and Safe and Drug Free Schools
Volusia County School District
dmartin@volusia.k12.fl.us

Volusia County School Social Services

Volusia County School District Mission: Increase Student Achievement

School Social Services Values – What We Believe



School Social Services Values:

What We Believe About:

- ✓ Students
- ✓ Our contribution to student achievement
- ✓ Our value-added in the school district
- ✓ Being a School Social Worker / PLUS Caseworker

What We Believe About: Students

- All students will learn and their different learning styles/abilities need to be recognized
- All students need to be respected and valued
- All students need to be cared about and have a sense of belonging
- All students need to be engaged and involved in their learning
- All students need to feel safe and secure in their learning environment
- All students need to see the relevance of education to their lives
- All students have life influences beyond the classroom that may affect their learning
- All students need to have equal access to an appropriate education

What We Believe About: Our contribution to student achievement

- We maintain knowledge of and provide consultation regarding federal, state, and local laws and district policies and procedures that relate to education
- We identify students and target populations in need of services
- We develop intervention strategies to increase academic/behavioral success for at-risk students
- We develop and implement strategies that address and eliminate barriers to learning and gaps in services
- We mobilize family, school, and community resources to enable students to learn effectively
- We advocate for the students and their families in the school and community

What We Believe About: Our value-added in the school district

- We are systems-oriented and help others to understand the linkage and influences among the home, school, and community
- We ensure that students and families are provided services within the context of multicultural understanding and sensitivities
- We provide linkages through home visits, using a holistic approach, to empower students/families to enhance the students in their school experiences
- We identify factors and educate school personnel about issues in the students' living situations which impinge upon their ability to learn
- We integrate our ethical and professional values and standards with the students/families' right to self-determination in the delivery of services

What We Believe About: Being a School Social Worker / PLUS Caseworker

- All people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth
- In advocating for the equality of all people
- As citizens of a global community, we recognize and appreciate that cultural diversity enriches us all

Areas of Focus

How District Level Areas of Focus interface with School Social Services Areas of Focus

➤ School Social Services Areas of Focus

Area of Focus:
Attendance
and
Compliance

Area of Focus:
Homelessness
and Compliance

Area of Focus:
DSPC / Driver's
License / Learnfare
Compliance

Area of Focus:
PLUS Program /
Safe and Drug
Free Schools

Area of Focus:
Assessment /
Intervention

Area of Focus:
Other Duties

➤ District Level Areas of Focus

Area of Focus:
Academic
Excellence

Area of Focus:
Access
and Equity

Area of Focus:
High Performing
Instructional
and Non-
Instructional Staff

Area of Focus:
Involved Family
and Community

Area of Focus:
Safe and Orderly
Environment

Area of Focus:
Effective
Operations

District Level Areas of Focus

Academic Excellence

- Identify barriers, develop and implement effective interventions, and provide linkage to services to promote student achievement (i.e., financial, attendance, homeless center, mentoring, tutoring, etc.)
- Implement effective strategies to improve student attendance and academically engaged time
- Facilitate communication through parent/student/staff conferences
- Provide drug and alcohol prevention programs
- Provide Counseling as a Related Service (small group or individual)
- Provide case management and coordination
- Implement academic improvement programs (i.e., social skills, study and test-taking skills, mentoring, student success skills groups, etc.)
- Participate in Problem Solving Teams at schools
- Assist in developing positive behavioral intervention strategies
- Provide parents with information or resources that promotes family literacy

Access and Equity

- Serve as the liaison between the home, school, and community
- Participate in Problem Solving Teams at schools, Staffings, Response to Intervention initiatives, Behavior Support Teams, District Student Placement Committee, and Manifestation meetings
- Use assessment data to identify strengths and weaknesses for Individual Education Plans, Behavior Improvement Plans, and remedial activities
- Refer students/parents to school-based and community service programs/resources
- Complete Social and Developmental Assessments to determine factors which may affect a student's ability to learn
- Provide transition and case management services to students and families
- Provide bilingual services and consult with parents in the English for Speakers of Other Languages Program (ESOL)
- Ensure that identified homeless students have equal access to public education and appropriate services

Access and Equity – *continued*

- Encourage, monitor, and provide follow-up services for students identified as developing a pattern of attendance problems
- Support a rigorous academic curriculum advising program for all students
- Respond to academic, career, personal, and social concerns of students

High Performing Instructional and Non-Instructional Staff

- Possess the knowledge and understanding essential to the social work profession, local educational agency, and relevant legislative and due processes
- Advocate for students and their families in a variety of situations (i.e., suspension, expulsion, issues with racism and discrimination, homelessness, prevention issues, homophobia, disability, etc.)
- Initiate and support activities to overcome institutional barriers, deficiencies in resources, and gaps in services
- Provide in-service training to teachers, other school personnel, and staff of community agencies regarding state and district procedures/policies (i.e., child abuse and suicide prevention, attendance compliance, navigating the educational system, homelessness, etc.)
- Work collaboratively with, as well as provide direct support to staff
- Masters level School Social Workers/PLUS Caseworkers with the highest level of qualification
- School Social Workers/PLUS Caseworkers are responsible for the continued development of their knowledge and skills and for remaining current in the field (i.e., attend workshops and state conferences, earn CEUs, develop professional development plans, participate and provide leadership in NASW/FASSW/SSWAA or other professional associations, etc.)
- Maximize and support every effort to protect instructional time

Involved Family and Community

- Serve as the liaison between the home, school, and community to obtain information, understand and address barriers to learning, and provide resources
- Encourage and assist schools in developing/implementing different ways to get parents involved
- Encourage families to effectively participate in their children's education

Involved Family and Community – *continued*

- Help families understand school policies, services, and programs
- Validate the parents' perspectives and make them feel welcome and a part of the school community
- Link students and families with appropriate school and community resources
- Empower families to gain access to and effectively use the formal and informal school-based and community resources
- Collaborate with all school personnel to assess students' social/emotional/cultural obstacles to their academic success
- Mediate disagreements between the school and family by enhancing communication and fostering stronger relationships
- Build stronger and more diverse community partnerships
- Develop and provide trainings and educational programs that address the goals of involved family and community through collaboration and grant opportunities
- Ensure that parental and community partnerships are essential components of our attendance initiatives and Safe and Drug Free Schools programs

Safe and Orderly Environment

- Participate on the interdisciplinary team (DSPC) providing a holistic review of the students who commit level 3 and 4 discipline offenses
- Provide crisis intervention, support, and case management services
- Develop/facilitate/coordinate prevention activities and intervention strategies
- Facilitate and contribute to the development of school-wide discipline plans
- Build trusting relationships with students, families, and school personnel
- Help students enhance their problem-solving skills
- Provide students with opportunities, during group or individual counseling sessions, to learn positive strategies to promote personal safety and self-responsibility
- Enhance students' self-esteem and positive social behaviors
- Conduct security audits and participate on school safety committees

Safe and Orderly Environment – *continued*

- Provide linkages to mental health facilities for students in need of an assessment and emotional support
- Provide school staff with annual trainings in suicide and child abuse prevention
- Provide several programs (i.e., PLUS, Bully Proofing, etc.) funded and implemented under the Safe and Drug Free Schools grant

Effective Operations

- Identify barriers that hinder academic achievement and implement data-driven solutions and strategies that allow students to reach their maximum potential
- Utilize federal and state funding to generate additional programs and services (i.e., Medicaid billing, SDFS, Homeless grant, etc.)
- Collaborate with local community agencies and resources to provide education and information about the district's strategic plan
- Demonstrate accountability through data collection and a regular review of staff activities in order to ensure optimum utilization of resources
- Ensure ongoing evaluation of all programs/activities to determine the accomplishment of our goals and objectives, and maintain accountability
- Respond proactively to emerging educational and social issues
- Produce an annual report forecasting the achievements and accomplishments of our department
- Exhibit effective consultation, collaboration, shared responsibility, and mutual respect with parents, school personnel, and community alike
- Adhere to the Professional Standards and the Code of Ethics of the professions of social work and education
- Assume responsibility for our own continued professional development and remain current in the field

Area of Focus: Attendance and Compliance

Goals:

1. To promote an understanding of the relationship between school attendance and academic achievement that will result in school attendance being a major priority for the district.
2. To facilitate a comprehensive approach to increasing school-wide, district-wide, and individual attendance rates by focusing on strategies and interventions that involve the school, parents, and the community.
3. To provide services to students and their families that will reduce and/or eliminate those factors that contribute to poor attendance by making referrals to appropriate community agencies and accessing resources within the school setting.

Activities/Responsibilities

Attendance

- Parent contacts
- Problem Solving/Response to Intervention
- CINS/FINS case staffings
- Attendance Improvement Plans
- ASAP referrals
- Court referrals
- Court hearings
- Teen Court referrals
- Attendance Case Management Services
- DNE referrals
- Group work (i.e., breakfast, lunch buddies, etc.)
- Rilya Wilson Act compliance
- Home Education follow-up

Attendance Campaign

- Attendance Awareness Week – 4th week in September
- Everybody Everyday: Poem, Poster, and Video Rap/Song Contest
- Attendance Prize Patrol
- Perfect Attendance Award
- Achieving School Attendance Program
- Attendance Awards Ceremony
- Superintendent's Attendance Challenge Award
- Excellence in Attendance Award
- Attendance Brochures/Attendance Posters
- Partnership with Community Businesses and Law Enforcement

Best Practices to effectively increase Attendance and Compliance

How are duties translated into interventions?

- Through training of school and district staff regarding knowledge of state laws concerning attendance and legal resources available for interventions
- Through staff awareness of community resources
- By effective communication between parent, school, and community
- Through collection and analysis of data to evaluate services needed and the effectiveness of the intervention

What interventions are most effective at each level?

Elementary

- Proactive contact with parents
- Clear expectations for school attendance communicated to faculty, students, staff, and parents
- Special recognition for students who improve attendance (i.e., books, stickers, special breakfast or lunch from local merchants, lunch with the principal, recognizing entire classes as well as individuals who achieve perfect attendance, etc.)
- Special recognition for students who make a significant improvement in attendance
- Training of teachers to address attendance through the PST process
- Recognizing parents with a special note of thanks for their efforts when their children improve school attendance
- Smaller class sizes
- Utilizing legal resources, as appropriate for chronic and/or unresponsive cases
- Encouraging students to serve as positive role models for their peers by publicizing poems and posters that encourage regular school attendance
- Review of compulsory attendance reports generated by school staff and providing follow-up services as appropriate
- Coordination of annual meetings at the beginning of each school year to review and implement the attendance planning guide
- Keeping up-to-date phone numbers including cell phones and e-mail addresses for parent contacts
- Varying the time that phone calls are made to parents notifying them of a child's absence

What interventions are most effective at each level?

Secondary

- Proactive contact with parents
- Clear expectations for school attendance communicated to faculty, students, staff, and parents
- Identifying and monitoring students with poor attendance from previous year and begin early intervention strategies utilizing CrossPointe and Data Warehouse information (i.e., parent letters, individual counseling, team consultations, etc.)
- Encouraging students to serve as positive role models for their peers by publicizing poems and posters that encourage regular school attendance
- Informing faculty, students, staff, and parents that attendance is a priority and communicating the schools' expectations regarding attendance
- Identifying strengths of students with poor attendance and encourage them to participate in school activities that promote their strengths; work to arrange for transportation for students to participate in these activities
- Establishing a student attendance committee to consist of students with good attendance as well as those with poor attendance and have them identify strategies to improve attendance
- Recognizing students who have improved their attendance
- Providing school mentors and group counseling for at-risk students
- Addressing attendance issues through PST
- Review of compulsory attendance reports generated by school staff and providing follow-up services as appropriate
- Coordination of annual meetings at the beginning of each school year to review and implement the Attendance Planning Guide
- Conducting parent workshops to disseminate school related information regarding attendance, etc.
- Keeping up-to-date phone numbers including cell phones and e-mail addresses for parent contacts
- Varying the time that phone calls are made to parents notifying them of a child's absence

Accountability – Measurable Outcomes:

What data will be collected and analyzed to demonstrate impact and effectiveness in this area of focus?

- Attendance data on individual students from CrossPointe and Data Warehouse
- Attendance data from Student Accounting Services Membership Reports
- Data on number of attendance referrals to CINS/FINS and adult court
- Data on truancy and excessive absences rates per school

Essential Indicators:

What are the indicators of improvement in this area of focus?

- Decrease in the number of students with 15 or more unexcused absences
- Decrease in the number of students considered habitually truant as defined by state standards
- Increase in the number of referrals to CINS/FINS and decrease in the number of adult court referrals
- Increase in attendance rates in both individual schools as well as district wide
- Increase in the number of schools participating in attendance initiatives
- Increase in the number of students with perfect attendance district wide

Evaluation:

What should a School Social Worker know and be able to do to effectively carry out interventions in this area of focus?

- Be knowledgeable of the compulsory attendance laws and district policies and procedures
- Be knowledgeable of those strategies that are most effective in working with at-risk students
- Have a thorough knowledge of the community resources that are available to be utilized in helping students to reach their goals and establish working relationships with these resources
- Be aware of the data that is available to assist in identifying at-risk students and how to evaluate the data to determine what progress has been made
- Follow-up with clients to ensure that the services recommended have been accessed and take corrective action, if necessary

Area of Focus: Homelessness and Compliance

Goals:

1. Ensure that homeless children and youth have equal access to public education.
2. Improve academic performance of identified students.
3. Coordinate and collaborate with various LEA educational service programs and local social service agencies or programs.

Activities/Responsibilities

Homeless Services

Contact regarding:

- Community Agencies and Assistance
- Data/School Services
- DOE Grant/District Compliance
- Tutoring Services
- Oversee Case Manager
- District Policies and Procedures, and Federal McKinney-Vento Act

Resources

- Homeless Procedure Manual
- Finding Your Way Guide
- What Every Parent Needs to Know Brochure
- Checklist for School Personnel
- Data Reports for District and Community
- Homeless Informational Poster

Best Practices to deliver/facilitate effective services for Homelessness and Compliance

How are duties translated into interventions?

- Through training of school and district staff to increase awareness and understanding of the homeless definition and the McKinney-Vento Act
- By providing tutoring to stabilize and increase academic performance
- By having knowledge of the law makes it possible to provide consultation and interpretation of individual situations (case-by-case basis)
- By disseminating information to community and families to assist with referrals and need for services
- Through collection, analysis, and distribution of data

What interventions are most effective at each level?

Elementary, Middle, and High

- Coordinating at each school with registrars, school counselors, teachers, and administrators to identify students who meet federal definition
- Networking with area agencies that serve the homeless to ensure needs are met
- Collaborating with all district departments that provide services to these students
- Educating faculty, staff, and district personnel to ensure awareness and increase understanding of the federal law and the barriers to education
- Identifying and tracking academic needs of all homeless students

Accountability – Measurable Outcomes:

What data will be collected and analyzed to demonstrate impact and effectiveness in this area of focus?

- Numbers of homeless students enrolled in the district
- Numbers of homeless students who are ESE, ELL, or have a 504 Plan
- FCAT math and reading scores for homeless students
- Surveys completed by school and agency personnel
- Numbers of contacts with those the liaison serves

What data will be collected and analyzed to demonstrate impact and effectiveness in Accountability/Measurable Outcomes area of focus? – *continued*

- Numbers of brochures and guides that are distributed
- Numbers of trainings and presentations given
- Numbers of students receiving tutoring through the grant
- Numbers of students receiving services (i.e., transportation, out-of-zone, etc.)

Essential Indicators:

What are the indicators of improvement in this area of focus?

- Increase in the numbers identified
- Increase in Level 3 FCAT math and reading scores
- Increase in academics in those consistently receiving tutoring
- Consistent and on-going district and community education

Evaluation:

What should a School Social Worker know and be able to do to effectively carry out interventions in this area of focus?

- Be knowledgeable of definitions of homelessness and overview of the law and its requirements
- Be aware of referral sources for families
- Be knowledgeable of district policies and procedures
- Have ability to assess family situations

Area of Focus: DSPC / Driver's License / Learnfare Compliance

Goals:

1. To ensure a holistic approach in reviewing discipline referrals for school expulsion that will offer interventions and alternative approaches to expelling students when appropriate.
2. To monitor the complying and reporting to the Department of Highway Safety and Motor Vehicles (DHSMV) of students ages 14 to 18 who wish to exercise their driving privilege in Florida, that have accumulated 15 unexcused absences in a period of 90 calendar days, pursuant to Chapters 322.091, Florida Statutes.
3. To provide liaison services between DHSMV and the School Board of Volusia County to assist in interpretation and implementation of Chapters 322.081, Florida Statutes.
4. To comply with the mandated monthly reporting of students identified as a habitual truant or as a dropout for the attendance incentive initiatives of Learnfare pursuant to Section 1003.26, Florida Statutes.

Activities/Responsibilities

District Student Placement Committee (DSPC)

- Consultation meetings
- Case management referrals and reports
- Follow-up services
- Staffings
- Maintain transition database
- Social and Developmental History Assessments (parent contact, cum reviews, teacher consultation)

Activities/Responsibilities

Driver's License

- Consultation with parents, schools, and Department of Highway Safety and Motor Vehicles
- Update of annual Driver's License Attendance Manual

Learnfare Program

- School Social Work referrals
- Monthly reports
- Update of annual Learnfare Program Attendance Manual

Best Practices to deliver/facilitate effective services for DSPC, Driver's License, and Learnfare Compliance

How are duties translated into interventions?

DSPC – Elementary/Middle/High

- Through participation on an interdisciplinary team to review Level 3 and Level 4 discipline offenses referred for school expulsion
- Through completion of Social and Developmental History for students referred by the DSPC for further study and evaluation
- By annual review of the Code of Student Conduct and Discipline

How are duties translated into interventions? – *continued*

Driver's License – *Middle/High*

- Through inquiries made to the Program Contact for DHSMV for clarification and verification
- Through inquiries made from schools for interpretation and assistance in monitoring and reporting identified students for driver's licenses
- Through assisting schools in clarifying and administering hardship waiver proceedings
- Through responding to parents and students regarding Florida Statutes for drivers' licenses
- By annual presentations to registrars and driver's license contact persons for all secondary schools regarding compliance and reporting to DHSMV

Learnfare Program – *Elementary/Middle/High*

- Through lists received monthly from MIS of students who obtained temporary cash assistance administered by DCF and had accumulated 15 unexcused absences within 90 calendar days
- Through compiled lists for monthly submission to MIS of identified students recommended to be removed from Learnfare sanction by DCF
- By annual presentations to registrars and contact persons for all elementary and secondary schools to assist in interpretation and compliance with Florida Statutes for Learnfare

What interventions are most effective at each level?

DSPC – *Elementary/Middle/High*

- Referrals to School Social Workers for case management services in lieu of expulsion
- Referrals to School Social Workers for alternative education services in lieu of expulsion
- Referrals to PLUS Workers for alcohol/substance related incidents

What interventions are most effective at each level? – *continued*

Driver's License – Middle/High

To be able to obtain a learner's driver's permit or drive in the state of Florida, a student must do one of the following:

- Enroll in a public school, nonpublic school, or home education program and satisfy relevant attendance requirements
- Enroll in a study course in preparation for the GED test, and satisfy relevant attendance requirements
- Receive a high school equivalency diploma, special diploma, or certificate of completion
- Be enrolled in other educational activities approved by the district school board and satisfy relevant attendance requirements
- Been issued a certificate of exemption according to section 1003.21(3), Florida Statutes
- Have a hardship waiver under section 1003.21(3), Florida Statutes

To have a driver's license reinstated, a student must:

- Have 30 consecutive school days without unexcused absences
- Have a high school diploma, GED, or be registered in a home school program

Learnfare Program – Elementary/Middle/High

- Referrals to School Social Worker for determination of sanction
- Compiled list for monthly submission to MIS of identified students recommended to be removed from Learnfare sanction by DCF

Accountability – Measurable Outcomes:

What data will be collected and analyzed to demonstrate impact and effectiveness in this area of focus?

DSPC

- Weekly updates of students placed on case management indicating school, ESE classification, and current status (open or closed)
- Weekly updates of students placed in alternative education indicating withdrawal date from zone school, entry date to alternative education, ESE/504, and other pertinent information

Driver's License

- Report of potential students meeting the DHSMV driver's license suspension criteria
- Report of students pending action for DHSMV driver's license suspensions – meeting the criteria but having not yet been transmitted to DHSMV
- Report of records to be transmitted to the DHSMV
- Report of students transmitted to the DHSMV
- Report from MIS regarding driver's licenses of students previously reported in error, generated from DHSMV
- Log of inquires from schools, parents, and students regarding interpretation, compliance issues, reporting, and reinstatement for driver's licenses

Learnfare Program

- List of students identified monthly by MIS by name, alpha, school, and school number
- Feedback from School Social Workers
- List forwarded to MIS of students recommended for removal from Learnfare sanction

Essential Indicators:

What are the indicators of improvement in this area of focus?

DSPC

- Database maintained of status of students placed on case management or in alternative education
- Reduction in recidivism for case management students

Driver's License

- Quarterly Driver's License/School Attendance Program Report from Florida Department of Education (DOE) indicating number of students
- Annual Dropout Prevention Action Report from DHSMV of students reported from Volusia County for education non-compliance, notice of intent to suspend, suspension/non-compliance of school attendance

Learnfare Program

- Feedback from School Social Workers regarding contacts, interventions, follow-up, and recommendations for identified students
- Lists of students identified monthly for Learnfare
- Reduction of recidivism from students receiving social work interventions

Evaluation:

What should a School Social Worker know and be able to do to effectively carry out interventions in this area of focus?

DSPC

- Be knowledgeable of the Code of Student Conduct and Discipline
- Be knowledgeable of alternative sanctions in lieu of expulsion

What should a School Social Worker know and be able to do to effectively carry out interventions in the area of focus? –
continued

Driver's License

- Be proficient in knowledge of the Florida Statutes related to driver's license
- Maintain an updated copy of the Florida Department of Education Technical Assistance Paper Implementation of Attendance Requirements for Minors to Maintain Their Driving Privilege
- Be available to schools to assist in interpretation and implementation of the Florida Statutes related to driver's license

Learnfare Program

- Be proficient in knowledge of the Florida Statutes related to Learnfare
- Maintain an updated copy of the Florida Department of Education Technical Assistance Paper for Learnfare Program Update
- Be knowledgeable of intervention strategies necessary to assist parents in complying with school attendance requirements

Area of Focus: PLUS / Safe and Drug Free Schools Programs

Goals:

1. To prevent and eliminate substance use by our students.
2. To educate students regarding the effects of drug/alcohol use.
3. To facilitate positive changes in student decision making.

Activities/Responsibilities

PLUS Program

- Assessments
- Individual counseling
- Classroom presentations
- Services to private/nonprofit schools
- Small groups

Safe and Drug Free Schools Program

- PLUS Program
- Red Ribbon Week
- MADD and SAFE
- BRIDGES Program
- Too Good for Drugs (TGFD) Program
- Bully Proofing Your Schools (BPYS) Program
- iSafe (Internet safety)
- Private Schools
- Community Task Force (i.e., underage drinking)
- Security Audits

Best Practices to deliver/facilitate effective services for the PLUS / Safe and Drug Free Schools Programs

How are duties translated into interventions?

PLUS Program

- Through Prevention and Early Intervention services provided to the nine high schools and the New Smyrna area
- By interviewing students to include PLUS program orientation, completing assessments which encompasses a release of information form, federal confidentiality and duty to warn form, and case disposition/participation form
- By identifying levels of use (experimental, regular, preoccupation) and completing a school follow-up letter
- By determining appropriate level of service (i.e., individual case management, small groups, outside referrals, etc.)
- By making community referrals, as appropriate

Safe and Drug Free Schools Program

- Through collaborations with other funding sources/agencies (Stewart-Marchman Act, Deltona Prevention Project, Tobacco Free Partnership, etc.)
- By providing a comprehensive family-based program to identified at-risk youth
- By providing comprehensive alcohol, tobacco, and other drug-prevention programs that promote positive norms for healthy, drug-free living in Kindergarten through fifth grades
- By providing a positive short-term primary prevention program
- By offering a Bully Proofing program to create safe and caring school communities
- Through consultation with private school officials

What interventions are most effective at each level?

PLUS Program

- Educating school staff to properly identify students in need of PLUS services
- Educating students regarding the harmful effects of alcohol/drug use
- Facilitating positive changes in students
- Providing pamphlets, brochures, and other literature to students, as needed
- Participating in staff/departmental meetings and professional development activities on current trends, information, and needs of students in the area of substance use and abuse
- Coordinating services with the People for Drug Free Youth in Southeast Volusia

Safe and Drug Free Schools Program

- Utilizing BRIDGES Program to identify at-risk middle and high school students
- Utilizing Project PASS Program to identify at-risk third, fourth, and fifth grade students
- Utilizing Too Good for Drugs (TGFD) Program to identify Kindergarten through fifth grade students
- Utilizing Bully Proofing Your School (BPYS) Focus Groups in elementary and middle schools
- Utilizing Drug Abuse Resistance Education (DARE) Program

Accountability – Measurable Outcomes:

What data will be collected and analyzed to demonstrate impact and effectiveness in this area of focus?

PLUS Program

- Total number of students for whom PLUS assessments were completed
- Formative feedback from department coordinator following observation of PLUS Caseworker during a PLUS assessment
- Total number of students pre-tested who demonstrated improvements in the area of substance use, attitude toward substance use, and behavior by way of post-tests
- Total number of students who received PLUS case management services
- Total number of students who received PLUS group education
- Total number of students who received PLUS classroom services
- Total data related to the PLUS classroom services (i.e., number of students in subject areas, number of pre- and post-tests from schools, etc.)

Safe and Drug Free Schools Program

- Data collected from BRIDGES and Project PASS – Implementation Checklist, Client Progress Report, Youth Journal (youth action plan), and Parent Journal (parent action plan)
- Data collected from BPYS – Ten Basic Elements Levels of Implementation form and the Action Plan form are used to track program implementation
- Data collected from TGFD – Action Plan and training post-tests

Essential Indicators:

What are the indicators of improvement in this area of focus?

PLUS Program

- Total number of PLUS assessments completed annually
- PLUS Caseworkers' formative and summative evaluation from department coordinator
- Feedback from stakeholders (i.e., parents, students, school principals/other school staff, etc.)
- Increase in improvement in student attitude and behavior toward substance use/abuse
- Total number of students who completed PLUS services

Safe and Drug Free Schools Program

- Total number of students/parents served in the BRIDGES Program
- Total number of students/parents served in Project PASS
- Total number of third through fifth grade students served through TGFD
- Total number of elementary and middle school students served through BPYS
- Total number of students served through DARE

Evaluation:

What should a School Social Worker / PLUS Caseworker know and be able to do to effectively carry out interventions in this area of focus?

PLUS Program

- Have knowledge and understanding of the warning signs of substance use/abuse
- Have knowledge of the legal issues of screening and assessing teenagers, including confidentiality, duty to warn, and how to communicate with other agencies
- Hold or be eligible to hold certification as a Certified Prevention Professional (CPP) within two years of initial employment
- Have knowledge and use of proven and effective, research-based curriculum
- Have knowledge of Federal Confidentiality Law 42 U.S.C. 290dd-3, 290ee-3 for Federal laws and 42 CFR Part 2 for Federal regulations
- Have knowledge and understanding of child and adolescent development

Safe and Drug Free Schools Program

- Have knowledge and understanding of the warning signs of substance use/abuse
- Have knowledge and use of proven and effective, research-based curriculum
- Have knowledge and understanding of child and adolescent development
- Have knowledge and understanding of children and youth with emotional, behavioral, and mental health needs
- Have knowledge and understanding of best practices for establishing rapport and the use of effective interviewing techniques
- Be able to effectively collaborate with members of the multidisciplinary team in order to develop and enhance interventions and services

Area of Focus: Assessment / Intervention

Goals:

- 1.** Participate in a multidisciplinary team approach to include a variety of tools and strategies to gather functional and developmental information that may help in determining the presence of a disability.
- 2.** To help other professionals on the multidisciplinary team understand the multiplicity of issues (i.e., culture, family dynamics, socioeconomics, etc.) in development.
- 3.** Help foster collaboration among parents and school personnel; help ensure parental participation through home visits to explain and clarify the nature of their participation and benefits; and help explain parental concerns to the school staff before concerns develop into problems.
- 4.** Share with the educational team any strength-based strategies the family has found useful.
- 5.** Support the development of a posture of culture reciprocity that will help in forming partnerships with families.
- 6.** To uphold principles of non-discriminatory and individualized assessment of needs and strengths.

Activities/Responsibilities

- Social and Developmental Histories (Regular, Child Find/Pre-K, Update)
- Bilingual Social and Developmental Histories
- Screenings (i.e., Vineland Adaptive, etc.)
- Review of records
- Observation of students
- Parent Satisfaction Surveys
- Teacher interviews/input
- Student interviews
- ESE Case Reviews/Staffing/Reevaluation meetings
- Report writing
- Family Services Planning Team meetings
- Intervention (FBA, BIP) development and implementation
- Counseling as a Related Service (CARS) Group Work
- Medicaid Bubble Sheets (ESE Service Form – Social Work Services)
- Behavior Support Team (BST)
- Behavior Leadership Team (BLT)
- Problem Solving Team (PST)
- Best Practices and Report Writing Committee

Best Practices to effectively deliver/facilitate Assessment Duties

How are duties translated into interventions?

- By response to social history referrals in accordance with a “best practices” approach, including assessment and development of written report
- Through review of referrals and educational records (cumulative and electronic records)
- Through gathered information from teachers and other school staff familiar with the students
- Through observing/interviewing students, as appropriate
- By scheduling appointments and interviews with parents/guardians at their earliest convenience and location
- By soliciting parents/guardians’ completion of Parent Satisfaction Survey
- By developing a professionally prepared written report
- By completing all ancillary paperwork (i.e., Medicaid Bubble Sheets, Data Sheets, etc.)
- By participating in staff/departmental meetings and professional development activities concerning the needs of ESE students and their families

What interventions are most effective?

- Completion of assessment and written report within 30-day timeline in accordance with departmental procedures
- Providing a holistic strength-based and systems theory approach
- Linking the family with community resources, when appropriate
- Assisting school personnel in understanding student and family dynamics related to strengths and barriers

Accountability – Measurable Outcomes:

What data will be collected and analyzed to demonstrate impact and effectiveness in this area of focus?

- Total number of students for whom a completed social history assessment was received within departmental timeframes; analyzed by worker, by school, and by type of referrals
- Feedback from parents/guardians on the Parent Satisfaction Survey
- Feedback from principals on the annual Principal Satisfaction Survey
- Formative feedback from department coordinator following review of written report
- Formative feedback from department coordinator following observation of School Social Worker during a Social and Developmental History interview
- Medicaid Bubble Sheets on identified students

Essential Indicators:

What are the indicators of improvement in this area of focus?

- Total number of completed social history assessments meeting departmental timeline
- School Social Workers' formative and summative evaluation from department coordinator
- Feedback from stakeholders (i.e., parents, school principals/other school staff, etc.)

Evaluation:

What should a School Social Worker know and be able to do to effectively carry out interventions in this area of focus?

- Be knowledgeable of Florida Statutes and State Board Rules pertaining to special education programs
- Have knowledge and understanding of child and adolescent development
- Have knowledge and understanding of non-discriminatory assessment practices (to ensure a non-biased assessment concerning race, culture, language, socioeconomic status or religious background)

What should a School Social Worker know and be able to do to effectively carry out interventions in this area of focus? –
continued

- Be knowledgeable of exceptionalities including, but not limited to, mentally handicapped, emotionally and behaviorally disabled, autistic, and other health impairments
- Have knowledge and understanding of children and youth with emotional, behavioral, and mental health needs
- Have knowledge and understanding of social work practices for establishing rapport, and use effective interviewing techniques
- Be able to effectively collaborate with members of the multidisciplinary team (including the PST and IEP team) in order to develop and enhance interventions and services
- Hold or be eligible to hold Florida DOE certification as a School Social Worker, within two years of initial employment

Area of Focus: Other Duties

Goals:

1. To identify children and adolescents who need School Social Work Services.
2. To help ensure parental participation in their child's education.
3. To serve as a liaison between the home, school, and community.
4. To promote and support students' academic and social success.
5. To promote and support improved behavioral outcomes for students.

Activities/Responsibilities

Consultation with:

- Administrators
- Instructional Staff
- Other Professional Staff
- Support Staff
- Community Agencies
- Parents/Guardians
- Students
- Other School Districts

Best Practices to effectively deliver/facilitate Other Duties

- Educate school staff to properly identify students in need of School Social Work Services
- Review referrals and educational records to include, but not limited to, attendance, grades, discipline, and school social work browse (SSWU) on students for whom a school social work referral is received
- Work with students to assist them in developing strategies to increase success
- Help students and parents understand school policies and procedures
- Advocate and mobilize school and community resources and help students and parents access these services to enable children to learn as effectively as possible
- Make home visits/phone calls to help facilitate home/school communication
- Collaborate with teachers, other school staff, and community providers regarding difficult student and family situations to resolve problems and enhance the educational experience of students
- Provide timely feedback to appropriate school personnel
- Participate in staff/departmental meetings
- Participate in and provide professional development activities to include child abuse, suicide prevention, classroom management, etc.
- Provide information to students and parents related to any identified needs (i.e., immunization compliance, financial aid, etc.)
- Respond to area/district crisis events
- Mentor university interns and new School Social Workers to the department
- Provide individual case management services and group work to students (i.e., social skills, anger management, etc.)
- Provide Counseling as a Related Service (CARS) to identified exceptional students
- Provide ESOL related services specific to school social work duties (i.e., translations, etc.)
- Provide Foster Care (dependency) follow-up
- Provide other school support (i.e., FCAT proctoring, Open House, SAC/faculty presentations, parent training/education groups, first day of school, reading to classes, child labor law issues/waivers, charter schools, etc.)
- Provide other district support (i.e., SDFS oversight and initiatives, job fairs, security audits, transitional services, etc.)

Best Practices to effectively deliver/facilitate Other Duties – *continued*

- Conduct needs assessments and progress monitoring, provide ecological perspective regarding RtI to academic, social/emotional, behavioral concerns, and evaluate student progress specific to behavioral and emotional concerns and the effects on academic progress
- Participate in PST to support teachers and parents with effective research-based strategies for individual targeted students (i.e., offer academic and behavioral interventions regarding class or school-wide issues)
- Participate and support Behavioral Support Team initiatives
- Provide counseling services to special education and general education students on Tier 1, Tier 2, and Tier 3 supports
- Enhance Professional Development and growth by staying abreast of current trends and practices

Accountability – Measurable Outcomes:

What data will be collected and analyzed to demonstrate impact and effectiveness in this area of focus?

- All data for individual students and schools (i.e., attendance, discipline data, academic data, etc.)
- Behavioral data (i.e., ABC, Scatterplot, FBA, etc.)
- Total number of students for whom a school social work referral was received
- Formative feedback from department coordinator following observation of School Social Worker
- Feedback from principals on the annual Principal Satisfaction Survey
- School Social Services analysis reports (i.e., school visits, home visits, percent ESE, travel, etc.)
- ESE Service Form – Counseling Services
- Psychologist/Social Worker Counseling Reports
- Contacts sheets
- Monthly and end-of-year reports
- Temporary Duty Logs / Time and Effort Logs
- Compulsory Attendance printout
- Dependency logs and printouts

Essential Indicators:

What are the indicators of improvement in this area of focus?

- School Social Workers' formative and summative evaluation from department coordinator
- Feedback from stakeholders (parents, students, school principals/other school staff, community contacts, etc.)
- Number of school social work referrals (by school, by referral reason, by contact/action taken)

Evaluation:

What should a School Social Worker know and be able to do to effectively carry out interventions in this area of focus?

- Maintain Florida Department of Education certification in the area of School Social Work
- Have working knowledge and understanding of district policies, state laws, and federal laws/regulations pertaining to school social work, exceptional student education, child welfare, child abuse, homeless education, child labor, compulsory attendance, immunizations, and student health
- Be knowledgeable of and understanding of child and adolescent development
- Be knowledgeable of all aspects of job roles and functions and efficiently carry out assigned duties and responsibilities
- Be able to complete all reports and record-keeping within departmental guidelines
- Be able to communicate with stakeholders in a timely, efficient, and effective manner
- Be able to effectively assess student and family needs
- Have working knowledge of mental health, substance abuse, and other district and community programs/services
- Be knowledgeable of RtI's problem-solving, tiered approach
- Have skill in providing counseling services to E/BD students
- Have skill in providing individual and group social skills counseling to general education students
- Have ability to identify target behaviors, collect data, provide interventions, and progress monitor
- Have ability to identify school-wide, class-wide, and individual academic and behavioral concerns

School Social Services Motto

Be visible, viable, and valuable
to our schools while making strong and
lasting relationships with our stakeholders
(students, parents, school staff,
community agencies, etc.)
and substantiating the relevancy
of our services.