



ELEMENTARY SCHOOL SOCIAL WORKERS

THE LINK TO SCHOOLS – FAMILIES – COMMUNITIES

WHO ARE SCHOOL SOCIAL WORKERS?

Qualifications

- Master level professionals
- Licensed health professionals
 - Medicaid
- Expertise in mental health and family systems
 - Mental health referrals

Professional Standards

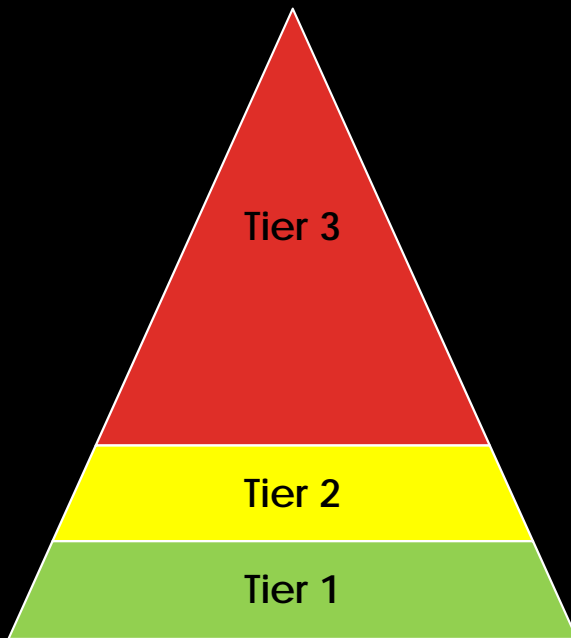
- Code of Ethics
- Professional organizations
- Special Education Law
 - Emotional Impairment
 - Autism Spectrum Disorder

Waterford School District

- 9 Elementary buildings
- 10 FTE & 3 specialized FTE for 4,070 students



WHAT HAS CHANGED?

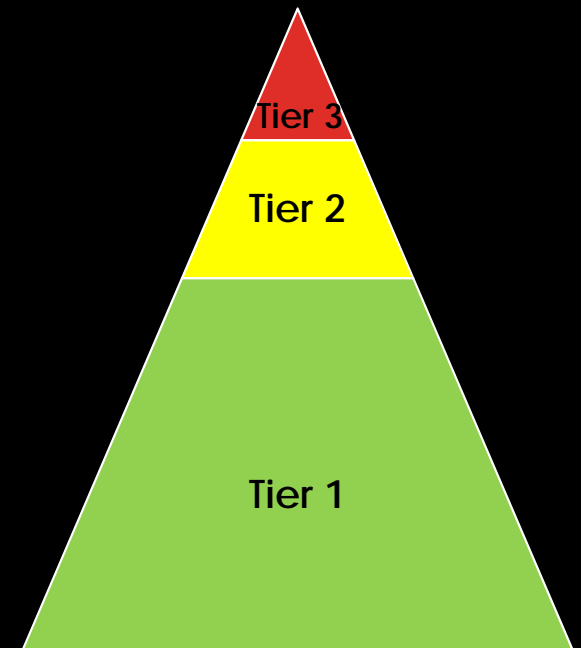


Reactive

Dangerous behaviors,
IEPs, crises

At-risk students,
attendance,
discipline

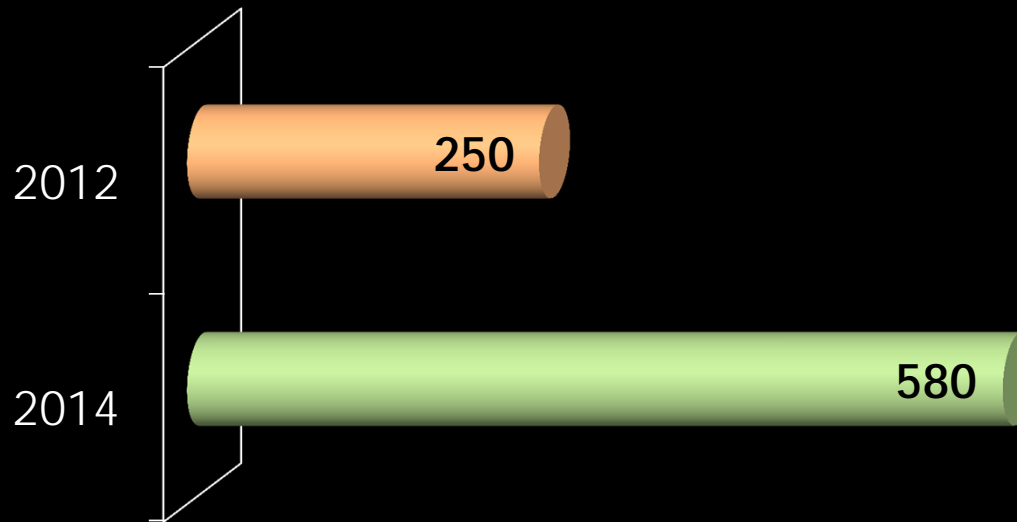
Teacher supports,
family supports,
school presentations



Proactive

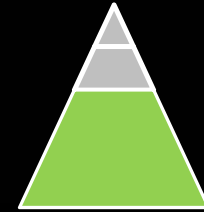
WHAT HAS CHANGED?

Full Days of Direct Service
Sep 1st – Nov 20th



= 132% increase

TIER 1



Benefiting the school environment

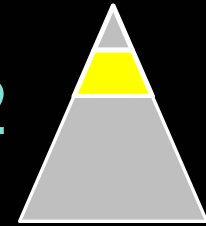
- School-wide social emotional learning
- School expectations
- School committees
- Resource for teachers



A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades k-12 revealed that students who participated in these programs improved grades and standardized test scores by 11 percentile points.

National Association of School Psychologists

TIER 2



Connecting students to school

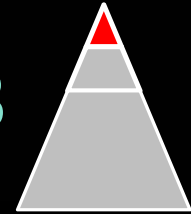
- Attendance
- Social/emotional skill groups
- Functional behavior assessments/Behavior intervention plans
- Check in/check out
- Mentoring
- Alternatives to suspensions



In the course of the school year, children with mental health problems may miss as many as 18 to 22 days. Their rates of suspension and expulsion are three times higher than those of their peers.

National Center for Children in Poverty

TIER 3



Providing necessary interventions

- Individualized Educational Plans
 - Data collection and progress monitoring
- Section 504 Plans
- Mental health referrals and connections



One in 10 youth has serious mental health problems that are severe enough to impair how they function at home, in school, or in the community.

National Center for Children in Poverty

PRINCIPALS' FEEDBACK

Supports the learning environment
Our staff is better supported
Relationships with Parents
Supports the emotional wellbeing of students
Supportive Decrease in behaviors
Strong Communication Skills Empower
Designs BIPs in a timely manner It brings stability
Collaborates regularly with teachers
Makes a difference Dynamic
Enhances our school climate
Advocate Life changing
We can be proactive rather than reactive



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