

School Social Work Practice Guide



October 2008



Wisconsin Department of Public Instruction
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Madison, Wisconsin

This publication is available from:

STUDENT SERVICES/PREVENTION AND WELLNESS TEAM

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dpi.wi.gov/sspw/socialwork.html

October 2008

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Forward

The Department of Public Instruction is pleased to offer the Wisconsin School Social Work Practice Guide as a means to help improve and raise awareness of school social work practice. School social workers are trained to utilize a strength-based, ecological approach that views clients and organizations as parts of systems. The functioning of and relationships within and between systems and people are enhanced to help students be more successful.

Outcomes for students related to school social work services are increased achievement, safety, attendance, social-behavioral competency, and family and community involvement.

This publication has been designed to be a “fluid” document. That is, it is updated annually, to add additional resources and keep the information within it current. Updates are first made available in hard-copy each November at the annual Wisconsin School Social Work Association Conference.

The complete guide and the annual updates are available from Jackie Brashi at jackie.brashi@dpi.wi.gov and on the School Social Work home page on the Department of Public Instruction website at <http://www.dpi.wi.gov/sspw/socialwork.html>.

Anecdotal feedback on the Practice Guide, since it was originally published in 2005, has been excellent. This year we plan to gather that feedback more systematically to help make it an even better resource for Wisconsin school social workers.

New resources in the 2008 Wisconsin School Social Work Practice Guide include:

- Wisconsin School Social Work Survey Longitudinal Report
- Wisconsin Subpoenas & Court Orders Affecting Disclosure of Pupil Records
- Attendance, Truancy and Dropouts
 - Ten Things Schools Can Do to Improve School Attendance
 - Factors Contributing to Truancy
 - Evidence-Based Practices to Prevent School Dropouts
- Mental Illness & AOD
 - Minors’ Rights to Assessment and Treatment
 - Child and Adolescent Mental Health Problems – Fact Sheets for School Personnel
- Crisis
 - Parent Guidelines for Crisis Response
 - Traumatic Stress: An Overview
- National Hotlines for Families Facing Financial Challenges

Feedback on this publication should be directed to:

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Acknowledgments

There are many people and organizations who contributed to the original and ongoing development of the Wisconsin School Social Work Practice Guide.

The Michigan Association of School Social Workers (MASSW) developed an earlier guide of their own and shared a copy to serve as a model for Wisconsin's guide. Wisconsin's Guide was then, in turn, used as a model for the Minnesota Guide.

The Wisconsin School Social Work Association (WSSWA) recruited volunteers to help review and select the resources to be included in the Practice Guide. Participating school social workers included Nichole Grube, Jacqie Harding, Jacquelyn Jackson, Cathy Klein, Norm McLure, Mary E. H. Paulson, Murrene Payton, Paula Phillips Bell, Kim Rivera-Kloeppe, Kendra Vandertie, and Nancy Young. In addition, the WSSWA Board granted permission to use the association's logo for the cover of the Practice Guide.

Thanks to the following organizations for contributing the materials noted below for the Wisconsin School Social Work Practice Guide:

- The Code of Ethics and the School Social Work Standards from the National Association of Social Workers (NASW).
- The resolution on school social worker-student ratio from the School Social Work Association of America (SSWAA).
- The article entitled "A Lifeline for Troubled Students" from the American School Board Journal.
- The Teacher Education, Professional Development and Licensing Team at DPI for its help with developing the sample Professional Development Plan (PDP).
- The Department of Health Services for development of the summary sheets of minors' rights to access mental health and AOD assessment and treatment.
- The Southern Consortium for Children for the summary of Disorders Commonly Diagnosed in Children and Adolescents.
- From here in Wisconsin - One or more of their local resources from the Appleton Area, Beloit, Green Bay Area, Janesville, Madison Metropolitan, Manitowoc, Milwaukee, and West Bend School Districts.
- From other parts of the country – One or more resources from the Cleveland Heights-University Heights City School District in Ohio, the Pinellas County School District in Florida, the state of North Carolina, and Raleigh, North Carolina.

Special gratitude is extended to Lynn Sisco, who worked with Nic Dibble at the Department of Public Instruction as a social work practicum student in Summer 2006. Lynn was primarily responsible for a number of the sections of the Practice Guide, including the parts on assessment and the annotated articles. She also authored the 2006 analysis of the Wisconsin School Social Work Survey.

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- Harassment & Discrimination
- Homeless & Runaway Children & Youth
- Mental Health & Psychopharmacology
- Pregnant, Parenting & Sexually Active Teens
- Resiliency & Assets
- School Social Work
- Special Education

School Social Work Resources (on CD-ROM)

- Job Descriptions
- Performance Evaluations
- Teen Parent Resources
- Crisis
- Report Forms
- Assessment Tools
- Homelessness
- Child and Adolescent Mental Health Problems – Fact Sheets for School Personnel
- Annotated Articles
 - Practice guidelines for school social workers: A modified replication and extension of a prototype
 - Update on confidentiality issues in practice with children: Ethics risk management
 - School safety interventions: Best practices and programs
 - A broader conceptual approach to clinical practices for the 21st century
 - Evidence-based practice in school social work: A process in perspective
 - Absenteeism and truancy: Risk, protection, and best practice implications for school social workers
 - Professional role perceptions of school social workers, psychologists, and counselors
 - Family approaches to attention deficit hyperactivity disorder: A review to guide school social work practice
 - Intervention practices for students with emotional and behavioral disorders: Using research to inform school social work practice
 - Rating the rating scales: Ten criteria to use
 - Effectiveness of school social work from a risk and resilience perspective
 - Understanding confidentiality in school-based interagency projects
 - Ethical decision-making: The person in the process
 - Guidelines for intervention with children and adolescents diagnosed with conduct disorder
 - Making the case for school social work
- Sample Professional Development Plan for a School Social Worker

How to Use This Guide

The purpose of the Wisconsin School Social Work Practice Guide is to improve school social work professional practice. It is updated and revised annually to ensure the information is current and relevant to school social work practice. The complete Guide includes both hard-copy and electronic resources. The information below is to help the reader better understand how to use the information in this Guide.

School Social Work Roles

The services school social workers are qualified to provide are briefly and generally delineated in the outline entitled *School Social Work Roles*. This outline can serve as a handout to explain the range of school social work services.

The *Wisconsin School Social Work Survey Longitudinal Report* summarizes the current state of school social work practice in Wisconsin and how it has changed over the past decade.

Licensure & Continuing Education

In order to practice school social work in Wisconsin, an individual must meet requirements delineated in PI 34 and possess school social work licensure through the Wisconsin Department of Public Instruction (DPI). These requirements are summarized in the document *Wisconsin Requirements for School Social Workers*.

In addition to being licensed as a school social worker through DPI, many Wisconsin school social workers are also certified or licensed through the Wisconsin Department of Regulation and Licensing (DRL) to practice social work in a community setting. The two certifications have different continuing education requirements. These requirements are summarized in the document *Continuing Education Requirements – School Social Workers and Social Workers*.

Any school social worker receiving initial DPI licensure after June 2004 must create and complete a professional development plan (PDP) every five years in order to receive continuing certification. Any school social worker who received initial DPI licensure before June 2004 may choose the PDP option or complete at least six credits every five years. A sample PDP for a school social worker is included in this section. Resources to assist with development of a PDP are available at www.dpi.wi.gov/tepd/pdp.html.

Ethics

All social workers, including school social workers, are held to a standard of ethical professional conduct that is delineated in the *Code of Ethics* approved and maintained by the National Association of Social Workers (NASW). A copy of the *Code of Ethics* is reprinted in this Guide with the permission of NASW.

It is common for social workers to occasionally encounter difficult ethical choices in their professional practice. That is, available courses of action may require a social worker to give more weight to one ethical standard over another. Under these circumstances, it is critical that a social worker be able to

justify her/his course of action. The document *Ethical Decision-Making Process for Helping Professions* is included to help social workers work through these ethical dilemmas.

The NASW Code of Ethics does not distinguish between adults and minors as clients. Within our society, minors do not have the same rights as adults. This is especially problematic for school social workers, because the vast majority of students are minors. *School Social Work Services and the Privacy of Minor Students* is intended to help school social workers balance minor students' rights to privacy and confidentiality and their parents' rights, roles and responsibilities in an effort to improve outcomes for both students and families.

School Social Work Associations

There are a number of state, regional and national social work professional associations. These professional associations are membership organizations that exist because social workers choose to join them, i.e., they are sustained by the membership dues paid. The associations provide a variety of membership benefits, but most important is their promotion and support of the profession of school social work. One of the ethical expectations of social workers is to join and support their professional association. Contact information is included on each of these organizations.

School Social Work Resources (hard-copy)

This section provides a variety of resources specific to school social work practice, including the NASW School Social Work Standards, revenues related to school social work services, demonstration of accountability for school social work services, SSWAA school social worker-student ratio recommendations, and an article from the American School Board Journal.

Liability Risk

This document summarizes the current immunity from liability provided for in Wisconsin law for school social workers and other educators and provides practical suggestions to help reduce liability risk.

School Social Work and Related Services as Delineated within Federal Law

Both the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Improvement (IDEA) Act make specific references to school social work and related services, all of which are included in this section.

Wisconsin Subpoenas and Court Orders Affecting Disclosure or Pupil Records

This section includes Wisconsin statutes that delineate the circumstances under which pupil records are to be released through a court order or a subpoena.

Special Education

Most school social workers in Wisconsin spend a significant amount of time working in the area of special education. The Special Education Team in the Department of Public Instruction maintains a website with an exceptional collection of information and resources. In order to make it easier to find

what an educator is seeking, an alphabetical index has been established with electronic links to each topic.

Assessment

This section summarizes the qualifications necessary to administer and interpret different assessment tools used in schools. Common behavioral and adaptive tools used by school social workers are described. The CD-ROM includes tools for functional behavioral assessment, social-development histories, student background and ADHD monitoring.

Attendance, Truancy and Dropouts

This section provides information regarding what schools can do to improve school attendance, factors that contribute to truancy, and evidence-based practices to prevent students from dropping out of school.

Mental Illness and AOD

This section describes disorders that are commonly diagnosed in children and adolescents and the evidence-based strategies for each, as well as the rights of Wisconsin minors to mental health and AOD assessment and treatment. The CD-ROM includes a collection of fact sheets on child and adolescent mental illness.

Homelessness and Other Financial Stressors on Families

One of the new provisions of the reauthorized Elementary and Secondary Education Act, i.e., No Child Left Behind, is the requirement to provide educational services to students who are homeless. School social workers are ideally suited to coordinate the services to these students and their families. This section of the Guide describes the requirements of the McKinney-Vento Homeless Assistance Act and provides suggestions on how to help educate homeless students. In addition, it includes a list of national hotlines that can help families dealing with financial stressors.

Critical Statutes for School Social Workers to Access

School social workers are often looked to by school administrators and teachers for guidance regarding what state and federal laws require and allow school districts to do. A list of statutes commonly associated with school social work practice is provided, as well as how to electronically access these statutes.

Wisconsin Publications to Enhance Professional Practice

This section lists publications that can help to inform professional school social work practice, especially related to statutory requirements. Previous Wisconsin School Social Work Practice Guides included these publications on a CD-ROM. This section lists how to access these publications to ensure that the most current versions of these publications are utilized.

Websites (that every Wisconsin school social worker should have bookmarked)

The wealth of information available electronically through the Internet can be overwhelming and it continues to grow. This section of the Guide shares quality websites in areas commonly associated with school social work practice. For school social workers involved in providing special education services, it is especially important to become familiar with the home page of the Special Education Team at the Department of Public Instruction. This website provides valuable and specific information and technical assistance to all educators that provide referral, assessment and IEP Team services.

School Social Work Resources (on CD-ROM)

This CD-ROM includes a variety of samples, including job descriptions, performance evaluations, report forms, assessment tools, and brochures for families related to homelessness.

Information is included on crisis and resources for school-age parents.

A collection of fact sheets on mental illness in children and adolescents is provided, which include a description of the mental illness, risk factors, onset, diagnosis and treatment, warning signs, and school-based interventions.

A variety of articles dealing with different aspects of school social work have been summarized to share the critical points that influence professional practice. If you are interested in reading one or more of the articles in its/their entirety and do not subscribe to the applicable journal, you may wish to contact school social work colleagues to borrow the journal to read.

Note: Be sure to open "all files." While most are Word documents, some are in "pdf" or "rtf" formats.

School Social Work Roles

Social workers are trained to utilize a strength-based, ecological approach that views clients and organizations as parts of systems. The functioning of and relationships within and between systems and people are enhanced to improve people's lives. The outcomes for students related to school social work services are increased achievement, safety, attendance, social-behavioral competency, and parent and community involvement. Unlike the vast majority of school staff, school social workers are not trained in a specific field of education. Rather, they are trained primarily and most importantly as masters-level social workers. However, just as high school teachers choose to specialize in a particular subject area, school social workers choose to concentrate their preparation on professional practice within the PreK-12 educational setting.

The mission of school social work is to assure academic success, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers that may interfere with a student's ability to maximally benefit from his/her education. Special emphasis is placed on students who live in poverty, belong to other disenfranchised groups, and/or whose families are in crisis.

Wisconsin School Social Work Standards and Practice Committee, 1998

According to information gathered from Wisconsin school social workers over the past decade through the Wisconsin School Social Worker Survey, the professional strategies used most frequently by school social workers include:

- Advocacy for students and families,
- Consultation to teachers, administrators and other school staff,
- Individual student counseling,
- Referral and information,
- Casework and management,
- Home visit and liaison,
- Crisis intervention and coordination,
- Assessment of students,
- Facilitating and serving on building consultation and pupil services teams,
- Parent conferences, and
- School-community liaison.

The same survey results indicate that the issues and programs that school social workers are addressing most often are:

- Students who are high risk for not graduating from high school,
- Attendance, truancy, and dropouts,
- Behavior management,
- Special education,
- Basic human needs, i.e., food, shelter, clothing, health care,
- Conflict resolution and anger management,
- Parent-child relationships,
- Crisis,
- Family trauma and change,
- Child abuse and neglect,

- School climate and environment, and
- Discipline.

The school social work roles listed below are best provided within the context of an organized, comprehensive pupil services model. This list is not exhaustive but represents a range of services that may be provided by school social workers.

Assessment & Screening

- IEP Teams
- Building Consultation Teams
- Kindergarten screening
- Depression/suicide screening
- Abuse & neglect screening
- AOD screening

Counseling & Support Groups

- Educational support groups: AOD, anger management, social skills, divorce, etc.
- Individual counseling & problem-solving
- Services to pregnant and parenting teens

Classroom Instruction

- Protective behaviors, AOD and other areas dealing with safety, prevention, health promotion, and asset-building

Crisis Intervention

- Traumatic events
- Family crisis
- Safety
- Suicidal ideation
- Mandated reports of suspected child abuse or neglect

Advocacy

- Student access to school- and community-based services and instruction
- Family assistance in finding and utilizing community resources
- School and district roles with the greater community

Home-School Collaboration

- Home visits and telephone contacts
- Parent education and support

Partnerships with Community-Based Organizations

- Coordination of student transition to/from foster care, corrections, detention, and residential treatment
- Educational resource to community groups
- Coordination of community resources with school services
- Development and management of collaborative relationships with community agencies
- Referrals to community resources

Services to School Staff

- Consultation and problem-solving
- Employee assistance and wellness
- Staff development
- Team facilitation

Program, Resource & Policy Development

- Curriculum
- Attendance and truancy
- Building and district crisis response
- Programs and services to meet the needs of specific populations: homeless/mobile students, school age parents, ESL students and families, students of color and their families, GLBTQ students, etc.
- School climate and environment
- Harassment and nondiscrimination
- Discipline, suspension and expulsion
- Grant writing and management
- Confidentiality and release of records

Systems Change to Improve Learning & Support Services

- Within the school
- Between the schools and the greater community

Longitudinal Analysis of School Social Work Practice in Wisconsin Wisconsin School Social Worker Survey

September 2008

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Description

The Wisconsin School Social Work Survey was developed to identify 1) what areas of responsibility Wisconsin school social workers are involved in, e.g., special education, school attendance, AOD, and 2) what professional strategies and programs they are using to address these areas of responsibility, e.g., consultation, advocacy, home visits.

There are 36 Areas of Responsibility on the survey that fall into one or more of the following categories:

- Families
- Disabilities
- School-wide issues, e.g., school climate/environment, resiliency/protective assets, cultural competency/race issues
- Specific groups, e.g., students with disabilities, truants, dropouts, adjudicated delinquents, school age parents
- Violence prevention/response
- Discipline/legal issues

There are 37 Professional Strategies and Programs on the survey that fall into one or more of the areas of comprehensive pupil services delivery:

- Assessment, screening, and evaluation
- Individual and small group services for students
- Home-school collaboration
- Classroom instruction
- Collaboration and partnerships with community-based systems
- Services for staff
- Program and resource development, management, and evaluation
- Systems change and policy

The survey asks respondents to estimate the amount of time they spend on each of the items using the following scale:

1. High – indicating involvement at least a few times weekly
2. Medium – indicating involvement at least once weekly
3. Low – indicating involvement at least once monthly
4. Infrequent – indicating involvement less than monthly
5. Not at all

By using this scale (as opposed to some other method, such as asking respondents to estimate the amount of time they spend on each item), respondents are able to complete the survey in minimal time,

while still providing some idea of the time devoted to these different issues and services. Time necessary to complete the survey is a critical variable in the response rate.

The survey has historically been administered using a census sample (attempting to make it widely available to as many school social workers in the state as possible) four times during the 1998-99, 2001-02, 2004-05, and 2007-08 school years by the Department of Public Instruction (DPI) with the important support of the Wisconsin School Social Work Association (WSSWA).

The Wisconsin School Social Work Survey has changed little over the four administrations.

- 1988-99 – The original survey did not include “Infrequent” as a choice to estimate how much time respondents devoted to any given item on the survey. This choice was added to the second survey conducted in 2001-02.
- 2001-02 – The second survey additionally asked respondents what grade level(s) they were assigned to, choosing from PreK-2, 3-5, 6-8 and 9-12. In addition, “Basic Human Needs” was added as another Area of Responsibility and “Program Coordination” was added as another Professional Strategy and Program.
- 2004-05 – The third survey additionally asked respondents what percentage of time they spent on work related to special education. “Learnfare” was dropped as an Area of Responsibility.
- 2007-08 – The fourth survey added “Crisis” as an Area of Responsibility.

See Appendix A for a copy of the survey used in 2007.

Distribution and Response Rates

In 1998-99, the survey was available in hard-copy only. It was distributed, completed and returned during meetings of school social workers throughout the 1998-99 school year. A total of 146 school social workers (of 523 Wisconsin school social workers) completed the survey (participation rate of 27.9%).

Following the administration of the first survey, the Wisconsin Department of Public Instruction gained the capacity to communicate by email with people outside the agency. The state consultant for school social work services created a voluntary email group to disseminate information that may be of interest to school social workers. The 2001-02 survey was emailed (numerous times throughout the 2001-02 school year) as an attachment to members of the Wisconsin School Social Worker email group. Respondents were responsible for printing, completing and mailing the completed survey to the Department of Public Instruction. The 2001-02 survey had a significantly higher participation (226 of 544 for a participation rate of 41.5%), likely due to the electronic dissemination.

The 2004-05 survey was available in an electronic form only on the Department of Public Instruction’s website from September 2004 to February 2005. School social workers learned about the survey through correspondence to two school social work email groups. One group is operated by the Wisconsin School Social Work Association (WSSWA) for members only. The other group is the Wisconsin School Social Worker email group mentioned above. Emails were sent three times over the six month period at approximate two-month intervals to both groups. The survey was also promoted at various school social worker meetings across the state during the first semester of the 2004-05 school year. Between direct emailing and survey participants forwarding emails, it is estimated between 80-90% of school social workers in Wisconsin received word about the survey. Survey participation increased once again to 276 of the 535 school social workers in the state (participation rate of 51.6%).

The 2007-08 survey was once again available electronically on the Department of Public Instruction website from September to December, 2007. The survey was marketed in the same manner as the third survey through the school social worker email groups and meetings of school social workers throughout the state. Response rate was once again about half of the school social workers in the state; a total of 272 of the 545 Wisconsin school social workers completed the survey (50.0% participation rate).

In 2001-02, the survey was modified to also ask the respondents the grade levels at which they work. Responses are provided in Table 1 for the 2001-02, 2004-05 and 2007-08 surveys. The total numbers of responses in each year are greater than the total number of respondents, because most school social workers reported working at multiple grade levels.

Table 1. Grade Levels at which Survey Respondents Work

	PreK-2 #	PreK-2 %	3-5 #	3-5 %	6-8 #	6-8 %	9-12 #	9-12 %
2001-02	139	61.5	149	65.9	100	44.2	92	40.7
2004-05	174	63.0	189	68.5	131	47.5	116	42.0
2007-08	166	61.0	188	69.1	126	46.3	96	35.3

There are 427 school districts, 12 Cooperative Educational Services Agencies (CESAs), and four County Children with Disabilities Education Boards (CCDEBs) in Wisconsin. Of those, 108 school districts, three CESAs (that serve multiple school districts) and no CCDEBs employ school social workers. School social workers working in CESAs 2, 5, 7 and 9 contributed proportionally more to the survey sample in 2007-08 compared to 2004-05, while school social workers working in CESAs 1 and 12 contributed proportionally less. See Table 2. Data are not available regarding survey response rates by CESA for the first two surveys in 1998-99 and 2001-02.

Table 2. Distribution of School Social Workers by CESA in 2007-08

CESA	# of Survey Respondents by CESA	Approximate % of Sample	Total # of School Social Workers in each CESA	Overall % of School Social Workers
1	101	37.7	263	48.3
2	75	28.0	125	22.9
3	1	0.4	2	0.4
4	8	3.0	14	2.6
5	12	4.5	14	2.6
6	22	8.2	45	8.3
7	32	11.9	49	9.0
8	3	1.1	8	1.5
9	10	3.7	15	2.8
10	2	0.7	5	0.9
11	2	0.7	3	0.6
12	0	0.0	2	0.4

This is in some contrast to the survey response in 2004-05, where school social workers in CESAs 3 and 7 contributed proportionally more to the survey sample, while school social workers in CESAs 2, 5, and 8 contributed proportionally less. See Table 3.

Table 3. Distribution of School Social Workers by CESA in 2004-05

CESA	# of Survey Respondents by CESA	Approximate % of Sample	Total # of School Social Workers in the CESA	Overall % of School Social Workers
1	127	46.0	243	45.4
2	54	19.6	129	24.1
3	3	1.1	3	0.6
4	8	2.9	14	2.6
5	5	1.8	16	3.0
6	22	7.8	45	8.4
7	40	14.5	48	9.0
8	4	1.5	12	2.2
9	8	2.9	15	2.8
10	2	0.7	5	0.9
11	2	0.7	4	0.7
12	1	0.4	1	0.2

Analysis

Weighted aggregate scores were calculated, in order to reflect the overall level of involvement with each of the Areas of Responsibility and Professional Strategies and Programs. These weighted scores were then used to 1) rank the items from highest to lowest weight, i.e., amount of time devoted to that particular item, and 2) compare changes over time. Weighted scores were calculated in the following manner:

1. Convert each total number of responses to each high, medium, low and infrequent rating for each item to a percentage.
2. Weight each percentage –
 - a. Multiply each percentage of “high” responses by four.
 - b. Multiply each percentage of “medium” responses by three.
 - c. Multiply each percentage of “low” responses by two.
 - d. Multiply percentages of “infrequent” responses by one.
 - e. Eliminate percentages of “not at all” responses.
3. Add all of the weighted scores for each item to create an aggregate weighted score for each item.

Using this method, the highest possible weighted aggregate score for any single item is 400, i.e., 4 x 100% = 400.

Comparisons across the four surveys must take into consideration that the first survey did not give survey participants the option of “infrequent” as a response. Consequently, the weighted aggregate scores in Appendix B comparing all four surveys do not include any of the percentages of “infrequent” responses in the scores and resulting rankings. Appendix C compares the most recent three surveys and does include the calculated percentages from all response categories, including “infrequent.”

Results

What Issues Are Wisconsin School Social Workers Addressing?

The issues addressed most often by Wisconsin school social workers have remained consistent over the past decade. Table 4 lists the Areas of Responsibility that were ranked in the top 10 in at least one of the four surveys. For each item, the table lists the rank from the 2007 survey, the average rank for all four surveys, the 2007 aggregate weighted score and the average aggregate weighted score for all four surveys. Because only 12 Areas of Responsibility have been ranked in the top 10 in at least one of the four surveys, this indicates the issues Wisconsin school social workers address most often has changed little over the past decade.

Table 4. Top Areas of Responsibility – 2007 and averages of all four surveys

Area of Responsibility	2007 Rank	Average Rank	2007 Aggregate Weighted Score	Average Aggregate Weighted Score
Children At Risk	1	2.8	342.7	339.7
Attendance/Truancy/Dropouts	2	2.3	340.8	345.4
Behavior Management	3	3.8	322.8	328.8
Special Education	4	3.3	320.3	335.3
Basic Human Needs	5	6.3	312.1	304.5
Conflict Resolution/Anger Management	6	6.8	300.0	300.9
Parent-Child Relationships	7	4.25	296.7	331.8
Crisis	8	NA	295.9	NA
Family Trauma/Change	9	6.5	293.4	309.6
Child Abuse & Neglect	10	9.0	251.1	269.4
School Climate & Environment	14	11.25	217.3	246.0
Discipline	15	12.3	198.6	237.6

Basic Human Needs was first introduced in the survey as an Area of Responsibility in 2001 and Crisis was first introduced in 2007. It is notable that both are ranked in the top 10.

Changes in the amount of time spent and relative emphasis on any given area of responsibility can be monitored by tracking any changes in rank and weighted aggregate scores over time. Based upon those two data sets, Wisconsin school social workers are reporting spending comparatively less time now than in the past in the areas of:

- Parent-child relationships,
- Family trauma/change,
- School climate and environment, and
- Discipline.

However, all four of these areas continue to be major emphases for Wisconsin school social workers compared to most of the other areas of responsibility on the survey.

Appendix B lists all of the Areas of Responsibility from the survey in alphabetical order, along with their individual ranks and aggregate weighted scores in each of the four surveys. Reviewing these two

data sets in Appendix B, Wisconsin school social workers are also reporting spending less time in the areas of:

- Alcohol, tobacco and other drug abuse,
- Inclusion,
- Juvenile delinquency,
- School-age parents,
- Section 504 assessment and coordination, and
- W-2 (Wisconsin Works).

In contrast, the time spent on Homelessness has grown over the past decade. Additional federal requirements for public schools to serve homeless students, as delineated in the McKinney-Vento Homeless Assistance Act, has likely been the impetus for this growth.

What Professional Strategies and Programs Are Wisconsin School Social Workers Using to Address These Issues?

The professional strategies and programs utilized most often by Wisconsin school social workers have remained consistent over the past decade. Table 4 lists the Professional Strategies and Programs that were ranked in the top 10 in at least one of the four surveys. For each item, the table lists the rank from the 2007 survey, the average rank for all four surveys, the 2007 aggregate weighted score and the average aggregate weighted score for all four surveys. Because only 12 different Professional Strategies and Programs have been ranked in the top 10 in at least one of the four surveys, this indicates the professional strategies and programs utilized most often by Wisconsin school social workers has changed little over the past decade. Relative consistency is also demonstrated in rank orders and weighted scores over time.

Table 5. Top Professional Strategies and Programs – 2007 and averages of all surveys

Professional Strategy or Program	2007 Rank	Average Rank	2007 Aggregate Weighted Score	Average Aggregate Weighted Score
Advocacy for Students and Families	1	1.8	346.7	349.4
Consultation	2	1.3	341.2	352.6
Individual Student Counseling	3	3.8	334.2	333.1
Referral & Information	4	3.3	333.4	335.4
Casework/Management	5	5.5	325.4	319.7
School-Home Liaison/Home Visits	6	6.5	301.1	308.6
Crisis Intervention/Coordination	7	7.8	300.4	296.8
Assessment of Students	8	6.5	297.4	310.8
Building Consultation Team	9	10.0	276.1	278.6
Pupil Services Teaming	10	11.5	275.7	264.4
Parent Conferences	11	9.5	256.2	280.2
School-Community Liaison	12	10.8	243.4	270.5

Appendix B lists all of the Professional Strategies and Programs from the survey in alphabetical order, along with their individual ranks and aggregate weighted scores in each of the four surveys. Reviewing these two data sets in Appendix B, Wisconsin school social workers are also reporting spending less time on:

- Parent conferences,

- Parent groups/classes/presentations, and
- Supervision of school social work students.

Wisconsin school social workers reported spending more time on:

- Alternative school/program, and
- Classroom instruction.

How Are Wisconsin School Social Workers Involved in Systemic Activities?

A number of the professional strategies listed in the survey involve activities that bring about systemic change to a school or school-community. School social workers are specifically trained to examine systems and work to make them more responsive to their clients. Because some of these strategies often are lower-frequency activities, it is more descriptive to share how many Wisconsin school social workers are involved, rather than how much time is devoted to them. For each identified activity, the percentage of Wisconsin school social workers indicating any level of involvement is listed for both the 2007 survey and the average of the surveys in 2001-02, 2004-05 and 2007-08. Survey data from 1998-99 was excluded because the first survey did not include “infrequent” as a choice on the survey. See Appendix C.

Table 6. Wisconsin School Social Worker Involvement in Systemic Activities

Professional Strategy	2007 Survey %	Average % of All Surveys
Grant-writing/management	47.4	50.8
Policy development	71.0	73.4
Program development	77.6	82.1
Program evaluation	77.6	78.4
Research	63.2	64.9
School-community collaborative partnerships	90.8	91.3
Staff development/training/in-services	84.9	88.9

Approximately half of Wisconsin school social workers report some involvement in grant-writing. For all other areas, large majorities report being involved in a variety of systemic change activities, although the percentages of school social worker involvement have declined slightly over the past decade.

Recommendations for Further Study and Analysis

1. Schools report significant challenges meeting the needs of students with mental illness. School social workers are trained in mental health issues and are defined in the current federal Elementary and Secondary Education Act as “school-based mental health professionals.” Mental Health should be added as an Area of Responsibility in the next survey as one means of determining to what extent school social workers are providing services in this area.
2. An additional question should be added for respondents to indicate whether they have administrative or union contracts, as this question has been raised over time.
3. Levels of involvement in different Areas of Responsibility and Professional Strategies and Programs may differ related to what grade level(s) school social workers are assigned to. For

instance, the level of involvement for high school-level school social workers with school-age parents is probably significantly higher than it is for school social workers in elementary and middle school. Data should be disaggregated by grade levels, i.e., elementary, middle school, and high school, and further analyzed to create a more accurate picture of school social work practice in Wisconsin.

4. The Wisconsin School Social Work Practice Guide should be updated to include resources that address the Areas of Responsibility and Professional Strategies and Programs used most often by Wisconsin school social workers.
5. Feedback should be gathered from Wisconsin school social workers regarding their use of the Guide to help shape future editions better support school social work practice.

References

Au, Lynn. *2004-05 Wisconsin School Social Work Survey*. Wisconsin School Social Work Practice Guide, October 2006. Wisconsin Department of Public Instruction.

2007 Wisconsin School Social Work Survey

This survey is being administered through the Wisconsin School Social Work Association (WSSWA) and the Department of Public Instruction (DPI). Data will be gathered and compiled to create a state-wide picture of the areas of responsibility assigned to and professional strategies utilized by Wisconsin school social workers. This information will be shared with school social workers, school districts, CESAs, social work graduate programs, and others upon request by WSSWA and DPI as one way to help inform people about the status of school social work in Wisconsin. The information is gathered every 3 years in order to identify trends over time. Surveys were administered during the 1998-99, 2001-02, and 2004-05 school years.

Please complete this survey only one time this school year.

School District _____ CESA# _____

Check the grade level(s) that most accurately describe the grades you work in:

____ (PreK-2) ____ (3-5) ____ (6-8) ____ (9-12)

Please estimate the percentage of time you spend on special education services and activities: _____

Below is a list of possible areas of responsibility for school social workers. Please indicate your level of involvement in each of them as follows:

H (high) indicating involvement at least a few times weekly;

M (medium) indicating involvement at least once weekly;

L (low) indicating involvement at least once monthly;

I (infrequent) indicating involvement less than monthly; or

N (not at all).

Areas of Responsibility

_____ alcohol, tobacco & other drug abuse	_____ homelessness
_____ antivictim education/protective behaviors	_____ human growth & development
_____ attendance/truancy/dropouts	_____ inclusion
_____ basic human needs, i.e., housing, food, clothing, health care	_____ juvenile delinquency
_____ behavior management	_____ parent-child relationships
_____ bilingual/bicultural/ESL	_____ pregnancy prevention
_____ child abuse & neglect	_____ resiliency/protective assets
_____ children at risk	_____ safety/violence prevention
_____ comprehensive school health	_____ school age parents
_____ conflict resolution/anger management	_____ school climate & environment
_____ crisis	_____ Section 504 coordination/assessment
_____ cultural competency/race issues	_____ sexual assault prevention
_____ discipline	_____ special education
_____ eating disorders	_____ suicide prevention
_____ family trauma/change	_____ suspension/expulsion
_____ gender issues	_____ transition plans
_____ gifted & talented	_____ wellness
	_____ W-2

2007 Wisconsin School Social Work Survey (continued)

Below is a list of professional strategies or programs often used or participated in by school social workers. Please indicate your use of or participation in each of these as follows:

H (high) indicating involvement at least a few times weekly;
M (medium) indicating involvement at least once weekly;
L (low) indicating involvement at least once monthly;
I (infrequent) indicating involvement less than monthly; or
N (not at all).

Professional Strategies or Programs

_____	advocacy for students/families	_____	policy development
_____	alternative school/program	_____	program coordination
_____	assessment of students	_____	program development
_____	before/after/summer school program	_____	program evaluation
_____	boarding homes	_____	pupil services teaming
_____	building consultation team	_____	referral & information
_____	case work/management	_____	research
_____	classroom instruction	_____	school-community collaborative
_____	consultation	_____	partnerships
_____	crisis intervention/coordination	_____	school-community liaison
_____	employee assistance program	_____	school health services
_____	employee wellness program	_____	school-home liaison/home visits
_____	grant writing/management	_____	screening students
_____	individual student counseling	_____	service learning/community service
_____	intradistrict collaboration	_____	staff development/training/ inservices
_____	mentoring program for students	_____	student assistance programs/group work
_____	observations of students	_____	supervision of school social workers
_____	parent conferences	_____	supervision of school social work students
_____	parent group/classes/presentations		
_____	peer programs, i.e., mediators, helpers, educators, & leaders		

Insert Appendix B here (2 pages)

Appendix C - Wisconsin School Social Worker Survey

Professional Strategies & Programs	2007		2004		2001	
	Rank	Score	Rank	Score	Rank	Score
Advocacy for Students & Families	1	346.7	2	366.7	2	351.3
Alternative School/Program	16	201.5	19	187.3	24	172.2
Assessment of Students	8	297.4	6	326.4	6	322.9
Before/After/Summer School Program	28	128.6	27	147.4	29	139.0
Boarding Homes	36	43.0	35	49.3	36	50.5
Building Consultation Team	9	276.1	9	300.8	11	280.1
Casework/Management	5	325.4	5	333.4	5	323.5
Classroom Instruction	21	172.8	NA	NA	28	151.8
Consultation	2	341.2	1	368.8	1	351.4
Crisis Intervention/Coordination	7	300.4	7	317.4	8	304.4
Employee Assistance Program	35	59.6	34	73.3	35	68.6
Employee Wellness Program	34	67.6	33	82.9	34	71.1
Grant-Writing/Management	32	82.0	31	97.1	33	93.4
Individual Student Counseling	3	334.2	4	342.4	3	344.7
Intradistrict Collaboration	17	197.4	17	201.5	20	185.8
Mentoring Program (for students)	23	158.1	25	154.3	22	178.8
Observations (of students)	13	245.6	13	246.7	14	241.6
Parent Conferences	11	261.7	11	286.3	9	295.0
Parent Groups/Classes/Presentations	27	147.1	26	152.5	23	177.4
Peer Programs	25	153.7	20	183.4	17	202.6
Policy Development	29	117.6	28	139.5	30	133.2
Program Coordination	18	193.4	16	210.9	16	219.0
Program Development	20	180.9	18	192.8	25	170.4
Program Evaluation	22	169.6	22	178.6	26	165.6
Pupil Services Teaming	10	275.7	12	272.8	12	265.8
Referral & Information	4	333.4	3	347.2	4	340.2
Research	31	108.5	30	110.4	31	111.0
School-Community Collaborative Partnerships	14	234.5	14	243.4	13	244.0
School-Community Liaison	12	254.4	10	287.0	10	290.7
School Health Services	26	151.5	24	171.4	19	194.7
School-Home Liaison/Home Visits	6	301.1	8	314.6	7	321.7
Screening Students	19	184.5	23	172.5	18	195.1
Service Learning/Community Service	30	110.7	29	126.0	27	152.2
Staff Development/Training/In-services	24	154.4	21	179.0	21	182.7
Student Assistance Programs/Group Work	15	202.9	15	229.4	15	240.2
Supervision of School Social Workers	37	32.7	36	30.4	37	27.0
Supervision of School Social Work Students	33	75.0	32	91.7	32	106.2

For each of the items above, survey respondents were given the choices of high (at least a few times weekly), medium (at least once weekly), low (at least once monthly), infrequent (less than once monthly), or not at all. Weighted aggregate scores were calculated in the following manner in order to reflect the overall level of use of each of the professional strategies or programs listed above:

1. Convert the number of responses in each category for each item to percentages.
2. Weight each percentage –
 - a. Multiply percentages of “high” responses by four.
 - b. Multiply percentages of “medium” responses by three.
 - c. Multiply percentages of “low” responses by two.
 - d. Multiply percentages of “infrequent” responses by one.
 - e. Eliminate percentages of “not at all” responses.
3. Add weighted scores for each category for each item to find the aggregate weighted score.

Note: The first survey in 1988 did not include “infrequent” as a choice, so is not included in this comparison chart.

Appendix C - Wisconsin School Social Worker Survey

Areas of Responsibility	2007		2004		2001	
	Rank	Score	Rank	Score	Rank	Score
Alcohol, tobacco & other drug abuse	18	207.0	14	242.4	14	259.7
Anti-Victim Education/Protective Behaviors	15	215.8	16	227.2	18	223.5
Attendance/Truancy/Dropouts	2	340.8	1	343.5	2	363.3
Basic Human Needs	5	312.1	6	308.4	8	304.4
Behavior Management	3	322.8	2	340.8	5	343.8
Bilingual/Bicultural/ELL	23	171.7	22	182.6	30	153.2
Child Abuse & Neglect	10	251.1	9	268.8	9	289.8
Children At Risk	1	342.7	8	295.4	1	367.6
Comprehensive School Health	22	172.1	21	189.1	23	188.5
Conflict Resolution/Anger Management	6	300.0	7	304.4	7	319.5
Crisis	8	295.9	NA	NA	NA	NA
Cultural Competency/Race Issues	17	209.6	16	207.9	17	223.5
Discipline	16	213.3	12	256.2	13	269.0
Eating Disorders	3	107.0	31	122.1	32	129.7
Family Trauma/Change	9	293.4	5	318.5	6	323.5
Gender Issues	29	129.4	27	139.9	29	157.6
Gifted & Talented	35	69.5	32	88.7	35	105.2
Homelessness	12	241.6	15	228.2	21	200.9
Human Growth & Development	26	148.9	24	159.5	25	183.2
Inclusion	20	182.0	18	205.9	16	243.4
Juvenile Delinquency	19	198.9	17	221.6	15	256.3
Learnfare	NA	NA	NA	NA	34	109.3
Parent-Child Relationships	7	296.7	4	331.3	4	352.7
Pregnancy Prevention	31	119.9	28	136.9	28	157.9
Resiliency/Protective Assets	11	243.7	11	260.5	11	278.8
Safety/Violence Prevention	13	240.1	13	254.0	12	274.8
School-Age Parents	32	113.6	30	126.5	31	149.9
School Climate & Environment	14	233.1	10	264.8	10	280.6
Section 504 Assessment & Coordination	34	99.6	29	135.8	27	175.2
Sexual Assault Prevention	30	127.2	27	147.0	33	123.9
Special Education	4	320.3	3	333.8	3	355.8
Suicide Prevention	24	165.8	19	198.9	20	201.0
Suspension/Expulsion	25	160.6	23	172.1	22	200.5
Transition Plans	28	137.1	25	150.0	26	180.1
Wellness	21	174.3	20	192.3	19	219.1
W-2	27	139.3	26	149.5	24	185.0

For each of the items above, survey respondents were given the choices of high (at least a few times weekly), medium (at least once weekly), low (at least once monthly), infrequent (less than once monthly), or not at all. Weighted aggregate scores were calculated in the following manner in order to reflect the overall level of involvement in each of the areas of responsibility listed above:

4. Convert the number of responses in each category for each item to percentages.
5. Weight each percentage –
 - a. Multiply percentages of “high” responses by four.
 - b. Multiply percentages of “medium” responses by three.
 - c. Multiply percentages of “low” responses by two.
 - d. Multiply percentages of “infrequent” responses by one.
 - e. Eliminate percentages of “not at all” responses.
6. Add weighted scores for each category for each item to find the aggregate weighted score.

Note: The first survey in 1988 did not include “infrequent” as a choice, so is not included in this comparison chart.

Wisconsin Requirements for School Social Workers

In order to work in Wisconsin public schools as a school social worker, it is necessary for the individual to be licensed as a school social worker by the Department of Public Instruction. Licensure requires a master's degree in social work and a statement from a DPI-approved school social work preparation program that the candidate has met all necessary requirements as delineated in PI 34.

PI 34.31 Pupil services categories. Licenses may be issued in the following pupil services categories at the early childhood through adolescence level to individuals who complete an approved program, demonstrate proficiency in the standards in PI 34.04 and meet the additional requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on the recommendations made by the professional standards council under s. 115.425, Stats.

(4) SCHOOL SOCIAL WORKER.

(a) A license may be issued to an applicant who has obtained an institutional endorsement and has completed or possesses all of the following:

1. A master's degree in social work.
2. Institutional endorsement.

Candidates from other states can receive a 2-year license (allowing them time to complete any Wisconsin-specific requirements they may still need), if they have a master's degree in social work and school social work certification from another state.

Candidates for any of the four pupil services professions (school counseling, nursing, psychology, and social work) must demonstrate the adequate knowledge, skills, and dispositions under the seven pupil services standards.

PI 34.04 Pupil services standards. To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.
- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- (5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

(7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Each educator profession, including school social work, has established program licensure guidelines that further delineate knowledge, skills and dispositions that must be demonstrated in order to be certified to work in Wisconsin public schools.

The School Social Worker will demonstrate knowledge of and skill in:

1. Social welfare and educational policy, including:
 - History of education, social work and human services systems
 - Role of policy at local, state and national levels in education and school social work practice
 - Process of policy formation and implementation and its impact on student and family systems, schools, organizations and communities
 - Use of policy practice to analyze, influence and advocate
 - State and federal laws related to school social work practice, such as education, child welfare, mental health and juvenile justice
2. Social work values and ethics, including:
 - Mission of public education
 - Mission of school social work to insure student learning, educational equity and social justice for every student by reducing or eliminating the social, economic, and environmental barriers
 - Demonstration and promotion of the values of the profession as delineated in the NASW Code of Ethics
 - Professional school social work and pupil services standards
 - Ability to use an ethical decision-making model to guide practice
 - Ability to practice as an autonomous social worker in keeping with the values and ethics of the profession
3. Social and economic justice and populations at risk,* including:
 - Understanding risk/resiliency factors for populations at risk*
 - Understanding the dynamics of risk factors for school failure and the strategies to address them
 - Understanding how group membership and various forms of oppression affect access to resources and educational opportunities
 - Strategies to combat discrimination, oppression, institutional racism and economic deprivation
 - Advocacy for non-discriminatory social and economic systems
 - Identification of inequities in access to school and community programs and services for children, youth and families
4. Systematic assessment of individuals, families, schools, and community and their interactions, including:
 - Students' physical, cognitive, social and emotional development and family history
 - Students' learning, behavior and attitudes in different settings, including formal assessment of adaptive skills, functional behavior, and responses to interventions
 - Patterns of achievement and adjustment at critical points in students' growth and development
 - Comprehensive assessment of students suspected of having disabilities related to IEPs and 504 plans
 - Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma
 - Formal and informal policies of the school and other institutional factors that may affect students' behavior and learning
 - Existence, accessibility, and utilization of community resources for students and families

5. Effective prevention and intervention with individuals, families, schools and communities, including:
 - Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk*
 - Design and implementation of practice strategies with persons from diverse backgrounds
 - Partnership with families and others to resolve challenges in the home, school and community
 - Counseling
 - Crisis intervention and other mental health services
 - Casework and case management
 - Group work
 - Classroom instruction
 - Consultation
 - Mediation and conflict resolution
 - Advocacy
 - Development of positive behavioral intervention strategies
 - Development of written plans of service for students, such as IEPs, BIPs, and 504 plans
 - Coordination of student transitions to/from community-based services and schools
 - Curriculum development
 - Program development and management
 - Provision of professional development and community education
 - Collaboration as leaders or members of interdisciplinary teams and community partnerships
 - Community organization, including mobilization of school and community resources

6. Human behavior and social environment, including:
 - Biological, psychological, and sociological variables affecting development, learning and educational achievement
 - Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems (families, groups, organizations and communities)

7. Diversity, including:
 - Cultural factors in race, gender, ethnicity, sexual orientation and social class and how culture affects individual, family, group, organizational and community behavior
 - Understanding of and affirmation and respect for people from diverse backgrounds and recognition of diversity within and between groups
 - Development of trust, open communication, mutual respect and on-going collaboration with members of diverse populations
 - Ability to take cultural and other diversity factors into account in assessments and interventions

8. Research, including:
 - Qualitative and quantitative methodologies
 - Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:
 - provide high-quality school social work services and educational interventions
 - evaluate programs and services
 - evaluate one's own practice
 - initiate change, and
 - improve practice, policy, and programs

*Populations at risk include, but are not limited to, children with disabilities, school age parents, homeless youth and families, students affected by mental health and AOD issues, GLBTQ students, abused and neglected students, students living in poverty, children of color, adjudicated and incarcerated youth, gifted and talented students, English-language learners, students whose families are in crisis, and other marginalized groups of students.

School social worker preparation programs must include a practicum.

PI 34.15 Conceptual framework. Each SCD shall have a written conceptual framework included as part of the requirements under s. PI 34.06 (1). The conceptual framework shall be well defined, articulated, and defensible and shall include all of the following:

(5) A clinical program including practicums for pupil services and administrative programs and for prestudent teaching, student teaching, and other supervised clinical experiences in prekindergarten through grade 12 school settings as follows:

(c) *Practicum program.*

1. Programs for pupil services and administrative licenses shall include supervised practicums in the area of licensure that are developmental in scope and sequence.
2. As a result of the practicum experience a license candidate shall demonstrate knowledge and understanding of the Wisconsin standards in PI 34.02, PI 34.03 or PI 34.04.
3. Successful performance shall be measured using all of the following:
 - a. At least 2 written evaluations based upon observations by the school-based supervisor and at least 2 written evaluations by the SCD supervisor shall be required during each student's practicum.
 - b. The evaluation procedures under subpar. a. shall include at least 2 conferences involving the school-based supervisor, the SCD supervisor and the practicum student. The school-based supervisor evaluation of the practicum shall become part of the student's portfolio.

There are some general requirements that all candidates for Wisconsin educator certification must meet.

PI 34.15 Conceptual framework. Each SCD shall have a written conceptual framework included as part of the requirements under s. PI 34.06 (1). The conceptual framework shall be well defined, articulated, and defensible and shall include all of the following:

(4) Provisions that meet the following requirements, including those that meet statutory requirements identified under s. 118.19, Stats., which enable all students completing teacher preparation programs to demonstrate knowledge and understanding of the following:

(c) Minority group relations for all licenses including all of the following:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
3. The philosophical and psychological bases of attitude development and change.
4. The psychological and social implications of discrimination, especially racism and sexism in the American society.
5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.
6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.

(d) Conflict resolution for all licenses including all of the following:

1. Resolving conflicts between pupils and between pupils and school staff.

2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.

3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.

(g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

(h) Modifying the regular education curriculum when instructing pupils with disabilities.

Additional information on the Wisconsin Quality Educator Initiative is available at <http://dpi.wi.gov/tepd/>.

Continuing Education Requirements

School social work certification through the Department of Public Instruction (DPI) is necessary for social work practice in Wisconsin public schools. Social work certification or licensure through the Department of Regulation and Licensing (DRL) is necessary for social work practice in Wisconsin community-based settings. Just as these two certifications are separate and distinct, the continuing education requirements for each are, as well.

Continuing education requirements for all DPI-certified educators changed, effective July 2004, through the establishment of PI 34: the Wisconsin Quality Educator Initiative. Equivalency clock hours (ECHs) are now no longer offered. However, any ECHs earned by educators prior to that date will be accepted by DPI for certification renewal even after July 2004. Educators initially certified after July 2004 are required to develop and complete a professional development plan each 5-year cycle. Educators initially certified prior to July 2004 have a choice of continuing education options for certification renewal: 1) obtain six credits every five years, or 2) complete the professional development plan. School social workers may select any courses they feel pertain to school social work practice. For more information, check out DPI's website at www.dpi.state.wi.us/dpi/dlsis/tel/index.html.

While certification through the Department of Regulation & Licensing (DRL) is not necessary for school social work practice, some school social workers choose to be certified (or clinically licensed) through DRL. Maintenance of this certification is dependent upon obtaining at least 30 hours of continuing education within every two-year certification cycle, which run from March 1 of one odd-numbered year to February 28 of the next odd-numbered year, e.g., March 1, 2009 to February 28, 2011.

Acceptable continuing education topics for renewal of certification through DRL include:

- Social work practice, knowledge, and skills;
- A field or subject area allied with and relevant to the practice of social work;
- Theories and concepts of human behavior and the social environment;
- Social work research, social policy and program evaluation, or social work practice evaluation;
- Social policy and program administration or management;
- Social work ethics; and
- Professional boundaries.

At least four of these hours must be in the area of social work ethics, including professional boundaries.

Documentation of attendance must be maintained by the social worker for at least four years. Evidence of attendance is not required when a social worker applies for certification renewal, but social workers must be prepared to 1) demonstrate how each staff development event contributed to their professional development in one of more of the seven areas listed above, and 2) provide original documents upon request in the event of an audit by DRL. Social workers can be disciplined for not completing the continuing education requirements.

The Department of Regulation & Licensing does not pre-approve continuing education programs nor does it provide forms to document attendance.

NASW Wisconsin's website at www.naswwi.org has good information on the continuing education requirements for social workers certified or licensed through the Department of Regulation and Licensing.

Code of Ethics of the National Association of Social Workers

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Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service,
- social justice,
- dignity and worth of the person,
- importance of human relationships,
- integrity, and
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics,

recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients'

comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to

prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients'

records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk

of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the

potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
- (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Decision-Making Model for Ethical/Legal Dilemmas

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October, 2005

Proactive Preparation

- Develop an awareness of your own ethical preferences. Are there one or more ethical standards that you favor over others?

Individual Analysis

- Gather background information and case details.
- Identify the problem. Describe the parameters. Understand and interpret the situation.
- Determine the stakeholders. What clients, victims, professionals, support systems, and organizations are involved?
- Review relevant statutory references. Are any courses of action legally required or prohibited?
- Review relevant organizational policies and procedures. Are any courses of action required or prohibited by policy?
- Review ethical guidelines. Identify the ethical standards that bear on the case. Identify value tensions, i.e., are there competing ethical standards?
- Review relevant literature to inform decision-making.

Feedback on Analysis

- Obtain consultation from one or more colleagues.
- Obtain proper supervision.
- Obtain legal consultation, if necessary.

Decision-Making

- Identify possible courses of action.
- Project possible outcomes from different courses of action, including benefits and costs.

- Determine who (if anyone) should be involved in the decision-making, i.e., professional colleague(s), client(s), supervisor, collaborative partner(s) from other system(s).
- Assess which priority or obligation is foremost, i.e., which of the competing ethical standards will you give the most weight? Be sure that your decision is not inappropriately influenced by your ethical preferences.
- Decide on the best course of action and be prepared to justify it using ethical and legal considerations and guidelines. Document decision-making steps.

Following Implementation of Your Decision

- Evaluate and monitor the outcome(s) of your choice.
- Reflect on the decision and outcome(s).
- What if the outcome(s) of your selected course of action were less than acceptable? Reflect on these questions:
 1. Was your decision-making process flawed in any way? Had you handled the decision-making process differently, would you have selected a different course of action?
 2. Would a different course of action resulted in a more acceptable outcome(s)?
 3. If no, what steps must you take to avoid this situation happening again?
- Modify practices to avoid future problems.

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School Social Work Services and the Privacy of Minor Students

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Introduction

The NASW Code of Ethics does not distinguish between adults and minors as clients. Within our society, minors do not have the same rights as adults. This is especially problematic for school social workers, because the vast majority of students are minors.

The Code affords clients the rights to privacy and confidentiality (1.07), self-determination (1.02), and informed consent (1.03). At the same time, the Code speaks to a third party 1) giving informed consent when the client lacks the capacity [1.03(c)], and 2) authorizing the disclosure of confidential information [1.07(b)]. For a child, the parent is the third party that has the legal and moral responsibility to act in the child's best interests.

This prompts ethical questions that are fundamental to the practice of school social work:

- What are the rights of minor students to privacy and confidentiality, self-determination, and informed consent?
- How should school social workers consider the fundamental rights of parents to be informed of important activities their children are participating in?
- For what actions do parents need to be involved as third parties?
- Under what circumstances can and should school social workers share confidential, student-client information?
- How can school social workers make consistent (as opposed to arbitrary), ethical decisions in the best interests of their clients when confronted with competing ethical values and interests?

This paper is intended to help school social workers balance minor students' rights to privacy and confidentiality and their parents' rights, roles and responsibilities in an effort to improve outcomes for both students and families. It is designed to be used in conjunction with the NASW Code of Ethics as a reference.

Background & Related Information

The Role of Families

One of the six fundamental values of the NASW Code of Ethics is the "Importance of Human Relationships." The associated ethical principle is "Social workers recognize the central importance of human relationships." More specifically:

"Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to *strengthen*

relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.” (NASW, 1999) [emphasis added]

Families form the foundation of human relationships for children. Ideally, these relationships mature as children grow into adolescence and adulthood. Regardless, parents have legal and moral rights, roles and responsibilities for their children, which cannot be exercised and fulfilled unless they are cognizant of their children’s activities and needs. School social workers often work to empower parents with the knowledge and skills to act in the best interests of their children.

The relationship between a school social worker and a student-client is generally short-term. The relationship between a family and a child is life-long or, at least, until the child reaches adulthood, unless there are extenuating circumstances. Social workers cannot replace family relationships and should support them, to the extent that they are in the best interests of the student-client.

At the same time, part of healthy human growth includes the gradual development of autonomy from parents, in order for children to grow to become independent adults. Schools are an important environment in which that autonomy is developed as students move through elementary, middle and high school. As students grow older, they exercise more judgment and make choices and decisions separate from their parents. That autonomy must necessarily extend into the social worker-client relationship, including privacy and confidentiality, self-determination, and informed consent, if that relationship is to be successful.

School social workers’ practice decisions regarding students’ privacy can have long-term consequences related to the effectiveness of their practice. If a student believes that a school social worker shared personal information without the student’s consent, the student may choose to terminate services and may tell other students about this experience, leading to widespread mistrust of the school social worker in the student body. Similarly, if parents believe that a school social worker is withholding information the parents need to fulfill their roles and responsibilities as parents, community support for school social work services and the school district may be diminished. (Glossoff & Pate, 2002)

Legal Parameters

The Family Educational Rights and Privacy Act (FERPA) clearly gives the decision-making rights regarding education records to parents of minor students. For instance, parents must give written, informed consent for education records to be shared outside of the school system. However, when a student turns 18 years of age, all rights related to education records transfer from the parent to the adult student.

Many areas of social work deal with minors as clients, including child welfare, alcohol and other drugs (AOD), mental health, and juvenile justice. However, most states grant privacy and other rights to minors at certain ages for certain services. For instance, states may grant minors access to the services listed below (under specified conditions) without parental knowledge and/or consent:

- AOD assessment and treatment,
- Mental health assessment and treatment,
- Family planning services,
- Legal counsel in both juvenile and adult court proceedings, and
- Right to make decisions regarding life decisions in family and child welfare courts.

These kinds of rights may be tied to the minor being a minimum age, often 12 or 14 years old, as determined in state law.

For the most part, states do not have similar legal guidelines regarding mental health services to students in schools. In that sense, school social work practice is more challenging than social work in the other areas. However, to the extent that school social workers provide parallel or similar services in schools, these age guidelines can serve as reference points in making ethical decisions about students' rights to privacy and school social work services.

That being said, age should not be the sole determinant for school social workers seeking to ethically balance minor students' rights to privacy and parents' rights to direct the activities of their children. Adolescents vary widely in their levels of maturity and decision-making skills. While clearly making the school social worker's decision-making more complex and ambiguous, not to consider these factors, as well as age, could result in decisions that are not in the best interests of the student-client or the family.

Informed Consent

Informed consent needs to be considered in both its ethical and legal contexts. Ethically, social workers are expected to obtain informed consent from their clients or their client's authorized representative prior to providing services. [1.03, 1.03(c)] From a legal standpoint, a minor is not considered capable of giving informed consent and the assumption is that a parent must authorize services for a minor, unless otherwise specified in law.

Parents explicitly and implicitly authorize their children to attend school and to be involved in school activities. Some special events may involve additional written parental consent, e.g., a field trip. For other kinds of activities, parental awareness of the availability of a school service or activity and their child's eligibility to participate is sufficient. For instance, a high school student may select and enroll in classes for the next semester without prior parental notification or consent.

At this point, it is important to review active vs. passive parental consent. Active consent involves notifying the parent of the proposed service to or for their child and obtaining the parent's written consent prior to beginning that service. Passive consent involves universally notifying all parents of the availability of a particular service (or a range of services) that are available to students and directs the parent to contact the school if the parent has any questions or does not want their child to access any of those services.

This is the same process the Family Educational Rights and Privacy Act (FERPA) outlines regarding release of directory information. The school district notifies parents annually of 1)

what information the school district has classified as directory information, and 2) who to contact at the school if the parent does not want that information shared without consent. If the school does not hear from the parent within two weeks after the notification, the assumption is the parent does not object to the release of the information without consent.

Similarly, if the school district notifies parents annually 1) the school offers counseling services by qualified pupil services professionals to students who are experiencing social-emotional challenges that interfere with school performance, and 2) who to contact at school if the parents do not want their child to access these services without prior parental consent, then the school district may be able to conclude, if it does not hear from the parents, the parents do not object to their child seeking out counseling at school.

Once again, a student's age and maturity should be considered when developing guidelines regarding consent for counseling and other school social work services. In order for consent to be informed, there are three general criteria:

- Consent is given with understanding, i.e., the student knows the risks and alternatives;
- Consent is given with competence, i.e., the student is not too young, is not cognitively disabled or mentally ill; and
- Consent is given voluntarily, i.e., the student has not been coerced or misled.

(Advocates for Youth, 2007)

If a student is not able to give consent consistent with these three criteria, this should lead the school social worker to the conclusion that parental consent is necessary prior to the delivery of services.

School districts can use a variety of methods to notify parents of available services, in order to help ensure parents are adequately informed, e.g., letters sent home, article in school newsletter, presentation at parent meetings, posting on school district website. (Glossoff & Pate, 2002) Use of a wide variety of methods can help reduce the likelihood that parents may be surprised if their child has chosen to seek out counseling from a school social worker or other pupil services professional.

Guidance from Professional Associations

The Ethical Standards of the American School Counselor Association (ASCA) include specific references to 1) parent rights and responsibilities and 2) parents/guardians and confidentiality. Relevant sections are provided below:

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

Both the National Association of Social Workers (NASW) and the School Social Work Association of America (SSWAA) have issued position statements regarding school social work and confidentiality. NASW's position statement (1991) stresses the multiple parties to whom school social workers have responsibilities, i.e., the student, parents, school colleagues, and the greater community. In fact, the position statement refers to all of these parties as clients.

"The school social worker has ethical obligations to more than one client in any given situation. These clients include the student, parents, school personnel, and community. ... This multiplicity of clients contributes to the complexity of decision making about confidentiality for school social workers. ... The school social worker's responsibility to maintain the students' confidentiality must be balanced with the responsibility to the parents and to school administrators."

The School Social Work Association of America's position statement (2001) acknowledges the school social worker's responsibilities to the family and school-community, but it appears to give primary weight to the ethical standard of Commitment to the Clients (1.01).

"Information should be shared with other school personnel only on a need-to-know basis and only for compelling professional reasons. Prior to sharing confidential information, school social workers should evaluate the responsibility to and the welfare of the student. The responsibility to maintain confidentiality also must be weighed against the responsibility to the family and the school community. However, the focus should always be on what is best for the student."

The National Association of Social Workers (NASW) issued a Practice Update (2001) designed to provide practical direction to school social workers regarding sharing confidential information. One of the recommendations listed a number of questions to ask when considering disclosing information shared by a student-client:

- Why is it important that this information be shared?
- How will the student and the student's family benefit by a decision to share or not share information?
- Does sharing the confidential information outweigh maintaining confidentiality?
- What will be the effect on the student's learning?

Who is the Client?

In an article in the School Social Work Journal, Kopels and Lindsey (2006) raise an important question for school social workers when considering disclosures of confidential information. That is, who is the client?

The authors summarize position statements by the National Association of Social Workers (NASW), the School Social Work Association of America (SSWAA), and the Illinois

Association of School Social Workers (IASSW), which all discuss, in different ways, the school social worker's responsibility not just to the student, but to the family, the school and the community, as well. Kopels and Lindsey argue that by considering the interests of these systems, other than the student, decision-making is further complicated, as their interests may be different and in conflict with each other. That is, if a school social worker has more than one client, then whose interests does she/he elevate above the others?

Taken to the extreme, if a school social worker can point to her/his ethical responsibilities to all these different systems, then almost any decision to disclose (or not to disclose) confidential information to anyone in one or more of these systems can be ethically justified. At that point, decision-making is then reduced to being subject to the individual's ethical preferences (or biases). Truly ethical decision-making requires the social worker 1) to be aware of her/his ethical preferences or biases and 2) to take steps to prevent these preferences or biases from adversely affecting decision-making. (Dibble, 2006) Appropriately, the 2001 SSWAA Position Paper states, "In all instances, school social workers must weigh the consequences of sharing information and must assume responsibility for their decisions."

At the same time, school social workers cannot ignore their legal and ethical responsibilities to their school district and students' families. For instance, counseling may be included as a related service on a student's Individual Education Program (IEP). IEP meetings are held at which the student's progress, including in any related services, is reviewed and discussed. Vague references to progress may not meet the requirements in the Individuals with Disabilities Education Improvement Act (IDEA) and related federal rules. In order to determine how much information to share about counseling provided to a student, school social workers should ask themselves two questions:

- Do IEP team members, including parents, need to know this?
- How will knowing this help the IEP team make decisions that will facilitate the student's educational progress? (Glosoff & Pate, 2002)

The 1991 NASW Position Statement referenced above also provides guidelines when sharing information at team meetings:

- Team members should be bound to maintain the confidentiality of the information.
- The student and family should agree to the sharing of the information with team members.
- The information shared should be necessary for the fulfillment of team educational objectives.
- The sharing of the information should be in the best interest of the student.

Similarly, the 2001 SSWAA Position Paper states, "School social workers should inform students and parents that information gathered under the individualized education program (IEP) process may be shared with all members of the IEP Team."

Voluntary Disclosure

An article by Taylor and Adelman (1989) promotes empowering students to take the lead in sharing information. The authors identify these steps:

- Enhancing motivational readiness for sharing – Are there any advantages to the student to sharing the information? Are there any costs, either in the present or future, to not sharing the information?
- Enabling clients to share information – How can the student be empowered to share the information? What support does the student need?
- Minimizing negative consequences or disclosure – What can be done to minimize any costs related to disclosure?

Suggestions to Help Guide and Promote Ethical Practice

As is evident from the review in the last few pages, there is not universal agreement within the school social work profession regarding how to balance the privacy rights of student-clients and the fundamental rights of parents to direct the activities of their minor children. Regardless how client status is defined, however, it is clear that school social workers do have ethical and legal obligations to students, parents, their employer, and the community that cannot simply be dismissed to make ethical decision-making easier. A student's age, cognitive functioning, maturity, and mental health are also important considerations in a school social worker's decision-making regarding the privacy rights of minor students.

Below are some suggestions intended to help guide and promote the ethical practice of school social work. It is hoped that these suggestions will provide helpful and practical guidance to school social workers regardless of their individual professional opinions on this topic.

1. *Utilize an ethical decision-making model to help resolve ethical dilemmas.* Everyone experiences challenging, ethical dilemmas that are difficult to resolve. In these situations, it is helpful to have a decision-making model to help ensure that you have done everything you can to make the best, ethical decision you can that is in the best interests of your client. In addition, using an ethical decision-making model can help you to document all of the steps you went through to come to the decision that you did, i.e., what information you gathered, whom you consulted with, what alternatives you considered, what you did to minimize adverse impacts, and why you chose the alternative that you did.
2. *Make sure you are familiar with relevant state and federal laws.* It is important that you understand the statutes that govern the privacy of minors in the school and the greater community. Federal laws include, at a minimum, the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Improvement Act (IDEA). You cannot adequately inform clients and other stakeholders of your obligations and limitations related to privacy, unless you understand the legal parameters in this area.
3. *Work to establish appropriate local school district policies to help guide practice.* School district policies establish institutional parameters for expected student and employee behavior. These policies are then made public and are typically included in a school's student handbook to help ensure students and families are aware of these guidelines. By establishing procedures that govern student privacy and appropriate information sharing, the school district is helping to inform all stakeholders and providing a measure of

protection from individual liability for school staff, as long as they are acting consistent with the school district policy.

4. *Seek out creative, consensus or compromise decisions that include all affected parties.* When there are disagreements among the student, parents, and other stakeholders regarding privacy issues, look for solutions that all parties may agree to. For instance, if a student objects to sharing some information and you believe it is in his/her best interest to do so, you may try to help the student to understand the benefits of disclosure. If a disclosure is necessary, the client should be notified in advance, if feasible, of what will be disclosed, to whom, and why. See NASW Code of Ethics [1.07(d)].
5. *Take steps to proactively avoid ethical dilemmas.* That means making sure everyone, i.e., student, family, school colleagues, representatives from community-based agencies, all understand your ethical obligations and limitations. Clients must be informed before the onset of services that their right to confidentiality is not absolute and why. School colleagues must know that you will share confidential information with them only to the extent they truly need this information to provide services to the student and family. This kind of prior notification will reduce misunderstandings with clients, families, and colleagues. See NASW Code of Ethics [1.07(e)]. Another important strategy is to work to develop and earn the trust of clients and other stakeholders. To the extent that people trust and respect your work, it will be easier to avoid disagreements among parties.
6. *Continue to be involved in professional development opportunities.* All of us should be life-long learners and seek to improve our professional practice. To the extent we are able to improve our ability to balance the ethical responsibilities to our clients and the competing responsibilities we have to other stakeholders, we will be better school social workers.

Questions to Help Guide Ethical Practice

Social workers frequently experience ethical dilemmas where two or more of the ethical standards in the Code of Ethics come into conflict. Under these circumstances, a social worker must determine which ethical standard she/he will give more weight to in a given situation. It is important for the social worker to document the decision-making process and the reasons for the practice decision that is eventually made.

Relevant ethical standards are cited below in association with questions that are designed to help school social workers learn to better manage situations where the rights of minor students' to privacy, self-determination, and informed consent may be in conflict with their parents' rights, roles and responsibilities.

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and

enhance the well-being of individuals, families, social groups, organizations, and communities. (NASW, 1999)

Questions to ask when considering action (or inaction) that may be in conflict with this ethical principle are:

- How would disclosure affect the parent-child-family relationships?
- Would a failure to disclose interfere with the parents' fundamental and primary responsibility to provide food, shelter, clothing, health care, and safety for the student?

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.) (NASW, 1999)

Questions to ask when considering action (or inaction) that may be in conflict with this ethical standard are:

- Is the student proposing to do something that is not in his/her best interests? If yes, how adverse are the potential consequences? Would a parent be expected to prevent his/her child from this consequence?
- Are there any potential adverse consequences for any people other than the client?
- What potential liability might you be exposed to if the student or someone else is harmed?

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others. (NASW, 1999)

Questions to ask when considering action (or inaction) that may be in conflict with this ethical standard is:

- Is the student competent to make reasonable and informed life decisions? Consider the student's age, cognitive functioning, maturity, and mental health.
- Would a parent be legally required to determine the course of action for a comparable or similar activity provided in the greater community?

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent. (NASW, 1999)

Questions to ask when considering action (or inaction) that may be in conflict with this ethical standard is:

- Is the student capable of giving informed consent to the proposed or suggested activity? Consider the student's age, cognitive functioning, maturity and mental health.
- Would a parent be legally required to give informed consent to a comparable or similar activity provided in the greater community?

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship. (NASW, 1999)

Questions to ask when considering action (or inaction) that may be in conflict with this ethical standard are:

- Will the student disclose the information (with or without support)?
- Will the student consent to the disclosure?
- Are there compelling professional reasons for the disclosure against the student's wishes?

Application to Ethical Dilemmas

Below are a variety of ethical dilemmas experienced by school social workers. For each of the ethical dilemmas you select below, 1) decide what, if any, legal parameters need to be considered, 2) identify the ethical considerations discussed above that are relevant and may be in conflict with each other, and 3) apply the associated questions identified above to help determine an effective and ethical course of action. It is suggested this activity be conducted with other school social workers and/or pupil services professionals to encourage dialogue and learning.

1. A school social worker has been facilitating a support group for middle school students whose families are experiencing or have recently experienced a divorce. About six weeks after the group started meeting, the father of one of the students comes to school and demands to know what his daughter has been saying in the group. He says his wife is making up lies about him in order to keep him from sharing custody of their two children. The school social worker begins to tell the father that it is critical the students feel that what they talk about is not shared outside the group, but the father says he is in a desperate legal fight to continue to be a custodial father and that outweighs any right to confidentiality of his daughter.
2. A parent wants to see their child's school social work file. It contains information that the student has shared that the school social worker believes may damage the parent-child relationship and could precipitate corporal punishment of the child.
3. A minor student wants to leave school during school hours, contrary to school policy, to go to a clinic for a pregnancy test without parental knowledge or permission.
4. A school social worker has a client who skips school. When the parent is informed of the latest truancy, the girl is corporally punished (but not severely enough to warrant reporting to Child Protective Services). The student will likely skip school again and school district policy requires parents be informed.
5. A 16-year old student is seeing a school social worker for counseling in the school and a community-based mental health professional for therapy. The student is engaged in high-risk behaviors, such as alcohol abuse, and is non-compliant with her parents. The mother has signed a release form for the school social worker and therapist to exchange information and coordinate their work. However, the student refuses to give similar consent and the therapist is honoring that refusal by not communicating with the school social worker. The school social worker and the mother believe the student is manipulating the therapist with false claims of anxiety related to school attendance in order to avoid some classes, e.g., physical education, or school, in general.
6. A 17-year old client tells her school social worker that she plans to leave her mother and hitchhike alone 700 miles to live with her father. The mother is addicted to alcohol and may soon be incarcerated. There is a great deal of conflict between the mother and daughter. The family does not have money for transportation, i.e., flight, bus.

7. A school social worker is counseling a 16-year old student who is sexually active with multiple partners. The student has not accessed health care services and refuses to use any kind of contraception to help prevent pregnancy or sexually transmitted infections (STIs), despite the fact the high school is experiencing an outbreak of STIs, primarily Chlamydia and HPV (human papillomavirus causing genital warts) among its students.
8. A 14-year old girl shares that she has been binge drinking at parties on weekends to the point of “blacking out.” She is not concerned about the drinking, but she is worried that she is unable to recall what she has done during these occasions. She likes that popular, older boys have been inviting her to these parties, but more and more girls are now ostracizing her. The girl does not want her parents to know about this.
9. A school social worker is asked to facilitate a school district work group to develop guidelines for permission for student involvement in individual counseling and support groups. The questions the work group is to address are:
 - Will active parental permission be required? If so, should the permission be written or oral?
 - Is passive parental permission (obtained annually) sufficient?
 - Will active student permission be required? If so, should the permission be written or oral?
 - May parents compel their child to attend individual counseling or a support group over the objections of their child?
 - Are the answers to these questions different, depending upon a school’s grade range? That is, elementary, middle, and high school.
10. A pregnant senior girl, not yet 18, requests assistance in petitioning a judge to bypass parent approval and get an abortion, without parental knowledge.
11. A 15-year old boy reveals that he has been involved in “cutting.” His wounds are all superficial and uninfected. He denies any suicidal thoughts or intent – it is merely his way of coping with feelings of numbness and existential angst about his future. He doesn’t want to tell his single mother because the last time she found out she sent him to an inpatient psychiatric program. Recent research clearly differentiates cutting from suicidal attempts, so the literature warns against over-reacting in such cases.

Concluding Comments

School social work practice is challenging and complex, in part because the majority of students in schools are minors. The NASW Code of Ethics does not distinguish between adult and minor clients. This makes it difficult at times to balance the rights of minor clients to privacy and their parents’ fundamental rights to choose courses of action for their children.

School social workers, like all social workers, have a primary responsibility to the client, but a variety of issues must be considered, as well. What is the student-client’s ability to make

important life decisions? Could other students or other people be adversely affected by the student-client's actions or decisions? Does the parent need information in order to fulfill his/her legal and moral responsibilities to the student-client? Are certain courses of action required under the law? Do the school district's policies dictate any courses of action?

This paper has sought to highlight the important issues in this area, provide suggestions and pose relevant questions to guide school social work practice, and provide opportunities for school social workers to apply learning to real-life, ethical dilemmas experienced by their colleagues.

Resources

The Alan Guttmacher Institute maintains a home page that summarizes the rights of minors to reproductive health services in each of the states.

<http://www.guttmacher.org/statecenter/spibs/index.html>

Guidance on the Family Educational Rights and Privacy Act (FERPA) is available at

http://www.access.gpo.gov/nara/cfr/waisidx_98/34cfr99_98.html.

Guidance on the Individuals with Disabilities Education Improvement Act (IDEA) is available at

http://www.access.gpo.gov/nara/cfr/waisidx_99/34cfr300_99.html.

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School Social Work Associations

Wisconsin School Social Work Association

The Wisconsin School Social Workers Association (WSSWA) is an independent association representing school social workers across Wisconsin. The association's goals are to:

- To promote service delivery models that will empower children, families, schools and communities to be effective participants in the learning process.
- To study, recommend and support legislation, school policies and standards pertinent to the needs of children, families and the profession of School Social Work.
- To develop and maintain collaborative relationships with various local, state and national associations, organizations and educational institutions for the purpose of meeting the needs of children and families.
- To stimulate the development and effective delivery of school social work services.
- To encourage and facilitate the educational and professional growth of School Social Workers.

WSSWA holds an annual conference to provide professional development specific to school social work practice. Other membership services include 1) employment of a legislative liaison to serve as a voice for the Association with the State Legislature, 2) distribution of email updates and hard-copy newsletters, and 3) networking with other state organizations.

Membership in the organization is on an annual basis. WSSWA has developed a partnership with the School Social Work Association of America (SSWAA) where school social workers can join both organizations at a substantial discount.

More information on WSSWA is available at www.wsswa.org/.

School Social Work Association of America

The School Social Work Association of America (SSWAA) is dedicated to promoting the profession of school social work and the professional development of school social workers in order to enhance the educational experience of students and their families. SSWAA is the only national organization dedicated solely to the representation of school social workers and the issues that are of importance to them. The Association's goals are to:

- Strengthen the profession of school social work by maintaining and increasing the number of school social workers employed by local education agencies across the nation.
- Offer opportunities for ongoing professional development.
- Open nationwide channels of communication and information sharing.
- Respond in a timely and efficient manner to the changing needs of school social workers.
- Influence public policy and educational issues.
- Demonstrate school social workers' effectiveness through evaluation and research.
- Assist school social workers in creating linkages among home, school and community on behalf of students and their families.

- Mentor persons providing school social work services to achieve the highest professional standards.

SSWAA holds an annual conference to provide professional development specific to school social work practice. Other membership services include 1) development of publications and resolutions, 2) employment of a legislative liaison to serve as a voice for the Association with Congress, 3) distribution of both electronic and hard-copy newsletters, and 4) networking with other national organizations. The SSWAA resolution regarding School Social Work Staffing Needs is included in this Practice Guide with the permission of the Association.

Membership in the organization is on an annual basis. SSWAA has developed a partnership with the Wisconsin School Social Work Association (WSSWA) where school social workers can join both associations at a substantial discount.

More information about SSWAA is available at www.sswaa.org/.

National Association of Social Workers

The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW has a dual mission to:

- Promote, develop, and protect the practice of social work and social workers, and
- Seek to enhance the effective functioning and well-being of individuals, families, and communities through its work and through its advocacy.

NASW has developed and maintains a Code of Ethics for the profession of social work that is generally held as the standard by which social workers are judged nationwide. In addition, the Association has developed and maintains national Standards for School Social Work. Both of these publications are included in this Practice Guide with the permission of NASW.

The Association provides professional development opportunities, publications, resources, and advocacy through employment of government relations staff.

Membership in the organization is on an annual basis. Half of the membership dues are returned to each state to support a state NASW chapter. Members receive a subscription to the Social Work Journal as a benefit. For an additional fee, members may join the School Social Work Section and receive a subscription to the Children & Schools Journal, as well.

More information about NASW is available at www.naswdc.org/nasw/default.asp. The NASW Wisconsin Chapter also has a website at www.naswwi.org/.

Midwest School Social Work Council

The Midwest School Social Work Council is comprised of school social work leaders from eleven Midwestern states who meet twice each year with a goal of promoting professional

excellence among school social workers in order to enhance social and human services in educational systems.

The Midwest School Social Work Council is the oldest and largest school social work organization in the nation and played a pivotal role in the formation of the School Social Work Association of America in 1994.

The Council provides a forum for its member states to collectively address new trends and developments in the field, and to develop and share methods of promoting school social work services. The Council also considers and responds to critical issues affecting the profession.

The member states of Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, Ohio and Wisconsin each send three representatives to meetings of the Council, including the president of their state association, a practitioner and their state's school social work consultant.

The Council sponsors a school social work conference annually, rotated each year among its member states.

More information about the Midwest School Social Work Council is available at www.midwest-ssw.org/.

NASW Standards for School Social Work Services

Approved by the NASW Board of Directors, June 2002

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Introduction

In 1943 the National Association of Visiting Teachers (NAVT) became the American Association of School Social Workers (AASSW), and in 1955 AASSW merged with six other social work associations to form the National Association of Social Workers (NASW). Thus, school social work has long been a vital part of the social work profession.

Recognition of the rights of people with disabilities; changes in the family unit; and the effects of increasing social, economic, and academic pressures on children are some of the forces that have significantly shaped school social work services. The value of school social work intervention has increasingly been recognized through federal and state legislative initiatives.

In 1978 NASW developed Standards for School Social Work Services that have served as guidelines to the development of school social work. Because it is essential that these standards reflect and promote professionally sound practice, they have been revised, first in 1992 and again in 2002, to reflect changing practices and policies.

These standards will be met only through the combined efforts of concerned educators, school social workers, and community leaders who are willing to provide the leadership and teamwork necessary to ensure high-quality professional services to schools, students, and families.

For many school systems, these standards will reinforce current practices. For others, they will provide a challenge and a goal to be achieved. For school social workers, they both validate the uniqueness and diversity of school social work as a specialty practice area and affirm the value of school social work in enabling students to achieve maximum benefits from their educational experiences.

Definitions

The following terms are defined for purposes of this document.

Case management—Organizing, coordinating, and sustaining activities and services designed to optimize the functioning of students and/or families.

Competence—The synthesis of professional behaviors that integrate knowledge, skills, and activities in the performance of the tasks of school social work. Competence in school social work includes all relevant educational and experiential requirements, demonstrated ability through meeting licensing and certification requirements, and the ability to carry out work assignments and achieve goals while adhering to the values and the code of ethics of the profession.

Certified school social work specialist—A social worker meeting the requirements for a School Social Work Specialist certification issued by the National Association of Social Workers.

Credentialed or licensed school social worker—A social worker meeting the requirements for a school social worker as established by the state board of education or other state entity that licenses or certifies educational personnel, or professional social workers.

Cultural competence—Congruent behaviors, attitudes, and skills enabling an individual to work effectively in cross-cultural situations.

Ecological perspective—The perspective of the interaction of the child and family and their environment. Important concepts include adaptation, transactions, goodness of fit between the students and their educational environments, reciprocity, and mutuality.

Family—The parent(s), guardian, custodian, or other person acting in loco parentis of a child.
Functional behavioral assessment—An approach to assessment that enhances understanding of the purpose and effect of the behavior(s) of concern and provides information that is useful in the development of effective interventions.

Human services—Programs and activities designed to enhance people’s development and well-being. Basic human services include personal social services, health, education, housing, income, and justice and public safety.

Local education agency—The local public agency responsible for operating the educational program. In some states, responsibility for provision of special education programs has been assigned to entities called intermediate units, area education agencies, educational service units, and so forth.

Mediation—A collaborative problem-solving process in which a neutral third party guides a discussion intended to help the parties in the dispute define the issues, obtain relevant information, and generate reasonable options for resolution.

Practice modalities—Specific treatment interventions used by the school social worker or other practitioner to help the student, family, or other identified client system reach a desired goal or outcome. Intervention strategies may include casework; group work; individual, group, or family counseling or therapy; community organization; crisis intervention; advocacy; staff training; policy development; and program coordination.

Prevention—Efforts undertaken by school social workers and others to minimize or eliminate the social, psychological, or other conditions known to cause or contribute to physical and emotional illness and some socioeconomic problems. Prevention efforts may include actions taken by school social workers and others that would prevent problems from occurring (primary prevention); limit the extent or severity of the problem (secondary prevention); or assist in recuperating from the effects of the problem and developing sufficient strengths and skills to preclude its return (tertiary prevention).

Professional practice—The ethical principles, provision of services, and responsibilities that school social workers are expected to maintain.

School social work—Social work services provided in the setting of an educational agency by credentialed school social workers. This specialty in social work is oriented toward helping students make satisfactory adjustments and coordinating and influencing the efforts of the school, the family, and the community to achieve this goal.

Student—Any person legally mandated by the state to be enrolled in an educational program or eligible to be enrolled.

Standards for Professional Practice

For the purposes of this document professional practice relates to the ethical principles, provision of services, and responsibilities that school social workers are expected to maintain. The term “local education agency” is used throughout this document to refer to any local or regional public education system and is consistent with the wording of federal legislation.

Standard 1. A school social worker shall demonstrate commitment to the values and ethics of the social work profession and shall use NASW’s Code of Ethics as a guide to ethical decision making.

The school social worker shall demonstrate a recognition of basic human rights, including the right of students to human services; a willingness to act on professional judgment and convictions, and be informed by the NASW Code of Ethics; and the recognition that change is constant and requires school social workers to remain current by continuously scrutinizing and improving theory, policy, and practice. As integral staff of local education agencies, school social workers have a responsibility to know and comply with local, state, and federal legislation, regulations, and policies. In the event that conflicts arise among competing expectations, school social workers are directed to the NASW Code of Ethics as a tool in their decision making.

Standard 2. School social workers shall organize their time, energies, and workloads to fulfill their responsibilities and complete assignments of their position, with due consideration of the priorities among their various responsibilities.

School social workers must manage their work in an efficient and effective manner. Priorities for practice must be developed collaboratively between the school social worker and his or her supervisor. Priorities should be established on the basis of their effect on student needs, the professional skills of the school social worker, program needs, and the availability of other resources. School social workers shall make use of technology systems in the local education

agency to enhance communication, obtain and organize information, and demonstrate accountability.

Standard 3. School social workers shall provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services.

School social workers provide consultation to facilitate an understanding of factors in the home, local education agency, and community that affect students' educational experiences. They also serve as consultants on such issues as discipline, attendance, confidentiality, race, ethnicity and language, mental health, behavior management, crisis intervention, and child abuse and neglect. School social workers shall constantly be aware of the overall goals, objectives, and tasks of their specialty area and interpret them to local education agency personnel, so that the primary professional activities and competencies of school social workers are maintained.

Standard 4. School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence that enhance families' support of students' learning experiences.

Increasing diversity in U.S. classrooms requires that school social workers increase their awareness and appreciation of cultural differences. School social workers must develop competencies that include heightened self-awareness, knowledge, and practice skills consistent with the NASW Standards for Cultural Competence in Social Work Practice.* They must also recognize racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome these barriers on students and improve the climate of the local education agency.

Standard 5. School social work services shall be extended to students in ways that build students' individual strengths and offer students maximum opportunity to participate in the planning and direction of their own learning experience.

In developing a plan of action, school social workers must consider the characteristics of an individual student and the capacity of all students to communicate about themselves, to choose among options, and to be involved in directing their own learning.

Standard 6. School social workers shall help empower students and their families to gain access to and effectively use formal and informal community resources.

Empowerment is based on the principle of using student and family strengths and structure to enable families to function as advocates for themselves. It is particularly appropriate for school social workers to identify and collaborate with individuals who function as formal or informal leaders in their communities to develop and enhance the natural helping networks that can complement the formal services of the local education agency and community agencies.

Standard 7. School social workers shall maintain adequate safeguards for the privacy and confidentiality of information.

School social workers must be familiar and comply with the various local, state, and federal mandates related to confidentiality. Professional judgment in the use of confidential information shall be based on best practice, legal, and ethical considerations. Students, families, and other

professionals should be informed of the confidentiality limitations and requirements when services are initiated.

Standard 8. School social workers shall advocate for students and their families in a variety of situations.

Issues of concern affecting students may include limited educational opportunities; discipline; punitive, arbitrary, and exclusionary policies and procedures in schools; institutional racism; discrimination against and among students based on protected classifications such as race, sex, national origin, sexual orientation, and religion; homophobia; and sexism. Advocacy should support the needs of students who are immigrants and refugees, students who are homeless, students living with HIV/AIDS, students with substance abuse problems, and other at-risk student populations. Effective advocacy can best be accomplished when school social workers are informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice.

Standard 9. As leaders and members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

As team leaders and members, school social workers initiate and support activities to overcome institutional barriers and gaps in services. School social workers must demonstrate trust, open communication, mutual respect, ongoing collaboration, and effective coordination to facilitate the achievement of the interdisciplinary team objectives. The unique contribution of the school social worker to the interdisciplinary team is to bring home, school, and community perspectives to the interdisciplinary process.

Standard 10. School social workers shall develop and provide training and educational programs that address the goals and mission of the educational institution.

School social workers shall provide training programs for parents, teachers, other local education agency personnel, and the staff of community agencies. These programs may involve teamwork and collaboration with other disciplines. Content should address the prevention, intervention, and remediation factors that affect students' success in school.

School social workers shall support the academic standards of their school districts. This is accomplished through services to prepare students for learning and the actual teaching of social and behavioral skills.

Standard 11. School social workers shall maintain accurate data that are relevant to planning, management, and evaluation of school social work services.

Timely and accurate records document school social work services, demonstrate outcomes, and promote accountability to the local education agency and community. Analyses of activity reports, program statistics, and outcome measures can support the effective use of school social work services to better meet the needs of students and families.

Standard 12. School social workers shall conduct assessments of student needs that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern.

Assessments should take an ecological perspective, focusing on the students, as well as their interactions in the school environment, at home, and in community settings. A functional approach to assessment enhances understanding of the purpose and effect of problematic behaviors and provides information for developing interventions.

Standard 13. School social workers shall incorporate assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences.

Plans are based on assessments relevant to the concerns in the referral and include goals, objectives, and interventions to achieve desired outcomes; methods of evaluation; and outcome criteria. Plans are designed to enhance positive educational experiences and involve the student, the family, other team members, and school and community resources as appropriate.

Standard 14. School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs.

School social workers shall initiate activities to address deficiencies in resources and services of the local education agency or community that affect the ability of students to benefit from the educational system. Advocacy should include leadership on committees and advisory boards at the local, state, and national levels.

Standard 15. School social workers shall be trained in and use mediation and conflict-resolution strategies to promote students' resolution of their nonproductive encounters in the school and community and to promote productive relationships.

Attempts are often made to resolve conflicts and impasses between parents and the local education agency through formal, costly, and often adversarial due process procedures. Mediation and conflict resolution are effective strategies that school social workers should use both to undo the results of nonproductive encounters among students, parents, and school and agency personnel and to build positive, collaborative relationships. School social workers are, by training and experience, well suited to these roles and should seek opportunities to engage in these processes.

Standards for Professional Preparation and Development

Professional preparation defines the level of training required for school social work practice. Professional development refers to the enhancement of basic knowledge and skills that requires ongoing effort by school social workers.

Standard 16. School social workers shall meet the provisions for practice set by NASW.

School social workers shall have a graduate degree in social work from a program accredited by the Council on Social Work Education (CSWE). As a distinct specialty within the social work profession, school social work requires specialized knowledge and understanding of educational

systems. The school social worker should actively seek this specialized training when the CSWE accredited program does not provide it.

Standard 17. School social workers shall possess knowledge and understanding basic to the social work profession.

School social workers shall have an understanding of human behavior in the social environment and be skilled in implementing various practice modalities to help empower disadvantaged and oppressed populations. School social workers shall use research to inform practice and understand social policies related to services in schools.

Standard 18. School social workers shall understand the backgrounds and broad range of experiences that shape students' approaches to learning.

School social workers shall be knowledgeable about child development and biological factors that affect students' ability to function effectively in school. School social workers shall understand the influence of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students. School social workers also shall understand how emphasizing students' strengths and protective factors can enhance educational success.

Standard 19. School social workers shall possess knowledge and understanding of the organization and structure of the local education agency.

School social workers shall understand the historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation affecting educational opportunity, problems, and policy issues. In addition, school social workers shall be knowledgeable about the financial base of the local education agency, the nature and scope of its authority, and the politics of school–community relations. School social workers also shall be knowledgeable about approaches to teaching and learning, including standards-based curricula, and the roles and areas of competence of various professionals in the local education agency.

Standard 20. School social workers shall possess knowledge and understanding of the reciprocal influences of home, school, and community.

School social workers shall be knowledgeable about how family dynamics, health, wellness, and mental health; and social welfare policies, programs, and resources in the community affect students' success in the school environment.

Standard 21. School social workers shall possess skills in systematic assessment and investigation.

School social workers shall gather data using multiple methods and sources to assess the needs, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community. When appropriate, school social workers shall collect information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning. School social workers shall integrate biopsychosocial assessment data into reports that include educationally relevant recommendations as well as performance objectives and measurable outcomes as needed.

Standard 22. School social workers shall understand the relationship between practice and policies affecting students.

School social workers shall be knowledgeable about current and proposed policies, analyze their effect on students, and advocate for policies that maximize student success.

Standard 23. School social workers shall be able to select and apply empirically validated or promising prevention and intervention methods to enhance students' educational experiences.

School social workers shall possess skills to assess problems and determine whether interventions should occur at the primary, secondary, or tertiary level. School social work practice should be based on empirically supported interventions.

Standard 24. School social workers shall be able to evaluate their practice and disseminate the findings to consumers, the local education agency, the community, and the profession.

Using scholarly literature or program research designs, school social workers shall evaluate interventions and share findings with consumers, local education agency administrators, the community, and other school social workers through in-service training, conferences, and professional publications.

Standard 25. School social workers shall possess skills in developing coalitions at the local, state, and national levels that promote student success.

School social workers shall be able to work with individuals, groups, and organizations that have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.

Standard 26. School social workers shall be able to promote collaboration among community health and mental health services providers and facilitate student access to these services.

School social workers shall support the development and implementation of comprehensive school-based and school-linked programs (for example, full-service schools, full-service community schools, family resource centers, community schools, school-based health clinics) that promote student health and mental health. School social workers shall be able to address issues such as information sharing and accountability and shall be able to coordinate community resources that support student success.

Standard 27. School social workers shall assume responsibility for their own continued professional development in accordance with the NASW Standards for Continuing Professional Education* and state requirements.

To practice effectively, school social workers must remain knowledgeable of reforms in education and best practice models in the social work profession. Opportunities for enhancing professional identity and development include participation and leadership in NASW and other professional organizations and coalitions at local, state, and national levels; participation in and contribution to professional conferences, training events, and other activities; and assisting in the ongoing development of the school social work knowledge base by contributing to and promoting professional publications.

Standard 28. School social workers shall contribute to the development of the profession by educating and supervising school social work interns.

School social workers may provide field instruction through the supervision of school social work interns and through the provision of other appropriate learning experiences in relation to school social work practice.

Standards for Administrative Structure and Support

An effective school social work program must have adequate administrative structure and support. NASW recommends that the local education agency use the following standards, along with state and federal guidelines, to develop a school social work program.

Standard 29. State departments of education or other state entities that license or certify educational personnel shall regulate school social work practice.

To ensure competent provision of school social work services, state departments of education or other state entities that license or certify educational personnel should make sure that the credentials of individuals charged with providing these services adhere to the standards of practice and are reciprocal and uniform.

Standard 30. State departments of education or other state entities that license or certify educational personnel shall employ a state school social work consultant who is a credentialed and experienced school social worker.

State education agencies are responsible for providing local education agencies with leadership and technical assistance to ensure all students an equal opportunity to achieve optimal success in the educational environment. State education agencies should provide a school social work consultant to collaborate with other service programs within the state education agency and other state agencies; influence legislative and regulatory efforts related to education; represent the state in regional, state, and national activities related to school social work; ensure that school social work programs are integrated with other school programs statewide; provide technical assistance to local education agencies in the development and implementation of school social work programs; provide leadership and technical assistance in the development of practice and credentialing standards for school social workers; and advocate for inclusion of school social work programs and services at the local education agency level.

Standard 31. School social work services shall be provided by credentialed school social workers employed by the local education agency.

School social work services should be provided by individuals designated as credentialed school social workers and employed by local education agencies. Local education agencies should ensure that school social work services are aligned with educational goals and integrated with other school support services.

Standard 32. Local education agencies shall employ school social workers with the highest level of qualifications for entry-level practitioners.

A master of social work (MSW) degree is the recommended entry-level qualification for school social work. When the local education agency employs school social workers whose highest degree is a bachelor of social work (BSW) in addition to school social workers with the MSW

degree, tasks should be assigned differentially. Assignments must take into account levels of education and demonstrated competence and be consistent with the legal regulation of professional social work practice within a given state. Both the MSW degree and the BSW degree should be received from a program accredited by CSWE.

Standard 33. Social workers in schools shall be designated “school social workers.”

“School social worker” is the position title that correctly identifies the educational background, profession, and function of a social worker employed by the local education agency. Other titles, such as “attendance officer,” “pupil personnel worker,” “home and school visitor,” “home–school coordinator,” “visiting teacher,” “family collaborative worker,” “family specialist,” or “home–family specialist,” project incomplete or misleading notions of the school social worker’s qualifications and functions.

Standard 34. Salaries and job classifications of school social workers shall be commensurate with their education, experience, and responsibilities and be comparable to similarly qualified professional personnel employed by the local education agency.

Procedures used in setting school social workers’ salaries must be equitable and responsive to the levels of education, experience, and responsibilities of the school social workers.

Standard 35. The administrative structure established by the local education agency shall provide for appropriate school social work supervision.

The local education agency is responsible for administrative and professional supervision to ensure high-quality services. Supervision of school social work programs should be provided by credentialed and experienced MSW school social workers.

Standard 36. The administrative structure of the local education agency shall delineate clear lines of support and accountability for the school social work program.

The administrative structure and organization of the local education agency should provide for optimum use of school social work knowledge and skills. Realistic job descriptions, working conditions, and workload standards are essential, as is a mechanism for regular review of goals, objectives, accomplishments, and accountability procedures of the school social work program. Designation of a lead social worker can help promote appropriate support and accountability.

Standard 37. The local education agency shall provide a professional work setting that allows school social workers to practice effectively.

School social workers require basic work resources to ensure privacy and confidentiality for students and families. These basic resources include an office; clerical support; up-to-date information technology; an adequate budget for professional materials, supplies, and activities; and adequate space at each school site for meeting with students, families, and local education agency personnel.

Standard 38. The local education agency shall provide opportunities for school social workers to engage in professional development activities that support school social work practice.

Funding support and an adequate number of professional leave days enable school social workers to strengthen and broaden skills required to better serve students, families, the local education agency, and the community.

Standard 39. The goals, objectives, and tasks of a school social work program shall be clearly and directly related to the mission of the local education agency and the educational process.

School social workers are expected to support and help facilitate educational reforms and initiatives, particularly those that emphasize prevention, early intervention, parent education and involvement, service integration, partnerships, and support for student transitions.

Standard 40. The local education agency shall involve school social workers in developing and coordinating partnerships with community health, mental health, and social services providers linked with or based at school sites to ensure that these services promote student educational success.

Because of their extensive knowledge of community resources, school social workers should play a critical role in facilitating the provision of community services in the local education agency. School social workers help build effective school–community teams at school sites by addressing issues such as roles, responsibilities, and supervision of team members, and by developing procedures to ensure confidentiality, documentation, and accountability. School social workers also help orient community providers to school climate, culture, and structure, and to the laws and regulations governing practice in educational settings.

Standard 41. All programs incorporating school social work services shall require ongoing evaluation to determine their contribution to the educational success of all students.

Through ongoing evaluation, school social workers demonstrate accountability to the students and families they serve, the educational system and community, and the standards and ethics of the social work profession. Methods used to evaluate social work practice should be assessed periodically to ensure that objectives, activities, and measured outcomes are aligned with the local education agency’s goals. School social work documentation should be reviewed periodically to ensure accurate recording of functions, tasks, activities, and measured outcomes.

Standard 42. The local education agency shall establish and implement a school social work–student population ratio to ensure reasonable workload expectations.

The local education agency shall provide a level of school social work services that is sufficient to address the nature and extent of student needs. Appropriate ratios for school social work staff to students should depend on the characteristics and needs of the student population to be served. Each local or state education agency should establish adequate levels and types of school social work services on the basis of comprehensive needs assessment data.

Code of Ethics: Summary of Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

These ethical principles are part of the Code of Ethics of the National Association of Social Workers, approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly. The complete text of the Code is available on request from NASW or at www.socialworkers.org.

*The complete text of the NASW Standards for Cultural Competence in Social Work Practice and the NASW Standards for Continuing Professional Education is available on request from NASW or at www.socialworkers.org.

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Revenues Generated for School Districts by School Social Work Services

School social work services generate a variety of revenues for school districts above and beyond the state-imposed revenue caps, which substantially offset the local financial costs to the school district. These revenues include:

- State categorical aid that reduces the local costs of school social work services
- Additional funds generated by school social workers ensuring all enrolled students are eligible to be claimed for state aid purposes
- Medicaid funds for school-based services provided by school social workers to income-eligible students
- Additional funds generated by school social workers ensuring income-eligible students are accessing free and reduced school meals
- Grants written and managed by school social workers to provide supplemental services and programs

Because of these revenues, the fiscal cost of additional or increased school social work services to a local school district budget is significantly less than the associated salary and fringe costs. Likewise, the fiscal savings of eliminating or decreasing school social work services to a local school district is significantly less than the associated salary and fringe costs.

Questions regarding school social work services can be directed to Nic Dibble, Education Consultant, School Social Work Services at (608) 266-0963 or nic.dibble@dpi.wi.gov.

State Categorical Aid

School districts complete the Special Education Fiscal Report (PI 1505-SE) twice annually; the budget report is due November 15th for the current year and the claim report is due September 15th for the previous year. The amount of funding for categorical aid available is determined by the Wisconsin Legislature.

School districts may submit salary and fringe costs for school social work services related to special education (not funded by state or federal grants) for categorical aid reimbursement. Aid for pupil services professionals, including school social workers, is based upon a statewide time study conducted by the Department of Public Instruction to determine the average amount of time individuals in each of these professions devotes to special education services. Currently, school social work services are aided at 59%. For instance, a school district that submitted \$65,000 in salary and fringe costs for a school social worker would be eligible for up to \$38,350 in aid. The actual percentage of categorical aid a school district would receive under this example is dependent upon the total claims received by the Department of Public Instruction (DPI) from all school districts for any given school year. Since claims for aid exceed the amount authorized by the Wisconsin Legislature, aids paid out are pro-rated.

General State Aids

General state aids and state-imposed revenue caps are tied directly to the number of students enrolled in a school district. Specifically, a school district receives a fixed amount of money for each student enrolled. The more students enrolled in a school district, the more financial aid the school district receives from the state and the more money it is allowed to spend. School districts count the number of students in school on the 3rd Friday in September to determine how many students are enrolled for the purposes of determining their respective spending limits.

All school districts have some students whose attendance is poor. Typically, these are some of the students that school social workers target for services. To the extent that a school social worker ensures these students are in school and eligible to be counted for state aid, the school social worker has generated additional revenue for the school district it may not have otherwise received. For example, if a school social worker ensures three poorly attending or homeless students can be counted for the 3rd Friday in September and the school district receives \$6,000/student annually in state aid, the school social worker has generated \$18,000 in additional revenue for the school district.

Medicaid for School-Based Services

Many school districts now receive additional funds through Medicaid for services, including school social work services, provided to income-eligible students. Generally, services are documented within a student's Individual Education Plan (IEP). Most school districts taking advantage of this funding source contract with an outside agency to manage the claims. How much money is generated through this avenue is dependent upon the number of income-eligible students receiving services and the level of services provided. Questions about the Wisconsin Medicaid School-Based Services Benefit can be directed to Provider Services within the Department of Health Services (DHS) at (800) 947-9627 or (608) 221-9883 or at <http://dhs.wisconsin.gov/medicaid/index.htm>.

School Meals

Some income-eligible families may not be enrolled for free or reduced school meals and may fall behind in their payments to the school. By identifying these families and helping them to enroll in this program, the school social worker has generated additional revenues for the school district that it may not have been able to otherwise recover.

Grants

Some school social workers successfully write and manage grants administered through the Department of Public Instruction and other organizations. These grants fund programs and services that the school district would not otherwise be able to provide.

Using Data to Document the Benefit of School Social Work Services

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July, 2007

Overview

As school districts' budgets become tighter, accountability of educational programs and services has become even more imperative. Pupil services professionals have traditionally been able to provide adequate process or formative evaluation data, e.g., how many students were seen, how many evaluations and support groups were conducted, how many home visits were made, but little is generally done to measure the impact of these services. This is in large part due to the difficulty, time and resources involved in traditional outcome evaluation of prevention and early intervention services.

Newspapers commonly report the results of state-mandated, standardized tests of area school districts, often in ways that facilitate comparison with each other. Consequently, academic achievement and performance on these tests may become communities' primary "yard sticks" for their respective school districts. School boards may in turn place greater value on instruction and services that directly enhance academic achievement when considering staff reductions or additions.

As a result, school social workers need to document positive outcomes related to the provision of their work. The challenge is to locally design a simple, valid evaluation system that addresses the priorities of the school district while not consuming inordinate amounts of time and resources.

This paper 1) provides suggestions to help guide local evaluation, 2) outlines a process to develop an outcome evaluation plan using readily available data commonly gathered by school districts that reflects progress on school districts' priorities and is indicative of the positive impact of school social work services, and 3) provides a template that can be used to record outcome evaluation plans.

Guidelines for Local Evaluation Design

- 1. Determine what the priorities of your school district are and design an outcome evaluation system that will demonstrate how your services contribute to at least one of those priorities.**

Most school districts have established plans with goals that have been endorsed by their respective school boards. Some of these goals may match well with school social work services, e.g., increased parent involvement, improved linkages and collaboration with the greater community, increased school attendance. Invariably, at least one of these goals addresses academic achievement and, more typically now with the demands of the federal No Child Left Behind law, stresses the importance of *all* students reaching high academic standards.

School social workers have traditionally worked with the most disenfranchised students who, for circumstances often beyond their control, have had difficulty achieving academically. School social workers have an ideal opportunity to show how their services are a critical part of the school-community if indeed *all* students are to reach high academic standards.

School board members may differ on what priorities they value most. For instance, some may see schools as having the sole purpose of teaching “the basics.” On the other end of the spectrum, others may feel it is critical for schools to educate the “whole child.” To the extent school social workers know these individual preferences, they can be more strategic in selecting which priorities or goals they will emphasize in their evaluation.

2. Identify what state or federal mandates your services meet.

School boards inherently resent state and federal mandates, as they are viewed as oppressive and an erosion of local control of the school district. However, school boards do, albeit grudgingly, accept mandates and recognize they must be met in order to comply with the law. School social workers who identify the services they provide that meet these mandates can document to their school board the importance of their services to the school district. For instance, the federal McKinney-Vento Homeless Assistance Act requires school districts to enroll and provide educational services to homeless students. Because of the kinds of challenges homeless families face, school social workers are clearly the ideal educators to help school districts meet this federal requirement.

3. Calculate the revenues your services generate for your school district.

Public education is a human resource-intensive endeavor. Approximately 85% of a school district’s budget is devoted to paying the salaries and fringe benefits of its employees and can be even higher when contracted services are included, as well. However, many, if not most, school social workers actually generate revenues for their school districts. For instance, most states base their financial aid to school districts on student enrollment or attendance, i.e., the higher the student enrollment or attendance, the greater the state financial aid. Helping homeless students enroll in school increases student enrollment. Working to increase school attendance of truant students increases average daily attendance. School social workers can use available state aid formulas (a school district business office will have this information) to actually calculate how much revenue they are generating for a school district.

Other ways school social workers generate revenue for school districts include Medicaid reimbursement for school-based services, grants, enrollment of income-eligible students in free and reduced lunch and breakfast programs, and (in some states) categorical aid.

The concept that employees actually generate revenues for school districts is generally foreign to school boards, but this knowledge will have a profound impact on its members if the documenting data is shared with them. Be sure to help them “connect the dots,” i.e., hiring more school social workers will generate more revenues for the school district, while cutting school social work services may also reduce revenues.

4. Determine what data is already collected and available. Use that whenever possible.

Schools collect a great deal of student information that can be accessed in either individual or aggregate forms without the administration of additional tests, checklists, etc. Examining existing school records before and after interventions to determine if changes occurred in any of these factors is a simple and straightforward method of outcome evaluation.

5. Design your outcome evaluation system to match the scope of your school social work services.

If your services target individual students, the data you choose to collect and use should be related to those same students. If your services involve a school-wide intervention, then your chosen data should reflect school-wide changes, e.g., aggregate student data.

6. When designing your outcome evaluation system, be sure to involve others in the school-community who will be involved in providing and gathering the data.

This means talking to teachers, other pupil services providers, secretaries, teacher aides, police liaison officers, anyone who either will be asked to provide new information, e.g., through a checklist, or to provide help with accessing existing data, e.g., attendance or discipline records. Be sure to have the support of the people you will have to depend upon to implement your outcome evaluation system. Ideally, activities of all pupil service providers within the school district (or at least the school building) are designed, implemented and evaluated on a collaborative basis.

7. Make sure the variables you decide to evaluate are the correct ones, i.e., the variables will accurately reflect changes in the behaviors, knowledge, and/or skills the school social work service is designed to impact.

Clearly, if you are trying to reduce truancy, the primary variable is school attendance. Other times, it may be harder to determine what variable(s) will be affected by the intervention. For instance, family interventions may not initially yield readily apparent changes in school performance. In situations like that, look for variables that have consistently been shown over time through research to significantly impact student achievement, e.g., increased parental involvement, students eating breakfast prior to school on a regular basis. Use of evidence-based practices will give more credibility to the intervention and your audience will be more likely to attribute positive changes in data to your school social work services.

Another method is to simply use a “common sense” approach, e.g., a student who reduces the amount of time he/she falls asleep in class is better able to pay attention to classroom instruction. If classroom performance improves over the time frame when the student sleeps less in class, the average person will conclude that the improvement is (at least) substantially due to the intervention that reduced the sleeping time in class.

Ultimately, the variables chosen to evaluate should have a clear link to students’ improved school performance. The easier it is for your audience to see how these variables were

affected by your school social work services, the more likely they will attribute the changes to your work.

8. Whenever possible, gather data on multiple variables from multiple sources.

There is an old saying, “Don’t put all of your eggs in one basket.” It holds true for evaluation, as well. You have a much better chance of demonstrating the impact of your school social work services if you are looking for changes in more than one variable and are gathering this information from more than one person or source.

9. Do not try to evaluate everything you do. Rather, select at least one program or service to evaluate and do it well.

You are better off having solid outcome data on a single aspect of your school social work services that clearly demonstrates a benefit valued by your school board than to have evaluation data “a mile wide and an inch deep” that can be easily dismissed or ignored. You do not want to lose credibility with your audience, because once you do, you may find it very hard to regain.

10. Keep the KIS rule in mind: Keep It Simple. Your outcome evaluation system should be simple, easy to implement, and based upon common sense evident to people outside pupil services and education.

Your audience is not a group of university professors or the editors of a professional journal. If your outcome evaluation system can only be understood by someone trained in evaluation, then you may have trouble communicating what data you collected and how you did it to school board members. In addition, you may have difficulty gaining the support of fellow school and community colleagues to carry out the evaluation, if they think it is too complicated. It is not necessary to design an outcome evaluation system with treatment and comparison groups. Simply looking at pre and post data, where it is reasonable to believe your school social work intervention had a significant and tangible impact, can be sufficient.

11. Make sure your evaluation does not treat groups differently.

Evaluation processes and measures should be culturally sensitive and data should not be collected in a way that would treat students differently or bias the data based upon gender, race, socioeconomic status or any other factors that could be discriminatory.

12. Make sure the instrument(s) used, if any, will accurately measure the targeted behaviors, knowledge, and/or skills.

As noted above, use of instruments can be avoided by using existing data that is already collected by the school or the greater community. If it is necessary to use an instrument, try to select an existing one that, if not formally evaluated, has at least been field-tested in some type of systematic manner, and can be administered over time with reliability. However, if nothing is available, do not hesitate to design your own instrument, especially if your

evaluation outcome system is simple and straightforward.

13. Share your evaluation results with administration, the school board, and the community at least annually.

Do not wait until school social work services are proposed to be cut or eliminated to let people know about the effectiveness of school social work services. At that point, it will appear to be self-serving, i.e., done only to protect your job, and your information may be dismissed by school board members who may have no choice but to somehow reduce the operating budget of the school district.

You should be proactive and present your information at least once each year to the critical decision-makers in your school district. Be sure to present your evaluation data in a manner that best reflects the positive outcomes of your work. That will require examining different ways to analyze and summarize your data.

Mark Twain is attributed with quipping, “There are three kinds of lies: lies, damn lies, and then there’s statistics.” Clearly, it would be unethical to mislead anyone with a less-than-honest analysis of your data. Worse yet, if your audience learns that your presentation was misleading, your credibility will be lost indefinitely. However, be sure that your data analysis and presentation makes it easy for the audience to perceive the real impact that can and should be credited to your school social work services.

School board presentations should be relatively brief, i.e., 15 minutes or less, and to-the-point. Be prepared for questions but do not continue to talk to “fill the silence” if there are none. Likewise, handouts should be short and easy-to-understand. Bullet points and simple graphs are excellent formats. More detailed information may be requested, so be ready to respond accordingly with follow-up materials.

14. Use the evaluation data to improve your school social work services.

While outcome evaluation can help document the critical value of particular services and instruction, it should also be used to help improve your school social work practice. If the data is telling you that your services are not having the desired impact, rather than becoming defensive or simply continuing to do what you have always done, you need to take a serious look at your interventions and consider how you can become more effective. For instance, if you are providing small group counseling to middle school students with poor attendance and their school attendance is not improving, you need to examine what you should be doing differently to better meet these students’ educational needs.

Are you implementing a strategy in an ineffective manner? Should you stop doing one strategy and start another? Would efforts targeting systemic change yield more benefit? Use the data to help inform these questions. Study the literature to learn what strategies have the most empirical support for their efficacy. Social workers have an ethical responsibility to their clients and their employers to ensure that they are being as effective as they can be.

How to Develop your Local Evaluation Plan

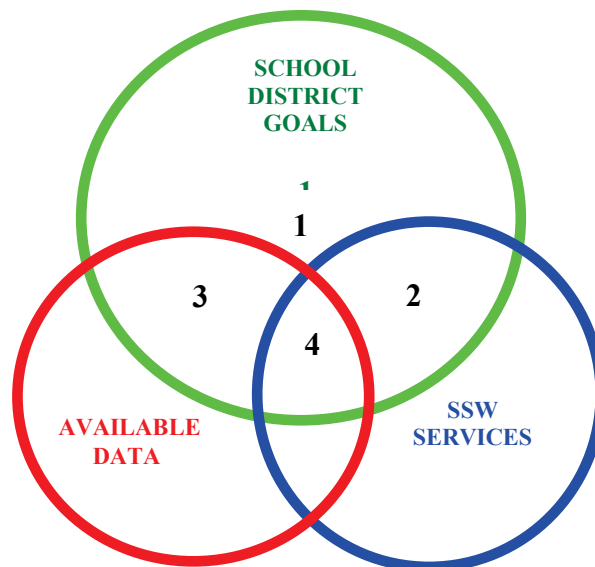
Development of outcome evaluation plans for pupil services traditionally has followed these basic steps:

1. operationally define the services provided,
2. identify the desired outcome(s) of those services that will be measured,
3. identify and select (or develop) empirically sound method(s) to measure the accomplishment of the desired outcome(s), and
4. gather and analyze the data to assess the level of success following implementation of the intervention.

It is the last two steps that can be most daunting and resource-consuming. Even if the expertise, funding and time is available to implement all four steps, there is no guarantee that a school board will value the outcomes of these services, because they may not match board members' priorities.

What follows is a step-by-step process which includes some of the steps above, but is still fundamentally different from traditional outcome evaluation. Rather than starting with and focusing on the school social work services provided and the desired outcomes, this process seeks to identify the congruity between the school district's goals, the readily available data collected by the school district, and the school social work services. This helps increase the likelihood the identified outcomes will be valued by the school board and reduces the time and resources necessary to implement the outcome evaluation plan.

Figure 1



The process that follows is limited to the planning necessary to identify 1) critical data indicators, which are readily available or easily obtainable, and are of value to the important decision-makers in school districts, and 2) how this data can be used to support the effectiveness of school social work services. The first four narrative steps of this process described below are

represented by the corresponding numbers in Figure 1. The intersection of all three circles identifies the *data collected by a school district* that represents *progress on one or more of the school district's goals*, and reflects *the positive impact of at least some portion of school social work services*.

1. Who is your audience? What stakeholders are you trying to influence? To whom will you present the findings of your outcome evaluation? What does your audience value? What established priorities or goals does your audience have?

Your audience should be the people to whom you are accountable at the highest level. With few exceptions, this will be your higher-level school administration and school board. Building principals and directors of pupil services generally understand and value the contributions of school social workers, because they see the impact of these services in their daily work. However, these are not the people who ultimately determine staffing levels in school districts.

The demonstrated positive outcomes of your school social work services need to be consistent with what your audience thinks is important for your school district to accomplish. Almost all school districts have written goals they use as benchmarks to determine if they are making progress in identified priority areas, e.g., academic achievement, graduation rates, attendance rates, parent involvement.

Social workers use a variety of strategies to engage their clients. If a client believes your services will not benefit her/him, the client is much less likely to commit to the helping relationship. Similarly, you must engage your audience by showing that your school social work services positively impact something that they value.

Your audience and its goals are represented visually by the School District Goals circle in Figure 1.

2. Which one or more of your audience's established priorities or goals do your school social work services tangibly and significantly impact?

Outcome evaluation is not about counting how many home visits were made, support groups were facilitated, or developmental histories were completed, although this kind of data is relatively easy to collect and is useful in documenting what you do. Data collection can help you document what tangible, positive changes have occurred that are to a substantial (or at least partial) degree due to the provision of your school social work services.

Another way to look at this is to ask yourself, if my school social work services were not provided, would less progress be made on any of the school district's priorities or goals?

Once again, this question should be asked consistent with the scope of your intervention, i.e., individual students vs. a school-wide program.

This is a critical step in the process and you need to set a high standard for which one or more of the school district goals you believe are *tangibly and significantly* impacted by your school social work services. The greater the impact of your school social work services on any given goal, the more power and influence your results will have on your audience.

The school social work services that tangibly and significantly impact one or more school district goals are represented by the intersection of the School District Goals and School Social Work Services circles in Figure 1. The more of your school district's goals your school social work services tangibly and significantly impact, the greater the extent of the overlap between these two circles. It is important to note the degree of overlap of these two circles may vary significantly from Figure 1. Ideally, the entire School Social Work Services circle would be within the School District Goals circle. If you find that your school social work services do not impact any of the school district's goals or priorities, i.e., Circles 1 and 2 do not intersect at all, you should ask yourself: Am I truly providing *school* social work services, or am I providing social work services that a community-based social worker might provide if assigned to my school(s)?

3. What data does your school system presently collect that can help document progress on your audience's priorities and goals? What data is available to you? What data is easily obtainable?

School districts collect a great deal of data and much of it is longitudinal, allowing retroactive analysis to evaluate progress. Examples are grades and grade point averages, attendance, tardies, suspensions, expulsions, retentions, a variety of demographic information, at risk students, passing/failing students, academic credits, students receiving awards, results of attitude surveys, abuse and neglect referrals, extracurricular violations, detentions, graduates/dropouts, school age parents, student mobility, disciplinary and law enforcement referrals, 504 students, special education referrals/placed/dismissed, use of student assistance program groups, test scores, parents attending conferences and meetings, students receiving free and reduced hot lunch, students involved in extracurricular activities, and conduct grades and classroom work habits from report cards.

It is important to take the time to make an exhaustive list of available and easily obtainable data from which you can choose in Step #4. Working with a small group of people (rather than individually) will probably generate a longer list. This will give you more data to choose from in Step #4.

This data is represented by the intersections of the School District Goals and Available Data circles in Figure 1.

4. Which of the identified data are appropriate indicators of the success or progress of one or more of your school social work services?

Of the data you have listed in Step #3, which are *significantly and tangibly* impacted by your services? The more reasonable it is for your audience to believe that your services impact the

data you are presenting to them, the more likely it is they will conclude the positive changes in the data are (at least, in part) attributable to your services.

This data is represented by the intersection of all three circles in Figure 1.

5. Which of the identified data indicators from Step #4 that a) address one or more of your audience’s priorities and b) are significantly and tangibly impacted by one or more of your services, will you use and analyze?

At this point in the process, you should have a manageable list of data from which to choose. Which are easiest to access? Which will be most compelling to your audience? On face value to your audience, which data are most impacted by the provision of your school social work services? These are the questions that should guide your final decisions in the development of your outcome evaluation plan for your school social work services. Be sure you are able to describe the rationale you will use to link each type of data to your school social work services.

Example

What follows is a simple example of how school social workers in a school district might follow this process. It is recommended that initial attempts to implement this process be modest and used to help identify critical data that are most indicative of the positive impact of school social work services. Once this is determined, more ambitious evaluation plans can be undertaken.

Step #1 - Like many school districts, the Anywhere School District is experiencing financial challenges. While building principals and the pupil services director are very supportive of school social work services, the school board and upper administration appear to see these services as being peripheral to the school district’s goal of raising academic achievement levels of all students, especially those scoring lower on state-mandated, standardized tests. The school social workers decide to attempt to document positive outcomes of their school social work services that are strongly related to one or more of the school district’s long-range goals.

Step #2 - The school board annually reviews data related to each of the district’s long range goals to assess progress. One of the priority goals of the school district is to increase student attendance. The school social workers decide to focus their evaluation efforts on this goal.

Step #3 - The school social workers make an exhaustive list of data that their schools collect related to attendance.

Step #4 - From all of the data sets that the school social workers brainstormed, the primary data the school social workers decide to collect is attendance, tardiness, and chronic truancy. However, they also hypothesize that if the attendance of the students they serve improves, their academic achievement is likely to improve, as well.

Step #5 - As a way of “field testing” their evaluation plan, the school social workers decide to initially limit their data gathering to one of the middle schools. Data will be analyzed for each

student receiving significant school social work interventions for the school quarters prior to, during, and following the services. Attendance and tardiness figures are stored on a computer in the school's office; the school social workers obtain administrative permission to access this information periodically. They already monitor all chronic truancy referrals and can easily include this data in their evaluation plan. The school has an established system where all middle school teachers enter the academic achievement data, i.e., scores on homework assignments, quizzes and tests, of each of their students in a computerized database. Teachers agree to periodically print out this information for each identified student and share it with the school social workers in exchange for receiving a summary of the analyzed data.

Closing Comments

Please note and remember that this evaluation system will work regardless of what kind of school social work services are provided. In the example just given, the intervention could be home visits, small groups for truants, neighborhood "sweeps" by law enforcement, tangible incentives for improved attendance, or any other strategies. For the purposes of the evaluation, the focus is on the data identification, collection and analysis, not on the school social work services.

Increased accountability, especially related to academic achievement, is becoming the norm in education. Standardized tests and fiscal limits on school districts are combining to focus the attention of school boards on instruction and services that they perceive as directly impacting academic achievement, sometimes at the expense of other services which may consequently be perceived as more peripheral and less important.

School social workers need to document positive, academic-related outcomes for students that are due, at least in part, to the provision of their work. These outcomes need to be valued by the school board and administration if these people are to believe school work services are core and fundamental to what schools do to help students be successful.

Efforts to demonstrate how school social work services meet state and federal mandates and generate revenues for local school districts can also elevate the critical importance of school social work services in the eyes of school board members and school administrators.

School social workers are encouraged to consider the suggestions and process outlined in this paper to develop their own outcome evaluation plan using readily available data gathered by their respective school districts that reflects progress on their school districts' goals and is indicative of the significant and positive impact of their services.

Attached is an Outcome Evaluation Plan template that can be used to identify and record each of these steps in a simple, straightforward manner. Having a written plan may help engage needed partners and enhance commitment to the plan.

This paper is a revision of another article by the same author entitled *Outcome Evaluation of School Social Work Services* (September, 1999) published by the Wisconsin Department of Public Instruction as part of the Wisconsin School Social Work Practice Guide. (2005, 2006)

Portions of another paper by the author, *Revenues Generated by School Social Work Services*, and published in the same Guide are also used. The Wisconsin School Social Work Practice Guide can be found at www.dpi.wi.gov/sspw/socialwork.html.

In addition to working as the State Consultant for School Social Work Services at the Wisconsin Department of Public Instruction since 1997, the author is in his fifth year serving on the Stoughton Area School District Board of Education and his fourth year as the President of the Board. This experience has given him a profoundly different and helpful perspective regarding how school social workers can and should share information with these important, local school district officials.

Questions and comments can be directed to the author at (608) 266-0963 or nic.dibble@dpi.wi.gov.

Outcome Evaluation Plan

Selected Goal/Priority _____ **Date** _____

Data Collection: What? Where? When? How often? How long? Who will help? Is some type of data collection instrument needed? If so, what? Do I/we need to create one?

Data Analysis: When? Who? How?

Presentation of Analyzed Data: To Whom? How? Who? When?

Data Source #1

Data Source #2

Data Source #3

School Social Work Association of America Resolution



School Social Worker Staffing Needs

SSWAA recommends that the ratio of Master of Social Work (MSW) level school social workers to students be 1:400.

Social, emotional, and behavioral problems are creating barriers to educational success for an increasing number of students. According to the National Mental Health Association, fewer than one in five of the 17.5 million children in need of mental health services actually receive the needed services. SSWAA believes the number of school social workers must be significantly increased in order to adequately and appropriately meet the needs of all students.

In order to more effectively assist students' focus on learning, remove barriers to achievement, decrease school violence, and improve the school climate for all students and staff, SSWAA supports a maximum ratio of one school social worker to 400 students (1:400). SSWAA believes adherence to this maximum ratio is essential if school social workers are to provide effective services and be viewed as a valuable member of the school's interdisciplinary team.

The scope of responsibilities and involvement of the school social worker is broad:

- Prevention and intervention services (strengthening school systems, fostering healthy climates)
- Assessments (special education evaluations, functional behavior, manifestation determinations, behavior interventions, mental health)
- Counseling services (individual, group, and family counseling; alcohol and drug counseling)
- Consultation (classroom observations, teacher consultations, case conferences, consultation with administration on program needs)
- Parent and community liaison (home-school-community liaison, engaging community in student success, home visits)
- Reducing violence (child abuse recognition and reporting, crisis intervention, peer mediation, anger management, bully proofing)
- Referrals and Collaboration (linking students to community resources, collaborating with outside agencies)

- Assuring compliance with federal mandates (504 staffing, IDEA compliance, Medicaid documentation)
- School involvement (classroom presentations, school-wide assembly presentations, participation in school committees)
- Training (social skills training, parenting skills, staff in-service, parent-teacher organization training)

In addition, school social workers are responsible for the planning, evaluation, and documentation associated with all of the above.

SSWAA recognizes that many school social workers are currently responsible for several times the recommended number of students, and this demand severely impacts their ability to provide adequate services to all students. In addition, SSWAA recognizes that some situations will require a lower staff-to-student ratio than the suggested 1:400 ratio. The optimal staffing ratio is dependent upon a number of variables such as the socioeconomic status of the community, the resources of the educational system, and the characteristics of the student population: factors that can converge to seriously compromise delivery of services to students. Therefore, in situations where a large percentage of the school social worker's caseload is comprised of students with heightened levels of needs or risk (e.g., physically challenged, developmentally delayed, economically disadvantaged students, or at-risk students), a significantly lower staff-to-student ratio is required in order for the school social worker to effectively deliver needed services.

Historically, ratios of school social workers to students were published by the National Council of State Consultants for School Social Work Services (*School Social Work Journal*, Fall 1981, Vol. VI No. 1) and included in the 1992 NASW Standards for School Social Work Services (Appendix A, pp. 18-19) and provided as guidelines to school districts as they considered staffing needs. SSWAA is committed to ongoing exploration of the ratio issue in the interest of determining best practices based on research and collective practice wisdom.

Revised and Approved by the SSWAA Board of Directors
August, 2005

A Lifeline for Troubled Students: School Social Workers Deal with a Wide Range of Social, Emotional, and Academic Issues

American School Board Journal, December 2005

By Susan Black

What do school social workers do? And how are they different from school counselors? I decided to find out, making a city middle school my first stop.

The assistant principal who showed me to a cubby-sized office shared by two social workers wasn't surprised to find empty desks. "They bounce all over," he explained, pointing to a whiteboard where the social workers had jotted their morning appointments. One was meeting with a pediatric nurse about a severely asthmatic child, and the other was visiting a family that had adopted a child who was hearing impaired.

The National Association of Social Workers says these professionals' days are filled with a steady stream of students who need help. A focus group of New York City's school social workers, convened by NASW in May 2004, said referrals from teachers, principals, and parents consume much of their time. On top of that, many troubled kids stop school social workers in hallways or show up at their office pleading for help.

Much of their work requires stamina, patience, and quick thinking. A high school social worker in the focus group described a "fast-paced, typical morning" in her 4,000-student school, during which she worked with a teen suffering from depression, a girl who was being sexually harassed, a group of gay and lesbian teens who were being taunted by other students, a teen who was about to move from foster care to her father's custody, a girl who had deep self-inflicted wounds, and a group of rebellious kids who persistently cut classes.

Working with younger students can be just as challenging -- and equally exhausting. A prekindergarten social worker said she's on call to soothe 4-year-olds' fears and calm their tantrums. Another told of working with a pediatric neurologist and an occupational therapist to help a particularly "disruptive and occasionally dangerous 6-year-old boy" settle down and learn with his first-grade classmates.

Clearly, as Susan Miller points out on the Career Counselor page of the *Los Angeles Times* website, "some school social work duties overlap with the duties of school counselors." But, she says, "unlike school counselors, school social workers generally do not deal with career and academic advising. They use their expertise in psychosocial systems to make sure that a student's support system is functioning well."

Providing a safety net

A veteran social worker in northern Michigan told me students appear in her office with problems that were almost unheard of a few years ago. "I never dreamed that I would be working with kids -- some as young as 12 -- who are addicted to gambling," she said. "And I never foresaw the day when kids would show up with self-inflicted cuts from knives and razor blades, and burns from matches, cigarettes, and even torches."

Dream on.

School social workers told the NASW focus group that they routinely tackle problems like these, plus other “dreaded realities,” such as domestic violence, gang violence, and child abuse. Kids who experience these problems usually are too upset to learn. Passing tests and getting high grades are often the last things on their minds.

Many school social workers faulted school leaders for demanding high test scores but ignoring realities that interfere with kids’ learning. “My school defeats its own purpose,” one said, referring to her principal’s single-minded emphasis on state tests. “He doesn’t understand that reaching out and rescuing kids in crisis would help raise our school’s overall achievement.”

Rescuing kids often means providing a safety net and, in dire cases, a lifeline, says Patricia Sullivan, a social worker in the New York City schools. She furnished much-needed help for a 15-year-old boy who attempted suicide to escape his father’s brutal beatings. She worked with the boy for three years, until he marched across the stage at his high school graduation.

And she provided a safety net for a 12-year-old girl who tried to save her brother as he lay dying from a gunshot wound. Sullivan picked up where other agencies left off -- including those that provided psychiatric care and medication -- and gave the girl ongoing emotional support and encouragement. Now the girl is about to graduate from college with honors. She signed a thank-you note to Sullivan, “All the achievements I make, we make.”

A changing profession

A social worker I spoke with described how she sorts out problems.

“It’s simple,” she explained. “If it bleeds, I use speed. If it can wait, I set a date.” Moments later a teacher called on her office “hot line,” and she rushed off to investigate bruises and welts on a third-grader’s neck and shoulders. As she left, I wondered how she -- and other social workers like her -- would cope with proposed changes in their profession.

Andy Frey of the University of Louisville and David Dupper of the University of Tennessee-Knoxville describe an emerging theory that has school social workers “targeting systems rather than students.” (See sidebar.) In the new model, social workers would be expected to work side-by-side with school leaders to:

- Improve their school’s culture and climate;
- Establish and communicate standards for acceptable school behavior;
- Design and promote classroom programs that blend academic and social learning;
- Eliminate school barriers to learning, such as tracking and ability grouping; and
- Abolish zero tolerance and other policies that contribute to high dropout rates. (See “Beyond Zero Tolerance,” September 2004).

Judith Shine, president of the School Social Work Association of America, agrees that school social workers need to do more than deal with “crisis after crisis.” Shine urges the group’s members to be “change agents” for students, families, and school systems.

In a 2003 resolution titled “Helping Students Stay in School,” the association recommends tackling “systemic barriers to learning and graduation.” Social workers can reduce the number of dropouts, SSWAA says, by developing systemwide plans and programs such as:

- Curriculum-based lessons on social skills and life skills;
- Mentoring programs;
- Alternative routes to earning high school credits;
- Career and technical skills training;
- Learning opportunities based on different learning styles;
- Smaller school and class sizes;
- Smooth transitions for students; and
- School-community collaboration.

Identity problems

Social workers understand kids, but do they understand systems? Are they willing and able to step up to whole-school reforms? So far, the answers aren’t encouraging.

For starters, says Kristine Tower with the University of Nevada, Reno, school social workers need to overcome an “image crisis” that keeps them sidelined in many schools.

In her 2000 study of social workers in Nevada’s 17 school districts, Tower found that special education teachers and administrators are more positive about counselors and psychologists than they are about social workers. She also found that many teachers view their school’s social workers as outsiders.

Jacqueline Agresta, a social worker with New York’s Long Beach City School District, reports a similar identity problem. Few administrators “know what social workers do,” she says. As a result, many administrators place higher value on school counselors and psychologists.

And Agresta turned up another serious barrier to recasting social workers as districtwide change agents: Most social workers, she says, don’t want to change. Her 2004 study shows that social workers would rather spend more time on individual and group counseling and less time on consultation with teachers, administrators, and community agencies.

The Medicaid connection

The way many school social workers are paid is another serious problem.

Frey and Dupper report that 95 percent of the school social workers in New York, Illinois, New Jersey, and Michigan are paid, at least in part, through special education funds. Many school districts receive Medicaid reimbursements for social work services such as providing treatments outlined in special education students' IEP treatment plans and referring students to outside agencies for evaluations, therapy, and medication.

Medicaid reimbursements for mental health services are likely to "keep school social workers entrenched" in special education, Frey and Dupper contend. Several states allow social workers to accept Medicaid funds only for counseling services, a restriction that limits them from working on school reform initiatives.

Frey and Dupper are wary of some Medicaid stipulations. For example, requiring social workers to pull kids out of classrooms for individual or small group counseling is "sporadically effective." And targeting services only for students who meet specific psychological criteria means general education students receive fewer social work services.

Many school social workers see Medicaid reimbursements as an "enticing option," but Frey and Dupper say it's an option they should "pursue cautiously." That's wise advice, given that Medicaid could, sooner or later, put a time limit on reimbursements.

It's hard to see what's ahead for school social workers, but I hope the profession can overcome these problems for its own good -- and for the good of the kids who rely on them for help.

Susan Black, an ASBJ contributing editor, is an education research consultant in Hammondsport, N.Y.

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Liability Protection

School social work practice is challenging for a variety of reasons, one of which being a level of professional risk in circumstances where parents or other individuals responsible for students object to services provided or the outcomes related to services provided. While social workers are expected to accept a certain level of professional and personal risk in their professional practice, there are some steps school social workers and other pupil services professionals can take to minimize their liability risk. These steps fall into three categories:

- legal,
- policy, and
- group practice.

State and federal statutes provide some immunity from civil and/or criminal liability for actions and/or inactions. Clearly, educators face many other situations where the law is silent regarding immunity from liability. In those circumstances, a school district may afford a level of protection to its employees by establishing policies and procedures that guide how specific situations will be handled. Finally, if there is no local policy approved by the school board, school social workers and other pupil services professionals who provide related services can meet and agree what procedures will be followed in given circumstances.

In civil lawsuits where an individual professional or group of professionals are alleged to have engaged in inappropriate conduct, the typical standard of care the court will apply is what an ordinary, reasonable, and prudent professional, with the same or similar training, would have done under the same or similar circumstances. Consequently, when there is no legal immunity from liability concerning a particular activity, it is helpful to have established procedures that all involved school professionals will follow in given circumstances, in order to establish a local “standard of care.”

Legal Protection

School staff who in good faith attempt to prevent a student suicide are immune from civil liability.

118.295 Suicide intervention; civil liability exemption. Any school board, private school, county children with disabilities education board or cooperative educational service agency, and any officer, employee or volunteer thereof, who in good faith attempts to prevent suicide by a pupil is immune from civil liability for his or her acts or omissions in respect to the suicide or attempted suicide. The civil liability immunity provided in this section is in addition to and not in lieu of that provided under s. 895.48 (1).

A pupil services professional or designated school staff member who discloses or fails to disclose information regarding a student’s self-disclosed AOD concerns is immune from civil liability.

118.126 Privileged communications.

(2) A school psychologist, counselor, social worker or nurse, or any teacher or administrator designated by the school board who engages in alcohol or drug abuse program activities, who in good faith discloses or fails to disclose information under sub. (1) is immune from civil liability for such acts or omissions. This subsection does not apply to information required to be reported under s. 48.981.

Any person making a report of suspected child abuse or neglect in good faith is immune from civil and criminal liability.

48.981 Abused or neglected children and abused unborn children.

(4) Immunity from liability. Any person or institution participating in good faith in the making of a report, conducting an investigation, ordering or taking of photographs or ordering or performing medical examinations of a child or of an expectant mother under this section shall have immunity from any liability, civil or criminal, that results by reason of the action. For the purpose of any proceeding, civil or criminal, the good faith of any person reporting under this section shall be presumed. The immunity provided under this subsection does not apply to liability for abusing or neglecting a child or for abusing an unborn child.

A school administrator, principal, pupil services professional or teacher is not liable for referring a student to law enforcement authorities for alcohol- or drug-related offenses.

118.257 Liability for referral to police.

(1) In this section:

(a) "Controlled substance" has the meaning specified in s. 961.01 (4).

(am) "Controlled substance analog" has the meaning given in s. 961.01 (4m).

(at) "Delivery" has the meaning given in s. 961.01 (6).

(b) "Distribute" has the meaning specified in s. 961.01 (9).

(c) "Pupil services professional" means a school counselor, school social worker, school psychologist or school nurse.

(d) "School" means a public, parochial or private school which provides an educational program for one or more grades between grades 1 and 12 and which is commonly known as an elementary school, middle school, junior high school, senior high school or high school.

(2) A school administrator, principal, pupil services professional or teacher employed by a school board is not liable for referring a pupil enrolled in the school district to law enforcement authorities, or for removing a pupil from the school premises or from participation in a school-sponsored activity, for suspicion of possession, distribution, delivery or consumption of an alcohol beverage or a controlled substance or controlled substance analog.

State and federal law does not explicitly provide immunity from liability for disclosures related to health and safety emergencies. However, by allowing confidential information to be shared under these circumstances without written consent, the implication is a school staff member is expected to act in these situations and could be held liable for failure to disclose information that could prevent or alleviate a health and safety emergency.

118.125 Pupil Records

(2) Confidentiality. All pupil records maintained by a public school shall be confidential, except as provided in pars. (a) to (p) and sub. (2m). The school board shall adopt regulations to maintain the confidentiality of such records.

(p) A school board may disclose pupil records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual.

Sec. 99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by Sec. 99.30 if the disclosure meets one or more of the following conditions:

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in Sec. 99.36.

(Authority: 20 U.S.C. 1232g(a)(5)(A), (b)(1), (b)(2), (b)(4)(B), and (f))

[53 FR 11943, Apr. 11, 1988; 53 FR 19368, May 27, 1988, as amended at 58 FR 3189, Jan. 7, 1993; 61 FR 59296, Nov. 21, 1996]

Sec. 99.36 What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in this Act or this part shall prevent an educational agency or institution from--

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) Paragraphs (a) and (b) of this section will be strictly construed.

(Authority: 20 U.S.C. 1232g (b)(1)(I) and (h))

[53 FR 11943, Apr. 11, 1988; 53 FR 19368, May 27, 1988, as amended at 61 FR 59297, Nov. 21, 1996]

Policies Approved by Local School Board

One of the most fundamental and important responsibilities of local school boards is to establish policies that provide direction to administrators and other local school officials concerning what should be done in specific circumstances. For instance, a school board could establish a policy that states if a student is suspected of being suicidal, the building crisis team will follow an established set of procedures that include an interview with the student, contact with the student's teachers and friends, contact with the family, and referral to community mental health professionals and law enforcement, as appropriate. Typically, these policies are drafted by qualified local school district officials and then approved by the school board.

Group Practice Decisions

When no policy exists, it is still possible for school social workers and other pupil services professionals to create some measure of liability protection by developing a standard of care through a group practice decision. Simply stated, the school-based mental health professionals (who have certain responsibilities in specific circumstances) meet and collectively agree how they will all handle a given situation, e.g., suicide risk screening. This group practice decision should be based upon reputable professional sources, identified best practices in the literature, and the pupil services professionals' expertise.

Individual Practice Decisions

School social workers make individual practice decisions daily. It is not possible, nor advisable, to have school district policies or group practice decisions that cover everything that a school social worker does. However, for practice decisions that have a relatively higher possibility of civil litigation should parents' prove to be dissatisfied with an outcome, school social workers may wish to consider the alternatives listed above to create a measure of liability protection.

School Social Work and Related Services as Delineated within Federal Law

Elementary and Secondary Education Act (ESEA), also know as No Child Left Behind (NCLB)

20 USC 6322. Sec. 1102B. Coordination Requirements.

(a) IN GENERAL – Each local education agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs such as the Early Reading First program.

(b) ACTIVITIES. – The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible, other entities carrying out early childhood development programs, such as the Early Reading First program, serving children who will attend the school of the local educational agency, including, -
(2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood development programs such as the Early Reading First program, as appropriate, to facilitate coordination of programs;

20 USC 2171. Sec. 4151. Definitions.

(9) SCHOOL BASED MENTAL HEALTH PROVIDER. – The term “school based mental health provider” includes a State licensed or State certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide such services to children and adolescents.

(10) SCHOOL PERSONNEL. – The term “school personnel” includes teachers, principals, administrators, counselors, social workers, psychologists, nurses, librarians, and other support staff who are employed by a school or who perform services for the school on a contractual basis.

20 USC 7245. Sec. 5421. ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS.

(a) GRANTS AUTHORIZED. –

(2) SPECIAL CONSIDERATION. – In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that –
(A) demonstrate the greatest need for new or additional counseling services among children in the school served by the local educational agency, in part by providing information on current ratios of students to school counselors, students to school social workers, and students to school psychologists;

(c) USE OF FUNDS. –

(2) REQUIREMENTS. –

(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;

(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-

service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;

(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and

(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

(e) DEFINITIONS. –

(5) the term “school social worker” means an individual who –

(A) holds a master’s degree in social work from a program accredited by the Council on Social Work Education; and

(B)(i) is licensed or certified by the State in which services are provided; or
(ii) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization.

(f) REPORT. – Not later than 2 years after assistance is made available to local education agencies under subsection (c), the Secretary shall make publicly available a report –

(1) evaluating the programs assisted pursuant to each grant under this subpart; and
(2) outlining the information from local educational agencies regarding the ratios of students to –

(A) school counselors;

(B) school social workers; and

(C) school psychologists.

20 USC 7442. Sec. 7122. PROFESSIONAL DEVELOPMENT FOR TEACHERS AND EDUCATION PROFESSIONALS.

(a) PURPOSES. – The purposes of this section are –

(2) to provide training to qualified Indian individuals to enable such individuals to become teachers, administrators, teacher aides, social workers, and ancillary educational personnel;

20 USC 7801. Sec. 9101. DEFINITIONS.

Except as otherwise provided, in the Act:

(36) PUPIL SERVICES PERSONNEL; PUPIL SERVICES. –

(A) PUPIL SERVICES PERSONNEL. – The term “pupil services personnel” means school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services as that term is defined in section 602 of the Individuals with Disabilities Education Act) as part of a comprehensive program to meet student needs.

(B) PUPIL SERVICES. – The term “pupil services” means the services provided by pupil services personnel.

Elementary & Secondary Assistance Act (ESEA), also known as No Child Left Behind (NCLB)

SEC. 4115. AUTHORIZED ACTIVITIES.

(b) LOCAL EDUCATIONAL AGENCY ACTIVITIES-

(2) **AUTHORIZED ACTIVITIES-** Each local educational agency, or consortium of such agencies, that receives a subgrant under this subpart may use such funds to carry out activities that comply with the principles of effectiveness described in subsection (a), such as the following:

(E) Drug and violence prevention activities that may include the following:

(vii) Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.

(x) Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

Part B — 21st Century Community Learning Centers

SEC. 4201. PURPOSE; DEFINITIONS.

(a) PURPOSE - The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that —

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students;

SEC. 5131. LOCAL USES OF FUNDS.

(a) INNOVATIVE ASSISTANCE PROGRAMS - Funds made available to local educational agencies under section 5112 shall be used for innovative assistance programs, which may include any of the following:

(14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group

counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.

Subpart 2 — Elementary and Secondary School Counseling Programs

SEC. 5421. ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS.

(a) GRANTS AUTHORIZED -

(2) SPECIAL CONSIDERATION - In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that —

(A) demonstrate the greatest need for new or additional counseling services among children in the schools served by the local educational agency, in part by providing information on current ratios of students to school counselors, students to school social workers, and students to school psychologists;

(c) USE OF FUNDS -

(2) REQUIREMENTS - Each program funded under this section shall—

(A) be comprehensive in addressing the counseling and educational needs of all students;

(B) use a developmental, preventive approach to counseling;

(C) increase the range, availability, quantity, and quality of counseling services in the elementary schools and secondary schools of the local educational agency;

(D) expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists;

(E) use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision-making, or academic and career planning, or to improve peer interaction;

(F) provide counseling services in settings that meet the range of student needs;

(G) include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and appropriate school personnel, including in-service training in appropriate identification and early intervention techniques by school counselors, school social workers, school psychologists, other qualified psychologists, and child and adolescent psychiatrists;

(H) involve parents of participating students in the design, implementation, and evaluation of the counseling program;

(I) involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;

(J) evaluate annually the effectiveness and outcomes of the counseling services and activities assisted under this section;

(K) ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students; and

(L) ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process.

Federal Register/Vol. 70, No. 118, Proposed Rules (for IDEA)

ss. 300.34 Related services.

(a) *General. Related services* means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also includes school health services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the IEP of the child, social work services in schools, and parent counseling and training.

(c) *Individual related services terms defined.* The terms used in this definition are defined as follows:

(2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(7) *Parent counseling and training* means –

- (i) Assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP.

(14) *Social work services in schools* includes –

- (i) Preparing a social or developmental history on a child with a disability;
- (ii) Group and individual counseling with the child and family;
- (iii) Working in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
- (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- (v) Assisting in developing positive behavioral intervention strategies.

20 USC 1432. Sec. 632. DEFINITIONS. –

As used in this part:

(4) Early intervention services. – The term “early intervention services” means developmental services that –

(E) include –

(xi) social work services;

(F) are provided by qualified personnel, including –

(vi) social workers;

Wisconsin Subpoenas & Court Orders Affecting Disclosure of Pupil Records

118.125 Pupil records.

(2) Confidentiality. All pupil records maintained by a public school shall be confidential, except as provided in pars. (a) to (p) and sub. (2m). The school board shall adopt regulations to maintain the confidentiality of such records.

(c)

1. The judge of any court of this state or of the United States shall, upon request, be provided by the school district clerk or his or her designee with a copy of all progress records of a pupil who is the subject of any proceeding in such court.

2. Names of dropouts shall be provided to a court in response to an order under s. 118.163 (2m) (b).

(f) Pupil records shall be provided to a court in response to subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency.

(L) A school board shall disclose the pupil records of a pupil in compliance with a court order under s. 48.236 (4) (a), 48.345 (12) (b), 938.34 (7d) (b), 938.396 (1) (d), or 938.78 (2) (b) 2. after making a reasonable effort to notify the pupil's parent or legal guardian.

118.163 Municipal truancy and school dropout ordinances.

(2m)

(a) A county, city, village or town may enact an ordinance permitting a court to suspend the operating privilege of a person who is at least 16 years of age but less than 18 years of age and is a dropout. The ordinance shall provide that the court may suspend the person's operating privilege until the person reaches the age of 18. The court shall immediately take possession of any suspended license and forward it to the department of transportation together with a notice stating the reason for and the duration of the suspension.

(b) A court may order a school district to provide to the court a list of all persons who are known to the school district to be dropouts and who reside within the county in which the circuit court is located or the municipality in which the municipal court is located. Upon request, the department of transportation shall assist the court to determine which dropouts have operating privileges.

48.236 Court-appointed special advocate.

(4) Authority. A court that requests a court-appointed special advocate program to designate a court-appointed special advocate to undertake the activities specified in sub. (3) may include in the order requesting that designation an order authorizing the court-appointed special advocate to do any of the following:

(a) Inspect any reports and records relating to the child who is the subject of the proceeding, the child's family, and any other person residing in the same home as the child that are relevant to the subject matter of the proceeding, including records discoverable under s. 48.293, examination reports under s. 48.295 (2), law enforcement reports and records under

938.396 (1) (a), court records under ss. 48.396 (2) (a) and 938.396 (2), social welfare agency records under ss. 48.78 (2) (a) and 938.78 (2) (a), abuse and neglect reports and records under s. 48.981 (7) (a) 11r., and pupil records under s. 118.125 (2) (L). The order shall also require the custodian of any report or record specified in this paragraph to permit the court-appointed special advocate to inspect the report or record on presentation by the court-appointed special advocate of a copy of the order. A court-appointed special advocate that obtains access to a report or record described in this paragraph shall keep the information contained in the report or record confidential and may disclose that information only to the court. If a court-appointed special advocate discloses any information to the court under this paragraph, the court-appointed special advocate shall also disclose that information to all parties to the proceeding. If a court-appointed special advocate discloses information in violation of the confidentiality requirement specified in this paragraph, the court-appointed special advocate is liable to any person damaged as a result of that disclosure for such damages as may be proved and, notwithstanding s. 814.04 (1), for such costs and reasonable actual attorney fees as may be incurred by the person damaged.

48.345 Disposition of child or unborn child of child expectant mother adjudged in need of protection or services.

(12) Education program.

(a) Except as provided in par. (d), the judge may order the child to attend any of the following:

1. A nonresidential educational program, including a program for children at risk under s. 118.153, provided by the school district in which the child resides.
2. Pursuant to a contractual agreement with the school district in which the child resides, a nonresidential educational program provided by a licensed child welfare agency.
3. Pursuant to a contractual agreement with the school district in which the child resides, an educational program provided by a private, nonprofit, nonsectarian agency that is located in the school district in which the child resides and that complies with 42 USC 2000d.
4. Pursuant to a contractual agreement with the school district in which the child resides, an educational program provided by a technical college district located in the school district in which the child resides.

(b) The judge shall order the school board to disclose the child's pupil records, as defined under s. 118.125 (1) (d), to the county department, department, in a county having a population of 500,000 or more, or licensed child welfare agency responsible for supervising the child, as necessary to determine the child's compliance with the order under par. (a).

938.34 Disposition of juvenile adjudged delinquent.

(7d) Education program.

(a) Except as provided in par. (d), order the juvenile to attend any of the following:

1. A nonresidential educational program, including a program for children at risk under s. 118.153, provided by the school district in which the juvenile resides.
2. Under a contractual agreement with the school district in which the juvenile resides, a nonresidential educational program provided by a licensed child welfare agency.
3. Under a contractual agreement with the school district in which the juvenile resides, an educational program provided by a private, nonprofit, nonsectarian agency that is located in the school district in which the juvenile resides and that complies with 42 USC 2000d.

4. Under a contractual agreement with the school district in which the juvenile resides, an educational program provided by a technical college district located in the school district in which the juvenile resides.

(b) The court shall order the school board to disclose the juvenile's pupil records, as defined under s. 118.125 (1) (d), to the county department or licensed child welfare agency responsible for supervising the juvenile, as necessary to determine the juvenile's compliance with the order under par. (a).

938.396 Records.

(1) Law enforcement records.

(d) *Law enforcement access to school records.* On petition of a law enforcement agency to review pupil records, as defined in s. 118.125 (1) (d), other than pupil records that may be disclosed without a court order under s. 118.125 (2) or (2m), for the purpose of pursuing an investigation of any alleged delinquent or criminal activity or on petition of a fire investigator under s. 165.55 (15) to review those pupil records for the purpose of pursuing an investigation under s. 165.55 (15), the court may order the school board of the school district, or the governing body of the private school, in which a juvenile is enrolled to disclose to the law enforcement agency or fire investigator the pupil records of that juvenile as necessary for the law enforcement agency or fire investigator to pursue the investigation. The law enforcement agency or fire investigator may use the pupil records only for the purpose of the investigation and may make the pupil records available only to employees of the law enforcement agency or fire investigator who are working on the investigation.

938.78 Confidentiality of records.

(2) Confidentiality; exceptions.

(b)

2. On petition of an agency to review pupil records, as defined in s. 118.125 (1) (d), other than pupil records that may be disclosed without court order under s. 118.125 (2) or (2m), for the purpose of providing treatment or care for an individual in the care or legal custody of the agency, the court may order the school board of the school district, or the governing body of the private school, in which an individual is enrolled to disclose to the agency the pupil records of the individual as necessary for the agency to provide that treatment or care. The agency may use the pupil records only for the purpose of providing treatment or care and may make the pupil records available only to employees of the agency who are providing treatment or care for the individual.

Special Education

Most school social workers in Wisconsin spend a significant amount of time working in the area of special education. The Special Education Team in the Department of Public Instruction maintains a website with an exceptional collection of information and resources. In order to make it easier to find what an educator is seeking, an alphabetical index has been established with electronic links to each topic. You can find this index at www.dpi.wi.gov/sped/tm-spedctopics.html. The home page of the Special Education Team is www.dpi.wi.gov/sped/index.html.

Adaptive physical education	Data
Adaptive skills resource guide	Day treatment services
Adequate yearly progress (AYP)	Deaf
Advocacy	Deaf-blind
Alternate assessment – WAA	Directory, Leadership Personnel
Alternative performance indicators	Disabilities
Assessment/accountability	Discipline
Assistive technology	Discretionary grants
Attention deficit disorder	Disproportionality in special education
Attention deficit hyperactivity disorder	Dropout statistics
Audiology	Due process
Autism	
	Early childhood
Blind	Educational environment code training
Bulletins	Educational environment statistics
	Educational audiology
Carry-over	Educational interpreting
Caseloads	EIPA
Categorical aids	Eligibility criteria
Chapter 115, Wis. Stats.	Emotional behavioral disability
Charter schools	Enrollment statistics
Child caring institution	ESEA – No Child Left Behind
Child count	Evaluation
Child find notice - Spanish, Hmong	Expulsion statistics
Cognitive disability	Extended school year
Complaints	
Comprehensive system of personnel development (CSPD)	Federal data
Consent for evaluation or placement	504, Section
Consultants	Flow-through grants
Cooperative Educational Service Agency	Forms, sample
Council on special education	Foster homes
Cross categorical	Functional behavioral assessment
Continuous improvement and focused monitoring systems (CIFMS)	Funding
	Governor’s Task Force on Educational Excellence

Graduation procedures	118.13, Wis. Stats.
Graduation rates	Open enrollment
Grants	Open enrollment statistics
	Opening Doors - transition
Hearing impairment	Orthopedic impairment
Hearings, due process	Other health impaired
High Cost Special Education Initiative	
Highly Qualified Teachers	Parent information
Home-based (home schooling)	Parent rights statement
Homebound	Physical education
Hurricane Katrina special education students	Physical therapy
	PI 11, Wis. Admin. Code
IDEA law and regulations	PI-1197-B, Pupil Nondiscrimination
Inclusion study	Compliance Report Form
Independent educational evaluation	Paraprofessionals in special education
Individualized education program (IEP)	PI-2197, Federal Data Collection
Information update bulletins	Placement
Inservice	Policies/procedures, model
Interim alternative educational setting (IAES)	Post High School Outcomes Survey
IAES statistics	Preschool grants
Interpreters	Preschool, service delivery
	Prevalence by disability statistics
Katrina, Hurricane – special education students	Private placement
Laws, special education	Private schools
Leadership, special education	Procedural safeguards
Leadership conference	Publications, special education
Leadership directory	Pupil nondiscrimination
Learning disability	Pupil records
Least restrictive environment	Pupil/staff ratios statistics
Licenses, special education	
Local Performance Plan (LPP)	REACH (Responsive Education...)
	Records
Maintenance of effort (MOE)	Referral statistics
Mediation	Regional service network (RSN)
Mental health day treatment services	Regulations, special education
Mission statement	Related services
Monitoring	Residential care centers (RCC)
	Response to intervention (RTI)
Need for special education	
Notice	Sample special education forms
No Child Left Behind - ESEA	School age parent
	School psychological services
Occupational therapy	Section 504
Office for Civil Rights (OCR)	Seclusion and Restraint Guidelines
	Significant developmental delay (SDD)
	Social work services

Special education paraprofessionals
Special education plan - See Local
Performance Plan
Special education reports
Specific learning disabilities
Speech/language
Staff list, Special Education Team
State improvement plan (SIP)
State Superintendent's Fall Leadership
Conference
State Improvement Grant (SIG)
State Performance Plan (SPP)
Summer school
Surrogate parent
Suspension statistics

Task force on caseloads

Training
Transfer pupils
Transfer students displaced by
Hurricane Katrina
Transition
Transportation
Traumatic brain injury

Visual impairment

Wisconsin Administrative Code
Wisconsin Alternate Assessment (WAA)
Wisconsin Center for the Blind and Visually
Impaired (WCBVI)
Wisconsin School for the Deaf (WSD)
WSPEI

Insert Annotated List of Empirically-Supported/Evidence-Based Interventions for School-Age Children and Adolescents (3 pages + 1 page)

Standards for Educational and Psychological Testing
by the American Educational Research Association (AERA),
American Psychological Association (APA), and
National Council on Measurement in Education (NCME)

Most publishers of assessment tools refer to the Standards for Educational and Psychological Testing. Four standards from the 1999 publication address the professional qualifications of individual test users.

Standard 13.10 - Those responsible for educational testing programs should ensure that the individuals who administer and score the test(s) are proficient in the appropriate test administration procedures and scoring procedures and that they understand the importance of adhering to the directions provided by the test developer.

Standard 13.11 - In educational settings, test users should ensure that any test preparation activities and materials provided to students will not adversely affect the validity of test score inferences.

Standard 13.12 - In educational settings, those who supervise others in test selection, administration, and interpretation should have received education and training in testing necessary to ensure familiarity with the evidence for validity and reliability for tests used in the educational setting and to be prepared to articulate or to ensure that others articulate a logical explanation of the relationship among the tests used, the purposes they serve, and the interpretations of the test scores.

Standard 13.13 - Those responsible for educational testing programs should ensure that the individuals who interpret the test results to make decisions within the school context are qualified to do so or are assisted by and consult with persons who are so qualified.

Assessment Instruments

The information below comes directly from the respective publishers unless noted otherwise.

Behavior Assessment System for Children, 2nd Edition (BASC-2)

Published by American Guidance Service (AGS) Publishing

This instrument is a comprehensive set of rating scales and forms, including the Teacher Rating Scales (TRS), the Parent Rating Scales (PRS), the Self-Report of Personality (SPR), the Student Observation System (SOS), and the Structured Developmental History (SDH). Together, they are designed to help understand the behaviors and emotions of children and adolescents.

This instrument may be purchased by:

- members of the American Psychological Association,
- members of the National Association of School Psychologists (non-student members only),
- members of the American Speech-Language-Hearing Association (for speech, language and auditory skills tests only),
- approved or accredited schools or colleges and government agencies,
- teachers with signed approval of an administrator (Level A and B tests only),
- graduate students with signed approval, and
- persons who are qualified at Level B or C.

Users must be qualified at Level C for the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP). For the Student Observation System (SOS) and Structured Developmental History (SDH), users must be qualified at Level B.

According to the manual, users are expected to have completed a recognized graduate training program in psychology; to have received formal academic training in the administration, scoring, and interpretation of behavior-rating scales and personality scales; and to have received supervised experience with such instruments. Most clinical, school, pediatric, counseling, neuro-, and applied developmental psychologists will have received such training.

It is not possible to determine solely by title, licensure, or certification who is qualified to use the BASC-2. A variety of other professionally trained or certified staff, e.g., psychometrists, educational diagnosticians, clinical social workers, psychiatrists, and pediatricians, might have received the necessary formal academic training and supervised experience to use instruments like the BASC-2.

Childhood Behavior Checklist (CBCL)

Published by Achenbach System of Empirically Based Assessment (ASEBA)

The Childhood Behavior Checklist (CBCL) obtains reports from parents, other close relatives, and/or guardians regarding children's competencies and behavioral and emotional problems. Parents provide information covering their child's activities, social relations, and school performance. The CBCL has items that describe specific behavioral and emotional problems,

plus open-ended items for reporting additional problems. Parents rate their child for how true each item is now or within the past six months using the following scale: 0 = not true (as far as you know); 1 = somewhat or sometimes true; 2 = very true or often true.

Eligibility to purchase ASEBA materials is determined on the basis of professional degree, licensing, relevant experience, and acceptance of the conditions indicated. Users of the CBCL are expected to have completed graduate training in standardized assessment of at least the Master's degree, plus thorough knowledge of the relevant manuals and documentation.

Parent, teacher, caregiver, and self-report forms are self-explanatory. No special qualifications are needed for administering these forms, beyond the tact and sensitivity that are necessary in all dealings with parents, teachers, caregivers, youths, and others. These forms require no more than 5th grade reading skills.

The proper clinical and research use and interpretation of the materials require knowledge of the theory and methodology of standardized assessment, as well as supervised training in working with the relevant kinds of clients. The training required may differ according to the ways in which the data are to be used.

Vineland Adaptive Behavior Scales (VABS)

Published by American Guidance Service (AGS) Publishing

The Vineland measures personal and social skills used for everyday living. This assessment provides critical data for the diagnosis or evaluation of a wide range of disabilities, including mental retardation, developmental delays, functional skills impairment, and speech/language impairment. This instrument has also been proven to be an accurate resource for predicting autism and Asperger syndrome, among other differential diagnoses. The Vineland covers a wide range of adaptive behaviors (communication, daily living skills, socialization, and motor skills).

This instrument may be purchased by:

- members of the American Psychological Association,
- members of the National Association of School Psychologists (non-student members only),
- members of the American Speech-Language-Hearing Association (for speech, language and auditory skills tests only),
- approved or accredited schools or colleges and government agencies,
- teachers with signed approval of an administrator (Level A and B tests only),
- graduate students with signed approval, and
- persons who are qualified at Level C.

The Vineland Manual states that the Survey and Expanded forms must be administered by a psychologist, social worker, or other professional with a graduate degree and training in interview techniques. Level C qualification is expected.

The Vineland also offers a Classroom form for children age 3 through 12. This form is a questionnaire booklet that is completed directly by a teacher.

Adaptive Behavior Assessment System (ABAS)

Published by the Psychological Corporation, a Harcourt Assessment Company

The Adaptive Behavior Assessment System (ABAS) is a complete assessment of adaptive behavior. The instrument 1) determines how the individual is responding to daily demands, 2) helps develop treatment and training goals and determine eligibility for services and Social Security benefits, and 3) assesses individuals with mental retardation, learning difficulties, ADD/ADHD, or other impairments. In addition, the ABAS assesses capability of adults to live independently.

The ABAS may be used by individuals with B-level qualifications, i.e., people with a Master's degree in psychology, education, or a related field with relevant training in assessment. This instrument may be purchased by individuals with a master's degree in psychology, education, or a related field with relevant training in assessment or who are certified by a professional organization recognized by Harcourt Assessment to require training and experience in a relevant area of assessment. These professional organizations include as part of their code of ethics the requirement that practitioners engage in aspects of their professions that are within the scope of their competence. Therefore, practitioners who do not have a Master's degree but who have completed specialized training or have developed expertise in a specific area, e.g., neurodevelopmental treatment or infant development, may order B-level products to assess skills in the practitioner's area of expertise.

Scales of Independent Behavior – Revised (SIB-R)

Published by Riverside Publishing/Houghton Mifflin

The Scales of Independent Behavior-Revised (SIB-R) is a comprehensive, norm-referenced assessment of adaptive and maladaptive behavior. It may be administered in a structured interview or by a checklist procedure. All items appear in each response booklet to facilitate either administration procedure. The SIB-R is a revision of the Scales of Independent Behavior, published in 1984, and includes a number of improvements and additions.

Test use should be consistent with sound professional practice. Tests and their related materials are to be released only to persons with the knowledge and skills needed for effective test administration and test interpretation. The following accredited educational institutions and qualified private agencies and individuals may obtain test materials:

- accredited schools and colleges,
- teachers authorized by an administrator,
- accredited hospitals, rehabilitation centers, and other medical facilities,
- graduate and undergraduate students and researchers (for research purposes)
- University libraries agreeing to the following conditions: (1) materials will be kept in locked files, and (2) materials will only be released to students or personnel who need them to meet course or research requirements upon approval of the appropriate faculty member.

A new SIB-R checklist booklet can be completed by a teacher, psychologist, or social worker directly, or with the help of special interview materials that involve parents. The SIB-R was designed to be an integral part of interdisciplinary planning. Its contents provide an excellent outline for team discussion, often eliciting information and opinions that parents might not otherwise bring up on their own.

Ten Things a School Can Do to Improve School Attendance

1. Make students and parents or guardians feel welcome at school and at school events.
2. Create an environment that enables students to succeed in academics or activities by acknowledging accomplishments, even small ones.
3. When a student is absent, immediately talk to the student's parent or guardian.
4. When students are absent, talk to them upon their return about why they were gone.
5. Forge relationships with local businesses where youths may congregate when truant so these business owners encourage students to do back to class.
6. Forge relationships with local law enforcement, juvenile courts, and faith-based or community organizations to share information and suggestions for keeping students in school.
7. Don't provide the temptation for youths to become truant by keeping campus closed during lunch and breaks.
8. Empower and expect teachers to take action when they think a student may be truant.
9. Reward and recognize good attendance.
10. Make school a place where students feel safe from harm and harassment.

Adapted from *10 Things a School Can Do to Improve Attendance*, National Center for School Engagement

Factors Contributing to Truancy

School Factors

- Lack of effective and consistently applied attendance policies.
- Poor record-keeping, making truancy difficult to spot.
- Push-out policies, e.g., suspension as a punishment for truancy and automatic “Fs” for students with poor attendance.
- Parents/guardians not notified of absences.
- Teacher characteristics, such as lack of respect for students and neglect of diverse student needs.
- Unwelcoming atmosphere, e.g., an unattractive facility or one with chronic maintenance problems.
- Unsafe environment, e.g., a school with ineffective discipline policies where bullying is tolerated.
- Inadequate identification of special education needs, leading some students to feel overwhelmed and frustrated with their inability to succeed.

Home and Community Factors

- Family health or financial concerns that pressure the student to care for family members or work during school hours.
- Child is a victim of abuse or neglect.
- Pressures arising from teen pregnancy or parenting.
- Safety issues such as violence near home or between home and school.
- Parental alcoholism or drug abuse.
- Negative role models, such as peers who are truant or delinquent.
- Parents/guardians who do not value education and are complicit in student’s absences.

Personal Factors

- Poor academic performance, sometimes due to special education needs, and a resulting lack of self-esteem.
- Unmet mental health needs.
- Alcohol and drug use and abuse.
- Lack of vision of education as a means to achieve goals.

Components of Effective Truancy Reduction Programs

- Parent/guardian involvement, or whole family involvement.
- A continuum of supports, including meaningful incentives for good attendance and consequences for poor attendance.
- Collaboration among community actors such as law enforcement, mental health workers, mentors, and social service providers, in addition to educators.

- Concrete and measurable goals for program performance and student performance. Good record-keeping and on-going evaluation of progress toward those goals.

Source: National Center for School Engagement

Evidence-Based Dropout Prevention

The National High School Center identifies effective, research-based steps schools can take to prevent students from dropping out of school in its publication [Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions](http://www.betterhighschools.org/docs/NHSC_ApproachesToDropoutPrevention.pdf). Readers can learn more by obtaining this publication electronically at http://www.betterhighschools.org/docs/NHSC_ApproachesToDropoutPrevention.pdf.

The key indicators that predict students who are more likely to drop out of school are:

- Poor grades in core subjects,
- Low attendance,
- Failure to be promoted to the next grade, and
- Disengagement in the classroom, including behavioral problems.

The most effective dropout prevention is focused early in middle school. Key studies have found:

- More than half of 6th graders who attended school less than half the time, received a low final behavior grade, and failed either math or English, eventually dropped out of school (Balfanz & Herzog, 2005).
- Three out of four 8th graders who miss five (or more) weeks of school or fail math or English left school without graduating (Neild & Balfanz, 2006).
- Almost two-thirds of students who repeated a grade in elementary or middle school left school without a diploma (Alexander et. al., 1997).

This publication lists recommendations to help school-communities effectively identify potential school dropouts. In general, grades are a better predictor of dropping out of school than test scores.

1. Establish a data system that tracks individual student attendance, grades, promotion status, and engagement indicators, such as behavioral marks, as early as fourth grade.
2. Determine criteria for who is considered “off-track” for graduation and establish a continuum of appropriate interventions.
3. Track ninth grade students who miss ten or more days of school in the first 30 days.
4. Monitor first quarter, first semester, and second semester freshmen grades, with particular attention to core academic subjects.
5. Track students who failed too many core subjects to be promoted to tenth grade.

Below is a list of proven dropout prevention strategies, which should be applied consistent with the risk factors demonstrated by students.

- Attendance and behavior monitors
- Tutoring and counseling
- Establishment of small learning communities for greater personalization
- Engaging catch-up courses
- Ninth Grade Academies
- Homerooms
- Benchmarking
- Tiered interventions

- A focus on equal access to rigorous coursework and high expectations
- Career/college awareness
- Community engagement
- 8th to 9th grade transition programs

A positive and inviting school climate can help to facilitate many of these strategies.

A national fact sheet on high school dropouts can be found at
http://www.betterhighschools.org/docs/NHSC_DropoutFactSheet.pdf.

Psychosocial and Mental Health Concerns

The UCLA School Mental Health Project has resources for each of the topics listed below. To enhance access to the Center's materials and, at the same time, alert people to resources available elsewhere, go to <http://smhp.psych.ucla.edu/topiclist.html#III> and click on any of the listed topics. This will take you to a Quick Find. The first items listed will be the Center's resources. Click on any of the resources listed there to download the material.

- Affect & mood problems related to school aged youth
- Anxiety, fears phobias & related problems: intervention & resources for school aged youth
- Attention problems: intervention & resources
- Autism: educating children
- Behavior problems: what's a school to do?
- Bullying prevention
- Common psychosocial problems of school aged youth: developmental variations, problems, disorders & perspectives for prevention & treatment
- Conduct & behavior problems in school aged youth
- Disabilities
- Dropout prevention
- Drug & alcohol abuse
- Depression & suicide
- Eating problems (anorexia, bulimia)
- Gangs
- Gender & sexuality
- Grief
- Learning problems & learning disabilities
- Neglect
- Physical & sexual abuse
- Pregnancy prevention & support
- Reactions to chronic illness
- Relationship problems
- Self-esteem
- School adjustment (including newcomer acculturation)
- School interventions to prevent & respond to affect & mood problems
- School interventions to prevent youth suicide
- Sexual minority students
- Social & interpersonal problems related to school aged youth
- Substance abuse
- Substance abuse prevention: toward comprehensive, multifaceted approaches
- Suicide prevention
- Violence prevention
- Youth suicide, depression, violence

Insert Disorders Commonly Diagnosed Among Children and Adolescents (5 pages + 1 blank page)

Insert Minors – Inpatient Admissions and Rights (5 pages + 1 blank page)

Insert Minors – Outpatient MH Treatment (3 pages + 1 blank page)

Insert AODA Treatment Without Parental Consent (1 page + 1 blank page)

McKinney-Vento Homeless Assistance Act Definition of Homelessness

The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate night-time residence. The term includes children and youth who:

- share the housing of other persons due to the loss of housing, economic hardship, or a similar reason;
- are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- are living in emergency or transitional shelters;
- are abandoned in hospitals;
- are awaiting foster care placement;
- have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- migratory children who qualify as homeless because they are living in circumstances described above.

April 7, 2005

Visit the DPI Homeless Program website at <http://www.dpi.wi.gov/homeless/index.html> or contact Mary Maronek for more information about homelessness issues.

Wisconsin Department of Public Instruction
Education for Homeless Children and Youth Program
125 S. Webster Street
Madison, WI 53707
mary.maronek@dpi.wi.gov
(608) 261-6322

Requirements of the McKinney-Vento Homeless Assistance Act

District Responsibilities

1. Designate a homeless liaison. In addition to the liaison, each building could have a “homeless contact” person.
2. Identify and immediately enroll a homeless child or youth, even if medical and academic records are not available.
3. Continue a homeless child or youth in their “school of origin” for the duration of their homelessness. (School of origin is defined as the school the homeless child or youth attended when permanently housed or the school in which the child or youth was last enrolled.)
 - Follow “best interest” provisions when making placement decisions.
 - The district should keep a homeless child or youth in the school of origin,” except when contrary to the wishes of the parent or guardian.
4. At the request of their parent or guardian, transportation must be provided for homeless children and youth, including unaccompanied youth, to the student’s school of origin for the duration of homelessness.
 - If the student remains in the school district, the district is responsible for transportation.
 - If the homeless student begins living in an area served by another school district, the two school districts need to agree on how transportation costs will be shared. If the two school districts cannot agree on how to share the transportation costs, they will share expenses equally.
 - Transportation disputes should be referred to the homeless liaison for resolution.
5. Ensure district policies and procedures do not serve as “barriers” for the enrollment and participation of homeless children and youth.
6. Ensure the district’s grievance policy includes homeless issues; make sure of short timeframes for swift resolution.
7. Develop “partnerships” with school and community agency staff to identify and serve homeless students.

Homeless Liaison

1. Ensure that homeless children and youth (including unaccompanied youth)
 - are identified and enrolled through coordination with school staff and community agencies,
 - are not segregated or stigmatized, and
 - enroll, obtain comparable services, and have equal opportunity to be successful in school.
2. Inform homeless parents/guardians and unaccompanied youth of
 - available educational opportunities,

- enrollment and transportation rights,
 - the right to appeal enrollment and transportation decisions,
 - meaningful opportunities to participate in the education of their child, and
 - community health and social service programs.
3. Assist homeless parents/guardians and unaccompanied youth by
- obtaining medical and academic records for school enrollment,
 - securing preschool placement for their young children,
 - mediating enrollment, transportation, and educational services disputes, and
 - verifying eligibility for participation in food and nutritional programs.
4. Partner with schools and community agencies
- to inform them of the educational rights of homeless children and youth through training/in-services, and
 - to develop release of information forms with for reciprocal referrals.

October 27, 2003

Ten Strategies School Districts Can Use to Help Homeless Students

It is important for school districts and 2R charter schools to identify homeless children and youth, enroll them, and help them feel welcome in school. The McKinney-Vento Homeless Education Assistance Act requires the identification and immediate enrollment of homeless children and unaccompanied youth. The following is a list of ten strategies districts can implement to identify and work with homeless students and their families.

1. Each local school district and charter school must designate a staff member as their homeless liaison. Large school districts could consider assigning a “homeless contact person” for every school building.
2. In-service all district staff about district requirements under the McKinney-Vento Homeless Assistance Act, especially staff who enroll new students into the district. A McKinney-Vento PowerPoint presentation is available on the DPI’s webpage under “Resources” at <http://www.dpi.wi.gov/homeless/index.html>.
3. Initiate procedures for district staff to know how to identify and refer homeless students. Staff should know the possible indicators of being homeless and how to refer homeless students to the district liaison (see “Guidance, Bulletin Series 1” at <http://www.dpi.wi.gov/homeless/index.html>). Remember that this information should be kept confidential.
4. Post the educational rights of homeless children and youth in every school building. Free posters of the education rights of homeless students - English and Spanish - can be obtained by contacting the National Center for Homeless Education at SERVE (NCHE), (800) 308-2145 or www.serve.org/nche.
5. Contact the community agencies that serve homelessness families and unaccompanied youth, introduce yourself as your district’s homeless liaison, ask them to post the educational rights of homeless children and youth in their building(s), and initiate a mutual referral process. If you are the liaison of a small rural district, you can at least contact your county’s social services department.
6. Provide information about community agency support services to homeless families and unaccompanied youth at the time of enrollment. Know the community agencies that can assist with utilities, food, medical services and rent assistance. Know the contact information for domestic abuse and runaway youth agencies in your community (see “Domestic Violence and Homelessness”, “Wisconsin Runaway Programs” and “Greyhound Services for Runaway Youth” at <http://www.dpi.wi.gov/homeless/index.html>).
7. Know how to get free school meals (see “Free Meals” at <http://www.dpi.wi.gov/homeless/index.html>), student birth certificates, social security numbers, immunization records, etc. for homeless students.

8. Insure school supplies are available for newly enrolled homeless students. Establish a process to waive student fees for homeless students if necessary.
9. At the request of the parent/guardian or unaccompanied youth, transportation should be provided to the school of origin. The school of origin is defined as the school the student attended when permanently housed, or the school last enrolled, (see “Transportation” at <http://www.dpi.wi.gov/homeless/index.html>).
10. Review your district’s complaint procedures for timely resolution of homeless disputes. Districts are required to comply with parent/guardian or unaccompanied youth enrollment and transportation requests allowed under the Act until the dispute is resolved.

Contact Mary Maronek (608) 261-6322, mary.maronek@dpi.wi.gov, Education for Homeless Children and Youth (EH CY) Program for more information about homeless issues.

National Hotlines for Families Facing Financial Challenges

Care Connect USA screens and lists a variety of hotlines that specialize in helping families in financial trouble. You can print out this information in sizes that will fit into the typical daily/weekly planner at www.careconnectusa.org/about_us.asp.

- **Child Support Enforcement Hotline** (877) 696-6775
The US Department of Health and Human Services will send single mothers due support a free handbook with advice and local contact numbers for help.
- **Child Care Subsidy Hotline** (800) 424-2246
The National Association of Child Care Resources is a federally funded agency that provides information about local assistance for child care. They share options for child care payment assistance programs.
- **Mortgage Payment Assistance** (800) 750-8956
This national agency will work with the mortgage companies of families falling behind in mortgage payments to arrange a workout plan to catch up missed payments. Housing counselors discuss options available to avoid foreclosure. This agency does not make loans or buy property.
- **Debt Relief Hotline** (800) 291-1042
This national agency will contact the creditors of families struggling with credit card debt (typically in excess of \$10,000) to reduce payments, interest, and even principal amounts owed. They work to stop harassing collection calls.
- **Free Bankruptcy Advice** (800) 379-0985
The nation's largest consumer law firm has made this hotline available to families who cannot use other debt solutions. Callers are eligible for a free conversation to discuss whether bankruptcy is an alternative they should consider.
- **Discount Prescriptions** (800) 291-1206
Families can save between 20 – 40% on their prescription medications. No medical exam is needed or required.

NeedyMeds

<http://www.needymeds.com/>

NeedyMeds is a 501(c)(3) non-profit with the mission of helping people who cannot afford to pay for their medications.

Critical Statutes for School Social Work Practice

State statutes can be easily accessed electronically at www.legis.state.wi.us/rsb/stats.html. Type the statute number into the open field and hit “Enter” or click on “Go.”

Confidentiality

- Wis. Stat. 118.125 - pupil records
- Wis. Stat. 146.81-84 - patient health care records
- Family Educational Rights and Privacy Act (FERPA) - pupil records
www.access.gpo.gov/nara/cfr/waisidx_98/34cfr99_98.html
- Wis. Stat. 48.396 - child welfare records
- Wis. Stat. 938.396 - juvenile justice records
- Wis. Stat. 51.30 – mental health, alcohol and drug treatment, developmental disabilities records

At-Risk Students

- Wis. Stat. 118.153 - students at risk for not graduating
- Wis. Stat. 118.15 - compulsory school attendance
- Wis. Stat. 118.16 - school attendance enforcement
- Wis. Stat. 118.162 - truancy committee & plan
- Wis. Stat. 118.163 - municipal truancy & school dropout ordinances

Discipline

- Wis. Stat. 120.13(1)(a) - code of conduct
- Wis. Stat. 118.164 - removal of pupils from class
- Wis. Stat. 120.13(1)(b-g) – suspension & expulsion
- Wis. Stat. 119.25 – expulsion of pupils (Milwaukee only)
- Wis. Stat. 118.31 – corporal punishment

Students with Disabilities

- Individuals with Disabilities Education Improvement Act (IDEA) – special education
www.access.gpo.gov/nara/cfr/waisidx/
- Section 504 of the Rehabilitation Act – health conditions that interfere with daily life functioning
www.hhs.gov/ocr/504part84.html
- Wis. Stat. 115.758-90 – special education

Mandatory Reporting of Suspected Child Abuse & Neglect

- Wis. Stat. 48.981 – abused or neglected children

School Age Parents

- Wis. Stat. 115.91-93 – school age parents

Homelessness

- McKinney-Vento Homeless Assistance Act
www.ed.gov/programs/homeless/legislation.html

Wisconsin Publications to Enhance School Social Work Practice

Unless otherwise noted below, these publications can be ordered in hard-copy by contacting Jackie Brashi at jackie.brashi@dpi.wi.gov or can be downloaded at www.dpi.wi.gov/sspw/tadocs.html.

Answers to Frequently Asked Questions about Compulsory School Attendance - 2008

This document provides concise answers with statutory references to common questions the Department of Public Instruction receives about school attendance and truancy.

Answers to Frequently Asked Questions about School Discipline - 2008

This publication provides concise answers with statutory references to common questions the Department of Public Instruction receives about school discipline, including suspension and expulsion.

Collaborative and Comprehensive Pupil Services – September 2008

The purpose of this publication is to help school district stakeholders to examine their pupil services delivery, based upon student needs and available resources, in order to enhance their current efforts to support the learning and development of all students.

Confidential Services Available to Youth in Wisconsin - August 2008

This document describes the circumstances in which youth may access confidential services independently, according to Wisconsin law. Statutory references are included.

Reporting Requirements for Sexually Active Adolescents - 2008

This publication outlines the ages and circumstances under which Wisconsin minors who are sexually active must be reported under Ch. 48. Attorney General opinions and statutory references are included.

Safe Schools Legal Resource Manual – October 2007

This document discusses search and seizure, questioning of students by law enforcement officers and school staff, authority and role of police-school liaison officers, and confidentiality of records. It is published by the Wisconsin Department of Justice and can be found at <http://www.doj.state.wi.us/docs/SafeSchoolManual.pdf>.

School's Role in Preventing Child Abuse and Neglect - 2008

This publication is designed to help educators better understand their legal responsibilities to report suspected child abuse and neglect, and to assist them in understanding the child protective services initial assessment process. In addition, provisions in the law for schools and counties to share confidential information are included to help promote better working relationships between the two respective systems.

Sharing Information Across Systems - 2008

This resource is designed to help local school districts and their community partners develop local policies, procedures, and agreements regarding how they will share information across systems (i.e. law enforcement, the courts and juvenile justice, social services, and health).

Student Records and Confidentiality - 2008

This publication addresses the areas of access and disclosure, maintenance, parents' and students' rights and access, and transfer of records utilizing a question and answer format. Supporting and relevant statutes and documents are cited.

WEBSITES

(that every Wisconsin school social worker should have bookmarked)

Alcohol & Other Drug Abuse

AntiDrug.com provides links to websites related to alcohol abuse and other drugs.
www.antidrug.com/

The **Substance Abuse and Mental Health Services Administration (SAMHSA)** is an arm of the federal Department of Health and Human Services. The agency's mission is to build resilience and facilitate recovery for people with or at risk for substance abuse and mental illness. www.samhsa.gov/index.aspx

SAMHSA provides a state-by-state description of mental health and substance abuse services provided under Medicaid is available at www.mentalhealth.samhsa.gov/publications/allpubs/State_Med/default.asp.

The **Office of Safe & Drug-Free Schools** in the federal Department of Education provides crisis planning resources.
www.ed.gov/admins/lead/safety/emergencyplan/index.html

Attendance and Truancy

The **National Center for School Engagement** provides resources concerning school attendance, attachment and achievement, including a catalogue of interventions and programs designed to improve students' success in these three critical areas.
www.schoolengagement.org

The **National Dropout Prevention Centers** provide knowledge and promote networking for researchers, practitioners, policymakers, and families to increase opportunities for youth in at-risk situations to receive the quality education and services necessary to graduate from high school. www.dropoutprevention.org

Behavior and Classroom Management

Intervention Central offers a wide range of many free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. You can find behavioral intervention strategies, publications on effective teaching practices, and tools that streamline classroom assessment and intervention. www.interventioncentral.org/index.php

The Department of Public Instruction's **Special Education Team** offers a variety of quality materials related to behavior management in a section dedicated to emotional and behavioral disabilities. www.dpi.wi.gov/sped/ed.html

Child Abuse & Neglect, Sexual Assault, and Domestic & Dating Violence

The mission of the **Wisconsin Coalition Against Sexual Assault** is to promote the social change necessary to end sexual violence in Wisconsin and to support a statewide network of concerned individuals and organizations as they work toward this goal. Resources include training and publications, including information sheets, brochures, booklets, curricula and manuals, and posters. www.wcasa.org/index.html

The **Wisconsin Coalition Against Domestic Violence** is a statewide membership organization of battered women, formerly battered women, domestic abuse programs, and individuals committed to ending domestic violence. The mission of the WCADV is to eliminate domestic violence by changing societal attitudes, practices and policies about women from diverse groups, their children, and violence. This is accomplished through education, advocacy and social action. WCADV offers publications, technical assistance, policy development, training, and networking and support. www.wcadv.org/

Prevent Child Abuse Wisconsin builds community resources, provides training and public awareness, and carries out advocacy activities in order to strengthen child abuse prevention efforts in Wisconsin. www.preventchildabusewi.org/

The mission of the **Children's Trust Fund** is to advocate, support, and sustain a statewide culture that encourages family and community life in which children will develop and flourish in a safe environment free from all forms of abuse and neglect. wctf.state.wi.us/home/

The American Bar Association has a **Teen Dating Violence Awareness Toolkit**. Materials are designed to be used in conjunction with classroom activities to prevent dating violence. www.abanet.org/unmet/toolkitmaterials.html

Choose Respect is an initiative to help adolescents form healthy relationships to prevent dating abuse before it starts. The theme of "Respect. Give it. Get it." seems particularly well-suited to urban youth. Educational materials are available for teens, parents and educators. www.chooserespect.org

The **National Center for Children Exposed to Violence** seeks to increase the capacity of individuals and communities to reduce the incidence and impact of violence on children and families; to train and support the professionals who provide intervention and treatment to children and families affected by violence; and to increase professional and public awareness of the effects of violence on children, families, communities and society. www.nceev.org

Love is Not Abuse is a curriculum sponsored by Liz Clairborne, Inc. The focus is to help men, women, teens and children learn more about the issue of teen dating violence and how they can help end it. www.loveisnotabuse.com

Children, Youth & Families

The **Wisconsin Council on Children and Families**, Inc. is a nonprofit, multi-issue child and family advocacy agency. Headquartered in Madison and Milwaukee, the Council's mission is to promote the well-being of children and families in Wisconsin by advocating for effective and efficient health, education, and human service delivery systems. WCCF accomplishes this through educational conferences; on-going projects like W-2 Watch (Wisconsin's Welfare Reform), Wisconsin Budget Project, and Great Beginnings (our early childhood brain development initiative); and publications like the WisKids Count Data Books and Juvenile Justice Pipeline. www.wccf.org/

The **Prevention Research Center** aims to promote the well-being of children and youth and to reduce the prevalence of high-risk behaviors and poor outcomes in children, families and communities. www.prevention.psu.edu/

Child Trends is a 26-year-old nonprofit, nonpartisan research organization dedicated to improving the lives of children by conducting research and providing science-based information to improve the decisions, programs, and policies that affect children and their families. www.childtrends.org/

Legal Action of Wisconsin, Inc. is the largest staff-based provider of civil legal services for low-income Wisconsin persons. The organization's priorities are based on the most crucial needs of its clients: safe and affordable housing, adequate income and nutrition, access to health care, preservation of the family and protection from domestic violence. The organization provides direct representation, training and education programs in order to help its clients break the cycle of poverty. www.legalaction.org/legalservices.htm

Crisis

Resources for Safe Schools on the Department of Public Instruction's website contains a wide variety of links to resources to help schools stay safe. <http://dpi.wi.gov/sspw/safeschool.html>

The **Suicide Prevention Resource Center** (SPRC) supports suicide prevention with the best of science, skills and practice. The Center provides prevention support, training, and informational materials to strengthen suicide prevention networks and advance the National Strategy for Suicide Prevention. www.sprc.org/

The **National Association of School Psychologists** provides a wide variety of resources related to crisis, including fact sheets on several topics, including bullying, threat assessment and discipline. www.nasponline.org/

The **Children's Grief Education Association** provides information for parents, teachers, and mental health providers about how children grieve. www.childgrief.org/childrenandgrief.htm

Tips for Helping Students Recovering from Traumatic Events is part of the U.S. Department of Education website. It includes information for parents, students, teachers, pupil service professionals, coaches, and administrators.
www.ed.gov/parents/academic/help/recovering/index.html

The **Emergency Response and Crisis Management Technical Assistance Center** is operated by the U.S. Department of Education's Office of Safe and Drug-Free Schools. It is designed to help school districts develop comprehensive plans for any emergency or crisis, including natural disasters, violent incidents, and terrorist acts. A primary service coordinated by the Center is the provision of responses to emergency planning questions and technical assistance needs. Requests for assistance could range from supplying examples of ERCM plans; to suggesting strategies and materials to help with staff trainings; to creating buy-in with stakeholders; to evaluating ERCM plans. Center staff will collaborate with a network of local and national crisis planning experts to provide answers to ERCM-related questions and to meet any specific technical assistance needs.
www.ercm.org/index.cfm

See **Office of Safe & Drug-Free Schools** under the **Alcohol and Other Drug Abuse** section.

Government

The **Wisconsin Legislature's** website offers easy access to the most up-to-date state statutes. Simply type the statute number into the open field and then click on "Go" or hit "Enter."
www.legis.state.wi.us/rsb/stats.html

The **Office of the Federal Register** (OFR) informs citizens of their rights and obligations by providing ready access to the official text of federal laws, Presidential documents, administrative regulations and notices, and descriptions of federal organizations, programs and activities.
www.archives.gov/federal_register/

The **Centers for Disease Control and Prevention** (CDC) is one of the 13 major operating components of the Department of Health and Human Services (HHS), which is the principal agency in the United States government for protecting the health and safety of all Americans and for providing essential human services, especially for those people who are least able to help themselves. Within CDC is the Division of Adolescent and School Health (DASH), which seeks to prevent the most serious health risk behaviors among children, adolescents and young adults.
www.cdc.gov/
www.cdc.gov/HealthyYouth/

Operating under the auspices of the School Mental Health Project at UCLA, the national **Center for Mental Health in Schools** was established in 1995. Its mission and aims are to improve outcomes for young people by enhancing the field of mental health in schools. Specific attention is given to enhancing policy, practice, theory, research, and training to 1) reduce marginalization, fragmentation, counterproductive competition, and inequities with respect to how school districts and school sites address psychosocial and mental

health concerns and 2) increase productive collaboration between schools and communities (including families) in addressing such concerns. The Center has an extensive clearinghouse of resources. smhp.psych.ucla.edu/

The mission of the **Family Policy Compliance Office (FPCO)** within the federal Department of Education is to meet the needs of the Department's primary customers-- learners of all ages--by effectively implementing two laws that seek to ensure student and parental rights in education: the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). Complaints under either FERPA or PPRA may be filed with the FPCO. www.ed.gov/policy/gen/guid/fpc/index.html

The **Wisconsin Court System Access** website provides public access to the records of the Wisconsin circuit courts for counties using the Consolidated Court Automation Programs (CCAP) Case Management system. These records are open to public view under Wisconsin's Open Records law, sections 19.31-19.39, Wisconsin Statutes. This website can be helpful in conducting a search regarding criminal activity. wcca.wicourts.gov/index.xsl

The **Federal Bureau of Investigation State Sex Offender Registry** provides a link to each state's sex offender registry, including Wisconsin. www.fbi.gov/hq/cid/cac/states.htm

The **Forum Guide to Protecting the Privacy of Student Information** gives a general overview of privacy laws and professional practices that apply to the information collected for, and kept in, student records. The book is not intended to give an authoritative interpretation of any law or policy. Instead, it provides background on the key principles and concepts in student privacy, summarizes federal privacy laws and any recent changes to them, and suggests good data management practices for schools, districts, and state education agencies. nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004330

See **Substance Abuse and Mental Health Services Administration** under the **Alcohol and Other Drug Abuse** section.

See **Office of Safe & Drug-Free Schools** under the **Alcohol and Other Drug Abuse** section.

Harassment & Discrimination

The **Pupil Nondiscrimination Program** at the Department of Public Instruction provides technical assistance to local school districts, parents and school district residents on matters relating to nondiscrimination and equality of educational opportunity under state law and related federal laws, and the pupil discrimination complaint and appeal process under state law and rules. (Section 118.13, Wis. Stats. and PI 9, Wis. Admin. Code). This site includes links to a variety of helpful resources. <http://www.dpi.wi.gov/sped/puplnondis.html>

Parents, Families and Friends of Lesbians and Gays (PFLAG) promotes the health and well-being of gay, lesbian, bisexual and transgendered persons, their families and friends through: support, to cope with an adverse society; education, to enlighten an ill-informed public; and advocacy, to end discrimination and to secure equal civil rights. PFLAG provides opportunity for dialogue about sexual orientation and gender identity, and acts to create a society that is healthy and respectful of human diversity.
www.pflag.org/

The **Office of Civil Rights (OCR)** within the federal Department of Health and Human Services provides oversight of the implementation of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Health Insurance Portability and Accountability Act (HIPAA). www.hhs.gov/ocr/

Homeless & Runaway Children & Youth

The mission of the **Wisconsin Association of Homeless and Runaway Services (WAHRS)** is to provide the best, most efficient, and effective services to runaway and homeless youth, including those who are pregnant and/or parenting. WAHRS, through a cooperative, strategically organized system between private member agencies, provides programs that strengthen families, prevent family dissolution, promote self-sufficiency, and assure safe, stable, and supportive homes for youth, young parents and their children.
www.wahrs.org/

The Department of Public Instruction's **Education for Homeless Children and Youth Program's (EHCY)** major responsibility is to ensure that homeless children and unaccompanied youth have access to the educational programs and services that will allow them the opportunity to meet the same challenging State achievement standards to which all students are held. This site includes links to a variety of helpful resources.
<http://dpi.wi.gov/homeless/>

The **National Center for Homeless Education** provides research, resources, and information enabling communities to address the educational needs of children and youth experiencing homelessness. www.serve.org/nche/

Mental Health & Psychopharmacology

The **Minnesota Association for Children's Mental Health** provides fact sheets on ADHD, Asperger's Syndrome, Conduct Disorder, Eating Disorders, Obsessive-Compulsive Disorder, PDD, Reactive Attachment Disorder, Tourette's Syndrome, Anxiety Disorders, Bipolar Disorder, Depression, Fetal Alcohol Syndrome, Oppositional Defiant Disorder, Post-Traumatic Stress Disorder, and Schizophrenia.
www.macmh.org/publications/fact_sheets/fact_sheets.php

The **Center for Effective Collaboration and Practice** includes links to many websites related to emotional and behavioral problems, including functional behavioral

assessment, effective prevention and early intervention strategies, promising practices in children's mental health, strength-based assessment, and wraparound planning.
cecp.air.org

The **New York University Child Study Center** is dedicated to advancing the field of child mental health through evidence-based practice, science and education. For more information on child mental health, parenting issues or to learn more about a particular mental health disorder, visit the AboutOurKids section. www.aboutourkids.org/

The **Child and Adolescent Depression and Anxiety Toolkit** has been developed in the form of a web page. The kit includes online health information resources focused on anxiety and depression in children and adolescents. There are links to resources or PDF files included in the tool kit that can be printed and copied for your use.
www.cshcn.org/resources/mentalhealthtoolkit.cfm

Medline Plus is a service of the U.S. National Library of Medicine and the National Institutes of Health. Children's mental health is one of the topics that can be selected.
www.nlm.nih.gov/medlineplus/childmentalhealth.html

The **National Institute of Mental Health** is one of the National Institutes of Health. The website includes a section devoted to child and adolescent mental health.
www.nimh.nih.gov/healthinformation/childmenu.cfm

The **National Child Traumatic Stress Network** provides information and resources for educators, families, and the media to help raise the standard of care and improve services to children and families that have been affected by trauma. www.nctsn.org

The **Child and Adolescent Bipolar Foundation (CABF)** is a parent-led, not-for-profit, Web-based membership organization of families raising children diagnosed with, or at risk for, pediatric bipolar disorder. www.bpkids.org/site/PageServer

The **Southern Consortium for Children (SCC)** website offers two electronically available publications: 1) Disorders Commonly Diagnosed in Children and Adolescents, and 2) 2003 Child and Adolescent Psychopharmacology Manual.
www.schildren.com/helpful_documents.htm

The **Northern County Psychiatric Associates** provide psychiatric services for children, adolescents, adults and families. Their award-winning website includes information on mental illness and psychopharmacological treatment of children and adolescents.
www.ncpamd.com/

See **Suicide Prevention Resource Center** under the **Crisis** section.

See **Substance Abuse and Mental Health Services Administration** under the **Government** section.

Pregnant, Parenting & Sexually Active Teens

The **Wisconsin Adoption Information Center (AIC)** is a state funded service providing information about adoption to adolescents and adults experiencing unplanned pregnancies, to birthfathers, to prospective adoptive parents, to professionals, and to the general public. www.wiadoptioninfocenter.org/

The mission of **Safe Place for Newborns** is to save the lives of newborn children by preventing the abandonment of newborn children, thus helping to preserve the health and future of their mothers. www.safeplacefornewborns.com/

The **Wisconsin Family Planning Reproductive Health Program** works to provide safe and effective contraceptive (birth control) services to enable women and couples to achieve their family planning goals.
http://dhs.wisconsin.gov/dph_bfch/MCH/familyplanning.htm

Advocates for Youth champions efforts to help young people make informed and responsible decisions about their reproductive and sexual health. The organization believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health. www.advocatesforyouth.org/

Resiliency & Assets

The **Resiliency Institute** provides research-based, resiliency building training programs, seminars and educational materials for children and adults to help them achieve positive health, well-being and success. www.resiliencyinstitute.com/

Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge, and brings together community, state, and national leaders. At the heart of the institute's work is the framework of 40 Developmental Assets, which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible. www.search-institute.org/

School Social Work

The **Wisconsin School Social Workers Association (WSSWA)** is an independent association representing school social workers across Wisconsin. WSSWA is the strongest voice for school social work concerns in Wisconsin. www.wsswa.org/

The **School Social Work Association of America (SSWAA)** is dedicated to promoting the profession of school social work and the professional development of school social workers in order to enhance the educational experience of students and their families.
www.sswaa.org/

The **National Association of Social Workers (NASW)** is the largest membership organization of professional social workers in the world. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW supports chapters in each state, including Wisconsin. www.naswdc.org/ www.naswwi.org/

The **School Social Work Home Page** on the Department of Public Instruction (DPI) website includes information on school social work roles, the Wisconsin School Social Work Practice Guide and annual updates, information on school social work certification and continuing education requirements, results of past Wisconsin School Social Work Surveys, articles to help school social workers demonstrate their effectiveness, and information on professional social work associations.
www.dpi.wi.gov/sspw/socialwork.html

A Manual for School Social Work Practice in Minnesota is available through the Minnesota School Social Workers Association (MSSWA) website at www.msswa.org/ and on the Minnesota Department of Education website at http://education.state.mn.us/mde/Learning_Support/Special_Education/Birth_to_Age_21_Programs_Services/Mental_Health/index.html. This manual is modeled after the Wisconsin School Social Work Practice Guide and includes many valuable resources.

The **Midwest School Social Work Council** is comprised of representatives from the professional school social worker associations in Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin. The Council supports professional development for school social workers and activities that will help grow school social work services in the Midwest and around the country.
<http://www.midwestssw.blogspot.com/>

Special Education

The **Office of Special Education Programs (OSEP)** within the federal Department of Education provides oversight of the implementation of the Individuals with Disabilities Education Improvement Act (IDEIA).
www.ed.gov/about/offices/list/osers/osep/index.html?src=mr

OSEP has developed a *Tool Kit on Teaching and Assessing Students with Disabilities*, which offers a compilation of current information that will move states forward in improving results for students with disabilities. The Tool Kit will be added to over time to include more information designed to support states' efforts and to communicate the results of research on teaching, learning and assessment. www.osepideasthatwork.org

The Department of Public Instruction's **Special Education Team** provides a wide variety of quality materials and information designed to help improve instruction and services for students with disabilities. <http://www.dpi.wi.gov/sped/index.html>

The **Special Education and Medicaid Knowledgebase** provides information regarding schools' provision of services that can be billed to Medicaid.
www.helpforschools.com/medicaid/index.shtml

The **National Dissemination Center for Children with Disabilities** provides information on 1) disabilities in infants, toddlers, children and youth, 2) the Individuals with Disabilities Education Improvement Act (IDEIA), 3) No Child Left Behind (as it relates to children with disabilities), and 4) research-based information on effective educational practices. www.nichcy.org/index.html

Children and Adults with Attention-Deficit/Hyperactivity Disorder provides collaborative leadership, advocacy, research, education, and support with evidence- and science-based information for parents, educators, professionals, the media and the general public. www.chadd.org

The **National Center for Learning Disabilities** provides information to parents, professionals and individuals with learning disabilities, promotes research and programs to foster effective learning, and advocates for policies to protect and strengthen educational rights and opportunities. www.nclld.org

Knowledge Path: Autism Spectrum Disorders was compiled by the Maternal and Child Health Library at Georgetown University. It offers a selection of current, high-quality resources about ASD identification and intervention, and it includes resources about biomedical research into the causes of ASD; resources that address communication, education, and vocational challenges of autism; and resources about the impact on family life. Separate sections identify resources about autism and environmental health research as well as those that address concerns about vaccines. Target audience is health professionals, educators, researchers, policymakers, and families.
www.mchlibrary.info/KnowledgePaths/kp_autism.html

See **Office of Civil Rights** under the **Government** section.