Central Consolidated School District
Guidelines for School Social Work Services

GUIDELINES FOR SCHOOL SOCIAL WORK SERVICES

PURPOSE:

To provide guidance in identification and provision of services to students who require social work services in order to benefit from their education program as identified by the Individual with Disabilities Education Act. (IDEA)

SCOPE OF PRACTICE OF SCHOOL SOCIAL WORKERS

School Social Work has been a specialized field since 1906 and a part of the multidisciplinary team for CCSD since 1994. Social Workers are licensed Master’s and Bachelor’s level clinicians who provide therapeutic and case management services. The goal for CCSD School Social Workers is to assist the student who receives special education to reach his/her fullest potential within the school setting. School Social Workers facilitate and participate as a member of a multidisciplinary team to address conditions that interfere with students’ learning process. Specific skills include: community organizing, group process, family intervention, collaboration, and individual counseling and casework that enable them to provide interventions that are tailored to meet the needs of the individual student and family. Interventions may include the following:

- Teacher consultation
- IEP development
- Crisis Intervention
- Program development
- Family intervention
- Coordination and referral inside and outside of the district
- Home-school-community liaison
- In-service training
- Individual/group counseling

GUIDELINES

1. Student must be currently receiving special education services.
2. School Social Workers are mandated to provide services for special education students ONLY. School Counselors provide assistance in similar matters for regular education students in the areas of counseling and case management.
3. Student must have a psychological evaluation and a ED exceptionality in order to receive counseling from a school social worker.
4. School Social Workers must be indicated on the IEP for on-going social work services.

CONSULTATION

1. A school employee can complete an Exceptional Programs request for consultation. The form should explain the problem/situation and be provided to the social worker designated to your school.
2. The School Social Worker will gather additional information and may consult with the referral source.
3. Upon completion, the School Social Worker may respond to the referral source with the result of the consultation and provide further suggestions.
4. If the School Social Worker determines on-going services are needed, a MDT meeting would be requested to add social work services to the IEP.
REFERRAL PROCESS

1. Before School Social Work services can be initiated, less restrictive measures (e.g. parent/teacher/student conferences, referral to school SAT team and/or school counselor) should be tried or ruled out as unlikely to be effective. For example, when the family or student is already receiving a specific service (e.g. counseling) by another school staff member or outside agency provider, it generally should not be provided by the school social worker as this would be a redundant service. Instead, services should be coordinated (case management) with other providers to address educational barriers.

2. Complete the school social work referral form and submit to the site social worker prior to the MDT meeting in order for a determination of service need.

3. Through the MDT meeting, school social work services can be written on The IEP if the social worker determines on-going services are needed.

4. For counseling services to be provided, the student must have an Exceptionality (primary or secondary) of ED. The site school social worker can provide the individual/group counseling services after a psychological evaluation is complete to determine ED exceptionality.