



The Newsletter of the Florida Association of School Social Workers Spring 2015

In this Issue:

President's Message – A Legislative Update

FASSW Board 2015

Governor's Proclamation - SSW Week 2015

FASSW Legislative Priorities 2015

CEES 2015 Position Statement

Ideas for School Social Work Month 2015

FASSW Regions – Opportunities for Member Involvement

A Framework for Safe & Successful Schools – A Joint Statement

Effective School Staffing Model – A Joint Statement

Recommended School Social Worker to Student Ratios – A SSWAA Resolution

SSWAA Summer Institute – July 2015

FASSW Membership Application

PRESIDENT'S MESSAGE: A LEGISLATIVE UPDATE (MARCH 2015)

The **Florida Association of School Social Workers** has been working tirelessly since 1942 to ensure all students succeed and that our professional role is clearly understood by anyone in a position of influence. Continuing in that vein, on Monday and Tuesday, March 16 – 17, 2015, a small delegation of the FASSW Board joined with CEES (Coalition for the Education of Exceptional Students) in Tallahassee to meet with legislators during this important law making session.

The FASSW Legislative Priorities 2015 document was shared with all the legislators and/or their Legislative Assistants. While we shared universally about the important roles that School Social Workers play in supporting student academic achievement, we focused primarily on two bills that will have a direct impact on our work with students.

- HB 7057 addresses, among other issues, **Compulsory School Attendance** law. The legislation is proposing an increase in the scope of nonattendance, from 5 unexcused absences within a calendar month or 10 unexcused absences within a 90 calendar day period to 5 unexcused absences within a calendar month or **10 absences (regardless of excused or not) within a 90 calendar day period.**
 - FASSW supports this proposed change that calls for early intervention, and asked for legislative support in voting for this bill.
- SB 0514 & its companion, HB 0505 relating to **Baker Act**. The bill is proposing the formation of a special work group to develop protocols and procedures governing the Baker Act implementation
 - FASSW delegates discussed the increasing need for mental health services in the schools, citing the increase in both student suicides and numbers of Baker Acts on school campuses. Specific request was that a SSW be included in the work group so the implementation plan can be comprehensively developed with clear procedural safeguards for schools and in so doing, School Social Workers will be part of the team who will be making a vital contribution to the well-being of our most fragile population, our children.
- We visited and met in seven Legislative Offices:
 - Senator David Simmons
 - Senator Jeff Clemens
 - Senator Bill Galvano
 - Senator Eleanor Sobel
 - Senator Joseph Abruzzo - co-sponsor of the Baker Act Bill
 - Representative Lori Berman - co-sponsor of the Baker Act Bill (*Legislative Assistant is a Social Worker; she was very supportive of our platform*)
 - Representative Shevrin Jones

The lobbyist for Broward County Public Schools will also have her delegation of 12 support FASSW's two identified bills.

THE 2015 FASSW EXECUTIVE BOARD

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Vice President- Kim Frederick, MSW

Immediate Past President- W. Freddie Nieves, MSW PhD

Treasurer- Arrione Jones, MSW

Secretary- Kim Frederick, MSW

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Conference Liaison- Benita Tillman Brown, MSW, EdD; **Attendance Symposium-** W. Freddie Nieves, MSW, PhD; **Awards-** TBD; **Children's Committee-** Sandy San Miguel, MSW;

Continuing Education (CEU) - W. Freddie Nieves, MSW, PhD; **Cross Cultural Connections-** Martina Parker-Sobers, MSW; **Legislative/Government Affairs-** Sandy San Miguel, MSW & Beverley Wilks, MSW;

Newsletter- Angela Davies, MSW; **Nominating-** TBD; **Regional Boards -** Rhonda Terpak, MSW;

Supervisors/Administrators- Dianne Martin-Morgan, MSW

SPECIAL COMMITTEES

Membership- Sandy San Miguel, MSW; **Scholarship-** Regina Whyte, MSW;

Student Representative- Karina Scott; **Suicide Prevention Coalition-** Marisa Kinney;

University Liaison- open; **Marketing -** Jania Fuller, MSW

Ad Hoc Member - FLDOE/SSSP - School Social Work Consultant – Trevis Killen, MSW, EdD

Board Special Committees shall be appointed from time to time as deemed necessary by the President of the Association, or the Board, in order to carry on the work of the Association. These committees shall be reviewed annually. The chairpersons/representatives are appointed by the President and shall report to the President of its progress as requested.

Current Special Board Committee Chair openings are as follows:

1. University Liaison

This person will be the contact person with the schools of social work educators and administrators bringing updates about curriculum or other university or college changes that may affect our profession.

2. Awards

This person's committee will be responsible for collecting nominations from membership and selecting a winner for SSW, Administrator and Citizen of the Year awards presented annually by FASSW at its state conference.

Please do not ever hesitate to contact us via our email addresses listed on the FASSW webpage <http://www.fassw.org>



RICK SCOTT
GOVERNOR

SCHOOL SOCIAL WORKWEEK

WHEREAS, school social workers in Florida and across the nation serve as vital members of the educational team, playing a central role in creating a positive school climate and vital partnerships between the home, school, and community to ensure student academic success; and

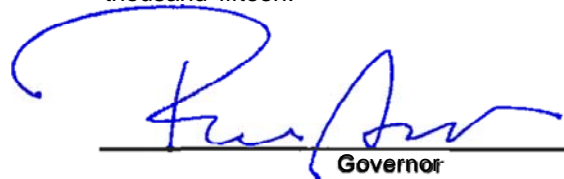
WHEREAS, school social workers are especially skilled in providing services to students who face serious challenges to school success, including poverty, disability, discrimination, abuse, addiction, bullying, loss of a loved one, and other barriers to learning; and

WHEREAS, there is a growing need for local school districts and local educational agencies to address services offered by school social workers to address students' emotional, physical, and environmental needs so that students may achieve academic success;

Now THEREFORE, I, Rick Scott, Governor of Florida do hereby extend greetings and best wishes to all observing the March 1 – 7, 2015, as School Soc/a/ W'ork W'eeek.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Florida to be affixed at Tallahassee, the Capital, this 26th day of February, in the year two thousand fifteen.


Governor

FASSW Legislative Priorities 2015

“Helping students succeed since 1942”

Increasing Access to Mental Health Services-Advocates increasing school based access to mental health services that will promote school safety, reduce dropout rates, increase learning and enhance suicide prevention services. **School social workers are clinically trained mental health professionals** who also provide extended social casework services to meet parent concerns and focus on the total needs of the child. These services help improve school attendance, school engagement, behavior, safety and supports the academic success of all students.

Multi-Tier System of Student Supports -Endorses enhanced early intervention strategies available through the *MTSS* initiative that identifies services to help remedy diverse problems prior to a consideration of the child for special education services. School social workers are clinically trained and problem solving professionals who when involved with *MTSS* can promote and improve the student’s engagement in the learning process that will lead to positive educational outcomes.

Increasing Access to Remedial Services-Supports increasing access to remedial services that enhances learning and reduces the dropout rate for at-risk students. School social workers help improve the behavior, safety, social-emotional and academic success of all students.

Disproportionality-Strongly supports initiatives that discourage over-representation of minority students in special education classes, out-of school suspension and expulsion rates as well as their under-representation in gifted classes and enrichment educational services.

Race-to-the-Top Federal Funding-FASSW urges parity in the distribution of *RTTT* federal funding in order to help support school social work services. We are experts in providing linkages between families, schools and community-based resources. We improve parental involvement and student attendance that impacts overall academic performance.

Promoting Equality-Strongly supports all legislative action, state propositions or administrative rules that promote equal educational, health, social services, status, housing or employment opportunities to all individuals.

Anti – Bullying-Strongly supports and encourages all legislative action that addresses bullying in all its formats because it negatively impacts the social, emotional well-being and health of students as well as the positive aspects of a school environment.

Professional Equity Issues-Endorses any legislative initiative that provides equity between classroom teachers and student services personnel. School social workers are certified teachers whose professional support role enhances the learning process in the classroom.

Legislative Contacts

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FASSW, Post Office Box 195656, Winter Springs, FL 32719-5656

FASSW Website: <http://www.fassw.org>

Coalition for the Education of Exceptional Students (CEES) 2015 Position Statement

Funding

- Provide increases to the ESE guaranteed allocation for inflation and growth of students including K-12 gifted programs.
- Restore funding of the critical statewide infrastructure support programs for serving students with exceptionalities:
 - Challenge Grants for the Gifted;
 - Florida Diagnostic and Learning Resources System (FDLRS);
 - Florida Instructional Materials Center for the Visually Impaired (FIMCVI) and special funds for the instructional materials needed by students who are visually impaired;
 - Resource Materials and Technology Center for Deaf / Hard of Hearing;
 - Multi-Agency Network for Students with Emotional and Behavioral Disorders (SEDNET); and,
 - Very Special Arts Florida
- Continue intervention programs such as:
 - Blind Babies Program;
 - Centers for Autism and Related Disabilities (CARD); and,
 - Florida Diagnostic and Learning Resource Centers (university programs).
- Fully fund all student transportation including costs for gifted programs and expenses associated with orientation and mobility training, community based instruction, and job placement services.

Safe Learning Environment

- Ensure that discipline decisions relating to students with disabilities are reviewed individually in the context of the student's Individualized Education Plan (IEP) and provide funded training for personnel to handle specific behavioral considerations.
- Prohibit the use of physical restraint for discipline, non-compliance, or convenience of adults.
- Standardize and refine current data collection concerning restraint and seclusion to better inform practices for all districts.
- **Fund alternative programs to reduce the large number of referrals to law enforcement, out-of-school suspensions, and expulsions to keep students involved in the learning process.**
- Eliminate the use of corporal punishment in the public schools.
- **Support mental health services for students, including wrap around and community linkages for students PreK-12.**
- **Support implementation of strategies to eliminate all forms of bullying.**

Accountability

- **Design performance pay and teacher evaluation systems that measure contributions by ESE resource/itinerant teachers and student services personnel who are working with students across the entire continuum of services.**
- **Ensure that all administrators or other personnel conducting evaluations of ESE teachers and/or student services personnel have the training or support to recognize the accepted standards for these professionals.**
- Utilize student assessment strategies that are empirically sound.
- Reject any attempts to change ESE funding into parent directed savings accounts.
- Study instructional delivery models and implementation of multi-tiered systems of support to insure adequate staffing and training for those who are providing and evaluating services.

Access and Equity

- Mandate equivalent academic accountability measures, as are required of the public schools, for students with disabilities enrolled in school choice programs while maintaining recently passed fiscal accountability measures applying to choice programs.
- Ensure that evidence/research-based data is used in the selection of instructional materials, intervention strategies, and resources.
- Eliminate any possibility that class sizes will be reduced for general education classes by increasing class sizes for students with disabilities because specialized program needs of these students demand teacher to student ratios far below the Constitutional caps while also insuring that opportunities for inclusion for students with disabilities are not reduced.
- **Promote early screening and implement effective interventions for all children for academic, emotional, and behavioral difficulties.**
- Maintain state statute establishing that students who are gifted have an absolute right to appropriate instruction, and provide appropriate funding across the spectrum of K-12 services, including students who are twice exceptional.
- Increase direct services for exceptional students by reducing the number of instructional preparations and recently required paperwork for personnel working with exceptional students.
- Remove barriers to admission for students with disabilities into secondary career education and postsecondary programs by allowing documentation such as a summary of performance to substitute for current assessment requirements.
- **Enhance interventions provided in early school years (pre-K through 3rd grade) and increase access to remedial services for all students who have been retained or are likely to be retained because of FCAT scores or high school end of course exams, especially those students who have been retained multiple times.**
- Expand evidence based practices such as Positive Behavior Supports to decrease occurrence of discipline issues for all students and address inequities related to suspension and expulsion.
- Ensure availability of appropriate and accessible instructional materials, including online materials, by including adapted features and specialized formats and assistive technology for access to curriculum and to meet state accountability requirements.

Personnel

- Promote training based upon recent legislative mandates concerning exceptional student education for teachers, teaching assistants, school administrators, and families including functional assessment, Autism, behavioral interventions and response to intervention.
- Require specialized training such as paid internships or competency demonstration for persons credentialed via alternative certification or those adding subject area certification by exam only.
- **Protect Chapter 490 and Chapter 491 licensure and certification for school psychologists, school social workers and behavior analysts.**
- **Provide adequate numbers of student services personnel (professional school counselors, school social workers, school psychologists, behavior analysts, and educational interpreters).**
- Study instructional delivery models and implementation of multi-tiered systems of support to insure adequate staffing and training for those who are providing and evaluating services.

Important Note:

FASSW is a founding Coalition member and is an active partner on legislative issues.

Items in Bold Print are items that are part of our 2015 FASSW Legislative Priorities.

March is School Social Work Month: You are never too late advocating for our profession!

March 1st-7thth was designated as *National School Social Work Week*. However, every March is School Social Work Month and it is the perfect opportunity to increase school social workers' visibility by showcasing what we do. The following are examples of what we can do (especially during March) in our schools and community to advocate for our profession.

We need to educate, in order to change and expand perception of our profession:

Accept opportunities to showcase your work in your school, workshops, seminars, and at public education events.

Engage your schools: By writing letters highlighting your role to the principal of your schools, so that it can be included in the school news-letter for the month of March.

Plan a promotional event at your school

Organize displays, speakers, reception, to highlight the role and contribution of school social workers

Engage the District Office: Your local school social work supervisor or departmental director can write a letter, highlighting the role of the SSW and provide the information to the District Public Relations Director so that it can be approved and posted to the district webpage, during the month of March.

They also can write a letter to the Superintendent and School Board members highlighting what you do for the success of all students. Posting thank you letters from parents on how you have made a difference would also add a human interest angle to the importance of your role (get their permission first before using, of course).

Engage the Community: Hold an Open House for members of the community, especially parents, business partners and local organizations. Invite your local elected officials or ask for an appointment (after school hours) to visit and share with them what you do towards the success of school children.

During this special month - A Personal Message For You:

Making a difference starts with you and we need a bit of your time on the FASSW Board Committees. In case you did not know already, we have divided Florida into the following Regions in order to help communicate with our members on a regular and timely basis. I do understand that making a commitment to become a Board member can seem to be overwhelming at first, but if you volunteer to assist in your region/county you can make difference. We need volunteers to assist the vital work of FASSW so that this organization can be viable and valuable to you.

Can you please devote whatever time you can and make a difference?

See FASSW Regions on the next page.

FASSW REGIONS

Rhonda Terpak is the FASSW Board Regional Representative: rterpak@aol.com

Making a difference starts with you:

As you are aware we have divided Florida into the following Regions in order to help communicate with our members on a regular and timely basis. I do understand that making a commitment to become a Board member can be overwhelming at first, but if you volunteer to assist in your region/county you can make difference. We need volunteers to assist so that this organization can be viable.

The Regions are as noted below:

1. Central Region - 9 Counties: Marion, Sumter, Lake, Seminole, Orange, Osceola, Polk, Hardee and Highlands.

The Region Rep for the Central Region is Karie Johnston: Karie.Johnston@ocps.net and the county reps are:

Osceola County: Elizabeth Lane: lanee@osceola.k12.fl.us

Polk County: Jennifer Rojas:

Seminole County: Gillian Zagers: Gillian_zagers@scps.k12.fl.us

We are in need of region representatives for Orange County, Lake County, and Highlands County

2. Central East Region - 5 Counties:

We are in need of region representatives for all 5 counties as well as a Region Representative.

3. Central West Region - 8 Counties: Citrus, Hernando, Pasco, Pinellas, Hillsborough, Manatee, Sarasota and DeSoto

Pinellas County: Debbie Belk: Belkd@pcsb.org

We are in need of a region Representative for the Central West Region

We are need of County Representatives for Citrus, Hernando, Pasco, Hillsborough, Manatee and Sarasota and DeSoto Counties

4. North Central Region - 16 Counties:

We are in need of a County Representative for all 16 counties as well as a Region Representative.

5. Northeast Region - 7 Counties: Baker, Nassau, Duval, Clay, St John's, Putman and Flagler

We are still looking for county representatives for the 7 counties as well as a Region Representative

6. Northwest Region - 12 Counties: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Liberty, Gulf, and Franklin

We are still looking for county representatives for the 12 counties as well as a Region Representative

7. Southeast Region - 5 Counties: Martin, Palm Beach, Broward, Miami-Dade, and Monroe

The Southeast Region rep is: Liliana Pardo-Posse: Liliana.posse@browardschools.com

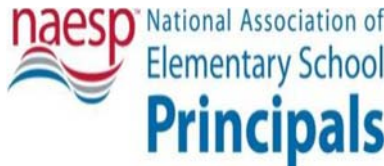
We are in need of county representatives in all 5 counties

8. Southwest Region - 5 Counties: Charlotte, Glade, Lee, Hendry, and Collier

We are in need of County representatives in all 5 Counties



School Social Work
Association of America



A Framework for Safe and Successful Schools

Executive Summary of Joint Statement

This joint statement provides a framework supported by educators for improving school safety and increasing access to mental health supports for children and youth. Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multitier system of supports. We caution against seemingly quick and potentially harmful solutions, such as arming school personnel, and urge policy leaders to support the following guidance to enact policies that will equip America's schools to educate and safeguard our children over the long term.

POLICY RECOMMENDATIONS TO SUPPORT EFFECTIVE SCHOOL SAFETY

1. Allow for blended, flexible use of funding streams in education and mental health services;
2. Improve staffing ratios to allow for the delivery of a full range of services and effective school–community partnerships;
3. Develop evidence-based standards for district-level policies to promote effective school discipline and positive behavior;
4. Fund continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training that uses evidence-based models;
5. Provide incentives for intra- and interagency collaboration; and
6. Support multitier systems of support (MTSS).

BEST PRACTICES FOR CREATING SAFE AND SUCCESSFUL SCHOOLS

1. Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement multi-tiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school–community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school–community partnerships into existing school initiatives.
4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans: (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (e) are consistently reviewed and practiced.

- 5.** Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the *only* school personnel of any type who should be armed.
- 6.** Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline.
- 7.** Consider the context of each school and district and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
- 8.** Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society. We all share this responsibility and look forward to working with the Administration, Congress, and state and local policy makers to shape policies based on these best practices in school safety and climate, student mental health, instructional leadership, teaching, and learning.



AMERICAN
SCHOOL COUNSELOR
ASSOCIATION

NASP
NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS



School Social Work
Association of America

Joint Statement on Effective School Staffing Model: Teaming School Counselors, School Psychologists, and School Social Workers

The American School Counselor Association (ASCA), the National Association of School Psychologists (NASP), and the School Social Work Association of America (SSWAA) support the mission of all schools to help students reach their fullest potential so they may become contributing members of society. To accomplish this mission, schools must ensure every student has access to a rigorous curriculum and a team of highly qualified professionals such as effective teachers and strong school leaders who can help create safe and supportive school environments. Essential components to the educational team are school counselors, school psychologists, and school social workers who help students overcome individual barriers to learning. The presence of each of these personnel, and improved student access to the assistance they provide, are essential to ensuring school and student success.

ASCA, NASP, and SSWAA understand there are real challenges in providing students with the access to assistance they need. Budgetary constraints, local site management, cultural and community norms, personnel shortages in certain geographical areas, and confusion about professional roles may have an impact on local school district and state policies and hiring configurations. Because we acknowledge that the ideal staffing model may not always be achievable currently, ASCA, NASP, and SSWAA have established a strong working relationship through which we advocate together for shared policy priorities and a larger federal investment to support increased numbers of school counseling and mental health professionals.

One example of successful collaboration and advocacy is the Framework for Safe and Successful Schools, endorsed by over 100 organizations and scholars. This policy document stresses the importance of the supports and services that school counselors, school psychologists, and school social workers provide collectively, while highlighting the specific and unique skill set of each profession. We strongly encourage you to use this document to strengthen these best practices in your state and local school districts.

The national organizations collectively will continue to promote the unique roles of school counselors, school psychologists, and school social workers and will support state and local affiliate efforts toward appropriate hiring models that recognize the role and importance of each of these professionals.

ASCA supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in schools and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

NASP represents more than 25,000 school psychologists who work with students, educators, and families to support the academic achievement, positive behavior, and mental health of all students. School psychologists work with parents and educators to help shape individual and system-wide supports that provide the necessary prevention, early identification, and intervention services to ensure that all students have access to the mental health, social-emotional, behavioral, and academic supports they need to be successful in school.

SSWAA promotes the profession of school social work to enhance the educational experience of students and their families. SSWAA offers continuing professional development, supports best practices through research and evaluation, and maintains a strong public policy and advocacy presence. SSWAA supports social workers in creating linkages among schools, families, and communities to address barriers to student success and in serving the mental health needs of children and their families through early identification, prevention, intervention, counseling and support.



School Social Work Association of America

Resolution Statement

SCHOOL SOCIAL WORKERS HELPING STUDENTS SUCCEED:

RECOMMENDED SCHOOL SOCIAL WORKER TO STUDENT RATIOS

The School Social Work Association of America (SSWAA) recommends a maximum ratio of one Master of Social Work (MSW) level school social worker to 250 general education students or one school social worker per building serving 250 students or fewer. This recommendation is consistent with the roles and functions of the profession as delineated in the SSWAA School Social Work National Practice Model (2013). When students require more intensive services, such as student with disabilities and other specialized populations, the ratio of school social workers to students should be adjusted to ensure school social workers appropriate workloads to address students' needs. For example, in programs serving students with intensive behavioral challenges the ratio may need to be significantly lower to provide the level of services necessary to address those needs.

School social workers provide mental health services in schools and have specialized training to meet students' social-emotional needs. Schools often are one of the first places where mental health issues are recognized and initially addressed (Hennessy & Green-Hennessey, 2000; Hoagwood et al., 2005). School social workers serve as the primary mental health provider for students, and they may be the only counseling professional available to students and their families to both initially identify and provide interventions for those issues. (Early & Vonk, 2001; Hennessy & Green-Hennessey, 2000; Kelly, Berzin, et al., 2010). In a 2008 survey of school social workers, only 11 percent of respondents reported that all or most of the students on their caseloads receive counseling or therapeutic services outside of school (Kelly, Berzin, et al., 2010).

Research indicates between 18-20- percent of students have mental health issues significant enough to cause impairment to their major life functions (Dore, 2005), yet only one in five students receives the necessary services (Kaffenberger & Seligman, 2007). Furthermore, diverse students, including students with disabilities, students of color, and students from low income families, are at greater risk for mental health challenges, but are even less likely to receive the appropriate services (Vera, Buhin, & Shin, 2006). Students with untreated mental health issues may develop more significant problems which can greatly impact their educational experience and result in poor educational outcomes and possibly dropping out of school (Erford, Newsome, & Rock, 2007).

The role of the school social worker as outlined in the SSWAA School Social Work National Practice Model includes:

- Provision of evidence-based education, behavior, and mental health services
- Promotion of a school climate and culture conducive to student learning and teaching excellence
- Maximization of access to school-based and community-based resources (SSWAA, 2013).

Staffing at a higher ratio than the maximum recommended by SSWAA compromises the quality of services provided to students and affects the potential for positive academic outcomes for *all* students.

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Meet us at the SSWAA Leadership/Legislative Institute!

Residence Inn, Alexandria, VA, July 12-14, 2015

Join SSWs from across the country to polish your advocacy skills!

Learn how to use those skills to influence local, state, and national leaders to enhance the profession of school social work!

Tentative Agenda: *Developing SSW Allies: Influencing the 'Powers that Be!'*

Sunday, July 12 – Residence Inn (12:30 – 1:30, Registration):

1:30 PM – 5:00 PM:

- Overview of Institute: "Process & People: How to and Who's Who"
- Brief overview of SSWAA talking points for Hill visits
- Networking dinner (additional fee)

Monday, July 13 – Location TBA in Downtown Washington:

8:30 AM – 11:00 AM:

- In-depth discussion of SSWAA talking points and legislative issues
- Small group discussion: Personalizing the talking points and strategizing for visits

11:15 AM – 12:30 PM: A Dialogue with Local "Powers that Be" (Invited: National School Boards Association; AASA (local superintendents); Council of Administrators of Special Education) – Help "educate" these important local leaders about the role & importance of SSW!

12:30 PM – 1:15 PM Lunch (provided)

1:30 PM – 2:30 PM: A Dialogue with National "Powers that Be" (Invited: Representatives of the U.S. Dept of Education and SAMHSA, U.S. Dept. of Health and Human Services)

2:45 PM – 5:00 PM:

- Final preparation for Hill visits
- Education and Mental Health Agenda in the 114th Congress
 - After Hill visits: Dinner on your own – Optional Evening Activity

Tuesday, July 14 – Capitol Hill:

8:00 AM – 10:00 AM:

- Breakfast on the Hill with staff panel (Invited: Senate/House Education Committees)
- Children's Champion Award – To be Decided

10:00 AM – 5:00 PM: Hill Visits (2:00–5:00: Drop in at Hill cafeteria to "debrief" with SSWAA staff!)

Follow-up Webinar, Thursday afternoon, July 16 (tentative date): *Join us for a follow-up online session to debrief on your Hill visits and learn more about how to put your new advocacy skills to work at home!*

Please go to www.sswaa.org to register.



FLORIDA ASSOCIATION OF SCHOOL SOCIAL WORKERS

Membership Application Form (Please type or print)

Name _____

Full Home Address _____

County of Residence _____

Home or Cell Phone _____

Home Email _____

Employer _____

Department _____

Title _____

Work Address _____

Work Phone _____

Work Email _____

Professional Information

Degree(s) _____

License(s) _____

Credential(s) &/or Certificate(s)

Annual Membership Fees: check & circle one

_____ **Full Time SSW = \$50/\$90/\$120 (1/2/3yrs)**

_____ **Associate = \$25/\$45/\$65 (1/2/3yrs)**

_____ **Student = \$25.00**

Mail form above and your dues payment to FASSW, P.O. Box 195656, Winter Springs, FL 32719-5656 or you can pay with a credit card through the secure [PayPal](https://www.paypal.com) link at our website's membership page: <http://www.fassw.org>

Thank you for your loyal support of the SSW profession and our State Association. Our strength has been our membership and its involvement since 1942. Join Today!