

School Social Worker - First Year Checklist

Get the list of students you will be assigned to work with at the school.

- Which students have IEPs and 504 plans?
- Confirm specific requirements for SSW in these plans (e.g. specific minutes of contact per week, consultation, attendance at IEP meetings etc.)
- Contact previous caseworkers and staff who know those children to get more background information if appropriate (e.g. what worked with the student in the past?)

Gain access to the student information system

- You need student data:
- Attendance
- Discipline
- Health
- Academic records/placement (on grade-level)
- Student Schedule (if appropriate)

- Parent/Guardian and other relatives/siblings on record
- Other records notes from previous session or other school staff, documents that may be on file from agencies, custody information, etc.
- Medicaid Reimbursement System Learn how it works at your school (may be particularly important for special education students)
 Develop a referral sheet A referral sheet will eliminate verbal references with no documentation. (See example on back page)

How do students and families' access to social work services at the school?

- Is there an appointment system used?
- Will students need a pass?
- How and from whom do they receive the passes?
- Are there interpreter services or staff available when needed to communicate with non-English speaking students or parents?
- What is in place for the school social worker to impact the whole school system?
 - Comprehensive behavior management system, RTI/RTIi, bullying prevention, school climate, attendance family involvement/participation (as a school or district initiative)?
 - Are there opportunities to co-teach?
 - Are there materials available to be distributed?
 - What are expectations from your administration, staff, and peers? What do they see as positive School Social Work Services?
- Find the union representative at the worksite and ask for support and information about school culture.

Lean on the individuals most closely impacting students social/emotional needs and develop a monthly check-in/communication system with these peers.

- Community agencies active in
- the school (e.g. Head Start,

based groups, etc.)

YWCA, Probation Service, faith-

- NurseSchool Psychologist
- School Secretary
- Certified School Counselors
- Students will need your services on day one (e.g. discipline, emotional upsets, attendance, homelessness, etc.) BE VISIBLE!

Introduce yourself to other educators and explain your role. Inquire about how they partnered with other School Social Workers in the past.

- What works for them? (e.g. pull-out, push-in, co-teaching).
- What needs do their students have?
- Attend a faculty meeting or in-service to provide information on your services.
- Don't be afraid to ask questions you need information to do the best job for your students.
- Find out where students are referred for services when their needs cannot be met in the school environment.

Develop relationships with key staff from outside/community based-agencies:

- County Caseworkers
- Child Protective Services
- Homelessness Support
- Food Banks

- Refugee Services
- Police/Probation
- Faith-based Organizations
- MH/MR/ID programs, etc.

Attend community-based meetings of social services agencies to network/meet providers.

Clarify your role in the school's emergency/crisis plan.

- What would your role be in the case of a violent incident at a school, a death in the school community, etc?
- How might your role change during and after an incident
- What type of ongoing support activities will you be asked to provide?

Clarify your role in formal disciplinary and attendance matters.

• Are you expected to play a role in prosecution of truancy cases with local District Court Judges or will your role be more supportive and child family oriented?

• Does this room have access to your confidential records? Can you make a confidential phone call or access the internet from this room?

administrators and School Resource Officer (SRO)

Others - including

CONFIDENTIAL SCHOOL REFERRAL FORM

			Date Received		
dent's Name		Grade & HmRm Teacher			
First	Last				
ent/Guardian Name		Home Ph. ()		
Work Ph. ()	Cell Ph	-	Teacher Self	Parent Other	
DOB Studer	t lives with:				
Reason(s) for Referral- Pro	blems/Concerns related to: (P	lease check all that apply.)			
[]Dramatic change in behavior [] Worries [] Daydream/fantasizes [] Grief [] Fears [] Sadness [] Always tired [] Motivation [] Inattentive [] Withdrawn [] Cries easily for age [] Self-image/confidence [] Non-touchable/pulls away Clarify Referral Problem / History:	[] Nervous/anxious [] Perfectionist [] Aggression/Anger [] Swearing [] Fighting [] Lying [] Bullying [] Disrespectful [] Defiant [] Hurts self [] Impulsive [] Over Active [] Easily distracted	[] Chews (paper/clothes/hair) [] Makes Odd Sounds [] Stealing [] Destruction of Property [] Sexual Acting Out [] Peer Relationships [] Social Skills [] Personal Hygiene []Family Concerns	[] Completi	s/organization on of Assignments/Homework isk (H.S.)	
ACTIONS taken by the person referri	ng this student, if applicable: ₍ Please at	tach copies of any interventions attem	pted)		
Have you contacted parent/guardia Explain below the outcome of pare		Date:			
What other services is student rece	iving (Out-of-School counseling, etc.)?				
	-				
Signature of Person Making Ref	erral	 Date of R	eferral		