

SCHOOL SOCIAL WORK

(Data from 15-16 End of Year Report)

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WAKE COUNTY
PUBLIC SCHOOL SYSTEM



SCHOOL SOCIAL WORK

Whole Child, Whole School, Whole Community

- Serve a key role in eliminating barriers to student learning
- Licensed professionals
- Master's level education
- Active members of the community
- 2012 & 2013 NC School Social Worker
- SSWAA National Finalists
- 2017 NASW State Social Worker of the Year



Caseload

24,679 Total Students Documented

100 Social Workers (95 School Based)

280 Students Per Social Worker (Tier II & III)

1 Referral Reason Per Student

Attendance

Basic Needs

Emotional/Behavioral

Academic

Mental Health

Medical

Neglect/Abuse

34,339
Referrals

Staff Consultation

Parent Education

Basic Needs

Advocacy

Home Visits

Counseling/Mental Health Services

Networking with Community Resources

Preschool Social Work Services

Alternative Placement Programs

Court Juvenile or District

49,891
Interventions

2 Interventions Per Student

Engagement

Parent and Community

160 + Community Connections

100+ Holiday Programs

Collaborations

Examples include but are not limited to:

Haven House

Southlight

SafeChild

Wake County Human Services

Note in the Pocket

Green Chair

Present at over 50 Community Meetings



Engagement

Backpack Buddies

Metrics	2014-15	2015-16
Number of Schools with Programs	76	107
Number of Children Served	1,974	2,879
Number of Partners Engaged	50	78
Number of Schools with >50% FRL with Backpack Buddies access	32 of 48	38 of 48

No Show & W2 Recovery Process

Poor attendance in the first month of school can predict chronic absence for the entire year

Half of students who miss 2-4 days in the first 22 days of school are likely to be chronically absent for the year, missing an average of 25 days

Nine out of 10 students who miss at least 5 days in the first 22 days of school are likely to be chronically absent, averaging 70 absences

Attendance

Tier 3: Intensive

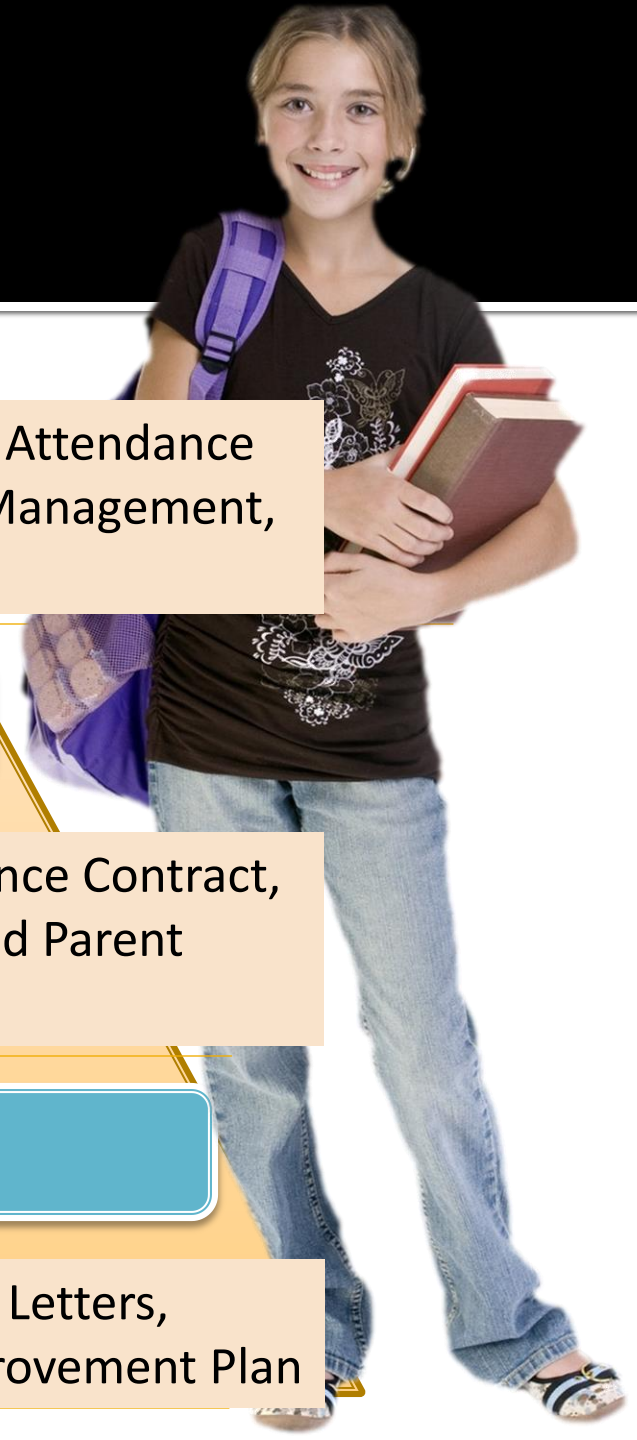
McKinney-Vento Transportation, Court, Individual Attendance Plan, CPS Referral, Mental Health Referral, Case Management, Collaboration with Community Support Referrals

Tier 2: Strategic

Assessments, Interventions, Home Visits, Attendance Contract, Incentive Programs, Attendance Groups, Continued Parent Education, Community Supports

Tier 1: All Students

Cohort Graduation Rate; Attendance Plan, Teams, Letters, Programs; Parent Education; Training; School Improvement Plan



Attendance

PLT Project Results

Average Number of Instructional Days Gained *Per Student*:



Total Number of Instructional Days Gained for ALL participants:

35,588

PROFILE OF STUDENTS PARTICIPATING IN PROJECT

- 26 Total Absences
- 10 Total Unexcused Absences
- Lacking Parent Support
- History of Non-Attendance
- 3 Interventions Will Be Used by the School Social Worker

Attendance

Attendance Intervention Program

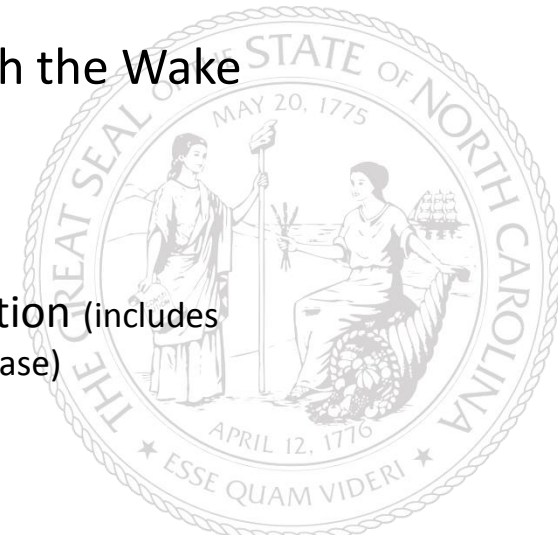
State Law & Board Policy

Initiative to improve student school attendance through the Wake County District Court System

117 New cases
67 Cases closed
102 Cases continued

CASES

- 182 Cases Used Mediation (includes multiple attempts for single case)



MEDIATION

- After starting mediation, students attend an average of **86%** of school days*
- After starting mediation, **18** students have not missed school
- After completing mediation, **24** students have attended **96%** or more days of school

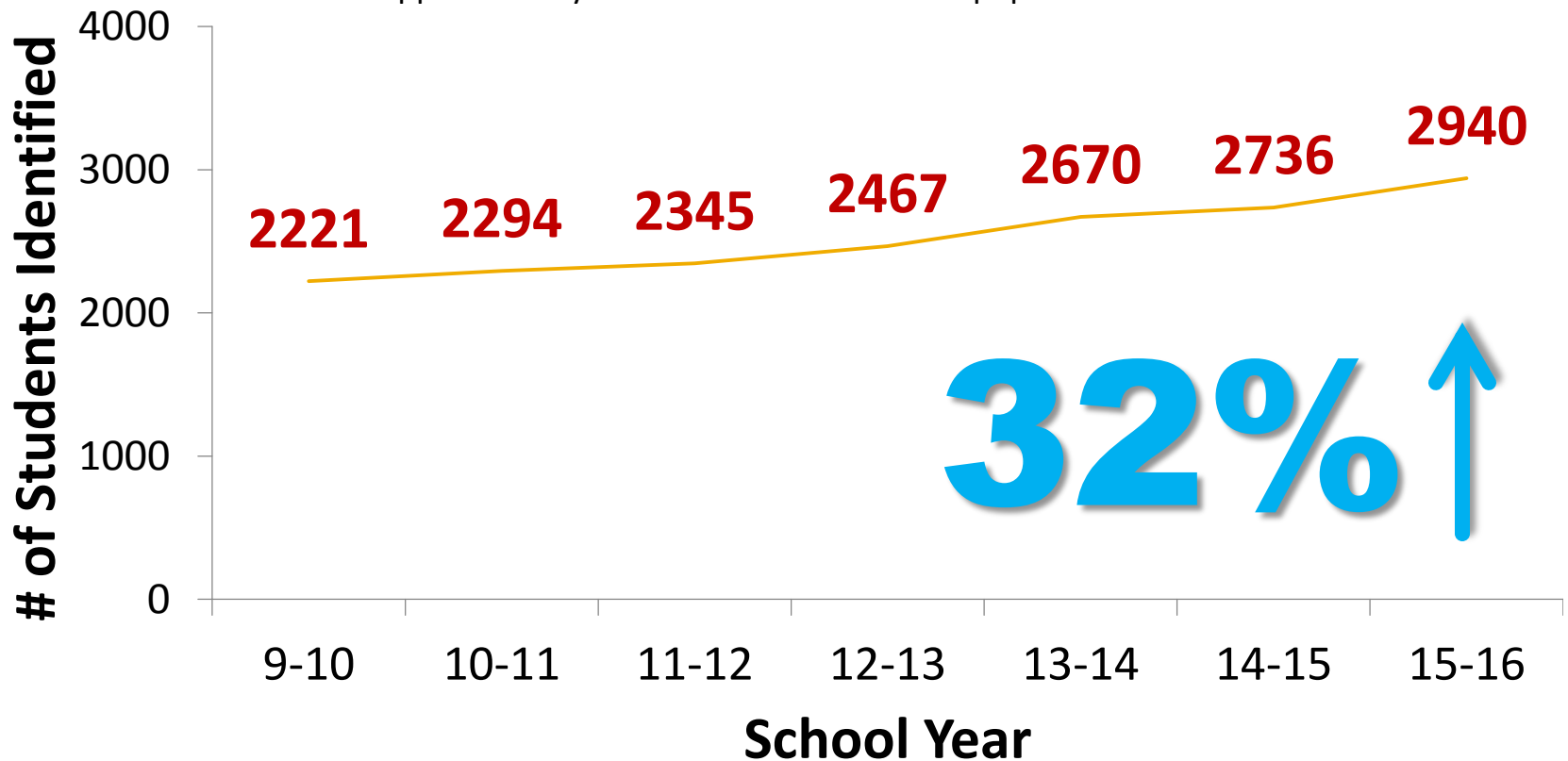
*Calculated by (# of school days attended after mediation started) divided by (# of school days available to attend between date of first mediation and June 3rd)

At-Promise Students

McKinney-Vento

McKinney-Vento Identified Students

Approximately 2% of the overall student population



At-Promise Students

McKinney-Vento

Federal & State Law, Board Policy

PROFILE

- Preschool: 66
Elementary: 1517
Middle: 636
High: 721
- From a working single parent household
- Doubled up in Raleigh due to an eviction
- Will move an average of two times over the academic year



Photo: Daniel Mears / The Detroit News

<http://www.detroitnews.com/story/news/special-reports/2015/12/09/family-asthmatic-son-foster-care/77004604/>

At-Promise Students

Foster Care

Federal Law, Board Policy



- Every Student Succeeds Act, Dec 2016
- Emphasizes the importance of keeping children in foster care in the school of origin unless it is determined to be in their best interest to change schools
- Collaboration with Wake County Human Services
- District & School Point of Contacts

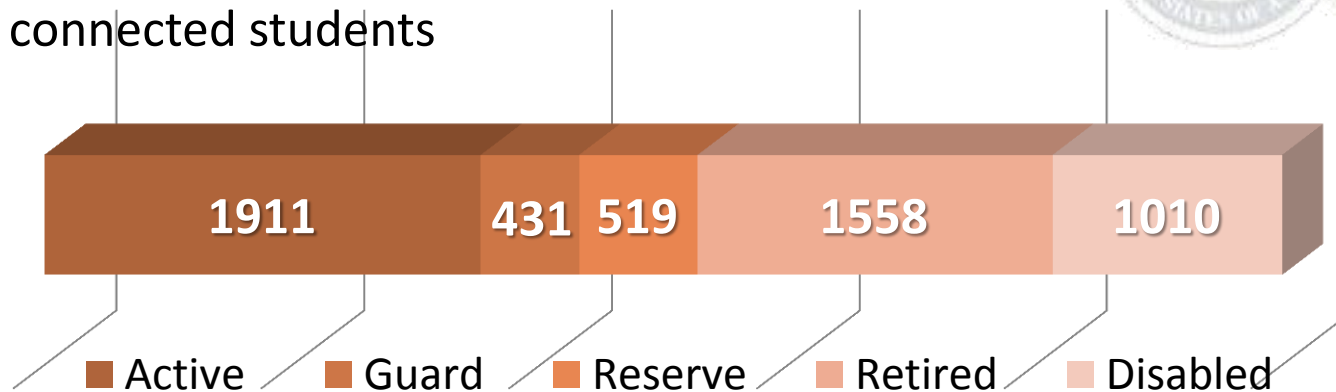
Photo: Daniel Mears / The Detroit News
<http://www.detroitnews.com/story/news/special-reports/2015/12/09/family-asthmatic-son-foster-care/77004604/>

At-Promise Students

Military

Wake County Public School System has:

- the 4th largest total military connected student (MCS) population
- the largest Guard and Reserve MCS population in North Carolina
- 5400 military connected students
- utilizes a Military Connected Student Designee in each school exceeding the standard for identifying and addressing the needs of military connected students



Mental Health Behavioral/Emotional

Student Services Staff serve on school & district crisis teams

Member of the Child Planning Conference Teams (WCHS)

Member of the Community SafeChild Team – Sexual Abuse

Member of the County Domestic Violence Task Force

Member of the Child Fatality Review Team

Point of Contact for:

- Child Protective Services
- Foster Care
- McKinney-Vento
- Military Family



Mental Health Behavioral/Emotional

ACE : SouthLight Behavioral Health Care

Initiative to increase access to the Alternative Counseling Education (ACE) Program. SouthLight Healthcare Provides the substance abuse education program for no charge to student and/or parent at Six co-located sites in schools that are geographically distributed for ease of access.

September 2015 – June 30 2016:

Southlight conducted 42 sessions and served 502 students from middle school and high school.



Mental Health

Behavioral/Emotional

Restorative practices is a coactive set of processes based on whole child principles intended to build a school community's capacity to safely and effectively address conflict.

- Reduce situational reactivity – Improve Psycho-Emotional self regulation
- Address the harm – Increase situational perspective
- Build community – Enhance sense of inclusion through engagement

Restorative Practice consists of three scalable practices:

1. Circle Process
2. Peer Mediation
3. Facilitated Mediation



Currently there is one school that can be identified as a Restorative School and that is River Oaks. A Restorative School has all three practices.