

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**REGULATION No. 275
PROGRAM**

SCHOOL SOCIAL WORKERS (SAFE SCHOOL PROFESSIONALS) PROGRAM

Purpose

The purpose of this regulation is to establish and maintain guidelines and protocols for School Social Workers, referred to as Safe School Professionals (SSPs), at their school sites in the performance and operations of their work with students, families, teachers, and other school professionals and para-professionals.

Accordingly, this regulation shall be paired with other policies and regulations of the District which support the overall behavioral and emotional health and well-being of students.

Scope

This regulation applies to the entire school community in general (elementary, middle and high school levels) and Safe School Professionals in particular. This includes any and all interactions and involvement Safe School Professionals have with students, their families, administrators, and onsite school professionals, including but not limited to teachers, school counselors, school psychologists, school nurses, and site administrators.

General Job Description and Performance Responsibilities:

The SSP's primary task is to empower students, families, and school personnel to access available opportunities and resources that develop each student's educational potential. SSPs will concentrate on students' academic, behavioral, and emotional needs and will provide services, support, advocacy, and resources that will help to empower students to increase their academic potential.

The SSPs will interface with the educational and academic process and meet the needs of schools, students, and families within the District. Using a strengths-based, evidenced-based and system-wide approach, SSPs focus on prevention and intervention by facilitating engagement between students, schools, families, and the community. SSPs address the District's Strategic Plan, Empower Carson City 2022 imperatives by linking children, youth, and families to community agency resources, in order to align services to meet the educational needs of all students. To accomplish this goal, SSPs are expected to collaborate with school counselors, school nurses, school psychologists, truancy officers, school resource officers and other community partners.

SSPs are expected to adhere to the District's Policies and Regulations. SSPs report to the school's principal or his or her designee. SSPs will receive program direction from the Educational Services Department.

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Essential Duties and Responsibilities:

The SSP's essential job duties and responsibilities include, but may not be limited to:

- A. Implementing and adhering to the three-tiered level of intervention and supports for the school, students, and families:
 1. Tier 1 – This is universal or school-wide intervention (not specific to just one student or a group of students) based on a “prevention” model. This tiered intervention pertains to targeting and reaching approximately 80 to 100 percent of the entire school – this involves not only SSPs interacting with students, but with all school staff, including teachers, school counselors, and paraprofessionals as well. Examples of Tier 1 interventions and support include, but are not limited to, interacting and building relationships on an ongoing basis with students, collaborating/training with teachers, developing and implementing social and emotional development programs, such as the peer to peer programs, substance abuse and prevention programs, anti-bullying programs, school safety, afterschool programming, school-wide needs assessment, data collection and reporting. Interacting with students during recess and at lunch also constitute Tier 1 intervention and service.
 2. Tier 2 - This intervention is targeted towards a small group of students or families, in terms of small group interventions. This typically will affect about 15 to 20 percent of all students and/or families in a particular school. Examples of Tiered 2 interventions/supports include, but are not limited to, identifying students and/or families needing group work (e.g., attendance issues, truancy, at risk of not graduating, anger management, etc.), case management, classroom interventions, focused attendance and truancy interventions, small group peer to peer activities/interventions, etc.
 3. Tier 3 – This intervention is geared towards intensive supports that may affect approximately 10 to 15 percent of students in a particular school. Tier 3 interventions typically may include, but will not be limited to, one-on-one student contact; for example, law enforcement involvement/intervention, probation/probation services, students who need the services of a school psychologist, clinical mental health therapy and services, behavioral intervention plans (BIPs), intensive family work, home visits, and child protective services involvement/reporting.
- B. Assessment of student and family needs, including but not limited to suicide screenings, and determining what interventions and supports are needed based on individual and family needs.
- C. Providing direct interventions and supports for students, families and teachers when needed.
- D. Conducting brief suicide screenings of students deemed to be at risk of suicide (if as a result of the SSP's suicide screening the student is deemed to be at risk of suicide, the SSP will make a referral to the appropriate community provider to conduct a formal and comprehensive clinical at-risk suicide assessment). Please see District Regulation 270, entitled Suicide Prevention/Intervention/Postvention.

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- E. Filing a formal report/referral to the Nevada Division of Child and Family Services (DCFS) or local law enforcement agency, for the purpose of having the agency complete a child abuse or neglect assessment if there is suspicion or belief that a student is being abused or neglected. (District Policy/Regulation 807)
- F. Developing and obtaining knowledge of Carson City health and human services community resources; referring and linking students and/or families to the appropriate community resources when needed.
- G. Advocating for students and families who need assistance obtaining and negotiating in-house and community resources.
- H. Providing consultation, collaboration and support for all school staff, including but not limited to teachers, principals, assistant principals, school counselors, school nurses, and school psychologists.

Documentation Requirements

Safe School Professionals shall perform all student and family documentation in Infinite Campus (IC) under the SISP (Specialized Instructional Support Personnel) Tab.

Safe School Professional Position Requirements

An eligible Safe School Professional for District employment is defined as a:

- A. Licensed Clinical Social Worker (LCSW)
- B. Licensed Independent Social Worker (LISW)
- C. Licensed Social Worker (LSW)
- D. Licensed Marriage and Family Therapist

At the discretion of the District and its site administrators, BSW (Bachelors of Social Work) or MSW (Masters of Social Work) student interns may serve District social work internships at our schools, but only for the purposes of meeting their curriculum requirements established by their university institutions. There will be no financial remuneration from the District for any BSW or MSW student interns.

Whether hired as District employees or, contractors, all Safe School Professionals must adhere to District, requirements including, but not limited to:

- Wearing identification badges;
- Complying with all District safety and security rules, including but not limited to site registration, sign-in/sign out, following emergency procedures, safety drills and evaluation procedures;
- Not smoking on school grounds;

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- Completing E-learning online training, for example, including but not limited to “You Can Protect our Children,” Reporting Child Abuse in Nevada,” “Students in Transition (McKinney-Vento)” and “Family Education Rights and Privacy Act (FERPA)”;
- Participating in any required training as determined by the District or NDE, and
- SSPs will follow and incorporate District approved and adopted Social and Emotional Learning (SEL) standards and guidelines.

Adopted: August 8, 2017

Revised: June 11, 2019