



National Association of Social Workers

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To: Pawtucket School Committee Members: Michael A. Araujo, Nicole Nordquist, Joanne Bonollo Raymond J. Spooner, Jr., David Coughlin, Jr., Alan J. Tenreiro, Raymond Noonan

School Administrators: Deborah Cylke, Superintendent, Kim Mercer, Deputy Superintendent, Eileen Crudele, Director of Special Education:

From: Rick Harris, LICSW - Executive Director, National Association of Social Workers

Re: Testimony Regarding the Value and Duties of **School Social Workers** in Public Schools. Comments on School Social Worker Layoff 2011

The School Social Work professional is over 100 years old. During this century of development, social workers have continuously added to the profession's knowledge and skill base in order to provide the most effective services. We live in a complex and fast paced world and many students face a myriad of problems, many of which negatively impact students while in school. The unique preparation that social workers receive in their education and the ongoing training emphasizes both clinical and systems theory. This attention to working from "micro" and "macro" perspectives allows every school social worker to operate simultaneously within individual, classroom, school and community parameters. School Social Workers provide effective services to students, families and school personnel while helping to improve the whole educational system through policy analysis while nurturing the growth and linkage of community partners and resources.

School Social Workers are held to high standards of cultural competence, ethical delivery of services, and clinical standards of practice. At the same time these workers are held to high expectations regarding the overall "good of the community". This is accomplished through rigorous education and continuing education requirements. Schools of social work integrate cultural competence, generic and specialized ethics education, systems change theory, clinical theory, clinical practice, policy analysis, and research.

I. Rhode Island School Social Worker Qualifications

School Social Workers, by regulation, must be licensed by the State of Rhode Island. Additionally School Social Workers are the only public school system employees who can bill that can for Medicaid services. For educational requirements and licensing information, please see below.

- 1) School Social Workers must hold Master of Social Work (MSW) from an accredited school of social work. (School Social Workers begin their career in the school system with 6 years of academic training, and of 1676 hours practicum education.)
- 2) School Social Workers hold a Licensed Clinical Social Work (LCSW) or Licensed Independent Clinical Social Worker (LICSW).
- 3) School Social Workers must receive 30 hours of approved continuing education, 3 of which must be in Professional Ethical Practice and 3 in Cross Cultural Competence. (Only 6 hours of the continuing education requirement may be in distance learning. The rest of the hours must be in a face to face/other learning format that allows for participant/faculty interaction.)

II. Federal Department of Labor School Social Worker of Description

195.107-038 SOCIAL WORKER, SCHOOL

Aids students with behavioral, mental, emotional or physical problems: Counsels students whose behavior, school progress, or mental or physical handicap or condition indicates need for assistance. Consults with parents, teachers, and other school personnel to determine causes of problems and effect solutions. Arranges for medical, psychiatric, and other tests and examinations that may disclose causes of difficulties and indicate remedial measures. Attempts to alter attitudes and behavior of parents and teachers that cause or aggravate problems. Recommends change of class or school, special tutoring, or other treatment to effect remedy. Serves as a liaison between student, home, school and community resources, such as family service agencies, child guidance clinics, courts, protective services, doctors, and clergy members. Serves as consultant to school personnel regarding students or situations which are not referred for direct service. May lead group counseling sessions to enhance social development of individual members and provide peer support in areas such as grief, stress, or chemical dependency. Usually required to have knowledge and skill in casework methods acquired through degree program at school of social work and certification by state department of education.

GOE: 10.01.02 STRENGTH: L GED: R5 M3 L5 SVP: 7 DLU: 81

III. School Social Workers and Regulations Governing the Education Children with Disabilities

Excerpts from The Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities

(14) Social work services in schools includes —

- (i) Preparing a social or developmental Assessment on a child with a disability;
- (ii) Group and individual counseling with the child and family;
- (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and (v) Assisting in developing positive behavioral intervention strategies.

(15) Speech-language pathology services includes —

- (i) Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

300.157 Personnel Requirements.

(a) *Staffing.* It is the responsibility of the public agency to assess the needs of students with disabilities, assign personnel in accordance with those needs, and evaluate the delivery of services to determine whether the agency's program conforms to the requirements of these regulations and the Individuals with Disabilities Act (IDEA).

(b) *Special Education Administrators.* Every public agency shall employ a sufficient number of special education administrators necessary to carry out the requirements of these regulations and the IDEA. Any public agency may enter into an agreement with one or more other public agencies to employ the required number of special education administrators in operation of a regional special education program

(c) *Other Personnel.* Every public agency shall employ a sufficient number of professionals, paraprofessionals, and assistants to meet all of the evaluation and placement timelines, as well as each student's individual service needs identified through the evaluation, and resulting in the individualized education program (IEP). Caseloads shall be assigned by the public agency in a prudent and equitable manner, based on the time required to properly serve the needs of the students with disabilities involved, as determined by the evaluation process and resulting in the IEP.

(d) *Reporting.* Every public agency shall provide RIDE with the agency's policy to determine the number and types of personnel required under this section, and a description of the public process the agency used to develop its policy. Every public agency shall report annually to RIDE the agency's plan, pursuant to said policy, to comply with this regulation, including the number of full-time equivalent positions of special education administrators, special education teachers, school psychologist, speech/language pathologists, school social workers, and physical and occupational therapists, respectively, it uses to meet the needs of students with disabilities.

(e) The Commissioner of Education may establish a class size maximum and/or staffing ratios for any group(s) of personnel, class, school, or district, if the commissioner determines that:

- (1) The plan submitted by the district under paragraph (d) is insufficient to fulfill the requirements of this section,
- (2) The district has failed to comply with the terms of the plan submitted by the district under paragraph (d), or
- (3) Student performance within or throughout the district warrants intervention as dictated through R.I.G.L. 16-7.1-5

IV. School Social Workers and their Relationship to the Basic Education Program

The Basic Education Program identifies a number of areas that are School Social Workers are particularly well trained to help ensure the best educational outcomes for students, especially those who struggle with the structure of school, have extreme difficulties in the community they believe, have special needs and/or are struggling with mental health issues. School Social Workers are also uniquely qualified to help enhance the school environment, help ensure non discrimination within in schools and to promote school safety. Below are a list of some a few of those areas.

Excerpts from the Rhode Island Basic Education Program

G 12 2.3 Building Capacity for a Cohesive and Aligned System

The Board of Regents acknowledges that implementing an aligned, cohesive system requires a long term investment in building the capacity of individuals, institutions, and educational communities to develop the knowledge, skills, and resources for effecting sustainable improvement.

The four essential capacities that require ongoing development at every level of the system include:

- Focused, visionary, accountable **Leadership;**
- Active, responsive, dynamic **Personnel Supports;**
- Organized, accessible, transparent **Infrastructure;** and,
- **High quality, rigorous, and authentic Content.**

G-12-4.2 Functions of the Local Education Agency

Each LEA shall address seven core functions in order to ensure that all of its schools are providing an adequate education to every student:

- A) Lead the Focus on Learning and Achievement. The LEA shall provide on site direction that continuously guides site based leadership; identify expectations and accountability for implementation of proven practices; and address barriers to implementation of identified educational goals.
- b) Recruit, Support, and Retain Highly Effective Staff. The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.
- e) Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.

G-13-1.1 Framework for a Comprehensive Curriculum

These curriculum documents shall explicitly communicate how students will be supported so that they can achieve high standards through multiple pathways and attain success in the 21st century global economy. Programs of study that are in one of the sixteen (16) critical industry career cluster areas shall reflect the relevant academic content standards as well as the applicable national or industry skill standards. These supports shall account for multiple delivery models and settings while maintaining the common foundation of content standards and rigorous expectations for achievement. **All curriculum documents shall include a Response to Intervention model as an integral component of supports and curriculum design.**

G-13-1.3.9 Comprehensive Health. A high quality health education program of study leads to health literacy for all students, providing students with the knowledge and skills necessary to maintain healthy lifestyles. *Health Literacy for All Students: The Rhode Island Health Education Framework* outlines the seven standards for health education and the concepts and skills expected of all students at grade spans K-4, 5-8, 9-10, and 11-12. These expectations are further outlined in the companion document, *Comprehensive Health Instructional Outcomes*, by grade span within each health content area.

Each LEA shall ensure that the coherent and coordinated K-12 curriculum for health includes:

- 1) Instruction in all content areas: personal health, mental and emotional health, injury prevention (including violence prevention), nutrition, sexuality and family life, disease prevention and control, and substance use and abuse prevention – including specific topic areas required by state statute;
- 2) An emphasis on developing the key skills (i.e., accessing information and services, analyzing social influences on health, assessing personal risks, goal setting, decision making, communication, negotiation, and advocacy) that cut across all health content areas and on practicing health enhancing behaviors;
- 3) Sequential, comprehensive, and developmentally appropriate instruction K-12;
- 4) Medically accurate information; and
- 5) Compliance with statutory requirements for instructional time as well as with other requirements in the *Rules and Regulations for School Health Programs*.

G-14-1 ACADEMIC SUPPORTS AND INTERVENTIONS FOR ALL STUDENTS

Each LEA shall ensure that all students have the opportunity and skills necessary to access the systems of developmentally appropriate, targeted, and responsive academic supports and interventions for learning that they need to become college, work, and career ready. **These supports and interventions enable the LEA to address the following functions: Foster Safe and Supportive Environments for Students and Staff, Engage Families and the Community, and Use Information for Planning and Accountability.**

Each LEA shall provide supplemental academic supports and interventions that are evidence-based in the areas of literacy, numeracy, science, social studies, history, and speech and English language acquisition. Such supplemental academic supports and interventions shall be provided to students in K-12 when students are determined, through an LEA systematic problem-solving approach, to be at risk of not successfully achieving proficiency on state assessments and/or Proficiency-Based Graduation Requirements.

G-14-2 SUPPORTIVE AND NURTURING SCHOOL COMMUNITY

Each LEA shall ensure that schools create a climate of safety, security and belonging for all students and adults, thereby establishing an environment that builds respectful relationships, enhances productive learning and teaching, promotes school engagement, and promotes academic success. Each LEA shall accomplish this goal by ensuring that each school:

- 1) Is safe, respectful, and free of discrimination;
- 2) Establishes protocols for ongoing student, family, and community engagement; and
- 3) Provides expanded learning opportunities and academic enrichment.

G-14-2.1 Safe and Respectful Environment

Each LEA shall build a safe and respectful learning environment by addressing the components described in G-14-2.1.1 through G-14-2.1.4.

G-14-2.1.1 Freedom from Discrimination

Each LEA shall identify and remove barriers to students and adults that are based on their race, ethnicity, national origin, language, gender, religion, economic status, disability, or sexual orientation. Each LEA shall comply with all relevant state and federal statutes and regulations regarding discrimination.

G-14-2.1.2 Right to a Safe School

Each LEA shall ensure that students who are on school grounds before, during, and after school, during recess, and during other intermissions are appropriately supervised by adults.

Each LEA shall follow state statute that states that each student and staff member has a right to attend or work at a school that is safe and secure, that is conducive to learning, and that is free from the threat, actual or implied, of physical harm.

G-14-2.1.3 Prevention of Bullying, Harassment, Hazing, Teen Dating Violence, and Sexual Violence

Each LEA shall:

- **Prevent and respond appropriately to incidents of bullying, hazing, teen dating violence, sexual violence, and related issues;**
- **Promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations;**
- **Provide professional development, training, resources, and other means to assist students, staff, and other adults in the school building or at school sponsored activities in carrying out these responsibilities; and**
- **Comply with relevant state and federal statutes regarding these issues.**

G-14-2.1.4 Positive Behavioral Supports and Discipline

Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success. Each LEA shall ensure that:

Schools engage in a participatory process (involving students and staff) to assess periodically the school climate and to adopt or develop strategies to improve conditions (see the Board of Regents Policy Statement on Student Rights);

Students and parents/guardians are notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians, and students shall be provided with information about early warning signs of harassing and intimidating behaviors, such as bullying, as well as prevention and intervention strategies;

- 1) Schools provide a structure of incentives that adequately reward students for their efforts and achievements. Attention shall be given to rewarding a diversity of accomplishments and to broadening the availability of rewards;
- 2) Schools have a clearly delineated system for ensuring compulsory attendance for children six (6) to sixteen (16) that includes:
- 3) Procedures for noting daily absenteeism and investigating un-excused absences;
- 4) Procedures for noting the required period of attendance of students attending at- home instruction approved by the school committee or at a private day school approved by the Commissioner of Education; and
- 5) The appointment of truant (or attendance) officers whose duties shall include referring truant students to appropriate school support services and procedures for enforcing any given case through civil action filed in Family Court;
- 6) Disciplinary actions are fairly administered for all students and comply with state laws mandating that certain violations be considered on a case by case basis; recognizing that there is no mechanism in Rhode Island law for expulsion of students; and
- 7) Schools shall provide a continuum of interim alternative educational placement options to continue a student's education while suspended that ensure the safety of the student and the school community.

G-14-2.2 Student, Family, and Community Engagement

Students can offer viable solutions to some of the policy, program, and funding challenges our changing schools face. In addition, it is both possible and desirable to create structures and processes to facilitate student engagement at the district and school levels. Each LEA, therefore, shall:

- Establish policies, processes, and procedures that facilitate regular (i.e., at least quarterly) participation of a representative group of school youth in discussions regarding how to improve the school environment, curriculum, and instruction to ensure increased access to challenging, hands on learning experiences and supports and to ensure student success on state and local achievement measures;
- Document the process of selection and orientation of these youth as well as the proposals that they put forth, how these proposals were evaluated, and the extent to which they were incorporated in LEA decision making; and
- Authorize and support youth led events to solicit input from and provide feedback to the larger school community.

Each LEA shall provide a broad spectrum of activities, programs, and services that directly involve families in their children's education and personally engage families in the school. Therefore, each LEA shall adopt the national Parent-Teacher Association (PTA) *Standards for Parent/Family Involvement Programs*, which state:

Communication: Communication between home and school is regular, two way, and meaningful;

- Parenting: Parenting skills are promoted and supported;
- Student Learning: Parents play an integral role in assisting student learning;
- Volunteering: Parents are welcome in the school, and their support and assistance are sought; and
- School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families.

Each LEA shall facilitate partnerships with community organizations and agencies, municipal entities, and businesses to meet the needs of students and families. Therefore, each LEA shall establish communication strategies that will engage community partners, including:

- 1) Ensuring community representation on the school improvement team or other decision making teams;
- 2) Identifying and recruiting businesses to provide career exploration activities for students;
- 3) Soliciting community organizations or business members to mentor students;
- 4) Facilitating on site services of local organizations at the school, e.g. counseling, food pantry, tax assistance, legal aid; and
- 5) Recruiting volunteers from community organizations and businesses.

G-14-3.2 Psychological and Mental Health Services

Mental and emotional health issues directly impede students' abilities to learn. Such issues include bullying, alcohol and drug abuse, depression, anxiety, and domestic violence, as well as psychiatric disorders. Therefore, each LEA shall:

- **Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;**
- **Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and**
- **To the extent practicable, ensure that schools coordinate with community youth development, prevention, and treatment efforts.**

G-14-3.3 Social Services

Research indicates that when families' basic needs are met, there is a higher likelihood that the students will succeed in school. Therefore, each LEA shall ensure that effective outreach strategies will be utilized to support families' access to health and social services through on site services and/or through effective referral systems to. These strategies shall:

- 1) Be driven by needs identified through school and community data;
- 2) Be family centered;
- 3) Be provided in a respectful and culturally responsive manner;
- 4) Be provided in the family's native language, to the extent practicable;

Address a comprehensive array of issues, including but not limited to hunger, housing, homelessness, health insurance, employment, pregnant and parenting teens, family illness, child abuse and domestic violence, legal issues, and issues related to foster care and Department of Children, Youth and Families (DCYF) custody; and Help families to navigate social service systems and access community resources.

G-15-2.5 Communications

Each LEA shall develop, implement, and monitor a comprehensive system of communication that ensures that parents, guardians, and the community at large are fully informed regarding the goals, programs, opportunities, achievements, and needs of the education system.

Communication systems enable the LEA to address the following functions: *Lead the Focus on Learning and Achievement; Use Information for Planning and Accountability and Engage Families and the Community*. Each LEA shall develop and implement a written comprehensive communication plan that establishes the guidelines and procedures for the design, implementation, monitoring, and revision of the district wide communication system. The comprehensive communication plan shall address the following:

1. Strategies to fully inform parents, guardians, and students of their individual rights under state and federal laws as well as to keep the public fully informed about the goals, programs, opportunities, achievements, and needs of the education system in a timely manner and in a culturally and linguistically responsive format;
2. Communication methods that accommodate the needs of all members of the public, including the visually or hearing impaired, those whose primary language is not English, and those with other special needs;
3. Opportunities for the public to give input on LEA issues and operations;
4. Strategies for ensuring that staff members are responsive to requests by parents, guardians, and members of the public for information or assistance and for providing staff members with professional development regarding service to the public, parental engagement, and community relations;
5. The organizational structure for implementing the communication strategies throughout the school community and within and across the district and its schools; and
6. The process for approval, review (based on data and information collected regarding the efficacy of the LEA communication system), revision, and renewal of the LEA communication plan.

V. Excerpts from the NASW Standards for School Social Work Services (2002)

These elements are reflected in the following selected school social work practice standards developed by the National Association of Social Workers (Copy of the full set of standards is included in this packet).

Standard 1. A school social worker shall demonstrate commitment to the values and ethics of the social work profession and shall use NASW's *Code of Ethics* as a guide to ethical decision making.

The school social worker shall demonstrate a recognition of basic human rights, including the right of students to human services; a willingness to act on professional judgement and convictions, and be informed by the *NASW Code of Ethics*; and the recognition that change is constant and requires school social workers to remain current by continuously scrutinizing and improving theory, policy, and practice.

Standard 2. School social workers shall organize their time, energies, and workloads to fulfill their responsibilities and complete assignments of their positions, with due consideration of the priorities among their various responsibilities.

Standard 3. School social workers shall provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services.

Standard 4. School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence that enhance families 'support of students' learning experiences.

Increasing diversity in U.S. classrooms requires that school social workers increase their awareness and appreciation of cultural differences. School social workers must develop competencies that include heightened self-awareness, knowledge, and practice skills consistent with the *NASW Standards for Cultural Competence in Social Practice*.^{*} They must also recognize racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome these barriers on students and improve the climate of the local education agency.

Standard 5. School social work services shall be extended to students in ways that build students' individual strengths and offer students maximum opportunity to participate in the planning and direction of their own learning experience.

Standard 6. School social workers shall help empower students and their families to gain access to and effectively use formal and informal community resources.

Empowerment is based on the principle of using student and family strengths and structure to enable families to function as advocates for themselves. It is particularly appropriate for school social workers to identify and collaborate with individuals who function as formal and informal leaders in their communities to develop and enhance the natural helping networks that can complement the formal services of the local education agencies.

Standard 7. School social workers shall maintain adequate safeguards for the privacy and

confidentiality of information.

Standard 8. School social workers shall advocate for students and their families in a variety of situations.

Standard 9. As leaders and members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

Standard 10. School social workers shall develop and provide training and educational programs that address the goals and mission of the educational institution

School social workers shall provide training programs for parents, teachers, other local education agency personnel, and the staff of community agencies. These programs may involve teamwork and collaboration with other disciplines. Content should address the prevention, intervention, and remedial factors that affect students' success in school.

School social workers shall support the academic standards of their school districts. This is accomplished through services to prepare students for learning and the actual teaching of social and behavioral skills.

Standard 11. School social workers shall maintain accurate data that are relevant to planning, management, and evaluation of school social work services.

Standard 12. School social workers shall conduct assessments of student needs that are individualized and provide information that is directly useful for designing interventions that address behaviors of concerns.

Assessments should take an ecological perspective, focusing on the students, as well as their interactions in the school environment, at home, and in community settings. A functional approach to assessment enhances understanding of the purpose and effect of problematic behaviors and provides information for developing interventions.

Standard 13. School social workers shall incorporate assessments in developing and implementing intervention and evaluation plans that enhance student's abilities to benefit from educational experiences.

Standard 14. School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local educational agency and community and shall work to create services that address these needs.

Standard 15. School social workers shall be trained in and use mediation and conflict-resolution strategies to promote students' resolution of their nonproductive encounters in the school and community and to promote productive relationships.

Standards for Professional Preparation and Development

Standard 16. School social workers shall meet the provisions for practice set by NASW.

School social workers shall have a graduate degree in social work from a program accredited by the Council of Social Work Education (CSWE). As a distinct specialty within the social work profession, school social work requires specialized knowledge and understanding of educational systems. The school social worker should actively seek this specialized training when the CSWE accredited program does not provide it.

Standard 18. School social workers shall understand the backgrounds and broad range of experiences that shape students' approaches to learning.

Standards 20. School social workers shall possess knowledge and understanding of the reciprocal influences of home, school and community.

School social workers shall be knowledgeable about how family dynamics, health, wellness, and mental health; and social welfare policies, programs, and resources in the community affect students' success in the school environment.

Standard 21. School social workers shall possess skills in systemic assessment and investigation.

Standard 22. School social workers shall understand the relationship between practice and policies affecting students.

Standard 23. School social workers shall be able to select and apply empirically validated or promising prevention and intervention methods to enhance students' educational experiences.

Standard 25. School social workers shall possess skills in developing coalitions at the local, state, and national levels that promote student success.

Standard 26. School social workers shall be able to promote collaboration among community health and mental health services providers and facilitate student access to these services.

Standards for Administrative Structure and Support

An effective school social work program must have adequate administrative structure and support. NASW recommends that the local agency use the following standards, along with state and federal guidelines, to develop a school social work program.

Standard 29. State departments of education or other state entities that license or certify educational personnel shall regulate school social work practice.

Standard 30. State department of education or other state entities that license or certify educational personnel shall employ a state school social work consultant who is a credentialed and experienced school social worker.

Standard 31. School social work services shall be provided by credentialed school social workers employed by the local education agency.

Standard 33. Social workers in schools shall be designated “school social workers”.

“School social workers” is the position title that correctly identifies the educational backgrounds, profession, and function of a social worker employed by the local education agency. Other titles, such as “attendance officer,” “pupil personnel worker,” “home and school visitor,” “home-school coordinator,” “visiting teacher,” “family collaborative worker,” “family specialist,” or “home-family specialist,” project incomplete and misleading notions of the school social worker’s qualifications and functions.

Code of Ethics: Summary of Ethical Principles

Value: Service

Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems.

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Work of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

The above clearly demonstrates the commitment of the social work profession to the ideals espoused within educational philosophy that “all children” deserve the most effective and absolute best education possible regardless of need. If you have any questions regarding this written testimony, please feel free to contact me.

Respectfully submitted by,

Rick Harris, LICSW
Executive Director