

CHILD & FAMILY SUPPORT TEAMS in SCHOOLS FLOWCHART

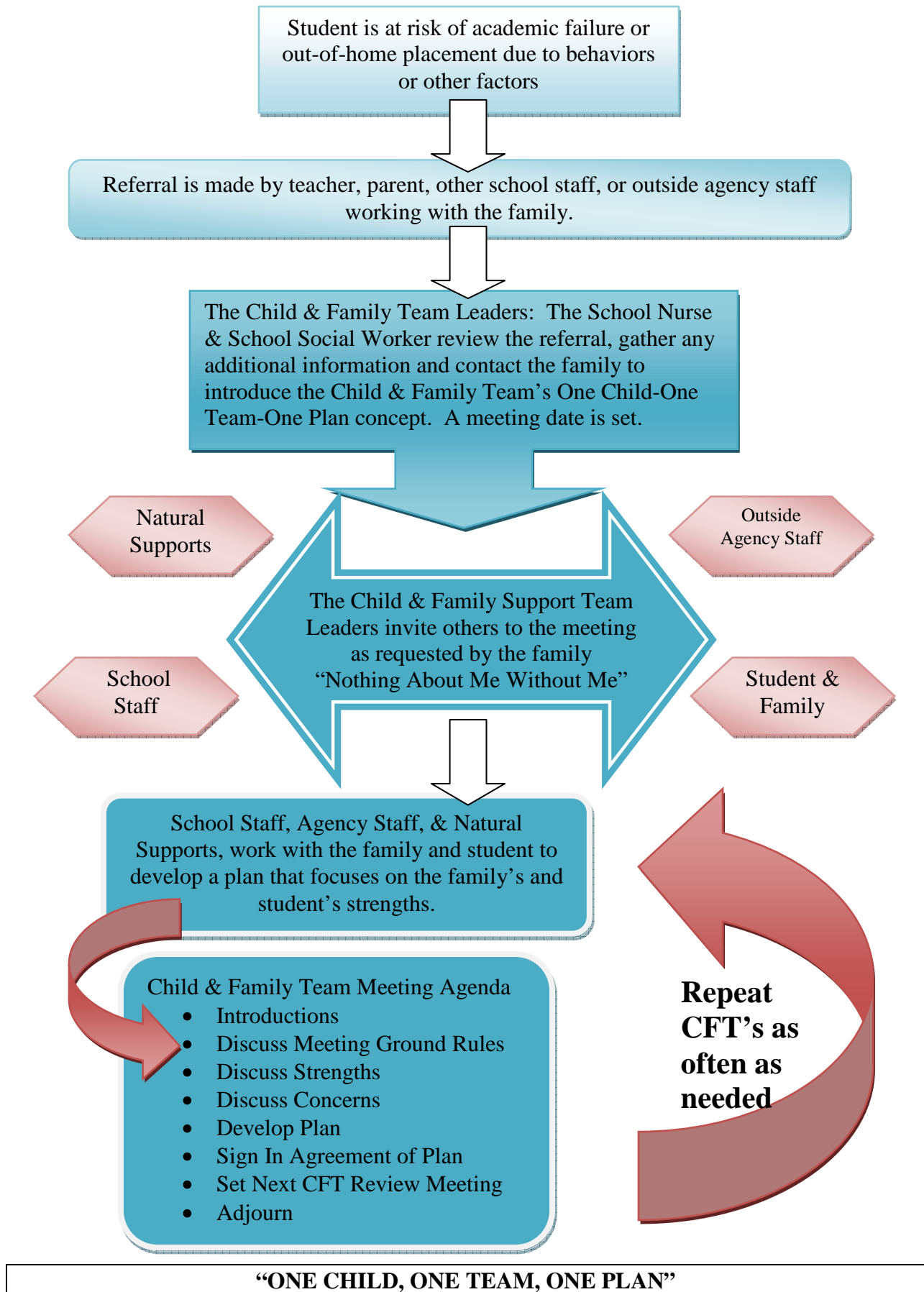
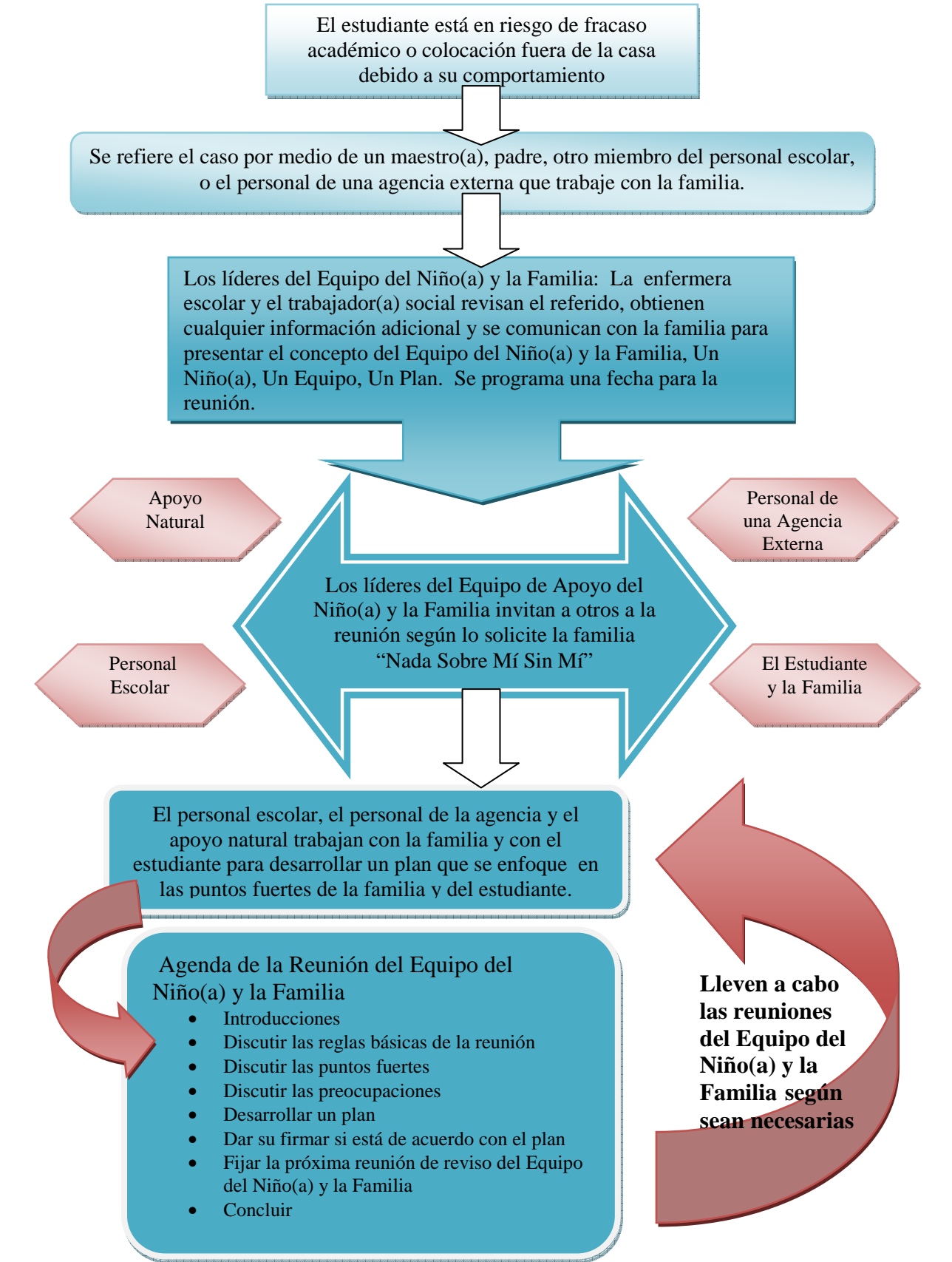


DIAGRAMA DE FLUJO DE LOS EQUIPOS DE APOYO PARA EL NIÑO Y LA FAMILIA en LAS ESCUELAS





ABSS School-Based Child and Family Support Team (CFST)

The school social worker and school nurse will screen and identify children who are potentially at risk of academic failure or out-of-home placement due to physical, social, legal, emotional, or developmental factors. To the extent that identified physical, social, emotional and developmental needs are within the competence of these team leaders to address, they will address them. The School-Based Child and Family Support Team Program is designed to achieve the following outcomes:

- CFSTs are a means of creating and implementing flexible and specific plans to assist struggling students and, thus, advance a school's capacity to fulfill the aims of a response to intervention (RTI).
- CFSTs were originally developed as part of wraparound. This approach helps children with serious emotional and behavioral problems stay in the community, stabilize their living arrangements, decrease delinquent acts, and adjust better to school. CFSTs increase referrals for services and follow-through on the actual provision of services.
- Child and family support teams have the potential to address barriers to school achievement and to improve relations within the school and between the home and school. CFSTs also help to improve school attendance by addressing barriers.
- CFSTs are one means of addressing the needs of homeless students. Research in child welfare has found that parental involvement in service planning helps keep children with their families or relatives and stabilizes children's placements outside the home.
- The family-school meetings help students manage emotions and build a sense of belonging.
- CFSTs are a way that schools can welcome families as partners in developing plans to benefit their children. CFSTs also increase parental involvement in children's school activities.
- Benefits of CFSTs are best realized within a "whole school approach" involving school leadership and providing support for implementing the program. When school personnel are present, the meetings' effectiveness in resolving educational issues is increased.
- Schools are better positioned to assist students and their families when multiple services join with them to coordinate services.
- CFSTs provide a forum in which students can have a say in school decisions affecting their own lives. This promotes children and youth's rights and strengthens a participatory civil society.
- School-based child and family support teams hold promise to help struggling students and their caregivers to resolve problems and improve family functioning so that families are better able to care for themselves and their children.
- In August 2011, the percent of high school students who graduated after four years was 75.5% in ABSS. Prior to the CFST initiative in the 2005-2006 school year, 66.7% of high school student graduated after four years.

“ONE CHILD, ONE TEAM, ONE PLAN”

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