



MOVING PLAINFIELD PUBLIC SCHOOLS FORWARD

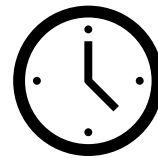
STUDENT SERVICES

STANDARD OPERATING PROCEDURES FOR ALL STAFF

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Student Services

Greetings from the **Department of Student Services for Plainfield Public Schools!** We are your one-stop for any support needs. We support students at all grade levels with oversights that include nursing services and care for extraordinary medical needs, home instruction for students with long-term illnesses/injuries, resources for families, special education, and services to support students with learning differences or emotional needs.

Our mission is to wrap services around all our students providing each child with the unique tools and specific strategies they need to succeed. The New Jersey Department of Education provides the following charge for Student Services *“Student support services foster positive relationships among educators and students, thereby increasing students’ attachment to school, and serve as an essential link between students and their families and school resources and community-based health and social services.”* Plainfield Public Schools is committed to this charge and will partner with our families and community to ensure all our students reach their potential.

As a member of the Plainfield Public Schools Staff, it is your responsibility to assist in the provision of Student Services to all students. From sending a student to the School Health Office, implementing an Individualized Education Program, or requesting assistance with a student’s social and emotional well-being, there is a process to follow to ensure students receive the assistance they need. Please utilize this manual of standard operating procedures to assist you in these processes.

Special Education

Welcome to the Office of Special Education for the Plainfield Public Schools. The Office of Special Education provides quality coordinated special education programs and other related support services for all students with disabilities as mandated by N.J. C.A 6A:14. Dedicated full-time professionals coordinate the provision of seven distinctly different programs and multiple related services to 15 in-district schools and many out-of-district schools. Special Education programs are also critical in developing activities to address various global school-based issues and concerns surrounding achievement and maximizing student potential. The department provides professional development for district support personnel in areas of state-mandated training, best practices for instruction, and specific areas of disabilities.

The Office of Special Education works collaboratively with general education programs and Intervention and Referral Services to provide early intervening services and reduce referrals with programs to assist students whose academic performance is negatively impacted by academic, social, emotional, behavioral, and health issues.

The Office of Special Education is responsible for the following areas:

- Identification and evaluation of students who may have an educational disability
- Development of Individualized Education Plans (IEPs).
- Development and oversight of special education programs and services

Vision

The Office of Special Education provides a continuum of individualized programs to meet each student's unique learning needs. In Special Services, we want our students to feel they are in a community where everyone belongs and is accepted. Our primary goal is to educate each student in the "least restrictive environment" to foster success.

For more information, please visit the PPSD Special Education website or contact the Chief of Student Services at: [PPSD Special Education Website](#) or ChiefStudentServices@plainfield.k12.nj.us



Teacher Responsibilities

All teachers and teacher assistants have specific responsibilities in the provision of Special Education. The following section outlines these responsibilities and provides a required timeframe for completion. For more information: [PLAAFP INSTRUCTIONS & EXEMPLARS \(PLAAFP writing.pdf\)](#)

➤ READING THE IEP

Task:	All teachers must read IEPs.		
Sub-process:	IEPs will be accessible in GENESIS and FRONTLINE		
Preceding Task:	Teacher will review all rosters and identify students with IEPs (Manila folder)		
Description:	Per the N.J.A.C. 6A:14-3.7(a)3 teachers must review each student’s IEP.		
Responsibility:	All Teachers		
Frequency:	When students are assigned to class roster	Timing:	Within 2 weeks roster assignment
Process	Responsibility	Action	Timeframe
Review roster	Teachers	Login to GENESIS	See timing.
Click on the yellow folder indicating student has an IEP	Teachers	Read IEP	NA
Sign and date to indicate completion	Teachers	Electronically sign for each student: see link	Within 2 weeks

➤ IMPLEMENTING THE IEP & PROGRESS MONITORING

Task:	Teachers are responsible for implementing the IEP for each student on their roster that is eligible for Special Education and Related Services.
Sub-process:	<ol style="list-style-type: none"> 1. Read and Review IEP 2. Identify Goals & Objectives (G&Os) that need to be met 3. Review all modifications and accommodations to ensure students are receiving the appropriate support. 4. Monitor students’ progress towards achieving goals and objectives quarterly.
Preceding Task:	SpEd Teachers will ensure they are implementing modifications and accommodations for individual students receiving special education and related services. Monitor all progress toward achieving Goals & Objectives.
Description:	SpEd Teachers are responsible for implementing each student’s IEP, including modifications, accommodations, and progress toward meeting their goals and

	objectives per N.J.A.C. 6A:14-3.7(a) 4.		
Responsibility:	Special Education Teachers		
Frequency:	Ongoing	Timing:	N/A
Process	Responsibility	Action	Timeframe
Review IEPs	Special Education Teacher	Identify classified students and review all G&Os and modifications & accommodations	Ongoing
Implement Modifications and Accommodations	SpEd Teachers	Provide modifications and accommodations for individual students	Ongoing
Monitor each students' progress toward meeting their Goals and Objectives	SpEd Teachers	Provide progress reports, quarterly	Quarterly

➤ CONTRIBUTING TO THE PLAAFP

PLAAFP information is added by Special Education Teachers in core subjects (Language Arts, Math, Science, Social Studies) and by related service providers for Related Services (i.e., counseling, speech/language, OT, etc.), if applicable. Refer to the SOP for PLAAFP Writing [Best Practices for PLAAFP writing.pdf](#)

General Education Teachers provide a summary of the student's PLAAFP using the Microsoft Form – [General Education Teacher - IEP PLAAFP Input](#)

Task:	All staff providing services to students with special needs must enter PLAAFPs in Frontline IEP 1x/year by the student's annual review IEP meeting.
Sub-process:	Staff will be provided with PLAAFP SOP: includes instructions on how to enter the information in Frontline IEP, best practices, and exemplars. General Education teachers will be required to complete the Microsoft Form - GenEd Teacher IEP Input Form
Preceding Task:	Staff will review all students' IEPs on or before 9/30/2023.
Description:	The Present Levels of Academic Achievement and Functional Performance, PLAAFP, includes information on all areas that are affected by a student's disability and how the disability impacts the child's progress within the general education curriculum. Information for the PLAAFP is gathered from evaluations completed for eligibility, classroom assessments, and formal standards-based testing along with the comments and observations of teachers, parents, and other knowledgeable individuals who work with the student.

Responsibility:	Special Education Teacher, General Education Teachers, Related Service Providers		
Frequency:	Once	Timing:	Per school year
Process	Responsibility	Action	Timeframe
Enter PLAAFP information through Frontline IEP, at least annually, for the student's Annual Review IEP meeting.	Special Education Teachers General Education Teachers Related Service Providers	Responsible staff will enter PLAAFP information in IEP Direct for each student receiving services.	By the student's Annual Review IEP Meeting

➤ PARTICIPATING IN MEETINGS

Task:	Serving as a member of the IEP Team as per NJAC 6A:14 – 2.3. Teachers must attend meetings as required, an effort will be made to schedule during out-of-class time, if needed, class coverage will be provided.		
Sub-process:	Having a student in class with a disability, reading the IEP, implementing the IEP.		
Preceding Task:	Teaching active classes in special education or general education classes.		
Description:	Participation in a scheduled Annual Review, Initial Eligibility, Reevaluation. Share student strengths, growth needed, and current progress in the class.		
Responsibility:	Teacher of record for students with disabilities		
Frequency:	Annual	Timing:	Before required date
Process	Responsibility	Action	Timeframe
Invited to a meeting	Case Manager	RSVP that scheduled time for the meeting is acceptable.	2 weeks prior to meeting date
Prepare for meeting	Teacher	Complete PLAAFP (see SOP on page 8).	1 week prior to meeting date
Attend Meeting	Teacher	Participate for a portion of the meeting (approximately 15 minutes)	Day of meeting

❖ Referral to Special Education

The Plainfield Public Schools follows the New Jersey Tiered System of Supports (NJTSS) guidelines provided by the NJDOE (New Jersey Department of Education) regarding referrals to Special Education. Please click on the link below to access the NJTSS Manual for detailed information on the process in PPSD.

[NJTSS Plainfield Manual](#)

https://www.plainfieldnj12.org/district_offices/special_education_gifted_psychological_services/special_services

➤ REFERRAL TO THE CHILD STUDY TEAM FOR SPECIAL EDUCATION

Task:	Child Study Team Referral		
Preceding Task:	NJTSS / I&RS process documentation through the school’s team Documented classroom strategies by the NJTSS team for at least six weeks Documented behavioral/SEL strategies by the NJTSS team for at least six weeks. Progress monitoring data for the mentioned strategies Consultation with the school’s Child Study Team liaison MUST be documented through the school’s NJTSS team		
Description:	The NJTSS team leaders will complete a referral to the Child Study Team for Special Education after school and district intervention supports have been exhausted.		
Responsibility:	NJTSS Team Leaders		
Frequency:	As needed	Timing:	As needed
Process	Responsibility	Action	Timeframe
Completion of Child Study Referral	NJTSS Team Leaders per school	Consultation meeting with the school’s Child Study Team liaison prior to completing the Referral Form Complete the <u>Child Study Team Referral Form</u> in detail via LinkIt Intervention Manager Upload samples of student work in the “File Gallery” Add the school’s team to the Referral Form by typing the name of the school Assign a task to the Supervisor of Intervention Programs to review the Referral Form Provide a two-week window	Two weeks

❖ Case Managers

Case Managers are responsible for the prescription and oversight of all Special Education Services. For more information follow the link to the Case Managers' Manual: [IEP How-To 6-7-2023.pdf](#)

➤ PLAAFP

Task:	Case managers will ensure that the PLAAFP describes how the disability impacts the student's involvement in the general education curriculum. Case managers will ensure that the PLAAFP conveys the unique challenges or barriers that exist for the student as a result of the disability. Case managers will ensure the PLAAFP describes the current levels of independence and any need for assistance. The PLAAFP will guide students' IEP goals and objectives. All staff providing special education and/or related services must complete the PLAAFP for each student at least annually.		
Sub-process:	The case managers will review PLAAFPs for students on their caseload to determine completeness prior to the Annual Review IEP meeting to ensure all information has been added.		
Preceding Task:	Students with active IEPs on case manager's caseload have been reviewed and signed off on by ALL providers.		
Description:	<p>The Present Levels of Academic Achievement and Functional Performance, PLAAFP, includes information on all areas that are affected by a student's disability and how the disability impacts the child's progress within the general education curriculum. Information for the PLAAFP is gathered from evaluations completed for eligibility, classroom assessments, and formal standards-based testing, along with the comments and observations of teachers, parents, and other knowledgeable individuals who work with the student.</p> <p>The case managers will be provided with a PLAAFP guide which will include best practices. Case managers will review PLAAFPs prior to the meeting to ensure the PLAAFP is completed with the appropriate information.</p>		
Responsibility:	Case Managers		
Frequency:	Ongoing	Timing:	By Annual Review for each individual
Process	Responsibility	Action	Timeframe

Teachers & RSPs add PLAAFPs to individual student's IEPs in advance of the Annual Review IEP meeting for Case Managers to review.	Case Managers	Case Manager reviews all PLAAFP entries by teachers and RSPs prior to the Annual Review IEP meeting	Before Annual Review IEP Meeting
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➤ MEETINGS

Task:	Serving as a member of the IEP Team as per NJ (N.J.A.C. 6A:14). Teachers must attend meetings as required, an effort will be made to schedule during out of class time, if needed class coverage will be provided.		
Sub-process:	The case managers will review students on their caseload to determine when Initial, reevaluation and Annual Review meetings are held in accordance with the code (N.J.A.C. 6A:14) to ensure all meetings are held within mandated timelines.		
Preceding Task:	CST will verify all students on their caseload are active in Genesis		
Description:	The Child Study Team case manager will schedule IEP meetings with reasonable notice and required participants and participate in a scheduled Annual Review, Initial Eligibility, and Reevaluation.		
Responsibility:	Child Study Team Case manager		
Frequency:	Ongoing	Timing:	Meetings will be scheduled within mandated timelines
Process	Responsibility	Action	Timeframe
Invite required meeting participants (as per code)	Case Manager	Schedule time for the meeting is acceptable. When scheduling, start with common planning time, then teacher's prep period, then if no other time is available request a substitute.	2 weeks prior to meeting date
Prepare for meeting	Case manager	Send out request for teachers and related service providers to complete PAAFP (see SOP on page) Check to verify the information has been entered	2 weeks prior to meeting date 1 week prior to meeting date
Attend the meeting	Case manager	Coordinate to ensure the required participants attend a portion of the meeting (approximately 15	Day of meeting

		minutes)	
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➤ EVALUATIONS

Task:	The CST, parent(s)/guardian(s), general education teacher, and speech/language specialist, when required, will determine the nature and scope of the evaluations based upon a review of existing data on the student, including evaluations, standardized test results, the information provided by the parent(s)/guardian(s), current classroom-based assessments and observations, I&RS data, and the observations of teachers and related services providers.
Sub-process:	<p>The requirements for an initial evaluation include a multidisciplinary assessment in all areas of suspected disability. Such evaluation shall include assessments by at least two members of the CST and other specialists in the area of suspected disability as required or as determined necessary.</p> <p>A medical evaluation must be included as part of an initial evaluation if the suspected disability is related to medical concerns. When a bilingual assessment is required, the case manager will submit a Request for Bilingual Evaluation and submit it to the Director of Special Education immediately (1 to 2 days) following the Initial Identification and Evaluation Planning Meeting.</p> <p>If the assistance of an interpreter or translator for a bilingual evaluation, meeting, or translation of forms is required, the case manager must inform the Director of Special Education. The case manager is responsible for inviting the interpreter and verifying the interpreter’s participation.</p>
Preceding Task:	<p>A direct referral to the Child Study Team may be made, by the school district’s instructional, administrative, and other professional staff, parents, and State agencies, including the Department of Education and agencies concerned with the welfare of students, when it can be documented that the nature of the student’s educational problem(s) is such that evaluation to determine eligibility for special education services is warranted without delay.</p> <p>Within 20 calendar days of receiving a referral, the school district must hold a meeting to decide whether an evaluation will be conducted. If an evaluation is going to be conducted, another decision will be made about the types of testing and other procedures that will be used to determine if special education services are warranted. If an evaluation will NOT be conducted, recommendations may be made with respect to interventions or services to be provided to the student in general education. Used in cases where there is sufficient documentation that the nature of the student’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.</p>
Description:	The parent(s)/guardian(s) must be given the opportunity to consider the proposed initial evaluation plan for up to 15 calendar days before providing consent. The date of parental consent for an evaluation is considered day one of the 90-day evaluation process. The case manager will provide the parent/guardian with the Initial Identification and Evaluation Planning document, including the consent form, the Short Procedural Safeguards Statement, N.J.A.C. 6A: 14 and N.J.A.C. 1:6A upon

	<p>completion of the evaluation planning meeting (no later than 15-days after making the determination). The case manager will ensure that copies are placed in the student's file.</p> <p>Upon receipt of informed consent for initial evaluation, the evaluations, determination of eligibility for services; and if eligible, the development and implementation of the IEP must be completed within 90 days. If the parent/guardian has NOT signed consent within 15 calendar days, the case manager will contact the Director of Special Education. The Director will contact the parent(s)/guardian(s) and/or adult student to attempt to resolve the dispute. If no resolution is reached, the Director of Special Education will close the case and inform all parties involved. No evaluations may be conducted without signed parental/guardian consent, but the district may initiate a Due Process procedure to compel evaluations over the parent(s)/guardian(s) refusal.</p>		
Responsibility:	Child Study Team Case Managers		
Frequency:	Ongoing	Timing:	Ongoing
Process	Responsibility	Action	Timeframe
Initial Planning Meeting	Child Study Team/Case Manager	Hold Initial Identification & Evaluation Planning Meeting	20 days from receipt of referral
Conduct Evaluations	CST/Evaluators	Conduct all proposed and consented to evaluations	90 days
Hold Initial Eligibility IEP Meeting	CST/Case Manager	Conduct Initial Eligibility IEP meeting and determine eligibility	90 days
Implement Initial IEP	Case Manager	Consent received from parent/guardian. Implement IEP	Within 15 days of ID meeting

➤ SEMI LOGGING

Task:	Log qualifying related services into the NJ EDPLAN database
Sub-process:	Provide the related service.
Preceding Task:	Provide school-based IEP services that are considered reimbursable (such services include: CST Evaluations, Speech Therapy, Occupational Therapy, Physical Therapy, Nursing, Psychological Counseling, Specialized Transportation, Audiology)
Description:	The district receives reimbursement funds, through Semi logging which helps offset the cost of providing services in a school setting. Signing the consent form will not impact family benefits in any way, and will not limit lifetime coverage, increase premiums, or lead to the discontinuation of benefits.

Responsibility:	School Social Workers, School Psychologist, Speech Language Pathologist's, Occupational Therapists, Physical Therapists, Nurses.		
Frequency:	Ongoing	Timing:	Monthly
Process	Responsibility	Action	Timeframe
Review services logs	Related service Providers	Log reimbursable services	Monthly
Review caseload IEP meetings held	CST case managers	Log reimbursable IEP meetings(evaluations, counseling)	Monthly

➤ IEP CREATION

Task:	Create IEP Document		
Sub-process:	1. Case Manager will create initial or Draft IEP. 2. Case Managers will add an entry to Process Tracking, indicating the type of IEP they have created (Initial, Annual Review, Re-Evaluation Planning, etc.)		
Preceding Task:	CST members will review all IEPs for students under their caseloads and utilize the IEP How-To in order to create and populate the IEP.		
Description:	Case managers are responsible for creating draft IEP documents for an initial or draft IEP.		
Responsibility:	Case Managers		
Frequency:	ongoing	Timing:	As IEPs are due and referrals are made
Process	Responsibility	Action	Timeframe
Create IEP	Case Managers	Create new draft or initial IEP document in Frontline IEP.	N/A

❖ Special Education Teachers & Related Service Providers

Special Education Teachers and Related Service Providers (RSPs) are responsible for completing multiple sections of the IEP. A detailed description of this information is provided at the following link:

[IEP Responsibilities - SpEd Teachers & RSPs](#)

➤ CONTRIBUTING TO THE IEP

IEP RESPONSIBILITIES FOR SPECIAL EDUCATION TEACHERS AND RELATED SERVICE PROVIDERS ([IEP Responsibilities - SpEd teachers & RSPs](#))

Task:	Special Education Teachers and RSPs will contribute to multiple sections of the IEP
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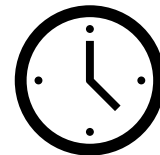
	for each student, at minimum, one time per year for the Annual Review IEP meeting.		
Sub-process:	<p>Special Education Teachers & RSPs and General Education Teachers will input information into the PLAAFP.</p> <p>Special Education Teachers & RSPs will input information in the following sections: Needs, Strengths, PLAAFPs.</p> <p>Special Education Teachers & RSPs will need to review, edit, modify, and/or add/delete information from the following sections: Modifications & Accommodations and Statewide Testing Accommodations.</p> <p>Special Education Teachers & RSPs will update Goals & Objectives annually.</p>		
Preceding Task:	Providers will receive correspondence from Case Managers in advance in order to have time to enter the information into the IEP.		
Description:	<p>Special Education Teachers and Related Service Providers (RSPs) are responsible for completing multiple sections of the IEP. A detailed description of this information is provided at the following link:</p> <p>IEP Responsibilities - SpEd Teachers & RSPs</p> <p>IEP RESPONSIBILITIES FOR SPECIAL EDUCATION TEACHERS AND RELATED SERVICE PROVIDERS (IEP Responsibilities - SpEd teachers & RSPs)</p>		
Responsibility:	Special Education Teachers & RSPs		
Frequency:	Ongoing	Timing:	Before IEP meeting
Process	Responsibility	Action	Timeframe
Case Managers will inform providers of upcoming meetings with advance notice	Case Managers	Inform providers of upcoming IEP meetings to allow time for them to contribute to the IEP	Ongoing
Providers will enter information in multiple sections of the student's IEP for their Annual Review IEP meeting	Special Education Teachers & RSPs	Enter information directly into FRONTLINE for Annual Review IEP meetings.	Ongoing

➤ IEP GOALS AND OBJECTIVES - PROGRESS MONITORING

Task:	Goals & Objectives are created by Special Education Teachers and Related Service Providers and are in effect for one year (updated at Annual Review IEP meeting). Special Education Teachers and Related Service providers based on the student's Annual Review due date.
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Sub-process:	Special Education Teachers & Related Service Providers add Goals & Objectives to students' IEPs annually. SpEd Teachers and RSPs monitor the student's progress toward meeting the G&Os, in a written format 4 times per year; at the same time, report cards are distributed.		
Preceding Task:	SpEd Teachers and RSPs review IEPs for students they are providing services for as they are added to their roster.		
Description:	Special Education Teachers and related service providers enter Goals & Objectives for each individual student eligible for special education and related services that are anticipated to be met within one year. <i>Language Arts, Math, and related services are subject area specific. And goals need to be specific to the area. For Science and Social Studies or any other area – Study Skills goals & objectives should be entered – not subject specific.</i>		
Responsibility:	Special Education Teachers & Related Service Providers		
Frequency:	4x/year and ongoing	Timing:	At the same time report cards are distributed. By Annual Review IEP meeting
Process	Responsibility	Action	Timeframe
Enter student specific Goals & Objectives based on the needs of the child	SpEd Teachers & RSPs	Enter G&Os in FRONTLINE	Ongoing

Special Education Services



School Health

Vision Statement

The vision for the Office of School Health is to provide excellent health care to all students. Good Health is the cornerstone of achieving an optimal learning experience while attending Plainfield Public School.

Mission Statement

The Office of School Health collaborates with certified school nurses, the school physician, and the Plainfield Health Department to provide and maintain the health of all students and staff.

Welcome to the website for the Office of School Health. This is where you will find information related to school health. This includes forms for medication that needs to be given during school hours, seizure and food allergy plans as well as asthma treatment plans. These forms can be downloaded and taken to your child's doctor to be filled out. Parents must also sign each form. This gives the school nurse permission to medicate your child in accordance with the doctor's orders. Something new has come to the Office of School Health. There are now Standing Orders from our school physician, Dr. K. Powell allowing the school nurse to medicate your child for complaints of a toothache, headache, menstrual cramps or a headache. However, this form must be completed and signed for each school year. It is important to remember this may not take the place of a student's need to go home or to see their doctor if recommended by the school nurse. This is a one time dose only and cannot be repeated if the student does not feel better.

For more information, please visit the PPSD School Health website or contact the School Health Administration at: [PPSD School Health Website](#) or SchoolHealth@plainfield.k12.nj.us

The Health of our School is all our Responsibility.

❖ Teachers Role in School Health

➤ STAFF HEALTH

Task:	All staff will take responsibility for their health and stay at home when not feeling well.		
Sub-process:	Staff will be knowledgeable regarding signs and symptoms of communicable diseases.		
Preceding Task:	Enter sick time in Frontline by 7am.		
Description:	Signs and symptoms of COVID-19, Influenza Like Illnesses, gastrointestinal illness need to stay home until fever, vomit and/or diarrhea free for 24 hours.		
Responsibility:	All Staff		
Frequency:	Daily	Timing	Ongoing
Process	Responsibility	Action	Timeframe
Notify appropriate administrator of the need to be out related to illness.	All staff	Enter sick time into Frontline in accordance with Policy 4151 and Policy 4251.1. All staff must input their information related to Covid-19 website https://preworkscreen.com .	Ongoing

➤ REFERRING STUDENTS TO THE SCHOOL HEALTH OFFICE

Task:	Staff need to be aware of students with medical concerns.		
Sub-process:	Information is to be entered by the school nurse upon entrance to the district or when being notified by the student's physician of the health condition.		
Preceding Task:	Students with medical concerns which may impede their ability to learn will have a 504 plan. This is expressed by a blue lobe found on the tool bar in Genesis.		
Description:	Medical concerns are noted in Genesis by the red cross at the top pf the student's page		
Responsibility:	School nurses, teachers and teacher assistants.		
Frequency:	Daily	Timing	Ongoing
Process	Responsibility	Action	Timeframe

Refer to Genesis	Staff and nurses	Enter information into Genesis	
Send to the nurse when students complain f not feeling well	Staff and nurses	Only the school nurse can make the decision if a child needs to be sent home, taken to their doctor. This is in accordance with N.J.A.C.6A:16-2.1(a). Teachers shall not call parents to pick up a student who is not feeling well.	

❖ Administrators Role in School Health

Insert a description of the expectations for all school administrators.

➤ FIELD TRIP PLANNING

Task:	Proper planning of trips which all students can attend.		
Sub-process:	Conferring with the nurse which student(s) may be exposed to allergens at field trip destination. Students with a doctor's order for emergency medication and/or regularly scheduled medications will need to be accompanied by a nurse unless otherwise stated.		
Preceding Task:	Identifying all students with allergies and securing a nurse to accompany student(s) on the trip.		
Description:	In accordance with Policy		
Responsibility:	Building principals, vice principals, teachers, and nurses.		
Frequency:	As Needed	Timing:	2 Weeks Prior
Process	Responsibility	Action	Timeframe
Each school nurse shall be notified of the date, times and place of each planned trip.	Teacher, Principal and/or Vice-Principal	School nurses must have enough time to evaluate each trip to ensure to the best of his/her ability to secure a nurse for students needing a nurse in the event of a medical emergency,	Two weeks prior to any trip.

❖ Nurses Responsibilities

➤ STUDENT ASSISTANCE COORDINATOR (SAC) RESPONSIBILITIES

Task:	To address concerns of individual student substance abuse.
Sub-process:	A concern expressed as a referral may come from any source, including

	parents/relatives, friends, teachers, administrators, or students themselves.		
Preceding Task:	In the instance a student has violated the Substance Abuse Policy, an administrator shall refer the student to the SAC immediately following a “positive” drug screening. The intervention in these instances shall be considered “mandatory” according to N.J. Admin. Code 6A:16-4.3.		
Description:	Student Assistance Intervention Program: Pre-assessment to determine student substance abuse involvement for students with a positive test result. Students shall meet with the SAC for a period of up to 1- 8 weeks (1 session per week).		
Responsibility:	SAC		
Frequency:		Timing:	
Process	Responsibility	Action	Timeframe
Student is observed to have behavioral concerns	Any staff, parent, or student	Referral services SAC Student Referral Form.pdf .	Upon receipt
Student is referred to SAC	SAC	Pre-assessment- Student may be sent for drug testing within 2 hours.	Upon receipt
Intervention is initiated	SAC	Substance abuse psychoeducation	1-8 weeks
Students’ needs are evaluated by the SAC	SAC	In-house counseling or referred to an outside agency for counseling as determined by the SAC	TBD

❖ Student Services

Committed Vision: The Student Support Services Team collaborates with teachers, administrators, parents, students, and other community organizations that may be involved with the student or family. We strive to provide a comprehensive program that will address academic, career and personal/social development of all students as well as individual intervention for students and families in need.

Mission Statement: The mission of the Office of Student Support Services is to provide a continuum of services to students in the educational setting and ensure that all students can achieve academic, social, and emotional growth in an environment that promotes a culture of excellence and equity. The support service teams serve as advocates and change agents with the goal of maximizing students’ potential and unique abilities.

Academic Interventions

The Plainfield Public Schools follows the New Jersey Tiered System of Supports (NJTSS) guidelines provided by the NJDOE regarding referrals to Special Education. Please click on the link below to access the NJTSS Manual for detailed information on the process in PPSD.

[NJTSS Plainfield Manual](#)

For more information, please visit the Student Services website or contact the office of Student Services Administration at:

[PPSD Student Services website](#) or StudentServicesAdmin@plainfield.k12.nj.us

➤ REQUEST FOR ASSISTANCE (RFA): ACADEMIC SUPPORT FORM FROM THE SCHOOL’S NJTSS (I&RS (INTERVENTION AND REFERRAL SERVICES)) TEAM VIA LINKIT

Task:	Request for Assistance (RFA): Academic
Sub-process:	
Preceding Task:	Use beginning of year data reports (AMIRA & HMH) to create strategic student groups to address specific deficit gaps. Consult with academic coaches for strategies and/or curricular resources on the subject area of struggle. Document and progress monitor the strategies to address the deficit gaps for the student for at least 6 weeks
Description:	Teachers can fill out an RFA to request academic support from the school’s NJTSS (I&RS) team via the online platform, LinkIt Intervention Manager.
Responsibility:	Classroom teachers

Frequency:	As needed	Timing:	As needed
Process	Responsibility	Action	Timeframe
Completion of RFA via LinkIt Intervention Manager	Teacher	<p>Complete the RFA in detail via LinkIt by providing the classroom interventions.</p> <p>Upload samples (two or three) of student work in the “File Gallery”</p> <p>Add the school’s team to the RFA by typing the name of the school</p> <p>Assign a task to the identified stakeholder per area of need as illustrated in the below NJTSS (I&RS) presentation</p> <p>Provide a two-week window for the assigned stakeholder to review the form and provide follow up support</p>	Two weeks

NJTSS Plainfield Manual

❖ **Teacher Responsibility and Access**

FOR MORE INFORMATION: Please refer to the **STUDENT CODE OF CONDUCT** at **Student Code of Conduct 2023-2024**

➤ **I&RS REQUEST FOR ASSISTANCE - REFERRAL FOR SUPPORT SERVICES**

Task:	LinkIt I&RS request for Assistance		
Sub-process:	A referral is generated through Linkit by identifying the behavioral and social-emotional issues that are impacting a student's academic and or social-emotional success.		
Preceding Task:	Teacher/Staff identifies behavioral and or social emotional concerns. Teacher /Staff previous interventions to address behavior have been unsuccessful.		
Description:	N.J.A.C. 6A:16-8: I&RS code states interventions are to be provided in the gen ed curriculum/classroom. I&RS is a process to support gen ed teachers with creative strategies for struggling learners.		
Responsibility:	I&RS Team Members: Administrator Social Worker/Professional School counselors, Interventionist, Math & ELA Coaches, Data Coaches, Nurse, Child Study Team Representative		
Frequency:	Monthly Meetings & as needed	Timing:	Based on Referrals

Process	Responsibility	Action	Timeframe
1.Start the LinkIt Referral for Assistance (RFA)	Teacher/ Staff	Identifies type of referral for assistance –SEL /Behavior Note: List previous interventions – submit (6-8 weeks)	
Referral is received	Social Worker	Review request and determine if more information is needed or Accept the RFA	
Meet with the Teacher	Social Worker	Discuss RFA and if additional information is needed	
Develop Intervention plan through LinkIt.	Social Worker	Tier 2 intervention plan is executed in the classroom. Tier 3 intervention plan is executed by Social Worker	6-8 weeks of intervention
Inform Parent of Plan	Social Worker	Develop rapport with parents to encourage parent support for plan.	
Case manage Referral	Social Worker	Agendas for meetings are as follows: Review progress of intervention plan – adjust as needed Put agendas in Google Drive Individual student notes should be uploaded in the file gallery via LinkIt Parent meetings should be documented via LinkIt Student documentation should be uploaded in the file gallery No need for physical folders Cases from the previous school year can be dismissed and reviewed again if current year teacher requests assistance	Monthly Meetings Additional meetings as needed
Refer to District Behaviorist	Social Worker	If Interventions are unsuccessful- complete referral to District Behaviorist for additional assessment and interventions.	
Refer to Child Study Team	Social Worker	If Behaviorist interventions are not successful, refer to the Child Study Team to assess for services. CST referrals need to be processed via	

		LinkIT, downloaded as a PDF to be uploaded in Google Drive.	
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➤ SOCIAL WORKER SUPPORTING SEL IN THE CLASSROOM

Task:	Support Teachers in developing a SEL-focused classroom.		
Sub-process:	Provide teachers with guidance on developing a supportive classroom climate, integration of SEL into academic instruction, and explicit SEL instruction.		
Preceding Task:	Research evidence based SEL materials to support the integration of SEL in classroom.		
Description:	SEL –focused Classrooms often include three components: a supportive classroom climate, integration of SEL into academic instruction, and explicit SEL instruction. An evidence-based program can support one or more of these areas.		
Responsibility:	School Social Worker		
Frequency:	On-going	Timing:	
Process	Responsibility	Action	Timeframe
Plan	Social Workers	Review CASEL Social and Emotional Learning 3 Signature Practices Playbook- link	June- Plan for upcoming school year.
Introduce SEL materials	Social Worker	Provide teachers with Welcoming Activities, Engaging practices, and optimistic closures	September, January, April,
Support SEL implementation	Social Worker	Monitor SEL practices for teachers in need of support implementing practices. Model practices.	As needed
Evaluation	Social Worker	Elicit feedback from teachers. Send out surveys to gain insight to areas needed for improvement.	June

➤ TEACHERS ROLE IN INCORPORATING SEL IN THE CLASSROOM

Task:	Incorporating SEL in the classroom
Sub-process:	Use evidence based SEL practices and programs to assist students in acquiring and applying knowledge and skills to develop a healthy identity, emotional regulation, empathy an interpersonal skill.
Preceding Task:	Research evidence based SEL materials to support the integration of SEL in classroom. Review SEL materials from

Description:	Teachers offer consistent SEL learning opportunities by employing evidence based SEL practices and programs, incorporating SEL into all academic instruction, and fostering a supportive, caring classroom environment where students feel cared for, valued, and affirmed in their identity.		
Responsibility:	Teacher		
Frequency:	ongoing	Timing:	
Process	Responsibility	Action	Timeframe
Plan	Teacher	Review evidence based SEL materials and incorporate in lesson plan	On going
Explicit Instruction	Teacher	Provide consistent opportunities for students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.	ongoing
Integration of SEL into academic instruction	Teacher	Identify and explain the SEL competency you'll focus on Identify the academic objective and topic Identify your SEL lesson objectives Create fun and engaging SEL activities	ongoing

❖ Student Services Staff Programs

➤ SCHOOL SOCIAL WORKERS TIER I

Task:	Tier I Approaches to Intervention		
Sub-process:	Examine and track discipline referrals, understand school climate/norms, identify at-risk students, and monitor behavior patterns within the school.		
Preceding Task:	Examine evidence-based programs and preventative interventions		
Description:	Tier 1 describes those elements of school instruction and supports that are universal in application and are provided for all students		
Responsibility:	School social worker and professional counselor		
Frequency:	On-going	Timing:	
Process	Responsibility	Action	Timeframe

Plan	Social Worker	Examine school-wide discipline patterns and review social emotional learning screening data to address school wide SEL deficits. Develop SEL areas of focus for the year.	September- Re-visit
Document	Social worker	Document in google calendar (link) all workshops and presentations	ongoing
Classroom-focused presentations	Social worker	Provide behavioral-focused classroom workshops, social and emotional training for students as well as trauma-focused training for staff.	Ongoing
Family involvement in school	Social worker and school counselor	Improve communication and connections between school and home, increase parental understanding of school policies, procedures and practices	Ongoing
Support for transitions experienced by students and families	Social worker and school counselor	Develop schoolwide activities to welcome new arrivals and provide ongoing social supports to students re-entering after out-placement or institutionalization and facilitate support groups for students experiencing death or divorce.	As needed
Enhance community involvement in the school	Social worker	Connect with community agencies to enhance community resources available to the school staff and students.	Ongoing

➤ SCHOOL SOCIAL WORKERS TIER II

Task:	Tier II Approaches to Intervention		
Sub-process:	Initiate the consultation process, collect baseline behavioral data, and conduct an initial assessment to develop and implement action plan.		
Preceding Task:	Detect Non-responders at Tier I; address teacher's needs through referrals to I&RS through LinkIt.		
Description:	Tier 2 interventions are the additional programs and strategies provided to students who require support in addition to universal supports. The purpose of tier 2 interventions is to reduce the risk of academic or behavior problems.		
Responsibility:	Social Worker		
Frequency:	As needed	Timing:	
Process	Responsibility	Action	Timeframe
Needs assessment/ counseling	Social worker	Target those social skills students need for school success, such as self-	As needed - You can then re-

		confidence, capacity to develop positive relationships, concentration/persistence with difficult tasks, ability to effectively communicate emotions, ability to listen to instructions, and skills in solving social problems.	evaluate to see if the student needs continued sessions or an outside referral.
Social skills training-group/classroom	Social worker	Targeted group counseling, modifying the classroom procedures, consulting with teacher, positive reinforcement for using skills, mentoring, modeling, structured play, after-school clubs, and parent, /family contact.	As needed- You can then re-evaluate to see if the students need continued sessions or an outside referral

➤ SCHOOL SOCIAL WORKERS TIER III

Task:	Tier III Approach to Intervention		
Sub-process:	Initiate request to the district behaviorist to conduct a formal FBA developing individualized goals and interventions through a behavior intervention plan (BIP).		
Preceding Task:	Assessment involves reviewing the student’s records (discipline referrals). I&RS action plan interventions, interviewing all teachers and the student; gathering a detailed family/social history from parents; as well as classroom observations.		
Description:	Tier III provides the most intense level of intervention outside the special education framework.		
Responsibility:	Social Worker		
Frequency:	As needed	Timing:	
Process	Responsibility	Action	Timeframe
Request district Behaviorist	Social Worker	Complete Behaviorist Referral form (Link) Note: I&RS process must be conducted prior to referral.	As needed

➤ SCHOOL SOCIAL WORKERS REFERRALS TO COMMUNITY COUNSELING

Task:	Referrals to Community Counseling		
Sub-process:	Assess students who require a higher level of intervention and facilitate a referral to appropriate agency.		
Preceding Task:	Identify the community provider(s) that will best meet the student/family’s needs, including logistical, cultural, and linguistic factors that will promote a		

	good fit.		
Description:	When a student’s mental health needs (i.e., suicidal ideations or attempts, non-suicidal self-injury , trauma, etc.) require a higher level of intervention than the school social worker can provide, social workers can leverage connections with community providers to help address the full spectrum of mental health needs. Note: It is against school policy to require a family to use a specific community resource, families may opt to use their own mental health provider.		
Responsibility:	Social Worker		
Frequency:	As needed	Timing:	
Process	Responsibility	Action	Timeframe
Needs assessment	Social Worker	Assess level of care needed. Suicidal Ideations follow protocol (Suicide Prevention Protocol Flowchart.pdf) Self-injurious follow protocol (NSSI Protocol.pdf) Trauma-Refer to appropriate provider	Immediate
Conference	Social worker	Meet with student and family discuss reason for referral. Address benefits of mental health care, and address barriers. Facilitate the referral process.	immediate
Documentation	Social worker	Draft referral letter indicating the reason for referral (see referral form Crisis Evaluation Referral -open in word only.docx) Obtain a signed release of information of information (ROI-draft.docx) Reach out to the provider ahead of time to let them know a referral is coming. This conversation should not include names or details of referral unless you have a signed release.	immediate
Follow-up	Social worker	Check in on progress to address barriers, solutions, and next steps.	As needed

➤ REPORTING CHILD ABUSE

Task:	Reporting Child Abuse and Neglect
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Sub-process:	State law requires that you immediately report reasonable cause to believe that a child has been abused or neglected		
Preceding Task:	Collect detailed information regarding the circumstances of your suspicion and or observations that has triggered a call to the Division of Child Protection and Permanency (DCP&P)		
Description:	<p>Child abuse is the physical, sexual, or emotional harm or risk of harm to a child under the age of 18 caused by a parent or other person who acts as a caregiver for the child.</p> <p>Child neglect occurs when a parent or caregiver fails to provide proper supervision for a child or adequate food, clothing, shelter, education or medical care although financially able or assisted to do so.</p>		
Responsibility:	All Staff		
Frequency:		Timing:	
Process	Responsibility	Action	Timeframe
Identification of Child Abuse & Neglect	All Staff	<p>Child is identified with signs of child abuse or neglect.</p> <p>All staff are mandated reporters & must call or gain assistance in contacting DCP&P</p> <p>School Social Worker /School Counselor can assist with this process.</p>	Immediate
Reporting	All Staff	<p>Escort child to nurse's office for a brief medical assessment. Note any additional information for call to DCP&P</p> <p>Call 1877-NJ-ABUSE - (Child Abuse Reporting Protocol)</p> <p>After call -report call to administration so law enforcement can be notified.</p>	Immediate
Follow-up	Social Worker	Support the child and follow up with DCP&P, child, and family if appropriate	

➤ **REPORTING SUBSTANCE ABUSE**

Task:	Reporting suspected substance abuse
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Sub-process:	A student is identified as being under the influence of alcohol or substance		
Preceding Task:	Student is found with paraphernalia and or student shows signs or concerns of impairment.		
Description:	<p>The following signs may signal problems with the use of alcohol and other drugs. Experts say that a substance use problem is more likely if you notice several of these signs at the same time, or if they occur suddenly, or if some of them are extreme in nature:</p> <p>Mood Changes (e.g., flare-ups of temper, irritability, defensiveness) Poor class attendance, low grades, and / or behavior problems Disregard for school rules Memory lapses, poor concentration, bloodshot eyes, lack of coordination, or slurred speech Switching friends and reluctance to allow parents to meet new friends.</p>		
Responsibility:	All Staff		
Frequency:		Timing:	
Process	Responsibility	Action	Timeframe
Identified Student	All Staff	Student appears to be under the influence or found with drug paraphernalia- student is escorted to the administrator and or social worker.	Immediate
Assessment	Social Worker	Follow Substance Use Protocol Substance Use protcolp.pdf	Immediate
Parent Notification	Administrator/ Social Worker	Parents are contacted – Meeting with admin and social worker	Immediate
Case management	Social worker	Contact SAC and setup a second meeting with parents for support, Refer for community services. Ongoing in-school support-F/U and monitor	Immediate & ongoing

➤ **SOCIAL WORKER SOCIAL AND EMOTIONAL LEARNING- SILAS**

Task:	Facilitate SEL classroom presentations, groups, and individual sessions
Sub-process:	Utilize Socially Interactive learning Avatar Software (SiLAS) program as an SEL intervention tool and curriculum guide. To address SEL competencies skills of students and inform how groups and interventions with students are developed.
Preceding Task:	Use the SiLAS program to screen students to measure SEL competencies skills

Description:	<p>SiLAS is an innovative way to learn social skills which are challenging for our students to acquire. It provides students a way to blend technology with real life practice of skills. It is an engaging game-based SEL platform (tiered for all learning levels and abilities) that can be used in school, virtually or hybrid.</p> <p>SILAS screener offers practitioners an easy-to-administer online screener that uses simulated life and school situations for accurate answers. The screener assesses students' SEL competencies and highlights SEL competency areas in need of improvement.</p>		
Responsibility:	Social Workers/School Counselors		
Frequency:	ongoing	Timing:	
Process	Responsibility	Action	Timeframe
Data	Social workers	Administer SILAS online screener to students Grades 3-8	Annually (Oct-Dec)
Targeted Support	Social Workers	<p>Use SILAS Screener data to access SEL curriculum based on identified SEL deficiencies.</p> <p>Develop individualized supports and groups for students based on needs.</p>	On-going
Universal support	Social Worker	Use SILAS curriculum to facilitate school-wide classroom SEL presentations.	On-going

➤ **HARASSMENT INTIMIDATION AND BULLYING (HIB)**

HIB LEA Mandatory Reporting Form

Task:	To perform the duties of the Anti-bullying specialist		
Sub-process:	Investigate incidents of harassment Intimidation and bullying and initiate bullying prevention and education programs in school		
Preceding Task:			
Description:	the law requires schools to prevent, report, investigate, and respond to bullying. School districts must have district anti-bullying coordinators, school anti-bullying specialists , and school safety teams (which includes a parent of a student).		
Responsibility:	Anti-bullying Specialist		
Frequency:	Ongoing	Timing:	
Process	Responsibility	Action	Timeframe
Chair school safety	Anti-bullying	Meet with school safety team to	At least twice a

team	specialist	examine school culture and trends as it pertains to HIB	year
Anti-bullying prevention & education	Anti-bullying specialist	Coordinate school-wide bullying prevention programs and training.	Ongoing
HIB investigation	Anti- bullying specialist	See HIB Protocol (HIB FLOW CHART 2021-22 (1).pdf)	As needed

➤ POSITIVE BEHAVIORAL INTERVENTIONS

Task:	Tier III Approaches to Behavioral Intervention		
Sub-process:	Review baseline behavioral data, observe the youth in environment where the Tier III behaviors are occurring (e.g.- classroom, hallway, playground). Meet with staff and family to get additional information regarding		
Preceding Task:	Teacher and I&RS team to implement Tier I and Tier II interventions and record behavioral data to indicate behaviors haven't significantly decreased or got worse. School Social Worker from the I&RS team completes the referral to the District Behaviorist using online form. https://forms.gle/eAy6h1P4iBWVFeeR8		
Description:	Tier III interventions are the additional interventions and strategies provided to teachers, staff, families, and students who require support in addition to universal supports. The purpose of Tier 3 interventions is to reduce the risk of academic or behavior problems and avoid unnecessarily classifying a student and removing them from the General Education population.		
Responsibility:	District Behaviorist		
Frequency:	Upon referral	Timing:	
Process	Responsibility	Action	Timeframe
I&RS Team Referral	I&RS Team Social Worker	Make referral to the district behaviorist using link above.	Within 2-6 weeks of implementing classroom strategies without success.
Gather Data	District Behaviorist	Observe Youth and gather data from stakeholders	Within 2 weeks of getting referral
Intervention Implementation	District Behaviorist	Create an observation report with recommendations. Create an FBA/BIP to be implemented by Staff	Upon completion of data gathering
Monitor and evaluate	District Behaviorist	Continue to update BIP for effectiveness	undergoing

➤ SUPPORTS FOR STUDENT TRUANCY- FAMILY LIAISONS

Task:	Social Worker/School Staff utilizes district and in community supports/supportive actions to address student truancy.		
Sub-process:	Social Worker or School Staff completes and submits a Family Liaison Referral Form for students that have 10 consecutive absences. Social Worker or School staff identifies students that are truant.		
Preceding Task:	Attendance Secretaries and Teachers monitor and analyze all student attendance records for their school. Attendance records are submitted monthly from the start of the school year.		
Description:	Referrals are made to Family Liaisons to conduct a home visit for the purposes of engaging the student/family and identifying or addressing a need. <i>HOME VISITS ASSIST WITH CREATING TRUST AND IMPROVING EDUCATIONAL/BEHAVIORAL OUTCOMES. ENGAGING WITH FAMILIES OUTSIDE OF SCHOOL HELPS FORM A SHARED UNDERSTANDING AND SHOWS SUPPORT IS AVAILABLE IF THE FAMILY IS EXPERIENCING A CRISIS OR HARDSHIP.</i>		
Responsibility:	District Family Liaisons, Family Liaisons, Attendance Team, School Social Workers		
Frequency:	ONGOING	Timing: During school and afterschool hours	
Process	Responsibility	Action	Timeframe
Identify students that have reached 10 consecutive absences.	Attendance Secretary, Teachers	A Family Liaison Referral form is completed- send to Pat Simmons, cc. Denise Shipman <u>once the student is identified as 10 days absent.</u>	Start of school year -Ongoing
Referrals are reviewed by District F.L and Initial contact is made to the students' guardian.	School Social Worker, Family Liaison	After reviewing referrals, Family Liaisons make initial call, followed by a home visit to discuss family's needs/reason for excessive absences.	Within 48 hours of receiving the Family Liaison referral.
Communication of findings is reported back to the school Social Worker.	Family Liaison	A family plan is developed with the school social worker based on findings.	Following initial contact and home visit.
Additional in community supports are identified.	Family Liaison, School Social Worker	A referral to Family Crisis Intervention (FCIU) is completed along with backup information. Referral is emailed to Di. Family Liaisons.	Ongoing

Administrative	District Family Liaisons	Generate, maintain, and establish training requirements, files, forms, and file plans for the Program Office	Ongoing
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❖ McKinney-Vento Liaison

The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by Every Student Succeeds Act (ESSA). The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. Under the McKinney-Vento Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free appropriate public education, including a public preschool education, as other children, and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging state academic standards to which all students are held. McKinney Vento Referral Form: <https://forms.gle/iwXHD2YvzwY8oQfJ7>

➤ RESPONSIBILITY OF THE MCKINNEY-VENTO LIAISON

Task:	MV Liaison must ensure that children and youth experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies; children and youth experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in schools within the district; children, youth, and families experiencing homelessness have access to and receive educational services for which they are eligible.
Sub-process:	Identifying Students who are homeless: Section 725(2) of the McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youths who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or abandoned in hospitals; children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because they are living in circumstances described above.
Preceding Task:	Complete McKinney Vento Application and request for transportation services if applicable. Ensure the family is aware of resources available to them through community agencies and school.
Description:	

Responsibility:	Develop collaborative relationships with local service providers, including shelters, soup kitchens, food banks, housing agencies, public preschool programs, faith-based organizations, and business partners. Use a trauma-informed approach when communicating with parents, guardians, and students about their needs.		
Frequency:	As needed/	Timing:	
Process	Responsibility	Action	Timeframe

❖ Home Instruction



Conditions

When can a student receive Home Instruction



Provision

Who should provide Home Instruction



Timeframes

How long will Home Instruction be provided

The provision of Home Instruction is guided by [NJAC 6A:14 - 4.8](#)
[PPSD Home Instruction](#)

➤ HOME INSTRUCTION APPLICATION PROCESS