



**Courtney R. Johnson  
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Supervisors

# STAFF DEVELOPMENT OFFICE OF STUDENT LIFE

First Avenue School  
**August 29, 2019**



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Superintendent

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  - ❑ Article - Read and Respond in Journal (Share Out)
  - ❑ Clarity 2020
- ❑ Session II
  - ❑ Student Support Teams Manual and Resources
  - ❑ Intervention & Referral Services (I&RS)
  - ❑ 504 Process- Policies and Procedures



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# Our Norms for today

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s**

- ☒ Be present
- ☒ Ask, "Is this important for Students/Families?"
- ☒ Share Talk Time
- ☒ Have an Open Mind
- ☒ Be willing to share
- ☒ Come prepared



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# OFFICE OF STUDENT LIFE MISSION / CLARITY 2020

## MISSION

To advance student success and close equity gaps by ensuring students attend school every day. Our mission is to support students' learning through Innovation and Forward thinking to Love. Inspire. Focus. Excel.

## PRIORITY 3:

**Strength- Based and Responsive  
Culture**

## PRIORITY 5:

**Integrated System of Supports**



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# CULTURALLY RELEVANT OFFICE OF STUDENT LIFE PEDAGOGY

Ladson-Billings  
(1994, 2009)

## CLASSROOM CULTURES

Equitable Schooling  
for Racially Diverse Youth

Michelle C. Knight-Manuel / Joanne E. Marciano  
FOREWORD BY H. RICHARD MILNER IV

- “Culturally relevant pedagogy is a comprehensive framework, rooted in equity, that addresses teaching and learning opportunity gaps by building from students’ cultural backgrounds, interests and experiences as strengths in learning and creating new knowledge.”
- “Culturally relevant education is a conceptual framework that recognizes the importance on including students’ cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school.”



# New Jersey Social and Emotional Learning Competencies and Sub-Competencies



## Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



## Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



## Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



## Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



## Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed



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# JIGSAW

- 15 min.- Individually - Read article
- 5 min. - In Groups of five each participant will serve as the expert of one of the SEL competencies. Each participant will take a turn discussing the assigned competency and make connections to the article.
- 5 min. - Chart each response as a group on the provided poster.
- 5 min.- Whole Group Share Out



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# LET'S PLAN IT OUT

<b>PD Sessions</b>	<b>Social Workers</b>	<b>SEL FOCUS with Best Practice</b>
1	August 29, 2019	Overview
2	October 23, 2019	Self-Awareness
3	December 3, 2019	Self-Management
4	January 15, 2020	Social Awareness
5	February 5, 2020	Responsible/Decision Making
6	May 6, 2020	Relationship Skills
7	June 18, 2020	Recap

# SOCIAL WORKER EXPECTATIONS

## ***RELATED SERVICES:***

- Participating in special education assessment meetings as well as individual Educational Planning Meetings
- Working with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
- Preparing a social or developmental history on a child with a disability.
- Counseling (group, individual and/or family)
- Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program
- Assisting in developing positive behavioral intervention strategies.

## ***SERVICES TO STUDENTS:***

- Providing crisis intervention.
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Helping the child develop appropriate social interaction skills.
- Assisting the child in understanding and accepting self and others.

## ***SERVICES TO PARENT/FAMILIES:***

- Working with parents to facilitate their support in their children's school adjustment.
- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

## ***SERVICES TO SCHOOL PERSONNEL:***

- Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.
- Assessing students with mental health concerns.
- Developing staff in-service training programs.
- Assisting teachers with behavior management.
- Providing direct support to staff.

## ***SCHOOL-COMMUNITY LIAISON:***

- Obtaining and coordinating community resources to meet students' needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Helping the system respond effectively to each child's needs.



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# SOCIAL WORKER EXPECTATIONS

- Must meet with groups weekly (4-6 week cycle)
- Must upload schedule each Thursday for the following week
- Must follow up with students at risk daily/weekly
- Submit [Monthly Report](#) the 5th of each month (if a weekend, Friday before) Upload artifacts to google drive by Competency. [Artifacts](#)
- Ensure that school data is clean as it relates to 504/discipline logs/HIB
- Classroom Presentations
- Train teachers as needed on SEL and Interventions
- Allow for other social workers to visit your school
- Present to colleagues at least once during the year.
- Consider being a part of NBOE School Social Workers' Committee

# SAMPLE- SOCIAL WORKER SCHEDULE

## Social Worker Schedule of Activities/Events

School Name:					
Social Worker Name:					
Week of:					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Morning Post/ Greeting Students and Families	Morning Post/ Greeting Students and Families	Morning Post/ Greeting Students and Families	Morning Post/ Greeting Students and Families	Morning Post/ Greeting Students and Families
Period 1	NJ Seeds Application	SST Meeting- Turnkey PD & discussion perfect attendance	Meet with Admin	Visit Rm 459g with numerous incidents reported and make recommendations	Visist my School Buddy
Period 2			4th Grade Boys SEL Group		Assist with NJSLA recommendations and review 504 data
Period 3	Follow up on DC's incident report enter in power school	4th grade SST referrals follow up	4th Grade Girls SEL Group	SST PLC	
Period 4	AW Student Follow Up	HIB investigation			
Period 5	Lunch	Lunch	Lunch	Lunch	Lunch
Period 6	I&RS with CST	Student Restorative Sessions	Student Restorative Sessions		
Period 7	3rd Grade Boys SEL Group	4 Grade Group Prep	JB Check in	Complete all reports for week and upload to google drive.	4/5 Grade Advisory
Period 8	I&RS 3rd GLM assist with student referral process.	Follow up on parental concerns	BB Check in		

# NPS CLARITY 2020

**Priority 3: Strength Based and Responsive Culture**

# NPS Clarity 2020

## PRIORITY 3:

## Strength- Based and Responsive Culture

3.1

- Identify the strengths in the system and collaborate with departments, schools, stakeholders, and partners to create a plan that utilizes and shares these strengths to catalyze systemic change.
- Identify, design, and assess ways to leverage strengths to support District, school, and student goals.
- Develop a School Leadership Council to strategize how to utilize school strengths to improve school climate and culture as well as student learning.

3.2

- Establish culture and climate benchmarks that set expectations district-wide.
- Research, vet, and design a district-wide rubric to measure culture and climate.
- Establish and implement a tool to support and guide the development of positive culture across the District.
- Consider policy and curriculum changes to guide the schools and train staff.
- Develop implementation strategies

3.3

- Develop a process and train employees in cultural competence and sensitivity to the various cultures and learning modalities of students.
- Research reliable and valid instruments for measuring bias in employee hiring practices.

3.4

- Design and implement a campaign that builds on existing programs and practices to promote positive beliefs and messages through various activities at the District and school levels to create an environment where everyone feels valued and has a sense of belonging.

3.5

- Build bridges and relationships across the ecosystem.
- Institutionalize a variety of activities, events, and opportunities for stakeholders across the ecosystem to come together and prioritize relationship building to achieve the District vision.
- Create an electronic newsletter for external partners that highlights their contributions to the District and schools.

# NPS CLARITY 2020

**Priority 5: Strength Based and Responsive Culture**

# NPS CLarity 2020

## Integrated System of Supports

5.1

- ❑ Develop and implement a trauma-informed and engaged pilot.
- ❑ Design, implement, and evaluate a relevant and responsive trauma-informed and engaged program that builds knowledge and capacity to understand and address trauma for students, parents, teachers, school personnel, and key central office staff.

5.2

- ❑ Establish an integrated support system, including policies, procedures, programs, and partnerships that protect and promote the physical and mental health of students, families, and staff.
- ❑ Develop an integrated support system that is fully incorporated into school improvement efforts to establish and maintain effective learning supports infrastructure at every school and a mechanism for connecting across schools.
- ❑ Create policy and guidance for the District, schools, and partners to implement an integrated support system.
- ❑ Provide principals and school staff with the opportunity to share best practices.
- ❑ Map existing resources and supports internally and externally across the city and in the communities.
- ❑ Plan for Health and Social Services Coordinator positions who are responsible for the coordination of supports, services, and partnerships at every school.
- ❑ Provide professional development to principals, school, and central office personnel to support the development of integrated supports system at the school level and across the schools.
- ❑ Establish cross school mechanisms for integrated support systems.
- ❑ Establish an I&RS school-based team for developing school-wide integrated support systems.

5.4

- ❑ Develop a district-wide plan for one-to-one student mentoring and tracking

LUNCH

12:15pm -1:00pm

# Session 2

I&RS/504 and Student Support Team



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# Intervention and Referral Services (I&RS)

## N.J.A.C. 6A:16-18.2 Functions of intervention and referral services

### **6A:16-8.2 Functions of intervention and referral services**

**(a) The functions of the system of intervention and referral services in each school building shall be to:**

- 1. Identify learning, behavior and health difficulties of students;**
- 2. Collect information on the identified learning, behavior, and health difficulties;**
- 3. Develop and implement action plans that provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;**
- 4. Provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties;**
- 5. Provide support, guidance and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;**



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## N.J.A.C. 6A:16-18.2 Functions of intervention and referral services

- 6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;**
- 7. Coordinate the access to and delivery of school resources and services for achieving outcomes identified in intervention and referral services action plans;**
- 8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in intervention and referral services action plans;**
- 9. Maintain records of all requests for assistance and all intervention and referral services action plans and all related student information, according to the requirements of**

20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy;

20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing;

P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements;

20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records;

N.J.S.A. 18A:40A7.1, Confidentiality of certain information provided by pupils, exceptions;

N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information;

N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, non-liability;

N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records;

N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws and rules pertaining to student records and confidentiality.



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## N.J.A.C. 6A:16-18.2 Functions of intervention and referral services

- 10. Review and assess the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate; and**
- 11. At a minimum, annually review intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the principal for improving school programs and services, as appropriate.**

**Manual can be found.**

[Student Support Team Resource Manual](#)

[Intervention & Referral Services/504 manual](#)

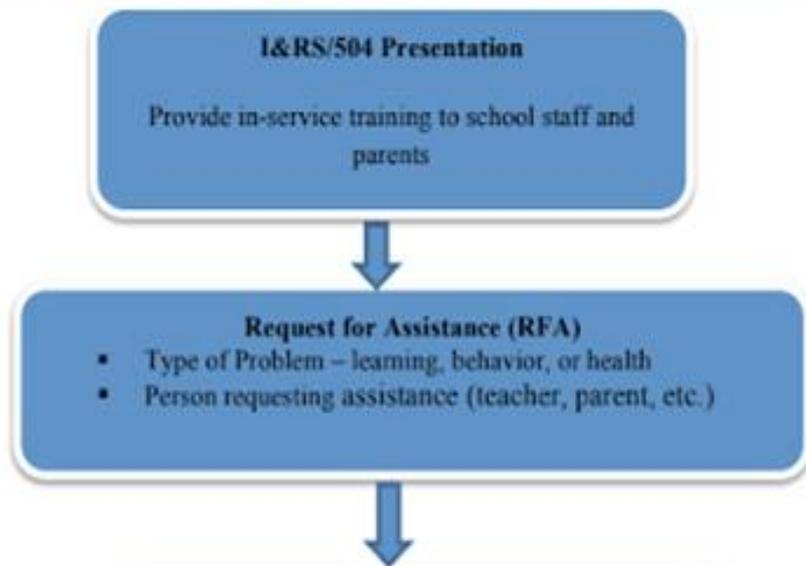
\*\*They are being revised to ensure compliance with updated laws and policies.



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# Intervention & Referral Services Flow OFFICE OF STUDENT LIFE Chart

## Request for Assistance (RFA) Process Flowchart (Simple)

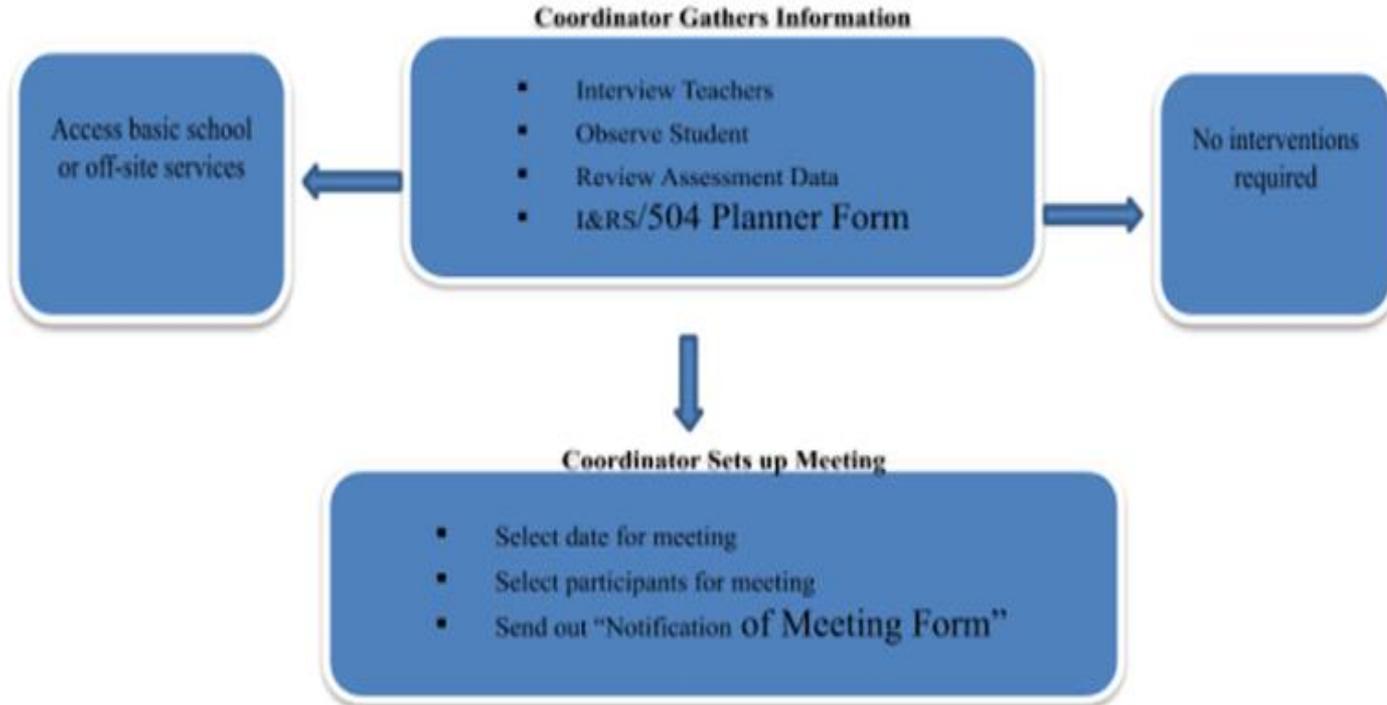


[Sample Request for Assistance](#)



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# Intervention & Referral Services Flow Chart





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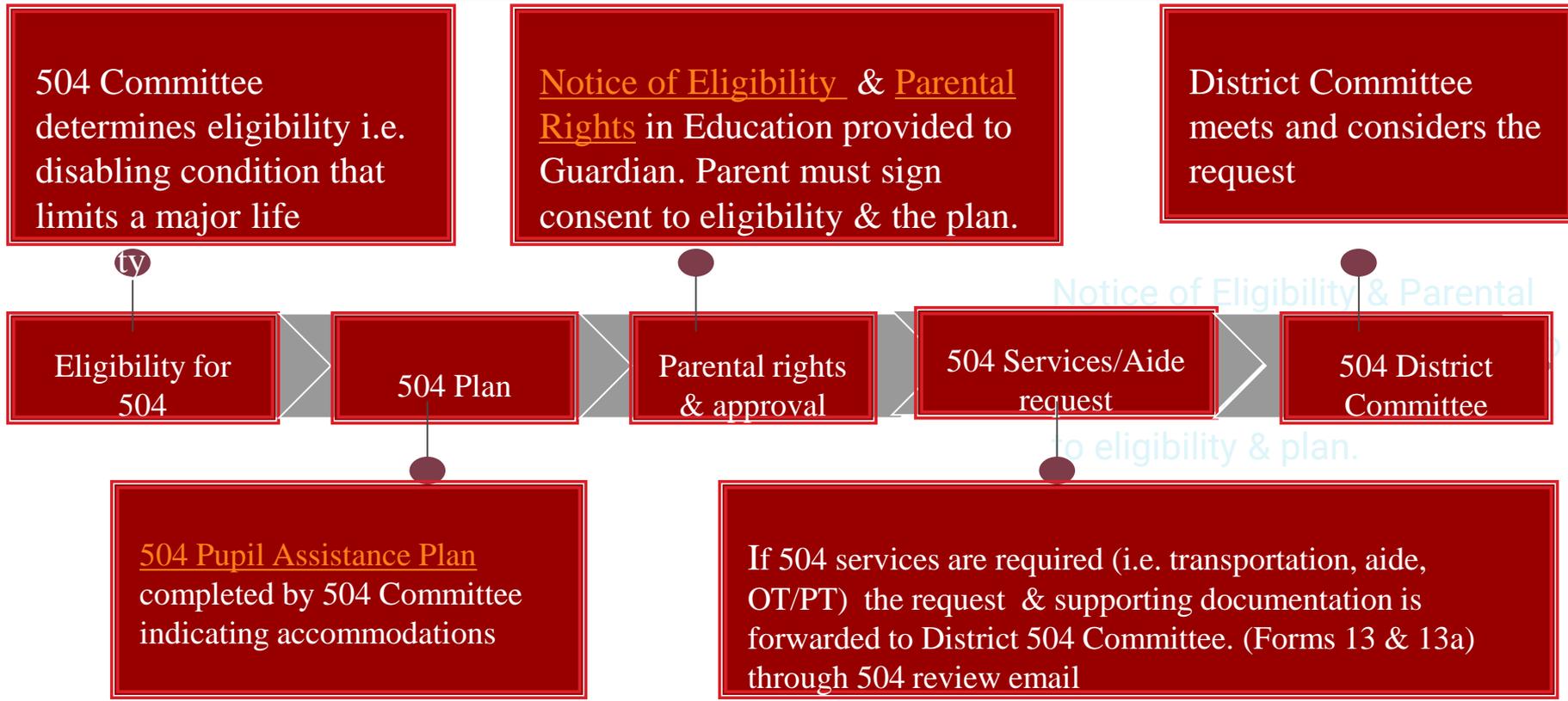
# Intervention & Referral Services Flow Chart





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# OFFICE OF STUDENT LIFE 504 FLOW CHART





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# OFFICE OF STUDENT LIFE 504 PROCESS

Eligibility

504 Committee determines eligibility i.e. disabling condition that limits a major life activity. Review student's history, medical & academic data etc to arrive at a decision.

504 Plan

504 Pupil Assistance Plan completed by 504 Committee indicating accommodations

Parental rights & approval

Notice of Eligibility & Parental Rights in Education provided to Guardian. Parent must agree to eligibility & plan.



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# OFFICE OF STUDENT LIFE 504 PROCESS

## 504 Services Request

If 504 services are required (i.e. transportation, aide, OT/PT) the request & supporting documentation is forwarded to District 504 Committee. (504 Form 13). Email through 504 review email address

## 504 Aide Request

When requesting an aide, Google Form for Request of 504 Aide, must be completed. [504 Aide Request Link](#)

All fields must be answered including name of aide. If an aide has not yet been identified, the school will have to follow NPS process for hiring of aide (After District Committee approves the request).

## 504 District Committee

District 504 Committee meets weekly and reviews requests for services. A decision is made and school will be notified of status of request.



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# NBOE SEL & MENTAL HEALTH OFFICE OF STUDENT LIFE SURVEY

- Principals were asked to complete the following by August 29, 2019 – hard due date.
- Social Emotion Learning & Mental Health Survey



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# Sign-Up for Refresher