



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, Chancellor

OFFICE OF THE CHIEF FINANCIAL OFFICER
52 Chambers Street, New York, NY 10007

BRUCE E FEIG
Chief Financial Officer

SCHOOL ALLOCATION MEMORANDUM NO. 24, FY05

DATE: September 23, 2004

TO: **INSTRUCTIONAL LEADERSHIP DIVISION (ILD) SUPERINTENDENTS,
REGIONAL OPERATION CENTER (ROC) DIRECTORS,
DIRECTORS OF STUDENT PLACEMENT YOUTH & FAMILY
SUPPORT SERVICES, AND SCHOOL PRINCIPALS**

FROM: Bruce E. Feig

SUBJECT: INSCHOOL SUSPENSION ALLOCATION

This memorandum presents resources to support the implementation of the InSchool Suspension program. The FY'05 budget contains \$10.8 Million in support of this venture. Guidelines and allocations for the program were promulgated in the August 5, 2004 memorandum from the Senior Executive of Youth Development and School Community Services entitled "2004-2005 SAVE Allocation" (copy attached). The allocation is intended to support the Chancellor's priority for a safe and orderly school environment and to ensure compliance with the Safe Schools against Violence in Education (SAVE) Act.

InSchool Suspension allocations are displayed on the attached table. Regional school allotments are based on weighted pupil registers and a geographic factor developed by the Office of Youth Development. Alternative HS Programs and Citywide Special Education receive funding at their prior year's level.

InSchool Suspension allocations were made to the Regional Operation Center (ROC) locations via the Galaxy Transfer Utility System on August 6, 2004. The ROC's will need to consult with the Directors of Student Placement Youth & Family Support Services to fully schedule the allocation. This memorandum confirms email notification. InSchool Suspension allocations should be scheduled in the Allocation Category, "[TL In School Suspension](#)".

Attachments: -Allocation Table
-August 5, 2004 Memo from the Office of Youth Development & School
Community Services

BF:MG: BF

Cc: Michelle Cahill
Brian Osborne
Lester W. Young, Jr.

Connie Cuttle
Regional Safety Administrators

IN-SCHOOL SUSPENSIONS -- PROJECT SAVE

Allocation Category: TL In School Suspension

Fund Source: TL INSCHOOL SUSPEN

RGN	Middle Sch Register	High Sch Register	Title I Eligibles	Impact Schools	Special Ed only	Supt Suspensions	Weighted Register	Percent Distribution	Wt. Reg AMOUNT	Geography AMOUNT	TOTAL AMOUNT	ROC Location
<i>wt.</i>	0.75	1.50	3.00	2.00	0.50	1.00						
1	23,307	23,221	78,227	4,156	919	907	296,671.25	12.64%	1,244,854	0	\$1,244,854	
2	23,178	23,251	67,166	7,098	1,429	745	269,413.50	11.48%	1,130,479	0	\$1,130,479	ROC B: Fordham Plaza
											\$2,375,333	96X699
3	25,386	38,741	31,903	0	1,222	806	174,277.00	7.42%	731,279	100,000	\$831,279	
75									200,000		\$200,000	Roc C: Qns, Linden Pl
											\$1,031,279	96Q698
4	25,886	24,617	63,882	0	571	697	248,968.50	10.61%	1,044,690	100,000	\$1,144,690	
5	20,088	20,506	63,194	5,663	1,136	1,316	248,617.00	10.59%	1,043,215	100,000	\$1,143,215	ROC D: Queens Plaza
											\$2,287,905	96Q699
6	21,039	28,699	48,349	11,074	1,320	1,310	227,992.75	9.71%	956,674	0	\$956,674	
7	32,888	41,577	49,697	0	1,116	1,067	237,747.50	10.13%	997,606	100,000	\$1,097,606	ROC F: Ocean Terr
											\$2,054,280	96R699
8	17,429	21,266	48,460	0	998	686	191,535.75	8.16%	803,698	0	\$803,698	
79									250,000		\$250,000	ROC E: 131 Liv
											\$1,053,698	96K699
9	16,328	46,125	61,948	3,263	1,181	772	275,166.00	11.72%	1,154,616	100,000	\$1,254,616	
10	16,506	14,772	47,155	0	617	733	177,044.00	7.54%	742,889	0	\$742,889	ROC A: 333 7th Ave
											\$1,997,505	96M699
Total	222,035	282,775	559,981	31,254	10,509	9,039	2,347,433.25	100.00%	10,300,000	500,000	\$10,800,000	
											\$0.00	



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF YOUTH DEVELOPMENT & SCHOOL-COMMUNITY SERVICES

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LESTER W. YOUNG, JR., Ed.D.

Senior Executive

MEMORANDUM

TO: REGIONAL SUPERINTENDENTS, REGIONAL DIRECTORS OF PLACEMENT AND YOUTH AND FAMILY SUPPORT SERVICES, and REGIONAL OPERATIONS DIRECTORS

**FROM: Lester W. Young, Jr., Ed.D.
Senior Executive
Youth Development and School-Community Services**

SUBJECT: 2004-2005 SAVE Allocation

DATE: August 5, 2004

To support the Chancellor's priority of a safe and orderly school environment and to ensure compliance with the Safe Schools Against Violence in Education (SAVE) Act passed by the New York State Legislature in June 2000, each region will receive funding per the attached allocation.

For Fiscal Year '05 this initiative will operate with a \$10.8 million budget. Allocations have been determined based on criteria supporting each Region's proportional share and must be utilized to support the Region's implementation of viable programs that address behavioral issues as well as the academic needs of suspended students. These programs provide instructional support and guidance interventions for students removed or suspended from their regular classrooms for behavioral disruptions or infractions of the discipline code. Please note: all schools must have a plan for the removal of students under SAVE. The school plan must specify the location to which the students will be sent and a description of the educational program in place to address their academic and guidance needs.

Each region must ensure that all suspension centers/classrooms reflect the same high instructional standards as that expected in a regular classroom, including the implementation of instructional best practices, active student participation and the maintenance of a print rich environment in which a full range of textbooks and other instructional supplies are available and used daily to meet the academic needs of suspended students.

Programming to meet the needs of suspended students is in addition to each school's core program of prevention, early identification and intervention. All programs for suspended students must be consistent with the goals and objectives in the school's CEP and the Region's DCEP. Integral to promoting a safe and orderly school environment in which effective teaching and learning can take place, the core program must provide counseling and other supportive services as well as multiple opportunities for meaningful student engagement in the school community. Please see the attachment on Core Student Support and Engagement Services for Prevention, Early Identification and Intervention. Regions should consider how students served through the SAVE program may have access to additional services through other funding sources (AIDP, 21st Century, OST, etc.) .

Based upon the needs of the schools in your Region, the allocation is to be used to support programs that are:

- *School Specific Programs* to address teacher removals, principal's or superintendent's suspensions for students from a particular school;
- *Cluster Programs* to address principal's or superintendent's suspensions for students from a group of schools; and
- *Regional Programs* to address principal's or superintendent's suspensions for students from all schools within the Region.

For regions who are interested in utilizing the services of a community based organization to provide preventive support and/or in-school suspension programs, the following is a list of pre-approved vendors:

Regional In-School Suspension Centers

Partnership with Children
Good Shepherd Services
Community Mediation Services
FEGS
Ralph-Lincoln Services Ctr, Inc.

New Beginning Programs

Pathways for Youth
Partnership with Children
Boys and Girls Harbor
Good Shepherd Services
Safe Space
St. Nicholas Preservation Corporation

For further information and/or assistance regarding these community based organizations, please contact Wendy Perdomo at 212-374- 0241.

Each Regional Safety Administrator is available for assistance. Please submit a brief plan for each program implemented describing the manner in which the funds are to be utilized. Describe the program under the following headings:

- **Identification of the type of program** – school specific, cluster, regional;
- **Identification of the community based organization** (see list of pre-approved vendors above) **with which you are collaborating if applicable;**
- **The school sites** where the programs are located;
- **The format/structure of each program** to include staffing, student capacity, instructional program and guidance support;
- **Professional development activities;** and
- **Evaluation/Assessment** (How will you know that the plan is working?)

This information should be sent to Connie Cuttle, Director of Student Engagement, Office of Youth Development at 52 Chambers Street, New York, New York 10007 on or before August 24, 2004. If you have any further questions, please call Ms. Cuttle at (212) 374-6834.

Please see the attached Criteria for SAVE Allocation Plan Approval to assist you in formulating your plan. Please refer to Chancellor's Regulation A-443 for additional information.

Access to funds is contingent upon plan approval. Plans must be signed off by the Regional Superintendent and the Regional Director of Placement and Youth and Family Support Services.

Thank you for your cooperation.

Attachments: **I. Alternative Instruction Requirements, II. Criteria for SAVE Plan, III. Best Practice Standards, IV. Ladder for Student Support**

c: J. Klein
C. Farina
K. Grimm
L. Srinivasan
R. Albanese-DePinto
S. Erber
B. Gassaway
J. Levy
R. Weingarten
Regional Safety Administrators

SUMMARY OF ALTERNATIVE INSTRUCTION REQUIREMENTS

ALTERNATIVE INSTRUCTION REQUIREMENTS FOR REMOVED AND SUSPENDED STUDENTS

- Removed or suspended students may not be penalized academically. The only time an academic penalty, such as grade reduction may be imposed, is if the conduct for which the student was suspended is directly related to an academic activity (e.g. plagiarism or cheating on an exam). Students must be permitted to take any citywide or state examination for which no make-up examination is permitted by the testing authority, as well as to make up school examinations, such as mid-terms or finals, which may affect their academic records.
- During the period of their removal or suspension, students must be provided with alternative instruction, which includes, but is not limited to, class work and homework assignments. The instruction must provide the student with an opportunity to continue to earn academic credit and must be appropriate to the individual student's needs.
- An elementary or middle school student, who is suspended by the principal for one to five days or who is awaiting his/her superintendent's suspension hearing, must be provided with a minimum of one hour per day of alternative instruction. A high school student, who is suspended by the principal for one to five days or who is awaiting his/her superintendent's suspension hearing, must be provided with a minimum of two hours per day of alternative instruction.
- Once a superintendent's suspension hearing has been held and the student is placed on continued or extended suspension, the student must be provided with a regular full day instructional program that is substantially equivalent to the program that the child was receiving prior to the suspension.
- In determining the alternative instruction for a student with a disability and for a student who has a 504 Accommodation Plan, consideration must be given to the student's IEP and behavioral intervention plan, or 504 Accommodation Plan. In addition, if a student with a disability has been suspended for more than (10) school days during the school year, the student must be reinstated or assigned to an appropriate setting that enables the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP.

Alternative instruction is applicable for the following:

1. TEACHER REMOVAL

Teachers have the authority to remove "disruptive" students from their classrooms, consistent with the Discipline Code, when the teacher determines that the behavior of the student substantially disrupts the educational process or substantially interferes with the teacher's classroom authority.

2. PRINCIPAL'S SUSPENSION

The principal has the authority to suspend a student when he/she determines that a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities. Prior to suspending a student, the principal must consult the Discipline Code and consider: the student's age, maturity, previous disciplinary record (including the number and severity of infractions), circumstances surrounding the incident and, if applicable, the child's Individualized Educational Plan (IEP), Behavioral Intervention Plan (BIP), and/or 504 accommodation plan to determine if a principal's suspension is an appropriate disciplinary action. The principal's suspension conference must be held **prior** to the commencement of the suspension unless the student poses a continuing danger or presents an ongoing threat of disruption to the academic process.

3. SUPERINTENDENT'S SUSPENSION

A superintendent's suspension may result in a period of suspension that exceeds five days. Prior to requesting such a suspension, the principal shall consult the Discipline Code, IEP, BIP and 504 Accommodation Plan, where applicable, in order to determine if a superintendent's suspension is an appropriate disciplinary option.

Please refer to Chancellor's Regulation A-443 for further information.

Criteria for SAVE Allocation Plan Approval

The goals of both school based and regional programs are to educate, change attitudes and behaviors and enable students to successfully transition back to their regular class(es) and/or to school.

To achieve these goals, plans must ensure that:

- all students are properly placed;
- suspension and/or teacher removal beginning and end dates are clear to both students and their parents;
- students are provided with appropriate instruction that enables them to continue to advance academically;
- students receive appropriate guidance, special education, ELL and other support services;
- for regional programs there is a clearly delineated process for a student's entry into the program and reentry to the sending school.

School Based Programs

To address the instructional and guidance needs of students on principal suspension and/or who have been assigned to a school based program by teacher removal, each school based program must include:

- All recommendations for suspension are reviewed and approved by the principal, and then processed by the AP/Security or Principal designee. In addition, the principal, dean and AP/Security meet with the student to discuss the charges. A clear process for informing parents is delineated.
- Timely parent notification is a made by mail or phone.
- Identification of the supervisor who will monitor the instructional and guidance program.
- Delineate the monitoring procedures to ensure compliance.
- Implementation of the program occurs in an appropriate teaching and learning environment.
- The room is equipped with textbooks, pedagogical supplies and equipment in order to ensure meaningful instruction.
- The instructional program is implemented by a teacher to promote and conduct alternative instruction.
- The assigned teacher:
 - follows procedures for daily attendance
 - monitors behavior
 - provides instruction and assigns student work based on instructional assignments required by each student's subject class teacher(s)
- Attendance is submitted to the attendance office. Parents of students who did not report to their assignment are called.
- All mandated services (e.g. counseling, speech and language) are provided.
- Student work follows appropriate content and curriculum for the student's subject class and is assigned by the student's subject class teacher.
- A clearly delineated system is in place to collect, disseminate and return student assignments to classroom teachers. A supervisor has been assigned to monitor compliance.
- Professional development is identified and planned for teachers assigned to the program that targets social skills building, behavior modification, etc.
- School counselors are assigned one period each day to provide counseling to help students recognize appropriate social/academic behavior and how to improve decision-making skills.
- School counselors are notified about their students who are chronically serving detention.
- All students follow the designated program schedule. Lunch is delivered to the room.

Regional and Cluster Programs

To ensure that students assigned to a regional or cluster program report to the site as directed, plans must include:

- the procedure to notify the regional or cluster program of students assigned to the site and the date on which they are to report;
- the confirmation process the site will use to inform the school that the student has reported as directed;

- the supervisor responsible at the regional and school level to monitor these procedures for compliance.

Plan Approval Requirements

Plans for the instructional and guidance components must ensure that:

- Supervision for, and monitoring of, the instructional and guidance program;
- The supervisor who will monitor implementation of the instructional and guidance components and delineate the monitoring procedures is identified;
- Students' continue to make academic progress and accumulate academic credits toward promotion and/or graduation.
- Parent contact has been made.
- Regular articulation with schools takes place.
- The site is equipped with textbooks, pedagogical supplies and equipment in order to ensure meaningful instruction.
- The instructional program is implemented by a teacher to promote and conduct alternative instruction.
- The assigned teacher:
 - follows procedures for daily attendance
 - monitors behavior
 - provides instruction and assigns student work based on instructional assignments required by each student's subject class teacher(s)
- Attendance is submitted to the sending school.
- Parents of students who did not report to their assignment notified.
- All mandated services (e.g. counseling, speech and language) are delivered to students at the site as applicable.
- Student work follows appropriate content and curriculum for the student's subject class.
- A clearly delineated system is in place to collect, disseminate and return student assignments to the schools. A supervisor has been assigned to monitor compliance.
- Professional development is identified and planned for teachers assigned to the program that targets social skills building, behavior modification, etc.
- Students receive counseling to help them recognize appropriate social/academic behavior and how to improve decision-making skills.
- All students follow the designated program schedule.

For Post-Hearing Regional Suspension Centers for middle school students suspended for 30-90 days, to ensure that students receive grades for completed class work, the following procedures apply:

- a) The center will give the grade if a student attends the site for a marking period.
- b) If the student attends part of the school term at a regional center, the grade should be a collaborative effort between the suspending school and the regional center.
- c) If the student attends 2/3 or more of the term in the regional center, the site should provide the final grade.

**Core Support Services and Student Engagement for
Prevention, Early Identification and Intervention**

Best Practice Standards Student Engagement/Student Life
The Coordinator of Student Affairs (COSA) teaches a minimum of one multi grade, culturally diverse leadership class. (high school level)
The school has an elected student government that meets regularly (middle and high school.)
The school has a mechanism in place through which the principal meets regularly with students beyond those elected to student government or other leadership positions to garner student input and address school life issues. (middle and high school)
The school has elected student representatives who attend the Regional Student Advisory Council. (high school)
The Student Activity Fund (SAF) is used solely to support student clubs, teams and other student co-curricular activities and events. (high school)
The school offers students an after school program of clubs and intramural sports based on student interests in which teachers serve as faculty advisors. (middle and high school)
The school regularly publishes a student newspaper or newsletter.
The school regularly schedules co-curricular events and activities in which students and/or students and their families may participate.
The school has designated a teacher as the senior advisor to the graduating class to plan and implement senior year activities. (high school)
The school has teachers who have been trained as conflict resolution mediation specialists who train students to be peer mediators. (middle and high school)
The school has a comprehensive conflict resolution program.
The school has a Peer Mediation Center in which trained students serve as peer mediators.
The school has teachers who have been trained as conflict resolution negotiation specialists who teach one or more multi-grade classes in negotiation skills and train students to be peer educators. (middle and high school)
Students trained as peer educators provide peer-to-peer workshops on conflict resolution in selected classes as part of the school's conflict resolution program. (middle and high school)
Students receive cultural diversity skills instruction.
The school provides students with the opportunity to perform in-school and out-of-school community service.
The school regularly recognizes student success(es) and achievements and publicizes them within the school and in the larger community.
The school has a Nutrition Committee composed of students, teachers, administrators and school food and nutrition services personnel to address issues regarding school food and nutrition services. (middle and high school)
The school provides welcoming and orientation activities for entering students.
The school's Comprehensive Education Plan addresses implementation of student engagement/student life programming, initiatives, and professional development.

**BEST PRACTICE STANDARDS
COMPREHENSIVE GUIDANCE PROGRAM**

○ The school has a comprehensive guidance plan that is part of the Comprehensive Educational Plan (CEP)
○ All school counselors have a specified caseload /target population of students
○ Counselors regularly review student academic, attendance and behavioral data
○ All school counselors provide both individual and group counseling services
○ All school counselors provide classroom guidance services
○ Counselors have a specified articulation services caseload
○ Counselors are part of a trained crisis response team
○ Counselors are part of a Pupil Personnel Team that meets regularly
○ Counselors regularly participate in professional development
○ Counselors who have been trained in conflict resolution skills provide conflict resolution and/or violence prevention counseling.
○ Counselors provide professional development for school staff as needed.
○ Counselors provide support for student government and other student activities
○ Counselors communicate with parents of counseled students based on a school protocol for parent contact
○ Counselors communicate often with, and provide regular feedback to, school staff
○ Counselors have a knowledge of, and a formal process for referring students to, community agencies for additional services
○ Counselors provide post secondary and career awareness counseling
○ Counselors collect and analyze data to evaluate the counseling program and continue to update program activities
○ School (middle and high school) has a designated faculty member who provides pregnant and parenting students with their educational rights and information about available programs and services
○ School child abuse prevention and intervention team meets regularly
○ Child abuse prevention and intervention team has developed and implemented the school's annual Child abuse prevention and intervention plan
○ A staff member has been designated to whom reports of student –to-student sexual harassment can be made.
○ A copy of Chancellor’s Regulation A-831, Student-to-Student Sexual Harassment is conspicuously posted in the building and contains the name of the staff designee.
○ A copy of the Student-to-Student Sexual Harassment as described in CR A-831 is distributed annually to parents and students.
○ Student-to-Student Sexual Harassment policy and procedures are discussed with students and staff members at the beginning of the school year.
○ The school’s Comprehensive Educational Plan addresses implementation of guidance initiatives and professional development.

**BEST PRACTICE STANDARDS
Crisis Team**

○ The school has a crisis team composed of members of the support personnel staff
○ The school has a crisis intervention plan.
○ The team has presented the school’s suicide prevention-education/intervention plan to the entire school community as per Chancellor’s Regulation A-755.
○ The list of crisis team members is prominently posted in the building.
○ The crisis team identifies and disseminate to staff indicators of students at risk.
○ Crisis team members regularly participate in professional development.
○ The school’s Comprehensive Educational Plan addresses implementation of crisis team planning and professional development.

BEST PRACTICE STANDARDS PUPIL PERSONNEL TEAM
o The school has formed an interdisciplinary PPT
o The PPT meets regularly with a defined agenda
o The PPT has a system for case referral and management including tracking of cases and evaluating results
o The PPT has protocols and forms for all interventions and services and a system for communicating results to school staff
o The PPT regularly participates in professional development and training
o The PPT conducts team maintenance sessions
o The PPT actively collaborates with CBOs and other external partners and has an updated resource and referral directory
o The school's Comprehensive Educational Plan addresses implementation of pupil personnel team initiatives and professional development.

BEST PRACTICE STANDARDS ATTENDANCE PROGRAM
o The school has a comprehensive attendance plan that is reviewed regularly based on regular analysis of school attendance and lateness data
o The school has a designated attendance coordinator
o The school has an attendance committee that meets weekly or bimonthly and monitors all attendance activities and procedures
o Attendance committee reviews regularly attendance data such as R4RR reports, student attendance, individual attendance plan, interventions by school staff, educational neglect reports related to attendance, and all general attendance issues
o Attendance coordinator monitors all procedures for attendance reporting on a daily basis
o All attendance committee members are familiar with Chancellor's Regulation A-210
o There is a system for outreach services to improve attendance that is monitored by the attendance coordinator and/or committee.
o The school regularly recognizes students for excellent and/or approved attendance.
o The attendance coordinator and attendance staff regularly participates in professional development and the attendance committee has access to technical assistance throughout the school year.
o The attendance coordinator and attendance staff provides professional development for school personnel on attendance taking procedures.
o Attendance staff has ready access to ATS.
o All 407's are investigated and interventions provided by school staff.
o School has a lateness improvement program.
o School has a program for supporting and integrating students in temporary housing.
o The school's Comprehensive Educational Plan addresses implementation of attendance initiatives.

BEST PRACTICE STANDARDS SUBSTANCE ABUSE/VIOLENCE PREVENTION AND INTERVENTION PROGRAM
o School has a school-based substance abuse/violence prevention and intervention plan
o School has a school-based substance abuse/violence prevention/intervention staff member (SAPIS/SPARK)
o Prevention/intervention staff provides classroom presentations on substance abuse/violence prevention issues
o Prevention/intervention staff provides individual or group counseling services or referrals to identified, at-risk students
o Prevention/intervention staff conducts workshops and outreach for school staff and parents on substance abuse and violence prevention issues, facilitates schoolwide awareness programs, and collaborates with or refers to appropriate local community-based organizations/health agencies.
o Prevention/intervention staff conducts peer leadership programs.
o Prevention/intervention staff trained in conflict resolution skills provides conflict resolution counseling and workshops for students.
o Prevention/intervention staff are active members of PPT, attendance and crisis teams, HIV prevention, other school teams/committees.
o The school's Comprehensive Educational Plan addresses implementation of substance abuse/violence prevention programming and professional development.

BEST PRACTICE STANDARDS EXTERNAL PROGRAMS
o School has regular partnership with external programs such as CBOs and corporate partners to support and enhance the school's programmatic efforts to address specific school needs as articulated in the school's CEP.
o Mission, vision and goals of the CBO/Partner are consistent with the school's needs and objectives.
o School and CBO/Partner work together to establish attainable goals and measurable objectives.
o School and CBO/Partner conduct evaluations and assessments to determine effectiveness of the partnership .
o School and CBO/Partner maintain accurate records of students served, program activities implemented, and effectiveness of program activities.
o School and CBO/Partner have a process for effective communication and conflict resolution.
o The school's Comprehensive Educational Plan addresses implementation of CBO programming.

BEST PRACTICE STANDARDS HEALTH SUPPORT SERVICES
o The school has an immunization compliance policy and process that includes information to parents about immunization requirements and free access to vaccinations.
o Immunization warning and exclusion letters sent out on a timely basis, and appropriate outreach to families not in compliance is implemented.
o The school has a point person for immunization data entry on ATS.
o The school has a 504 designee.
o Section 504 information is disseminated to parents annually.
o School has a procedure in place to conduct screenings of classes in the event of a contagious disease outbreak (i.e. lice or ringworm.)
o The school nurse and parent coordinator work together to ensure that accurate health information is provided to parents and families i.e. Health Insurance.
o The principal is aware of all DOH staff in the school and how to contact them.
o The Health Room has a sink and is adequately stocked with medical supplies.
o There is an effective working relationship between the school-based health clinic and the school staff.
o There is a comprehensive HIV/AIDS prevention program established with an operational Condom Availability (on the high school level) component.
o The school's Comprehensive Educational Plan addresses implementation of health support services.

Ladder of Student Support Interventions

