

MOUNTAIN VIEW SCHOOL DIVISION

STUDENT SUPPORT SERVICES



September 2013

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Student Support Services in Mountain View School Division

Introduction

The purpose of this document is to provide all staff with an easy reference and overview of student support services available in Mountain View School Division. Student Support Services in Mountain View School Division are guided by the mission and vision statements of Mountain View School Division and the Department of Education's Appropriate Educational Programming Legislation and Philosophy of Inclusion.

Mountain View School Division Mission Statement

Mountain View School Division will foster an inspired, respectful and safe learning environment. Every student is valued and nurtured, enabling each one to realize his/her full potential.

Mountain View School Division Vision Statement

Mountain View School Division is a centre of educational excellence which:

- Develops, maintains and promotes academic, social, athletic and cultural growth for all students;
- Creates an environment in which all are motivated to be active, involved and enthusiastic learners;
- Promotes physical and emotional wellness; and
- Encourages the support and participation of all its communities.

Appropriate Education Programming

Appropriate Education Programming was passed in October 2005. The following excerpt outlines the general obligation of school divisions

- 2(1) The appropriate education programming that a school board must provide the curriculum.
- 2 (2) A school board must ensure that, as far as reasonably practicable, appropriate educational programming is available to a pupil in a regular class of his or her peers at
 - A) the school whose catchment area includes his or her residence, or
 - B) another school that provides the program, as designated by the board, that the pupil is to be enrolled in, if the school described in clause (a) does not provide that program (MECY 2007, p.71)

Appropriate Education Programming, as outlined in Manitoba Education Citizenship and Youth Appropriate Educational Programming Handbook for Student Services, targets 8 key areas and working regulations:

1. Placement and Accessibility
2. Early identification
3. Student Assessment and communication of results
4. Individual Educational Programming
 - a. Team approach

- b. Parental involvement
 - c. Transition protocols
- 5. Student Services Planning and Reporting
- 6. Student Discipline
 - a. Consider disability
 - b. BIPs if suspended more than 2 times
 - c. Provide programming while suspended or expelled
 - d. Re-entry process
- 7. Dispute Resolution
- 8. Policy

Inclusion

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us. (Appropriate Educational Programming in Manitoba, Standards for Student Services, 2006 p. 1)

Mountain View Policy and Procedures

Please refer to the MVSD website www.mvsd.ca for the most current policies and procedures.

Manitoba Education Citizenship and Youth Support Documents

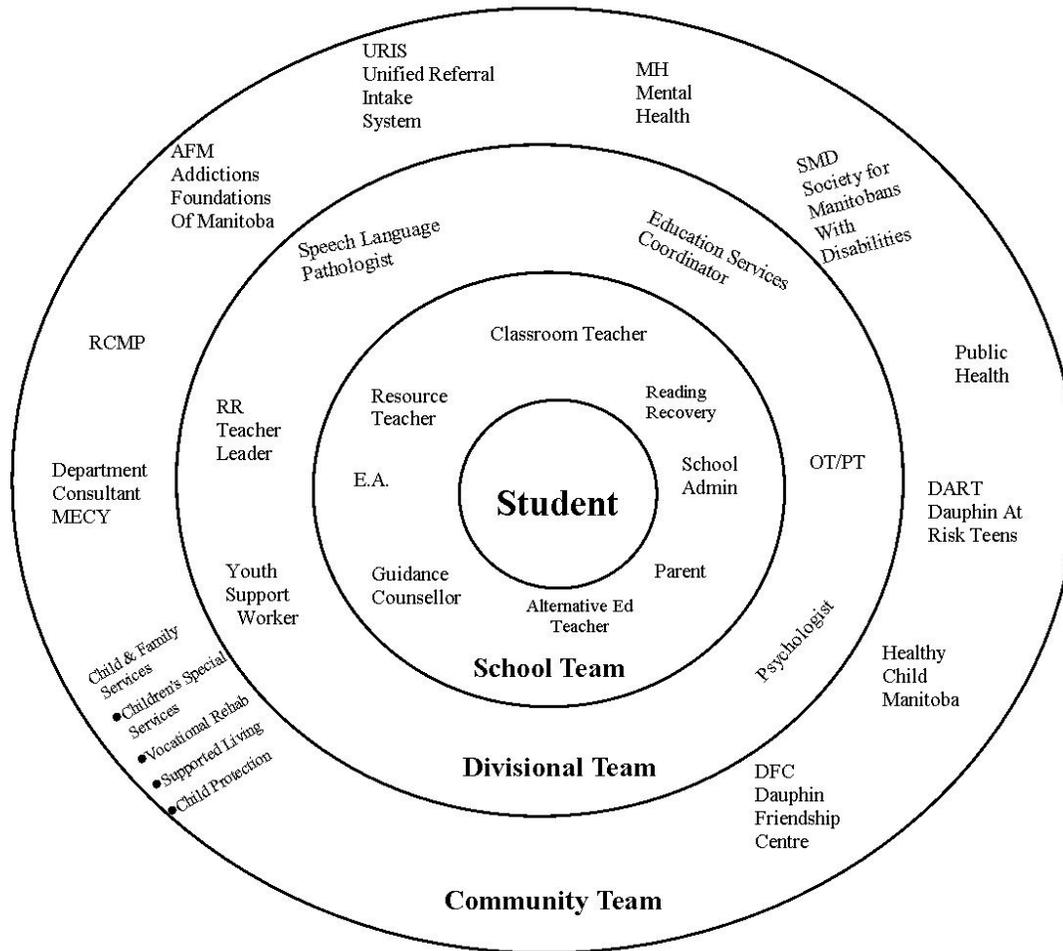
To assist schools in providing appropriate educational programming and to support the philosophy of inclusion at the local school level, Manitoba Education, has produced the following support documents:

- Appropriate Educational Programming: Handbook for Student Services;
- Appropriate Educational Programming in Manitoba: Extending Genuine Learning and Social Experiences for All School Communities, Final Consultation Summary;
- Appropriate Educational Programming in Manitoba: Standards for Student Services;
- Appropriate Educational Programming in Manitoba: Formal Dispute Resolution Process;
- Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community;
- Child Protection and Child Abuse Protocol;
- Educational Assistants in Manitoba;
- Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing;
- Framework for Suicide Prevention Planning in Manitoba;
- Guidelines for Registration of Students in Care of Child Welfare Agencies;
- Guidelines for Early Childhood Transition to School for Children with Special Needs;
- Helping Your Child Succeed in School: A Guide for Parents and Families of Aboriginal Students;
- Listening and Speaking: First Steps into Literacy: A Support Document for Kindergarten Teachers and Speech-Language Pathologists;
- Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach;
- Student Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs);

- Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder;
- Supporting Inclusive Schools: School based Planning and Reporting -- A Framework for Developing and Implementing Annual School Plans and Reports;
- Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected;
- Towards Inclusion: From Challenges to Possibilities - Planning for Behaviour;
- Towards Inclusion: A Handbook for Individualized (I) Programming Designation, Senior Years;
- Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4;
- When Words are not Enough: Precursors to Threat -- An Early Warning System for School Counsellors;
- Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying;
- Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities;
- Working Together: A Handbook for Parents of Children with Special Needs in School;
- Working Together: A Handbook for Parents of Children with Special Needs in School;
- Working Together: A Parent's Guide to Formal Dispute Resolution;
- Working Together: A Parent's Guide to Transition from School Community; and
- Working Together: Safe, Caring Schools, Families and Communities.

These published documents are available from Manitoba Education website at the following link: <http://www.edu.gov.mb.ca/k12/specedu/documents.html> (updated August 2010). Please refer to the Manitoba Education student services website for recently published support documents.

Overview of School, Division and Community Supports Available to Students



School and Divisional Teams

School based team

Core Team: Student
Parent/Guardian
Classroom Teacher
Administrator

Additional members (as required)

Guidance Counsellor
Resource Teacher
Educational Assistant

Divisional Team Members (as required)

School Psychologist
Speech Language Pathologist
Youth Support Worker
Therapist OT/PT
Education Services Coordinator

Department or Community Supports

Manitoba Education Consultants
Mental Health Youth Workers
Child and Family Services Agency Social Workers
Child and Family Services
Children Special Services Workers
Supported Living Workers
Vocational Rehab Workers
Addictions Foundations of Manitoba Counsellors
URIS Nurse (medical only)
Society for Manitobans with Disabilities SMD
Dauphin Friendship Centre programs
DART (Dauphin At Risk Teens) Program and Coordinator
RCMP

Division Team Contact Information and School Assignments

Name	Position	Schools	Phone	E-mail
Jane Delange	Education Services Coordinator	All	638-3001 648-4556	jdeltange@mvsd.ca
Andrea Carr	Psychologist	Ethelbert WES WCI Ochre River Smith Jackson Macneill	638-3001	acarr@mvsd.ca
Kelly Brennan	Psychologist	DRCSS MMS GPE GPCI	638-3001	kbrennan@mvsd.ca
Lisa Hammond	Psychologist	Barker Henderson Whitmore	638-3001	lhammond@mvsd.ca
Cathryn Rogocki	Psychologist	RES GLH Grandview	937-2138	crogocki@mvsd.ca
Shelley Davidson	Speech Language Pathologist	Henderson Macneill DRCSS WES WCI	638-3001	sdavidson@mvsd.ca
Lana Johnston	Speech Language Pathologist	RES GLH Grandview GPE GPCI Smith Jackson	937-2585	ljohnston@mvsd.ca
Danielle Lacquement	Speech Language Pathologist	Barker Ethelbert Whitmore Ochre River MMS	638-3001	dlacquement@mvsd.ca
Brandice Lulashnyk	Youth Support Worker	RES GLH Grandview GPE GPCI	Cell Phone 648-4923	blulashnyk@mvsd.ca
Melissa Chartrand	Youth Support Worker	Ethelbert WES WCI	Cell Phone 648- 3486	mchartrand@mvsd.ca

		Smith Jackson		
Clifton Flett	Youth Support Worker	MMS DRCSS HES	Cell Phone 648-3427	cflett@mvsd.ca
Hazel Fleming	Youth Support Worker	Whitmore Barker Ochre River Macneill	Cell Phone 648-3486	hafleming@mvsd.ca
Tracey Genik	Reading Recovery Teacher Leader	All schools		tgenik@mvsd.ca

How to Access Student Support in MVSD

The following is a list of steps classroom teachers should follow to access student support services in Mountain View School Division. This process may vary slightly in each school; it is important to consult with administrator or resource teacher for the referral process in your school.

1. Student is experiencing difficulties.
2. Classroom teacher contacts parents to discuss concerns. Classroom teacher implements classroom based interventions which might include homework support, tutoring, differentiated instruction/multiple intelligences, minor adaptations. Progress is monitored.
3. Student is still experiencing difficulties, classroom teacher contacts parents to discuss referral to resource for additional support/testing. Parent permission is required. **Referral form to be completed.**
4. Classroom teacher and resource teacher consult to discuss concerns, observations and plan.
5. Resource teacher may
 - Observe in the classroom
 - Test for skill levels
 - Provide additional strategies or interventions
 - Provide alternative instructional materials
 - Co-teach or provide small group intervention
 - Refer on to psych, speech language or therapist – referral forms are required
 - Arrange for EA support
6. Classroom teacher and resource teacher meet regularly to review, document and revise plan. Adaptations, accommodations and modifications must be documented in an AEP, IEP or BIP.
7. Psychologist may be recruited to provide cognitive assessments, additional strategies or additional expertise on a specific disability. Psychologists may be involved at a consultative level but when testing is requested a **referral form is required.**
8. Speech Language Pathologist may be recruited to provide language assessment and develop a program for therapy. For some funded children the pathologist may provide support and training for alternative or augmentative communication systems. **A referral form is required.**
9. Youth Support Worker may be recruited to liaise between family and school staff on a variety of concerns. They may also support families in accessing community agencies and programs.
10. Education Services Coordinator and School Administrator are to be kept informed via phone, e-mail or meetings to provide direction and support the school team on specific cases.
11. Education Services Coordinator is to be contacted if support from Manitoba Education consultants is required.
12. Education Services Coordinator is to be contacted early in the process if placement in an alternative educational program is being considered.
13. Education Services Coordinator is to be contacted if a threat assessment is required.
14. Education Services Coordinator is to be contacted if support is required from the division's critical incident response team.

Education Services Coordinator (ESC)

Purpose:

The Education Services Coordinator, under the supervision of the Superintendent, primary responsibility is to supervise all aspects of Student Services. This person operates as a divisional team member, providing efficient and effective educational services within the division.

Goals:

- Provide leadership in establishing new programs, promoting best practice, and developing awareness of existing programs and making recommendations for program improvement
- Monitor the delivery of resource and special programs in schools
- Provide guidance, direction, and support to resource, guidance, clinicians, alternative education and special education teachers, clinicians and youth support workers
- Promote the development and delivery of appropriate educational programming in all schools

Target Population:

All level 1, 2 and 3 funded students, gifted and talented students, at-risk students, student support staff, parents and community partners.

Description of Services:

- Coordinate and be actively involved in the programming for students with special needs, eg. case conferences, funding applications, etc.
- Develop and implement policies and programs essential to student services
- Keep informed of the legal requirements respecting Student Services and other areas of responsibility
- Recruit and select Student Services personnel (i.e., resource teachers and school counselors) in conjunction with assistant superintendents and school principals
- Recruit, select and supervise school division clinical staff in collaboration with senior administration
- Coordinate recruitment, selection, supervision and evaluation of educational assistant staff
- Establish, implement and monitor divisional early identification programs
- Establish, implement and monitor divisional transition programs
- Advise on the transportation needs of students with special needs
- Advise principals in school budget recommendations for necessary special needs materials and equipment
- Advise on facility needs of students with special needs
- Act as a liaison with local, provincial, and federal agencies involved with students with special needs
- Chair planning committees as necessary and as they pertain to Special Needs
- Promote a climate of awareness, acceptance and inclusion of individual differences within the School Division
- Incur expenditures within the limitations of Board approved budgets within areas of responsibility
- Provide budget recommendations and assist with program/staff/budget implementations

- Demonstrate personal professional growth and development in all areas within the scope of this position
- Develop and monitor the delivery of the Aboriginal Academic Achievement Grant, including staff involvement and budget
- Develop and monitor the delivery of the Early Childhood Development Grant, including staff involvement and budget
- Set up, monitor and provide follow up for Vision/Hearing Screening Program in all schools, including staff training
- Participate as an active member of the Mountain View Professional Development Committee
- Act as the division representative to the Parkland Child and Family Services Child Abuse Committee
- Act as the division representative to the South Parkland Healthy Child Coalition Committee
- To keep the Superintendent and Assistant Superintendent informed of student services in the division
- Perform any other related duties as assigned by the Superintendent.

Referral Procedures:

Student Services Team members or School Administrator can call or e-mail Education Services Coordinator for additional supports.

Information sharing and transition planning for preschool children with special needs and involved with Child and Family Services Children's Special Services will begin in January of the year they are to begin school. School team members will be kept informed and included in meetings as required.

The transition process for students with special needs leaving school needs to be initiated a minimum of 2 years prior to leaving school. Preliminary discussions should begin at age 16.

Resource Teacher

Purpose:

To provide assessments, learning strategies and learning materials to assist the classroom teacher to deliver appropriate educational programming for students experiencing difficulties with the regular, grade level curriculum. A consultative/collaborative model is used as a basis for school-based team support.

Support services include:

- School-based consultation
- Collaborative planning and coordination of supports
- Instructional supports
- Assessment, documentation and review

Goals:

To support classroom teachers and students reach their full potential through appropriate educational programming.

Target Population:

Students experiencing difficulties with the regular grade level curriculum or behavioral concerns.
Students requiring a more challenging curriculum.

Description of Service:

- Promote appropriate educational programming and the philosophy of inclusion
- Collaborate and provide support to classroom teacher in program planning, implementation of instructional strategies or to adapt instructional content or materials
- Co-teach with classroom teachers
- Programming may be differentiated, adapted or modified depending upon student needs and diagnostic information. Modified programming must be supported by psychological testing confirming a severe cognitive delay
- To complete funding applications and additional information reports for the department of education as required
- To develop, plan and assist in the implementation of an individualized education plan (IEP)
- Help to organize, maintain and integrate services in the school, as part of a school-based team
- To promote student independence and development of essential skills for good citizenship, and contributing members of the community
- Provide diagnostic and resource testing
- Promote a collaborative school culture where all students can learn
- Provide training and support to educational assistants
- Scheduling of educational assistants
- Supervise and evaluate educational assistants in collaboration with school administrator
- Consult and refer to divisional personnel for supports and specialized assessments
- Consult with parents and students regarding IEP goals 3 times per year
- Teach students adaptive learning strategies to use in the classroom and in independent learning situations
- Develop skills or remediate skills with individuals or small groups of students

- Develop compensatory skills to minimize the effect of a disabling condition
- Synthesize information from parents, student records, other service providers, to aid the assessment process
- Interview students to determine their knowledge of the learning process or learning strategies
- Transition planning

Referral Procedure:

Consult with administration and student services personnel for information regarding in-school referral process. Referrals for support can be made either by consultation with resource teacher or in – school referral form.

Parent permission is required to conduct resource testing, adaptations or modifications.

In MVSD all school-based student supports are jointly supported by administration, resource teacher, guidance counselor and educational assistants.

Guidance Counsellor

Purpose:

The guidance counselor provides counselling services within an educational context for students, teachers, administrators and parents. The areas of service include counselling, prevention, guidance education and coordination of services.

Goals:

The primary goal of school guidance and counselling services is to enhance and promote student learning. The services are designed to provide supports and resources to students at all levels, families and educators. Services are intended to facilitate the educational, personal, social, emotional and career development of students in schools and communities.

Target Population:

Students experiencing social emotional, behavioral and personal difficulties. Students requiring career guidance.

Description of Services:

- **Counselling:** Within the counselling area, the school counsellor might work with individuals, groups or classes in responding to emotional, social, intellectual, academic, career, physical, safety, and health needs in a developmentally appropriate manner. To assist students and families to grow in self esteem and individual responsibility, to assist in behavior planning, educational planning and transition planning.
- **Prevention:** As a member of the school team, student support team or through individual counselling, the counsellor supports a positive, safe school climate, intervenes early with at-risk students, or treats existing severe problems in developing plans and strategies for re-entry into the school.
- **Guidance Education:** Guidance counsellors provide direct instruction to students on peer helping, conflict resolution, social skills, career exploration and healthy lifestyle choices.
- **Coordination:** School counsellors consult and plan collaboratively with the student, family, school team and outside agencies.

Referral Procedure:

Speak to your school guidance counsellor or administrator for the referral process in your school.

School Psychologist

Purpose:

School psychology services are divisionally based, non-categorical educational and mental health services designed to support students, school personnel, and parents in enhancing academic, adaptive and social skills for students.

Target Population:

Students referred to resource and/or guidance that are still experiencing difficulties.

Description of Service:

School psychology plays a supportive role in the identification, assessment, planning, implementation, reporting and evaluation process.

- The School Psychologist
 - provides collaborative consultation
 - may assist with pre-referral interventions
 - provides psycho-educational assessments for students referred by the school-based team
 - provides ongoing collaborative planning
 - may contribute to the design and evaluation of the IEP or BIP
 - may provide in-service or training
- Consultative Services include
 - consultation with teachers, parents, students and community agencies regarding the nature of students' strengths and needs, their educational implications, and ways to enhance learning and interpersonal relations; and
 - collaboration with school based personnel to gather classroom based data, design or implement instructional strategies, and design and implement behavior management interventions.
- Informal/formal assessment and evaluation
 - Informal assessment services include systemic observation, file review, interdisciplinary consultation, interviews and formal and /or psycho-educational assessment to determine academic skill level, intellectual functioning, strengths and weaknesses in cognitive/learning processes and social/adaptive functioning.
 - Psycho-educational assessments serve diagnostic and planning functions for students. These assessments should assist teachers and parents to better understand the nature of the developmental factors and educational, social, emotional and career implications. Assessment information should be used for planning and goal setting; selecting teaching and behavioral intervention strategies, and evaluation.
 - Assessment findings are summarized in a written report that is shared with the parent/guardian, the school based team, and when appropriate, the student. Parents are to be informed as to how the report will be made accessible to MVSD personnel working with the student. Sharing the psycho-educational report with personnel from outside agencies is at the discretion of the parent. A release of information form must be signed.
- Other Services

- Psychologists can assist school and divisional staff in providing workshops for professional and support staff (e.g. behavior management, data collection, observation techniques) and participate or assist in program evaluation and review.
- School psychologists are members of the divisional Threat Assessment team and Critical Incident response team.
- School psychologists provide training to schools in Non-Violent Crisis Intervention techniques

Referral Procedure:

The school-based team consults and decides if a referral to psychology is deemed necessary. A referral form is completed, including parent/guardian signature. The referral is sent to the Education Services Coordinator and forwarded to the designated school psychologist. Please refer to MVSD procedure 9.4.

School Psychologist – Alternative Programming for K- Grade 4 Students

Purpose:

The school psychologist will work with teachers and parents on strategies to support students presenting school behavioral concerns and to promote the emotional and social well being of these students.

Goals:

The goal is on mobilizing available resources for students requiring intensive behavior support and to respond to their identified needs. The most important resources are the child’s family, the classroom teacher and community agencies.

Target Population:

Elementary students in K to grade 4, requiring intensive behavior support.

Services Provided:

- Assessment of behavioral disorders
- Assist school teams in conducting functional behavioral assessments
- Observe and provide in classroom supports to the student
- Consult with staff, parents, and other professionals
- Support school teams in facilitating environmental changes and adult perceptions and responses which will support the school in addressing students with behavioral challenges
- Work specifically with classroom teachers and educational assistants to develop strategies for individual, group and classroom behavioural concerns
- Assist parents accessing community supports and with specific strategies
- Help school staff learn and implement specific strategies by modeling and peer coaching
- Professional development for staff working with children with behavioral challenges

Referral Procedure:

The school team decides if a referral is deemed necessary. Contact is made by resource teacher and a team meeting is established to determine supports. A referral to psychology is required for direct involvement by psychologist.

Speech-Language Pathologist: Job Description

Purpose:

The Speech Language Pathologist provides assessment and remediation services for students who exhibit communication difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals. The Speech Language Pathologist (SLP) is a member of the student support team and is involved in assessing and diagnosing concerns related to speech and language. The Speech-Language Pathologist assists in developing and modifying programs to help students with oral language, reading, and written language difficulties in the classroom. One of the Speech-Language Pathologist's major functions is identification of language learning disabilities and/or delays and significant communication disorders. School consultation, parent consultation and in-services are provided. Direct therapy/intervention, individually or in small groups, may be provided at the school on a priority basis. Intervention is provided by on-site school staff (Educational Assistants, Resource Teachers, Classroom Teachers, etc.) under the supervision of the Speech-Language Pathologist.

Goals:

To maximize a child's ability to participate in and benefit from curriculum, by promoting the development of communication and language skills.

To increase the school and community's understanding of the nature and needs of the language/learning disabled and communicatively disordered populations

Target Population:

Children should be referred to the Speech-Language Pathologist if they exhibit difficulties in the following areas:

Language Learning Disabilities

Difficulty following oral directions, language comprehension difficulties, disorganized, non-specific or disfluent expressive language, poor written language, or poor social language skills, are some of the more common difficulties in the language disabled population.

Articulation

These children are unable to correctly pronounce one or more speech sounds. Since acquisition of speech sounds is a developmental process, and some errors are normal at certain ages, a pre-referral discussion with the Speech-Language Pathologist is recommended.

Neurologically-based or Structural Communication Disorders

These include communication or language difficulties that stem from such causes as head injuries, cleft palate, cerebral palsy, Autism Spectrum Disorder, Attention Deficit Disorder, Alcohol Related Neurological Disorders, etc.

Fluency (Stuttering)

These individuals have mild to severe difficulty with oral communication due to fluency problems. They may or may not have concomitant language problems.

Voice

Chronic hoarseness, inappropriate volume or pitch, lack of voice, or nasality of speech are examples which fall under this category of communication difficulty.

Alternative and Augmentative Communication

Some students are non-verbal or have very poor speech understandability. These students may benefit from the use of objects, photographs, pictures or Speech generating devices to communicate

with others. The Speech-Language Pathologist is involved in designing and developing materials and communication objectives for this population of students.

Description of Services:

- To be available as a member of the school-based support team
- Provide screening, assessment and diagnosis of children referred
- Meet with the school team as appropriate to provide recommendations regarding programming and educational issues for children with speech and language concerns and to screen for appropriateness of referrals for more specific speech and or language services
- Provide appropriate programs, training, supervision, and materials to Resource Teachers, Classroom Teachers, Educational Assistants, and parents
- Provide direct individual or small group therapy for children on a priority basis
- Provide information to parents regarding their child's speech and language concerns
- To provide written reports documenting the child's language learning strengths and weaknesses and identify support and strategies over the short term and long term
- To provide information and sources of materials that can help support the language/learning disabled and communicatively disordered child.
- To facilitate referrals to appropriate community resources

Referral Procedure:

When considering the child for referral, a pre-referral discussion should be held with the school-based team to discuss type or service and the urgency of the request. If a referral is deemed necessary a referral form is completed with parent/guardian signatures. The referral is forwarded to the Education Services Co-ordinator and forwarded to the Speech-Language Pathologist.

- Assessment and treatment responses will be prioritized according to the demands of the Speech-Language Pathologist's total caseload
- Entrance and Exit Criteria for levels of service delivery will be based upon prioritizing criteria including: severity of presenting problem, degree of interference with academic and/or social functioning, ability of family to support the remediation process and prognosis for improvement
- A priority of service will occur for children in Kindergarten through Grade Three, with intermediate students the next priority. Service delivery to secondary students will be limited to assessment and consultation only, and will receive lowest priority
- Service to low incidence children will be provided on a consultative basis. The Speech-Language Pathologist will assess the needs of low incidence children on the caseload early in the school year and will provide communication goals, programming assistance and materials to Teachers and Educational Assistants as appropriate. The Speech-Language Pathologist will be available for Individual Education Plan development and review and liaise with outside supports regarding communication issues
- If direct intervention is provided it will occur only on a short term basis for the purposes of demonstration of communication goals for educational assistants teachers, parents and guardians
- The Speech-Language Pathologist will provide in-service training regarding communication issues

Youth Support Worker

Purpose:

The Youth Support Worker is a divisional support person who is called in by the school team to work as a liaison with students and families in accessing school and community supports to promote behavioral changes that will assist the student in achieving success in school. The Youth Support Worker will assist the school administrator/guidance counsellors in follow-up on attendance concerns. The Youth Support Worker will assist students and families in meeting with school personnel to develop a plan to resolve the issues related to chronic attendance concerns and educate parents regarding the importance of regular school attendance as a component of academic success. Youth Support Workers will support school personnel in coordinating activities aimed at students at-risk making them feel welcomed at school while assisting them in accessing the supports they need to deal with their personal, social-emotional and behavioural concerns.

Target Population:

The Youth Support Workers works with students experiencing social, emotional and behavioral problems that interfere with the student's attendance and school success.

Description of Service:

- Provide support and advice to students to assist with social, emotional and behaviour problems that interfere with the student's school experience and advocate on behalf of the student and the school
- Act as a liaison between parents/guardians and school personnel
- Support school administration with follow-up on attendance concerns
- Make home visits to address attendance concerns and for the purpose of developing a supportive relationship between parents and school personnel
- Work with parents and families to assess and assist with the resolution of problems that interfere with their child's success at school
- Consult and collaborate with school personnel, social workers, local authorities, health professionals, and parents in gathering and sharing information and in establishing and planning for respective roles in working with the student
- Assist parents and serve as a liaison in the referral of their children to outside agencies and resources such as mental health, child and family services, children's special services, addictions counseling and other community programs
- Provide training and information workshops for parents
- Promote cultural growth in First Nations students which will assist them in their academic success and support them in remaining in school
- Maintain open communication parents/guardians and school personnel
- Assist schools with academic, cultural, social and emotional support of Aboriginal students
- Assist schools in organizing Aboriginal culture awareness activities for students
- Keep School Administrator and Education Services Coordinator informed of activities and interventions provided to families
- Will provide a monthly schedule to school administrators and education services coordinator

- Will submit month end reports to Education Services Coordinator
- Will work a flexible work schedule

Referral Procedure:

Youth Support Workers will visit their assigned schools on a regular basis (monthly schedule). Youth Support Workers will consult with the school administrator regarding their specific role within their school. Youth Support Workers will be contacted by a member of the school's student support team (administration or guidance) for their direct involvement and support with individual students and their families. The YSW will prioritize cases based on need.

Educational Assistant

Purpose:

Educational Assistants provide supports to students with emotional, behavioral, academic and/or health needs. Educational Assistants support the school team in delivering appropriate educational programs. Educational Assistant supports are allocated according to funding and school-based allocations.

Target Population:

Level 1, level 2 and level 3 funded students.

Description of Service:

- Educational Assistants provide curricular and IEP supports for students with developmental delays, behavioural concerns, learning difficulties and speech language difficulties
- Educational Assistants provide positive behavior redirection, document behaviors, manage behaviors
- Educational Assistants provide medically related supports including assistance with transfers, clothing adjustments, feeding and toileting.
- Educational assistants work with students with multiple learning difficulties and medical diagnoses which may include behavioral components such as Down 's syndrome, Autism, Tourette's Syndrome, Prader Willies Syndrome, and/or pharmacological intervention. These behaviors are unpredictable and unintentional and require direct supervision at all times and across all school settings
- Scheduling and assignments of Educational Assistants is determined by the resource teacher and school administrator. Assignments will be highly fluid and flexible. In some cases the educational assistant will be assigned to one student or may rotate through a number of classes working with a variety of students.
- Educational Assistants are expected to participate in divisional and school-based professional development opportunities
- Educational Assistants are evaluated by school administrator or designate on a 3 year rotational basis or when assigned to a new position
- Educational Assistants are governed by Canadian Union of Public Employees (CUPE) Local 3305

Other Community Supports:

Parents are required to make contact with outside agencies for additional supports. School personnel will provide contact information.

The following is a list of outside agencies available.

Mental Health

Addictions Foundations of Manitoba (AFM)

Society for Manitobans with Disabilities (SMD)

Public Health

Children and Family Services (CFS)

Children's Special Services (CSS)

Vocational Rehab

Supported Living

Dauphin at Risk Teens (DART)

Healthy Child Manitoba

Dauphin Friendship Centre

RCMP

Programs:

Each school is responsible for offering appropriate educational programming for all students in their catchment areas. Schools provide two levels of support the classroom-based level and the school-based level.

Classroom based supports

- Regular classroom with supports from educational assistant, resource and /or guidance
- Regular classroom with school-based supports and the addition of youth support worker and/or clinicians

School based supports

- Special classes within home school such as
 - Reading recovery
 - Resource reading interventions
 - High school alternative programs
 - Life Skills programs

Division based supports

- Community Transition program
- Student Support Center – Alternative programming for students in grade 5 to 8 with severe behavioral needs
- Grade K- 4 Alternative Program – Divisional interventions provided in the home school

Procedure for Placement

- Student is placed in school-based program only if needs cannot be met in the regular classroom setting
- It is a team based decision which must be supported by assessment results and programming needs
- Team includes: student (if appropriate), parents/guardians, classroom teacher, administrator, resource teacher, guidance counselor, clinicians
- In all placements an IEP is required (IEP, AEP or BIP)
- Student is placed in an alternative program only if classroom-based supports are not successful and after consultation with student services team members and Education Services Coordinator

Community Transition Program

Program Philosophy:

The program aims to assist and encourage students in reaching their greatest level of independence. The life skills program aims to assist students in the development of personal, social and academic skills that will enable them to achieve a productive and competent place in society. Self esteem is nurtured through positive programming and recognition of personal and individual achievement. Self-confidence is encouraged through inclusionary practices.

Description:

The Community Transition Program at the DRCSS is intended to meet the needs of secondary students who, because of physical, intellectual or sensory difficulties, are not able to succeed in typical classroom settings. Students work on individual educational programs for core subjects (e.g. Language Arts and Math) and are integrated for chosen electives with assistance from community transition teacher and/or educational assistant.

The Community Transition Classroom offers functional academics, life skills and social skills training and computer assisted learning. Individual work experience programs are sometimes organized to learn practical skills in preparation for the transition into the vocational work world.

General Criteria for Entry

- Chronological age of 13 to 21 years.
- Moderate/mild intellectual challenges and/or physical or sensory limitations
- Semi-independent self-help skills
- Provision of personal care and safety
- Substantive medical or psychological documentation
- Parents/guardians are encouraged to visit the program prior to making a final decision regarding placement.

High School Alternative Programs DRCSS/ Goose Lake High/ Grandview/ Winniepegosis Collegiate

Program Philosophy:

High School Alternative Programs are alternative learning environments focused on addressing the academic, social, and behavioral needs of students in grades 9 to 12 who are at-risk of dropping out of school due to a variety of issues. Alternative High School Programs offer programs for each student based on their strengths and needs which will help in developing a stronger sense of self identity, self-esteem and motivation. The alternative programs at individual site may vary based on school-based needs.

Description:

The goal of the Alternative High School Program is to provide a flexible and caring learning environment that focuses on skill development in academics, communication and social emotional domains. The guiding principles of the alternative program are respect, responsibility and understanding. All students in high school alternative programs are working towards completing high school credits. The goal is to assist the student in returning to the regular classroom setting (full-time or part-time) or to prepare them to enter the work force. The transition process will be introduced to the student when the student's attendance, behavior and academic performance support a successful transition. The transition process will be gradual and supported by staff from the alternative program and their home school.

Referral Process:

Referral to and placement in the alternative program is a school-based decision including administration, guidance counselor, resource teacher, school psychologist and if necessary education services coordinator in consultation with parents/guardians.

- Referral form is to be sent to Administrator of the Alternative Program and a copy sent to the Education Services Coordinator.
- The Administrator of the Alternative Program site will set up an intake meeting with referring staff, Alternative Education staff and Education Services Coordinator within 2 to 4 days.
- A meeting with the student and parent will be scheduled with the Alternative Program staff and Administrator.

Student Support Centre Mackenzie Middle School

Program Philosophy:

The Student Support Centre (SSC), located at Mackenzie Middle School is a full-day, divisional program for students in grade 5 to 8, who are experiencing emotional and behavioral challenges in their home schools.

Description:

The goal of the Student Support Centre is to provide a flexible and caring learning environment that focuses on skill development in academics, communication and social emotional domains. The Student Support Centre staff teaches interventions and provides counselling to break the negative cycle the child is using as a coping strategy. The goal is to assist the student in developing the skills needed to learn and manage their behaviours in a regular classroom setting.

Program Elements and Transition Process – Student Support Centre

The home school is responsible for providing the academic program for the student. The Student Support Centre teacher and classroom teacher from sending school will maintain regular communication. The expectation is that the student's case manager will visit the student at the Support Centre once every 6-day cycle. The purpose of this visitation is to maintain and further develop a relationship between the student and to facilitate communication between the home school and the Student Support Centre. If the student is receiving Level II or III support, this support will follow the student while they are attending the Student Support Centre.

A gradual transition process will be implemented when it is deemed that the student is ready to transition back to their home school. The following steps are to be considered.

1. Case manager and student support centre teacher will determine when the transition back to their home school is appropriate.
2. IEP team (classroom teacher, student support centre staff, case manager, and parent/guardian) will meet to determine transition plan and schedule. A Behaviour Intervention Plan (BIP) or Adapted Education Plan (AEP) will be developed.
 - Classroom teacher will visit the Student Support Centre prior to student's return visit to their home school
 - The student will visit their home school with Student Support Centre staff
 - Case manager and Student Support Centre staff will conduct ongoing evaluations of scheduled school visits and increase/decrease time accordingly
 - Home school staff will be provided information and supports for the return of the student to their school and classroom
 - The school's student services team will provide on-going support to the student and classroom teachers in the home school setting

Referral Process:

Referral to and placement in the alternative program is a school or division based decision including school administration, guidance counselor, resource teacher, psychologist and if necessary education services coordinator or assistant superintendent in consultation with parents/guardians.

- Referral form is to be sent to Administrator of the Alternative Program and a copy sent to the Education Services Coordinator.
- The Administrator of the Alternative Program site will set up an intake meeting with referring staff, Student Support Centre staff and Education Services Coordinator within 2 to 4 days.
- A meeting with the student and parent will be scheduled with the Alternative Program/Student Support Centre staff and Administrator.

Alternative Programming for K - Grades 4 Students

Program philosophy:

It is our belief that children in K- Grade 4 with severe behavioural concerns are best served in their community school by providing additional supports. The school psychologist will work with teachers and parents on strategies to support students presenting serious behavioral concerns and to promote the emotional and social well being of the student. Behaviours which are unsafe, violent or destructive may result in physical restraint. Staff members are trained in Non-Violent Crisis Intervention Techniques (NVCI).

Description:

The goal is on mobilizing available resources for students requiring intensive behavior support and to respond to their identified needs. The most important resources are the child's family, the classroom teacher, additional school-based supports and community-based supports or agencies. The goals is to provide a highly structured, supportive environment to enhance self-esteem, improve social skills with peers and adults, control anger and improve academic skills. Parents are critical members of the team and will be expected to meet with school staff to assist in the program planning and provide additional medical or community follow-up as needed.

Referral Procedure:

The school team makes a referral to the school psychologist. A team meeting (including parents) is established to determine needs and supports. School psychologist provides intensive supports to the school team gradually reducing services.

Guidelines for Special Circumstances

Non Violent Crisis Intervention (NVCI)

Definition

De-escalation strategies and non-violent physical restraints will be used by trained staff when the child poses an imminent danger to themselves, others or to property.

Use of Non Violent Physical Restraints

A student in crisis usually experience an escalation in behavior from attention seeking to defiance: sometimes culminating in an assault. Whenever possible, staff will use verbal techniques to de-escalate a crisis situation. Unfortunately sometimes students are unable to regain control of their behavior, and in an imminent crisis situation may be needed to be restrained by staff members using non-violent physical restraints.

Physical restraint should end as soon as a student calms down and shows signs of regaining composure. Following a physical restraint incident, the staff and student should undergo a debriefing. During the debriefing, the staff and student have the opportunity to talk privately – to re-establish communication and trust. They also have an opportunity to identify factors, which lead to the acting—out incident, and to investigate how the impact of these behavior triggers may be minimized.

Documentation

As soon as practical after an incident occurs where staffs have physically restrained a student, the following steps need to be taken:

1. A designated staff member will write an incident report describing the incident, the events preceding it and its resolution.
2. The time and location of the incident and the names of all those involved in or witnessing the incident needs to be included in the incident report.
3. The principal must be notified of the incident.
4. The principal, in turn, will arrange for the parent/guardian to be notified.

Training

Staff members are trained annually in non-violent crisis intervention techniques through a 2 day initial training course and an annual refresher course.

Violence Threat Risk Assessment

Refer to Mountain View School Division Policy and Procedure 7.4 for complete details.

Definition:

The purpose of the violence threat risk assessment process is to use the best knowledge, skill and experience available to assess high-risk threatening behaviors so that appropriate interventions can be made to protect individuals from harm and ensure a climate of safety in our schools and the community.

- There are three levels of threat-making behavior:
 - immediate risk situation,
 - threat making behavior and
 - worrisome behavior.
- Each school has a Violence Threat Risk Assessment Team and is requested to review the procedure with school staff on an annual basis.
- All threats are to be reported to the school administrator and will be taken seriously and investigated. Fair notice is provided to parents through a fair notice letter sent home on the first day of school.
- The school-based violence threat risk assessment team will conduct the preliminary investigation and if necessary will call the Education Services Coordinator for support from members of the divisional team to assist with a complete threat assessment.
- Violence threat risk assessments must be multi-disciplinary.
- The goal is to intervene and monitor worrisome behavior before it reaches a threat making or immediate critical incident.
- If an immediate risk situation exists, the school will respond to the critical incident first. The violence threat risk assessment will be conducted at the same time or immediately following the critical incident, after everyone is safe and cared for.

Documentation:

The incident must be documented. A violence threat risk assessment report will be completed.

Training:

Mountain View Staff have been trained and use the Canadian Centre for Violence Threat Risk Assessment and Trauma Response Training Guide developed by Mr. Kevin Cameron. Members of the divisional violence threat risk assessment team have level 2 training. MVSD has a training team able to train staff members and community partners in level 1. All school administrators and guidance counsellors should be trained in Level 1 Violence Threat Risk Assessment.

Reporting Child Abuse

Refer to Child Protection and Child Abuse Manual, Protocols for School Division Staff, Manitoba Family Services and Housing. Revised 2003, for complete details.

http://www.pacca.mb.ca/pdf/school_division_protocol.pdf

Definition:

School division staff is often in positions to note some of the early warning signs of abuse or other protection problems. Children may trust school division staff enough to disclose abuse. School division staff are obligated to report suspicions of abuse to Child and Family Services who are mandated to investigate. These professionals are in a better and sometimes more objective position to judge whether suspicions are justified. Such sharing of suspicions and concerns may not constitute a formal report but consultation can clarify questions and doubts about the need to report suspicions of child protection.

The Child and Family Services Act (1999) provides a legal framework for ensuring that a child can be protected from conditions that could endanger his/her life, health, or emotional well-being due to the act or omission of a person. Depending on circumstances reports of suspicions may be made to a parent/guardian or to a Child and Family Services Agency.

Documentation:

School Division Staff should document in an objective manner, any behavior by a student that might be a sign or symptom suggesting that the child may need protection. It should be kept on file and should include:

- Date and time of entry
- Full name of the child referred to in entry
- Signature of the person making the entry
- Any of the following objective data
 - Description of an injury observed, including size, shape, color and location on body
 - Drastic changes or chronic problems with a child's health or behavior
 - Direct quotes related to child protection from the child and/or parent/adult
 - Acting out, direct quotes, or explicit drawings by the child during play that concern injury, neglect, emotional or sexual abuse or assault

Training:

Child protection and Child Abuse Manual Protocols for School Division Staff, Manitoba Family Services and Housing revised 2003, http://www.pacca.mb.ca/pdf/school_division_protocol.pdf was jointly prepared in consultation with the Departments of Family Services and Housing, Health, Justice, and Education and Youth through the Provincial Advisory Committee on Child Abuse and have been endorsed by the Manitoba Teacher's Society.

Critical Incident Response Planning

Refer to Mountain View Policy and Procedure 7.3 or Critical Incident Response Support Document for complete details.

Definition:

A critical incident is an unfortunate circumstance with which we must all deal with at one point in our lives. A critical incident is not contained within the system where it occurs. It can significantly tax the resources of the system.

A critical incident may include, but is not limited to:

- Serious injury/illness
- Death of a student or staff member
- Death of an influential community member
- Bus/car accident
- Fire
- Evacuation
- “Lock-down” situation
- Chemical spills
- Natural disasters

Communication:

Each school has a Critical Incident School Team who will take the lead in communication and providing or requesting additional supports for the students and staff affected. The Emergency and Critical Response Planning Support Document provides clear guidelines for appropriate response to each type of critical incident. Sample letters and news releases are also provided.

Training:

The Critical Incident Response document was prepared by a team of individuals from Mountain View School Division. Training was received from the Canadian Centre for Threat Assessment and Trauma Response using the Traumatic Events Systems Model (TES).

Emergency Response Planning

Refer to Mountain View School Division Policy and procedure 7.2 for complete details.

Definition:

In the event of a human or natural emergency or disaster, the immediate physical safety and well-being of all persons present shall be of paramount importance. Communicate the emergency to emergency personnel at 911, and to the Superintendent's Office.

It is the responsibility of each school, to establish an emergency response plan, to inform and educate staff, students and parents of these procedures, and to review the plan annually.

Communication:

Emergency Response Plans incorporate role descriptions for individuals in the event of an emergency to assist in student dispersal, evacuation, shelter, lodging and transportation. Procedures for communication to students, parents and media are provided.

Training:

Mountain View School Division Procedure 7.2

Referral Forms

The following referral forms can be used to access school-based resource or guidance. Ask your school administrator or student services team if in-house referral forms already exist.

In-school Resource Referral Form (an example of)

In-school Guidance Referral Form (an example of)

Parent Permission form for resource/guidance support (an example of)

Guidance Referral Form

CONFIDENTIAL COUNSELLING REFERRAL

Date: _____

Student Name: _____

STATUS: **CRITICAL** **Urgent** **as soon as possible**

Is the student aware of this referral? yes no

Referral by: self

peer name _____

teacher name _____

administrator name _____

parent name _____

other name _____

AREA OF CONCERN:

- Academic school achievement school leaving
 attendance course change/timetable
 subject area concern study skills
 test taking preparation scholarships
 post-secondary requirements

- Behaviour classroom returning from suspension
 social skills mediation

- Career making a career/educational choice
 CHOICES/Bridges/Career Cruising/inventory session
 resume writing
 portfolio

- Personal stress friendship
 social/emotional finances/money
 health conflict resolution
 self-esteem home relations
 peer pressure gang
 mental health weight
 sexuality housing

- Abuse harassment bullying
 physical emotional
 sexual verbal
 drug/alcohol/substance self

• Other: _____

Additional Information: _____

(Insert School Letterhead)

Parent Permission Form for Resource/Guidance Intervention

Date: _____

Student's Name: _____

Classroom Teacher: _____

Principal: _____

I give permission for _____ School to refer my child to the resource teacher/guidance counselor, _____, for assessment, counseling and/or development of an Individualized Education Plan or I.E.P.

Parent/Guardian's Signature: _____

Date: _____