School Procedures Handbook

Disclaimer:

This document contains outdated information. The Department of Education is actively working to review, update, and align operations and procedures for inclusive and special education. Users and readers are advised to verify information and consult with the appropriate contact, such as the Student Support Services branch at studentsupportservices@yukon.ca, for the most current guidance.

School procedures index

1.0 Assessment

1.01 Classification of Educational Tests (Levels A-C)

Educational Tests are classified according to their design and purpose, and as such different levels of educational training are required for their use.

Within the school system, personnel who use tests as part of regular job duties and who have evidence of appropriate training may use educational tests.

Level A Tests
These are tests which can be adequately administered, scored and interpreted with the aid of the manual, a familiarity with the client population, orientation to the kind of setting within which the testing is done, and a general knowledge of measurement principles and of the limitations of test interpretations.

This category includes most reading inventories, group or individual, and multiple-choice tests that employ a simple metric as the main avenue of interpretation.

Training Standards
Senior undergraduate or graduate coursework in testing from an accredited college or university, or equivalent training under the direction of a qualified supervisor or consultant is required.

Within the school system, teachers, including learning assistance teachers and counsellors, and consultants administer Level A assessments.

Level B Tests
Being more complex than Level A tests, these tests require specific training for administration, scoring and interpretation. A clear understanding of psychometric principles, the traits being measured, the client population, and clinical issues involved in the setting within which the testing is done. This category includes standardized measures such as academic achievement tests, standardized language assessment, fine and gross motor assessment, and auditory and/or visual perceptual tests.

Training Standards
Advanced senior undergraduate or graduate level coursework is required, typically within a clinical degree or specialized certificate program, from an accredited college or

university. Minimum preparation includes training in psychometric principles (reliability, validity, test construction, standardization, psychometric scores) and supervised clinical experience in administering, scoring and interpreting tests.

Within the school system, Level B assessments are completed by or with the permission and/or supervision of Student Support Services clinicians.

Level C Tests
As these tests are more complex than Level B tests, they require an in-depth understanding of psychometric principles, the traits and constructs being measured, the client population, and the clinical issues involved in the setting within which the testing is done. In addition, these tests require a high degree of professional skill and judgment for their interpretation. This group would generally include any intellectual assessment or any clinical diagnostic test.

Within the school system, only Student Support Services personnel administer and interpret Level C tests.

Training Standards
Advanced graduate level training for interpretation in the specific professional field to which the tests apply (e.g., clinical psychology, counselling psychology, school psychology) is required.   Academic and supervised clinical training must include:

- the theoretical constructs underlying the specific test instruments;
- standardized administration and scoring procedures;
- the interpretation of these test results within the context of the whole assessment;
- advanced psychometric principles;
- the ethical use of tests; and
- direct supervision (e.g., 1200 hours) of testing, including administration, scoring, and interpretation.

Date created: April 29, 2013
Updated: April 18, 2017

1.02 Speech Sound Development

Screening Information: Speech Sound Development Chart

The range of typical sound development for a child is represented by the sounds outlined on the chart. This may be used as a screen to determine whether a referral to the School Based Team (SBT) is appropriate.

If the student's speech is difficult to understand consider referring the student to SBT to consult and discuss concerns with the school Speech and Language Consultant.

Date created: March 13, 2013

Updated: December 6, 2013

Attached form: Speech Sound Development Chart

1.03 Functional Behaviour Assessment (FBA)

Functional Behaviour Assessment (FBA) forms a hypothesis regarding the function or the purpose of maladaptive behaviour in order to develop effective alternatives to the undesirable behaviour.

School Based Team members will share their observations of the student's maladaptive behaviours to develop a Behaviour Support Plan. To do this, the School Based Team members must attend a meeting to:

- answer the Functional Behaviour Assessment questions,

- consolidate the information gathered in the Functional Behaviour Assessment (FBA) questions into steps A, B and C of the Behaviour Support Plan, and,

- develop strategies to directly teach positive behaviour skills, to change/eliminate environmental triggers and/or to adapt/modify teaching methods.

The Functional Behaviour Assessment is kept with the Behaviour Support Plan, as well as in the Learning Assistance Teacher working file. The Functional Behaviour Assessment is reviewed as part of assessment data to determine the success of interventions.

Date created: March 6, 2013
Updated: December 6, 2013

Attached form: Functional Behaviour Assessment Form

1.04 Problem Behaviour Questionnaire and Motivation Assessment Scale

These assessments measure the perceived function of behaviour. The results of either of these assessments aid in planning strategies and interventions for observed behaviours that may impede a student's learning.

These assessments are filed in a student's working file and re-assessment may be completed before a review of a Behaviour Support Plan.

Date created: November 12, 2013
Updated: December 6, 2013

Attached form: Problem Behaviour Questionnaire
                    Motivation Assessment Scale

1.05 Hearing Screening

The purpose of the hearing screening is to identify students with possible hearing impairments.

Hearing Screening will detect a possible hearing issue. The screening does not indicate the degree, type or level of the hearing impairment. Hearing screening is completed by the Teacher of the Deaf or the Speech Language Pathologist.

The hearing screening request form is used to obtain a screening for a student who has shown some symptoms of hearing issues. Symptoms may include, but not limited to, delayed speech & language development and/or history of ear problems such as infections. A more detailed list of symptoms can be found in the Request for Hearing Screening form.

The hearing screening procedure is a pass/fail method with an Otoacoustic Emission (OAE) Screener. The entire procedure takes only a few minutes to complete. If the student passes the screening, a summary of the results will be completed and copies of it will be kept at the school, Student Support Services and given to the parent/guardian.

If a student fails the screening, he or she will be re-tested in 3 to 4 weeks. If the student passes, the results will be sent to the school and Student Support Services and parent/guardian. If the student fails, the results will be forwarded to the school and Student Support Services and a recommendation will be indicated for a referral to Hearing Services for a complete hearing evaluation.

Hearing Evaluation is a more in-depth assessment to determine the degree, type and level of the hearing impairment. The hearing evaluation is performed by an Audiologist.

There are three parts to the hearing screening form:

1. Student, school and contact information
2. Possible symptoms of hearing loss
3. Parental/Guardian Consent for an otoscopy. Prior to any hearing screening, an otoscopy is required. This involves looking into the student's ear with an otoscope to check for any earwax buildup and the condition of the ear, eardrum and ear canals.

The hearing screening request form can be completed by a parent/guardian, classroom teacher, learning assistance teacher, principal, speech language pathologist or educational psychologist. Parental/guardian consent is required.

The completed form is to be sent to Student Support Services-Department of Education: Attention to the Teacher of the Deaf.

Copies of the completed Request for Hearing Screening forms are filed in the student's cumulative file, with copies sent to Student Support Services and the parent/guardian.

Date created: January 6, 2014

Attached form: Request for Hearing Screening

2.0 Counseling

2.01 School Counsellor Role

The School Counsellor is a teacher who provides support to students in order to help them achieve their personal and academic potential.

School Counsellors assist students to cope with developmental and/or life changes including crisis, trauma, and promotion of positive mental health. They also help to develop areas of strength and challenge, and develop skills that aid them in becoming effective, contributing members of society. These skills include:

- Social skills
- Emotional awareness
- Decision-making
- Health and wellness
- Career exploration and transitioning
- Academic planning
- Self-regulation

School Counsellors can provide programming and resources related to these skills for students, families and educators. They also facilitate referrals to community resources and liaise with other agencies that support positive mental health.

School Counsellors maintain detailed confidential records to track the sequence and nature of services rendered.

School Counsellors are valuable contributors to a number of committees including the School Based Team, Violence Threat Risk Assessment, self-regulation, bullying prevention and provide a support in other related areas where their expertise, knowledge of social and emotional function, trauma and neuroscience, and restorative practices, assist in supporting a child-centered approach.

School Counsellors are not private practitioners. They are teachers who provide counselling services. Complex issues and for services beyond the school counsellor's scope of knowledge and practice are referred to health services or outside agencies.

Date created: February 4, 2014
Updated: August 1, 2016

2.02 Access to School Counselling Services

A school counsellor referral is required to access school counselling support if services are:

- ongoing, and/or
- requires that the student be removed from a class on a regular basis.

Career counselling or other academically related support does not require a referral.

Counselling referrals can be made by the student, educator, administrator, parent or school counsellor.

School counsellors will discuss referral with a parent/guardian prior to a referral being sent. Parents of students 13 years old and younger must consent for counselling services. Counsellors should use their discretion in seeking consent for students 14 years old or older (mature minors).

Parental consent for counselling services is sought with the best interest of the child observed. Where the counsellor makes all reasonable effort to contact the parent/guardian to obtain consent, but is unable to contact the parent/guardian, services can be provided.

The school counsellor must document all attempts to obtain consent.

One parent's signature is required to access counselling, unless there is a court order to notify the other parent.

The School Counsellor Referral and Parent Consent forms are filed in the counsellor's file.

Date created: February 6, 2014
Updated: March 18, 2015

Attached forms: School Counsellor Referral Form
                    Parent/Guardian Consent for Referral

2.03 Student Informed Consent for School Counselling Services

School counsellors must disclose limits to confidentiality. The following verbal information must be provided to students in age-appropriate language:

Confidentiality
I have the right to expect that anything I discuss in counseling will remain confidential and that care will be taken to respect my right to confidentiality.

I also understand that there will be some specific exceptions where confidentiality may not apply. The following are examples of such situations where my information/file may be shared with someone else.

- If I have been or am being neglected, abused, or harmed
- If I am thinking of harming myself or someone else
- If a court requests access to my records
- When counsellors need to collaborate with other professionals about how to help me.

Where the child (mature minor) is capable of understanding the document, school counsellors may choose to have students sign a Student Informed Consent Form.

The Student Informed Consent form is to be filed in the counselor's file.

Date Created: May 7, 2014
Updated: March 18, 2015

Attached form: Student Informed Consent Form

2.04 School Counsellor Reporting

When appropriate, students are brought to the School-Based Team to ensure a comprehensive approach to supporting the student.

Counsellors must keep their supervisors informed of the students with whom they work.

School counsellors will provide a School Counsellor Reporting Form to the school principal at the end of each term or semester.

The principal will file this in a locked file in the principal's office.

Date created: May 7, 2014

Attached form: School Counsellor Reporting Form

2.05 Access to External Counselling Services in Schools

Yukon Government and external agencies may offer counselling and health related services within and outside of school.

When these services are offered in schools, agreements establishing service delivery should be entered into by Yukon Education and the other agency.

The principal will be responsible to ensure that the External Counselling Services in School Agreement Form is completed by the external service provider.

Principals must also ensure that the Student Access to External Counselling Services Form is completed for each student accessing these services.

These forms will be filed in a principal's working file titled Student Access to External Counselling Services in the principal's office.

Date Created: February 4, 2014
Updated: March 18, 2015

Attached forms: External Counselling Services in Schools
                     Student Access to Community Counselling Services in School Form

2.06 School Counsellor File Management

School counsellor files are kept in a secure, locked location, outside of the student's cumulative or confidential file and are maintained in accordance with the Yukon Education Act, and Access to Information and Protection of Privacy (ATIPP).

School counsellors maintain notes in sufficient detail to track the sequence and nature of the services rendered. The school counsellor is the custodian of the counselling notes, and they are ultimately the property of the employer, Yukon Education.

The notes must be:
- stated in a factual, objective manner, clearly identifying personal impressions, avoiding jargon or diagnostic labels and focusing on objective behaviours and statements, and;
- written in a timely manner, and maintained in their original form, with initials beside any alterations or additions, leaving the original entry legible and intact/never erased.

School counsellors maintain counselling notes/files with no less than the following information:

Basic information
- name, date of birth, address, telephone number
- name of parent/guardian and/or contact person
- reason for referral/visit

Record of each professional contact
- date of contact, length, name(s) of all present
- counselling information sufficient to keep track of counselling issues and progress
- correspondence - written, telephone, e-mail
- record of consultations regarding client, including telephone calls and e-mails

Additional information as pertinent to the counselling relationship; eg. copies of:
- third party information, consultation notes, case conference notes
- consent forms
- outside referrals
- relevant outside agency reports

School counsellors will not leave files open or accessible on desks, computer screens, in computer files or in any area or medium where they can be read by others.

All electronic counseling records must be stored in a secure fashion, including password protection and where possible encrypted. It is advisable to also keep a hard copy of these records in the counsellor's file.

All counselling files should contain only pertinent, accurate and current information.

Transitory notes are those that are created and used to serve a particular, short-term purpose but are not considered for decision-making with respect to the student or in the counselling process. Examples of transitory notes created by counsellors include:

- Day planners and appointment notes used to schedule meetings with students (as long as they do not record the content of meetings)
- Drafts of case notes that have been subsequently typed or transcribed
- Electronic copies of case notes that have been subsequently printed and included in the individual counselling record

Transitory notes must be destroyed once they have served their purpose and are no longer required. If draft versions of case notes are subsequently typed or transcribed into a final document, then the draft becomes transitory and can be destroyed. The new version of the case notes becomes the record which is used for counselling purposes, and for any decisions that are made about the student.

Disposal of inactive files is to be carried out, by the counsellor who created them, in a manner that will ensure no portion of the information can be retrieved. Counsellor files must be kept for five years after the student has left the public school system, then must be confidentially destroyed.

These files must be kept at the school in a confidential, locked file or with Yukon Education, Records.

Date created: February 4, 2014
Updated: March 18, 2015

Attached form: School Counsellor Case Notes

2.07 Release of Counsellor Files

A. Release to Students and Parents

Students have a right of access to their school counselling records. Parents/guardians do not have an absolute right to know all the details of their child's school counselling, especially if the disclosure would be an unreasonable invasion of personal privacy or harmful to the child. Each request for access from a parent/guardian should be evaluated on a "need to know" basis, subject to Access to Information and Protection of Privacy Act (ATIPP).

It is reasonable that parents/guardians would have access to general knowledge of the school's counselling philosophy and types of interventions commonly used.

B. Release to Other Parties

School counsellors may be required by law, through subpoena, to release information contained in the counselling record.

Written consent is required to release information to an outside agency, unless in the case of a court order. If student is 16 years or older, then the student can sign permission to release information (Consent to Release/Exchange of information (6.02)) otherwise it must be the parents or legal guardian (H&SS).

When sharing information with counsellors from external agencies, the Student Access to External Counselling Services Form (2.05) should be consulted and appropriate forms for exchanging/receiving information must be completed and signed by the parties involved.

School counsellor file requests should come through the Area Superintendent. Requests will be made in writing and demonstrate that there is authority to request the information.

Otherwise, no person will have access to a counsellor's records except the school counsellor, or the school counsellor's successor.

Statistical data on the number of ongoing counselling cases can be presented to School Based Teams for reporting purposes. Other information should not be released unless it meets the standard of "need to know" which impacts both the health and safety of the child. This standard is the professional judgement of the counsellor.

Information should **NEVER** be shared if there is

- a legislative requirement barring disclosure

- no consent and no need to know nor overriding health/safety concerns

C. Transfer of Notes Between Schools

Transfer of notes can occur between schools within Yukon Education if the previous school counsellor recommends counselling to be continued or the subsequent counsellor requests the notes. However, only a summary of notes can be transferred and not the notes as originally written. The transfer must occur in a timely and secure manner and conducted in consultation with the student.

If a student transfers to a school outside of Yukon, the counselling notes are not transferred. The counselling record must be kept in a secure location at the school. Written consent of the parent/guardian or the student, as appropriate, must be obtained before information contained in the counselling notes can be shared.

Date created: February 4, 2014
Updated: March 18, 2015

Refers to: Student Access to Community Counselling Services Form (see 2.05)
                     Consent to Release/Exchange of Information (see 6.02)

2.08 Managing Sexualized Behaviours in Children/Youth

This procedure provides guidance to intervene and to provide appropriate support for students with sexualized behaviours. Consideration will be reviewed by a team composed of the school director and other relevant individuals (the staff member who signaled the problem, a mental health worker and/or social worker, a school counsellor, an educational psychologist, etc.) in order to evaluate whether a student's sexualized behaviour is developmentally appropriate or inappropriate.

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┌────────────────────────────────────────┐
│       Staff member identifies a        │
│  concern about sexualized behaviour.   │
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                    │
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┌────────────────────────────────────────┐
│         Staff informs Principal.       │
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┌────────────────────────────────────────┐
│  Principal meets with appropriate staff (see above)  │
│                 to complete            │
│  a Child Sexualized Behaviour Pre-screening Checklist │
│        and, if behavior is problematic,│
│   to develop an Intervention Plan for Sexualized      │
│                 Behaviour.             │
└────────────────────────────────────────┘
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                    ▼
┌────────────────────────────────────────┐
│  Team meets with parents and student (when appropriate) │
│              to review and implement   │
│  an Intervention Plan for Sexualized Behaviours.       │
└────────────────────────────────────────┘
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*The Team Consultation Agenda (student is not identified)

1. Review Pre-screening Checklist
2. Is it a protection issue? If yes, refer to Mandatory Reporting of Child Abuse/Neglect (9.11).
3. Assess type, frequency, and severity of behaviour.
4. Determine school level intervention/action.
5. Determine manner of notifying parents/guardians.

Date created: March 17, 2014
Updated: March 18, 2015

Attached form: Child Sexualized Behaviours Pre-screening Checklist
Intervention Plan for Sexualized Behaviours

3.0 Instruction – Learning Services

This section was removed from the School Procedures Handbook in 2013-14.

4.0 Interagency Information

4.01 Fetal Alcohol Spectrum Disorder Diagnostic Referral Package

The Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Teams are a Yukon-based service for children from birth to 18 years of age. The teams consist of a Fetal Alcohol Spectrum Disorder diagnostic coordinator, doctor/pediatrician, and staff from the Child Development Centre and Student Support Services, Yukon Education. Staff from the Child Development Centre or Student Support Services include a speech language pathologist, educational psychologist, occupational therapist, and physiotherapist.

A referral for Fetal Alcohol Spectrum Disorder assessment is submitted on the designated form to the Coordinator of the Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team. Prior to the referral being made, the referral must meet the assessment criteria. The referral will be accepted or declined based on the criteria for Fetal Alcohol Spectrum Disorder assessment outlined below.

Criteria for FASD Assessment

The following are required to make a referral:

1. Parent/legal guardian agreement.

2. Suspected prenatal alcohol use. The Coordinator of the Children and Youth Fetal Alcohol Spectrum Disorder Diagnostic and Support Team will seek information to confirm prenatal alcohol consumption if it is not available at time of referral. A Fetal Alcohol Spectrum Disorder assessment cannot proceed if reliable confirmation is not obtained.

3. The youth between the ages of 5 – 18 years of age is demonstrating significant delays learning and development, adaptive, social and behaviour skills.

Assessment Process

Once a referral is received, the Fetal Alcohol Spectrum Disorder Diagnostic Coordinator obtains consent for assessment and confirms prenatal alcohol consumption. Then the process of collecting information about a child/youth's learning and development, adaptive and social skills and behavior begins.

The assessment will include:

A complete physical assessment by a physician
- An interview with the child's /youth's primary caregiver
- The administration of formal and informal tests
- Observation of the child/youth in different settings
- Consultation with other individuals/agencies with parent's/guardian's permission

The results of the team assessment will be shared with the parent/legal guardian at a family meeting and through a written report. With parental/legal guardian permission, the results of the assessment will be shared with agencies and individuals for the purpose of programming and support.

For more information or if you are considering a referral to the Fetal Alcohol Spectrum Disorder Diagnostic Team, speak to the School Psychologist.

Date created: April 29, 2013
Updated: December 6, 2013

Attached forms: Referral Form
                    Consent for Assessment
                    Consent to Release/Exchange of Information
                    Consent to Photograph, Audio Tape and Videotape

4.02 Family Supports for Children with Disabilities – Family and Children's Services Department of Health and Social Services Referral and Information

The purpose of the Family Supports for Children with Disabilities (FSCD) program is to:
- support families to care for and support the development of their children with disabilities;
- provide coordinated access to supports and interventions;
- support early intervention to increase a child's lifelong potential; and
- promote inclusion of children with disabilities in community life.

FSCD supports **home and community programming and is not intended for education/academic purposes**. Yukon Education will work collaboratively with FSCD to ensure that programming is consistent and resources used effectively. FSCD will collaborate with Yukon Education staff through school or community-based meetings. FSCD's contracts with several service providers to deliver a range of specialized services to children with significant disabilities and their families. These service providers can be Behavioural Consultants, Occupational Therapists, Physiotherapist and Speech and Language Pathologists.

With permission from FSCD and parents, these service providers may attend school meetings regarding the child/youth in which they can share information about the child/youth's home/community goals and progress in a collaborative manner. The purpose is to provide information about how the child/youth is functioning in their home and community and what therapy goals they are working on and their progress.

FSCD contracted service providers do not provide direct input into children's Individual Education Plan (IEP) for school, nor do they observe or do assessments in the school setting. Yukon Education consultants work with FSCD's contracted service providers to create a whole picture of a child's functioning. The service providers may be invited to be a part of the school based meetings. With prior approval from FSCD, the school administrator, Student Support Services and FSCD contractors may observe a child in their school.

If you think a child with a significant disability and their family may require supports from the FSCD program, please contact the Supervisor at FSCD at 456-6524 to determine if this is an appropriate referral. Parents must be in agreement with referral of their family to FSCD.

Date created: March 7, 2013

4.03 Complex Needs Committee

Yukon Education and Health and Social Services have agreed to collaborate and coordinate processes for assessment, service planning and service delivery to children with complex needs who receive services from both departments. With Yukon Education, the guidelines apply to Public Schools Branch. With Health and Social Services, the guidelines apply to Mental Health Services (Community Health Services Branch), Regional Services Branch, Continuing Care Branch, Family and Children's Services Branch and Youth Justice.

Definition of a Complex Need

Due to the nature of a child or youth's needs, services are required from more than one department and often from many service providers. Complexity may be related to the nature of the child's disability or to the environment and the need for supports from multiple service providers. The child's or youth's needs result in significant limitations and service needs in one or more of the following areas:

- Behaviour;
- Socio-emotional;
- Cognitive and learning abilities;
- Communication and socialization skills and emotional regulation;
- Physical and motor development;
- Self-help and adaptive functioning skills.

The school principal must contact the Director of Student Support Services to discuss a referral to Complex Needs Committee.

This referral is filed in the student's cumulative file.

Date created: May 23, 2013
Updated: October 17, 2016

Attached form: Referral Form to Complex Needs Committee
                   Consent to Release and Exchange of Personal Information

5.0 Learning Plans

5.01 Individual Education Plans Tasks and Timeline and IEP Step-by-Step Guide

This calendar should be used as reference for Learning Assistance teachers and Shared Resource Program teachers to outline responsibilities.

While common tasks are listed, the Individual Education Plan Tasks and Timelines document can be manipulated to specifically suit each program.

A step-by-step guide for completion of the Individual Education Plan is included for use.

Date created: April 26, 2013
Updated: December 6, 2013

Form Attached: Individual Education Plan Tasks and Timelines
                   Step-by-Step Guide for Individual Education Plans

5.02 Parent Consultation for New Individual Education Plans (IEPs)

Once a student has been designated as requiring an Individual Education Plan, the parent should sign this form as confirmation of consultation regarding this designation.

This form is filed in the student's cumulative file.

Related Legislation: Education Act, Part 3- Division 2: Special Education

Date created: March 14, 2013
Updated: March 18, 2015

Form Attached: Parent Consultation for New Individual Education Plans (IEPs)
                       Education Act, Part 3 – Division 2: Special Education

5.03 Consultation/Acknowledgement Form

The Consultation/Acknowledgement Form is a record of consultations and meetings with parents/guardians. The form may also be used to record school-based team meetings regarding the student throughout the year.

This form must be attached to the Individual Education Plan that is filed in the student's cumulative file.

Date created: April 29, 2013
Updated: December 6, 2013

Attached form: Consultation/Acknowledgement Form

5.04 Individual Education Plan Year-End Transition Requirements

This checklist is designed to guide learning assistance teachers (LATs) through the process of completing year end transitions for the individual educational plans Individual Education Plans for their school.

The checklist outlines the requirements for a current Individual Education Plan at the end of a school year, and lists the components and criteria essential for a current plan.

Date created: April 29, 2013
Updated: December 6, 2013

Attached form: IEP Year-End Transition Requirements

5.05 Individual Education Plan (IEP)

The IEP is considered a working document that outlines the educational plan for a specific student and describes in detail how the student's educational program is to be implemented.

The IEP contains learning outcomes outlined by goals and objectives for the student. The objectives are developed using the SMART criteria (Specific, Measurable, Achievable, Relevant and Time related).

The IEP must be developed and implemented within 60 days of the student being identified as requiring an individual education plan. The initial IEP meeting for an existing IEP should be completed by October 15 of each school year. A minimum of three scheduled IEP consultations will occur each school year. Changes will be recorded by amending the IEP (creating a copy in the YSIS system, then selecting "Amended").

If a School Based Team, in conjunction with the parent (and the student if appropriate), feel it is in the student's best interest to terminate an Individual Education Plan, the decision must be documented on the Discontinuation of an Individual Education Plan form.

This form must be signed by the Principal and parent. The Discontinuation of Individual Education Plan form is filed in the student's cumulative file and a copy sent to Student Support Services.

Once the information is received by Student Support Services, Student Support Services staff will remove the student's designation as an IEP student in the Student Information System.

The IEP is filed in the student's cumulative file, with the Consultation/Acknowledgement Form and School-Based Team Meeting Notes/Minutes.

Related Legislation: Education Act

Date created: March 5, 2013
Updated: March 18, 2015

Attached form: Individual Education Plan Template
                       Discontinuation of Individual Education Plan

Refers to: Consultation/Acknowledgement Form (section 5.03)

5.06 Student Learning Plan (StLP)

The Student Learning Plan (StLP) outlines the targeted interventions for a student that occurs above and beyond the regular classroom instruction.

The timeline for the StLP varies. It can be short (3-6 weeks) for a skills gap acquisition and re-teaching capacity, and then it is completed and the student continues along with the regular classroom differentiated instruction. The second timeline is lengthier; this plan will outline the more continuing environmental aspects, adaptations, and interventions.

The StLP is reviewed as required. A teacher may choose to record consultation with parents/guardians on the Consultation/Acknowledgement Form. This document is filed in the student's cumulative file.

Date created: March 6, 2013
Updated: September 11, 2013

Attached form: Student Learning Plan – Tier 2
Refers to: Consultation/Acknowledgement Form

5.07 Behaviour Support Plan (BSP)

Behaviour support plan (BSP) is a step-by-step plan that provides key information about a student's behaviour to help staff who work with the student to provide positive supports which help the student to increase their abilities. They are linked to assessment data, goals, objectives, and transition plans when a student has behaviour related Individual Education Plan goals and results are documented in Individual Education Plans.

The BSP is listed as an attachment to the IEP under the considerations tab and a copy is kept in the student's cumulative file.

Date created: March 5, 2013
Updated: March 18, 2015

Attached form: Behaviour Support Plan

5.08 IEP Criteria

Student Support Services Individual Education Plan (IEP) Criteria outlines criteria to help school staff identify students who require special education programming. Each area of special need is specified for the purpose of reporting special education data to Yukon Education. A child or student must meet the criteria in order to be eligible for an IEP.

Students are eligible to receive an IEP if the student is determined to be a student with special educational needs, as stated in the Education Act. If it is determined that the student would benefit from learning accommodations to meet their educational needs, but does not have special educational needs as determined through the IEP criteria, that student's needs are outlined in a Student Learning Plan and/or Behaviour Support Plan.

School staff is expected to include an area of special educational needs as part of a student's IEP. Yukon Education will collect one of many pieces of demographic information that can assist Yukon Education in better planning for the overall improvement of the education system. **This information is <u>not</u> used by Yukon Education to determine a student's eligibility for particular types of special education funding but, instead, <u>to determine effectiveness of educational programming and to deploy relevant staff training and orientation</u>**.

The need for special education may be assessed at any time. The process of identifying such need focuses on the impact of the area of special need on the child's or student's functioning in an educational environment. This is accomplished through:

- a comprehensive, individualized assessment
- development of an Individual Education Plan (IEP) with the involvement of the parent(s) and school personnel
- a regular review of student needs

Implementation Plan for IEP Criteria

Student Support Services Individual Education Plan Criteria is in effect beginning August 1st, 2014. All new Individual Education Plans issued must refer to these specifications.

The following procedures will apply:

- After determination of a student with special education needs and prior to issuing an Individual Education Plan, the relevant file review sheet must be completed and placed in the student's confidential file. The review sheet will be completed through a file review initiated by a school-based team member or a Student Support Services staff member.
- The type of IEP will be entered in the IEP document. Once a new student information system is implemented, the type of IEP will be recorded in the student information system. Further information will be provided in the School Procedures Handbook, Individual Education Plan section (Section 5).
- All other IEP procedures remain the same, as per the Student Support Services Manual and School Procedures Handbook.

Students that have previous to August 1st, 2014, received a "Yukon Individual Education Plan" will remain active and valid in the Student Information System. The following timeline will apply:

- All students must have a file review sheet completed by June 2015. File reviews will be completed by a case manager. Assistance will be provided by an educational psychologist or designate from the Yukon Education.
- File review results will be shared with parents/guardians of the student with an IEP by the case manager by October 15, 2015. Parents/guardians will sign a "Parent Consultation for New IEPs" Form and receive a copy of the file review form. A copy of this review sheet will be forwarded to Student Support Services.
- The type of IEP will be entered in the Student Information System after consultation with parents/guardians. This information will be entered into the student information system after January 1, 2015 to align with the implementation of the new Student Information System. Prior to January 1, 2015 students will be entered as "Yukon IEP" in YSIS. The student's IEP criteria designation will be recorded within the IEP document.
- In the case that parents/guardians who do not accept or agree with the file review, the student's IEP may remain on a "Yukon IEP".
- Data entered as "Yukon IEPs" in YSIS will be re-designated as Student Learning Plans in the Student Information System on January 1, 2016.

Date created: March 5, 2013

Attached form: IEP Criteria Specifications
                     IEP Criteria Review Sheets

6.0 Processes

6.01 School Based Team Process

The School Based Team functions as a collaborative problem solving team to address student's needs. The School Based Team does this in two ways:
1. To address student's needs at a school level and;
2. To work with parents and other support personnel to respond to individual need(s).

Through these tenets, School Based Team shares information and problem solves school related and/or individual learning concerns to increase learner success.
The members of the School Based Team include the school administrator or designate (chair), a Learning Assistant Teacher and may include other school professionals as deemed necessary.

Parents shall be invited members of the School Based Team that has been established for their child. Specialist teachers, Student Support Services staff and other community agencies may be invited to attend a meeting when appropriate.

The School Based Team should have all members attend regularly scheduled meetings. Minutes of School Based Team meetings will be written and kept in a defined area and a copy kept in the student's red file.

The School Based Team should also schedule review of student progress in regards to identified needs at School Based Team meetings as a way to evaluate student success and to prioritize services and resources.

Teachers and/or parents who have a concern for a student's learning should follow the flowchart for referral to School Based Team. Referring teachers and/or SBT may also use the provided checklists to determine what Student Support Services staff members to consult as part of the pre-consultation process.

The School Based Team Meeting Notes/Minutes template may be used to record School Based Team (SBT) meeting minutes. School Based Team referrals for individual students should be filed in the School Based Team binder.

Flowchart for Referral to School Based Team

Concern perceived by educator/parent

Teacher collects and reviews information from various sources

- Review all files/past reports and recommendations
- Consult with LAT, counsellor, past teachers, etc.
- Share concern with parent and/or student; obtain parent/student perceptions of barriers to learning

Concern remains?	
YES	NO: Monitor student progress

Teacher refers student to School Based Team

- Teacher completes full referral for student for School Based Team
- Teacher collaborates with School Based Team members to brainstorm further strategies and supports
- A SiLP (Student Learning Plan); BSP (Behaviour Support Plan); or Safety Plan may be developed

Concern remains?	
YES	NO: Monitor student progress

SBT proceeds with pre-consult to applicable Student Support Services specialist(s)

- Required specialist is contacted by the school

Concern remains?	
YES	NO: Monitor student progress

Referral to Student Support Services specialist(s)

- Signed referral form completed by parent

Concern remains?	
YES	NO: Monitor student progress

The school implements specific Student Support Services specialist(s) recommendations

- IEP may be developed
- Review and revisit IEP/StLP
- Learning plans are revised and updated as needed

Related Legislation: Education Act 16(3)
Date Created: April 30, 2013
Updated: December 3, 2015

Attached forms: School Based Team Referral
      School Based Team Intervention Strategies Summary
      School Based Team Meeting Notes/Minutes – Individual Students

6.02 Consent to Release/Exchange of Information

Consent must be given by parents/guardians to release/exchange information regarding their child between Yukon Education and additional outside agencies or schools listed.

Any request for information from an outside agency must be reviewed by the Principal.

This document is filed in the student's cumulative file.

Date Created: April 26, 2013

Updated: December 6, 2013

Attached form: Consent to Release/Exchange of Information

6.03 Referral for Direct Service or Assessments to Student Support Services

A referral form must be sent to Student Support Services to access formal assessment and specialized student support services from itinerant teachers and Student Support Services staff. **Prior to submitting a referral form, a pre-referral consultation should occur with the intended specialist. Checklists are provided in Section 6.01 to help School Based Team determine which specialist to consult with.**

When a student has received direct service or assessment, the student will remain on the specialist's caseload until it is determined by school-based team and specialist that service is no longer required. Referrals will remain on a referral list until addressed by the referred specialist or until it is determined by the school-based team that service is no longer needed. If a referral is no longer required for a student, an email must be sent to studentsupportservices@gov.yk.ca by the Principal.

School-based teams are required to prioritize their referrals with specialists. School-based teams should meet with Student Support Services staff a minimum of twice per year to determine priorities. These meetings should include Shared Resource Program teachers and Learning Assistant teachers.

A referral form must be completed for each specialist service being requested after an initial pre- consultation has taken place with Student Support Services staff.

The referral is filed in the student's cumulative file.

The following chart describes services provided by each specialist group.

Student Support Services Consultant	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
Contact parents; gather background information Attend meetings (e.g. assist with problem-solving, provide input/recommendations, school-based team meeting, parent meeting) File review (to interpret applicable information within file) Help facilitate/liaise and advocacy regarding community supports Whole class observations and recommendations Classroom-based and/or teacher collaboration In-servicing on related issues and procedures Review FBA with teacher and/or School Based Team Response to WRA and Safety Planning Assist with learning plan development	Work collaboratively with interagencies and Student Support Services Student-specific observation and recommendations to support SBT in the development of IEPs, learning plans and behaviour plans

Deaf and Hard of Hearing – Itinerant Teacher	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed

Consultation and support regarding amplification, classroom acoustics, auditory skills development, communication access and assistive technology Provide opportunities for students in the territory who are Deaf and Hard of Hearing to interact Information/consultation on hearing loss, educational placement and programming Networking and professional development opportunities for staff who support students who are deaf and hard of hearing in the K-12 program Provide support and consultation on different communication options such as oral, auditory, verbal, American Sign Language, augmentative communication or any combination thereof Interpreting hearing screening reports and/or audiology reports Pre-referral information from the school-based team or classroom teacher In-servicing on related issues	The teacher provides specialized consultative support based on the needs of the student, and the school-based team Information /consultation on Speech and English language development, and/or American Sign Language development Individualized support to assist in meeting goals identified by the school-based team Hearing screenings

Educational Psychologist	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed

Participate in meetings (e.g. assist with problem- solving, provide input/recommendations, school- based team meetings, parent meetings)	Direct service/contact with individual student
	Individual/targeted observation
	Formal or informal assessment of:
File reviews (e.g., to interpret applicable information)	Academic Functioning
	Cognitive Processes
Collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments	Social Functioning
	Emotional Functioning
	Behavioural Functioning
Help facilitate/liaise and provide advocacy regarding community supports	School Psychology with student and/or other direct interventions
Whole class observations, screenings, and recommendations	Supporting schools in the design and implementation of Individual Education Plans, Behaviour Support Plans, and Safety Plans for individual students exhibiting severe behavioural/emotional difficulties
Classroom-based and/or teacher collaboration/ interventions	
Consultation regarding specific psychological issues (e.g., anxiety, depression, learning disabilities)	
In-servicing on issues relevant to psychology	

Occupational Therapist	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed
Attend school-based team meetings	Sensory regulation/integration assessment
Classroom observations	Fine motor skill perceptual and physical assessment and re-assessment
Full class screening (e.g. in groups, not one-on- one)	Direct work with individual students (may include need for equipment, assessment, programming)
Strategies to optimize general motor function	
In-servicing on related issues such as sensory regulation/integration	Equipment fitting with a specific student
Environmental assessment, accessibility, etc.	
Sound modifications	
Liaison with community organizations (Special Olympics, Recreation, etc)	

Special Education Assistive Technology (SEAT) Services

Consultation Services *No referral needed	Assessment or Intervention *Referral Needed
Gather pre-referral information from the School Based Team, teacher or parent	Direct services/contact with individual student
File review (to interpret applicable information)	Individual/targeted observation
Classroom based and/or teacher collaboration/interventions	Assessment of type of technology needed based on individual student need
In-servicing and training on assistive technology	Student specific training on assistive technology assigned
	Development of SETT framework

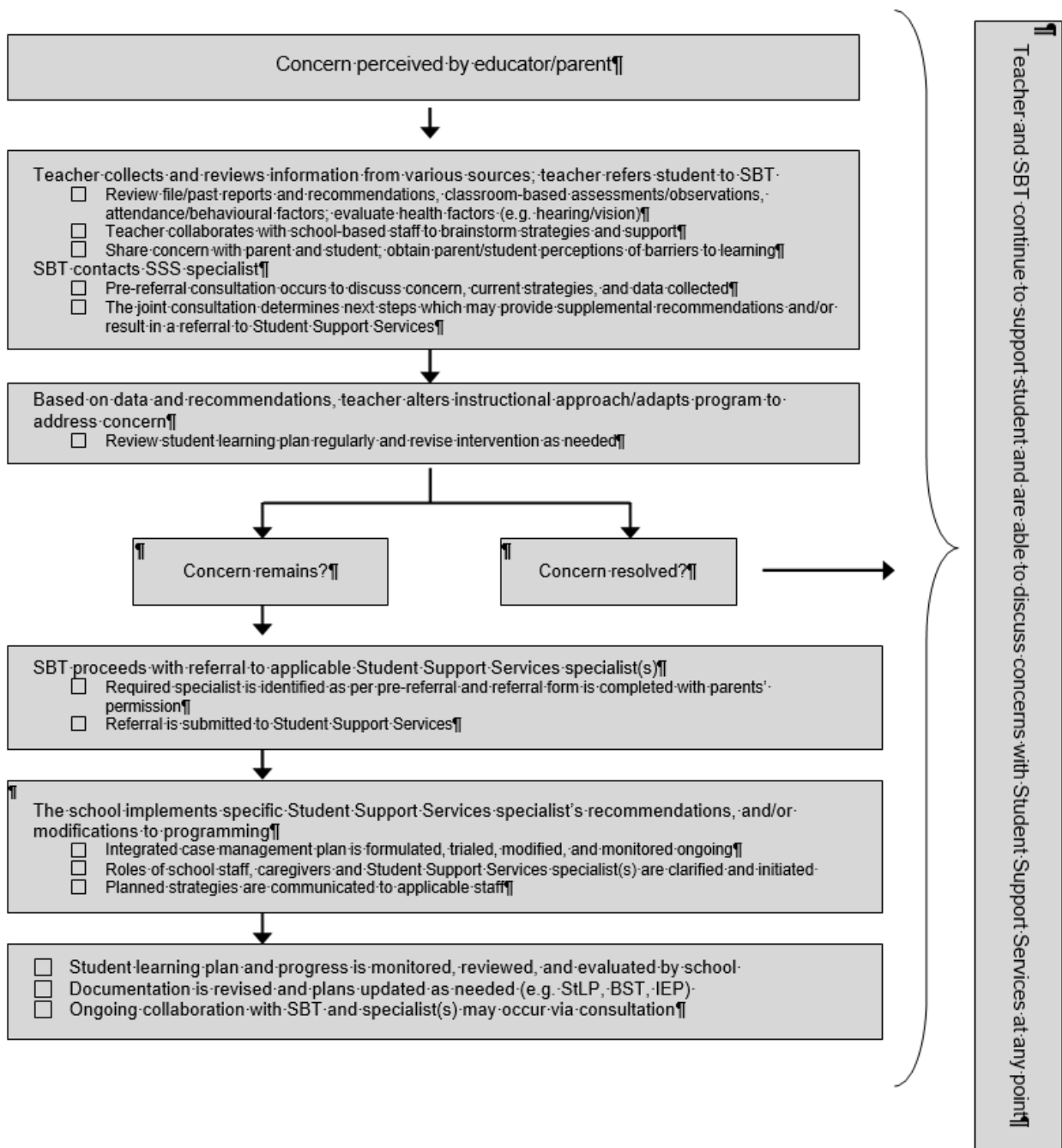| Physiotherapist	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed

• Attend school-based team meetings
• Classroom observations
• Full class screening (e.g. in groups, not one-on-one)
• Strategies to optimize motor function
• In-servicing on related issues such as physical
• conditions
• Environmental assessment, accessibility, etc.
• Liaison with community organizations (Special
• Olympics, Recreation, etc)
	• Direct work with individual students
	• Formal and informal assessments for concerns with:
	  o Articulation (speech sounds)
	  o Receptive language
	  o Expressive language (may include need for augmentative and/or alternative communication)
	  o Fluency (stuttering) / voice
	  o Phonological awareness
	  o Pragmatics (social language)
	• Assistive technology

Speech and Language Consultant	
Consultation Services *No referral needed	Assessment or Intervention *Referral needed

- Attend meetings (e.g. assist with problem-solving, provide input/recommendations, school-based team meeting, parent meeting) - File review (help interpret applicable information within file) - Help facilitate/liaise and provide advocacy regarding community supports - Whole class observations and recommendations (not specific to one student) - Classroom-based and/or teacher collaboration - Consultation regarding disabilities - In-servicing on issues related to speech and language development and disorders Services available once parents have been notified - Student in-class observations - Classroom screenings	- Direct work with individual students - Formal and informal assessments for concerns with: - Articulation (speech sounds) - Receptive language - Expressive language (may include need for augmentative and/or alternative communication) - Fluency (stuttering) / voice - Phonological awareness - Pragmatics (social language) - Assistive technology

Visually Impaired – Itinerant Teacher	
Consultation Services ***No referral needed**	**Assessment or Intervention** ***Referral needed**
- Consultation and support vision and assistive technology - Provide opportunities for students in the territory who are visually impaired to interact - Information/consultation on vision loss, educational placement and programming - Networking and professional development opportunities for staff who support students who are visually impaired in the K-12 program - Pre-referral information from the school-based team or classroom teacher - In-servicing on related issues	- The consultant provides specialized consultative support based on the needs of the student, and the school-based team - Information/consultation on vision loss, educational placement and programming - Information /consultation on mobility - Individualized support to assist in meeting goals identified by the school-based team - Interpreting vision reports

Flowchart for Referral to Student Support Services

Concern perceived by educator/parent¶

Teacher collects and reviews information from various sources; teacher refers student to SBT·
- ☐ Review file/past reports and recommendations, classroom-based assessments/observations, attendance/behavioural factors; evaluate health factors (e.g. hearing/vision)¶
- ☐ Teacher collaborates with school-based staff to brainstorm strategies and support¶
- ☐ Share concern with parent and student; obtain parent/student perceptions of barriers to learning¶

SBT contacts SSS specialist¶
- ☐ Pre-referral consultation occurs to discuss concern, current strategies, and data collected¶
- ☐ The joint consultation determines next steps which may provide supplemental recommendations and/or result in a referral to Student Support Services¶

Based on data and recommendations, teacher alters instructional approach/adapts program to address concern¶
- ☐ Review student learning plan regularly and revise intervention as needed¶

Concern remains?¶   Concern resolved?¶

SBT proceeds with referral to applicable Student Support Services specialist(s)¶
- ☐ Required specialist is identified as per pre-referral and referral form is completed with parents' permission¶
- ☐ Referral is submitted to Student Support Services¶

The school implements specific Student Support Services specialist's recommendations, and/or modifications to programming¶
- ☐ Integrated case management plan is formulated, trialed, modified, and monitored ongoing¶
- ☐ Roles of school staff, caregivers and Student Support Services specialist(s) are clarified and initiated·
- ☐ Planned strategies are communicated to applicable staff¶

- ☐ Student learning plan and progress is monitored, reviewed, and evaluated by school·
- ☐ Documentation is revised and plans updated as needed (e.g. StLP, BST, IEP)·
- ☐ Ongoing collaboration with SBT and specialist(s) may occur via consultation¶

Teacher and SBT continue to support student and are able to discuss concerns with Student Support Services at any point¶

Related Legislation: Education Act 16(2)
Date Created: April 15, 2013
Updated: February 18, 2015

Attached form: Consent for Referral to Student Support Services

6.04 Consent for Use of Interpreter

Completion of this form is required when a student and/or their family require the service of a trained interpreter for individuals that are deaf or hard of hearing. This form will be filled out by the school administrator, parent(s)/guardian(s) and student (if applicable) and filed in the student's cumulative file.

Date Created: April 30, 2013
Updated: December 6, 2013

Attached form: Consent for Use of Interpreter

6.05 Student Records: Information Management

Yukon Education has a legal and professional responsibility to create and maintain student information and records. Information is securely filed electronically or in student files within the student's school. The nature of student information collected will direct what type of file the information will be filed in.

These guidelines should be used as reference for school staff to file student information appropriately.

Related Legislation: Education Act 20(1)
Date Created: April 30, 2013
Updated: December 6, 2013

Attached form: Student Records Information Management

6.06 Notification of Change of Schools

When a student transfers to another school in the territory, the sending School Based Team must alert the receiving school and Student Support Services of the change. Specific information regarding the change is needed for the receiving School Based Team and Student Support Services staff to facilitate services to the receiving school. The information needed is:

- Notification of Change of Schools form submitted to receiving school and Student Support Services
- If legal guardianship has changed, a new referral form, including the signature of the **legal** guardian
- If legal guardianship has not changed, the receiving school must update the referral form with student's information and attach the sending school's original referral form

If a student moves out of the territory and has been referred for and/or receiving supports from Student Support Services staff, Student Support Services must be notified in writing by the principal, using this form.

This form is filed in the student's cumulative file.

Date Created: March 13, 2013
Updated: February 18, 2015

Attached form: Notification of Change of Schools Form

6.07 Adaptations and Modifications

Successful adaptations are recorded in a Student Learning Plan (StLP) or an Individual Education Plan (IEP) to document how the student is being supported currently and also so other teachers will know what works well for that student.

For students with special needs, adaptations that are used for tests and exams must be included in their IEPs in order for them to be considered for adaptations to the provincial exam conditions (adjudication).

Students whose educational programs include adaptations will generally be working toward graduating with a Graduation or a Dogwood Diploma, because their learning outcomes are not being changed from the regular Yukon curriculum.

Modifications

Some students may need learning outcomes that are different from, or in addition to, the ones set out in Yukon curriculum. These modifications to the learning outcomes are specifically developed to meet the student's particular needs.

Modifications to learning outcomes will typically take the form of an educational plan that is individualized for the student (IEP).

Adaptations

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations.

Adaptations do not represent unfair advantages to students. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Adaptations occur when teachers differentiate instruction, assessment and materials in order to create a flexible learning environment. For example, a student could be working on below grade level learning outcomes in Language Arts and at grade level in all other subjects or courses, some of which require reading materials at the lower reading level (Student Learning Plan).

Date Created: March 6, 2013

Updated: December 6, 2013

Attached form: Adaptations Checklist

6.08 Shared Resource Program Guidelines

A Shared Resource Program is an alternative placement offered in a setting that enhances the delivery of a student's Individual Education Plan in the least restrictive and most enabling school environment.

Shared Resource Programs are located in Whitehorse. As these placements constitute the most enabling continuum of services, it is essential that consistent procedures be followed for both entrance and exit.

Shared Resource Program placements are determined by the Manager of Inclusive Practices in conjunction with the Area Superintendent(s) and the referring and receiving school administrators.

Shared Resource Program Guidelines

Yukon Education is committed to help all students reach their individual learning potential. Shared Resource Program guideline goals:

- To ensure that parents of a student attending a school may and at the request of a teacher or principal consult with the teacher or principal with respect to the student's educational program [Education Act 18 (2)]
- To ensure that admission criteria to Shared Resource Programs have been followed and that procedures and recommendations are in keeping with the Education Act
- To review on a regularly scheduled basis, individual student cases, to determine suitability for continued resource program placement
- To review on a scheduled basis, individual student cases, to determine exit or partial exit from the shared resource program to another placement or school leaving or graduation.

Entrance Procedures

Any student referred for programming in a Shared Resource Program must be designated as having special educational needs as defined by the Yukon Education Act. Data must document efforts to implement the student's Individual Education Plan in a less restrictive environment and outline reasons why a resource program placement is the preferred option.

1.   The student's parent(s)/guardians must be consulted in the decision to refer their child to a Shared Resource program. The referring administrator is responsible to contact the parent(s)/guardian(s) of the intent of the application. Parents may initiate a referral to a Shared Resource Program through their child's School Based Team and/or principal.

2.   All efforts to support the student through their Individual Education Plan in their home school must have been exhausted, and the school based team and parent supports the decision to refer a student after all necessary assessment has been completed. Individual Education Plans of the referred student must be current and up to date before acceptance into a program.

3.   Criteria for entrance will be determined on the basis of the child's principal needs, severity of psycho-social stressors, and global assessment of functioning. Placement into a Shared Resource Program will be made on the basis of need and accordance with existing elementary and secondary programs and facilities.

4.   Referrals from other agencies and/or departments are referred through the School Based Team of the referring school to the Manager of Inclusive Practices.

5.   SBT completes and submits a Shared Resource Program Application Form with all supporting documentation to the Manager of Inclusive Practices. The principal of the referring school will ensure criteria for entrance to the program has been met.

6.   The student's parents must be informed that their child has been accepted into a Shared Resource Program and sign a Parental Consent form before transition into the program. The referring school obtains this consent and then contacts the administrator of the receiving program.

7.   Transition of the student to the new placement will occur whenever possible so that there is minimal disruption to the student. Sending and receiving principals are responsible for the transition. Parents and students are involved in the transition process.

8.   A report on initial adjustment to the program must be completed within two months of the student's placement. The program teacher will be responsible for completing and sending the Report on Initial Adjustment. This form must be signed by the principal and sent to the Manager of Inclusive Practices.

Criteria for Entrance

Criteria for entrance into Shared Resource Programs will include:

- Demonstrated consultation with parent about a referral to a Shared Resource Program when a decision has been made not to implement an Individual Education Plan in a school where the student would normally attend, but to implement it in an environment that is less restrictive for the student
- a current Individual Education Plan including assessment by relevant specialist(s)
- demonstrated/documented limited response to universal, targeted and intensive interventions offered in the current school placement
- the School Based Team referral and evidence of recommended strategies and their outcomes
- suitability of the student within the program

Student Transition Considerations

Once acceptance to the program has been granted by the Manager of Inclusive Practices, the administrator of the referring school must contact the administrator and the teacher of the Shared Resource Program to determine the transition procedures and start date. The student, teacher and/or current support person should meet with the staff and tour the Shared Resource Program classroom and meet informally with some of the class and school community. Transition time will vary according to each student.

Review of Placement

A report on each student's progress is submitted monthly to the Manager of Inclusive Practices by the principal. The Manager of Inclusive Practices will conduct annual reviews of students assigned in the spring of each year. The Manager of Inclusive Practices shall consider:

- the progress of each student towards the goals of the Individual Education Plan

- the student's overall adjustment to the placement

If transition is required there must be sufficient time to complete a transition process to the student's next setting.

Exit/Discharge

Continued attendance in the program is governed by the Yukon Education Act. The administrator of each program is responsible for informing the Area Superintendent and Manager of Inclusive Practices of any impeding suspensions, expulsions or any other reasons for the student not attending or leaving the program without going through an exit plan as outlined in the Individual Education Plan.

Students who are registered in a Shared Resource Program cannot register with another school or program without consideration by the Manager of Inclusive Practices. If the area superintendent and Manager of Inclusive Practices approves a student to be discharged from the resource program prior to school leaving age, the administrator will ensure an exit plan is prepared. If the student is to be discharged and will attend another school in Yukon, the administrator of the resource program shall inform the administrator of the receiving school. Both administrators shall arrange for relevant staff to meet to share programming information to ensure the student's smooth transition.

Parents may initiate a request for exit from a Shared Resource Program through the SBT for the school their child is attending. Consideration will be given to the parent's request by the Manager of Inclusive Practices and the Area Superintendent(s) in the best interest to the student and in keeping with the legislation outlined in the Yukon Education Act.

Program Support to Shared Resource Programs

Shared Resource Programs may hold a monthly review day to discuss programming and student progress with the family. Student Support Services staff is assigned to assist each Shared Resource Program to meet the needs of students and will attend meetings as necessary.

At the beginning of each school year, designated dates must be approved by the school administrator, Manager of Inclusive Practices and Area Superintendent and communicated to parents and students. Shared Resource Programs will be reviewed each spring to determine the focus and availability of programs for the following school year.

Managing Teacher Preparation Time

Teachers' preparation time will be arranged by the school administrator in consultation with the Area Superintendent and Manager of Inclusive Practices. The Manager of

Inclusive Practices provides program direction, while the administrator of the host school is responsible for day-to-day supervision.

Types of Shared Resource Programs

Program Descriptions

Multiple-needs Programs

F.H. Collins Secondary School, target ages: secondary; (grade 8-12)

Life Skills Programs

Jack Hulland Elementary School (PASS Program), target ages; elementary; (grade 4-7)

F.H. Collins Secondary School (FLEX), target ages; secondary; (grade 8-12) Porter Creek Secondary School, target ages; secondary; (grade 8-12)

Vanier Catholic Secondary School (Room 1), target ages; secondary; (grade 8-12)

Emotional/Behavioural Support Programs

Jack Hulland Elementary School (Grove Street Program), target ages; elementary; (grade 4-7)

Vanier (Riverfront) target ages; secondary; (grade 8-12)

Emotional/Behavioural Support Shared Resource Programs

Emotional/Behaviour Support Shared Resource Programs provide a learning environment for students who have severe emotional/behavioural disabilities. Students in these programs require intensive, coordinated school/community intervention that includes service providers from various agencies and divisions within Education and Health and Social Services.

Candidates for an Emotional/Behaviour Support Shared Resource Program will be considered based on the following characteristics:

A student with a severe emotional/behavioural disability is one who:

- must have documentation of a behavioural, mental health and/or psychological assessment which indicates the need for intensive intervention beyond the normal capacity of the school to education.
- demonstrates antisocial, extremely externalizing behaviours or profound internalizing conditions at school.
- behaviour or mental illness serious enough to be a risk to themselves or others and/or significantly interfere with academic progress of self and others.
- behaviour persistent over time in most other settings.
- behaviour or mental illness serious enough to warrant extensive interventions beyond the school
- for serious mental health concerns, the diagnosis must be made by a qualified mental health clinician (medical professional/diagnostic team, psychologist, psychiatrist, and/or pediatrician with appropriate training).

Emotional/Behaviour Support Shared Resource Programs provide a teaching and learning environment designed to enable students to achieve the following goals:
- develop social skills and learn to make friends
- self-regulation, manage frustration and anger, and act respectfully
- work towards achieving personal goals
- develop effective communications skills
- celebrate success as a learner

Multiple-Needs Shared Resource Programs
A small percentage of students have physical and/or medical and/or intellectual disabilities and /or communication disability. Frequently, these students require extensive adult assistance and modifications to the learning environment in order to benefit from schooling. These students require significant special programming, resources and other therapeutic services. Not all students with severe/multiple/profound disabilities will attend Shared Resource Programs. Parents and the Individual Education Plan team may choose for the student to have their Individual Education Plan delivered in the catchment area school.

Candidates for the Multiple-Needs Shared Resource Programs may be considered based on some of the following characteristics:

- intellectual functioning represents a significant intellectual deficit
- sensory disability that interferes with the ability to learn and required modification of the learning environment

- communication is non-verbal
- severe/profound multiple physical impairments
- limited or nonexistent functional hand use
- non-ambulatory or requiring assistance with movement
- full assistance for safety issues due to their significant intellectual deficit

Life Skills Shared Resource Programs

Students recommended for these programs have moderate/severe cognitive/social skills disabilities. Learning occurs within a separate classroom with individually appropriate integration. These students need functional life skill development to address their assessed needs.

Candidates for Life Skills Shared Resource Programs may be considered based on some of the following characteristics:

- receptive and/or expressive language delay or impairment
- mobility and/or dexterity disabilities
- sensory impairments
- behavioural difficulties
- safety issues due to their moderate/severe intellectual deficit

Life skills programs are developed as a broad framework to address each student's Individual Education Plan goals. This framework incorporates opportunities for direct instruction in:

- communication skills
- functional literacy and numeracy skills
- fine and gross motor skills
- personal care
- independent living
- safety
- transportation/travel
- food preparation
- personal finance
- household management
- socialization skills
- vocational skills

School personnel will work with the student and parents in planning a transition from school which may include other department and community services to ensure proper transition, work placements, etc. to the adult, work-based community.

Date Created: February 26, 2013
Updated: February 18, 2015

Attached forms: Shared Resource Program Application Form
                    Shared Resource Program Parental Consent
                    Shared Resource Program Report on Initial Adjustment
                    Shared Resource Program Exit Plan
                    Shared Resource Program Monthly Report Template
                    Shared Resource Program Monthly Report Exemplar

6.09 Intensive Support – Educational Assistant Request Forms

Document is intentionally blank.

Date Created: May 17, 2013
Updated: December 6, 2013

Attached form: Request for Paraprofessional Support for Intensive Individual
                          Intervention
                          Request for Paraprofessional Support for Targeted Intervention

6.10 Readers and Scribes

Readers

The role of a reader is to translate printed language into oral language verbatim. One reader should be assigned to each student for the entire reading session, (eg. exam, test, class assignment. The student and reader should each have a copy of the text.

The reader should:
- review the role of the reader with the student and answer any questions about that role
- take direction from the student about how to begin the exam reading (for example, a student may wish to have an overview of the contents of the exam reading prior to beginning to write answers or may wish to use a variety of other test-taking strategies).
- consult with the student to determine which parts of the text to read (this may range from individual words, as requested, to the entire text).
- read passages exactly as printed
- read at a rate that is comfortable for the student, monitoring to ensure that the pace is appropriate
- read with natural tone and inflection
- reread the passage upon **request**
- reread words only as **requested**
- present a neutral manner, being careful not to indicate a correct/incorrect response
- supervise breaks if the student has been given permission to take periodic breaks

The examination reader should have:

- The examination reader should be someone who has not been working with the student on a regular basis. The reader should not be the invigilator. However, should this be unavoidable, training in invigilation procedures is required. If the reader is also the scribe, qualifications for both roles are required.
- an understanding of the distinction between the helping role of the teacher/paraprofessional and the technical role of the reader.
- adequate reading skills and knowledge of the subject area to read appropriately.

- For exams, A setting that is separate from the regular exam room should be provided. The setting should be quiet, well-lit and well-ventilated.
- after completing the exam, return the exam papers to the exam supervisor.

Scribes

The role of a scribe is to translate oral language into written language. One scribe should be assigned to each student for the entire exam. The student and scribe should each have a copy of the test, exam or assignment.

The scribe should:

- review the role of the scribe with the student and answer any questions about that role
- take direction from the student about where to begin the exam and how to proceed
- present a neutral manner, being careful not to indicate a correct/incorrect response
- use a word processor when possible to record the student's response. record the student's responses word for word
- punctuate according to the student's speech pattern when punctuation is not what is being assessed but when punctuation is assessed take direction from the student on punctuation placement.
- enable the student to see the computer screen or written response to read and edit what is recorded
- revise only upon specific request of the student
- supervise breaks in an exam setting only if the student has been given permission to take periodic breaks
- after completing the exam, return the exam papers to the exam supervisor

The examination scribe should:

- The examination scribe should be someone who has not been working with the student on a regular basis. The scribe should not be the invigilator. However, should this be unavoidable, training in invigilation procedures is required. If the scribe is also the reader, qualifications for both roles are required.

- understand the distinction between the helping role of the teacher/teacher assistant and the technical role of the scribe.
- demonstrate experience in scribing exams following the guidelines below.
- have adequate word processing skills
- have a handwriting or printing style that is legible.
- have adequate literacy skills and knowledge of the subject area to appropriately record student responses.
- A setting that is separate from the regular exam room should be provided.

Adapted from BC Handbook of Procedures for the Graduation Program

http://www.bced.gov.bc.ca/exams/handbook/1213/handbook_of_procedures.pdf

Date Created: June 4, 2013
Updated: April 25, 2017

6.11 Head Lice

Head lice is common in school-aged children. Head lice can best be controlled through the cooperation of parents, children, and school and health care providers. Once parents learn how to recognize head lice, regularly checking your own and your child's hair is the best prevention.

Children should be encouraged not to share personal items such as hats, combs, hairbrushes or headphones.

The most common symptom is constant scalp itching. Other symptoms may include scratch marks or small red lesions like a rash. Some children who have head lice may have no symptoms.

Head lice do not cause disease, but are easily spread to others. Head lice are spread through direct head-to-dead contact, commonly among children and adults who may stay close together in one place, such as in child care settings and schools. Head lice cannot jump or fly from one person to another, but they can crawl very quickly.

The discovery of head lice can be an embarrassing experience for students. Tell only people that are directly affected by the head lice. Once head lice is confirmed, please inform the parents/guardian of the head lice.

When a case of lice is identified at your school, use the following procedure:

1. When the first case of lice appears in a classroom:

    a) The principal will notify parents of students in that classroom by letter.
    b) The principal will advise the parent of the student with lice that the child will be required to remain at home until he/she receives his/her first treatment. Once treated, the child will return to school.

2. If another case of lice occurs within the school within two weeks:

    a) The principal will notify the parents of students in that classroom by letter and issue a school wide notification.
    b) Staff will report any lice detected to the principal.
    c) Siblings of students affected will be checked within that school.

School Screening Information

School screenings may be used in cases where it is suspected strongly that a child or their sibling may be affected.

When schools screen individuals or siblings of affected individuals, the following information will be useful:

To check the student's scalp, good lighting is important. Part the hair into small sections going from side to side with your fingers or a special head lice comb. Check the entire head carefully, looking close to the scalp. Live nits or eggs may be easier to find behind the ears and at the bottom of the hairline just above the neck.

- Respect parent or student wishes not to be checked.
- Do not disturb headgear or hair without student consent.

Educational and Support Resources

BC Health Files: Head Lice Number 06 March 2007
http://www.healthlinkbc.ca/healtfiles/hfile06.stm

Identify Us: Head Lice Information by Dr. Richard
Pollack http://identify.us.comhead-lice/

Canadian Pediatric Society Head Lice Parent Handout
http://www.cps.ca/caringforkids/whensick/headlice.htm

Date Created: October 1, 2013
Updated: December 6, 2013

7.0 Resources

7.01 Community Resources

Document is intentionally blank.

Date Created: May 1, 2013

Updated: December 6, 2013

Attached: Community Resources

7.02 Parent Handbook

To read the Student Support Services Parent Handbook, visit Yukon.ca/en/student-support-services-parent-handbook

Document is intentionally blank.

Date Created: June 4, 2013

Updated: December 6, 2013

Attached: Parent Handbook

7.03 Supporting Student Needs

Document is intentionally blank.

Date Created: June 5, 2013
Updated: December 6, 2013

Attached: Supporting Student Needs: Individualized Needs-Based Response
                   in Action

8.0 School Safety Procedures

8.01 Pandemic Plannning and Procedures

The most likely pandemic to occur in the Yukon could be an influenza pandemic. The following document outlines the Health and Social Services' Health Response plan for responding to pandemic influenza. The overarching goals of this plan are to minimize the impact of the pandemic on individual Yukoners, and on the health care system.

http://www.hss.gov.yk.ca/pdf/pandemic_health_response_plan.pdf

Related Legislation:
Related Contract Article:
Date Created:
Amended:

Attached form:

8.02 Bus Incident Procedures

The following outlines the Student Transportation on School Buses – Ridership Guidelines.

http://www.education.gov.yk.ca/pdf/policy_ridership.pdf

Related Legislation:
Related Contract Article:
Date Created: January 6th, 2005
Amended: July 2nd, 2008

Attached form: November 4th, 2013

8.03 Communicable Diseases Procedures

Health and Social Services would handle any procedures regarding communicable diseases. The following link offers a list of communicable diseases, the time frame to report any possible, suspicious and confirmed cases as well as a list of people to contact.

http://www.hss.gov.yk.ca/pdf/comm_diseases.pdf

Related Legislation:
Related Contract Article:
Date Created:
Amended:

Attached form:

8.04 School Emergency Plan

Schools are required to review the School Emergency Plan annually with the RCMP.

The school principal should keep a copy of the Emergency Plan in the office for access during an emergency.

A copy of this plan should be forwarded to the Superintendent by the first day of school.

Date Created: February 3, 2014

Attached form: School Emergency Plan

8.05 Fire Drill Procedures

1) The Canadian National Fire Code legislates that schools must perform six fire drills annually (three in fall/winter and three in spring/summer). If there is a day care connected to the school, than the day care must perform a fire drill every month. These drills must be coordinated with PMD (and the fire department to ensure that everyone understands that it is a drill.
2) Schools, like any other public building, must have fire exit maps posted for every location (classrooms, offices, etc.) which include marshalling stations.
3) Every classroom must have an emergency kit containing
   a. Student checklist
   b. Tarp
   c. Space blankets
4) Every office must have an emergency kit containing
   a. First Aid Kit sized to comply with WCB First Aid Regulations (where students count as employees)
   b. Megaphone
   c. Sat or Cell phone
   d. USB stick with all pertinent data (student and staff list, medical issues, parent contact info etc.)
   e. Tarp
   f. Rope
5) Schools must have a dedicated relocation site
6) One drill per year should be performed as a "big drill" – involving the use of the relocation site, the play of scenarios is encouraged (blocked exit(s), injured people and involvement of fire fighters).

Related Legislation:
Related Contract Article:
Date Created: November 4th, 2013
Amended:

Attached form: November 4th, 2013

9.0 Student Safety

9.01 Workplace Risk Assessment (WRA) Incident Reporting

The Workplace Risk Assessment (WRA) is used when an incident of concern occurred indicating a student's actions have been or may be a risk to staff. It is important to recognize that all concerns are valid and must be taken seriously. An incident is any out-of-the-ordinary occurrence including physical and/or verbal assault that may result in injury, property loss or damage or use of physical restraint involving a student.

When a concern is raised:

☐   Report all concerns immediately to the administrator.

☐   The principal, in collaboration with staff, will complete Workplace Risk Assessment (WRA) incident form. Staff may indicate if they would like follow up from their administrator in regards to the WRA process.

☐   If the Workplace Risk Assessment indicates that there is a risk that a student may injure staff, a procedure needs to be in place to eliminate or mitigate the risk. **The administrator sends the Workplace Risk Assessment (WRA) Incident Form to the Superintendent and Director of Student Support Services. If the risk indicates that support is required in developing a safety plan, the principal will be contacted by Student Support Services.**

☐   File the WRA in the student's confidential file (under review)

Note: Violence Threat Risk Assessment (VTRA) is **separate** from Workplace Risk Assessment (WRA) and is used to determine the seriousness of uttered threats or threatening behaviour.

When assigning a level of frequency, consider general workplace situation(s).

- **Low Frequency** indicates that the frequency of incidents is low (less that once a month or not at all)
- **Medium Frequency** indicates that the incidents occur at least once a month up to once a week
- **High Frequency** indicates that the incidents occur at least once a week up to once or more a day

When assessing the level of intensity consider general workplace situation(s).

- **Low Intensity** indicates that there was no injury or a minor injury, such as a bruise or scratch
- **Medium Intensity** may include medical follow up for a injury such as a sprain
- **High Intensity** would indicate a severe injury requiring immediate medical attention

 If the intensity and/or frequency is Medium or High, then a safety plan is necessary.

<u>**Documentation**</u> is a key part of debriefing. It is critical to assess what has occurred and look for ways to prevent or minimize further occurrences. Timely documentation after an incident of concern is also key in order to provide follow up.

Key areas to address in documentation are:

- Know what to document – use the WRA Incident Reporting provided for documentation of incidents of concern

- Avoid delays – documentation of an incident should always be written as soon as possible after an incident occurs

- List the basic facts of the incident chronologically
- Be objective – stick to the facts
- Be accurate, concise and clear

The COPING model can be used to debrief an incident and aid in helping staff address all appropriate documentation of an incident. Ensure all employee(s) involved in the incident are included in the post incident debriefing.

The COPING model serves as part of post incident debriefing by ensuring that both the staff and the acting out individual debrief under the following conditions and address the following areas:

Control – all staff and the student(s) are back under emotional and physical control

Orient – all staff and the student(s) orient themselves to the basic facts of the incident

Patterns – all staff and the student(s) look for patterns in the incidents

Investigate – all staff and the student(s) investigate available resources/programming for assistance

Negotiate – all staff and the student(s) negotiate the plan to mitigate risk and/or reduce and/or eliminate future incidents

Give – all staff and the student(s) gain back responsibility by offering support and assistance

Date Created: May 8, 2013
Updated: April 25, 2017

Attached form: Workplace Risk Assessment (WRA) Flow Chart
                    Workplace Risk Assessment (WRA)

9.02 Safety Plan

A safety plan is created in response to a student who exhibits unsafe behaviour. This unsafe behaviour can be characterized by the crisis development/behaviour levels outlined in Nonviolent Crisis Intervention. A file review or incident of concern of heightening behaviour levels are documented in a Workplace Risk Assessment. This assessment determines the need for a written safety plan. If a student has a safety plan, they must also have a behaviour support plan.

Safety planning documents a predetermined plan to intervene in situations in which a student's behaviour may heighten verbally and /or physically. Safety plans emphasize de- escalating a situation and keeping staff and student safety as the paramount goal.

A safety plan includes detailed information pertaining to:
- key understandings about the student
- identification of pre-cursor behaviours and staff responses to identified behaviours

The safety plan:
- Must be reviewed after every event that requires a Workplace Risk Assessment.
- Must be reviewed regularly by the student's safety plan team members
- Must have any noted in School Based Team notes and filed in the cumulative file and each original copy of the student's safety plan must be kept in the student's cumulative file
- Must be kept in a working file in the student's classroom, accessible for review by all team members (current version)
- Must be reviewed the parent(s)/guardians, all staff working with the student and the Principal. A signature area is attached at the end of the safety plan.
- Must be reviewed by the Area Superintendent and the Manager of Inclusive Practices and all updates sent to the Area Superintendent and the Manager of Inclusive Practices.

The Safety Plan is filed in the student's cumulative file.

Date Created: April 8, 2013
Updated: March 3, 2015

Attached form: Safety Plan Flow Chart
                   Safety Plan

9.03 Nonviolent Physical Crisis Intervention

Follow-up procedures must be used when response to a student's verbal and/or physical heightened behaviour towards staff and/or other students has resulted in the use of Nonviolent Physical Crisis Intervention.

At an appropriate time after a student has been released from Nonviolent Physical Crisis Intervention techniques, the school shall implement the follow-up procedures outlined below:

☐ Inform the student's parents the day the Nonviolent Physical Crisis Intervention was implemented

☐ Have school personnel involved in the response to the student's physical acting out behaviours:
- debrief the incident, using a recommended debriefing model like COPING
- review the behaviour that precipitated the decision to use Nonviolent Physical Crisis Intervention,
- review the type of Nonviolent Physical Crisis Intervention implemented and plan for interventions to reduce the factors leading to Nonviolent Physical Crisis Intervention in future situations

☐ Discuss and engage in restoration (therapeutic rapport) for both the student and the staff involved
- The choice to use Nonviolent Physical Crisis Intervention to intervene with physical behaviours directed at staff and/or other students is a serious decision.
- A restorative process is part of the follow-up procedures to repair relationships.

☐ Consider whether any follow-up is appropriate for students who witnessed the use of Nonviolent Physical Crisis Intervention

☐ The principal shall provide the Area Superintendent and Director of Student Support Services, with a completed copy of the **WRA Incident Report** and **Nonviolent Pyhsical Crisis Intervention Incident Report**.

The Nonviolent Crisis Intervention Incident Report is filed in the student's confidential file (under review).

Date Created: May 9, 2013
Updated: April 25, 2017

Attached form: Nonviolent Physical Crisis Intervention Incident Report
                  Post Incident Debriefing and the COPING Model

9.04 Nonviolent Crisis Intervention© Training

Nonviolent Crisis Intervention© Training is for staff working directly with a student who has had a safety plan established and staff who have been designated in the written safety plan as a response team. This training provides staff with a plan to intervene that emphasizes de- escalating a situation and keeping staff and student safety as the paramount goal. Any student who has exhibited verbal and/or physical heightened behaviour must have a planned approach to de-escalate each level of behaviour documented into a **Safety Plan** (see Section 9.02).

Completion of this training certifies the participant in Nonviolent Crisis Intervention© training for three years. A refresher course will be offered to re-certify individual before expiry of certification. It is highly recommended that trained groups of individuals in schools practice the verbal de-escalation skills and physical safety and management techniques on a monthly basis in order to be fluent and safe in their delivery of non-violent crisis intervention in a crisis situation.

Administrators can submit forms to Student Support Services at: studentsupportservices@gov.yk.ca

Date Created: April 8, 2013
Updated: March 3, 2015

Attached form: Nonviolent Crisis Intervention® Training Request Form

9.05 Violence Threat Risk Assessment (VRTA)

This protocol is used in response to when threats are made by any student in which the threat is of violent nature or which pose a potential risk to other students, staff and other members of the community.

This protocol provides school based and extended teams with information for assessing violence and dealing with high-risk student behaviours.

The Violence Threat Risk Assessment is filed in the student's cumulative file and a copy is sent to the Director of Student Support Services.

Date Created: May 8, 2013
Updated: December 6, 2013

Attached form: Violence Threat Assessment Protocol

9.06 Response to Critical Incidents

A Critical Incident is any situation faced by an individual which causes them to experience unusually strong emotional reactions and which has the potential to interfere with their ability to function, either at the time of the incident, or later.

Critical incidents affecting a school community include incidents that occur during the school day on school property or school related events that occur after hours or away from school property. Physical and mental safety of the students and staff is the priority when responding to any critical incident.

The "Response to Critical Incidents" outlines how schools respond to these situations.

The principal acts as the leader in collaboration with school staff, School Based Critical Incident Response Team, Senior Leadership, and Student Support Services Critical Incident Response Team.

It is the principal's responsibility to ensure that adequate, culturally sensitive support is provided to staff and students. It is also the responsibility of the Principal to ensure that these guidelines are reviewed with the School Based Critical Incident Response Team on an annual basis and kept in an accessible binder. The principal also ensures that the "Critical Incident Response Planning – Being Prepared" checklist outlined on page 7 is complete by the first day of school and is updated annually or as required.

Date Created: May 9, 2013
Updated: August 1, 2016

Attached form: Response to Critical Incidents

9.07 Authorization of Administration of Medication Plan/Medical/Emergency Procedure Planning Form

It is the parent/guardian's responsibility to inform the school of their child's medical alert condition. It is a joint partnership between team members: students, parents/guardians, school, physician and Public Health Nurse to ensure the safety of the child in the school. Principals will ensure this protocol is shared with staff annually. Students who have medical alerts on file are to have the alert tab activated in YSIS indicating a medical alert and their medical/emergency procedure planning be reviewed at a staff meeting as necessary.

Medical Alert

There are students in school who may require **regular** or **emergency** care by school staff. These medical conditions are physician diagnosed and may be potentially life threatening. They require planned care and support inside, as well as outside the school environment (e.g. field trips). All school staff and persons reasonably expected to have supervisory responsibility of these students must be informed of the student's medical emergency procedures plan. In addition, with the consent of the parent and where appropriate, the students' classmates and their parents may be provided with relevant emergency procedures plan information.

Life Threatening Conditions Include:

- Diabetes
- Epilepsy/seizure disorder
- Anaphylaxis and/or history of severe allergic reaction
- Severe asthma
- Blood clotting disorders such as hemophilia
- Other conditions which may require emergency care

The forms associated with this process are filed in the student's cumulative file.

Date Created:	March 5, 2013
Updated:	February 18, 2015
Attached form:	Authorization of Administration of Medication Plan / Medical / Emergency Procedure Planning Form Record of Administration of Medication

9.08 Anaphylaxis Staff Training

This training is mandatory for all staff working directly with a student who has an identified allergy in which untreated, results in anaphylactic shock. Staff must be trained in the emergency response planning including administration of medication needed to keep the student alive.

This training must to be updated with school staff members every year. Schools must identify these certified person(s), or trained designate to respond directly to these students in the event of anaphylactic shock.

This information must be submitted to Superintendents by September 30.

Date Created: May 9, 2013
Updated: December 6, 2013

Attached form:

9.09 Do Not Resuscitate Order

A signed and notarized letter from the parents/legal guardian and physician must be attached to this form.

The Principal is responsible to ensure that relevant staff be made aware of this

form. The Do Not Resuscitate Order is filed in the student's cumulative file.

This form must be reviewed and resubmitted to Student Support Services by September 1st every school year.

Date Created: March 5, 2013
Updated: August 13, 2014

Attached form: Do Not Resuscitate Order

9.10 Evacuation Plan – Emergency Evacuation Procedures for Students with Special Needs

Completion of this form by school administration and relevant school based staff is required when the nature of a student's disabilities require evacuation procedures that differ from the rest of the student population. The procedures outlined in this form must be reviewed with designated staff during all scheduled emergency evacuations, such as fire drills, during the school year.

It is the responsibility of the school principal to ensure this plan is current. A copy of this form must be sent to the area superintendent for the student's designated school, the Director of Student Support Services and to the Fire Chief with Whitehorse Fire Department (Whitehorse based schools) or the local fire chief in community schools.

This form is posted in the student's classroom in a way that respects confidentiality, but is accessible to those designates who need to reference it. This form should be accessible by a substitute teacher, substitute Educational Assistant or any other designates in the classroom who may take the place of trained staff.

The Evacuation Plan – Emergency Evacuation Procedures for Students with Special Needs is filed in the student's cumulative file.

This form must be resubmitted to Student Support Services by September 30th every school year.

Date Created: April 30, 2013
Updated: February 18, 2015

Attached form: Evacuation Plan – Emergency Evacuation Procedures for Students
                       With Special Needs

9.11 Procedures for Preventing and Responding to Harm by Adults – v.1

All adults who interact with students through school activities have an obligation to protect students from harm. These procedures enhance the protection of students and clarify the roles and responsibilities of adults that interact with students by virtue of school activities. The more structure and accountability there is around contact with students, the less likely a potential or actual offender will have opportunities to groom, harm, and/or commit sexualized or other unlawful offenses against students in our care, while engaged in school activities.

It is the responsibility of all employees and adults who interact with students through school activities adhere to these procedures as an extension of the Preventing and Responding to Harm by Adults Policy. Definitions within the policy align to these procedures.

Mandatory Duty to Report

In the **_Child & Family Services Act_ (CFSA), Part 3 Section 22 (1)** A person who has reason to believe that a child is in need of protective intervention shall immediately report the information on which they base their belief to a director or peace officer. In Yukon's CFSA, a, "director" means a child protection social worker at Family and Children's Services (FCS). "Peace Officer" in this context means an RCMP officer.

The legal duty to report suspected abuse, harm or unlawful behaviour is the independent responsibility of each person.

It is important to remember that Mandatory Duty to Report legislation governs any concerns of abuse/harm or unlawful behaviour of an adult to a child/student regardless of the role/relationship with the child/student.

Nothing in this procedure or related policy interferes with the duty to report.

If you believe a child is in immediate danger or your report is an emergency, call 911. To report your concerns to a child protection social worker, call Family and Children's

Services at 867-667-3002, 24 hours per day, 7 days a week. In communities dial 1-867- 667-3002 or contact your local RCMP.

Whitehorse RCMP can be reached at 867-667-5555. In communities, contact your local RCMP detachment.

Yukon

Contents

Section A: Prevention

Adults in all school activities must provide environments that uphold students' rights to a safe and respectful school environment free from inappropriate or abusive/harmful actions by adults. As part of your responsibilities, you are expected to treat all students with respect and dignity, and maintain appropriate boundaries and demonstrate professional behaviour at all times.

This procedure, as an extension of the policy, recognizes professionally responsible ways that adults can promote and demonstrate preventive behaviour to uphold student's rights to protection from harm.

Maintaining professional boundaries

All adults who interact with students through school activities must monitor their own behaviour towards students, and be aware of the behaviour of other adults to protect students from potential and actual harm.

Before engaging in any behaviour or activity with a student, think about whether your behaviour is appropriate. Also, think about how your behaviour may be perceived by the student and by others.

If, at any time, you are unsure whether your behaviour or other's behaviour is appropriate, discuss it with your school administrator and your direct supervisor.

Refer to **Appendix A** for further information and examples of best practices on professional boundaries and behaviour.

Orientation and training on child protection

All employee who interact with students through school activities must complete orientation to the policy and this procedure, along with the Canadian Centre for Child Protection (Commit to Kids) online training, annually.

Adults who interact with students through school activities will be provided with training and orientation to this procedure and corresponding policy (e.g., volunteers, contractors).

Section B: Responding, reporting, and documenting

The following procedures outline how to respond, report and document observed and/or alleged behaviours of adults who interact with students through school related activities that may/can lead to concern of student safety.

The first priority is to take immediate and reasonable actions, where possible to protect the student from harm. If ensuring a student's immediate safety could cause further risk, call 911.

Responding

Often adults may worry that they may be overreacting and misreading a situation, and this may cause them to minimize concerning behaviour they witness or hear about. There may also be a fear of damaging a working relationship by raising a concern about a work colleague. It is vital not to downplay a transgression/wrongdoing in the hopes it will not be repeated. It's not about your relationship with the person, it is about the identified behaviour of concern being dealt with appropriately and in a timely manner. By responding and reporting in good faith, the focus is on the student's health, safety, wellbeing.

In responding, take action to stop or interrupt the behaviour or situation causing the concern. If you do not feel you can intervene safely, you should immediately get additional help, whether by calling the RCMP, involving other employees, school administrator, etc. The action you may be able to take will vary depending upon the situation and the safety concerns that may be applicable.

IMPORTANT NOTE: If you are not sure whether the issue you have witnessed or heard about involves unlawful behaviour, or inappropriate behaviour, discuss the issue with your supervisor who will guide you through the process.

Ranges of inappropriate behaviour

It is important for all adults who interact with students through school activities within Yukon public schools to understand that behaviours, as they relate to the safety and protection of children, fall into a continuum.

On one end of the continuum are behaviours of harm that are unlawful. Unlawful behaviours are those that are criminal and require a report to the appropriate authorities.

See **Appendix B** for clarity in recognizing signs of abuse or harm in students that may place a child in need of protection.

In the middle of the continuum are those behaviours that may be either unlawful or inappropriate, depending on the level of the circumstances. Or, it may be behaviour that is initially seen as behaviour that could be corrected (i.e. through additional training, supervision and monitoring) but upon following up and learning more information, it is determined the behaviour is more serious and warrants a formal investigation. See case scenario below.

At the other end of the continuum are those behaviours that are inappropriate but are of such a nature that it is believed they can be addressed and corrected through additional training, supervision and support, and monitoring. Forms of inappropriate behaviour could range from

one-time behaviours to multiple instances. It includes such things as telling inappropriate jokes to or in earshot of a child, confiding in a child with personal stories, and having unauthorized contact with a child outside of work duties.

Example Case Scenario:

One instance of behaviour may initially be seen as inappropriate, and of a nature that it can be dealt with internally. However, upon following up and learning more about the specific incident, the overall circumstances and any prior inappropriate behaviour it may meet the duty to report threshold, and a call to Family and Children's Services or the RCMP may be required. Consider the following scenario:

> *A report is submitted internally about an adult exchanging unauthorized email with a student outside of their work duties. The initial information indicates that the emails are of a general nature. After the organization follows up, it learns that some of the emails were sexualized in nature, and it learns that the adult has exhibited other inappropriate behaviour that had not been reported previously. Each instance of inappropriate behaviour, if considered separately and without context of the other behaviours, might be characterized as something in the nature of "poor judgment" that is capable of correction.*

> *However, once all behaviours are considered in context with each other, it may be sufficient to warrant a report being made to Family and Children's Services, RCMP and/or the licensing body for the individual.*

In such a situation as noted above, the adult who has observed and/or had the information regarding inappropriate behaviour disclosed to them, can call:

- Department of Family and Children Services intake phone number 867-667-3002, 24 hours per day, 7 days a week. In communities dial 1-867-667-3002 or contact your local RCMP; and
- Whitehorse RCMP Detachment phone number 867-667-5555 and seek advice and/or let these authorities assess the information provided to them. In communities, contact your local RCMP detachment.

Appendix C further provides examples constituting inappropriate behaviour.

Responding to disclosures

When receiving a disclosure from a student of harm or inappropriate behaviour:

- LISTEN – move to a suitable environment, free of distractions;
- Be calm and patient – allow for the student to be heard;

- Let the student use their own words and avoid asking leading questions;
- Avoid "quizzing" the student about the details of the harm and/or inappropriate behaviour;
- Don't be afraid of saying the "wrong" thing. Listening supportively is more important than what you say;
- REASSURE – the student that it is OK that they have told you what's been happening;
- Address any concerns about the student's immediate safety;
- Reassure the student that they are not at fault;
- RESPECT – that the student may only reveal some details;
- Acknowledge the student's bravery and strength;
- Avoid making promises you can't keep – manage the student's expectations; and
- Explain to the student that in order for them to be safe and to follow your obligation under law, you will need to report their experience to someone else.

Take steps to ensure the immediate safety of the student in the moment and/or prior to the end of the school day. Receiving and reporting disclosures/allegations of harm can be difficult. It is important to note that such information does need to be kept confidential. If you experience difficulties in the process of receiving and reporting information, there are resources available to you through:

- Employee Family Assistance Program 867-668-3327 or 1-855-767-7429;
- Your school administrator/Superintendent/Executive Director; and
- School Community Consultant with Student Support Services 867-456-6587.

Reporting

Observations, disclosures, allegations or suspicions of harm or inappropriate behaviour by adults to students through school related activities, must be taken seriously and staff must promptly report and respond to using the *Preventing and Responding to Harm by Adults Report Form* and when applicable report to appropriate authorities.

In the event a school administrator is the subject of the report, a **Preventing and Responding to Harm by Adults Report Form**, must be submitted to the Superintendent or Executive Director.

Where you have reason to believe that a child is in need of protective intervention, or made the victim of a criminal offense, **you must immediately report to the RCMP or Family and Children's Services**.

If you do not know the student or adult involved, take reasonable steps to identify the party you do not know and/or to note any identifiable features that may help to identify the persons involved.

Employees must notify their school administrator that a report to Family and Children's Services or RCMP has been made. Failure to report may result in further investigation and disciplinary

action.

Documenting

Ensure the immediate safety of the student. Take all steps required to mitigate the immediate safety concerns before reporting.

All adults who observe or receive the disclosure, allegation or other concern must keep the information confidential and in accordance with the confidentiality obligations set out in the policy, and these procedures.

1. Employee is responsible to:
   a. Complete incident details on **Preventing and Responding to Harm by Adults Report Form** for any observed, disclosed, alleged or suspicion of harm to a student by an adult they interact with through school activities.
   b. Submit form to and discuss the incident with the school administrator.
      i. In the event a school administrator is the subject of the report, submit form to and discuss the incident with the Superintendent or Executive Director.
2. The school administrator is responsible to:
   a. Mitigating immediate risks, following up with the guidance of the Superintendent or Executive Director, and Human Resources, taking corrective action, and documenting on the **Preventing and Responding to Harm by Adults Report Form.**
   b. Submit form to and discuss the incident with the Superintendent or Executive Director.
3. The Superintendent or Executive Director is responsible to:
   a. Brief the concern to the Assistant Deputy Minister, Schools and Student Services and Director Human Resources, when appropriate.
   b. Engaging the Director of Policy to consider consulting with legal counsel, if appropriate.
   c. Follow steps regarding Human Resources protocol with regards to alleged staff and safety mitigation.

Section C: Confidentiality and communication

Confidentiality

Preventing and Responding to Harm by Adults Reports are collected to ensure student safety, all information is collected and managed in accordance with the ATIPP Act. You may not disclose the identity of any parties involved, or the circumstances, except where necessary for the purpose of immediate safety and support, follow-up or corrective action, where required by law, or for the protection of individuals. Similarly, adults interviewed as part of the follow-up process shall treat all information in a confidential manner. An employee/volunteer who breaches confidentiality may be subject to discipline.

Preventing and Responding to Harm by Adults Reports will be stored by the office of the Executive Director of Inclusive Policy and Practice. The Report includes the alleged offence, how it was handled and any follow-up that was completed. This information will be used to determine system and individualized training and supports as well as inform practice to further mitigate risk situations that present though the documentation of such incidents.

Communication

In matters of incidents or allegations of harm by an adult who interacts with students through school activities, communication to students, staff, families, and school communities will be guided by the **Yukon School Post-Incident Communication Guidance** document.

Appendix A: Best practices on professional boundaries and professional behaviour

Consider whether the behaviour you are engaging in:

- Is known to, and approved by, your supervisor/school administrator and/or the parents of the student. All interactions with a student should be transparent;
- Would raise concerns in the mind of a reasonable observer as to its appropriateness. (e.g. other school staff, the student's family, or the public)
- Is directly and objectively tied to your job duties/function;
- May detrimentally affect Yukon schools and/or the Schools and Student Services branch/ School Board;
- May be reasonably regarded as posing a risk to the student;
- May contribute to a student's discomfort;
- May criticize, embarrass, shame, blame, or humiliate a student.
- How the student may react to the activity, conversation, behaviour, or interaction.
- Places inappropriate expectations on the student. Ask yourself: "Whose needs are being met by the activity or behaviour?"

Tip: If the student may be uncomfortable with the activity or behaviour, this is a good indication that the activity and/or behaviour is unwelcome and should not occur. Reassess the activity or behaviour and consult with your supervisor before continuing.

Appendix B: Recognizing signs of abuse or harm in students

Often there are signs that a child is being abused or harmed. These may be physical, which means it is possible to see them. In other cases, the child's behaviour may lead to concerns about abuse or harm. Often, one indicator is not enough to suggest abuse or harm, but several indicators or a pattern make it more likely that abuse or harm may exist. Any one of these signs tell us, however, that we need to know more about the child's circumstances.

The role of the Child Protection Social Worker is to support you and the report you are making by listening empathically, asking curious and concrete questions and helping you to remember and report information that is necessary for the assessment and investigation of a child protection report. For example, things like attendance or a test failure, in and of themselves do not equate child abuse or harm. In the context of time, behaviour, emotions, contact with student and family, any other observed concerns, attendance and test failure may form part of the cluster of concerns.

The following information lists a number of possible physical indicators and behaviours that might suggest abuse. Rarely is any one indicator conclusive proof that a child has been abused/harmed. In most instances, children present a cluster of behavioural and physical indicators. Child abuse and harm often carries a range of possible signs and indicators and some student may not demonstrate overt signs or indicator at all.

Possible indicators of physical abuse:

Physical

- injuries (e.g., bruises, cuts, burns, bite marks, fractures, etc.) that are not consistent with explanation offered (e.g., extensive bruising to one area)
- the presence of several injuries over a period of time
- any bruising on an infant
- facial injuries in preschool children (e.g., cuts, bruises, sores, etc.)
- injuries inconsistent with the child's age and development
- injuries that form a shape or pattern that resemble the object used to make the injury (e.g., buckle, hand, teeth, cigarette burns)

Behavioural

- cannot recall how injuries occurred, or offers an inconsistent explanation
- wary of adults or reluctant to go home, absences from school
- may cringe or flinch if touched unexpectedly
- may display a vacant stare or frozen watchfulness
- extremely aggressive or extremely withdrawn
- wears long sleeves to hide injury
- extremely compliant and/or eager to please
- sad, cries frequently
- describes self as bad and deserving to be punished

Possible indicators of emotional abuse:

Physical

- bedwetting and/or diarrhea which is non-medical in origin
- frequent psychosomatic complaints: headaches, nausea, abdominal pain
- child fails to thrive.

Behavioural

- impaired mental or emotional functioning as shown by
  - Significant anxiety
  - Depression
  - Withdrawal,
  - Self-destructive or aggressive behaviour
  - Chronic use of substances

Possible indicators of sexualized abuse:

Physical

- unusual or excessive itching in the genital or anal area
- torn, stained or bloody underwear (observed if the child requires bathroom assistance)
- pregnancy or venereal disease
- injuries to the vaginal or anal areas (e.g., bruising, swelling or infection) (observed if the child requires bathroom assistance)
- self-mutilation/self-harm (cuts or sores made by the child)
- sudden weight change
- difficulty walking or sitting

While the above are not conclusive indicators of sexual abuse, one or more could be a sign that a child needs help.

Behavioural

- age-inappropriate sexual play with toys, self, others (e.g., replication of explicit sexual acts)
- age-inappropriate, sexually explicit drawings and/or descriptions
- bizarre, sophisticated or unusual sexual knowledge
- promiscuity
- prostitution
- seductive behaviours
- fear of home, excessive fear of men or women
- depression
- change or loss of appetite
- sad, cries often, unduly anxious

Appendix C: Examples of inappropriate behaviour

Example of inappropriate behaviours that may require further follow up include, but are not limited to, the following:

1. **Communication that goes beyond the employee/volunteer's responsibilities with the student and/or does not occur within the context of their duties and responsibilities, and which has not been authorized by the employee's supervisor.**
   Such as:
   - Making personal phone calls to a child.
   - Having personal digital exchanges with a student (e.g. email, text message, instant message, online chats, social networking (including "friending"), etc.), regardless of who initiated the exchange.
   - Writing personal letters to a student.
   - Excessive communication (online or offline) with a student.

2. **Spending time with a student or the student's family outside of designated work times and activities,** especially if this is not known to your supervisor and the student's parents.

3. **Favouring one or more student to the exclusion of others** (for example, paying a lot of attention to, giving or sending personalized gifts*, or allowing privileges that are excessive, unwarranted or inappropriate).
   *Note: A gesture that is contextually appropriate to the circumstances that are not excessive in number, are carried out within a work context, in the presence of other adults and with the full knowledge and consent of the school administrator, are considered appropriate. (e.g. thank-you card, birthday card, seasonal card, or other nominal gifts)

4. **Storing pictures or videos of a student on a personal device, or allowing any other person to do so, as well as uploading or copying any pictures you may have taken of a student to the Internet or any personal storage device, without proper consent.**
   Pictures taken in a work related setting, with prior written consent from the parent/guardian, and in circumstances in which the parent/guardian and your supervisor is aware that pictures are being taken may be permissible provided the Schools and Student Services has approved the activity in advance and has put procedures in place to ensure the pictures will be stored in a location only accessible to those with a need to access and removed when no longer required for the purpose for which they were taken.

5. **Offering or providing rides to a student in your personal vehicle, or in a Yukon government (YG) vehicle**, except when your supervisor is aware of and has approved it and express parental consent has been granted, or in emergency situations.

Concerning instances of inappropriate behaviour

The following behaviour is considered serious and may trigger a report to Family and Children's Services or the RCMP in addition to any other internal disciplinary procedures.

- Telling sexualized jokes to a student or making comments to a student that are in any way suggestive, explicit or personal.
- Showing a student material that is sexualized in nature, including signs, cartoons, graphic novels, calendars, and literature, photographs, and screen savers. Displaying or keeping such material in a location where it is reasonably possible that a student may see it, or making such material available to a student.
- Intimidating or threatening a student.
- Ridiculing a student with sarcasm, shaming, or other degrading comments

9.12 Preventing or Responding to Suicidal Behaviours in Schools

These guidelines are used to guide response to suicide by student in schools.

Preamble:

Suicide is the second leading cause of death in young people. Nationally, in a recent survey of 15,000 grade 7 – 12 students in British Columbia, 34% knew of someone who had attempted or died by suicide, 16% had seriously considered suicide, 14% had made a suicide plan, 7% had made an attempt, and 2% had required medical attention as a result of an attempt.

While school staff and administrators are not expected to be mental health professionals, they play an important role in supporting child and youth mental health. As teachers spend a significant amount of time with students each day they are often the most attuned to cognitive and emotional changes in students. For this reason, they are often the first responders when a student is experiencing mental health challenges or is contemplating ending their own life.

This protocol is intended to aid school staff in recognizing and responding to students at-risk for suicide. For information on how to respond following a suicide, refer to the Critical Incident Response Guidelines (9.06).

Quick facts:

- Young people with suicidal ideation generally do not want to die, but may not have the skills and/or resources to cope with the emotional pain they are experiencing.
- Talking about suicide openly will not encourage someone to try it.
- Suicide behaviour should never be dismissed as attention seeking or manipulative behaviour. Threats of suicide should always be taken seriously.
- Suicide is an evolutionary process. While it may appear that a student's suicidal behaviour is the result of a recent, upsetting event (e.g. ended relationship) the root issues leading an individual to contemplate suicide are often long standing.
- The majority of young people who end their life give some warning.
- While not all young people with depression will have suicidal behaviour,

depression is one of the highest risk factors for suicide.
- Students who identify as Lesbian, Gay, Bisexual, Transgender/Transsexual, Queer/Questioning (LGBTQ) are 2-3 times more likely to attempt suicide.
- First Nations youth are 5-6 times more likely to attempt suicide than non-First Nations youth.
- Males are more likely to die by suicide; however, females are more likely to attempt suicide. This is due, in part, to the fact that males generally select more lethal means.

Date Created: March 19, 2014

Attached form: Preventing and Responding to Suicidal Behaviours in Schools - Guidelines
Record of Actions Taken in Response to Student Suicidal Behaviours – Confidential
Plan for Supporting a Student at-Risk for Suicidal Behaviour – Confidential
Safety Contract (Optional)
Community Resources List

9.13 Use of Automated External Defibrillators (AEDs) Procedure

BACKGROUND

Yukon Education supports a healthy and active, safe and caring school environment. The 'Administration of Medication to Students Policy' provides as follows:

Yukon Education recognizes that it has a duty of care to students who are at risk from severe or life-threatening medical conditions or who require medication and/or medical devices while under school supervision.

These students require planned care and support to ensure their safety at school, which is provided in accordance with procedures developed under the School Procedures Handbook.

Parents of these students are required to inform the school of the student's condition and requirements, and provide any medication and/or medical devices that the student requires.

All school staff and persons reasonably expected to have supervisory responsibility of a student with a severe or life-threatening condition must be informed of the student's condition and requirements and must be provided with training and other support required to deal with medical emergencies and administer medication and/or medical devices to the student.

PURPOSE

The purpose of this procedure is to provide procedures for the planned care and support of students with severe or life-threatening medical conditions that may require the use of an AED at school, in accordance with the Administration of Medication to Students Policy.

DEFINITIONS

Automated External Defibrillator (AED) means a portable electronic device that can audibly prompt and deliver an electric shock that will disrupt or stop the heart's dysrhythmic electrical activity. The shock can cause the heart to revert to a more effective rhythm during some life threatening situations. However, the AED is not a

stand-alone treatment. It is only one step in a chain of medical care involving cardio-pulmonary resuscitation, defibrillation, advanced life support with drugs and airway control, and cardiac intensive care in a hospital.

Severe or Life Threatening Medical Condition means a physician-diagnosed and documented medical condition that may require emergency care.

PROCESS

1.0 Roles and Responsibilities

Parent/Guardian:

- It is a parent's responsibility to inform the school of their child's medical condition as set out in the 'Administration of Medication to Students Policy'.

- The parent is responsible to provide documentation (e.g. a medical prescription) from a physician diagnosing the child and demonstrating the requirement for an AED device.

- The parent is responsible for providing a personal AED device required by their child.

- The parent is responsible to ensure a personal AED device accompanies the child during class trips away from school property.

- A parent is required to report any changes to their child's medical condition or routine in writing to the School Administrator.

School Administrators:

- Administrators will ensure that specific staff receive appropriate training, as outlined in this procedure.

- Administrators will ensure a student's AED device is safety stored in an easily accessible central location.

- If the prescribed AED device must accompany the student at all times a protocol with the parent, student, and his/her teachers will be made by the Administrator.

2.0 Procedures

Parent / Guardian:

- Inform the school of their child's medical condition and provide documentation from a physician (a medical prescription).

- Provide the AED device required by their child. [Note: AED devices may be obtained through an employer benefits plan or through Health and Social Services (Insured Health Services http://www.hss.gov.yk.ca/insured_services.php]

- Complete and sign a **Defibrillator Emergency Treatment Form**, in collaboration with school staff.

- Regularly update required forms to ensure contact information is accurate and up- to-date (e.g. telephone/cell phone numbers).

- Provide a copy of the owner's manual or any other pertinent information required for the safe operation of the student's AED device.

- Provide and maintain in good working order an AED for the exclusive use of the student.

- Provide for repairs and maintenance of all equipment.

- Maintain an ongoing and cooperative relationship with school staff.

School Administrator:

- Ensure that a **Defibrillator Emergency Treatment Form** is completed, signed, and dated.

- Ensure that copies of the **Defibrillator Emergency Treatment Form** are provided to all staff who teach the student.

- Identify specific staff to receive training as set out in the procedure.

- Display the Defibrillator Emergency Treatment Form in the same school location as with other medical information.

- Ensure members of the entire school staff are made aware of the student's medical condition and the appropriate treatment.

Classroom Teacher(s):

- Meet with the student and parent to gain insight into the specific information about the medical condition and proper treatment. This should include discussions about any modifications to the student's activities at school.

- Leave the Defibrillator Emergency Treatment Form regarding the student in an organized, prominent and accessible format for substitute teachers.

3.0 Staff Training

General (School Issued AED):

- Each school is required to have an appropriate number of staff members trained in First Aid/CPR as per Yukon Education's First Aid Policy. This training is provided by the schools, through a certified provider. Participants in this training become certified in First Aid/CPR.

- If a school has an AED device on the premises First Aid/CPR certification training shall include a module on the use of AEDs.

- School personnel must be made aware of which school staff have First Aid, CPR and AED device training.

- General information on AED device use and location must be provided to all school staff.

Specific (Child Specific AED):

- The School Administrator will identify staff to be trained on the use of the AED as part of the school's Emergency Response Team. This may include teachers who teach a child who requires an AED device.

- The School Administrator will contact the AED training provider to arrange for specific AED unit training to take place.

- The training will be provided at the school's cost.

- The School Administrator, along with members of the Emergency Response Team, will work together to ensure that school-based procedures are in place to manage emergencies requiring the use of AEDs.

4.0 Maintenance

General (School Issued AED):

- The School Administrator is responsible for ensuring the AED device is in good working order and inspected on a regularly scheduled basis (weekly).

- The School Administrator is responsible for any repairs and maintenance.

Specific (Child Specific AED)

- The parent is responsible for ensuring the AED device is in good working order and provide for repairs and maintenance.

Date Created: May 21, 2014
Updated: March 3, 2015

Attached form: Defibrillator Emergency Treatment Form

10.0 Students

10.01 Yukon School Completion Certificates

Yukon Education is responsible for providing educational programs to students with special needs who are on a modified individual education program.

A School Completion Certificate is for those students who have met the goals and objectives of their individual educational plan.

The principal must offer to consult with parents prior to putting a student on a School Completion Certificate pathway, and must advise the parents that a student on this pathway will not meet the criteria for a Dogwood Diploma. This information must be stored in the student's cumulative file.

Guidelines

A modified program is one where the prescribed learning outcomes are different than that of a course or subject.

Determination of eligibility of a School Completion Certificate should not occur before the student's grade 10 school year.

To be eligible to receive a School Completion Certificate, students must meet the following criteria, in addition to completing the goals and objectives in their modified Individual Education Plan (IEP) or Student Learning Plan (StLP):

Show the evidence of participating in physical activity in school, home or the community;

Show evidence of completing work experience or volunteer experience, which could be in school, supported work experience in the community or independent work experience; and

Show evidence of a transition plan that outlines the post-secondary options considered and that describe the roles of work, leisure, family and support networks.

Once the student is in grade 10, families must complete the Yukon School Completion Certificate Pathway Consultation form.

Date Created: March 20, 2014
Updated: March 18, 2015

10.02 Exemption from Yukon Foundation Skills Assessment

Exemption from participation in Standardized Assessments

The school administrator may request an exemption from participation on standardized assessments in exceptional circumstances. Permission must be granted by the Department of Education.

Exemption means a test is not delivered for the student. If a student is unable to write a YFSA, the principal may excuse the student on the day of the assessment.

Criteria for exemption
The school administrator may request an exemption from participation in territorial assessments if, given the full range of permitted accommodations, the student would not be able to provide evidence of learning under the circumstances of the assessment. Specifically, exemptions may be requested for students who meet the following criteria:

- The student's Individual Education Plan has significantly different goals from the expected learning outcomes of the regular curriculum.
- The student has a medical condition, which impedes his/her ability to complete standardized assessment (as specified by a medical practitioner).
- The student has serious emotional and/or behavioural difficulties such that participation in a territorial assessment will cause undue anxiety and/or compromise the assessment results.
- The student has a mental health issue (as specified by a medical practitioner) such that participation in a territorial assessment may be deleterious to their condition and/or compromise the assessment of other students.

Reasons for exemption to be documented in the Individual Education Plan
The school administrator shall ensure that the reason(s) for requesting an exemption from a particular territorial assessment are included in a student's Individual Education Plan. The school administrator shall ensure that there is evidence from a psychologist or other specialist that supports why the assessment is not appropriate for the student.

Application for exemption
The school principal shall complete a Request for Exemption from Standardized Assessment form and forward this to the Director of Student Support Services by September 30th each year.

Types of adaptations permitted

Adaptations include adjustments in scheduling, changes in setting, the use of assistive technology and/or adjustments in the format of the assessment. Extra time and supervised breaks may be allowed for provincial exams.

Adaptations for participation in Standardized Assessments

The majority of students who have a Student Learning Plan or an Individual Education Plan shall participate in territorial standardized assessments. Typically, these students will be following the expected learning outcomes of the regular curriculum with adaptations.

Schools must provide adaptations to facilitate the participation of these students in territorial assessments of achievement. Adaptations must not affect the level or content of the assessment, the performance criteria or the reliability and validity of the assessment.

Adaptations to be documented in the Individual Education Plan

Any adaptations recommended to facilitate the student's participation in territorial assessments must be identified in the Individual Education Plan. These adaptations must be:

- appropriate to the student's particular needs, as identified in the Individual Education Plan;
- included among the strategies, accommodations, and resources identified in the Student Learning Plan or Individual Education Plan as necessary for regular classroom assessments;
- described in specific rather than general terms (e.g., "use of a word processor" rather than "answers recorded in other manner").

Duty to Report

Administrators must ensure that all students on Student Learning Plans or Individual Education Plans for whom adaptations are identified have them specified in their Student Learning Plan or Individual Education Plan.

Date Created: March 25, 2014
Updated: March 15, 2015

Attached form: Application - Exemption from Yukon Foundation Skills Assessment

11.0 Transitioning

11.01 Transition from Child Development Centre to Kindergarten

The Child Development Centre in collaboration with Yukon Education facilitates a smooth transition for the student. The Child Development Centre transition process ensures:

- parents are well-informed about the programs and resources;
- a personal connection between parents and the school;
- information is given to the schools to understand the student's learning profile, current level of functioning in all areas, and successful strategies for the student;
- that referrals for continuing support services are made in a timely manner;
- all needed equipment and training are available to staff before the student enters school.

Timelines

October to December – CDC begins transition planning with parents. Parent(s) must give written consent to CDC to share information about their child with Yukon Education.

November – CDC staff informs the Director, Student Support Services of the predicted number of students by school catchment area. Any specialized equipment, facility adaptations or specialized services/supports necessary will be identified.

January to April – the CDC will submit the provisional lists of students eligible for Kindergarten transition to the Director, Student Support Services. This will include:

- the name and date of birth of child
- a brief description of child's special needs
- projected supports
- probable receiving school
- request for a CDC/School/Student Support Services case conference
- the Director, Student Support Services notifying the school administrators and superintendents.

February to May

Reciprocal visits may be made by:

- Kindergarten teachers, LAT or administrators to CDC;

- parents to receiving schools to meet with appropriate personnel;
- Student Support Services staff to CDC.

March - CDC parent information meeting with Yukon Education to present overview of:
- Kindergarten program;
- The Pyramid of Intervention;
- the Role of SBT and Student Support Services support.

April 1 – CDC will notify the Director of Student Support Services of all CDC students eligible for Kindergarten transition. Director of Student Support Services informs administrators and superintendents which students will be entering their schools in the upcoming year.

May – CDC case manager conducts formal case conferences for students that may be identified as exceptional under the Education Act at the receiving school. Participants include the parent, and case manager, administrator, receiving teacher from the school, relevant CDC staff and personnel from Student Support Services. Student Support Services will appoint a staff member as the case contact. The following areas are addressed:
- child's development status
- child's projected educational needs and supports
- initial development of the program plan.

September of transition into Kindergarten – School case manager monitors adjustment of each child. This involves follow-up consultation from CDC and/or Student Support Services as appropriate. School Based Team and Student Support Services case contact will review student progress within one month.

Date Created: May 13, 2013
Updated: April 18, 2017

12.0 Technology

12.01 Digital Literacy

Digital Literacy Continuum

The Digital Literacy Working Group was created last year with the objective to research for an alternative to our current ICT curriculum. The committee examined programs from several provinces and organizations and explored various resources and their potential application in our context. The Manitoba – "Literacy with ICT – Across the Curriculum" is currently being considered as a potential program that the Department of Education could use to support the Digital Literacy Competencies of our students. The working group will be meeting this year to explore this continuum in depth and, if selected, plan its implementation process. For more information on Literacy with ICT visit. http://www.edu.gov.mb.ca/k12/tech/lict/

Date Created: Still in development

Updated:

Attached form: October 23, 2013

12.02 Education Resource Acquisition Consortium (ERAC)

Yukon Education recently became a member of the ERAC consortium. ERAC is a member-based association of BC public schools districts and many independent districts. ERAC evaluates resources such as novels, education software and various pedagogical materials and shares the results with its members through its online database. ERAC members can submit new resources for consideration and evaluation. ERAC also provides support for the implementation and use of digital resources and their application in learning environments. A key benefit of ERAC is also its role as negotiator with vendors to create provincial scale agreements at the best possible price. For more information about ERAC and to create your account, visit www.bcerac.ca.

Date Created: Became members, July 1, 2013
Updated:

Attached form: October 23rd, 2013

13.0 Transportation

13.01 Request for Alternative Transportation for Student with Special Needs

Schools may request alternative transportation for students with special needs. Alternative transportation options are assigned by priority to students who meet some or all, of the following criteria:

- The student attends a Shared Resource Program

and/or

- The student has a diagnosed medical condition and/or emotional/behavioural condition that presents safety concerns on regular bus transportation.
- The student receives special education programming, indicated in an Individual Education Plan. This plan indicates that alternative transportation is required for the student's safety.

In cases when the handi-bus is not available for the student, other arrangements will be made to accommodate the student's needs.

The parent/guardian must have signed consent for alternative transportation using the Request for Alternative Transportation for Student with Special Needs.
It is the responsibility of the school to inform the carrier if transportation for the student is not required on a given day. (ie: professional development days, programming days, field trips).

The request for alternative transportation is sent to the Manager of Inclusive Practices for review and approval.

This is an annual task that must be completed by May 30 for the following schoolyear.

This consent will be filed in the student's cumulative file.

Date Created: March 6, 2013
Updated: June 26, 2014

Attached forms: Request for Alternative Transportation for Student with Special
                    Needs