A heart shape filled with textured red, brown, tan, pink, violet and grey shapes of people shown only from the shoulders up that together depict a crowd gathered.

Kindergarten Planning

Kindergarten planning for students with special needs takes place in the spring of each year. The purpose of Kindergarten planning is to effectively transition children into Kindergarten by collaboratively sharing information between families, community agencies and school district personnel. The District Coordinator - Inclusive Education Services organizes these meeting in consultation with schools and community agencies.

District Case Conferences

District Case Conferences are meetings to assist in education planning and/or student placement. A school may choose to schedule a case conference, on an as needed basis, to assist with planning beyond the available resources of the school. Only principals, vice-principals, or district staff can book a case conference, which is requested through the District Principal – Inclusive Education. It is the school's responsibility to submit all documentation prior to the meeting. The school is also responsible for inviting all attendees. The District Principal – Inclusive Education chairs the meeting. A representative from Child and Youth Mental Health attends all case conferences as well as the parents and if appropriate, the student. All agency personnel that are working with the student should also be invited. Meeting minutes are sent out electronically to internal SD8 attendees only unless other arrangements are requested. District Case Conference minutes are maintained by the District Principal – Inclusive Education and the Assistant Superintendent – Inclusive Education.

Community Agencies Support Team (CAST)

CAST is predicated on the HUB model of service delivery and seeks to support families through inter-agency collaboration. CAST also seeks to build the capacity of school administrators and/or counsellors to effectively support parents and students at the school level. These meetings are focused on agency sharing and problem solving. In addition to the administration and/or counsellors at the school, the meeting is attended by the social worker attached to the school as well as other representatives of various community agencies. The District Principal - Inclusive Education chairs the meeting and the minutes are distributed to all participants

GENERAL GUIDELINES

The following is a summary of guidelines for organizing special education files.

Students that have been designated with a Ministry special education category will have both a general education file and a special education file. The special education file will contain documentation that supports designation in the special education category as outlined in the *SPECIAL EDUCATION SERVICES; A Manual of Policies, Procedures and Guidelines*; Ministry of Education.

Special education files are to be kept in the school's main office, in a locked filing cabinet. Special education files are to be accessed only by professional staff (i.e. teaching staff and district specialists) working directly with the student. Special education files should remain in the office and be monitored by a sign in/out procedure determined by the school administrator. The student file must not leave the school building.

Annual review of all special education folders
Principals are responsible to ensure that all special education files comply with these guidelines and Ministry of Education required documentation.

Student Transfers or Withdrawals
When a student transfers to another school within the district, the special education file will be sent to the new school.

Special education files must never be sent outside of the school district. When a student withdraws from the school district, parents or guardians may request copies of the student confidential file. All other requests for sharing information housed in the special education file, the parent or guardian may initiate by completing the Informed Consent for Release of Confidential Information Form. These files must be archived in a confidential locked filing cabinet at the school until 5 years after the student's anticipated graduation date.

For transfers outside of the school district, please see AP 320 Student Records link: https://bcsd73.civicweb.net/filepro/documents/93950?preview=93997

Review and update of files received from other districts
Files received from other school districts must be reviewed by an External School-Based Team Member (case manager to contact) to determine appropriateness of the designation, even if the student is in MYED. Following the review, a designated staff member or the Case Manager will review and re-format the file to align with these guidelines.

Organization of documentation
Using the Ministry of Education Category Checklists as a guide, each student's documentation must meet the criteria set out for each category. Specific special education file organization are set out in these guidelines. The file tabs listed on the following pages may include the suggested documents, if and when applicable.

Special education files are organized within accordion files or coloured folders, depending on the designation. Files may be requested through the **School Psychologist or the School & Family Consultant** assigned to your school, in the following manner:

- Lime green files and label stickers: for students with Ministry Designations K, Q, P, or R
- Colored accordion folders: for students with Ministry Designations A, B, C, D, E, F, G, or H

All documents being put in the student file must be dated.

A copy of the District Inclusive Education Services Referral and Parental Consent Form (Tab 210.1) will be stored in the student's general file until the assessments are completed and then attached to the appropriate report and filed in the special education file.

DO NOT include the following in the student Special Education file:

- Workers Report of Injury, Occupational Disease, Violence or Near Miss – file this in the SAFETY BINDER kept in the main office
- Incident Investigation Report – file this in the SAFETY BINDER in the main office
- Stage 1 VTRA Data Form is sent by Administrators to the Assistant Superintendent, Inclusive Education - do not include in either the special education file or the cumulative file
  - Worrisome Behaviour Reports and VTRA Stage 1 Intervention and Support Plans for Ministry Designated Category H students are filed under the "Behaviour Incidents Tab" in the Green file
  - VTRA Stage 1 Intervention and Support Plans for all other Ministry Designated and Non-Ministry Designated students are filed in the general or cumulative file
- Suicide Risk Screening and Interim Safe Plan (SRSIS) – refer to protocol
- Severe Behaviour Report and/or Office Discipline Referral (ODR) – file in general or cumulative file (except for Category H – file in Behaviour Incidents Tab)
- Record of Nonviolent Crisis Intervention of a Student – file in general or cumulative file (except for Category H – file in Behaviour Incidents Tab)
- Non-official subjective/transient notes; only include SD73 forms (ie: SBT or ICM Minutes or District Reports) and other professional reports; LART working notes can be kept in the LART working file
- Email communications – agencies to provide reports or case manager to summarize in a contact record
- Items that include other students' names; the student file should only reflect the student in question
- Test protocols and examples of student work; can be kept in the LART working file. The first page of the protocol should be filed in the special education file
- Partial Day forms – these will be placed in the student's general or cumulative file whether they are Ministry Designated or not
- Service Plans for Non-Ministry Designated students – these are filed in the student's general or cumulative file
- Please speak with your School Psychologist about private assessment reports that don't meet Ministry of Education standards

SPECIAL EDUCATION FILES - CATEGORY A, B
USE: Blue Accordion File

Inside Front Cover
☐ Ministry Category Checklist – updated or redone annually
☐ District Designation Committee Letters – store under the Ministry Category Checklist
☐ Old Student Management Form (if it exists)

IEP and Behaviour Plan Tab
☐ IEPs with IEP review attached – in chronological order
☐ Planning tool behind current IEP – updated or redone annually, can use digital version if one exists
☐ Support schedule
☐ Samples of evaluation checklists (goal tracking sheets), as well as those completed for the year; frequency of use determined in IEP
☐ FBA with plan if behaviour is a goal of the IEP
☐ Employee Safety Plan
☐ Inclusion Support Plan (if one exists)

Medical Documentation Tab
☐ Current nursing plans, medical safety plans, protocols for feeding, dressing, toileting, mobility, personal hygiene, etc.
☐ Documentation or information relevant to diagnosis
☐ Audiology and vision assessments
☐ Informed Consent

O/T, P/T Tab
☐ Reports and assessments
☐ Include Sunny Hill if O/T or P/T is the focus of the report

SLP Tab
☐ Reports and assessment
☐ Include Sunny Hill if speech and language is the focus of report

Minutes and Other Documentation Tab
☐ Psychoeducational and Level B assessment reports, with most current on top
☐ Adjudication report
☐ SBT and ICM minutes
☐ District Screening referral form
☐ Kindergarten planning minutes
☐ Itinerant Resource Teacher reports (vision, deaf/hard of hearing)
☐ PISP reports – now called Inclusion Outreach
☐ ABC Data and/or Behaviour Observations
☐ Provincial Resource Centre for Visually Impaired acceptance letter

Assistive Technology tab
☐ SET-BC
☐ Sunny Hill
☐ Provincial Outreach Program – Auditory Outreach

Back Cover

☐ Record of Services Provided – SBT, ICM and all supports to be documented by LART and District Staff

Referral form (Tab 210.1) will be attached to the appropriate report once completed.

SPECIAL EDUCATION FILES - CATEGORY C, D, E, F, G
USE: Red Accordion File

Inside Front Cover
☐ Ministry Category Checklist – updated or redone annually
☐ District Designation Committee Letters – store under the Ministry Category Checklist
☐ Old Student Management form (if it exists)

IEP and Behaviour Plan Tab
☐ IEPs with IEP review attached – in chronological order
☐ Planning Tool behind current IEP – updated or redone annually, can use digital version when one exists; use for Category C, (same form as K) D, G
☐ Support schedule
☐ Samples of evaluation checklists (goal tracking sheets), as well as those completed for the year; frequency of use determined in IEP
☐ FBA with plan if behaviour is a goal of the IEP
☐ Employee Safety Plan
☐ Inclusion Support Plan (if one exists)
☐ Chris Rose Therapy Centre report cards (these act as an IEP update for the CRTC IEPs)

Medical Documentation Tab
☐ Current nursing plans, medical safety plans, protocols for feeding, dressing, toileting, mobility, personal hygiene, etc.
☐ Documentation or information relevant to diagnosis
☐ Audiology and vision assessments
☐ Informed Consent

O/T, P/T, SLP Tab
☐ Reports and assessments
☐ Include Sunny Hill if O/T, P/T or speech and language is the focus of the report

Academic/Cognitive Assessment Tab
☐ Psychoeducational and Level B assessment reports, with most current on top

Minutes and Other Documentation Tab
☐ Itinerant Resource Teacher reports (vision, deaf/hard of hearing)
☐ SBT and ICM minutes
☐ District Screening referral form
☐ Kindergarten planning minutes
☐ Behaviour Reports/ABC charts
☐ Purchase of Service letters
☐ POPARD
☐ POPFASD
☐ ABC Data and/or Behaviour Observations
☐ Provincial Resource Centre for Visually Impaired acceptance letter
☐ AFC/AYFC contact summaries and District referral forms

Assistive Technology Tab

☐ SET-BC
☐ Sunny Hill
☐ Provincial Outreach Program – Auditory Outreach

Back Cover
☐ Record of Services Provided – SBT, ICM and all supports to be documented by LART and District Staff

Referral form (Tab 210.1) will be attached to the appropriate report once completed.

SPECIAL EDUCATION FILES - CATEGORY H
USE: Dark Green Accordion File

Inside Front Cover
☐ Ministry Designation Checklist - updated or redone annually
☐ District Designation Committee Letters – store under the Ministry Category Checklist

IEP Tab
☐ All IEPs with IEP review attached – in chronological order
☐ Support schedule
☐ Assistive Technology planning
☐ Samples of evaluation checklists (goal tracking sheets), as well as those completed for the year; frequency of use determined in IEP
☐ Inclusion Support Plan (if one exists)

Safety Plan Tab
☐ Employee Safety Plan (if one exists)

Assessment Tab
☐ Functional Behaviour Assessment with Plan/Behaviour Intervention Plan (see Tab 6)
☐ Behavioural (Most current BASC, CBCL, Conners, etc.)
☐ Medical (Diagnostic letter from Doctor, BCCH Report, IHCAN Report, OT/PT, etc.)
☐ Cognitive (most current Psycho-Educational Report) and Academic (most current WIAT, K-TEA, WJ-III)
☐ Planning Tool - updated or redone annually, can use digital version when one exists; use for Category H (same form can be used for R)
☐ Itinerant Resource Teacher Reports (vision, deaf/hard of hearing)
☐ Speech and Language Assessment
☐ Forensic involvement and reports
☐ Informed Consent

Behavior Incidents Tab
☐ Violence Threat Risk Assessments Intervention Plans and/or Worrisome Behaviour Plans
☐ Behaviour incidents for the current and previous two years, including:
  1. Letters of suspension
  2. District Case Conference
  3. ABC Charts and/or Behaviour Observations
  4. Disciplinary documentation, letters of discipline, Incident Forms and/or Office Discipline Referrals, and/or MyEd Data
  5. Record of Nonviolent Crisis Intervention of a Student Form

Interagency Involvement Tab

☐ Evidence of wrap around support, as indicated through ICM minutes and Contact Records, provided by Community Agencies (ie: MCFD, CYMH, RCMP, Aboriginal Support Services etc)

School Based Team Minutes Tab
☐ School-Based Team (Internal and External Team) minutes

Services Provided Tab (Place label at TOP and inside the back cover, not on tab)
☐ Record of Services Provided – SBT, ICM and all supports to be documented by LART and District Staff
☐ End of year contact summary sheets (ie: SFC, Home Hospital, Aboriginal Family Counsellor)

Referral form (Tab 210.1) will be attached to the appropriate report once completed.

SPECIAL EDUCATION FILES - CATEGORY K, Q, P, R
USE: Lime Green Folder

General Organization
☐ File IEPs and behaviour plans on one side of the folder; current and key documentation on the other side.

IEP Side:
☐ All IEPs with IEP review attached – in chronological order
☐ Planning tool behind current IEP – updated or redone annually, can use digital version when one exists; use for Category K (same form as C), Q, and you may choose to use the H form for Category R
☐ Samples of evaluation checklists (goal tracking sheets), as well as those completed for the year; frequency of use determined in IEP
☐ FBA with plan if behaviour is a goal of the IEP
☐ Employee Safety Plan
☐ Inclusion Support Plan (if one exists)

Current and Key Documentation Side:
☐ Psychoeducational and Level B assessment reports, with most current on top
☐ Relevant medical / mental health documentation
☐ SLP reports
☐ Audiology and vision exam results
☐ Adjudication report
☐ ABC Data and/or Behaviour Observations
☐ Record of Services Provided – SBT, ICM and all supports to be documented by LART and District Staff
☐ Informed Consent
☐ Partial Day Form

Referral form (Tab 210.1) will be attached to the appropriate report once completed.

Children's Therapy and Family Resource Center

Please note when using the forms for the Children's Therapy and Family Resource Centre that the School-Aged Referral and Consent Form needs to be signed by the legal guardian, and the School Program Referral Checklist needs to be completed by school staff.

OT and PT School Aged Referral and Service Guidelines – SD 8

Priority Level	Student Classification	Impairment/Functional Deficit Examples (not exclusive lists)	Concerns Addressed	Service Available	Timeline of Service
Very High	Severe Impairment, Severe Function Challenges, and Safety Concerns	Physically dependent Deaf-Blind Choking risk Post-surgery (for students with underlying neurological/orthopedic conditions) Acute brain injury At risk of further physical impairment (needs splinting/stretching)	• Safe Lifts and Transfers • Safe use of Positioning and Mobility Equipment • Splinting • Stretching Programs • Safe Feeding and Swallowing Protocols • Self-Care Protocols • Pressure Management • Post-surgical rehab • Safe Access to School Areas • Inclusion/participation in school, home, and community	Ongoing assessment and consultation as needed with both school and family.	Service available within 2 weeks of referral
High	Moderate to severe Impairment and Function Challenges	Moderate to severe physical impairment Moderate to severe chronic health condition Moderate to severe intellectual impairment Moderate to severe Autism Spectrum Disorder Moderate to severe visual impairment	Provision of adaptations and suggestions to improve: • physical function and participation • self-care /independence • academic output (e.g. access to technology) • school activity participation • home and prevocational skills • community participation	Ongoing assessment and consultation as needed with both school and family. Discharge if no concerns after 1 year	Service available within 9 months of referral Referrals for concerns related to sensory functioning or academic output must be made by External School-Based team
Moderate	Mild Impairment and Function Challenges	Mild intellectual impairment Mild physical impairment Mild Autism Spectrum Disorder Mild Global Developmental Delay Developmental Coordination Disorder Moderate to severe Sensory Processing deficits	Recommendations to team for improvement of: • physical function and participation • self-care /independence • academic output (e.g. access to technology) • school activity participation • home and prevocational skills • community participation	One-time assessment, then follow up consultation for a period of 6-8 weeks, with school and/or family, then discharge.	Service available within 12 months of referral Referrals for concerns related to sensory functioning or academic output must be made by External School-Based team

Revised June 2023

Priority Level	Student Classification	Impairment/Functional Deficit Examples (not exclusive lists)	Concerns Addressed	Service Available	Timeline of Service
Low	No Diagnosed Impairment, Mild Function challenges	Delayed development in: Gross Motor Skills Fine Motor Skills/Written Output Self-Care Skills Mild Sensory Processing deficits	Training/Workshops and recommendations for staff and family related to: • physical function and participation • self-care /independence • academic output (e.g. access to technology) • school activity participation	One-time assessment with recommendations to school and family. No follow up (immediate discharge). Exceptions: 1. Toe Walking, Scoliosis, Gait Assessment: No individual assessment. Referral only to community services.	Service available within 12 months of request Referrals for concerns related to sensory functioning or academic output must be made by External School-Based team
Low	Mental Health concerns only (e.g. anxiety, emotional regulation, attention regulation)	Trauma/attachment concerns ADHD Anxiety disorders	Training/Workshops for staff related to development of self-regulation/executive function	No individual assessment	Referral to other School District and community services related to mental health

OT Referral Checklist for School Based Teams (SBT)
Sensory Processing Assessment

Student:	Birthdate (yy/mm/dd):

School:	Grade:	Aboriginal Ancestry: Yes No

Teachers (first & last name):		

If YES, progress through the list	If NO, please follow up
Hearing and vision have been assessed _____ No needs indicated _____ Hearing aids required _____ Glasses required	Hearing and vision need assessing Hearing- Contact Hearing Resource Teacher Amber Gamache amber.gamache@sd8.bc.ca Vision – Direct Student/Family for vision check at local optometrist.
Student File Reviewed for OT Assessment OT report present in file. Date of most recent OT report: _____ OT report has been reviewed and implemented for at least 3-months. Please note progress:	Student File Review for OT Assessment No OT assessment/report is in the file Please list strategies trialed or implemented if any:

Family has been contacted for general medical and additional information regarding:

☐ **Sleep** (Resource: https://www.canada.ca/en/public-health/services/publications/healthy-living/canadian-children-getting-enough-sleep-infographic.html)

☐ Attendance

☐ Allergies

☐ Medical conditions/diagnosis

☐ Any other concerns

Strategies for supporting general regulation are in place and have been trialed for 3-months: ☐ Environmental consideration ☐ Sensory Motor Program: 　○ Zones of Regulations 　○ How Does your Engine Run 　○ Ready Bodies Learning Minds ☐ Classroom general sensory tools	Please consult with school-based team to review and problem solve strategies for supporting sensory regulation in the classroom. Resources can be found on the Inclusive Education website > Our Services (top tab) > Occupational Therapy (drop down menu) > Sensory Processing webpage. https://inclusiveeducation.sd8.bc.ca/ot/sensory-processing
The goal surrounding the OT involvement has been determined by the SBT and the student has been brought forward to District SBT through the school principal and meets one of the noted criteria.	Please discuss the student at your next SBT meeting to clearly outline the type of OT involvement required. Have your principal bring this student up at the District SBT meeting to determine if they are eligible for an OT Assessment. Please note that limited referrals are accepted at this time. The student must meet one of the following criteria: ☐ Consultation for classroom strategies ☐ As part of a full assessment process ☐ As part of an IEP – already has a diagnosis ☐ Child cannot attend school full time due to behavior or safety concerns
Consult with the OT for your school to determine whether a sensory assessment would be appropriate.	

After implementing recommendations from specialist, if the student continues to have difficulty with behaviour, contact the Integration Support Teacher to discuss a referral for a Functional Behaviour Analysis.

Consent for Release of Confidential Information

Student Name:		Date of Birth: YYYY-MM-DD	
PEN:	School Year:	School:	Grade:

I hereby authorize School District No. 8 (Kootenay Lake) to:

initials	**Obtain** information and or records from other appropriate agencies or their agents
initials	**Release** information and or records from other appropriate agencies or their agents
initials	**Discuss** pertinent information with representatives from other appropriate agencies or their agents
All information obtained will be on a strictly confidential basis and will be for the purpose of: educational planning, safety, violence threat risk assessment and/or health.	

	Agency
initials	Public Health
initials	Mental Health
initials	Counsellor
initials	Physician
initials	Pediatrician
initials	Ministry of Children and Family Development
initials	Behaviour Consultant/Interventionist
initials	CLBC
initials	Provincial Outreach Programs, eg POPARD, POPFASD, PODHH, POPDB, POPEY, PRCVI
initials	Other:

AUTHORIZATION SIGNATURES

Authorization is a signed, witnessed statement of informed consent to provide
special assistance for the benefit of the student. If a student is under 13 years of age
a parent/guardian signature must be provided. **"Students aged 13 and over will sign on their own behalf if they are able, additionally having parent/guardian's co-signing for students aged 13 and over is upon student's consent"**

_____
Youth Signature

_____   _____
Name and Relationship of Consenting Person   Name and Role of School Official

_____
Signature of Consenting Person   Signature of School Official

_____
Date   Date

This consent is valid for the current school year as indicated above. Consent must be signed annually.

Consent for Release of Confidential Information

Student Name:		Date of Birth: YYYY-MM-DD	
PEN:	School Year:	School:	Grade:

I hereby authorize School District No. 8 (Kootenay Lake) to:

initials	
initials	**Obtain** information and or records from other appropriate agencies or their agents
initials	**Release** information and or records from other appropriate agencies or their agents
initials	**Discuss** pertinent information with representatives from other appropriate agencies or their agents
	All information obtained will be on a strictly confidential basis and will be for the purpose of: educational planning, safety, violence threat risk assessment and/or health.

	Agency
initials	Public Health
initials	Mental Health
initials	Counsellor
initials	Physician
initials	Pediatrician
initials	Ministry of Children and Family Development
initials	Behaviour Consultant/Interventionist
initials	CLBC
initials	Provincial Outreach Programs, eg POPARD, POPFASD, PODHH, POPDB, POPEY, PRCVI
initials	Other:

AUTHORIZATION SIGNATURES

Authorization is a signed, witnessed statement of informed consent to provide
special assistance for the benefit of the student. If a student is under 13 years of age
a parent/guardian signature must be provided. **"Students aged 13 and over will sign on their own behalf if they are able, additionally having parent/guardian's co-signing for students aged 13 and over is upon student's consent"**

_____
Youth Signature

_____   _____
Name and Relationship of Consenting Person   Name and Role of School Official

_____   _____
Signature of Consenting Person   Signature of School Official

_____   _____
Date   Date

This consent is valid for the current school year as indicated above. Consent must be signed annually.

School District 8
Kootenay Lake

Click here for the current "Request for Administration of Medication at School" form.

School District 8
Kootenay Lake

This form is to be used as a running record of all meetings held, outside agency involvement, or district specialist teacher visits for the student named below.

Student Name:

Ministry Designation:

Date	Type of service provided, or meeting held

School District 8
Kootenay Lake

Student Name:	
School:	Date (Y/M/D):
Case Manager:	

Interagency Team

Name	Title/Agency	Present	Phone/Email

Interagency Action Plan

Strengths:

_____
_____
_____
_____
_____
_____

Concerns/Needs:

_____
_____
_____
_____
_____
_____

Plan/Outcomes:

_____
_____
_____
_____
_____
_____
_____

_____

**School District 8
Kootenay Lake**

At times, Partial Day Programs are created to accommodate and support a student's particular needs. This form is not intended to document suspensions

(This form is to be filled out when a student is placed on a partial day program for more than one week)

Student's Name: _____

School: _____

DOB: _____

Grade: _____

Gender: _____

Designation: _____

Aboriginal: ☐ Yes ☐ No

Date of External SBT Meeting to discuss Partial Day Program: _____

Date Partial Day Program started: _____

FBA/BIP Required: ☐ Yes ☐ No **Service Plan/IEP:** _____

Regular review dates for this plan (minimum once every 2 weeks): _____

Schedule for School Attendance: _____

Reason for Partial Day Program: _____

Names of Staff Consulted: _____

Date of Parent/Guardian Consultation: _____

Intervention Plan: _____

Plan for Increased Attendance and Date:
(Include strategies/interventions in place and person responsible for implementation)

_____

_____
Administrator's Signature

School District 8
Kootenay Lake

Student's Name:		Birth Date:		Gender:		Grade:
School:		Teacher:				
Case Manager:		Parent/Guardian:				

Mailing Address:

Email Address:

Home Phone:	Cell Phone:	Work Phone:

Request for Service: Check ONLY one (use separate form for each request)

☐ **School Psychology** ☐ **Deaf/Hard of Hearing** ☐ **District Program Screening**

☐ **Speech & Language** ☐ **Vision** ☐ **Chris Rose Therapy Centre**

☐ **School & Family Consultant** ☐ **Home Hospital** ☐ **Assistive Technology**

☐ **Aboriginal Family Counsellor** ☐ **Aboriginal Youth and Family Consultant**

☐ **Applicable documentation is attached in order to expedite referral**

Referral Question: _____

Authorization is granted on this date _____ **to provide services as noted above:**

_____ _____
(Legal Guardian) **(Legal Guardian)**

_____ _____
(Learning Assistance Resource Teacher / Counsellor) **(Principal)**

Name & contact number of professionals who have worked with/are working with student:

☐ **District Program:** _____ ☐ **Youth Probation/Forensics:** _____

☐ **Child & Youth Mental Health:** _____ ☐ **Ped/Phys:** _____

☐ **Private Counselling:** _____ ☐ **Psychiatrist:** _____

☐ **Ministry of Children & Families:** _____ ☐ **Speech & Language:** _____

☐ **OT/PT:** _____ ☐ **Audiology:** _____

☐ **Community Support Programs:** _____ ☐ **Other:** _____

Referral not valid unless prior consultation with school district professional and signed below:

Accepted by: _____
          (Signature)   **(District Staff)**   **(Date)**

Inclusive Education Referral Form*

Student:	Birthdate (yy/mm/dd):

School:	Grade:	Aboriginal Ancestry: Yes No

Teachers (first & last name):

Specialist Requested:	PT	OT	SLP	Vision	Hearing

Reason for Referral:

Service Plan (Assessment/screening, etc.):

IST Signature:	Date:	Principal Signature:	Date:

To be completed by a Parent/Guardian. Both signatures required if parents do not live in the same household.

Parent/Guardian (print first & last name):	Parent/Guardian (print first & last name):
Daytime Phone:	Daytime Phone:
Email Note: By providing your email you are consenting to receive password protected reports via email	Email Note: By providing your email you are consenting to receive password protected reports via email
Parental Consent (Parent/Guardian Signature):	Parental Consent (Parent/Guardian Signature):
Date:	Date:

*Interim Referral Form, January 2022

Home Hospital Services

Home Hospital Services are a short term, academic intervention provided to a student who is absent from school for an extended period due to physical or mental illness, an accident, or in some cases for those students who are unable to attend school.

Each referral should be preceded by a consultation with the Home Hospital Teacher.

Services are provided up to 6 weeks, depending on the need of the student.

Curriculum is provided by the classroom teacher.

Intervention includes 2 hours per week. Services include; pick-up and delivery of work packages, instruction, hospital visits, exam invigilation and delivery of work packages to classroom teacher for marking. The work sessions can be at the home with an adult present, in the community or at a school.

A review date is set in order to assess the intervention and to ensure placement of student in an education program.

To access Home Hospital Services, District Inclusive Education Services Referral Forms are available in the Inclusive Education Handbook. Each referral should be preceded by a consultation with the Home/Hospital teacher. The Home/Hospital teacher can be contacted at the Henry Grube Education Centre

School District 8
Kootenay Lake

Student's Name: _____   School: _____

DOB: _____   Grade: _____

IEP/Service Plan: _____   Designation: _____

Start Date: _____   Review Date: _____
(max. 6 weeks from start date)

Principal: _____   Case Manager: _____

Classroom Teacher: _____   Home Hospital Teacher: _____

Goal of Intervention: _____

_____

Transition Plan: _____

_____

Notes from School Based Team Meeting: _____

_____

Safety Concerns in the house: _____

_____

Learner Profile:

Required adaptations:_____

Grade levels: Reading _____   Writing _____   Math _____

Other notes: _____

_____

Recommendations to Parents:

- Keep lines of communication open with classroom teacher and school
- Set up a study schedule by setting daily goals and homework times
-
-
-

Protocol for Community Service Providers and Privately Contracted Service Providers that Work Directly with Families to Submit a Request for Collaboration and/or a Request for Observation

Collaboration between professionals is in the best interest of the child and family. Input from other service providers can be valuable to a student's School-Based Team. Written consent for the Informed Consent for Release of Confidential Information from the student's parent(s)/legal guardian(s) is required before collaboration can occur.

Community Service Providers and Privately Contracted Service Providers that Work Directly with Families can submit a Request for Collaboration and/or a Request for Observation to school personnel as outlined.

1. **Request for an Opportunity to Collaborate Guidelines:**
    - Community Service Providers or Privately Contracted Service Providers that Work Directly with Families may directly contact the student's case manager.
    - The case manager will direct the Community Service Providers and Privately Contracted Service Providers that Work Directly with Families to contact the professional of the same discipline on the student's External School-Based Team.

    a. **If a meeting is scheduled:**
        A written record of the meeting will be kept by school district staff. Notes are provided to the family. The Community Service Providers and Privately Contracted Service Providers that Work Directly with Families may only receive a copy of this information if a Release of Confidential Information is signed by the parent(s)/legal guardian(s).

    b. **Notes and Reports:**
        Notes and reports from community professionals should be directed to the appropriate case manager and the relevant member of the External School-Based Team.

    c. **Inclusive Education Plan (IEP) Meetings:**
        The time allotted for the student's team to develop an IEP is limited. For sharing of reports or assessments, a separate meeting must be arranged as outlined above.

2. **Request for an Observation by Community Service Providers and Privately Contracted Service Providers that Work Directly with Families Guidelines:**
    - There should be a clear benefit to the individual student and unique services that support the work of school personnel should be provided.
    - The Community Services Providers or Privately Contracted Service Providers that Work Directly with Families should cause minimal disruption to schools and should not be detrimental to relationships with students, school personnel or the community.

- Community Services Providers or Privately Contracted Service Providers that Work Directly with Families will not duplicate services that school district personnel regularly provide.
- The Community Service Providers or Privately Contracted Service Providers that Work Directly with Families should be supervised, sponsored and guided by school district personnel.
- The Community Service Providers or Privately Contracted Service Providers that Work Directly with Families will not create any photographic, digital or audio recordings during the provision of their services. Use of recording devices will cause the termination of the approval of privately contracted services.
- The Community Service Providers or Privately Contracted Service Providers that Work Directly with Families will not provide evaluative statements of staff or mention other students in any materials or observation reports created.
- The services provided by Community Service Providers or Privately Contracted Service Providers that Work Directly with Families must align to the legislated requirements of the School Act and obligations outlined within current collective agreements.

a. **If an observation is scheduled:**
   - The parent(s)/legal guardian(s) must make a request to the school principal for Community Service Providers or Privately Contracted Service Providers that Work Directly with Families to complete an observation in the school.
   - The Community Service Providers or Privately Contracted Service Providers that Work Directly with Families will provide a brief, written description outlining the purpose of the intended observation to the school principal which must be signed by the Service Provider and the student's parent(s)/legal guardian(s).
   - The school principal will contact the case manager, the classroom teacher and a member of the External School-Based Team to provide them with a copy of the request.
   - If the observation aligns to the guidelines listed above and all parties involved agree to an observation, a time will be scheduled when school district personnel can be present for the entire observation.
   - The observer's notes will be copied and provided to the school district personnel before leaving the school.

CYSN - Who is served:

- Must be BC resident
- Under the age of 19
- Diagnosed with ASD, Intellectual Disabilities and/or Complex Medical/Health Conditions
- *When age 16 and have ID or ASD (with low adaptive) then can be referred to STADD if parents agree*

STADD – Who is served:

- Refer at age 16 if diagnosed with ID/FASD/ASD
- FASD/ASD diagnosed through other agencies with low adaptive skills (55 or under) in order to be qualified
- Students can be diagnosed as ID by school psychologist or registered psychologist. If ID/FASD/ASD, then can be referred at age 16 to STADD by parent, school or school psychologist
- *NOTE: Only qualifies if they meet criteria for services through CLBC*
- Uploading referral to collaborate can help expedite the process
- Works with individuals and families from 16 – 24 years of age

CLBC – Who is served:

- CLBC can determine eligibility for services at age 16
- Funding will be available at age 19 and older
- With most youth they become more actively involved with planning around 17 ½ – 18 years of age
- Students can be referred at age 16 by STADD, CYSN or by self-referral
- Eligibility is based on being diagnosed through a school or registered psychologist for Intellectual Disabilities (ID) or having FASD or ASD diagnosed through other agencies showing low adaptive skills (scores of 55 or under)
- Those with FASD/ASD can be supported through the Personalized Supports Initiative (PSI) if they meet criteria

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NOTE: CYSN is the first step for services; however, not all parents will decide to bring their child to CYSN. Students can go to STADD at age 16 without ever being involved with CYSN and/or they can wait, and at age 17 ½ – 18 years they can begin the process of referring to CLBC as long as they have the diagnosis for ID. Individuals with FASD and/or ASD can be referred to Personal Supports Initiative (PSI) through CLBC if they have adaptive skills at or below a score of 55

Learning Assistance Resource Teachers (LARTs) are school based staff that support students who require accommodations in order to meet curriculum objectives or goals in their Inclusive Education Plan (IEP). The LART provides IEP development, monitors Learning Plans and their implementation, provides instruction and assessment, as well as consultation to classroom teachers and parents.

Privacy Legislation

The following are some relevant sections of the *Freedom of Information and Protection of Privacy Act* (FIPPA):

❑ **Schedule 1 – Definitions**: "Personal information" means recorded information about an identifiable individual other than contact information.

❑ **Section 30**: A public body must protect personal information in its custody or under its control by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal.

❑ **Section 31.1**: The requirements and restrictions established by this Part [Part 3 – Protection of Privacy] also apply to:

  (a) the employees, officers and directors of a public body (…)

❑ **Section 30.4**: An employee, officer or director of a public body (…) who has access, whether authorized or unauthorized, to personal information in the custody or control of a public body, must not disclose that information except as authorized under this Act.

❑ **Section 74.1 (1)**: A person who contravenes section 30.4 (unauthorized disclosure) (…) commits an offense.

❑ **Section 32**: A public body must ensure that personal information in its custody or under its control is used only:

  (a) for the purpose for which that information was obtained or compiled, or for a use consistent with that purpose (see section 34),

  (b) if the individual the information is about has identified the information and has consented, in the prescribed manner;

  (c) for the purpose for which that information may be disclosed to that public body under sections 33 to 36.

❑ **Section 34 (1)**: A use of personal information is consistent under section 32 or 33.2 with the purposes for which the information was obtained or compiled if the use:

  (a) has a reasonable and direct connection to that purpose, and

  (b) is necessary for performing the statutory duties of, or for operating a legally authorized program of, the public body that uses or discloses the information or causes the information to be used or disclosed.

School District 8 Kootenay Lake

ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS

ONGOING
 	
☐ New students to school:
  o Review and share file with teacher
  o Assign Case Manager
  o Contact external team to confirm designation status
☐ Certified Education Assistants (CEAs)
  o Review/adjust school-wide and District Resource Room (DRR) CEA schedules in consultation with LART
  o Schedule regular CEA meetings – discuss including LART in the meeting
☐ Initiate process with LART to establish a process for Level B assessment
☐ 1701 Process – review 1701 list bi-annually
☐ Ensure LART groups begin and continue to be offered
☐ Ensure TTOCs receive IEP & Safety Plan
☐ Ensure itinerant staff are aware of Safety Plans for any students they work with
☐ As per BC Ministry of Education Manual of Policies, Procedures and Guidelines (p.24, Section E), ensure that LART has necessary qualifications for administering/interpreting Level B tests or put a plan into place to ensure that another qualified individual is given that responsibility
☐ Ensure that there is a quiet, distraction-free space suitable for standardized testing in the school
☐ Attend SBTMs
☐ Review Employee Safety Plans as required
☐ FSA Exemptions due to SBO
☐ Review special ed files and ensure completeness
	☐ New students to school:
	  o Create IEP and update to SD
	  o 8 File system within 30 days; ensure Ministry Planning tool is completed
	☐ School-Based Team Meetings
	  o With SBT, prioritize students for school-level and district assessments
	  o Bring forward new referrals for consideration
	  o Outline students strengths and needs and develop action plans to support teachers and learners
	☐ Certified Education Assistants (CEAs)
	  o Consult with and support administration with schedules and attend regular CEA meetings
	  o Review IEPs and plans with CEAs
	☐ Review FBA/BIP and adjust as necessary with DBRT support
	  o Monitor ongoing data collection
	  o *See FBA/BIP in Tab 6 of the Inclusive Education Handbook*
	☐ Write and update Service Plans as required
	  o *See Service Plan in Tab 4 of the Inclusive Education Handbook*
	☐ File IEPs, behaviour plans, safety plans, ICM minutes, emails, contact sheets, etc. in Spec Ed file
	  o *See File Management in Tab 2 of the Inclusive Education Handbook*
	☐ Initiate meetings with teachers/CEAs for data collection and IEP goals
	  o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook*
	☐ Liaise with teachers and provide support as needed
	☐ Communication with parents/external team
	☐ Review IEPs and Behaviour plans with CEAs
	☐ Maintain current caseload lists
	☐ Provide appropriate and timely assessment within level of training
	☐ MyEd BC
	  o Enroll new special ed designations
	  o Monitor exited/active list
	☐ Schedule ICM Meetings
	☐ Maintain record keeping for student special ed files

	ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS

SEPTEMBER	☐ Determine External School-Based Team Schedule & Meeting (SBTM) procedures in your school
	☐ Determine PBIS Committee meeting schedule
	☐ 1701 Data Due
	☐ Prepare CEA schedules in consultation with LART
	☐ Establish the process for teachers to make referrals to SBT/assessment
	☐ Review the following procedures/policies at your first staff meeting; liaise with public health as needed:
	  o Anaphylaxis
	  o Child Protection & Duty to Report
	  o Seizure management/Diabetes safety
	  o VTRA/Worrisome Behaviour, SRSIS, Critical Incident response plan processes
	  o Problematic Sexualized Behaviour
	  o Safety Plan process
	☐ Create Medical Alert Posters with photos + info
	☐ Review existing Ministry 1701 caseload documentation and consult with School Psychologist/SFC on any changes
	☐ Determine caseload assignments
	☐ Update Safety Plans
		☐ Assist classroom teacher to develop programming for students and establish type of supports that will be provided. Facilitate transfer of information from previous year.
		☐ Review existing Ministry 1701 caseload documentation and consult with School Psychologist/SFC on any changes
		☐ ID students who require FBA/BIP, review existing ones, update as required
		  o *See Student Safety in Tab 6 of the Inclusive Education Handbook*
		☐ Start collaborative planning for IEPs and ICM (Integrated Case Management); ensure Ministry Planning tool is completed as applicable
		☐ Schedule IEP consultation meetings with parents and teachers
		☐ Collaboratively write the new IEP with parents and classroom teachers and district staff as required
		  o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook*
		☐ LART services commence as a gradual start up as learning groups are identified – LART service groups to begin by early October
		☐ Provide full caseload list to Principal by Sept. 30th

OCTOBER	☐ Review IEPs as they are completed and ensure all IEPs are completed by Oct. 30th	☐ Oct. 30th: IEPs Due ☐ Continue collaborative planning and IEP meetings ☐ Provide IEP goal tracking sheets to teachers and CEAs as appropriate ☐ Collaborate with classroom teacher on report writing/ conferences as scheduled
NOVEMBER		☐ Support classroom teacher with assessment for reporting ☐ Collaborate with classroom teacher on report writing/ conferences as scheduled ☐ Report on IEP, Service Plans, BIP & goal tracking sheets o *See District Reporting Procedures in Tab 2 of the Inclusive Education Handbook* ☐ Participate in Parent/Teacher conferences

	ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS
DECEMBER	☐ Reassess support for second term with SBT	
JANUARY	☐ Mid-month: update list of Ministry identified students for 1701 update	☐ For students with intensive transition needs, begin Grade 6/7 transition visits with elementary-based adult support ☐ Facilitate adaptations for FSAs ☐ 1701 update support

FEBRUARY	☐ 1701 data due at Ministry
	☐ Beginning of kindergarten registration/identification of children with significant needs
	  o *See Kindergarten Planning in Tab 2 of the Inclusive Education Handbook*
	☐ Work with transition team to complete transition forms for all grade 6/7 students
		☐ Continue Grade 6/7 transition visits for low incidence students/high needs students
		☐ Facilitate adaptations for FSA - Grade 4/7
		☐ Recommended mid-year IEP Review + meetings with parents
		  o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook*

MARCH	☐ Kindergarten planning meetings
	  o *See Kindergarten Planning in Tab 2 of the Inclusive Education Handbook*
		☐ Continue Grade 6/7 transition visits for low incidence students/high needs students
		☐ Report cards/conferences
		☐ Review and update IEP goals
		  o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook*
		☐ Kindergarten planning meetings
		  o *See Kindergarten Planning in Tab 2 of the Inclusive Education Handbook*

APRIL	☐ Start kindergarten transition visits and planning ☐ Kindergarten planning meetings ☐ Send transition forms to secondary schools ☐ Schedule Grade 6/7 transition meetings	☐ Continue Grade 6/7 transition visits for low incidence students/high needs students ☐ Kindergarten planning meetings ☐ Schedule Grade 6/7 transition meetings

	ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS
MAY	☐ Schedule school-based kindergarten transition meetings with parents, Inclusive Education staff as needed, and outside agencies ☐ District Kindergarten Planning meetings	☐ Continue Grade 6/7 transition visits for low incidence students/high needs students ☐ Kindergarten planning meetings ☐ Special ed student files to be organized and prepared for secondary schools ☐ Conferencing with teachers/CEAs re: report cards and IEP objectives ☐ Include outside agencies and school district clinicians in year- end ICM meetings ☐ Book ICM meetings for category R & H students transitioning to secondary – include their support teams ☐ Update/review planning tools
JUNE	☐ Planning for next year's teacher/CEA for Resource Room students ☐ Review files/assessment information for new students; identify needs	☐ Grade 6/7 and Kindergarten transition ☐ Final IEP reviews/meetings/planning with parents for next year ☐ Update/review planning tools ☐ Update IEPs in MyEd ☐ Collaborate with teachers for final report cards ☐ Review files/assessment information for new students; identify needs o *See File Management in Tab 2 of the Inclusive Education Handbook* ☐ Sharing of student information with upcoming teachers in school

School District 8
Kootenay Lake

ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS
ONGOING ☐ New students to school: o Review and share file with teacher o Assign Case Manager o Contact external team to confirm designation status ☐ Certified Education Assistants (CEAs) o Review/adjust school-wide and District Resource Room (DRR) CEA schedules in consultation with LART o Schedule regular CEA meetings – discuss including LART in the meeting ☐ Initiate process with LART to establish a process for Level B assessment ☐ 1701 Process - review 1701 list bi-annually ☐ Ensure LART groups begin and continue to be offered ☐ Ensure TTOCs receive IEP & Safety Plan ☐ Ensure itinerant staff are aware of Safety Plans for any students they work with ☐ As per BC Ministry of Education Manual of Policies, Procedures and Guidelines (p.24, Section E), ensure that LART has necessary qualifications for administering/interpreting Level B tests or put a plan into place to ensure that another qualified individual is given that responsibility ☐ Ensure that there is a quiet, distraction-free space suitable for standardized testing in the school ☐ Attend SBTMs ☐ Review Employee Safety Plans as required ☐ FSA Exemptions due to SBO ☐ Review special ed files and ensure completeness	☐ New students to school: o Create IEP and update to SD73 File system within 30 days; ensure Ministry Planning tool is completed ☐ School-Based Team Meetings o With SBT, prioritize students for school-level and district assessments o Bring forward new referrals for consideration o Outline student's strengths and needs and develop action plans to support teachers and learners ☐ Certified Education Assistants (CEAs) o Consult with and support administration with schedules and attend regular CEA meetings o Review IEPs and plans with CEAs ☐ Review FBA/BIP and adjust as necessary with DBRT support o Monitor ongoing data collection o *See FBA/BIP in Tab 6 of the Inclusive Education Handbook* ☐ Write and update Service Plans as required o *See Service Plan in Tab 4 of the Inclusive Education Handbook* ☐ File IEPs, behaviour plans, safety plans, ICM minutes, emails, contact sheets, etc. in Spec Ed file o *See File Management in Tab 2 of the Inclusive Education Handbook* ☐ Initiate meetings with teachers/CEAs for data collection and IEP goals o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook* ☐ Liaise with teachers and provide support as needed ☐ Communication with parents/external team ☐ Review IEPs and Behaviour plans with CEAs ☐ Maintain current caseload lists ☐ Provide appropriate and timely assessment within level of training ☐ MyEd BC o Enroll new special ed designations o Monitor exited/active list ☐ Schedule ICM Meetings ☐ Maintain record keeping for student special ed files

	ADMINISTRATOR	CASE MANAGERS, LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS

SEPTEMBER	☐ Determine External School-Based Team Schedule & Meeting (SBTM) procedures in your school
	☐ 1701 Data Due
	☐ Prepare CEA schedules in consultation with LART
	☐ Establish the process for teachers to make referrals to SBT/assessments
	☐ Review the following procedures/policies at your first staff meeting; liaise with public health as needed:
	  o Anaphylaxis
	  o Child Protection & Duty to Report
	  o Seizure management/Diabetes safety
	  o VTRA/Worrisome Behaviour, SRSIS, Critical Incident response plan processes
	  o Safety Plan process
	☐ Create Medical Alert Posters with photos + info to distribute to teachers
	☐ Review existing Ministry 1701 caseload documentation and consult with School Psychologist/ SFC on any changes
	☐ Determine caseload assignments
	☐ Update Safety Plans
		☐ Finalize timetables for students on caseload, attach to IEP in student file
		☐ Assist classroom teacher to develop programming for students
		☐ Develop marking criteria, in consultation with classroom teacher, for those students enrolled in modified courses
		☐ ID students who require FBA/BIP, review existing ones, update as required
		  o *See Student Safety in Tab 6 of the Inclusive Education Handbook*
		☐ Start collaborative planning for IEPs and ICM (Integrated Case Management); ensure Ministry Planning tool is completed as applicable
		☐ Create student profiles to share with teachers/CEAs working with student
		☐ Schedule IEP consultation meetings and collaboratively write the new IEP with parents and classroom teachers
		  o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook*
		☐ Provide full caseload list to Principal by Sept. 30th
		☐ Collaborate with administrator to prepare CEA schedules
		☐ Manage Google Read & Write accounts
		☐ Manage adaptive technology

OCTOBER	☐ Review IEPs as they are completed and ensure all IEPs are completed by Oct. 30th	☐ Oct. 30th: IEPs Due ☐ Continue collaborative planning and IEP meetings ☐ Complete Universal Support for Provincial Graduation Exams process ☐ Collaborate with classroom teacher on report writing/ conferences as scheduled ☐ Provide IEP goal tracking sheets to teachers/CEAs as appropriate
NOVEMBER		☐ Support classroom teacher with assessment for reporting ☐ Collaborate with classroom teacher on report writing/conferences as scheduled ☐ Report on IEP, Service Plans & BIP o *See District Reporting Procedures in Tab 2 of the Inclusive Education Handbook* ☐ Participate in Parent/Teacher conferences

	ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS
DECEMBER	☐ Re-assess support for second term with SBT	
JANUARY	☐ Mid-month: update list of Ministry identified students for 1701 update ☐ Create a student transition list with Resource Rooms ☐ Prepare CEA schedules in consultation with LARTs	☐ Liaise with elementary LARTs to begin planning for students with intensive needs ☐ Begin Grade 6/7 transition visits with elementary-based adult support ☐ Facilitate Universal Support for Provincial Graduation Exams process ☐ Collaborate with administrators to create CEA schedules ☐ 1701 update support ☐ Prepare student transition list (Resource Rooms) ☐ CLBC Transitions
FEBRUARY	☐ 1701 Data Due to Ministry	☐ Mid-Year IEP Consultations ☐ Review and update IEP goals o *See Inclusive Education Plans in Tab 4 of the Inclusive Education Handbook* ☐ Assist students/families with course selection for next year ☐ Continue Grade 6/7 transition visits for low incidence students/high needs students
MARCH	☐ Complete student transition with LART	☐ Continue Grade 6/7 transition visits for all students ☐ Report cards/conferences ☐ End of month: check incoming Grade 6/7 transition forms and schedule transition meetings ☐ Prepare student transition list (all students)
APRIL	☐ Work with family of schools to identify & transition incoming/outgoing students	☐ Continue Grade 6/7 and 9/10 transition visits ☐ Continue Grade 6/7 and 9/10 transition meetings

	ADMINISTRATOR	LEARNING ASSISTANCE RESOURCE TEACHERS & DISTRICT RESOURCE TEACHERS
MAY		☐ Continue Grade 6/7 and 9/10 transition visits ☐ Conferencing with teachers/CEAs re: report cards and IEP objectives ☐ Liaise with district staff re: documentation ☐ Complete Universal Support for Provincial Graduation Exams process ☐ Update/review planning tools ☐
JUNE	☐ Planning for next year's teacher/CEA for Resource Room students ☐ Review files/assessment information for new students; identify needs	☐ Complete Universal Support for Provincial Graduation Exams process ☐ Final IEP reviews/meetings/planning for next year ☐ Update IEPs on MyEd ☐ Collaborate with teachers for final report cards ☐ Review files/assessment information for new students; identify needs ☐ Student files to be organized and updated ○ *See File Management in Tab 2 of the Inclusive Education Handbook* ☐ Work with administration/counsellor to finalize timetables for identified students for next year ☐ Develop profile information to be shared with classroom teachers in September ☐ Prioritize students for LA support ☐ Update/review planning tools

GENERAL GUIDELINES

Physically Dependent (Multiple Needs)

The following information was adapted from the *British Columbia Ministry of Education: Policies and Procedures Manual* and *Special Education Services: Category Checklists.*

❏ *1: Assessment documentation must show the student is COMPLETELY dependent on others for meeting all major daily living needs.*
   The student requires assistance **at all times for each** of the following:
   ❏ feeding (i.e., requires G-Tube and/or delegated Nurse Care Plan); **and**
   ❏ dressing; **and**
   ❏ toileting; **and**
   ❏ mobility (i.e., is unable to walk 6 feet independently); **and**
   ❏ personal hygiene.

   *Note: determining eligibility for 'Category A' requires involvement of many stakeholders, in order to ensure that the student demonstrates **complete dependency** in all 5 areas.*

❏ *2: Consider all five areas of dependency when creating and implementing the Inclusive Education Plan (IEP).*
   These students will require unique services related to:
   ❏ Seating
   ❏ Lifting
   ❏ Positioning
   ❏ Movement
   ❏ Medication
   ❏ Hygiene
   ❏ Safety

❏ *3: Create/review the Inclusive Education Plan (IEP).*
   ❏ Measurable goals and objectives based on student need
   ❏ Adaptations and modifications where appropriate
   ❏ Strategies to meet the goals and method of tracking
   ❏ Ongoing special education service(s) must be provided
   ❏ The services being provided are beyond those offered to the general student population and are proportionate to the level of need
   ❏ The special education services are outlined in the IEP and these directly relate to the student's identified special needs

❏ *4: Re-evaluation of student information is required within 3 years (or prior) to ensure they still meet criteria for 'Category A'.* If you think the student no longer meets criteria, please contact your School Psychologist.

DDRC SUBMISSION REQUIREMENTS

Physically Dependent (Multiple Needs)

All pertinent documentation must be gathered by the school and submitted to the District Designation Review Committee (DDRC) for consideration of inclusion in Category A - Physically Dependent/with Multiple Needs.

Before submitting to the DDRC for consideration, ensure that you have evidence indicating that the student requires assistance **at all times for each** of the following:

- ❏ feeding; **and**
- ❏ dressing; **and**
- ❏ toileting; **and**
- ❏ mobility; **and**
- ❏ personal hygiene.

There must be documentation to support that the student has been appropriately assessed and identified by the school district as meeting the criteria of Category A. Evidence of the above mentioned dependency may be demonstrated by the inclusion of the following documentation:

- ❏ Assessments and reports:
    - ❏ Occupational therapist
    - ❏ Physiotherapist
    - ❏ Psychoeducational
    - ❏ Speech-language pathologist

- ❏ Other documentation:
    - ❏ Inclusive Education Plan (IEP)
    - ❏ Medical alerts
    - ❏ Medical documentation (updated)
    - ❏ Nursing care plan
    - ❏ Report cards
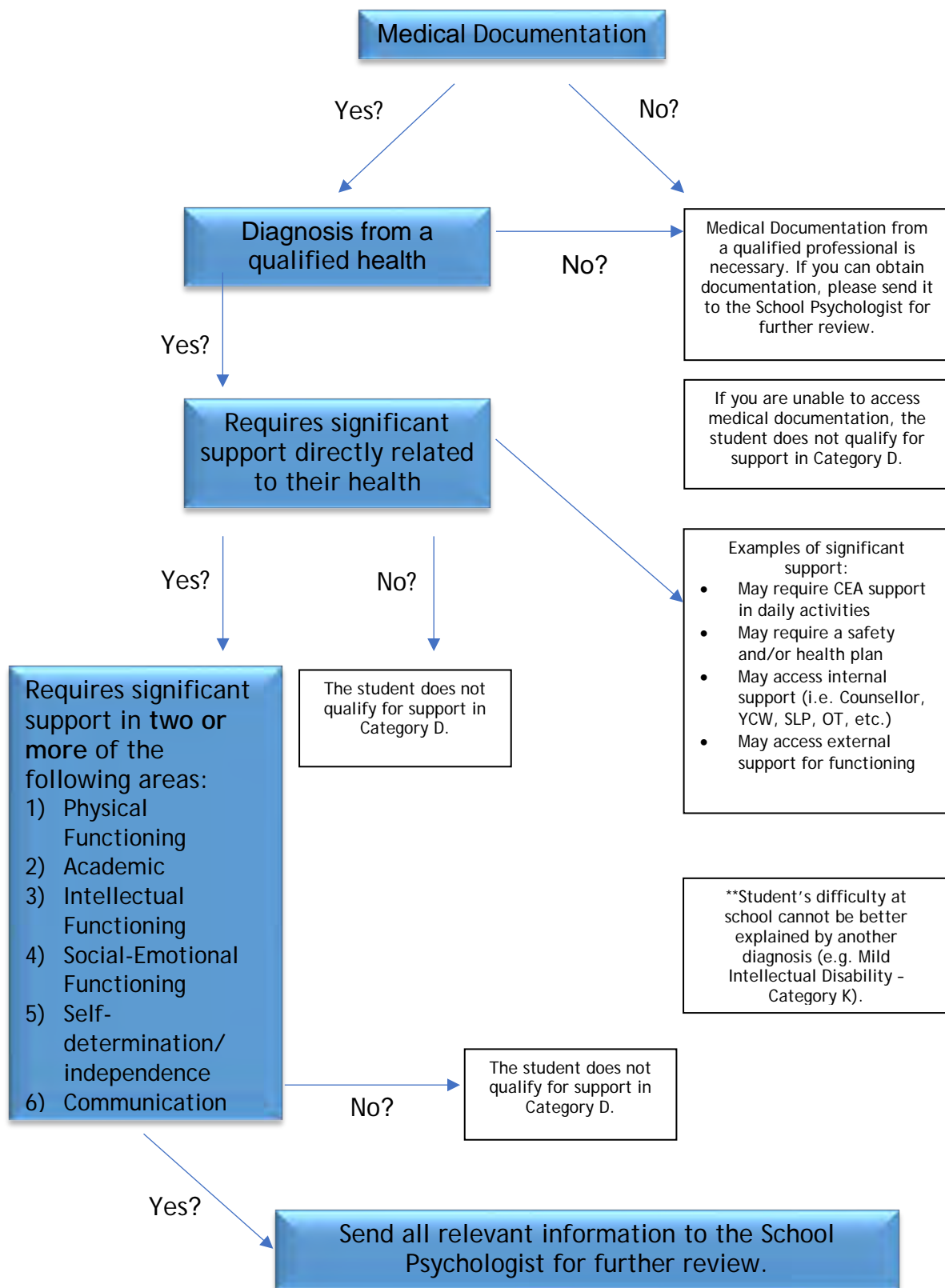   - ❏ Student response plan
    - ❏ Toileting schedules

Once you have collected evidence to support dependency on others for meeting all major daily living needs, please submit the documentation to your School Psychologist.

GENERAL GUIDELINES

Physical Disability/Chronic Health Impairment

The following information was adapted from the *British Columbia Ministry of Education: Policies and Procedures Manual* and *Special Education Services: Category Checklists.*

❏ *1: Does the student have a medically evidenced chronic health/physical disability diagnosis?* The diagnosis must have been made by a *medical health specialist* (i.e., doctor, paediatrician, psychiatrist, or neurologist). Students with Complex Developmental Behavioural Conditions, including Fetal Alcohol Spectrum Disorders (FASD), can also be included in 'Category D'.

❏ *2: Consider if the student's health condition significantly impacts achievement, academics and functioning.* A medical diagnosis, by itself, does not indicate eligibility for 'Category D'.
  - ❏ This student's *functioning and education* is significantly affected by his/her physical disability or chronic health impairment **and/or**
  - ❏ The student with developmental behaviour conditions, including FASD, exhibits an array of complex needs in **two or more** domains which **significantly** impact the student's education and achievement. These domains include:
    - ❏ academic/intellectual functioning (development, learning, cognition)
    - ❏ social-emotional functioning (behaviour, mental health, social skills, peer relations)
    - ❏ self-determination/independence (adaptive skills, safety, daily living skills)
    - ❏ physical functioning (neuro-motor functioning, motor skills, self-care)
    - ❏ communication (receptive and expressive language, speech intelligibility/impairments)
  - ❏ Include a summary report, in the student's red file, with information regarding how the diagnosis affects academics and achievement (e.g. a print out from a reputable website such as Mayo Clinic or WebMD with information about how the health condition affects learning)

❏ *3: Create/review the Inclusive Education Plan (IEP) and the Planning Tool.*
  - ❏ IEP includes individualized goals with measurable objectives
  - ❏ Adaptations and modifications where appropriate
  - ❏ Strategies to meet the goals and method of tracking
  - ❏ Ongoing special education service(s) must be provided
  - ❏ Services provided are directly aligned with areas of need. The Planning Tool is a good indicator of need and continuing eligibility for 'Category D'
    - ❏ Score the Planning Tool based upon the student's abilities without support. If the student has seen an increase in success with support, this is important to indicate on the IEP

❏ *4: Re-evaluation of student information is required within 3 years (or prior) to ensure they still meet criteria for 'Category D'.* If you believe the student no longer meets criteria, please contact your School Psychologist.

School District 8
Kootenay Lake

Medical Documentation

Yes? → **Diagnosis from a qualified health** → No? → Medical Documentation from a qualified professional is necessary. If you can obtain documentation, please send it to the School Psychologist for further review.

If you are unable to access medical documentation, the student does not qualify for support in Category D.

Yes? → **Requires significant support directly related to their health**

Examples of significant support:
- May require CEA support in daily activities
- May require a safety and/or health plan
- May access internal support (i.e. Counsellor, YCW, SLP, OT, etc.)
- May access external support for functioning

Yes?

No? → The student does not qualify for support in Category D.

Requires significant support in two or more of the following areas:
1) Physical Functioning
2) Academic
3) Intellectual Functioning
4) Social-Emotional Functioning
5) Self-determination/ independence
6) Communication

No? → The student does not qualify for support in Category D.

**Student's difficulty at school cannot be better explained by another diagnosis (e.g. Mild Intellectual Disability – Category K).

Yes? → **Send all relevant information to the School Psychologist for further review.**

Checklist Category G

GENERAL GUIDELINES

Autism Spectrum Disorder

The following information was adapted from the *British Columbia Ministry of Education: Policies and Procedures Manual* and *Special Education Services: Category Checklists.*

❏ *1: The student has a medically evidenced Autism Spectrum Disorder (ASD) diagnosis.*

❏ *2: In addition to a medical diagnosis, the following criteria must be met for a student to be eligible for supplemental funding:*
  ❏ ASD must adversely affect educational performance. The student will have significant difficulties in **one or more** of the following domains:
    ❏ Social Interaction
    ❏ Communication
    ❏ Behavioural/Emotional Functioning
    ❏ Self-Determination & Independent Living
    ❏ Cognition
    ❏ Other Health Factors
    ❏ Academics & Functional Academics
  ❏ Services being provided to student are beyond those offered to the general student population and are proportionate to level of need(s)

❏ *3: Create/review the Inclusive Education Plan (IEP) and the Instruction Support Planning Process (ISPP) also known as The Planning Tool.*
  ❏ IEP includes individualized goals with measurable objectives. Usually, the IEP should address:
    ❏ socially adaptive behaviours and social responsiveness
    ❏ motor development
    ❏ communicative competence
    ❏ academic performance
  ❏ Adaptations and modifications where appropriate
  ❏ Strategies to meet the goals and method of tracking
  ❏ Ongoing special education service(s) must be provided
  ❏ Services provided are directly aligned with areas of need. The ISPP is a good indicator of need and continuing eligibility for 'Category G'
    ❏ Score the ISPP based upon the student's abilities without support. If the student has seen an increase in success with support, this is important to indicate on the IEP

❑ *4: Re-evaluation of student information is required within 3 years (or prior) to ensure they still meet criteria for 'Category G'.* If you believe the student no longer meets criteria, please contact your School Psychologist.

School District 8
Kootenay Lake

What is an IEP for?

Information taken from the B.C. Ministry of Education,
SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

An IEP is a documented plan developed for a student with a Ministry Designation that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies. Typically an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student achievement in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs. Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, can be brief or more detailed and lengthy.

What is an IEP for?

The development of an IEP serves a number of purposes:
- it formalizes planning decisions and processes, linking assessment with programming;
- it provides teachers, parents, and students with a record of the educational program for an individual student with special needs, and serves as the basis for reporting the student's progress;
- it serves as a tool for tracking individual student learning in terms of agreed upon goals and objectives;
- it documents the relationships between any support services being provided and the student's educational program; and
- it provides parents and students with a mechanism for input into the individualized planning process.

IEP documentation provides evidence that:
- the parent and/or student were offered the opportunity to be consulted about the preparation of the IEP, parents do not sign the document, but evidence of consultation or the offer of consultation is mandatory;
- the student is receiving learning activities in accordance with IEP; and
- the IEP is completed no later than October 30th of the current school year and is reviewed at least twice each school year, preferably at each reporting period, which includes reviewing in June.

What must an IEP contain?

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified, and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives. It is important that the goals and objectives address the nature of the student's disability.
An IEP must have one or more of the following:
> the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
> a list of the support services required to achieve goals established for the student; or
> a list of the adaptations to educational materials, instructional strategies or assessment methods.

An IEP should also include the following:
> the present levels of educational performance of the student;
> the setting where the educational program is to be provided;
> the names of all personnel who will be providing the educational program and the support services for the student during the school year;
> the period of time and process for review of the IEP;
> evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and
> plans for the next transition point in the student's education (including transitions beyond school completion).

Where the goals established for the student are different from the expected learning outcomes for the age or grade, these should:
> be set at a high but attainable level to encourage parents, students and staff to hold high expectations.
> be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation.

The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the student's needs.
IEPs are completed on the district's Student Information System.

Who develops the IEP?

The principal of the school is responsible for the implementation of educational programs (School Act Regulation 5(7)(a)). Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager is appointed to co-ordinate development, documentation and implementation of the student's IEP.
As necessary, other school district personnel or staff from regional or community agencies may be involved in the development and have a role to play in its implementation.

Parents must be given the opportunity to meaningfully consult in the planning process and will receive a copy of the IEP. To the extent possible, the student should also participate in the process.

The IEP should document instances where services are offered but the parent or the student refuses them.

Who must have an IEP?

All students with special needs must have an IEP. An exception can be made if:

➢ the student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods;

➢ the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and

➢ the student with special needs requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

Adaptations and Modifications

**Information taken from the B.C. Ministry of Education,
A GUIDE TO ADAPTATIONS AND MODIFICATIONS (August 2009)**

Adaptations

In BC policy, all students should have equitable access to learning, opportunities for achievement and the pursuit of excellence in all aspects of their educational programs. (Policy Document: Special Education Services: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf). 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 to 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. In fact, the opposite could be true. 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.

Examples of Adaptations

Accommodations in the form of 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.

Adaptations include, but are not limited to:

➢ audio recordings, electronic texts, or a peer helper to assist with assigned readings

➢ access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)

➢ alternatives to written assignments to demonstrate knowledge and understanding

➢ advance organizers/graphic organizers to assist with following classroom presentations

➢ extended time to complete assignments or tests

➢ support to develop and practice study skills; for example, in a learning assistance block

➢ use of computer software which provides text to speech/speech to text capabilities

➢ pre-teaching key vocabulary or concepts; multiple exposure to materials

➢ working on provincial learning outcomes from a lower grade level

Best practice in teaching suggests that a record of successful adaptations for any student should be kept within a student's file to both document current practice and support future instructional needs. In the case of a student with special needs who has an Inclusive Education Plan (IEP) or an English Language Learner (ELL) student who has an Annual Instructional Plan, successful adaptations are recorded in these plans 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 education programs include adaptations will generally be working toward graduating with a Dogwood Diploma.

Grading and Reporting When There Are Adaptations

Grading for students who have been provided with adaptations should be in relation to the outcomes of the curriculum. If the learning outcomes that a student is working toward are from the curriculum of a grade level lower than the current grade placement, this should be indicated in the IEP or learning plan and in the body of the student's progress report. Further information on this subject is available in the Ministry document:

Reporting Student Progress: Policy and Practice:

https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting

Modifications

This section may not apply to students in ELL programs unless they are also identified as a student with special needs as determined by Ministry and district processes. Accommodations in the form of modifications are instructional and assessment related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject.

When To Use Modifications

The decision to use modifications should be based on the same principle as adaptations—that all students must have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. Before modifying the outcomes for a student, schools should review all instructional interventions tried and consider assessment information, utilizing a process that is ongoing and consultative—similar to IEP development practices overall.

Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e. students with limited awareness of their surroundings, students with fragile mental/physical health, students who have profound medical and cognitive disabilities). Using the strategy of modifications for students not identified as special needs should be a rare practice.

In many cases, modifications need only form part of an educational program for a student with special needs and they need not be a permanent or long term solution. Whether to use modifications should be reviewed on a regular basis. Decisions about modifications should be subject or course specific wherever possible. For example, a student with an intellectual disability may require modifications to a specific subject area such as mathematics; however, modifications may not be required to meet the provincial outcomes in physical education.

Although decisions about modifications to a student's courses or subjects may take place in grades earlier than Grade 10, a formal decision that an overall program is modified does not occur until Grade 10. The decision to provide modifications, particularly at the secondary school level, will result in students earning a School Completion Certificate upon leaving school rather than credits toward graduation or a Dogwood Diploma. Therefore, the critical decision of whether a student's education program should include modifications should not be made in isolation by a single classroom teacher. The decision should be carefully and thoughtfully made, in consultation with parents/guardians, school administration, and/or instructional support personnel. This decision should address longer term educational, career and life goals of students and encompass plans for attaining these goals. This decision must be documented in the student's special education file. Further information can be found under School District No. 73 (Kamloops-Thompson) Administrative Procedure 362 – School Completion (Evergreen) Certificate.

Examples of Modifications

An educational program for a student might include a combination of accommodations which includes modifications. For example, a student could be working on grade level learning outcomes in Physical Education and Health and Career Education and below grade level learning outcomes in Mathematics, all with adaptations while at the same time working on individualized learning outcomes that meet the student's IEP goals in all other subjects. The individualized outcomes address functional life skills and foundational academic skills. For students with special needs, modifications that consist of individualized learning outcomes or goals must be included in the IEP. Some further types of modifications include:

➢ Content and evaluation related to the course or subject but at a lower level of conceptual difficulty that is based on a student's individualized outcomes or goals. When students do well on this especially designed material, they have a chance to feel successful. For example, while students in a Grade 3 class are researching for presentations on the solar system, a student with special needs in this class uses a computer to drag and click planets into a template of the solar system and learns to say the names of each planet. At the secondary level, a Grade 9 student with special needs learns how to count change and manage a personal budget while other students are introduced to algebraic expressions.

> ➢ Only portions of the learning outcomes are addressed so that a student may participate in the classroom and feel success even though they are working at a conceptual level significantly different from the other students. For example, in a science class a student with special needs learns to identify safe and dangerous chemicals used in the lab, while other students carry out a chemistry experiment.

Although related to the outcomes of the curriculum, the goals for a student with special needs are significantly different. For example, while other students are learning how to read and respond to text in a Grade 4 classroom, a student with special needs is learning how to listen to stories at a pre-primary level and when to turn the page at the appropriate time using assistive technology.

Grading and Reporting When There Are Modifications

Progress reports to parents for students with special needs who are working toward individualized outcomes or goals in an IEP rather than the outcomes of the curriculum for that subject or course may be done using structured written comments or letter grades. The most appropriate form of reporting for the student should be determined collaboratively at the school level. If letter grades are used when modifications have been made, the body of the student progress report should state that the evaluation is in relation to the individualized outcomes or goals and not in relation to learning outcomes for the subject or course. The specific IEP outcomes or goals evaluated should be included in the student progress report.

School District 8
Kootenay Lake

Reporting on Students with Special Needs

Information taken from the B.C. Ministry of Education,
SPECIAL EDUCATION SERVICES: A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

Evaluation of Student Learning

Wherever possible, students will be evaluated using standards established for other students and on all components of their program, including those that have been modified and those that have not. It is important that evaluation and reporting procedures accommodate the range of adaptations and modifications, so as to recognize that students with special needs may:

➢ take part in the regular program with some adaptations (e.g. the student is following the same curriculum but aspects of the program require adaptation);

➢ take part in the regular program but have some modified components (e.g. in some areas, the expected learning outcomes are substantially different from the regular curriculum; for example, math may be totally individualized, with a life-skills orientation); and/or

➢ participate in a program that is completely modified (e.g. a student with profound intellectual disabilities whose program may focus on independence and self-care skills).

There are many students whose learning outcomes are identical to those of their classmates, but for whom teachers use adapted evaluation procedures (e.g. an oral exam rather than a written one). Use of adapted evaluation procedures should be noted in the student's IEP. For these students, evaluation is based on whether the learning outcomes for the course/program have been met. The methods of evaluation and reporting progress must be consistent with ministry grading and reporting policies for the K-12 program.

Some students may require extensive modifications to their program. Some or all of their learning outcomes will be substantially different from the regular curriculum. Evaluation will be based on the degree to which such outcomes are achieved. In this case, evaluation must be referenced to individually established standards. Parents can assist the school in achieving and evaluating progress toward learning outcomes - particularly with respect to achievement of social goals, acquisition of life skills, and career exploration and development.

Reporting Student Progress

Student progress reports for students with special needs should be provided on the same schedule as used for all students in the school. When necessary, additional informal reporting may include other procedures such as daily logs. Where a student with special needs is expected to surpass or achieve the expected learning outcomes set out in the provincial curriculum, regular letter-grading practices and reporting procedures will be followed; however, instructional and assessment methods may be adapted, and this will be reflected in their Inclusive Education Plan (IEP).

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g. speech pathologist, orientation and mobility instructors), those persons should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Grades on reports to parents should identify whether courses have been modified, although adaptations (e.g. oral exam) need not be identified. With written consent, such information should be communicated to post-secondary institutions or community agencies providing adult services in a manner consistent with legislation affecting freedom of information and protection of privacy.

Reference: Ministerial Order 191/94, the Student Progress Report Order

For students with special needs in elementary school, who are not capable of achieving the learning outcomes set out in a provincial curriculum and for whom substantial course or program modification is required because of exceptional needs, structured written comments with effort grades and not letter grades shall be used to report student progress. Specific individual goals and objectives shall be established for the student in an Inclusive Education Plan (IEP). Structured written comments shall be used to report the level of the student's success in achieving the modified goals and objectives set out in the IEP for each subject area.

In secondary school, it is possible to report grades for students with special needs who are working toward their School Completion Certificate, who are on an IEP and/or are enrolled in non-credit Locally Developed and/or Board Authorized and Approved courses. For these students, evaluation should be in relation to the learning outcomes for the course or their Inclusive Education Plan (IEP) goals based on the degree to which the outcomes are achieved.

Reporting on Students with Special Needs

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There are many students whose learning outcomes are identical to those of their classmates, but for whom teachers use adapted evaluation procedures (e.g. an oral exam rather than a written one). Use of adapted evaluation procedures should be noted in the student's IEP. For these students, evaluation is based on whether the learning outcomes for the course/program have been met. The methods of evaluation and reporting progress must be consistent with ministry grading and reporting policies for the K-12 program.

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Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g. speech pathologist, orientation and mobility instructors), those persons should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Grades on reports to parents should identify whether courses have been modified, although adaptations (e.g. oral exam) need not be identified. With written consent, such information should be communicated to post-secondary institutions or community agencies providing adult services in a manner consistent with legislation affecting freedom of information and protection of privacy.

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Grade Retention & Reporting Student Progress

Research

Research and professional practice clearly show consistent findings relative to long-term outcomes:

- Grade retention has been identified as the single most powerful predictor of dropping out.

- In general, no evidence early-grade retention brings benefits to the retainees' reading and math learning by the end of the elementary grades.

- **Compared to similarly academically achieving non-retained** peers, retained students had lower levels of academic adjustment at the end of grade 11, were less likely to receive a diploma by age 20, were less likely to be enrolled in a post-secondary education program, and received poorer employment competence ratings at age 20.

- Negative short and long-term effects on student self-esteem.

Best Practice Guidelines

- Teacher and parent/guardian discussion and monitoring of student not consistently achieving at expected level.

- Regular evaluation of learning strategies to ensure implementation of those that best meet student's needs.

- Evaluation of supportive interventions and decision on whether or not to access additional resources through School-Based Team Meeting.

- Evaluation of supportive interventions and decision on whether or not to access additional resources through District-Based Team Meeting.

- All decisions are made with the student's current and future best interests in mind.

BC Ministry of Education

Reporting Student Progress: Policy and Practice (p.38)

➢ The achievement and adjustment of students who are retained tends to be no better than those of comparable children who are promoted.

➢ Repeating a grade does not ensure that children will overcome the areas of deficiency.

➢ Students who repeat the same material without new instructional strategies tend not to attain the same levels of competence as students who are promoted.

➢ Retained students tend to have a more negative attitude toward school.

➢ Students who are retained often develop problems in the areas of personal adjustment and socialization.

➢ Students who have been retained are more likely to drop out of school.

➢ Where students have been retained and show significant increases in achievement, there have been marked changes in instructional strategies.

Research-based and Effective Interventions

➢ Engage positive teacher-parent collaboration.

➢ Adopt age-appropriate and culturally-appropriate instructional practices.

➢ Establish inclusive groupings in classrooms with teachers trained in working with mixed ability students.

➢ Identify specific learning and/or behavioral challenges; targeting instruction and regularly evaluating the effectiveness of plans in order to adapt as needed to ensure greater success.

➢ Access and follow-up on effective social and emotional programs.

➢ Implement tutoring programs.

➢ Provide appropriate Inclusive Education Services with trained staff.

Recommended Resources

Association for Supervision and Curriculum Development (ASCD) What research says about…grade retention March 2008, Volume 65, Number 6

Canadian Journal of School Psychology
http://sjs.sagepub.com/content/abstract/22/1/50?rss=1

The Association of Chief Psychologists with Ontario School Boards
http://www.acposb.on.ca/retention.html

National Association for School Psychologists
http://www.nasponline.org/about_nasp/p ospaper_graderetent.aspx

Center for Development & Learning
http://www.cdl.org/resourcelibrary/article s/grade_retention.php

Specialized Support

Return to External School Based Team (ESBT)

- Review Student Service Plan (SSP) or IEP
- Provide ongoing support to student, continue to document interventions and student's Response to Intervention (RTI)
- Referral to outside agency as required (Integrated Case Management, multi-disciplinary team support)
- Consult with district staff regarding programming options (District Case Conference)

| Yes – Continue intervention and monitor | ◄ | **Interventions effective** | ► | No |

Intensive Support

Refer to External School Based Team (ESBT)

- Review interventions/strategies and student's Response to Intervention (RTI)
- Collect additional data as required: observations, assessments
- Consider additional district based supports (School Psychologist, IST, SLP, Assistive Technology, AFC, AYFC, SFC, ELL RT, HRT, VRT, SEL Coordinator, Substance Misuse Counsellor, OT/PT via CTFRC)
- Referral for Ministry identification, if appropriate
- Create Student Service Plan (SSP)
- Create or revise IEP

| Yes – Continue intervention and monitor | ◄ | **Interventions effective** | ► | No |

Targeted Support

Refer to School Based Team (SBT)

- Teacher consults with SBT (LART, Secondary Counsellor, Principal, Vice-Principal, AEW)
- Collaborative file review - identify student's strengths and concerns
- SBT reviews current classroom intervention strategies and progress
- SBT develops action plan utilizing school based supports (LART, Secondary Counsellor, small group/individualized intervention)
- Additional data collection (Classroom observation, Level A/B assessment)

| Yes – Continue intervention and monitor | ◄ | **Interventions effective** | ► | No |

Universal Support

Classroom Support Planning

- Teacher identifies concerns about student achievement and/or social-emotional development
- Teacher reviews student file, gathers baseline assessment data, and discusses concerns with family
- Teacher identifies supports needed, implements varied approaches, adaptations and specific strategies to support student
- Teacher inquires about student health and well-being: vision, hearing, sleep patterns, nutrition
- Teacher consults with LART, Principal, Vice-Principal as needed.

School-Based Team Meetings Overview

What is a School-Based Team?

A School-Based Team (SBT) is a team of people that support a student to meet their learning goals. Each member has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional strategies and to coordinate support and resources for students with challenges. The team meets in both scheduled and on an as needed basis.

Agendas will be created and shared in advance of all meetings, other than internal SBT. If the meeting is about a student frequently met about, attendees can use their previous meeting minutes to refer to rather than an agenda. Agendas should be shared 3 - 5 days prior to a meeting to allow all staff to prepare for the meeting. During the meeting, the Case Manager or designate will take minutes. The minutes will be shared with all parties attending the meeting, with a copy placed in the student's file. Because minutes can only be emailed among school district staff, fax or hard copies will be provided to those outside of the district, as requested.

Some of the types of School-Based Team Meetings that may occur:

- School-Based Team - Internal
- School-Based Team - External
- Interagency Case Management (ICM)
- Inclusive Education Plan (IEP)
- District Case Conference
- Functional Behaviour Plan (FBA)/Behavior Intervention Plan (BIP)
- Employee Safety Plan

School-Based Team Referral Form

Each school will use a SBT Referral Form for staff to refer a student for the SBT process. Schools can use their own form or may choose to use the template provided.

School-Based Team (SBT) Meetings - Internal

When a student is having challenges at school, they may be referred to the School-Based Team - Internal. The SBT is a team of school-based personnel who assist the classroom teacher in developing and implementing instructional strategies, to support the student. The Case Manager or designate is responsible for gathering information about a student and presenting this information at SBT meetings.

The School-Based Team - Internal usually includes the principal or vice principal, a Learning Assistance Resource Teacher, other Resource Room Teachers in the school, the classroom teacher, and possibly a Certified Education Assistant. The classroom teacher, parent/guardian(s), or Administrator may initiate the meeting. This meeting will occur monthly or as needed and will have a problem-solving focus. The internal meeting occurs prior to an External School-Based Team Meeting.

The purpose of the SBT - Internal referral is to review a student's strengths and challenges, and to decide the steps that might be taken to ensure that the child develops his or her potential.

School-Based Team (SBT) Meetings - External

At times, it will be helpful to include other support personnel in the school-based team meeting; this is referred to as an External School-Based Team Meeting. These meetings can consist of: Inclusion Support Teachers, School Psychologists, School and Family Consultants, Speech and Language Pathologists, Aboriginal Family Counsellors, Aboriginal Youth & Family Consultants, Vision Resource Teachers, Teachers for the Deaf and Hard of Hearing, English Language Learner Teachers, parent/guardian(s).

These meetings can take different forms. For example, a school may choose to meet as a whole team to discuss the general needs in the school and work together to problem solve and/or create a priority list of needs to be addressed with the support of individual members of the external team. Alternatively, a school may choose to meet about individual students, inviting the whole external team or just those members needed for a particular student.

Interagency Case Management Meetings (ICM)

Interagency Case Management (ICM) refers to a team approach taken for students who require supports outside of the school system. This meeting is to coordinate various services for a specific student and their family through the development of a comprehensive plan. The team should include all service providers who have a role in implementing the plan including the parent/guardian(s) and when appropriate, the student. External agency partners may also be invited to the meeting (ie: designated agencies such as the Ministry of Children and Families, Lii Michif Otipemisiwak, Secwepemc Child and Family Services, Integrated Practice Clinicians, private OT/PT, counsellors, and/or behaviour consultants).

External agency partners may be the party to call the meeting. In that case, that agency will chair the meeting and manage the agenda and minutes. All members of the team work together to provide assessment, planning, monitoring and evaluation.

The Case Manager is responsible for coordinating and chairing ICM meetings. At ICM meetings, the participants talk about the student's strengths and what is going well, and the factors that may create challenges for them. Through this discussion, the team will develop an effective integrated plan.

When children have complex needs (e.g. medical, mental health, behavioural) two or more ICMs may be required per year. For students designated as requiring Intensive Behaviour Intervention, the Ministry of Education guidelines require documentation of at least one ICM per year.

Inclusive Education Plan (IEP)

See the Inclusive Education Services Handbook - Tab 4 - Learning Assistance and Special Education Planning. Note: If the School-Based Team updates the IEP and notes it on the IEP or on an IEP Review form rather than creating School-Based Team minutes please note the meeting on the "Record of Services Provided" to create a record of the meeting.

District Case Conferences

See the Inclusive Education Services Handbook - Tab 201.1 – Inclusive Education Procedures. District Case Conferences are meetings to assist in planning for student placement and education planning. A school may choose to schedule a case conference to assist with planning beyond the available resources of the school. The case conference is booked through the Director of Instruction - Elementary Education and Learning Services' office. It is the school's responsibility to submit all documentation prior to the meeting. The school is also responsible for inviting all of the attendees. The District Principal of Inclusive Education chairs the meeting. A representative from Child and Youth Mental Health attends all case conferences as well as the parent/guardian(s) and if appropriate, the student. All agency personnel that are working with the student should also be invited.

A copy of all District Case Conference minutes is maintained by the Director of Instruction - Elementary Education and Learning Services.

School Psychology Services Pre-Referral Form

Completion of this form is **required to access school psychology services**. This document is to be used in conjunction with the school based team process to show implementation of response to intervention.

Student's Name:	Date:	
Birth Date:	Preferred pronoun:	Grade:
School:	Teacher:	
Case Manager:	Parent/Guardian:	
Parent Phone:	Parent Email:	
Date of most recent vision test:	Results:	
Date of most recent hearing test:	Results:	

Attendance:

Grade	School attended	Number of absences

Main/presenting concern:

Strengths:	Stretches:

Proficiency levels in reading, writing, and math:

Are there social/emotional/behavioural concerns?

Has the student had any of the following:

☐ Psych-Ed Assessment (attach reports)   ☐ Other assessments (i.e. IHCAN - attach report)

☐ Medical diagnosis:_____   ☐ Level B testing (attach results)

☐ IEP category:_____   ☐ Service Plan

☐ SLP   ☐ FBA/BIP

Describe all interventions that have been used for this student. Add additional pages, if necessary:

Intervention 1

Dates:	Frequency: (minutes)	Per (day/week)
Targeted Skill:	Description of intervention:	Results of Intervention:

Intervention 2

Dates:	Frequency: (minutes)	Per (day/week)
Targeted Skill:	Description of intervention:	Results of Intervention:

Intervention 3

Dates:	Frequency: (minutes)	Per (day/week)
Targeted Skill:	Description of intervention:	Results of Intervention:

Intervention 4

Dates:	Frequency: (minutes)	Per (day/week)
Targeted Skill:	Description of intervention:	Results of Intervention:

School District 8
Kootenay Lake

Meeting Agenda (Template)

School Name: _____

Address: _____

Phone #: _____ **Fax #**: _____

Date: _____ Time: _____

Location: _____

Attendees:

_____

_____

_____

Student Name	Presenting Concern/Reason for Referral	Current Supports, Interventions & Student Strengths

School District 8
Kootenay Lake

Meeting Minutes (Template)

School Name: _____

Address: _____

Phone #: _____ **Fax #**: _____

Date: _____

Student's Name: _____

Date of Birth:_____ Grade: _____

Referring Teacher: _____

Case Manager/Teacher: _____

Referred for: _____

_____

Attendees: _____

_____

_____

_____

Strengths:
-
-
-

Stretches:
-
-
-

Discussion:
-
-
-

Informal/Formal Assessments and Results	Interventions/supports currently in place	Student response to interventions

Action Plan:

Action – list immediate action first	Person Responsible	Review Date
1.		
2.		
3.		
4.		

Schedule follow-up meeting based on review dates.

School District 8
Kootenay Lake

School Name: _____

Address: _____

Phone #: _____ Fax #: _____

Date: _____

Student:_____

Name	Role/Agency Association	Phone #	Fax #	Email Address

School District 8
Kootenay Lake

	School Name: _____
	Date: _____

Internal School-Based team to fill in the form with student names for student's currently receiving support and/or those that are the school's priority for support. This document serves to allow school staff to see all current supports in their building 'at-a-glance' to discuss with the external team to priorities as identified by the team.

	Students Receiving Direct Support	Students Receiving Consultation	Student's Assessment Referral (In Progress/Complete)
Aboriginal Family Counsellors			
Child & Youth Mental Health			
Drug & Alcohol Counsellor			
IHCAN			
Inclusion Support Teacher			
Occupational Therapist			
Physio Therapist			
POPARD/POPFASD/POPEI			
RCMP Liaison			
School & Family Consultant			
SET-BC			
Speech & Language Pathologist			
Other Inclusive Education Staff			
Other			
Other			
Other			

**School District 8
Kootenay Lake**

School Name: _____

Address: _____

Phone #: _____ Fax #: _____

Date of Meaningful Consultation and IEP Meeting with Parents: _____

Student's Name: _____

Date of Birth:_____ Grade: _____

Classroom Teacher(s): _____

Case Manager/LART: _____

Attendees: _____

_____

_____

Strengths:
-
-

Stretches:
-
-

Planning Tool Results (if Planning Tool applicable for designation)
-
-

Current Level of Performance
-
-

Performance Review of Last Objectives

-

Transition (if applicable)

-
-

Informal/Formal Assessments and Results	Interventions/supports currently in place	Student response to interventions

1-3 core competency facets selected by student and/or family:

1.
2.
3.

Core Competency Goal #1: *(Note: Choose 3-5 I can goal statements)*

I can….

Core Competency Goal #2:

I can….

Core Competency Goal #3:

I can….

If applicable:

Action – list immediate action first	Person Responsible	Review Date
1.		
2.		
3.		
4.		

Schedule IEP Review Date:

School Name: _____

Address: _____

Phone #: _____ **Fax #:** _____

Student's Name: _____ **Date of Referral:** _____

Referring Teacher: _____ Grade: _____ Date of Birth:

_____

Name of Parent(s)/Guardian(s): _____

Parents/guardians have been made aware of the following concerns: ☐ Yes ☐ No

What is the student doing successfully in school? Where have you seen growth and improvements?

_____
_____
_____
_____
_____
_____

Focus Skill #1: ☐ Academic ☐ Behaviour ☐ Social-Emotional ☐ Medical ☐ Other

Student is having difficulty **doing what** *specifically*? Example: *Student name has difficulty keeping hands to self*	*When* does it happen most/least often? What is the **setting**? *Example: it happens most often when the hallways are crowded and filled with students. After recess, lunch, and after school bells*
	Who does it involve most often (if it involves other people)? *Example: He usually targets 3 specific classmates.*

Please describe **one** strategy you have already tried to teach this focus skill?
Approximately, when did you begin teaching the strategy?_____

Results of implementing strategy?

Please describe a **second** strategy you have already tried to teach this focus skill?
Approximately, when did you begin teaching the strategy?_____

Results of implementing strategy?

Focus Skill #2: ☐ Academic   ☐ Behaviour   ☐ Social-Emotional   ☐ Medical   ☐ Other

Student is having difficulty **doing what** *specifically*? *Example: Student name has difficulty beginning and completing their work.*	*When* does it happen most/least often? What is the **setting**? *Example: It happens most often when it is pencil to paper work and at their desk working independently.* *Who* does it involve most often (if it involves other people)? *Example: It does not involve anyone else.*

Please describe **one** strategy you have already tried to teach this focus skill?
Approximately, when did you begin teaching the strategy?:_____

Results of implementing strategy?

Please describe a <u>second</u> strategy you have already tried to teach this focus skill?
Approximately, when did you begin teaching the strategy?:_____

Results of implementing strategy?

Please complete/review the following before handing in this referral:

☐ Review the student's file
☐ Date of last vision test _____   ☐ Date of last hearing test
_____
☐ Attendance Report (if pertinent)   ☐ Current IEP or report card (if pertinent)

Thank you for taking the time to fill out this SBTM referral form!

The SBT Meeting will be:

☐ Child Centered   ☐ Solution Focused   ☐ Positive   ☐ Professional

School District 8 Kootenay Lake

School Name: _____

Address: _____

Phone #: _____ **Fax #**: _____

Student's Name: _____ **Date of Referral**: _____

Referring Teacher: _____ Grade: _____ Date of Birth:

_____

Name of Parent(s)/Guardian(s): _____

Parents/guardians have been made aware of the following concerns: ☐ Yes   ☐ No

---

What is the reason this student is being referred for a school-based team meeting?

_____
_____
_____

Please check the steps taken prior to the referral:

☐ Reviewed student file notes: _____
☐ Dates of last vision and hearing tests: _____
☐ Completed classroom assessment
☐ Program adaptions put in place to target specific skills: _____
☐ Reviewed concerns with parent/guardian
☐ Date of last meeting: _____
☐ Completed student profile

Please indicate as many of the following that apply:

Student strengths:

☐ Observant ☐ Diligent ☐ Cooperative ☐ Artistic ☐ Athletic ☐ Friendly ☐ Cheerful
☐ Helpful ☐ Creative ☐ Eye/Hand ☐ Responsible ☐ Caring ☐ Musical
☐ Inquisitive ☐ Polite ☐ Other: _____

Academic concerns:

Literacy:_____
_____

Math:_____
_____

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Kootenay Lake

Academic concerns continued:

☐ Time Management	☐ Work Ethic
☐ Fine Motor	☐ Organizational Skills
☐ Cognitive Processes (ex. memory/working speed)	☐ Test-taking
☐ Overall Fluency/processing time needed	☐ Maintaining Focus
☐ Other: _____	

Class testing results/observations:

- _____
- _____
- _____

Behaviour concerns:

Describe:_____
_____
_____
_____
___

Teacher actions to date:

Interventions tried:

☐ Structured Routine
☐ Student Contract
☐ Adapting Assignments
☐ Inclusive Education Plan (adaptations)
☐ Clarified Expectations/Directions
☐ Organizational Chart
☐ Signed Homework Book
☐ Preferential Seating
☐ Structured Reinforcements
☐ Modeling
☐ Service Plan
☐ Check In Check Out (CICO)
☐ Google Read and Write
☐ Adaptive/Supportive Technology
☐ Other, please specify: _____
_____

Resources used:

☐ Parent Meeting
☐ Administration (referral)
☐ Administration (suspension)
☐ Administration (modified day)
☐ Counsellor
☐ Learning Assistance Resource Teacher
☐ Youth Care Worker
☐ Aboriginal Education Worker/Counsellor
☐ Certified Education Assistant
☐ Peer Tutor
☐ School Psychologist Consultation-Year: _____
☐ Psychoeducational Assessment-Year: _____
☐ Inclusion Support Teacher Consult-Year: _____
☐ Other, please specify: _____
_____

The student responds positively to the following:
_____
_____

What action would you like the team to facilitate?
_____
_____

Is there any other information that you feel may assist in understanding this student's learning and/or behavioural difficulties?
_____
_____

School District 8
Kootenay Lake

Expectations for Level B Testing for Students In French Immersion

Reading

Levelled books normed in the district should be used to report on reading decoding and comprehension skills. The rationale for reading is that this tool provides an objective comparison of the student's ability compared to others in the immersion population in our district.

Math

Key-Math III available in French through the Henry Grube Education Centre should be used. The rationale for the Math test is that it is a standardized level B test that is translated for use in immersion populations, so that students' scores can be compared to thousands of others of the same age across Canada.

Written Output

Consultation with School Psychologist relative to assessment of visual-motor integration (discussion in terms of follow-up by OT/PT or School Psychologist if appropriate).

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French Immersion Support Continuum

Questions to consider throughout the continuum:

- What classroom adaptations have worked/not worked?
- What information and support has been given to the parent?
- Is the student experiencing academic difficulties? If so, what are they?
- Is the student experiencing social /emotional difficulties? If so, what are they?
- Is the student experiencing behavioural difficulties? If so, what are they?
- Is the student experiencing French language difficulties? If so, what are they?
- Is the student experiencing English language difficulties? If so, what are they?

Teacher and Parent:

- Information gathering (file reviews, previous teachers, previous testing, attendance)
- Basic medical (sight, hearing)
- Functioning skills observations (gross motor, fine motor, communication)
- Documented plan with strategies and follow up plans (differentiated instruction strategies/results/revise)
- Support to parent - Canadian Parents for French information
- Information from parent regarding functioning of first language at home
- Identify specific learning needs (social/emotional/behavioural/academic)

Internal School-Based Team:
(Teacher, LART, parent, administration, student [when appropriate])

- Continued problem solving and revision of the plan
- Assessment:
  - Level B and/or curriculum based assessment
  - Functional Behaviour Assessment
  - Speech/Language Screening (English)
  - **TACL I in French**
  - *French WIAT-II*
  - *Keymath-3 in French*
- Revised documented plan/follow up plans
- Compare French results to English

External School-Based Team:
(Internal team, district staff - Inclusive Education Services, student [when appropriate])

- Continued problem solving and revision of the plan
- Review assessment
  - Behaviour
  - Language
- Formalized education/behaviour plan/follow up plans
- Decision on transfer to English Program
- Is it in the student's best interest to remain in the French immersion program?

BASIC INFORMATION:

School:	**Teacher:**
Student:	**Birth Date** *(yyyy-mm-dd)*:
Grade:	**Age:**	**Gender:**
Plan #:	**Plan Review Date:**
Case Manager:	
Assistive Technology Provided:	
Description of Service:	
Provided by:	
Position:	
Location:	
Frequency:	**Start Date:**
Anticipated Duration *(months)*:	
Service Plan Description:	
Adaptations:	

Universal Support for Provincial Graduation Exams

The Ministry of Education, in consultation with a committee composed of provincial stakeholders, conducted a review of the adjudication criteria in the spring of 2017, resulting in changes that took effect for the 2017/2018 school year. Based on the review, the Ministry moved to a universal model of supports in the 2017/2018 school year. This model allows for supports currently provided to students in the classroom (extra time and speech-to-text or text-to-speech software) to also be provided during the Provincial Graduation Assessments.

Universal supports may be used on Provincial Graduation Assessments if the required supports:

- are routinely used in the classroom;
- have been recommended by the School-Based Team (rather than an individual teacher, administrator, or other school staff member);
- have been recommended in consultation with a BCASP-certified school psychologist or BC-registered psychologist (who may be part of the School Based Team);
- are documented in either an Inclusive Education Plan (IEP) or Student Learning Plan (SLP);
- show use over time.

In addition, if use of the supports began during the secondary years, in addition to demonstrated need for the specific supports, documentation is required in the form of:

- report cards, School-Based Team minutes, and/or other school records indicating the student's need for assistance in reaching academic goals;
- standardized academic achievement results or a psycho-educational assessment report and/or relevant reports from outside agencies.

Adaptations to Provincial Graduation Assessment conditions will only be allowed when the specific adaptations relate directly to the individual student's identified special needs:

- the specific adaptations must be appropriate for the student's documented special needs in the Inclusive Education Plan or the Service Plan;
- the adaptation must be consistent with classroom assessment practices.

Further demonstration of use could be reflected in report card data referencing how the supports assisted the student in achieving goals.

The following process will be followed:

1) Case Managers identify students who could benefit from using adaptations for Provincial Graduation Exams.
2) Case Managers will support the use of Universal Supports that may be used for Provincial Graduation Exams by using the Universal Supports Requirement for Provincial Exams Form.
3) If a student does not have qualifying documentation, the Case Manager will arrange a School-Based Team Meeting that includes parents, an administrator, the Case Manager, a classroom teacher and a School Psychologist to discuss the student's current needs, interventions and assessment requirements, and appropriate resources.
4) A copy of the Universal Supports Requirement for Provincial Exams Form and supporting documentation will be added to the IEP tab in the Special Education folder, if the student has a ministry category. If a student is not designated as having special educational needs the supporting documentation will be held in the student's general file.
5) Eligible adaptations will be noted in the IEP module of MyEdBC by listing adaptations and checking the adjudication box. For students that do not have an IEP, adaptations will be documented on a Service Plan.

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Universal Support for Provincial Graduation Exams Form

Student Name: _____
PEN: _____
Grade: _____
Date: _____

The student's Case Manager will complete the following form and ensure the appropriate documentation is held within the student's file:

Universal supports may be used on Provincial Graduation Assessments if the required supports:

- ☐ Are routinely used in the classroom
- ☐ Have been recommended by the School-Based Team (rather than an individual teacher, administrator, or other school staff member)
- ☐ Have been recommended in consultation with a BCASP-Certified School Psychologist or BC Registered Psychologist (who may be part of the School-Based Team)
- ☐ Are documented in either an Inclusive Education Plan (IEP) or Student Learning Plan (SLP)
- ☐ Show use over time

Demonstrated need for the specific supports, documentation is required in the form of:

- ☐ Report cards, School-Based Team minutes, and/or other school records indicating the student's need for assistance in reaching academic goals
- ☐ Standardized academic achievement results or a psycho-educational assessment report and/or relevant reports from outside agencies

Adaptations to Provincial Graduation Assessment that relate directly to the individual student's identified special needs:

- ☐ The specific adaptations must be appropriate for the student's documented special needs in the Inclusive Education Plan or the Student Learning Plan
- ☐ The adaptation must be consistent with classroom assessment practices

Case Manager: _____   **Date:** _____

This document is to be filed in the Student's Special Education File under the IEP tab or in the student's general file if no special education file exists.

What is a "critical incident"?

A critical incident is a sudden change that disrupts the normal operation of the school and demands immediate attention. Examples may include an unexpected accident or tragedy, a death, an environmental disaster, or a violent assault. Incidents of this nature impact students, staff, parents, and other members of the community. In School District No. 8, each workplace has a Critical Incident Resource Guide. This manual should be read, and plans must be in place in each school to deal with a critical incident.

Quick Reference / Communication Chain

1. Principal receives/gathers facts and basic information.

2. Ensure the safety of site, students, and staff.

3. Contact and advise Trish Smillie, Superintendent as listed below. If she is unavailable, please contact **Deanna Holitzki, Director of Instruction**.

4. All **media** contact must go through the Superintendent's Office.

DISTRICT BASED CRITICAL INCIDENT SUPPORT TEAM			
Name	Cell Phone	Home Phone	Email
Trish Smillie *(Superintendent)*			
Deanna Holitzki (Director of Instruction)			
Scott Rothermel (Manager of Safe Schools)			
Javier Gonzalez (Coordinator Mental Health and Addictions)			

5. Contact the Principal.

Name	Cell Phone	Home Phone	Email

6. Call all members of the School Critical Incident Team and activate school based Critical Incident Plan.

   *Communication with staff and students should be through personal phone calls and _not_ through *Voice* Messages or email / Internet sites *(do _not_ leave a detailed message).*

   Suggested voice mail message if necessary:

   > *"This is _____ from [school]. We will be having an urgent staff meeting at the school tomorrow morning at 8:00 am. I would like to share more information with you in advance of this meeting. Please contact me as soon as you can at this number_____."*

7. If needed, arrange for TTOCs and/or any other relief staff (EA, clerical, custodian) to cover classes for staff members as necessary.

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Kootenay Lake

Completed form is to be sent to Inclusive Education at the School Board Office
Email: clerical.inc@sd8.bc.ca

School: _____   School Year: _____

School Based Team Members	Name	Home Phone	Cell Phone
Administrator #1	_____	_____	_____
Administrator #2	_____	_____	_____
Teacher in Charge	_____	_____	_____
Secretary	_____	_____	_____
CUPE Staff Representative	_____	_____	_____
Counsellor	_____	_____	_____
LST	_____	_____	_____
Other	_____	_____	_____
Other	_____	_____	_____

Counselling/Information Center Location(s):

Staff Room ☐   Room Number _____

Library ☐   Room Number _____

Script to be used by staff members when activating the phone tree:

Note: *Do _not_ give specific details. Family may not have released information to the public.*

_____

_____

Sample: "We are sad to report that a student from our school died over the weekend. We don't have further information to share at this time. Please attend the staff meeting at 8:00 tomorrow morning."

Critical Incident Plan Phone Tree for Schools

School: _____

(Including administration, teaching staff, support staff, noon hour supervisors,

custodial staff, bus drivers, and Parent Advisory Council)

Critical Incident:	Date:

Immediate Action by <u>Principal or Designate</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Principal receives/gathers facts and basic information		☐
2.	Ensure safety of site, students, and staff		☐
3.	Contact and advise Director of Instruction or the appropriate School District Personnel according to the Quick Reference/Communication Chain		☐
4.	Determine if First Nations Protocol needs to be implemented		☐
5.	Determine other schools or locations that might be affected *(siblings, team mates, close friends, other staff that have worked with the student)*		☐
6.	All media contact should go through the Superintendent *(see "Quick Reference/ Communication Chain")* – *Director of Instruction to arrange*		☐
7.	Arrange for relief staff *(CUPE)* as needed by contacting Support Staff/Teacher SFE Dispatcher 250-505-7065		☐
8.	Activate phone tree *(attached to School Plan)*		☐
9.	Assign staff member to monitor social media		☐
10.	Secure the personal property of the deceased student or staff		☐

Planning for the Day:

	Action to be taken	Notes / Phone Numbers	Done
1.	School-Based and District Critical Incident Support Teams convene to discuss process		☐
2.	Plan the process for the morning staff meeting and prepare the message to students		☐
3.	Arrange room where counselling team will support students and staff		☐
4.	Ensure there are tissues, water or juice, snacks etc. available *Aboriginal tradition requires that the tissues from tears be saved for the family*		☐
5.	Ensure the room is not scheduled for other activities during the day		☐
6.	Arrange a "Hospitality" meeting room for parents who arrive on the scene		☐
7.	In the event of a student death, provide updated class list for the teacher *(TTOC)*		☐
8.	Update MyEdBC and make sure <mark>clerical or other system</mark> does **not call home** to report deceased student's absence		☐
9.	Plan/schedule events for the day If PAC asks how they can help, providing food for staff has proven to be very helpful		☐
10.	Lowering of the flag in school critical incidents will be determined by the School District Superintendent according to flag protocol		☐
11.	Run staff meetings at beginning and end of the day *(eg: 8:00 am and 3:00 pm)*		☐
12.	Staff to update their calendar to accommodate event, ie: clerical to clear principal's schedule		☐

Action to be taken	Notes / Phone Numbers	Done
13. Cancel emergency drills		☐
14. Inform Director of Instruction of social media and media posts regarding event		☐
15. Write statements regarding incident: • Principal's statement to staff and public • Principal's letter home to families • Secretary statement when dealing with the public, outlining appropriate and inappropriate communication • Teacher's statement to be read to students. If teachers are not able to deliver this information, outlining who will assist in this delivery **Review statements with the Director of Instruction– Inclusive Education prior to using**		☐
16. Write an age-appropriate script of factual information for staff to use when talking with their students		☐
17. Help deliver the information to students in classes where teachers have requested assistance		☐
18. Identify and plan support for students with special needs who may have difficulty with the incident		☐
19. Keep a record of at-risk friends / students / staff who may be in crisis		☐
20. Identify students who are absent		☐
21. Telephone contact to parents of students who are having a difficult time		☐
22. Develop a sign-out process for parents who take their children home or for students who leave		☐
23. If required, organize assistance such as transport home for staff or students ensuring they are not alone after the incident		☐

	Action to be taken	Notes / Phone Numbers	Done
24.	Meet with staff at the end of the day and debrief the day and discuss self-care Remind staff to connect with Employee & Family Assistance Plan, if necessary		☐

Ongoing / Follow-up Procedures:

	Action to be taken	Notes / Phone Numbers	Done
1.	Continue ongoing contact with family or family spokesperson		☐
2.	Continue to meet daily to review each day's events and upcoming arrangements		☐
3.	Send an expression of sympathy to the family		☐
4.	Schedule a follow-up meeting with the Critical Incident Team to discuss post incident recovery (memorial service information and managing memorials etc.)		☐
5.	Within the first month, decide what, if any, memorial action will be taken by the school		☐

Long Term Action:

Action to be taken	Notes / Phone Numbers	Done

#	Action to be taken	Notes / Phone Numbers	Done
1.	Monitor staff and students for signs of delayed stress • If needed, refer for specialized treatment *(EFAP, Coordinator Mental Health, Manager Safe Schools, Aboriginal Coordinator, family doctor, CYMH, etc)*		☐
2.	Continue to provide needed support		☐
3.	Plan for and be sensitive to disturbing influences such as anniversaries, inquests and legal proceedings, paying particular attention to critical periods (holidays, post incident, etc.)		☐

Actions by <u>Director of Inclusive Education</u>:

(once contacted by the principal, the following actions will occur:)

#	Action to be taken	Notes / Phone Numbers	Done
1.	Ensure principal has identified the Critical Incident Team and is using the Critical Incident Response Guidelines		☐
2.	With principal, determine the level of support staff and additional administrative assistance required • confirm Aboriginal ancestry • determine connection to other schools/partner agencies		☐
3.	Review security requirements with the principal. Where applicable, consult necessary authorities for assistance (ie: RCMP, NCP, MCFD)		☐
4.	Communicate incident to Superintendent and SLT		
5.	Brief the Superintendent, Director of Instruction and SLT, Manager Safe Schools, District CIRT, Communications Manager, Manager of Transportation, District Principals, and Manager of Health		☐

	Action to be taken	Notes / Phone Numbers	Done
	and Safety on the incident and review the procedures		
6.	Inform Inclusive Education Services staff to provide support and to review procedures pertinent to the incident		☐
7.	Ensure District Principals and principals that are affected by the crisis begin working through the appropriate procedures		☐
8.	Organize Critical Incident Stress Debriefing session with those involved within 48 hours and arrange follow up support if required		☐
9.	If Aboriginal Protocol enacted, contact: Gail Higginbottom, District Principal – Aboriginal Education		☐
10.	Contact other sites affected		☐

	Action to be taken	Notes / Phone Numbers	Done

11.	In conjunction with Communications Manager, prepare statements and media communication to be approved by the Superintendent:
	
	• Vet statement with local RCMP/NCP, if appropriate
	• Include the RCMP/NCP in all press conferences, if applicable
	• Prepare list of authorized media spokespersons, distribute to Directors
	• Review statements prepared by principal for the school. Statements include:
	  o Principal's statement to staff and public
	  o Principal's letter home to families[SEP]
	  o Secretary statement when dealing with the public, outlining appropriate and inappropriate communication
	  o Teacher's statement to be read to students. If teachers are not able to deliver this information,
			☐

	Action to be taken	Notes / Phone Numbers	Done
	outlining who will assist in this delivery		
	• Draft an email for the Principal to send out to school staff to outline appropriate communication with the public		
12.	Contact the Ministry of Education – Safer Schools Together		☐
13.	Review of School and District response teams and provide support as needed		☐
14.	Debrief the incident and procedure with school staff and Directors/District Principals to ensure any necessary improvements are made to this process		☐

Actions by <u>Superintendent</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Communicate with Trustees and Secretary Treasurer		☐
2.	Designate staff that have authority to speak to the press • confirm School Board Media Spokesperson • designate district staff		☐
3.	Consider notifying local media with a prepared statement		☐
4.	Determine the plan for media personnel that show up on-site		☐
5.	Visit the school(s) affected to extend sympathy to students and staff following the incident		☐

	Action to be taken	Notes / Phone Numbers	Done
1.	Keep a detailed timeline of notes during the incident		☐

	Action to be taken	Notes / Phone Numbers	Done
2.	Communicate with principal(s) to offer support. Consider going on-site.		☐
3.	Visit the school(s) affected to extend sympathy to students and staff following the incident		☐

Actions by <u>Director of Facilities</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Send communique to operations program area managers to inform them of the situation and maintain ongoing communication with: 1. Manager of Custodians 2. Manager of Transportation 3. Operations Foreperson		☐
2.	Determine appropriate facility and transportation actions and assign tasks		☐

Actions by <u>Communications Manager</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Designate staff member to monitor social media and facilitate shutdown of social media. Report confirmation to the Principal		☐
2.	Act as the media point of first contact regarding incident and respond to media with basic facts regarding the incident		☐
3.	Facilitate media and social media updates		☐
4.	Work with Director- Inclusive Education to develop communication plan		☐

Actions by <u>Director of Human Resources</u>:

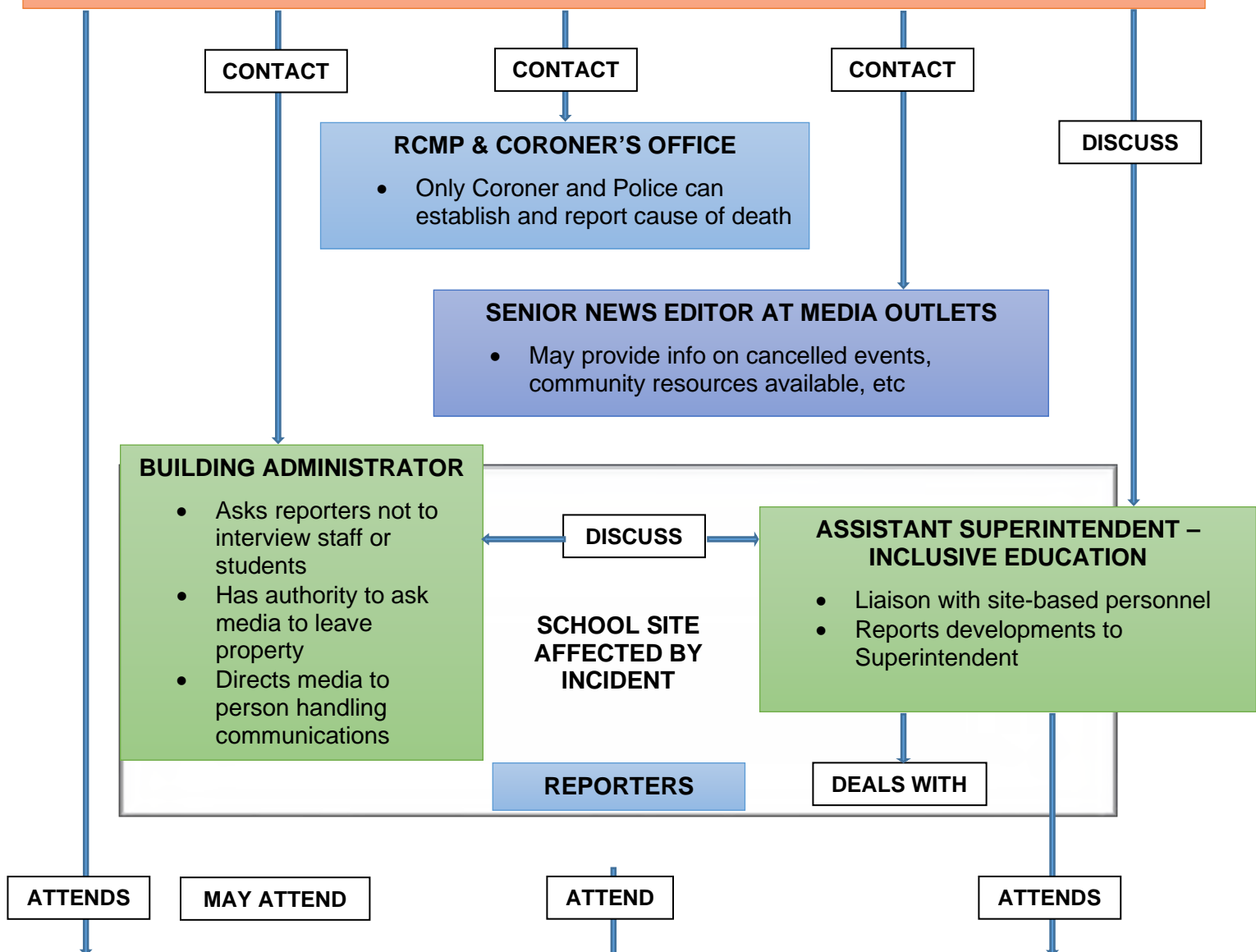| Action to be taken	Notes / Phone Numbers	Done

1. Communicate with:
  1. Kootenay Lake Teachers' Federation co-presidents
  2. CUPE President
		☐

2. Contact Manager of Health and Safety		☐
3. Dispatch replacement staff as determined		☐

Actions by <u>District Support Staff/Counsellors</u>:

Action to be taken	Notes / Phone Numbers	Done
1. District CIRT, Aboriginal Coordinator(s), and Manager Safe Schools if applicable, meet to review information regarding incident received from the principal/designate		☐
2. Ensure that the Director of Instruction – Inclusive Education has been notified and consult with them on response plan (ie: support for secondary trauma sites, determine if support required from mental health clinicians)		☐
3. Upon invitation from School Critical Incident Team and/or direction by Director Inclusive Education, determine who will attend the school site and/or additional school sites and agencies impacted		☐
4. Clear schedules for day of response		☐

5.	Create list of students/staff who may require additional support • ie: close friends, family members, team mates, students with special needs, discipline history, prior trauma, mental health concerns, someone with a significant emotional ties to the deceased (negative or positive), recent loss	☐
6.	Provide counselling as needed	☐
7.	Assist in notifying parents/guardians of students affected by the crisis and/or making referrals to outside agencies for ongoing support	☐
8.	Evaluate school, systems affected by incident (ie: school, parents, community etc.)	☐
9.	Meet with principal and school team. Supports may include, but are not limited to: provide support in communication with school community, attend morning/afternoon staff meetings, support administration in writing scripts, provide handouts/resources for parents and staff	☐
10.	Locate designated space assigned by school Critical Incident Team for providing counselling for high risk students and staff	☐
11.	Establish times and place for provision of additional mental health supports for psychological first aid meetings, breaks, lunch, phone calls, etc.	☐
12.	Plan for how students will access counselling services throughout the day (ie: sign in sheet at office)	☐
13.	Meet with School Critical Incident Team at the end of the day and determine if further response is required	☐
14.	Debrief incident within department and with Director- Inclusive Education	☐

SUPERINTENDENT OR DELEGATE (Official Spokesperson)

Important Considerations
- Request that some critical incidents not be reported to public
- Request an interval before the story is released
- Present factual information only
- Responsible for news releases, scheduling of interviews, or press conferences
- Develop any written statements for media release

CONTACT

CONTACT

CONTACT

DISCUSS

RCMP & CORONER'S OFFICE
- Only Coroner and Police can establish and report cause of death

SENIOR NEWS EDITOR AT MEDIA OUTLETS
- May provide info on cancelled events, community resources available, etc

BUILDING ADMINISTRATOR
- Asks reporters not to interview staff or students
- Has authority to ask media to leave property
- Directs media to person handling communications

DISCUSS

ASSISTANT SUPERINTENDENT – INCLUSIVE EDUCATION
- Liaison with site-based personnel
- Reports developments to Superintendent

SCHOOL SITE AFFECTED BY INCIDENT

REPORTERS

DEALS WITH

ATTENDS

MAY ATTEND

ATTEND

ATTENDS

PRESS CONFERENCE (If Applicable)
***Comments limited to facts on supports available to staff and students**

School District 8
Kootenay Lake

The following guidelines and "best practices" should be in place to ensure that the District protocol related to the death of an Aboriginal student is culturally sensitive, appropriate, and effective.

GUIDELINES

1. Empathetic and understanding school administrators and support staff are "key" to the protocol.

2. Incorporate an Aboriginal response team into the District Critical Incident Process; these team members would be engaged when there is an Aboriginal student death. The Aboriginal Response Team should include:

    - Aboriginal Family Counsellors
    - District Aboriginal Coordinator
    - Aboriginal Education Workers (from the school affected)
    - Staff from the Friendship Centre or Metis Family Services (if appropriate)
    - Education or Social Development Staff from the Band affected (if appropriate)
    - One or Two Elders
    - Community contacts (which should be identified on an annual basis)

3. There should be training for teachers, administrators, and AEWs regarding the Aboriginal traditions and values related to death, as well as training related to this protocol.

4. Each incident must be recognized individually and separately for its uniqueness, i.e. communities and families have their own unique traditions within the more universal traditions.

5. A well-defined process for allowing students to be released from school must be in place, and families need to be made aware of this process, i.e. parental permission can be communicated directly to the school or through the school AEW.

6. There should be reasonable accommodation (on the part of teachers) to allow students to catch up on school work that was missed due to a death.

7. A well-defined process for allowing AEWs to be released from regular school duties to support families or participate in funeral ceremonies must be in place.

8. A ceremony of closure and acknowledgement within the school is considered "best practice" within the District protocol, and should be considered for the Aboriginal protocol.

9. Clear lines and processes for communication among all of those affected (both in the school and in the community) are imperative at these times of emotional stress.

10. Response team members should be identified to provide follow-up contact and/or counselling for children who are affected by a death.

CRITICAL INCIDENT RESPONSE
Related to the Death of a Student

SCHOOL DISTRICT	SCHOOL	COMMUNITY
Critical Response Team (District Counsellors)	Principal and Vice-Principal	Mental Health
School Board/Senior Administration	Counsellor(s)	Ministry for Children & Family Development
*Aboriginal Family Counsellors	*Aboriginal Education Workers	Hospice
*District Aboriginal Coordinator	Teacher(s)	Victim Services
	Parents/Guardians	Private Counsellors
	Peer Helpers	Clergy
		Family Physician
		Family & Friends
		Other Trusted Adults
		Media
		*Friendship Centre Staff (on request)
		*Metis Family Services (on request)
		*Staff from the affected Band i.e. Social Workers or Education Staff
		*Aboriginal Elders
		*Other Aboriginal community contacts (dependent on the incident)

<u>*Members of the Aboriginal Response Team</u>

Protecting Children from Disturbing Media Reports During Traumatic Events
What Can Teachers, Parents and Caregivers Do?

- **Limit exposure to media sources, Television, Radio, Social Media, Computer, Internet**

It is normal to seek information during and after disasters, accidents and other traumatic events. Children's ability to understand disturbing news reports and images about such events is different from that of adults; their comprehension depends on their age and maturity. The repeated viewing of violent and horrific TV, Internet and newspaper images of traumatic events can upset them, and negatively affect the way they feel, behave, and perform in school.

The following tips can help you to protect your children.

KNOW HOW CHILDREN UNDERSTAND DISTURBING NEWS IMAGES

Ages Six and Younger
- Believe that what they see on television is happening live while they are watching it.
- Think that a traumatic event is happening over and over again when they see repeated images of it.
- Find images of people suffering, crying, or being attacked very upsetting

Ages Seven to 12
- Understand that the news is only made up of reports about events that have already happened.
- Find disturbing media images upsetting.
- May become anxious for their own and their family's safety

Ages 13 and Older
- They can be scared and horrified by the same things as younger children.
- They can become deeply worried and anxious for their own and their family's safety and future.
- They may want to know why the bad things they see on the news are happening

- **Limit the amount of news they watch, as exposure to too much news about a disaster or other traumatic events on TV, in the papers, or on the Web can make children worried and confused.**

  - Limit their exposure to TV, internet and newspapers coverage of traumatic events, especially before bedtime.
  - Do not let your children watch TV coverage of disasters or other traumatic events alone.
  - Do not leave newspapers with disturbing images in sight.
  - Encourage your children to participate in other activities.

- Limit your own exposure to disturbing stories and images. This may also help you to cope better with these events.

- **Reassure children that they are safe, and that trustworthy people are in control.**

  As in all things, parents and caregivers are important role models. Your reactions and responses to traumatic events will affect how your children deal with those same events. It is okay to let children know that you are sad or hurt by an event, but it is important that they see you in control and feel your sense of security and resolve to protect them.

- **Spend extra time with the children and help them return to their normal routines as quickly as possible.**

  To help increase a sense of security, try to maintain family schedules for daily activities such as eating, playing, and sleeping. If a child needs more physical contact with you for a period of time, be available. Physical affection is very comforting to children who have experienced trauma. If possible, avoid unnecessary separations from your children immediately following a traumatic event. Build extra family time into your daily schedule and delay extended time away, such as travel, if at all possible.

- **Talk to the children, answer their questions.**

  They may ask— or may be wondering—" Is that going to happen to me?" Or "Is that going to happen to Mom or Dad?" These children should be reassured with information about the steps that the adults in their lives are taking to keep them safe. Children may also have questions about death and dying. You should answer their questions as truthfully as possible at a level they can understand.

- **What about communication between home and school?**

  Increased communication between home and school is particularly important after a traumatic event. Teachers need to know what has happened in a child's life, and parents should be informed of sudden changes in a child's behavior or performance at school. Students with special needs may have increased difficulties in the aftermath of trauma. Other children may not want to go to school or may express fears about school that they never had before.

- **Monitor your children's reactions**

  Be aware of signs suggesting that the news images may have disturbed your children.

  Children may complain of headaches, stomach aches and chest pain without actually being sick. In addition, their appetite may change. They may have sleeping problems or nightmares. The event can make them afraid, anxious, or sad, and their behaviour may change. They can become clingy (especially the younger ones), aggressive, and have problems with their school work and peers. Your children may express a variety of these age-specific feelings and behaviours.

<p align="center">Information adapted from
New York City Health</p>

How Teachers and Parents Can Help Children and Adolescents in a Crisis Event
Listen, Protect, Connect – Model & Teach

1. LISTEN

The first important step to help your students after an event is to **listen and pay attention** to what they say and how they act. Remember that your students may also show their feelings in nonverbal ways, like increased behavioural problems or increased withdrawal. **Let your students know** you are willing to listen and talk about the event or to make referrals to an appropriate professional if they prefer it. **Listen for clues that indicate when students are having a hard time. Listen, observe and note any changes in:**
- Behaviour and/or mood
- School performance
- Interactions with schoolmates and teachers
- Participation in school-based activities
- Behaviors at home that parents discuss with you

2. PROTECT

You can **help make your students feel better** by doing some or all of the following:
- Answer questions simply and honestly, clearing up confusion students may have about what happened. Use language and information that is appropriate for their developmental level.
- Let your students know that they are not alone in their reactions to the event
- Provide opportunities for your students to talk, draw and play, but **don't force it**.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Watch for anything in the environment that could re-traumatize your students
- Keep your eyes and ears open for bullying behaviours.
- Maintain daily routines, activities and structure with clear expectations, consistent rules and immediate feedback; limit unnecessary changes.
- Limit access to live television and internet sites that show disturbing scenes of the event. **Remember, what's not upsetting to you and other adults may upset and confuse children and vice versa.**
- Encourage students to "take a break" from the crisis focus with activities unrelated to the event. Share ideas with colleagues and adopt useful strategies from them.
- Find ways for your students to feel helpful to your classroom, the school and the community

3. CONNECT

Reaching out to people in your school and community will help your students after a disaster, school crisis or emergency. These connections will build strength for everyone. Consider ways to make some or all of the following connections:

- Check-in with students on a regular basis
- Find resources that can offer support to your students and classroom. Reach out to staff and agencies that can help.
- Keep communication open with others involved in your students' lives (parents, other teachers, coaches, etc.)
- Restore interactive school activities, including sports, clubs, student-serviced projects and student government.
- Encourage student activities with friends including class projects and extracurricular activities.
- Empathize with students by allowing a little more time for them to learn new materials.
- Build on your students' strengths. Find ways to help them use what they have learned in the past to help them deal with the event.
- Remind your students that major disasters, crises and emergencies are rare. Discuss other times when they have felt safe.

4. MODEL

As you help your students after a disaster, crisis or emergency, your **efforts may be more successful** – and you may be less stressed – **if you keep in mind**:

- **MODEL CALMNESS**
- It is good to be aware of your thoughts, feelings and reactions about the event which can be seen and can affect your students.
- How you cope and behave after and event will influence how your students cope and behave. Children take their cues from the adults around them. Your students will be watching you for both verbal and nonverbal cues.
- Monitor conversations that students may hear.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.

5. **TEACH**

Talk to your students about **expected reactions after a crisis** (emotional, behavioural, cognitive and physiological). There are "normal" reactions to abnormal events.

- Different people may have very different reactions, even within the same family. After the event, people may also have different amounts of time they need to cope and adjust.
- Encourage your students to identify and use positive coping strategies to help them after the event.
- Help your students problem-solve to get through each day successfully.
- Help your students set small, achievable goals and share these achievements as "wins" for the students and your classroom.
- Remind students that, with time and assistance, things generally get better. If they don't, they should let a parent or teacher know.

It is okay for you to seek professional help for yourself:
- **When you have feelings of being overwhelmed / overly stressed that don't go away over time**
- **When you are not sure how to handle a situation with a student or family member**

Over time,
You
Your students
Their Families
Your classroom
Can EXPECT RECOVERY

Adapted from TES Model School & Community Training Guide, 2nd Edition (J. Kevin Cameron)
"Listen, Protect, Connect – Model & Teach" by M. Schreiber, R. Gurwitch, M. Wong
For more information, please visit www.ready.gov (USA website dedicated to disaster relief and support)

AP 207 – School Based and District Based Teams

Credit: Abbotsford School District

Background

The purpose of this procedure is to establish the terms of reference and standards for School Based Teams and the District Based Team.

Procedures

The following guidelines reflect current best practices to ensure the highest standard of School Based Teams. It is the principals' responsibility to ensure that these standards are met.

1. Definition of School Based Team

    An on-going team of school based personnel which have a formal role to play as a problem solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students within the school.

2. Purpose of the School Based Team
    The SBT is responsible for the following:

    2.1   Planning and coordinating services and resources in the school for students with diverse learning needs
    2.2   Providing opportunities for consultation with teachers on possible classroom strategies
    2.3   Supporting teachers in implementing appropriate strategies for students
    2.4   Identifying the need for additional district or community services and initiating appropriate referrals
    2.5   Facilitating inter-ministerial planning and service delivery within the school
    2.6   Ensuring a case manager is assigned to all designated students
    2.7   Other duties such as setting class lists, setting school wide assessment requirements and review of schoolwide assessment date to inform programming, regular review of high risk students' progress and attendance etc.

3. School Based Team Meeting Norms
    3.1 SBT members develop meeting norms which are communicated to all staff and reviewed at least yearly
    3.2 The norms ensure the SBT meetings are student centered, positive and solution based (respectful language, limited number of referrals, input from all parties allowed, rules regarding electronics at meetings, etc.)

4. Membership in School Based Teams
    4.1 The School-Based Team (SBT) **must** include the following members:
    4.1.1 Principal and/or vice-principal
    4.1.2 School Based counsellor (middle and high schools)
    4.1.3 Learning Support Services teacher(s)
    4.1.4 Staff member making the referral

4.2   The School Based Team **should** also include:

4.2.1   Classroom teacher(s) representatives
4.2.2   English Language Learners teacher(s)
4.2.3   School-Based Youth Care Worker
4.2.4   Cultural Education Support Workers/Aboriginal
4.2.5   Others depending on the school size and staff

4.3   The School Based Team **may** also include, as needed:

4.3.1   Education Assistants

4.3.2   District Inclusive staff, (itinerant counsellor, district psychologist, speech and language, pathologist, itinerant youth care worker, etc.)

4.3.3   Representatives from community services or other ministries

4.3.4   Other individuals who have pertinent information about the student

5.   Schedule of meetings
5.1 Highly effective School Based Teams have a regularly scheduled meeting time and place,generally weekly
5.2 The schedule is determined at the beginning of the year and communicated clearly to all school staff

6.   Roles on School Based Teams
6.1 The School Based Team Chairperson
6.1.1 Is chosen at the first meeting of the year and continues in that role for the school year
6.1.2 Sets the agenda and distributes it to SBT members prior to the meeting (see AP 207.2 School Based Team Meeting Agenda)
6.1.3 Chairs the meeting and ensures meeting norms are followed
6.1.4 Sets a time frame for the meeting and ensures the meeting starts and ends on time
6.1.5 Collects the referrals from teachers in the school, ensures the referrals are complete with necessary paperwork and completed file review
6.1.6 Informs the teachers when to attend the meeting to discuss the referral
6.2 The School Based Team Note Taker
6.2.1 A member of the committee who is NOT the Chairperson
6 .2.2 Keep notes to ensure discussions, decisions and solutions are recorded (see AP 207.3 School -Based Team Notes on Referral)
6.2.3 Ensure that the notes on individual students are kept separate to ensure confidentiality and for easy filing (see AP 207.3 – Meeting Notes) 6.2.4 File notes into a binder or computer file which can be shared with the team (including the referring teacher)
6.2.5 Ensure the meeting notes are distributed to members of the SBT, referring teachers and processed in a timely manner.

7.   Referrals to SBT (see AP 207-1 School Based Team Referral Form)

7.1.1 Develop a consistent, known date for referrals to be submitted

(monthly/weekly) so staff is aware of when to refer and when to be available

to attend the SBT meeting as needed.

8.   Definition of District Based Team

An on-going team of district based personnel which have a formal role to play as a problem solving unit for schools to develop and implement instructional and/or management strategies and to coordinate support resources for students and schools.

9.   Purpose of the District Based Team

The DBT is responsible for the following:

9.1   Planning and coordinating services and resources in the district for students/ staff based on learning needs
9.2   Providing opportunities for consultation with schools on possible classroom strategies
9.3   Supporting schools in implementing appropriate strategies for students
9.4   Identifying the need for additional district or community services and initiating appropriate connections
9.5   Facilitating inter-ministerial planning and service delivery for the school and/or district
9.6   Ensuring a case manager is assigned to all designated students
9.7   Other duties such as: indefinite Suspension reviews, critical incident reviews, VTRA reviews,

organizing presentations, identifying the need for learning resources and/or
equipment and identifying Pro-D opportunities

10.   Referrals to DBT (see AP 207-2 School Based Team Notes on referral)

10.1.1 Develop a consistent, known date for referrals to be submitted (monthly/ weekly) so staff is aware of when to refer and when to be available to attend the DBT meeting as needed.

Associated AP 200 forms:
        AP 207.1 School Based Team Referral Form
        AP 207.2 School Based Team Meeting Agenda
        AP 207.3 School Based Team Notes on Referral
        AP 207.4 District Based Team Meeting Agenda
        AP 207.5 District Based Team Notes on Referral

School District No. 8
CRITICAL INCIDENT RESOURCE GUIDE

What is a Critical Incident?

A Critical Incident is a sudden jolt to our psychological system. It is an event that is experienced by many as sudden, unexpected, incomprehensible, shocking, and personally upsetting. A critical incident can potentially result in immediate and/or long-term distress and functioning impairment. Critical Incidents can create powerful reactions.

A trauma reaction is a type of critical incident that results from direct experience such as witnessing a death, or is experienced indirectly such as learning about the death of a child, friend, colleague, or personal contact.

What to do During & Before a Critical Incident?

DURING a Critical Incident

1. Refer immediately to the:

    Critical Incident Plan Quick Reference/Communication Chain

BEFORE a Critical Incident

1. Become familiar with the information provided in this Critical Incident Resource Guide

2. Establish a School Critical Incident Plan

    a. Designation/selection of School Critical Incident Team Members

    b. Determine the roles of School Critical Incident Team Members

    c. School Critical Incident Team to create a School Critical Incident Plan

    d. Review plan with entire school staff (teaching staff, support staff, CUPE, noon hour supervisors, PAC, etc.) at the beginning of each year in elementary schools and at the beginning of each semester in secondary schools. Update handbook information and changes in school staff as required

Ensure this Critical Incident Resource Guide including School Critical Incident Plan is readily accessible

Establishing a Critical Incident Team and developing a Critical Incident Response Plan are the first tasks that need to be established in order to be prepared for responding after a traumatic event. There are many things to consider in the process of developing the plan, from practical questions of telephone lists to the very difficult tasks of diplomacy and ensuring sensitivity to the emotional needs of those affected. While each school community is different and has unique needs, it is worth taking a moment to consider the following areas of concern when developing a plan.

Cultural diversity

Given the diversity that exists in school and the community, staff members will need to give consideration to developing plans whose strategies are sufficiently flexible to meet this diversity. These strategies will need to be appropriate for individuals and groups who may respond differently than staff would expect from their own cultural perspective. There are some important ideas to consider when developing and implementing a critical incidents response plan in a school with cultural diversity:

- Individuals and groups from diverse cultural backgrounds may respond differently to stress situations.
- Services employed to respond to a critical incident may need to go outside the school or district to community support staff who possess additional language skills.
- Beliefs around concepts of religions, death, and the grieving process differ amongst cultures.

Individuals at risk

Some individuals in the school community are particularly at risk following a critical incident. Children or adults who have a close relationship with a person who dies suddenly will be vulnerable and may need support. Staff or students who have recently suffered a personal loss may be strongly affected by a death or other crisis affecting the school. Children who have special needs including emotional or behavioural disorders are particularly sensitive to the turmoil of emotions and change in routine that take place following a critical incident. District and school protocols for managing a crisis should include plans to deal with the needs of such at risk individuals.

Students who are already at risk for suicide, especially those who have made previous suicide attempts, will be at an increased risk in the aftermath of a crisis situation, particularly if the critical incident is a student suicide. Appropriate plans and responses will decrease the likelihood of imitation, sometimes referred to as "copy cat suicides." Staff and students who are close to a person who commits suicide will usually feel both anger and guilt that they were unable to prevent the death. They may require reassurance and assistance in understanding their own feelings and in finding counselling support.

Young people may feel isolated and alone with their pain after a loss or tragedy. The school must respond with support to assure students that they are not alone, that their feelings and responses are normal, and that help is available. Advance planning can assist school staff members in recognizing students who need help dealing with a crisis. Critical incident training can provide school staff with the skills to initiate effective action.

Vulnerable students

Some students are more vulnerable following exposure to a critical incident because of their circumstances. Students with special needs, students from minority cultural backgrounds, students who have English as a second language, and students on visas who may lack parental guidance while residing in Canada, illustrate a just a few circumstances that may warrant extra attention. For example, students with behaviour disorders and frequently accompanying low self-esteem may react disproportionately to a crisis or trauma, even if the event does not directly affect them. Students who have difficulties such as poor communication skills or intellectual disabilities may need additional support to understand and deal with the incident. Some students are disturbed by changes in their normal routine and the response to a critical incident may even further disturb their coping ability.

Some students are more susceptible to depression, self-destructive behaviours, and at greater risk for suicide. This may be due, in part, to the fact that they have difficulty understanding and expressing their feelings or because they suffer from feelings of isolation. Critical Incident Teams should take particular care in planning support for these individual students. Parents may need to be involved in planning for some children; for example, the plan might include a student being removed temporarily from the school environment. Whenever possible, however, the Team should implement school-based interventions for most students.

Staff needs

School staff may be surprised at their own responses to a tragedy in the school community. Staff who are close to the deceased or directly affected by the traumatic event may require extra support to carry out their roles in the school plan. Some may experience anxiety or sadness that seem out of proportion to their relationship to the person involved in the critical incident. This can be due in part to the existence of unresolved losses. All staff should be kept well informed and given an opportunity to discuss their own feelings. The nature of the critical incident and the level of personal involvement in helping students cope may bring up issues in their own lives, which require counselling support.

Because critical incidents can be traumatic, the normal coping mechanisms of even experienced teachers and other staff members can break down. Adults can feel severe distress symptoms, which make it difficult for them to work effectively. Staff may need help in dealing with this stress. Even if they believe that they are coping well with the crisis, staff may feel symptoms of stress such as fatigue, upset stomach, headaches, chest pains, poor concentration, numbing, a feeling of being overwhelmed, or other reactions.

District protocols for critical incidents should include plans for providing stress debriefing as needed for staff. Even if staff or administrators do not initially see the need for stress debriefing, research indicates that employees who have experienced traumatic events say that this process is beneficial for the well being of the staff. Facilitators carrying out the debriefing should have training in Critical Incident Stress Debriefing. The district protocol should include plans for obtaining formal training for staff in the district that can carry out staff debriefing sessions.

The following generic school critical incident protocol has been adapted from resources around the province and from other provinces. This material is designed as a template for districts to use when developing school handbooks or as a resource to compare with existing critical incident response protocols when they are under review. Because many school critical incidents involve sudden deaths of people in the school community, the language in the following

information is oriented toward responding to such events. They can be adapted for use with any type of traumatic event affecting a school.

Gathering the Facts

***Note**: In referring to the school principal, the actions described would immediately apply to the Principal designate if necessary

1. Principal confirms the critical incident with appropriate sources of reliable information:

   - immediate family
   - police
   - coroner
   - school district personnel
   - community resource personnel such as a mental health worker

2. Principal collects information on the critical incident, including:

   - verification of the details
   - identification of individuals involved
   - evaluation of the emotional status of school and, if necessary, respond to the immediate safety needs of students and staff

3. Principal consults with the families affected to determine their wishes concerning public announcements and information for school staff and students.

   - Gather information regarding names of siblings and schools that they attend
   - Obtain name and phone number of family contact person

Contact with the District

1. Principal telephones the Superintendent – and Director of Instruction as outlined on the Critical Incident Procedures Checklist.

2. The Superintendent determines the media contact person for the district. This person handles all media requests for information and arranges for the preparation of press releases if necessary. The decision of the family about privacy of information must be respected and possible legal implications related to privacy issues must be considered.

3. The Director of Instruction arranges for all involved schools and personnel to be informed by telephone. The timing of these calls should be sensitive to the needs of the school community most affected by the incident.

Activating the School Critical Incident Team

1. The principal contacts the members of the School Critical Incident Team and calls them together for a meeting. The School Team will implement an appropriate plan of action that takes into consideration both the wishes of the family or families and the needs of the school.

   A sample meeting agenda for use at a School Team meeting is provided at the end of this handbook. In brief, at this initial meeting the team should:

   - Activate the team plan with any necessary additions.
   - Determine what needs to be done.
   - Clarify each person's tasks; and
   - Ensure that confidentiality is maintained until information is shared with the whole staff and that family privacy issues are clarified.

2. The School Critical Incident Team notifies the rest of the staff including secretarial, custodial and other support staff of a special staff meeting. If the critical incident occurred during an evening or weekend, a scripted telephone tree message can be used to call staff to a meeting before the next school day. The School Team should not discuss the incident on the telephone unless it is already widely known in the community. Care should be taken about using the phone tree:

   - Ensure that each person understands the message about the staff meeting by asking them to repeat the message back to the caller;
   - **Avoid leaving a message on an answering machine/voice mail or with a child;**
   - Reassign telephoning responsibility for people who may be most affected by the incident.

3. Tasks for the School Critical Incident Team before the start of the school day, if possible:

   - Determine further details of the event;
   - Ensure that the predetermined media contact person is provided with detailed information necessary to effectively carry out the role;
   - Determine the family's wishes regarding personal property if the incident has been a sudden death or suicide and ensure that personal property is secure. For example, replace the lock on the individual's locker if the incident has been a student death or injury;
   - Decide what course of action will be used to deal with potential "shrines" created by classmates of the deceased after a student death. It is important to establish a protocol on this matter. Allowing a "shrine" in one instance, but not in the next, may raise questions of fairness and favouritism that can escalate emotions and introduce conflict unnecessarily;
   - Assess whether TTOCs will be needed and advise the appropriate person to contact them;
   - Identify members of the school community that may be most affected by the incident and plan support for these people;
   - Assess need for additional counselling support in the school and ask the District Team to assist in making the necessary arrangements;
   - Plan a meeting to inform staff;
   - Prepare a written statement for the staff meeting and decide whether a letter will go home with students informing parents of the critical incident.

Tasks for the Team during the school day:

- Supply a brief, written statement for office staff to use in referring incoming queries or media calls. A script helps to ensure that callers are redirected to the official media contact person;
- Contact other nearby schools such as feeder schools which may be affected and ensure that District Team has accurate information so that they can inform all schools in the district;
- Activate plans for drop-in counselling centres and assign counsellors and other staff as appropriate;
- Contact required outside resource people as appropriate, for example: mental health services, police liaison officer, Regional Operating Officer (area manager of the Ministry for Children and Families), and/or public health nurses;
- Students of a particular religious group, contact the local place of worship;
- Bring in additional support staff if needed with the help of the District Team;
- Prepare the letter to parents if one is needed;
- Implement planning for Critical Incident Stress Debriefing for staff for the end of the school day, if possible. Make a note of those who are absent to assure that all information shared.

Communicating with Staff

1. Inform all staff of the critical incident at an emergency staff meeting prior to the start of school, if possible. In addition to teachers, be sure to inform secretaries, custodians, teacher assistants, itinerant staff such as therapists, cafeteria staff, bus drivers, public health nurse, and playground supervisors of the meeting. After the meeting, inform all staff who were unable to attend the meeting.

2. Carefully orchestrate the staff meeting in order to assure staff that the team's plans are in place. All members of the School Critical Incident Response Team should attend. Include the following in the meeting:

- Advise staff to deal with students to a level of their comfort;
- Reassure staff that they will be supported in their efforts to give comfort to students and that additional help is available to anyone who needs it, staff or students;
- Remind staff of items in their Critical Incident Resource Guide which may be useful over the next few days and provide them with written directions for the day as soon as possible during or after the meeting;
- Introduce any people from the District Team or the community support staff who are in attendance at the meeting and may be present in the school providing support to staff or students;
- Provide handout(s) to explain expected reactions etc;
- Advise staff of appropriate communication with students and the public.

3. Develop a plan for the day with the staff:

- Maintain a regular school schedule, if possible;
- Cancel special activities, if necessary;
- Carefully state the information which should be given to students during class discussion and provide all staff with additional copies of agendas for class discussions to use with students;

- Inform the staff of the counselling services that are available to staff, students and parents. In the case of a sudden death or suicide, consider assigning a counsellor to visit the scheduled classes of the deceased;
- Identify students who are closest friends or relatives of the deceased or injured and make plans to inform them with additional sensitivity and support;
- Identify students at risk, those who are vulnerable to stress or changes in routines, and make specific plans for each student. This task can be assigned to a key staff member such as a counsellor, inclusion support teacher or Education Assistant;
- Ensure that staff members who are absent get information. Make plans to assist TTOCs with classroom discussions;
- Plan for informing students who are absent. In the case of students who might be at risk, telephone their parents immediately;
- Additional staff meetings may be needed;
- Assure staff that they will be kept informed of any relevant information in update meetings;
- Keep staff informed throughout the day by calling short update meetings during breaks;
- Gather information about student and staff needs throughout the day;
- Provide all staff with information about plans for Critical Incident Stress Debriefing;
- As events unfold, <u>be sure to meet with staff at the beginning and end of each day</u> – at the morning staff meeting establish a time for the end of day staff meeting;
- Be aware and sensitive to the needs of at risk staff, specifically those who may suffer from associated trauma (staff who have had recent losses or a past trauma with similar dynamics of the current crisis);
- TTOCs coming into the school should be familiar with the traumatic event.

<mark>Setting Up Counselling / Information Centres</mark>

Plans for the designation of counselling centres in case of a critical incident should be in place as part of the protocol development. When a traumatic event occurs, there is not sufficient time to carefully discuss how this service will be organized. Specific rooms or areas of the school can be designated for dealing with a potentially large number of people who are grieving or experiencing high levels of stress following a critical incident. Some ideas suggested by schools that have planned and used this type of service following a school critical incident include:

- Individual students can take a break during the day to visit the counselling centre to get support in dealing with their emotional reactions to the death or traumatic incident;
- It is important that support be available to students, at the moment they need it, in a private and supportive setting;
- Small group counselling sessions may be helpful if personnel assigned to the centres have experience and training in counselling;
- Staff in the centres should have written information to give to students, such as normal stages of grief and guidelines for how to arrange for support from mental health workers;
- Large groups of students should not be allowed to congregate in the centre;
- Schools should consider calling on secondary counsellors from neighbouring schools, when possible, to augment available counselling personnel.

<mark>Talking With Students</mark>

1. Be sure there is a teacher in each classroom as the students come in for the day or the first period class.

2. Give information on the critical incident in a low-key and factual manner, including:

   - what happened
   - when and where the events occurred
   - who was there at the time of the incident
   - what happened after the event
   - who might be seriously affected by the incident because of their relationship with people directly affected by the traumatic event
   - what is going to happen next

3. Give the students the opportunity to react, discuss, and ask questions:

   - Allow time for the students to express their feelings. Keep in mind that reaction times may vary;
   - Give students permission to express what they uniquely feel. Listen and be empathetic;
   - Consider using activities to help students' process their grief, such as art, poetry or creative journal writing;
   - Once the talk seems to be over, begin the regular class routines with flexibility to respond to more questions throughout the day.

Teachers will need to be prepared to hear some unusual questions and to handle these questions in a matter-of-fact manner. They will need to model by their behaviour that the critical incident is serious while at the same time show warmth and understanding for all students. Teachers should watch carefully for individual students who are having a hard time coping to ensure they get access to help in the counselling centres. It is better to over-refer than under-refer. Teachers should not try to second-guess the level of grief of a student or staff member, as people respond to trauma and grieve differently.

Following a critical incident, a child may report other traumatic events in their lives such as child abuse. All staff should be clear on the protocol for reporting child abuse and neglect and be prepared to take action to get help for the student in areas that may seem unrelated to the current trauma situation. For information on child abuse and neglect, all BC Schools have a copy of "The BC Handbook for Action on Child Abuse and Neglect for Service Providers".

Announcement to the Student Body

The manner in which a critical incident is announced to the students can have a major impact on the emotional responses of the whole school community. Before making the announcement of a traumatic event, such as an accident or sudden death, which is not already widely known in the school or community, the principal should consider some important issues:

- Ensuring that the families' right to privacy is respected;
- Making the announcement simultaneously so that all students in the building will hear about it at the same time;
- Reducing potential for creating a highly charged emotional climate by informing students in their regular classroom setting;
- Carefully wording the content of the announcement and providing written copies to teachers to use in their classrooms;

- Gauging the reactions of the student body to hearing of the tragedy.

It is important to inform students as soon as possible. Delaying a formal announcement may make the situation worse, as rumour can add another dimension to the existing problem. Students may feel that a delay communicates lack of concern or sensitivity by the school staff. It is important to communicate that the staff cares about the people affected by the critical incident and to model appropriate concern.

Making the announcement

- Use a straightforward sympathetic announcement of a loss with a simple statement of condolence. In the case of suicide, respect the wishes of the family. Use some discretion regarding any details of the critical incident. Be as truthful as possible when responding to the questions of students, but keep in mind that early information available about a traumatic event may not be accurate.

- Use a classroom setting to announce a critical incident. **Do not use the public address system or an assembly to inform students or staff of a critical incident**. Some schools opt to use an assembly as a means to announce a critical incident. Many districts and schools have warned against this method of announcing a critical incident for various reasons. It is harder to control students in a large group, it is not possible to gauge individual student's reactions, and it is difficult to meet the needs of students in such a large group. Holding an assembly may seem to glorify events, which should not be glorified, such as a suicide.

- After the announcement in the classroom, allow sufficient time for students to begin to discuss their feelings in their classrooms. Assure students that they will be kept informed as information is available.

Sample announcements

Announcements of tragedy are like any other form of personal communication; they should be simple, straightforward, and unique. These examples can only give you a general idea. They are not intended to be "fill-in-the-blank" forms. Staffs who know the student or students involved and the school community can give the personal touch that is needed at such a time.

After the actual announcement, students should be assured that they will have a chance to talk about the critical incident.

After a suspected suicide

A tragedy has happened. Sal Williams, a Grade 8 student has died suddenly. Details of Sal's premature death will not be released to protect the privacy of family members. You will be given information about funeral arrangements as soon as possible.

This kind of tragic news is hard to accept. You may experience many feelings within the next few days. Everyone deals with loss differently. It is important to respect the way others grieve. Counsellors are available in room 215. Feel free to go and talk to the counsellors. They want to listen to your feelings and concerns.

After a known fatality

We are taking this time to think about Anne Rogier, a Grade 4 student at Oakville School who died last night in a car accident. Anne was travelling with her family on Route 17. We do not know any details about the accident at this time except that the rest of the family is safe and no one is injured seriously.

Anne's funeral is being held at Peaceful Rest Funeral Home on Thursday afternoon. A funeral is a special time to remember a person who has died. The school will let your families know about the specific time and address of the funeral home in a written note that will be sent home tomorrow.

Let's take a moment of silence to think of Anne, to remember all the good things about her, and to say goodbye. In our silence we will send her our loving thoughts.

After a fire in a feeder school

Last night a very frightening thing happened in our community. Elm Street Elementary School was destroyed by fire. Many of you attended Elm Street School when you were younger and some of you may have brothers and sisters who attend there now.

Luckily, no one was hurt in the fire. But schools mean more to people than just a building. We all have feelings about a school that go beyond the actual walls and roof many hours of your childhood were spent there. You will have lots of memories connected with the building and you should not be surprised if you feel sad or angry about this happening. Your brothers and sisters who attended Elm Street may be quite upset about the changes that this will mean for them, and they may experience fears because the school was a haven of safety for them.

The police and fire departments have informed us that they do not yet know how the fire started, but we will let you know any facts that are communicated to us as soon as possible.

Suggested class discussion format

School is a place where learning takes place, where it is safe to ask questions and obtain factual information. Adults frequently attempt to insulate children from the realities of death or other tragic event. But children have the capacity to cope with stronger feelings of loss than many of us realize. If children sense that parents and teachers are hiding something, their suspicions can lead to fears and fantasies that are more problematic for them than the truth. A teacher's expression of sorrow in class conveys to students that strong emotions are natural and that mourning does not have to be hidden away. In addition, when students are allowed to grieve in a supervised setting they can have the comfort and reassurance they need which will serve them well when they must deal with subsequent trauma related situations. When people are able to share their feelings and experiences when confronted with tragedy, they feel less helpless and alone.

Advice for teachers

The following general principles can be helpful when working with students of all ages:

- It is important to acknowledge the reality of the critical incident and your willingness to talk about it;
- Be simple and straightforward. Discuss death or other tragedy in terms the student can easily understand;
- Give the facts regarding the critical incident in a concrete, clear and accurate manner. If the information to be communicated is contained in a written record, it can only be shared within the limits of FOIPPA. There is no one rule to describe when such information can be shared. Each situation will need to be analysed by the School Team. This topic is explored in the sample School Team meeting agenda;
- Express your own feelings in an open, calm way that encourages students to express their grief or fear. Some students choose not to talk; the discussion of the event strikes them as a source of more pain or fear and some have a hard time verbalizing their feelings. These students should not be pressured to talk;
- Be sensitive to possible cultural differences in methods of grieving;
- Project confidence and calmness. Be encouraging and reassuring;
- Listen, acknowledge the loss or fear and have a non-judgemental attitude;
- Be patient. Many times because of their need for reassurance, young children will repeat the same questions. Older children may repeatedly tell about the relationship and reconstruct the loss. Repetitions of this sort are part of the normal grieving process;
- Be prepared for any student(s) who may feel the need to discuss unpleasant features of the relationship. Anger directed toward the deceased person is one of many normal responses to loss;
- Students who may have had recent conflict with the deceased may be particularly affected;
- Assess the meaning of the loss for each child. Pay close attention to those children who have experienced other recent deaths or losses, or, to those who have emotional problems;
- Expect regressive behaviours such as fear of being left alone. Expect physical complaints such as stomach-aches and headaches;
- Be aware that both children and adults find it natural to show their empathy during grieving through physical contact such as hugging or touching on the arm;
- Avoid imposing your own theology or/and personal beliefs;
- Assess which students are in need of additional support and refer then to the designated counselling centre for individual assessment and counselling. Have someone accompany them there.

The class discussion

There is no right way to talk about death or other tragedy. The following statements are only examples to guide your class discussion of the critical incident. This sample script can be changed to better fit the situation or the students' needs. Classroom discussions will vary in length depending upon whether the critical incident occurred at school where students may have witnessed some aspect of the event, the age of the students, and their emotional involvement with the injured or deceased. Some discussions may be as brief as a few minutes, while others will continue for an entire class period.

Beginning script

1. "Something very sad has happened. Laurie Evans, a Grade 7 student, has died in a car accident. This kind of sad news is hard to accept. You will probably have many feelings in the next while. You could be sad, angry, confused, depressed, afraid, or have no feelings at all for some time. When I've felt like this, it has helped me to talk to someone. Sharing my feelings made it easier, although not less painful, to deal with the tragedy. If you'd like to talk about the situation, I'd be glad to take time to do that. I'll try to answer any questions as well as I can.

2. Encourage children to share their own memories related to the critical incident. "What are some of the things you want to remember about Westlake School?"

Responding

1. Acknowledge that a wide variety of feelings are normal. There is no one right way to react to a tragedy. Feelings will vary from student to student and will change over time. Some possible responses include:

   - "Some of you feel angry that Laurie died. What can you do with your angry feelings?"
   - "It's okay that some of you are very scared or angry as a result of hearing about this fire at the elementary school and some only a little sad or scared."
   - "Because Laurie died, you may be reminded of others that you cared for who have died."
   - "It's okay to forget Laurie sometimes when you work and play."
   - "It's okay to cry - it's all right."

2. Acknowledge that you don't possess all the answers. Often there is more comfort from an honest, "I don't know why," than from an attempt at explanations that don't sound credible.

3. Acknowledge the various cultural or religious beliefs that may be expressed.

Concluding

1. Focus on the strengths and supports the students have to get the help they need:

   - the support that comes from sharing feelings of grief or fear with others,
   - the student's support network, such as family, significant adults, teachers, counsellors, and friends.
   - Have each student think of someone he/she can go to for support, and the student's individual strengths that provide self-support.

2. Talk about the natural healing process. "Over time the pain of missing Laurie won't hurt so much. That's the way it should be. It doesn't mean that you loved Laurie any less."

3. "Class is almost over, and it seems there's more to talk about. Perhaps we can set aside some time tomorrow."

4. Give information about the designated counselling centre. "Designated counselling areas where you can go to talk about your feelings are available. The designated counselling centre will be located in the nurse's office for the next three days. You can use the designated counselling centre whenever you like. The people in the centre want to help you. They will listen to your feelings and concerns. They want to try to help you."

5. It is helpful to channel the feelings of the class into appropriate expressions of concern. It may provide comfort for students to feel they have participated in some overt act to express their feelings and reach out to grieving families affected by the critical incident. Teachers will need to use their own judgement to guide the appropriateness of student activities, and they may need to be cleared with the school principal or counsellor. Some possible actions include cards, drawings, poems, and flowers.

Statements to avoid

- Avoid euphemisms for death such as "passed away," "gone," or "sleep" which may confuse or frighten the child.
- Avoid the general statement, "If you need anything, tell me...." It is better to say "Would it help if I...?" Students may find it difficult to verbalize their own needs and will require assistance to find a way to describe the support they want.
- Avoid saying "I know just how you feel." It is more empathetic to say, "You must be having a lot of feelings right now..."
- Avoid blaming or judging.

The class discussion in the event of a suicide

Most students over eight years of age are old enough to understand the suicidal act. Children and teens often have romantic fantasies about death that must not be encouraged. Helping adults should be truthful, but not dwell on the details of how the student took his or her own life.

This type of sudden loss may bring with it a heavy overlay of guilt, shame, self-doubt and self-blame as well as feelings of anger, betrayal and rejection. Teachers should be prepared to encounter and validate these expressions. Bereavement and mourning can be more intense and extreme in the case of a suicide. School counsellors, who have been trained in suicide prevention, should have a key role in providing support to staff and students.

If the family has agreed that the death was a suicide, it is appropriate to use that term. If not, the class discussions will need to be conducted as for a sudden death.

Possible script following a suicide

1. "A very sad thing happened today. Terry Stone, a Grade 9 student has committed suicide. Details of the death will not be released to protect the privacy of his family. This kind of news is hard to accept. You will probably experience many feelings within the next while. You may feel sad, angry, confused, numb, depressed or even guilty. This was Terry's choice and it is important to remember that he is responsible for making the decision to kill himself."

2. "You are not responsible."

3. "This kind of death does not need to happen. Studies suggest that at the moment of suicide, individuals think death is the only way out. Although it may not seem possible, feelings and circumstances can change. Many people when they feel unhappy or unloved think about hurting themselves. But there are many better options. There are people who can help." Students can be reminded about the counselling centres currently operating in the school, as well as the ongoing support that is available through the school counsellor or community mental health services.

4. "Some people who commit suicide believe that people will care more about them after they are dead, than when they were alive. This is not the case."

5. At the end of the discussion, help students understand the importance of talking to someone when they feel despondent. Elicit suggestions from the class as to whom they would talk to, and ask each individual student to privately think of those people to whom they would turn.

6. Students should be reminded to anticipate rumours and misinformation and that they should not automatically believe anything they hear.

7. For younger children and pre-adolescents, it is important to confirm the fact that any death, including suicide, is final and irreversible.

Communication with individual students

Certain students may require individual attention. Students who are considered high risk need to be identified and offered help at the time of the incident. It may also be necessary to "check in" with these individuals with on an ongoing basis. Check in with students who would be considered to be high-risk on a regular basis, particularly at high-risk times. High-risk times include anniversaries of a previous death; birthdays, holidays, expected graduation date, etc. of the deceased student and the high-risk student's own birthday.

The following descriptors are helpful in identifying a high-risk individual:

- Participated in any way with a suicide or accident
- Knew of suicide attempt or potential attempt and did not try to stop it
- Feels guilty about things they said or did to the deceased prior to the death
- Had recently punished or threatened to punish the deceased for some misdeed; did not take a suicide threat seriously, or had been too busy to talk to a victim who asked for help
- Were relatives, best friends, self-appointed therapists or those mentioned in a suicidal note?
- Identifies with the victim's situation, has a history of suicidal threats or attempts, or is desperate and now considers suicide a viable alternative

<mark>Informing Parents</mark>

Send a letter home with the students to inform parents of the incident, if appropriate. Sample letter formats can be adapted for use following a critical incident. In general, parents who are well informed are better equipped to support their children at home.

Information shared in such a letter should be carefully worded to ensure that personal and family privacy is respected. As this letter is a written record, disclosure of personal information is covered by FOIPPA. Personal information should only be disclosed to the extent that it is permitted under FOIPPA.

The letter could include the nature of the critical incident, what students have been told, possible grief/stress reactions that parents might expect in their children. In the case of death, the funeral arrangements, and resources available to parents can be mentioned.

Communication with Parents/Guardians

Parents will want information when a critical incident in the school community may be affecting their children. Depending on the nature of the traumatic event, the entire community may be affected. Special communications to parents can be extremely helpful in gaining their support for the school and in reaching satisfactory closure to the incident for students. In some cases communication by telephone may be advisable. In other cases, where the number of contacts precludes telephone contact, a letter is more useful.

Suggestions for communications with parents by telephone

- The person doing the telephoning should be comfortable with the role and ideally have experience or training in counselling
- Prepare a script similar to the one used to announce the event to students, which covers the facts of the critical incident
- Be sensitive to possible emotional reactions by a parent and use active listening skills to calm an upset parent
- Personally contact the parents of any student who has had a difficult time coping with the traumatic event and give information about community mental health resources which parents may wish to access for their children
- Reassure parents that the school is responding to the critical incident and describe the response activities

Suggestions for written communication with parents

Depending on the impact of the critical incident, a letter may be sent home with every student in the class or classes involved and, in some cases, with the entire school. Information to be included in the letter should be checked carefully with the police or other relevant experts. Clearing the content of the communication to parents with the Superintendent is advised. Care needs to be exercised in following Freedom of Information and Protection of Privacy Act requirements. This letter could include the following information:

- the nature of the critical incident and appropriate details
- what the students have been told
- possible grief/stress reactions that parents may expect in their children
- suggestions of how they might respond to their children's reactions
- in the case of a death, the funeral arrangements
- resources available to parents, expression of sympathy to parents/family of the deceased

See Appendix 1A and 1B - Sample Letters to Parents #1 and #2

Communications with parents at the school site

Make plans to accommodate parents who come to the school following a critical incident.

Parents or other concerned community members may gravitate to the school in response to a critical incident. They may wish to take their children home or may be looking for information or help with their own emotional responses to the incident.

Plans should include advance arrangements for how to deal effectively with these adults. Experienced schools report that it is a good idea to pre-arrange a space to accommodate these individuals.

Support materials for parents on how to help students deal with trauma can be made available and information about community resources can be provided. Pamphlets including this information have been developed by district personnel and are available for distribution.

Remembrance Activities

Family wishes should guide planning of a remembrance activity after a critical incident that involved a student or staff death.

- Schools and districts are cautioned against holding a large assembly to honour the deceased because of the potential for group hysteria and for glorifying death in the case of a suicide. Large assemblies are not recommended for acute grief situations;
- Students or staff may wish to express their grief and sympathy by contributing something in the name(s) of the deceased: a scholarship fund, school landscaping, a school plaque, books for the library, construction of a showcase, or some other appropriate means. Caution should be taken when establishing a permanent or highly visible memorial to remember a student who completed suicide;
- Staff may need to provide leadership to students wishing to establish an appropriate remembrance, as judgment of peers may be impaired following a traumatic event.

Shrines

The creation of "shrines", special places of remembrance, and "ribbon campaigns" has become a recurring phenomenon in recent years. In the case of a sudden death, shrines almost always occur and these shrines may be valuable in assisting individuals to give a public display of their grief. There are some predictable locations where these shrines may form – the site of death, the student's locker or desk, a location special to either the staff member or student or his/her peer or family group. Often there is a very real need to create a shrine and it will be impossible to stop the creation of one. It is especially important for the School Critical Incidents Response Team to take a proactive stance regarding this phenomenon. SCIR teams can use their knowledge to modify either the type or location of a shrine.

Some considerations specific to shrine creation are:

- The location of the shrine should be in a place that will not impede the regular operation of the school as the school struggles to return to normalcy;
- The material and nature of the shrine should be temporary and no permanent or semi-permanent materials should be used (e.g. writing messages of condolence on a large sheet of paper that can be given to the family);

- A plan for removing the shrine must be both in place and communicated to all staff and students before the shrine is created. (I.E. this will be the special place until the funeral or some other set time and then, after that time, all articles will be given to the parents);
- Every effort should be made to sensitively and caringly guide other "break off shrines" to the original location.

Ribbon Campaigns

When starting a ribbon campaign careful consideration should be given to:

- Will it be considered disloyal for an individual not to wear a ribbon?
- How long will the campaign last and how will it end?
- Will the campaign assist individuals and the school in general in moving on or will the campaign serve to keep people stuck in their grief?

Memorials

The question of creating some sort of memorial is often directed to the CIR team when a student or staff member dies. Sometimes, problems with memorials begin to surface. Examples of memorials that have become problematic:

- Dedicating an entire yearbook
- Physical memorials such as plaques on playground equipment. Plaques on walls in school, memorial trees/gardens

In general, physical memorials are often not successful when placed on school property. They do provide solace for loved ones but often prevent people from "moving on". Physical memorials offer opportunity for vandalism.

Financial memorials such as funding of charities, bursaries, scholarships seem to offer a more positive alternative to physical memorials.

It is not suggested that schools re-name a room or other location of the school, or erect a permanent monument in honour of the deceased without very careful consideration.

It is important for the School Critical Incident Team to discuss and provide guidance. For instance, does the method of death or the degree of contribution or popularity to school life enter the equation?

Funeral Information

In the case of a death, inform staff and students of plans for funeral arrangements. Many types of critical incidents involve sudden deaths: accidents, suicides, natural or physical disasters, or sudden acute health events. The school will need to provide information to the whole school community about formal occasions such as funerals or memorial services.

- When appropriate, students and staff should have the opportunity to attend the funeral. To do this, the School Team should arrange permission from district level administration to dismiss students;
- Decisions about allowing funeral attendance should be governed by the wishes of the family. Student and staff attendance at the funeral can provide support for the family if that is the family's choice. Students should be informed of the family's wishes regarding attendance at the funeral service;

- The funeral service can help peers understand and accept the death of a friend or colleague and can help to provide closure;
- Ensure that students who plan to attend the funeral are prepared by helping them anticipate what happens at funerals. Explain the purpose of various rituals, appropriate etiquette at the ceremony, and other topics as necessary, such as embalming, cremation, open caskets, burial and specific cultural practices;
- Discuss appropriate dress and decorum for the service as well as the possibility of a reception following the service;
- It is recommended that elementary-aged students be accompanied by a parent/guardian.

Guidelines for Dealing with the Media

During crisis situations, schools may find that the news media are planning to report on the events as they occur. It is important to have an established protocol in order to protect school personnel and the student body from misrepresentation or exploitation, and to ensure that the information provided to the media is appropriate, accurate and prompt. In addition, consultation may need to take place with Board officials or legal advisors to ensure that Freedom of Information and Protection of Privacy requirements are followed as well as limitations to publishing information under the Youth Criminal Justice Act.

Identifying a spokesperson

The District Critical Incident Response Team and the School Critical Incident Team should decide together who should deal with the media. The Superintendent is frequently the district media contact; in other instances, the Board Chair or the school principal is appointed to be the contact. Depending on the nature of the critical incident, the appropriate person may vary. Where appropriate this person can meet with the family or families and other individuals such as the police to determine sensitive issues.

The wishes of the family are crucial in making decisions about the information provided to the media. The manner and content of the information released to the media can have serious legal implications for the school district.

The contact person should be available for radio, television, or newspaper interviews. It may be advisable to prepare a formal press release for some types of critical incidents.

Sample protocol

The following is one example of a district protocol. In this instance, the Superintendent is the designated media contact person.

1. All requests for information about the events surrounding a critical incident must be referred to the Superintendent or Superintendent's Delegate. The Superintendent is directly responsible for communicating with all media.

2. The principal or designated member of the School Team should ensure that the Superintendent has access to all information about the events as they become known in order to carry out this role effectively.

3. A brief prepared statement directing media inquiries to the Superintendent should be written and available for secretaries or other persons who may be answering telephone inquiries or any other requests for information by the media.

4. School personnel should check with the principal before speaking to reporters. It is not a good idea to speak to the media "off the record."

5. The media may not interview students on school premises unless the Superintendent or his/her designate approves the interviews.

Sample Media Guidelines

- Define the critical incident and have a good understanding of what happened;
- Put together a fact sheet outlining the details of the incident;
- School District personnel will determine the most appropriate spokesperson and best method for communicating with the media;
- Advise all staff and reporters who the spokesperson is;
- Provide an area for reporters separate from staff and students;
- As a courtesy, provide refreshments, telephones, tables and chairs for employees and news media if the critical incident is prolonged.

When being interviewed by the media

- Have a statement prepared whenever possible. Simply state four or five main positive points and stay close to the facts;
- Think up and rehearse answers to the most difficult questions you could be asked
- Take your time in answering. Don't be hurried into hasty responses and don't keep talking just to fill a silence or "dead air";
- Never say "no comment". Bad news cannot be hidden and will be reported whether or not you cooperate. Silence in the midst of crisis implies guilt, whether justified or not;
- Nothing is "off the record". Do not let a reporter's friendly, sympathetic manner disarm you into giving him/her additional information. Don't assume chatty comments are "off the record", even when you say they are;
- Speak only about matters with which you are familiar and that pertain to the situation at the school;
- Release only approved information.

Filming, photographing and interviewing students

Controlling access to students by the media while they are on school property is the responsibility of the school principal. When such access is denied, the media may instead conduct interviews outside of the school grounds

The school principal should provide a guide for the members of the media when they are on school premises. Never should a reporter, cameraperson or television crew be left on their own while on school property.

See Appendix 2A and 2B – Sample Press Release #1 and #2

Plan Emphasis in Response to Suicide

Community resources may be needed

Protect the privacy of the family. The school administrator should consult with the family to discuss how the family wishes to handle the situation. Permission of the family is needed before any information is released to the media. Condolences should be expressed and help should be offered to the family

Staff and students should be given the facts as soon as possible to reduce anxiety and dispel rumours. The delivery of news is best handled in smaller classroom settings. Teachers must be informed as to what is and is not appropriate information to share with students

The loss of a classmate by suicide can take a devastating toll on the student population. It is to be emphasized that no one is to blame, not friends, teachers, or parents.

Teachers, administrators, and counsellors may need to identify other "high risk" students. These may include close friends or other students who show signs of suicidal behaviour. The incidence of "high risk" students emulating similar behaviour increases after an incident of suicide.

It is advisable not to encourage a general student body attendance at the funeral if it is held during school hours. Excuse only those students who have a signed parental request for an excused absence for the funeral. Students attending the funeral are advised to return to school after the funeral so that they are not left by themselves to grieve alone without available support or counselling.

School Critical Incident Team Review

After each use of the Critical Incident Protocol the School Critical Incident Team should meet to review the events while they are still recent, preferably within two weeks. This will serve several purposes: improve the plans, raise staff skills about the use of the protocol, and tie up loose ends and concerns following the critical incident. The meeting should include:

- a review of how well the protocol guided the actions of staff. Identify improvements that can be made in the school plan for future situations.
- re-evaluation of how well the actions taken as part of the plan were carried out. Appropriate changes can be made for next time, including additional training, if needed.
- ensuring that counselling for School Team members is available for staff who feel that they still need to deal with their own feelings about their role in the critical incident.
- a plan to write letters of appreciation to all who helped.

Appendix 1A - Sample letters to parents #1

Dear Parent(s)/Guardian:

We have suffered a tragedy at our school. On December 12th, one of our students, Ari Nadden, died suddenly and unexpectedly. In addition to our grief over the loss of this member of our school community, we are sensitive to the fact that such an event has an impact on other students.

In response, the school has implemented a plan that allows students an opportunity to talk about their thoughts and feelings with trained professional staff. We expect that some will seek out this help, while others may not. Those who do will be given an opportunity to express their feelings and grief. This is not intended to take the place of outside professional counselling or religious care.

Anticipating that your child may have a reaction to this event, we have some information available to you at your request which could be helpful as you respond to your child's concerns, If you should determine that your child needs further professional counselling, please feel free to contact the school for phone numbers of local agencies that are available to assist you.

Please do not hesitate to contact the school regarding your requests or concerns at 250-555-1234.

Sincerely,

Rachel More, Principal

All names and situations used in sample materials are fictional

Appendix 1B - <mark>Sample letters to parents #2</mark>

Dear Parent(s)/Guardian:

It is with sadness that I inform you of the death of a Grade 2 student in our school. Bill Wong died from injuries suffered in a car accident which occurred last evening.

Students will have varied reactions to the death of a peer. A wide range of reactions is normal in the grief process and can vary from withdrawal, to crying and anger. I encourage you to openly discuss with your child their reactions and feelings regarding the death of Bill.

Special counselling services have been made available to students today and will continue to be available throughout the week and longer, if needed.

If you think your child needs additional counselling support, please do not hesitate to contact the school office at 250-555-1234.

Sincerely,

Randy Miller, Principal

All names and situations used in sample materials are fictional

Appendix 2A - <mark>Sample Press Release #1</mark>

For Immediate Release

December 14, 2013

As reported by the Townsville detachment of the RCMP, Ari Nadden, a student at Townsville Middle School, was found dead on December 12. The circumstances of Ari's death are not known at this time and the RCMP is conducting an investigation.

This is a tragic loss to Ari's family and to our community. To assist in supporting our students and their families through this time of grief, additional school district counselling staff has been assigned to the school to provide professional counselling services. The school has sent a letter to parents, informing them of this incident and providing information on the counselling services available through the school.

Students and staff who were close to Ari will be attending a memorial service on December 16 at 2 p.m. at Grey's funeral chapel.

Contact: Bill Smith, Superintendent, School District #00 at 250-555-5678, or
            Rachel More, Principal, Townsville Middle School at 250-555-1234

All names and situations used in sample materials are fictional

Appendix 2B - <mark>Sample Press Release #2</mark>

For Immediate Release

Monday, May 24, 2012

Historic school destroyed by fire

Huckleberry Elementary School was destroyed by fire in the early hours of Saturday morning. Firefighters and the RCMP responded to a 911 call reporting the blaze at 3 a.m. Saturday. There were no injuries reported. The cause of the fire is under investigation. Damage is estimated at $8 million.

"It is a tragedy to have lost this school, not only for our students and their families, but for our community." Board Chair Stephanie Smith said. "Schools are much more than a place of learning. They are where our communities meet - for special events, to vote and to play. Huckleberry school, in particular, was a landmark in our community with historical building designation." Huckleberry Elementary School was built in 1906 and has undergone substantial renovations in recent years.

Arrangements have been made to house Huckleberry School's 300 Grade 1 to Grade 7 students at Pine Elementary School and Oak Elementary School for the remainder of this school year, with the addition of portables at both school sites. All parents were contacted by telephone on Sunday.

The School Board will be announcing plans for the replacement of the school as soon as possible.

Contact: Bill Smith, Superintendent, School District #00 at 250-555-5678, or
             Stephanie Smith, Board Chair, School District #00 at 250-555-9102

All names and situations used in sample materials are fictional

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School District No. 8 (Kootenay Lake)
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APPENDIX
(Samples of letters, scripts, checklists and agendas)

Appendix 3 - <mark>Critical Incident Recovery Timeline</mark>

The following is a general guideline. Each Critical Incident will be unique in terms of school needs and course.

Within 24 hours

- o Gather the facts
- o Ensure safety and welfare of staff and students
- o Debrief all relevant persons
- o Set up information / counselling rooms
- o Manage the media
- o Keep staff, students, and parents informed

Within 24-72 hours

- o arrange necessary counselling
- o provide opportunities for staff and students to talk about the incident
- o provide support to staff and School Critical Incidents Team
- o debrief all relevant persons
- o restore normal functioning and service delivery as soon as possible
- o keep parents informed

Within the first month

- o arrange memorial service, if appropriate
- o continue to encourage discussions with parents in regards to students' welfare
- o identify significant behaviour changes and refer to Mental Health Services
- o monitor progress of staff and students
- o monitor mental and physical health of School Critical Incidents Response Team

In the long term

- o monitor staff and students for signs of delayed stress and refer for specialized treatment
- o continue to provide needed support
- o consider including grief as a topic in subject areas as appropriate

In the longer term

- o plan for and be sensitive to upcoming disturbing influences (anniversaries, inquests and legal proceedings, etc.)
- o access specialist support as needed

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Appendix 4 - <mark>Critical Incident Checklist of Procedures</mark>

Immediate Action by <u>Principal or Designate</u>:

Action to be taken	Notes / Phone Numbers	Done
1. Principal receives/gathers facts and basic information		☐
2. Ensure safety of site, students, and staff		☐
3. Contact and advise, Superintendent and Director of Instruction at the School Board Office 250-352-6681 or the appropriate School District Personnel according to the Quick Reference/Communication Chain		☐
4. Determine if First Nations Protocol needs to be implemented		☐
5. Determine other schools or locations that might be affected *(siblings, team mates, close friends, other staff that have worked with the student)*		☐
6. All media contact should go through the Superintendent *(see "Quick Reference/ Communication Chain")* - Director to arrange		☐
7. Arrange for relief staff *(KLTF / CUPE)* as needed by contacting Support Staff/Teacher Dispatcher 250-505-7065		☐
8. Activate phone tree *(attached to School Plan)*		☐
9. Assign staff member to monitor social media		☐
10. Secure the personal property of the deceased student or staff		☐

Planning for the Day:

	Action to be taken	Notes / Phone Numbers	Done
1.	School-Based and District Critical Incident Support Team convene to discuss process		☐
2.	Plan the process for the morning staff meeting and prepare the message to students		☐
3.	Arrange room where counselling team will support students and staff		☐
4.	Ensure there are tissues, water or juice, snacks etc. available *Aboriginal tradition requires that the tissues from tears be saved for the family*		☐
5.	Ensure the room is not scheduled for other activities during the day		☐
6.	Arrange a "Hospitality" meeting room for parents who arrive on the scene		☐
7.	In the event of a student death, provide updated class list for the teacher *(TTOC)*		☐
8.	Update MyEdBC and make sure "Synervoice" does **not call home** to report deceased student's absence		☐
9.	Plan/schedule events for the day If PAC asks how they can help, providing food for staff has proven to be very helpful		☐
10.	Lowering of the flag in school critical incidents will be determined by the School Superintendent (AP 157)		☐
11.	Run staff meetings at beginning and end of the day *(ie: 8:00 am and 3:00 pm)*		☐
12.	Staff to update their calendar to accommodate event, ie: counselling steno to clear counsellor's schedule		☐
13.	Cancel emergency drills		☐
14.	Inform Director of Instruction of social media and media posts regarding event		☐

Action to be taken	Notes / Phone Numbers	Done
15. Write statements regarding incident: • Principal's statement to staff and public • Principal's letter home to families • Secretary statement when dealing with the public, outlining appropriate and inappropriate communication • Teacher's statement to be read to students. If teachers are not able to deliver this information, outlining who will assist in this delivery **Review statements with the Director of Instruction prior to using**		☐
16. Write an age appropriate script of factual information for staff to use when talking with their students		☐
17. Help deliver the information to students in classes where teachers have requested assistance		☐
18. Identify and plan support for students with special needs who may have difficulty with the incident		☐
19. Keep a record of at-risk friends / students / staff who may be in crisis		☐
20. Identify students who are absent		☐
21. Telephone contact to parents of students who are having a difficult time		☐
22. Develop a sign-out process for parents who take their children home or for students who leave		☐
23. If required, organize assistance such as transport home for staff or students ensuring they are not alone after the incident		☐
24. Meet with staff at the end of the day and debrief the day and discuss self-care Remind staff to connect with Employee & Family Assistance Plan, if necessary		☐

Ongoing / Follow-up Procedures:

	Action to be taken	Notes / Phone Numbers	Done
1.	Continue ongoing contact with family or family spokesperson		☐
2.	Continue to meet daily to review each day's events and upcoming arrangements		☐
3.	Send an expression of sympathy to the family		☐
4.	Schedule a follow-up meeting with the Critical Incident Team to discuss post incident recovery (memorial service information and managing memorials etc.)		☐
5.	Within the first month, decide what, if any, memorial action will be taken by the school		☐

Long Term Action:

	Action to be taken	Notes / Phone Numbers	Done
1.	Monitor staff and students for signs of delayed stress • If needed, refer for specialized treatment *(EFAP, School and Family Consultant, Aboriginal Family Counsellor, family doctor, CYMH)*		☐
2.	Continue to provide needed support		☐
3.	Plan for and be sensitive to disturbing influences such as anniversaries, inquests and legal proceedings, paying particular attention to critical periods (holidays, post incident, etc.)		☐

Actions by <u>Director of Instruction – Inclusive Education</u>:

(once contacted by the principal, the following actions will occur:)

	Action to be taken	Notes / Phone Numbers	Done
1.	Ensure principal has identified the Critical Incident Team and is using the Critical Incident Response Guidelines		☐
2.	With principal, determine the level of support staff and additional administrative assistance required • confirm Aboriginal ancestry • determine connection to other schools/partner agencies		☐
3.	Review security requirements with the principal. Where applicable, consult necessary authorities for assistance (ie: RCMP, MCFD)		☐
4.	Communicate incident to Superintendent's Council		☐
5.	Brief the Superintendent, Director of Instruction, Communications Manager, Director of Facilities, Director of Transportation, and Manager of Health and Safety on the incident and review the procedures		☐
6.	Inform Inclusive Education Services staff to provide support and to review procedures pertinent to the incident		☐
7.	Ensure Director of Instruction and principals that are affected by the crisis begin working through the appropriate procedures		☐
8.	Organize Critical Incident Stress Debriefing session with those involved within 48 hours and arrange follow up support if required		☐
9.	If Aboriginal Protocol enacted, contact: Mike Bowden, District Principal - Aboriginal Education		☐
10.	Contact other site affected		☐

Action to be taken	Notes / Phone Numbers	Done

11. In conjunction with Communications Manager, prepare statements and media communication to be approved by the Superintendent:
 	
• Vet statement with local RCMP, if appropriate
• Include the RCMP in all press conferences, if applicable
• Prepare list of authorized media spokespersons, distribute to Director of Instruction
• Review statements prepared by principal for the school. Statements include:
   o Principal's statement to staff and public
   o Principal's letter home to families
   o Secretary statement when dealing with the public, outlining appropriate and inappropriate communication
   o Teacher's statement to be read to students. If teachers are not able to deliver this information, outlining who will assist in this delivery
• Draft an email for the principal to send out to school staff to outline appropriate communication with the public
		☐

12. Contact the Ministry of Education – Safer Schools Together		☐
13. Review of School and District response teams and provide support as needed		☐
14. Debrief the incident and procedure with school staff and Director of Instruction to ensure any necessary improvements are made to this process		☐

Actions by <u>Superintendent</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Communicate with Trustees and Secretary Treasurer		☐
2.	Designate staff that have authority to speak to the press • confirm School Board Media Spokesperson • designate district staff		☐
3.	Consider notifying local media with a prepared statement		☐
4.	Determine the plan for media personnel that show up on-site		☐
5.	Visit the school(s) affected to extend sympathy to students and staff following the incident		☐

Actions by <u>Director of Instruction (Elementary or Secondary)</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Keep a detailed timeline of notes during the incident		☐
2.	Communicate with principal(s) to offer support. Consider going on-site.		☐
3.	Visit the school(s) affected to extend sympathy to students and staff following the incident		☐

Actions by both <u>Director of Operations and Manager of Operations - Transportation</u>:

	Action to be taken	Notes / Phone Numbers	Done
1.	Send communique to operations program area managers to inform them of the situation and maintain ongoing communication with: 1. Manager of Grounds 2. Manager of Operations 3. Manager of Buildings		☐
2.	Determine appropriate facility and		☐

Actions by **Public Engagement Manager:**

	Action to be taken	Notes / Phone Numbers	Done
1.	Designate staff member to monitor social media and facilitate shutdown of social media. Report confirmation to the principal		☐
2.	Act as the media point of first contact regarding incident and respond to media with basic facts regarding the incident		☐
3.	Facilitate media and social media updates		☐
4.	Work with Director of Instruction to develop communication plan		☐

Actions by **Director of Human Resources:**

	Action to be taken	Notes / Phone Numbers	Done
1.	Communicate with: 1. BC Teachers' Association President 2. CUPE President		☐
2.	Contact Manager of Health and Safety		☐
3.	Dispatch replacement staff as determined		☐

Actions by **District Support Staff/Counsellors:**

	Action to be taken	Notes / Phone Numbers	Done
1.	School and Family Consultants, and Aboriginal Family Counsellor(s) if applicable, meet to review information regarding incident received from the principal/designate		☐
2.	Ensure that the director of Instruction has been notified and consult with them on response plan (ie: support for secondary trauma sites, determine if support required from mental health clinicians)		☐
3.	Upon invitation from school Critical Incident Team and/or direction from Director of		☐

	Instruction, determine who will attend the school site and/or additional school sites and agencies impacted		
4.	Clear schedules for day of response		☐
5.	Create list of students/staff who may require additional support • ie: close friends, family members, team mates, students with special needs, discipline history, prior trauma, mental health concerns, someone with a significant emotional ties to the deceased (negative or positive), recent loss		☐
6.	Provide counselling as needed		☐
7.	Assist in notifying parents/guardians of students affected by the crisis and/or making referrals to outside agencies for ongoing support		☐
8.	Evaluate school, systems affected by incident (ie: school, parents, community etc)		☐
9.	Meet with principal and school team. Supports may include, but are not limited to: provide support in communication with school community, attend morning/afternoon staff meetings, support administration in writing scripts, provide handouts/resources for parents and staff.		☐
10.	Locate designated space assigned by school Critical Incident Team for providing counselling for high risk students and staff		☐
11.	Establish times and place for provision of additional mental health supports for psychological first aid meetings, breaks, lunch, phone calls, etc		☐
12.	Plan for how students will access counselling services throughout the day (ie: sign in sheet at office)		☐
13.	Meet with school Critical Incident Team at the end of the day and determine if further response is required		☐
14.	Debrief incident within department and with Director of Instruction - Elementary		☐

Critical Incident Checklist - Responding to the Media Flow Chart

SUPERINTENDENT OR DELEGATE (Official Spokesperson)
Important Considerations
- Request that some critical incidents not be reported to public
- Request an interval before the story is released
- Present factual information only
- Responsible for news releases, scheduling of interviews, or press conferences
- Develop any written statements for media release

CONTACT — CONTACT — CONTACT — DISCUSS

RCMP & CORONER'S OFFICE
- Only Coroner and Police can establish and report cause of death

SENIOR NEWS EDITOR AT MEDIA OUTLETS
- May provide info on cancelled events, community resources available, etc

BUILDING ADMINISTRATOR
- Asks reporters not to interview staff or students
- Has authority to ask media to leave property
- Directs media to person handling communications

DISCUSS

SCHOOL SITE AFFECTED BY INCIDENT

DIRECTOR OF INSTRUCTION
- Liaison with site-based personnel
- Reports developments to Superintendent

REPORTERS — DEALS WITH

ATTENDS — MAY ATTEND — ATTEND — ATTENDS

PRESS CONFERENCE (If Applicable)
*Comments limited to facts on supports available to staff and students

Appendix 5 - <mark>Sample School Critical Incident Team Meeting Agenda</mark>

The following sample School Team meeting agenda can be adapted to fit the protocol developed in a particular school.

1. Share information with the team regarding the facts of the traumatic event. No information should be shared with anyone else until a decision is made about what information is to be shared and the process for notifying staff and students. When this decision about disclosure of personal information is made, care must be taken to ensure that requirements of FOIPPA are followed. Under FOIPPA one of the basis for disclosing personal information is called "consistent use." That is, the disclosure of the information is permitted if it is directly related to the purpose of which it was received, and it is necessary to use it to operate the school or meet other statutory obligations. Meeting the emotional needs of students and staff so that the school can function might be considered a "consistent use."

2. Determine the impact of this particular incident on individual members of the School Critical Incidents Team in order to ensure that all members can function objectively. Assess the likely impact of the critical incident on classes and individuals. Consider the impact for anyone in the school community who may have recently experienced a significant death or loss. Are there staff members who may require assistance in leading the classroom discussion?

3. Determine whether there are the cultural or religious implications surrounding the incident. How should they be addressed?

4. Identify school resources. Are there other staff members who might be helpful additions to the team in this situation?

5. Determine whether additional counsellors are required to provide support to the team and work with students. Assess the extent of the need for additional resources. The team could be augmented by a variety of school district and/or community resources such as Aboriginal Education Workers, behaviour support workers, multicultural home-school workers, community mental health personnel and other medical-health professionals.

6. Confirm the overall strategy and the specific roles of Response Team members for this particular crisis.

7. Develop an agenda for the general staff meeting and prepare a written statement for the meeting about the critical incident.

8. Decide whether it would be appropriate to send home a brief announcement about the critical incident.

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Appendix 6 - Sample Staff Meeting Agenda

The following sample staff meeting agenda can be adapted by the School Critical IncidentsTeam to fit the protocol developed in a particular school.

1. Attendance - anyone who is not present should be informed of the critical incident as soon as possible following the meeting.

2. Provide as much accurate information as possible, including:

   - names of the students or staff members directly involved,
   - time and place of the event,
   - any additional information surrounding the event, and
   - names and grades of the siblings of those directly affected who are also in the school.

3. Introduce the School Critical Incident Team, members of the District Team, and any additional support staff or community resource people who are present and explain their roles.

4. Briefly review the school response plan. Provide extra copies.

   - Prepare teachers to deal effectively with informing their students of the critical incident.

     o Give directions and model how students should be told.
     o Encourage teachers to allow time for classroom discussion.
     o Provide all staff with a copy of the protocol for class discussion.

   - Clarify procedures for handling students who want to leave the classroom.

     o Students who are highly emotional should be accompanied to the designated counselling centre.
     o Students who wish to leave the school should only be released to a parent, guardian or their designate as per usual school protocol.

   - Inform teachers of counselling support plans.

     o Identify counselling staff who will run the counselling centre and the appropriate procedure for sending students to the centre.
     o Clarify the way to get counselling assistance for staff members.
     o Inform staff of any outside agencies involved in student or staff counselling.

- Ask for staff help to identify students who may be at risk or need extra support.

  - Make counselling plans for all students who are potentially at risk for suicide or other serious emotional responses to the critical incident.
  - Direct staff to refer students who appear to be emotionally unstable to the counsellors.

- Review media policy
- Inform all staff of any changes to the regular school schedule or cancellation of normal school events.
- Set the date and time of a follow-up meeting.
- Assure staff that they will be kept informed of any relevant information in this update meeting.
- Follow up meeting will provide an opportunity for staff members to discuss classroom experiences and report information back to the group.

Some of the information in this guide has been developed from The British Columbia Ministry of Education, Special Education, Responding to Critical Incidents – Resource Guide for Schools *with input from locally based directives and limited additions from other school district protocols.*

Critical Incident Resource Guide – Table of Contents

APPENDIX:

CRITICAL INCIDENT RESOURCE GUIDE

A Guide for School District No. 8 Personnel

Hospital Homebound Report

Student:	DOB:
School:	Grade:
Service Provider Name:	

SOAP method for note taking
Subjective - Statement about relevant patient behaviour or status
Objective - Measurable, quantifiable, and observable data related directly to IEP goals
Analyze - Analysis related to academic achievements
Plan - Plan for course of treatment for next session, recommendation, and any changes

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Date of Service:

Notes:

**School District 8
Kootenay Lake**

Inclusive Education Referral Form*

Student:	Birthdate (yy/mm/dd):

School:	Grade:	Aboriginal Ancestry: Yes No

Teachers (first & last name):

Specialist Requested:	PT	OT	SLP	Vision	Hearing

Reason for Referral:

Service Plan (Assessment/screening, etc.):

IST Signature:	Date:	Principal Signature:	Date:

To be completed by a Parent/Guardian. Both signatures required if parents do not live in the same household.

Parent/Guardian (print first & last name):	Parent/Guardian (print first & last name):
Daytime Phone:	Daytime Phone:
Email Note: By providing your email you are consenting to receive password protected reports via email	Email Note: By providing your email you are consenting to receive password protected reports via email
Parental Consent (Parent/Guardian Signature):	Parental Consent (Parent/Guardian Signature):
Date:	Date: