

M'Chigeeng First Nation Education Department

LAKEVIEW SCHOOL

AANJ MAACH TA

(FRESH START PROGRAM)

OPERATIONAL POLICIES & PROCEDURES



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FRESH START PROGRAM

HISTORY

The Fresh Start program was initiated in response to the needs of several students at Lakeview School. These students required professional help for behaviour intervention. The special needs of this group was made known to the M'Chigeeng Education Committee and to the M'Chigeeng Chief and Council in the fall of 1994. The Chief and Council provided support to set up this special class and gave direction to proceed.

In February of 1995, the Fresh Start program was set up in the Wassa building next to Lakeview School. The initial admission into the program was done through the Identification, Placement and Review committee (I.P.R.C.), at which time the first students were admitted into the program. The staff consisted of the teacher and two teacher's aides. This team worked closely with the school psychologist and the principal during the first few months until June 1995.

In September of 1995, the M'Chigeeng First Nation Education formed a partnership with Health Services/Mental Health Services to provide for a day treatment program at Lakeview School for children with severe types of behavioural and emotional difficulties. Full clinical support from Nadmadwin Mental Health become available to the Fresh Start program. Clinical support included psychiatric consultation, clinical consultation from Children's Program Manager from Network North and a Child and Youth Worker from M'Nendamowin Mental Health Services.

The Fresh Start program initially followed the policies and procedures utilized by other Day Treatment programs associated with Network North. Over the past several years, a continual review of this program has resulted in the development of Fresh Start program policies and procedures.

Although the Fresh Start Program was cancelled for the 2004-05 school year it has been re-established for the 05-06 school year. The policies and procedures have been revised since then to meet our changing educational needs.

FRESH START POLICIES & PROCEDURES

INTEGRATED OPERATIONAL POLICIES AND PROCEDURES

This document provides guidelines developed, agreed to and formalized by the M'Chigeeng Education Committee, the M'Chigeeng Health Services and is supported by Chief and Council.

This document is intended to promote an understanding of mutual obligations, promote teamwork, simplify operations and be informative to students, parents, professionals and community.

The process and criteria within this policy will evolve, in response to student and community needs and input and there will be annual review of this policy.

CURRENT PROGRAM

The program is geared toward students who cannot function in a regular school program even though the student has had access to and participated in a less intrusive treatment and/or educational program before being referred to the Fresh Start program.

SCHOOL'S MISSION STATEMENT

As the staff of Lakeview School we will create the safest environment that nurtures the spiritual, mental, emotional, and physical well being of students with emphasis of social/emotional development.

VISION STATEMENT

To have learners with the knowledge and skills that allow them to be successful participants in their regular classroom.

OPERATING POLICIES

Before Fresh Start can accept a student into the program, the student must:

- a) have had access to alternative programming
- b) have a referral from the classroom teacher
- c) have an individualized educational plan
- d) have been identified as having a behavioural exceptionality through IPRC's process;

Fresh Start will partner with Community Services program in a way that is consistent with the policies, procedures, standards of care and risk management procedures of the Safe School Policy.

Fresh Start will provide education in a way that follows the policies and procedures of the M'Chigeeng Education Committee and the rules of Lakeview School.

The Fresh Start program will ensure:

- a) provision of education and necessary support services in the classroom
- b) provision of case management services in consultation with Mental Health
- c) evaluation of academic and behavioural progress
- d) physical and emotional safety of all students and staff
- e) that two staff are present with students.

Fresh Start will offer services in a culturally sensitive manner that is service intensive and complements the ongoing work of community.

Parent(s)/guardian(s), students and other involved service providers will participate in goal identification, monitoring and evaluation of the student's Fresh Start plan.

It is not intended to be a long-term placement or used as an isolation containment or crisis-response unit. The primary treatment component of the Fresh Start program is classroom-based therapy. Therapy is guided by goals that are identified by the Fresh Start team. The teacher is supported in the classroom by the Child Youth Worker and Educational Assistant. The length of participation in the Fresh Start program may vary depending on student need.

Fresh Start does not accept children:

- a) with severe physical disabilities or who require round-the-clock care;
- b) who are suicidal, homicidal or who are extremely hostile or belligerent;
- c) for whom a less restrictive environment is more appropriate; and
- d) whose caretakers have been identified as severely disturbed, dangerous or abusive.

The behavior of the student must not pose an unacceptable level of risk for other students or staff or be unmanageable within existing legal constraints and resources.

PART 1: ADMISSION CRITERIA AND PROCESS

ADMISSION CRITERIA

1. The student must be enrolled in Lakeview School
2. The student must be identified as having a “behavioral exceptionality” that makes it problematic for him/her to attend a regular school program.
3. The student must have had access to and participated in a less intrusive treatment and/or educational program identified by the classroom teacher and fresh start staff before being referred to the Fresh Start program.
4. The Fresh Start option is likely to be the most enabling and least intrusive service option available.
5. The parent(s)/guardian(s) and student must agree to participate in the Fresh Start program through an “informed consent” according to Fresh Start program agreement.
6. The request for admission must be accompanied by:
 - a) a completed referral form (attached)
 - b) the Identification Placement Review Committee (IPRC) recommendations
 - c) Incident reports (from regular classroom program)
7. The student will continue to participate in the regular classroom program in areas where he/she is successful as per integration.
8. Any currently involved community agency, mental health program or family service provider will continue their involvement with the student and family.
9. For the individual education plan to be successful, the student and/or parents/guardians must participate in developing a string home school partnership and agree to all other recommendations made by the Fresh Start Team.
10. The student, the parent(s)/guardian(s) and their advocates will have an opportunity to appeal the decision to not admit. The Principal is responsible for arranging the conflict resolution and appeal process (see Appendix C).

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PRIORITIZATION

Order of admissions to the program will depend on:

- a) the severity of the presenting problem
- b) the student dynamics within the Fresh Start classroom
- c) the order of referrals.

REFERRAL PROCESS

1. Referral process begins with classroom teacher
2. Referrals are directed to the Principal and Fresh Start Team.
3. Before accepting a referral, the Principal is responsible for ensuring:
 - a) the Fresh Start program has been explained to the parent(s)/guardian(s) and student
 - b) the student's needs have been assessed
 - c) that the least intrusive service is being used
 - d) that service requests are accepted.
4. The Psycho Educational Consultant or SERT is to obtain:
 - a) information on the description of problems
 - b) the student/parent(s)/guardian(s) goals for service(s)
 - desired outcomes
 - priorities for service(s)
 - c) a completed Child Behaviour Checklist and/or other standardized scales unless these were completed during the preceding year.
5. The School is responsible for scheduling the Fresh Start team meeting as appropriate.

ADMISSION PROCESS

1. Members of the Fresh Start team include
 - Student
 - Parents/Guardians
 - Classroom Teacher
 - Principal
 - Fresh Start Staff
 - Health Services Personnel
 - SERT and any additional support services provided
2. The purpose for a Fresh Start team meeting is to:

ADMISSION PROCESS (continued)

- a) determine appropriateness of the request for admission to the Fresh Start classroom.
 - b) identify the goal(s) of the program
 - c) identify respective roles of all participants in achieving these goal(s).
3. The Principal will chair the Fresh Start team meeting.
4. The Principal ensures that there is evidence of:
- a) Identification Placement and Review Committee recommendations/assessments;
 - b) behaviours that have been present and/or are of high risk and severe in nature (Ontario School Record, etc.);
 - c) the severity of the behavior exceptionalities
 - d) previous attempts to help the student
 - e) identification of the long term goals
 - f) agreement of the parent(s)/guardian(s) to be involved in all aspects of the Fresh Start program
 - g) a signed Fresh Start program agreement by the participants (see Fresh Start Program Agreement)
 - h) Individualized crisis prevention practices.
5. The Fresh Start team will meet to review the information and makes recommendations for admission to the Fresh Start program or for an alternative classroom strategies service. They may defer their admission to the Fresh Start Program pending the outcome of new strategies and available seats.
6. The Principal is responsible for documentation and for obtaining the signatures from the participants at the multi-disciplinary team meeting.
7. The Principal must be notified in writing if a violation of the referral or admission guidelines occurs or if a problem arises that reference to the procedures cannot resolve. The Principal is responsible for the initiation of the conflict-resolution process.
8. On acceptance to the program, the Fresh Start staff will ensure the parent(s)/guardian(s) and student receive orientation to the program (ie: Fresh Start Parent Handbook should be developed as soon as possible upon approval of Fresh Start Policy).

PART 2: CONTINUATION AND INTEGRATION

The Fresh Start team will conduct a monthly review of the students' placement and progress in the program. The Team conducts a review to make decisions in regard to the students continuation, integration and transfer. The review will address whether the program continues to be the best option available for this student. Initial integration will be considered after 8 weeks in the Fresh Start program.

CONTINUATION AND INTEGRATION PROCESS

1. The Fresh Start team will conduct a case review every four to eight weeks.
2. The Fresh Start team will review every student's plan at least twice a year.
3. The Fresh Start team conducts a case review to:
 - a. review and update the status of the presenting problems
 - b. report on the progress based on the therapeutic and academic goal(s)
 - c. obtain the opinions of the parent(s)/guardian(s) and student on:
 - the progress in specific goals
 - their satisfaction with the program
 - how helpful the program has been
 - the degree to which their child has changed
 - d. review the treatment strategies and management plan
 - e. review any other relevant information
 - f. make recommendations for alternative service if appropriate
 - g. obtain signatures of the participants in acknowledgement of the review and plan
4. The Principal will chair the Fresh Start team meetings.
5. The Child Youth Worker will record the minutes of the Fresh Start team meetings.
6. The minutes will be maintained at Lakeview School as part of the student's records.
7. The Principal will ensure that the appropriate people take action on the recommendations made at the case review.
8. The classroom teacher will continue to be a partner from referral to discharge.

INTEGRATION: PART-TIME

The student must maintain acceptable behaviour levels before integration into the regular classroom can be initiated or increased. The student should display acceptable behaviour in the Fresh Start classroom, the regular classroom, at recess, on the bus and at home.

1. The Fresh Start staff will make recommendations for integration to the Fresh Start team.
2. The Fresh Start Team will identify the integration goals.
3. Integration will not take place without parental involvement in the Fresh Start Team meeting at discretion of principal.
4. The student will begin integration with and continue building integration time based on his/her progress. A scoring system of the goals will monitor his/her progress. The integration will vary according to special needs of the student.
5. During integration, the student will continue his/her counseling with the mental health worker as required and the Fresh Start staff will coordinate this with mental health.
6. If the student should demonstrate behaviors, which are intrusive to the learning environment of the regular classroom, the student will be returned to the Fresh Start program until such time he/she demonstrates consistency in their social and learning goals.

INTEGRATION: FULL-TIME

1. The Fresh Start team will decide to discharge a student from the Fresh Start program. The decision to discharge will be based on how successful the student has been in achieving his/her integration goals.
2. Safety net – The Fresh Start staff will provide ongoing support upon discharge from the Fresh Start program.
3. If after discharge should the student require more intensive support the IPRC process will be initiated for the student's readmission to the Fresh Start program (see Appendix E – Admission Process Flow Chart).

PART 3: DISCHARGE CRITERIA

REASONS FOR DISCHARGE

The Fresh Start team will discharge students from the Fresh Start program when:

- a) the student is no longer enrolled at Lakeview School
- b) he/she demonstrates consistent social skills and conflict resolution skills (written information including IPRC, assessments and clinical recommendations must support the discharge)
- c) he/she can attend a regular classroom with an educational and supportive program tailored to their needs
- d) the treatment is no longer meeting the service goals and is no longer the most enabling and least intrusive alternative
- e) the behaviour of a student in the program poses an unacceptable level of risk to himself/herself, staff or other students.
- f) the parent(s)/guardian(s) and/or student no longer support the Fresh Start contract and the agreed-to service goals. Upon discharge from Fresh Start Program, the student will remain identified with a behaviour exceptionalities in the regular classroom if the Fresh Start Agreement is not fulfilled.

Note: A Fresh Start review meeting is not required for:

- a) expulsions/suspensions
- b) therapeutic withdrawal in the case of unacceptable risks.

If any impasse to the treatment process occurs, the Principal will be contacted to initiate the conflict resolution meeting.

PART 4: RISK MANAGEMENT

The Principal will monitor adherence to the policies and procedures and make recommendations through the Fresh Start team meeting and through professional discipline-based mechanisms.

ACTS OF AGGRESSION TOWARD OTHERS

An act of aggression is any dangerous behaviour that jeopardizes the safety or infringes on the rights of the staff or students.

The Safe School Policy states that acts of aggression by students or others will not be tolerated. Staff will be actively engaged in preventing aggressive behaviour.

PROCESS

1. In a situation where an act of aggression occurs, the staff will take action to deal with the situation immediately to ensure the safety of staff and students. Action may involve:
 - a) the use of crisis intervention techniques
 - b) removal of self and others from a situation where personal safety is in jeopardy
 - c) seeking assistance from other staff, parent(s)/guardian(s) or the police.

2. The staff will:
 - a) report any serious act of aggression to the Principal and Clinic Manager (where necessary)
 - b) complete an Incident Report Form
 - c) record the incident in the Behavioural Documentation Book
 - d) call a Fresh Start Team meeting, as soon as possible, to address the issues of risk, review the plan of care and the appropriateness of the placement as necessary

3. If a student has a history of aggressive behaviour, the Principal and staff will develop a safety plan to be followed if acts of aggression occur, to prevent situations of imminent and potential risk.

4. If a student exhibits a need for strategies to deal with aggression, the strategies will be planned for and written in the Plan of Care, as part of the admission requirements. In the most severe of cases and to ensure the safety of staff and students, suspension, discontinuation of services and/or legal action may be considered as part of the Fresh Start Student Plan.

SEVERE DISRUPTIVE BEHAVIOUR

Severe disruptive behaviour is behaviour that interferes with the ability of other students in the program to receive treatment and education. Examples of severe disruptive behaviour are:

- a) constant unremitting defiance or oppositional behaviour
- b) unpredictable chaotic and disruptive behaviour
- c) unrelenting verbal abusiveness

PROCESS

1. The Fresh Start staff will provide constructive debriefing and behavioural management support by taking appropriate action to contain, isolate or prevent escalation of the disruptive behaviour.
2. The staff may:
 - a) give verbal directive
 - b) direct a 5 minute time out (at own desk)
 - c) isolate student from other students (classmates move to alternate classroom)
 - d) escort student to Principal's office
 - e) use of physical restraint when necessary according to crisis prevention/intervention techniques.
3. In cases where disruptive behaviour is extreme, the staff may:
 - a) call the parent(s)/guardian(s) to the school
 - b) use immediate therapeutic withdrawal
 - c) notify the Tribal Police
 - d) suspend the student (by Principal) according to Safe School Policy
4. The Fresh Start staff will plan for and contract these options as part of the Fresh Start Student Plan at admission or when a need is shown.
5. The staff are responsible for ensuring the care and welfare of all students. The staff will:
 - a) inform their immediate supervisor of any difficulty in managing disruptive behaviour and obtain appropriate supervision or intervention.
 - b) call a conflict resolution meeting following any unremitting disruptive behaviour to review the Plan of Care and the appropriateness of the placement.

ABSENT WITHOUT LEAVE

“Absent without leave” refers to situations where a student:

- a) fails to arrive at school without prior notice of a pending absence
- b) leaves the school without permission

To ensure the safety of the students, the Fresh Start staff will take appropriate action to:

- a) initiate action to prevent students from leaving the school premises
- b) ensure the parent(s)/guardian(s) are notified that the student is absent without leave
- c) maintain visual contact of student until the crisis has dissipated or student has been returned to the parent(s)/guardian(s).
- d) call the police immediately if student has a history of suicidal tendency. Police to also be notified of the potential suicidal risk.

PROCESS

1. If a student has to be absent for any reason, it's the parent(s)/guardian(s) responsibility to provide the Fresh Start teacher with a note or a phone call to the school explaining the reason for the absence.
2. If the teacher/school is not notified prior to a student's absence, the Education Counsellor or Secretary will contact the parent(s)/guardian(s) for an explanation and/or confirmation that they are aware of the absence (Lakeview School Policy).
3. Where absenteeism has been identified as a presenting problem, strategies to deal with the absenteeism will be part of the contracting for service and the Fresh Start Student Plan.

The parent(s)/guardian(s) are responsible for follow-up when:

- a) the student has not boarded the school bus as expected
- b) the student has left the program without permission and has arrived home
- c) the parent(s)/guardian(s) become aware that a child has not arrived home.

PHYSICAL RESTRAINT

Restraint will only be used when a less restrictive or other appropriate method of intervention is not practical. Staff will only use those acceptable methods of physical restraint that have been taught through a Crisis Prevention/Intervention Program. The staff will only restrain a student to ensure safety of the student or other persons.

The use of restraint should not place the student in a situation of imminent risk (ie: unable to breathe, in physical pain or danger). Two staff will be present at all times. Once the imminent risk to safety has passed, restraints are to end as quickly as possible.

PROCESS

1. If physical restraint is used, the staff will report all occurrences of restraint and seclusion by:
 - a) completing Lakeview School incident report
 - b) completing Behavioural Documentation Book
 - c) monitoring student's condition (student in seclusion is monitored at all times by a staff; student not to be left alone (risk).
2. Staff must ask for help if a student is at imminent risk and an opportunity exists to call for backup. If the staff anticipates a potential escalating pattern, they will request help from the Principal or designate who:
 - a) will be on stand-by without necessarily being present
 - b) will take control, if this will help diffuse the situation.
3. If the situation does not stabilize after the use of physical restraint, the staff will:
 - a) notify the Principal
 - b) notify the parent(s)/guardian(s)
 - c) notify the police, if there is no response from the parent(s)/guardian(s).
4. If a student requires physical restraint in any degree of frequency then the staff must call a Fresh Start team meeting to review the Student Plan and the placement.

LAKEVIEW SCHOOL INCIDENT REPORT

Name of Student(s): _____ Grade(s): _____

Reported By: _____ Date: _____ Time: _____

Details of Incident: _____

Signature: _____

Action taken (consequences/recommendations): _____

Signature: _____

NAME: _____	DATE OF BIRTH: _____
PARENT(S)/GUARDIAN(S): _____	
PRESENT PLACEMENT: _____	

FRESH START PROGRAM REFERRAL

Outline the reasons this student is a candidate for the Fresh Start program. Indicate any social, emotional and behavioural challenges which have taken priority over educational needs.

Psychosocial/behavioural Indicators:

Identifications, Assessments:

Strengths:

Weaknesses:

FRESH START PROGRAM AGREEMENT

Name

Date of Admission

After considering the alternatives, it has been determined that _____ has needs and issues that can best be met through participation in the Fresh Start program. For the program to be successful, the student and parent(s)/guardian(s) must make a commitment to the treatment process and agree to the following responsibilities.

The Parent/Guardian will participate as an active member of the Fresh Start Team and assist the student in fulfilling the responsibilities outlined below.

STUDENT/PARENT(S)/GUARDIAN(S) RESPONSIBILITIES:

1. We agree to work with the Fresh Start program to enable return to the regular classroom.
2. We agree to maintain contact with the Fresh Start staff and participate in the Fresh Start program.
3. We will be actively involved with following through with any recommendations made by the Fresh Start team (i.e. referrals to any required services).
4. Parents and students will participate in conflict/resolution meeting.
5. I understand that my child must meet specific behaviour criteria before integration into the regular classroom begins or increases.
6. I understand that my child is subject to the Lakeview School Policies.
7. I have received an overview of the crisis prevention practices.
8. I agree to notify Fresh Start staff of any extended absence or change of address.
9. Parents and students agree to attend all integration meetings.

I confirm that the terms and conditions of this agreement have been explained to me. I understand that I may obtain an independent counsel or advice before entering this agreement. When my child has achieved the Fresh Start Program Goals he/she will be re-integrated into his/her regular classroom.

Signature of Parent(s)/Guardian(s)

Date

Signature of Witness

Signature of Parent(s)/Guardian(s)

Date

Signature of Witness

Signature of Student

Date

Signature of Witness

MENTAL HEALTH SERVICES

Mental health interventions may consist of:

- Family therapy
- Individual therapy
- Parenting sessions
- Classroom sessions
- Group sessions

Clinical team services may be provided by:

- Child and Youth Worker
- Mental Health Worker
- Clinical Consultants
- Clinic Manager
- Psychiatrist
- Psychologist

COMMUNITY RESOURCES

Resources may be used:

- M'Nendamowin Mental Health
- Healthy Lifestyles
- UCCM Tribal Police
- Probation Services
- Alternatives Program (NNADAP)
- Manitoulin Community Clinic (Addiction Referral)
- Kenjgewin Teg (Psycho-educational Consultant)
- Noojmowin Teg Health Access Centre (Psychologist)
- Healing and Wellness Program (Traditional Services)
- Anti-Violence Coalition

SOCIAL SERVICES

Social services that may be used:

- Kina Gbezhgomi Child and Family Services
- Children's Aid Society
- Native Child Prevention and Family Support Services Program

MULTI-DISCIPLINARY TEAM ROLES AND RESPONSIBILITIES

Child and Youth Worker:

- develops and records individual care plans
- provides in-class therapy
- conducts individual and group skills training for students
- conducts behavioural management sessions with the students
- supports educational programming

Mental Health Worker/Social Worker:

- identifies mental health interventions that complement the Fresh Start program
- conducts individual, family and group sessions where necessary
- participates in team sessions

Psycho Educational Consultant/Special Education Resource Teacher:

- compiles and analyzes data
- evaluates students and program, academic assessment
- provides cognitive and behavioural consultation
- provides cognitive, behavioural systemic interventions as part of the team at progress review or other sessions

Clinic Manager:

- provides or designates consultation for Fresh Start program – Total Quality Management
- organizes the psychiatric schedule

Lakeview Principal/Vice Principal:

- provide administration of the educational component of the treatment plan
- supervises teachers and educational assistants and child youth worker
- provides educational case management
- initiates conflict resolution with Fresh Start staff and students
- ensures adherence to policies and procedures

Teachers and Educational Assistants:

- supports the treatment initiatives of the Child and Youth Worker
- provides educational programming
- liaises with other educational placements to provide continuity in programming

Education Department Manager/Health Services Department Manager:

- ensures all support personnel and processes are maintained
- communication is maintained with relevant teams

MULTI-DISCIPLINARY TEAM ROLES AND RESPONSIBILITIES

Psychiatrist

provides service and consultation at the request of Mental Health or Psycho Ed. Consultant
provides the biopsychosocial expertise through consultations
prescribes and takes responsibility for medication issues
liaises with other physicians as appropriate

Special Education Resource Teacher

helps the psycho-educational consultant in evaluation of students
provides testing as required as part of IPRC process
support where necessary

Parents/Guardians

Attends multi-disciplinary team meetings as scheduled.
Maintains contact with the Fresh Start Staff and participates in the Fresh Start Program.
Actively involved with a Community Agency for mental health support and follow-up as per treatment plan.

Students

To work with the Fresh Start Program to enable return to the regular classroom.
To become actively involved with a Community agency for mental health support and follow-up as per treatment plan.
To meet specific behaviour criteria before integration into the regular classroom begins.
To follow Lakeview School policy.

CONFLICT RESOLUTION PROCESS

In the event that a conflict arises every effort will be made to resolve the dispute as effectively and quickly as possible using the following protocol:

- 1) A conflict resolution process is to be initiated by the Principal.
- 2) Joint notes will be taken by all participants involved.
- 3) The final decision on the matter is the responsibility of the Principal.

APPEAL PROCESS

If resolution is not possible, the issue is referred to the Education Department Manager.

APPENDIX D

CRISIS INTERVENTION

The Crisis Development Model

Crisis Development/Behaviour Levels	Staff Attitudes/Approaches
<p>Anxiety:</p> <p>A noticeable increase or change in behaviour (pacing, staring, finger drumming)</p>	<p>Supportive:</p> <p>An empathic, non-judgmental approach attempting to alleviate anxiety</p>
<p>Defensive:</p> <p>The beginning stages of loss of rationality. At this point an individual often becomes belligerent and challenges authority</p>	<p>Directive:</p> <p>An approach in which a staff member takes control of a potentially escalating situation by setting limits (limits are simple/clear, reasonable and enforceable)</p>
<p>Acting-Out Person:</p> <p>The total loss of control which often results in a physical acting out episode</p>	<p>Non-violent Physical Crisis Intervention:</p> <p>Safe, non-harmful and restraint techniques used to control an individual until student regains control of their behaviour. These techniques are utilized as a last resort, when an individual presents a danger to self or others.</p>
<p>Tension Reduction:</p> <p>Decrease in physical and emotional energy, which occurs after a person has acted out characterized by the regaining of rationality.</p>	<p>Therapeutic Rapport:</p> <p>An attempt to re-establish communication with an individual who is experiencing tension reduction. By going through the process of Therapeutic Rapport, staff are able to build relationships with the individual in our care.</p>

APPENDIX E

ADMISSION PROCESS FLOW CHART

- Regular Class Identification
- Teacher Referral
- Principal Notified
- IPRC
- Program Admissions – identify goals, Fresh Start team
- Discuss Options
- Fresh Start Team Meeting
- Integration – achieve goals
- Discharge meeting

GLOSSARY

- Acts of Aggression:** Refer to Safe School Policy (Lakeview School).
- Biopsychosocial:** Holistic approach encompassing all four aspects (mental, emotional, spiritual, physical).
- Case Mix:** Maximum number enrollment: 10 students with various needs.
- Conflict Resolution Process:** Arranged by Principal
- Fresh Start Staff:** Fresh Start Teacher, Child and Youth Worker, Teacher, Assistant/Tutor Escort.
- Fresh Start Team:** Child and Youth Worker, Principal, Fresh Start Teacher, Regular Classroom Teacher, Parent(s)/Guardian(s), Mental Health Worker, Student.
- Identification Placement Review Committee (IPRC):**
Assessment of individual student utilizing standard testing by special education, psychoeducational consultant, review with staff, student and parent(s)/guardian(s). This is a school process.
- Mental Health Consultants:**
Clinic Manager, Referring Source, Mental Health Worker, Social Worker, Health Coordinator, Psychiatrist.
- OSR:** Ontario School Record
- Clinical Consultation Team:**
Clinic Manager, Clinical Consultant, Psychiatrist Psychologist, Psycho-Educational Consultant, Mental Health Worker.