

STUDENT AND FAMILY INTEGRATED SERVICES CASE MANAGEMENT PROGRAM

Background

The Division is determined to provide the best possible learning and growth opportunities for the youngsters in the Division. Increasingly, schools and educators are being presented with challenges that they cannot meet alone. The Division is therefore determined to meet these challenges by recruiting the cooperation and assistance of a number of other potential partners such as municipal, provincial and federal government departments and First Nations Bands, among others.

Some of our schools are increasingly encountering challenges presented by students who invariably come from communities that are impoverished due to low employment opportunities and a number of other socio-economic conditions. Often what accompanies these difficult conditions are extreme behavioural challenges that can be difficult to manage and resolve. Distance and the lack of specialized human resource personnel also contribute to these challenges. Traditional methods used by schools in dealing with unacceptable behaviour (i.e. restriction of privileges, detentions, suspensions, etc...) are increasingly proving to be ineffective; often unacceptable behaviour is only a symptom of a serious condition. Symptoms can not be treated, but conditions can. Inevitably, the symptom is an indicator of conditions that exist "outside" of the child, or are not within the child's realm of choice or control.

It follows then, that often, the root concern or problem legally lies outside of the responsibility of the Division. The ethical approach is to recruit other agencies and resources to join the Division in dealing with challenges and in resolving them. To succumb to the temptation to simply expel a youngster without previously recruiting and joining with other partners in doing all that is possible, within the bounds of available resources, is not acceptable.

In our approach to find appropriate ethical and responsible resolutions, a collaborative strength based focused approach is determined as the best practice to assist our schools, students and families. In our attempt to find solutions we must look for the resources available through partnerships to do all that is possible to bring a solution to the above presenting challenges.

Procedures

1. The Director or designate(s) will implement, monitor and maintain a Student and Family Integrated Services Case Management Program. Confidentiality is to be respected, and accurate, concise records are to be maintained by professional staff, as deemed advisable.
2. The Director, or designate, will provide the Board with a brief annual review of the program at its September regular meeting.

3. This program is not to be deployed until those resources and practices within the school and within the Division have been exhausted, and/or engaged, and subsequently deemed to be inadequate to the challenge at hand.
4. Invoking the Student and Family Integrated Services Case Management Program

Should a pattern of unacceptable student behaviour, including unacceptable patterns of non-attendance, clearly indicate that a student and/or his/her family display strong indicators of personal/social challenge, the following steps are to be taken:

- 4.1 The situation is to be documented and reported to the Principal including all written reports utilizing the Incident Report Form (355-1) and the Student Interaction Form (351-1)
- 4.2 The Principal will consult with in-school professionals and paraprofessionals, (should it be deemed that their contributions will be useful) in order to achieve the following:
 - 4.2.1 Gain a clear and complete understanding of the student's situation and pattern of behaviour, and the family situation, should the latter be considered to be germane; and
 - 4.2.2 Determine what strategies and procedures have been carried out, or can be attempted by in-school personnel, working with the student and parent(s)/guardian(s). Every effort is to be made, at this juncture, to involve the student and parent(s)/guardian(s) in a meeting or meetings to try to deal with the unacceptable situation at hand. The Principal is to convene such a meeting(s) of student, parent(s)/guardian(s), teachers and other Division professionals as deemed advisable, for the purpose of:
 - 4.2.2.1 Gaining a shared understanding of the student's situation and pattern of behaviour, and family circumstances; and
 - 4.2.2.2 Formulating an action plan that is to include roles and responsibilities for all the stakeholders within the Case Management Team including Parent(s)/Guardian(s), Student, Teachers, Resource Teachers, Principals/Designate, Career Transitions Advisors, School Support Workers, School Social Worker as well as other local and regional service providers/professionals utilizing the Agency Referral Form (351-3).

The Saskatchewan Human Services Sharing of Information Document and Guide to the Sharing of Information Legislation will be followed while formulating the strategic Student and Family Integrated Services Case Management Program.
- 4.3 At any interval during the implementation of this administrative procedure, the Principal may, in consultation with the Superintendent of Education, suspend a student, or initiate expulsion proceedings, should a student prove to be unable to display favourable changes in behaviour because of his/her inability or because the parent(s)/guardian(s) are unable or unwilling, to assist the

student in improving his/her behaviours. With the Director's approval, a student's return to school after a suspension may be contingent upon meeting certain requirements (such as counselling, establishing a favourable record of community service, etc.). Such conditions may be cited as part of a contract or action plan.

- 4.4 Having exhausted the strategies, procedures and resources as prescribed here in 4.2.2 above, the Principal, in consultation with the other partners in the contract or action plan, may then conclude that the situation has been resolved; or
- 4.5 The unacceptable situation has not been satisfactorily resolved, and that child abuse or neglect must be reported; and/or
- 4.6 That Division Office level assistance is required, thus requiring the Principal to report the situation to the Director, through the Superintendent of Education.

5. Division Level Involvement

The Director and/or designate will respond to the request for Division level intervention as follows:

- 5.1 The Director shall convene and conduct a meeting or consultation (perhaps by conference call) within Division personnel to achieve the following:
 - 5.1.1 Gain a clear, complete and collective understanding of the situation and what measures have been taken to date; and
 - 5.1.2 Determine whether there are resources within the Division that can be recruited to reasonably ensure a solution to the challenge(s) and formulate, then authorize an action plan; or
 - 5.1.3 Determine that out-of-Division organizations/ agencies must be recruited to contribute to the solution of the challenge, in which case, these agencies will be identified.
- 5.2 The Director will convene a meeting at which Division representatives will present a prepared proposal to local representatives of governmental departments/ agencies in attendance, for the purpose of collectively formulating an action plan to deal with the challenge under consideration;
- 5.3 Should local representatives of said agencies be unwilling or unable to contribute to a solution, the Director will inform the representatives that he/she must contact the superiors of the local representatives cited in 5.2 above, to inform the superiors of the situation, and to enlist their assistance;
- 5.4 The Director may request that the Regional Director of Education, (Ministry of Education, Northern Region) contact the Minister of Education in order that the Minister recruits the assistance of ministerial colleagues in other government departments.

Reference: Sections 85, 87, 108, 109, 150, 151, 152, 153 154, 155, 193 Education Act