

2023-
2024

Vanguard Tiered Interventions
and Best Practices Guide



VANGUARD
SECONDARY SCHOOL
— WE ARE VANGUARD —

Patrick Thomas
Principal
2023-2024

VANGUARD TIERED INTERVENTIONS AND BEST PRACTICES GUIDE INDEX

Index	Page #
Interventions and Best Practices Documentation <u>Summary</u>	2
Documentation and Information Sharing <u>Flow Chart</u>	3
Documentation and Information Sharing (Meetings) <u>Schedule</u>	4
POD Interventions and Best Practices	5
Resource Teachers Interventions and Best Practices	6
Intervention Clinician Interventions and Best Practices	8
School Counsellors Interventions and Best Practices	10
Transition Counsellor Interventions and Best Practices	11
Primary Support Worker (YCW) Interventions and Best Practices	12
Academic (Classroom) Teacher Interventions and Best Practices	14
Special Education Assistant Interventions and Best Practices	15
Vice-Principal Interventions and Best Practices	16
Principal Interventions and Best Practices	18
Appendix A for District Positions	19
Aboriginal Support Worker Interventions and Best Practices	
Appendix B for Roles to be Developed in June 2023	21
Cafeteria Assistant	
Administrative Assistant	
School Custodian	
Appendix C for Non-Staff Part of Vanguard Community	22
Student Best Practices	
Parent Best Practices	



VANGUARD TIERED (4/5) INTERVENTIONS and BEST PRACTICES¹ DOCUMENTATION SUMMARY

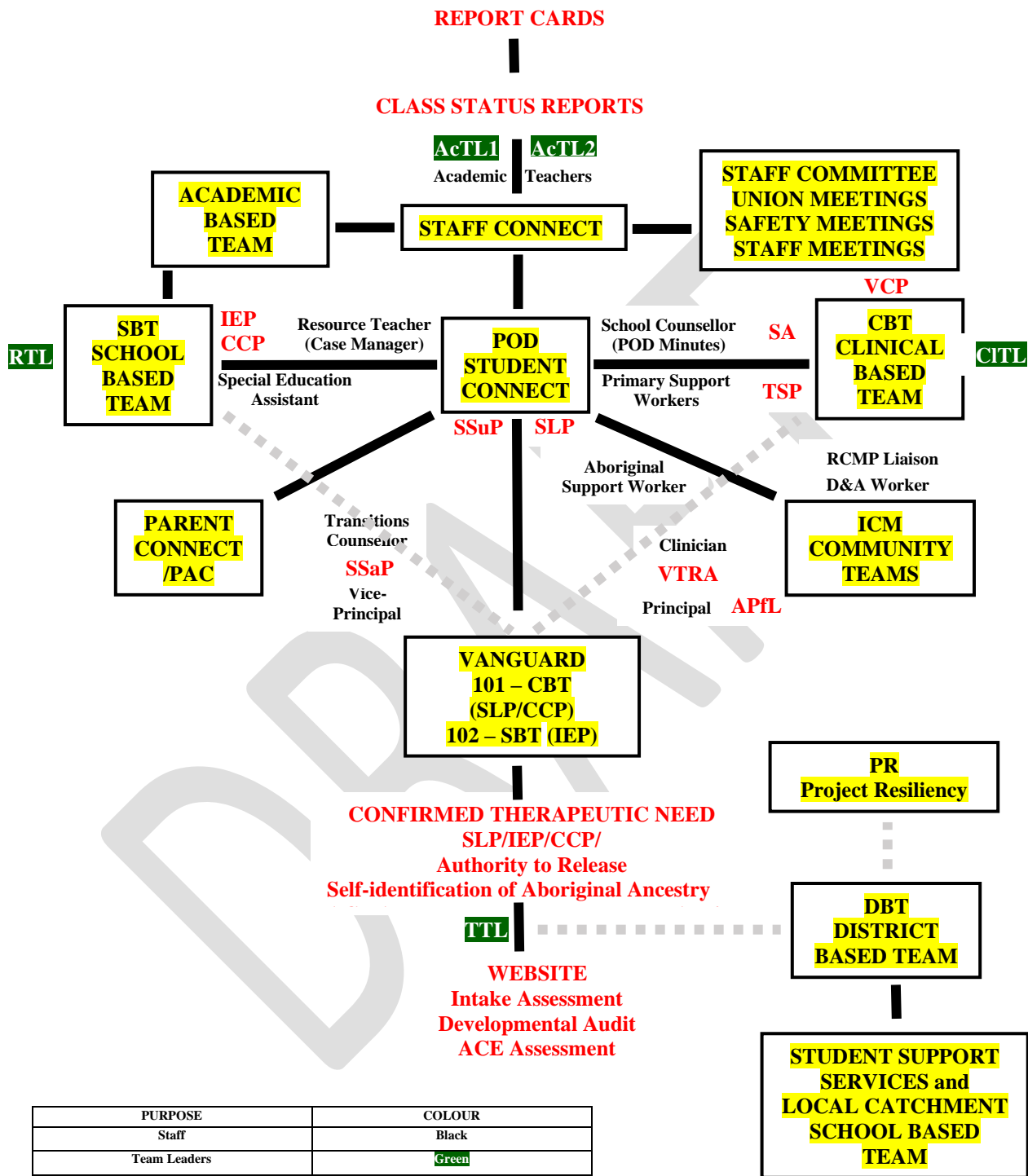
Together staff will implement a variety of therapeutic educational interventions that are beyond the Response to Intervention Tier 1-3, considered as VSS Tier 4/5.

	Documentation**	Abbr	When is it created?	Who starts it?	Who updates?
S C H O O L B A S E D T E A M	IEP - Individual Education Plans	IEP	Pre-Intake/SBT/SLP status changes/POD	Transitions Counsellor/Previous School	Case Manager
	SLP - Student Learning Plans	SLP	Intake (Assessment)	Transitions Counsellor	School Counsellor
	CCP - Community Care Plans	CCP	Intake (Assessment)	Intervention Clinician	Case Manager
	Student Support Plans (Student Safety) - SSP	SSuP	SBT/POD/Administrative Meeting	Transition Counsellor/Administration	Case Manager
	Student Safety Plans (Staff Safety)	SSaP	Violence Incident Report/Administrative Meeting	Transitions Counsellor/Administration	Case Manager
P O D T E A M	Transition Plans	TP	POD (Transition Planning)	Teacher/Case Manager	Case Manager
	Integrated Case Management	ICM	POD Planning or Community Requested –	Case Manager/Primary Support Worker/School Counsellor	Case Manager
C L I N I C A L B A S E D T E A M	Therapeutic Support Plans	TSP	First Quarter Enrolled	Primary Support Worker	Primary Support Worker/School Counsellor/POD
	Vanguard Clinical Plans	VCP	Clinical Based Team (PSW, SC and C)	Intervention Clinician	Assigned Clinician or School Counsellor
	8-Step (Suicide Assessment)	SA	When Counsellor or Clinician assesses concerns and need to confirm a risk level and intervention.	Intervention Clinician/School Counsellor	School Counsellor/Clinician
	Violence Threat Risk Assessment	VTRA	When Far Notice or Fluidity Concerns Occur	Administration	VTRA Team (Assigned by Administration) and Principal of Safe Schools
A D M I N T E A M	Action Plan for Learning	APfL	Monthly Staff Meeting	Administration	Administration and Team Leaders

**All files vetted prior to students leaving Vanguard by Case Manager and Administrator

¹ And related “required” documentation.

DOCUMENTATION AND INFORMATION SHARING FLOW CHART



PURPOSE	COLOUR
Staff	Black
Team Leaders	Green
Documentation Required	Red
Meeting (Consultation Group)	Yellow
Information Sharing	Solid Line – Regular Communication Dotted Line – Intake and Vanguard 101 and 102 Programming

DOCUMENTATION AND INFORMATION SHARING (MEETING) SCHEDULE

		MON		TUES		WED	TH		FRI
8:48am-9:09am	Staff Connect	Staff Connect		Staff Connect		Staff Connect	Staff Connect		Staff Connect
9:09am-9:48am	Block X Prep/SBT								School Based Team
9:48am-2:16pm	9:48am-11:47am Block 1								
	11:47am-12:17pm Lunch								
	12:17pm-2:16pm Block 2								
2:16pm-2:55pm	FLEX/EXT/RM 2:16pm-2:55pm	FLEX Class 1 – E/SS		FLEX Class 1 – E/SS		EXTENSIONS All Students/Staff	RESOURCE Class 1 – POD A-L Resource Team	ACADEMIC Based Team	FLEX Class 1 – E/SS
	2:30pm-2:55pm POD Connect	Class 2 – SC/M	PODS Connect	Class 2 – SC/M	PODS Connect		Class 2 – POD M-Z Resource Team		Class 2 – SC/M
		Class 3 – FA/PE		Class 3 – FA/PE /		Class 3 - Groups		Class 3 – FA/PE	PODS Connect
	2:55pm-4:00pm Clinical Based Team ²			CLINICAL Based Team WK 4				CLINICAL Based Team WK 1-3	
3:10pm-4:30pm							STAFF MEETING WK 4		

Student Classes (Teacher Run)



² Meetings will start when reasonable.

POD Interventions and Best Practices

- to determine who communicates all aspects of school success (academic learning and social emotional learning) to family/guardian once a week – in person whenever possible.
- to document all interventions and transitions being applied to every student within the POD
- the **POD** will meet **Monday, Tuesday and Friday, 2:30pm-2:55pm** or earlier if everyone is available (to problem solve, solution focused sharing of information and discuss what needs to be shared in the next School Connect meeting). Each team member will assume the following roles within the POD:
 - **School Counsellors** – will keep POD meeting Minutes³ (including all students discussed), document the updating of all non-identified students SLPs, and any TSPs and VCPs.
 - **Resource Teachers** – will document/case manage all identified students - IEP, SLP, TP, CCP and progress reports on Report Card
 - **Primary Support Workers** – will update TSP with counsellor and IEP/CCP with case manager.
 - **Special Education Assistants** – targeted/assigned IEP goal updates (through Case Manager)
 - Entire POD to determining communication “best practices” with community partners (including participation of relevant POD Team, content and presentation)
- communicate any safety, adaptation, and leadership programming changes during Staff Connect Meeting⁴
- explore additional needs and services required, including referrals to **School Based Team, Clinical Based Team** or community **Integrated Case Management** Meetings.

³ Location and format to be determined later.

⁴ The POD will receive Parent/Guardian Permissions for **full disclosure and sharing of information** during the child’s intake and when POD agrees the situation meets **“in the best interest of the child criteria”** (Infant’s Act) a member of the POD will share relevant information in Staff Connect and with other “as needed” personnel. If any disagreements about disclosure occur or FOIPPA policies, administration will make final decision.

Resource Interventions and Best Practices

- **Case Management** of all identified students on their case load including the compilation, assessment and review of all intervention documentation and student services file updating.
- **Individual Education Plan** writing (only if SLP status changed), updating and interdisciplinary meeting coordination with guardians and outside agencies
- assess and report out on IEP goals (work collaboratively with classroom teachers on curricular goals)
- administration of assessments and standardized testing that help inform education planning and decisions related to their caseloads
- will communicate with and send all “requests for” **district support services** (e.g., School Psychologist, Speech-Language Pathology, Occupational Therapy services, etc.)
- updating and debriefing with **designated teachers** around adaptations/modifications (including Staff Connect sharing)
- work collaboratively with **primary support workers** to assess and address individual students daily needs
- scheduling and facilitation of **Integrated Case Management (ICM)** meetings and the creation of **Community Care Plans**.
- inclusive based interventions and differentiated strategy support
- work with students individually or in small groups to reduce academic barriers (e.g. executive functioning and IEP goal completion)
- will ensure all documentation is confidentially stored, managed, including the **Student Services File (Red) file** vetting at end of every school year when needed
- for all identified students, will participate in transition meetings between schools and during intake and exit from Vanguard Secondary
- ensure families have access to all agencies and supports available for students who are transitioning out of the school

- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders
- **Resource Team Leader** – will **chair School Based Team** and facilitation of School Based Team referrals and discussions and will ensure all staff are invited and informed of agendas (who’s being discussed and what additional topics) to all School Based Teams

**some students who will be identified but full documentation has not arrived*

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Intervention Clinicians Interventions and Best Practices

- clinical care coordination (and oversight reporting to Administration – **Clinical Care Oversight Meeting** of school wide clinical interventions and documentation.
- collaborating with Transitions Counsellor, Administration and relevant community agencies during VSS Intake Process and writing and communicating initial **Community Care Plans (CCP) to Case Managers**.
- non-school district agency referral management, including monitoring and assessing transitioning to school therapeutic services.
- facilitation of clinical support staffs off-sight programming coverage (lieu time done by Administration)
- clinical counselling (clinical assessment, EMDR, DBT, CBT, Narrative, etc...) as referred by Clinical Care Meetings.
- collaboration with school counsellor and/or administration regarding critical incidents, violent incidences, reportable behaviours and conflict resolution.
- clinical case oversight of Vanguard Clinical Plans.
- collaboration with primary support workers to facilitate community relationships in order to support all CYMH/community agency referrals
- District Critical Violence Threat Risk Assessment (VTRA) coordination, support and District Team Participation and District Critical Response Team (DCRT) support and participation.
- Eight-Step (Suicide Risk) Assessments, collaboration, intervention support and oversight.
- supervision of post-secondary clinical therapists and communication with their school associates in collaboration with School Principal.
- supporting students when teachers are presenting “high-risk topics”
- support **Clinical Care Teams** in identifying, designing and implementing strategic and prevention interventions relating to: suicide awareness and response, child abuse awareness and response, harassment and mediation services, mental health services, social emotional health and addictions awareness and response.

- ensuring continuity of and expansion of supports from first day of intake throughout transitioning into post-secondary or employment
- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders
- **Clinical Team Leader** – **chair and facilitation of Clinical Based Team** referrals and discussions.

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School Counsellors Interventions and Best Practices

- Provide academic graduation planning and course planning for all students.
- Provide clinical counselling interventions (DBT, CBT, SFBT, Narrative, etc.) as determined during clinical team meetings.
- Collaborate with clinical team in writing and implementing student **Clinical Plans (for Tier 4 & 5 students)**
- Collaborate with teachers regarding strategies for classroom management, consultation regarding high-risk topics, social-emotional learning activities, positive behaviour supports, preventative trauma-informed education and skill-building interactions with students, in order to support challenging behaviours and severe mental health concerns.
- Facilitate intensive interventions for students in “beyond baseline” crisis.
- Collaborate with administration and clinical team re: critical incidents, violent incidences, reportable behaviours, conflict resolution, and restorative action.
- Monitor and support trauma-sensitive support plans, care plans, safety plans and other interventions across the school.
- Support students in preparation for post-secondary life in consultation with resource teachers, primary support workers, and capstone teacher.
- Develop and/or facilitate therapeutic units/workshops for students and/or parents in consultation with clinical team.
- Provide off-property interventions to support students as they re-engage with their support teams.
- Eight-Step (suicide risk) assessment, support, and follow-up/tracking.
- Violence Threat Risk Assessment (VTRA) coordination, support, and follow-up.
- Work with community partners to ensure continuity of care for students (referrals, consultation, ICMs, etc.).
- Maintain Registered Clinical Counselling Registration requirements and on-going continued education.
- Support Administration in developing Staff Wellness Plan.
- ensuring continuity of and expansion of supports from first day throughout transitioning into post-secondary or employment

- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders

Transitions Counsellors (in addition to School Counsellor role) Interventions and Best Practices

- **coordination of student transitions** : intake (entrance criteria), outreach support and initial Resource Case Manager involvement during school to school transition meetings, course planning/post-secondary in collaboration with School Counsellors
- writing and communicating initial **Student Learning Plans (SLP) and Community Care Plans (CCP)** - done collaboratively with previous school during initial VSS Intake Process.
- collaborate with administration and clinical team in writing and implementing initial **Student Safety Plans** and **Student Success Plans** prior to starting or returning to school
- facilitation of Vanguard 101 Pre-enrollment Program and Transitions Leadership Program
- collaborate with administration in Student Safety Plan, Student Success Plan and Violence Threat Risk Assessment oversight and follow-up assessments.
- ensuring continuity of supports from first day throughout transitioning into post-secondary or employment
- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders

Primary Support Workers (Youth and Family Support Workers) Interventions and Best Practices

- build intentional therapeutic relationships with all students – focusing on “case-load” within designated POD
- ensuring the student has access to all basic needs (e.g. supporting food distribution and lunch programming), regular health care/assessments with health care practitioners (eg. dental, eye care, hearing or general practitioners), and supporting with access to transportation (e.g. busing, Uber orders, etc...).
- collaborate with Case Manager/Administration/Counsellors/Intervention Clinicians to update Community Care Plans, Student Support Plans and Student Safety Plans.
- collaboration with or refer to the Intervention Clinician when creating all CYMH/community agency referrals.
- update and share any documentation needed to inform Individual Education Plan, Student Learning Plan or any relevant documentation with Resource Teachers (Case Managers)
- **quarterly** Primary Support Worker report form (**Therapeutic Support Plan**) for each individual student shared during POD meetings and given to Case Managers to put into student support services file.
- to build collaborative relationships with families and guardians – including facilitating parents’ participation in Connect Parent Programming and other family support initiatives
- will support student to work towards full disclosure with families and guardians, particularly and related to health and home – keeping in mind developmental needs.
- to communicate with parent/guardians regularly (eg. absences and key behaviour concerns/interventions on a weekly basis)
- to communicate with and encourage engagement with community partners/agencies (including Integrated Case Management) and the legal system/aide
- being available for students everyday (e.g. through appointments with a preference of in-person or minimum start and end of each day – prior to leaving)

- help students develop healthy coping mechanisms and executive functioning related to the Core Competencies and their therapeutic goals as outlined in Therapeutic Support Plan
- doing student pro-active supervision during non-instructional or student meeting times (eg. approaching students to create connection opportunities and assessment)
- attend and participate in regular Clinical Base Team Meetings
- advocate with and for students to ensure needs are being met (administration, aboriginal support worker, drug and alcohol worker, career advisor, clinical individual or group counselling supports)
- need to ensure “time of need” messaging (eg.if triaging during a break, if safety criteria is being compromised, the primary support worker can adjust their break that day (if not same day, please alert administration)
- need to help students and families plan (practically and therapeutically) around school breaks (eg. Christmas, spring break and summers) and build engagement opportunities
- ensuring continuity and expansion of supports from first day throughout transitioning into community programs (eg. of interest, teams or hobbies), post-secondary and employment
- maintain membership in professional associations like the BC Child and Youth Care Association and maintain standards and continue to update training
- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders

Teacher Interventions and Best Practices

- individualized alternative education with the following small and large group trauma sensitive practices:
 - predictable routines and expectations
 - trauma sensitive conversations and consistent language
 - barrier free engagement
 - classroom management as social learning, restorative learning and prevention (vs reactive) tool
 - student strength-based interventions and relationship building
 - universal designs for learning with multiple means for engagement, representation and expression
 - formative assessment as primary assessment practice
- integrated **core competency** skill building and reporting into informal, interim and report cards.
- individualized “real-time” assessments and feedback on a daily/weekly basis
- regularly meet with designated resource teachers around adaptations/modifications
- will acknowledge agendas and participation in **POD Meetings**, **School Based Team** and **Clinical Based Team** when needed
- will participate in the **Academic Based Team** once a week.
- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders
- communicate with POD Team and parents/guardians with any academic progress or attendance concerns
- co-create with Case Manager (Resource Team) any required Transition Plans
- **Academic Team Leader*** - **chair and facilitation of professional learning communities** including scheduling monthly meetings and communicating agendas to teaching staff.

**When budget permits, scimatics, humanities and career/aboriginal team leader roles will be created*

Special Education Assistants Interventions and Best Practices

- support the student's education goals connected to their Individual Education Plan regarding:
 - **Literacy interventions**
 - **Numeracy interventions**
 - trauma sensitivity/awareness in supporting classroom academic, related behaviours
- quarterly goal report for each identified student shared during SBT/POD meetings and given to Case Managers to put into student support services file.
- caseload developed with collaboration of Resource Team and Administration
- collaborate with staff and implement strategic intervention based on student needs
- communicate with Counsellors and/or PSW about student social-emotional concerns
- collaborate with teaching staff to supporting **core competency** curriculum and **executive functioning** goals.
- creation and maintenance of trauma sensitive day plans and Staff Handbooks (TTOC/EOC) binders

Vice-Principal Interventions and Best Practices

- assists the principal in the general administration of the school and serves as principal when the principal is absent
- makes recommendations to the principal concerning the school's administrative procedures and programs of instruction
- assists in the development of the master staff schedule for the school and in the student scheduling process
- assists the Principal in the supervision of all school staff
- assists in the development of the school building budget
- confers with the principal, as needed, concerning school activities and significant issues
- collaboration with case managers, school counselors and intervention clinicians re: special education services (SBT), critical incidents, violent incidences, reportable behaviours and conflict resolution
- Actively monitors student conduct within the school
- Maintains high standards of student conduct and enforces discipline, as necessary, according to District policy
- Supervises the reporting and monitoring of student attendance
- Leads and facilitates health and safety committee
- Assists in implementing approved curriculum
- Works to improve classroom instruction, student/teacher rapport, discipline and attitudes and relationships by observation and conferences
- Works on supporting the **Intake Processes Vanguard 101 and 102, School Based Team and Clinical Based Team**
- chairs the **Staff Connect** meeting
- Works with parent, faculty and student groups as requested, including the facilitation of **Connect Parent Program**.

- supervision of post-secondary child-care worker practicum students and communication with their school associates in collaboration with School Vice-Principal.
- Assists in preparing and implementing plans for emergency situations and plans
- Facilitate trauma sensitive administrative practices and interventions (e.g. Restorative Action coordination).
- will ensure FOIPPA policies are followed

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Principal Interventions and Best Practices

- Assumes responsibility for the implementation and observance of all Board policies and administrative regulations by the schools staff and students.
- Collaborates with appropriate members of the central administrative staff in school problems relating to general management functions of the total school district.
- Confers with the Superintendent and Assistant Superintendent, as needed, concerning the schools activities and special problems.
- Responsible for the supervision of all school staff
- Makes recommendations concerning the schools administrative procedures and program of instruction.
- Develops and implements an annual school improvement plan
- Develops short-range and long-range building plans consistent with district planning.
- Supervises the preparation of reports, and other paperwork required or appropriate to the school's administration.
- Supervises the requisitioning, receiving and distributing of supplies, textbooks, and equipment, and keeps an accurate record of supplies, textbooks, and equipment.
- Coordinates the development of the school building budget and monitors expenditures of funds.
- Clearly delineates responsibility and authority at the building level, and utilizes staff members efficiently.
- Supervises the operation of the total school program in the building.
- Effectively Implements and monitors approved curriculum guides.
- Conducts staff meetings to keep members informed of changes in policy and/or procedures.
- Evaluates the instructional program in a systematic manner, and uses the results to plan program improvements.
- Evaluates all assigned staff members according to Board policy and district procedures. Identifies and communicates the strengths and weaknesses to assigned staff members.
- Develops an efficient master schedule for the school.
- Prepares and implements plans for emergency situations.
- Assumes responsibility for the safety of all members of the school community
- Direct and facilitate **trauma sensitive administrative practices and interventions.**

APPENDIX A for DISTRICT POSITIONS to be completed June 2023

Aboriginal Support Workers Interventions and Best Practices (SAMPLE ONLY)

- build intentional “belonging” with all students – focusing on those with Aboriginal ancestry
- communicate with Aboriginal families when a child is not engaging or connecting with school services – in collaboration with Primary Support Worker
- support Aboriginal students and their families on and off site
- provide cultural enhancement activities, such as: Coyote (skekiyep ct), Circle of Caring, smudging, Warrior Club, Two Spirited Groups, etc...
- communicate all documented services being provided and accessed by students with Aboriginal ancestry to **School Based Team** and **Clinical Based Team**
- attend and participate in regular **Clinical Based Team** and Consultation Meetings
- Work with coordinating additional Aboriginal support services.

Drug and Alcohol Worker Interventions and Best Practices (in addition to Primary Support Worker role)

- build intentional therapeutic relationships with all students – focusing on “case-load” and D & A referrals (including all off site interventions such as Detox and Drug Treatment programming)
- assists with the integration of cognitive behaviour therapy strategies developed in collaboration with Intervention Clinician and Transitions Counsellor
- assists in parent communication, mediation and D & A support – Connect Parent Program facilitation and community drug and alcohol resources
- communicate all documented intervention strategies accessed by students to Intervention Clinician (recorded into Community Care Plans)

- attend and participate in regular Clinical Supervision and Consultation Meetings with school counselors
- to facilitate or assist groups based on Therapeutic Care Plan needs

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APPENDIX B for Roles to Be Developed in June 2023

Cafeteria Assistant

Administrative Assistant

School Custodian

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APPENDIX C for NON-STAFF BUT PART OF VANGUARD COMMUNITY

Student Best Practices

- complete Project Resiliency and Vanguard 101 (Transitions) and/or Vanguard Leadership Program
- be willing to collaborate with staff to create a Student Learning Plan or Individual Education Plan, Community Care Plans and/or support plans.
- be willing or working toward willingness to be honest and willing to follow instructions of all staff
- participate in one of the following programs (full-time/part-time or outreach) fully by attending all classes and/or appointments
- be on task or work with staff to deal with what is preventing them from being on task
- ask for help respectfully when needed
- work with staff to resolve conflicts when necessary
- complete a minimum of two Vanguard therapeutic workshops a year
- utilize community supports when possible (CYMH, Drug and alcohol counselling, trauma counselling, family counseling, extra-curricular activities, youth hub)

Parents Practices

- actively participate in all students learning or therapeutic plans
- be willing to give feedback towards school services and interventions and be available to contribute to school **Parent Advisory Committee**
- be willing to participate in **Connect Parents Program** curriculum
- be willing to meet with staff POD team in person once a month