



# Grove Street Program

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## Forward

We acknowledge the Grove Street Program at Jack Hulland Elementary, where students are supported along their path while honouring their own strengths and stretches, takes place on the traditional territories of the Kwanlin Dun First Nation and the Ta'an Kwäch'än Council. With the guidance of knowledge keepers and elders, advocates and families, we seek to honour our children and explore pathways through their own diversity to find dignity, purpose and options to support and develop their roles, and responsibilities, and encourage leadership towards their future.

Grove Street is a Shared Resource Program (SRP), developed by Student Support Services, Department of Education and located at Jack Hulland School.

Grove Street is a supported learning environment for students in grades four through seven, whose social-emotional and behavioural difficulties have been a barrier to achieving personal goals and educational success. Grove Street provides a learning environment for students whose social-emotional and behavioural needs are best met through intensive intervention and support.

This handbook provides information about Grove Street and was developed as a companion to the Shared Resource Program Handbook (2007).

We would like to thank the membership of the original Grove Street Steering Committee for shaping the program during its development of the inception of the original document. We would also like to thank the members of the Jack Hulland School Council for their contribution and collaboration in reviewing this handbook with Jack Hulland administration and central administration building staff of the Department of Education.

## Program Philosophy and Core Values

Grove Street focuses on students social-emotional health and well-being as well as the development of functional academics for successful transition to adulthood. Grove Street is a developmentally responsive supported learning environment for students whose social-emotional, lagging skills and unmet needs are barriers to their educational success. It focuses on student's individual strengths and provides opportunities for them to stretch their personal growth. It is considered a temporary placement with the expectation that the student will return to inclusive classes when developmentally ready and when they, as contributors to their ongoing journey, communicate that they are ready.

Grove Street is a Shared Resource Program, located at Jack Hulland Elementary in Porter Creek. Students who are accepted in the Grove Street Shared Resource Program are enrolled in Jack Hulland and are part of the Jack Hulland community.

Students in Grove Street benefit from a full-time, wrap-around education program that meets individual academic, social-emotional and behavioural needs. This community of care includes the support of a classroom teacher and two educational assistants.

Development of classroom programming and individualized programming is also supported by a multi-disciplinary team from Student Support Services, including an Educational Psychologist, Speech Language Pathologist, Occupational Therapist, Physiotherapist, School Community Consultant, and other staff members who provide diverse approaches to academics and behavioural support.

The staff and other supports have a duty of care to support the safety, welfare, care and security for students and staff of Grove Street. This support is offered through providing an environment promoting dignity, purpose and options for all students enrolled in the program.

Grove Street's program takes into consideration the education and social emotional growth of students and the health and wellness of all students and staff. To ensure

this health and wellness, staff supporting Grove Street are trained to meet the specific needs of the students enrolled in this program.

This program is supported by the [Yukon Education Act](#).

The following core beliefs are outlined in the Education Act:

- Every individual is unique and has worth;
- Every individual has the right to live a life with dignity, purpose and options;
- Every individual has the opportunity for self-determination to the extent of his or her capabilities;
- Every individual has the opportunity to be educated with peers.

## Application/Admission Process

Students identified as potential candidates for enrollment may demonstrate one or more of the following:

- Behaviours that impede positive relationships with peers and adults, including anti-social behaviour;
- Disruptive behaviour over an extended period of time without success of interventions and supports resulting in learning being severely impeded;
- Disruptive behaviour resulting in social and/or educational exclusion;
- Escalation of behaviours where progressive and developmentally responsive approaches within the inclusive classroom or school setting have not been successful;
- Lagging skills that result in not being able to meet the expectations of the inclusive school environment.

When considering an application to Grove Street, the student must have:

- Documentation of escalation of behaviour and responses to behaviour through data collection including but not limited to Workplace Risk Assessments, Violent Threat Risk Assessment, dismissals and suspensions;
- A learning plan (IEP and/or behaviour support plan and safety plan), with evidence of limited success of interventions implemented in the inclusive school, classroom and/or individualized setting.

- Consultation/assessment through Student Support Services staff and other relevant agencies in support of the application;
- Parental/guardian collaboration in support of the application.

## Entrance Procedures

Admission to Grove Street is consistent with Shared Resource Programs, outlined in detail in the *Shared Resource Programs Handbook (2007)* while also acknowledging current practices to meet the needs of students for whom an application is being made for Grove Street.

Efforts to support the student through an up-to-date IEP and/or Behaviour Support Plan/Safety Plan, must demonstrate that the current placement is insufficient to meet the needs of the student. The referral must be supported by the School Based Team (SBT) and the parent/guardian.

There must also be demonstrated evidence of consultation with Student Support Services, inclusive of the school psychologist, SBT and referring principals and/or behaviour consultant precedes all referrals.

Referrals are made through the completion of the *Shared Resource Program Application Form* to the Director of Student Support Services with supporting documentation.

The principal, in consultation with the Director of Student Support Services and area superintendent of the referring school will present an application for consideration. The Director of Student Support Services will invite relevant parties to this meeting (including elementary school principal for elementary Shared Resource Programs, or high school principals when consideration of a high school Shared Resource Program). The invitation to parties will be dependent of the need described in the application in addition to the recommended program in the application. The final determination of the

application will be made by the Director of Student Support Services and the area superintendent after having taken in all the relevant documentation and consultation.

Final parental consent for the placement must be obtained by the referring school principal if the application results in a student being accepted into Grove Street. The principal of the applying school communicates the decision to the family.

The transition of the student to the new placement will occur in a manner that is the least disruptive for the individual student as well as the students already enrolled in the program. Parents and the student are involved in the transition process, working closely with the existing school staff and the Grove Street teacher.

The student's transition and success in the program, or lack thereof, will be communicated to the Director of Student Support Services and the area superintendent by the Jack Hulland principal in a timely manner, for collaborative problem solving to support the student's needs.

## Program Goals, Objectives and Program Supports

Grove Street offers the same prescribed curriculum as all Yukon public schools.

Each student follows an individualized plan, described in detail and within a learning plan that has been deemed the most appropriate way to meet their strengths and stretches in the most enabling and least restrictive way.

Grove Street programming values meeting students where they are at while implementing programming that develops literacy and numeracy skills. The mainstay of curriculum delivery in Grove Street programming is that it is authentic, relevant and is incorporated into the day to day. This is also referred to as developmentally responsive programming.

## Goals

Grove Street provides a teaching and learning environment designed to enable students to achieve the following goals:

- Develop social skills and learn to make and maintain friendships;
- Support students to identify ways of coping/managing their big feelings/strong emotions;
- Work towards achieving personal goals;
- Develop effective communication skills;
- Celebrate success as a learner in relation to goals co-created towards dignity and purpose and provide options for the immediate and the on-going journey towards adulthood.

## Objectives

The objectives of Grove Street are as follows:

- Provide a learning environment that recognizes the individual's strengths and stretches and supports the unmet needs of the student;
- Support student's social-emotional and developmental growth, by supporting students to make positive and healthy choices, developing a sense of personal and social responsibility, and identifying individualized coping skills;
- Develop healthy living choices in the areas of self-awareness and safety, nutrition, physical activity, and positive interactions with others;
- Provide opportunities and supports for achieving personal growth, self confidence, dignity and purpose.



## Social-Emotional and Behavioural Supports and Responses

Grove Street focuses on student-centered and developmentally responsive approaches to meet the identified needs of students enrolled in the Grove Street Program.

Approaches that are observed and implemented in relation to any student that is enrolled include:

- Meeting student where they are at;
- Understanding that behaviour is communication;
- Active listening and supportive responses;
- Time, space and proximity;
- Evidence and brain-based interventions and supports.

In situations where student's behaviour may escalate, staff have been trained in approaches to reduce this behaviour through verbal de-escalation and non-restrictive safety interventions (Non-violent Crisis Intervention) and in accordance with their individualized safety plan.

Non-violent Crisis Intervention is the current standard approach to de-escalate behaviourally escalated situations (verbal and/or physical). Staff have the duty and responsibility to ensure the care, welfare, safety and security of all students and staff. Physical restrictive interventions require serious consideration. The use of the decision making matrix is used to determine to the likelihood and severity of the presenting risk. Physical interventions to de-escalate situations that present as an **imminent risk** of harm to staff and/or student(s) is **done as a last resort**.

Follow up regarding incidents of safety concerns with Jack Hulland staff, students and school community will follow the process outlined in Yukon School Communication Guidelines.



## Program Support

### Management and Reporting Structure

Grove Street operates under the authority of the Department of Education in a manner consistent with its responsibilities for Yukon public schools.

Student Support Services provides program direction, while the principal of Jack Hulland School is responsible for day-to-day supervision.

### Staffing

Supports for Grove Street staff and students are provided by a community of care which includes the support of a classroom teacher and two educational assistants. Development of classroom programming and individualized programming is also supported by a multi-disciplinary team from Student Support Services, including an Educational Psychologist, Speech Language Pathologist, Occupational Therapist, Physiotherapist, School Community Consultant and other supports for diverse approaches to academics and behavioural support.

Staff and students in Grove Street may also have inter-agency supports through other service providers from various agencies within the Government of Yukon or third party supports that the parent consents to be involved with their child in the school setting and/or to support educational programming.

### Teacher

The Grove Street teacher is responsible for developing and implementing student specific and classroom wide programming. The classroom teacher, in collaboration with supports from Jack Hulland Elementary, Student Support Services staff, parent(s), student and other identified agencies, is responsible for developing the student's

learning plan and implementing and evaluating the plan as required. The teacher communicates updates to the student's learning regularly with family members.

## Educational Assistants

The educational assistants work with students, under the direction of the teacher, to implement the learning plan for the student. Educational assistants in Grove Street will have been provided specialized training in Non-violent Crisis Intervention, Violence Threat Risk Assessment, developmentally responsive supports and interventions and other related proactive and responsive crisis intervention strategies.

## Home-School Communications

Regular communication between families and Grove Street staff is integral to the student's educational success.

Staff and parents are expected to work together to help the student to be successful.

Home-school communication practices include the following:

- Grove Street student and parent handbook;
- Regularly scheduled IEP meetings;
- Open access to student performance documentation;
- Invitations for parents to participate in program activities;
- Regular communication through phone calls, notes home and email, which report on student performance and school activities;
- Open invitation during non-instructional time.

## Assessment

Students in Grove Street are assessed in accordance with the Communicating Student Learning apple book.

## Transition

Students who are enrolled in Grove Street are supported to develop skills to transition into inclusive classes within Jack Hulland Elementary or in cases of being in grade seven, to high school classes or other shared resource programming at the high school level.

Careful collaboration and attention to transition planning based on strengths and success is developed in conjunction with the Grove Street teacher and educational assistants, other Jack Hulland educators, parents, and the student themselves, if able to.

Careful attention is given to readiness skills, program planning and supports and the success of the student while transitioning into other classes as well as other school situations.

Continued communication and evaluation of the transition planning will occur for the duration of the transition.