



**Safe and Caring Schools  
Policy and Support Plan - 2018/2019**  
**Student Support Services Unit**

**Success for Each Learner**



Yukon Education’s Safe and Caring Schools Policy is a commitment of the school community to plan, strategize and create a respectful, safe and nurturing educational environment for everyone.

Student Support Services is dedicated to supporting Yukon schools to implement this policy through specific services. These services are designed to foster safe and caring schools and promote positive mental health. Positive mental health is defined as “the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face.” Positive mental health is prompted by respecting the importance of culture, equity, social justice, interconnections and personal dignity.



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“All students and school staff have the right to be treated in a fair, respectful and equitable manner in a safe school environment free from all forms of bullying, harassment and intimidation.”

Safe and Caring Schools Policy

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School staff have opportunities to be trained in identifying signs of trauma and unhealthy social and bullying behaviours. and provide effective interventions for supporting and redirecting these behaviours. School staff will also be supported to provide teaching and learning materials for students and families in healthy relationships, positive mental health and restorative practices.

**The following services are provided throughout the school year, by request. They are delivered by way of an in-service ranging from a 1 hour facilitated discussion to a half or full day presentation. Please contact the consultant indicated to discuss your needs and to plan further.**

### **1. Restorative approaches**

Restorative practices are a set of approaches used to build healthy communities, repair harm, and restore relationships. The emphasis is on building relationships and addressing and repairing harm, rather than administering punishment. This training is optimal at the start of the school year.

Contact: Brenda Jenner, A/School Community Consultant, 332-7015

### **2. Trauma Sensitive Classroom Strategies**

This training will help educators and paraprofessionals understand the impacts of trauma on brain and body. Participants will learn trauma informed strategies for supporting students who have endured traumatic events, as well as specific techniques to manage vicarious trauma.

Contact: Brenda Jenner, A/School Community Consultant, 332-7015

### **3. Let's talk about suicide**

Most people with thoughts of suicide don't truly want to die, but are struggling with the pain in their lives. This facilitated 1-1.5 hour, discussion will provide participants with information about suicide including risks, stigma, and what to do/not do to help someone with suicidal ideation. Participants will also learn how to know if someone is having thoughts of suicide.

Contact: Brenda Jenner, A/ School Community Consultant, 332-7015

#### **4. Mental Health In-services**

These in-services focus on providing educators with information and knowledge on specific mental health disorders. Topics may include: substance related disorders, mood disorders, anxiety and trauma related disorders, psychotic disorders, eating disorders, and deliberate self-injury. How to respond to a mental health crisis will also be covered in all sessions.

Contact: Brenda Jenner, A/School Community Consultant, 332-7015

#### **5. Cyber-Safety Panel**

An inter-agency panel presentation followed by Q&A designed to raise awareness about cyber-safety, online bullying and peer exploitation amongst guardians of school-age children.

Contact: Brenda Jenner, A/School Community Consultant, 332-7015

#### **6. Positive Behaviour Intervention Supports**

PBIS provides a framework for schools to build whole school, classroom and individual student expectations and social scripts to enhance students' social skills, expected behaviours and foster positive relationships. It is designed to prevent chronic challenges and provide early intervention for children and youth displaying minor but repeated patterns of unexpected behaviour.

Contact: Alison Borden, PBIS Coach, 336-0218

#### **7. Positive School Climate/Bullying Awareness**

A positive school climate includes positive mental wellness practices and the ongoing development of healthy, teacher/student, peer/peer and school/student relationships. Assistance will be given by way of discussion, materials and ongoing support to develop developmentally friendly and aware programming to support positive school climate and awareness of bullying and LGBTQ2S.

Contact: Brenda Jenner, A/School Community Consultant, 332-7015

## **The following training is scheduled by Student Support Services**

### **8. Violence Threat Risk Assessment Training (VTRA), Level 1 and Level 2**

VTRA training is a comprehensive skill-based training with the purpose of teaching the multidisciplinary process of determining if a threat maker actually poses a risk to a target(s) they have threatened.

Contact: Karen Campbell, A/Director, Student Support Services, 332-1703

### **9. Nonviolent Crisis Intervention Training (NCI)**

This training is for staff designated within a written safety plan as a response team that works directly with a specified student. This training provides staff with an intervention plan that emphasizes de-escalating a situation and keeps staff and student safety as the paramount goal.

Delivery Format: One day (8 hours) training by Yukon Education NCI Trainers

Contact: Karen Campbell, A/Director, Student Support Services, 332-1703

### **10. School Counsellors' Meetings**

Monthly meetings for those in the role of School Counsellor. Meetings occur with a focus on strategies and resource sharing, case studies, topic specific information and policy/procedure reviews.

Contact: Brenda Jenner, A/School Community Consultant, 332-7015

## **The following support services support mental well-being and are often provided in response to traumatic events, grief and loss or threats.**

### **11. Critical Incident Stress Debriefing**

Critical Incident Stress Debriefing is a specific, small group, supportive crisis intervention process. The purpose is to have those impacted by a traumatic event return to their daily routine more quickly, with less likelihood of experiencing post- traumatic stress symptoms.

Delivery Format: In person and ideally within 24-72 hours following a Critical Incident.

Contact: Liza Manolis, A/Manager, Student Support Services, 667-5130

## **12. Grief and Loss Support**

This is continued support which often accompanies a Critical Incident.

Grief and loss support may include a combination supportive counselling, a grief and loss room, and reading materials.

Contact: Karen Campbell, A/Director, Student Support Services 332-1703

### **Web link:**

As part of the Safe and Caring Schools Policy Support Plan, Student Support Services maintains a resource focused database with access to a variety of information on topics such as bullying and violence prevention, substance use and addiction, mental and physical health, sexual health, and nutrition.

Please locate the database here:

<http://www.yesnet.yk.ca/staffroom/pdf/14-15/cshdatabase.pdf>

### **Partners and services**

The Department of Education engages in interagency collaboration to support partnerships with other agencies and government departments through partnerships with Complex Needs Committee, Mental Wellness working groups, Sexual Orientation and Gender Identity (SOGI) working groups, Cannabis Health and Education working group, and the Violence Risk Threat Assessment (VTRA) Steering Committee.