



Education

Student Support Services

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**NUMBER: 6.08**

**TITLE: Shared Resource Program Guidelines**

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A Shared Resource Program is an alternative placement offered in a setting that enhances the delivery of a student's Individual Education Plan in the least restrictive and most enabling school environment.

Shared Resource Programs are located in Whitehorse. As these placements constitute the most enabling continuum of services, it is essential that consistent procedures be followed for both entrance and exit.

Shared Resource Program placements are determined by the Manager of Inclusive Practices in conjunction with the Area Superintendent(s) and the referring and receiving school administrators.

### **Shared Resource Program Guidelines**

**Yukon Education is committed to help all students reach their individual learning potential. Shared Resource Program guideline goals:**

- To ensure that parents of a student attending a school may and at the request of a teacher or principal consult with the teacher or principal with respect to the student's educational program [Education Act 18 (2)]
- To ensure that admission criteria to Shared Resource Programs have been followed and that procedures and recommendations are in keeping with the Education Act
- To review on a regularly scheduled basis, individual student cases, to determine suitability for continued resource program placement
- To review on a scheduled basis, individual student cases, to determine exit or partial exit from the shared resource program to another placement or school leaving or graduation.

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Date Created: February 26, 2013  
Updated: February 18, 2015

Attached forms: Shared Resource Program Application Form  
Shared Resource Program Parental Consent  
Shared Resource Program Report on Initial Adjustment  
Shared Resource Program Exit Plan  
Shared Resource Program Monthly Report Template  
Shared Resource Program Monthly Report Exemplar

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## Entrance Procedures

Any student referred for programming in a Shared Resource Program must be designated as having special educational needs as defined by the *Yukon Education Act*. Data must document efforts to implement the student's Individual Education Plan in a less restrictive environment and outline reasons why a resource program placement is the preferred option.

1. The student's parent(s)/guardians **must** be consulted in the decision to refer their child to a Shared Resource program. The referring administrator is responsible to contact the parent(s)/guardian(s) of the intent of the application. Parents may initiate a referral to a Shared Resource Program through their child's School Based Team and/or principal.
2. All efforts to support the student through their Individual Education Plan in their home school must have been exhausted, and the school based team and parent supports the decision to refer a student after all necessary assessment has been completed. Individual Education Plans of the referred student must be current and up to date before acceptance into a program.
3. Criteria for entrance will be determined on the basis of the child's principal needs, severity of psycho-social stressors, and global assessment of functioning. Placement into a Shared Resource Program will be made on the basis of need and accordance with existing elementary and secondary programs and facilities.
4. Referrals from other agencies and/or departments are referred through the School Based Team of the referring school to the Manager of Inclusive Practices.
5. SBT completes and submits a *Shared Resource Program Application Form* with all supporting documentation to the Manager of Inclusive Practices. The principal of the referring school will ensure criteria for entrance to the program has been met.
6. The student's parents must be informed that their child has been accepted into a Shared Resource Program and sign a Parental Consent form before transition into the program. The referring school obtains this consent and then contacts the administrator of the receiving program.
7. Transition of the student to the new placement will occur whenever possible so that there is minimal disruption to the student. Sending and receiving principals are responsible for the transition. Parents and students are involved in the transition process.
8. A report on initial adjustment to the program must be completed within two months of the student's placement. The program teacher will be responsible for completing and sending the *Report on Initial Adjustment*. This form must be signed by the principal and sent to the Manager of Inclusive Practices.

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## Criteria for Entrance

Criteria for entrance into Shared Resource Programs will include:

- Demonstrated consultation with parent about a referral to a Shared Resource Program when a decision has been made not to implement an Individual Education Plan in a school where the student would normally attend, but to implement it in an environment that is less restrictive for the student
- a current Individual Education Plan including assessment by relevant specialist(s)
- demonstrated/documented limited response to universal, targeted and intensive interventions offered in the current school placement
- the School Based Team referral and evidence of recommended strategies and their outcomes
- suitability of the student within the program

## Student Transition Considerations

Once acceptance to the program has been granted by the Manager of Inclusive Practices, the administrator of the referring school must contact the administrator and the teacher of the Shared Resource Program to determine the transition procedures and start date. The student, teacher and/or current support person should meet with the staff and tour the Shared Resource Program classroom and meet informally with some of the class and school community. Transition time will vary according to each student.

## Review of Placement

A report on each student's progress is submitted monthly to the Manager of Inclusive Practices by the principal. The Manager of Inclusive Practices will conduct annual reviews of students assigned in the spring of each year. The Manager of Inclusive Practices shall consider:

- the progress of each student towards the goals of the Individual Education Plan
- the student's overall adjustment to the placement

If transition is required there must be sufficient time to complete a transition process to the student's next setting.

## Exit/Discharge

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Continued attendance in the program is governed by the *Yukon Education Act*. The administrator of each program is responsible for informing the Area Superintendent and Manager of Inclusive Practices of any impending suspensions, expulsions or any other reasons for the student not attending or leaving the program without going through an exit plan as outlined in the Individual Education Plan.

Students who are registered in a Shared Resource Program cannot register with another school or program without consideration by the Manager of Inclusive Practices. If the area superintendent and Manager of Inclusive Practices approves a student to be discharged from the resource program prior to school leaving age, the administrator will ensure an exit plan is prepared. If the student is to be discharged and will attend another school in Yukon, the administrator of the resource program shall inform the administrator of the receiving school. Both administrators shall arrange for relevant staff to meet to share programming information to ensure the student's smooth transition. Parents may initiate a request for exit from a Shared Resource Program through the SBT for the school their child is attending. Consideration will be given to the parent's request by the Manager of Inclusive Practices and the Area Superintendent(s) in the best interest to the student and in keeping with the legislation outlined in the Yukon Education Act.

### **Program Support to Shared Resource Programs**

Shared Resource Programs may hold a monthly review day to discuss programming and student progress with the family. Student Support Services staff is assigned to assist each Shared Resource Program to meet the needs of students and will attend meetings as necessary.

At the beginning of each school year, designated dates must be approved by the school administrator, Manager of Inclusive Practices and Area Superintendent and communicated to parents and students. Shared Resource Programs will be reviewed each spring to determine the focus and availability of programs for the following school year.

### **Managing Teacher Preparation Time**

Teachers' preparation time will be arranged by the school administrator in consultation with the Area Superintendent and Manager of Inclusive Practices. The Manager of Inclusive Practices provides program direction, while the administrator of the host school is responsible for day-to-day supervision.

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## **Types of Shared Resource Programs**

### **Program Descriptions**

#### **Multiple-needs Programs**

F.H. Collins Secondary School, target ages: secondary; (grade 8-12)

#### **Life Skills Programs**

Jack Hulland Elementary School (PASS Program), target ages; elementary; (grade 4-7)

F.H. Collins Secondary School (FLEX), target ages; secondary; (grade 8-12)

Porter Creek Secondary School, target ages; secondary; (grade 8-12)

Vanier Catholic Secondary School (Room 1), target ages; secondary; (grade 8-12)

#### **Emotional/Behavioural Support Programs**

Jack Hulland Elementary School (Grove Street Program), target ages; elementary; (grade 4-7)

Vanier (Riverfront) target ages; secondary; (grade 8-12)

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## Emotional/Behavioural Support Shared Resource Programs

Emotional/Behaviour Support Shared Resource Programs provide a learning environment for students who have severe emotional/behavioural disabilities. Students in these programs require intensive, coordinated school/community intervention that includes service providers from various agencies and divisions within Education and Health and Social Services.

Candidates for an Emotional/Behaviour Support Shared Resource Program will be considered based on the following characteristics:

A student with a severe emotional/behavioural disability is one who:

- must have documentation of a behavioural, mental health and/or psychological assessment which indicates the need for intensive intervention beyond the normal capacity of the school to education.
- demonstrates antisocial, extremely externalizing behaviours or profound internalizing conditions at school.
- behaviour or mental illness serious enough to be a risk to themselves or others and/or significantly interfere with academic progress of self and others.
- behaviour persistent over time in most other settings.
- behaviour or mental illness serious enough to warrant extensive interventions beyond the school
- for serious mental health concerns, the diagnosis must be made by a qualified mental health clinician (medical professional/diagnostic team, psychologist, psychiatrist, and/or pediatrician with appropriate training).

Emotional/Behaviour Support Shared Resource Programs provide a teaching and learning environment designed to enable students to achieve the following goals:

- develop social skills and learn to make friends
- self-regulation, manage frustration and anger, and act respectfully
- work towards achieving personal goals
- develop effective communications skills
- celebrate success as a learner

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## Multiple-Needs Shared Resource Programs

A small percentage of students have physical and/or medical and/or intellectual disabilities and /or communication disability. Frequently, these students require extensive adult assistance and modifications to the learning environment in order to benefit from schooling. These students require significant special programming, resources and other therapeutic services. Not all students with severe/multiple/profound disabilities will attend Shared Resource Programs. Parents and the Individual Education Plan team may choose for the student to have their Individual Education Plan delivered in the catchment area school.

Candidates for the Multiple-Needs Shared Resource Programs may be considered based on some of the following characteristics:

- intellectual functioning represents a significant intellectual deficit
- sensory disability that interferes with the ability to learn and required modification of the learning environment
- communication is non-verbal
- severe/profound multiple physical impairments
- limited or nonexistent functional hand use
- non-ambulatory or requiring assistance with movement
- full assistance for safety issues due to their significant intellectual deficit

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## Life Skills Shared Resource Programs

Students recommended for these programs have moderate/severe cognitive/social skills disabilities. Learning occurs within a separate classroom with individually appropriate integration. These students need functional life skill development to address their assessed needs.

Candidates for Life Skills Shared Resource Programs may be considered based on some of the following characteristics:

- receptive and/or expressive language delay or impairment
- mobility and/or dexterity disabilities
- sensory impairments
- behavioural difficulties
- safety issues due to their moderate/severe intellectual deficit

Life skills programs are developed as a broad framework to address each student's Individual Education Plan goals. This framework incorporates opportunities for direct instruction in:

- |   |                         |
|---|-------------------------|
| • communication skills                    | • transportation/travel |
| • functional literacy and numeracy skills | • food preparation      |
| • fine and gross motor skills             | • personal finance      |
| • personal care                           | • household management  |
| • independent living                      | • socialization skills  |
| • safety                                  | • vocational skills     |

School personnel will work with the student and parents in planning a transition from school which may include other department and community services to ensure proper transition, work placements, etc. to the adult, work-based community.

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