HUME CENTRAL SECONDARY COLLEGE

STUDENT SUPPORT SERVICES POLICY

RATIONALE:

Hume Central Secondary College recognises that student support is the responsibility of all staff working in a whole college context. Student learning is closely linked to the welfare of a student. Our College is committed to developing and maintaining an environment where students feel connected to their school community.

It is the role of Hume Central Secondary College to plan and implement whole-school prevention activities and to develop early intervention and intervention strategies to identify and support those students requiring additional assistance. A focus on primary prevention and early intervention contributes to maximising all students’ access to teaching and learning and helps them develop as healthy, secure and resilient people.

Student Support Services includes the Student Services Leader, Student Welfare Co-ordinators and Youth Workers. This team works in consultation with the School Nurse Program, and North-Western Victoria Region Student Support Services Office (SSSO) and other external agencies.

PURPOSE:

Hume Central Secondary College recognises that Student Support Services is a whole college approach and aims to address the following:

- ensuring teams at Year 7-12 provide clear and consistent links with curriculum to student support
- address the range of needs of all students in the whole college community
- provide ongoing and relevant professional development
- work collaboratively with members of the college and wider community
- link to student support services and community support services
- implement a clear and consistent model of student support and its processes
- evaluate the provision of student support

IMPLEMENTATION:

Student Support Services Roles and Responsibilities

Student Services Leader

The Student Services Leader will lead the Student Services team (including Student Welfare Co-ordinators, PSD Leader, Secondary School Nurses, Youth Workers) and the Student Leaders to provide appropriate support for students and engage and challenge students. The Student Services Leader will work with Student Engagement and Wellbeing and SP/AIP area teams to achieve goals. This will include:

- leading programs that address needs and promote student engagement and wellbeing and leading the SEW team to address student needs through the Mentoring program Year 7-12.
- working with Student Leaders to plan and implement initiatives and programs across the College
- developing processes for student referrals to the Student Services team so student needs are met and leading staff to undertake successful meetings with parents and other relevant groups to meet student needs.

The Student Services Leader will liaise with DEECD regional and external services to further support students and to address mandatory and legal obligations.

Student Welfare Coordinator (SWC)

The SWC is responsible for leading, supporting and coordinating the work of the welfare team at their Campus. These include the Educational Psychologists, Youth Workers, and School Nurse and where appropriate the Integration Team, and the
Managing Individual Pathways (MIPs) worker. The SWC will work with students at risk, liaising with Team Leaders and Team Co-ordinators and the team. This will include providing fortnightly case management notes to Co-ordinators and Team Leaders via the Case Management Log. SWCs will need to liaise with parents when necessary and/or be present at Student Support Group meetings. These responsibilities include:

- fortnightly case management meetings with SWC, School Nurse, Youth Workers and SSSO representatives
- case management documentation processes
- support at Student Support Group meetings

School Nurse

The School Nurse is responsible for working with the students and wider school community in providing and facilitating the health care of students. The School Nurse will be directly involved in providing individual, group and whole school health promotion and awareness initiatives on the Junior campuses.

Youth Worker

The Youth Workers are responsible for assisting and supporting the work of the team at their campus, liaising and reporting to the Student Welfare Co-ordinator. The Youth Worker will support individual student’s engagement and wellbeing through individual counseling and group workshops.

Program for Students with Disability (PSD)

The PSD Leader is responsible for developing submissions and applications for funding and conducting Parent Support Group (PSG) meetings with students, parents and staff. The PSD Leader is responsible for monitoring progress of submissions and applications. The PSD Leader assists and supports classroom teachers by supporting the preparation and evaluation of curriculum materials, sharing relevant information and resource materials and assisting in planning and implementing classroom management strategies.

Student Support Services Team See Appendix 2

General Referrals

a) Referrals to the welfare team are to be made by the Team Leader or Team Co-ordinator by completing an electronic referral form – See Appendix 3 ‘Hume Central Secondary College Welfare Referral’ and forwarding it electronically to the SWC on the respective campus

b) Referrals will be allocated to a member of the welfare team at the next case management meeting, unless the situation is urgent

c) Cases are to be managed by the SWC who will make recommendations/referrals to the welfare team, SSSO and/or external agencies

d) If a referral is being made for a learning/cognitive assessment it is required that the Team Leader complete a document – See Appendix 4 ‘Student Referral for Learning/Cognitive Assessment’

Student Referral for Learning/Cognitive Assessment, Speech Pathology, Autism, Psychologist

a) Referrals for student learning/cognitive assessments, to speech pathology, psychologists and for services for autistic students will be made by the campus SWC to the NWVR SSSO using the Student Online Case System (SOCS)

b) Reports that come from the SSSO and other external agencies will be distributed as detailed in the ‘Management of Assessment reports’ document. See Appendix 5

c) Cognitive assessments which are being considered for funding will be referred to Lewis and Lewis. If the student meets the criteria for funding, then the PSD Leader will submit an application, which will involve a screening test conducted at school.

Urgent Cases

In situations of urgency, find a relevant, available member of the Welfare Team. Please make contact in the following order of preference.

1. Student Welfare Co-ordinator
2. Youth Worker
3. School Nurse (Dimboola Road and Blair Street only)
4. Student Services Leader
5. Assistant Principal
6. Principal
Appointments

If a student is out of class for an appointment with a member of the team, the appointment can be verified in the following ways:

1. appointment slip/signed Diary
2. appointment recorded on First Class Roll marking system.
3. email to relevant staff member instructing them to mark the roll

Case Management Meetings

The welfare team will meet once a fortnight on respective campuses to discuss student welfare referrals and to allocate these referrals to the relevant case manager. The relevant SWC will be expected to complete an agenda and minutes which are to be forwarded to the Student Services Leader and relevant Team Leaders/Principal Class. The team will discuss at these meetings referrals, new cases, ongoing management, cases that are completed and strategies initiatives that will be developed/presented.

Student Welfare Logs

All members of the welfare team are responsible for the documentation of their own cases on the Student Management Tool – XTREME. Copies are to be made of these documents, confidential case notes/material added in writing and the copy is to be kept in the student file in the relevant welfare office. The SWC will complete the welfare log in case management meetings to provide ongoing feedback to Team Leaders on a fortnightly basis. A log will be kept for each specific year level. This should include relevant strategies to support classroom teachers to enable a supportive and positive environment for student learning.

Example:

<table>
<thead>
<tr>
<th>Date</th>
<th>Student name</th>
<th>Year</th>
<th>Referred by and nature of issue</th>
<th>Urgency</th>
<th>Manager</th>
<th>Special Conditions</th>
<th>Coping strategies</th>
<th>Case status</th>
</tr>
</thead>
</table>

Student Support Group Procedures

A Student Support Group (SSG) may be convened by schools to exchange information and facilitate solutions to learning and behavioural issues. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents.

These meetings are to be held at a time suitable both to the school and to the parents. The purpose of such meetings will vary depending on the needs of individuals and schools, but they should promote positive behaviours through a staged response. As well as staff, parents and student, the meeting could involve a person requested by the parents who is not acting for fee or reward, Campus Principal or nominee and any student support staff who have been involved with the student and/or the student’s family or have the particular relevant expertise. Interpreters will be organized as needed.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school.

A Student Engagement and Wellbeing (SEW) sequence has been established to support the Student Support Group process. See Appendix 1.

NWVR - Student Support Services Referral Process

Student Support Services are provided on a network basis in order to provide equitable distribution of services across schools, networks and the region. Individual cases are referred to the NWVR using the Student Online Case System (SOCS).

Targeted service delivery ensures that all children, young people and schools have access to support while also taking into account the higher rates of need and disadvantage in some schools and areas. The targeting of services to students and schools requiring additional support is critical to this process.

There are five stages of access to and delivery of student support services:

- Referral at HCSC ➔ SOCS referral made by SWC ➔ Intake ➔ Service delivery ➔ Service Review

The student support services referral, intake and service delivery process identifies and targets children and young people with the greatest need, and matches student/school needs with the expertise of network student support services team members. The service review process involves planning, data collection, analysis and reporting in order to monitor effective service delivery and determine opportunities for program enhancement.

Schools are able to regularly liaise and consult with Student Support Services Office regarding referrals or student wellbeing.
issues. This ensures that support is targeted to areas of greatest need by making the best use of the range of staff expertise
and knowledge across the network.

**Consultation**
The Student Services Leader has the primary responsibility for liaison with Student Support Services Office and also for
following the referral processes.

Each school will be allocated a Student Support Services Officer (SSSO) from the Network multidisciplinary team to liaise with
the school and act as the first point of contact regarding potential referrals or student wellbeing issues that may require
intervention. This person will be referred to as the Student Support Services Liaison (SSSL). Where appropriate and staffing
numbers allow, more than one SSSL may be allocated (e.g. a psychologist and a speech pathologist).

A meeting or telephone consultation process between the SSSL and the SWC needs to be established for each school.
Meetings should be fortnightly or by negotiation several times per term. Urgent matters can be dealt with by arrangement.
Principal class will contact Emergency Management on 9589 6266 if there is a critical incident.

**Mandatory reporting**
The team at respective campuses will follow ministerial guidelines for mandatory reporting of suspected cases of child abuse.

**Mandatory Reporting is the legal requirement to report suspected cases of child abuse and neglect to the Department of
Human Services, Child Protection unit.**

A mandatory Report must be made when a mandated person has formed a reasonable belief that a child is in need of protection
because:
- the child is at apparent risk of harm
- a disclosure of abuse or neglect has been made by the child or other person(s)
- there is reasonable belief that a child is being subjected to sexual abuse or physical harm resulting from abuse or neglect
- the child’s parents/carers cannot or will not protect them from that harm.

The same processes apply when a Non-mandated person forms a belief that a child is in need of protection, and a voluntary
report of child abuse can subsequently be made.

**Proof is not required that abuse has occurred, or is likely to occur – a belief is sufficient.**

Members of the welfare team will inform Principal class when reports have been made.
See Appendix 8. ‘Making a report – Child Protection and Child First’.

**State School Relief**

Student Welfare Coordinators are responsible for the State School Relief applications at their campus. SWC’s must ensure that
they have the approval from State School Relief before directing the student’s family to LOWES Broadmeadows Town Centre
to collect the specified uniform pieces and to pay the difference between the SSR funding and the full cost of the uniform.
Team Leaders and Team Co-ordinators must be notified that an application has been made for the student, so that they are
aware of why the student is not able to be in uniform.

State School Relief will donate a percentage of the cost for uniform. It is the responsibility of the student/family to pay the
difference.

**Welfare - Hardship**

In cases where it is deemed there is significant financial hardship the welfare team is able to access funding for students in need
of uniform, textbooks, computer or other needs directly relating to their education. A welfare team member is to complete the
form ‘Eligibility Assessment – SSR/Hardship’ (See Appendix 7) to assess the needs of the family and must receive
authorisation from the Student Services Leader prior to proceeding with this.

**Referrals to Alternative Teaching and Learning Settings**

The SWC on respective campuses will refer students to alternative teaching and learning settings when deemed necessary. See
Appendix 8. ‘Management of Referrals to Alternative Teaching Settings’.

This referral will be made in consultation with the parties outlined in the document and after strategies and initiatives have been
devised and implemented at the campus level.

**Health and Safety Plans**

The SWC team on the respective campus is responsible for developing the individual student safety plan where the student has
identified they are at risk of personal injury/harm, emotional or mental stress. See Appendix 9 ‘Health and Safety Plan’.
It will be documented on the case management log and accessible to relevant others.
Student Engagement and Wellbeing Sequence

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>BEHAVIOUR</th>
<th>EMOTIONAL/PHYSICAL HEALTH</th>
<th>SATISFACTORY COMPLETION</th>
</tr>
</thead>
</table>

Individual and/or Combinations of ..

Team Leaders
Year Level Co-ordinators

Mentor

Conversations/Support
Student/Family/Teachers

Student Support Group SSG

Individual Learning Plan

Referral to Student Welfare

No change in behaviour

Case Management Plan -
Continued consultation with Principal class, External Agencies

No change in behaviour

Behaviour Support Plan -
Continued consultation with Principal class, Region, External Agencies, Pathways and Transition
Please circle the issue relating to your concerns and provide evidence in the space provided:

<table>
<thead>
<tr>
<th>Learning</th>
<th>Behavioural</th>
<th>Coping</th>
<th>Anxiety</th>
<th>Drugs/Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>Friends/Social</td>
<td>Family</td>
<td>Depression</td>
<td>Self-Harm</td>
</tr>
<tr>
<td>Grief</td>
<td>Disengagement</td>
<td>Bullying</td>
<td>Sexuality</td>
<td>Housing</td>
</tr>
<tr>
<td>Suicide Ideation</td>
<td>Diet</td>
<td>Body Image</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Evidence:

<table>
<thead>
<tr>
<th>Action taken thus far</th>
<th>No</th>
<th>Yes</th>
<th>Date of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you discussed your concerns to the student’s parents?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you discussed your concerns with the student’s Mentoring teacher?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you discussed your concerns with the Year Level Team Coordinator?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you shared your concerns with a member of principal class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the student been involved in any Student Support Group meetings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If so, what were their goals/outcomes?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Has the student received any incident reports? Please attach. If so, what were the behaviours exhibited by the student?

Further comments/previous interventions:

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Date Received</th>
<th>First Contact</th>
<th>Further Action</th>
</tr>
</thead>
</table>

Urgent | 7 days | When available |
# Student Referral for Learning/Cognitive Assessment

This form is to be completed for all learning referrals by the Team Leader in consultation with all classroom teachers. It is to accompany a Welfare Referral. Complete all sections in as much detail as possible. Attach supporting data where possible.

**Student name:** ____________________  **Mentoring group:** ______  **Date of birth:** ____________________

<table>
<thead>
<tr>
<th>Current school performance</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Below average</td>
</tr>
<tr>
<td>Reading/literacy</td>
<td>☐</td>
</tr>
<tr>
<td>Spelling</td>
<td>☐</td>
</tr>
<tr>
<td>Mathematics/numeracy</td>
<td>☐</td>
</tr>
<tr>
<td>Attendance rate</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Cognitive**

**Examples**
- Requires a modified curriculum
- Requires frequent teacher assistance
- Learns at a slower rate compared with same age peers
- Requires a highly directive and structured learning environment
- Requires complex tasks to be broken into smaller, sequential steps
- Requires frequent prompting to stay on task
- Requires constant repetition of information

**Examples of student’s behaviour**

**Speech**

**Examples**
- Has difficulty following instructions
- Experiences word-finding difficulties
- Repetitions are evident (i.e. repeats sounds, syllables, words, phrases)
- Has difficulty expressing himself/herself
- Has a limited vocabulary, and/or poor clarity of speech
- Finds it difficult to sequence ideas so that what is said makes sense
- Finds it difficult understanding the meaning of many words
- Gets ‘stuck’ on words and is unable to produce them
- Provides insufficient information when communicating
- Uses argumentative or alternative communication (i.e. Makaton)
- Has repetitive and stereotyped speech (i.e. echolalia)

**Examples of student’s behaviour**

**Social**

**Examples**
- Finds it difficult to initiate conversation
- Poor topic maintenance

**Examples of student’s behaviour**
<table>
<thead>
<tr>
<th>Forgets to greet or farewell others</th>
<th>Poor eye contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor peer relationships</td>
<td></td>
</tr>
<tr>
<td>Has difficulty interpreting social cues</td>
<td></td>
</tr>
<tr>
<td>Shows little interest in the activities of other students</td>
<td></td>
</tr>
<tr>
<td>Shows preference for much older or younger children</td>
<td></td>
</tr>
<tr>
<td>Plays alone in the schoolyard</td>
<td></td>
</tr>
</tbody>
</table>

**Motor skills**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples of student’s behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clumsy or uncoordinated</td>
<td></td>
</tr>
<tr>
<td>Poor muscle tone</td>
<td></td>
</tr>
<tr>
<td>Has difficulty with tasks requiring hand-eye coordination</td>
<td></td>
</tr>
<tr>
<td>Immature pencil grip</td>
<td></td>
</tr>
<tr>
<td>Poorly formed handwriting</td>
<td></td>
</tr>
<tr>
<td>Requires hand-over hand assistance to undertake fine motor tasks</td>
<td></td>
</tr>
<tr>
<td>Uses specialised equipment to assist with fine motor tasks</td>
<td></td>
</tr>
</tbody>
</table>

**Behavioural**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Examples of student’s behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling or reluctant to speak</td>
<td></td>
</tr>
<tr>
<td>Poor attention or concentration</td>
<td></td>
</tr>
<tr>
<td>Restless or overactive</td>
<td></td>
</tr>
<tr>
<td>Forgetful or absent minded</td>
<td></td>
</tr>
<tr>
<td>Prefers to be alone/own company</td>
<td></td>
</tr>
<tr>
<td>Preoccupied with a special interest or object</td>
<td></td>
</tr>
<tr>
<td>More interested in objects than people</td>
<td></td>
</tr>
<tr>
<td>Engages in stereotyped or repetitive behaviours</td>
<td></td>
</tr>
<tr>
<td>Is shy, timid, anxious, worried, sad, depressed</td>
<td></td>
</tr>
<tr>
<td>Aggressive or cruel, deceitful or dishonest, defiant/demanding</td>
<td></td>
</tr>
<tr>
<td>Loses temper, has bouts of anger, swears and uses inappropriate language, non-compliant</td>
<td></td>
</tr>
<tr>
<td>Inappropriate sexual behaviour</td>
<td></td>
</tr>
</tbody>
</table>

Completed by: _______________________________________________ Date: ______________________
Completed in consultation with: ____________________________________________________
Management of Assessment reports

Identification need for assessment
Team to complete Student Referral for Learning/Cognitive Assessment

SWC
SWC Campus specific
To liaise with SSSO rep
+ PSD Leader

Referral made on SOCs by SWC

Assessment completed

SWC
Report delivered/interpreted by SSSO staff
Recommendations and findings -> central file in GenOffice

XTREME alert
PSD Leader

MIPS Coordinator
Language Support

Team Leader
Youth Worker

Year Level Coordinator

Relevant classroom teachers
A step-by-step guide to making a report to Child Protection or Child FIRST

**Protective concerns**
You are concerned about a child because you have:
- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

At all times remember to:
- record your observations
- follow appropriate protocol
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

<table>
<thead>
<tr>
<th>STEP</th>
<th>RESPONDING TO CONCERNS</th>
<th>FORMING A BELIEF ON REASONABLE GROUNDS</th>
<th>MAKING A REFERRAL TO Child FIRST</th>
<th>MAKE A REPORT TO CHILD PROTECTION</th>
</tr>
</thead>
</table>
| 1.   | 1. Consider the level of immediate danger to the child. Ask yourself:
|      | a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? YES / NO
|      | b) Am I in doubt about the child's safety and the parent's ability to protect the child?
|      | YES / NO
|      | 2. If you answered yes to a) or b) Go to Step 4
|      | 3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3. |
| 2.   | 1. Form and belief on reasonable grounds for child protection
|      | 2. Is your concern about the safety and wellbeing of a child on reasonable grounds? YES / NO
|      | 3. If you answered yes to a), there is a significant concern about the safety and wellbeing of the child. Go to Step 4.
|      | 4. If you answered yes to b), there is a significant concern about the safety and wellbeing of the child. Go to Step 3.

* For further information refer to Protecting the safety and wellbeing of children and young people—A joint protocol of the Department of Education and Early Childhood Development, Family and Community Services and Education Victoria.

Mandatory/Protective Report*
1. Contact your local Child Protection intake provider immediately.
   - See cover contact list for local Child FIRST contact details.
2. Have child welfare ready with your observations and child and family details.

* Non-compliant staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection.
Eligibility Assessment – SSR/Hardship  

Note: Information provided to the school, and given by the school, is strictly confidential.

Family information

Family name: ___________________________ Student’s name(s): ___________________________________

Age of student(s) at HCSC: ________________________________________________________________

Age of students not attending HCSC: _______________________________________________________

Parent/Guardian’s name(s): ____________________________________________ Phone: __________________

Mobile: ____________________________

<table>
<thead>
<tr>
<th>EMA Credit</th>
<th>Yes:</th>
<th>Value $:</th>
<th>No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Centrelink support ie. Disability Pension</td>
<td>Yes:</td>
<td></td>
<td>No:</td>
</tr>
<tr>
<td>External workers/agencies</td>
<td>Yes:</td>
<td></td>
<td>No:</td>
</tr>
</tbody>
</table>

Number of employed persons in household

Employment status: Fulltime: _______ Part-time: _______ Casual: _______

Does student receive Youth Allowance Yes: _______ Value $: _______ No: _______

Single parent family Yes: _______ No: _______

Previously used State Schools Relief (SSR) Yes: _______ No: _______

Housing/Accommodation: Home ownership: Mortgage: _______ Rental: _______

Is student under DHS protection order Yes: _______ No: _______

Is student homeless/at risk of homelessness Yes: _______ No: _______

Is student a refugee/newly arrived Yes: _______ No: _______

Is student in residential care Yes: _______ No: _______

Other relevant information: ______________________________________________________________

Student requirements: Uniform: _______ Texts/Stationery: _______ Netbook levy: _______ School levy: _______ Excursions: _______

Completed by: ____________________________ Date: ____________

Authorised by: ____________________________ Date: ____________

Decision: ____________________________ ____________

Approved: YES ☐ NO ☐

Payments in 2013

Year 7 – $300 (EMA) + 2 x $410 School Kids Bonus = $1220
Year 8 – $250 (EMA) + 2 x $410 School Kids Bonus = $1070
Year 9 – $250 (EMA) + 2 x $410 School Kids Bonus = $1070
Year 10 – $250 (EMA) or pro-rata if student turns 16 during 2013 + 2 x $410 School Kids Bonus = $1070
Year 11 – 2 x $410 School Kids Bonus + Youth Allowance
Year 12 – 2 x $410 School Kids Bonus + Youth Allowance
Management of Referrals to Alternative Teaching Settings

Appendix 8

- Teachers
  - Refers and consults
    - SWC
      - Communicates with
        - Family/Carers
        - SSSO staff
        - External Agencies
        - Principal class
          - Refers to
            - Alternative setting
              - Communicates with
                - SWC/Youth Worker
                  - Communicates with
                    - Team Leaders
                    - Administration
                    - EXTREME
                    - SSSO
                    - External Agencies
                    - Family
                      - Teaching staff
### Things I do that make me feel positive

<table>
<thead>
<tr>
<th>Positive relationships I have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Triggers and signs that I’m not feeling OK:

<table>
<thead>
<tr>
<th>At School</th>
<th>At Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Strategies that are useful

#### XXXXXXX’s strategies

<table>
<thead>
<tr>
<th>At School</th>
<th>At Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School’s Strategies:

**I will let my teacher know when I am feeling agitated or upset.**

1. When **XXXXXXX** is feeling down and sad in class
2. When I don’t understand the work in class
3. When I feel sad at lunch or recess.

### Important phone numbers

**Numbers XXXXXXX** can contact when feeling unable to cope with life’s pressures:

Parents contacted [ ]  Date of parent contact ________________