

# **CHILD AND YOUTH CARE WORKER HANDBOOK**

**Student Support  
Education Services**

Revised: January 2019

### Message from Student Support Administration...

This manual has been compiled to assist Child and Youth Care Workers and school district personnel who support all students to reach their academic, social and emotional potential. We are thankful for the commitment that our Child and Youth Care Workers bring to their work and feel it necessary to articulate how impressed we are with the gentle, caring demeanor that each demonstrates daily when interacting with some of our school district's most vulnerable students.

We are cognizant that the responsibilities of the Child and Youth Care Worker are important and that each day presents unique challenges. As part of a multi-disciplinary support team, each CYCW balances student needs, parental concerns, teacher expectations, and administrative requests. This delicate balancing act also requires that the goal of attempting to appropriately challenge every student in need of support to grow toward their individual potential, must remain at the forefront of the CYCWs responsibilities... this is ultimately respectful of the child!

In conclusion, thank you for the valuable contribution that each of you make and please know that our CYCWs are valued and supported from the Board of Education to Student Support and ultimately to the classroom where learning takes place. Our commitment to inclusive education is unwavering and our CYCWs are an essential component of our vision in this regard.

Sincerely,

Administration Team  
Student Support

## TABLE OF CONTENTS

Message from Student Support Administration ... 2

## GUIDELINES AND RESPONSIBILITIES

Roles and Responsibilities of Child and Youth Care Workers ...	4
Ethical Guidelines for Child and Youth Care Workers ...	6
General Guidelines for Child and Youth Care Workers ...	7
Types of Placements ...	9
Note Taking Guidelines ...	10
Responding to Child Protection Concerns ...	11
Critical Questions for Child and Youth Care Workers ...	12
Procedures for Dealing with Students who Present Dangerous Behaviour ...	14
Evaluation ...	15

## GENERAL INFORMATION

Mileage (Kilometerage) Forms ...	16
Field Trips ...	16
Business Insurance ...	16
Vehicle Vandalism ...	16
Time Sheets ...	17
Sick Day Reporting ...	17
Automated Dispatch System - Substitute Requests, Absences ...	17
General Leave of Absence ...	17
Professional Development ...	17
Petty Cash ...	18
Photo ID ...	18
Postings ...	18
Employment Insurance Claims ...	18
Indemnification ...	18

## APPENDICES

Supporting the Aboriginal Learner: Changing Attitudes - Equitable vs. Equal ...	19
Aboriginal Education: Enhancing Learning Opportunities ...	20
Outside-Agency Log Example Template ...	21
CYCW Student Report Templates ...	22-24

## ROLES AND RESPONSIBILITIES OF CHILD AND YOUTH CARE WORKERS

The Surrey School District recognizes the important contribution that Child and Youth Care Workers (CYCWs) make in supporting students in schools. Child and Youth Care Workers have the specialized training, understanding and expertise to support students who are not meeting their full potential in school as a result of emotional and behavioural challenges. As members of a collaborative and collegial school team that includes administrators, teachers, counsellors, and other professionals, Child and Youth Care Workers make valuable contributions to the IEP process and strive to use research-based, best practices when implementing the program of support.

The BC School Act identifies principals and teachers as the professionals responsible for “designing, supervising and assessing educational programs and instructing, assessing and evaluating individual students and groups of students.” (Section 17.1 BC School Act) Determining service needs and priorities is the responsibility of the principal or designate, and is best achieved through a collaborative process that involves the Child and Youth Care Worker, the classroom teacher(s), other involved professionals and, when appropriate, the School Based Team. Recognizing these facts, Child and Youth Care Workers play a fundamental role in helping to assist all students to reach their full potential in school.

Child and Youth Care Workers provide targeted support to those individuals meeting the Ministry of Education criteria for students with H and R designations. Child and Youth Care Workers, with parent consultation, also provide direct support to other students in the school who require intervention.

The Surrey School District recognizes the unique needs, circumstances, and challenges facing many of our Aboriginal students. Aboriginal Child and Youth Care positions were established to support all Aboriginal students. The primary focus is to support those students with social, emotional, and behavioural concerns (e.g., Ministry Special Education categories H & R); and to build meaningful relationships and connections with the parents/guardians and school community. Aboriginal students may receive additional support, as required, by other Child and Youth Care Workers. Aboriginal CYCWs and a non-Aboriginal CYCWs who share the responsibility of supporting individual students are most effective when working together as equal partners.

A Child and Youth Care Worker’s primary responsibilities may vary from site to site or program to program. However, all have the ultimate objective of maintaining

students in the school system successfully and working toward a gradual release of responsibility. This is achieved by providing behavioural, emotional and other support designed to build students' self-esteem and confidence, develop their social skills through positive behaviour instruction and support.

It is essential to have extensive contact with principals, counsellors, teachers, parents and community support workers. Collaboration is always best practice. A Child and Youth Care Worker may:

- Play a significant role in supporting the implementation of IEP goals.
- Provide individual or small group support to students with behavioural challenges, promote self-esteem, build social skills, encourage an interest in learning, and prepare students for successful integration into the school system wherever possible.
- Consult with teachers regarding positive support strategies for individual students. Periodically review these strategies with teachers, modify as necessary, and monitor behaviour until results support a withdrawal of service.
- Make home visits. CYCWs need to consult with their principal before making a home visit. It is suggested that the CYCW be accompanied by another school staff member when doing so.
- Drive a student to a given location/event. Before doing so, obtain permission in writing from the parent or guardian and consult with your Principal.
- Intervene when a student's behaviour endangers themselves or others. Do not put yourself in danger. Also, avoid acting alone. Use Non-Violent Crisis Intervention (NVCI), and Low Arousal methods as best practice. Training in this area should occur yearly.
- Contact parents to discuss a student's progress in relation to behavioural goals and objectives *in collaboration with appropriate school staff*.
- Attend meetings with parents and/or community agencies as deemed appropriate by principal, classroom teachers, school counsellors and/or School-Based Team.

## ETHICAL GUIDELINES FOR CHILD AND YOUTH CARE WORKERS

### Child and Youth Care Workers will:

- Understand roles and responsibilities of school personnel, parents/guardians and outside agencies and respect the rights of students and their parents.
- Follow appropriate district protocols to report allegations of Child Abuse/Neglect.
- Consult with parents before working directly with a student.
- Maintain confidentiality regarding all information connected with co-workers, students, and their parents.
- Be sensitive to and respect the cultural background, belief systems, and gender of students, parents and colleagues.
- Serve as a positive role model.
- Work cooperatively and respectfully with other members of the education team.
- Be sensitive to a respectful process when addressing a concern regarding a district employee. Should a concern arise, the CYCW should first raise it with the person in question. Once the individual has had an opportunity to address the concern and the CYCW feels the concern remains unresolved, it is appropriate to bring the concern to the school administrator. Further to this, a shop steward can be contacted at any time. In the event that the concerns involve allegations of child abuse, neglect and/or other criminal matters, please refer to the district protocol for reporting these types of allegations.
- Not make representations to outside groups in the name of the School District, Union or Local without prior approval from the principal.
- Acknowledge the authority and responsibility of the Canadian Union of Public Employees (C.U.P.E.) and will adhere to the obligations and guidelines as set out in the Constitution, Bylaws, and current Collective Agreement.
- Adhere to the following Guidelines for Employee-Student Contact:
  - a) A child should feel in control of his/her body at all times.
  - b) Employees should exercise caution when alone with students.

## GENERAL GUIDELINES FOR CHILD AND YOUTH CARE WORKERS

### Child and Youth Care Workers may:

- Provide in and out of class support to students who exhibit behavioural difficulties.
- Work with the school counsellor to identify community supports that may be useful to the student and/or their family/guardian.
- In coordination with other school personnel (e.g., School-Based Team), *assist* in the planning and implementing of positive behaviour support plans and/or Individual Education Plans (IEP) for specific students. **Note: Child and Youth Care Workers are not permitted to write IEPs.**
- Coach/Instruct: anger management, personal hygiene skills, organizational skills, friendship/social skills and/or problem solving/conflict resolution skills to either individual students or small groups.
- Participate in the development and implementation of an Employee Safety Plan as required.
- Participate in team meetings as appropriate.
- Be available for emergency and crisis situations (e.g., situations where safety is compromised for students or staff and/or emergencies).
- Be trained in and appropriately use the methods learned in the Non-Violent Crisis Intervention course. CYCWs (including those on the Spareboard) are expected to take the course annually. Contact Student Support: 604-595-6104.
- Be available to provide behavioural and emotional support to students as required in collaboration with the school counsellor and/or school principal.
- Supervise students during recess, lunch, unstructured times and on field trips when appropriate.
- Advocate for student needs and rights as necessary.
- Keep documentation of all contacts with student or with others in relation to that student in a secure place.
- Conduct observations and keep appropriate documentation with regard to the assigned student.

- Assist students with transition to a new school or placement.
- Assist students to become involved in the social and recreational life of the school and community.
- Complete the “Child or Youth Care Worker Report” at least two times a year (preferably before IEP meetings) for students who have category H or R Ministry designations. One report per year is sufficient for those students who receive direct services and who are not identified in category H or R (see appendix for Child or Youth Care Worker Report).

#### **CYCW Work Space:**

- Child and Youth Care Workers will be provided with an appropriate work space. This could be within the classroom, within a shared resource room setting, a shared office or, if available, a private office. The administrator and the counsellor, in collaboration with the CYCW, should agree upon a space that can be made available in case of a crisis involving a student.

#### **Particular Guidelines for CCWs and YCWs Based in Social Development and Connections Programs**

- Participate in IEP meetings. **Note: Child and Youth Care Workers are not permitted to write IEPs.**
- Liaise and facilitate communication between parents and the program.
- Be present for meetings for students.
- Document and assist in writing reports regarding students who are in the program.
- Where appropriate, contact outside agencies for updates and assist families in maintaining appropriate involvement while keeping a log of such communication (see appendix for Outside Agency Log).



## TYPES OF PLACEMENTS

### ELEMENTARY

- **Social Development Classes** (working directly in the Social Development Program at an elementary school). The Teacher provides the Child Care Worker with direction in the daily operation of the program. The principal of the school is responsible for the supervision of the Child Care Worker.
- **Elementary School Based** (working at one or more schools). The Principal of the school is responsible for the supervision of the Child Care Worker. The CCW primarily provides support to students with designated needs, but may also work with any student identified as having behavioural/emotional challenges who may benefit from support. This includes, when appropriate, students with other Special Education designations. For students who are not designated but are in need of service, parent or guardian consultation is necessary.

### SECONDARY

- **Connections Program** (working in the Connections Program at a secondary school). The Teacher provides the Youth Care Worker with direction in the daily operation of the program. The Principal or Vice-Principal of the school is responsible for the supervision of the Youth Care Worker.
- **Secondary School Based** (working in one or more secondary schools). The Principal or Vice-Principal of the school is responsible for the supervision of the Youth Care Worker. The YCW primarily provides support to students with designated behavioural needs, but may also work with any student identified as having behavioural/emotional challenges in need of support. This includes, when appropriate, students with other Special Education designations. For students who are not designated but are in need of service, parent or guardian consultation is necessary.

## NOTE TAKING GUIDELINES

- Be aware that notes can be accessed by legal request or at the request of the student/family.
- Make notes based on facts and observable data.
- Do not make inferences (e.g., “the student may have depression”).
- File all notes so that they are kept private for appropriate school personnel only.
- All notes are property of the Surrey School District and need to be available for the appropriate personnel at any time.
- If your notes are requested by subpoena, please immediately share this information with the school administrator.
- If the CYCW leaves the school, notes on students must remain at the school where the student resides.

## RESPONDING TO CHILD PROTECTION CONCERNS

### Child Abuse Reporting

Procedures for Reporting Alleged Child Abuse and/or Neglected by a Parent, Guardian or other person:

- **Notify the Principal.** The Principal will work with you and other staff, as appropriate, to determine **who** needs to make the report to the Ministry of Children and Family Services (MCFD): 1-800-663-9122 (24 hours, 7 days a week).

***Note: DO NOT contact parent(s) or guardian(s). MCFD will notify.***

- Contact the RCMP if the child is in immediate danger.
- Document your verbal report to the Child Protection Social Worker and maintain confidentiality of the report.

Responding to Alleged Abuse by a District Employee, Contracted Service Provider, or Volunteer:

- Immediately notify the Principal. The Principal will then report to the Superintendent of Schools and Student Support who will contact the appropriate Community Services Manager at MCFD. **Note: DO NOT notify the person concerned.**
- Document your verbal report and maintain confidentiality of the report.

Responding to Alleged Abusive Behaviour by a Student Under/Over 12 Years of Age:

- Notify the Principal.

**Child Care Workers will comply with the School Board Policy 9611 Child Abuse Prevention and Regulations.**

The regulations are governed by the *Child, Family and Community Service Act*, which requires the reporting of any suspicion or knowledge of child abuse, current or historical, to the Ministry of Children and Families. CFCS Act 14 (1) “must promptly report the matter to a director or person designated by the director” (2) ... even if the information is “privileged” or “confidential”. (Person designated is protection social worker).

## CRITICAL QUESTIONS FOR CHILD AND YOUTH CARE WORKERS

Suggested questions you might ask at the beginning of your assignment:

- Who is/are the Principal/Vice Principal(s) of the school?
- Who are key contacts in the school? (e.g., Counsellor, Noon Hour Supervisors, R.C.M.P. Liaison Officer, Substance Use Liaisons, Aboriginal Support Worker etc.?)
- How should the students address me?
- How does the teacher want me to address her/him in the classroom?
- What is the procedure for me to sign in/out of the school? What is the procedure for reporting absences, requesting a substitute?
- What are my hours of work? When are coffee and lunch breaks?
- What time do students arrive? If the students are bused to school, what time does the bus arrive and leave? What procedures are followed for supervision of students on the bus or taxi? Who is responsible for bus duty?
- What time are students on recess and lunch breaks? What is the bell schedule?
- What are the fire and emergency evacuation drill procedures?
- Which students with whom I am working have allergies and/or are on medication?
- What is the procedure for a request to administer medication?
- What are the school rules for conduct in the library, in the halls, in the washroom, and in the cafeteria?
- What are the playground rules for students? What equipment is permitted on the grounds? Are any areas out-of-bounds to students? What are my supervision duties and schedule?
- Where are audio-visual materials and classroom supplies stored? What are the procedures for obtaining supplies?
- Are there special school forms that I will be using? Late slips? Attendance records?
- What are the classroom rules and consequences of inappropriate behaviour?
- Which students have active Employee Safety Plans?

- What is the preferred procedure for meeting with students during regular classroom time?
- Is there a designated spot for working with students?
- What process would the principal and teacher like me to follow when communicating with parents?
- What is the school wide code of conduct? What is the classroom code of conduct in the various classrooms you visit?

## PROCEDURES FOR DEALING WITH STUDENTS WHO PRESENT DANGEROUS BEHAVIOUR

The first step is to address SAFETY.

**You should enquire which students in your school have an existing Employee Safety Plan.**

The principles of Non-Violent Crisis Intervention (NVCi) and Low Arousal methods should be applied when dealing with students who present dangerous behaviours. All staff that are likely to use the procedures should be fully trained to protect all parties. There should be regular review and practice. Non-Violent Crisis Intervention Training is provided regularly throughout the school year. A refresher course is also available for re-certification. Contact Student Support for information.

## EVALUATION

Refer to the most recent [CUPE 728 Collective Agreement](#) for the following:

**Probationary Period:** A probationary period is a four (4) month period served by an employee to determine his/her general suitability to become a regular employee. Such period may be served simultaneously with a trial period.

**Trial Period:** A trial period is a three (3) month period served by an employee to determine his/her suitability in a particular classification. Once a trial period has been successfully served by an employee, it need not be repeated at a later date. Such period may be served simultaneously with a probationary period.

**Other Evaluation Periods:** All employees who transfer to a new location by promotion, demotion or transfer shall serve an evaluation period of up to but not to exceed one (1) month except by consent of the Union.

All other employees shall be evaluated on performance every two (2) years from the date of the previous evaluation.

**Evaluation Reports:** Reports on an employee's performance will be discussed with the employee by the evaluator. The employee may respond and the response will be attached to the report. Both the employee and the evaluator are expected to sign the report and the response, if any. This will indicate the report has been discussed, but not to indicate any agreement or disagreement. A copy of the report and response will be given to the employee before it is forwarded to the Human Resources Department to be placed in the employee's personnel file. The Human Resources Department will forward a copy to the Union Office.

Child and Youth Care Workers should refer to the [Collective Agreement](#) for specifics.

## GENERAL INFORMATION

### MILEAGE (KILOMETERAGE) FORMS: “[Local Travel Expense Claim Kilometreage Reimbursement](#)”

All travel expenses incurred should be approved by the supervising Principals before travel. Where travel is necessary in the performance of your duties, the Board reimburses these expenses through the “Local Travel Expense Claim Kilometreage Reimbursement” form 6240.4 available online: <https://www.surreyschools.ca/forms/Pages/default.aspx>. *Please note that separate forms **must** be submitted monthly. **Claims in excess of 90 days from months end will not be paid.***

Mileage is from the school where you start work for the day. When making a home visit, you do not need to include a name or address, but show area (e.g., 96<sup>th</sup> Ave and 128<sup>th</sup> St.).

### FIELD TRIPS:

It is also important that field trip mileage expenses be authorized by the supervising Principal of the school prior to the field trip. Field Trip travel should be funded through the school field trip fund unless there are extenuating circumstances. Unauthorized field trip mileage claims will not be covered by Student Support.

**\*\*Do not put travel to attend non-district workshops/in-service on a mileage form – see Professional Development Section.**

### BUSINESS INSURANCE:

Where business insurance is required but not provided directly by the School District, employees shall be reimbursed. Please refer to [Regulation 4410.3-Insurance Aspects of Employee Travel](#) for process.

### VEHICLE VANDALISM:

Please refer to [Regulation 4410.3-Insurance Aspects of Employee Travel](#), for information related to a damage claim on an employee’s motor vehicle which has been **vandalized** at the employee’s workplace during his/her regular shift. Before payment is made, the employee must provide the Board with the police case number for the incident.



**TIME SHEETS:**

Timesheets are no longer required as all time is recorded via Employee Self Service (ESS) - see Sick Days (below) for more info. Any other questions regarding payroll, please contact the Payroll Department.

**SICK DAY REPORTING:**

You must notify your assigned school(s) when you are away sick and you must also log your absence via Employee Self Service (ESS): <https://staff.surreyschools.ca/> or the Automated Dispatch System (ADS): 604-595-9595 or 604-595-6140.

**AUTOMATED DISPATCH SYSTEM - SUBSTITUTE REQUESTS, ABSENCES:**

The Automated Dispatch System phone number is 604-595-9595 or 604-595-6140. For more information on how to use the Automated Dispatch System, please go to the school district webpage at: <https://www.surreyschools.ca/departments/HRES/SupportStaff/AutomatedDispatch/Pages/default.aspx>

**GENERAL LEAVE OF ABSENCE:**

Employees desiring leave of absence with or without pay for any reason shall submit their request via the [Employee Self Service \(ESS\) webpage](#) to begin the approval process.

Refer to the current [CUPE 728 Collective Agreement](#) for information regarding types of leave of absence requests.

**PROFESSIONAL DEVELOPMENT:**

Requests to attend workshops/in-services must be submitted to the appropriate school principal on the appropriate form(s) whether for in-district workshops/in-services or for non-district workshops. Please get current information on Pro-D required form, please speak with your school principal or Head Secretary.

**CYCWs on the Spareboard** can voluntarily attend in-services and training without pay. CYCWs will be paid to take the training entitled *Non-Violent Crisis Intervention*.

**PETTY CASH:**

Please speak with your school principal prior to purchasing anything for which you would need to be reimbursed for. The schools Head Secretary can best advise you on exactly what you need in order to purchase something outside of regular purchasing guidelines.

**PHOTO ID:**

These are supplied for Child and Youth Care Workers. Contact Human Resources for ID.

**POSTINGS:**

Child and Youth Care Worker positions are posted in June on the Hub: <https://www.surreyschools.ca/departments/HRES/SupportStaff/Pages/default.aspx>

The list of available positions is obtained at Human Resources Department and the Union Office. Posting application forms can only be accepted online <https://staff.surreyschools.ca/>

Online `Postings` applications are automatically sent to Human Resources.

**EMPLOYMENT INSURANCE CLAIMS:**

Some ten month employees may wish to claim employment insurance for July and August. Check with your Payroll Clerk about eligibility prior to June.

Inquire about “on-call” work for the district during the summer months (July and August) at Human Resources. Please note that “on-call” work is based on seniority.

**INDEMNIFICATION:** Refer to [CUPE 728 Collective Agreement](#).

The Employer will defend, save harmless and indemnify all employees from any demands, claims, writs, actions or other proceedings which may be brought against them and which arise from the performance of their duties and responsibilities as an employee and for any costs, loss, damage, and liability arising therefrom, including all legal fees and disbursements incurred in connections there with.

## SUPPORTING THE ABORIGINAL LEARNER

### *CHANGING ATTITUDES - EQUITABLE VS. EQUAL*

#### Position Statement

The Surrey School District recognizes and values the uniqueness of Aboriginal history, culture, and language, and believes that all Aboriginal learners can experience success within public schooling. Aboriginal Education works collaboratively with district staff to align services and supports towards a wrap-around approach for Aboriginal learners at their school. Success can only be achieved when it is understood that all stakeholders share responsibility for the academic, social and emotional well-being of Aboriginal learners.

#### Necessary Understandings

- The Aboriginal Enhancement Agreement reflects the School District's foundational commitment to supporting the unique needs of Aboriginal learners and their families.
- Building strong family relationships inclusive of the extended family is essential to the success for the Aboriginal learner.
- Empowerment of the Aboriginal learner and family is required to develop personal resiliency and the creation of stronger community.
- Establishing positive relationships with the Aboriginal learner contributes to a sense of belonging and success.
- Role clarity, as well as district and school based structures in support of a collaborative approach are imperative when identifying the needs of the Aboriginal learner.
- The classroom teacher is integral in meeting the needs of the Aboriginal learner.
- The classroom environment is fundamental to the promotion of student engagement and academic success.



## ABORIGINAL EDUCATION

### *ENHANCING LEARNING OPPORTUNITIES*

Student Support has a shared responsibility with Aboriginal Education, School District #36 (Surrey) to provide enhanced learning opportunities for Aboriginal students in the classroom and in their schools. The purpose of the enhanced experiences are to increase Aboriginal student success through an understanding of the rich Aboriginal history, traditions and culture, focusing on transitions and literacy and enhancing a sense of belonging within the school system.

Services that are in addition to any other core programs and services are Aboriginal Child and Youth Care Workers, Aboriginal Education Assistants, Teacher Advocates and Helping Teachers. These services are expected to be provided in a collaborative model to assist and support children, youth and their families. These responsibilities may vary from school to school but all have the ultimate objective of helping Aboriginal students stay in school and experience success. This collaborative approach involves teachers, counsellors and other professionals.

Although programs vary from school to school our goal would be to have each Aboriginal child feel connected to their school by building cultural bridges and by creating a positive learning environment through the introduction of Aboriginal curriculum and cultural activities that support the Ministry of Education's curricular and core competencies. Other services may include face to face student contact, attendance monitoring, counselling, group work during lunch hours and afterschool, connections with outside agencies, home visits, parent meetings and phone call contacts.

The support services require personnel who are familiar with and are sensitive to the values, beliefs and needs of the Aboriginal students. We must explore ways that will create deep conversations as to "HOW WE ARE DOING", as individuals, schools and a district, to develop meaningful relationships with our Aboriginal students and their families.

## Outside Agency Log

[illegible]

## Child / Youth Care Worker Report

<b>Student:</b> <div style="border-bottom: 1px solid black; margin-top: 5px; text-align: center; color: #0070C0;">Legal Name</div>	<b>Date of Birth:</b> <div style="border-bottom: 1px solid black; margin-top: 5px;"></div>	<b>Grade:</b> <div style="border-bottom: 1px solid black; margin-top: 5px;"></div>
<b>C/YCW:</b> <div style="border-bottom: 1px solid black; margin-top: 5px;"></div>	<b>School:</b> <div style="border-bottom: 1px solid black; margin-top: 5px;"></div>	
<b>Dates of Service:</b> from: <div style="border-bottom: 1px solid black; width: 150px;"></div> to: <div style="border-bottom: 1px solid black; width: 150px;"></div>		
<b>Involvement (check all that apply):</b> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span><input type="checkbox"/> one on one</span> <span><input type="checkbox"/> group</span> <span><input type="checkbox"/> in class</span> <span><input type="checkbox"/> during class time</span> <span><input type="checkbox"/> in school yard</span> </div>		
<b>Parent / Guardian contact:</b> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span><input type="checkbox"/> outside agency contact</span> <span><input type="checkbox"/> field trip</span> <span><input type="checkbox"/> other: <div style="border-bottom: 1px solid black; width: 100px;"></div></span> </div>		
<b>Describe focus of involvement:</b>  <ul style="list-style-type: none"> <li>Try to reflect the concerns identified in the IEP - basically describe what you were working on</li> <li>Ensure that the identified problems are/were being addressed - the interventions should address the specific concerns</li> <li>Identified on the IEP and referral form.</li> </ul>		
<b>Describe intervention strategies or methods:</b>  <ul style="list-style-type: none"> <li>Did you set up b-mod charts, use group work, hand signals, change seating, communicate with parents, etc.</li> <li>Point form is o.k. or if it is a complex case, you can use a separate sheet for detail.</li> </ul>		
<b>Outcome / Recommendations:</b>  <ul style="list-style-type: none"> <li>For future reference (next school or next C/YCW) what works with this student, what does not work</li> <li>You may recommend social development, psycho-educational assessment, or need for medical assessment</li> </ul>		
<b>Signatures:</b>  <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="margin-top: 5px;">C/YCW</div> <div style="margin-top: 5px;">Principal</div> </div> <div style="width: 45%; text-align: right;"> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="margin-top: 5px;">yyyy-mm-dd</div> <div style="margin-top: 5px;">yyyy-mm-dd</div> </div> </div>		

## Child / Youth Care Worker Report

<b>Student:</b>	<b>Date of Birth:</b>	<b>Grade:</b>
<b>C/YCW:</b>	<b>School:</b>	
<b>Dates of Service:</b> from: _____    to: _____		
<b>Involvement</b> ( <i>check all that apply</i> ): <input type="checkbox"/> one on one <input type="checkbox"/> group <input type="checkbox"/> in class <input type="checkbox"/> during class time <input type="checkbox"/> in school yard		
<b>Parent / Guardian contact:</b> <input type="checkbox"/> outside agency contact <input type="checkbox"/> field trip <input type="checkbox"/> other: _____		
<b>Describe focus of involvement:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Describe intervention strategies or methods:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Outcome / Recommendations:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Signatures:</b>		
_____ C/YCW	_____ yyyy-mm-dd	
_____ Principal	_____ yyyy-mm-dd	

## Child / Youth Care Worker Report

<b>Student:</b>	<b>Date of Birth:</b>	<b>Grade:</b>
<b>C/YCW:</b>	<b>School:</b>	
<b>Strategies and Interventions:</b> Successful - (S)                      Somewhat Successful - (SWS)                      Unsuccessful - (US)		
<b>Presenting Problems:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Intervention:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Recommendations or Additional Comments:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>Signatures:</b> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <hr style="border: none; border-top: 1px solid black;"/> C/YCW </div> <div style="width: 45%;"> <hr style="border: none; border-top: 1px solid black;"/> yyyy-mm-dd </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <hr style="border: none; border-top: 1px solid black;"/> Principal </div> <div style="width: 45%;"> <hr style="border: none; border-top: 1px solid black;"/> yyyy-mm-dd </div> </div>		