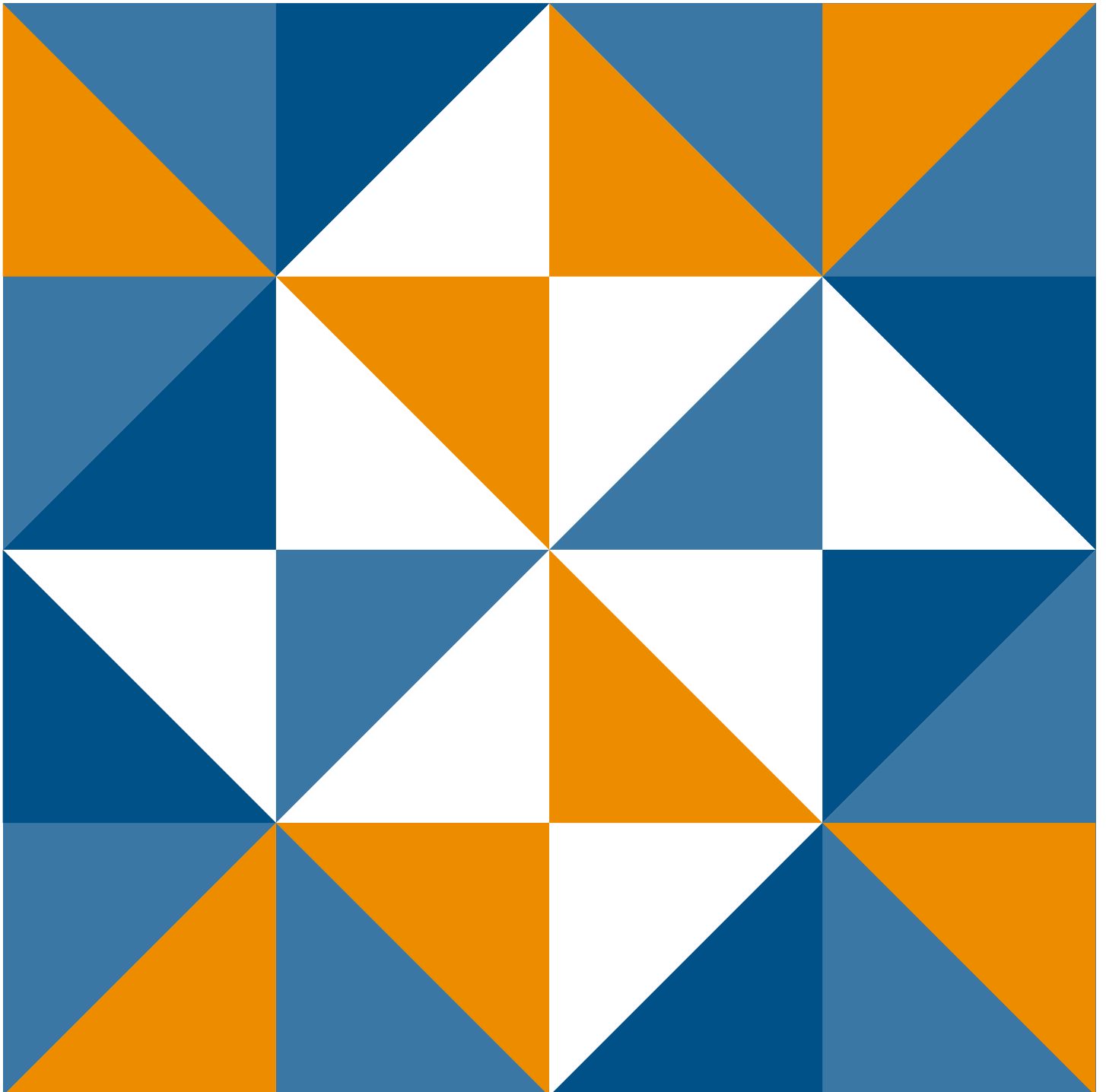


Interim Response Fund

Behavioural Crisis Support

Manual for Principals



Introduction

The Interim Response Fund forms part of the Ministry of Education's strategy to tackle disruptive student behaviour. It is a positive initiative to support schools, and help raise their capacity and capability to manage behavioural crises. The aim of the fund is to support and strengthen school systems, to keep students engaged in schooling or to re-engage students following significant challenging behavioural events.

The fund is not intended to replace comprehensive planned behavioural interventions. Rather, it is designed to give schools 'breathing space' to stabilise behavioural crises, and to gather together the resources, people and agencies that will form the planned response.

The criteria to access the fund have been developed by a reference group of principals drawn from a diverse range of schools. Applying the criteria relies on principals' professional judgement. The criteria are as flexible as possible so that principals are able to respond to a wide range of situations.

The Ministry and the principals' reference group will review the use of the fund in its first six months to ensure the intent of the policy is being met. The use of the fund will continue to be closely and regularly monitored by the Ministry.

The Ministry understands the pressures on schools from the challenging behaviour of some students and is putting a range of programmes in place to address them. It is intended that this fund will allow schools to look at ways of keeping such students engaged in learning.

1. Purpose of the Interim Response Fund (IRF)

The purpose of the fund is to provide **additional support** to schools when a **student's challenging behaviour** reaches a **crisis point**.

The fund is available so that principals are able to receive a **quick, flexible response** to a behaviour crisis. Principals will be able to use the fund to **stabilise** the situation and meet a student's immediate needs, while a comprehensive intervention **plan** is designed.

2. Level of support

A maximum of \$2000 plus GST per student or situation is suggested. The amount allocated will be determined by the principal's plan through discussion with the Ministry of Education, Student Support.

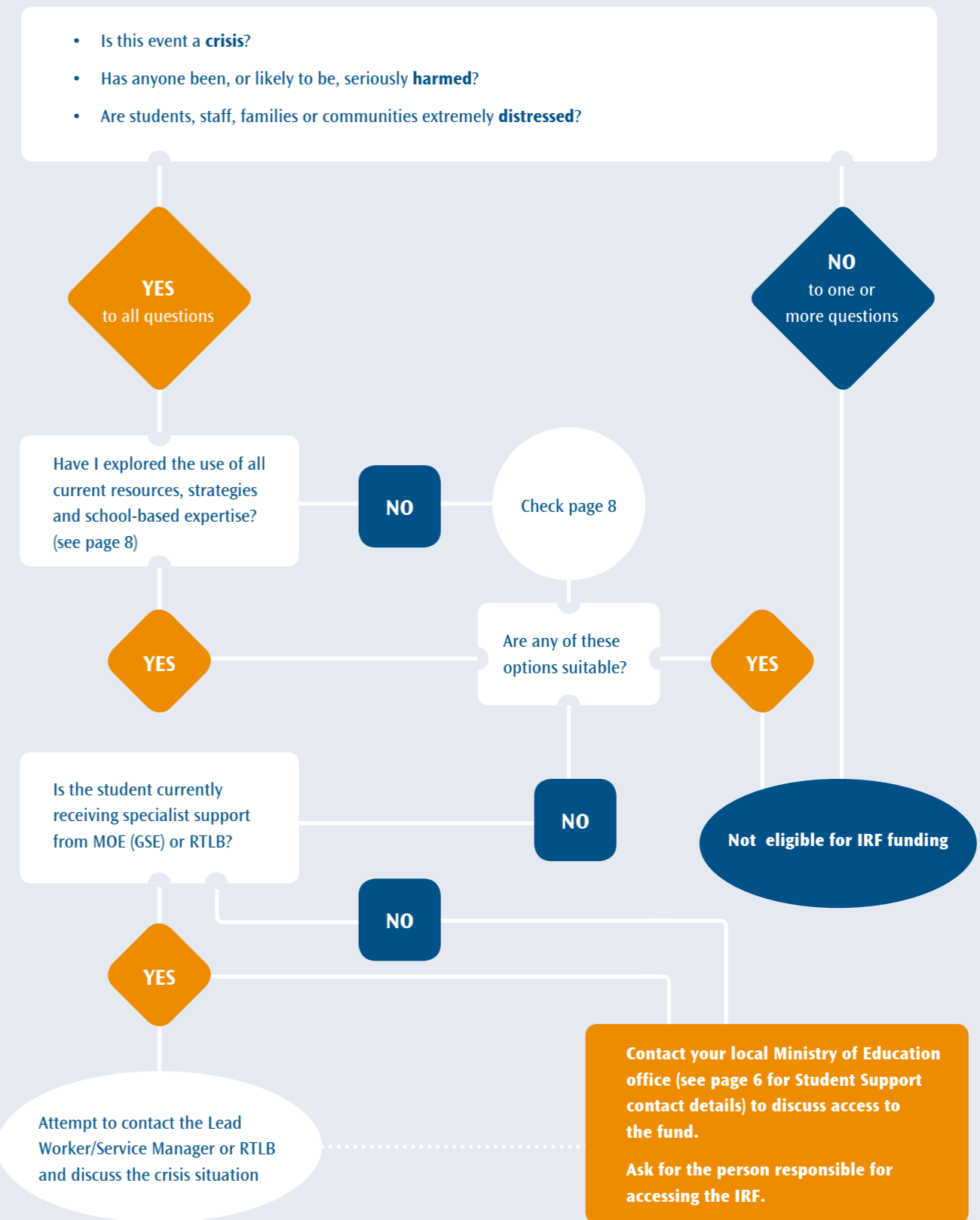
3. Access criteria

All of the criteria listed below need to be met for eligibility.

CRITERIA	INDICATORS	NOTES
Behaviour Crisis	Safety	Because of the student's behaviour, it is likely that the student, or other students or staff at the school will be seriously harmed if the situation is not immediately addressed, contained or stabilised.
	Trauma	Students, school staff, families or community are extremely distressed or shaken.
	Last Resort	School leadership/the principal has exhausted all school-based resources, strategies and expertise, and is unable to manage a significant behavioural event without external assistance.
Student Engagement	Plan	There is firm agreement to use the fund to create the opportunity to develop and organise a comprehensive intervention plan which aims for the student's engagement in school.
		In some situations, application for the fund will be an attempt to find a way of avoiding an imminent suspension, or to assist a school to transition an excluded student back into school or into another school. <i>The likelihood of a suspension being actioned is, in itself, not a criteria for accessing the fund.</i>
Accountability	Report	There is a signed agreement between the principal and the Ministry to report on the use of the fund and the outcome for the student.

Steps to take following a significant student behavioural event

Am I eligible for Interim Response Fund (IRF) funding?



4. Applying for assistance from the fund

The fund is allocated by the Student Support Manager at the Regional Office of the Ministry of Education.

Before contacting Student Support at your local Ministry office:

- You are strongly advised to contact another principal or educational mentor to discuss the crisis and the allocation criteria, and to seek collegial advice prior to contacting Student Support.
- Check if the student is currently receiving specialist support. If that is the case discuss this crisis with the Group Special Education (GSE) lead worker/Service Manager or Resource Teacher: Learning and Behaviour (RTL) case worker if possible.
- Check against the criteria for access by asking the following questions :
 - Is it likely that the student, or other students or staff at the school will be seriously harmed if the situation is not immediately addressed, contained or stabilised?
 - Are students, school staff, families or community extremely distressed or shaken?
 - Have I exhausted all school-based resources, strategies and expertise?
 - Am I unable to manage this behavioural event without external assistance?

If you believe that you meet the criteria, you should contact your local Ministry office and specifically ask to speak with the Student Support Development Officer with responsibility for accessing the Interim Response Fund:

		Phone	Fax
NORTHERN REGION:	Auckland office	(09) 632 9400	(09) 632 9456
	Whangarei office	(09) 436 8900	(09) 436 8901
CENTRAL NORTH REGION:	Hamilton office	(07) 858 7139	(07) 858 7131
	Rotorua office	(07) 349 7395	(07) 858 7131
	Napier office	(06) 833 6747	(07) 858 7131
	then Hamilton office	(07) 858 7139 as back-up	
CENTRAL SOUTH REGION:	Lower Hutt office	(04) 463 8699	(04) 463 8698
	Wanganui office	(06) 349 6300	(06) 349 6301
SOUTHERN REGION:	Christchurch office	(03) 378 7300	(03) 378 7308
	Nelson office	(03) 546 3470	(03) 378 7308
	Dunedin office	(03) 471 5200	(03) 378 7308
	Invercargill office	(03) 211 3610	(03) 378 7308
	then Christchurch office	(03) 378 7300 as back-up	

The Student Support officer will discuss the crisis situation with you, and how you plan to use the fund.

- In some cases the recommendation for **access** to the fund will be immediate
- In all other cases, Student Support will get back to you within an hour or two regarding your eligibility for **access** to the fund
- If you are eligible, Student Support will contact you within 24 hours and inform you of the actual amount to be allocated.

5. Payment

When the Student Support officer has confirmed allocation of Interim Response Fund support, they will fax you an **Agreement Form** which documents your agreement with the Ministry.

- Check that the details on the Agreement are correct
- Make any necessary changes or additions
- Sign and fax back to Student Support (refer to page 4 for fax number).

When approval is confirmed it should take no longer than 10 working days for the agreed amount to be transferred to your school's account. You will receive a letter from the Ministry confirming the payment.

6. Reporting requirements

When you sign the Agreement, you agree to report to the Ministry on the following:

- How the fund is spent
- What the outcome is for the student.

The reporting has been streamlined for ease of use. There are therefore only two points for you to report to the Ministry:

- Within two weeks following your agreement with the Ministry** a Student Support officer will contact you for a verbal update on progress
- By the end of the term following the crisis/use of the Interim Response Fund** (or sooner if possible):
 - Send (or fax) the completed **Report Form** to the Student Support Manager (refer to page 4 for fax number).
 - Attach copies of any relevant documentation.

Agreement for use of Interim Response Fund



BETWEEN the Secretary for Education acting by and through _____, of the Ministry of Education
[Insert Name and Title]

AND _____
[Insert Name and School]

- Purpose of Agreement** – The parties acknowledge the purpose of the Agreement is to ensure that the \$ _____ will be used for the purposes of: [Insert Amount]
 - Stabilising a behavioural crisis involving _____ and enabling the development of a comprehensive behaviour management plan [Insert name of student and DOB]
 - Student engagement
 - Accountability
- Payment** – Payment will be made immediately following receipt by the Ministry of this signed Agreement. The Ministry reserves the right to make part payments. The Ministry will pay the amount stated above plus GST.
- Confidentiality** – All information relating to or arising out of this Agreement should be kept confidential.
- Monitoring and Evaluation** – The Ministry will be the final decision-maker regarding the use and outcomes of the fund. Following the resolution of the behavioural crisis, the School will report to the Ministry on:
 - How the fund was spent
 - What the outcome(s) for the student has been
- Recovery of funds** – The Ministry reserves the right to recover any unspent portion of the fund.
- Termination** – Either party may terminate this Agreement, on giving the other party written notice of termination.

SIGNED this _____ day of _____ 20____ by _____, Ministry of Education.
[Signature]

SIGNED this _____ day of _____ 20____ for and on behalf of _____
[Insert Name of School]

by _____
[Signature]

Fax to: Student Support (refer to page 4 for fax number of nearest Ministry office).

Report on the use of Interim Response Fund



School _____ Institution No. _____
[Name]

Principal _____ Student _____
[Name] [Name and DOB]

Date of Agreement with Ministry _____ Amount allocated \$ _____

What did you do? Briefly describe your key actions (Intervention Plan)

How did you spend the fund? (Tick as many boxes that apply)

Relief teacher _____ hrs / days @ \$ _____ per hr / day

Teacher aide _____ hrs / days @ \$ _____ per hr / day

Specialist services (please describe) _____ Cost: \$ _____

Other (please describe) _____ Cost: \$ _____

What happened for the student? (Tick as many boxes that apply)

The situation was stabilised The situation remains unstable

Ongoing support plan developed Plan implemented

Plan not implemented The student is engaged in schooling

The student has been excluded/suspended

Other/additional information _____

SIGNED this _____ day of _____ 20____ by _____, Ministry of Education.
[Signature]

SIGNED this _____ day of _____ 20____ for and on behalf of _____
[Insert Name of School]

by _____
[Signature]

Attach copies of documentation relevant to this case and fax to: Student Support (refer to page 4 for fax number of nearest Ministry office).

School-based resources, strategies and expertise



Some or all of the following school-based resources, strategies and expertise will be available to support a student in crisis:

- **Another principal, or trusted educational mentor**
- Existing behaviour management plans and strategies
- Discretionary funding
- Special Education Grant (SEG), Learning Support Funding (LSF), or Year 11-13 Funding
- Teacher Aides
- Volunteers
- Parent helpers
- Counsellors
- Deans
- Extra-curricular programmes
- Pastoral care systems
- Community contacts
- Withdrawal rooms or spaces
- Specialist staff, eg Special Education Needs Co-ordinators (SENCOs)
- Resource Teachers: Learning and Behaviour (RTLB)
- The Ministry of Education, Special Education (GSE)
- School personnel who have a positive relationship with the student
- Parents, family/whānau members
- Social Workers In Schools (SWIS).

Suggestions for the use of the fund



The fund is designed to allow flexible approaches to stabilise a crisis situation.

Principals are encouraged to think about how they might use and enhance existing school resources (refer to page 8) to develop flexible plans that are specific to the individual student, school and crisis.

Depending on the individual situation the fund **could** be used to:

Release a member of the school staff to:

- Work with a group of students who are “reacting to the situation”
- Develop an activity programme for the student based around positive incentives
- Assess the crisis situation and antecedent events so that the school can provide a safe environment for all students
- Work with support agencies to evaluate the situation and co-ordinate the intervention plan
- Co-ordinate an interagency or family/whānau meeting
- Access professional development or support eg. counselling
- Work with other staff to develop school-wide consistency
- Provide staff development eg. sharing information regarding a student’s special needs or training in implementing the safety plan
- Provide counselling for the student(s)
- Work one-on-one with the student
- Develop a positive programme for the teacher aide
- Make follow up phone calls and applications for other support(s).

Employ a teacher aide or increase existing teacher aide time to:

- Develop a supportive relationship with the student to reduce “risks”
- Work with the student in a withdrawal area eg. learning support centre
- Monitor a student when interacting with other students (safety management)
- Provide support to the classroom teacher to increase student safety
- Supervise the student at a community-based activity or assessment centre
- Support the student so they can access regular school activities
- Strengthen existing initiatives and plans
- Supervise an alternative learning programme
- Work with the student in the playground to prompt and support social inclusion.



Purchase specialist or community services to:

- Access psychological support or therapy with private practitioners
- Identify and assess mental health issues
- Provide supports to the family/whānau system
- Gather more up-to-date or specific information on the student's needs (psychological, educational, emotional)
- Access community or specialist resources quickly
- Ensure the family/whānau or student are able to get to meetings or assessments.

Access or purchase a “time-out” environment – this could include:

- Paying the teacher aide to support the student in another setting
- Buying a place on a special program such as “Man Alive” or an EOTC programme
- Paying transport to a work experience or recreational placement
- Paying fees for a course or group programme eg. anger management.

Provide transition support for a student to return to school:

The fund can also be used to support the rapid transition of a student back to school after a crisis, if a suspension has been unavoidable. In this situation the fund could be used for:

- Paying for transport to ensure student safety to and from school
- Buying food, uniform articles or equipment
- Releasing the previous class teacher to share information with new teacher/school
- Developing transition plans and supports
- Ensuring robust systems of support for the student so that there is a greater chance of successful reintegration.

(N.B. These lists are not exhaustive)

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