

Nurture & Support Center at Knowlton Academy

Gordon Neufeld Attachment based Schoolcare and instruction

**The Resource Room, The Nest, The Oasis Room, Miss Morgan's Reset Room, Daycare Room**

*Always be a little kinder than is necessary*

# **Hi, I'm Heather. I am the Readaptation officer at Knowlton Academy.**

As readaptation officer, I work as part of the Professional Team as well as with the Teachers and Administration staff. Unlike the rest of the student service team, I am in the school 5 days a week and work hands on daily with students. I am always available to meet or chat with students and parents alike. Students who need to chat may come and see me or fill out a conflict form. (or they are referred to me) Parents may email me or call me at school. I am always available Monday and Tuesday from 3:15- 4:00.

I am fortunate to be part of a great team.

# Skills & Expertise

I run many extra curricular activities which allows me to keep my finger on the pulse of the school and allows me to consistently gage the well being of the student body. The school Principal checks in with me frequently for updates.

I conduct needs assessments and conduct on spot process observations in classrooms & hallways. I work with the Principal and report directly to her. I can work with family members, outside agencies or others involved as needed. Confidentiality is key in my job.

Students safety & well being is my priority always.

- Attachment
- intervention
- Facilitation
- Crisis intervention
- Self Regulation
- Anxiety
- Self esteem
- Intimidation
- Conflict resolution
- Trauma & Grief
- Emotional wellbeing
- Family life Education

# The NSC Locations

**The Resource Room;** A quiet well organised space located on the 2nd floor. Focused on Academic improvement, self esteem through overcoming academic challenges. Academic evaluation and improvement through identification & attachment. Run by Audrey Paquette.

**Miss Morgan's Room:** Located on the 1st floor, a small room for quiet small group learning. Provides a space for younger students who require a quiet space and little stimulation at recess & lunch. Run by a team of Teachers, handicapped Student attendants and Special Education Technicians.

**Daycare Room:** Small colorful room in the basement, used as an NSC space at lunch providing a quiet, monitored, space close to the cafeteria for young- mid aged students who need small group support.

**THE NEST-** A designated quiet room, but busy. Located on the second floor, able to handle a multitude of needs at once. Open after 10:40 to any student needing to be out of class and receive extra help or a quiet space. Attachment is first, Academic second. This room is run by a team of special Education Technicians and Handicapped Student attendants. The room hosts activities at lunch and has many toys and games. Specially designed to assist students on the Autism spectrum. Needs basis. Students have plans here in collaboration with parents if more than a couple weeks.

# OASIS ROOM

LOCATED ON THE SECOND FLOOR

A COLORFUL ROOM WITH MANY  
STATIONS. BASED ON EMOTIONS

THE OASIS ROOM IS AN UNCONVENTIONAL ROOM DESIGNED TO PEAK THE INTEREST OF EVERY CHILD AND SOOTH THE MOST DIFFICULT MOMENTS. THE ROOM IS RUN BY MISS HEATHER.

THIS IS THE SAFE PLACE FOR EVERYONE. THE OASIS ROOM HOSTS THE "RED ZONE" WHERE EVEN THE MOST EXTREME EMOTIONS CAN BE TENDED TO. OUR GO TO SUBJECT- MATH. THE OASIS ROOM IS FILLED WITH FIDGETS, TOYS AND TOOLS TO HELP STUDENTS. THIS IS A ROOM WHERE CHANGE HAPPENS.

# Conflict at school- Quick view of Process

**STUDENT-** has conflict on the playground outside or in cafeteria. If they cannot resolve it, #1-they can go to a supervisor. #2- wait and speak to their teacher. #3- Fill out a conflict form and give to teacher or Miss Heather. #4 See Miss Heather directly & she will fill it out with the student.

**Supervisor** will work to solve conflict through dialogue or by removing a student. Aggressive behaviour, students will be escorted to the office to the Principal. Outside supervisor or cafeteria staff can also go to Miss Heather and ask for a solution. Heather will consult with & facilitate between student, teacher, supervisors & support staff & advise the Principal of the situation and inform parents when necessary.

**Teacher-** will resolve or decide what is a suitable consequence in class and will ask for solutions from NSC if the issues is strictly outside. Teacher will recommend filling a conflict form. A Teacher will inform Principal and parents if needed. Teacher may also decide to send student to NSC for recurring issues or in class issues.informing Readaptation that there is a problem requiring closer attention.....

**Readaptation officer-** Evaluates and monitors conflict, providing solutions and tools to assist students with any maladjustment. Including and not limited to Conflict resolution, Anxiety, self regulation, intimidation, sadness. Information will be passed along as needed. Students may receive extra services from NSC & staff.

## **What is the role of professionals at KA?**

At KA- The professionals work very closely with the PRINCIPAL, RESOURCE TEACHER and HOMEROOM TEACHER in collaboration with families. CONFIDENTIALITY is a pillar to ensure safety.

Professionals from Complementary Educational Services provide an expertise which complements the knowledge-base available in the school. They offer support and guidance to the students with special needs, their families and the school staff.

In collaboration with the school administration and teams, professionals participate in the assessment of needs, the development of intervention plans, and may participate in the implementation of these plans.

Professionals also support school teams in their efforts to organize their services, to prevent difficulties, and to promote healthy development.

## HOW DOES IT WORK?

Student makes a written complaint:

Readaptation officer reads and checks what level student has identified.

Talks with student one on one in a safe environment.

If the complaint is easily solved, the student will be asked if there needs to be more of an intervention or if they feel what has been done is sufficient.

If the complaint is more serious, Heather will inform teacher and Principal, followed by a more in depth investigation to verify.

In collaboration with the team, a course of action will be decided.

**INTERVENTIONS TAKE TIME.**



# Possible outcomes:

Many variables determine what happens next. However, Possible outcomes are:

Talk with other student; Engine room time with both students; loss of recess or lunch hours for offenders; incident report to offender; call home to parents of offender; contacting both sets of parents; intervention plan in class; Accomodations set; intervention plans at lunch or recess for offenders or victims; self regulation instruction; written contracts with students; intervention plan created with parents; classroom interventions; Cases can also be cross-referred between professionals when there is a need for a different expertise. At KA, cases may be directed towards Audrey Pauquette, resource Teacher or Annie Richard, the Psychoeducator who may provide further evaluation, counselling, preventive action for psychosocial adjustment difficulty.

Or an outside agencies may be asked to help or provide assistance;

Or a student may receive an in school suspension or home based suspension.

# Contact

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Thank you!

