

**Guidelines for Education Programs
In Care, Treatment
and Custodial Facilities For The
SCCDSB Autism Transition
Classroom**

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GUIDELINES FOR AUTISM TRANSITIONAL CLASSROOM

1.0 Referral/Admission

To be eligible to attend the educational program in a care, treatment or custodial facility, a pupil is admitted to the facility program through its admissions process. Each facility is guided by its own orientation and admissions process. Admission to the program is continuous throughout the school year.

Pupils who are admitted to a care, treatment or custodial facility are not registered students of the Board. Section 23 pupils are clients of the facility providing the care, treatment or custody.

1.1 The Principal of Special Education is responsible for:

- Ensuring that students eligible for the Autism Transitional Classroom have a diagnosis of an Autism Spectrum Disorder or other Pervasive Developmental Disorder made by a qualified registered psychologist. Students must be eligible to attend Junior Kindergarten or a higher grade.
- Providing temporary, very intensive support, assessment and training while working in partnership with educational professionals in the home school.
- Implementing a process for aiding children to successfully transition to their home school.
- Ensuring that students are referred to the program by Chatham Kent Children’s Services (Child and Family Consultants, Psychologist), the St. Clair Catholic District School Board and/or the Lambton Kent District School Board.
- Monitoring that the maximum number of students at any one time in the program is six. Decisions for admission are based on the need to develop target skills that are essential for the student’s adjustment to a classroom environment. The educational program and materials must resemble special educations teaching strategies.

2.0 The Educational Program

A collaborative multidisciplinary approach is used to develop programs that address both the treatment and educational needs of the pupils. The types of facility professionals vary and may include child and youth workers, social workers, therapists and psychologists.

2.1 The Principal of Special Education is responsible for:

- Supporting programming by the educational staff in care, treatment or correctional facilities through Board resources and in-service opportunities.

2.2 The Teacher is responsible for:

- Creating an individual education plan which draws on educational objectives from the Early Years, and/or Grades One, Two or Three of the Ontario Curriculum.
- Collaborating as a member of the treatment team.
- Assessing, planning and implementing the academic program on a regular basis.
- Meeting Board and Ministry guidelines and integrating these into the treatment plan.
- Delivering an individualized educational program on all school days according to the local school year calendar.
- Writing the educational program so that a “typical” educational assistant or other special education resource staff member with no prior knowledge of treatment principles or techniques can learn to implement them.
- Providing programs that meet the child’s learning needs in ways that are either compatible with or do not disrupt the teaching of other children in the classroom.

3.0 Transportation

Transportation, as required, is provided for pupils attending educational programs in care, treatment or custodial facilities.

3.1 The Principal of Special Education is responsible for:

- Collaborating with the transportation department to provide transportation from home to school, and from school to home for this specialized program.

4.0 Records and Reporting

The Ontario Student Records (O.S.R.) of pupils enrolled in Section 23 programs are maintained at the care, treatment or correctional facility.

4.1 The Principal of Special Education is responsible for:

- Reporting pupil enrolment in Section 23 programs to the Ministry of Education according to the total number of pupils in classes of teachers employed by the school.

4.2 The Teacher is responsible for:

- Maintaining daily attendance records.
- Tracking and recording pupil attendance at the Section 23 facility. A pupil placed in a partial re-entry program remains full-time on the register of the Section 23 program until full re-entry is achieved. It is the responsibility of the Section 23 teacher to track and record pupil attendance at the Section 23 facility and the receiving school during the period of partial re-entry.

5.0 Transition Planning

Transition planning is an integral component of the program for pupils returning to the school system. Transition planning follows the development of a collaborative, written re-integration plan developed by the multidisciplinary team, including parents/legal guardian and community school, as appropriate.

5.1 The Principal of Special Education is responsible for:

- Providing support to the receiving school with regards to training needs
- Accessing the services of the board's Applied Behaviour Analysis Specialist to provide a bridge between the Autism Transitional Classroom and the receiving school.
- Providing on-going support following the transition to the receiving school.

5.2 The Teacher is responsible for:

- Transitioning students into their home schools through the use of a detailed transition plan in place.
- Meeting weekly with a multidisciplinary team to update student progress and refine transition plans. Members of this team include staff from Chatham Kent Children's Centre (registered Psychologist and Child and Family Consultants) and School Board Staff (Special Education Consultant, Speech Language Pathologist and ABA Specialist). Parents/guardians and staff from the receiving school are included as discharge dates are identified and transition plans are formed.
- Meeting weekly with a multidisciplinary team to update student progress and refine transition plans. Members of this team include staff from Chatham Kent Children's Centre (registered Psychologist and Child and Family Consultants) and School Board Staff (Special Education Consultant, Speech Language Pathologist and ABA Specialist). Parents/guardians and staff from the receiving school are included as discharge dates are identified and transition plans are formed.
- Discussing transition planning upon the child's entry to the Autism Transitional Classroom.
- Informing parents that placement is short term, ideally two years or less.
- Targeting skills required for successful integration into a school environment.
- Intensive planning collaboratively with all partners six months prior to discharge from the Autism Transitional Classroom.
- Scheduling staff from the receiving school to observe, and receive coaching and modeling support to work directly with the student. Emphasis is on the development of skills in applied behavioural analysis strategies and to gain an understanding of the student's individualized curriculum.
- Scheduling staff from the Autism Transitional Classroom to visit the receiving school to assist in developing the student's schedule and to support the arrangement of the physical environment.