

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
POLICIES AND PROCEDURES
SECTION C: STUDENTS**

EDUCATION PROGRAMS IN CARE AND/OR TREATMENT, CUSTODY AND CORRECTIONAL FACILITIES	PROCEDURES
EFFECTIVE: 2010 11 24 / 2016 05 24	

REFERENCES:

Education Act and Regulations

Special Education: A Guide for Educators (2001)

Guidelines For Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2016-17

- a) These Guidelines consolidate and replace the following documents: GUIDELINES 2005-06; For Approval of Educational Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities
- b) Policy/Program Memorandum No. 85 – Educational Programs for Pupils in Government Approved Care and/or Treatment Facilities
- c) Ministry of Education Essential Elements for Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities (February 2009)

ADMINISTRATIVE PROCEDURES:

1.0 Care and/or Treatment, Custodial and Correction Facilities Agreement

At the request of a government approved care, treatment or custodial facility located within its jurisdiction, the Board may enter into a written agreement to provide educational programs in the facility for those pupils who are not able to attend local schools because of their need for care, treatment and/or rehabilitation. The Board employs one or more qualified teachers and educational assistants to provide educational programs in the facility. The written agreement must comply with the Ministry of Education *Guidelines for Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities*.

2.0 Funding

Under the provisions of Section 23 of the Ministry of Education *General Legislative Grant Regulation 287/98*, the Board may provide educational programs in community based care, treatment or custodial facilities for school-aged pupils who, for various reasons, are unable to attend regular community schools. The educational programs, including educational personnel, are funded by the Ministry of Education subject to Ministry approval of annual legal agreements between the Board and the facilities which provide care, treatment or custodial services. All other resources are provided by the partnering facility.

3.0 Essential Elements of CTCC Education Program

Due to the unique needs of students in CTCC programs, the Ministry has identified four essential elements for these programs. The four essential elements are:

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1. Assessment, Evaluation and Reporting on Student Achievement
2. Instruction and Intervention
3. Transition Planning
4. Information Management and Reporting to the Ministry of Education

4.0 Responsibilities

4.1 Superintendent of Education Responsible for Special Education

- The Superintendent responsible for Special Education is responsible for the overall implementation and operation of educational programs within care treatment and correctional facilities (see Appendix A – Guidelines for Educational Programs in Care, Treatment and Custodial Facilities).

5.0 Expectations

5.1 The Principal of Special Education will:

- Select the educational staff in consultation with the facility
- Supervise and evaluate educational staff and program
- Facilitate in-service for the educational staff
- Manage the educational program budget
- Liaise with agencies/facilities
- Engage in conflict resolution relevant to the agreement for the care/treatment/corrections program
- Negotiate annual agency agreements.

5.2 The Teacher will:

- Fulfill the duties and responsibilities of a teacher as outlined by the Ministry of Education Guidelines for Approval of Educational Programs in Approved Care, Treatment, Custodial and Correctional Facilities and Board policies and procedures
- Provide educational programs for pupils in accordance with Ministry of Education Guidelines for Approval of Educational Programs in Approved Care, Treatment, Custodial and Correctional Facilities and Board policies and procedures
- Complete Individual Education Plans
- Collaborate with the facility multidisciplinary team
- Participate in appropriate in-service provided through the Board and, as appropriate, the facility
- Collaboratively develop transition plans for pupils returning to the school system
- Participate in Ministry monitoring as requested

6.0 Definition

Section 23: Educational programs in care, treatment and custodial facilities are referred to as Section 23 classes in the education system and day treatment programs in the mental health system.

Section 23 programs provide services for students unable to attend regular or special education classes. The program aims to identify the specific needs of the child and family, develop a treatment plan that will help to address those needs and then successfully reintegrate the child into a regular classroom.

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7.0 Additional Information

The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

**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.