

TUTORIAL PROGRAM

The Tutorial Program is designed to respond to the behavioural needs of students for whom the secondary school has been providing service over time and for whom the school is considering more intensive and/or comprehensive services. Students with other needs could be enrolled in the program as a means of providing positive peer role models.

Features of the program include:

- a reduced teacher/student PTR
- Student Services centrally allocates .5 FTE teacher to each secondary school
- Behaviour Resource Staff is allocated to each secondary school and are involved with the tutorial program
- the use of Independent Learning Centre courses

TRANSITION DIAGNOSTIC CLASSES

Background

The Board adopted a mainstreaming philosophy with a focus on providing the most enabling environment that supports exceptional students. This environment has been defined as one in which the student's academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age appropriate peers. Within this framework there are students who are on waiting lists for mental health programs (Section 23 or residential) or are unable to cope in their home school due to chronic suspension, peer and adult conflict, opposition to authority, neglect of duty, emotional stress, negative view of their current situation or general inability to meet the current school demands.

There is another grouping of students who require a diagnostic component, behaviour analysis, psychiatric or psychological assessment including learning profile to determine future planning, implementation of recommendation and educational placement. These students demonstrate a need for an individualized program, diffusion of current placement in their home school. The number of students requiring this type of programming continues to increase yearly.

Finally, the program would allow for a continuum of programs/services for these special needs students and a positive time out period to assess and plan for the student and sending school in a climate that promotes diffusion and stabilization for the student on an interim basis and allows time for future planning.

Components of the Program

The program would congregate the resources of the Special Education Department, Behaviour Resource Services and Psychological Services, Speech, etc., in one service delivery unit to provide a high level of educational support to the student.

The program is intended to be short term, goal focused with a defined transition plan for admission and demission of students to mental health placement or return to their home school placement. A demission date will be set.

Students with a developmental disability, pervasive developmental disorder or serious psychological/psychiatric disorders would not be viewed as appropriate for this program. In addition, students will not be considered if they have presenting disorders which prevent them from benefiting from the program.

The program will provide a safe, positive time out from home school to assess and plan for the student. There may be a need for further assessment which may include psychological, psychiatric, behaviour analysis, etc.

Students coming into the program would enter and would be congregated during the duration of the placement. Any integration of students into the grade appropriate classroom would be a function of the individual goals defined for each student. This would place primary emphasis on instruction in areas of education and social/behavioural/emotional needs based on previous and current assessments and observations while the student is in the program. A Behaviour Plan on safety will be developed.

1. Training on developing more effective executive thinking patterns (metacognition, problem definition and solving strategies, etc.).
2. Developing patterns of thinking and acting which promote effectiveness in the classroom such as self-regulation of mood, speech and impulse as well as how to be an effective student (Pro Social Skills in the classroom).
3. Academic skills development.
4. Enhancing and skill building, coping and conflict resolution responses.
5. Behaviour analysis, diagnostic, psychological, psychiatric, academic, speech, etc. as defined for each individual student.

Rules and Regulations Pertaining to Students

- (i) Follow the classroom rules particularly those around their conduct in and out of the classroom
- (ii) Follow the School Code of Conduct
- (iii) Follow their duties under the Education Act
- (iv) Follow the Board's Safe School Policy

Comply with all of the above from the first day of attendance.

Rules and Regulations Pertaining to Parents/Guardians

- (i) Attend all meetings
- (ii) Actively pursue a day treatment program for their child
- (iii) Support the goals and objectives of the program

Rules and Regulations Pertaining to Sending School

- (i) Continues to take primary ownership for the student
- (ii) Attend all meetings (principal or designate)

Criteria for Admission

Students referred to the Transitional Diagnostic Centres are defined as those students whose social, emotional and behavioural needs go beyond the resources of the classroom and the school.

- (i) Social emotional behavioural level threatens the safety of self and others
- (ii) Students awaiting Section 23 or Residential placement
- (iii) Students experiencing chronic suspensions

Demission from the Program

- (i) If a treatment program becomes available, a case conference will be held with the appropriate staff from the agency or agencies involved with the treatment setting to develop a transition plan.
- (ii) If the recommended transitional plan is for the student to return to the sending school, a case conference will be held with the appropriate Board staff to develop a transitional plan for the student to return.
- (iii) If the student demonstrates a consistent pattern of problematic behaviours which significantly impacts staff's ability to meet their educational needs then:

The student will receive a maximum 20 days* suspension, be demitted from the program, at the direction of the Superintendent of Student Services and an alternate plan for the student must be developed. Expulsion may be considered.

*With 20 day suspensions, the opening created may be offered to another student.

Suspensions

Infractions:

- Verbal and physical abuse*
- Leave the property (designated classroom space) unsupervised
- Smoking
- Stealing**
- Conduct injurious to self and others
- Truancy
- Neglect of duty

Others as listed in applicable Suspension Report (Form A17)

* Police may be called.

** Police will be called.

Classroom

Maximum of six students for a period of one year or if the mental health placement is available sooner.

The program would be staffed by a teacher and a Child and Youth Worker (CYW) who would have the responsibility for development and implementation of the individual programs for the students. Students would be registered in the school in which the program is centered and the Principal of the school would have administrative responsibility for the students and the program.

Parents/guardians would have a critical role in supporting the program and individual student expectations.

We currently have three Transitional Diagnostic Centres. Two for primary/junior grades and one classroom for students in grade 5 to 7.

Geographic placement of the program will be a consideration based on student referral location.

Location and Physical Set Up of Centre

Each centre should have a minimum of one classroom and an auxiliary room or two classrooms to accommodate student needs.

Review and Projected Outcomes

- (i) Demonstrable increase in appropriate behaviour at home and school. Charts and baselines to be developed. Parent feedback questionnaire to be developed.
- (ii) Assess number of students reintegrated to home school.
- (iii) Assess timelines for acceptance and placement in Section 23 and residential centres.