

CLASSROOM

Maximum of six to eight students for a period of at least one year, earlier if a treatment placement becomes available. The program would be staffed by a teacher and a Child and Youth Worker (CYW) who would have the responsibility for the development and implementation of 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 center. Parents/guardians would have a critical role in supporting the program and individual student expectations.

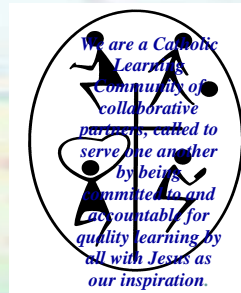
DEMISSION FROM THE PROGRAM

- (a) 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.
- (b) If the recommended transition plan requires the student to return to the sending school, a case conference will be held with the appropriate Board staff to facilitate the plan for the student re-entry to school.
- (c) 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 Education: Exceptional Learners & Safe Schools and an alternate plan for the student will be developed. Expulsion may be considered.

If you have any questions or concerns please contact:

Richard Miraglia,
Behaviour Resource Specialist
Phone: 905-713-2711, Ext. 1607
Fax: 905-713-0451
E-mail: Rick.Miraglia@ycdsb.ca



York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 3G8

Call the number local to your exchange:
(905) 713-2711;
(416) 221-5050

Elizabeth Crowe
Chair of the Board

Susan F. LaRosa
Director of Education

August 2008

TRANSITIONS

SECONDARY PROGRAM

Student Services Department



A program for students in the secondary panel who require interim support.

COMPONENTS OF THE PROGRAM

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

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 be in a congregated classroom for the duration of the placement. Any integration of students within the school 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.

CURRICULUM DELIVERY

Faith Development: The Transitions Program is delivered in the context of the York Catholic District School Board's Gospel Values and the Catholic Graduation Expectations. Students are expected to demonstrate their faith in action by being "in service to others". Each student will be required to complete a minimum of four hours per term towards their 40 hours of community service required for the Ontario Graduation Diploma.

Alternative Curriculum: Students will participate in the Second Step Program as the program complementing their curriculum pathway. Some topics discussed are as follows:

- Conflict resolution skills
- Empathy training
- Stress management/coping strategies
- Self regulation strategies
- Problem solving skills
- Social skills
- Interpersonal skills

Curriculum Pathway: Students will have an opportunity to earn applied level credits in subject areas leading toward the Ontario School Diploma requirements.

- 9 week term, 4 terms per year
- 2 credits per term
- Each class is 2.5 hours long with an hour lunch
- 2 optional integration classes in terms 3 and 4

Sample Timetable

<i>Term 1 (Sept. to Oct.)</i>	
AM	Learning Strategies
PM	Physical Education (220)
<i>Term 2 (Nov. to Jan.)</i>	
AM	English 1P
PM	Career Studies
<i>Term 3 (Feb. to Mar.)</i>	
AM	Math
PM	2 optional courses offered in Program school during semester II
<i>Term 4 (Apr. to Jun.)</i>	
AM	Geography
PM	Optional courses continue from Term 3

CRITERIA FOR ADMISSION

The parent and the school must demonstrate that the student meets all of the criteria for admission to the program.

Students referred to the Transitions Secondary Program are defined as those students whose social, emotional and behavioural needs go

- beyond the resources of the classroom and the school. The emotional, behavioural concerns are at a level that threatens the safety of self and/or others.
- Students awaiting or returning from Section 23 or Residential Placement or accessing other community agencies.
- Students experiencing chronic suspensions or absenteeism.

Students not suitable for program:

- 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 him/her from benefiting from the program.
- Students before the courts facing serious criminal charges may not be considered at this time.

INTAKE PROCESS

- The school's Student Service Committee recommends potential referral to the Transitions Secondary Program. An SE2, completed and forwarded to the School Superintendent.
- If a student is not registered in one of our community schools, the School Superintendent will request a central case conference for placement.
- A Central Case Conference to decide student eligibility for the program is held prior to the student's placement in the program.
- A parent/student meeting debriefing the rules and expectations pertaining to the program will be held prior to admission.

This program should not be viewed as a day treatment program nor as a placement to maintain long term, chronic behavioural difficulties.