

## Transition Diagnostic Centres

### Suspensions

- (i) 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*

All suspensions will be written up and placed in the OSR. Three or more suspensions will produce a warning that their behaviour is unacceptable and continuation of this behaviour will jeopardize their placement.

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FOR FURTHER INFORMATION, PLEASE CONTACT:

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*Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.*

York Catholic District School Board

E. Crowe  
Chair of the Board

Patricia Preston  
Director of Education



# TRANSITION DIAGNOSTIC CENTRES ELEMENTARY

*A program for students in the primary, junior and intermediate divisions who, because of waiting lists, require crisis stabilization or interim support, while awaiting treatment*



*Learning Together in Christ*  
**Engaging, Enabling, Empowering**

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## 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 mental health placement 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 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.

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

- Social, emotional, behavioural concerns of a level that threatens the safety of self and/or others
- Students awaiting or returning from section 20, or residential placement
- Students experiencing chronic suspensions

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.

## Intake Process

- School case conference with area staff recommends potential referral to transitional diagnostic classroom
- Parent meeting debriefing rules and regulations pertaining to the program
- Central case conference to decide eligibility for the program is held prior to the student's placement in the program being confirmed

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

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## Classroom

Maximum of six students for a period of 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 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.

## Demission from the Program

- 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.
- 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.
- 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 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.