

## Section 23 Programs

These programs are established under Ministry of Education & Training guidelines to meet the educational needs of students who are in care or treatment facilities.

There are a number of agencies in York Region and surrounding areas that will, from time to time, provide a program for a resident student of the Board. The following are our internal procedures for monitoring the students being recommended to such programs and supporting the transition of these students back into the programs of the Board.

When a student is thought to have care or treatment needs, the principal shall arrange for an area case conference.

Upon reviewing the current profile, needs of the student and the chronology of interventions and supports provided to the student, a recommendation for a referral to Care or Treatment may be presented to the parents for their consideration. If in agreement, the parents are supported by Board staff in making a referral to an appropriate agency.

Once students are accepted by the agency, request for transportation will be considered by the Superintendent of Education (Student Services). The appropriate co-ordinator of Special Programs will act as the Board liaison to the agency staff. In keeping with the ongoing review procedures of each agency, the appropriate co-ordinator will attend review meetings at the request of the agency.

When the student is being considered for demission from the agencies (Day Treatment program), an appropriate meeting will be arranged by the agency to facilitate the students' transition back to the programs of the Board. When parents have indicated that they wish to have their child returned to a program of the Board, a community case conference is held to review the needs of the student and to recommend appropriate programs and supports for consideration by the parents. If parents are in agreement, an appropriate transition plan is put in place. This plan may include a gradual transition from the agency to the programs of the Board. Transportation continues to be provided during this transition, subject to the approval of the Superintendent of Education (Student Services).

Section 23 agreements (See Appendix 13: for copy of Agreements) are currently held between the Board and the following Community Agencies:

1. York Centre for Children, Youth & Families – Children's Program
2. York Centre for Children, Youth & Families – Youth Program
3. Rose of Sharon for Young Mothers
4. Kinark Child and Family Services

Other Section 23 programs that our students currently access are:

- Youthdale York Region
- Thistletown Regional Centre, Tre-Add Program
- Valta Day Treatment Program
- Thistletown Regional Centre, Interface Program

## **Procedure to Facilitate and Monitor Transitions to and from Section 23 Placements (Day Treatment Settings)**

### Rationale

- To ensure that our system resources have been utilized in support of a student
- To facilitate optimal transitions into and out of Section 23 placements

### Procedure

#### *On directing to placement:*

- On the knowledge of a student's needs being directed toward a Section 23 placement, a community case conference is called.
- School administration makes appropriate arrangements for this case conference.
- Participants in the case conference include:
  - the Superintendent of Education (Schools)
  - appropriate school and community resource staff
  - the relevant co-ordinator of special programs
  - the Chief Psychologist
  - the Behaviour Resource Specialist, if appropriate
  - the Supervisor of Speech/Language Services, if appropriate
  - the ESL/ESD Consultant and/or Teacher (Multilingual Services), if appropriate
  - treatment agency and other support agencies, if involved

#### *On returning from placement:*

- On the knowledge of a student returning from a Section 23 placement, a community case conference is called prior to the student's registration at school.
- School administration make appropriate arrangements for this case conference.
- Participants in the case conference include:
  - the Superintendent of Education (Schools)
  - appropriate school and community resource staff
  - the relevant co-ordinator of special programs
  - the Chief Psychologist
  - the Behaviour Resource Specialist if appropriate
  - the Supervisor of Speech/Language Services, if appropriate
  - the ESL/ESD Consultant and/or Teacher (Multilingual Services), if appropriate
  - treatment agency and other support agencies, if involved