

April 29, 1997

**Saskatoon Catholic Schools  
Protocol for Students with Problem Behaviour  
Alternative Placement of Students Grades 1-6**

**Criteria for Referral and Placement**

- The severity of the student's behaviour and the degree to which the student's needs cannot be met within the context of the home school setting.
- Students who display behaviour viewed as chronically disruptive, socially inadequate, withdrawn or aggressive.
- Students who have exhausted the school's efforts to manage their behaviour.
- Prior to placement a referral form and supporting academic and behavioural assessment information is to be completed affirming that the student exhibits excessive, chronic problem behaviour which adversely affects educational performance [Regulation 49(g) Special Education Policy Manual]

***Principles:***

The principles that guide the delivery of programs and services for students with problem behaviours include:

**Delivery of Service:**

**I Preventative Programming (Pre-Referral)**

1. Prior to a referral to school-based student services staff efforts are made at the classroom and school level to assist the student through a series of school-based interventions. Pre-referral services are generally built around attempts to improve the capacity of the regular classroom teacher to deal effectively with the identified student in the context of the regular classroom. Parental involvement combined with teacher modifications of instruction or classroom and behaviour management strategies are put into effect to assist the student in the classroom. The focus is to foster a collaborative home school plan and to adapt teaching strategies and on teaching the student personal and social skills in the context of the regular classroom settings.

**II Supportive Programming (Referral to School-Based Student Services)**

2. A referral to Student Services is made if the student's behaviour continues to present problems. Student Services personnel will work with the referring principal and teacher and with parents to explore program modifications and student skill development designed to assist the student in coping with identified problems. Emphasis will be on helping the student to develop specific alternative behaviours. Services may include small group interventions.

### **III. Intensive Programming (Alternative Placement)**

3. A referral for an alternative placement will be coordinated through Student Services at the Board Office when problems persist despite documented attempts to accommodate and assist the student at the school level. Collaborative planning for an alternative placement will include the school principal, the classroom teacher, the parents/guardians and the student services personnel.
4. A joint decision regarding placement will be made by the home school principal, classroom teacher, parents/guardians, and student services personnel. Placement of a student in the alternative program will occur as space becomes available. At the time of placement an individual behavioural plan will be developed outlining specific areas for improvement including a recommended duration of the alternative placement. The home school's commitment to a reintegration plan is necessary, as the home school remains ultimately responsible for the student's long term education.
5. Once a decision has been reached with respect to placement of the student, student services personnel working with the student will inform the Principal of the receiving school and arrange with the Program Teacher a visit for the student and parent. The student services staff accompanies the student and parent on the visit.
6. Following the visit and a decision is made for placement, the student services personnel contacts the principal of the sending school to clarify when the student can begin and make arrangements for transportation. When the student begins the alternative program supporting documentation and cumulative folders will be forwarded to the receiving school. The program teacher maintains responsibility for recording the student attendance until the student is fully re-integrated into their home school. During the integration phase of the students program, the home school teacher tracks the students attendance during the designated times and communicates this information to the program teacher.
7. While the student is in the alternative program, the home school remains ultimately responsible for the placed student's education and accepts an active role in the re-integration plan. During the student's stay in the alternative program, the program teacher will communicate regularly with parents and participate in regular progress reviews with respect to stated behavioural objectives.
8. A re-integration plan will be formulated on the recommendation of the program teacher and will be developed jointly with the home school staff (principal and classroom teacher), the parent/guardian, and the student services personnel providing service to the re-integration school. On-going communication among those involved with the student is essential during the re-integration phase of the student's program.