

**CAMPS Program  
Fairview School  
859 5<sup>th</sup> Ave SW S9H 3H6  
306-778-9288**



**"Where all kids are a success"**

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## VISION AND GOALS

The Chinook CAMPS Program is operated within Fairview School in the Chinook School Division. It was designed to support students in grades 5-9 who are having difficulty in the existing school situation due to social, emotional, and/or behavioral issues. At its inception, the program created was like no other in the province.

Our vision is that each of the students will participate fully in the educational setting. They need to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute meaningfully to society.

- The program will work with students to develop appropriate social, behavioural and emotional skills so that students can benefit from their educational opportunities.
- The staff works with parents to develop positive relationships with our personnel and to foster a more comfortable and approachable environment.
- The program presents the opportunity to broaden the scope of the educational experience for at risk students. It is able to focus on academic and life skills while taking into account each student's individual learning style.
- Transitioning back to the student's home schools or onto high schools is an important goal of the program.
- Students who are accepted into the program must be able to easily transition back to their home school.

The mandate of the program is to develop social and emotional skills so that students can benefit from their educational opportunities. The small class size within the program is essential in order to focus on the particular needs of each student. It also allows specialized staff to be assigned to work efficiently and effectively with students.

The goal of CAMPS is to allow parents the opportunity to develop positive relationships with the small staff and to foster a comfortable and approachable environment. Strong parental involvement greatly improves the success of the CAMPS Program.

The CAMPS Program presents the opportunity to broaden the scope of the educational experience for at risk students. The program focuses on academic and life skills while taking into account each student's learning style.

The CAMPS Program also provide students with a nutritional lunch. Students are involved in providing the lunch and it allows students to learn life skills related to cooking, shopping, budgeting and the responsibility of cleaning up.

CAMPS is a student centered, intensive, therapeutic, learning environment which addresses the holistic learning needs of the child/family.

## **TRANSITIONS**

The goal for the student who enters the Chinook CAMPS Program is to transition back to their community school or to a placement determined by the program.

### **The Process of Transition**

- Transition is an important part of the admission process. Returning to the home school is a subject often raised by the child's parents in the first interview. Their desires are important to the child's success in the program.
- The transition plan is determined based on each individual student's readiness to attend their home school based on changes in key behaviours and progress in the program and the student's readiness to transition.
- The plan for transition back to the home school is discussed regularly with the parents, the receiving school and the child. Everyone involved with the student is made aware of the behaviours, skills and concepts the student must develop before a transition is considered.
- To help facilitate an easy transition, meetings with the classroom teachers, counsellor and administrator will be scheduled to keep the lines of communication open between Camps and the receiving schools.
- Several aspects are considered when transitioning a student:
  - The child's background and the severity of the situation
  - The child's determination to achieve the outlined goals
  - The child's strengths and weaknesses
  - The child's confidence and self-esteem level
  - The needs of the parents or guardians and their input into the transition
- Transition to an appropriate setting is planned to meet the unique needs of each child. It is carefully planned so that the student experiences success. Transition may be:
  - By subject
  - By day or part of a day
  - By activity

- Transition will be systematically slow, step by step, building to meet the established goals and to ensure student success in the transition process.
- Transition is supported by the Chinook CAMPS Program staff, the school staff, the interagency staff and the child's parents.
- Student and staff debrief each transition experience, so that positive behaviours are reinforced.
- The transition process is monitored closely. Communication among those involved is critical to the process. Meetings are held periodically, and the transition plan is reviewed and revised as necessary.
- Transition at each step is deemed successful if the student can meet the goals that have been established.

## **INTERAGENCY INVOLVMENT**

An Individual Program Plan will be developed for the child that will include the supports and services that are deemed necessary to ensure enhanced success. Interagency involvement is considered as part of a full complement of services provided by the program. It is important to note that the program reserves the right to include the student in any support programs that it believes is necessary to ensure the success of the student. These agencies may provide regular group programming on a regular basis or they may provide individual services. There are also services provided to support the family and to help provide skills and knowledge to help them.

The CAMPS program can access the supports of our educational psychologist and speech and language pathologist as needed. Other agencies such as Child and Youth, Department of Community Resources and Employment, Addictions Services, RCMP, Public Health and Justice may be accessed as needed. There is a team effort to support students within the program which is instrumental in the success of CAMPS.

# **PROGRAM POLICIES**

## **1. Dress and Appearance**

Students must be dressed appropriately and well groomed. Inappropriate clothing in school includes the following:

- Clothes such as halter tops, short shorts/skirts, or anything too revealing is inappropriate for school wear. General guidelines include a covered back, midriff, and chest area. Students' undergarments should not be visible.
- Clothing bearing printed messages will be judged improper if the message is subject to more than one interpretation, is offensive, racist, obscene, or promotes drugs or alcohol.

Program staff will use their discretion in deciding the appropriateness of clothing. Students who are dressed inappropriately will be required to cover up or be asked to leave.

## **2. Cell Phone Usage**

To protect the learning environment the following policy has been developed around cell phone usage:

Cell phones are to be turned off unless during specified times. Parents will be contacted if cell phone issues arise.

## **3. Attendance**

Regular attendance is necessary for successful school progress and transition. Whenever a student is absent, his/her guardian must notify the school and bus service before 9:00 a.m.

## **4. School Schedule**

Camps begins at 9:30 and ends at 2:30.

## **5. Leaving the school**

CAMPS is a closed campus. Therefore, if a student leaves the school during the school day, it will be treated as a walk out or skip. Guardians will be notified promptly. Other students are not permitted into CAMPS during school hours.

## **6. Drug Use**

If a student is suspected of using a controlled substance in school, they will be referred to an addiction counsellor for support and a plan will be developed for their safe return with parents and the student.

## 7. Use of Tobacco

The Chinook CAMPS Program is governed by a school division policy, which prohibits smoking in any of our schools and on school premises. This policy is strictly enforced.

## 8. Transportation

According to the Education Act we are responsible for students from the time that they are picked up in the morning until the time that they are returned home after school. We feel that riding the bus to school is an important aspect of transition for students. We expect that students will ride the bus unless parents or family members notify the school that they will pick up the students from school or give permission for alternate arrangements.

## 9. Discipline

Steps are used as a warning system. There are three steps to the program. The first two steps are an opportunity to turn around their day. The third step is a send home recognizing that the child is having difficulty turning their day around. They will be welcomed back to the program the following day. Examples could be swearing, refusing to work, disrupting the class and disrespectful behaviour etc.

***There must be a location where the child can go anytime during the school day in a send home situation. A send home is unconditional. Parents or a designate are contacted at the time of the send home and are expected to pick the child up.***

### **Bottom Lines:**

- Physical altercation
- Threatening (verbal or physical)
- Verbal abuse of students or staff

Bottom line behaviours will result in automatic send home and further action will be taken as determined by the situation. RCMP may be contacted when necessary or appropriate.

## **REGULAR AND ENHANCED PROGRAMS**

### **Regular Program**

Students are provided their academic program, which is indicated in the overview of the day, including field trips that are curriculum related. The lunch program is considered part of their academic program. This program has limited privileges inclusion in daily activities.

### **Enhanced Program**

Students are provided their academic program, which is indicated in the overview of the day, including field trips that are curriculum related. Other field trips may include camping, bowling, golfing, skiing, etc. The lunch program is considered part of their academic program. This program has increased privileges which could include such things as, music during non-instructional time, inclusion in daily activities, etc.

Students have an opportunity to apply for the enhanced program. They can also reapply after a specified period of time if they have been moved from the enhanced program to the regular program.

## **RESTITUTION/SKILL BUILDING**

Restitution teaches self discipline rather than dealing with punishment. It becomes a healing action and builds positive self-esteem. The emphasis is on compensating for the wrongdoing and learning a variety of choices that are socially acceptable. When a student has made an inappropriate choice, the staff assumes the child is willing to make restitution. Rather than comment on the student's behaviour, the instructor would ask, "What is your plan to fix this?" The restitution needs to be acceptable to the person or persons who have been affected by the behaviour.

## **CURRICULUM AND EVALUATION**

Regular academics are taught using the Saskatchewan curriculum. We try to relate instruction and learning to real life experiences. Physical education is also taught through weekly and seasonal activities. The health curriculum focuses on social and life skills aimed at independent living. The food care and preparation is part of practical and applied arts.

The CAMPS team creates Inclusion and Intervention Plans (IIP) and/or Individual Learning Plans (ILP), in collaboration with the home for each child. The IIP includes areas of impact. The ILP includes adaptations and modifications to the curricular outcomes. All students take part in a social skills program. Behavioural programs are established to meet individual needs.

The staff has to be proactive and able to respond immediately to the unpredictable. The entire team looks for ways to assess activities. Daily discussion and planning is the catalyst that moves the team forward.

A case conference is a structured meeting which records highlights of the discussion and decisions that are made. The summary sheet of the conference is signed by all present and a copy is made for each person. Staff forms provide feedback and evaluation on daily activities. Regular conferences with students occur to help them assess their own behavioural, social and academic growth.

Parents are also kept continuously informed of their child's progress. Meetings are scheduled regularly. Chinook School Division has two formal days during the school year for parent – teacher interviews.

## **COMMUNICATION**

Communication between home and school is an essential part of the CAMPS program. Parent must be available by phone during the school day to discuss send homes, bottom lines and other procedures. The school will communicate with parents when they have concerns and also to share growth and improvements. Regular communication around changes in the student's life is crucial to the planning and success of the student. A student services counsellor is available to provide supports and assist the family on a regular basis. Supports might include connecting families with agencies, job searches, resumes, behaviour modification plans, etc.



## CAMPS COMMITMENT CONTRACT

The Chinook CAMPS School is committed to provide all supports and programming it can to ensure the successful transition of the child to an appropriate school setting. We need a corresponding commitment from the parent(s) to ensure success. That commitment would include but is not limited to:

- An ensured communication channel during school hours.
- A safe location for your child to go during a send home.
- Parental consent of any interagency support that the program considers necessary.
- Support of the academic program of the school.
- Agreement and support of all rules and procedures of the program.

*The program reserves the right to determine at any point that the current situation is unworkable and that an alternative education setting needs to be explored.*

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Parent Signature

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Parent Signature

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School Staff Signature

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Date