



Our education programs: What is working well?

- Diversity of our programs
- Low student to staff ratio
- Staff are well trained and committed
- Individualized programming for each youth
- Day student inclusion

Our programs are as varied as the clients that come to the Ranch. They are each designed to address different needs a youth may have, whether it's the requirement of hands on learning, development of life skills, or a sensory need, we have a program that maximizes our client's potential.

Our classes have a teacher and an educational assistant in each classroom which allows students one-on-one time to learn at their own pace. Our staff receives additional training, including Aboriginal Awareness, Suicide Prevention, and Therapeutic Crisis Intervention.

We are also able to meet the needs of local school divisions by including day students into our program who, for a variety of reasons, have not succeeded in mainstream schools.

How are we meeting the unique individual needs of the student?

- Unique program development
- Robust assessments
- Individualized education plan
- No student suspensions
- Non-graded classrooms
- Integrated planning strategy
- Therapeutic activities
- Qualified teachers
- Supports
- Performance Quality Improvement (PQI)

Our programs have been developed after years of experience to best suit the individual needs of youth and young adults rather than as a classroom group.

Ranch Ehrlo has a clinical services branch which can provide robust assessment for students. The team is made up of caseworkers, psychologists, and if required, resources like psychiatrists, a speech-language pathologist, and occupational therapist. An individualized education plan (IEP) is developed with each student. The plans utilize SMART goals and is revised three times during the school year as the student progresses.

Our classrooms are non-graded and a student's progression is based on goal achievement.

They say it takes a village to raise a child. The same can be said about a successful student. Our strategy for success integrates education, with a student's clinical and residential plan, along with input from parents and the Ministry.

Ranch Ehrlo provides a number of therapeutic services to enhance a student's well-being including art therapy, music

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therapy, and our specialized Equine Assisted Therapy. Our teachers are required to hold Professional A certificate and are paid in accordance to the STF salary grid. They are also required to obtain special education certification.

We provide supports to allow every student to be successful, including visual, communication, technology, and sensory aids.

PQI has been an integral part of the programs, including education, at Ranch Ehrlo since the agency's inception in 1966. We measure service delivery yearly through feedback surveys, focus groups, strategic planning sessions, and quarterly meetings to identify areas that need improvement or modifications and implement solutions as a result of these recommendations.

How do we define success in meeting the unique individual needs of the student?

- Reduction of critical incidents
- Transition rate to mainstream placements
- Graduation rates
- Completions of SMART goals on their IEPs
- Youth engagement
- Improved attitude towards school

Every June we hold an Awards Night to recognise students for their accomplishments during the year. The night is filled with smiles and encouraging cheers, as youth receive recognition for successes such as improved math skills, work-training progression, and reading improvement.

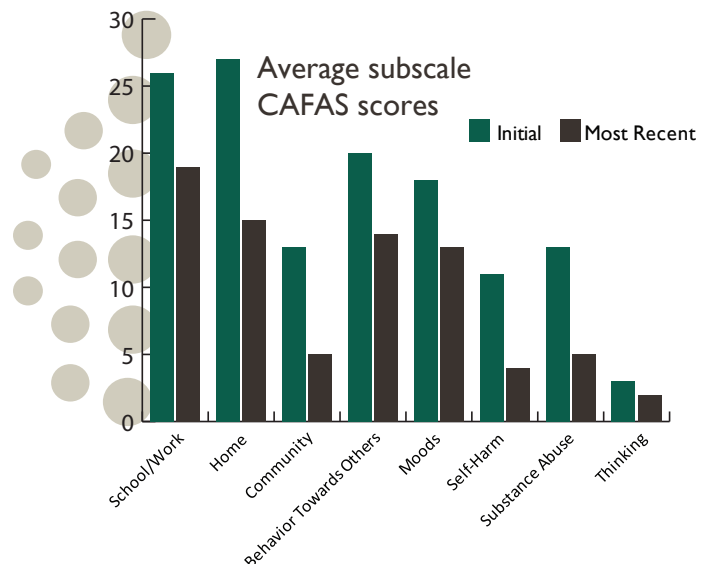
The event is a favourite among the students, teachers, and families. You can see success and pride on every recipient's face.

#5 How does the agency measure success in meeting the unique individual needs of the student?

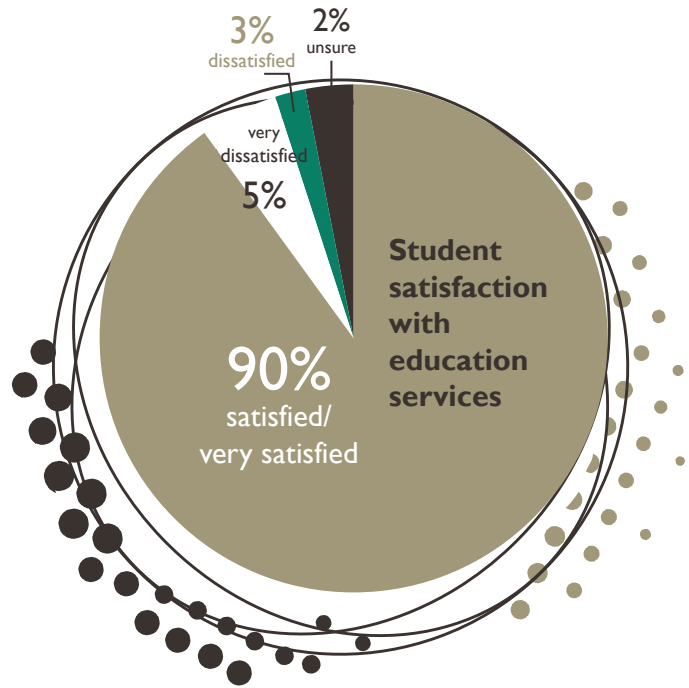
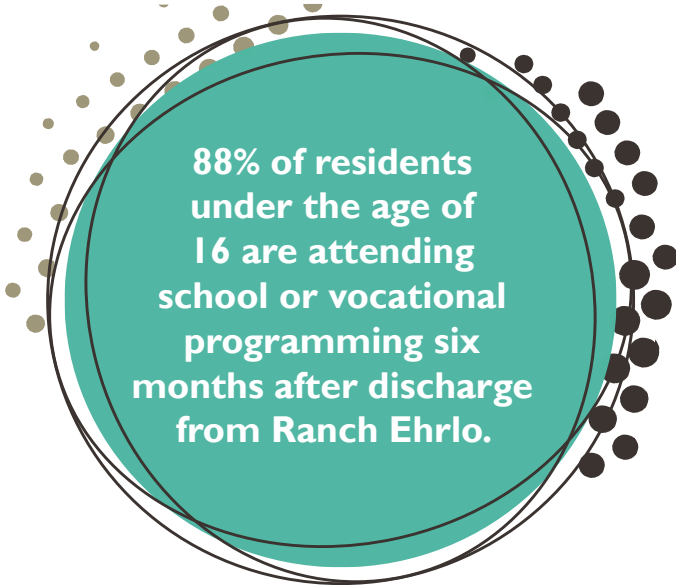
As mentioned, as part of our PQI requirements we survey our students every year and determine their satisfaction with our education services. We also follow up with students who have been discharged, six months after they have left the Ranch to see how their education is progressing.

Each student's progress at the Ranch is tracked through our Efforts to Outcomes (ETO) software. This allows us to measure critical incident reduction rates, and successful goal achievements.

We also measure success in academic performance using the Child and Adolescent Functional Assessment Scale (CAFAS). CAFAS scores range from 0 to 240 with higher scores indicating more severe impairments in functioning. We also use student's individual pre and post assessment, including whether they successfully completed their SMART goals.



| Average CAFAS Score at Initial Assessment | 2013 - 2014 | 2014 -2015 |
|---|-------------|------------|
| Average Scores | 134 | 141 |



What is the average length of time that a student receives educational programming and intensive direct services before transitioning to a school in the community?

Students in our programs transition to community schools in two different ways: discharge from the agency or moving to a mainstream classroom.

For youth who are at the Ranch the average stay in our program is 20 months. Once they discharge 60 per cent return to their family and their community school.

The length of time it takes a student to transition to a mainstream classroom varies depending on the needs of the youth, such as academic levels, behaviours, and youth engagement in their programming. On average the time frame is six months.

