

## **Special Education Department Plan 2024-2025**

# **Section B - Standard 3**

## **Special Education Placements**

### **Provided by the Board**



**Kawartha Pine Ridge District School Board**

1994 Fisher Drive Peterborough, Ontario K9J 6X6

1-877-741-4577

### **Standard 3**

#### **Special Education Placements Provided by the Board**

The Kawartha Pine Ridge District School Board (KPR) provides a range of placements for students with exceptional needs but balances this with the practice of inclusion. We believe that most students are successful in their home schools within their community and with their same-aged peers.

The Special Education Advisory Committee (SEAC) of KPR provides specific information, advice, and assistance to parents/guardians whose children may require additional support. This committee makes recommendations to the Board concerning the establishment and development of special education programs and services. The committee is composed of member representatives from a variety of community agencies that provide services for children throughout KPR.

#### **How does SEAC provide advice on the range of placements offered?**

SEAC maintains an advisory role as they make recommendations on any matter affecting the establishment and development of special education programs/ services. Any change to KPRs Special Education Model is designed in consultation with members of SEAC and is presented to SEAC for formal input and feedback.

- SEAC receives regular input from Board staff regarding the range of placements and services available in the Board's schools.
- SEAC members receive feedback from parents/guardians on the range of placements available as part of their role supporting parent/guardian and community members.
- SEAC receives regular input from Board staff regarding the budget process, then makes budget recommendations in consideration of the range of placements offered in the Board's schools.

#### **Is regular classroom placement the first option considered?**

Yes. As required by Ministry of Education policy, and in keeping with the inclusion goals of KPR, placement in the regular classroom is the first option considered for students. For any student presented to the Identification, Placement and Review Committee (IPRC), regular classroom placement is always considered as the first option before other special education programs.

#### **How are students integrated into regular classrooms?**

Inclusion in regular classrooms is an expectation for students in KPR. To facilitate this, the following may occur:

- entry plans created for students with high needs in collaboration with partners, including parent(s)/guardian(s), school staff, community agencies, and Board staff,
- development, implementation, and review of an individual education plan (IEP),
- establishment of intensive support, if required, and
- deliberate transition and exit planning in collaboration with all parties.

### **What are the types of placements provided?**

In both the Elementary and Secondary panels, the placements provided in Kawartha Pine Ridge District School Board for students who are presented to the IPRC are:

- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Class with Partial Integration - learning and life skills class (LLS) and primary communications class (PCC).

## Elementary Placements

Placemen t	Description	Exception alities Appropri ate for this Placeme nt	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Indirect Support	<ul style="list-style-type: none"> <li>● student is placed in the regular classroom setting and receives all programming in this setting provided by the classroom teacher</li> <li>● support to the classroom teacher in planning appropriate programming is provided by the qualified Special Education Resource Teacher (SERT)</li> <li>● student requires minor accommodations/ modifications to the program</li> </ul>	<ul style="list-style-type: none"> <li>● all exception alities are eligible for this placemen t</li> </ul>	<ul style="list-style-type: none"> <li>● identification through the IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>● IPRC meeting with parent/guardia n consent for placement</li> </ul>	<ul style="list-style-type: none"> <li>● school based decision, with parent/guardian consultation</li> <li>● student is generally functioning at grade level with accommodatio ns</li> </ul>	<ul style="list-style-type: none"> <li>● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation</li> </ul>
Regular Class with Resource Assistance	<ul style="list-style-type: none"> <li>● student is placed in the regular classroom setting</li> <li>● student receives regularly scheduled specialized instruction within the regular classroom from a qualified Special Education Resource Teacher (SERT)</li> <li>● student requires accommodations/ modifications to the program</li> </ul>	<ul style="list-style-type: none"> <li>● all exception alities are eligible for this placemen t</li> </ul>	<ul style="list-style-type: none"> <li>● identification through the IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>● IPRC meeting with parent/guardia n consent for placement</li> </ul>	<ul style="list-style-type: none"> <li>● school based decision, with parent/guardian consultation</li> <li>● student is able to work within the regular classroom with program accommodation s and modifications</li> </ul>	<ul style="list-style-type: none"> <li>● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation</li> </ul>
Regular Class with Withdrawa l	<ul style="list-style-type: none"> <li>● student is placed in the regular classroom setting</li> <li>● student is withdrawn from the classroom for less than 50% of the</li> </ul>	<ul style="list-style-type: none"> <li>● all exception alities are eligible</li> </ul>	<ul style="list-style-type: none"> <li>● identification through the IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>● IPRC meeting with parent/guardia n consent for</li> </ul>	<ul style="list-style-type: none"> <li>● school based decision, with parent/guardian consultation</li> </ul>	<ul style="list-style-type: none"> <li>● instructional groups shall not exceed 15 students</li> </ul>

Placemen t	Description	Exception alities Appropri ate for this Placeme nt	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Assistance	<p>school day, to receive instruction from a qualified Special Education teacher in a small group setting</p> <ul style="list-style-type: none"> <li>● student requires modifications to classroom programs in a structured, small group setting</li> </ul>	for this placemen t		placement	<ul style="list-style-type: none"> <li>● able to work within the regular classroom with program accommodation s and modifications from a wider range of grade level expectations</li> <li>● requires additional teaching and specialized strategies</li> </ul>	
Special Education Class with Partial Integration - Learning and Life Skills Class (LLS)	<ul style="list-style-type: none"> <li>● student is placed in a Learning and Life Skills class, with focus on life skills training in order to maximize independence</li> <li>● integration into age-appropriate classes in the host school is the expectation</li> <li>● students usually enter the Learning and Life Skills class in the Junior/ Intermediate divisions</li> <li>● program is provided by a qualified Special Education Resource teacher</li> </ul>	● Intellectual - Develop mental Disability	<ul style="list-style-type: none"> <li>● identification through the IPRC process</li> <li>● Intellectual ability assessed at or below the 2%ile on WISC and in two or more areas of Adaptive Functioning as per DSM-IV</li> </ul>	<ul style="list-style-type: none"> <li>● IPRC meeting with parent/guardia n consent for placement</li> <li>● enrolment in LLS classes is determined by Special Education Services central staff</li> </ul>	<ul style="list-style-type: none"> <li>● Case Conference and Multi-focus Team meeting will determine if a Special Education class is more appropriate for the student than a regular classroom placement with</li> </ul>	● 10 students

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
					withdrawal or other supports	
Special Education Class with Partial Integration - Primary Communications Classes	<ul style="list-style-type: none"> <li>• student is placed in a Primary Communications Class, with focus on acquisition of skills that allow students living with intense communication needs to learn effectively, socialize, communicate and self-regulate in school and in daily living environments, providing a program and learning environment which minimizes triggers to unsafe behaviour</li> <li>• Programming would include opportunities for integration into same-age classrooms and into all school-wide activities, as appropriate and in accordance with the goals on the IEP.</li> <li>• Students would remain in the program for a minimum of one year, or until they had the skills to return to the regular classroom setting and be successful in that placement.</li> <li>• students enter the class in Grades 1, 2 or 3</li> <li>• program is provided by a qualified Special Education Resource teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Communications, such as Autism, profound LD</li> <li>• Language Impairment</li> <li>• Trauma-informed</li> </ul>	<ul style="list-style-type: none"> <li>• data indicates significant difficulties in three or more of the following areas: <ul style="list-style-type: none"> <li>▪ communication</li> <li>▪ independence</li> <li>▪ academic achievement</li> <li>▪ learning readiness</li> <li>▪ school engagement</li> <li>▪ social skills</li> <li>▪ executive function</li> </ul> </li> </ul> <p>as collected through report cards, behaviour tracking, NVCI reports, Violent Student Incident Reports,</p>	<ul style="list-style-type: none"> <li>• IPRC meeting with parent/guardian consent for placement</li> <li>• enrolment in PC classes is determined by Special Education Services central staff</li> </ul>	<ul style="list-style-type: none"> <li>• Case Conference and Multi-focus Team meeting will determine if a Special Education class is more appropriate for the student than a regular classroom placement with withdrawal or other supports</li> </ul>	<ul style="list-style-type: none"> <li>• 6 students</li> </ul>

Placemen t	Description	Exception alities Appropri ate for this Placeme nt	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
			<p>Workplace Violence Reports, referrals to professional staff, external agency reports</p> <ul style="list-style-type: none"> <li>• engages in behaviours that interfere with academic achievement, such as aggression, elopement, disengagement</li> <li>• requires 1:1 staff support to initiate work and remain on-task in a regular classroom setting</li> </ul>			

Note: Students who are Deaf/Hard of Hearing or Blind/Low Vision are included within the range of placement options offered for all exceptionalities. Appropriate, often specialized, support staff provide support for these students within their placement settings.

## Secondary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Indirect Support	<ul style="list-style-type: none"> <li>● student is placed in the regular classroom setting and receives all programming in this setting by the classroom teacher</li> <li>● support to the classroom teacher in planning appropriate programming is provided by the qualified Special Education Resource Teacher</li> <li>● student requires minor accommodations/modifications to the program</li> </ul>	<ul style="list-style-type: none"> <li>● all exceptionalities are eligible for this placement</li> </ul>	<ul style="list-style-type: none"> <li>● identification through the IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>● IPRC meeting places student in this placement with parent/guardian/student 18+ consent</li> </ul>	<ul style="list-style-type: none"> <li>● school based decision, with parent/guardian/ student 18+ consultation</li> <li>● student is generally functioning at grade level with accommodations</li> </ul>	<ul style="list-style-type: none"> <li>● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation</li> </ul>
Regular Class with Resource Assistance	<ul style="list-style-type: none"> <li>● student is placed in the regular classroom setting</li> <li>● student receives specialized instruction individually or in a small group, as required, within the regular classroom from a qualified Special Education Resource Teacher</li> <li>● student requires accommodations/modifications to the program</li> </ul>	<ul style="list-style-type: none"> <li>● all exceptionalities are eligible for this placement</li> </ul>	<ul style="list-style-type: none"> <li>● identification through the IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>● IPRC meeting places student in this placement with parent/guardian/student 18+ consent</li> </ul>	<ul style="list-style-type: none"> <li>● school based decision, with parent/guardian /student 18+ consultation</li> <li>● student is able to work within the regular classroom with program accommodations and modifications</li> </ul>	<ul style="list-style-type: none"> <li>● maximum class sizes for regular classrooms are outlined in the collective agreements with teachers and are governed by provincial legislation</li> </ul>



Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Regular Class with Withdrawal Assistance	<ul style="list-style-type: none"> <li>• student is placed in the regular classroom setting</li> <li>• student is withdrawn from the classroom for less than 50% of the school day, to receive instruction from a qualified Special Education Resource Teacher in a small group setting</li> <li>• student requires modifications to classroom programs in a structured, small group setting</li> </ul>	<ul style="list-style-type: none"> <li>• all exceptionalities are eligible for this placement</li> </ul>	<ul style="list-style-type: none"> <li>• identification through the IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC meeting places student in this placement with parent /guardian/student 18+ consent</li> </ul>	<ul style="list-style-type: none"> <li>• school based decision, with parent/guardian /student 18+ consultation</li> <li>• able to work within the regular classroom with program accommodations and modifications from a wider range of grade level expectations</li> <li>• requires additional teaching and specialized strategies</li> </ul>	<ul style="list-style-type: none"> <li>• instructional groups shall not exceed 15 students</li> </ul>
Special Education Class with Partial Integration - Learning and Life Skills Class (LLS)	<ul style="list-style-type: none"> <li>• student is placed in a Learning and Life Skills class, with focus on life skills training in order to maximize independence</li> <li>• work placement opportunities</li> <li>• integration into school life and social activities is the expectation</li> <li>• student may attend</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual - Developmental Disability</li> </ul>	<ul style="list-style-type: none"> <li>• identification through the IPRC process</li> <li>• Intellectual ability assessed at or below the 2%ile on WISC and in two or more areas of Adaptive Functioning as</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC meeting places student in this placement with parent/ guardian consent</li> <li>• enrolment in LLS classes is determined by Special</li> </ul>	<ul style="list-style-type: none"> <li>• Case Conference will determine if a Special Education class is more appropriate for the student than a regular classroom placement with</li> </ul>	<ul style="list-style-type: none"> <li>• 10 students</li> </ul>

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
	secondary school from age 14 to the calendar year of their 21 <sup>st</sup> birthday • program is provided by a qualified Special Education Resource Teacher		per DSM-IV	Services central staff	withdrawal or other supports • school based decision, with parent/guardian consultation	

Note: Students who are Deaf/Hard of Hearing or Blind/Low Vision are included within the range of placement options offered for all exceptionalities. Appropriate, often specialized, support staff provide support for the students within their placement settings.

### **What are the criteria for changing a student's placement?**

The school team, in consultation with parent/ guardian/ student 18+, will determine if the present placement is not meeting the needs of the student or that the student no longer requires the placement or current level of support. This decision is made through an IPRC meeting.

### **What are the alternatives to the Board's range of placements?**

The alternatives may include:

- SAL (Supervised Alternative Learning)
- Home Instruction (in accordance with the Board Policy)
- Provincial Demonstration Schools (i.e., Sagonaska, Trillium, Sir James Whitney)
- Education and Community Partnerships Programs, ~~often referred to as Section 23 programs~~, to which admissions are by referral, in collaboration with the supporting agency and with parent/guardian approval

### **How are these options communicated to parents/guardians?**

Communication of placement options beyond those provided by the Board are shared with parents/guardians through several means:

- school principals/special education school staff/central special education services staff
- staff from supporting agencies or institutions which are being considered via a case conference with school staff and parent(s)/guardian(s)
- the KPRDSB parent brochure, "Parent/Guardian Guide to Special Education"