



## Standard 3

# Special Education Placements Provided by the Board



**Kawartha Pine Ridge District School Board**  
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## **Standard 3**

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

The Kawartha Pine Ridge District School Board 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 the Kawartha Pine Ridge District School Board provides specific information, advice, and assistance to parents 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 comprised of member representatives from a variety of community agencies that provide services for children throughout the Kawartha Pine Ridge District School Board.

#### **How does the Special Education Advisory Committee (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 the Kawartha Pine Ridge District School Board's 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 on the range of placements available as part of their role as support to parent 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 policy, and in keeping with the inclusion goals of the Kawartha Pine Ridge District School Board, 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 the Kawartha Pine Ridge District School Board. To facilitate this, the following may occur:

- entry plans created for high needs students in collaboration with all 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 supports, if required
- deliberate transition and exit planning in collaboration with all parties

**What are the types of placement 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)

### Elementary 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 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 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 with parental 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 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 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 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 with parental 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 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>
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 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 with parental consent for placement</li> </ul>	<ul style="list-style-type: none"> <li>• school based decision, with parent/guardian 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>

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
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>	<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 per DSM-IV</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC meeting with parental consent for placement</li> <li>• co-ordination of enrolment for LLS classes is facilitated by Special Education Services central staff</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 withdrawal or other supports</li> <li>• school based decision, with parent/guardian consultation</li> </ul>	<ul style="list-style-type: none"> <li>• 10 students</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 secondary school from age 14 to the calendar year of their 21<sup>st</sup> birthday</li> <li>• program is provided by a qualified Special Education Resource Teacher</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 per DSM-IV</li> </ul>	<ul style="list-style-type: none"> <li>• IPRC meeting places student in this placement with parent/ guardian consent</li> <li>• co-ordination of enrolment for LLS classes is facilitated by Special Services central staff</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 withdrawal or other supports</li> <li>• school based decision, with parent/guardian consultation</li> </ul>	<ul style="list-style-type: none"> <li>• 10 students</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 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+, determine that 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. In most cases, school staff may change the student's placement with parent/ guardian/ student 18+ consent without proceeding to a system level IPRC meeting; often this decision is made at an Annual Review IPRC meeting. However, if a change in placement into a system level class (i.e. LLS Class) is requested, a system level IPRC is formed and meets with parental involvement to establish this placement.

### **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)
- Campbell Children's School (Clarington)
- Care, Treatment, Custody and Corrections facilities, often referred to as Section 23 programs (admissions by referral in conjunction with the supporting agency)

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

Communication of placement options beyond those provided by the Board are shared with parents 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, "A Parent's Guide to Special Education"