

Special Education Department Plan 2023-2024

Section B -



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/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

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)

- Full-time Special Education class – Primary Communications Classes

Elementary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
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Regular Class
with Indirect
Support

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
Class with Partial Integration - Learning and Life Skills Class (LLS)	to maximize independence integration into age-appropriate classes in the host school is the expectation students usually enter the Learning and Life Skills class in the Junior/ Intermediate divisions program is provided by a qualified Special Education Resource teacher	Disability	process Intellectual ability assessed at or below the 2%ile on WISC and in two or more areas of Adaptive Functioning as per DSM-IV	consent for placement enrolment in LLS classes is determined by Special Education Services central staff	meeting will determine if a Special Education class is more appropriate for the student than a regular classroom placement with withdrawal or other supports	

Full-time Special Education class – Primary Communications Classes

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

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Secondary Placements

Placement	Description	Exceptionalities Appropriate for this Placement	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Maximum Class Size
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Regular Class
with In(t)-3.3 (C)1.9 hSRe.96 dETpprt

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	<p>student is placed in the regular classroom setting</p> <p>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</p> <p>student requires modifications to classroom programs in a structured, small group setting</p>	all exceptionalities are eligible for this placement	identification through the IP	<p>04/TT2 1 ETC</p> <p>st,</p> <p>Tc 0.09004 Tw 0 44.229 TD[59.9q354.72 39E005 1 -11 219.72 r404 Tw ()TJMC /P #MC15</p>	<p>354.72 320.04 102.721 219.72 reW nBT/TT2 t 9.96m4 (c)-2.6 pt</p>	<p>4 (c)-2.6 pt</p>

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