



SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Each year, special education programs and placements required are determined based on student needs and available resources. The TLDSB Special Education Advisory Committee (SEAC) is consulted during this process, and input is used to develop programs and services available to students.

TLDSB RANGE OF SPECIAL EDUCATION PLACEMENTS

TLDSB is committed to considering the regular classroom as the placement of first choice when such a placement meets the pupil's needs and is in accordance with parental wishes. The Board, however, recognizes that a regular classroom placement may not meet the needs of every pupil. With this in mind, a range of options, including placement in a special class (with integration when/where appropriate) will be considered for pupils whose needs cannot be met in the regular classroom environment.

The following outlines the range of placements that exist in TLDSB:

Regular Class With Indirect Support from a Special Education Teacher

- the student is placed in the regular class for the entire day, and the teacher receives specialized consultative services from a special education teacher;
- the classroom teacher plans with the needs of all learners in mind, incorporating universal design for learning, differentiated instruction and responsive programming to meet the specific needs of individual students;
- accommodations and/or modifications to the regular program are delivered by the classroom teacher according to the Individual Education Plan;
- an IPRC is not required.

Regular Class with Resource Assistance

- the exceptional student is placed in the regular classroom for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher;
- instructional interventions, modifications and/or accommodations are also provided and continually assessed by the classroom teacher, supported by the Special Education Resource Teacher (SERT);
- the Individual Education Plan is developed by the classroom teacher, in consultation with the SERT and parent;
- the classroom teacher, in collaboration with the SERT, is responsible for developing, implementing, evaluating and reporting on the special education portion of the program;
- ongoing consultation among the teachers, support staff, parents and student is integral to the student's progress;
- an IPRC is not required.

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Regular Class with Withdrawal Assistance

- the exceptional student is placed in the regular classroom and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher;
- the withdrawal sessions are often scheduled in flexible blocks of time over the course of the school year;
- support is provided to the student as outlined in the Individual Education Plan;
- instructional interventions, modifications and/or accommodations are also provided and continually assessed by the classroom teacher and supported by the special education personnel;
- an Individual Education Plan is developed by the classroom teacher and SERT, in consultation with the parent;
- ongoing consultation among the teachers, support staff, parents and student is integral to the student's progress;
- an IPRC is recommended; however is not always required for this level of intervention.

Special Education Class with Partial Integration

- through IPRC, the exceptional student is placed by the IPRC in a special education class for at least 50 per cent of the school day, but is integrated into a regular class for at least one instructional period daily;
- the programming in the special education class is led by a qualified special education teacher;
- the exceptional student will also spend time in a regular classroom with appropriate modifications and accommodations, depending on individual needs;
- instructional interventions, modifications and accommodations are also provided and continually assessed by the special education program teacher and the integration teacher(s);
- an IEP is developed by the special education program teacher in consultation with the integration teacher, and the parent;
- special education personnel are responsible for developing, implementing, evaluating and reporting on the special education portion of the program; and
- ongoing consultation among the teachers, support staff, parents and student is integral to the student's progress.

Special Education Class Full Time

- through IPRC, the exceptional student is placed by the IPRC in a special education class for a full school day;
- the programming in the special education class is led by a qualified special education teacher;
- instructional interventions, modifications and accommodations are also provided and continually assessed by the special education program teacher;
- An IEP is developed by the special education program teacher in consultation with the parent; and
- Ongoing consultation among the teachers, board staff, support staff, parents and student is integral to the student's progress.

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

TLDSB SPECIAL EDUCATION SYSTEM CLASSES

The following description outlines the variety of special education class program placements available in TLDSB. The location and nature of these placements is reviewed on an annual basis through consultation with SEAC, school and central special education staff and the Principal Advisory Group. The Superintendent responsible for Specialized Services approves the locations of these programs.

Special Education Class Programs include:

Practical Academic and Life Skills Programs (Elementary & Secondary)

- certain requirements must be fulfilled for consideration as a candidate including age requirements, academic, adaptive and psychological assessments, and on-going involvement with the Special Education Area Consultant;
- Programming is developed in consultation with community partners who are supporting the student;
- Demission guidelines include successful integration for the majority of the day, parental/student over the age of 16 request, failure to benefit from the goals of the program.

Coaching Class Programs (Elementary)

- Entry into the behaviour program is through an IPRC;
- Certain requirements must be fulfilled for consideration as a candidate including age requirements, academic and psychological assessments, on-going involvement of the Board's Behaviour Consultant.

Bridging Class Programs (Elementary)

- For primary/junior students with significant learning and behavioural needs who may not meet the requirements for other System Level Classes;
- Programming is developed in consultation with community partners who are supporting the student;
- Significant effort to align programming across environments (home, school, community).

Learning Strategies Programs (Elementary)

- For Junior/Intermediate students with significant learning disabilities;
- Focus on development of learning strategies, using technology for accommodations, intensive instruction and closing the gaps in literacy and numeracy.

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Alternative Setting

Home Instruction

- the use of this placement must be approved by the Superintendent responsible for home instruction. Board Procedure ES-5540 Home Instruction contains detailed information regarding applying for Home Instruction;
- the student receives instruction in their home or alternate setting approved by the principal;
- a home instruction teacher provides the instruction;
- the program is monitored by the principal of the school;
- an IEP is developed by the principal or school resource teacher;
- home instruction programs are considered as temporary placements when alternatives in the school setting are not meeting student needs due to safety or illness; and,
- while on home instruction, efforts should continue to develop appropriate long term programming for the student.

Care, Treatment, Custody and Corrections (CTCC) Programs

When the placements within the board are not meeting a student’s needs, school staff, in consultation with district special education staff, community agencies, and parents will discuss and explore other options for a student. These options often include Care, Treatment, Custody and Corrections (CTCC) programs both within and outside the district. The space in these programs is extremely limited. Acceptance into the alternative setting is often through the agency in consultation with board specialized services staff.

TLDSB has several Care, Treatment, Custody and Corrections (CTCC) agreements with facilities in the TLDSB geographic area. The following table lists the CTCC programs operating in TLDSB.

CTCC & TLDSB Programs
NAME OF PROGRAM
Chimo Youth and Family Services (2 programs)
Chimo Youth and Family Services & Boys and Girls Club of Kawartha Lakes (2 programs)
John Howard Society (1 Program)

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Range of Placement Options Available By Exceptionality

Category	Definition	ELEMENTARY			SECONDARY	
		School Resource Program	System Resource Program	System Special Classes	School Resource Program	Special Education Program
BEHAVIOUR	Behaviour	✓	✓	✓	✓	
COMMUNICATION	Autism	✓			✓	
	Deaf and Hard of Hearing	✓			✓	
	Language Impairment	✓			✓	
	Speech Impairment	✓			✓	
	Learning Disability	✓		✓	✓	
INTELLECTUAL	Gifted	✓			✓	
	Mild Intellectual Disability	✓			✓	
	Developmental Disability	✓		✓	✓	✓
PHYSICAL	Physical	✓			✓	
	Blind and Low Vision	✓			✓	
MULTIPLE	Multiple Exceptionality	✓	✓	✓	✓	✓

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Due to the widespread geography of the board and the low incidence of students who are blind or deaf, these students are currently served with an itinerant teacher, special education teachers and/or educational assistant support rather than special program placements.

Guidelines and Process for Admission

Regular Class and Resource Program Placements

Placement	Guidelines for Admission	Admission Process
REGULAR CLASS WITH INDIRECT SUPPORT	Environmental, instructional and assessment accommodations in place, student still needs assistance and/or assessment	Referral to School Intervention Team with recommendation for Monitoring Ongoing service from school resource program
REGULAR CLASS WITH RESOURCE ASSISTANCE	Student requires accommodations and modifications of up to 50% of the regular curriculum, or requires alternative curriculum	Recommendation of support through School Intervention Team Classroom assessments to support need
REGULAR CLASS WITH WITHDRAWAL ASSISTANCE	Student requires skill specific instruction in a small group	Recommendation of support through School Intervention Team Classroom and resource assessments to support need Supplemental formal assessment as required Formal identification if need expected to be long-term
REGULAR CLASS WITH ENHANCED RESOURCE PROGRAM	Student requires general instruction in a small group setting for a significant amount of time	Referral to special education consultant for intake into program

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

SPECIAL EDUCATION CLASS PROGRAMS	Specific guidelines are available below for each type of program	Formal Assessment Referral to IPRC
----------------------------------	------------------------------------------------------------------	-------------------------------------------

Special Education Programs

This chart outlines the specific types of Special Education Class Programs. Class size follows the requirements of Regulation 298 of the Education Act. The location and feasibility of offering the classes is determined on an annual basis according to system needs.

Special Education Program	Guidelines for Admission	Admission Process
ELEMENTARY PLACEMENTS		
COACHING CLASS	Behaviour identification through IPRC Average cognitive ability Requires alternative programming for social skills development	Recommendation by Special Education Consultant and approved by Superintendent of Learning IPRC identification and placement
PRACTICAL ACADEMICS LIFE SKILLS PROGRAM (PA&LS CLASS)	Developmental Disability or Multiple Exceptionality which includes Developmental Disability identification Need for alternative expectations, focused on life skills	Recommendation of area Special Education Consultant and approved by Superintendent of Learning
BRIDGING CLASS PROGRAM	Placement through system consultation. Must meet criteria	Recommendation from Special Education Consultant and approved by Superintendent of Learning
LEARNING STRATEGIES CLASS PROGRAM	Placement through system consultation. Must meet criteria and be identified with learning disability	Recommendation from Special Education Consultant and approved by Superintendent of Learning

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

SPECIAL EDUCATION CLASS PROGRAMS CON'T

SECONDARY PLACEMENTS		
PRACTICAL ACADEMICS LIFE SKILLS PROGRAM (PA&LS)	Developmental Disability or Multiple Exceptionality including Developmental Disability Alternative expectations needed, with focus on life skills programming	Recommendation of Special Education Consultant and approved by Principal IPRC identification and placement

Guidelines for Determining Change of Placement OR Identification

A change of placement should be considered based on the following guidelines:

- A student has made sufficient progress to be able to return to a less intensive setting (regular program, resource program)
- A student's needs have increased such that an alternative setting is required (e.g., Care and Treatment program)
- A student has been in the program for two years or more, and would receive limited benefits from remaining in the program
- A parent no longer wishes a student to remain in the program and an alternative program that meets the students needs is suitable

A change of identification should be considered based on the following guideline:

- New assessment, medical, or other information indicates a different identification is more appropriate

SPECIAL EDUCATION PLAN

SECTION 10: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Determination of Support Provided in Placements

Special Education service levels including numbers of staff are determined through the budget process and input of SEAC.

After staffing levels are approved through the budget process, support levels for each placement are determined through the following process:

Resource Teachers and Special Program Teachers

Information on needs is collected from the system. The Superintendent of Specialized Services recommends support levels. Guidelines for determining allocation of teaching staff are:

- Number of students in the school
- Level of need of the school based on principal input, area Superintendent input and assessment data
- Access to special classes or programs both within the school and within the family of schools
- Number of students presenting with significant needs

Final school assignments are reviewed by senior administration and a final staffing plan is approved by the Superintendent of Special Education.

Educational Assistants

Twice per year, in December and June, the Principal Advisory Group under the direction of the Superintendent responsible for Specialized Services reviews EA allocations assigned for special education programs in each school. The overall needs of the school are reviewed on a regular basis by the school and central staff and adjustments are made as required. The senior administration team approves final support levels. For emerging needs due to students entering the system, additional support allocations are assigned by the Superintendent responsible for Specialized Services.

One of the guiding principles for students with special needs is to foster inclusion. Promoting independence and participation for these pupils is a focus. All students require and have access to academic support through the classroom teacher, and yet some require a significantly increased level of support to optimize their outcomes. The following guidelines, listed in order of priority (high to low) are used to determine staffing allocations in each placement and school.

1. Physical needs
2. Safety issues
3. Behavioural needs
4. Social needs
5. Communication needs
6. Academic needs