



# Standard 1

# Model for Special Education



KAWARTHA PINE RIDGE  
DISTRICT SCHOOL BOARD

**Kawartha Pine Ridge District School Board**  
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## **Standard 1**

### **Model for Special Education**

The Kawartha Pine Ridge District School Board educates all students to excel in learning, to succeed in life, and to enrich our communities. Special Education services of the Board are provided under the department of Teaching and Learning. The moral purpose of our work is our commitment to every student ensuring that we develop strategies to help each student learn, no matter their personal circumstances.

Our model for special education is rooted in inclusion. The Board's model of special education complies with all relevant legislation and regulations, specifically but not limited to the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Persons with Disabilities.

The following guiding principles shape the delivery of Special Education in Kawartha Pine Ridge District School Board:

- valuing equity, diversity, inclusiveness and the dignity and humanity of each individual is evident in our practices, programs and interactions,
- a climate of high expectations that promote excellence is critical to the success of all learners,
- the classroom teachers are the key educators for a student's literacy and numeracy development and require the support of the principal, special education support staff, other teachers and professionals in order to meet the learning needs of students in inclusive classrooms,
- fairness is not sameness; students require differing amounts and types of support to work at a level appropriate to their abilities and needs,
- parent(s)/guardian(s) support plays an integral role in the holistic nature of programming for students with exceptional needs both in the home and school settings, and therefore are valued partners in the development of students' programs and support plans,
- involvement of community partners is encouraged in support of programs for students with intensive needs, including those in Care, Treatment and Corrections programs,
- engagement of school board staff, principals, teachers and support staff in quality on-going professional development on evidence-based practice, universal design and differentiated instruction are essential elements in the successful delivery of Special Education programming,
- the use of assistive technology is encouraged and supported as a reflection of the Board's commitment to inclusion, accommodation and accessibility.

**Inclusion**

Students benefit from inclusion through the provision of a broad range of programs and services that support our primary goal of educating students in their home school community with their same age peers, whenever possible.

Our philosophy of inclusion is also supported by the use of universal design for learning to support the creation of quality programs for all students using a differentiated instruction framework. In this framework, assessment for learning helps us teach and assess students according to their readiness, interests, and learning styles. The programs of students with special education needs who have Individual Education Plans (IEPs), including students who qualify for gifted programming, are embedded in this differentiated instruction framework.

**Individual Education Plans (IEPs)**

Individual Education Plans (IEPs) are designed to support the development of Special Education Programs to ensure students are provided with accommodations, modifications, and/or alternative programs based on their strengths and needs. The IEP is a working document that is developed in consultation with the student, parents, and staff to ensure student success when appropriate. Relevant assessment information determines that he/she has special education needs. Continual assessment and revision of the IEP and its goals and expectations reflect the changing needs and progress of the student. Achievement of IEP goals and expectations is reported on the provincial report card (for Ontario Curriculum goals) and the Report Card Addendum (for goals that are alternative to the Ontario Curriculum).

**Partnerships**

Partnerships with students, parents/guardians, teachers, school administrators, support staff and community members are critical to the success of every student, particularly students with special needs.

### **The Tiered Approach to Instruction and Intervention**

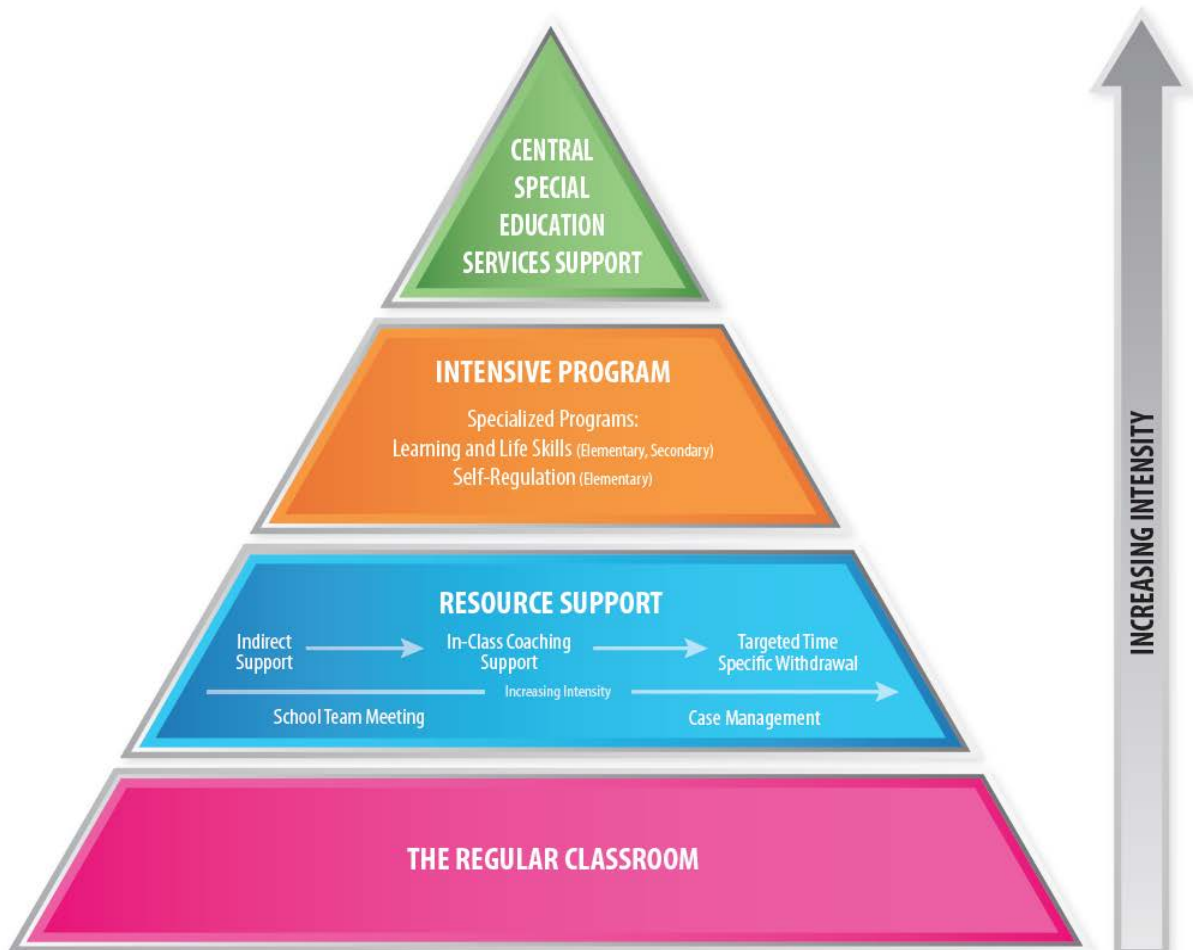
Kawartha Pine Ridge District School Board's Special Education Services follows a tiered approach to prevention and intervention, as reflected in the Ministry of Education Learning for All, A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12. The tiered approach is a systematic way to provide high-quality, evidence-based assessment and instruction and appropriate interventions that respond to student's individual needs.

The tiered approach can;

- facilitate early identification of both students who may be at risk and students who may be in need of greater challenges,
- ensure appropriate and timely interventions to address the students' needs and significantly reduce the likelihood that they will develop further problems in the future.



## SPECIAL EDUCATION DELIVERY MODEL



Rev. July 2017

- A.** The **REGULAR CLASSROOM** continues to be the primary learning environment for all students including those with special education needs. It is within the regular classroom that most students with special education needs will work through the Ontario Curriculum and/or the Alternate Curriculum based on their needs. Classroom teachers will, through the delivery of differentiated instruction using the philosophy of universal design, provide quality programming for students with IEPs to maximize their learning potential. They will determine the appropriate programming for students using pre-, on-going-, and post- assessment.

B. For many students with Individual Education Plans, **RESOURCE SUPPORT** by the Special Education Resource Teacher, in the school, will provide opportunities to augment the regular classroom program. Varying degrees of support for the student with special education needs and his/her classroom teacher can be applied. The Special Education Resource Teacher (SERT) may work:

- indirectly with the classroom teacher through consultation,
- directly with the classroom teacher using In-class coaching in the form of co-planning, co-teaching and co-debriefing of differentiated instruction to ensure student success,
- directly with the student through withdrawal from the classroom, to address targeted and specific skills that will be reinforced back in the classroom.

C. These varying levels of resource support are available to all students with IEPs, including those with developmental disabilities and those who qualify for gifted programming. For some students with special needs the level of instruction and intervention can be delivered in an **INTENSIVE PROGRAM**. Intensive programs are self-contained classrooms with partial integration into regular classrooms and activities. Kawartha Pine Ridge District School Board provides the following intensive programs.

I) Learning and Life Skills Program:

- for students with developmental disabilities, who score at or below the 2<sup>nd</sup> percentile on cognitive and adaptive behaviour measures on a psychological assessment.
- students may access this specialized program in community schools designed to meet their academic, functional academic, and life skills needs
- before students are enrolled in the Learning and Life Skills program they first must be presented at a Kawartha Pine Ridge District School Board System Level Identification Placement Review Committee (IPRC) meeting for identification and placement

II) Gifted Program:

- for students who cognitive abilities score at or above the 98th percentile on a psychological assessment
- there is a junior gifted classroom in two of the three geographical areas of the Board (Peterborough and Clarington)
- no new students will be added to the gifted classes. Students currently in the program will be permitted to attend in 2018/2019.
- students newly identified as gifted will receive programming in the regular classroom.

A new program has been created for elementary students in Kawartha Pine Ridge District School Board. The program is of a short term nature but offers an intense classroom program during the period a student is in it.

III) Self- Regulation Program:

- For students who need to develop skills to regulate their behaviour
- There is a self-regulation classroom in two geographical areas of the Board (Peterborough and Clarington)
- Students from the junior grades (4 to 6) are in the program from September to June
- Focus of the classroom is on literacy, numeracy and the arts, while blending self-regulation skills throughout the day
- Students in Northumberland will be supported by two Learning Support Assistants who travel to schools to observe, gather data and inform school staff of progress and accommodations
- Students are not formally identified through the Kawartha Pine Ridge District School Board System Level IPRC and this process is not used for admission.

D. The final level of the Special Education Delivery Model involves the schools accessing the services of the Board's professionals and specialized consultants and teachers through the **CENTRAL SPECIAL EDUCATION SERVICES.**

Given the size of our Board, services have been divided into three main regions. Each region has a Community Education Centre from which most of our central special education personnel are located. The following central special education services personal offer support to students and teachers in the Board

- Principals of Special Education
- Special Education Consultants (Instructional Leadership Consultants)
- Psychological Clinicians
- Speech and Language Pathologists
- Communication Disorder Assistants
- School Board Counsellors
- Student Retention Counsellors
- Behaviour Support Assistants
- Itinerant Teachers for the Deaf and Hard of Hearing
- Vision Itinerant Teachers
- Applied Behaviour Analysis Coordinators

For the school year 2018-19, Special Education Services Professionals will continue to focus on the following areas:

- Special Education Resource Teachers' professional development and capacity building of skills to enhance this role,
- increasing the system's knowledge, understanding and best practices in dealing with children and youths' mental health, and
- the implementation of the revised **Learning for All** assessment and instructional approaches to better support programming for students who are gifted and students with developmental disabilities.