



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

REGULATION 5148

ALTERNATIVES TO THE INTEGRATED CLASSROOM

STATEMENT OF INTENT

Policy #5148 and its Regulations are intended to do the following:

1. Provide a description of District Programs for students with special needs.
2. Outline criteria for placement in such programs.
3. Describe procedures followed to effect special placements.
4. Outline placement review requirements associated with placement in District Programs.

SPECIFIC PLACEMENT REGULATIONS

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1. DISTRICT HIGH INCIDENCE PROGRAMS

The district provides alternative settings for students with severe learning disabilities and mild intellectual disabilities whose needs cannot be met in their neighborhood school. Instruction in these settings includes intensive instruction in the development of literacy and numeracy skills, the use of effective learning strategies and effective use of adaptive methods of accessing information and demonstrating learning.

Efforts are made to ensure students placed in District High Incidence Resource Rooms experience optimal part time integration in the host school, based on student strengths and context capacity.

PLACEMENT OF STUDENTS IN DISTRICT HIGH INCIDENCE PROGRAMS

Entrance Criteria:

1. The Student has been identified by a district psychologist as currently having a severe learning disability or a mild intellectual disability.
2. An IEP, addressing the recommendations provided by the school psychologist, has been developed and implemented. The school's record of interventions clearly reveals comprehensive and systematic attempts to address the student's needs in the regular school with in-class adaptations and modifications, as appropriate, and supplementary special education support.
3. Student records reveal that the school's concerted efforts to address the IEP goals have not resulted in adequate student progress.
4. The school-based team confirms that it has exhausted its resources in attempting to address the student's needs.

Entrance Procedures:

1. The classroom teacher or case manager consults with parents about concerns regarding progress and the possibility of program placement.

2. The School Based Team submits a request for placement, along with documentation to demonstrate the criteria listed above have been met, to the District Principal for Special Education.
3. The documentation submitted is reviewed by the District Principal to confirm that the criteria listed above have been met.
4. If it is determined that criteria have been met, and a place is available in an appropriate District High Incidence Program, the District Principal requests the Program teacher observe the student in their current school.
5. Following acceptance for placement in a high incidence program, and observation by the Program teacher, parents are consulted. A transition plan is developed by the home school IEP team, in collaboration with the District Program teacher.
6. A performance baseline is established at the time of placement. Placement goals are identified, a Special Program IEP developed, and exit criteria established.
7. Initial placement is for a two-year term. The student's progress, the degree to which they are benefiting from the placement, and the individual's readiness to return to the neighborhood school are regularly evaluated through-out the placement. At the end of the two year term, readiness to return to regular programming is examined.
8. In the event continuation in the program is recommended at the end of the initial term, subsequent continuation in the program is thoroughly reviewed on an annual basis.
9. Reports to parents occur on the same schedule as for students in regular programs and in accordance with Ministry regulations. Reporting reflects progress towards the goals of the student's IEP.

Exit Criteria - defined in the IEP goals:

1. Meeting placement goals - In some cases literacy, numeracy, and achievement may remain low, but the development of adequate compensatory skills enable the student to function in a regular setting with adaptations.

2. Behaviour or attendance – In consultation with the District Principal it is determined that behaviour/or attendance precludes appropriate progress in the special environment or dramatically interferes with the learning of others.

Exit Procedure:

1. The program teacher/case manager consults with parents regarding possible return to the regular program.
2. A transition plan is developed by the special program team in collaboration with the receiving school based team and parents.

2. DISTRICT “FIRST THINGS FIRST” DIAGNOSTIC BEHAVIOUR PROGRAMS

The District provides specialized settings for students whose social, emotional, and/or behavioural levels limit the student’s ability to benefit from instruction in the regular school. Instruction in the “First Things First” classrooms includes an intensive focus on restoring the student’s teachability, promoting the development of literacy and numeracy, and teaching effective learning and social strategies.

PLACEMENT OF STUDENTS IN DISTRICT “FIRST THINGS FIRST” PROGRAMS

Entrance Criteria:

1. The Student has been designated by district screening personnel as a student requiring Intensive Behaviour Support.
2. An IEP, addressing the social/emotional/behavioural concerns, as well as academic issues, has been developed collaboratively and implemented. The school’s record of interventions clearly reveals comprehensive and systematic attempts to address the student’s needs in the regular school with supplementary special education support.

3. Student records reveal that the school's concerted efforts to address the IEP goals have not resulted in adequate student progress. The IEP plan for behaviour change has been implemented for at least a three month period.
4. The school-based team confirms that it has exhausted its resources in attempting to address the student's social/emotional/behavioural needs.

Entrance Procedures:

1. The classroom teacher or case manager consults with parents about concerns regarding progress and the possibility of program placement.
2. The School Based Team submits a request for placement, along with documentation to demonstrate the criteria listed above have been met, to District Screening: Intensive Behaviour Support Facilitator.
3. The documentation submitted is reviewed by the Behaviour Program Facilitator to confirm that the criteria listed above have been met.
4. If it is determined that criteria have been met, and a suitable place is available in the appropriate "First Things First" program, the Program Facilitator implements the process for referring and placing students . . . (attachment #1)
5. A performance baseline is established at the time of placement. Placement goals are identified, a Special Program IEP developed, and exit criteria established in consultation with the home school IEP team.
6. Initial placement is for approximately an eight-month term. The student's progress, the degree to which he/she is benefiting from the placement, and the individual's readiness to return to the neighborhood school are regularly evaluated through-out the placement. Toward the end of the eight-month period the appropriateness of leaving the program is examined by District Program Facilitator "First Things First" team.
7. In the event continuation in the program is recommended at the end of the initial term, subsequent continuation in the program is thoroughly reviewed every two months thereafter.

8. Reports to parents occur on the same schedule as for students in regular programs and in accordance with Ministry regulations. Reporting reflects progress towards the goals of the student's IEP.

Exit Criteria - defined in the IEP goals:

1. Meeting placement goals – Revision and collaborative review of behavioural goals will indicate the student's progress. In some cases literacy, numeracy, and achievement may remain low, but the development of adequate compensatory skills enable the student to function in a regular setting with adaptations.
2. Attendance – In consultation with the Program Facilitator it is determined that attendance precludes appropriate progress in special environment.

Exit Procedure:

1. The program teacher or case manager consults with parents regarding possible return to the regular program.
2. A transition plan is developed by the "First Things First" program team in collaboration with the receiving school based team and parents.

3. DEAF AND HARD OF HEARING PROGRAMS

The District provides alternative settings at one Elementary School and one Secondary School for students with hearing loss who require more intense instruction than can be provided through itinerant support services in the regular school.

Instruction in these settings includes intensive instruction in developing and maintaining language and communication skills and the development of literacy and numeracy skills. The Elementary School offers an oral program with a focus on developing speech and speech reading skills. The Secondary Program provides both sign and oral communication depending on the preferred mode of individual students.

Students enrolled in District Deaf and Hard of Hearing Programs attend classes with hearing peers in the host school based on student strengths and classroom capacity.

PLACEMENT OF STUDENTS IN DISTRICT DEAF AND HARD OF HEARING PROGRAMS

Entrance Criteria:

1. The student has been identified by the teacher of the Deaf and Hard of Hearing as having a hearing loss.
2. In reviewing relevant documentation, the teacher of the Deaf and Hard of Hearing determines that the student requires more intense instruction than could be provided through itinerant support in the regular school.
3. The School Based Team in consultation with the teacher of the Deaf and Hard of Hearing and the District Vice Principal for Special Education recommend appropriate placement.
4. The student is of school age (5 - 19) and is a resident of Greater Victoria School District.

Entrance Procedures:

1. The School Based Team submits a request, along with documentation including an audiological report, to the District Vice Principal for Special Education
2. The District Vice Principal and teachers of the Deaf and Hard of Hearing review the documentation.
3. If it is determined the student meets criteria for placement, the District Vice Principal for Special Education requests the Program teacher observe the student in his/her current school to assist in the development of a transition plan.
4. The IEP team and the program teacher develop a transition plan to facilitate a seamless entrance to the program.

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5. Reports to parents occur on the same schedule as for students in regular programs and in accordance with ministry regulations. Reporting reflects progress toward the goals of the student's IEP.

Exit Criteria:

1. The student demonstrates adequate compensatory skills to function in a regular setting with adaptations. Placement is reviewed annually or as required.
2. Behaviour or attendance – In consultation with the District Vice Principal for Special Education it is determined that behaviour or attendance precludes appropriate progress in the specialized program or dramatically interferes with the learning of others.

Exit Procedure:

1. The program teacher consults with parents regarding possible return to the regular program.
2. A transition plan is developed by the school based team in collaboration with the receiving school based team and parents.

4. DISTRICT LOW INCIDENCE PROGRAMS

The District provides alternate settings for students with the following low incidence disabilities at the secondary level: Moderate-severe to profound intellectual disabilities; Dependent handicapped with intellectual disabilities; and Autism with significant intellectual disabilities. Students placed in these programs have educational needs which cannot be adequately met in a regular setting.

Instruction in these settings includes individual programming focusing on functional academics, life skills, communication, vocational training and integrated therapies (eg. physiotherapy, occupational therapy, communication therapy). Efforts are made to ensure students have opportunities for integration in school and community setting, based on student strength and context capacity.

PLACEMENT OF STUDENTS IN DISTRICT LOW INCIDENCE PROGRAMS

Entrance Criteria:

1. The student has been identified as having a moderate-severe to profound intellectual disability, is dependent handicapped with intellectual disabilities or has autism with a significant intellectual disability.
2. The school-based team, in consultation with the parents confirms that all school based resources have been exhausted in attempting to address the student's needs.
3. The student is of school age [13 -19] and is a resident of Greater Victoria School District.
4. The school based team of the regular school, in consultation with the Low Incidence Support Team, recommend appropriate placement.

Entrance Procedures:

1. A request for placement is submitted to the District Vice Principal for Special Education. The District Vice Principal for Special Education consults with parents, home school and any other agencies involved and requests any supporting documentation.
2. The documentation and information is reviewed by the Low Incidence Program Screening Committee to determine whether the criteria listed above have been met.
3. If it is determined that criteria have been met, and a place is available in a District Low Incidence Program, a transition plan is developed by the referring and receiving schools in coordination with the parents, and community agencies, as appropriate.

Exit Criteria:

1. Placement is re-evaluated at the spring IEP meeting or as required.
2. Behaviour or attendance - In consultation with the District Vice Principal for Special Education it is determined that behaviour/or attendance

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precludes appropriate progress in the special environment or dramatically interferes with the learning of others.

Exit Procedure:

1. The program teacher or case manager consults with parents regarding possible return to an alternate program in a regular school or community setting.
2. The special program team in collaboration with the parents and the receiving school-based team or community setting develops a transition plan.

5. VICTOR SCHOOL (THE FUNCTIONALLY DEPENDENT PROGRAM)

Students who are functionally dependent are those few low incidence students who display such severe behaviour that ongoing intense support is required at all times and in all environments to ensure the safety of themselves and others. The students are dependent on upon others to organize their world and keep themselves and others safe.

Placement in the functionally dependent program at Victor School is recommended only when the educational requirements of the student with special needs or other students indicate that the educational program cannot be adequately delivered in a regular school setting.

The Program focus is on developing communication competence, behaviour management skills, life skills, and functional academics depending on individual student strengths and needs. Efforts are made to ensure optimal integration in community settings based on student strengths and context capacity.

PLACEMENT OF STUDENTS IN THE FUNCTIONALLY DEPENDENT PROGRAM AT VICTOR SCHOOL

Entrance Criteria:

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1. The student has a low incidence designation and exhibits extremely challenging behaviours involving inability to self-control. Placement at Victor School in the functionally dependent program is considered only when all other district resources have been exhausted.
2. The student is of school age (5-19) and is a resident of Greater Victoria School District.
3. Placement is recommended by the Low Incidence Screening Committee in consultation with the regular school IEP team.

Entrance Procedures:

1. The school based team confirms that all school and district resources have been exhausted in attempting to meet the student's needs.
2. The school administrator consults with parents about concerns regarding student progress/behaviour and the possibility of program placement.
- 3 A request for placement is submitted to the District Vice Principal for Special Education. The District Vice Principal for Special Education consults with parents, home school, and other agencies involved and requests any supporting documentation.
4. The documentation and information is reviewed by the Low Incidence Screening Committee and the Program Administrator to determine whether the criteria listed above have been met.
5. If it is determined that criteria have been met, and a placement is available in the functionally dependent program at Victor School, a transition plan is developed by the Low Incidence Support Team in consultation with the home school IEP team, parents, and the Victor Program teacher.

Exit Criteria:

1. Placement is re-evaluated at the annual IEP meeting or as required.
2. The student demonstrates ability to function in a less restrictive environment with intense support or the student has reached the age of graduation.

Exit Procedure:

1. The program teacher consults with parents regarding possible return to a less restrictive setting or with parents and social worker regarding transition to adult services.
2. A transition plan is developed by the program teacher in collaboration with the receiving setting.

6. VICTOR SCHOOL (THE PHYSICALLY DEPENDENT PROGRAM)

The District provides an alternative setting at Victor School for students who meet Ministry criteria for designation as students who are physically dependent with multiple needs or those who are physically dependent with multiple needs and deafblindness. This program is designed to meet the needs of students who have complex health needs (previously referred to as medical fragility) and/or significant disruptive communication behaviours that would interfere with instruction in a regular school setting. Placement at Victor School is recommended only when the educational requirements of the student with special needs or other students indicate that the educational program cannot be adequately delivered in the regular school setting.

Individual student programs focus on integrated therapies, choice making, communication, and life skills. Efforts are made to provide opportunities for integration in regular school settings, based on student strengths and context capacity.

PLACEMENT OF STUDENTS IN THE PHYSICALLY DEPENDENT PROGRAM AT VICTOR SCHOOL

Entrance Criteria:

1. The student is physically dependent with multiple needs such as complex health or significantly disruptive communication behaviours that would interfere with instruction in a regular school setting.

or

The student is physically dependent with multiple needs and is deafblind.

2. The student has a moderate to severe/profound intellectual disability.
3. The student is of school age (5 – 19) and is a resident of the Greater Victoria School District.
4. Placement is recommended by the Low Incidence Screening Committee in consultation with the regular school IEP team.

Entrance Procedures:

1. A request for placement is submitted to the District Vice Principal for Special Education. The District Vice Principal consults with parents, home school, and other agencies involved and requests any supporting documentation.
2. The documentation and information is reviewed by the Low Incidence Screening Committee and Victor School teachers to determine whether the criteria listed above have been met.
3. If it is determined that criteria have been met, and a place is available in the Dependent Program at Victor School, a transition plan is developed by Victor staff, in consultation with the home school, parents, and community agencies, as appropriate.

Exit Criteria:

1. Placement is re-evaluated at the annual IEP meeting or as required.
2. The student has developed adequate health and stamina to enable them to function in a regular setting with support.

Exit Procedures:

1. The program teacher consults with parents regarding possible return to the receiving school.
2. A transition plan is developed by the program teacher in collaboration with the receiving school and parents.

Greater Victoria School District

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