

# Special Education Program Overview and Improvement Planning

Exceptionality: Deaf and Hard-of-Hearing

Placement: Regular Class with Indirect Support (K-12)



## A. Definition: Deaf/Hard of Hearing (D/HH)

The Ministry of Education defines Deaf/Hard of Hearing as:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.<sup>1</sup>

### TCDSB Determination:

As determined by the IPRC giving consideration to the following:

- Professional assessment:
  - An audiological assessment indicating a permanent bilateral hearing loss within the mild to profound range
  - Psychological assessment (when deemed appropriate)
  - A speech and language assessment (when deemed appropriate)
- Classroom documentation:
  - Collaboration with school personnel, agencies, classroom teacher, parent(s)/guardian(s) and student
- Deaf and Hard of Hearing (D/HH) Assessment:
  - Academic and functional assessment at the student's school Students who are Deaf and Hard of Hearing may demonstrate

## B. Placement options:

### Regular Class with Indirect Support<sup>1</sup>

- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- Full-Time Special Education Placement

<sup>1</sup> Where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services from the special education teacher and/or Specialist Teacher of the Deaf (adapted from Ministry of Education).

## C. Description:

The D/HH indirect support program is for students with hearing loss that does not result in *difficulty with communication, language and access to the curriculum*. This program also supports students who do have difficulties in these areas; however, they have declined more regular service. The goal is to help students achieve academic success through the provision of appropriate accommodations and making school staff aware of a student's hearing loss and needs.

Information is delivered by a Specialist Teacher of the Deaf (D/HH teachers). The frequency and duration of support is typically twice per year, but may vary based on student need. If additional support is required, the student may be considered for Resource Support for D/HH students.

Instructional components of programming might include: alternative curriculum such as hearing loss management, exposure to new technology, self-advocacy, parental support and other areas that are appropriate.

The D/HH teachers may provide information regarding equipment options (e.g., Hearing Aids, FM system/Remote Microphone Hearing Assistance Technology) within the learning environment.

If there are additional academic needs (identified or otherwise) that are not due to the hearing loss, the Special Education Teacher at the school may provide Indirect Support for the academic needs. Collaboration between the D/HH, Regular Class, and Special Education Teachers is imperative.

### **“accommodations”:**

The term *accommodations* is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

### **\* “modified”**

*Modifications* are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. . (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

### **\*\* “alternative”**

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses* (secondary school courses). (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

## D. Planning Components:

**Key Contact(s): System Design - Chief Speech-Language Pathologist**

**Program Operation – Chief Speech-Language Pathologist**

### 1. PROGRAM DESIGN AND ADMINISTRATION

Components	Description	Responsibility
<b>Grades</b>	<ul style="list-style-type: none"> <li>JK to Grade 12</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Group size</b>	<ul style="list-style-type: none"> <li>Regular class sizes as per ministry guidelines and collective agreements</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Area Superintendent</li> </ul>
<b>Time &amp; Frequency</b>	<ul style="list-style-type: none"> <li>Students attend their regular classes</li> <li>Consultative service to staff as needed</li> <li>Minimum twice per year depending on student need</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Regular classroom teacher</li> <li>Special education teacher</li> <li>Audiologist, as needed</li> <li>D/HH, Regular Class, and Special Education Teachers (when appropriate) collaborate to support students</li> <li>SBSLT (School Based Support &amp; Joint Team)</li> </ul>
<b>Facility Requirements</b>	<ul style="list-style-type: none"> <li>Regular size classroom</li> <li>Access to networked computers</li> <li>Appropriate quiet space for Indirect Support</li> </ul>	<ul style="list-style-type: none"> <li>Area superintendent</li> <li>Principal</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>Offered in home school</li> <li>Bussing as per board policy</li> <li>D/HH support is provided by Itinerant D/HH Teachers in the home school through the TCDSB D/HH Department, As such, there are no special transportation arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Transportation department</li> </ul>
<b>School selection criteria</b>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>
<b>Locations/schools involved</b>	<ul style="list-style-type: none"> <li>Student attends home school</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Accountability Framework</b>	<ul style="list-style-type: none"> <li>Development of a framework for accountability and continuous improvement is in process]</li> <li>Goals will be set by the committee, in accordance with overall goals from the Special Services Department, using the goal format approved by the Board</li> </ul>	<ul style="list-style-type: none"> <li>Special Education Framework</li> <li>Accountability Framework Committee</li> </ul>

## 2. STUDENTS

Components	Description	Responsibility
<b>Early Identification</b>	<ul style="list-style-type: none"> <li>• P/PM 11, Early Identification of Children’s Learning Needs Strategy</li> <li>• According to TCDSB Early and Ongoing Identification Strategy from age 2 onwards</li> <li>• Intake meetings, case conferences, consultations, etc.</li> <li>• Preschoolers to age 6 may be referred by the Infant Hearing Program</li> <li>• Students are identified as schools receive and forward audiograms to D/HH Intake Team</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Speech-Language Pathologist</li> <li>• Superintendent of Special Services</li> <li>• D/HH intake team</li> <li>• Audiologist</li> <li>• Infant Hearing Program (Toronto)</li> <li>• Parent-Infant Program (TCDSB)</li> <li>• D/HH Joint Team Members</li> <li>• Principal (once in school)</li> <li>• Classroom teacher (once in school)</li> </ul>
<b>Referral criteria</b>	<ul style="list-style-type: none"> <li>• Referral for D/HH Indirect Support service requires an audiogram indicating hearing loss equal to or greater than 20 dB HL for at least one ear</li> <li>• Copies of all audiograms should be forwarded to the D/HH department</li> <li>• Assistance with interpretation of the audiogram can be provided by the D/HH Teacher</li> <li>• Recommendation for Indirect Support is based on input from the:               <ul style="list-style-type: none"> <li>○ D/HH Staff</li> <li>○ School-Based Support Learning Teams</li> <li>○ Classroom Teacher</li> <li>○ Principal</li> <li>○ Parents</li> <li>○ Student, where appropriate</li> </ul> </li> <li>• Students who do not require or who do not choose the assistance of D/HH teachers or hearing technology to access the Ontario curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Speech-Language Pathologist</li> <li>• D/HH Intake Team: D/HH Teacher(s) and Educational Audiologist</li> <li>• D/HH Joint Team: Speech-Language Pathologist, Social Work and Psychology staff provide input if necessary</li> <li>• Principal (once in school)</li> <li>• Classroom teacher (once in school)</li> </ul>
<b>Identification by Identification, Placement</b>	<ul style="list-style-type: none"> <li>• Parent/guardian consent</li> <li>• Student consent as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Area Principal chairs</li> <li>• School Principal presents student</li> </ul>

## 2. STUDENTS

Components	Description	Responsibility
<b>and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Professional assessment:               <ul style="list-style-type: none"> <li>○ An audiological assessment indicating a permanent bilateral hearing loss within the mild to profound range</li> <li>○ Psychological assessment (when deemed appropriate)</li> <li>○ A speech and language assessment (when deemed appropriate)</li> </ul> </li> <li>• Classroom documentation:               <ul style="list-style-type: none"> <li>○ Collaboration with school personnel, agencies, classroom teacher, parent(s)/guardian(s) and student</li> </ul> </li> <li>• Deaf and Hard of Hearing (D/HH) Assessment:               <ul style="list-style-type: none"> <li>○ Academic and functional assessment at the student's school Students who are Deaf and Hard of Hearing may demonstrate needs in language and speech development and in gaining auditory access to the curriculum</li> </ul> </li> </ul>	<p>information indicating need for placement</p> <ul style="list-style-type: none"> <li>• D/HH Teacher</li> <li>• Audiologist</li> <li>• D/HH Joint Team Members present assessment findings (as appropriate) indicating the need for placement</li> <li>• Program Coordinator for D/HH</li> <li>• Parent / guardian</li> <li>• Student, if older than 16 years of age</li> <li>• Chief Speech-Language Pathologist</li> <li>•</li> </ul>
<b>Placement decision by Identification, Placement and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Parent / guardian consent</li> <li>• Student consent, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Area Principal chairs</li> <li>• School Principal presents student information indicating need for placement</li> <li>• D/HH Teacher</li> <li>• Audiologist</li> <li>• D/HH Joint Team Members present assessment findings (as appropriate) indicating the need for placement</li> <li>• Program Coordinator for D/HH</li> <li>• Parent / guardian</li> <li>• Student, if older than 16 years of age</li> <li>• Chief Speech-Language Pathologist</li> </ul>

## 2. STUDENTS

Components	Description	Responsibility
<b>Admission</b>	<ul style="list-style-type: none"> <li>• By IPRC decision</li> <li>• Based on teacher input, audiological assessment and other assessments by the SBSLT members as appropriate</li> <li>• Parental consent is required</li> <li>• Parent input is invited</li> <li>• Student input is invited as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Speech-Language Pathologist</li> <li>• School Principal</li> <li>• D/HH Teacher</li> <li>• D/HH Joint Team members (as appropriate)</li> <li>• Parent / guardian /student, if older than 16 years of age</li> </ul>
<b>IPRC - Review</b>	<ul style="list-style-type: none"> <li>• Annual reviews are required</li> <li>• They may be waived by parents / guardians under specific Ministry and TCDSB guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Principal chairs</li> <li>• Parent / guardian</li> <li>• Special education teacher</li> <li>• Regular classroom teacher (s)</li> <li>• D/HH Joint team as appropriate</li> <li>• Chief Speech-Language Pathologist</li> </ul>
<b>Individual Education Plan (IEP)</b>	<ul style="list-style-type: none"> <li>• An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate</li> <li>• IEPs are updated at every reporting period as needed</li> <li>• IEPs are recommended for any student who meets the exceptionality criteria and is receiving support</li> <li>• Addresses accommodations and alternate curriculum</li> <li>• D/HH Equipment needs must be described in the IEP</li> <li>• Developed by D/HH and classroom teachers, audiologist, and other relevant JTM members with input from the parent/guardian and student as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers (Regular, special education and D/HH)</li> <li>• Consultation from the D/HH JTM and SBSLT as appropriate</li> <li>• Input from parent/guardians/student as appropriate</li> </ul>
<b>Assessment to inform student learning</b> (assessment for/as/of learning)	<ul style="list-style-type: none"> <li>• As outlined in <i>Growing Success</i> (2010)</li> <li>• Progress monitored by D/HH Teacher, Regular Classroom Teacher and Special Education Teacher (as appropriate)</li> <li>• Elementary and secondary curricular assessments as</li> </ul>	<ul style="list-style-type: none"> <li>• Regular classroom teacher</li> <li>• Special education teacher</li> <li>• D/HH Teacher</li> <li>• School-based support teams, as required</li> <li>• Curriculum and Accountability resource</li> </ul>

## 2. STUDENTS

Components	Description	Responsibility
	<p>outlined by Curriculum and Accountability, appropriate to grade level</p> <ul style="list-style-type: none"> <li>• TCDSB assessments and standardized assessments<sup>2</sup> as appropriate and incorporating necessary accommodations</li> <li>• Other standardized assessments as applicable (e.g., EQAO, etc.)</li> <li>• Assessment of individual expectations, as outlined in the IEP</li> <li>• IEP to be updated based on progress (measurable and observable learning expectations)</li> <li>• Self-assessment by student as appropriate</li> <li>• Formal and informal assessment and progress monitoring tools to be suitable for students with significant hearing loss</li> <li>• Students who are D/HH to be accommodated appropriately for assessments, including assistive technology as appropriate</li> <li>• TCDSB Alternative Report Card</li> <li>• Specific assessments or accommodations suitable for students with this exceptionality</li> </ul>	<p>staff, as required</p>
<p><b>Formal assessment to inform student learning</b> (e.g., psychology, speech and language, etc.)</p>	<ul style="list-style-type: none"> <li>• Assessments by Audiology, Speech-Language, Psychology, or Social Work may be requested depending on student need</li> <li>• Assessment results are discussed with               <ul style="list-style-type: none"> <li>○ Parent and student</li> <li>○ D/HH and Classroom Teacher(s) (with parental consent)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SBSLT members, as appropriate</li> <li>• D/HH members, as appropriate</li> <li>• Parental consent is required</li> </ul>

<sup>2</sup> e.g., Canadian Achievement Test 4 (CAT4), EQAO, Ontario Secondary School Literacy Test (OSSLT)

## 2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> <li>Assessment reports included in the Ontario Student Record – OSR (with parental consent)</li> </ul>	
<b>Transition Process:</b>		
Components	Description	Responsibility
<b>Demission/ Change of Placement</b>	<ul style="list-style-type: none"> <li>For exceptional students, demission and change of placement can only be determined by the IPRC</li> <li>Decision to demit from indirect support may be based on:                             <ul style="list-style-type: none"> <li>classroom based assessment data</li> <li>additional assessment data (e.g., data integration platform)</li> <li>new formal assessment data where available</li> <li>input from D/ HH Teacher</li> <li>input from regular classroom teacher</li> <li>input from Special Education Teacher</li> <li>SBSLT recommendation</li> <li>Parental input / request</li> <li>Student request, if appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Area principal chairs the review IPRC meeting</li> <li>Chief Speech-Language Pathologist</li> <li>School principal chairs the SBSLT meeting</li> <li>Classroom teacher</li> <li>Special education teacher</li> <li>D/HH teacher</li> <li>Participation of SBSLT / DHH Joint Team members as appropriate</li> <li>Parental /guardian / student participation as appropriate</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>As documented in the IEP for identified students who are 14 years of age or older</li> <li>Exchange of information meetings from grade 8 to grade 9 as per board policy</li> <li>Consideration is given to transition to post-secondary</li> <li>D/HH Teacher input recommended at exchange of information meeting for transition from elementary to secondary</li> <li>Transition Plan is created for post-secondary options as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher(s) (Regular / Special Education / D/HH)</li> <li>Parent</li> <li>Chief Speech-Language Pathologist</li> <li>Student if 16 years or older</li> <li>SBSLT</li> <li>Other elementary and secondary school staff as appropriate</li> </ul>



### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
<b>Staff qualifications/training requirements</b>	<ul style="list-style-type: none"> <li>• Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements</li> <li>• Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements</li> <li>• Special education teachers require Special Education Part One qualifications</li> <li>• D/HH teachers have specialist qualifications in Deaf and Hard of Hearing education. These teachers hold a diploma in deaf education from an accredited university training program. D/HH is a restricted teaching area.</li> <li>• Additional personnel may also be assigned depending on student needs:               <ul style="list-style-type: none"> <li>○ Education assistant</li> <li>○ Communication facilitator</li> <li>○ Oral interpreter</li> <li>○ Sign language interpreter</li> <li>○ Intervener for Deafblind Persons</li> </ul> </li> <li>• Communication facilitators are educational assistants who have significant sign language skills</li> <li>• Oral interpreters have a diploma in oral interpretation from an approved college</li> <li>• Sign language interpreters have a diploma in ASL interpreting from an approved college</li> <li>• Interveners have a diploma from an approved college in Intervening for Deafblind Persons</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Area Superintendent</li> <li>• Teacher</li> <li>• Chief Speech-Language Pathologist</li> </ul>
<b>Professional learning opportunities</b> (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> <li>• Mentoring by other D/HH teachers</li> <li>• IEP training and updates</li> <li>• Training in assistive technology use</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher (Regular classroom and special education)</li> <li>• Chief Speech-Language Pathologist</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> <li>• Training in Data Integration Platform (DIP) use</li> <li>• PD opportunities offered by TCDSB Special Services, Curriculum and Accountability and Student Success central Teams</li> <li>• PD opportunities offered at the local school level by members of the SBSLT</li> <li>• SBSLT to provide support and mentoring as needed</li> <li>• Other PD opportunities outside of TCDSB</li> </ul>	<ul style="list-style-type: none"> <li>• D/HH Teachers</li> <li>• TCDSB Special Services, Curriculum and Accountability, Student Success Departments</li> <li>• SBSLT</li> </ul>
<b>Reflective practice:</b> tools to inform teacher learning and practice	<ul style="list-style-type: none"> <li>• May be used periodically by school teams, and groups of regular classroom and Special Education teachers to guide practice, with participation of the Education Research Department</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Teachers</li> <li>• Chief Speech-Language Pathologist</li> <li>• D/HH Teacher</li> <li>• Education Research Department</li> </ul>
<b>Staff Appraisal</b>	<ul style="list-style-type: none"> <li>• Teacher Performance Appraisal (TPA)</li> <li>• EA and CYW appraisal, as appropriate</li> <li>• Communication Facilitator and Sign Language Interpreter, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Chief Speech-Language Pathologist</li> </ul>

#### Resources :

Components	Description	Responsibility
<b>Classroom resources/materials</b>	<ul style="list-style-type: none"> <li>• School block budget and Special Services funding</li> <li>• Elementary and secondary curricular resources (numeracy and literacy)</li> <li>• Supplementary materials suitable for working with students with hearing loss</li> <li>• Alternative curricular materials specific to students with hearing loss</li> <li>• TCDSB Curriculum and Accountability, Student Success and Special Services resources</li> <li>• Ministry of Education documents</li> </ul> <p><b>Other Policy and Resource Documents</b></p>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Teacher(s)</li> <li>• Chief Speech-Language Pathologist</li> <li>• D/HH Teachers</li> <li>• D/HH Audiologist, Psychologist, Social Worker, Speech and Language Pathologist</li> <li>• Areas Superintendent</li> <li>• Consult with SBSLT</li> <li>• Curriculum and Accountability, Student Success and Special Services teams</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>Elementary:</p> <ul style="list-style-type: none"> <li>• <a href="#">Aboriginal Perspectives: A Guide To The Teacher's Toolkit</a></li> <li>• <a href="#">Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011</a></li> <li>• <a href="#">Policy and Program Requirements, 2011</a></li> <li>• <a href="#">Environmental Education: Scope and Sequence of Expectations, 2011</a></li> <li>• <a href="#">English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007</a></li> <li>• <a href="#">The Ontario Curriculum – Grades 1-12: Achievement Charts (Draft), 2004</a></li> <li>• <a href="#">Choices into Action: Guidance and Career Education Program Policy, 1999</a></li> <li>• <a href="#">Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation</a></li> <li>• <a href="#">Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000</a></li> <li>• <a href="#">Supporting English language learners: A practical guide for Ontario educators Grades 1 to 8, 2008</a></li> <li>• <a href="#">The Ontario Curriculum Grades 1-8, English As a Second Language and English Literacy Development – A Resource Guide, 2001</a></li> <li>• <a href="#">Ontario Curriculum Unit Planner</a></li> <li>• <a href="#">Ontario Schools Code of Conduct, 2001</a></li> <li>• <a href="#">Ontario Student Record (OSR) Guideline, 2000</a></li> <li>• <a href="#">The Ontario Student Transcript (OST) Manual, 2010</a></li> <li>• <a href="#">Pathways for success – Samples timetables for</a></li> </ul>	

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p><a href="#">supporting students at risk, 2003</a> (PDF, 221 KB)</p> <ul style="list-style-type: none"> <li>• <a href="#">Policy/Program Memoranda</a></li> <li>• <a href="#">Provincial Model for a Local Police/School Board Protocol, 2003</a></li> <li>• <a href="#">Ready, Set, Green! Tips, Techniques and Resources from Ontario Educators, 2007</a></li> <li>• <a href="#">Supervised Alternative Learning: Policy and Implementation</a></li> <li>• <a href="#">Standards for School Boards' Special Education Plans, 2000</a></li> <li>• <a href="#">The Trillium List</a></li> <li>• <a href="#">Who's Responsible for Your Child's Education?</a></li> </ul> <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>• The Extended-Day Program – Full-Day Early Learning – Kindergarten Program (draft)</li> <li>• The Full-Day Early Learning – Kindergarten Program (draft)</li> <li>• Full-Day Early Learning Kindergarten Program for Four- and Five-Year-Olds: A Reference Guide for Educators</li> <li>• The Kindergarten Program, 2006 (revised)</li> </ul> <p>Secondary:</p> <p>Curriculum Documents: <a href="#">By Grade</a></p> <p style="text-align: center;"><a href="#">By Subject</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Aboriginal Perspectives: A Guide To The Teacher's</a></li> </ul>	

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p><a href="#">Toolkit</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Course Codes 2010</a></li> <li>• <a href="#">Cooperative Education and Other Forms of Experiential Learning</a>, 2000</li> <li>• <a href="#">Course Descriptions and Prerequisites, Grades 9 to 12</a>, 2011</li> <li>• <a href="#">Education Policy and Program Update</a></li> <li>• <a href="#">Environmental Education: Scope and Sequence of Expectations</a>, 2011</li> <li>• <a href="#">Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation</a></li> <li>• <a href="#">Individual Education Plans: Standards for Development, Program Planning, and Implementation</a>, 2000</li> <li>• <a href="#">The Ontario Curriculum – Grades 1-12: Achievement Charts (Draft)</a>, 2004</li> <li>• <a href="#">Ontario Curriculum Unit Planner</a></li> <li>• <a href="#">Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements</a>, 2011</li> <li>• <a href="#">Ontario Schools Code of Conduct</a>, 2001</li> <li>• <a href="#">Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements</a>, 1999</li> <li>• <a href="#">Ontario Student Record (OSR) Guideline</a>, 2000</li> <li>• <a href="#">The Ontario Student Transcript (OST) Manual</a>, 2010</li> <li>• <a href="#">Pathways for success – Sample timetables for supporting students at risk</a>, 2003</li> <li>• <a href="#">Provincial Model for a Local Police/School Board Protocol</a>, 2003</li> <li>• <a href="#">Policy/Program Memoranda</a></li> <li>• <a href="#">Ready, Set, Green! Tips, Techniques and Resources from Ontario Educators</a>, 2007</li> <li>• <a href="#">Standards for School Boards' Special Education</a></li> </ul>	

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p><a href="#">Plans, 2000</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Supervised Alternative Learning: Policy and Implementation</a></li> <li>• <a href="#">The Trillium List</a></li> <li>• <a href="#">Who's Responsible for Your Child's Education?</a></li> </ul>	
<b>Special Education Amount (SEA)</b>	<ul style="list-style-type: none"> <li>• Based on individual learning needs, as recommended by a relevant qualified professional</li> <li>• Equipment must be essential for access to the curriculum for a claim to be made</li> <li>• Must meet Ministry of Education SEA criteria</li> <li>• Students with hearing loss may be eligible for SEA funding for equipment from the Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher(s)</li> <li>• School principal</li> <li>• Chief Speech-Language Pathologist</li> <li>• Superintendent of Special Services</li> <li>• Audiologist</li> <li>• SBSLT staff</li> <li>• Information technology staff, as required</li> </ul>
<b>Special Incidence Portion (SIP)</b>	<ul style="list-style-type: none"> <li>• Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria</li> <li>• Students with D/HH <b>and</b> significant additional needs/exceptionalities causing significant safety concerns may be eligible for Ministry of Education funding (must meet Ministry of Education SIP criteria)</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Teacher(s)</li> <li>• Superintendent of Special Services</li> <li>• Chief Speech-Language Pathologist</li> <li>• Area superintendent</li> <li>• Support by SBSLT and special services staff</li> </ul>
<b>Professional Support Central/Regional/ External</b>	<ul style="list-style-type: none"> <li>• Ongoing program and student support is provided by D/ HH Teacher and SBSLT members</li> <li>• Consultation and direct support as appropriate by TCDSB staff including the D/HH teacher, APT/PAT, psychology, social work, speech and language pathologist</li> <li>• Consultation support by TCDSB central staff (e.g., Special Services, Curriculum and Accountability, Student Success)</li> <li>• Community / outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• School principal</li> <li>• Chief Speech-Language Pathologist</li> <li>• Teacher(s) (regular classroom and special education)</li> <li>• D/HH Teachers</li> <li>• SBSLT staff as appropriate</li> <li>• TCDSB Special Services, Curriculum and Accountability, Student Success central teams</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Support documents	<p><b>Ministry Documents:</b></p> <p><b>Deaf and Hard of Hearing</b></p> <ul style="list-style-type: none"> <li>• Guidelines for Programs and Services for Students who are Deaf or Hard of Hearing (Ministry of Education, 2010)</li> </ul> <p><b>Special Education Policy Documents</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Individual Education Plans: Standards for Development, Program Planning and Implementation – 2000</a></li> <li>• <a href="#">Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.</a></li> <li>• <a href="#">Standards for School Boards' Special Education Plans – 2000</a></li> <li>• <a href="#">Ontario Secondary Schools, Grades 9 to 12 – 1999</a></li> <li>• <a href="#">Program Planning and Assessment, The Ontario Curriculum Grades 9 to 12 – 2000</a></li> <li>• <a href="#">Choices Into Action – 1999</a></li> <li>• <a href="#">Elementary And Secondary Report Card</a></li> <li>• <a href="#">Funding for Special Education.</a></li> <li>• <a href="#">Education Quality and Accountability Office (EQAO)</a></li> </ul> <p><b>Special Education Regulations</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Regulation 181/98: Identification and Placement of Exceptional Pupils</a></li> <li>• <a href="#">Highlights of Regulation 181/98</a></li> <li>• <a href="#">Regulation 306: Special Education Programs and Services</a></li> <li>• <a href="#">Regulation 464/97: Special Education Advisory</a></li> </ul>	<ul style="list-style-type: none"> <li>• Special Services Superintendent</li> <li>• Chief Speech-Language Pathologist</li> <li>• Special Services Department</li> <li>• D/HH teachers</li> <li>• Curriculum and Accountability Department</li> <li>• Student Success Department</li> <li>• School Principal</li> <li>• Teacher</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p style="text-align: center;"><u>Committees</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Regulation 298: Operation of Schools-General</a></li> <li>• <a href="#">Regulation 296: Ontario Schools for the Blind and Deaf</a></li> </ul> <p><b>Resource Documents</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12</a></li> <li>• <a href="#">Individual Education Plan (IEP) Samples</a></li> <li>• <a href="#">The Individual Education Plan (IEP), A Resource Guide, 2004</a></li> <li>• <a href="#">Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011</a></li> <li>• <a href="#">Planning Entry to School – A Resource Guide, 2005</a></li> <li>• <a href="#">Publications for Parents</a></li> <li>• <a href="#">Resolving Identification or Placement Issues (Procedures for Parents/Guardians)</a></li> <li>• <a href="#">Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs</a></li> <li>• <a href="#">Special Education, A Guide for Educators, 2001</a></li> <li>• <a href="#">Transition Planning: A Resource Guide, 2002</a></li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Funding for Special Education</a></li> <li>• <a href="#">Special Education Funding Guidelines: Special Equipment Amount (SEA), 2011-12</a></li> <li>• <a href="#">Special Education Funding Guidelines: Special</a></li> </ul>	



### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p style="text-align: center;"><a href="#"><u>Incidence Portion (SIP), 2011-12</u></a></p> <p><b><i>Additional Information on Special Education</i></b></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Categories of Exceptionalities</u></a>, 2011 Differentiated Instructional Resources and kits</li> </ul> <p><b>TCDSB Documents:</b></p> <ul style="list-style-type: none"> <li>• TCDSB Special Services document</li> <li>• TCDSB D/HH Program brochure</li> <li>• Special Education Guide for Parents</li> <li>• TCDSB Audiology Guidelines for Principals and Teachers (TCDSB, 2011-2012)</li> <li>• Student Success High Yield Strategies (TCDSB 2010)</li> <li>• Supporting Student Success in Literacy (TCDSB 2009)</li> </ul> <p><b>External Documents:</b></p> <ul style="list-style-type: none"> <li>• Documents on evidence based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.</li> <li>• Parent Guide to Supporting Success at School: Helping Students with Speech and Language Impairments (OAFCCD, 2009)</li> <li>• IEP Guide for Parents (VOICE)</li> </ul>	

#### 4. PARENTS

Components	Description	Responsibility
<b>Home School Communication</b>	<ul style="list-style-type: none"> <li>• Ongoing communication between parent/guardian and regular class teacher and D/HH teacher and special education teacher as required</li> <li>• Parent-teacher interviews</li> <li>• Initial IPRC's and annual IPRC reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Principal</li> <li>• Chief Speech-Language Pathologist</li> <li>• D/HH teacher</li> <li>• Parent/guardian</li> </ul>
<b>Shared Solutions</b>	<ul style="list-style-type: none"> <li>• Follow process outlined in <i>Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Needs</i> (2007)(Ministry of Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular class teacher</li> <li>• Special education teacher</li> <li>• Parent / guardian</li> <li>• D/HH teacher</li> <li>• School principal</li> <li>• Area superintendent</li> <li>• Superintendent of Special Services</li> <li>• Chief Speech-Language Pathologist</li> </ul>
<b>Parent Guide</b>	<ul style="list-style-type: none"> <li>• TCDSB Parent Guide to Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent of Special Services</li> </ul>
<b>Parent Involvement</b>	<ul style="list-style-type: none"> <li>• Ongoing communication</li> <li>• Parent evening sessions – curriculum nights</li> <li>• Individual Education Plan</li> <li>• Parents participate in Identification Placement Review Committee (IPRC meetings)</li> <li>• Parent Teacher Interviews</li> <li>• School and School Board Information Fairs</li> <li>• Student's hearing technology (i.e. hearing aids and/or cochlear implant) and annual audiological evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Classroom/special education/D/HH Teachers</li> <li>• Chief Speech-Language Pathologist</li> </ul>

## 5. COMMUNICATION

Components	Description	Responsibility
<b>External</b>	<ul style="list-style-type: none"> <li>• TCDSB Website / Portal (<i>under development</i>)</li> <li>• TCDSB DHH Program brochure (<i>under development</i>)</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• Information Fair</li> <li>• TCDSB Special Services Parent Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent of Special Services</li> <li>• Communication Department</li> <li>• Chief Speech-Language Pathologist</li> <li>•</li> </ul>
<b>Internal</b>	<ul style="list-style-type: none"> <li>• TCDSB Website / Portal (<i>under development</i>)</li> <li>• Email</li> <li>• Director's Bulletin</li> <li>• TCDSB Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent of Special Services</li> <li>• Principal</li> <li>• Communication Department</li> <li>• Chief Speech-Language Pathologist</li> </ul>