

Special Education Program Overview and Improvement Planning

Exceptionality: Deaf and Hard-of-Hearing

Placement: Regular Class with Resource Assistance (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.¹

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
- DHH Assessment:
 - 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

B. Placement options:

- Regular Class with Indirect Assistance
- Regular Class with Resource Assistance¹**
- Regular Class with Withdrawal Assistance
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- Full-Time Special Education Placement

¹ Where the student is placed in a regular class 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 and/or Specialist Teacher of the Deaf (adapted from Ministry of Education).

C. Description:

The D/HH Resource Support program is for students with hearing loss that results in *difficulty with communication, language and access to the curriculum*. The goal is to help students achieve academic success through the provision of individualized education programming including appropriate accommodations and alternative curriculum, as outlined in their Individual Educational Plan. The students require a quiet environment to learn alternative curricula.

Instruction is delivered by a Specialist Teacher of the Deaf. The frequency and duration of support is typically monthly and may vary, based on individual student need. If additional support is required, the student may be considered for Withdrawal Support for D/HH students.

Instructional components of programming might include: alternative curriculum such as hearing loss management and technology, speech and auditory skills, social skills, self-advocacy and other areas that are appropriate.

In conjunction with the Audiologist, the D/HH teachers monitor equipment use and functionality (e.g., Hearing Aids, FM system/Remote Microphone Hearing Assistance Technology) within the learning environment. They collaborate with the classroom teacher to optimize the listening 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 resource support for the academic needs. Collaboration between the D/HH, Regular Class, and Special Education Teachers is essential.

“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
Grades	<ul style="list-style-type: none"> JK to Grade 12 	<ul style="list-style-type: none"> Principal
Group size	<ul style="list-style-type: none"> Regular class sizes as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Students attend their regular classes Consultative service to staff as needed Monthly depending on student need 	<ul style="list-style-type: none"> Principal Regular classroom teacher Special education teacher D/HH, Regular Class, and Special Education Teachers (when appropriate) collaborate to support students Audiologist, as needed SBSLT (School Based Support & Joint Team)
Facility Requirements	<ul style="list-style-type: none"> Regular size classroom Access to networked computers Appropriate quiet space for Resource Support 	<ul style="list-style-type: none"> Area superintendent Principal
Transportation	<ul style="list-style-type: none"> Offered in home school Bussing as per board policy 	<ul style="list-style-type: none"> Principal Transportation department
School selection criteria	<ul style="list-style-type: none"> Not Applicable 	<ul style="list-style-type: none"> Not Applicable
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Principal
Accountability Framework	<ul style="list-style-type: none"> Development of a framework for accountability and continuous improvement is in process] 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 	<ul style="list-style-type: none"> Special Education Framework Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • According to TCDSB Early and Ongoing Identification Strategy from age 2 onwards • Intake meetings, case conferences, consultations, etc. • Preschoolers to age 6 may be referred by the Infant Hearing Program • Students are identified as schools receive and forward audiograms to D/HH Intake Team 	<ul style="list-style-type: none"> • Chief Speech-Language Pathologist • Superintendent of Special Services • D/HH intake team • Audiologist • Infant Hearing Program (Toronto) • Parent-Infant Program (TCDSB) • D/HH Joint Team Members • Principal (once in school) • Classroom teacher (once in school) •
Referral criteria	<ul style="list-style-type: none"> • Referral for D/HH Resource Support service requires an audiogram indicating hearing loss equal to or greater than 20 dB HL for at least one ear • Copies of all audiograms should be forwarded to the D/HH coordinator • Assistance with interpretation of the audiogram can be provided by the D/HH Teacher • Recommendation for Resource Support is based on input from the: <ul style="list-style-type: none"> ○ D/HH Staff ○ School-Based Support Learning Teams ○ Classroom Teacher ○ Principal ○ Parents ○ Student, where appropriate 	<ul style="list-style-type: none"> • Chief Speech-Language Pathologist • D/HH Intake Team: D/HH Teacher(s) and Educational Audiologist • D/HH Joint Team: Speech-Language Pathologist, Social Work and Psychology staff provide input if necessary • Principal (once in school) • Classroom teacher (once in school)
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Parent/guardian consent • Student consent as appropriate • Professional assessment: <ul style="list-style-type: none"> ○ An audiological assessment indicating a permanent bilateral hearing loss within the mild to profound range 	<ul style="list-style-type: none"> • Area Principal chairs • Chief Speech-Language Pathologist • School Principal presents student information indicating need for placement • D/HH Teacher • Audiologist

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> ○ Psychological assessment (when deemed appropriate) ○ A speech and language assessment (when deemed appropriate) ● Classroom documentation: <ul style="list-style-type: none"> ○ Collaboration with school personnel, agencies, classroom teacher, parent(s)/guardian(s) and student ● Deaf and Hard of Hearing (D/HH) Assessment: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● D/HH Joint Team Members present assessment findings (as appropriate) indicating the need for placement ● Chief Speech-Language Pathologist ● Parent / guardian ● Student, if older than 16 years of age
Placement decision by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> ● Parent / guardian consent ● Student consent, as appropriate 	<ul style="list-style-type: none"> ● Area Principal chairs ● School Principal presents student information indicating need for placement ● Chief Speech-Language Pathologist ● D/HH Teacher ● Audiologist ● D/HH Joint Team Members present assessment findings (as appropriate) indicating the need for placement ● Parent / guardian ● Student, if older than 16 years of age
Admission	<ul style="list-style-type: none"> ● By IPRC decision ● Based on teacher input, audiological assessment and other assessments by the Joint Team members as appropriate ● Parental consent is required ● Parent input is invited 	<ul style="list-style-type: none"> ● Chief Speech-Language Pathologist ● School Principal ● D/HH Teacher ● D/HH Joint Team members (as appropriate) ● Parent / guardian /student, if older than 16 years of age

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> Student input is invited as appropriate 	
IPRC - Review	<ul style="list-style-type: none"> Annual reviews are required They may be waived by parents / guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> Principal chairs Chief Speech-Language Pathologist Parent / guardian Special education teacher Regular classroom teacher (s) D/HH Joint team as appropriate
Individual Education Plan (IEP)	<ul style="list-style-type: none"> An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate IEPs are updated at every reporting period as needed IEPs are recommended for any student who meets the exceptionality criteria and is receiving support Addresses accommodations and alternate curriculum D/HH Equipment needs must be described in the IEP Developed by D/HH and classroom teachers, audiologist, and other relevant JTM members with input from the parent/guardian and student as appropriate 	<ul style="list-style-type: none"> Principal Teachers (Regular, special education and D/HH) Consultation from the D/HH JTM and SBSLT as appropriate Input from parent/guardians/student as appropriate
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> As outlined in <i>Growing Success</i> (2010) Progress monitored by D/HH Teacher, Regular Classroom Teacher and Special Education Teacher (as appropriate) Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level TCDSB assessments and standardized assessments² as appropriate and incorporating necessary accommodations 	<ul style="list-style-type: none"> Regular classroom teacher Special education teacher D/HH Teacher School-based support teams, as required Curriculum and Accountability resource staff, as required

² 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"> • Other standardized assessments as applicable (e.g., EQAO, etc.) • Assessment of individual expectations, as outlined in the IEP • IEP to be updated based on progress (measurable and observable learning expectations) • TCDSB assessments and standardized assessments³ as appropriate and incorporating necessary accommodations Self-assessment by student as appropriate • Formal and informal assessment and progress monitoring tools to be suitable for students with significant hearing loss • Students who are D/HH to be accommodated appropriately for assessments, including assistive technology as appropriate • TCDSB Alternative Report Card • Specific assessments or accommodations suitable for students with this exceptionality 	
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> • Assessments by Audiology, Speech-Language, Psychology, or Social Work may be requested depending on student need • Assessment results are discussed with <ul style="list-style-type: none"> ○ Parent and student ○ D/HH and Classroom Teacher(s) (with parental consent) • Assessment reports included in the Ontario Student Record – OSR (with parental consent) 	<ul style="list-style-type: none"> • Principal • SBSLT members, as appropriate • D/HH members, as appropriate • Parental consent is required

³ e.g., Canadian Achievement Test 4 (CAT4), EQAO, Ontario Secondary School Literacy Test (OSSLT)

2. STUDENTS

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

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

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

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Training in assistive technology use • Training in Data Integration Platform (DIP) use • PD opportunities offered by TCDSB Special Services, Curriculum and Accountability and Student Success central Teams • PD opportunities offered at the local school level by members of the SBSLT • SBSLT to provide support and mentoring as needed • Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> • Chief Speech-Language Pathologist • D/HH Teachers • TCDSB Special Services, Curriculum and Accountability, Student Success Departments • SBSLT
Reflective practice: tools to inform teacher learning and practice	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • School Principal • Teachers • Chief Speech-Language Pathologist • D/HH Teacher • Education Research Department
Staff Appraisal	<ul style="list-style-type: none"> • Teacher Performance Appraisal (TPA) • EA and CYW appraisal, as appropriate • Communication Facilitator and Sign Language Interpreter, as appropriate 	<ul style="list-style-type: none"> • School Principal • Chief Speech-Language Pathologist
Resources		
Components	Description	Responsibility
Classroom resources/materials	<ul style="list-style-type: none"> • Elementary and secondary curricular materials • Supplementary materials suitable for working with students with hearing loss • Alternative curricular materials specific to students with hearing loss • TCDSB Curriculum and Accountability, Student Success and Special Services resources • Differentiated Instruction resources/materials <ul style="list-style-type: none"> • School block budget and Special Services funding • Elementary and secondary curricular resources 	<ul style="list-style-type: none"> • School Principal • Teacher(s) • Chief Speech-Language Pathologist • D/HH Teachers • D/HH Audiologist, Psychologist, Social Worker, Speech and Language Pathologist • Areas Superintendent • Consult with SBSLT • Curriculum and Accountability, Student Success and Special Services teams

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>(numeracy and literacy)</p> <ul style="list-style-type: none"> • Supplementary materials suitable for working with students with hearing loss • Alternative curricular materials specific to students with hearing loss • TCDSB Curriculum and Accountability, Student Success and Special Services resources • Ministry of Education documents <p>Other Ministry Policy and Resource Documents</p> <ul style="list-style-type: none"> • Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011 • Policy and Program Requirements, 2011 • English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007 • The Ontario Curriculum – Grades 1-12: Achievement Charts (Draft), 2004 • Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation 2009 • Supporting English language learners: A practical guide for Ontario educators Grades 1 to 8, 2008 • The Ontario Curriculum Grades 1-8, English As a Second Language and English Literacy Development – A Resource Guide, 2001 • Ontario Curriculum Unit Planner • Ontario Schools Code of Conduct, 2001 • Ontario Student Record (OSR) Guideline, 2000 • Pathways for success – Samples timetables for supporting students at risk, 2003 (PDF, 221 KB) 	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Policy/Program Memoranda • Who's Responsible for Your Child's Education? <p>Secondary:</p> <p>Curriculum Documents: By Grade</p> <p style="text-align: center;">By Subject</p> <ul style="list-style-type: none"> • Course Codes 2010 • Course Descriptions and Prerequisites, Grades 9 to 12, 2011 • Education Policy and Program Update 	
Special Education Amount (SEA)	<ul style="list-style-type: none"> • Students with hearing loss may be eligible for SEA funding for equipment from the Ministry of Education • Based on individual learning needs, as recommended by a relevant qualified professional • Equipment must be essential for access to the curriculum for a claim to be made • Must meet Ministry of Education SEA criteria 	<ul style="list-style-type: none"> • Teacher(s) • School principal • Chief Speech-Language Pathologist Superintendent of Special Services • Audiologist • SBSLT staff • Information technology staff, as required
Special Incidence Portion (SIP)	<ul style="list-style-type: none"> • Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria • Students with D/HH and significant additional needs/exceptionalities causing significant safety concerns may be eligible for Ministry of Education funding (must meet Ministry of Education SIP criteria) 	<ul style="list-style-type: none"> • School Principal • Teacher(s) • Superintendent of Special Services • Chief Speech-Language Pathologist • Area superintendent • Support by SBSLT and special services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Ongoing program and student support is provided by D/ HH Teacher and SBSLT members • Consultation and direct support as appropriate by TCDSB staff including the D/HH teacher, APT/PAT, 	<ul style="list-style-type: none"> • School principal • Teacher(s) (regular classroom and special education) • D/HH Teachers

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>psychology, social work, speech and language pathologist</p> <ul style="list-style-type: none"> • Consultation support by TCDSB central staff (e.g., Special Services, Curriculum and Accountability, Student Success) • Community / outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> • SBSLT staff as appropriate • TCDSB Special Services, Curriculum and Accountability, Student Success central teams
Support documents	<p>Ministry Documents:</p> <p>Deaf and Hard of Hearing</p> <ul style="list-style-type: none"> • Guidelines for Programs and Services for Students who are Deaf or Hard of Hearing (Ministry of Education, 2010) <p>Special Education Policy Documents</p> <ul style="list-style-type: none"> • Individual Education Plans: Standards for Development, Program Planning and Implementation – 2000 • Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. • Standards for School Boards' Special Education Plans – 2000 • Ontario Secondary Schools, Grades 9 to 12 – 1999 • Program Planning and Assessment, The Ontario Curriculum Grades 9 to 12 – 2000 • Choices Into Action – 1999 • Elementary And Secondary Report Card • Funding for Special Education. • Education Quality and Accountability Office (EQAO) 	<ul style="list-style-type: none"> • Special Services Superintendent • Special Services Department • D/HH teachers • Curriculum and Accountability Department • Student Success Department • School Principal • Teacher

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>Special Education Regulations</p> <ul style="list-style-type: none"> • Regulation 181/98: Identification and Placement of Exceptional Pupils • Highlights of Regulation 181/98 • Regulation 306: Special Education Programs and Services • Regulation 464/97: Special Education Advisory Committees • Regulation 298: Operation of Schools-General • Regulation 296: Ontario Schools for the Blind and Deaf <p>Resource Documents</p> <ul style="list-style-type: none"> • Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 • Effective Educational Practices for Students with Autism Spectrum Disorders • Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities • Individual Education Plan (IEP) Samples • The Individual Education Plan (IEP), A Resource Guide, 2004 • Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011 • Education for All (Ministry of Education, 2005) • Planning Entry to School – A Resource Guide, 2005 	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Publications for Parents • Resolving Identification or Placement Issues (Procedures for Parents/Guardians) • Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs • Special Education, A Guide for Educators, 2001 • Transition Planning: A Resource Guide, 2002 <p>Funding</p> <ul style="list-style-type: none"> • Funding for Special Education • Special Education Funding Guidelines: Special Equipment Amount (SEA), 2011-12 • Special Education Funding Guidelines: Special Incidence Portion (SIP), 2011-12 <p>Additional Information on Special Education</p> <ul style="list-style-type: none"> • Categories of Exceptionalities, 2011 • Differentiated Instructional Resources and kits <p>TCDSB Documents:</p> <ul style="list-style-type: none"> • TCDSB Special Services document • TCDSB D/HH Program brochure • Special Education Guide for Parents • TCDSB Audiology Guidelines for Principals and Teachers (TCDSB, 2011-2012) • Student Success High Yield Strategies (TCDSB 2010) • Supporting Student Success in Literacy (TCDSB 2009) <p>External Documents:</p>	

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none">• Documents on evidence based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.• Parent Guide to Supporting Success at School: Helping Students with Speech and Language Impairments (OAFCCD, 2009)• IEP Guide for Parents (VOICE)	

4. PARENTS

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

5. COMMUNICATION

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