

# Special Education Program Overview and Improvement Planning

Exceptionality: Deaf and Hard-of-Hearing

Placement: Regular Class with Withdrawal 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.<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
- 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 Assistance
- Regular Class with Withdrawal Assistance<sup>1</sup>**
- 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 and receives instruction outside the classroom, for less than 50% of the school day, from a qualified special education teacher and/or Specialist Teacher of the Deaf (adapted from Ministry of Education).

## C. Description:

The D/HH withdrawal support program is for students with a bilateral hearing loss that results in *substantial difficulty with communication, language development (English and/or sign), and access to the curriculum.*

The goal is to help students achieve academic success through the provision of individualized education programming including appropriate accommodations, modifications (if necessary) to the Ministry curriculum, 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 of support ranges from 1x to 4x per week, based on individual student need. If additional support is required, the student may be considered for an Intensive Support Program for D/HH students. Instructional components of programming might include: Ontario curriculum and alternative curriculum to address specific needs such as hearing loss management and technology, speech, language, auditory skills, and self-advocacy as well as other areas that are developmentally appropriate, such as American Sign Language, social skills, and parental support.

In conjunction with the Audiologist, the D/HH teachers monitor equipment use and functionality (e.g., Hearing Aids, Cochlear Implants, 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 (e.g., for mild bilateral impairments), 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 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
Grades	<ul style="list-style-type: none"> <li>JK to Grade 12</li> </ul>	<ul style="list-style-type: none"> <li>Chief Speech-Language Pathologist</li> </ul>
Group size	<ul style="list-style-type: none"> <li>Depending on the needs of the students and school</li> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Area Superintendent</li> </ul>
Time & Frequency	<ul style="list-style-type: none"> <li>1x to 4x weekly depending on student need</li> <li>Less than 50 % withdrawal from regular class</li> <li>Secondary students may attend the resource room during a GLE period designated on their timetable, or during other periods on their timetable</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Regular classroom and special education Teacher</li> <li>SBSLT (SBS &amp; JT)</li> </ul>
Facility Requirements	<ul style="list-style-type: none"> <li>Regular size classroom</li> <li>Appropriate space for withdrawal support (i.e., quiet space for listening activities, size, etc.)</li> <li>Schools accommodated for students with significant hearing loss (e.g., emergency/visual signaling systems for fire and lock down)</li> <li>Access to networked computers in the classroom is essential</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Area Superintendent</li> <li>Superintendent of Special Services</li> <li>Superintendent of Safe Schools</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>Offered in home school</li> <li>Bussing as per board policy</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Transportation department</li> </ul>
School selection criteria	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>	<ul style="list-style-type: none"> <li>Not Applicable</li> </ul>
Locations/schools involved	<ul style="list-style-type: none"> <li>Student attends home school</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
Accountability Framework	<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>• School-Based Support Learning Team meetings (SBSLT)<sup>2</sup></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>• 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 Withdrawal Assistance 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 coordinator</li> <li>• Assistance with interpretation of the audiogram can be provided by the D/HH Teacher</li> <li>• Recommendation for Withdrawal Assistance is based on input from the:               <ul style="list-style-type: none"> <li>○ D/HH Intake Team (D/HH Teacher, Audiologist, and Chief Speech-Language Pathologist )</li> <li>○ D/HH Joint Team as needed</li> <li>○ Classroom Teacher</li> <li>○ Principal</li> <li>○ Parents</li> <li>○ Student, where appropriate</li> </ul> </li> <li>• Students have bilateral hearing loss in the mild to</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Speech-Language Pathologist</li> <li>• D/HH Intake Team and D/HH Joint Team: D/HH teacher(s), Educational Audiologist, 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>

<sup>2</sup> School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

## 2. STUDENTS

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	<p>profound range</p> <ul style="list-style-type: none"> <li>• Students require the assistance of hearing technology to access the Ontario curriculum (e.g., FM system, sound field)</li> <li>• Students require programming in alternative curricular areas (e.g., speech, language, auditory skills, hearing loss management, self-advocacy)</li> <li>• Students may also require accommodated and/or modified curriculum expectations</li> </ul>	
<b>Identification 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> <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>	<ul style="list-style-type: none"> <li>• Area Principal chairs</li> <li>• Chief Speech-Language Pathologist</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>• Parent / guardian</li> <li>• Student, if older than 16 years of age</li> </ul>

## 2. STUDENTS

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<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> <li>• Note: Students currently receiving Withdrawal Assistance who have not been placed by the IPRC can continue to receive the appropriate supports. However, these students must be presented to the IPRC for placement by Grade 8, in preparation for secondary school.</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>• Chief Speech-Language Pathologist</li> <li>• Parent / guardian</li> <li>• Student, if older than 16 years of age</li> </ul>
<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 Joint Team 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> </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> </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>

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Components	Description	Responsibility
	<ul style="list-style-type: none"> <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>	
<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 outlined by Curriculum and Accountability, appropriate to grade level</li> <li>• TCDSB assessments and standardized assessments<sup>3</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>• TCDSB assessments and standardized assessments<sup>4</sup> as appropriate and incorporating necessary accommodations Self-assessment by student as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular classroom teacher</li> <li>• DHH teacher</li> <li>• Special education teacher</li> <li>• School-based support learning team(SBSLT), and DHH Joint Team as required</li> <li>• Curriculum and Accountability resource staff, as required</li> </ul>

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

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Components	Description	Responsibility
	<ul style="list-style-type: none"> <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>	
<b>Formal assessment to inform student learning</b> (e.g., psychology, speech and language, etc.)	<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> <li>• Assessment reports included in the Ontario Student Record – OSR (with parental consent)</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>
<b>Transition Process:</b>		
<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 withdrawal 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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Area principal chairs the review IPRC meeting</li> <li>• School principal chairs the SBSLT meeting</li> <li>• Chief Speech-Language Pathologist</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>



## 2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> <li>○ SBSLT recommendation</li> <li>○ Parental input / request</li> <li>○ Student request, if 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>● Chief Speech-Language Pathologist</li> <li>● Teacher(s) (Regular / Special Education / D/HH)</li> <li>● Parent</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>• 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 (e.g., training, mentoring, etc.)</b>	<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> <li>• Training in Data Integration Platform (DIP) 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> <li>• D/HH Teachers</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> <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>• 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> <li>• D/HH Joint Team members</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>• D/HH Department resources (e.g., D/HH Assessment Binder, D/HH Student Profiles, etc.)</li> <li>• TCDSB Curriculum and Accountability, Student Success</li> </ul>	<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>and Special Services resources</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction resources/materials</li> </ul> <p><b>Other Ministry Policy and Resource Documents</b></p> <ul style="list-style-type: none"> <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="#">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="#">Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation 2009</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="#">Pathways for success – Samples timetables for supporting students at risk, 2003</a> (PDF, 221 KB)</li> <li>• <a href="#">Policy/Program Memoranda</a></li> <li>• <a href="#">Who's Responsible for Your Child's Education?</a></li> </ul>	

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<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="#">Course Codes 2010</a></li> <li>• <a href="#">Course Descriptions and Prerequisites, Grades 9 to 12, 2011</a></li> <li>• <a href="#">Education Policy and Program Update</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 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 (based on D/HH Joint Team recommendation)</li> <li>• Chief Speech-Language Pathologist Area Superintendent</li> <li>• Ministry of Education</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</li> </ul>	<ul style="list-style-type: none"> <li>• School principal</li> <li>• Teacher(s) (regular classroom and special education)</li> <li>• D/HH Teachers</li> <li>• SBSLT staff as appropriate</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>Services, Curriculum and Accountability, Student Success)</p> <ul style="list-style-type: none"> <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>TCDSB Special Services, Curriculum and Accountability, Student Success central teams</li> </ul>
<b>Support documents</b>	<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>Special Services Superintendent</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
	<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 Committees</a></li> <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="#">Effective Educational Practices for Students with Autism Spectrum Disorders</a></li> <li>• <a href="#">Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities</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="#">Education for All (Ministry of Education, 2005)</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</a></li> </ul>	

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p style="text-align: center;"><u><a href="#">(Procedures for Parents/Guardians)</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs</a></u></li> <li>• <u><a href="#">Special Education, A Guide for Educators, 2001</a></u></li> <li>• <u><a href="#">Transition Planning: A Resource Guide, 2002</a></u></li> </ul> <p><b>Funding</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Funding for Special Education</a></u></li> <li>• <u><a href="#">Special Education Funding Guidelines: Special Equipment Amount (SEA), 2011-12</a></u></li> <li>• <u><a href="#">Special Education Funding Guidelines: Special Incidence Portion (SIP), 2011-12</a></u></li> </ul> <p><b>Additional Information on Special Education</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Categories of Exceptionalities</a></u>, 2011</li> <li>• 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;</li> </ul>	



### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p>e.g., research articles, websites, descriptive pamphlets, etc.</p> <ul style="list-style-type: none"><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>• D/HH teacher</li> <li>• Principal</li> <li>• Chief Speech-Language Pathologist</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>• Individual sessions, where appropriate</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</li> <li>• TCDSB DHH Program brochure</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> </ul>
<b>Internal</b>	<ul style="list-style-type: none"> <li>• TCDSB Website / Portal</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>