

Special Education Program Overview and Improvement Planning

Exceptionality: Deaf and Hard-of-Hearing

Placement: Special Education Class with Partial Integration - Intensive Support Program (K-12)



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

The Ministry of Education defines Deaf and 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 Assistance
- Regular Class with Withdrawal Assistance
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)¹
- Full-Time Special Education Placement

C. Description:

¹ The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to regulation 298, section 31, for at least 50% of the school day, but is integrated with a regular class for at least one instructional period per day. (Ministry of Education)

The D/HH intensive support program is for students with a significant hearing loss² that results in substantial difficulty with communication and language development. The students require a specialized setting and a teacher with specialized qualifications in D/HH in order to access the curriculum. The goal is to help students achieve academic success through the provision of intensive, individualized education programming including appropriate accommodations, modifications, and alternative curriculum, as outlined in their Individual Educational Plan.

Instruction is delivered by a teacher of the deaf for a minimum of 50 percent of the school day. For the balance of the school day, each student receives instruction within the regular classroom (integration). The regular class and D/HH teacher work collaboratively to support student success in integrated program areas.

Instructional components of programming include the Ontario curriculum and alternative curriculum. The alternative curriculum is individualized as per student need to address specific needs such as hearing management and technology, speech, language, auditory skills, American Sign Language, social skills, self-advocacy, parental support and other areas that are developmentally appropriate. The emphasis on oral language, auditory verbal strategies, or sign language depends on the needs of students in the class.

“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)

² Hearing loss must be assessed by a registered Audiologist. Most students in the D/HH ISP have moderate to profound bilateral loss.

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"> Age 3 to 21 years Preschool, JK to Grade 12 	<ul style="list-style-type: none"> Chief Speech-Language Pathologist Superintendent of Special Services Principal
Group size	<ul style="list-style-type: none"> Enrolment in the intensive support program is defined by the Ministry of Education in Regulation 298, Section 31 	<ul style="list-style-type: none"> Chief Speech-Language Pathologist Superintendent of Special Services Principal
Time & Frequency	<ul style="list-style-type: none"> For all programs, at least 50 percent of the day is spent in the self-contained class (ISP) with integration for a minimum of 1 period per day 5 days / week for SK to Grade 12 4 days / week for Preschool and JK Preschool and kindergarten programs are full-day Integration is scheduled based on student strengths, needs and interests and classroom availability. 	<ul style="list-style-type: none"> Principal D/HH Teacher delivers instruction in ISP D/HH and regular class teachers collaborate to support students in integrated curricular areas with support from Special Education teacher as required Chief Speech-Language Pathologist
Facility Requirements	<ul style="list-style-type: none"> A regular size classroom accommodated for students with significant hearing loss (i.e., acoustically treated) Schools accommodated for students with significant hearing loss (e.g., emergency/visual signaling systems for fire and lock down) Access to networked computers in the classroom is essential for students who sign or use other visual communication systems 	<ul style="list-style-type: none"> School Principal Area superintendent Chief Speech-Language Pathologist Superintendent of Special Services
Transportation	<ul style="list-style-type: none"> Bussing provided as per TCDSB policy 	<ul style="list-style-type: none"> Principal Transportation Dept
School selection criteria	<ul style="list-style-type: none"> Programs are located across the system, with consideration given to school space availability A dedicated regular size classroom Classroom space which is acoustically appropriate 	<ul style="list-style-type: none"> Area Superintendent Superintendent of Special Services Chief Speech-Language Pathologist School Principal

Locations/schools involved	<ul style="list-style-type: none"> • Determined by need and the availability of space • The Divine Infant (preschool to SK) • Sts Cosmos and Damian (4 classes grades 1 to 8) • St Raymond (1 class grades 4 to 8) • Dante Alighieri (grades 9 to 12) 	<ul style="list-style-type: none"> • Area Superintendent • Superintendent of Special Services • Chief Speech-Language Pathologist • School 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"> • Superintendent of Special Services • Special Education Framework • Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children’s Learning Needs Strategy • According to TCDSB Early and Ongoing Identification Strategy from age 3 onwards • Intake meetings, case conferences, consultations, etc. • School-Based Support Learning Team meetings (SBSLT)³ • Students are identified as schools receive and forward audiograms to D/HH Intake Team 	<ul style="list-style-type: none"> • Chief Speech-Language Pathologist • Audiologist • D/HH intake team • D/HH Joint Team Members • TCDSB Early Identification Committee • Infant Hearing Program (Toronto) • Parent-Infant Program (TCDSB) • Principal (once in school) • Classroom teacher (once in school)
Referral criteria	<ul style="list-style-type: none"> • Initial referral for D/HH service requires an audiogram indicating hearing loss of greater than or equal to 20 dBHL • Assistance with interpretation of the audiogram can be provided by the D/HH team • Copies of all audiograms should be forwarded to the D/HH department • To be eligible for the D/HH intensive support program, students must have a significant hearing loss⁴ that results in substantial difficulty with communication, language development (English and/or sign language), and access to the curriculum. The students require a specialized setting and a teacher with specialized qualifications in D/HH in order to access the curriculum. • Eligible students use personal amplification and/or sign language • Students require programming in alternative curricular areas (e.g., speech, language, auditory skills, hearing loss management, self-advocacy) 	<ul style="list-style-type: none"> • Chief Speech-Language Pathologist • 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 • Principal (once in school) • Classroom teacher (once in school)

³ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

⁴ Hearing loss must be assessed by a registered Audiologist. Most students in the D/HH ISP have moderate to profound bilateral loss.

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Intake & Joint Team recommendation for the D/HH ISP is based on: <ul style="list-style-type: none"> ○ audiogram ○ other assessments as appropriate ○ teacher input (D/HH and regular class) ○ parent input ○ student input if age appropriate • Students may also require accommodated and/or modified curriculum expectations 	
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 ○ 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: • 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"> • Area principal chairs IPRC • Chief Speech-Language Pathologist • School Principal presents student information indicating need for placement • 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
Placement decision by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Parent / guardian consent • Student consent, as appropriate • Students who require intensive support to access the curriculum are placed in the ISP 	<ul style="list-style-type: none"> • Area principal chairs • Chief Speech-Language Pathologist • School Principal presents student information indicating need for placement

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> • based on student need and parental input 	<ul style="list-style-type: none"> • D/HH Teacher • Audiologist • D/HH Joint Team members present assessment findings (as appropriate) indicating the need for placement • D/HH Teachers • Parent / guardian • Student, if older than 16 years of age
Admission	<ul style="list-style-type: none"> • IPRC decision • Based on teacher input, audiological assessment and other assessments by the Joint Team • Parental consent is required • Parent input is invited • Student input is invited as appropriate 	<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
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"> • Area Principal chairs • Chief Speech-Language Pathologist • School Principal • D/HH Joint team as appropriate • Parent / guardian / student, if older than 16 years of age • D/HH Teacher • Regular classroom teacher (s) • Special education teacher
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 	<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

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Developed by D/HH and classroom teachers, audiologist, and other relevant JTM members with input from the parent/guardian and 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 assessments⁵ as appropriate and incorporating necessary accommodations • 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 assessments⁶ 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 	<ul style="list-style-type: none"> • Principal • DHH ISP teacher • Regular classroom teacher • Special education teacher • School-based support learning team(SBSLT), and DHH Joint Team as required • Curriculum and Accountability resource staff, as required

⁵ e.g., Canadian Achievement Test 4 (CAT4), EQAO, Ontario Secondary School Literacy Test (OSSLT)

⁶ e.g., Canadian Achievement Test 4 (CAT4), EQAO, Ontario Secondary School Literacy Test (OSSLT)

2. STUDENTS

Components	Description	Responsibility
	<p>appropriately for assessments, including assistive technology as appropriate</p> <ul style="list-style-type: none"> • 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 • Audiology, Speech-Language, Psychology, or Social Work, as appropriate • D/HH members, as appropriate • Parental consent is required
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 Intensive Support Program (ISP) 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 • D/HH ISP teacher • Classroom teacher • Special education 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 	<ul style="list-style-type: none"> • Principal • Teacher(s) (D/HH/ Regular / Special Education) • Parent

2. STUDENTS

Components	Description	Responsibility
	<p>9 as per board policy</p> <ul style="list-style-type: none">• 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">• 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 • 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 • Special education teachers require Special Education Part One qualifications • 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 ○ Intervenor for Deafblind Persons • All D/HH staff in signing environments must have expertise in ASL • Sign language interpreters have a diploma in ASL interpreting from an approved college • Oral interpreters have a diploma in oral interpretation from an approved college • Communication facilitators are educational assistants who have significant sign language skills • Intervenors have a diploma from an approved college in Intervening for Deafblind Persons • Educational assistants have a diploma from an approved college and/or experience with deaf or hard of hearing students 	<ul style="list-style-type: none"> • School Principal • Area Superintendent • Teacher • Chief Speech-Language Pathologist •
Professional learning opportunities (e.g.,	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> • Mentoring by other D/HH teachers 	<ul style="list-style-type: none"> • Principal • Teacher (DHH ISP, Regular classroom and

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
training, mentoring, etc.)	<ul style="list-style-type: none"> • PD opportunities provided by DHH department • PD opportunities offered at the local school level by members of the D/HH Joint Team • IEP training and updates • 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(e.g., Literacy, Numeracy, Student Success) • PD opportunities offered at the local school level by members of the SBSLT • Other PD opportunities outside of TCDSB (e.g., cochlear implant workshops at HSC) 	special education) <ul style="list-style-type: none"> • Chief Speech-Language Pathologist • SBSLT • D/HH Teachers • TCDSB Special Services, Curriculum and Accountability, Student Success Departments
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 • D/HH Joint Team members
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 • Program Coordinator for D/HH
Resources		
Components	Description	Responsibility
Classroom resources/materials	<ul style="list-style-type: none"> • School block budget and Special Services funding • Elementary and secondary curricular resources (numeracy and literacy) • Supplementary materials suitable for working with students with hearing loss 	<ul style="list-style-type: none"> • School Principal • Teacher(s) • Chief Speech-Language Pathologist • D/HH Teachers • D/HH Audiologist, Psychologist, Social Worker,

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Alternative curricular materials specific to students with hearing loss • D/HH Department resources (e.g., D/HH Assessment Binder, D/HH Student Profiles, etc.) • TCDSB Curriculum and Accountability, Student Success and Special Services resources • Differentiated Instruction resources/materials <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) • Policy/Program Memoranda 	<p>Speech and Language Pathologist</p> <ul style="list-style-type: none"> • Areas Superintendent • Consult with SBSLT • Curriculum and Accountability, Student Success and Special Services teams

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Who's Responsible for Your Child's Education? <p>Secondary:</p> <p>Curriculum Documents: By Grade</p> <p style="padding-left: 40px;">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"> • 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 • Students with hearing loss may be eligible for SEA funding for equipment from the Ministry of Education 	<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 (based on D/HH Joint Team recommendation) • Chief Speech-Language Pathologist • Area Superintendent • Ministry of Education
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, psychology, social work, speech and language pathologist 	<ul style="list-style-type: none"> • School principal • Teacher(s) (regular classroom and special education) • D/HH Teachers • SBSLT staff as appropriate • TCDSB Special Services, Curriculum and

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<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 • EC Drury Provincial Schools Branch - Resource Services Program 	<p>Accountability, Student Success central teams</p>
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) • TCDSB DHH Student Assessment Materials and Forms <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)• The IEP for Students who are Deaf and Hard of Hearing. A Parent Guide (VOICE)• Starting Point -2nd Edition (CHS, 2004)	

4. PARENTS

Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • Ongoing communication between parent/guardian and D/HH ISP teacher and regular class teacher and special education teacher as required • Parent-teacher interviews • Initial IPRC's and annual IPRC reviews 	<ul style="list-style-type: none"> • D/HH ISP teacher • Classroom 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	Parent involvement for: <ul style="list-style-type: none"> • Ongoing communication • Individual sessions, where appropriate • 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 • Participation in parent sessions in the Preschool and Kindergarten programs • 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 • TCDSB DHH Program brochure • 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 • Email • Director's Bulletin • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Chief Speech-Language Pathologist