

SPECIAL EDUCATION

in the Durham District School Board

MANY PATHS TO
Success



Inclusive
STUDENT SERVICES

Spring 2024

How do we serve our students?

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents/guardians and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.

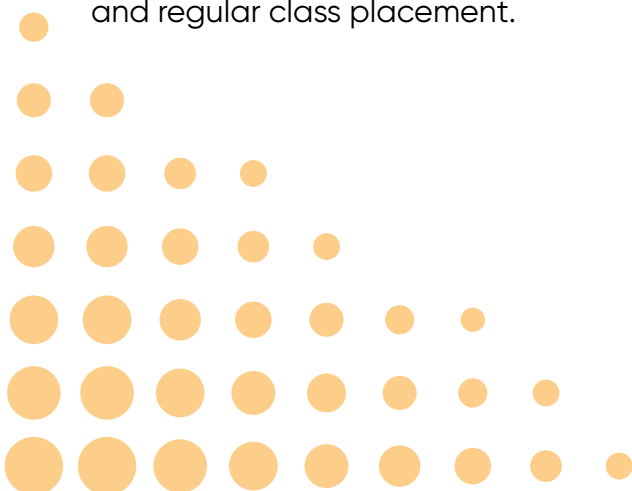
For more information, please contact the Special Education Resource Teacher (SERT) at your school.

Regular Class Placement

PLACEMENT DESCRIPTION

The regular class is considered the most inclusive of placements. The majority of students with special education needs access programming in a regular classroom. For most students, a classroom teacher, with support of the school's Special Education Resource Teacher and board staff, is able to provide individualized programming that allows the student to meet with success in a classroom environment with their peers

The Board endeavours to meet the needs of all students in the most enabling environment. The Board's practice, consistent with the Ministry direction is that, wherever possible, special learning needs are addressed within the home school and regular class placement.



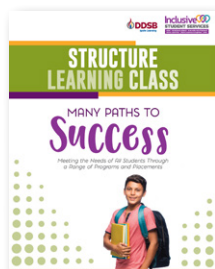
Special Education Class Placements

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB we provide seven class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

For more information on individual programs search **DDSB Inclusive Student Services**, or click on the photo beside each of the program descriptions.

STRUCTURED LEARNING CLASS

Special Education Class with Partial Integration

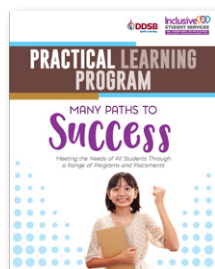


The Structured Learning Class (SLC) provides intensive support for students diagnosed with Autism Spectrum Disorder (ASD) who are working on Ontario or Alternative curriculum expectations. Teaching strategies based on Applied Behaviour Analysis (ABA), ie. Structured Teaching TEACCH®, data collection, positive reinforcement and generalization, are utilized to develop skills in a variety of domains including but not limited to: communication, self-regulation, and social skills.

Maximum of six students.

PRACTICAL LEARNING PROGRAM

Special Education Class with Partial Integration or Special Education Full-time



The Practical Learning Program provides intensive support while teaching and reinforcing essential skills that foster independence in activities of daily living. This program is suited for students who may have intellectual disabilities, developmental disabilities, and/or autism.

Maximum of ten students.

DEVELOPMENTAL PROGRAM

Full-time Special Education Program



The Developmental Program provides an intensive support program for students who have significant physical, intellectual or developmental disabilities. Students accessing the Developmental Program may also be medically fragile and/or require significant sensory support. The program also includes integrated community supports embedded within programming.

Maximum of six students.

DEAF/HARD OF HEARING PROGRAM

Special Education Class with Partial Integration



The Deaf/Hard of Hearing Program provides intensive support for students whose primary concern is speech and language related to their hearing loss. The program provides instruction in Ontario Curriculum as well as receptive and expressive language, auditory management and self-advocacy. Total communication is the focus for the program. Necessary spoken and visual supports are provided to develop receptive and expressive language and access curriculum.

Class maximum of twelve students.

SCHOOL SUPPORT PROGRAM

Special Education Class with Partial Integration



The School Support Program provides an opportunity for an intensive support placement for the development of core curriculum and executive functioning (learning skills) for students within/near their community school. The goal of the program is to foster independence and integration.

Elementary: Maximum of ten students

Secondary: Maximum of twelve students



TRANSITION TO WORK PROGRAM

Self Contained Special Education Program



The Transition to Work Program is designed to bridge between school and successful adult living by providing experiences in various work environments. The goal of the program is to develop employability skills and foster independence to support students with special needs to become productive workers with a goal of leading to meaningful employment. Through this program placement, students with special education needs can learn, practice, and refine productivity skills and social skills that are essential to participating in meaningful employment, learning more about themselves and the world of work.

Maximum of twelve students.

GIFTED PROGRAM

The Gifted Program provides differentiated support for learners who are intellectually gifted. As a self-contained classroom program at the elementary level, the program provides students to learn with and from other students with similar or higher intellectual aptitude. Based on the Ontario Curriculum, the program paces in breadth and depth of the learners with a focus on creative and complex ways of thinking.

Elementary: Maximum of 25 students

Secondary: Access through individual course selection



The Durham DDSB core priorities are all reflected in Inclusive programming which promotes student growth and achievement. Student independence is fostered through a gradual release of responsibility model. This framework provides the and support needed to set a student on a path to their own level of independence. Independence allows for a growth of a student's voice which includes knowing who they are, what they want or need and making positive choices that affect their life.

A MODEL FOR SUCCESS FOR ALL STUDENTS

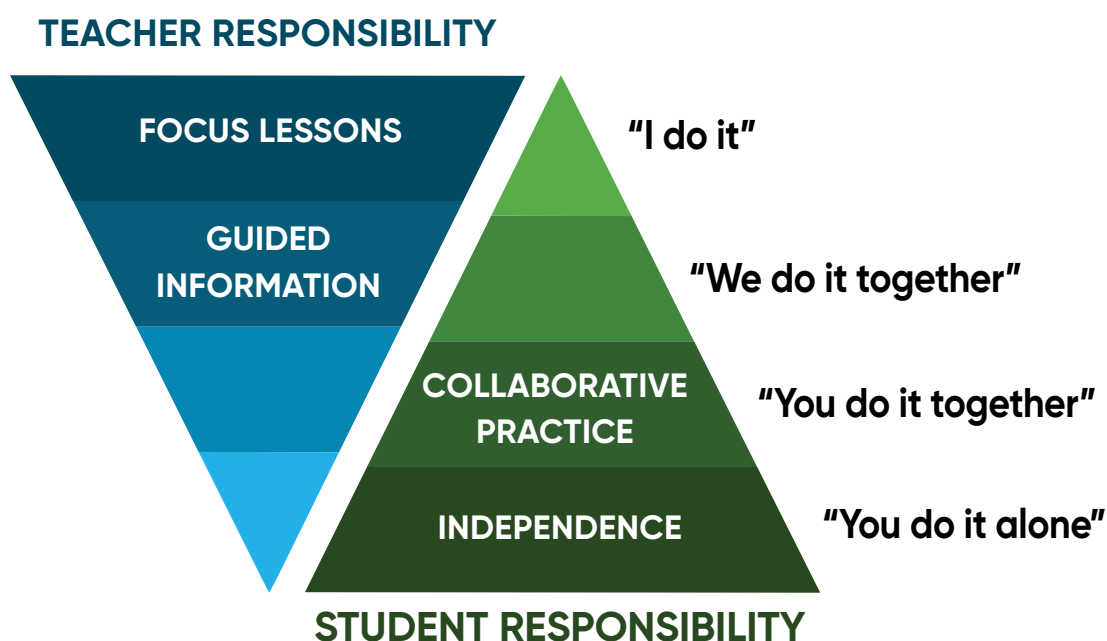


Image from the resource "Fostering Student Independence – An Educator's Guide" co-created by the Durham District School Board and partner boards.

© 2019 Durham District School Board. All rights reserved. No part of this document may be copied or reproduced without written permission from the Durham District School Board, 400 Taunton Road East, Whitby, ON, L1R 2K6, (905-666-5500). Where the Durham District School Board has obtained permission to publish or republish materials included in this document, this permission does not extend to third parties who may wish to use or reproduce the materials. Such permission may only be granted to third parties by the owner of the copyright, and it is the sole responsibility of the third parties to seek any and all such permissions.