

Inclusive Student Services

Impact Update

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Regular Class Placement

The vast majority of our students with special education strengths and needs will access regular class placements. It is considered the most inclusive of all placements.

For most students, a classroom teacher, with support of the school's Special Education Resource Teacher (SERT) 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 DDSB endeavours to meet the needs of all students in the most enabling environment. This commitment is consistent with the Ministry direction, is that, whenever possible, special learning needs are addressed with the home school and regular class placement.

Program Focus

Learning and well-being through Regular Class placement includes foundational supports and strategies often referred to as 'Indirect Support' and can include but are not limited to:

- Learning planned on a foundation of Universal Design for Learning (UDL);
- Differentiation in environmental, teaching and assessment strategies;
- Focused small support groups for specific skill building;
- Targeted and small group instruction and intervention within classes
- Specific tools and resources introduced to address individual learning needs, support, and skill building;
- Leveraging of technology to provide instruction, rehearsal, engagement and support; and
- Programming support from SERTs, Inclusive Student Services team members, and, with consent, collaboration with involved community agencies and other expertise.

“I like being in class with my friends because we can work together. My teacher sits with me to help me understand the work and will check in with me once I get started to see if I understand.”

—Grade 5 student

Regular Class with Indirect Support

Many students in regular class placements receive support from classroom support staff in roles (ASL Interpreter, Educational Assistant (EA), or Intervenor). The professionals in these roles, where part of a student’s program, are integral to supporting well-being, safety, self-care and learning. These roles are not referenced as part of a student’s placement through Individual Placement and Review Committee (IPRC) decisions which are, in accordance with applicable legislation, linked specifically to teachers with special education qualifications.

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires the committee consider placement in a regular class with appropriate special education services, such as the “indirect support”. If, after considering all pertinent information presented, the IPRC is satisfied that placement in a regular class would meet the student’s needs and is consistent with parent or guardian preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.


The vast majority of students with Individual Education Plans (IEP) access learning and supports through the placement: Regular Class with Indirect Support.

Collaborations and Community

In the DDSB special education model, Regular Class with Withdrawal Assistance and Regular Class with Resource Assistance for the relatively small number of students accessing direct teaching by Itinerant (teachers with specialized certifications working in multiple schools) for students who are Blind/Low Vision or Deaf/Hard of Hearing.

An IPRC placement of Regular Class with indirect support is the most inclusive because it allows students to remain in their community classroom while receiving tailored support that promotes equity and belonging. This model fosters peer interaction and shared learning experiences, helping all students thrive in a diverse and supportive environment.





“I can ask for the accommodations I need in class, like a quiet place to write a test or extra time. This way I can do the best I can on all of my work.”

—Grade 8 student

“I use the resource room multiple times a week to support my work given in class. It’s a quiet place to finish assignments with no distractions. The Resource room always has teachers who can provide help and understanding to all students.”

—Grade 9 student

“I am continually struck by feelings of pride when I witness our students of all learning styles and profiles engaging, connecting and sharing a laugh. Inclusion further helps to develop empathy, acceptance and encourages celebration, leading to a more inclusive and supportive school community that has positive and far-reaching implications for society.”

—SERT

“I believe it’s important for my identified child to be in a regular class setting because it helps her to understand that although her brain may work a little differently than her peers, she’s still a kid just like them. The other students can learn from her just as she will learn from them. I believe it’s important because it helps teach children compassion and understanding. Therefore, we are teaching these young children how to be accepting and understanding of people’s differences both in learning styles and abilities.”

—Parent of Grade 4 student



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Inclusive Student Services Impact Update,
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