Table of Contents

Section A - Introduction
Standard 1: The Board’s Consultation Process .............................................................. 2

Section B - Special Education Programs and Services
Standard 2: The Board’s General Model for Special Education ................................. 6
Standard 3: Roles and Responsibilities ........................................................................ 8
Standard 4: Early Identification Procedures and Intervention Strategies .................. 14
Standard 5: The Identification, Placement and Review Committee Process
And Appeals .................................................................................................................. 17
Standard 6: Educational and Other Assessments ......................................................... 20
Standard 7: Specialized Health Support Services in School Settings ....................... 24
Standard 8: Categories and Definitions of Exceptionalities ..................................... 28
Standard 9: Special Educations Placements Provided by the Board ......................... 32
Standard 10: Individual Education Plans (IEP’s) and Transition Planning ............... 50
Standard 11: Provincial Demonstration Schools in Ontario .................................... 52
Standard 12: Special Education Staff ........................................................................... 56
Standard 13: Staff Development .................................................................................. 58
Standard 14: Equipment ................................................................................................. 62
Standard 15: Accessibility of School Buildings .......................................................... 64
Standard 16: Transportation ......................................................................................... 67

Section C – Special Education Advisory Committee
The Board’s Special Education Advisory Committee (SEAC) ...................................... 69

Section D – Coordination of Services with Other Ministries
Coordination of Services with other Ministries or Agencies ...................................... 73

Section E – Submission and Availability of Plan .......................................................... 79

Appendices
Appendix 1 – Revised Parent / Guardian Guide to Special Education ....................... 82
Appendix 2 – DDSB IEP Template ................................................................................ 83
Appendix 3 – Roles and Responsibilities ..................................................................... 92
Appendix 4 - DDSB Transition Planning Guide .......................................................... 82
Appendix 5 - DDSB Mental Health Plan ....................................................................... 82
Appendix 6 - Protocol for Collaboration Agreement with External Agencies .......... 82
Appendix 7 - Glossary ................................................................................................... 101
THE BOARD’S
CONSULTATION
PROCESS

Section A – Standard 1
Standard 1: The Board’s Consultation Process

The purpose of the standard is to provide details of the Board’s consultation process to the Ministry and to the public.

The Durham District School Board (DDSB) values collaboration with families, community partners and stakeholders and we welcome input into our Special Education Plan at any time.

The Durham District School Board’s Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. Following an in-depth review last year, our Special Education Plan was made more parent-friendly. Input from SEAC was received and all feedback was reviewed and included in the report where the suggestions aligned with the Ministry’s Standards for School Board’s Special Education Plans. Suggestions included using more parent-friendly language, reducing the size of the Plan, revising the description of roles and responsibilities, and providing a clearer description of transition planning.

There were no majority or minority reports concerning the Board’s approved plan in 2017/2018.

Opportunities for public consultation are provided through public consultation sessions (Winter 2018), the Board’s website, through connection with Special Education Department team members and through connections with SEAC. Student voice sessions were also facilitated at every Durham District School Board secondary school during the 2017-2018 school year to ensure student engagement and input into supports and services.

New for the 2018-19 School Year:

An internal review of the DDSB Special Education model has been ongoing since 2014. The changes to the Special Education model have been communicated to all stakeholders during this school year, and the first phase of the implementation of the new model began in September 2017 (elementary) and begins in September 2018 (secondary). Included in the changes are revisions to the role of the Special Education Resource Teacher (SERT), and changes to special education class placement options, as outlined in the following page. These changes have been made to ensure greater equity of resources and opportunity for students with special needs across the DDSB and to allow for greater efficiencies within to the delivery model.
The mission of the Durham District School Board’s Special Education program is to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential.

Our on-going commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

<table>
<thead>
<tr>
<th>Special Education Class Programs</th>
<th>Program Outcomes/ Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Support Program (NEW)</td>
<td>An intensive support program for the development of core curriculum and executive functioning (learning skills) for students within their community school based on a model of intervention and integration. Max. 10 students</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing Program</td>
<td>An intensive support program for students whose primary concern is speech, language and communication related to their hearing loss. Max 12 students</td>
</tr>
<tr>
<td>Developmental Program</td>
<td>An intensive support program for students who have significant intellectual or developmental disabilities; students who may be medically fragile. Program focus and supports include integrated community supports embedded within programming. Max 6 students</td>
</tr>
<tr>
<td>Gifted Program</td>
<td>Support for students, beginning in Grade Four, who have an intellectual exceptionality (giftedness) program focuses on differentiation of breadth, depth, pace and kind. Max. 25 students – Elementary Only/Secondary by Course Selection</td>
</tr>
<tr>
<td>Practical Learning Program (formerly Practical Learning Program and Associated Programs)</td>
<td>An intensive support program which seeks to teach and reinforce essential skills to foster individualized degree of independence in activities of daily living. Program is for students who may have intellectual, developmental and/or autism. Max 10 students</td>
</tr>
<tr>
<td>Self Regulation Class</td>
<td>An early intervention and intensive support program which seeks to support the development of self-regulation skills embedded in an academic focused program. Students will develop self-regulation skills and be supported in opportunities both within the program learning space and through integration. Max 6 students</td>
</tr>
<tr>
<td>Structured Learning Program</td>
<td>An intensive support program for students with diagnosed with Autism who are working on either Ontario or Alternative Curriculum. ABA-based teaching strategies are implemented to increase proficiencies in a variety of learning domains including communication, self-regulation and social skills. Max 6 students</td>
</tr>
</tbody>
</table>

Programs in the second table will be strategically phased out over two school years as our system moves to continuing to providing students and families with options for intensive support, closer to home, within their community while maintaining opportunities for meaningful integration in school and community settings.
<table>
<thead>
<tr>
<th>Special Education Class Programs</th>
<th>Program Outcomes/ Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modified Program</strong></td>
<td>An intensive support program which seeks to teach and reinforce essential academic and life skills to foster greater independence in functional skills and adaptive behaviors. Max 16 students</td>
</tr>
<tr>
<td>Self Contained Class with Partial Integration</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Exceptionalities Program</strong></td>
<td>An intensive support program for students who are working well below grade level and require intensive support for generalization of skills. Max 10 students (12 in secondary)</td>
</tr>
<tr>
<td>Self Contained Class with Partial Integration</td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 2 – The Board’s General Model for Special Education

SECTION B – Standard 2
Standard 2: The Board’s General Model for Special Education

The purpose of the standard is to provide information on the Board’s philosophy and service delivery model for the provision of Special Education programs and services.

The Durham District School Board (DDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act. The Durham District School Board’s approach to Special Education and its Special Education delivery model are aligned with the Board’s Mission, Vision and Strategic Plan. Our Mission, “Ignite Learning” forms the foundation of our work.

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet his or her full potential, while fostering the highest level of independence possible for each student. We work with parents 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.

Our on-going commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the 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. A regular classroom is always an option that parents or guardians may consider, regardless of the student’s needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student’s Individual Education Plan. The regular class is considered the most inclusive of placements.

Our on-going commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 3 – Roles and Responsibilities

SECTION B – Standard 3
Standard 3: Roles and Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas: legislative and policy framework; school system management; funding; programs and curriculum. It is important that all involved in Special Education understand their roles and responsibilities, which are outlined below:

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain special education reports, review them annually, and submit amendments to the ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The district school board or school authority:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a special education report that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the report annually and submits amendments to the Minister of Education
- provides statistical reports to the ministry as required and as requested
- prepares a parent guide to provide parents with information about special education programs, services and procedures
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them
• establishes a Special Education Advisory Committee
• provides professional development to staff on special education.

The Special Education Advisory Committee:
• makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
• participates in the board’s annual review of its special education report
• participates in the board’s annual budget process as it relates to special education
• reviews the financial statements of the board as they relate to special education
• provides information to parents, as requested

The school principal:
• carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
• communicates Ministry of Education and school board expectations to staff
• ensures that appropriately qualified staff are assigned to teach special education classes
• communicates board policies and procedures about special education to staff, students, and parents
• ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
• consults with parents and with school board staff to determine the most appropriate program for exceptional pupils
• ensures the development, implementation, and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements
• ensures that parents are consulted in the development of their child’s IEP and that they are provided with a copy of the IEP
• ensures the delivery of the program as set out in the IEP
• ensures that appropriate assessments are requested if necessary and that parental consent is obtained

The teacher:
• carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
• follows board policies and procedures regarding special education
• maintains up-to-date knowledge of special education practices
• where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
• communicates the student’s progress to parents
• works with other school board staff to review and update the student’s IEP.

The special education teacher, in addition to the responsibilities listed above under “the teacher”:
• holds qualifications, in accordance with Regulation 298, to teach special education
• monitors the student’s progress with reference to the IEP, and modifies the program as necessary
• assists in providing educational assessments for exceptional pupils.
The parent/guardian:
- becomes familiar with and informed about board policies and procedures in areas that affect the child
- participates in IPRCs, parent-teacher conferences, and other relevant school activities
- participates in the development of the IEP
- becomes acquainted with the school staff working with the student
- supports the student at home
- works with the school principal and teachers to solve problems
- is responsible for the student’s attendance at school

The student:
- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- complies with board policies and procedures
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate
Within the Durham District School Board, there are a variety of roles that support work in Special Education.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE SUPERINTENDENT OF EQUITY &amp; INCLUSIVE EDUCATION (SPECIAL EDUCATION)</strong></td>
<td>The Superintendent of Equity &amp; Inclusive Education (Special Education) coordinates all Special Education Programs and Services, including the development and implementation of curriculum and new programs. In addition, he/she ensures that policies and procedures are developed and followed in accordance with The Education Act, the regulations and directions of the Durham District School Board.</td>
</tr>
<tr>
<td><strong>SPECIAL EDUCATION OFFICER</strong></td>
<td>The roles of the Special Education Officer are as centrally assigned Principals supporting the Superintendent of Special Education in providing leadership of special education programs, supports and department staff. Officers work collaboratively with other Officers, departments, Facilitators, Speech-Language, Centrally Assigned Teachers, Social Work, Psychological Services and school-based special education staff to ensure the coordination of services for students with special needs. This includes supporting IEP development, providing in-service opportunities and provision of resources to staff in developing differentiated programming including the infusion of technology for students with special needs.</td>
</tr>
<tr>
<td><strong>SPECIAL EDUCATION FACILITATOR</strong></td>
<td>Special Education Facilitators are centrally assigned teachers, working on secondment under the direction of the Special Education Officers and the Superintendent of Special Education. Special Education Facilitators may have responsibilities to support a Family of Schools, Advanced Technology or Gifted Programming. Facilitators support school staff in meeting the needs of students with Special Education needs, provide guidance, professional learning and coordinate the IPRC process. Facilitators also liaise with schools and parents, assisting all stakeholders in determining the most appropriate program and placement for students.</td>
</tr>
<tr>
<td><strong>SPECIALIST TEACHERS FOR HEARING AND VISION</strong></td>
<td>Hearing and Vision Itinerant teachers are centrally assigned and provide both consultative and direct service for students with hearing and vision exceptionalities. These specialist teachers work collaboratively with school staff to meet the needs of students, provide programming and assistive equipment resources. HRT work under clinical supports of the Chief SLP and the Special Education Officer.</td>
</tr>
<tr>
<td><strong>SPECIALIZED STAFF</strong></td>
<td>A range of specialized staff are made available to support students with specific special education needs. Intervenors facilitate or provide access to communication for students who are Deaf-Blind; Interpreters facilitate and/or provide access to communication for students who are Deaf/Hard of Hearing; the Education Audiologist provides support to students who are Deaf or have a hearing loss or who have auditory processing difficulties by providing school team and classroom support. These professionals are assigned and overseen by the chief SLP.</td>
</tr>
<tr>
<td><strong>THE CHIEF PSYCHOLOGIST</strong></td>
<td>The Chief Psychologist is responsible for overseeing the professional service staff which comprise psychological Services: Supervising Psychologist, Psychological Associates, Psychometrists and behavior Analysts. Within this scope, the Chief Psychologist ensures that staff maintain professional standards and deliver current, evidence-based practices in assessment, consultation and direct services. The Chief Psychologist also works with other Chiefs and Senior Administration to facilitate the integration of professional support services. As well, the Chief is responsible for coordinating capacity building professional development delivered by Psychological Service staff. Consultation to system-based programs and initiatives is provided when needed.</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PSYCHOLOGICAL SERVICES STAFF</strong></td>
<td>Under the oversight of the Chief Psychologist, Psychological Services staff include: Supervising Psychologists, Psychological Associates, Psychometrists and Board Certified Behavior Analysts. Staff provide five essential functions to support students in the DDSB: assessment, consultation, direct service, capacity building and crisis response to violent incidents, suicidal risk or tragic events. Staff work directly to support the academic achievement and well-being of students within the DDSB, and work within a collaborative framework with staff, parents/guardians and students.</td>
</tr>
<tr>
<td><strong>THE CHIEF SPEECH AND LANGUAGE PATHOLOGIST</strong></td>
<td>The Chief Speech and Language Pathologist is responsible for the quality of speech and language services carried out for referred students and the provision of direct services to students, consultative support, and capacity building supports to school personnel and parents/guardians in order to assist students to function within the school system (through prevention, early intervention, and enhancement) and make satisfactory academic progress.</td>
</tr>
<tr>
<td><strong>SPEECH AND LANGUAGE PATHOLOGISTS (SLPs)</strong></td>
<td>Under the supervision of the Chief Speech and Language Pathologist, the SLPs provide both consultative and direct support oral language of students and Augmentative/Alternative Communication supports for non verbal students. They have responsibility for providing assessment and programming for students and recommendations to school staff.</td>
</tr>
<tr>
<td><strong>THE CHIEF SOCIAL WORKER</strong></td>
<td>The Chief Social Worker is responsible for the quality of Social Work and Attendance services carried out for referred students and the provision of direct services to students and parents/guardians and consultative support to school personnel and parents/guardians in order to assist students to function within the school system and make satisfactory academic progress.</td>
</tr>
<tr>
<td><strong>SOCIAL WORKER</strong></td>
<td>Under the supervision of the Chief Social Worker, the Social Worker/Attendance Counsellors provide both consultative and direct support to students and parents/guardians. In the role of Social Worker, they are responsible for providing social work assessment, brief counselling for students and their parents, advocacy, coordination of services and facilitating referrals to community agencies. They provide consultation and make recommendations to school staff, parents/guardians and Special Education Team. They also perform the role of the Attendance Counsellor.</td>
</tr>
</tbody>
</table>

Our commitments, through every role in Special Education, have a foundation in optimizing the potential and achievement of every student. To build coherence across these roles, the responsibilities of each role have been outlined under the commitments of: Communication, Learning Outcomes, Building Capacity, Support, Safety and Advocacy and have been shared through the "Role and Responsibilities of..." documents. These documents were utilized by Durham District School Board staff (school and system) during the 2017-2018 school year to build a better understanding of both the commitments and the roles themselves. They are being released publicly through the Special Education Plan and will be highlighted through a planned social media campaign (Fall 2018). Please refer to Appendix 3 for the "Role and Responsibilities of..." documents.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 4 – Early Identification Procedures and Intervention Strategies

SECTION B- Standard 4
Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of this standard is to provide details of the board’s early identification procedures and intervention strategies to the ministry and to the public.

GUIDING PRINCIPLES

The Durham District School Board has procedures to identify each child’s level of development, learning abilities and needs. As per Ministry PPM 11, programs are in place to ensure that educational programs are designed to accommodate these needs and to facilitate each child’s growth and development. The procedures that are in place are a part of a continuous assessment and program planning process which is initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and continuing throughout a child’s school life.

The DDSB pursues a “tiered” approach to prevention and intervention. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning levels, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs. The tiered approach can be used to address academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. (Learning for All K-12, 2013)

The Durham District School Board recognizes the importance of the first contact parents and guardians have with the school system. It is the policy of each school to provide a welcoming orientation for all students entering school for the first time, including those who may have special needs.

EARLY IDENTIFICATION PROCESS

Once a child with special needs has been registered, the school and the parents will work with the Special Education resource staff to collect and review information related to the child’s needs and formulate a plan for school entry.

Strong partnerships exist with agencies serving pre-school children. Discussions may be held before a child begins school to help identify needs of the student.

For a student with special needs, the process typically involves:
- a contact with pre-school providers
- information sharing with parental/guardian permission
- resource staff visits to the pre-school
- meetings with parents/advocates / consultative staff and stakeholders involved with the child
- formation of an entry plan including consideration for accessibility issues, equipment needs, class match and support required
- visits for student and parents/guardians to the new site
- in-service workshops as required for the staff involved with the student

The Board supports early intervention by providing in-service opportunities and resources such as the following for classroom teachers, special education staff and school administration such as:

- Levelled Literacy Interventions (LLI)
- Leaps and Bounds
- Gap closing strategies
- Benchmark Assessment System (BAS)
- Professional Resources and Instruction for Math Educations PRIME

It is possible that some children may be referred to an IPRC for identification/placement. However, meaningful inclusion in the stimulating language-rich early years classroom is desirable for all students regardless of need.

Please refer to the Parent/Guardian Guide to Special Education, Appendix 1 for details regarding policies/procedures for informing parents that their child is having difficulty and may require an IPRC.

**The Educator’s Role in Early Identification**

The Educator makes professional observations of the student in various settings, co-ordinates the information that is available from those who are involved, and works collaboratively to determine appropriate supports. The Educator will discuss concerns with administration, the SERT and the Special Education Area Team when required. Where gaps are observed, an intervention plan is put in place, with student progress carefully monitored.

**The Parent / Guardian Role in Early Identification**

The parent/guardian shares observations based on interactions in the home and outside the school setting. The parent provides any assessments about their child that adds to the overall understanding of their child’s needs.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 5 – The Identification, Placement, and Review Committee (IRPC) Process and Appeals

SECTION B - Standard 5
Standard 5 – The Identification, Placement, and Review Committee (IPRC) Process and Appeals

The purpose of this Standard is to provide details of the board’s IPRC process to the ministry and to the public.

Regulation 181/98 requires that each board establish one or more Committee(s) for the identification, placement and review of exceptional students. The following procedures are based on Regulation 181/98 and outline the process school principals are to follow. In the Durham District School Board, IPRCs are held in the schools. The Parent/Guardian Guide to Special Education can be found in Appendix 1.

Referrals: A principal refers the student to an IPRC either upon written notification to the parent(s)/guardian(s); or upon written request of parent(s)/guardian(s).

In the Durham District School Board in the 2017-2018 school year, a total of 6,182 referrals were made. There were 12,787 reviews at March 31, 2017 and 0 appeals were conducted.

<table>
<thead>
<tr>
<th>The Identification Placement and Review Committee Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for the Meeting</td>
</tr>
<tr>
<td>Principal/Designate</td>
</tr>
<tr>
<td>Establishes a date for the meeting; Informs school and support personnel of the date; Communicates with parent(s) regarding the upcoming meeting; and provides the Parent/Guardian Guide for Special Education to the parent(s)/legal guardian(s) ten (10) days prior to the meeting.</td>
</tr>
</tbody>
</table>
## At the IPRC Meeting

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairs the meeting; Explains the role of the Committee; Invites each person present with knowledge of the student to present information; Considers information relevant to the student’s needs and strengths.</td>
<td>Presents all relevant information that supports identification (or not).</td>
</tr>
<tr>
<td></td>
<td>Presents all relevant information that supports identification (or not).</td>
</tr>
<tr>
<td></td>
<td>May be invited to attend and review any recent assessments; and; Acts as a resource to assist in the interpretation of reports from other agencies.</td>
</tr>
<tr>
<td></td>
<td>Shares any available reports with committee; Provides any further information; Asks questions.</td>
</tr>
</tbody>
</table>

### At the IPRC Meeting, the Committee May Choose:

- To recommend identification or decide that an identification is not required;
- To recommend placement;
- To defer decision if the Committee requires more information.

### After the IPRC Meeting

**Principal/Designate**

- Provides one copy of the Statement of Decision to the parent(s) and the student who is 16 years or older;
- Places one copy of the Statement of Decision in the OSR;
- Provides one copy of the IEP to the parent(s) and the student who is 16 years or older within thirty days of the IPRC; and
- Places one copy of the IEP in the OSR.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 6 – Educational and Other Assessments

Section B – Standard 6
Standard 6 – Educational and Other Assessments

The purpose of the standard is to provide details of the Board’s assessment policies and procedures and to make parents aware of the types of assessment tools used by the Board, the ways in which assessments support programming, and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The Purpose of the Assessment Is:

- to answer specific questions or concerns
- to build an accurate picture of strengths and needs
- to assist in planning an effective program
- to determine specific student needs
- to help parents formulate an understanding of the child’s learning potential
- to provide documentation required for identification as an exceptional student.

The development of an Educational Profile is a result of the ongoing gathering of information that allows for a continuum of intervention.

Parental Consent

Informed written consent from parent(s) for students under 18 years of age is obtained for all referrals for any assessments and access to the student’s Ontario Student Record (OSR). Information to be shared includes, but is not limited to, that which is contained in the Ontario Student Record. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the Education Act, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the Municipal Freedom on Information and Protection of Privacy Act (R.S.O. 1990 c. M. 56).

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act, Freedom of Information and Protection of Privacy Act (FIPPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information. A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s) to share information with outside agencies (OR by the student if 16 years of age or older).
COMMUNICATION OF ASSESSMENT INFORMATION

Upon completion of an assessment, SERTs, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s).

A written confidential report is copied for the OSR and for the parent(s). Copy of the report is held in the central files.

Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the Registered Health Professions Act (RHPA), 1991. The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly (by phone or face-to-face) by a Psychologist or a Psychological Associate who is licensed to do so.

Following are the assessment tools used by DDSB staff to assist in understanding students’ learning profiles and to support student success:

<table>
<thead>
<tr>
<th>School Based Assessments</th>
<th>Who performs the assessment</th>
<th>Qualifications</th>
<th>Assessment Tools (these are commonly used assessment tools, but not an exhaustive list)</th>
<th>Average Wait Time for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>-gaps in learning -ongoing misconceptions in learning</td>
<td>Classroom teacher</td>
<td>B.A. or B.Sc and B.Ed.</td>
<td>-Leaps and Bounds -PRIME -Levelled Literacy Intervention (LLI)</td>
<td>-ongoing within the classroom</td>
</tr>
<tr>
<td>-gaps in learning that are not remediated through in-class interventions -behavioural concerns that interfere with learning</td>
<td>Special Education Resource Teacher (SERT)</td>
<td>B.A. or B. Sc and B. Ed, and Special Education Additional Qualifications</td>
<td>-Woodcock Johnson IV -Functional Behaviour Assessment (FBA) -Key Math -Kaufman Test of Educational Achievement (KTEA)</td>
<td>-3 to 6 months</td>
</tr>
</tbody>
</table>

| Psychological Services Assessment | | | | |
| -social, behavioural or mental health concerns that interfere with the student’s learning and have not previously been | Psychologist | Doctoral degree registered with the College of Psychologists of Ontario. Master’s Degree, not | Tools chosen by staff are suited to the assessment focus and may vary accordingly. Informal observations and assessment. | Staff balance the needs for assessment with priorities for other service functions, in collaboration with school staff and |
| Psychometrists | | | | |
responsive to school-based intervention - learning gaps that require further information to assist with programming, social deficits and mental health concerns.

| Psychological Associate | registered with the College of Psychologists. Master’s Degree, registered with the College of Psychologists of Ontario | parent/guardians. Efforts are made to conduct formal assessments in a timely manner. |

**Speech and Language Assessments**

- concerns regarding communication (expressive or receptive) that are not responsive to universal classroom intervention - learning gaps, in the area of language that are not responsive to universal classroom intervention

| Speech and Language Pathologist | minimum 2-3 year Masters level graduate degree from accredited universities recognized by the College of Speech Language Pathologists and Audiologists (CASLPO) | -informal observations and assessments -collaborative/integrated service assessments - wide range of formal assessments relative to the presenting concern and deemed professionally appropriate |

**Social Work Assessments**

- student experiences, emotional challenges, crisis, family or relationship challenge or mental health challenge

| Social Worker | Master of Social Work, RSW | -Interviews with the student and or the parent(s)/guardian(s), to obtain relevant family and social history -Interviews with Support Services colleagues and school personnel - A review of school records -contact with community agencies, with consent -Classroom observations | -student usually seen within a week from time of referral for initial consultation |
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 7 - SPECIALIZED HEALTH SUPPORT SERVICES in SCHOOL SETTINGS

SECTION B - Standard 7
Standard 7 – Specialized Health Support Service in School Settings

The purpose of this standard is to provide details of the board’s specialized health support services to the Ministry and to the public.

The provision of health support services to students in the school settings is governed by the Ministry Education Policy/Program Memorandum 81. This policy document outlines the shared responsibility for the provision of health support services amongst the Ministries of Education, Health and Long-Term Care and Community and Social Services.

ELIGIBILITY CRITERIA

The eligibility criteria for the provision of School Health Support Services is as follows:

1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.

2. The person must require the services
   (i) in order to be able to attend school, participate in school routines and receive instruction,
   (ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.

3. The person must be an insured person under the Health Insurance Act.

4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.

5. The risk that a service provider who provides the service to the person who requires it, will suffer
   (i) must not be significant, or
   (ii) if it is significant, the service provider must be able to take reasonable steps to reduce the risk so that it is no longer significant.
<table>
<thead>
<tr>
<th>Specialized Health Support Service</th>
<th>Agency or position of person who performs the service (e.g., CCAC, Board staff, parent, student)</th>
<th>Eligibility criteria for students to receive the service</th>
<th>Position of person who determines eligibility to receive the service and the level of support</th>
<th>Criteria for determining when the service is no longer required</th>
<th>Procedures for resolving disputes about eligibility and level of support available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Local Health Integration Network (LHIN)</td>
<td>Referral from doctor LHIN policy</td>
<td>LHIN administrator</td>
<td>Doctor LHIN</td>
<td>LHIN process</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>LHIN</td>
<td>LHIN screening</td>
<td>LHIN administrator</td>
<td>LHIN assessment</td>
<td>LHIN process</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>LHIN</td>
<td>LHIN screening</td>
<td>LHIN administrator</td>
<td>LHIN assessment</td>
<td>LHIN process</td>
</tr>
<tr>
<td>Nutrition</td>
<td>LHIN</td>
<td>LHIN policy</td>
<td>LHIN administrator</td>
<td>LHIN</td>
<td>LHIN process</td>
</tr>
<tr>
<td>Speech and language therapy</td>
<td>LHIN – SLP</td>
<td>Referral by school or other agency for speech disorders</td>
<td>Speech pathologist</td>
<td>Speech Pathologist assessment</td>
<td>LHIN, CCAC, Board SLP and Chief SLP as needed</td>
</tr>
<tr>
<td>Speech correction and remediation</td>
<td>LHIN – SLP</td>
<td>Referral by school SLP or agency SLP and CCAC</td>
<td>LHIN or Speech Pathologist assessment</td>
<td>Discussion between school and LHIN and Chief SLP</td>
<td></td>
</tr>
<tr>
<td>Administration of prescribed medications</td>
<td>Board staff unless requires medically controlled procedure</td>
<td>As outlined in board policy # 5140</td>
<td>Principal</td>
<td>Directions from doctor on form</td>
<td>Principal and/or Special Education Officer</td>
</tr>
<tr>
<td>Catheterization (clean and intermittent)</td>
<td>EA</td>
<td>Direction from a doctor</td>
<td>Principal</td>
<td>Directions from doctor</td>
<td>Principal and/or Special Education Officer</td>
</tr>
<tr>
<td>Catheterization (sterile and intermittent)</td>
<td>LHIN</td>
<td>LHIN screening</td>
<td>LHIN administrator</td>
<td>LHIN assessment</td>
<td>LHIN process</td>
</tr>
<tr>
<td>Suctioning Shallow (oral or nasal suction surface)</td>
<td>EA</td>
<td>Direction for doctor</td>
<td>Principal</td>
<td>Direction from doctor</td>
<td>Principal and / or Special Education Officer</td>
</tr>
<tr>
<td>Suctioning Deep</td>
<td>LHIN</td>
<td>LHIN screening</td>
<td>LHIN administrator</td>
<td>LHIN assessment</td>
<td>LHIN process</td>
</tr>
<tr>
<td>Service</td>
<td>Responsible Parties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifting and positioning</td>
<td><strong>EA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor, therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor, therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal and/or Special Education Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistance with mobility</td>
<td><strong>EA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor, therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor, therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal and/or Special Education Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeding</td>
<td><strong>EA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from a doctor, therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction form doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principals and/or Special Education Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G tube feeding</td>
<td><strong>LHIN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LHIN screening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LHIN administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LHIN assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LHIN process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toileting</td>
<td><strong>EA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor, therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor or therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal and/or Special Education Officer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td><strong>Parent, student, board staff LHIN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from a doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direction from doctor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal, Special Education Officer, LHIN process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>Community mental health services are not part of the Ministry’s Specialized Health Services, but further information about Mental Health services can be found in the appendix</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION REPORT • 2018-2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 8 – Categories and Definitions of Exceptionalities

SECTION B - Standard 8
Standard 8 – Categories and Definitions of Exceptionalities

The purpose of this standard is to make information on the Categories and Definitions of Exceptionalities available to the public, including parents and community associations.

**CATEGORY: BEHAVIOUR**

**EXCEPTIONALITY – BEHAVIOUR**

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships
- b) excessive fears or anxieties
- c) a tendency to compulsive reaction
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

**CATEGORY: COMMUNICATION**

**EXCEPTIONALITY - AUTISM**

A severe learning disorder that is characterized by:
- a) disturbances in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.

**EXCEPTIONALITY - DEAF AND HARD-OF-HEARING**

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

**EXCEPTIONALITY - LANGUAGE IMPAIRMENT**

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:
- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
  - a language delay/disorder
  - dysfluency
  - voice and articulation development, which may or may not be organically or functionally based
EXCEPTIONALITY - SPEECH IMPAIRMENT
A disorder in speech production that may be associated with neurological, psychological, physical, or sensory factors; that involved perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

EXCEPTIONALITY - LEARNING DISABILITY
The Ministry of Education defines learning disability in PPM 8 as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:
• affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
• results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
• results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
• may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
• may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
• is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

CATEGORY: INTELLECTUAL

EXCEPTIONALITY - GIFTEDNESS
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

EXCEPTIONALITY - MILD DEVELOPMENTAL DISABILITY
A learning disorder characterized by:
 a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support service;
 b) an inability to profit educationally with a regular class because of slow intellectual development;
 c) a potential for academic learning, independent social adjustment, and economic self-support.
**EXCEPTIONALITY - DEVELOPMENTAL DISABILITY**
A severe learning disorder characterized by:

a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development

b) an ability to profit from a special education program that is designed to accommodate slow intellectual development

c) a limited potential for academic learning, independent social adjustment, and economic self-support

**CATEGORY: PHYSICAL**

**EXCEPTIONALITY - PHYSICAL DISABILITY**
A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

**EXCEPTIONALITY - BLIND AND LOW VISION**
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

**CATEGORY: MULTIPLE**

**EXCEPTIONALITY - MULTIPLE EXCEPTIONALITIES**
A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 9 Special Education Placements Provided by the Board

SECTION B - Standard 9
Standard 9 – Special Education Placements

The purpose of this standard is to make information about Special Education Placement in Durham District School Board available to the public, including parents and community associations.

Students’ needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet his or her full potential, while fostering the highest level of independence possible for each student. We work with parents 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.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the 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. A regular classroom is always an option that parents or guardians may consider, regardless of the student’s needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student’s Individual Education Plan. The regular class is considered the most inclusive of placements.

Our on-going commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

The IPRC Placement Decision:
Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires it to consider placement in a regular class with appropriate special education services. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class would meet the student’s needs and is consistent with parental preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.
**PLACEMENT OPTIONS**

**REGULAR CLASS WITH INDIRECT SUPPORT:**

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

**REGULAR CLASS WITH RESOURCE ASSISTANCE:**

The student is placed in the 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.

**REGULAR CLASS WITH WITHDRAWAL ASSISTANCE:**

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

**A SPECIAL EDUCATION CLASS WITH PARTIAL INTEGRATION:**

The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

**A SPECIAL EDUCATION CLASS FULL TIME:**

The student is placed by IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

**N.B.** Please refer to SECTION A – Standard 1 for the role of SEAC in reviewing program delivery options.
Many Paths to Success

Our Mission
The mission of the Durham District School Board’s Special Education program is to provide a range of programs, placements, and services for students with special needs in a supportive environment which enables them to develop to their full potential. Our ongoing commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

Changes to the DDSB Special Education Model of Delivery
Following an extensive review of the Special Education services and delivery model that involved consultation with all stakeholders, a number of changes are being implemented, beginning in September 2022. The following Special Education classes will be strategically transitioned over two school years as we continue to respond to the needs of our students, providing them with options for intensive support, that are closer to home, while maintaining opportunities for meaningful integration in school and community settings.

Behaviour Assessment Class (Primary/Junior)
Behaviour Intervention Class (Intermediate)
Modified Program
Multiple Exceptionalities Class
Primary Language Class

For further information please contact the Special Education Resource Teacher (SERT) at your child’s school.

SPECIAL EDUCATION
Meeting the Needs of All Students Through a Range of Programs and Placements
**How do we serve our students?**

Students' needs can be met through a variety of programs, placements, and class types in this Division. We strive to help every student meet his or her full potential, while fostering the highest level of independence possible for each student. We work with parents and 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 regardless of the type of class into which the student is placed.

**Regular Class Placement**

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher with the support of the school Special Education Resource Teacher (SERT) and staff are able to provide individualized programming that allows the student to meet with success. A regular classroom is always in question that parents or guardians may consider, regardless of the student’s needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive placement.

**Special Education Class Placement**

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

**School Support Program**

Special Education Class with Partial Integration

An intensive support program for the development of core curricula and executive functioning (learning skills) for students within their community schools based on a model of intervention and support. Max. 6 Elementary/Secondary students.

**Deaf/Hard of Hearing Program**

Special Education Class with Partial Integration

An intensive support program for students whose primary concern is speech-language related to their hearing loss. Max. 6 students.

**Self-Regulation Class**

Special Education Class with Partial Integration

An early intervention model (Kinder 1 & 2) and intensive support program which works to support the development of self-regulation skills embedded in an academic-based program. Students will develop self-regulation skills and be supported in opportunities both within the program learning space and through integration. Max. 6 students.

**Structured Learning Class**

Special Education Class with Partial Integration

An intensive support program for students diagnosed with Autism who are working on either Ontario or Alternative Curricula. ABA-based teaching strategies are implemented to increase proficiencies in a variety of learning domains including communication, self-regulation, and social skills. Max. 6 students.

**Practical Learning Program**

Special Education Class with Partial Integration or Special Education Class Full Time

An intensive support program which seeks to teach and enhance essential skills to better prepare individuals toward degree of independence in the areas of daily living. Program is for students who may have a diagnosis of developmental disabilities, developmental disabilities, and/or autism. Max. 6 students.

**Developmental Program**

Special Education Class Full Time

An intensive support program for students who have significant intellectual or developmental disabilities; students who may be medically fragile. Program focus and support include integrated community support embedded within program using. Max. 6 students.

**Gifted Program**

Special Education Class with Partial Integration

Support for students, beginning in Grade One, who have an intellectual quotient of 120 or above. Program focuses on differentiation of curriculum in breadth, depth, pace and method. Max. 6 students — Elementary/Secondary by Course Selection.

**Transition to Work Program**

Self-Contained Special Education Program

An intensive support program for students who qualify to remain in secondary school 6-8 years old who have achieved or been working towards an Ontario Secondary School Certificate Program focus on the development of employability skills. Independence in the workplace is fostered in a variety of community workplace settings as well as through in-class learning opportunities. Max. 12 Students.
REGULAR CLASSROOM PLACEMENTS

There are many strategies available within the Durham District School Board to support the inclusion of students with special education needs in regular grade placements.

Principals are responsible for creating an inclusive school climate supportive of exceptional students. Developing a climate of acceptance throughout the school, providing support and training for teachers and educational assistants and creating a culture of collaboration are essential components of successful inclusion.

Included here are examples of the ways in which a student can be integrated into the regular classroom with the support of the school community.

COLLABORATION STRATEGIES:

1. Create a culture of collaboration:
   • develop a vision for change;
   • set a tone for the staff;
   • provide support;
   • create/maintain positive attitudes and optimism regarding change and developing practices to accommodate the individual needs of all learners.

2. Develop learning programs based on students’ strengths, needs, and interests.

3. Encourage school-based ownership:
   • establish a team responsible for developing a successful inclusion plan.

4. Encourage collaboration between special education team and regular grade teachers.

5. Encourage a variety of instructional strategies and provide inservice for teachers to develop and learn strategies.

6. Access support from Special Education Facilitator (Area).

7. Provide time for planning.
**SPECIAL EDUCATION CLASS PLACEMENTS**

SEAC is kept fully informed on a regular basis by the Education Officers and Superintendent of Special Education about the range of available placements for students with special needs. The input from SEAC is important in reviewing the need for additional classes, and improving strategies for inclusion. This occurs during monthly SEAC meetings, Board meetings and Administrative Council liaison.

The following is information about the Special Education Classes for the 2018 - 2019 school year:

**PRACTICAL LEARNING PROGRAM**

**CLASS SIZE:**
- maximum 10 students, elementary and secondary

**HUMAN RESOURCES:**
- daily: 1 teacher, 2 EAs;
- consultation: Special Education Facilitator, Psychologist or Psychometrist, Speech and Language Pathologist, others as required.

**STUDENT PROFILE:**
- may have an intellectual disability, developmental disability, autism or a combination of these;
- may have an inability to transfer information from one situation to another;
- direct instruction is required for all curriculum areas;
- may have deficits in adaptive skills (i.e., personal care, feeding, dressing, toileting);
- will have a range of receptive/expressive language skills.

**PROGRAM FOCUS:**

**Academics:**
- academics relate to functional skills and needs (i.e., reading directions, measurement for task completion);
- based on the limited expectations from the Ontario curriculum not at grade level but at the individual’s level of ability;
- in secondary, students in the program are not working towards a certificate or diploma.

**Life Skills:**
- focus on increasing independence;
- preparation for supported work;
- development of skills for self-care, communication, social interactions, leisure and self-management;
- community outings play an integral role in the transference of basic life skills learned in the classroom.
ASSESSMENTS REQUIRED FOR PLACEMENT CONSIDERATION:
- diagnosis of intellectual disability, developmental disability, autism or a combination of these;
- pediatric, intellectual, medical, functional or behavioural assessment.

SPECIAL EDUCATION AREA TEAM MEMBER RESPONSIBLE FOR PLACEMENTS:
- Special Education Facilitator

SELF REGULATION CLASS – ELEMENTARY ONLY

CLASS SIZE:
- maximum 8 students, grades 2 and 3

HUMAN RESOURCES:
- daily: 1 teacher, 1 EA;
- consultation: Psychological Services, Social Work, Speech and Language and Special Education Instructional Facilitators.

STUDENT PROFILE:
- student demonstrates difficulties with self-regulation that interfere with academic achievement and well-being, such as:
  - off-task or inattentive behaviours;
  - inconsistent academic effort;
  - noncompliance;
  - delays in social skills or conflict resolutions skill;
  - emotional dysregulation
  - verbal aggression;
- behaviour challenges are not as a result of Autism Spectrum Disorder or Intellectual Disability.

PROGRAM FOCUS:
- students are in grades two and three;
- behaviour reinforcement strategies are employed to assist students to acquire work habits, acceptable classroom behaviours and effective social skills;
- strategies such as verbal prompts and praise, signature sheets and rewards are used to strengthen target behaviours;
- direct instruction in self-regulation strategies are provided, then strengthened and generalized to other settings to facilitate transition to other school placements.
ASSESSMENTS REQUIRED FOR PLACEMENT CONSIDERATION:

• Academic Screening
• Behavioural consultation and /or Functional Behavioural Assessment
• Speech and language screening
• Family engagement
• Community liaison
• Integrated services consultation

Special Education Area Team responsible for Placements:
Integrated Team approach, including:

Integrated Team approach, including:

• Instructional Facilitator
• Psychologist, Psychological Associate or Psychometrist.
• Speech and Language Services
• Social Work
**Deaf/Hard of Hearing Class**

**Class Size:**
- maximum 12 students.

**Human Resources:**
- daily: 1 qualified teacher of the Deaf/Hard of Hearing, 1 EA, Sign language interpreter (when deemed appropriate)
- consultation: Speech and Language Pathologist, Education Audiologist, Hearing Resources Teacher and Special Education Resource Teacher.

**Student Profile:**
- primary concerns in speech/language directly related to hearing loss; IPRC Deaf/Hard of Hearing
- average ability overall with a high discrepancy between verbal and non-verbal skills;
- moderate-severe deficits in receptive and/or expressive language;
- reading and written language weaknesses reflective of speaking and listening skills.

**Program Focus:**
- students follow the Ontario curriculum with added emphasis on the development of language skills and work on alternative expectations (auditory management, advocacy and specific learning skills).
- modifications to the curriculum are made based on each individual student's strengths and needs;
- supported integration opportunities with hearing peers;
- a total communication approach is used to support oral language.
- American sign language is not taught in the Durham District School Board.

**Assessments Required for Placement Consideration:**
- current audiogram documenting the nature and extent of hearing loss/consultation with audiologist;
- educational assessment;
- comprehensive speech-language assessment/consultation;
- cognitive assessment may be required.

**Special Education Area Team Member Responsible for Placements:**
- Hearing Resource teacher / SLP
**DEVELOPMENTAL CLASS**

**CLASS SIZE:**
- maximum 6 students.

**HUMAN RESOURCES:**
- daily: 1 teacher, 2 EAs;
- other supports: Occupational Therapist, Physiotherapist and nursing care;
- consultation: Special Education Facilitator, Speech and Language Pathologist, Psychological Services and Social Work.

**STUDENT PROFILE:**
- severe intellectual/developmental disability;
- may be at the sensory-motor stage of development;
- may be medically fragile, requiring nursing care;
- skills may be at the pre-verbal level (i.e., establishing eye contact);
- may require intense involvement of an occupational therapist and physiotherapist.

**PROGRAM FOCUS:**
- a multi-sensory approach to developing sensory awareness, augmentative communication and increased physical activity; activities of daily living (i.e., feeding, toileting);
- opportunities for integration.

**ASSESSMENTS REQUIRED FOR PLACEMENT CONSIDERATION:**
- medical assessments;
- Occupational Therapy assessments and/ or Physiotherapy assessments, if available.

**SPECIAL EDUCATION AREA TEAM MEMBER RESPONSIBLE FOR PLACEMENTS:**
- Special Education Facilitator.
**Gifted Class**

**Class Size:**
- Elementary - 25:1
- Secondary- 27:1 (grade 9&10), 29:1 (grade 11&12)

**Student Profile:**
- students must score a GAI in the top 2 percentile on the WISC-IV, Long Form, Canadian Norms;
- students must be in grades 4-12;
- in elementary, the class is full time;
- in secondary, students access some self-contained gifted courses and courses offered in the mainstream.

**Human Resources:**
- Special Education classroom teacher;
- Special Education Resource Teacher/Special Education Department Head.

**Program Focus:**
- the gifted programme follows the Ontario Ministry of Education curriculum but will differentiate the classroom programme with accommodations to meet the strengths, needs and interests of the gifted student;
- the programme emphasizes differentiation by depth, breadth, pace and kind.

**Assessments Required for Placement Consideration:**
- **Phase 1: Nomination**
  Any DDSB student in grade 3 or higher may be nominated by parents/guardians or educators *(Nomination Form is in the forms section of this manual).*
  Nomination forms must be collected from all grade 3 students and filed in the OSR.

- **Phase 2: Group Testing**
  Nominated students are tested by the school SERT using Insight Testing, in a group setting at the school. The testing is scored by the vendor and the results are returned to the Facilitator for Gifted Programmes. Students who achieve a GAI score within the 98th percentile or higher are eligible for identification as intellectually gifted.
  *(Any student requesting placement from outside the DDSB must submit a copy of the WISC-IV report to the Chief Psychologist for verification and approval.)*

**Special Education Area Team Member Responsible for Placements:**
- Special Education Facilitator for Gifted Programmes oversees the entire testing and IPRC process;
- SERT is responsible for testing in Phase 2 and for completing IPRCs for newly identified students;
- Chief Psychologist is responsible for approving any private assessments.
**Modified Class (Secondary Only)**

**CLASS SIZE:**
- maximum 16 students.

**HUMAN RESOURCES:**
- daily: 1 teacher, 1 EA.

**STUDENT PROFILE:**
- a level profile in skill development significantly below age appropriate grade expectations;
- direct instruction required for generalization of all curriculum areas;
- difficulty with abstract concepts;
- may have delayed social/emotional development;
- may have significantly delayed receptive/expressive language skills;
- delayed development of problem-solving skills.

**PROGRAM FOCUS:**
- practical/functional literacy and numeracy skills;
- focus is on independent living and work skills according to student need;
- coop opportunities may be offered at the secondary level;
- integration opportunities based on individual student's strengths.

**ASSESSMENTS REQUIRED FOR PLACEMENT CONSIDERATION:**
- current academic assessment plus one of the following:
  - cognitive assessment;
  - pediatric assessment;
  - speech and language assessment as supporting documentation, if available.

**SPECIAL EDUCATION AREA TEAM MEMBER RESPONSIBLE FOR PLACEMENTS:**
- Special Education Facilitator.
**Multiple Exceptionalities (ME) Class**

**Class Size:**

- Elementary: maximum 10 students;
- Secondary: maximum 12 students.

**Human Resources:**

- Daily: 1 teacher, 2 EAs.

**Student Profile:**

- Student has been identified as having two or more exceptionalities such as the following:
  - Autism/Mild Intellectual Disability;
  - Learning Disability/Behaviour;
  - Learning Disability/Physical Disability.

- Student has the ability to access the Ontario curriculum;

**Program Focus:**

**Academics:**

- Based on the Ontario curriculum and contingent upon attained skills;
- In secondary, compulsory credits are taught in the ME class; non-compulsory credits are accessed through integration into regular programs.

**Life Skills:**

- Focus upon independence within the community;
- Personal life management, social presentation, social skills, work habits, marketable skills.

**Assessments Required for Placement Consideration:**

- Current academic assessment;
- Medical assessments, if available;
- Assessments from outside agencies, if available;
- Cognitive assessment, if available.

**Special Education Area Team Member Responsible for Placements:**

Area Psychological Services staff
**School Support Program (SSP)**

**Class Size:**

- maximum 10 students
- Maximum 12 students

**Human Resources:**

- daily: 1 teacher, 2 EAs

**Student Profile:**

- students formally identified through an IPRC, having any exceptionality, can be considered for the School Support Class.

**Program Focus:**

- students may access the School Support Class for up to 50% of the school day - typically for the CORE subjects;

**Assessments Required for Placement Consideration:**

- current academic assessment;
- medical assessments, if available;
- assessments from outside agencies, if available;
- cognitive assessment, if available.

**Special Education Area Team Member Responsible for Placements**

- Special Education Facilitator in consultation with school teams
**Structured Learning Class (SLC)**

**CLASS SIZE:**

- maximum 6 students.

**HUMAN RESOURCES:**

- daily: 1 teacher, 1 EA with additional EA’s based on student need
- consultation: Autism Resource Team, Special Education Facilitator, Psychologist or Psychometrist, Speech and Language Pathologist, and others as required

**STUDENT PROFILE:**

**Structured Learning Class for students working on the Ontario Curriculum**

The student:

- has an ASD diagnosis
- has acquired all skills measured by the ABLLS-R (or equivalent) with the exception of intra-verbal, social interaction, and play and leisure skills
- needs intensive support in social language skills
- requires planned opportunities and support for social interaction opportunities
- requires a highly structured program with flexibility
- requires support and/or supervision during unstructured times (i.e., is unable to eat in the cafeteria);
- with regard to academic skills, has completed kindergarten expectations and is working on primary curriculum expectations or higher in literacy and numeracy expectations of the Ontario Curriculum (at the intermediate or senior level, the majority of academic skills would be no greater than three years behind the student’s chronological age)

**Structured Learning Class for students working on alternative curriculum**

The student:

- has a diagnosis of autism and possibly a secondary diagnosis of cognitive disability
- needs instruction to increase functional communication
- needs a high level of supervision to ensure safety
- needs to learn “transition to life” skills (self care; domestic; vocational)
- requires experiential learning
- requires a highly structured program
- in terms of academics, may be working on some aspects of the kindergarten curriculum or early primary Ontario Curriculum
STRUCTURED LEARNING CLASS (cont’d)

PROGRAM FOCUS:

• Individualized programs conceptualized to meet the needs of the individual student
• Systematic and carefully planned, structured and constantly evaluated and modified based on data
• Structured environment – structure of the school environment and activities are organized, predictable and understandable for the student
• Specific Autism related goals – a functional curriculum that addresses the specific characteristics of Autism and addresses communication, social skills, and coping skills
• A proactive approach to behaviour that includes environmental adaptations and accommodations based on functional behaviour analysis
• Active family involvement

ASSESSMENTS REQUIRED FOR PLACEMENT CONSIDERATION:

• diagnosis of autism

SPECIAL EDUCATION AREA TEAM MEMBER RESPONSIBLE FOR PLACEMENTS:

• Autism Resource Team in consultation with Special Education Area Teams
**ALTERNATIVE PROGRAMS**

When the needs of a student cannot be met within the Board’s range of placements the following alternative programs may be discussed with parents during the I.P.R.C. process of review.

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grove School</td>
</tr>
<tr>
<td>Grandview Campbell Children’s School SAL</td>
</tr>
<tr>
<td>Community Based Learning Program</td>
</tr>
<tr>
<td>Durham Alternative Secondary School (DASS)</td>
</tr>
<tr>
<td>Provincial Demonstration Schools - See Section B-11</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 10 – Individual Education Plans (IEPs) and Transition Planning

SECTION B – Standard 10
**Standard 10 – Individual Education Plans and Transition Planning**

The Purpose of this standard is to inform the ministry and the public about the ways in which the board is complying with ministry requirement for implement IEPs.

**Implementing the Ministry’s Standards for IEPs**

As per Regulation 181/98, all students in the DDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The implementation of the IEP is monitored by the principal in each school and appropriate central office staff in the Special Education department have access to all IEPs to ensure consistency and accountability.

In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

As per PPM 156, a transition plan is provided for each student who is identified, with the exception of those identified as solely gifted. The Transition Plan template is built into the IEP software to ensure it is completed.

**Resolution of Disputes Related to the IEP**

Differences of opinion around the content of the IEP are mediated at the school level. The collaborative process is key to successful programming for students and, therefore, every effort is made to resolve differences through the joint efforts of parents and school staff. The special education resource teachers (SERT) and facilitators are available to assist with this process should it be necessary. In the event of unresolved concerns, parents will work with the Special Education Officer and/or the Superintendent of Special Education.

**Results of the Ministry’s IEP Review**

No Ministry review was conducted in the 2017-2018 school year.

A copy of the Durham District School Board IEP and Transition Plan templates can be found in Appendix 2.
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 11 – Provincial Demonstration Schools in Ontario

SECTION B - Standard 11
Standard 11 – Provincial Demonstration Schools in Ontario

The purpose of this standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention–deficit hyperactivity disorder (ADHD).

PROVINCIAL SCHOOLS AND DEMONSTRATION SCHOOLS

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents and the student’s school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are deaf, blind, deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards. Busing is provided and shared with the Durham Catholic District School Board. When necessary, an attendant will be provided, and this cost will also be shared between the Durham Catholic District School Board and Durham District School Board.

All students require and Identification Placement and Review (IPRC) meeting conducted at the child’s local school board. Programs at provincial schools are tailored to the needs of the individual students and:
- are delivered by specially trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

Additionally, Provincial Schools provide resource and outreach services. These programs include consultation, workshops, on-line learning and early intervention programs. A referral process is in place for deaf, blind or deafblind students to be seen by resource consultants.

PROVINCIAL SCHOOLS FOR THE BLIND AND DEAF

W. Ross Macdonald School (English) is located in Brantford and Centre Jule-Legere (French) in Ottawa provide an alternative placement for blind, low vision and deafblind students. Programs at Provincial Schools are designed to help blind or low vision or deafblind students to develop independent learning, living skills and self-sufficiency.
W. Ross Macdonald also provides:
- a provincial resource centre for blind, low vision and deafblind
- support to local school boards through consultation and the provision of special learning materials, (eg. Braille materials, audiotapes, and larger print materials)
- direct support to pre-school blind and deafblind children and their families

**Provincial Schools for the Deaf**

The following Provincial Schools offer services for deaf and hard-of-hearing students:
Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario), Robarts School for the Deaf in London (serving western Ontario), Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French and:
- provide rich and supportive bilingual/bicultural education environments which facilitate learning and social development through American Sign Language (ASL) and English or French
- develop appreciation of various cultures including ASL culture

**Demonstration Schools for Students With Learning Disabilities**

The Provincial Demonstration Schools provide programs for about 120 students with severe learning disabilities. There are four demonstrations schools in Ontario. The language of instruction at the Amethyst (London), Sagonaska (Belleville) and Trillium (Milton) is English; at Centre Jules-Léger, instruction is in French. The length of stay at the Provincial Demonstration Schools is one year in a highly specialized and resourced special program. Since Provincial Demonstrations Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Current Statistics on the number of students who are attending Provincial and Demonstration Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sagonaska</td>
<td>1</td>
</tr>
<tr>
<td>Trillium</td>
<td>2</td>
</tr>
<tr>
<td>Sir James Whitney</td>
<td>0</td>
</tr>
<tr>
<td>W. Ross MacDonald</td>
<td>4</td>
</tr>
<tr>
<td>Centre Jules Leger</td>
<td>0</td>
</tr>
</tbody>
</table>
## PROVINCIAL DEMONSTRATION SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone Number</th>
<th>Fax Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amethyst School</td>
<td>1090 Highbury Ave., London, Ontario N5Y 4V9</td>
<td>(519)453-4408</td>
<td>(519)453-7943</td>
</tr>
<tr>
<td>Sagonaska School</td>
<td>350 Dundas St. W, Belleville, Ontario K 8P 1B2</td>
<td>(613)967-2830</td>
<td>(613)967-2482</td>
</tr>
<tr>
<td>Trillium School</td>
<td>347 Ontario St. S, Milton, Ontario L9T 3X9</td>
<td>(905)878-8428</td>
<td>(905)878-7540</td>
</tr>
<tr>
<td>Centre Jules-Léger</td>
<td>281 Avenue Lanark, Ottawa, Ontario K1V 6A6</td>
<td>(613)761-9300</td>
<td>(613)761-9302</td>
</tr>
</tbody>
</table>

## PROVINCIAL SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone Number</th>
<th>Fax Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ernest C. Drury School for the Deaf</td>
<td>255 Ontario St. S, Milton, Ontario L9T 2M5</td>
<td>(905)878-2851</td>
<td>(905)878-1354</td>
</tr>
<tr>
<td>The Sir James Whitney School for the Deaf</td>
<td>350 Dundas St. W, Belleville, Ontario K8P 1B2</td>
<td>(613)967-2823</td>
<td>(613)967-2857</td>
</tr>
<tr>
<td>W. Ross Macdonald School for the Blind</td>
<td>350 Brant Avenue, Brantford, Ontario N3T 3J9</td>
<td>(519)759-0730</td>
<td>1-866-618-9092</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 12 – Special Education Staff

SECTION B - Standard 12
Standard 12 – Special Education Staff

The purpose of this standard is to provide specific details on board staff to the ministry and to the public.

### DDSB Special Education Staff

<table>
<thead>
<tr>
<th>Special Education Staff</th>
<th>FTE</th>
<th>Staff Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teachers of exceptional students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Special Education Resource Teacher (SERT)</td>
<td>188.8</td>
<td></td>
</tr>
<tr>
<td>1.2 Teachers for self-contained classes</td>
<td>273.6</td>
<td></td>
</tr>
<tr>
<td><strong>2. Other special education teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Itinerant teachers (Hearing Resource)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2.2 Itinerant (Vision Resource)</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>2.3 Facilitators</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2.4 Advanced Technology Trainer</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td><strong>3. Educational assistants in special education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Educational Assistants</td>
<td>888.8</td>
<td></td>
</tr>
<tr>
<td><strong>4. Other professional resource staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Psychologists</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4.2 Psychometrists</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>4.3 Psychological Associates</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4.4 Speech-Language Pathologists</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>4.5 Audiologists</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.6 Social workers / Attendance Counsellors</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4.7 Applied Behavior Analysis (ABA) Facilitator</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>5. Paraprofessional resource staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Orientation and Mobility Personnel</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>5.2 Educational Interpreters (for deaf/hard of hearing)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5.3 Intervenors (for students who are deaf-blind)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1473.7</td>
<td></td>
</tr>
</tbody>
</table>
Standard 13 - Staff Development

SECTION B - Standard 13
Standard 13 – Staff Development

The purpose of this standard is to provide details of the board’s professional development plans for special education staff to the ministry and to the public.

The DDSB Special Education Staff Development Plan

The overall goal of the Special Education Staff Development Plan is to build the capacity of Special Education staff, classroom teachers, support staff and administration to provide them with the information, materials, and skills necessary to implement and support programming for students with special needs.

The DDSB continues to place a strong emphasis on student achievement based in relation to the Ontario Curriculum, EQAO assessments, and alternative programs and goals as appropriate to individual students. Staff input into the plan includes listening to their feedback about what professional learning is required. In many cases, regulations or mandates from the Ministry of Education and Training drive our professional development.

SEAC also plays a role in providing input to the DDSB Professional Development Plan. The draft plan is presented to SEAC and their feedback is sought. Throughout the year, the Special Education Superintendent and Officer provide SEAC with updates on the implementation of the PD Plan.

Priorities in the area of staff development are determined by Ministry initiatives, Board initiatives, ongoing survey results, Superintendent initiatives, school-based determination of needs, staff and student needs and parent concerns. Staff are trained with regard to legislation and Ministry policy on Special Education through NTIP workshops, after school workshops, PA Day workshops and sessions for administrators. The Board allocates a budget to address staff development centrally and learning opportunities are coordinated by the Special Education Officer. Partnerships are occasionally initiated between the Programs and Special Education Departments to ensure that Special Education is incorporated into all professional development sessions. Staff are made aware of PD Opportunities in the annual catalogue of professional learning opportunities. All workshops are also advertised on our PD software platform, PD Place.
<table>
<thead>
<tr>
<th>Date</th>
<th>Department</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Sep 12, 2018</td>
<td>Special Education</td>
<td>SERT Capacity Building</td>
</tr>
<tr>
<td>Fri, Sep 14, 2018</td>
<td>Special Education</td>
<td>IEP 2.0</td>
</tr>
<tr>
<td>Thu, Sep 27, 2018</td>
<td>Special Education</td>
<td>Deepening Integrative Services for Students (Dept. Mtg.)</td>
</tr>
<tr>
<td>Mon, Oct 15, 2018</td>
<td>Special Education</td>
<td>SIP Writing</td>
</tr>
<tr>
<td>Tue, Oct 16, 2018</td>
<td>Special Education</td>
<td>SIP Writing</td>
</tr>
<tr>
<td>Wed, Oct 17, 2018</td>
<td>Special Education</td>
<td>SIP Writing</td>
</tr>
<tr>
<td>Thu, Oct 18, 2018</td>
<td>Special Education</td>
<td>SIP Writing</td>
</tr>
<tr>
<td>Fri, Oct 19, 2018</td>
<td>Special Education</td>
<td>SIP Writing</td>
</tr>
<tr>
<td>Thu, Nov 08, 2018</td>
<td>Special Education</td>
<td>Developmental Program Team Support Part 2 of 4</td>
</tr>
<tr>
<td>Fri, Nov 08, 2018</td>
<td>Special Education</td>
<td>PLP Team Support</td>
</tr>
<tr>
<td>Mon, Dec 3, 2018</td>
<td>Special Education</td>
<td>Deepening Integrative Services for Students (Dept. Mtg.)</td>
</tr>
<tr>
<td>Tues, Dec 4, 2018</td>
<td>Special Education</td>
<td>SERT Capacity Building</td>
</tr>
<tr>
<td>Mon, Dec 10, 2018</td>
<td>Special Education</td>
<td>Developmental Program Team Support Part 3 of 4</td>
</tr>
<tr>
<td>Fri, Jan 11, 2019</td>
<td>Special Education</td>
<td>Leading Each Day-P/VP</td>
</tr>
<tr>
<td>Mon, Jan 21, 2019</td>
<td>Special Education</td>
<td>Practical Learning Program Team Support Part 3</td>
</tr>
<tr>
<td>Tue, Jan 22, 2019</td>
<td>Special Education</td>
<td>Transition to Work Part 3 of 4</td>
</tr>
<tr>
<td>Wed, Feb 20, 2019</td>
<td>Special Education</td>
<td>Deepening Integrative Services for Students (Dept. Mtg.)</td>
</tr>
<tr>
<td>Tue, Mar 05, 2019</td>
<td>Special Education</td>
<td>SERT Capacity Building</td>
</tr>
<tr>
<td>Tue, Apr 02, 2019</td>
<td>Special Education</td>
<td>Developmental Program Team Support Part 4</td>
</tr>
<tr>
<td>Fri, Apr 12, 2019</td>
<td>Special Education</td>
<td>Leading Each Day-P/VP</td>
</tr>
<tr>
<td>Fri, Apr 12, 2019</td>
<td>Special Education</td>
<td>Transition to Work Part 4 of 4</td>
</tr>
<tr>
<td>Thu, May 02, 2019</td>
<td>Special Education</td>
<td>SERT Capacity Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deepening Integrative Services for Students (Dept. Mtg.)</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon, May 13, 2019</td>
<td>Special Education</td>
<td>Deepening Integrative Services for Students (Dept. Mtg.) SERT Capacity Building</td>
</tr>
<tr>
<td>Fri, Nov 09, 2018</td>
<td>Special Education</td>
<td>Structured Learning Class Team Support Part 2</td>
</tr>
<tr>
<td>Tue, Jan 15, 2019</td>
<td>Special Education</td>
<td>Structured Learning Class Team Support Part 3</td>
</tr>
<tr>
<td>Mon, Apr 15, 2019</td>
<td>Special Education</td>
<td>Structured Learning Class Team Support Part 4</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 14 – Equipment

SECTION B - Standard 14
Standard 14 – Equipment

The purpose of this standard is to inform the Ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

The Durham District School Board is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the special education school team. Recommendations are received from Board professional personnel and community professional practitioners. Professional assessments can come from a psychologist, psychologist associate, optometrist, ophthalmologist, occupational therapist, physiotherapist, speech-language pathologist and specialist teachers of the blind, deaf or deaf-blind.

There are two types of Special Equipment Amount (SEA) claims; SEA Per Pupil Amount (computer hardware, software and related equipment); and SEA Claims-based Amounts (i.e., lifts, Braille, furniture, etc.).

A SEA application is completed by the school and forwarded to the board’s Special Education Officer for approval and processing. Trials for computer technology are conducted to illustrate a significant discrepancy between performance with and without such equipment.

The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding $800. The Board is responsible for SEA approved equipment costs equal to and less than $800.

The DDSB has a SEA Handbook that outlines the SEA Claim processes. Included in the handbook are:

- The process for submitting claims
- The roles and responsibilities of individuals submitting claims
- Meeting the claim requirement
- Processing the order
- Care and safety of the equipment
- Ensuring equipment maintenance
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 15  Accessibility of School Buildings

SECTION B - Standard 15
Standard 15 – Accessibility of School Buildings

The purpose of the standard is to provide details of the multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Special Education staff and Principals identify immediate and anticipated needs for barrier-free issues to be addressed at specific school sites based upon existing and anticipated students enrolled at each school. Special Education staff and Facility Services work collaboratively to review requests and make plans to enhance accessibility.

Members of the public can obtain a copy of the completed plan from the Special Education Advisory Committee (SEAC) presentation, annual DDSB presentation, or by contacting the Special Education department.

The DDSB is committed to making its programs, practices and buildings accessible to all students, staff and community members. As such, DDSB Accessibility Committee has, under the Accessibility for Ontarians with Disabilities Act (AODA), 2005, has developed an Accessibility Plan http://ddsb.ca/AboutUs/Accessibility/Pages/default.aspx to identify, remove and prevent barriers to the general populace. This group meets as necessary to review and update the plan. The Board’s Accessibility Plan can be found on the Board’s website. Detailed accessibility information for all DDSB facilities can be obtained by visiting the school website or contacting Facility Services directly. General Phone Number: 905-666-5500.

The DDSB is committed to continually improving accessibility for students with physical and sensory disabilities throughout board facilities. In addition, care is given to providing access to the broader public, parents and caregivers to encourage full community participation within our facilities.

Accessibility throughout Board facilities is being achieved by incorporating these upgrades through several revenue streams. Schools that are the recipients of major renovations, additions or upgrading, either through an ARC process, additions to accommodate growth, FDK or other capital programs are brought into compliance during the construction process to the greatest extent possible. New construction, including additions, are designed and built to be in compliance with current and future accessibility requirements. Often renewal funding is appended to other capital funding to construct specific accessible features (i.e. elevators) as more value for money can be realized using this model rather than completing a standalone accessible upgrade.

Capital and operating funding specifically for accessibility is provided within the approved annual budget. These funds are used to respond to requests for accommodation of students with special needs. Together with the school team, SERT staff and consulting professionals assess student needs and recommend modifications to enhance student success and curriculum delivery. These requests are reviewed and approved changes are undertaken using operating funding. These alterations include, but are not limited to, way finding cues and braille
signage for low vision and blind students; creation of alternative learning spaces – sensory rooms, calming spaces, gross motor activity rooms to meet the needs of students and their behaviour management plans; power operators to enhance independent movement within the building and the accommodation of prescribed equipment such as change tables, grab bars, patient lifts and swings used in daily programming and caregiving.

Within our capital funding envelope, in addition to new buildings designed and constructed to meet current accessibility standards, ongoing upgrading of school grounds and facilities incorporates barrier free access, accessible service counters in offices and libraries, barrier free washroom facilities and new or replacement elevators.

To date, 84% of school buildings are physically accessible throughout and using the combined resources from all sources, we are working towards continued improvement in the remaining facilities and grounds. In the event that an existing facility cannot accommodate the needs of students, the DDSB is committed to providing alternate accommodation to satisfy all student needs.
SPECIAL EDUCATION REPORT • 2018 - 2019

SPECIAL EDUCATION PROGRAMS AND SERVICES

Standard 16 – Transportation

SECTION B - Standard 16
Standard 16 – Transportation

The purpose of this standard is to provide details of the board’s transportation policies to the ministry and to the public.

Durham Student Transportation Services (DSTS) is fully supportive of an integrated student transportation system for all students where it is safe and practical to do so. Students with special needs may be transported on traditional buses and specialized transportation may be utilized in situations where, due to the nature of the exceptionality or safety concerns, appropriate alternative accessible transportation is required because the features of the vehicle are more suitable to the student’s needs.

Durham Student Transportation Services may make specialized transportation arrangements for students who have been approved by the Durham District School Board as:

- Having a documented approved physical, mental or emotional exceptionality that prevents them from safely getting to and from their designated school.

- Placement in a specialized program or contained classroom may qualify the student.

Students in education programs in care, treatment and correctional facilities classrooms (Grove School Section 23) may be entitled to transportation. Parents can connect with agency staff who will speak to Grove School administration.

Students attending Provincial Schools will be set up on transportation that is coordinated centrally in conjunction with the Ministry of Education. The Provincial school will be able to provide further details for students that are staying in residence.

The following safety procedures are in place:

- All school bus drivers must be provided First Aid Training and are trained as well on the proper use of an Epipen.

- School buses are equipped with a two way radio and contact with the Operator’s main dispatcher is maintained at all times during scheduled runs.

- School Principals or a designate complete bus safety documentation to ensure school bus drivers and Durham Student Transportation Services are aware of students that require any special care or strategies for a safe school bus ride.
The purpose of this standard is to provide details of the operation of the board’s SEAC to the ministry and to give member of the public information to which they are entitled.

THE BOARD’S SPECIAL EDUCATION ADVISORY COMMITTEE

The SEAC pamphlet and handbook are included for information regarding:

- names and affiliations of members
- meeting times, place, format
- nomination process
- members’ contact information
- means of participation

Meetings are open to the public and are held monthly from September to June.

ROLES and RESPONSIBILITIES:

- SEAC regularly makes recommendations to the Board both formally as motions and informally through discussion and sub-committee reports/presentations at regular SEAC meetings as well as at Board meetings.

- SEAC receives a presentation from the finance department during budget discussions. Presentations are made to the trustees during budget deliberations giving recommendations with respect to budget priorities concerning special education programs and services. The financial statements are shared with SEAC for members to review and ask questions.

- Every parent/guardian of an identified student receives a SEAC pamphlet and a Parent / Guardian Guide to Special Education which have information about SEAC. This information includes members’ names, affiliation and how to make contact. SEAC produces a parent survey which is distributed at annual reviews to parents/guardians of identified students to provide feedback to the committee. SEAC is involved in presentations and information displays at the annual Parent as Partners conference. Meeting dates and other information are available on the Board web site, as well as in the Board calendar which is widely distributed.
You are welcome to attend!
The Durham District School Board invites all parents/guardians and interested members of the public to attend Special Education Advisory Committee meetings.
The Committee meets at the Education Centre, 480 Taunton Road East, Whitby at 6:30 p.m. usually every 3rd Thursday of the month.

Members at Large:
Craig Cameron 905-447-2852
cameron@trentu.ca
Carolyn McLennon (905) 427-1059
cmclemennon@gmail.com

The Durham District School Board:
Telephone: 905-668-5500
Toll Free: 1-800-265-2968
Website: www.ddsbs.ca
Donna Edwards, Trustee 905-426-7045
Linda Lowery, Trustee 905-259-8846

What Happens at a S.E.A.C Meeting?
S.E.A.C. meetings are a forum for S.E.A.C. members to provide advice and discussion of Board programs and support services for exceptional pupils. Meetings follow a formal format including:
- Review of Minutes
- Presentations
- Current issues and initiatives in Special Education
- Committee Reports by members
- Board Reports:
  a) Trustees  b) Staff
- Correspondence and Questions

Who Are Exceptional Students?
Exceptional Students are those whose behavioral, communicational, intellectual, physical or multiple exceptionalties are such that the student needs a specialized placement or support as identified by the Identification, Placement, and Review Committee (I.P.R.C.)

The mission of the Durham District School Board’s Special Education program is to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential. Our on-going commitment is to provide the structures and support each student needs to foster their growth & development in programs which foster integration and independence as defined for each student based on their strengths and needs.

If you would like more information on the Special Education Advisory Committee or Special Education Services in Durham, please call your local school.

What is S.E.A.C.?
Under Ontario’s Education Act, every student is entitled to a program which meets their needs. In Durham, our Special Education Advisory Committee (SEAC) helps the Board protect the rights of students with special learning needs. SEAC provides information, advice and assistance to parents/guardians whose children may require additional support.

SEAC advises and makes recommendations to the Board concerning the establishment and development of special education programs and services.
The Committee is composed of member representatives from:

- Association for Bright Children (ABC)
- Durham District School Board (Trustees)
- Durham Down Syndrome Association
- Easter Seals Ontario
- Learning Disabilities Association of Durham Region
- VOICE for Deaf and Hard of Hearing Children

**COMMITTEE MEMBERS**

**Association for Bright Children (ABC)**
Eva Kyriakides.................... bill.eva.k@rogers.com
........................................ www.aboontario.ca

This association helps parents advocate for their bright and gifted children. In co-operation with the Durham District School Board, ABC’s Durham Chapter provides information and support to member and non-member parents.

**Durham Down Syndrome Association**
Tara Culley...................... SEAC@ddsa.ca
..................................... https://ddsa.ca

This is an organization of parents, professionals and others striving to improve the quality of life for those with Down Syndrome. While seeking to broaden public awareness, this association serves as a support to new families and as a resource to parents/guardians for information regarding facilities and programs available for persons with Down Syndrome.

**Easter Seals Ontario**
Cathy Walsh
........................................ walsh0108@rogers.com
........................................ www.easterseals.org

Easter Seals Ontario provides programs and services to children and youth with physical disabilities across Ontario to help them achieve greater independence, accessibility and integration.

**Learning Disabilities Association of Durham Region**
Darlene Forbes, SEAC Chair
........................................ info@ldadr.on.ca
darlene@ldadr.on.ca
........................................ 905-430-9230
........................................ www.ldadr.on.ca

The Learning Disabilities Association Durham Region’s mission is to advocate, support and educate the Durham community about learning disabilities and to enable persons with learning disabilities to reach their full potential. To achieve this we provide:

- Monthly Speaker Series for all
- Resource Facilitation for all
- Advocacy Support for members
- Public Awareness Activities

**VOICE for Deaf and Hard of Hearing Children**
Kathy Kedey..........................mskedey@hotmail.com
..................................... www.voicefordcfkids.com

VOICE for deaf and hard of hearing children is committed to:

- Advocating on behalf of deaf and hard of hearing children and their families.
- Supporting deaf and hard of hearing children and their families through providing access to information, education, mentoring, and self-advocacy skills training.
- Educating the general public that deaf and hard of hearing children can learn to listen and speak.

**Revised:** June, 2018
COORDINATION of SERVICES with OTHER MINISTRIES

SECTION D
CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The purpose of this standard is to provide the ministry and the public with details of the board’s strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

The Durham District School Board ensures a smooth transition for students with special needs who are entering or leaving a school. It is the Board’s policy to accept assessments accompanying students from another program. The responsibility for ensuring successful admission or transfer of students from one program to another is collaboratively shared by all staff involved with the student at school and board level, with input from parents.

ENTRY PLAN FOR STUDENTS WITH SPECIAL NEEDS

Advanced special education planning is done for students with special needs who are arriving from other programs such as preschool nursery programs; preschool programs for students who are deaf; preschool speech and language programs; intensive early intervention programs for children with autism; care, treatment and correctional programs; and programs offered by other boards of education. The following collaborative process is followed to ensure a smooth transition:

Initial contact is made
A parent(s)/guardian(s) or a staff member of an agency or school often initiates contact regarding the entry of a student with special needs. Agencies that may be involved include Kinark, Grandview, Resources for Exceptional Children and Youth and CFS. The DDSB staff member who receives this initial contact must inform the Principal of the school that the student will be attending and the facilitator of the area

Preliminary information is gathered
The special education facilitator or the SERT contacts the parent(s)/guardian(s) and staff at the student’s current placement in order to obtain basic information about the student with special needs and consent to discuss the information with pertinent staff. Information is shared with the appropriate staff and the Principal of the school the student will be attending. The SERT or the special education facilitator calls the student’s parent(s)/guardian(s) to introduce him/herself. Parents are asked to provide relevant information to the school at their earliest convenience.

A visit to the child’s current placement / setting is arranged:
An informal meeting and observation at the student’s current placement/setting with DDSB staff is arranged in order to determine the needs of the student.
A school team meeting is held
All concerned parties attend in order to discuss appropriate programming and placement and the supports required to facilitate the student’s successful entry to school. With parent/guardian’s permission, results and/or copies of recent assessments are shared.

Student entry plan is made
An entry plan of action is designed and approved by the School Team to ensure that appropriate programming is in place for the student’s smooth transition to the school setting.* Assessments completed by Regulated Health Professionals (e.g., physicians, or psychologists in private practice or in other school boards) are reviewed for compliance with Board standards and expectations regarding completeness, etc. and are generally accepted as they are. Students from other jurisdictions who arrive in our schools without an appropriate assessment are treated in the same manner as resident students vis à vis the establishment of priority lists for assessments.

EXIT PLAN FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Sharing information for students leaving the board
Copies of reports and test data, where appropriate, are sent to those requesting the information upon receipt of properly signed and executed forms authorizing the release of such information to a third party.

Ensuring the successful admission of students from one program to another:
The SERT and Special Education facilitator collaborate with the School Team in developing an entry/exit plan prior to the student entering the school system.

INFORMATION REGARDING TRANSITION PLANNING FOR SPECIFIC PROGRAMS

PRESCHOOL PROGRAMS FOR DEAF STUDENTS

The intake package for deaf/hard-of-hearing students must contain:
• audiological report with audiogram (less than 2 years)
• contact (i.e. phone call, team meeting, case conference) made with hearing resource teacher before parental consent form is offered
• signed consent form indicating central services involvement, including name of hearing resource teacher involved
• other pertinent reports from other boards, if available

CARE, TREATMENT AND CORRECTIONAL PROGRAMS

The Transitions section of the Ministry of Education and Training “Guidelines for Approval of Educational Programs in Government-approved Care, Treatment, Custodial and Correctional Facilities, 1995” includes the following statements:
• the agreement between the facility and the school board should include a transition plan;
• the facility and the school board providing the educational program are strongly encouraged to work co-operatively, and with community agencies and the receiving school, to create a plan for the successful transition of the pupil.

EXIT PROGRAMS FOR STUDENTS LEAVING SECONDARY SCHOOL

Students will leave school for a variety of reasons. Schools are expected to help students make reasonable plans for their future through transition planning and an exit program. The goal of the planning is to help students make successful transitions to the next state of their lives.

As part of the IEP, a plan for the student’s transition from secondary school to work or a post-secondary setting must be developed with input from the student, parents, the principal, school staff, community agencies and post-secondary institutions, as appropriate.

The transition plan may:
• identify the student’s strengths and needs
• identify the specific goals of the student
• include specific information or recommendations related to options
• include instructions on obtaining information
• identify appropriate settings to visit
• make recommendation for placement
• identify supports and services that may be required
• identify assistance that will be provided during the transition

CARE, TREATMENT AND CUSTODY - TRANSITION PROCEDURES

A) SECTION 23 ENTRY PROCEDURES

As part of a comprehensive treatment/residential program, several community partners have established Section 23 classes for secondary and elementary school students, in collaboration with Grove School. These classes are located either on site at a Durham D.S.B. school or in a separate, segregated location. These Section 23 classes enable students to attend classes with the support and treatment offered by the agency.
To receive admission into a Section 23 class, a student must meet the following requirements:

- The student is first referred to an agency by either:
  1. a parent/guardian
  2. the courts
  3. C.A.S.
  4. a medical professional
  5. the school
  6. DDSB Professional Support Services

The student must be accepted and become a full time resident or client of the facility's residential and/or day treatment program.

Once the referral has been accepted by the facility, the facility completes the Grove School registration form, and the student is admitted to the classroom and placed on the *Grove School register*.

- If the student is already a full time resident or client of the facility's residential/treatment program, the facility completes the Grove School registration form, and the student is admitted to the classroom and placed on the *Grove School register*.

- A student who is registered in a school hosting a Section 23 classroom may access the facility classroom on a ‘reverse’ basis, for less than 50% of the instructional time. The principal's must make the referral and the agency must approve the placement. Accessing the Section 23 classroom in this manner does not require a change in student registration and the student remains on the *host school’s register*.

B) SECTION 23 EXIT PROCEDURES AND RESPONSIBILITIES

The transition of a student from a Section 23 class is very individualized to meet the specific needs of the student. Best practices can provide a framework which teachers could use to assist in the development of education plans for these students.

The Section 23 agency initiates the transition to the community school, including contacting the future school before admission.
There are three ways a student ceases to be in a Section 23 classroom.

1. **A negotiable move, when the student is ready to move on to community setting**
   - At Exit:
     • teacher submits a final report
     • teacher submits most recent IEP.
     • agency submits most recent treatment goals with reflective educational goals and a transition plan
     • contact with future school is arranged

2. **A non-negotiable move, e.g. Youth Criminal Justice Act:**
   • courts make decisions, sometimes making planning not possible

3. **An unplanned move:**
   • the student or parent unilaterally decide to leave the agency treatment program
   • there is a service breakdown
   • the transition plan is not completed
   • a special case conference could be convened by the community school
   • the student has been apprehended by the CAS
SUBMISSION

and

AVAILABILITY

of

PLAN

SECTION E
2018-19 Special Education Plan Checklist
Please submit to your regional office by July 31, 2018

District School Board/School Authority:
Durham District School Board

<table>
<thead>
<tr>
<th>Compliance with the Standards for School Boards’ Special Education Plans (2000)</th>
<th>Report on the provision of Special Education Programs and Services 2017-18</th>
<th>Amendments to the 2018-19 Special Education Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Programs and Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model for Special Education</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Identification, Placement, and Review Committee (IPRC) Process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Special Education Placements Provided by the Board</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Individual Education Plans (IEP)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Special Education Staff</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Specialized Equipment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Transportation for Students with Special Education Needs</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Transition Planning</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provincial Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Categories and Definitions of Exceptionalities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provincial and Demonstration Schools in Ontario</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Other Related Information Required for Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Board’s Consultation Process</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The Special Education Advisory Committee (SEAC)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Early Identification Procedures and Intervention Strategies</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Educational and Other Assessments</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Coordination of Services with Other Ministries or Agencies</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Specialized Health Support Services in School Settings</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Staff Development</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Accessibility (AODA)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Parent Guide to Special Education</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Where programs and services have not been provided as outlined in the 2017-18 Special Education Plan, please provide a description of the variance:
### Additional Information:

<table>
<thead>
<tr>
<th>Document</th>
<th>Format</th>
<th>Please indicate the URL of the document on your website (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Plan</td>
<td>✓ Board Website</td>
<td><a href="http://www.dbk.ca/Program/SpecialEducationPlanWebsite.aspx">www.dbk.ca/Program/SpecialEducationPlanWebsite.aspx</a></td>
</tr>
<tr>
<td></td>
<td>✓ Electronic file</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Paper copy</td>
<td></td>
</tr>
<tr>
<td>Parent Guide to Special Education</td>
<td>✓ Board Website</td>
<td><a href="http://www.dbk.ca/Program/SpecialEducationPlanWebsite.aspx">www.dbk.ca/Program/SpecialEducationPlanWebsite.aspx</a></td>
</tr>
<tr>
<td></td>
<td>✓ Electronic file</td>
<td></td>
</tr>
<tr>
<td>Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 148)</td>
<td>✓ Board Website</td>
<td><a href="http://www.dbk.ca/Program/SpecialEducationPlanWebsite.aspx">www.dbk.ca/Program/SpecialEducationPlanWebsite.aspx</a></td>
</tr>
<tr>
<td></td>
<td>✓ Electronic file</td>
<td></td>
</tr>
</tbody>
</table>

**Name of the Director of Education**

Lisa Millar

**Signature of the Director of Education**

[Signature]

**Date**

July 12, 2018
Appendix 1: Revised Parent/Guardian Guide to Special Education

http://www.ddsb.ca/Programs/SpecialEducation/Pages/Parent.aspx

Appendix 2: Sample of DDSB IEP, refer to pages 83-91

Appendix 3: Roles and Responsibilities refer to pages 92-100

Appendix 4: Copy of the Transition Planning Guide


Appendix 5: DDSB Mental Health
http://www.ddsb.ca/Parents/Resources/MentalHealthResources/Pages/default.aspx

Appendix 6: Protocol for Collaboration Agreement with External Agencies
https://www.intranet.durham.edu.on.ca/Applications/DDSBPPI.nsf/0/8525751600711C4F852576B10065A37E?opendocument

Appendix 7: Glossary, refer to pages 101-102
### Individual Education Plan

**Name**

<table>
<thead>
<tr>
<th>Gender</th>
<th>School Year</th>
<th>Grade</th>
<th>Birthdate</th>
<th>School</th>
<th>OEN</th>
<th>DDSB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YYYY-YYYY</td>
<td>Gr JK-12</td>
<td>YYYY-MM-DD</td>
<td>DDSB School</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Date</th>
<th>IPRC Date</th>
<th>Principal</th>
<th>Principal Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>YYYY-MM-DD</td>
<td>YYYY-MM-DD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Identified Areas of Exceptionality:** XXXXXXXXXXXXXXX

**Placement:** one of the 5 placements

**Placement Start Date:** YYYY-MM-DD

**Reason for Developing IEP:** identified as exceptional by IPRC, or Non Identified IEP

First Reporting Date: YYYY-MM-DD  
Second Reporting Date: YYYY-MM-DD  
Third Reporting Date: YYYY-MM-DD

**Program Information**

No program exemptions or substitutions.

### Relevant Assessment Data

#### Educational Assessments

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Date</th>
<th>Source</th>
<th>Summary of Results (sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YYYY-MM-DD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>YYYY-MM-DD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Clinical Assessments

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Date</th>
<th>Source</th>
<th>Summary of Results</th>
</tr>
</thead>
</table>
**Individual Education Plan**

**Strengths and Needs**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accommodations**

<table>
<thead>
<tr>
<th>Instructional Accommodations</th>
<th>Environmental Accommodations</th>
<th>Assessment Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subjects, Courses or Alternative Programs to which the IEP applies**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Modifications/Alternative – sample only**

Subject: Learning Skills  
Program Type:  
Learning Skills - Independent Work  
Enter Level of Achievement (status)  
Annual Program Goal  
By the end of June, Student will ......

**Term/Semester 1**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term/Semester 2**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Individual Education Plan

### Learning Skills - Self-Regulation
Entry Level of Achievement: Satisfactory
Annual Program Goal: By the end of June, Student will...

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject: Language**

Program Type: Modified

Current Level of Achievement (usually from June report card)

<table>
<thead>
<tr>
<th>Letter grade/Mark</th>
<th>Curriculum grade level</th>
<th>Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language - Reading**

Annual Program Goal: By the end of June, Student.....

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term/Semester 2</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Name

Printed on 2017-05-29 Page: 3
Individual Education Plan

Language - Writing
Annual Program Goal
By the end of the year, Student will ...

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term/Semester 2</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

Language - Oral Communication
Annual Program Goal
By the end of June, Student will ...

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>

Subject: French
Program Type: Modified
French - Oral Communication
Annual Program Goal
By the end of June, Student will ...

<table>
<thead>
<tr>
<th>Term/Semester 1</th>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
## Individual Education Plan

**Subject:** Mathematics  
**Program Type:** Modified

### Current Level of Achievement (usually from June report card)

<table>
<thead>
<tr>
<th>Letter grade/Mark</th>
<th>Curriculum grade level</th>
<th>Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics - Number Sense and Numeration**  
**Annual Program Goal**  
By the end of the year Student will...

### Term/Semester 1

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Term/Semester 2

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics - Measurement**  
**Annual Program Goal**  
By the end of the year Student will ...

### Term/Semester 1

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Term/Semester 2

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Individual Education Plan**

**Mathematics - Geometry and Spatial Sense**

**Annual Program Goal**

By the end of June, Student will ...

**Term/Semester 1**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term/Semester 2**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics - Patterning and Algebra**

**Annual Program Goal**

By the end of June, Student will ...

**Term/Semester 1**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term/Semester 2**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics - Data Management and Probability**

**Annual Program Goal**

By the end of June, Student will ...

**Term/Semester 1**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term/Semester 2**

<table>
<thead>
<tr>
<th>Specific Expectation</th>
<th>Teaching Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individual Education Plan

Provincial Assessments

This is not a Provincial Assessment year for this student.

IEP Developed By

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

Sources Used in the Development of the IEP

- Previous Report Card
- Previous IEP
- Parent/Guardians
- OSR
- Classroom Observations
- Assessment

Resources

<table>
<thead>
<tr>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Service</td>
</tr>
</tbody>
</table>

Transition Plan

Name, OEN #: ############

Overall Goal

Will successfully transition to grade X.
Individual Education Plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Persons responsible for actions</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultation Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Consultation</th>
<th>Parent/ Feedback/Outcome of Consultation</th>
<th>Contacted By</th>
</tr>
</thead>
<tbody>
<tr>
<td>YYYY-MM-DD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YYYY-MM-DD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YYYY-MM-DD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal’s Responsibility

The Principal has the legal requirement to implement and monitor the IEP. The plan has been developed according to the Ministry standards, addresses the student’s strengths and needs, and the learning expectations will be reviewed and progress monitored at least once every reporting period.

Principal Signature

Date
Individual Education Plan
Consultation Form

Name
Gender: 
School Year: YYYY-YYYY Grade: Gr. JK-12 Birthdate: YYYY-MM-DD
School: DDSB School OEN: ############ DDB: ############
IEP Date: YYYY-MM-DD IPRC Date: YYYY-MM-DD Principal: Principal Name

Parent/Guardian Involvement:
Your input into the development of the IEP is valuable. Please indicate below how you would like to be further involved in the consultation process:

- I have reviewed the IEP and do not require further consultation at this time.
- I would like to set up a meeting to further discuss the programming in the IEP.
- I have added my ideas in the Consultation Box. No further consultation is needed at this time.

Parent/Guardian/ Comments:

Parent/Guardian Signature: __________________________ Date: __________

Signature (if 16 years of age or older): __________________________ Date: __________
Appendix 3

THE RESPONSIBILITIES OF THE
COMMUNITY WORK EDUCATION COORDINATOR, K-12

The Durham District School Board's Special Education Community Work Education Coordinator is responsible for:

- Collaborating with teachers and school staff to assess student strengths and prepare a community work education experience plan.
- Working with classroom staff, school boards, and community partners to design, develop, and maintain the operation of community work placement sites.
- Providing ongoing, flexible, and inclusive professional development opportunities through guided practice and reflective feedback, using the "Think, Teach, Reflect" model of continuous improvement.
- Developing, designing, selecting, and implementing suitable work education experiences for students.
- Maintaining a safe and supportive learning environment that supports the learning needs of individual student workers.
- Building capacity with community partners to support meaningful and differentiated placements to support student learning.
- Communicating with transportation partners to develop, implement, and maintain a transportation network to serve the differentiated needs of participating students.
- Collaborating with transportation partners to develop, implement, and maintain transportation networks to serve the differentiated needs of participating students.
- Providing presentations to parents, students, and other stakeholders on the expectations of student performance and on the opportunities that are available for students.
- Promoting inclusive work place roles and opportunities that are available for students, including opportunities for students with exceptionalities.
- Providing ongoing professional development opportunities for students with exceptionalities.
- Conducting regular and ongoing assessments of workplace roles, responsibilities, and tools to ensure that workplace roles and responsibilities are efficient and differentiated to meet the needs and abilities of program participants.
- Ensuring that adaptive equipment is provided to enable students to work safely and efficiently.

THE ROLE OF THE
COMMUNITY WORK EDUCATION COORDINATOR, K-12

The Special Education Community Work Education Coordinator fosters student independence for learners with special education needs by collaborating with community partners to create opportunities for students to practice and refine classroom-based practical learning skills in real-world workplace settings. The Community Work Education Coordinator collaborates with teachers and school staff to determine suitable learning outcomes, and with community partners to create work experience opportunities for students.

The Community Work Education Coordinator also collaborates with transportation partners to ensure that students can access work placements safely and develop employability life skills on site through supervised, structured, and safe guided practice.
**The Role of the Educational Assistant K-12**

Educational Assistants (EAs) provide direct and flexible support within the school team to increase the intellectual, personal, physical, social and career development of students with special needs. In consultation with teachers and under the direction of administrators, high priorities for Educational Assistants are communication, learning outcomes, building capacity, support, safety and advocacy.

**Communication**
- Collaborate with the teacher(s) to:
  - Establish a multi-level student support and intervention system
  - Determine student needs and develop strategies
  - Develop and implement an individualized, comprehensive, and integrated plan for the student
  - Support the learning goals outlined in the student’s IEP
  - Ensure that all stakeholders are involved in the planning and implementation of the IEP

**Learning Outcomes**
- Collaborate with the teacher(s) to:
  - Develop strategies to support student learning in social, emotional, and academic areas
  - Ensure that all stakeholders are involved in the planning and implementation of the IEP
  - Support the learning goals outlined in the student’s IEP

**Building Capacity**
- Collaborate with the teacher(s) to:
  - Develop strategies to support student learning in social, emotional, and academic areas
  - Ensure that all stakeholders are involved in the planning and implementation of the IEP
  - Support the learning goals outlined in the student’s IEP

**Support**
- Collaborate with the teacher(s) to:
  - Understand the student profile and learning challenges as outlined in the IEP
  - Provide multiple opportunities for students to practice new skills using graded release of responsibility to the student
  - Work directly with students to implement strategies for self-regulation and self-advocacy

**Safety**
- Collaborate with the teacher(s) to:
  - Support the student in the development of strategies to prevent harm to self or others
  - Support the student in the development of strategies to prevent harm to the school community
  - Support the student in the development of strategies to prevent harm to the school environment

**Advocacy**
- Collaborate with the teacher(s) to:
  - Support the student in the development of strategies to advocate for their rights and needs
  - Support the student in the development of strategies to advocate for their needs
  - Support the student in the development of strategies to advocate for their needs

**The Responsibilities of the Educational Assistant, K-12**

**Durham District School Board**

<table>
<thead>
<tr>
<th>ROLE AND RESPONSIBILITIES OF THE EDUCATIONAL ASSISTANT K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUR STUDENTS</td>
</tr>
<tr>
<td>SUPPORT</td>
</tr>
<tr>
<td>SAFETY</td>
</tr>
<tr>
<td>ADVOCACY</td>
</tr>
</tbody>
</table>

**Key Responsibilities**
- Establish and maintain a multi-level student support and intervention system
- Develop and implement an individualized, comprehensive, and integrated plan for the student
- Support the learning goals outlined in the student’s IEP
- Ensure that all stakeholders are involved in the planning and implementation of the IEP

**Dundie’s District School Board**

- Supports student learning in social, emotional, and academic areas
- Ensures that all stakeholders are involved in the planning and implementation of the IEP
- Supports the learning goals outlined in the student’s IEP

**Learning Outcomes**
- Develop strategies to support student learning in social, emotional, and academic areas
- Ensure that all stakeholders are involved in the planning and implementation of the IEP
- Support the learning goals outlined in the student’s IEP

**Building Capacity**
- Develop strategies to support student learning in social, emotional, and academic areas
- Ensure that all stakeholders are involved in the planning and implementation of the IEP
- Support the learning goals outlined in the student’s IEP

**Support**
- Support the student in the development of strategies to prevent harm to self or others
- Support the student in the development of strategies to prevent harm to the school community
- Support the student in the development of strategies to prevent harm to the school environment

**Safety**
- Support the student in the development of strategies to advocate for their rights and needs
- Support the student in the development of strategies to advocate for their needs
- Support the student in the development of strategies to advocate for their needs

**Advocacy**
- Support the student in the development of strategies to advocate for their rights and needs
- Support the student in the development of strategies to advocate for their needs
- Support the student in the development of strategies to advocate for their needs

**Additional Information**
- Supports student learning in social, emotional, and academic areas
- Ensures that all stakeholders are involved in the planning and implementation of the IEP
- Supports the learning goals outlined in the student’s IEP

**Key Points**
- Supports student learning in social, emotional, and academic areas
- Ensures that all stakeholders are involved in the planning and implementation of the IEP
- Supports the learning goals outlined in the student’s IEP

**Contact Information**
- Support the student in the development of strategies to advocate for their rights and needs
- Support the student in the development of strategies to advocate for their needs
- Support the student in the development of strategies to advocate for their needs

**Conclusion**
- Supports student learning in social, emotional, and academic areas
- Ensures that all stakeholders are involved in the planning and implementation of the IEP
- Supports the learning goals outlined in the student’s IEP

---

93
THE ROLE AND RESPONSIBILITIES OF THE INSTRUCTIONAL FACILITATOR FOR SPECIAL EDUCATION, K-12

Communication

- Foster positive relationships between parents, students, and school staff.
- Establish a unified school-wide communication system.
- Support effective communication within the school community.
- Provide professional development opportunities for staff.

Learning Outcomes

- Develop effective strategies to support student achievement.
- Foster a positive learning environment.
- Enhance student engagement.
- Support student transitions.

Building Capacity

- Create a technology-rich learning environment.
- Promote collaboration and team building.
- Emphasize the integration of technology in the classroom.
- Support professional development.

Support

- Provide academic and social supports to students.
- Facilitate the implementation of individualized education programs.
- Offer additional resources for students.

Safety

- Ensure student safety in all school activities.
- Develop emergency response plans.
- Monitor school safety measures.

Advocacy

- Advocate for the needs of students with special needs.
- Collaborate with families and community partners.
- Support student and family involvement.

High priorities for the Instructional Facilitator are: communication, learning outcomes, building capacity, support, safety, and advocacy.
The Responsibilities of the Special Education Resource Teacher, K-12

The Special Education Resource Teacher (SERT) builds collaborative, inclusive learning environments for all students, including those with exceptional needs. Teachers in this role are responsible for:

- Building strong relationships with students, families, and other professionals.
- Providing direct instruction in special education settings.
- Coordinating with educational professionals to design and implement individualized education plans (IEPs).
- Assisting in the development and implementation of behavior management plans.
- Collaborating with general education teachers to ensure a seamless transition for students with special needs.
- Facilitating the integration of students with special needs into the general education curriculum.
- Serving as a resource for families and other educators.

The Role of the Special Education Resource Teacher K-12

The Special Education Resource Teacher (SERT) plays a crucial role in supporting students with special needs within the classroom. They work closely with general education teachers to ensure that students with special needs receive a quality education. The SERT's responsibilities include:

- Collaborating with general education teachers to develop and implement effective instructional strategies.
- Providing individualized instruction to students with special needs.
- Coordinating with related service providers to support students with special needs.
- Monitoring student progress and adjusting instruction as needed.
- Facilitating the transition of students with special needs to post-secondary destinations (work, college, university, etc.).
- Providing professional development opportunities for teachers and staff.

Communication
- Facilitate smooth transitions for students, kindergarten through grade 12, from home to school, school to school, from school to post-secondary destinations (work, college, university, etc.).
- Support students in the identification of personal strengths and weaknesses.
- Facilitate communication between students, families, and educators.

Learning Outcomes
- Foster a learning environment that promotes critical thinking and problem-solving skills.
- Encourage the use of technology to enhance learning experiences.
- Promote the use of assistive technologies to support students with special needs.
- Encourage the development of self-regulation and self-advocacy skills.

Building Capacity
- Facilitate the integration of students with special needs into the general education curriculum.
- Support the development of inclusive practices and procedures.
- Provide professional development opportunities for teachers and staff.

Support
- Provide a safe and supportive learning environment.
- Facilitate the development of positive relationships between students and staff.
- Support the identification and implementation of effective behavior management strategies.

Safety
- Ensure a safe and supportive learning environment.
- Provide crisis intervention and support to all students.
- Facilitate the development of emergency plans and procedures.

Advocacy
- Act as an advocate for students with special needs.
- Promote the rights and needs of students with special needs.
- Support the development of inclusive practices and procedures.
- Facilitate the development of support systems for students with special needs.

Durham District School Board

The Special Education Resource Teacher (SERT) is a vital part of the educational team, providing support and resources to enhance the learning experiences of all students. They work closely with general education teachers and other professionals to ensure that students with special needs receive the support they need to succeed.
THE RESPONSIBILITIES OF THE SOCIAL WORKER/ATTENDANCE COUNSELLOR, K-12

Social Workers are qualified and registered with the Ontario College of Social Workers and Social Service Workers (OCSSW). Their role includes:

- Establishing and maintaining positive relationships with students and their families.
- Providing individual and group counseling to students.
- Collaborating with teachers, administrators, and other school personnel to address student needs.
- Coordinating referrals to appropriate community services.
- Conducting case studies to assess student needs and develop individualized plans.
- Facilitating conflict resolution between students and families.

Role and Responsibilities of the Social Worker/Attendance Counsellor, K-12

- Provide ongoing support to students and families to maintain academic, social, and personal success.
- Collaborate with teachers and administrators to develop effective strategies for student success.
- Facilitate the integration of students into school life by addressing emotional and social needs.
- Conduct social work assessments to identify student strengths and areas for improvement.
- Develop individualized plans to address students' needs and monitor progress.
- Refer students to appropriate community resources as needed.
- Ensure confidentiality and maintain a professional relationship with students and families.

Our Students

- Building Capacity
- Advancing Outcomes
- Advocacy

Communication

- Serve as a liaison between school staff, students, and parents.
- Facilitate communication among stakeholders to ensure effective collaboration.

Learning Outcomes

- Support
- Safety
- Advocacy

Support

- Conduct social work assessments to identify student strengths and areas for improvement.
- Develop individualized plans to address students' needs and monitor progress.
- Refer students to appropriate community resources as needed.
- Ensure confidentiality and maintain a professional relationship with students and families.

Safety

- Conduct social work assessments to identify student strengths and areas for improvement.
- Develop individualized plans to address students' needs and monitor progress.
- Refer students to appropriate community resources as needed.
- Ensure confidentiality and maintain a professional relationship with students and families.

Advocacy

- Serve as a liaison between school staff, students, and parents.
- Facilitate communication among stakeholders to ensure effective collaboration.

The Role of the Social Worker/Attendance Counsellor

- The Social Worker/Attendance Counsellor provides services to and/or works collaboratively with students, families, school/Board personnel and community partners to address emotional, social and/or behavioural issues that are inhibiting student achievement and well-being. Priorities for the Social Worker/Attendance Counsellor are communication, learning outcomes, building capacity, support, safety and advocacy.
THE RESPONSIBILITIES OF THE VISION RESOURCE TEACHER

The Vision Resource Teacher (VRT) supports the learning needs of students with vision impairments who require support to access the curriculum across all subjects and grade levels. The Vision Resource Teacher provides leadership, support, coaching, and mentoring for school staff to differentiate instruction and assessment for students with vision exceptionalities. In addition, the Vision Resource Teacher supports student achievement through differentiated instructional strategies and with advanced technology for students with low vision exceptionalities.

COMMUNICATION
- Supports accessibility for learning and increased independence for students with low vision
- Acts as a resource in the area of vision loss to administrators, school staff, and families
- Communicates programming recommendations for students with vision impairments to teachers and educational assistants based on individual needs and its implications in an educational setting
- Provides consultation and recommendations on programming that supports student achievement
- Communicates with parents/guardians, school staff, Special Education Resource Teacher, classroom teacher, vision educational assistants, administrators, and program staff

LEARNING OUTCOMES
- Collaborates with teachers to identify alternative expectations and to structure learning environments to support student achievement
- Provides direct support for students who require intensive programming interventions
- Provides individual and consultative support for students who require support to access programming
- Conducts in-class observations and assessments to provide data that inform programming decisions for learning
- Enhances teacher orientation and mobility service when needed
- Provides direct instruction for students who require instruction in visual technology, auditory tasks, Braille, and alternate formats

BUILDING CAPACITY
- Provides advice and assistance to teachers, school staff, Special Education Resource Teacher, and educational assistants on support and programming for students with vision impairments
- Builds capacity with teachers and educational assistants in program implementation
- Maintains current knowledge of special education and vision practice
- Provides consultation for school teams on accommodations, modifications, and alternative assessments for individual students
- Provides vision in-service training and share support across school sites
- Supports teachers and educational assistants with information about the Expanded Core Instruction (ECI) for students with vision impairments and its role in programming for student achievement

SUPPORT
- Provides consultation on the development of the Independent Study Plan (ISP) and Transition Plan as needed
- Collaborates on referrals to the Orientation and Mobility Specialist
- Facilitates the implementation of the recommendations by the Orientation and Mobility Specialist
- Collaborates with the school administration, school staff, and service providers to identify and implement accommodations that ensure a safe and supportive learning environment for students with vision impairments
- Supports classroom teachers in the development of Individual Education Plans (IEPs) and alternative report card curriculum expectations

SAFETY
- Provides information for school staff on safety-related practices and procedures for students with vision impairments

ADVOCACY
- Advocates for the equitable inclusion of students with vision impairments in classroom programming
- Ensures that staff and parents/guardians are informed about the impact of vision loss on future educational opportunities
- Supports school staff and parents/guardians in understanding the implications of vision and medical aspects and their implication on student programming
- Lobbies for and supports Vision Resource Teachers in school districts
- Fosters student independence and self-advocacy through student voice

THE ROLE OF THE VISION RESOURCE TEACHER

The Vision Resource Teacher (VRT) supports the learning needs of students with vision impairments who require support to access the curriculum across all subjects and grade levels. The Vision Resource Teacher provides leadership, support, coaching, and mentoring for school staff to differentiate instruction and assessment for students with vision exceptionalities. In addition, the Vision Resource Teacher supports student achievement through differentiated instructional strategies and with advanced technology for students with low vision exceptionalities.

COMMUNICATION
- Supports accessibility for learning and increased independence for students with low vision
- Acts as a resource in the area of vision loss to administrators, school staff, and families
- Communicates programming recommendations for students with vision impairments to teachers and educational assistants based on individual needs and its implications in an educational setting
- Provides consultation and recommendations on programming that supports student achievement
- Communicates with parents/guardians, school staff, Special Education Resource Teacher, classroom teacher, vision educational assistants, administrators, and program staff

LEARNING OUTCOMES
- Collaborates with teachers to identify alternative expectations and to structure learning environments to support student achievement
- Provides direct support for students who require intensive programming interventions
- Provides individual and consultative support for students who require support to access programming
- Conducts in-class observations and assessments to provide data that inform programming decisions for learning
- Enhances teacher orientation and mobility service when needed
- Provides direct instruction for students who require instruction in visual technology, auditory tasks, Braille, and alternate formats

BUILDING CAPACITY
- Provides advice and assistance to teachers, school staff, Special Education Resource Teacher, and educational assistants on support and programming for students with vision impairments
- Builds capacity with teachers and educational assistants in program implementation
- Maintains current knowledge of special education and vision practice
- Provides consultation for school teams on accommodations, modifications, and alternative assessments for individual students
- Provides vision in-service training and share support across school sites
- Supports teachers and educational assistants with information about the Expanded Core Instruction (ECI) for students with vision impairments and its role in programming for student achievement

SUPPORT
- Provides consultation on the development of the Independent Study Plan (ISP) and Transition Plan as needed
- Collaborates on referrals to the Orientation and Mobility Specialist
- Facilitates the implementation of the recommendations by the Orientation and Mobility Specialist
- Collaborates with the school administration, school staff, and service providers to identify and implement accommodations that ensure a safe and supportive learning environment for students with vision impairments
- Supports classroom teachers in the development of Individual Education Plans (IEPs) and alternative report card curriculum expectations

SAFETY
- Provides information for school staff on safety-related practices and procedures for students with vision impairments

ADVOCACY
- Advocates for the equitable inclusion of students with vision impairments in classroom programming
- Ensures that staff and parents/guardians are informed about the impact of vision loss on future educational opportunities
- Supports school staff and parents/guardians in understanding the implications of vision and medical aspects and their implication on student programming
- Lobbies for and supports Vision Resource Teachers in school districts
- Fosters student independence and self-advocacy through student voice
Appendix 7

Special Education Glossary

AAC – Augmentative and Alternative Communication
ABA – Applied Behaviour Analysis
Advocacy – A collaborative process involving input and contributions from parent/guardians, students, school staff, and professional services that identifies appropriate instructional strategies and interventions to optimize the student’s ability to achieve to their full potential.
AO – Administrative Officer
ART – Autism Resource Team
ASD – Autism Spectrum Disorder
ASIST – Applied Suicide Intervention Skills Training
AT – Advanced Technology
BMS – Behaviour Management System
BSP – Behaviour Safety Plan
CECCAC – Central East Community Care Access Centre
Differentiated Instruction – allows teachers to address specific skills and difficulties and adapt instruction to suit differing characteristics
EA – Educational Assistant
ECE – Early Childhood Educator
FM System – Frequency Modulation System
IBI – Intensive Behaviour Intervention
IEP – Individual Education Plan
IPRC – Identification, Placement and Review Committee
PHIPA – Personal Health Information Protection Act
PowerTPM – Special Education data base for tracking Special Education processes and completing forms
PPM 140 – Policy Program Memorandum, #140
SEA – Special Equipment Amount
SERT – Special Education Resource Teacher
SET – Special Education Team
SET-S – Special Education School Team
SIP – Special Incidence Portion
SLC – Speech Language Class
SMH-ASSIST – School Mental Health Assist
SO – Supervisory Officer (Superintendent)
START – Short Term Assistance Response Team
The Tiered Approach – is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs.
Tier 1 – Assessment and instruction are planned in relation to the curriculum for all students, applying principals of Universal Design and Differentiated Instruction. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty.

Tier 2 – On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning, behavioural or social challenges. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed.

Tier 3 – For students who require intensive support to achieve learning goals, even more precise and individualized assessment and instruction are planned, often with the help of the in-school team, the Family of Schools Special Education Team and/or other resources. Monitoring of the student’s response to these interventions continues.

Universal Design – provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students

VTRA – Violent Threat Risk Assessment