

Inclusive Student Services

Placement Pathways

SPECIAL EDUCATION

in the Durham District School Board



How do we serve our students?

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

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

Our Mission

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

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

Regular Class Placement

The vast majority of our students with special education strengths and needs will access regular class placements. This placement may include individualized accommodations. The placement also involves a number of key supports and strategies often referred to as 'Indirect Support' and can include but are not limited to:

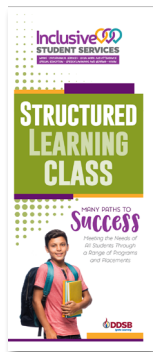
- Learning planned on a foundation of universal design for learning (UDL);
- Differentiation in environmental, teaching and assessment strategies;
- Focused small support groups for specific skill building;
- Targeted and small group instruction and intervention within classes;
- Specific tools and resources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

Many students in regular class placements receive support from classroom support staff roles (ASL Interpreter, Educational Assistant, or Intervenor). The professionals in these roles are integral to students' programming within schools and provide valuable well-being, safety, self-care and learning support. These roles are not referenced as part of a students' placement through Individual Placement and Review Committee (IPRC) decisions which are, in accordance with applicable legislation, linked to special education qualified teachers.

Special Education Class Placements

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

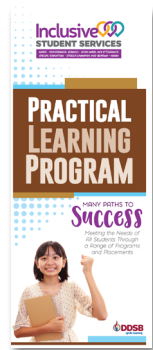
For more information on individual programs search DDSB Inclusive Student Services, or click on the photo beside each of the program descriptions.



STRUCTURED LEARNING CLASS **Special Education Class with Partial Integration**

The Structured Learning Class (SLC) provides more intensive support for students who are diagnosed with Autism and working on Ontario or Alternative curriculum expectations. Structured teaching strategies, positive reinforcement, sensory-based self-regulation and generalization of learning are foundational to supporting students in achieving their goals in areas of learning such as: communication, self-regulation, and building and maintaining peer relationships.

Maximum of six students.



PRACTICAL LEARNING PROGRAM **Special Education Class with Partial Integration or Special Education Full-time**

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

Maximum of ten students.



DEVELOPMENTAL PROGRAM **Full-time Special Education Program**

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

Maximum of six students.



SCHOOL SUPPORT PROGRAM

Special Education Class with Partial Integration

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

Elementary: Maximum of ten students

Secondary: Maximum of twelve students



TRANSITION TO WORK PROGRAM

Self Contained Special Education Program

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

Maximum of twelve students.



GIFTED PROGRAM

The Gifted Special Education Class provides differentiated support for learning who are intellectually gifted. As a self-contained classroom placement at the elementary level the class provides opportunity for students to learn with and from other students with similar intellectual aptitude, based on the Ontario Curriculum. Students who require differentiated learning experiences of depth and breadth beyond those normally provided in the regular classroom may be recommended for a Special Education Classroom Placement.

Students who are considered for Special Education Class placements may also meet one or more of the following criteria:

Show a clear need for enrichment opportunities and/or alternative programming (such as advanced thinking skills or self/peer awareness) that requires differentiated learning experiences with greater depth and Breadth than those typically offered in the mainstream classroom to meet the student's educational potential.

Show evidence of significant challenges in interpersonal relationships, social interactions, and/or emotional development within the school environment.



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

A MODEL FOR SUCCESS FOR ALL STUDENTS

TEACHER RESPONSIBILITY

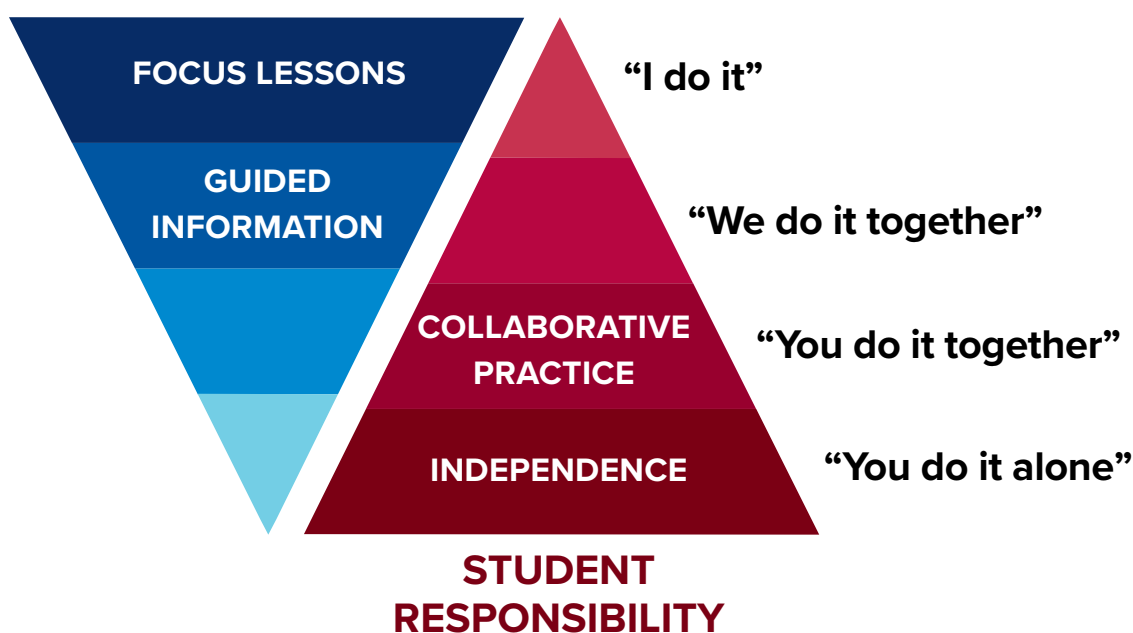


Image from the resource “Fostering Student Independence – An Educator’s Guide” co-created by the Durham District School Board and partner boards.

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