



*Learning and Living in Faith*


**OUR MISSION:**

To be an inclusive Catholic learning community that inspires every student to achieve their full potential through faith and education.

Removing the obstacles to student success with the guiding belief that all students can achieve to their potential.

For further information, contact your child's school principal, or the Student Services Department at:

**Durham Catholic District School Board**

 650 Rossland Road West  
Oshawa, ON L1J 7C4

Tel: 905-576-6150  
or 1-877-482-0722 Ext. 22279  
dcdsb.ca

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Excellence | Equity | New Evangelization

## Durham Catholic District School Board

### A Parent's Guide To Special Education



**Celebrating Inclusion**



“And whatever you do, in word or deed,  
do everything in the name of the Lord Jesus,  
giving thanks to God the Father through him.”  
(Colossians 3:17)

### **Philosophy**

The Durham Catholic District School Board supports the belief that all students are unique, with individual strengths and needs that can be best provided for in their home school. The Durham Catholic District School Board brings together all members of the Catholic school, parish and community, in an effort to realize the full potential of each student.

All educators are responsible for providing special education programs that meet the individual needs of students in their care. Educators may access resource staff within the school or draw upon the wider resources of the system as the need arises. Fundamental to this process is the collaboration among educators and support staff to deliver a variety of services, programs and strategies that allows each student to achieve their potential.

Parents are key partners in the education of their children through participation in school and classroom events, communication with the teacher, and participation in the School Team Meeting process.

### **Special Education Services**

It is the goal of the Durham Catholic District School Board to have the educational needs of all students met through appropriate programming in a regular classroom in their home elementary or secondary school.

### **Elementary**

#### **Phase I: Recognition and Program Adjustment**

When a student is experiencing difficulty in class, the classroom teacher:

- determines the student's strengths and needs;
- reviews the Ontario Student Record (OSR);
- contacts the parents regarding concerns;
- consults with the Program Support teacher for resources and/or strategies, as needed;
- makes program adjustments, if needed;
- updates parents;
- requests, in consultation with the Program Support teacher, a School Team Meeting to discuss the student's program.

#### **Phase II: Referral to a School Team Meeting**

The school will schedule a meeting time convenient to all participants. Participants include:

- Principal/Vice-Principal (Chair);
- Classroom teacher and/or Program Support teacher;
- Parents;
- Student (when appropriate).

Additional members of the School Team Meeting may include:

- Curriculum Coverage teacher and/or French teacher;
- Educational Assistant(s);
- Student Services personnel;
- Community resources and/or parent advocate (with the approval of the principal and the parent).



During a School Team Meeting, school personnel and parents share observations and offer information about the student. A plan of action is created. It may include:

- Development of an Individual Education Plan (IEP) with subject specific accommodations modifications, and/or alternative expectations;
- In-school assessment;
- Request for additional input and/or services from Board resource personnel, which may include:
  - Family of Schools Coordinator
  - Resource Teachers
  - Psychological Services
  - Child and Youth Counsellor Services
  - Social Work Services
  - Speech and Language Services
  - Program Consultants

Minutes of the School Team Meeting are recorded and retained for future reference. A date for a future meeting to evaluate the progress of the plan of action may be decided.

## Secondary

### Phase I: Recognition and Program Adjustment

When a secondary student is experiencing difficulty in class, the subject teacher brings the concern to the attention of the Program Support teacher, parents or principal.

The student's teacher(s) and Program Support teacher:

- determine the student's strengths and needs;
- review the Ontario Student Record (OSR);
- contacts the parents regarding concerns;
- consult regarding resources and/or strategies, as needed;
- make program adjustments, if needed;
- update parents;
- request a School Team Meeting to discuss the student's program.

### Phase II: Referral to a School Team Meeting

The school will schedule a meeting time convenient to all participants.

Participants include:

- Principal/Vice-Principal (Chair);
- Program Support teacher;
- Parents;
- Student (when appropriate).

Additional members of the School Team Meeting may include:

- Guidance Counsellor;
- Subject Teacher(s);
- Educational Assistant(s);
- Student Services personnel;
- Community resources and/or parent advocate (with the approval of the principal and the parent)

During a School Team Meeting, school personnel and parents share observations and offer information about the student. A plan of action is created. It may include:

- Development of an Individual Education Plan (IEP) with subject accommodations, modifications and/or alternative expectations;
- Reduced course load, timetable adjustment and/or change in course level;





- Support from a guidance counsellor, Student Success teacher and/or Program Support teacher;
- In-school assessment;
- Request for additional input and/or services from Board resource personnel, which may include:
  - Family of Schools Coordinator
  - Resource Teachers
  - Psychological Services
  - Child and Youth Counsellor Services
  - Social Work Services
  - Speech and Language Services
  - Program Consultants

Minutes of the School Team Meeting are recorded and retained for future reference. A date for a future meeting to evaluate the progress of the plan of action may be decided.

## **Elementary and Secondary**

### **Phase III: Referral to an Identification, Placement and Review Committee (IPRC)**

An IPRC meeting is a meeting to decide whether or not a student should be formally identified as a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program. Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education. In the Durham Catholic District School Board, there are no additional services, programs associated with formal identification through an IPRC.

Either the parent or the school can request an IPRC. Within 15 days of receiving a written request for an IPRC from a parent, the principal must provide the parent with a copy of this document, '*Parent's Guide to Special Education*' and a written statement of when the IPRC will convene. The time of the meeting should be convenient for both the parents and the school.

In the Durham Catholic District School Board, members of the Identification, Placement and Review Committee include:

- Principal/Vice-Principal (Chair);
- Family of Schools Superintendent or Superintendent of Student Services;
- Family of Schools Coordinator.

Parents and/or students who are 16 years of age or older are entitled to be present at and participate in all committee discussions and to be present when the committee's identification and placement decision is made. Parents are allowed to bring their own representative to the meeting, however they must inform the principal in advance.

Either the parent or the principal may request the attendance of others at the IPRC meeting such as:

- the student's classroom or subject teacher;
- the Program Support teacher;
- Board support staff, or other professionals who may provide further information or clarification;

Parents may request the services of an interpreter through the principal.

Before the IPRC meeting, the parent will receive a copy of the IPRC information package that the Chair of the IPRC is given. This package may include the results of assessments or a summary of information about the student's progress to date. During the IPRC, the members of the committee will consider any information that they feel is required to make an appropriate identification or placement decision including:

- Educational assessments;
- Health or psychological assessments conducted by qualified practitioners (subject to the provisions of the Health Care Consent Act, 1996);
- Interview with the student, with the consent of the parent if the student is less than 16 years of age; and
- any information submitted by the parent or the student if he/she is 16 years of age or older.

The committee may discuss any proposal that has been made about a special education program or special education services for the student including any proposal made by the parent, or the student, if the student is 16 years of age or older. Parents are invited to participate fully in the discussions. Once all information has been presented and considered, the committee will make its decision.

Since the Durham Catholic District School Board supports the practices of full inclusion, the placement decision in an IPRC meeting is generally determined to be the regular classroom with varying degrees of indirect, resource, or withdrawal support.

The IPRC's written statement of decision will include:

- whether or not the student is exceptional and the appropriate exceptionality, according to Ministry of Education definitions;
- a record of the student's strengths and needs as indicated on the IEP;
- the most appropriate placement of the exceptional student to meet the needs outlined in the IEP;
- recommendations regarding a special education program and special education services.

A special education program is an educational program that is based on and modified by the results of continuous assessment and evaluation. It includes an Individual Education Plan containing:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the child's progress will be reviewed; and
- a plan for transition that addresses the physical, social/emotional and learning needs of the student as they move through their academic career.

If one has not already been created, an Individual Education Plan must be created after a child has been placed in a special education program through the IPRC process. The principal must ensure that the parent is consulted in its development and receives a copy of it within 30 days of being placed in a special education program.

### IPRC Review

Once a child has been formally identified through the IPRC process and placed in a special education program, an IPRC review meeting will be held each school year, unless the principal receives written notice from the parent, dispensing of the annual review.

A parent may request an IPRC review meeting any time after the child has been in a special education program for three months. Parents will be advised of the date of the annual review committee meeting.

In the Durham Catholic District School Board, there must be at least three members of the school team at the annual review with the principal or designate acting as Chair. In some situations, the Family of Schools Coordinator and/or the Family of Schools Superintendent may be requested to attend.

Either the parent or the principal may request the attendance of others at the IPRC review meeting such as:

- the student's teacher;
- the Program Support teacher;
- Board support staff or other professionals who may provide further information or clarification.

Parents may request the services of an interpreter through the principal.





"Each new year brings the expectation of a better world.  
In light of this, I ask God, the Father of humanity,  
to grant us concord and peace,  
so that the aspirations of all for a happy  
and prosperous life may be achieved."  
– Pope Benedict XVI, for the celebration  
of the World day of peace

### What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of children with exceptionalities.

- Community Living Ajax Pickering Whitby: 905-427-3300  
[www.cl-apw.org](http://www.cl-apw.org)
- Community Living Durham North 905-985-8511  
[www.communitylivingnorth.ca](http://www.communitylivingnorth.ca)
- Community Living Oshawa Clarington: 905-723-0036  
[www.communitylivingoc.ca](http://www.communitylivingoc.ca)
- Association for Bright Children (ABC): 416-925-6136  
[www.abcontario.ca](http://www.abcontario.ca)
- Catholic Family Services of Durham: 905-725-3513  
[www.cfsdurham.com](http://www.cfsdurham.com)
- Developmental Services Ontario: 855-277-2121 [www.dsontario.ca](http://www.dsontario.ca)
- Durham Association for Family Respite Services: 905-436-2500  
[www.dafrs.com](http://www.dafrs.com)
- Durham Behaviour Management: 905-721-8521  
[www.durham.ca/dbms](http://www.durham.ca/dbms)
- Frontenac Youth Services: 905-427-8504  
[www.frontenacyouthservices.org](http://www.frontenacyouthservices.org)
- Grandview Children's Centre: 905-728-1673 [www.grandviewkids.ca](http://www.grandviewkids.ca)
- Kerry's Place Autism Services [www.kerrysplace.org/](http://www.kerrysplace.org/)
- Kinark Child and Family Services: 1-866-929-0061 [www.kinark.on.ca](http://www.kinark.on.ca)
- Lake Ridge Community Support Services: 905-436-0061  
[www.lrcss.com](http://www.lrcss.com)
- Learning Disabilities Association of Ontario – Durham Region:  
416-929-4311 [www.ldadr.on.ca](http://www.ldadr.on.ca)
- Ontario Disability Support Program: 905-665-1030
- Resources for Exceptional Children and Youth: 905-427-8862  
[www.rfecydurham.com](http://www.rfecydurham.com)

### Ministry of Education Provincial and Demonstration Schools

The Ministry of Education operates provincial and demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind, and/or severely learning disabled, as well as students with Attention Deficit Hyperactivity Disorder (ADHD). Residential programs are offered at the schools Monday to Friday.

Additional information may be obtained from:  
Superintendent of Education, Student Services  
Durham Catholic District School Board  
650 Rossland Road West  
Oshawa, ON, L1J 7C4  
Phone: 905-576-6150 Ext. 22279  
Fax: 905-432-6886

Contact the principal or Program Support teacher at your son/daughter's school or visit [dcdsb.ca](http://dcdsb.ca)

### Note:

1. If you wish to receive this guide in Braille or large print please contact the Board at the address or telephone listed above.
2. When used in this guide, the word "parent" includes guardian.