



# THE PARENTS' GUIDE

Families are encouraged to reach out directly to the local school staff when any concerns may arise regarding the education of your child/young person.

School Contact Information

School:	Telephone:
Principal:	Vice-Principal:
Teacher(s):	Resource Teacher (SERT/SERC):
Guidance Counsellor (secondary only):	Student Success Teacher (secondary only):
Psychology Staff:	Speech-Language Pathologist:

Social Worker:



Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

Changing the world through Catholic education.

“For surely, I know the plans I have for you, says the Lord,  
plans for your welfare and not for harm, to give you a future with hope.”  
Jeremiah 29:11

The Dufferin-Peel Catholic District School Board believes in the dignity of all its pupils as Children of God and citizens in a democratic society. As responsible members of our Christian community, we are committed to providing programs for individual students to achieve their potential as learners.

Keeping the pupil and the family at the center, the Special Education and Learning Services (SELS) department’s practice is rooted in the home school community. This practice promotes inclusivity, diversity, and facilitates accessibility for all learners.

Dufferin-Peel Catholic District schools provide a spectrum of programs and services to meet the needs of all pupils, including those identified as exceptional. The home school can provide general information and pupil specific information regarding programs and services available within Dufferin-Peel CDSB2.6 8(B2.6 8(BBoI)2.fw 6.315 0 T846)e2ei-eet the



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attend and encouraged to participate during the IPRC meetings. You may agree with and











The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in O. Reg. 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.



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



Where the IPRC has decided that the pupil should be placed in a special education class, the reasons for that decision will be stated in the Report of IPRC.

Through the school Principal, the Chair of the IPRC will send a written statement of decision (Report of IPRC) to:

- a. a parent of the pupil
- b. the pupil, where the pupil is 16 years of age or older
- c. the principal
- d. the Director of Education of the Board

If you agree with the IPRC decisions, you will be asked to sign your name to the Parent Consent Form. You are not obligated to sign your consent at the IPRC meeting but can take more time to consider your decision. The Parent Consent Form may be returned within 15 days. If after 15 days the form is not signed, but no appeal is made, the IPRC decision is upheld.

If you sign agree on the Parent Consent Form, and your child has been identified exceptional, the principal of the school at which the Special Education Program is to be provided, will be notified to begin the process of updating and/or developing an Individual Education Plan (IEP) for your child.

An IEP is an Individual Education Plan, a written plan outlining some of the strengths and needs of your child and the special education programs and services involved to meet your child's needs. An IEP must be developed for every student identified as exceptional. An IEP may also be developed for a student who is not formally identified but who requires special education programs or services. An IEP creates opportunities for parents, teachers and others involved with your child to work together to identify individual learning needs and to develop specific strategies and/or program adaptations to address these needs. The IEP includes:

- x a description of the student's strengths and needs and specific educational expectations (based on Ontario Curriculum expectations and/or Alternative curriculum expectations)
- x an outline of the special education program and services that will be provided
- x a statement about the methods by which the child's progress will be reviewed
- x a transition plan as outlined in PPM 140 (for students identified under the exceptionality of Communication: Autism) or PPM 156 for all other students

The principal will consult with you and your child (if the student is 16 years of age or older) and take any recommendations of the IPRC or Special Education Tribunal into consideration in

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secretary of the Board. It must indicate that you disagree with the decision based on the following:

- a) The identification of your child as an exceptional learner; or



school board or you may appeal to a Special Education Tribunal. If you choose to appeal to a Special Education Tribunal, you can request a hearing by writing to the Secretary of the Special Education Tribunal. Specific information about how to do this will be included with the Appeal Board's decision.

In this case, it isn't necessary to call an IPRC as identification and placement are not an issue. Either the effectiveness of your child's special education program (IEP) is the concern, or you have an issue with the programs and/or services being delivered to your child in support of the IEP. In both cases, the place to start is with the school SERT or Principal who has responsibility for the delivery of the IEP and its effectiveness. Ask to have your child's IEP reviewed along with the supporting services.



Call (905) 890-1221 Ext. 24228 to speak to the Administrative Assistant of Special Education Services who can provide you with Braille, large print, or audio formats. Additional copies of this guide are also available.

## What is SEAC?

Boards are required to have a Special Education Advisory Committee (SEAC). Additional information regarding SEAC can be located on the Ministry of Education [website](#). The Special Education Advisory Committee is made up of representatives from local community organizations, from the school board, and from the community. The Superintendent of Special Education and Learning Services is part of SEAC.

SEAC makes recommendations to the board about special education programs and services for exceptional students in the board.

The following local community agencies and members of the community are represented on the Dufferin-Peel Catholic District School Board's SEAC:

- x Association for Bright Children (ABC), Peel Chapter ([www.abcpeel.org](http://www.abcpeel.org))
  - x Autism Ontario, Peel Chapter ([www.autismontario.com](http://www.autismontario.com))
  - x Brampton Caledon Community Living ([www.bramptoncaledoncl.ca](http://www.bramptoncaledoncl.ca))
  - x Community Living Mississauga ([www.clmiss.ca](http://www.clmiss.ca))
  - x Central Committee for Catholic School Councils ([www.dpccsb.org/CCCSC](http://www.dpccsb.org/CCCSC))
  - x Down Syndrome Association of Peel ([www.dsap.ca](http://www.dsap.ca))
  - x Easter Seals Ontario ([www.easterseals.org](http://www.easterseals.org))
  - x Epilepsy South Central Ontario ([www.epilepsysco.org](http://www.epilepsysco.org))
  - x Learning Disabilities Association of Peel Region ([www.ldapr.ca](http://www.ldapr.ca))
  - x Ontario Association for Families of Children with Communication Disorders ([www.oafccd.com](http://www.oafccd.com))
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application support materials and required screening documentation. When a student is accepted for placement in a Provincial School, the student's home school Board calls an IPRC that will then place the student.

Residential programs are offered at the schools Monday to Friday.

If you would like more information about Provincial and Demonstration Schools, visit the



# Available Placements in Elementary

Elementary Panel	Regular Classroom with			Special Education Classrooms	
	Indirect Support	Resource Support	Withdrawal Assistance	Partial Integration	Full Time
Learning Disability	/	/	/	/	
Deaf/Hard of Hearing	/	/	/		
Language/Speech Impairment	/	/	/	/	
Autism	/	/	/	/	/
Giftedness	/	/	/		/

Mild Intellectual





