



THE PARENTS' GUIDE

To Special Education Programs

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:	Child and Youth Worker:

IPRC Date:	
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DUFFERIN PEEL CATHOLIC DISTRICT SCHOOL BOARD OFFICE
 Catholic Education Centre
 40 Matheson Boulevard West
 Mississauga, Ontario, L5R 1C5

**Superintendent of Special Education and Learning Services
 Lucy Papaloni**

Mission Statement

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

Vision Statement

Changing the world through Catholic education.

Message to Parents/Guardians

*“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 CDSB.

This guide outlines the rights and responsibilities of pupils, and/or *parents/guardians and/or the Board in the identification and placement of exceptional pupils in accordance with the Ontario Education Act. Parents are encouraged to be involved in all phases of this process. For additional information regarding programs and services in the Dufferin-Peel Catholic District School Board, please refer to the Special Education Plan page on the Board’s [website](#).

*In this document, *parent(s)* refers to both parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child/young person.

**A copy of this Parent Guide is available in large print, and Braille upon request.

***This guide reflects Ontario Regulation 181/98.

The Ontario Education Act

The Ontario Education Act requires that school boards provide special education programs and services for their exceptional students. The purpose of this Parent Guide is to provide you with information about the Special Education Programs and Services available to students within the Dufferin-Peel Catholic District School Board.

What are “special needs” (exceptionalities) in education?

Children with special needs require teaching interventions that differ from the average population in order to learn, to optimally develop skills, and to reach their full potential. Many types of special needs exist, and in education these are referred to as “exceptionalities”. An “exceptional” student is a student who has significant, behavioural, communication, intellectual (including gifted), physical, or multiple needs such that they are considered to need a special education program. Students are identified according to the categories and definitions of exceptionalities provided by the [Ministry of Education](#).

What is a Special Education Program?

A special education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

Such programming may be provided within a regular class with indirect support, resource assistance, or withdrawal assistance, or in a special education class full-time or with partial integration.

What are Special Education Services?

Special Education Services are the people, facilities, technologies, equipment, and other resources your child’s school will need to put together and then carry out the IEP. The people that may be involved with planning and implementing your child’s program are your child’s teacher(s), the school Special Education Resource Teacher(s) (SERT), the Principal and Board support staff.

How are exceptionalities recognized (identified)?

Schools refer to the formal recognition of exceptionalities as “Identification”. You may know that your child has special needs before entering school. You are asked to tell the school so procedures can be started to support and “identify” your child. Sometimes teachers are the ones who recognize or suspect that your child might have special needs. In these cases, specialized assessments may be offered after consulting with you. Sometimes exceptionalities will become apparent later in schooling. Regardless of when or how your child’s special needs are recognized, you should discuss your child’s needs and identification procedures with the school.

How does my child receive a screening or assessment?

Formal identification of students as “exceptional” is based upon reports that may have been prepared or conducted by school or Board staff or outside agencies. Possible sources of assessment data include educational, medical/health, occupational/physical therapy, behavioural/psychiatric and psychological and/or speech-language.

DPCDSB conducts a screening to identify potential “gifted” students in Grade 4. Parents are notified by the school SERT and provided with test administration information at that time.

How is my child deemed exceptional?

After reviewing assessments, if there is evidence that your child has exceptional educational needs, you or your school Principal can ask for an Identification, Placement and Review Committee (IPRC) meeting. This Committee will look at your child’s individual strengths and needs, and applicable assessment data and decide on an appropriate identification and placement for your child.

What is an IPRC?

Regulation 181/98 of the Education Act requires that all school boards organize Identification Placement Review Committees (IPRCs). An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. The remaining members may include the principal, vice-principal, teacher, or other staff member. This committee makes the formal decision about whether a student is exceptional and whether they require a special education program. Parents (and students who are 16 years of age or older) are invited to

attend and encouraged to participate during the IPRC meetings. You may agree with and consent to your child's identification and placement, request further discussion, or disagree with the IPRC and appeal the decision.

What is the role of the IPRC?

The IPRC *will*: Identify, Place and Review

Identify: Decide whether the student should be identified as exceptional and identify the area(s) of exceptionality according to the Categories and Definitions of Exceptionalities provided by the [Ministry of Education](#). A lot of information is considered and discussed when making this decision: e.g., assessments, parent, and teacher observations.

Place: Decide an appropriate placement for the student. A placement defines where the special education program will be delivered and the reason for the placement if other than a regular class. The IPRC may consider a range of options, such as regular class with resource assistance, regular class with indirect support, regular class with withdrawal assistance, a special education class with partial integration or a special education class full time.

If the recommended placement is in a special education class, the IPRC must set out the reasons for this recommendation in their decision (Regulation 181/98). The Dufferin-Peel Catholic District School Board is an inclusive board. In most cases, the recommended placement is in a regular class with indirect support, resource assistance or withdrawal assistance.

Review: Review the identification and placement at least once in each school year unless, under specific circumstances, parents agree to waive the annual review. Reviews typically take place at the school level.

How is an IPRC meeting requested?

An IPRC meeting can be initiated in two ways:

1. If it is believed that a child may benefit from a special education program, the principal may, with written notice to the parent, refer the pupil to an IPRC.
2. If the parent feels the pupil would benefit from a special education program, the parent may request an IPRC in writing to the school principal. Upon receipt of this written request, the principal shall request an IPRC meeting. Within 15 days of the parent request, the principal will provide a copy of this Special Education Parent Guide and a written statement as to when the IPR committee will meet.

Can I attend the IPRC meeting?

Yes. Parents (and students 16 years of age or older), are invited to be present at, and participate in all committee discussions and be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

Other than the committee members, your child's teacher(s), special education staff, or Board support staff may be invited to attend. You may also invite representatives to support you, speak on your behalf or on behalf of your child, or who can, at your request, provide further information or clarification. Principals shall make every effort to accommodate parental requests for specific relevant resource staff to be present at the IPRC meeting. In addition, Principals should assist parents with suggestions regarding who might be able to provide them with additional information, support, and guidance. A language interpreter or sign language interpreter can be made available if one is required. The interpreter can be requested through the principal of your child's school. A pupil 16 years of age or older is entitled to attend.

What information will I receive before the IPRC meeting?

At least 10 days in advance of the meeting, you will be provided with written notification (Invitation to IPRC) of the scheduled meeting. This invitation will include details surrounding the date, time, and place of the meeting. The parent and/or pupil (if 16 years of age or older) will be asked to respond to this invitation to indicate whether they will be attending and if a guest will accompany them.

What if I am unable to attend the scheduled meeting?

IPRC meetings occur within the regular school day hours. If you are unable to attend the scheduled meeting, you can contact the school Principal to arrange an alternate date or time. If you do not wish to attend, the principal will send you the written IPRC Statement of Decision *after* the meeting which will inform you of the outcome of the IPRC. You are asked to sign and return the Statement of Decision to the school Principal.

What happens at an IPRC meeting?

- The chair makes introductions and explains the purpose of the meeting.
- The IPRC will review all available information.
The members will:
 - Consider an educational assessment of your child.
 - Consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision.
 - Interview your child, with consent if your child is less than 16 years of age, if they feel it would be useful to do so' and
 - Consider any information that you submit about your child or that the young person submits if he or 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 your child.
- Parent(s) is encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision about whether your child is an exceptional student and in what category. The committee will also make a decision about your child's "placement".
- The recorder will read back the IPRC recommendations and a copy of the report of IPRC or statement of decision will be provided to the parent(s).

What is a "placement"?

In making its placement decision, the IPRC may consider a range of options, such as:

- **A regular class with indirect support**

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

- **A 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.*

- **A 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 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.

- A special education class full time

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.

*In Secondary, some students may access resource assistance by a Special Education Resource Teacher (SERT) in a resource room.

How does the IPRC decide on placement?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- Meet your child's needs; and
- Be consistent with your preferences.

If, after considering all the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What happens after the IPRC has made all its decisions?

The recommendations of the IPR Committee will be given to you in a written Statement of Decision. This Statement of Decision will include:

- whether the IPRC has identified the pupil as exceptional
- where the IPRC has identified the pupil as exceptional, the Report of IPRC will outline:
 - a. the Categories and Definitions of any exceptionalities identified, as they are defined by the Ministry of Education
 - b. a description of the pupil's strengths and needs
 - c. the placement decision
 - d. recommendations regarding special education program and special education services

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.

What is an IEP?

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:

- a description of the student's strengths and needs and specific educational expectations (based on Ontario Curriculum expectations and/or Alternative curriculum expectations)
- an outline of the special education program and services that will be provided
- a statement about the methods by which the child's progress will be reviewed
- 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 developing the IEP.

Regulation 181/98 requires that an IEP be developed for all exceptional pupils in school boards within 30 school days after a pupil has been placed in a program. The principal will ensure that the plan is completed, and a copy sent to you and/or your child (if 16 years of age or older).

Will there be a transition plan on the IEP?

PPM No. 156, “Supporting Transitions for Students with Special Education Needs”, requires all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, to have an up-to-date transition plan at every stage of their journey through school.

What specifically does an IEP address?

An IEP is not an outline of everything that your child will be learning in any given term, but it is a written plan describing the special education program and/or services required and may include recommendations made by the IPRC. The IEP is a working document that identifies learning expectations which may be accommodated, modified, or include alternative learning goals in a particular subject or course. Only expectations that differ from the regular expectations for your child’s grade will be listed. Specific teaching and assessment methods will only be listed if they differ from what the teacher is doing for the rest of the students.

What are accommodations and modifications?

Accommodations are a change to normal teaching practice to help your child achieve the provincial expectations for that grade level, or to have their individual learning needs met. Accommodations in no way alter the curriculum expectations for the grade level or course. For example, a child with a learning disability might require a controlled, quiet environment in which to write tests. A hearing-impaired child might need a personal FM system and/or a sound field system. A gifted child might need enrichment that differentiates depth, breadth and pace of the curriculum.

Modifications are changes made to the age-appropriate grade-level expectations for a subject or course in order to meet your child’s learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level. Learning expectations can also be modified in number or complexity. For example, a grade 5 student identified with a developmental disability may be working on a limited number of the learning expectations of the grade 1 English curriculum in reading. A gifted child may have their work reduced in some areas to allow for more complex assignments in other areas that provide additional challenge. At the secondary level, a credit may or may not be granted for a course depending on the extent to which the expectations in the course have been modified.

If a child has only accommodations on their IEP, the IEP box will not be checked off on their Provincial Report Card. If the child has modifications, the IEP box will be checked. This is to show that the child is working towards expectations not at grade level.

What are “alternative” expectations?

Some students may require “alternative” expectations in order to succeed. Alternative expectations are developed to help your child acquire knowledge and skills that are not represented in Ontario Curriculum. For example, a student with a learning disability may require an alternative goal in the area of Learning Skills: Organization.

Alternative Courses or Expectations, at the secondary level, are non-credit courses in which the expectations are individualized for the student and generally focus on preparing the student for employment (supported or independent) and/or community living. Examples of alternative courses include Transit Training and Community Explorations (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB).

How often can the IEP be revised or updated?

The IEP is a working document and is reviewed and updated at least once every school term/semester. Parents are encouraged to collaborate with the school team in developing and revising the IEP and to discuss your child’s progress, on an ongoing basis.

The school Principal has a legal obligation to see that the IEP is implemented. Any concerns about the IEP, or its implementation, should be discussed with the child’s teacher, school SERT, and Principal.

Once a student has been placed in a Special Education Program, can the identification or placement be reviewed?

Yes, it can. A review IPRC meeting is convened annually for the review of identification and/or placement at the school level. Parents/students aged 16 or older may agree in writing to dispense with or “waive” the annual review. IPRCs are not waived for more than three consecutive years or during a transition, which involves a change of school, panel, or program. A parent/student aged 16 or older may request a review of the IPRC decision three months after

the placement has begun. The review cannot be requested more than once every three months.

What does a review IPRC consider and decide?

With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information originally considered along with any new information that is available. Sometimes additional assessments will be recommended to provide additional information about your child, and their changing strengths and needs. With this information, the Review IPRC will determine whether the special education placement should be continued as is, or whether a different decision should now be made.

What can I do if I disagree with an IPRC decision?

Parents are always encouraged to discuss concerns with the school principal. You have the right to request that the IPRC hold a second meeting to discuss any concerns and/or disagreements regarding the IPRC decision. You may request a meeting with the IPRC in writing, delivered within 15 days of receiving the IPRC's decision, to the principal of the school where your child's special education program is being provided.

Upon receipt of this request, the principal shall arrange that the IPR committee reconvenes to discuss your concerns involving the original decisions. As soon as possible, the chair of the committee, through the school principal, will provide a written statement to the parent outlining whether changes were made to the decision of the original IPRC due to this subsequent meeting. If changes are made, the Chair will also send a revised decision with written reasons.

The Board will make a change in placement as a result of a decision made by the IPRC when:

- a. A parent of the pupil consents in writing to the placement; or,
- b. A notice of appeal is not filed within the required timeline (as described below).

If you do not agree with the decision after the second meeting, you may file a notice of appeal with the Director of Education within 15 days of your receipt of the decision from this second meeting. Alternatively, if you do not wish to ask for a second IPRC meeting, you may, within 30 days after receiving the first IPRC's statement of decision, file a notice of appeal with the

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
- b) The decision of the IPRC that your child is not an exceptional learner; or
- c) With the special education placement of your child as an exceptional learner.

How exactly do I appeal an IPRC decision?

Within the time limits given above, written notification of your intention to appeal the decision must be sent to the Director of Education, Dufferin-Peel Catholic District School Board, 40 Matheson Blvd W, Mississauga, Ontario, L5R 1C5. In the notice of appeal, you must indicate the decision(s) with which you disagree and your reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The school board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three individuals (one of whom is selected by the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parents and school board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and invite any persons who may be able to contribute information about the matter under appeal to attend.
- The parent, and the pupil, if 16 years old of age or older, are entitled to be present at and to participate in the appeal process.

What can the Appeal Board decide?

The Appeal Board may agree with the IPRC and recommend that their decision go ahead, or it may disagree with the IPRC and make its own recommendations regarding your child's identification or placement, or both. The Appeal Board will report its recommendations, in writing, to you and to the School Board, and will provide the reasons for its decision.

What will happen after the Appeal Board's decision?

Within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the recommendations. School Boards are not required to follow the Appeal Board's recommendations. You may choose to accept the decision of the

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.

What can I do if my child's Identification and Placement are appropriate, but their needs aren't being adequately met?

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.

Where can I go for more assistance?

Getting more help or information is quite easy. If you would like to speak to someone, this is the most reliable route to follow:

- a. Contact the Principal or the Special Education Resource Teacher at the school your child is attending or will attend; or
- b. If you would prefer to talk over the concern with someone outside of the school, contact the Family of Schools Special Education Consultant assigned to your child's school.
- c. If issues persist that you feel need to be addressed, you may also contact the [Superintendent](#) assigned to your school.

Call (905) 890-1221 Ext. 125 to speak to the Administrative Assistant of Special Education Services who will link you.

Where can I get more information?

a) You may visit the website for the Special Education Branch of the Ministry of Education, to access all legislation, guidelines, regulations and contact numbers for Ministry officials:

<https://www.ontario.ca/page/special-education-laws-and-policies>

b) Many organizations provide assistance to parents of exceptional students. This information can be obtained on the Board Special Education and Learning Services [website](#).

Where can I get alternate formats of this guide?

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:

- Association for Bright Children (ABC), Peel Chapter (www.abcpeel.org)
- Autism Ontario, Peel Chapter (www.autismontario.com)
- Brampton Caledon Community Living (www.bramptoncaledoncl.ca)
- Community Living Mississauga (www.clmiss.ca)
- Central Committee for Catholic School Councils (www.dpccsb.org/CCCSC)
- Down Syndrome Association of Peel (www.dsap.ca)
- Easter Seals Ontario (www.easterseals.org)
- Epilepsy South Central Ontario (www.epilepsysco.org)
- Learning Disabilities Association of Peel Region (www.ldapr.ca)
- Ontario Association for Families of Children with Communication Disorders (www.oafccd.com)
- Voice for Deaf and Hard of Hearing Children (www.voicefordeafkids.com)

Are there other educational options outside the Board?

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students.

Candidate students are placed in Provincial Schools through an application and screening process. The Board's Special Education Consultants will assist you in assembling the

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 Provincial Schools website at: <https://www.pdsbnet.ca/> or the Ministry of Education [website](#).

Provincial Schools for the Deaf:

Ernest C. Drury School 255 Ontario Street South, Milton, ON L9T 2M5 Tel: 905-878-2851
TTY: 905-878-7195 <https://ecd.pdsbnet.ca/>

Robarts School 1515 Cheapside Street, London, ON N5V 3N9 TTY & Tel: 519-453-4400
<https://rob.pdsbnet.ca/>

Sir James Whitney School 350 Dundas Street West, Belleville, ON K8P 1B2 Tel: 613-967-2823 or 1-800-501-6420 TTY: 613-967-2823 <https://sjw.pdsbnet.ca/>

Provincial School for the Blind & Deaf-Blind:

W. Ross MacDonald School 350 Brant Avenue, Brantford, ON N3T 3J9 Tel: 519-759-0730
or 1-866-618-9092 <https://wrms.pdsbnet.ca/>

French-language Provincial School for the Deaf & Demonstration School for students with severe learning disabilities:

Centre Jules-Léger (French Language Programs for French-speaking Students)
281 Lanark Avenue, Ottawa, ON K1Z 6R8 Tel: 613-761-9300 TTY: 613-761-9302 <https://ccjl.ca/>

English-language Demonstration Schools for students with severe learning disabilities:

Amethyst School 1515 Cheapside Street, London, ON N5Y 3N9 Tel: 519-453-4400
<https://ame.pdsbnet.ca/>

Sagonaska School 350 Dundas Street West, Belleville, ON K8P 1B2 Tel: 613-967-2830
<https://sag.pdsbnet.ca/>

Trillium School 347 Ontario Street South, Milton, ON L9T 3X9 Tel: 905-878-8428
<https://tri.pdsbnet.ca/>

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 Disability	✓	✓	✓	✓	
Developmental Disability	✓	✓	✓	✓	✓
Behaviour	✓	✓	✓		
Physical Disability	✓	✓	✓		
Blind and Low Vision	✓	✓	✓		
Multiple	✓	✓	✓	✓	✓

Available Placements in Secondary

Secondary 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 Disability	✓	✓			
Developmental Disability	✓	✓		✓	✓
Behaviour	✓	✓			
Physical Disability	✓	✓			
Blind and Low Vision	✓	✓			
Multiple	✓	✓		✓	✓

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

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www.dpcdsb.org

