

### **Mission Statement**

*The mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and the Church, is to provide, in a responsible manner, a Catholic Education that develops the spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual, allowing them to live fully today and to meet the challenges of the future, thus enriching the community.*

Schools provide an environment where the Catholic values introduced to children through parents are enhanced and supported through curriculum and the integration of new technologies. The education of children is an active partnership between home, school and parish.

Parents / guardians have an important role to play in supporting their child's learning. Having an awareness of curriculum, actively participating in parent conferences, being involved in school councils, and providing encouragement at home in the completion of assignments, are just a few of the many ways parents can express their interest and support in their child's education.

In addressing the needs of all students attending schools in Dufferin-Peel, we are guided by the following principles, beliefs and practices, which are fundamental to the task of enhancing the quality of Catholic education.

### **We believe that ...**

- All students are created in God's image and called by God to become fully human and fully alive as contributing members of the family of God.
- The mission of Catholic education is to nurture the faith lives of all of its members with a particular emphasis on providing a Catholic world-view with a preferential option for the most vulnerable members of our community.
- The Catholic school is a dynamic faith community rooted in the person of Christ and guided by gospel values as expressed in Church teaching and traditions.
- All students can learn and succeed in light of their God-given gifts.
- Student achievement extends beyond the academic and includes the physical, social, emotional and spiritual well-being of students, as well as increased citizen participation within communities.
- Every student's potential must be nurtured to develop his/her highest levels of intellectual, practical and social competence.
- Every student is entitled to receive a positive outcome from schooling that is reflective of each student's interests, abilities and choice, whether it is an apprenticeship, job placement, transition to the community or admission to college or university.
- Literacy is the key to life-long learning.
- Student success is fostered by the family, supported by the parish, linked to the exemplary practice of teachers, administrators and supervisory officers, and is predicated by responsibility for one's own learning.
- Effective leadership and meaningful relationships are critical elements of student achievement and school success.

## **Curriculum Expectations**

Students in the junior grades will experience spiritual, social, emotional and intellectual education through a study of

- Religious and Family Life Education
- Language
  - Including Writing, Reading, Oral Communication, and Media Literacy
- Mathematics
  - Including Number Sense and Numeration, Measurement, Patterning and Algebra, Geometry and Spatial Sense, and Data Management and Probability
- Science and Technology
  - Including Understanding Life Systems, Understanding Matter and Energy, Understanding Structures and Mechanisms, and Understanding Earth and Space Systems
- Social Studies
  - Including Heritage and Citizenship, and Canada and World Connections
- The Arts
  - Including Music, Visual Arts, Drama, and Dance
- Health and Physical Education
  - Including studies in Active Living, Movement Competence, and Healthy Living

*The Ontario Ministry of Education website (<http://www.edu.gov.on.ca>) outlines specific grade level expectations.*

## **English Language Learners**

In Dufferin-Peel, we welcome students from a wide variety of racial and ethno cultural backgrounds. This diversity enriches us all. Based on the results of an assessment of English and numeracy proficiency, additional language instruction is offered to pupils who enter our schools with limited English proficiency and to those who require support to become fluent in English. Students differ from one another in their styles and rates of learning. The role of the school is to assist students in acquiring the English skills that will allow them to meet specific expectations. Teachers in all grades will adjust their programs and assessment methods.

## **Special Education**

The Ontario Curriculum is intended for all students, though some students require a specialized plan to support individual learning needs. Plans based on individual needs developed at the school may include team planning, personal learning plans and Individual Education Plans (IEPs). An Individual Education Plan may be developed for students who require accommodations, modifications, and/or alternative expectations as part of their program. The IEP box on the Provincial Report Card is selected to indicate where such a plan has been developed. How these accommodations, modifications and/or alternative program will affect the assessment and evaluation of a student's work will be communicated to parents. Parents can provide an invaluable perspective on their child's personality, development, and learning. Parents will be consulted in the development of the Individual Education Plan.

Students who have been identified as exceptional learners through an Identification, Placement, Review Committee (IPRC) will receive an Individual Education Plan, which will be attached to their report card. The Individual Education Plan will focus on students' strengths, needs, programs and services as per the Ontario Ministry of Education Standards.

Should you require further information or clarification please contact:

- Your child's school
- The Dufferin-Peel Catholic District School Board (905) 890-1221 or through our website <http://www.dpcdsb.org>
- The Ontario Ministry of Education website <http://www.edu.gov.on.ca>

This message is very important. If you don't understand please have it interpreted. Thank you.

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