



Peel District School Board

Special Education Programs and Services

2016-2017

**PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION
AMENDMENTS 2016-2017**

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SPECIAL EDUCATION SUPPORT SERVICES

Consultation Process

Standards produced by the Ministry of Education for the development of a Special Education Plan include an expectation that stakeholders will be consulted with regards to programs and services offered annually.

System consultation was elicited through:

- SEAC meetings representing twelve associations
- Review of staffing needs with superintendents, Special Education Resource Teachers, Secondary Resource Teachers-Special Education and Secondary Special Education Department heads with special education responsibilities

The goal of the consultation process was to understand concerns and garner suggestions from the different associations represented by SEAC.

The results of annual consultation and internal reviews are considered in the on-going work of the review of the full special education delivery model.

Summary of Special Education Programs and Services

- Special education program teacher allocation
- Summary of special education programs by location-elementary
- Summary of special education programs by location-secondary
- Allocation of teaching assistants
- Professional support services allocation

SUMMARY OF ELEMENTARY TEACHER ALLOCATIONS
Teacher Full Time Equivalent (FTE)

	2015-2016 FTE	2016-2017 FTE
Interval	13	13
Communication	59	59
Developmental Disabilities	21	23
Developmental Disabilities / Special Needs / ASD	25	28
Enhanced Learning	25	25
General Learning Disability	47	47
Hard of Hearing	5	5
Kindergarten Intensive Support Class	2	2
Kindergarten Transition Language Class	9	9
Primary Transition Program	7	8
Autism Spectrum Disorder	41	42
Intensive Support Class	2	2
Care and/or Treatment Programs, Custody and Correctional Facilities	8	8
TOTAL FTE	264.0	271.0

3LEMENTARY PROGRAMS NON-CONTAINED
Teacher Full Time Equivalent (FTE)

	2015-2016 FTE	2016-2017 FTE
In-School Support Program In-School Enhanced Learning Program	393	394
Intermediate Contact Program	18.0	17.5
ITINERANT TEACHERS		
ASD Resource Team	12	13
Hard of Hearing	13	13
Intensive Support	7	7
Special Needs	11.5	12.5
Visually Impaired	7	7
Home Instruction	1	1
Sub-total	51.5	53.5
TOTAL FTE	462.5	465.0

SUMMARY OF SECONDARY TEACHER ALLOCATIONS
Teacher Full Time Equivalent (FTE)

	2015-2016 FTE	2016-2017 FTE
Care and/or Treatment Program, Custody and Correctional Facility	33	33
Learning Support (LS1/LS2)	57.67	56.83
Programs for Students with Developmental Disabilities	73	74
District Programs for Students with Developmental Disabilities (DDD)	15.33	15.33
Resource Programs for Students with Developmental Disabilities (DD R)	5.33	6.67
Resource Program for Students with an Autism Spectrum Disorder (ASD R)	24.33	25
Vocational Level 1	27.17	26
Itinerant - Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, HOH, SN)	7	7
Regional Communications Program for Students with a Learning Disability	6	6
In School Support and Behaviour/Contact	61.83	63
Itinerant - Intensive Support	2	2
Home Instruction	1	1
TOTAL FTE	313.66	315.83

TEACHING ASSISTANT (TA) ALLOCATIONS

ELEMENTARY TA ALLOCATIONS		
	2015-2016	2016-2017
Students integrated into the mainstream	691.5	713.5
Classes for Students with Developmental Disabilities (DD)	133	152.5
Classes for Students with an Autism Spectrum Disorder (ASD)	102	103
Hard of Hearing	5	5
General Learning Disabilities Classes (GLD)	47	47
TOTAL ELEMENTARY TA ALLOCATIONS	978.5	1021

SECONDARY TA ALLOCATIONS		
	2015-2016	2016-2017
Students integrated into the mainstream	66.5	81
Program for Students with Developmental Disabilities (DD) (Applewood + Parkholme)	185	186
Resource Program for Students with a DD (DD R)	10	13
Resource Program for Students with an ASD (ASD R)	67	72
District Program for Students with a Developmental Disability (TLK + Lincoln Alexander)	33	38
Vocational Level 1 Program	4	4
TOTAL SECONDARY TA ALLOCATIONS	365.5	394

TOTAL ELEMENTARY AND SECONDARY TA ALLOCATIONS	1344	1415
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OTHER	2015-2016	2016-2017
K-12 ASD, RESOURCE, TRANSITION, DD	14	14

ELEMENTARY BEHAVIOUR TA (BTA) ALLOCATIONS	2015-2016	2016-2017
Contained Class Programs BTAs (Interval, ISC, KISC)	21	21
Superintendent BTAs	153	154
Intensive Support BTAs	14	14
TOTAL ELEMENTARY BTA ALLOCATIONS	188	189

SECONDARY BEHAVIOUR TA (BTA) ALLOCATIONS		
	2015-2016	2016-2017
Secondary Contact Program BTAs	34	35
Intensive Support	4	4
TOTAL SECONDARY BTA ALLOCATIONS	38	39
K-12 Flexible BTA Itinerants	29.5	30.0
TOTAL ELEMENTARY AND SECONDARY BTA ALLOCATIONS	255.5	258.0

TOTAL NUMBER OF TEACHING ASSISTANTS ALLOCATIONS (excluding non-Special Education Funded TAs)	
2016-2017	1687.0
2015-2016	1613.5
2014-2015	1543.0
2013-2014	1441.5
2012-2013	1423.5
2011-2012	1405.5
2010-2011	1341.5
2009-2010	1237.5

NON-SPECIAL EDUCATION FUNDED TEACHING ASSISTANT ALLOCATIONS		
ELEMENTARY ADDITIONALLY FUNDED TA ALLOCATIONS	2015-2016	2016-2017
Technical Assistance	3	3
GOVERNMENT GRANT PORTION		
Care and/or Treatment Programs, Custody and Correction Facilities	5	5
TOTAL	8	8
SECONDARY ADDITIONALLY FUNDED TA ALLOCATIONS	2015-2016	
GOVERNMENT GRANT PORTION		
Care and/or Treatment Programs, Custody and Correction Facilities	9	9
Roy McMurtry	3	3
TOTAL	12	12

PROFESSIONAL SUPPORT SERVICES

EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES		
<p>The primary aim of speech and language services is to improve a student's educational success by focusing on academic programming and communication in the classroom. To this end speech and language services provide a spectrum of integrated supports and programs for students who have challenges in their communication skills.</p> <p>The services assist students whose oral and/or written language, speech, voice or hearing is delayed or disordered. Intervention is provided through assessments and individual, group and classroom programs as well as consultations with teachers, parents and community agencies. Workshops are available to parents and school staff.</p>		
Speech-Language Pathologists	2015-2016	2016-2017
(does not include Chief Speech and Language Pathologist)	51.0	52.2

PSYCHOLOGICAL SERVICES		
<p>Service for students with learning or behavioural needs range from individual psychoeducational assessment to consultation with teacher and teacher assistants regarding programming and behaviour management strategies. Psychoeducational Consultants provide counselling and liaison with community services.</p>		
Psychoeducational Consultants	2015-2016	2016-2017
(does not include Chief Psychologist, Senior Psychologist, Coordinator of Behaviour Programs)	57.0	58.0

SCHOOL SOCIAL WORK SERVICES		
<p>School Social Work Services are available to assist students whose attendance and/or social-emotional adjustment has been impacted by personal, social or family difficulties. Social workers assist schools in identifying and helping to correct those obstacles which interfere with students' ability to benefit from the educational opportunities available to them. School Social Work Services include assessment and counselling of students and parents, mandated attendance and Supervised Alternative Learning (SAL) responsibilities, crisis intervention, consultation, community liaison, Reaching Out and Learning to 18 initiatives.</p>		
Social Workers	2015-2016	2016-2017
(does not include Chief Social Worker, Senior Social Worker)	57.0	58.0

*Includes Alternative Programs, Hubs and Urban Funding

ELEMENTARY CONTAINED CLASSES

Enhanced Learning Classes (ELC)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Silverthorn	P/JELC	1	23
Edwards	Camilla Road	IELC	2	50
Haarmann	Robert H. Lagerquist	IELC	1	25
	Somerset Drive	PELC	1	20
	Somerset Drive	JELC	1	23
Logue	Greenbriar	IELC	1	25
Mason	Helen Wilson	JELC	1	23
	Sir John A. Macdonald	IELC	1	25
Minott	Middlebury	PELC	1	20
	Middlebury	JELC	1	23
Robertson	Fallingbrook	IELC	3	75
Rossall	Homelands	IELC	3	75
	Thorn Lodge	JELC	2	46
Solomon-Henry	Dolphin	IELC	4	100
	Lorenville	IELC	1	25
Logue	Caledon East	JELC	1	23
	Caledon East	IELC	1	25
TOTAL			26	626

Primary Interval Classes (PINT)
Primary/Junior Interval Classes (P/JINT)
Junior Interval Classes (JINT)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Brian W. Fleming	P/JINT	1	8
Daws	Marvin Heights	P/JINT	1	8
Edwards	Cashmere	P/JINT	1	8
	Floradale	PINT	1	8
Graham	Northwood	P/JINT	1	8
Haarmann	Brisdale	PINT	1	8
Mason	Agnes Taylor	PINT	1	8
	Arnott Charlton	P/JINT	1	8
	Hickory Wood	PINT	1	8
	Kingswood Drive	P/JINT	1	8
Minott	McKinnon	PINT	1	8
Robertson	McBride	JINT	1	8
Solomon-Henry	Miller's Grove	JINT	1	8
TOTAL			13	104

Intensive Support Classes

Superintendent	School	Class	Allocation	Max Enrolment
Graham	Centennial Sr.	IISC	1	8
Robertson	Meadowvale Village	P/J ISC	1	8
TOTAL			2	16

Kindergarten Intensive Support Classes (KISC)

Superintendent	School	Class	Allocation	Max Enrolment
Graham	Queen Street	KISC	1	6
Solomon-Henry	Trelawny	KISC	1	6
TOTAL			2	12

General Learning Disability Classes (GLD)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Barondale	PGLD	1	10
	Barondale	JGLD	1	14
	Bristol Road Middle	IGLD	1	14
	Dixie	JGLD	1	14
	Glenhaven Senior	IGLD	1	14
Daws	Beryl Ford	J/IGLD	1	14
	Brandon Gate	PGLD	1	10
	Brandon Gate	JGLD	1	14
	Calderstone Middle	IGLD	1	14
	Darcel Avenue Senior	IGLD	1	14
Edwards	Camilla Road Senior	IGLD	1	14
	Riverside	IGLD	1	14
	The Valleys Senior	IGLD	1	14
Graham	Beatty Fleming Senior	IGLD	1	14
	Centennial Senior	IGLD	1	14
	McHugh	P/JGLD Gr. 2,3,4	1	14
	McHugh	JGLD	1	14
Haarmann	Burnt Elm	JGLD	1	14
	Burnt Elm	P/JGLD	1	14
	Cheyne Middle	IGLD	1	14
	Esker Lake	PGLD	1	10
	Esker Lake	JGLD	1	14
	McCrimmon Middle	IGLD	1	14
Jaiswal	Balmoral Drive	IGLD	1	14
	Greenbriar	IGLD	1	14
Mason	Fletcher's Creek	IGLD	1	14
	Gordon Graydon	IGLD	2	28
	Parkway	JGLD	1	14
	Sir John A. Macdonald	IGLD	1	14
	Sir Winston Churchill	IGLD	1	14

Minott	Erin Centre Middle	IGLD	1	14
Noble	Mountain Ash	IGLD	1	14
	Treeline	JGLD	1	14
	Treeline	IGLD	1	14
Robertson	Fallingbrook	IGLD	2	28
Rossall	Brookmede	PGLD	1	10
	Brookmede	JGLD	1	14
	Erin Mills	IGLD	1	14
Solomon-Henry	Dolphin Senior	IGLD	1	14
	Kindree	JGLD	1	14
	Lisgar Middle	IGLD	1	14
	Ray Underhill	PGLD	1	10
	Ray Underhill	JGLD	2	28
Logue	Herb Campbell	IGLD	1	14
TOTAL			47	638

Kindergarten Transition Language Class (KTLC)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Cooksville Creek	KTLC	1	6
Edwards	Clifton	KTLC	1	6
Haarmann	Conestoga	KTLC	1	6
	Esker Lake	KTLC	1	6
Jaiswal	Aloma Crescent	KTLC	1	6
Mason	Cherrytree	KTLC	1	6
Solomon-Henry	Plowman's Park	KTLC	2	12
Logue	Macville	KTLC	1	6
TOTAL			9	54

Communication Classes (COM)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Bristol Road Middle	ICOM	2	16
	Cooksville Creek	PCOM	1	8
	Cooksville Creek	JCOM	1	8
Daws	Brandon Gate	P/JCOM	1	8
	Morning Star Middle	ICOM	1	8
Edwards	Clifton	PCOM	1	8
	Clifton	JCOM	1	8
	Janet I. McDougald	PCOM	1	8
	Janet I. McDougald	JCOM	1	8
Graham	Ridgeview	PCOM	1	8
	Ridgeview	JCOM	1	8
	Royal Orchard Middle	ICOM	2	16
	Springbrook	P/JCOM	1	8
	Springbrook	J/ICOM	1	8
Haarmann	Cheyne Middle	ICOM	2	16
	Conestoga	PCOM	1	8
	Conestoga	JCOM	2	16
	Esker Lake	PCOM	1	8
	Robert H. Lagerquist Sr	ICOM	1	8
Jaiswal	Balmoral	ICOM	1	8
	Earnscliffe Sr.	ICOM	1	8
	Eastbourne Drive	JCOM	1	8
	Eastbourne Drive	P/JCOM	1	8
Mason	Fletcher's Creek	ICOM	2	16
	Gordon Graydon Senior	ICOM	1	8
	Sir Wilfred Laurier	P/JCOM	1	8
	Sir Wilfred Laurier	JCOM	1	8
	W.G. Davis	ICOM	1	8

Communication Classes (COM) cont'd

Superintendent	School	Class	Allocation	Max Enrolment
Minott	McKinnon	JCOM	1	8
	Ruth Thompson Middle	ICOM	1	8
Noble	Treeline	J/ICOM	1	8
	Shaw	J/ICOM 5,6,7	1	8
Robertson	McBride Avenue	JCOM	1	8
	Whitehorn	PCOM	1	8
	Whitehorn	JCOM	1	8
Rossall	Erin Mills Middle	ICOM	2	16
	Hillcrest Middle	ICOM	1	8
	Hillside	PCOM	1	8
	Hillside	P/JCOM	1	8
	Hillside	JCOM	1	8
Solomon-Henry	Dolphin Senior	ICOM	2	16
	Willow Way	PCOM	1	8
	Willow Way	JCOM	2	16
	Plowman's Park	PCOM	1	8
	Plowman's Park	JCOM	1	8
Logue	Great Lakes	P/JCOM	1	8
	Great Lakes	JCOM	1	8
	Great Lakes	J/ICOM 5,6,7	1	8
	Macville	PCOM	1	8
	Macville	JCOM	1	8
	Macville	ICOM	1	8
Total			59	472

Classes for Students with Developmental Disabilities (DD)
Classes for Students with Developmental Disabilities/Special Needs (DD/SN)
Classes for Students with Developmental Disabilities/Autism Spectrum Disorder (DD/ASD)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Bristol Road Middle	IDD	1	10
	Champlain Trail	P/JDD	1	10
	Dixie	P/JDD/ASD	1	6
	Fairwind Senior	IDD	2	20
	Fairwind Senior	IDD/SN	1	6
	Nahani Way	P/JDD	1	10
	Tomken Road Middle	IDD/ASD	1	6
Daws	Beryl Ford	IDD	1	10
	Claireville	P/JDD	1	10
Edwards	Briarwood	P/JDD/SN	1	6
	Queen Elizabeth Senior	IDD	1	10
Graham	Centennial Senior	IDD	1	10
	Sir William Gage Middle	IDD	1	10
Haarmann	Brisdale	P/JDD	1	10
	Cheyne Middle	IDD/SN	1	6
	Esker Lake	P/J DD/SN	1	6
	McCrimmon Middle	IDD/ASD	2	12
	Worthington	P/JDD/ASD	1	6
Jaiswal	Balmoral Drive Senior	IDD	1	10
	Clark Blvd	P/JDD/ASD	1	6
	Earnscliffe	IDD	1	10
	Goldcrest	P/JDD/ASD	1	6
	Greenbriar	IDD	1	10
	Williams Parkway Senior	IDD/ASD	1	6

DD, DD/SN, DD/ASD Classes cont'd

Superintendent	School	Class	Allocation	Max Enrolment
Mason	Fletcher's Creek Middle	IDD/ASD	1	6
	Gordon Graydon Senior	IDD	1	10
	Sir Wilfrid Laurier	P/JDD/SN	1	6
	Sir Winston Churchill	IDD/SN	1	6
Minott	Artesian Drive	P/JDD	1	10
	Erin Centre Middle	IDD/SN	1	6
	Ruth Thompson Middle	IDD	1	10
	Thomas Street Middle	IDD	1	10
Noble	Carberry	P/JDD/ASD	1	6
	Lougheed Middle	IDD	1	10
	Lougheed Middle	IDD/ASD	1	6
	Mountain Ash	P/JDD/ASD	1	6
	Robert J. Lee	P/JDD	1	10
Robertson	Fallingbrook Middle	IDD/ASD	1	6
	Levi Creek	P/JDD/ASD	1	6
	Sherwood Mills	P/JDD/ASD	1	6
Rossall	Garthwood Park	P/JDD/SN	1	6
	Hillside	IDD/ASD	1	6
Solomon-Henry	Eldorado	P/JDD	1	10
	Eldorado	IDD/ASD	1	6
	Hazel McCallion Senior	IDD	1	10
	Hazel McCallion Senior	IDD/ASD	1	6
	Lisgar Middle	IDD/ASD	1	6
	Lorenville	IDD/ASD	1	6
	Shelter Bay	P/JDD	1	10
TOTAL			51	398

**Classes for students with an Autism Spectrum Disorder (ASD)
Primary Transition Program (PTP)**

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Huntington Ridge	PTP	2	12
	Huntington Ridge	P/J ASD	1	6
	Tomken Road	I ASD	1	8
Daws	Calderstone	IASD	1	8
	Red Willow	P/J ASD	1	6
Edwards	Camilla Road	I ASD	1	8
	Janet I. McDougald	P/J ASD	1	6
	The Valleys	I ASD	1	8
	Thornwood	P/J ASD	1	6
Graham	Royal Orchard	I ASD	1	8
Haarmann	Burnt Elm	P/J ASD	1	6
	Conestoga	P/J ASD	2	12
	Esker Lake	PTP	1	6
	Robert H. Lagerquist.	I ASD-R	1	8
	Terry Fox	P/J ASD	1	6
Jaiswal	Eastbourne	PTP	1	6
	Greenbriar	I ASD-R	2	16
	Williams Parkway Senior	I ASD	1	8
Mason	Cherrytree	P/J ASD	1	6
	Fletcher's Creek	IASD	1	8
	Gordon Graydon Senior	I ASD	1	8
	Helen Wilson	PTP	1	6
	Sir John A. Macdonald Sr	I ASD	1	8
Minott	Castlebridge	P/J ASD	2	12
	Middlebury	P/J ASD	1	6
	Ruth Thompson	I ASD-R	1	8
	Thomas Street	I ASD	1	8

**Classes for students with an Autism Spectrum Disorder (ASD)
Primary Transition Program (PTP) cont'd**

Superintendent	School	Class	Allocation	Max Enrolment
Noble	Mountain Ash Middle	I ASD	2	16
	Robert J. Lee	P/J ASD	1	6
Robertson	Britannia	PTP	1	6
	Britannia	P/J ASD	1	6
	David Leeder	I ASD-R	1	8
	Derry West Village	PTP	1	6
	Queenston Drive	I ASD	1	8
Rossall	Hillcrest	I ASD	1	8
	Homelands Senior	I ASD-R	1	8
	Sawmill Valley	PTP	1	6
	Sawmill Valley	P/J ASD	1	6
	Tecumseh	I ASD-R	1	8
	Thorn Lodge	P/J ASD	1	6
Solomon-Henry	Hazel McCallion	I ASD	1	8
	Huttonville	I ASD	2	16
	Lisgar Middle	I ASD	2	16
TOTAL			50	352

Classes for students Hard of Hearing (HOH)

Superintendent	School	Class	Allocation	Max Enrolment
Da Silva	Cooksville Creek	P/J HOH	1	8
	Cooksville Creek	K/P HOH	1	8
Mason	Helen Wilson	K/P HOH	1	8
	Helen Wilson	P/J HOH	1	8
	William G. Davis Senior	IHOH	1	8
TOTAL			5	40

**Care and/or Treatment Programs, Custody and Correctional Facilities
(Section 23)**

Superintendent	School – Program	Class	Allocation	Max Enrolment
Da Silva	Glenhaven - PCC	SEC 23	1	8
Graham	Beatty Fleming - Spectrum	SEC 23	1	8
Jaiswal	Fallingdale - TRE-ADD	SEC 23	1	6
Mason	Hickory Wood - ErinoakKids	SEC 23	1	8
Robertson	Edenrose - ErinoakKids	SEC 23	2	16
Solomon-Henry	Kindree - PCC	SEC 23	2	16
TOTAL			8	62

Intermediate Contact Program (ICP)

Superintendent	School	Allocation
Da Silva	A. A. Martin	0.5
	Bristol Road	0.5
	Fairwind Senior	0.5
	Glenhaven	0.5
	Tomken Road	0.5
Daws	Calderstone	0.5
	Morning Star	0.5
Edwards	Camilla Road	0.5
	Queen Elizabeth	0.5
	The Valleys	0.5
Graham	Centennial	0.5
	Royal Orchard	0.5
	Sir William Gage	0.5
Haarmann	Cheyne	0.5
	McCrimmon	0.5
	Robert H. Lagerquist	0.5
Jaiswal	Balmoral	0.5
	Earnscliffe	0.5
	Greenbriar	0.5
	Williams Parkway	0.5
Mason	Sir John A. MacDonald	0.5
	William G. Davis	0.5
Minott	Erin Centre	0.5
	Ruth Thompson	0.5
	Thomas Street	0.5
Noble	Lougheed	0.5
	Sunny View	0.5
Robertson	David Leeder	0.5
	Fallingbrook	0.5

Intermediate Contact Program (ICP) cont'd

Rossall	Erin Mills	0.5
	Hillcrest	0.5
Solomon-Henry	Edenwood	0.5
	Hazel McCallion	0.5
	Lisgar	0.5
Logue	Allan Drive	0.5
Total		17.5

**In-School Support Program (ISSP)
In-School Enhanced Learning Program (ISELP)**

Superintendent	Allocation
Da Silva	29.6
Daws	37.1
Edwards	26.6
Graham	36.5
Haarmann	35.0
Jaiswal	28.1
Mason	23.8
Minott	25.7
Noble	35.3
Robertson	28.6
Rossall	20.5
Solomon-Henry	37.8
Logue	29.4
TOTAL	394.0

Summary of Changes to Elementary Programs and Locations 2016-2017

FROM			TO			
SOE	CLASS	SCHOOL	SOE	CLASS	SCHOOL	CHANGE
ASD						
Edwards	IASD	The Valleys	Rossall	I ASD	Hillcrest	Relocated
			Da Silva	PTP	Huntington Ridge	New
			Solomon-Henry	IASD	Lisgar	New
DD						
			Da Silva	IDD	Fairwind	New
			Haarmann	IDD/ASD	McCrimmon	New
			Jaiswal	IDD	Earnscliffe	New
			Noble	P/J DD/ASD	Mountain Ash	New
			Rossall	IDD/ASD	Hillside	New
COM						
			Graham	J/I COM	Springbrook	New
Daws	ICOM (1)	Morning Star	Graham	P/J COM	Springbrook	Converted and relocated
Noble	JCOM	Treeline	Noble	J/I COM	Treeline	Converted
Rossall	PCOM P/J COM J COM	Willow Glen	Rossall	PCOM P/J COM J COM	Hillside	Relocated
Rossall	ICOM (1)	Hillcrest				Converted 1 ICOM to IGLD & relocated to Riverside
Logue	PCOM	Great Lakes	Logue	P/J COM	Great Lakes	Converted
GLD						
			Edwards	IGLD	Riverside	Converted & relocated from ICOM at Hillcrest
Daws	JGLD	Beryl Ford	Daws	J/I GLD	Beryl Ford	Converted
Jaiswal	IGLD	Earnscliffe				Closed
INTERVAL						
Da Silva	P/JINT 3,4,5	Brian W Fleming	Da Silva	P/JINT 2,3,4	Brian W Fleming	Converted
Mason	P/JINT	Hickory Wood	Mason	PINT	Hickory Wood	Converted
ELC						
			Robertson	IELC	Fallingbrook	New

Summary of Changes to Secondary Program Sections 2016-2017

Spec Ed Programs	Sections 2015 - 2016	Sections 2016 - 2017	Section + / - 15/16 to 16/17	FTE + / - 15/16 to 16/17
Learning Support Program LS1/LS2	346	341	(5.00)	(0.83)
ZIS	147	151	4.00	0.67
Contact	224	227	3.00	0.50
Regional Comm <i>Brampton Centennial Erindale, Mayfield</i>	36	36	0.00	0
ASD Resource (Two 1/2 programs opening at West Credit and Turner Fenton)	146	150	4.00	0.67
DD Resource Erindale (2), Harold Brathwaite, Lincoln Alexander (2)	32	40	8.00	1.33
District DD <i>Lincoln</i>	8	8	0.00	0
District DD <i>TLK</i>	84	84	0.00	0
DD <i>Parkholme / Applewood</i>	438	444	6.00	1.00
Vocational 1	157	156	(1.00)	(0.17)
Total Sections	1618	1637	19.00	3.17
Itinerant Teachers	9	9	0.00	0
Home Instruction	1	1	0.00	0
Section 23 Teachers	33	33	0.00	0
TOTAL – 2016 - 2017 (including Section 23)	+ 3.17 FTE			

SECONDARY PROGRAMS

Secondary Learning Support Program (LS 1, LS 2)

Teacher Full Time Equivalent (FTE)

Superintendent	School	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Da Silva	Applewood Heights	1.50	1.50
	Glenforest	1.00	1.00
	Gordon Graydon	0.33	0.33
Daws	Castlebrooke	2.83	2.50
	Lincoln M. Alexander	1.17	1.17
Edwards	Cawthra Park	2.17	2.33
	Port Credit	2.17	2.17
	T.L. Kennedy	1.00	1.00
Graham	Brampton Centennial	1.83	1.83
	David Suzuki	2.67	2.67
Haarmann	Fletcher's Meadow	2.33	2.50
	Heart Lake	2.17	2.33
Jaiswal	Bramalea	1.83	2.00
	Chinguacousy	1.33	1.17
	North Park	1.50	1.67
Mason	Central Peel	1.67	1.67
	Turner Fenton	1.67	1.33
Minott	John Fraser	1.33	1.33
	Stephen Lewis	1.17	1.17
Noble	Louise Arbour	1.83	1.83
	Sandalwood Heights	2.33	2.17
Robertson	Mississauga	1.83	2.00
	Rick Hansen	1.83	1.67
	The Woodlands	1.33	1.00

Secondary Learning Support Program (LS 1, LS 2) Cont'd

Superintendent	School	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Rossall	Clarkson	1.67	1.50
	Erindale	2.00	1.83
	Lorne Park	1.67	1.67
	West Credit	0.67	0.67
Solomon-Henry	Meadowvale	2.50	2.50
	Streetsville	1.33	1.33
	Jean Augustine	-	.50
Logue	Harold M. Brathwaite	1.67	1.50
	Humberview	2.83	2.50
	Mayfield	2.50	2.50
TOTAL		57.67	56.83

**Secondary In School Support (ZIS)/ Contact (CON)
Teacher Full Time Equivalent (FTE)**

Superintendent	School	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Da Silva	Applewood Heights	1.5	1.5
	Glenforest	1.83	1.83
	Gordon Graydon	2.5	2.5
Daws	Castlebrooke	1.5	1.5
	Lincoln M. Alexander	2.67	2.67
Edwards	Cawthra Park	1.5	1.5
	Port Credit	1.5	1.67
	T.L. Kennedy	1.5	1.5
Graham	Brampton Centennial	1.67	1.67
	David Suzuki	1.5	1.5
Haarmann	Fletcher's Meadow	1.5	1.5
	Heart Lake	1.67	1.83
Jaiswal	Bramalea	1.5	1.5
	Chinguacousy	1.5	1.5
	North Park	1.5	1.5
Mason	Central Peel	1.5	1.5
	Judith Nyman	4.0	4.0
	Turner Fenton	3.0	3.0
Minott	John Fraser	1.5	1.5
	Stephen Lewis	1.5	1.5
Noble	Louise Arbour	1.5	1.5
	Sandalwood Heights	1.5	1.5
Robertson	Mississauga	1.5	1.5
	Rick Hansen	1.5	1.5
	Woodlands	2.67	2.67
Rossall	Clarkson	1.5	1.5
	Erindale	1.83	1.83
	Lorne Park	1.83	1.83
	West Credit	2.83	2.83
Solomon-Henry	Meadowvale	1.5	1.5
	Streetsville	1.5	1.5
	Jean Augustine	-	0.83
Logue	Harold M. Brathwaite	1.5	1.5
	Humberview	2.17	2.17
	Mayfield	1.67	1.67
TOTAL		61.83	63.0

Secondary Regional Communication Program

Teacher Full Time Equivalent (FTE)

Superintendent	School	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Graham	Brampton Centennial	2	2
Rossall	Erindale	2	2
Logue	Mayfield	2	2
TOTAL		6.0	6.0

Secondary Vocational Level 1 Program

Teacher Full Time Equivalent (FTE)

Superintendent	School	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Da Silva	Gordon Graydon	2.33	2.33
Daws	Lincoln M. Alexander	2.83	2.17
Mason	Judith Nyman	10.17	9.67
	Turner Fenton	3.33	4.0
Rossall	West Credit	7.83	7.17
Logue	Humberview	0.67	0.67
TOTAL		27.17	26.00

Secondary Itinerants

Teacher Full Time Equivalent (FTE)

Superintendent	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Byers	10.0	10

Secondary Programs for Students with Developmental Disabilities Classes

Superintendent	Location	Home School	Allocation 2015-2016 Classes	Allocation 2016-2017 Classes
Minott	Applewood		14	13
	Applewood Heights	Applewood	1	1
	John Fraser	Applewood	1	1
	Meadowvale	Applewood	1	1
	Port Credit	Applewood	1	1
	Rick Hansen	Applewood	1	1
	The Woodlands	Applewood	1	1
	Stephen Lewis	Applewood	2	2
Total Applewood Classes			22	21
Haarmann	Parkholme		17	13
	Bramalea	Parkholme	1	1
	Brampton Centennial	Parkholme	1	3
	Central Peel	Parkholme	4	4
	Chinguacousy	Parkholme	1	1
	Fletcher's Meadow	Parkholme	-	2
	Heart Lake	Parkholme	1	1
	Mayfield	Parkholme	2	-
	North Park	Parkholme	1	1
	Sandalwood Heights	Parkholme	1	3
	Harold M. Brathwaite	Parkholme	3	5
Total Parkholme Classes			32	34
Total Classes			54	55

Teacher Full Time Equivalent (FTE)

Superintendent	Location	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Minott	Applewood	30	28
Haarmann	Parkholme	43	46
Total Teacher FTE		73	74

**Secondary District Programs for Students with Developmental Disabilities (DDD)
Teacher Full Time Equivalent (FTE)**

Superintendent	Location	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Daws	Lincoln Alexander	1.33	1.33
Edwards	T.L. Kennedy	14.0	14.0
Total Teacher FTE		15.33	15.33

Secondary Resource Programs for Students with Developmental Disabilities (DD R)

Superintendent	Location	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Noble	Louise Arbour	1.33	2.67
Rossall	Erindale	2.67	2.67
Logue	Harold M. Brathwaite	1.33	1.33
Total Teacher FTE		5.33	6.67

Secondary School Enhanced Learning Centres (ELC)

Da Silva	Glenforest	Grade 9 – 12
Haarmann	Heart Lake	Grade 9 – 12
Robertson	Woodlands	Grade 9 – 12
Rossall	Lorne Park	Grade 9 – 12
Logue	Humberview	Grade 9 – 12

Secondary Resource Program for Students with an ASD (ASD R)

Superintendent	School	Allocation 2015-2016 FTE	Allocation 2016-2017 FTE
Da Silva	Gordon Graydon	2.67	2.67
Daws	Lincoln M. Alexander	1.33	1.33
Edwards	Port Credit	1.33	1.33
Jaiswal	North Park	1.67	1.33
	Chinguacousy	1.33	1.33
Mason	Judith Nyman	4.00	4.00
	Turner Fenton	4.00	4.67
Robertson	Mississauga	1.67	1.67
Rossall	West Credit	4.67	5.33
Solomon-Henry	Streetsville	1.67	1.33
Total Teacher FTE		24.33	25.00

Care and/or Treatment Program, Custody and Correctional Facility (Section 23)

Superintendent	Agency	School	2015-2016	2016-2017
Da Silva	Peel Children's Centre	Glenforest	1	1
	Vanier Residence	Glenforest	1	1
Graham	AYSP	Brampton Centennial	1	1
	Marjorie Amos House	Brampton Centennial	1	1
Haarmann		Fletcher's Meadow		1
Jaiswal	AYSP	Bramalea	2	2
	Cornerstone	North Park	1	1
Mason	Cuthbert House	Turner Fenton	1	1
	Spectrum	Central Peel	1	1
Minott	MCYS-Youth Services	Roy McMurtry	17	17
Moynihan	Johnson Children's Services	Rick Hansen	1	1
Robertson		Mississauga	0	1
Rossall	Spectrum	West Credit	1	1
Logue	Hanrahan	H.M. Brathwaite	1	0
	Surrey Place	H.M. Brathwaite	1	0
	Wm. Osler Health Centre	Mayfield	3	3
Total Teacher FTE			33	33

Elementary Panel

Special Education Staff

1. Teachers of exceptional students	FTE 2015-2016	FTE 2016-2017	Staff Qualifications
1.1 Teachers - regular classroom with resource or withdrawal support	393	394	OTQRC + Minimum Sp.Ed.Part I
1.2 Teachers - self-contained classes	256	263	OTQRC + Minimum Sp.Ed. Part I
1.3 Teachers for Care and/or Treatment Programs, Custody and Correctional Facilities	8	8	OTQRC
1. Total	657	665	

2. Other Special Education Staff			
2.1 Itinerant teachers	49.5	49.5	ASD/SN-OTQRC + Minimum Sp.Ed. Part I Hard of Hearing - OTQRC + Teacher of the Deaf AQ Visually Impaired - OTQRC + in Teacher of the Blind - Minimum Part 1 Behaviour-OTQRC+ Minimum Sp.Ed.Part.1
2.2 Teacher diagnosticians	0	0	
2.3 Coordinators	3	3	OTQRC + Sp.Ed. Specialist
2.4 Principal Coordinators	2	2	OTQRC + Sp.Ed. Specialist, Principal
2.5 Consultants and Special Education Resource Teachers	25.4	25.4	OTQRC + Sp.Ed. Specialist or equivalent
2.6 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	0.5	0.5	OTQRC + Sp.Ed. Specialist or equivalent
2. Total	80.4	80.4	
3. Educational assistants in special education			
3.1 Educational assistants	1,166.5	1,210	DSW, CYW, EA or equivalent
<i>K-12 TA Allocation (ASD, Resource, Transition, DD, Flexible BTA: 44</i>			

4. Other professional resource staff (Elementary)				
4.1	Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	30.1	30.1	Ph.D. or M.A. registered
4.2	Psychometrists	15.7	15.7	Ph.D. or M.A.
4.3	Psychiatrists	0.025	0.025	M.D., A.B.A.P. Fee for Service
4.4	Speech-language Pathologists (excluding chief)	48.0	48.0	Master's degree in Speech and Language Pathology registered with college
4.5	Audiologists	0.6	0.6	Fee for service
4.6	Occupational therapists	0.75	0.6	Fee for service
4.7	Physiotherapists	0	0	
4.8	Social workers (excluding chief)	41.2	41.2	BSW or MSW-Registered
4.	Subtotal	136.3758	136.2253	
1 – 4	Total	2,040.28	2,091.63	

5. Paraprofessional resource staff				
5.1	Orientation and mobility personnel	0.5	0.5	Fee for service
5.2	Oral interpreters (for deaf students)	0	0	
5.3	Sign interpreters (for deaf students)	0	0	
5.4	Transcribers (for blind students)	0.5	0.5	
5.5	Interveners (for deaf-blind students)	1.0	0	
5.6	Auditory-verbal therapists	0	0	
5.	Subtotal	2.0	1.0	

Secondary Panel

Special Education Staff

Special Education Staff	2015-2016 FTE	2016-2017 FTE	Staff Qualifications
1. Teachers of exceptional students			
1.1 Teachers for resource and regular classes (LS1/2, CON, ZIS, DDR)	124.83	126.5	OTQRC + Minimum Sp.Ed. Part I
1.2 Teachers for self-contained classes	115.84	115.33	OTQRC + Minimum Sp.Ed. Part I (or Head with Special Education qualifications)
1.3 Teachers for Partially Integrated classes (Comm., ASD R)	30.33	31	OTQRC + Minimum Sp. Ed. Part I (or Head with Special Education qualifications)
1.4 Teachers Care and/or Treatment Programs, Custody and Correctional Facilities	32	33	OTQRC
1. Total	303	305.83	

2. Other special education staff			
2.1 Itinerant teachers (includes home instruction teacher)	10	10	ASD/SN-OTQRC + Minimum Sp.Ed. Part I <u>Hard of Hearing</u> - OTQRC + Teacher of the Deaf AQ <u>Visually Impaired</u> - OTQRC + in Teacher of the Blind - Minimum Part 1
2.2 Teacher diagnosticians	0	0	
2.3 Coordinators	3	3	OTQRC + Sp.Ed Specialist
2.4 Consultants and Resource Teachers (Special Education)	5.6	5.6	OTQRC + Sp.Ed Specialist
2.5 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	0.5	0.5	OTQRC + Sp.Ed Specialist
2. Total	19.1	19.1	

3. Educational assistants in special education			
3.1 Educational assistants	403.5	433	DSW, CYW, EA or equivalent
<i>K-12 TA Allocation (ASD, Resource, Transition, DD, Flexible BTA: 44</i>			

4. Other professional resource (Secondary)			
4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	8.3	8.3	Ph.D or M.A. Registered
4.2 Psychometrists	2.9	2.9	Ph. D or M.A.
4.3 Psychiatrists	0.05	0.05	M.D., A.B.A.P. Fee for Service
4.4 Speech-language pathologists (excluding chief)	3.0	3.2	Graduate degree in Speech and Language Pathologist registered
4.5 Audiologists	0.4	0.4	Fee for service
4.6 Occupational therapists	0.25	0.2	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers	15.8	15.8	BSW or MSW-Registered
4. Total	30.7	30.85	
1 – 4 Total	756.63	788.78	

5. Paraprofessional resource			
5.1 Orientation and mobility personnel	0.5	0.5	Fee for service
5.2 Oral interpreters (for deaf students)	0	0	
5.3 Sign interpreters (for deaf students)	0	0	
5.4 Transcribers (for blind students)	0.5	0.5	
5.5 Interveners (for deaf-blind students)	0	0	
5.6 Auditory-verbal therapists	0	0	
5. Total	1.0	1.0	

TRANSPORTATION

For most students, transportation needs are discussed at the IPRC meeting, following the decisions regarding identification and placement. If a student requires transportation it is noted on the Statement of Decision and the Request for Special Transportation is completed by the current school staff for submission to the Student Transportation Services.

What you will find in this section:

- description of the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation
- process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately
- safety criteria used by the board in tendering and the selection of transportation providers for exceptional students including driver training obligations.
- communication to applicable parties

Students who may require transportation include:

- students in special education programs, including students who are in regular classrooms;
- students in educational programs in care and treatment facilities;
- students attending Provincial and Demonstration Schools; and
- students with special needs who require transportation in order to attend summer school programs.

The school Principal in consultation with the Special Education Co-ordinator may request that special considerations be made for transporting a student when:

- there is concern for the safety of the student or the safety of others;
- assistance is required with embarking or disembarking; and/or
- there are mobility requirements (i.e. wheelchair).

Safety Criteria

Wheelchair Service	<ul style="list-style-type: none"> • all vehicles used comply with Ministry of Transport regulations, including wheelchair securement processes and devices • drivers are specifically selected for this service based on experience, personality and driving record
Assistive Devices	<ul style="list-style-type: none"> • Students' needs for assistive devices, such as walkers, crutches, braces etc. should be included in student transportation plans
Service Animals	<ul style="list-style-type: none"> • Approved service animals are permitted to accompany students with disabilities on school buses. • Special Education SS will communicate with the Transportation Department about the arrival of a service animal. • STOPR will communicate with the Transportation provider prior to the arrival of the service animal on the bus. • Orientation meeting between the driver, parent/guardian, student and service animal should occur prior to the service animal's first day on the bus. • Students or others with service animals must adhere to the following: <ul style="list-style-type: none"> ○ keep the animal under control at all times, ○ keep the animal on a leash or appropriately contained ○ keep the animal in the on the floor away from the aisle ○ make certain the animal is clean ○ adhere to the Responsibilities of <i>Students with Service Animals and their Parents/Guardians (Part 2 Section 7) in the Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities. See Appendix 1</i>
Travel Assistants	<ul style="list-style-type: none"> • Travel Assistants are school Board personnel who provide assistance to students with disabilities on the bus. They do not leave the bus. Refer to <i>PDSB Operating Procedure Human Resources Support Services 15</i>.

<p>Driver Training and Other Safety Related Requirements</p>	<p>Each company trains their staff with respect to the transportation of students with special education needs. The following outlines the training provided and other safety related responsibilities:</p> <ul style="list-style-type: none"> • all drivers require a criminal record check • companies provide training on an individual needs basis to drivers transporting students with special needs • all companies train their drivers on the use of epi-pens • companies provide ongoing training throughout the school year in areas such as evacuation, student behaviour, etc. • all drivers receive training as required under the AODA and the regulations made under it (e.g. Accessible Customer Service training). • Transit providers keep records of training as required by AODA regulations. • Drivers will provide notice as required under the Accessibility Standards for Customer Service under the (AODA) of temporary disruptions in a service, facility or feature used by students and others with disabilities (such as lifts and ramps). • Drivers will provide Board staff with feedback regarding any concerns for students and their transportation experience including accessibility related issues for students with disabilities.
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Communication to Applicable Parties

Communicate to the appropriate parties the roles and responsibilities of the transportation provider, driver/operator, applicable school staff, parents/guardians, and the student with the disability e.g. students with service animals must be informed of their responsibilities as set out in *Responsibilities of Students with Service Animals and their Parents/Guardians (Part 2 Section 7)* in the *Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities*.

Types of Students with Special Needs Eligible for Transportation and Access

Types of students/transportation	Ways to Access
Students in special education programs	<ul style="list-style-type: none"> • Special Education Resource Teachers/Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance
Students in mainstream placements	<ul style="list-style-type: none"> • Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance
Students in educational care and treatment	<ul style="list-style-type: none"> • Specific requirements and details regarding the student and service requirements are received from Care and/or Treatment Programs, Custody and Correctional Facilities co-ordinator • Service is provided utilizing either contracted mini van or taxis • Transportation to care and treatment facilities are maintained during the summer months for those students approved and designated as 12 month attendees
Students attending Provincial and Demonstration Schools E. C. Drury Trillium W. Ross MacDonald	<ul style="list-style-type: none"> • Provincial Schools provide a list of students, from PDSB who are enrolled in the Provincial School • Transportation staff designs a segregated route system for both daily and weekly residential students • Communication is directly with parents regarding pick up and drop off times as well as necessary adjustments • Revisions to student data and new or deleted student information is received from the Provincial school on an ongoing basis throughout the school year

<p>Students who require transportation in order to attend summer school programs</p>	<ul style="list-style-type: none"> • No transportation service is provided for secondary students attending summer school • Elementary summer school (Grade 7 and 8) students are provided with bussing to the designated summer school site from the neighbourhood school • Centralized stops, located only at schools, are established for this service and route information is provided to all schools prior to the end of June • Students are required to get themselves to the centralized stops • Exceptions to this apply only in the case of students with physical disabilities or exceptional rural circumstances
<ul style="list-style-type: none"> • 20 passenger van • 5 passenger mini van • wheelchair accessible vehicle • taxi • regular school bus 	<ul style="list-style-type: none"> • Decisions about type of vehicle are made collaboratively with the involvement of any or all of the following: SERT/Consultant Co-ordinator School personnel Superintendent Transportation officers

PROFESSIONAL DEVELOPMENT

Purpose of the Standard

To provide details of the board's professional development plans for special education staff for the ministry and the public.

What You Will Find in This Section

- The way staff provide input for the plan and methods of determining priorities
- The way the board's SEAC is consulted about staff development
- Special Education Tiered Approach to Staff Development for all staff (universal, targeted, intensive)
- The way staff are trained with regard to the legislation and ministry policy on special education, with particular training for new teachers
- The way the school board staff are made aware of the board's special education plan and of professional development opportunities
- Cost-sharing arrangements with other ministries or agencies for staff development

Cost Sharing Arrangements

Where feasible the board enters into agreements to facilitate staff development. A number of agencies and institutions have partnered with the board in this area.

They include:

Trillium Health Centre	Geneva Centre for Autism	Peel Children's Centre
Ministry of Education - SEA	Ministry of Children and Youth Services	Ministry of Colleges and Universities
York University	Brock University	Sheridan College
Humber College	ErinoakKids	Kerry's Place

Ways in Which the School Board's SEAC is Consulted and Informed About Staff Development

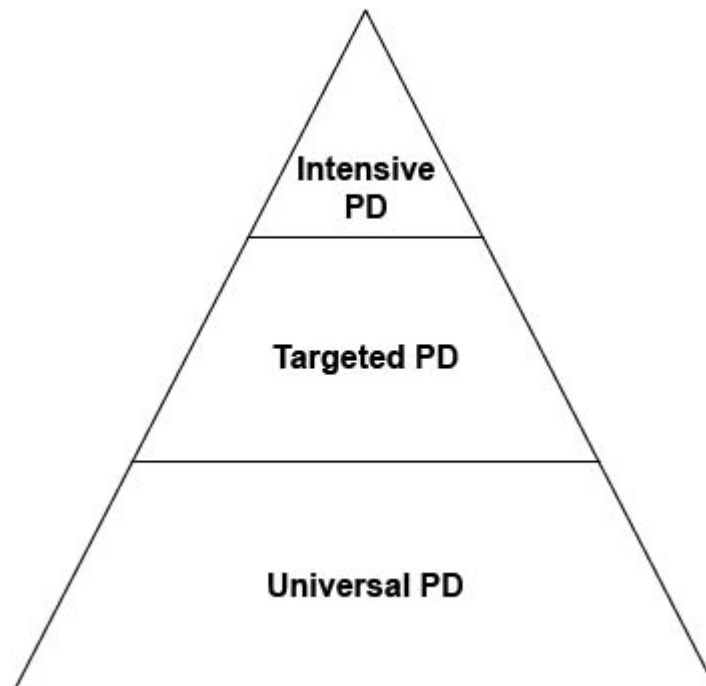
- Monthly meetings provide an opportunity for regular feedback to special education staff and sharing of current professional development opportunities
- Individual meetings and dialogues between SEAC members and administration
- Tracking of issues and concerns consistently raised at SEAC meetings
- Feedback from attendance at board-wide professional development sessions
- Capacity building of SEAC members in the form of presentations and collaborative discussion

Special Education Staff Development Plan (courses, in-service training, etc)

The board focus for professional development is developed by the Curriculum, Instruction, Special Education Support Services Department with a focus on initiatives outlined in the yearly Board Improvement Plan.

- Building capacity in teaching and learning in supporting staff who are on a continuum of learning and experience in Special Education
- Enhanced job imbedded professional development with a focus on mental health, equity and inclusive practices, 21st century learning and Growing Success
- Our focus is on the collaborative inquiry model through the Teaching-Learning Critical Pathways (TLCP) and the Professional Learning Cycle (PLC) emphasizing programming and planning to meet the needs of individual students
- Partnership with Geneva and the Ministry of Education to support teacher training in Applied Behaviour Analysis (PPM 140) through comprehensive framework planning, funded spots at Geneva centre summer institute, TEACCH training and subsidized Geneva centre online and face-to-face certificate level courses

Tiered Approach to Professional Development



Intensive: Professional development for certain staff working with students who have complex needs can include individualized consultation with support staff and is often student or situation specific

Targeted: Specific skill building development available to all staff but targeted to some educators

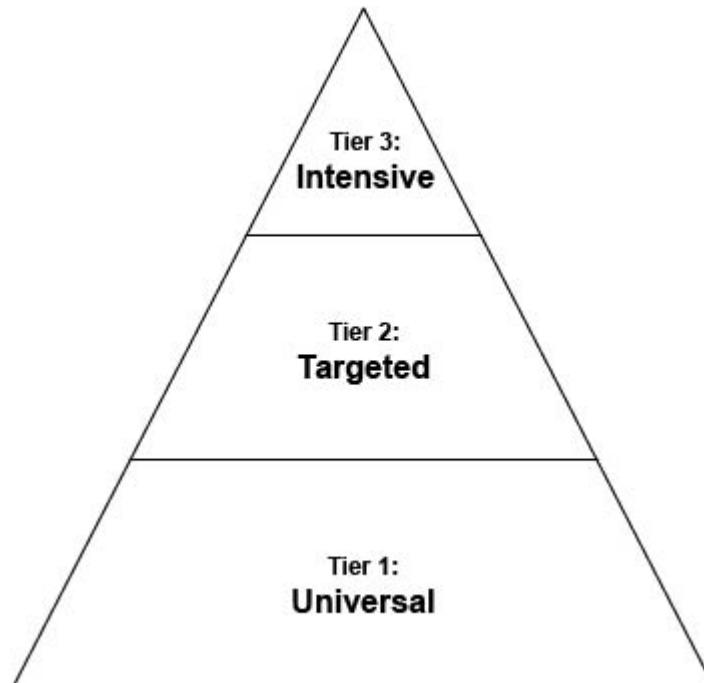
Universal: Generalized Special Education training for all staff working in schools

Ways in Which the School Board Staff are Made Aware of the Board's Special Education Plan and Staff Development Opportunities

- Special Education Update digital newsletter sent out monthly
- active use of Twitter
- emails and memorandums

- My Learning Plan (and automatic upcoming events of interest)
- Peel District School Board website
- links to webpages (Special Education Heads, SERTs/Secondary Resource Teachers-Special Education, ISSP, and Special Programs)
- flyers to schools
- system calendar
- administrator in-service
- weekly meetings of senior administration
- special education teacher meetings
- Curriculum, Instruction, Special Education Support Services Learning Team meetings
- monthly SEAC meetings
- staff meetings
- CISESS advisory committee
- Educational Resource Facilitators website

TA Professional Learning: Supporting students with Special Education Needs



Intensive

- Knowing a student profile and matching strategies
- Assessment data and the profile
- Applied Behaviour Analysis- strategies visual schedules, social stories
- SERT and ISSP support of the IEP implementation
- Itinerants and Consultants providing school based training as need (Special Programs, IS Team, PSSP) etc
- Ex- IS team and student specific training, safety training, PBIP

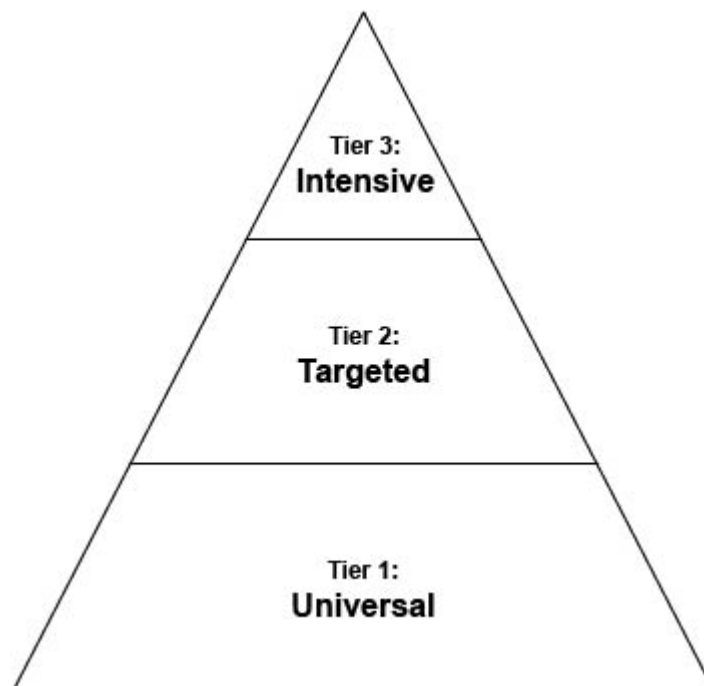
Targeted

- Visuals to Support Communication
- Sign Language Basics
- Task Boxes Galore!
- Planning Ahead for Absences
- Creating File Folder Activities
- ERFP Networking Teaching Assistants and BTA – Resource Sharing
- Awareness: Epilepsy and Tourettes Awareness
- Picture Exchange Communication System
- Behaviour: What is the Message?
- Building Social-Communication Skills for Special Needs Students
- Effective Strategies for Developing Independence
- Communication: MORE Than Just Words
- Teaching Functional Skills to Facilitate Independence

Universal

- I. The Difference We Make
- II. Successful Practices
- III. Dealing with Student Behaviour
- IV. Overview of Special Needs
- V. Back Care and Lifting
- VI. Health and Safety (Every 3 years)
- VII. De-Escalation and Personal Safety Training (every 2 years)

Elementary Professional Learning: Supporting students with Special Education Needs



Intensive

- IEP development Support
- Situation specific professional dialogue
- Tier 3 Review Committee
- Site/student specific training for Assistive technology (text to speech, Eye Gaze technology)

Targeted

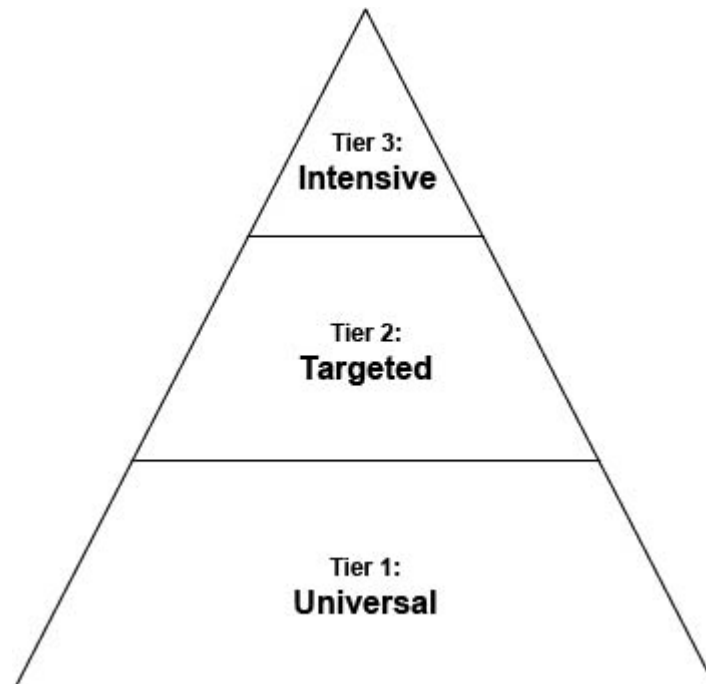
- Teacher training for specific reading intervention (e.g. Empower)
- IEP support with a focus on Ministry initiatives (Numeracy)
- SERT training (New to the position)
- Collaborative Inquiry networks for contained class teachers
- IPRC Chairs training
- Interactive whiteboard training (IWB)
- In-service for administrators (Sunrise and sunset seminars, VP Network,)
- In-service- Assistive Technology for special needs accommodations for provincial assessments- Kurzweil training
- Annual Review training
- In-service training for ISSP teachers
- Numeracy and beyond Parent workshop
- Departmental collaborative inquiry projects
- Care and/or Treatment Programs, Custody and Correctional Facilities (Section 23) quarterly staff meetings – IEP Development training
- Speech-Language Pathologist staff meetings – AT and SEA Applications
- Psychology staff meetings– AT and SEA Applications
- Secondary Heads with Special Education responsibilities meetings – EQAO, AT and Transition Planning, IEP development
- Itinerant Staff Meetings – EQAO, AT and Transition Planning, IEP development
- Program Specific Professional Learning Days (COM PL Day, ELC PL)
- Developing resources to support ESL students with possible spec ed needs
- Training for the administration of Standardized Assessments (KTEA)
- AT training for ISSP teachers and contained classroom teachers (Text to speech, Reading & Writing tools, Educational Apps, Mirroring and Tablet workshops
- AT training for Educational Assistants

Universal

- Annual Learning Disabilities Association of Ontario conference
- In school support program ISSP Teacher Institute
- IEP Training and support
- SERT training in assistive technology
- CISESS Learning Team Meetings
- Special Education Resources Teachers meetings
- Special Education Monthly Newsletter

- Posting of Professional Development Presentations and Resources (ISPP Institute, IEP Tip Sheets, ISRC Referral Forms etc.)
- Parent AT website for access AT information and at home resources

Secondary Professional Learning: Supporting students with Special Education Needs



Intensive

- New Heads with Special Education Responsibilities In Service
- Secondary contact teachers and BTA workshop
- Intermediate contact teachers and BTA workshop
- Secondary/Elementary Intensive Support team workshop
- Secondary Behavioural Contact Program workshop

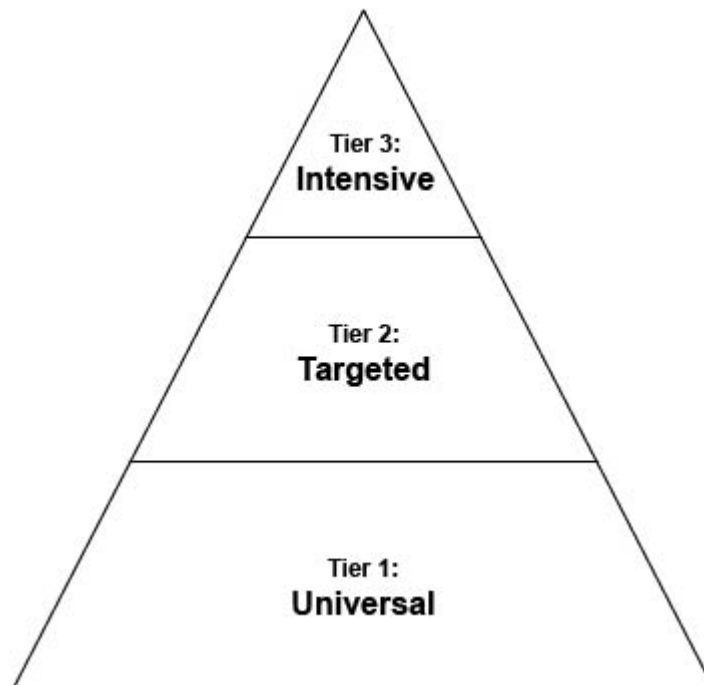
Targeted

- Transition workshops for grade 8 teachers: Going From Grade 8 to Grade 9: What Supports are Available?
- Annual Review and Student Needs Assessment Form training for SERTs, Secondary Resource Teachers-Special Education and teachers
- Training for assistive technology and software applications
- Incorporating assistive technology into the curriculum
- Language! Live Training for Vocational Literacy program

Universal

- Secondary teachers of Special Education- in-service
- IEP training and ongoing support as required
- Departmental work time for collaborative inquiry projects among staff (SERTS, special programs teams, special education department heads)
- Special Education department meetings and critical conversations
- IEP Training and support
- Secondary Heads with Special Education Responsibilities monthly meetings
- Special Education Consultant meetings
- Learning Disa

Special Programs: Supporting students with Physical, HOH, Vision, Developmental



Intensive

- TEACCH Training
- Transitions to Post Secondary – conference for students

Targeted

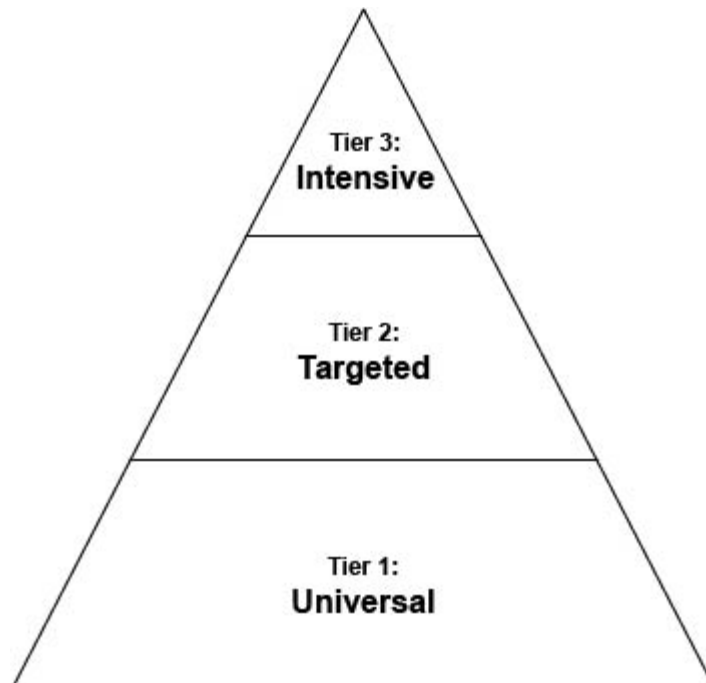
- Training for teaching teams of students with ASD and DD in contained programs
- Incorporating methods of ABA and transition planning in programs for students with special needs
- In-service for staff working with Developmental Disabilities and ASD (beginning of monthly network meetings)
- Network for Teachers of DD classes

- In-service for Deaf and Hard of Hearing staff
- In-service for staff working with Special Programs IPRC chairs
- DD network PD meeting
- Departmental work time for collaborative inquiry projects among special programs teams
- Special Programs Resource Team Meetings
- Itinerant Staff Meetings
- Ongoing training offered to Board staff from Special Programs, ASD resource team
- Collaborative interdepartmental (Special Education, Curriculum and Alternative) professional development in servicing professionals supporting students who are at risk

Universal

- IEP training and ongoing support as required
- Geneva Centre Summer Institute

Special Programs – Supporting students with Autism



Intensive

- TEACCH training
- New consultant in-service (where applicable)
- Job Embedded school based PD for student needs
- In-service for Deaf and Hard of Hearing staff
- In-service for staff working with Special Programs IPRC chairs
- Departmental work time for collaborative inquiry projects among staff

- ASD Resource team meetings
- Itinerant staff meetings
- Training for assistive technology and software applications
- Ongoing training offered to Board staff from Special Programs, ASD resource team
- PD for Shared Solutions and collaborative problem solving

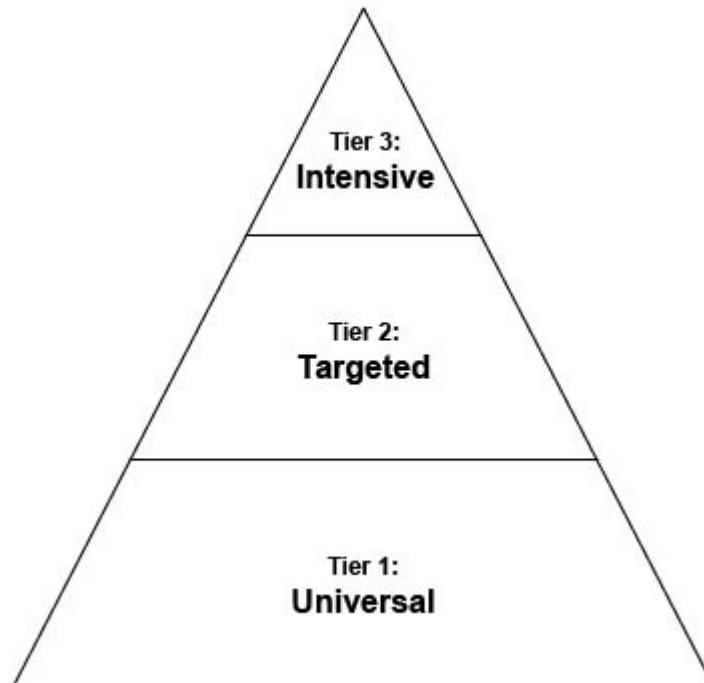
Targeted

- Summer Institute for new teachers
- Training for teaching teams of students with ASD and DD in contained programs
- Incorporating methods of ABA and transition planning in programs for students with special needs
- In-service for staff working with Developmental Disabilities and ASD (beginning of monthly network meetings)
- Network for Teachers of DD classes
- Ongoing Collaborative Inquiry networks for contained class teachers
- Annual Review training
- Special Education Department Meetings
- Collaborative interdepartmental (Special Education, Curriculum and Alternative) professional development in servicing professionals supporting students who are at risk

Universal

- Geneva Centre Summer Institute
- IEP training and ongoing support as required
- Teaching Assistant modules and SLP workshops
- Incorporating methods of ABA and transition planning in programs for students with special needs (online training)

Psychology Department



Intensive

- ISSP Teacher Institute
- Psychology in-service at organizational meeting
- In-service for interval class teachers and BTAs
- Annual School Psychology Conference
- Psychology Staff Meetings
- Psychology Clinical Issues Meetings

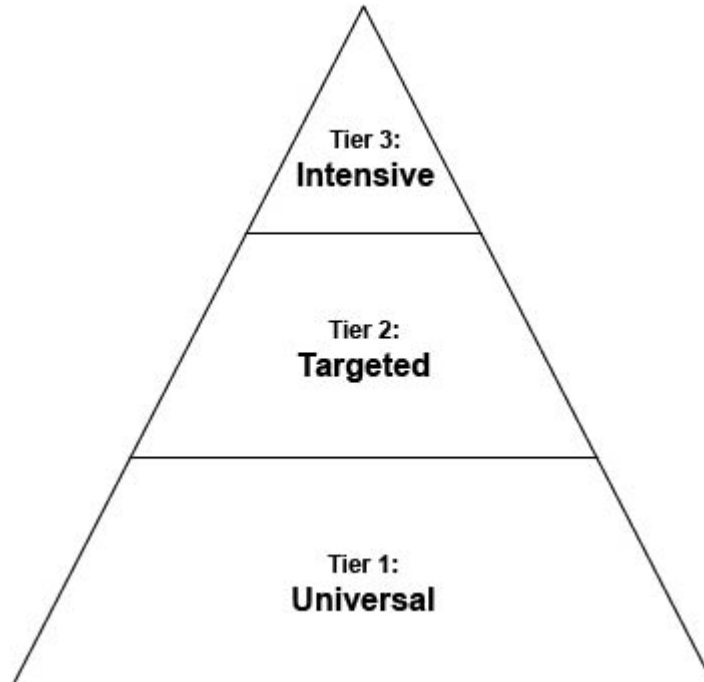
Targeted

- ISSP Teacher Institute
- Psychology in-service at organizational meeting
- Applied Suicide Intervention Skills Training and SafeTALK
- De-escalation and personal safety trainers meeting
- In-service for elementary/secondary Intensive Support teams
- In-service for interval class teachers and BTAs
- Annual School Psychology Conference
- Parent Literacy Workshop
- Psychology Staff Meetings
- Psychology Clinical Issues Meetings
- On-going (at school request) de-escalation and personal safety training and/or specific behaviour crisis intervention training
- On-going training of IPRC chairs

Universal

- Psychology in-service at organizational meeting
- Annual School Psychology Conference
- Parent Literacy Workshop
- Psychology Staff Meetings
- Psychology Clinical Issues Meetings

Social Work Department



Intensive

- In-service for critical incidents response team
- Social Work Staff Meetings
- Ongoing staff development for social workers

Targeted

- Applied Suicide Intervention Skills Training

Universal

- In-service for reporting child abuse
- Safe TALK
- Annual Social Work Conference

Mental Health

Intensive

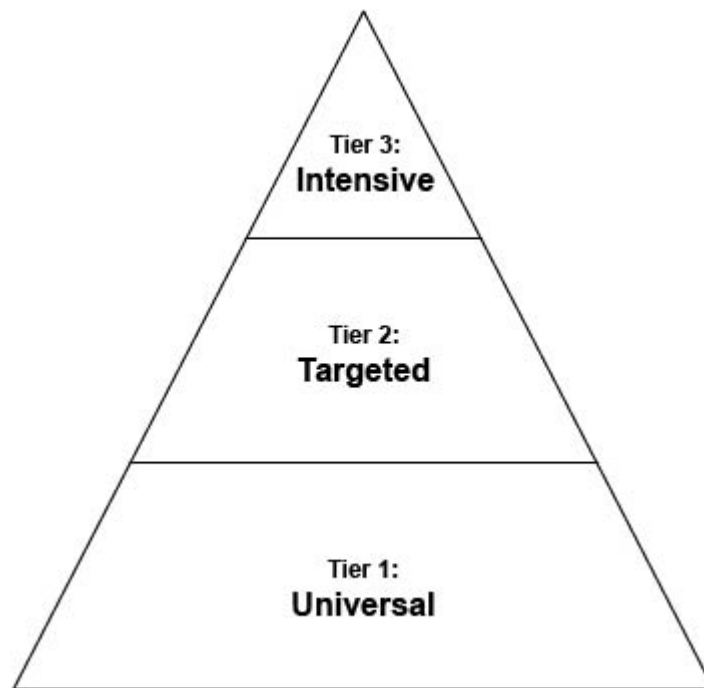
- Presentation to Social Work, Psychology and Speech and Language Pathology Departments

Targeted

Universal

- Sunrise Seminars
- System-wide implementation of Mental Health Strategy (focus is on Mental Health literacy)
- FOS Meetings
- Climate update workshops
- Positive school climate development

Speech and Language Pathologists



Intensive

- PECs training for school staff working with specific students in need
- Training of special program/technology SLP staff on Assistive Devices
- Communication Centre teacher professional learning
- Kindergarten Transition Language Class (KTLC) professional learning
- Training for Links to Literacy SLPs on program lessons

Targeted

Half-day and full day modules for special needs teachers/teaching assistants

- Teaching Requesting
- Fundamentals of Communication for ASD Students
- Behavior: What is the Message?
- Visuals to Support Communication for Students with ASD
- Teaching functional Skills to Facilitate Independence

Modules for Early Years teaching teams on language topics

- Language for the Early Years
- Oral Language at Your Fingertips
- Links to Literacy weekly lessons
- Phonological awareness

Staff attend conferences/workshops for specific interests

- Phoneme Touch and Say
- TEACCH
- Social Thinking
- Orton-Gillingham approach to reading instruction

Universal

- Speech-language in-service at monthly staff meetings
- Speech-language conference once or twice yearly
- Information on speech-language topics via "Parent Tips" on web-site
- General information at Kindergarten Registration: SLP development and programs
- Tips for Talking" workshops for parents schools

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Mandate

Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs. In Peel District School Board, the Special Education Advisory Committee (SEAC) [Sec. 57(1)] plays a vital role in ensuring that exceptional pupils receive appropriate educational services.

A Special Education Advisory Committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board. The SEAC's responsibilities are:

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- participates in the board's annual review of its special education plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parents, as requested

SEAC members usually meet the third Tuesday of each month during the school year, meeting on Wednesdays when the Tuesday falls on a faith day, as approved by the committee and by the Board. It is common practice to schedule ten regular meetings per year from September to June. Dates and times of SEAC meetings should be publicized by the Board. These meetings are open to the public and the agenda includes an opportunity for questions by the public.

Members

Every district school board shall establish a Special Educational Advisory Committee that shall consist of,

- a) one representative from each of the local associations, not to exceed twelve, that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board, who must be:
 - a Canadian citizen;
 - of the full age of eighteen years;
 - a resident within the area of jurisdiction of the board;
 - a public school elector; and
 - not employed by the board in which the member resides;

- b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
- c) in addition to the members referred to in (a), the board may appoint one or more additional members who are not representative of a local association and are not members of the board or of a committee of the board; and
- d) three trustee representatives and alternate(s) appointed by the board. Peel District SEAC is made up of the following

The SEAC committee for PDSB consists of three trustees and representatives from the following local associations:

[Association for Bright Children, Peel Chapter](#)
[Autism Ontario, Peel Chapter](#)
[Brampton-Caledon Community Living](#)
[Canadian Mental Health Association/Peel Branch](#)
[Easter Seals Society](#)
[FASworld Canada - Peel Chapter](#)
[Fragile X Research Foundation of Canada](#)
[Learning Disabilities Association of Peel Region](#)
[Peel Caring Network for Challenged Kids](#)
[Tourette Syndrome Association of Ontario](#)
[VOICE for Hearing Impaired Children](#)
[VIEWS for Blind & Visually Impaired Children](#)

Procedures for Selecting Members

Election of Chair and Vice-Chair The members at the first meeting elect one of their members as chair who shall preside at all meeting and, if at any meeting the chair is not present, the vice-chair shall act for the chair. The vice-chair shall also be elected at the first meeting. The vice-chair assists the chair and acts for the chair at meetings in his or her absence. If at any meeting the chair or vice-chair is not present, the members present may elect a chair for that meeting.

Quorum A majority of the members of the SEAC is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee. Every member present at the meeting, or his or her alternate, when attending in the member's place, is entitled to one vote.

Role of the Special Education Advisory Committee

The members of a SEAC represent all students with exceptionalities, and it is important that members respond to the needs of all exceptional students within the Board. Thus, individual members need to increase their awareness and understanding of the various exceptionalities.

The Special Education Advisory Committee will be responsible for reviewing and making recommendations to the Board through the Board's annual review of its special education plan relative to the provision of special programs and services

Members of the SEAC also facilitate effective communication between their association members and the Board. By acquiring and maintaining a working knowledge of special education programs and services provided by the Peel District School Board, members inform their associations of the activities of the SEAC and the Board. Members of the SEAC participate in the development of many special education Board resources. They participate in a variety of ways: • as members of writing teams; • by reviewing materials and providing feedback; • by making recommendations on matters regarding the establishment, development and delivery of special education programs and service; and • by reviewing and making recommendations to the Board's annual review of its Special Education Report

Responsibilities of the SEAC Members

The spirit or intent of the SEAC is one of sharing, positive attitude, trust and respect. It is vital that SEAC members work together to assist the Board to provide programs for all exceptionalities. Each member is expected to:

1. Respond to the needs of all exceptional pupils within the Board.
2. Respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases.
3. Acquire and maintain a working knowledge of the special education programs and services provided by the Board.
4. Represent and inform the committee about the exceptionality he or she represents.
5. To this end, members should:
 - a) ensure that they are expressing the concerns of the association and not their own concerns; b) keep informed and identify needs by speaking with individuals within the local association who take the counselling calls or parent calls about issues of concern to parents or guardians and by seeking out information and input in relation to issues or concerns pertaining to special education;
 - b) encourage their association members to attend SEAC meetings;
 - c) report to the members of the local association or chapter at general meetings and/or disseminate relevant information, such as voting and discussing activities at SEAC meetings, and positive outcomes that result;
 - d) provide the association with a formal report on relevant SEAC proceedings to be included in the local association's annual report and to be shared with the SEAC; and Section H: Special Education Advisory Committee (SEAC) H10 2014
 - e) demonstrate skills in: • communication • listening • presentation • assertiveness • team building • decision making • problem solving • negotiation • time management • research • note taking • organization.
6. Be prepared for all SEAC meetings, suggest items to be placed on the SEAC agenda, participate in discussions, suggest educational topics, and present motions.

7. The role of an association representative on a SEAC extends beyond committee membership and attendance and may include the following:
 - being available to assist parents or guardians with IPRCs; and
 - acting as resource for parents or guardians of an exceptional student.

SPECIAL EDUCATION ADVISORY COMMITTEE

Revised May 30, 2016

Trustees:	David Green Sue Lawton Harkirat Singh	Tel: 905-495-4579 Tel: 905-625-8084 Tel: 416-797-6718	e-mail: david.green@peelsb.com e-mail: sue.lawton@peelsb.com e-mail: harkirat.singh@peelsb.com
Executive	Ted Byers	Tel: 905-890-1010 ext. 2346	e-mail: ted.byers@peelsb.com
Members:	Pertia Minott	Tel: 905-366-8800 ext.1305	e-mail: pertia.minott@peelsb.com

<p>Association for Bright Children, Peel Chapter Barbara Cyr 355 MacDonald St. Inglewood, ON L7C 1G7 Tel: 905-838-5239 e-mail: bcyr@abcpeel.org</p> <p>Autism Ontario Peel Chapter Nancy Leaton 46 Salem Court Brampton, ON L6V 4J8 cell: 647-921-1724 e-mail: nleaton@rogers.com</p> <p>Brampton Caledon Community Living Ann Smith 52 Wright Crescent Bolton, ON L7E 3X5 Tel: 1-905-951-0071 e-mail: annsmith1@sympatico.ca</p> <p>Canadian Mental Health Association/Peel Branch Nancy Bratkovic 7700 Hurontario Street Suite 314 Brampton, Ontario L6Y 4M3 (905) 451-1718 e-mail: bratkovicn@cmhapeel.ca</p> <p>Easter Seals Ontario Jennifer Knight 45 Watson Crescent Brampton, ON L6W 1E5 Tel: 905-455-3275 e-mail: jklkp@hotmail.com</p> <p>Peel Caring Network for Challenged Kids Mary Wright 3909 Zenith Court Mississauga, ON L5N 7H7 Tel: 905-824-4455 e-mail: dandel@rogers.com</p>	<p>FASworld Canada – Peel Chapter Dorothy Peddie 93 Barleyfield Road Bramalea, ON L6R 2J4 cell: 647-629-6420 e-mail: Dorothy.peddie@rogers.com</p> <p>Fragile X Research Foundation of Canada Barbara Byers 167 Queen Street West Brampton, ON L6Y 1M5 Tel: 905-453-0078 Fax: 905-453-0095 e-mail: bjbyers@on.aibn.com</p> <p>Learning Disabilities Association of Peel Region Carol Ogilvie Tel : 905-272-4100 e-mail: ogilviecar@aol.com</p> <p>VOICE for Hearing Impaired Children Shelley Foster 1484 Torrington Drive, Unit 58 Mississauga, ON L5V 1Y2 Tel: 905-812-7644 e-mail: voiceshelley@gmail.com</p> <p>Tourette Syndrome Association of Ontario Carol Oitment 6520 Corfu Rd, Unit 48 Mississauga, ON L5N 3B4 Tel: 905-858-3459 e-mail: oitment@rogers.com</p> <p>IEWS for the Visually Impaired Wes McDonald 5 Marchmount Cres. Brampton, ON L6S 2T2 Tel: 416-294-6397 e-mail: wesmcdonald23@gmail.com</p>
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SPECIAL EDUCATION ADVISORY COMMITTEE

ALTERNATE MEMBERS:

<p>Association for Bright Children, Peel Chapter Karen Kennedy 1292 Sherwood Mills Blvd., Unit 55 Mississauga, ON L5V 2G8 e-mail: kkennedy@abcpeel.org</p> <p>Autism Ontario Peel Chapter Fauzia Reza 1206-325 Webb Dr., Mississauga, ON L5B 3Z9 e-mail: rezafauzia@gmail.com</p> <p>*Canadian Mental Health Association Namarata Balsara 7700 Hurontario Street Suite 314 Brampton, ON L6Y 4M3 Email : balsaran@cmhapeel.ca</p>	<p>Learning Disabilities Association of Peel Region Cheri Hearty 72 Darras Court Brampton, ON L6T 1W7 Tel: 416-419-9974 email: cheriliko@rogers.com</p> <p>Peel Caring Network for Challenged Kids Abeer Zuberi 2602 Innisfill Road Mississauga, ON L5M 4H9 Tel: 647-338-2324 e-mail: abeerrehan@gmail.com</p>
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