



Peel District School Board

Special Education Plan

2008-2009

PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION AMENDMENTS 2008-2009

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A. Special Education Support Services 2007-2008

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.

The consultation process for the 2007-2008 school year was carried out in various ways involving the following groups:

SEAC
 Senior Administration
 Principals (Elementary and Secondary)
 Vice Principals (Elementary and Secondary)
 Teachers
 Teaching Assistants
 Community Agencies and Businesses
 Parents
 Professional Support Services Personnel (PSSP)
 Students
 Trustees
 Future Search Action teams

System consultation was elicited through:

- Action teams derived from Future Search: Reshaping special education for Peel students
- Meetings with SEAC members representing twelve associations (Appendix A)
- Follow-up with parent representatives involved in the Ministry review of Individual Education Plans
- Focus group sessions with SERTs, PSSP and IPRC chairs around the communication program criteria
- Review of staffing needs with superintendents, Special Education Resource Teachers, resource teachers and heads with special education responsibilities

The goal of the consultation process was to continue to develop an understanding of the trends affecting the delivery of special education and to identify directions for the future.

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.

Results of the Internal and External Reviews 2007-2008

Enhanced Learning Programs and Services

This review is in its final stages and a report is projected to be completed by September 2008.

Communication Program Review

As part of the Special Education Support Services' ongoing commitment to meeting student needs, the Communication Program was evaluated during the 2004-2006 school years.

The review was 'rolled out' to the communication program teachers and administrators in the spring of 2007 allowing for discussion of findings and recommendations. The Communication Program Review recommends areas for improvement that include the admission and demission criteria, instructional program focus and use of learning technology in particular settings.

An executive summary of the report was provided to SEAC September 19, 2006. The full report was the subject of discussion at subsequent SEAC meetings.

Based on the evaluation results, a writing team was struck in the summer of 2007 which addressed the recommendations contained in the report, particularly the admission/demission criteria and expectations for programming. The material has been presented to four focus groups, including PSSP staff, SERTs and IPRC chairs, to share the information and seek input. The draft copy was adjusted to include suggestions for changes and additions.

Individual Education Plans

The recommendations from the Special Education Policy and Programs Branch and the Field Services Branch of the Ministry were discussed with the parent representatives from SEAC who were involved in the review. With Ministry support a teacher trainer was hired who has been instrumental in:

- conducting individual and small group instruction and inservicing at school sites on the components of the IEPs connecting assessment with programming
- instructing teachers and administrators around correct input in class types for the placements which assisted in accurate information for the Ministry reports
- instructing groups of teachers of contained programs to assist in the development of annual goals and learning expectations
- inservicing administrators around quality content and 'look-for's' when reviewing the IEPs

- assisting administrators and teachers in the understanding of the data required for well developed IEPs that are compliant with Ministry standards
- assisting administrators and teachers in the understanding of the data that is necessary for accurate Ministry reports

Future Search: Reshaping special education for Peel students

In June 2007 the first chapter of *Future Search: Reshaping special education for Peel students* was written. This document summarized the work of participants who gathered in April 2007 for a three-day conference facilitated by Sandra Janoff, co-founder of Future Search, Robin Lynn Buchanan, co-ordinator of special education and Susan Bassili, chief speech-language pathologist. The role of the group was to determine how special education programs and services could be reshaped to fit within the resources that the board had at its disposal. Under the umbrella goal of “Student success and education for all”, the seven main areas recommended by the 82 participants for further action were:

- ✓ Parent and staff capacity and skill building
- ✓ Authentic parent/community student involvement
- ✓ School/community hub
- ✓ Technology – resources for learning
- ✓ Early years and early identification
- ✓ Instructional strategies, universal design and differentiated instruction
- ✓ Program services and alignment of resources

Prior to the formation of action teams that would further the work of the Future Search conference, it was necessary to establish a set of guiding principles and belief statements. Using the common ground developed during the Future Search conference, and in the context of Peel District School Board’s “Report Card for Student Success” and the framework of “Education for All” a set of belief statements and guiding principles was developed in September. In October, the draft of these were reviewed and validated by various groups including SEAC, CISESS Advisory Committee, Director’s Council, and Leadership Committee. By the end of October, a variety of stakeholders and employee groups had reviewed the proposed belief statements and guiding principles thus finalizing the second chapter of *Future Search: Reshaping special education for Peel students*.

The next step was to establish action teams to address the main areas recommended for further action as suggested by the original Future Search participants in April 2007. In recognition of the work currently being done through various departments and committees it was decided to utilize present structures and committees to gather input into the work of Future Search. Through existing and on-going research completed by Assessment and Accountability Support Services department, valuable input will be gathered from the Communication Program Review and the Gifted Program Review. The work conducted through the Special Education Accountability framework would contribute to the improvement of programs and services to better serve students with special

education needs. This work would fall under the seventh main area identified through Future Search – program services and alignment of resources. A newly established Regional Leadership Team for Autism Spectrum Disorders will be reviewing collaborative service delivery models to improve supports and services for students with ASD over the next two years.

Work in November involved the establishment of two initial action teams stemming from the identified areas of Technology –Resources for learning and Program Services and Alignment of Resources.

- The Technology – Resources for Learning Action Team, met for the first time on November 12, 2007.
- In order to align with the next research project identified by Special Education Support Services and the Assessment and Accountability Officer, the second action team was identified. Hence, the Behaviour Programs Action Team was established.

Action teams reviewed input gathered from the original Future Search conference in April. Each team consisted of co-facilitators from the Special Education Support Services, a liaison superintendent or member of the board's leadership team and a variety of stakeholders representing parents, teacher, teaching assistants, Professional Student Support Personnel, students, trustees, Special Education Advisory Committee (SEAC) members, administration, federation/union representatives, faith and community leaders and local business partners. Participants from the original Future Search conference as well as additional members were invited to join the action teams. The belief statements and guiding principles directed the work of each group. Action teams were required to establish terms of reference to guide their work and were instructed to align their end results with the Ministry of Education's *Education For All* document released in 2005.

Action teams were then asked to develop an initial report with a preliminary set of proposed recommendations to be developed for review by the steering committee in early February. Using the experiences and feedback from the two initial action teams, along with input from the Steering Committee a third action team was established in April 2008-Early Years and Early Identification.

The Peel District School Board is committed to providing a continuum of service to maximize the outcomes for each and every student. A key component of this continuum is the inclusion of students regardless of their learning needs. Inclusion is the first option to be considered for student placement.

Through the *Future Search* process, which is aligned with *Education for All*, the action team for program services and alignment of resources will explore, review and recommend ways to provide greater inclusion. This would include students with developmental disabilities at the secondary school level.

Concurrently the Peel District School Board will offer workshops, training and resources to help staff better understand the nature of inclusivity as outlined in *Education for All*.

The Peel District School Board's website was updated with a link to the Future Search document in December 2007. This website will be updated as action teams complete their work.

Recommendations from the various action teams will be brought forward to the next steering committee for review. The original conference participants will be invited to come together as a group in October 2008 to be updated about the work that action teams have committed to date and to determine steps for moving forward.

OPA Student Assessment Project

Implementing **Education for All**

The **Peel District School Board** projects are organized on the **Education for All** template.

Tier 1 projects:

- Alpha Kids -- a universal literacy screener to be used by all teachers
- Language for the Early Years – a 3 part workshop for kindergarten and primary special education class teachers aimed at enhancing their understanding of the importance of oral language skills to learning and literacy with excellent feedback from participant surveys done to date
- Sound Skills – provision of Kindergarten and Grade 1 Sound Skills resource binders to all schools and follow-up workshops provided by the School Speech-Language Pathologist with excellent feedback from kindergarten and grade 1 teachers to date
- Sound Skills – provision of PowerPoint presentation and speaker notes for SLP's to use for training in all schools

Tier 2 projects:

- Schools Attuned – provide intensive training to PSSP staff to enable them to observe and recognize the behavioural bases for 8 neuro-developmental constructs which are directly linked to learning success
- Schools Attuned – participant surveys revealed additional capacity for understanding learning issues and application to academic environment
- Empower – through a partnership with the Hospital for Sick Children, teaching staff are being trained on Empower, a well-researched reading remediation program, focusing on phonemic awareness, phonological processing, fluency, vocabulary and comprehension.

- English Language Learners – through a partnership with PsychCorps, a screening tool will be used to observe and 'identify' ELL students be at risk for learning difficulties.
- Literacy Booster – a joint program of SLPs and Early Literacy Teachers aimed at grade 1 students struggling with reading and writing

Tier 3 projects:

- Individual assessments – providing Professional assessments to K- 4 students
- Individual assessments – providing Psychoeducational assessments to young students with special education needs
- Individual assessments – providing Psychoeducational assessments to Kindergarten Transition Language Program students
- Linking Professional Assessment results and recommendations – developing a document that outlines the link between Professional Assessments and the language of IEPs and IPRCs

Summary of Special Education Programs and Services 2008-2009

- special education program teacher allocation
- deployment of teaching assistants
- professional support services
- summary of special education programs by location-elementary
- summary of special education programs by location-secondary

Summary of Special Education Program Teacher Allocations

ELEMENTARY PROGRAMS CONTAINED	2007-2008 ACTUAL	2008-2009 PROJECTED
BEHAVIOUR	23.0	23.0
COMMUNICATION	54.0	56.0
DEVELOPMENTAL DISABILITIES	24.0	24.0
DEVELOPMENTAL DISABILITIES/SPECIAL NEEDS	8.0	8.0
ENHANCED LEARNING	25.0	24.0
GENERAL LEARNING DISABILITY	56.0	55.0
HARD OF HEARING	3.0	3.0
KINDERGARTEN SUPPORT PROGRAM	1.5	1.5
KINDERGARTEN TRANSITION LANGUAGE PROGRAM	3.5	3.5
PRIMARY TRANSITION PROGRAM	6.0	6.0
REGIONAL ASD	19.0	21.0
SECTION 23	9.0	9.0
TOTAL	232.0	234.0

ELEMENTARY PROGRAMS NON-CONTAINED

	2007-2008 ACTUAL	2008-2009 PROJECTED
IN-SCHOOL SUPPORT PROGRAM	386.5	386.7
IN-SCHOOL ENHANCED LEARNING PROGRAM		
ITINERANT TEACHERS ASD Resource Team Hard of Hearing Mobile Team (behaviour) Special Needs Visually Impaired	36.5	37.0
Total	423.0	423.7

Summary of Secondary Allocations - Staff (FTE)

Secondary Programs	2007-2008 FTE	2008-2009 Projected
SECTION 23 (*see notes for Roy McMurtry Centre)	10.0	41.0
SECONDARY - DEVELOPMENTAL DISABILITIES	65.0	73.0
SECONDARY COMMUNICATION – Autism Spectrum Disorder	8.0	12.33
SECONDARY Vocational level 1	25.5	27.5
SECONDARY ITINERANT- Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, HOH, SN)	4.0	4.0
SECONDARY REGIONAL COMMUNICATION – Learning Disability	10.0	10.0
SECONDARY SCHOOL In-School Support/Behaviour Resource	57.5	57.5
SECONDARY SCHOOL Itinerant Behaviour	2.0	2.0
TOTAL	182	227.33

TEACHING ASSISTANT ALLOCATIONS

SPECIAL PROGRAMS ALLOCATIONS	ELEMENTARY		SECONDARY	
	2007-08 Actual	2008-09 Projected	2007-08 Actual	2008-09 Projected
Elementary Special Education Programs Communication and GLD	68.0	67.0	-	-
Integrated	363.0	397.0	55.5	64.5
Hard of Hearing Contained Programs	3.0	3.0	-	-
Regional Special Programs – A.S.D.	53.5	55.0	19.0	28.0
Regional Special Programs -- Developmental Disabilities and Vocational 1	101.5	104.5	165.0	179.0
Secondary Regional Programs	-	-	5.0	5.0
Technical Assistant	2.5	3.0	-	-
PPI Trainer	1.0	1.0	-	-
Section 23 (*see notes for Roy McMurtry Centre)	4.0	4.0	5.0	6.0 +12.0*
TOTAL Special Programs	596.5	634.5	249.5	282.5 +12.0*

TEACHING ASSISTANT ALLOCATIONS

BEHAVIOUR ALLOCATIONS	ELEMENTARY		SECONDARY	
	2007-2008 Actual	2008-2009 Projected	2007-2008 Actual	2008-2009 Projected
Elementary Contained Programs	26.0	26.0	-	-
Itinerant	125.5	137.5	16.5	16.5
Mobile Behaviour Services	8.0	8.0	8.0	8.0
Fresh Start Suspension Program	4.0	-	-	-
Fresh Start Expulsion Program	-	-	6.0	-
Secondary Schools	-	-	31.0	31.0
TOTAL Behaviour	163.5	171.5	61.5	55.5

TOTAL NUMBER OF ALLOCATIONS 2004-2005	944.5
TOTAL NUMBER OF ALLOCATIONS 2005-2006	1011.0
TOTAL NUMBER OF ALLOCATIONS 2006-2007	1036.0
(added in fall 2006	15.0=1051)
TOTAL NUMBER OF ALLOCATIONS 2007-2008	1071.0
(Added in December 2007	25.0=1096)
TOTAL NUMBER OF ALLOCATIONS 2008-2009	1144.0
(PROJECTED)	+12.0*

(*see notes for Roy McMurtry Centre)

PROFESSIONAL SUPPORT SERVICES

EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES

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 communication programs to support students who are communicatively challenged.

The services assist students whose 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.

Speech-Language Pathologists (excludes Chief Speech and Language Pathologist)	2007-2008	2008-2009
	43.5	45.0

PSYCHOEDUCATIONAL SERVICES

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 also provide emergency counselling and liaison with community services.

Psychoeducational Consultants (excludes Chief Psychologist, Senior Psychology Associate, Coordinator of Behaviour Programs)	2007-2008	2008-2009
	49.8	53.3

SCHOOL SOCIAL WORK SERVICES

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 S.A.L.E.P. responsibilities, crisis intervention, consultation, community liaison, Reaching Out and Learning to 18 initiatives.

Social Workers (excluding Chief Social Worker)	2007-2008	2008-2009
	43.5	50.0

Class Locations

2008-2009

Elementary Contained Enhanced Learning Classes (ELC)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earnscliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	IELC	Greenbriar	2	50
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)				
Humberview, Mayfield, Harold M. Brathwaite (Sunnyview), Sandalwood Heights. (Moynihan)	PELC JELC IELC IELC	Caledon East Caledon East Caledon East Allan Drive	1 1 1 1	20 23 25 25
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	JELC JELC IELC	Somerset Conestoga RH Lagerquist	1 1 1	23 23 25
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PELC JELC IELC	Edenrose Edenrose Dolphin St.	1 1 2	20 23 50
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)	JELC IELC	Thorn Lodge Homelands	2 2	46 50
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	PELC JELC IELC	Lyndwood Lyndwood Lyndwood	1 1 2	20 23 50
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	IELC	Camilla	1	25
Bramalea (Balmoral), Central Peel (Gordon Graydon) , Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	PELC JELC	Helen Wilson Helen Wilson	1 1	20 23
Total			24	564

1 IELC at RH Lagerquist reallocated to JELC at Conestoga

1 IELC at Camilla closed

1 PELC at Britannia relocated at Edenrose

1 JELC at Britannia relocated at Edenrose

**Elementary Contained Behaviour Classes (BEH),
Primary Interval (PINT), Junior Interval (JINT), Intermediate Contact(ICON)**

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earnscliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	PINT	Eastbourne	1	8
	JINT	Jefferson	1	8
	ICON	Morning Star	1	8
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	PINT	McHugh	1	8
	ICON	Fletcher's Creek	1	8
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)	JINT	Caledon East	1	8
	ICON	Sunny View	1	8
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	JINT	Kingswood	1	8
	JINT	Conestoga	1	8
	ICON	McCrimmon	1	8
	ICON	Sir John A. MacDonald	1	8
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	JINT	Miller's Grove	1	8
	ICON	Fallingbrook	1	8
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)	PINT	McKinnon	1	8
	JINT	Springfield	1	8
	ICON	Homelands	1	8
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	PINT	Silverthorn	1	8
	ICON	Glenhaven	1	8
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	JINT	Munden Park	1	8
	ICON	Riverside	1	8
Bramalea (Balmoral), Central Peel (Gordon Graydon) , Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	PINT	H.F.Loughlin	1	8
	JINT	Arnott Charlton	1	8
	JINT	Springdale	1	8
Total			23	184

1 PINT at Grenoble relocated at HF Loughlin

1 PINT at Settler's Green relocated at McKinnon

Elementary Contained General Learning Disability Classes (GLD)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earnscliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	PGLD	Brandon Gate	1	10
	JGLD	Clairville	1	10
	JGLD	Eastbourne	1	14
	JGLD	Brandon Gate	1	14
	IGLD	Darcel	1	14
	IGLD	Earnscliffe	1	14
	IGLD	Greenbriar	1	14
	IGLD	Calderstone M.S.	1	14
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	PGLD	McHugh	1	10
	JGLD	McHugh	1	14
	IGLD	Beatty Fleming	1	14
	IGLD	Centennial	1	14
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)	PGLD	R. J. Lee	1	10
	JGLD	R. J. Lee	1	14
	JGLD	Treeline	1	14
	IGLD	Treeline	1	14
	IGLD	Herb Campbell	1	14
	IGLD	Mountain Ash	1	14
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	PGLD	Burnt Elm	1	10
	JGLD	Burnt Elm	1	14
	IGLD	Royal Orchard	1	14
	IGLD	Sir John A. MacDonald	1	14
	IGLD	McCrimmon	1	14
	IGLD	Cheyne	1	14
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PGLD	Ray Underhill	1	10
	JGLD	Ray Underhill	1	14
	JGLD	Russell Langmaid	1	14
	IGLD	Fallingbrook	2	28
	IGLD	Dolphin	1	14
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)	PGLD	Kings Masting	1	10
	JGLD	Churchill Meadows	1	14
	JGLD	Queenston	1	14
	IGLD	Erin Centre	1	14
	IGLD	Queenston	1	14
	IGLD	Erin Mills	2	28
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	PGLD	Dixie	1	10
	JGLD	Dixie	1	14
	JGLD	Cooksville Creek	1	14
	IGLD	Glenhaven	1	14
	IGLD	Bristol Road	1	14
	IGLD	A. A. Martin	1	14
	IGLD	The Valleys	1	14
	IGLD	The Valleys	1	14
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	PGLD	Elmcrest	1	10
	JGLD	Elmcrest	1	14
	IGLD	Camilla	1	14
	IGLD	Green Glade	1	14
	IGLD	Hillside	1	14
Bramalea (Balmoral), Central Peel (Gordon Graydon), Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	PGLD	R. D. Barber	1	10
	JGLD	Parkway	1	14
	JGLD	R. D. Barber	1	14
	IGLD	Balmoral	1	14
	IGLD	Williams Parkway	1	14
	IGLD	Gordon Graydon	1	14
Total			55	734

1 PGLD at Eastbourne relocated at Claireville (JGLD)

1 PGLD at Ellwood closed (reallocated to 1 JCOM at Treeline)

1 JGLD at Queen Street closed

1 IGLD opened at Camilla

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Elementary Contained Communication Classes (COM)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earncliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	PCOM	Eastbourne	1	8
	JCOM	Eastbourne	1	8
	JCOM	Brandon Gate	1	8
	ICOM	Earncliffe	1	8
	ICOM	Morning Star	2	16
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	PCOM	Ridgeview	1	8
	JCOM	Ridgeview	1	8
	ICOM	David Leeder	2	16
	ICOM	Fletcher's Creek	2	16
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)	PCOM	Macville	1	8
	JCOM	Macville	3	24
	JCOM	Treeline	1	8
	ICOM	Allan Drive	2	16
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	PCOM	Westervelts Corners	1	8
	JCOM	Homestead	2	16
	JCOM	Terry Fox	2	16
	ICOM	Royal Orchard	3	24
	ICOM	R.H. Lagerquist	1	8
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PCOM	Plowman's	2	16
	PCOM	Willow Way	1	8
	JCOM	Willow Way	1	8
	JCOM	Plowman's	2	16
	ICOM	Edenwood	1	8
	ICOM	Dolphin	2	16
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)	PCOM	Pheasant Run	1	8
	JCOM	McKinnon	1	8
	JCOM	Pheasant Run	1	8
	ICOM	Erin Mills	1	8
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	PCOM	Cooksville Creek	1	8
	JCOM	Cooksville Creek	1	8
	PCOM	Lyndwood	1	8
	JCOM	Lyndwood	1	8
	ICOM	Lyndwood	2	16
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	PCOM	Hillcrest	1	8
	JCOM	Hillcrest	1	8
	ICOM	Hillcrest	2	16
Bramalea (Balmoral), Central Peel (Gordon Graydon), Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	PCOM	Great Lakes	1	8
	JCOM	Aloma	1	8
	JCOM	Great Lakes	1	8
	ICOM	Lougheed	2	16
Total			56	448

1 JCOM opened at Treeline (reallocated from PGLD at Ellwood)

1 ICOM opened at Royal Orchard

1 JCOM at Willow Way reallocated to PCOM at Willow Way

Elementary Contained Developmental Disabilities & Special Needs (DD, DD/SN)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earnscliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	P/J DD	Claireville	1	10
	I DD	Greenbriar	1	10
	P/J DD	Red Willow	1	10
	I DD/SN	Fallingdale	1	6
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	I DD	Centennial	1	10
	J DD	Huttonville	1	10
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)	I DD	Caledon Central	1	10
	P/J DD	R. J. Lee	1	10
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	J DD/SN	Esker Lake	1	6
	P DD	Brisdale	1	10
	I DD/SN	Sir Winston Churchill	1	6
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	I DD	Lisgar	1	10
	P/J DD	Shelter Bay	1	10
	I DD	Hazel McCallion	1	10
	I DD/SN	Hazel McCallion	1	6
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)	I DD/SN	Erin Centre	1	6
	I DD	Thomas Street	1	10
	P/J DD	Ellengale	1	10
	I DD	Ruth Thompson	1	10
	P/J DD	Artesian	1	10
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	I DD	Bristol Road	1	10
	I DD	Fairwind	1	10
	P/J DD	Nahani Way	1	10
	P/J DD	Champlain Trail	1	10
	I DD/SN	Tomken Rd	1	6
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	P/J DD	Ashgrove	1	10
	P/J DD/SN	Garthwood	1	6
	I DD	Queen Elizabeth	1	10
Bramalea (Balmoral), Central Peel (Gordon Graydon), Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	I DD	Balmoral	1	10
	P DD/SN	Sir Wilfred Laurier	1	6
	I DD	Gordon Graydon	1	10
	I DD	Lougheed	1	10
Total			32	288

1 DD/SN at Westervelts relocated to Sir Winston Churchill

**Elementary Regional Contained Special Programs,
Communications Autism Spectrum Disorder (ASD)
Primary Transition Program (PTP)**

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earnscliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	I/ASD-R	Greenbriar	1	8
	PJ ASD	Red Willow	1	6
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	I/ASD-R	David Leeder	1	8
	PJ ASD	Derry West	1	6
	PTP	Derry West	1	6
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)	I/ASD	Mountain Ash	1	8
	J/ASD-R	Robert J. Lee	1	6
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	PJ ASD	Burnt Elm	1	6
	I/ASD	McCrimmon	1	8
	PJ ASD	Terry Fox	1	6
	PTP	Conestoga	1	6
	I/ASD-R	R.H. Lagerquist	1	8
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PJ ASD	Britannia	1	6
	I/ASD	Hazel McCallion	1	8
	PTP	Britannia	1	6
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)	PJ ASD	Castlebridge	1	6
	PJ ASD	Middlebury	1	6
	I/ASD	Thomas Street	1	8
	I/ASD-R	Ruth Thompson	1	8
	I/ASD-R	Homelands	1	8
	I/ASD	Queenston	1	8
	PTP	Sawmill Valley	1	6
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	PJ ASD	Huntington Ridge	1	6
	PTP	N. C. Matheson	1	6
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	I/ASD	Camilla	1	8
Bramalea (Balmoral), Central Peel (Gordon Graydon), Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	I/ASD	Williams Parkway	1	8
	PTP	Helen Wilson	1	6
Total	ASD		21	150
Total	PTP		6	36

1 J ASD –Resource opened at RJ Lee

1 I/ASD-R – Resource opened at R.H. Lagerquist

Kindergarten Transition Language Class (KTLC) Kindergarten Support Program (KSP)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earncliffe) Chinguacousy, Lincoln Alexander (Hiraishi)	KTLC	Eastbourne	1	12
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	KSP	Queen Street	.5	6
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)				
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	KTLC	Westervelts Corners	1	12
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	KSP KTLC	Trelawny Plowman's Park	.5 1	6 12
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)				
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)				
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)	KSP KTLC	Elmcrest Hillcrest	.5 .5	6 6
Bramalea (Balmoral), Central Peel (Gordon Graydon), Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)				
Total	KSP		1.5	18
Total	KTLC		3.5	42

Hard of Hearing (HOH)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earnscliffe) Chinguacousy, Lincoln Alexander (Hiraishi)				
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)				
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)				
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)				
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)				
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)				
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	HOH	Cooksville Creek	1	8
Bramalea (Balmoral), Central Peel (Gordon Graydon , Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)	HOH HOH	Great Lakes William G. Davis	1 1	8 8
Total	HOH		3	24

Elementary Section (Sec 23)

	Class	School	Allocation	Maximum Enrolment
Bramalea (Earncliffe) Chinguacousy, Lincoln Alexander (Hiraishi)				
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton (Fletcher's Ck), Mississauga (Tomasevic)	Sec 23 Sec 23	Beatty-Fleming Centennial Sr.	1 1	6 6
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) Sandalwood (Moynihan)	Sec 23	Caledon Central	2	12
Central Peel (Sir John A MacDonald), Fletcher's Meadow, Heart Lake (Massey)	Sec 23	Sir Winston Churchill	1	6
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)				
Erindale, John Fraser, Stephen Lewis, Woodlands (Sinclair-Artwell)				
Applewood, Cawthra Park, Glenforest, Gordon Graydon, TL Kennedy (The Valleys) Rick Hansen (Fairwind) (Gingell)	Sec 23 Sec 23 Sec 23	Dixie Glenhaven Westacres	1 1 2	6 6 12
Clarkson, Lorne Park, Port Credit, TL Kennedy (Camilla) (Kazlovskis)				
Bramalea (Balmoral), Central Peel (Gordon Graydon), Harold M. Brathwaite, North Park, Turner Fenton (WG Davis) (Teal)				
Total			9	54

SPECIAL EDUCATION PROGRAMS - ELEMENTARY
In-School Enhanced (ISELP) and In-School Support Programs (ISSP)

Bramalea, Chinguacousy, Lincoln H. Alexander (Hiraishi)	44.90
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	43.90
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Moynihan)	47.20
Central Peel, Fletcher's Meadow, Heart Lake (Massey)	47.50
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	44.30
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	41.60
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	41.10
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	34.30
Bramalea, Central Peel, Harold M. Brathwaite, North Park, Turner Fenton (Teal)	41.90
TOTAL	386.70

SECONDARY EDUCATION PROGRAMS – SECONDARY

Secondary School Learning Support Program LS 1 LS 2

Superintendent	School	Allocation 2007-2008	2008-2009
		F.T.E	F.T.E
Rossall	Applewood Heights	1.67	2.17
	Cawthra Park	1.83	1.67
	Clarkson	1.67	1.67
	Glenforest	1.5	1.17
	Gordon Graydon	1.5	.83
	Lorne Park	2.5	2.50
	Port Credit	2.0	2.17
	T.L. Kennedy	1.0	1.50
Moreash	Bramalea	2.50	2.50
	Brampton Centennial	3.17	3.67
	Central Peel	2.0	1.83
	Lincoln Alexander	1.5	1.50
	Mississauga	1.5	1.67
	North Park	2.33	1.83
	Turner Fenton	1.5	1.67
Jones	Erindale	3.0	2.83
	John Fraser	1.5	1.67
	Meadowvale	3.0	3.17
	Rick Hansen	3.0	2.67
	Streetsville	2.0	1.83
	West Credit	----	---
	Stephen Lewis	1.0	1.00
	Woodlands	1.67	1.67
Pontes	Chinguacousy	2.0	2.00
	Fletcher's Meadows	3.5	3.5
	Heart Lake	3.0	3.5
	Harold M. Brathwaite	2.5	1.83
	Humberview	2.67	3.0
	Mayfield	2.5	2.5
	North Peel	----	---
	Sandalwood Heights	2.0	2.00
Total		61.0	61.5

Secondary School In School Support (ZIS)/Behaviour Contact (CON)

Superintendent	School	Allocation	
		2007-2008 FTE	2008-2009 FTE
Rossall	Applewood Heights	1.5	1.5
	Cawthra Park	1.5	1.5
	Clarkson	1.5	1.5
	Glenforest	2.0	2.0
	Gordon Graydon	3.0	3.0
	Lorne Park	2.5	2.5
	Port Credit	1.5	1.5
	T. L. Kennedy	1.5	1.5
Jones	Erindale	1.5	1.5
	John Fraser	1.5	1.5
	Meadowvale	1.5	1.5
	Rick Hansen	1.5	1.5
	Stephen Lewis	1.5	1.5
	Streetsville	1.5	1.5
	West Credit	3.0	3.0
	Woodlands	3.0	3.0
Moreash	Bramalea	1.5	1.5
	Brampton Centennial	1.5	1.5
	Central Peel	1.5	1.5
	Lincoln Alexander	2.5	2.5
	Mississauga	1.5	1.5
	North Park	1.5	1.5
	Turner Fenton	2.5	2.5
Pontes	Chinguacousy	1.5	1.5
	Fletcher's Meadows	1.5	1.5
	Harold M. Brathwaite	1.5	1.5
	Heart Lake	2.0	2.0
	Humberview	2.0	2.0
	Mayfield	1.5	1.5
	North Peel	3.0	3.0
	Sandalwood Heights	2.0	2.0
Total		57.5	57.5

Secondary School Regional Communication Program

Superintendent	School	Allocation 2007-2008 FTE	Allocation 2008-2009 FTE
Rossall	Gordon Graydon	2.0	2.0
	Erindale	2.0	2.0
Moreash	Brampton Centennial	2.0	2.0
Pontes	Chinguacousy	2.0	2.0
	Mayfield	2.0	2.0
TOTAL		10	10

Secondary School Vocational Level 1 Program

	Positions from Special Education 2007-08 FTE	Projected Total from Special Education 2008-09 FTE
Gordon Graydon	3.74	3.83
Lincoln Alexander	3.16	3.17
North Peel	8.26	8.83
Turner Fenton	1.94	2.67
West Credit	8.39	9.00
TOTAL	25.5	27.5

Secondary School Itinerants

Superintendent	School	Allocation 2007-2008	Allocation 2008-2009
Krutilla	Itinerant	6.0	6.0
TOTAL		6.0	6.0

Secondary ASD Resource Program

Superintendent	School	Allocation 2007-2008 FTE	Allocation 2008-2009 FTE
Rossall	Gordon Graydon SS	1.67	1.67
Jones	Streetsville West Credit	1.67 1.33	1.67 2.67
Pontes	Chinguacousy North Peel	1.67 --	1.67 1.33
Moreash	Lincoln Alexander Mississauga	1.67 --	1.67 1.67
TOTAL		8.0	12.33

1 program added to West Credit Secondary
 1 program added to North Peel Secondary
 1 program added to Mississauga Secondary

Secondary School - Developmental Disabilities

Superintendent Debra Krutila	Location	Home School	Allocation 2007-2008	Allocation 2008-2009
	Applewood		11	12
	Applewood Heights	Applewood	1	1
	Applewood Acres	Applewood	4	5
	Clarkson	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
	Parkholme		15	16
	Bramalea	Parkholme	1	1
	Brampton Centennial	Parkholme	1	1
	Central Peel	Parkholme	1	3
	Chinguacousy	Parkholme	1	1
	Heart Lake	Parkholme	1	1
	Mayfield	Parkholme	2	2
	North Park	Parkholme	1	1
	Lincoln Alexander	Parkholme	1	1
	Sandalwood Heights	Parkholme	1	1

TOTAL CLASSES	47.0	54.0
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TOTAL TEACHERS	65.0	73.0
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Secondary School Enhanced Learning Centres

Superintendent	School	2007-2008	2008-2009
Rossall	Glenforest Lorne Park	Grade 9-12 Grade 9-12	Grade 9-12 Grade 9-12
Jones	The Woodlands	Grade 9-12	Grade 9-12
Pontes	Heart Lake The Humberview	Grade 9-12 Grade 9-12	Grade 9-12 Grade 9-12
Moreash	Turner Fenton	Grade12	----

Secondary School Section 23 Classes

Superintendent	School/Agency	2007-2008	2008-2009
Pontes	Chinguacousy-Spectrum	1	1
	Harold M. Brathwaite -TRE-ADD	1	1
Moreash	Bramalea-Associated Youth Services	1	1
	North Park-Cornerstone	1	1
	Brampton Centennial-Associated Youth Services	1	1
	Brampton Centennial-Marjorie Amos House	1	1
	Central Peel-Full Circle	1	1
	Turner Fenton-Cuthbert House	1	1
	Turner Fenton-William Osler Health Centre	1	--
	Mayfield -William Osler Health Centre		2
Rossall	Glenforest-Peel Children's Centre	1	1

Total		10	11
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Roy McMurtry Centre

see note on following page

Proposed Section 23 Staffing for Roy McMurtry Centre 2008-2009

- 27 secondary school classroom teachers
- 12 teaching assistants
- 1 special education teacher
- 1 guidance counsellor
- 1 transition teacher

1 librarian to be provided by MCYS

Reviews Planned for 2008-2009

- Enhanced learning programs and services
- Future Search: Reshaping special education for Peel students-further action teams
- September/October 2008: update for initial participants around Future Search: Reshaping special education for Peel students
- Collaborative Service Delivery Model Project (for students with ASD)
- Behaviour Program

11. Elementary Panel

Special Education Staff		FTE 2007-2008	FTE 2008-2009	Staff Qualifications
1. Teachers of exceptional students				
1.1	Teachers for resource-withdrawal programs	386.5	386.7	OTQRC + Minimum Sp.Ed. part I
1.2	Teachers for self-contained classes	256.6	258.47	OTQRC + Minimum Sp.Ed. part I
1.3	Teachers for Section 23	9	9	OTQRC
2. Other special education teachers				
2.1	Itinerant teachers	36.5	37.0	ASD/SN-OTQRC + Minimum Sp.Ed. part I Deaf/Hard of Hearing - OTQRC + Minimum part 1 Specialist in Deaf Education Blind/Low Vision - OTQRC + Minimum part 1 in Blind/Low Vision Education
2.2	Teacher diagnosticians	0	0	
2.3	Coordinators	4	1.0	OTQRC + Sp.Ed. Specialist
	Principal Coordinators		2.0	OTQRC + Sp.Ed. Specialist, Principal
2.4	Consultants and Special Education Resource Teachers	24	25	OTQRC + Sp.Ed. Specialist or equivalent
2.5	Section 23 Liaison	0.5	0.5	OTQRC + Sp.Ed. Specialist or equivalent
3. Educational assistants in special education				
3.1	Educational assistants	756.0	802.0	DSW, CYW, EA or equivalent
4. Other professional resource staff ** Total Social Workers in PDSB Allocations (Elementary)				
4.1	Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	25.1	27.6	Ph.D. or M.A. registered
4.2	Psychometrists	15.3	15.3	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)	42.6	44.1	Graduate degree in SLP registered
4.5	Audiologists	0.2	0.6	Fee for service
4.6	Occupational therapists	0.5	0.5	Fee for service
4.7	Physiotherapists	0	0	
4.8	Social workers (excluding chief)	15.23	**35.0	BSW or MSW-Registered
4.9	Subtotal	1572.08	1644.37	
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	0.5	
5.5	Intervenors (for deaf-blind students)	0.5	1.0	
5.6	Auditory-verbal therapists	0	0	
5.7	Subtotal	1.0	2.0	

Secondary Panel

Special Education Staff		FTE 2007-2008	FTE 2008-2009	Staff Qualifications
1. Teachers of exceptional students				
1.1	Teachers for resource-withdrawal programs (GLE, CON, ZIS)	118.5	119	OTQRC + Minimum Sp.Ed. part I
1.2	Teachers for self-contained classes	108.5	122.83	OTQRC + Minimum Sp.Ed. part I
1.3	Teachers for Section 23	10	11 +30	OTQRC
2. Other special education teachers				
2.1	Itinerant teachers	6	6	ASD/SN-OTQRC + Minimum Sp.Ed. part I Deaf/Hard of Hearing - OTQRC + Minimum part 1 Specialist in Deaf Education Blind/Low Vision - OTQRC + Minimum part 1 in Blind/Low Vision Education
2.2	Teacher diagnosticians	0	0	
2.3	Coordinators	1.0	1.0	OTQRC + Sp.Ed Specialist
2.4	Consultants and Resource Teachers (Special Education)	4.0	5.0	OTQRC + Sp.Ed Specialist
2.5	Section 23 Liaison	0.5	0.5	OTQRC + Sp.Ed Specialist
3. Educational assistants in special education				
3.1	Educational assistants	306	332.0 +12	DSW, CYW, EA or equivalent
4. Other professional resource staff * Total Social Workers (Secondary) in PDSB Allocations				
4.1	Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs))	5.9	6.9	Ph.D or M.A. Registered
4.2	Psychometrists	3.5	3.5	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)	0.9	0.9	Graduate degree in SLP registered
4.5	Audiologists	0.1	0.4	Fee for service
4.6	Occupational therapists	0.5	0.5	Fee for service
4.7	Physiotherapists	0	0	
4.8	Social workers	6.5	*15.0	BSW or MSW-Registered
4.9	Subtotal	571.95	624.58 +42	
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	0.5	
5.5	Intervenors (for deaf-blind students)	0	1.0	
5.6	Auditory-verbal therapists	0	0	
5.7	Subtotal	0.5	2.0	

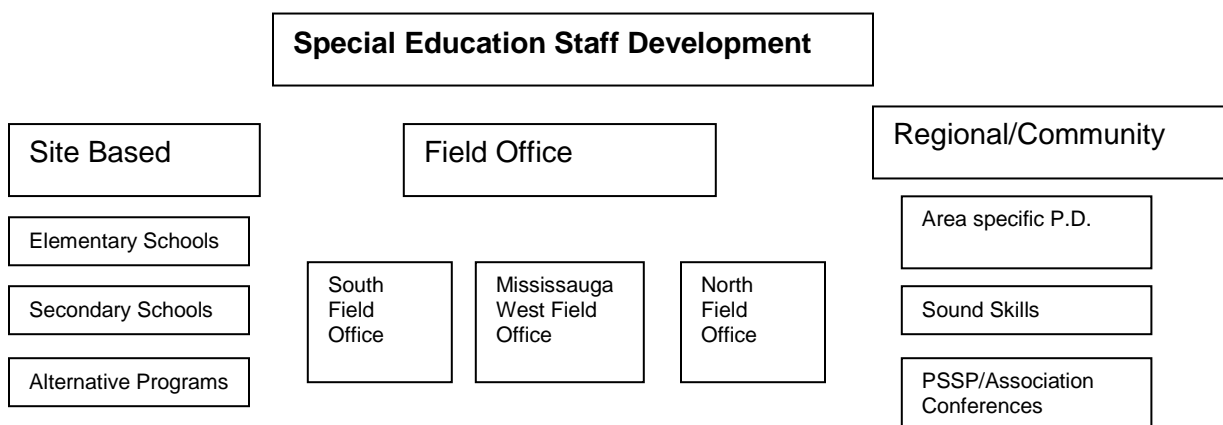
12. STAFF DEVELOPMENT

Purpose of the standard:

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

What you will find in this section:

- ways staff provide input for the plan and methods of determining priorities
- ways the board's SEAC is consulted about staff development
- Special Education Staff Development plan (courses, in-service training, and other types of professional development activities offered by the board)
- ways staff are trained with regard to the legislation and ministry policy on special education, with particular training for new teachers
- details of the board's budget allocation dedicated to the staff development plan in the area of special education
- ways 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



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.

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

The board focus for professional development is articulated in the *Teaching and Learning Plan* developed by the Curriculum, Instruction, Special Education Support Services Department and includes the following priorities:

- literacy and numeracy
- development of instructional intelligence
- Schools Attuned®

In addition the Special Education Support Services department works closely with other departments in pursuing professional development offerings. These departments include, Staff Development and School Support Services, Communication Support Services and Learning Technology Support Services.

System Focus

Literacy/Numeracy
First Steps®, Stepping Out®, Nelson Prime®

Ongoing teacher training and support for implementation. Early literacy and numeracy resource teachers support teachers at the classroom level. All special education resource teachers receive additional training in the implementation of First Steps® and Stepping Out®.

Fundamentals For Addressing Conflict

The Peel District School Board has, as one of its key goals, to achieve equity for students and staff. We provide equity of access and opportunity for students and staff to learn, work and develop in an environment that is encouraging, respectful and inclusive. A two year plan is in place to train all supervisory staff in conflict/dispute resolution strategies with a focus on human rights and equity issues.

Schools Attuned®	In partnership with All Kinds of Minds Institute, we offer professional development to Peel board staff through the Schools Attuned® program. This course provides content to assist educators to understand neurodevelopment and learning differences. The course also provides the resources, tools and processes for teachers to differentiate instruction for students with a variety of learning profiles. Special Education Resource Teachers and Co-ordinators who had not been previously trained attended the course in 2007.
Special Education Support Services Focus	
Ministry policy and legislation is an integral part of all professional development Professional development is articulated in department success plans and includes the following:	
IEP Development	<ul style="list-style-type: none"> • Regional, field office and site-based workshops for school administrators, teachers and regional support staff • Workshops address legislative requirements, terms and definitions used in the development of the IEP • Development and implementation of the IEP • Roles and responsibilities for staff and parents • Development of transition plans • Funding from the Ministry allowed for the hiring of a teacher trainer to support training teachers for inputting accurate data, developing wholesome annual goals and learning expectations
Assessment, evaluation and reporting	<ul style="list-style-type: none"> • Regional, field office and site-based workshops for: school administrators teachers regional support staff • Workshops develop an understanding of accommodations and modifications in regular and special education placements • Support teachers in their understanding of assessment, evaluation and reporting strategies • Address strategies and resources for effective and continuous assessment and evaluation
Identification, Placement and Review	<ul style="list-style-type: none"> • Regional, field office and site-based workshops for school administrators, IPRC chairs, special education teachers and regional support staff • Sessions will provide information regarding: legislative requirements roles and responsibilities identification and placement practices

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

- MyLearning Plan
- system calendar
- administrator in-service
- flyers to schools
- special education teacher meetings
- Curriculum, Instruction, Special Education Support Services Learning Team meetings
- personal phone calls and/or e-mail
- monthly SEAC meetings
- weekly meetings of senior administration
- PDSB web site
- staff meetings
- CISESS advisory committee
- Educational Resource Facilitators website and newsletter
- Links to Web page (Special Education (Heads and SERTs) and Special Programs)

STAFF DEVELOPMENT LEARNING OPPORTUNITIES

Date 2008-2009	Professional Development Topic
July	<ul style="list-style-type: none"> • Schools Attuned® courses • Course defining special education-for new leaders
August	<ul style="list-style-type: none"> • Summer Institute for New Teachers • Summer institute for teaching teams of students with ASD in the mainstream • Training for teaching teams of students with ASD in contained programs • Schools Attuned® courses • one day training session for new and returning teachers, BTA's of elementary behaviour programs • TEACCH Training • New SERT training • New consultant in-service
September	<ul style="list-style-type: none"> • Secondary teachers of Special Education- in-service • ISSP Teachers- In-service • New special education Heads- in-service • IEP training and ongoing follow up as required • KTEA training • Schools Attuned® course – for CISESS members • Critical Incident In-service • Reporting Child Abuse In-service • In-service for staff working with Developmental Disabilities and ASD • Sound Skills: Introduction to Kindergarten • Psychology In-service at Organizational Meeting • SERT meeting- speakers on Tourettes Syndrome, assistive technology • Teaching Assistant modules • One day training session for behaviour class teachers and BTAs • Speech-Language in-service at organized meeting • Network for Teachers of DD classes-North and South • SLP/ELL conference on second language learners • Heads with Special Education Responsibilities' meeting-Role of Social Worker

October	<ul style="list-style-type: none"> • IPRC Chairs meeting • Administrator policies and procedures workshop • Heads with Special Education Responsibilities' meeting – Acquired Brain Injury-Bloorview MacMillan • In-service training for teachers of communication and enhanced learning classes • Schools Attuned® courses • KIP team in service • SLP In service at organized meeting • Implementation Network – Schools Attuned® courses administrators • Schools Attuned in Practice® sessions • Sound Skills: Introduction to Grade One • Psychology Seminar for Administrators: Focus Discussion of Risk in Students • Social Work Symposium • Contact Teacher/TAs workshop • Teaching Assistant modules and workshops 4 half days • SLP Annual Conference: Ron Gillam
November	<ul style="list-style-type: none"> • In-service Assistive Technology for special needs accommodations for provincial assessments. • Suicide Intervention Training • In-service for teachers of GLD classes • In-service for KSP team • Transitions to Post Secondary – workshop for students • In-service for administrators • Psychological Assessment Tools • Schools Attuned in Practice® sessions • Heads with Special Education Responsibilities' meeting -Assessment • In-service seminar for Secondary School Educators • Geneva Centre Training Initiative for TA's • Teaching Assistant Modules & Workshop • SERT training in assistive technology • Network for Teachers of DD classes-North and South
December	<ul style="list-style-type: none"> • Schools Attuned® course - Subject Specialist • Critical Incident In-service • Transition workshops for grade 8 teachers: <i>Going From Grade 8 to Grade 9: What Supports are Available?</i> • In-service for teachers of behaviour programs • Teaching Assistant modules/workshops • Schools Attuned in Practice® sessions

January	<ul style="list-style-type: none"> • In-service Assistive Technology for special needs accommodations for provincial assessments. • ISSP teacher in-service • Schools Attuned® training • Think Bowl information session • In-service for teachers of classes for students with Developmental Disabilities • R and R on Language and Literacy • Case Studies/focussed discussion of risk in students • Schools Attuned in Practice® sessions • Annual Review training
February	<ul style="list-style-type: none"> • Heads with Special Education Responsibilities' meeting - Post Secondary Support • Literacy Booster: Parent Workshop • ISSP Institutes • Institute for new secondary Special education teachers • IEP in-service • Information session CAS/group home personnel • Annual review training for SERTs and teachers • Teaching Assistant workshops • Transition planning workshops for intermediate students with ASD/PDD • KTEA training • Schools Attuned® Subject Specialist • Schools Attuned in Practice® sessions • Network for Teachers of DD classes-North and South
March	<ul style="list-style-type: none"> • Critical Incident In-service • Teaching Assistant modules and workshops • Schools Attunes in Practice® sessions
April	<ul style="list-style-type: none"> • Suicide Intervention Training • Parent Literacy Workshop • Annual Social Work Conference • Workshop on EPPP Examination • Schools Attuned in Practice® sessions • Psychology Seminar for administrators – focussed discussion of Risk in Students • In-service for teachers of behaviour programs • Schools Attuned® courses • Network for Teachers of DD classes-North and South • SLP Spring Conference • Heads with Special Education Responsibilities' meeting-staffing
May	<ul style="list-style-type: none"> • Annual School Psychology Conference • Contact Teachers/TAs workshop • ½ day elementary behaviour mobile in-service • Geneva Centre Training Initiative for TA's • TA modules and workshops • Schools Attuned in Practice® sessions
June	<ul style="list-style-type: none"> • Annual Speech and Language Conference • Teaching Assistant modules and workshops
July	<ul style="list-style-type: none"> • Schools Attuned® courses

Events Scheduled Monthly	<ul style="list-style-type: none"> • September – May: Ongoing sessions for Schools Attuned® In Practice • Field Office School Success Team Meetings • Section 23 staff meetings • SLP staff meetings • Special Education Department Meetings • Social work staff meetings • Psychology staff meetings • Secondary Heads with Special Education responsibilities • Special Education Resource Teacher/Consultant Meetings • Resource Teachers-Special Education-Secondary • CISESS Learning Team Meetings (once monthly) • Psychology Clinical Issues Meetings • in-service sessions for staff of mobile behaviour support teams • ASD Resource Team meetings • monthly itinerant staff meetings • Implementation work in schools for Schools Attuned® • ½ day training session for mobile behaviour support team. Case managers, BTAs, teachers (elementary and secondary) • ½ day behaviour mobile workshop-elementary and secondary
General	<ul style="list-style-type: none"> • Fundamentals for Addressing Conflict (3 day institutes) – TBA • Anti-bullying initiative • staff development opportunities offered to Behaviour Teaching Assistants from psycho-educational consultants • book and video talks • Positive school climate development • Training for the revised operating procedure for High Risk Students • training for assistive technology and software applications • incorporating assistive technology into the curriculum • ongoing training offered to Board staff from Special Programs, ASD Resource Team and Erinoak School Support Program • Incorporating methods of ABA and transition planning in programs for students diagnosed ASD and DD • Combined Consultants/SERTs meeting-twice yearly • Collaborative interdepartmental (Special Education, Curriculum and Alternative) professional development inservicing professionals supporting students who are at risk • PD day for secondary teachers of students in gifted programs

Staff Development Budget for Special Education	
Staff Development for PPM 140	\$288 000
Materials and service from outside agencies	10 000
Conference fees, supply teachers for release time, honorariums	100 000
Writing Teams	70 000
Speaker Fees and Materials	20 000
Behaviour Delivery Model	20 000
Collaborative Service Delivery Model	50 000
Total	\$ 558 000
In addition to this dedicated budget, Special Education Resource Teachers/Consultants provide ongoing staff development around all issues connected with Special Education.	
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:	
<ul style="list-style-type: none"> • Erinoak – ASD – School Support Program • Trillium Health Centre • Geneva Centre for Autism • Peel Children's Centre • Ministry of Education –SEA and ISA4 • Ministry of Children and Youth Services • Success by 6 • Ministry of Colleges and Universities • York University • Brock University • Sheridan College 	

15. TRANSPORTATION

Purpose of the Standard:

To provide details of the board's transportation policies to the ministry and to the public.

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

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 (SERTs) 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 Section 23 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 57 Trillium 8 W. Ross MacDonald 14	<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, almost exclusively using 5 passenger mini vans, 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
Students who require transportation in order to attend summer school programs	<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">• Initial decisions regarding type of vehicle are made in conjunction with the school personnel and IPRC members• Adjustments are made collaboratively with the involvement of any or all of the following:<ul style="list-style-type: none">SERT/ConsultantCo-ordinatorSchool personnelParentsSuperintendentTransportation officers
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Safety Criteria

Wheelchair Service	<ul style="list-style-type: none"> • provided by 4 bus operators • all vehicles used comply with all regulations, including wheelchair securement processes and devices • drivers are specifically selected for this service based on experience, personality and driving record
Driver Training	<p>Each company trains their staff to varying degrees with respect to the transportation of exceptional students. The following outlines the range of training provided:</p> <ul style="list-style-type: none"> • all companies require a criminal record check • one company provides special needs training to all drivers • two companies provides training on an individual needs basis to drivers transporting special needs students • all companies train all drivers on the use of epi-pens • one company provides training throughout the year on particular areas, including but not limited to evacuation

Appendix A

SEAC CONSULTATION – APRIL 2008

The work completed at Future Search: Reshaping special education for Peel students (April 2007) was divided up into seven (7) categories or classifications and summarized. Out of those, questions were designed that would allow SEAC representatives to give their input related to the Future Search initiative.

The SEAC representatives met to brainstorm responses for the questions that were designated for the different classifications. This was accomplished by having pairs travel around the tables in carousel style for a set amount of time. The ideas were then clustered into common themes. Following are the responses from the various charts which were compiled at the end of the meetings.

CLASSIFICATIONS

1. Parent and staff capacity and skill building

There is a need to develop a common knowledge base that all parties can work from. Everyone has a voice and a responsibility.

What level of knowledge is required for all parties (parents, staff, associations) to best serve the needs of students?

Identifying Strengths/Needs

- strengths and weaknesses of students
- assume people can do – concentrate on strengths
- type of learner, type of knowledge
- drop stereotypes
- goals for achievement
- impact of Ministry guidelines, resources required
- itinerant brings knowledge specific to area
 - takes to classroom
 - enough time with itinerant needed by T.A.

Understanding and Accessing Programs and Services

- brochures, knowledge needs to be readily available in many languages

- many languages → creation of barrier
- parents → community associations available
 - what services are needed → and available outside of school → costs (resource guide – website, contacts) beyond the board's borders – outside staff within board
- students need to learn to advocate without being judged – parents need support, staff needs to support, associations need to support without fear
- ombudsmen – independent of school system – helps make connections
- Spec. Ed. Conference will help educate parents like Parent Literacy Conference
- re: Schools Attuned – educate parents and associations on philosophy and vocabulary
- how Spec. Ed. Dept. operates on a rudimentary basis
 - who to contact – not just title → role description
 - what are the acronyms & meanings – no acronyms would be better
 - more user friendly language
- hooking up with appropriate association
 - how to overcome barriers – language
 - educating parents on how to communicate to schools
- technology – what's available – what's new - how to access

Other

- what is "want vs. need?"
- educational vs. health issue?

2. Authentic parent/community/student involvement

"The collective I's make the we". The goal is to build a relationship of trust, respect and equality, focussing on students' unique needs and abilities.

What practices have you experienced, or been aware of, for building alliances with parents, community groups and students?

Home-School Communication

- easy accessibility/availability of teachers
- availability/accessibility of teacher

- openness of teachers to allow parent to observe → creates sense of trust
- home visits
- staff are generous in giving time
- teacher discussions and IEP's
- positive calls/contacts with parent
- highly visible and engaged Principal
- "social/friendly" calls from school to parent – often around charitable cause (i.e. Terry Fox)
- Guidance Dept./Secondary School good listeners/always there and receptive/openness – personality is important (relationship skills) – sense of humour is important
- School listening to parents' viewpoint

Communication, Educating and Informing Parents

- a SEAC newsletter out to parents quarterly would be useful
- telephone support line/newsletter/ABC
- presentations to community groups, to parents, associations by Board staff re: availability resources, programs, IPRC → can influence parent perception
- parent information nights for students with spec. ed. needs
- invite parents to attend open meetings, i.e. SEAC
- school may support/guide parent to specific community group
- coordinators/gifted attended ABC meeting to share info
- PD for Principals/Teachers re: spec. ed. needs to building understanding of parent perceptions
- the Future Search process
- focus on student strengths – see the child's gifts

Collaboration Among School Community

- why not consider a "special ed." conference to review strategies and bring parents together – getting people involved – reach parents who are not connected to an advocacy group
- school persisting and working through a problem and not always calling the parent to come
- involve all individuals on the team in planning including T.A.s
- school custodian can be a key in building relationship with student
 - recognizing that every person in the school has a role and can influence student
- student T.A. considered "a part of" the class – involved with all the students/sense of community
- accept mutual responsibility for student's growth and development
- itinerant low vision teachers organized a picnic for their students – on their "own" initiative

Other

- Parent Council meetings (attendance may be inconsistent)

3. School/community hub

Communities should be focussed around a neighbourhood, school-based centre, offering access to a range of coordinated community programs, services and supports for children, youths and their families.

What are some ways we can further connect schools with neighbourhood and community programs and services?

Media and Community Connections

- regular section in local paper listing events in schools
- could events be televised on local cable channels to engage the community
- having organizations come in for info sessions for parents and/or students

School Connections

- newsletters outlining what outside services are available
- easy access to spec. ed. page on the PDSB website

- community bulletin boards in school
- translate anything and everything into as many languages as possible including Braille, etc.
- invite associations, etc. to present at schools
- access to association telephone numbers, links to website (perhaps through spec. ed. website)
- central database so secondary school students can support and access community hours

Activities

- more community events to bring the school and community together, e.g. joint park cleanups, carnival-type activities
- talent shows
- drop-in, informal 'coffee' time at school sites (during the day, some opportunity for after school)

Physical Plant

- play groups for preschoolers (including parents and community agencies)
- childcare available in the school or in an area readily accessible at every level (multiple resources should be available for all students)
 - potential for 24 hours/7 days per week – each family of schools could decide on the need
- make it more accessible to allow community groups to use the school building after hours/possibility of on-site offices (portable) within family of schools

Improved Home, School and Community Relationships

- schools need to take advantage of the community around them (e.g. churches, etc.)
- being sensitive to the issues of the community and working together with the school, e.g. neighbourhood plazas
- schools need a closer association to associations to address specific needs of students as they arise

4. Technology – Resources for learning

There should be equal access to technology for all, both in assistive devices and in software.

What processes need to be in place around technology and resources to insure equitable access by all students?

Access – Equal Access

- access funding
- match potential of students
- to have same opportunities as other students
- make sure spec. ed. students have the technology to make curriculum accessible to them the way the "regular" population has access
- all schools need to be equal – computers, internet
 - small schools have less because of numbers
 - equal access when students move
 - equal access to all technology that the board has available, i.e. individual schools
- remember it is equity to opportunities
- some schools have access to more computers
- how can affluent schools share with less affluent (big issue)
- fair for Spec. Ed.
- equity and equality

Partnerships

- partnerships

Knowledge

- training of staff, students and parents
 - students and parents to be on "same page" to encourage parent involvement
- process for training parents about computer – need all levels
- educate parents (who might be in denial at that point in time) so that their child receives what is available and necessary for success

- process for learning about, being made aware of most recent advances
- knowledge of equipment available -
 - current
 - to teachers/students in schools
 - most current equipment
- process so admin and teachers know what is available – disseminate info
- parent awareness training of what is available – any equipment – how to use to maximize learning at home

Planning/Policy

- development of policy for equipment → going home
- evaluate computers so as to know what schools have
- good planning for 'next' term – year so appropriate teacher (Braille) is available

5. Early years and early identification

Research clearly demonstrates that investing in the early years (birth to 6 years) positively develops a child's resilience, which, in turn, maximizes school readiness. The early years model must engage all stakeholders, including parents, the board, community organizations and funding bodies, in active partnership.

The Peel board also values early intervention for students at the primary and junior division level. Early identification allows for more intensive support at a critical development stage to maximize learning potential. This will require careful alignment of resources and supports.

What resources/supports/services would benefit the early learners that your association represents?

Expansion of Available Services

- More hubs
- Opportunities for children to interact and learn from each other
- Have a preschool play group in local schools
- Something that engages parents to take responsibility for stimulating, educating their children in the early years
- Parent resource centres that present in interesting, fun, fashion

- Develop Early Years Centres that are all inclusive
- Extension of Board services and programs downward to preschool – to support children in preschool programs
- Full day kindergarten
- Teaching assistant support
- More primary classes available for Gifted students
- Schools Attuned to address children's specific needs

Early Identification

- Programs to increase parent awareness of need for early assessment
- Early screening and assessment of children
- More assessment capacity
- Grade 4 CCAT testing too late. Should be done earlier – Grade 2 (1)

Technology

- Technology
- Acoustic management systems for all classroom space
- Computer availability

Parent Education

- Access through association members to the Board professional library for families
- Parent education programs
- Someone to assist parents in accessing community programs, services
- Education for families around programs, services, stimulation/education techniques

Communication Supports

- Brochures from each association should be available in every JK classroom and sent home with each student. Translations should be made available.
- ESL learners families need translations of Board policies, procedures, program. More translators – more advertisement of availability of translators.

- Assure communication between the Board and outside agencies/associations to screen and plan for students entering the system.
- Have association representatives do question/answer sessions in local school communities.
- To have someone available to explain processes for accessing community programs and services, government programs and services, Board programs and services.

Universal Principles

- No segregation. Provision of supports to children in the mainstream.
- Universal design.
- Continued assurance of accessibility.

6. Instructional strategies, universal design and differentiated instruction

All students have access to a learning environment and evidence-based instructional strategies that address their strengths and needs while challenging them to maximize their learning potential.

From your association's perspective what helps students learn?

Differentiate Instruction

- Qualified teaching/support staff in the latest instructional strategies, processes, technology
- Access to acceleration
- Inclusion and acceptance in all aspects of the school community
- Ever changing and always revolving instruction based on individual student needs: specific needs
- Highly specialized and qualified instruction for student special needs, e.g. training needs and appropriate professionals and time required/intensity
- Engaging (individual materials and instruction, e.g. books, computers) – leverage student strengths and implement appropriate rewards
- All teachers/team trained in Schools Attuned
- Students be at their zone of proximal learning
- Identify different types of learners and learning skills – identify strengths – focus on strengths
- Smaller class sizes

- Universal design and differentiated instruction a given
- Being included in the mainstream and not to be segregated
- Support teaching team in their own learning to help students
- Accepting children as children 'first' and the disability second – look at strengths and aim higher
- Regular class placement for all students
- Feeling accepted for who you are
- Inclusivity
- All teachers need training in Spec. Ed. beginning in Teachers College level
- Consistency and follow through: action, consequence
- Expectations should be higher and modify accordingly – do not waste time 'getting to know child'
- T.A.'s
- T.A. support where required
- Need flexibility – no absolutes – feel you belong – integration OR congregation
- Assume child can do 'it' and work from there
- Starfish idea that every child is important – we will make a difference for every child

Technological Support

- Easy/fast access to a variety of technologies, resources, new developments
- Acoustic management of classes, e.g. appropriate sound/speech (higher than the system standards) – levels in all classes
- Technology must be accessed at school and home
- Quick tech support
- Access to programs, resources and variety, e.g. internet, books, videos

Empathy and Understanding

- Seeing is believing, e.g. T.A. visit home to observe home behaviour

- Help to support social/emotional development of students
- Access to nutritional and healthy supports (mental, physical)
- Promote self-esteem and do not force students to be what the school thinks they should be
- Fabulous principals (administration), i.e. sets tone for approaches to special need students and parents/guardian/families
- A caring teacher
- Peers educated about specific disabilities, sharing information with classmates are ways to increase possibility of peers who understand
- A disciplined school environment: strong structure, guidelines enforced
- A safe supporting school environment
- Passionate, loving, involved parents/guardians
- Listening to parents, they do know their child best
- Listen to parents: behaviours happen at school and not at home and vice-versa
- Parent support the learning at home, advocacy

Congregated Programs

- Being with others like themselves
- Congregated with intellectual peers

7. Program Services and Alignment of Resources

This element will be addressed as the board moves further into the review and continues its consultation.

What services/programs/resources within the Board serve the needs of students that your association represents?

Communication to Community

- Use SEAC reps – in classes
- Lack of communication to parents about services, resources being provided = increase in positive relationship between home/school
- Increase awareness of SEAC members to larger parent community
- Brochures from each association should be available to parents and staff

- Consistent sharing of information, communication

Continuum of Service

- Larger proportion of students should be in contained (currently 35% in cont., 65% in reg. class – switch)
- Congregated class but need for more (ABC, Easter Seals)
- Some groups want contained classes while others want all in regular classrooms
- Primary responsibility of instruction is regular classroom teachers
- Supports, resources available regardless of placement location/type (more appear to be in contained class than regular classes)
- Equally between North & South in board
- Frustrating that current model (contained classes) doesn't reflect philosophy of organization (particularly at secondary)
- More/all students with special needs remaining in mainstream = inclusion
- If Intermediate Enhanced Learning Class was more standardized, consistent this could address needs of students
- Range of placement options to meet student needs

Assessments

- Don't do enough assessments – need to get private assessments
- Administer CCAT testing earlier – may be more willing to move to contained

Resources to Enhance Student Learning

- Increase in access to technology (computers, software, etc.)
- Differentiated instruction – teachers must be knowledgeable
- Technology is critical – Dragon Naturally speaking
- Need for more T.A.'s to support needs of students
- Resources – all staff working with particular exceptionality should have training specific to exceptionality

Resources to Enhance Professional Learning

- T.A. support appears to be dependent on other factors other than student need (school need, other student's need)
- So much inservice for teachers – need to integrate knowledge and experience
- More T.A.'s pay them more, are well chosen, compassionate, meet the needs of students, critical to student success
- Ongoing support of PD

Various Programs Available for Student Success

- Once we have the information/recommendations the decisions and program moves forward → including resources and supports
-
- Increase in SLP – service should match needs of student and not reflect program allocation (or lack of)
- "everything and everyone" serves the needs of students (teachers, principals, custodians, etc.)
- Co-op is necessary to develop employment skills
- Universal design

Other

- SESS Chart should include SEAC
- More accessibility
 - In older schools
 - In newer schools (e.g. push button door openers)

Appendix B

BRAMPTON CALEDON COMMUNITY LIVING AND COMMUNITY LIVING MISSISSAUGA

Submission to Peel District School Board re: SEAC Consultation 2008

We know that students with an intellectual disability can be supported in the mainstream. The Ministry of Education has articulated its policy position on this issue stating its commitment to the principle that “the integration of exceptional students should be the normal practice in Ontario, when such a placement meets the pupil’s needs and is in accordance with parental wishes.” (*Special Education: A Guide for Educators*). The Ministry’s Regulation 181 reads as follows: “Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires it to consider placement in a regular class with appropriate special education services.” Peel Board policies are already in place to provide for the mainstream option but are not always followed up on for students with an intellectual disability. In particular, the mainstream option is not always being made viable for these students at the secondary level. The beliefs, information and resources in *The Future We Want*, *Education for All*, and *Schools Attuned* should be applied to support these students in the regular class at their neighbourhood school.

“For students to learn at their optimum, they must feel included...[our] curriculum must proceed from an unbiased, inclusive perspective that respects diversity and embraces a social justice approach to all forms of discrimination and oppression. Teachers must ensure that their classroom programs and practices respect their students' many differences; they must find a valued place for those differences in the daily curriculum.” (*The Future We Want*)

“Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Universal design ensures that the classroom and other learning environments are as useable as possible for students, regardless of their age, ability, or situation. Teachers should also aim to respond to the specific learning profiles of individual students with differentiated instruction.” (*Education for All*)

Embracing the notion that all children are wired to learn in subtly different ways, Levine has created a program called Schools Attuned, which trains teachers how to tailor their methods to each student's specific strengths and weaknesses.” (*Biography Magazine*)

Parents must be made aware of all the options and resources available and should be provided support to make an informed choice regarding their child’s placement. In too many instances this choice is being made by the school board and then offered to parents

as the only option. Options for students regarding services and placements should not be limited based on a label or diagnosis. The board should do more to understand, include, and respond to the complex and diverse needs and challenges facing students of all abilities and become less dependent on exclusion.

Community Living Ontario's goal is "that all persons live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate effectively." Children cannot be educated in a segregated environment and then be expected to thrive in the community. Being included doesn't just mean being in the same physical setting – 'included' also means being a part of and participating in the whole school community.

Kathie Snow (*Disability is Natural – Braveheart Press*) frames it perfectly:

"Instead of thinking people with disabilities are incompetent—unable to learn, succeed, make decisions, and more—we need to *presume competence*. When we *expect* a person to learn, *expect* her to succeed, and *expect* her to make decisions about her life, she will! She may need assistive technology, supports, or accommodations to accomplish her goals, but so do we all."

Both the Premier and the Minister of Education in this province have endorsed inclusion and its benefits to all children:

"I continue to believe that the best way for us to educate our children is to bring them together so they can come together, learn together and grow together." – Premier Dalton McGuinty

"Every person must feel they are respected and included in our education system." – Education Minister Kathleen Wynne

And Moira MacDonald writing in the Toronto Sun states:

"The education ministry says when it talks about equity it means creating schools that are inclusive for everybody and where everybody feels "safe, accepted and respected." "

March 2008

Appendix C

Consultation with the representative of the Tourette Association (excerpt from email)

According to the representative of the Tourette Association there are significant concerns around the lack of tourette-specific training in the professional development of teachers, principals, teacher assistants etc. As a result these children (especially those with severe diagnoses) are not well understood.

Despite all of the literature, their behaviours (a particular issue) are not well understood as neurologically driven.

The other concern relates to the placement of these students. Behaviour classes are the worst possible scenario due to their tendencies to mimic behaviours. The identifier categories of the Ministry do not seem to serve 'touretters' well.

The representative remains optimistic, understanding that it does take time to get change. The Special Education Heads will have a presentation from the Tourette Syndrome Association of Ontario on May 8th. She was delighted that Robin Lynn Buchanan invited the association to present. As well there will be a presentation at SEAC in May. There will be a follow-up personal consultation with the superintendent in May.

Appendix D

Peel District School Board**ACRONYMS SPECIFIC TO SPECIAL EDUCATION SUPPORT SERVICES**

ABC	Association for Bright Children
ADHD	Attention Deficient Hyperactive Disorder
ASD	Autism Spectrum Disorders
BBBS	Big Brothers Big Sisters
BTA	Behavioural Teaching Assistant
CAS	Children's Aid Society
CASPP	Council on Adolescent Suicide Prevention in Peel
CBO	Central Board Office –a.k.a. H.J.A. Brown Education Centre
CCAC	Community Care Access Centre
CEC	Council for Exceptional Children
CET	Centre for Education and Training
CIP	Community Intervention Program
CIRT	Critical Incident Response Team
CISESS	Curriculum, Instruction and Special Education Support Services
CVH	Credit Valley Hospital
DD	Developmental Disability
DD/SN	Developmental Disability/Special Needs
F&ST	Family and Schools Together
GLD	General Learning Disability
GLE	Learning Strategies Course -Secondary (Exceptional)
HOH	Hard of Hearing
IAP	Intermediate Alternative Program
ICOM	Intermediate Communication Class
ICON	Intermediate Contact Class
IELC	Intermediate Enhanced Learning Class
IEP	Individual Education Plan
IGLD	Intermediate General Learning Disability
IPRC	Identification, Placement & Review Committee

ISA	Intensive Support Amount
ISELP	In-School Enhanced Learning Program
ISM	In-School Mentoring
ISRC	In-School Review Committee (School Team)
ISSP	In-School Support Program (in-school remedial teacher)
JCOM	Junior Communication Class
JELC	Junior Enhanced Learning Class
JINT	Junior Interval Class (Behaviour)
KIP	Kindergarten Intervention Project
KTLC	Kindergarten Transition Language Class
LD	Learning Disability
LI	Language Impaired
LS1	Learning Support Level 1
LS2	Learning Support Level 2
LTSS	Learning Technology Support Service (Computer Support)
MBST	Mobile Behaviour Support Team
MERE	Manifesting Encouraging and Respectful Environments
MID	Mild Intellectual Disability
MWFO	Mississauga West Field Office
NFO	North Field Office
OCD	Obsessive Compulsive Disorder
ODA	Ontarians With Disabilities Act
ODD	Oppositional Defiant Disorder
OSR	Ontario Student Record (Student's School File)
OT	Occupational Therapist
PAS	Peel Alternative Schools
PCC	Peel Children's Centre
PCOM	Primary Communication Class
PELC	Primary Enhanced Learning Class
PGLD	Primary General Learning Disabilities
PHD	Physical Health Disabilities
PINT	Primary Interval Class

PSSP	Professional Student Services Personnel (Psychology, Speech & Language, Social Work)
PT	Physio Therapist
PTP	Primary Transition Program
RISE	Recognizing Individual Success & Excellence
SALEP	Supervised Alternative Learning For Excused Pupils (early school leaving program for 14 and 15 year olds to seek employment)
SAPP	Sexual Abuse Prevention Program (Grant from the Ministry)
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEAP	Senior Elementary Alternative Program
SEPPA	Special Education Per Pupil Amount
SERT	Special Education Resource Teacher
SFO	South Field Office
SIP	Special Incidence Portion
SLP	Speech/Language Pathologist
SST	Student Success Teacher
TA	Teaching Assistant (Educational Resource Facilitator)
TEAM	Teen Mothers' Program
TELL	Temporary External Learning Link
TFWW	The Future We Want

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