



**Peel District School Board**

**Special Education Programs and Services**

**2018-2019**



**PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION  
AMENDMENTS 2018-2019**

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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)**

	<b>2017-2018 FTE</b>	<b>2018-2019 FTE</b>
Interval	13	12
Communication	58	58
Developmental Disabilities	22	23
Developmental Disabilities / Special Needs / ASD	32	37
Enhanced Learning	26	28
General Learning Disability	47	47
Hard of Hearing	6	6
Kindergarten Intensive Support Class	1	0
Kindergarten Transition Language Class	10	10
Primary Transition Program	10	10
Autism Spectrum Disorder	44	45
Intensive Support Class	2	2
Care and/or Treatment Programs, Custody and Correctional Facilities	7	7
<b>TOTAL FTE</b>	<b>278.0</b>	<b>285.0</b>

**ELEMENTARY PROGRAMS NON-CONTAINED**  
**Teacher Full Time Equivalent (FTE)**

	<b>2017-2018 FTE</b>	<b>2018-2019 FTE</b>
In-School Support Program	394.3	396.5
Intermediate Contact Program	19	17.5
Intensive Kindergarten Support	19	19
<b>Sub-total</b>	<b>432.3</b>	<b>433.0</b>
<b>Local Priority</b>		
In-School Support Program	5.5	5.5
Intermediate Contact Program	5.5	5.5
Intensive Kindergarten Support	19	19
<b>Sub-total</b>	<b>30</b>	<b>30</b>
<b>ITINERANT TEACHERS</b>		
ASD Resource Team	13	13
Hard of Hearing	13	13
Intensive Support Team	8	9
Special Needs	11.5	11.5
Visually Impaired	7	7
Home Instruction	1	1
<b>Sub-total</b>	<b>53.5</b>	<b>54.5</b>
Special Education Resource Teachers (SERTs)	20	20
Assistive Technology Central SERTs	2	2
Assistive Technology Resource Teachers (ATRTs)	13	13
<b>Sub-total</b>	<b>35</b>	<b>35</b>
<b>CONSULTANTS</b>		
Central Support IEP	1	1
Assistive Technology	1	1
<b>Sub-total</b>	<b>2</b>	<b>2</b>
<b>TOTAL FTE</b>	<b>552.8</b>	<b>554.5</b>

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

	<b>2017-2018 FTE</b>	<b>2018-2019 FTE</b>
Care and/or Treatment Program, Custody and Correctional Facility	33	33
Learning Support (LS1/LS2)	57	57
Programs for Students with Developmental Disabilities	63	48
Local Priority - Programs for Students with Developmental Disabilities	3	5
District Programs for Students with Developmental Disabilities (DDD)	30.0	40
Local Priority - District Programs for Students with Developmental Disabilities (DDD)	1	0
Resource Programs for Students with Developmental Disabilities (DD R)	8.0	7
Local Priority - Resource Programs for Students with Developmental Disabilities (DD R)	1	2
Resource Program for Students with an Autism Spectrum Disorder (ASD R)	25.67	25.67
Local Priority - Resource Program for Students with an Autism Spectrum Disorder (ASD R)	3	4.5
Vocational Level 1	23.5	23.5
Local Priority - Vocational Level 1	0	0.5
Itinerant - Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, VIS, HOH, SN, IS, HI)	11	11
Regional Communications Program for Students with a Learning Disability	6	6
In School Support (ZIS) and Contact	65.5	63.33
Local Priority - In School Support (ZIS) and Contact		.05
Itinerant - Intensive Support	2	2
Home Instruction	1	1
<b>TOTAL FTE</b>	<b>333.67</b>	<b>330.0</b>

## TEACHING ASSISTANT (TA) ALLOCATIONS

<b>ELEMENTARY TA ALLOCATIONS</b>		
	<b>2017-2018</b>	<b>2018-2019</b>
Students integrated into the mainstream	789.5	789.5
Classes for Students with Developmental Disabilities (DD)	165	182
Classes for Students with an Autism Spectrum Disorder (ASD)	113	117
Hard of Hearing	6	6
General Learning Disabilities Classes (GLD)	47	47
<b>TOTAL ELEMENTARY TA ALLOCATIONS</b>	<b>1120.5</b>	<b>1141.5</b>

<b>SECONDARY TA ALLOCATIONS</b>		
	<b>2017-2018</b>	<b>2018-2019</b>
Students integrated into the mainstream	83	83
Program for Students with Developmental Disabilities (DD) (Applewood + Parkholme)	208.5	208.5
Resource Program for Students with a DD (DD R)	18	18
Resource Program for Students with an ASD (ASD R)	80	86
District Program for Students with a Developmental Disability (TLK + Lincoln Alexander)	44	44
Vocational Level 1 Program	4	4
<b>TOTAL SECONDARY TA ALLOCATIONS</b>	<b>437.5</b>	<b>443.5</b>

<b>TOTAL ELEMENTARY AND SECONDARY TA ALLOCATIONS</b>	<b>1558</b>	<b>1585</b>
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<b>OTHER</b>	<b>2017-2018</b>	<b>2018-2019</b>
K-12 ASD, RESOURCE, TRANSITION, DD	14	14

<b>ELEMENTARY BEHAVIOUR TA (BTA) ALLOCATIONS</b>	<b>2017-2018</b>	<b>2018-2019</b>
Contained Class Programs BTAs (Interval, ISC)	34	28
Superintendent BTAs	154	156
Intensive Support BTAs	14	16
<b>TOTAL ELEMENTARY BTA ALLOCATIONS</b>	<b>202</b>	<b>200</b>



<b>SECONDARY BEHAVIOUR TA (BTA) ALLOCATIONS</b>		
	<b>2017-2018</b>	<b>2018-2019</b>
Secondary Contact Program BTAs	35	34
Intensive Support	4	4
<b>TOTAL SECONDARY BTA ALLOCATIONS</b>	<b>39</b>	<b>38</b>
K-12 Flexible BTA Itinerants	30	31
<b>TOTAL ELEMENTARY AND SECONDARY BTA ALLOCATIONS</b>	<b>271.0</b>	<b>271.0</b>

<b>TOTAL NUMBER OF TEACHING ASSISTANTS ALLOCATIONS (excluding non-Special Education Funded TAs)</b>	
2018-2019	<b>1855.0</b>
2017-2018	<b>1829.0</b>
2016-2017	<b>1687.0</b>
2015-2016	<b>1613.5</b>
2014-2015	<b>1543.0</b>
2013-2014	<b>1441.5</b>
2012-2013	<b>1423.5</b>
2011-2012	<b>1405.5</b>
2010-2011	<b>1341.5</b>
2009-2010	<b>1237.5</b>

<b>NON-SPECIAL EDUCATION FUNDED TEACHING ASSISTANT ALLOCATIONS</b>		
<b>ELEMENTARY ADDITIONALLY FUNDED TA ALLOCATIONS</b>	<b>2017-2018</b>	<b>2018-2019</b>
Technical Assistance	3	3
<b>GOVERNMENT GRANT PORTION</b>		
Care and/or Treatment Programs, Custody and Correction Facilities	5	5
<b>TOTAL</b>	<b>8</b>	<b>8</b>
<b>SECONDARY ADDITIONALLY FUNDED TA ALLOCATIONS</b>		
<b>GOVERNMENT GRANT PORTION</b>		
Care and/or Treatment Programs, Custody and Correction Facilities	9	9
Roy McMurtry	3	3
<b>TOTAL</b>	<b>12</b>	<b>12</b>

## PROFESSIONAL SUPPORT SERVICES

<b>EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES</b>		
<b>Speech-Language Pathologists</b>	<b>2017-2018</b>	<b>2018-2019</b>
(does not include Chief Speech and Language Pathologist) <b>*Includes Early Years SLP of 0.2</b>	<b>54.8</b>	<b>*55.0</b>

<b>PSYCHOLOGICAL SERVICES</b>		
<b>Psychoeducational Consultants</b>	<b>2017-2018</b>	<b>2018-2019</b>
(does not include Chief Psychologist, Senior Psychologist, Coordinator of Behaviour Programs)	<b>59.0</b>	<b>60.6</b>

<b>SCHOOL SOCIAL WORK SERVICES</b>		
<b>Social Workers</b>	<b>2017-2018</b>	<b>2018-2019</b>
(does not include Chief Social Worker, Senior Social Worker) <b>*includes behaviour consultant and Co-ordinator of student well being</b>	<b>60.8</b>	<b>61.4</b>

\*Includes Alternative Programs, Hubs and Urban Funding

## ELEMENTARY CONTAINED CLASSES

### Enhanced Learning Classes (ELC)

Superintendent	School	Class	Allocation	Max Enrolment
Cook	Greenbriar	IELC	1	25
Da Silva	Silverthorn	JELC	1	23-25
Daws	Sir Isaac Brock	J/IELC	1	23-25
Jaiswal	Homelands	IELC	3	75
	Thorn Lodge	JELC	1	23-25
Logue	Caledon East	J/IELC	1	23-25
	Caledon East	IELC	1	25
McCutcheon	Cheyne	IELC	1	25
	Robert H. Lagerquist	IELC	1	25
	Somerset Drive	PELC	1	20
	Somerset Drive	JELC	1	23-25
Minott	Middlebury	PELC	1	20
	Middlebury	JELC	1	23-25
Robertson	Fallingbrook	IELC	3	75
Solomon-Henry	Dolphin	IELC	5	125
	Lorenville	IELC	1	25
Stubbings	Helen Wilson	JELC	1	23-25
	Sir John A. Macdonald	IELC	1	25
Van Hooydonk	Camilla Road	IELC	2	50
<b>TOTAL</b>			<b>28</b>	

According to Regulation 298, section 31, .....in no case shall the enrolment in a self-contained class exceed:

• Regarding gifted students in elementary school:

- ✧ 20 in a class if it consists only of students in the primary division
- ✧ 23 in a class if it includes at least 1 student in the primary division and at least 1 in the junior or intermediate division
- ✧ 25 in a class if it consists only of students in the junior or intermediate division

*(Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 20-17)*

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

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
DeFreitas	Homestead	P/JINT	1	8
	Northwood	P/JINT	1	8
McCutcheon	Mount Pleasant Vill.	PINT	1	8
Minott	McKinnon	PINT	1	8
	Trelawny	PINT	1	8
Robertson	McBride	P/JINT	1	8
Solomon-Henry	Miller's Grove	P/JINT	1	8
	Ray Underhill	PINT	1	8
Stubbings	Arnott Charlton	PINT	1	8
	Hickory Wood	PINT	1	8
	Kingswood Drive	P/JINT	1	8
Van Hooydonk	Cashmere	P/JINT	1	8
<b>TOTAL</b>			<b>12</b>	<b>96</b>

**Intensive Support Classes**

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

According to Regulation 298, section 31, .....in no case shall the enrolment in a self-contained class exceed:

Regarding student attending INT/IS programs in Elementary School

✧8 in a class for students in the primary, junior and intermediate divisions

*(Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 20-17)*

### General Learning Disability Classes (GLD)

Superintendent	School	Class	Allocation	Max Enrolment
Cook	Balmoral Drive	IGLD	1	14
	Greenbriar	IGLD	1	14
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	IGLD	1	14
	Brandon Gate	P/JGLD	1	10
	Brandon Gate	JGLD	1	14
	Calderstone Middle	IGLD	1	14
	Darcel Avenue Senior	IGLD	1	14
DeFreitas	Beatty Fleming Senior	IGLD	1	14
	Centennial Senior	IGLD	1	14
	Queen Street	P/JGLD Gr. 2,3,4	1	14
Jaiswal	Brookmede	PGLD	1	10
	Brookmede	JGLD	1	14
	Erin Mills	IGLD	1	14
Logue	Herb Campbell	IGLD	1	14
McCutcheon	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
Minott	Erin Centre Middle	IGLD	1	14
	Kindree	JGLD	1	14
	Lisgar Middle	IGLD	1	14

### General Learning Disability Classes (GLD) Cont'd

Superintendent	School	Class	Allocation	Max Enrolment
Noble	Larkspur	P/JGLD	1	14
	Mountain Ash	IGLD	1	14
	Treeline	JGLD	1	14
	Treeline	IGLD	1	14
Robertson	Fallingbrook	IGLD	2	28
Solomon-Henry	Dolphin Senior	IGLD	1	14
	Huttonville	J/IGLD	1	14
	Ray Underhill	PGLD	1	10
	Ray Underhill	JGLD	1	14
Stubbings	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
Van Hooydonk	Camilla Road Senior	IGLD	1	14
	Riverside	IGLD	1	14
	The Valleys Senior	IGLD	1	14
<b>TOTAL</b>			<b>47</b>	<b>638</b>

According to Regulation 298, section 31, .....in no case shall the enrolment in a self-contained class exceed:

Regarding students with a mild intellectual disability in elementary school:

✧ 12 in a class for students in the primary division

✧ 16 in a class for students in the junior and intermediate divisions

*(Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 20-17)*

### Kindergarten Transition Language Class (KTLC)

Superintendent	School	Class	Allocation	Max Enrolment
Cook	Aloma Crescent	KTLC	1	6
Da Silva	Cooksville Creek	KTLC	1	6
Daws	Red Willow	KTLC/1	1	6
Jaiswal	Sheridan Park	KTLC	1	6
Logue	Macville	KTLC	1	6
McCutcheon	Conestoga	KTLC	1	6
	Esker Lake	KTLC	1	6
Solomon-Henry	Plowman's Park	KTLC	1	6
Stubbings	Cherrytree	KTLC	1	6
Van Hooydonk	Clifton	KTLC	1	6
<b>TOTAL</b>			<b>10</b>	<b>60</b>

### Communication Classes (COM)

Superintendent	School	Class	Allocation	Max Enrolment
Cook	Balmoral	ICOM	1	8
	Earncliffe Sr.	ICOM	1	8
	Eastbourne Drive	JCOM	1	8
	Eastbourne Drive	P/JCOM	1	8
Da Silva	Allan A Martin	ICOM	1	8
	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
	Red Willow	P/JCOM	1	8
DeFreitas	Ridgeview	PCOM	1	8
	Ridgeview	JCOM	1	8
	Springbrook	P/JCOM	1	8

	Springbrook	J/ICOM	1	8
Jaiswal	Erin Mills Middle	ICOM	2	16
	Hillside	PCOM	1	8
	Hillside	P/JCOM	1	8
	Hillside	JCOM	1	8
Logue	Great Lakes	P/JCOM	1	8
	Great Lakes	JCOM	1	8
	Great Lakes	ICOM	1	8
	James Bolton	P/JCOM	1	8
	Macville	PCOM	1	8
	Palgrave	JCOM	1	8
	Palgrave	ICOM	1	8
McCutcheon	Cheyne Middle	ICOM	1	8
	Conestoga	PCOM	1	8
	Conestoga	JCOM	1	8
	Conestoga	P/JCOM	1	8
	Esker Lake	PCOM	1	8
	Robert H. Lagerquist Sr	ICOM	1	8
	Worthington	P/JCOM	1	8
Minott	Ruth Thompson Middle	ICOM	1	8
Noble	Robert J. Lee	P/JCOM	1	8
	Treeline	ICOM	1	8
	Shaw	ICOM	1	8
Robertson	McBride Avenue	JCOM	1	8
	Whitehorn	PCOM	1	8
	Whitehorn	JCOM	1	8
Solomon-Henry	Dolphin Senior	ICOM	2	16
	Plowman's Park	PCOM	1	8
	Plowman's Park	JCOM	1	8
	Willow Way	PCOM	1	8
	Willow Way	JCOM	2	16



<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Stubbings	Fletcher's Creek	ICOM	1	8
	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
Van Hooydonk	Clifton	PCOM	1	8
	Clifton	JCOM	1	8
	Janet I. McDougald	PCOM	1	8
	Janet I. McDougald	JCOM	1	8
<b>Total</b>			<b>58</b>	<b>464</b>

According to Regulation 298, section 31, .....in no case shall the enrolment in a self-contained class exceed:

Regarding student attending COM programs in Elementary School

✧8 in a class for students in the primary, junior and intermediate divisions

*(Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 20-17)*

Please refer to Regulation 298, section 31, for the maximum enrolment in a special education class.

*(Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 20-17)*

**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)**

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Cook	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	I DD/ASD	1	6
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
	Tomken Road Middle	IDD/ASD	1	6
Daws	Beryl Ford	IDD	1	10
	Claireville	P/JDD	1	10
DeFreitas	Centennial Senior	IDD	1	10
	Sir William Gage Middle	IDD	1	10
Jaiswal	Brookmede	P/JDD/SN	1	6
	Garthwood Park	P/JDD/SN	1	6
	Hillside	IDD/ASD	1	6
McCutcheon	Brisdale	P/JDD	1	10
	Cheyne Middle	IDD/SN	1	6
	Conestoga	P/JDD/ASD	1	6
	Esker Lake	P/JDD/SN	1	6
	McCrimmon Middle	IDD	1	10
	McCrimmon Middle	IDD/ASD	2	12
	Worthington	P/JDD/ASD	1	6

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

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
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
	Lisgar Middle	IDD/ASD	1	6
Noble	Carberry	P/JDD/ASD	1	6
	Countryside Villages	I DD/ASD	1	6
	Eagle Plains	IDD/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
	Sunny View	JI DD/SN	1	6
Robertson	Edenrose	P/JDD/ASD	1	6
	Fallingbrook Middle	IDD/ASD	1	6
	Levi Creek	P/JDD/ASD	1	6
	Sherwood Mills	P/JDD/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
	Lorenville	IDD/ASD	1	6
	Shelter Bay	P/JDD	1	10
Stubbings	Arnott Charlton	PJ DD/ASD	1	6
	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
Van Hooydonk	Briarwood	P/JDD/SN	1	6
	Camilla Rd	IDD/ASD	1	6
	Queen Elizabeth Senior	IDD	1	10
	Riverside	IDD/ASD	1	6
<b>TOTAL</b>			<b>60</b>	<b>452</b>

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

Superintendent	School	Class	Allocation	Max Enrolment
Cook	Balmoral Drive	I ASD	1	8
	Eastbourne	PTP	1	6
	Greenbriar	I ASD-R	2	16
	Williams Parkway Senior	I ASD	1	8
Da Silva	Huntington Ridge	PTP	2	12
	Huntington Ridge	P/J ASD	1	6
	Tomken Road	I ASD	1	8
Daws	Calderstone	I ASD-R	1	8
	Red Willow	P/J ASD	1	6
DeFreitas	Copeland	P/J ASD	1	6
	James Potter	PTP	1	6
	Royal Orchard	I ASD	1	8
Jaiswal	Hillcrest	I ASD	2	16
	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
McCutcheon	Burnt Elm	P/J ASD	1	6
	Conestoga	P/J ASD	1	6
	Esker Lake	PTP	1	6
	Mount Pleasant Village	J/I ASD	1	6
	Robert H. Lagerquist.	I ASD-R	1	8
	Terry Fox	P/J ASD	1	6
Minott	Castlebridge	P/J ASD	2	12
	Middleburry	P/J ASD	1	6
	Ruth Thompson	I ASD-R	1	8
	Thomas Street	I ASD	1	8
	Kindree	PTP K-3	1	6
	Lisgar Middle	I ASD	2	16
Noble	Mountain Ash Middle	I ASD	2	16

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

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
Solomon-Henry	Hazel McCallion	I ASD	1	8
	Whaley's Corners	IASD	2	16
Stubbings	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	2	16
Van Hooydonk	Camilla Road	I ASD	1	8
	Fairview	P/J ASD	1	6
	Janet I. McDougald	P/J ASD	1	6
	The Valleys	I ASD	1	8
	Thornwood	P/J ASD	1	6
<b>TOTAL</b>			<b>55</b>	<b>388</b>

**Classes for students Hard of Hearing (HOH)**

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Robertson	Britannia	P/J HOH	1	8
	Britannia	K/P HOH	1	8
Stubbings	Helen Wilson	K/P HOH	1	8
	Helen Wilson	P/J HOH	1	8
	Helen Wilson	PHOH	1	8
	William G. Davis Senior	IHOH	1	8
<b>TOTAL</b>			<b>6</b>	<b>48</b>

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

<b>Superintendent</b>	<b>School – Program</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Cook	Fallingdale - TRE-ADD	SEC 23	1	6
Da Silva	Glenhaven - PCC	SEC 23	1	8
Minott	Kindree - PCC	SEC 23	2	16
Robertson	Edenrose - ErinoakKids	SEC 23	2	16
Stubbings	Hickory Wood - ErinoakKids	SEC 23	1	8
<b>TOTAL</b>			<b>7</b>	<b>54</b>

### Intermediate Contact Program (ICP)

Superintendent	School	Allocation	Local Priority	Total
Cook	Balmoral	0.5		0.5
	Earnscliffe	0.5		0.5
	Greenbriar	0.5		0.5
	Williams Parkway	0.5		0.5
Da Silva	A. A. Martin	0.5		0.5
	Bristol Road	0.5		0.5
	Fairwind Senior	0.5		0.5
	Glenhaven	0.5		0.5
	Tomken Road	0.5		0.5
Daws	Beryl Ford		0.5	0.5
	Calderstone	0.5		0.5
	Darcel Avenue	0.5		0.5
	Morning Star	0.5		0.5
	Sir Isaac Brock		0.5	0.5
	Walnut Grove		0.5	0.5
DeFreitas	Beatty Fleming		0.5	0.5
	Centennial	0.5		0.5
	Roberta Bondar		0.5	0.5
	Royal Orchard	0.5		0.5
	Sir William Gage	0.5		0.5
Jaiswal	Erin Mills		0.5	0.5
	Green Glade		0.5	0.5
	Homelands	0.5		0.5
Logue	Allan Drive	0.5		0.5
McCutcheon	Cheyne	0.5		0.5
	McCrimmon	0.5		0.5
	Robert H. Lagerquist	0.5		0.5

**Intermediate Contact Program (ICP) cont'd**

<b>Superintendent</b>	<b>School</b>	<b>Allocation</b>	<b>Local Priority</b>	<b>Total</b>
Minott	Erin Centre	0.5		0.5
	Ruth Thompson	0.5		0.5
	Thomas Street	0.5		0.5
	Lisgar	0.5		0.5
Noble	Lougheed	0.5		0.5
	Sunny View	0.5		0.5
Robertson	David Leeder	0.5		0.5
	Fallingbrook	0.5		0.5
	The Woodlands		0.5	0.5
Solomon-Henry	Dolphin	0.5		0.5
	Edenwood	0.5		0.5
	Hazel McCallion	0.5		0.5
Stubbings	Fletcher's Creek		0.5	0.5
	Gordon Graydon		0.5	0.5
	Sir John A. MacDonald	0.5		0.5
	William G. Davis	0.5		0.5
Van Hooydonk	Camilla Road	0.5		0.5
	Queen Elizabeth	0.5		0.5
	The Valleys		0.5	0.5
<b>Total</b>		<b>17.5</b>	<b>5.5</b>	<b>23.0</b>



### In-School Support Program (ISSP)

Superintendent	Allocation	LP Funding	Total
Cook	27.0	0.5	27.5
Da Silva	29.9	0.5	30.4
Daws	36.2	0.5	36.7
DeFreitas	39.0	1.0	40.0
Jaiswal	19.4	0.0	19.4
Logue	32.3	0.5	32.8
McCutcheon	38.8	0.5	39.3
Minott	31.8	0.0	31.8
Noble	36.2	0.5	36.7
Robertson	26.4	0.5	26.9
Solomon-Henry	30.2	0.0	30.2
Stubbings	22.0	0.5	22.5.0
Van Hooydonk	27.1	0.5	27.6
<b>TOTAL</b>	<b>396.3</b>	<b>5.5</b>	<b>401.8</b>

### Intensive Kindergarten Support (IKT) – Local Priority

Superintendent	Allocation
Cook	1.0
Daws	2.0
DeFreitas	2.0
Logue	1.0
McCutcheon	7.0
Minott	1.0
Noble	1.0
Robertson	1.0
Van Hooydonk	3.0
<b>TOTAL</b>	<b>19.0</b>

### Summary of Changes to Elementary Programs and Locations 2018-2019

FROM			TO			
SOE	CLASS	SCHOOL	SOE	CLASS	SCHOOL	CHANGE
<b>INTERVAL</b>						
Daws	P/J INT	Marvin Heights				Closed
DeFreitas	KISC	Queen Street		IS Team K-2	Itinerant Program	Converted & Relocated
<b>COM</b>						
McCutcheon	J COM	Conestoga	McCutcheon	P/J COM	Conestoga	Converted
McCutcheon	I COM	Cheyne	Noble	P/J COM	Robert J Lee	Converted & Relocated
			Logue	P/J COM	James Bolton	New
Logue	J COM	Macville	Logue	J COM	Palgrave	Relocated
Logue	I COM	Macville	Logue	I COM	Palgrave	Relocated
Noble	J/I COM	Shaw	Noble	ICOM	Shaw	Converted
De Meyer	J COM	McKinnon				Closed
Jaiswal	ICOM	Hillcrest	Da Silva	ICOM	Allan A Martin	Relocated
<b>KTLC</b>						
Solomon-Henry	KTLC	Plowman's Park	Jaiswal	KTLC	Sheridan Park	Relocated
<b>GLD</b>						
DeFreitas	P/J GLD	McHugh	DeFreitas	P/J GLD	Queen Street	Relocated
DeFreitas	J GLD	McHugh	Solomon-Henry	J/I GLD	Huttonville	Converted & Relocated
Daws	PGLD	Brandon Gate	Daws	P/J GLD	Brandon Gate	Converted
<b>ELC</b>						
			Daws	J/I ELC	Sir Isaac Brock	New
			McCutcheon	IELC	Cheyne	New
<b>ASD</b>						
Noble	P/J ASD	R J Lee	Cook	I ASD	Balmoral	Converted & Relocated
Stubbings	P/J ASD	Cherrytree	DeFreitas	P/J ASD	Copeland	Relocated
McCutcheon	P/J ASD	Conestoga	McCutcheon	P/J DD ASD	Conestoga	Converted
			McCutcheon	J/I ASD	Mount Pleasant Village	New
Minott	PTP	Kindree	Minott	PTP K-3	Kindree	Converted
			Van Hooydonk	P/J ASD	Fairview	New

<b>HOH</b>						
Da Silva	<b>KP HOH</b>	Cooksville Creek	Robertson	KP HOH	Britannia	Relocated
Da Silva	<b>P/J HOH</b>	Cooksville Creek	Robertson	P/J HOH	Britannia	Relocated
<b>DD</b>						
			McCutcheon	I DD	McCrimmon	New
			Noble	I DD/ASD	Countryside Village	New
			Noble	J/I DD SN	Sunny View	New
			Robertson	P/J DD ASD	Edenrose	New
			Jaiswal	P/J DD SN	Brookmede	New

## SECONDARY PROGRAMS

### Secondary Learning Support Program (LS 1, LS 2)

Teacher Full Time Equivalent (FTE)

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
Da Silva	Applewood Heights	1.83	2.0
	Glenforest	0.83	0.83
	Gordon Graydon	0.17	0.17
Daws	Castlebrooke	2.67	2.67
	Lincoln M. Alexander	1.17	1.00
Van Hooydonk	Cawthra Park	2.33	2.67
	Port Credit	2.17	2.17
	T.L. Kennedy	1.00	0.83
DeFreitas	Brampton Centennial	1.83	1.67
	David Suzuki	2.50	2.50
McCutcheon	Fletcher's Meadow	2.67	2.83
	Heart Lake	2.17	2.17
Cook	Bramalea	2.00	1.83
	Chinguacousy	1.17	1.17
	North Park	1.67	1.67
Stubbings	Central Peel	1.67	1.83
	Turner Fenton	1.33	1.33
Minott	John Fraser	1.33	1.33
	Stephen Lewis	1.17	1.17
Noble	Louise Arbour	1.83	2.00
	Sandalwood Heights	2.17	2.17
Robertson	Mississauga	2.17	2.00
	Rick Hansen	1.67	1.67
	The Woodlands	1.00	0.83

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

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
DeFreitas	Clarkson	1.50	1.33
	Erindale	1.83	1.83
	Lorne Park	1.67	1.67
	West Credit	0.67	0.83
Solomon-Henry	Meadowvale	2.33	2.33
	Streetsville	1.17	0.83
	Jean Augustine	1.00	0.83
Logue	Harold M. Brathwaite	1.50	1.50
	Humberview	2.67	2.83
	Mayfield	2.50	2.50
<b>TOTAL</b>		<b>56.83</b>	<b>57.00</b>

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

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
<b>Cook</b>	Bramalea	1.5	1.5
	Chinguacousy	1.67	1.5
	North Park	1.5	1.5
<b>Da Silva</b>	Applewood Heights	1.5	1.67
	Glenforest	1.67	1.83
	Gordon Graydon	2.33	1.83
<b>Daws</b>	Castlebrooke	1.5	1.5
	Lincoln M. Alexander	2.5	2.33
<b>DeFreitas</b>	Brampton Centennial	1.67	1.83
	David Suzuki	1.5	1.5
<b>Jaiswal</b>	Clarkson	1.5	1.5
	Erindale	1.83	1.67
	Lorne Park	1.83	1.83
	West Credit	2.83	2.83
<b>Logue</b>	Harold M. Brathwaite	1.5	1.67
	Humberview	2.33	2.33
	Mayfield	1.67	1.67
<b>McCutcheon</b>	Fletcher's Meadow	1.5	1.5
	Heart Lake	1.83	1.67
	Parkholme	1.0	1.0 (LP)
<b>Minott</b>	Applewood	1.0	1.0 (LP)
	John Fraser	1.5	1.5
	Stephen Lewis	1.5	1.5
<b>Noble</b>	Louise Arbour	1.5	1.5
	Sandalwood Heights	1.5	1.67
<b>Robertson</b>	Mississauga	1.5	1.5
	Rick Hansen	1.5	1.5
	Woodlands	2.67	2.67
<b>Solomon-Henry</b>	Meadowvale	1.5	1.67
	Streetsville	1.5	1.5
	Jean Augustine	1.33	1.5
<b>Stubbings</b>	Central Peel	1.5	1.5
	Judith Nyman	4.0	4.0
	Turner Fenton	3.0	3.0
<b>Van Hooydonk</b>	Cawthra Park	1.5	1.5
	Port Credit	1.67	1.83
	T.L. Kennedy	1.67	1.83
<b>TOTAL</b>		<b>65.5</b>	<b>30.17</b>

**Secondary Regional Communication Program**

Teacher Full Time Equivalent (FTE)

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
DeFreitas	Brampton Centennial	2	2
DeFreitas	Erindale	2	2
Logue	Mayfield	2	2
<b>TOTAL</b>		<b>6.0</b>	<b>6.0</b>

**Secondary Vocational Level 1 Program**

Teacher Full Time Equivalent (FTE)

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
Da Silva	Gordon Graydon	2.33	2.33
Daws	Lincoln M. Alexander	2.17	2.17
Jaiswal	West Credit	7.17	7.17
Logue	Humberview	0.67	1.17
Stubbings	Judith Nyman	6.67	6.67
	Turner Fenton	4.0	4.0
<b>TOTAL</b>		<b>23.0</b>	<b>23.51</b>

**Secondary Itinerants**

Teacher Full Time Equivalent (FTE)

<b>Superintendent</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
Byers	10.0	10

### Secondary Programs for Students with Developmental Disabilities Classes

Superintendent	Location	Home School	Allocation 2017-2018 Classes	Allocation 2018-2019 Classes
<b>Minott</b>	Applewood		15	13
	John Fraser	Applewood	1	0
	Meadowvale	Applewood	1	0
	Rick Hansen	Applewood	1	0
<b>McCutcheon</b>	Parkholme		15	23
	Bramalea	Parkholme	1	1
	Brampton Centennial	Parkholme	3	0
	Central Peel	Parkholme	4	4
	Chinguacousy	Parkholme	1	1
	Heart Lake	Parkholme	1	1
	Jean Augustine	Parkholme	3	0
	North Park	Parkholme	1	1
<b>Total Classes</b>			<b>47</b>	<b>44</b>

### Teacher Full Time Equivalent (FTE)

Superintendent	Location	Allocation 2017-2018 FTE	Allocation 2018-2019 FTE
Minott	Applewood	24	18
McCutcheon	Parkholme	39	31
<b>Total Teacher FTE</b>		<b>63</b>	<b>49</b>



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

<b>Superintendent</b>	<b>Location</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
Da Silva	Applewood Heights	1	2
Daws	Lincoln Alexander	1.33	1.33
Logue	Harold M. Brathwaite	6.67	6.67
McCutcheon	Brampton Centennial	0	4
	Jean Augustine	0	4
Minott	John Fraser	0	1
Noble	Sandalwood Heights	4	4
Robertson	Rick Hansen	1	1
	Woodlands	1	1
Solomon-Henry	Meadowvale	1	1
Van Hooydonk	Port Credit	1	1
	T.L. Kennedy	15	14
<b>Total Teacher FTE</b>		<b>32</b>	<b>41.0</b>

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

<b>Superintendent</b>	<b>Location</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
DeFreitas	David Suzuki	1.33	1.33
	Erindale	2.67	3.67
Logue	Harold M. Brathwaite	1.33	1.33
Noble	Louise Arbour	2.67	2.67
<b>Total Teacher FTE</b>		<b>8.0</b>	<b>9.0</b>

**Secondary School Enhanced Learning Centres (ELC)**

McCutcheon	Heart Lake	Grade 9 – 12
Logue	Humberview	Grade 9 – 12
Robertson	Woodlands	Grade 9 – 12
DeFreitas	Lorne Park	Grade 9 – 12

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

		<b>2017-2018</b>	<b>2018-2019</b>		
<b>Superintendent</b>	<b>School</b>	<b>Allocation FTE</b>	<b>Allocation FTE</b>	<b>LP FTE</b>	<b>Total FTE</b>
Cook	North Park	1.33	1.33		1.33
Cook	Chinguacousy	1.33	1.33		1.33
Da Silva	Gordon Graydon	2.67	2.67		2.67
Daws	Lincoln M. Alexander	1.33	1.33	0.5	1.83
DeFreitas	West Credit	5.33	5.33		5.33
Logue	Humberview	0	0	0.5	0.5
McCutcheon	Heart Lake	1.33	1.33		1.33
Robertson	Mississauga	1.33	1.33		1.33
Solomon-Henry	Streetsville	1.33	1.33		1.33
Stubbings	Judith Nyman	4	4		4
Stubbings	Turner Fenton	4.67	4.67		4.67
Van Hooydonk	Port Credit	1.33	1.33	0.5	1.83
<b>Total Teacher FTE</b>		<b>25.98</b>	<b>25.98</b>	<b>1.5</b>	<b>27.48</b>

**Secondary Program for Students with ASD**

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2017-2018 FTE</b>	<b>Allocation 2018-2019 FTE</b>
DeFreitas	West Credit	1.33	1.33
Stubbings	Turner Fenton	1.33	1.33
<b>Total Teacher FTE</b>		<b>2.66</b>	<b>2.66</b>

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

<b>Superintendent</b>	<b>Agency</b>	<b>School</b>	<b>2017-2018</b>	<b>2018-2019</b>
Cook	AYSP	Bramalea	2	2
	Cornerstone	North Park	1	1
Da Silva	Peel Children's Centre	Lorne Park	1	1
	Vanier Residence	Lorne Park	1	1
DeFreitas	AYSP	Brampton Centennial	1	1
	Marjorie Amos House	Brampton Centennial	1	1
	Spectrum	West Credit	1	1
Logue	Wm. Osler Health Centre	Mayfield	3	3
McCutcheon		Fletcher's Meadow	1	1
Minott	MCYS-Youth Services	Roy McMurtry	17	17
Robertson	Johnson Children's Services	Rick Hansen	1	1
Robertson		Mississauga	1	1
Stubbings	Cuthbert House	Turner Fenton	1	1
Stubbings	Spectrum	Central Peel	1	1
<b>Total Teacher FTE</b>			<b>33</b>	<b>33</b>

## Elementary Panel

### Special Education Staff

<b>1. Teachers of exceptional students</b>	<b>FTE 2017-2018</b>	<b>FTE 2018-2019</b>	<b>Staff Qualifications</b>
1.1 Teachers - regular classroom with resource or withdrawal support	394.8	396.5	OTQRC + Minimum Sp.Ed.Part I
1.2 Teachers - self-contained classes	270	278	OTQRC + Minimum Sp.Ed. Part I
1.3 Teachers for Care and/or Treatment Programs, Custody and Correctional Facilities	7	7	OTQRC
<b>1. Total</b>	<b>671.8</b>	<b>681.5</b>	

<b>2. Other Special Education Staff</b>			
2.1 Itinerant teachers	45.5	45.5	<u>ASD/SN</u> -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 <u>Behaviour</u> -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	3	3	OTQRC + Sp.Ed. Specialist, Principal
2.5 Consultants and Special Education Resource Teachers (and ATRT's)	25.4	41.4	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
<b>2. Total</b>	<b>77.4</b>	<b>93.4</b>	
<b>3. Educational assistants in special education</b>			
<b>3.1 Educational assistants</b>	<b>1322.5</b>	<b>1343.5</b>	<b>DSW, CYW, EA or equivalent</b>

<b>4. Other professional resource staff (Elementary)</b>				
4.1	Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	30.8	30.8	Ph.D. or M.A. registered
4.2	Psychometrists	15.7	12.3	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)	49.0	53.4	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	1.2	1.2	Fee for service
4.7	Physiotherapists	0	0	
4.8	Social workers (excluding chief)	43.2	43.6	BSW or MSW-Registered
<b>4. Subtotal</b>		<b>140.525</b>	<b>141.925</b>	
<b>1 – 4 Total</b>		<b>2,212.22</b>	<b>2,260.32</b>	

<b>5. Paraprofessional resource staff</b>				
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	
<b>5. Subtotal</b>		<b>1.0</b>	<b>1.0</b>	

## Secondary Panel

### Special Education Staff

Special Education Staff	2017-2018 FTE	2018-2019 FTE	Staff Qualifications
<b>1. Teachers of exceptional students</b>			
1.1 Teachers for resource and regular classes (LS1/2, CON, ZIS, DDR)	130.83	127.33 LP 4.5	OTQRC + Minimum Sp.Ed. Part I
1.2 Teachers for self-contained classes	116	111.5	OTQRC + Minimum Sp.Ed. Part I (or Head with Special Education qualifications)
1.3 Teachers for Partially Integrated classes (Comm., ASD R)	34.67	31.67 LP 3.0	OTQRC + Minimum Sp. Ed. Part I (or Head with Special Education qualifications)
1.4 Teachers Care and/or Treatment Programs, Custody and Correctional Facilities	33	33	OTQRC
<b>1. Total</b>	<b>314.5</b>	<b>311.0</b>	

<b>2. Other special education staff</b>			
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	2	2	OTQRC + Sp.Ed Specialist
2.4 Consultants and Resource Teachers (Special Education)	6.6	6.6	OTQRC + Sp.Ed Specialist
2.5 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	.5	.5	OTQRC + Sp.Ed Specialist
<b>2. Total</b>	<b>19.1</b>	<b>19.1</b>	

<b>3. Educational assistants in special education</b>			
3.1 Educational assistants	<b>476.5</b>	<b>481.5</b>	DSW, CYW, EA or equivalent

<b>4. Other professional resource (Secondary)</b>			
4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	6.1	6.1	Ph.D or M.A. Registered
4.2 Psychometrists	1.4	1.4	Ph. D or M.A.
4.3 Psychiatrists	.05	.05	M.D., A.B.A.P. Fee for Service
4.4 Speech-language pathologists (excluding chief)	3.2	1.6	Graduate degree in Speech and Language Pathologist registered
4.5 Audiologists	0.2	0.2	Fee for service
4.6 Occupational therapists	0.8	0.8	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers	15.8	17.8	BSW or MSW-Registered
<b>4. Total</b>	<b>27.55</b>	<b>27.95</b>	
<b>1 – 4 Total</b>	<b>837.65</b>	<b>839.55</b>	

<b>5. Paraprofessional resource</b>			
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	
<b>5. Total</b>	<b>1.0</b>	<b>1.0</b>	

## 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"> <li>• all vehicles used comply with Ministry of Transport regulations, including wheelchair securement processes and devices</li> <li>• drivers are specifically selected for this service based on experience, personality and driving record</li> </ul>
Assistive Devices	<ul style="list-style-type: none"> <li>• Students' needs for assistive devices, such as walkers, crutches, braces etc. should be included in student transportation plans</li> </ul>
Service Animals	<ul style="list-style-type: none"> <li>• Approved service animals are permitted to accompany students with disabilities on school buses.</li> <li>• Special Education SS will communicate with the Transportation Department about the arrival of a service animal.</li> <li>• STOPR will communicate with the Transportation provider prior to the arrival of the service animal on the bus.</li> <li>• Orientation meeting between the driver, parent/guardian, student and service animal should occur prior to the service animal's first day on the bus.</li> <li>• Students or others with service animals must adhere to the following:             <ul style="list-style-type: none"> <li>○ keep the animal under control at all times,</li> <li>○ keep the animal on a leash or appropriately contained</li> <li>○ keep the animal in the on the floor away from the aisle</li> <li>○ make certain the animal is clean</li> <li>○ adhere to the Responsibilities of <i>Students with Service Animals and their Parents/Guardians (Part 2 Section7) in the Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities. See Appendix 1</i></li> </ul> </li> </ul>
Travel Assistants	<ul style="list-style-type: none"> <li>• 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></li> </ul>

<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"> <li>• all drivers require a criminal record check</li> <li>• companies provide training on an individual needs basis to drivers transporting students with special needs</li> <li>• all companies train their drivers on the use of epi-pens</li> <li>• companies provide ongoing training throughout the school year in areas such as evacuation, student behaviour, etc.</li> <li>• all drivers receive training as required under the AODA and the regulations made under it (e.g. Accessible Customer Service training).</li> <li>• Transit providers keep records of training as required by AODA regulations.</li> <li>• 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).</li> <li>• Drivers will provide Board staff with feedback regarding any concerns for students and their transportation experience including accessibility related issues for students with disabilities.</li> </ul>
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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"> <li>• Special Education Resource Teachers/Consultants forward approved lists of students identified to special education programs to the Student Transportation Department</li> <li>• 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</li> <li>• A specific identified need may warrant transportation regardless of distance</li> </ul>
Students in mainstream placements	<ul style="list-style-type: none"> <li>• Consultants forward approved lists of students identified to special education programs to the Student Transportation Department</li> <li>• 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</li> <li>• A specific identified need may warrant transportation regardless of distance</li> </ul>
Students in educational care and treatment	<ul style="list-style-type: none"> <li>• Specific requirements and details regarding the student and service requirements are received from Care and/or Treatment Programs, Custody and Correctional Facilities co-ordinator</li> <li>• Service is provided utilizing either contracted mini van or taxis</li> <li>• Transportation to care and treatment facilities are maintained during the summer months for those students approved and designated as 12 month attendees</li> </ul>
Students attending Provincial and Demonstration Schools  E. C. Drury Trillium W. Ross MacDonald	<ul style="list-style-type: none"> <li>• Provincial Schools provide a list of students, from PDSB who are enrolled in the Provincial School</li> <li>• Transportation staff designs a segregated route system for both daily and weekly residential students</li> <li>• Communication is directly with parents regarding pick up and drop off times as well as necessary adjustments</li> <li>• Revisions to student data and new or deleted student information is received from the Provincial school on an ongoing basis throughout the school year</li> </ul>

<p>Students who require transportation in order to attend summer school programs</p>	<ul style="list-style-type: none"> <li>• No transportation service is provided for secondary students attending summer school</li> <li>• Elementary summer school (Grade 7 and 8) students are provided with bussing to the designated summer school site from the neighbourhood school</li> <li>• 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</li> <li>• Students are required to get themselves to the centralized stops</li> <li>• Exceptions to this apply only in the case of students with physical disabilities or exceptional rural circumstances</li> </ul>
<ul style="list-style-type: none"> <li>• 20 passenger van</li> <li>• 5 passenger mini van</li> <li>• wheelchair accessible vehicle</li> <li>• taxi</li> <li>• regular school bus</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

## 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

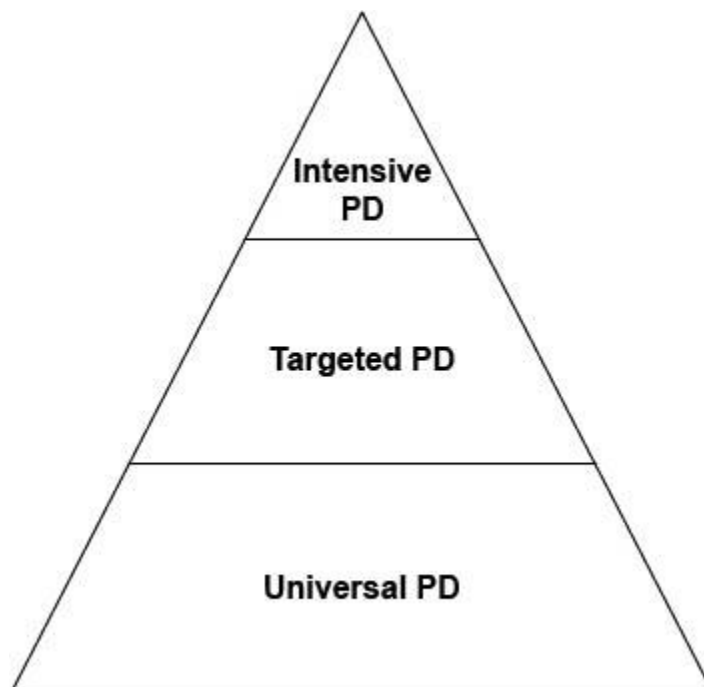
### Special Education Staff Development Plan (courses, in-service training, etc)

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

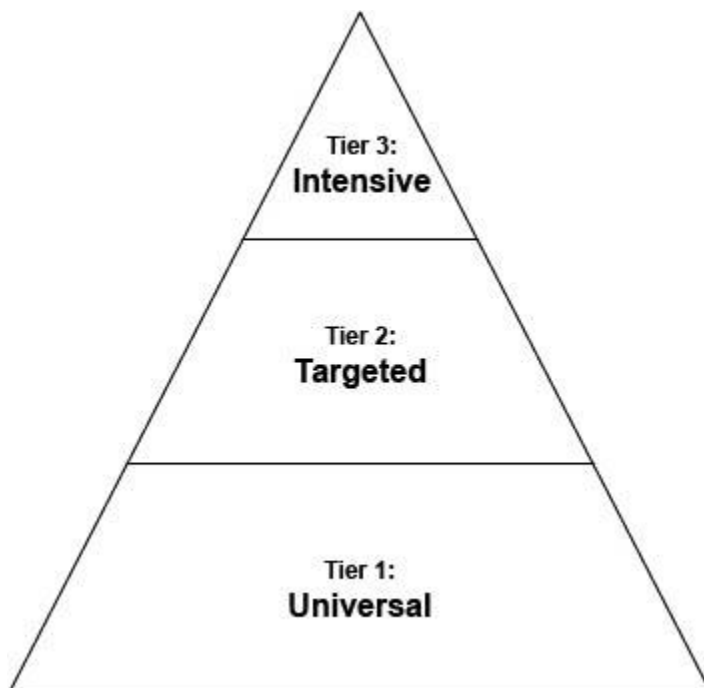
**Universal:** Generalized Special Education training for all staff working in schools

### **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

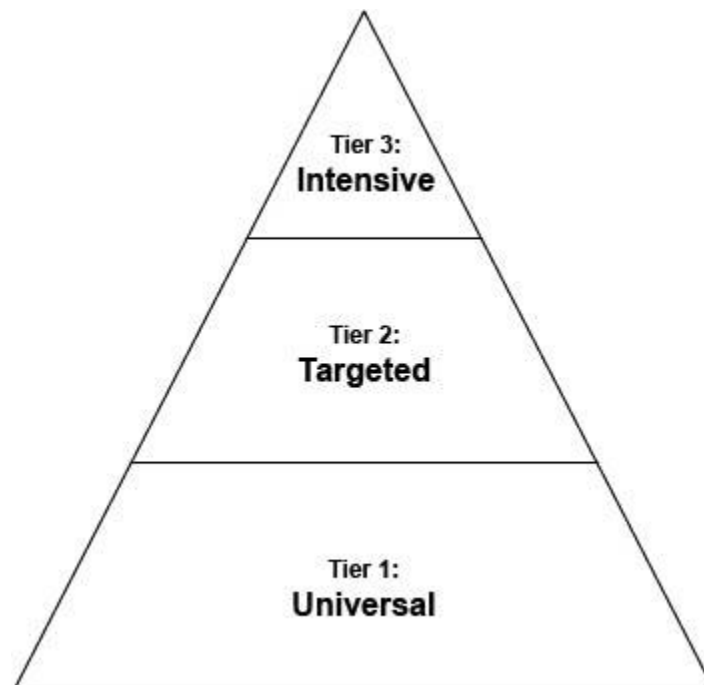
#### **Targeted**

- 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)

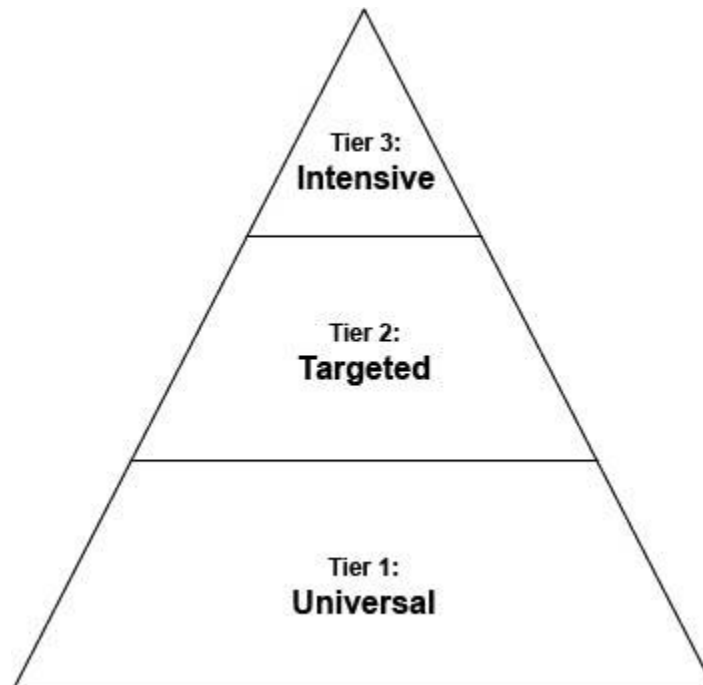
### **Targeted**

- 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

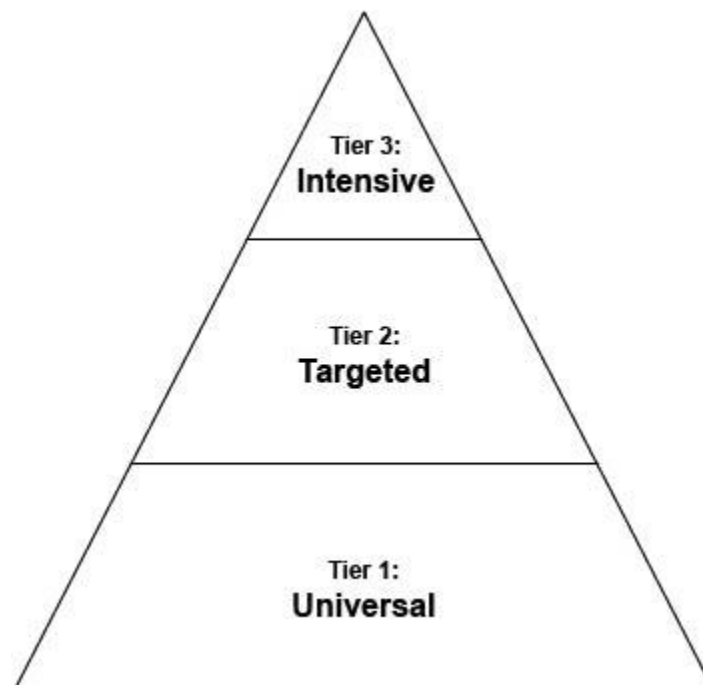
### Targeted

- 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

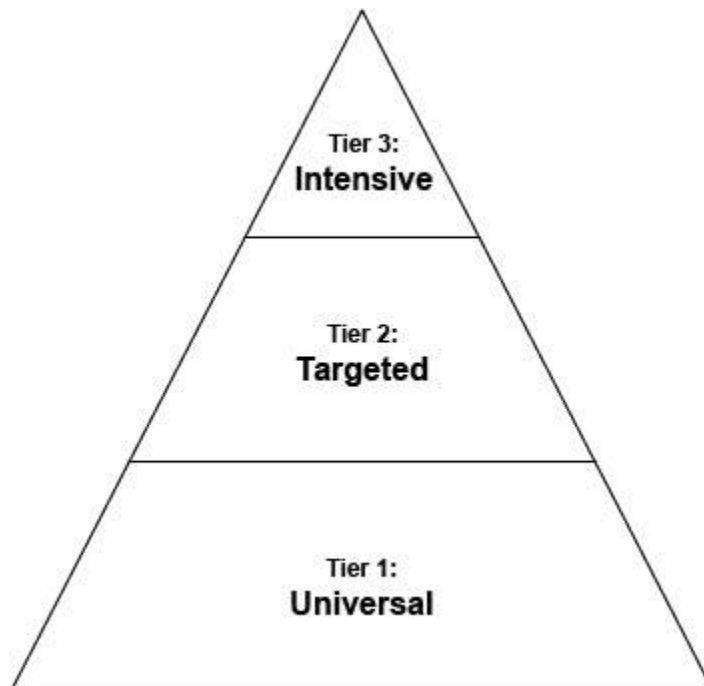
- Training for teaching teams of students with ASD and DD in contained programs
- Incorporating methods of ABA and transition planning in programs for students with special needs
- In-service for staff working with Developmental Disabilities and ASD (beginning of monthly network meetings)
- Network for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

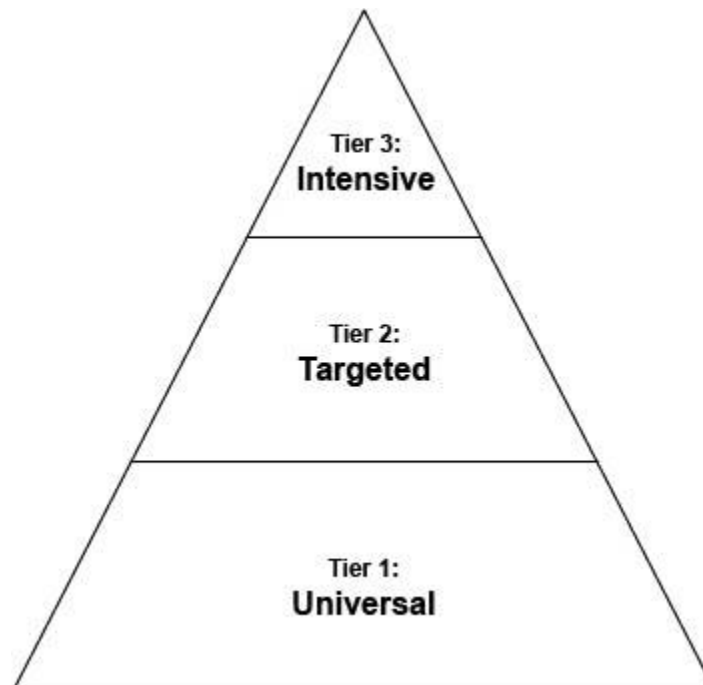
### **Targeted**

- 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

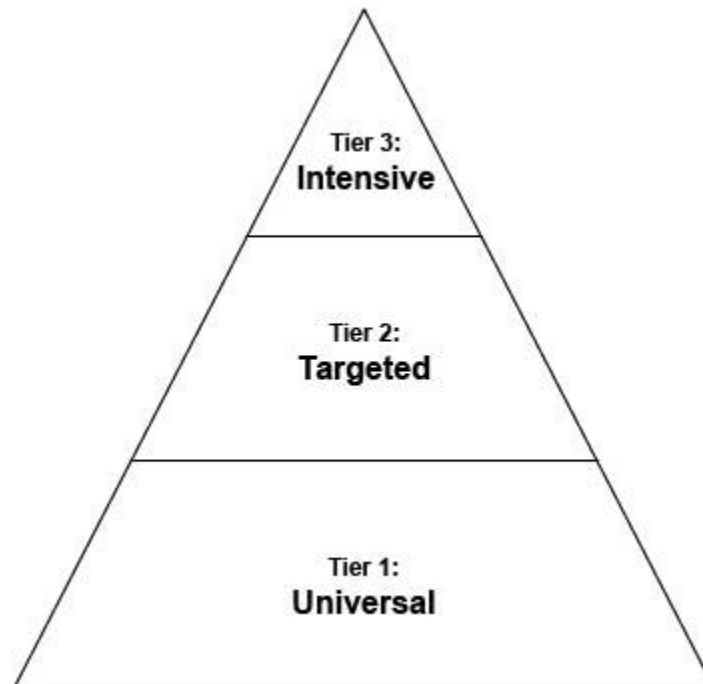
### Targeted

- 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**

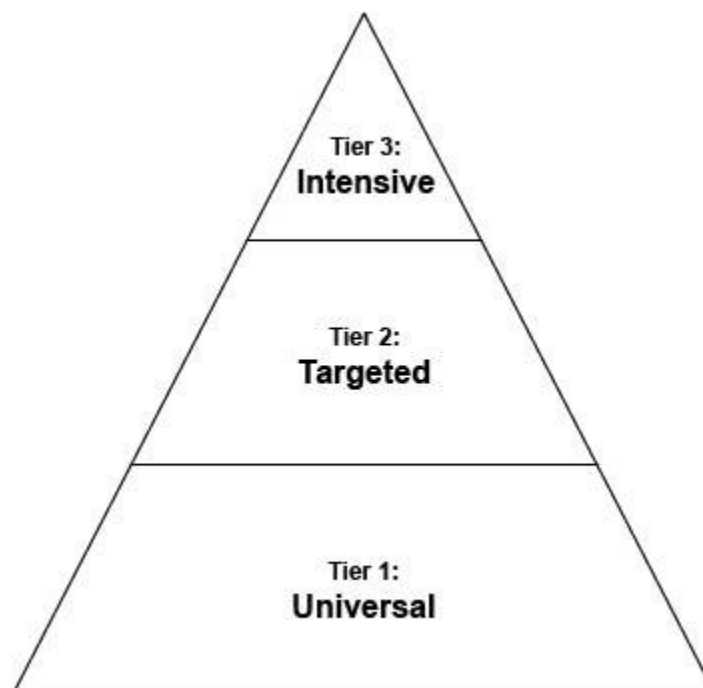
- Presentation to Social Work, Psychology and Speech and Language Pathology Departments

### **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 meetings are held in accordance with Board Bylaw E-4. It is legislated that SEAC shall meet at least ten times in each school year. Dates and times of SEAC meetings should be published 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](#)  
[Down Syndrome Association of Peel](#)  
[Easter Seals Society](#)  
[FASworld Canada - Peel Chapter](#)  
[Fragile X Research Foundation of Canada](#)  
[Learning Disabilities Association of Peel Region](#)  
[Tourette Syndrome Association of Ontario](#)  
[VOICE for Deaf and Hard of Hearing 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**

[PAAC on SEAC Effective Practices Handbook 2010](#)

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: October 10, 2018

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