



**Peel District School Board**

**Special Education Programs and Services**

**2015 – 2016**



**PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION**

**AMENDMENTS 2015 – 2016**

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

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

	<b>2014-2015 FTE</b>	<b>2015-2016 FTE</b>
Interval	14	13
Communication	59	59
Developmental Disabilities	21	21
Developmental Disabilities / Special Needs / ASD	22	25
Enhanced Learning	25	25
General Learning Disability	46	47
Hard of Hearing	4	5
Kindergarten Intensive Support Class	2	2
Kindergarten Transition Language Class	9	9
Primary Transition Program	7	7
Autism Spectrum Disorder	37	41
Intensive Support Class	0	2
Care and/or Treatment Programs, Custody and Correctional Facilities	8	8
<b>TOTAL FTE</b>	<b>254.0</b>	<b>264</b>

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

	<b>2014-2015 FTE</b>	<b>2015-2016 FTE</b>
In-School Support Program In-School Enhanced Learning Program	393	393
Intermediate Contact Program	20.0	18.0
<b>ITINERANT TEACHERS</b>		
ASD Resource Team	12	12
Hard of Hearing	13	13
Intensive Support	7	7
Special Needs	11.5	11.5
Visually Impaired	7	7
Home Instruction	1	1
<b>Sub-total</b>	<b>51.5</b>	<b>51.5</b>
<b>TOTAL FTE</b>	<b>464.5</b>	<b>462.5</b>

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

	<b>2014-2015 FTE</b>	<b>2015-2016 FTE</b>
Care and/or Treatment Program, Custody and Correctional Facility	38	32
Learning Support (LS1/LS2)	60.0	57.67
Programs for Students with Developmental Disabilities	71	73
District Programs for Students with Developmental Disabilities (DDD)	15.67	15.33
Resource Programs for Students with Developmental Disabilities (DD R)	5.33	5.33
Resource Program for Students with an Autism Spectrum Disorder (ASD R)	23.33	24.33
Vocational Level 1	27.17	27.17
Itinerant - Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, HOH, SN)	7	7
Regional Communications Program for Students with a Learning Disability	6.17	6
In School Support and Behaviour/Contact	61.83	61.83
Itinerant - Intensive Support	2	2
Home Instruction	1	1
<b>TOTAL FTE</b>	<b>318.5</b>	<b>312.66</b>

## TEACHING ASSISTANT (TA) ALLOCATIONS

<b>ELEMENTARY TA ALLOCATIONS</b>		
	<b>2014-2015</b>	<b>2015-2016</b>
Students integrated into the mainstream	645.5	691.5
Classes for Students with Developmental Disabilities (DD)	134	133
Classes for Students with an Autism Spectrum Disorder (ASD)	89	102
Hard of Hearing	4	5
General Learning Disabilities Classes (GLD)	45	47
<b>TOTAL ELEMENTARY TA ALLOCATIONS</b>	<b>917.5</b>	<b>978.5</b>

<b>SECONDARY TA ALLOCATIONS</b>		
	<b>2014-2015</b>	<b>2015-2016</b>
Students integrated into the mainstream	64.5	66.5
Program for Students with Developmental Disabilities (DD) (Applewood + Parkholme)	180	185
Resource Program for Students with a DD (DD R)	12	10
Resource Program for Students with an ASD (ASD R)	58.5	67
District Program for Students with a Developmental Disability (TLK + Lincoln Alexander)	34	33
Vocational Level 1 Program	11	4
<b>TOTAL SECONDARY TA ALLOCATIONS</b>	<b>360</b>	<b>365.5</b>

<b>TOTAL ELEMENTARY AND SECONDARY TA ALLOCATIONS</b>	<b>1291.5</b>	<b>1344</b>
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<b>OTHER</b>	<b>2014-2015</b>	<b>2015-2016</b>
K-12 ASD, RESOURCE, TRANSITION, DD	14	14

<b>ELEMENTARY BEHAVIOUR TA (BTA) ALLOCATIONS</b>		
Contained Class Programs BTAs (Interval, ISC, KISC)	18	17
Superintendent BTAs	175	157
Intensive Support BTAs	14	14
<b>TOTAL ELEMENTARY BTA ALLOCATIONS</b>	<b>207</b>	<b>188</b>



<b>SECONDARY BEHAVIOUR TA (BTA) ALLOCATIONS</b>		
	<b>2014-2015</b>	<b>2015-2016</b>
Secondary Contact Program BTAs	40.5	34
Intensive Support	4	4
<b>TOTAL SECONDARY BTA ALLOCATIONS</b>	<b>44.5</b>	<b>38</b>
K-12 Flexible BTA Itinerants		29.5
<b>TOTAL ELEMENTARY AND SECONDARY BTA ALLOCATIONS</b>	<b>251.5</b>	<b>255.5</b>

<b>TOTAL NUMBER OF TEACHING ASSISTANTS ALLOCATIONS (excluding non-Special Education Funded TAs)</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>2014-2015</b>	<b>2015-2016</b>
Technical Assistance	3	3
<b>GOVERNMENT GRANT PORTION</b>		
Care and/or Treatment Programs, Custody and Correction Facilities	6	5
<b>TOTAL</b>	<b>9</b>	<b>8</b>
<b>SECONDARY ADDITIONALLY FUNDED TA ALLOCATIONS</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>GOVERNMENT GRANT PORTION</b>		
Care and/or Treatment Programs, Custody and Correction Facilities	9	9
Roy McMurtry	8	3
<b>TOTAL</b>	<b>17</b>	<b>12</b>

## 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 supports and programs for students who have challenges in their communication skills.

The services assist students whose oral and/or written language, speech, voice or hearing is delayed or disordered. Intervention is provided through assessments and individual, group and classroom programs as well as consultations with teachers, parents and community agencies. Workshops are available to parents and school staff.

<b>Speech-Language Pathologists</b>	<b>2014-2015</b>	<b>2015-2016</b>
(does not include Chief Speech and Language Pathologist)	<b>51.0*</b>	<b>51.0</b>

### PSYCHOLOGICAL 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 provide counselling and liaison with community services.

<b>Psychoeducational Consultants</b>	<b>2014-2015</b>	<b>2015-2016</b>
(does not include Chief Psychologist, Senior Psychologist, Coordinator of Behaviour Programs)	<b>57.0*</b>	<b>57.0</b>

### 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 Supervised Alternative Learning (SAL) responsibilities, crisis intervention, consultation, community liaison, Reaching Out and Learning to 18 initiatives.

<b>Social Workers</b>	<b>2014-2015</b>	<b>2015-2016</b>
(does not include Chief Social Worker, Senior Social Worker)	<b>57.0*</b>	<b>57.0</b>

\*Includes Alternative Programs, Hubs and Urban Funding

## ELEMENTARY CONTAINED CLASSES

### Enhanced Learning Classes (ELC)

Superintendent	School	Class	Allocation	Max Enrolment
Bent	Middlebury	PELC	1	20
	Middlebury	JELC	1	23
	Dolphin Senior	IELC	4	100
Byers	Lorenville	IELC	1	25
Edwards	Camilla Road Senior	IELC	2	50
Fournier	Silverthorn	P/JELC	1	23
Haarmann	Robert H. Lagerquist Sr	IELC	1	25
	Somerset Drive	PELC	1	20
	Somerset Drive	JELC	1	23
Logue	Greenbriar	IELC	1	25
Mason	Helen Wilson	JELC	1	23
	Sir John A. Macdonald Sr	IELC	1	25
Moynihan	Fallingbrook	IELC	2	50
Rossall	Homelands Sr.	IELC	3	75
	Thorn Lodge	JELC	2	46
Uniac	Caledon East	JELC	1	23
	Caledon East	IELC	1	25
<b>TOTAL</b>			<b>25</b>	<b>601</b>

**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>
Bent	McKinnon	PINT	1	8
Byers	Miller's Grove	JINT	1	8
Daws	Marvin Heights	P/JINT	1	8
Edwards	Floradale	PINT	1	8
	Cashmere	P/JINT	1	8
Fournier	Brian W. Fleming	P/JINT	1	8
Graham	Northwood	P/JINT	1	8
Haarmann	Brisdale	PINT	1	8
Mason	Agnes Taylor	PINT	1	8
	Arnott Charlton	P/JINT	1	8
	Hickory Wood	P/JINT	1	8
	Kingswood Drive	P/JINT	1	8
Moynihan	McBride	JINT	1	8
<b>TOTAL</b>			<b>13</b>	<b>104</b>

**Intensive Support Classes**

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

**Kindergarten Intensive Support Classes (KISC)**

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Byers	Queen Street	KISC	1	6
	Trelawny	KISC	1	6
<b>TOTAL</b>			<b>2</b>	<b>12</b>

### General Learning Disability Classes (GLD)

Superintendent	School	Class	Allocation	Max Enrolment
Bent	Dolphin Senior	IGLD	1	14
	Erin Centre Middle	IGLD	1	14
	Ray Underhill	PGLD	1	10
	Ray Underhill	JGLD	2	28
Byers	Lisgar Middle	IGLD	1	14
	Kindree	JGLD	1	14
Daws	Beryl Ford	JGLD	1	14
	Brandon Gate	PGLD	1	10
	Brandon Gate	JGLD	1	14
	Calderstone Middle	IGLD	1	14
	Darcel Avenue Senior	IGLD	1	14
Edwards	Camilla Road Senior	IGLD	1	14
	The Valleys Senior	IGLD	1	14
Graham	Beatty Fleming Senior	IGLD	1	14
	Centennial Senior	IGLD	1	14
	McHugh	P/JGLD Gr. 2,3,4	1	14
	McHugh	JGLD	1	14
Fournier	Barondale	PGLD	1	10
	Barondale	JGLD	1	14
	Bristol Road Middle	IGLD	1	14
	Dixie	JGLD	1	14
	Glenhaven Senior	IGLD	1	14
Haarmann	Burnt Elm	JGLD	1	14
	Burnt Elm	P/JGLD	1	14
	Cheyne Middle	IGLD	1	14
	Esker Lake	PGLD	1	10
	Esker Lake	JGLD	1	14
	McCrimmon Middle	IGLD	1	14

**General Learning Disability Classes (GLD) cont'd**

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Logue	Balmoral Drive Senior	IGLD	1	14
	Earnscliffe Senior	IGLD	1	14
	Greenbriar	IGLD	1	14
Mason	Fletcher's Creek	IGLD	1	14
	Gordon Graydon Senior	IGLD	2	28
	Parkway	JGLD	1	14
	Sir John A. Macdonald Sr	IGLD	1	14
	Sir Winston Churchill	IGLD	1	14
Moynihan	Fallingbrook	IGLD	2	28
Noble	Mountain Ash Middle	IGLD	1	14
	Treeline	JGLD	1	14
	Treeline	IGLD	1	14
Rossall	Brookmede	PGLD	1	10
	Brookmede	JGLD	1	14
	Erin Mills Middle	IGLD	1	14
Uniac	Herb Campbell	IGLD	1	14
<b>TOTAL</b>			<b>47</b>	<b>638</b>

### Kindergarten Transition Language Class (KTLC)

Superintendent	School	Class	Allocation	Max Enrolment
Byers	Plowman's Park	KTLC	2	12
Edwards	Clifton	KTLC	1	6
Fournier	Cooksville Creek	KTLC	1	6
Haarmann	Conestoga	KTLC	1	6
	Esker Lake	KTLC	1	6
Logue	Aloma	KTLC	1	6
Mason	Cherrytree	KTLC	1	6
Uniac	Macville	KTLC	1	6
<b>TOTAL</b>			<b>9</b>	<b>54</b>

### Communication Classes (COM)

Superintendent	School	Class	Allocation	Max Enrolment
Bent	McKinnon	JCOM	1	8
	Ruth Thompson Middle	ICOM	1	8
	Dolphin Senior	ICOM	2	16
	Willow Way	PCOM	1	8
	Willow Way	JCOM	2	16
Byers	Plowman's Park	PCOM	1	8
	Plowman's Park	JCOM	1	8
Daws	Brandon Gate	P/JCOM	1	8
	Morning Star Middle	ICOM	2	16
Edwards	Clifton	PCOM	1	8
	Clifton	JCOM	1	8
	Janet I. McDougald	PCOM	1	8
	Janet I. McDougald	JCOM	1	8
Graham	Ridgeview	PCOM	1	8
	Ridgeview	JCOM	1	8
	Royal Orchard Middle	ICOM	2	16

Fournier	Bristol Road Middle	ICOM	2	16
	Cooksville Creek	PCOM	1	8
	Cooksville Creek	JCOM	1	8
Haarmann	Cheyne Middle	ICOM	2	16
	Conestoga	PCOM	1	8
	Conestoga	JCOM	2	16
	Esker Lake	PCOM	1	8
	Robert H. Lagerquist Sr	ICOM	1	8
Logue	Balmoral	ICOM	1	8
	Earncliffe Sr.	ICOM	1	8
	Eastbourne Drive	JCOM	1	8
	Eastbourne Drive	P/JCOM gr. 2,3,4	1	8
Mason	Fletcher's Creek	ICOM	2	16
	Gordon Graydon Senior	ICOM	1	8
	Sir Wilfred Laurier	P/JCOM	1	8
	Sir Wilfred Laurier	JCOM	1	8
	W.G. Davis	ICOM	1	8
Moynihan	McBride Avenue	JCOM	1	8
	Whitehorn	PCOM	1	8
	Whitehorn	JCOM	1	8
Noble	Treeline	JCOM	1	8
	Shaw	J/ICOM 5,6,7	1	8
Rossall	Erin Mills Middle	ICOM	2	16
	Hillcrest Middle	ICOM	2	16
	Willow Glen	PCOM	1	8
	Willow Glen	P/JCOM	1	8
	Willow Glen	JCOM	1	8



Uniac	Great Lakes	PCOM	1	8
	Great Lakes	JCOM	1	8
	Great Lakes	J/ICOM 5,6,7	1	8
	Macville	PCOM	1	8
	Macville	JCOM	1	8
	Macville	ICOM	1	8
<b>TOTAL</b>			<b>59</b>	<b>472</b>

**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>
Bent	Artesian Drive	P/JDD	1	10
	Erin Centre Middle	IDD/SN	1	6
	Hazel McCallion Senior	IDD	1	10
	Hazel McCallion Senior	IDD/ASD	1	6
	Ruth Thompson Middle	IDD	1	10
	Thomas Street Middle	IDD	1	10
Byers	Eldorado	P/JDD	1	10
	Eldorado	IDD/ASD	1	6
	Lorenville	IDD/ASD	1	6
	Lisgar Middle	IDD/ASD	1	6
	Shelter Bay	P/JDD	1	10
Daws	Beryl Ford	IDD	1	10
	Claireville	P/JDD	1	10
Edwards	Briarwood	P/JDD/SN	1	6
	Queen Elizabeth Senior	IDD	1	10
Fournier	Bristol Road Middle	IDD	1	10
	Champlain Trail	P/JDD	1	10
	Dixie	P/JDD/ASD	1	6
	Fairwind Senior	IDD	1	10
	Fairwind Senior	IDD/SN	1	6
	Nahani Way	P/JDD	1	10
	Tomken Road Middle	IDD/ASD	1	6
Graham	Sir William Gage Middle	IDD	1	10
	Centennial Senior	IDD	1	10

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

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Haarmann	Brisdale	P/JDD	1	10
	Cheyne Middle	IDD/SN	1	6
	Esker Lake	P/J DD/SN	1	6
	McCrimmon Middle	IDD/ASD	1	6
	Worthington	P/JDD/ASD	1	6
Logue	Balmoral Drive Senior	IDD	1	10
	Goldcrest	P/JDD/ASD	1	6
	Greenbriar	IDD	1	10
	Williams Parkway Senior	IDD/ASD	1	6
	Clark Blvd	P/JDD/ASD	1	6
Mason	Fletcher's Creek Middle	IDD/ASD	1	6
	Gordon Graydon Senior	IDD	1	10
	Sir Wilfrid Laurier	P/JDD/SN	1	6
	Sir Winston Churchill	IDD/SN	1	6
Moynihan	Levi Creek	P/JDD/ASD	1	6
	Sherwood Mills	P/JDD/ASD	1	6
	Fallingbrook Middle	IDD/ASD	1	6
Noble	Carberry	P/JDD/ASD	1	6
	Lougheed Middle	IDD	1	10
	Lougheed Middle	IDD/ASD	1	6
	Robert J. Lee	P/JDD	1	10
Rossall	Garthwood Park	P/JDD/SN	1	6
<b>TOTAL</b>			<b>46</b>	<b>360</b>

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

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Bent	Castlebridge	P/J ASD	2	12
	Middleburry	P/J ASD	1	6
	Ruth Thompson Middle	I ASD-R	1	8
	Thomas Street Middle	I ASD	1	8
	Hazel McCallion Senior	I ASD	1	8
Byers	Huttonville	I ASD	2	16
	Royal Orchard Middle	I ASD	1	8
	Lisgar Middle	I ASD	1	8
Logue	Eastbourne	PTP	1	6
	Greenbriar	I ASD-R	2	16
	Williams Parkway Senior	I ASD	1	8
Daws	Red Willow	P/J ASD	1	6
	Calderstone	I ASD	1	8
Edwards	Camilla Road Senior	I ASD	1	8
	Janet I. McDougald	P/J ASD	1	6
	The Valley's Senior	I ASD	2	16
	Thornwood	P/J ASD	1	6
Fournier	Huntington Ridge	PTP	1	6
	Huntington Ridge	P/J ASD	1	6
	Tomken Road Middle	I ASD	1	8
Haarmann	Burnt Elm	P/J ASD	1	6
	Conestoga	P/J ASD	2	12
	Esker Lake	PTP	1	6
	Robert H. Lagerquist Sr.	I ASD-R	1	8
	Terry Fox	P/J ASD	1	6

### Classes for students with an Autism Spectrum Disorder (ASD)

#### Primary Transition Program (PTP) cont'd

Superintendent	School	Class	Allocation	Max Enrolment
Logue	Eastbourne	PTP	1	6
	Greenbriar	I ASD-R	2	16
	Williams Parkway Senior	I ASD	1	8
Mason	Cherrytree	P/J ASD	1	6
	Gordon Graydon Senior	I ASD	1	8
	Helen Wilson	PTP	1	6
	Sir John A. Macdonald Sr	I ASD	1	8
	Fletcher's Creek	IASD	1	8
Moynihan	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
Noble	Mountain Ash Middle	I ASD	2	16
	Robert J. Lee	P/J ASD	1	6
Rossall	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
<b>TOTAL</b>			<b>48</b>	<b>338</b>

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

<b>Superintendent</b>	<b>School</b>	<b>Class</b>	<b>Allocation</b>	<b>Max Enrolment</b>
Fournier	Cooksville Creek	P/J HOH	1	8
	Cooksville Creek	K/P HOH	1	8
Mason	Helen Wilson	K/P HOH	1	8
	Helen Wilson	P/J HOH	1	8
	William G. Davis Senior	IHOH	1	8
<b>TOTAL</b>			<b>5</b>	<b>40</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>
Byers	Kindree - PCC	SEC 23	2	12
Fournier	Glenhaven - PCC	SEC 23	1	6
Graham	Beatty Fleming - Spectrum	SEC 23	1	6
Logue	Fallingdale - TRE-ADD	SEC 23	1	6
Mason	Hickory Wood - ErinoakKids	SEC 23	1	6
Moynihan	Edenrose - ErinoakKids	SEC 23	2	12
<b>TOTAL</b>			<b>8</b>	<b>48</b>

### Intermediate Contact Program (ICP)

Superintendent	School	Allocation
Bent	Erin Centre Middle	0.5
	Ruth Thompson	0.5
	Thomas Street Middle	0.5
	Hazel McCallion Senior	0.5
Byers	Edenwood Middle	0.5
	Lisgar Middle	0.5
Daws	Beryl Ford	0.5
	Calderstone Middle	0.5
	Morning Star Middle	0.5
Edwards	Camilla Road Senior	0.5
	Queen Elizabeth Senior	0.5
	The Valleys Senior	0.5
Fournier	Allan A. Martin Senior	0.5
	Fairwind Senior	0.5
	Tomken Road Middle	0.5
Graham	Beatty Fleming Senior	0.5
	Centennial Senior	0.5
	Royal Orchard Middle	0.5
	Sir William Gage Middle	0.5
Haarmann	Cheyne Middle	0.5
	McCrimmon Middle	0.5
	Robert H. Lagerquist Senior	0.5
Logue	Balmoral	0.5
	Earncliffe Senior	0.5
	Williams Parkway Senior	0.5
Mason	Fletcher's Creek Senior	0.5
	Sir John A. Macdonald Senior	0.5
	William G. Davis Senior	0.5

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

Moynihan	David Leeder Middle	0.5
	Fallingbrook Middle	0.5
Noble	Lougheed Middle	0.5
	Sunny View Middle	0.5
Rossall	Erin Mills Middle	0.5
	Green Glade	0.5
	Hillcrest Middle	0.5
Uniac	Allan Drive Middle	0.5
<b>Total</b>		<b>18</b>

**In-School Support Program (ISSP)**

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

<b>Superintendent</b>	<b>Allocation</b>
Bent	35.5
Byers	27.3
Logue	28.8
Daws	37.2
Edwards	27.8
Fournier	29.2
Graham	35.1
Haarmann	32.3
Mason	24.5
Moynihan	29.2
Noble	35.8
Rossall	21.9
Uniac	28.4
<b>TOTAL</b>	<b>393.0</b>



## Summary of Changes to Elementary Programs and Locations 2015 - 2016

### Mississauga Field Office

FROM			TO			
SOE	CLASS	SCHOOL	SOE	CLASS	SCHOOL	CHANGE
<b>ASD</b>						
			Byers	I ASD	Lisgar	New
<b>DD</b>						
			Moynihan	IDD/AS D	Fallingbrook	New
<b>ELC</b>						
Rossall	P/JELC	Thorn Lodge	Rossall	JELC	Thorn Lodge	Convert
			Moynihan	IELC	Fallingbrook	New
			Bent	IELC	Dolphin	New
<b>COM</b>						
Byers	ICOM	Edenwood				Close
<b>HOH</b>						
			Fournier	K/P HOH	Cooksville Creek	New
<b>GLD</b>						
Rossall	P/JGLD	Elmcrest	Byers	JGLD	Kindree	Convert and relocated
<b>INTERVAL</b>						
Fournier	P/JINT	Nahani Way	Fournier	J/JINT	Brian W. Fleming	Relocate
Edwards	P/JINT	Munden Park	Edwards	P/JINT	Cashmere	Relocate
<b>INTENSIVE SUPPORT</b>						
			Moynihan	P/J ISC	Meadowvale Village	Convert and relocate from P/JINT (Jefferson)

## Summary of Changes to Elementary Programs and Locations 2015 - 2016

### North Field Office

CURRENT			PROPOSED			
SOE	CLASS	SCHOOL	SOE	CLASS	SCHOOL	CHANGE
<b>ASD</b>						
			Mason	IASD	Fletcher's Creek	New
			Daws	IASD	Calderstone	New
			Logue	IASD-R	Greenbriar	New
<b>DD</b>						
			Byers	IDD/ASD	Eldorado	New
			Logue	P/J DD/ASD	Clark Blvd	New
<b>ELC</b>						
Uniac	IELC	Allan Drive				Close
Logue	IELC	Balmoral				Close
Logue	IELC	Greenbriar	Byers	IELC	Lorenville	Relocate 1 class
<b>COM</b>						
Uniac	ICOM	Great Lakes	Uniac	J/ICOM Gr. 5,6,7	Great Lakes	Convert
Uniac	ICOM	Allan Drive	Noble	J/ICOM Gr. 5,6,7	Shaw	Convert & relocate
			Logue	P/JCOM Gr. 2,3,4	Eastbourne	New
<b>KTLC</b>						
Haarmann	KTLC	Conestoga	Logue	KTLC	Aloma Crescent	Relocate
Haarmann	KTLC	Esker Lake	Mason	KTLC	Cherrytree	Relocate
<b>GLD</b>						
Byers	P/GLD	McHugh	Byers	P/JGLD Gr. 2,3,4	McHugh	Convert
Mason	J/IGLD	Sir Winston Churchill	Mason	IGLD Gr. 6,7,8	Sir Winston Churchill	Convert
			Haarmann	P/JGLD Gr. 2,3,4	Burnt Elm	New
Daws	IGLD	Beryl Ford	Daws	JGLD	Beryl Ford	Convert
Mason	J/IGLD	Fletcher's Creek	Mason	IGLD Gr. 6,7,8	Fletcher's Creek	Convert
<b>HOH</b>						
Uniac	IHOH	Great Lakes	Mason	K/P HOH	Helen Wilson	Convert & relocate
Uniac	P/J HOH	Great Lakes	Mason	P/J HOH	Helen Wilson	Relocate

**North Field Office Cont'd**

<b>CURRENT</b>			<b>PROPOSED</b>			
<b>SOE</b>	<b>CLASS</b>	<b>SCHOOL</b>	<b>SOE</b>	<b>CLASS</b>	<b>SCHOOL</b>	<b>CHANGE</b>
<b>INTERVAL</b>						
Logue	P/JINT	Jefferson	Moynihan	P/J ISC	Meadowvale Village	Convert & relocate
Logue	PINT	Grenoble	Haarmann	PINT	Brisdale	Relocate
<b>INTENSIVE SUPPORT</b>						
			Moynihan	P/J ISC	Meadowvale Village	Convert & relocate from Jefferson
			Graham	IISC	Centennial Sr.	New

## SECONDARY PROGRAMS

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

Teacher Full Time Equivalent (FTE)

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Bent	John Fraser	1.33	1.33
	Stephen Lewis	1.33	1.17
	Streetsville	1.33	1.33
Byers	Meadowvale	2.83	2.50
Graham	Brampton Centennial	1.83	1.83
	David Suzuki	3.17	2.67
Logue	Bramalea	1.50	1.83
	Chinguacousy	1.33	1.33
	North Park	1.67	1.50
Daws	Castlebrooke	2.83	2.83
	Lincoln M. Alexander	1.33	1.17
Edwards	Cawthra Park	2.00	2.17
	Port Credit	2.17	2.17
	T.L. Kennedy	1.00	1.00
Fournier	Applewood Heights	1.50	1.50
	Glenforest	1.33	1.00
	Gordon Graydon	0.33	0.33
Haarmann	Fletcher's Meadow	2.00	2.33
	Heart Lake	2.17	2.17
Mason	Central Peel	1.67	1.67
	Judith Nyman	-	-
	Turner Fenton	1.83	1.67
Moynihan	Mississauga	2.00	1.83
	Rick Hansen	2.00	1.83
	Woodlands	1.33	1.33

Noble	Louise Arbour	2.17	1.83
	Sandalwood Heights	2.17	2.33
Rossall	Clarkson	1.67	1.67
	Erindale	2.17	2.00
	Lorne Park	1.83	1.67
	West Credit	0.67	0.67
Uniac	Harold M. Brathwaite	1.83	1.67
	Humberview	3.00	2.83
	Mayfield	2.67	2.50
<b>TOTAL</b>		<b>60.00</b>	<b>57.67</b>

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

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Bent	John Fraser	1.50	1.50
	Stephen Lewis	1.50	1.50
	Streetsville	1.50	1.50
Byers	Meadowvale	1.50	1.50
Daws	Castlebrooke	1.50	1.50
	Lincoln M. Alexander	2.67	2.67
Edwards	Cawthra Park	1.50	1.50
	Port Credit	1.50	1.50
	T.L. Kennedy	1.50	1.50
Fournier	Applewood Heights	1.50	1.50
	Glenforest	1.83	1.83
	Gordon Graydon	2.50	2.50
Graham	Brampton Centennial	1.67	1.67
	David Suzuki	1.50	1.50
Haarmann	Fletcher's Meadow	1.50	1.50
	Heart Lake	1.67	1.67
Logue	Bramalea	1.50	1.50
	North Park	1.50	1.50
	Chinguacousy	1.50	1.50
Mason	Central Peel	1.50	1.50
	Judith Nyman	4.00	4.00
	Turner Fenton	3.00	3.00
Moynihan	Mississauga	1.50	1.50
	Rick Hansen	1.50	1.50
	Woodlands	2.67	2.67
Noble	Louise Arbour	1.50	1.50
	Sandalwood Heights	1.50	1.50
Rossall	Clarkson	1.50	1.50
	Erindale	1.83	1.83
	Lorne Park	1.83	1.83
	West Credit	2.83	2.83
Uniac	Harold M. Brathwaite	1.50	1.50
	Humberview	2.17	2.17
	Mayfield	1.67	1.67
<b>TOTAL</b>		<b>61.83</b>	<b>61.83</b>

**Secondary Regional Communication Program  
Teacher Full Time Equivalent (FTE)**

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Fournier	Gordon Graydon	0.17	-
Graham	Brampton Centennial	2	2
Rossall	Erindale	2	2
Uniac	Mayfield	2	2
<b>TOTAL</b>		<b>6.17</b>	<b>6.00</b>

**Secondary Vocational Level 1 Program  
Teacher Full Time Equivalent (FTE)**

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Daws	Lincoln M. Alexander	2.83	2.83
Fournier	Gordon Graydon	2.33	2.33
Mason	Judith Nyman	10.17	10.17
Mason	Turner Fenton	3.33	3.33
Rossall	West Credit	7.83	7.83
Uniac	Humberview	0.67	0.67
<b>TOTAL</b>		<b>27.17</b>	<b>27.17</b>

**Secondary Itinerants  
Teacher Full Time Equivalent (FTE)**

<b>Superintendent</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Sirisko	10.0	10.0

## Secondary Programs for Students with Developmental Disabilities Classes

Superintendent	Location	Home School	Allocation 2014-2015 Classes	Allocation 2015-2016 Classes
<b>Bent</b>	Applewood		14	14
	Applewood Heights	Applewood	1	1
	Clarkson	Applewood	1	-
	John Fraser	Applewood	1	1
	Meadowvale	Applewood	2	1
	Port Credit	Applewood	1	1
	Rick Hansen	Applewood	1	1
	The Woodlands	Applewood	1	1
	Stephen Lewis	Applewood	2	2
<b>Total Applewood Classes</b>			<b>24</b>	<b>22</b>
<b>Haarmann</b>	Parkholme		17	17
	Bramalea	Parkholme	1	1
	Brampton Centennial	Parkholme	1	1
	Central Peel	Parkholme	4	4
	Chinguacousy	Parkholme	1	1
	Heart Lake	Parkholme	1	1
	Mayfield	Parkholme	2	2
	North Park	Parkholme	1	1
	Sandalwood Heights	Parkholme	1	1
	Harold M. Brathwaite	Parkholme	-	3
<b>Total Parkholme Classes</b>			<b>29</b>	<b>32</b>
<b>Total Classes</b>			<b>53</b>	<b>54</b>

## Teacher Full Time Equivalent (FTE)

Superintendent	Location	Allocation 2014-2015 FTE	Allocation 2015-2016 FTE
Bent	Applewood	32	30
Haarmann	Parkholme	39	43
<b>Total Teacher FTE</b>		<b>71</b>	<b>73</b>



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

<b>Superintendent</b>	<b>Location</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Daws	Lincoln Alexander	1.67	1.33
Edwards	T.L. Kennedy	14.00	14.00
<b>Total Teacher FTE</b>		<b>15.67</b>	<b>15.33</b>

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

<b>Superintendent</b>	<b>Location</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
Noble	Louise Arbour	1.33	1.33
Rossall	Erindale	2.67	2.67
Uniac	Harold M. Brathwaite	1.33	1.33
<b>Total Teacher FTE</b>		<b>5.33</b>	<b>5.33</b>

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

Fournier	Glenforest	Grade 9 – 12
Haarmann	Heart Lake	Grade 9 – 12
Moynihan	Woodlands	Grade 9 – 12
Rossall	Lorne Park	Grade 9 – 12
Uniac	Humberview	Grade 9 – 12

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

<b>Superintendent</b>	<b>School</b>	<b>Allocation 2014-2015 FTE</b>	<b>Allocation 2015-2016 FTE</b>
<b>Bent</b>	Streetsville	1.67	1.67
<b>Daws</b>	Lincoln M. Alexander	1.67	1.33
<b>Edwards</b>	Port Credit	1.33	1.33
<b>Fournier</b>	Gordon Graydon	3.33	2.67
<b>Logue</b>	North Park	1.67	1.67
	Chinguacousy	1.33	1.33
<b>Mason</b>	Judith Nyman	2.67	4.00
	Turner Fenton	3.33	4.00
<b>Moynihan</b>	Mississauga	1.67	1.67
<b>Rossall</b>	West Credit	4.67	4.67
<b>Total Teacher FTE</b>		<b>23.33</b>	<b>24.33</b>

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

<b>Superintendent</b>	<b>Agency</b>	<b>School</b>	<b>2014-2015</b>	<b>2015-2016</b>
Byers	MCYS-Youth Services	Roy McMurtry	23	17
	Marjorie Amos House	Brampton Centennial	1	1
	AYSP	Brampton Centennial	1	1
Fournier	Peel Children's Centre	Glenforest	1	1
	Vanier Residence	Glenforest	1	1
Logue	AYSP	Bramalea	1	1
	Cornerstone	North Park	1	1
	Spectrum	Chinguacousy	1	-
Mason	Spectrum	Central Peel	-	1
	Cuthbert House	Turner Fenton	1	1
Moynihan	Johnson Children's Services	Rick Hansen	1	1
Rossall	Spectrum	West Credit	1	1

<b>Care and/or Treatment Program, Custody and Correctional Facility (Section 23) Cont'd</b>				
Uniac	Hanrahan	H.M. Brathwaite	1	1
	Surrey Place	H.M. Brathwaite	1	1
	Wm. Osler Health Centre	Mayfield	3	3
<b>Total Teacher FTE</b>			<b>38</b>	<b>32</b>

## **Projects 2014 – 2015**

- Support the Mental Health Priority Working Groups in their implementation of the Mental Health Strategy (e.g. Mental Health Awareness)
- Increasing system alignment to Ministry and Board Standards
- Supporting all transitions of students with special needs
- Implementing PPM 156 and Transition Planning for Young People with Developmental Disabilities
- Building capacity of administrators to support students with special needs
- Building capacity of all staff to support students with special needs through the Collaborative Inquiry model focused on the student profile, self-regulation, transitions, and collaborative problem solving
- Monitoring the full implementation of the Intensive Support Model and the early intervention expansion
- Review the needs of students in kindergarten and develop a model to ensure early intervention to meet student needs.
- Support the pilot program, Partnering for Change, to promote early intervention of students demonstrating Developmental Coordination Disorder
- Support the pilot research program, Links to Literacy to monitor the impact of early intervention for students demonstrating challenges developing literacy skills
- Monitor full implementation of the evidence-based EMPOWER reading program in communication contained classes

## **Projects Planned for 2015 – 2016**

- Share the work of the Mental Health Priority Working Groups in the system and continue work on the Mental Health Strategy
- Increasing system alignment to Ministry and Board Standards
- Supporting all transitions of students with special needs
- Continued implementation of PPM 156 and Transition Planning for Young People with Developmental Disabilities
- Building capacity of administrators to support students with special needs
- Building capacity of all staff to support students with special needs through the Collaborative Inquiry model focused on the student profile, self-regulation, transitions, and collaborative problem solving
- Monitoring the implementation of the Intensive Support Model and early intervention expansion
- Review the needs of students in kindergarten and develop a model to ensure early intervention to meet student needs.
- Continued implementation of Partnering for Change to promote early intervention of students demonstrating Developmental Coordination Disorder
- Continued support for the research program Links to Literacy to monitor the impact of early intervention for students demonstrating challenges developing literacy skills
- Continued implementation of the evidence-based EMPOWER reading program in communication contained classes

**Elementary Panel  
Special Education Staff**

<b>1. Teachers of exceptional students</b>	<b>FTE 2014-2015</b>	<b>FTE 2015-2016</b>	<b>Staff Qualifications</b>
1.1 Teachers - regular classroom with resource or withdrawal support	393	393	OTQRC + Minimum Sp.Ed.Part I
1.2 Teachers - self-contained classes	246	256	OTQRC + Minimum Sp.Ed. Part I
1.3 Teachers for Care and/or Treatment Programs, Custody and Correctional Facilities	8	8	OTQRC
<b>1. Total</b>	<b>647</b>	<b>657</b>	

<b>2. Other Special Education Staff</b>			
2.1 Itinerant teachers	49.5	49.5	<u>ASD/SN</u> -OTQRC + Minimum Sp.Ed. Part I <u>Hard of Hearing</u> - OTQRC + Minimum Part 1 Specialist in Deaf Education <u>Visually Impaired</u> - OTQRC + Minimum Part 1 in Blind/Low Vision Education <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	2	2	OTQRC + Sp.Ed. Specialist, Principal
2.5 Consultants and Special Education Resource Teachers	25.4	25.4	OTQRC + Sp.Ed. Specialist or equivalent
2.6 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	0.5	0.5	OTQRC + Sp.Ed. Specialist or equivalent
<b>2. Total</b>	<b>80.4</b>	<b>80.4</b>	

<b>3. Educational assistants in special education</b>			
<b>3.1 Educational assistants</b>	<b>1,131.5</b>	<b>1,166.5</b>	<b>DSW, CYW, EA or equivalent</b>
<i>K-12 TA Allocation (ASD, Resource, Transition, DD, Flexible BTA: 43.5)</i>			

<b>4. Other professional resource staff (Elementary)</b>			
4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	30.1	30.1	Ph.D. or M.A. registered
4.2 Psychometrists	15.7	15.7	Ph.D. or M.A.
4.3 Psychiatrists	0.025	0.025	M.D., A.B.A.P. Fee for Service
4.4 Speech-language Pathologists (excluding chief)	48.0	48.0	Graduate degree in Speech and Language pathologist registered
4.5 Audiologists	0.6	0.6	Fee for service
4.6 Occupational therapists	0.75	0.75	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers (excluding chief)	41.2	41.2	BSW or MSW-Registered
<b>4. Subtotal</b>	<b>136.375</b>	<b>136.375</b>	
<b>1 – 4 Total</b>	<b>1,995.28</b>	<b>2,040.28</b>	

<b>5. Paraprofessional resource staff</b>			
5.1 Orientation and mobility personnel	0.5	.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	.5	
5.5 Interveners (for deaf-blind students)	1.0	1.0	
5.6 Auditory-verbal therapists	0	0	

<b>5. Subtotal</b>	<b>2.0</b>	<b>2.0</b>	
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**Secondary Panel**

<b>Special Education Staff</b>	<b>2014-2015 FTE</b>	<b>2015-2016 FTE</b>	<b>Staff Qualifications</b>
<b>1. Teachers of exceptional students</b>			
1.1 Teachers for resource and regular classes (LS1/2, CON, ZIS, DDR)	127.16	124.83	OTQRC + Minimum Sp.Ed. Part I
1.2 Teachers for self-contained classes	113.84	115.84	OTQRC + Minimum Sp.Ed. Part I (or Head with Special Education qualifications)
1.3 Teachers for Partially Integrated classes (Comm., ASD R)	29.84	30.33	OTQRC + Minimum Sp. Ed. Part I (or Head with Special Education qualifications)
1.4 Teachers Care and/or Treatment Programs, Custody and Correctional Facilities	38	32	OTQRC
<b>1. Total</b>	<b>308.84</b>	<b>303</b>	

<b>2. Other special education staff</b>			
2.1 Itinerant teachers	10	10	<u>ASD/SN</u> -OTQRC + Minimum Sp.Ed. Part I <u>Deaf/Hard of Hearing</u> - OTQRC + Minimum Part 1 Specialist in Deaf Education <u>Blind/Low Vision</u> - OTQRC + Minimum Part 1 in Blind/Low Vision Education
2.2 Teacher diagnosticians	0	0	
2.3 Coordinators	3	3	OTQRC + Sp.Ed Specialist
2.4 Consultants and Resource Teachers (Special Education)	5.6	5.6	OTQRC + Sp.Ed Specialist
2.5 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	0.5	.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	411.5	403.5	DSW, CYW, EA or equivalent
<i>K-12 TA Allocation (ASD, Resource, Transition, DD, Flexible BTA): 43.5</i>			

<b>4. Other professional resource (Secondary)</b>			
4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	8.3	8.3	Ph.D or M.A. Registered
4.2 Psychometrists	2.9	2.9	Ph. D or M.A.
4.3 Psychiatrists	0.05	0.05	M.D., A.B.A.P. Fee for Service
4.4 Speech-language pathologists (excluding chief)	3.0	3.0	Graduate degree in Speech and Language Pathologist registered
4.5 Audiologists	0.4	0.4	Fee for service
4.6 Occupational therapists	0.25	0.25	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers	15.8	15.8	BSW or MSW-Registered
<b>4. Total</b>	<b>30.7</b>	<b>30.7</b>	
<b>1 – 4 Total</b>	<b>770.14</b>	<b>770.14</b>	

<b>5. Paraprofessional resource</b>			
5.1 Orientation and mobility personnel	0.5	.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	.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>	



## **STAFF 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:**

- 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
- Capacity building of SEAC members in the form of presentations and collaborative discussion

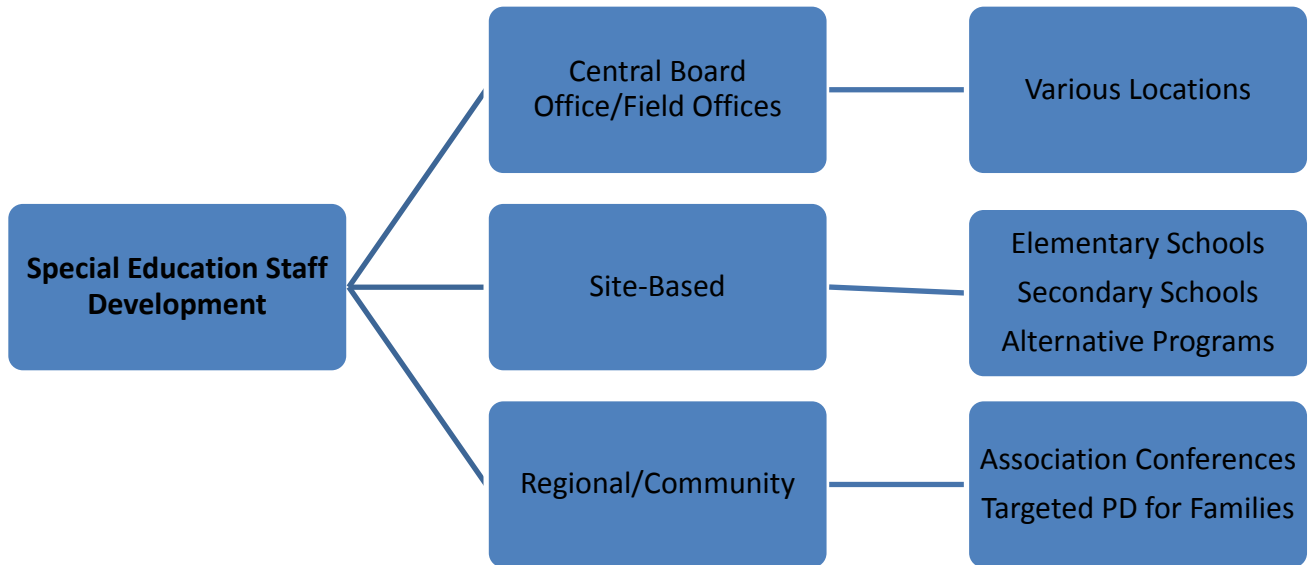
### **Special Education Staff Development Plan (courses, in-service training, etc):**

The board focus for professional development is developed by the Curriculum, Instruction, Special Education Support Services Department with a focus on literacy and numeracy

- Building capacity in teaching and learning through collaborative inquiry with a focus on areas of mental health, equity and inclusive practices, 21<sup>st</sup> century learning and *Growing Success*
- The 4 pillars identified in the Board Improvement Plan (literacy, numeracy, pathways and community, culture and caring)
- 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 certificate level courses
- Focus on collaborative transition planning for all students with special education needs as the implementation of PPM 156 begins in September 2014

## System Focus

Our focus is on the collaborative inquiry model through the Teaching-Learning Critical Pathways (TLCP) and the Professional Learning Cycle (PLC) emphasizing numeracy, literacy, pathways and community, culture and caring.



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

- digital newsletter sent out monthly (and posted on SESS website)
- e-mails and memorandums
- links to webpages (Special Education Heads, SERTs/Secondary Resource Teachers- Special Education, ISSP, and Special Programs)
- My Learning Plan (and automatic upcoming events of interest)
- Peel District School Board website
- flyers to schools
- system calendar
- Board Improvement Plan – work teams (literacy, numeracy, pathways, community culture and caring)
- 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 and newsletter

## STAFF DEVELOPMENT LEARNING OPPORTUNITIES

Month	Professional Development Topic
<b>July</b>	<ul style="list-style-type: none"> <li>• AODA Customer Services Training</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>• Summer Institute for new teachers</li> <li>• Training for teaching teams of students with ASD and DD in contained programs</li> <li>• One day training session for new and returning teachers, BTAs of elementary interval/contact programs</li> <li>• TEACCH training</li> <li>• New consultant in-service (where applicable)</li> <li>• Geneva Centre Summer Institute</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• Teacher training for Empower reading program</li> <li>• Learning Disabilities Association of Ontario conference</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Secondary teachers of Special Education- in-service</li> <li>• ISSP Teacher Institute</li> <li>• New Heads with Special Education Responsibilities- in-service</li> <li>• IEP training and ongoing support as required</li> <li>• In-service for critical incidents</li> <li>• In-service for itinerant, BTAs</li> <li>• De-escalation and personal safety trainers initial meeting</li> <li>• In-service for reporting child abuse</li> <li>• In-service for staff working with Developmental Disabilities and ASD (beginning of monthly network meetings)</li> <li>• Network for Teachers of DD classes</li> <li>• SERT training for those new to position</li> <li>• In-service for Deaf and Hard of Hearing staff</li> <li>• In-service for staff working with Special Programs IPRC chairs</li> <li>• In-service for intermediate contact program teacher/BTA</li> <li>• De-escalation and personal safety training for staff in contained interval program, intermediate and secondary contact program</li> <li>• Psychology in-service at organizational meeting</li> <li>• Teaching Assistant modules and SLP workshops</li> <li>• In-service for interval class teachers and BTAs</li> <li>• Speech-Language in-service at organized meeting</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• In-service for elementary/secondary Intensive Support teams</li> <li>• SafeTALK (upon request)</li> </ul>

<b>October</b>	<ul style="list-style-type: none"> <li>• Ongoing Collaborative Inquiry networks for contained class teachers</li> <li>• IPRC Chairs training</li> <li>• Speech-Language Pathologist in service at organized meeting</li> <li>• DD network PD meeting</li> <li>• Teaching Assistant modules and SLP workshops 4 half days</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• In-service for elementary/secondary Intensive Support teams</li> <li>• Interactive whiteboard training (IWB)</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> <li>• Learning Disabilities Association of Ontario workshops</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Transitions to Post Secondary – conference for students</li> <li>• In-service for administrators (seminars)</li> <li>• De-escalation and personal safety trainers meeting</li> <li>• In-service seminar for secondary school educators</li> <li>• Teaching Assistant modules and workshops (SLP)</li> <li>• SERT training in assistive technology</li> <li>• Network for teachers of DD classes</li> <li>• Speech-Language Pathology meeting</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• In-service for interval class teachers and BTAs</li> <li>• In-service for elementary/secondary Intensive Support teams</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Critical Incident In-service</li> <li>• Teaching Assistant modules/workshops (SLP)</li> <li>• Transition workshops for grade 8 teachers: Going From Grade 8 to Grade 9: What Supports are Available?</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• In-service- Assistive Technology for special needs accommodations for provincial assessments- Kurzweil training</li> <li>• ISSP teacher in-service</li> <li>• Network for teachers of DD classes</li> <li>• Annual Review training</li> <li>• Secondary contact teachers and BTA workshop</li> <li>• Intermediate contact teachers and BTA workshop</li> <li>• Secondary/Elementary Intensive Support team workshop</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>

<b>February</b>	<ul style="list-style-type: none"> <li>• In-service for ISSP teachers</li> <li>• Annual Review and Student Needs Assessment Form training for SERTs, Secondary Resource Teachers-Special Education and teachers</li> <li>• De-escalation and personal safety trainers meeting</li> <li>• Teaching Assistant modules and workshops (SLP)</li> <li>• Transition planning workshops for intermediate students with ASD</li> <li>• Network for teachers of DD classes</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• In-service for elementary/secondary Intensive Support teams</li> <li>• In-service for interval class teachers and BTAs</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Critical incident in-service</li> <li>• Teaching Assistant modules and workshops (SLP)</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Parent literacy workshop</li> <li>• Annual Social Work Conference</li> <li>• Psychology seminar for administrators – focussed discussion of risk in students</li> <li>• Network for Teachers of DD classes</li> <li>• Speech-Language Pathologist Spring Conference</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• In-service for interval class teachers and BTAs</li> <li>• In-service for elementary/secondary Intensive Support teams</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Annual School Psychology Conference</li> <li>• Elementary Intensive Support team in-service</li> <li>• Intermediate Contact Program staff and Professional Student Services Personnel meetings</li> <li>• Teaching Assistant modules and workshops (SLP)</li> <li>• De-escalation and personal safety trainers meeting</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• Leaders in Action</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>

<b>June</b>	<ul style="list-style-type: none"> <li>• Annual Speech-Language Conference (some years in May)</li> <li>• Teaching Assistant modules and workshops (SLP)</li> <li>• Secondary Contact Programs Workshop</li> <li>• Secondary/Elementary Intensive Support Team workshop</li> <li>• Incorporating methods of ABA and transition planning in programs for students with special needs</li> <li>• Applied Suicide Intervention Skills Training and SafeTALK</li> </ul>
<b>Monthly</b>	<ul style="list-style-type: none"> <li>• System-wide implementation of Mental Health Strategy (focus is on Mental Health literacy)</li> <li>• Departmental work time for collaborative inquiry projects among staff (SERTS, special programs teams, special education department heads)</li> <li>• Field Office School Success Team Meetings</li> <li>• Care and/or Treatment Programs, Custody and Correctional Facilities (Section 23) quarterly staff meetings</li> <li>• In-service at Care and/or Treatment Programs, Custody and Correctional Facilities (Section 23) host school sites to support school success planning</li> <li>• Speech-Language Pathologist staff meetings</li> <li>• Special Education department meetings and critical conversations</li> <li>• Social work staff meetings</li> <li>• Psychology staff meetings</li> <li>• Secondary Heads with Special Education responsibilities meetings</li> <li>• Consultant meetings</li> <li>• Secondary Resource Teachers-Special Education meetings</li> <li>• CISESS learning team meetings (once monthly)</li> <li>• Psychology Clinical Issues Meetings</li> <li>• ASD Resource team meetings</li> <li>• Itinerant staff meetings</li> <li>• Training session for Intensive Support team Case managers, BTAs, teachers (elementary and secondary)</li> <li>• Special Education Resource Teacher meetings</li> </ul>



<b>General Events</b>	<ul style="list-style-type: none"> <li>• On-going support for ISSP and classroom teachers for In-School Enhanced Learning Program</li> <li>• Anti-bullying initiative</li> <li>• Staff development opportunities offered to Behaviour Teaching Assistants from psycho-educational consultants</li> <li>• Book and video talks</li> <li>• Positive school climate development</li> <li>• Training for the revised operating procedure for high risk students</li> <li>• Training for assistive technology and software applications</li> <li>• Incorporating assistive technology into the curriculum</li> <li>• Ongoing training offered to Board staff from Special Programs, ASD resource team</li> <li>• Collaborative interdepartmental (Special Education, Curriculum and Alternative) professional development in servicing professionals supporting students who are at risk</li> <li>• Bi-monthly in-service to reflect PDSB system priorities and policies/directions/initiatives by Ontario Ministry of Education Care and/or Treatment Programs, Custody and Correctional Facilities branch</li> <li>• PD for <i>Shared Solutions</i> and collaborative problem solving</li> <li>• On-going (at school request) de-escalation and personal safety training and/or specific behaviour crisis intervention training</li> <li>• On-going training of IPRC chairs</li> <li>• On-going staff development for Social Workers</li> <li>• FAST(Families and Schools Together) workshops</li> </ul>
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<b>Cost Sharing Arrangements</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• Trillium Health Centre</li> <li>• Geneva Centre for Autism</li> <li>• Peel Children's Centre</li> <li>• Ministry of Education – SEA</li> <li>• Ministry of Children and Youth Services</li> <li>• Success by 6</li> <li>• Ministry of Colleges and Universities</li> <li>• York University</li> <li>• Brock University</li> <li>• Sheridan College</li> <li>• Humber College</li> <li>• ErinoakKids</li> <li>• Kerry's Place</li> </ul>

## TRANSPORTATION

<p>Purpose of the Standard: To provide details of the board's transportation policies to the ministry and to the public.</p>
<p>What you will find in this section:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• students in special education programs, including students who are in regular classrooms</li> <li>• students in educational care and treatment, and correctional facilities</li> <li>• students attending Provincial and Demonstration Schools</li> <li>• students who require transportation in order to attend summer school programs</li> <li>• 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</li> <li>• students who require wheelchairs, service animals or support persons.</li> <li>• safety criteria used by the board in tendering and the selection of transportation providers for exceptional students including driver training obligations.</li> <li>• communication to applicable parties</li> </ul>

### 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> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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>
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>
Driver Training and Other Safety Related Requirements	<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 on going 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, etc.).</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>

## Communication to Applicable Parties

Communication to applicable parties	<ul style="list-style-type: none"> <li>• 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 <i>Responsibilities of Students with Service Animals and their Parents/Guardians (Part 2 Section 7)</i> in the <i>Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities</i>.</li> </ul>
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## 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</li> </ul>

	students approved and designated as 12 month attendees
<p>Students attending Provincial and Demonstration Schools</p> <p>E. C. Drury                      31  Trillium                              4  W. Ross MacDonald            10</p>	<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>

### Legislated References

1. Accessibility for Ontarians with Disabilities Act (AODA)
2. Accessibility Standards for Customer Service (made under the AODA)
3. Blind Person's Rights Act
4. Guide Dogs Regulation (made under the Blind Person's Rights Act)
5. Ontario Human Rights Code

### PDSB References

1. Operating Procedure Human Resources Support Services 15
2. Operational Procedures and Protocols for the Use of Service Animals by Students who have Disabilities
3. Service Animals in Our Schools (brochure)
4. Sample Letter to Families with Students in a School Bus with a Service Animal