



Peel District School Board

Special Education Programs and Services

2014 – 2015

PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION

AMENDMENTS 2014 – 2015

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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)

	2013-2014 FTE	2014-2015 FTE
Interval	14	14
Communication	61	59
Developmental Disabilities	21	21
Developmental Disabilities / Special Needs / ASD	20	22
Enhanced Learning	26	25
General Learning Disability	49	46
Hard of Hearing	4	4
Kindergarten Support Program	4	2
Kindergarten Transition Language Class	8	9
Primary Transition Program	9	7
Autism Spectrum Disorder	32	37
Care and/or Treatment Programs, Custody and Correctional Facilities	9	8
TOTAL FTE	257.0	254.0

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

	2013-2014 FTE	2014-2015 FTE
In-School Support Program In-School Enhanced Learning Program	389.1	393
Intermediate Contact Program	20.5	20.0
ITINERANT TEACHERS		
ASD Resource Team	11	12
Hard of Hearing	13	13
Intensive Support	5	7
Special Needs	9.5	11.5
Visually Impaired	8	7
Home Instruction	0	1
Sub-total	46.5	51.5
TOTAL FTE	456.1	465.5

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

	2013 - 2014 FTE	2014 - 2015 FTE
Care and/or Treatment Program, Custody and Correctional Facility	38	38
Learning Support (LS1/LS2)	61.83	60.0
Programs for Students with Developmental Disabilities	71	71
District Programs for Students with Developmental Disabilities (DDD)	15.67	15.67
Resource Programs for Students with Developmental Disabilities (DD R)	5.33	5.33
Resource Program for Students with an Autism Spectrum Disorder (ASD R)	21.67	23.67
Vocational Level 1	26	27.17
Itinerant - Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, HOH, SN)	6	7
Regional Communications Program for Students with a Learning Disability	6.50	6.17
In School Support and Behaviour/Contact	62.00	61.83
Itinerant - Intensive Support	2	2
Home Instruction	-	1
TOTAL FTE	316	318.84

TEACHING ASSISTANT ALLOCATION

ELEMENTARY ALLOCATIONS		
	2013-2014	2014-2015
Students integrated into the mainstream	567	645.5
Classes for Students with Developmental Disabilities (DD)	123	134
Classes for Students with an Autism Spectrum Disorder (ASD)	90	89
Hard of Hearing	4	4
General Learning Disabilities Classes (GLD)	49	45
TOTAL ELEMENTARY ALLOCATIONS	833	917.5

SECONDARY ALLOCATIONS		
	2013-2014	2014-2015
Students integrated into the mainstream	65.5	64.5
Program for Students with Developmental Disabilities (DD) (Applewood + Parkholme)	182	180
Resource Program for Students with a DD (DD R)	12	12
Resource Program for Students with an ASD (ASD R)	52	58.5
District Program for Students with a Developmental Disability (TLK + Lincoln Alexander)	34	34
Vocational Level 1 Program	15	11
TOTAL SECONDARY ALLOCATIONS	360.5	360

OTHER	2013-2014	2014-2015
K-12 ASD, RESOURCE, TRANSITION, DD	-	14
TOTAL ELEMENTARY AND SECONDARY	1193.5	1291.5

ELEMENTARY BEHAVIOUR ALLOCATIONS		
Contained Programs	22	18
Superintendent BTAs	171.5	175
Intermediate Contact Itinerant	-	-
Mobile Behaviour Services	-	-
Intensive Support	10	14
TOTAL ELEMENTARY	203.5	207

SECONDARY BEHAVIOUR ALLOCATIONS		
	2013-2014	2014-2015
Superintendent BTAs	40.5	40.5
Mobile Behaviour Services	-	-
Intensive Support	4	4
K-12 Transition Support	-	-
TOTAL SECONDARY	44.5	44.5
TOTAL ELEMENTARY AND SECONDARY	248	251.5

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

NON-SPECIAL EDUCATION FUNDED TEACHING ASSISTANT ALLOCATIONS		
ELEMENTARY ADDITIONALLY FUNDED TA ALLOCATION	2013-2014	2014-2015
Technical Assistance	3	3
GOVERNMENT GRANT PORTION		
Care and/or Treatment Programs, Custody and Correction Facilities	6	6
TOTAL	9	9
SECONDARY ADDITIONALLY FUNDED TA ALLOCATION	2013-2014	2014-2015
GOVERNMENT GRANT PORTION		
Care and/or Treatment Programs, Custody and Correction Facilities	10	9
Roy McMurtry	10	8
TOTAL	20	17

PROFESSIONAL SUPPORT SERVICES

EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES

The primary aim of speech and language services is to improve a student's educational success by focusing on academic programming and communication in the classroom. To this end speech and language services provide a spectrum of integrated communication programs to support students who are communicatively challenged.

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

Speech-Language Pathologists	2013-2014	2014-2015
(does not include Chief Speech and Language Pathologist)	51.0*	51.0*

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.

Psychoeducational Consultants	2013-2014	2014-2015
(does not include Chief Psychologist, Senior Psychologist, Coordinator of Behaviour Programs)	57.0*	57.0*

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.

Social Workers	2013-2014	2014-2015
(does not include Chief Social Worker, Senior Social Worker)	57.0*	57.0*

*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
Courtin	Balmoral Drive Senior	IELC	1	25
	Greenbriar	IELC	2	50
Edwards	Camilla Road Senior	IELC	2	50
Fournier	Silverthorn	P/JELC	1	23
Grewal	Dolphin Senior	IELC	3	75
Haarmann	Robert H. Lagerquist Sr	IELC	1	25
	Somerset Drive	PELC	1	20
	Somerset Drive	JELC	1	23
Mason	Helen Wilson	JELC	1	23
	Sir John A. Macdonald Sr	IELC	1	25
Moynihan	Fallingbrook	IELC	1	25
Rossall	Homelands Sr.	IELC	3	75
	Thorn Lodge	P/JELC	1	23
	Thorn Lodge	JELC	1	23
Uniac	Allan Drive Middle	IELC	1	25
	Caledon East	JELC	1	23
	Caledon East	IELC	1	25
TOTAL			25	601

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

Superintendent	Field Office	School	Class	Allocation	Max Enrolment
Bent	MFO	McKinnon	PINT	1	8
Byers	NFO	Northwood	P/JINT	1	8
Courtin	NFO	Grenoble	PINT	1	8
	NFO	Jefferson	P/JINT	1	8
Daws	NFO	Marvin Heights	P/JINT	1	8
Edwards	MFO	Floradale	PINT	1	8
	MFO	Munden Park	P/JINT	1	8
Fournier	MFO	Nahani Way	P/JINT	1	8
Grewal	MFO	Miller's Grove	JINT	1	8
Mason	NFO	Agnes Taylor	PINT	1	8
	NFO	Arnott Charlton	P/JINT	1	8
	NFO	Hickory Wood	P/JINT	1	8
	NFO	Kingswood Drive	P/JINT	1	8
Moynihan	MFO	McBride	JINT	1	8
TOTAL				14	112

General Learning Disability Classes (GLD)

Superintendent	School	Class	Allocation	Max Enrolment
Bent	Erin Centre Middle	IGLD	1	14
Byers	Beatty Flemming Senior	IGLD	1	14
	Centennial Senior	IGLD	1	14
	McHugh	PGLD	1	10
	McHugh	JGLD	1	14
Courtin	Balmoral Drive Senior	IGLD	1	14
	Earnscliffe Senior	IGLD	1	14
	Greenbriar	IGLD	1	14
Daws	Beryl Ford	IGLD	1	14
	Brandon Gate	PGLD	1	10
	Brandon Gate	JGLD	1	14
	Calderstone Middle	IGLD	1	14
	Darcel Avenue Senior	IGLD	1	14
Edwards	Camilla Road Senior	IGLD	1	14
	The Valleys Senior	IGLD	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
Grewal	Dolphin Senior	IGLD	1	14
	Lisgar Middle	IGLD	1	14
	Ray Underhill	PGLD	1	10
	Ray Underhill	JGLD	2	28

General Learning Disability Classes (GLD) cont'd				
Haarmann	Burnt Elm	JGLD	1	14
	Cheyne Middle	IGLD	1	14
	Esker Lake	PGLD	1	10
	Esker Lake	JGLD	1	14
	McCrimmon Middle	IGLD	1	14
Mason	Fletcher's Creek	J/IGLD	1	14
	Gordon Graydon Senior	IGLD	2	28
	Parkway	JGLD	1	14
	Sir John A. Macdonald Sr	IGLD	1	14
	Sir Winston Churchill	J/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
	Elmcrest	P/JGLD	1	14
	Erin Mills Middle	IGLD	1	14
Uniac	Herb Campbell	IGLD	1	14
TOTAL			46	620

Communication Classes (COM)

Superintendent	School	Class	Allocation	Max Enrolment
Bent	McKinnon	JCOM	1	8
	Ruth Thompson Middle	ICOM	1	8
Byers	Ridgeview	PCOM	1	8
	Ridgeview	JCOM	1	8
	Royal Orchard Middle	ICOM	2	16
Courtin	Balmoral	ICOM	1	8
	Earncliffe Sr.	ICOM	1	8
	Eastbourne Drive	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
Fournier	Bristol Road Middle	ICOM	2	16
	Cooksville Creek	PCOM	1	8
	Cooksville Creek	JCOM	1	8
Grewal	Dolphin Senior	ICOM	2	16
	Edenwood Middle	ICOM	1	8
	Plowman's Park	PCOM	1	8
	Plowman's Park	JCOM	1	8
	Willow Way	PCOM	1	8
	Willow Way	JCOM	2	16

Communication Classes (COM) Cont'd				
Superintendent	School	Class	Allocation	Max Enrolment
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
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
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	Allan Drive Middle	ICOM	1	8
	Great Lakes	PCOM	1	8
	Great Lakes	JCOM	1	8
	Great Lakes	ICOM	1	8
	Macville	PCOM	1	8
	Macville	JCOM	1	8
	Macville	ICOM	1	8
TOTAL			59	472

Kindergarten Support Program (KSP)

Superintendent	School	Class	Allocation	Max Enrolment
Byers	Queen Street	KSP FDK	1	6
Grewal	Trelawny	KSP FDK	1	6
TOTAL			2	12

Kindergarten Transition Language Class (KTLC)

Superintendent	School	Class	Allocation	Max Enrolment
Edwards	Clifton	KTLC FDK	1	6
Fournier	Cooksville Creek	KTLC FDK	1	6
Grewal	Plowman's Park	KTLC FDK	2	12
Haarmann	Conestoga	KTLC FDK	2	12
	Esker Lake	KTLC FDK	2	12
Uniac	Macville	KTLC FDK	1	6
TOTAL			9	54

FDK – Full Day Kindergarten

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

Superintendent	School	Class	Allocation	Max Enrolment
Bent	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
Byers	Centennial Senior	IDD	1	10
	Eldorado	P/JDD	1	10
	Lorenville	IDD/ASD	1	6
	Sir William Gage Middle	IDD	1	10
Courtin	Balmoral Drive Senior	IDD	1	10
	Goldcrest	P/JDD/ASD	1	6
	Greenbriar	IDD	1	10
	Williams Parkway Senior	IDD/ASD	1	6
Daws	Beryl Ford	IDD	1	10
	Claireville	P/JDD	1	10
Edwards	Briarwood	P/JDD/SN	1	6
	Queen Elizabeth Senior	IDD	1	10
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
Grewal	Hazel McCallion Senior	IDD	1	10
	Hazel McCallion Senior	IDD/ASD	1	6
	Lisgar Middle	IDD/ASD	1	6
	Shelter Bay	P/JDD	1	10

Classes for Students with Developmental Disabilities (DD) cont'd				
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
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
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
TOTAL			43	342

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

Superintendent	School	Class	Allocation	Max Enrolment
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
Byers	Huttonville	I ASD	2	16
	Royal Orchard Middle	I ASD	1	8
Courtin	Eastbourne	PTP	1	6
	Greenbriar	I ASD-R	1	8
	Williams Parkway Senior	I ASD	1	8
Daws	Red Willow	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
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
Grewal	Hazel McCallion Senior	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

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
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
TOTAL			44	306

Classes for students Hard of Hearing (HOH)

Superintendent	School	Class	Allocation	Max Enrolment
Fournier	Cooksville Creek	HOH	1	8
Uniac	Great Lakes	HOH	2	16
Mason	William G. Davis Senior	HOH	1	8
TOTAL			4	32

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

Superintendent	School – Program	Class	Allocation	Max Enrolment
Byers	Beatty Flemming - Spectrum	SEC 23	1	6
Courtin	Fallingdale - TRE-ADD	SEC 23	1	6
Fournier	Glenhaven - PCC	SEC 23	1	6
Grewal	Kindree - PCC	SEC 23	2	12
Mason	Hickory Wood - ErinoakKids	SEC 23	1	6
Moynihan	Edenrose - ErinoakKids	SEC 23	2	12
TOTAL			8	48

Intermediate Contact Program (ICP)

Superintendent	School	Allocation
Bent	Erin Centre Middle	0.5
	Ruth Thompson	0.5
	Thomas Street Middle	0.5
Byers	Beatty Flemming Senior	0.5
	Centennial Senior	0.5
	Huttonville	0.5
	Royal Orchard Middle	0.5
	Sir William Gage Middle	0.5
Courtin	Balmoral	0.5
	Earnscliffe Srnior	0.5
	Greenbriar	0.5
	Williams Parkway Senior	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
Grewal	Dolphin Sr.	0.5
	Edenwood Middle	0.5
	Hazel McCallion Senior	0.5
	Lisgar Middle	0.5

Intermediate Contact Program (ICP) cont'd

Haarmann	Cheyne Middle	0.5
	McCrimmon Middle	0.5
	Robert H. Lagerquist Senior	0.5
Mason	Fletcher's Creek Senior	0.5
	Gordon Graydon Senior	0.5
	Sir John A. Macdonald Senior	0.5
	William G. Davis Senior	0.5
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
Total		20

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

Superintendent	Allocation
Bent	25.4
Byers	43.6
Courtin	29.0
Daws	37.2
Edwards	28.5
Fournier	29.4
Grewal	27.2
Haarmann	32.2
Mason	25.7
Moynihan	29.7
Noble	39.4
Rossall	21.3
Uniac	24.4
TOTAL	393.0

Summary of Changes to Elementary Programs and Locations 2014 - 2015

Mississauga Field Office

FROM			TO			
SOE	CLASS	SCHOOL	SOE	CLASS	SCHOOL	CHANGE
ASD						
			Edwards	I ASD	The Valleys	New
COM						
Grewal	2 PCOM	Plowman's Park	Moynihan	1 PCOM	Whitehorn	Relocate 1 PCOM
Grewal	2 JCOM	Plowman's Park	Moynihan	1 JCOM	Whitehorn	Relocate 1 JCOM
GLD						
Bent	PGLD	Castlebridge	Rossall	PGLD	Brookmede	Relocate
Bent	JGLD	Castlebridge	Rossall	JGLD	Brookmede	Relocate
Moynihan	JGLD	Queenston	Grewal	JGLD	Ray Underhill	Relocate
Moynihan	IGLD	Queenston	Fournier	JGLD	Dixie	Relocate & Convert
Rossall	IGLD	Hillside				Close
INTERVAL						
Edwards	JINT	Munden Park	Edwards	P/JINT	Munden Park	Convert
Fournier	PINT	Nahani Way	Fournier	P/JINT	Nahani Way	Convert
KSP						
Rossall	KSP	Elmcrest				Close

Summary of Changes to Elementary Programs and Locations 2014 - 2015

North Field Office

CURRENT			PROPOSED			
SOE	CLASS	SCHOOL	SOE	CLASS	SCHOOL	CHANGE
ASD						
			Byers	I ASD	Huttonville	New
			Noble	I ASD	Mountain Ash	New
Haarmann	PTP	Conestoga	Haarmann	P/J ASD	Conestoga	Convert
DD						
			Haarmann	P/J DD ASD	Worthington	New
			Byers	I DD ASD	Lorenville	New
ELC						
Mason	PELC	Helen Wilson				Close
KTLC						
			Haarmann	KTLC	Esker Lake	New
COM						
Uniac	ICOM	Macville				Close
Byers	ICOM	Ingleborough				Close
GLD						
			Mason	J/IGLD	Fletcher's Creek	New
Mason	JGLD	Sir Winston Churchill	Mason	J/IGLD Gr.5,6,7	Sir Winston Churchill	Convert
Noble	PGLD	Robert J Lee				Close
Noble	JGLD	Robert J Lee				Close
Haarmann	PGLD	Burnt Elm				Close
INTERVAL						
Courtin	JINT	Jefferson	Courtin	P/JINT	Jefferson	Convert
Daws	JINT	Marvin Heights	Daws	P/JINT	Marvin Heights	Convert
Mason	JINT	Arnott Charlton	Mason	P/JINT	Arnott Charlton	Convert
Mason	JINT	Kingswood	Mason	P/JINT	Kingswood	Convert
KSP						
Uniac	KSP	SouthFields Village				Close
Section 23						
Byers	Section 23 Spectrum	Centennial Senior				Close

SECONDARY PROGRAMS

Secondary Learning Support Program (LS 1, LS 2)

Teacher Full Time Equivalent (FTE)

Superintendent	School	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Bent	John Fraser	1.33	1.33
	Stephen Lewis	1.33	1.33
Byers	Brampton Centennial	1.83	1.83
	David Suzuki	3.00	3.17
Courtin	Bramalea	1.83	1.50
	Chinguacousy	1.67	1.33
	North Park	1.83	1.67
Daws	Castlebrooke	1.83	2.83
	Lincoln M. Alexander	1.50	1.33
Edwards	Cawthra Park	2.17	2.00
	Port Credit	2.33	2.17
	T.L. Kennedy	1.00	1.00
Fournier	Applewood Heights	1.33	1.50
	Glenforest	1.33	1.33
	Gordon Graydon	0.50	0.33
Grewal	Meadowvale	3.50	2.83
	Streetsville	1.33	1.33
	West Credit	0.67	0.67
Haarmann	Fletcher's Meadow	2.17	2.00
	Heart Lake	2.50	2.17
Mason	Central Peel	1.83	1.67
	Judith Nyman	-	-
	Turner Fenton	1.67	1.83
Moynihan	Mississauga	2.17	2.00
	Rick Hansen	2.17	2.00
	Woodlands	1.33	1.33

Noble	Louise Arbour	2.33	2.17
	Sandalwood Heights	2.17	2.17
Rossall	Clarkson	1.83	1.67
	Erindale	2.17	2.17
	Lorne Park	1.83	1.83
Uniac	Harold M. Brathwaite	1.50	1.83
	Humberview	3.17	3.00
	Mayfield	2.67	2.67
TOTAL		61.83	60.00

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

Superintendent	School	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Bent	John Fraser	1.50	1.50
	Stephen Lewis	1.50	1.50
Byers	Brampton Centennial	1.67	1.67
	David Suzuki	1.50	1.50
Courtin	Bramalea	1.50	1.50
	North Park	1.50	1.50
	Chinguacousy	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
Grewal	Meadowvale	1.50	1.50
	Streetsville	1.50	1.50
	West Credit	2.83	2.83
Haarmann	Fletcher's Meadow	1.50	1.50
	Heart Lake	1.67	1.67
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	2.00	1.83
Uniac	Harold M. Brathwaite	1.50	1.50
	Humberview	2.17	2.17
	Mayfield	1.67	1.67
TOTAL		62.01	61.83

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

Superintendent	School	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Byers	Brampton Centennial	2	2
Fournier	Gordon Graydon	0.50	0.17
Rossall	Erindale	2	2
Uniac	Mayfield	2	2
TOTAL		6.50	6.17

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

Superintendent	School	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Daws	Lincoln M. Alexander	3.17	2.83
Fournier	Gordon Graydon	1.67	2.33
Grewal	West Credit	7.17	7.83
Mason	Judith Nyman	10	10.17
Mason	Turner Fenton	3.33	3.33
Uniac	Humberview	0.67	0.67
TOTAL		26	27.17

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

Superintendent	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Sirisko	8.0	10.0

Secondary Programs for Students with Developmental Disabilities Classes

Superintendent	Location	Home School	Allocation 2013-2014 Classes	Allocation 2014-2015 Classes
Bent	Applewood		14	14
	Applewood Heights	Applewood	1	1
	Clarkson	Applewood	1	1
	John Fraser	Applewood	1	1
	Meadowvale	Applewood	2	2
	Port Credit	Applewood	1	1
	Rick Hansen	Applewood	1	1
	The Woodlands	Applewood	1	1
	Stephen Lewis	Applewood	2	2
Haarmann	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
Total Classes			53	53

Teacher Full Time Equivalent (FTE)

Superintendent	Location	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Bent	Applewood	32	32
Haarmann	Parkholme	39	39
Total Teacher FTE		71	71

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

Superintendent	Location	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Courtin	Lincoln Alexander	1.67	1.67
Edwards	T.L. Kennedy	14.00	14.00
Total Teacher FTE		15.67	15.67

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

Superintendent	Location	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Noble	Louise Arbour	1.33	1.33
Rossall	Erindale	2.67	2.67
Uniac	Harold M. Brathwaite	1.33	1.33
Total Teacher FTE		5.33	5.33

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)

Superintendent	School	Allocation 2013-2014 FTE	Allocation 2014-2015 FTE
Courtin	North Park	1.67	1.67
	Chinguacousy	1.67	1.67
Daws	Lincoln M. Alexander	1.67	1.67
Edwards	Port Credit	-	1.33
Fournier	Gordon Graydon	3.33	3.33
Grewal	Streetsville	1.67	1.67
	West Credit	4.00	4.67
Mason	Judith Nyman	2.67	2.67
	Turner Fenton	3.33	3.33
Moynihan	Mississauga	1.67	1.67
Total Teacher FTE		21.68	23.67

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

Superintendent	Agency	School	2013-2014	2014-2015
Byers	MCYS-Youth Services	Roy McMurtry	27	23
	Marjorie Amos House	Brampton Centennial	1	1
	AYSP	Brampton Centennial	1	1
Courtin	AYSP	Bramalea	1	1
	Cornerstone	North Park	1	1
	Spectrum	Chinguacousy	1	1
Fournier	Peel Children's Centre	Glenforest	1	1
	Vanier Residence	Glenforest	1	1
Grewal	Alliance	West Credit	1	-
	Spectrum	West Credit	-	1
Mason	Full Circle	Central Peel	1	-
	Cuthbert House	Turner Fenton	1	1
Moynihan	Johnson Children's Services	Rick Hansen	1	1

Care and/or Treatment Program, Custody and Correctional Facility (Section 23) Cont'd				
Uniac	Hanrahan	H.M. Brathwaite	1	1
	Surrey Place	H.M. Brathwaite	-	1
	TRE-ADD	H.M. Brathwaite	1	-
	Wm. Osler Health Centre	Mayfield	3	3
Total Teacher FTE			43	38

Projects 2013 – 2014

- Implementation of Open Minds Healthy Minds
- Implementing the recommendations of the Gifted Review
- 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 networks and Professional Development
- Enhance communication standards for Special Education by introducing a teacher newsletter
- Implement the Intensive Support Model as part of the recommendations made in the Behaviour Review
- Use resources effectively and efficiently

Projects Planned for 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

**Elementary Panel
Special Education Staff**

1. Teachers of exceptional students	FTE 2013-2014	FTE 2014-2015	Staff Qualifications
1.1 Teachers - regular classroom with resource or withdrawal support	389.1	393	OTQRC + Minimum Sp.Ed.Part I
1.2 Teachers - self-contained classes	248.0	245	OTQRC + Minimum Sp.Ed. Part I
1.3 Teachers for Care and/or Treatment Programs, Custody and Correctional Facilities	9	8	OTQRC
1. Total	646.1	646	

2. Other Special Education Staff			
2.1 Itinerant teachers	46.5	51.5	<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	26.3	25.4	OTQRC + Sp.Ed. Specialist or equivalent
2.6 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	0.5	.5	OTQRC + Sp.Ed. Specialist or equivalent
2. Total	78.3	82.4	

3. Educational assistants in special education			
3.1 Educational assistants	1036.5	1,131.5	DSW, CYW, EA or equivalent

4. Other professional resource staff (Elementary)			
4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	30.1	30.1	Ph.D. or M.A. registered
4.2 Psychometrists	15.7	15.7	Ph.D. or M.A.
4.3 Psychiatrists	0.025	0.025	M.D., A.B.A.P. Fee for Service
4.4 Speech-language Pathologists (excluding chief)	48.0	48.0	Graduate degree in Speech and Language pathologist registered
4.5 Audiologists	0.6	0.6	Fee for service
4.6 Occupational therapists	0.25	0.75	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers (excluding chief)	41.2	41.2	BSW or MSW-Registered
4. Subtotal	135.88	136.375	
1 – 4 Total	1896.78	1996.28	

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

Secondary Panel

Special Education Staff	2013-2014 FTE	2014-2015 FTE	Staff Qualifications
1. Teachers of exceptional students			
1.1 Teachers for resource and regular classes (LS1/2, CON, ZIS, DDR)	129.69	127.16	OTQRC + Minimum Sp.Ed. Part I
1.2 Teachers for self-contained classes	112.67	113.84	OTQRC + Minimum Sp.Ed. Part I (or Head with Special Education qualifications)
1.3 Teachers for Partially Integrated classes (Comm., ASD R)	28.17	29.84	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	38	OTQRC
1. Total	308.53	308.84	

2. Other special education staff			
2.1 Itinerant teachers	8	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)	4.7	5.6	OTQRC + Sp.Ed Specialist
2.5 Care and/or Treatment Programs, Custody and Correctional Facilities Liaison	0.5	0.5	OTQRC + Sp.Ed Specialist
2. Total	16.2	19.1	

3. Educational assistants in special education			
3.1 Educational assistants	405	411.5	DSW, CYW, EA or equivalent

4. Other professional resource (Secondary)			
4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs)	8.3	8.3	Ph.D or M.A. Registered
4.2 Psychometrists	2.9	2.9	Ph. D or M.A.
4.3 Psychiatrists	0.05	0.05	M.D., A.B.A.P. Fee for Service
4.4 Speech-language pathologists (excluding chief)	3.0	3.0	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
4. Total	30.7	30.7	
1 – 4 Total	765.40	770.14	

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

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

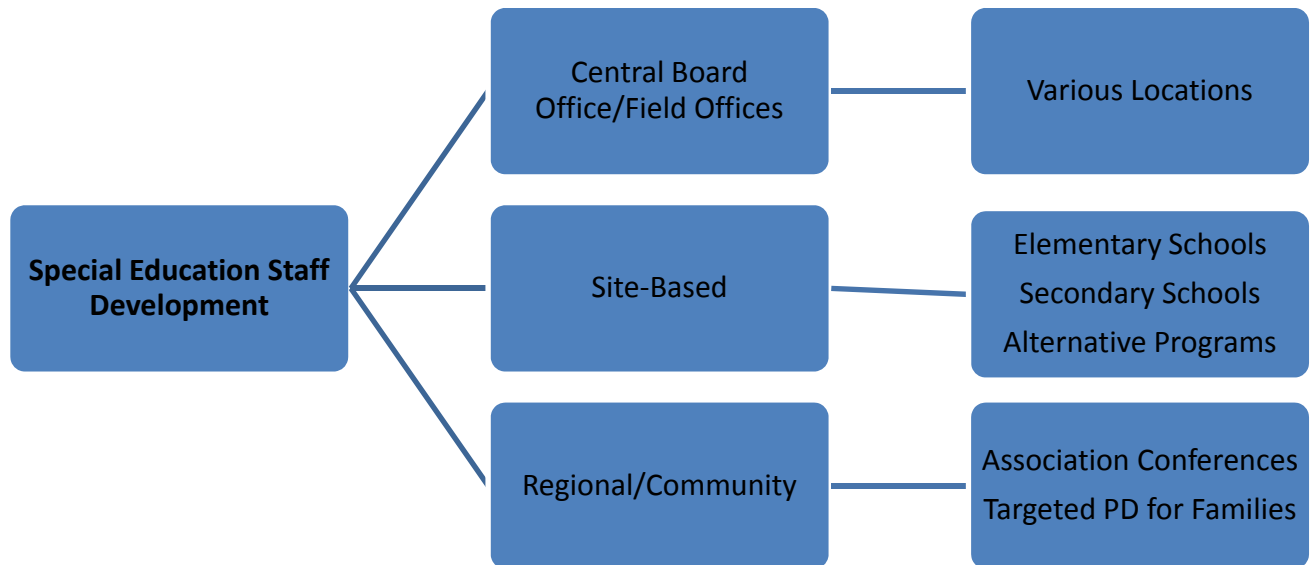
Special Education Staff Development Plan (courses, in-service training, etc):

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, 21st 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
July	<ul style="list-style-type: none"> • AODA Customer Services Training
August	<ul style="list-style-type: none"> • Summer Institute for new teachers • Training for teaching teams of students with ASD and DD in contained programs • One day training session for new and returning teachers, BTAs of elementary interval/contact programs • TEACCH training • New consultant in-service (where applicable) • Geneva Centre Summer Institute • Incorporating methods of ABA and transition planning in programs for students with special needs • Teacher training for Empower reading program • Learning Disabilities Association of Ontario conference
September	<ul style="list-style-type: none"> • Secondary teachers of Special Education- in-service • ISSP Teacher Institute • New Heads with Special Education Responsibilities- in-service • IEP training and ongoing support as required • In-service for critical incidents • In-service for itinerant, BTAs • De-escalation and personal safety trainers initial meeting • In-service for reporting child abuse • In-service for staff working with Developmental Disabilities and ASD (beginning of monthly network meetings) • Network for Teachers of DD classes • SERT training for those new to position • In-service for Deaf and Hard of Hearing staff • In-service for staff working with Special Programs IPRC chairs • In-service for intermediate contact program teacher/BTA • De-escalation and personal safety training for staff in KSP, contained interval program, intermediate and secondary contact program • Psychology in-service at organizational meeting • Teaching Assistant modules and SLP workshops • In-service for interval class teachers and BTAs • Speech-Language in-service at organized meeting • Incorporating methods of ABA and transition planning in programs for students with special needs • In-service for elementary/secondary Intensive Support teams • SafeTALK (upon request)

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

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

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

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

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"> • description of the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation • students in special education programs, including students who are in regular classrooms • students in educational care and treatment, and correctional facilities • students attending Provincial and Demonstration Schools • students who require transportation in order to attend summer school programs • process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately • students who require wheelchairs, service animals or support persons. • 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

Safety Criteria

Wheelchair Service	<ul style="list-style-type: none"> • all vehicles used comply with Ministry of Transport regulations, including wheelchair securement processes and devices • drivers are specifically selected for this service based on experience, personality and driving record
Assistive Devices	<ul style="list-style-type: none"> • Students' needs for assistive devices, such as walkers, crutches, braces etc. should be included in student transportation plans.
Service Animals	<ul style="list-style-type: none"> • Approved service animals are permitted to accompany students with disabilities on school buses. • Special Education SS will communicate with the Transportation Department about the arrival of a service animal. • STOPR will communicate with the Transportation provider prior to the arrival of the service animal on the bus. • Orientation meeting between the driver, parent/guardian, student and service animal should occur prior to the service animal's first day on the bus. • Students or others with service animals must adhere to the following: <ul style="list-style-type: none"> ○ keep the animal under control at all times, ○ keep the animal on a leash or

	<p>appropriately contained</p> <ul style="list-style-type: none"> ○ keep the animal in the on the floor away from the aisle ○ make certain the animal is clean ○ adhere to the Responsibilities of <i>Students with Service Animals and their Parents/Guardians (Part 2 Section7) in the Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities. See Appendix 1</i>
Travel Assistants	<ul style="list-style-type: none"> ● Travel Assistants are school Board personnel who provide assistance to students with disabilities on the bus. They do not leave the bus. Refer to <i>PDSB Operating Procedure Human Resources Support Services 15.</i>
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"> ● all drivers require a criminal record check ● companies provide training on an individual needs basis to drivers transporting students with special needs ● all companies train their drivers on the use of epi-pens ● companies provide on going training throughout the school year in areas such as evacuation, student behaviour, etc. ● all drivers receive training as required under the AODA and the regulations made under it (e.g. Accessible Customer Service training, etc.). ● Transit providers keep records of training as required by AODA regulations. ● Drivers will provide notice as required under the Accessibility Standards for Customer Service under the (AODA) of temporary disruptions in a service, facility or feature used by students and others with disabilities (such as lifts and ramps). ● Drivers will provide Board staff with feedback regarding any concerns for students and their transportation experience including accessibility related issues for students with disabilities.

Communication to Applicable Parties

Communication to applicable parties	<ul style="list-style-type: none"> • 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>.
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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"> • Special Education Resource Teachers/Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance
Students in mainstream placements	<ul style="list-style-type: none"> • Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance
Students in educational care and treatment	<ul style="list-style-type: none"> • Specific requirements and details regarding the student and service requirements are received from Care and/or Treatment Programs, Custody and Correctional Facilities co-ordinator • Service is provided utilizing either contracted mini van or taxis • Transportation to care and treatment facilities are maintained during the summer months for those

	students approved and designated as 12 month attendees
<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"> • Provincial Schools provide a list of students, from PDSB who are enrolled in the Provincial School • Transportation staff designs a segregated route system for both daily and weekly residential students • Communication is directly with parents regarding pick up and drop off times as well as necessary adjustments • Revisions to student data and new or deleted student information is received from the Provincial school on an ongoing basis throughout the school year
<p>Students who require transportation in order to attend summer school programs</p>	<ul style="list-style-type: none"> • No transportation service is provided for secondary students attending summer school • Elementary summer school (Grade 7 and 8) students are provided with bussing to the designated summer school site from the neighbourhood school • Centralized stops, located only at schools, are established for this service and route information is provided to all schools prior to the end of June • Students are required to get themselves to the centralized stops • Exceptions to this apply only in the case of students with physical disabilities or exceptional rural circumstances
<ul style="list-style-type: none"> • 20 passenger van • 5 passenger mini van • wheelchair accessible vehicle • taxi • regular school bus 	<ul style="list-style-type: none"> • Decisions about type of vehicle are made collaboratively with the involvement of any or all of the following: SERT/Consultant Co-ordinator School personnel Superintendent Transportation officers

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

Appendix 1

Operational Procedures and Protocols for the Use of Service Animals by Students who have Disabilities

Operational Procedures and Protocols
for the

Use of Service Animals

by

Students who have Disabilities

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Part 1

Use of Service Animals by Students with Disabilities

1.0 Background

The Board is pleased to make reasonable efforts to accommodate students with disabilities and to provide equality of opportunities in a manner that respects their dignity and independence and is integrated with others. In some cases students with disabilities require the assistance of a service animal to access the Ontario Curriculum. As stipulated under the Accessibility Standards for Customer Service made under the Accessibility for Ontarians with Disabilities Act (AODA) service animals may be used by persons with disabilities to assist them in accessing goods and services. (The definition of “disabilities”, adhered to by the AODA and the Ontario Human Rights Code is found in the appendix.)

Students who require a service animal to access the Ontario Curriculum must adhere to the Peel District School Board’s operational procedures, protocols and guidelines for the use of service animals by students with disabilities.

2.0 Service Animals Information

2.1. General Information

Service animals provide a wide range of assistance such as: guiding people who are blind; retrieving items for people with mobility disabilities; emotional support; alerting people who are deaf to certain sounds; alerting someone that they are about to have a seizure and leading them to safety; and many other forms of assistance.

2. 2. Definition/Explanation of Service Animal

“Guide dog” means a guide dog as defined in section 1 of the *Blind Persons' Rights Act*,

“Service animal” means an animal described as follows:

An animal is a service animal for a person with a disability,

- (i) If it is readily apparent that the animal is used by the person for reasons relating to his or her disability; or
- (ii) If the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability. O. Reg. 429/07, s. 4 (9)

2.3 Identifying Service Animals

Service animals are defined as any animal that assists a person with a disability but most service animals are dogs.

2.4 Identification of Service Animals

Often a service animal can be identified by observing the assistance it provides or by its harness or vest or other noticeable identification.

Proof that the animal is a service animal includes:

- a letter from a physician or nurse stating that the animal is required for reasons related to a disability; or
- a training certificate or identification card from a recognized service animal training school, such as the Lions Foundation of Canada; or
- documentation that the individual is a handler of a service animal, such as identification issued by the Canadian National Institute for the Blind (CNIB), or the Attorney General of Ontario.

3.0 Exclusion of Service Animals

Students who require the assistance of a service animal may be accompanied by their service animal when on school Board premises in areas where students are typically allowed unless the animal is excluded by law.

3.1 Municipal By-Laws Excluding Certain Animals or Breeds

Some cities and towns exclude certain animals from their municipal jurisdictions. It is the responsibility of the student and/or their parents/guardians to make certain that the service animal is permitted within the city or town they wish to visit by contacting the local municipal clerk's department. For example the Cities of Mississauga and Brampton and the Town of Caledon prohibit many non-domestic animals from their jurisdictions.

3.2 Ontario Dog Owner's Liability Act

A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

3.3 Food Areas

Under Ontario Regulation 562, of Ontario's Health Promotion and Protection Act, only service *dogs (but not other types of animals) are allowed* in areas where food is served, sold, displayed, and offered for sale. For example, service dogs are allowed in cafeterias and restaurants but other service animals are not. However no animals (including all service animals) are permitted in areas where food is prepared, processed, or handled (e.g., school cafeteria or lunchroom).

3.4 Health and Safety

Service animals must be kept under control at all times and may be excluded if they are behaving in an aggressive manner, such as growling or biting. In the rare event that this occurs students will be required to remove the animal and other options for accommodation will be discussed.

3.5 Alternative Measures if Service Animal must be Excluded from an Area

If the service animal must be excluded, the Board will make reasonable efforts to put alternative arrangements in place to so that students who require service animals can access the Ontario Curriculum. For example, because service animals including guide dogs and other service dogs are not permitted in kitchens, (as stipulated under the Health Promotion and Protection Act) during a culinary class other assistance will be offered to a student who is blind.

4.0 Before an Animal will be Considered an Accommodation for a Student

4.1 Prior to being considered an accommodation for a student with a disability the Board requires:

- Medical proof that the student requires the animal for reasons related to a disability for the student to access the Ontario Curriculum.
- This information must include a description of how the animal will assist the student and this should be noted in the student's IEP.
- Appropriate assurances that the service animal will be suitable for educational settings and will not pose a risk to health or safety.

4.2 Established Relationship between the Service Animal and Student

The relationship (bond) between the service animal and the student must be established prior to the service animal's arrival in the school.

4.3 Service Animals must be Adults

Service animals must be adults for example, dogs should be at least 12 months old. Service animals must have the maturity and temperament to behave calmly in educational settings and have toileting control.

5.0 Administrative Procedure

5.1 Staff Responsibilities

Supervisory Officers, Principals and Departmental Managers will provide training to staff, volunteers and others dealing with the public on behalf of their school or the Board about how to interact with people with disabilities who are accompanied by a service animal. For example, staff must not distract service animals since this may result in harm to their handlers.

Service animals are working animals and must be prepared to assist a person with a disability at any moment. For this reason staff will:

- Not interfere with service animals by distracting them or by offering them treats or by petting them.
- Notify the parents/guardians and service animal organization (where applicable) when the animal's behaviour needs corrective training.

5.2 Incidents involving the Service Animal

In the case of injurious behaviour caused by the service animal staff will:

- Immediately notify the principal or their designate.
- Complete an accident report.
- Notify the parents/guardians of the student with the service animal.
- Remove the service animal from the school until a meeting is held. Attendees should include:
 - The parents/guardians of the student with the service animal
 - Principal or vice principal
 - Teacher
 - Service animal organization (where applicable)
- Notify Special Education Support Service of the incident.

The purpose of the meeting is to review the incident and determine next steps. The meeting will review all aspects of the incident including events leading up to the incident such as a dog with an infected ear being tugged by a child causing the dog to react.

5.3 Animals in Classrooms or Visiting the School

The rights and needs of students with disabilities and the safety of the service animal and of other animals that are part of educational programs or visiting schools must be considered

a. Service Animals Should be Kept at a Safe Distance Away from Other Animals

Some animals may become agitated by the presence of other animals which may result in harm to staff, students or animals. If there is a reasonable concern for the safety of any animal or individual service animals should be kept away from other animals that are part of educational programs or animals visiting the school for particular events or for other reasons. If a concern exists, service animals and other animals may be kept at a safe distance, in opposite areas of a classroom, in separate areas considered reasonable under the circumstances, or another reasonable form of accommodation.

b. Advanced Notice of Other Animals at the School

If arrangements have been made for other animals to be on school premises the principal or their designate should discuss the matter with students who require service animals, their parents/guardians and the organization or individual bringing animals to the school.

Advanced notice should be given to all parties to inform them that other animals may be present in the school or part of educational programs. Advanced notice should be sufficient to permit all parties time to determine if a concern for the health and safety of any person or animal exists and to make alternative arrangements, if necessary.

Notice should include the type of animal, the date of its arrival, the duration of its stay and the school program/class involved.

c. Fear of Animals and Allergies

Common allergic reactions and fear of animals are not grounds for prohibiting service animals from the premises. If staff or students are afraid or allergic to the animal accommodations for all parties should be considered such as keeping the student or others as far apart from the animal as reasonably possible. Accommodations should be made in a timely manner.

d. Severe Allergic Reactions to Service Animals

In the rare event that students or other individuals have a severe allergy to a service animal, such as respiratory distress or anaphylaxis shock it is the Board's expectation that the situation be fully analyzed and options will be discussed to try to find a satisfactory resolution for both parties, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, suggesting that one party return at another time if possible, etc. Handlers are expected to keep their service animal regularly bathed and groomed to help reduce allergens.

6.0 Responsibilities of Students with Service Animals and their Parents/Guardians

The student or handler of the service animal and their parents/guardians must adhere to the following:

Inform school administration and teachers of the service animal's visiting schedule or approximate schedule.

- i. Inform school administration and teachers of the duration or approximate duration of each visit.
- ii. Provide proof to the school/Board of up-to-date immunizations, license and other documents considered applicable and associated with the service animal.
- iii. Demonstrate that the animal is suitable for educational settings (e.g. it will not interfere with school routines and activities) and will not pose a risk to health and safety.
- iv. Keep the animal in control at all times.
- v. Ensure the animal does not vocalize unnecessarily, e.g. barking, growling or whining.
- vi. Keep the service animal on a leash or contained as appropriate at all times.
- vii. Provide a mat (not a cushion) or soft crate for service dogs. This will act as a marker of where the dog is required to stay.
- viii. Make certain the animal's behaviour is not aggressive or threatening.
- ix. Maintain full responsibility of the service animal at all times. Do not leave the animal unattended.
- x. Respect the rights and feelings of others. For example, attempt to avoid individuals when aware that they are afraid of, or allergic to animals.
- xi. Keep the animal clean and well groomed.
- xii. Address any medical issues of the service animal immediately, such as ear infections.
- xiii. Responsibility for toileting breaks, cleaning up after the animal, for its feeding and other care is the full responsibility of the parents/guardians and/or the student/handler. Food/ water containers must not be left on the floor.
- xiv. If requested parents/guardians or the student must provide proof that the service animal is permitted in the city or town where the school is located or in the municipality they are visiting on a school trip etc.
- xv. The Peel District School Board recommends that parents/guardians or (where applicable) students review and reflect on their insurance coverage (home and content insurance as it relates to liability coverage).

6.1 Aggressive Behaviour and other Incidents

If the student or their parents/guardians notice any aggressive behaviour involving their service animal such as, growling or biting they must remove the service animal from the situation immediately.

- i. Students or their parents/guardians should report any incidents involving their service animal to the principal or vice principal immediately.

PDSB References

- *Accessibility Policy #76*
- *Customer Service Operating Procedure*
- *Use of Service Animals by the General Public Guideline*
- *Environmental Health and Safety Operating Procedure 2.1.5 – Animals In The Classroom*

Legislated References

- *Accessibility for Ontarians with Disabilities Act (AODA)*
- *Accessibility Standards for Customer Service (Reg. 427/09 made under the AODA)*
- *Accessibility Standards for Customer Service: Employer Handbook, 2008, pg. 40.*
- *Blind Person's Rights Act*
- *Guide Dogs Regulation 58 (made under the Blind Persons' Rights Act)*
- *Ontario Human Rights Code*

Part 2
Transportation Protocol

The following protocol is suggested for a safe ride with the service animal:

1. The School Board will confirm to the bus company the existence of a service animal pursuant to this Procedure on a bus route to facilitate preparation for the service animal's presence on the bus.
2. Ensure there is documentation about the service animal with the route information, so there are no surprises for new or substitute drivers.
3. The service animal should not sit in the aisle of the bus. Whenever possible service animals should be on the floor away from the aisle to prevent them from becoming a projectile or tripping hazard.
4. In situations where students are afraid of or allergic to the service animal students should be instructed to sit as far apart as possible. For example, the student with the service animal may sit near the front of the bus and the other student afraid or allergic to the animal may sit at the rear of the bus.
5. Brief orientation regarding the presence of the service animal on buses may be given from the handler (if they are comfortable in this role), school, or school Board and to be given to the driver and other students on board the bus to ensure there is an understanding of the expected behaviour of the service animal when on the bus and appropriate behaviour from students and staff towards the service animal.
6. Service animals are working, even when they appear to be at rest, and should not be petted, distracted or fed by anyone but the handler.
7. Students or handlers of the service animal must adhere to the following responsibilities also listed in Part 1 Section 6.
 - i. Inform school administration and teachers of the service animal's transit schedule or approximate schedule.
 - ii. Provide proof to the school/Board of up-to-date immunizations, license and other documents considered applicable and associated with the service animal.
 - iii. Keep the animal in control at all times.
 - iv. Ensure the animal does not vocalize unnecessarily, e.g. barking, growling or whining.
 - v. Keep the service animal on a leash or contained as appropriate at all times.
 - vi. Do not allow the animal to sit in the aisle of the bus. The animal should be on the floor away from the aisle.
 - vii. Make certain the animal's behaviour is not aggressive or threatening.
 - viii. Maintain full responsibility of the service animal at all times. Do not leave the animal unattended.

- ix. Respect the rights and feelings of others. Attempt to avoid individuals when aware that they are afraid of, or allergic to animals.
- x. Keep the animal clean and well groomed.
- xi. Responsibility for toileting breaks, cleaning up after the animal, for its feeding and other care is the full responsibility of the parents/guardians and/or the student/handler.
- xii. Make certain the animal is permitted in the city or town where the school is located or the community students are visiting on a school trip etc.

Also refer to the following Transportation Procedures, Plans and Forms:

Special Education Plan: Transportation Section

Request for Special Education Transportation: Non Exceptional. Transportation Form

STOPR: Individual Student Transportation Plan for Students with Disabilities

STOPR: Special Education Transportation STOPR019

STOPR: Transportation Students with Service Dogs STOPR022 (Change to Service Animals)

STOPR: Special Education – Sibling Transportation STOPR029

STOPR: Accessibility Standards for Customer Service STOPR037

Part 3

What happens when a Parent/Guardian notifies the school regarding the need for a Service Animal?

Once the school has been notified that a student requires a service animal the following actions should occur prior to the admittance of a service animal to the school.

1. It is essential for staff to understand the role of the service animal in assisting the student. Parents/guardians) are expected to provide a letter from a physician (member of the College of Physicians and Surgeons) or a nurse (member of the College of Nurses) confirming that the student requires the animal for reasons related to a disability to access the curriculum. (if such documentation is not already in the O.S.R.).
2. A copy of the parent letter and the letter stating the student's need for a service animal for reasons related to a disability to access the curriculum is placed in the OSR.
3. If the student has an I.E.P. the need and role of the service animal should be recorded in the I.E.P.
4. A case conference is set up involving the Parents/Guardians, Principal, Teacher(s), Special Education Staff (SERT/Consultant), a representative from the service dog organization (where applicable), the student when appropriate, a Coordinator of Special Education and a Superintendent of Education to discuss the following:
 - Ensure classroom staff are informed and involved (including Teaching Assistants)
 - Time for orientation of staff will be provided by the school and supported by the Special Education department
 - Discuss the purpose/function of the service animal
 - If the student has an I.E.P. the purpose and function of the service animal should be included
 - Discuss timelines for entry of the service animal (e.g., September and January entries should be avoided)
 - Determine who is responsible for the care of the service animal - (This rests 100% with the handler/family). An adult from the family (or designate) must be available on a consistent basis to take the service animal for a "bio-break", preferably once a day at "mid-day". A back-up plan must be established should that person not be available.
 - Staff should direct the handler to a safe, grassy and environmentally sound place for the service animal to relieve itself.

- Discuss what considerations have been made for seasonal changes (i.e. winter, summer, etc.)
 - The service animal should be offered water as necessary, preferably at mid-day, no water bowl should be left down at any time. Water should be offered and then the bowl removed (Determine where the service animal's water bowl will be kept and who will fill the water bowl)
 - Examine the seating arrangements in the classroom(s)
 - Discuss other issues include: privacy of peers, interference with delivery of academic program, possible changes to in-class routines and procedures, increased demands on resource staff and teachers, other children/staff who are allergic to the service animal, recognition of children with a fear of the service animal, etc.
 - Schedule on-going team meetings to foster continuous communication
 - Where applicable, discuss the role of the service animal training organization as part of the team.
5. Arrangements are made to inform:
- a) School Staff
 - b) Union Stewards/Branch Presidents
 - c) Teaching Assistants in the school
 - d) Teaching Assistant Association
 - e) School/Parent Council.
 - f) Custodial Staff
6. A letter is sent home to inform the school community of the arrival of a service animal to the school (*Letter to the School Community regarding a Service Animal in the School*) and the brochure (*Service Animals in our School*) is included to explain the role of service animals and appropriate behaviour towards them (refer to the *Service Animal Information Package*).
7. A letter is sent home to the students in any of the classes where the service animal will be present (*Letter to Families with Students in the Classroom with a Service Animal*). A brochure is also included (*Service Animals in our Schools*) is included to explain the role of service animals and appropriate behaviour towards them (refer to the *Service Animal Information Package*).
8. A transition plan is created which may involve the use of Social Stories, visits of the service animal to the school/classroom, etc.

9. An assembly may be arranged for the student body involving representatives from the service animal association (where one exists) and possibly the handler (depending on his/her degree of comfort and ability) to explain the role of the service animal. (It is expected that associations will only exist for service/guide dogs). Parents/guardians and the student should be involved in determining whether an assembly should be held or if another form of awareness should be used.
10. An appropriate fire exit plan must be put into place and the Fire Department alerted as to the existence of the service animal in the school.
11. A sign is placed on the doors of the school alerting visitors/emergency service providers to the presence of a service animal. Service/guide dog organizations may provide signage.
12. For students with service dogs, some service dog organizations provide orientation sessions to the student's school team (Principal, Teacher, Teaching Assistant, etc.) as required.
13. Students who require the assistance of a service animal are permitted to be accompanied by their service animal on school buses and other forms of transportation as required under the Accessibility Standards for Customer Service created under the Accessibility for Ontarians with Disabilities Act, the Ontario Human Rights Code and the Blind Persons' Rights Act.
14. If the bus carrier is transporting students from other Boards on that same bus while the service animal is present, then the other Board must be notified so that they can in turn notify the parents of those children (or child) riding on that bus.
15. Schools should provide students on buses with the letter titled *Families with Students in a School Bus with a Service Animal* and with the brochure titles *Service Animals in our School* (refer to the *Service Animal Information Package*).
16. Students or handlers of service animals must adhere to the responsibilities listed in Part 1 Section 6.

Part 4

Principal Checklist: Use of Service Animals for Students with Special Needs

- Parents/ guardians inform the school in writing and include reasons, description of the types of assistance provided by the service animal, and duration of the intervention.
- Parents/guardians will provide a letter from a physician or nurse stating that the student needs the animal for reasons related to a disability to access the curriculum.
- A copy of the letter from the physician or nurse is placed in the OSR.
- If the student has an I.E.P. the need and role of the service animal should be recorded in the I.E.P.
- The parent/guardian is informed that all care and costs related to the service animal are the responsibility of the student and their parents/guardians.
- The parent/guardian is informed that the care and handling of the service animal, including “bio-breaks” along with the responsibilities listed in Part 1, Section 6 of this document and other reasonable obligations are the responsibility of the student and their parents/guardians.
- The principal meets with the parent/guardian to discuss the potential impact of the service animal on the school community and preparation strategies.
- The Principal consults with the Superintendent of Education and the Superintendent of Special Education Support Services, the transportation provider (where applicable) to review the case and determine strategies for dealing with issues or concerns resulting from the presence of the service animal on school bus premises. The meeting must occur in a timely manner prior to the arrival of the service animal on school or school bus premises. The parents/guardians and students are informed of their responsibilities listed in Part 1 Section 6 and Part 2 Section 7.
- The school staff are informed of the presence of the service animal and reminded of proper etiquette around service animals.
- Principals ensure that all staff (teachers and teaching assistants) indicate that there is a "Service Dog present in the classroom" when calling into PAM to report an absence.
- Communication with the school community is necessary to ensure the parents/guardians are aware that a service animal will be on the premises the Board owns and operates and that are open to the public (including areas open to students and customers) as required under the Ontario Human Rights Code (OHRC) and the AODA. Exceptions occur if the animal is excluded by another law.
- A letter is sent home to the students of the classes and school bus and school community where the service animal may be present to inform them of the presence of

the animal and to build awareness of appropriate behaviour towards service animals and to address questions and concerns. Refer to the *Service Animal Information Package* in the *Accessibility Resources* site found under Peel Links.

- The principal may arrange for information to be given to the student body explaining the role of the service animal in the school and appropriate behaviour towards it. Decisions pertaining to how the information will be given such as a presentation and/or brochure etc. should be made in consultations with the student and his or her parents/guardians.
- Service dogs must have a mat (not a cushion) or soft crate provided by the student's parents/guardians to act as a marker indicating where they are required to lie.

Once all applicable parts of this protocol have been accomplished, the school should be ready for the service animal's entry. Ongoing evaluation of the effectiveness of the service animal and communication between the school staff and the parents/guardians is necessary. Following this protocol should help to ensure a smooth entry process for the service animal into your school.

Part 5
Service Animal Resources

The *Service Animal Information Package* referred to in this document and other Accessibility Resources are located at the *Accessibility Resources* intranet site found under Peel Links.

Appendix

This appendix contains the definition of “disability” found in the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Definition of Disability

“Disability” means,

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”).