



Peel District School Board

Special Education Plan

2009-2010

PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION AMENDMENTS 2009-2010

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A. Special Education Support Services 2008-2009

Consultation Process (Results in Appendix A)

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

The consultation process for the 2008-2009 school year was carried out in various ways involving the following groups:

SEAC

Senior Administration

Principals (Elementary and Secondary)

Vice Principals (Elementary and Secondary)

Professional Support Services Personnel (PSSP)

SERTs, Secondary Resource Teachers-Special Education, consultants, itinerant teachers

System consultation was elicited through:

- Meetings with SEAC members representing twelve associations (Appendix A)
- Continued focus group sessions with SERTs, Secondary Resource Teachers-Special Education and PSSP around the criteria handbook
- Review of staffing needs with superintendents, Special Education Resource Teachers, Secondary Resource Teachers-Special Education and 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.

Following the formal SEAC meetings in February, March and April, the consultations occurred in three different ways:

1. Questions were composed by members of the Special Education Support Services team using a sentence starter of "**If we as a school system and parents are collaborating to the best of our ability...**". Responses of the brainstorming to these questions by the small groups were collected from the scribing completed by the facilitators. Participants remained at the table while the questions were rotated to the different groups
2. Dialoguing about issues around the IEP
3. Questions about the topic of "Inclusion" were submitted by one of the SEAC members. The first activity involved the participants thinking about their own definition of inclusion. Then, in round robin fashion, the questions were answered individually and passed to the next person until every participant had had the opportunity to respond to each question

Results of every consultation were recorded and submitted as Appendix A.

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

Results of the Internal and External Reviews 2008-2009

Enhanced Learning Programs and Services

This review is in its final stages and a report is projected to be completed by June 2009.

Summary of Special Education Programs and Services 2009-2010

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

SUMMARY OF SPECIAL EDUCATION PROGRAM TEACHER ALLOCATIONS

| ELEMENTARY PROGRAMS CONTAINED | 2008-2009 ACTUAL +Planning Time | 2009-2010 PROJECTED +Planning Time |
|---|--|---|
| BEHAVIOUR | 23.0 | 20 |
| COMMUNICATION | 56.0 | 57 |
| DEVELOPMENTAL DISABILITIES | 24.0 | 23 |
| DEVELOPMENTAL DISABILITIES/SPECIAL NEEDS/ASD | 8.0 | 10 |
| ENHANCED LEARNING | 24.0 | 23 |
| GENERAL LEARNING DISABILITY | 55.0 | 55 |
| HARD OF HEARING | 3.0 | 3 |
| KINDERGARTEN SUPPORT PROGRAM | 1.5 | 1.5 |
| KINDERGARTEN TRANSITION LANGUAGE PROGRAM | 3.5 | 3.5 |
| PRIMARY TRANSITION PROGRAM | 6.0 | 5 |
| REGIONAL ASD | 21.0 | 27 |
| SECTION 23 | 11.0 | 8 |
| TOTAL | 236.0 +34.62 Planning Time | 236.0 + 37.1 Planning Time |

ELEMENTARY PROGRAMS NON-CONTAINED

| | 2008-2009 ACTUAL | 2009-2010 PROJECTED |
|---|-----------------------------|--------------------------------|
| IN-SCHOOL SUPPORT PROGRAM | | |
| INTERMEDIATE CONTACT PROGRAM (2009-2010) | 386.7 | 389.7 |
| IN-SCHOOL ENHANCED LEARNING PROGRAM | | |
| ITINERANT TEACHERS ASD Resource Team Hard of Hearing Mobile Team (behaviour) Special Needs Visually Impaired | 37.0 | 39.5 |
| Total | 423.7 | 429.2 |

SUMMARY OF SECONDARY ALLOCATIONS- STAFF (FTE)

| Secondary Programs | 2008-2009 FTE | 2009-2010 Projected |
|--|--------------------------|--------------------------------|
| SECTION 23 | 11.0 | 44.0 |
| LEARNING SUPPORT | 61.5 | 61.5 |
| SECONDARY - DEVELOPMENTAL DISABILITIES | 73.0 | 74.0 |
| SECONDARY REGIONAL DD- RESOURCE – (Developmental Disabilities) | -- | 2.67 |
| SECONDARY REGIONAL ASD- RESOURCE – (Autism Spectrum Disorder) | 12.33 | 12.33 |
| SECONDARY Vocational Level 1 | 27.5 | 29.0 |
| SECONDARY ITINERANT- Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, HOH, SN) | 4.0 | 4.0 |
| SECONDARY REGIONAL COMMUNICATION – Learning Disability | 10.0 | 10.0 |
| SECONDARY SCHOOL In-School Support/Behaviour Resource | 57.5 | 57.5 |
| SECONDARY SCHOOL Itinerant Behaviour | 2.0 | 2.0 |
| TOTAL | 258.83 | 297.0 |

TEACHING ASSISTANT ALLOCATIONS

| SPECIAL PROGRAMS ALLOCATIONS | ELEMENTARY | | SECONDARY | |
|---|-------------------|---|-------------------|----------------------|
| | 2008-09 Actual | 2009-10 Projected | 2008-09 Actual | 2009-10 Projected |
| Elementary Special Education Programs Communication and GLD | 67.0 | 56.5 (no TAs for Comm. Prog.) | - | - |
| Integrated | 408.5 | 470.5 | 53.5 | 57.0 |
| Hard of Hearing Contained Programs | 3.0 | 3.0 | - | - |
| Regional Special Programs – A.S.D. | 58.0 | 72.0 | 26.0 | 32.0 |
| Secondary Regional DD-Resource | - | - | - | 6.0 |
| Regional Special Programs -- Developmental Disabilities & Vocational 1 | 104.5 | 106 | 180.5 | 190.5 |
| Secondary Regional Communication Programs | - | - | 5.0 | 5.0 |
| Technical Assistant | 3.0 | 3.0 | - | - |
| Section 23 | 6.0 | 6.0 | 8.0 | 8.0 |
| Roy McMurtry | | | 14 | 14 |
| TOTAL | 650.0 | 717.0 | 287.0 | 312.5 |

TEACHING ASSISTANT ALLOCATIONS

| BEHAVIOUR ALLOCATIONS | ELEMENTARY | | SECONDARY | |
|-------------------------------|---------------------|------------------------|---------------------|------------------------|
| | 2008-2009 Actual | 2009-2010 Projected | 2008-2009 Actual | 2009-2010 Projected |
| Elementary Contained Programs | 26.0 | 23.0 | - | - |
| Intermediate Contact Program | - | 5.0 | | |
| Itinerant | 137.5 | 147.5 | 16.5 | 16.5 |
| Mobile Behaviour Services | 8.0 | 8.0 | 8.0 | 8.0 |
| Secondary Schools | - | - | 31.0 | 31.0 |
| PPI Trainer | 1.0 | | | |
| TOTAL Behaviour | 172.5 | 183.5 | 55.5 | 55.5 |

| | |
|--|------------------|
| TOTAL NUMBER OF ALLOCATIONS 2004-2005 | 944.5 |
| TOTAL NUMBER OF ALLOCATIONS 2005-2006 | 1011.0 |
| TOTAL NUMBER OF ALLOCATIONS 2006-2007 | 1036.0 |
| (added in fall 2006) | 15.0=1051 |
| TOTAL NUMBER OF ALLOCATIONS 2007-2008 | 1071.0 |
| (Added in December 2007) | 25.0=1096 |
| | |
| TOTAL NUMBER OF ALLOCATIONS 2008-2009 | 1165.0 |
| | |
| TOTAL NUMBER OF ALLOCATIONS 2009-2010 | |
| Projected | 1268.5 |

PROFESSIONAL SUPPORT SERVICES

EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES

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

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

| | | |
|--|------------------|------------------|
| Speech-Language Pathologists (excludes Chief Speech and Language Pathologist) | 2008-2009 | 2009-2010 |
| | 45.0 | 51.0 |

PSYCHOEDUCATIONAL SERVICES

Service for students with learning or behavioural needs range from individual psychoeducational assessment to consultation with teacher and teacher assistants regarding programming and behaviour management strategies. Psychoeducational Consultants also provide emergency counselling and liaison with community services.

| | | |
|--|------------------|------------------|
| Psychoeducational Consultants (excludes Chief Psychologist, Senior Psychology Associate, Coordinator of Behaviour Programs) | 2008-2009 | 2009-2010 |
| | 54.0 | 60.0 |

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

| | | |
|---|------------------|------------------|
| Social Workers (excluding Chief Social Worker) | 2008-2009 | 2009-2010 |
| | 50.0 | 56.0 |

Class Locations

2009-2010

Elementary Contained Enhanced Learning Classes (ELC)

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|-------|---------------|------------|-------------------|
| NFO | Hiraishi | IELC | Greenbriar | 2 | 50 |
| NFO | deFreitas | | | | |
| NFO | Moynihan | PELC | Caledon East | 1 | 20 |
| | | JELC | Caledon East | 1 | 23 |
| | | IELC | Caledon East | 1 | 25 |
| | | IELC | Allan Drive | 1 | 25 |
| NFO | Massey | JELC | Somerset | 1 | 23 |
| | | JELC | Conestoga | 1 | 23 |
| | | IELC | RH Lagerquist | 1 | 25 |
| NFO | Teal | PELC | Helen Wilson | 1 | 20 |
| | | JELC | Helen Wilson | 1 | 23 |
| MWFO | Miles | PELC | Edenrose | 1 | 20 |
| | | JELC | Edenrose | 1 | 23 |
| | | IELC | Dolphin St. | 2 | 50 |
| MWFO | Sirisko | JELC | Thorn Lodge | 2 | 46 |
| | | IELC | Homelands | 2 | 50 |
| SFO | Gingell | JELC | Lyndwood | 1 | 23 |
| | | IELC | Lyndwood | 2 | 50 |
| SFO | Tomasevic | IELC | Camilla | 1 | 25 |
| Total | | | | 23 | 544 |

Close: PELC-Lyndwood

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

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|--------------|-----------------------|-------------------|--------------------------|
| NFO | Hiraishi | PINT | Eastbourne | 1 | 8 |
| | | JINT | Jefferson | 1 | 8 |
| | | ICON | Morning Star | 1 | 8 |
| NFO | deFreitas | JINT | Levi Creek | 1 | 8 |
| | | PINT | McHugh | 1 | 8 |
| NFO | Moynihan | JINT | Caledon East | 1 | 8 |
| NFO | Massey | JINT | Kingswood | 1 | 8 |
| | | ICON | McCrimmon | 1 | 8 |
| | | ICON | Sir John A. MacDonald | 1 | 8 |
| NFO | Teal | PINT | H.F.Loughin | 1 | 8 |
| | | JINT | Arnott Charlton | 1 | 8 |
| | | JINT | Springdale | 1 | 8 |
| MWFO | Miles | JINT | Miller's Grove | 1 | 8 |
| | | ICON | Fallingbrook | 1 | 8 |
| MWFO | Sirisko | PINT | McKinnon | 1 | 8 |
| | | JINT | Springfield | 1 | 8 |
| | | ICON | Homelands | 1 | 8 |
| SFO | Gingell | PINT | Silverthorn | 1 | 8 |
| SFO | Tomasevic | JINT | Munden Park | 1 | 8 |
| | | ICON | Riverside | 1 | 8 |
| Total | | | | 20 | 160 |

Close: ICON-Fletcher's Creek
 ICON-Sunny View
 ICON-Glenhaven

Relocate JINT Conestoga - JINT-Levi Creek

Elementary Contained General Learning Disability Classes (GLD)

| | | Class | School | Allocation | Maximum Enrolment |
|------|-----------|--------------|-----------------------|-------------------|--------------------------|
| NFO | Hiraishi | PGLD | Brandon Gate | 1 | 10 |
| | | JGLD | Claireville | 1 | 14 |
| | | JGLD | Eastbourne | 1 | 14 |
| | | JGLD | Brandon Gate | 1 | 14 |
| | | IGLD | Darcel | 1 | 14 |
| | | IGLD | Earnscliffe | 1 | 14 |
| | | IGLD | Greenbriar | 1 | 14 |
| | | IGLD | Calderstone | 1 | 14 |
| NFO | deFreitas | PGLD | McHugh | 1 | 10 |
| | | JGLD | McHugh | 1 | 14 |
| | | IGLD | Beatty Fleming | 1 | 14 |
| | | IGLD | Centennial | 1 | 14 |
| NFO | Moynihan | PGLD | R. J. Lee | 1 | 10 |
| | | JGLD | R. J. Lee | 1 | 14 |
| | | JGLD | Treeline | 1 | 14 |
| | | IGLD | Treeline | 1 | 14 |
| | | IGLD | Herb Campbell | 1 | 14 |
| | | IGLD | Mountain Ash | 1 | 14 |
| NFO | Massey | PGLD | Burnt Elm | 1 | 10 |
| | | JGLD | Burnt Elm | 1 | 14 |
| | | JGLD | Sir Winston Churchill | 1 | 14 |
| | | IGLD | Royal Orchard | 1 | 14 |
| | | IGLD | Sir John A. MacDonald | 1 | 14 |
| | | IGLD | McCrimmon | 1 | 14 |
| | | IGLD | Cheyne | 1 | 14 |
| NFO | Teal | PGLD | R. D. Barber | 1 | 10 |
| | | JGLD | Parkway | 1 | 14 |
| | | JGLD | R. D. Barber | 1 | 14 |
| | | IGLD | Balmoral | 1 | 14 |
| | | IGLD | Williams Parkway | 1 | 14 |
| | | IGLD | Gordon Graydon | 1 | 14 |
| MWFO | Miles | PGLD | Ray Underhill | 1 | 10 |
| | | JGLD | Ray Underhill | 1 | 14 |
| | | JGLD | Osprey Wood | 1 | 14 |
| | | IGLD | Fallingbrook | 2 | 28 |
| | | IGLD | Dolphin | 1 | 14 |
| MWFO | Sirisko | PGLD | Kings Masting | 1 | 10 |
| | | JGLD | Churchill Meadows | 1 | 14 |
| | | JGLD | Queenston | 1 | 14 |
| | | IGLD | Erin Centre | 1 | 14 |
| | | IGLD | Queenston | 1 | 14 |
| | | IGLD | Erin Mills | 1 | 14 |

Elementary Contained General Learning Disability Classes (GLD) cont'd

| | | | | | |
|--------------|-----------|------|------------------|-----------|------------|
| SFO | Gingell | PGLD | Barondale | 1 | 10 |
| | | JGLD | Barondale | 1 | 14 |
| | | JGLD | Cooksville Creek | 1 | 14 |
| | | IGLD | Glenhaven | 1 | 14 |
| | | IGLD | Bristol Road | 1 | 14 |
| | | IGLD | A. A. Martin | 1 | 14 |
| | | IGLD | The Valleys | 1 | 14 |
| SFO | Tomasevic | PGLD | Elmcrest | 1 | 10 |
| | | JGLD | Elmcrest | 1 | 14 |
| | | IGLD | Camilla | 1 | 14 |
| | | IGLD | Green Glade | 1 | 14 |
| | | IGLD | Hillside | 1 | 14 |
| Total | | | | 55 | 738 |

Close-Relocate IGLD-Erin Mills (1)
PGLD-Dixie to Barondale
JGLD-Dixie to Barondale
JGLD-Russell Langmaid to Osprey Woods
Reallocate JGLD-Sir Winston Churchill from JCOM Homestead

Elementary Contained Communication Classes (COM)

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|-------|---------------------|------------|-------------------|
| NFO | Hiraishi | PCOM | Eastbourne | 1 | 8 |
| | | JCOM | Eastbourne | 1 | 8 |
| | | JCOM | Brandon Gate | 1 | 8 |
| | | ICOM | Earncliffe | 1 | 8 |
| | | ICOM | Morning Star | 2 | 16 |
| NFO | deFreitas | PCOM | Ridgeview | 1 | 8 |
| | | JCOM | Ridgeview | 1 | 8 |
| | | ICOM | David Leeder | 2 | 16 |
| | | ICOM | Fletcher's Creek | 2 | 16 |
| NFO | Moynihan | PCOM | Macville | 1 | 8 |
| | | JCOM | Macville | 3 | 24 |
| | | JCOM | Treeline | 1 | 8 |
| | | ICOM | Allan Drive | 2 | 16 |
| NFO | Massey | PCOM | Westervelts Corners | 1 | 8 |
| | | JCOM | Homestead | 1 | 8 |
| | | JCOM | Terry Fox | 2 | 16 |
| | | ICOM | Royal Orchard | 3 | 24 |
| | | ICOM | R.H. Lagerquist | 1 | 8 |
| NFO | Teal | PCOM | Great Lakes | 1 | 8 |
| | | JCOM | Aloma | 1 | 8 |
| | | JCOM | Great Lakes | 1 | 8 |
| | | ICOM | Lougheed | 2 | 16 |
| MWFO | Miles | PCOM | Plowman's | 2 | 16 |
| | | JCOM | Willow Way | 2 | 16 |
| | | JCOM | Plowman's | 2 | 16 |
| | | ICOM | Edenwood | 1 | 8 |
| | | ICOM | Dolphin | 2 | 16 |
| MWFO | Sirisko | PCOM | Pheasant Run | 1 | 8 |
| | | JCOM | McKinnon | 1 | 8 |
| | | JCOM | Pheasant Run | 1 | 8 |
| | | ICOM | Erin Mills | 2 | 16 |
| SFO | Gingell | PCOM | Cooksville Creek | 1 | 8 |
| | | JCOM | Cooksville Creek | 1 | 8 |
| | | PCOM | Lyndwood | 1 | 8 |
| | | JCOM | Lyndwood | 1 | 8 |
| | | ICOM | Lyndwood | 2 | 16 |
| SFO | Tomasevic | PCOM | Hillcrest | 1 | 8 |
| | | JCOM | Hillcrest | 2 | 16 |
| | | PCOM | Clifton | 1 | 8 |
| | | ICOM | Hillcrest | 1 | 8 |
| Total | | | | 57 | 456 |

Reallocate JCOM-Homestead(1) to JGLD Sir Winston Churchill
 Reallocate PCOM-Willow Way to JCOM Willow Way
 Reallocate ICOM-Erin Mills to IGLD Erin Mills
 Open PCOM - Clifton

**Elementary Contained Developmental Disabilities (DD)
Developmental Disabilities/Special Needs (DD/SN)
Developmental Disabilities/Autism Spectrum Disorder (DD/ASD)**

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|--------------|-----------------------|-------------------|--------------------------|
| NFO | Hiraishi | P/J DD | Claireville | 1 | 10 |
| | | I DD | Greenbriar | 1 | 10 |
| | | P/J DD | Red Willow | 1 | 10 |
| NFO | deFreitas | I DD | Centennial | 1 | 10 |
| | | J DD | Huttonville | 1 | 10 |
| NFO | Moynihan | I DD | Caledon Central | 1 | 10 |
| | | P/J DD | R. J. Lee | 1 | 10 |
| NFO | Massey | J DD/SN | Esker Lake | 1 | 6 |
| | | P DD | Brisdale | 1 | 10 |
| | | I DD/SN | Sir Winston Churchill | 1 | 6 |
| | | I DD/ASD | McCrimmon | 1 | 6 |
| MWFO | Miles | I DD | Lisgar | 1 | 10 |
| | | P/J DD | Shelter Bay | 1 | 10 |
| | | I DD | Hazel McCallion | 1 | 10 |
| | | I DD/ASD | Hazel McCallion | 1 | 6 |
| NFO | Teal | I DD | Balmoral | 1 | 10 |
| | | P DD/SN | Sir Wilfred Laurier | 1 | 6 |
| | | I DD | Gordon Graydon | 1 | 10 |
| | | I DD | Lougheed | 1 | 10 |
| | | P/J DD/ASD | Carberry | 1 | 6 |
| MWFO | Sirisko | I DD/SN | Erin Centre | 1 | 6 |
| | | I DD | Thomas Street | 1 | 10 |
| | | I DD | Ruth Thompson | 1 | 10 |
| | | P/J DD | Artesian | 1 | 10 |
| SFO | Gingell | I DD | Bristol Road | 1 | 10 |
| | | I DD | Fairwind | 1 | 10 |
| | | P/J DD | Nahani Way | 1 | 10 |
| | | P/J DD | Champlain Trail | 1 | 10 |
| | | I DD/ASD | Tomken Rd | 1 | 6 |
| | | P/J DD/ASD | Dixie | 1 | 6 |
| SFO | Tomasevic | P/J DD | Ashgrove | 1 | 10 |
| | | P/J DD/SN | Garthwood | 1 | 6 |
| | | I DD | Queen Elizabeth | 1 | 10 |
| Total | | | | 33 | 290 |

Close-DD/SN-Fallingdale Open P/J DD/ASD - Dixie Change-DD/SN to DD/ASD-Hazel McCallion
P/J DD-Ellengale I DD/ASD - Carberry DD/SN to DD/ASD-Tomken Rd
Reallocate I ASD McCrimmon to I DD/ASD McCrimmon

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

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|--------------|------------------|-------------------|--------------------------|
| NFO | Hiraishi | I/ASD-R | Greenbriar | 1 | 8 |
| | | P/J ASD | Red Willow | 1 | 6 |
| NFO | deFreitas | I/ASD-R | David Leeder | 1 | 8 |
| | | P/J ASD | Cherry Tree | 1 | 6 |
| | | PTP | Derry West | 1 | 6 |
| NFO | Moynihan | I/ASD | Mountain Ash | 1 | 8 |
| | | J/ASD-R | Robert J. Lee | 1 | 6 |
| NFO | Massey | P/J ASD | Burnt Elm | 1 | 6 |
| | | P/J ASD | Terry Fox | 1 | 6 |
| | | P/J ASD | Conestoga | 1 | 6 |
| | | PTP | Conestoga | 1 | 6 |
| | | I/ASD | Sir JA Macdonald | 1 | 8 |
| | | I/ASD | Royal Orchard | 1 | 8 |
| | | I/ASD-R | R.H. Lagerquist | 1 | 8 |
| MWFO | Miles | P/J ASD | Britannia | 1 | 6 |
| | | I/ASD | Hazel McCallion | 1 | 8 |
| | | PTP | Britannia | 1 | 6 |
| NFO | Teal | I/ASD | Williams Parkway | 1 | 8 |
| | | PTP | Helen Wilson | 1 | 6 |
| MWFO | Sirisko | P/J ASD | Castlebridge | 1 | 6 |
| | | P/J ASD | Middlebury | 1 | 6 |
| | | P/J ASD | Sawmill Valley | 1 | 6 |
| | | P/J ASD | Thorn Lodge | 1 | 6 |
| | | I/ASD | Thomas Street | 1 | 8 |
| | | I/ASD-R | Ruth Thompson | 1 | 8 |
| | | I/ASD-R | Homelands | 1 | 8 |
| | | I/ASD | Queenston | 1 | 8 |
| | | PTP | Sawmill Valley | 1 | 6 |
| SFO | Gingell | P/J ASD | Huntington Ridge | 1 | 6 |
| | | P/J ASD | N. C. Matheson | 1 | 6 |
| | | I/ASD | Tomken Road | 1 | 8 |
| SFO | Tomasevic | I/ASD | Camilla | 1 | 8 |
| Total | | ASD | | 27 | 190 |
| Total | | PTP | | 5 | 30 |

Close- I/ASD McCrimmon

Reallocate -- PTP – N.C. Matheson to P/J ASD – N.C. Matheson

Relocate PJ-ASD Derry West to PJ-ASD Cherry Tree

Open- P/J ASD Sawmill Valley
P/J ASD Conestoga
P/J ASD Thorn Lodge

Open I/ASD Sir John A Macdonald
I/ASD Royal Orchard
I/ASD Tomken Road

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

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|--------------|---------------------|-------------------|--------------------------|
| NFO | Hiraishi | KTLC | Eastbourne | 1 | 12 |
| NFO | deFreitas | KSP | Queen Street | .5 | 6 |
| NFO | Moynihan | | | | |
| NFO | Massey | KTLC | Westervelts Corners | 1 | 12 |
| NFO | Teal | | | | |
| MWFO | Miles | KSP | Trelawny | .5 | 6 |
| | | KTLC | Plowman's Park | 1 | 12 |
| MWFO | Sirisko | | | | |
| SFO | Gingell | | | | |
| SFO | Tomasevic | KSP | Elmcrest | .5 | 6 |
| | | KTLC | Hillcrest | .5 | 6 |
| Total | | KSP | | 1.5 | 18 |
| Total | | KTLC | | 3.5 | 42 |

Hard of Hearing (HOH)

| | | Class | School | Allocation | Maximum Enrolment |
|--------------|-----------|--------------|------------------|-------------------|--------------------------|
| NFO | Hiraishi | | | | |
| NFO | deFreitas | | | | |
| NFO | Moynihan | | | | |
| NFO | Massey | | | | |
| NFO | Teal | HOH | Great Lakes | 1 | 8 |
| | | HOH | William G. Davis | 1 | 8 |
| MWFO | Miles | | | | |
| MWFO | Sirisko | | | | |
| SFO | Gingell | HOH | Cooksville Creek | 1 | 8 |
| SFO | Tomasevic | | | | |
| Total | | | | 3 | 24 |

Elementary Section (Sec 23)

As of June 29, 2009

| | | Agency | School | Allocation | Maximum Enrolment |
|--------------|-----------|----------------------|----------------------------------|-------------------|--------------------------|
| NFO | Hiraishi | TRE-ADD | Fallingdale | 1 | 6 |
| NFO | deFreitas | Spectrum Spectrum | Beatty-Fleming Centennial Sr. | 1 1 | 6 6 |
| NFO | Moynihan | | | | |
| NFO | Massey | Cornerstone | Sir Winston Churchill | 1 | 6 |
| NFO | Teal | ErinoakKids | Massey Street | 1 | 6 |
| MWFO | Miles | ErinoakKids | Edenrose | 2 | 12 |
| MWFO | Sirisko | | | | |
| SFO | Gingell | PCC PCC | Glenhaven Westacres | 1 2 | 6 12 |
| SFO | Tomasevic | | | | |
| Total | | | | 10 | 60 |

Relocate
Open

Dixie to Fallingdale
Edenrose

Intermediate Contact Program (ICP)

| | | School | Allocation |
|--------------|-----------|-----------------|-------------------|
| NFO | Hiraishi | Earncliffe | .5 |
| | | Calderstone | .5 |
| NFO | deFreitas | David Leeder | .5 |
| NFO | Moynihan | Sunny View | .5 |
| | | Mountain Ash | .5 |
| NFO | Massey | McCrimmon | .5 |
| NFO | Teal | | |
| MWFO | Miles | Hazel McCallion | .5 |
| | | Edenwood | .5 |
| | | Fallingbrook | .5 |
| MWFO | Sirisko | Thomas Street | .5 |
| SFO | Gingell | Fairwind | .5 |
| | | Tomken Road | .5 |
| SFO | Tomasevic | | |
| Total | | | 6 |

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

| | | |
|--------------|-----------|--------------|
| NFO | Hiraishi | 45.2 |
| NFO | DeFreitas | 45.0 |
| NFO | Moynihan | 47.8 |
| NFO | Massey | 47.2 |
| NFO | Teal | 40.6 |
| MWFO | Miles | 43.4 |
| MWFO | Sirisko | 42.5 |
| SFO | Gingell | 41.2 |
| SFO | Tomasevic | 33.8 |
| TOTAL | | 386.7 |

SECONDARY PROGRAMS
Secondary Learning Support Program LS 1 LS 2

| Superintendent | | School | Allocation 2008-2009 F.T.E | Allocation 2009-2010 F.T.E. |
|----------------|-----------|----------------------|----------------------------------|-----------------------------------|
| NFO | Moreash | Bramalea | 2.50 | 2.17 |
| | | Brampton Centennial | 3.67 | 3.33 |
| | | Central Peel | 1.83 | 2.00 |
| | | Lincoln Alexander | 1.50 | 1.50 |
| | | Mississauga | 1.67 | 1.83 |
| | | North Park | 1.83 | 2.17 |
| | | Turner Fenton | 1.67 | 1.50 |
| NFO | Powidajko | Chinguacousy | 2.00 | 2.17 |
| | | Fletchers Meadow | 3.50 | 3.67 |
| | | Harold M. Brathwaite | 1.83 | 2.33 |
| | | Heart Lake | 3.50 | 3.17 |
| | | Humberview | 3.00 | 2.83 |
| | | Mayfield | 2.50 | 2.33 |
| | | North Peel | -- | -- |
| | | Sandalwood Heights | 2.00 | 2.50 |
| MWFO | Speers | Erindale | 2.83 | 3.00 |
| | | John Fraser | 1.67 | 1.67 |
| | | Meadowvale | 3.17 | 3.00 |
| | | Rick Hansen | 2.67 | 2.33 |
| | | Stephen Lewis | 1.00 | 1.50 |
| | | Streetsville | 1.83 | 1.50 |
| | | West Credit | -- | -- |
| | | Woodlands | 1.67 | 1.33 |
| SFO | Rossall | Applewood Heights | 2.17 | 2.00 |
| | | Cawthra Park | 1.67 | 1.50 |
| | | Clarkson | 1.67 | 2.17 |
| | | Glenforest | 1.17 | 1.17 |
| | | Gordon Graydon | 0.83 | 1.00 |
| | | Lorne Park | 2.50 | 2.00 |
| | | Port Credit | 2.17 | 2.33 |
| | | T.L. Kennedy | 1.50 | 1.50 |
| | | Total | | 61.5 |

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

| Superintendent | | School | Allocation 2008-2009 F.T.E | Allocation 2009-2010 F.T.E. |
|-----------------------|-----------|----------------------|---|--|
| NFO | Moreash | Bramalea | 1.5 | 1.50 |
| | | Brampton Centennial | 1.5 | 1.67 |
| | | Central Peel | 1.5 | 1.50 |
| | | Lincoln Alexander | 2.5 | 2.67 |
| | | Mississauga | 1.5 | 1.50 |
| | | North Park | 1.5 | 1.50 |
| | | Turner Fenton | 2.5 | 2.67 |
| NFO | Powidajko | Chinguacousy | 1.5 | 1.67 |
| | | Fletchers Meadow | 1.5 | 1.50 |
| | | Harold M. Brathwaite | 1.5 | 1.50 |
| | | Heart Lake | 2.0 | 1.67 |
| | | Humberview | 2.0 | 1.67 |
| | | Mayfield | 1.5 | 1.67 |
| | | North Peel | 3.0 | 3.83 |
| | | Sandalwood Heights | 2.0 | 1.50 |
| MWFO | Speers | Erindale | 1.5 | 2.83 |
| | | John Fraser | 1.5 | 1.67 |
| | | Meadowvale | 1.5 | 1.50 |
| | | Rick Hansen | 1.5 | 1.50 |
| | | Stephen Lewis | 1.5 | 1.50 |
| | | Streetsville | 1.5 | 1.50 |
| | | West Credit | 3.0 | 3.17 |
| | | Woodlands | 3.0 | 1.50 |
| SFO | Rossall | Applewood Heights | 1.5 | 1.50 |
| | | Cawthra Park | 1.5 | 1.50 |
| | | Clarkson | 1.5 | 1.50 |
| | | Glenforest | 2.0 | 1.83 |
| | | Gordon Graydon | 3.0 | 2.83 |
| | | Lorne Park | 2.5 | 2.17 |
| | | Port Credit | 1.5 | 1.50 |
| | | T. L. Kennedy | 1.5 | 1.50 |
| | | Total | | 57.5 |

Secondary Regional Communication Program

| Superintendent | | School | Allocation 2008-2009 FTE | Allocation 2009-2010 FTE |
|----------------|-----------|---------------------|--------------------------------|--------------------------------|
| NFO | Moreash | Brampton Centennial | 2.0 | 2.0 |
| NFO | Powidajko | Chinguacousy | 2.0 | 2.0 |
| | | Mayfield | 2.0 | 2.0 |
| MWFO | Speers | Erindale | 2.0 | 2.0 |
| SFO | Rossall | Gordon Graydon | 2.0 | 2.0 |
| TOTAL | | | 10 | 10 |
| | | | | |

Secondary Vocational Level 1 Program

| Superintendent | | School | Positions from Special Education 2008-2009 FTE | Projected Total from Special Education 2009-2010 FTE |
|----------------|-----------|-------------------|--|--|
| NFO | Moreash | Lincoln Alexander | 3.17 | 2.83 |
| NFO | Moreash | Turner Fenton | 2.67 | 2.83 |
| NFO | Powidajko | North Peel | 8.83 | 11.0 |
| MWFO | Speers | West Credit | 9.00 | 9.33 |
| SFO | Rossall | Gordon Graydon | 3.83 | 3.00 |
| TOTAL | | | 27.5 | 29.0 |

Secondary Itinerants

| Superintendent | Allocation 2008-2009 | Allocation 2009-2010 |
|----------------|-------------------------|-------------------------|
| Krutilla | 6.0 | 6.0 |
| Total | 6.0 | 6.0 |

Secondary ASD Resource Program

| Superintendent | | School | Allocation | Allocation |
|-----------------------|-----------|-------------------|-------------------|-------------------|
| | | | 2008-2009 | 2009-2010 |
| | | | FTE | FTE |
| NFO | Moreash | Lincoln Alexander | 1.67 | 1.67 |
| | | Mississauga | 1.67 | 1.67 |
| NFO | Powidajko | Chinguacousy | 1.67 | 1.67 |
| | | North Peel | 1.33 | 1.33 |
| MWFO | Speers | Streetsville | 1.67 | 1.67 |
| | | West Credit | 2.67 | 2.67 |
| SFO | Rossall | Gordon Graydon | 1.67 | 1.67 |
| TOTAL | | | 12.33 | 12.33 |

Secondary Developmental Disabilities Programs

| Superintendent | Location | Home School | | Allocation 2008-2009 | Allocation 2009-2010 |
|-----------------------|---------------------|-------------|--|----------------------|----------------------|
| Debra Krutila | Applewood | | | 12 | 13 |
| | Applewood Heights | Applewood | | 1 | 1 |
| | Applewood Acres | Applewood | | 5 | 5 |
| | Clarkson | Applewood | | 1 | 1 |
| | John Fraser | Applewood | | 1 | 1 |
| | Meadowvale | Applewood | | 1 | 1 |
| | Port Credit | Applewood | | 1 | 1 |
| | Rick Hansen | Applewood | | 1 | 2 |
| | The Woodlands | Applewood | | 1 | 1 |
| | Stephen Lewis | Applewood | | 2 | 2 |
| | | | | | |
| Debra Krutila | Parkholme | | | 16 | 16 |
| | Bramalea | Parkholme | | 1 | 1 |
| | Brampton Centennial | Parkholme | | 1 | 1 |
| | Central Peel | Parkholme | | 3 | 3 |
| | Chinguacousy | Parkholme | | 1 | 1 |
| | Heart Lake | Parkholme | | 1 | 1 |
| | Mayfield | Parkholme | | 2 | 2 |
| | North Park | Parkholme | | 1 | 1 |
| | Lincoln Alexander | Parkholme | | 1 | 1 |
| | Sandalwood Heights | Parkholme | | 1 | 1 |
| TOTAL CLASSES | | | | 54.0 | 56.0 |
| TOTAL TEACHERS | | | | 73.0 | 74.0 |

Secondary DD Resource Program

| Superintendent | Location | Allocation 2009-2010 |
|------------------|----------------------|----------------------|
| Powodajko | Harold M. Brathwaite | 1.33 |
| | | |
| Speers | Erindale | 1.33 |
| | | |
| Total | | 2.67 |

Secondary School Enhanced Learning Centres

| Superintendent | | School | 2008-2009 | 2009-2010 |
|----------------|-----------|---------------|------------|------------|
| NFO | Moreash | Turner Fenton | Grade12 | ---- |
| NFO | Powidajko | Heart Lake | Grade 9-12 | Grade 9-12 |
| | | Humberview | Grade 9-12 | Grade 9-12 |
| MWFO | Speers | Woodlands | Grade 9-12 | Grade 9-12 |
| SFO | Rossall | Glenforest | Grade 9-12 | Grade 9-12 |
| | | Lorne Park | Grade 9-12 | Grade 9-12 |

Secondary School Section 23 Classes

| Superintendent | | Agency | School | 2008-2009 | 2009-2010 |
|-----------------------|------------------|-----------------------------|---------------------|------------------|------------------|
| NFO | Powidajko | TRE-ADD | H.M. Brathwaite | 1 | 1 |
| | | Hanrahan | H.M. Brathwaite | 1 | 1 |
| | | Spectrum | Chinguacousy | 1 | 1 |
| NFO | Moreash | AYS | Bramalea | 1 | 1 |
| | | Cornerstone | North Park | 1 | 1 |
| | | AYS | Brampton Centennial | 1 | 1 |
| | | Marjorie Amos House | Brampton Centennial | 1 | 1 |
| | | Full Circle | Central Peel | 1 | 1 |
| | | Cuthbert House | Turner Fenton | 1 | 1 |
| | | Wm. Osler Health Ctr. | Mayfield | 3 | 3 |
| | | MCYS-Youth Justice | Roy McMurtry | 30 | 30 |
| SFO | Rossall | Peel Children's Ctr. | Glenforest | 1 | 1 |
| MWFO | Speers | Alliance | West Credit | 1 | 1 |
| | | Johnson Children's Services | Rick Hansen | | 1 |
| Total | | | | 44.0 | 45.0 |

As of June 29, 2009

Addition of Johnson Children's Services at Rick Hansen

Reviews Planned for 2009-2010

- Behaviour Program Review

Projects Planned for 2009-2010

- Inclusion
- Translation of IPRC brochure
- Parent Conference partnering with CEC
- Transitions Plans- Professional Development
- Early Literacy Intervention Pilot Project
- Shared Solutions-Professional Development

11. Elementary Panel

| Special Education Staff | FTE 2008- 2009 | FTE 2009-2010 | Staff Qualifications |
|---|-------------------------------|--------------------------|--|
| 1. Teachers of exceptional students | | | |
| 1.1 Teachers for resource-withdrawal programs | 386.7 | 389.7 | OTQRC + Minimum Sp.Ed. Part I |
| 1.2 Teachers for self-contained classes | 258.47 | 265.1 | OTQRC + Minimum Sp.Ed. Part I |
| 1.3 Teachers for Section 23 | 9 | 10 | OTQRC |
| 2. Other special education teachers | | | |
| 2.1 Itinerant teachers | 37.0 | 39.5 | <u>ASD/SN-OTQRC</u> + 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 Coordinator- Coordinator-Special Projects-CISESS | 1.0 | 1.0 1.0 | OTQRC + Sp.Ed. Specialist Doctorate or Masters |
| Principal Coordinators | 2.0 | 2.0 | OTQRC + Sp.Ed. Specialist, Principal |
| 2.4 Consultants and Special Education Resource Teachers | 25 | 25 | OTQRC + Sp.Ed. Specialist or equivalent |
| 2.5 Section 23 Liaison | 0.5 | 0.5 | OTQRC + Sp.Ed. Specialist or equivalent |
| 3. Educational assistants in special education | | | |
| 3.1 Educational assistants | 809.0 | 900.5 | DSW, CYW, EA or equivalent |

4. Other professional resource staff (Elementary)

| | | | |
|--|----------------|----------------|-----------------------------------|
| 4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs) | 27.3 | 33.3 | Ph.D. or M.A. registered |
| 4.2 Psychometrists | 15.3 | 15.3 | Ph.D. or M.A. |
| 4.3 Psychiatrists | 0.05 | 0.05 | M.D., A.B.A.P. Fee for Service |
| 4.4 Speech-language pathologists (excluding chief) | 44.1 | 48.9 | Graduate degree in SLP registered |
| 4.5 Audiologists | 0.6 | 0.6 | Fee for service |
| 4.6 Occupational therapists | 0.5 | 0.5 | Fee for service |
| 4.7 Physiotherapists | 0 | 0 | |
| 4.8 Social workers (excluding chief) | 35.0 | 41.0 | BSW or MSW-Registered |
| 4.9 Subtotal | 1651.52 | 1773.95 | |

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 | |
| 5.7 Subtotal | 2.0 | 2.0 | |

Secondary Panel

| Special Education Staff | FTE 2008- 2009 | FTE 2009-2010 | Staff Qualifications |
|---|----------------------|------------------|---|
| 1. Teachers of exceptional students | | | |
| 1.1 Teachers for resource-withdrawal programs (GLE, CON, ZIS) | 119 | 119 | OTQRC + Minimum Sp.Ed. Part I |
| 1.2 Teachers for self-contained classes | 100.5 | 103 | OTQRC + Minimum Sp.Ed. Part I (or Head with Special Education qualifications) |
| 1.2 Teachers for partially integrated classes | 22.33 | 25 | OTQRC + Minimum Sp. Ed. Part I (or Head with Special Education qualifications) |
| 1.3 Teachers Section 23 | 44 | 45 | OTQRC |
| 2. Other special education teachers | | | |
| 2.1 Itinerant teachers | 6.0 | 6.0 | <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 | 1.0 | 1.0 | OTQRC + Sp.Ed Specialist |
| 2.4 Consultants and Resource Teachers (Special Education) | 4.0 | 5.0 | OTQRC + Sp.Ed Specialist |
| 2.5 Section 23 Liaison | 0.5 | 0.5 | OTQRC + Sp.Ed Specialist |
| 3. Educational assistants in special education | | | |
| 3.1 Educational assistants | 338.0 | 368 | DSW, CYW, EA or equivalent |

| 4. Other professional resource (Secondary) | | | |
|--|---------------|---------------|-----------------------------------|
| 4.1 Psychologists (excluding chief, senior psychology associate and coordinator of behaviour programs) | 7.9 | 7.9 | Ph.D or M.A. Registered |
| 4.2 Psychometrists | 3.5 | 3.5 | Ph. D or M.A. |
| 4.3 Psychiatrists | 0.05 | 0.05 | M.D., A.B.A.P. Fee for Service |
| 4.4 Speech-language pathologists (excluding chief) | 0.9 | 2.1 | Graduate degree in SLP registered |
| 4.5 Audiologists | 0.4 | 0.4 | Fee for service |
| 4.6 Occupational therapists | 0.5 | 0.5 | Fee for service |
| 4.7 Physiotherapists | 0 | 0 | |
| 4.8 Social workers | 15 | 15 | BSW or MSW-Registered |
| 4.9 Subtotal | 663.58 | 701.95 | |
| 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 | |
| 5.7 Subtotal | 2.0 | 2.0 | |

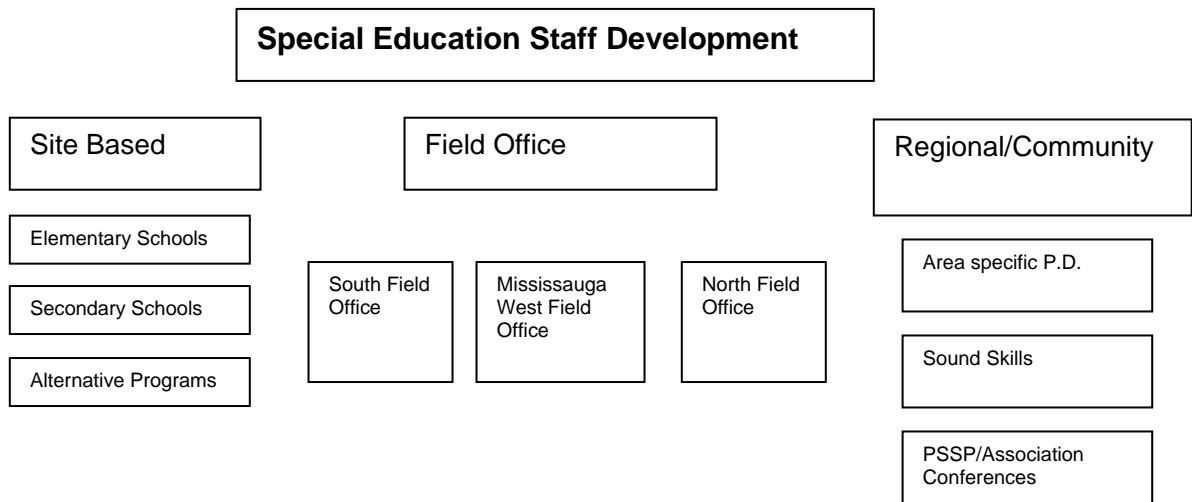
12. STAFF DEVELOPMENT

Purpose of the standard:

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

What you will find in this section:

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



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

- monthly meetings provide an opportunity for regular feedback to special education staff and sharing of current professional development opportunities
- individual meetings and dialogues between SEAC members and administration
- tracking of issues and concerns consistently raised at SEAC meetings
- feedback from attendance at board wide professional development sessions.

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

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

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

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

System Focus

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

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

Fundamentals For Addressing Conflict

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

| | |
|--|--|
| Schools Attuned® | In partnership with All Kinds of Minds Institute, we offer professional development to Peel board staff through the Schools Attuned® program. This course provides content to assist educators in understanding neurodevelopment and learning differences. The course also provides the resources, tools and processes for teachers to differentiate instruction for students with a variety of learning profiles. SERTs/Secondary Resource Teachers-Special Education and Co-ordinators who had not been previously trained attended the course in 2008/09. |
| | |
| Special Education Support Services Focus | |
| Ministry policy and legislation is an integral part of all professional development Professional development is articulated in department success plans and includes the following: | |
| IEP Development | <ul style="list-style-type: none"> • Regional, field office and site-based workshops for school administrators, teachers and regional support staff <ul style="list-style-type: none"> • Workshops address legislative requirements, terms and definitions used in the development of the IEP • Development and implementation of the IEP • Roles and responsibilities for staff and parents • Development of transition plans |
| Assessment, evaluation and reporting | <ul style="list-style-type: none"> • Regional, field office and site-based workshops for: <ul style="list-style-type: none"> school administrators teachers regional support staff • Workshops develop an understanding of accommodations and modifications in regular and special education placements • Support teachers in their understanding of assessment, evaluation and reporting strategies • Address strategies and resources for effective and continuous assessment and evaluation |
| Identification, Placement and Review | <ul style="list-style-type: none"> • Regional, field office and site-based workshops for school administrators, IPRC chairs, special education teachers and regional support staff • Sessions provide information regarding: <ul style="list-style-type: none"> legislative requirements roles and responsibilities identification and placement practices |

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

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

STAFF DEVELOPMENT LEARNING OPPORTUNITIES

| 2009-2010 | Professional Development Topic |
|-----------|---|
| July | <ul style="list-style-type: none"> • Schools Attuned® courses • Course defining special education-for new leaders |
| August | <ul style="list-style-type: none"> • Summer Institute for New Teachers • Summer institute for teaching teams of students with ASD in the mainstream • Training for teaching teams of students with ASD in contained programs • Schools Attuned® courses • One day training session for new and returning teachers, BTA's of elementary behaviour programs • TEACCH Training • New consultant in-service |
| September | <ul style="list-style-type: none"> • September 2, 3-Block D-Ministry Power-Point Decks-Learning for All and IEP • Secondary teachers of Special Education- in-service • ISSP Teachers- In-service • New Heads with Special Education Responsibilities- in-service • IEP training and ongoing follow up as required • KTEA training • Critical Incident In-service • Reporting Child Abuse In-service • In-service for staff working with Developmental Disabilities and ASD • New SERT training • In-service for staff working with Deaf and Hard of Hearing • In-service for staff working with Special Programs IPRC chairs • Sound Skills: Introduction to Kindergarten • Psychology In-service at Organizational Meeting • Teaching Assistant modules • One day training session for behaviour class teachers and BTAs • Speech-Language in-service at organized meeting • Network for Teachers of DD classes-North and South • Heads with Special Education Responsibilities' meeting-Role of Social Worker |
| October | <ul style="list-style-type: none"> • IPRC Chairs meeting • Administrator policies and procedures workshop • Heads with Special Education Responsibilities' meeting • In-service training for teachers of communication and enhanced learning classes • Schools Attuned® courses • SLP In service at organized meeting • Implementation Network – Schools Attuned® courses administrators • Schools Attuned in Practice® sessions • Sound Skills: Introduction to Grade One |

| | |
|----------|--|
| | <ul style="list-style-type: none"> • Psychology Seminar for Administrators: Focus Discussion of Risk in Students • Social Work Symposium • Teaching Assistant modules and workshops 4 half days • SLP Annual Conference |
| November | <ul style="list-style-type: none"> • In-service Assistive Technology for special needs accommodations for provincial assessments. • Suicide Intervention Training • In-service for teachers of GLD classes • Transitions to Post Secondary – workshop for students • In-service for administrators • Psychological Assessment Tools • Schools Attuned in Practice® sessions • Heads with Special Education Responsibilities' meeting • In-service seminar for Secondary School Educators • Geneva Centre Training Initiative for TA's • Teaching Assistant Modules & Workshop • SERT training in assistive technology • Network for Teachers of DD classes-North and South • Speech-Language pathology Meeting • KIP regional planning and in-service meeting |
| December | <ul style="list-style-type: none"> • Schools Attuned® course - Subject Specialist • Critical Incident In-service • Transition workshops for grade 8 teachers: <i>Going From Grade 8 to Grade 9: What Supports are Available?</i> • In-service for teachers of behaviour programs • Teaching Assistant modules/workshops • Schools Attuned in Practice® sessions |
| January | <ul style="list-style-type: none"> • In-service Assistive Technology for special needs accommodations for provincial assessments. • ISSP teacher in-service • Schools Attuned® courses • Think Bowl information session • In-service for teachers of classes for students with Developmental Disabilities • Case Studies/focussed discussion of risk in students • Schools Attuned in Practice® sessions • Annual Review training • Secondary contact teachers and BTA workshop |
| February | <ul style="list-style-type: none"> • Heads with Special Education Responsibilities' meeting - Post Secondary Support • ISSP Institutes • IEP in-service • Information session CAS/group home personnel • Annual review training for SERTs, Secondary Resource Teachers-Special Education and teachers • Teaching Assistant workshops |

| | |
|-------|---|
| | <ul style="list-style-type: none"> • Transition planning workshops for intermediate students with ASD/PDD • KTEA training • Schools Attuned® Subject Specialist • Schools Attuned in Practice® sessions • Network for Teachers of DD classes-North and South • Mark Haarmann's principals re: Proactive/Early Intervention program • KSP teams planning and in-service • KIP Regional meeting • ½ day elementary and secondary mobile in-service |
| March | <ul style="list-style-type: none"> • Critical Incident In-service • Teaching Assistant modules and workshops • Schools Attuned in Practice® sessions • Dianne Miles' principals meeting re: Proactive/Early intervention programs |
| April | <ul style="list-style-type: none"> • Suicide Intervention Training • Parent Literacy Workshop (social skills) • Annual Social Work Conference • Workshop on EPPP Examination • Schools Attuned in Practice® sessions • Psychology Seminar for administrators – focussed discussion of Risk in Students • In-service for teachers of behaviour programs • Schools Attuned® courses • Network for Teachers of DD classes-North and South • SLP Spring Conference • Heads with Special Education Responsibilities' meeting-staffing |
| May | <ul style="list-style-type: none"> • Annual School Psychology Conference • ½ day elementary behaviour mobile in-service • Geneva Centre Training Initiative for TA's • TA modules and workshops • Schools Attuned in Practice® sessions • Annual Review training for teachers at Parkholme School |
| June | <ul style="list-style-type: none"> • Annual Speech and Language Conference • Teaching Assistant modules and workshops • Secondary Behaviour Programs Workshop • Louise Sirisko's principals meeting re: Proactive/Early Intervention programs |
| July | <ul style="list-style-type: none"> • Schools Attuned® courses |

| | |
|--|--|
| <p>Events Scheduled Monthly</p> | <ul style="list-style-type: none"> • September – May: Ongoing sessions for Schools Attuned® In Practice • Field Office School Success Team Meetings • Section 23 staff meetings • SLP staff meetings • Special Education Department Meetings • Social work staff meetings • Psychology staff meetings • Secondary Heads with Special Education responsibilities • Special Education Resource Teacher/Consultant meetings • Secondary Resource Teachers-Special Education meetings • CISESS Learning Team Meetings (once monthly) • Psychology Clinical Issues Meetings • in-service sessions for staff of mobile behaviour support teams • ASD Resource Team meetings • Monthly itinerant staff meetings • Implementation work in schools for Schools Attuned® • ½ day training session for mobile behaviour support team. Case managers, BTAs, teachers (elementary and secondary) • ½ day behaviour mobile workshop-elementary and secondary • Inservice at Section 23 host school sites to support school success planning |
| <p>General Events</p> | <ul style="list-style-type: none"> • Fundamentals for Addressing Conflict (3 day institutes) – TBA • Anti-bullying initiative • Staff development opportunities offered to Behaviour Teaching Assistants from psycho-educational consultants • Book and video talks • Positive school climate development • Training for the revised operating procedure for High Risk Students • Training for assistive technology and software applications • Incorporating assistive technology into the curriculum • Ongoing training offered to Board staff from Special Programs, ASD Resource Team and Erinoak School Support Program • Incorporating methods of ABA and transition planning in programs for students diagnosed ASD and DD • Combined Consultants/SERTs meeting-twice yearly • Collaborative interdepartmental (Special Education, Curriculum and Alternative) professional development inservicing professionals supporting students who are at risk • Bi monthly inservice to reflect PDSB system priorities and policies/directions/initiatives by Ontario Ministry of Education Section 23 branch • PD for Shared Solutions • Tourette Syndrome Foundation of Canada is hosting its national conference October 1 to 4 in Peel at the Delta Meadowvale |

Staff Development Budget for Special Education

| | |
|--|----------------|
| Staff Development for PPM 140 (Ministry-Fund 3) | 288 000 |
| Conference fees, supply teachers for release time, honorariums | 70 000 |
| Writing Teams | 50 000 |
| Speaker Fees and Materials | 14 000 |
| Behaviour Delivery Model | 15 000 |
| Collaborative Service Delivery Model (Ministry-Fund 3) | 10 000 |
| Total | 447 000 |

In addition to this dedicated budget, Special Education Resource Teachers/Consultants provide ongoing staff development around all issues connected with Special Education.

Cost Sharing Arrangements

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

- Erinoak – ASD – School Support Program
- Trillium Health Centre
- Geneva Centre for Autism
- Peel Children's Centre
- Ministry of Education –SEA and ISA4
- Ministry of Children and Youth Services
- Success by 6
- Ministry of Colleges and Universities
- York University
- Brock University
- Sheridan College

15. TRANSPORTATION

Purpose of the Standard:

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

What you will find in this section:

- description of the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation
- students in special education programs, including students who are in regular classrooms
- students in educational care and treatment, and correctional facilities
- students attending Provincial and Demonstration Schools
- students who require transportation in order to attend summer school programs
- process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately
- safety criteria used by the board in tendering and the selection of transportation providers for exceptional students

Types of Students with Special Needs Eligible for Transportation and Access

| Types of students/transportation | Ways to Access |
|--|---|
| Students in special education programs | <ul style="list-style-type: none"> • Special Education Resource Teachers (SERTs) forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance |
| Students in mainstream placements | <ul style="list-style-type: none"> • Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance |
| Students in educational care and treatment | <ul style="list-style-type: none"> • Specific requirements and details regarding the student and service requirements are received from Section 23 co-ordinator • Service is provided utilizing either contracted mini van or taxis • Transportation to care and treatment facilities are maintained during the summer months for those students approved and designated as 12 month attendees |
| Students attending Provincial and Demonstration Schools E. C. Drury 50 Trillium 5 W. Ross MacDonald 13 | <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 |
| Students who require transportation in order to attend summer school programs | <ul style="list-style-type: none"> • No transportation service is provided for secondary students attending summer school • Elementary summer school (Grade 7 and 8) |

| | |
|---|--|
| | <p>students are provided with bussing to the designated summer school site from the neighbourhood school</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> SERT/Consultant Co-ordinator School personnel Parents Superintendent Transportation officers |

Safety Criteria

| | |
|---------------------------|---|
| <p>Wheelchair Service</p> | <ul style="list-style-type: none"> • all vehicles used comply with all regulations, including wheelchair securement processes and devices • drivers are specifically selected for this service based on experience, personality and driving record |
| <p>Driver Training</p> | <p>Each company trains their staff with respect to the transportation of students with special education needs. The following outlines the training provided:</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. |

SEAC CONSULTATION

The following consultations were completed with members of SEAC using the Norms of Collaboration (see Appendix B). Various formats of consultation were employed such as Round Robin, Placemat, and Round Table both to elicit opinions and to demonstrate collaborative strategies that may be applied to their children's learning in the classroom.

Consultation #1: "If we as a school system and parents are collaborating to the best of our ability..."

1. If we as a school system and parents are collaborating to the best of our ability what would we do to develop partnerships with parents and community agencies?

Verbatim transcribing of contents of placemats

1 Partnerships easier access e.g. website PDSB/schools:

- Limited access to Special Education
- Difficult to access minutes, Special Education Plan
- Language and technology barriers for many families

2 Schools to reach out to parents/families of students with special needs

- Parents for example - informal sessions
- Awards to "special" students who are accomplishing personal goals (recognize student strengths (e.g. Breakfast Certificates etc. Oakville example Blakelock 7:30 am, \$60 total)
- Gets parents into schools
- Include parents and service providers together in activities

3 Teachers need to value parent's input

- Need to make it easier for face-to-face sessions

4. P.D sessions – more effective integrated

Example mental health is a component in all exceptionalities

- Provides "opportunity" to breakdown silos and work together
- Conferences being attended on April 29 – parents/service providers/educators to attend together – can we pay?
- This supports Future Search recommendations
- Proactive and collaborative approach to addressing mental health
 - Students
 - Educators
 - Administrators
- Crisis Intervention "ready" is one component
- Prevention
- Links to treatment

5 School as the Hub-

- Bring in other community organizations-Parks and Recreation, Daycares

- Increase communication from communities, organizations, agencies to school community
- Have basic information in languages of families
- Have information in a "friendly easy accessible" location in school – carousel of materials
- Have employers, community agencies come into schools
- Review operating procedures, protocols to ensure these are not barriers to collaborative partnerships.

Further group input

1. Early Intervention

2 Celebrate and reach out to recognize positive practices/achievements

2. If we as a school system and parents are collaborating to the best of our ability what strategies would we use to plan transitions for their child?

Transitions Feedback:

- Maximize email →
- Use internet./intranet to provide information
- Parents questionnaires: NB

School to work Transition

- Meet on a regular basis with whole team
- Parents
- Transitions poorly done

What do we do about parents from immigrant population who struggle with language

- How do they get this information

High School

- No information on what constitutes a H.S. diploma
- Career stream?
- More information on how H.S. ?
- Vocational/Applied/Academic
- More information on credit collection/structure

Inclusion

- Assumption that student will go to a contained class
- Some students should be able to access vocational courses
- Listen to parents – believe what they say. Know what their children do best.

Parents want to know array of possibilities → have choices

Require Parent Information Night

- Provide snapshot
- At each pivotal point require information nights
- Provide multiple nights or have a presentation and put it on the internet

Entry to school transitions done well. Need to replicate this at different stages throughout schooling.

Schools reach out when good things happen NOT just the not so good.

3. If we as a school system and parents are collaborating to the best of our ability what would we do to engage parents?

Parent Engagement

- IEP website in central locations – parent can go to find out how to "build an IEP"
- Every school welcoming and open – looking at individual situations – not putting up barriers to having students come to their school!
- Increase communication
- ****Special Education Parent Conference like the Literacy Conference. To make parents aware of what's out there. Websites to see what an IPRC looks like. What's available – bring to family of schools throughout the year so parents can access as needed
- Staff should encourage parents to seek out support-here is our SEAC list-utilize expertise of the committee-sections in schools where pamphlets are available
- Teachers inviting parental input, parents know their children best
- When parents ask ??? Take it on, don't hand it off-find out the information and filter it back
- Navigating the systems too difficult for parents and teachers – who to call needs to be easier
- Make sure parents have accurate information be a good communicator
- Ensure that the IPRC have accurate information – know the processes and the laws!!
- Teachers and principals need to give the message that all children can learn
- More encouragement for teachers to work with parents on the development of the IEP beyond sending home the consultation page.
- Many parents feel intimidated by schools so that welcoming attitude and helping parents to navigate the system is crucial especially for parents who don't speak the language.

Theme Development

The previous points following the questions are verbatim responses from the first consultation session. They have been analysed and compiled under four main themes.

1. School/Board climate encompassing both welcoming and reaching out to parents.
2. Respect for and valuing of parental perspectives and input.
3. Openness and completeness of communication including an awareness of and provision for language barriers to communication.
4. Ease and completeness of accessibility to information, inclusive of accessibility to staff.

The following communication was sent to SEAC members prior to the second consultation.

LETTER:

Dear SEAC Members:

At the next SEAC meeting you will be asked to respond as a whole group to the remaining question:

If we as a school system and parents are collaborating to the best of our ability what would we do to assist parents in understanding and collaborating in developing their child's IEP?

We will also be engaging in a process around "Inclusion"

You will be asked to respond to the question:

Coming from the perspective of your association what does "Inclusion" mean to you?

You will have available to you the questions about Inclusion submitted by Lynne Cramer, Community Living Mississauga to help inform your thoughts.

These were:

1. If we ... what can we do to further encourage a culture that embraces diversity and inclusion?
2. If we...what do we do to provide strategies to regular classroom teachers to support diversity and inclusion in the classroom?
3. If we...what do we do to encourage teachers to be more creative in supporting students in the regular classroom with the resources available?
4. If we...what do we do to ensure that all options are offered to parents at IPRCs?
5. If we...what do we do to insure that parents who want their children in the regular class are listened to at IPRCs?

The activities presented will be in the spirit of the Seven Norms of Collaboration and acknowledge adult learning style.

Looking forward to seeing you all then.

Don Wale

Themes Arising from the Consultation on IEPs

The following themes arose from the second consultation held in dialogue form involving feedback about IEPs.

- **Information should be made readily and easily available to parents about IEPs.** Consideration should be given to parents in formats which do not intimidate. Home school information sessions, a call-in phone line, a website with video and/or interactive capacity, a staff member in the Board responsible for IEP information to personalise the process, translation services for new Canadians were all mentioned.
- **IEPs should be:** clear, easily understood, not employ acronyms and labels, be written in simple English, be translated for new Canadians. Source information should be made available to parents –i.e. post the curriculum on the web so parents can cross reference. Goals should be reasonable, realistic, achievable and measurable. The method of measuring should be made clear.
- **The process should be collaborative from the very beginning.** To demonstrate respect for parental knowledge of their children, parents should be involved in the development from the beginning. A face to face meeting with the teacher, not just the In-school Support Teacher, would be the preferred format. The option to bring or set up a peer parent to help the inexperienced parent was recommended to decrease anxiety and intimidation. Parents should be realistic in their expectations.
- **Options and Pathways** should be explained and made clear to parents at all transition points.

Inclusive Education

As may be seen from perusal of the following transcriptions there is a range of opinion on what constitutes Inclusive Education. This supports the concept of a continuum of educational opportunities for all students which best meet the needs and preferences of the students and their parents. At the next SEAC meeting opportunity to dialogue around this concept will be provided. The expectation will be that the talk will be dialogue (to reach a best level of mutual understanding not to make decisions) and will employ the Seven Norms of Collaboration.

Inclusive Education (?)

- that it is done on a case by case basis
- that each student has the most valuable education
- that each student has the best teacher for their disability
- that the teacher understands all the differences each student has
- that each student/teacher does the best

Inclusive Education LDAM

Inclusion is good as long as each individual child's needs are met and that will result in inclusion plus self contained classroom environments when required.

Inclusive Education (Tourettes)

- all students have equal opportunity to participate in the school programme and to excel to the best of their ability
 - academically
 - sport fitness
 - drama
 - other clubs
 - social opportunities
- opportunity to be involved in school trips
- respected by other students and the teaching body
- other students understand the disability and understand the values of inclusivity
- no labels
- supports are provided as necessary to support inclusion

Inclusive Education for Voice

Every child has the ability to interact with his/her peers to the best of his/her ability. The child is included in the school social, academic and athletic endeavours as much as the child is capable of participating. Support staff are there to help encourage those who have difficulty to participate either by supporting the individual child or by providing information and encouragement to the peers.

See work by Gary Burch

Inclusive Education -ASD

- to have social relationships with normal developing peers, in a learning environment

Inclusive Education (?)

- for a child to know that they are different but special and to have something that they can contribute to their class and school
- being different does not mean that they get excluded
- for a child to know that they are wanted in the classroom/school

Inclusive Education (?)

- my child would have access to the entire curriculum
- adaptive technologies be provided
- support services (in school) throughout school day
- appropriately modified material and teaching strategies
- caring teacher with the ability to engage the child and allow them to be successful
- embrace the child's differences and educate themselves so the child will get the most out of their school experience

Inclusive Education (BCCL)

- All children educated in the regular classroom in the neighbourhood school, with their same-aged peers; receiving all the resources and support that they need to learn; being able to participate and contribute and contribute to the best of their ability; and their teachers receiving all appropriate and necessary supports
- An inclusive community is where everyone lives, works and plays together with support if necessary and where everybody has opportunities to contribute as well as receive and where everybody is encouraged to be the best they can be.

Inclusive Education (CLM)

- All students have the right and opportunity to attend their neighbourhood school with their friends
- All students have the right and opportunity to be taught in the regular class – with all support needed to be successful
- All students welcomed, an integral part of the class and school
- All students be supported and contributing members of the class and school
- Teachers able to teach to a diverse range of abilities

Inclusive Education (FX)

- It is essential, the only true education incorporating academic, social, physical and psychological development and growth to create a "whole person".
- It can only be accomplished by keeping all intellectual abilities in a single classroom, of small numbers, where each student's needs can be met.
- A pervasive expectation of mutual respect, patience, tolerance and acceptance will optimize successful integration amongst the students. More is learned through peers than is transmitted by teachers. The variety of "peer teachers" makes the education richer and more practical.

SEAC Inclusive Education Consultation

Question 1:

Collaboratively: What can we do to further encourage a culture that embraces diversity and inclusion?

- Continue to celebrate our differences but at the same time acknowledge how we are all the same
- Create welcoming environments
- Continue our work in cultural proficiency (work of Randall Lindsay)
- Professional development for educators and community members/parents

- Students have to be discussed/introduced to peers and staff so they are learning the "why" and "how" their special need exists - leads to sensitivity and caring, empathy and tolerance – that person is no longer "out there", but is part of the group.
- Take Special Education out of the closet. Talk about it.
- I believe we do a great job on diversity and inclusion, from a social, cultural, spec. ed. perspective.
- Continue the work currently being done with staff, students and the school community in the areas of
 - The Future We Want
 - Manifesting and Encouraging Respectful Environments
 - Schools Attuned
- Try to have parents more involved in school activities and assemblies. Have more open houses where parents can witness class instruction so that they understand how all children are included
- Continue to walk-the-talk by example and educate those who don't have that understanding by utilizing many Board programs and initiatives. Knowledge is power and breaks down walls. We also need to know how to communicate with others on a respectful level using the skills of dialogue and discussion
- Education – P.D.
- Provide welcoming environments for students with all abilities – starts with principal
- Teach all students to understand and accept human differences and that all students are valued members of class and school – that everyone has something to contribute
- Students with and without disabilities have opportunities and be supported to develop friendships
- Ensure that students with disabilities participate in all aspects of school life alongside their peers
- On the matter of inclusion, I think we all agree what it means to the individual and society at the higher levels of understanding. Where it gets murky is when we drill down into what it looks like structurally in the classroom/school setting. Children should be fully integrated into the mainstream (with all the necessary support – human, technical, etc.) as much as possible. I think we should define when it is not possible (if ever) and go from there. For touretters, a time out space can be important as a de-escalation area, to work out severe tics or just have a break. It may also be necessary to move to another space to use voice activated equipment if too disruptive for others. That's it. There are also special learning needs but these can be accommodated in an integrated setting (albeit with a T.A. in severe cases). I don't know enough about other disabilities to imagine when integration would not be feasible but I suspect there may be cases. The biggest barrier is the labelling which devastates self-esteem hence performance. I think funding is the underlying issue. The recent move to share TAs is just one example of cuts that proved to be a big loss for the tourette community. Sharing in some severe cases doesn't have the child's best interest at the centre – it's a budget decision.

Question 2.

Collaboratively: What do we do to provide strategies to regular classroom teachers to support diversity and inclusion in the classroom?

- Train them on differentiated instruction and universal design
- Show them "The Future We Want" and "Manifesting Respectful" documents.
- Provide relevant training by being guest teachers at schools that are highly efficient at providing support in diversity and inclusion

- All teachers and administrators should have at least pt 1 of special ed. and be trained in differentiated instruction
- We provide TA and ISSP, itinerant, etc. supports to enable our children to be in regular classrooms
- Provide professional development opportunities and job embedded training that includes differentiation, instructional strategies and coaching and modelling
- Accommodations and modifications for all students who require them
- More TA's, trained TA's; regular communication with parents – explanation, asking if it's understood – immediately engaging parents at the 1st sign of failure, failure to complete homework, anxiety – hands on, front line, child specific education of teachers
- All teachers need some kind of Sp. Ed. training
- Instil in teachers the belief that all students can learn – that students do not need to have same educational goals to learn together in regular classroom – that students with varying abilities and strengths can learn together
- Look at all students for what they can do rather than what they can't do
- Have teachers knowledgeable about different ways of teaching and learning – Schools Attuned
- Principals, teachers, parents, support staff work collaboratively
- Provide support to teachers, students, and classrooms as necessary
- Structure classes that focus on individuals reaching their potential

Question 3.

Collaboratively: What do we do to encourage teachers to be more creative in supporting students in the regular classroom with the resources available?

- Continue work currently being done in the areas of:
 - Schools Attuned
 - Multiple Intelligences
- Encourage mentoring and open discussions with other teachers in and out of the school. Provide in class reviews (not for discipline but for collaboration)
- Special Education is really just good teaching – what is necessary for some is good for all – so we need to model through master teachers, SERTS, consultants some of those strategies and help teachers understand this concept so that they utilize their skills and the resources at hand
- -Schools Attuned
- -Education for All
- - Differentiated instruction and universal design
- Knowledge is already there – pass it on to all teachers, so that they don't have to rely on spec. ed. Teachers
- It needs to be education not regular education and special education
- Understand that all children can learn – teach teachers to have high expectations for ALL students
- Make teachers aware of all the resources available to them
- Have teachers collaborate with each other
- Peel provides development and PD around differentiated education (Schools Attuned, etc.) for our teaching staff
- Promote a collaborative team approach

- Utilize the resources available in effective manner that best meets the needs of all students
- Professional Learning Communities with a focus and measured outcomes
- Support through the website/intranet
- Use of planning time – PLC – team/grade meetings to plan
- Determine learning styles, strengths of students
- Network with other front line teachers
- Make mutual respect the guiding principle in the classroom

Question 4.

Collaboratively: What do we do to ensure that all options are offered to parents at IPRCs?

- Write all the options pertinent to that child in a simply worded list. Bullet pros and cons. Leave space for notes under each heading or option
- Make IPRC time longer than 15 minutes to allow for meaningful discussion
- Sit at a round table, make sure the names and #s of each attendee are shared
- The IPRC committee members need to know the options. The principal needs to know the options and discuss honestly
- "I think we can do more" but that statement is not evidence based
- We can work with our principals and IPRC members to assist them in making information more readily available and share practices so that we ensure info is clearly communicated with our parents
- Make information available to IPRC chairs/members
- Work with new administrators to help them understand all options
- There should be some sort of handout given to parents which clearly outlines all the options. It's one thing to tell a parent about, but it's another when they can visually see and understand so that they can provide informed and knowledgeable dialogue
- Hopefully discussions have occurred prior to the IPRC as to what options are available. This would be done with the principal and the SERT or consultant. People need time to digest what is available so that whatever is offered, they have an understanding
- Educate IPRC committee and especially the chairs, around Reg 181 – they must know the rules (i.e. the law) and act on it.
- Presenter at committee must be fair and not biased
- School staff do not always present options to parents rather than talking only of what they think is best
- Ensure that all IPRC chairs know and understand the regs.
- Ensure that all parents know and understand their rights and the rights of their children
- Ensure that all parents are made aware of all options

Question 5.

Collaboratively: What do we do to ensure that parents who want their children in the regular class are listened to at IPRCs?

- Hopefully we listen respectfully and perhaps book additional time to discuss the needs and want and also explore the school board's perspective –sometimes it is the educational opinion that a child can be better served through a contained class – a

parent always has the right to turn the placement down and therefore go to the regular class

- Make sure that parents' wishes are listened to before the IPRC meeting and that all members of committee are aware of their wishes when they come to the meeting.
- Make sure that IPRC chairs understand Reg 181 and need to consider regular class first
- Schedule the meetings so that it allows sufficient time for people to share what they want to say
- It is up to the committee and the board to listen and understand the parents wishes. Also to find ways of ensuring that there be trial periods and to get resources to help the student and parents for it. Understanding that there are budget constraints. There must be a way to manage this in an effective manner
- Discuss all placement options
- Support parents in their choices
- Ensure IPRC chairs understand all options and allow discussion
- That option needs to be fully vetted – pros and cons discussed-forecasting, rationale, potentials have to be talked about, in simple language and recorded
- IPRC needs to know that the parent needs to be included in the discussion
- I believe we can do a better job to ensure parents understand all the options available for their children and the reasoning for regular class or contained class placement
- Suggest we meet with IPRC chairs and co-chairs and provide training and professional development in the area of conducting IPRCs that elicit parental input

Themes Arising from Consultation

The following themes were developed from the consultation about inclusion in education.

1. We must create welcoming environments by continuing the work we do through Manifesting and Encouraging Respectful Environments, The Future We Want, Education for All, Climate for Learning and Working (including anti-bullying) and Schools Attuned.
2. We need to allocate time to staff training – all teachers need some special education training,
3. We need to eliminate the divide between regular education and special education.
4. We need to acknowledge both parental preference and system responsibility to provide the parent with their best advice

- 1. Promoting a Spirit of Inquiry**
Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.
- 2. Pausing**
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 3. Paraphrasing**
Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 4. Probing**
Using gentle open-ended probes or inquiries – “Please say more about...” or “I’m interested in...” or “I’d like to hear more about...” or “Then you are saying...” increases the clarity and precision of the group’s thinking
- 5. Putting ideas on the Table**
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.
- 6. Paying Attention to Self and Others**
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 7. Presuming Positive Intentions**
Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

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SEVEN NORMS OF COLLABORATION

1. Promoting a Spirit of Inquiry
2. Pausing
3. Paraphrasing
4. Probing
5. Putting ideas on the Table
6. Paying Attention to Self and Others
7. Presuming Positive Intentions

Peel District School Board

ACRONYMS SPECIFIC TO SPECIAL EDUCATION SUPPORT SERVICES

| | |
|---------------|---|
| ABA | Applied Behaviour Analysis |
| ABC | Association for Bright Children |
| ABLLS | Assessment of Basic Language and Learning Skills |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AODA | Accessibility for Ontarians With Disabilities Act |
| ASD | Autism Spectrum Disorders |
| BBBS | Big Brothers Big Sisters |
| BCCL | Brampton Caledon Community Living |
| BTA | Behavioural Teaching Assistant |
| CAT 3 | Canadian Achievement Test (Version 3) |
| CAS | Children's Aid Society |
| CASPP | Council on Adolescent Suicide Prevention in Peel |
| CBO | Central Board Office –a.k.a. H.J.A. Brown Education Centre |
| CCAC | Community Care Access Centre |
| CCAT | Canadian Cognitive Abilities Test |
| CEC | Council for Exceptional Children |
| CET | Centre for Education and Training |
| CIP | Community Intervention Program |
| CIRT | Critical Incident Response Team |
| CISESS | Curriculum, Instruction, Special Education and Alternative Programs Support Services |
| CLM | Community Living Mississauga |
| CVH | Credit Valley Hospital |
| CYW | Child and Youth Worker |
| DD | Developmental Disability |
| DD/SN | Developmental Disability/Special Needs |
| DD/ASD | Developmental Disability/Autism Spectrum Disorder |

| | |
|--------------|---|
| ELL | English Language Learner |
| ESL | English Second Language |
| FAST | Family and Schools Together |
| FTE | Full Time Equivalent |
| FXS | Fragile X Syndrome |
| FXRFC | Fragile X Research Foundation of Canada |
| GLD | General Learning Disability |
| GLE | Learning Strategies Course -Secondary (Exceptional) |
| HOH | Hard of Hearing |
| IAP | Intermediate Alternative Program |
| IBI | Intensive Behaviour Intervention |
| ICOM | Intermediate Communication Class |
| ICON | Intermediate Contact Class |
| IELC | Intermediate Enhanced Learning Class |
| IEP | Individual Education Plan |
| IGLD | Intermediate General Learning Disability |
| IPRC | Identification, Placement & Review Committee |
| ISA | Intensive Support Amount |
| ISELP | In-School Enhanced Learning Program |
| ISM | In-School Mentoring |
| ISRC | In-School Review Committee (School Team) |
| ISSP | In-School Support Program (in-school remedial teacher) |
| JCOM | Junior Communication Class |
| JELC | Junior Enhanced Learning Class |
| JINT | Junior Interval Class (Behaviour) |
| KIP | Kindergarten Intervention Project |
| KSP | Kindergarten Support Program |
| KTLC | Kindergarten Transition Language Class |
| LD | Learning Disability |
| LDAM | Learning Disabilities Association of Mississauga |
| LDANP | Learning Disabilities Association of North Peel |
| LDAO | Learning Disabilities Association of Ontario |
| LI | Language Impairment |

| | |
|--------------|---|
| LS1 | Learning Support Level 1 |
| LS2 | Learning Support Level 2 |
| LTSS | Learning Technology Support Services (Information Technology) |
| MBST | Mobile Behaviour Support Team |
| MERE | Manifesting Encouraging and Respectful Environments |
| MID | Mild Intellectual Disability |
| MWFO | Mississauga West Field Office |
| NFO | North Field Office |
| OCD | Obsessive Compulsive Disorder |
| ODD | Oppositional Defiant Disorder |
| OSR | Ontario Student Record (Student's school file) |
| OT | Occupational Therapist |
| PAS | Peel Alternative Schools |
| PBIP | Positive Behaviour Intervention Plan |
| PCC | Peel Children's Centre |
| PDD | Pervasive Developmental Disorder |
| PCMH | Parents for Children's Mental Health |
| PCOM | Primary Communication Class |
| PELC | Primary Enhanced Learning Class |
| PGLD | Primary General Learning Disabilities |
| PHD | Physical Health Disabilities |
| PINT | Primary Interval Class |
| PSSP | Professional Student Services Personnel (Psychology, Speech & Language, Social Work) |
| PT | Physiotherapist |
| PTP | Primary Transition Program |
| RISE | Recognizing Individual Success & Excellence |
| SALEP | Supervised Alternative Learning For Excused Pupils (early school leaving program for 16 and 17 year olds to seek employment) |
| SAPP | Sexual Abuse Prevention Program (Grant from the Ministry) |
| SEA | Special Equipment Amount |
| SEAC | Special Education Advisory Committee |
| SEAP | Senior Elementary Alternative Program |

| | |
|---------------|--|
| SEPPA | Special Education Per Pupil Amount |
| SERT | Special Education Resource Teacher |
| SFO | South Field Office |
| SIP | Special Incidence Portion |
| SLP | Speech/Language Pathologist |
| SST | Student Success Teacher |
| TA | Teaching Assistant (Educational Resource Facilitator) |
| TEAM | Teen Mothers' Program |
| TELL | Temporary External Learning Link |
| TFWW | The Future We Want |
| TSAO | Tourette Syndrome Association of Ontario |
| IEWS | For Blind and Visually Impaired Children |
| WISC-R | Wechsler Intelligence Scales for Children-Revised |

Summary of Classes and Teachers as per Special Education Plan received and recommended to the Board for approval and inclusion in the Special Education Plan 2009-2010 by SEAC

ELEMENTARY

| <i>Teachers</i> | | 2008 | 2009 | 2009 | 2010 | DIFFERENCE |
|-----------------------|----------------------------|------|---------------|------|--------------|-------------|
| CLASSES | CLASSES | | 236 | | 238 | 2 |
| | PLANNING TIME | | 34.62 | | 37.1 | 2.48 |
| SUPPORT | ISSP/ISELP/CONTACT | | 386.7 | | 389.7 | 3 |
| | ITINERANT | | 37 | | 37 | 0 |
| TOTAL TEACHERS | | | 694.32 | | 701.8 | 7.48 |
| PSSP | SPEECH AND LANGUAGE | | 45 | | 51 | 6 |
| | PSYCHOLOGY | | 54 | | 60 | 6 |
| | SOCIAL WORK | | 50 | | 56 | 6 |
| | TOTAL | | 149 | | 167 | 18 |

SECONDARY

| | | | | |
|-------------------------|-----------|-----------|-----------|----------|
| Regional Classes | DD | 54 | 56 | 2 |
|-------------------------|-----------|-----------|-----------|----------|

| FTE Positions | Support | 2008 | 2009 | 2009 2010 | DIFFERENCE |
|--------------------------|---------------------------------|-------------|---------------|----------------------|-------------------|
| Regional Programs | DD | | 73 | 74 | 1 |
| | Vocational 1 | | 27.5 | 29 | 1.5 |
| | Regional Communication | | 10 | 10 | 0 |
| | ASD Resource | | 12.33 | 12.33 | 0 |
| | DD Resource | | | 2.67 | 2.67 |
| | TOTAL | | 122.83 | | 128 |
| Support | Learning Support Program | | 61.5 | 61.5 | 0 |
| | Resource Support/Contact | | 57.5 | 57.5 | 0 |
| | Itinerant | | 6 | 6 | 0 |
| | TOTAL | | 125 | 125 | 0 |
| | Total Positions | | 370.66 | | 381 |

Appendix D (Cont'd)