

PEEL DISTRICT SCHOOL BOARD SPECIAL EDUCATION AMENDMENTS 2006-2007

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A Special Education Support Services 2005/06 Consultation Process

Summary of Consultation Feedback

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

Beginning in November 2005 and finishing in February 2006, system consultation involved the following groups:

- SEAC
- Senior Administration
- Principals (Elementary and Secondary)
- Vice-Principals (Elementary and Secondary)
- Teachers
- Parents
- Teaching Assistants
- PSSP

The goal of the consultation process was to elicit advice around issues identified as those of a system concern. They included:

- Attraction/retention of teachers
- Program and policy knowledge of administrators
- Building alliances with parents
- Welcoming the challenging student
- Managing resources
- Allocation/distribution of programs
- Providing all advocacy groups with a voice
- Resource management

The results of annual consultation and internal reviews are considered in the determination of the reviews to be conducted the following year. Recurring themes from the consultation assist the department to prioritize program, professional development and provide a context for decision making.

How might we, as a system, address the issue of attraction and retention of teachers in special education programs?	
Possible Actions	
Attraction of teachers into special education	<ul style="list-style-type: none"> • implement active recruitment (job fairs, etc.) • consider implementing a three year renewable placement • encourage a stronger program at the teacher training faculties • consider the level of special education background/experience and expertise when hiring and placing teachers and administration (avoid pool hiring) • provide financial support for AQ courses • identify a headship in special education in each secondary school
Retention of teachers	<ul style="list-style-type: none"> • provide support so that the teachers do not feel isolated • increase professional development opportunities specific to teachers' needs • provide a mentoring program • recognize the need to value special education teachers and appreciate their contributions • be aware of the "burn out" factor • provide incentives • address the workload issue i.e. writing of IEPs, case conferences, administrative paperwork, etc. • establish networking meetings between teachers of like programs • provide assistive technology • address the staffing in specialized contained classes where newly hired teachers with low seniority are excess to the needs of the school and therefore to their classroom • provide additional PSSP, SERT and teaching assistant support • classroom management training • create additional program training opportunities for parents in order to build greater understanding of putting effective practices into place in both the home and the school • continue ISSP institutes

What are some ways we can connect school administrators to services provided by Special Education Support Services?	
Possible Actions	
Communication opportunities	<ul style="list-style-type: none"> • place a stronger emphasis on administrators and PSSP staff meeting at the beginning of a school year to review the Baseline Services Document • introduce special education staff at an early staff meeting and briefly review role and services • present at Superintendents' meetings • continue to provide the Special Education Support Services flow chart • develop a clear communication plan of roles and responsibilities and include references to outside agencies, advocates • include of SERTs at a portion of Superintendents' meetings • provide a regular review of policies and procedures • produce flyers with updates of new programs and initiatives • have an updated webpage • dedicate more in-school time for SERTs • provide schedules for support staff assigned to schools • provide additional electronically housed resources • provide regular email updates i.e. providing timelines regarding IPRCs, criteria for programs, etc. • create a forum to bring support staff and administrators together on a monthly basis
Professional development needs	<ul style="list-style-type: none"> • ensure that all school administrators take Special Education Part 1 as a minimum requirement • develop PD on how to run an ISRC meeting • continue new administrators training – Sunrise Seminars • structure school P.D. days to focus on Special Education issues • provide more effective induction of new principals and vice principals • continue IPRC Chair meetings • schedule consultants in the schools twice monthly, not just for case conferences and crisis intervention but for professional dialogue • ensure that activities on My Learning Plan are more visible to principals

	<ul style="list-style-type: none"> • encourage monthly special education review committee meetings for P.D. • provide an overview for administrators of any new programs being added – e.g. assistive software • promote a stronger tie with School Success Planning and Climate For Learning • provide special education in service for administrators during retreats • update and share information package for administrators • provide a handbook which highlights presenting behaviours and possible resolutions
What are some effective practices in building alliances with parents and working successfully in partnership with them?	
Possible Actions	
Partnership with parents at the school level	<ul style="list-style-type: none"> • provide an open welcoming environment • allow time for face to face interactions valuing authentic communication • encourage frequent ongoing communication • demystify the process of ISRCs and IPRCs • encourage a team problem solving approach • support parent information evenings • meet with parents prior to building an IEP • ensure that conversations and reports minimize jargon and respect the cultural needs of the parent • invest time in building a positive working relationship with parents • respond to issues in a timely manner • consider student lead conferences • invite parents into the school to be volunteers, observe classroom activities, school council meetings, assemblies, etc. • provide parents with information about options of service • release teachers to meet and work with parents • allow parents time to process information • be proactive • increase the level of information to parents on a positive note • promote a positive attitude • prepare parents for what to expect at an IPRC meeting and provide any information available ahead of time • use a communication book giving examples of information related to what has been

	<p>shared in the note</p> <ul style="list-style-type: none"> • honour the parents' positions and know that families come in various structures • provide parents with the PDSB Fact Sheet and/or the Parent Guide to the IPRC • provide information brochures e.g. psychology services • encourage transparent practices and procedures • ensure that the process is “parent friendly” • build positive relationships between parents and feeder schools • post school assignments on the web site • accommodate where possible – seek to understand, then to be understood
Partnership with parents at the system level	<ul style="list-style-type: none"> • co-ordinate goals with outside agencies • identify resources in the community • advertise parent support meetings at a regional level • provide professional development on valuing parental input and working in partnership with parents • remain open to acceleration in meeting individual student needs • ensure that information is available to parents about a program and how it can meet the needs of their child • connect parents with parents • ensure that an IPRC is a process and not just a “rubber stamp” • provide for visitations to special education placements • seek assistance from outside agencies and PSSP staff • offer information evenings with speakers from community associations and agencies • promote positive community building • provide interpreters • learn about early identification through community programs • ensure that documents and student profiles are reader friendly • support parents in their need for advocacy for children in classes such as GLD and Communication • assist parents in understanding the identification, placement and program options • partner with community agencies to better serve students • provide a better understanding of the role of

	<p>SEAC</p> <ul style="list-style-type: none"> • provide information from SEAC for newsletters • produce a SEAC newsletter • provide camera ready articles for newsletters or the website
<p>What are the keys to welcoming students with academic and/or behavioural challenges into our schools and creating an inclusionary atmosphere?</p>	
<p>Possible Actions</p>	
<p>School level preparations and interventions</p>	<ul style="list-style-type: none"> • sensitize staff to the student's needs and recommended program interventions • ensure that information is gathered from as many sources as possible prior to the student entering school • lobby for partnerships and support from outside agencies • access support staff to help the student feel welcome and bridge the initial contact with teachers • create effective transition plans • avoid large clusters of students with behaviour needs • provide the parent(s) and student with an introduction to the school – possibly through a tour • encourage the use of universal design as a teaching strategy • avoid using labels • provide information in advance to teachers • advocate for early identification and interventions • encourage regular class placement over contained class placement • promote collaboration between special education and regular education classroom teachers • provide P.D. on differentiated instruction and team teaching approaches • ensure that the entire staff is aware of the student's need to be accommodated so that they can be dealt with on an individual basis • continue to access as much ISSP support as possible • employ a proactive model in gathering and sharing information • review protocol of intake of students from group homes and Section 20 • review resources allocated from central office • keep all participants informed • encourage Schools Attuned training

	<ul style="list-style-type: none"> • build positive relationships with parents • recognize that behaviour difficulties will be linked to academics • provide time to teachers to read about, discuss and understand the profile of their student • encourage school to school dialogue • create an inclusive environment • teach all children and provide positive role models in other students and staff • be aware of characteristics of student profiles • provide T.A. support for teachers • ensure intake conferences are held with enough time to discuss management plans, supports required, etc. • provide school wide education focused on understanding the challenges of children with exceptionalities • look for options to suspension • ensure that supports are in place before the student arrives • promote a school culture that accepts and values all students
Student interventions	<ul style="list-style-type: none"> • establish inclusion from the beginning • plan for each individual student and involve both parents and students in that plan • establish a positive relationship with a caring adult • provide opportunities to students for showcasing their talents • involve senior students in welcoming new students • develop individual Positive Behaviour Intervention Plans • encourage peer mentoring and a buddy program • seek mentors from the community e.g. Judge M. Morton • teach the students how to be a positive advocate for themselves • be aware of physical accommodations that may be necessary • provide for student voice in decision making • employ a variety of teaching strategies • empower students and parents to question practices • provide explicit ways for students to talk to teachers • consider the "whole child" • emphasize the importance of developing

	<p>social relationships</p> <ul style="list-style-type: none"> • maintain firm and realistic expectations • access the support of the BTA assigned to the school • demonstrate empathy • provide students with equal opportunities to develop leadership and become involved in extra curricular activities
<p>Recalling our range of services what are some of the ways we can manage our resources (people, time, money, PSSP services) to best serve the needs of the system?</p>	
<p>Possible Actions</p>	
<p>Communication strategies</p>	<ul style="list-style-type: none"> • bring all students with exceptionalities to the attention of teachers at the first staff meeting • use a multi disciplinary team approach • consolidate information sharing by a general presentation at superintendents' meetings • implement the Baseline Service Document • develop a clearer process for students coming from outside Peel from special contained classes • encourage open, ongoing communication between all parties that respects all points of view • develop agendas to use at ISRC meetings in order to make the best use of everyone's time • include teachers in meetings with psychologists • develop a protocol to inform staff about students • identify a case manager for each student with exceptionalities in the mainstream
<p>Job Descriptions/workload</p>	<ul style="list-style-type: none"> • assign less paperwork and emphasize more personal interactions with parents, staff and students • allow ISSP teacher stop administer informal tests, relying less on standardized test scores • assign bussing to clerical staff • ensure that Special Education Resource Teachers concentrate on program and instructional strategies and not on paperwork • provide a central location for psycho educational assessments to carry out testing requirements • assign clerical tasks to secretaries, i.e. writing up reports • streamline processes • avoid using ISSP teachers for other duties • ensure that PSSP services are integrated with school teams

	<ul style="list-style-type: none"> • avoid using Special Education Resource Teachers to deliver professional development outside of the mandate of special education • provide space for PSSP staff to carry out their assignments • provide a job description for school support staff • review/identify for and with school administrators the purpose of ISRCs, IPRCs and case conferences • streamline and coordinate ISRC meetings in schools that share support staff • assign resource teachers to schools and ensure that their priority is to spend time in the school • ensure that support staff assigned to behaviour programs are trained Child and Youth Workers • maintain additional psychology staff for behaviour programs
Professional development	<ul style="list-style-type: none"> • increase opportunities for P.D. • maintain P.D. as a priority and allow staff to make professionally based decisions • train all teachers in effective instructional strategies • provide additional P.D. on implementation of the curriculum and teaching strategies for special education teachers • share resources during early release days • provide additional training for special education heads and administration
Additional resources	<ul style="list-style-type: none"> • assign teams across individual superintendencies to provide continuity and consistency of support staff • provide funding to support the school in establishing and maintaining support programs • provide additional administrative staff in schools where there are contained classes • increase allocation of special education staff at the school level • provide additional Special Education Resource Teachers so they can be assigned to a fewer number of schools • increase the number of itinerant staff • increase PSSP staff • provide additional services to high needs schools • increase the number of placements in contained classes

	<ul style="list-style-type: none"> • provide additional school based funding to meet the needs of students • utilize additional teaching assistants • provide shorter wait times for psych assessments • increase the number of consultants
Pathways recognition	<ul style="list-style-type: none"> • determine the time allocations for PSSP in schools based on needs • utilize social risk index, EDI and special education population when assigning resources to a school • use data to allocate resources • consider equity vs. need in deployment of staff
In what ways does the present allocation and distribution of contained classes meet the needs of the system?	
Possible Actions	
Distribution of contained classes	<ul style="list-style-type: none"> • examine space constraints and service demands when placing a contained class in a school • communicate the rationale to schools when placing a class • distribute equitably across the system • examine the distribution in light of needs, not superintendency boundaries
Allocation of contained classes	<ul style="list-style-type: none"> • offer a range of classes to meet the needs of students in all exceptionalities • establish a contained class program for the student identified LI/LD • provide early intervention for primary aged students • increase the number of communication classes at the junior and intermediate level • provide consistent criteria across the system for accessing programs • change behaviour class placements to another school after a five year period • maintain clustering of contained classes to facilitate professional development and sharing of resources • provide two levels of programs for students identified as DD • change the model of behaviour classes to a contact program • provide data to demonstrate that the programs are effective • avoid using space as the main criteria for class placement • strive to keep students in their home school • provide guidelines that detail what constitutes

	<p>appropriate placements</p> <ul style="list-style-type: none"> • increase the number of programs for kindergarten children with severe needs • consider transportation distances when creating contained classes • review the allocation criteria for contained classes • monitor the Enhanced Learning classes for enrolment numbers • consult principals prior to placing contained classes in schools • examine the need for regional ASD classes for students in vocational programs • consider need and population when assigning classes • examine the need for additional alternative programs • create classes for students whose cognitive scores fall within the low average range, e.g. between the 2nd and 10th percentile
<p>Related concerns</p>	<ul style="list-style-type: none"> • monitor ISSP and ESL teachers to ensure that they are not “pulled” to cover other teacher absences • increase the number of occasional teaching assistants • ensure suitable administrative support for schools where contained classes are placed • monitor the use of ESL teachers performing ISSP job related duties • move ahead with the review of the gifted program • maintain consistency between the north and the south • provide alternative curriculum and schooling for the students between the 2nd and 10th percentile • examine how we are meeting the needs of students identified as ELD, ESL/LD • provide additional support to ensure a smooth transition between grade 8 and grade 9 • expand the Counting on You program to the younger grades • provide additional ISSP support • provide for increased flexibility within the system regarding changes of the population • increase supports for those students who don't 'fit the mold' • examine the range of needs teachers are dealing with in GLD classes

How might we ensure that all advocacy groups and parents are provided with an equal voice?

Possible Actions

<p>At the school level</p>	<ul style="list-style-type: none"> • provide interpreters for parents' nights, case conferences, meetings, etc. • use newsletters • provide venues for voices to be heard • encourage students (especially secondary aged to attend ISRC and IPRC meetings) • conduct focus group meetings with parents of individual classes • invite the use of advocates to provide a voice for parents who are not comfortable/knowledgeable in approaching school personnel and advocating for their own child • survey parents • hold oral feedback interview nights where parents can share their input orally with special education staff who will scribe for them • elicit information from teachers and students • create opportunities to empower parents who may not involve themselves with the school • reach out to parents and invite them into the school • consult parents around IEPs and deal with issues at the school level • ensure that administration is well versed in special education so that they can assist parents • ensure that parents are informed of their rights and responsibilities • use problem solving strategies to establish common ground • continue to gather the voice of the school, respecting all stakeholders • seek first to understand and then to be understood • place a priority on open, ongoing communication
<p>At the system level</p>	<ul style="list-style-type: none"> • access the board website • ensure that materials and key documents are translated into the major languages represented in the community • connect parents to community services and organizations • conduct focus groups • use community leaders to reach out to parents

	<ul style="list-style-type: none">• provide information sessions for parents in languages they can understand• make contact numbers of advocacy groups available to both parents and administrators• ensure that all communities can make their voice heard• welcome observers at SEAC meetings• provide open forums and opportunities for parents to share concerns, suggestions and ideas• actively solicit parent involvement from all exceptionalities• help parents advocate for their children within the resources available to us• maintain a high level of communication
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What are some examples of how the range of services offered meet student needs?

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> • PSSP support – psychologists, speech language pathologists and social workers • a variety of contained classes are available • multi disciplinary teams e.g. ASD and behaviour • teaching assistants with varied levels of expertise • Sounds Skills – professional development provided for teachers • liaison with outside agencies • assistive software • flexible service delivery model • teachers • Schools Attuned program • administrators with positive communication skills • mainstream placement for a secondary age students identified DD • accommodations/modifications of learning expectations • ASD team • ISSP teachers provide a wide range of support • Alternative programs • Special Education Resource Teachers • Behavioural Teaching Assistants assigned to middle schools 	<ul style="list-style-type: none"> • the needs of students at the extreme ends of the spectrum are being met successfully, however the students in the middle are not receiving adequate service • meeting the needs of students who may not be exceptional but are at risk • not enough support for kindergarten programs or teachers • waiting time for psycho educational assessments • meeting the needs of students with complex needs • inadequate numbers of teaching assistants – one per classroom would help in early intervention • high turnover rate of teaching assistants – results in inconsistency of program • helping parents to understand the long term implications for decisions made in earlier years • the process of an entry plan for behaviour students • being able to meet the demands in the north portion of the board where growth is rapid • meeting the needs of cultural and linguistic diversity • budget for new technology, testing materials and resources for PSSP staff • ability to service students with Tourettes • students continue to 'fall through the cracks' • needs exist for a class at the primary level for students with Aspergers • helping parents to understand that PSSP staff are able to help them • many parents believe that it is actually the T.A. who is educating their child • an assurance that the student is respected by all those that work with her/him • consideration of acceleration as a possible alternative for intellectually advanced students where appropriate

Results of the Internal and External Reviews 2005-2006

Enhanced Learning Programs and Services

- Contained class enrolment was monitored monthly
- An investigation regarding criteria for identification and service delivery was begun
- Review of the board wide CCAT results at the grade 4 level has begun

Communication Class Review

- KTEA was administered in the fall
- Parent, teacher and administrator satisfaction surveys were completed
- Report is nearing completion and will include recommendations for:
 - criteria for admission and demission
 - professional development requirements
 - resources

Behaviour Delivery Model

Ongoing system consultation identified:

- a need to move a class to the north from the south in order to preserve equity of access
- that senior elementary behaviour support requires a shift in delivery format
- a need to provide professional development support for behavioural interventions and strategies for administrators, teachers and teaching assistants

Schools Attuned Implementation

- the CODE project is ongoing with a focus on:
 - implementation strategies
 - enablers and barriers in the classroom

WISC IV Results of the Review

- professional development was critical
- all new staff will be updated by the chief psychologist
- all staff received a reference book "Essentials of WISC –IV Assessment"
- one of the authors, Dawn Flanagan presented to the Psychology staff
- a summary condensation of the interpretive system

Results of the Review 2005 2006

ELEMENTARY
CLOSING
<ul style="list-style-type: none"> • 5 Junior Enhanced Learning Classes • 3 Intermediate Communication classes • 2 Primary Communication classes • 1 Intermediate Contact • 2 Diagnostic Centres • 10 Special classes
MOVING
<ul style="list-style-type: none"> • 1 PELC Briarwood to Lyndwood • 1 IGLD Riverside to GreenGlade • JCOM Kindree to Willow Way • 1 Junior Interval Class from south to North • ASD Esker Lake to Terry Fox
CONVERTING
<ul style="list-style-type: none"> • PGLD Russell Langmaid to IGLD Fallingbrook • 1 PCOM Brandon Gate to IGLD Brameast Middle #1 • 1 JGLD Artesian to IGLD Erin Mills • 1 Physical and Health Disabilities to Developmental Disabilities

SECONDARY	
REDUCE	
In School Support/Behaviour Contact	.5
Learning Support	1.5
INCREASE	
Regional Communication Program	.5
Regional Communication ASD	1.5
Vocational Program	1.5
Developmental Disabilities	2.0

Summary of Special Education Programs and Services 2005-2006

- 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

RESULTS OF THE REVIEW 2005-2006

Summary of special education program teacher allocations

ELEMENTARY PROGRAMS CONTAINED	2005-2006 ACTUAL	2006-2007 PROJECTED
BEHAVIOUR	24.0	23.0
COMMUNICATION	60.0	53.0
DEVELOPMENTAL DISABILITIES	25.0	25.0
DEVELOPMENTAL DISABILITIES/SPECIAL NEEDS	5.0	6.0
ENHANCED LEARNING	30.0	25.0
GENERAL LEARNING DISABILITY	55.0	57.0
HARD OF HEARING	3.0	3.0
KINDERGARTEN SUPPORT PROGRAM	1.5	1.5
KINDERGARTEN TRANSITION LANGUAGE PROGRAM	3.5	3.5
PHYSICAL AND HEALTH DISABILITIES	2.0	1.0
PRIMARY TRANSITION PROGRAM	6.0	6.0
REGIONAL ASD	19.0	19.0
SECTION 20	9.0	8.0
SPECIAL CLASS	10.0	0
TOTAL	253.0	231.0

ELEMENTARY PROGRAMS NON-CONTAINED

	2005-2006 ACTUAL	2006-2007 PROJECTED
IN-SCHOOL SUPPORT PROGRAM	367.70	377.5
IN-SCHOOL ENHANCED LEARNING PROGRAM		
ITINERANT TEACHERS ASD Resource Team Hard of Hearing Mobile Team (behaviour) Special Needs Visually Impaired	33.5	33.5
Total	401.20	411.0

Summary of Secondary Allocations - Staff

Secondary Programs	2005-2006 Actual	2006-2007 Projected
SECTION 20	11.0	9.0
SECONDARY - DEVELOPMENTAL DISABILITIES	(47.4) elementary	58.0
SECONDARY COMMUNICATION – Autism Spectrum Disorder	4.5	6.0
SECONDARY vocational level 1	24.0	25.5
SECONDARY ITINERANT- Autism Spectrum Disorder, Hard of Hearing, Special Needs (ASD, HOH, SN)	4.0	4.0
SECONDARY REGIONAL COMMUNICATION – Learning Disability	9.5	10.0
SECONDARY SCHOOL In-School Support/Behaviour Resource	39.5	40
SECONDARY SCHOOL Itinerant Behaviour	2.0	2.0
TOTAL	141.9	153.0

TEACHING ASSISTANT ALLOCATIONS

PROJECTED

SPECIAL PROGRAMS ALLOCATIONS	ELEMENTARY		SECONDARY	
	2005-06	2006-07	2005-06	2006-07
Elementary Special Education Programs Communication and GLD	71.0	68.5	-	-
Integrated	348.0	380.5	50.0	50.0
Physical & Health Disabilities and Hard of Hearing Contained Programs	7.0	5.0	-	-
Regional Special Programs – A.S.D.	52.0	52.0	10.0	11.0
Regional Special Programs -- Developmental Disabilities	91.0	95.0	122.0	125.0
Secondary Regional Programs	-	-	5.0	5.0
Technical Assistant	2.0	2.0	-	-
Vocational Level 1	-	-	11.0	11.0
TOTAL Special Programs	571.0	603.0	198.0	202.0

**TEACHING ASSISTANT ALLOCATIONS
PROJECTED**

BEHAVIOUR ALLOCATIONS	ELEMENTARY		SECONDARY	
	2005-2006	2006-2007	2005-2006	2006-2007
Elementary Contained Programs	27.0	26.0	-	-
Itinerant	125.5	125.5	24.5	16.5
Mobile Behaviour Services	8.0	8.0	8.0	8.0
Diagnostic Centre	2.0	-	-	-
Section 20	4.0	3.0	4.0	4.0
Eagle	4.0	4.0	0	0
Fresh Start	-	-	6.0	6.0
Secondary Schools	-	-	29.0	30.0
TOTAL Behaviour	170.5	166.5	71.5	64.5

TOTAL NUMBER OF ALLOCATIONS 2001-2002	675.0
TOTAL NUMBER OF ALLOCATIONS 2002-2003	720.0
TOTAL NUMBER OF ALLOCATIONS 2003-2004	838.0
TOTAL NUMBER OF ALLOCATIONS 2004-2005	944.5
TOTAL NUMBER OF ALLOCATIONS 2005-2006 (Projected April 05)	1011.0
TOTAL NUMBER OF ALLOCATIONS 2006-2007 (Projected April 06)	1036.0

PROFESSIONAL SUPPORT SERVICES

EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES

The primary aim of speech and language services is to improve the chances of 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 communicatively challenged students.

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)	2005-2006 42.0	2006-2007 43.5
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PSYCHOEDUCATIONAL SERVICE

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)	2005-2006 44.8	2006-2007 49.8
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SCHOOL SOCIAL WORK SERVICES

School Social Work Services are available to assist students whose attendance and/or social-emotional adjustment has been hindered 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 and community liaison.

Social Workers (excluding Chief Social Worker)	2005-2006 39.5	2006-2007 43.5
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Class Locations

2006-2007

Elementary Contained Enhanced Learning Classes (ELC)

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	IELC	Greenbriar	2	50
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)				
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	PELC	Caledon East	1	20
	JELC	Caledon East	1	23
	IELC	Caledon East	1	25
	IELC	Allan Drive	1	25
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	JELC	Somerset	1	23
	IELC	RH Lagerquist	2	50
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PELC	Britannia	1	20
	JELC	Britannia	1	23
	IELC	Dolphin St.	2	50
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	JELC	Thorn Lodge	2	46
	IELC	Homelands	2	50
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	PELC	Lyndwood	1	20
	JELC	Lyndwood	1	23
	IELC	Lyndwood	2	50
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	IELC	Camilla	2	50
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	PELC	Helen Wilson	1	20
	JELC	Helen Wilson	1	23
Total			25	591

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

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	PINT	Eastborne	1	8
	PINT	Grenoble	1	8
	JINT	Jefferson	1	8
	ICON	Morning Star	1	8
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	PINT	McHugh	1	8
	ICON	Fletcher's Creek	1	8
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	P/JINT	Caledon East	1	8
	ICON	Sunny View	1	8
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	JINT	Kingswood	1	8
	JINT	Conestoga	1	8
	ICON	McCrimmon	1	8
	ICON	Sir John A. MacDonald	1	8
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PINT	Settlers Green	1	8
	JINT	Miller's Grove	1	8
	ICON	Fallingbrook	1	8
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	JINT	Springfield	1	8
	ICON	Homelands	1	8
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	PINT	Silverthorn	1	8
	ICON	Glenhaven	1	8
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	JINT	Munden Park	1	8
	ICON	Riverside	1	8
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	JINT	Arnott Charlton	1	8
	JINT	Springdale	1	8
Total			23	184

Elementary Contained General Learning Disability Classes (GLD)

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	PGLD	Brandon Gate	1	10
	PGLD	Eastbourne	1	10
	JGLD	Eastbourne	1	14
	JGLD	Brandon Gate	1	14
	IGLD	Darcel	1	14
	IGLD	Greenbriar	1	14
	IGLD	Calderstone M.S.(Brameast 1	1	14
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	PGLD	McHugh	1	10
	JGLD	McHugh	1	14
	JGLD	Queen St.	1	14
	IGLD	Beatty Fleming	1	14
	IGLD	Centennial	1	14
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	PGLD	R. J. Lee	1	10
	PGLD	Ellwood	1	10
	JGLD	R. J. Lee	1	14
	JGLD	Treeline	1	14
	J/IGLD	Treeline	1	14
	IGLD	Herb Campbell	1	14
	IGLD	Mountain Ash	1	14
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	PGLD	Burnt Elm	1	10
	JGLD	Burnt Elm	1	14
	JGLD	Edenbrook Hill	1	14
	IGLD	Sir John A. MacDonald	1	14
	IGLD	McCrimmon	1	14
	IGLD	Cheyne	1	14
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PGLD	Ray Underhill	1	10
	JGLD	Ray Underhill	1	14
	JGLD	Russell Langmaid	1	14
	IGLD	Fallingbrook	2	28
	IGLD	Dolphin	1	14
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	PGLD	Kings Masting	1	10
	JGLD	Churchill Meadows	1	14
	JGLD	Queenston	1	14
	IGLD	Queenston	1	14
	IGLD	Erin Mills	3	42
Applewood, Cawthra, Glenforest, Grodon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	PGLD	Cooksville Creek	1	10
	PGLD	Dixie	1	10
	JGLD	Dixie	1	14
	JGLD	Cooksville Creek	1	14
	IGLD	Glenhaven	1	14
	IGLD	Bristol Road	1	14
	IGLD	A. A. Martin	1	14
	IGLD	The Valleys	1	14
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	PGLD	Elmcrest	1	10
	JGLD	Elmcrest	1	14
	IGLD	Hillside	1	14
	IGLD	Green Glade	1	14
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	PGLD	R. D. Barber	1	10
	JGLD	Parkway	1	14
	JGLD	R. D. Barber	1	14
	IGLD	Balmoral	2	28
	IGLD	William's Parkway	1	14
IGLD	Gordon Graydon	1	14	
Total			57	750

Elementary Contained Communication Classes (COM)

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	PCOM	Eastbourne	1	8
	JCOM	Eastbourne	1	8
	JCOM	Brandon Gate	1	8
	ICOM	Earnscliffe	1	8
	ICOM	Morning Star	2	16
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	PCOM	Ridgeview	1	8
	JCOM	Ridgeview	2	16
	ICOM	David Leeder	2	16
	ICOM	Fletcher's Creek	2	16
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	PCOM	Macville	1	8
	JCOM	Macville	2	16
	ICOM	Allan Drive	2	16
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	PCOM	Homestead	1	8
	JCOM	Homestead	2	16
	JCOM	Terry Fox	2	16
	ICOM	Royal Orchard	2	16
	ICOM	R.H. Lagerquist	2	16
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PCOM	Plowman's	2	16
	JCOM	Willow Way	2	16
	JCOM	Plowman's	2	8
	ICOM	Edenwood	1	8
	ICOM	Dolphin	2	16
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	PCOM	Pheasant Run	1	8
	JCOM	Oscar Peterson	1	8
	JCOM	Pheasant Run	1	8
	ICOM	Erin Mills	1	8
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	PCOM	Cooksville Creek	1	8
	P/JCOM	Lyndwood	1	8
	JCOM	Cooksville Creek	1	8
	JCOM	Lyndwood	1	8
	ICOM	Lyndwood	2	16
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	PCOM	Hillcrest	1	8
	JCOM	Hillcrest	1	8
	ICOM	Hillcrest	2	16
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	P/JCOM	Great Lakes	1	8
	JCOM	Great Lakes	1	8
	ICOM	Lougheed	2	16
Total			54	432

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

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	DD/PJ	Claireville	1	10
	DD/I	Greenbriar	1	10
	DD/I	Darcel	1	10
	DD/PJ	Ridgewood	1	10
	DD/SN	Fallingdale	1	6
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	DD/I	Centennial	1	10
	DD//PJ	Huttonville	1	10
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	DD/JI	Caledon Central	1	10
	DD/PJ	R. J. Lee	1	10
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	DD/SN	Esker Lake	1	6
	DD/PJ	Brisdale	1	10
	DD/SN	Westervelt	1	6
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	DD/I	Lisgar	1	10
	DD/I	Shelter Bay	1	10
	DD/I	Hazel McCallion	1	10
	DD/SN	Hazel McCallion	1	6
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	DD/PJ	Pheasant Run	1	10
	DD/I	Thomas Street	1	10
	DD/PJ	Ellengale	1	10
	DD/I	Ruth Thompson	1	10
	DD/PJ	Artesian	1	10
Applewood, Cawthra, Glenforest, Grodon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	DD/I	Bristol Road	1	10
	DD/I	Fairwind	1	10
	DD/I	Nahani Way	1	10
	DD/PJ	Champlain Trail	1	10
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	DD	Ashgrove	1	10
	DD/SN	Garthwood	1	6
	DD/I	Queen Elizabeth	1	10
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	DD/I	Balmoral	1	10
	DD/SN	Sir Wilfred Laurier	1	6
	DD/I	Gordon Graydon	1	10
Total			31	286

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

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	ASD/I	Greenbriar	1	8
	ASD/PJ	Red Willow	1	6
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	ASD/I	David Leeder	1	8
	ASD/PJ	Derry West	1	6
	PTP	Derry West	1	6
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	ASD/GLD/I	Mountain Ash	1	8
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	ASD/PJ	Burnt Elm	1	6
	ASD/GLD/I	McCrimmon	1	8
	ASD/PJ	Terry Fox	1	6
	PTP	Conestoga	1	6
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	ASD/PJ	Britannia	1	6
	ASD/GLD/I	Hazel McCallion	1	8
	PTP	Britania	1	6
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	ASD/PJ	Castlebridge	1	6
	ASD/PJ	Middlebury	1	6
	ASD/GLD/I	Thomas Street	1	8
	ASD/I	Ruth Thompson	1	8
	ASD/I	Homelands	1	8
	ASD/GLD/I	Queenston	1	8
	PTP	Sawmill Valley	1	6
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	ASD/PJ	Huntington Ridge	1	6
	PTP	N. C. Matheson	1	6
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	ASD/GLD/I	Camilla	1	8
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	ASD/GLD/I	Williams Parkway	1	8
	PTP	Helen Wilson	1	6
Total	ASD		19	136
Total	PTP		6	36

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

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	KTLC	Eastbourne	1	12
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	KSP	Queen Street	.5	6
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)				
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	KTLC	Homestead	1	12
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	KSP KTLC	Trelawny Plowman's Park	.5 1	6 12
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)				
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)				
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	KSP KTLC	Elmcrest Hillcrest	.5 .5	6 6
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)				
Total	KSP		1.5	18
Total	KTLC		3.5	42

**Hard of Hearing (HOH)
Physical and Health Disabilities (PHD)**

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)				
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)				
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)				
Central Peel, Fletcher's Meadows, Heart Lake (Massey)				
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	PHD	Edenrose	1	6
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)				
Applewood, Cawthra, Glenforest, Gordon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	HOH	Cooksville Creek	1	8
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)				
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	HOH HOH	Great Lakes William G. Davis	1 1	8 8
Total	PHD		1	6
Total	HOH		3	24

Elementary Section (Sec20)

	Class	School	Allocation	Maximum Enrolment
Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)				
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	Sec 20	Centennial Sr.	1	6
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	Sec 20	Caledon Central	2	12
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	Sec 20	Sir Winston Churchill	1	6
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)				
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)				
Applewood, Cawthra, Glenforest, Grodon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	Sec 20 Sec 20 Sec 20	Dixie Glenhaven Westacres	1 1 2	6 6 12
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)				
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)				
Total			8	48

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

Bramalea, Chinguacousy, Lincoln H. Alexander (Richardson)	41.7
Bramwest/Credit Valley, Brampton Centennial, Turner Fenton, Mississauga (Tomasevic)	40.8
Humberview, Mayfield, Harold M. Brathwaite, Chinguacousy(Springdale) (Pontes)	41.8
Central Peel, Fletcher's Meadows, Heart Lake (Massey)	45.5
Meadowvale, Streetsville, Rick Hansen,(Fallingbrook) (Miles)	47.8
Clarkson, Erindale, John Fraser, Woodlands (Sinclair-Artwell)	41.3
Applewood, Cawthra, Glenforest, Grodon Graydon, TLK (Valleys) Rick Hansen (Fairwind) (Gingell)	42.2
Clarkson, Lorne Park, Port Credit, TLK (Camilla) (Kazlovskis)	35.0
Bramalea, Central Peel, Harold M.Brathwaite, North Park, Turner Fenton (Krutila)	41.4
TOTAL	377.5

SECONDARY EDUCATION PROGRAMS – SECONDARY
Secondary School Learning Support Program LS 1 LS 2

Superintendent	School	Allocation 2005-2006	2006-2007
Clinton	Applewood	2.0	2.0
	Cawthra Park	1.5	1.5
	Clarkson	2.5	2.0
	Erindale	2.5	3.0
	Glenforest	1.5	1.5
	Gordon Graydon	2.0	1.5
	Lorne Park	2.0	2.5
	Port Credit	2.0	2.0
	T.L. Kennedy	1.0	1.0
Woodlands	2.0	1.5	
Moreash	Brampton Centennial	3.0	3.0
	Central Peel	2.5	2.0
	Turner Fenton	2.0	1.5
	Mississauga	2.0	1.5
	Bramalea	2.5	2.0
	Lincoln Alexander	2.0	1.5
	North Park	2.5	2.0
Martin	John Fraser	2.0	2.0
	Meadowvale	3.5	3.0
	Rick Hansen	3.5	3.0
	Streetsville	2.0	2.0
	West Credit	0.0	0.0
	Stephen Lewis	0.0	1.0
Jones	Chinguacousy	2.5	2.5
	Fletcher's Meadows	2.5	3.0
	Heart Lake	3.0	3.5
	Harold M. Brathwaite	3.0	3.0
	Humberview	2.0	3.0
	Mayfield	2.5	2.5
	North Peel	0.0	0.0

Total	62.0	60.5
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Secondary School**In School Support/Behaviour Contact**

Superintendent	School	Allocation	
		2005-2006	2006-2007
Clinton	Applewood	1.0	1.0
	Clarkson	1.0	1.0
	Erindale	1.0	1.0
	Glenforest	1.0	1.0
	Gordon Graydon	1.5	1.5
	Lorne Park	2.5	2.5
	Port Credit	1.0	1.0
	T.L.Kennedy	1.0	1.0
	Woodlands	2.5	2.0
Martin	John Fraser	1.0	1.0
	Meadowvale	1.0	1.0
	Rick Hansen	1.0	1.0
	Streetsville	1.0	1.0
	West Credit	2.5	2.5
	Steven Lewis		1.0
Moreash	Brampton Centennial	1.0	1.0
	Central Peel	1.0	1.0
	Turner Fenton	2.5	2.0
	Mississauga	2.0	2.0
	Bramalea	1.0	1.0
	Lincoln Alexander	2.0	2.0
	North Park	1.0	1.0
Jones	Chinguacousy	1.0	1.0
	Fletcher's Meadows	1.0	1.0
	Harold M. Brathwaite	1.0	1.0
	Heart Lake	1.5	1.5
	Humberview	1.5	1.5
	Mayfield	1.0	1.0
	North Peel	1.5	1.5

Total**40.5****40.0**

Secondary School**Regional Communication Program**

Superintendent	School	Allocation 2005-2006	Allocation 2006-2007
Clinton	Gordon Graydon	2.0	2.0
	Erindale	2.0	2.0
Moreash	Brampton Centennial	2.0	2.0
Jones	Chinguacousy	2.0	2.0
	Mayfield	1.5	2.0
TOTAL		9.5	10.0

Secondary School**Vocational Program**

Gordon Graydon
 Lincoln Alexander
 North Peel
 Turner Fenton
 West Credit

TOTAL		24.0	25.5
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Secondary School Itinerants

Superintendent	School	Allocation 2005-2006	Allocation 2006-2007
Teal	Itinerant	6	6
TOTAL		6.0	6.0

Secondary School Regional Communication - ASD

Superintendent School		Allocation 2005-2006	Allocation 2006-2007
Clinton	Gordon Graydon SS	1.5	1.5
Martin	Streetsville	1.5	1.5
Jones	Chinguacousy	1.5	1.5
Moreash	Lincoln Alexander		1.5
TOTAL		4.5	6.0

Secondary School - Developmental Disabilities

Superintendent	Satellite Location	Home School	Allocation	Allocation
Shirley Ann Teal			2005-2006	2006-2007
	Applewood Acres		13	14
	Applewood Heights	Applewood	1	1
	Clarkson	Applewood	1	1
	John Fraser	Applewood	1	1
	Meadowvale	Applewood	1	1
	Port Credit	Applewood	1	1
	Rick Hansen	Applewood	1	1
	The Woodlands	Applewood	1	1
	Parkholme		12	13
	Bramalea	Parkholme	1	1
	Brampton	Parkholme	1	1
	Centennial			
	Central Peel	Parkholme	1	1
	Chinguacousy	Parkholme	1	1
	Heart Lake	Parkholme	1	1
	Mayfield	Parkholme	2	2
	North Park	Parkholme	1	1
	Lincoln Alexander	Parkholme	1	1

TOTAL CLASSES	41.0	43.0
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TOTAL TEACHERS	(47.4) (elementary)	58.0
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Secondary School Enhanced Learning Centres

Superintendent	School	2005-2006	2006-2007
Clinton	Glenforest	Grade 9-12	Grade 9-12
	Lorne Park	Grade 9-12	Grade 9-12
Martin	The Woodlands	Grade 9-12	Grade 9-12
Jones	Heart Lake	Grade 9-12	Grade 9-12
	The Humberview	Grade 9-12	Grade 9-12
Moreash	Turner Fenton	Grade 10-12	Grade 11-12

Secondary School Section 20 Classes

Superintendent	School/Agency	2005-2006	2006-2007
Jones	Chinguacousy-Spectrum	1	1
	Harold M. Brathwaite -TRE-ADD	1	1
	Heart Lake-Anora's Place	1	0
Moreash	Bramalea-Associated Youth Services	1	1
	North Park-Cornerstone	1	1
	Brampton Centennial -Associated Youth Services	1	1
	Brampton Centennial -Marjorie Amos	1	1
	Central Peel-Digs for Kids	1	0
	Turner Fenton-Cuthbert House	1	1
	Turner Fenton-William Osler	1	1
Clinton	Glenforest-Peel Children's Centre	1	1
Total		11	9

Internal Reviews Planned for 2006 - 2007

- Enhanced learning programs and services
- Budget and expenditure priorities

11. Elementary Panel

Special Education Staff	FTE 2005-2006	FTE 2006-2007	Staff Qualifications
1. Teachers of exceptional students			
1.1 Teachers for resource-withdrawal programs	367.7	377.5	OTQRC + Minimum Sp.Ed. part I
1.2 Teachers for self-contained classes	313.82	262.4	OTQRC + Minimum Sp.Ed. part I
1.3 Teachers for Section 20	9	9	OTQRC + Minimum Sp.Ed. part I
2. Other special education teachers			
2.1 Itinerant teachers	33.5	33.5	OTQRC + Minimum Sp.Ed. part I
2.2 Teacher diagnosticians	0	0	
2.3 Coordinators	4	4	OTQRC + Sp.Ed. Specialist
2.4 Consultants	23	23	OTQRC + Sp.Ed. Specialist or equivalent
2.5 Section 20 Liaison	.5	.5	OTQRC + Sp.Ed. Specialist or equivalent
3. Educational assistants in special education			
3.1 Educational assistants	741.5	769.5	DSW, CYW, EA or equivalent
4. Other professional resource staff			
4.1 Psychologists (excluding chief)	31.9	25.1	Ph.D. or M.A. registered
4.2 Psychometrists	6.2	15.3	Ph.D. or M.A.
4.3 Psychiatrists	.05	.05	B.SC. M.A.Sc., M.D., F.R.C.P.®, A.B.A.P.
4.4 Speech-language pathologists (excluding chief)	41.5	42.6	Graduate degree-speech-language pathology and registration with the College of Audiologists and Speech-Language Pathologists of Ontario
4.5 Audiologists	.2	.2	Fee for service
4.6 Occupational therapists	.5	.5	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers (excluding chief)	13.75	15.23	BSW or MSW
4.9 Subtotal	1587.12	1578.38	
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)	1.0	1.0	
5.4 Transcribers (for blind students)	0	0	
5.5 Interveners (for deaf-blind students)	3	3	
5.6 Auditory-verbal therapists	0	0	
5.7 Subtotal	4.5		

Secondary Panel

Special Education Staff	FTE 2005-2006	FTE 2006-2007	Staff Qualifications
1. Teachers of exceptional students			
1.1 Teachers for resource-withdrawal programs	40.5	40	OTQRC + Minimum Sp.Ed. part I
1.2 Teachers for self-contained classes	36.5	99.5	OTQRC + Minimum Sp.Ed. part I
1.3 Teachers for Section 20	14	11	OTQRC + Minimum Sp.Ed. part I
2. Other special education teachers			
2.1 Itinerant teachers	6	6	OTQRC + Minimum Sp.Ed. part I
2.2 Teacher diagnosticians	0	0	
2.3 Coordinators	2.0	2	OTQRC + Sp.Ed Specialist
2.4 Consultants	4.0	4.0	OTQRC + Sp.Ed Specialist
2.5 Section 20 Liaison	.5	.5	OTQRC + Sp.Ed Specialist
3. Educational assistants in special education			
3.1 Educational assistants	260.5	265.5	DSW, CYW, EA or equivalent
4. Other professional resource staff			
4.1 Psychologists (excluding chief)	3.3	5.9	Ph.D or M.A. registered
4.2 Psychometrists	3.4	3.5	Ph. D or M.A.
4.3 Psychiatrists	.05	.05	M.D.
4.4 Speech-language pathologists (excluding chief)	.5	.9	Graduate degree in speech language pathology and registration with the College of Audiologist and Speech Pathologist
4.5 Audiologists	.1	.1	Fee for service
4.6 Occupational therapists	.5	.5	Fee for service
4.7 Physiotherapists	0	0	
4.8 Social workers	6	6.5	BSW or MSW
4.9 Subtotal	377.85	445.9	
5. Paraprofessional resource staff			
5.1 Orientation and mobility personnel	.5	.5	Fee for service
5.2 Oral interpreters (for deaf students)	0	0	
5.3 Sign interpreters (for deaf students)	1.0	1.0	
5.4 Transcribers (for blind students)	.5	.5	
5.5 Interveners (for deaf-blind students)	0	0	
5.6 Auditory-verbal therapists	0	0	
5.7 Subtotal	2.0	2	

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:

- overall goal of the special education staff development plan
- 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

Overall Goal of Special Education Staff Development

The Peel District School Board through its strategic plan is committed to life-long learning. Through opportunities for growth, based on effective teaching strategies and adult learning, staff members are encouraged to participate in staff development activities. The two major areas of focus are continuous development of knowledge and skills in all areas of special education and the other is to provide training for staff in regard to legislation, ministry policy and board procedures with regard to special education.

Rapid growth in the Peel District School Board, increasing numbers of new staff and frequent staff turnover will continue to intensify the need for staff development programs in future years.

Staff Input and Prioritization

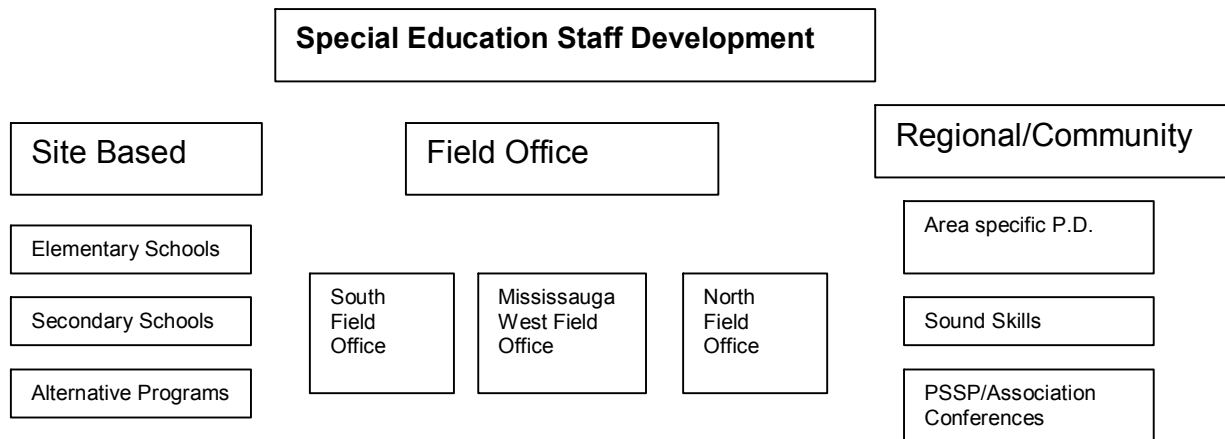
Through input to special education support staff by teachers, administrators, professional support services personnel, teaching assistants and SEAC members, regional professional development needs are identified and responses are organized by the Curriculum, Instruction and Special Education Support Services Department. Needs identified by staff, ministry direction and current research all play an important role in prioritizing what is to be offered. Professional development sessions are open to all board staff and SEAC members.

Rapid growth in the Peel District School Board, increasing numbers of new staff and frequent staff turnover will continue to intensify the need for staff development programs in future years. Each staff member has access to MyLearning Plan, the Peel District School Board's online system to manage their own professional development. This system allows each individual to manage their own P.D. online and is aligned with the system calendar. Each person has access to courses specifically developed for their employee group that will help them upgrade their professional development skills.

A variety of professional development strategies will be employed to respond to regional, community, school and individual teacher needs. Strategies include:

- site based, field office, regional or community in-service
- conferences
- summer and fall institutes
- sunrise seminars
- guest speakers from agencies, associations or SEAC members
- networking
- peer mentoring
- ongoing consultation with special education staff

The Superintendent of Special Education Support Services ensures appropriate in-service is delivered to all staff with regard to legislation, ministry policy and board procedures. Training is initially planned at the regional level and all staff affected are expected to attend. In-service sessions such as these are supported at the field office level through the Superintendent of Education(s) and at the school level by consultants and special education resource teachers. Particular attention is placed on teachers new to special education.



Ways in Which the School Board's SEAC is Consulted and Informed About Staff Development	
<ul style="list-style-type: none"> • 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.)	
<p>The board focus for professional development is articulated in the <i>Teaching and Learning Plan</i> developed by the Curriculum, Instruction, Special Education Support Services Department and includes the following priorities:</p> <ul style="list-style-type: none"> • literacy and numeracy • development of instructional intelligence • Schools Attuned® <p>In addition the Special Education Support Services department works closely with other departments in pursuing professional development offerings. These departments include, Staff Development and School Support Services, Communication Support Services and Learning Technology Support Services.</p>	
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.

Instructional Intelligence	A five year plan is currently in place in collaboration with Dr. Barrie Bennett, OISE, to engage staff in professional development related to developing and implementing "instructional intelligence" in the classroom. The goal is to assist teachers expand their instructional repertoire to meet the needs of students with different learning profiles.
Schools Attuned®	In partnership with All Kinds of Minds, The Schools Attuned® program offers professional development to staff which trains them to better understand how the brain impacts learning, and how to differentiate instruction to meet the needs of students with different profiles. There are four institutes annually. All special education resource teachers and coordinators have been trained during the 2004-2005 school year. The overall board goal is to have all schools trained by 2010.
Special Education Support Services Focus	
Ministry policy and legislation is an integral part of all professional development Professional development is articulated in department success plans and includes the following:	
IEP Development	<ul style="list-style-type: none"> • Regional, field office and site-based workshops for school administrators, teachers and regional support staff • workshops address legislative requirements, terms and definitions used in the development of the IEP • development and implementation of the IEP • roles and responsibilities for staff and parents • implementation of transition plans
Assessment, evaluation and reporting	<ul style="list-style-type: none"> • Regional, field office and site-based workshops for: school administrators teachers regional support staff • workshops develop an understanding of accommodations and modifications in regular and special education placements • support teachers in their understanding of assessment, evaluation and reporting strategies • address strategies and resources for effective and continuous assessment and evaluation
Identification, Placement and Review	<ul style="list-style-type: none"> • Regional, field office and site-based workshops for school administrators, IPRC chairs, special education teachers and regional support staff • sessions will provide information regarding: legislative requirements roles and responsibilities identification and placement practices

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

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

STAFF DEVELOPMENT LEARNING OPPORTUNITIES

Date 2006 - 2007	Professional Development Topic
July	Schools Attuned®
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® • Instructional Intelligence Institute • one day training session for new and returning teachers of elementary behaviour programs • TEACCH Training • New SERT training
September	<ul style="list-style-type: none"> • ISSP Teacher In-service • Secondary Special Education Teacher In-service • IEP training and ongoing follow up as required • KTEA training • Schools Attuned® – for CISESS members • Instructional Intelligence Institute – classroom demonstration lessons and follow • Critical Incident In-service • Reporting Child Abuse In-service • In-service for teachers of classes for students with Developmental Disabilities • Sound Skills: Introduction to Kindergarten • Psychology In-service at Organizational Meeting • Teaching Assistant modules

October	<ul style="list-style-type: none"> • Administrator policies and procedures workshop • In-service training for teachers of communication and enhanced learning classes • Schools Attuned® • SLP Conference • Implementation Network – Schools Attuned® administrators • Inclusion and Program Modification for students with Developmental Disabilities and/or Autism spectrum Disorders Sound Skills: Introduction to Grade One • Psychology Seminar for Administrators: Focus Discussion of Risk in Students • Contact Teacher/TAs workshop • Teaching Assistant modules and workshops 4 half days
November	<ul style="list-style-type: none"> • Suicide Intervention Training • in-service for teachers of GLD classes • Transitions to Post Secondary – workshop for students • In-service for administrators • Psychological Assessment Tools • in-service seminar for Secondary School Educators • Subject Specialist –Schools Attuned®
December	<ul style="list-style-type: none"> • 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
January	<ul style="list-style-type: none"> • Schools Attuned® • Think Bowl information session • in-service for teachers of classes for students with Developmental Disabilities • R and R on Language and Literacy • Case Studies/focussed discussion of risk in students
February	<ul style="list-style-type: none"> • Literacy Booster: Parent Workshop • ISSP Institutes • New secondary Special education teachers • information session CAS/group home personnel • annual review training for SERTs and teachers • Contact Teacher/TAs workshop • Teaching Assistant workshops • Transition planning workshops for intermediate students with ASD/PDD • KTEA training • Subject Specialist –Schools Attuned®
March	<ul style="list-style-type: none"> • Critical Incident In-service • workshops for ASD/PDD – Overview of exceptionality • Teaching Assistant modules and workshops

April	<ul style="list-style-type: none"> • Suicide Intervention Training • workshops for ASD/PDD - Behaviour • Parent Literacy Workshop • Annual Social Work Conference • workshop on EPPP Examination • Psychology Seminar for administrators – focussed discussion of Risk in Students • in-service for teachers of behaviour programs • Schools Attuned® conference
May	<ul style="list-style-type: none"> • Hanen Program Training • annual School Psychology Conference • Contact Teachers/TAs workshop
June	<ul style="list-style-type: none"> • annual Speech and Language Conference • Teaching Assistant modules and workshops
July	<ul style="list-style-type: none"> • Schools Attuned®
Events Scheduled Monthly	<ul style="list-style-type: none"> • September – May: Ongoing practicum sessions for Schools Attuned® • Field Office School Success Team Meetings • Section 20 staff meetings • SLP staff meetings • Special Education Department Meetings • Social work staff meetings • Speech and Language pathologists staff meeting • Psychology staff meetings • Secondary Department Heads with Special Education responsibilities • Special Education Resource Teacher/Consultant Meetings (twice monthly) • CISESS Learning Team Meetings (twice monthly) • Psychology Clinical Issues Meetings • in-service sessions for staff of mobile behaviour support teams • ASD Resource Team meetings • workshops on ASD/PDD
General	<ul style="list-style-type: none"> • Fundamentals for Addressing Conflict (3 day institutes) – TBA • Anti-bullying initiative • staff development opportunities offered to Behaviour Teaching Assistants from psycho-educational consultants • book and video talks • Positive school climate development • Training for the revised operating procedure for High Risk Students • "Health day" workshop for teachers and administrators (diabetes, asthma, sickle cell anaemia and anaphylaxis) • training for assistive technology and software applications

Staff Development Budget for Special Education	
Teaching Assistant Staff Development:	\$ 25,000
Materials and service from outside agencies	\$ 10,000
Conference fees, supply teachers for release time, honorariums	\$ 100,000
Writing Teams	\$ 65,000
Speaker Fees and Materials	\$ 20,000
Behaviour Delivery Model	\$ 60,000
Total	\$ 280,000
In addition to this dedicated budget, 27 Special Education Resource Teachers/Consultants provide ongoing staff development around all issues connected with Special Education.	
Cost Sharing Arrangements	
Where feasible the board enters into agreements to facilitate staff development. A number of agencies and institutions have partnered with the board in this area. They include:	
<ul style="list-style-type: none"> • Erinoak – PDD – SSP program • Trillium Health Centre • Geneva Centre for Autism • Peel Children's Centre • Ministry of Education – ISA1 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 20 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 54 Trillium 4 W. Ross MacDonald 12	<ul style="list-style-type: none"> • Provincial Schools provide a list of students, from PDSB who are enrolled in the Provincial School • transportation staff designs a segregated route system, almost exclusively using 5 passenger mini vans, for both daily and weekly residential students • communication is directly with parents regarding pick up and drop off times as well as necessary adjustments • revisions to student data and new or deleted student information is received from the Provincial school on an ongoing basis throughout the school year
Students who require transportation in order to attend summer school programs	<ul style="list-style-type: none"> • no transportation service is provided for secondary students attending summer school • elementary summer school (Grade 7 and 8) students are provided with bussing to the

	<p>designated summer school site</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"> • initial decisions regarding type of vehicle are made in conjunction with the school personnel and IPRC members • adjustments are made collaboratively with the involvement of any or all of the following: <ul style="list-style-type: none"> SERT/Consultant Co-ordinator School personnel Parents Superintendent Transportation officers

Safety Criteria

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