



AGENDA

Board Meeting

Wednesday, September 25, 2024

7 p.m. – Open Session

Hybrid Meeting

MS Teams and Board Room, Central Board Office

Please note that all public sessions of Board Meetings are live-streamed and recordings are posted on the Peel District School Board website.

Members of the public can attend the public session of Board Meetings by watching the live-stream.

For additional details, including the live-stream link, visit www.peelschools.org/trustees.

AGENDA

Open Session

Wednesday, September 25, 2024

1. Call to Order
2. Motion to Convene in Closed Session – 6:30 p.m.
3. National Anthem and Acknowledgement of Traditional Lands – 7:00 p.m.
4. Approval of Agenda
5. Declaration of Conflict of Interest
6. Staff Recognition
 - 6.1. Retirements
7. Board Chair’s Announcements
8. Reports from Trustees Appointed to External Organizations
9. Approval of Minutes from Previous Board and Special Board Meetings
 - 9.1. Minutes – Board Meeting, August 28, 2024
10. Committee Minutes for Receipt and Motions for Consideration
 - 10.1. Motions – Special Education Advisory Committee, May 28, 2024
(deferred from July 2, 2024, Board Meeting)
 - 10.2. Minutes – Parent Involvement Committee, June 13, 2024
 - 10.3. Minutes – Special Education Advisory Committee, June 18, 2024
 - 10.4. Minutes – Governance and Policy Committee, August 27, 2024
 - 10.5. Minutes – Physical Planning, Finance and Building Committee, September 10, 2024
 - 10.6. (a) Minutes – Governance and Policy Committee, September 11, 2024
(b) Motions – Governance and Policy Committee, September 11, 2024
 - 10.7. Motions – Special Education Advisory Committee, September 17, 2024
11. Staff Reports/Reports
 - 11.1. Multi-Year Strategic Plan Progress Report 1: Curriculum & School Improvement
Department-*presented by Harjit Aujla*
 - 11.2. Multi-Year Strategic Plan In Action (*oral*) - *presented by Paul da Silva*

AGENDA

- 11.3 Trustee Annual Learning Plan: 2024-2025 - *presented by Jasmine Vorkapic*
- 11.4 Municipal Freedom of Information and Protection of Privacy Act - Delegation of Authority Report - *presented by Nicole Fernandes*

12. Communications

13. Trustee Motions for Consideration

14. Trustee Notices of Motion

15. Adoption of the Closed Session Report

16. Adjournment

6.1

Board Meeting, September 25, 2024

Retirements

Strategic Alignment:

Plan for Student Success – Safe, positive, healthy climate/well-being

Report Type:

For Information

Prepared by: Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity

Submitted by: Rashmi Swarup, Director of Education

Overview

Objective:

To recognize retiring Peel District School Board staff.

Context:

Each month, staff who are or have recently retired are recognized.

Appendices

Appendix 1 – Retirements

RETIREMENTS

ABRAMOVITCH, Susan
Speech-Language Pathologist
Effective: August 31, 2024

ALEX, Nancy
Workforce Planning Specialist
Effective: October 31, 2024

BEG, Zaiba
Classroom Teacher
Effective: September 01, 2024

BURLEY, Debbie
Office Manager
Effective: September 12, 2024

CORNER, Denise
Office Manager
Effective: September 27, 2024

DAVIES-TANEL, Colette
Office Assistant
Effective: August 23, 2024

DIAMOND, Mona
Speech-Language Pathologist
Effective: August 31, 2024

DRINOVAC, Mateja
Elementary Principal
Effective: August 31, 2024

EDWARDS, Fred
Head Custodian
Effective: September 30, 2024

RETIREMENTS

ELEFThERIOU, Louisa
Classroom Teacher
Effective: September 01, 2024

ENRIGHT, Bernice
Office Assistant
Effective: August 30, 2024

ESKIC, Ljiljana
Head Custodian
Effective: August 23, 2024

FENECH, Sylvana
Educational Assistant Special Needs
Effective: September 30, 2024

GALLO, Josie
Classroom Teacher
Effective: September 20, 2024

GUPTA, Vineet
Elementary Vice-Principal
Effective: April 30, 2025

HENRY, Beatrice
Custodian
Effective: September 03, 2024

KACZOR, Elizabeth
School Attendant
Effective: September 26, 2024

KRUTILA, Marianne
Classroom Teacher
Effective: September 30, 2024

RETIREMENTS

MARTINS, Sandra
Educational Assistant
Effective: August 20, 2024

MCCULLOUGH, Sandy
Office Assistant
Effective: July 31, 2024

MINOGUE, Deb
Classroom Teacher
Effective: September 01, 2024

MRKOBRADE, Rade
Head Custodian
Effective: August 30, 2024

O'BRIEN, Katherine
Classroom Teacher
Effective: August 31, 2024

PHILPOT, Michelle
Classroom Teacher
Effective: August 31, 2024

PRICE, Bill
Assistant Supervisor Maintenance Services
Effective: December 31, 2024

STEPHENSON, Judi
Assistant to Executive Lead - Public Engagement and Communications
Effective: December 31, 2024

VINZON, Lowes
Custodian
Effective: December 31, 2024

RETIREMENTS

YATES, Terri
Classroom Teacher
Effective: August 31, 2024

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, August 28, 2024, at 18:35 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

David Green, Chair	Jeffrey Clark
Satpaul Singh Johal, Vice-Chair	Will Davies
Lucas Alves	Brad MacDonald
Karla Bailey	Kathy McDonald (electronic)
Susan Benjamin	Jill Promoli
Stan Cameron	

Member absent:

LeeAnn Cole

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Associate Director, School Improvement and Equity
Paul da Silva, Associate Director, School Improvement and Equity
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, Curriculum and School Improvement
Yonnette Dey, Superintendent of Education
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Atheia Grant, Acting Superintendent of Equity, Indigenous Education and Community Engagement
Leslie Grant, Superintendent of Education
Lisa Hart, Superintendent of Education
Rasulan Hoppie, Superintendent of Education
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Luke Mahoney, Superintendent of Education
Mark Marshall, Acting Chief Information Officer, Learning Technology Support Services
Neerja Punjabi, Superintendent of Education
Bernadette Smith, Superintendent, Innovation and Research
Michelle Stubbings, Superintendent, Safe and Caring Schools
Mathew Thomas, Controller, Planning and Accommodation Support Services
Thomas Tsung, Controller, Facilities and Environmental Support Services

Administration: (Continued)

- Jasmine Vorkapic, Governance Officer
- Kervin White, Superintendent of Education
- Mary Zammit, Superintendent of Education

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair David Green called the meeting to order at 18:35 hours.

2. Closed Session

Resolution No. 24-187 moved by Will Davies
 seconded by Lucas Alves

Resolved, that the Board move into Closed Session (18:35 hours).

..... carried

The meeting recessed at 18:40 hours and reconvened at 19:07 hours.

Chair Green welcomed everyone to the first Board meeting of the new school year. He introduced recently appointed Governance Officer, Jasmine Vorkapic, and provided background information on her career. Chair Green welcomed the three new student trustees, Pradwit Thapa, Student Trustee North, Justin Ko, Student Trustee South, and Austin Chrisjohn, Indigenous Student Trustee.

3. National Anthem and Acknowledgement of Traditional Lands

A video of the singing of the National Anthem and reciting of the Acknowledgement of Traditional Lands was viewed.

4. Approval of Agenda

Resolution No. 24-188 moved by Stan Cameron
 seconded by Will Davies

Resolved, that the agenda be approved.

..... carried

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Staff Recognition: Retirements

Vice-Chair Satpaul Singh Johal recognized retiring staff for their hard work and dedication to Peel DSB and wished them well in their retirement.

Resolution No. 24-189 moved by Lucas Alves
seconded by Brad MacDonald

Resolved, that the following retirements be received:

Susan Adams	Geeta Karamchandani	Reffa Shaikh
Gary Bennell	John Kenny	Andrea Sherlock
Donna Bennett	Zettie Kinkead	Manuela Silva
Pat Bodrogi	Cindy Matheson	Wendy Siry-Ramirez
Francis Borg	Susan Miao	Karen Suidan
Mary Christidis	Aileen Padua	Debbie Tannahill
Moira Courtenay	Grace Prendes	Rosa Tommasone
Rosa Gonzalez	Lori Russell	Sonya Trines
Peter Haines	Frances Scaini	Kse Vleming
Cynthia Holloway	Madolyn Scharrer	Linda Walker

..... carried

7. Board Chair Announcements

Chair, David Green, welcomed everyone back to the new school year. Referring to the Board's Multi-Year Strategic Plan, he communicated support for students in providing them with tools for success and learning outcomes. He expressed pleasure in working together to meet students' needs through the strategic plan.

Resolution No. 24-190 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the oral report re Board Chair Announcements, be received.

..... carried

8. Director's Report

Director of Education, Rashmi Swarup, welcomed everyone to the new school year. She provided information on various summer school programs, including summer camps and partnership programs which supported the learning of more than 15,000 students.

8. Director's Report (Continued)

Describing the four goals of the Multi-Year Strategic Plan, student achievement, safety and well-being, equity and inclusion, community engagement, Rashmi Swarup advised that staff have developed actions for each goal and progress reports will be provided during the year. The work is grounded in human rights, Ministry mandates, Peel DSB policies, strategies, and action plans. She reported that a series of resources have been created by the Literacy and Mathematics teams to improve scores in both areas. Professional learning opportunities and teacher training will be offered to assist with PPM 168 for reading instruction and early reading screening. Rashmi Swarup stated that the Leading Education Innovation Projects (LEIP) program has supported a wide range of initiatives that align with the Empowering Modern Learners (EML) framework, and the program is poised to expand its impact through innovation hubs in schools. She described the program and its benefits to student engagement. Regarding environmental stewardship, in the past year, 93 Peel schools were awarded Eco-Schools certification to recognize efforts in reducing the environmental impact and promoting sustainability practices in and beyond the classroom. Director Swarup thanked senior team members and all staff for their commitment and dedication to students.

Resolution No. 24-191 moved by Susan Benjamin
seconded by Jeffrey Clark

Resolved, that the Director's Report (oral), be received.

..... carried

9. Introduction of New Student Trustees

Chair Green introduced the new Student Trustees, Pradwit Thapa, from Mississauga Secondary School, representing schools north of Highway 401, Justin Ko, from The Woodlands Secondary School, representing schools South of Highway 401 and Austin Chrisjohn, Indigenous Student Trustee from Erindale Secondary School. He also recognized the student trustee mentors, Trustees Susan Benjamin, Brad MacDonald, and Jill Promoli.

Resolution No. 24-192 moved by Satpaul Singh Johal
seconded by Lucas Alves

Resolved, that the oral report re Introduction of New Student Trustees, be received.

..... carried

10. Reports from Trustees Appointed to External Organizations

1. Brampton School Traffic Safety Council / Mississauga School Traffic Safety Action Committee

Trustees representing the above-mentioned external organizations encouraged school administration to conduct investigations in their respective school areas and provide reports on traffic safety.

11. Minutes of the Board Meeting, July 2, 2024

Resolution No. 24-193 moved by Stan Cameron
seconded by Brad MacDonald

Resolved, that the Minutes of the Board Meeting, held July 2, 2024, be approved.

..... carried

12. Motions for Consideration: Governance and Policy Committee Meeting, August 27, 2024

Resolution No. 24-194 moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the following recommendations arising from the Governance and Policy Committee Meeting, held August 27, 2024, be approved:

1. Transportation Policy

That, the revised Transportation Policy 39, be approved. (Appendix I, as attached to the Minutes).

2. Personal Mobile Device/Cell Phone Use in Schools Policy

That, the Personal Mobile Devices/Cell Phone Use in Schools Policy, attached as Appendix A, be approved. (Appendix II, as attached to the Minutes).

3. Smoking and Vaping Policy

That, the updated Smoking and Vaping Policy, attached as Appendix A, be approved to replace the existing Smoking Policy. (Appendix III, as attached to the Minutes).

4. Revised Trustee Code of Conduct: August 2024

That, the revised Trustee Code of Conduct, attached as Appendix B, be approved, with an effective date of August 28, 2024. (Appendix IV, as attached to the Minutes).

..... carried

13. Third Quarter Financial Reports as of May 31, 2024

Associate Director, Operations and Equity of Access, Jaspal Gill, reported that the financial statements outline Peel DSB's actual expenditures up to May 31, 2024. He stated that the overall expenditures are above those of the previous years at nearly 74%, and slightly below the benchmark of 75%. He advised that although overall expenditures are trending below budget, variability in spending can be seen in various areas due to slow starts in certain programs and timing of expenditures.

13. Third Quarter Financial Reports as of May 31, 2024 (Continued)

The report also includes Expenditures as of May 31, 2024 and Ministry Grant allocations outside of the Grants for Student Needs (GSN), as well as funding for federal and other third party programs.

Resolution No. 23-195

moved by Jill Promoli
seconded by Will Davies

Resolved, that the Third Quarter Financial Reports as at May 31, 2024, be received.

..... carried

14. Notice of Proposed Amendments to the Peel District School Board Procedure By-law

Chair Green introduced the following Notice of proposed amendments to the Procedure By-law:

WHEREAS the Ministry of Education has moved forward with amendments to O. Reg. 463/97: Electronic Meetings and Meeting Attendance, to promote and enhance accountability and transparency and fairness by adding new exceptions to the in-person presence requirement that applies to trustees;

WHEREAS the new exceptions to the physical presence came into effect on July 29, 2024;

THEREFORE BE IT RESOLVED that notice is hereby provided that an amendment to the Procedure By-law will be brought to the Board of Trustees for consideration at the September 25, 2024 Board Meeting:

That the following amendment be made to the Procedure By-law:

5.12 Electronic Participation

5.12.1 Except as provided below, PDSB will provide an opportunity to Members, Student Trustees, and Community Committee Members when requested by any one of them to participate electronically in any Board and Committee Meetings in accordance with the provisions of the Act and, in particular, Ontario Regulation 463/97 – Electronic Meetings. The electronic means shall be provided in such a way that the rules governing conflict of interest of Members, Student Trustees, and Community are complied with as well as closed session confidentiality and security can be maintained.

- (a) If a member of the board proposes to participate in a meeting described in Ontario Regulation 463/97 subsection (1) by electronic means, the member shall submit a request in writing and the reasons for the request to the Chair of the Board before the meeting begins.

(continued overleaf)

14. Notice of Proposed Amendments to the Peel District School Board Procedure By-law
(Continued)

- (b) The chair, vice-chair or other member, as applicable, may approve a request if they are satisfied that one or more of the following circumstances exist:
 - 1. The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.
 - 2. Weather conditions do not allow the member to travel to the meeting location safely.
 - 3. The member cannot be physically present at a meeting due to health-related issues.
 - 4. The member has a disability that makes it challenging to be physically present at a meeting.
 - 5. The member cannot be physically present due to family responsibilities in respect of,
 - i. the member's spouse,
 - ii. a parent, step-parent or foster parent of the member or the member's spouse,
 - iii. a child, step-child, foster child, or child who is under legal guardianship of the member or the member's spouse,
 - iv. a relative of the member who is dependent on the member for care or assistance, or
 - v. a person who is dependent on the member for care or assistance and who considers the member to be like a family member. O. Reg. 313/24, s. 4.
 - 6. The member cannot be physically present due to extenuating circumstances in respect of,
 - i. travel difficulties,
 - ii. work related obligations,
 - iii. other significant personal matters

.....

14. Notice of Proposed Amendment to the Peel District School Board Procedure By-law (Continued)

Resolution No. 24-196 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Board waive Section 1.5.2 Advance Notice of the PDSB Procedure By-law to achieve compliance with amendments to Ontario Regulation 463/97: Electronic Meetings and Meeting Attendance, which came into effect on July 29, 2024.

..... carried

Chair Green responded to questions of clarification from trustees regarding: requests to participate electronically can be sent by email; reference is to be made to the relevant Procedure By-law section when making a request; if a trustee cannot obtain permission to attend electronically, they will be marked absent; a separate section deals with a trustee's absence at three consecutive meetings. Phase 2 of the Regulation will deal with consequences for not attending three consecutive meetings. A trustee commented that there is a difference in attendance expectations for school board trustees compared to other elected officials.

Governance Officer, Jasmine Vorkapic, stated that the Ministry has moved forward with amendments to Ontario Regulation 463/97, Electronic Meetings and Meeting Attendance, to promote and enhance accountability, transparency, and fairness by adding exceptions to in-person meetings which applies to trustees. She added that the Regulation will take place in two phases. The first phase came into effect on July 29, 2024 and approval for revisions to the Peel DSB by-law is being sought to be compliant with the Regulation. Chair Green will bring back more information and updates to the Board.

Resolution No. 24-197 moved by Stan Cameron
seconded by Lucas Alves

Resolved, that the Proposed Amendments to the Peel District School Board Procedure By-law as outlined in APPENDIX I, be approved. (APPENDIX I refers to Item 16.1 of the Agenda)

..... carried

15. Adoption of the Closed Session Report

Resolution No. 24-198 moved by Satpaul Singh Johal
seconded by Karla Bailey

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), July 2, 2024, and Principal/Vice-Principal Appointments and Assignments be received, and that the recommendations contained therein, be approved.

..... carried

16. Adjournment

Chair Green announced that the new Education Minister, Jill Dunlop, will be visiting Peel tomorrow at Tony Pontes Middle School.

Resolution No. 24-199 moved by Jeffrey Clark
seconded by Will Davies

Resolved, that the meeting adjourned (20:59 hours).

..... carried

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, AUGUST 28, 2024

Members present:

David Green, Chair
Satpaul Singh Johal, Vice-Chair
Lucas Alves
Karla Bailey
Susan Benjamin
Stan Cameron

Jeffrey Clark
Will Davies
Brad MacDonald
Kathy McDonald (electronic)
Jill Promoli

Member absent:

LeeAnn Cole

1. Approval of Agenda

That, the agenda, be approved.

2. Minutes of the Board Meeting (Closed), July 2, 2024

That, the Minutes of the Board Meeting (Closed), held July 2, 2024, be approved.

3. Principal/Vice-Principal Appointments and Assignments

That, the following elementary principal and vice-principal assignments, be received:

The following elementary vice-principal assignments are transfers, effective September 1, 2024:

Mala Takhar, Vice-Principal, Mountain Ash Public School to Vice-Principal, Thorndale Public School.

Gibi Varghese, Vice-Principal, Thorndale Public School to Vice-Principal, Mountain Ash Public School.

Juanita Dyer, Vice-Principal, Aloma Crescent Public School and Birchbank Public School to Vice-Principal, Birchbank Public School and Dunrankin Drive Public School.

Sara Wolburgh, Vice-Principal, Dorset Drive Public School and Dunrankin Drive Public School to Vice-Principal, Dorset Drive Public School and Aloma Crescent Public School.

The following elementary principal assignment is a transfer, effective September 1, 2024:

Aamer Zuberi, Principal, Shaw Public School to Principal, Thorndale Public School.

3. Principal/Vice-Principal Appointments and Assignments (Continued)

The following coordinating principal assignment is a transfer, effective September 1, 2024:

Laren Emms, Principal, Royal Orchard Middle School to Manager, Workforce Planning and Partnerships, Human Resources.

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE

Arising from a meeting of the Special Education Advisory Committee meeting, held May 28, 2024, the following recommendation is brought for Board approval:

1. Special Education Plan 2024-2025

SE-52 (amended):

Whereas, Ontario. Reg. 464/97 states:

s. 11. (1) A Special Education Advisory Committee of a Board may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

(2) Before making a decision on a recommendation of the Committee, the Board shall provide an opportunity for the Committee to be heard before the Board and before any other Committee of the Board to which the recommendation is referred.

s. 12. (1) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its Special Education Plan.

(2) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to review the financial statements of the Board, prepared under section 252 of the Act, as those statements relate to special education.

Whereas, the Special Education in Ontario Kindergarten to Grade 12, Part B: Standards for School Boards' Special Education Plans states:

The Special Education Advisory Committee (SEAC):

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board;
- participates in the Board's annual review of its Special Education Plan;
- participates in the Board's annual budget process as it relates to special education;
- reviews the financial statements of the Board as they relate to special education.

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE (Page 2)

The Board's Consultation Process Requirements of the Standard:

In developing and modifying their Special Education Plan, Boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Whereas, the PDSB Special Education Advisory Committee has only just received the 121-page Special Education Plan outlining the programs and services for students receiving special education for the 2024-2025 year which did not provide sufficient time for true consultation with the SEAC committee, parents, students and the public;

Whereas, the proposed Special Education Plan document reflects that the Intermediate Autism Spectrum Disorder Special Education Resource Class (Full Time) says it will have 8 students and this shows a lack of compliance with Regulation 298 of the Education Act which states that the class size for a Special Education Class: Full Time for students identified as exceptional communication: Autism is 6 students;

Whereas, the proposed Special Education Plan is incomplete and does not disclose the roles and responsibilities associated with the former role of Assistive Technology Resource Teacher nor does it explain what happened to this service or how the Special Education Allocation (SEA) funds are allocated;

Whereas, the proposed Special Education Plan indicates changes in service model delivery for some exceptionalities (communication classes and primary gifted contained classes to name two);

Whereas, the proposed Special Education Plan omits any results or mentions of internal reviews of programs (i.e. Vocational 1 review);

Whereas, the proposed Special Education Plan reflects an outdated Board accessibility plan for students with disabilities;

Therefore, be it resolved,

1. That, the Board of Trustees be made aware that the current proposed Special Education Plan 2024-2025, was not developed in accordance with Regulation 464 which states that SEAC has the right to be consulted in the development of the Special Education Plan nor does it comply with Regulation 298 regarding the size of special education class; and
2. That, the Board of Trustees should vote not to pass the special education plan, nor submit it to the Ministry of Education in its current form; and

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE (Page 3)

3. That, the Board provide a plan for proper timely consultation for the Special Education Plan 2024-2025 year, which includes transparency and data to enable the Special Education Advisory Committee (SEAC) to perform their legislated duty.

Prepared by:
Legal and Governance Services

Submitted by:

Paul da Silva
Associate Director, School Improvement and Equity

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Parent Involvement Committee of the Peel District School Board, held on Thursday, June 13, 2024, at 17:32 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Stacey Ann Brooks, Parent Member, Brampton, Co-Chair (electronic)
Sariya Talat, Parent Member, Brampton, Co-Chair (electronic)
Susan Benjamin, Trustee
Ben Chen, Parent Member, Mississauga (electronic)
Adnan Ghani, Parent Member, Mississauga
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations (Director of Education Designate)
Shazia Hassan, Parent Member, Brampton (electronic)
Allison Lockett, Parent Member, Mississauga (electronic)
Allison Ming-Freckleton, Parent Member, Brampton (electronic)
Sweety Sharma, Parent Member, Brampton (electronic)
Hira Usman, Parent Member, Mississauga (electronic)

Members absent:

Paula Hylton, Black Community Alliance
Vandana Manher, Parent Member, Caledon
Tongda (Toby) Shi, Parent Member, Mississauga
Kareen Waugh-Derby, Parent Member, Brampton
Valerie Williams, Advocacy Peel – We Rise Together

Administration:

Elizabeth England, Coordinating Principal
Lorelei Fernandes, Board Reporter

1. Call to Order

Co-Chair Stacey Ann Brooks called the meeting to order at 17:32 hours.

2. Acknowledgement of Traditional Lands

A recording of the Land Acknowledgment was viewed.

3. Approval of Agenda

PIC-28 moved by Shazia Hassan
seconded by Hira Usman

Resolved, that the agenda be approved.

..... carried

4. Declaration of Conflict of Interest

There were no conflicts of interest declared.

5. Minutes of the Parent Involvement Committee Meetings of February 22, 2024 and April 11, 2024

Responding to a member's query, Lisa Hart, Superintendent of Education, clarified that the Minutes are attached to the Agenda.

PIC-29 moved by Sariya Talat
seconded by Adnan Ghani

Resolved,

1. That the Minutes of the Parent Involvement Committee Meeting, held February 11, 2024, be approved.
2. That the Minutes of the Parent Involvement Committee Meeting, held April 11, 2024, be approved.

..... carried

6. Parent Involvement Committee (PIC) Conference – June 11, 2024 – Review and Update

Co-Chair, Stacey Ann Brooks, stated that the theme for this year's conference was An Essential Partnership. Expressing appreciation for the work of PIC members in organizing the Conference, she provided an overview of the event which included, a welcome address, keynote speakers, Laurie Gallant and Wali Shah, and community engagement tables. Stacey Ann Brooks thanked PIC members, Peel DSB staff and trustees, and Conference attendees for their support.

7. Parent Reaching Out (PRO) Grant

Co-Chair, Sariya Talat, stated that the PRO grants provide support for projects related to literacy and numeracy, interactive education, multilingual assistance, environmental initiatives, mental health and well-being, and online safety, which enhance engagement within school communities.

7. Parent Reaching Out (PRO) Grant (Continued)

Coordinating Principal, Elizabeth England, reported that out of the initial PRO Grant budget of \$123,525, an amount of \$67,082.88 has been spent. She advised that although June 14, 2024 was set as the last date for activities related to PRO grant funds, several schools have contacted her for events to be hosted in June 2024. Highlighting some ways in which schools have used PRO grant funds, Elizabeth England expressed appreciation for the work of the PRO Grant sub-committee in reviewing applications and engaging parents and caregivers. The summary of expenses was reviewed.

8. Parent Involvement Committee Budget

Shazia Hassan presented information related to the budget. The opening balance was \$30,231, expenses to date are \$23,268, which includes PIC mediation costs from January 2023, cost of books titled Everyone Wins, Conference keynote speakers' expenses, and catering at PIC events. Elizabeth England advised that the cost of books was towards engagement of School Councils and she proposed that the book be used as a resource for all schools. On a query as to the decision-making on some expenditures, without consultation of PIC members and no formal PIC decision, Superintendent of Education, Lisa Hart provided an explanation, and noted that Associate Director of School Improvement and Equity, Camille Logan, will be following up with the Committee.

9. Parent Involvement Committee Annual Report

Co-Chair Sariya Talat reported that the 2023-2024 year began with an orientation meeting held on October 26, 2023, recognizing the contributions of outgoing members and welcoming new members, followed by elections for positions on the Committee at the November 2023 meeting. Subsequent meetings were held in December 2023, February 2024, and April 2024 during which discussions included: School Council Draft Policy; flex boundary draft policy consultation; selection of sub-committee members; PIC conference planning; Great Start event for School Councils; PRO grants; public meeting purpose and structure; communication and outreach to school councils and parents; By-law review; strategic planning for PIC Conference and community engagement. Sariya Talat added that upcoming meetings will involve continuing work on affirming Muslim identities, a By-law review, strategic planning for 2024-2025 academic year, and applications for 2-year volunteer positions starting September 2024.

Superintendent of Education, Lisa Hart, stated that June is Indigenous Heritage Month and all Peel DSB locations will fly the flag of Mississaugas of the Credit First Nation. She reported that the first ever Powwow attended by 800 people was held in May 2024. Pride Month is also celebrated in June to support diversity of the Two-spirit and LGBTQIA+ community. Lisa Hart stated that Peel DSB is committed to improving the educational experiences of Indigenous and gender diverse students. She provided further information on summer courses available to students. She thanked PIC members for their work, advocacy, and contributions in establishing meaningful partnerships, prioritizing student achievement, equity, and well-being.

9. Parent Involvement Committee Annual Report (Continued)

PIC-30 moved by Adnan Ghani
seconded by Hira Usman

Resolved, that the oral report re Parent Involvement Committee Annual Report, be received.

..... carried

10. Board Updates

Trustee Benjamin expressed her appreciation for the time and effort spent in organizing the PIC Conference and selecting the theme of partnerships. She suggested that for future events, importance be given to following the timing indicated on the agenda to enable participants to attend sessions of their interest. She encouraged more participation from schools and noted that some schools do not have a School Council. Coordinating Principal, Elizabeth England, advised that 12 schools do not have a School Council.

Trustee Benjamin stated that she is a member of Peel Safe and Active Routes to Schools (PSARTS) and spoke positively about promoting active school travel.

A member inquired about scheduling meetings for Sub-committee Planning and By-Law Review. Superintendent Lisa Hart will look into whether a meeting on By-Laws and elections needs to be held.

PIC-31 moved by Adnan Ghani
seconded by Hira Usman

Resolved, that the oral report re Board Updates, be received.

..... carried

11. Adjournment

PIC-32 moved by Sweety Sharma
seconded by Adnan Ghani

Resolved, that the meeting adjourn (18:15 hours).

..... carried

.....
Co-Chair

.....
Co-Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Tuesday, June 18, 2024, at 19:00 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair
Susan Benjamin, Trustee (electronic)
Nicole Buckett, Fragile X Research Foundation of Canada
Jeffrey Clark, Trustee (electronic)
Barbara Cyr, Association for Bright Children, Peel Chapter
Jassie Gill, Ontario Parents of Visually Impaired Children (electronic)
Topaz Hines, Sawubona Africentric Circle of Support (electronic)
Jennifer Knight, Easter Seals Ontario
Lea Ann Mallett, Learning Disabilities Association of Peel Region (electronic)
Anju Mistry, Down Syndrome Association of Peel
Nilanjan Ray, Autism Ontario, Peel Chapter
Ann Smith, Brampton-Caledon Community Living

Members absent (apologies received marked *):

Lucas Alves, Trustee
Dorothy Peddie, FASworld Canada, Peel Chapter
Kevin Wilson, Abilities to Work *

Administration:

Claudine Scuccato, Superintendent, Special Education, Social Emotional Learning and Well-Being (Executive Member)
Paul da Silva, Associate Director, School Improvement and Equity

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Shelley Foster called the meeting to order.

2. Land Acknowledgement

The video of the Acknowledgement of Traditional Lands was viewed.

3. Approval of Agenda

SE-58 moved by Nilanjan Ray
seconded by Jennifer Knight

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Special Education Advisory Committee Meeting, May 22, 2024

A member noted that Item 7, Superintendent’s Report, provided orally was not fully captured in the Minutes. The Minutes will be amended to include a synopsis of the details.

The member stated that, at Item 8, Educational Assistants – Staffing, a concern was expressed that the Board is to be made aware about the number of times students have been sent home, and that their rights are not being met.

Referring to Item 9, Special Education Plan, the member stated that Part 2 of her motion was not included in the final amended motion. Part 2 of the recommendation to the Board, that the Board of Trustees should vote not to pass the special education plan, nor submit it to the Ministry of Education in its current form, will be added back to the motion. The Minutes will be amended.

SE-59 moved by Jennifer Knight
seconded by Jassie Gill

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held May 22, 2024, as amended, be approved.

..... carried

6. Delegation of Archana Arun re Lack of Psychologists for Gifted Testing in the Peel DSB

Archana Arun delegated the Committee, expressing concern about the availability of psychologists for Gifted testing within Peel DSB. She indicated that students who took the CCAT in 2021-2022 have yet to proceed to the psychoeducational assessment stage, and some parents have been advised that there is an additional one or two years’ wait. Referring to the different learning needs of Gifted students, Archana Arun remarked that the potential of these students is hindered due to the delays. Speaking of private psychological assessments, costing between \$2,000 and \$3,000, she stated that some families can afford this cost, but students who cannot are deprived of an earlier opportunity to the Gifted stream, creating further gaps in equity.

6. Delegation of Archana Arun re Lack of Psychologists for Gifted Testing in the Peel DSB (Continued)

Archana Arun requested the Board to prioritize the issue, by taking immediate action to address the shortage of psychologists and reducing the waiting period for Gifted assessments.

SE-60 moved by Jeffrey Clark
seconded by Topaz Hines

Resolved, that the Delegation of Archana Arun re Lack of Psychologists for Gifted Testing in the Peel DSB, be received.

..... carried

7. Superintendent's Report

Copies of the Superintendent's Report were circulated. Superintendent of Special Education, Social Emotional Learning and Well-Being, Claudine Scuccato, expressed appreciation for the support of Committee members and their dedication to students and families. She reported on: commitment to open 22 new congregated classes and improving programs; partnerships to expand pathway opportunities for students with disabilities; system-wide professional learning opportunities; focus on mental health; addition of approximately 150 Educational Assistants; strengthening communication and collaboration. She reviewed changes to the structure in the department, and advised that Associate Director of School Improvement and Equity, Camille Logan, will have the responsibility for SEAC, effective August 1, 2024.

Superintendent Scuccato thanked Paul da Silva, Associate Director, School Improvement and Equity, for his commitment and leadership. Associate Director da Silva spoke of his new role, and thanked the Committee for their work. He indicated his appreciation for the work of staff in the Special Education department, and expressed gratitude for their passion and efforts to ensure that right decisions are made for students with exceptionalities. Claudine Scuccato responded to questions of clarification, providing further details regarding the reporting changes, and noted that the objective of the changes is to continue improving comprehensive student support.

SE-61 moved by Nilanjan Ray
seconded by Nicole Buckett

Resolved, that the Superintendent's Report, be received.

..... carried

8. Peel DSB Special Education Plan 2024

Superintendent Scuccato thanked members for the extensive feedback on the Special Education Plan. She noted that the input underscored areas of improvement, particularly communication and collaboration, and stated that strengthening these aspects will enhance the ability to provide the highest level of support and care to students with exceptionalities. Claudine Scuccato expressed gratitude for the dedication of Special Education staff who work tirelessly to support students, and have been unwavering in their exemplary advocacy for ensuring that students receive the resources they need. She advised that the Board has had to make some challenging decisions and balance its commitment to students with the realities of the educational and financial landscape. The Committee then moved into small collaborative working groups to discuss the Board's responses to the feedback.

SE-62 moved by Ann Smith
seconded by Anju Mistry

Resolved, that report re Peel District School Board Special Education Plan 2024, be received.

..... carried

9. Mental Health Strategy – Peel DSB Advocacy Letter/s to Ministries

SE-63 moved by Jeffrey Clark
seconded by Barbara Cyr

Resolved, that report re Mental Health Strategy – Peel DSB Advocacy Letter/s to Ministries, be received.

..... carried

10. Letter from Durham DSB re Transportation Support for Students with Special Education Needs – Accessibility to Education and Multiple Pathways

SE-64 moved by Barbara Cyr
seconded by Jeffrey Clark

Resolved, that the report re Letter from Durham DSB re Transportation Support for Students with Special Education Needs – Accessibility to Education and Multiple Pathways, be received.

..... carried

11. Provincial Parent Associations Advisory Committee (PAAC) on SEAC Letter to SEACs on Best Practices

SE-65 moved by Barbara Cyr
seconded by Jeffrey Clark

Resolved, that report re Provincial Parent Associations Advisory Committee (PAAC) on SEAC Letter to SEACs on Best Practices, be received.

..... carried

12. Responses to Delegation:

- (i) VOC 1 Update**
- (ii) Elementary Communications Class**
- (iii) ADHD Support and Resources**

The administration responded to questions of clarification from members regarding responses to the delegation. Acknowledging feedback about insufficient consultation relating to the elementary communication class, Superintendent Scuccato noted the need to meet staffing timelines, and to discuss revising practice. Further responses included: data from the surveys have directed the responses provided at the parent information night; ensuring principals hosting communications classes have the support and resources they need; program review was undertaken of Vocational 1 classes; Communication Resource Teachers need to have Empower and Special Education training and experience; writing team set up to review concrete strategies relating to ADHD training and resources; classroom strategies for ADHD and FASD are similar. A presentation on reducing the stigma attached to being identified, and the results of work of the ADHD writing team will be brought to the Committee.

SE-66 moved by Jeffrey Clark
seconded by Nicole Buckett

Resolved, that responses to delegations re VOC 1 Update, Elementary Communications Class, and ADHD Support and Resources, be received.

..... carried

13. Questions asked of and by Committee Members

Barbara Cyr reported that at a recent Identification, Placement and Review Committee meeting for Giftedness, a committee member stated that enhanced learning classes are designed for Gifted students who **have characteristics such as ADHD, emotional and social difficulties, behavioural, or are English as a Second Language students, and are not for students identified as Gifted only. She asked for clarification whether all students in these classes have an identification beyond Giftedness. Superintendent Scuccato advised that these are not the requirements to be enrolled in enhanced learning class, and that she will follow up regarding clarity of language and training.

**Note: At the September 17, 2024 Special Education Advisory Committee meeting, the words 'will also' were removed.

14. Motion / Action Log

Claudine Scuccato reviewed the updated information in the Motion/Action Log, and provided details of the summer funding projects. It was confirmed that the summer funding will include support for Blind and Low Vision students. A written Superintendent’s Report will be circulated ahead of the meeting if possible.

Referring to the requirement for SEAC to have input into the Board Budget, a member stated that the Board of Trustees need to know that the Committee has not been able to consult on the Budget. She added that, in the past, business cases were brought to SEAC. Superintendent Scuccato noted that a presentation on the Budget was made at the SEAC meeting, held on April 18, 2024, and Associate Director da Silva indicated that the Budget is the responsibility of the Budget Development Committee. The member stated that the impact of reduction in enrolment and resulting funding decreases can be understood when staffing numbers are provided. Superintendent Scuccato acknowledged the need for comprehensive consultation on the budget, and confirmed that the Motion/Action Log will indicate that reports and information on the budget is to be brought to SEAC earlier in the year.

The following items will be added to the Log:

1. The department organization chart will be shared with the Committee at the next meeting.
2. Presentation on reducing the stigma attached to being identified.
3. Results of the work of the ADHD writing team to be brought back to the Committee.
4. Reports and information on the budget are to be brought to SEAC earlier in the year for the purpose of consultation with the Committee.

SE-67 moved by Jennifer Knight
seconded by Nilanjan Ray

Resolved, that the report re updated Action/Motion Log be received.

..... carried

15. Adjournment

Chair Foster expressed appreciation to staff, trustees, and association representatives for their collaborative and passionate work for special education students.

SE-68 moved by Ann Smith
seconded by Jeffrey Clark

Resolved, that the meeting adjourn. (21:30hours)

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Tuesday, August 27, 2024, at 17:30 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

Brad MacDonald, Chair
Lucas Alves, Vice-Chair
Karla Bailey
Susan Benjamin
David Green (ex-officio) (electronic)
Kathy McDonald (electronic)

Trustees also present:

Stan Cameron
Will Davies
Jill Promoli

Member absent:

Jeffrey Clark

Administration:

Camille Logan, Associate Director, School Improvement and Equity
Wendy Dobson, Acting Controller, Corporate Support Services
Michelle Stubbings, Superintendent, Safe and Caring Schools
Jasmine Vorkapic, Governance Officer

Nicole Fernandes, Board Reporter

1. Call to Order

Chair MacDonald called the meeting to order.

2. Acknowledgement of Traditional Lands

A recording of the Land Acknowledgement was viewed.

3. Approval of Agenda

GC-67 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Governance and Policy Committee Meeting, June 19, 2024

GC-68 moved by Susan Benjamin
seconded by Lucas Alves

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held June 19, 2024, be approved.

..... carried

6. Transportation Policy 39

Wendy Dobson, Acting Controller, Corporate Support Services, reported that the proposed amendments to the Transportation Policy 39 align with changes in Policy 64, Regional Learning Choices Programs (RLCP). She recalled that the Board approved transportation for RLCP students, for busing to be provided on a phase-in basis, beginning with elementary students in the 2024-2025 school year. Busing will be provided for Grade 9-10 students beginning in the 2025-2026 school year, and transportation will continue to be provided, subject to Ministry funding specifically allocated for busing of RLCP students.

GC-69 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the revised Transportation Policy 39, be approved. (APPENDIX I, refers to Item 7.1 of the Agenda)

.....

Responses to trustees' questions of clarification included: communication was sent to affected families in June 2024, following Board approval; approximately 1,700 elementary RLCP students are assigned busing starting September 2024; students will be integrated into regular routes where feasible, with some routes busing only RLCP students; Curriculum department may determine whether the provision of busing results in an increase in applications to Regional Learning Choices Programs; process for allocating transportation funding. It was clarified that a request for busing French Immersion students may be brought to the Physical Planning, Finance and Building Committee.

.....

GC-69 carried

7. Personal Mobile Device/Cell Phone Use in Schools Policy

Michelle Stubbings, Superintendent of Safety and Well-Being, reported on the new proposed Personal Mobile Device/Cell Phone Use in Schools Policy, developed to align with updated Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct. PPM 128 requires school boards to create a policy to strengthen restrictions on student use of personal mobile devices, to improve the consistency of enforcement, and to handle the surrendering of personal mobile devices. Reviewing highlights of the proposed Policy, she noted the full ban on personal mobile device use by Kindergarten to Grade 8 students, and that secondary students must have their personal cell phone turned off and out of sight during all instructional time, except with the explicit permission of the educator. Students with a Special Equipment Amount claim or pertinent Plan of Care can access their mobile device with the teacher’s permission. Superintendent Stubbings advised that the Policy aims to create positive and healthy learning environments free of digital distractions, cyberbullying, and harmful inappropriate use. She noted that the Safe Schools Toolkit, being released to all schools this week, contains a significant number of resources that administrators and teachers can share with students. She outlined the information and lessons contained in the resources, and stated that a draft Operating Procedure will detail requirements for compliance and cell phone storage during the instructional day.

GC-70 moved by Karla Bailey
seconded by Lucas Alves

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the Personal Mobile Device/Cell Phone Use in Schools Policy, attached as Appendix A, be approved. (APPENDIX II refers to Item 7.2 of the Agenda)

.....

Superintendent Stubbings responded to questions of clarification. She stated that the Policy is being communicated by a letter to all families, which will be posted on the website. The Toolkit contains letters to families, in addition to learning resources for students and families, and information will be shared at school staff meetings. Clarification was provided regarding: students in some programs, such as Advanced Placement, International Baccalaureate, etc. will be permitted to bring their laptops for learning purposes; secondary students are permitted cell phones during non-instructional time; cell phone use will not be permitted in non-instructional time, e.g. lunch hour, for Kindergarten-Grade 8 students; elementary students are being asked not bring cell phones to schools and schools will have lockboxes to hold cell phones during the school day.

.....

GC-70 carried

8. Smoking and Vaping Policy

Superintendent Stubbings reported that the proposed Smoking and Vaping Policy replaces the existing Smoking Policy, and revisions align with the updated PPM 128. PPM 128 states that school boards are required to establish clear enforcement procedures that address the use, possession and or provision of tobacco and or vaping products, recreational cannabis, alcohol and illegal drugs, as well as to ensure compliance with the Smoke Free Ontario Act regarding posting signage and enforcement of the Policy. Michelle Stubbings explained the application of the Policy, and advised that the Policy will help to ensure working and learning environments are free from the harmful impacts of tobacco, cannabis and vaping products. She noted that the Safe Schools Toolkit contains resources that administrators and teachers will share with students, including information and lesson plans for Grade 6 to 12 that focus on the harmful impacts of vaping, including nicotine addiction. Resources are also available for parents, and a draft Operating Procedure will be included, that outlines the requirements for enforcement in line with Policy 48, Safe and Caring Schools, and Progressive Discipline.

GC-71 moved by Karla Bailey
seconded by Susan Benjamin

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the updated Smoking and Vaping Policy, attached as Appendix A, be approved to replace the existing Smoking Policy. (APPENDIX III refers to Item 7.3 of the Agenda)

.....

Superintendent Stubbings confirmed that she will review whether nicotine pouches are covered in the proposed Policy. Responses to further questions included: seven vape detectors installed in schools, one in a middle school and seven detectors in secondary schools; additional detectors will be installed in middle schools; signage has been effective in reducing vaping in schools; students complete modules and lessons to help them understand the dangers of vaping.

.....

GC-71 carried

9. Amendments to the Trustee Code of Conduct: August 2024

Jasmine Vorkapic, Governance Officer, advised that the Ministry of Education revoked Ontario Regulation 246/18, and introduced Ontario Regulation 312/24: Members of School Boards – Code of Conduct. The new regulation outlines mandatory requirements that must be incorporated into the Trustee Code of Conduct, with an effective date of August 28, 2024. She noted that proposed amendments to the Trustee Code of Conduct align with the regulatory changes. Feedback from trustees informed the review, which was undertaken in close collaboration with the Integrity Commissioner to ensure full compliance. Key amendments refer to: conduct of trustees when acting or holding themselves as a trustee; prohibition against using confidential information; restrictions to trustees acting as a spokesperson to the public or on behalf of the Board; acceptance of gifts, benefits, or hospitality limited to a nominal value of \$25; public accessibility; timelines for review.

9. Amendments to the Trustee Code of Conduct: August 2024 (Continued)

Jasmine Vorkapic advised that the Complaint Protocol section has not been amended, and a separate review will ensure compliance with upcoming Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct.

GC-72 moved by Kathy McDonald
seconded by Susan Benjamin

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the revised Trustee Code of Conduct, attached as Appendix B, be approved, with an effective date of August 28, 2024. (APPENDIX IV refers to Item 7.4 of the Agenda).

.....

In response to a question about including community members of the Special Education Advisory Committee, Board Chair David Green clarified that the proposed amendments follow the Regulation, and further changes can be discussed with the Ministry and brought back at the next review. Replying to a trustee's question, Chair MacDonald suggested that the Integrity Commissioner be contacted about questions on the Trustee Code of Conduct.

.....

GC-72 carried

10. Adjournment

GC-73 Moved by Karla Bailey
Seconded by Lucas Alves

Resolved, that the meeting adjourn (18:37 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, on Tuesday, September 10, 2024, at 17:30 hours.

Members present:

Stan Cameron, Chair
Satpaul Singh Johal, Vice-Chair
Karla Bailey
Will Davies
Brad MacDonald
Jill Promoli

Trustee also present:

Jeffrey Clark

Administration:

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
(Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Mathew Thomas, Controller, Planning and Accommodation Support Services
Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 17:30 hours.

2. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

3. Physical Planning, Finance and Building Committee (Closed Session)

PB-46 moved by Jill Promoli
seconded by Will Davies

Resolved, that the Committee move into the Closed Session (17:30 hours).

..... carried

The meeting recessed at 18:12 hours and reconvened into Open Session at 18:13 hours.

4. Rise and Report from Closed Session

PB-47 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the report of the Closed Session re: Minutes of the Physical Planning, Finance and Building Committee (Closed) Meeting, June 5, 2024; Expression of Interest to Acquire the Former St. Gertrude Catholic Elementary School; North Park Secondary School Easement – Williams Parkway Road Widening; Procurement Activity Report for May to July 2024, and Britannia Farm Update (oral), be received, and the recommendations contained therein be approved.

..... carried

5. Approval of Agenda

PB-48 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the agenda be approved.

..... carried

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Student Transportation of Peel Region, April 11, 2024

PB-49 moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the Minutes of the Governance Committee of the Student Transportation of Peel Region meeting, held April 11, 2024, be received.

..... carried

8. Minutes of the Budget Development Committee, May 27, 2024

PB-50 moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the Minutes of the Budget Development Committee, held May 27, 2024, be received.

..... carried

9. Minutes of the Budget Development Committee, June 4, 2024

PB-51 moved by Will Davies
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Budget Development Committee, held June 4, 2024, be received.

..... carried

10. Minutes of the Physical Planning, Finance and Building Committee Meeting, June 5, 2024

PB-52 moved by Brad MacDonald
seconded by Will Davies

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held June 5, 2024, be approved.

..... carried

11. 2024-2025 Capital Priorities Program Submission

Manager of Planning and Enrolment, Suzanne Blakeman, reported that staff will be submitting five projects to the Ministry's 2024-2025 Capital Priorities Program. She advised that priority ranking was based on the Ministry's assertion that, in order for business cases to be successful, projects must be shovel-ready, and address existing accommodation needs. The number one priority is Mount Pleasant Secondary School. This project is being submitted for the ninth time and is required to relieve growing enrolment pressure at Mayfield, Jean Augustine and Fletcher's Meadow Secondary Schools. The next priority is the addition to Elm Drive Public School in Mississauga City Centre area. Capital Funding for the school was approved by the Ministry for only 650 pupil places despite a compelling business case for 850 pupil places. The addition, if approved, will reduce the number of portables at the school. The next three priorities are: T.L. Kennedy Secondary School replacement; Brightwater Public School for the new community at Mississauga Road and Lakeshore Boulevard; Castlemore East Secondary School. The Ministry is expected to announce capital priority funding in Spring 2025. Information will be provided to the trustee about the number of portables expected to remain after additions to Elm Drive Public School.

PB-53 moved by Jill Promoli
seconded by Brad MacDonald

Resolved, that the report re 2024-2025 Capital Priorities Program Submission, be received.

..... carried

12. Status of Previously Approved Standalone Child Care Capital Projects

Controller of Planning and Accommodation, Mathew Thomas, provided an update report on the status of previously approved standalone childcare capital projects at Agnes Taylor, Cashmere, and Shaw Public Schools. He advised that these capital projects have been paused as ministry funding was assessed to be significantly lower than the actual costs to build these spaces, and that Peel DSB is one of several school boards to be affected by the lack of ministry funding. Controller Thomas noted that the total original funding announced by the ministry for the three projects was approximately \$5.82 million. However, the Board's Design and Construction staff assessment has estimated that the actual costs for these projects would result in a shortfall of approximately \$12 million in total. Factors taken into consideration to assess the total cost were outlined by Mathew Thomas. Staff submitted the projects for a total cost of \$18 million and in August 2023, the ministry responded with an offer to provide an additional 25% in funding above the original amount, for total funding approval of approximately \$7.3 million. He stated that the ministry has indicated its intention to redirect this funding to other community-based childcare projects. He noted that Board staff had also inquired with the Region of Peel about assisting with capital funding to build these spaces.

PB-54 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the report re Status of Previously Approved Standalone Child Care Capital Projects, be received.

.....

The administration responded to questions of clarification, including: the Board has undergone some initial costs during the preplanning consultation stage; the project would have provided approximately 73 childcare spaces; outlining the ministry process to approve funding for capital projects; the Board's reserve funds are for operating expenses.

PB-54 carried

13. Former Lakeview Park Public School Heritage Designation – Update

Suzanne Blakeman recalled that in January 2024, the Committee was advised of the Peel DSB's appeal to the Ontario Land Tribunal of the heritage designation of the former Lakeview Park school in south Mississauga. Board and City of Mississauga staff met and agreed that all heritage attributes desirable of being preserved pertain to the original, two-story 1923 section of the school, and later additions to the building will not be considered to contribute to the heritage value of the property. Suzanne Blakeman indicated that a Schedule to the By-Law designating the property was amended to clarify the distinction between the different sections of the school and, as such, the matter is now resolved. She noted that Lakeview Park school facility is presently being used by Peel Regional Police for training exercises, and the Board is retaining the school in the event it is required to accommodate students from new development in the area.

13. Former Lakeview Park Public School Heritage Designation – Update (Continued)

PB-55 moved by Jill Promoli
seconded by Brad MacDonald

Resolved, that the update report re Former Lakeview Park Public School Heritage Designation – Update, be received.

..... carried

14. Application Status Update

Zach Tessaro, Planning Officer, stated that the report lists the development applications reviewed by Planning staff during the months of May, June, and July 2024, and includes the letters sent to municipalities.

PB-56 moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the Application Status Update report, be received.

..... carried

15. Procurement Activity Report for May - July 2024

Acting Controller of Corporate Support Services, Wendy Dobson, provided highlights of contracts awarded regarding: flooring services and area rugs, watermain upgrades at Applewood Heights Secondary School, Ridgewood Public School, Sir Wilfrid Laurier Public School and The Valleys Senior Public School; Glenforest Secondary School pool demolition; Springfield Public School elevator and washroom Renovation; multi-functional devices and managed print services contract extension. In response to a trustee’s question, Assistant Controller, Maintenance Services, Izabela Borowski, advised that the work on the elevator project is progressing well and is expected to be completed ahead of schedule. Controller Thomas provided the status of the pool demolition, noting the need for abatement of hazardous material and removal of debris.

PB-57 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the Procurement Activity Report for May to July 2024, be received.

..... carried

16. Vandalism Activity Report – April-June 2024

Controller Dobson presented the report on vandalism activity for April to June 2024. She noted that the report lists the number of vandalism and suspicious activities, miscellaneous mischief, breaking and entering, and thefts during these months. Replying to questions of clarification, Wendy Dobson provided details of the equipment stolen from the bunker at Glendale Public School and confirmed that the equipment is covered by insurance.

PB-58 moved by Will Davies
seconded by Karla Bailey

Resolved, that the Vandalism Activity Report for April to June 2024, be received.

..... carried

17. Adjournment

PB-59 moved by Will Davies
seconded by Jill Promoli

Resolved, that the meeting adjourn (18:55 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, September 11, 2024, at 17:30 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

Brad MacDonald, Chair
Lucas Alves, Vice-Chair
Karla Bailey (electronic)
Susan Benjamin
Jeffrey Clark
Satpaul Singh Johal (ex-officio) (electronic)
Kathy McDonald (electronic)

Trustees also present:

Will Davies
Jill Promoli

Administration:

Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair MacDonald called the meeting to order.

2. Acknowledgement of Traditional Lands

A recording of the Land Acknowledgement was viewed.

3. Approval of Agenda

GC-74 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Governance and Policy Committee Meeting, August 27, 2024

GC-75 moved by Lucas Alves
seconded by Kathy McDonald

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held August 27, 2024, be approved.

..... carried

6. Trustee Honoraria Policy 2024-2025

Governance Officer, Jasmine Vorkapic, stated that in accordance with Ontario Regulation 357/06, which governs the calculation of honoraria for school board trustees, the Trustee Honoraria Policy must be updated annually based on enrolment numbers and be established by October 15th of each year. The revised Policy pertains to the period November 15, 2024 to November 14, 2025. Jasmine Vorkapic noted that Ontario Regulation 311/24 will amend Ontario Regulation 357/06 and set out a reduction of 25% of a member's honorarium for breach of the Code of Conduct. She added that the amendment to the Regulation will be proclaimed on January 1, 2025. Once this amendment is in effect, both the Trustee Honoraria Policy and the Trustee Code of Conduct will be amended accordingly and recommended for Board approval at a future Governance and Policy Committee meeting. A trustee's question of clarification was responded to regarding the dollar value of the difference in trustee honoraria between the two years.

GC-76 moved by Karla Bailey
seconded by Jeffrey Clark

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the revised Trustee Honoraria Policy pertaining to the year November 15, 2024 to November 14, 2025, attached as Appendix A, be approved effective November 15, 2024, and that Policy GOV103 (formerly Policy 72), Trustee Honoraria, pertaining to the period November 15, 2023 to November 14, 2024, be repealed, effective November 15, 2024. (APPENDIX I refers to Item 7.1 of the Governance and Policy Committee Meeting Agenda).

..... carried

7. Electronic Monitoring Policy

Thomas Tsung, Controller, Facilities and Environmental Support Services, reported on the amendment to the Electronic Monitoring Policy. He recalled that in Spring 2024 a business case for GPS installation in board-owned vehicles was approved by the Board, and consequently, Section 4.5 of the Electronic Monitoring Policy (OPS606) has been amended to add GPS to electronic monitoring practices. Responses to trustees' questions included: the Board has approximately 74 vehicles; annual cost is about \$ 500 per vehicle including software maintenance; monitoring will be done through software tracking; no cameras will be installed.

7. Electronic Monitoring Policy (Continued)

GC-77 moved by Susan Benjamin
seconded by Lucas Alves

Resolved, that the Governance and Policy Committee recommends to the Board:

That, the Revised Electronic Monitoring Policy, OPS606, attached as appendix A, be approved. (APPENDIX II, refers to Item 7.2 of the Governance and Policy Committee Meeting Agenda).

..... carried

8. Adjournment

GC-78 Moved by Kathy McDonald
Seconded by Karla Bailey

Resolved, that the meeting adjourn (17:39 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held September 11, 2024, the following recommendations are brought for Board approval:

1. Trustee Honoraria Policy

That, the revised Trustee Honoraria Policy pertaining to the year November 15, 2024 to November 14, 2025, attached as Appendix A, be approved effective November 15, 2024, and that Policy (GOV103), pertaining to the period November 15, 2023 to November 14, 2024, be repealed effective November 15, 2024. (APPENDIX I)

2. Electronic Monitoring Policy

That, the Revised Electronic Monitoring Policy (OPS606), attached as Appendix A, be approved. (APPENDIX II)

Prepared by:

Lorelei Fernandes
Board Reporter

Submitted by:

Jasmine Vorkapic
Governance Officer

Governance and Policy Committee Meeting, September 11, 2024

Trustee Honoraria Policy 2024 - 2025

Strategic Alignment:

Ontario Regulation 357/06 - Honoraria for Board Members

Ontario Regulation 7/07 - Student Trustees

Report Type:

Recommendation

<i>Prepared by:</i>	LaShawn Murray, Policy Analyst Jasmine Vorkapic, Governance Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the revised Trustee Honoraria Policy pertaining to the year November 15, 2024, to November 14, 2025, attached as Appendix A, be approved, effective November 15, 2024. Further, that Policy 72 – Trustee Honoraria pertaining to the period of November 15, 2023, to November 14, 2024, be repealed.

Highlights:

- Ontario Regulation 357/06 directs for the annual revision of the Trustee Honoraria Policy to reflect the updated enrolment amount.
- Policy 72 – Trustee Honoraria has been revised and reflects the honoraria for members of the Board of Trustees for the period November 15, 2024, to November 14, 2025.

Background:

Ontario Regulation 357/06 – Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under section 191 of the Education Act. The regulation directs that school boards establish a policy on trustee honoraria on or before October 15 of the calendar year in which the next term of office for board members begins and that this policy is revised annually to reflect the updated enrolment amount.

Further, Ontario Regulation 7/07 – Student Trustees sets out the honorarium amount for student trustees which differs from the base amount for members of the Board of Trustees.

In accordance with relevant legislation, the Trustee Honoraria Policy has been revised and establishes the calculation of honoraria for members of the Board of Trustees for the period November 15, 2024, to November 14, 2025. The existing Trustee Honoraria Policy for the period November 15, 2023, to November 14, 2024, is attached as Appendix B for comparison.

Next Steps

Action Required:

Once approved, the Policy will be posted on PDSB internal and external websites.

Future Revisions to the Trustee Honoraria Policy

Ontario Regulation 311/24 Honoraria for Board Members will amend Ontario Regulation 357/06, by setting out a reduction from a Trustee's honorarium for breach of the code of conduct. The Regulation states:

Reduction for breach of code of conduct

13. For the purposes of paragraph 2 of subsection 218.3.1 (1) of the Act, the maximum amount of a reduction from a member's honorarium for a breach of the board's code of conduct is 25 per cent of the member's combined base and enrolment amount for the year of the term of office in which the breach occurred.

Once the amendment is in effect, the Trustee Honoraria Policy and the Trustee Code of Conduct will be amended accordingly and recommended for approval at a future Governance and Policy Committee Meeting.

Appendices

Appendix A – Trustee Honoraria Policy

Appendix B – Trustee Honoraria Policy (November 15, 2023 to November 14, 2024)

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Honoraria

POLICY ID: GOV103 (*formerly Policy 72*)

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: Chief Operating Officer & Associate Director of Operations and Equity of Access

APPROVAL: Board of Trustees

APPROVAL DATE:

EFFECTIVE DATE: 11/15/2024

PROJECTED REVIEW DATE: 2024-2025

REVIEW SCHEDULE: Annually

1. Purpose

To set out calculations of the limits for honoraria for members of the Board of Trustees in accordance with Ontario Regulation 357/06 Honoraria for Board Members paid under section 191 of the *Education Act*.

2. Application and Scope

This policy applies to members of the Peel District School Board (PDSB) Board of Trustees, including student trustees.

3. Definitions

- 3.1 Trustee: member of the Board of Trustees, excluding student trustees.
- 3.2 Student Trustee: a PDSB student elected by fellow students to be a member of the Board of Trustees for a one-year term.
- 3.3 Year of a member's term of office begins on November 15 and ends on the following November 14.

4. Policy

General

- 4.1 Ontario Regulation 357/06 - Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under section 191 of the *Education Act*. The trustee honoraria will be funded by the Province of Ontario. The Regulation directs school boards to establish a policy on trustee honoraria on or before October 15 of the calendar year in which the next term of office for board members begins.
- 4.2 Further, Ontario Regulation 7/07 - Student Trustees, sets out the honorarium amount for student trustees which differs from the base amount for members of the Board of Trustees.
- 4.3 The honorarium for a member of the Board of Trustees, not including student trustees, shall consist of the following components:
 - a) Base amount for the year
 - b) Enrolment amount for the year
 - c) Attendance amounts payable to the trustee for the year.
- 4.4 In accordance with Ontario Regulation 357/06, the PDSB does not pay out a distance amount as the eligibility criteria are not met.
- 4.5 The honorarium for a trustee who serves for a partial year will be determined in accordance with Ontario Regulation 357/06.
- 4.6 This policy will be revised each year to reflect the updated enrolment amount and reviewed in its entirety in the Fall, prior to the next municipal election.
- 4.7 The board may, at any time, change this policy, subject to Ontario Regulation 357/06.

Trustee Honoraria for the Four-Year Term December 1, 2022, to November 14, 2026

- 4.8 Base Amount
 - a) For each trustee, the base amount paid will be \$5,900.

- b) Ontario Regulation 357/06 recognizes the additional duties of the Chair and Vice Chair by increasing the basic trustee honoraria by \$5,000 for the Chair and \$2,500 for the Vice Chair.
- c) In accordance with section 9 of Ontario Regulation 7/07, student trustees will receive a base amount of \$2,500.

4.9 Enrolment Amount

- a) The enrolment amount is calculated in each year of a trustee’s term of office. Trustees will receive 100% of the allowable enrolment amount permitted by section 6(1) of Ontario Regulation 357/06.
- b) For each year of the term, trustees will receive \$1.75 per Average Daily Enrolment (ADE) divided by the number of trustees.
- c) Ontario Regulation 357/06 recognizes the additional duties of the Chair and Vice Chair, allowing an additional amount based on enrolment to a maximum of \$5,000 for the Chair and \$2,500 for the Vice-Chair.
- d) Student trustees are not entitled to an enrolment amount and will only receive the base amount as determined by Ontario Regulation 7/07.

4.10 The trustee honoraria for the year November 15, 2024, to November 14, 2025, is as follows:

	Member	Chair	Vice-Chair	Student Trustee
Base Amount	\$ 5,900.00	\$ 10,900.00	\$ 8,400.00	\$ 2,500.00
Enrolment Amount	\$ 21,644.00	\$ 26,644.00	\$ 24,144.00	-
Total Amount	\$ 27,544.00	\$ 37,544.00	\$ 32,544.00	\$ 2,500.00

Based on 2023-2024 Estimates ADE enrolment of 148,416.

Basic Trustee Enrolment Calculation: \$1.75 x 148,416 = \$259,728 divided by 12 = \$21,644.

Meeting Attendance

- 4.11 In addition to the honorarium, the meeting attendance amount will be paid to Trustees in accordance with the *Education Act*, its regulations, and the Trustee Expense Policy.
- 4.12 Student trustees are not eligible to receive any meeting attendance payments.

5. Roles and Responsibilities

Director of Education

- 5.1 Authorize the implementation of operating procedures.

6. Appendices

7. Reference Documents

Education Act

Ontario Regulation 357/06 – Honoraria for Board Members

Ontario Regulation 7/07 – Student Trustees

Student Trustees Policy

Trustee Expenses Policy

8. Revision History

Review Date	Approval Date	Description
	September 12, 2006	
October 14, 2014		Revised.
November 9, 2015		Revised.
January 24, 2017		Revised.
November 14, 2017		Revised.
October 9, 2018		Revised.
October 10, 2019		Revised.
October 13, 2020		Revised.
October 27, 2021		Revised.
September 28, 2022		Revised.
September 27, 2023		Revised.
November 27, 2023		Housekeeping amendment – template migration

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Honoraria

POLICY ID: GOV103 (*formerly Policy 72*)

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: Associate Director, Operations and Equity of Access

APPROVAL: Board of Trustees

APPROVAL DATE: 9/27/2023

EFFECTIVE DATE: 11/15/2023

PROJECTED REVIEW DATE: 2024-2025

REVIEW SCHEDULE: Annually

1. Purpose

To set out calculations of the limits for honoraria for members of the Board of Trustees in accordance with Ontario Regulation 357/06 Honoraria for Board Members paid under section 191 of the *Education Act*.

2. Application and Scope:

This policy applies to members of the Peel District School Board (PDSB) Board of Trustees, including student trustees.

3. Definitions

- 3.1 Trustee: member of the Board of Trustees, excluding student trustees.
- 3.2 Student Trustee: a PDSB student elected by fellow students to be a member of the Board of Trustees for a one-year term.
- 3.3 Year of a member's term of office begins on November 15 and ends on the following November 14.

4. Policy

General

- 4.1 Ontario Regulation 357/06 - Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under section 191 of the *Education*

Act. The trustee honoraria will be funded by the Province of Ontario. The Regulation directs school boards to establish a policy on trustee honoraria on or before October 15 of the calendar year in which the next term of office for board members begins.

- 4.2 Further, Ontario Regulation 7/07 - Student Trustees, sets out the honorarium amount for student trustees which differs from the base amount for members of the Board of Trustees.
- 4.3 The honorarium for a member of the Board of Trustees, not including student trustees, shall consist of the following components:
 - a) Base amount for the year
 - b) Enrolment amount for the year
 - c) Attendance amounts payable to the trustee for the year.
- 4.4 In accordance with Ontario Regulation 357/06, the PDSB does not pay out a distance amount as the eligibility criteria are not met.
- 4.5 The honorarium for a trustee who serves for a partial year will be determined in accordance with Ontario Regulation 357/06.
- 4.6 This policy will be revised each year to reflect the updated enrolment amount and reviewed in its entirety in the Fall, prior to the next municipal election.
- 4.7 The board may, at any time, change this policy, subject to Ontario Regulation 357/06.

Trustee Honoraria for the Four-Year Term December 1, 2022, to November 14, 2026

- 4.8 Base Amount
 - a) For each trustee, the base amount paid will be \$5,900.
 - b) Ontario Regulation 357/06 recognizes the additional duties of the Chair and Vice Chair by increasing the basic trustee honoraria by \$5,000 for the Chair and \$2,500 for the Vice Chair.

- c) In accordance with section 9 of Ontario Regulation 7/07, student trustees will receive a base amount of \$2,500.

4.9 Enrolment Amount

- a) The enrolment amount is calculated in each year of a trustee’s term of office. Trustees will receive 100% of the allowable enrolment amount permitted by section 6(1) of Ontario Regulation 357/06.
- b) For each year of the term, trustees will receive \$1.75 per Average Daily Enrolment (ADE) divided by the number of trustees.
- c) Ontario Regulation 357/06 recognizes the additional duties of the Chair and Vice Chair, allowing an additional amount based on enrolment to a maximum of \$5,000 for the Chair and \$2,500 for the Vice-Chair.
- d) Student trustees are not entitled to an enrolment amount and will only receive the base amount as determined by Ontario Regulation 7/07.

4.10 The trustee honoraria for the year November 15, 2023, to November 14, 2024, is as follows:

	Member	Chair	Vice-Chair	Student Trustee
Base Amount	\$5,900.00	\$10,900.00	\$8,400.00	\$2,500.00
Enrolment Amount	\$21,952.44	\$26,952.44	\$24,452.44	-
Total Amount	\$27,852.44	\$37,852.44	\$32,852.44	\$2,500.00

Based on 2022-2023 Estimates ADE enrolment of 150,531.

Basic Trustee Enrolment Calculation: $\$1.75 \times 150,531 = \$263,429.25$ divided by 12 = \$21,952.44

Meeting Attendance

- 4.11 In addition to the honorarium, the meeting attendance amount will be paid to Trustees in accordance with the *Education Act*, its regulations, and the Trustee Expense Policy.
- 4.12 Student trustees are not eligible to receive any meeting attendance payments.

5. Roles and Responsibilities

Director of Education

5.1 Authorize the implementation of operating procedures.

6. Appendices

7. Reference Documents

Education Act

Ontario Regulation 357/06 – Honoraria for Board Members

Ontario Regulation 7/07 – Student Trustees

Student Trustees Policy

Trustee Expenses Policy

8. Revision History

Review Date	Approval Date	Description
	September 12, 2006	
October 14, 2014		Revised.
November 9, 2015		Revised.
January 24, 2017		Revised.
November 14, 2017		Revised.
October 9, 2018		Revised.
October 10, 2019		Revised.
October 13, 2020		Revised.
October 27, 2021		Revised.
September 28, 2022		Revised.
September 27, 2023		Revised.
November 27, 2023		Housekeeping amendment – template migration

Governance and Policy Committee Meeting, September 11, 2024

Electronic Monitoring Policy

Strategic Alignment:

Employment Standards Act

Report Type:

Recommendation

Prepared by: Mark Marshall, Acting Chief Information Officer

Jaspal Gill, Chief Operating Officer & Associate Director of Operations and
Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Electronic Monitoring Policy, attached as Appendix A, be approved.

Highlights:

- Learning Technology Support Services in collaboration with Maintenance Services, and Legal and Governance Services have updated the Electronic Monitoring Policy.
- The Electronic Monitoring Policy is a requirement under the *Employment Standards Act*.
- In accordance with the legislation, this policy outlines how and under what circumstances the PDSB may electronically monitor employees and the purposes for which the information obtained through electronic monitoring may be used by the PDSB.

Background:

On April 11, 2022, the *Employment Standards Act, 2000* (ESA) was amended requiring employers with 25 or more employees to have a written policy on the electronic monitoring of employees. In the first year of this requirement, an electronic monitoring policy was required to be in place by October 11, 2022. As an interim measure to comply with this legislation, the PDSB approved the Electronic Monitoring Operating Procedure under Policy 82 – Use of Information Technology Resources. In April 2024, the Board of Trustees approved the Electronic Monitoring Policy.

GPS (Global Positioning System) Tracking software business case was approved for multi-year. Electronic Monitoring Policy OPS606 has been updated to include section 4.5e Global Positioning System (GPS) in Board vehicles and Electronic Monitoring Procedure will be updated to include the GPS monitoring.

Evidence

Findings/Key Considerations:

Electronic monitoring includes all forms of employee and assignment employee monitoring that is done electronically, including through Technology. Electronic monitoring refers to the review, use and/or disclosure of data through Technology relating to an employee in the circumstances and for the purposes set out in the policy. The collection and storage of data through Technology is distinct from and does not constitute electronic monitoring.

In accordance with the *ESA* this Policy outlines:

- How and under what circumstances the PDSB may electronically monitor employees;
- The purposes for which the information obtained through electronic monitoring may be used by the PDSB.

This policy applies to all employees, including but not limited to assignment employees, part-time employees and managers/supervisors, and technology, systems and services used by employees to conduct PDSB business. This policy does not establish any right against electronic

monitoring by PDSB and does not create any new or greater privacy rights for employees than those set out in applicable Board policies and procedures.

Impact Analysis

Equity & Human Rights Review:

Peel District School Board (PDSB) is committed to transparency in its responsibilities and capabilities regarding electronic monitoring of employees. Electronic monitoring supports the Board's obligations to create and maintain safe and secure environments for students, employees and community members as well as ensure the protection and security of Board resources.

Board or Ministry Policy Alignment:

Human Rights Code

Criminal Code

Occupational Health and Safety Act

Workplace Safety and Insurance Act

Municipal Freedom of Information and Protection of Privacy Act

Personal Health Information Protection Act

Employment Standards Act

Digital Citizenship and Use of IT Resources Policy

Information, Access, and Privacy Policy

Video Surveillance Policy

Electronic Monitoring Procedure

Employee Acceptable Use Procedure

Resource/Financial Implications:

This Policy does not incur any additional resources outside of the current scope of work for PDSB departments including Learning Technology Support Services and Security and Risk Management.

Legal implications:

This policy ensures compliance with the legislative requirements under the *Employment Standards Act* regarding electronic monitoring of employees.

Community Impact:

This policy provides transparency to employees by disclosing how and under what circumstances the PDSB may electronically monitor employees and the purposes for which the information obtained through electronic monitoring may be used by the PDSB.

Next Steps

Action Required:

Following the approval of the policy, this policy will be posted on the PDSB internal and external websites and communicated to staff through existing mechanisms.

Appendices

Appendix A – Electronic Monitoring Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Electronic Monitoring

POLICY ID: OPS606

FUNCTIONAL CATEGORY: Operations

RESPONSIBILITY: Chief Information Officer, Learning Technology Support Services

APPROVAL: Board of Trustees

APPROVAL DATE:

EFFECTIVE DATE:

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: 3 years

1. Purpose

Peel District School Board (PDSB) is committed to transparency in its responsibilities and capabilities regarding electronic monitoring of employees.

The purpose of this policy is to:

- 1.1 Inform employees of how and under what circumstances the PDSB may electronically monitor employees
- 1.2 Inform employees of the purposes for which the information obtained through electronic monitoring may be used by PDSB.

2. Application and Scope

This policy applies to all employees, including but not limited to assignment employees, part-time employees and managers/supervisors, and technology, systems and services used by employees to conduct PDSB business.

This policy is written in accordance with the legislative requirements under the *Employment Standards Act, 2022*, as amended, regarding electronic monitoring of employees. This policy will, at all times, be interpreted in a manner consistent with Board policies and procedures, the *Education Act* and its regulations, relevant Ministry PPMs, the *Ontario Human Rights Code*, the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the *Anti-Racism Act*, the *Accessibility for Ontarians*

with *Disabilities Act (AODA)*, and other applicable legislation. This policy is aligned with and supports the principles and expectations of PDSB Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

3. Definitions

- 3.1 **Assignment employee** means an employee employed by a temporary help agency for the purpose of being assigned to perform work on a temporary basis for clients of the agency.
- 3.2 **Electronic monitoring** includes all forms of employee and assignment employee monitoring that is done electronically, including through Technology.
- a) Electronic monitoring refers to the review, use and/or disclosure of data through Technology relating to an employee in the circumstances and for the purposes set out in this Policy.
 - b) The collection and storage of data through Technology is distinct from and does not constitute electronic monitoring. PDSB reserves the right to the collection and storage of data through Technology in accordance with applicable legislation and Board policy and procedure.
- 3.3 **Technology** includes technology used by employees to conduct PDSB business, on or off PDSB property, including remotely. Technology includes but is not limited to, computers, phones, tablets or pads, cellular/mobile technology, servers, networks which includes Board computer applications, Internet services, data, email and collaboration tools, electronic surveillance systems, as well as third-party Internet services provided to the Board. Use of a personal device on a Board network constitutes use of Technology. Board technology and all data stored on it are owned and may be accessed by the Board.

4. Policy

Circumstances

- 4.1 PDSB electronically monitors employees in accordance with the following circumstances and where authorized by the Director of Education and/or their designate:
- a) Further to an investigation where there is reason to believe a breach of employee obligations or breach of Board policy or procedure has occurred;
 - b) Where required by law.
- 4.2 The Chief Operating Officer & Associate Director of Operations and Equity of Access is a designate for the purpose of authorization.

Purposes

- 4.3 For a legitimate legal or business purpose relating to its role as a provider of educational services and employer and its obligations to students, staff and community under applicable legislation and regulations including but not limited to the Education Act, Employment Standards Act, 2000, Occupational Health and Safety Act, Workplace Safety and Insurance Act, Human Rights Code, Municipal Freedom of Information and Protection of Privacy Act, Personal Health Information Protection Act, Criminal Code, and/or Board policies and procedures. Such obligations include but are not limited to:
- a) The PDSB's responsibility for student achievement and effective stewardship of resources.
 - b) The duties of school boards; officers; managers/supervisors; principals; teachers' and all employees.

Legitimate legal and business purposes include:

- c) Performance Management
- d) Ensuring the security and protection of business records
- e) Preventing unlawful and/or inappropriate employee conduct
- f) Creating and maintaining a safe and productive work environment which may relate to misuse of Board technology and resources, time theft, workplace

harassment or violence, discrimination, health and safety obligations, criminal behaviour, etc.

- 4.4 PDSB does not electronically monitor further to individual requests by PDSB community members including staff, students, parents/guardians or the public that do not relate to legitimate legal and business purposes of the PDSB.

Electronic Monitoring Practices

- 4.5 PDSB electronically monitors in the above circumstances and for the above purposes by reviewing the following:
- a) Websites accessed on PDSB premises using a PDSB network or websites accessed on a PDSB device;
 - b) Log-in and log-off time of employees on Board accounts;
 - c) Access of PDSB historical and present files, folders, documents, emails chat messages and other information in the PDSB IT environment including when and by whom;
 - d) Security card access and video camera footage generated and stored by a security system at PDSB premises;
 - e) Global Positioning System (GPS) in Board vehicles

Retention

- 4.6 PDSB will retain a copy of every policy or procedure on electronic monitoring that was required by the Employment Standards Act, 2000 for three (3) years after the policy or procedure is no longer in effect.

General Guidelines

- 4.7 This policy does not establish any right against electronic monitoring by PDSB and does not create any new or greater privacy rights for employees than those set out in applicable Board policies and procedures.

- 4.8 In the event of a conflict between this Policy and associated procedure and any Board policies or procedure with respect to employee electronic monitoring, this policy and associated procedure will prevail.
- 4.9 In accordance with the provisions set out in this policy, PDSB may, at its discretion, use information obtained through electronic monitoring to investigate violations of its policies and any applicable procedures. Where appropriate, such information, may lead to disciplinary action, up to and including termination of employment, including for cause.

5. Roles and Responsibilities

- 5.1 Director of Education
- a) Authorize the electronic monitoring of employees in accordance with this Policy and operating procedure.
- 5.2 Chief Operating Officer & Associate Director of Operations and Equity of Access
- a) Act as a designate for the Director of Education, as applicable, for the purpose of authorization of electronic monitoring of employees.
- 5.3 Chief Information Officer
- a) Oversee the implementation of this policy.
 - b) Receive and action approved requests to review employee usage and access to Board technology, systems, and services.
- 5.4 Employees
- a) Use and/or access Board technology, systems, or services appropriately in accordance with Board policies and procedures, including the Digital Citizenship and Use of IT Resources Policy and the Employee Acceptable Use Procedure.
 - b) Raise questions regarding this policy and associated procedure with their principal, manager, or supervisor.

6. Appendices

7. Reference Documents

Anti-Racism Policy

Human Rights Policy

Equity and Inclusive Education Policy

Information, Access, and Privacy Policy

Video Surveillance Policy

Electronic Monitoring Procedure

8. Revision History

Review Date	Approval Date	Description
	April 17, 2024	Approved.

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE

Arising from a meeting of the Special Education Advisory Committee meeting, held September 17, 2024, the following recommendations are brought for Board approval:

1. Appointment of New Representative for Sawubona Africentric Circle of Support on the Special Education Advisory Committee

That, Felix Isawode serve as the representative, and Shay Osobu as the alternate representative for Sawubona Africentric Circle of Support, on the Special Education Advisory Committee, effective October 2024. (APPENDIX I)

2. Peel DSB Special Education Plan 2024

That, the report re 2024-2025 Peel District School Board Special Education Plan, be received. (APPENDIX II)

Prepared by:
Governance and Policy Services

Submitted by:

Camille Logan
Associate Director, School Improvement and Equity



APPENDIX I
(1 page)

www.sawubonaacs.org

647-491-3775

EMPOWER. EDUCATE. ENLIGHTEN.

September 9, 2024

Chair, Special Education Advisory Committee
Superintendent of Special Education and Social Emotional Learning and Well-Being
Peel District School Board
5650 Hurontario Street
Mississauga, Ontario L5R 1C6

Re: Appointment of New representation for Sawubona Africentric Circle of Support on Peel SEAC

Due to some personal commitments, our SEAC representative Topaz Hines is no longer able to serve in this capacity. She remains an active member of our group and has enjoyed the experience and opportunity to use her voice in support of others on the Peel DSB SEAC.

We would like to nominate the following individual who possesses the status of permanent resident, resides in the region of Peel, who actively engages in our parent/caregiver meetings and events and will represent the voices/concerns of our parent/caregiver members who reside in Peel region. She also has several children who attend Peel schools.

We would like to nominate to represent Sawubona ACS:

- Shay Osobu – [REDACTED]
(Alternate representative)

Felix Isawode will continue as our primary representative.

This change to take place effective for your October 2024 meeting.

If you need any further information, please do not hesitate to reach out to us as info@sawubonaacs.org or 647-491-3775.

Many thanks.

Sincerely,

[REDACTED]
Sherron Grant
Co-Founder and Executive Director, Sawubona Africentric Circle of Support
cc. Shay Osobu
Felix Isawode
Topaz Hines

Special Education Advisory Committee Meeting, September 17, 2024

PDSB Special Education Plan 2024

Strategic Alignment:

School boards are required to submit their Special Education Plan to the Ministry of Education annually. The Special Education Plan aligns with all four sections of the Peel District School Board's multi-year strategic plan.

Report Type: Recommendation

<i>Prepared by:</i>	Claudine Scuccato, Superintendent – Special Education Dr. Camille Logan, Associate Director – School Improvement and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the 2024-25 Peel District School Board Special Education Plan, on the September 25, 2024, Board Meeting agenda, be approved.

Highlights:

- The Special Education Plan has been reformatted to align with Ministry of Education guidelines
- The plan outlines the range of special education programs and services offered by the board.
- The draft plan was presented to SEAC at the May meeting.
- SEAC members had the opportunity to provide feedback for 3 weeks.
- Feedback provided was shared in the June SEAC meeting along with confirmation of changes to the draft plan.

Background:

The Ministry of Education requires all school boards to submit their Special Education Plan (or amendments) on an annual basis. PDSB's Special Education Plan has not been fully updated since 2017.

Evidence

Findings/Key Considerations:

This special education plan is available to the public and outlines all programs/placements, special education staffing, and processes related to IPRC, IEPs, transportation, and the board's general model for special education.

Impact Analysis

Board or Ministry Policy Alignment:

The 2024 special education plan now aligns with Ministry expectations as outlined in *Special Education in Ontario: Kindergarten to Grade 12 (2017)*.

Next Steps

Action Required:

Upon receipt and approval, the plan is submitted to the Ministry of Education for approval and then posted on the board's public-facing website.

Communications:

Once approved by the Ministry of Education, the plan is to be posted on the board's website, both internally and public facing.

Appendices

Appendix 1 – PDSB Special Education Plan 2024

Appendix 2 – Updates to the Special Education Plan after SEAC Feedback

Appendix 1

Draft Special Education Plan 2024-25

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Introduction

“All Peel staff are accountable for having an integrative anti-oppressive and anti-racist approach that centres the saliency of race and intersectional identities of learners. Our collective legal commitment upholds protected grounds in the Ontario Human Rights Code which includes citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, gender expression, receipt of public assistance, and record of offences. Educators must centre student identity and co-create learning environments to ensure all students feel empowered to take an active role in their own learning.”

- *EML Addendum, 2020*

Special Education Plan

The Peel District School Board (PDSB) believes that it is our responsibility to transform systems of oppression so that students of all identities, particularly Black, Indigenous and disabled students/students with disabilities, feel valued so they can learn and experience success. The revision of the PDSB Special Education Plan commits to the creation of new practices that support the achievement and wellbeing of students with special education needs.

This plan describes the programs and services offered by the Peel District School Board and is designed to comply with the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the Education Act (Regulation 306), regulations made under the Act and other relevant legislation. This plan is reviewed and updated annually to reflect the ongoing transformation within the Peel District School Board to ensure equity and inclusivity. The Special Education and Social Emotional Learning Department ensures that revisions to our policies, operating procedures and practices are in alignment with our guiding principles: Create, Affirm, Recognize, Educate, and Secure Accountability.

Guiding Principles C*A*R*E*S

Affirm, value and respect the inherent dignity of all members of our school communities, particularly Black, Indigenous peoples and all those who have been and continue to be oppressed

Create transformative systems, prioritize individual as well as collective success & promote justice & liberation for all

Adapted from the Centre for Anti-Racist Education



Recognize the salience of race & Indigeneity; Settler Colonialism, white supremacy, racism & intersecting forms of oppression

Educate yourself about historical truths & contemporary realities & disrupt the notion that knowledge, people & structures are neutral

Secure Accountability
Develop critical consciousness & take action. Understand and leverage your social location and positionality for anti-oppressive change

Consultation Process and Updating the Special Education Plan

Standards provided 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.

Peel District School Board values a strong commitment to working collaboratively with stakeholders, including those represented on the Special Education Advisory Committee (SEAC). During this collaborative process, the voices of a variety of stakeholders are shared including - school personnel, students, parents, SEAC members, Community Associations and Agencies - and provide input to the revision process.

Special Education in Peel

Support in the home school is always the first consideration for all students when placements decisions are being made, as required by Ministry regulations:

Before the IPRC considers placement of the student in a special education class, the committee, as required by the regulation (181/98), must consider placement in a regular class with appropriate special education services. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parental preferences (this does not refer to the

parent/guardian preference to a special education class placement), the committee will decide in favour of a placement in a regular class with appropriate special education services. – Special Education in Ontario K-12

For students requiring Special Education Supports and Services we are committed to:

- providing programs and support services wherever possible in an inclusive environment within their home school;
- providing a range of placements;
- providing alternative education programs as required;
- providing a focus on inclusive practices in our schools as an integral part of school culture, planning, program development and delivery by:
 - believing all students can learn;
 - setting high, attainable expectations;
 - providing appropriate accommodations and/or modifications and/or alternative programming as required;
 - developing learning communities that promote respect for differences, diversity and inclusivity;
 - recognizing, valuing and validating all students in recognition of their identities, especially those with intersectional identities;
 - inviting, encouraging and supporting students to be active participants in all aspects of the school environment;
 - creating environments for all staff, students, parents and other community partners to focus on a shared understanding of common goals.

The Peel District School Board's plan for student success is based on extensive consultation with staff, unions and federations, trustees, faith leaders, parents and students.

Standard 1: The Board's Consultation Process

The Peel District School Board will review and update the Special Education Plan on an annual basis. The Board is committed to ongoing consultation with a variety of stakeholders in an effort to improve our services and programs for students. There are a variety of ways in which consultation occurs with the Board:

1. Ongoing and informal consultation with families and staff through Student Review meetings and other case conferences
2. Public consultation through Special Education Advisory Committee (SEAC)
3. Parent/guardian and community consultation
4. Parent advisory groups

Ongoing and informal consultation with families and staff

Educators and Board staff regularly communicate with families regarding their child's progress and achievement. Through these ongoing conversations, families have the opportunity to provide informal feedback on a variety of issues. This is done formally through Student Review Meetings.

Public consultation through SEAC

Regular meetings with SEAC provides the Board with an opportunity to engage in public consultation through the various members of the committee. SEAC meetings are open to the public, and members of the public can submit questions for consideration.

Parent/guardian and community consultation

The Board engages in community consultation through a variety of means including surveys, information nights, and partnerships. These opportunities allow the Board to gather information from a variety of stakeholders to inform decision making. During the 2023/24 school year, the Board conducted a formal review of the Vocational 1 program, and sought extensive consultation with students, parents and former students as part of the review process. The Board continues to explore avenues for feedback from stakeholders, including the option of providing feedback on the Special Education Plan via the Board website as each standard will have a link to a feedback form that stakeholders can use throughout the school year.

Parent Advisory Groups

There are a number of central and school-based parent advisory groups throughout the Board, which provide feedback in a number of areas. System level groups, including the Parent Involvement Committee, meet regularly with the Board to consult and help inform decisions.

Special Education Plan

The Board reviews its Special Education Plan annually, and brings the plan and/or any amendments to SEAC for review. Throughout the year, SEAC is provided with updates on special education programs and is invited to make recommendations for improvement of services provided.

Members of provincial associations who are part of SEAC have an opportunity to submit reports to the Board concerning the Special Education Plan.

Communication with families, community and staff

There are a number of ways in which the Board communicates with families, community, and staff during the course of the school year, including:

- Board website and social media channels;
- Families Monthly Updates located on the Board website [Home - Peel Board Office Site \(peelschools.org\)](http://Home - Peel Board Office Site (peelschools.org)) under “What’s New?”
- the Board’s special education plan is posted for the public on its website, and includes [information about programs and placements offered by the PDSB;](#)
- Parent Guides (e.g., IPRC, IEPs, specific programs - Communications classes).

Each fall, the Board also hosts a Special Education conference, inviting administrators and special education staff for a full day of learning and updates on programming for the year. Throughout the year there are many opportunities for professional learning for Board staff. Details can be found in [Standard 13.](#)

Standard 2: The Board's General Model for Special Education

General Philosophy and Commitments

The Peel District School Board and its Special Education Social Emotional Learning Department are grounded in common beliefs and understandings including the following:

- We believe that every member of our educational community is of value and must be treated with respect and dignity.
- We believe that each student has a rich, complex identity and should have opportunities to learn in inclusive and supportive learning environments, in the ways that support their success.
- We believe that disability should not be an indicator for success for any PDSB student or staff.
- We believe that active and trusting partnerships between the student, family, community and school support positive and effective educational experiences for learners.
- We believe that all students can learn and the Board has a duty to provide the supports students need for access to learning and social-emotional development.
- We believe that each learner is curious, competent and able to take an active part in their learning.
- We recognize that harm has been created by discriminatory and oppressive practices at the PDSB, and that deliberate and explicit steps must be taken to redress marginalization and to ensure processes that impact access and outcome are, and remain, equitable.
- We believe that this means we must actively disrupt practices of streaming Black, Indigenous and racialized students into programs with limited post-secondary outcomes.
- We believe that every aspect of the programs and practices undertaken at the PDSB must be rooted in equity and be intentionally anti-racist, anti-ableist and anti-oppressive.
- We believe that programs and practices must be student-centered, supporting the development of skills, knowledge, and confidence, and that maximize outcomes and access to desired pathways for all learners.
- We believe that every student should access educational programming that is reflective of, and responsive to, their full identities, including aspects impacted by intersectionality.
- We recognize that PDSB staff must be provided opportunities for continuous professional learning, so that they are positioned for maximum effectiveness in supporting student learning.
- We recognize that early and timely identification of needs and intervention is key to student success.

In support of these beliefs and understandings, the Special Education Social Emotional Learning Department has made the following commitments in its Department Priorities:

1. **SESEL commits** to actively dismantling all forms of oppression, with a specific focus on dismantling racism and ableism within our system, especially for students who identify as Black, Indigenous, disabled/a person with disabilities, and those with intersectional identities. We are committed to fostering inclusive, equitable, and supportive student- centered learning environments where every student can thrive.
2. **SESEL commits** to updating our delivery model to include recommendations, implementation strategies, and indicators of success. This initiative is aimed at improving the efficiency and effectiveness of our processes and services. By integrating these elements into our delivery model, we aim to streamline our operations, build educator capacity, provide a higher quality of service for students, families and schools, and ensure that our efforts align with the PDSB's strategic equity and achievement goals.
3. **SESEL commits** to making significant improvements to programs designed for students with disabilities by building capacity across the system. This priority aims to ensure that all students, regardless of their abilities, have quality educational access, meaningful experience and measurable outcomes that supports their unique intersectional identities and equips them for success on their chosen pathway.

The philosophy detailed in this plan also aligns with the Board's Student Achievement Plan, which includes commitments to promote justice, and to affirm, value and respect the inherent dignity of all members of our school communities, particularly Black, and Indigenous peoples and all those who have been and continue to be oppressed.

Service Delivery Model

The Special Education Plan identifies available placements and aligned services that are utilized by the PDSB in a targeted and effective manner to meet the individualized needs of all students who are identified as exceptional or have a disability requiring accommodation. Delivering meaningful access to education, while fostering an inclusive and supportive learning environment for all students, is facilitated when a collaborative relationship exists between educators and families. This partnership aims to ensure that each student's individual needs are addressed fulsomely within the framework outlined in the Special Education Plan.

In alignment with the Education Act, section 170(1), the Board must provide (or make arrangements to provide) Special Education services and programs for students who have been identified as exceptional by an Identification Placement and Review Committee (IPRC). While providing services to students who have been identified with a Ministry exceptionality is mandated in the Education Act, the Peel District School Board understands that being responsive to student needs means that the Board must offer Special Education services to students in need of these services, whether or not they have been presented to an IPRC.

For students requiring Special Education supports and services we are committed to a service delivery model that:

- prioritizes the provision of programs and support services in an inclusive environment within students' home schools, when that is in the best interest of the student;
- provides a range of placements including regular class (indirect, resource or withdrawal) and special education classes (partial integration or full-time);
- provides alternative education programs as required;
- provides a focus on inclusive practices in our schools as an integral part of school culture and planning;
- includes a framework for multi-disciplinary supports;
- supports high and attainable expectations for all learners;
- provides appropriate accommodations and/or modifications and/or alternative programming as required;
- develops learning communities that promote respect for differences, diversity, and inclusivity by recognizing, valuing and validating all students;
- creates environments, families and community partners to work collaboratively in support of student learning, wellbeing and success.

Special Education Placements

Support in the home school is the first consideration for all students at IPRCs, as required by Ministry regulations:

Before the IPRC considers placement of the student in a special education class, the committee, as required by the regulation (181/98), must consider placement in a regular class with appropriate special education services. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parental preferences (this does not refer to the parent/guardian preference to a special education class placement), the committee will decide in favour of a placement in a regular class with appropriate special education services. - *Special Education in Ontario K-12*

Special Education placement options include full-time placement in a Special Education class or program, partial integration, or placement in a regular class with indirect support, resource assistance, or withdrawal assistance. The following are the Special Education placement and program options offered by the Peel District School Board:

ELEMENTARY PLACEMENT OPTIONS

Exceptionality	Regular Class Placements			Special Education Placements	
	Indirect Support	Resource Assistance	Withdrawal Assistance	Partial Integration	Full Time
Behaviour		In-School Support Program			
Communication: Autism	Itinerant Service Autism Spectrum Disorder				Primary Transition Program; Autism Spectrum Disorder Class; Autism Spectrum Disorder Resource Class; Developmental Disability/Autism Class
Communication: Deaf Hard of Hearing	Itinerant Service Deaf/Hard of Hearing				Deaf Hard of Hearing Class
Communication: Language Impairment		In-School Support Program			General Learning Disability Class
Communication: Learning Disability		In-School Support Program	Communication Cluster		
Communication: Speech Impairment		In-School Support Program			
Intellectual: Developmental Disability	Itinerant Service Special Needs				Developmental Disability Class;

					Developmental Disability/Special Needs Class; Developmental Disability/Autism Class
Intellectual: Gifted	In-School Enhanced Learning Program				Enhanced Learning Class
Intellectual: Mild Intellectual Disability		In-School Support Program			General Learning Disability Class
Multiple	Itinerant Service Special Needs				Developmental Disability Class; Developmental Disability/Autism Class; Developmental Disability/Special Needs Class
Physical: Blind Low Vision	Itinerant Service Blind Low Vision				
Physical	Itinerant Service Special Needs				

SECONDARY PLACEMENT OPTIONS					
Exceptionality	Regular Class Placements			Special Education Placements	
	Indirect Support	Resource Assistance	Withdrawal Assistance	Partial Integration	Full Time
Behaviour	Learning Support 2		Learning Support 1		

Communication: Autism	Itinerant Service Autism Learning Support 2		Learning Support 1; Autism Spectrum Disorder Resource Program	Vocational 2 Transition Program	Vocational 1 Developmental Disability/Autism Class; Autism Spectrum Disorder Class;
Communication: Deaf Hard of Hearing	Itinerant Service Deaf Hard of Hearing Learning Support 2		Learning Support 1		
Communication: Language Impairment	Learning Support 2		Learning Support 1	Vocational 2 Transition Program	Vocational 1
Communication: Learning Disability	Learning Support 2		Learning Support 1 Senior Regional Communication	Vocational 2 Intermediate Regional Communication	
Communication: Speech Impairment	Learning Support 2		Learning Support 1		
Intellectual: Developmental Disability	Itinerant Service Special Need Learning Support 2		Learning Support 1	Developmental Disability Resource	District Developmental Disability Class; Developmental Disability/Autism Class Developmental Disability/Special Needs Class
Intellectual: Gifted	Enhanced Learning Program		Learning Support 1		

	Learning Support 2				
Intellectual: Mild Intellectual Disability	Learning Support 2		Learning Support 1	Vocational 2 Transition Program	Vocational 1
Multiple	Itinerant Service Special Needs Learning Support 2		Learning Support 1 Autism Spectrum Disorder Resource Program	Vocational 2 Developmental Disability Resource Transition Program	Autism Spectrum Disorder Class Vocational 1 District Developmental Disability Class Developmental Disability/Autism Class Developmental Disability/Special Needs Class
Physical: Blind Low Vision	Itinerant Service Blind Low Vision Learning Support 2		Learning Support 1		
Physical	Itinerant Service Special Needs Learning Support 2		Learning Support 1		

Details on these placement options may be found in Standard 9: Special Education Placements Provided by the Board.

The Special Education service delivery model also includes support for non-identified students in a regular class with indirect support, resource assistance, or withdrawal assistance. Peel District School Board is committed to provide support and service to all students who require support to access learning and support their wellbeing. For example, our current practice includes support for

students with ADHD diagnosis, where needed. Explicit instruction in executive functioning, learning, and social skills, environmental accommodations (e.g., flexible seating, tools to support planning, use of fidget tools, use of assistive technology, etc.), and co-regulation support (e.g., with school staff).

This support is coordinated through the Student Review Process. In cases where the student is struggling significantly in school (e.g., academically, socially, etc.) the Student Review Meeting may recommend the development of an IEP and request additional temporary supports through the central teams (e.g., social-emotional learning team, ASD/Special Needs team in the case of multiple diagnoses, Assistive Technology Resource Teachers, etc.). These supports will assist the school team in building their capacity to support the student without creating codependency. This support is not contingent on a formal identification through the IPRC process.

Compliance

The Special Education Plan of the Peel District School Board has been developed in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the Act, and other relevant legislation.

Standard 3: Roles and Responsibilities

The Peel District School Board is committed to the belief that education is a shared responsibility. It is important that everyone involved in special education understand their roles and responsibilities as outlined by the Ministry of Education in *Special Education In Ontario, 2017*. The information in this section summarizes much of the roles and responsibilities outlined in that document, adds PDSB-specific context, where relevant, and shares additional information on the roles of specific Board staff in relation to special education. Additional information can be found in Part A of Special Education in Ontario

Summary of Roles and Responsibilities in Special Education

The Ministry of Education

The Ministry of Education defines the legal obligations of school Boards for the provision of special education programs and services, prescribes the categories and definitions of exceptionality, ensures that school Boards provide appropriate special education programs and services and establishes funding for special education and sets province-wide standards for curriculum and reporting of achievement. The Ministry sets requirements for school boards related reporting on expenditures for special education, maintaining and reviewing special education plans and establishing Special Education Advisory Committees (SEACs). Among other responsibilities, the Ministry also operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The Peel District School Board

The Peel District School Board establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda; monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda; requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda; provides appropriately qualified staff for programs and services for the exceptional students of the board; plans and reports on the expenditures for special education; develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board; reviews the plan annually and submits amendments to the Minister of Education; provides statistical reports to the ministry as required; prepares a parent guide to provide parents with information about special education programs, services, and procedures; establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them; establishes a SEAC; provides professional development to staff on special education; adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC)

SEAC makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board; participates in the Board's annual review of its special education plan; participates in the Board's annual budget process as it relates to special education; reviews the financial statements of the Board as they relate to special education and provides information to parents, as requested.

The School Principal

The Principal carries out duties as outlined in the Education Act, regulations, and policy/ program memorandums, and through Board policies; communicates Ministry and Board expectations to staff; ensures that appropriately qualified staff are assigned to teach special education classes; communicates Board policies and procedures about special education to staff, students, and parents; ensures that the identification and placement of exceptional pupils is done in accordance with the Education Act, regulations, and Board policies; consults with parents/guardian(s) and with school Board staff to determine the most appropriate program for exceptional pupils; ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements; ensures that parents are consulted in the development of their child's IEP and are provided with a copy of the IEP; ensures the delivery of the program as set out in the IEP and ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher

The teacher carries out duties as outlined in the Education Act, regulations, and policy/ program memorandums; in line with Board policies and procedures regarding special education. The teacher maintains up-to-date knowledge of special education practices, works with special education staff and parents to develop IEPs, provides the programs for exceptional students in line with their IEPs, and communicates students' progress to parents/guardians and to the student. The teacher works with other school Board staff to review and update the student's IEP.

The Special Education Teacher (In-School Support Teacher, Special Education Teacher)

In addition to the responsibilities of the teacher listed above, the Special Education teacher holds appropriate qualifications to teach Special Education; monitors students' progress with reference to the IEP and modifies the program as necessary, assists in providing educational assessments for exceptional pupils and supports consultation with Board and external supports required by the exceptional learner.

The Itinerant Teacher (Blind/Low Vision & Deaf/Hard of Hearing)

In addition to the other responsibilities of a teacher, listed previously, the itinerant teacher provides direct and indirect service to students; acts as a member of the school team to develop appropriate

programming involving accommodations and modifications; and supports students with the use of assistive and augmentative technology.

B/LV Itinerant Service

Direct service involves providing the student and staff with **frequent or regular support**. This includes daily, weekly, or monthly visits, as determined by medical documentation and other assessments. Examples of direct instruction may include: Braille instruction, visual efficiency programming, or support in other areas of the Expanded Core Curriculum ([ECC](#)).

Indirect/ Monitor service involves on-going individualized support with **limited direct service**. This includes communication with students and school staff, which may be monthly to 2-3 times a year. Visits with students may take place as needed.

Consult service involves communication with school staff to interpret ophthalmological information and provide recommendations if required. The functional vision needs do not meet the board criteria for **in-person support** from a Vision Itinerant Teacher. This consult can be provided once per division (K-3, 4-6, 7-8, 9-12+)

The Special Education Resource Teacher (School Consultant)

At the Peel District School Board, elementary and secondary SERTs support multiple school communities (administrators, students, parent/guardian(s)) with understanding and accessing Special Education programs and supports; implementing revised and restructured special education programs and supports, Student Review Process (SRP), Student Review Meetings (SRM), Identification Placement and Review Committee (IPRC) at the school and district level, implementation of Policy and Program Memoranda (PPM) related to Special Education processes and programs, Individual Education Plan (IEP) development, individual case management, liaising with other Board staff to support families in making informed placement decisions; supporting professional learning.

The Social Emotional Learning Resource Teacher

The Social Emotional Learning Resource Teacher also supports multiple school communities, with duties including working as a member of an interdisciplinary team to respond to student and school needs; completing tasks related to IPRCs (including transition activities, bussing, documentation, communication of decisions, etc.); liaising with central staff to facilitate school transitions; providing support for schools in planning related to the implementation of Ministry and Board initiatives, School Improvement and Equity Plans and the design of equitable assessment strategies appropriate to the development of social-emotional learning and providing support to school teams, including consulting on the development of safety plans and positive behaviour intervention plans (PBIPs)

Special Programs Resource Teacher

Starting in the 2024-2025 academic year, Special Needs Itinerant Teachers will be replaced by Special Program Resource Teachers (SPRTs). Special Programs Resource Teachers support

school teams in the Student Review Process, including attending Student Review Meetings for students served by Special Programs. SPRTs attend Identification, Placement and Review Committees (IPRC) meetings for students eligible for autism spectrum disorder (ASD), Developmental Disabilities (DD), Physical, or Multiple Identifications. They support student transitions into school for students new to the PDSB and those transitioning between school settings. SPRTs collaboratively develop resources and Professional Learning for educators, including Special Programs teachers, mainstream teachers, and Educational Assistants. They provide specific expertise in Applied Behavior Analysis (ABA) strategies and materials, planning and implementation of Positive Behaviour Intervention Plans (PBIP), and assessment and programming strategies for students with complex needs.

The Parent/Guardian

Parents and guardians become familiar with and informed about Board policies and procedures in areas that affect the child; participate in IPRCs, parent-teacher conferences, Student Review Meetings, and other relevant school activities; participate in the development of the IEP; become acquainted with the school staff working with the student; support the student at home and are responsible for the student's school attendance and work with the school principal and teachers to support learning and solve problems that may arise.

The Student

The student participates in IPRCs, parent-teacher conferences, the development of the IEP and other activities, as appropriate; complies with Board policies and procedures and requirements as outlined in the Education Act, regulations, and policy/ program memorandum.

Standard 4: Early Identification Procedures and Intervention Strategies

The Peel District School Board implements diagnostic and assessment practices starting from the time a student is registered to attend a school, “These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout a child’s school life”. (PPM 11)

Kindergarten Registration, Registration of Students New to PDSB and The Planning for Entry Process

At the start of the Planning for Entry (PFE) process, parents/guardians are invited to complete a PFE form and provide supporting documentation (e.g., diagnosis by doctor, assessments, reports, etc.) for submission along with the form. The PFE and supporting documents must be submitted at the point of registration which is either the home/local school or a We Welcome the World Center.

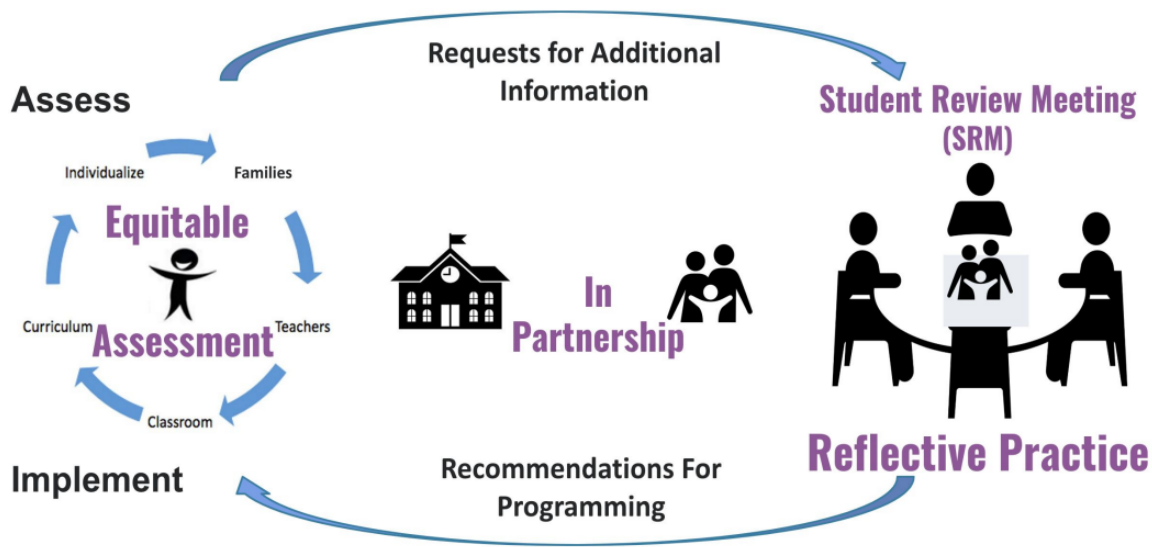
The Special Education & Social Emotional Learning Department then forwards the student’s documentation to the appropriate central staff. Parents/guardians will be contacted as staff gather information. This process may include a visit to the home, childcare center, or current school location. A transition case conference is then scheduled to meet with all partners (e.g., parents/guardians, administrators, Special Education teacher, classroom teacher, educational assistant (EA), partner agencies) to share information that will inform school supports (e.g., specialized equipment, programming, environmental adjustments, materials, etc.).

The Student Review Process

All students are part of the Student Review Process (SRP) which is intended to maximize student achievement and move towards eliminating disparities. The Student Review Process provides ongoing monitoring, support, and intervention for student success and wellbeing. The process emphasizes collaboration with families so that teachers can develop programming that is rooted in student identities.

This collaborative approach allows parents to be consulted and involved at the earliest signs that a student requires support. The SRP includes informing and obtaining appropriate consent from parents/guardians for referrals for assessments, IPRCs and Special Education programs and services.

The diagram below demonstrates how this process is used to help positively impact students’ learning and wellbeing through recognizing and responding to an individual’s physical, emotional, social, cultural, and academic needs.



The Student Review Process includes Student Review Meetings (SRM).

Level 1 - Student Review Meeting	Level 2 - Student Review Meeting
<ul style="list-style-type: none"> ● Collaborative problem solving amongst in-school personnel and family ● Most student needs can be met at Level 1 ● Participants include: <ul style="list-style-type: none"> ○ Principal and/or Vice-Principal ○ Special Education Teacher ○ In-School Support Program (ISSP)Teacher ○ Special Program Resource Teacher (SPRT) ○ Special Education Head ○ Student Success Head/Teacher ○ Guidance Head/Teacher ○ English as a Second Language (ESL) Teacher/Monitor 	<ul style="list-style-type: none"> ● Collaborative problem solving involving in-school participants and additional stakeholders ● Participants include any of the groups listed in Level 1 as needed, as well as Professional Student Services Personnel <ul style="list-style-type: none"> ○ Psycho educational Consultant, ○ Speech Language Pathologist (SLP), ○ Social Worker ● Parent(s)/guardian(s) must be invited to attend and/or their community representatives (e.g., therapist as per SESS 16, caseworker, settlement worker, interpreter, etc.) at parent/guardian request ● Student portrait is reviewed during the meeting and recommendations for action are generated and documented

<ul style="list-style-type: none"> ○ Classroom Teacher ● Parent(s)/guardian(s) are invited to attend either virtually or in-person ● During the meeting, student portrait is reviewed and recommended actions are generated and documented ● Follow up review meeting is recorded for future Level 1 SRM or Level 2 SRM as needed ● recommendations for action items are implemented by staff 	<p>(e.g., referrals to Professional Student Services Personnel and associated consent forms)</p> <ul style="list-style-type: none"> ● Refer to IPRC as needed ● Set date for review at future Level 1 or Level 2 Meeting
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Classroom Teachers

The Student Review Process starts in the classroom. Classroom teachers work continuously to implement the practices of Culturally Responsive and Sustaining Pedagogy and Universal Design for Learning. The Student Portrait is a resource used by educators to help develop a holistic understanding of the student in order to support reflective practice, knowing and affirming students’ identities, and collaboration amongst educators, students and families. The SRP helps school teams to identify the need for and select appropriate interventions at the earliest possible stage.

A Tiered Approach to Intervention

The tiered approach to intervention is “a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively.” (Learning for All, 2013)

<p style="text-align: center;">Tier 1 UDL, DI, CRP For all Students</p>	<p style="text-align: center;">Tier 2 Targeted Intervention For Some Students</p>	<p style="text-align: center;">Tier 3 Intensive Intervention For a Few Students</p>
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<p>Characteristics:</p> <ul style="list-style-type: none"> -curriculum is delivered using high quality, evidence-based instruction (i.e., clearly defined learning goals, success criteria, descriptive feedback, etc.) -instruction is provided by the regular/classroom teacher in the regular class -the principles of Culturally Sustaining Pedagogy, Universal Design For Learning and Differentiated Instruction are implemented -monitors for students who may be experiencing difficulty obtaining grade level skills or concepts 	<p>Characteristics:</p> <ul style="list-style-type: none"> -uses assessment information to create scaffolded/systematic instruction targeting skills -students receive Tier 1 level of supports in addition to Tier 2 supports - additional time is focused on an area of need (up to 30 min several days/week) -students are clustered into small groups by area of need -instruction is provided by the regular/classroom teacher in the regular class -duration of the intervention is established (max. 10 weeks) -progress is closely monitored for efficacy -instruction is adjusted based on assessment data 	<p>Characteristics:</p> <ul style="list-style-type: none"> -similar to Tier 2 with a few noted differences -students receive Tier 1 level of supports in addition to <i>Tier 3 supports - additional time is focused on an area of need (up to 45 min/day)</i> -students may work in groups up to 3 -instruction is provided by the regular/classroom teacher in the regular class <i>in conjunction with other educators</i> -possible need for additional information from Professional Student Services Personnel (PSSP) staff -possible Behaviour Intervention Plans (PBIPs) and/or Safety Plans as required -possible need for multi-disciplinary team supports to support students who are experiencing challenges associated with complex social/emotional, behavioural and/or learning needs
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Professional Student Services Personnel (PSSP) Interventions

Speech Language Pathologists can be involved with early identification and intervention in the following ways:

- reviewing the Communication Questionnaire within the Kindergarten registration package, contacting families who have indicated concerns, and sharing with each school a list of possible SLP-based needs for the upcoming year 1 class;
- participation at various Kindergarten entry events at schools and broader webinars for parents;
- providing professional learning for educators;
- reviewing and recording external SIS summaries of reports from ErinoakKids' Preschool Speech and Language Services, with parents' permission;
- collaboration with external agencies serving preschoolers or elementary school-aged children with specific SLP needs;
- providing assessment and intervention recommendations for students with significant needs with oral language, literacy or communication development. Referrals are generated and feedback is monitored through the SRP;
- aiding in the development of the I.E.P. and assessments to identify Special Education vs language acquisition needs.

Psychoeducational Consultants can support with early identification and intervention in the following ways:

- review, summarize, and interpret medical and other psychological reports shared by students and/or families. Consult with the school team around what findings mean for the school setting and provide recommendations, with parental consent;
- provide assessment and intervention recommendations for students with significant needs in the areas of language, literacy, academic achievement, and social-emotional wellbeing, with parental consent;
- support in the development of student IEPs and learning goals;
- support with transition planning for students who are new to PDSB who already have identified learning and/or social-emotional needs within their current school placements;
- provide professional learning for educators and school teams on academic and social-emotional child development topics. Provide learning and consultation regarding the individual and contextual factors that impact academic and mental health outcomes for students;
- provide presentations to parents/guardians and/or participate in PDSB hosted parent events that allow parents/guardians to liaise more closely with psychology staff;
- review research and consult around the programs and tools that would be most effective for early academic and social-emotional identification and intervention;

- consult around early academic and social-emotional intervention resources at Tier 1.

School Social Workers - While school social workers have a role in early identification and intervention for student mental health and wellbeing, these mental health professionals work mostly at the Tier 2 and Tier 3 levels. Other supports within the school such as classroom teachers, guidance, contact, Child and Youth Care Practitioners and Mental Health Resource Clinicians support Tier 1 needs. Mental Health Resource Clinicians support identification and intervention at all three tiers including professional learning on trauma-informed classrooms, stress management and promoting mental health and wellbeing.

At the Tier 2 and 3 levels school social workers support:

- attendance
- personal support and needs
- family support and needs
- mental health
- crisis

Please see the Peel District School Board's Mental Health Strategy for early intervention strategies for student wellbeing including suicide prevention, suicide intervention and life promotion.

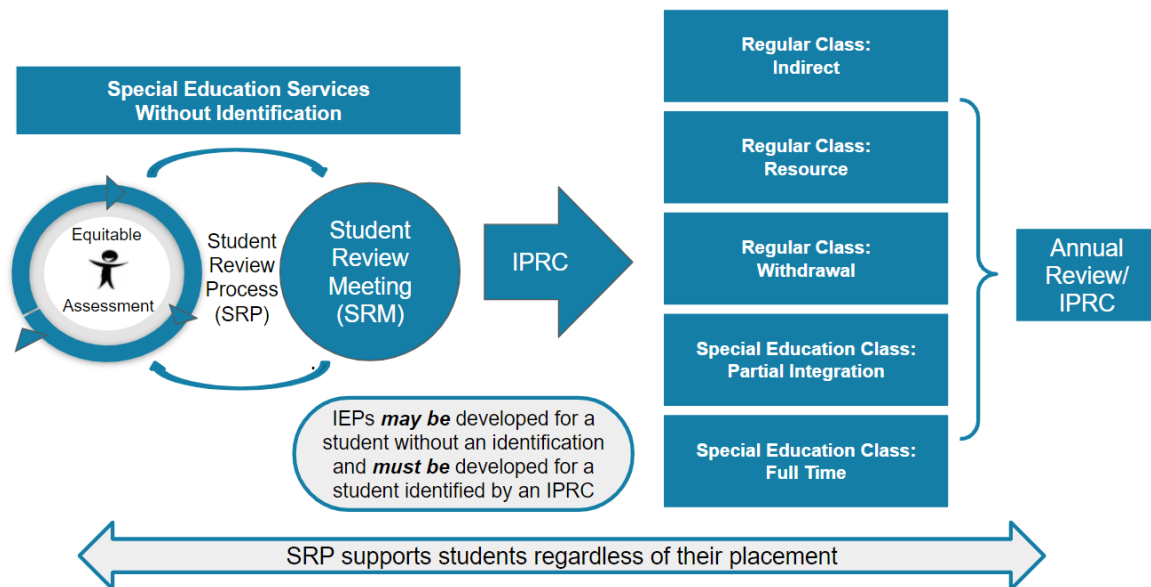
Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

Students with Special Education needs are entitled to a program that provides them with the opportunity to be fully engaged in all aspects of education. The Ontario Human Rights Code guarantees the right to equal treatment in education. This means that students with disabilities and/or special education needs are entitled to a special education program.

A special education program is defined in the *Education Act* as “an education program that:

- Is based on and modified by the results of continuous assessment and evaluation, and
- Includes an individual education plan (IEP) which has specific objectives (except when the IEP has accommodations only) and an outline of special education services that meet a student’s needs.”

FROM ASSESSMENT TO IDENTIFICATION PLACEMENT REVIEW COMMITTEE



The Education Act also directs school Boards to have a formal process for identifying students with disabilities and/or special education needs as exceptional pupils. An exceptional pupil is “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” (Education Act, 1990) The process for identifying a student as exceptional is carried out by an Identification Placement and Review Committee (IPRC).

Identification Placement and Review Committees follow a formal process, governed by provincial law ([Ontario Regulation 181/98](#)), to protect the rights of children and their parents. This regulation requires school boards to set up IPRCs and outlines the related rights and options of children and their parents/guardians. IPRC meetings may be requested by either a parent/guardian or a principal. Parent/Guardian input is valued and essential to making the best possible decisions for the student's education. Parents/guardians are invited to attend and participate in discussions related to their child at IPRC meetings.

A Parent's Guide to the IPRC

The Peel District School Board has published A Parent's Guide To The IPRC to support and inform parents as they prepare for their child's IPRC.

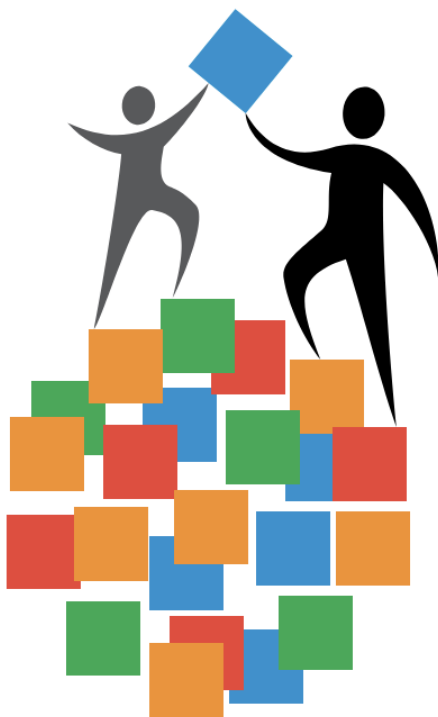
This guide explains how school staff and IPRC members prepare for the meetings and how they identify children who need special education programs. It also outlines parent(s) or guardian(s)' rights (and those of the student if over 16 years of age) and describes how they are entitled to be involved in making good educational choices for their child. The guide is part of the Peel District School Board special education plan.

This brochure reflects the changes required by Ontario regulation 181/98. It has been produced by Special Education Programs and Services and Communications departments, in cooperation with SEAC.

This brochure is also available in multiple languages:

- [Arabic](#)
- [Bengali](#)
- [Simplified Chinese](#)
- [English](#)
- [Gujarati](#)
- [Hindi](#)
- [Punjabi](#)
- [Singhalese](#)
- [Spanish](#)
- [Tamil](#)
- [Turkish](#)
- [Urdu](#)
- [Vietnamese](#)

A parent's guide to **IPRC**



**Identification, Placement
and Review Committees in the
Peel District School Board**

What is the role of the IPRC?

The Peel District School Board is committed to student success and recognizes that students develop and learn at different rates and that the regular classroom program may not meet the needs of some children. The PDSB supports students through a wide range of special education programs and services designed to provide the best possible learning opportunities for them.

IPRCs are an important part of this process. IPRCs do three main things:

- Identify the area(s) of the student's exceptionality or exceptionalities, according to the categories and definitions of exceptionality provided by the Ministry of Education
- Decide on an appropriate placement for the student
- Review the identification and placement at least once in each school year

Who refers a student to an IPRC?

The school principal may refer a student to an IPRC and will notify the parents in writing. Based on the parent's own concerns about your child's needs, you may also request that the principal make the referral on your behalf. Your request must be in writing.

The principal is required to give parents/guardians a written acknowledgement of their request, and to provide a copy of "A Parent's Guide to IPRC" within 15 school days. At least 10 school days before the IPRC, they will receive an invitation letter from the school with the date and location of the IPRC. IPRCs may be held at the child's school or at another Board location.

What information will be given to IPRC members?

Before the IPRC, school and Board staff will gather information about the child's learning through the student review process. This information may include:

- classroom and special education resource teachers' assessments and evaluations of your child's needs and academic achievement;
- related health information;
- results of any formal assessments, including those by a psycho-educational consultant, a speech-language pathologist, and/or an occupational therapist.

Information is gathered to form a portrait of the learner and will be given to IPRC members before the meeting. Parents/guardians will also be given a copy of this information.

Parents/guardians are also encouraged to participate in the development of their child's learning portrait to support a holistic picture of their child. This will be created through the student review process and shared with the IPRC.

Who is on the IPRC Committee?

The IPRC meeting invitation letter will list the members of the IPRC and their titles. An IPRC will have at least three PDSB staff members; one of whom must be a principal/supervisory officer of the Board.

Sometimes another staff member – such as a psychology staff member or a speech-language pathologist – acts as a resource to the committee. This person may make a presentation about the learner or just be available to answer questions.

What is my role as a parent in the IPRC?

Parents/guardians are an essential part of the IPRC and an equal participant in the discussion that will lead to making a decision for their child. We encourage parents/guardians to become as involved and informed as possible.

It is important that you attend the IPRC. If you cannot attend the IPRC on the scheduled date, please contact the principal of your child's school to make alternate arrangements.

Parents/guardians may find it helpful to bring someone to the IPRC to advocate for their child. This may be a friend, a relative or a member of a parent association. As a courtesy, advise the principal of the name of your advocate in advance.

If an interpreter is required, ask the student's principal to arrange for one for the IPRC meeting. Services are also available for parents with vision or hearing impairments, and arrangements will be made to accommodate other accessibility concerns.

Is my child invited to attend the IPRC?

Students who are 16 years or older may attend the IPRC meeting and have an advocate of their choice. Given the sensitive nature of some of the information presented, parents/guardians may want to talk in advance with their child and school principal about how they might be involved in the meeting.

How can I prepare for the IPRC?

Parents/guardians may want to access additional information before the IPRC takes place. For example:

Become familiar with the [Categories and Definitions of Exceptionality](#):

The IPRC may identify your child with one of the following:

- Exceptional Behaviour
- Exceptional Communication
- Exceptional Intellectual
- Exceptional Physical
- Exceptional Multiple

Know the placement options

The following placements are available to the IPRC and the school principal can provide more information about possible placements:

- Regular class with indirect support
- Regular class with resource assistance from a qualified special education teacher
- Regular class with withdrawal assistance for less than half of the school day
- Special education class with partial integration for at least half of the day, but is integrated with a regular class for at least one instructional period daily
- Special education class full-time

The Ministry of Education requires that IPRCs first consider placement in a regular class if that placement would meet the child's needs and is consistent with parents/guardians' preferences.

Know the [special education program options](#) the IPRC might consider for their child. After the IPRC, the principal can arrange class visits to give parents/guardians a better picture of the recommendations.

Review the [Parent Guide to the IPRC](#) (also available in multiple languages - see below)

Review the Student Information Profile provided by your child's school.

What happens during the IPRC?

The Chair, who is identified in the letter of invitation, will guide the IPRC meeting and start by welcoming parent(s)/guardian(s) and introducing the members. Parents/guardians will then have the opportunity to introduce themselves and anyone else attending.

The IPRC Chair will outline the purpose of the meeting. The committee will review the child's learning portrait and discuss whether a special education identification and placement is required. Parents/guardians are encouraged to ask questions and join the discussion. Parents/guardians' input is important.

Any information provided in advance will be discussed at the meeting. If the committee decides that an identification is appropriate, it will consider what special education services are required and then discuss placement options.

Provincial legislation and Peel Board policies require that the IPRC must first consider a placement in a regular class with special education support. If the IPRC feels that a regular class placement would not be suitable, the committee will consider another placement (placement options are listed earlier in this guide).

What will the committee decide?

The committee will discuss and review the student's learning portrait and make one of the following decisions:

- The learner is exceptional and a special education placement will be required
- The learner is not exceptional and a special education placement is not required
- The learner is not exceptional and a special education placement is required
- If the IPRC members need more information the decisions will be deferred

The committee has its discussion and makes its decision during the meeting. Parent(s)/guardian(s) do not have to comment on or respond to the decision at that time. If parent(s)/guardian(s) decide that they do not agree with the recommended placement, they can appeal. The appeal process is described later in this guide.

Sometimes, if the committee requires more information on the student's assessment or placement needs, it will defer its decision. Any new information will be shared and the IPRC will then be rescheduled and parent(s)/guardian(s) will be invited to attend again.

Will the IPRC discuss anything else?

Parent(s)/guardian(s) can ask the committee to discuss specific instructional program methods and services that their child needs. If requested by parent(s)/guardian(s), the committee may make recommendations to the placement school about educational programs and services, but it is not required by legislation to do so, as these will be the responsibility of the classroom teacher and principal in the new placement.

How long is the IPRC meeting?

IPRCs vary in length. Typically, the meeting is no longer than 20 minutes.

What happens after the IPRC?

Parent(s)/guardian(s) will receive a letter stating the committee's decisions about their child. The letter will include:

- The categories and definitions of any exceptionalities identified
- The IPRC's description of the student's strengths and needs
- The IPRC's placement decision
- The IPRC's recommendations regarding a special education program and special education services, if any; and
- Reasons for placing the student in a special education class, if that is the IPRC's decision

If the parent(s)/guardian(s) are unable to attend the IPRC, their child's school will contact them soon after the meeting to let them know the committee's decisions. If the parent(s)/guardian(s) have not visited the placement, they may ask the student's principal to arrange a visit before a decision is made.

If the IPRC has identified the learner as exceptional and is recommending a special education placement, the parent/guardian will be asked to sign a form consenting to the recommended placement. If parent(s)/guardian(s) agree with the recommendation, please sign the consent form and return it to the student's school.

Do I have to accept the placement offered?

Parent(s)/guardian(s) do not have to accept the placement. Please discuss concerns with the school principal before making a final decision.

May I ask the IPRC to reconsider its recommendations?

Parent(s)/guardian(s) may ask to meet with the IPRC for a follow-up meeting to reconsider its decisions and recommendations. Parent(s)/guardian(s) must do so in writing within 15 school days of the date the IPRC decision is provided. The purpose of this follow-up meeting is to review the statement of decision by the IPRC in light of parent(s)/guardian(s) concerns – or student's concerns, if he or she is 16 years or older.

The meeting will be held as soon as possible after the request has been received. At this meeting, concerns are discussed. While parent(s)/guardian(s) are present, the committee will decide whether or not to change its decision. After the meeting, parent(s)/guardian(s) will receive a letter stating the decision of the committee.

Parent(s)/guardian(s) who are unsatisfied with the decision may choose to engage in the appeal process as described later in this document.

What arrangements are made for the new school placement?

Transition supports can begin as soon as the consent form is signed and returned to the school.

When can my child attend the new class?

The actual start date of the new placement will take into account transportation arrangements and any natural breaks in the school year calendar.

What if the placement is in another school?

The IPRC will give the new school the information about the student. The new school will be notified when the student will begin attending that school.

How will my child get there?

Transportation may be provided as per the Peel Board guidelines and is typically arranged within two weeks of the program start date. Please refer to Standard 16 in this Special Education Plan for more detailed information.

Annual and other IPRC reviews

Once in a special education placement, how will I know that my child's needs are being met?

Parent(s)/guardian(s) will be involved regularly in their child's progress in a variety of ways, including:

- The process of developing, writing and implementing an individual education plan (IEP) – consultation will begin within 30 school days of your child starting in the placement (see [A Parent's Guide to IEP](#) and Standard 10 in this Special Education Plan for more detailed information)
- Reviewing report cards sent home from the school
- Parent/teacher meetings, either at your specific request or at the regularly scheduled intervals for each school, when the report card and IEP progress will be discussed
- Discussions with educational staff during the student review process

Will there be any other follow-up IPRCs?

Parent(s)/guardian(s) may request a review of IPRC after the student has been in the placement for three months.

A student's special education needs must be reviewed at least once a year by the school, and parent(s)/guardian(s) will be consulted at that time. If parent(s)/guardian(s) are in agreement that their child will continue in their current placement for the next school year, a formal annual review IPRC may not occur. The annual review IPRC will be held if a change of placement or location for a student is proposed or upon parent(s)/guardian(s) request. Parent(s)/guardian(s) participation is valued as an important part of this process.

Appeals

What if I disagree with the committee's decisions?

If parent(s)/guardian(s) remain dissatisfied with the identification or the placement decision of the IPRC, they may file an appeal with a special education appeal board (SEAB).

Parent(s)/guardian(s) must send a notice of appeal:

- In writing

- Within 30 school days of receiving the IPRC's statement of decision (or within 15 days of receiving the IPRC's statement of decision arising out of a follow-up meeting with the IPRC)
- Addressed to the director of education of the PDSB
- Stating that you are appealing the IPRC decision(s) on identification and/or placement
- Stating the reasons you disagree with the committee

Students will remain in the current placement until the appeal is resolved.

Who are the members of the appeal board?

Within fifteen days of the school board's receiving the notice of appeal:

- The school board selects one person to be a member of appeal board; and
- One member is selected by parent(s)/guardian(s). (Parent(s)/guardian(s) may want to consult a local association for their child's exceptionality)

Within fifteen days of the selections of the parent and school board representatives, these two appeal board members will select a Chair.

No appeal board member should have had any prior involvement with the matter under appeal.

The procedures and administrative processes for an appeal are set out by the Ministry of Education in Regulation 181.

What does the appeal board do?

The Chair of the appeal board will arrange a meeting of the appeal board within 30 school days of being selected as the Chair. At this meeting, the appeal board will review the IPRC proceedings, including the statement of decision and all reports, assessments and other documents considered by the IPRC. It will also hear statements and rationale for the IPRC decision from the Peel Board and is required to hear from you as the parent.

Parent(s)/guardian(s) and the student if 16 and over, will be invited to the appeal board hearing to participate in its processes.

What decisions does an appeal board make?

Within three (3) school days of the appeal board hearing, the appeal board will come to one of the following decisions:

- Agree with the IPRC and recommend that its decisions be implemented
- Disagree with the IPRC and make a recommendation to the Peel Board about the student's identification or placement

Will I receive a written decision?

The appeal board will send parent(s)/guardian(s) a written statement of its decision, its recommendations, and the reasons for those.

How are the appeal board's recommendations implemented?

The appeal board will send the written statement of its recommendations to the Director of Education for the PDSB. Within 30 school days of receiving this statement, the PDSB must consider the recommendations of the appeal board, decide what action to take and send a letter with details of this plan to the parent/guardian.

This letter will also include information about what parent(s)/guardian(s) can do if they are still dissatisfied with the plan, including information about the [Special Education Tribunal](#), which is the next level of appeal. The procedures and administrative processes of the Special Education Tribunal are set out by the Ministry of Education in its Special Education Information Handbook.

IPRC meeting data 2023-2024

This information is added when the school year ends.

Total Number of IPRC meetings September 2023-June 2024*	
IPRC Referrals	
IPRC Reviews	
IPRC Appeals	

*This data reflects the total for elementary and secondary students

Learn more about special education programs

Special education programs in the Peel Board range from support programs for students in regular classroom settings to full-time special education classes. Integration opportunities can be considered in all placements. Find out more information about special education, including a special education fact sheet, from

- The student’s school
- The PDSB Special Education Program Services department at 905-890-1010, ext. 2345
- The PDSB [website](#)
- Associations on the Special Education Advisory Committee of the Peel Board

Important Notes

- Peel District School Board can provide braille or large print for communications about the student’s special education needs.
- An interpreter can be made available, to support discussions with the classroom teacher or other school staff concerning special education matters.

Questions?

Call 905-890-1099 ext. 2345

Special Education Advisory Committee

School boards are required to establish a Special Education Advisory Committee (SEAC) which includes representatives from local parent associations and trustees. [Learn more about the SEAC.](#)

As of June 30, 2024

Number of IPRC Initial Referrals	
Number of IPRC Reviews	
Number of Appeals	0

Standard 6: Educational and Other Assessments

Assessment Practices

Peel District School Board conducts various educational assessments, both formal and informal, designed to measure students' progress, identify specific learning needs, and to inform the effectiveness of teaching methods. Assessments are used to inform strategic decisions regarding educational planning, resource allocation, and professional development of staff.

Classroom Assessments

Classroom teachers support the achievement of all students placed within their care. In order to ensure that the student's needs are being met, classroom teachers engage in assessment practices which require them to gather information from a variety of sources in order to accurately assess how the student is achieving with respect to the curriculum and their learning goals. Assessment is at the center of student programming and occurs at the intersection of the student, the classroom, the family and the curriculum. Classroom-based assessments, including some required grade-level screenings, are carried out by classroom teachers and/or Special Education teachers and require no additional qualifications to the ones listed for this role in Standard 13.

Professional Assessments

Referrals for professional assessments are generated from the Student Review Process. Before conducting assessments involving personnel other than the classroom or special education teacher, discussions will be held with parents/guardians as part of the Student Review Process. Informed consent is sought, and signed consent from parents/guardians is required for these assessments to proceed.

Informed Consent

Following the school's receipt of consent from the parent, guardian or student (18 or older) to refer to professional services, each regulated health professional - Social Worker, Psychoeducational Consultant, Speech Language Pathologist, Occupational Therapist, Behaviour Analyst - must complete an informed consent process in accordance with their regulatory College as their entry point into initiating any service with a referred student. Each profession must ensure that the parent, guardian or student understands and agrees to the plans for service including any benefits, risks, confidentiality measures, documentation and record retention. Opportunity must be provided for the parents, guardian or student to ask questions and seek clarification of services being offered before deciding whether or not to consent to the initiation of any professional services. Consent can be revoked at any time.

Psychoeducational and Speech Language Pathology assessment results are communicated to families upon completion of services. This feedback can occur in a variety of ways (in person or virtual meeting, mail, email, phone) depending on the needs and preferences of each family.

Privacy and Sharing of Information

All professional services must abide by the legislation regarding how information may be shared. Before sharing student information with outside agencies or partners, the parent, guardian or student must provide informed, written consent.

PDSB processes regarding privacy and sharing of information abide with the following:

- The Education Act (1990, and all current amendments);
- Personal Information Protection and Electronic Documents Act (PIPEDA, 2004)
- Personal Health Information Protection Act, 2004 (PHIPA, 2004)

The Board's Privacy Officer consults on policies and procedures to protect private and confidential information. Registered professionals such as the Board's Professional Student Services Personnel (PSSP) also have standards and expectations through their Colleges, for the collection and retention of personal health information and private and confidential record keeping.

All protected information is double-locked, or electronically password protected on encrypted devices. Reports are shared via SecureDocs or handed directly to parents/guardians.

Wait Times

In general, the wait times between referral and assessment vary depending on discussions between the school team and the regulated health professional.

An Important Note About the Difference Between Identification vs. Diagnosis

Although diagnosis and identification are related terms, they have different meanings within educational settings.

Diagnosis as per the regulated Health Professions Act (RHPA, 1991) means "identifying a disease or disorder as the cause of symptoms of an individual in circumstances in which it is reasonably foreseeable that the individual will rely on the diagnosis." Only a member of a regulated health profession, or their supervisee, can make a diagnosis.

Identification is defined by the Education Act and states that a student has special education needs and is an Exceptional Pupil (under one or more of the Ministry Categories). This is a decision made

within the school board by a committee called the Identification, Review, and Placement Committee (IPRC). A student's diagnosis is just one piece of information that the IPRC committee will consider when making their decision. For more information on the Ministry Categories and Exceptionalities, see Standard 8.

Speech Language Pathology

Speech Language Pathologists have a Master's degree and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (reg. CASLPO) and are subject to the Professional Standards of the College (and other PDSB administrative procedures).

Speech Language Pathologists use a combination of informal or dynamic and standardized assessment measures depending on the student portrait. Informal or dynamic assessments can include classroom observations, communication attempts (using non-verbal and/or verbal means) and types (e.g., initiation, response, negation etc.), oral language samples, reading records, written language samples, responses to questions involving specific vocabulary and/or grammatical structures and diagnostic therapy activities.

Formal, standardized assessments may also be used to gather additional information. Each standardized and/or formal assessment used must be vetted for appropriate use based on the child's identity (many tests are normed for only specific populations; in this case, the test must be used cautiously with comments made on any reporting of results). Standardized tests can be used to determine non-verbal communication skills, oral language abilities, and literacy skills (phonological awareness, phonics, decoding, reading comprehension, spelling, written expression).

Assessment results are analyzed by the Speech and Language Pathologist conducting the assessment activities. Results, impressions and recommendations for next steps are shared with the school team and family through verbal and written means appropriate to each individual student and family needs.

Psychology

Psychoeducational Consultants may hold a Bachelors as well as a Masters, and/or Doctoral level degree in psychology or another closely related field. They are either members, or supervised by members, of the College of Psychologists of Ontario (CPO) and are subject to the Professional Standards of the College and other PDSB administrative policies and procedures.

Psychoeducational Consultants assist schools, students and parents/guardians using a multimodal and multi-informant assessment process that includes the use of specialized tests and procedures to assess a student's academic, intellectual, and behavioral or social-emotional functioning. Importantly, these specialized tests and procedures are just one part of the assessment and not the entirety of the assessment. The Psychoeducational Consultant works as a collaborative partner

with school personnel and parents/guardians in the gathering of information, identifying the student's strengths and needs, and making suggestions and recommendations about instructional strategies and interventions.

As per the Education Act (Reg 298), it is the duty of the principal to "inform the student and parent/guardian of the student and obtain written permission prior to the test", when a proposed test of intelligence or personality will be administered. Following this, the Psychoeducational Consultant will obtain informed consent from the parent-guardian or student over the age of 18. Assent to participate in the assessment process will be collected from students under 18 years of age, as it is essential that students are engaged in the assessment process to obtain valid and reliable findings. Once an assessment has been completed, results will be shared with the parents/guardians and, with permission, school staff (e.g. principal, SERT, and classroom teacher). Sharing of such information takes place at meetings structured in accordance with the needs/wishes of the family. For example, an initial sharing may take place with the parents/guardians/student only, then a second session with school personnel involved such as at a SRM. Assessment results are also shared with the student, as appropriate.

A copy of the written assessment report will be given or mailed to the parents/guardians/student and, with parent/guardian permission, will be filed in the student's Ontario Student Record (OSR). A copy of each report is kept in a secure Psychology file, either at the Mississauga or North Field Office or the Central Board Office and is maintained as per the standards of the College of Psychologists of Ontario and current privacy legislations.

Should the results of a psychoeducational assessment involve the communication of a psychological diagnosis (such as intellectual disability, learning disability etc.); the diagnosis will be communicated by a member of the College of Psychologists as per the Regulated Health Professions Act. This Act states that only regulated professionals within the psychological and medical communities can communicate certain diagnoses legally in Ontario.

Social Work

The Social Work department consists of B.S.W. or M.S.W. level staff, all of whom are registered social workers with the College of Social Work and Social Service Workers and are registered mental health professionals. In determining support, a Social Worker gathers information from the school, parents/caregivers, the student, community supports and at times through the use of standardized screeners to understand what may have predisposed the student to the concern that is impacting their success at school, what factors have precipitated the concern, if any factors perpetuate the concern and what elements of the student and their environments are protective. When taken together, this information points to a clinical understanding of the students' needs and a goal to help address that need.

Behaviour Analysts

Behaviour Analysts in the Peel School Board hold a Master's degree and training in Applied Behaviour Analysis. As regulated professionals, there are standards that Behaviour Analysts must adhere to in regard to consent and assessment.

Once both written and informed consent have been obtained, the assessment phase of service can begin. Behaviour Analysts have a duty to ensure to the best of their ability that any medical or biological needs that may influence the referred behaviour(s) are addressed. Behaviour Analysts must select and design assessments that are conceptually consistent with behavioural principles, that are based on scientific evidence, and that best meet the diverse needs, context, and resources of the school setting. The Behaviour Analyst completes a Functional Behavioural Assessment (FBA) to identify challenging behaviours, environmental events surrounding those behaviours, and hypothesized function of behaviours that may interfere with the student's learning. The FBA may consist of either indirect assessment (e.g. interviews, file review, rating scales, etc.) and/or direct assessment (i.e. direct observation of the student in the school setting, data collection by the Behaviour Analyst or school team, preference assessments). When conducting assessments, the Behaviour Analyst will consider the perspectives of multiple individuals supporting the student such as support staff, classroom teachers, admin, paraprofessionals, external support agencies, family, etc. The assessment procedures and results are summarized in writing to support and inform the next phase, which is the intervention or strategies plan for the student.

Occupational Therapists

Occupational Therapists in the Peel District School Board have achieved a Master's degree and are members of the College of Occupational Therapists of Ontario (COTO). Occupational Therapists are subject to the Professional Standards of the College and other PDSB administrative policies and procedures. Occupational Therapists review the dynamic interaction between the student's skills, strengths and needs in relation to the activities or expected tasks within the environment. Occupational therapists look at the physiological stressors and try to understand from the lens of neurodiversity, focusing on developmental, physical, cognitive, motor learning, sensory health, mental health and regulation skills. Occupational therapists support educational staff on understanding how student needs impact daily functioning within the educational setting.

Referrals are received through the Coordinating Principal of Special Programs through the Student Review Process. A complete assessment may include formal standardized tests and procedures as well as evidence-based informal assessment practices (dynamic performance analysis).

Occupational therapy consultation, may include but not limited to:

- review of the student's OSR and/or any relevant assessment reports;

- observation of the student at various times throughout the day and at various locations in the school completing various tasks;
- interview with parents/guardians/caregivers;
- interview with school personnel;
- contacting community agencies;
- areas of evaluation include fine motor skills, gross motor skills, regulation, sensory processing, executive functioning, communication/social skills, mobility, visual motor and perceptual skills, play skills, activities of daily living, and community living skills;
- analysis of the student's physical, social, sensory and cultural environment, skills, strengths, interests and participation in occupation(s);
- use of standardized assessments;
- task analysis and recommendations to support adaptations/modification of the task to promote safety and access;
- recommendations to promote safety and independence of daily living skills such as feeding, toileting, dressing and personal care, where applicable;
- recommendations for equipment needs;
- consult and collaborate with educational staff and other healthcare professionals around student goals, program recommendations, strategies, equipment/material recommendations, modifications to educational spaces, use of alternative learning environments, safety/equipment training, and development of processes/protocols/guidelines.

Outcomes of the occupational therapy service may include:

- a summary note may be provided detailing observations and recommendations;
- discussion/meeting regarding individualized strategies and recommendations with the school board staff;
- teaching and learning strategies demonstrated to the teaching team;
- professional Learning or workshop delivery to the teaching team;
- sharing of learning materials/resources;
- creation of SEA Equipment Claims to support access to curriculum.

Once the assessment has been completed, the results are shared with parents/guardians/student. With student/parent consent, a copy of information is filed in the student's Ontario Student Record (OSR) and maintained in accordance with regulations and provisions of the professional college and Regulated Health Professions Act.

Standard 7: Specialized Health Support Services in School Settings

In accordance with Ministry of Education Policy/Program Memorandum Number 81 (PPM 81) and the Special Education Support Services 9 (SESS 9) the Peel District School Board and the Home and Community Care Support Services (HCCSS) of the Ministry of Health along with the Children's Treatment Centre (CTC) of the Ministry of Children, Community and Social Services (MCCSS) share responsibility for ensuring students have access to School Health Support Services (SHSS) and School-Based Rehabilitation Services (SBRS), respectively.

The CTC through MCCSS is ErinoakKids providing School-Based Rehabilitation Services (EOK SBRS) for Occupational Therapy, Physiotherapy, and Speech Therapy services for students with rehabilitation/habilitation needs to allow students to attend school, participate in school routines and receive instruction. The program provides in-school rehabilitation services to enable the student's attendance and participation in publicly funded educational settings throughout the school year, including Education and Community Partnership Programs. Referrals to EOK SBRS are made using the online SBRS Referral Form that outlines criteria and identifies areas of priority. SBRS SLP Referrals must be completed by the Board SLP.

The Board SLP department provides assessment and consultative services to students presenting with mild articulation needs as well as communication and language needs. Schools seek referrals for Board SLPs through the Student Review Process (SRP) and all SLP referrals are closed at the end of each school year. Students may be referred for additional Board SLP support in future school years through the SRP.

The Board Occupational Therapists (OTs) provide assessment and consultative services for students with complex needs who are experiencing challenges accessing their curriculum and participating fully within the school context. Students who have regulation and sensory needs significantly impacting daily routine and access to programming can be referred through the SRP. Referrals may carry over to support transitions to new schools or programs.

Central West HCCSS and Mississauga/Halton HCCSS (formerly known as LHIN and CCAC) provide School Health Support Services (SHSS) through the Ministry of Health for nursing and dietetics. This program provides assessment and/or intervention as well as teaching to school staff and/or the student. A referral is completed by the school team and faxed to the respective HCCSS.

The chart below outlines the parties responsible based on each support service, as outlined by the Ministry of Education Policy/Program Memorandum Number 81 (PPM 81)

Support Service	Administered By	Training, Direction And Consultation
1.MEDICATION		
a. Oral	Student, Parent or School Staff	Attending Physician or Community Health Nursing
b. By injection		
Subcutaneous (emergency , e.g. epi-pen)	Student, Parent or School Staff	Attending Physician or Community Health Nursing, School Board
Intramuscular	Nurse or Designated Health Professional	HCCSS Service Provider
Intravenous	Nurse or Designated Health Professional	HCCSS Service Provider
c. Rectal		
Suppository	Student, School Staff	HCCSS Service Provider
Injectable	Nurse or Designated Health Professional	HCCSS Service Provider
d. By Ears, Nose or Eyes		
Inhalations		
- puffers	Student, School Staff	HCCSS Service Provider
- compressors	Student, School Staff	HCCSS Service Provider
e. By Skin		
Medicated ointment	Student, School Staff	Parent
f. By G-Tube or Nasal GastricTube	Nurse or Designated Health Provider	HCCSS Service Provider
g. Oxygen		
PRN	Nurse or Designated Health Provider	HCCSS Service Provider
Continuous	School Staff	HCCSS Service Provider
h. Wound Care		
Dry, clean	School Staff	Parent, HCCSS Service Provider

Sterile	Nurse or Designated Health Provider	HCCSS Service Provider
2. SUCTIONING		
Shallow (oral and nasal)	School Staff	HCCSS Service Provider
Deep (throat, tracheo, bronchial)	Nurse, Physiotherapist or Designated Health Provider	HCCSS Service Provider
3. TOILETING		
Clean catheterization	Student, School Staff	HCCSS Service Provider
Sterile catheterization	Nurse or Designated Health Provider	HCCSS Service Provider
Catheter irrigation	Nurse or Designated Health Provider	HCCSS Service Provider
Manual expression of bladder/stoma	Nurse or Designated Health Provider	HCCSS Service Provider
Use of toilet	Student, School Staff	School Board or Parent
4. FEEDING		
By mouth	Student, School Staff	Parent, HCCSS Service Provider
By G-tube	Nurse or Designated Health Provider	HCCSS Service Provider
Hydration by G-tube Water bolus only	School Staff	HCCSS Service Provider
5. THERAPIES		
a. Physiotherapy /Occupational Therapy		
Consultation	Physiotherapist, Occupational Therapist	School Board and CTC Service Provider
Chest therapy	Physiotherapist, Nurse or Designated Health Provider	CTC Service Provider
Sensory motor integration	Occupational Therapist	School Board and CTC Service Provider
General maintenance exercises	School Staff	School Board and CTC Service Provider
Lifting and positioning	School Staff	School Board and CTC Service Provider

Assistance with mobility	School Staff	School Board and CTC Service Provider
Accessibility and environmental assessment	Physiotherapist, Occupational Therapist	School Board and CTC Service Provider
Specialized equipment or prescriptions	Physiotherapist, Occupational Therapist	School Board and CTC Service Provider
b. Speech Language Pathology		
Augmentative Devices	Speech Language Pathologist	ErinoakKids ADRS, School Board/Vendor
Mild fluency, voice, Moderate to severe disorders in fluency articulation, phonology voice and resonance	Speech Language Pathologist	CTC Service Provider
Mild disorders articulation	Speech Language Pathologist	School Board
Language disorders	Speech Language Pathologist	School Board
c. Dietetics		
Dietetics Counseling (based on a medical diagnosis)	Dietician	HCCSS Service Provider
6. TECHNOLOGICAL MONITORING		
Glucometer	Student, Nurse or Designated Health Provider	HCCSS Service Provider
Flow Meter	Student, Nurse, Physiotherapist or Designated Health Provider	HCCSS Service Provider
7. ALL SERVICES IN CHILDREN'S RESIDENTIAL CARE/SECTION 23 CLASSROOMS	School Staff Teaching Assistants, Health Professionals	Ministry of Community and Social Services

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Speech & Language Therapy	PDSB SLP	Referral through SRP	PDSB SLP	PDSB SLP	PDSB Process through School Principal
	CTC SLP (SBRS)	Criteria outlined by CTC; PDSB SLP creates Referral	CTC access team	CTC assessment	CTC Process
Occupational Therapy	PDSB OT	Referral through SRP	PDSB OT	PDSB OT	PDSB Process through School Principal
	CTC OT (SBRS)	Criteria outlined by CTC	CTC access team	CTC assessment	CTC Process
Physiotherapy	Children's Treatment Centre (CTC) SBRS	Criteria outlined by CTC	CTC access team	CTC assessment	CTC Proces
Nursing	Home and Community Care Support Services (SHSS)	Chart above and HCCSS intake	HCCSS Care Coordinator	HCCSS Care Coordinator	HCCSS Process

Dietetics	Home and Community Care Support Services (SHSS)	Chart above and HCCSS intake	HCCSS Care Coordinator	HCCSS Care Coordinator	HCCSS Process
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Standard 8: Categories and Definitions of Exceptionalities

The Education Act defines exceptionalities under 5 broad categories, some of which have been further subdivided. The Act provides the definition for each of these individual exceptionalities. The Identification Placement and Review Committee will determine whether the student is to be identified as exceptional under these categories.

Below is a table providing the Ministry definition for each exceptionality.

Behavioural	
Behavioral	<p>A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none"> a. an inability to build or to maintain interpersonal relationships; b. excessive fears or anxieties; c. a tendency to compulsive reaction; d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communication	
Autism	<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> a. disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; b. lack of the representational symbolic behaviour that precedes language.
Deaf & Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.</p>
Language Impairment	<p>A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> a. involve one or more of the form, content, and function of language in communication; and b. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

Learning Disability	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> ◇ affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; ◇ results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; ◇ results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; ◇ may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); ◇ may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; ◇ is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.
Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves

	perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
Intellectual	
Developmental Disability	A severe learning disorder characterized by: <ul style="list-style-type: none"> a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b. an ability to profit from a special education program that is designed to accommodate slow intellectual development; c. a limited potential for academic learning, independent social adjustment, and economic self-support.
Gifted	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
Mild Intellectual Disability	A learning disorder characterized by: <ul style="list-style-type: none"> a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; b. an inability to profit educationally within a regular class because of slow intellectual development; c. a potential for academic learning, independent social adjustment, and economic self-support.
Physical	
Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely
Physical	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.
Multiple	
Multiple	A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

More information on each subcategory of exceptionality is provided in the following tables.

BEHAVIOUR

MINISTRY OF EDUCATION DEFINITION

A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) *significant difficulty to build or to maintain interpersonal relationships;*
- b) *excessive fears or anxieties;*
- c) *a tendency to compulsive reaction;*
- d) *an inability to learn that cannot be traced to intellectual, sensory, or health factors, or any combination thereof*

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> ● ABC data ● frequency data ● scatterplot data ● anecdotal notes ● evidence of strengths ● Student Portrait Maps ● assessment of learning ● learning preferences (e.g., how does the child prefer to learn) ● instructional strategies (e.g., concrete examples, learning tools, and how information is presented) ● self-regulation and executive functioning strategies 	<ul style="list-style-type: none"> ● assessments relating to: <ul style="list-style-type: none"> ● academic achievement ● development ● adaptive behaviour ● social interaction 	<ul style="list-style-type: none"> ● medical documentation ● psycho-educational assessment ● speech and language assessment ● adaptive skills 	<ul style="list-style-type: none"> ● parents/guardians are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC. This may include reports, media documentation, anecdotes, etc. ● community advocates may attend with families

Elementary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Resource Assistance
In-School Support Program

Secondary Placement Options

Regular Class – Indirect Support
Learning Support Level 2

Regular Class – Withdrawal Assistance
Learning Support Level 1

COMMUNICATION: Autism

MINISTRY OF EDUCATION DEFINITION

A severe learning disorder that is characterized by:

- a) “disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- b) lack of the representational symbolic behaviour that precedes language”.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> ● work samples ● classroom evidence of learning and progress ● observational data (i.e., ABC charts, scatter plot data, etc.) 	Assessments relating to: <ul style="list-style-type: none"> ● adaptive behaviour ● social interaction ● academic achievement 	<ul style="list-style-type: none"> ● medical documentation ● psycho-educational assessment ● occupational therapy assessment ● speech and language assessment ● adaptive skills 	<ul style="list-style-type: none"> ● parent(s)/guardian(s) are provided an opportunity to share relevant information about their child’s needs prior to and/or at the IPRC ● this may include reports, documentation, anecdotes, etc.

In accordance with Policy, Program Memorandum 140 (PPM 140) *Incorporating Methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorder (ASD)* students will receive Applied Behaviour Analysis where necessary for the achievement of skills regardless of their placement.

Elementary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class - Indirect Support <i>Itinerant Service</i>	Special Education Class - Full Time <i>Primary Transition Program</i> (Grade 2 - Grade 3)
Special Education Class - Full Time <i>Primary/Junior Autism Spectrum Disorder Class</i> (Grade 3 – Grade 5)	Special Education Class - Full Time <i>Primary/Junior Developmental Disability and Autism</i> (Grade 3 – Grade 5)
Special Education Class - Full Time <i>Intermediate Developmental Disability and Autism</i> (Grade 6 – Grade 8)	Special Education Class - Full Time <i>Intermediate Autism Spectrum Disorder Class</i> (Grade 6 – Grade 8)

Special Education Class - Full Time Intermediate Autism Spectrum Disorder Resource Class (Grade 6 – Grade 8)	
Regular Class - Indirect Support Itinerant Service	Regular Class – Indirect Support Learning Support Level 2
Regular Class – Withdrawal Assistance Learning Support Level 1	Regular Class - Withdrawal Assistance Secondary Autism Spectrum Disorder Resource Program
Special Education Class - Partial Integration Vocational Program Level 2 (Grade 11, Grade 12) (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.)	Special Education Class – Full Time Vocational Program Level 1
Special Education Class - Full Time Secondary Developmental Disability and Autism	Special Education Class - Full Time Secondary Autism Spectrum Disorder Class
Special Education Class - Partial Integration Transition Program	

COMMUNICATION: Deaf and Hard of Hearing (D/HH)

MINISTRY OF EDUCATION DEFINITION

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> work samples that are culturally relevant collection of evidence of academic performance and adaptive skills (e.g., observations, conversations, products) 	<ul style="list-style-type: none"> a variety of tools can be used (staff should be aware that most tools have not been normed on a population that is D/HH) 	<ul style="list-style-type: none"> including specific assessments relating to the results of an audiological assessment evidence of delayed language, adaptive behaviour (conceptual, social, practical), academic achievement 	<ul style="list-style-type: none"> parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC may share documentation from community agencies

Elementary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Indirect Support <i>Itinerant Service</i>	Special Education Class – Full Time <i>Deaf and Hard of Hearing Class</i>
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Secondary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Indirect Support <i>Itinerant Service</i>	Regular Class – Indirect Support <i>Learning Support Level 2</i>
Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>	

COMMUNICATION: Learning Disability

MINISTRY OF EDUCATION DEFINITION

The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills, and that:

- *affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;*
- *results in*
 - (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or*
 - (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;*
- *results in difficulties in the development and use of skills in one or more of the following areas:*
 - *reading, writing, mathematics, and work habits and learning skills;*
- *may typically be associated with difficulties in one or more cognitive processes, such as,*
 - *phonological processing; memory and attention; processing speed; perceptual motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);*
- *may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;*
- *is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction*

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> ● work samples that are culturally relevant ● collection of evidence of academic performance and adaptive skills (e.g., observations, conversations, products) ● most recent report card 	<ul style="list-style-type: none"> ● standardized academic assessment e.g., KTEA ● decoding screener (e.g. Dibels) 	<ul style="list-style-type: none"> ● psycho-educational assessment that indicates average to above average intellectual development with coinciding processing difficulties (e.g., learning disability) 	<ul style="list-style-type: none"> ● parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC ● may share documentation

<ul style="list-style-type: none"> Individual Education Plan 		<ul style="list-style-type: none"> speech and language assessment 	from community agencies
Elementary Placement Options (Click on the placement links below to read about each placement option)			
Regular Class - Resource Assistance <i>In School Support Program</i>		Regular Class - Withdrawal Assistance <i>Primary, Junior, Intermediate Communication Cluster</i>	
Secondary Placement Options (Click on the placement links below to read about each placement option)			
Regular Class – Indirect Support <i>Learning Support Level 2</i>		Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>	
Special Education Class - Partial Integration <i>Intermediate Regional Communication Class</i> (Grades 9 & 10)		Regular Class – Withdrawal Assistance <i>Senior Regional Communication Class</i> (Grades 11 & 12)	
Special Education Class - Partial Integration <i>Vocational Program Level 2</i> (Grade 12) (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.)			

INTELLECTUAL: Developmental Disability

MINISTRY OF EDUCATION DEFINITION

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; and
- c) a limited potential for academic learning, independent social adjustment and economic self-support.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
work samples classroom evidence of learning and progress observational data (i.e., ABC charts, scatter plots, etc.)	<ul style="list-style-type: none"> ● assessments relating to: <ul style="list-style-type: none"> ○ adaptive behaviour, ○ social interaction ○ academic achievement 	<ul style="list-style-type: none"> ● medical documentation of a developmental disability ● psycho-educational (indicating cognitive score below the 0.1 percentile) ● occupational and physical therapy ● speech and language ● adaptive (indicating scores below the 0.1 percentile) 	<ul style="list-style-type: none"> ● parents/guardians are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC this may include reports, documentation, anecdotes, etc.

Placement Options

(Click on the placement links below to read about each placement option)

Regular Class - Indirect Support <i>Itinerant Service</i>	Special Education Class - Full Time <i>Primary/Junior Developmental Disability and Autism</i> (Grade 3 – Grade 5)
Special Education Class - Full Time <i>Intermediate Developmental Disability and Autism</i> (Grade 6 – Grade 8)	Special Education Class - Full Time <i>Intermediate Developmental Disability</i> (Grade 6 – Grade 8)
Special Education Class - Full Time <i>Primary/Junior Developmental Disability and Special Needs</i> (Grade 1 – Grade 5)	Special Education Class - Full Time; <i>Intermediate/Developmental Disability and Special Needs</i> (Grade 6 – Grade 8)

Placement Options

(Click on the placement links below to read about each placement option)

Regular Class - Indirect Support <i>Itinerant Service</i>	Regular Class – Indirect Support <i>Learning Support Level 2</i>
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Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>	Special Education Class – Partial Integration <i>Secondary Developmental Disability Resource</i>
Special Education Class - Full Time <i>Secondary Developmental District Disability</i>	Special Education Class - Full Time <i>Secondary Developmental Disability and Autism</i>
Special Education Class - Full Time <i>Secondary Developmental Disability and Special Needs</i>	

INTELLECTUAL: Gifted

MINISTRY OF EDUCATION DEFINITION

An unusually advanced degree of general intellectual ability that requires:

- differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> • work samples that are culturally relevant • collection of evidence of academic performance, adaptive skills and social emotional well-being (e.g., observations, conversations, products) • most recent report card • Individual Education Plan • teacher survey 	<ul style="list-style-type: none"> • Naglieri General Abilities Test (grade 4 screener) • Canadian Cognitive Ability Test (CCAT 7) 	<ul style="list-style-type: none"> • psycho-educational assessment that measures intellectual ability in the <i>Very High*</i> range or above <p>*<i>Very High</i> - WISC</p>	<ul style="list-style-type: none"> • parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC • may share documentation from community agencies • parent survey

Grade 4 Screening Process

In a student's Grade 4 year, they may complete a Naglieri General Abilities Test (NGAT) as an initial screener for giftedness. Following a review of the NGAT results, the student will be discussed at a Student Review Meeting (SRM).

- At the SRM, the ability test scores will be reviewed to determine whether a student will benefit from more extensive programming. The student may be referred to an Identification Placement and Review Committee for an identification of ***Exceptional Intellectual: Gifted***.

Students in Other Grades

For those students who have completed a psycho-educational assessment and their measure of intellectual ability composite was at two standard deviations above average an Identification Placement Review Committee (IPRC) may identify the student as ***Exceptional Intellectual: Gifted*** and recommend placement as seen in the chart that follows.

After a Student Review Meeting recommends the completion of a CCAT 7 assessment and the results indicate:

- A Composite score at or above the 98th percentile; or,
- Two subtests (e.g., Verbal/Nonverbal, Nonverbal/Quantitative, or Verbal/Quantitative) with scores averaged at or above the 98th percentile,

an IPRC may identify the student as **Exceptional Intellectual: Gifted** and recommend placement as seen in the chart that follows.

Elementary Placement Options (Click on the placement links below to read about each placement option)	
Regular Class – Indirect Support <i>In School Enhanced Learning Program</i>	Special Education Class – Full Time <i>Primary, Junior, Intermediate Enhanced Learning Class</i>
Secondary Placement Options (Click on the placement links below to read about each placement option)	
Regular Class – Indirect Support <i>Learning Support Level 2</i>	Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>
Regular Class – Indirect Support <i>Secondary Enhanced Learning Program</i>	

*Due to the pandemic, some students may have been identified without a psycho-educational assessment as **Exceptional Intellectual: Gifted** during the 2022-2023 academic year using only the CCAT that demonstrated abilities two standard deviations above average.

The implementation of the **Review of the Gifted Identification Process** (2020-2021) is continuing to be phased in. The following process was used to identify some students as Exceptional Intellectual: Gifted.

Naglieri General Abilities Test Pilot Project (2022-2023)

- some students who scored 96th percentile on the Naglieri General Abilities Test would have consideration for an identification by an IPRC

Naglieri General Abilities Test Gifted Screening Implementation (2023-2024)

- Students who score at or above the 98th percentile on the Verbal subtest would have consideration for an identification by an IPRC

INTELLECTUAL: Mild Intellectual Disability

MINISTRY OF EDUCATION DEFINITION

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- an inability to profit educationally within a regular class because of slow intellectual development; and
- a potential for academic learning, independent social adjustment and economic self-support.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> • work samples that are culturally relevant • collection of evidence of academic performance and adaptive skills (e.g., observations, conversations, products) • most recent report card • Individual Education Plan • observational data (i.e., ABC charts, scatter plots, etc.) 	<ul style="list-style-type: none"> • assessments relating to: <ul style="list-style-type: none"> ○ adaptive behaviour, ○ social interaction ○ academic achievement ○ development 	<ul style="list-style-type: none"> • medical • psycho-educational (indicating cognitive scores at or below the 5th percentile or a diagnosis of Mild Intellectual Disability) • adaptive skills (indicating adaptive scores at or below the 5th percentile) • occupational and physical therapy • speech and language 	<ul style="list-style-type: none"> • parents/guardians are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC this may include reports, media documentation, anecdotes, etc. • community advocates may attend with families

Elementary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Resource Assistance <i>In-School Support Program</i> (Grade 1 – Grade 8)	Special Education Class - Full Time <i>Intermediate General Learning Disability Class</i> (Grade 6 – Grade 8) (This class is being phased out and will no longer be a placement option by 2026-2027 academic year. No new placements are being offered to students.)
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Secondary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Indirect Support <i>Learning Support Level 2</i>	Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>
Special Education Class - Partial Integration <i>Vocational Program Level 2</i> (Grade 11, Grade 12) (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.)	Special Education Class – Full Time <i>Vocational Program Level 1</i>
Special Education Class - Partial Integration <i>Transition Program</i>	

COMMUNICATION: Speech Impairment

MINISTRY OF EDUCATION DEFINITION

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> work samples that are culturally relevant collection of evidence of classroom participation, performance and adaptive skills (e.g., observations, conversations, products) Individual Education Plan 	assessments relating to: <ul style="list-style-type: none"> Oral communication social interaction 	Some assessments that can support the identification of Speech Impairment include: <ul style="list-style-type: none"> A speech language pathology assessment indicating significant speech impairment e.g.; motor speech, articulation or fluency disorder, affecting ability to verbally express ideas <ul style="list-style-type: none"> A psycho-educational assessment indicating Speech-Sound Disorder, or Childhood Onset Fluency Disorder 	<ul style="list-style-type: none"> parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC may share documentation from community agencies

Elementary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Resource Assistance <i>In-School Support Program</i>	
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Secondary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>	Regular Class – Indirect Support <i>Learning Support Level 2</i>
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PHYSICAL: Blind and Low Vision

MINISTRY OF EDUCATION DEFINITION

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
<ul style="list-style-type: none"> • student work samples • collection of evidence of academic performance and adaptive skills (e.g., observations, conversations, products) 	<ul style="list-style-type: none"> • a variety of tools can be used (staff should be aware that most tools have not been normed on a population that is Blind/Low Vision) 	<ul style="list-style-type: none"> • medical documentation from an Ophthalmologist of a vision loss • visual acuities of 20/70 or greater in the better eye with correction • Cortical visual impairment or a field vision loss of 20% or less 	<ul style="list-style-type: none"> • parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC • may share documentation from community agencies

Elementary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Indirect Support
Itinerant Service

Secondary Placement Options

(Click on the placement links below to read about each placement option)

Regular Class – Indirect Support
Itinerant Service

Regular Class – Indirect Support
Learning Support Level 2

Regular Class – Withdrawal Assistance
Learning Support Level 1

PHYSICAL: Physical

MINISTRY OF EDUCATION DEFINITION

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age of development level.

Assessment Information and Documentation Presented at an IPRC for Consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
work samples observational data (i.e., ABC charts, scatter plots, etc.) video, media documentation	<ul style="list-style-type: none"> ● assessments relating to: <ul style="list-style-type: none"> ○ adaptive behaviour, ○ social interaction ○ academic achievement ○ development 	<ul style="list-style-type: none"> ● a medical ● occupational and physical therapy ● speech and language ● adaptive skills 	<ul style="list-style-type: none"> ● parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC this may include reports, media documentation, anecdotes, etc.

**Elementary Placement Options
(Click on the placement links below to read about each placement option)**

Regular Class - Indirect Support
Itinerant Service – Special Needs
(Kindergarten – Grade 8)

**Secondary Placement Options
(Click on the placement links below to read about each placement option)**

Regular Class - Indirect Support
Itinerant Service – Special Needs

Regular Class – Indirect Support
Learning Support Level 2

Regular Class – Withdrawal Assistance
Learning Support Level 1

Note: Many students may have more than one exceptionality which may mean that they will receive a placement consistent with the second identification. This may mean that the student will receive the placement option for that identification in conjunction with ***Itinerant Service – Special Needs*** for their physical needs. Example: a student who is identified as Gifted and identified as Physical may be placed in an *Enhanced Learning Class* and receive *Itinerant Service – Special Needs*.

INTELLECTUAL: Multiple**MINISTRY OF EDUCATION DEFINITION**

A combination of learning or other disorders, impairments or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

Assessment information and documentation presented at an IPRC for consideration regarding Identification and Placement

Classroom Evidence	Educational Assessments	Clinical Assessments	Parent/Guardian Input
work samples classroom evidence of learning and progress observational data (i.e., ABC charts, scatter plots, etc.)	<ul style="list-style-type: none"> ● assessments relating to: <ul style="list-style-type: none"> ○ adaptive behaviour, ○ social interaction ○ academic achievement ○ developmental 	<ul style="list-style-type: none"> ● Medical documentation ● psycho-educational (which may indicate cognitive score below the 0.1 percentile) ● adaptive (which may indicate scores below the 0.1 percentile) ● occupational and physical therapy ● speech and language ● medical diagnosis of Fetal Alcohol Spectrum Disorder (FASD) 	<ul style="list-style-type: none"> ● parents are provided an opportunity to share relevant information about their child's needs prior to and/or at the IPRC this may include reports, media documentation, anecdotes, etc. ● may share documents and/or be accompanied by a community advocate

Elementary Placement Options**(Click on the placement links below to read about each placement option)**

Regular Class - Indirect Support <i>Itinerant Service Special Needs</i> (Kindergarten – Grade 8)	Special Education Class - Fully Time <i>Primary/Junior Developmental Disability & Special Needs</i> (Grade 1 – Grade 5)
Special Education Class - Fully Time <i>Intermediate Developmental Disability</i> (Grade 6 – Grade 8)	Special Education Class - Full Time <i>Intermediate Developmental Disability & Special Needs</i> (Grade 6 – Grade 8)

Secondary Placement Options**(Click on the placement links below to read about each placement option)**

Regular Class - Indirect Service <i>Itinerant Service Special Needs</i> (Grade 9 – Age 21)	Regular Class – Indirect Support <i>Learning Support Level 2</i> (Grade 9 – Age 21)
Regular Class – Withdrawal Assistance <i>Learning Support Level 1</i>	Special Education Class - Partial Integration <i>Vocational Program Level 2</i>

<i>(Grade 9 – Age 21)</i>	<i>(Grade 11, Grade 12)</i> (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.)
Special Education Class – Fully Time <i>Vocational Program Level 1</i> <i>(Grade 9 – Age 21)</i>	Special Education Class – Fully Time <i>Secondary Autism Spectrum Disorder Resource</i> <i>(Grade 9 – Age 21)</i>
Special Education Class – Fully Time <i>Secondary Developmental Disability Resource</i> <i>(Grade 9 – Age 21)</i>	Special Education Class - Full Time <i>Secondary District Developmental Disability</i> <i>(Grade 9 – Age 21)</i>
Special Education Class - Full Time <i>Secondary Developmental Disability and Special Needs</i> <i>(Grade 9 – Age 21)</i>	

Standard 9: Special Education Placements Provided by the Board

The Peel District School Board is committed to providing an inclusive educational opportunity for each student. For students receiving special education services we are committed to:

- Providing programs and support services wherever possible in home schools;
- Providing a range of placements;
- Providing a focus on inclusive practices in our schools as an integral part of school culture, planning, program development and delivery by:
 - believing all students can learn;
 - setting high attainable expectations;
 - providing appropriate accommodations and/or modifications as required;
 - developing learning communities that promote respect for differences, diversity and inclusivity;
 - recognizing, valuing and validating all students for their intersectional identities;
 - inviting, encouraging and supporting students to be active participants in all aspects of the school environment;
 - creating environments for all staff, students, parent(s)/guardian(s) and other community partners to focus on shared understanding of common goals.

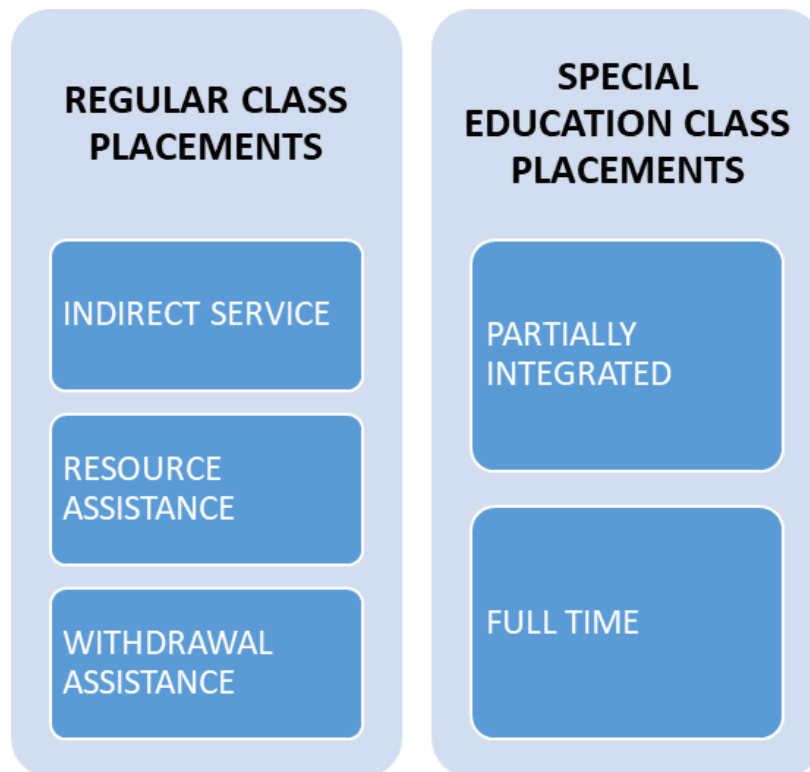
Under Regulation 181/98, students who are identified as Exceptional by an IPRC must be offered placement in a special education program. In recommending special education placements, IPRCs should consider the following:

- assessment of the total needs of the student
- severity of current academic and/or adaptive behaviour needs
- social and emotional needs of the student
- success of previous intervention strategies

Information on new or changing placement options is shared with the Board's Special Education Advisory Committee, which has the opportunity to provide feedback, or advocate for changes.

Placement Options

The IPRC will consider one of the 5 different placement options stated in Regulation 181/98 as depicted in the following table.



- **A regular class with indirect service:** the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance:** the student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A regular class with withdrawal assistance:** The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
- **A special education class with partial integration:** the student is placed by the IPRC in a special education class with a regulated student-teacher ratio, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A special education class full time:** the student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

The number of students in a regular class is consistent with the class size mandated by the Ministry of Education through collective agreements:

According to Regulation 298, section 31, the maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the students in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed:

- 8 in a class for students who are emotionally disturbed or socially maladjusted, have severe learning disabilities, or are below compulsory school age and have impaired hearing
- 10 in a class for students who are blind, are Deaf, or have developmental disabilities or speech and language disorders
- 12 in a class for students who are hard of hearing, have low vision, or have orthopedic or other physical disabilities
- 12 in a class for students in the primary division who have mild intellectual disabilities, and 16 in a class for students in the junior and intermediate divisions who have mild intellectual disabilities
- Regarding gifted students in elementary school:
 - ◇ 20 in a class if it consists only of students in the primary division
 - ◇ 23 in a class if it includes at least 1 student in the primary division and at least 1 in the junior or intermediate division
 - ◇ 25 in a class if it consists only of students in the junior or intermediate division
- 6 in a class for aphasic or autistic students, or for students with multiple handicaps for whom no one handicap is dominant
- 16 in a class of exceptional students consisting of students with different exceptionalities
 - *Special Education in Ontario: Kindergarten to Grade 12, (2017).*

Placement Options by Exceptionality

An overview of the various placement options available for each exceptionality in the Peel District School Board has been provided in Standard 8. Following are the placement options provided by the Board for each exceptionality.

Exceptionality	Placement Options (Click on the placement links below to read about each placement option)
Behaviour	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Resource Assistance In-School Support Program <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1
<p>Communication: Autism</p> <p>*2024-2025 School year this indirect service will be delivered by Special Programs Resource Teacher and In-School Support Teacher</p> <p>When Peel’s Operating System changes to RISE (January 2025) the placement will be updated to reflect In-School Support Program support</p>	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Indirect Support Itinerant Service* ● Special Education Class - Full Time (Grade 3 – Grade 5) Primary/Junior Autism Spectrum Disorder Class ● Special Education Class - Full Time (Grade 6 – Grade 8) Intermediate Developmental Disability and Autism ● Special Education Class - Full Time (Grade 2 - Grade 3) Primary Transition Program ● Special Education Class - Full Time (Grade 3 – Grade 5) Primary/Junior Developmental Disability and Autism ● Special Education Class - Full Time (Grade 6 – Grade 8) Intermediate Autism Spectrum Disorder Class ● Special Education Class - Full Time

	<p>(Grade 6 – Grade 8) Intermediate Autism Spectrum Disorder Resource Class</p> <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Indirect Support Itinerant Service* ● Regular Class – Withdrawal Assistance Learning Support Level 1 ● Special Education Class - Partial Integration (Grade 11, Grade 12) Vocational Program Level 2 (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.) ● Special Education Class - Full Time Secondary Developmental Disability and Autism ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class - Withdrawal Assistance Secondary Autism Spectrum Disorder Resource Program ● Special Education Class – Full Time Vocational Program Level 1 ● Special Education Class - Full Time Secondary Autism Spectrum Disorder Class ● Special Education Class - Partial Integration Transition Program
<p>Communication: Deaf & Hard of Hearing</p>	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Itinerant Service ● Special Education Class – Full Time Deaf and Hard of Hearing Class <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Itinerant Service ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance

	<p style="text-align: center;">Learning Support Level 1</p>
<p>Communication: Learning Disability</p> <p>*This reflects a change from congregated Communication Class (full-time special education class) to Communication Cluster (withdrawal assistance)</p>	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Resource Assistance In School Support Program ● Regular Class - Withdrawal Assistance Primary, Junior, Intermediate Communication Cluster* <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1 ● Special Education Class - Partial Integration (Grades 9 & 10) Intermediate Regional Communication Program ● Regular Class – Withdrawal Assistance (Grades 11 & 12) Senior Regional Communication Program ● Special Education Class - Partial Integration (Grade 11 & 12) Vocational Program Level 2 (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.)
<p>Communication: Speech Impairment</p>	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Resource Assistance In School Support Program <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1
<p>Intellectual: Developmental Disability</p>	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Indirect Support Itinerant Service ● Special Education Class - Full Time

	<p>(Grade 3 – Grade 5) Primary/Junior Developmental Disability and Autism</p> <ul style="list-style-type: none"> ● Special Education Class - Full Time (Grade 6 – Grade 8) Intermediate Developmental Disability and Autism ● Special Education Class - Full Time (Grade 6 – Grade 8) Intermediate Developmental Disability ● Special Education Class - Full Time (Grade 1 – Grade 5) Primary/Junior Developmental Disability and Special Needs ● Special Education Class - Full Time (Grade 6 – Grade 8) Intermediate/Developmental Disability and Special Needs <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Indirect Support Itinerant Service ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1 ● Special Education Class – Partial Integration Secondary Developmental Disability Resource ● Special Education Class - Full Time Secondary Developmental District Disability ● Special Education Class - Full Time Secondary Developmental Disability and Autism ● Special Education Class - Full Time Secondary Developmental Disability and Special Needs
Intellectual: Gifted	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support In School Enhanced Learning Program ● Special Education Class – Full Time

	<p>Primary, Junior, Intermediate Enhanced Learning Class</p> <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1 ● Regular Class – Indirect Support Secondary Enhanced Learning Program <p>*Due to the pandemic, some students may have been identified without a psycho-educational assessment as <i>Exceptional Intellectual: Gifted</i> during the 2022-2023 academic year using only the CCAT that demonstrated abilities two standard deviations above average.</p> <p>The implementation of the <i>Review of the Gifted Identification Process (2020-2021)</i> is continuing to be phased in. The following process was used to identify some students as Exceptional Intellectual: Gifted.</p> <p>Naglieri General Abilities Test Pilot Project (2022-2023)</p> <p>Some students who scored 96th percentile on the Naglieri General Abilities Test would have consideration for an identification by an IPRC.</p>
Intellectual: Mild Intellectual Disability	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Resource Assistance (Grade 1 – Grade 8) In-School Support Program ● Special Education Class - Full Time (Grade 6 – Grade 8) General Learning Disability Class (This class is being phased out and will no longer be a placement option by 2026-2027 academic year. No new placements are being offered to students.) <p>Secondary Placement Options</p>

	<ul style="list-style-type: none"> ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1 ● Special Education Class - Partial Integration (Grade 11, Grade 12) Vocational Program Level 2 (This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.) ● Special Education Class – Full Time Vocational Program Level 1 ● Special Education Class - Partial Integration Transition Program
Physical: Blind & Low Vision	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Itinerant Service <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class – Indirect Support Itinerant Service ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1
Physical	<p>Elementary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Indirect Support (Kindergarten – Grade 8) Itinerant Service – Special Needs <p>Secondary Placement Options</p> <ul style="list-style-type: none"> ● Regular Class - Indirect Support Itinerant Service – Special Needs ● Regular Class – Indirect Support Learning Support Level 2 ● Regular Class – Withdrawal Assistance Learning Support Level 1
Multiple	<p>Elementary Placement Options</p>

- Regular Class - Indirect Support (Kindergarten – Grade 8)
[Itinerant Service Special Needs](#)
- Special Education Class - Fully Time (Grade 1 – Grade 5)
[Primary/Junior Developmental Disability & Special Needs](#)
- Special Education Class - Fully Time (Grade 6 – Grade 8)
[Intermediate Developmental Disability](#)
- Special Education Class - Full Time (Grade 6 – Grade 8)
[Intermediate Developmental Disability & Special Needs](#)

Secondary Placement Options

- Regular Class - Indirect Service (*Grade 9 – Age 21*)
[Itinerant Service Special Needs](#)
- Regular Class – Indirect Support (Grade 9 – Age 21)
[Learning Support Level 2](#)
- Regular Class – Withdrawal Assistance (Grade 9 – Age 21)
[Learning Support Level 1](#)
- Special Education Class - Partial Integration (Grade 11, Grade 12)
[Vocational Program Level 2](#)
(This pathway is being phased out and will no longer be a placement option by 2025-2026 academic year.)
- Special Education Class – Fully Time (Grade 9 – Age 21)
[Vocational Program Level 1](#)
- Special Education Class – Fully Time (Grade 9 – Age 21)
[Secondary Autism Spectrum Disorder Resource](#)
- Special Education Class – Fully Time (Grade 9 – Age 21)
[Secondary Developmental Disability Resource](#)
- Special Education Class - Full Time Secondary (Grade 9 – Age 21)
[District Developmental Disability](#)

	<ul style="list-style-type: none">● Special Education Class - Full Time (Grade 9 – Age 21) Secondary Developmental Disability and Special Needs
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The Peel District School Board does not offer the following placements:

- Elementary – Special Education Class Partially Integrated
- Secondary – Regular Class Resource

Alternative Placements

When the needs of a student cannot be met within the Board’s regular placements then the Multi-Disciplinary Team (MDT) meets for a thorough review of the the supports and services that have been offered by the Board. The MDT consists of the Superintendent of Special Education, Managers of Professional Support Services Personnel, Coordinating Principals, Superintendents of Education, Senior Manager Social Emotional Learning and Well-being and Coordinators. If all Board services have been exhausted, the team may recommend exploring community and provincial agencies for alternative placements.

Some alternative placements include Education and Community Partnership Programs ([see Standard 18](#)) or Provincial Schools ([see Standard 11](#)).

Standard 10: Individual Education Plans (IEPs)

Overview

The Peel District School Board acknowledges that Individual Educational Plans (IEPs) and special programs have further marginalized many students who historically have been underserved and oppressed. The Board also recognizes that Individual Education Plans must address all aspects of a student which include understanding how a student's race, gender expression, (dis)ability, sexual orientation, and class, impact a student's learning.

Our goal is to work together with parent/guardian(s) to create IEPs that close learning gaps and elevate achievement so that students have more post-secondary options.

What is an IEP?

An IEP is....

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a working document that contains the Transition Plan, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions;
- a record of any accommodations needed to help the student achieve the learning expectations identified in the IEP, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- a working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- a record of the teaching strategies specific to modified and alternative expectations and of assessment methods to be used to determine the student's progress towards achieving these expectations;
- a working document that is developed at the beginning of a school year or semester or at the start of a placement and that is reviewed and adjusted throughout the reporting period;

- an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.
 - *Special Education in Ontario, 2017*

Implementation

The PDSB has specific processes and supports in place to ensure compliance with the Ministry Standards for IEPs. These include training and resources provided to school-based staff on the development, implementation, monitoring and review of the IEP.

The Student Review Process (SRP)

A key component of effective IEPs is knowing the learner and centering the student's individual portrait. The Board has created a Student Review Process, to provide ongoing monitoring of, support to, and intervention for student success and wellbeing, through recognizing and responding to an individual's physical, emotional, social, cultural, and academic needs. The Student Review Process is intended as a tool to shift the Board towards maximizing student achievement and eliminating disparities. The process emphasizes collaboration with families and professional collaboration between staff for the development of programming that is responsive to and rooted in student identity and that supports students to achieve greater success. Parent input and communication with the classroom teacher is an ongoing process throughout the school year that is a part of the Student Review Process. Student Review Meetings (SRMs) and relevant outcomes and recommendations may be documented via SIS/PowerSchool.

Before the IEP is developed, families provide input through a Parent/Guardian Consultation Form and/or a school meeting. This takes place within the first 30 days of school or after the decision to initiate an IEP is made. During the spring Annual Review process, schools and parents/guardians also review and make adjustments to the IEP for the coming year. If a family has specific concerns, they may be directed to the administrator, who can facilitate meetings with the necessary personnel.

Training, Guidelines, and Tools

Throughout the school year, the Special Education Social Emotional Learning Department also provides training, guidelines and tools to ensure that educators and schools understand and meet the expectations for IEP development, monitoring and evaluation which include expectations for anti-oppressive and anti-ableist practice.

These include training for Special Education Staff and administrators at the annual Special Education Conference; guidelines, timelines and expectations released and updated via annual

reporting memos; IEP checklists; and other regular information updates provided to schools, programs and educators. Information is also shared via central staff who regularly support schools, educators and students.

Human Resources

The Special Education Social Emotional Learning Department provides extensive human resources to support students' access to effective IEPs. These include Special Education Resource Teachers, Social Emotional Learning Resource Teachers, Itinerant Teachers and, as of 2024-25, Special Programs Resource Teachers who work with schools, educators, parents and guardians to identify strategies and tools aligned with the strengths and needs of individual learners. Specialized Board personnel also support compliance with the IEP Standards. These include Professional Support Services Personnel, ABA, Educational Audiologists, Orientation and Mobility Instructors and other Special Education and Social Emotional personnel.

The IEP Tool

Standards for IEPs determine and are embedded in the IEP template and in the online tool used to create IEPs. The Board's IEPs are structured to capture each of the 14 standards established in *Individual Education Plans: Standards for Development, Program Planning, and Implementation* (2000). Updated review and reporting dates are also embedded in the IEP tool.

Dispute Resolution

Parents/guardians provide valuable input in the development of the IEP. Each year that an IEP is developed, parents have an opportunity to share the student's interests, strengths and lived experiences and suggest areas for growth, through a parent questionnaire and/or meeting with school staff. This consultation process provides opportunities for an informed and collaborative approach to the development of the IEP.

When a parent/guardian does not agree with significant aspects of the IEP, they may follow the steps laid out for resolving concerns. These steps are available on each PDSB school's website.

The following steps outline the process for dispute resolution:

1. Parent(s)/Guardian(s) discuss concerns with the teacher (classroom/subject and/or special education teacher) at a mutually convenient time. If the parent/guardian and the teacher are not able to resolve the issue, it should be discussed with the school principal.
2. The principal will gather facts from all involved to clarify the issue and work to resolve the matter as quickly as possible. This may involve meetings involving the parent/guardian(s), school team members and Special Education, Social Emotional

Learning Department personnel (itinerant teachers, Special Education Resource Teachers, psychologists, speech and language therapists, occupational therapists, psychologists and other Board personnel).

3. If the parent/guardian and the principal are not able to resolve the issue, they may request that the matter is reviewed by the school's Superintendent of Education*.
4. If the parent/guardian/community member and the Superintendent of Education are not able to resolve the issue, they may request that the matter be reviewed by the Special Education Superintendent of Education*.
5. If the parent/guardian/community member and the Superintendent of Education are not able to resolve the issue, they may request that the matter be reviewed by the school trustee*.

*Contact information for each Superintendent of Education and School Trustee can be found on the school website and/or school letterhead. [PDSB School Website Directory](#)

A Parent's Guide to the Individual Education Plan can also be found on the Board's website. This information is available in multiple languages. [Individual Education Plan - PDSB website](#)



REASON FOR DEVELOPING THE IEP

STUDENT PROFILE

Name:	Gender:
School:	DOB:
OEN:	Principal:
Grade:	School Year:
Last IPRC:	Placement:
Exceptionality:	Placement Start:

SOURCES CONSULTED

Sources Consulted in the Development of the IEP

CLINICAL ASSESSMENT DATA

Information Source	Date	Summary of Results
<i>Assessment Type</i>	<i>Assessment Assessment Date</i>	<i>Assessment Description</i>

EDUCATIONAL ASSESSMENT DATA

Information Source	Date	Summary of Results
<i>Assessment Type</i>	<i>Assessment Assessment Date</i>	<i>Assessment Description</i>

HEALTH SUPPORT SERVICES

Health Support Services
<i>Support Service Type</i>

EQUIPMENT

SEA Funded Equipment	Non-SEA Funded Equipment
• <i>Equipment Name</i>	• <i>Equipment Name</i>

STRENGTHS & NEEDS

Assessed Strengths	Assessed Needs
• <i>Trait Name</i>	• <i>Trait Name</i>

SUBJECTS / PROGRAMS

Subjects, courses or alternative programs to which the IEP applies.

Course	Designation
<i>Student Class Name</i>	Modified
<i>Student Class Name</i>	Accommodated

Alternative Program
<i>ALT Program Name</i>

Student is currently working towards attainment of the:

HUMAN RESOURCES (Teaching / Non-Teaching Support Staff)

Name	Frequency or Intensity	Provided By / Initiation Date and Location
<i>Support Service Name</i>	<i>Support Service Frequency</i> , <i>Support Service Intensity</i>	<i>Support Service Position</i> <i>Support Service Start Date</i> <i>Support Service Location</i>

PROVINCIAL EXEMPTIONS

Elementary Program Exemptions / Secondary Compulsory Course Substitutions		
Exemption	Substitution	Reason
<i>Exemption Course</i>	<i>Exemption Replacement</i>	<i>Exemption Reason</i>
Provincial Assessments		
Permitted Accomodation	Exemptions	
<i>Assessment Recommendations</i>	<i>Assessment Type</i>	

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
• Trait Name	• Trait Name	• Trait Name

Class Name

Baseline Level of Achievement

Student Class Baseline Achievement

Annual Program Goals

Goal Name : Goal Description

Learning Expectations	Strategies
• Student Class Expectation Strand : Student Class Expectation Expectations	• Trait Name
	Assessment Methods
	• Trait Name

Class Name

Baseline Level of Achievement

ALT Program Achievement

Annual Program Goals

Goal Name : Goal Description

Learning Expectations	Strategies
• ALT Program Expectation Name : ALT Program Expectation Expectations	• Trait Name
	Assessment Methods
	• Trait Name

REPORTING DATES

Reporting Dates	
Milestone Date	Milestone Name

TRANSITION PLAN

A Transition Plan must be developed for all students with special education needs who have an IEP, from Kindergarten to Grade 12, as per Regulation 181/98, PPM 140 and PPM 156 (including those identified as exceptional solely on the basis of giftedness).

Goal Category		
Goal: <i>Goal Description</i>		
Action	Responsibility	Timeline
<i>Goal Action Description</i>	<i>Goal Action Responsibility</i>	<i>Goal Action Timeline</i>

TRANSITION PLAN

No Transition Plan is required for _____ at this time.

IEP DEVELOPED BY

Name	Position
<i>Team Member Name</i>	<i>Team Member Position</i>

CONSULTATION AND REVIEW

Date	Activity	Outcome
<i>Consultation Date</i>	<i>Consultation Type</i>	<i>Consultation Description</i>

Standard 11: Provincial and Demonstration Schools in Ontario

Admittance to Provincial and Demonstration Schools

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296, “Ontario Schools for the Blind and the Deaf”. Application for admission to a Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Demonstration Schools for Students with Severe Learning Disabilities

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time. The Demonstration Schools were established to:

- *provide special residential education programs for students between Grades 4 and 11;*
- *enhance the development of each student’s academic and social skills;*
- *develop the abilities of the students enrolled to a level that will enable them to transition back to their local school within two years;*
- *provide professional learning for teachers;*
- *provide school board teachers with resource services.*

- Special Education in Ontario, 2017

The following Demonstration Schools provide education for students who have severe learning disabilities. Each Demonstration School has an enrolment of not more than forty students. The language of instruction at Trillium, Amethyst and Sagonaska is English; at the Centre Jules-Léger, instruction is in French.

Trillium School

347 Ontario Street S.
Milton, ON
L9T 3X9
905-878-2851

Centre Jules-Léger (French-speaking students)

281 rue Lanark
Ottawa, ON
K1Z 6R8
613-761-9300

Sagonaska School

350 Dundas Street W. Belleville, ON
K8P 1B2
613-967-2830

Amethyst School

1515 Cheapside Street
London, ON
N5V 3N9
519-453-4400

Provincial Schools for Deaf/ Hard of Hearing, Blind/ Low Vision and Deafblind Students

Deaf/ Hard of Hearing Students

The provincial school offers a diverse array of programming tailored for students aged 4 to 21. These schools foster an inclusive environment where students can connect and learn alongside peers who share similar interests and goals. The academic curriculum encompasses a wide spectrum of abilities, including life skills, and adheres to the Ontario Curriculum Expectations for various subjects and grades. The provincial school provides instruction using ASL and English (Reading and writing). Students have access to both workplace and academic/applied level pathways in high school.

Provincial School for the Deaf also provides a Specialist High Skills Major Program which equips high school students with practical skills relevant to the Arts and Culture sector, ensuring they are well-prepared for future employment opportunities.

Blind/ Low Vision and Deaf-Blind Students

W. Ross MacDonald is a boarding and day school program tailored specifically for students who are blind, partially sighted, or Deafblind. It's a state-of-the-art facility designed to cater to the unique requirements of students aged 5 to 21 who are blind, have low vision, or are Deafblind and is the only one of its kind in Canada.

This option provides an alternative educational setting that emphasizes independent learning, essential living skills, and self-sufficiency for blind, low-vision, and Deafblind students.

In addition to educational programs, resource services extend support directly to preschool-age blind and deafblind children and their families. The school also consults with local school boards to ensure that blind, low-vision and Deafblind school-age youth receive appropriate assistance within their home communities.

The following four Provincial Schools in Ontario provide education for students who are Deaf or hard of hearing, are blind or have low vision or are deafblind:

Ernest C. Drury School

(for students who are deaf, deafened or hearing impaired)
255 Ontario Street S.
Milton, ON
L9T 2M5
905-878-2851

W. Ross Macdonald School

(for students who are blind and deaf-blind)
350 Brant Avenue
Brantford, ON
N3T 3J9
519-759-0730

Robarts School

(for students who are deaf, deafened or hearing impaired)

1090 Highbury Avenue

P.O. Box 7360 Station E London, ON

N5Y 4V9

519-453-4400

Sir James Whitney School

(for students who are deaf, deafened or hearing impaired)

350 Dundas Street W. Belleville, ON

K8P 1B2

613-967-2823

PDSB Students Currently Attending Demonstration and Provincial School**Trillium**

Elementary students:1

Secondary students:0

EC Drury

Elementary students:18

Secondary students:12

W Ross MacDonald

Elementary students:2

Secondary students:5

Transportation

Trillium Demonstration schools operate primarily as residential school. Transportation is arranged for students to travel to Trillium on Monday mornings and return home on Friday afternoons. When necessary, an attendant is provided. At this time, no PDSB students in this program require the use of an assistant during transportation.

E C Drury School for the Deaf - transportation is provided daily from the student's home to the provincial school. At this time, no PDSB students in this program require the use of an assistant during transportation.

W Ross MacDonald School for the Blind - transportation is provided weekly to and from the students' homes. Students reside at the Provincial school for the week and return to their homes on the weekends. At this time, no PDSB students in this program require the use of an assistant during transportation.

Standard 12: Special Education Staff

Summary of Central Board Office Allocations

Administrator Full Time Equivalent (FTE)	2023-2024 FTE	2024-2025 FTE
Coordinating Principal – Special Education and Social Emotional Learning	5 (+1 Senior Manager SEL)	6
Coordinating Vice Principal of Education & Community Partnership Program	1	1
Coordinating Vice Principal - Specialized Equipment Allocation (SEA)	0	1
Total	7	8

Teacher Full Time Equivalent (FTE)	2023-2024 FTE	2024-2025 FTE
Assistive Technology Resource Teachers (ATRTs)	13 (Innovation and Research Dpt)	0
SEA Resource Teachers	0	9
Coordinator - Assistive Technology	1 (Innovation and Research Dpt)	0
Coordinator – Special Programs Elementary	2	2
Coordinator – Special Program Secondary	2	2
Coordinator – Special Programs (Medical, Vision & Hearing)	1	1
Coordinator - Special Education	2	2
Coordinator - Staff Development	2	1

Itinerant Teachers:		
Hard of Hearing	12	12
Intensive Support	7	0
Special Needs/ASD	38.5	0
Visually Impaired	9	9
Integrated Services	3	3
Special Education Resource Teachers - Elementary	21	15
Special Education Resource Teacher – Secondary	3	3
Special Education Resource Teacher - Assistive Technology	2	0
Special Programs Resource Teachers	0	34
Special Education Resource Teachers - Gifted	1	1
Communications Cluster Teachers	0	18
Communications Resource Teachers	0	4
Special Education Resource Teachers - Social Emotional Learning	10	10
Transition Facilitator - Teacher	1	1
After School Skills Development Program Teacher Facilitator	1	1
Total	131.5	128

Other Support Staff - Full Time Equivalent (FTE)	2023-2024 FTE	2024-2025 FTE
BCBA	6	6
ABA Transition Facilitator	1	1
ABA Facilitators	2	2
CYCP	26	26
Total	35	35

Summary of Elementary Teacher Allocations

SPECIAL EDUCATION CLASS TEACHER ALLOCATIONS		
Teacher Full Time Equivalent (FTE)	2023-2024 FTE	2024-2025 FTE
Communication*	54	0
Developmental Disabilities	19	19
Developmental Disabilities/Autism	41	41
Developmental Disabilities/Special Needs	9	8
Enhanced Learning	17	17
General Learning Disability	16	8
Hard of Hearing	5	4
Kindergarten Transition Language Class	9	9
Primary Transition Program	10	15
Autism Spectrum Disorder	46	63
Intensive Support Class	0	0
Education and Community Partnership Programs (ECPP)	4	4
Total FTE	230	188

ELEMENTARY TEACHER ALLOCATION - MAINSTREAM		
Teacher Full Time Equivalent (FTE)	2023-2024 FTE	2024-2025 FTE
In-School Support Program	395.5	382.5
Communication Cluster Teachers*	0	18

Intermediate Contact Program	21.5	21.5
Total FTE	417	422

*This reflects a change from Communication Class (full-time class) to a Cluster Delivery (T3 withdrawal literacy intervention and resource support)

SECONDARY TEACHER ALLOCATIONS		
Teacher Full Time Equivalent (FTE)	2023-2024 FTE	2024-2025 FTE
Education and Community Partnership Program (ECP)	30	30
Learning Support (LS1/LS2)	55.17	55
District Programs for Students with Developmental Disabilities (DDD)	103.66	106.33
Resource Programs for Students with Developmental Disabilities (DD R)	22.67	21.33
Resource Program for Students with an Autism Spectrum Disorder (ASD R)	32.67	32.67
ASD Program (ASD S)	2.67	2.67
Transition Program (Voc 1)	2.67	6.0
Vocational Level 1	22.17	22.0
Regional Communications Program for Students with a Learning Disability	6.0	6.0
In School Support (ZIS) and Contact	67	66.83
Total FTE	344.68	348.83

Summary of Educational Assistant (EA) Allocations

While the Special Education Plan provides the Ministry of Education and the public with information regarding the allocation of Educational Assistants for the 2023-2024 academic year, the allocation of Educational Assistants is reviewed consistently throughout the year to respond to the needs of students.

ELEMENTARY EA ALLOCATIONS		
	2023-2024	2024-2025
EAs supporting students integrated into the regular class	983.5	1078.5
EAs supporting students with Developmental Disabilities (DD)	42	42
EAs supporting students with DD/ASD	125	125
EAs supporting students with DD/SN	27	27
EAs supporting students with an Autism Spectrum Disorder (PTP)	29	44
EAs supporting students with an Autism Spectrum Disorder (ASD)	96	124
Hard of Hearing	6	5
General Learning Disabilities Classes (GLD)	16	8
Total Elementary EA Allocations	1324.5	1453.5

SECONDARY EA ALLOCATIONS		
	2023-2024	2024-2025
Students in regular class	56.5	51.5
District Developmental Disabilities (DDD)	82	92
Developmental Disabilities/ASD (DD/ASD)	153	156
Developmental Disabilities/Special Needs (DD/SN)	42	43
Resource Program for Students with DD (DD R)	65	60
Resource Program for Students with ASD (ASD R)	102	98
ASD Program (ASD S)	6	7
Transition (JNSS, WCSS, Applewood, Parkholme)	16	24

Vocational Level 1 Program	5	6
Abilities- Resource (Virtual)	2	0
Total Secondary EA Allocations	529.5	537.5

Total Elementary and Secondary EA Allocations	1854	1991
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OTHER EA ALLOCATIONS		
	2023-2024	2024-2025
K-12 ASD RESOURCE, TRANSITION	14	15
Integrated Services	4	4
Section 23 - ECPP	14	16
Total Other EA Allocations	32	35

ELEMENTARY SOCIAL-EMOTIONAL LEARNING EA (SELEA) ALLOCATIONS		
	2023-2024	2024-2025
Contained Class Programs SELEAs (Interval, ISC)	0	0
Superintendent SELEAs	156.5	157
Intensive Support SELEAs	40	40
Total Elementary SELEA Allocations	196.5	197

SECONDARY SOCIAL-EMOTIONAL LEARNING EA (SELEA) ALLOCATIONS		
	2023-2024	2024-2025
Secondary Contact Program SELEAs	35	35
TOTAL SECONDARY SELEA ALLOCATIONS	35	35
K-12 Flexible SELEA Itinerants	30.5	30.5
Total Elementary and Secondary SELEA Allocations	261.5	262.5

TOTAL NUMBER OF EDUCATIONAL ASSISTANT ALLOCATIONS (excluding non-Special Education Funded EAs)		
2024-2025		2485.5
2023-2024		2344.0
2022-2023		2131.0
2022-2023		2130.0
2020-2021		1970.0
2019-2020		1873.0
2018-2019		1855.0
2017-2018		1829.0
2016-2017		1687.0
2015-2016		1613.5
2014-2015		1543.0
2013-2014		1441.5
2012-2013		1423.5
2011-2012		1405.5
2010-2011		1341.5
2009-2010		1237.5

NON-SPECIAL EDUCATION FUNDED EDUCATIONAL ASSISTANT ALLOCATIONS		
ELEMENTARY ADDITIONALLY FUNDED EA ALLOCATIONS	2023-2024	2024-2025
Technical Assistance	3	2
GOVERNMENT GRANT PORTION		
Education and Community Partnership Program (ECPP)	1	
Total	4	4
SECONDARY ADDITIONALLY FUNDED EA ALLOCATIONS		
Education and Community Partnership Program (ECPP)	13	15
Roy McMurtry	4	6

Total	17	21
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LONG TERM OCCASIONAL EDUCATIONAL ASSISTANTS		
	2023-2024	2024-2025
Educational Assistant	75	
Social Emotional Educational Assistants	30	
Total		

Professional Support Services

EDUCATIONAL SPEECH AND LANGUAGE PATHOLOGY SERVICES		
	2023-2024	2024-2025
Speech-Language		
Speech-Language Pathology Managers	2	2
Speech-Language Pathologists	58.2	58.2
Total	60.2	60.2

PSYCHOLOGICAL SERVICES		
	2023-2024	2024-2025
Psychology		
Psycho-educational Consultant Managers	2	2
Integrated Services Coordinator	1	1
Behaviour Coordinator	1	1
Behaviour Consultant	4	3
Psycho-educational Consultants	64.3	52.7
Total	72.3	59.7

SCHOOL SOCIAL WORK SERVICES

Social Work	2023-2024	2024-2025
Social Work Managers	2	2
Behaviour Consultant	1	1
Social Workers	63.9	63.9
Urban Priorities Social Workers	3	3
Total	69.9	69.9

MENTAL HEALTH CLINICIANS		
	2023-2024	2024-2025
Mental Health Manager – Social Work	1	1
Psychologist	1	1
Psychotherapist	1	1
Mental Health Clinicians - Social Worker	14	13
Mental Health Occupational Therapists	0	1
Total	17	17

CHILD AND YOUTH CARE PRACTITIONERS		
	2023-2024	2024-2025
Child and Youth Care Practitioners	26	26
Total	26	26

PARAPROFESSIONAL STAFF (SEA Claim Funded or Fee For Service)		
	2023-2024	2024-2025
Audiologist (SEA)	2	1
Deaf/Blind Intervener (EAs – counted in EA #s)	5	4
Occupational Therapist (funded by SEA and Mental Health)	3	9
Occupational Therapist Manager (SEA)	0	1

Orientation and Mobility Specialist (SEA)	1	1
Transcriber (Braille) (annual contract)	1	1
Behavioural Pediatrician (annual contract)	1	1
Developmental Pediatrician (annual contract)	1	1
Total	14	19

Elementary Panel Qualifications

Special Education Staff	
Teachers of exceptional students	Staff Qualifications
Teachers - regular classroom with resource or withdrawal support	OTQRC + Minimum Sp.Ed.Part I
Teachers - self-contained classes	OTQRC + Minimum Sp.Ed. Part I
Teachers for Education and Community Partnership Program (ECP) classes	OTQRC

Other Special Education Staff	Staff Qualifications
Itinerant teachers	<p><u>ASD/SN</u> - OTQRC + Minimum Sp.Ed. Part I</p> <p><u>Hard of Hearing</u> - OTQRC + Teacher of the Deaf AQ</p> <p><u>Visually Impaired</u> - OTQRC + in Teacher of the Blind - Minimum Part 1</p> <p><u>Behaviour</u> - OTQRC+ Minimum Sp.Ed.Part.1</p>
Co-ordinators	OTQRC + Sp.Ed. Specialist
Principal Co-ordinators	OTQRC + Sp.Ed. Specialist, Principal
Special Education Resource Teachers (and SELRTs, ATRTs)	OTQRC + Sp.Ed. Specialist or equivalent
Education and Community Partnership Program (ECP) Liaison	OTQRC + Sp.Ed. Specialist or equivalent, Vice-Principal
Educational Assistants	DSW, CYW, EA or equivalent
Child and Youth Care Practitioners	Advanced Degree CYCP

Secondary Panel Qualifications

Special Education Staff	
Teachers Of Exceptional Students	Staff Qualifications
Teachers for resource and regular classes (LS1/2, CON, ZIS, DDR, ASD-R)	OTQRC + Minimum Sp.Ed. Part I
Teachers for self-contained classes (DDD, ASD)	OTQRC + Minimum Sp.Ed. Part I
Teachers for self-contained classes (VOC1)	OTQRC
Teachers for partially integrated classes (VOC2)	OTQRC
Teachers for partially Integrated classes (Comm)	OTQRC
Teachers for Education and Community Partnership Program (ECP)	OTQRC
Enhanced Learning Program	OTQRC

Other Special Education Staff	Staff Qualifications
Itinerant teachers (includes home instruction teacher)	<u>ASD & SN</u> - OTQRC + Minimum Sp.Ed. Part I <u>Hard of Hearing</u> - OTQRC + Teacher of the Deaf AQ <u>Visually Impaired</u> - OTQRC + in Teacher of the Blind - Minimum Part 1
Coordinators	OTQRC + Sp.Ed Specialist
Resource Teachers (Special Education)	OTQRC + Sp.Ed Specialist
Education and Community Partnership Program (ECP) Liaison	OTQRC + Sp.Ed Specialist, Vice-Principal
Educational assistants	DSW, CYW, EA or equivalent

Other Professional Resources	Staff Qualifications
Occupational Therapists	accredited university occupational therapy program with a master's degree - Member of COTO Registered
Psychologists	Ph.D or M.A. Registered
Psychometrists	Ph. D or M.A.
Psychiatrists	M.D., A.B.A.P. Fee for Service
Speech-language pathologists (excluding chief)	Graduate degree in Speech and Language Pathologist registered
Social workers	BSW or MSW-Registered
Board Certified Behaviour Analysts	Master's Degree and Board Certification

Standard 13: Staff Development

Commitments and Priorities

The Peel District School Board fully acknowledges that our system has produced inequitable outcomes for students based on their intersectional identities and continues to be resolute in its commitment to restructuring and redesigning our Special Education policies, processes and programs to provide equitable opportunity for all learners regardless of their background or personal circumstance.

This responsibility is reflected in the reconceptualized priorities of the Special Education Social Emotional Learning Department. These include a commitment to:

updating our delivery model to include recommendations, implementation strategies, and indicators of success. This initiative is aimed at improving the efficiency and effectiveness of our processes and services. By integrating these elements into our delivery model, we aim to streamline our operations, build educator capacity, provide a higher quality of service for students, families and schools, and ensure that our efforts align with the PDSB's strategic equity and achievement goals. (SESEL Department Priority 2)

Goal of the Staff Development Plan

The goal of the Special Education Social Emotional Learning Department is to ensure that educators are provided with professional learning and resources that promote reflective and responsive practice, so that students of all identities receive equitable access to opportunities, assessment and instruction in a learning environment and educational system free from oppression. The Department is taking intentional steps to address the systemic barriers to achievement for students who are racialized and/or experience marginalization and ableism. This includes learning for both central and school-based staff that will support school teams in building their capacity through on-going critical learning. This learning involves understanding and disrupting the power dynamics within our interactions in order to reject eurocentric norms that perpetuate the dominant narratives.

Consulting with SEAC

Ways in which the Board's SEAC is consulted and informed about staff development include:

- Monthly meetings provide an opportunity for regular feedback to special education staff and sharing of current professional development opportunities.

- Individual meetings and dialogue between SEAC members and administration.
- Tracking of issues and concerns consistently raised at SEAC meetings.
- Capacity building of SEAC members in the form of presentations and collaborative discussion.

Budget for Professional Learning

The budget for professional learning related to Special Education is determined, each year, by taking into account system needs and available resources. These funds cover, among other things, subsidizing the cost of additional qualifications courses and other special education courses and professional learning offered by external partners; salaries for staff who develop and deliver the Board's professional learning plan; salaries of occasional teachers and EAs to cover staff attending professional learning during the school day; and the cost of resources to facilitate or promote professional learning.

In addition to the regular funding provided by the Ministry of Education through Student Needs Grants, there is specific funding provided for ABA training and sponsored Ministry courses.

Cost Sharing Arrangements

Where feasible the Board enters into agreements to facilitate staff development. A number of agencies and institutions have partnered with the Board in this area. They include: Trillium Health Centre, Geneva Centre for Autism, Peel Children's Centre

Sharing Information with Staff

Ways in which school board staff are made aware of the Board's Special Education Plan and staff learning opportunities include:

- Board social media accounts
- Emails and memorandums
- Peel PD - Brightspace Course Shells
- Peel District School Board website
- Sharepoint sites
- Flyers to schools
- System calendar
- Administrator in-service
- Special Education teacher meetings
- Monthly SEAC meetings

Tiered Approach to Professional Development

SESEL uses a tiered approach to professional development.

Intensive: Professional development for certain staff working with students who have complex needs can include individualized consultation with support staff and is often student or situation specific.

Targeted: Specific skill building development available to all staff but targeted to some educators.

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

Universal
<ul style="list-style-type: none"><li data-bbox="181 716 1526 968">■ Introduction to Special Education Processes and Procedures for Administrators (Lead Series) Topics: The duty to accommodate Student Review Meeting Individual Education Plans (Including Chair training) Identification Placement and Review Committee Audience: Superintendents, Administrator<li data-bbox="181 1020 1526 1272">■ SIS and IEP Training Topics: Use of the Student Information System Use of eLite Audience: Special Education Teachers, Secondary Special Education and Guidance Department Heads<li data-bbox="181 1283 1526 1650">■ Individual Education Plans Topics: Equity and Ableism Understanding how to Build Student Portraits High Expectations for All Learners Intervention, Remediation, Acceleration Using program pages to support the acceleration of learning Modifications – Both elementary and secondary Audience: all educators<li data-bbox="181 1671 1526 1913">■ Tiered Response to Intervention and Tier 3 Reading Interventions Topics: Effective RTI and Multi-Tiers of Support Process to select effective reading intervention Corrective Reading Empower

Audience: Administrators, In-School Support Teachers, Communication Class Teachers, SERTs

SOCIAL EMOTIONAL LEARNING

■ **Safety Needs**

Topics:

Developing a Positive Behaviour Intervention Plan: Using a Functional Behaviour Assessment (FBA) to Plan

Data collection and interpretation to inform PBIP

Developing a supportive Safety Plan

Audience: all educators

■ **School Mental Health ASIST (Grade 7-12)**

Topics:

Suicide Prevention, Intervention and Post-vention

Audience: all educators

■ **Mental Health Training (Grade K-6)**

Topics:

Suicide Prevention, Intervention and Post-vention

Audience: all educators

Targeted

<p>All Exceptionalities</p>	<ul style="list-style-type: none"> ● In-service- Assistive Technology for special needs accommodations for provincial assessments- Read & Write for Google Chrome ● Individualized/Group/Class assistive technology training for students with SEA technology ● Annual Review ● New To the Role - ISSP Teachers ● In Service - New Heads with Special Education Responsibilities ● AT and SEA Applications - Completing Documentation ● Administration of Standardized Assessments (KTEA) ● Transition Process
<p>Communication: Autism</p>	<p>Sonderly Courses (Geneva Centre)</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Applied Behaviour Analysis I ● Applied Behaviour Analysis II ● Supporting Play Based Learning ● Core Teaching Strategies for Autistic Students ● Functional Behaviour Assessment ● ADHD in the Classroom ● RBT 40-hour Training Course ● Completing the Student Independence Form (SIF) ● Safety Practices and the Use of the Alternative Learning Environments

<p>Communication: Deaf/Hard of Hearing</p>	<ul style="list-style-type: none"> ● Participation in ITSO (Itinerant Teacher of Southern Ontario) conferences that centre around new learning in the field of teaching students who are Hard of Hearing ● Audience: HOH itinerants and HOH contained class teachers
<p>Communication: Learning Disability</p>	<ul style="list-style-type: none"> ● Annual Learning Disabilities Association of Ontario conference ● Teacher training for specific reading intervention (e.g. Empower) ● A Profile informed Approach to Literacy and Numeracy ● Establish Communication Class Teacher Networks ● Professional Learning for on Supporting Learning Beyond Empower
<p>Communication: Language Impairment/ Intellectual: Mild Intellectual Disability</p>	<ul style="list-style-type: none"> ● A Profile informed Approach to Literacy and Numeracy ● Supporting literacy and numeracy for students with communication and intellectual delays ● General Learning Disability Class Teacher Networks ● Professional Learning on Building Independent Learning Skills
<p>Intellectual: Developmental Disability</p>	<p>Sonderly Courses (Geneva Centre)</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Autism Intervener Course ● ABA For Educators Level 1 ● ABA For Educators Level 2 ● Charting a Path to Success in Your Classroom ● Functional Behavioural Assessment ● Supporting Play-Based Learning For Kids with ASD ● Assessment and Achievement of Alternative Areas (A4) ● Supporting Classroom teams with ABA ● Completing the Student Independence Form (SIF) ● Developing a Positive Behaviour Intervention Plan: Using a Functional Behaviour Assessment (FBA) to Plan ● Safety Practices and the Use of the Alternative Learning Environments
<p>Intellectual: Gifted</p>	<ul style="list-style-type: none"> ● Implications For Programming For Students Identified as Gifted ● Establish Enhanced Learning Class and In School Enhanced Learning Program Teacher Networks ● Professional Learning on Programming for Diverse Learner Profiles in an ELC Class
<p>Physical Disability</p>	<ul style="list-style-type: none"> ● Assessment and Achievement of Alternative Areas (A4) ● Supporting Students with Physical Needs

Physical Disability: Blind/Low Vision	<ul style="list-style-type: none"> • Workshops provided by Provincial Schools (W Ross Macdonald) around understanding Cortical Visual Impairment and how to best service. • Audience: Itinerant Teachers of Blind and Low Vision students
Intensive	
<p>Providing intensive intervention to support student growth and achievement sometimes requires collaboration with a broader range of professional services with the student and family. This level of support requires a deep understanding of how to individualize an educational program based on an understanding of the student's identities, the collection of evidence of learning and assessment information.</p> <p>Staff will:</p> <ul style="list-style-type: none"> • Support individualized programming using the Integrated Service Teams - collaboration with Professional Student Services Personnel to support collaboration with the family and development of an effective program. • Collaboration with various Special Education Resource Staff. • If necessary: develop a Positive Behaviour Intervention Plan, Crisis Prevention Intervention Training, use of Alternative Learning Environments. 	
EDUCATIONAL ASSISTANT PROFESSIONAL LEARNING	
Universal	<ul style="list-style-type: none"> • Partners In Learning (being revised) • Observation as Assessment (being revised) • Universal Supports for Behaviour (being revised) • Inclusion and Independence (being revised) • Back Care and Lifting • Health and Safety (Every 3 years) • De-Escalation and Personal Safety Training (every 2 years) • Homewood Health Mental Health Strategies • Safe Talk • Sonderly Courses • Applied Behaviour Analysis I • Applied Behaviour Analysis II • Supporting Play Based Learning • Core Teaching Strategies for Autistic Students • Functional Behaviour Assessment • ADHD in the Classroom • RBT 40-hour Training Course • Trauma Informed and Trauma Responsive Education
Targeted	<ul style="list-style-type: none"> • Visuals to Support Communication • Task Boxes Galore! • Creating File Folder Activities • Awareness: Epilepsy and Tourettes Awareness • Picture Exchange Communication System

	<ul style="list-style-type: none"> ● Behaviour: What is the Message? ● Building Social-Communication Skills for Special Needs Students ● Effective Strategies for Developing Independence ● Teaching Functional Skills to Facilitate Independence ● Visuals developed via Boardmaker ● Collaboration with Itinerant Teachers to develop resources to support individual goals ● Effective Strategies for Developing Independence ● Teaching Functional Skills to Facilitate Independence - Assessment and Achievement of Alternative Learning (A4) ● Data collection and interpretation to inform PBIP
Intensive	<ul style="list-style-type: none"> ● Knowing a student profile and matching strategies ● Assessment data and the student profile ● Applied Behaviour Analysis ● Itinerant, SERT and ISSP support of the IEP implementation ● Applied Behaviour Analysis principles by provided by ABA Facilitators and Board Certified Behaviour Analysts ● Strategies and techniques recommended by PSSP staff (Psychoeducational, Social Worker, Speech Language Pathologist)

Professional Student Services Personnel (PSSP)

Within SESEL, the Social Emotional Learning team works towards goals which include providing comprehensive, anti-oppressive, anti-racist and anti-ableist strategies to support the well-being of students by effectively using Board personnel, resources and community connections to meet these goals. The department personnel includes: Professional Support Services Staff, the Mental Health Team and supports for Social Emotional Learning.

Collective Commitments

As a department we are committed to student well-being by:

- using disaggregated data to ensure accountability and to guide our decision making and allocation of resources;
- working collaboratively within and between departments and disciplines for the benefit of our school communities;
- continuing to build capacity through essential /critical dialogue and reflection, supported by professional learning in order to understand the complicity of privileges and power within our interactions, as well as each other's lived experiences to enhance collective well-being;
- through an equity framework engaging in anti-oppressive practices by:
 - recognizing inherent student strengths, passions, joys, gifts and abilities;
 - engaging previously silenced intersectional voice and choice;
 - developing clear and transparent parent and community partnerships;

- addressing trauma, racism, ableism, homo/transphobia, and other forms of oppression, so learners of all identities are empowered through education that embraces their identities and lived experiences;
- celebrating Black and Indigenous excellence.

PROFESSIONAL STUDENT SERVICES PERSONNEL PROFESSIONAL LEARNING

Learning for PSSP Staff:

- Continue embedding Critical Race Theory in Assessment and Evaluation
- Continue integrating Critical Race Theory into Professional Consultation
- Multi-disciplinary Team Service Delivery

Learning Provided by PSSP Staff

All Professional Student Services Personnel:

- Understanding the roles of PSSP staff

Speech and Language:

- Use of visuals to aid communication - training for school staff working with specific students
- Training of special program/technology SLP staff on Assistive Devices
- Communication Class teacher professional learning
- Kindergarten Transition Language Class (KTLC) professional learning
- Training for LINKS to Literacy SLPs on program lessons
- Training for Foundations to LINKS to Literacy on program lessons
- Training for Classroom Literacy Activities on program lessons
- Sound Skills program resources for phonological awareness assessment and instruction
- Training for use of DIBELS universal literacy screener
- Teaching functional communication Skills to Facilitate Independence
- Language for the Early Years
- Oral Language at Your Fingertips

Social Work:

- Attendance Protocol
- Social Work Framework

Psycho-Educational Consultants:

- Assessment Protocol
- How to read a psycho-educational assessment
- Understanding how psycho-educational assessments provide strategies to have high expectations for learners

Standard 14: Equipment

The ministry is committed to supporting all students, so they have the skills to succeed in school and in life. Within this context, the Specialized Equipment Allocation (SEA) provides funding to boards to assist with the costs of equipment essential to support students with special education needs. This funding can be complemented by other sources of funding, such as the Special Education Fund and other Core Education Funding allocations.

Demonstrating a student’s need is a requirement. Specialized equipment is to provide students with special education needs with accommodations that are directly required and essential for attending school, accessing the Ontario curriculum, and/ or supporting or augmenting a board determined alternative program and/ or course as well as supporting seamless transitions. As such, Specialized Equipment Allocation purchases must be made for students with documented special education needs (e.g., current Individual Education Plan (IEP) and other supporting documentation as outlined in the requirements and documentation sections below). For clarity, students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA. However, students must be receiving special education programs and services and the use of SEA-funded equipment must be demonstrated in the student’s IEP.

The following expenses are eligible for Specialized Equipment Allocation funding:

Formula Component	Equipment Expenses:	Any type of specialized equipment costing under \$5,000 before tax for use by an individual student with special education needs that may include technological or non - technological specialized equipment.
	Leasing and Service Contract Expenses:	All costs associated with leasing equipment and service contract expenses, under \$5000 before taxes per year, to meet students’ special education needs.
	Implementation Expenses:	The cost associated with proper implementation of equipment including related costs for peripheral devices that are required to make equipment operational. This includes training and trainers for students with special education needs and staff directly supporting the student to ensure the proper use of specialized equipment and integration into the learning environment.
	Operational Expenses:	The costs of technicians for maintenance and repairs of Specialized Equipment Allocation equipment to support the appropriate use of the equipment.

Claims Component	Equipment Expenses:	Any type of single item (any equipment type technology related or not) costing \$5,000 or over before taxes for use by one specific student with special education needs.
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It is the responsibility of the PDSB to ensure that:

- equipment is functioning properly and meeting the students' needs;
- equipment is replaced as required to accommodate changes in students' needs;
- upgrades and refurbishment are considered as options before replacement;
- equipment can be reused by/transferred to other students when it is no longer required by the student for whom it was purchased;
- efforts are made to share equipment among students when appropriate. When claims-based equipment can be shared, a purchase should be made in the name of one student.

Table A: Summary of Required Documentation for Special Equipment Costs			
Documentation	Requirements / Description	SEA Claims - Based	SEA Formula Component
Individual Education Plan (IEP)	A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's instructional program signed by the principal.	✓	✓
Professional Assessment for Required Equipment	An assessment or assessments from a qualified professional.	✓	
Proof of Purchase	Evidence of proof of purchase such as a copy of a paid invoice, including for equipment and the cost of maintenance and repairs of SEA equipment.	✓	✓

Additional Information About Requirements

The student's IEP must demonstrate the use of the specialized equipment such that the IEP:

- aligns with the student's instructional program;

- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/ or program section;
- provides, in the program section of the IEP, measurable learning expectations related to the Ontario curriculum for modified subjects/ courses, and/ or includes alternative skill areas as appropriate; and
- demonstrates the student is using the equipment, and, where appropriate, that the student is using the technology for provincial testing.

All SEA equipment must be documented by:

- an assessment from a qualified professional which must include a "description of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and needs";
- Copy of the student's current Individual Education Plan (IEP).

Students do not need to be identified as exceptional students through the Identification, Placement, and Review Committee (IPRC) process to apply for SEA funding. Parents need to be informed that a SEA claim has been submitted.

Qualified Professionals

According to the SEA Ministry of Education guidelines, there is a list of qualified professionals who are recognized to conduct assessments to determine a student's needs and recommend appropriate equipment supports:

- Psychologist or Psychological Associate
- Physician
- Audiologist
- Speech-Language Pathologist
- Augmentative Communication Therapist
- Optometrist / Ophthalmologist
- Occupational Therapist
- Physiotherapist
- Other regulated health professionals as appropriate

The qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. Assessments must include a description of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and needs. In some cases, more than one type of professional will need to be consulted in order to provide a complete picture of the student's needs and recommended equipment.

Standard 15: Accessibility of School Buildings

The Peel District School Board is committed to accessibility planning for persons with disabilities. In order to achieve its obligations under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). To this end the Board works towards ongoing improvements in accessibility for its staff, students, volunteers and members of the public who work in, use or access Board facilities and services. In addition to the legislated AODA accessibility requirements, the PDSB is committed to providing accommodations for staff and students which exceed the minimum accessibility requirements of the AODA.

The PDSB's Multi-Year Accessibility Plan AODA 2020-2022 outlines how the Board is ensuring compliance with the Accessibility for Ontarians and Disabilities Act to create inclusive environments for all. The plan was created by the AODA Advisory Committee to identify, prevent and remove accessibility barriers, and is available on the Board's website. Members of the committee include various stakeholders including an Occupational Therapist, Coordinating Principal of Special Programs, Accessibility & Special Projects Manager, Assistant Controller Maintenance Services, and Superintendent of Special Education, Social Emotional Learning and Well-Being.

Facilities & Environmental Support Services and Planning & Accommodation Support Services update the "Accessibility Features Inventory" of all Board buildings.

The PDSB creates a Major Capital and Renewal Project List on a yearly basis.

The Accessibility Project is a process intended to address building accessibility and accommodation issues for students and staff, to ensure schools are accessible for all, and to continue to develop Board compliance with the AODA requirements. The PDSB is committed to the accountability of barrier-free accessibility and accommodations in line with the [Development of proposed Kindergarten to Grade 12 \(K-12\) education standards – 2021 initial recommendations report](#) and specifically [Section seven: physical and architectural barriers](#).

Requests for accessibility and accommodation support are created using an online form that is available to all PDSB staff. It is an internal process to ensure all accessibility and accommodation requests are documented and project statuses are recorded. Requests are entered by any PDSB staff member with the approval of their school principal or facility administrator for locations other than school buildings. Projects are reviewed monthly by the committee and addressed using a priority rating system. Requests include, but are not limited to, building renewal modifications, accessible washrooms, accessible lifts/ramps, automatic door openers, elevators, braille signage, and the creation of alternative learning environments.

This online process has resulted in increased collaboration between the Special Education, Social Emotional Learning Department and Maintenance Services to improve accessibility and accommodations in our school environments. The process has increased accountability and

timely completion of projects. It has highlighted and documented the increase in the number of projects over the recent school years, resulting in more accessibility and accommodation needs being addressed for staff and students.

Standard 16: Transportation

Student Transportation of Peel Region (STOPR) administers student transportation on behalf of the Peel District School Board, for eligible students residing within the Region of Peel.

Transportation needs are discussed at the IPRC meeting, following the decisions regarding identification and placement. If a student requires transportation, the Request for Special Transportation is completed and submitted to Student Transportation Services. Eligible students may be granted transportation prior to the IPRC meeting.

Placements Eligible for Transportation and Access Information

Placement	Access Information
Students in special education programs	<ul style="list-style-type: none"> ● Students in full-time special education programs are considered eligible for transportation where the special education class placement is beyond the distance guidelines. ● A specific identified need may warrant special consideration for transportation.
Students in mainstream placements	<ul style="list-style-type: none"> ● Identified students who are in mainstream placements and receiving support from a Special Programs Resource Teacher may be eligible for transportation depending on need.
Placement	Access Information
Students in Education and Community Partnership Programs (ECPPs)	<ul style="list-style-type: none"> ● Specific requirements and details regarding the student and service requirements are received from Care and/or Treatment Programs, Custody and Correctional Facilities vice-principal. ● Service is provided utilizing either contracted minivan 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	<ul style="list-style-type: none"> ● Provincial Schools provide a list of students from PDSB who are enrolled in the Provincial School.

<p>Demonstration schools</p> <p>E. C. Drury Trillium W. Ross MacDonald</p>	<ul style="list-style-type: none"> • Transportation staff designs a segregated route system for the weekly lodging students. • Communication is made directly with parents regarding pick up and drop off times as well as necessary adjustments. • Revisions to student data and new or deleted student information is received from the Provincial school on an ongoing basis throughout the school year.
<p>Students who require transportation in order to attend summer school programs</p>	<ul style="list-style-type: none"> • No transportation service is provided for secondary students attending summer school. • Elementary summer school (Grade 7 and 8) students are provided with bussing to the designated summer school site from the neighborhood school. • Centralized stops, located only at schools, are established for this service and route information is provided to all schools prior to the end of June. • Students are required to get themselves to the centralized stops. • Exceptions to this apply only in the case of students with physical disabilities or exceptional rural circumstances.

School Attendance Boundaries:

Students may access school transportation services if their primary address is within the school's attendance boundary, at a distance of more than:

Grades	Kilometers (km)
Kindergarten – 1	1.0
2 – 4	1.6
5 – 8	2.0
9 – 12	3.8

A specific identified need may warrant transportation regardless of distance.

Walking Distance to the Bus Stop (if not door to door)

Students may need to walk up to the following distances in order to reach their bus stop:

Grades	Kilometers (km)
Kindergarten	0.4
Grades 1-6	0.8
Grades 7-12	1.2

Siblings

In circumstances where siblings of a student with special needs are eligible for transportation and attend the same school as their sibling with special needs, the siblings may be assigned to the same vehicle as their sibling with special needs at the discretion of STOPR.

Modified Day

Sometimes students with Special Education transportation require a modified day to accommodate health care or therapeutic services. Transportation will only be adjusted for one time each day. A student may arrive at school at the regular start time and leave early, or arrive later and leave at the school's regular departure time.

Safety Criteria

Wheelchairs, Strollers and Walkers	<ul style="list-style-type: none">• All vehicles used comply with Ministry of Transport regulations, including wheelchair/stroller securement processes and devices.• Other equipment (strollers and walkers) can be secured during transportation with seats available for the student.• There is a limit of one (1) piece of equipment that can travel with the student.
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<p>Transporting Students with Service Animals</p>	<ul style="list-style-type: none"> ● Approved service animals are permitted to accompany students with disabilities on school buses. ● The SESEL Department will communicate with the Transportation Department about the arrival of a service animal. ● STOPR will communicate with the Transportation provider prior to the arrival of the service animal on the bus. ● Orientation meetings between the driver, parent/guardian, student and service animal should occur prior to the service animal's first day on the bus. ● Students or others with service animals must adhere to the following: <ul style="list-style-type: none"> ○ keep the animal under control at all times, ○ keep the animal on a leash or appropriately contained ○ keep the animal on the floor away from the aisle ○ make certain the animal is clean
<p>Travel Assistants</p>	<ul style="list-style-type: none"> ● All efforts are made to secure Travel Assistants when required. These staff may be full-time or casual employees. ● They provide assistance to students with disabilities on the bus. They do not leave the bus during the student's transition to or from their pick-up/drop-off location.
<p>Ride Alone</p>	<p>When a student cannot safely ride a bus with other students and all options have been exhausted, they may be approved to be transported alone, or alone with a Travel Assistant, on a STOPR vehicle. This request is made by the school principal in consultation with a Coordinating Principal of Special Education and Social Emotional Learning.</p>
<p>Safety Equipment</p>	<p>The following safety equipment may be requested:</p> <ul style="list-style-type: none"> ● Seatbelt ● Multi-point safety vest
<p>Driver Training and Other Safety Related Requirements</p>	<ul style="list-style-type: none"> ● Bus operators are required to train their drivers with respect to the transportation of students with special education needs. The following outlines the training provided and other safety related responsibilities.

	<ul style="list-style-type: none"> ● All drivers require a Vulnerable Sector and Criminal Background Check ● All drivers receive training as required under the AODA and the regulations made under it (i.e., Accessible Customer Service) ● All drivers are trained on the use of Epi-Pens and Inhalers ● All drivers are trained on CPR and vehicle evacuations <p>Throughout the year, drivers will communicate through their dispatch incidents or any concerns regarding students' transportation experience, including accessibility related issues for students with disabilities.</p>
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Type of Vehicle

Decisions about the type of vehicle are made collaboratively with the involvement of any or all of the following: Special Education Resource Teacher, Co-Ordinator, Special Programs Resource Teacher, school personnel, Superintendent, Transportation officer.

Vehicle Types:

- 20 passenger van
- 5 passenger minivan
- wheelchair accessible vehicle
- taxi
- regular school bus

Standard 17: The Board's Special Education Advisory Committee

Special Education Advisory Committee

SEAC members participate in reviewing the Board's Special Education Plan, along with specific program reviews and staffing updates. SEAC members receive a variety of reports during the school year including OnSIS updates, gifted and communications classes updates, annual budget processes for special education and the updated Board procedure for accessing ALEs.

SEAC roles and responsibilities

The committee:

- Makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the Board.
- Participates in the Board's annual review of its special education plan.
- Participates in the Board's annual budget process as it relates to special education.
- Reviews the financial statements of the Board as they relate to special education.
- Provides information to parents, as requested.

In the 2023-2024 school year, the Board's Special Education Advisory Committee fulfilled their role and responsibilities through open collaboration, shared decision-making in setting agenda items, while ensuring transparency of practice.

Procedures for selecting members

Elections for SEAC Committee members are held at the December meeting. The Special Education Advisory Committee has the following composition:

- Three Board Members.
- A maximum of twelve additional representatives from local associations, on the basis of one representative per association, as nominated by the local association and appointed by the Board.
- One alternate for each representative appointed, as nominated by the local association and appointed by the Board.

Delegations:

Parents and members of the public can request the opportunity to delegate and present concerns to SEAC. Parents and members of the public are also welcome to attend SEAC meetings at any time and may access agendas on the Board's [Special Education Advisory](#)

[Committee webpage](#). Each meeting includes an opportunity for the public to ask questions. Questions can be submitted electronically to publicquestions@peelsb.com

Association Support:

SEAC members can provide families and members of the public with support in a variety of ways:

- Advocacy for programming, funding, or access to programs.
- Provincial and local support offered by the association to students and families.
- Resources and support for post-secondary planning.
- Connecting with Board personnel who can answer questions or provide information.
- Connecting families with resources in the community to support students and families.

SEAC Members 2022-2026

Trustees:

Susan Benjamin	email: susan.benjamin@peelsb.com
Lucas Alves	email: lucas.alves@peelsb.com
Jeff Clark	email: Jeffrey.clark@peelsb.com

Associate Director:

Paul da Silva	email: paul.dasilva@peelsb.com
	Tel: 905-890-1010 ext. 2232

Superintendent:

Claudine Scuccato	email: claudine.scuccato@peelsb.com
	Tel: 905-890-1010 ext. 2346

Chair:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children

Vice-Chair:

Mary Wright, Down Syndrome Association of Peel

1. Association for Bright Children, Peel Chapter

Barbara Cyr	email: bcyr@abcpeel.org
Karen Kennedy - Alternate	email: kkennedy@abcpeel.org

2. Abilities to Work

Kevin Wilson	email: kevin.wilson@abilitiestowork.com
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3. Autism Ontario, Central West Region

Nilanjan (Ray) Ray	email: nilray@outlook.com
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Kemmy Raji – Alternate email: Kemmyraj@gmail.com

4. Brampton Caledon Community Living

Ann Smith email: annsmith1@sympatico.ca

5. Down Syndrome Association of Peel

Mary Wright email: dandel@rogers.com

Anju Mistry – Alternate email: anju.mistry@rogers.com

6. Easter Seals Ontario

Jennifer Knight email: jklkp@hotmail.com

Sadia Shoaib – Alternate email : sshaib09@gmail.com

7. FASworld Canada – Peel Chapter

Dorothy Peddie email: Dorothy.peddie@rogers.com

8. Fragile X Research Foundation of Canada

Nicole Buckett email: nicole.buckett@hotmail.com

9. Learning Disabilities Association of Peel Region

Carol Ogilvie email: ogilviecar@aol.com

Lea Ann Mallett – Alternate email: executivedirector@ldapr.ca

10. OPVIC – Ontario Parents of Visually Impaired Children

Jassie Gill email: jassie.gill@td.com

Wes McDonald - Alternate email: wesmcdonald23@gmail.com

11. Sawubona Africentric Circle of Support

Topaz Hines email: whytet@rogers.com

Felix Isawode - Alternate email: edujewode@yahoo.com

12. VOICE for children who are Deaf and Hard of Hearing.

Shelley Foster email: voicesshelley@gmail.com

SEAC meeting times and locations

There are a total of 10 meetings per school year (September to June). These take place every 3rd Tuesday, with a few date adjustments due to Faith days/Holidays, from 7:00 - 9:00 PM. SEAC meetings are held in the hybrid format, with in-person attendees meeting in the Brampton room at the Central Board Office.

Documentation Provided

To support the Committee in fulfilling its responsibilities, the Board shared written and oral reports with SEAC on topics related to Special Education. These include reports and information shared on:

- Mental Health Strategy and Priorities
- Multidisciplinary Model
- Accessing supports for students who demonstrate high risk behaviour
- SESS 5 – Reporting a child in need of protection
- SESEL staffing
- Accessibility Project and Overview
- Graduation Rates
- Special Education pilots
- Review of the Vocational 1 Program
- Guidelines for the use of Alternative Learning Environments (ALEs) ;
- OnSis Reporting Data
- School Improvement and Equity Plan;
- Assessment, Evaluation and Reporting Policy
- Voluntary and Involuntary De-escalation Rooms
- Board Financial Report
- Unhoused Student Needs
- Draft Special Education Plan
- Provincial scan of Vision Itinerant Service
- EA Absences and Class Closures
- Updated Ministry funding model for 2024
- Accessibility project file process

In addition to these reports, the Board also shared information requested through committee motions and delegations to SEAC.

Standard 18: Coordination of Services with other Ministries or Agencies

The Peel District School Board is committed to providing support for students transitioning into PDSB programs from external programs and facilities. The Special Education, Social Emotional Learning Department coordinates and supports these transitions through a number of programs, which students access based on individual contexts.

Education, and Community Partnership Programs (ECPP)

Education, and Community Partnerships Programs (ECPP) are for students who cannot attend school because of their primary need for care, treatment, and/or rehabilitation.

Students attending an ECPP are among our most vulnerable learners and are at risk of not completing elementary and/or secondary education. Although these students have primary needs other than education, the Peel District School Board recognizes that maintaining continuity of education during periods of care, treatment and/or rehabilitation, complements and supports treatment objectives and improved life outcomes for these children and youth. ECPPs are based on a collaborative model for sharing responsibilities between the school board and the ECPP Facility. The school board provides the educational programming and the ECPP Facility provides the care, treatment and/or rehabilitation services.

Children and youth in these programs may:

- have disabilities;
- have physical or health, or social emotional needs that may require hospitalization or day treatment;
- have severe mental health needs and/or addictions;
- be in conflict with the law or at risk of being in conflict with the law.

In this model, the PDSB provides the education programming while the ECPP Facility delivers the care, treatment and/or rehabilitation services.

Partner ECPP Facilities include:

- Associated Youth Services of Peel
- Cuthbert House (Salvation Army)
- E FRY Help and Hope for Women
- Marjorie Amos Residence (E FRY)
- Everymind Mental Health Services
- Sensoree Foster Services

- Surrey Place
- William Osler Health System

ECPP Facilities set out the criteria for admission and withdrawal within the ECPP and criteria may vary depending on the facility and the treatment, care, or rehabilitation plan.

A key component of ECPP programs is transition planning for students who are moving from Facilities, back into their school setting, or, upon graduation, exploring post-secondary options. The coordinating vice principal for ECPPs is responsible for coordinating transitions between ECPPs and schools, as well as when a student transitions to/from an external ECPP.

Occupational & Physiotherapy (OP/PT) School-Based Rehabilitation Services (SBRS)

The Peel District School Board and the Children’s Treatment Centre (CTC) of the Ministry of Children, Community and Social Services (MCCSS) share responsibility for ensuring students have access to School-Based Rehabilitation Services (SBRS) for occupational therapy, physiotherapy and speech therapy services to attend school, participate in school routines and receive instruction. The program provides in-school rehabilitation services to enable the student’s attendance and participation in publicly funded educational settings throughout the school year. SBES may occur at any time from school entry and exit and must be delivered with the inclusion of access and intake, early intervention, assessment, intervention, and supportive transitions.

Occupational Therapy Service

- Students requiring OT services in elementary schools will be seen through a Tiered Model of Service which involves a progression of timely, increasingly focused and intensive, evidence informed interventions.
- A therapy team including an Occupational Therapist and Occupational Therapy Assistant (PTA/OTA) will be assigned to each elementary school.
- OT Services provided will be based on a tiered approach to intervention for primary school years.
- OT Services will be provided to eligible middle and secondary school students on a consultative basis.

Physiotherapy Service

- A team of physiotherapists (PT) will have a geographically based caseload that includes all students in the area who require physiotherapy services at school from JK to school exit.
- Students will have access to PT service options that may include at-school consultation for equipment, safe ambulation and participation.

Referrals to EOK SBRS are made using the online [SBRS Referral Form](#) that outlines criteria and identifies areas of priority for occupational therapy and physiotherapy. Additional information can be found [here](#) on the objectives, features and MCCSS expectations.

School Based Rehab Services (SBRS) Partnerships

Speech Language Pathology (SLP)

The PDSB - ErinoakKids program collaboration:

- Provides families with feedback when they choose to complete the K registration Communication Questionnaire before entry to school to increase awareness of ErinoakKids preschool services.
- Entry to School Program collaboration between team leaders to improve transition for students with an ASD diagnosis.
- Preschool Speech and Language Services reports are summarized, entered into SIS and reviewed with the school team with parent consent to ensure the SLP's impressions and recommendations may be implemented in the classroom.
- Assistive Devices Resource Services (ADRS) collaboration is ongoing throughout a student's school journey to assist in sharing and implementing ADRS recommendations in the school environment.
- School Based Rehabilitative Services (SBRS) collaboration is ongoing throughout a student's school year to refer to SBRS for speech support and maximize the benefits of SBRS recommendations in the school environment.

External SLP providers:

- When parental consent is provided, the PDSB SLP department reviews, summarizes and shares information from external SLP reports with educators and school teams in order to assist in the understanding and implementation of the student's communication/language/speech portrait and recommendations.

Entry to School Program (ETS)

Erinoakkids (EOK) provides families of students with Autism, and registered with the Ontario Autism Program, a 6 month [ErinoakKids - Entry to School Program](#) (ETS) program. Parents can opt to attend ETS prior to registering and starting in a publicly funded elementary school. Starting points for this program may be in either September or March when a student is of JK, SK, or Grade 1 age.

The PDSB employs ABA Facilitators to work with ETS staff and families to support the Transitions of students from the ETS into PDSB schools.

External Agency Support Workers

On occasion, students returning from a therapeutic setting or living in a residential treatment facility require human resources beyond those provided by the PDSB to access a school learning environment. In such cases, qualified agency support workers may accompany the student to school when a Memorandum of Understanding (MOU) is completed and approved by both parties.

Appendix 2

Updates to the Special Education Plan After SEAC Feedback

We deeply value and respect the role of the Special Education Advisory Committee and the insightful feedback provided on our special education plan. SEAC input is crucial in shaping a more effective and inclusive approach to special education. Below is a summary of the changes made to the plan in response to SEAC's recommendations.

Please note that feedback has been summarized and consolidated to reduce repetition. Where the same feedback appears under different Standards, only the first instance of the feedback and related answer/action is reflected below.

Introduction

Feedback: Insufficient consultation with SEAC on the closure of the full day Communication Program

Answer: We understand the concerns regarding the insufficient consultation with community and families regarding the recent change in our program. While we acknowledge the importance of engaging with community and families in decision-making processes, we want to clarify that this decision was made after careful consideration across departments and amongst various educational partners and was based on experiences in schools. It was also rooted in our deep commitment to fostering inclusion and reducing the possibility of streaming students within our educational framework which can have significant implications, especially for students that identify as Black and Indigenous, as evidenced in the recent Ministry Review of the PDSB. The decision was informed by insights and recommendations outlined in the Right to Read report, which highlighted the need for comprehensive reforms to enhance literacy instruction and promote equitable access to education for all students.

Although we recognize that consultation with the community and families is essential, there are instances where decisions need to be made promptly to address urgent needs and align with broader strategic objectives such as staffing processes. In this case, the decision to adjust the

Communication program was driven by a sincere desire to improve literacy outcomes, improve pathways and create a more inclusive learning environment for all students.

To that end, we will be continuing with the implementation of the Communications Cluster Pilot for the 2024-2025 school year. Moving forward, we are committed to enhancing our communication channels with the community and families and ensuring that their voices are heard in future decision-making processes. We value your input and understand the importance of collaboration in achieving our shared goals of ensuring that students access quality education and supporting the diverse needs of our students. We would like to work alongside the Delegate, families and SEAC to determine the most effective communication channels and the areas for feedback as we continue to support students.

Action: Standards 2 and 8 of the Special Education Plan were updated to show the shift in the delivery model.

Standard 1

Feedback: The Special Education Plan is not easy to understand and follow.

Action: The draft Special Education Plan was updated to make it easier to navigate. This included adding links or directions to additional information, particularly when those details were located in a different section of the Plan. For example, Standard 2, which outlines the Board's Special Education Placements, has been updated to indicate that placement details can be found in Standard 9, and where practical, additional links to information within the plan have been added.

Feedback: No method included for public to contact SEAC

Action: Standards 5 and 17 of the Special Education Plan were updated to provide contact information for members of the public to submit questions to SEAC.

Feedback: Insufficient opportunity/transparency around consultation with parents/guardians

Answer: All Student Review meetings are guided by the Operating Procedure "SESEL 1 Student Review Process". The Student Review Process (SRP) includes Student Review Meetings (SRM).

Best practices to support individual student success and well-being begin with educators playing an active role in noticing, sharing, and addressing strengths and needs through collaboration with others in a cyclical process. This process includes a multi-leveled approach whereby

school-based teams meet to discuss individual student needs through case conferences and collaborative team meetings. All these meetings are part of the Student Review Process (SRP) and are documented in the Student Success Supports module of SIS. Parent/guardian contact, and involvement is expected at all levels of this process to ensure a holistic portrait of the student is developed.

If these consultations are not happening, it is recommended that families contact the school Principal or Field Superintendent to ensure that the integrity of the process is being upheld.

We have committed to writing a parent guide to the Student Review Process this summer and will work to ensure that this document is accessible to all families. We will be providing a link to a planning document where members of SEAC may help inform the development of this guide by sharing key features they would want to see in the guide, and/or questions they/parents would want answered by the guide. Once the draft guide has been developed, it will be shared with SEAC for additional feedback prior to being finalized.

As a part of the update to the Special Education Plan, we will be seeking parent/guardian feedback on each of the 18 Standards. Parents/Guardians will be able to click a link on the external facing website to provide feedback throughout the year on the Special Education Plan. This feedback will be shared with SEAC and reviewed regularly.

Action: Standard 1 of the Special Education Plan has been updated to reflect ongoing plans for increased opportunities for feedback from parents and the community.

Feedback: SEAC is not included in email updates for staff and families

Answer: The Peel District School Board does not individually share monthly updates other than with staff and parent(s)/caregiver(s). Members of all board committees, including SEAC, can access the monthly updates by going to the Peel District School Board home page under “What’s New?”

Action: The Communication with families, community and staff section of Standard 1 has been updated to indicate where the monthly updates can be accessed.

Standard 3

Feedback: The plan does not include all of the Board’s responsibilities in relation to SEAC.

Action: This Standard has been updated to list (rather than summarize) the Board’s responsibilities outlined in Special Education in Ontario, for the purpose of the development of the Special Education Plan.

Feedback: Training for and role of teachers (classroom, Special Education and resource teachers)

Answer: In addition to access to general training outlined in the draft Special Education Plan, Special Education staff collaborate to provide the individualized supports needed by students. Where specialized services are required, this is supported by the appropriate itinerant teacher, resource teacher and/or professional staff, or by external partners.

Starting in the 2024-2025 academic year, Special Needs Itinerant Teachers are being replaced by Special Program Resource Teachers (SPRTs).

The 2023-24 school year was a time of developing staff currently in ASD and Special Needs (SN students are those with Developmental Disabilities and/or Physical Disabilities) Itinerant Teacher positions to be ready for SPRT roles if they choose to apply. We assigned one Special Programs Itinerant Teacher to each school, either an ASD Itinerant or a Special Needs Itinerant. Each Itinerant was partnered with a colleague who had expertise in the area that they did not. Itinerants worked in pairs teaching each other how to transition students in, support teachers with programming, and access specialized resources available within the board or from the community partners. Our Occupational Therapists also developed strong partnerships with Itinerant Teachers throughout the year as they collaboratively reviewed students' accessibility and learning needs to create sensory and gross motor learning environments. During monthly staff meetings and weekly office hours we provided time to collaboratively work through challenges of daily professional practice in supporting students with both ASD and Special Needs and brought in guest speakers with expertise in specific areas such as FASD and ASD. Itinerant teachers work closely with our Children's Treatment Centre, ErinoakKids, for Occupational Therapy, Physiotherapy and Speech Language Pathology through the School-Based Rehabilitation Services program.

Action: Standard 3 has been updated to reflect that Special Needs Itinerant Teachers will be replaced by Special Program Resource Teachers in 2024-25.

Standard 4

Feedback: Clarifications requested about Response to Intervention, the tiered approach and parent involvement

Answer: Parents should be involved throughout the Student Review Process and at every level of Tiered Support - it begins with a deepening understanding of the student identity and learner portrait and then as additional support is needed; students would be presented at the Student Review Meetings in which parents are a critical partner.

Students are not placed in a tier. Rather, the tiers reflect the levels/intensity of intervention and support being provided. The tiers are not mutually exclusive, as tier 1 supports would generally continue to be offered along with tier 2 or 3 interventions.

Action: The title of this section of Standard 4 in the Special Education Plan has been changed to A Tiered Approach to Intervention for greater clarity.

Standard 5

Feedback: Better process needed for sharing IPRC guide to ensure parents are fully informed of their rights

Answer: Upon receiving documentation from a medical practitioner and once the school is informed, the school administrator will invite the family to an SRM (Student Review Meeting) for further steps. This may include an IPRC meeting, during which information, including IPRC guidelines, will be discussed.

If these consultations are not happening, it is recommended that families contact the school Principal or Field Superintendent to ensure that the integrity of the process is being upheld.

Action: The introductory section of this standard in the Special Education Plan has been updated to more explicitly reflect that parents/guardians can request an IPRC.

Standard 6

Feedback: Process for communication of assessment results with parents and protocols for sharing of information with staff and external agencies.

Answer: Psychoeducational and Speech Language Pathology assessment results are consistently communicated with families upon completion of services. This feedback can occur in a variety of ways (in person or virtual meeting, mail, email, phone) depending on the needs and preferences of each family.

The sharing of information between the professional and the family and/or student is explained during the Informed Consent subheading in Standard 6.

Action: Standard 6 has been updated to reflect the above information on the communication of results with families.

Feedback: Clarity needed on how privacy of information is protected

Answer: PDSB Privacy Officer consults on policies and procedures to protect private and confidential information. Registered Professionals such as PSSP also have standards and expectations through their Colleges as to the collection and retention of personal health information and private and confidential record keeping. All information is stored double-locked, or electronically password protected on encrypted devices. Reports are shared via SecureDocs or handed directly to parents.

Action: The Privacy and Sharing of Information section of Standard 6 has been updated to reflect these details.

Feedback: Qualifications needed for administering each test are missing

Answer: The requirements for Standard 6 (Educational and Other Assessments) are intended to be an overview of the qualifications for those providing diagnoses rather than qualifications based on each type of assessment.

Action: The Special Education Plan has been updated to reflect the qualification required for each category of assessment.

Standard 7

Feedback: Incorrect acronym for Home and Community Care Support Services (HCCSS)

Action: The draft Special Education Plan has been updated to reflect the correct acronym.

Standard 8

Feedback: Clarity needed around criteria and assessment tools for gifted identification.

Answer: The recommendation of the Review of the Gifted Identification Process report regarding Academic scores as a criteria for identification is being implemented effective September 2024. Only cognitive scores will be used to determine if a student meets the criteria for an identification of Exceptional Intellectual - Gifted.

Action: The Special Education Plan draft has been updated to include this information.

Standard 9

Feedback: Communication Autism - offers a placement of indirect service - itinerant service yet all 38.5 itinerant teachers have been removed from the special education staffing

Answer: Our support model has shifted to using Special Programs Resource Teachers, and we will need to update the placement as noted. Thank you for bringing this to our attention.

Special Programs Resource Teachers will continue to support schools with programming and supporting families with the Planning for Entry process. Students Identified with Communication Autism and placed in a regular class placement will also be provided with resource support by a school based Special Education Teacher (e.g., ISSP or Monitor Teacher)

Action: The Special Education Plan has been updated to reflect the change for this placement.

Feedback: Communications Classes are still a placement option despite the announced closure of these classes.

Answer: Communications clusters are still a placement option. The Board did not close Communications classes, but the model has shifted to a resource model from a fully self-contained model.

Action: Updates to the Special Education Plan to reflect Communications clusters have been made.

Standard 10

Feedback: The Plan doesn't describe a method for parents to provide input. The Dispute Resolution seems lengthy. How do parents contact the people mentioned in the plan (eg. Superintendents)

Answer: The method for parent input is described on page 78. We have added more specific details about parent input throughout this section of the Special Education Plan that reflects the following information:

Parent input and communication with the classroom teacher is an ongoing process throughout the school year as part of the Student Review Process. Before the IEP is developed, families provide input through a Parent/Guardian Consultation Form and/or a school meeting. This takes place within the first 30 days of school or after the decision to initiate an IEP is made.

The Student Review Process (SRP) includes opportunities for families to participate in Student Review Meetings (SRM) and discuss any concerns with the school team. During the spring Annual Review process, schools and parents/guardians also review and make adjustments to

the IEP for the coming year. If a family has specific concerns, they may be directed to the administrator, who can facilitate meetings with the necessary personnel.

The dispute process outlined in the Special Education Plan outlines the steps parents may take to resolve their concerns in a timely manner which begins with the educators and school team most directly involved in implementing the IEP in order to resolve concerns as soon as possible.

If disputes are not resolved at this level, the Special Education Plan outlines who to contact next (pg. 77-78). The name of the Family of School Superintendents and the Superintendent of Special Education is available on school websites. A link to the Special Education School Directory has been added to the Special Education Plan.

Action: Standard 10 of the Special Education Plan has been updated to reflect these details.

Feedback: No link to IEP Guide

Action: A link to the Parents Guide to the IEP was added in the Dispute Resolution section of Standard 10 of the Special Education Plan.

Feedback: The previous version had a clear, fulsome, parent-friendly definition an IEP.

Action: The Special Education Plan has been updated to reflect the more detailed definition of the IEP provided in Special Education in Ontario and included in previous versions of the Board's Special Education Plan.

Standard 12

Feedback: Coordinator - Assistive Technology, ATRT positions removed

Answer: Due to the recent changes to the SEA Directives 2024-2025, there has been an increase in FTE for direct support for students requiring specialized equipment, including assistive technology, to access the curriculum and attend school. The PDSB will be hiring SEA Resource Teachers, Occupational Therapists as well as a Vice-Principal for SEA to provide direct support for students with assistive technology and staff.

Action: The Special Education Plan has been updated to reflect these new roles.

Feedback: Why are Inclusion coaches still in the list for qualifications and when did they disappear?

Answer: Inclusion Coaches were removed for the 2023-2024 school year.

Action: The Special Education Plan has been updated to remove this role.

Standard 14

Feedback: Some of the info is out of date due to new SEA rules.

Action: Information related to SEA has been updated in the Special Education Plan.

Standard 16

Feedback: Drivers should also be required to have CPR training

Answer: All Special Education bus drivers are CPR Trained.

Action: Clarification provided, and update made on the Special Education Plan to reflect this information.

Standard 18

Feedback: Insufficient Occupational Therapists to meet student needs

Answer: The number of occupational therapists is dependent on the allocated funding. Each school board receives external OT support through their respective Children's Treatment Centre. ErinoakKids is the service provider selected by the Ministry of Children, Community and Social Services and provides School-Based Rehabilitative Services to the PDSB. A suggestion is connecting with ErinoakKids to share concerns for SBRS services.

However, we are very happy to share, due to the most recent changes to the SEA funding, we will be hiring 6 additional FTE Occupational Therapists and 1 Occupational Therapy Manager. With this change, we are hoping to provide more OT support for our students with complex needs and building capacity with our educators and staff. OTs will be able to complete individualized assessments and recommend specialized equipment to promote participation and access to the curriculum and school environment. Training will be provided to students and staff to ensure safe and proper use of equipment and ensure it is embedded in their day and programming through the IEP.

Action: The Special Education Plan has been updated to reflect the changes in SEA supports and related staffing.

Multi-Year Strategic Plan Progress Report 1 - Curriculum & School Improvement Department

Report Type: For Information

<i>Prepared by:</i>	Lara Chebaro, Superintendent of Curriculum & School Improvement Planning Harjit Aujla, Associate Director - School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

The Multi-Year Strategic Plan through Curriculum with a focus on Student Achievement

In alignment with the Peel District School Board's Multi-Year Strategic Plan (MYSP), this report outlines some of the actions the Curriculum & School Improvement Department will engage in for the 2024/25 academic year. The actions outlined in this report specifically focus on Goal 1 - Student Achievement while addressing Goal 2 - Safety and Well-Being, Goal 3 - Equity and Inclusion and Goal 4 - Community and Parent Engagement.

Most of the actions included in this report will be conducted in collaboration with the Equity, Indigenous Education and Community Engagement department, the Special Education department, the Safety & Well-being department, Innovation and International Programs department as well as Leadership Development and School Partnerships department.

For students, we will:

Advance achievement by:

- fostering student agency and ownership while developing skills and knowledge to access multiple academic and career pathways.
- addressing disproportionate outcomes for students historically and currently marginalized and underserved.

The following are a few examples of the actions the Curriculum & School Improvement Department will take this year to advance this goal.

For our youngest students (Year 1 and Year 2 Kindergarten students), we will launch a new math resource called **MathBits**. Research shows that children naturally engage in math through play—such as measuring, sorting, counting, and estimating. However, for deep learning to occur, teachers must be intentional and purposeful in their interactions to fully support and guide children's mathematical development (The Kindergarten Program, p. 75). MathBits is a resource that helps Kindergarten educators notice, name, and build on the math thinking that 3- to 6-year-olds demonstrate during play, supporting goal 1.1 of the MYSP.

For students in Year 2 of Kindergarten to Grade 2, we are implementing **reading screeners** to assess reading skills. Over the summer, 700 PDSB teachers were trained, and 500 more will be trained by the end of September to serve the 30,000 students who will be screened by the second week of November. The screening data will help us establish clear reading benchmarks, particularly for students who have been historically and are currently marginalized and underserved, in alignment with goal 1.2 of the MYSP. This process also supports the implementation of recommendations from the 2024 Human Rights - Right to Read report and PPM 168.

This year, we are ensuring professional learning with resources specifically tailored for reading instruction for K-12 educators. This includes targeted support for neurodiverse students, multilingual learners, and those who continue to experience disproportionate outcomes due to underservice. The 42 literacy coaches, 5 Literacy Resource Teachers, and the Literacy Lead will

play a pivotal role in strengthening reading instruction across all grade levels. Their collective efforts will help address and reduce disparities in reading achievement, aligning with goal 1.2 of the MYPSP.

For students in grade 7 & 8 who identify as female and as Black, African, Afro-Caribbean, we will be hosting the **KUUMBA Conference**. This conference will take place in June of 2025. The goal of the conference is to bring students face to face with successful Black women in E.S.T.E.A.M. fields. Last year, young Black females from PDSB who attended shared that they felt empowered to pursue any career path they choose. This conference also supports our efforts to meet goal 1.2 by addressing the historical patterns of underservice experienced by Black students who identify as female.

For students in Middle school and in Secondary programs, we will be increasing the number of Counting on You (COY) programs. The goal for 2024/25 is to develop and implement literacy and math extension programs in every high school in Peel through COY. These programs will be offered to students in Grades 7-10 before or after school, or on weekends.

For staff, we will:

Advance achievement by:

- maintaining a culture of high expectations.
- ensuring ongoing professional learning to remain current in a culturally diverse and changing world.

The following are a few examples of the actions the Curriculum & School Improvement Department will take this year to advance this goal.

For staff specifically, those teaching de-streamed literacy and math programs in **Kindergarten to Grade 10 classrooms**, we developed two digital tools that support **Language and Math Instruction**. In alignment with goal 1.3, maintaining a culture of high expectations for staff, this tool serves as a digital curriculum roadmap for teachers. This roadmap provides consistency, alignment and transparency in literacy and math instruction as well as assessment across the district. These newly developed PDSB digital tools include anti-oppressive and differentiated diagnostic assessments, assessment ideas for educators, self-assessments for students, as well as activities, resources, and professional learning opportunities for each math topic.

For staff in secondary schools working with the newly revised curricula in the following courses:

1. Grade 9 Exploring Canadian Geography course,
2. Grades 9 and 10 Business Studies courses,
3. Grades 9 and 10 Technological Education courses,
4. Mandatory learning on mental health literacy in the Grade 10 Career Studies course.

Resources, learning plans, and new tools will be provided to help deliver the updated curricula. These resources and professional learning opportunities, created using PDSB's Equity Strategies and anti-oppressive frameworks with a focus on differentiated instruction, ensure that staff remain

current and culturally responsive to diverse and evolving learning needs, as outlined in goal 1.4 of the Multi-Year Strategic Plan.

For New teachers in Peel, the Curriculum & School Improvement department in collaboration with all central departments has started working with new teachers to PDSB through professional learning, mentoring and side by side coaching opportunities. This year, we welcome 428 new elementary teachers and 237 new secondary teachers to the New Teacher Induction Program.

For all teachers, and in alignment with the Ontario College of Teachers Standards of Practice, we are dedicated to supporting professional learning and growth in all of our teachers as this is an integral part of the teaching profession. This year, 20 Additional Qualification (AQ) courses were created through the collaboration of teachers from all central departments as well as from schools across the Peel District School Board.

All Additional Qualification courses were submitted to the Ontario College of Teachers (OCT) for accreditation. OCT has been an instrumental and key partner in this work.

This Fall, we committed to offering the following six AQ courses to teachers:

- First Nations, Metis and Inuit Studies,
- Addressing Anti-Black Racism,
- Teaching English Learning Learners,
- Mathematics Primary/Junior,
- Mathematics for Grade 7 and 8 and
- Special Education

We expect 270 teachers to register for these courses. All Fall AQ courses will be subsidized. Offering PDSB created teacher courses addresses goal 1.4 of the Multi Year strategic plan.

For families and community, we will:

Advance achievement by:

- deepening understanding and access to pathway opportunities.
- developing enhanced partnerships with community organizations, agencies and post-secondary institutions that will benefit families.

The following are a few examples of the actions the Curriculum & School Improvement Department will take this year to advance this goal.

For families with children in Kindergarten to Grade 10, the Curriculum & School Improvement Department will continue to offer Math digital tools for students to use at home. In alignment with PPM 168 and the Math Achievement Action Plan, All schools in Peel have access to Knowledgehook and MathUP.

- Knowledgehook - Available to all de-streamed math classrooms (Kindergarten to Grade 10). This is a student-facing tool providing games and learning opportunities for deliberate practice.

- MathUP - Available to all Grades 1 to Grade 9 Math teachers providing high-quality lessons, assessments and student resources.

Families will be able to access Knowledgehook with their child for use at home as needed. By understanding and utilizing these tools to support classroom learning, we believe that students' understanding of mathematics will deepen, thereby enhancing their access to future pathways and opportunities, as outlined in goal 1.5 of the Multi-Year Strategic Plan.

For families with children from Kindergarten to Grade 5, the department will continue to offer monthly Virtual Parent Engagement Nights. This year, we will be offering a series entitled: Read, Count, Soar where families will engage in Literacy and Math learning opportunities. This series will continue to offer research-based strategies, but with a focus on helping parents and caregivers reinforce both reading and math skills at home. Parents will receive practical examples of activities to do with their child and access to valuable resources for each session. Information for the series will also continue to be included in the family email that goes out centrally from our Communications Department every month.

For families who have children in secondary programs, we continue to promote rewarding career paths through the Specialist High Skills Major (SHSM) and Ontario Youth Apprenticeship Program (OYAP). These initiatives are a gateway to exciting opportunities in skilled trades. In December the department is planning a **Youth in Action** event to showcase these pathways.

Conclusion:

In conclusion, the Peel District School Board's (PDSB) Multi-Year Strategic Plan serves as a powerful foundation for ensuring student success through its focus on Student Achievement, Equity and Inclusion, Safety and Well-Being, and Community Engagement. The ongoing work of the Curriculum & School Improvement Department plays a large role in advancing these goals. The Department's core objectives and staff work-plans will directly support the advancement of the Multi-Year Strategic Plan throughout the 2024-2025 academic year.

11.3

Board Meeting, Wednesday, September 25, 2024

Trustee Annual Learning Plan: 2024-2025

Strategic Alignment:

Ministry Directive 6
PDSB Procedure By-law

Report Type:

Recommendation

<p><i>Prepared by:</i> Temi Adeniyi, Acting Governance Coordinator Jasmine Vorkapic, Governance Officer</p> <p><i>Submitted by:</i> Rashmi Swarup, Director of Education</p>
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Overview

Recommendation:

That the Trustee Annual Learning Plan for 2024-2025, attached as Appendix 1, be approved.

Highlights:

- Ministry Directive 6 provided that the Board shall establish and implement a mandatory annual learning plan for members of the Board;
- The Procedure By-law provides that Members of the Board shall attend mandatory training sessions or review the recorded sessions. Attendance records will be maintained to track all training sessions attended by Trustees.

Background:

Directive #6 states that:

The Board shall establish and implement a mandatory annual learning plan for members of the Board. All members of the Board, whether current or newly elected, shall complete the annual learning plan which shall include the following topics:

- i. obligations and responsibilities under the Education Act and all other relevant legislation, including the Municipal Freedom of Information and Protection of Privacy Act, the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code;*
- ii. the By-laws of the PDSB;*
- iii. appropriate use of the PDSB Trustee Code of Conduct; and*
- iv. PDSB governance and other key policies including but not limited to policies concerning Trustee conduct, conflict of interest, equity and inclusive education, and human rights.*

The first annual learning plan was completed and reported out at the May 29, 2023 Board of Trustee meeting. The annual learning plan for 2023-2024 school year was completed on June 4, 2024. Topics included: roles and responsibilities, consent culture, Trustee Code of Conduct, budget, conducting expulsion and suspension hearings, and human rights governance implications.

With the beginning of the school year, a new annual learning plan is required for the 2024-2025 year.

Evidence

Findings/Key Considerations:

The recommended learning plan for the 2024-2025 school year builds upon the learning provided to the Trustees during the 2023-2024 term, including a deep dive into topics related to meeting management and procedure, student discipline and human rights.

The recommended training also focuses on awareness of important system work of the Board.

There are four mandatory learning opportunities for Trustees proposed in the recommended annual learning plan. All of the sessions will be recorded and available for viewing by the Trustees to ensure all have the opportunity to participate. All presenters will be available for questions and comments during the live learning sessions and afterwards for those who watch the recording.

Attendance will be maintained for all sessions.

If other learning opportunities are required or present themselves during the year, they can be added to the annual learning plan by the Chair of the Board in consultation with the Director of Education and Governance Officer.

Impact Analysis

Equity & Human Rights Review:

Learning opportunities will be presented in a way that upholds the legal and mandated commitment to equity, anti-racism and anti-oppression.

Board or Ministry Policy Alignment:

The proposed annual learning plan for 2024-2025 aligns with the Procedure By-law and Ministry Directive 6.

Resource/Financial Implications:

Training will be provided by guest speakers/lecturers/trainers or using in-house expertise. The Governance and Policy Department is responsible for scheduling and arranging the speakers/lecturers/trainers. There may be some cost when using guest speakers/lecturers/trainers.

Legal implications:

The completion of this work aligns with the Ministry Directives. It is also in keeping with statutory obligations and responsibilities of Trustees.

Risk Assessment:

There is a risk of non-compliance and reputational risk if the annual learning plan is not implemented and completed each year.

Community Impact:

Requiring and completing Trustee training and learning opportunities will increase public trust and confidence in the Peel District School Board.

Next Steps

Action Required:

1. The Governance and Policy Department will add the dates outlined to the Annual Trustee Calendar.
2. The Governance and Policy Department will make necessary arrangements for the training/learning opportunities to be delivered to the Trustees.
3. The Governance and Policy Department will track and maintain an attendance log for the training/learning sessions.

Communications:

The Trustee Annual Learning Plan will be provided to Trustees and made available on the Trustee Portal.

Success Measures:

Completion of the annual learning plan will be a key performance indicator for the Board of Trustees.

Appendices

Appendix 1 – Trustee Annual Learning Plan 2024-2025

Appendix 1

Trustee Annual Learning Plan 2024-2025:

Media Training – October 16, 2024

This training will include an overview of the Canadian (and local) media landscape and journalism in the digital age; insights and hands-on training, both in terms of strategic preparation and the mechanics of effective delivery of both proactive and reactive media relations; practice sessions with tips and strategies to optimize interviews, instruction on ‘bridging’ techniques, performance training, and do’s/don’ts in interview situations; and considerations for crafting a compelling narrative.

An Evening with Equity- February 19, 2025

This evening will provide an opportunity to share the work that is occurring to create a sustained and equitable inclusive learning and working environments across the PDSB. It will be an opportunity to hear from the lead staff of each arm of the Equity Department to gain a deeper understanding of how we work in service and partnership to diverse students, staff, families and communities.

The Budget Process – April 16, 2025

Discussion on the goals and challenges of budgeting and provide information on different revenue streams and sources as well as operating expenses. A discussion on how the budget is balanced as well as reserves.

Meeting Management and Procedure By-law Deep Dive – May 21, 2025

An overview of meeting roles and meeting management, writing motions, the Procedure By-law.

11.4

Board Meeting, September 25, 2024

Municipal Freedom of Information and Protection of Privacy Act – Delegation of Authority

Strategic Alignment:

*Municipal Freedom of Information Act
Education Act*

Report Type:

Recommendation

<i>Prepared by:</i>	Nicole Fernandes, Freedom of Information Coordinator Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation

It is recommended:

1. That, the Chief Operating Officer and Associate Director of Operations and Equity of Access of the Peel District School Board be delegated as Head for the purposes of the *Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, Chapter M.56*.
2. That, the operational responsibility for the Municipal Freedom of Information and Protection of Privacy legislation be delegated to the Senior Board Reporter as Freedom of Information Coordinator who, in turn, may delegate to the Board Reporters.

Highlights:

- Approval of the recommendations will delegate the Head's authority with the Chief Operating Officer and Associate Director of Operations and Equity of Access.
- The recommendations will supersede the resolution passed by the Board of Trustees at the January 2021 Board Meeting which delegated the Head's authority in the Board's General Counsel.
- The operational responsibility will continue with the Senior Board Reporter and Board Reporters.

Background:

Under the *Municipal Freedom of Information and Protection of Privacy Act*, the Head shall be the Board of Trustee, who may in writing delegate its powers or duties under the *Act* to an officer or officers of the institution.