

Staff Development

Purpose of the Standard

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

Special education professional development plans are based on

- [The OCDSB Strategic Plan](#)
- [The Exit Outcomes](#)
- feedback from school-based special education staff, Learning Support Teacher (LST), Learning Resource Teacher (LRT), specialized class staff, and Educational Assistant (EA) through an on-going 'needs assessment'
- written and verbal feedback
- requests from school principals and special education teachers for school-based in-service around specific school needs (including teaching staff)
- feedback from Learning Support Services (LSS) staff
- requests from senior administration around in-service requests
- requirements as prescribed in policies and procedures

Input from SEAC

- all recommendations for staff development are open for consideration
- staff consider input received at each SEAC meeting

Staff Development priorities are established according to the following criteria

- changes in Ministry requirements
- direction from the Director's Executive Council (DEC)
- changes in Board policy and procedures
- system-level professional development focus
- perceived needs as determined by LSS staff
- requests from schools
- requests from staff



Staff Development Budget

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

Release and Professional Development	Amount spent
ACPOSB	\$ 50.00
ASD Pilot Release	\$ 1,818.49
ASIST	\$ 20,496.19
Association for Supervision and Curriculum	\$ 0.00
Assistive Technology	\$ 46,823.00
Autism Aspirations Presentation	\$ 2,352.70
Autism Awareness	\$ 4,695.24
Autism Connections - Release	\$ 594.72
Autism Workshops, Mentorship, Social Thinking Release	\$ 56,171.24
Behaviour Management Training	\$ 37,376.67
Blind /Low Vision	\$ 4,164.91
Bytown OPC	\$ 40.00
Canadian Mental Health	\$ 120.00
Canadian Vision Conference	\$ 850.00
Child/Youth Mental Health Program	\$ 900.00
Children/Youth Mental Health Conference	\$ 452.00
Children's Friendship Workshop	\$ 100.00
Collaborative Problem Solving - Tier 1	\$ 6,500.00
CPS	\$ 43,715.35
Deaf/Hard of Hearing	\$ 10,724.33
Empower Reading Program	\$ 143,705.12
Empower Release	\$ 40,500.53
Geneva Centre for Autism - Recordings/Webinars	\$ 844.00
IBM Conference	\$ 649.75
IEP Online (IOL)	\$ 83,595.00
ILLD Planning Session	\$ 3,530.45
LST Training (New and Returning)	\$ 17,851.03
Release and Professional Development	Amount spent



Meeting the Needs	\$ 1,050.00
Mental Health Release	\$ 526.04
NVCI training	\$ 7,797.00
Ontario Association for Behaviour Analysis Conference	\$ 565.00
Ontario Association of School Board Chief Social	\$ 200.00
PEERS training	\$ 2,025.00
Performance Management Training	\$ 2,011.40
Speech/Language PD	\$ 408.23
Suicide to Hope Conference	\$ 600.00
York University	\$ 1,864.50
Total	\$ 534,893.56

Staff Development Relative to Ministry Legislation and Ministry Policy on Special Education

While certain workshops are designed for specific employee groups, many workshops and programs are open to all employee groups.

Training of Principals and Vice-principals

- mandatory intern program for newly appointed principals and vice-principals based on the Board's performance and selection criteria for principals and vice-principals
- professional learning at District Operations Meetings
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IEP Online Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, IEP Online (IOL) training sessions

New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Great Beginnings is the name of the OCDSB New Teacher Induction Program (NTIP). Through the various components of Great Beginnings, new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.



Orientation

Teachers, vice-principals and principals new to the District are invited to participate in an orientation during late August. Among the items to be discussed with new academic staff are special education roles, expectations, and resources.

Special Education Workshops for Teachers/Educational Assistants/Professional Support Services Personnel/Administration

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meetings. During the 2017-18 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages. This year, the following workshops were offered to OCDSB staff:

ABA in Action – Prompting, Reinforcement and Errorless Learning
Anxiety and Autism – Considerations for Supporting your Students
Anxiety, Stress and Autism – Considerations for Supporting your Students
ASD Specialized Program, Elementary and Secondary Sessions
ASD Resources Room Model – Best Practices and Conversation
ASIST (Applied Suicide Intervention Skills Training)
ASIST 2
Behavior from a Communication Perspective, Part 2
Behaviour Intervention Program Professional Development for BIP Staff
Behaviour Management Systems Training (BMS)
Best Practices in Supporting Students with ASD
Communication Strategies for the Early Learner
EA Autism Trainings
ELIP – (Early Learning Intervention Program)
Empower – Comprehension and Vocabulary
Empower – Decoding and Spelling, Gr. 2 – 5
Empower – Decoding and Spelling, Gr. 6-8
Empower – Training Review Gr. 2-5
Exploring Autism – Primary/Junior
Exploring Autism – Intermediate/Senior
Exploring Autism - The Early Years
Exploring Autism – Part 2, Applying Your Knowledge
Geneva Centre E-Learning Modules
Google Galore
Guiding Cooperation through Reinforcement
Helping Students with High Functioning Autism Survive Middle and High School
Inclusion – Making it work for Students who are Deaf/Hard of Hearing
LD-SIP Collaborative Learning and Program Monitoring



LD-SIP Kick off Meeting

LLD Assistive Technology Workshop

Math LD Inquiry

Post-Secondary Transitions for Students with Autism Spectrum Disorder

RIRO – ECEs Only

RIRO- Teachers Only

Safetalk – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)

Social Thinking and Intro to e-learning for ILLD

Social Thinking for LD-SIP Sites

Structured Teaching for Elementary Teachers

Structured Teaching for Teachers

Supporting Structured Teaching

The Autistic Brain

Three Strategies for Independence

Tools for Social Understanding

Training for New LSTs

Transitions for Students with ASD

VTRA (Violence/Threat Risk Assessment) Training

Working with Students with Visual Impairment

Teachers are also being supported by the Learning Support Consultants (LSCs). At present thirteen LSCs are available to answer questions regarding special education, assist with programming for students, present in-service and assist with assessment and coordination of services to special education students. In addition, the Autism Spectrum Disorders (ASD) Team provides professional development and direct services assisting teachers with students on the ASD spectrum. The Behaviour Support Team provides similar services with regard to students with behaviour problems. The Itinerant ASD Teacher provides services with regards to autistic students and the Itinerant Learning Disabilities/Language Learning Disabilities Teacher provides services with regards to students with learning disabilities or language learning disabilities.

Cost Sharing Arrangements

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies.

The following are examples of such cost-sharing arrangements:

- Ministry of Child and Youth Services – Child and Youth Workers
- M.F. McHugh Education Centre (Care and Treatment Program)
- Children's Hospital of Eastern Ontario – Connections Program with Autism Spectrum Disorders
- Algonquin College – early health screening for vision, hearing, height etc.
- Ministry of Education – Shared Solutions (Alternative Dispute Resolution)



- Ottawa Catholic School District (OCSB)

Specific Board initiatives related to

- Inclusive Safe and Caring Program
- Student Success
- Health/Lifestyle
- Bullying Prevention / Intervention programs, etc.
- Substance Abuse

The OCDSB continues to explore all opportunities for cost sharing with other agencies, ministries, and the community of Ottawa-Carleton.

Examples are:

- Success by Six - school board and community intervention initiative for young learners
- Roots of Empathy - focus is to develop skills of empathy in elementary school children by experiencing the relationship between a parent and infant
- Crossroads Children's Centre
- Rideauwood Addiction and Family Services
- Children's Aid Society of Ottawa

Communication of Professional Development

In-service workshops are communicated to staff via the Ottawa-Carleton District School Board electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

