



MEMORANDUM

Memo No. 19-036

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Peter Symmonds, Superintendent of Learning Support Services

DATE: 1 March 2019

RE: **2019-2020 Specialized Program Classes**

This memorandum provides information regarding 2019-2020 projected needs for specialized program classes to inform the Academic Staffing Report and the budget planning process.

Annually, need and capacity for all specialized program classes are analyzed. In an effort to better align with academic staffing timelines, Learning Support Services (LSS) requests school teams to provide an 'estimate' of referrals to specialized program classes in late January. This process was used for the first time last year and, in many cases, the estimate provided by the schools was an overestimate of the number of referrals finally submitted. The estimate did assist with identifying pressure points prior to the specialized program class referral review process.

Using the estimate information, Learning Support Consultants (LSCs) with responsibility for each specialized program class were tasked with the analysis of projected students entering the specialized program class as well as movement of current students placed in these classes (e.g., students moving from a junior to intermediate specialized program class). Analysis of class configurations and geographic locations was also undertaken. This information was considered at a system level by the LSS leadership team and senior staff to inform the recommendations in the academic staffing report.

Specialized program classes referrals are due to LSS by 22 March 2019. Referral Review Committees are scheduled to meet between 1 April and 12 April 2019 with a target date of 25 April 2019 to have placement recommendations to school teams to support the Identification, Placement and Review Committee (IPRC) process.

Further analysis will be required at the end of spring IPRC process. As in previous years, revisions to the projected number of specialized program class may be necessary and will be reflected in the staff-recommended budget. In addition, LSS continues to collaborate

with the Planning department to determine appropriate site locations using the Geographic Model.

The proposed plan of class additions and reductions would minimize wait lists and maximize resources where significant vacancies are projected. Annual fluctuations in student need are expected across the District. Each year LSS strives to maximize the staffing allocation to specialized program classes while balancing distribution to the system caused by class openings and closings.

Elementary

Autism Spectrum Disorders (ASD)

- *Addition of up to three classes*

The District currently operates 31 elementary ASD specialized program classes with Kindergarten/primary, junior and intermediate configurations. Classes are located in all five geographic zones. Each class has a maximum of six students and is staffed with one teacher and two Educational Assistants (EAs).

Based on projected referrals, student need may exceed placement availability with the current number of classes. In addition, the provincial government recently announced significant changes to the Ontario Autism Program. While no additional information has been provided by the Ministry of Education, LSS will continue to monitor the impact of those changes as the District may experience higher than traditional numbers of school-age children attending school as opposed to participating in therapy as a result of the change in funding available to parents/guardians.

Behaviour Intervention Program (BIP)

- *Addition of up to one class*

The District has 10 elementary BIP specialized program classes with primary, junior and intermediate configurations. Classes are located in all five geographic zones. Each class has a maximum of eight students and is staffed with one teacher and an average of 2 EAs (note, EA allocation is determined based on student needs). Based on projected referrals, student needs may exceed placement availability. Referrals include students returning from Care and Treatment Programs. Placement pressure is expected at the primary/junior panel.

General Learning Program (GLP)

- *Addition of up to one junior class*

The District currently operates 11 elementary GLP specialized program classes (six junior and five intermediate classes). Each class can accommodate up to 16 students and is

staffed with one teacher and one EA. An intermediate class in the Far West zone was closed last year due to low enrolment. Referrals are expected to exceed available placements in junior classes for 2019-2020. As many students in a junior GLP transition to an intermediate GLP, this addition of a junior class will likely necessitate an additional intermediate class in the future.

Learning Disabilities Specialized Intervention Program (LD SIP)

- *Addition of up to one junior class*

The District has six LD SIP sites each offering a half-time junior and intermediate program. Each site is staffed with a 1.0 LD SIP teacher and 0.5 Learning Resource Teacher (LRT) to assist with integration. LD SIP sites are located in all five geographic zones. Due to low enrolment, one site in the Far West zone was closed for the 2018-2019 school year. Referral projections are indicating a higher number of referrals for the 2019-2020 school year. Specifically, based on projected referrals, student need may exceed placement availability for junior classes.

The LD SIP model has led to unique staffing challenges in that students are integrated in regular classes approximately half the day but, are not included in regular student average daily enrolment for the site (i.e., for homeroom teacher allocation). In addition, specific grade enrolment for LD SIP students is not known prior to the spring staffing process. In order to address the issue, 4.76 FTE of contingency staffing was provided for in the 2018-2019 budget to account for additional regular classes required at LD SIP sites to accommodate the integration model. This will be maintained for the 2019-2020 budget.

Primary Special Needs

- *Addition of up to one class*

The District currently has nine PSN specialized program classes. Each class has a maximum of 10 students and is staffed with one teacher and one EA. Classes are located in all five geographic zones. Three classes were closed for 2015-2016 due to significant vacancies. A class was added to address student need for the current school year. Based on projected referrals, student need may exceed placement availability for 2019-2020.

Semi-Integrated Developmental Disabilities

- *Addition of up to one class*

The District has nine semi-integrated DD specialized program classes with a range of primary, junior and intermediate configurations. Continued changes are required to have better geographic distribution (e.g., no classes in the South zone) and to reduce unnecessary transitions for students (e.g., primary to junior). A class was closed in the Far East zone for the 2017-2018 school year due to significant vacancies. The phase out

of the junior/intermediate class at Carleton Heights Public School as a part of the Western Area Accommodation Review and the intermediate class at Bell High School has resulted in some placement inefficiencies. Opening a primary/junior class in the South zone for 2019-2020 would accommodate projected student needs, increase alignment to the Geographic Model and may facilitate future class consolidations.

Gifted

- *Reduction of two English Gifted specialized program classes; and*
- *Reduction of two French Immersion Gifted specialized program classes*

The District currently operates 20 Gifted specialized program classes at the elementary panel with English and French Immersion options. Classes at the primary level can accommodate 20 students. Junior and intermediate classes can accommodate up to 25 students.

Based on current student enrolment and projected new referrals for elementary Gifted specialized program classes the following class reductions are required due to zero enrolment:

- One intermediate English Gifted class at Hawthorne Public School;
- One junior English Gifted class at Jockvale Elementary School;
- One intermediate French Immersion class at Broadview Public School; and
- One intermediate French Immersion class at Henry Larsen Elementary School.

There is sufficient capacity for new admissions to Gifted specialized program classes with the remaining classes. The planned class reductions will not result in any additional student transitions.

Secondary

Autism Spectrum Disorder (ASD)

- *Addition of up to four ASD specialized program classes required to place current elementary students moving to secondary*

The District currently has 12 secondary ASD specialized program classes. Each class has a maximum of six students and is staffed with one teacher and two EAs. There is increasing demand for secondary ASD specialized program classes as students move from the elementary to the secondary panel.

Based on movement of current students in ASD specialized program classes from the elementary to secondary panel two classes of pupil spaces are required next year. Another two classes may be required in order to accommodate students within reasonable proximity of their community.

ASD Secondary Credit Support Program (ASDSCSP)

- *Addition of up to one class*

The District has three ASDSCSP. Each class can accommodate a maximum of 10 students and is staffed with one teacher and one EA. Currently all classes are located in the East zone. Students placed in the ASDSCSP are working towards an Ontario Secondary School Diploma (OSSD) and are integrated into regular classes with access to a resource room and EA support. Projected student need is expected to exceed available placements.

Behaviour Intervention Program (BIP)

- *Addition of up to one class*

The District has six secondary BIP specialized program classes (four at the Adaptive sites, two at community high schools). Each class has a maximum of eight students and is staffed with one teacher and a minimum of 1 EA (allocation fluctuates based on student needs). All of the classes are located in the East and West zones. Based on projected referrals, student need may exceed placement availability. Referrals include both new students and those transitioning from grade 8 currently placed in an elementary BIP or returning from Care and Treatment. Placement pressure is anticipated for students requiring placement at a community high school. Capacity to place students in BIP specialized program class is often required across the school year (e.g., students returning from Care and Treatment or as a result of emerging needs throughout the year).

Semi-Integrated Developmental Disabilities (DD)

- *Reduction of one class*

This District has 12 secondary semi-integrated DD specialized program classes. Each class has 10 students and is staffed with one teacher and one EA. Improved geographic distribution is required (e.g., no classes in the South zone) and current capacity exceeds demand in the Far East and East zones. All consolidation options would impact a small cohort of students. LSS is continuing to assess options to maximize staffing resources while minimizing impact to students.

If you have any further questions, please do not hesitate to contact Peter Symmonds at or at 613-596-8254.

cc: Senior Staff
Manager, Board Services
Special Education Advisory Committee
Corporate Records