



Standard 13: Staff Development

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Goal

- The goal of Special Education staff Professional Development is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By enabling the classroom teacher and support personnel to apply a variety of learning strategies and access a wide range of in-school and system resources, the educational experience for every child will be tailored to their particular learning needs.

Involving the Stakeholders

- The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) ~~TVDSB-SEAC~~ is involved in providing input for staff development. This occurs through ongoing reports and presentations to SEAC from system Special Education staff. SEAC provides system staff with suggestions for consideration when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to Principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Development Needs

- The ~~Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC)~~ and staff from Learning Support Services have identified the need to continue to provide regular and coordinated in-service for school staff in order to facilitate the understanding of issues and current research.
- The staff development and training programs of the TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff development will also take place at the direction of the Ministry of Education as required.
- The Special Education department regularly reviews priorities requiring additional professional development opportunities for school and system staff. These reviews take place at monthly meetings, such as SEAC, Special Education Coordinators Meetings, Joint Health and Safety Meetings and Labour Management Meetings.

Awareness of Professional Development Opportunities

Professional development opportunities are announced through our e-mail service and Learning Support Services weekly memorandum. School and system staff are informed by Learning Coordinators-Special Education of upcoming opportunities through regular Learning Support Teacher (LST) meetings and meetings with Itinerant staff.

Communication of the Special Education Plan

Once approved by the Board of Trustees, the Special Education Plan will be submitted to the Ministry and posted on the Board's external website. Special Education department staff will be informed of revisions through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means. LSTs will have an opportunity to review the Special Education Plan at the first LST meeting of the school year.

Professional Development and Training

- Priorities for staff development include the following areas:
 - Implementation plans for new and/or revised Ministry policies and documents;
 - Areas related to exceptional students identified at individual schools;
 - Recommendations from Learning Support Services that examines system programs and placements; and
 - Areas or gaps that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of the SEAC.
- Staff development is provided in a variety of formats:
 - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment and Professional Staff;
 - Workshops on system and site-based professional activity days and during summer in-service sessions;
 - Monthly Learning Support Teacher meetings;
 - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
 - School and system training on new assessment procedures and/or materials;
 - Workshops provided by outside sources such as the Thames Valley Children's Centre or Child and Parent Resource Institute attended by designated staff;
 - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities and the Geneva Centre for Autism International Symposium;
 - Collaboration between system staff and a variety of community groups on workshops and conferences (~~any TVDSB conferences such as IN-Con, Icon, TVPIC, LitCon, STEAM, The Learning Disabilities Symposium, Passages Transitions Fair and TRACKS Training~~);
 - Ongoing in-service to new teachers as well as new administrators;

- Dedicated professional learning series for Educational Assistants;
- Continuing training in areas such as Behaviour Management System (BMS), Individual Education Plan (IEP) development; and
- Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities.
- The budget lines which support our Itinerant Special Education staff are listed below.
 - Release time; and
 - Professional learning.
- In 2017/18-2018/19, the TVDSB engaged in cost-sharing arrangements for professional development with the following agencies/organizations:
 - London District Catholic School Board
 - Learning Disabilities Association of London
 - Thames Valley Children's Centre

Professional Development Budget

Alicia to add details

Professional Development Sessions Provided in 2017/18-2018/19

In 2017/18-2018/19, Professional Development sessions on the following topics were offered:

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| • IN Conference – Facilitating Independence and Inclusion (Key Note: Kelly Dunlap) | • LD Symposium – Anxiety and Learning Disabilities: Co-Morbidity of Learning Disabilities and Mental Health (Key Note: Dr. Anthony Folino) |
| • IN Conference – Advocacy For Life | • LD Symposium – Fostering Resilient Classrooms |
| • IN Conference – Boosting Learning Skills Through Executive Functioning | • LD Symposium – Learning Disabilities in Math Class |
| • IN Conference – The Journey from Co-Regulation to Self-Regulation in the Early Years | • LD Symposium – How to Support the Early Signs of Learning Differences |
| • IN Conference – ASD 101 | • LD Symposium – Understanding ADHD |
| • IN Conference – The Power of Positive Reinforcement | • LD Symposium – Understanding Executive Functioning Skills: Supporting Student Work Habits in the Classroom |
| • IN Conference – Eye Can | • LD Symposium – Supporting Social Skills Development in Children and Youth |
| • IN Conference – From Link to Think | • LD Symposium – Post-Secondary Transitions |
| • IN Conference – Building Universal Supports for Students Presenting with Challenging Behaviour | • LD Symposium – Investigating Technological Supports for Students with LD |
| • IN Conference – Positive Classroom Culture | • LD Symposium – Individual Education Plans |
| • Information Conference (iCon) – Integrating Technology for Students with Developmental Disabilities | • Literacy Conference (LitCon) – Supporting |
| • Autism Diagnostic Observation Schedule (ADOS) Training | |

- Violence Threat Risk Assessment (VTRA) Training
- Applied Suicide Intervention Skills Training (ASIST)
- Delving into the Psychological Assessment
- Supporting the Deaf and Hard of Hearing Student in the Classroom
- Special Education Administration System Training for Learning Support Teachers
- Special Equipment Amount iPad Training
- Using Assistive Technology in the Classroom to Support and Enhance Student Learning
- Unified English Braille Technical Training
- Introduction to the Role of the Educational Assistant Transcriber
- Braille Transcribers' Idea Swap 'n' Share
- New to Developmental Education
- Anxiety in the Classroom
- Supporting Students with Fetal Alcohol Syndrome Disorder (FASD)
- Trauma in the Classroom
- Supporting Students with Developmental Disabilities and Complex Communication Needs
- Tools and Strategies Supporting Communication in the Developmental Education Classroom
- Anxiety in Youth with Developmental Disabilities
- TRACKS Training (Peer Medicated Social Skills)
- Hawaii Early Learning Profile (HELP) Assessment Training
- Functional Independence Skills Handbook (FISH) Training
- WIAT (Academic Assessment) Training for Learning Support Teachers
- Navigating The Role of the LST
- PICs and PECS—Mythbusters take on Implementation of Picture Exchange Communication Systems
- Supporting the Minimally Verbal Student
- Running Effective Program Development Team Meetings
- Framework for Understanding Poverty
- Tips for Building & Maintaining Secure Relationships with At Risk Students
- French Second Language Inclusive Practices
- Establishing Positive Behaviour in Intermediate and Rotary Classrooms
- Using Apps on SEA iPads to Support Literacy in Developmental Education
- Facilitating Independence and Inclusion—Foundation Principles
- Facilitating Independence and Inclusion—Peer Supports
- Facilitating Independence and Inclusion—Demystifying Aggressive Behaviour
- Management of Aggressive Behaviour Safety Plan Training
- De-escalation: Responsive Tools for Kindergarten Teams (Teachers and ECEs)
- De-escalation: Responsive Tools for Educational Assistants
- The Journey from Co-Regulation to Self-Regulation in the Early Years
- Autism Spectrum Disorders 101—Elementary
- Autism Spectrum Disorders 101—Secondary
- Learning the Language of Autism to Reduce Frustration and Increase Understanding
- Connections Workshop: Introduction to ABA and Universal Supports
- Transition Planning For Students with Autism (Grade 8 to Grade 9)
- ABA for Educators Level II—Practical Applications of Reinforcement and Prompting in the Classroom
- Supporting Children with ASD in an Inquiry and Play-based Learning Environment using ABA
- Applied Behaviour Analysis Certificate Course for Educators
- Charting a Path to Success in Your Classroom: An introduction Autism
- Introduction to ABA for System Staff Members
- How to Conduct a Functional Behaviour Assessment
- What's The Function? Looking at Behaviour through a Behaviour Analysis Lens
- Behaviour Technician Training (ASD Pilot)
- Everyday Practices for Mental Health and Well-Being
- School-Based Mental Health
- Mental Health in Adolescents from an Educational Perspective
- Stress Management
- Supporting Secondary Students with Learning Disabilities
- Supporting Students with Learning Disabilities in

Special Education Plan

Communication in the Classroom

- The Cost of Caring: Managing Compassion Fatigue
- EQAO Accommodations and Alternative Format Training

Math Class

- Supporting Learning Support Teachers in Math—Operating with Meaning
- Differently Able—Supporting Student with Learning Disabilities