



Standard 18

Staff Development



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

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What is the overall goal of the Special Education Staff Development Plan?

The overall goal of the Special Education Staff Development Plan is to build the capacity of Special Education staff, classroom teachers, Education Workers, and administration to provide them with the information, materials, and skills necessary to design, implement and support optimal programming, environmental conditions, and organizational structures for students with special needs.

In what ways does staff provide input for the plan?

Articulated needs and student data play key roles in the direction of staff development. The needs feedback is obtained through focus groups, surveys, in-services, SERT meetings, secondary Special Education Lead Teacher meetings, departmental meetings, Principal meetings, Vice Principal meetings, and Senior Administration meetings.

Student achievement and well-being data informs staff learning needs. Learning to engage **all** students in the classroom and in school, and instilling a sense of belonging, are critical in supporting student achievement and well-being. In response, our departmental focus for 2023-2024 will continue to be: ***Close opportunity and achievement gaps to support equitable outcomes.***

In which ways is the Board's SEAC consulted about staff development?

An annual plan for professional development from the Special Education Department is presented to the Special Education Advisory Committee (SEAC) for consultation. As well, the System Principals of Special Education and the Senior Manager of Professional Services provide regular updates about staff development opportunities at SEAC meetings, often accompanied by short presentations on the topics themselves. SEAC members have been invited to co-deliver professional learning to our SERTs.

What are the methods of determining priorities in the area of staff development?

Priorities in the area of staff development are determined by:

- Ministry initiatives
- Board initiatives, as outlined in the Board's Vision, Mission, Values and Strategic Priorities, as well as in the Board Action Plan
- Special Education Department initiatives, which have been determined by system data
- regional Family of Schools initiatives
- school-based initiatives, as outlined in the School Improvement Plans

In which ways are staff trained with regard to legislation and Ministry policy on Special Education, with particular attention to training for new teachers?

Staff are trained in the following ways:

- New Teacher in-service
- New to SERT in-service in September
- Regular regional SERT in-services, in person and WebEx
- Monthly WebEx meetings of Learning and Life Skills teachers, Primary Communication Class teachers
- Monthly WebEx meetings of Secondary Special Education Lead Teachers
- Portions of Principals' and Vice Principals' Meetings devoted to Special Education
- Administrator New to Role/New to KPRDSB professional learning
- Professional Learning for Education Workers on each PA day
- Regional elective PD sessions for SERTs, classroom teachers, school administrators
- Regular professional learning for Senior Administration

- Regular professional learning for Special Education Department members

What are the details of the Board’s budget allocation dedicated to the staff development plan in the area of Special Education?

The Board allocates a budget to address staff development centrally. This budget is then distributed on a departmental level. Partnerships exist between the K-12 Program, Indigenous Education, Equity, Diversity and Inclusion, and Special Education Departments to ensure that Special Education is incorporated into all professional development sessions, and vice-versa. The Ministry of Education also provides funding, from time to time, designated for professional development for implementation of initiatives, such as Mathematics, Early Literacy and Autism support. Our District had successful virtual PD opportunities for teachers and administrators during the pandemic; we will leverage this opportunity, as well as the return to in-person learning, in this coming school year.

In 2023-2024, the professional development budget in Special Education Services, which includes Mental Health and Well-being, will be used to fund (virtually and in-person):

- SERT in-person half-day meetings throughout the year, by region
- Release time, where required, for the topics in the chart below, in collaboration with the school budgets
- New to SERT training in-person in September
- Mental Health First Aid training
- SafeTALK training
- Non-violent Crisis Intervention training for all EAs, CYWs, PCAs, Principals, Vice Principals
- Suicide ASIST training
- Social-emotional Learning programs materials for schools

Are there any cost-sharing arrangements with other ministries or agencies for staff development?

Every opportunity is taken to engage local agencies and organizations in staff development. Whenever possible, in-services are jointly planned or registration costs negotiated. Staff development is supported through partnerships with the Canadian Union of Public Employees (CUPE), the Elementary Teachers Federation of Ontario (ETFO) and the Ontario Secondary School Teachers Federation (OSSTF), who supported the Mentorship program for new teachers including teachers new to Special Education, for example. We share the cost of Empower training with our co-terminous Catholic school board.

In what ways are school board staff made aware of the Board’s Special Education Plan and of professional development opportunities?

Dissemination of the above information occurs via:

- email memos and reminders from the department
- staff learning sessions
- email conferences
- reminders at meetings (e.g., Principals’ Meetings, Vice Principals’ Meetings, Associated School Group Meetings, staff meetings)
- KPR internal website, including PD Place, the Special Education app, and KPR Learns app

What courses, in-service training, and other types of professional development activities are offered by the Board?

Special Education Services Professional Development Plan 2023-2024

Topic	Participants
Using the Supporting Students Checklist – Learning for All	School Administration, SERTs, Classroom Teachers
Personalized and Pathway-driven IEPs	School Administration, SERTs
Supporting Early Literacy at Tier 2 and 3	SERTs, Primary Teachers
Programming in LLS and PCC System Classes	LLS, PCC Teachers and Education Workers
NVCI – Staff Debriefing Strategies	School Administration
Nonviolent Crisis Intervention – Full Course	Education Workers, School Administration
Supporting Positive Student Behaviour: Safety for All Administrative Regulation refresher	School Administration, SERTs, Classroom Teachers, Education Workers
Early Language Facilitation	SERTs, Primary Teachers, ECEs
Programming to Support LDs	SERTs, Classroom Teachers
New to SERT and SERT Refresher Inservice	SERTs
Creating an Environment to Support Positive Student Behaviour	School Administration, SERTs, Education Workers, Classroom Teachers
Assessments and Data Collection: Tools to determine the "Why" of Student Behaviour	SERTs, Classroom Teachers
How to Teach Social Skills to Students with Autism Spectrum Disorder	SERTs, Education Workers, Classroom Teachers
KPR IPRC Guidelines and Process	School Administration, SERTs
Fostering Independence	Education Workers, SERTs
Supporting All Students in FSL Classrooms	FSL Teachers
Supporting Students with SEA Tech	SERTs, Education Workers, Classroom Teachers
Transitions for Students with Special Needs and Mental Health Needs	School Administration, SERTs, Classroom Teachers
Level 1 and 2 VTRA training	School Administration, Professional Staff
Executive Functioning	SERTs, Classroom Teachers
Restorative Practice	School Admin, SSTs, Guidance, SERTs, Classroom Teachers
Social-Emotional Learning Programs	SERTs, Classroom Teachers
Mental Health Literacy	SERTs, Education Workers, Classroom Teachers
Trauma Informed Practices (in collaboration with Indigenous Education)	School Administration, SERTs, Classroom Teachers
FASD	School Administration, SERTs
Compassion Fatigue	All School Staff
De-mystifying the Psych-Ed Assessment	SERTs, School Administration, Classroom Teachers
Suicide ASIST	Any Board Staff
SafeTALK	Any Board Staff, Parent/Guardian Sessions
Mental Health First Aid	Any Board Staff, Parent/Guardian Sessions