

Special Education Department Plan 2023-2024

Section B - Standard 18 Staff Development



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Standard 18 Staff Development

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, student and observational data play key roles in determining staff development. Feedback is obtained through focus groups, surveys, in-services, Special Education Resource Teacher, Secondary Special Education Lead Teacher, departmental, Administrator, Multi-Focus Team, 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 2024-2025 will be: Seeing all students as capable learners while holding high expectations for them.

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 and 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 PA days
- ” Regional elective PD sessions for school staff
- ” Regular professional learning for Senior Administration

” Regular professional learning for Special Education Department members

Topic	Participants
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

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