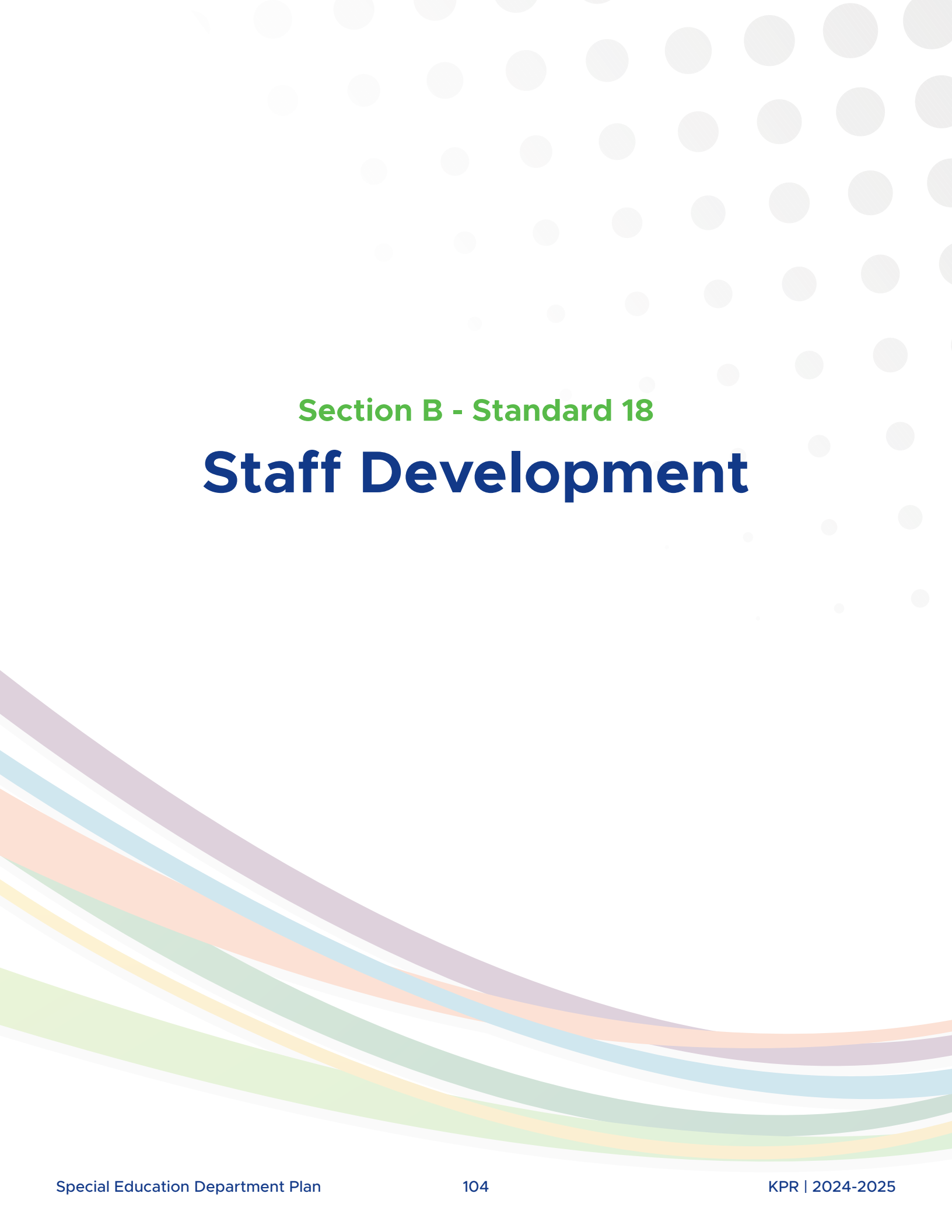




Section B - Standard 18

Staff Development

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 (SERT), 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 Special Education Advisory Committee (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. Also, 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 of Education 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, and
- school-based initiatives, as outlined in the School Improvement Plans.

In which ways are staff trained with regard to legislation and Ministry of Education 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 MS Teams,
- monthly MS Teams meetings of learning and life skills teachers (LLS) and primary communication class (PCC) teachers,
- monthly MS Teams meetings of secondary special education lead teachers,
- portions of principals' and vice-principals' meetings devoted to special education,
- administrator new to role/new to KPR professional learning,
- professional Learning for education workers on Professional Activity days,
- regional elective professional development (PD) sessions for school staff,
- regular professional learning for senior administration, and
- 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. Partnerships exist between the Teaching & Learning, Indigenous Education, Equity, Diversity and Inclusion, Safe and Caring 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 through Responsive Education Programs Funding designated for implementation of initiatives, such as mathematics, early literacy and autism support.

In 2024-2025, the professional development budget in special education services will be used to fund (virtually and in-person):

- SERT in-person half-day meetings throughout the year,
- New to SERT training in September,
- Mental Health First Aid training,
- SafeTALK training,
- Non-violent Crisis Intervention training for all education workers, 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 are 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).

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,
- 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 tile, and KPR Learns tile located on KPR on the Web.

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

Special Education Services Professional Development Plan 2024-2025

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

Topic	Participants
Executive Functioning	SERTs, Classroom Teachers
	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	School Administration, Educational Staff, Support Staff, additional School Staff
FASD	School Administration, SERTs
Compassion Fatigue	Administrators, support staff, professional staff
De-mystifying the Psych-Ed Assessment	SERTs, School Administration, Classroom Teachers
Suicide ASIST	Administrators, Professional Staff
SafeTALK	Any Board Staff, Parent/Guardian Sessions
Mental Health First Aid	Any Board Staff, Parent/Guardian Sessions

2024/2025 PD Presented by ILCs

***LLS and PCC Teachers invited - limited attendance as no coverage provided**

Topic	Participants
New to SERT PD	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Visual Support Toolkit	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Tier 1 Accommodations	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Parent Guide to the IEP, IEP Checklist for Administrators & IEP Human Resources Page	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
SERT Q&A	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Social Emotional Learning	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
Accommodated IEPs & Alternate IEP Pages	SERTs, LLS Teachers, PCC Teachers, Principals & Vice Principals
UFLI & Early Literacy Strategies for AAC users	Secondary LLS Teachers
Special Transportation Requests	SERTs Principals
DB/HH Supports and Learning	SERTs, Principals and Vice-principals