



# Standard 18

# Staff Development



KAWARTHA PINE RIDGE  
DISTRICT SCHOOL BOARD

**Kawartha Pine Ridge District School Board**  
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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, support staff and administration to provide them with the information, materials, and skills necessary to implement and support effective programming 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, Senior Administration meetings. The face-to-face encounters are also staff development opportunities in themselves.

Student achievement data, particularly on standardized tests such as EQAO, creates compelling staff learning needs. Learning to support positive student behavior in the classroom and school is also critical in supporting student achievement and well-being. The feedback which we received as a department was overwhelming: our school staff need support in managing student behavior in the schools; therefore, our staff development focus again in 2020-2021 will be *Supporting Positive Student Behaviour*. Further, we anticipate the results of the OHRC's Right to Read inquiry; to that end we have added early reading intervention as another focus for next year's professional learning.

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

An annual plan for professional development from the Special Education Services Department is presented to the Special Education Advisory Committee (SEAC) each fall for consultation. As well, the System Principals of Special Education provides 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 Improvement Plan
- Special Education Services 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 in August / September
- New to SERT in-service in September
- Four regional face-to-face SERT in-services annually, in addition to monthly WebEx meetings by region
- Monthly WebEx meetings of Learning and Life Skills teachers
- Monthly WebEx meetings of Secondary Special Education Lead Teachers

- Portions of Principals' and Vice Principals' Meetings devoted to Special Education
- New Teacher mentorship
- Professional Learning for Educational Assistants on each PA day
- Regional elective PD sessions for SERTs, classroom teachers

**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. A partnership exists between the Teaching and Learning and Special Education Departments to ensure that Special Education, including but not limited to, providing accommodations and modifications, is incorporated into all professional development sessions. The Ministry of Education also provides funding, from time to time, designated for professional development for implementation of initiatives, such as Mathematics. Our District had few PD opportunities for teachers and administrators pre-pandemic due to teacher job action, so we will need to repeat some of our plan for last school year. The remote learning experienced from March-June in 2020 taught us all that we could do more with our PD budgets, as staff became accustomed to teaching and learning on-line; we will leverage this opportunity in this coming school year.

In 2020-2021, the professional development budget in Special Education Services, which includes Mental Health and Well-being, will be used to fund (virtually and face-to-face):

- 4 SERT face-to-face in-service half-days throughout the year, by region
- Empower reading program refresher and new to 10 schools
- New to SERT training in September
- further Supporting Positive Student Behaviour training for EAs, CYWs
- Mental Health First Aid training
- SafeTALK training
- Non-violent Crisis Intervention training for all EAs, CYWs, PCAs, Principals, Vice Principals
- Suicide ASIST training
- Compassion Fatigue training
- Traumatic Incident Response training
- Social-emotional Learning programs materials and training for schools
- SMHO resources for back-to-school

**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 board website

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

### **Special Education Services Professional Development Plan 2020-2021**

<b>Topic</b>
High Needs Behaviour Training NVCI – Staff Debriefing Strategies
Mental Health First Aid
Nonviolent Crisis Intervention – Full Course
Early Language Facilitation
New to SERT and SERT Refresher Inservice
Vice Principal Meetings (small group rotations): Mental Health and Well-being: Trauma-informed Practice or Special Education: Reducing Problem Behaviours
Principals’ Meetings (small group rotations): Mental Health & Well-being Session: Trauma-informed Practice or Special Education Session: Reducing Problem Behaviours
SERT Meeting: Supporting Positive Student Behaviour
Challenging Behaviours/Fostering Independence
Supporting Students with SEA Tech
SERT Meeting: Transitions to Secondary
Level 1 and 2 VTRA training
Executive Functioning
Kids Have Stress Too! Program
Trauma Informed Practices
Social Emotional Learning
FASD
Compassion Fatigue
SERT Meeting: De-mystifying the Psych-Ed Assessment
SERT Meeting: Supporting Mentally Healthy Schools and Trauma-informed Practice
Suicide ASIST
SafeTALK