

| Reallocation of Resources | Short-Term: 2016-2017 School Year | Progress Sept-Nov 2016 | Progress Dec 2016-March 2017 | Progress April 2017-June 2017 |
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| Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs. | <ul style="list-style-type: none"> • Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS <ul style="list-style-type: none"> ➢ Student Support Teacher time allocated to J.G. Simcoe, Molly Brant & Rideau Heights in lieu of site-based and itinerant School to Community support to support a variety of student needs ➢ Access to both provincial curriculum and alternative curriculum as appropriate ➢ Use of provincial report for all students who have a developmental disability • Remove language delays as a criteria for identification of a developmental disability and access to School to Community services • Maintain KCVI Transitions Program with current student enrolment for the 2016-2017 school year | <p>September-November 2016</p> <ul style="list-style-type: none"> • 3.0 FTE Student Support Teacher time allocated in order to support a variety of student needs • Students who have developmental disabilities have access to both the provincial curriculum and alternative curriculum as appropriate • The Provincial Progress Report is being used for students with developmental disabilities when appropriate <p>Sept. 2016-Complete</p> <p>November 2016-Transitions Program is currently servicing eight students</p> | <p>December 2016-March 2017</p> <ul style="list-style-type: none"> • Monthly meetings to discuss the new support model in each of the sites and reporting changes. A survey was completed at each of the schools to inform next steps for planning purposes. • The Provincial Report Card is being used for students with developmental disabilities when appropriate <p>March 2017-Transitions Program is currently servicing six students</p> | <p>April-June 2017</p> <ul style="list-style-type: none"> • After review, the pilot is recommended to continue into year two. • Ongoing <p>June 2017-KCVI Transitions program closed as of June 30, 2017</p> |

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| Restructuring Educational Services District Programs to support a more inclusive learning environment for all students. | <ul style="list-style-type: none"> • Reduce the number of District Learning Centres (Behaviour) and transition students to their home schools with the support of the Behaviour Action Team and other Educational Services staff • Placement into the Primary Learning Centre will be full time to capitalize on instructional time and to support inclusion into regular classroom at host site • Placements in the Learning Disabilities program will continue to be half time but with the opportunity for students to attend full time at the host schools | <p>September 2016-District Learning Centres reduced by two sites. Transition plans in place for students.</p> <p>November 2016-Eight primary students placed full time into the Primary Learning Centre</p> <p>November 2016-Four students in Learning Disabilities Program attending full time at host schools</p> | <p>March 2017 – Eight primary students continue to access the Primary Learning Centre. Students access integration into host classes where possible.</p> | <p>June 2017-District Learning Centres reduced by .5 as of June 30, 2017. Transition plans in place for students.</p> <p>June 2017- Seven primary students continue to access the Primary Learning Centre. Student integration into host classes when appropriate.</p> |

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| Restructuring some Educational Services teams/groups to increase consistency of In-school supports, build school capacity to meet needs of students and effectively allocate resources. | <ul style="list-style-type: none"> • Redirect resources from Early Learning Team to school based allocations • Review of the Educational Assistant Job Selection Process | <p>September 2016-Resources from Early Learning Team redirected to school based allocations</p> <p>Discussions to commence Winter 2017</p> | <p>March 2017-Ongoing</p> | <p>May 2017-As part of an external special education process audit the EA allocation process was reviewed. A final report on feedback and recommendations is expected in the Fall 2017.</p> |

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| Differentiating supports equitably based upon demographic and socio-economic needs. | <ul style="list-style-type: none"> • Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS <ul style="list-style-type: none"> ➤ Re-evaluate Student Support Counsellor, Clinical and Speech Language allocation to optimize in-school supports | September 2016 <ul style="list-style-type: none"> • Allocations re-evaluated to optimize in-school supports | | May 2017-As part of an external special education process audit the equitable allocation of Student Support Counsellor, Clinical and Speech Language was reviewed. A final report on feedback and recommendations is expected in the Fall 2017. |

| Professional Learning | Short-Term: 2016-2017 School Year | Progress Sept-Nov 2016 | Progress Dec 2016-March 2017 | Progress April 2017-June 2017 |
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| Learning For All | <p>Build capacity with all school staff to:</p> <ul style="list-style-type: none"> ➤ support the needs of all students within an inclusive environment: ➤ support the development and implementation of exemplary Individualized Education Plans (IEPs) ➤ implement Applied Behavioural Analysis (ABA) ➤ implement Behaviour Management Systems (BMS) ➤ support the development of social and emotional learning and self-regulation ➤ offer a summer institute to all staff related to Mental Health and Wellness (Summer 2016) ➤ support the continued training and effective use of assistive technology for both staff and students ➤ support math programming and assessment for all students, including students with special | <p>August-November 2016</p> <ul style="list-style-type: none"> • SST professional learning; IEP Review Planning Committee; SST Course • Half day ASD/ABA workshops at six elementary schools (30 teachers; 10 EAs); 56 referrals for consultative intervention from the Autism Team • BMS training provided over four days (200 EAs) • Professional learning on the Kindergarten Program provided to all school teams and Educational Services Staff • 140 staff participated in summer Mental Health and Wellness Institute • In school supports provided by assistive technology resource teachers; professional learning session for school to community teachers on Oct. PA Day • EOSDN Math Project; math focused Oct. PA Day | <p>December 2016-March 2017</p> <ul style="list-style-type: none"> • SST professional learning (foundations of math fluency and assessment in math) • LPS professional learning (supporting students with LD's in math in collaboration with Sagonaska Demonstration School) • 70 consultation interventions from the School to Community Services Team • Secondary SCS Teachers professional learning (writing IEP's and alternative report cards) • Intellectual Developmental Disabilities Learning Series (March/April- 5 sessions) • Half Day ASD/ABA Training at an additional four elementary schools | <p>April 2017- June 2017</p> <ul style="list-style-type: none"> • SST professional learning(developing and using IEPs effectively to support student learning in math; developing number sense and numeracy fluency; SST/LPS professional learning around assistive technology features available to students during EQAO • SST RMS project: Building on our knowledge about early numeracy development and how to support students through a small group intervention model • Learning Series: Social Stories & Video Modeling with ASD; Play Based Kindergarten and ASD • Full day ASD Conference for Elementary Teachers Behaviour Management Systems Training provided (37 staff) |

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| Learning For All (continued) | ➤ needs (as per K-12 Math Strategy) | | <ul style="list-style-type: none"> • Student Focused ABA Training for 25 Educational Assistants • Building Bridges- Transition planning for grade 8 students with ASD • BMS training provided (140 staff) • Zones of Regulation Learning Series • Continuation of EOSDN (Eastern Ontario Staff Development Network) math project (how to improve students thinking and representation in math) | <ul style="list-style-type: none"> • Assistive Technology and 21st Century competencies based Learning Series: Google Docs and Google Classroom tools. • Assistive Technology and 21st Century Competencies for Secondary Educators ½-day session at BSS focused on using Google Forms for individualized diagnostic formative summative assessments. • Learning Series: Pedagogical Documentation geared towards early primary and Special Education teachers • Continuation of EOSDN (Eastern Ontario Staff Development Network) math project (how to improve students thinking and representation in math) |

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| Learning For All (continued) | <ul style="list-style-type: none"> Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS <ul style="list-style-type: none"> ➤ focus on a whole school approach with community partners (PACE model) to support students with trauma and attachment | <ul style="list-style-type: none"> Half day training on PACE model on Sept. PA Day; ongoing monthly professional learning with school teams Teachers at participating schools completed standardized measures as part of a pre-post evaluation of the pilot program | <ul style="list-style-type: none"> Ongoing monthly professional learning and in-school consultations with school teams to support PACE model implementation | <ul style="list-style-type: none"> Ongoing monthly professional learning/in school consultations to support PACE model implementation. This pilot will continue next year. |

| Strengthen Partnerships | Short-Term: 2016-2017 School Year | Progress Sept-Nov 2016 | Progress Dec 2016- March 2017 | Progress April 2017- June 2017 |
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| <p>Deepening parent understanding of special education supports and services available to students in our schools.</p> | <ul style="list-style-type: none"> • Develop and share user friendly parent and student resource materials related to the IEP and IPRC process and student advocacy • Continue to enhance use of social media in order to share information related to special education | <p>September 2016-Student and parent friendly IEP Guide developed and posted on LDSB Special Education website</p> <p>September-November 2016-Use of Twitter</p> | | |

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| <p>Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being.</p> | <ul style="list-style-type: none"> • Begin to investigate the concept of strength-based, person-centred planning in consultation with parents, community partners, and other school boards • Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life | <p>Discussions to commence Winter 2017</p> <p>November 2016</p> <ul style="list-style-type: none"> • 22 transition planning meetings (secondary) • Life Beyond Schools Event held at NDSS October 24 (30 parents attended) | <p>Deferred to Fall 2017</p> <p>February 10, 2017</p> <ul style="list-style-type: none"> • Transition to School Workshop in collaboration with CLK, Kids Inclusive, ALCDSB for 30 families with students entering Kindergarten in Sept 2017 • 114 transition planning meetings (secondary) • March 24, 2017- "Say YES to Your Future" Info Session about Employment and Pre-Employment Opportunities • Planning with community partners for two spring Life Beyond School Events to be held at NDSS and Community Health Centre • 10 secondary students attending Professional Effectiveness Course at St. Lawrence College (GENE 114CI) 1 day/week for 15 weeks | <p>Deferred to Fall 2017</p> <p>June 2017-53 students have been supported through the Transition to School process</p> <p>April-June 2017-124 transition planning meetings (secondary)</p> <p>April 25 and May 8, 2017-Life Beyond School events in Napanee and Kingston</p> |

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| Collaborating with our community partners to promote social inclusion and student learning and well-being. | <ul style="list-style-type: none"> • Explore the enhancement and impact of natural supports and programming (peer tutor/student mentor/volunteer) within our schools • Continue to offer information and networking opportunities with community partners and LDSB staff to further understand available resources and services for our students and their families | <p>November 2016-Partnership with Community Living to explore the concept of natural supports with school teams on November 17/18</p> <p>October 2016-Queen's University Concurrent Teacher Candidates presentation on Learning for All and supports for students with exceptionalities; School to Community Services Oct. PA Day included opening keynote from Community Living Kingston, and a presentation from KEYS Job Resource Centre</p> | <p>Further exploration and discussion of implementing peer networks for Sept 2017 with two secondary school sites</p> <p>December 20, 2016; November 15, 2017; March 7, 2017-Assistive Resource Teachers support Clinicians who prescribe SEA Devices (informing types of devices, assistive technologies and tools available)</p> | <p>June 2017-Ongoing</p> <p>April 2017-Participation in Parent Involvement Committee and Learning Disabilities Association of Kingston symposium as presenters and panel members</p> <p>April-June 2017-Development and implementation of the ABA After School Program for students in K-12 with Pathways for Children and Youth and Algonquin & Lakeshore Catholic District School Board.</p> |

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| Collaborating with our community partners to promote social inclusion and student learning and well-being. | <ul style="list-style-type: none"> Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community | September-November 2016- Transition Coordinator, Special Education Coordinator and two secondary teachers are members of the Youth Employment Support (YES) committee (includes community agencies and school board representatives) | <p>March 24, 2017-Say YES to Your Future" event for students and families</p> <p>YES Committee creating directory of community employment supports for schools, families, and community partners</p> <p>YES Committee developed a Youth Employment Path draft (flowchart) of employment supports from age 14-21 as a resource for schools, families, and community partners</p> <p>Pilot project with YES Committee (secondary teachers at LCVI, KCVI)</p> | <p>June 2017 – Two presentations on Differentiated Instruction using Assistive Technology to teacher candidates at Queen's University</p> <p>May 18, 2017-Presentation of YES Committee work to KFLA Child and Youth Services Planning Committee</p> |

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| Investigating partnerships that support shared services and use of resources. | <ul style="list-style-type: none"> Explore with the Ministry of Education and co-terminus boards opportunities to access additional Section 23 funding | Discussions to commence Winter 2017 | March 2017-Ongoing | June 2017-Ongoing |
| Continuing to work with the Ministry of Education to serve student with special education needs. | <ul style="list-style-type: none"> Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB | June 2016-Letter from LDSB SEAC sent to Ministry of Education | March 2017-Follow Up letter from LDSB SEAC sent to Minister of Education | |
| Investigating the concept of coaches to support inclusion of students. | <ul style="list-style-type: none"> Reach out to Ontario School Boards that have implemented a focus on coaching to better understand the impact on student learning, well-being and inclusion | October-November 2016-Two day school/board visitation with Avon Maitland DSB; focus on coaching with Program team and Educational Services Staff | December 2016-March 2017-Instructional Coaching strategies and discussion facilitated at three Educational Services Staff meetings | <p>April- June 2017 Instructional Coaching strategies and discussions facilitated with Curriculum at Program Team meetings</p> <p>Members of Educational Services Leadership Team participated in professional learning exploring Tools and Practices for Inclusive Schools through Harvard Graduate School for Education</p> |