

<b>Reallocation of Resources</b>	<b>Short-Term: 2019-2020 School Year</b>	<b>Progress: Sept 2019 - Nov 2019</b>	<b>Progress: Dec 2019 - Mar 2020</b>	<b>Progress: Apr 2020 - June 2020</b>
<p><b>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</b></p>	<p><b>Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate</b></p>	<p>Ongoing-Second year of implementation.</p>	<p>Ongoing collaboration between itinerant School to Community Services teachers and classroom teachers around IEPs and report cards.</p>	<p>Ongoing collaboration between itinerant School to Community Services teachers and classroom teachers to plan Emergency Remote Learning, including program delivery and end of year reporting.</p>
	<p><b>Implementation of recommendations from internal review committee of the current service delivery model for secondary school to community services</b></p>	<p>LDSB Working Committee focused on writing K-Course expectations.</p>	<p>On hold as Committee members have been unable to participate due to Work To Rule.</p>	<p>On hold as Committee members have been unable to participate due to Emergency Remote Learning.</p>
<p><b>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</b></p>	<p><b>Support District Learning Centre (Behaviour) staff with the implementation of Zones of Regulation and Stuart Shanker Self Regulation practices</b></p>	<p>On-going support for staff of District Learning Centres in the implementation of self regulation strategies for students; Supports have also focussed upon the physical set up of the classroom to enhance self regulation skill development (e.g., flexible seating, quiet areas).</p>	<p>Members of the Behaviour Action Team continue to support teachers and EAs in the District Learning Centres to deepen their understanding and implementation of strategies (Zones of Regulation and Stuart Shanker Self-Reg Model) to support the development of student self-regulation.</p>	<p>Ongoing collaboration with members of the Behaviour Action Team and teachers and EAs of the District Learning Centres. The focus has been on application of strategies and practices following Stuart Shanker Self-Reg Model and Zones of Regulation Program.</p>
	<p><b>Support District Learning Centre (Behaviour) staff with targetted academic programming to meet the needs of all learners.</b></p>	<p>On-going support to develop class and learner profiles and the use of diagnostic assessments to inform goal setting and program development.</p>	<p>On-going and determined by needs of students and staff in the DLC.</p>	<p>Collaboration between Educational Services and classroom teachers to plan Emergency Remote Learning.</p>

<b>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.</b>	<b>Human Resources and Educational Services will monitor implementation of changes to EA allocation process</b>	Ongoing monitoring of changes to EA Allocation process to inform next steps.	Ongoing monitoring of changes to EA Allocation process to inform next steps.	Restructured the E.A Placement meeting because of the need to change to a virtual E.A. Staffing Committee meeting. The staffing committee will be comprised of representatives from Human Resources, Educational Services, one Elementary and one Secondary Administrator, and CUPE.
	<b>Expand the Oral Language Enrichment Groups implemented by Speech and Language Pathologists and Communicative Disorder Assistants to include Grade 1</b>	A total of 34 Oral Language Enrichment Groups across 26 schools are currently in progress.	Approximately 75 Oral Language Enrichment Groups across 35 schools are currently in progress.	Due to Emergency Remote Learning, face to face Oral Language Enrichment Groups did not happen. On-going collaboration between Speech-Language Pathologists, Communicative Disorders Assistants, Student Support Teachers and classroom teachers are in place to support the language goals of students.
	<b>Continue implementation of clinical mental health assessments and mental health supports by Social Workers in secondary schools and north end elementary schools</b>	As of November 1, 2019 there have been 23 referrals to Social Workers for clinical mental health assessments in the north end elementary schools and 150 referrals for clinical mental health assessments in secondary schools.	Between November 1, 2019 and February 29, 2020 there have been 9 referrals to Social Workers for clinical mental health assessments in the north end elementary schools and 97 referrals for clinical mental health assessments in secondary schools.	Between March 1, 2020 and June 1, 2020 there have been 2 referrals to Social Workers for clinical mental health assessments in the north end elementary schools and 18 referrals for clinical mental health assessments in secondary schools. During emergency remote learning, Social Workers have contacted 98 students on both elementary and secondary caseloads to provide a well-being check and/or clinical mental health counselling.

<p><b>Cont. 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.</b></p>	<p><b>Implement the role of Board Certified Behaviour Analyst (BCBA) to support school staff with training and implementation of Applied Behaviour Analysis (ABA)</b></p>	<p>Interviews for BCBA position took place on November 8, 2019.</p>	<p>New position in place as of January 2020 with a focus on developing a professional learning plan to build staff capacity in the implementation of ABA.</p>	<p>During Emergency Remote Learning the Behaviour Specialist has created and provided online training for a group of EAs to better understand and implement Applied Behaviour Analysis. The Behaviour Specialist has coordinated training for interested staff through Sonderly, a professional development platform that is a division of the Geneva Centre for Autism.</p>
<p><b>Differentiating supports equitably based upon demographic and socio-economic needs.</b></p>	<p><b>Review the Student Support Counsellor, Adolescent Care Worker, Social Worker, Student Attendance Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports.</b></p>	<p>Adolescent Care Worker (ACW) review has begun with communication of the process to ACWs, Secondary Principals and the Federation. The goal of the review is to better understand the current role of the ACW and ensure that resources are allocated equitably within the system.</p>	<p>All ACWs and secondary administration teams have been interviewed. Next steps include input from the in school team and analysis of the data.</p>	<p>The data gathered from the interviews with the ACWs and secondary administrative teams was collated and coded to determine the themes shared. A report with recommendations has been written and will be communicated with ACWs and secondary administrators.</p>
<p><b>Learning For All</b></p>	<p><b>Build capacity with all school staff to: support the needs of all students within an inclusive environment</b></p>	<p>SST/LPS inservice to review Special Education policies and practices; Presentation to New Teacher Induction Program (NTIP) around inclusive education and supporting all students; Ongoing support by special education program coordinators and consultation based on school requests.</p>	<p>Phonics sessions were provided to 20 SSTs on Dec 4 and 16 SSTs on Jan 16. The focus of both sessions was small group phonics instruction and the use of decodable and controlled texts.</p>	<p>SST/LPS virtual meeting to review Special Education Processes and Procedures during Emergency Remote Learning Virtual meetings for all elementary and secondary school to community teachers to review processes, procedures and resources during Emergency Remote Learning.</p>

<b>Cont. Learning For All</b>	<b>support the development and implementation of exemplary Individualized Education Plans (IEPs)</b>	Creation of a resource with examples for bumping up/improving IEPs; September SST/LPS Inservice focused on building consistency and reviewing best practices related to IEP development; Launch of IEP Mindsonline resource for all educators; Ongoing school PD and consultation support as requested.	Ongoing school PD and consultation support as requested. Ongoing work to provide consistency, clarity and direction around IEP development.	Continued development of IEP Resource in Minds Online. Collaboration with educators to meet IEP expectations during Emergency Remote Learning.
	<b>support the implementation of Applied Behavioural Analysis (ABA)</b>	Ongoing support from Autism Team for approximately 80 referrals from across district; Half Day ABA workshop offered to three elementary schools; Provided Learning Series on Practical Strategies for supporting students with ASD and on Behavioural Skills Training; School to Community Services (SC) Team offered session for SCS Teachers on Weaving ABA Strategies into Student Safety Plans (November PA Day).	Ongoing support from Autism Team for an additional 50 referrals from across the district.	Autism Team has reached out to all of its referrals to support students and families at home. Autism team has worked with The District Autism Classroom Placement Committee to place students in those classrooms for the 2020-2021 school year. Autism Team has created resources for teachers, EAs, and families to support emotional learning and self-regulation during Emergency Remote Learning.
	<b>support the implementation of Behaviour Management Systems (BMS)</b>	217 staff have participated in Behaviour Management Systems Training.	Staff have been unable to participate in training sessions due to Work To Rule.	Staff have been unable to participate in training sessions due to the pandemic and school closure.
	<b>support the development of social and emotional learning and self-regulation</b>	Autism Team offered Learning Series Session on Practical Strategies for Supporting Students with AS; Autism Team continues to support individual teachers and schools in the use of Zones of Regulation.	Autism Team continues to support and build capacity with individual teachers and schools around effective strategies to support the social and emotional development of our students.	Autism Team has created resources for teachers, EAs, and families to support emotional learning and self-regulation during Emergency Remote Learning.

<b>Cont. Learning For All</b>	<b>support student mental health and wellness (Tier 1, 2, 3 supports)</b>	Implementation of updated K-12 Suicide Protocol; In-service with Student Support Counsellors around Everyday Mental Health Classroom Resource focused on Social and Emotional Learning & in-service with Adolescent Care Workers, Social Workers & Attendance Counsellors around supporting students with mood and anxiety disorders.	Ongoing support of student mental health and wellness at the Tier 1, 2 & 3 levels. Staff have been unable to participate in professional development due to Work To Rule.	Minds Online resource is live and accessible to all staff. Resources focus on Tier 1 interventions. Regulated health professionals have participated in a number of trainings focused at the Tier 2 and 3 level through School Mental Health Ontario, including :Virtual Care 101, Suicide Risk Assessment and Management with Youth, Implementation of Virtual Care within School Mental Health Practice, and Managing Difficult Scenarios in Virtual Care.
	<b>support the continued training and effective use of assistive technology for both staff and students</b>	Schools continue to access co-plan/co-teach sessions with Assistive Technology Resource Teachers by request; After school sessions offered and well attended; Offered November 19: Assistive Tech Drop In Session for educators who requested a focus on Google Read & Write in Google Docs for Math Instruction; Assistive technologies supports for specific schools to help students practice in the use of assistive tools; Ongoing access for all classrooms to Assistive Technology Resource Teachers for assistive technology Implementation.	Staff and students at 23 schools have been supported with assistive technology training through Discovery OT. Ongoing access for all classrooms to Assistive Technology Resource Teachers for assistive technology implementation.	Online Resources built and Virtual Learning Sessions for just less than 200 educators to support them in providing Assistive Tech tools for students learning, including Emergency emotive learning.

<b>Cont. Learning For All</b>	<b>support targeted schools to foster a whole school, trauma-sensitive approach</b>	Ongoing collaboration with Dr. Sian Philips in targeted elementary schools; Development of a community of practice for Educational Services staff who have completed Dyadic Developmental Psychotherapy training with Dr. Philips.	Ongoing collaboration with Dr. Sian Philips in targeted elementary schools; Development of a community of practice for Educational Services staff who have completed Dyadic Developmental Psychotherapy training with Dr. Philips.	Ongoing collaboration with Dr. Sian Philips in targeted elementary schools; including bi-weekly meetings with administrators during school closures. Development of a tip sheet for educators around trauma-Informed conversations with students and families during emergency remote learning.
	<b>increase staff capacity in the area of supporting students impacted with FASD in our schools</b>	15 LDSB staff attended October 8 Rural FASD session to learn more about supporting students impacted with FASD	Continued participation in the FASD Action Network (committee of community partners supporting families impacted by FASD).	Staff have been provided with information to access Minds On Line: Supporting Students Impacted with FASD K-12.
	<b>increase staff capacity in the area of Universal Design for Learning (UDL)</b>	Co-planning of PA day presentations with school teams to increase staff capacity in the area of UDL; Development of a UDL Mindsonline Resource for Educators.	UDL presentation by LDSB staff at the Council for Exceptional Children Conference, Toronto.	UDL Minds-Online resource area for staff in development
<b>Deepening parent understanding of special education supports and services available to students in our schools.</b>	<b>Develop and share user friendly parent and student resources related to special education and student advocacy</b>	Templates created for schools to use to introduce their in school team and explain IEPs; Multiple parent workshops held to support parents in the IEP/IPRC process.	On-going and response based support to in-school teams and families as requested.	Ongoing and response based support to in-school teams and families during Emergency Remote Learning.
<b>Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being.</b>	<b>My Blueprint Working group prepared materials, exemplars and instructions and presented them at full day PD sessions for teachers who are beginning to implement My Blueprint in secondary School to Community classrooms across the district.</b>	My Blueprint Working group prepared materials, exemplars and instructions for teachers who are beginning to implement My Blueprint in secondary School to Community classrooms across the district.	My Blueprint Professional Development occurred for half of the School to Community Services Teachers. Work To Rule impacted additional training.	My Blueprint Professional Development occurred for the remainder of secondary School to Community Teachers through a session adapted for online training due to Emergency Remote Learning.

<p><b>Contd. Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being.</b></p>	<p><b>Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life</b></p>	<p>Autism Team has supported multiple transitions for students with ASD; Clinical Consultants are developing self-advocacy sessions for student; Approximately 70 transition planning meetings arranged with Transition Planning Coordinator with students, parents, school staff and community partners; The Transition Advisory Committee Frontenac Lennox and Addington is planning Life Beyond School parent, student and professionals information evenings in the spring.</p>	<p>The Transition Advisory Committee has planned the annual Life Beyond School event in Kingston for April 30, 2020. Approximately 35 Transition Planning meetings arranged with Transition Planning Coordinator with students, parents, school staff and community partners.</p>	<p>The annual Life Beyond School event will was not held due to COVID-19, and will be rescheduled in the following school year. During Emergency Remote Learning, the Transition Planning Coordinator has supported families, educators, and agency partners with DSO Intake packages, Passport on-boarding packages, and ODSP. Virtual transition meetings will be held in June with families, educators, and agency partners, and the Transition Planning Coordinator will keep in contact with SCS graduates/families during the summer months and into the fall to support transition planning as required.</p>
	<p><b>Engage parent involvement in the Mental Health Leadership Committee</b></p>	<p>Parent representative vacancy has been filled as of November 2019.</p>	<p>Parent representation is still ongoing. However, given the current job action, Mental Health Leadership Committee meetings have not been able to occur.</p>	<p>Parent representation is still ongoing. However, given emergency remote learning, Mental Health Leadership Committee meetings have not been able to occur.</p>

<p><b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b></p>	<p><b>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</b></p>	<p>Community Partners Information Session held October 2019 involving 32 members from community agencies; Parent workshop on UDL in collaboration with United Parents; Bi-Monthly meetings between Autism Team and HDH Neurodevelopmental team; Collaboration with Autism Ontario System Navigator; Collaboration with Community Living Kingston and District at Nov. 1 professional development day.</p>	<p>13 educators, including secondary school teachers, attended a tour of the facility of Extend-A-Family on January 28th to gain an understanding of the scope of resources and services available at their site.</p> <p>Personal Intimacy &amp; Awareness pilot program delivered by Community Living Kingston and District at LCVI for students receiving support through School to Community Services. The program runs for 6 weeks, with 6-8 participants. Topics are partially generated by the participants but may include relationships, feelings, social media, personal safety, anatomy, sexual expression, and/or gender identity.</p> <p>LDSB is a participant on the planning team for the Special Olympics Ontario School Championships, being held in Kingston June 2-4. Partners on the planning team include Special Olympics Ontario, Kingston Police, and representatives from Algonquin Lakeshore Catholic District School Board.</p>	<p>Ongoing communication and collaboration with community partners during Emergency Remote Learning.</p> <p>The Personal Intimacy &amp; Awareness pilot program will continue in the 20-21 school year when students will be able to participate in person.</p> <p>The Special Olympics is offering a virtual challenge for students to engage in during June 2020. The Special Olympics Ontario School Championships, to be held in Kingston, have been rescheduled for June, 2021. LDSB will remain involved on the planning team with Special Olympics Ontario, Kingston Police, and representatives from Algonquin Lakeshore Catholic District School Board.</p>
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<b>Contd. Collaborating with our community partners to promote social inclusion and student learning and well-being.</b>	<b>Collaborate with the Clinical Psychology Outreach Program (CPOP), Maple Family Health Team and KFL&amp;A Public Health to pilot "Got Your Back" sessions in targeted secondary schools</b>	Fourteen students, one administrator and two adolescent care workers attended a youth engagement day, facilitated by CPOP and KFL&A Public Health.	75 LCVI students attended a "Self-Care and Time Management" session and 18 NDSS students attended a "How to Ace Your Test While Still Getting Rest" session.	Due to Emergency Remote Learning, in-person workshops could not be facilitated. CPOP developed 4 infographics to be shared system wide. Infographics focused on healthy communication, self-compassion and kindness, self-care, and relaxation.
	<b>Implementation of school engagement interventions in collaboration with Maltby Centre and School Attendance Counsellors to support students with mental health concerns and persistent school absences</b>	Select students, in grade 7 or 8, experiencing school absenteeism due to mental health concerns are being identified for referral to Maltby Centre. Families engage with Maltby to learn new strategies to support the child to improve school attendance.	Four students and their families have engaged in this pilot program. To date, every family referred is participating.	Five students and their families have engaged with this pilot program, in total. Staff from Maltby Centre and the School Attendance Counsellors have met to review the effectiveness of the pilot and plan for next school year.
	<b>Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community</b>	Exploration occurring with school boards participating in the Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities related to employability supports.	Youth Supported Employment (YES) Collective was approved for \$60,000.00 grant for 6 months. A program coordinator was hired with this grant funding. In this 6 month phase the YES Collective is working on further grant funding to support employability supports.	The YES Collective was approved for a \$60,000.00 grant that has been extended until November 1, 2020. A Governance Committee has been meeting virtually on a weekly basis, and a Stewardship Committee has been meeting monthly. These committees are working toward further grant funding to support our students with special needs as they prepare for and transition to employment.

<p><b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b></p>	<p><b>Continue to collaborate with Algonquin Lakeshore Catholic District School Board in Kingston After School ABA Program for students with autism</b></p>	<p>LDSB After School ABA Program set to launch in mid-November with future opportunities for collaboration with co-terminus board.</p>	<p>43 students have received services in the After School Skills Development Program (ASSDP).  Of those 43 students, 10 accessed after school groups and 33 have received groups in schools during non-instructional time (recess &amp; nutrition break).</p>	<p>One group of 6 secondary students in grades 9-12 has been meeting virtually once a week during emergency remote learning. The focus of the 6 week program is on building social skills.</p>
<p><b>Investigating partnerships that support shared services and use of resources.</b></p>	<p><b>Investigate the concept of The 6Fs Framework in consultation with community partners</b></p>	<p>Ongoing exploration of the incorporation of the 6Fs Framework into My Blueprint Portfolio, Transitions to Kindergarten meetings and with those students impacted with FASD.</p>	<p>Ongoing exploration of the incorporation of the 6Fs Framework into My Blueprint Portfolio, Transitions to Kindergarten meetings and with those students impacted with FASD.</p>	<p>Ongoing exploration and initial implementation of the incorporation of the 6Fs Framework into My Blueprint Portfolio, Transitions to Kindergarten meetings and with those students impacted with FASD.</p>
<p><b>Continuing to work with the Ministry of Education to serve students with special education needs.</b></p>	<p><b>Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB</b></p>	<p>Ongoing advocacy through Special Education Advisory Committee.</p>	<p>Ongoing advocacy through Special Education Advisory Committee.</p>	<p>Ongoing advocacy through Special Education Advisory Committee.</p>
	<p><b>Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities</b></p>	<p>Continued participation in the Ministry of Education Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities.</p>	<p>Participation in the Ministry of Education Pilot meeting to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities on January 28.</p>	<p>Participation in the Ministry of Education Pilot meeting to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities on May 27. LDSB is contributing to the final Ministry work products being created by the school boards involved, which include an infographic and a slide deck.</p>

<p><b>Contd. Continuing to work with the Ministry of Education to serve students with special education needs.</b></p>	<p><b>Continue to work with the Ministry of Education and School Mental Health Ontario (SMHO) to support student mental health needs.</b></p>	<p>Three consultations have occurred with SMHO in the area of providing structured psychotherapy to students; LDSB participation in SMHO family engagement project, including two parent focus groups centered around early years mental health resources; Ongoing data collection to measure impact of Social Workers in secondary schools.</p>	<p>Two consultations have occurred with SMHO in the area of the Brief Intervention for School Clinicians (BRISC). Ongoing participation in SMHO family engagement project; Ongoing data collection to measure impact of Social Workers in secondary schools.</p>	<p>Ongoing data collection to measure impact of Social Workers in secondary schools. A data research analyst has been hired to review this data; Consultation with SMHO on the development of provincial resources; participation in training opportunities in the area of Tier 2 mental health service provision.</p>
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