

<b>Reallocation of Resources</b>	<b>Short-Term: 2016-2017 School Year</b>	<b>Progress to date Sept-Nov 2016</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>	<ul style="list-style-type: none"> <li>• Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS                             <ul style="list-style-type: none"> <li>➤ Student Support Teacher time allocated to J.G. Simcoe, Molly Brant &amp; Rideau Heights in lieu of site-based and itinerant School to Community support to support a variety of student needs</li> <li>➤ Access to both provincial curriculum and alternative curriculum as appropriate</li> <li>➤ Use of provincial report for all students who have a developmental disability</li> </ul> </li> <li>• Remove language delays as a criteria for identification of a developmental disability and access to School to Community services</li> <li>• Maintain KCVI Transitions Program with current student enrolment for the 2016-2017 school year</li> </ul>	
<p><b>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	

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<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></p>	<ul style="list-style-type: none"> <li>• Redirect resources from Early Learning Team to school based allocations</li> <li>• Review of the Educational Assistant Job Selection Process</li> </ul>	
<p><b>Differentiating supports equitably based upon demographic and socio-economic needs.</b></p>	<ul style="list-style-type: none"> <li>• Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS                             <ul style="list-style-type: none"> <li>➤ Re-evaluate Student Support Counsellor, Clinical and Speech Language allocation to optimize in-school supports</li> </ul> </li> </ul>	

Professional Learning	Short-Term: 2016-2017 School Year	Progress to date Sept-Nov 2016
<p><b>Learning For All</b></p>	<ul style="list-style-type: none"> <li>• Build capacity with all school staff to:                             <ul style="list-style-type: none"> <li>➤ support the needs of all students within an inclusive environment</li> <li>➤ support the development and implementation of exemplary Individualized Education Plans (IEPs)</li> <li>➤ implement Applied Behavioural Analysis (ABA)</li> <li>➤ implement Behaviour Management Systems (BMS)</li> <li>➤ support the development of social and emotional learning and self-regulation</li> <li>➤ offer a summer institute to all staff related to Mental Health and Wellness (Summer 2016)</li> <li>➤ support the continued training and effective use of assistive technology for both staff and students</li> <li>➤ support math programming and assessment for all students, including students with special needs (as per K-12 Math Strategy)</li> </ul> </li>   <li>• Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS                             <ul style="list-style-type: none"> <li>➤ focus on a whole school approach with community partners (PACE model) to support students with trauma and attachment</li> </ul> </li> </ul>	

<b>Strengthen Partnerships</b>	<b>Short-Term: 2016-2017 School Year</b>	<b>Progress to date Sept-Nov 2016</b>
<p><b>Deepening parent understanding of special education supports and services available to students in our schools.</b></p>	<ul style="list-style-type: none"> <li>• Develop and share user friendly parent and student resource materials related to the IEP and IPRC process and student advocacy</li> <li>• Continue to enhance use of social media in order to share information related to special education</li> </ul>	
<p><b>Empowering parents as an important and knowledgeable stakeholder when making decisions about their student’s learning and well-being.</b></p>	<ul style="list-style-type: none"> <li>• Begin to investigate the concept of strength based, person-centred planning in consultation with parents, community partners, and other school boards</li> <li>• Engage parents and community partners in effective and ongoing transition planning from school entry to a meaningful adult life</li> </ul>	

<b>Leverage Supports</b>	<b>Short-Term: 2016-2017 School Year</b>	<b>Progress to date Sept-Nov 2016</b>
<b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b>	<ul style="list-style-type: none"> <li>• Explore the enhancement and impact of natural supports and programming (peer tutor/student mentor/volunteer) within our schools</li> <li>• 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</li> <li>• Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community</li> </ul>	
<b>Investigating partnerships that support shared services and use of resources.</b>	<ul style="list-style-type: none"> <li>• Explore with the Ministry of Education and co-terminus boards opportunities to access additional Section 23 funding</li> </ul>	
<b>Continuing to work with the Ministry of Education to serve student with special education needs.</b>	<ul style="list-style-type: none"> <li>• Continue to work with the Ministry for special education funding that meets the needs of the students in LDSB</li> </ul>	
<b>Investigating the concept of coaches to support inclusion of students.</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	