

Reallocation of Resources	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
<p>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</p>	<ul style="list-style-type: none"> • Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS will continue for year two: <ul style="list-style-type: none"> ➤ 3.0 Student Support Teacher time allocated to J.G. Simcoe, Molly Brant & Rideau Heights in lieu of site-based and itinerant School to Community staff to support a variety of student needs ➤ Students who have developmental disabilities access both the provincial curriculum and alternative curriculum as appropriate ➤ Use of provincial report for all students who have a developmental disability when appropriate 	<p>Meetings every six weeks with staff from pilot schools to discuss progress and plan together. Each site completed a staff survey in October and is using feedback to develop school-wide next steps for the year.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Meetings every six weeks with staff pilot schools to discuss progress and plan together. Each site has collected Service Delivery Model Data Results, Case Studies, Achievement Tracking, Family Feedback /Student Feedback and Report to Senior Executive on the Pilot.</p> <p>Ongoing</p> <p>Ongoing</p>	

Reallocation of Resources	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.	<ul style="list-style-type: none"> • Review enrollment of primary students in District Learning Centres (Behaviour) 	Discussions to commence Winter 2017	Review and discussions ongoing	
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"> • Review the Educational Assistant (EA) Job Selection Process • Review of EA allocation to ensure optimal use of District resources and equitable school based allocations. 	Comprehensive review of STEA requests from schools in September. 26 schools were visited. Presentation to Senior Staff and Principals. Implementation of new High Needs Template for students.	Ongoing discussions regarding EA allocation process and implementation of the new High Needs Template	

	<ul style="list-style-type: none"> Implement the role of Communicative Disorder Assistant (CDA) to support delivery of speech language services 	Two CDAs hired to support speech and language delivery (focused on early intervention and School to Community and Autism Services)	<p>Ongoing implementation of role of CDA to support speech and language service delivery.</p> <p>Exploration and environmental scan of the various ways in school teams are structured across our district</p>	
Differentiating supports equitably based upon demographic and socio-economic needs.	<ul style="list-style-type: none"> Review the Student Support Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports 	Allocations re-evaluated to optimize in-school support and equity of opportunity for students.	Ongoing	
Professional Learning	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
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) 	<ul style="list-style-type: none"> Development of online PD for Administrators based on survey of their needs focusing on Learning for all and integration of all appropriate and up to date legislation, 	<ul style="list-style-type: none"> An additional 110 staff have taken Behaviour Management Systems Training 25 teachers attended the LD Learning Series led by District LD Teachers and Assistive Technology Teacher.. A second session will be held in the spring 	

	<ul style="list-style-type: none"> ➤ implement Behaviour Management Systems (BMS) ➤ support the development of social and emotional learning and self-regulation ➤ support student Mental Health and Wellness ➤ 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 needs (as per K-12 Math Strategy) ➤ support students with trauma and attachment through a whole school approach (i.e., PACE model) 	<p>documents, and PPMs relating to Special Education in Ontario</p> <ul style="list-style-type: none"> ➤ Two ½ day workshops presented by the Ottawa Fetal Alcohol Resource Program - “Facts and Strategies for Supporting People with FASD”. 40 SST/LPS attended the morning session, and 40 elementary and secondary educators and Ed Services staff attended the afternoon session ➤ Intellectual Disabilities Course (5 sessions) offered to all school board staff. 30 participants are registered ➤ ½ day session on October 27th PA Day with all Secondary School to Community Teachers to introduce Ministry’s Special Education in Ontario 	<p>to address the large number of staff interested.</p> <ul style="list-style-type: none"> ➤ Supporting Students with Intellectual Disabilities shared on Minds Online Resource - repository of resources and tools for supporting students with Intellectual Disabilities. ➤ ½ day Math Workshop for elementary School to Community Teachers on the “What to Look For” early numeracy resource. A second session to be held in April. ➤ 25 teachers attended the Student Support Teacher Course (5 sessions). ➤ ½ Day Google Read & Write Training for Special Education Program Teachers 	
--	---	--	--	--

		<p>document, and review IPRC process</p> <ul style="list-style-type: none"> ➤ ½ Day ASD/ABA Workshop for 30 Teachers and EAs offered at 4 elementary schools ➤ Student Focused ABA - full day PD for 25 EAs on using ABA with students who have ASD ➤ Zones of Regulation Learning Series for 40 participants ➤ Sharing of The Limestone Autism Toolkit - repository of resources and tools for supporting students with ASD. ➤ 4x ½ Sessions on Dec 4 and 7 on UDL and Features of Google Read & Write, PA Day Sessions at Ernestown, GREC inviting LOL and CCP, NAEC - more than 147 participants. 	<p>focused on assistive technology features.</p> <ul style="list-style-type: none"> ➤ Half Day ASD/ABA Training at 7 elementary schools serving over 60 elementary staff. ➤ Social Stories & Video Modelling Learning Series ➤ Secondary Autism Conference at Ed Services for 60 Secondary LPS/Teachers and Administrators ➤ SST/VP Refresher full day course focused on Universal Design for Learning (UDL), in school teams, and LDSB diagnostic assessment toolkit. ➤ SST and LPS half day of learning focused on Universal Design for Learning (UDL) 	
--	--	---	---	--

		<ul style="list-style-type: none"> ➤ 170 staff participated in Behaviour Management Systems Training ➤ Inservice on PACE model for new staff at Molly Brant ES, Rideau Heights PS and JG Simcoe PS 		
Strengthen Partnerships	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
<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 	<p>Development and implementation of a single page pamphlet for parents outlining the IPRC process</p> <p>Development and implementation of the updated IPRC Parent Guide as per Ministry’s Special Education in Ontario: K-12 Policy and Resource Guide 2017</p>	<p>Presentation to SEAC about the Assistive Technology features available to all LDSB learners on Chromebooks and Laptops</p> <p>Presentation to SEAC about Sagonaska Provincial Demonstration School</p>	

Strengthen Partnerships	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
<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>Investigation of LifeCourse Tools for implementation in conjunction with MyBlueprint for students with special needs, as appropriate</p> <p>Approximately 52 transition planning meetings arranged by Transition Planning Coordinator with students, parents , school staff and community partners</p> <p>The Transition Advisory Committee Frontenac Lennox and Addington in process of planning two Life Beyond School parent, student and professionals information evenings in the spring, one to be held in Kingston, and one in Napanee.</p>	<p>Ongoing work with new Transition Advisory Sub-Committee to develop a planning toolkit for students with special needs</p> <p>Approximately 77 transition meetings arranged by Transition Planning Coordinator with students, parents, school staff and community partners.</p> <p>Ongoing</p> <p>Workshop held for community parent group to answer questions and provide information about the IEP and IPRC process.</p>	

			<p>Transition to School (Kindergarten) Workshop with community partners. Approximately 45 parents attended.</p> <p>Revision of the Transition to Kindergarten process and student profile.</p>	
Leverage Supports	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
<p>Collaborating with our community partners to promote social inclusion and student learning and well-being.</p>	<ul style="list-style-type: none"> Continue to 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>LaSalle S.S, Frontenac S.S. and Bayridge S.S. are developing plans within their schools to explore these opportunities for students</p> <p>Community Partners Invitational Event with over 35 community partners represented to learn about Ed. Services supports and services and network</p> <p>Hosted the Ottawa Fetal Alcohol Resource Program</p>	<p>Ongoing school based projects being implemented at La Salle S.S. and Frontenac S.S. to promote social inclusion</p>	

		presentation for parents and community members entitled “Facts and Strategies for Supporting People with FASD”		
Leverage Supports	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
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 Participate in a Community Living Kingston event to build collaboration and promote inclusion featuring Shelley Moore 	<p>Youth Employment Support (YES) Committee received \$5,000.00 grant from Innoweave for an organizational coach. The coach has been hired and will be assisting the committee with formalising the Work Plan.</p> <p>LDSB staff represented at Shelley Moore speaking event.</p> <p>Partnership initiated with the Children’s Education Management Guidance Counselling Program</p>	<p>Youth Employment Support (YES) Collective developed a Draft Theory of Change with an Intended Impact Statement, with the support of the Innoweave organizational coach. Feedback solicited from stakeholders in the form of a survey.</p> <p>10 students receiving School to Community Services are attending the St. Lawrence College Professional Effectiveness Course (Feb 8 - May 24).</p>	

		Military Family Services / Canadian Forces Morale and Welfare Services Department of National Defence / Government of Canada to support students of military families who are in need. Investigating upcoming presentations in the future.	Kingston Military Family Resource Centre met with Student Support Counsellors to shares services available for military families.	
Leverage Supports	Short-Term: 2017-2018 School Year	Progress Sept-Nov 2017	Progress Dec 2017-March 2018	Progress April 2018-June 2018
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 	Ongoing	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 	Kingston After School ABA Skills Program is currently serving over twenty students in partnership with ALCDSB, Maltby Centre, and Limestone DSB.	Pilot Project to Support Transitions to Postsecondary Pathways for Students with Developmental Disabilities	

Investigating the concept of coaches to support inclusion of students.	<ul style="list-style-type: none">• Continue to focus on instructional 'coaching' to better understand the impact on student learning, well-being and inclusion	Exploration and discussion of Universal Design for Learning to support students	Exploration and discussion with LDSB Program Team of Universal Design for Learning to support all students	
---	---	---	--	--