

Reallocation of Resources	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018- March 2019	Progress April 2019- June 2019
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"> Students who have developmental disabilities access both the provincial curriculum and alternative programming as appropriate Use of provincial report card for all elementary students who are accessing modified curriculum who have a developmental disability when appropriate Use of a new alternative report card format for elementary students when appropriate Review of the current service delivery model for secondary school to community services 	<p>Professional learning sessions held in September for school teams, focusing on the implementation of the Provincial Report Card for all students.</p> <p>Provincial and Alternative Progress Reports developed as appropriate for all students during the Progress reporting period in November.</p> <p>New Alternative Report Card format used successfully for Progress Reports as appropriate.</p> <p>To begin in Semester 2.</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"> • Review programming in District Learning Centres (Behaviour) 	District Learning Centre (Behaviour) staff are focussed upon increasing skills in the area of supporting student self-regulation.		
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"> • Human Resources will review the Educational Assistant (EA) Job Selection Process • Implement the role of Communicative Disorder Assistant (CDA) to support delivery of speech language services • Implement the new Speech and language service delivery model 	<p>HR Manager, Sue McWilliams is leading ongoing discussion of the EA allocation process.</p> <p>Two additional CDA positions were added for September 2018 to support speech and language service delivery. Current compliment is 4.0 FTE.</p> <p>Oral Language Enrichment Groups are being implemented collaboratively by CDAs and Speech Language Pathologists in Kindergarten classrooms at several sites.</p>		

	<ul style="list-style-type: none"> • Implement the roles of Autism Intervention Assistants and Behaviour Intervention Assistants on the Autism and Behaviour Action Team • Implement the role of Social Worker in secondary schools and north end elementary schools 	<p>Two Autism Intervention Assistants and two Behaviour Intervention Assistants have completed multiple placements supporting staff with the implementation of Student Safety Plans with the direction of members of the District Autism and Behaviour Teams.</p> <p>Four Social Workers have been assigned to the secondary schools, Kingston Learning Centre and the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant) to provide clinical mental health assessments and mental health supports to students.</p>		
Differentiating supports equitably based upon demographic and socio-economic needs.	<ul style="list-style-type: none"> • Review the Student Support Counsellor, Student Attendance Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports 	<p>Allocations re-evaluated to optimize in-school support, the needs of each school and equity of opportunity for students. Redevelopment of the Attendance Counsellor role for September 2018 to focus on Tier 3 intervention.</p>		

Professional Learning	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
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) 	<p>Universal Design for Learning is a focus of professional development with the Special Education Program Coordinators, Program Team, Student Support Teachers and Learning Program Support Teachers.</p> <p>A committee is being established that will focus on building capacity in the area of IEP development.</p> <p>Student Focused ABA sessions offered as full day of training (Oct 18 for 35 EAs). Teachers & EAs coached in use of ABA and self-regulation strategies as part of Autism Referral process.</p>		

	<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 (Tier 1, 2, 3 supports) ➤ support the continued training and effective use of assistive technology for both staff and students 	<p>Five full BMS and six BMS re-certification trainings have been completed with 284 staff.</p> <p>Zones of Regulation workshops offered at requested school sites. Zones of Regulation Learning Series to commence on Nov 21.</p> <p>Leading Mentally Healthy Schools and student and staff wellbeing is a focus at monthly administrator meetings. One SafeTALK and one ASIST training completed.</p> <p>Google Read & Write training opportunities made available for staff and students.</p> <p>Previous work in this area was funded through the</p>		
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	<ul style="list-style-type: none"> ➤ support math programming and assessment for all students ➤ support students with trauma and attachment through a whole school approach (i.e., PACE model) ➤ Increase capacity of in school teams to support student needs in an inclusive environment 	<p>Eastern Ontario Staff Development Network (EOSDN). Funding is currently on hold.</p> <p>The Prince Charles P.S. is participating in the PACE model in addition to the three north end elementary schools (Rideau Heights, JG Simcoe and Molly Brant).</p> <p>4 ½ days of professional learning sessions for school teams in September focused on the implementation of the Provincial Report Card for elementary students who receive school to community services. Student Support Teacher/Learning Program Support Teacher Professional Learning on November 8th focused on “Identifying and Closing the Gaps”.</p> <p>A Minds On-Line resource for <u>Supporting the Needs of</u></p>		
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	<p>➤ Increase capacity in the area of supporting students with FASD in our schools</p> <p>➤ Increase capacity in the area of Universal Design for Learning (UDL)</p>	<p><u>Students with FASD</u> is being developed for staff.</p> <p>All professional development series developed through Educational Services model the framework of Universal Design for Learning.</p> <p>Educational Services and Program Team continue to deepen our understanding of the UDL guidelines to support our implementation of the framework in a variety of learning environments.</p>		
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Strengthen Partnerships	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Deepening parent understanding of special education supports and services available to students in our schools.	<ul style="list-style-type: none"> • Develop and share user friendly parent and student resources related to special education and student advocacy 	Two parent workshops provided related to IEPs and IPRCs.		
Strengthen Partnerships	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Empowering parents as an important and knowledgeable stakeholder when making decisions about their student's learning and well-being.	<ul style="list-style-type: none"> • Continue 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 is ongoing. Currently working collaboratively with community partners on a Transition to Adulthood Toolkit.</p> <p>Approximately 40 transition planning meetings were arranged with Transition Planning Coordinator, students, parents/guardians,</p>		

	Engage parent involvement in the Mental Health Leadership Committee	community partners and educators. The Mental Health Leadership Committee is actively recruiting a parent stakeholder to support the development and implementation of the LDSB Mental Health and Well-Being Strategy.		
	Implementation of Transition to Adulthood Planning Toolkit	Ongoing feedback and editing from community stakeholders regarding the Transition Planning Toolkit developed collaboratively by the community Transition Advisory Sub Committee.		
Leverage Supports	Short-Term: 2018-2019 School Year	Progress Sept-Nov 2018	Progress Dec 2018-March 2019	Progress April 2019-June 2019
Collaborating with our community partners to promote social inclusion and student learning and well-being.	<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 	Presentation about enhancing social relationships by Frontenac SS and Lasalle SS School to Community Services Teachers to all School to Community Services Teachers on the October PA Day.		

	<ul style="list-style-type: none"> • 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>An information and network building session was offered on November 14th for parents with students with Cochlear Implants.</p> <p>.</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 	<p>Youth Employment Support Committee (YES) hosting the Focus On Ability Youth Employment Community Forum, November 22, 2018, from 9:30 to 1:30 at the Fort Henry Discovery Centre.</p> <p>The Transition Advisory Committee is currently</p>		

		planning at least one Life Beyond School event for Spring 2019.		
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Investigating partnerships that support shared services and use of resources.	<ul style="list-style-type: none"> Continue to collaborate with Maltby Centre and Algonquin Lakeshore Catholic District School Board in Kingston After School ABA Program for students with autism 	After School ABA Program now in cycle 8 since its inception. Currently, 54 students have participated between Sept-Nov. 2018.		

<p>Continuing to work with the Ministry of Education to serve student with special education needs.</p>	<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 <p>Engage in the Ministry of Education Pilot Project to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities</p>	<p>Ongoing advocacy through SEAC.</p> <p>Participated in kick-off meeting for Ministry's Pilot to Support Transitions to Post-Secondary Pathways for Students with Developmental Disabilities on October 23. Development of goals and actions for the year on-going.</p>		
<p>Investigating the concept of coaches to support inclusion of students.</p>	<ul style="list-style-type: none"> • Build capacity in the area of Universal Design for Learning and deepen understanding of the role of coaching 	<p>Three Special Education Program Coordinators are participating in Mentor/Coaching professional learning program.</p>		