

Reallocation of Resources	Short-Term: 2016-2017 School Year	Progress Sept-Nov 2016	Progress Dec 2016-March 2017
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>Sept.-Nov. 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>Nov. 2016-Transitions Program is currently servicing 8 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 6 students</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>Sept. 2016-District Learning Centres reduced by two sites. Transition plans in place for students.</p> <p>Nov. 2016-8 primary students placed full time into the Primary Learning Centre</p> <p>Nov. 2016-4 students in Learning Disabilities Program attending full time at host schools</p>	<p>March 2017-8 primary students continue to access the Primary Learning Centre. Students access integration into host classes where possible.</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>Sept. 2016-Resources from Early Learning Team redirected to school based allocations</p> <p>Discussions to commence Winter 2017</p>	<p>March 2017-Ongoing</p>
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 	<p>Sept 2016- Allocations re-evaluated to optimize in-school supports</p>	

Professional Learning	Short-Term: 2016-2017 School Year	Progress Sept-Nov 2016	Progress Dec 2016-March 2017
Learning For All	<ul style="list-style-type: none"> • Build capacity with all school staff to: <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 needs (as per K-12 Math Strategy) 	<p>Aug.-Nov. 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>Dec. 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 LDs in math in collaboration with Sagonaska Demonstration School) • 70 consultation interventions from School to Community Services Team • Secondary SCS Teachers professional learning (writing IEPs and alternative report cards) • Intellectual Developmental Disabilities Learning Series (March/April- 5 sessions) • Half Day ASD/ABA Training at an additional 4 elementary schools • 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)

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	<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 	<p>Ongoing monthly professional learning and in-school consultations with school teams to support PACE model implementation</p>

Strengthen Partnerships	Short-Term: 2016-2017 School Year	Progress Sept-Nov 2016	Progress Dec 2016-March 2017
<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>Sept. 2016-Student and parent friendly IEP Guide developed and posted on LDSB Special Education website</p> <p>Sept.-Nov. 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>Nov. 2016-22 transition planning meetings (secondary); Life Beyond Schools Event held at NDSS Oct. 24 (30 parents attended)</p>	<p>Deferred to Fall 2017</p> <ul style="list-style-type: none"> • Feb. 10, 2017-Transition to School Workshop in collaboration with CLK, Kids Inclusive, ALCDSE for 30 families with students entering Kindergarten in Sept. 2017 • 114 transition planning meetings (secondary) • March 24, 2017-YES Committee "Say YES to Your Future" Information 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

Leverage Supports	Short-Term: 2016-2017 School Year	Progress Sept-Nov 2016	Progress Dec 2016-March 2017
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 • Investigate opportunities within our schools and within our communities to support pathways for students and explore employability supports in partnership with our community 	<p>Nov. 2016-Partnership with Community Living to explore the concept of natural supports with school teams on Nov. 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>Sept.-Nov. 2016-Transition Coordinator, Special Education Coordinator and 2 secondary teachers are members of the Youth Employment Support (YES) committee (includes community agencies and school board representatives)</p>	<p>Further exploration and discussion of implementing peer networks for Sept 2017 with two secondary school sites</p> <p>Dec 20, 2016; Nov 15, 2017; Mar 7, 2017-Assistive Resource Teachers support Clinicians who prescribe SEA Devices (informing types of devices, assistive technologies and tools available)</p> <p>March 24, 2017-Say YES to Your Future" event for students and families 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>

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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
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 	Oct.-Nov. 2016-Two-day school/board visitation with Avon Maitland DSB; focus on coaching with Program team and Educational Services Staff	Dec. 2016-March 2017-Instructional Coaching strategies and discussion facilitated at three Educational Services Staff meetings