

| Reallocation<br>of Resources   | Short-Term:<br>2017-2018<br>School Year  | Progress<br>Sept-Nov 2017 | Progress<br>Dec 2017-<br>March 2018 | Progress<br>April 2018-<br>June 2018 |
|--|--|---------------------------|-------------------------------------|--------------------------------------|
| <b>Restructuring supports and programming for students to create a more inclusive whole school approach to supporting students with special needs.</b> | <ul style="list-style-type: none"> <li>• Pilot at J.G. Simcoe PS, Molly Brant ES and Rideau Heights PS will continue for year two:               <ul style="list-style-type: none"> <li>➤ 3.0 Student Support Teacher time allocated to J.G. Simcoe, Molly Brant &amp; Rideau Heights in lieu of site-based and itinerant School to Community staff to support a variety of student needs</li> <li>➤ Students who have developmental disabilities access both the provincial curriculum and alternative curriculum as appropriate</li> <li>➤ Use of provincial report for all students who have a developmental disability when appropriate</li> </ul> </li> </ul> |                           |                                     |                                      |

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| <b>Restructuring Educational Services District Programs to support a more inclusive learning environment for all students.</b>   | <ul style="list-style-type: none"> <li>• Review enrollment of primary students in District Learning Centres (Behaviour)</li> </ul>   |                        |                              |                               |
| <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> | <ul style="list-style-type: none"> <li>• Review the Educational Assistant (EA) Job Selection Process</li> <li>• Review of EA allocation to ensure optimal use of District resources and equitable school based allocations.</li> <li>• Implement the role of Communicative Disorder Assistant to support delivery of speech language services</li> </ul> |                        |                              |                               |
| <b>Differentiating supports equitably based upon demographic and socio-economic needs.</b>   | <ul style="list-style-type: none"> <li>• Review the Student Support Counsellor, Clinical and Speech Language staffing allocation model to optimize in-school supports</li> </ul>   |                        |                              |                               |

| Professional Learning   | Short-Term: 2017-2018 School Year  | Progress Sept-Nov 2017 | Progress Dec 2017-March 2018 | Progress April 2018-June 2018 |
|-------------------------|--|------------------------|------------------------------|-------------------------------|
| <b>Learning For All</b> | <p>Build capacity with all school staff to:</p> <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>➤ support student Mental Health and Wellness</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> <li>➤ support students with trauma and attachment through a whole school approach (i.e., PACE model)</li> </ul> |                        |                              |                               |

| Strengthen Partnerships   | Short-Term:<br>2017-2018<br>School Year  | Progress<br>Sept-Nov 2017 | Progress<br>Dec 2017-<br>March 2018 | Progress<br>April 2018-<br>June 2018 |
|---|--|---------------------------|-------------------------------------|--------------------------------------|
| <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> </ul> |                           |                                     |                                      |

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| <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> |                           |                                     |                                      |

| Leverage Supports   | Short-Term:<br>2017-2018<br>School Year   | Progress<br>Sept-Nov 2017 | Progress<br>Dec 2017-<br>March 2018 | Progress<br>April 2018-<br>June 2018 |
|---|---|---------------------------|-------------------------------------|--------------------------------------|
| <b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b> | <ul style="list-style-type: none"> <li>• Continue to 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> </ul> |                           |                                     |                                      |

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|---|--|---------------------------|-------------------------------------|--------------------------------------|
| <b>Collaborating with our community partners to promote social inclusion and student learning and well-being.</b> | <ul style="list-style-type: none"> <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> <li>• Participate in a Community Living Kingston event to build collaboration and promote inclusion featuring Shelley Moore</li> </ul> |                           |                                     |                                      |

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| <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>• Continue to focus on instructional 'coaching' to better understand the impact on student learning, well-being and inclusion</li> </ul> |                        |                              |                               |