Goal # 1: Re-design the special education page on the Board website with the goal of making it more user friendly for parents and community members.

Action Steps:
- Establish a committee to work through this process including a Special Education Consultant, Elementary Inclusion Technology Coach (EITC), School Administrator, Trustee, SEAC member and community partner
- Determine what the website would need to contain and how it would ideally respond to the community when they interact with it
- Establish protocols for how this site will be updated and maintained
- Establish guidelines and criteria for what types of links and information would be added to the website (vetting process)
- Work with board webmaster to develop the page, ensuring it meets accessibility standards
- Create a feedback tool to have people who visit the page give information on how it could be improved

Monitoring and Reporting:
- Regular reporting at Special Education department meetings, SERC, and SEAC on progress
- Review feedback from survey and consider alterations to the site

Action Steps Completed
- SEAC members felt their feedback could be taken and reviewed by Board staff for website changes to be considered-Key concern was parents/guardians easy access to pertinent information
- Time was set aside to gather SEAC voices around website concerns in the fall
- Feedback was taken to the Communication Officer and the Board Webmaster for consideration
- Website was revised to support key concerns coming from SEAC
- Changes were reviewed at SEAC with final changes requested
- Changes were implemented
- Wendy met with community groups to discuss their involvement in a collaborative website and voices were concerned about how to maintain it and ensure it was current
Measured Outcomes

- SEAC indicated they were happy with the revisions to the website, indicating it was easier for people to find the resources needed
- Main Changes Included:
  - Board website-Fewer clicks to special education information/increased visual cues to access links
  - All school websites had button links to Board Special Education Documentation

Next steps:

This goal has been completed. Next steps will be to monitor to ensure website is meeting parent and community needs for easy access to special education information.
GOAL # 2: Students will have student-specific transition plans on their IEP.

Action Steps:
- Co-construct a resource list (support document) of best practices for transition planning with school special education staff, special education consultants, SERC and SEAC
- Provide professional learning to improve staff understanding and implementation of transition practices
- Work with school teams through regional PD and CSTs to support IEP documentation to reflect school transition practices for individual students
- Include tips to help write student-specific transition plans in September and January SERT bulletins
- Professional learning for school administration to ensure they are reviewing and monitoring student transition plans with this goal in mind

Monitoring and Reporting:
- Special Education consultants work with schools in their portfolios to ensure they are monitoring and adapting transition plans on student IEPs
- Special Education department will monitor IEPs centrally to oversee transition planning work in the system

Action Steps Completed
- Co-constructed a resource list (support document) of best practices for transition planning with school special education staff, special education consultants, SERC and SEAC (Spring 2017)
- Shared information with SERTs and administrators at workshops and SERT Bulletins on writing effective transition plans on IEPs
- Break-out sessions at workshops on writing transition plans for SERTs, Special Education Class Teachers, and some administrators.
- Shared co-constructed best practices document for supporting transitions for students to help support writing student specific transition plans.
- Continued to implement a Transition Checklist to support Transition to school meetings to ensure all schools are following best practices
- Gathered preliminary data and packages from Community agencies to provide to schools to inform class
placements and allocation of support
- Provided packages to schools via the secure drop to ensure schools were prepared with tools, strategies, staff and equipment required for smooth transitions
- Held transition to school meetings throughout April and May 2018
- Facilitated the transition to school for students entering jk/sk/grade one for students with special needs, partnering with community agencies to gather data and share best practices

Measured Outcomes
- Special Education consultants worked with their schools in their portfolios to ensure they are monitoring and adapting transition plans on student IEPs
- Transitioned 55+ students in Guelph Wellington and 25+ students in Dufferin, co-constructing transition plans for students
- Special Education department monitored IEPs centrally to ensure transition plans were entered for students.
- May 15, 2018 - 97% of IEPs had transition plans with special education consultants following up with schools who were missing plans. June 5, 2018 - 98.6% of IEPs had transition plans
- Survey Results for Transition Plans - completed by SERTs
  - “On a scale of 1 to 10, please rate how individualized or student-specific your IEP Transition Plans were AT THE BEGINNING OF the 2017-18 school year?”
    - Average response: 4.7
  - “On a scale of 1 to 10, please rate how individualized or student-specific your IEP Transition Plans were AT THE END OF the 2017-18 school year?”
    - Average response: 7.3
  - “Please identify what will likely be your next step to improve your school’s IEP Transition Plans in the 2018-19 school year.”
    - Most responses identified that they will be working with classroom teachers to document on the IEP the transition actions that are in practice to support students, or that they would be sharing examples and resources with teachers to improve their transition plan writing to make them more student-specific.
- June 4th, 2018-IEP audit was conducted on 16 randomly selected IEPs representing different exceptionalities,
placements and panels with a particular focus on student specific transition plans. The following results were noted:

- Using a scale set out by the ministry IEP rubric (emerging, developing, satisfactory, proficient) to assess the quality of transition plans using the criteria of “Student-specific language that is non-generic. Could include transition goals that are micro and/or macro.”
  - 0 were identified as “emerging”
  - 5 were identified as “developing”
  - 2 were identified as “satisfactory”
  - 7 were identified as “proficient”
- All of the IEPs that were audited had transition plans. Generic transition goals that met the requirements of PPM 156 “Supporting Transitions for Students with Special Education Needs” yet were not student-specific were given a “developing” level in the audit.

**Goal for the 2018-2019:**
Continue to work with school teams to develop individualized transition plan goals, with specific action steps to achieve those goals.
GOAL # 3: Continued improvement in the area of parent consultation in the development of IEPs.

Action Steps:
- Repeat IEP questionnaire in the fall of 2017 to note improvements from fall 2016
- Collect data, compare results from 2016-2017 and develop next steps
- Develop system IEP consultation letter(s) for schools K-12

Monitoring and Reporting:
- Fall 2017 parent/guardian IEP questionnaire data
- Completion and implementation of system parent consultation letters

Action Steps Completed
- New Board Consultation Process was developed collaboratively between Special Education Staff and members of SEAC.
- All schools used a new letter and feedback form to ask for feedback from parents to inform the writing of the IEP, and build on current best practices for IEP collaboration that schools already use.
- New letters were developed to accompany new or existing IEPs for elementary and secondary. These letters were used for the first time in fall 2017 and went home with the first IEPs sent home each school year.
- IEP Parent/Guardian Questionnaires were sent out
- Special Education department had booths at PIC events, Technology Saturdays, and Community Resource Fairs held in Dufferin and Wellington to ensure parents were able to access information to support their children with the processes associated with IEPS as well as ask questions for support/clarification.
- Consultants participated on panel discussions hosted by the Wellington chapter of LDAO discussing transitions, specifically from elementary to secondary, and secondary to post-secondary.

Measured Outcomes
- Completion and implementation of system parent consultation letters - sent with all IEPs in the fall of 2017
- Increased response rate on the survey by 10% between fall 2017 and fall 2018
Upper Grand District School Board Special Education Report 2017-2018

- 47% increase in parents/guardians indicating they strongly agreed that their feedback was used to inform the IEP (strongly/agree=95% in total)
- 9% increase in parents/guardians strongly agreeing that their child’s IEP reflects their strengths and needs (97% in total agreed/strongly agreed)
- 9% increase in parents/guardians indication that the agree/strongly agree that the accommodations/modifications in place for their child support their strengths (97% of those who took the survey indicated this outcome in total)

**Next Steps:**
This goal has been completed. Our department will monitor this work to ensure parents continue to be part of the consultation process moving forward.
GOAL # 4: Further develop, engrain and embed the use of technology to support student learning outcomes K-12 (not limited to SEA) in regular and self-contained classrooms.

Action Steps:

- LearnStyle training model to remain in class to explicitly teach students how to use technology tools to support their learning
- EITCs to continue to focus on developing and embedding effective use of technology to support learning in the classroom context for all learners
- Develop and maintain a section of the new online Special Education website dedicated to support students, staff and parents to use tech tools
- Collaboration between Special Education and Student Success to support the transition of students with SEA equipment between Grade 8 and 9 with the intent to improve the consistency of students using SEA technology between elementary and secondary
- Co-learning opportunities for Grade 8, 9 and 10 staff to build capacity on how to utilize SEA equipment to support student learning in classrooms

Monitoring and Reporting:

- Monthly meetings with LearnStyle, Special Education Consultants and EITCs to monitor success and challenges being experienced
- Adding regular discussions and review of SEA technology use to CST agendas to ensure needed support is addressed (elementary and secondary)
- Review data with regards to SEA technology and students using Google Read and Write in Grade 10 OSSLT (2017-2018)
- EITC’s:
  - Collect data from previous years to identify schools who had requested support.
  - Schools who hadn’t accessed support since 2015-2016 school year would be the focus for this year’s work.
Action Steps Completed

- Monthly meetings were held with LearnStyle, Special Education Consultants and EITCs to monitor success and address challenges experienced with classroom instruction (4595 Training hours this year for students with SEA equipment).

- Elementary Inclusion Technology Coaches Completed the following action steps: EITC CHECK
  o EITC's lead training sessions for resource teachers and Section 23 teachers on Google Read&Write/Google Suite in fall 2017 to ensure staff had the training required to support SEA equipment use in the classroom
  o EITC's continued to develop a "whole class" training model for inclusion of our students with SEA equipment
  o Worked alongside classroom teachers with SEA technology, to support the daily implementation of technology to reach all learners in the classroom.
  o Support was given on a request basis - placements were spread over time, 3-5 lesson times. Lessons were planned and taught through a team teaching approach with a gradual release of responsibility over the time frame.
  o Created and developed online PD opportunities for all teachers around preparing and implementing technology for students within the classroom

- Special Education Consultants worked with elementary and secondary administrators, curriculum leaders, and the EITCs to develop and implement a plan to increase the use of SEA technology in high school. The following project was initiated and completed:
  o Gathered Heads of Special Education with a lead from the school for implementation of accessible technology
  o Planned purposefully for individual schools using EITCs, curriculum, and special education consultants with school teams
  o Pulled teachers out (6-10) at two schools to discuss barriers, overcoming barriers, and UGDSB available programs
  o Set individual goals for teachers and next steps
  o Went back into schools to check in on goals and set next steps again
  o EITCs worked in one high school to show resources available to students with learning differences
  o Discussed with school team setting high expectations and emphasizing which students have SEA technology provided by the board
**Upper Grand District School Board Special Education Report 2017-2018**

**Measured Outcomes**

- Challenges identified during monthly meetings with LearnStyle, consultants and EITCs were easily addressed with each month.
- Adding regular discussions and review of SEA technology use to CST agendas allowed for consultants to ensure needed support is addressed (elementary and secondary)
- We have attained data that shows the average daily use of Google Read and Write across the Board during a variety of 9 day tracking periods as well as any changes during EQAO and the OSSLT.
  - Average of approximately 24,000 events across a 9 day monitoring period during the year (2016-18)
  - An increase of use to approximately 70,000 events during a 9 day EQAO monitoring period (2016-18)
  - No notable increase in use during the OSSLT (2016-18)
- Grade 8 exit student survey data indicates that out of 945 students:
  - 21% indicated they have used Google Read and Write to help with reading or writing
  - How often do you use Google Read and Write?
    - 55.3-Never
    - 33.2-Rarely
    - 10.3-Often
    - 1.2-Everyday
- In the fall, EITCs identified 15 schools as having a gap of two years in support. As of June 2018, 7 out of 15 have been supported this year. Each school had multiple teacher placements.
- EITCs provided direct support in classrooms with 77 elementary classroom teachers across 30 different schools in the board
- EITCs ran a TECH Challenge to enhance staff awareness and understanding of TECH tools that support learning. Across elementary and secondary, 237 participants (with over 100 completing all the challenges). Feedback from participants was very positive, with specific indications of how this challenge supported classroom practice.

**Goal for the 2018-2019:**

Special Education Department will work with school and Board teams to develop and implement a plan to increase the daily use of Google Read and Write in both the elementary and secondary panels.
GOAL # 5: Further develop and embed ABA strategies in IEPs and classroom practices to support students with ASD.

Action Steps:
- ABA facilitators to work collaboratively with school teams and community agencies to support transitions for students into schools
- Professional learning opportunities that are differentiated to meet the learning needs of different staff groups (EAs, ECEs, Teachers, SERTs) in the area of ABA
- Provide co-learning opportunities for school special education staff and classroom staff to enable them to collaboratively develop and implement ABA strategies in the classroom
- Provide access to and support with ABA elearning (Geneva Centre courses) for board staff

Monitoring and Reporting:
- Collect data on the ABA learning needs of school staff
- Collect and review feedback from professional learning sessions to inform future sessions
- Add regular discussions about ABA strategy implementation into CSTs for specific students to enable the Special Education consultant to monitor process and next steps
- Collect data from the Geneva Centre to determine the number of participants who completed the courses

Action Steps Completed
- Connections for Students:
  - 3-6 meetings were held for each student involved in the Connections program
  - Each student had individual goals, data collection procedures were established and action items were assigned for each participant
  - During follow-up meetings, established goals and progress were reported on and documented
  - The ABA Facilitator worked alongside the community partner Autism Services staff to support school board staff in the implementation of ABA-based strategies through multiple observation sessions, modeling, coaching and data collection based on the established Connections for Students goals
Upper Grand District School Board Special Education Report 2017-2018

● **After School Program:**
  ○ Held at two schools during the 2017-18 school year
    ■ Centennial Hylands (Shelburne)-Completed Fall of 2017
    ■ Salem Public School Spring of 2018-Completed June 2018
  ○ Team focused on developing peer to peer social skills for school aged children diagnosed with ASD,
    enhancing collaborative practices between school board staff and community partners (DCAFS at Shelburne & KidsAbility at Salem) and build school board staff professional capacity
    Student goals were determined based on individual student needs
  ○ Parent component including 3 workshops, 1 observation period, weekly homework/comics with that day’s lesson topic
  ○ UGDSB staff coaching on strategies being used to build their capacity

● **ABA Facilitator Referrals/Consults**
  ○ ABA facilitators worked alongside Parents, Special Education consultants and School staff to support students with challenging behavioural needs
  ○ ABA Facilitators gathered data and information from school teams as well as through more formal observations
  ○ ABA Facilitators discuss observations and recommendations with the school team and parents prior to establishing and implementing student success focused plans
  ○ Strategies within the plan were modelled for the school team and coached by the ABA Facilitator to develop school staff capacity

● **System Level Workshops**
  ○ Fall Elementary SERT Workshop provided professional learning in the following areas for special education staff:
    ■ *Make & Take Structured Teaching*
    ■ *ABA Goals & the IEP*
    ■ *Transition Planning*
  ○ February Elementary & Secondary DD Workshop:
    ■ *Transition Plans*
    ■ *ABA Goals and the IEP*
■ AFACS & Progression of Skills
■ Structured Teaching
■ Structured Tasks
  ○ Spring Primary/Junior & Intermediate/Secondary Workshops for ASD: **Target Audience:** SERT and at least one classroom teacher at each workshop. The following professional learning opportunities were provided:
  ■ **Overview of ASD & Your Student Profile**
  ■ **Individual Schedules & Visual Supports**
  ■ **Structured Tasks & Work Systems**
  ■ **Functions of Behaviour**
  ■ **Positive Reinforcement**

- **Ministry Funded Geneva On-line Learning:** Special Education Consultants provided direction and support for school staff who took the online Geneva training. Staff prioritized spaces for classroom teachers this year but in addition had some SERTs, administrators, and Educational Assistants participate. The focus this year was offering two courses: “Charting a Path to Success in Your Classroom: An Introductory Certificate Course in Autism” and “ABA for Educators Part I”. Special education consultants provided additional support to participants by providing 3 after school sessions over a 3 month period to consolidate their learning and apply it to their students.

**Measured Outcomes**

**After school Program Outcomes**

- Feedback was solicited from parents, school board staff and community partners in the form of questionnaires and feedback sessions with staff indicating they felt the program provided good hands on learning experience for UGDSB staff and opportunity to collaborate with community partners
- Increased parent knowledge with respect to strategies (pre and post questionnaire to assess learning of strategies)
- Built capacity of school board staff who are working with students diagnosed with ASD (pre and post questionnaire to assess learning of strategies)
• Increased student learning in the classroom (selection of individualized goals, weekly data collected on goals, pre/post assessments on baseline and mastery of skills, generalization probes of students in their regular classrooms)

Connections for Students:
• 10 students were supported through the Connections for Students Program during the 2017-2018 school year
• Total student goals targeted: 68
• Mastered student goals: 33

ABA Facilitators
• ABA Total students supported through the referral process ABAs for 2016-2017 & 2017-2018 school year: 85

Professional Learning Sessions
• Enrollment in Training:
  ○ 118 SERTs/Admin. Attended
  ○ 133 staff attended the Primary/Junior Workshop
  ○ 81 staff attended the Intermediate/Secondary Workshop
  ○ 39 took the online Geneva Centre Course and 31 participants registered for the 3 after-school sessions

• School Staff Provided the following Feedback:
  ○ Found it helpful to collaborate with other schools to share planning ideas around transitions
  ○ Examples during the PD opened specific and targeted discussions with SERTS
  ○ ASD specific ideas around planning were helpful for natural school implementation
  ○ Having choices allowed for people to focus their attention on their area of learning
  ○ Found the workshops were interactive and engaging, getting people to do the work
  ○ Seeing and meeting the actual support people in our board was great to network and build connection
  ○ Sessions allowed people to move to the next level in a very practical way
  ○ Online sessions allowed people to engage in learning at their own pace

Goal for the 2018-2019:
Continue to work with classroom and special education staff K-12 to develop their understanding and implementation of high leverage strategies to support students with complex needs.
GOAL # 6: Continue to develop the Literacy and Numeracy Skills of Students in Self-Contained Mild Intellectual Disability/Language-based Learning Disability Classes (MID/LLD), Learning Disability Classes (LD) & Locally Developed Compulsory Courses (LDCC) (100% implementation).

Action Steps:
- Monthly professional learning groups for teachers of small class placements focused on developing staff capacity in the areas of:
  - Collecting evidence of student learning
  - Effective high yield teaching strategies;
  - Responsive classroom programming
- Responsive training on required programs (SRA, Wilson) to further develop staff competencies to effectively and consistently use these tools in the classroom
- Provide training to those small class placements using Dreambox as an instructional tool

Monitoring and Reporting:
- Use monthly student and staff learning data to inform next month’s learning focus
- Include regular discussions about student progress in small class placements at CST meetings with regards to SRA, Wilson and Dreambox
- Monitor the use of SRA, Wilson and Dreambox programs and request data collection and submission at the beginning and end of each year
- Analyze beginning and end of term/semester data for individual student growth with SRA and Wilson

Action Steps Completed
Special Education Consultants:
- Provided professional training on both Wilson and SRA for those staff new to their roles (Elementary/Secondary).
- Took a sample of IEPs from each Elementary MID/LLD and LD classroom to check for SRA or Wilson goals
- Checked in with staff throughout the year to address any concerns they were having as well as provide support (E.g., providing release time for teachers to meet to build their capacity to implement either SRA or Wilson)
Provided 2 half day in-services to elementary MID/LLD and LD teachers with sessions around Math assessment and programming, attitudes/beliefs and well-being, differentiation, understanding behaviour challenges and student profiles

Provided all MID/LLD and LD teachers with a data collection chart to record starting data of reading levels and diagnostic assessment

Monitored the completion of the final data in the data collection chart to use for analysis of program implementation and growth success

Worked with teachers in LD and MID/LLD classes on how to use Prime as a math diagnostic

**Measured Outcomes**

The following represents *measured outcomes*:

- LD and MID teachers attended 2 professional learning sessions focused on developing their literacy and numeracy programs
- 100% of all LD classes are using a Board recommended program: 7 out of 9 classes use Wilson and 2 use SRA
- Currently 6 out of 7 classes of elementary LD teachers using the Wilson Program have submitted data showing clear indicators of student growth
- 12 of 14 MID classrooms are using SRA
- 6 out of 14 of Elementary MID/LLD teachers using the SRA program have submitted data showing growth in the program,
- 5/9 LD classes and 11/14 MID/LLD classes are using Dreambox with students for math

**Next Steps:**

We are going to rewrite this goal with more specific measurable outcomes.

**Goals for 2018-2019**

- Work with small class placement teacher’s to support the implementation of the Board endorsed literacy program as part of a targeted, balanced literacy approach.
- Support small class placement teacher’s practice in implementing number talks as a targeted intervention to develop student numeracy.
GOAL # 7: School special education departments will actively participate in pathway
development using the new policy and framework.

Action Steps:
- Provide professional development for secondary school leadership teams to introduce them to a new policy
- Provide professional learning for school teams (elementary and secondary SERTs) to develop their understanding
  and implementation of the policy
- Connect school teams to community partners to support the building of working relationships to support pathway
  planning for Special Education students
- Special Education consultants and school teams to work collaboratively in schools to support pathway planning for
  specific students (September/February)
- Collaboration between Special Education staff and Student Success Lead to enhance transition processes with
  elementary and secondary to support pathway planning for special education students

Monitoring and Reporting:
- 100% of schools will offer families new pathway policy information
- Regularly monitor student success with pathway work at CSTs
- Transition meetings to be held in December/January between both elementary and secondary school teams with a
  common information sharing format

Action Steps Completed
- Board Co-op Lead came to head of special education meeting and presented on forms and flow of getting students
  out to the workplace
- Special Education consultants worked with individual schools in small groups of teachers to provide support to
  teaching staff on how to modifications for students in the DD class
- Special Education Consultants were guest speakers at two community nights (Guelph/Orangeville) to highlight
  different community opportunities that would support the transition of life after high school.
- Lead Professional Learning for Secondary teams on the following:
  - Discussed strategies for teaching health and safety for the workplace
Introduction

- Introduced community agency partners such as Passport and Best buddies presenting local options for our students.
- Made and reviewed workplace related teach tasks, broke them down and scaffolded purpose.
- Reviewed Co-op placement rules, regulations, and legal requirements.
- Discussed best practices and different practices for programs promoting work independence in different locations and with different sizes of programs.
- Established a progression of skills with DD teachers to help aid with their teaching for the workplace.

Measured Outcomes:

- 100% of schools offer families new pathway policy information.
- Special Education Consultants regularly monitored student success with pathway work.
- Transition meetings were held between both elementary and secondary school teams with a common information sharing format to support pathway planning.
- 50% of schools reported that not all staff understand Pathway options for students in Special classes, thus there is a need to continue the goal.
- School staff have requested a presentation for staff meetings and increased support for guidance and co-op teachers to further understand Pathways.
- School staff have requested more support around modifications of curriculum.
- Of four schools who responded, 20+ students were involved in work experiences and placements this year (2017/2018).

Goal for the 2018-2019:

Special Education Staff will collaborate with school and Board teams to promote purposeful pathway planning for students in all placements with Intellectual Disabilities.
GOAL # 8: Program Services department will work with schools to enhance the inclusivity of students with special education needs.

Action Steps:

- Ensure that a Special Education consultant sits on the Equity and Inclusion committee at the Board level
- Collaborate with SERC, SEAC and school administration to co-construct what inclusion of students with special education needs would look like/sound like
- Review the Safe Schools questionnaire (students, staff and parents) to ensure it will target data focused on the inclusion of students with special needs
- Use this data to have schools self-assess their level of inclusion to enable them to set inclusion goals and next steps
- Professional learning opportunities for school leadership teams as well as school Special Education staff to share best practices, goals and next steps
- Develop a monitoring system or tool with stakeholders

Monitoring and Reporting:

- Membership on Board Equity and Inclusion Committee
- Trial monitoring system/tool

Action Steps Completed

- Assistant to the Superintendent of Program Services sits on a SUB committee with Equity Lead and Mental Health Lead to support inclusion work in our schools
- Special Education Department used the Learning for All document as a common lens for system leaders to consider, and actively plan for inclusion. This work involved the following:
  - Collaborative work with the K-12 curriculum and special education teams to deconstruct the Learning for All document
  - Monthly work at both elementary and secondary Family of schools meetings to have administrators explore and reflect on how this document supports our collective work to develop inclusive environments for our students.
  - Co-constructed development of a Board wide leadership tool between school administrators and the
Upper Grand District School Board Special Education Report 2017-2018

Program Services department focused on developing questions schools leaders could ask to develop their instructional leadership with their staff when addressing student learning needs
- Co-constructed a tool with DD teachers K-12 that collected and organized their best practices in the lens of a Learning for All tool. This tool was then given to them to experiment with when faced with a student who was struggling as a way of supporting the planning for their next steps.
- Introduced the Learning for All template idea to the Psychology, Speech and Language as well as the Mental Health workers to gather their input and advice on next steps
- Lead responsive professional learning from the Learning for All lens to LD and MID staff as a way of targeting support for students based on individual areas of need.
- Lead a Learning for All session for SEAC to bring their voices to the table around how this work could be enhanced to support inclusion in our classrooms
- Provided a window of time for Administrators and Special Education Staff to experiment with the Learning for All prior to considering a Board wide approach to supporting this work in classrooms

Measured Outcomes
- Alignment between the Board’s Equity, Mental Health and Special Education leads has provided opportunities for collaboration and reflection on practices in the Board that support inclusion.
- Every Elementary and Secondary Administrator was part in the co-construction of 2 Learning for All tools (one for each panel).
- Every member of the Program Services Team have been part of the discussion and development of the Learning for All tool to consider areas requiring consideration and next steps prior to a system wide approach to its use.
- System leaders have come to discuss how we can align the work around Learning for All with all of our portfolios to have a common approach to build inclusiveness in our classrooms and schools K-12.
- There is a strong consensus building that using Learning for All as the backbone for developing and leading in our classrooms would support all students, while also supporting students with special education needs.

New Goal 2018-2019:
The Special Education Department will work with In-School Teams (IST) to develop a responsive approach to supporting inclusive classroom practices for students with needs.