GOAL #1: 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.

ACTION STEPS

- Work alongside system leaders to develop a common understanding of the Student Centred Conversations documentation
- Work with school teams to share best practices of gathering impactful data to inform student profile development
- Provide opportunities for school teams to practice building effective student profiles
- Provide opportunities for school teams to practice developing targeted interventions that are responsive to student profile concerns identified
- Align IST documentation with the Student Centred Conversations template.

MONITORING and REPORTING

- Monthly PVP meetings - Content and Feedback
- Monthly SERC meeting agenda - Content and Feedback
- Regular program leader agenda item
- Meeting and consulting with all stakeholders/feedback
- Site based trials with high risk students with school teams/feedback

ACTION STEPS COMPLETED

- Fall 2018 - Worked alongside program staff and school administration (ELEM/SEC) to develop alignment in the language and use of the Learning for All tool entitled the Student Centred Intervention Plan (SCIP)
- Winter/Spring 2019 - Consulted with all Program Services staff, Heads of Special Education, Guidance and Student success to adapt SCIP to support their work
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- Worked with program services department to reflect and revise systems to align with the SCIP in schools
- Received feedback from all stakeholders to make revisions to the product and process of this document (SCIP)
- Trialed the use of the SCIP with various high-risk cases with school staff
- Developed initial plans to bring all stakeholders together to plan for the system implementation of the SCIP
- Shared and requested feedback on the SCIP with community partners to work to build alignment between community and board practices to support student success between shared services.

MEASURED OUTCOMES

- All elementary and secondary school administrators have been consulted and involved in the development of the SCIP
- All program Services staff have been consulted and involved in the development of the SCIP
- All school level leaders - Heads of Departments, Guidance, Student Success and SPEC ED have been consulted in the development of the Student Centered Intervention Plan (SCIP)
- All Family of School Superintendents have been consulted in the development of the SCIP
- Full system alignment has been established to enable implementation with all stakeholders of a responsive, student centred plan focused on supporting student success K-12.

GOAL for 2019-2020: System leaders will work to embed the Student Centred Intervention Plan (SCIP) as the process by which the school/board staff inform, develop and monitor the success of interventions.
GOAL #2: Special education staff will collaborate with school and board teams to promote purposeful pathway planning for students in all placements with Intellectual Disabilities.

ACTION STEPS

- Meet with Secondary Special Education Heads and discuss school-based concerns rising in their schools based on individual student needs in pathway planning
- Develop and facilitate professional learning that addresses the needs identified by school staff as well as system needs
- Provide professional learning for DD teachers to help them consider the individual needs of their students, plan for work experience and the ability to enter classes that would be a natural step in their learning outside of the DD placement when they are ready.
- Support heads of special education and classroom teachers around modifications of their courses and documentation on the IEP
- Implement transition plans that will now include the employment pathway and work placement opportunities
- Collaborate with School to Career office to support DD teachers in working through the co-op procedures and forms
- Provide in-service to DD teachers around strategies for teaching Health and Safety.
- Bring Grade 8 and Grade 9 DD teachers together to make plans for students transitioning from elementary to secondary with regarding to pathway planning
- Build community partnerships with Board staff to support student work placement and pathway planning

MONITORING and REPORTING

- Regular site-based meetings with school resource staff and small class placement staff
- CST discussions regarding students with ID who will be involved in Co-op placements as well as integrated into classrooms of interest
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- Changes to IPRC placements due to partial integration
- Worked with co-op department around new forms and met with special education staff to ensure implementation
- Met with special education department heads and department heads of subject specific courses (e.g. Math department head) and developed plans for modified IEP’s of students from small class placements.

ACTION STEPS COMPLETED

- Met with special education heads and teachers in school based groups where required. Topics of discussion included work placement concerns and action steps towards building students individual pathway plans.
- Engaged in collaborative conversations and collected data around professional development needs in our Intellectual Disability class placements. (e.g. work placement safety, literacy assessments, pro loquo and integration)
- Met with special education department heads individually and gathered information on processes involving modifications for their students with Intellectual Disabilities.
- Facilitated small group meetings at individual schools to support a variety of departments around:
  - creating successful modifications in their classrooms to support students entering
  - how this modification would be reflected on the student’s IEP
  - what assessment methods could be used to support student learning on modifications
- Met with community employers to develop possible work placements for students in their communities outside of the pre-existing placements.
- Collaborated with school teams and students about pathway planning based on new career options in their communities.
- Met with school to career and updated co-op forms for teachers
- Facilitated collaboration between DD and Co-op teachers to develop safety training, where required, to work on pre-teaching for students who will be in work placements or entering coop classes
- Developed systems with Co-op, Equity and Student Success teams to promote needs in workplace to support placement coaches/supervisors as well as students
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MEASURED OUTCOMES

- 30 of 214 students in our secondary schools in developmental classes have had their IPRC placement changed to partial integration at their annual review. They are now integrated into classes with peers meeting their pathway goals, with some working towards an Ontario Secondary School Certificate.

**GOAL for 2019-20:** Special Education Staff will collaborate with school and Board teams to promote purposeful pathway planning for students in all placements with Intellectual Disabilities
GOAL #3: Support small class placement teachers’ practice in implementing number talks as a targeted intervention to develop student numeracy.

ACTION STEPS
- Collaborate with the curriculum department to establish what math PD could be available for LD teachers
- Met and discuss math learning opportunities with LD teachers to frame the PD needed
- Provide Math PD with a Number Sense focus
- Provide Number Talks for those LD teachers not trained
- Provide Prime training for those LD teachers not trained

MONITORING and REPORTING
- Regularly scheduled meetings with LD teachers throughout the year
- Provide opportunities for LD teachers to collaborate with each other, share ideas around programming and best practices in an open form
- Provide regular check-ins throughout the year through email and/or Special Education Consultants visits in the school
- Created a Google Classroom for LD teachers to post ideas, questions and ideas

ACTION STEPS COMPLETED
- Facilitated Prime Training with math curriculum leaders for LD teachers to provide a full day workshop where teachers brought student data (prime assessments) and discussed programming and next steps to support their students
- Provided a half day Math PD session with Patricia Josephson focused on how to embed number sense and numeration into all the strands. A hands-on approach was used to teach new strategies and programming ideas for the teachers to bring into their classrooms.
- Provided opportunities for Number talk PD to LD teachers.
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MEASURED OUTCOMES

- 5 LD teachers went to the Prime Training and brought prime assessment data to analyze and develop strategies and next steps to improve student learning and teacher practice
- All LD teachers were trained in Number Talk applications in the classroom
- All teachers are using Number Talks in their classrooms and felt comfortable teaching them

GOAL for 2019-2020: Special Education staff will support teachers in Specialized Class Placements to develop small class placement teacher’s practice in implementing number talks and using Prime to guide their math program as a targeted intervention to develop student numeracy.
GOAL #4: Work with small class placement teachers to support the implementation of the Board endorsed literacy program as part of a targeted, balanced literacy approach.

ACTION STEPS

- Determine who requires training in Wilson (or SRA) due to staffing changes
- Monitor that student IEPs indicates the use of Wilson (or SRA) with clear goals for improvement
- Work with LD teachers to determine where they are at in their implementation of the Wilson program (or SRA) in their classrooms
- Design and lead targeted professional learning for LD small class placement teachers focused on developing their skills and understanding of Wilson (SRA) and how to use these programs to drive their programs to support student achievement
- Collect data three times during the year as a system to indicate starting, end of term one and end of term two student achievement results
- Analyze beginning and end of term data for individual student growth with each of the programs
- Support students in 10 schools within our board without an LD classroom (those with an LD diagnosis and/or struggling readers) by providing the Wilson program to be used within their resource model

MONITORING and REPORTING

- Recorded student data
- Teacher check-ins and feedback
- Monitor teacher learning through regular facilitated meetings
- Monitoring Google Classroom
ACTION STEPS COMPLETED

- Provided training in September to new teachers for our LD, MID/LLD and high school teachers
- Regular check ins with our teachers to see about implementation of the program
- Provided opportunities for LD teachers to collaborate with each other to model and share best practices.
- Provided opportunities for new teachers to see the implementation of the Wilson program from teachers who have been doing the program longer
- Met with the LD classroom teachers throughout the year and provided PD to meet the needs of their students:
  - strategies to support self-advocacy and executive functioning skills
  - supporting LD students in their afternoon classes
  - math PD
  - understanding the LD learner (looking at profiles)
  - understanding a psychological assessment and the LD learner
  - small group support from EITC during the workshop and ongoing throughout the year
  - Discussing transitions - coming into the class, leaving the class at the end of grade 6, leaving the class earlier when goals have been met. Provided opportunities to collaborate to share best practices (e.g. providing a checklist of goals met and next steps)
  - IEPs - shared Wilson program goals to be included in language goals
  - Opportunities to collaborate and share best practices and next steps
  - Opportunities to share student learning and how they fostered self-awareness of their own students’ understanding of who they are as a learner
  - Facilitated a Speech and Language presentation on the EPPS
- Purchased and trained 10 schools in our board the Wilson program to add to their resource model and support LD students in our regular classrooms as well as struggling readers with no diagnosis
  - 10 schools are: John Galt PS, Ken Danby PS, Central PS, Brant Avenue PS, Ross R. MacKay PS, Westminster Woods PS, Centre Peel PS, JD Hogarth PS, Ponsonby PS, Winegard PS
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- Provided a half day training PD on learning the program and how to integrate it into their resource model to support direct reading instruction
- Provided resource teachers an opportunity to go and observe the implementation of the Wilson program in an LD classroom as requested
- Regular follow up through emails and check-ins as required
- Collected initial data in February/March when the program was started and at the end of the year (June) to see progress
- Gathered feedback from resource teachers around time, programming, student interest, classroom teacher feedback

MEASURED OUTCOMES

- 100% of LD classrooms used the Wilson program in their classrooms
- 100% of students in LD classes have demonstrated growth in targeted reading goals (Wilson and Fountas & Pinnell)
- 55/64 students (86%) of students in the LD class went up at least 10 or more levels of Wilson
- 62% of students in Grade 6 in the LD classrooms met the target reading outcome
- 3 teachers from the LD classes attended the EPPS training with Speech and Language and had positive feedback and shared different ways they could see using it in their classrooms
- LD Teachers reported feeling more confident about running the Wilson program and tracking interventions to support students learning
- 10 Elementary school resource staff were provided with Wilson training to support a targeted small group of LD students in their school

GOAL for 2019-2020: Special Education staff will support teachers in Specialized Class Placements to develop small class placement teacher’s ability to support the implementation of the Board’s endorsed literacy program as part of a targeted, balanced literacy approach.
GOAL #5: 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.

ACTION STEPS

- Professional learning will bring classroom teachers and their SERTs together to assess, reflect, plan and act on student specific ABA strategies to support student classroom performance. These sessions will be repeated to enable the team to monitor learning goals, growth and areas that staff require support.
- Key learning for teaching staff will be: best practices for students with ASD in their schools, implementing ABA strategies in the IEP, implementing structured teaching environments, explicit social skills training activities for students in their school environment, exploring apps with teachers to enhance students with ASD learning environment.
- Current resources will be provided to school staff to support classroom-based interventions.
- Continue the Connections for Students process to support students, families and educators, as students with ASD transition from the IBI program to school full time.
- Track number of participants that take the after school sessions to support their online learning through the Geneva Center for Autism and request feedback to determine their understanding of ABA strategies and use in the school setting.
- Facilitate the After School Program to support Student learning, Teacher Training, Parent Resource support as well as community partnerships.
- Consider ways to expand the After School Program to include and different student profile.
- The ABA Facilitators and Special Education consultants will work geographically to improve classroom teachers’ understanding and ability to implement ABA strategies in the classroom with their students.
- Continued work to provide a variety of system, school and classroom teacher training to support the implementation of high leverage strategies to support student success.
MONITORING and REPORTING

- Create feedback form for PD provided at the system level
- Use CST meetings to monitor areas of challenge schools are facing
- Consultants to monitor the implementation of high leverage strategies within schools with identified students
- Regular consultation and support by ABA facilitators
- Tracking of caseload success by ABA facilitators
- Monitoring of caseloads by Special Education Consultants
- Provide current and relevant PD for program staff as well as school based staff

ACTION STEPS COMPLETED

Program Services staff attended various professional development:

- ABA Networking Meetings
- BMS trainer workshop
- Three day Geneva Autism Conference
- Stay, Play, & Talk Workshop
- OCASE - Ontario Council of Administrators of Special Education - fall and spring symposiums
- Ontario CEC - Council for Exceptional Children conference

System Level Supports Provided to School Staff:

- Full PD day provided in the fall for a minimum of 2 staff per school (elementary and secondary). Topics covered included: Learning For All, Challenging Behaviour, Positive Reinforcement, Structured Teaching & Work Systems, Visual Supports & Individual Visual Schedules
- Continued to build and provide resources to all school staff in the Visuals/Tasks (Public) folder
- Ministry Funded Geneva online training in ABA strategies: 7 registrants for ABA for Educators Part I; 8 registrants for
Charting a Path to Success: An Introduction to Autism in the Classroom; 2 registrants for Supporting Children with ASD in an Inquiry and Play-Based Learning Environment; 5 registrants for ABA for Educators Level II and 6 registrants for online Functional Behavioural Assessment Certificate Course = total of 28 staff trained (currently collecting data on the number of people who have completed their course to date)

- all of the 28 above registrants have completed at least one certificate on-line learning from the Geneva Centre course prior to being registered for a course this year
- Consultants were available to support those who attended the online training as requested

- ABA After-school Program was held at Island Lake Public School in Orangeville March - May 2019
- Special Education staff worked collaboratively with community partners to support consistency of service (e.g., DCAFS, F&CS, KidsAbility, Kerry’s Place, Family Counseling Support Services, other private service providers, etc.)
- Special Education Consultants began to trial the SCIP to collaborate with SERTS, Classroom teachers, and at times this may have included the SLP
- Educational Assistants were provided with training on the functions of behavior, how to collect effective data and how to effectively provide reinforcement
- All EAs, School Administration and relevant teaching staff were trained in how to effectively use Behaviour Management Systems (BMS) to support student success and maintain safety in the classroom

School

- School level staff (principals, teachers, SERTS) worked collaboratively with community partners to learn from one another with respect to evidence-based strategies (e.g., DCAFS, F&CS, KidsAbility, Kerry’s Place, Family Counseling Support Services, other private service providers, etc.)
- School staff teams were provided with site based professional learning in areas such as: Functions of Behaviour, reinforcement, data collection, etc.
- School teams were provided with direct modelling on how to use the SCIP to support student centred interventions
- CST meetings were used to check-in on how Level 4 students were doing and to allow for consideration and allocation of resources if challenges were arising
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- School teams utilized the urgent response process to gain timely support when faced with concerning student behaviour.

Classroom
- Direct support was provided through modeling and coaching staff in the implementation of ABA strategies/visuals in the classroom with SERTs and classroom teachers by both ABA facilitators and special education consultants
- Classroom teachers were given release time to observe their students during therapy sessions, sometimes accompanied by Special Education Consultant to better understand how to align classroom practices with community based supports
- Teachers were provided release time to meet, learn and discuss strategies to be used to support students in their classrooms with Special Education Consultants and ABA facilitators
- Collaboration with community partners was prioritized to transition students from ABA programming in the community into school setting (e.g., DCAFS, F & CS, KidsAbility, Kerry’s Place, Family Counseling Support Services, other private service providers, etc.)
- School staff received in-class coaching and modelling on data collection related to challenging behaviour as well as how to effectively provide reinforcement

MEASURED OUTCOMES
- Provided PD opportunities to over 300 teaching staff, over 4 system levels sessions ensuring every school had special education staff present focused on high leverage strategies
- Provided Professional Learning to All of our EA staff, with 385 in attendance (high leverage strategies)
- Provided access to the Connections for Students program (only 3 students completed Connections for Students process within the 2018-2019 school year)
- ABA Facilitators provided direct service to classroom teachers to support their work with 66 students with challenging/unsafe behaviour
- ABA facilitators provided Special Education Consultants with 10 consults with school staff
- The After School Skills Program supported:
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- 8 students total with ASD participated in the program
- 5 teachers (4 classroom teachers and 1 SERT) and 4 Educational Assistants from 2 different schools participated in a 3 hour staff training session on the program and ABA strategies
- Parents received individual consults with an ABA facilitator to develop their understanding of the work being
  - ABA Facilitators provided 5 sessions of school level PD during staff meetings
  - 25 FTE was used to support teachers to be released to receive direct coaching and modelling of ABA strategies
  - ABA Facilitators gathered student specific data and reviewed data gathered by school staff to determine supports required
  - All of the 28 above registrants have completed at least one certificate on-line learning from the Geneva Centre course prior to being registered for a course this year. To date 14 people have completed their course while the remainder are planning to finish by the end of June.

**GOAL for 2019-2020:** Special Education staff will 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: Special Education Department will work with school and Board teams to develop and implement a plan to increase the daily use of Google Read&Write in both the elementary and secondary panels.

ACTION STEPS

- Collect data to determine a baseline of use of Google Read&Write in classrooms across panels
- Share data and consult with SERC on effective interventions to increase targeted TECH use
- Use data to inform intervention and training in the system to increase use of Google Read&Write (both panels). Target support for student and teacher learning and use of SEA technology alongside the EITCs and LearnStyle
- Continue work with LearnStyle to streamline the training model to support students in-class on how to use their assistive technology
- Document teacher use of technology through questionnaires, CST meetings and reports from the Elementary Inclusion Technology Coaches (EITCs)
- In-service resource teachers on Google Read&Write/Google Suite for staff that require it based on staffing changes
- Continue to develop classroom teacher's ability to integrate the use of technology into full class learning to enable the inclusion of students with SEA equipment
- Continue to develop & build educator capacity to integrate the use of technology into full class learning to enable the inclusion of students with SEA equipment through teacher participation in TechQuest 1.0, 1.0 repeat, and 2.0 (online, responsive, professional learning)

MONITORING and REPORTING

- LearnStyle monthly meetings
- Use of Google Suite tools in training and in the system
• TechQuest Professional Development for teachers established a baseline for educator’s comfort level with integrating technology into their practice prior to completing the TechQuest challenges
• TechQuest Reflection form established a comparative outcome for educators’ comfort level with integrating technology into their practice upon completion of the TechQuest challenges
• TechQuest Participant feedback surrounding use of technology and integration of specific tools (including Read & Write)

ACTION STEPS COMPLETED

• Facilitated and led monthly meetings with LearnStyle to streamline the training model to support students in-class on how to use their assistive technology
• Engaged LearnStyle in a secondary training project involving 5 secondary schools. Focus was to train in basic google tools and google classroom with a specific department
• LD classes received in-class and consultative support from EITC for students with assistive technology to support the use of technology in these special class placements for the year.
• Continued focus was placed on the development of classroom teacher’s ability to integrate the use of technology into full class learning to enable the inclusion of students with SEA equipment through teacher requests and following the EITC cycle of support model
• Continued to develop educator capacity to integrate the use of technology into full class learning to enable the inclusion of students with SEA equipment through teacher participation in TechQuest 1.0, 1.0 repeat, and 2.0
• Additional PD was given to OT teachers during Professional Development days on using the tools of Read&Write.
• EITC’s / 21st Century Tech Coach facilitated additional sessions at staff meetings and school PD days & workshops on integrating Read&Write tools within the classroom. (Both Elementary & Secondary).
• Participants of TechQuest 1.0 totaled 201, and TechQuest 2.0 was 224. Both of these included a range of teachers from both Elementary and Secondary, spanning all grades. There was a larger number of secondary participants this year compared to the first run of TechQuest 1.0 last academic year.
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- EITCs (alongside Special Education consultants) met with LD teachers for two half days to discuss technology integration and ongoing partnership of support throughout the year
- EITCs created a LD Teacher Google Classroom community and shared with educators in small groups during release day (the classroom was designed to create community connections between LD educators in our board and house digital resources including Read&Write help, digital Wilson resources, Literacy & Math program supports, Science & Social Studies program supports, accessible reading materials, and teacher shares/celebrations).

MEASURED OUTCOMES

- LearnStyle provided 3413 training sessions this year. Sessions focused on the programs below with the accumulated training hours:
  - Read&Write for Google Chrome=729 hours
  - Mindomo=121 hours
  - Google Slides=65 hours
  - Google Drive=290 hours
  - Google Drawings=18 hours
  - Google Docs=488 hours
  - Google Classroom=18 hours
  - General Computer Skills=255 hours
  - Chromebook=136 hours
  - Chrome Browser=139 hours
- During the secondary Google Suite project, 8 staff from each of the 5 schools participated, with a total of 40 secondary staff were involved.
  - Schools reported an increased use in Google Classroom.
  - Targeted teachers put departmental assignments on the cloud, and overcome barriers to using technology with testing
Increased access to Technology in resource spaces increased support for students who commonly access curriculum on technology

Reported Decrease request for scribes between semester 1 and 2

- EITCS supported 49 teachers in 25 schools directly through their coaching work
- EITCs supported educators at 73 schools through online Tech Quest PD (all 11 secondary schools, 62 elementary schools - all but 3 elementary schools)

TechQuest Results Indicate the following:

- TechQuest 1.0 involved 237 educators from 52 elementary & 4 secondary: K to 12, Program Services, Administrators, SERTs, Teacher Librarians, EAs and ECEs as well as other board staff
- TechQuest 1.0 (Repeat): Over 200 more educators signed up from 60 elementary & 10 secondary schools; K to 12, NTIP, EAs, ECEs, Teacher Librarians, SERTS, CYCs, Board Office & Program Services staff and administrators.
- TechQuest 2.0: Over 220 participants signed up from 52 elementary schools and ALL secondary schools; K to 12, NTIP, EAs, ECEs, Teacher Librarians, SERTS, CYCs, Board Office & Program Services staff and administrators.

Collected pre and post data indicated that there was a 50% overall improvement of participant’s comfort level in using technology to support learning in their classroom as a result of their learning in the TECHQUEST

**GOALS for 2019-2020:** Special Education staff will continue to enhance the use and meaningful integration of Google Suite tools into classroom practices across both panels with a particular focus on:

1. Continuing to support Secondary schools in the use of technology in classes with teacher workshops to support student independence in the classroom
2. Continue to support the use of purposeful technology integration in everyday classroom planning and instruction.
GOAL #7: Continue to work with school teams to develop individualized transition plan goals, with specific action steps to achieve those goals.

ACTION STEPS

- 100% of IEPs will have transition plans that are compliant with PPM 156
- Professional learning for special education staff in schools as well as school administration about how to write student specific transition plans
- SPEC ED consultants will work with schools in their portfolio to monitor IEP transition plans to provide school based support to improve this practice
- Spring 2018 Audit of IEPs to determine next steps in this process

MONITORING and REPORTING

- Site based monitoring between board and school based special education staff
- IEP audit

ACTION STEPS COMPLETED

- Monthly resources provided in SPEC ED newsletters to school special education and administrative staff on the effective practice of transition plans
- Regular consultation with special education staff during site based visits as well as CSTs
- Transition planning supports for high risk students as well as more formalized transitional supports for students moving from Grade 8 to 9.

MEASURED OUTCOMES

- As of June 7, 2019, 96.5% of IEPs have Transition Plans
An IEP Audit was completed in spring 2019 with a random sampling of IEPs from both panels, with various identifications, placements, and some non-IPRC IEPs.

- Transition Plan quality was assessed based on the ministry IEP rubric criteria, “Student-specific language that is non-generic. Could include transition goals that are micro and/or macro.”
  - Emergent: 22%, Developing 22%, Satisfactory 37%, Proficient 19%
  - Generally, any that were assessed as “Developing”, “Satisfactory”, or “Proficient” would have had student-specific goals and/or actions

**GOAL for 2019-2020:** The Special Education department will be moving to offer a “Back to Basics-Build Alignment” training focus to develop school staffs’ knowledge, development and implementation of IEPs K-12.