

## Special Services Annual Action Plan for 2023 - 2024 School Year

Department/Portfolio: Special Services

Senior Staff Lead(s): Jenny Smith, Superintendent of Education - Special Services

Growth Target: The following growth targets (qualitative and quantitative) have been established for the system:

- support the increased inclusion, equity and independence for students accessing special services;
- enhancement of effective assessment and instructional practices related to Universal Design for Learning (Universal Design for Learning) and Differentiated Instruction (DI);
- augmentation of responses and interventions, as well as proactivity of approaches, that reflect trauma-based practices;
- make connections between multiple approaches/practices that support an environment that fosters positive well-being, educator and student skill development; and,
- transition planning that focuses on movement towards independence, student voice and self-advocacy skills.

***To build capacity with District administrators and central staff to support the increased inclusion, equity and independence for students requiring special services through increased understanding and application of Universal Design for Learning system wide.***

This indicator focuses on continued professional development and job-embedded learning for all staff in the service of all learners, including students with special needs by removing barriers to learning, with an initial focus on administrators and central staff.

***To support a personalized and precise approach to student success through intervention planning and implementation.***

This indicator focuses on the use of intervention to close gaps in learning, and continuous monitoring of student achievement. The number of written intervention plans in the primary division will be monitored, as well as the content of literacy program pages in Individual Education Plans to ensure they are action-oriented and reflect the Science of Reading approach with a sense of urgency to turn all students into effective readers as quickly as possible. Focus will be on capacity building around the new Locally Developed pathway decision-making process, and a new process will be established for making Individual Education Plan (IEP) creation decisions in the primary division. Ongoing promotion of the Collaborative Proactive Solutions and Third Path approaches to supporting lagging skills and promoting positive behaviour.

Areas of Focus	Responsibility Centre(s)	Timelines	Resources Required	Monitoring Notes
<b>Increasing inclusion, equity &amp; independence through a developing understanding of Universal Design for Learning</b>				
(A.3 focus professional learning for staff on sound assessment and evaluation practices, effective instructional strategies such as Universal Design for Learning, to allow all students to see themselves as capable connected learners)				
<b>a.</b> Support educators in their understanding of the framework for Universal Design for Learning that supports learning for all students, including: <ul style="list-style-type: none"> <li>● Reaching Every Learner</li> <li>● Planning for Safe &amp; Supportive Schools</li> <li>● Removing Barriers: Academic Success for Every Learner</li> </ul>	Special Services Team In collaboration with system team and senior administrators Principal of Tiered Supports	Ongoing	Embedded in work at District, school, and classroom level	Collect qualitative data from observation & conversation at District, school, and classroom level
<b>b.</b> Continue to build capacity around Executive Functions, expanding to secondary panel <ul style="list-style-type: none"> <li>● Continue building capacity across the system in Executive Functions</li> <li>● Develop high school version of Executive Functions class lesson series</li> </ul>	Special Education Team (all - consultants, Inclusion Support Assistants, administrators etc)	2023-2024	- Developing high school version of Executive Functions lesson series - Sharing of Executive Functions class lessons slide show (no cost) and support to implement by consultants	Data collection around number of new Learning Skills/Executive Function Alternative Pages created in Individual Education Plans
<b>c.</b> Collaboration between Special Services and Tiered Supports in planning for safe and supportive schools <ul style="list-style-type: none"> <li>● Professional development for Educational Assistants in using Collaborative &amp; Proactive Solutions (CPS)</li> </ul>	Special Education administrators and Principal of Tiered Supports	2023-2024	- Professional Development for Educational Assistants with Collaborative & Proactive Solutions	Reduction in the number of students with Level 1 Injurious Behaviours by 25% (from 264 to 198)

<ul style="list-style-type: none"> <li>Meeting with school teams to support students with Level 1 injurious behaviour profiles</li> </ul>			<ul style="list-style-type: none"> <li>- Time to collaborate with the central Tiered Supports team</li> <li>-Time to collaborate with school teams</li> </ul>	
Areas of Focus	Responsibility Centre(s)	Timelines	Resources Required	Monitoring Notes
<b>Support a personalized and precise approach to student success through intervention planning and implementation</b>				
(A.1 Create a differentiated approach to student success and learning at the school and system levels that reflects key elements of the 'Inspired Learning' framework through authentic, engaging inquiries and tasks that explore the 'big ideas' of the curriculum)				
<p><b>a.</b> Building teaching and learning approaches to create optimal learning conditions for students with complex needs which includes a diagnosis of autism</p> <ul style="list-style-type: none"> <li>Practical Functional Assessment - Skills Based Treatment introductory course for consultants, Autism coordinators and Inclusion Support Assistants to support Autism students with significant behaviour needs</li> <li>Working with school teams to develop understanding of the trauma informed Applied Behaviour Analysis approach</li> </ul>	Special Education Administrator and Principal of Tiered Supports	2023-2024	<ul style="list-style-type: none"> <li>- Practical Functional Assessment - Skills Based Treatment introductory course</li> <li>Time for Autism team and classroom team to meet and develop understanding of current Applied Behaviour Analysis practices</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking training</li> <li>- Autism Team tracking progress for individual students using a tiered approach</li> <li>- Collecting feedback from school teams</li> </ul>
<p><b>b.</b> Continued collaboration with Program Services to build staff capacity around the transition process</p>	School team, Superintendent, Special Services,	2023-2024	- Embedded in the work	- Monitoring number of Grade 8 students choosing the Locally Developed Pathway

<p>for pathway decision-making for students supported by special services</p> <ul style="list-style-type: none"> <li>• Transition meetings with the school team, a consultant, and parent(s)/ guardian(s) will be held for any student considering the Locally Developed pathway for grade 9, or moving to the Locally Developed pathway from the Destreamed pathway</li> </ul>	<p>Principal of Program Services &amp; Student Success</p>			
<p><b>c.</b> Establishment of a decision-making process that outlines collaboration between central staff and school teams as well as criteria for creating Individual Education Plan (IEP)s with modifications</p> <ul style="list-style-type: none"> <li>• A committee will be established including central and school staff with the goal of having a process in place for Second Term</li> </ul>	<p>Superintendent and Administrators of Special Services, consultants, representatives from elementary school teams</p>	<p>Spring 2023</p>	<p>Coverage for elementary school team members</p>	<ul style="list-style-type: none"> <li>- Process will be in place for second term</li> <li>- Further reduce number of Primary Individual Education Plan (IEP)s for students without complex needs (from 13% in 2022-23)</li> </ul>
<p><b>d.</b> Building student independence and successfully transitioning students from special transportation to regular busing.</p> <ul style="list-style-type: none"> <li>• Updated criteria for access to special transportation</li> <li>• Exploration of busing practices and supports in other boards</li> </ul>	<p>Special Education Admin, consultants, Autism team, Renfrew County Joint Transportation</p>	<p>2023-2024</p>	<ul style="list-style-type: none"> <li>- Support materials (fidget tools, ear defenders, visual supports, etc)</li> <li>- Individual Transportation Plans</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor number of students accessing special transportation services</li> <li>- Collect successful strategies and stories to share with the system</li> </ul>

<ul style="list-style-type: none"> <li>● Transition planning with school teams to build independence skills and success on regular bus</li> <li>● Working with Autism Team to create support materials</li> </ul>	Consortium staff			
(A.4 develop and implement an array of educational opportunities that will nurture the pursuit of academic excellence for students through all program pathways - university, college, apprenticeship, community living, and the workforce)				
<p><b>a.</b> Support school teams in literacy intervention planning, with a focus on systematic, explicit instruction of decoding skills:</p> <ul style="list-style-type: none"> <li>● Support the creation and use of written Intervention Plans, with a focus on the primary division</li> <li>● Provide instruction and support for the use of a Science of Reading approach to instruction (University of Florida Literacy Institute program) <ul style="list-style-type: none"> <li>○ University of Florida Literacy Institute training for secondary teachers (Locally Developed and special education teachers)</li> </ul> </li> </ul>	<p>Classroom teachers and Special Education Resource Teachers</p> <p>Special Education Consultants</p> <p>Literacy Coaches and Literacy Intervention Support Teachers</p>	2023-2024	<p>Program Services is providing University of Florida Literacy Institute manuals and professional development to educators</p> <p>Consultants provide support to Special Education Resource Teachers and special class teachers (usually no release required)</p>	<p>Collecting data on number of Individual Education Plan (IEP) and/or intervention plans focused on literacy</p> <p>Tracking % of students with intervention plans who no longer require formalized literacy intervention</p>

<p><b>b.</b> Ensure modified Language pages are written as action-oriented intervention plans, focusing on the Science of Reading approach. (from 2023-24 audit). This indicator is specifically in relation to Individual Education Plan (IEP)s for late primary and junior students.</p> <ul style="list-style-type: none"> <li>• Support Special Education Resource Teachers in the creation of modified pages that meet the newly outlined criteria</li> <li>• Create and roll out How to Write Individual Education Plan (IEP)s Like a SuperStar support document, with exemplars</li> </ul>	<p>Special Education Consultants</p>	<p>2023-2024</p>	<p>Special Education Resource Teacher Day Sept 2023 - roll out</p> <p>Professional development through monthly virtual Special Education Resource Teacher meetings (no release required)</p> <p>Consultants meeting with Special Education Resource Teachers to support updating modified language pages to meet the criteria outlined (usually no release required)</p>	<p>The Special Education Dept will monitor the number of Language program pages that meet a Level 3 or higher during the Individual Education Plan (IEP) audit, with a goal of moving from 30% to 50%</p> <p>Criteria includes Individual Education Plan (IEP) decoding expectations being skills-focused, specific, based on Science of Reading scope and sequence, and including clear educator action strategies</p>
<p><b>c.</b> Build capacity with staff around strategies that assist students moving towards independence including student voice and self-advocacy in transition planning.</p> <ul style="list-style-type: none"> <li>• Review individual school practices for transition plans and Individual Education Plan (IEP)s with school teams and community agencies to include student voice</li> <li>• Hire a Transition Support Facilitator to the Special Services Dept</li> </ul>	<p>Secondary Special Education Team</p> <p>Community agencies</p> <p>Transition Support</p>	<p>2023-2024</p>	<p>Ministry grant (Prevent and Remove Barriers for Students with Disabilities)</p>	<p>Tracking Integrated Transition Planning data</p> <p>Tracking level 1 and 2 Adaptive Functioning and Safety data comparing Independent Rubric data for 2022-23 to 2023-2024</p> <p>Tracking number of</p>

<ul style="list-style-type: none"> <li>• Transition Support Facilitator to build community connections to support transition planning for grades 9 - 12 to remove barriers for students with special needs</li> </ul>	Facilitator			participants, community partnerships, and outcomes
(1.3 Refine and revise regularly the array of community-based partnerships in place throughout the county to ensure their value is optimized in support of programs and services offered by the organization.)				
<p><b>a.</b> CHEO Kinder Project: Partnership with CHEO School-Based Rehabilitation Services (Occupational Therapy &amp; Physical Therapy) and select kindergarten classrooms to support Universal Design for Learning practices focused on whole class motor and sensory skill-development strategies</p>	CHEO & School Kinder Teams at Central, AJ Charbonneau and Valour	2023-2024	No cost to RCDSB	CHEO is collecting data that will be shared with the special services team
<p><b>b.</b> Continuing to strengthen community-based partnerships to optimize support for our students with special needs and their families</p> <ul style="list-style-type: none"> <li>• Complete an administrative procedure to outline parameters of partnerships with external agencies (ie CHEO) &amp; third party organizations (regulated health professionals)</li> <li>• Creating sustainable partnerships with community organizations to support transitions and build employment opportunities</li> </ul>	Superintendent of Special Services  Principal of Special Services  Transition Support Facilitator  Secondary Consultant with community partners	2023-2024	Ministry grant (Prevent and Remove Barriers for Students with Disabilities)  Dedicated time to conduct research and establish community connections and partnerships	Completion of Administrative Procedure  Tracking number of community partnerships, and outcomes



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