



## Reaching Every Student

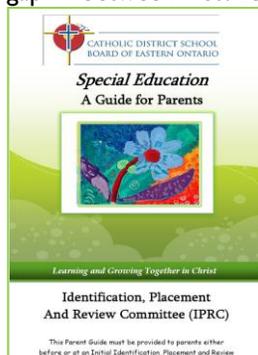


*Without Exception – Exceptional Art from Beautiful Minds* an exhibition of artwork from students with special needs who are talented young artists, providing a unique perspective on the world.

**Special Education** Teachers, Support Staff, Consultants, Speech and Psychology staff and the administration are dedicated and committed to increasing student achievement and well being for our exceptional students. The department successfully facilitates students meeting I.E.P. goals, completing identified and measurable performance tasks and making major gains in provincial, school, and board-wide assessments. The Board makes it possible for students to access technology to assist in learning and for the necessary accommodations required for completing assessments.

CDSBEO supports Learning for All, the Ministry of Education document on Literacy and Numeracy instruction for students with Special Education needs. We believe that all students can succeed and achieve high standards given sufficient time and support, and differentiated instruction recognizing that each child has unique patterns of learning.

Together we are striving to “raise the bar” so that students achieve higher standards and student specific goals and “close the gap” between student potential and their performance.



Monitoring student improvement is critical. Results indicate that gaps in learning are closing.

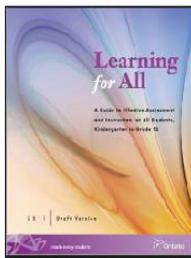
The responsibility for Inclusive Education is shared between Classroom Teachers, Special Education Teachers and Support Staff, who collaborate to plan and deliver programs that motivate and engage students in learning. A parent handbook is available at all schools for the Identification, Placement, and Review process.

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## Empowering Students to Succeed!

Special Education teams target learners at their unique instructional level and design systematic and explicit instructional practices based on evidence of learning. Individual Education Plans (I.E.P.'s) and transitional plans are created to identify strengths, needs, expectations and necessary accommodations, modifications or alternative programming. To empower and support students we...

- ❖ Provide ongoing observation, feedback, assessment, evaluation and next steps to ensure students can demonstrate competence and succeed.
- ❖ Analyze assessment results for all students to identify areas of proficiency and concern and cluster students needing support.
- ❖ Complete Reading, Writing and Life Skills Inventories to assist teachers in identifying key areas for specific instructional support.



- ❖ Establish routines and expectations, determine support required, organize the classroom setting, and identify instructional, environmental, and physical accommodations to meet student needs.

- ❖ Provide school embedded training in assistive technology for teachers and students.
- ❖ Introduce Structured Teaching to support students with Autism Spectrum Disorder (ASD).
- ❖ Provide inclusion whenever possible and requested by parents and congregated programs when appropriate.
- ❖ Create Plans of Success, Safety Plans and PTR plans by school teams including Student Support Workers to deliver support so students can learn to cope and communicate in positive ways.
- ❖ Offer opportunities for students to participate in mini-enrichment courses at Ottawa and Carleton Universities for one week each year.
- ❖ Apply for Specialized Equipment Assistance Grants to help provide the assistive technology required for individual students.
- ❖ Provide school embedded professional development through the assistance of teacher consultants and school based Differentiated Instruction teachers whose role is to model and facilitate teacher sharing and learning about new and effective strategies.

## Striving for Higher Levels Of Achievement!



### F.R.O.G...

#### Facilitating Reading for Optimum Growth

Maximizing early reading strategies for each child is the goal of "Facilitating Reading for Optimum Growth" or FROG! FROG hops into action throughout Primary Classrooms, and the strategies are used with Junior and Intermediate students where appropriate. Reading skills are developed through small groups, allowing the Classroom and Special Education Teachers, working together, to focus on the unique language development and needs of each child.

Children working together in small flexible guided reading groups using leveled books, receive intensive instruction to expand their reading strategies, make connections and achieve targeted goals.



*Students reading in small F.R.O.G. groups make connections and share ideas*



### H.A.W.K...

#### Higher Achievement for Writers' Know-how

Developing writing strategies for all students, and helping struggling writers, is the focus of "Higher Achievement in Writers' Know-how" or HAWK! The HAWK soars to all regions of the Board's junior classrooms, and key strategies are used across all divisions.

Targeted and systematic instruction of the traits of writing promotes the specific skills necessary to utilize the traits, processes, and genres of good writing. Through flexible groupings, children interact with one another and are guided to become more effective writers and readers.



#### Success Through Optimizing My Potential

Optimizing thinking skills for every learner is the purpose of "Success Through Optimizing My Potential" or STOMP! STOMP is a specialized framework used with grade seven and eight students which ensures the development of higher-order thinking and questioning skills. Special Education and Classroom Teachers team together to create learning experiences based on layers of thinking and questioning so that all learners achieve greater understanding through effective literacy strategies.

Opportunities for using multiple intelligences and different modalities of learning in all grades helps all students develop and demonstrate their understanding, apply and analyze their thinking, and create and evaluate their learning.

Evidence from student learning allows teachers to systematically differentiated instruction. Stomp lessons with three R's (Retell, Relate and Reflect) and regular practice with the Reader Writer's Notebook allows student choice in the world around them.

#### Enhancing Learning Through The Use of Technology

Students accessing curriculum and being able to communicate is critical for the success of our exceptional learners. Assistive technology and adaptive equipment (ELMO's, Interactive White board, sound field systems) provides the tools for students at all grade levels to acquire and process information, and to demonstrate learning, empowering students to ensure success.

Computers and tablets allow students to communicate using a variety of software including voice recognition to assist with writing, text readers to access print and specific programs to help organize and convey thinking (Inspiration and Boardmaker).

The board's Special Education Assistive Technology training plan focuses on increasing capacity through modeling, co-planning and teaching, to support staff and students to enhance teaching and learning.

#### Targeting Achievement for All

T.A.F.A. is a comprehensive framework that identifies the critical Reading, Writing and Thinking components for C.D.S.B.E.O's unique models of FROG, HAWK, and STOMP to support "all" learners. There are seven board magazines created: *Systematic and Explicit Instruction; Assessment For, As, and Of Learning; Differentiated Instruction; Flexible Grouping; Universal Design for Learning; Critical and Creative Thinking; and Mathematical Learning for All.*



## Targeting Assessment for Learning

**School Assessments** using PM Benchmarks, CASI and OWA show major gains in our special needs students' reading and writing achievement for knowledge and understanding, thinking, comprehension and application of the information read.



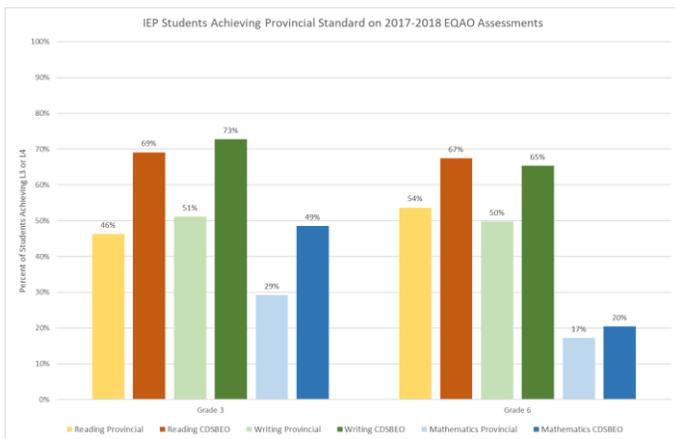
**Visual Assessment** portfolios for Grade 2 and 5 students with high needs allows the teacher an opportunity to work collaboratively with psychology and speech language staff to gather and review learning information with parents and effectively group students for targeted information based on the student's learning profile. The three-tier approach to primary and junior assessment displays information gathered from all tiers using charts and graphs that highlight areas of strength and need.

**Psycho-Educational** consultations and formal assessments provides teachers and parents of over six hundred students each year with critical assessment information on students cognitive, academic, social and emotional functioning.

**Speech and Language** assessments and consultations provide a wealth of valuable information, which is instrumental in supporting the language development and of our students.

## Reaching Higher Levels of Achievement

Our students with special needs celebrate outstanding results, performing as much as 23% higher than the province on provincial EQAO assessments.



## Supporting Teachers and Staff Collaboration!

School communities learn together and work in partnership to help foster a culture of collaboration and strengthen the network of support.

- ❖ **Differentiated Instruction Support Teachers** are provided as part of the Special Education staff allotment to elementary and secondary schools to help classroom teachers use high yield strategies to program effectively. Struggling students are succeeding as a result of supporting the strategies and practices highlighted in F.R.O.G., H.A.W.K. and S.T.O.M.P. The D.I. Support Teachers work collaboratively with classroom teachers, planning, modelling, and co-teaching in order to reach *all* students in the classroom. Consultants facilitate rich, interactive dialogue with D.I. Teachers in training sessions.



*St. Luke students build a garage – providing rich learning opportunities and connections throughout their programs.*

- ❖ **Autism and Building School Capacity** School teams, including Administrators, Teachers, and Educational Assistants, receive extensive support and training as they implement Applied Behavioural Analysis (ABA) strategies and develop effective transition plans for students with Autism. Training on Autism Spectrum Disorder (ASD) by the Board Applied Behaviour Expert and the Autism School Support Partners is provided to school teams.

- ❖ **Professional Learning Teams (PLT's)** Special Education Consultants facilitate resource teachers coming together in family of schools to focus on IEP development, and transition planning. These targeted sessions are highly successful due to their supportive nature, and networking opportunities.

## Creating Communities of Peace



We have developed a progressive discipline framework **Called to Care... Called to Action ... Called to Rebuild.**

It is our purpose to create safe and caring community schools which respect individuality, celebrate harmony, and strive to promote and develop responsible behaviour based on gospel values and shared discipleship. In response to Safe School legislation, policies, procedures and programs were developed in consultation with our valued partners and made available to schools.

- ❖ **A Safe School Resource and Administrative Manual** was created to provide resources and best practices.
- ❖ **Anti-bullying** prevention and intervention plans and procedures for tracking and reporting incidents are required.
- ❖ **Progressive discipline** with a continuum of interventions, supports and consequences are created to encourage students to make good choices and address inappropriate behaviour. The approach is both corrective and supportive rather than punitive.
- ❖ **Interventions** are applied in consideration of mitigating circumstances and are consistent with the student's strengths, needs, goals and expectations contained in his/her individual education plan.
- ❖ **Empathy, social skill and anger management** activities and programs are designed to encourage healthy relationships and positive behaviours.
- ❖ **Training opportunities** are provided and students are given leadership opportunities. The Board Catholic Code of Conduct is clearly outlined for staff, parents and community partners.

Our focus is on promoting resolution, reconciliation and restorative justice. Restorative Justice is a whole school approach that involves students identifying and addressing harms, needs, and obligations in order to heal and put things right. Intensive in-service on developing restorative practices has been provided to staff, students and parents.



## Resiliency and Positive Mental Health

Rooted in the positive relationships between home, school and parish, we recognize that students need to feel connected, capable and contributing members of our school and faith communities. A Mental Health initiative for grades 3 to 12 helps assess positive strengths and supports the building of resiliency in our students.

## Specialized Supports and Programs

When serious conflict occurs and student behaviour is deemed unsafe, progressively more intensive supports must be employed. Crisis Workers and Itinerant ABLE Workers support the school teams to help stabilize students and support staff to develop successful programs and plans at the school level. This process includes reviewing and revising the student safety plan or plan for success, modeling different strategies and enlisting support from parents and community partners.

Specialized A.B.L.E. (alternative behaviour learning environments) programs are provided as alternatives to suspension or long term suspension placements. In this supportive small group setting focused student action plans with academic and behavioural goals are completed and restorative re-entry meetings occur when students are ready to return to their community schools.

Partners Programs or Day Treatment and Turning Points programs for Mental Health and Addictions are available for students requiring longer term support from mental health agencies who, as partners, play an important therapeutic role in these classrooms.

## Enhancing Communication and Partnerships

The Special Education Advisory Committee (SEAC) comprised of Trustees, Association members and the Special Education Superintendent and Principal, which is open to the public, hold ten meetings per school year to review and discuss the Board's annual plan, programs and policies in Special Education. Parents, Association members, administration and staff are invited to attend. The minutes and agendas are posted on the Board website and a copy of the Annual Plan on the provision of Special Education programs and services is provided to each school for parents and staff review.