

# EMBRACE LEARNING



Specialized Services  
Action Plan  
2018-2019



Initiative	Goal / Objective	Action / Strategy	Monitoring/Measurement	Timeline	Evaluation / Results
<b>Enhanced IEPs</b>	Build further capacity of schools to leverage the IEP as a gap closing document.	Develop a planning framework to guide program planning and IEP development. Use planning framework to drive IEP development focused on specific accommodations, gap closing and monitoring conversations in SERT FOS and PLCs	IEP Placemat developed and introduced in Consultant Council and SERT FOS meetings PLCs and/or team planning sessions facilitated by Consultants and Itinerant Teachers in cross section of elementary schools Sample 2017-2018 IEPs alongside updated 2018-2019 IEPs per school	September 2018  February 2018  April 2018	
	Enhance parent/guardian understanding of IEPs.	Develop video to support shared understanding of IEPs.	Video developed and shared on public site.	December 2018	
	Build capacity of schools to leverage the Transition Plan as an effective planning tool to support student learning.	Improve documentation of effective transition planning actions in the IEP.	Success criteria developed and shared Transition Plan screencastify created and shared on Professional Learning site Sample one 2017-2018 Transition Plan alongside newly developed 2018-2019 Transition Plan per school	February 2019 February 2019  June 2019	
<b>Assistive Technology</b>	Build teacher capacity for embedding assistive technology (AT) use in Edwin classrooms	Develop class profiles to document student AT accommodation needs in elementary Edwin classrooms	Class profiles developed	October 2018	
		Improve documentation of specific AT accommodations in the IEP through teacher learning	Success criteria developed and shared Sample 2017-2018 IEPs alongside updated 2018-2019 IEPs	January 2019	
		Leverage leadership of Edwin classroom teachers and students to promote effectiveness of specific and embedded AT accommodations on student learning.	Information shared in brochure or video format.	May 2019	
<b>Effective and Responsive Interventions</b>	Review use of Lexia as a supplemental reading intervention	Review and update Lexia licence request process	Lexia licence request process revised and implemented Lexia memo delivered	October 2018	

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		Initiate process for schools to select candidates to participate in the program and document learning journey	Increase board-wide usage from 23% to 75% Increase board-wide "performance on target" from 3% to 50%	October 2018	
		Communicate and enact strategies for successful Lexia implementation.	Consultant support provided through FOS model	June 2019	
	Pilot Empower Reading as an intensive decoding intervention	Conduct teacher training in 9 schools	Teacher training and mentoring complete	June 2019	
		Select 4-6 candidates to participate in the program in each school and document learning journey	IEP documentation guidelines shared Pre/Post F&P assessment	September 2018 June 2019	
	Identify effective strategies to support math fundamentals learning for students with special education needs	Conduct literature review (psych eds and special education consultants)	Literature review findings shared with Consultant Council	December 2018	
		Revise and update <i>Learning Disabilities - Math</i> resource	Updated resource shared with Consultant Council	December 2018	
		Draft math resources to support effective math instruction for students with intellectual disabilities	Resources shared in draft format with Consultant Council	June 2019	
	Evaluate impact of explicit social skills instruction for students with autism spectrum disorders.	Continue implementation of Milo (Robots4Autism) curriculum.	Update shared at BIRT meeting	June 2019	
		Pilot Model Me Kids curriculum (Itinerant Teachers for ASD/Behaviour)	Results shared at BIRT meeting	June 2019	
		Pilot Second Step curriculum (Itinerant Teachers for ASD/Behaviour)	Results shared at BIRT meeting	June 2019	
		ABA Teachers...			

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	Review use of adaptive equipment (e.g. sensory) to support student learning	Review and update process for requesting adaptive equipment for individuals or groups of students	Adaptive equipment request process revised and implemented Adaptive equipment memo delivered	November 2018	
		Collaborate with school based rehabilitation services partners to develop a resource to support schools to implement effective core and supplemental OT programs and services	Resource developed	March 2019	
		Communicate and enact strategies for successful adaptive equipment use	Consultant and itinerant teacher support provided through FOS model	June 2019	
	Bridging/SSAC				
<b>Enhancing Service Delivery</b>	Review and improve Special Equipment Amount (SEA) request process	Revise referral forms	Forms revised	October 2018	
		Leverage Clevr as workflow solution for SEA requests	Clevr workflow initiated and communicated to schools	November 2018	
	Review and improve external assessment review process	Review and revise process	Form and process revised	October 2018	
		Leverage Clevr as workflow solution for external assessment consultations and for documenting the outcome of these consultations	Clevr workflow initiated and communicated to schools	November 2018	
	Review and improve Behaviour Intervention Resource Team (BIRT) referral process	Revise referral forms	Forms revised	September 2018	
		Leverage Clevr as workflow solution for BIRT referrals and for documenting BIRT case notes	Clevr workflow initiated and communicated to schools	December 2018	

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	Review and improve process for referring for psych ed or speech language services and managing wait lists	Leverage Clevr as workflow solution for all referrals (e.g. consultations, SLP/CDA streamed services and psych ed assessments) and for documenting the status of these referrals	Clevr workflows initiated and communicated to schools	January 2019	
	Review and improve system class application process	Review and revise applications	Application updated	February 2019	
		Leverage Clevr as workflow solution for system class applications and for documenting the outcome of these applications	Clevr workflow initiated and communicated to schools	February 2019	
	Implement new referral process to access School Based Rehabilitation Services	Collaborate with Children's Treatment Centres to ensure an effective transition of services from the LHIN to the CTCs.	New referral process communicated and implemented	December 2018 (Muskoka) January 2019 (KL/Haliburton)	
	Refine participation in Coordinated Service Planning (CSP) process	Continue to collaborate with the Network Advisory Council to ensure CSP process is implemented smoothly.	Monthly meetings attended	August 2019	
		Clarify and communicate the school's role as a participant in the CSP process.	Role clarified with SPOC Coordinators Memo delivered SERT learning held in FOS	November 2018 November 2018 June 2019	
<b>Special Education Plan Review</b>	Align TLDSB Special Education Plan with Ministry standards and current practices	Review and update all sections of the TLDSB Special Education Plan in consultation with SEAC, Special Education Council and Consultant Council	All sections updated and posted online Consultation occurred with SEAC, Special Education Council and Consultant Council Special Education Plan Checklist submitted to the Ministry of Education.	July 2019	
<b>Psych -Ed Assessment - Prioritizing students accessing section class placements.</b>	Complete all pending assessments for students currently enrolled in system classes who did not have an assessment previously. Additionally prioritize those awaiting available spots.	Senior Manager and Psych-eds met, reviewed and allocated these assessments to ensure immediate completion.	Frequent review of continuous intake chart and discussions with Jennifer Johnston regarding potential additions. Formal review to take place in December to determine where we are at.	December 2018	

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<b>Coaching Class Inquiry</b>	Complete targeted assessment and data collection relating to academic achievement and social emotional wellbeing of coaching class students (previous and current) and link this information to evidence based programs and best practices in teaching and learning.	O.S.R and Powerschool review, Observations and assessment (BASC 2, Brief and Resilience Scale) for current students. Administration of questionnaires to school teams and parents (BASC, BRIEF and Resilience Scale). Review of data from coaching class graduates and interviews. Disseminate data and correlate with best practices and understanding in teaching and learning, self regulation and mental health. Reports to be provided and fed back to parents/staff.	Identifying patterns, making links to c	December 2018	
<b>Kindergarten Screening SLP</b>	Determine potential students for future CDA support and SLP assessment	Each SLP to screen 100 Kindergarten students in June 2019 to inform future intervention. Students to be identified by classroom teachers (criteria to be identified by SLPs).	Monthly review of screening process and outcomes	Ongoing	
<b>SIT Meeting Reboot</b>	Reviewing and revising current practices in SIT meetings to include check ins specific to previously assessed students to evaluate recommendations. Re-branding SIT meetings--moving towards more of a problem-solving model, rather than an "assessment approval meeting."	Google Meet sessions as needed as opposed to 1-2 meetings every year? Ensuring 1 meeting is dedicated specifically to checking in on previous students and evaluating recommendations. Completion of a "SIT Kit" for Psych-eds to have at the ready if more or new recommendations are required.	Long term - do we have less numbers of students being re-referred to the SIT team for discussion?	June 2019	

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<b>Collaborative Math Focus</b>	Extend SERT, class teacher, student and parent knowledge around math LD and math wellbeing	Collaborate with IL's and curriculum consultants to plan and administer PD opportunities for SERTS, parents, classroom teachers focused on math achievement. support development of specific learning expectations and associated teaching strategies/interventions.	Support development of specific learning expectations and associated teaching strategies/interventions.	Ongoing	
<b>SLP/CDA Programming</b>	Addition of four Communicative Disorders Assistants (CDAs).	System wide development of 3 streams of SLP Services including direct CDA therapy (group and individual) for non verbal students, oral language intervention as well as comprehensive assessments. Development of a new referral process/assessment process as well as the development of a block system approach.	Data collection to compare number of students who access SLP supports with the model as compared to previous years. Charting regular supervision for CDA's by Speech paths.	June, 2018	
<b>Mental Health Capacity Building</b>	Teachers, administrators and students who have a leadership role, have opportunity to learn Mental Health First Aid	Training in MHFA will be offered with support from the SSAC team; up to 6 sessions will be offered in the 18-19 school year	Data reflecting location, role, and numbers will be collected throughout the year	August 2019	
	MH Champions, Active Living Leads and working groups in Secondary Schools will have an action plan that includes youth engagement and capacity building in mental health and the reduction of stigma	Meet with each working group to share resources and strategies aimed to reinforce efforts in place already and to build further capacity; this action/strategy will be supported by the SSAC in each high school. Resources will be shared in a team folder so that each working group has access to this information.	A communication strategy and action sharing strategy will be encouraged through use of google drive; status of Jack.org chapter at FFSS and BMLSS will be reviewed; status of Elephant in the Room at FFSS, HHSS, and LCVI will be reviewed and at least one more HS will decide to launch the Elephant in Room Campaign or a Jack.org chapter	Meeting with working groups to occur prior to January; resource folder to be built and developed in October/November; evidence of capacity building will be generated through the use of an emoji type survey of the SS students twice per school year	

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	Incorporate opportunities to	Research other agencies/boards for well being workshops /series/promotion and develop TLDSB series; plan to deliver at at least one workshop in all locales	MH Champions will help inform the nature of the workshop series and at least one workshop will be delivered with the support of youth and SSAC in each SS locale before June 2019	June 2019	
<b>Suicide Response</b>	Practice approach (critical incident protocol) to be updated to include policies and resources from our community partners	Family Connexions to be contacted for their information; final draft to be reviewed and presented at Directors Council	A final approved protocol with all updates will be in the system by January 2019	January 2019	
	The # of suicide interventions will be tracked through Powerschool	SSAC staff will enter into powerschool whenever they are called to intervene with a student who is at risk of suicide; these numbers will be reviewed as needed with the SS admin team	Powerschool numbers will be reviewed quarterly	Nov, March, June	
<b>Internal Referral and Service Process</b>	Administrators will be clear as to the process when they refer to internal services across the Specialized Services Team and by the end of the school year, they will have a clear picture of our TLDSB MH data	An internal referral pathway will be developed; reasons for referrals will be determined; a clear understanding of consent to services will be reflected on all internal referral documents; administrators will know when staff can respond, what they can expect from staff, and when the service has been completed;	Monitoring will be done through the CLEVR system; consideration of the following documents in CLEVR with Specialized Team: Consultation Record, BIRT referral, Closing of Service Record	CLEVR Documents to be in place by January 2019; Referral infographic to be completed by March 2019	



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<b>Attendance</b>	An attendance campaign strategy will be developed for TLDSB and supported by the SSAC team; one that is reflective of the data trends over the past five years <a href="http://www.heretoolkit.com/wp-content/uploads/2017/03/HERE_Campaign-Guidebook_NOEL.pdf">http://www.heretoolkit.com/wp-content/uploads/2017/03/HERE_Campaign-Guidebook_NOEL.pdf</a> example	Review the data on attendance from 2014-15 onwards; and mine breakdown by gender, age, and location. Consult with mental health leads and youth engagement committees around the reasons for absenteeism and incorporate these ideas into the attendance campaign. Work with ideas such as the "I'm here" campaign and adapt to TLDSB; budget to be determined.	An attendance campaign and strategy will be in place by the end of the school year. Monitoring and measurement will be through the data warehouse to see if changes in trends; a measurement tool will also include details around where and how the campaign will be supported by the SSAC team and these details will be monitored.	Data review by November 2018; Consultation with students and champions will occur between November 2018 and February 2019; Campaign decision around "I'm here" will be made by Feb 2019; engagement of drama/arts departments will be considered by the SSAC working group and decisions here will be made by March 2019 and communicated to these departments for consideration	
<b>Resources for those who respond to Critical Incidents</b>	Each locale will have an updated 'toolkit' that they are able to access when responding to high level crises and/or critical incidents. These toolkits will be accessible to administrators, SSAC staff and specialized services full team	Review/research what is in place already; review/research location of kits and accessibility of kits; update kits with relevant material and build out communication plan that includes SSAC	All administrative staff and SSAC team will have knowledge of these kits and will know how to access them	SSAC working group will review in Nov and Jan and will identify what updates are needed; a plan to obtain these resources will be developed in Feb and full toolkit will be ready for review by March and communicated to administrators by May	
<b>Individual and Group services will be available for students in all TLDSB schools</b>	SSAC and manager will ensure that individual and group services are developmentally appropriate and evidence linked;	Mapping of Tier 1, 2 and 3 se	Baseline currently reflects 14 schools using Tree of Life, 1 school using SNAP, Roots of Empathy in 41 schools, Young Warriors in 14 schools ; will monitor to ensure that this does not drop more than 10%; baseline data will be collected for individual services once CLEVR is fully operational.	ongoing monitoring and data review in January and June Research will be completed by June 2019 and recommendations around differential services will be considered	

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<b>Safe and Accepting/ Wellbeing</b>	Classroom Culture to Support Math Learning If we have a FA4 Classroom Community... then students will have.. enhanced mental and physical health positive sense of self and belonging the skills to make positive choices quality learning environment	Devise the “look-fors” and measurement tools with staff	Monitoring school measurement	ongoing monitoring; mid-year review; completed by June 2019	
	Design Google Classroom Feed All Four resource	Professional learning website under construction	"Test" site established for February 2019	Beta site established for February 2019; final website complete in June 2019	
	Assist schools with sharing their classroom culture stories and networking learning	Use of social media, board website and newsletters	Ongoing measurement of school monitoring; mid-year review	Completed by June 2019	
	Update the TLDSB self-assessment tool to determine equity strengths and needs (poverty, Spec Ed, ELL, etc)	Review self-assessment tool and reflect on the 2017-2018 pilot to create a tool that is further streamlined and includes enhanced indicators	Revised self-assessment tool created with enhanced indicators	Revised equity walk tool established by March 2019 and used in at least 10 schools	