Learning for All K-12  
2010-11 Lead Boards  
Regional Project Report

<table>
<thead>
<tr>
<th>Region</th>
<th>Names of Lead Boards with the address</th>
<th>Lead Board Contact Person Information</th>
</tr>
</thead>
</table>
| Ottawa          | Ottawa Catholic School Board  
570 West Hunt Club Road  
Nepean, Ontario K2G 3R4 | Name: Simone Oliver  
Title: Superintendent  
Tel.: 613-224-4455  
Email: Simone.Oliver@ocsb.ca |
|                 | Hastings and Prince Edward District School Board  
156 Ann Street  
Belleville, Ontario, K8N 1N9 | Name: June Rogers  
Title: Superintendent  
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Email: jrogers@hpedsb.on.ca |

Title of the Project:  
(e.g., video, brochure, on-line tool, PA day module, resource guide)

The Hastings and Prince Edward District School Board and the Ottawa Catholic School Board created two products to support differentiated instruction within the secondary school setting.

Resource Guide: (HPEDSB)  
Differentiated Instruction and Modifications Within Locally Developed Compulsory English and Math Courses at the Grade 9 level  
- This resource guide provides authentic examples of how to differentiate instruction and how to modify curriculum expectations within locally developed English and Math compulsory courses.

Website/Web-based Resource: (OCSB)  
The High Needs Coordinator Resource Model  
- This web-based guide describes an inclusive service delivery model for intermediate and secondary schools. Highlighted is the role of the inclusion coordinator (HNC) that supports classroom teachers in meeting the needs of complex students through differentiated instruction and a variety of supports. The website can be viewed at [www.icoordinate.weebly.com](http://www.icoordinate.weebly.com). Details of the project are specified below.

Brief Description of the Project:  
(In approximately 200 words outline the purpose, goals and implementation of the project; Who, what, why, when, where and how has the product been used? How can the product be adapted by other boards? How has the product supported sustainable professional learning? How has the project aligned with other board and Ministry initiatives? How has the project aligned and/or supported /BIPSA process at your board?)

The High Needs Coordinator Resource Model (OCSB)

The High Needs Coordinator (HNC) role is a full-time position in each of the intermediate/secondary schools within the Ottawa Catholic School Board. The High Needs Coordinator supports classroom teachers in meeting the needs of complex students who require extensive, intensive, ongoing differentiated, modified or alternative programming and supports to find success in inclusive school settings. The timeline for this project was January to June, 2011 culminating in a release of the website.

The project was initiated when data indicated that further understanding was required by High Needs Coordinators:
- To provide more targeted programming for students remaining within our schools to age 21 while
working on alternative and developmental curriculum

• To respond to the requests of teaching staff to support the modification of curriculum and to provide differentiated instruction that taps into the strengths of kinaesthetic learners who require alternative means than text to demonstrate their knowledge
• To support the development of team and the management of educational assistants

A Professional Learning Community:

This project provided opportunity for High Needs Coordinators to collaborate as a professional learning community (PLC) in order to examine their current practices in supporting students and subject teachers, especially in light of the increasing complexity of student needs. The PLC reviewed data, set specific learning goals, researched and explored new practices, resources and solutions.

For most sessions, the High Needs Coordinators were encouraged to bring along a "knowledgeable other" a colleague in the role of Administration or Student Success/Guidance. Opening up the discussion to members of the school team resulted in the coming to a common understanding of (system and school site) needs of students requiring the highest levels of support to engage in rich learning experiences at the intermediate/secondary levels.

Data that surprised the team was the number of students that were seen as “high need” that fell within the grouping of students that were most likely to follow a pathway to the world of work following high school. Further investigation as to how to better support these students to further develop a rich skills pathway 7-12 to prepare them for employment could be an interdepartmental focus has been identified as a need across board departments (Student Success and Student Services and Special Education departments). Similar conversations were had at the school level with representatives discussing how collaboration of Special Education, guidance, Student Success, and Achievement Center staff etc can collaboratively support the students in their care.

The results of these rich professional discussions have been included in the website content.

The Writing Team:

A smaller subset of participants in this project shared the results of the professional learning community discussions in the website www.icoordinate.weebly.com. Specific content was and will continue to be co-constructed by participants in the PLC process. The nature of these postings include:

• a team process for identifying the highest of high needs students and determining means of support,
• tips for site and instructional readiness, scheduling for unique pathways to success
• life skills development, modified and alternative curriculum,
• transitions,
• pathway planning,
• collaboration, shared responsibility,
• coordinating the Educational Assistant (EA) team
• resources

This model and the website would be of interest to those that address the needs of students in inclusive settings, or are desirous of improved collaboration among staff at the intermediate and secondary levels (subject teachers and specifically designated staff, e.g. Resource, High Needs Coordinators, Guidance, Administration, Achievement Center, EAs, and Job Coaches).

The website is complimentary to the work of our colleagues in the Hastings, Prince Edward Board insomuch as it also provides practical solutions to foster student achievement, engagement and inclusion.

Alignment with the Board Improvement Plan and School Effectiveness Framework

The project fully supported the BIPSA/SEF process by:
<table>
<thead>
<tr>
<th>Practice</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Embedding inquiry-based professional learning</td>
<td>• capacity building,</td>
</tr>
<tr>
<td></td>
<td>• informed instructional practice</td>
</tr>
<tr>
<td></td>
<td>• contribution to a culture of learning.</td>
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<tr>
<td>Assessment for, as and of Learning:</td>
<td>• curriculum alignment</td>
</tr>
<tr>
<td></td>
<td>• collaboratively developed by teachers</td>
</tr>
<tr>
<td></td>
<td>• analysis of student learning to ensure consistency with success criteria</td>
</tr>
<tr>
<td>School and Classroom Leadership</td>
<td>• Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</td>
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**Regional Sharing:**
*(How has the project and/or product been shared and facilitated knowledge dissemination in your regional PLC? How have you involved local partners, other boards and Ministry staff?)*

In-service and the sharing of resources has been and will continue to be part of the project to a target audience of secondary school personnel. The audience would be administrators, teachers, Special Education multi-disciplinary teams, special education teachers and support personnel, Guidance Department Heads and Student Success staff through such formats such as Suprinco meetings and Resource Teacher Networking etc.

The project was presented to an appreciative SEAC group in March 2011.

Provincially, the website was shared with colleagues at the Learning for All: K-12 Provincial Network Meeting held May 12, 2011 in Toronto. The website is fully accessible to other school boards seeking support to differentiate instruction, or interested in a resource model to meet the needs of students in inclusive secondary school settings.

Members of the Hastings and Prince Edward District School Board and the Ottawa Catholic School Board met in Ottawa on June 17, 2011. The group discussed approaches to meeting the needs of students that benefit from locally developed and modified curriculum in their secondary school pathways. The team visited programs that are offered to students within the OCSB secondary settings. Strategies for improving student access to curriculum, the content and structure of locally developed courses, supporting success for students working on modified expectations in regular classes, moving beyond K courses and maximizing opportunities for credit acquisition were part of the rich table discussions. Both groups expect to share the outcome of their collaborative efforts in October 2011, at the RSEC (Regional Special Education Council) conference.

On June 30th this report will be posted on the regional project site at: [http://www.learningforallk12.ca](http://www.learningforallk12.ca)

**Self-Assessment:**
*(Describe how you have assessed the outcome of the project? What further adjustments will need to be made?)*

Ongoing feedback from participants was obtained and utilized to develop subsequent sessions. The use of the Professional Learning Cycle was essential to the success of the process.

The participants extensive in their use of superlatives to describe their experience (Exciting! Wonderful! Etc. Etc). An analysis of feedback forms resulted in themes of five predominant areas of growth, as indicated on the following chart:
Positive Feedback from iCoordinate:
Areas of Professional Growth

<table>
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<tr>
<th>Programming for Student Success</th>
<th>Role of the HNC/Team Development</th>
<th>Use of Resources</th>
<th>Technological Resources</th>
<th>Membership in a Professional Learning Community</th>
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For participants, the PLC opportunity proved to be timely and pertinent. Participants wrote that they were desirous of even more opportunities to get together. The planning team was thanked for “listening to (our) needs”.

**Next Steps:**
*(How will you sustain professional development in upcoming years in your school board and in your region? What is the “tipping point” for changes in future years in your region?)*

The connections forged through the iCoordinate project will continue to be facilitated through the Special Education and Student Services Department at Resource Teacher Networking Sessions. Ongoing participant surveys provided feedback and direction for subsequent PLC sessions related to the use of specific technology to support diverse learners.

Participants expressed desire to continue the momentum that was established through the project this year. Informally, a grassroots initiative has begun; the group has made connections through technology and are seeking each other’s expertise through a conference on First Class, via email and by accessing and contributing to the iCoordinate website. The High Needs Coordinators are also facilitating connections and communication opportunities for students through a Face Time application on the iPod technology now available at each site.

If a study were to be made, it is strongly suspected the data would indicate the “tipping point” has occurred. The Ottawa Catholic School Board initiative in interdepartmental collaboration has been longstanding. Through the PLC process, the board successfully bridged across departments (Student Services and Special Education with Student Success) finding commonality in Learning For All K-12 and Growing Success. A shift in thinking resulted in a new optic of shared ownership of the highest needs students by school teams and a collective approach to finding solutions to enhance the learning experiences of all learners, especially those potentially at risk.

**Other Comment:**
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|                 | Hastings and Prince Edward District School Board 156 Ann Street Belleville, Ontario, K8N 1N9           | Name: June Rogers  
Title: Superintendent (Special Education Services)  
Tel.: 613-966-1170, ext 2312  
Email: jrogers@hpedsb.on.ca |

### Title of the Project: Locally Developed Course Resource Documents for Compulsory Grade 9 English and Math with a Focus on Differentiated Instruction and Curriculum Modifications

(e.g., video, brochure, on-line tool, PA day module, resource guide)

The Hastings and Prince Edward District School Board and the Ottawa Catholic School Board created two products to support differentiated instruction within the secondary school setting.

**Locally Developed Course Resource Documents for Compulsory Grade 9 English and Math** (HPEDSB)  
Differentiated Instruction and Modifications Within Locally Developed Compulsory English and Math Courses at the Grade 9 level

- These two resource documents provide authentic examples of how to differentiate instruction and how to modify curriculum expectations within locally developed English and Math compulsory LDC courses.

**Website/Web-based Resource:** (OCSB)  
**The High Needs Coordinator Resource Model**

This web-based guide describes an inclusive service delivery model for intermediate and secondary schools. Highlighted is the role of the inclusion coordinator (HNC) that supports classroom teachers in meeting the needs of complex students through differentiated instruction and a variety of supports. The website can be viewed at [www.icoordinate.weebly.com](http://www.icoordinate.weebly.com).
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*(In approximately 200 words outline the purpose, goals and implementation of the project; Who, what, why, when, where and how has the product been used? How can the product be adapted by other boards? How has the product supported sustainable professional learning? How has the project aligned with other board and Ministry initiatives? How has the project aligned and/or supported /BIPSA process at your board?)*

*Differentiated Instruction and Modifications Within Locally Developed Compulsory English and Math Courses at the Grade 9 level (HPEDSB)*

The goal of this project in Hastings and Prince Edward District School Board is to focus specifically on the secondary school students who are working four to five years below grade 9 level, to improve their opportunities to attain locally developed credits and, ultimately, to attain a secondary school diploma.

The increased scaffolding this project provides is meant to enhance teachers’ ability to effectively modify locally developed courses as determined by the student’s Individual Education Plan (IEP) and to differentiate instruction within those locally developed courses based on student need. The focus was on locally developed compulsory English and Math courses at the grade 9 level.

The project plan involved a work group consisting of a variety of key secondary school staff from across the 8 secondary schools in HPEDSB including Special Education heads, teachers who have experience teaching locally developed courses and Student Success personnel. This work group developed two resource documents with supplementary instructional materials that provide authentic examples of how to differentiate instruction and how to modify curriculum expectations within locally developed English and Math compulsory courses.

The two resource documents will be posted on HPEDSB website (Curriculum and Special Education) where they can be easily accessed by other boards for use in the fall of 2011.

In the fall of 2011, the work group and the teachers who are teaching LDC English and Math at the Grade 9 level will come together for a professional learning opportunity. The focus will be on assessing the strengths and needs of the LDC modified English and Math courses and planning next steps for improving these courses as required. In addition, a discussion regarding next steps for revisions to the LDC English and Math compulsory Grade 10 courses will occur. The sharing of resources will be part of the project to a target audience of secondary school personnel in the fall of 2011 when the LDC course implementation has occurred. The logical audience for the sharing would be the LDC teachers and secondary school special education teachers and central special education coordinators.

This project is completely aligned with the requirements of the policy document Growing Success where the application of K courses is concerned and the advice not to assign marks or percentages to K courses unless a clear evaluation rubric has been used. To provide for compliance and consistency across HPEDSB, students who are 4 to 5 years below grade 9 level will begin their academic career in the locally developed pathway and will take K courses only when that is the best strategy for the student to succeed. The project is completely aligned with the HPEDSB System Plan and the Board Improvement Plan for Student Achievement (BIPSA) where the focus of each is on success for each student. Additionally, this project supports the Ministry of Education’s focus on closing the achievement gap.

### Regional Sharing:

*(How has the project and/or product been shared and facilitated knowledge dissemination in your regional PLC? How have you involved local partners, other boards and Ministry staff?)*

Members of the Hastings and Prince Edward District School Board LDC work group and the Ottawa Catholic School Board met in Ottawa on June 17, 2011. The group discussed approaches to meeting the needs of students who benefit from locally developed and modified curriculum in their secondary school pathways. The HPEDSB team visited programs that are offered to students within the OCSB secondary settings. Strategies for improving student access to curriculum, the content and structure of locally developed courses, supporting success for students working on modified expectations in regular classes, moving
beyond K courses and maximizing opportunities for credit acquisition were part of the rich table discussions. Both groups expect to share the outcome of their collaborative efforts in October 2011, at the Regional Special Education Council (RSEC) conference.

All information will be compiled in resource documents and will be available through web access.

| Self-Assessment: |
| (Describe how you have assessed the outcome of the project? What further adjustments will need to be made?) |
| Assessment of the outcome of the project will occur in the first semester of the 2011-2012 school year as the LDC courses are implemented in our 8 HPEDSB secondary schools. Feedback from the teachers who instructed the LDC Compulsory English and Math Grade 9 in the fall as well as those directly connected with course implementation will be gathered in a full day professional learning opportunity session to inform next steps for revisions and for the development of the Grade 10 English and Math LDCs. Further adjustments will be made based on this feedback. |

| Next Steps: |
| (How will you sustain professional development in upcoming years in your school board and in your region? What is the “tipping point” for changes in future years in your region?) |
| Strategies for improving student access to curriculum, the content and structure of locally developed courses, supporting success for students working on modified expectations in regular classes, moving beyond K courses and maximizing opportunities for credit acquisition will provide the focus for sustained professional development. The tipping point for changes in future years in HPEDSB will rest on the success of students in the locally developed pathway in attaining a graduation diploma. |

| Other Comment: |