

**Lambton Kent District School Board
Council of Ontario Directors of Education (CODE)
Special Education Projects**

- **The CODE Special Education Project is a strategic action developed to address recommendations from *Education For All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs*. The goals of the project are to improve achievement for students with special education needs and to enhance the capacity of classroom teachers to implement effective instructional strategies to assist all students.**

Project Foci

- **2005/2006 LKDSB - Assessment and Differentiated Instruction**
- **2005/2006 LKDSB/SCCDSB - Assistive Technology**
- **2006/2007 LKDSB - Success Through Early Intervention**
- **2007/2008 LKDSB - Differentiated Instruction**

Enhancement of Teacher Capacity

An essential understanding of the CODE project work is the *Education for All* belief that classroom teachers are the key educators for a student’s literacy and numeracy development. The funding provided through CODE has allowed our Board to provide significant professional development in an effort to build teacher capacity to support all students

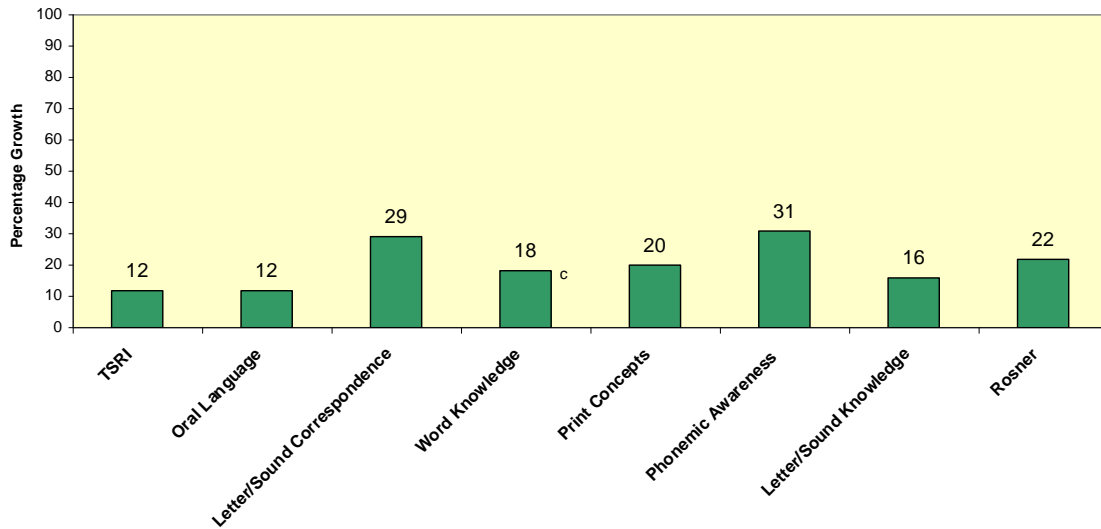
Initiative	Date	# of Schools	#of Teachers
Education for All - Administrator Inservice for all Elementary Principals	05-10-18	55	53
Education for All – Site Based Early Release Inservice, for all Elementary Teachers	05-11-05	55	735
LDAO WBTT (Web Based Teaching Tool) Inservice for all SK and Learning Resource Teachers (LRT’s)	05-12-05 05-12-06 05-12-07 05-12-08 05-12-15	55	145
Assessment for Learning – DRA and Guided Reading Inservice for all new to primary and all LRT’s	06-01-13 06-01-16	55	135
Assessment for Learning – DRA and Guided Reading Inservice for all Special DD/MF class teachers	06-02-03	12	20
Multiple Intelligences Inservice/Dr. Thomas Armstrong for all LRT’s, one administrator and one Junior teacher per school (joint project - SCCDSB)	06-01-18	55	185

Assistive Technology Workshops for all LRT's and one Junior teacher per school – lab based format - (joint project – SCCDSB)	06-03-28 06-03-29 06-03-30 06-03-31 06-04-03 06-04-04 06-04-06 06-04-07 06-04-11 06-04-12	55	112
Assistive Technology Inservice/Dr. Steve Timmers for all LRT's, one administrator and one Junior teacher per school (joint project - SCCDSB)	06-04-20	55	178
Assistive Technology Workshops/Premier Accessibility Suite Training for all LRT's and one or two intermediate students per school – lab based format	06-11-06 06-11-07 06-11-08 06-11-09 06-11-10	55	75
Success Through Early Intervention PLT Meetings – administrator, LRT, SK teacher, EA – 12 project schools	06-11-29 07-02-05 07-05-10	12	48
Differentiated Instruction Inservice/Gayle Gregory for one administrator, one learning resource teacher and one intermediate teacher per elementary school	07-04-10 07-04-11	55	180
Kindergarten Inservice – Revised Kindergarten Support Document with introduction to Literacy Screen (Success Through Early Intervention)	07-09-21	55	120
LRT Inservice - Revised Kindergarten Support Document with introduction to Literacy Screen (Success Through Early Intervention)	07-10-19	55	75
Differentiated Instruction Support – Site Based, Teacher Directed, Job Embedded – 6-8 week blocks of in class visits by Differentiated Instruction Team	07/08 ongoing	31	124

In the final phases of the project, teacher surveys demonstrate growth in the areas of professional learning (42% developing, 58% sustaining), differentiated instruction (100% sustaining) and universal design for learning (42% developing, 58% sustaining). 100% of the teachers involved in this year's project have identified SMART goals as next steps in the process.

Improvement in achievement for students with Special Education Needs

While a great deal of the project work has been on building teacher capacity to support all students, there have been specific gains in student achievement. Recognizing that ongoing assessment is a key component in the early identification of children's learning needs, a comprehensive assessment for SK students was conducted in November and May of 2006/2007 at 12 pilot schools within the Lambton Kent District School Board. The results of the assessments, which demonstrate improvement over time, are summarized in the table below.



General findings based on project

Having a valid and reliable assessment screen is critical to student success.

- Over the course of the project in all 8 of the areas assessed, there was a measure of student growth
- Range of growth – 12%-31%
- Greatest area of growth – phonemic awareness – 31%
- Least area of growth – 12% oral language

As a result of these findings the Board has implemented the recommendations of this project which include comprehensive screening of all SK students in November and May of each year. This process has been written into the Board's Early Intervention Procedures.