Learning for All K-12 Regional Project Report

Durham Catholic District School Board
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Title and a brief description of L4All K-12 Regional Project

Personal and Social Development K-12:
Alternative Curriculum Expectations (ACE)
Assessment Companion Tool (ACT)

The goal of the Barrie Regional Boards was to create curriculum expectations in the area of Personal and Social Development for students who are not yet accessing the Ontario curriculum. The first guide, Alternative Curriculum Expectations, explores three areas of personal and social development: Attention; Interacting with Others; and Independent and Organizational Skills. This guide may be used to design, monitor and assess Individual Education Plans for students who are in alternative programs.

The Assessment Companion Tool - Personal and Social Development K – 12 (ACT) offers teachers a progressive monitoring tool of student acquisition and allows teachers to set specific and measurable performance tasks for students. This guide can be used for diagnostic assessment to determine where instruction should begin; as a formative assessment tool to assess student’s progress; or as a summative assessment for reporting overall student progress.

A brief description of 2011-12 and 2012-13 Teacher-Led L4All K-12 Projects

The regional project aligns with DCDSB initiatives. In addition to the nine alternative curriculum expectation courses that were developed in 2011-12, DCDSB has written two more courses this current year: “Exploring Our Environment Through Science” and “Information Technology”. The writing teams for these courses included elementary and secondary Special Education teachers, subject teachers and resource teachers. DCDSB is committed to providing honourable educational programs and services for students with a variety of learning needs and abilities. The curriculum for alternative (non-credit) courses is designed for students who are not yet accessing the Ontario Curriculum expectations. The alternative courses support the Ontario Catholic School Graduate Expectations.
In order to support the learning and communication of some students, IPADS have been provided to students as a means of engaging learners and providing them with an alternative format to communicate their knowledge and skills.

**A brief description of L4All K-12 professional learning activities**

Regional Level
Each of the participating school boards in the ACE/ACT project, received multiple copies of the guides to distribute to teachers who are currently delivering alternative curriculum expectations to students.

Board Level
On April 26th, 2013 administrators, teachers and support staff attended a Professional Development Day presentation that encompassed three key principles from Learning For All K-12 to bring about personalization, precision and professional learning. This professional learning day within the school and board communities included opportunities for dialogue, reflection and hands on activities with emphasis on the premise that teachers need to know their students and provide effective assessment for all students in order to reach and teach every student. The presentation made connections with developing authentic Individual Education Plans based on assessment and the individual student profile.

**Assessment**
Through our internal IEP audit, we will be able to assess teacher capacity, assessment and instructional practices. It is our intention to provide further professional development in two key areas as they relate to Individual Education Plans:

- Developing SMART goals for IEPs
- Developing Transition plans that outline the skills and knowledge that students require for their destination after secondary school