Learning for All K-12 Regional Project Report

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

In 2011 funds were used to purchase tablets which were initially used as part of an educational research project. Teachers in Rainbow Board volunteered to participate in the project. They were provided with a tablet for the summer in order to conduct research on applications that would be useful for students who have been identified, but ultimately for all students. This research continued as part of the Assistive Technology Learning Community (an after school group who meet monthly). During the 2011-2012 school year, the tablets were implemented in a Grade 9 Locally Developed English class and also in our Intensive Support Classrooms (ISP) in both panels. During the 2012-13 school year, the tablets were utilized in a secondary ISP classroom, an elementary Autism Spectrum Disorder (ASD) classroom, and two elementary classrooms with a number of students with exceptionalities. Teachers were surveyed at the end of the school year and provided positive comments such as “students were engaged, they achieved independently, addressed fine motor skill difficulty, and increased communication with non-verbal students.” Currently, the tablets are implemented in our ISP classrooms in both panels. At the end of each school year, we have, and will continue to, survey participants who use the tablets regarding their success and to collect strategies regarding the effective use of the tablets in the classroom.

Our Learning for All project goals align with the following Rainbow District School Board priorities: the use of technology to enable students to demonstrate their learning while building 21st century skills; to embrace Learning for All guiding principles; partner with community groups supporting the social, emotional and physical well-being of students; provide support for all students as they transition through school; and support learning and teaching and achieve operational efficiencies through the use of effective information technology.

A brief description of 2011-12 and 2012-13 Teacher-Led L4All K-12 Projects
In order to build capacity, Rainbow District School Board dedicated a position for an itinerant teacher who focuses on implementing the practices and guidelines as outlined in the Learning for All document. The 2012 - 2013 project continued to support students, staff and schools through professional development, resource development, continuation of tablet pilot projects, and community sharing (parents, Special Education Advisory Committee, Learning Disabilities Association of Sudbury).

In early 2012, Rainbow implemented a pilot project involving 35 students in both panels utilizing a web-based reading support program. In the 2012-2013 school year, approximately 1000 students accessed the tool in order to improve basic literacy skills. A Masters' level research project conducted in Rainbow Schools reported that all students the tool made literacy gains. Students who complied with the recommended time requirements made the most progress.

Additionally, a teacher team created Individual Educational Plan (IEP) samples for elementary and secondary; Learning Disabilities (LD), Autism Spectrum Disorder (ASD), Mild Intellectual Disability (MID) as well as an IEP guideline designed to assist teachers to create effective IEPs. Videos assisting teachers to access the Rainbow DSB IEP Engine were also created. These resources are available for viewing in the Learning for All e-Community and also the IEP PLC e-Community.

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

Job-embedded professional development was provided in every elementary school and most secondary schools by the Learning for All teacher. In September the IEP guideline and samples were made available in a board wide online conference.

**Assessment**

- Continuation of tablet lending library and gathering of strategies
- Continuation of web-based reading support program
- Continuation of IEP capacity building
- Creation of transition plan protocol and samples
- Creation of additional IEP samples
- Creation of Student Orientation Course to Technology