

Provincial and Demonstration Schools Strategic Planning

Priorities	Actions	Indicators of Success	2009 Review Updates
Provincial and demonstration schools ensure the Vision and Mission statements and commitments are highly visible in our school, offices and residences, and refer to them in our decision making process(es).	<ul style="list-style-type: none"> ➤ a communication strategy be established to ensure the vision and mission is visible at all sites including our website to increase familiarity to all students, staff, parents and the broader community ➤ targeted PD for system leaders in motivating and working with others to ensure the vision is shared, understood and acted upon effectively by all 	Mission and Vision highly visible in each building, on documents, on our branch and school websites and utilized our Mission and Vision in our decision making	<p>Completed: PSB logo established; Mission/Vision posters for each site.</p> <p>Presence on new website</p> <p>Added to school communications (Orientation package, brochures, admissions info, Newsletters, Yearbooks, weekly bulletins etc).</p>
Instructional practices and program planning will be research based, driven by effective practice, be informed by assessment data, and supported with appropriate technological supports, so our schools become Centres of Excellence and staff become leaders in their respective fields.	<p>Curriculum</p> <ul style="list-style-type: none"> ➤ alignment of curriculum across the system with a focus on identifying key understandings essential for our students including Ontario curriculum and alternative programs ➤ maintain and improve the understanding in the use of classroom, school and system assessment data to improve instruction. Provide for detailed IEP training ➤ support student learning with appropriate use of technology (i.e. Technology Passport) <p>Behavior/Social Skill Development</p> <ul style="list-style-type: none"> ➤ develop and implement a Positive Behavioural Support system to assist all students, with particular attention to those struggling with negative behavioural patterns ➤ establish a data base or tracking system to identify students presenting with high needs and to provide system information to provide appropriate support ➤ provide programs to enhance social skill development 	<p>established key understandings identified</p> <p>data evidence of increased literacy and numeracy skills</p> <p>data used effectively to inform school plans</p> <p>appropriate use of technology throughout the system</p> <p>student needs, as identified in IEP's, are met</p>	<p>IEP training presented annually; served as a pilot board for new IEP engine implementation.</p> <p>Introduction of Smartboard technology at all sites. Staff training ongoing. EDC new student computer labs open.</p> <p>Resource Services: Enhanced Curriculum training in Carolina, ABLLS, SkiHi, Talk around the Clock. IFSP Training, new documentation established. Blind Resource: Dr. Jeff Jutai guest training on Assistive Technology for the Blind</p> <p>WRM: Math Training – with Susan Osterhous, Texas School for the Blind (Geometro, Graphing Calculators). Including Parent Training.</p> <p>ASL Curriculum development (ongoing)</p> <p>PD provided for revised curriculum</p>

	<p>Professional Support Services</p> <ul style="list-style-type: none"> ➤ review and assess the requirement for Professional Support Services at each site. Based on student needs these could include social worker, psychologist, behavioral consultant, speech language pathologist, interpreters and research consultant. ➤ provide ASL support in our schools for the deaf 		<p>Northern Project in Assistive Technology completed: CODE presentations, OPSOA presentation and CEC on Assistive Technology 2009. Research project completed.</p> <p>School Achievement Teams established at each PSB school site to review data and discuss instructional practices. Standardized measures established, collated, and analyzed to inform practice. (Bader, CASI, PM Benchmarks, SAT-Hi and classroom data). Standardization of assessments across Demo Schools. Tracking walls evident. Student Success Teachers tracking credits, interventions and relevant statistics to inform practice.</p> <p>Focus on analysis of EQAO results and responding to the data</p> <p>Positive Behavior Support Program well established at SJW. PAWS recognition system implemented at many schools. School Wide Code of Conduct/behaviour expectations reviewed at all sites (schools and residence), including Anti bullying initiatives.</p> <p>Social Skills classes, Life Skill Classes and/or support from social worker at all schools.</p> <p>Character Education evident at all sites (newsletter, embedded in curriculum, school and student council activities, assemblies etc)</p> <p>CPI training for OPSEU staff</p> <p>WRM Behavior Therapist hired; Psychologist position posted; Contracted services to Psychiatrist one day/week.</p>
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<p>Schools for the Deaf Bilingual-Bicultural programmes be enhanced/established based on current research, effective instructional practice, and student achievement data, that contribute to Provincial Schools as a Centre of Excellence in Bilingual-Bicultural education.</p>	<ul style="list-style-type: none"> ➤ provide opportunities to support ASL acquisition for parents ➤ provide for enhancement of English literacy skills as a second language or strategies to support written English ➤ continue to provide interpreters as needed to meet the needs of students ➤ continue to offer networking and learning opportunities for interpreters ➤ working in partnership with agencies and other ministries, support the establishment of a full day/five day ASL environment nursery program at ECD as a pilot, with extensions to other schools pending viable registration ➤ ongoing review of admission criteria and process to ensure consistency with our mandate and a philosophy of inclusiveness ➤ enhance transition supports for students building upon existing programs such as co-op placements and other employment training opportunities. Provide for follow up transition processes for students who choose to attend post-secondary schooling or employment ➤ investigate the option of short term placements, seeking partnerships with Boards and/or agencies whenever possible i.e. summer school to enhance ASL and English literacy skills ➤ engage in partnerships with universities to provide AQ courses related to Deaf education, to be held at the Schools for the Deaf ➤ promote national and international partnerships with other schools and agencies for Deaf students to enhance innovative approaches, curriculum and the ongoing exchange of ideas ➤ collaborate with MCYS and other agencies in the delivery of preschool/early childhood programs that support early intervention for deaf children ➤ provide opportunities for in-service such as ASL instruction, Bilingual-Bicultural literacy development used at home, Deaf Culture information, social and familial sensitivity for parents on an on-going basis 	<p>evidence of increased ASL usage in our schools.</p> <p>enhanced English literacy skills as second language</p> <p>recruitment interpreters as needed to meet student needs</p> <p>increased networking and learning opportunities for interpreters</p> <p>pilot nursery program established in partnership</p> <p>Documented transition supports</p> <p>Short term placements established in partnership; feedback is positive</p>	<p>ASL Curriculum Team – 4 teachers working with Heather Gibson providing inservice</p> <p>English PA assessment training for 10 staff</p> <p>Promoted national and international partnerships with schools and agencies (Heather Gibson in Japan and Manitoba) Parent workshops including ASL classes at some sites; job embedded coaching for staff</p> <p>Interpreter PD opportunities provided (Deb Russell) at all sites</p> <p>“Welcome Wednesdays” at Robarts (Home visiting and K class) promoting bi-bi program and ASL curriculum.</p> <p>iMAC use for ASL Lab and ASL literacy development</p> <p>Daycare continues Co-op and OYAP programs have increased</p> <p>Establishment of the Specialist High Skills Major at ECD</p> <p>Partnership with Silent Voice for Short Term Placement May 09</p> <p>Deaf AQ – continuing work with OCT. AQ partnership with Nippissing continues; partnership for York U program continues.</p> <p>Continuing to seek collaboration with MCYS</p>
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<p>School for the Blind W. Ross MacDonald School be established as a Centre of Excellence in the education of blind/low vision students, supporting their abilities and needs through innovative approaches and partnerships that enhance services to the children, their families and educators across the province.</p>	<ul style="list-style-type: none"> ➤ review admission criteria and process to ensure consistency with our mandate and a philosophy of inclusiveness ➤ collaborate with MCYS and other agencies in the delivery of preschool/early childhood programs that support early intervention for children who are blind/low vision ➤ pursue the development of an expanded core curriculum based on international research and curriculum materials ➤ support transition assessments by specialist teachers of the Blind for students entering elementary school ➤ enhance transition support for students, building upon existing programs such as co-op placements, and other employment training opportunities. Provide for follow up transition process(es) for students who choose to attend post-secondary schooling or employment ➤ seek partnerships with other ministries, school boards, or agencies to support secondary courses, expanded core curriculum and employment training for students ➤ establish satellite programs to meet the needs of a congregated group of students, working in partnership with school boards, agencies or community partners where appropriate. ➤ investigate the option of short term placements, through initial pilot programs, seeking partnerships with Boards and agencies whenever possible, e.g. summer sports or music camps, short term academic support ➤ support streamlining of e-text issues to enhance support of appropriate text to blind/low vision students in school boards ➤ engage in partnerships with universities to provide for AQ courses in the field of Blind education, to be held at W.Ross MacDonald School ➤ promote national and international partnerships with other schools and agencies for students who are Blind/visually impaired to enhance innovative approaches, curriculum, and the ongoing exchange of ideas 	<p>establishment of admission committee with external administrative representation</p> <p>increased clarity in the admission process reduction in admission appeals</p> <p>increased collaboration in writing opportunities, research etc with other schools for the blind, Boards and agencies</p> <p>increased partnerships with other Ministries where appropriate</p> <p>program evaluation information</p> <p>pilot projects for short term placements are established and feedback is positive</p> <p>e-text streamlining would be evident by annual feedback process with school boards</p> <p>establishment of AQ courses on site</p>	<p>Admission committee established with external input</p> <p>Research focus established (Short Term Placements, Smartboards)</p> <p>Expanded Core Curriculum Writing – led by S.Howe</p> <p>Collaboration with MCYS ongoing</p> <p>Partnerships increased with Texas School for the Blind, Arizona State, and Florida State Schools as well as APSEA and SET-BC contacts ongoing. AER president is on staff (S.Howe). Gr. 5 penpal project with school for the Blind in Germany. Engaging PSB resource staff to assist with Autism</p> <p>Reviewing instructional practices in line with Provincial Curriculum (ongoing)</p> <p>Resource Services Library – expansion, partnership with TCU in providing services to Colleges and Universities, continued exploration of format and publisher relationships.</p> <p>AQ courses offered on site through Nippissing.</p> <p>Short Term Placement – implementation for 2 years, high level of success in providing service for students across Ontario. Partnership with VIEWS. Focus on behaviour/social/recreational and IT skills. Attending to student and parent needs.</p>
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<p>Demonstration Schools (LD) Expand outreach support to further meet the needs of students with learning disabilities in northern locations, in school board class settings, parents, and to faculties of education</p>	<ul style="list-style-type: none"> ➤ increase Information Technology (IT) and Assistive Technology (AT) workshop capacity in classroom use, using Smartboards™ and other current technology ➤ seek highly skilled teachers, familiar with AT and willing to share their knowledge and skill with others ➤ enhance collaboration between demonstration schools to share consistent, innovative, research informed effective practice (share resources, skills of students/staff/parents/community) ➤ provide for expanded opportunities for parent education ➤ investigate further opportunities for collaboration e.g. NOARC (North Ontario Assessment and Resource Centre in Sudbury, South-West Ontario consultant network) ➤ review PCLD admission procedures to streamline process/paperwork ➤ improve strategies to increase capacity building with school boards and school authorities to enhance Resource Services for students with learning disabilities 	<p>evidence of use of IT/AT in classrooms</p> <p>research based presentations, workshops or learning modules completed</p> <p>presentations at teaching faculties</p> <p>documentation of increased opportunities for parent education and collaboration with northern networks</p> <p>updates/changes evident in admissions process/paperwork. Reduction in appeals</p>	<p>Rural/Northern satellite programs in place (2) with staff hired</p> <p>Increased IT; ongoing fostering of “cutting edge” mentality re: AT/IT</p> <p>No appeals for 08/09 Admissions</p>
<p>Resource Services Seek to enhance services to school boards, preschool children and families and agencies that have deaf, blind and Deafblind pupils in their jurisdictions.</p>	<ul style="list-style-type: none"> ➤ establish an appropriate benchmark for wait time for consultations/assessments ➤ improve communication with school boards ➤ improve partnerships with northern boards to provide for innovative solutions to service delivery ➤ increase capacity for resource/lending libraries ➤ implementation of recommendations from Resource Services Review including <ul style="list-style-type: none"> ○ enhance consistency of pre-school home visiting service levels across all sites based on student needs as per assessments ○ complete an inventory of services, resources and workshops provided by Resource Consultants ○ update current workshops; expand service delivery to include on-line information/learning opportunities. 	<p>annual review of service through an established survey</p> <p>evidence of collaboration with northern boards/outlining areas in establishing service</p> <p>follow through with Resource Services Review Recommendations</p> <p>evidence of expanded Web learning opportunities</p>	<p>New centralized intake referral process Established; benchmark set at max 30 day response time for referrals; increased consistency of service</p> <p>Increased communication with DSB re: admission after homevisiting program</p> <p>Transition plans established for entering school. Transition package for preschool to school designed and implemented. Transition for DB in place.</p> <p>IFSP – new form developed, field testing in progress</p> <p>Increased focus on IT/AT; purchasing of new equipment, and providing critical input to DSB staff re: updated resources.</p> <p>Use of Adobe Connect to enable remote learning/participation</p>

			<p>On-line learning modules established (ongoing)</p> <p>Continued collaboration with MCYS</p> <p>Hosted Canadian Vision Teachers Conference Nov 07; 8 presentations from WRM accepted for Banff CVTC 09</p> <p>Continue to facilitate/participate in provincial Teacher's organizations (ITSO, SWITO etc)</p> <p>Itinerant Teacher Newsletters as a key communication strategy</p> <p>Created a syllabus of workshops</p> <p>Updated web info development in progress</p>
<p>Transition planning includes a system of collecting and tracking student data to inform transitional practices; working collaboratively with parents, school boards, ministries and community agencies; and serves to assist students with the process of transitioning to any new educational, workplace, or residential setting</p>	<ul style="list-style-type: none"> ➤ review current transition process(es), articulate transition needs, and establish appropriate programs in accordance with ministry direction ➤ institute a system of collecting and tracking data to provide valuable information regarding the level of transitional success experienced by our students ➤ enhance transition relationships with school boards by maintaining regular contact, attending IPRC meetings as required, participate and/or initiate joint transition meetings involving all partners in the child's education plan ➤ ensure a written transition plan is developed for all students leaving a provincial or demonstration school where appropriate ➤ assist students with co-op, apprenticeship placements and summer jobs in order to assist with transition to employment ➤ work collaboratively with post-secondary institutions and/or agencies to identify the needs students ➤ identify technological needs and portability of technology as part of transition plans. ➤ ensure all IT/AT supported by a student's IEP is communicated to home school/board to support continuity of program as appropriate 	<p>collection of evidence of current transitional practices Tracking system in place</p> <p>feedback from boards, parents, through survey information</p> <p>documentation that required transition plans are completed</p> <p>evidence of increased partnerships to support transition</p>	<p>School Achievement Teams and Student Success Teachers actively collecting, collating and analyzing data to inform practice.</p> <p>Admission processes have been enhanced, with increased contact with DSB, and increased transparency of process</p> <p>SST, guidance staff, Co-op/OYAP staff and Social Workers working with students and families on post-secondary transition plans including agency links (i.e. community living)</p> <p>Specialist High Skills Major and ongoing investigation of Dual Credits are key initiatives in assisting with transition</p> <p>Many P/VP attending local IPRC's; increased communication with DSB staff in transition.</p> <p>Increase emphasis on Technology as a vital Transition support</p>

	<ul style="list-style-type: none"> ➤ work collaboratively with school boards in offering professional learning opportunities for teachers to facilitate transition of students ➤ provide outreach to parents of students who are in the process of transitioning 		
<p>Building of a professional learning community engaging in exchange of knowledge and skills internally and externally through increased partnerships with Ministry of Education staff, universities, school boards and parents</p>	<ul style="list-style-type: none"> ➤ increased staff knowledge of Professional Learning Communities, with a clear focus on improving student learning and achievement ➤ seek increased partnerships with other ministries, school boards, community agencies and parents ➤ provide/support learning opportunities for parents and educators across the province ➤ provide for ASL classes for parents and staff ➤ establish clear guidelines for research in our schools, and encourage connections with universities to research promising and/or innovative practices. Share research findings with others ➤ designate a PSB research officer to pursue, guide and monitor, research endeavours in our schools, and to inform regarding local/national/international research findings ➤ establish formal mentorship opportunities both within and outside of provincial schools ➤ expand outreach to faculties of education, fostering a collective responsibility for meeting the needs of all students 	<p>school and system leaders are knowledgeable and actively involved in developing PLC's</p> <p>school Planning is a collaborative process</p> <p>components of PLC's are evident in meetings, workshops, PD session, and in schools</p> <p>ASL classes offered</p> <p>research guidelines established and well distributed</p>	<p>Increased use of Adobe Connect as a collaborative and inclusive tool</p> <p>Increased collaboration with DSB (i.e. Northern Projects, STP) in extending the walls of PSB.</p> <p>Enhanced PD opportunities for parents is evident at ALL sites!</p> <p>Clear guidelines for research have been established and implemented. Key research partnerships have enhanced the building of PSB as "Centres of Excellence", with timely, relevant questions and meaningful PD.</p> <p>Formal Principal Mentorship for new appointed VP/P has been established with external and internal support</p>

<p>Provincial and demonstration schools will address the health and safety needs of students. PSB will comply with the provisions of the Occupational Health and Safety Act.</p>	<ul style="list-style-type: none"> ➤ work in collaboration with health services and external partners to support the mental health needs of students ➤ work in collaboration with health services to monitor nutritional level of food services provided (range of selection, healthiness, need to meet religious/ethnic requirements) ➤ establish and maintain an Emergency Broadcast System\classroom to office and classroom communication system ➤ as required, each school will develop a committee to address health and safety needs, and to monitor health and safety legislative requirements ➤ increase staff awareness of Employee Assistance Programs for mental health support ➤ monitor air quality on an on-going basis, as well as through a concern specific response <p>Residence</p> <ul style="list-style-type: none"> ➤ full implementation and monitoring of residential standards to ensure the health, safety and well being of our residential students ➤ conduct an operational review of all residential and health services 	<p>establishment of Health and Safety Committee at each site</p> <p>EAP updates provided to staff</p> <p>nutritional review of food services</p> <p>compliance issues should be in place at all times</p>	<p>Health & Safety committee at each site</p> <p>Psychiatric service support has been extended to WRM School for the Blind</p> <p>Emergency Broadcast system implemented at all sites</p> <p>WHMIS training completed in 2009 by all staff.</p> <p>EAP program highlighted at all sites</p> <p>Incident Reporting has increased, with attention given to establishing protocols for communication</p> <p>Character Education implementation impact on staff and students (optimism, integrity, perseverance...)</p> <p>Environmental Education being addressed at all sites, with staff and student involvement</p>
<p>Ensure that provincial school facilities and transportation services are reviewed on annual basis.</p>	<p>Facilities</p> <ul style="list-style-type: none"> ➤ continue to receive proposals from staff identifying facility needs to be considered by Senior Management Team ➤ review, and update as required, the current policy on community use of school facilities ➤ continue to upgrade surveillance and security services in line with system needs ➤ liaise with Ontario Realty Corporation/Profac in regards to the implementation of barrier free access at each site <p>Transportation</p> <ul style="list-style-type: none"> ➤ annually review the usage of school vehicles, policies and licensing, with attention to purpose and frequency of trips ➤ review on an annual basis the function of the transportation consortium 	<p>feedback from staff that proposals have been heard</p> <p>school permit use reviewed annually</p> <p>accessibility Committee established to address barrier-free access issues</p> <p>reviewed annually. Feedback from students, staff, parents</p>	<p>Increased collaboration on Transportation issues on all fronts. John Grochon's role is extremely valued.</p> <p>Newly hired Aaron Moffat has attends to facility and security issues in a timely manner</p> <p>Ongoing review of site needs by SMT including proposals from staff and students as well as "walk about" information</p>

<p>Foster increased internal and external communication of Provincial and Demonstration Schools</p>	<ul style="list-style-type: none"> ➤ identify the components of a good communication process both within PSB and external to the Branch ➤ establish the role of communication officer in response to the identified communication plan ➤ re-development of PSB and school websites, with appropriate links with EDU ➤ enhance communication between Provincial and Demonstration Schools and district school boards ➤ co-ordinated communication standards based on role and function, with respect to telephone and land lines, blackberry/cell phones/PDAs, TTY, email, voice mail, fax and mail usage ➤ establish strategies to enhance communication internally between school staff ➤ each school to establish clear means of two way communication between school staff and parents (web page, newsletters, communication books etc) 	<p>communication role be assigned</p> <p>improved feedback on PSB communication as per parent/student/staff/Board or agency survey information</p> <p>meeting communication strategy outcomes</p> <p>existence of newsletters, communication books, website etc.</p>	<p>Communication Role was established and filled by Kari Veno</p> <p>Webmaster: Kevin Girard working to establish new PSB website, accessibility compliant.</p> <p>Resource Services Newsletters to DSBs and all itinerant teachers has established clear communication.</p>
<p>Provide for a respectful work environment with shared organizational values to enhance productivity resulting in increased student success</p>	<ul style="list-style-type: none"> ➤ continue to promote Provincial Schools as the employer of choice, able to attract qualified staff and retain current employees to serve our diverse student populations ➤ establish leadership succession planning to ensure continuity of approaches, practices and projects ➤ provide a positive learning environment for staff that utilizes ongoing and coordinated staff training and development that is consistent with the Mission and Vision as outlined in the Strategic Plan 	<p>attraction of qualified, positive, effective personnel</p> <p>Leadership Plan established and implemented</p> <p>staff development and training plan established</p>	<p>Leadership program has enhanced opportunities for many staff, across many roles.</p> <p>Increased school and RS leadership opportunities fostering increased initiative and innovation</p> <p>“swap” pgram in DB resources allows for job shadowing between teachers and consultants</p> <p>Mentoring program established for NTIP teachers</p> <p>Professional development opportunities for staff over and above PD days (i.e. TEACHH training, PHAST reading training)</p> <p>Increased recognition emphasis</p> <p>Deaf/Hearing cultural awareness and sensitivity workshop Nov 10. ECD committee established; workshops held to understand harassment, discrimination and respectful workplace.</p> <p>Leadership Success planning – ongoing process</p>

Next Steps:

- Completion of PSB web is essential as a communication tool that crosses many elements of PSB strategic planning. The web will be an important component in sharing our programs and innovations. Modelling of accessibility aspects is central in establishing PSB at the forefront of our field
- Information Technology is increasing in PSB, however staff training must be attended to on a regular basis
- An informed team approach to Assistive Technology to support our own schools and DSB has been expressed by many staff
- Character Education and Positive Behavior Supports require ongoing attention, including a stronger link between school and residence.
- Comments re: social worker and psychologists not available at all sites continue to be an issue
- Transition Issues need further attention, for example, after students leave our Demo programs, what supports should be in place
- PLC concepts, understanding and practices appear to be very scattered across PSB, therefore deepening understanding and practices is be required
- Many sites report a need for revitalization of libraries; EDC, Resource Services...
- Schools are asking for continued review and revision of policy and procedures for PSB
- Playground inspections are of recent concern to staff. Principals are concerned about meeting H&S standards, and issues of liability
- Ongoing work on building a bilingual/bicultural community that is mutually supportive and demonstrates two languages and two cultures working together requires ongoing attention
- Interpreter issues, guidelines, practices need to be attended to on an ongoing basis with a mindset of long-term planning

Overall, there appears to be a feeling of achievement in having met many of the strategic elements as of Spring 2009. The focus on an articulated plan and annual review process has resulted in meeting objectives in a timely manner. Staff have already begun the process of reaching forward beyond many of these goals.

