

CODE SPECIAL EDUCATION PROJECT  
2007/2008

School Boards	Mident #	Superintendent	Contact Information	Project Title	Brief Description - Project Outline
Algoma DSB	B28010	Kime Collver	705-945-7297 <a href="mailto:collvek@adsb.on.ca">collvek@adsb.on.ca</a>	SEPS (Special Education Project Support)	This project will focus on students that have Learning Disabilities in the junior and intermediate divisions. The best practices of the previous CODE projects will be reinforced and used. Data will be collected, pre and post project, for comparative measures. Students will be supported through resources and the training teachers and Special Education Resource Teachers (SERTS) have received from the previous projects. Targeted instruction will be directed to the students.
Algonquin & Lakeshore CDSB	B67202	Maryanne Bullock	613-354-2255 x 478 <a href="mailto:bullock@alcdsb.on.ca">bullock@alcdsb.on.ca</a>	Job Embedded Professional Learning	Through collaboration with the Curriculum Department and Learning Networks (families of schools), we plan to afford all elementary schools an opportunity for job-embedded professional learning communities focusing on intervention, differentiated instruction, and assessment for learning. Job-embedded PLCs led by instructional leaders and supported by the Board Student Services and Curriculum departments will allow the principles outlined in <i>Education for All</i> to become part of the culture of learning and ultimately impact the sustainability of best practices in our system.
Avon Maitland DSB	B66010	Marie Parsons	519-527-0111 X 113 <a href="mailto:maripars@fc.amdsb.ca">maripars@fc.amdsb.ca</a>	From Knowing To Doing: Digging Deeper	Year 3 will focus on classroom teachers, K-12. The project will collaborate with and provide some support for the Primary and Junior Coaching Projects, the Common Assessment Projects, and the Intermediate/Senior Learning Team Projects. Year 3 will also focus on classroom teachers, the IEP and writing performance-based assessment tasks, and the importance of developing learning profiles.
Bluewater DSB	B66001	Lori Wilder	519-363-2014 X 237 <a href="mailto:lori_wilder@bwdsb.on.ca">lori_wilder@bwdsb.on.ca</a>	Engaging All Students	In order to maximize student achievement, student engagement must also be maximized. With the support of community agencies and district staff, teachers will learn to assess student behaviour in

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					order to identify its function. They will then use the principles of universal design and differentiated instruction, developed during the first two years of the CODE project, to proactively address students' instructional and behavioural needs. By addressing issues of student engagement, classroom teachers, in partnership with learning resource teachers, will be able to increase engagement and achievement.
Brant Haldimand Norfolk CDSB	B67164	Bill Chopp	519-756-6505 <a href="mailto:bchopp@bhncdsb.edu.on.ca">bchopp@bhncdsb.edu.on.ca</a>	Building Capacity Beyond Remediation	With the proliferation of the assistive technology acquired to address the needs of our special education students, we need to sustain and build upon the lessons learned to ensure that students benefit from its effective use. This year's project will build upon the successes of previous years by expanding the training and involvement of stakeholders to include parents, principals, and other educational professionals who serve our students.
Bruce-Grey CDSB	B67008	Catherine Montreuil	519-364-5820 <a href="mailto:Catherine_Montreuil@bgcdsb.org">Catherine_Montreuil@bgcdsb.org</a>	Hear To Learn -Sound-Field Systems at the Junior/ Intermediate Level	The Board continues to improve the acoustic learning environment for all its students by installing sound-field systems in all secondary and primary classes. The success of these projects is the rationale for placing these systems in all Junior and Intermediate classrooms this year. Our own assessments over the last two years have clearly demonstrated a positive connection between improved classroom acoustics and student learning behaviours. This year, we will examine academic pre and post assessment data of our primary and secondary students to determine the impact of improved listening environments on learning.

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Catholic DSB of Eastern Ontario	B67172	Donaleen Hawes	613-283-5007 X 234 <a href="mailto:donaleen.hawes@cdsbeo.on.ca">donaleen.hawes@cdsbeo.on.ca</a>	Providing D.I. Teacher Support to Enhance Writing and Critical Thinking Skills	The Board's Special Education department is facilitating differentiated instruction support to teachers in each school to develop teacher capacity within the classroom. This model of school embedded support is focused on the full implementation of Higher Achievement and Writer's Know How (H.A.W.K.) and Strategies to Optimize My Potential (S.T.O.M.P.) Board wide.
CECLF du Centre-Est	B67334	Sylvie Tremblay	613-746-3660 <a href="mailto:trembs@ceclf.edu.on.ca">trembs@ceclf.edu.on.ca</a>	Enseignement efficace des mathématiques au cycle intermédiaire	Le projet vise à outiller le personnel enseignant en mathématiques (7-8-9), de la salle de classe, dans le but d'améliorer le rendement des élèves ayant des besoins particuliers et leur résultat au test de l'OQRE . L'enseignant en affectation spéciale dirigera et coordonnera les rencontres de l'équipe de collaboration systémique par le partage de stratégies efficaces, tout en appuyant les communautés d'apprentissage professionnel. Un enseignant assumera un rôle de leadership et de coach auprès des enseignants de mathématiques de son école.
CEP de l'Est de l'Ontario (CEPEO)	B66311	Rejean Sirois	613-742-8960 X 3803 <a href="mailto:rejean.sirois@cepeo.on.ca">rejean.sirois@cepeo.on.ca</a>	Mise en place de la pédagogie de la sollicitude et l'utilisation de stratégies compensatoires d'enseignement, d'apprentissage et d'évaluation	Valider les variables reliées à l'attention sur lesquelles la relation optimale à la tâche avec le programme Attentix a un effet positif sur l'ensemble des élèves Susciter le développement d'une relation empathique du vécu scolaire des élèves en difficulté par le développement de la connaissance de soi et favoriser la participation scolaire et sociale de tous les élèves
CSC du Nouvel-Ontario	B29122	Lise Chretien-Gardner	705-673-5626 X 297 <a href="mailto:lise.chretiengardner@nouvelon.ca">lise.chretiengardner@nouvelon.ca</a>	Collaborer pour assurer la réussite des élèves ayant des besoins particuliers	Un programme de partenariat entre les écoles sera mis en oeuvre afin de promouvoir le partage de pratiques réussies appuyant l'inclusion et la pédagogie différenciée. L'accompagnement et les échanges d'expertise de stratégies contribueront à l'accroissement de la capacité des écoles. Une culture de collaboration se favorisée par des rencontres d'équipes des personnes à la direction et des personnes-ressources d'écoles.

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CSDEC Sud-Ouest	B66303	Paul Levac	519 673-1035 <a href="mailto:levapaul@csdecso.on.ca">levapaul@csdecso.on.ca</a>	Application de la pédagogie différenciée au niveau des 4 <sup>e</sup> années du conseil	L'enseignant ou l'enseignante met en œuvre des trousse d'écriture en 4 <sup>ème</sup> année en tenant compte des profils de classe, des ressources et de la technologie d'aide (WordQ). Les stratégies reliées aux intelligences multiples et la pédagogie différenciée seront privilégiées et discutées lors des suivis par des accompagnateurs ou accompagnatrices et lors des rencontres des CAP.
CSP du Grand Nord de l'Ontario	B28118	Pierre Riopel	705-671-1533 X 2211 <a href="mailto:riopelp@cspgno.ca">riopelp@cspgno.ca</a>	La technologie au service de l'apprentissage	Ce projet vise l'amélioration du rendement en littératie chez les élèves de la 6e année de huit écoles, particulièrement ceux qui ont des besoins particuliers. Le projet vise : <ul style="list-style-type: none"> <li>• l'utilisation efficace de tableaux blancs interactifs dans l'enseignement et l'évaluation des stratégies de littératie</li> <li>• le monitoring du rendement des élèves</li> <li>• des rencontres pédagogiques et l'accompagnement des enseignants</li> </ul>
CSD du Nord-Est de l'Ontario	B28100	Ghislain Beaupré	888-591-5656 X 233 <a href="mailto:beauprg@csdne.edu.on.ca">beauprg@csdne.edu.on.ca</a>	Centres d'activités différenciées	Les enseignantes, enseignants de la 6e année profitent de formation, d'accompagnement et de modelage afin de promouvoir l'amélioration du rendement des élèves ayant des besoins particuliers en écriture, en lecture et en communication orale. L'enseignement de la phrase par pédagogie différenciée est facilité par l'entremise de centres d'activités différenciées. Des outils pédagogiques originaux et pratiques favorisent un apprentissage autonome.
CSDC Centre-Sud	B67318	Michel St. Amant	416-397-6564 x 3320 <a href="mailto:mst-amant@csdcs.edu.on.ca">mst-amant@csdcs.edu.on.ca</a>	Consolidation de la conscience phonologique et des fondements de la lecture et de l'orthographe	La poursuite du projet à la lumière des recommandations de la recherche-action mené par l'Université d'Ottawa. Le projet portera cette année particulièrement sur la formation du nouveau personnel et la mise en place de pratique collaborative en CAP pour la prise de décision basée sur des données.

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CSDC de l'Est ontarien	B67326	Celine Cadieux	800-204-4098 x 206 <a href="mailto:cadice@csdceo.on.ca">cadice@csdceo.on.ca</a>	L'enseignement explicite de la rédaction et du raisonnement en écriture dans l'amélioration de l'apprentissage et de la réussite scolaire des élèves	L'enseignement explicite de la rédaction et du raisonnement en écriture vise à établir des liens au cycle primaire, entre la rééducation intensive offerte par l'enseignement-ressource et la titulaire, dans le but d'améliorer le rendement en écriture des élèves ayant des besoins particuliers, et notamment, de réduire l'écart le plus rapidement possible tout en favorisant l'usage des mêmes stratégies de l'enseignement explicite en écriture.
CSDC des Aurores boréales	B29130	Thérèse Dechêne	807-343-4073 <a href="mailto:tdechene@csdcab.on.ca">tdechene@csdcab.on.ca</a>	Intégration réussie de la technologie d'aide en milieu scolaire – Partie 2	Le projet vise à outiller et à habiliter les titulaires de classes et les autres membres du personnel dans l'utilisation de la technologie d'aide et l'application de stratégies efficaces permettant d'améliorer la littératie chez les élèves de la 4 <sup>e</sup> à la 12 <sup>e</sup> année, ayant des difficultés d'apprentissage. Le personnel deviendra compétent dans l'intégration des technologies d'aide en tant que stratégies d'enseignement, d'apprentissage et d'évaluation.
CSDC des Grandes Rivières	B29106	Nicole Gaudet	705-647-7304 <a href="mailto:gaudetn@csdgr.on.ca">gaudetn@csdgr.on.ca</a>	De la pensée à l'écrit 5 <sup>e</sup> année	Le projet vise à améliorer le rendement en écriture des élèves de la 5 <sup>e</sup> année ayant des besoins particuliers. L'enseignante, l'enseignant de salle de classe, en partenariat avec l'enseignant, enseignante en enfance en difficulté et la direction seront outillés à faire des choix de stratégies d'enseignement spécifiques en lien direct avec les résultats de l'élève. L'élaboration de profils d'élève, le modelage en salle de classe, les CAP, la conception universelle de l'apprentissage, l'enseignement différencié et l'écriture partagée seront des stratégies privilégiées.
CSC Franco-Nord	B29114	Cynthia Roveda	705-472-1702 X 235 <a href="mailto:rovedac@franco-nord.ca">rovedac@franco-nord.ca</a>	Vivre l'inclusion au cycle moyen ... vers la réussite de l'élève ayant des besoins particuliers	Ce projet vise à outiller le personnel enseignant en vue d'accueillir la différenciation des apprentissages par l'entremise des tâches modifiées, d'accompagnement ainsi que la communauté d'apprentissage professionnelle. La mise en œuvre de ces tâches permettra aux élèves du cycle moyen, accusant un retard académique de

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					bénéficier de l'enseignement en salle de classe ordinaire avec plus d'autonomie et un plus haut taux de réussite.
CSD du Centre-Sud-Ouest	B67300	Brigitte Bergeron	915-637-0394 <a href="mailto:bergeronb@csdcso.on.ca">bergeronb@csdcso.on.ca</a>	Créer des Occasions D'améliorer l'Enseignement	Ce projet vise « La formation des équipes-écoles du conseil afin d'améliorer le rendement des élèves ayant des problèmes de comportement et des difficultés d'apprentissage » dans un contexte d'inclusion et de différenciation pédagogique.
DSB of Niagara	B66150	Marilyn Hyatt	905-641-2929 X 4120 <a href="mailto:marilyn.hyatt@dsbn.edu.on.ca">marilyn.hyatt@dsbn.edu.on.ca</a>	Congregated to Inclusion	We are in the final phase of changing our delivery model for students identified as Learning Disabled or Mildly Intellectually Disabled from a congregated setting to a home school inclusionary model called Intensive Support Program. In-service for staff in differentiated instruction, and technology is a critical part of this project.
DSB Ontario North East	B28002	Jo-Anne Plaunt	705-647-0201 <a href="mailto:jo-anne.plaunt@dsb1.edu.on.ca">jo-anne.plaunt@dsb1.edu.on.ca</a>	Sharpening our Literacy Focus: Grade 1 Learning Community	Our CODE Project will focus on supporting our Grade 1 teachers by developing their capacity with instruction in phonological awareness, oral language development, reading comprehension and writing. They will delve deeper into the link between the Primary Literacy Assessment Battery data and their instruction and intervention strategies so that there is more precision and personalization. The teachers will be supported by Literacy Coaches available to their schools and with a district Professional Learning Community of Grade 1 teachers, meeting 6 times over the year. Release time will be provided for monthly primary PLCs at the school level.
Dufferin Peel CDSB	B67083	Sheila McWatters	905-890-1221 X 24228 <a href="mailto:sheila.mcwatters@dpcdsb.org">sheila.mcwatters@dpcdsb.org</a>	Supporting Catholic Learning Communities: "Each One Called By Name To Grow, To Be Nourished, To Be Sustained."	This year's CODE project seeks to link the board's <i>Plan to Improve Student Achievement, 2006-2009</i> , with the 7 Belief Statements in <i>Education for All</i> . It focuses on assessment for learning; improving instructional practices through professional learning and inquiry leading to precise and personalized teaching; and collecting, tracking, and analyzing student achievement and other data, especially for students receiving special education support. It includes work with classroom and special education

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					teachers and support services personnel in language and math literacy, stressing the importance of assessment to inform and guide instructional practices.
Durham CDSB	B67105	Suzanne Roche	905-576-6707 <a href="mailto:suzanne.roche@dcdsb.ca">suzanne.roche@dcdsb.ca</a>	Research to Practice in an Inclusive Environment: Improving Student Achievement	Through the use of Action Research and the coaching model, we are deepening all staff members' understanding of Differentiated Instruction, and enhancing the practice of pro-active teacher response to the learning needs of all students. Learning teams from 8 schools participated in professional development, effective discussions regarding student data, regular monitoring and support, extensive use of all forms of assessment (especially pre-assessment), the use of learning profiles, self-reflection, and collaborative sessions throughout the year. Teams at the 7 schools involved in the previous year's project, also provided support and guidance.
Durham DSB	B66060	Martyn Beckett	905-666-6371 <a href="mailto:beckett_martyn@durham.edu.on.ca">beckett_martyn@durham.edu.on.ca</a>	Early Literacy Intervention Using the WBTT and An Observation Survey of Early Literacy Achievement	Our third year focuses on expanding the knowledge, practice and lessons learned from the past two years. The CODE Steering Committee, Student Services (Special Education) Consultants and Coordinators, and Program Consultants will be working together to plan and deliver sessions to, and support at the school level, all the junior teachers in the board. The team will lead these teachers through the process they would use for designing and implementing lessons that will reach all students through UDL and DI. The framework for the process includes: making connections between the Curriculum Expectations, Education for All, Junior reports, assessment for/of/as learning, best practices and school Smart Goals. Teachers will be able to use this process in all subject areas at all grade levels..
Grand Erie DSB	B66168	Brenda Blancher	519-756-6301 X 281153 <a href="mailto:bblanche@fc.gedsb.net">bblanche@fc.gedsb.net</a>	Digging Deeper through <i>Schools Attuned</i> and <i>Tribes</i> Training	Our project includes the development of coaching skills related to <i>Schools Attuned/Tribes</i> content in a small number of teachers from schools previously involved in the CODE project. We will also support the development of <i>Schools Attuned/Tribes</i> related

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					focus questions and other strategies to deepen professional learning at PLC's and we are creating ( <i>Schools Attuned</i> ) and developing ( <i>Tribes</i> ) electronic conferences for all trained staff to share ideas
Greater Essex County DSB	B66028	Heather Liffiton	519-255-3222 <a href="mailto:heather.liffiton@gecdsb.on.ca">heather.liffiton@gecdsb.on.ca</a>	CODE Across the System	PLCs provide Gr. K-3 teachers of CODE schools opportunities to share lessons learned/changed practices. Hosting visits from teachers of non-project schools will build lateral capacity. This fall there will be a system wide implementation of data walls that flag every child as benchmark (low risk-green), strategic (some risk- yellow) or intensive (high risk- red) of not meeting literacy outcomes. SMART goals will be set for end of year projection of percentage of benchmark students. There will be a system wide restructuring of early interventions/assistance to move from Special Education ownership of red-flagged students to a shared responsibility with classroom teachers.
Halton CDSB	B67113	Gary Mahoney	905-632-6314 X 125 <a href="mailto:mahoneyg@hcdsb.org">mahoneyg@hcdsb.org</a>	Assistive Technology (AT) Coaches – Developing AT Professional Learning Communities in Schools	This year's project goal is to increase capacity among classroom teachers in using AT for its universal design application potential and differentiating instruction. An extension of a technology intensive LD Learning Centre initiative, this project seeks to identify in each school, a teacher with AT interest, growing background and expertise who will build an in-school AT community of regular classroom teachers. The PLC initiative has 'within-school' and 'across Board' components. The AT expertise and general coordination is supplied by the Learning Centre staff.
Halton DSB	B66133	Kathy Schaffer	905-335-3663 <a href="mailto:schafferk@hdsb.ca">schafferk@hdsb.ca</a>	Learning Resource Teacher Project	Learning Resource Teachers (LRTs) serve as collaborative partners with school-based teachers to further support the transfer of effective instructional practices critical to literacy development. They will model early intervention techniques with targeted Kindergarten and Grade 1 students based on data gathered by Kindergarten teachers (EDI, TSRI). LRTs will continue to support instructional practices in the area of literacy for the

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					primary and junior divisions and beyond, as time permits, using a Coaching Model.
Hamilton-Wentworth CDSB	B67121	Jackie Bajus	905-525-2930 <a href="mailto:bajusj@hwcdsb.ca">bajusj@hwcdsb.ca</a>	Enhancing Learning Through Assistive Technology and Differentiated Instruction	We will continue to expand the use of Assistive Technology and Differentiated Instruction by staff with JK to Gr.12 students. The four areas of focus align with the Board's Administrative priorities and Ministry initiatives: a specially designed GLE program using AT with LD and "at risk" learners in all secondary schools; the WEBTT for JK and SK; expanded use of a reading software program for LD students in all schools; and the use of augmentative communication in providing a balanced literacy program for special needs students.
Hamilton-Wentworth DSB	B66141	Vicki Corcoran	905-527-5092 X 2368 <a href="mailto:vicki.corcoran@hwdsb.on.ca">vicki.corcoran@hwdsb.on.ca</a>	Professional Learning	The Differentiated Instruction Lead Teacher will focus on Differentiated Instruction, Assessment for Learning Conference with Demonstration Classes, as well as empower reading research program and Assistive Technology.
Hastings and Prince Edward DSB	B66222	Trish FitzGibbon	613-966-1170 X 2413 <a href="mailto:tfitzgibbon@hpedsb.on.ca">tfitzgibbon@hpedsb.on.ca</a>	Improving Student Achievement in Literacy Through Assistive Technology, Grades 6-9	The project goal is to improve achievement in literacy through focused teacher, administrator, educational assistant and student training, as well as professional learning teams' capacity building to integrate Kurzweil, Dragon Naturally Speaking and Co-Writer into literacy programs. 7 elementary and 3 secondary schools (3 of these schools have learning disability centres) will be selected based upon an analysis of data regarding assistive technology needs of staff and students, particularly during the transition years of 6-9.
Huron-Perth CDSB	B67016	Martha Dutrizac	519-345-2440 <a href="mailto:martha_dutrizac@hpcdsb.edu.on.ca">martha_dutrizac@hpcdsb.edu.on.ca</a>	Our Learners – Putting It All Together	The Board has highlighted the learner through the on going implementation of <i>Education For All</i> with the assistance and additional support in the role of a Resource Support Teacher. This role is aligned with that of the Literacy Resource Teachers whose focus is differentiated instruction, use of Class Profiles and full implementation of the tool "Count Every Student" in the classroom setting. This focus is specific to the learning continuum of individual teachers and the learning goals of their students.

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Huron-Superior CDSB	B29025	Maria Esposito	705-945-5602 <a href="mailto:mesposito@hscdsb.on.ca">mesposito@hscdsb.on.ca</a>	Building Capacity to Improve Literacy and Numeracy Achievement for Students with Special Education Needs	Established Catholic Professional Learning Communities will be used to deepen school team knowledge and skills on universal design, development of individual learning profiles, differentiated instruction, the use of assistive technology and reculturing of attitudes. Regular meetings will involve examination of data and tracking boards and the determination of the next steps for improved teacher practice and student achievement. Job embedded practice, coaching, and reflective opportunities will be part of the project. "Education For All" will be used as the primary resource document for the project.
Kawartha Pine Ridge DSB	B66079	Kaja Havelka	877-741-4577 X 2031 <a href="mailto:kaja_havelka@kprdsb.ca">kaja_havelka@kprdsb.ca</a>	Using Differentiated Instruction in Grades 7 and 8	This project allows for regular release time for school teams to collaborate and further develop their knowledge and skills in using Differentiated Instruction with all students at the Intermediate level.
Keewatin-Patricia DSB	B28045	Larry Hope	(807) 468-5571, ext. 225 <a href="mailto:larry.hope@kpdsb.on.ca">larry.hope@kpdsb.on.ca</a>	Improving Student Achievement in Writing through Oral Language and Differentiated Instruction	Each school will be provided with 15 days of release time for classroom teachers to facilitate Professional Learning Communities. These days will focus on effective strategies and teacher experience related to coaching, Differentiated Instruction, Oral Language and the effective use of appropriate data to drive classroom instructional practices. There will be focused training for school administrators on the effective use of assessment data, digging deeper into the data and developing student/class profiles. SERTS will work collaboratively with classroom teachers to promote alignment of Individual Education Plans and the Ontario curriculum, based on individual needs.
Kenora CDSB	B29050	Phyllis Eikre	807-468-9851 <a href="mailto:peikre@kcdsb.on.ca">peikre@kcdsb.on.ca</a>	Leadership and Learning Through Education For All	The Kenora Catholic District School Board will provide leadership to align projects and provide deeper implementation of <i>Education For All</i> principles in the classroom. Through PLC's, professional development, instructional leadership, school and system organization and parental and community involvement, successful practices will be further implemented within classrooms and schools.

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Lakehead DSB	B28061	Cathi Siemieniuk	807-625-5267 <a href="mailto:csiemieniuk@lakeheadschoos.ca">csiemieniuk@lakeheadschoos.ca</a>	Responding to Assessment	Through this project, teachers will be trained to administer the DRA and effectively respond to results. The response to assessment results will focus on differentiating instruction, including assistive technology, where applicable.
Lambton Kent DSB	B6036	Jim Costello	519-336-1500 X 495 <a href="mailto:costelji@lkdsb.net">costelji@lkdsb.net</a>	Operation Differentiation	A partnership between the board's Special Education, Student Success and Program Departments has been established to provide schools with differentiated instruction support for intermediate classrooms through a coaching model. The Differentiated Instruction Team will provide job embedded, collaborative professional learning based on student strengths and needs. In addition to this new focus, the CODE Lead will continue to build system capacity through the implementation of "lessons learned" from previous CODE projects.
Limestone DSB	B66206	Pat Warren-Chaplin	613-544-6925 <a href="mailto:warrenp@limestone.on.ca">warrenp@limestone.on.ca</a>	Enhancing Effective Literacy Practices in Behaviour Learning Centres and Building System-Wide Capacity to Improve Achievement for All Students	Through job-embedded professional learning opportunities for teachers and administrators, participants will focus on effective instructional practices to improve student achievement in literacy. They will also collaborate with support staff from the Special Education Team to focus on student learning profiles and to enhance the learning of all partners in order to make appropriate decisions about effective programming and intervention strategies.
London DCSB	B67032	Terry Grand	519-663-2088 <a href="mailto:t.grand@ldcsb.on.ca">t.grand@ldcsb.on.ca</a>	Improved Student Achievement Through Data Assessment, Differentiated Instructional Strategies and Classroom Resource Support	The project focus will be on improving capacity to gather assessment data, using the data to develop universal design and differentiated instructional strategies and effective use of the resource teacher in the classroom.
Near North DSB	B28037	Kelly Brown	705-472-8170 X 5008 <a href="mailto:brownk@nearnorthschools.ca">brownk@nearnorthschools.ca</a>	Assistive Technology Tools for the Learning Disabled Student	We will develop in Learning Disabled students, the skills and knowledge to use AT to support their learning and foster self-advocacy skills through the use of a school-based coaching/mentoring model with students actively involved in training.
Niagara CDSB	B67156	Lee Ann Forsyth-Sells	905-735-0240 X 229 <a href="mailto:leeann.forsythsells@ncdsb.com">leeann.forsythsells@ncdsb.com</a>	Supporting Students with Special Needs with Assistive Technology	The project focus is to improve achievement of students with special education needs, by building capacity in elementary and secondary schools with the training of teachers and support staff on

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					Assistive Technology, emphasizing the implementation and utilization of Ministry and Board software. A Special Assignment Teacher will work within the context of the Professional Catholic Learning Communities at school sites with Principals/VPs, Educational Resource Teachers, Classroom Teachers and Educational Assistants to support students with special education needs. In addition, an on-line Learning Strategies Course will be implemented at the secondary level.
Nipissing-Parry Sound CDSB	B29017	Anna Marie Bitonti	705-472-1560 X 240 <a href="mailto:bitontia@npsc.edu.on.ca">bitontia@npsc.edu.on.ca</a>	Effective Communication for All -The Journey Continues	The project will continue to focus on Junior/Intermediate students with learning disabilities and their use of assistive technology. With the guidance of a Learning Disability Consultant (continuation of sharing services with Near North DSB), student profiles will be examined and maintained, gaining better information, data and developing a thorough understanding of student assessments. Determining students' strengths and needs will help develop and maintain connections between the IEP and the Provincial Report Card. Linkage will be established through this project and the Ontario Psychological Association Project.
Northeastern CDSB	B29009	Paul Toffanello	705-268-7443 X 3209 <a href="mailto:paul.toffanello@ncdsb.on.ca">paul.toffanello@ncdsb.on.ca</a>	<b>DELTA</b> (Dedicated to Enhancing Learning, Teaching, and Achievement)	The DELTA Project will ensure that teachers have the necessary skills, knowledge, and assessment tools to increase achievement for all students: high-performing, at-risk, and exceptional. Our DELTA teams will engage in regular professional dialogue around the assessed needs of students, thoroughly planning and monitoring intervention strategies for success, and participating in job-embedded learning to enhance instructional practice.
Northwest CDSB	B29041	Alvin Cesiunas	807-223-4663 X 33 <a href="mailto:acesiunas@tncdsb.on.ca">acesiunas@tncdsb.on.ca</a>	Technology to Enhance Instructional Practice and Student Achievement	The 2007/08 CODE project will apply lessons learned in the areas of technology and student achievement. The electronic Web Elementary Achievement Report Card and Trillium IEP Companion will be used to measure correlation and

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					alignment between IEP expectations and the Provincial Report Card reporting. The WBTT will address early screening and intervention JK-Gr.2, while Dragon Naturally Speaking will assist older students in the writing process.
Ottawa-Carleton CDSB	B67180	Simone Oliver	613-224-4455 X 2351 <a href="mailto:simone.oliver@ottawacatholicschools.ca">simone.oliver@ottawacatholicschools.ca</a>	Assistive Technology Tuesdays	This project will promote the use of assistive technology as a means to differentiate for students in Grades 7 to 12. The main goals of the project are to increase capacity building in assistive technology, differentiated instruction and improved inclusionary practices. The Professional Learning Community model will incorporate a full-day workshop session, an opportunity for exploration and application, followed by a focus day to debrief on the use of the technology.
Ottawa-Carleton DSB	B66184	Dawn Paxton	613-596-8211 X 8254 <a href="mailto:dawn.paxton@ocdsb.ca">dawn.paxton@ocdsb.ca</a>  <a href="mailto:judith.kingsbury@ocdsb.ca">judith.kingsbury@ocdsb.ca</a>	Balanced Literacy Within A Tiered Approach	We will continue supporting five schools to establish a tiered approach to intervention while sustaining a strong balanced literacy model. We will also be jointly participating with Curriculum Services in a Host Teacher Project where we will be able to showcase our successes with others in the system.
Peel DSB	B66125	Debra Krutila	905-890-1010 X 2346 <a href="mailto:Debra.Krutila@peelsb.com">Debra.Krutila@peelsb.com</a>	Implementation of Differentiated Instruction - A Schools Attuned Approach	Within selected schools, this project will focus on implementation of differentiated instruction, the building of professional learning communities and the development of student profiles, to support success for students with special learning needs. Facilitators/coaches will work with staff members to further their understanding and practice with the philosophy, knowledge and tools of Schools Attuned. Staff and students will respond to pre and post intervention surveys related to students' abilities to identify their strengths and needs and to use instructional strategies related to their learning profiles.

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Peterb. Vic. North.& Clarington CDSB	B67067	Deirdre Thomas	705-748-4861 X 223 <a href="mailto:dthomas@pvnccdsb.on.ca">dthomas@pvnccdsb.on.ca</a>	“DEAL or No DEAL” (Differentiated Education, Assessment and Leadership): Lessons Learned Phase	This project focuses on differentiated instruction and assessment, including Principal / Vice Principal school leadership for differentiated instruction. This stage of the project will further the link between differentiated instruction and assessment to these parts of school activity: Catholic School Improvement Plan; NTIP; inclusion of any teachers who were not previously trained; link with the Assessment Handbook; integration of differentiated instructional strategies into the professional development delivery for teachers; and measurement of student achievement pre and post differentiated instruction.
Rainbow DSB	B28029	Norm Blaseg	705-674-3171 X 229 <a href="mailto:blasegn@rainbowschools.ca">blasegn@rainbowschools.ca</a>	A Learning Disability Is No Longer An Obstacle	Grade 9 L.D. applied/academic students will participate in a year long dual credit, English and Learning Strategies class that is supported with a learning strategist, assistive technologies, and a number of community partners: Cambrian College, Laurentian University, and the Learning Disabilities Association. By developing and utilizing a technological skill set, the capacity of the L.D. student to learn is enhanced significantly and as a result, the student is able to overcome barriers.
Rainy River DSB	B28053	Heather Campbell	807-274-9855 <a href="mailto:hcampbell@mail.rrdsb.com">hcampbell@mail.rrdsb.com</a>	Together Everyone Achieves More (T.E.A.M.)	Our project will focus on increasing capacity to differentiate instruction. Through the utilization of a coaching model as well as established PLC's in the Primary and Junior divisions, we strive to embed best practice in Literacy & Numeracy – common language and common assessments.
Renfrew County CDSB	B67199	Michele Arbour	613-735-1031 <a href="mailto:marbour@rccdsb.edu.on.ca">marbour@rccdsb.edu.on.ca</a>	Early Years Lighthouse Intervention Program	This Board-wide initiative is an extension of a pilot project at one school that employs a team approach to early years' literacy and numeracy teaching strategies and assessment techniques. Our guiding question is: “Can the number of students needing special education programming and assistance in the elementary panel be reduced over time, if there is a concentration of intervention assistance at the

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					JK/SK/grade 1 levels by a Special Education teacher?" This project will assist teachers with the paradigm shift of the delivery of our special education services.
Renfrew County DSB	B66214	Steve Sliwa	613-735-0151 X 291 <a href="mailto:sliwas@renfrew.edu.on.ca">sliwas@renfrew.edu.on.ca</a>	Enhancing Schools' PLCs	Our CODE Project seeks to further its commitment to implementing <i>Education for All</i> by enhancing the capacity of each school's PLC. This translates into an emphasis on the work of in-school support teams and developing greater understanding and use of specific strategies and approaches, such as Differentiated Instruction in all teaching divisions and in every classroom. It will also mean an emphasis on deepening each school's capacity to promote a focus on student-centred pedagogy.
Simcoe County DSB	B66109	Lindy Zaretsky	705-734-6363 X 11343 <a href="mailto:lzaretsky@scdsb.on.ca">lzaretsky@scdsb.on.ca</a>	Early Intervention in Kindergarten	Over the past two years we have trained Kindergarten teachers and SERTs to implement a focused intervention for at risk Senior Kindergarten students. In addition, we have begun to implement a social skills/problem solving curriculum to ensure the learning environment is optimal. This year we are using a wide range of professional learning models including demonstration classes to help teachers differentiate instruction within their classrooms and implement the programs even more effectively.
Simcoe Muskoka CDSB	B67091	Brian Beal	705-722-3559 X 247 <a href="mailto:bbeal@smcdsb.on.ca">bbeal@smcdsb.on.ca</a>	Junior Strategy: Differentiating Instruction through Focused Teaching	Through assessment of student literacy needs, to selecting a specific teaching strategy, teachers are able to differentiate instruction for students with special education needs. Focused, on-going literacy intervention is enabling teachers to learn, plan, do and reflect on their students' needs. As a result, students will meet with greater success as measured by ongoing classroom assessments, PM Benchmarks, CASI, Multiple Intelligence surveys, self assessments and EQAO.
St. Clair CDSB	B67040	Frank Leddy	519-627-6762 X 388 <a href="mailto:frank.leddy@st-clair.net">frank.leddy@st-clair.net</a>	Differentiation of Elementary Mathematics Instruction	The project will develop a school-based team of five including the principal, the program resource teacher, a primary teacher, a junior teacher and an intermediate teacher. This professional learning

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					community will focus on the amelioration of teachers' mathematics subject knowledge, their repertoire of pedagogical methods, their beliefs and understandings of how students learn mathematics and the differentiation of mathematics instruction to meet the learning needs of all students, including those with special education needs.
Sudbury CDSB	B29033	Rossella Bagnato	705-673-5620 <a href="mailto:bagnatr@scdsb.edu.on.ca">bagnatr@scdsb.edu.on.ca</a>	Using Job-Imbedded PLC To Provide Professional Learning To All Teachers	We are providing job imbedded professional learning community time to all teachers in all schools. (half day release for all teachers every second month of the school year; in the in-between months, each school will provide opportunities for teachers in each division to meet in a PLC setting within the school day). We are also providing monthly opportunities for principals in a PLC setting to ensure consistency of practice throughout our schools. Focus topics will include data driven instruction, follow-up intervention strategies, differentiated instruction, assessment for learning, and assistive technology.
Superior North CDSB	B29076	Ann Blake	807-825-3207 X 34 <a href="mailto:ablake@sncdsb.on.ca">ablake@sncdsb.on.ca</a>	Closing the Gap with Assistive Technology	Children with special needs use technology (computers, Kurzweil, Apple Macbooks) to access the curriculum, demonstrate learning in performance tasks and experience independence in inclusive classrooms.
Superior-Greenstone DSB	B28070	Colleen Kappel	807-229-0436 <a href="mailto:ckappel@sgdsb.on.ca">ckappel@sgdsb.on.ca</a>	Reaching All ...Teaching All	Literacy coaches, located in each elementary family of schools, will continue to develop system-wide capacity in literacy teaching strategies that support all students.
Thames Valley DSB	B66044	Scott Hughes	519-452-2000 ext 20082 519-452-2329 (fax) <a href="mailto:s.hughes@tvdsb.on.ca">s.hughes@tvdsb.on.ca</a>	Improving Student Outcomes in Self-Contained Special Education Classes	We will continue the training of self-contained special education classroom teachers in the areas of literacy & numeracy strategies and assessment using DRA and Prime Math. In addition, a number of teachers will receive Smartboards and training for effective use of this assistive technology in the classroom.
Thunder Bay CDSB	B29068	Rob Kruse	807-625-1590 <a href="mailto:rkruse@tbcdsb.on.ca">rkruse@tbcdsb.on.ca</a>	Tools For Learning	The project supports UDL through the use of technology (i.e. embedded support to school based special education / student success teachers.) Support is provided to continue the momentum

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					established in previous CODE years and added to develop an integrated use of AT in the Senior Elementary Schools.
Toronto CDSB	B67059	Jim Saraco	416-222-8282 X 2486 <a href="mailto:jim.saraco@tcdsb.org">jim.saraco@tcdsb.org</a>	“Enhancing Classroom Instruction and Assessment to Ensure Educational Success for All Students with Special Education Needs”	A significant coaching element will be added to this year’s initiative, emphasizing the major directions in ‘Education for All’. The two critical components that will be targeted are Differentiated Instruction and Assistive Technology.
Toronto DSB	B66052	Karen Gravitis Jennifer Gillespie	416-393-8937 <a href="mailto:karen.gravitis@tdsb.on.ca">karen.gravitis@tdsb.on.ca</a> <a href="mailto:Jennifer.gillespie@tdsb.on.ca">Jennifer.gillespie@tdsb.on.ca</a>	Success for All through The Attuning Program	The 07-08 CODE Project will sustain and extend the successes of the previous 10 projects at the local family of schools level. Centrally, the focus will be to expand the Attuning Program from one school into five across the district. Student achievement is enhanced through understanding student profiles and building capacity of teachers to differentiate instruction and assessment. Learner self-advocacy is critical.
Trillium Lakelands DSB	B66087	Shelley Mierle	705-645-8704 <a href="mailto:shelley.mierle@tldsb.on.ca">shelley.mierle@tldsb.on.ca</a>	Raising the Bar: Increasing Student Achievement using Assistive Technology	The primary focus of this project is to build capacity in the routine use of the Continuous Assessment Process and Assistive Technology within the classroom with a focus on higher student achievement for students with special needs. Expert teams have been created within every school. Central training sessions and school-based mentoring will be provided throughout the school year. Each expert team will prepare a detailed plan of how they are going to build their school capacity. The progress of specific students with special needs, as well as changes in teacher practice will be monitored as indicators of project effectiveness.
Upper Canada DSB	B66192	Ian Carswell	613-342-0371 X 1397 <a href="mailto:ian.carswell@ucdsb.on.ca">ian.carswell@ucdsb.on.ca</a>	PLC 123: Going Deeper	We are in our 3 <sup>rd</sup> year of a reorganized Student Support Services model focused on coaching to improve teacher and student learning. For the second year, our project is focused on a job embedded coaching structure in primary/junior divisions called PLC 123. This collaborative team (a Learning Resource Coach and 3 classroom teachers) focuses on data and high yield strategies to improve reading performance for all students including those with special education needs.

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Upper Grand DSB	B66117	Heather Boswell	519-941-6191 X 240 <a href="mailto:heather.boswell@ugdsb.on.ca">heather.boswell@ugdsb.on.ca</a>	<b>APPT II: Achieve- Profiling, Programming and Targeting</b>	This project continues our emphasis on achievement for all students through best practices in profiling, programming and targeting. The project will further the accomplishments of our CODE projects over the last two years in promoting the achievement of students with MID, LD and Giftedness in Grades 4-10 through assessment of/for/as learning, technology enhanced learning and targeted learning outcomes. This year, the Curriculum and Special Education Departments will partner to promote five high leverage instructional methods and five essential literacy skills.
Waterloo CDSB	B67148	Bernie Kowalczyk	519-578-3660 X 2250 <a href="mailto:bernie.kowalczyk@wcdsb.edu.on.ca">bernie.kowalczyk@wcdsb.edu.on.ca</a>	It's Never too Late to Learn to Read: Directed Reading and Assistive Technology Strategies for the Struggling Older Reader	The focus of the 2007-2008 CODE Project is to pilot an intensive, directed reading methodology along with assistive technology for the student with a learning disabilities profile. We will be piloting a phonologically-based reading methodology called Corrective Reading, which includes the teaching and learning of comprehension strategies to assess the degree to which junior and intermediate students can improve their reading achievement. The other project component will be to continue our support for the use and implementation of assistive technology for both teachers and students.
Waterloo Region DSB	B66176	Mark Harper	519-570-0003 X 4233 <a href="mailto:mark_harper@wrdsb.on.ca">mark_harper@wrdsb.on.ca</a>	Expansion Of The Empower Program – Support For Struggling Readers	Empower is an effective, remedial reading program developed at the Hospital for Sick Children (Toronto) and collaboratively implemented as an important component among the continuum of supports provided in the Board for struggling readers. The Board supports the program with training, materials, and coaching/ mentoring for SERTs involved in program delivery. This year, the program will expand by 20 sites (16 additional and 4 itinerant sites) from 7 involved last year. The goal is to increase the number of children previously identified as struggling readers who experience significant growth in their reading ability.
Wellington CDSB	B67130	Dom DiBartolomeo	519-821-4640 X 243 <a href="mailto:ddbartolomeo@wellingtoncssb.edu.on.ca">ddbartolomeo@wellingtoncssb.edu.on.ca</a>	Literacy Success for All	Participating teachers in the junior division and Special Education Teachers will work with our District Team to develop classroom profiles using

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					formal and informal assessment data. School teams will be provided with in-service opportunities tailored to specific student needs identified in classroom profiles. Priority will also be placed on implementing assistive technology to address student needs.
Windsor-Essex CDSB	B67024	Cathy Geml	519-253-2481 X 202 <a href="mailto:cathy_geml@wecdsb.on.ca">cathy_geml@wecdsb.on.ca</a>	Effective Literacy Instruction in the Inclusive Classroom	Last year we primarily focused our project in two of our schools, and targeted writing in the junior division. This year, we have expanded our project to integrate reading and writing, and will offer ongoing support in the junior division of additional schools in our system. Our CODE project has a particular focus on helping junior level students with learning disabilities develop life-long literacy skills, with the integration of technology. We will continue to rely primarily on data from the CASI reading assessment tool in our ongoing action research, and will also incorporate additional data, such as attitudinal surveys and anecdotal observation.
York CDSB	B67075	Lee Wilson	416-221-5050 X 1631 <a href="mailto:lee.wilson@ycdsb.ca">lee.wilson@ycdsb.ca</a>	Continuing To Build System Capacity In The Use Of Assistive Technology As It Relates To Literacy And Numeracy	Goals are to continue decreasing the exemption rate to a level at or below the provincial rate and the % of students achieving at level 1 or below on provincial assessments, or overall; establishing that assistive technology is a suitable accommodation for the provincial assessment; demonstrating a further 2 % increase in the number of special education needs students achieving at levels 3 and 4 on provincial assessments at pilot schools; and increasing credit acquisition of students enrolled in MFM1P using an interactive whiteboard, assistive technology, and virtual manipulatives as differentiated instructional strategies.
York Region DSB	B66095	Louise Moreau	416-969-7170 X 3236 <a href="mailto:louise.moreau@yrdsb.edu.on.ca">louise.moreau@yrdsb.edu.on.ca</a>	Assessment for Learning and Differentiated Instruction in Kindergarten	Multi-disciplinary support teams will be collaborating with school teams: to identify the baseline or entry "look-fors" for Kindergarten students; to specify which assessment tools and instructional strategies used by teachers are appropriate to support the

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					early entry assessment and instruction process; and to identify effective instructional strategies to allow Kindergarten teachers to differentiate instruction and to improve student achievement.
Provincial Schools Branch English		Nancy Sanders	905-878-2851 <a href="mailto:Nancy.Sanders@ontario.ca">Nancy.Sanders@ontario.ca</a>		
NW School Authorities		Fred Porter	807-475-6989 <a href="mailto:fporter@resourcenorth.com">fporter@resourcenorth.com</a>	Teaching and Learning for All	The project will continue enhancing the learning needs of special needs students in the junior grades. Oral language skills development to create a sound foundation for reading and writing skills is the focus of the project. Teachers will receive professional development in assessing and teaching oral language skills as part of a balanced literacy program.
NE School Authorities (NEOSA)	15202	Jim White	705-386-2350 <a href="mailto:jewwhite@onlink.net">jewwhite@onlink.net</a>	Assistive Technology: Helping Students Access the Curriculum with Independence	The project will focus on students in the Junior-Intermediate Divisions to help them access the curriculum independently through use of assistive technology. 4 Demonstration Site schools have been developed in the various regions of NEOSA to provide training for all other schools within their regions on AT such as Kurzweil 3000, Dragon Naturally Speaking, Write Outloud, Co-Writer, and Inspiration. Provincial Schools Branch staff continues to partner with NEOSA to provide support and assistance with Assistive Technology.
Administration scolaire francophone du nord de l'Ontario CASNO		Diane L. Lozier	705-897-3732 <a href="mailto:dianel@lozier.anikast.ca">dianel@lozier.anikast.ca</a>		

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