

CODE CHRONICLES LES CHRONIQUES DU CODE

ISSUE NO. 8
OCTOBER 2010



WELCOME TO ISSUE EIGHT! BIENVENUE À LA HUITIÈME ÉDITION!
Read on and enjoy the contributions of our many writers from school districts across Ontario. Prenez connaissance des contributions de vos collègues de par tous les conseils scolaires de l'Ontario. Bonne Lecture!

CONTRIBUTORS

Thanks to the following for participating in this issue

CODE Team
Barrie Region Boards
French Language Boards
London Region Boards
Ottawa Region Boards
Sudbury/North Bay Region Boards
Thunder Bay Region Boards
Toronto and Area Region Boards

Letter from the Editors

Brian Finnigan, Nancy Tully-Peever

WE ARE pleased to present to you this eighth online edition of CODE Chronicles. The focus of this edition is the 2009–2010 CODE JK–Grade 1 Assessment and Intervention Strategies Special Education project, which built on the lessons learned from the previous CODE Special Education project of 2005–2009. This latest CODE initiative was designed to identify existing effective, evidence-informed assessment and intervention strategies for Kindergarten and Grade 1; share these through leadership networks; build teacher/school board capacity to implement them; and develop a monitoring tool to support school boards in the implementation process. Unlike the earlier CODE Special Education project with its focus on individual board work, the JK–Grade 1 Assessment and Intervention Strategies project was designed to encourage a regional process focused on common goals.

We especially want to thank the lead board superintendents representing the seven regions of the province for submitting articles summarizing each region's processes and results. We encourage you to post comments to the authors of these articles using the email links provided at the end of each article.

CODE Chronicles has proven to be an effective tool for communicating what boards are doing in the area of special education. Chronicles has promoted best practices in special education and has encouraged dialogue amongst boards, staff, and SEACs. The CODE Chronicles website has had over 10,000 hits over the past two years.

We continue to welcome your feedback and encourage you to continue to share your successes and challenges in your own

school districts, as well as with colleagues across the province.

Your editors,

Brian Finnigan bffinnigan@sympatico.ca
Nancy Tully-Peever ntpeever1@rogers.com



On the CODE website

If you haven't yet explored the Council of Ontario of Directors website, come on over and take a look at www.ontariodirectors.ca

This month we're posting a new feature on the CODE website for the JK–Grade 1 Assessment and Intervention Project. You will find the Final Report, the Evaluation Report, the Monitoring Framework, and an Executive Summary. Check it out at www.ontariodirectors.ca/pages/jkgr1_assessment/

Contact CODE

IF YOU have a response to any of the articles in this or any issue of the CODE Chronicles Les chroniques du CODE please use the email link found at the end of each article, or if you have a general suggestion for this publication please drop us a line.

Email: chronicles@ontariodirectors.ca
Post: 1123 Glenashton Drive
Oakville, Ontario
L6H 5M1

CONTENTS

THE JK–GRADE 1 ASSESSMENT AND INTERVENTION STRATEGIES PROJECT: THE VIEW FROM THE CODE TEAM..... 2

BARRIE REGION TACKLES THE ASSESSMENT OF THE FOUR CORNERSTONES OF EARLY LITERACY DEVELOPMENT2

UNE APPROCHE GAGNANTE: LA CONCERTATION DES CONSEILS SCOLAIRES DANS UN PROJET!3

REGIONAL SPECIAL EDUCATION COUNCIL(RSEC)– LONDON REGIONAL OFFICE JK–GRADE 1 ASSESSMENT AND INTERVENTION STRATEGIES PROJECT3

CODE OTTAWA REGIONAL JUNIOR KINDERGARTEN TO GRADE ONE ASSESSMENT AND INTERVENTION LEARNING TEAMS 2009–2010.....4

JK–GRADE 1 ASSESSMENT AND INTERVENTION FRAMEWORK EVIDENCE COLLECTION SUMMARY NORTH EAST ONTARIO5

CODE CHRONICLES THUNDER BAY REGION CODE SPECIAL EDUCATION JK–GRADE 1 ASSESSMENT AND INTERVENTION STRATEGIES PROJECT.....6

SHARE, REFLECT, AND COLLABORATE: EXPERIENCES OF PROJECT LEADS IN THE GREATER TORONTO REGION.....6