

School Boards	Mident #	Superintendent	Contact Information	Project Title	Brief Description
Algoma DSB	B28010	Diane Bode/Kime Collver	705-945-7297 boded@adsb.on.ca	Classroom Focus on Literacy for Students with Special Education Needs	This project is intended to increase the capacity of junior teachers (regular classroom and special education) to understand and use instructional strategies based on valid assessment data. Teacher capacity will be developed through staff development, coaching and through professional learning communities.
Algonquin & Lakeshore CDSB	B67202	Maryanne Bullock	613-354-2255 x 478 bullock@alcdsb.on.ca	Improving LIVES (Literacy Instruction by Valuing Every Student)	This project emphasizes that all students can succeed. School-based teams (classroom teachers, special education resource teacher, educational assistant and principal) will be trained in universal design and differentiated instruction to provide quality instruction to all students including those with exceptionalities. Particular focus and training will be geared toward improving reading skills of all grade 4 students.
Avon Maitland DSB	B66010	Marie Parson	519-527-0111 X 113 mparsons@fc.amdsb.ca	Building Capacity to Improve Student Learning	In order to implement the Expert Panel Report, we intend to begin with awareness and training to build lateral capacity. As we develop awareness and build skills of classroom teachers in the principles and strategies of Universal Design For Learning, Differentiated Instruction, and Learning Profiles, student achievement will improve. We will begin to close the gap between our weakest and our strongest students.

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Bluewater DSB	B66001	Lori Wilder	519-363-2014 X 237 lori_wilder@bwdsb.on.ca	Tier Two- Using Technology to support Differentiated Instruction and Universal Design in the Classroom Tier Three- Establishing Partnerships to Provide Appropriate Education for All	Focus on educating teachers in the use of technology and assistive technology to increase literacy achievement. Develop mentoring relationships between the LRT and the classroom teacher in the area of universal design and differentiated instruction.
Brant Haldimand Norfolk CDSB	B67164	Bill Chopp	519-756-6505 bchopp@bhncdsb.edu.on.ca	Differentiated Teaching: Assistive Technology Project	Through mentorship driven by direct in-servicing, technical support and hands-on modelling in the use of assistive technology, teachers will be guided and supported in a variety of pedagogical interventions to foster equal access to instructional content for all children with an emphasis on the learning disabled child. Capacity building in this area will support differentiated instruction (content, process, and product) and universal design that supports equity for all students.
Bruce-Grey CDSB	B67008	Bruce MacPherson	519-364-5820 bruce_macpherson@bgcdsb.org	Sounds Like Learning	By eliminating the need for students to wear FM systems and by providing sound-field systems, we can level the playing field for students with hearing impairments in secondary classrooms.
CDSB of Eastern Ontario	B67172	Donaleen Hawes	613-283-5007 X 244 donaleen.hawes@cdsbeo.on.ca	Enabling Optimum Growth and Higher Achievement	The project will involve supporting and implementing a new model to create and measure optimum growth in reading and higher achievement in writing for all students. PLC's and lead teachers in families of schools will mentor and develop systematic, explicit and differentiated instruction for guided practice in strengthening skills and making reading-writing interconnections.

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CECLF du Centre-Est	B67334	Sylvie Tremblay	613-746-3660 trembs@ceclf.edu.on.ca	L'enseignement efficace des mathématiques en lien avec l'enseignement explicite et la pédagogie différenciée - projet de formation, de modelage et d'accompagnement.	Le projet porte sur l'enseignement efficace des mathématiques pour assurer l'apprentissage et la réussite de chaque élève de la 7e à la 10e année. Deux volets: formation et accompagnement du personnel enseignant qui œuvre en mathématiques en 7e,8e et au niveau appliqué en 9e et 10e; 2e volet: élaboration de tâches d'évaluation diagnostique pour les 7e,8e, MFM 2P.
CEP de l'Est de l'Ontario (CEPEO)	B66311	Rejean Sirois	613-742-8960 X 3803 rejean.sirois@cepeo.on.ca	Utilisation de stratégies d'intervention optimales et application d'une pédagogie de la sollicitude de la part du personnel enseignant en vue de faciliter le processus d'apprentissage de l'élève	Les chances de réussite scolaire d'un élève ayant des difficultés d'apprentissage sont associées à la connaissance qu'il a des difficultés. Le présent projet a donc pour but d'offrir un support théorique et pratique aux enseignants. Ceci est fait en vue de susciter une utilisation de stratégies d'intervention optimales et une application d'une pédagogie de la sollicitude de la part du personnel enseignant pour ainsi faciliter le processus d'apprentissage de l'élève.
CSC du Nouvel-Ontario	B29122	Lise Chretien-Gardner	705-673-5626 X 297 lise.chretiengardner@nouvelon.ca	Réussir par la gestion des apprentissages	Le projet consiste à accompagner le personnel enseignant, du cycle moyen, dans deux écoles, dans le cadre d'une pédagogie différenciée. Basé sur la prémisse que tous les élèves apprennent de manière très différente, l'enseignante sera accompagnée dans sa démarche pédagogique afin de développer des compétences chez les élèves.

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CSD Centre Sud-Ouest	B66303	Royal Piché	416-614-5916 picher@csdco.on.ca	Trousse de matériel d'adaptation pour le cycle moyen	Dans une approche de différenciation pédagogique, notre projet vise à développer des ressources et du matériel adaptés qui répondront aux divers besoins des élèves dans les salles de classe de la 4e à la 6e année. Considérant que la littératie et la numératie se retrouvent dans chacune des matières, les élèves en difficulté nécessitent des ressources et du matériel adapté pour qu'ils puissent développer les compétences reliées aux divers programmes scolaires. Les élèves pourront ainsi profiter pleinement de la médiation pédagogique.
CSD du Grand Nord de l'Ontario	B28118	Pierre Riopel	705-671-1533 X 211 riopelp@gno.edu.on.ca	L'outil d'enseignement du site web pour une approche centrée sur l'élève	Le présent projet vise le développement d'une approche de dépistage précoce basée sur l'utilisation de l'outil d'enseignement du site web de l'AOTA. Le Conseil offrira de la formation et un accompagnement au personnel de la maternelle, du jardin et de la 1re année quand à l'utilisation de l'outil et quant à la planification des interventions selon les profils de classes et d'élèves, et ce, dans le contexte de communautés d'apprentissage professionnelles.
CSD du Nord-Est de l'Ontario	B28100	Louise Frechette	888-591-5656 X 244 frechel@csdne.edu.on.ca	La classe différenciée	Ce projet vise à mettre sur pied la pédagogie différenciée dans certaines classes du cycle moyen. Cette philosophie renforce la philosophie du conseil qui est celle de l'inclusion de tous les élèves en salle de classe. Le projet aidera aussi à améliorer la collaboration et la consultation entre les membres du personnel pour ce qui est des besoins des élèves ayant des besoins particuliers.
CSDC Centre-Sud	B67318	Michel St. Amant	416-522-2104 mst-amant@csdccc.edu.on.ca	Développement de la conscience phonologique en 1ere et 2e année	Ce projet de développement de la conscience phonologique en 1ère et en 2e année s'inscrit dans la continuité du dépistage précoce et des interventions déjà en place en vue d'accroître la capacité langagière des élèves de la maternelle et du jardin. C'est en habilitant les enseignants de la salle de classe par de la formation, du modelage, du support technologique et du nouveau matériel que ces derniers pourront mieux orienter les interventions auprès de leurs élèves.

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CSDC de l'est ontarien	B67326	Celine Cadieux	613-675-4691 X 206 cadice@csdceo.on.ca	L'enseignement explicite et la pédagogie différenciée : des outils d'amélioration du rendement scolaire des élèves ayant des besoins particuliers.	Le projet composé de deux volets sont comme thèmes la pédagogie différenciée et l'enseignement explicite de la lecture. Le volet A a pour but d'analyser l'impact de la prestation de la pédagogie différenciée sur le rendement des élèves du cycle intermédiaire ayant des besoins particuliers en littératie. Le volet B est de mesurer l'impact de l'enseignement explicite dans le cadre de la rééducation intensive de la lecture sur le rendement des élèves moins performants et des élèves en difficulté du cycle primaire.
CSDC des Aurores Boreales	B29130	Linda Houston	807-343-4058 lhouston@csdcab.on.ca	Le projet sera réalisé avec les fonds recus selon le formulaire 1. Aucune demande faite selon le formulaire 2.	
CSDC des Grandes Rivières	B29106	Nicole Gaudet	705-647-7304 gaudetn@cscdgr.on.ca	Le succès de l'élève, c'est l'affaire de tous	Selon les principes d'une communauté d'apprentissage professionnelle, le personnel développera sa capacité à communiquer et à s'entraider dans la poursuite de l'acquisition de stratégie selon une approche différenciée. Il développera des profils d'apprentissage individuels et de classe afin d'orienter ses choix d'approches et de stratégies pédagogiques et ainsi répondre aux élèves ayant des besoins particuliers en littératie et en numératie.

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CSDC Franco-Nord	B29114	Cynthia Roveda	705-472-1701 X 235 rovedac@franco-nord.ca	Vivre l'inclusion au cycle moyen...vers la réussite de l'élève ayant des besoins particuliers	Ce projet vise à outiller le personnel enseignant tant au niveau de stratégies qu'au niveau des outils didactiques en vue d'accueillir la différenciation des apprentissages au sein de la salle de classe ordinaire au cycle moyen en respectant les principes et les recommandations du document 'L'éducation pour tous'.
CSDEC du Sud-Ouest	B67300	Joseph Picard	519-948-9227 picajose@csdecso.on.ca	Différenciation et auto-régulation	Le conseil a ciblé des écoles dans lesquelles le cycle moyen profitera d'une approche différenciée, d'appui de la technologie d'aide et d'une CAP. L'autorégulation sera une stratégie privilégiée afin de responsabiliser davantage l'élève face à son apprentissage dans le but de l'amener à devenir plus autonome.Par la suite, ces écoles serviront de modèles pour les autres afin d'assurer la réussite pour tous.
DSB of Niagara	B66150	Marilyn Hyatt	905-641-2929 X 4120 marilyn.hyatt@dsbn.edu.on.ca	Planning for Success	The project will support staff and assist them in gaining increased knowledge and skills in the areas of Differentiated Learning and Universal Design. Our inclusive programming model--Intensive Support Program--will be expanded and the teachers within the schools involved will receive the in-service. Our goal is to increase the capacity of our staff to deliver instruction to the diversity of learners in their schools and programs.

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DSB Ontario North East	B28002	Asima Vezina	705-647-0202 asima.vezina@dsb1.edu.on.ca	Building Capacity for All –A Marriage between the Early Literacy Expert Panel Reports and Education for All	This project will develop the Board's capacity to provide literacy and numeracy instruction to students with special education need within the regular classroom setting. A special focus will be on creating a portfolio of assessment tools to drive instruction, and to provide schools with the necessary resources. As phonological awareness is deemed one of the top indicators of success in literacy, broadening the knowledge and skills of teachers in this area will also be a priority.
Dufferin Peel CDSB	B67083	Sheila McWatters	905-890-1221 X 24228 sheila.mcwatters@dpcdsb.org	Education for All: Connecting Our Catholic Community	The board's project supports an inclusive community in the region of Peel and Dufferin county. Our major directions include: systemic capacity building, program alignment and data analysis enhance student achievement. Our plan demonstrates our commitment to improving achievement for every student, in particular those with special needs. The focus will be on capacity building within a professional learning community, enhancing capacity in the use of assistive technology, direct classroom practice, student program and data gathering as aligned to the Board Plan to Improve Student Achievement. A cohort study of students with special needs focusing on achievement, action research inquiry into assessment and instructional practice, instructional leadership support and the review development and implementation of best practices in special education are emphasized in this plan. Through integrated alignment of programs
Durham CDSB	B67105	Mitch Lepage	905-576-6150 X 2126 mitch.lepage@dcdsb.ca	Inclusion Into Practice: Improving Student Achievement For All Students	Focus on action based research projects in the regular classroom with resource coach support.

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Durham DSB	B66060	Martyn Beckett	905-666-6371 beckett_martyn@durham.edu.on.ca	Early Literacy Intervention Using the Web Based Teaching Tool	Pilot Implementation at the SK and Gr. 1 level in High Needs Schools, with the use of Differentiated Instruction
Grand Erie DSB	B66168	Jackie Delong	519-756-6301 X 144 delonjac@fc.gedsb.net	Increasing Capacity of Regular Class Teachers to teach students with Special Needs	Grand Erie's project will focus on four areas: (1) Training teachers in Schools Attuned, (2) Hosting a Student Conference for teachers and students with learning disabilities in secondary schools, (3) Assessment for Improvement Project, in partnership with Literacy and Numeracy and (4) Developing the Role of the Learning Resource Teacher to a supportive, coaching role.
Greater Essex County DSB	B66028	Heather Liffiton	519-255-3222 heather.liffiton@gecdsb.on.ca	Mill Street Elementary and Parkview Elementary Capacity Building Project	This project will focus on building system awareness and capacity in the areas of Literacy and Numeracy. It will include the development and implementation of a plan to enhance literacy and numeracy at two local schools. Teachers and educational support staff at the two local schools will experience opportunities for individual professional growth and development in the areas of assessment gathering, development of student profiles, differentiated instruction strategies, professional learning communities and reflective practice.

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Halton CDSB	B67113	Gary Mahoney	905-632-6314 X 125 mahoneyg@hcdsb.org	Capacity Building LD Remediation Centre	Three phases of activity characterize the LD Learning Centre Model. Capacity building through classroom teacher in-service, technology intensive remedial program delivery to students, and post remediation in-class follow-up consultation are the three distinct phases of activity. Pre and post measures will gauge student progress outcomes for the remediation and follow-up consultation phases. Comparison data for the effectiveness of technology intensive programming for male high needs LD students will be generated.
Halton DSB	B66133	Al Greyson	905-335-3663 greysona@hdsb.ca	Success For All: Halton's Journey	The project will target learners in grades kindergarten to grade three who are at risk, struggling or have special needs in twelve identified schools. In partnership with Halton CDSB, staff will be engaged in building capacity at the school, system and community levels to improve student achievement. Inservice will be focussed on effective program differentiation strategies, principles of universal design, successful practices in early language intervention, and use of assistive technology and alternate curriculum to support our learners.
Hamilton-Wentworth CDSB	B67121	Jackie Bajus	905-525-2930 bajusj@hwcdsb.ca	Building Capacity Through Planning and Technology	Built on the belief that all students can succeed and that educators are seeking a continuum of program options for all learners, the project will include technology programs for secondary at risk learners, and training and support in universal design and differentiated learning.

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Hamilton-Wentworth DSB	B66141	Janice Tomlinson	905-527-5092 X 2368 janice.tomlinson@hwdsb.on.ca	Education For All: Differentiated Instruction In The Elementary School Classroom	Hamilton-Wentworth District School Board's project is a multi-faceted approach that incorporates a number of strategies for building capacity in Differentiated Instruction. The first phase of the project involves Staff Development Training on the Education For All document, beliefs, concepts and strategies. All Elementary Teachers, Administrators and Support Staff will be trained. The second phase of the project involves Staff Development Training on Differentiated Instruction for all Elementary Teachers Administrators and Support Staff.
Hastings and Prince Edward DSB	B66222	Jan Montgomery	613-966-1170 X 2413 jmontgomery@hpedsb.on.ca	Improving Literacy Achievement (through building classroom teacher capacity in the development and delivery of effective early reading instruction in the regular classroom)	A variety of measures will be used to assess literacy development in kindergarten and grade one students. Class and student profiles generated from these measures will form the basis for differentiated instruction to provide supports and interventions for students experiencing difficulty. A technological tool will be developed to assist teachers in selecting interventions that are targeted at areas of need.
Huron-Perth CDSB	B67016	Martha Dutrizac	519-345-2440 martha_dutrizac@hpcdsb.edu.on.ca	Futures Unlimited: Success for All Students Through Capacity Building and Professional Learning Teams	Success and inclusion for all students in the Huron-Perth Catholic District School Board through providing educators with professional development, capacity building, and the development of professional learning teams.
Huron-Superior CDSB	B29025	Maria Esposito	705-945-5602 mesposito@hscdsb.on.ca	Education For All Initiative	This project will concentrate on early identification (primary) to improve literacy and numeracy for students with special education needs in the regular classroom. The project will expand the effective use of assistive technology in the junior division.

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Kawartha Pine Ridge DSB	B66079	Beverley Moore	877-741-4577 X 2031 bev_moore@kprdsb.ca	Increasing Student Success through Differentiated Instruction and Universal Design	Capacity Building for Classroom and Special Education Teachers for Differentiated Instruction to better support students with IEP's
Keewatin-Patricia DSB	B28045	Wendy Parkin	807-223-1266 wendy.parkin@kpdsb.on.ca	Closing the Gap for All	with the support and collaboration of professional learning communities teachers will implement effective teaching strategies designed to address the particular needs of students not achieving at the provincial standard including Aboriginal and special needs students. Primary teachers in pilot schools will incorporate oral language teaching strategies in all subject areas in order to improve literacy skills. As well, Grade 1 to 6 teachers will develop student learning profiles for students at Level Two and for special needs students in order to improve achievement in writing.
Kenora CDSB	B29050	Phyllis Eikre	807-468-9851 peikre@kcdsb.on.ca	Enhancing Learning for All	The Kenora Catholic District School Board, through various professional development and learning communities, will improve student achievement and increase teachers' capacity to plan for diversity in learning in an inclusive environment. Our Support Staff (Educational Assistants, Speech/Language Pathologists, Technologists, Secretaries, etc.) are our partners in our belief that all students can learn, progress and succeed. These vital partners through training, become full participants in our Education for All journey. Through a 'train the trainer' model our resource/special
Lakehead DSB	B28061	Cathi Siemieniuk	807-625-5267 csiemieniuk@lakeheadschoools.ca	Making the Grade in Reading	This project will expand teacher expertise in best practices reading beyond the lead teachers to all elementary teachers in the primary and junior divisions. Teachers will work in professional learning communities with a team of school personnel to raise the reading skills of special education students by assessing student skills, setting achievement goals, and teaching to the needs of the students. The entire In School Team will deepen their knowledge base to include the reflective and individualized practices based in differentiated instruction.

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Lambton Kent DSB	B66036	Jim Costello	519-336-1500 X 495 costelji@lkdsb.net	Assessment and Differentiated Instruction	This project focuses on using authentic assessment and data collection to drive instruction. It looks at building teaching capacity to deliver differentiated instruction for student success.
Limestone DSB	B66206	Pat Warren-Chaplin	613-544-6925 warrenp@limestone.on.ca	Linking Behavior Learning Centres and Regular Classes Through Literacy	Building on the successful experience of a Behaviour Learning Centre that participated in the literacy rich program in the Rideau Heights Turnaround Project, the new project is designed to extend the Literacy Based Program to two other Learning Centres. Students attend the Learning Centres for half a day and then return to their regular classrooms for the other half. The project will support these students in both their Learning Centres and in 12 regular classrooms by bridging the Literacy Techniques. The introduction of the web-based teaching tool will be part of the project to assist teachers with planning and organization to enhance the literacy of their students.
London DCSB	B67032	Terry Grand	519-663-2088 t.grand@ldcsb.on.ca	Building Inclusive Schools	All LDCSB System staff will understand and articulate the principles of "Education for All" and incorporate them into Catholic Learning communities. Four pilot sites will be established for action research on the professional development of the teacher/educational assistant work relationship and its impact on student performance and achievement.
Near North DSB	B28037	Della Krieger	705-472-8170 X 5004 kriegerd@nearth.edu.on.ca	Literacy and Numeracy Improvement - Technology to Assist Learning	The Near North DSB proposal focuses on the use of technology as a tool for students with Learning Disabilities. The Web-Based Teaching Tool will provide PD for primary division teachers in focus schools. The ASTUTE initiative will incorporate the development of self-advocacy skills and application of the Kurzweil tool within a mentorship partnership between focus schools at the intermediate/secondary levels and post-secondary students at Nipissing University. The third component of the proposal will target training of junior division teachers on the use of:

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Niagara CDSB	B67156	Lee Ann Forsyth-Sells	905-735-0240 X 229 leeann.forsythsells@ncdsb.com	Making the Difference for Students with Special Needs	This project will enable the Niagara CDSB to build the capacity of classroom teachers from JK to Grade 6 in the areas of literacy and numeracy using the evidence-based research and best practices in consultation with Board staff and Educational Resource Teachers in schools to support all students with special needs in the classroom. The emphasis for this project will be the training of Educational Resource Teachers as literacy and numeracy coaches with classroom teachers receiving professional development in the areas of differentiated instruction, universal
Nipissing-Parry Sound CDSB	B29017	Joanne Bénard	705-472-1560 X 240 benardj@npsc.edu.on.ca	Effective Communication for All	The project will target students in three schools with a focus on the Junior Level students with Learning Disabilities. The Junior focus will be to enhance communication skills in literacy and numeracy and through the use of assistive technology to support student learning in the regular classroom. A major focus will be on the belief that Universal Design and differentiated instruction are an effective and interconnected means of meeting the needs of all students.
Northeastern CDSB	B29009	Paul Toffanello	705-268-7443 X 3209 paul.toffanello@ncdsb.on.ca	Literacy and Numeracy Success for All	The CODE (Council of Ontario Directors of Education) special education project will foster greater collaboration between the board's special education resource teachers, literacy/numeracy support teachers and the classroom teachers. Through the utilization of a coaching model, particularly in project schools, the Northeastern Catholic District School Board will achieve the overall goal of its special education board plan and board improvement plan of enhancing student achievement for mainstream and special needs pupils.

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Northwest CDSB	B29041	Alvin Cesiunas	807-223-4663 X 33 acesiunas@tncdsb.on.ca	Changing Teacher Practice	The Northwest Catholic DSB, through this initiative will facilitate the change of teacher practice, build teacher capacity and improve learning/achievement for all students especially targeting primary and junior students with special needs. Our schools will develop strong PLCs where teachers work together to problem solve, reflect on teacher practices, and design and implement effective instructional programs to be presented through the Universal Design for Learning and differentiated instruction and assessment. With the implementation of the professional development and the technical supports indicated in this project, we will focus upon the growth and gains made by primary and junior students with special needs through performance benchmarks that will provide baseline
Ottawa-Carleton CDSB	B67180	Michael Baine	613-224-4455 X 2351 michael_baine@occdsb.on.ca	The Impact of Oral Language on Student Achievement in the Area of Reading	The relationship between oral language ability and academic achievement is well documented. This project will help classroom teachers to understand the stages of oral language development and its impact on the development of oral and written literacy skills for primary students in grades 1 to 3.
Ottawa-Carleton DSB	B66184	Glenda Stevenson	613-596-8211 X 8254 glenda_stevenson@ocdsb.edu.on.ca	Effective Literacy Instruction of Students with Special Needs	The OCDSB CODE Project is primarily aimed at increasing the capacity of regular classroom teachers with respect to effective literacy instruction for students with special needs. Our project involves training senior kindergarten teachers and learning support teachers in all elementary schools on using the Web-Based Teaching Tool (WBTT) as an early intervention tool. We have also selected three pilot schools in which the WBTT training will be expanded to include the grade 1 and 2 teachers. A learning coach model will be implemented in the three schools to work directly with
Peel DSB	B66125	Shirley-Ann Teal	905-890-1010 X 2346 shirleyann.teal@peelsb.com	Implementation of the Schools Attuned Program	The Schools Attuned Program is a professional development program that gives educators the knowledge and skills to meet the diverse needs of all students in their schools. The focus of this project will be on creating a Professional Learning Community through protocols and practice and encouraging dialogue about the work that is being done together and with students.

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Peterb. Vic. North & Clarington CDSB	B67067	Deirdre Thomas	705-748-4861 X 223 dthomas@pvnccdsb.on.ca	R>E>A>C>H> Reaching Exceptionalities Academically Through Community of Hope	Focus on literacy instruction with the use of assistive technology, and differentiated instruction at a school-based level of professional development.
Rainbow DSB	B28029	Norm Blaseg	705-674-3171 X 229 blasegn@rainbowschools.ca	Building Essential Learning Through Literacy Coaches	This project will build teacher capacity through job embedded practices and professional learning communities in primary divisions through the guidance and mentorship of a Literacy Resource Teacher. Effective instructional practices will be enhanced to improve the literacy achievement of students with special needs.
Rainy River DSB	B28053	Ian Simpson	807-274-9857 isimpson@mail.rrdsb.com	Student Success For Everyone (S.A.F.E)	Our project "Student Achievement for Everyone"--S.A.F.E. will include the following: A Literacy/Numeracy lead teacher will be assigned .2 FTE at each Elementary School. Their role will be to --work with Primary staff and SERTS to provide training/coaching on effective literacy and numeracy strategies --ensure that all students are plotted on a division-wide literacy level continuum --establish and facilitate Professional Learning Communities that meet every three weeks to monitor individual student growth on the continuum as well as focused Professional Development based on best practice --establish a literacy/numeracy resource room and manage resources --meet regularly with the Board Literacy and Numeracy Co- ordinators for support and direction --ensure system literacy and numeracy plans are followed and provide support with implementation --facilitate/organize training on effective usage of assistive technology in the classroom

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Renfrew County CDSB	B67199	Michele Arbour	613-735-1031 marbour@rccdsb.edu.on.ca	Assistive Technology /Diagnostic Math Tool	Improvement in student achievement through the use of assistive technology. The use of assistive technology will ensure that all individual learners will have equal access to the curriculum. Professional Development to teach teachers to feel at ease and knowledgeable about assistive technologies. Improvement in student achievement along a researched-based continuum of conceptual mathematical understanding. Professional Development to improve teachers' confidence in content knowledge and reform-friendly teaching practices in mathematics by implementing the use of a diagnostic math tool.
Renfrew County DSB	B66214	Steve Sliwa	613-735-0151 X 291 sliwas@renfrew.edu.on.ca	Building a Shared Understanding for Supporting Students with Special Needs in Literacy and Numeracy	This initiative seeks to expand a pilot project initiated 1st year that was guided by the question, "In what other ways can we support exceptional students in literacy and numeracy?" By applying the same question in a broader context - which would entail enhancing the level of collaboration between special education teachers and classroom teachers at a larger number of schools - we intend to broaden the repertoire of accommodations that classroom teachers use when working with students with special needs in the areas of Literacy and Numeracy. At the same time, a collaborative model
Simcoe County DSB	B66109	Doug Tateishi	705-734-6363 X 1375 dtateishi@scdsb.on.ca	Improving Student Achievement Through Early Intervention	Focus on Developing and Implementing successful teaching and learning practices to improve literacy in JK/Gr. 1 classrooms through at risk learners, by using the Web based teaching tool, EDI.
Simcoe Muskoka CDSB	B67091	Brian Beal	705-722-3559 X 247 bbeal@smcdsb.on.ca	Capacity Building for Classroom and Special Education Teachers With a Focus on the Use of Effective Assistive Technology with Students Who Require Special Education	Focus on using school based learning teams to undergo professional development to further teacher knowledge and practice in the effective use of assistive technology with students who require special education

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St. Clair CDSB	B67040	Frank Leddy	519-627-6762 X 388 frank.leddy@st-clair.net	Early Literacy Intervention	Twelve demonstration classrooms in grades 1 through 3, will emphasize a collegial model of the classroom teacher and the special education teacher working as a team to meet the learning needs of the students. The demonstration classrooms will build the professional capacity of primary teachers across the St. Clair Catholic School Board District.
Sudbury CDSB	B29033	Rossella Bagnato	705-673-5620 bagnatr@scdsb.edu.on.ca	Improving The Literacy Skills of Students with Special Needs	Helping writers develop competence in a variety of technologies is a key part of teaching writing. The use of wireless laptops is a motivator for students. The software offers composing and reading tools.
Superior North CDSB	B29076	Ann Blake	807-825-3207 X 34 ablake@sncdsb.on.ca	Improving Achievement with Assistive Technology	With fewer than 900 students in schools in 9 remote northern communities, the only 'placement' available is 'Regular Classroom'. Assessments frequently say that improving a student's written output and/or information processing is a program need. AT in the form of Kurzweil is recommended to help the student access the curriculum. AT must be available in junior /intermediate classrooms that allow for the text-to-speech function and keyboarded outputs. Teachers need at-the-elbow coaching to support their capacity building to use AT.
Superior-Greenstone DSB	B28070	Patti Pella	807-825-3271 ppella@sgdsb.on.ca	Reaching All, Teaching All	This project will be used to launch the new and innovative ideas outlined in Education for All and provide a cohesive network to our already existing Literacy and Student Success Initiatives. Through the use of Critical Coaches and teacher mentors we will be able to model instructional strategies, best practices, provide DIBEL training, assistive technology training and promote professional dialogue for classroom teachers and educational assistants.

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Thames Valley DSB	B66044	Bill Tucker	519-452-2330 w.tucker@tvdsb.on.ca	Schoolwide Applications Model- Education For All	One school will participate in this project which is designed to improve student learning in literacy and numeracy for all students, but with special emphasis on our special needs students. The process is based on the design of the Turnaround School Ministry, which includes a team which supports the school team through diagnosis and regular monitoring. Building staff capacity, improving resources and using data to make decisions about student learning are the three main components of the project.
Thunder Bay CDSB	B29068	Rob Kruse	807-625-1590 rkruse@tbcdsb.on.ca	Differentiating for Success	The purpose of the project is to increase teacher capacity to differentiate instruction and to use assistive technology to address the learning needs of students in their classrooms. Targeted professional development and the establishment of professional learning communities will be employed to meet these goals.
Toronto CDSB	B67059	Sandra Montgomery	416-222-8282 X 2486 sandra.montgomery@tcdsb.org	Enhancing Instruction and Learning For All Students	This TCDSB project will focus on furthering the goals of "Education For All". There are universal components, as well as, school level demonstration sites.
Toronto DSB	B66052	Karen Gravitis	416-393-8937 karen.gravitis@tdsb.on.ca	Success For All: Stretching Instruction	The TDSB project proposed here is comprised of 5 components. Collectively, the design of these components is guided by all of the beliefs and recommendations of <i>Education for All</i> . In addition, the component programs will further the implementation of several of the Board's literacy and numeracy initiatives, notably the Early Years Literacy Project, the TDSB Literacy Action Plan (2005-2008), the Early Years Numeracy Project and the Special Education Plan. It should also be noted that these programs have all been thoroughly researched and most have been piloted and reviewed in the TDSB

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Trillium Lakelands DSB	B66087	Shelley Mierle	705-645-8704 shelley.mierle@tidsb.on.ca	Closing the Gap through the Continuous Assessment Process and the use of Assistive Technology	Working with Professional Learning Communities Model to impact achievement through the use of assessment cycles and assistive technology.
Upper Canada DSB	B66192	Ian Carswell	613-342-0371 X 1397 ian.carswell@ucdsb.on.ca	Transitioning to a New Model of Support Through Coaching	In responding to a comprehensive review of special education programs and services within the Upper Canada DSB it was determined that classroom teachers require additional supports to create inclusive and flexible learning environments to support students with special education needs. Each UCDSB school has been assigned a Learning Coach with Special Education Qualifications. This project identifies both school and system-wide training plans for Learning Resource Coaches and emphasizes the use of professional learning communities to develop professional capacity.
Upper Grand DSB	B66117	Heather Boswell	519-941-6191 X 240 heather.boswell@ugdsb.on.ca	7 Up	"Small steps cumulatively lead to great gains!" Teams from twenty-one schools will each focus on moving 7 students from Level 2 to Level 3 in 7 months as shown by 7 measures in three domains - Literacy, Numeracy and Social-Emotional. This is a collaborative effort between the Special Education and Curriculum departments of the UGDSB, impacting teacher practice in the areas of universal design, differentiated instruction and assessment for learning.
Waterloo CDSB	B67148	Bernie Kowalczyk	519-578-3660 X 2250 bernie.kowalczyk@wcdsb.edu.on.ca	Focus on Program	The Waterloo Catholic DSB project, "Focus on Program", highlights differentiated instruction and the use of effective and explicit strategies through leadership development and professional learning communities.

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Waterloo Region DSB	B66176	Dawn Paxton	519-570-0003 X 4233 dawn_paxton@wrdsb.on.ca	Leveling the Playing Field for LD Students	This project focuses on two aspects of services for students with learning disabilities. The first component provides training for teachers in the use of assistive technology software in partnership with the co-terminus Board. The second component is a partnership with Sick Kids Hospital which will study the issue of whether or not an evidence based reading program (PHAST) developed and implemented in a hospital laboratory setting can be used to replicate successful outcomes for students in the school setting.
Wellington CDSB	B67130	Dom DiBartolomeo	519-821-4640 X 243 ddibartolomeo@wellingtoncssb.edu.on.ca	Literacy Success For All	The Literacy Success For All project has as its foundation, three key beliefs from the " Education For All " expert panel report. Specifically, all students can succeed and demonstrate competence in literacy. Differentiated instruction is effective and an interconnected means of meeting the learning needs of any group of students. The classroom teacher needs the support of the larger community to create a learning environment that supports students with special needs. The Literacy Success For All project staffed with four Student Success Resource Teachers and one Student Success Lead Resource Teacher is focused to support students and staff at the grade five level. Through direct and daily team interventions within the classroom, students achieve
Windsor-Essex CDSB	B67024	Janet Ouellette	519-253-2481 X 207 janet_ouellette@wecdsb.on.ca	A Collaborative Model for Building Instructional Capacity in Special Education Staff to Support Success for All Students.	Differentiated Design for the Differentiated Classroom. In conjunction with the new Ministry document, Education For All, this project will focus on differentiated instructional strategies for teachers of split grades in Grades 2/3 and 3/4. The focus will be on building capacity in our classroom teachers and Learning Enrichment Teachers (Special Education Teachers), while complementing and building on all of the other Ministry initiatives. If successful, the model will be incorporated into further staff development for all teachers of split grades.

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York CDSB	B67075	Lee Wilson	416-221-5050 X 1631 lee.wilson@ycdsb.ca	Inclusion planning using AT	Project will use Assistive Technology as a component to support teachers in utilizing Universal Design and Differentiated Instruction for students with special needs.
York Region DSB	B66095	Louise Moreau	416-969-7170 X 3236 louise.moreau@yrdsb.edu.on.ca	Enhancing Student Achievement Through the use of Technology and School Support Teams	Focus increasing literacy achievement using WBTT and assistive technology for Differentiated Instruction.