

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality:</b> Autism	<b>Number of students (K-12) with this exceptionality:</b> 1852 K – 12 Regular Class: 1287 K – 12 Special Education Class: 565
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**Focus Subgroup:** Students in Year 1 of the Program to Assist Social Thinking (PAST)

<b>Goal(s) (2017-18):</b> The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	<b>Goal Timeline:</b> 2017/18- Targeted students in year 1 of the PAST Program and tracking students 2018/19- Targeted students in year 2 of the PAST Program and tracking students 2019/2020- Targeted students in year 3 of the PAST Program and tracking students
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**Instructional Strategy:**  
The first year curriculum in the PAST program focuses on the emotion family. The main emotions taught include happy, sad, angry, surprised, excited, afraid, worried. Resources used include the books My Feelings, Awesome and In Control and Zones of Regulation with an emphasis on the 3-point scale and size (small, medium, large) of the problem.  
In teaching the students about emotions the strategies include the following:  

1. Identifying feelings based on facial expression of self and others
2. Identifying feelings based on body language and gesture
3. Identifying feelings based on contextual cues
4. Identifying feelings by attending to physical sensations

In order to teach levels of the emotions and size of the problem the PAST teachers use role-play, playing games, cartoons drawing to show the emotion, showing real people expressing emotions. They also use a feelings/emotions chart throughout the day.  
In year 1 the biggest and most common challenges for students are big reactions to a problem (which don't match the size of the problem) and setting up a safe spot. They work with the students to understand the problem and teach students about a safe spot and how it is accessed. Other strategies include a self-regulation jar (used as a visual)

while counting to 10 (calming the brain down), 6 sided breathing (breath in, hold, breath out, 3 times), relaxation and meditation and Model Me Kids, which is an evidence-based video modelling resources which teaches social skills. The students work on goals in the home school and at home using generalization sheets.

**Data supporting Observations: (where available)**

Through the use of tracking sheets, improvement from pre- to post-test period was observed by teachers in the students' abilities in understanding and sharing their emotions and students were able to problem solve and come up with strategies. The tracking sheets focused on the students' ability to identify their emotion using the emotions board in the morning and afternoon, describing why they feel that emotion and identifying at least one strategy address the emotion.

**Outcomes/Observations/Learning:**

- The outcomes observed were positive. Overall, students were able to independently identify their feelings, correctly describe a reason for their feelings without assistance and correctly identify one strategy to address their emotion without assistance more frequently.
- With regards to students identifying how they are feeling using the emotions board, the percentage of observations where students were able to identify their feelings independently improved from 55% in the pretest period to 82% in the post-test period.
- The percentage of observations where students were able to describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66% in the same pre- to post-test period.
- The percentage of observations where students were able to identify one strategy without assistance to address the emotion improved from 35% to 53% in the same pre- to post-test period.
- Building capacity in the system through targeted Professional Development (PD) will continue in 2018/19 through the involvement of the multi-disciplinary Autism team.
- The two-year PD plan focusing on ABA principals, educational practices, communication, sensory and understanding behavior for Kindergarten and Special Education Teachers in Elementary schools was completed in 2017/18.
- PD opportunities support staff focusing on ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD will continue in 2018/19.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre will continue in 2018/19. Interest in this certification continues to be high.
- PD for Administrators is being developed and will be delivered in 2018/19.

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move towards the green zone.

The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies will continue to be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.

**Goal Timeline:**

2017/18, 2018/19, 2019/20

**Intended Outcomes:**

If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will be an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is the second year of a 3-year goal that will follow the group of Year 2 students. In addition, the committee's goal is to communicate with all classrooms about the effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential.

By June 2020, 80 % of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.

## Accountability Framework for Special Education 2017-18

**Exceptionality:** Behaviour

**Number of Students with this exceptionality:** 178

**Focus Subgroup:** 126 Students in ISP classes

**Goal (2017-18):** Increase capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

**Goal Timeline:** September 2018 – June 2019

### **Instructional Strategies:**

- Deliver *Stop Now and Plan (SNAP)* which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP
- Provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now and Plan (SNAP)* program
- Provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess
- Involve the Child Development Institute in the monitoring of the *Stop Now and Plan (SNAP)* program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals
- Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend for integration
- Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher

- Support for the Behaviour ISP programs with the ISP Assessment and Program Teacher
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulation skills
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board & use of Chromebooks for students along with smart projector, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking)

**Data supporting Observations:** (where available)

- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 20 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

**Outcomes/Observations/Learning:**

- Staff who provide support in all 20 Behavioural ISPs have been trained in *Stop Now and Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 20 Behaviour ISPs. EQAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

### Accountability Framework for Special Education 2018-19

**Goal for 2018-19:** Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a “regular” elementary (or secondary) classroom setting.

**Goal Timeline:** September 2018 to June 2019

**Intended Outcome(s):** Prior to the completion of the 2018/19 school year, “regular” classroom teachers and educational assistants will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students. This can be accomplished by familiarization of classroom teachers with the *Zones of Regulation* program as well as with other student self-management strategies acquired during optional “lunch and learn” sessions.

**Instructional Strategies:**

- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the “regular” classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principles and language of the SNAP program so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students’ individual measurable goals and specific strategies with each of the integrated teachers.

- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality:</b> Blind and Low Vision (BLV)	<b>Number of Students with this exceptionality:</b> 12
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**Focus Subgroup:**  
Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.

<b>Goal(s) (2017-18):</b> Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.	<b>Goal Timeline:</b> 2017 – 2018
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- Instructional Strategies:**
- 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists).
  - Opportunities to observe specific instructional strategies employed by Vision Program personnel.
  - Modelling of disability-specific teaching strategies by Vision Program personnel.
  - Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers.
  - Training and support on the use of assistive technology.

**Data supporting Observations:** (where available)

- Outcomes/Observations/Learning:**
- Classroom teachers will be able to deliver the regular curriculum with accommodations for the learner who is visually impaired.
  - Classroom teachers and school personnel will feel more confident and comfortable interacting with a student who is visually impaired.
  - Classroom teachers will be able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

**Accountability Framework for Special Education 2018-19**

<b>Goal for 2018-2019:</b> Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that enable the students to access the	<b>Goal Timeline:</b> 2018-19 School Year
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Ontario curriculum as independently as possible.	
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**Data Supporting Observations:**

After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.

**Intended Outcomes:**

- Classroom teachers will demonstrate increased
  - (a) personal comfort level teaching a student who reads braille
  - (b) frequency of consultation with Vision Program personnel
  - (c) ability to assist students who are blind with some aspects of their assistive technology
  - (d) understanding of the learning needs and essential accommodations for a learner who is blind

**Accountability Framework for Special Education 2017-18****Exceptionality:**  
Deaf/Hard of Hearing**Number of Students with this  
exceptionality:** 92  
26 in ISP classes**Focus Subgroup:** students with an identification of D/HH and/or those receiving Itinerant D/HH support**Goal(s) (2017-18):**  
By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.**Goal Timeline:** 3-year plan  
**2017/2018** – data collection  
**2018/2019** – track implementation  
**2019-2020** - track implementation**Instructional Strategies:**

- Revised goal due to address resource allocations and staffing needs
- Reviewed survey results from 74 D/HH students exploring and examining usage of Hearing Assistance Technology
- Reviewed survey results from 53 teachers of D/HH students exploring and examining usage of Hearing Assistance Technology
- Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers
- Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff

**Data supporting Observations:**

- More than 80 percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club
- More than 100 students and their family members attended the annual D/HH family picnic
- Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May

**Outcomes/Observations/Learning:**

- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and/or attendance
- 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources needed to implement goal

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

By June 2019, review results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.

**Goal Timeline: revised 3-year plan**

**2017/2018** – data collection

**2018/2019** – plan development

**2019-2020** – plan implementation

**Intended Outcomes:**

Results reviewed from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) will inform implementation plan.

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality:</b> Gifted	<b>Number of Students with this exceptionality:</b> 2249
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**Focus Subgroup:** 250 students with Giftedness, 2017-18 Grade 7 cohort

<b>Goal for 2017-18:</b> Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on their Provincial Report Card.	<b>Goal Timeline:</b> This is a 3-year goal: 2016-17 2017-18 2018-19
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**Instructional Strategies:**

- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled *Time Management Skills*, distributed to all TCDSB staff; presentation of *Supporting Minds-Anxiety Module* from School Mental Health Assist (December 2017).
- PD presentation on *Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help* in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.

**Data Supporting Observations:**

2017/2018 Grade 6 Cohort	Baseline: Grade 7 Term 1 Provincial Report Card		2017/2018 Term 2 Grade 7 Provincial Report Card (250)	
	Organization	Self-Regulation	Organization	Self-Regulation
Excellent	64.0 %	62.4%	68.0%	69.6%
Excellent+Good	91.6%	94.0%	90.4%	92.8%

**Outcomes/Observations/Learning:**

- Excellent ratings of Organization and Self-regulation skills have increased.
- Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

**Goal Timeline:**

This is a 3-year goal:  
2016-17, 2017-18, 2018-19

**Intended Outcomes:**

To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.

## Accountability Framework for Special Education 2017-18

**Exceptionality**  
Language Impairment

**Number of Students with this  
exceptionality:**  
855

**Focus Subgroups:**

1. students in Language Impaired – Intensive Support Programs (197 students)
2. kindergarten and primary students board-wide at risk for oral language delays

**Goal(s) (2017-18):**

Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.

**Goal Timeline: 3-year goal**

2017/2018 - Data collection  
2018-2019 - Data collection  
2019-2020 - Data Analysis

**Instructional Strategies:**

Facilitated early intervention processes (e.g., Speech-Language Pathologist’s consultation to Kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of SONIC (Structured Oral Narrative Intervention for Children), FIPPA (Focused Intervention Program for Phonemic Awareness), and SKIPPA (Senior Kindergarten Intervention for Phonemic Awareness) for selected students in kindergarten and grade one.

Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays.

Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey.

Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.

**Data supporting Observations:**

- Speech-Language Pathologists delivered the intervention to five groups of students in four schools; FIPPA to one group of students and SONIC to a select group of students at one school.
- Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, 15% of the students were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for 3% of the students; and 20% of the students were recommended for a developmental assessment.

- Nineteen LI-ISP teachers participated in the pre-survey and reported on 116 students.
- Results for seven-five students were analyzed in the pre- and post-survey.

**Outcomes/Observations/Learning:**

- Preliminary survey results indicate that LI-ISP teachers perceive an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the SKIPPA, FIPPA and SONIC interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.
- The proportion of Gr. 3 LI students with Level 3 EQAO Reading scores has improved over the last two years.
- The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

Administer functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

**Goal Timeline: Year 2 of 3-year goal**

2018-2019 - Data collection  
2019-2020 - Data Analysis

**Intended Outcomes:**

Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in LI-ISP classrooms.

**Accountability Framework for Special Education 2017-18**

<b>Exceptionality</b> Learning Disability	<b>Number of Students with this exceptionality:</b> 2665
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**Focus Subgroup:** All students with LD identification

<b>Goal for 2017-18:</b> Math: By the end of the school year, increase teachers’ understanding of LD and its impact on teaching and learning math, and increase their use of effective teaching strategies.	<b>Goal Timeline:</b> September 2017-June 2018
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**Instructional Strategies:**

- In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals (formerly the Renewed Math Strategy)).
- Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.
- Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).
- Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.

**Data supporting Observations:**

Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math		
	2016-2017	2017-2018
Grade 3 EQAO	31%	32%
Grade 6 EQAO	13%	16%
Grade 9 EQAO		
• Applied	32%	33%
• Academic	72%	50%

**Outcomes/Observations/Learning:**  
Some improvement in math ability in elementary grades. Continue to implement the above strategies to support students with LD.



**Accountability Framework for Special Education 2018-19**

**Goal for 2018-19:**

Reading and Math: By year-end, increasing teachers' understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.

**Goal Timeline:**

September 2018-June 2018

**Intended Outcome:**

Special Education and Regular Classroom Teachers participating in targeted PD sessions during the school year will become more knowledgeable and more effective in the use of appropriate teaching strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.

**Accountability Framework for Special Education 2017-2018**

<p><b>Exceptionality</b> Mild Intellectual Disability</p>	<p><b>Number of students (K – 12) with this exceptionality:</b> 353</p>
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**Focus Subgroup:** All students identified with the Mild Intellectual Disability exceptionality.

<p><b>Goal(s) (2017-2018)</b> To create a framework to support the work of schools with students with the MID identification.</p>	<p><b>Goal Timeline:</b> 2016-2017: Creation of MID committee. Begin work on the MID Framework 2017-2018- Continue work on MID Framework with a multidisciplinary team. 2018-2019- Completion of MID framework and establish criteria for MID ISP placement.</p>
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**Instructional Strategies:**

- As a committee, we began work on the development of a framework for students identified with the MID exceptionality. The framework will focus on the learning environment, profile, and identification of students.
- Psychology staff to aid in the creation of the framework and to help clarify criteria for identification and placement.

**Data supporting Observations:** (where available)

- Committee members reviewed various frameworks to determine what elements should be included in the MID framework.
- Committee discussed clarification of MID profile, learning strategies and pathways.

**Outcomes/Observations/Learning:**

- Discussion of MID learner’s profile and the ME/DD learner’s profile to enhance understanding.
- The need to include psychology staff was determined.
- Continued professional dialogue with a multidisciplinary team.
- Comparison of various frameworks.

**Accountability Framework for Special Education 2018-2019**

<p><b>Goal for 2018-2019:</b> By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.</p>	<p><b>Goal Timeline:</b> 2018/2019</p>
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**Intended Outcomes:**

By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning experiences. In addition the various pathways for students with the MID profile will be shared to inform programing.

**Accountability Framework for Special Education 2017-2018**

<p><b>Exceptionality:</b> Developmental Disability (DD)/Multiple Exceptionalities (ME)</p>	<p><b>Number of students (K – 12) with this exceptionality:</b> Developmental Disability: Regular Class-23 Special Education Class-120 Multiple Exceptionalities: Regular Class-40 Special Education Class-136</p>
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**Focus Subgroup:** Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)

<p><b>Goal(s) 2017-2018:</b> By the end of the school year, there will be increased teacher understanding and use of MEville to WEville to address the functional literacy of elementary students.</p>	<p><b>Goal Timeline:</b> 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019</p>
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- Instructional Strategies:**
- To continue to build capacity in the system through targeted Professional Development.
  - Two days of professional development focusing on literacy for DD/ME ISP teachers in elementary schools took place.
  - Supplemental literacy resources were purchased for elementary staff. These resources were distributed to elementary staff as part of the Professional Development plan.
  - A webinar and a website were developed as a resource to help support the implementation of the literacy program.

**Data supporting Observations:** (where available)  
83% of the elementary schools attended the two days of professional development. All elementary schools with ISP classes have received the resource MeVille to WeVille Literacy Resource.

- Outcomes/Observations/Learning:**
- Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary
  - Positive feedback from participants in the professional development was received through a survey form;  
Appropriate resources were made available to assist in program planning in literacy;
  - To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.

**Accountability Framework for Special Education 2018-2019**

<p><b>Goal for 2018-2019:</b> By the end of the school year, there will be increased teacher understanding and use of</p>	<p><b>Goal Timeline:</b> 2018/19, 2019/2020</p>
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<p>Equals to address the numeracy program for elementary students.</p> <p>By the end of the school year, there will be increased teacher understanding and use of Early Literacy Skills Builder (ELSB) for Older Students to address the functional literacy of secondary students.</p>	
<p><b>Intended Outcomes:</b></p> <p>By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the Equals numeracy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in numeracy activities based on surveys and classroom observations.</p> <p>By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.</p>	