

MULTIPLE EXCEPTIONALITIES/DEVELOPMENTAL DELAYS (DD/ME)

Goals for 2015/16 ME-DD program:

- 1) A collaborative inquiry with, staff in ME-DD Intensive Support Programs (ISPs), focusing on effective literacy programming is the main focus of the committee. The inquiry will be completed in May 2016 and based on the outcomes will inform our future goals in both elementary and secondary. Going forward we will be looking at growth goals i.e. an increase of percentage of students meeting the determined goal(s).

Strategies Implemented in ME-DD program:

- Data will be analysed for secondary students to help determine an appropriate goal focusing on the pathway to community participation.
- The 'Best Practice Guide' for ME-DD Intensive Support Programs to support evidence informed practices has been developed. It will first be shared with teachers and administration who have ME-DD Intensive Support Programs in order to provide feedback.
- Along with the 'Best Practice Guide' being communicated, once the goals have been determined these will be shared with teachers and administration who have ME-DD Intensive Support Programs.
- There will be further discussion about the alternative report card to determine if it should be changed to include an achievement scale that indicates the level of independence for students on an alternative curriculum.
- An afterschool Professional Learning Network for ME-DD Intensive Support Program teachers will be investigated to facilitate mentorship, professional learning and capacity building.
- The need for a survey to get feedback on which types of assistive technology are being used with students in ME-DD Intensive Support Programs will be discussed.

Outcomes/Observations/Learnings in ME-DD program:

- In analysing the language and communication development skill expectations based on the alternative report card for ME-DD secondary students in Intensive Support Programs, we are trying to determine how to best use this information to help inform our practice. Based on this information we are

looking at the draft summer writing project, Pathway to Community Participation Framework, to update it and share it with teachers.

- The 'Best Practice Guide' for elementary ME-DDE Intensive Support Programs is being vetted in order to share it with teachers in ME-DD Intensive Support Programs and allow them to provide feedback.
- It has been determined that all ME-DD Intensive Support Programs have a SMARTBOARD which is actively used in programming for students. Individual students may also have individual assistive technology based on their specific needs. Therefore at this time it is felt there is no need for a survey on assistive technology.

Goals for 2016/17 for ME-DD program:

1. In analysing the feedback from the collaborative inquiry looking at literacy, the focus will continue to be on functional literacy for students identified with Developmental Disabilities (DD) and Multiple Exceptionalities (ME) in an Intensive Support Program (ISP). The committee is trying to achieve alignment across the system when developing the literacy skills for students in a ME-DD ISP.

Strategies to be implemented in ME-DD program:

1. To continue to look at growth with functional literacy expectations for elementary students as outlined in the IEP and as reported on the alternative report card.
2. To analyse the data for secondary students looking at the non-credit bearing course KEN (functional communication skills) to determine if the committee can use this to look at growth in the area.
3. To build capacity in the system through targeted Professional Development.
4. There will be two days of professional development for one ME-DD ISP teacher in every secondary school with an ISP class. One day will focus on functional literacy. The expectation is that the information from the workshop will be shared with the staff at the school in order to build capacity.
5. As a result of the collaborative inquiry, supplemental functional literacy resources were purchased for secondary staff. These resources will be distributed to secondary staff as part of the professional development plan.
6. To continue to update the, Pathway to Community Participation Framework, draft document.
7. To share the, Best Practice Guide, for elementary ME-DD Intensive Support Program teacher, after this document is vetted.

8. To research alternative report cards in other school boards to compare and contrast the alternative report card in our board.
9. To determine if an afterschool Professional Learning Network for ME-DD Intensive Support Program teachers is feasible.