

Special Education Advisory Committee Meeting

Wednesday, February 21, 2024

11:45 p.m. Northeastern Catholic District School Board

MINUTES

PRESENT: Kristine Arthur, Kunuwanimano Child and Family Services
Tara Ruel, Timmins Learning Centre
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre
Shannon Costello, The Cochrane District Social Services Administration Board
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Julia Spadetto-Forward, School Principal St. Jerome School
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Lisa Lamarche, Behavior & Autism Worker
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Billie Richer, VOICE for Deaf and Hard of Hearing Children
Ellen Renaud, North Eastern Ontario Family and Children's Services
Mackenzie Carrier, YMCA
Sabrina Belanger, Cochrane Temiskaming Resource Centre
Ryley Reis, Canadian Mental Health Association
Amber Smith-Come, School Principal St. Anne School
Kim McEntee, Mental Health Supervisor

1. **Welcome, Prayer and Territorial Acknowledgment**

Colleen welcomed everyone and led the group in prayer and territorial acknowledgement.

2. **Approval of Agenda & Minutes**

MOVED BY: Stan Skalecki

BY: Kristine Arthur SECONDED

THAT the agenda be approved as presented

CARRIED.

3. **Introduction of New Committee Members**

The committee has welcomed several new members, each member introduced themselves so memberships was aware of each of their roles and the community partner they represent.

Daphne introduced the members joining the meeting virtually.

4. Oral Language Screening & Intervention: A Presentation by John Stark

John Stark from The Therapy Path was able to guide the committee members in the Senior Kindergarten Screening process. John also explained how the results are interpreted and the year-to-year comparisons. The presentation can be found on pages 5-21 of the minutes.

During the first 5-6 weeks of this school year, we screened the board’s SK children whose parents gave consent through the Northern Support Initiative. This was carried out by Tara Sullivan in New Liskeard and Allanna St. Martin in Kirkland Lake, Rachel Lebedick in Kapuskasing and Gigi Veerarghaven in Cochrane (Communicative Disorders Assistants). These results will help us to identify the needs and give us the opportunity to provide early intervention during this critical window of early language development. The attached summary shows the individual scores by year.

Statistical summaries over the years for NCDSB

NCDSB SK Language Screening					
	2019	2020	2021	2022	2023
Number of SK children screened across 9 NCDSB schools	133	115	162	156	144
Passed both the expressive and language comprehension tasks	104	82	110	110	111
The average age of all the screened children	5.18	5.69	5.28	5.23	5.21
The Mean Length of Utterance (MLU) of the whole group	6.64	6.91	7.82	7.39	7.45
Children who were below expectations in one or both areas	29 (21.80%)	33 (28.70%)	52 (32.10%)	46 (29.5)	33 (22.91%)
Children with listening/comprehension below expectations	21 (15.8%)	31 (26.96%)	45 (27.78%)	42 (28.8)	31 (21.53%)
Children with low expressive sentence length (MLU<3.5 words)	5 (3.76%)	6 (5.22%)	15 (9.26%)	21 (13.5)	9 (6.25%)
Children with both comprehension and expressive sentences (MLU) below expectations	6 (4.51%)	4 (3.48%)	8 (4.94%)	17 (10.9)	8 (5.55%)

A letter is sent home to the parents of each child indicating the results and specific scores for their child, including suggestions to help general language development. My phone number was provided in the letters, with only 2-3 calls from parents seeking clarification about the results.

The relatively high number of children who did not meet expectations is similar to last year, again coinciding with Covid-19 disruptions affecting the 2021 and 2022 groups. To help overcome these gaps with the 2023 group, all parents who struggle with listening/comprehension were offered 10 activities to practice these specific skills at home. Each 5–10-minute activity is emailed to the parents every three days. The Resource Teachers (RT) were informed that the children who had not met expectations would be placed on our SLP list, though they would not be considered referred to our SLP services unless the RT and classroom teacher legitimize the need and submit the referral to their district RT according to standard protocol.

5. IEP Audit: A Presentation by Catherine Hoven & Katie Mundle

IEP were sent home to Bishop Belleau families on October 6 and to all other families on October 12.

An internal IEP review was completed in December/January for each school in order to identify strengths, areas that require greater attention and next steps. A copy of the info graphic shared with the committee can be found on pages 22-23 of the minutes.

6. Agency Reports

The Cochrane District Social Services Administration Board (CDSSAB)

The agency oversees two different areas of children's services; EarlyON and childcare. We have a new program consultant that is working with the new scope of practice under childcare. It has significantly changed childcare and will continue to significantly change childcare, but the new funding formula that will be receiving for the Ministry of Ed in anticipation in August, so more changes are to come. In the past, resource consultants were or resource educators were hired by the childcare center and with funding provided by CDSSAB. That, however, and significant changes with funding and then we need to be able to fund those and supervise those as give us this new program where they're actually employees in the CDSSAB and they go in as a consultant. From our center, it's really been beneficial to the majority of our childcare centers and the majority have taking to the new program and really are using it to the point where we've had to hire extra. Once we receive our funding from the province to decide whether or not it can be sustained, it that has also provided coaching, mentoring as well as professional development to our educators. Currently, 42% of our educators in childcare are qualified, therefore the agency is focusing on professional development on the imports of literacy and numeracy, storytelling and imports, singing to children to increase those language skills as both social skills. The agency is noticing an improvement in the number of qualified educators within the system. Last year, December 31, 2023 113 educators were required to obtain full operating capacity, they are currently at 82.

The EarlyON program is offered to families with children 0-6 years of age. The agency has recently hired a program manager who is focusing on the importance of pedagogy and is in process of creating a resource guide for families. The document will be released both electronically and printed for those who may now have digital access. The resource will provide different activities for each age group, different resources within our community where they can go with different activities and monthly. And incentives for families to participate together on those different literacy and numeracy activities, as well as speech and language, so that will hopefully help those kindergarteners coming into schools. The 1000 books to read before kindergarten was relaunched with the emphasis with the EarlyON centres to encourage parents to read with their children and ask how questions on comprehension and understanding the stories.

Misiway Milopemahtesewin Community Health Centre

The agency as recently hired a land-based program manager to reestablish the cultural activities. Due to additional funding and partnering with Kunuwanimano psychological assessments are now being offered to indigenous youth. Assessments will begin in the coming weeks and may not continue beyond this fiscal year.

Timmins Learning Centre

The Timmins Learning Center has been here since about 1982, offering adult education through what is currently the Ministry of Labor, Immigration, Training and Skills Development. About 20 years ago the centre started a homework club for students in grades 1-12 offering 45 minute one on one tutoring in French and English. Since the centre is not funded by the government a small fee is charged for the homework club.

Cochrane Temiskaming Children's Treatment Centre

Last year, Children's Treatment Centres across the province launched SmartStart Hubs to connect families with child development services. By the end of 2022, families across the province will be able to go to the SmartStart Hub in their community when they have a concern about their child's development or day-to-day functioning to get support in determining next steps. SmartStart Hubs are an entry point to children's special needs services that support the early identification of children's and families' strengths, goals and needs, and help children and families get the help they need sooner. SmartStart Hubs will not be the only way to access children's services, nor do families have to go through the Hub to access other programs and services. SmartStart Hubs serve children and youth living in Ontario from birth until the age of 19, or up to age 21 if they are in school. The SmartStart Hubs program guidelines establish what services the SmartStart Hubs will deliver, and how Children's Treatment Centres and Surrey Place in Toronto will deliver a consistent and streamlined service experience for families.

The agency took over the preschool speech and language program from the Porcupine Health Unit in the last 18 months. The agency is working hard to you continue to provide equitable service in that regard as well. There are some changes in terms of the preschool speech and language guidelines, as well as the school rehabilitation guidelines that were just rolled out in the in the fall. Paula has been meeting with boards and to review the new guidelines for preschool speech and language in school based rehabilitation and what those upcoming changes will mean.

In regards to different community initiatives that we're working on too in collaboration with CDSSAB and collaboration with EarlyON centres to provide early learning and education for speech and language occupational therapy, so fine motor and gross motor needs as well and really working to increase our presence in delivering general Services to the public pre-entry to school.

Kunuwanimano Child and Family Services

The agency is reviewing the current program offerings and reaching out to our community partners to kind of identify some gaps, figure out what's working and what's not working, just create a better understanding of what Kunuwanimano offers. I think there's a lot of misconception in the community, one being that our service area is for 11 First Nations, none of which are actually coastal communities because they are support through Payukotayno James & Hudson Bay Family Services.

And then also that our primary focus is supporting families and building skill to keep kids in the home as well as reunification versus a lot of direct child services.

7. **Date of Next Meeting:** March 20, 2024

8. **Other Business:** N/A

9. **Adjournment**

Moved By: S. Skalecki

That the meeting be adjourned at 1:12 p.m.

CARRIED

SK Language Screening

For NCDSB and DSB1

Why Screen Language of 4 year olds

1. The earliest identification of delays within our current mandate.
2. Leads to early intervention during this time sensitive period of language development.
3. CTC (formerly PHU) preschool services was voluntary, so not all parents participated, particularly those with low socioeconomic status. We capture all the children attending school.

Preparation for the screening

- We send all the SERT/RTs consent forms requesting parental permission to complete the screening.

**Senior Kindergarten Language
Screening**

Dear Parents,

In September 2023, we are screening the language skills of all children entering senior kindergarten to review their communication skills needed for future success. This will involve collecting a language sample of 10 expressions and screening their comprehension of directions and short stories. The 10 minute screening will be carried out by our Communicative Disorders Assistant or Speech and Language Assistant. Please fill and sign this form to agree with the screening.

Consent for Speech & Language Screening

I hereby consent that *The Therapy Path* (for the *Northeastern Catholic District School Board*) screens my child's speech and language skills.

Child Name: _____ D.O.Birth ____/____/____
Year / Month / Day

I understand that all information collected by *The Therapy Path* for the *Northeastern Catholic District School Board* shall be treated with the utmost respect and confidentiality and that I can revoke this consent at any time.

Print Caregiver/Parent Name


Signature

Date

Optional: E-mail the results to me knowing that it may not be secure Add e-mail and check here to agree

Please return or e-mail the completed form to your child's teacher at:

Contact John Stark, Speech Language Pathologist, at 705 363-8871 to learn more.


John Stark, B.Sc., M.A. Reg. CASLPO
Speech Language Pathologist

Preparation for the screening

- We send all the SERT/RTs consent forms requesting parental permission to complete the screening in early June.
- In September, we assign schools to our assistants who are in closest proximity. Tara Sullivan in New Liskeard, Allanna St. Martin in Kirkland Lake, Rachel Lebedick in Kapuskasing, and now Gigi Veerarghaven in Cochrane.
- The assistants contact the school to inquire about the collected forms and schedule time there.

Carrying out the screening

- The assistants set a table and two chairs in the hall outside the classroom to save considerable transit time. This allows them to screen 18-20 children per day.
- They administer the expressive and receptive portions of the screening and collect the data as follows.
 - A passing example.

Expression	Language Sample MLU	Class	Se	Sub	KWords
1. it's not my bday today though			1	MiE	7
2. grapes			2	MiE	1
3. juicy			3	MiE	1
4. they come in different colours			4	MiE	5
5. the purple ones and the green ones			5	MiE	7
6. i'm gong to have uncle lauren and uncle vic come to my house today and stay over			6	MiE	18
7. now i will - and - their puppies come too they are very big			7	MiE	14
8. this says girls just want to have fun			8	MiE	8
9. thank you it's staying in everytime i do - it falls out so cool			9	MiE	15
10. like i play like i be funny and somebody is the monster and i turn into a cat			10	MiE	18

New Screen

Covid Screen ?

Pass/Fail Reason
pass

Consent

Sent Letter to Parents

MLU Factor ?
9.40 1.87 Pass

Listening	Points (1s & 0s)	Score Max	%	?
Stories	11x11111111	9	10	90%
Direction	111111	6	6	100

Max Listen Points
Directions: 6
Stories: 10

Listening to Directions and Stories

Atypical Behaviour ? ListenSum Pass

Major Articulation Errors

For her birthday, Lisa's Grandmother gave her a pretty gold ring. The ring had Lisa's name on it. The ring was old and a little scratched, but it still sparked beautifully.

1. Is this a story about a boy or a girl?
2. What did she get?
3. Who gave it to her?
4. What did the ring look like?
5. Was it a birthday present of a Christmas present?

I'm going to tell you which food to give to the kids. Here's a pizza and grapes ... here's a hotdog and an apple.
 Up here is a dog, a boy with yellow hair, a girl with a purple hat...

1. Give the pizza and the banana to the boy with the green hat. (1pt)
2. Give the hotdog and grapes to the girl with the yellow hair. (1pt)
3. Give the hotdog and banana to the cat. (1pt)
4. Give the pizza and the apple to the girl with the purple hat (1pt)
5. Give the pizza and the grapes to the boy with the yellow hair. (1p)
6. Give the last one to the one who has none. (1 pt)

At school, Mark painted a pretty picture for his Mom who was sick. Mark wanted to make his Mom feel better. It was a picture of a funny clown holding balloons. The balloons were red, yellow and purple.

1. Is this a story about a boy or a girl?
2. How did his mother feel?
3. What colours were the balloons? (at least 2)
4. Who did he give the picture to?
5. What did he draw in the picture?

Carrying out the screening

- The assistants set a table and two chairs in the hall outside the classroom to save considerable transit time. This allows them to screen 18-20 children in a day.
- They administer the expressive and receptive portions of the screening and collect the data as follows.
 - A passing example.
 - A below expectations example

Expression	Language Sample MLU	Class	Set	Sub	K	Words
1. Yeah			1	GaT	1	
2. So fast - and have fun.				GaT	6	
3. Do that.			3	GaT	2	
4. Ths room right there.			4	GaT	4	
5. Yeah			5	GaT	1	
6. My dog and a dog, bark dog.			6	GaT	7	
7. Warlk outside.			7	GaT	2	
8. Mommy taking - walk.			8	GaT	4	
9. - poop outside and snowman - -.			9	GaT	7	
10. scooby dooby.			10	GaT	2	

New Screen

Covid Screen ?

Pass/Fail Reason

Consent

Sent Letter to Parents

MLU Factor ?

3.60 0.65 Fail

Listening	Points (1s & 0s)	Score	Max	%	?
Stories	xxxxx1xxxx	1	10	10%	
Direction	xx1xx1	2	6	33%	

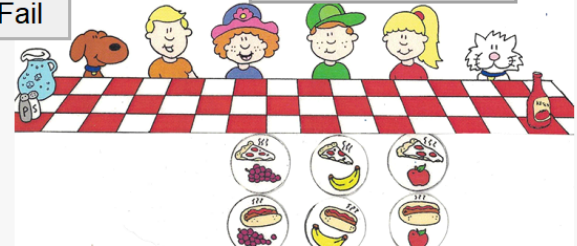
Max Listen Points
 Directions: 6
 Stories: 10

Listening to Directions and Stories

Atypical Behaviour ? ListenSum Fail

Intell about 60%.

Major Articulation Errors



I'm going to tell you which food to give to the kids. Here's a pizza and grapes ... here's a hotdog and an apple.
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At school, Mark painted a pretty picture for his Mom who was sick. Mark wanted to make his Mom feel better. It was a picture of a funny clown holding balloons. The balloons were red, yellow and purple.

1. Is this a story about a boy or a girl?
2. How did his mother feel?
3. What colours were the balloons? (at least 2)
4. Who did he give the picture to?
5. What did he draw in the picture?

Senior Kindergarten Class Language Screening

Wednesday, February 21, 2024

Re: ██████████'s School Language Screening

Age: 5 Yrs 11 Mo

Attending: Pope Francis School

School phone: (705) 264-5869

Dear Parents:

██████████'s language was screened by Rachel Lebedick (Speech and Language Assistant) on September 11, 2023 to ensure acquisition of important communication skills needed for social and academic success. ██████████'s English language expression and language comprehension scores were both below expectations.

1. Comprehension of directions and stories score: **3/16** is **below expectations**
2. Average words per expression: **2.4** words is **below expectations**

We expect a child this age to understand at least 60% of verbal information at this level and to express sentences averaging close to 5.5 words, so supports may be needed to expand ██████████'s language skills. At the same time, this brief screening may not represent your child's communication skills if ██████████ was shy or reluctant to talk on this day. ██████████'s teacher will be informed of these results and the school will only contact you for permission to do more testing if they have concerns. Meanwhile, click on the following link to receive weekly 5-minute activities by e-mail to develop these listening skills.

Listening Skill	Score	%	Access Practice Activities Here
Stories	0/10	0%	https://www.subscribepage.com/b8q3j8_copy
Directions	3/6	50%	https://www.subscribepage.com/b8q3j8

I also recommend that parents read with ██████████ and discuss the content of age-appropriate amusing books on a daily basis to stimulate language development (vocabulary, general knowledge, expression of sentences). A child this age should learn an average of approximately 1-2 new words (and their meaning) per day (more than 500 words per year) to keep up with other children and to successfully understand increasingly complex lessons and school books. Every day practice is essential for improving this.

Sincerely,

John Stark
Speech Language Pathologist

The Therapy Path
Timmins, Ontario
(705) 363-8871

cc: Parents
Pope Francis School

Sign up for free home activities



The Therapy Path

Develop your child's listening skills

*Sign up below to practice your child's
comprehension of stories.*

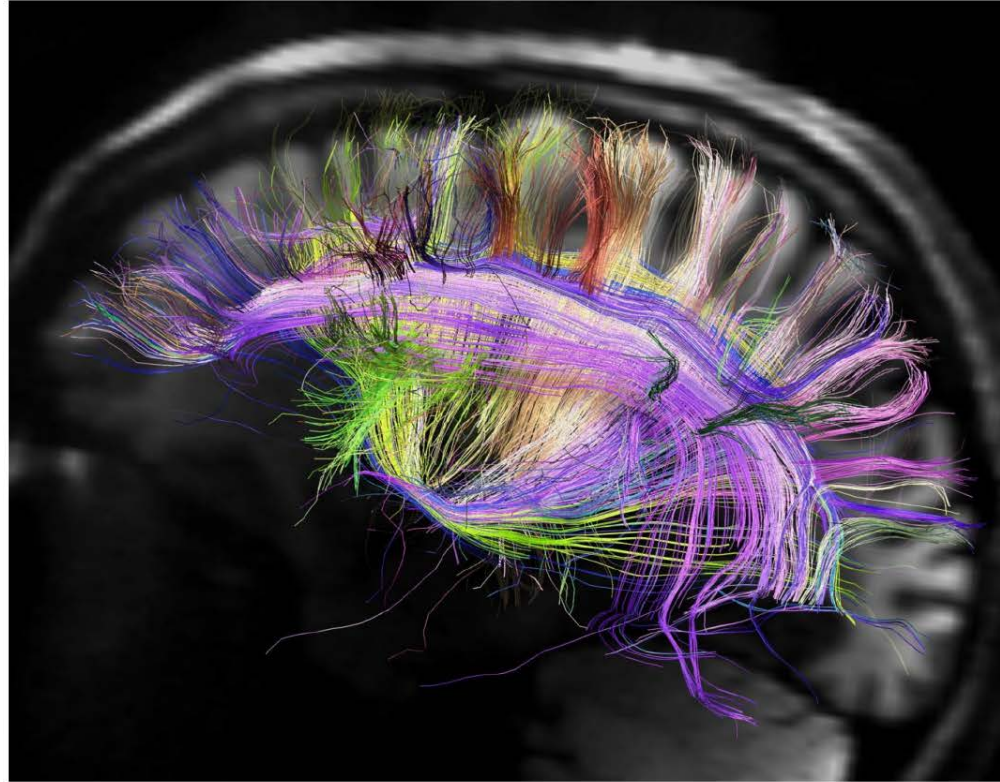
You will receive 10 free emailed activities, one every 3 days.

Your valuable help will develop this time sensitive skill needed for academic success. Your first 5-10 minute activity will be sent after you submit your email. (Check junk mail)

Subscribe

Listening to Stories #2

Sample
home
instruction



Visualization pathways

Visualization develops slowly, with time and much practice, to eventually form association pathways, which are strong information processing 'highways'. Each time, remind your child to picture/imagine the following parts in their minds:

1. Imagine the people/characters.
2. Imagine their environment, where they are.
3. Imagine what they are doing.

Sample home activity

Monica's little kitten gave a loud MEOOW and rubbed against Monica's leg. Monica picked up her kitten and asked, "Do you want to sit on my lap?" Her kitten hopped down off her lap and gave another loud MEOOW. Monica patted her kitten and asked, "Do you want to play?" The kitten gave a very loud MEOOW and ran to the kitchen. Monica laughed. She knew what her kitten wanted. It was hungry. She filled its dish with cat food.

A. Will you help Monica explain why her kitten kept MEOOWING?

1. Does Monica have a little dog or a little kitten?
2. What kind of sound did Monica's kitten make?
3. Monica's kitten rubbed against Monica's _____.
4. Did Monica's kitten want to stay on her lap?
5. Did Monica's kitten want to play?
6. The kitten did not want to play so it gave another loud _____.
7. Where did the kitten run?
8. When the kitten ran into the kitchen, Monica knew it was _____.
9. Did Monica give the kitten some milk or some food?
10. Where did Monica pour the cat food?





The Therapy Path

SLP Screening Report for Pope Francis school

2023-08-30 to 2024-01-03

First name	Last Name	Birthdate	Age when screened	MLU	MLU/ Age	Reslt	Listen task	Score	Listen %	Reslt	Consent	Letter to Par
Izza			4:11	8.1	2	Pass	Stories	3	30%	Fail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Abram			5:5	2.44	.5	Fail	Stories	0	0%	Fail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Isabella			5:4	6.5	1.3	Pass	Stories	6	60%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quinn			5:1	6.7	1.3	Pass	Stories	9	90%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Berkson			5:5	5.4	1.1	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Owen			4:12	8.4	2.1	Pass	Stories	6	60%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ella			4:9	8.3	2.1	Pass	Directions	5	83%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kate			5:6	4	.8	Pass	Stories	8	80%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kloe			5:6	2.2	.4	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mila			4:11	6.6	1.6	Pass	Directions	5	83%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kennedy			5:6	9.1	1.8	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Addele			5:2	5.1	1	Pass	Directions	3	50%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Loapi			4:11	4.22	1.1	Pass	Stories	3	30%	Fail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ava			5:2	7.9	1.6	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ndjerera			5:1	5.3	1.1	Pass	Stories		0%	Fail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Eliakim			5:2	7.5	1.5	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mila			5:5	9	1.8	Pass	Stories	8	80%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dawson			5:6	7.82	1.6	Pass	Stories	5	50%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dawson			5:1	7.3	1.5	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jack			5:6	8.4	1.7	Pass	Stories	9	90%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Logan			4:11	9.7	2.4	Pass	Directions	5	83%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Robert			5:0	8.2	1.6	Pass	Stories	8	80%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vladyslav			5:6	7.1	1.4	Pass	Stories	8	80%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jasper			4:9	7.71	1.9	Pass	Directions	5	83%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Keagan			5:7	6.7	1.3	Pass	Stories	7	70%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Isabella			4:9	7.6	1.9	Pass	Stories	3	33%	Fail	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ryder			5:6	8.1	1.6	Pass	Stories	9	90%	Pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alexander			5:5	6.4	1.3	Pass	Directions	5	83%	Pass	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Leland			4:10	5.55	1.4	Pass	Stories	5	50%	Fail	<input checked="" type="checkbox"/>	<input type="checkbox"/>

School
summary
to RTs

Summary Tables

Number of children screened by year

Year of Screen	Year of Birth		Total
	2023	2024	
2023	27		27
Total	27		27

Numbers passing and not passing each section

MLU Results		
Not Pass	Pass	Total
1	28	29

Listening Results		
Not Pass	Pass	Total
6	23	29

Group Averages

School Average MLU		School Average Age when Screened	
	2023		2023
Pope Francis	7.02	Pope Francis	5.18

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Children who were below expectations in one or both areas	29 (21.80%)	33 (28.70%)	52 (32.10%)	46 (29.5)	33 (22.91%)
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Children with low expressive sentence length (MLU<3.5 words)	5 (3.76%)	6 (5.22%)	15 (9.26%)	21 (13.5)	9 (6.25%)
Children with both comprehension and expressive sentences (MLU) below expectations	6 (4.51%)	4 (3.48%)	8 (4.94%)	17 (10.9)	8 (5.55%)

Statistical summaries over the years for NCDSB & DSB1

Combined	2019	2020	2021	2022	2023
Number of SK children screened across 17 DSB1 schools	446	363	452	474	458
Passed both the expressive and language comprehension tasks	354	270	321	349	348
The average age of all the screened children	5.21	5.39	5.245	5.24	5.21
The Mean Length of Utterance (MLU) of the whole group	6.74	6.935	7.86	7.555	7.61
	Percentages				
Children who were below expectations in one or both areas	20.63	25.62	28.98	26.37	24.02
Children with listening/comprehension below expectations	17.04	23.14	24.78	23.84	22.93
Children with low expressive sentence length (MLU<3.5 words)	6.05	4.96	9.51	10.76	5.9
Children with both comprehension and expressive sentences (MLU) below expectations	4.71	1.93	5.97	8.44	5.46

Action

- The relatively high number of children who did not meet expectations is slightly lower than last year, again coinciding with Covid-19 disruptions affecting the 2020 - 2023 groups. To help overcome these gaps with the 2023 group, all parents of children who struggled with listening/comprehension were offered 10 free activities to practice these specific at home. Of the roughly 30 parents who were offered these activities, 5 parents subscribed to receive them.
- To provide more comprehensive support, Linda, Émilie and I have started to develop a simple in-class SK language intervention program that we will model for SK teachers and train them to use the first couple weeks of September.
- I informed the RTs that the children who had not met expectations would *not* be placed on our SLP list, and they should only be referred to our SLP services if the RT and classroom teacher legitimize the need and submit the referral to their district RT as usual.



IEP REVIEW 2023-2024 BOARD DATA

An internal IEP review was completed in December/January of this school year, with IEPs from each of our schools reviewed in order to identify **strengths, areas that require greater attention and next steps.**

This is the 5th year that we have taken part in such a process.

OVERVIEW

The sample contained **10 IEPs from each school** and these were compared against **established criteria**. The IEPs were selected ensuring that students in **each of the categories of exceptionality were represented** and that IEPs were selected across **various grades** and from both **French Immersion and English Programs**.

- 56% of the IEPs had only accommodations, while 44% had both modifications and accommodations
- 84% of the IEPs reviewed had accommodations only in mathematics
- 13% of IEPs had a SEA Equipment claim
- 41% had a SEA Technology claim



STRENGTHS

- **Very few students had an exemption listed (3% - French)**
- **95% of IEPs had an accurate and complete Development Team (itinerant teacher)**
- **94% of all IEPs had cognitive scores listed** if the student had a psychological assessment (previous focus)
- **90% of all IEPs had Strengths and Needs matching those stated on the IPRC Statement of Decision** (previous focus)
- **85% of IEPs had data that validated the modifications** that were listed for the subject area
- **90% of accommodations that were listed under instructional were also listed under assessment**
- **95% of IEPs had SEA Equipment and Technology listed** if the student had a claim
- **97% of IEPs had a transition plan with action items and a timeline**
- **100% of IEP had consistent formatting**

NEEDS



The following areas have improved from the previous year, but still require more attention:

- The **role of the RT and lead were very unclear in many IEPs**. This may have been because decisions regarding programming and support were not decided at the time of the first IEP deadline.
- **61% of IEPs included measurable and specific expectations, 32% had somewhat measurable expectations and 7% had expectations that were difficult to measure**. Some of this difficulty could be attributed to teachers not being very familiar with the new Language curriculum. Going forward, this should improve.
- **EQAO data was not always complete. Only 56% had complete data**. Many schools did not have anything listed during Covid, and several schools shared that they did not have last year's scores in time for Term 1 IEPs (Grade 3, Grade 6, Grade 9 Math, OSSLT).
- IEPs with Math modifications must be supported with data (AAN, Show What You Know in Mental Math, IXL, ONAP, etc.) **If Math modifications were listed, 68% had accurate data to support the modifications**.
- All IEPs had a holistic learner comment and for the most part, these were updated and positive. The comment needs to reflect the student outside of the school environment. **44% were positive, updated and reflected the student outside the school**.



NEXT STEPS

- **Review school-specific data** with Principals and RTs **prior to completion of Term 2 IEPs**
- **Provide professional learning opportunities related to areas of need**
- **Continue with bi-annual IEP audit and provide schools with regular feedback to ensure greater compliance**
- Continue to **ensure that new teachers access the IEP course** that we have created and housed in the eHUB