

Special Education Advisory Committee Meeting

Wednesday, February 23, 2022

11:45 p.m.

Northeastern Catholic District School Board

WebEx

MINUTES

PRESENT: Joel McCartney, Cochrane Temiskaming Resource Centre / Chair
Ellen Renaud, North Eastern Ontario Family and Children's Services/Vice Chair
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Mackenzie Carrier, YMCA Childcare Supervisor
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Supervisor of Mental Health
Lisa Lamarche, Behavior & Autism Specialist
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Stephanie Fisher, Timmins Native Friendship Centre
Sarah McSheffrey, Cochrane Temiskaming Children's Treatment Centre
Heather Demers, The Lord's Kitchen

1. Welcome and Prayer

Joel welcomed everyone, led the group in prayer and land acknowledgement

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: B. Richer SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: C. Landers

BY: B. Richer SECONDED

THAT the minutes of January 19, 2022 be approved as presented.

CARRIED.

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. An example of the consent form sent home to parents/guardians can be found on page 4 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 (Communicative Disorders Assistants) with my supervision and guidance. 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 as well as tables and graphs. (Note that we overlooked St. Joseph. We will screen them as soon as school resumes).

To Summarize

NCDSB SK Language Screening			
	2019	2020	2021
Number of SK children screened across 9 NCDSB schools	133	115	162
Passed both the expressive and language comprehension tasks	104	82	110
The average age of all the screened children	5.18	5.69	5.28
The Mean Length of Utterance (MLU) of the whole group	6.64	6.91	7.82
Children who were below expectations in one or both areas	29 (21.80%)	33 (28.70%)	52 (32.10%)
Children with listening/comprehension below expectations	18 (13.53%)	31 (26.96%)	45 (27.78%)
Children with low expressive sentence length (MLU<3.5 words)	5 (3.76%)	6 (5.22%)	15 (9.26%)
Children with both comprehension and expressive sentences (MLU) below expectations	6 (4.51%)	4 (3.48%)	8 (4.94%)

We sent home a letter 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 and we were contacted by four parent for children attending St. Patrick's Kapuskasing, Holy Family and Pope Francis (for two children who did not pass the listening portion and two children who passed both sections), seeking clarification on the results.

Action

We found that a greater number of children did not meet expectations compared to previous years, coinciding with Covid-19 disruptions affecting the 2020 and 2021 groups. To help overcome these gaps with the 2021 group, all parents who provided email addresses, for children who struggled with listening/comprehension, will be offered 10 activities to practice these specific skills this January. Each activity will be delivered to their email every three days and will take roughly 5-10 minutes to complete. They will have the choice to opt out at any time by unsubscribing. (Note: In the future, all the parents whose children are below expectations will automatically have this invitation as a link in the screening results letter we send them).

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. Brigance K-1 Screen

Presented by Katie Mundle

Katie Mundle discussed the Senior Kindergarten and Grade 1 Brigance Tool that is being used in the NCDSB Elementary school. The tool is utilized to obtain a sampling of a child's skills and behaviours. The Power Point presentation has been included on pages 5-33 in the meeting minutes.

6. Agency Reports

Cochrane Temiskaming Resource Centre

Joel has accepted the position of Executive Director at the CTRC effective April 1, 2022. He is hopeful to remain on the SEAC committee for the remainder of 2021-2022. New CTRC committee representation may need to be selected for the coming years.

7. Date of Next Meeting – March 30, 2022 at 11:45 via WEBEX

8. Other Business – N/A

9. Adjournment

MOVED BY: C. Hoven

THAT the meeting be adjourned at 1:07 p.m.

CARRIED



Senior Kindergarten Language Screening

Dear Parents,

In September 2020, we are screening the language skills of children entering SK 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 a Communicative Disorders Assistant who will practice strict COVID-19 protocols, including daily self-checks, use of approved masks and a face shield, and disinfection of surfaces after each child seen. We will also screen the health of each child prior to seeing them by checking their temperature with a contactless forehead thermometer (5-10 cm away) and will require the child to wear a mask. Disposable masks will be provided to children who do not have them. If the child shows concerning symptoms or a fever, they will not be screened on that day and the teacher will be informed, we will then follow the school's protocol. The child will be screened when the health concern is resolved, and they return to school. Please fill and sign this form to agree with the screening.

Consent for *Speech Language Pathology Service*

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

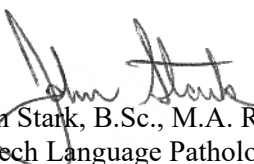
Signature


Date

Optional e-mail the results to me


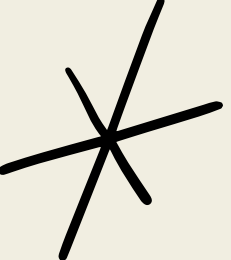
Please return the completed form to your child's teacher.

You may contact John Stark, Speech Language Pathologist, at 705 363-8871 to learn more.


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



NCD Brigance Data



**FDK-Year 2 and Grade 1 Students
December 2021**



Brigance Early Screen III

K & 1 Assessment Tool

Standardized
&
Norm-
Referenced

Covers a
broad
sampling of
a child's
skills and
behaviours

Helps
identify
children who
may have a
cognitive
delay

Used to inform
teaching/
targeted
intervention
and monitor
student
progress

Leads to
possible
referrals to
Speech, OT
and PT

4 Key Areas

Assessed by the Brigance

Physical
Development

Language
Development

Literacy
Development

Mathematics
Development



Who was assessed?

190

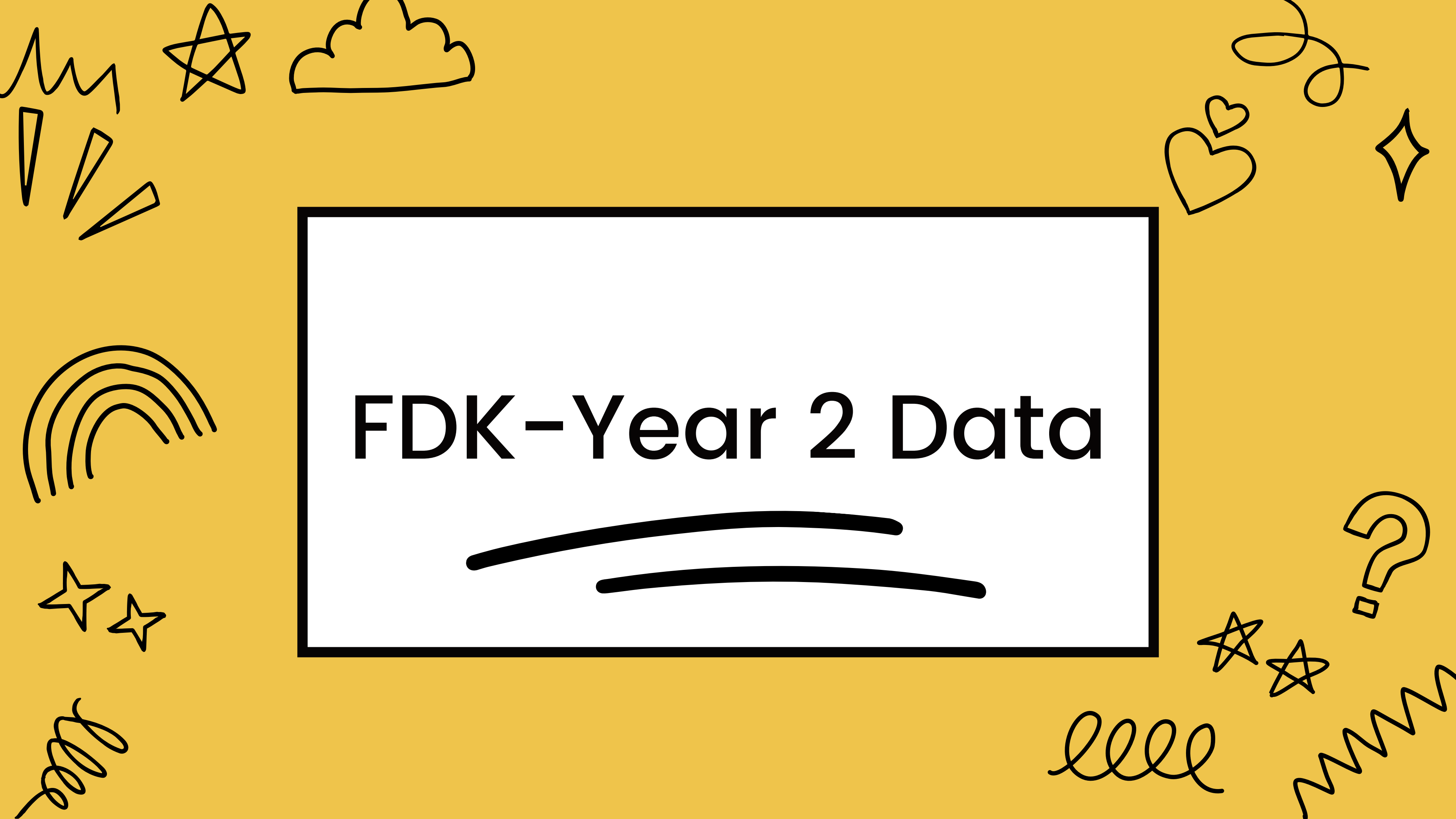
FDJK-Year 2 students
(119 English, 71 French)

160

Grade 1 students
(113 English, 47 French)



FDK-Year 2 Data



Physical Development FDK-Year 2

Possible Points

1. Gross Motor Skills -

- Stand on 1 foot for 10 seconds
- Stand on opposite foot for 10 seconds
- Stand on 1 foot for 1 second with eyes closed
- Stand on opposite foot for 1 second with eyes closed
- Walk backwards toe-to-heel four steps

5

2. Visual Motor Skills -

- Draw an X
- Draw a square
- Draw a rectangle
- Draw a triangle
- Draw a diamond

7.5

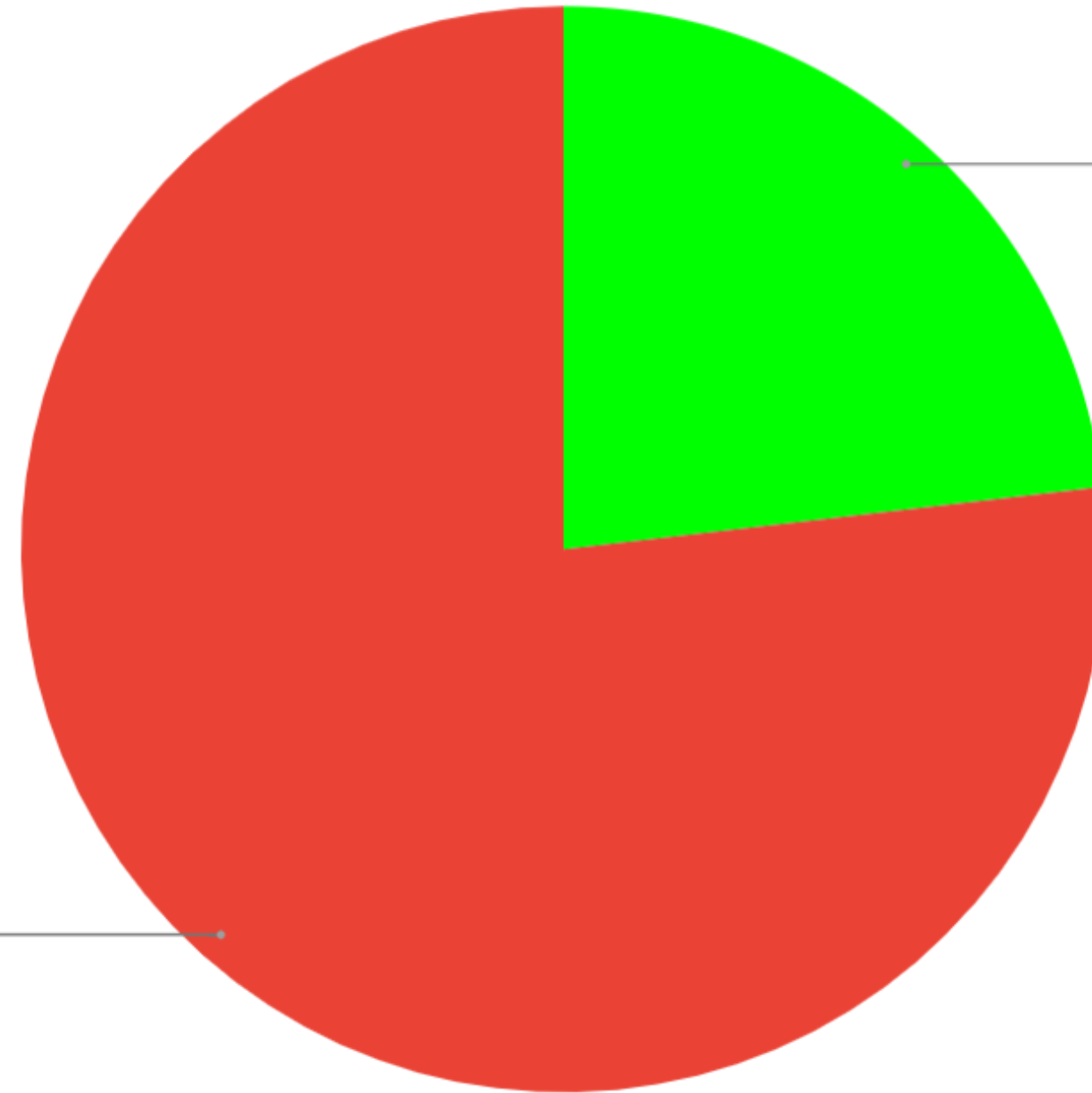
3. Prints Personal Information -

- Prints first name
- Prints last name

6

NCDSB - FDK-Year 2 - Physical Development (December 2021)

Cut Off 70% +



Students Scoring Above the Cut Off
23.2%

Students Scoring Below the Cut Off
76.8%

Language Development FDK-Year 2

Possible Points

1. Names Parts of the Body -

- Thumbs
- Fingernails
- Chin
- Chest
- Elbows
- Shoulders

6

2. Verbal Fluency and Articulation -

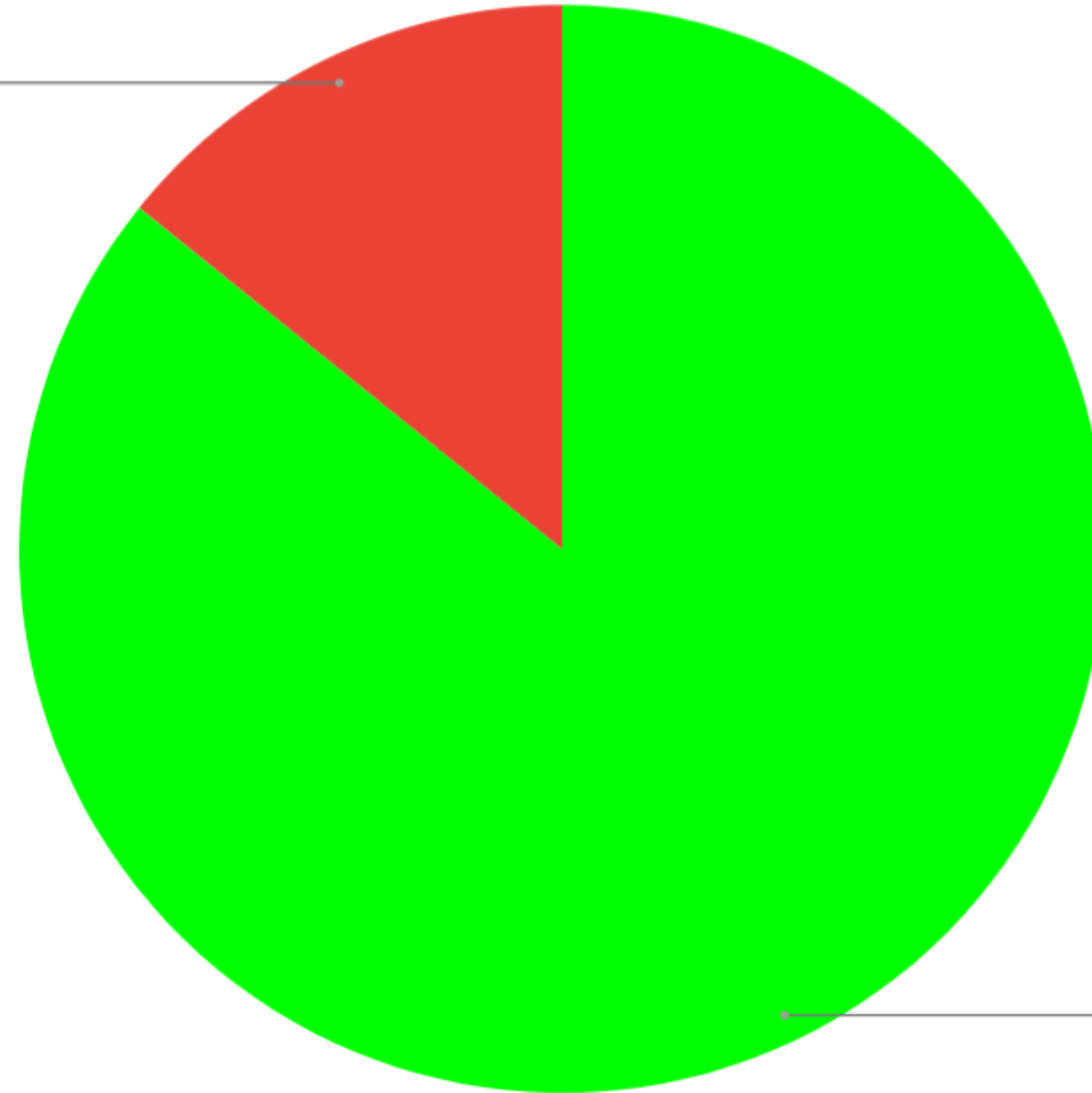
- Uses sentences of at least five words
- At least 90% of speech is intelligible

10

NCDSB - FDK-Year 2 - Language Development (December 2021)

Cut Off 70% +

Students Scoring Below the Cut Off
14.2%



Students Scoring Above the Cut Off
85.8%

Literacy Development FDK-Year 2

Possible Points

1. Knows Personal Information -

- First name
- Last name
- Age
- Birthday (month and day)
- Telephone number
- Street address

9

2. Recites Alphabet -

- A-Z

5

3. Reads Uppercase Letters or Lowercase Letters -

- A-Z (in mixed order)

13

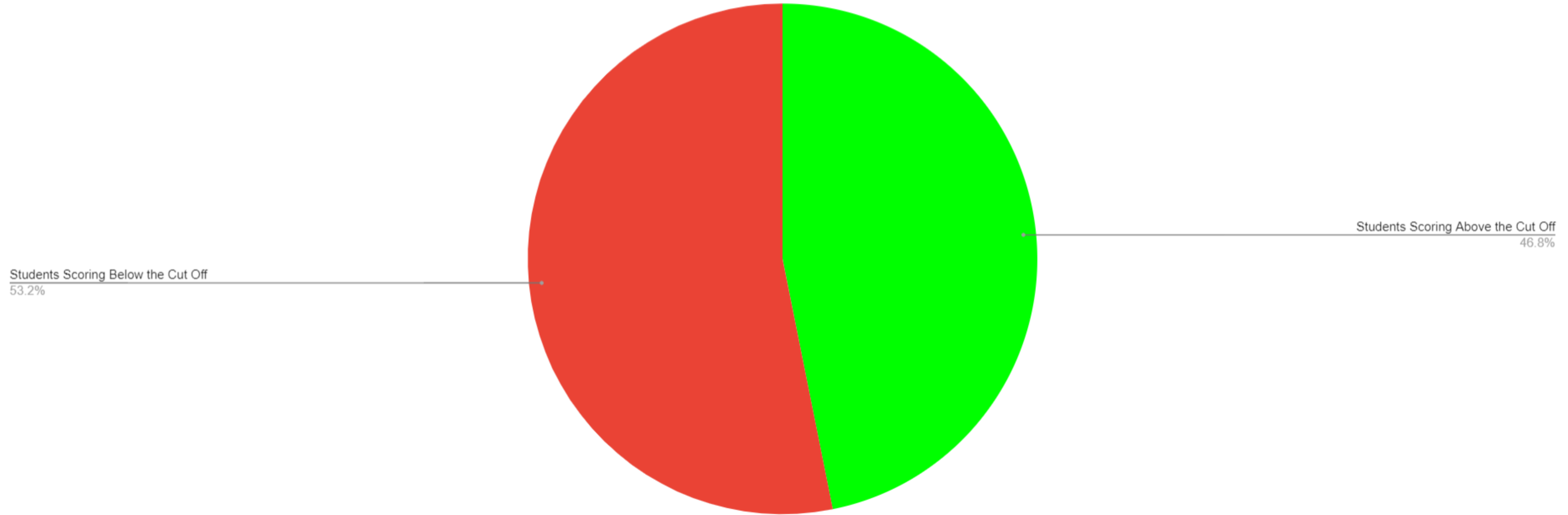
4. Experience with Books and Text -

- Knows the front and back of a book
- Understands that text progresses from left to right
- Understands that text progresses from top to bottom

4.5

NCDSB - FDK-Year 2 - Literacy Development (December 2021)

Cut Off 70% +



Students Scoring Below the Cut Off
53.2%

Students Scoring Above the Cut Off
46.8%

Mathematics Development FDK-Year 2

1. Sorts Objects (Size, Colour, Shape) -

- Sorts by size and colour
- Sorts by size and shape

Possible Points

6

2. Counts by Rote -

- 1-30

9

3. Matches Quantities with Numerals -

- 2
- 4
- 3
- 8
- 6

10

4. Determines Totals of Two Sets -

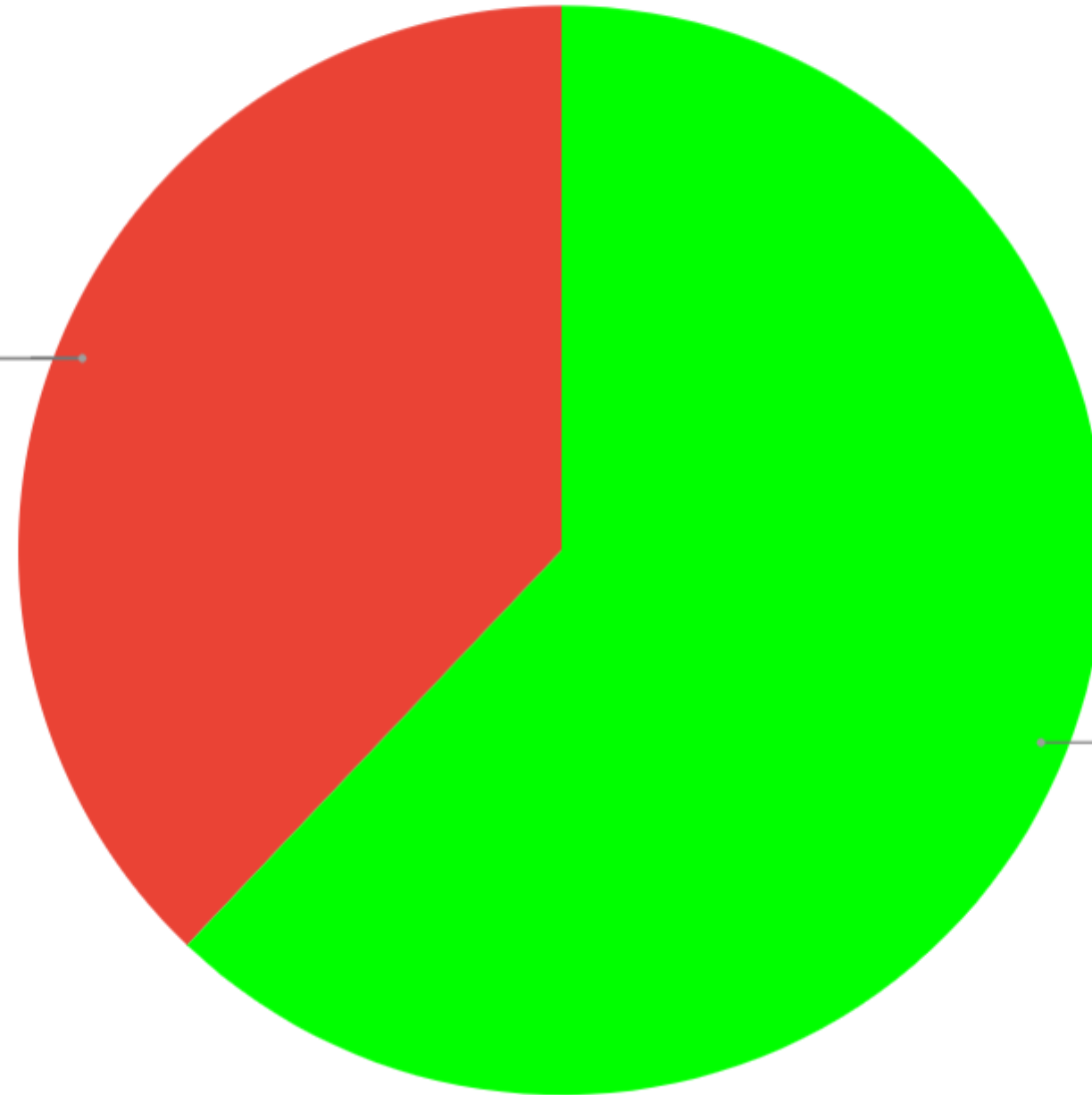
- Counts two groups of objects for a sum up to ten.
- 1 dot + 2 dots
- 4 dots + 2 dots
- 5 stars + 5 stars

9

NCDSB - FDK-Year 2 - Mathematics Development (December 2021)

Cut Off 70% +

Students Scoring Below the Cut Off
37.9%



Students Scoring Above the Cut Off
62.1%

FDK-Year 2 Results

64% of students scored **above** the cut off.

58% of English students scored **above** the cut off.

73% of FI students scored **above** the cut off.

FDK-Year 2 Results

SAIF - 72%

SJKL - 81%

SPKP - 80%

SJTM - 30%

ECCS - 47%

SPCO - 80%

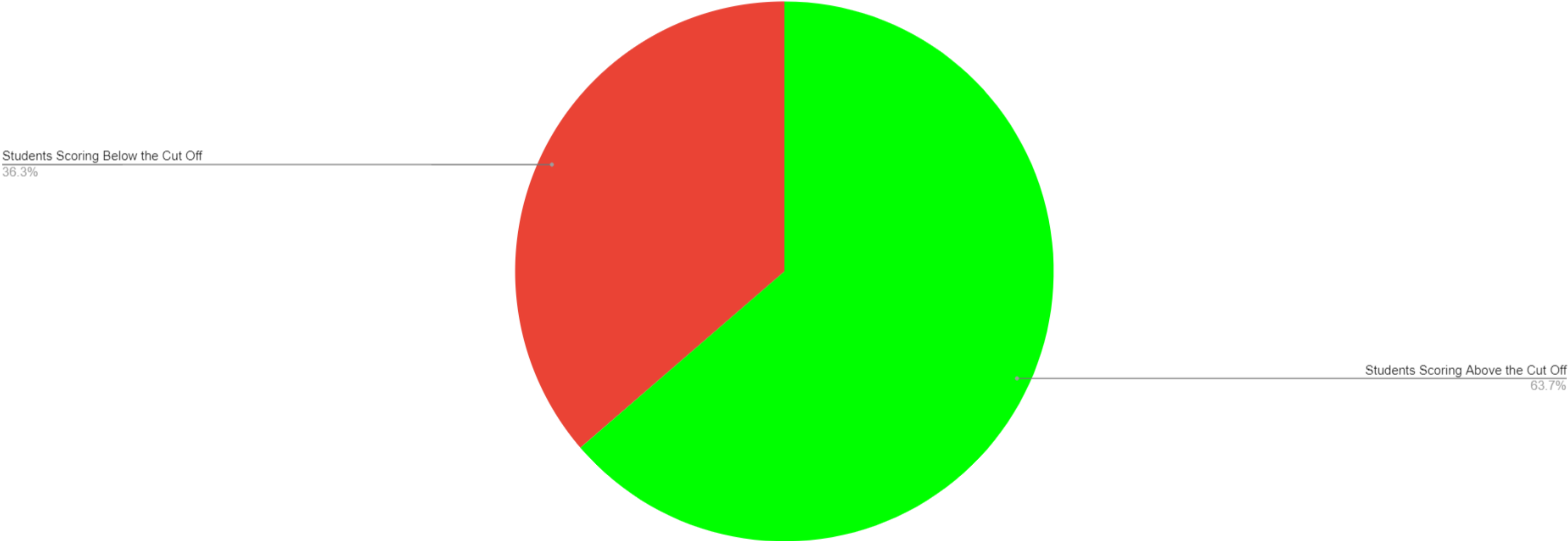
PFTM - 44%

AWCH - 80%

HFEN - 88%

BBMO - 14%

NCDSB - FDK Year 2 (December 2021)



Supporting School Readiness Skills at Home A RESOURCE FOR PARENTS

Have your child practice telling a loved one:

- their first and last name
- age
- street address
- birth date (month and day)
- telephone number



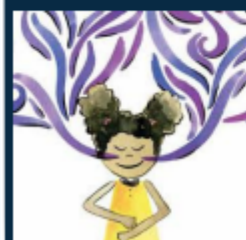
- Model and practice turn-taking when talking to your child or playing a game.
- Encourage perseverance by having your child practice working on tasks until they are completed, or until it is time to take a break. For example, making a puzzle, printing their first and last name, drawing shapes and sorting objects by size, colour and shape.

Have your child practice self-help skills such as:

- Getting dressed independently (outdoor clothing as well!)
- Toileting themselves on their own



Practice calming strategies like "Mindful Breathing" using the activities below:



Activity 1: Imagine you are holding a cup of hot chocolate. Slowly breathe in and breathe out to cool the hot chocolate down. Repeat.

Activity 2: Stand tall and slowly reach for the sky as you breathe in. Slowly reach down and touch your toes as you breathe out. Repeat.

Activity 3: Stretch your hand out like a star. Get the pointer finger of your other hand ready to trace your fingers up and down. Slide up each finger slowly (breathing in through your nose) and slide slowly down the other side (breathing out through your mouth). Repeat with the other hand.

Building Literacy Skills at Home:



- Model that reading is a valuable activity by reading your own books and magazines.
- Read to your child EVERY DAY and talk about the new words you encounter.
- Read a variety of engaging books together and reread your child's favourites!
- Ask your child about their favourite parts of the book and answer the questions they have about the characters or events in the story.
- Help your child connect the story to their own life.
- Read or sing familiar poems or nursery rhymes to your child. This exposes them to new vocabulary, rhythm and rhyming. "The Incy Wincy Spider" and "Pat-A-Cake" are examples that also involve movement!
- Practice identifying lowercase and uppercase letters of the alphabet with your child in engaging ways. For example: reading alphabet books, playing alphabet bingo, pointing out letters in their environment (for example: "That sign starts with the letter S.") and creating your own alphabet books with letters cut from magazines and newspapers.

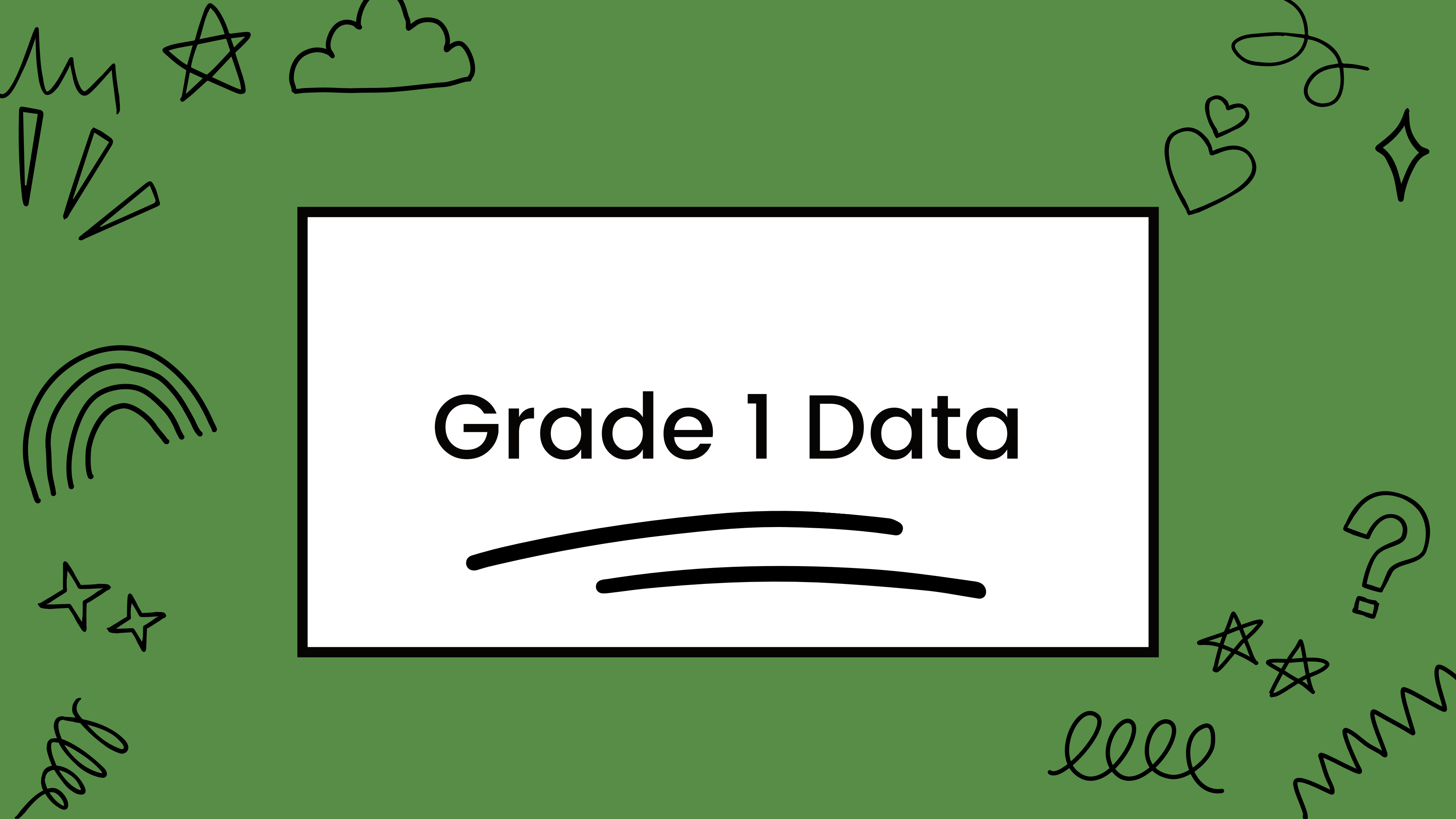


Building Math Skills at Home:

- Practice counting up to 10 objects. For example: count the number of grapes packed in a lunch, the number of children playing in a park or the number of stairs climbed in order to reach the top.
- Go on a shape hunt! Try to find as many shapes as you can. For example: a button resembles a circle or a slice of pie looks like a triangle.
- Create number cards using index cards. Write a numeral from 0-10 in large print on each card. Have your child pick a card and identify the number. Have them draw that number of objects, or practice clapping or jumping that number of times. Ask your child: "What is one more than the number you picked?" "What is one less?"
- Play board games where your child rolls a die and has to count the number of spaces to move (for example: Snakes and Ladders or Trouble).
- Ask your child to identify numbers that are special in their world. For example, where do they see the number 6 in their world? Is it their age? Is it included in their bus number or address? Talk about the many different places numbers exist.



Grade 1 Data



Physical Development **Grade 1**

Possible Points

1. Prints Personal Information -

- First name
- Last name

4

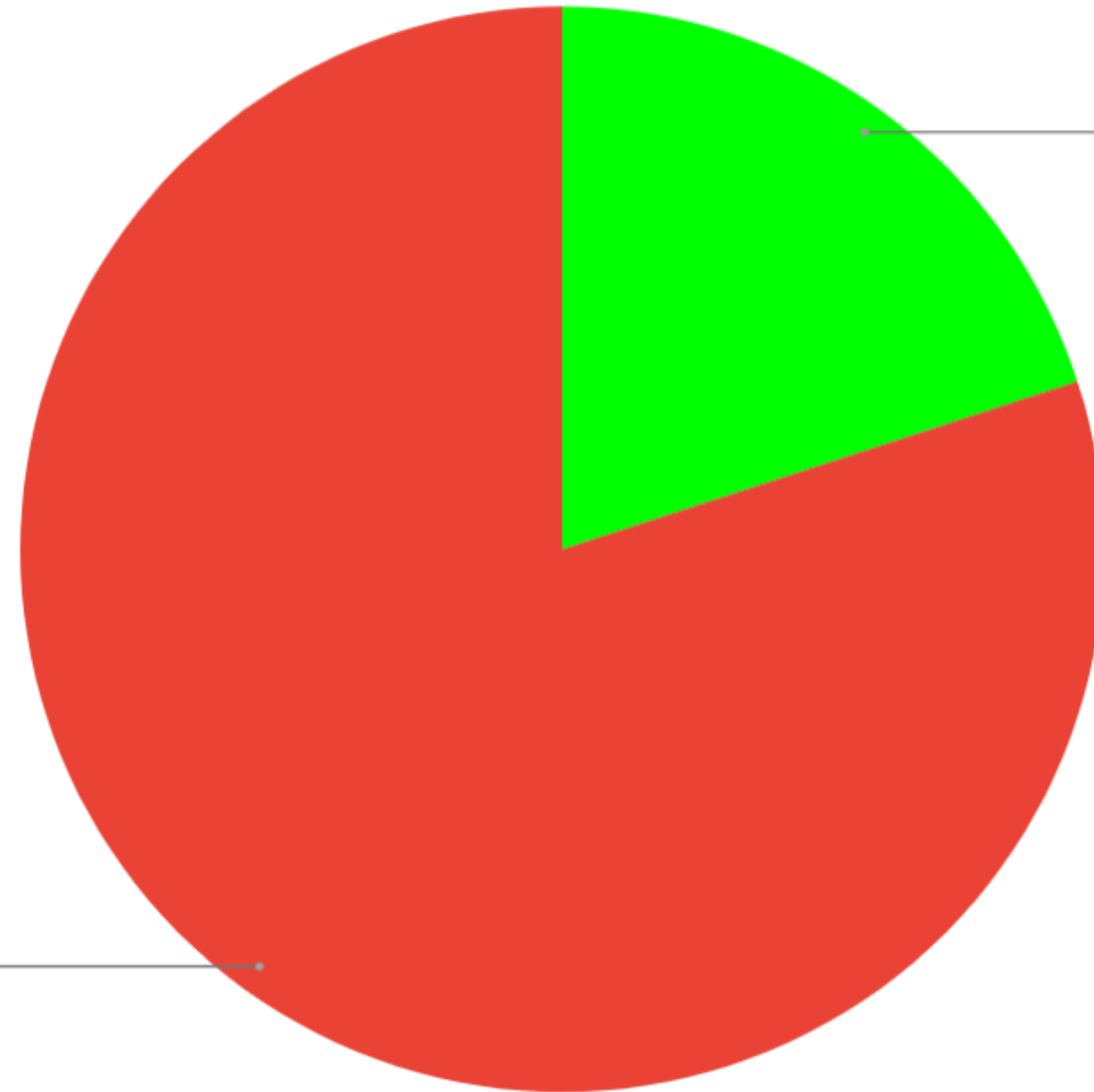
2. Writes Numerals in Sequence -

- 1-10

5

NCDSB - Grade 1 - Physical Development (December 2021)

Cut Off 86% +



Students Scoring Above the Cut Off
20.0%

Students Scoring Below the Cut Off
80.0%

Language Development **Grade 1**

Possible Points

1. **Auditory Discrimination -**

- Discriminates beginning sounds (job-job, go-so, pig-big)
- Discriminates ending sounds (red-red, bus-buzz)

7.5

2. **Identifies Initial Letters -**

- Mat, men, mud - M
- Heel, hood, hut - H
- Date, deck, dog - D

9

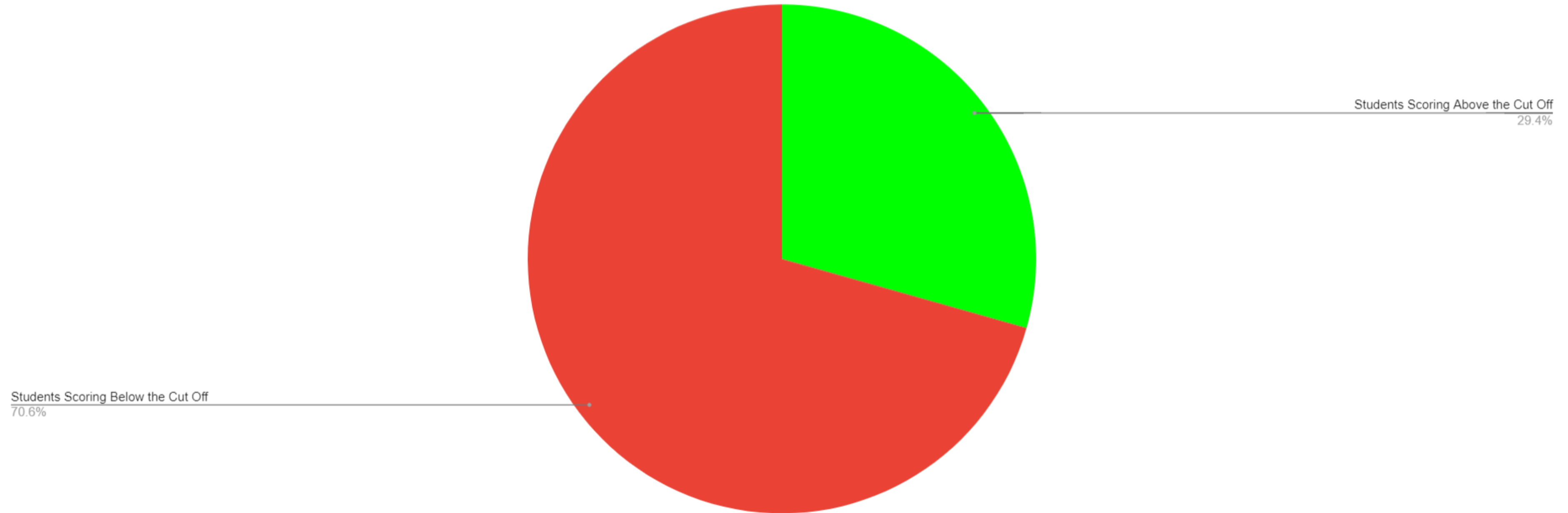
3. **Listening Vocabulary Comprehension -**

- Hand
- Duck
- Fish
- Brush
- Scissors

10

NCDSB - Grade 1 - Language Development (December 2021)

Cut Off 86% +



Students Scoring Above the Cut Off
29.4%

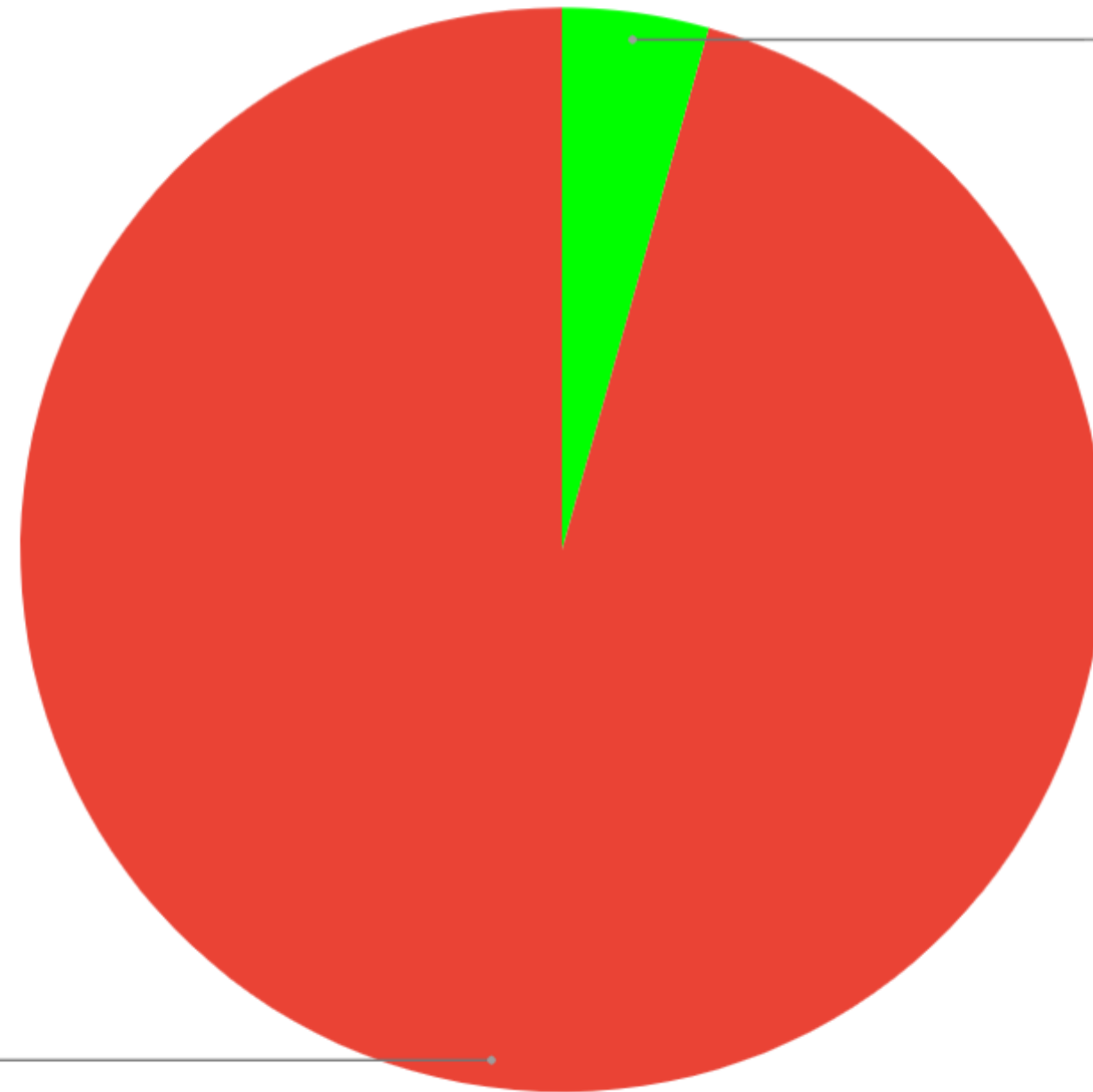
Students Scoring Below the Cut Off
70.6%

Literacy Development **Grade 1**

	<u>Possible Points</u>
1. Knows Personal Information - <ul style="list-style-type: none">• Telephone number• Street address• Complete address• Birthday (month and day)• Year of birth	7.5
2. Visual Discrimination: Lowercase and Words - <ul style="list-style-type: none">• 5 letters• 5 words	10
3. Reads Lowercase Letters - <ul style="list-style-type: none">• A-Z (in mixed order)	13
4. Word Recognition - <ul style="list-style-type: none">• 20 high-frequency words	10

NCDSB - Grade 1 - Literacy Development (December 2021)

Cut Off 86% +



Students Scoring Above the Cut Off
4.4%

Students Scoring Below the Cut Off
95.6%

Mathematics Development **Grade 1**

Possible Points

1. Sorts Objects (Size, Colour, Shape) -

- Sorts by two attributes - size and color, size and shape
- Sorts by three attributes - size, colour and shape

10

2. Adds and Subtracts -

- 5+1
- 3+4
- 3-2
- 5-2

8

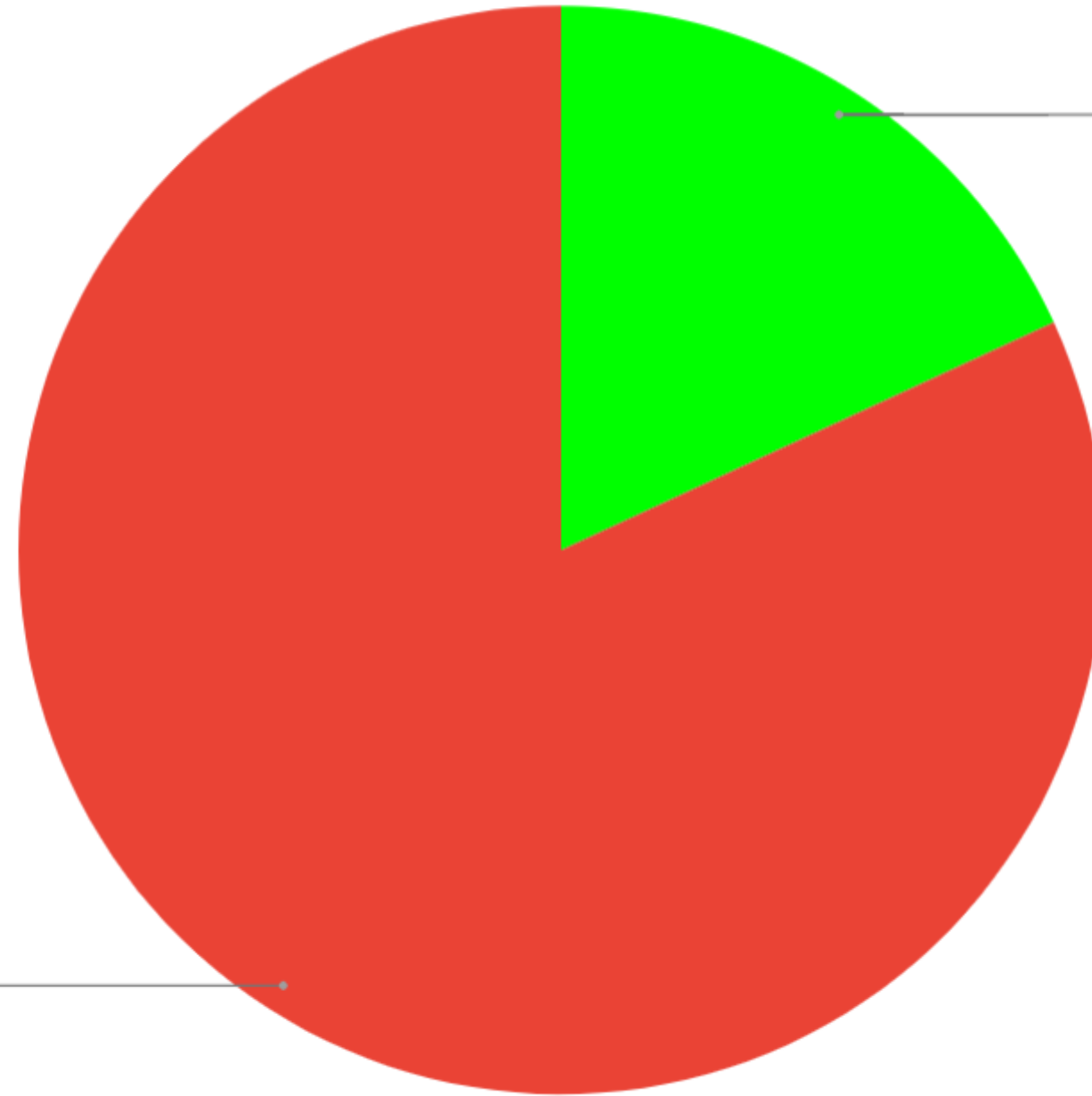
3. Solves Word Problems -

- 4 questions with yes/no responses

6

NCDSB - Grade 1 - Mathematics Development (December 2021)

Cut Off 86% +



Students Scoring Above the Cut Off
18.1%

Students Scoring Below the Cut Off
81.9%

Grade 1 Results

29% of students scored above the cut off.

31% of English students scored above the cut off.

23% of FI students scored above the cut off.

Grade 1 Results

SAIF - 14%

SJKL - 25%

SPKP - 43%

SJTM - 18%

ECCS - 68%

SPCO - 25%

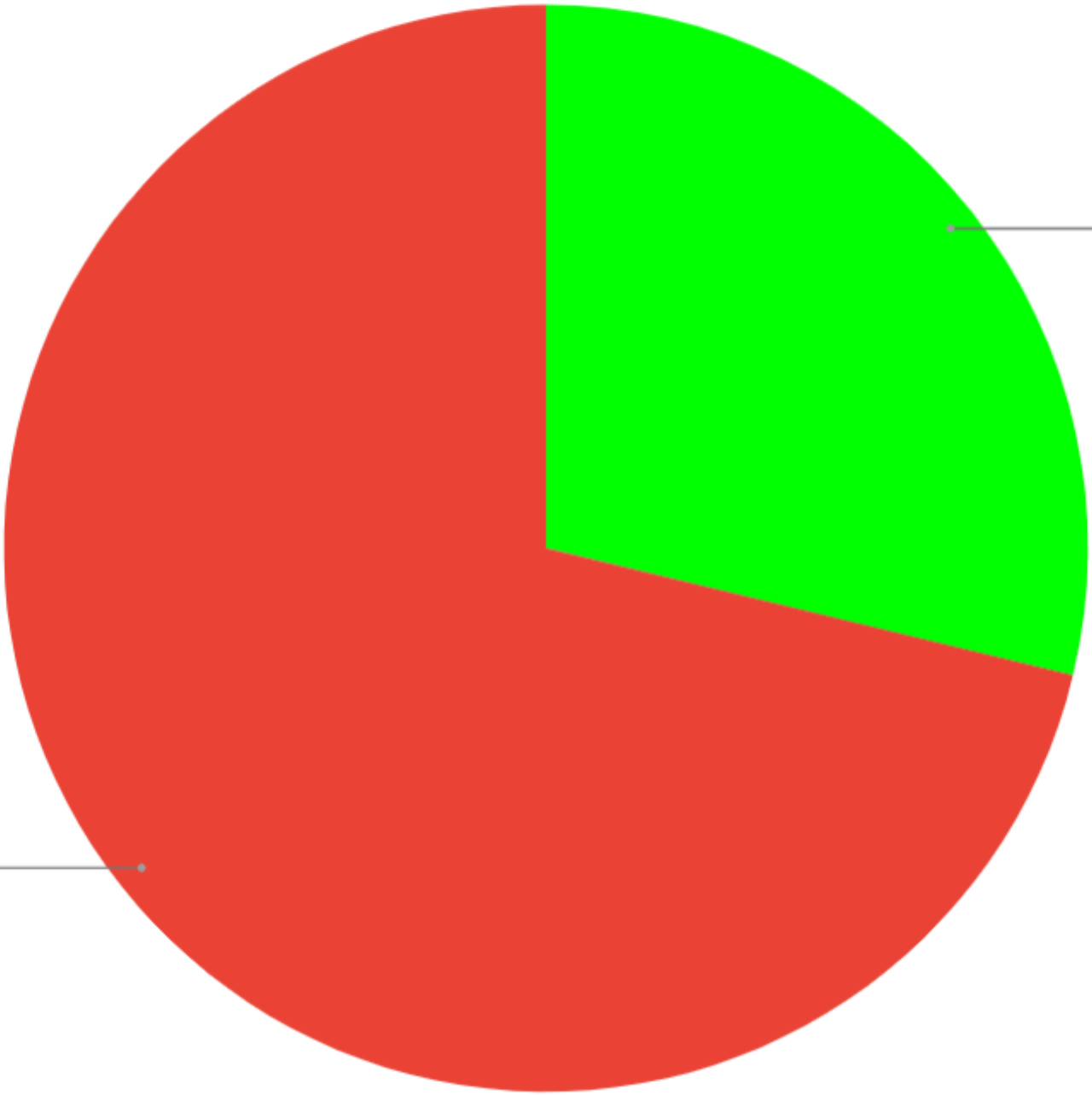
PFTM - 22%

AWCH - 25%

HFEN - 13%

BBMO - 20%

NCDSB - Grade 1 (December 2021)



Students Scoring Below the Cut Off
71.3%

Students Scoring Above the Cut Off
28.8%

Supporting School Readiness Skills at Home A RESOURCE FOR PARENTS

Have your child practice telling a loved one:

- their first and last name
- age
- street address
- birth date (month, day and year)
- telephone number

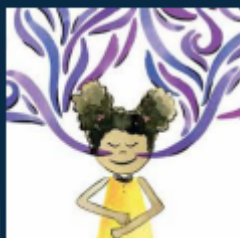


- Model and practice turn-taking when talking to your child or playing a game.
- Encourage perseverance by having your child practice working on tasks until they are completed, or until it is time to take a break. For example, making a puzzle, printing their first and last name, drawing shapes and sorting objects by size, colour and shape.

Work with your child to practice their self-regulation skills.

- Be an example! Model positive coping strategies (for example: deep breathing, talking to someone, getting fresh air, listening to relaxing music) and model thinking critically to solve problems.
- Ask yourself: "What might my child be stressed about? Why?" Talk with your child about how they are feeling and the challenges they are facing. Validate that it is OK to feel upset and support them in learning to problem solve.
- Use role play to act out scenarios to help practice problem solving.

Practice calming strategies like "Mindful Breathing" using the activities below:



Activity 1: Imagine you are holding a cup of hot chocolate. Slowly breathe in and breathe out to cool the hot chocolate down. Repeat.

Activity 2: Stand tall and slowly reach for the sky as you breathe in. Slowly reach down and touch your toes as you breathe out. Repeat.

Activity 3: Stretch your hand out like a star. Get the pointer finger of your other hand ready to trace your fingers up and down. Slide up each finger slowly (breathing in through your nose) and slide slowly down the other side (breathing out through your mouth). Repeat with the other hand.

Building Literacy Skills at Home:

- Read to your child EVERY DAY and talk about the new words you encounter.
- Read a variety of engaging books together and reread your child's favourites.
- Ask your child questions about what they have read.
- Have your child retell the story in their own words (characters, setting, beginning, middle and end).
- Help your child connect the story to their own life.
- Have your child practice identifying rhyming words in books, poems, nursery rhymes and songs. Have your child produce their own rhyming words.
- Model using strategies to read unknown words (for example: using beginning and ending sounds and blending sounds together) and have your child practice this strategy when they encounter a challenging word.



Building Math Skills at Home:

- Have your child count a group of objects. Mix the objects up in front of your child and ask: "How many objects are there now?" Practicing this will help your child understand that quantity does not change with physical rearrangement.
- Practice writing numerals.
- Ask your child "What is one more/less than the number ___?" "What is two more/less than the number ___?"
- Ask your child what numbers can be put together to make 10 (5 and 5, 6 and 4, 7 and 3, etc.) Practice this with different numbers.
- Explore doubles with your child. To get a double of number, the same number is added to itself. For example, 1+1, 2+2, 3+3. Ask: "What is the double of 2?"
- Play board games where your child rolls a die and has to count the number of spaces to move (for example: Snakes and Ladders or Trouble).
- Have your child roll a die and ask them how many dots are showing. Have them practice identifying the number they rolled without counting each dot. Ask them to tell you a number that is one more/one less than the number they rolled.
- Ask your child to identify numbers that are special in their world. For example, where do they see the number 7 in their world? Is it their age? Is it included in their bus number or address? Talk about the many different places numbers exist.



Where do we go from here?

- School-specific data shared with each school
- Principal and RT to meet with Teachers/ECE teams to share and discuss the results, areas of strength/need, next steps (Tier 1 intervention), possible referrals
- RT to review Brigance Binder resource with Teachers/ECE teams which includes Physical/Language/Literacy/Mathematics activities to support targeted small group instruction
- Parents to receive a letter explaining the results of the assessment in writing, along with a Board-created parent resource (K&1) outlining ways to support their child at home
- Discussion with parents and consent obtained for any referrals generated because of assessment results
- Targeted Instruction to occur in the classroom (Tier 1) for areas of need
- Post-Secondary student Tutors in the Classroom to be hired to support
- Re-assessment of students that scored below the cut off, after a period of intervention within the classroom