

# Special Education Advisory Committee Meeting

Wednesday, February 24, 2021

11:45 p.m.

Northeastern Catholic District School Board

WebEx

## MINUTES

**PRESENT:** Joel McCartney, Cochrane Temiskaming Resource Centre / Chair  
Billie Richer, VOICE for Deaf and Hard of Hearing Children  
Ellen Renaud, North Eastern Ontario Family and Children's Services  
Heather Demers, The Lord's Kitchen  
Mackenzie Carrier, Community Living Timmins  
Stan Skalecki, NCDSB Trustee  
Ron MacInnis, NCDSB Trustee  
Susan St. Denis, Cochrane Temiskaming Children's Treatment Centre  
John Stark, The Therapy Path  
Daphne Brumwell, Superintendent of Education  
Catherine Hoven, Special Assignment Teacher  
Katie Mundle, Special Assignment Teacher  
Jean Ethier, Education Services Officer / Recorder

**EXCUSED:** Mark Lionello, Canadian Mental Health Association

### 1. Welcome and Prayer

Joel McCartney welcomed everyone and led the group in prayer.

### 2. Approval of Agenda

MOVED BY: B.Richer

BY: E.Renaud SECONDED

THAT the agenda be approved as presented. CARRIED.

### 3. Approval of Minutes

MOVED BY: M.Carrier

BY: E.Renaud SECONDED

THAT the minutes of January 20, 2021 be approved as presented. CARRIED.

#### **4. Elections of Vice-Chair**

Joel McCartney opened the nomination process. Joel McCartney nominated Billie Richer as Vice-Chair of SEAC. Mackenzie Carrier seconded the nomination. Billie accepted the nomination. Heather Demers nominated Ellen Renaud as Vice-Chair. Ellen declined the nomination. There being no further nominations, nominations were closed and Joel McCartney declared Billie Richer Vice-Chair of SEAC for the Feb 2021-June 2021 school year.

BE IT RESOLVED THAT the members of Northeastern Catholic District School Board's Special Education Advisory Committee (SEAC) appoint Billie Richer as Vice-Chair of SEAC for the Feb 2021-June 2021 school year.  
CARRIED.

#### **5. Presentation on Oral Language Screening & Intervention**

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 committee members and John took part in a series of questions and answers during the presentation.

The PowerPoint presentation has been included in the minutes of the meeting.

#### **6. Brigance K-1 Screen**

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 committee members and Katie took part in a series of questions and answers during the presentation. The PowerPoint presentation has been included in the minutes of the meeting.

#### **7. Agency Reports**

##### **The Lord's Kitchen**

There has been a weekly increase in community members utilizing the meal service approximately 125-145 people at the Thursday night service and 55-70 at the Friday morning breakfast service. Currently offering hot meals monthly every second week -alternating with takeout style bag lunches.

##### **Cochrane Temiskaming Resource Centre**

Virtual services are continuing to be offer with minimal in person services. The Temiskaming region in currently in a Covid 19 Green Zone, which allows for in person psychology eligibility assessments and more in school visits to be completed.

#### **8. Other Business** – N/A

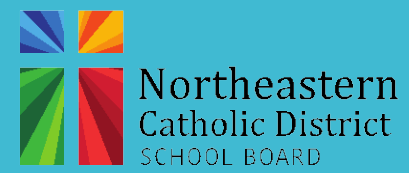
#### **9. Date of Next Meeting** – March 24, 2021 at 11:45am via WebEx invite

#### **10. Adjournment**

MOVED BY: E. Renaud

THAT the meeting be adjourned at 1:15 p.m.

CARRIED.



# SK Language Screening

# SK Language Screening

## Purpose

- a. SK is the start of the school board SLPs mandate.
- b. Identify delays that were overlooked before entering school.
- c. Early identification allows early intervention during a critical time for language development.
- d. Measure the language capacity of this group of children year to year to identify variances.

# SK Language Screening

## Preparation

- a. Parent consent forms are acquired at the beginning of the school year via school SERT.
- b. Once we receive sufficient consents to fill a days works, CDAs schedule the visit to the schools. We have one CDA in New Liskeard, one in Kirkland Lake and one in Cochrane.



## Senior Kindergarten Language Screening

Dear Parents,

In February 2021, 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

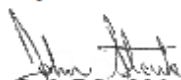
\_\_\_\_\_  
Signature

\_\_\_\_\_  
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



# SK Language Screening

## Process Screen Child

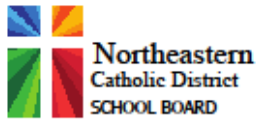
- a. A strict PPE protocol is followed, guided by CASLPO and board policies.
- b. Each CDA completes an average of 15 screenings per day. 3 CDA's could complete 225 screenings per week.
  - i. A few minutes to develop a rapport with the child using Hanen strategies.
  - ii. Expression: Mean Length of Utterance (MLU) from 10 samples.
  - iii. Comprehension: 6 directions comprised of 4 elements and 2 short stories.

# SK Language Screening

## Process Parent results

- a. Letters are sent to the parents at the end of each day with four possible results.
  - i. Pass both (Comprehend > 60%, MLU not > 2 yrs. behind)
  - ii. Comprehension below expectations
  - iii. Expression below expectations
  - iv. Both comprehension and expression below expectation





## Senior Kindergarten Class Language Screening

Friday, September 25, 2020

Re: [REDACTED]  
Age: 5 Yrs 8 MO  
Attending: English Catholic Central School  
School phone: (705) 647-4301

Dear Parents:

[REDACTED] language was screened by [REDACTED] (Communicative Disorders Assistant) on September 25, 2020 to ensure acquisition of communication skills needed for academic success. [REDACTED] passed the english language expression part but the english language comprehension score was below expectation.

1. Comprehension of directions and stories score: 6/16 is below expectations.
2. Average words per expression: 5.5 is a Pass

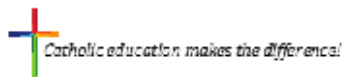
We expect a child this age to understand at least 60% of short verbal stories and simple directions (i.e. Give the pizza and the apple to the boy with the green hat), so supports may be needed to expand [REDACTED] language skills. [REDACTED] teacher will be informed of these results and the school will only contact you for permission to do more testing if they have concerns.

Meanwhile, I recommend that parents read with [REDACTED] 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  
English Catholic Central School



# SK Language Screening

## Process Summary Reports

- a. SERT summary report provided after all eligible children were seen at their school.
- b. Instruction to SERTs on how to act on the information.
- c. Child stays on the list until the classroom teacher expresses that there are no concerns.
- d. District SERT and superintendent board-wide summary report with detailed list of student results.

# SK Language Screening

## 2020 results

NCDSB SK Language Screening Results		
	2019	2020
Number of SK children screened across 9 NCDSB schools	133	115
Proportion of SK children screened who were registered		71%
Passed both the expressive and language comprehension tasks	104	82
The average age of all the screened children	5.18	5.26
The Mean Length of Utterance (MLU) of the whole group	6.64	6.88
Children who were below expectations in one or both areas	29 (21.80%)	33 (28.70%)
Children with listening/comprehension below expectations	18 (13.53%)	31 (26.96%)
Children with low expressive sentence length (MLU<3.5 words)	5 (3.76%)	6 (5.22%)
Children with both comprehension and expressive sentences (MLU) below expectations	6 (4.51%)	4 (3.48%)

# SK Language Screening

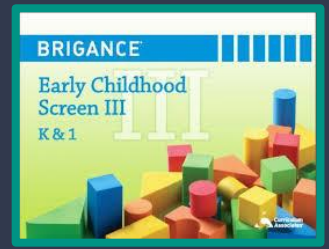
## Final Questions

# NCDSB Brigance Data

FDK-Year 2 and Grade 1 Students  
December 2020



# A little about the tool....



## Brigance: Early Childhood Screen III K & 1

- The Brigance is a standardized, norm-referenced assessment that covers a broad sampling of a child's skills and behaviours.
- The Brigance is a collection of quick (15-20 minutes), highly accurate assessments to use with Kindergarten and Grade 1 children.
- The tool helps educators identify children who may have a cognitive delay and can be used to inform teaching/targeted intervention, monitor student progress and lead to possible referrals such as OT, PT and Speech.

# Key Areas that the Brigance Assesses:

- Physical Development
- Language Development
- Literacy Development
- Mathematics Development



# Who was assessed?

**124** FDK-Year 2 Students

43.5% Female

56.5% Male

English Program: 67.7%

French Immersion: 32.3%

**152** Grade 1 Students

55.3% Female

44.7% Male

English Program: 66.4%

French Immersion: 33.6%



# FDK-Year 2 Data

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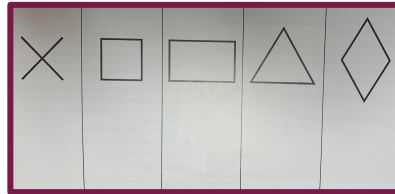
# Physical Development - FDK Year 2

## 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

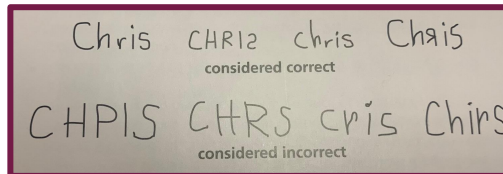
## 2. Visual Motor Skills -

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

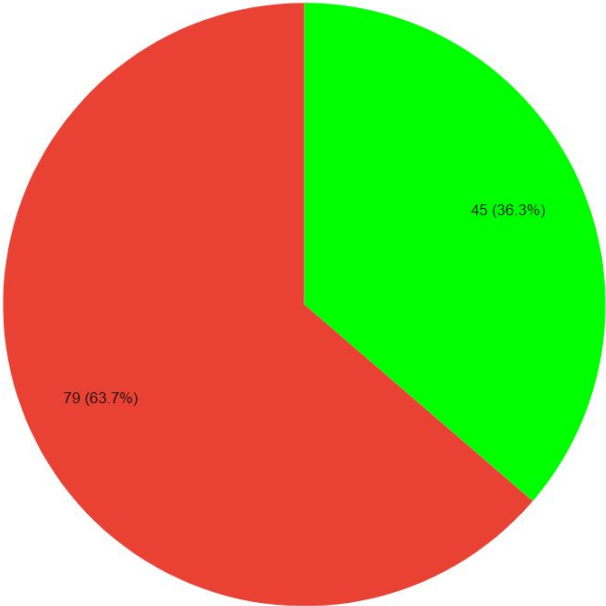


## 3. Prints Personal Information -

- Prints first name
- Prints last name



FDK - Year 2 Physical Development



● 70% +  
● Below 70%

# Language Development - FDK-Year 2

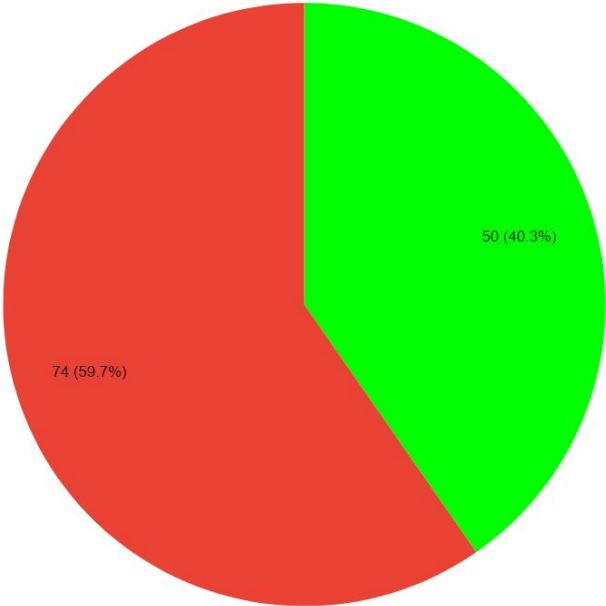
## 1. Names Parts of the Body -

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

## 2. Verbal Fluency and Articulation -

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

FDK - Year 2 Language Development



- 70% +
- Below 70%

# Literacy Development - FDK-Year 2

## 1. Knows Personal Information -

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

## 2. Recites Alphabet -

- A-Z

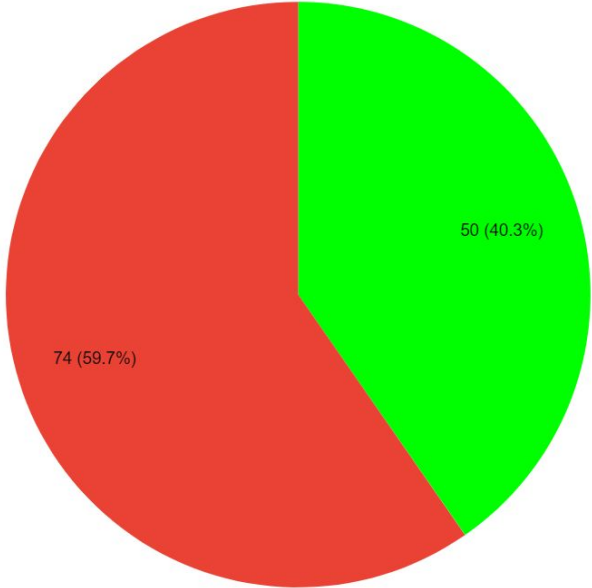
## 3. Reads Uppercase Letters or Lowercase Letters -

- A-Z (in mixed order)

## 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

FDK - Year 2 Literacy Development



- 70% +
- Below 70%

# Mathematics Development - FDK-Year 2

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

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

## 2. Counts by Rote -

- 1-30

## 3. Matches Quantities with Numerals -

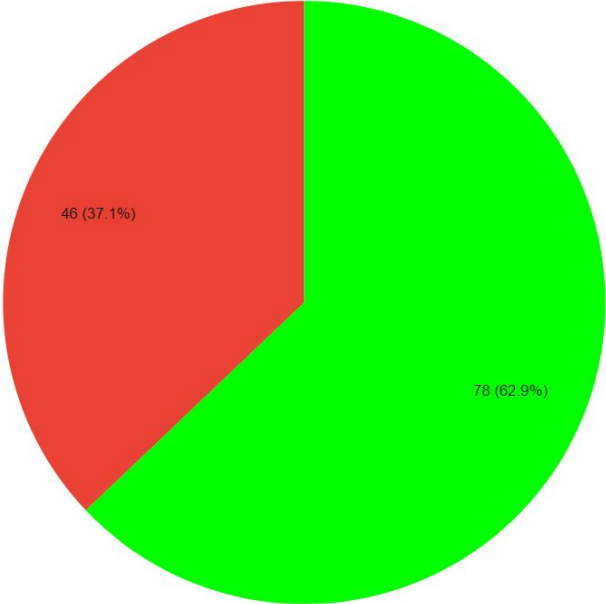
- 2
- 4
- 3
- 8
- 6

## 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



FDK - Year 2 Math Development



- 70% +
- Below 70%

# FDK-Year 2 Results

**59%** of students scored above the cut off.

**53%** of English students scored above the cut off.

**70%** of FI students scored above the cut off.

## FDK-Year 2 Results

% of students scoring **above** cut off

- ECCS - 85%
- SJKL - 80%
- SPKP - 70%
- SAIF - 69%
- AWCH - 60%
- SJTM - 50%
- HFEN - 50%
- SPCO - 50%
- PFTM - 37%
- BBMO - 0%

# Grade 1 Data

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# Physical Development - Grade 1

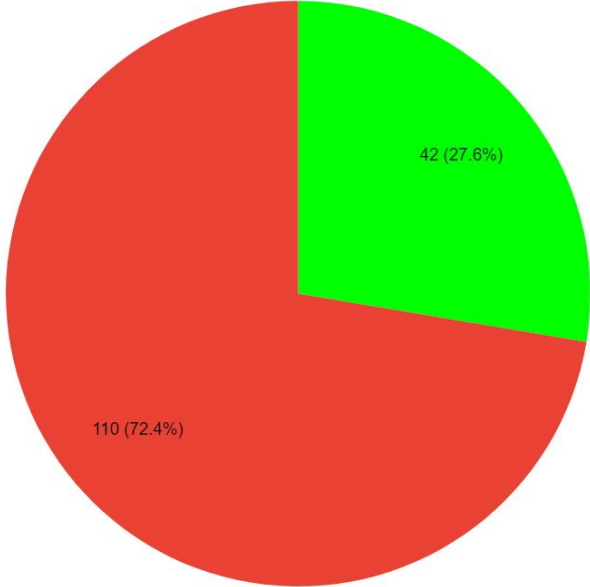
## 1. Prints Personal Information -

- First name
- Last name

## 2. Writes Numerals in Sequence -

- 1-10

Grade1 Physical Development



- 86% +
- Below 86%

# Language Development - Grade 1

## 1. **Auditory Discrimination -**

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

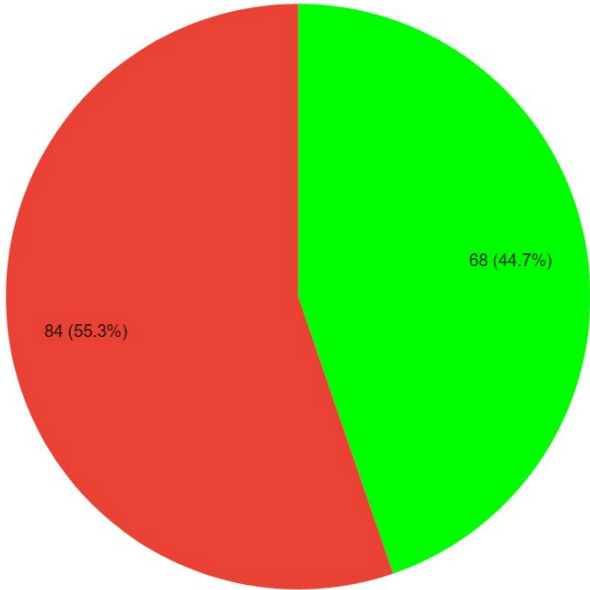
## 2. **Identifies Initial Letters -**

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

## 3. **Listening Vocabulary Comprehension -**

- Hand
- Duck
- Fish
- Brush
- Scissors

Grade 1 Language Development



● 86% +  
● Below 86%

# Literacy Development - Grade 1

## 1. Knows Personal Information -

- Telephone number
- Street address
- Complete address
- Birthday (month and day)
- Year of birth

## 2. Visual Discrimination: Lowercase and Words -

- 5 letters
- 5 words

## 3. Reads Lowercase Letters -

- A-Z (in mixed order)

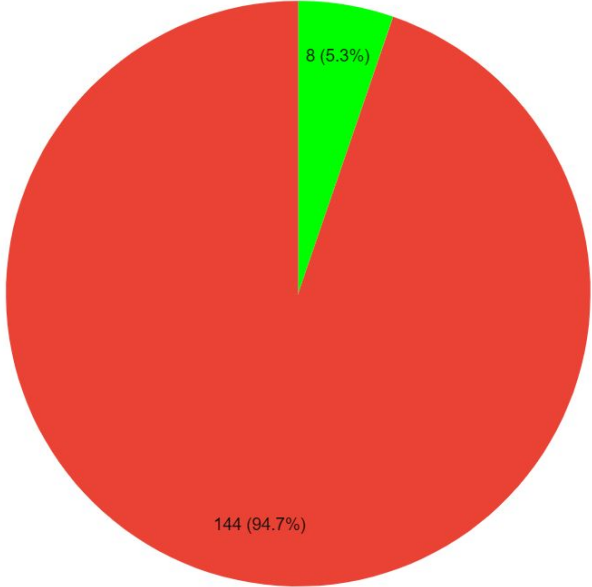
## 4. Word Recognition -

- 20 high-frequency words

l l l o	no on no no
s s c s	man man men man
e c e e	can cat cat cat
d d b d	than than that than
n u u u	saw saw was saw



Grade 1 Literacy Development



- 86% +
- Below 86%

# Mathematics Development - Grade 1

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

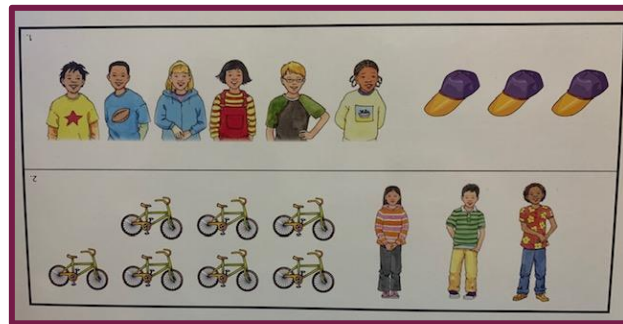
- Sorts by two attributes - size and color, size and shape
- Sorts by three attributes - size, colour and shape

## 2. Adds and Subtracts -

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

## 3. Solves Word Problems -

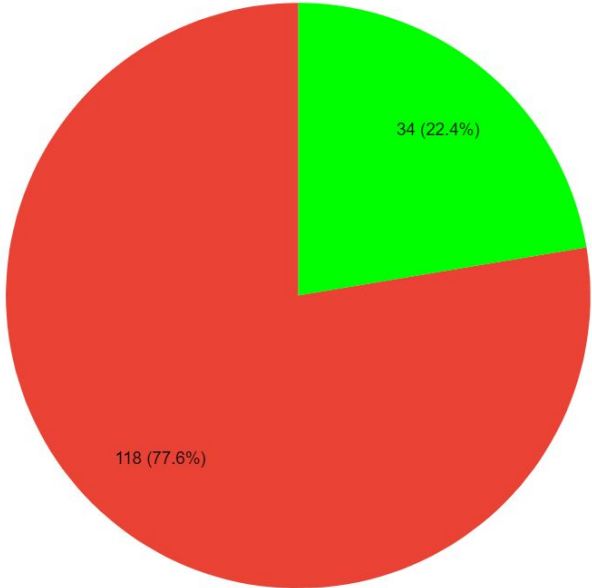
- 4 questions with yes/no responses



Will every child have a cap?

How many more caps do we need so each child can have a cap?

Grade 1 Math Development



- 86% +
- Below 86%

# Grade 1 Results

**39%** of students scored above the cut off.

**36%** of English students scored above the cut off.

**47%** of FI students scored above the cut off.

## Grade 1 Results

% of students scoring **above** cut off

- SAIF - 80%
- SJKL - 50%
- SPKP - 47%
- SJTM - 43%
- ECCS - 38%
- SPCO - 33%
- PFTM - 29%
- AWCH - 25%
- HFEN - 20%
- BBMO - 0%

# Where to 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 provide Brigance Binder refresher to 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
- Re-assessment of students that scored below the cut off, after a period of intervention within the classroom