

Special Education Advisory Committee Meeting

Wednesday, November 16, 2022

11:45 p.m.

Northeastern Catholic District School Board

MINUTES

PRESENT: Sabrina Gravel, Cochrane Temiskaming Resource Centre
Ellen Renaud, North Eastern Ontario Family and Children's Services
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Mackenzie Carrier, YMCA
Heather Demers, The Lord's Kitchen
Ryley Reis, Canadian Mental Health Association
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Jennifer Dunkley, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Mental Health Supervisor
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Karla Gagnon, Autism Ontario

1. Welcome, Prayer and Land Acknowledgment

Daphne welcomed everyone and led the group in prayer and land acknowledgement.

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: H. Demers SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: M.Carrier

BY: C. Landers SECONDED

THAT the agenda be approved as presented.

CARRIED.

4. Elections – Chair and Vice Chair

The elections will take place at the December meeting.

5. Psychological Assessment Budget for 2022-2023

As we do each year, we have set aside \$20,000 from board funds to ensure that we can continue to provide needed assessments across the district. In addition to the board funds we have set aside, we also have access to funds in our Northern Adjustment Category as needed. This fund can provide up to an additional \$30,000. At the present time, we have approximately 22 students on the psychological assessment waitlist. Over the past two years, we have prioritized getting assessments done for the students in our Special Needs Classrooms who do not have academic information that is required to plan the most appropriate programs possible.

6. Learning More about the Science of Reading

- What is Structured Literacy?

Daphne provided a short presentation regarding the Science of Reading and the changes being made to literacy instruction as a result of the Right to Read Inquiry Project. She will provide a short presentation at each SEAC meeting to ensure members are aware of what is happening in our schools. The presentation is included in the minutes of the meeting and located on pages 3-14.

7. Jordan's Principle

Jordan's Principle makes sure all First Nations children living in Canada can access the products, services and supports they need, when they need them. Funding can help with a wide range of health, social and educational needs, including the unique needs that First Nations Two-Spirit and LGBTQQIA children and youth and those with disabilities may have. Jordan's Principle is named in memory of Jordan River Anderson. He was a young boy from Norway House Cree Nation in Manitoba.

Over the past few years, the NCDSB has been approached by a number of community partners on behalf of children to partner in applications for Jordan's Principle funding. These sorts of requests seem to be increasing in nature. The most common request we see is for 1-1 EA support. At the present time, we have 11 full-time EAs that have been approved for children with Jordan's Principle funding. Unfortunately, we have been unsuccessful in filling 2 of these positions in Moosonee. It is our current practice to fill these positions as temporary, sometimes making it difficult to secure qualified personnel. However, given the large number of unqualified staff we have had to hire recently, it does not make sense to hire more unqualified staff into permanent positions. We also have extra hours for the CYW in Moosonee, as well as an oral language project supported by John Stark there.

8. Mental Health Strategy Update

Presented by Kim McEntee

An update was provided to the committee on the NCDSB strategy to Mental Health and board wide data. The presentation is included in the minutes of the meeting and located on pages 15-24.

9. Agency Reports – No Updates at this time

10. Date of Next Meeting – December 14, 2022 at 11:45

11. Other Business – N/A

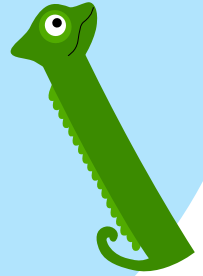
12. Adjournment

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 1:10 p.m.

CARRIED

A FRESH LOOK AT LITERACY INSTRUCTION

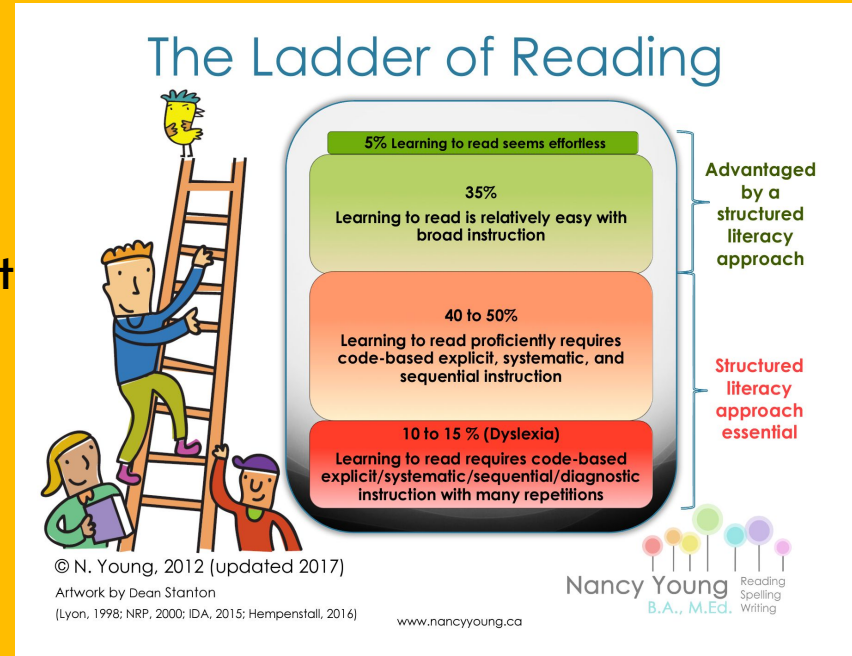


An Introduction to The Science of Reading & Structured Literacy

NCDSB SEAC Fall 2022 - Part I

WHAT WILL WE LEARN AND/OR REVIEW?

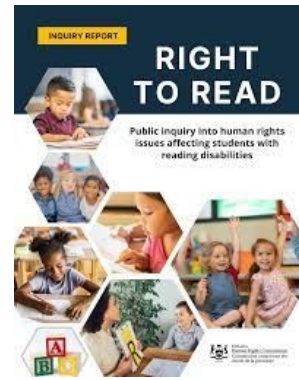
- Key points from the Right to Read Inquiry
- What is the Science of Reading?
- What is the Simple View of Reading?
- How does Scarborough's Reading Rope Work?
- What is Structured Literacy and How Does it Differ from Balanced or Comprehensive Literacy?
- Why are we renewing a focus on this work at this time?
- What instruction needs to be happening?
- What does screening and progress monitoring look like?
- What resources will be provided and/or are needed?



WHY ARE WE CHANGING HOW WE TEACH READING?



In 2019, the Ontario Human Rights Commission began an Inquiry into how children in Ontario were learning to read.



After 2 years of hearing evidence from parents and students, schools boards, teachers, doctors and other health professionals, the Commission published a report that outlines some very specific changes required to ensure all children learn to read in Ontario Schools.



“READING IS THE FOUNDATION FOR SUCCESS IN SCHOOL, WORK AND LIFE. LEARNING TO READ IS NOT A PRIVILEGE, IT IS A HUMAN RIGHT. THIS INQUIRY WILL ASSESS WHETHER SCHOOL BOARDS USE EVIDENCE-BASED APPROACHES TO MEET THEIR HUMAN RIGHTS OBLIGATIONS.”

OHRC Chief Commissioner Renu Mandhane

http://www.ohrc.on.ca/en/news_centre/ohrc-launches-right-read-public-inquiry

[View this video for a synopsis of the Inquiry.](#)

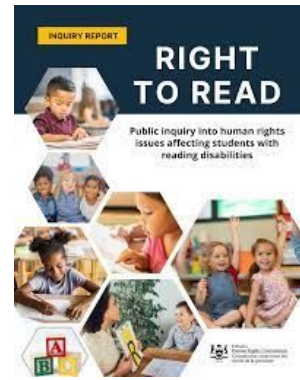


THE RIGHT TO READ INQUIRY



Right to Read Inquiry report includes 157 recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read, including:

- Adopting a new Kindergarten Program and Grades 1 to 8 Language curriculum that features direct and systematic instruction in foundational reading skills, and preparing current and future teachers on evidence-based approaches to teaching students to read
- Screening every student, at least twice a year from Kindergarten to Grade 2, to identify students at risk for reading difficulties, using standardized, evidence-based screening tools
- Standardizing and providing stable funding for evidence-based reading interventions
- Making access to interventions equitable for all students
- Setting clear and consistent standards for school boards and mandating better data collection, analysis and reporting
- Improving communication with students and parents
- Working with experts in the science of reading to implement the OHRC's recommendations.

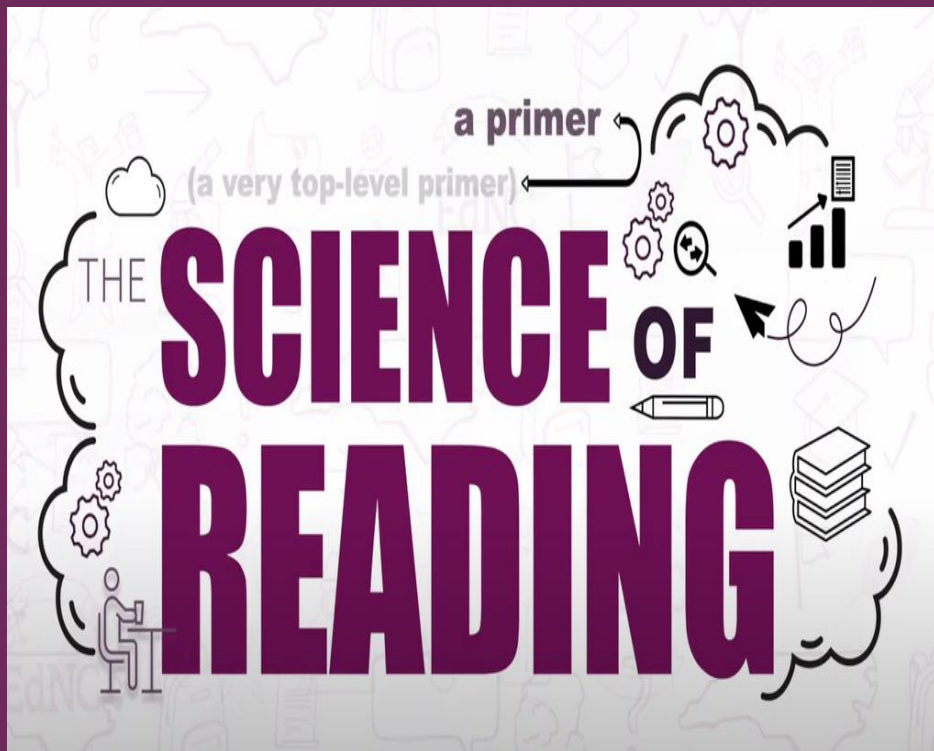


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WHAT IS THE SCIENCE OF READING?



The Science of Reading is a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more.

This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development.

From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy.

[WATCH THIS VIDEO](#)

THE SCIENCE OF READING: WHAT WE KNOW

Dr. David Kilpatrick stated, “We teach reading in different ways; they [students] learn to read proficiently in only one way.” The Science of Reading (SoR) has demystified any wonder of how we learn to read and offers evidence backed by science to confirm that there is one right way to teach reading.

- The SoR helps us to understand the cognitive processes that are essential for reading proficiency. It describes the development of reading skills for both typical and atypical readers.
- The SoR has debunked various methods used over the years to teach reading that were not based on scientific evidence.
- Most reading difficulties can be prevented in young, at-risk students. In other grades, studies have demonstrated the effectiveness of intensive phonemic awareness training, intensive phonic decoding training, and opportunities for repeated practice with reading controlled text. Intervention in these skills leads to efficient orthographic mapping and the highest degree of success.
- Teaching whole word memorization is limited, and learning phonics empowers students with an exponential effect.
 - If a child memorizes ten words, then the child can read ten words. But, if the child can learn the sounds of ten letters, the child can read...
 - 350 three-sound words
 - 4,320 four-sound words
 - 21,650 five-sound words

THE SCIENCE OF READING: WHAT WE KNOW

- Reading development can be divided into three stages:
 - **Letters and sounds:** Letter-sound knowledge is essential for both phonic decoding and sight-word learning.
 - **Phonic decoding:** Early phonological awareness skills enable the development of letter-sound knowledge and should be targeted for direct instruction through first grade. Advanced phonological awareness skills should continue to be assessed and practiced through third grade to ensure that a solid orthographic lexicon is established.
 - **Orthographic mapping:** Understanding orthographic mapping allows for teachers to support students who struggle to read. Orthographic mapping is the process that occurs when unfamiliar words become automatic sight words. The research on orthographic mapping explains how students develop this vast sight word bank for accurate and automatic word retrieval and also why students with reading problems struggle to develop this skill.

SCARBOROUGH'S READING ROPE

Scarborough's Reading Rope

Language Comprehension **LC**

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition **D**

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle,
letter-sound correspondences

Sight Recognition
of familiar words

INCREASINGLY STRATEGIC

Skilled Reading **RC**

INCREASINGLY AUTOMATIC

LC × **D** = **RC**

Fluent word recognition and comprehension.

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

What is Scarborough's Reading Rope?

In 2001, Dr. Hollis Scarborough created the Reading Rope using pipe cleaners to convey how the different "strands" of reading are all interconnected yet independent of one another. For many students, learning to read is a challenge. Scarborough's Rope captures the complexity of learning to read.

Scarborough's Reading Rope is made up of lower and upper strands. When all these component parts intertwine it results in skilled and accurate, fluent reading with strong comprehension.

Watch this video on
Scarborough's Reading Rope

Downloaded at <https://www.reallygreatreading.com/content/scarboroughs-reading-rope>

SCARBOROUGH'S READING ROPE

Skilled Reading

The word recognition and language comprehension strands of the reading rope work in concert with each other and both are necessary to achieve skilled reading; that is, “fluent execution and coordination of word recognition and text comprehension” (Scarborough, 2001)

The strands are woven together over time. However, if, and when, any of the strands of the rope are “frayed” or weak, the development of skilled reading can be disrupted.

Moreover, the **interactive development of the strands** is essential for the acquisition of mature skilled reading proficiency, which is not simply age-appropriate reading (i.e. good for one's age) but reflects the fluid coordination of the component strands, or skills, that have been sharpened through instruction and experience over many years.

By knowing and understanding the contributions of the word recognition and language comprehension strands of Scarborough's Rope, and how they develop and work together over time, we can be intentional about what to plan, teach, and assess to address the specific needs of individual developing readers.

3

Types of Reading Deficits

Decoding Deficiencies

- Inability to decode quickly, accurately, and instantly
- Adequate ability to understand spoken language
- Extreme deficiencies may be diagnosed as dyslexia

D

Language Comprehension Deficiencies

- Ability to decode quickly, accurately, and silently
- Limited vocabularies and communication difficulties
- Extreme deficiencies may be diagnosed as hyperlexia

LC

Deficiencies in Both

- Weaknesses in both decoding and language comprehension

D

LC

WHY NOW?

- Decades of research have shown that with explicit, systematic instruction in decoding, 95% of all children can learn to read. At the present time, we are not seeing anywhere near that percentage of children successfully reading in our classrooms.
- A student's ability to work with letters and their phonological awareness skills are directly related to later reading ability. We need to start as soon as children enter our schools and systematically and explicitly teach the skills needed to be successful readers.
- We have moved away from explicit instruction in most literacy program areas. We need to regroup and renew our commitment to explicit, systematic literacy instruction.
- Our data indicates that a large number of children are not meeting grade level benchmarks in literacy.



EARLY INTERVENTION IS CRITICAL

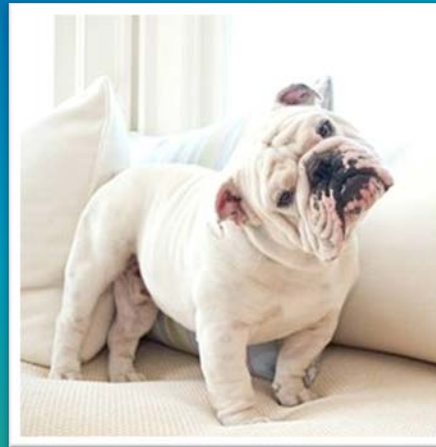
WHAT IS HAPPENING IN 2022-2023 IN THE NCDSB?

- **Phonological Awareness Instruction FDK-Gr. 5**
 - Using the Heggerty Program all English and FI classes will provide 15-20 minutes of phonological awareness instruction daily. Instruction will take place in English.
 - A program and training will be provided to teachers in September.
 - The program is very easy to implement and requires little to no preparation.
 - Materials are available both in print and electronically.
 - Videos are available to view/use with your class.
- **Alphabetic Principle & Phonemic Awareness in FDK-Gr. 3**
 - Automaticity of Letter Names of lower/upper case letters
 - Sounds of the phonemes in both English and FI as appropriate for the grade level
 - Phoneme/Grapheme correspondence through the explicit instruction of printing in the context of spelling instruction
- **Introduction of a Phonics Scope and Sequence for English and FI for FDK-Gr. 6**
 - Blending and segmenting of decodable words using phonics patterns
 - A focus on reading and writing grade level irregular words
 - Encoding of words using phonics patterns
 - Use of a Sound Wall to support learners
- Purchase of the Wilson Foundations Language Program for Kindergarten to Gr. 2 English & Phonics Program for FI
- Purchase of Decodable Text for Kindergarten to Gr. 5 in both languages
- A significant financial investment as been made by the board to support the implementation of this work.

Hello!

On a scale of dog emotions, how is your Wednesday shaping up?

1



4



2



5



3




6



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario





SEAC Mental Health Update

Board Data

NCDSB Mental Health Strategy

Sample Initiatives

Your Questions





The Mental Health Portfolio

Reach every student, every learning environment

Hello,

Did you know? Every Ontario school district has a **mental health leader** and **superintendent** with a **shared responsibility** to create and support the implementation of their board's **mental health strategy and action plan**.

We often hear that educators want to help with student mental health but they aren't sure what to do. It's understandable. Our goal is for people to know they are **not alone** in their **efforts** to support **student mental health** and **well-being**.

As we welcome students back to school and beyond, our message is to center our work on a thoughtful, systematic approach to promoting student mental health as part of NCDSB's overall board strategy.



Kim McEntee

Supervisor of Mental Health & Wellness | Mental Health Leader

kmcentee@ncdsb.on.ca



Jennifer Dunkley

Superintendent of Education

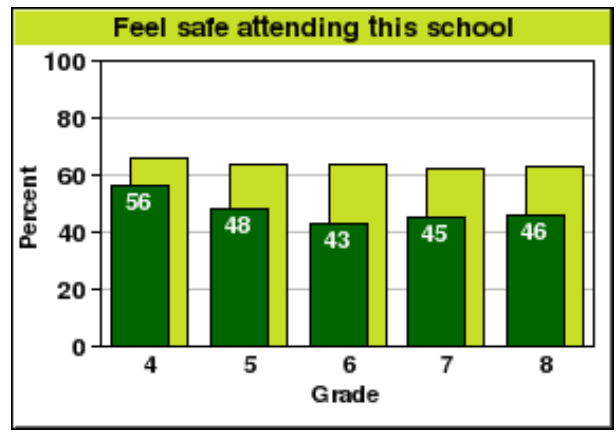
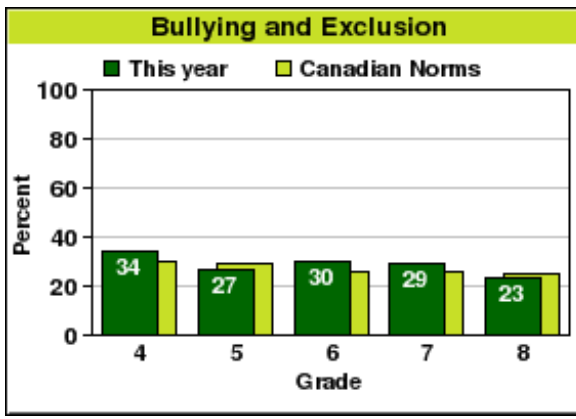
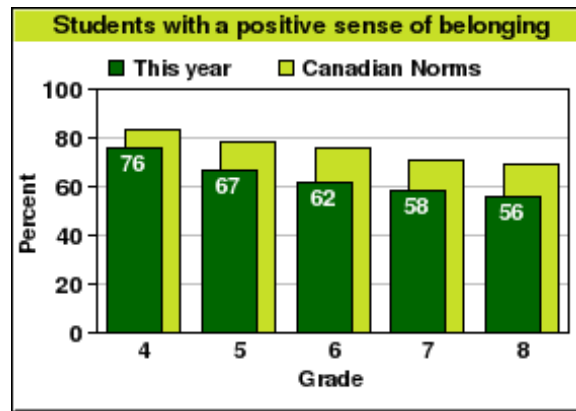
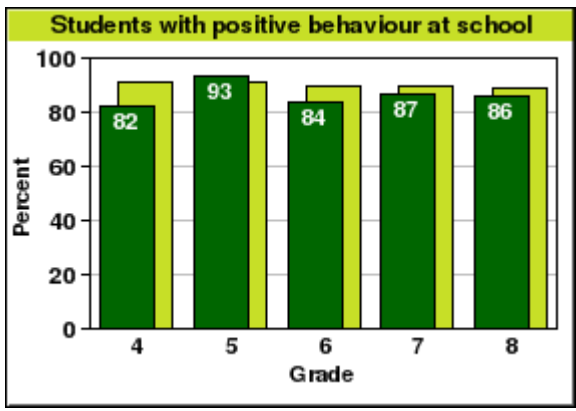
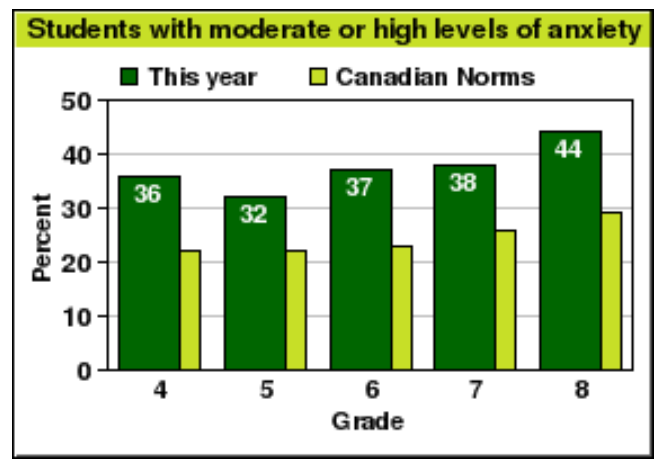
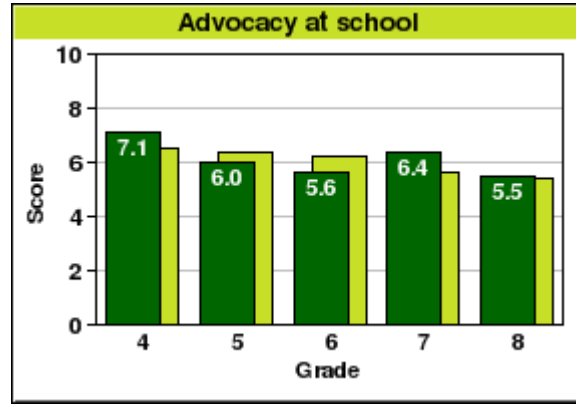
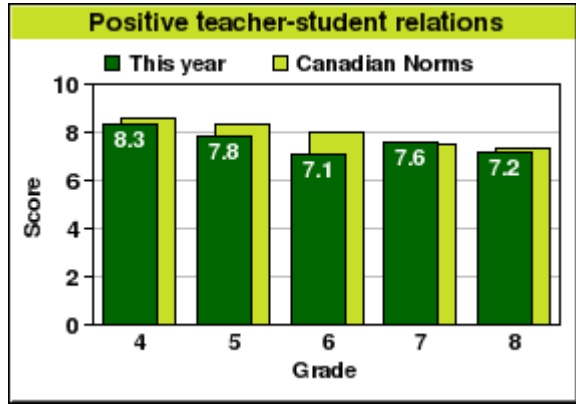
jdunkley@ncdsb.on.ca





Our Student Data Story...

District view of student climate survey 2022





Mental Health Strategy

Big picture goals over the next three years



NCDSB Strategic Direction (2022-2025)
Reach every student, every learning environment

Strategic Priorities 2022-2025	Leadership Commitment & Learning	Mental Health Learning - Enhancing Staff Capacity	Mentally Healthy Classroom & School Environments	Internal Services & External Partnerships	Parent & Youth Engagement
<p>What will success look like?</p> <p><i>Anticipated results...</i></p>	<p>System and School leaders identify and influence, the implementation of effective practices across the tiers, to address student mental health, well-being and equity in school.</p>	<p>Educators, School and System Leaders, bridge their knowledge and practice to foster positive student identity, mental health and well-being at school.</p>	<p>Educators consistently apply evidence informed practices to support mentally healthy classrooms and schools for all students.</p>	<p>Enhanced partnerships and evidence informed practices across the tiers (school and community) support students with new or pre-existing behavioural, mental/emotional concerns to improve their outcomes at school.</p>	<p>Parents and students engage as allies in schools to enhance promotive and protective factors to support student mental health and well-being between school and home.</p>
<p>How will we achieve this?</p> <p><i>Our commitment...</i></p>	<p>Establish structures to support mh strategy implementation in alignment with SMHO (Implementation Science), at the board and school levels, and ensure regular feedback loop between the school and system level.</p>	<p>On-going focus on educator learning and professional development (by audience) through promotion of SMHO resources, SEL-adult specific content, and MH Leader coaching & support, in a way that is flexible, relevant, and uses a variety of platforms (existing and emergent technologies, in-person).</p>	<p>Explicit teaching of evidence informed SEL competencies, aligned with curriculum and roles, delivered across all grades, in a way is responsive to the student/classroom and school environments.</p>	<p>On-going focused work to understand, and clarify, service pathways and roles, to support students with emerging or existing signs of mental health problems in a tiered approach; Targeted evidence informed practices, and enhanced partnerships, to address students exhibiting new or pre-existing behavioural, mental/emotional needs at school.</p>	<p>Ongoing focused and aligned parent MHA communication, including ready-access to evidence based tools, and learning opportunities to develop mental health literacy. Increased opportunities in school to foster student leadership in mental health & well-being promotion.</p>

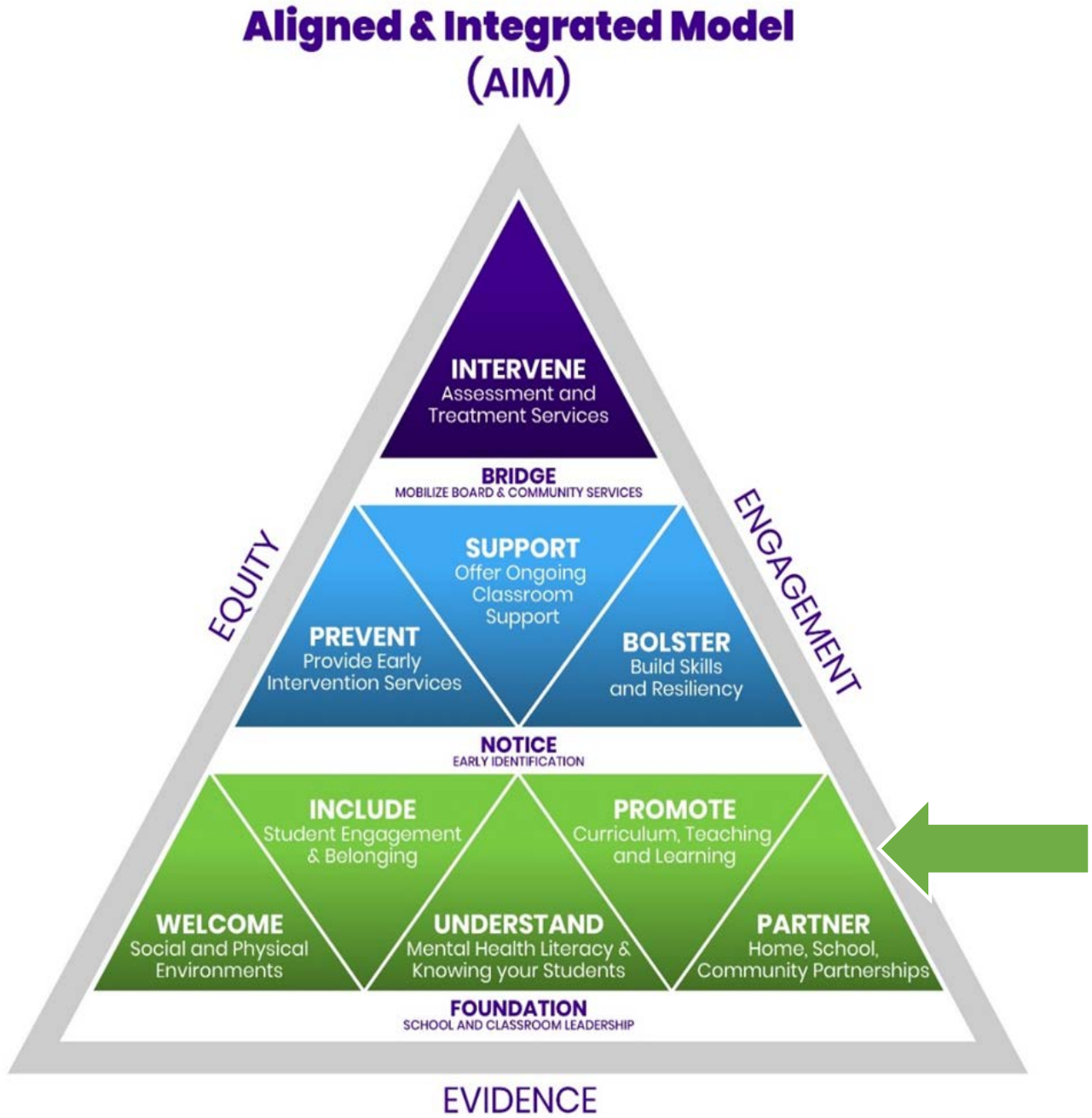
Measuring Impact – We will see...hear...our product...



<p>How will we monitor impact?</p> <p><i>Triangulating evidence...</i></p>	<p>We will see... Leaders engage in effective practices for mental health promotion, prevention and early intervention in their school</p> <p>We will hear... Leaders (board, schools) reflect (self-assess) on implementation stages of school mental health practices, in alignment with board mha priorities</p> <p>Our product... Media posts aligned to board mha strategy, SMHO content visible in schools, activities that reflect mha priorities and decision support tools % of MH Lit course completion # of LMHS sessions attended LMHS reflection tool (pre-post) Participation in board leadership mh team MYP & BIEP identified MHA priorities</p>	<p>We will see... Educators/Support staff engage in mental health promotion, prevention and early intervention practices in their school</p> <p>We will hear... Educators/Support staff requests for additional or extended learning & opportunities for school mental health practices, in alignment with scope and practice</p> <p>Our product... % of MH Lit course completion # of MH sessions offered/# of participants per target audience Pre-Post measures to gauge confidence in the topic</p>	<p>We will see... Improved student attendance, increased sense of well-being and prosocial behaviour</p> <p>We will hear... Educators identify practices across the tiers</p> <p>Our product... Yearly school climate survey trend results for prosocial behaviour and sense of belonging at school Safe schools incident reports targeting prosocial behaviour Attendance data per school Twice yearly educator recap/reflection survey (mental health reflection, implementation stage) # SBMH class-wide SEL delivery (CYW and MHW)</p>	<p>We will see... Effective and timely use of service pathway in all schools, aligned with student needs</p> <p>We will hear... Student support strategies & objectives aligned with tiers</p> <p>Our product.... Attendance referrals SBMH service use data & external referrals (elementary and secondary) Yearly school climate survey trend results Pre/post SBMH session results (PHQ-9,GAD-7, student self-reports) CYW and MHW Clevr reporting trends</p>	<p>We will see... Student and parents serving as partners in mental health promotion, prevention and intervention activities</p> <p>We will hear... Parent and student provide feedback to guide direction for our mental health work</p> <p>Our product... # of parent sessions offered and feedback surveys # student mh leadership opportunities Monthly parent/student vignette aligned to school-home mha strategies Yearly school climate survey trend result</p>
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Foundational to our work: Organizational conditions remain at the core in anchoring our mental health strategic direction and annualized goals. These include **1)** Leadership commitment; **2)** On-going mental health strategy and action plan (clear and focused vision, implementation processes); **3)** Internal and external communication (shared language); **4)** Assessing needs and capacity; **5)** Standard processes and protocols; **6)** Systematic professional learning; **7)** Engagement and collaboration; **8)** Evidence and monitoring

Our main role in school mental health is promotion and prevention





Mental Health Teaching & Learning

Next Steps...

NCDSB Strategic Direction (2022-2025) Reach every student, every learning environment					
Strategic Priorities 2022-2025	Leadership Commitment & Learning	Mental Health Learning - Enhancing Staff Capacity	Mentally Healthy Classroom & School Environments	Internal Services & External Partnerships	Parent & Youth Engagement
What will success look like? <i>Anticipated results...</i>	System and School leaders identify and influence, the implementation of effective practices across the tiers, to address student mental health, well-being and equity in school.	Educators, School and System Leaders, bridge their knowledge and practice to foster positive student identity, mental health and well-being at school.	Educators consistently apply evidence informed practices to support mentally healthy classrooms and schools for all students.	Enhanced partnerships and evidence informed practices across the tiers (school and community) support students with new or pre-existing behavioural, mental/emotional concerns to improve their outcomes at school.	Parents and students engage as allies in schools to enhance promotive and protective factors to support student mental health and well-being between school and home.
How will we achieve	Establish structures to support mb	On-going focus on educator learning	Explicit teaching of evidence informed	On-going focused work to understand	On-going focused and aligned parent M

Educators align student mental health and well-being across the AIM tiers of support.

Uptake of practice classroom ready SMHO resources, aligned with curriculum (SEL), across K-12/Reach every student, every learning environment.



Sample Initiatives

A sample of what we have done so far...

- NCDSB First PA Day of the year: Student mental health promotion (All Educators)
- 5-day Start Well Challenge
- Mental Health Board Leadership Team

Start Well

1 2 3 4 5

Day 1: Checking In

Day 2: Sharing Stories

Day 3: Connect the Dots

Day 4: Learning Together

Day 5: All the Feels!

School Health Ontario | www.ssho.on.ca

Kindergarten Connections

What is this resource?

Why might I find this resource helpful?

How might I use this resource in the classroom?

School Health Ontario | www.ssho.on.ca

Health & Physical Education Curriculum | Mental Health Literacy Lesson Plans

Health & Physical Education Curriculum | Mental Health Literacy Lesson Plans

 Visit smho-smso.ca

You can also access
the content at
NCDSB.ON.CA



Thank You!



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario

