

Special Education Advisory Committee Meeting

Wednesday, January 25, 2023

11:45 p.m.

Northeastern Catholic District School Board

MINUTES

PRESENT: Sabrina Gravel, Cochrane Temiskaming Resource Centre
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Mackenzie Carrier, YMCA
Joeann Gervais, The Lord's Kitchen
Colleen Landers, NCDSB Trustee / Vice Chair
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Lisa Lamarche, Behavior & Autism Specialist
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Karla Gagnon, Autism Ontario / Chair
Ellen Renaud, North Eastern Ontario Family and Children's Services
Ryley Reis, Canadian Mental Health Association
Kim McEntee, Mental Health Supervisor

1. Welcome, Prayer and Land Acknowledgment

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

2. Approval of Agenda

MOVED BY: S. Skalecki

BY: M. Carrier SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: S. Gravel

BY: M. Carrier SECONDED

THAT the agenda 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 and Rachel Lebedick in Kapuskasing (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 as well as tables and graphs.

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

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, with only 2-3 calls from parents seeking clarification about the results. An example of the letter sent home can be found on page 5 of the minutes.

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 2022 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. Of the 42 students who were not successfully in with listening/comprehension portion, only 5 parents signed up for the activities subscription to practice the skills. Examples of the activities can be found on pages 6 and 7 of the minutes.

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. Morning Routine: A Presentation by Daphne Brumwell

Daphne presented to the committee the morning routine, which was implemented this year across the district. It was initially introduced to classrooms from Grade 1-6 for the first 30 minutes of the school day. Morning routine is aimed at developing routine learning habits structured in 4 parts and is a multi faceted whole school approach to building schema. The digital presentation can be found on pages 8 -62 of the minutes.

6. Agency Reports – No updates provided

7. Date of Next Meeting – February 22, 2023 at 11:45

8. Other Business – N/A

9. Adjournment

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 12:45 p.m.

CARRIED

Senior Kindergarten Language
Screening

Dear Parents,

In September 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 non-touch thermometer (5-10 cm away). If the child shows concerning symptoms or a fever, they will not be screened on that day and the teacher will be informed, who 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 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's not secure.

Add e-mail and check here to agree

Please return or e-mail a picture of the completed form to your child's teacher.

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


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



Senior Kindergarten Class Language Screening

Re: **Student Name:**
Age when screened:
School Attending:
School phone:

(Student Name) language was screened by Tara Sullivan (Communicative Disorders Assistant) on (Date of Screening) to ensure acquisition of communication skills needed for academic success. (Student Name) English language expression and language comprehension scores were below expectations. We were unable to obtain (Student Name) full language sample and language comprehension score because (Student Name) did not always respond to questions or verbalize when I communicated because English was not his primary language.

1. Comprehension of directions and stories score: **6/16 is below expectations.**

Listening Skill	Score	%
Directions	6/6	100%
Stories	/	0%

<https://www.subscribepage.com/b8q3j8> copy

2. Average words per expression: **1.60 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 (Student Name) language skills. At the same time, this brief screening may not represent your child's communication skills if (Student Name) was shy or reluctant to talk on this day. (Student Name)'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, I recommend that parents read with (Student Name) and discuss age-appropriate amusing books 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
(School Name)

Listening to Stories #1

A child might struggle to remember all the events in lengthy stories. To overcome this, they need to learn how to visualize the events, by listening and imagining each part. Hide the picture from them, while slowly reading the story, ask your child to picture/imagine the following in their minds:

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

Then ask them the questions. Only show them the picture at the end, to see if their imagination matches the story.

Grandpa has a new camera. He wants to take some pictures to see how his new camera works. He wanted to take pictures of his dog, but it hid under the bed. He wanted to take pictures of the cat, but it ran behind the sofa. Grandpa went outside to take some pictures. A pretty butterfly flew by, but it would not stop fluttering. Grandpa was not able to take any pictures. He put the camera away until another day.

A. Will you help Grandpa explain why he did not take any pictures?

1. Who has a new camera?
2. What will he do with his camera?
3. Why did he want to take some pictures?
4. When he tried to take a picture of his dog, what did it do?
5. When he tried to take a picture of his cat, what did it do?
6. When Grandpa went outside, what flew by him?
7. Was it a pretty butterfly or an ugly butterfly?
8. Grandpa could not take a picture of the butterfly because it would not stop _____.
9. Did Grandpa take any pictures?
10. What did Grandpa do with the camera?

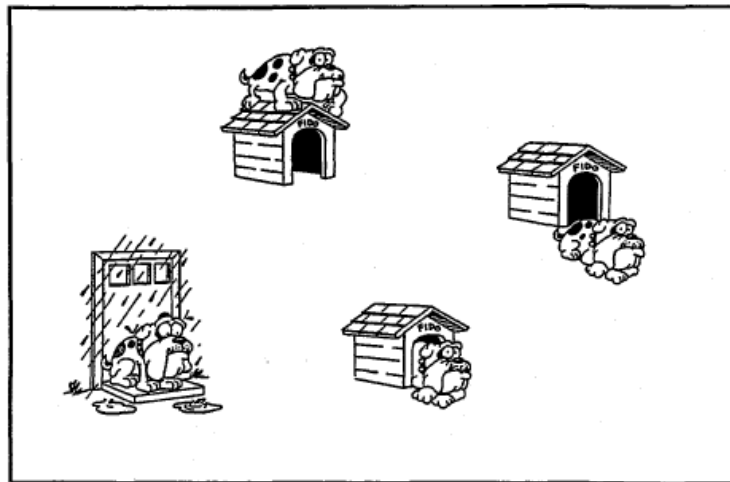


Listening to directions #1

A child might struggle to remember all the words in lengthy directions. To overcome this, they need to learn how to visualize the words, by listening and imagining each part of what they need to do. While slowly reading each key part, ask your child to picture/imagine the following in their minds:

1. Imagine the colour you say.
2. Imagine the object or part that you say
3. Imagine how you colour it (underline, circle, put dots...).

If you can't print this, have your child pretend to colour on your screen with their finger while they tell you what colour it is.



Instructor's Questions

1. Circle the picture that shows Fido in front of the front door.
2. Make green eyes on the dog that is standing on top of the dog house.
3. Find the picture where Fido is in front of the dog house and color Fido brown.
4. Find the picture where Fido is mostly in the dog house. Make the roof of the dog house black.
5. Pretend Fido jumped on the dog house because a snake was in front of the dog house. Draw a snake where it belongs.
6. When Fido was lying in front of the dog house, a bird perched on the roof. Draw a bird where it belongs.



The Morning Routine

Developed by Joanne Dooner & Justin Caban

What is the Morning Routine?

- ★ Daily routine – 30 minutes for grades 1-6
- ★ Aimed at developing routine learning habits
- ★ Multi-faceted whole school approach to building schema
- ★ Structured in 4 parts
 - Day – Date – Calendar - Weather
 - Talk for Learning
 - 100 days of Learning
 - Sentence of the Day



What is the Morning Routine?

- ★ Spaced and massed practice to revise content knowledge and skills over time with regular retrieval practice.
- ★ Daily teacher modelling with step-by-step demonstrations and regular checks for understanding.



What is the Morning Routine?

- ★ Teachers expect students' participation to be accurate, to work quickly and to complete as much as possible in the time given.
- ★ A slide show displayed on the interactive whiteboard to develop content knowledge and skills, which can be changed and added to as students' progress in their learning.



“

Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.

MAYA ANGELOU

Student Attitude

- Gets students to school and on time!
- Students are ready to learn straight away
- Sets up the expectation for the day
- Students become proud of themselves as learners
- Belonging to a group with the **same expertise**

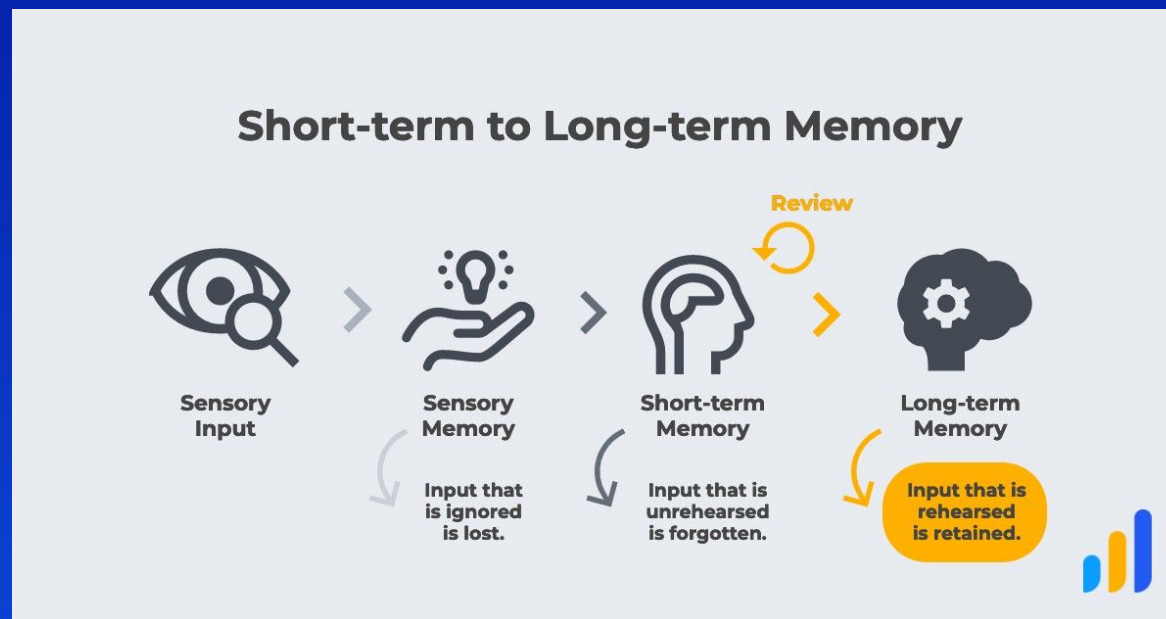




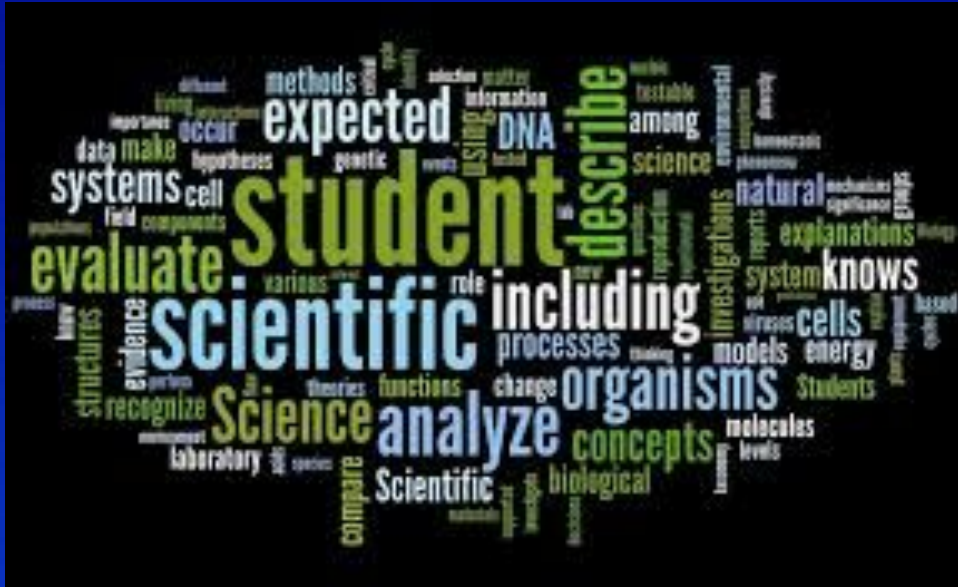
Pedagogy

Why Use the Morning Routine Every Day?

- ★ Builds students' academic background knowledge
- ★ Increases content knowledge and skills across all subject areas
- ★ Especially useful for quick **retrieval practice** to reinforce **schema** e.g. grammar, content knowledge.

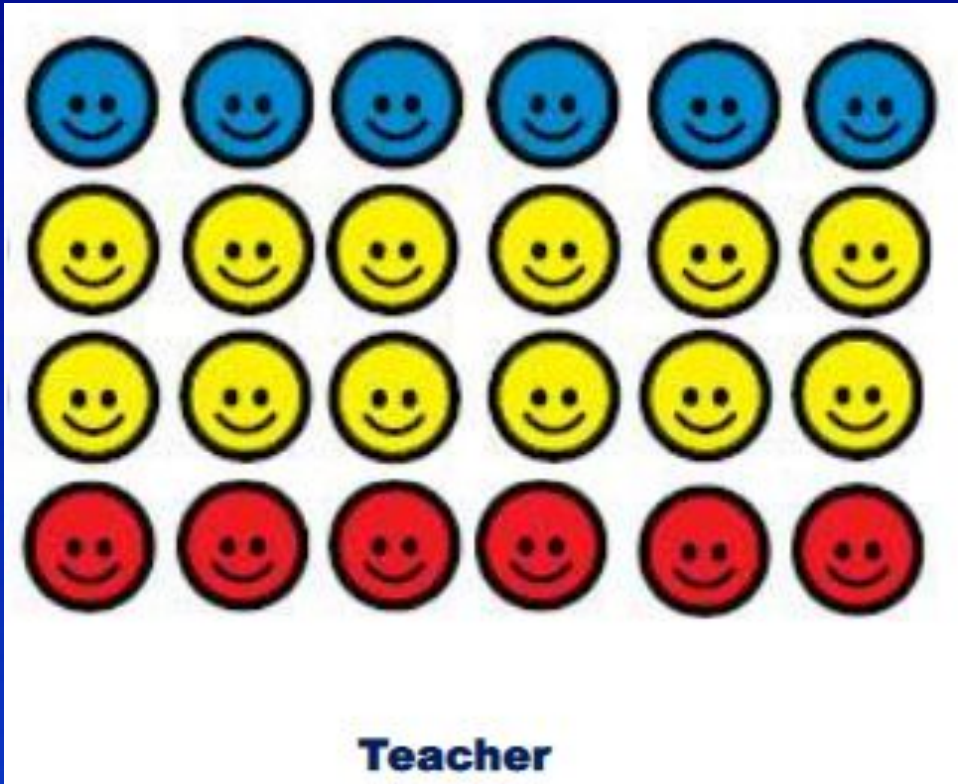


Why Use the Morning Routine Every Day?



- ★ Builds students' knowledge of **terminology** e.g. 'What is a phoneme, digraph, morpheme?'
- ★ Students give choral responses with chants – reinforces schema building.
- ★ Develops and reinforces **vocabulary knowledge** - useful for writing and lessons in all subject areas

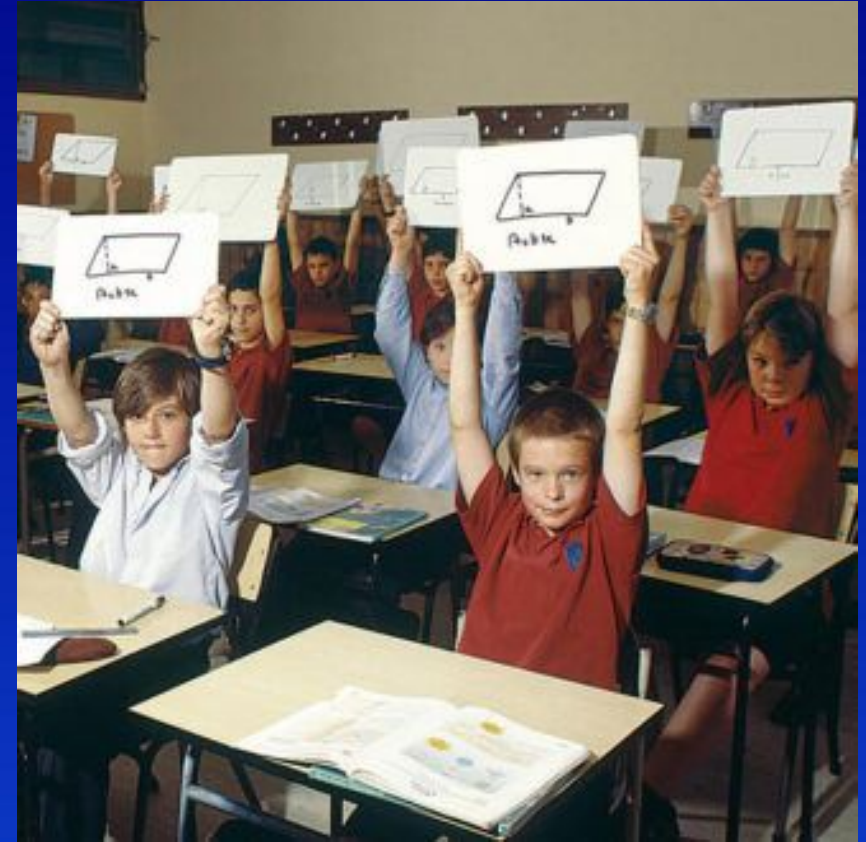
Why Use the Morning Routine Every Day?



- ★ Teacher can instruct different rows of students to complete **differentiated tasks**.
- ★ Students work on mini-whiteboards can be constantly monitored by the teacher walking around the class and immediate feedback given, by viewing student responses, as they work.

Why Use the Morning Routine Every Day?

- ★ Allows the teacher to quickly assess students' academic progress – 'chin boards' to view work.
- ★ 'Choral responses' allows all students the opportunity to hear the correct answers.
- ★ No student feels a sense of failure in the 'Morning Routine' – 'tick it or fix it'.



Why Use the Morning Routine Every Day?

- ★ Keeps students on task with **high teacher expectations and the importance for accuracy.**
- ★ Students are trained in the process of ‘Morning Routines’ – **pace** is important to keep students alert, to respond to the tasks, with no time to disengage or ‘opt out’.



Why Use the Morning Routine Every Day?

- ★ Useful for a **pre-assessment tool** for teachers to find out what students don't know.
- ★ Following **EQAO analysis**, K-6 Morning Routines can be built across all stages to improve content knowledge and skills in areas found to be answered poorly...massed and spaced practice.





What do students learn in the Morning Routine?

Visual Timetable
Calendar
Weather

Sentence
of the
Day

Talk
for
Learning

100 Days
of
Learning

Teaching Principles

Learning to Mastery

Accuracy

Insist on correctness.
Insist on the things that should be automatic.

Speed

Work with a sense of urgency.
Teach at a fast pace.
Utilise every teachable moment

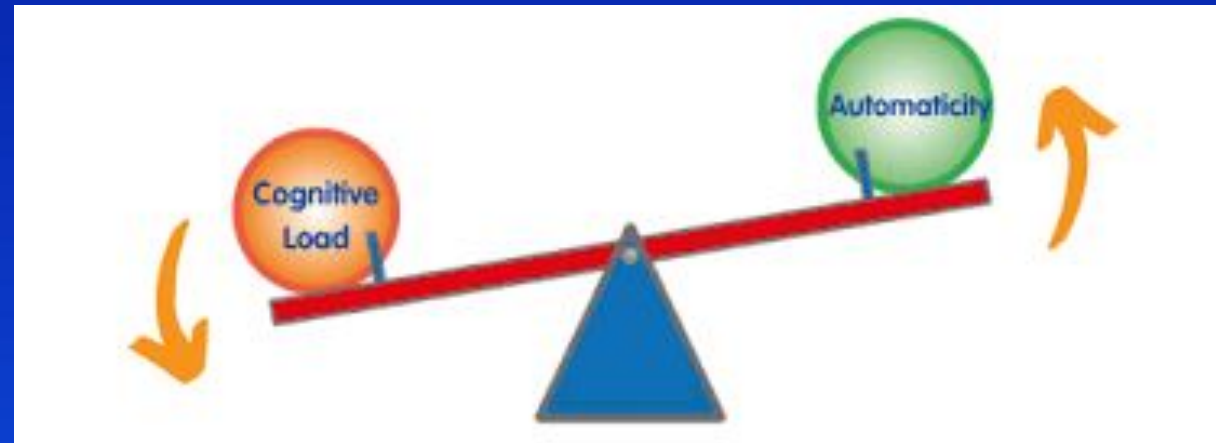
Volume

Students **MUST** try to complete as much as possible.
Expectations are high.

The Ultimate Goal

Learning to automaticity

Automaticity is that ability to do things ***without having to think*** about them at a conscious level. When we do something automatically, the mind isn't occupied with the small details of the task.



Vocabulary	Academic Background Knowledge Schema	Punctuation
Speaking Skills	Learning	Sentence Structure
Listening Skills	Mathematics Problem Solving	Grammar



VIDEO

Morning Routine

Implementation Process to Date

- Scheduling suggestions to principals in August
- September 23rd - am of the PA day devoted to Morning Routine training by Joanne Dooner
- Week of September 26 - Demonstration lessons in nearly every school. As many K-6 teachers as possible were released to watch a demonstration lesson.
- Teachers were asked to plan to begin morning routine in November. This could have been done incrementally by adding quadrants each week. The idea was that a full morning routine would be implemented by December.
- The 6-hour Morning Routine course was offered up for any teacher wishing to complete the course. Snow days and/or release time was provided to support this work.
- Principals were asked to complete the Morning Routine course as well.

Next Steps for Implementation

- I created a morning routine and demonstrate how I would use it in the classroom for the principals last week. After the demonstration, they mined the curriculum for connections to the grade 6 expectations across all subject areas.
- We worked to create look-fors for both the content of a morning routine and what it would look like during a classroom visit. This will be formalized and shared with principals.
- Principals were asked to provide specific information about each teacher and the fidelity of implementation for morning routine at this time. They will be asked to follow-up with staff who may require additional supports.
- Jen and I will need to follow-up with principals to see what additional supports may be needed.
- We would like to provide time to interested to teacher so that they can work in grade groups to create morning routines.

Morning Routine



The Titanic

Learning Intentions

We are learning:

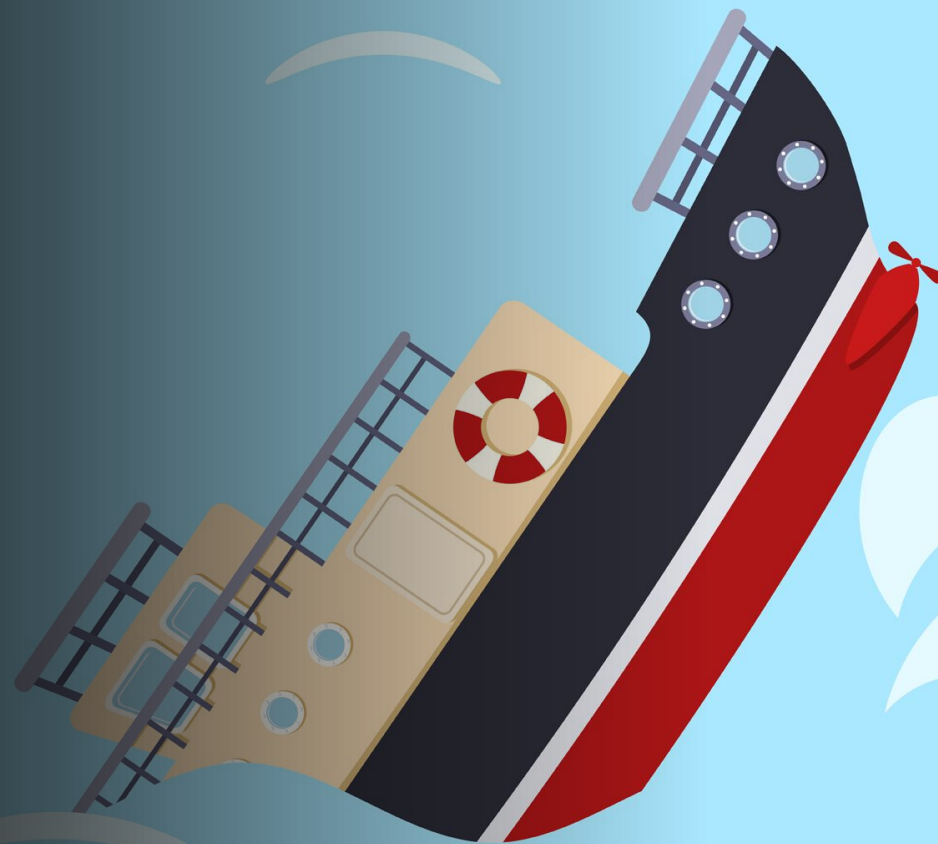
- To write to inform.
- To build schema around a topic.
- To build schema to help us learn through reading.
- To communicate facts to an audience.
- To research a topic in preparation for writing.
- To plan for writing.
- To draft and edit our writing.

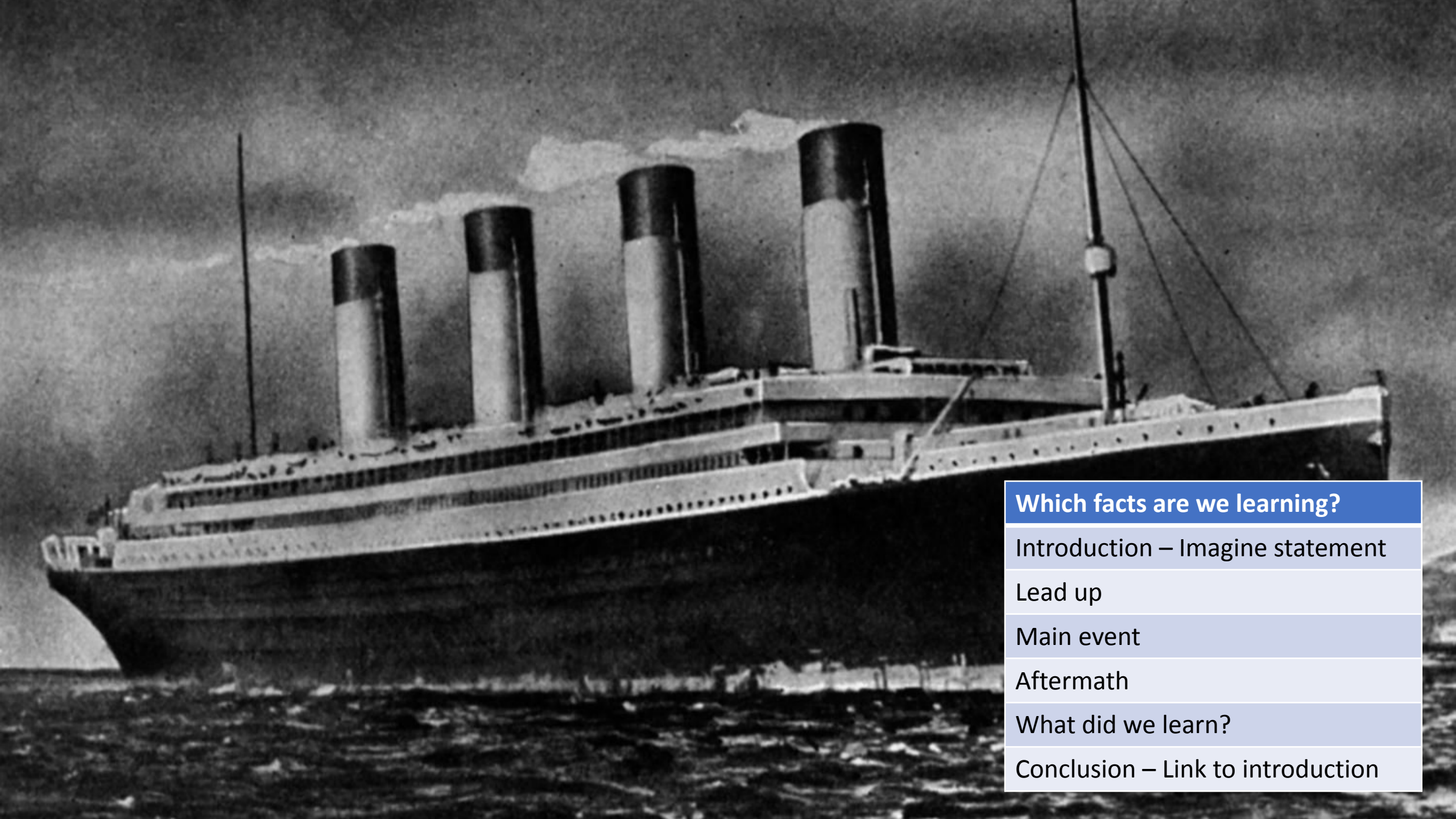
Success Criteria

We can:

- Understand historical facts.
- Arrange facts in chronological order.
- Add words to our vocabulary.
- Use facts about the Titanic to help us write an historical recount.
- Write simple, compound and complex sentences.
- Speak well on a given topic.
- Listen to improve communication.

Talk
for
Learning





Which facts are we learning?

Introduction – Imagine statement

Lead up

Main event

Aftermath

What did we learn?

Conclusion – Link to introduction

1.

Facts

The Titanic was no ordinary ship. **She** was the most impressive and luxurious ship of **her** time! She was the biggest ship ever built, 330 metres long, 32 metres wide, 53 metres tall and weighed 52,310 tonnes. She was built in Belfast, Northern Ireland, and set off on her maiden voyage on 10 April 1912, carrying 2,204 passengers and crew. She sank on 15 April 1912, about the length of three football

Boats are traditionally referred to as 'she'. Historians think this may be the result of links in our language to Ancient English. Or perhaps it dates back to the idea of goddesses protecting ships on dangerous journeys!



2.

Facts

Titanic's full title was **RMS** Titanic. RMS stands for '**Royal Mail Steamer**'. As well as passengers, the ship carried nearly 3,500 sacks of letters, packages and documents.



3.

Facts

There were over **2,200 people on board** Titanic, **900** of which were crew members. The passengers included holiday makers, businessmen and people hoping to start a new life in America.



4.

Facts

Life on board Titanic depended on who you were and how much money you had...

First class: the wealthiest people travelled in first class, located at the top of the ship and, boy did they travel in style! They slept in private, spacious **suites** and enjoyed delicious food in an **elaborate** dining room. They had access to lots of **facilities**, like cafes, a swimming pool, squash courts, barber shop and a reading and writing room.



4.

Facts

Second class: not too shabby, either, second class accommodation **consisted** of cabins with two or four beds and a sofa, storage facilities, a sink and a mirror. Second class passengers could also enjoy an outdoor **promenade**, relaxation room, library and dining room.



4.

Facts

Third class: the third-class facilities were much more basic, but they were still far better than those on other boats at that time. Located at the bottom of the ship, cabins slept up to ten people and each had a sink and mirror. There was also a dining room where food was served three times a day. But the big down-side? All 700 third class passengers had to share two bathtubs!



5.

Facts

Titanic was also known as the '**Ship of Dreams**', and White Star Line **claimed** she was the safest ship of all time. To make sure she wouldn't sink, her **hull** was made up of 16 separate sections. If two, or even three sections were damaged and water got in, the ship would still have time to sail to safety.



6.

Facts

In the dark, an iceberg appeared. The ship was too big to quickly change direction, Titanic scraped along the side of the ice, **tearing holes in at least four** sections of the hull.



7.

Facts

As Titanic sank, the **bow** (the front) went down first, causing the **stern** (the back) to rise out of the water and into the air. At around 2am, this tilt caused the ship to break in two, sending all those still on board into the freezing cold ocean.



8.

Facts

Titanic was also known as the '**Ship of Dreams**', and White Star Line **claimed** she was the safest ship of all time. To make sure she wouldn't sink, her **hull** was made up of 16 separate sections. If two, or even three sections were damaged and water got in, the ship would still have time to sail to safety.



9.

Facts

Michel and Edmond Navratil must have felt a sense of relief when they finally made it on to the last lifeboat to be successfully launched from the sinking Titanic.

Despite their tender years, the brothers - aged just four and two - would have been aware of the terror and hysteria that had engulfed those still trapped on the stricken vessel.

They were placed on the lifeboat by their father - but it was the last time they ever saw him.





Day and Date



29 July 1908	1909 to 1911	31 March 1912	On 10 April 1912	14 April 1912	14 April 1912 11:40 pm
<p>The design for the Titanic was approved.</p>	<p>The Titanic was built</p>	<p>Titanic was built by a company called White Star Line. She was completed and ready for the ocean after three years in construction in Belfast, Northern Ireland.</p>	<p>Titanic set out on her maiden voyage (first big journey), taking people from Southampton, England, to New York, USA. On route, she called by Cherbourg in France and Queenstown in Ireland to pick up more passengers.</p>	<p>Iceberg warnings were received.</p>	<p>Lookout Frederick Fleet spotted an iceberg dead ahead. The iceberg struck the Titanic on the starboard (right) side of her bow.</p>



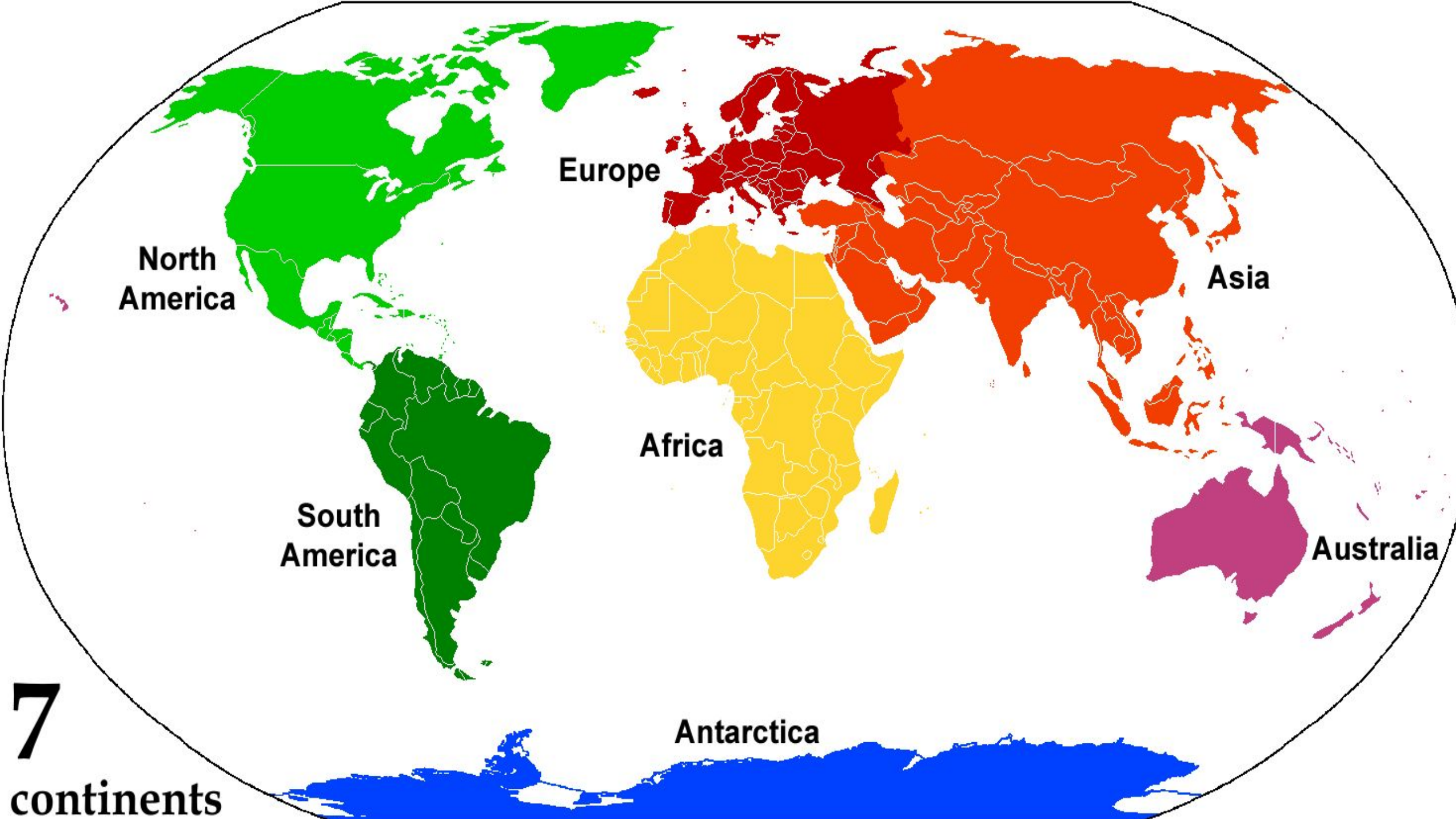
15 April 1912 12:25 am	15 April 1912 2:20 am	15 April 1912 4:10 am	18 April 1912 9:00 p.m.	19 April to 25 May 1912	22 April to 15 May 1912	2 May to 3 July 1912
<p>The lifeboats began being loaded with women and children first. The Carpathia, southeast of the Titanic by about 58 miles, picked up the distress call and began sailing to rescue passengers.</p>	<p>The Titanic's broken off stern settled back into the water, becoming more level for a few moments. Slowly it filled with water and tilted its end high into the air before sinking into the sea. People in the water slowly froze to death</p>	<p>The first lifeboat was picked up by the Carpathia.</p>	<p>The Carpathia arrived in New York.</p>	<p>American enquiry into the disaster was held.</p>	<p>Several ships were sent to the disaster site to recover bodies. A total of 328 bodies were found floating in the area.</p>	<p>British Board of Trade enquiry into the disaster was held.</p>





Weather





**North
America**

Europe

Asia

**South
America**

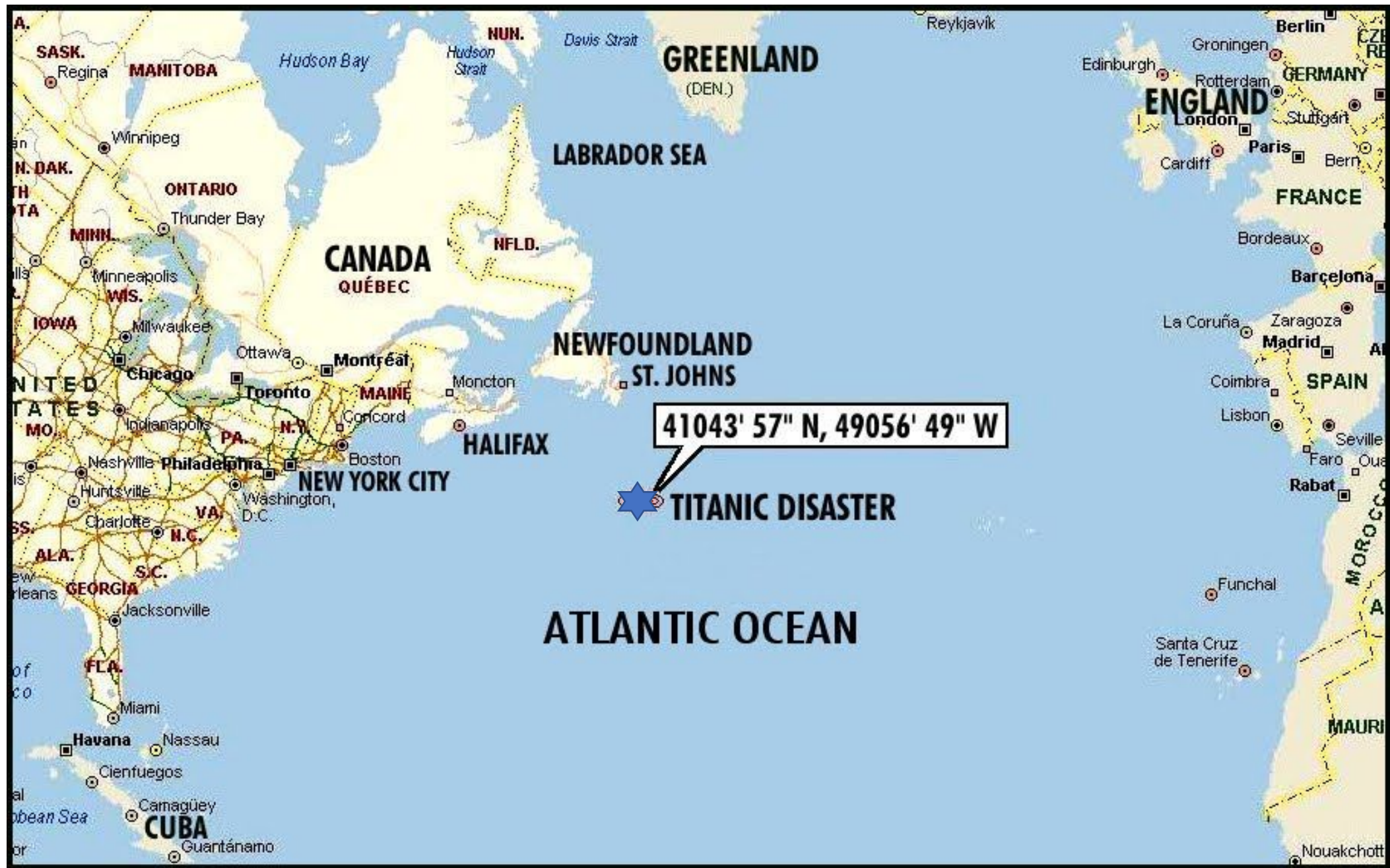
Africa

Australia

Antarctica

**7
continents**





What is an iceberg?

Icebergs are pieces of ice that formed on land and float in an ocean or lake. Icebergs come in all shapes and sizes, from ice-cube-sized chunks to ice islands the size of a small country. The term "iceberg" refers to chunks of ice larger than 5 meters across. Smaller icebergs, known as bergy bits and growlers, can be especially dangerous for ships because they are harder to spot. The North Atlantic and the cold waters surrounding Antarctica are home to most of the icebergs on Earth.



Why are icebergs important?

Icebergs pose a danger to ships traversing the North Atlantic and the waters around Antarctica. After the Titanic sank near Newfoundland in 1912, the United States and twelve other countries formed the International Ice Patrol to warn ships of icebergs in the North Atlantic.

The International Ice Patrol uses airplanes and radars to track icebergs that float into major shipping lanes. The U.S. National Ice Center uses satellite data to monitor icebergs near Antarctica. However, it only tracks icebergs larger than 500 square meters.





100 Days



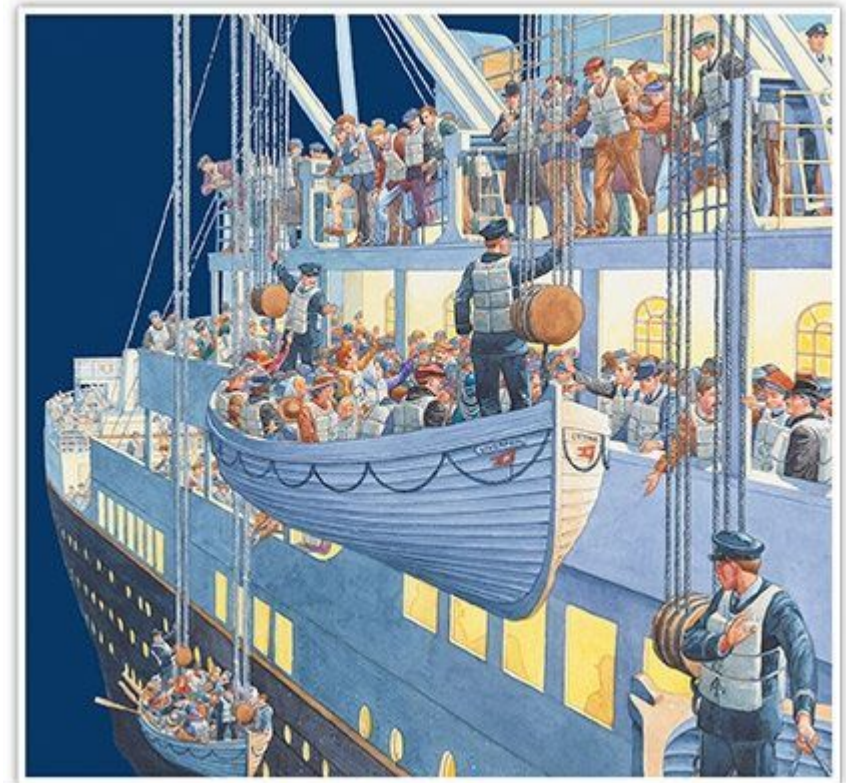
The Titanic in Numbers

For **four** days, Titanic made good progress across the Atlantic, powered by **three** coal-burning engines. But it was no easy job to keep her moving. Each day, the ship's **175** 'fire men' shoveled **600** tonnes of coal into the furnaces — that's the weight of **100** elephants!



The Titanic in Numbers

Titanic only carried **twenty** lifeboats — only enough to hold around **half** of the people on board! What's worse, the first lifeboats were launched **half-empty**, wasting precious spaces.



The Titanic in Numbers

In the **-2°C** waters, most passengers who went into the sea would have died from the cold within **15** minutes. Some managed to survive a little longer by treading water or clinging onto bits of floating wreckage.



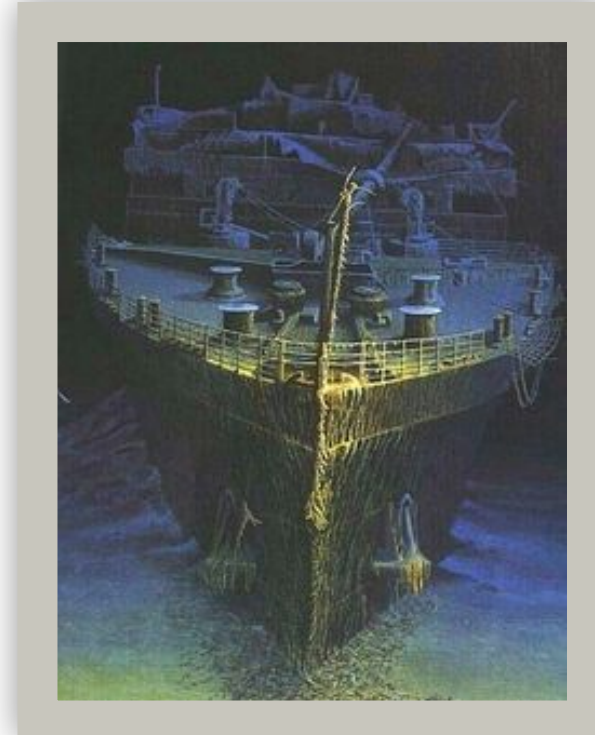
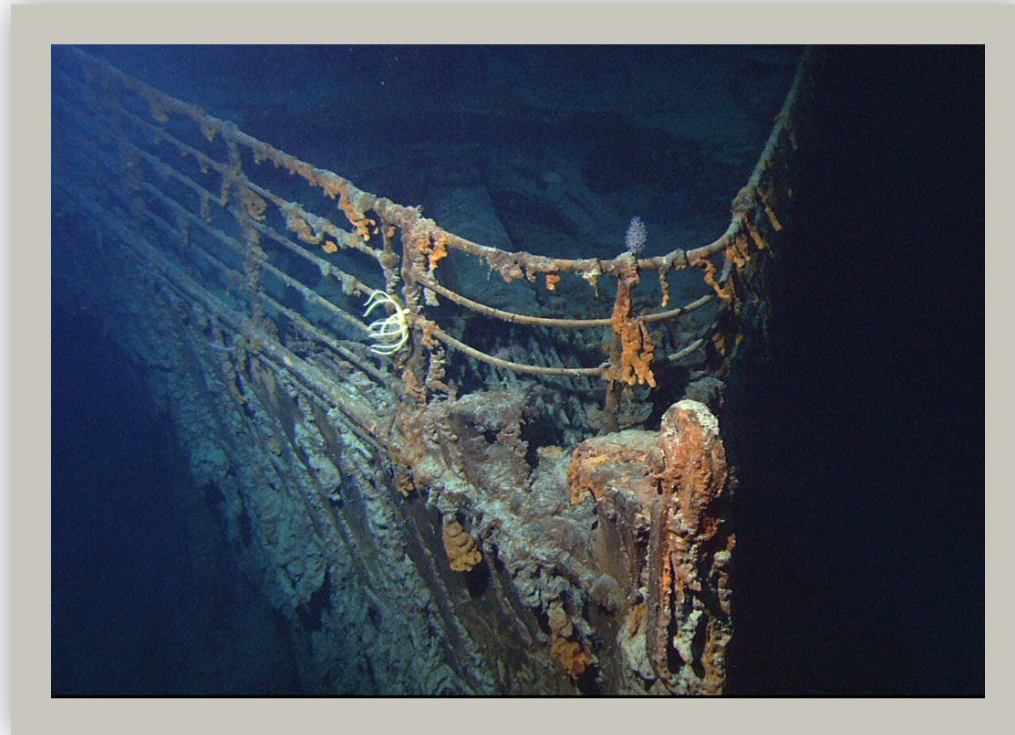
The Titanic in Numbers


Live Science explains that your body's core temperature should stay in the vicinity of **37° Celsius**. Once your body drops to **35° C** or below, hypothermia takes hold. This impedes the function of vital organs such as the brain and heart. When your core body temperature hits **33° C**, you might suffer amnesia. At **28° C**, you might lose consciousness. At **21° C**, you experience "profound," deadly **hypothermia**.



The Titanic in Numbers

The remains of the Titanic wreck sit on the seabed over **3780** metres beneath the surface.





Sentence
of the
Day

Introduction

Paragraph 1

Which facts are we learning?

Introduction – Imagine statement

Lead up

Main event

Aftermath

What did we learn?

Conclusion – Link to introduction



Imagine sentence to
'hook' the reader.

Use some of the 5
senses.

Imagine you were sitting down for a late dinner

and

suddenly, an alarm sounds in your ears

