



**Northeastern  
Catholic District**  
SCHOOL BOARD

A place where we all belong.

## Special Education Advisory Committee Meeting - Minutes

Wednesday, February 19, 2025

**PRESENT:** Shannon Costello, The Cochrane District Social Services Administration Board  
Paula Crotteau, Cochrane Temiskaming Children's Treatment Centre  
Tara Ruel, Timmins Learning Centre  
Stan Skalecki, Vice Chair & NCDSB Trustee  
Colleen Landers, Chair & NCDSB Trustee  
Daphne Brumwell, Superintendent of Education  
Julia Spadetto-Forward, School Principal St Jerome School  
Lisa Lamarche, Behavior & Autism Worker  
Catherine Hoven, Special Assignment Teacher  
Katie Mundle, Special Assignment Teacher  
Jean Ethier, Education Services Officer / Recorder

**EXCUSED:** Kim McEntee, Mental Health Supervisor  
Ashley Rains, Community Living Timmins  
Melanie Hannah, Misiway Milopemahtesewin Community Health Centre  
Ryley Reis, Canadian Mental Health Association  
Ellen Renaud, North Eastern Ontario Family and Children's Services  
Jessica Rocheleau, Kunuwanimano Child and Family Services  
Amber Smith-Come, School Principal St. Anne School

### **Summary:**

Colleen welcomed everyone to the meeting, and it commenced with a territory acknowledgment and prayer.

Approval of the agenda: Moved by Tara Ruel and **SECONDED** by Stan Skalecki  
That the agenda be approved as presented. **CARRIED**

Approval of the minutes of January 22, 2025, meeting  
Moved by Stan Skalecki and **SECONDED** by Shannon Costello  
That the minutes be approved and presented. **CARRIED**

### **Oral Language Screening & Intervention 2024-2025 Update – Daphne Brumwell**

Each year, the board's contracted Speech & Language Pathologist John Stark and staff screen all Year 2 FDK students for speech and language issues. Parental consent is required, and results are shared with parents after the screening. Materials to support speech and language development are available upon request.

Additionally, Linda, Émilie, and John are near completion of a simple in-class SK language intervention program, which will be modeled for SK teachers to use during the first weeks of September. Once the resource is finished, teachers will be trained to implement it with all students. Students who did not pass the screen have been referred to John for further support. A copy of the presentation can be found in the meeting minutes.

### **IEP Audit: A Presentation by Catherine Hoven & Katie Mundle**

Yearly IEP reviews have been a standard process in the Special Education Department for several years. Typically completed in December or January, these reviews occur before the Term 2 IEPs, which are sent home in March. Catherine and Katie review 10 Term 1 IEPs from each school, selecting a diverse sample representing various grade levels and exceptionalities. They evaluate these IEPs against consistent criteria, making only a few minor adjustments over time. The results are recorded in a Google Form.

A one-page summary is created for each school, highlighting strengths, areas for improvement, and reflection questions. This summary is shared with the Principal and Resource Teacher (RT), who are then asked to develop a plan to provide additional support to educators in addressing specific areas of need for Term 2 IEPs. Looking ahead, Katie and Catherine will review the same 10 IEPs in the Spring to assess improvements. Principals, in collaboration with the RT, will also review an additional 6 IEPs to ensure a clear understanding of the requirements.

### **Strengths**

- Cognitive scores have been added if a psychological assessment has been completed.
- Most IEPs had current educational data.
- The Oral Reading Fluency list indicates the student's instructional level.
- Most expectations were measurable and specific.
- The student has a transition plan with action items and a timeline.
- The Holistic Learner Comment is positive, updated and reflects the student outside of the school environment.

### **Needs**

- The inclusion of additional educational assessment data is needed to support the need for the IEP.
- The Resource Teacher's role in programming was not always clear
- The strengths and needs that are listed on the IPRC Statement of Decision are not always the same as those listed on the IEP.
- The EQAO data is not complete. (missing dot scores, assessment date, provider and summary - note: EQAO was not administered in 2019-20 and 2020-21)
- All Survey Level Assessments that are needed need to be clearly listed.
- An adequate summary of the educational assessment data is required.
- Many assessments that are easily accessible and that would help support the selection of expectations and programming are not consistently included.
- Although most IEPs had alignment between the instructional and assessment accommodations, in many cases there were too many accommodations selected to be manageable, and many were repeated using different wording. This section needs to be tidied up and made more manageable.

### **Agency Reports – None**

**Date of the Next Meeting** – March 19, 2025, at 11:45 a.m.

**Other Business** - The MACSE collaboration report, which focuses on special education needs, was presented to the committee and submitted to the Ministry of Education for distribution at the upcoming MACSE meeting.

**Adjournment** - Moved By: S. Skalecki That the meeting be adjourned at 12:28 p.m. CARRIED



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# Year 2 FDK Speech & Language Screening

**February 2025**

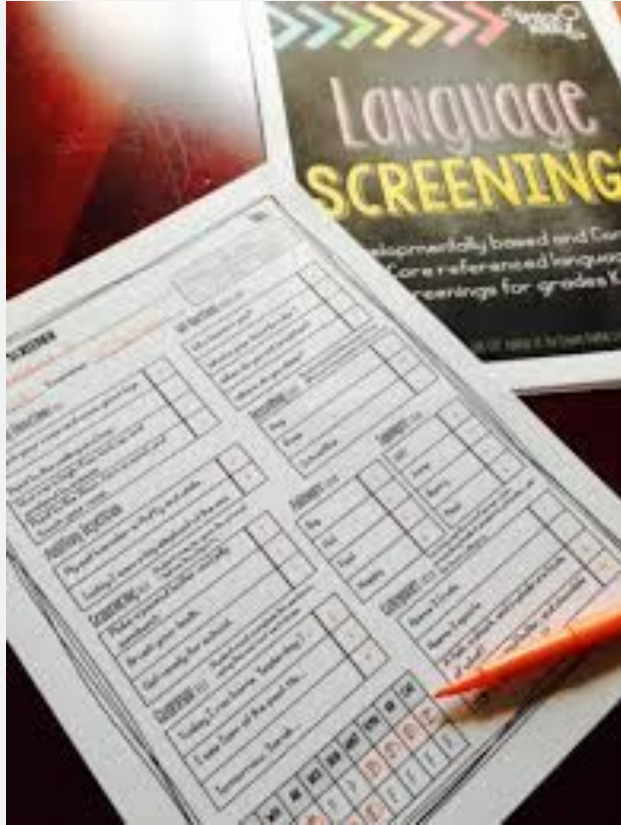




## Introduction

- Each year, our board-contracted Speech & Language Pathologist works with his staff to screen all Year 2 FDK students for issues related to speech and/or language.
- Parents must provide consent for this service.
- Results are provided to each parent upon completion of the screening.
- Materials that can be used to support speech and language development are provided to parents who request it.

# Summary of Results by Year



NCDSB SK Language Screening						
	2019	2020	2021	2022	2023	2024
<b>Number of SK children screened across 9 NCDSB schools</b>	133	115	162	156	144	127
<b>Passed both the expressive and language comprehension tasks</b>	104 (78%)	82 (71%)	110 (68%)	110 (71%)	111 (77%)	97 (76%)
<b>The average age of all the screened children</b>	5.18	5.69	5.28	5.23	5.21	5.31
<b>The Mean Length of Utterance (MLU) of the whole group</b>	6.64	6.91	7.82	7.39	7.45	6.08



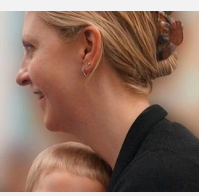
## NCDSB SK Language Screening

	2019	2020	2021	2022	2023	2024
<b>Children who were below expectations in one or both areas</b>	29 (21.80%)	33 (28.70%)	52 (32.10%)	46 (29.5%)	33 (22.91%)	30 (23.62%)
<b>Children with listening/comprehension below expectations</b>	21 (15.8%)	31 (26.96%)	45 (27.78%)	42 (28.8%)	31 (21.53%)	26 (20.47%)
<b>Children with low expressive sentence length (MLU&lt;3.5 words)</b>	5 (3.76%)	6 (5.22%)	15 (9.26%)	21 (13.5%)	9 (6.25%)	11 (8.66%)
<b>Children with both comprehension and expressive sentences (MLU) below expectations</b>	6 (4.51%)	4 (3.48%)	8 (4.94%)	17 (10.9%)	8 (5.55%)	9 (7.09%)



# Materials Shared with Parents

Are you  
wondering about  
your preschool\* child's  
speech and language  
development?



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*The Therapy Path*

Timmins, Ontario  
Telephone (705) 363-8871  
[www.therapypath.com](http://www.therapypath.com)



*The Therapy Path*

## Senior Kindergarten Class Language Screening

Re: [redacted] School Language Screening

**Age when screened:** [redacted]

**Attending:** St. Anne School

**School phone:** (705) 232-5355

[redacted] language was screened by Gigi Veeraraghavan (Speech and Language Assistant) on October 3, 2024 to ensure acquisition of communication skills needed for academic success.

[redacted] passed both the English language comprehension and language expression parts as follows.

1. Comprehension of directions and stories score: **16/16** is a **Pass**

Listening Skill	Score	%
Stories	10/10	100%
Directions	6/6	100%

2. Average words per expression: **8.80 words** is a **Pass**

Even though [redacted] language is developing well, I still recommend that parents regularly read 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.

# Sample letter sent to each parent.

To help overcome these gaps with the 2024 group, all parents of children who struggled with listening/comprehension were offered 10 free activities to practice the specific skill at home. Each 5-10 minutes activity was sent to their email every three days.

**Of the 39 parents who were offered these activities, 8 parents subscribed and viewed the e-mails.**

[www.ncdsb.on.ca](http://www.ncdsb.on.ca)



# Next Steps

- To provide more comprehensive support, Linda, Émilie and John are close to completing a simple in-class SK language intervention program that will be modelled for SK teachers and used to train them to use the first couple weeks of September with all students. We are awaiting the completion of this resource.
- All students who did not pass the screen have been referred to John for additional supports.