Using the Early Years Evaluation to pave the way for positive transitions in New Brunswick francophone schools

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NBf approach to using the EYE-DA and the EYE-TA (big picture)

1. Administer the EYE-DA prior to entering kindergarten
2. Intervene
3. Transition to school
4. Administer the EYE-TA during kindergarten
5. Intervene
Sequence of events pre-K

• Kindergarten registration in October

• EYE-DA administration before mid-December

• Cut scores are set such that approximately 20% of the population will be red and 20% yellow per domain. Intentional so that we don’t have children « falling through the cracks »

• Parent meetings prior to administering the EYE
Sequence of events pre-K (continued)

• Reporting to parents (January-February)
  – in person
  – by phone
  – by letter

• Individual student interventions (January-August)
  – targetted to address the child’s needs on a domain-specific basis
  – may or may not include parents
  – frequency depends on needs and available services
Sequence of events pre-K (continued)

Examples

• Demonstrate activities parents can do with their child, observe the child, etc. (At home or school, community centre, etc.)

• Meet with parents to refer the child to specialized services

• Can involve up to 8 visits or individual interventions with the child and/or parents
Sequence of events pre-K (continued)

• Group interventions (January-August)
  – Work with SLP and meet with children
  – Parent workshops in the evening to model best practices related to early literacy skill development
  – Frequency depends on needs and available services
  – Hand out the Welcome to Kindergarten kit
  – School visits to meet the teacher, see the school, etc.
  – Ride on the school bus to school with the parent
  – Distribute pamphlets on how to read to your child
Sequence of events pre-K (continued)

• Develop individual transition plans as needed
  – informs principals, classroom teachers, methods and ressources teachers, etc. so they can better prepare to welcome the child to K.
Partner with government departments and community organisations

- **Education** + (Department of Social Development + Department of Health + Family Resource Centres + Daycares + Early Childhood Care and Education NB)

- Results in:
  - Less duplication of services
  - Identifying gaps in services
  - Increases in efficiencies and effectiveness of interventions
Sequence of events during K

• Kindergarten starts in September (max 21/class).

• Teacher prepares universally designed activities which foster child development for all children, not just those with a transition plan.

• Students with transition plans are followed more closely by the classroom teacher.
Sequence of events during K

• Students receive extra support as needed.
  – Teacher action plan
  – Referral to strategic team
  – Referral to psychologists, doctors, etc.
  – Some students may need an SEP

• Teacher completes EYE-TA after Christmas (deadline end of January).
Sequence of events during K

• Individual student reports (received immediately)

• Reporting to parents (school’s responsibility)

• Individual student interventions
  – Referral to strategic team
  – Referral to psychologists, doctors, etc.
  – Some students may need an SEP
Conclusion

• New Brunswick francophones use the EYE-DA and EYE-TA to screen for kids at-risk of future negative outcomes.

• Interventions are done before entering K, upon entering and during kindergarten and beyond.

• We emphasize the use of leading indicators over trailing indicators so as to intervene as early as possible with each child.
Thank you

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