

Jayze Monieas

July 15, 2022

Disability Tax Credit Scholarship Application

To Whom It May Concern:

I am Anishinaabe from Hollow Water First Nation Manitoba, but I have been in foster care in Winnipeg since birth. I am excited to be entering the Kinesiology program at the University of Winnipeg in September. My goal is to become an Athletic Therapist.

Being an Indigenous girl growing up in foster care has not always been easy. I also have Dyslexia, which makes learning much more challenging for me than the average student. I have encountered discrimination from the community, peers and staff at school. People have often pre-judged me or expected less from me. My Dyslexia affects my reading, writing and language skills. Growing up, I was always delayed in speech and behind in reading and writing. I attended speech therapy until grade 4 and special school programs for reading delayed children until grade 7. I was extremely shy, and I was anxious and self-conscious about my reading and speech.

Luckily I discovered athletics and I have been passionate about sports since I joined my first soccer team at age two. Although academics have been challenging for me, I have always shone at sports and it is my sanctuary and safe place. I am a Multi-Sport Athlete and have played soccer, triathlon, cross country, indoor and outdoor track, softball, badminton, volleyball, and my favourite, basketball. I have played for community, school and elite club teams, often for two or three teams at a time and practicing up to five hours per day. I have won many MVP, All-Star and Athletic awards, including being selected for Team Manitoba's 16U Basketball team for the North American Indigenous Games (which was cancelled due to COVID). I recently won the Manitoba Indigenous Youth Achievement Award for Athletics and Athlete of the Year at my High School. Sports have taught me that hard work and perseverance are more important than talent. It has given me a place where I belong and has built up my confidence and the determination to succeed in all areas of my life, including academics.

Because of sports, I know that even though I have Dyslexia, I am not stupid and I have always been determined to prove that I could do well in school and attend University. With help, I have learned what tools I need to succeed and how to advocate for myself to get them. It takes me much longer than the average student to finish assignments, but I have always worked extremely hard in school. I have maintained Honour Roll every term since junior high, despite my Dyslexia. This year, I graduated from High School with a dual diploma in Dental Technology (which I chose for its Medical Preparation Courses). I won three Academic Achievement Awards and was a Distinguished Honours student.

Throughout my athletic career, I have had my share of sports injuries and been treated by Athletic Therapists. This has sparked my interest in how to prevent injuries and how the body heals. I want to turn my passion for sport into a career and become an Athletic Therapist.

I am excited to be entering the University of Winnipeg's Kinesiology program in September. My goal is to one day fulfill my dream, and work with sports teams of all ages to help athletes prevent and recover from injuries. I would especially enjoy working with female Indigenous youth. I believe that if it wasn't for athletics, I would not have learned to overcome my challenges, and having Dyslexia has taught me

that I can overcome anything with hard work and the right help and attitude. Through my future career, I hope to one day inspire others to remain in sport and use it to help them reap the benefits that I have from it.

Confidential

February 19, 2021

Psycho-Educational File Review Report

Name: Jayze Monieas

Date of Birth: March 1, 2004

Chronological Age: 16 years, 10 months

School Placement: Technical Vocational High School, Winnipeg, MB (Grade 11)

Date of Assessment: January 28, 2021

Reason for Referral: Jayze was referred by Southeast Child and Family Services (CFS) for a psychological evaluation given longstanding difficulties with language, reading and writing to assist in educational planning.

Report Sent to: Michelle Daly, CFS (original direct); file (copy).

Sources of Information:

- Intake Interview, Michelle Daly (CFS) and Kim Storer (foster-mother)
- Teacher Information Form, Curtis Richardson
- SLP Assessment, Cheryl Moreau, M.Sc. (November 2009)
- Diagnostic Reading Assessment, Regina Faber, B. Ed., M. Ed., Reading Clinician (March 2014)
- Behavioural Observations and Interview, Jayze Monieas
- Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)
- Wechsler Individual Achievement Test - Third Edition (WIAT-III)
- Conners Comprehensive Behaviour Rating Scale (CBRS); parent form (Kim Storer), teacher form (Curtis Richardson)
- Behaviour Rating Inventory of Executive Function (BRIEF); parent form (Kim Storer), teacher form (Curtis Richardson)
- Adaptive Behaviour Assessment System - Third Edition (ABAS-III); parent form (Kim Storer), teacher form (Curtis Richardson)

Relevant Developmental and Background Information:

Jayze Monieas is a sixteen year old girl who currently lives in Winnipeg, MB with her foster-mother, Kim Storer. She was apprehended from her biological parents at birth due to concerns with substance abuse and domestic violence in the home. She has been with Ms. Storer since then. She has no visits with her biological parents. She is a permanent ward of Southeast CFS.

We have no information about her mother's pregnancy, but her birth was without complication. She met early motor and toileting milestones within typical timeframes, but was delayed in verbal milestones. She is medically healthy. There are no significant sleep, appetite, motor, or hearing concerns noted. Jayze is described as a good athlete who plays volleyball and basketball. She is prescribed reading glasses. She has previously had speech language therapy and assessment beginning at age two and a half and ending around age eight. Her foster-mother reported that it helped with her articulation and vocabulary. There is a family history of ADHD.

Ms. Storer reported that Jayze has had longstanding concerns with language and reading. Specifically, she noted that Jayze has struggled with language since age two and reading since starting school. She received reading recovery support from Grade 1-2 and received support from the Diagnostic Learning Centre from Grade 3-4. She also went through a reading program in Grade 7. Ms. Storer reported that while Jayze made some temporary gains in her reading abilities after these programs, she quickly began to struggle again after they ended. Despite these struggles with reading, Jayze is reportedly doing very well in school and is passing all her classes with a lot of support from her foster-mother at home.

A November 2009 SLP report from Cheryl Moreau, M. Sc., SLP, noted that Jayze had Mild Articulation difficulties and Severe difficulties with expressive grammar. She recommended SLP support and therapy, which Jayze received until she turned eight. A March 2014 Diagnostic Reading Assessment from Regina Faber, B. Ed., M. Ed., found that her overall learning aptitude was in the Low Average range. She identified difficulties with fluid reasoning, processing speed, and phonological awareness.

Information from one of her current teachers, Curtis Richardson, is that Jayze is doing well in his class. He reported that she is quiet and reserved, but turns in high quality work and is a diligent student. He noted that she was shy, but able to socialize with other students in the class. He raised no concerns with general academic, behaviour, attention or emotional functioning.

Behavioural Observations:

Jayze presented to the evaluation as a quiet and friendly teenager. She was attentive and focused throughout all tasks. She did not engage in any impulsive responding and took her time when answering questions. She sustained eye-contact and laughed at some jokes the evaluator made. She worked hard and finished all tasks asked of her. During interview she appeared candid and open.

She discussed school subjects, her reading ability, her home, and her emotional functioning with the evaluator during interview. She said that she was doing very well in school and hadn't failed any classes. She said that she was currently really enjoying her dental technician course. When she was finished high school she said that she wanted to do something in the field of sports medicine, like being a physiotherapist. She noted that she found math a lot easier than reading. She then went on to describe her difficulties with reading. She said that she noticed she had trouble with reading starting in Grade 1. She said that she has trouble reading textbooks and passages with long words in them. She remembered getting help from her teachers in the early grades and that they would take her out of class to help. She said that it did improve her reading skill, but that she still had trouble.

She said that she enjoys where she lives and that there was nothing she would change about it. She appreciated all the help she got from her foster-mom with school work. She noted that she was somewhat bored at home due to the Covid-19 pandemic. She wished everything could go back to how it was before the pandemic because she missed playing sports and having things to do. She noted that she felt that she had no difficulties emotionally. She denied any problems with depression or anxiety. She felt that, if things ever got bad for her, she would talk to her foster-mom or sisters.

During testing here, within the supportive and focusing setting of the consulting room—one-to-one, quiet, task-varied, etc.—Jayze's attention and focus were good, and she did not engage in any impulsive responding. Jayze did not need anymore support than her age-peers to finish cognitive testing. Scores here are useful estimates of her cognitive functioning at this time.

Test Results:

Testing places Jayze's overall cognitive functioning in the Average range (WISC-V FSIQ, 37th percentile), with one significant weakness in cognitive functioning. Her overall cognitive functioning is as good as her age-peers. Jayze's visual-motor processing speed (WISC-V PSI, 79th percentile) was in the Average to Very High range. Her visual-spatial reasoning ability (WISC-V VSI, 79th percentile) was in the Average to High Average range. Her visual-fluid reasoning (WISC-V FRI, 34th percentile) was in the Low Average to Average range. Her working memory ability (WISC-V WMI, 18th percentile) was in the Very Low to Average range. These four composite areas were as good as her age-peers. Jayze struggled significantly with verbal comprehension (WISC-VCI, 7th percentile) which was in the Very Low to Low Average range. Her verbal comprehension ability was a significant weakness when compared to her age-peers and to her overall cognitive ability.

Jayze exhibited significant difficulties with basic word reading and reading comprehension when compared to her overall cognitive ability. Specifically, her reading comprehension skills (WIAT-III Reading Comprehension, 3rd percentile) were in the Extremely Low to Low Average range. Her basic word reading skills (WIAT-III Basic Reading, 6th percentile) were in the Very Low to Low Average range. These were both weaknesses when compared to her age-peers. Her mathematic problem solving ability (WIAT-III Math Problem Solving, 18th percentile) was in the Very Low to Average range and was about as good as her age-peers.

Collateral information from her teacher and group-home worker (BRIEF, CBRS) indicated almost no concerns with her behaviour or emotional functioning in the home or school. Her teacher reported no significant concerns in any area. Her foster-mother reported some concern with social anxiety, but nothing significant in any other area.

Ratings of Jayze's adaptive abilities by both her foster-mother and her classroom teacher indicated no concerns in any adaptive area. Her foster-mother reported her overall Global adaptive ability as being in the Average range. Her teacher reported her overall Global adaptive ability as being in the High Average to Very High range. These are both as good as her age-peers.

Findings:

Current findings are that Jayze is struggling significantly with language, verbal comprehension, and reading ability.

Jayze presented as a quiet and cooperative teenager. She was described by her foster-mother as historically struggling with language and reading. Previous SLP assessments indicated that she had Mild articulation difficulties and Severe expressive grammar difficulties. A previous reading assessment found her to struggle with phonological awareness, fluid reasoning and processing speed. She has received significant interventions to help improve her language and reading skills. She worked hard on all tasks presented to her and was candid and open during interview. She exhibited no difficulties with inattention or impulsivity in the testing environment. Her overall cognitive ability is in the Average range, with a significant weakness in verbal comprehension. She exhibited significant difficulties with basic word decoding and reading comprehension. Her teacher and foster-mother reported no significant behavioural, executive, adaptive or emotional difficulties.

Given our findings here, Jayze is suffering from a Language Disorder, likely in the area of Expressive Language. Language Disorder is diagnosed when a person seems to understand and comprehend language and verbal

information as well as their age-peers, but has difficulty expressing verbal information (including ideas and thoughts). Jayze's verbal comprehension ability as measured here falls far below her overall cognitive ability. She historically has struggled with language and is described as quiet and shy.

Jayze struggles significantly with basic word decoding and reading comprehension, much more than expected given her academic history, overall cognitive ability, and when compared to other skills within her academic profile. Jayze meets criteria for a Specific Learning Disorder with Impairment in Reading (aka Dyslexia, Reading Disorder, Reading Disability). She continues to struggle with all aspects of reading. We would see Jayze's struggle with language being very closely related to her difficulties with reading. There is clearly a relationship between her ability to reason and comprehend in verbal terms and her difficulties with reading skill acquisition.

Finally, we would note here that despite these difficulties Jayze is doing very well academically, behaviourally, and developmentally. She is future-focused, has interests outside of school, is athletic, is passing all her classes, and is doing well emotionally and behaviourally. We hope that Jayze continues to do well and that the recommendations that follow help support her in reaching her goals both educationally and generally in her life.

Diagnostic Summary:

- Language Disorder
- Specific Learning Disorder with Impairment in Reading (aka Dyslexia, Reading Disorder, Reading Disability)

Recommendations:

1. Jayze would benefit from multi-modal studying and learning when being exposed to new material. This means that, when possible, Jayze should be presented with new information in multiple formats, such as with visuals, orally and in writing. For example, not only should she listen during a new lesson, she should also take notes that contain both written descriptions of the new information being taught, as well as graphs, charts, diagrams, and other visuals depicting the information being given to her. She would also benefit from continued exposure to activities and classes that are visually based. Some examples are plumbing, physiotherapist, dental technician, set design, drafting, electronics, carpentry, etc.
2. Jayze requires academic accommodations given her SLD. We respect Jayze's input and would urge any changes to how her assignments or tests are accommodated to be discussed with her first and have her agreement before moving forward. Here is a list of accommodations that may be beneficial for Jayze should she need them in the future and consents to their use:
 - Increased time limits on timed exams and tests due to Jayze's difficulty with word decoding. Jayze should be allowed 1.5 times the allotted time to complete tests and exams.
 - She should be provided the opportunity for additional break periods to minimize fatigue that may be caused by extended testing time
 - Providing Jayze with a written copy of notes or a scribe to take down notes due to her difficulties with reading.
 - Providing Jayze with a text-to-speech program to decode written materials and a speech-to-text program for written assignments, as her difficulties with writing will make it extremely difficult for her to write and edit lengthy written assignments such as essays and reports.
 - She may benefit from the option of taking tests and exams orally as these will completely bypass her reading and writing skills.

3. Jayze is struggling significantly with basic word decoding skills. Academic interventions in this area should be targeted at the word, letter, and sound level of reading instruction, as Jayze has still not mastered the basic concepts used in scaffolding more advanced reading techniques on top of. Some strategies that can be used at school to improve his reading ability include the use of Elkonin Boxes and the teaching of beginning sounds, rimes, and sound digraphs. More information regarding strategies for early struggling readers can be found at:
 - <http://www.readingrockets.org>
 - <http://www.starfall.com>
 - <http://www.literactive.com>
 - <http://www.readingresource.net>
 - <http://www.headsprout.com>
4. Jayze's achievement results indicates she is struggling with reading and spelling. To support her reading and spelling skills, it is recommended that:
 - She receive 1-1 support with intensive focus on reading and spelling instruction. The Barton Reading System is based off of a theory of reading acquisition called the Orton-Gillingham method, and while the Barton is an excellent system for teaching children how to read, it is just one of many that uses theory from the Orton-Gillingham method. It is important to ask prospective teachers, tutors, and resource staff if they are familiar with this reading system or the Orton-Gillingham theory of reading acquisition.
 - Technological supports such as Dragon Dictate or Kurzweil (<http://www.kurzweiledu.com/kurz3000.aspx>) be used to support Jayze's spelling and writing skills acquisition.
 - Individual tutoring to provide both acquisition and extended practice of basic skills is also warranted, given observations that he does well when instruction is provided in one-to-one format with a person he is familiar with, in a setting she is familiar with.
5. Optimal treatment of reading disorders requires individualized programming that takes into account the student's specific difficulties with reading (in this case, Jayze's difficulty with phonetic decoding). When choosing a tutor or reading program it is important to ask whether or not they provide specific, tailored instruction to meet a student's specific needs. Some programs that we recommend in the Winnipeg area are:
 - The Laureate Academy offers the F.A.S.T. reading program which has been shown to help struggling readers quickly improve their basic decoding skill in a relatively short period of time. <http://www.laureateacademy.com/learning-centre/>
 - The Manitoba Council of Reading Clinicians maintains a private practice list of Reading Clinicians who work in the province. This information can be found at: <https://mcrc-online.ca/private-practice-list/>
 - Partners for Learning is a Winnipeg-based educational support service that is run by a reading clinician who has over 30 years working as a teacher, tutor, and educational support professional. <http://www.partnersforlearning.ca/>
6. Jayze will benefit from continued placement in a stable, loving, family placement. Our information is that Jayze is doing very well in most areas and one of the reasons for this is likely being in a loving, stable placement.
7. Jayze presented as a friendly and cooperative teenager. During interview, she discussed her career aspirations and love of sport. She seems to exhibit personal strengths related to visual-spatial skills (hands-on skills, athletics, etc.). She describes herself as someone with a good work ethic and as someone who is willing to try to reach a goal, even in the face of adversity. This should be recognized when planning for Jayze's future.



The Winnipeg School Division
TECHNICAL-VOCATIONAL HIGH
1555 WALL ST WINNIPEG, MB R3E 2S2

Principal: Mogg, D

Phone No: 204-786-1401

Fax: 204-774-8375

Email: tecvoc@wsd1.org

MONIEAS, JAYZE STAR SWEETGRASS		Birthdate: Mar 01, 2004	Sex: F	MET: 106422520	I.D. No.: 90052868	
Year	School	Course	Provincial Code	Achievement Marks	Credits	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	ENGLISH 10F	0001 10F	87	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	MATHEMATICS 10F	0080 10F	71	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	PHYS ED / HEALTH 10F	0169 10F	86	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	SCIENCE 10F	0120 10F	71	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	SOCIAL STUDIES 10F	0101 10F	85	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	CONCERT BAND 10S	0258 10S	98	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	CULTRL EXPLR SIP .5 11G	8979 11G	CO	0.5	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	GUITAR 10S	0262 10S	94	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	JAZZ BAND 10S	0264 10S	97	1.0	
2018/19	ANDREW MYNARSKI V.C. SCHOOL	WOODWORK 15G	7991 15G	76	0.5	
2019/20	TECHNICAL-VOCATIONAL HIGH	ENGLISH 20F	0001 20F	68	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	INTRO	3905 20S	61	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	APPLIED/PRE-CAL 20S PHYS ED BBALL ACAD 20F	0169 20F	93	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	SCIENCE 20F	0120 20F	84	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	GEOG 21ST CNTRY 20F	1180 20F	83	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	EXPLOR CULINARY ARTS 10S	8790 10S	100	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	DESKTOP PUBLISHING 35S	0223 35S	90	0.5	
2019/20	TECHNICAL-VOCATIONAL HIGH	FAMILY STUDIES 20S	0487 20S	72	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	LIFE/WORK PLAN 25S	0098 25S	88	0.5	
2019/20	TECHNICAL-VOCATIONAL HIGH	PIANO INTRO 20S	0270 20S	89	1.0	
2019/20	TECHNICAL-VOCATIONAL HIGH	TRANS MATH 10F	3923 10F	54	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	ENG TRANS 30S	0094 30S	86	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	APPLD MATH 30S	3903 30S	88	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	PHYS ED BBALL ACAD 30F	0169 30F	CO	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	CHEMISTRY 30S	0122 30S	85	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	HISTORY OF CANADA 30F	0105 30F	99	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	DESIGN AND FAB RP 30S	8625 30S	100	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	DESIGN FAB ORTHO APPS 30S	8627 30S	99	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	INTRO DENTAL TECH RP 30S	8624 30S	98	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	INTRO TO ORTHO 30S	8626 30S	100	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	COM SVC SIP 41G	8977 41G	CO	1.0	
2020/21	TECHNICAL-VOCATIONAL HIGH	FOOD & NUTR 30S	0489 30S	92	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	ENG TRANS 40S	0094 40S	82	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	APPLD MATH 40S	3903 40S	84	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	PHYS ED BBALL ACAD 40F	0169 40F	CO	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	CHEMISTRY 40S	0122 40S	74	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	DESIGN FAB CPMC REST 40S	8671 40S	81	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	DESIGN FAB FPCB 40S	8629 40S	97	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	INTRO DENT CPMC TECH 40S	8670 40S	85	1.0	
2021/22	TECHNICAL-VOCATIONAL HIGH	INTRO FIXED PROST C&B 40S	8628 40S	97	1.0	
		IP - In progress	Credits Completed:		38.0	

Graduation requirements were met as of Jun 30, 2022

Issued: Jun 23, 2022

Principal: D. Mogg

Transcript Official Only with Seal

BIRTH·NAISSANCE



BIRTH CERTIFICATE
CERTIFICAT DE NAISSANCE



Susan Baulier
Susan Baulier
Director / Directrice

Certified extract from
Registration of Birth
filed at Winnipeg,
Manitoba, Canada.
Extrait certifié conforme
de l'enregistrement
de naissance à Winnipeg,
Manitoba, Canada.



Name
Nom
MONIEAS
JAYZE EAGLE STAR SWEETGRASS

Date of Birth
Date de naissance
MAR 1, 2004

Sex
Sexe
F

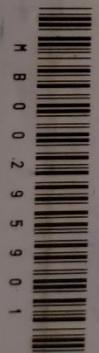
Place of Birth
Lieu de naissance
WINNIPEG

Name of Parent
Nom du parent
NOT STATED

Name of Parent
Nom du parent
MONIEAS, CHARLENE DENISE

Registration No.
No d'enregistrement
2004-06-003473
Registration Date
Date d'enregistrement
MAR 9, 2004

Date Issued
Delivré le
APR 16, 2013



M 8 0 0 2 9 5 9 0 1

Province of Manitoba

This certifies that

Jayze Monieas

has completed 30 credits and satisfied all
program requirements for graduation as prescribed
by the Province and is therefore entitled to this

High School Diploma
(English Program)

[Signature]

Honourable Wayne Ewasko
Minister of Education and Early Childhood Learning

[Signature]

Principal

June 30, 2022

Date of Issue

Tec-Voc High School

School