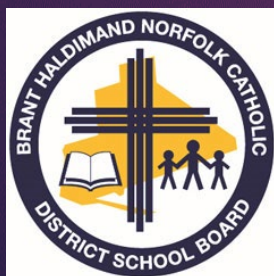


Special Education

2020-21



TRANSFORM – Hearts On Fire (Luke 24:32)

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Introduction

Special Education

The Brant Haldimand Norfolk Catholic District School Board is committed to meeting the diverse needs of all students within our school district. We strive to inspire and support learning by assisting in creating safe, inclusive, and faith-filled learning environments. Our goal is to establish effective communication processes to foster a learning environment that best meets each student's unique needs and talents. The provision of special education programs and services, and the allocation of resources, are based on each unique student's strengths and needs, and on the principles of equity, inclusion, and collaboration.

The delivery of specialized programs by the classroom teacher is supported by an interdisciplinary team of professionals at the school and system level. Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating all learners in our Board. Parents/guardians are considered full partners in the education of their children, and we work with them closely to enhance students' academic, social, emotional, and spiritual growth.

Supported by faith-based learning, the Board's Special Education Services team work together with families to achieve "Excellence in Learning ~ Living in Christ".

The Annual Report was compiled from information provided by members of the Special Education Services Team. It will be reviewed and presented for approval to the BHNCDSB Board of Trustees in June 2021. The Annual Plan will be submitted to the Ministry of Education by July 31, 2021 and posted to the Board website.

Special Education Advisory Committee (SEAC)

The membership of SEAC for 2020-21 was as follows:

NAME	ORGANIZATION
Bill Chopp	Trustee Representative
Kevin Greco	Superintendent of Education
Carmen McDermid	Student Achievement Lead – Special Education
Mischa Dinsmore (Sept – Dec)	Lansdowne Children's Centre
Sophie Podfigurna (Dec – Apr)	Lansdowne Children's Centre
Annemarie Krauss (Apr - June)	Lansdowne Children Centre
Tara Buchanan	Community Living Brant
Jennifer Chapman (Co-Chair)	Haldimand-Norfolk Children's Aid Society
Lauren Freeborn (Co-Chair)	Contact Brant
Shannon Mason	Principal, Sacred Heart Langton & Special Education Staffing
Patti Mitchell	Community Resource and Parent, County of Brant
Teresa Westergaard-Hager	Norfolk Association for Community Living
Nil Woodcroft	Haldimand-Norfolk REACH

Brooke Gardner	Woodview Mental Health & Autism Services
Jill Esposito (Sept – Jan)	Brant Family & Children’s Services
Sarah Robertson (Feb – June)	Brant Family & Children’s Services

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2021-22 as new members will have the opportunity to present information on their respective agencies.

The 2020-21 SEAC heard presentations on the following:

Speech and Language Pathology Team – Grade One Phonological Awareness Screening Pilot

Mental Health Lead & Child and Youth Worker – Kids Help Line

ABA Leads – Supports & Services for students on the Autism Spectrum

Orientation & Mobility Instructor - Importance of teaching proper guide to blind and low vision persons

Lexia – Focus on building capacity and providing effective targeted reading intervention

Members invited to the following professional development sessions (live or recorded) not held during regular SEAC meetings:

'Neurodevelopmental Perspectives on Learning: Fine Motor Issues' presentation by Jim Little, PhD, focusing on the challenges experienced and the interventions needed to support students who struggle with graphomotor dysfunction

Online BoardMaker Software – presented by System Special Education staff

The 2020-21 meeting schedule was as follows:

2020-21 SEAC Meeting Schedules (Virtual)	
Tues., September 29, 2020	Tues., February 16, 2021
Tues., October 20, 2020	Tues., March 23, 2021
Tues., November 17, 2020	Tues., April 20, 2021
Tues., December 15, 2020	Tues., May 18, 2021
Tues., January 19, 2021	Tues., June 15, 2021

Programs and Services

System Special Education

System Special Education Resource Teachers (SSERTs) are assigned to elementary and secondary schools to enhance student achievement, primarily through supporting staff. Their role is to collaborate with school teams and community agencies, and to build capacity among teachers, SERTs, Educational Assistants and parents by providing in-services within schools and in the community. In addition, SSERTs ensure that Ministry of Education mandates and protocols are followed by providing training and producing resources to support staff in meeting Ministry standards. Through resource creation and

information sharing, school teams build capacity, maintain consistency and enhance communication with parents. This facilitation contributes to the ongoing building of parental confidence in our Board.

The continued, primary focus for the SSERTs is to better understand learners by exploring student profiles, assessment data and evaluation. The SSERTs assist in the development of student profiles through assessment (Hawaii Early Learning Profile, Brigance Comprehensive Inventory of Basic Skills, Canadian Cognitive Abilities Test (CCAT) for Grade 3 students, and Woodcock-Johnson IV Tests of Achievement assessment), observations and program recommendations. SSERTs are responsible for determining the eligibility of a student to receive a cognitive assessment with the Nelson team of psychologists through a committee process. The cognitive assessment referral process involves the review of documents in the Ontario Student Record (OSR) including Provincial Report Cards, Woodcock-Johnson IV Tests of Achievement assessment results, CCAT scores and outside agency reports. In addition to collecting data, SSERTs dialogue with school teams to determine appropriate next steps and potential interventions. This valuable information could result in the development of an Individual Education Plan (IEP) and possibly the formal identification of a student through the IPRC process. The SSERT supports the school team in preparing IPRC paperwork in order to ensure appropriate identification and placement of the student.

The System team places great importance on successful student transitions. Assistance is provided when planning and implementing entry into school for students with high needs, as well as transitioning into special class placements, secondary school and post-secondary opportunities. This liaison with community agencies, school teams and parents help to ensure student needs are met by creating seamless transitions.

The following chart illustrates some of the processes that SSERTs have supported during the 2020-2021 school year:

Cognitive Referrals Submitted	IPRCs (school or system level)	Case Conferences	Achievement Tests Completed
160	251	113	158

Deaf and Hard of Hearing

There are currently 51 Hard of Hearing students and 74 students with Central Auditory Processing/Auditory Processing Disorder (CAP/APD) in the Board.

Services provided this past school 2020-2021 year included:

- Hearing awareness presentations in classrooms
- Acquisition of Specialized Equipment Amount (SEA) and materials to support students who are Hard of Hearing and have CAP difficulties
- Monitoring and troubleshooting such equipment
- Performing regular checks on ear molds, hearing aids and cochlear implants and FM systems
- Providing in-services for specialized equipment
- Repairing SEA equipment, as required
- Consulting on students' IEPs

- Providing and installing noise reducing strategies for the classroom environment
- Attending case conferences, team meetings, IPRCs and parent interviews
- Acting as a liaison, support and referral source for families and other agencies
- Interpreting audiological reports
- Providing accommodations/modifications and programming strategies
- Supporting students with pre/post teaching
- Assisting students and families in connecting and networking

Information Technology

Overview of Special Equipment Amount (SEA) Support

The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards each year. This funding is used to assist school boards with the cost of equipment essential to support students with special education needs. The equipment must be deemed essential for the student to be able to attend school or to access the Ontario Curriculum. There are two separate funds available for students to access to obtain specialized equipment. The SEA Per Pupil Amount (PPA) fund is allocated for the purchase of computers and all technology-related equipment. Each school district receives an allocated PPA amount each SEA year. The SEA Claims-Based fund is allocated for the purchase of non-computer-based equipment. Claims-based funding covers the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

At the Brant Haldimand Norfolk Catholic District School Board, students with exceptional needs are supported with equipment through the SEA process. Recommendations for special equipment are forwarded by the school, on behalf of students, to the SEA team who then review and process each claim. Claims are reviewed to ensure that all the necessary documentation is provided and that Ministry guidelines and necessary requirements are met. Requested equipment must be within the parameters of the eligible expenses that can be purchased using SEA funds. Recommended items (including specialized equipment outside of technology) are ordered, processed, and delivered with follow-up arrangements made for all necessary training.

Purchasing SEA Equipment

It is the Board's duty to seek efficiencies for all equipment purchases made with SEA funds. SEA purchases are made using the most cost-effective choices. The allocation of SEA funds to support student needs is done in an equitable and timely fashion. When purchasing SEA equipment, considerations are made for quality, cost, durability, longevity and compatibility with the Board's infrastructure.

All computer-based claim items are ordered in bulk by the SEA team who then coordinate with the Information Technology Department to ensure that all items are inventoried and that the necessary hardware and software are installed. The SEA team is continuously reviewing and trialing emerging technologies and their application to students with exceptional needs.

The Ministry of Education requires Boards to seek financial efficiencies regarding the purchase of SEA equipment. To comply with Ministry requirements, the SEA team is cognizant of the amount of technology and specialized equipment in the system and is always looking to maximize efficiencies

within. This includes the recycling of SEA equipment in the system until it reaches the end of its working capacity. The SEA team has developed and maintains an updated database of non-tech equipment which can be referenced when items are needed for students. The team has also reached out to our community partners to inform them that surplus SEA equipment exists in our system. These community professionals are welcome to view and recommend this unassigned equipment to students they support in our system. Equipment in the SEA Surplus database must be used (if suitable) before new equipment is purchased. The recycling of equipment allows the Board to achieve financial efficiencies and increases the speed of processing SEA claims. Recycled equipment does not have to be ordered or purchased for the required students; it need only be transferred.

SEA Repairs and Maintenance

It is the Board's responsibility to ensure that all equipment is in working order and that the equipment meets a student's needs. The SEA team works very closely with our Information Technology (IT) department to ensure the most efficient and effective processes are in place for the maintenance and repair of SEA equipment. Repair, maintenance, and management processes are reviewed periodically throughout the year to ensure most cost-effective practices are being followed and students' needs are being met in the most efficient way. Upgrades and refurbishment were initially considered as an option before replacing with new equipment. The Board has assigned one computer technician who is dedicated to SEA equipment work orders. The SEA team works with our IT department to ensure that work orders related to SEA are prioritized appropriately and that IT staff are knowledgeable about the software installed on the SEA computers.

SEA Transfers

When a student moves to a new school within the district, or to another publicly funded board within Ontario, the SEA purchased equipment must move with them. The receiving/new board has the option to decline the equipment. When a decision about transferring equipment is being made, consideration is given to factors such as a student's best interests, equipment compatibility and the efficiency/practicality of completing a transfer.

The Board receiving the equipment is responsible for requesting the equipment, and responsible for all shipping costs associated with the transfer. The transfer of equipment is expected to be completed within six weeks of the original request of the equipment. In the 2020-21 SEA year, 36 students with SEA equipment transferred into our board and 14 transferred out.

SEA Equipment Management and Disposal

Equipment purchased with SEA funding is a set of physical assets which Boards have a responsibility to protect, maintain and manage as a public resource. As such, inspections are completed annually on all electric and hydraulic claims-based equipment. All inspections are performed in compliance with O.H.S.A. - R.R.O., Reg.851, Section #51. Inspection reports are forwarded to the SEA coordinators for review. Upon review of the inspection reports, any necessary repairs and maintenance of the equipment is arranged and completed.

Any equipment that has outlived its effectiveness and/or safe usage needs to be disposed of in a safe and environmentally friendly way. Unusable technology equipment is picked up and taken by a Board approved recycling company. When computer equipment is recycled, hard drives and labels with student names are removed from laptops and equipment before it is picked up. Some non-technology equipment is kept for parts. Equipment that is made from recyclable materials is sent to be recycled. Non-recyclable equipment is also safely disposed of.

Collaboration

The Brant Haldimand Norfolk Catholic District School Board SEA team connects with other Boards to discuss best practices and new technologies. This is done through the SEA Coordinators Council, a regional body consisting of 17 Boards. This group meets twice a year to network and discuss SEA issues in the region. The SEA Coordinators Council also connects regularly online through an eCommunity site, which is set up and managed by our team here at the Brant Haldimand Norfolk Catholic District School Board. This group acts as a forum for discussion of issues such as intra-board transfer of SEA items, and to share resources and processes.

Training Model

The Brand Haldimand Norfolk Catholic District School board implements an "in-house" training model where training is completed internally. To facilitate understanding, training is comprised of three phases, an initial/introduction phase, one-to-one training, and a continuity support plan development phase.

The initial phase is delivered asynchronously and consists of a series of modules posted in the Computer Training course within Brightspace. All students who require training are enrolled in the course and are given access to the necessary modules. Each of the modules includes a demonstration of a skill, followed by a hands-on activity. Students are expected to independently complete all modules before the phase two training date. The purpose of the initial/introduction phase is to familiarize the student with their new equipment and train them on the basic functions and operations of their device. Other modules in this phase provide students with a strong foundation of the basic tools and operations of the essential software. The computer training course is not only intended for initial training purposes but also as a learning resource that students can access at any time to review skills and increase their competency in the use of the equipment and software.

The one-to-one training is delivered synchronously approximately one week after the completion of the initial modules. The one-to-one training is individualized to reflect the student's academic needs outlined in their Individual Education Plan. The individual training involves reviewing the basics that were taught during the initial phase of training and then focuses on achieving student learning expectations within the context of the Individual Education Plan.

The continuity support plan development phase consists of a follow up assessment/training session between the trainer and the student at least one week after the phase two training. During this session, the trainer assesses the student's ability to complete a variety of tasks using the tools and software for which the student had previously received training. Additionally, an email is sent from the instructor to the classroom teacher and school Special Education Resource Teacher (SERT), asking them to complete two surveys: a student questionnaire and an educator questionnaire. The surveys have been designed to collect information regarding the use of the equipment, as well as the students', teachers' and SERTs' competency level with the assistive technology software. The purpose of phase three is to assess, compile and review data to establish next steps and create a support plan. This plan will continue to maintain and/or improve the student's learning with their use of assistive technology and may include additional one-to-one training sessions and/or support for the classroom teacher and SERT.

The training model was developed with the goal of providing effective student training and training resources. The model supports capacity building within our district staff and students, while ensuring the continued successful use of the technology. This training model has been overwhelmingly successful pedagogically and financially. This method is highly efficient and effective for both staff and students.

Special Equipment Amount Claims for 2020-21

There have been 255 SEA claims processed and implemented during the 2020-21 SEA year. Of the 255 claims, 54 of them were equipment based (non-tech) claims. Students who receive this equipment include those identified as deaf and hard-of-hearing, and students who require specialized equipment (such as standing frames, bikes, chairs, sensory and fine motor items etc.). The remaining 201 claims were computer-based claims for students with assistive technology requirements.

Training Services

All students who have their own SEA computer equipment receive both hardware and software training with their device. A variety of software applications and tools are used to meet the different needs and uses of assistive technology.

Application	Software Application Tool
Word processing	Microsoft Word, Kurzweil word document
Meetings and video conferencing	Microsoft Teams
Learning management system	Brightspace/D2L
File storage	OneDrive
Text-to-speech	Kurzweil, Microsoft Word, Word Q3
Text-to-speech on the Web	Kurzweil, Word Q3, Immersive reader in the Edge web browser, Read Aloud extension in the Chrome web browser
Speech-to-text	Microsoft Word
Word prediction	Word Q3, Kurzweil
Concept mapping/graphic organizer	Smart Ideas
Visual symbols and schedules	BoardMaker
Converting documents to an accessible format	Kurzweil has a built in OCR tool. OCR scanning tool on photocopier
Reading and writing on a PDF file	Kurzweil, Microsoft word, Adobe Reader to read PDF and editing tools to annotate on the PDF
Visual supports	Kurzweil, Microsoft Word, Zoom-Text, Immersive reader tools

Training sessions are developed based on the student's needs and incorporate the applicable tools outlined in the chart above. This year 150 students and 15 Educational Assistants were trained in various software application tools.

SEA Training completed in 2020-21:

School	Students	Educational Assistants
Blessed Sacrament	9	
Christ the King	5	1
Holy Cross	11	1
Holy Family	4	
Madonna Della Libera	4	
Notre Dame Brantford	5	
Notre Dame Caledonia	2	
Our Lady of Fatima	1	
Our Lady of Providence	2	
Resurrection	1	
Sacred Heart Langton	0	
Sacred Heart Paris	3	
St. Basil	5	2
St. Bernard of Clairvaux	7	
St. Cecilia's	0	
St. Frances Cabrini	7	
St. Gabriel	7	2
St. Joseph's	14	
St. Leo	8	2
St. Mary's Hagersville	4	1
St. Michael's Dunnville	3	
St. Michael's Walsh	4	1
St. Patrick Brantford	2	
St. Patrick's Caledonia	3	
St. Peter	4	
St. Pius X	5	4
St. Stephen's	6	
St. Theresa	8	1
Assumption College School	2	
Holy Trinity Catholic High School	1	
St. John's College	2	
BHNCDSB Remote Catholic Elementary School	11	
TOTAL	150	15

Applied Behaviour Analysis

During the 2020-21 school year, there were three full-time Applied Behaviour Analysis (ABA) Program Leads providing support to principals, teachers, support staff and families for students with Autism Spectrum Disorder (ASD).

Within the 2020-21 school year, the ABA Program Leads carried a combined caseload of 119 students with ASD, there are five students involved in the Connections for Students model

The ABA team has provided the following support services during the 2020-21 school year:

- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, EAs and ECEs on a variety of student skills including:
 - Behaviour reduction
 - Self-regulation
 - Communication
 - Social interaction
 - Functional skills
 - Strategies to promote independence and participation in school activities
 - Structured learning systems
 - Data collection systems
 - Organizational skills
 - Creation and use of visual supports
- Observations to inform individualized recommendations on the skills listed above, for both in-person and virtual students
- Assisting staff with using ABA-based strategies at a classroom level to support all students
- Staff training in the use of ABA-based strategies (including explanation and modelling of recommended strategies, providing feedback and coaching to staff on an on-going basis)
- Supporting students transitioning into kindergarten and high school (attending System IPRC meetings, Entry-to-School Case Conferences, providing transition visits to students, virtual observations in community settings such as Intensive Behaviour Intervention (IBI))
- Supporting students during the Summer Transition Program (August 2020) with return to school during the COVID 19 pandemic
- Participation in individual case conferences
- Participation in 12 Connections for Students meetings
- Collaboration with school and community-based professionals including: Social Workers, Child Youth Workers, Speech Language Pathologists, Orientation & Mobility, Deaf and Hard-of-Hearing, Occupational Therapist, Ontario Autism Program staff, and medical personnel to support consistency in student planning and programming
- Assisting with goal setting for Individual Education Plans
- Assisting with the development of safety plans for students with ASD
- Provided training on ABA and ASD to new Special Education Resource Teachers
- Development and planning for implementation of After School Skills Development Program (ASSDP)

- Membership of the ABA Networking Group for the South-West Region. School-based ABA professionals and representatives from the Ministry of Education met once throughout the year to share best practices and discuss how best to support schools/students with the changes to the Ontario Autism Program (OAP), Sonderly training for staff and implementation of the ASSDP
- Participated in Foundations 1-3 through the MEHRIT Centre
- Attended the Geneva Centre for Autism Virtual Symposium
- Participated in Board Workshops on Leadership and Mentorship
- Participated in PEERS Training for Young Adults
- Participated in discussions, as part of a working group, on how to promote capacity among all board employees on the topic of self-regulation
- Provided support to staff and families during distance learning, including ABA contribution to TIPS Sheet and Special Education resources
- Supported 41 staff in registering and completion of Sonderly training courses

Blind and Low Vision

During the 2020-21 school year, individualized orientation and mobility programming was implemented for 35 students in 17 different schools. The primary role of the orientation and mobility instructor includes teaching students who are blind or partially sighted the necessary skills to travel safely, efficiently, gracefully, and independently, with or without the use of a mobility device, in any environment. To achieve this goal, instruction is provided in the following areas:

- Concept development
- Motor development
- Sensory development
- Visual skills
- Social skills
- Techniques of orientation and mobility
- Use of devices


Further involvement of the orientation and mobility instructor during the 2020-21 school year includes:

- Observations, consultation with school staff, and goal setting for Individualized Education Plans.
- Direct one-on-one orientation and mobility training to students, educational assistants, early childhood educators, teachers, and administrators.
- Collaboration with school mental health professionals (Social Workers, Child Youth Workers).

- Providing additional resources for teachers, support staff, and parents including documents from CNIB, daily physical activity adaptations, individualized orientation and mobility family booklets, and an environmental accessibility checklist.
- Involvement in the Accessibility Committee for the Board.
- Collaboration with school administrators and the Facilities Department to identify and remove barriers in schools. Implement physical changes in schools, such as marking stairs and addressing potential travel hazards, guided by the principles of universal accessible design.
- Participation in the online Orientation and Mobility International Symposium
- Attending Entry to School Case Conferences for students transitioning into the BHNCD SB with a vision impairment
- Liaison between school and community agencies such as Vision Loss Rehabilitation Ontario (VLRO)
- Participation in individual case conferences
- Supporting students transitioning into kindergarten and high school (attending System IPRC meetings and providing transition visits to students)
- Supporting staff, students, and parents/caregivers with distance learning, including orientation and mobility contribution to TIPS sheet, O&M daily activity calendars, virtual O&M lessons, and resources for Special Education
- Presentation to Special Education Advisory Committee members highlighting the three principles of orientation and mobility (O&M), promoting vision health, displaying accessibility through environmental analysis reports, and introducing members to the sport of goalball.

The role of the orientation and mobility instructor also facilitates collaboration between service providers and schools. As a result, one new referral to the W. Ross Macdonald School was submitted to complete a functional vision assessment. The objective of the assessment is to build teacher capacity when instructing students who are blind or partially sighted.

Environmental Analysis Reports



BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD

Orientation & Mobility

Environmental Analysis


School:

School Location:

Principal:

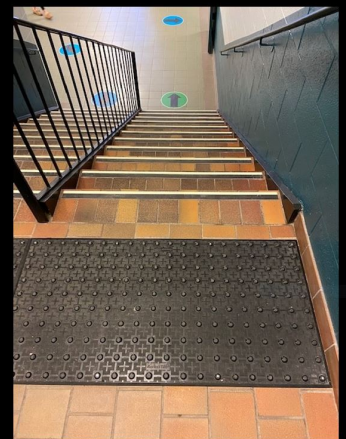
Report Date:

Follow-up Date:



Reason for Referral

This environmental analysis is intended to examine the physical environment of your school. It is about making space accessible and a joy to experience for every age and ability. Together, our goal is to promote safe movement and independence. We want all students to safely interact with their environment to further student achievement. Please refer to the BHNCD SB Policy: Accessibility Standards (200.33), Multi-Year Integrated Accessibility Plan (200.32), the Integrated Accessibility Standards Ontario Regulation 191/11 (IASR), and CNIB: http://www.clearingourpath.ca/default_e.php, when following recommendations.



Elementary and Secondary System Special Education Programs

The BHNCDSD offers System Special Education Programs at both elementary and secondary levels. At the Elementary level, system Transition Classes exist at Notre Dame School, Brantford and St. Joseph's School, Simcoe. To be eligible for this Special Education Program, students must be in grades 6-8 and be identified through the Identification, Placement and Review Committee (IPRC) in the category of Intellectual. At the Secondary level, system classes exist at Assumption College School (four programs), Holy Trinity Catholic High School (three programs), and St. John's College (one program). Many of these learners have complex needs and are identified through the Identification, Placement and Review Committee (IPRC) in one or more of the following categories: Intellectual, Physical, and Communication: Autism. Many of these students, because of their special education needs, do not access the Ontario Curriculum. Instead, achievement is derived from alternative programs and courses, or a combination of alternative programming and modified expectations from the Ontario Curriculum.

The following chart summarizes the number of new students and total enrolment in each of the Elementary and Secondary Special Education Programs for the 2020-2021 school year.

Elementary Transition Class	New Students	Total Enrolment
Notre Dame *2 Classes	7	20
St. Joseph's	2	7

Secondary School	Personal Active Learning *New Students	Program Total	Community Living *New Students	Program Total	Job Skills 1 & 2 *New Students	Program Total
Assumption College	1	5	1	7	8	25
Holy Trinity	1	7	2	13	2	15
St. John's College					4	16

Role of the Itinerant SERT – System Special Education Programs

The role of the Itinerant SERT is to support students, staff, and families in Elementary and Secondary System Special Education Programs. Aligning with the values and goals in the 2020-2023 BHNCDSD Strategic Plan, the focus for the 2020-2021 school year has been:

Teaching and Learning for All:

- Improving student achievement by supporting staff with creating meaningful pedagogy, assessment, and experiences that prepares students for their individual post-secondary pathway.
- Building staff capacity by creating and supporting a collaborative culture.

Belonging For All and Wellness For All:

- Creating opportunities to help prepare students for the transition to an Elementary and/or Secondary Special Education Programs

Cultivating a Connected Community:

- Building parent confidence through active partnerships and clear communication.

Improving student achievement by recognizing the possibility of all learners and creating authentic learning experiences

Students come to our Special Education Programs with diverse strengths, needs, and learning styles. The Itinerant SERT assists teachers in the development and implementation of high-quality alternative and/or modified programs to ensure that all students reach their full potential and have the skills and knowledge for their individual post-secondary pathways.

At the three Secondary Schools, Alternative (non-credit) Courses are offered in all our Special Education Programs. The creation of a *Secondary K Course Alternative Framework* has been written to align with the needs and competencies of the 21st Century Learner. Each course framework consists of a revised course description, pedagogical ideas, student learning competencies, assessment checklists, and supplementary resources. In addition, each course framework differentiates instructional ideas and learning competencies according to the Alternative Program: Personal Active Learning (PAL), Community Living, and Job Skills. The *Secondary K Course Alternative Framework* assists teachers in creating student centered learning experiences that are meaningful and developmentally appropriate, as well as offers suggestions for students to demonstrate their learning in a variety of ways.

Students from Holy Trinity in the Culinary Alternative Course:



Student from Assumption College in the Art Alternative Course:



Student from St. John's College in the Language and Communication Alternative Course:



Student from St. John's College in the Construction Alternative Course:



Students from Assumption College and Holy Trinity in the Physical Education Alternative Course:



Building staff capacity by supporting a collaborative culture

The Itinerant SERT builds capacity by offering professional development and individual training to Special Education Classroom Teachers, Educational Assistants, Elective Teachers, and Special Education Department Heads. During the 2020-2021 school year, in-person and virtual training and support was offered to individual teachers on the following topics: alternative and modified curriculum, IEP writing, navigating PowerSchool Spec. Ed. (PSSE), alternative assessment tools, and evaluating learning expectations for report writing on the Alternative Report Card or Provincial Report Card.

Belonging For All and Wellness For All

Preparing students for transitions to create a sense of belonging and support social emotional growth

We recognize that the transition to a Special Education Program may cause worries for many students and their families. Students often wonder what their classroom will look like, who their teachers are, what the routines are at the school, and will they make friendships with the other students. The role of the Itinerant SERT is to offer support and create opportunities to ensure a seamless transition to a new Special Education Program. During the 2020-2021 school year, the following opportunities were provided to students and their families:

- **Summer Transition Support Program:** New and existing students in both Elementary and Secondary Special Education Program were offered in-person visits at their schools. Students had the opportunity to tour the school, meet their teacher and other staff, and spend time in their classrooms doing activities. In many cases, because students visited the school on an individual basis, the staff were able to develop rapport and gain an understanding of their strengths, needs, and interests.
- **Virtual Meet and Greet:** Grade 8 students transitioning to a Job Skills Program at secondary schools were invited to two separate virtual meet and greet opportunities. The first event focused on the students learning more about their respective high school and Special Education Program. The second event provided an opportunity for the grade 8 students to meet one another and play virtual games to learn more about the staff, courses, and fun events at their high schools. Existing students in the Job Skills Program helped to plan and host this event.
- **Elementary Transition Class Video:** This video provided new students and their families an opportunity to virtually tour the transition classrooms, see learning in action, and meet their teachers.

Students tour Assumption College and St. John's College during the Summer Transition Support Program:



Cultivating a Connecting Community

Building parent confidence through active partnerships and clear communication

The role of the Itinerant SERT is to help provide clear and consistent messaging to parents pertaining to the Individual Education Plan (IEP), Identification, Placement and Review Committee process (IPRC), reporting of student progress, individualized programming, transition planning, and available community supports.

During the 2020-2021 school year, parent confidence was enhanced by:

- Assisting families with making informed decisions before making an application to special classes by arranging in-person or virtual tours.
- Creating a pathways chart to help parents differentiate between the Special Education Programs offered at secondary school (PAL, Community Living, and Job Skills) and their graduation outcomes.
- Hosting a Special Education Options at Secondary Schools virtual event for grade 8 students with an intellectual disability and their families. This event focused on helping parents differentiate between the Job Skills Program (alternative Special Education Program) and credit bearing courses offered at Secondary Schools. A pathways options chart was created and used to discuss placement options for their child.
- Providing parents with documentation regarding community programs and services, financial services, and transition planning.

Speech and Language

The Speech-Language Pathologist Team has provided the following support services to students and staff of the Board during the 2020-21 school year:

Speech & Language Services offered Phonological Awareness screens for all Grade 1 students within BHNCDSD. In total, 572 screens were provided. This screen impacted 52 classrooms, both brick and mortar schools as well as virtual schools. Screening was offered to only grade 1 students, however instruction was impacted in Kindergarten and Grade 2 as well (i.e., split classes). Following the screens, a 45-page document was developed to support teachers in their understanding of Phonological Awareness, how it impacts instruction, provided strategies for instruction and activities/resources to support. Multiple presentations (Curriculum) to share the results and discussions around best-practice followed (i.e., SEAC, COP, provided the basis for many for literacy instruction.

Assessments with follow-up total: 59 speech and language or consultations (82 students) for communication challenges, students with reduced language (i.e. vocabulary, concepts, grammar, social communication, etc.), early literacy, connection between oral language and written language, speech sound production difficulties, voice and resonance concerns and stuttering difficulties.



consultative support (106 students language only, 45 speech only) and students presenting with a variety of including non-verbal students and understanding and/or expression of

*These numbers reflect the number of students seen due to the constraints placed because of increased protocols for health and safety and school closures. Additional referrals were accumulated and will be carried over until the following academic year.

Speech & Language Services:

- Individualized home and/or class programming suggestions, including direct demonstration.
- Individual Education Plan consultations
- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, and EAs
- Initiation of referrals to outside agencies, as appropriate (SBRS, TAC, Audiologist, Otolaryngologist, Cleft Lip and Palate Team)
- Management of students involved with outside agencies for speech and language services including:
 - Preschool Speech and Language Programs
 - School Based Rehab Services (SBRS)
 - Technology Access Clinic (TAC)
 - Cleft Lip and Palate Team
 - Haldimand Norfolk Resource, Education and Counseling Help (REACH)
- Participation in Entry to School Case Conferences for students transitioning into the school board (not encompassed in consult numbers aforementioned)
- Participation in individualized case conferences
- Collaboration with Speech-Language Pathologists through involvement with the Association of Chief Speech-Language Pathologists in Ontario School Boards
- Support in creating TIPS newsletter, a multidisciplinary newsletter for families throughout the school year

Gifted Education

Gifted Programming

A presentation on Gifted Programming was delivered through Special Education Services to provide Special Education Resource Teachers with a foundation, overview, and framework for delivering gifted programming to students identified in the area of Intellectual: Giftedness. Special Education Resource Teachers were instructed on how to provide enrichment opportunities, challenges, and extensions to daily learning for gifted pupils. The presentation was created to enhance classroom curriculum and support gifted learners with opportunities to extend their learning in both the school and virtual setting by expanding their depth and breadth of knowledge in a subject or area of interest.

The presentation highlighted that Gifted Programming should promote the following skills: higher-level critical thinking, problem solving, collaboration, communication, leadership, and creativity. Topics addressed also included: identification criteria, gifted traits and characteristics, the unique needs of gifted learners, appropriate programming ideas and strategies, sample accommodations to support the development of IEPs, and additional resources for families and educators to explore.

Professional Development

Community of Practice Meetings

The 2020-21 academic school year offered Special Education Resource Teachers (SERTs) and Secondary Special Education Department Heads professional development through eight virtual Community of Practice (CoP) meetings to enhance teacher practice and further support student achievement.



The meetings provided professional development and support to SERTs in key areas such as:

- PowerSchool and PowerSchool SpecEd – updates, onSIS reporting, review of Ministry and Board standards, accessing current and new documents in PowerSchool SpecEd
- Individual Education Plan (IEP) – development, writing and reporting
- Identification Placement Review Committee (IPRC) – process and required paperwork
- Lexia Pilot Project – continued support and program updates for Core5 Reading and PowerUp Literacy; sharing of student success stories
- Applied Behaviour Analysis (ABA) Services – updates, Sonderly training courses, TIPS resource, Ontario Autism Program (OAP), After School Skills Development Program (summer plan), virtual Connections meetings
- Special Equipment Amount (SEA) – updates, student training process (virtual and in-person), SEA on the IEP
- Speech and Language Services – Phonological Awareness Screening Pilot Project
- Orientation and Mobility – updates, O&M instructor role and referral process, W. Ross MacDonald referral process
- Gifted Program – resources to support and program for gifted learners
- Deaf and Hard of Hearing Services – equipment distribution, SEA claim updates
- Secondary Special Programs and Elementary Transition Classrooms – process, student candidate criteria, classroom tours and program inquiries

- Sacramental Retreats – resources and activities provided to students receiving Sacraments— Reconciliation, First Eucharist, or Confirmation
- Student Support and Mental Health Services – referral process, CYW and Social Worker location assignments, Pathways to Care, Student Support Plan
- French Exemptions – new policy and forms for initial requests and renewals
- Nelson Psychological Assessment Reports – scheduling assessments, report shares and next steps
- Woodcock-Johnson IV Tests of Achievement – administration tips and reminders
- Canadian Cognitive Abilities Test (CCAT) – Grade 3 in-school students only; administration of test and next steps
- School Based Rehabilitation Services – referral process for occupational therapy, physiotherapy, and speech-language services
- Student Achievement Team – resources to support literacy programming and intervention with the Leveled Literacy Intervention (LLI) program, new elementary math curriculum and supporting resources
- Boardmaker 7 – distribution of trial licenses and training in new online program
- Specialized Transportation Database – reminders to update current student data as needed in new web-based database; create and/or update data for upcoming school year
- After School Skills Development Program – continued focus on Ministry initiative for students with Autism within in the context of a summer program plan
- Neurodevelopment Perspectives on Learning: Fine Motor Issues – presentation by Dr. R. James Little focusing on the challenges experienced and the interventions needed to support students who struggle with graphomotor dysfunction
- Board Policy Review – Equity and Inclusive Education Policy renewal; input and feedback from school and system special education teams is welcomed and encouraged prior to presenting the renewed Policy to the Board of Trustees for final review and revision.
- COVID-19 Board Regulations and Guidelines – any itinerant employee can only interact with two cohorts per school day, i.e., one school and only two classrooms each day OR two schools and only one classroom each day.
- Entry-to-School Case Conferences – process and scheduling of system- and school-level case conferences
- EA Allocation Process – overall EA allocation requests and rubrics for students with significant needs; optional school team meetings to share EA allocation requests
- Best Practices in Supporting Students (in-person learning and virtually) – sharing opportunities; “What is working in your practice to support students?”

District priorities were shared with SERTs and included:

- Board Spiritual Theme – TRANSFORM – supporting the faith formation of students and staff by emphasizing the importance of prayer, using Scripture to deepen our understanding of transformation as found in the Gospel, and reaching out to those in need by strengthening our home, school and parish relationships.
- Phonological Awareness Screening Pilot Project – to support early literacy programming, a phonological awareness screening tool was created and completed with all Grade 1

students across the District; follow-up included parent reports, and a class summary of results, Phonological Awareness Resource Booklet, and Sound Bites resource provided for teachers and school teams; further next steps to be determined in consultation with system Special Education team and Student Achievement team.

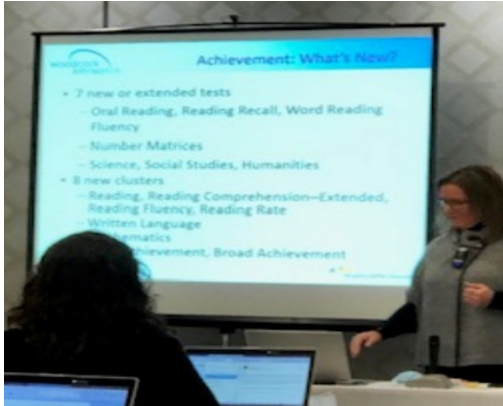
- Lexia – continued focus on interventions for students with a learning disability profile. Additional Lexia licenses were strategically assigned to struggling readers, and refresher training in this reading intervention software was provided to build capacity and provide effective targeted reading intervention.
- Self-Regulation – continued and more intensive focus on building capacity in schools to help all students develop self-regulation skills, training provided to system and school staff through The MEHRIT Centre led by Dr. Stuart Shanker and Dr. Susan Hopkins
- Boardmaker 7 Software Pilot Project – distribution of trial licenses to school SERTs and system Special Education team to support and diversify programming for special needs students; planning and next steps for the transition to the online Boardmaker 7 program to be determined. A similar training session was delivered two weeks later to members of the Student Achievement Team, Student Support Services and select French as a Second Language educators. Together, these training sessions marked the start of a software trial period designed to help inform a decision on whether the District should purchase and adopt the use of Boardmaker 7 for the upcoming 2021/22 school year
- EA Devices – expand the pilot project to provide Samsung tablets, training and support to all Educational Assistants across the District for the purpose of documenting evidence of student learning connected to meeting goals and expectations specifically outlined in a student’s Individual Education Plan.

New SERT Training Program

This professional development opportunity focuses on providing new Special Education Resource Teachers with in-depth training and knowledge around the role and responsibilities of a school-level Special Education Resource Teacher. Professional development was provided to 11 SERTs who were new to the role in the 2020-21 school year. Training included three full-day in-person sessions (one of which included training in the administration of the Woodcock-Johnson IV Tests of Achievement) and two half-day virtual sessions. Teacher practice was enhanced through formal training, opportunities for small- and whole-group presentations, and 1:1 mentorship that focused on writing an Individual Education Plan. The following topics were covered through in-person or virtual discussion and training, and/or were addressed through resources, guidelines and materials that were included in a SERT reference binder:

- Individual Education Plan and Transition Plan development process
- IPRC process (Initial and Review; system and school level)
- Special Equipment Amount (SEA) claims
- developing SERT and EA schedules
- PowerSchool and PowerSchool SpecEd
- ASD and Applied Behaviour Analysis
- Transition Classrooms and Secondary Special Education Programs
- Woodcock-Johnson IV Tests of Achievement training (included secondary Special Education Classroom Teachers who required training)
- scoring the “Writing Samples” subtest of the WJ-IV Tests of Achievement
- Specialized Transportation Database

- HELP (Hawaii Early Learning Profile) alternative curriculum and assessment tool
- updating student information forms (Safety/Seizure/Medical Plans, Essential Highlights forms)
- Entry-to-School Case Conferences
- EA Allocation Process



Educational Assistants' Professional Development

Based on the direction provided to us from the Ministry of Education and based on needs across the system, some newly designed workshops were created to further support the work of an Educational Assistant. Opportunity was provided to co-learn and implement new strategies.

Workshops offered on Professional Development Days included:

- Nonviolent Crisis Intervention (NVCi) Online Flex Course – Part 1 – Provided an online refresher course with foundational NVCi information/training for those who have already been fully certified in the Enhanced NVCi training.
- Self-Reg Framework 101 - The Special Education Department made a commitment to continuing their dedicated focus on self-regulation to further support the work of Educational Assistant and to align with the Board's focus on 'Essential Practices', specifically in 'Knowing Your Learner'. EAs were enrolled in the Self-Reg Framework 101 course offered by Dr. Stuart Shanker and Dr. Susan Hopkins from the Mehrit Centre. The online modules introduced the Five Domains of Self-Reg.
- Occupational Health & Safety Presentation - focused on reviewing a variety of Health & Safety Awareness topics mandated through the Occupational Health & Safety Act.
- Technology training sessions were provided by the Student Achievement Teacher: Mathematics and Special Education Technology and the Information Technology SERT on the use of the Board-provided Samsung Tablet. There were two training sessions provided: one in November 2020 and the other in January 2021. In November, the focus was on how to effectively use the tablet to capture evidence of student learning that could then be shared with the classroom educator and SERT. The Brightspace Portfolio app was highlighted during this session. In January, the focus was on how to effectively use the tablet to support students during periods of remote learning. The Microsoft Teams app was highlighted during this session.

- Trauma-Informed Resilient Schools training focused on providing information on how to create trauma-informed schools and classrooms. The training focused specifically on the importance of resiliency with an emphasis on understanding how trauma impacts children and their school experiences and learning.

Educational Assistants' Lending Library

The Education Assistants' Lending Library exists to provide the opportunity for Educational Assistants (EAs) to borrow materials which may not be available at their school. There are currently more than 400 items available, with items ranging from professional reading to children's books, toys and games, to sensory and cause-and-effect materials. New resources are purchased based on needs arising from areas of system focus, and on suggestions from EAs.

Due to the COVID-19 pandemic, not all materials were collected at the end of the 2019-2020 school year, but instead were returned near the beginning of 2020-2021. Very little borrowing has occurred throughout this school year, out of respect for protocols calling for the reduction or elimination of sharing of materials. In order to take advantage of this time when most items are in the building, a complete overhaul of the library storage room and cataloguing system has begun. All items are being assigned barcodes which will be used to sign materials out to users (and to document their return), using an electronic database which is being developed specifically for this purpose. Educational Assistants and SERTs will be able to check the online database in order to review what the library has to offer, check the borrowing status of items, and electronically submit requests for borrowing. We look forward to using the new system in 2021-2022.

Special Projects/Events

Inclusionary Practices

Transition to school

Transition into School (Kindergarten)

We recognize how critical the transition into kindergarten is for many of our young students who have specific needs. The partnership between parents and agencies can assist with getting to 'know our learners' and further promote a seamless transition. This process was enhanced by the following initiatives:

Information Sharing by Community Agencies for Entry into School

'Entry into School' meetings were held virtually with Haldimand Norfolk REACH personnel in March 2021, where sixteen students with various needs were presented. The Student Achievement Lead for Special Education and System Special Education Resource Teachers attended and dialogued about each student to gain a better understanding of their profiles and to initiate transition planning. Lansdowne Children's Centre, Brantford, presented thirty-one students with various needs through written communication and phone conversations with System Special Education Resource Teachers. With parental consent, both agencies provided valuable information regarding incoming Year One and Two Kindergarten students currently receiving agency support. The agency resource consultants provided student background, strengths and needs, agency involvement (i.e., speech, occupational therapy,

physiotherapy), any diagnoses (if applicable), and a report containing a summary of helpful information and agency contacts.

'Parents as Partners' – Community Connections

The Parents as Partners committee is designed to support families with the transition into the Early Learning Kindergarten Program. The committee includes both Haldimand-Norfolk REACH and Lansdowne Children's Centre families and is made up of representatives from the Brant Haldimand Norfolk Catholic District School Board, Grand Erie District School Board, Lansdowne Children's Centre, and Haldimand-Norfolk REACH.

The committee is in the process of finalizing a publication that will be made available to families with special needs children in the Brant, Haldimand and Norfolk areas in order to provide them with pertinent information as they transition their child to elementary school.

The publication will include the following topics: Preparing for Kindergarten, Communicating for Success, How Kindergarten Programs Support Students with Special Needs, and the Role of a Parent in supporting their child's education.

Parent Resources

In an effort to build capacity and develop parental trust, a 'Special Education Guide for Parents' was created and mailed to families prior to the system level case conference. The guide outlined what to expect when preparing for a case conference, tips for parents as their child transitions into school, roles and responsibilities, community contacts and ways to further promote speech-language and fine motor skills.

In addition to the parent guide, an 'All About Me' booklet was also mailed to parents prior to the case conference. This booklet gives parents the opportunity to share personal information (e.g., names of people in their family, pets), likes, dislikes, preferred method of communication, etc. Parents were asked to fill out this booklet and return it to the classroom teacher in September as part of the transition process.

System Level 'Entry into School' Case Conferences – The Multi-Disciplinary Team

Case Conferences, held virtually in April and May of 2021, were attended by parents, Student Achievement Leader: Special Education, members of the System Special Education Team, home school team, agencies and daycare providers. At this meeting, the student was introduced, and information was gathered and shared with the school. It was also an opportunity for parents to share information and to meet with the school team. This year we hosted all of the system level case conferences virtually. There were fourteen meetings held for the Brant area schools, four for Haldimand, and seven for Norfolk.

Visits and Visuals – 'Getting to Know You'

Daycare and classroom visits were unable to be arranged due to school closures. To prepare the student for the upcoming academic year, social stories with visuals were provided.

Supporting Our Faith Journey

Supplementary Activities/ Resources

Through the 'Supporting Our Faith Journey' program, Special Education Services offers retreats to students with an intellectual disability and/or autism who are receiving the sacraments of Reconciliation, First Eucharist, or Confirmation. As an alternative to the retreats, schools were provided

the opportunity to receive faith-centered 'hands-on' activities for students who would be receiving a sacrament this year.

Two schools requested Confirmation packages for students. The Confirmation packages consisted of resources to support student learning about the Sacrament of Confirmation, and to document their faith journey.

Secondary 'Have a Go'

'Have a Go' is a modified track and field meet for students with a physical, intellectual or communication disability. The focus of this meet is on participation, interaction, and friendship. This event has been held annually for the past 12 years with the exception of the school year 2019-20 during the provincial shutdown. Assumption College School and Holy Trinity Catholic High School staff, along with system Special Education staff, reintroduced Have A Go for secondary students currently receiving in-person learning in the Personal Active Learning (PAL) and Community Living Programs. Regardless of their exceptionality, every student was able to participate in the two days of events while their classmates and staff cheered them on. These wonderful days ended with each student receiving a ribbon, a Have a Go T-shirt and a cool treat for a job well done.



Congratulations!

Interventions

LEXIA – Pilot Project

Lexia Core5[®] Reading and PowerUp[®] Literacy are personalized web-based reading curriculums for students from Kindergarten through Grade 12. Students learn, practice, and consolidate fundamental literacy skills by interacting with the online, adaptive program, receiving teacher-led Lexia Lessons, and by completing independent, paper-based activities using Lexia Skill Builders. Student data is captured through reports that help teachers make informed instructional decisions that help students achieve grade-level benchmarks.

Lexia Core5 is intended to be used with students from kindergarten to Grade 5. The online activities support and build on the classroom curriculum while developing reading skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Online activities should be used for a daily maximum of 20 minutes.

Lexia PowerUp is intended to be used with students in Grade 6 and higher. The online activities support and build on the classroom curriculum, developing literacy skills in word study, grammar, and comprehension. Online activities should be used for a daily maximum of 30 minutes.

Background Information

The system special education team recognized the need for an intensive literacy intervention program that would address learning difficulties associated with reading and decoding text. In 2016, teachers from Amethyst Provincial Demonstration School shared information about Lexia with school and System SERTs at a Community of Practice meeting. Backed by research, the program was praised for the role it played in improving the reading levels of students with severe learning disabilities. As a result, a commitment was made to purchase student licenses by Special Education Services for the purpose of a pilot project, where data would be collected to establish the program's efficacy. Seventy licenses were purchased in the fall of 2018; 66 of which were allocated to the Special Education Lexia Pilot Project. The remaining 4 licenses were released to students who did not meet the established criteria for the pilot project, but who were determined to be struggling with reading and decoding skills.

In the fall of 2019, the decision was made to purchase an additional 70 Lexia licenses with the intention that these licenses would be largely released to Grade 3 students who were struggling with reading and decoding skills. Previously established criteria were used to determine which students would receive a license.

In December 2020, an additional 110 Lexia licenses were purchased with the intention of expanding the previously established criteria to include Grade 2 students and secondary special class students.

Criteria

The following criteria was developed by System Special Education Resource Teachers and the Student Achievement Lead, Special Education, to determine which students would be assigned a Lexia license:

1. Students in a secondary special class (Job Skills and Community Living)
2. Students in grades 2-6, reading at least two grade levels below their current grade, and who meet at least one of the following additional criteria:
 - identified with a Learning Disability (reading)
 - on a non-identified IEP with "Needs" in the area of reading
 - not identified (no IEP), but with a current diagnostic reading assessment that confirms the student is reading at least 2 levels below his/her current grade

NOTE: School teams were asked to consider a student's attendance record in their selection process. A student is required to work on Lexia approximately 20 minutes every day to fully benefit from all that the program has to offer--regular attendance is fundamental for this to happen.

Selection Process - 2020-2021

Step 1

Elementary school SERTs and secondary Special Education Department Heads shared student profiles with their System SERT to confirm that a student met criteria and was a suitable candidate. Elementary student profiles included a current diagnostic reading assessment, i.e., DRA, PM Benchmark. If a Woodcock-Johnson IV Tests of Achievement assessment had been administered on a student within the past 6 months, this data was also shared. A schedule which outlined when students would access Lexia online and when Lexia Lessons (intervention) would be delivered was also required.

Note: Secondary Special Class student profiles were reviewed in consultation with the Itinerant Special Education Resource Teacher responsible for Special Class Programs.

Step 2

System SERTs, in consultation with Student Achievement Lead, Special Education, reviewed student candidates' data and made a final determination about which students would receive a Lexia license.

Step 3

Elementary school SERTs and secondary Special Education Department Heads were informed of the student candidates who were assigned a Lexia license by the Lexia District Administrator. Elementary school SERTs were required to provide diagnostic reading assessment data for each of their students for the purpose of tracking student progress.

As of May 21, 2021...

- 216 elementary students were accessing a Lexia license
- 32 secondary special class students were accessing a Lexia license
- 28 elementary schools and 3 secondary schools had students on Lexia
- 1 half-day virtual training webinar was delivered by a Greenfield Learning representative on February 9, 2021. This provided initial training for school and system level administrators, and refresher training for school SERTs and the system special education team.

Delivery Model

Once student candidates were confirmed, parents were informed that their son/daughter would be working on Lexia at school. Elementary school SERTs submitted diagnostic reading assessment data to the Lexia District Administrator. Lexia licenses were released, with each student receiving a license Username and Password. School SERTs and Secondary Special Education Department Heads were responsible for the following:

- scheduling daily student access, in collaboration with classroom teachers
- monitoring student usage and progress on a weekly basis through Lexia reports
- delivering intervention Lexia lessons to students who were identified as "struggling" in the achievement of specific literacy skills
- delivering Lexia Skill Builders to students upon completion of a Lexia Level
- celebrating student success with Lexia Certificates when a student completed a Lexia Level

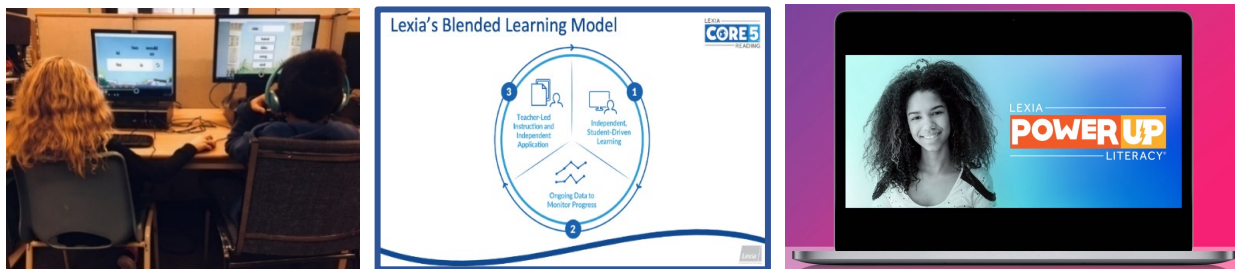
Tracking Student Progress

Elementary school SERTs, secondary Special Education Department Heads, secondary Special Education Classroom Teachers, and the Lexia District Administrator monitored student progress throughout the time students worked on Lexia. This was done through a weekly '5-Minute Check-In' of Lexia reports which provided answers to the following questions:

- Who needs help?
Check the Struggling tab in the Class Overview to see which students require a SERT-led lesson.
- Who needs more time online?
Schedule additional time for students who are not meeting usage targets.
- Who is ready to celebrate?
Print out certificates to help celebrate student success.
- What are my next steps?
Access Lexia Lessons and Lexia Skill Builders under the Resources tab.

Elementary student progress would be measured by comparing a student's October 2020 diagnostic reading assessment level with the level attained in June 2021. Reading assessment data was collected in October 2020, but due to school closure, June 2021 data could not be collected. Therefore, the comparative study of a student's assessed reading level was not completed for the 2020-2021 school year. Elementary student progress was also measured by analyzing the data provided through Lexia reports, specifically looking at the number of activities and levels a student completed during their time on Lexia.

Secondary Special Class student progress was measured by analyzing the data provided through Lexia reports, specifically looking at the number of Activities and Levels a student completed during their time on Lexia.



Learning Upgrade Project 2020-21

Learning Upgrade consists of a series of online courses in Math, Reading, English and Comprehension that feature songs, videos, animations and games to engage today's media-savvy students. These intervention programs can be used as diagnostic and intervention tools for students who are showing early signs of mathematics and literacy challenges.

The Plan

Each elementary school can apply for a maximum of **four** Learning Upgrade licenses for any student in grade 2 and above. The school team decides, based on their school needs, which students are the best candidates for the program and which Learning Upgrade course best meets the student's needs. The school SERT is responsible for implementing the program with their designated students. Each school SERT is expected to have 60 minutes (not consecutive) of their five-day schedule dedicated to Learning Upgrade/Learning for All.

Selection Process

- The school team decides which course best meets the student’s needs and chooses **ONE** of the following courses for each of their students:
 - Math Upgrade K – 8 (each grade level is its own course)
 - Reading Upgrade
 - English Upgrade 1 – 4 (each grade level is its own course)
 - Comprehension Upgrade

Delivery Model

- Each student in the program is provided with an individual license purchased by Special Education Services.
- Students are to use the prescribed program (as selected by the school team) a minimum of three times a week for 20 minutes each session per five-day cycle.
- The program is meant to supplement literacy or math instruction. Students are not to be withdrawn from their literacy or math instructional time to work on the program.
- The school SERT is responsible for delivering the intervention instruction up to a maximum of two students per session.

Tracking Student Progress

School SERTs are asked to track student progress through detailed web-based assessment reports. It is recommended that reports be monitored consistently and shared with the classroom teacher.

The Data

- 96 students participated in the program
- 89 elementary participants and 7 high school participants
- 19 elementary schools participated, 9 schools chose not to participate
- Both elementary transition classes have a teacher whiteboard license with all the courses on their license.
- All three high schools have teacher whiteboard licenses with all the courses on their license.
- Seven student licenses were assigned to students in the Community Living class at Assumption College School.

Grade

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
20	35	12	12	6	2	2	7

Gender

Male	Female
57	39

Courses

Students in Language Based Courses		Students in Math Based Courses	
81		15	
Females in Language	Males in Language	Females in Math	Males in Math
35	46	4	11

Reading	English K	English 1	English 2	English 3	English 4	Math K	Math 1	Math 2	Math 3	Math 4
58	4	9	5	4	1	1	3	2	5	4

High Schools

Learning Upgrade teacher whiteboard licenses were given to Special Education Classroom Teachers. Students in the Community Living at Assumption College School were given their own personal student license. The licenses were used in many ways. Teachers used them to do demonstrations, whole class lessons, small group lessons and as a center in their learning carousel.

Initiatives

PowerSchool SpecEd

PowerSchool SpecEd (PSSE) is the software that has been used to produce Individual Education Plan and Identification, Placement and Review Committee paperwork since December 2018. Over the past two and a half years, use of the program has grown dramatically:

2018-2019

Individual Education Plan (IEP)

Identification, Placement and Review Committee (IPRC)

IPRC Letter of Invitation

IPRC Statement of Decision

2019-2020

WJ-IV Achievement Results

Special Education Meeting Minutes

Confirmation of Continued Identification and Placement (IPRC)

2020-2021

IEP Revision Cover Letter

Consent for Special Education Services (Academic Assessment, Applied Behaviour Analysis, Orientation and Mobility, Speech and Language Services)

Authorization for Exchange of Information

French Exemption – Initial Request

French Exemption – Annual Review

Student Safety Plan

Student Support Plan

Social Worker/Child and Youth Worker Contact Notes

In order to continue growing and building PSSE into the location for all special education paperwork, the next planned area of growth will be to transfer the Special Equipment Amount (SEA) forms, processes,

and surplus catalogue into PSSE. It is anticipated that this work will be completed during the 2021-2022 school year.

After School Skills Development Program (ASSDP)

The Ministry of Education announced in August 2019 that all school boards in Ontario would offer an After Schools Skills Development Program (ASSDP) for students with Autism Spectrum Disorder (ASD). The Program was to target the improvement of functional independence, social-communication skills, self-regulation, life planning and classroom success of students with ASD.

During the summer of 2020, the BHNCD SB worked collaboratively with Lansdowne Children’s Centre and Haldimand-Norfolk R.E.A.C.H to provide virtual social skills groups for 12 students.

ABA Program Leads have developed a summer ‘camp’ model that is intended to be offered to families during the 2021 summer months. It is anticipated that up to 15 students from all three counties will be invited to participate.

TIPS - Tools Inspiration Parents Students

The TIPS (Tools – Inspiration – Parents – Students) resource is created by Special Education Team members including Speech-Language Pathologists, Applied Behaviour Analysis Program Leads, Orientation and Mobility Instructor and Itinerant Teacher for Deaf and Hard of Hearing. The easy-to-read document provides information, strategies, references, and resources covering a variety of topics. During the 2020-21 school year the topics included Let’s Get Motivated, Teaching to Independence, Breaks Lead to Breakthroughs, Organization, Multi-Sensory Instruction and Return to Learn. This resource is shared with many groups including Special Education Resource Teachers, Educational Assistants, teachers, administrators, and families.

T.I.P.S.
Tools Inspiration Parents Students
Getting Started at Home

'Time to log on to Brightspace/D2L'

Does your online experience include children putting their heads down in frustration or looking you straight in the eyes and saying, "I'm NOT doing it!"? Or maybe ignoring your directions completely and continuing to do what they want, whether that is colouring, reading or any other activity in which they are engaged. Here are some suggestions to consider

Set them up for **SUCCESS**:

- Be **clear and concise** when instructing your child on what to do.
- Make the **expectations achievable**. It's okay to only do 3 questions instead of 10.
- Make your expectations **verbal AND visual**.
- Use **closed captioning** (for hard of hearing) when watching videos.
- Face your child and **speak slowly**.
- If your child uses a **hearing device**, encourage the use of it **consistently, and at all times** during the day.

**The 20-20-20
Eye Care Rule**

Every 20 minutes,
Take a 20 second break &
Focus your eyes on something
at least 20 feet away.

Create a **SPACE** that enhances learning:

- **Reduce noise** - turn off the TV, dishwasher and music.
- Make sure there is **adequate lighting**.
- Have your child's **back to the window** to decrease glare.
- Keep **supplies nearby and accessible**.
- **Remove items that are not needed** for the task.
- Use a **consistent space** in your home.
- Have your child make a **nametag or placemat** for their learning space.

Build **TIME** into your day to focus on learning:

- Focus on learning at the **same time(s) each day**.
- Offer **shorter, more frequent opportunities** to work (instead of one big block).
- Make your daily schedule **visual** - pictures or words.
- Use a **timer** to cue start and end times.
- Build in **active time/movement breaks** throughout the day.
- Do something **fun after a work session**.

Next Edition: Offering children choices throughout the day.

Created by the Special Education Services Team

T.I.P.S.
Tools Inspiration Parents Students
Get Organized!

What does "being organized" mean?

- Keep items in the **same place**
- Use **pictures/visuals** to show what goes where and what items are needed (e.g., student workspace, pencil case)
- **Label** workspace and materials with words, pictures or colours to let them know where you want things to go
- Make a **video or picture-sequence** with the student of the organization process (e.g., how to organize a desk, drawer or backpack)
- Incorporate organization within a task, **build on expectations** – start small, focus on one skill and slowly build on success (e.g., laundry - start with putting one sock in the basket, then build to matching socks in the basket, then move to putting socks away in the correct drawer.)

Things get better with practice!

- Have short, structured activities with **clear expectations** (e.g., sorting the pieces for different games, having them help put away groceries)
- Use a **checklist** (e.g., put loose papers into your workbook, put food wrappers in the garbage)
- Use **peers/siblings** with strong organizational skills as **models** – have them work together!
- **Schedule times to teach** organization – whether daily, weekly, or monthly. Practice makes perfect!
- Build organization into daily routines (e.g., putting away items after using them)
- Provide **help before** a step is missed (e.g., if you notice that the child is going to make a mistake, try redirecting to the checklist or providing a reminder); errors can lead to frustration

Let them know you're paying attention

- Give **specific feedback** about what the student is doing correctly (e.g., "You put your pencil away!" or "You did everything on your checklist!")
- Try using a reward system, giving them a special surprise for having a clean desk/backpack/room, or providing kind notes/stickers

"Organization is a practice, not a project"
- Meagan Francis

Created by the Special Education Services Team

Continuity of Support for Summer Learning and Transition

The following supports will be offered throughout July and August 2021 for students with special needs and/or mental health needs.

Professional Learning, Training and Capacity Building

- Self-Regulation Foundations training and certification through the Mehrit Centre
- Ongoing training and certification in Trauma Informed Practices.
- Training from the LDAO

Closing Gaps and Mitigating Learning Loss

- Scheduled Psychoeducational/Cognitive assessments for students currently on a waitlist to receive this service
- Review of assessment results for program planning and transition.
- Collaborate with school teams to help identify students who would benefit from attending Camp Blast (a virtual, faith-based literacy program for students in grades 1 & 2)

Summer Transition Support Programs

- Identifying students with complex special education needs and mental health/disengagement concerns at each school;
- Designing and implementing individualized and precise transition sessions for identified students with complex special education needs and/or mental health concerns;
- Creation of visuals, videos and other resources for class/school and specific individuals;
- Assist students, families and staff in understanding what classrooms will look like; changes, modification, routines and expectations for the learning environment;
- Social Skill building, transitioning from home to school and to a new learning environment, safety and self-regulation
- ABA Leads and other specialists to provide staff training on appropriate strategies for transition;

After School Skill Development Program

- ABA Program Leads have developed a summer 'camp' model to be offered to families from all three counties
- Program targets the improvement of functional independence, social-communication skills, self-regulation, life planning and classroom success of students with ASD
- ABA Leads and other specialists to provide staff training on appropriate strategies for transition;

Lexia Core5 Reading & PowerUp Literacy Intervention

- Special Education staff in place to support students currently using Lexia Core5 or PowerUp Literacy to continue to access the program throughout the summer