

Special Education  
Annual Report  
2021-22



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## INTRODUCTION

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### 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. Ultimately all student will become independent and positive contributors to society.

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 BHNCDNB Board of Trustees in June 2022. The Annual Plan will be submitted to the Ministry of Education by July 31, 2022, and posted to the Board website.

### Special Education Advisory Committee (SEAC)

The membership of SEAC for 2021-22 was as follows:

<b>NAME</b>	<b>ORGANIZATION</b>
Bill Chopp	Trustee Representative
Kevin Greco	Superintendent of Education
Marissa Lechowicz	Resource to the SEAC, Executive Assistant to Kevin Greco
Carmen McDermid	Student Achievement Lead – Special Education
Annemarie Krauss (Sept – Mar)	Lansdowne Children Centre
Mischa Dinsmore (Apr - June)	Lansdowne Children's Centre
Tara Buchanan	Community Living Brant
Jennifer Chapman (Vice-Chair)	Haldimand-Norfolk Children's Aid Society
Lauren Freeborn (Chair)	Contact Brant
Shannon Mason	Principal, Sacred Heart Langton & Special Education Staffing
Kerri Lomax (Jan – June)	Vice-Principal, St. John's College representing secondary schools
Alison Hilborn	Contact Brant
Patti Mitchell	Community Resource and Parent, County of Brant
Nil Woodcroft	Haldimand-Norfolk REACH
Jill Esposito (Sept – Jan)	Brant Family & Children's Services
Shannon Korber (Feb – June)	Child & Family Services of Grand Erie

Sarah Robertson (Sept - Jan)	Child & Family Services of Grand Erie
Brandi Bertling (Feb – June)	Child & Family Services of Grand Erie
Kim Fraser (Dec – June)	Child & Family Services of Grand Erie
Christina Ferrell	Woodview Mental Health & Autism Services

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2022-23 as new members will have the opportunity to present information from their respective agencies.

The 2021-22 SEAC heard presentations on the following:

*Contact Brant*

The Urgent Response Service (URS) provides a time limited service/intervention to children registered in the Ontario Autism Program. The URS is accessed through self-referral, from a clinician, a care coordinator, or other relevant professionals for children who have high risk factors.

*Assumption College Arts Department*

A video was submitted to the CBC Music Challenge from the students at Assumption College School from four different classes. The students chose to submit an Indigenous video called “Strawberry Moon (Ode’min Giizis)”. The video was shortlisted in the top ten, and further to be shortlisted to top three.

*Learning Disabilities Association of Ontario*

A guest presentation was held by Martin Smit of Learning Disabilities Association of Ontario (LDAO), a registered charity dedicated to improving the lives of children, youth, and adults with learning disabilities. The LDAO offers a vast library of free resources for educators such as podcasts, webinars and self-directed learning. They also offer at-home resources for families and assisting their children at home.

*Phonemic Awareness & Bridge the Gap Awareness*

The Board’s Speech-Language Pathologists, Stephanie Bergman and Meagan Courneyea shared a presentation highlighting the importance of Phonemic Awareness, the resource called ‘Bridge the Gap’ and the work they have been doing in support of literacy development and professional learning with the Board.

*Transportation & Stability Support Funds*

An overview of the Transportation and Stability Support Funds was given by Shannon Korber. This program was created by the Ministry of Education to assist families in service to help with transitions such as school transfers. The program is used in collaboration with Children’s Aid Society, schools, and transportation services.

*Post-Secondary Pathways*

A presentation was shared on Post-Secondary Pathways for students with intellectual disabilities. The presentation offered information for parents and students regarding the different resources available such as supported employment, community integration through co-operative education, and more.

*Review of Special Education Annual Budget*

Jagoda Kirilo & Scott Keys shared an overview of the Special Education budget and answered questions the committee brought forward.

*St. John’s College Work Experiences (Special Class Co-Op) & Employability Kits*

Staff and students of St. John’s College, along with Debbie Dignan introduced the launch of in-school work experiences and community co-op placements being offered to students in our Job Skills Program along with the employability kits compiled together in support of these opportunities.

The 2021-22 meeting schedule was as follows:

2021-22 SEAC Meeting Schedules (Virtual except June 21)	
Tues., September 21, 2021	Tues., February 15, 2022
Tues., October 19, 2021	Tues., March 22, 2022
Tues., November 16, 2021	Tues., April 19, 2022
Tues., December 14, 2021	Tues., May 17, 2022
Tues., January 18, 2022	Tues., June 21, 2022

## PROGRAMS AND SERVICES

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### System Special Education

System Special Education Resource Teachers (SSERTs) are assigned to elementary and secondary schools to support staff and enhance student achievement and wellbeing. 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, SSERTs build capacity, maintain consistency, and enhance communication with parents.

#### *Focus on Primary*

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, Canadian Cognitive Abilities Test (CCAT) for Grade 2 and 3 students, and Woodcock-Johnson IV Tests of Achievement assessment), observations and program recommendations.

#### *Cognitive Assessments*

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.

#### *The Battelle Early Academic Survey (BEAS)*

The system special education team recognized the need for a standardized assessment for our early struggling learners, specifically those in grades one and two. Several assessment products were reviewed to find one that would identify where specific learning gaps exist, and to provide direction and next steps for instruction.

The **Battelle Early Academic Survey (BEAS)** was chosen as the standardized assessment tool to be used to examine the foundational skills in literacy and mathematics for students in grades one and two. The BEAS provides scores in overall Literacy and Mathematics, with breakdowns as follows:

#### **Literacy**

- Print Concepts

- Phonological Awareness (broken down into 6 areas)
- Phonics and Word Recognition (broken down into 7 areas)
- Listening Comprehension
- Fluency

**Mathematics**

- Numbers, Counting, and Sets
- Geometry
- Measurement and Data
- Operations and Algebraic Thinking

With its comprehensive breakdown in the areas of *Phonological Awareness* and *Phonics and Word Recognition*, the BEAS provides valuable information about where gaps exist, enabling classroom teachers and school SERTs to provide programming to address the specific areas of need. This skill analysis blends very well with primary teachers’ use of the Heggerty *Phonemic Awareness* program and SERTs’ use of the *Bridge the Gap Phonemic Awareness Intervention Lessons*, to help identify areas of need and work toward closing gaps in students’ learning.

*Collection Data*

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.

*Transitions*

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 2021-2022 school year:

Cognitive Referrals Submitted	IPRCs (school or system level)	Case Conferences	Achievement Tests Completed (WJ and BEAS)
219	230	126	185

[Deaf and Hard of Hearing](#)

There are currently 57 Hard of Hearing students and 82 students with Central Auditory Processing/Auditory Processing Disorder (CAP/APD) in the Board.

Services provided this past school 2021-2022 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)*

This fund is allocated for the purchase of computer and all technology-related equipment. Each school district receives an allocated PPA amount each SEA year.

#### *The SEA Claims-Based*

This 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.

Recommendations for special equipment are forwarded by the school and reviewed by the team. Claims must meet Ministry guidelines and requirements.

### 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. The SEA team can also repurpose SEA equipment within the system.

### SEA Repairs and Maintenance

It is the Board's responsibility to ensure that all equipment is in working order and that the equipment meets the 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. Upgrades and refurbishment are initially considered as an option before replacing it with new equipment. The Board has assigned one computer technician who is dedicated to SEA equipment work orders.

### 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.

In the 2021-22 SEA year, 58 students with SEA equipment transferred into our board and 18 transferred out.

#### [SEA Equipment Management and Disposal](#)

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. Upon review of the inspection reports, any necessary repairs and maintenance on 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.

#### [Collaboration](#)

The Brant Haldimand Norfolk Catholic District School Board SEA team collaborates with other boards through the SEA Coordinators Council, a regional body consisting of 17 Boards.

#### [Training Model](#)

Students who receive SEA computer equipment receive training on software that has been identified as essential to their learning. 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 include 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. The purpose of phase three is to establish next steps and create a support plan designed to maintain and/or improve the student's proficiency with the use of the assistive technology.

To ensure the successful use of the software and equipment, several supports have been created and implemented. These include the *Computer Training* course for both staff and students and "How to" booklets that students and educators can access for review and support. An email is sent from the instructor to the classroom teacher and school Special Education Resource Teacher (SERT), which includes all the resources necessary to support the students with SEA equipment in their class. Additionally, Professional Activity Days



and Community of Practice meetings have been used to educate Special Education Resource Teachers and Educational Assistants on some of the accessibility tools and software that students with SEA equipment are trained on.

The training model was developed with the goal of providing effective student training and training resources. The model supports capacity building within our district for 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 2021-22

There have been 376 SEA claims processed and implemented during the 2021-22 SEA year. Of the 376 claims, 71 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 305 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
Meetings and video conferencing	Microsoft Teams
Learning management system	Desire2Learn Brightspace
File storage	Microsoft OneDrive
Text-to-speech	Kurzweil, Microsoft Word, WordQ, Microsoft Edge
Text-to-speech on the Web	Kurzweil, WordQ, Microsoft Edge
Speech-to-text	Microsoft Word
Word prediction	Word Q3, Kurzweil
Concept mapping/graphic organizer	SMART Ideas
Visual symbols and schedules	Boardmaker 7
Converting documents to an accessible format	Kurzweil (built in OCR tool), OCR scanning on photocopier
Reading and writing on a PDF file	Kurzweil, Microsoft Word, Microsoft Edge, Adobe Reader
Visual supports	Kurzweil, Microsoft Word, Zoom-Text, Immersive Reader

This year 232 students and 10 Educational Assistants were trained on various software application tools.

**SEA Training completed in 2021-22:**

School	Students	Educational Assistants
Blessed Sacrament	15	0
Christ the King	10	0
Holy Cross	8	1
Holy Family	4	0
Madonna Della Libera	5	0
Notre Dame Brantford	8	0
Notre Dame Caledonia	4	2
Our Lady of Fatima	2	0
Our Lady of Providence	5	0
Resurrection	3	0
Sacred Heart Langton	1	0
Sacred Heart Paris	14	0
St. Basil	4	0
St. Bernard of Clairvaux	2	1
St. Cecilia's	1	0
St. Frances Cabrini	10	0
St. Gabriel	15	0
St. Joseph's	16	0
St. Leo	6	1
St. Mary's Hagersville	6	0
St. Michael's Dunnville	6	0
St. Michael's Walsh	7	0
St. Patrick Brantford	3	0
St. Patrick's Caledonia	3	1
St. Peter	8	1
St. Pius X	11	0
St. Stephen's	8	3
St. Theresa	7	0

Assumption College School	15	0
Holy Trinity Catholic High School	8	0
St. John's College	7	0
BHNCDSB Remote Catholic Elementary School	0	0
<b>TOTAL</b>	<b>232</b>	<b>10</b>

### Professional Development and Staff Training

Professional Development technology training in Microsoft Accessibility (Dictate, Read Aloud and Immersive Reader) and Boardmaker 7 was also provided to various staff

### Applied Behaviour Analysis

During the 2021-22 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 2021-22 school year, the ABA Program Leads carried a combined caseload of 164 students with ASD, as well as two non-identified students. There were two students involved in the Legacy Connections for Students Model and two students in the new Connections for Students Model.

The ABA team continued collaborate with school staff and community partners to provide support student skill building services during the 2021-22 school year including:

- 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

ABA Leads provided a variety of other services. Some of which include:

Observations to inform individualized recommendations on the skills listed above, for both in-person and virtual students

- Staff training and support 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 transition
- Supporting students during the Summer Transition Program (August 2021) with return to school during the COVID 19 pandemic
- Ongoing collaboration with community partners to support families in accessing services/ funding options (e.g., Autism Community Collaboration Group, organizing community partners to attend Community of Practice meetings)

- Assisting with goal setting and tracking for Individual Education Plans and assisting with the development of safety plans for students with ASD
- Data collection and tracking for SERTs and EAs
- Development and planning for implementation of the ASSDP
- Supported 36 staff in registering and completion of Sonderly training courses

## Blind and Low Vision

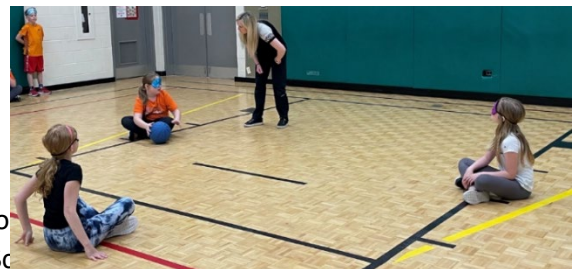
During the 2021-22 school year, individualized orientation and mobility programming was implemented for 35 students in 16 different schools. The primary role of the orientation and mobility instructor includes teaching students who are blind or partially sighted the necessary skills to travel safely, 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 2021-22 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.
- 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.
- Liaison between school and community agencies such as Vision Loss Rehabilitation Ontario (VLRO).
- Supporting students transitioning into kindergarten and high school (attending System IPRC meetings and providing transition visits to students).

Presentation introducing students to the sport of goalball.



The role of the orientation and mobility instructor also facilitates co schools. As a result, nine new referrals to the W. Ross Macdonald Sc functional vision assessment. The objective of the assessment is to build teacher capacity when instructing students who are blind or partially sighted.

## Elementary and Secondary System Special Education Programs

The BHNCD SB 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 (two programs). 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 2021-2022 school year.

Elementary Transition Class	New Students	Total Enrolment
Notre Dame	5	12
St. Joseph’s	5	9

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	4	6	2	9	9	25
Holy Trinity	2	8	1	11	3	10
St. John’s College					8	22

### Itinerant SERT – System Special Education Programs

The Itinerant SERT support students, staff, and families in Elementary and Secondary System Special Education Programs. Aligning with the values and goals in the 2020-2023 BHNCD SB Strategic Plan, the focus for the 2021-2022 school year has been:

#### Teaching and Learning for All

*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 secondary and post-secondary pathways.

#### Alternative Curriculum

At the three Secondary Schools, Alternative Courses (non-credit) are offered in all our Special Education Programs. The *Secondary K Course Alternative Frameworks* continue to be used by our special class teachers to ensure that learning is meaningful, developmentally appropriate, and prepares students for their post-secondary pathways. Each course framework consists of pedagogical ideas, student learning competencies, assessment checklists, and supplementary resources and differentiates learning competencies according to the Alternative Program: Personal Active Learning (PAL), Community Living, and Job Skills.



### *Experiential Learning Projects*

This year, our secondary special class teachers were successful in receiving funding from the Board for over 15 Experiential Learning projects. These opportunities allowed our students from all Special Education Programs to explore the community and apply/generalize skills learned in the classroom to the community. Some project ideas included First Aid Training, Babysitting Course certification, transit training, budgeting, and shopping community experiences, and the creation of employability kits.

### *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 2021-2022 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.





The recent creation of an on-line resource sharing site for secondary special class teachers has enabled teachers to share resources and ideas for alternative special education courses. This site not only ensures consistency with pedagogy in alternative K courses, but also allows the opportunity for same program teachers to share their exemplary resources.

*Foster learning environments and opportunities that are inclusive and engaging to individual learning strengths, needs, and future pathways*

This year, the Special Education Department at St. John's College offered their first community work experiences for selected students from the Job Skills Program. Partnerships and placements were established with Home Hardware, Christ the King School, and St. Pius School. The skills our students learned from these experiences are invaluable for determining future post-secondary pathways in the areas of employment and/or continuing education.



### Belonging For All and Wellness For All

*Preparing students for transitions to create a sense of belonging and support social emotional growth for Elementary and/or Secondary Special Education Programs*

During the 2021-2022 school year, the following opportunities were provided to students and their families:

- **Virtual and In-Person Visits:** All students entering an Elementary or Secondary Special Education Program for the next school year were invited to virtual information events and in-person visits at their new schools. Grade 8 students had an opportunity to spend part of the school day in their secondary special education classrooms where they met new friends, participated in courses, and explored their high schools.
- **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 a rapport and gain an understanding of their strengths, needs, and interests before the first day of school.

### Cultivating a Connecting Community

*Building parent confidence through active partnerships and clear communication*

Providing information and connecting families with community partners about post-secondary pathways for those with developmental disabilities

During the 2021-2022 school year, parent confidence was enhanced by:

- Assisting families with making informed decisions before making an application to special classes by arranging in-person tours.

- Creating and distributing information documents 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.
- Offering a virtual three-part parent series entitled, *“Life After School ~ Post Secondary Pathways”*. This series highlighted programs, services, and supports available in the Brant, Haldimand, and Norfolk areas for those with intellectual disabilities upon graduation. The following community partners presented information ~ Conestoga College (Community Integration through Cooperative Education Program), Contact Brant and HN REACH (TAY Services), Community Living Brant (Employability Program), Crossing All Bridges, and Norfolk Association for Community Living.

## Speech and Language

Speech & Language Services has provided a variety of support services to students and staff in the Board during the 2021-22 school year.

As a follow-up to the Grade 1 Phonological Awareness Screens completed by Speech & Language Services in 2020-21, the Speech-Language Pathologists (S-LP) supported the roll-out of a Phonological Awareness Curriculum in the Special Education Department and consulted with the Student Achievement Team. This collaborative partnership focused on capacity building and critical thinking to support phonological awareness instruction for educators across the system. Professional development was also provided on the Science of Reading. In addition to the support provided to the Curriculum Team, the S-LPs provided extensive professional development to SERTs on phonological awareness and its connection to how the brain learns to read. This learning series occurred throughout the school year and included support with administration, interpretation, intervention, and collaboration. Coaching was available between the formal learning opportunities. To help transfer the gains in phonological awareness made across the system, additional resources were investigated to support literacy (i.e., decodable texts, intervention programs, etc.). Multiple presentations and discussions were facilitated by the S-LPs after a thorough review of the resources to support purchases.

In addition to literacy support, the S-LPs completed individualized assessments and programming. This included assessments with follow-up consultative support (260 students total: 45 speech and language or language only, 85 speech only) and consultations (130 students) for students presenting with a variety of communication challenges, including non-verbal students and students with reduced understanding and/or expression of 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).

\*Referral process for assessment and consultation was adjusted for the 2021-22 school year to accommodate the wait-list due to COVID closures as well as the S-LPs role in literacy.

### **Individualized services provided by Speech & Language Services included:**

- Individualized home and/or class programming suggestions, including direct demonstration
- Support for students with complex communication needs (inclusive of Kindergarten – Year 1)
- 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)

## 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 received information 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.

During the 2021-22 academic year, Gifted Supplementary Modules were offered virtually in term 2 through Special Education Services to provide enrichment opportunities and challenges to extend learning and leadership skills to students identified in the area of Intellectual: Giftedness. Students from grades 5 to 8 were brought together virtually to experience extended learning on a variety of topics. Thirty-seven students participated in 2021-22 Virtual Supplementary Gifted Modules. The grades 5/6 group had two modules and the grades 7 and 8 groups each had three modules.

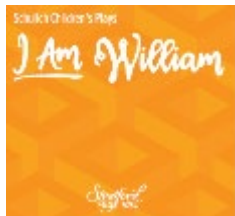
The grades 5/6 students had a virtual presentation from The Ontario Science Centre called, 'What's Your Inquiry'. The focus was about Flight. They also watched a live recording of a Stratford Festival play, '*I Am William*'.

The grade 7 gifted students had a virtual presentation from The Ontario Science Centre called, 'What's Your Inquiry'. The focus was about heat in the environment. Their second module was a live recording of a Stratford Festival play, '*I Am William*'. For the third module, they attended a virtual presentation from The Ontario Science Centre about 'The Science of Anxiety'.

The grade 8 gifted students had a virtual presentation from The Ontario Science Centre called, 'Cells and Systems'. Their second module was a live recording of a Stratford Festival play, '*I Am William*'. For the third module, they attended a virtual presentation from The Ontario Science Centre about 'The Science of Anxiety'.

Grade	Participants	Total Sessions	Supplementary Gifted Modules 2021-22
5	1 student	2	Ontario Science Centre Virtual: What's Your Inquiry. Flight Stratford Festival virtual play: I Am William play

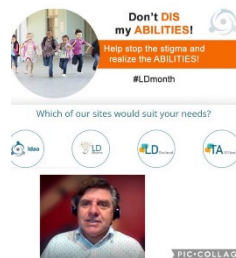
6	5 students	2	Ontario Science Centre Virtual: What's Your Inquiry. Flight Stratford Festival virtual play: I Am William play
7	21 students	3	Ontario Science Centre Virtual: What's Your Inquiry. Heat in the Environment Stratford Festival virtual play: I Am William play Ontario Science Centre Virtual: Mental Health, The Science of Anxiety
8	10 students	3	Ontario Science Centre Virtual: Cells and Systems Stratford Festival virtual play: I Am William play Ontario Science Centre Virtual: Mental Health, The Science of Anxiety



## PROFESSIONAL DEVELOPMENT

### Community of Practice Meetings

The 2021-22 academic school year offered Special Education Resource Teachers (SERTs) and Secondary Special Education Department Heads professional development through eight virtual and one in-person 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 – shared relevant/new information regarding the After School Skills Development Program (ASSDP), Ontario Autism Program (OAP) and Applied Behavioural Analysis (ABA)
- Special Equipment Amount (SEA) – updates, student training process (virtual and in-person), SEA on the IEP
- Speech and Language Services – implementation of new “Bridge the Gap” program by school SERTs

- 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, information and updates about virtual gifted modules
- 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 of 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 – 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) – for grade 2 and 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 purchased licenses to all elementary and secondary schools (one license per school)
- 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 the context of a summer program plan
- Entry-to-School Case Conferences – process and scheduling of system- and school-level case conferences
- EA Allocation Process – System SERTs reviewed previous application packages submitted by school teams, followed by a discussion and updating of information, if necessary, in consultation with school teams
- 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:

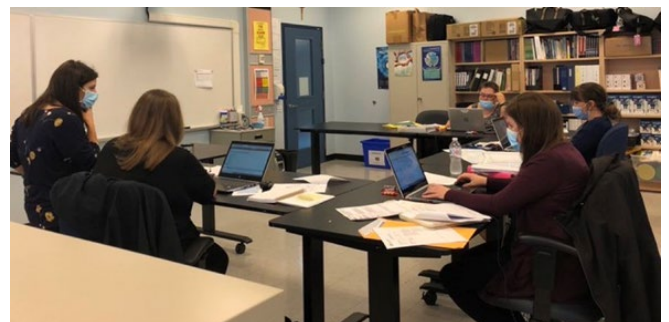
- Board Spiritual Theme – Rebuild, Restore, Renew Together – supporting the faith formation of students and staff by emphasizing the importance of prayer, using Scripture to deepen our understanding of rebuilding, restoring, renewing as found in the Gospel narratives, and reaching out to those in need by strengthening our home, school and parish relationships.
- Bridge the Gap: Phonemic Awareness Intervention Program – as a follow-up to the Grade 1 Phonological Awareness Screens completed by Speech & Language Services in 2020-21, the Speech-Language Pathologists provided professional development to SERTs on phonological awareness and its connection to how the brain learns to read; this learning series occurred throughout the school year and included support with administration, interpretation, intervention, and collaboration.

- Lexia – continued focus on interventions for students with a learning disability profile. Lexia licenses were strategically assigned to struggling readers
- Self-Regulation – continued and more intensive focus on building capacity in schools to help all students develop self-regulation skills, following the philosophy and principles of Shanker Self-Reg, developed by Dr. Stuart Shanker of The Mehrit Centre
- Boardmaker 7 – licenses were purchased and distributed to every school (one site license per school), and direction was given as to how to move and save previously created activities to the newly assigned school account/license
- Microsoft Accessibility Features – training was provided on the accessibility features that are available in Microsoft Word to better support all students and all learning styles
- Learning Disabilities Association of Ontario (LDAO) Presentation – Martin Smith, Educational Coordinator for LDAO, shared information about LD At School and the role this group plays in LDA and the resources that would help educators support students
- C-Pen Reader Training – representatives from Bridges Canada provided training on the specific features and technical specifications of the C-Pen Reader, a portable scanning pen that can be used to support learners with a learning disability in reading/decoding

### 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 six SERTs who were new to the role in the 2021-22 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 by the Ministry of Education and based on needs across the system, some newly designed workshops were created to further support the work of Educational Assistants. Additionally, Educational Assistants also participated in board-wide professional development day training which focused on the following key topics.

### Nonviolent Crisis Intervention

The Nonviolent Crisis Intervention training program is considered the worldwide standard for crisis prevention and intervention training. The program provides educators with the proactive strategies and skills to safely and effectively respond and handle difficult situations. The core of the program is learning how to provide for the *care, welfare, safety, and security* of all those who are involved in a crisis situation. Preventive strategies, de-escalation skills and communication skills are taught along with learning the physical interventions, including disengagement, and holding skills, to be implemented as a last resort, when a person is engaging in unsafe behaviour.

### First Aid Training

Training in the basic CPR, First Aid and Defibrillator certification for the workplace. This training provides knowledge and confidence to effectively manage an emergency should it be necessary.

### Health & Safety

Occupational Health & Safety presentation reviewing a variety of Health & Safety Awareness topics mandated through the Occupational Health & Safety Act.

### Self-Regulation

The BHNCD SB focus on self-regulation continued with a system-wide presentation by Dr. Susan Hopkins, to further support the work of all staff and to align with the Board's focus on 'Essential Practices', specifically in 'Knowing Your Learner'. The team is building awareness of self-regulation through exploring and discussing the science behind it and through participation in activities that encouraged deeper thinking and reflection on how best to support students.

### Data Collection

Tracking the development of a skill was shared which provided a variety of data tracking methods and their benefits, SMART goals, prompting and prompt dependence as well as practice in collecting data and examination of SMART goals.

### BOARDMAKER7

An overview of Boardmaker 7 was shared including how to create activities from a blank canvas as well as from pre-made templates. Educational Assistants were introduced to the Boardmaker community and shown how to search for existing premade activities. A variety of learning resources and 'How to' guides to help assist with using Boardmaker 7 were also shared.

### Equity & Well-Being for All

Board-wide presentations included a high-level overview of our recent employee demographics survey, as well as an introduction to the work of the Board's Equity and Inclusive Education Advisory Committee. Additional presentations provide education on supporting marginalized student communities.

### Trauma-Informed Schools

With a continued focus on trauma informed practices and in recognizing the impact it has on many of our students, links and websites were shared with Educational Assistants to review as part of their self-directed learning. Information could be accessed from sites such as Child & Parent Resource Institute, National Child Traumatic Stress Network, and the Beacon House.

## Educational Assistants' Lending Library

The Educational Assistants' Lending Library provides 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.

## SPECIAL PROJECTS/EVENTS

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### 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 February 2022, where 13 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 19 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*

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 2022, 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 42 meetings held for the Brant area schools, 11 for Haldimand, and four 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 Communion, 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 and two schools requested First Communion packages for students. The packages consisted of resources to support student learning and to document their faith journey.



### *Elementary '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.

#### *'Have a Go' Philosophy*

The Brant Haldimand Norfolk Catholic District School Board believes that all students have far more commonalities than differences. It is the responsibility of every individual to fully contribute to a Christian environment which promotes understanding and appreciation for one's strengths and capabilities. It is through authentic interaction with one another those safe opportunities to measure personal achievement develop and connect all community members.

#### *'Have a Go' Principles*

To promote an understanding of one's capabilities through the spirit of equality and team unity, the Brant Haldimand Norfolk Catholic District School Board organizes "Have a Go" – Promoting Participation, Interaction and Friendship to foster:

- A welcoming setting with physical experiences accessible for everyone.
- Continuing opportunities to develop physical fitness and enjoy personal athletic achievement.
- Development of new friendships.
- Participation, dedication, effort and spirit.
- Self-confidence, positive self-image and personal worth.

### The Athletes

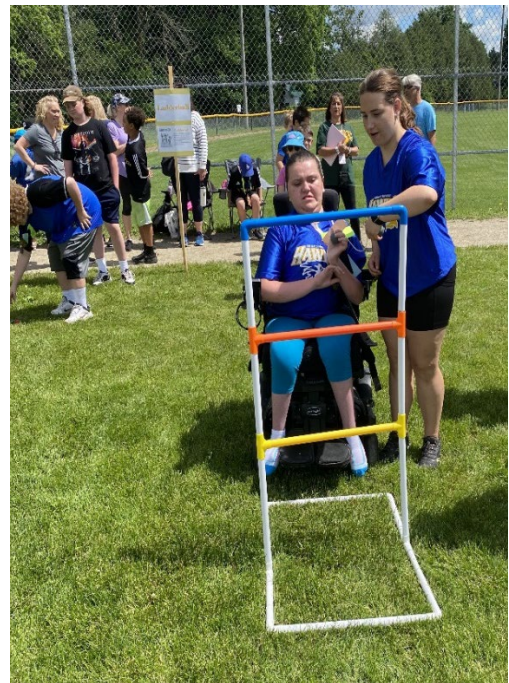
This event is for students in grades 4 to 8, who have an intellectual disability, physical disability, or are on the autism spectrum disorder. Each school is invited to send a team recommended by the principal and the special education resource teacher. Each athlete may have a buddy from his/her school attend Have a Go with them to support and encourage the athlete's involvement in the events.

### The Events

Athletes participate in 11 adapted track and field events. The events are adapted from the regular track and field Board meet. A rest station was also included where freezies were provided.

#### 2022 'Have a Go'

The Elementary Have a Go was held on Thursday, June 8, 2022, at the Burford Arena. Twenty-five schools sent a team. Ninety athletes, along with a buddy of their choice attended. The day began with the procession of athletes onto the field followed by the opening ceremonies which included the singing of the national anthem, a prayer, and a warm-up activity. Athletes then rotated through 11 fun filled events where they had the opportunity to enjoy personal athletic achievement. During the closing ceremonies, each athlete received a medal and T-shirt to celebrate and recognize their participation and achievements throughout the day.





## Secondary Tri-High Games ~ Formally known as Secondary 'Have a Go'

Secondary students in the Personal Active Learning (PAL), Community Living, and Job Skills programs at St. John's College, Holy Trinity Catholic High School, and Assumption College School came together for a fun-filled day of team sporting events and friendship! The Leadership and Fitness/ Recreation students and teachers at St. John's College did an amazing job with creating the activities and hosting the 2022 Tri-High Games event. There were eight different events; and while the teams created a sense of fun competition, high-fives and cheering could be seen and heard!



## 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 by 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 by 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.

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. Previously established criteria were used to determine which students would receive a license.

### 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 - 2021-2022*

##### *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.

##### *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*

Lexia licenses assigned 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 June 1, 2022...**

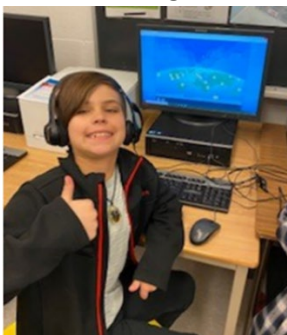
- 228 elementary students were accessing a Lexia license
- 19 secondary special class students were accessing a Lexia license
- one secondary mainstream student was accessing a Lexia license
- 28 elementary schools and 2 secondary schools had students on Lexia
- individual 1:1 training sessions were provided by Susan Fitzgerald (BHN Lexia District Administrator) to four Special Education Resource Teachers who were new to the role

#### *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. Student progress was measured by analyzing the data provided in Lexia reports, specifically looking at the number of Lexia levels completed, as well as the average number of Lexia units completed by students during a school year. A student must demonstrate proficiency in each unit in order to progress to the next unit or skill. When an error is made, the program provides scaffolded support and instruction on that specific skill. Students who demonstrate mastery progress through units and onto more advanced skills and continue in this way until a Lexia Level is completed. A Lexia Level takes approximately 4-6 weeks to successfully complete.

#### *Student Success Stories*

Lexia reports provide information about a student's progress in mastering literacy skills. Gains in reading and literacy skills have been documented by SERTs, teachers and parents in anecdotal success stories that are shared with the system team. Lexia has been life-changing for our struggling readers, the evidence for which is documented in improved DRA scores, increased feelings of confidence, a newly found interest in books and a love of reading.



## 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. The school team decides which course best meets the student's needs and chooses **ONE** of the courses for each of their students. School SERTs are asked to track student progress through detailed web-based assessment reports.

- 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.

## CONTINUITY OF SUPPORT FOR SUMMER LEARNING AND TRANSITION

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*The following supports will be offered again throughout July and August 2022 to support 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
- 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 and 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 to assist students, families and staff in understanding what classrooms will look like; changes, modification, routines and expectations for the learning environment
- ABA Leads and other specialists provide staff training on appropriate strategies for transition, social skill building, transitioning from home to school and to a new learning environment, safety and self-regulation

### After School Skill Development Program

- Programming will be provided in a “camp” format for students in all three counties, again this summer 2022. In total, five one-week camps will run (3 in Brant/Brantford, 1 in Haldimand, 1 in Norfolk), with students attending 2.5 hours each day Monday-Thursday.



- Each student will have 2-3 individualized goals at the camp. Each goal is selected to build the student’s confidence and ability to communicate/interact with peers and staff.
- 15 students participated in the camps in 2021 and enrolment is expected to be the same in 2022 camps.
- Each camp was staffed with an ABA Program Lead, a Summer Coordinator, and 1-2 staff per student to support individualized learning.
- Other specialized programming is provided by community partners (fitness instructor, Crock-a-Doodle and a STEM Teacher).