



# BRANT HALDIMAND NORFOLK Catholic District School Board

## Agenda

Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**Committee of the Whole**  
**Tuesday, September 15, 2020 ♦ 7:00 pm**  
**Boardroom**

**Members:** **Trustees:**  
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard,  
Mark Watson, Alex Medeiros (Student Trustee)

**Senior Administration:**  
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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### 1. Opening Business

#### 1.1 Opening Prayer

*Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, for ever and ever. Amen*

#### 1.2 Attendance

#### 1.3 Approval of the Agenda

Pages 1-2

#### 1.4 Declaration of Interest

#### 1.5 Approval of Committee of the Whole Meeting Minutes – February 18, 2020

Pages 3-6

#### 1.6 Business Arising from the Minutes

### 2. Presentations

### 3. Delegations

### 4. Consent Agenda

### 5. Committee and Staff Reports

#### 5.1 Summary of 2019-20 Reports to Board

Pages 7-8

Presenter: Mike McDonald, Director of Education & Secretary

#### 5.2 Special Education Plan

Pages 9-43

Presenter: Kevin Greco, Superintendent of Education

#### 5.3 Summer Learning: Special Education and Mental Health

Pages 44-45

Presenter: Kevin Greco, Superintendent of Education

#### 5.4 Bill 197, COVID-19 Economic Recovery Act, 2020

Pages 46-47

Presenter: Kevin Greco, Superintendent of Education

#### 5.5 BHNCDSB Re-opening Plan Update

Pages 48-49

Presenter: Mike McDonald, Director of Education & Secretary



**6. Information and Correspondence**

**6.1** Camp Blast

**6.2** Start-up Enrolment and School Organizations Update

**7. Trustee Inquiries**

**8. Business In-Camera**

207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- a. The security of the property of the board;
  - b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - c. The acquisition or disposal of a school site;
  - d. Decisions in respect of negotiations with employees of the board; or
  - e. Litigation affecting the board.

**9. Report on the In-Camera Session**

**10. Future Meetings and Events**

Page 50

**11. Closing Prayer**

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. Amen*

**11. Adjournment**



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Minutes**

Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**Committee of the Whole  
Tuesday, February 18, 2020 ♦ 7:00 pm  
Boardroom**

**Members:** **Trustees:**  
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard,  
Taylor Carroll (Student Trustee)

**Absent:** Mark Watson

**Senior Administration:**

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

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**1. Opening Business**

**1.1 Opening Prayer**

The meeting was opened with prayer led by Trustee Luciani.

**1.2 Attendance**

As noted above.

**1.3 Approval of the Agenda**

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the February 18, 2020 meeting.

**Carried**

**1.4 Declaration of Interest – Nil**

**1.5 Approval of Committee of the Whole Meeting Minutes – January 21, 2020**

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the January 21, 2020 meeting.

**Carried**

**1.6 Business Arising from the Minutes – Nil**

**2. Presentations - Nil**

**3. Delegations – Nil**



**4. Consent Agenda**

- 4.1** THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of January 21, 2020 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives all reports and approves all motions under the Consent Agenda.

**Carried**

**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting – February 10, 2020**

Dan Dignard, Chair of the Policy Committee, reviewed the business of the January 21, 2020 Policy Committee meeting and brought forward the following recommendation:

THAT The Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board adopts the new policy template.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Policy Committee Meeting of February 10, 2020.

**Carried**

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the recommendation of the Policy Committee Meeting of February 10, 2020.

**Carried**

**5.2 School Year Calendar**

Superintendent Greco presented the proposed elementary and secondary calendars for 2020-21, which are in compliance with Regulation 304. A summary of the consultation process that took place in establishing the calendars was provided.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2020-21 School Year Calendars for Elementary and Secondary schools.

**Carried**



**5.3 Excursion – Los Angeles, CA**

Superintendent De Rubeis presented a request from Assumption College School for an excursion to Los Angeles from Thursday, May 20, 2021 to Tuesday, May 25, 2021. The excursion will allow students to discover careers in the arts, drama and music. Students will have the opportunity to participate in acting workshops, examine art and its impact on history and culture over the last century and visit sites such as Universal Studios and the Dolby Theatre.

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Excursion – Los Angeles, CA Report be TABLED to the February 25, 2020 Board meeting.

**Carried**

**5.4 Educational Field Trips Summary**

Superintendent De Rubeis presented a summary of approved educational field trips for the period of September 1, 2019 and January 31, 2020. He reviewed the purpose, expenses and length of some of the trips as outlined in the summary chart.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the Educational Field Trips Summary report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

**6. Information and Correspondence**

Director McDonald noted that the Vision 2020 event will be occurring this Thursday, February 20 at the Sanderson Centre.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence items since the last meeting.

**Carried**

**7. Trustee Inquiries – Nil**

**8. Business In-Camera**

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

**Carried**



**9. Report on the In-Camera Session**

Trustees Chopp and Dignard declared a conflict of interest in Item #6.1 of the in-camera session and left the room. They did not take part in the consideration of, or vote on any question with relation to this item.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

**Carried**

**10. Future Meetings and Events**

Chair Petrella drew attention to the upcoming meetings and events.

**11. Closing Prayer**

The closing prayer was led by Chair Petrella.

**12. Adjournment**

Moved by: Bill Chopp

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the February 18, 2020 meeting.

**Carried**

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC  
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Mike McDonald, Director of Education & Secretary  
 Presented to: Committee of the Whole  
 Submitted on: September 15, 2020  
 Submitted by: Mike McDonald, Director of Education & Secretary

**2019-20 REPORTS TO BOARD SUMMARY**

Public Session

**BACKGROUND INFORMATION:**

Through committee work each year, the trustees and senior administration complete and submit numerous reports to the Board. In an effort to highlight the accomplishments of the Board, staff have prepared a summary of all of the public session reports that came before the Board during the 2019-20 school year.

**DEVELOPMENTS:**

The following is a summary of the reports that came before the Board during the 2019-20 school year:

<b>Date of Report</b>	<b>Report Name</b>
September 17, 2019	<ul style="list-style-type: none"> <li>• Excursion - Italy</li> <li>• Excursion – Mission Trip to New Orleans, LA</li> <li>• Summary of 2018-9 Reports to Board</li> <li>• Camp Blast Summer Learning Program</li> <li>• Strategic Plan Process</li> </ul>
September 24, 2019	<ul style="list-style-type: none"> <li>• Student Trustee Update</li> </ul>
October 15, 2019	<ul style="list-style-type: none"> <li>• Primary and Junior/Intermediate Class Size</li> <li>• Ontario Catholic School Trustees' Association Annual Membership Fees</li> <li>• Programs for Students with Autism</li> <li>• Excursion – Germany, Czech Republic, Poland and Hungary</li> <li>• Health and Safety Update</li> </ul>
October 22, 2019	<ul style="list-style-type: none"> <li>• Student Trustee Update</li> </ul>
November 19, 2019	<ul style="list-style-type: none"> <li>• Excursion - Panama</li> <li>• Insurance Renewal</li> <li>• Inclement Weather Policy</li> <li>• Board Improvement Plan for Student Achievement</li> </ul>
November 26, 2019	<ul style="list-style-type: none"> <li>• Extended French Program at Assumption College School</li> <li>• Student Trustee Update</li> </ul>
December 3, 2019	<ul style="list-style-type: none"> <li>• Appointment of Board Auditors</li> </ul>
December 10, 2019	<ul style="list-style-type: none"> <li>• Trustee Expenses</li> </ul>
January 21, 2020	<ul style="list-style-type: none"> <li>• Excursion – New York City, NY</li> <li>• Strategic Plan Process</li> <li>• Workplace Harassment Policy 300.01</li> <li>• Employee Expenses Policy 700.04</li> </ul>
January 28, 2020	<ul style="list-style-type: none"> <li>• Director's Annual Report: 2018-19</li> <li>• Student Trustee Update</li> </ul>
February 18, 2020	<ul style="list-style-type: none"> <li>• School Year Calendar 2020-21</li> <li>• Educational Field Trips Summary</li> <li>• Excursion – Los Angeles, CA</li> </ul>

Date of Report	Report Name
February 25, 2020	<ul style="list-style-type: none"> <li>• Excursion – Los Angeles, CA</li> <li>• Student Trustee Update</li> <li>• Strategic Plan Action Items</li> </ul>
May 21, 2020 (Special Meeting of the Board)	<ul style="list-style-type: none"> <li>• French Immersion Program Policy 400.01</li> <li>• Concussion Policy 200.08</li> <li>• Financial Report as of February 2019</li> <li>• Board Enrolment Update as of March 31, 2020</li> <li>• Procurement Policy 700.01</li> <li>• Budget Update</li> </ul>
June 23, 2020 (Special Meeting of the Board)	<ul style="list-style-type: none"> <li>• Bank Operating Credit</li> <li>• Financial Update as of May 2020</li> <li>• Catholic Family Life Program Policy</li> <li>• Capital Projects Update</li> </ul>
July 27, 2020 (Special Meeting of the Board)	<ul style="list-style-type: none"> <li>• School Year Calendar 2020-21</li> </ul>
August 10, 2020 (Special Meeting of the Board)	<ul style="list-style-type: none"> <li>• BHNCD SB RE-opening Plan</li> <li>• Board Improvement Plan for Student Achievement</li> </ul>

**RECOMMENDATION:**

THAT the Committee of the Whole refers the 2019-20 Reports to Board Summary to the Brant Haldimand Norfolk Catholic District School Board for receipt.



**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC  
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: September 15, 2020  
Submitted by: Mike McDonald, Director of Education & Secretary

**SPECIAL EDUCATION SERVICES DEPARTMENT  
ANNUAL REPORT 2019-20**  
Public Session

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**BACKGROUND INFORMATION:**

Under the direction of the Ministry of Education, school boards are required to prepare, approve and submit an Annual Report on the provision of special education programs and services offered by the Board and schools.

**DEVELOPMENTS:**

The Brant Haldimand Norfolk Catholic District School Board (BHCNDSB) Special Education Department is committed to providing inclusive education where every student in our school district thrives. The Annual Report was compiled from information provided by members of the Special Education Services Team. The report provides information regarding the many supports in place for learners to access the curriculum and fully engage in learning and development opportunities. Furthermore, it highlights the strategic implementation of professional learning and training to ensure staff are confidently equipped to provide the appropriate programming for all learners.

In partnership with the Trustees, senior staff, central level and school level staff, families, SEAC and other valuable community partners, the BHCNDSB continues to be responsive and innovative. Special Education Programs and Services have continued with successful practices and have made great enhancements in the area of assistive technology, skill building for our students with Autism through the After School Skills Development Program and expansion of the Lexia and Learning Upgrade systems for Numeracy and Literacy improvement. Enhanced accuracy in the processing of the IPRCs and IEPs and related record retention has been improved through the PowerSchool Special Education Module.

Aligned with the MYSP and BPISA and essential practices within, our Catholic faith calls us to walk alongside our students and provide inclusive barrier-free experiences, so we continue to see improved student achievement and wellbeing.

**RECOMMENDATION:**

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Special Education Annual Report 2019-20.





# Hearts on Fire

(Luke 24:32)

# Encounter



## Contents

Introduction .....	4
Special Education Advisory Committee (SEAC).....	4
Programs and Services .....	5
System Special Education .....	5
Deaf and Hard of Hearing .....	6
Services provided this past school year included: .....	6
2019-2020 Hearing Awareness Workshop: Building Capacity.....	6
Information Technology.....	7
Overview of Special Equipment Amount (SEA) Support.....	7
Training Services .....	8
Special Equipment Amount Claims.....	8
Professional Development and Staff Training .....	10
Applied Behaviour Analysis.....	10
Blind and Low Vision .....	11
Elementary and Secondary System Special Education Programs.....	12
Itinerant SERT – System Special Education Programs .....	13
Improving Student Achievement .....	13
Providing High-Quality Programs to Ensure All Learners Reach Their Potential .....	13
Knowing Your Learners – Assessment for Learning.....	13
Experiential Learning Opportunities .....	14
Building Staff Capacity through Professional Development and Collaboration .....	15
Building Parent Confidence.....	15
Community Partnerships .....	16
Gifted Education .....	17
Gifted Supplementary Modules.....	17
Speech and Language.....	18
Professional Development .....	19
Community of Practice Meetings .....	19
New SERT Training Program .....	20
Educational Assistants’ Professional Development.....	21
Educational Assistants’ Lending Library.....	22
Special Projects/Events.....	22

Inclusionary Practices .....	22
Transition to school .....	22
Transition into School (Kindergarten).....	22
Information Sharing by Community Agencies for Entry into School .....	22
‘Parents as Partners’ – Community Connections.....	22
Parent Resources .....	23
System Level ‘Entry into School’ Case Conferences – The Multi-Disciplinary Team .....	23
Visits and Visuals – ‘Getting to Know You’ .....	23
Supporting our Faith Journey.....	23
Supplementary Retreats .....	23
Each retreat provided an opportunity for students to: .....	23
Champion of Inclusion Award - Coaching to Inclusion Conference 2019.....	24
Philosophy of the Award.....	24
Champion of Inclusion Award Recipient .....	25
Interventions.....	25
LEXIA – Pilot Project.....	25
Background Information.....	25
Criteria .....	26
Selection Process - 2019-2020.....	26
Delivery Model.....	27
Tracking Student Progress .....	27
Learning Upgrade Project 2019-20 .....	28
The Plan.....	28
Selection Process .....	28
Delivery Model.....	29
Tracking Student Progress .....	29
The Data.....	29
Secondary Schools .....	30
Professional Development.....	30
Initiatives.....	30
PowerSchool SpecEd.....	30
After School Skills Development Program (ASSDP) .....	31
Leveraging Digital Technology – Proof of Concept .....	31
Professional Development.....	31

Welcome Superintendent..... 32  
Congratulations and Thank You Superintendent..... 33

## Introduction

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The Brant Haldimand Norfolk Catholic District School Board (BHNCDNB) Special Education Department is committed to every student in our school district. We strive to inspire and support learning by assisting in creating safe, healthy, inclusive and engaging Catholic learning environments. Our mission is to provide opportunities for challenge and choice as we prepare all of our students for success in life. The Annual Report was compiled from information provided by members of the Special Education Services Team. The content contained in the 2020 report was affected by the provincially mandated school closure effective March 16, 2020 until June 26, 2020 inclusively. It will be reviewed and presented for approval to the BHNCDNB Board of Trustees in June 2020. The Annual Plan will be submitted to the Ministry of Education by July 31, 2020 and posted to the Board website.

## Special Education Advisory Committee (SEAC)

The membership of SEAC for 2019-20 was as follows:

<b>NAME</b>	<b>ORGANIZATION</b>
Bill Chopp	Trustee Representative
Michelle Shypula (Sept. – Jan.)	Superintendent of Education
Kevin Greco (Feb. – June)	Superintendent of Education
Carmen McDermid	Student Achievement Lead – Special Education
Susan Battin (Sept. – Nov.)	Lansdowne Children’s Centre
Mischa Dinsmore (Dec. – June)	Lansdowne Children’s Centre
Laura Bergeron	<i>ad hoc</i> – Family Counseling Centre of Brant
Tara Buchanan	Community Living Brant
Jennifer Chapman	Haldimand-Norfolk Children’s Aid Society
Christine Dragojlovich	Woodview Mental Health& Autism Services
Jill Esposto	Brant Family & Children Services
Lauren Freeborn	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

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2020-21 as new members will have the opportunity to present information on their respective agencies.

The 2019-20 SEAC heard presentations on the following:

- Secondary Framework/Curriculum Competencies for K-courses (non-credit)
- Trauma Informed Classrooms
- Remembrance Day Liturgy presented by ACS Job Skills students
- After School Skills Development Program
- Service Dog Implementation in BHNCD SB

The 2019-20 meeting schedule was as follows:

2019-20 SEAC Meeting Schedules	
Tues., September 17, 2019	Tues., February 7, 2020
Tues., October 8, 2019	Tues., April 21, 2020 - virtual
Tues., November 19, 2019	Tues., June 16, 2020 - virtual
Tues., December 10, 2019	
Tues., January 21, 2020	

## Programs and Services

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### 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, Canadian Cognitive Abilities Test (CCAT) for Grade 2 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 the IPRC paperwork and packages 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 2019-20 school year:

Cognitive Referrals Submitted	IPRCs (school or system level)	Case Conferences	Achievement Tests Completed
132	198	91	112

## Deaf and Hard of Hearing

There are currently 37 Hard of Hearing students and 65 students with Central Auditory Processing/Auditory Processing Disorder (CAP/APD) in the Board.

Services provided this past school year included:

- Providing a hearing awareness workshop for teachers, EAs, ECEs and SERTs that are involved with students with Hard of Hearing
- 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

### 2019-2020 Hearing Awareness Workshop: Building Capacity

This workshop was designed for teachers, educational assistants, ECEs and SERTs with mainstreamed hard of hearing students. There were eleven participants who experienced the effects of a mild hearing loss while performing a specific academic task common in many classrooms. The participants read an audiogram and understood the basic implications for language development and its impact on academic and social success. The participants discussed a variety of strategies to address the language and overall communication needs for hard of hearing students. The participants had an opportunity to troubleshoot basic difficulties with hearing aids and shown how FM systems and cochlear implants function.



# Information Technology

## Overview of Special Equipment Amount (SEA) Support

At the Brant Haldimand Norfolk Catholic District School Board, students with exceptional needs are supported with equipment via the SEA process. There are two types of SEA claims, computer and equipment based. Recommendations for special equipment are forwarded by the school, on behalf of students, to the SEA team who then review and process each claim. Recommended items (including specialized equipment outside of technology) are ordered, organized and arrangements are made for delivery and all necessary training.

All computer-based claim items are ordered 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 special needs.

The SEA team is cognizant of the amount of technology and specialized equipment in the system and is always looking to maximize efficiencies in the system, including the recycling of equipment. SEA equipment continues to be recycled in the system until it reaches the end of its working capacity. The SEA team has developed and maintains an updated database of 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. 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 students in need; it need only be transferred.

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. The Board has assigned one computer technician who is dedicated to SEA equipment work orders. The 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.

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 set up and is 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 Services

The Brant Haldimand Norfolk Catholic District School Board implements an ‘in-house’ training model where training is completed internally. To facilitate understanding, training is comprised of a two-step process which includes class training, followed up by individualized one-to-one training. During the class training, all students as well as the teacher and educational assistants are trained on the general use of the software. Class training allows us to build capacity within our district staff and students and aligns with our belief that assistive technology is ‘essential for some, but helpful for all’. This training method also enables us to create a “room full of experts” which allows students to help each other in the use of the technology. 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 class lesson and then focuses on achieving student learning expectations within the context of the Individual Education Plan. 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

There have been 224 SEA claims processed and implemented during the 2019-20 SEA year. Of the 224 claims, 53 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.) One hundred and seventy-one of the total claims were computer-based claims. These claims include students with assistive technology requirements. Students who received assistive technology were trained along with their classmates and teachers. This year 1,195 students were trained in the use of Text-to-Speech (Kurzweil) software and Speech-to-Text (Microsoft Word) software; 50 teachers and 22 educational assistants were trained in these programs alongside their students. Three students were trained with their educational assistants on voice recorders, video makers, Clicker 6 and Symwriter.

### Text to Speech Kurzweil training and Speech to Text Microsoft Word Training completed:

Grade	School	Students Trained	Teachers Trained	EAs Trained
4	Blessed Sacrament	27	1	
7	Christ the King	22	1	
4	Holy Cross	21	1	1
5	Holy Family	26	1	
4	Notre Dame Brant	24	1	
4	Notre Dame Brant	23	1	1
6	Notre Dame Brant	21	1	
8	Notre Dame Brant	25	1	
Transition Class	Notre Dame Brant	16	1	1
5	Notre Dame Caledonia	24	1	1
6	Notre Dame Caledonia	21	1	
8	Notre Dame Caledonia	26	1	
7	Notre Dame Caledonia	30	1	
8	Notre Dame Caledonia	33	1	

3	Our Lady of Providence	23	1	
5	Our Lady of Providence	25	1	1
3	Sacred Heart Langton	29	1	
4	Sacred Heart Paris	28	1	
5	Sacred Heart Paris	27	1	
4	St. Basil	26	1	1
6	St. Basil	26	1	
4	St. Frances Cabrini	20	1	
4	St. Frances Cabrini	24	1	1
5	St. Frances Cabrini	20	1	
4	St. Gabriel	21	1	1
4	St. Gabriel	28	1	
6	St. Gabriel	25	1	1
6	St. Gabriel	30	1	
8	St. Gabriel	26	1	
2	St. Joseph's	17	1	
3	St. Joseph's	20	1	1
3	St. Joseph's	16	1	1
5	St. Joseph's	25	1	
7	St. Joseph's	27	1	
Transition Class	St. Joseph's	9	1	1
3	St. Leo	19	1	2
3	St. Leo	20	1	1
4	St. Leo	18	1	1
6	St. Leo	29	1	
6	St. Leo	28	1	
5	St. Mary's (H)	28	1	1
7	St. Mary's (H)	24	1	
4	St. Michael's (D)	28	1	
4	St. Patrick Brant	22	1	
3	St. Patrick's Caledonia	22	1	1
4	St. Pius X	23	1	2
6	St. Pius X	26	1	2
6	St. Stephen	24	1	
3	St. Theresa	23	1	
6	St. Theresa	27	1	
10	Assumption	1	0	
9	Holy Trinity	1	0	
9	St. John's	1	0	
<b>Totals</b>		<b>1,195</b>	<b>50</b>	<b>22</b>

## Professional Development and Staff Training

The Student Achievement Consultant: ELearning and the Information Technology Special Education Resource Teacher (SERT) provided Professional Development technology training sessions on Clicker 6 to the Educational Assistants in the District. The training sessions outlined how to create individualized activities to teach new concepts and themes, how to create or use existing Clicker sets to help develop writing skills and how to access use a variety of tools inside of Clicker to help create pieces of writing.

### Applied Behaviour Analysis

During the 2019-20 school year, there were two 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 2019-20 school year, the ABA Program Leads carried a combined caseload of 119 students with ASD. This included five students involved in the Connections for Students model.

The ABA team has provided the following support services during the 2019-20 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
- Classroom observations to inform individualized recommendations on the skills listed above
- 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 secondary school (attending System IPRC meetings, providing transition visits to students, observations in community settings such as Intensive Behaviour Intervention (IBI) or daycare)
- Attending Entry to School Case Conferences for students transitioning into the BHNCDSD with a diagnosis of ASD
- Participation in individual case conferences
- Participation in 19 Connections for Students meetings
- Collaboration with other school-based professionals (Social Workers, Child Youth Workers, Speech Language Pathologists, Orientation & Mobility, Deaf and Hard-of-Hearing) 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
- Liaison between school and community agencies
- Provided training to EAs on how to identify and teach appropriate social and functional skills

- Development of a collaborative model (with (Lansdowne Children’s Centre, Haldimand-Norfolk R.E.A.C.H. and the Grand Erie District School Board) that supports programming for the After School Skills Development Program (ASSDP); ASSDP is a new ministry initiative targeting the improvement of functional independence, social-communication skills, self-regulation, life planning and classroom success of students with ASD. Thirteen students were able to participate in this program, but not all were able to complete the program due to the interruption by the COVID-19 pandemic.
- Membership in the ABA Networking Group for the South West Region. School-based ABA professionals and representatives from the Ministry of Education met two times throughout the year to share best practices and discuss how best to support schools/students with the changes to the Ontario Autism Program (OAP) and implementation of the ASSDP.
- Completed Self-Reg Framework 101 through the MEHRIT Centre
- 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 bi-weekly TIPS sheet and Special Education resources
- Supported 22 staff in registering for the Sonderly training (formally the Geneva Centre)
- All ABA Leads completed the Sonderly Training for the Registered Behaviour Technician Course for Educator
- Two of the ABA Leads were certified in Picture Exchange Communication System (PECS) Level 2
- One of the ABA Leads was re-certified as a Non-Violent Crisis Intervention (NVCI) Instructor

## Blind and Low Vision

During the 2019-20 school year, individualized orientation and mobility programming was implemented for 38 students in 19 different schools. The primary role of the orientation and mobility educational assistant 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 educational assistant during the 2019-20 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
- Participation in the Assistive Technology Fair
- 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 CNIB
- Participation in individual case conferences
- Supporting students transitioning into Kindergarten and secondary 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 bi-weekly TIPS sheet and resources for Special Education

The role of the orientation and mobility educational assistant also facilitates collaboration between service providers and schools. As a result, four new referrals to the W. Ross Macdonald School were 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.

### 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. At the Secondary level, system classes exist at Assumption College School (four programs), Holy Trinity Catholic Secondary 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 enrolment in each of the Elementary and Secondary Special Education Programs for the 2019-2020 school year.

Elementary Transition Class	Total Enrolment	Secondary School	Personal Active Learning (PAL)	Community Living	Job Skills 1 & 2
Notre Dame	16	Assumption College	7	10	22
St. Joseph’s	9	Holy Trinity	8	12	16
		St. John’s College	NA	NA	13

## 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. The areas of focus for the 2019-2020 school year has been:

- Improving Student Achievement
- Building Staff Capacity through Collaboration and Professional Development
- Building Parent Confidence
- Creating Community Partnerships

### Improving Student Achievement

#### Providing High-Quality Programs to Ensure All Learners Reach Their Potential

Students come to our Special Education Programs with a diversity of 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 pathway.

At the three Secondary Schools, Alternative (non-credit) Courses are offered in all of 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 21<sup>st</sup> 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. We are confident that the *Secondary K Course Alternative Framework* will assist teachers in creating and implementing high quality programming that will improve student achievement.

#### Knowing Your Learners – Assessment for Learning

The Itinerant SERT supports student achievement by ensuring that programs are individualized, developmentally appropriate, and created from data using appropriate assessment methods and tools. All students in Special Education Programs are assessed using an appropriate assessment tool as a starting point in their learning, and to guide precise and personalized instruction. This practice is essential for the development of the Individual Education Plan (IEP) and the creation of tracking tools to measure student success.

In the Secondary Special Education Programs, many students' access alternative curriculum and may be assessed using one of the following alternative assessment tools:

- BHNCDSB - Alternative Course Framework – assessment skill checklists
- HELP – Hawaii Early Learning Profile
- FISH – Functional Independence Skills Handbook
- Brigrance - Comprehensive Inventory of Basic Skills
- AFLS – Assessment of Functional Living Skills

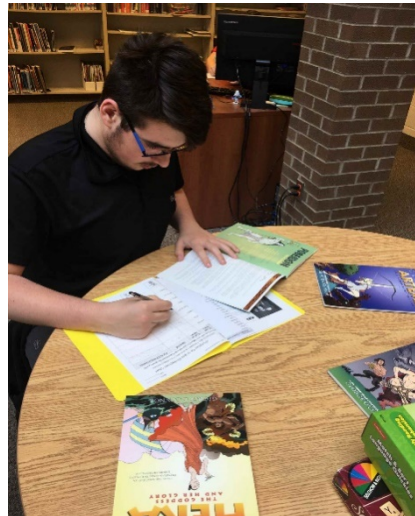
Assessment Type	Elementary	Secondary
Woodcock-Johnson IV Tests of Achievement	6	1
Alternative Assessment	8	24



## Experiential Learning Opportunities

This year, Elementary and Secondary Special Education Classroom Teachers were invited to write and submit ideas to receive funding through the Ministry of Education and BHNCSB for student experiential learning opportunities. In total, Teachers submitted 25 applications, with project ideas focusing on engaging students in hands-on, real world learning. While many of the projects focused on the experiential learning themes of community involvement, outdoor education, exploring pathways, and financial literacy, some ideas were captured through student voice. For example, students in an Alternative Culinary Course voiced their ideas of visiting a grocery store in the community to augment what they were learning in class. Students wanted the opportunity to navigate a grocery store and purchase food items from a list they created using a budget. While all 25 applications were approved for funding, many of the experiential learning opportunities unfortunately did not happen due to school closure.

Students from Assumption College School and St. John's College in the Language and Communication Development Alternative Course:



Students from Holy Trinity Catholic Secondary School in the Construction Alternative Course:





## Building Staff Capacity through Professional Development and Collaboration

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 2019-2020 school year, Elementary and Secondary Special Education

Classroom Teachers attended the following professional development opportunities:

- Alternative Curriculum and Assessment – BHNCD SB Alternative Course Framework
- Functional Math – Math manipulatives and a teacher resource was provided to improve functional math skills
- Experiential Learning – Collaboration and application writing

*Individual Training:* Elementary and Secondary Special Education Classroom Teachers were provided with individual training and support on topics including: alternative and modified curriculum, IEP writing, navigating PowerSchool Spec. Ed. (PSSE), and evaluating learning expectations for report writing on the Alternative Report Card or Provincial Report Card.



### Building Parent Confidence

The role of the Itinerant SERT is to help provide clear and consistent messaging to parents pertaining to the IEP, IPRC process, reporting of student progress, individualized programming, transition planning, and available community supports.

During the 2019-20 school year, parent confidence was enhanced by:

- Assisting families with making informed decisions before making an application to special classes by arranging classrooms tours and student visits
- Creating a pathways chart to help parents differentiate between the Special Education Programs offered at Secondary School and their graduation outcomes
- Supporting the home school by assisting with IPRC paperwork. A minimum of two visits were made at each school to ensure that Principals, SERTs, and Classroom Teachers were confident with the IPRC process
- Representative at each System Special Education Class Initial IPRC Intake and IPRC Review

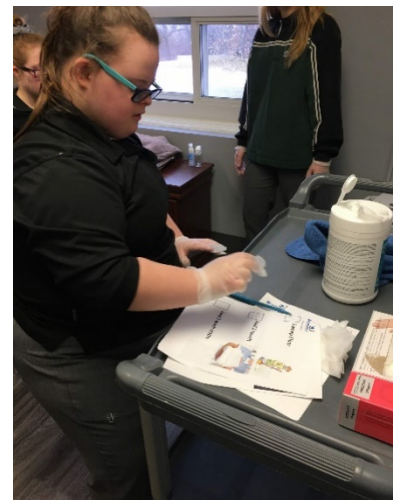
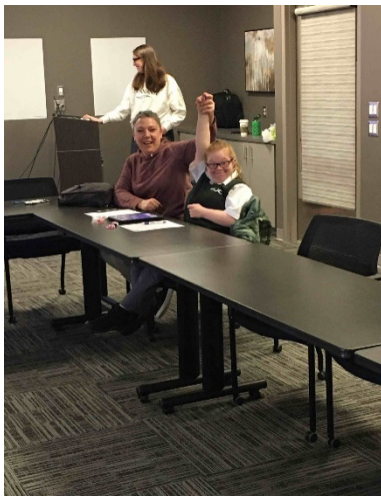
- Providing parents with documentation regarding community programs and services, financial services, and transition planning
- Creating a 'virtual tour' video so families can meet Special Education Classroom Teachers and learn more about the Special Education Program during school closure

## Community Partnerships

The role of the Itinerant SERT is to connect teachers, students, and families to services and programs offered in the community.

We are pleased that our community partnership with Brantwood Community Services continued during the 2019-20 school year. Students from the Job Skills Program at St. John's College and the Community Living Program at Assumption College School participated in a four week learning series aimed at developing responsible digital citizenship skills, community awareness skills, money and budgeting skills, and employability skills. Funding from the Experiential Learning applications assisted with this learning opportunity for our students.

Experiential Learning in the Community – Preparing Students for Their Pathways:



## Gifted Education

### Gifted Supplementary Modules

Gifted Supplementary Modules were offered 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. The modules were created to enhance classroom curriculum and give gifted learners opportunities to work together. Students from Grades 4 to 8 were brought together to experience extended learning on a variety of topics. Seventy-four students participated in the 2019-20 Supplementary Gifted Modules.

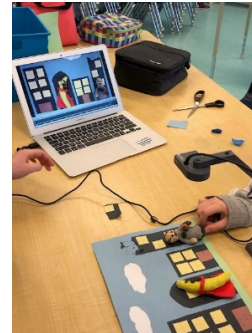
Participation in the modules promoted the following skills: higher-level critical thinking, problem solving, collaboration, communication, leadership, and creativity. It was evident that these students enjoyed the many learning opportunities and used their talents in meaningful and engaging ways.

Planned modules included:

Grade	Participants	Total Sessions	Supplementary Gifted Modules 2019-20 <i>*module was canceled</i>
4	5 students	5	Young Authors ~ The Writing Process; Publishing a Personal Book (4 Sessions)
			Academic Challenges ~ Group Work; University of Windsor Math Contest *
5	21 students	5	Circle Square Ranch ~ Leadership; Team Building
			Scientists in Schools & Toyota Tour ~ Robotics; Engineering
			Science Matters ~ Structures
			Science Matters ~ DNA Extraction *
			Academic Challenges ~ Group Work; University of Windsor Math Contest *
6	9 students	6	Circle Square Ranch ~ Leadership; Team Building
			Arts ~ Holy Trinity Secondary School; Pottery Making
			Science Matters ~ Circuits
			Scientists in Schools & Toyota Tour ~ Robotics; Engineering
			Director's Cut ~ Stop Motion Animation
			Ontario Science Centre ~ NASA Simulation *
7	16 students	6	Float Your Boat ~ Planning Workshop
			Float Your Boat ~ Construction; Testing Workshop
			Float Your Boat ~ Skills Ontario Cardboard Boat Race Competition *
			Camp Brébeuf ~ Leadership; Team Building
			University of Waterloo ~ Engineering; Technology Workshops *
			A Step Back in Time ~ Fort George Excursion *



8	23 students	6	Float Your Boat ~ Planning Workshop
			Missions Hamilton ~ Social Justice; Community Support
			Float Your Boat ~ Construction; Testing Workshop
			Float Your Boat ~ Skills Ontario Cardboard Boat Race Competition *
			D2L & Skilled Trades ~ Technology; Skilled Trades
			Brock University ~ Leadership; Team Building; Science Workshops *



## Speech and Language

The Speech-Language Pathologist Team has provided the following support services to students and staff of the Board during the 2019-20 school year:

Assessments with follow-up consultative support (83 students total: 36 speech and language or language only, 47 speech only) and consultations (115 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, speech sound production difficulties, voice and resonance concerns and stuttering difficulties.

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

- Individualized home and/or class programming suggestions including direct demonstration.
- Collaboration with school staff including Principals, Vice Principals, SERTs, Teachers, and EAs
- Initiation of referrals to outside agencies, as appropriate (LHIN, 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 generating a resource for parents and students document during school closure
- Creation of 'The Chat Line,' a bi-weekly newsletter supporting Oral Language in schools and at home during school closure
- Support in creating TIPS newsletter, a multidisciplinary newsletter for families during school closure

## Professional Development

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### Community of Practice Meetings

The 2019-20 academic school year offered Special Education Resource Teachers (SERTs) and Secondary Special Education Department Heads professional development through four face-to-face and four on-line Community of Practice (COP) meetings to enhance teacher practice and further support student achievement.



*SERTs participate in professional learning at COP meetings during the 2019-20 school year.*

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

PowerSchool and PowerSchool SpecEd – updates and review of Ministry and Board standards

- After School Skills Development Program – new Ministry initiative for students with Autism
- Individual Education Plan (IEP) – development, writing and reporting
- Identification Placement Review Committee (IPRC) – process and required paperwork
- Lexia Pilot Project – new updated version of Core5 Reading program
- D2L/Brightspace for Distance Learning – training and implementation
- Process for Virtual IPRC Meetings during School Closure - Two Steps
- Step One: IPRCs Proposing NO Changes to Identification or Placement
- Step Two: Requested IPRCs, and IPRCs with Changes to Identification or Placement
- School Based Rehabilitation Services – referral process for occupational, physio, and speech/language services
- Nelson psychological assessment reports – report shares and next steps
- Mental Health supports – Pathways to Care
- Student Support Services – referral process
- Gifted Program – supplementary modules for Grades 4 to 8
- Secondary Special Programs and Elementary Transition Classrooms
- Sacramental Retreats – Reconciliation, First Eucharist, Confirmation
- Self-Regulation – strategies and tips
- FASD school-level supports – Brant and Haldimand Norfolk FASD Coordinators
- Coordinated Services Planning (Contact Brant)

- Student Achievement Team – resources to support literacy programming and intervention
- Student Equipment Amount (SEA) claims – new guidelines
- Specialized Transportation Database – new web-based system
- Best Practices in Supporting Students (in school and virtually) – sharing opportunity – “What is working in your practice to support students?”

District priorities were shared with SERTs and included:

- Board Spiritual Theme – ENCOUNTER – placing our focus on encountering students and families with great respect, patience and love
- 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.
- Executive Functioning Disorder - professional development opportunities were offered, and SERTs were encouraged to share information with their school teams through Executive Functioning posters that were distributed in September 2019
- Canadian Cognitive Abilities Test (CCAT) – SERTs to share data and results with school teams to support student achievement
- Supporting Minds – Ministry document to be accessed and shared with school teams as an excellent resource to support student mental health
- Non-Violent Crisis Intervention (NVCi) – continued training throughout district; refresher training (Flex seats) were purchased for those already trained in NVCi Enhanced
- Self-Regulation – continued focus on building capacity in schools to help all students develop self-regulation skills, continued support of Zones of Regulation program throughout the district

## 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. In the 2019-20 school year, professional development was provided to two new SERTs using a 1:1 mentorship model. These new SERTs received training from their assigned System SERT at strategic times throughout the school year. The following topics were covered through face-to-face 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
- Learning Upgrade
- developing SERT and EA schedules
- Self-Regulation
- PowerSchool and PowerSchool SpecEd
- ASD and Applied Behaviour Analysis

- Transition Classrooms and Secondary Special Education Programs
- Woodcock-Johnson IV Tests of Achievement 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)

## 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:

- Putting the ‘Fun’ in Functional ABA Skills - Focused on functional life and communicative skills that promote independence for our students in the classroom and beyond.
- Where’s the ‘I’ in IEP? – Focused on an overview of what an IEP is, how it is developed, how IEP goals can be implemented and what strategies and accommodations can be utilized to support the variety of needs. The importance of measuring outcomes through tracking and brainstorming around specific case studies was also discussed.
- Making Literacy Slicker with ‘Clicker’ – Focused on Clicker 6 as a literacy development and special education tool for students in grades K-12 and an overview of how to use this program.
- Let’s Get Social! Focused on how to teach social skills and support the social development of students.
- Nonviolent Crisis Intervention (new Enhanced) - The Nonviolent Crisis Intervention training 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. Participants were shown a range of preventive strategies, de-escalation skills and communication skills as well as physical intervention, including disengagement and holding skills, to be implemented as a last resort, when a person is engaging in at-risk behaviour.
- Nonviolent Crisis Intervention (NVCI) Online Refresher 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.
- First Aid – Provided basic CPR, First Aid and Defibrillator certification for the workplace. This training provided knowledge and confidence to effectively manage an emergency situation.
- Occupational Health & Safety Presentation - focus on reviewing a variety of Health & Safety Awareness topics mandated through the Occupational Health & Safety Act.

## 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. Items range from professional reading to children's books, toys and games, to sensory and cause-and-effect materials. There are currently more than 400 items available. New materials 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 in February 2020, at Haldimand Norfolk REACH in Townsend, where six 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 nine 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 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 allowed for the opportunity for parents 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 May of 2020, 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 nine meetings held for the Brant area schools, two for Haldimand, and six 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 Retreats

As part of the 'Supporting our Faith Journey' program created by the Special Education Services, three retreats were offered. The retreats were geared toward students with an intellectual disability, students with autism (who could make transitions easily), and/or students who could benefit from a simplified supplementary 'hands on' program. Students spent an exciting and engaging day participating in a variety of faith-centered activities. This day was designed to help exceptional students increase their understanding as they prepared to receive the sacraments of Reconciliation and First Communion. Due to a very small number of requests for Confirmation this year, 'hands on' activities, including a parent guide with instructions to support the understanding of the sacrament, were provided to the students rather than running the full day retreat.

Each retreat provided an opportunity for students to:

- Read and discuss the Scripture Reading related specifically to the sacrament
- Learn about the sequence of events when receiving the sacrament
- Tour the church and highlight key symbols in the church
- Rehearse the steps involved in receiving the sacrament using visual representation and assistance from the priest
- Highlight specific vocabulary relevant to the sacrament through vocabulary BINGO, concentration, fishing for important vocabulary, etc.

- Engage in a modified 'hands on' learning opportunity, incorporating drama (making and using character puppets) to help students gain a better understanding of the sacrament
- Take home a variety of 'hands on' activities, including a parent guide with instructions to further promote practice and repetition

The retreats were well received and enjoyed by all. The students gained a better understanding of the sacrament, increased their confidence to receive the sacrament, and experienced the opportunity to make new friends. The students were eager to share the day's events and activities with both their peers and their families.



## Champion of Inclusion Award - Coaching to Inclusion Conference 2019

### Philosophy of the Award

The Champion of Inclusion Award was developed in 1999 to recognize, celebrate and highlight educators who live, breathe and implement Inclusive Education. Their behaviour and the choices they make always reflect a positive attitude about the worth, value and ability of all students and they celebrate all students learning together with their peers.

## Champion of Inclusion Award Recipient 2019 – Debbie Dignan



Here is a small portion of Debbie’s written tribute:

“Debbie Dignan is a truly gifted and outstanding educator. Regardless of the many and varied portfolios she has held over the years, she has fully and passionately embraced each of them. The knowledge and experience she gained from these roles have benefitted the staff and students of the BHNCD SB. Debbie has excelled at building teacher capacity and promoting inclusionary practices. She has unselfishly made it her mission to promote inclusionary practices across our system. Congratulations Debbie on your many contributions!”

## Interventions

### LEXIA – Pilot Project

Lexia Core5<sup>®</sup> Reading and PowerUp<sup>®</sup> 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 that many of our students experience in 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 four 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.

## Criteria

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

Students in grades 3-6, 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 two levels below his/her current grade

In addition, school SERTs 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 - 2019-2020

Once a student was determined to meet the above criteria, these steps were followed:

### **Step 1**

School SERTs shared student profiles with their System SERT to confirm that a student was a suitable candidate. Student profiles must have 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.

### **Step 2**

System SERTs, in consultation with Student Achievement Lead - Special Education, reviewed student candidates’ data and made a preliminary determination about which students best met the criteria and could possibly be given a Lexia license.

### **Step 3**

In consideration of the criteria, school SERTs once again reviewed their student candidates with their school teams to confirm these students were the best candidates.

### **Step 4**

School SERTs were informed of the student candidates who would be assigned a Lexia license by the Lexia District Administrator and were required to provide diagnostic reading assessment data for each of these students for the purpose of tracking student progress.

### As of March 13, 2020...

- 140 elementary students were accessing a Lexia license
- 29 elementary schools had students on Lexia
- 40 of the 70 additional licenses were assigned to Grade 3 students
- One half-day refresher training session was delivered to SERTs by a Greenfield Learning representative (October 29, 2019)

### Delivery Model

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

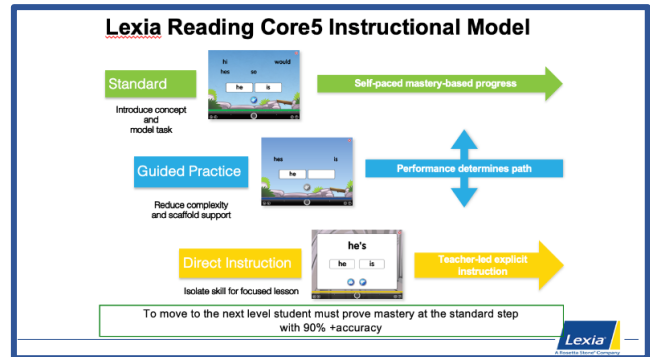
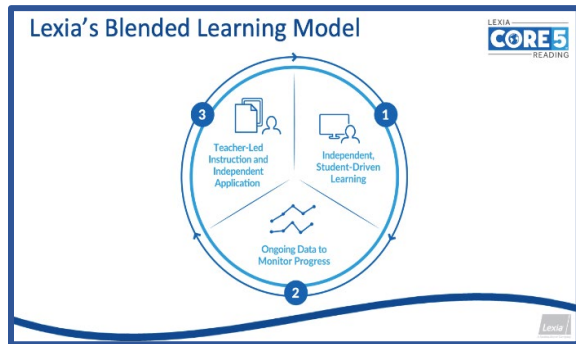
- scheduling daily student access, in collaboration with classroom teachers
- monitoring student usage and progress on a weekly basis through Lexia reports
- delivering intervention Lexia lessons to students who were identified as “struggling” in the achievement of specific literacy skills
- delivering 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

Both school SERTs 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.

In addition, student progress would be measured by comparing a student’s October 2019 diagnostic reading assessment level with the level attained in June 2020. Reading assessment data was collected in October 2019, but due to school closure, June 2020 data could not be collected. Therefore, the comparative study of a student’s assessed reading level was not completed for the 2019-2020 school year.



## Learning Upgrade Project 2019-20

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 demonstrating early signs of mathematics and literacy challenges.

### The Plan

Each elementary school had the opportunity to apply for Learning Upgrade licenses for any student in Grade 2 and above. The school team decided, based on their school needs, which students were the best candidates for the program and which Learning Upgrade course best met the student's needs. The school Special Education Resource Teacher (SERT) was responsible for implementing the program with their designated students. Each school SERT was expected to have 60 minutes (not consecutive) of their five-day schedule dedicated to Learning Upgrade/Learning for All. From March 23 until the end of the school year Learning Upgrade was continued at home during the Learn at Home period.

### Selection Process

The school team decided which course best met the student's needs and chose **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 K – 4 (each grade level is its own course)
- Comprehension Upgrade



## Delivery Model

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

## Tracking Student Progress

School SERTs 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

- 80 students participated in the program.
- 73 elementary participants and 7 secondary school participants.
- 17 elementary schools participated; 11 schools chose not to participate.
- Both elementary transition classes have a teacher whiteboard license with all the courses on their license.
- All three secondary 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 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Secondary School
1	12	25	9	12	9	4	1	7

### Gender

Male	Female
49	31

### Courses

Students in Language Based Courses		Students in Math Based Courses	
58		22	
Females in Language	Males in Language	Females in Math	Males in Math
19	39	15	7

Reading	Comprehension	English K	English 1	English 2	English 3	English 4	Math K	Math 1	Math 2	Math 3	Math 4	Math 5
31	7	2	9	7	1	1	2	2	6	6	4	2

## Secondary 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 lesson, small group lesson, and as a center in their learning carousel.

## Professional Development

In October 2019, a Greenfield Learning representative provided refresher training for all school SERTs and special education system staff. Two implementation meetings were held with Greenfield Learning personnel and the District Administrator in November 2019 and May 2020, to provide a deeper analysis of Lexia reports, and to offer assistance where needed.

## Initiatives

### PowerSchool SpecEd

Beginning in December 2018, the Special Education department started using a new software program to produce forms and reports. Throughout the 2019-20 school year, the use of PowerSchool Special Education (PSSE) has slowly expanded as staff have become more comfortable with its use. All IEP and IPRC paperwork is produced using PSSE, and this school year saw the introduction of new templates for recording Achievement Results and Special Education Meeting Minutes.

One of the most exciting features of PSSE is that portions of it are available to different staff members, depending on security rights as assigned to their particular group. Whereas copies of a student's IEP formerly had to be given to principals and teachers by the school SERT, now the document can be accessed directly by those groups. Principals and teachers have been provided with instructions on how to access their own IEPs, and as the year has progressed the number of staff members who are taking the initiative to seek out the documents on their own has increased. Many staff members have indicated that they feel empowered by this ability and appreciate the flexibility the program offers by letting them access information both at school and at home.

Due to distance learning this year, SERTs learned how to conduct IPRC meetings online, through Microsoft Teams. As a part of their training, SERTs were taught how to securely share the IPRC Statement of Decision on their screen, so that parents and the school team could follow along as decisions were made. As part of the meeting, the SERT could record IPRC decisions directly on the IPRC Statement of Decision, allowing for the process to be as close as possible to the in-person meetings that we are accustomed to.

In addition to IEP and IPRC paperwork, it became apparent that the technology used to manage, and track SEA equipment and cases was quickly becoming obsolete. The Student Achievement Consultant: ELearning and the Information Technology SERT are developing templates and management protocols for use inside the PSSE environment. This will enable more Special Education student documents to be housed electronically in one area as opposed to many programs curating the documents. It will also



allow us to take advantage of embedded communication systems, making the movement of documents more efficient.

The 2019-20 school year has been an exciting year of skill-building and growth with PSSE. We look forward to further expanding its use over the next year, in the areas of consent forms, safety plans, student support plan and SEA documentation.

### 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. In response to this mandate, a collaborative model between the BHNCD SB along with Lansdowne Children's Centre, Haldimand-Norfolk R.E.A.C.H. and the Grand Erie District School Board was launched in January 2020. Thirteen students across three counties were able to participate in this program, but not all were able to complete the program due to the interruption by the COVID-19 pandemic. Additional ASSDP sessions were scheduled for the remainder of the school year but were postponed due to school closure.

### Leveraging Digital Technology – Proof of Concept

Leveraging Digital Technology – Proof of Concept (POC) was designed to support Educational Assistants in their role of assisting teachers in observing, collecting and sharing with the teacher specific students' academic, motor and social development. The Samsung Galaxy Tab A device was purchased for each Educational Assistant involved in the POC. For the 2019-20 school year, the following schools participated: Notre Dame B, Resurrection, St. Peter, Jean Vanier and Christ the King. Educational Assistants supporting students in Grades 1 to 8, were provided and trained on how to capture information using the device.

The goal was that the Educational Assistant would:

- Use the device and the associated apps to collect evidence of learning which reflects Individual Education Plan (IEP) expectations;
- Increase collaboration with the teacher to deepen their understanding of the IEP and the related expectations; and
- Collect specific evidence so that the teacher can inform next steps and make revisions to the IEP as required.

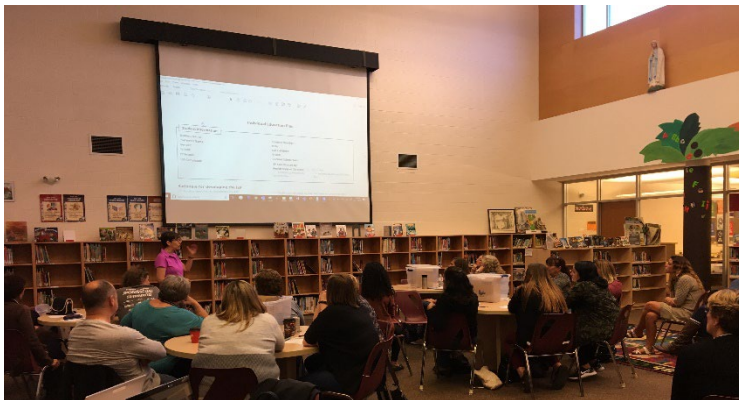
Success was to be measured in part through the completion of the before & after surveys completed by staff involved in the POC describing their learning and usage of the device. Due to school closure in March, only the before use survey was completed.

### Professional Development

To ensure clear communication of its purpose and how it aligned with student achievement, a September staff meeting led by Superintendent Michelle Shypula was held at each of the five schools involved with the pilot. All teachers and Educational Assistants were introduced to the Proof of Concept to ensure a consistent understanding of the goals of the project. This was followed by dedicated time on the October 11 Professional Development day where all Educational Assistants and school SERTs from the five POC schools received a half day of professional learning on leveraging digital to enhance student learning. Professional learning included basic care and use of the device, understanding of the policies

around acceptable and appropriate use, becoming comfortable using D2L and the related workflow to capture and share with the teacher appropriate evidence of learning.

Professional learning was also provided to principals, classroom teachers and school SERTs at the participating POC schools in dedicated 100-minute blocks of instructional time. Additionally, POC school principals met bi-monthly with Educational Assistants, classroom teachers and SERTS involved at their school for 30 minutes to review the richness of the evidence collected and whether or not there were any additional supports or refinements needed.



## Welcome Superintendent, Kevin Greco!

The BHNCDSB has had the good fortune of acquiring Kevin Greco as Superintendent of Education with Special Education responsibilities. He joined the team in February 2020, following the retirement of Michelle Shypula. In his short time with the Board, he has demonstrated incredible leadership required for this portfolio. Kevin's wealth of knowledge and experience have helped us to continue to move forward towards our vision of inclusionary practices and in meeting the needs of all. We look forward to continued collaboration with him in the future.

Welcome Kevin!



## Congratulations and Thank You Superintendent, Michelle Shypula!



The Special Education Department would like to thank Michelle Shypula for her leadership, dedication and support over the past three years as the Superintendent overseeing Special Education. Your laughter & spirit will be greatly missed.

Good Health, Good Memories & Happy Retirement Michelle!

## REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: September 15, 2020  
Submitted by: Mike McDonald, Director of Education & Secretary

## SUMMER LEARNING: SPECIAL EDUCATION AND MENTAL HEALTH

Public Session

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### **BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) remains committed to protecting the health, safety and wellbeing of all students and staff. As a result of the COVID-19 Pandemic, Ontario school Boards and schools were closed under a provincial emergency order on March 13, 2020. All programming was offered to students through emergency remote learning until the end of the 2019-2020 school year.

Subsequently, the Ministry of Education provided school Boards additional funding through the Priorities and Partnership Fund (PPF), to provide supports to students with special education needs and mental health concerns over the summer. This funding allowed schools boards to offer staff voluntary summer employment to support students in the summer months and assist in successful transition back to school in September 2020.

### **DEVELOPMENTS:**

On June 24<sup>th</sup>, 2020 the Board confirmed receipt of the *Summer Learning Transfer Payment Agreement (TPA): Special Education and Mental Health*. The TPA expired on the Sept 4, 2020.

- Summer Mental Health Professionals \$78,126
- Summer Staffing Supports: Special Education \$57,515
- Summer Transition Programs: Special Education and Mental Health \$76,089

This funding was allocated for:

- Regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations;
- Staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants, and;
- In-person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-21 school year.

The following is a summary of supports offered by the Board throughout July and August 2020:

#### **1. Closing Gaps and Mitigating Learning Loss**

- Scheduled appointments for Psychoeducational, Cognitive and Speech and Language assessments;
- Scheduled appointments for English Language Proficiency Assessments;
- Drawing on assessment results for program planning and transition.

#### **2. Transition Programs**

- Providing individualized and precise transition sessions for students with significant special education needs and mental health concerns;

- Creation of visuals, videos and other materials for class/school and specific individuals;
- Assist students, families and staff in understanding what classrooms will look like; what new routines may exist and new expectations for the learning environment;
- ABA Leads provide staff training on appropriate strategies for transition;
- Mental Health Regulated Professionals and special education staff in place to support students in existing programs (Camp Blast, Focus On Youth, Summer School, Reach Ahead, Ready-Set-Go).

### **3. Ongoing Mental Health Support**

- Mental Health Regulated Professionals in place to support possible new “cases” that arise over the summer and monitoring existing case load of students;
- Social Worker and Child and Youth Worker “check-ins” with students on current caseloads;
- One-to-one and family virtual meetings with higher risk students and families;
- Provide Circle of Support/Pathways to Care in partnership with key personnel in our community agencies;
- New service phone line. Social Workers to monitor every day and respond within 24 hours (not a crisis line);
- Resources continue to be updated on the Board Website for families;
- Ongoing training and certification of Social Workers and Child and Youth Workers in the areas of Self Regulation, Virtual Care and Trauma Informed Practices.

The ongoing support and precise and personalized transition sessions provided to families were very well received and the Board received overwhelming positive feedback. 501 families were offered sessions to assist in safe and successful transition back to the learning environment. A total of 82 staff volunteered to work the Summer Transition Support Programs.

#### **RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the Summer Learning: Special Education and Mental Health Report.



# REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Kevin Greco, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: September 15, 2020  
Submitted by: Mike McDonald, Director of Education & Secretary

## BILL 197, COVID-19 ECONOMIC RECOVERY ACT, 2020

Public Session

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### **BACKGROUND:**

In July 2020, the Ministry of Education announced *Ontario's Action Plan to Address Systemic Racism in Schools*. Subsequently on July 21, 2020, the *COVID-19 Economic Recovery Act, 2020* received Royal Assent. As a result, the Ministry has made regulatory and other changes that will impact schools in a number of ways.

### **Suspensions**

Elimination of discretionary suspensions for students from Junior Kindergarten up to Grade 3, beginning September 2020. Serious offences will still be subject to mandatory suspensions.

### **Streaming**

As of September 2021, the government will begin the process of ending Grade 9 streaming into applied and academic courses. Currently, students enrolled in applied-level courses have multiple negative outcomes and limited opportunities for post-secondary advancement.

### **Discrimination-Free Classroom**

Evidence suggests that when schools have staff that reflect the social identities of their students, there are immediate and long-term positive impacts on student achievement. The Ministry of Education is exploring increased opportunities for boards to hire educators that reflect their classrooms.

### **Demographic Data**

The collection of this student and staff identity data will be implemented immediately. Boards will have until the beginning of the 2023 calendar year to ensure that they are aligned with province-wide data collection efforts.

### **DEVELOPMENTS:**

#### **Suspensions in Junior Kindergarten to Grade 3**

The introduction of *O. Reg 440/20 SUSPENSION OF ELEMENTARY SCHOOL PUPILS* removes the principal's discretion to suspend pupils in the primary division for activities listed in subsection 306(1) of the Education Act. More serious acts that constitute mandatory suspension and consideration for expulsion listed in subsection 310(1) will continue to require mandatory suspension.

#### **Mandatory Investigation Before Mandatory Suspension**

Principals are now required to conduct an investigation respecting the allegations, before imposing a mandatory suspension on a primary student under subsection 310(1). Boards will continue to include in their process of identifying the need to investigate, whether the allegations against the student were motivated by bias, prejudice or discrimination.

## **Suspensions for Bullying**

Prior to the introduction of O. Reg 440/20, Principals had the authority to suspend primary students under 306(1) (discretionary) or under 310(1) (7.1) (mandatory). Principals can now only suspend a student under 310(1) (7.1). To suspend a student for bullying under 310, the requirement was that “the pupil has previously been suspended for engaging in bullying”. This requirement no longer applies to students in the primary division because of this new regulation. The remaining requirement, that “the pupil’s continuing presence in the school creates an unacceptable risk to the safety of another person” remains in effect for a suspension under subsection 310.

## **Safe and Accepting Schools Allocation (SASA)**

School boards are asked to utilize a portion of the SASA to support the elimination of discretionary suspensions for students in Junior Kindergarten to Grade 3 and must report on the amount of funding used for this purpose. Funds can be used for:

- **Professional Staff Support** – Support for non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors.
- **Prevention and Program Support** - In addition to supporting programs for expelled students and students serving long-term suspensions, this funding can be used to support prevention and intervention activities, which may include programming for students who have engaged in inappropriate behaviour or who are at risk of suspension or expulsion.

## **GSN Funding for Mental Health**

- School boards are expected to use at least 10% of their funds to support the mental health needs of students in Kindergarten to Grade 3 who are at risk of being suspended.

## **Preliminary Considerations to Guide Spending**

- Designing a whole-school Human Rights approach to education that emphasizes the importance of a positive school climate.
- Fostering connection and a sense of belonging at school.
- Prevention and interventions models.
- Incorporating the voice of parents/guardians/caregivers in supporting positive student behaviour and alternatives to suspensions.
- Advancement of the use Trauma-informed practices.
- Self Regulation and behaviour management strategies incorporated into teaching strategies.
- Social-emotional instruction and learning.

### **RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the COVID-19 Economic Recovery Act, 2020.

# REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Mike McDonald, Director of Education and Secretary  
Presented to: Committee of the Whole  
Submitted on: September 15, 2020  
Submitted by: Mike McDonald, Director of Education & Secretary

## BHNCDSB RE-OPENING PLAN UPDATE

Public Session

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### **BACKGROUND:**

On September 3, 2020, a report was brought to the Board providing updates with regards to the Board's plan relating to many aspects of the re-opening process. Since that report was presented the following developments have occurred.

### **DEVELOPMENTS:**

#### **School Organization**

Secondary and elementary schools began the staggered entry process which will culminate on Wednesday September 16 where all students of the Board, who chose to return to school in the face to face model, will attend on the same day. Reports from school staff and parents were very favourable in that the smaller numbers allowed for students to better understand the new routines and gave staff the opportunity to modify and revise plans in a controlled environment.

Although the numbers continue to be in flux, we currently have approximately 980 students enrolled at our Elementary Virtual School and 530 at our Secondary Virtual School. We have acted very quickly in creating posting and organizing interview teams in an effort to staff these positions and, although we are hopeful, we expect some challenges in having all of our virtual school positions filled prior to our start. With the shortage of French teachers have not been able to offer French Immersion virtually and have had to limit the delivery of Core French.

#### **PD Days**

The BHNCDSB delivered a comprehensive integrated three days of professional development prior to school start up. Parts of these days were streamed centrally, and others were facilitated at the school level. Topics included: Faith, Health and Safety, Mental Health and Wellness, Anti-Discrimination/Anti-Racism and Anti-Bullying, as well as School Improvement Planning including two options for self-directed learning prepared by our Student Achievement Team, and Student Support Services and Special Education. Once again, feedback for the depth and breadth of the training delivered has been very favourable.

#### **Health and Safety**

The Board has developed an Outbreak Protocol in the event of positive case(s) occur within our school community. The following includes steps that are followed by public health and school boards in the event of a positive COVID-19 test result or a close contact case.

1. A school identifies a student or staff member who is symptomatic. Isolate the person or release the individual and notify your Family of Schools superintendent immediately.
2. Student or staff member seeks COVID-19 test (This could happen after isolation, if symptomatic or feeling unwell, or if directed by public health).
3. The student or staff member tests positive for COVID-19.



4. Public Health notifies the community member of the positive test.
5. Public Health executes contact tracing and identifies close contacts. This process may include data requests (directly to BHNCDSD Data Services or the school principal
6. Public Health contacts and directs close contacts to self isolate, be tested, etc.
7. Public Health notifies the school board and school administrator of the positive test.
8. Public Health issues a media release (if required).
9. School Board/school notifies staff, school community and send out wider news release (if required) indicating that there was a positive test (if first positive result at a site) result/outbreak.

\*We will only be issuing a media release in two situations:

1. First case at a site.
  2. Outbreak declared.
10. School Board updates COVID-19 site case statistics on the Board webpage.
  11. Applicable health unit posts school outbreak to website, the following day after the outbreak is announced. Applicable health unit updates stats until outbreak is declared over.
  12. School Board responds to media requests regarding outbreak. Can point media to Health Unit site for daily statistic updates, if necessary.

This process has been communicated to schools, staff and community.

### **Special Education and Mental Health**

Special education and Mental Health supports have been in place over the summer and many will continue into the school year and will be in place for students who are accessing distance learning. These include: coordinating EA and SERT support and SEA equipment for students with an IEP who have opted for distance learning. As well, Social Workers and Child and Youth Workers continue regular virtual check-ins with all students on current caseloads and aligning support for students who choose distance learning through the Virtual School(s).

#### **RECOMMENDATION:**

THAT the Brant Haldimand Norfolk Catholic District School Board receives the BHNCDSD Re-opening Plan Update Report.

**2020-21**  
**Trustee Meetings and Events**

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>
September 22, 2020	9:00 am	OCSTA Fall Regional Session (Virtual)
<b>September 22, 2020</b>	4:30 pm <b>7:00 pm</b>	New Employee Commissioning Mass <b>Board Meeting</b>
September 28, 2020	5:00 pm	Audit Committee
October 1, 2020	9:00 am	Diocesan Mass (Virtual)
October 14, 2020	5:00 pm	Executive Council Meeting
<b>October 20, 2020</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>October 27, 2020</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
November 3, 2020	8:30 am	STSBHN Meeting
November 11, 2020	5:00 pm	Executive Council
November 16, 2020	5:00 pm	Audit Committee
<b>November 17, 2020</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>November 24, 2020</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
<b>December 1, 2020</b>	6:30 pm <b>7:00 pm</b>	Annual Meeting Mass <b>Annual Board Meeting</b>
December 2, 2020	5:00 pm	Executive Council Meeting
<b>December 8, 2020</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
<i>December 21, 2020 - January 1, 2021</i>		<i>CHRISTMAS BREAK</i>
January 13, 2021	5:00 pm	Executive Council Meeting
<b>January 19, 2021</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>January 26, 2021</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
February 10, 2021	3:00 pm	Executive Council Meeting
<b>February 16, 2021</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>February 23, 2021</b>	2:00 pm <b>7:00 pm</b>	STSBHN Meeting <b>Board Meeting</b>
March 10, 2021	5:00 pm	Executive Council Meeting
<i>March 15-19, 2021</i>		<i>MARCH BREAK</i>
<b>March 23, 2021</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>March 30, 2021</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
April 14, 2021	5:00 pm	Executive Council Meeting
<b>April 20, 2021</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>April 27, 2021</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
April 29 - 30, 2021	TBD	OCSTA AGM
<i>May 2 - May 7, 2021</i>		<i>Catholic Education Week</i>
May 12, 2021	3:00 pm	Executive Council Meeting
<b>May 18, 2021</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
<b>May 25, 2021</b>	9:00 am <b>7:00 pm</b>	STSBHN Meeting <b>Board Meeting</b>
June 3 - 5, 2021	TBD	CCSTA AGM
June 9, 2021	5:00 pm	Executive Council Meeting
<b>June 15, 2021</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>
June 21, 2021	5:00 pm	Audit Committee
<b>June 22, 2021</b>	<b>7:00 pm</b>	<b>Board Meeting</b>
TBD	TBD	Assumption College Graduation
TBD	TBD	Holy Trinity Graduation
TBD	TBD	St. John's College Graduation

Meetings scheduled at the Call of the Committee Chair: Accommodations Committee, Audit Committee, Budget Committee, Catholic Education Advisory Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Policy Committee