



Special Education Services Department
Brant Haldimand Norfolk Catholic District School Board

Annual Report
2012

Prepared by Bill Chopp, Superintendent of Education

Cliff Casey
Chairperson, Board of Trustees

Cathy Horgan
Director of Education

Excellence In Learning...Living In Christ

Mission

As a Catholic Learning Community we provide faith formation and academic excellence which enables our students to live a life of love and service in Christ.

Core Values of the Special Education Services Department

As a Catholic Learning Community we believe:

Our actions are guided by the tenets of the Catholic faith

In excellence through a commitment to continuous student improvement

Students can achieve success given sufficient time and support

A safe and nurturing environment is essential to learning

In building a positive relationship and partnership in our school communities

Each of us is responsible for the stewardship of resources

Catholicity

The special education services department wants to contribute to the strength of our Catholic faith in our schools.

Student Achievement

The special education services department assists all staff and students to be the best they can be.

Communication

The special education services department wants to share our Catholic education stories, activities and success with our internal and external communities.

Introduction

The regular review of the special education services department is an integral component of effective management. The goals of the review process are:

To ensure services and staffing are aligned to student needs

To manage the special education services department in a cost effective manner

To evaluate the special education services department in an unbiased manner

To make recommendations on special education programs and services to SEAC (Special Education Advisory Committee), senior administrations and the Board of Trustees.

Continued Support of Exceptional Students

The goal of the special education services department is to help each student achieve to the best of their ability and be as independent as possible as they do so. The support provided by the BHNCDSD special education services department has been recognized locally and provincially for “Effective Practices” in supporting exceptional students.

As the Board’s overall enrolment decreases, the population of exceptional students is growing. This occurs for a number of reasons, first and foremost many parents want to send their children to our school board which provides for positive and supportive spiritual, physical, socio-emotional and academic growth of exceptional students.

Spiritual Programs for Exceptional Students

In order to provide the opportunity for all students in our board to participate in the Sacraments of the Church with their peers, the special education services department provided retreats for exceptional students preparing for Reconciliation, Last Communion and Confirmation. These retreats were planned by system special education personnel with support from system staff, parish priests and school staff. This “Effective Practice” has been recognized by locally and provincially by Catholic leaders. In October 2012, system staff will be presenting these preparations for exceptional students at a provincial conference “When Faith Meets Pedagogy”. This Sacramental preparation in our school district will continue in 2012-13.

Special Education Budget

The Ontario government allocation to the BHNCDSD special education costs for 2012-13 school year includes special education funding, ELKP(Early Learning Kindergarten Program) funding, GSN funding and SEA (Special Equipment Allocation) funding. To address student needs, the BHNCDSD has budgeted to spend \$13,775,782 on special education this year. The funding allocated to the board did not match the projected expenditures. The result was a reduction in special education staff and reductions in other areas of the board budget.

After a thorough review of the board's anticipated needs in the area of special education, the Board of Trustees initiated a targeted approach to providing support at the school level to meet these needs.

The Board's process of funding special education services is in line with the recommendations of the Drummond Report, which called for boards to ensure the better use of data analysis to identify students needs and align resources appropriately.

School Special Education Resource Staff: The elementary staffing compliment has been maintained at 29.1 FTE.

The following changes are due to budget restraints:

Principal of Program: Will be maintained for the school year 2012-13 in this year, there will be a transition of responsibilities to a new position, Student Achievement Lead.

System Special Education Resource Teacher: Reduction from 6 FTE to 4 FTE.

Itinerant Special Education Teacher: Responsible for Kurzweil reduction from 1.0 FTE to 0 FTE.

Secondary Special Education Resource Teachers: Reduction from 16 FTE to 14.66 FTE.

Educational Assistants: Reduction from 122 FTE to 120.

Speech Pathologists: Reduction from 3.5 FTE to 1.5 FTE.

Special Education Advisory Committee (SEAC)

In the past school year, a number of SEAC members resigned due to commitments to other endeavours in the community. To fill these vacancies, letters went out to various community agencies requesting representation on SEAC. The results have been very positive. The membership of SEAC for 2012-13 is as follows:

Name	Organization
Catherine Custodio	Haldimand-Norfolk Children's Aid Society
Colleen Demarest	Parent Representative (Norfolk)
Krista Emmerson	Parents for Children's Mental Health
Jill Esposto	Brant Children's Aid Society
Bonnie McKinnon	Trustee Representative
Barb Mitchell	Haldimand-Norfolk REACH
Cathy Pearson	Down Syndrome Association (Brant)
Paul Sanderson	Contact Brant
Heather Shisler	Lansdowne Children's Centre
Nancy Smith	Down Syndrome Association (Brant)
Lisa Stockmans	Parent Representative (Norfolk)
Dianne Wdowczyk	Woodview Children's Centre
Teresa Westergaard-Hager	Norfolk Association for Community Living
Susan Yates	Brant County Health Unit

Throughout this past year, representatives from community agencies presented an overview of the mandate of their agencies. This will continue in 2012-13 as new members will have the opportunity to present information on their respective agencies.

In the school year 2012-13, principals/vice-principals from each school will be scheduled to present their school special education profile and how the school is providing support for these students.

The SEAC schedule for 2012-13 is as follows:

September 12, 2012	February 13, 2013
October 10, 2012	March 20, 2013
November 14, 2012	April 10, 2013
December 12, 2012	May 8, 2013
January 9, 2013	June 12, 2013

Gifted Program

Students in elementary school who are identified “Gifted” continue to work on modified programs in their classrooms. These modifications allow the student to access curriculum at a deeper and broader level. In addition to any programming modifications at their neighbourhood school, students in the junior and intermediate level who are identified as “Gifted” have been able to attend the supplementary gifted program offered at the system level.

In 2012-13 a survey will be developed to review input from the gifted students and their parents regarding the supplementary gifted program.

The Reaching Ahead Program for Grade 7 and 8 students will also be reviewed in 2012-13 to consider alternative programming to allow Grade 8 students to achieve secondary credits before entering Grade 9.

Special Education Resource Teachers

The BHNCDSB provides special education resource teachers (SERTs) in each school in order to meet the needs of students at the school level. The allocation of 29.1 FTE school SERTs was maintained for the 2012-13 school year. A review of the modes of delivery at the school level was refined for September 2012-13 through consultation with school and system personnel (**Appendix 1**).

This year a review for allocation of elementary SERTs for each school was completed.

The allocation process determined the SERT allocation for the next 2 years. The allocation was determined by an analysis of the following data on an individual school and system basis (**Appendix 2**). Data was collected in the following areas:

1. School enrolment/projected school growth
2. Exceptional student profile of each school
3. Number of large classes over 30
4. Number of students in Alternative Curriculum Expectations
5. Socio-economic needs of students
6. New registrations before June 1, 2012

Secondary school SERT allocation is determined by the number of students at the secondary level. Due to a decline in secondary enrolment, the allocation has been reduced from 16 FTE to 14.66 FTE. The allocation for each school is as follows:

St. John's College, Brantford			
No. of Sections	Purpose	Other Information	Teacher Qualifications
8 Sections	IEP Development		Specialist
2 Sections	PACT		Specialist
8 Sections	Job Skills	<ul style="list-style-type: none"> • 16 students max • 1 EA 	Classroom Specialist – Options Spec Ed Part 1
Assumption College School, Brantford			
No. of Sections	Purpose	Other Information	
10 Sections	IEP Development		Specialist
2 Sections	PACT		Specialist
32 Sections	Developmental Class	<ul style="list-style-type: none"> • 8 students max. • EAs as required 	Classroom Specialist – Options Spec Ed Part 1
	Community Living Class	<ul style="list-style-type: none"> • 12 students max. • 2 EAs 	Classroom Specialist – Options Spec Ed Part 1
	Job Skills Classes	<ul style="list-style-type: none"> • 16 students max. • 1 EA 	Classroom Specialist – Options Spec Ed Part 1
Holy Trinity Catholic High School, Simcoe			
No. of Sections	Purpose	Other Information	
8 Sections	IEP Development		Specialist
2 Sections	PACT		Specialist
16 Sections	Developmental / Community Living Class	<ul style="list-style-type: none"> • 12 students max. • EAs as required 	Classroom Specialist – Options Spec Ed Part 1
	Job Skills Class	<ul style="list-style-type: none"> • 16 students max • 1 EA 	Classroom Specialist – Options Spec Ed Part 1

A4 Initiative (Assessing Achievement in Alternate Areas)

In January 2012, the special education services department was provided with a funded opportunity to join a provincial committee reviewing A4 (Assessing Achievement in Alternate Areas) for students in the province not accessing the Ontario curriculum. The Principal of Program: Special Education and two system SERTs, along with the Superintendent of Special Education, represented the BHNCDSD on this committee.

This board team collected data from our board and from the 16 other boards in the London region. Data collected included the number of students in our board not accessing Ontario curriculum to programs used to support the students, to reporting practices in our schools. Data collected from other boards encompassed programs used to support the students on alternate programs and use of alternate report cards. The local data collected on students not accessing Ontario programs was analyzed with a resulting need for curriculum support. The board committee, with input from teachers in our system and boards across our region, supported the use of the Hawaii Early Learning Program (HELP) to provide learning opportunities for children in our JK/SK classes.

This program (HELP) was presented to selected primary teachers and educational assistants and ECEs in our board and local community agencies.

The board committee held a symposium on May 14, 2012 and invited 100 educators from boards across the London region to discuss Effective Practices in the use of the program. The Ministry participated in and applauded the work of the board committee.

In the year 2012-13, an implementation plan will be confirmed based on student profiles. This plan is to continue to expand the use of the program in other grades.

HELP will serve as a key curriculum tool with our community implementation strategy to support students requiring alternate curriculum as they transition to school.

Programs & Services

In this year there has been an alignment of special education services and curriculum department services.

The departments worked together on:

- Numeracy Skills Learning
- Phonemic Awareness
- ELKP Teacher Inservice
- Sacramental Training for Exceptional Students
- Have-A-Go events – elementary/secondary

As we enter the 2012-13 school year, we look upon it as a transition year.

The transitions will encompass the change of leadership from the Principal of Program: Special Education to a Student Achievement Lead. In order for special education services to support the implementation of the Learning For All K-12 document (the principles of universal design for learning, differentiated instruction, planning for inclusion and the development of learning profiles class and individuals), there is a need to continually review the delivery model of our programs and services. Effective classroom instruction is essential for student achievement. While classroom teachers are responsible for all students in their respective classrooms, the special education services department is critical to enhancing classroom instruction and helping to build capacity of all school staff to meet the broadening range of student needs. This review will involve community members, parents, system staff, school staff and SEAC.

And finally, the special education services department will be moving to St. Mary School, Brantford, in September 2012.

Educational Assistants

Professional development for educational assistant was a priority during the school year 2012. Educational Assistants were provided with an opportunity for certification in:

- First Aid (CPR)
- Non-Violent Crisis Intervention
- Workplace Safety

They also received inservice on the following topics:

- Behaviour
- Orientation & Mobility
- Clicker 5 software
- IEPs
- Essential Information Data Collection (**Appendix 3**)

As well, there is an opportunity for a limited number of educational assistants to receive inservice on Autism in August from the Geneva Centre for Autism.

In planning for professional development for 2012-13, educational assistants were surveyed for areas they feel they need professional training.

The allocation of educational assistants to support students in the 2012-13 school year were determined by an extensive process. **(Appendix 4)**

The committee analyzed the students strengths and needs in the following categories:

- Health and personal care
- Behaviour
- Instructional needs
- Inclusion in school

The Board budget provided for the allocation of 120 FTE educational assistants to meet the needs of the students in the system.

Mental Health Initiative

Mental health support initiatives have been outlined for school boards by the Ministry of Education for three years. Barry Finlay, Director of Special Education, presented the plan to a joint SEAC meeting on December 14, 2011.

This plan outlined that our Board was required to work out a partnership agreement with two local agencies (Haldimand-Norfolk REACH and Woodview Children's Centre). This partnership would involve four mental health workers supporting students and families in our board and the Grand Erie District School Board (GEDSB).

Terre Slaght, Principal of Program: Special Education, and Bill Chopp, Superintendent of Education, worked alongside representatives from the GEDSB, H-N REACH and Woodview Children's Centre to establish procedures for referrals to the agencies for mental health worker support. The program was named ROKS, which stands for Reaching Out to Kids in Schools Program. The referral process is attached (**Appendix 5**).

The four mental health workers were inserviced by the board Religion Consultant on the mission and values of our Catholic school board. The workers also met with central office staff of the special education services department to ensure consistency in dealing with staff and students.

Referrals of students from the district have been processed for support.

In the fall of 2012, the same process used for this partnership will be duplicated with the Hamilton CCAC and London CCAC to allow mental health nurses to work in our district.

Concluding Remarks

I wish to express my sincere thanks to the many individuals who have provided support to all of the students in our school district this past school year.

A handwritten signature in black ink that reads "Wm. Chopp". The signature is written in a cursive, flowing style.

Bill Chopp
Superintendent of Education

MODES OF DELIVERY OF SCHOOL RESOURCE SERVICES AND PROGRAMS

	ADMINISTRATION TIME →30% Communication/Consultation/ Coordination	DIRECT SUPPORT In Regular Classroom →70%←	DIRECT SUPPORT Withdrawal
Mode of Delivery “HOW”	<ul style="list-style-type: none"> • Ongoing • All grade levels • Different formats (staff, division, scheduled planning, informal meetings, phone, email, formal correspondence) • Includes SERT planning time 	<ul style="list-style-type: none"> • Flexible blocks of time • Specific units • Specific skills • All grade levels • May increase/decrease as students move up in grade levels 	<ul style="list-style-type: none"> • Flexible blocks of time • Specific skills • Specific units • Needs to link to classroom program • All grade levels
Rationale “WHY”	<ul style="list-style-type: none"> • Support Individual Education Plan (IEP) goals • Support assessment based teaching • Support and monitor appropriate programming • Develop appropriate IEP goals (ongoing review based on assessment) • Build capacity in programming for students with special needs • Foster team approach • Develop consistency with home and school goals • Strive for measurable and accountable outcomes • Provide transparency • Respond to changing needs 	<ul style="list-style-type: none"> • Support IEP goals • Facilitate successful inclusion • Address the needs of students • Support effective differentiated instruction teaching strategies • Build capacity of classroom program (teacher, peer strategies) • Provide students with opportunities to practice strategies in classroom setting • Form a link to classroom work • Use team teaching to enhance school-wide accountability for delivery of special education program • Provide service to an increased number of students • Improve student/teacher ratio 	<ul style="list-style-type: none"> • Support IEP goals • Provide small group instruction • Provide an alternative learning environment (quiet, fewer distractions) • Pre-teach and/or re-teach skills • Support accelerated learning • Provide skill development (technology, social skills, etc.) for the student to use in the classroom • Address alternative expectations • Maintain alignment with regular curriculum as much as possible
Strategies “WHAT”	<ul style="list-style-type: none"> • Provide professional development and information sharing: teachers, parents, educational assistants, staff (e.g., exceptionality of student, specific learning needs, technology, special education process, resources/programs, community resources) • Coordinate school team meetings 	<p><i>Observe student after consultation with classroom teacher to:</i></p> <ul style="list-style-type: none"> • Determine specific student's academic, social and/or communication behaviours for purpose of programming • Gather documentation for professionals as needed • Determine connections between class program and resource program 	<p><i>Kindergarten:</i></p> <ul style="list-style-type: none"> • Develop awareness of concepts of print and print awareness • Provide oral language development activities, phonological awareness activities • Develop awareness of letter names and corresponding sounds and printing letters • Deliver shared, partner and independent “reading activities”

	<ul style="list-style-type: none"> • Coordinate individual cases through liaison with: <ul style="list-style-type: none"> ○ System staff ○ School staff ○ Outside agencies ○ Pediatricians, medical personnel, health unit ○ Parents • Coordinate case conferences • Advocate for student • Attend parent interviews • Coordinate assessment and assist in program planning with special education team (Classroom Teacher, School SERT, EA, Parent) • Assess students using informal and formal tools to plan for program • Coordinate and forward assessments/information to appropriate System staff as required • Develop and share assessment based teaching strategies • Initiate, develop and review appropriate IEP goals and teaching strategies based on continuous assessment and evaluation 	<ul style="list-style-type: none"> • Assist with accommodations and model strategies <p><i>Team Teach to:</i></p> <ul style="list-style-type: none"> • Plan and implement differentiated instruction • Share resources (e.g., graphic organizers, coop learning activities, high interest/low vocabulary reading material, websites, community resources, assessment tools and strategies, professional books) • Group students to re-teach skills, chunk information, allow extra time, scribe, reduce or modify expectations, etc. • Monitor specific students, redirecting off-task behaviour, provide individualized instruction • Model specific differentiated instruction strategies (e.g., graphic organizers, tiered assignments, flexible groupings) • Support accommodations for assessments – e.g. School SERT could give oral assessment • Provide strategies for the advanced learner (e.g., curriculum compacting, contracts, independent study) • Support accommodations and modifications as outlined in the IEP 	<ul style="list-style-type: none"> • Assess print awareness, phonological awareness and oral language frequently • Communicate with home to support use of strategies <p><i>Early Literacy Intervention to include:</i></p> <ul style="list-style-type: none"> • Shared Reading/Read Aloud based on classroom poems and chants including mini lesson to teach specific skills and strategies. • Guided Reading with explicit scaffolding of reading strategies using leveled text. • Word study activities (Working with Words, and Word Wall) • Interactive and Guided Writing activities • Phonological Awareness activities <p><i>Small Group and Individual:</i></p> <ul style="list-style-type: none"> • Plan of instruction/assessment related to curriculum • Support classroom accommodations/ modifications (oral tests, scribing, help with research, etc.) • Provide individualized instruction (software/technology, social skills, decoding skills, learning strategies, writing, specific language strategies, life skills, social stories, behaviour counseling, etc.) • Provide accelerated learning (e.g., Later Literacy, Phonological Awareness activities, specific skills) • Teach self-advocacy skills • Support strategies for the advanced learner (i.e., curriculum compacting, contracts, independent study) • Provide topic or skill specific instruction (reading strategies, decoding/comprehension, oral language, study skills, social skills, specific math skills, writing skills) • Support classroom curriculum (novel study projects, speeches, themes, etc.)
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Present Delivery Model:

Direct Support = 70%
Administration Time = 30%

Full-time = 1050 minutes Indirect & Direct Support / 450 minutes Administration Time

ELEMENTARY SPECIAL EDUCATION TEACHER ALLOCATION PROCEDURE **For 2012 - 2014**

PURPOSE

The purpose of this procedure is to provide direction to principals in relation to the school Special Education Resource Teacher allocation for 2012 – 2014.

RESPONSIBILITIES

Appropriate Senior Administrator

- To determine the Special Education Teacher Allocation through the Board's budget process.
- To collect the school data from ESIS and school administrator as of January 1st of each year.
- The data collected will be:
 - o School enrollment
 - o Students on IEPs
 - o Students not on IEP but requiring special education services and programs.

Principal of Special Education

- To make recommendations regarding the allocation of special education resource time for students not on IEPs but require service and programming.

Principals

- To ensure all pertinent school data is completed before December 31, 2011.

Procedures

Using the following process the schools will be allocated Special Education Resource Teacher(s).

Part I Learning for All K-12 (Good for All) **Total Allocation 33% of total allocation**

The guiding principle of the Learning for All K-12 document is a commitment to professional learning communities which support:

- Strengthening both students' and teachers' sense of efficacy with respect to improving student achievement;
- Teachers' understanding that each student progresses along an individual learning and growth continuum from Kindergarten to Grade 12;
- The use of planning tools for assessment and instruction to support student learning;
- An educational culture based on individual and collective ownership of the learning and achievement of all students;
- The SERT allocation will be to support all students in the school.

In order to achieve these goals listed above, school SERT allocation will be based on enrolment as entered into ESIS on October 31, 2011, divided by the total elementary enrolment minus the Transition classroom totals. Each school will receive a percentage of the allocation for school enrolment.

****St. Joseph's/Notre Dame, Brantford, include the transition class total.**

****St. Pius/St. Bernard's, Brantford totalled together.**

****St. Mary, Brantford/Holy Cross totalled together.**

Part II Identified Students & Non-Identified Students on IEPs (Essential for Some) Total Allocation 50% of the total allocation

Students on Individual Education Plans require both personalization and precision in their instruction to allow them to achieve success in school.

In order to support the identified students and non-identified students on IEPs in our schools, each profile was rated as to time requirements of the SERT. The SERT works in collaboration with teachers, parents and system support staff to develop the best strategies to support the identified and non-identified students in a school.

Points were awarded to each of the students identified in the following exceptionalities as of December 31, 2011.

Developmental Disability	4 pts	Vision Impairment	1 pt
Autism	4 pts	Hearing Impairment	1 pt
Behaviour	4 pts	Language Impairment	1 pt
Physical	4 pts	Language Impairment	1 pt
Mild Intellectual Disability	4 pts	Gifted	1 pt
Learning Disability	2 pts	Non-identified students on IEPs	1 pt

Please note:

- No students presently in Grade 8 will be counted.
- Students attending Woodview will be counted if identified.
- No students presently in Transition classrooms will be counted.
- The allocation from this section is dedicated to supporting students on IEPs.

All school totals will be calculated in consultation with the school system SERT and confirmed with ESIS on December 31, 2011.

The points for all schools will be totaled and the SERT allocation will be distributed to the schools by percentage of the total.

The attached form is to be reviewed and signed off by the school principal and the system SERT on or before January 30, 2012.

PART III Discretionary Allocation (Critical to a Few)
Total Allocation 17% of the total allocation

You can list and explain issues for students that are NOT included in the identified and non-identified section but receive programs and services from the school SERT.

The Superintendent of Education, in consultation with the Principal of Program, will provide discretionary allocations to schools based on individual school needs.

- Students requiring SEA equipment
- Students with community agency supports (case conferences)
- Number of behaviour plans, medical plans, seizure plans, safety plans
- Areas of economic need
- Number of EAs in the school

PART IV School SERT Administration Time

School SERTs are to be allocated 30% of the SERT time to be used for case conferences, plan development, working with EAs, testing etc. This time is to be pro-rated for part A, B and C of the allocation.

A4 Key Message - April 10, 2012

A4

Assessing Achievement in Alternative Areas

A4 is a Ministry Of Education initiative aimed at improving the achievement of students who, because of their special education needs:

- Do not access Ontario Curriculum. (For these students, achievement is derived from alternative programs, courses, skills and curriculum.)
- or*
- Whose program is created from a combination of alternative programming and expectations from the Ontario Curriculum.

The Brant Haldimand Norfolk Catholic District School Board is committed to helping every student achieve. Our goal is to enhance teacher practices in assessment, data collection and reporting to parents on the achievement of students accessing alternative curriculum.

Highlights of the A4 Project

- Professional development and resources are provided to support and **enhance the capacity** of school staff to monitor and assess the progress of students, who do not access Ontario curriculum.
- The chosen assessment method **measures progress** and achievement of students who do not access the Ontario curriculum.
- The assessment method connects to and **guides the student's program**. Evidence of this is seen on the Individual Education Plan.
- Meaningful information about student progress is shared with **parents and students** by means of consultations and on alternative reports.
- **Data** on the student's progress and achievement is collected through the use of tracking tools and are used by the school to further plan instruction.

Our Board's Commitment to A4

Process	Method	Reporting
Build capacity by providing professional development and training on the Tool of Focus. On-going Collaboration with the multi-disciplinary teams to select and create alternative programs, curriculum and skills.	Distribution and training on the use of charts, checklists and tracking tools which measure student progress and achievement. This data will help to further develop student programming.	Meaningful information about student progress through data collection is shared with parents by means of consultations and alternative reporting methods.



A4 Tool of Focus

Elementary Tool

Hawaii Early Learning Profile (HELP) is the A4 Tool of Focus that will be used in all elementary schools. However, previously used assessment tools may also be used based on the individual student's needs.

What is HELP?

HELP is a curriculum-based assessment and tracking tool for students who are exhibiting 'typical' development and for students who may have developmental delays. Resources in HELP include: the Assessment Manual, the Curriculum Guide, Curriculum-based Assessment Checklists, Strands and Charts. It is designed to be used by those working in a variety of settings and by those involved in a multidisciplinary team approach. HELP materials cover 1,250 unique behaviours and skills in 6 primary domains (cognitive, language, gross motor, fine motor, social and self help). Educators will use this tool to develop expectations for the student's Individual Education Plan.

Secondary Tools

Hawaii Early Learning Profile (HELP) (see the description above) is the Tool of Focus that will be used in the Personal Active Learning (PAL) Program and may be used in the Community Living Program when deemed appropriate based on the individual student needs.

Brigance Transition Skills Inventory (TSI) is the Tool of Focus that will be used in the Job Skills Program and may be used in the Community Living Program when deemed appropriate based on the individual student needs.

What is Brigance?

The Brigance Transition Skills Inventory (TSI) helps educators assess independent living, employment and additional post secondary skills to support transition planning. Educators will use this tool to develop transition goals and expectations for the student's Individual Education Plan. It will also assist with the development and delivery of data driven instruction. The Brigance (TSI) includes more than 100 in-depth criterion referenced assessments covering four important transition skill areas. The four areas are: academic skills, post secondary opportunities, independent living and community participation.





Brant Haldimand Norfolk Catholic District School Board

Essential Information Highlights

Student		Date		Student's Photo
School		Grade		
Identification		Teacher		
Diagnosis				
Medication	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Specify:</i>			
Current supports				
Compiled by	<input type="checkbox"/> EA <input type="checkbox"/> Teacher <input type="checkbox"/> SERT <input type="checkbox"/> Principal <input type="checkbox"/> Other <i>Specify:</i>			
Currently in place	<input type="checkbox"/> IEP <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Safety Plan <input type="checkbox"/> Medical			
Specialized Equipment	<input type="checkbox"/> Physical <input type="checkbox"/> IT <input type="checkbox"/> Sensory <input type="checkbox"/> Hearing <input type="checkbox"/> Visual			
Annual review date				

AREAS OF NEED/CONCERN

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STRENGTHS AND INTERESTS

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KNOWN TRIGGERS

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STRATEGIES THAT WORK

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THINGS TO AVOID

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Essential Information Highlights (EIH) FAQ's

What Is an Essential Information Highlights form?

- The purpose of this form is to provide a framework for staff to share the invaluable information they have learned about a specific student. It is intended to be a quick reference do's and don'ts source of information; written very clearly and with as few words as possible.

Why Is It Important?

- To ensure that any staff working with a student with needs has the information at their fingertips in a quick and easy to read format.
- To provide a way for important strategies and tips to be shared.

Who needs an EIH?

- Any student where it is important that staff (including temporary/supply) be aware of his/her specific needs and strategies.

Who writes it?

- Teachers, Educational Assistants, SERTs, and Principals – any school staff that know the student very well could write an EIH. Since it is a computer file, it could be collectively written; passed among relevant staff electronically until it's complete and that way everyone has their chance to contribute.

Where Is It kept?

- Close at hand for quick reference while you are getting to know the student (daybook, EA notes/folder).
- In a folder for supply staff.
- This is an informal document and as such should NOT be placed in the OSR.

Who gets a copy?

- All relevant school board staff that support the student on a regular basis.
- A copy should always be made available for supply/temporary staff.
- Any system supports that provide consultation.
- Should be sent/shared with new teacher/staff at the beginning of each school year or at other points in the year if changes occur.

When Is it reviewed and/or modified?

- It is a working document that can be modified at any point in the school year in order to keep it up to date and relevant.
- Prior to any significant transition or change such as staff changes (new teacher, new EA, new Principal), end of school year, moving to another school.
- It should be reviewed for potential changes at least twice a year, coinciding with IEP development and review periods.

Is an Essential Information Highlights sheet released to parents, community agencies or other school boards?

- No, the form as a whole should NOT be released outside of school staff and system supports. It is a forum for staff to share their collective knowledge in order to positively support a student and as such may have information about other students or general class details in order to help with planning/approach.
- Information could be taken from the EIH form and provided in a different format, ensuring that any additional details not specific to the student are removed.

Criteria for Educational Assistant Support

Decision-making regarding the allocation of educational assistant support to schools is based on the determination of needs of students with significant issues related to physical/medical conditions, communication, autism spectrum (ASD), intellectual and behaviour needs.

The allocation of support considers the range and diversity of student needs across these exceptionalities and prioritizes those circumstances and conditions which require either an extensive or pervasive level of additional adult assistance in order for a student to attend school and function with the school setting.

The following guidelines are used in the decision-making process to prioritize the allocation of support required by a school to meet the needs of individual students:

LEVEL 1 – Full time educational assistant support

1. Students with a physical/medical condition with multiple needs severe enough to require adult support at all times during the day and across all school settings. These students are dependent on adult assistance with basic functional skills such as feeding, toileting, mobility and dressing and may also require support in addressing issues or needs related to technological or specialized equipment, medications and life support measures.
 2. Students with significant needs associated with a diagnosis of Autism Spectrum Disorder and who require adult supervision at all times and in all school settings to ensure the safety of self and/or others, to manage behaviour and emotional challenges, and to provide focused support for peer interactions, communication, adaptive functioning and individualized structured learning tasks. An extensive individualized social/behaviour plan will be in place to address severe difficulties in these areas. The student will be on alternate expectations for 80-100% of the day as outlined in the student's IEP.
 3. Students with diagnosed needs related to behavior challenges who require adult supervision in all school settings and at all times to ensure the safety of self and/or others, to directly assist with the management of challenging high risk behavior, to provide rapid response for intervening with or de-escalating student behavior and to provide focused support for peer interactions. An extensive individualized behaviour and safety plan will be in place which documents focused skills intervention as well as steps for responding to severe challenges. An intensive social behavior program is in place to address the needs in this area. The student will be on alternate expectations for 80 - 100% of the day as outlined in the student's IEP.
 4. Students with significant intellectual needs identified as Developmental Disability through the IPRC process. These students require adult supervision and intervention in all school settings and at all times to manage 80 - 100% alternate expectations as outlined in the student's IEP.
 5. Students with significant communication needs who are non-verbal and/or are identified as Communication through the IPRC process. These students require adult supervision and intervention in all school settings and at all times to appropriately engage in 80% - 100 % alternate expectations as outlined in the student's IEP.
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Criteria for Educational Assistant Support

LEVEL 2 - *Half time educational assistant support*

1. Students with a physical/medical condition with multiple needs who require periodic assistance. These students are independent but require periodic assistance with needs related to mobility, therapy and most areas of personal care. An educational assistant will be assigned where there is no additional team of educational assistants in the school.
2. Students with needs associated with a diagnosis of Autism Spectrum Disorder and who require assistance to ensure comprehension and communication of information. Periodic supervision is required for tasks and/or during unstructured times (e.g., recess, lunch, school entry, dismissal). These students access 50% or less of the Ministry expectations as outlined in the student's IEP.
3. Students with behavior challenges who require assistance to access curriculum and interact in a socially appropriate manner. Periodic supervision is required for tasks or during unstructured times (e.g., recess, lunch, transitions). These students require monitoring to assist with behaviour and social challenges. These students are accessing ministry curriculum and have a behaviour plan requiring assistance to implement. Diagnosed needs by a medical professional or psychologist may be considered.
4. Students with significant intellectual needs who are identified as Developmental Disability through the IPRC process who require supervision in school settings. These students are accessing 50% or less of the ministry expectations as outlined in the student's IEP.
5. Students with communication needs who require adult supervision in all school settings to engage in academic curriculum and to interact appropriately. These students are accessing 50% or less of the ministry expectations as outlined in the student's IEP.

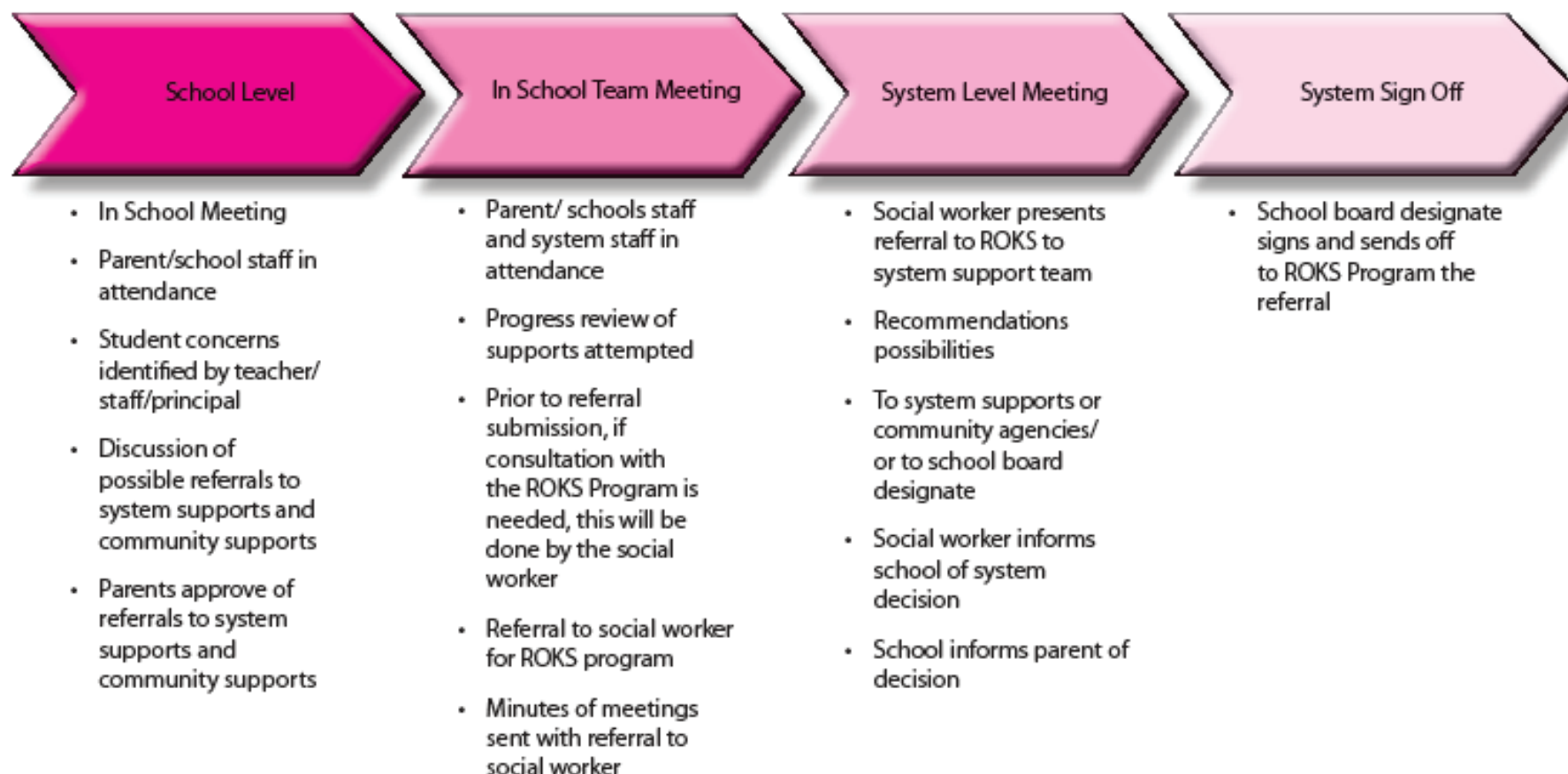
LEVEL 3 – *Half time educational assistant support*

1. Students who are accessing curriculum expectations which are four or more years behind grade placement. First consideration will be given to identified students who are Developmental Disability or Mild Intellectual Disability (not eligible for placement in the Transition Classroom).

LEVEL 4 – *Half time educational assistant allocations - ONLY*

1. School time-tabling and/or school location.
 2. Allocation in this category will be determined by the Superintendent of Education responsible for Special Education.
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ROKS Referral Process



School Board Designate is currently Terre Slaght



**BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD**

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