



SPECIAL EDUCATION PLAN

2026

*This document has been prepared by the Bloorview School Authority
in accordance with Ontario Regulation 306 of the Education Act.
In compliance with Section 2(1) of this Regulation,
The Bloorview School Authority will review this plan annually.*

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SCHOOL AUTHORITY INFORMATION

The Bloorview School Authority was established under Section 68 of the Education Act to provide, in accordance with the Act and its Regulations, an educational program for students referred from its associated treatment centres.

Board Vision and Mission Statement

At Bloorview School Authority, we envision a thriving educational community, which enables and inspires individuals of all abilities to dream, learn, and grow. Delivering outstanding teaching, therapeutic, and transition support, in partnership with the community, which empowers students to achieve their full potential

Definition of Terms

- a) Bloorview School is the School Authority that serves clients from Holland Bloorview Kids Rehabilitation Hospital in Toronto and the Children’s Treatment Network in York Region.
- b) The Bloorview School Authority provides treatment, education, and rehabilitation services regionally to referred clients of the treatment centres ages four to twenty-one. The School Authority is housed within the Holland Bloorview Kids Rehabilitation Hospital and is funded by the Ministry of Education. Occupational and physical therapy services, as well as a school nurse are provided by Holland Bloorview who are funded by the Ministry of Health and Long-Term Care.
- c) Categories and Definitions of Exceptionalities are provided by the Ontario Ministry of Education and are found on page 18 of this document.

SPECIAL EDUCATION PROGRAMS AND SERVICES

1. MODEL FOR SPECIAL EDUCATION

As outlined in the Board’s Strategic Plan, we are challenging ourselves to advance innovations in pedagogy, programming and the use of technology, to continue to be at the forefront of promoting inclusivity and to share our knowledge, expertise and research with the broader community.

The Bloorview School Authority’s special education program and services comply with important federal and provincial statutes such as [the Education Act](#), the [Canadian Charter of Rights and Freedoms](#), the [Ontario Human Rights Code](#), and related regulations and [policy memoranda](#).

We provide programs that will build self-confidence, self-advocacy and independence. We provide challenging, individualized academic programs based on the [Ontario Curriculum](#) that prepares our students for their transition to a community school.

Bloorview School provides a multidisciplinary early-intervention program for primary students in Kindergarten and Grade 1 from Toronto and York Region who are clients of Holland Bloorview Kids Rehabilitation Hospital or Community Treatment Network to address their therapeutic and educational needs. Students have a primary diagnosis of a physical disability associated with complex developmental, communication and learning needs and require intensive therapy in two of the three areas (physical, occupational and speech-language therapy) within their individualized educational programs.

Bloorview School also provides educational programs to rehabilitation clients of Holland Bloorview Kids Rehabilitation Hospital who are patients in one of the following programs: Complex Continuing Care, Brain Injury Rehabilitation Team, Specialized Orthopedic and Developmental Rehabilitation Team, Persistent Pain Pediatric Program – Get up and Go and Day Patients. These programs are highly individualized, with necessary medical and therapeutic interventions woven into the school day. Length of stay averages 64 days, with some students staying the full school year.

All programs are delivered by qualified special education teachers and support staff, in partnership with Holland Bloorview Kids Rehabilitation Hospital staff. School staff work closely with community school board representatives from school boards throughout Ontario and beyond. Coordination is required for the transition processes as students move between school boards.

Our website provides parents¹ and the broader public community with a convenient means to access comprehensive information about the Bloorview School Authority.

<https://bloorviewschool.ca/>

PROGRAMS

Integrated Education and Therapy (IET)

The Integrated Education and Therapy (IET) program is an interdisciplinary early intervention program for children who have a primary diagnosis of a physical disability and other associated complex needs.

The academic programming, based on the Ontario curriculum, focuses on the acquisition of early literacy and numeracy skills. Physical, occupational and speech therapies are integrated into the child's day as part of the education program. The goal is to develop functional school-based skills that promote participation, independence and engagement in the classroom.

Special education teaching is based on the guiding principles of [Learning for all: a guide to effective assessment and instruction for students, kindergarten to Grade 12](#). The tiered approach differentiated instructional practices, culturally relevant & responsive pedagogy, and a Universal Design for Learning model create an inclusive environment which shapes student learning in accordance with individual needs and abilities. Appropriately designed space, furniture and equipment, augmentative and alternative communication systems, adapted technology and computer systems allow the child to gain the greatest benefit from and access to the teaching and learning process.

This early learning environment maximizes a child's potential in academic, communication, intellectual, physical and social/emotional skills development. Each child is encouraged to develop self-esteem, self-advocacy, independence and personal responsibility.

An Individual Education Plan (IEP) may be developed by an interdisciplinary team in consultation with the family to outline the strengths and needs of the student and to describe specific modifications, accommodations and/or strategies necessary to build success.

A school team, supported by a school transition liaison teacher, collaborates with the community school boards to ensure a successful transition when the student leaves Bloorview School.

¹ Throughout this document, 'parent' refers to 'parent or guardian'

Hospital Client Classroom (HCC)

The Hospital Client Classroom (HCC) program is for students who come to Holland Bloorview Kids Rehabilitation Hospital to access intensive rehabilitation therapy as a result of surgery, chronic illness, an acquired brain injury and for students who have complex medical needs. The length of stay and school enrolment depend on medical and therapy needs and rate of recovery. The organization of HCC programs is arranged by age level and programming needs.

Holland Bloorview Kids Rehabilitation Hospital medical and rehabilitation professionals work closely with school staff in the development of treatment and rehabilitation plans. School staff work together with family members and other team members, both internally and externally, to facilitate school transitions. Community school board representatives are invited to school planning meetings. In many cases, follow-up service by a school transition liaison teacher is provided to coordinate services and to offer program consultation at receiving schools.

In each classroom, a qualified special education teacher and support staff provide educational programs for students based on the Ontario curriculum. HCC classroom placements are available to students ages four to twenty-one. The educational environment complements the rehabilitation process for each student. Participation in the school day varies from student to student and is based on individual needs and therapy schedules. IEPs may be developed for students who require curriculum modifications and/or program accommodations and are admitted to hospital for 30 days or more.

Secondary HCC Programming

Secondary school credit courses are offered when appropriate. Bloorview School is able to support up to two courses and students joining our secondary program are involved in creating a school plan during the first two weeks of their stay. A reduced workload is necessary to accommodate the medical and therapy needs of the students. Students must meet the requirements (attendance, credit hours) as set out by the Ministry of Education to earn credits. Online courses needed to meet the requirements of PPM 167 are accessed through the students' home school boards. Secondary students can be offered opportunities to earn community hours when they lead school wide initiatives.

Students in the IET and HCC programs also have the opportunity to receive specialized instruction in the following areas:

Adapted Arts

The Bloorview School Authority provides an adapted Arts program designed to remove barriers to the Arts for all students. Programming may be modified and incorporate adaptive equipment to maximize student participation, independence, and achievement. The Arts teacher collaborates with therapists and educators to provide opportunities to support motor, language and perceptual goals that are the focus of the integrated therapies in our school.

Adapted Health and Physical Education

The Bloorview School Authority provides an adapted Health and Physical Education program designed to remove barriers to physical activity for all students. Programming may be modified and incorporate adaptive equipment to maximize student participation, independence, and achievement. Physical Education classes are designed to be fun and inclusive, fostering a supportive and safe environment. The Health and Physical Education teacher collaborates with the physical therapy team to ensure programming is aligned with a student's therapy goals.

Advocacy

Advocacy is woven throughout our programming. This focus serves to empower students to amplify their voices by better understanding of their strengths, preferences, needs and learning styles while building the skills necessary for successful transitions.

Library and STEM

The school library program supports student success across the curriculum. The program also enables students to develop a love of reading for learning and pleasure. The teacher-librarian collaborates with the classroom teachers to plan, implement and evaluate inquiry-based programs. STEM is fostered through the use of educational technology such as robotics, coding and other inquiry activities.

PROGRAM SUPPORTS

Augmentative and Alternative Communication

The Bloorview School Authority, in co-operation with Communication and Writing Aids Services at Holland Bloorview, provides technical and educational support for students, parents and school boards when a communication aid has been prescribed or is being considered.

Hearing and Vision Needs

Support and intervention for students who have Deaf/Hard of Hearing or Blind/Low Vision needs are arranged through the Ministry of Education, provincial and demonstration schools, or neighbouring school boards, as appropriate. Referrals for screening are made as necessary.

School Nurse

The Bloorview School Authority Nurse provides leadership and promotes excellence in pediatric, family-centred rehabilitation nursing care within the Bloorview School Authority. The school nurse supports the management of complex medical needs, collaborates with the interprofessional team, partners with the client and family to set goals for maximum independence and establish plans of care to maintain optimal wellness.

Physical and Occupational Therapy

The integration of physiotherapy and occupational therapy is a fundamental component of school programming. These services are delivered by Holland Bloorview therapy staff in collaboration with classroom teams.

Psychology

Psychology services are provided as needed for students in the IET program. The psychologist may provide assessment and consultation services through our IET Team meetings for the purpose of programming and transition planning. Not all students will receive an assessment. Priority is given to students who are not able to access the curriculum and may need an alternative placement in their community district school board. Psychology support for HCC students is provided through Holland Bloorview.

School Transition Liaison

The school transition liaison teacher supports students' transitions from Bloorview School to community schools by acting as a link to schools, families, Holland Bloorview and community agencies. Recommendations are made regarding appropriate educational programming and support that students will need to participate successfully in their community school. Families and community schools have regular access to liaison support throughout the transition process.

Speech and Language Therapy

Speech and language services are provided by two speech-language pathologists (SLP), to students in the IET program. A communicative disorders assistant works with the SLPs to support students and teachers in specialized speech, language and communication programming. Direct intervention and consultative service are available for students with identified communication needs. These interventions are conducted in collaboration with classroom teams. HCC students are provided with Speech and Language support through Holland Bloorview.

Technology Enabled Learning and Teaching (TELT)

Technology support is provided by the TELT Lead. This teacher supports both staff development and student programming. The emphasis is on the intentional integration of assistive technology to enhance classroom learning, improve accessibility, and support student success

2. IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS

The IPRC process is not utilized in this specialized setting. Receiving school boards follow their own IPRC processes as needed once the student is registered at their home school.

3. SPECIAL EDUCATION PLACEMENTS PROVIDED BY BLOORVIEW SCHOOL AUTHORITY

The Bloorview School Authority is a specialized educational setting in which all students have medical and therapy needs. Students are not formally placed at Bloorview School. Admission to our HCC program is granted to inpatients and day patients of Holland Bloorview Kids Rehabilitation Hospital. Admission to our IET program is by application.

4. ADMISSION TO BLOORVIEW SCHOOL

Admission to the HCC program

All students of school age who are inpatients at Holland Bloorview on the following units are eligible for admission:

- Brain Injury Rehab Team,
- Specialized Orthopedic and Developmental Rehab,
- Complex Continuing Care,
- Persistent Pain Team - Get Up and Go program,
- Day patients.

The length of stay and school enrollment depend on medical and therapy needs and rate of recovery. Intake and discharge dates are determined by Holland Bloorview.

Admission to the IET program

Determining eligibility for the IET program involves a multi-step application process. The initial step is the receipt of our IET Applicant Information Form from a referring practitioner. All students admitted to Bloorview School are Toronto residents and registered clients at Holland Bloorview Kids Rehabilitation Hospital or York Region residents and clients of Children's Treatment Network. IET applicants have a primary diagnosis of physical disability and other associated complex needs and are entering Kindergarten (Year 1 or 2) or Grade One.

The potential student:

- Has a primary diagnosis of a physical disability
- Is of legal school age (at least four years of age by December 31st), can tolerate a full day in a classroom setting and can participate in a range of activities for 3-5 minutes.
- Demonstrates intensive need for, and ability to participate in, direct therapy intervention to support school success in at least two² of the following areas:
 - Physiotherapy (PT)
 - Occupational Therapy (OT)
 - Speech and Language Therapy (SLP)
- Is currently and actively participating in two or more therapies (PT/OT/SLP) and is demonstrating the new skills taught in therapy at home and in other settings (daycare, community etc.).
- Demonstrates the ability to use a communication strategy (e.g. body movement, words, eye gaze, AAC tool, or sign language) to:
 - Consistently respond to a yes/no question
 - Communicate a consistent choice
 - Request what they want or need

All potential students meeting qualifying criteria are referred to the Bloorview School Authority Admissions Committee. The committee screens all applications and consults with each potential student's referring sources and multi-disciplinary team (if applicable). Families are notified by email of admission status in late April of the preceding school year. Families are advised that admission to Bloorview School is for a maximum of three years.

Each year a number of applicants are not accepted to the school program either because they do not meet admissions criteria or due to lack of pupil placement spaces. When there are more applicants meeting qualifying criteria than there are placement spaces, applicants are accepted in stages as follows:

- Stage 1 – Applicants meeting all other criteria and demonstrating intensive need in all 3 therapy areas
- Stage 2 - Applicants meeting all other criteria and demonstrating intensive need in 2 of the 3 therapy areas

At either stage, if there are more applicants than spaces a lottery will be held. Applicants meeting qualifying criteria, but not being offered spaces, will be kept on a waitlist determined by the lottery. The waitlist will be in effect until acceptances are confirmed.

Support from our school transition liaison teacher is offered to families who are not offered placements to aid in their child's registration at their home school board.

5. INDIVIDUAL EDUCATION PLANS (IEPs)

An IEP is a written plan that describes the strengths and needs of the individual student, the special education program and services applicable to that student's needs, the method of delivery of the program and services, and the student's progress over time as documented by observable and measurable goals. It is a working document that is reviewed and updated regularly throughout the school year. Students who are with us longer than 30 days may receive an Individual Education Plan. Parents are notified when an IEP is being developed and are invited to contribute.

² Priority is given to students who demonstrate need in all three areas.

IEPs are developed during a student’s time at Bloorview School as per Ministry guidelines that “An IEP *may* be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.”³

Parent concerns about the development of the IEP should be addressed to the classroom teacher. If concerns are not addressed to the parents’ satisfaction, parents should be directed to the Program and Services Coordinator.

The BSA IEP can be found [here](#).

HCC students who are with us for less than 30 days receive a Bloorview School Report which documents progress while at Bloorview School and any recommendations for accommodation.

6. EARLY INTERVENTION AND ASSESSMENT

Bloorview School utilizes research and innovation to provide data-informed decision making to further student success. The development of adapted screeners and learning continua have increased equitable access to curriculum. Bloorview School has developed an approved list of assessment tools:

BSA Approved List of Diagnostic Assessment Tools

Literacy			
Assessment/Tool	Grade	Purpose	Recommended timelines
BSA Early Literacy Screener	K-Gr1	This Literacy Continuum is completed in the Fall and Winter to determine literacy stages prior to using the Science of Reading - Early Exploring, Engaging, Building. This gives valuable information for next steps.	Fall Winter
BSA Adapted Reading Assessment i. Speaking ii. Non-Speaking	K-Gr1	The BSA Reading Skills Assessment was adapted from: Phonological Awareness Inventory, TDSB Phonics and Decoding Inventory, TDSB Phonological Awareness Skills Assessment (PASS) and Yopp-Singer Test of Phoneme Segmentation Sound Manipulation Subtest based on Phonological Awareness Test (PAST) David Kilpatrick, PhD 20023, 2010, 2016. Adapted from McInnis (1999) & Rosner (1973) Decoding Inventory: Based on the Quick Phonics Assessment (Hasbrough, J. & Parker, R. (2001); Quick Phonics	Fall Winter Spring

³ p. E11 Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide

		There are 2 Versions: Speaking Non-Speaking	
Nelson easyCBM	SK-1	Screen, monitor, and support students with norm-referenced, research-based assessments. Designed to identify learning needs early, guide instruction, and track progress with clear, actionable data.	Fall Spring
Lexia® Core5® Reading	Gr 1 - 5	Built on the science of reading, Lexia® Core5® Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.	On-Going
Numeracy			
Assessment/Tool	Grade	Purpose	Recommended timelines
BSA Math Continuum (Counting)	K-Gr1	This Numeracy Continuum is completed in the Fall and Spring to determine where students are along a counting continuum - Early Exploring, Engaging, Building or Integrating, Consolidating. This is a pilot during the 2025-2026	Fall Spring
MathUP Classroom (Rubicon)	K- 9	MathUP Classroom is a comprehensive, online, K-8 instructional solution that helps build teachers' knowledge and understanding of mathematics. MathUP Classroom contains: <ul style="list-style-type: none"> • Diagnostic assessments using open and closed tasks for each topic • Activities, online games, lessons, and ongoing assessments for learning French: K-Grade 6 materials are currently available 	Use at the beginning of a unit or block of learning.
Play Skills			

Assessment/Tool	Grade	Purpose	Recommended timelines
Play Continuum Checklist	K-Gr1	This Play Continuum Checklist is completed in the Fall and Winter to determine play stages - Early Exploring, Engaging, Building or Integrating. This gives valuable information for next steps.	Fall Winter
Learning Skills			
Assessment/Tool	Grade	Purpose	Recommended timelines
BSA Learning Continuum 2025 - 2026 - DRAFT	K-Gr1	This continuum is completed in the Fall and Spring to determine learning skills stages - Early Exploring, Engaging, Building, Integrating or Consolidating.	Fall Spring

7. SPECIAL EDUCATION STAFF

The Bloorview School Authority is an equal opportunity employer committed to promoting an environment of diversity, inclusiveness and accessibility. Bloorview School is staffed with Ontario certified teachers holding Special Education qualifications, who are seconded from area school boards. We also employ qualified educational assistants, intervenors, a communicative disorders assistant, speech-language pathologists, and a part-time teacher for students who are Deaf/hard of hearing and a psychologist.

For full-time equivalents and qualifications see the following chart.

ELEMENTARY PANEL

	SPECIAL EDUCATION STAFF	FTEs	STAFF QUALIFICATIONS
1	Teachers of exceptional students		
1.1	Teachers for resource-withdrawal programs	4.0	OTC; AQ: Special Education Part 1-3
1.2	Teachers for self-contained classes	17.0	OTC; AQ: Special Education Part 1-3
2	Other special education teachers		
2.1	Itinerant teachers (Deaf/hard of hearing)	0.5	OTC; AQ: The Deaf, Specialist
2.2	Coordinators	1.0	OTC; AQ: Special Education Part 1-3
2.3	Technology Enabled Learning and Teaching (TELT)	1.0	OTC; AQ: Special Education Part 1-3
3	Educational assistants in special education		
3.1	Educational Assistants	34.0	College diploma or equivalent
4	Additional student support staff		
4.1	Noon Hour Supervisors	2.24	High School diploma and experience

4.2	Noon Hour Assistant	.71	Relevant Experience
5	Other professional resource staff		
5.1	Psychologists	1.0	O.P.A. registration as Psychology Associate
5.2	Speech-language pathologists	2.0	Ontario certified
6	Paraprofessional resource staff		
6.1	Intervenors (for Deaf-blind students)	2.0	Ontario certificate
6.2	Auditory-verbal therapists (communicative disorders assistant)	1.0	CDA certified
6.3	Total	66.45	

SECONDARY PANEL

	SPECIAL EDUCATION STAFF	FTEs	STAFF QUALIFICATIONS
1	Teachers of exceptional students		
1.1	Teachers for resource-withdrawal programs	1.0	OTC; AQ: Special Education Part 1- 3
1.2	Teachers for self-contained classes	3.0	OTC; AQ: Special Education Part 1- 3
2	Educational assistants in special education		
2.1	Educational Assistants	2.0	College diploma
2.2	Total	6.0	

8. SPECIALIZED EQUIPMENT

Bloorview School Authority prioritizes access to current technology equipment and services. The TELT (Technology Enabled Learning and Teaching) Lead, Curriculum Lead and the school's Technology Committee in consultation with therapists advises the Principal regarding the purchase of equipment, hardware and software. The TELT supports staff in the implementation of specialized equipment to enhance student access and learning.

Bloorview School focuses our technology-related teaching and learning on education-based platforms and applications that allow for a differentiated approach to support each student. This may include writing and/or communication supports and alternate forms of access. Each classroom is equipped with an Interactive Whiteboard, computers and tablets and their appropriate peripherals (e.g. adapted keyboards, joysticks, switches), along with applicable software.

Bloorview School utilizes Google Workspace for Education to enhance student learning, collaboration and staff professional development. All of our technologies are integrated to work together on our own stand-alone network.

Special Equipment Amount (SEA)

Through the Ministry of Education, the Special Equipment Amount (SEA) provides funding to school boards to assist with the cost of equipment, essential to support students with special needs, where the

equipment is recommended by a qualified professional. The type of items recommended by a qualified professional are not available through the regular school budget of Bloorview School. Eligible expenses may include equipment for hearing and vision support, communication, personal care, physical assistance and custom computer hardware and software.

The purchase of specific equipment is facilitated through the Holland Bloorview therapy team and school staff, who then work with the IET classroom teaching team to implement the successful integration of the diverse equipment into the school day. This equipment provides students with accommodation that is directly required and essential to access the Ontario curriculum, alternative programs and courses. Additionally, at the time of a student’s transition, essential individually assigned SEA items may be transferred to the student’s school in a district school board.

SEA equipment is funded based on the recommendation of specialists. Examples of types of specific equipment that can be funded through SEA is outlined in the chart below:

Specialist	Equipment
Audiologist	RM System and other hearing devices
Speech Language Pathologist	Augmentative Communication Devices, Specialized Feeding materials, Sensory Items, Communication Software
Occupational/Physical Therapist	Equipment required for student mobility or for therapy sessions that must be conducted at school. Toileting supports, Sensory items
Educational Psychologist	Assistive technology, Computer hardware and software
Vision Itinerant Teacher	Large Tablet and Mounting Systems

9. TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

District school boards with students enrolled at Bloorview School provide transportation for our students.

10. TRANSITION PLANNING

Bloorview School staff work closely with boards of education to support the transition of students to and from community schools. Consistent, clear communication is built into practice to ensure the strengths, needs and lived experience of students arriving at and leaving BSA are shared so that appropriate support and programming can be put in place. Assessments and IEPs from community schools are reviewed and utilized to provide continuity of service. Transition meetings for IET students, or discharge meetings for HCC students leaving Bloorview School, may include parents, representatives from school boards, Holland Bloorview medical and therapy teams, and a Bloorview school transition liaison teacher. As part of the transition, we facilitate observation visits from receiving school boards/teams. Interpreter services are available for families whose first language is not English.

The Board’s Strategic Plan outlines our commitment to preparing students for future transitions into educational placements and experiences. Transition planning for a student’s return to their community school board focuses on programming and supports. Inclusion in the student’s home school is a first consideration. A range of placements and resources available in the receiving school boards are discussed in transition/discharge meetings with parents and the receiving school board personnel. Through our School

Transition Liaisons, BSA provides support for community classroom teachers, schools, and Boards to help them to build capacity.

HCC Student Transitions

For students in the HCC program, relevant updates and transition strategies are shared through on-going communication with members of the receiving school board, families and community service providers. The following examples are commonly implemented as part of the transition planning for each student:

- Consultation meetings with the school transition liaison, Bloorview School Authority teacher and families/student
- Establishment of an educational plan in consultation with the community school and family/student during their time at BSA
- Multidisciplinary team meetings are scheduled regularly and include the family, the rehabilitation team, and educators from Bloorview School and receiving school boards.
- Student and family visits to the community school are scheduled.
- Referrals to various community agencies are initiated.
- Virtual or in-person visits to the community classroom may be scheduled after the student is discharged from the hospital.
- PD may be offered to the community classroom, school or board.

The school transition liaison teacher acts as a resource to the receiving school, providing ongoing consultative support that may be in place for up to one year.

IET Student Transitions

Before starting the IET program, new students are invited to attend a *Welcome to Bloorview* event. Parents and their children participate in an orientation session at Bloorview School. This orientation is an important part of the transition process as we gather all the information necessary to ensure a safe start to the school year. This event also allows families to familiarize themselves with the program and engage in typical early primary learning experiences together. This introduction helps create the foundation for positive relationships between parents and educators and prepares children for a positive start to their school journey.

In September, we have a staggered entry to allow all families to engage in meetings with their child's classroom and therapy team. This allows parents to share the most up to date information about their child and to demonstrate any medical procedures prior to their child's first day.

At the end of the school year, teachers engage in planning activities to support the transitions within Bloorview School. Strategies may include visits to the new classroom, social stories, sharing of student portfolios and teacher-to-teacher meetings. During these meetings, student-specific information about learning styles, medical considerations and emotional regulation support can be shared. Transition strategies are recorded in the IEP where responsibilities and timelines for individuals involved in the transition are clearly stated.

In preparation for graduation from the IET program, a variety of transition strategies are offered:

- A transition information night is organized in January to provide families with the key steps involved in the transition process.
- Families are supported to register in their community school
- Families are encouraged to invite BSA's school transition liaison to any meetings scheduled by their community district school board.
- Transition meetings between BSA staff and receiving schools may be coordinated by the BSA school transition liaison. The BSA classroom & therapy team, parents and representatives from the

receiving school board could be invited.

- Students participate in a self-advocacy unit. The programming for this unit is designed and delivered by the school transition liaison teacher. This portion of the program is designed to provide the students with an understanding of their different abilities, effective methods of interaction with others and a focus on the individual, not the disability. Each student creates an “All About Me” book for sharing at their new schools.

The school transition liaison teacher provides consultative support for each student and family during the transition and for up to one year when the student is in the new setting.

PROVINCIAL INFORMATION

11. ROLES AND RESPONSIBILITIES

The Ministry of Education has clearly defined roles and responsibilities for elementary and secondary educational institutions in several key areas: funding, legislative and policy frameworks, school system management programs and curriculum. It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education:

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services.
- Prescribes the categories and definitions of exceptionality.
- Requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students.
- Establishes the funding for special education through the structure of the funding model.
- Requires school boards to report on their expenditures for special education through the budget.
- Sets province-wide standards for curriculum and reporting of achievement.
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry.
- Requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs)⁴.
- Establishes a Minister’s Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services.
- Operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The School Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda.
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda.
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda.
- Provides appropriately qualified staff for programs and services for the exceptional students of the

⁴ Regulation 464/97 3.(1) of the Education Act provides an exemption for Section 68 schools.

board.

- Plans and reports on the expenditure for special education.
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students on the board.
- Reviews the plan annually and submits amendments to the Minister of Education.
- Provides statistical reports to the ministry as required.
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures.
- Provides professional development to staff on special education.
- Adheres to all applicable legislation.

The Special Education Advisory Committee:

- Regulation 464/97 3(1) provides an exemption for Section 68 schools

The School Principal:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies.
- Communicates Ministry of Education and school board expectations to Staff.
- Ensures that appropriately qualified staff are assigned to teach special education classes.
- Communicates board policies and procedures about special education to staff, students, and parents.
- Consults with school board staff to determine the most appropriate programs for exceptional students.
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan.
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP.
- Ensure that the program is delivered as set out in the IEP.
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda.
- Follows board policies and procedures regarding special education.
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices.
- Works with special education staff and parents to develop the IEP for an exceptional student.
- Where appropriate, work with other school board staff to review and update the student's IEP.
- Provides the program for the exceptional student in the regular class, as outlined in the IEP.
- Communicates the student's progress to parents.

The Special Education Teacher:

The special education teacher, in addition to the responsibilities listed above under "The Teacher".

- Holds qualifications, in accordance with the regulations under the Education Act, to teach special education.
- Monitors the student's progress with references to the IEP and modifies the program as necessary.
- Assists in providing educational assessments for exceptional students.

The Parent:

- Is familiar with and informed about board policies and procedures in areas that affect the child.
- Participates in parent-teacher conferences, and other relevant school activities.
- Participates in the development of the IEP.
- Is acquainted with the school staff working with the student.
- Support the student at home.
- Works with the school principal and educators to solve problems.
- Is responsible for the students' attendance at school.

The student:

- Complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda.
- Comply with board policies and procedures.
- Participates in parent-teacher conferences, and other activities, as appropriate.

12. CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Ministry of Education Definition

The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

The following is the full range of categories and definitions of exceptionalities provided by the Ministry of Education. The majority of students enrolled at Bloorview School fall under the categories of communicational, physical and multiple exceptionalities.

Behaviour

A learning disorder characterized by specific behavior problems over such a period of time, and to such a marked degree, and of such nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

- An inability to build or to maintain interpersonal relationships.
- excessive fears or anxieties.
- A tendency to compulsive reaction.
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communicational

Autism: A severe learning disorder that is characterized by:

- Disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language.
- Lack of the representational symbolic behaviour that precedes language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- Involve one or more of the form, content, and function of language in communication; and
- Include one or more of: language delay; disfluency; voice and articulation development, which

may or may not be organically or functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly have an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range.
- Results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills.
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities.
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Intellectual

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by:

- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services.
- An inability to profit educationally within a regular class because of slow intellectual development.
- A potential for academic learning, independent social adjustment, and economic self-support

Developmental Disability: A severe learning disorder characterized by:

- An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development.
- An ability to profit from a special education program that is designed to accommodate slow intellectual development.
- A limited potential for academic learning, independent social adjustment, and economic self-support.

Physical

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations, to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple

A combination of learning or other disorders, impairments or physical disabilities that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

13. PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Due to the exceptionalities of the students served by Holland Bloorview Kids Rehabilitation Hospital and Bloorview School, we do not have any students placed in provincial and/or demonstration schools. If any of our students require services from such schools, we would contact them. A list of the schools and services provided is contained in this report.

Provincial and Demonstration Schools:

- Are operated by the Ministry of Education.
- Provide education for students who are Deaf or hard of hearing, who are blind, or have low vision, who are deafblind, and/or who have severe learning disabilities.
- Provide an alternative education option.
- Serve as regional resource centres for students who are Deaf or hard of hearing, blind or have low vision, deafblind, or who have severe learning disabilities.
- Provide outreach and home-visiting services to parents of preschool children who are Deaf or hard of hearing, are blind or have low vision, or are deafblind.
- Develop and provide learning materials and media for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind.
- Provide school board teachers with resource services.
- Provide professional development for teachers.

The following four provincial schools in Ontario provide education for students who are Deaf or hard of hearing, are blind or have low vision, or are deafblind:

- W. Ross Macdonald School, Brantford
- Ernest C. Drury School for the Deaf, Milton
- Robarts School for the Deaf, London
- Sir James Whitney School for the Deaf, Belleville

The language of instruction at the three schools for the Deaf is American Sign Language (ASL). The language of instruction at the W. Ross Macdonald School for the Blind and Deafblind is English.

The Centre Jules-Léger, which functions as *both* a Provincial School and a Demonstration School, provides instruction for the Deaf in Langue des Signes Québécois (LSQ). All other instruction is in French.

The following three Demonstration Schools provide education for students who have severe learning disabilities. Instruction at these schools is in English:

- Amethyst School, London
- Sagonaska School, Belleville
- Trillium School, Milton

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

Contact Information for Provincial Schools and Demonstration Schools

More information on these schools is also available on the **Provincial Schools Branch** page of the ministry website at: <https://pdsbnet.ca/en/about-us/the-provincial-schools-authority-psa/>

Provincial Schools

Centre Jules-Léger
281, rue Lanark, Ottawa, ON K1Z 6R8
Tel: 613-761-9300
TTY: 613-761-9302
<https://ccjl.ca/>

Ernest C. Drury School for the Deaf
255 Ontario Street South, Milton, ON L9T 2M5
Tel: 905-878-2851
TTY: 905-878-7195
<https://asl.pdsbnet.ca/schools/ernest-c-drury-school-for-the-deaf/>

Robarts School for the Deaf
1515 Cheapside Street, London, ON N5V 3N9
Tel: 519-453-4400
TTY: 519-453-4400
<https://pdsbnet.ca/en/schools/robarts/>

Sir James Whitney School for the Deaf
350 Dundas Street West, Belleville, ON K8P 1B2
Tel: 613-967-2823
TTY: 613-967-2823
<https://pdsbnet.ca/en/schools/sir-james-whitney/>

W. Ross Macdonald School
350 Brant Avenue, Brantford, ON N3T 3J9
Tel: 519-759-0730
<https://pdsbnet.ca/en/schools/w-ross-macdonald/>

Demonstration Schools

Amethyst School
1515 Cheapside Street, London, ON N5V 3N9
Tel: 519-453-4400
<https://pdsbnet.ca/en/schools/amethyst/>

Centre Jules-Léger, see Provincial Schools above

Sagonaska School
350 Dundas Street West, Belleville, ON K8P 1B2
Tel: 613-967-2830
<https://pdsbnet.ca/en/schools/sagonaska/>

Trillium School
255 Ontario Street South, Milton ON L9T 2M5
Tel: 905-878-2851
<https://pdsbnet.ca/en/schools/trillium/>

OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY

14. THE BOARD CONSULTATION PROCESS

The board keeps up to date on developments in the education sector, encourages communication and involvement between home and school, strengthens and establishes internal and external partnerships, and promotes community outreach. Parent council chairs, Hospital partners, Union Stewards and Board of Trustees are consulted in this plan.

The Bloorview School Authority Strategic Plan outlines our vision, mission, values and strategic directions. The details are available at: <https://bloorviewschool.ca/strategic-plan>

15. THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Regulation 464/97 3. (1) in the Education Act provides an exemption for Section 68 schools.

School Advisory Council

The Bloorview School Authority has a School Advisory Council which is consulted in the annual review and development of the Special Education Plan.

16. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The procedures described in this section are part of a continuous assessment and program planning process that is initiated upon entry of a student to the Bloorview School Authority and continues throughout the student's enrolment at the school.

All students admitted to Bloorview School are clients of Holland Bloorview Kids Rehabilitation Hospital, or if they live in York Region, the Children's Treatment Network. The students require therapy services and have been referred to the school by Holland Bloorview Kids Rehabilitation Hospital therapists, physicians or other professionals from community agencies. Our students are children and youth who require intensive, early intervention therapy, post-surgery rehabilitation, post-head trauma or spinal cord rehabilitation, complex care or respite services.

Once a child is enrolled in our program, special education teachers conduct individual educational

assessments. The interdisciplinary team, in consultation with parents, may develop an Individual Education Plan to outline the strengths and needs of the student and describe specific modifications, accommodations and strategies necessary to build success. The therapy team also reviews previous therapy reports, observes students and administers their own assessments.

Team meetings involving the therapists, teacher and educational assistants for the class are held every three weeks. Individual student progress is reviewed, and decisions are made regarding program planning. Our early intervention is based on a cycle of continuous assessment, the resetting of goals where appropriate, and individualized instruction to ensure that students can maximize their learning.

Additionally, in keeping with the Ministry of Education document, *Learning for All – A Guide to Effective Assessment and Instruction for All Students*, meetings are held regularly throughout the school year.). To provide a deeper understanding of the range of student interests, styles and abilities, our educators gather information from a variety of sources, including the Bloorview School [list of approved assessment tools](#). Navigation of the assessment tools is supported through assistive technology.

17. EDUCATIONAL AND OTHER ASSESSMENTS

Our assessment process aligns with the Ministry's *Growing Success* document. At team meetings, ongoing medical, therapy and educational assessments are shared with professionals involved in student care. Included are speech-language, occupational therapy, physical therapy, augmentative communication, and psychological and educational assessments.

School support team (SST) meetings are scheduled as needed to provide an opportunity for on-going collaborative problem solving among a broad team of representatives. Regular members may include a school administrator or designate, the classroom teacher, parents and additional specialists such as therapists and the school psychologist. Others, such as community agencies, may be invited to attend, when appropriate. All SST participants collaborate to develop intervention strategies to support the students' needs.

Both formal and informal educational assessment tools are used whenever appropriate and are designed to support the Ontario curriculum. For our Integrated Education and Therapy (IET) students, we have a continuum of assessment tools that the teachers use, and the data is recorded and monitored over the years that the student remains at Bloorview.

With parent consent, our occupational therapists, physiotherapists, speech and language pathologists and psychology staff also conduct a variety of assessments. Results of assessments are shared with parents and reports are filed in the child's electronic health record at Holland Bloorview Kids Rehab, and with consent, copies are placed in the child's Ontario Student Record (OSR).

The **Speech Language Pathologists** conduct assessments on all IET students in the school. Results are shared with parents and consent for a management plan and service delivery model is received. Based on the assessment, students receive support from both the SLPs and/or the communicative disorders assistant. Assessment results are also shared with the classroom team who collaborate together with the SLP team in the generation of appropriate classroom goals and strategies to support each child. The SLPs are governed by the Regulated Health Professions Act, 1993 and by the College of Audiologists and Speech Language

Pathologists of Ontario.

The **Occupational and Physical Therapists** are employees of Holland Bloorview Kids Rehabilitation Hospital. They conduct formal and informal assessments. Therapy goals are developed in consultation with the parents and recommendations are shared with the class teams. Teams discuss how goals and recommendations can be integrated into each student's school day. A formal report is written to support a child's transition into the community at the time of graduation from the IET program. The therapists are governed by the Regulated Health Professions Act, 1993 and by the College of Physiotherapists of Ontario and the College of Occupational Therapists of Ontario.

The **Psychologist** is seconded to Bloorview School from Holland Bloorview Kids Rehabilitation Hospital. Psycho-educational assessments may be conducted for some of our IET students prior to leaving Bloorview School. As with other formal assessments, written consent from parents is obtained. Results of testing are discussed with parents prior to their release to the school and to the Holland Bloorview Kids Rehabilitation Hospital medical records. Psychology staff are governed by the Regulated Health Professions Act, 1993 and the College of Psychologists of Ontario.

Students at Bloorview School may be connected to social work services through Holland Bloorview Kids Rehabilitation Hospital.

Privacy of Information

All therapists and the school nurse are governed by PHIPA. All formal reports by Bloorview School staff are filed in the documentation file of the Ontario Student Record (OSR). Unless written consent of the parents is obtained, only the Supervisory Officer, Principal and Teachers of the school are allowed access to the OSR and only for the purpose of improving the student's instruction. There are specific instances in which access to an OSR may be given to individuals other than those listed above. Information as to the circumstances in which an OSR can be accessed can be found on the Ministry of Education website using this link: [Who can access an OSR?](#)

All reports compiled by Holland Bloorview staff are governed by the Personal Health information Protection Act (PHIPA) and will only be placed in a child's OSR with consent from the parent. For more information regarding privacy of information at Holland Bloorview Kids Rehabilitation Hospital, please use this link: [Privacy and Access Information](#)

Parents can request to see the contents of their child's OSR by contacting the principal.

18. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The Bloorview School Authority receives funding through the Ministry of Education for teachers, educational assistants, speech and language staff. Holland Bloorview Kids Rehabilitation Hospital receives funding from the Ministry of Health for occupational and physical therapy staff and a school nurse who support our students. Due to the continuous intake and discharge of our special needs population, our staff regularly connects with the agencies and Ministries that support these students in the community. Building strong partnerships is a cornerstone of the Board's Strategic Plan.

19. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Once they leave Bloorview School, students can be provided with speech, occupational and physical therapy by Holland Bloorview Kids Rehabilitation Hospital (HBKRH) outpatient services. A respite resource service at Holland Bloorview Kids Rehabilitation Hospital assists parents in securing respite care. As well, Holland Bloorview Kids Rehabilitation Hospital provides in-house respite services. The Ontario Health atHome Services (OHaH) provides our school with nursing services for our Integrated Education and Therapy (IET) students where required.

Specialized health support service	Agency or position of person who performs the service (e.g., OHaH, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required
Nursing	HBKRH Nurse, OHaH Nurse	Written request of Physician and Parent	Physician	Change of orders by Physician
Occupational therapy	HBKRH	O.T. Assessment	Therapist	O.T. Assessment
Physiotherapy	HBKRH	P.T. Assessment	Therapist	P.T. Assessment
Nutrition	HBKRH Pediatrician and/or Feeding Team	Significant weight or sensory issues	Holland Bloorview Pediatrician and/or Feeding Team	Strategies in place re: issues
Speech and language therapy	HBKRH and Bloorview School	Speech/Language Assessment	Speech and language pathologist	Speech/Language Assessment
Speech correction and remediation	HBKRH and Bloorview School	Speech/Language Assessment	Speech and language pathologist	Speech/Language Assessment
Administering of prescribed oral medications	School Staff, School Support Staff	Written request of Physician and Parent	Physician	Change of orders by Physician
Catheterization	HBKRH Nurse, School Support Staff	Written request of children's Physician and Parent	Physician	Change of orders by Physician
Suctioning	HBKRH Nurse, School Support Staff	Written request of Physician and Parent	Physician	Change of orders by Physician
Lifting, positioning and seating	Bloorview School Staff with O.T. and P.T. input	O.T. & P.T. Assessment	Therapist	O.T. & P.T. Assessment with input from Orthopedic Physician
Assistance with mobility	HBKRH O.T. and P.T. and School Staff	O.T. & P.T. Assessment	Therapist	O.T. & P.T. Assessment with input from Orthopedic Physician
Feeding	HBKRH and Bloorview School Staff	Tube Feeding O.T. and P.T. Feeding Team Assessment	Pediatrician	Pediatrician, O.T., P.T. Feeding Team Assessments
Toileting	Educational Assistants	Physical Disabilities	School Staff	Change in physical status
Other	Communication and Writing Aids	Need for augmentative communication system	Speech and language pathologist or therapist	No benefit for face-to-face or written communication

20. STAFF DEVELOPMENT

The Board's Strategic Plan highlights the commitment to teacher development to support student

achievement. We encourage staff to participate in professional development opportunities to help advance their educational practice and develop the knowledge and skills needed to meet the students' needs. Professional learning is determined by the goals set out in the Board's Strategic Plan, the priority areas set out by the Ministry of Education as well as topics specific to our site as determined by staff. Through the Annual Learning Plan process, staff will identify their ongoing professional development needs. Professional development opportunities are also provided in response to the needs identified in these Annual Learning Plans.

Staff are engaged in several types of professional learning opportunities. These include compliance training as it pertains to Health and Safety (e.g., medical skills training provided by Holland Bloorview Kids Rehab, Dealing with Abuse and Neglect of Students), mandated learning topics (e.g., new curricula), and then other professional learning opportunities are based on a school determined need (e.g. using adaptive technology). These opportunities are provided through in-person training, virtual & asynchronous training, and job embedded learning.

The school continues to honour its mandate to provide professional development opportunities to assist educators in assessment and programming strategies for students who are non-speaking, physically disabled or have an acquired brain injury. Many of the staff members at Bloorview School have attained both through study and experience a significant level of expertise in the area of educating children with physical disabilities and other complex needs. The school continues to look for ways to partner with the Bloorview Research Institute in the Hospital as well as coterminous boards and other section 68 schools.

Professional Development opportunities offered this past school year include:

- AAC Devices
- Speech Generating Devices
- Boardmaker
- Book Creator
- MathUp
- Lumio
- Help Kidz Learn: Bridges Canada
- DHH Education for Teachers
- Redcat System
- Holland Bloorview Kids Rehabilitation Hospital Health and Safety Training
- Safe Feeding Practices
- Inclusive Health and Physical Education
- Standard First Aid Training
- Using AI in Education
- Creating Google Gems
- BSA Early Literacy Screener
- BSA Continua
- Amplify's Science of Reading: A New Teacher's Guide
- Book Bins, Phonological Awareness and DI
- Apple assistive devices
- Strategies for Students with Autism (Surrey Place)
- Trauma-Invested Classrooms (Dr. Aarti Kumar)
- TeachABI - Educators – Research project with NOVEL labs HBKRH
- NVCi Refresher

The Bloorview School Authority serves as a practicum and field placement centre for a variety of public

education and social and health services disciplines. Bloorview School has hosted students from the following educational institutions: George Brown College – Deaf -Blind Intervenor Studies, Nipissing University, Toronto Metropolitan University, Wilfred Laurier University, and Queen’s University.

On an ongoing basis, our school transition liaison teachers provide support to community school teachers regarding the needs of the incoming students and the technology and equipment they use.

Bloorview School Authority offers tours, visits and professional development opportunities to outside people and organizations to benefit all participants through an open exchange of ideas, knowledge and practices.

Visitors to Bloorview School include:

- Toronto District School Board
- York Region District School Board
- Peel District School Board
- Staff from Gimnasio La Montaña - Bogota Colombia
- Ministry of Education – Deputy Minister Visit
- W. Ross MacDonald School for the Blind
- Section 68 School Principals– Annual General Meeting
- Havergal College

21. ACCESSIBILITY (AODA)

Holland Bloorview Kids Rehabilitation Hospital and Bloorview School are fully accessible. All student and staff washrooms are wheelchair accessible and are staffed as necessary by educational assistants. Public washrooms are accessible. The different floor levels are accessible by elevators. A new fully accessible outdoor learning space opened in the fall of 2020. Our website includes tools and technology for improved accessibility. Our policies are attached to our website at: <https://bloorviewschool.ca/policies-planning>

22. PARENTS’ GUIDE TO SPECIAL EDUCATION

All of the students at the Bloorview School Authority transition out to district school boards across the province. We direct parents to the respective board’s website to access the appropriate Parents’ Guide to Special Education.

APPENDIX A

Motion to Approve

At a meeting of the Bloorview School Authority held on June the following motion was approved:

That the Bloorview School Authority Board approve the revised Special Education Plan 2026, as presented.

Moved by: Nicole Thomson

Seconded by: Helen Huang

Chairperson: Jamie Grant

Motion Carried

APPENDIX B

BLOORVIEW SCHOOL AUTHORITY **Board Members 2025/2026**

Members: Jamie Grant, Chair
Arnold Hochman
Kevin Collins
Dr. Nicole Thomson
Helen Huang
Linda Smart

Staff: Michael O'Keefe, Director
Sarah Nauman, Principal
Angie Arevalo/Kristina Gasparini, Finance
Stefany Naranjo, Secretary