



SPECIAL EDUCATION PLAN
2019

Prepared in accordance with Regulation 306

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SPECIAL EDUCATION PROGRAMS AND SERVICES

1. MODEL FOR SPECIAL EDUCATION

As outlined in the Board's Multi-year Strategic Plan, Bloorview School Authority (BSA) is committed to providing enriching and challenging learning opportunities for children and youth who have physical, medical and academic challenges. We work to prepare our students for participation in their schools and communities to the fullest extent possible.

Our philosophy of special education supports the principles of equity and human rights. Bloorview School Authority's special education program and services comply with important federal and provincial statutes such as the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act 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 with physical, communication and developmental disabilities who require intensive physical, occupational and speech-language therapy within their individualized educational programs.

Bloorview School also provides educational programs to respite and rehabilitation clients of Holland Bloorview Kids Rehabilitation Hospital (HBKRH) who fall into four areas: Complex Continuing Care (CCC), Brain Injury Resource Team (BIRT), Specialized Orthopedic and Developmental Rehabilitation Team (SODR), and Persistent Pain Pediatric Program – Get up and Go (GUAG). These programs are for inpatient and day-patient clients and 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. Long-term care students receive alternative multi-modal sensory education.

All programs are delivered by qualified special education teachers and support staff, in partnership with Holland Bloorview Kids Rehabilitation Hospital staff.

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

<https://bloorviewschool.ca/>

1. A. PROGRAMS

Integrated Education and Therapy (IET)

The Integrated Education and Therapy (IET) Program is an interdisciplinary early intervention program for children with a range of physical and/or communication disabilities from Kindergarten to Grade 1.

During the school day, children receive physical, occupational and speech therapies along with educational programming to meet their academic needs.

The therapy is provided by professional therapists, working in a team setting with special education teachers and educational assistants. The teachers, therapists and support staff collaborate to establish individual learning and therapy goals and share the responsibility of programming.

The classrooms are set up in a Universal Design for Learning model creating an inclusive environment. 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 the teaching and learning process.

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

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

A school team supported by a School Transition Liaison teacher (STL) collaborates with the community school boards to ensure a successful transition when the student leaves Bloorview School.

The Primary Program brochure can be viewed at:

https://bloorviewschool.ca/vendor/ckuploads/files/IET_Program%20Brochure%20revised%20Dec_%202018.pdf

Resource Programs

The Resource 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.

In each classroom, a qualified special education teacher and support staff provide educational programs for students based on The Ontario Curriculum. Resource 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 are developed for students who require curriculum modifications and/or program accommodations. Secondary school credit courses are offered when appropriate.

In addition to the academic program, enrichment opportunities may include music, art, drama, physical education and library/media studies. School-wide activities may include concerts, assemblies, awards ceremonies and special days.

The organization of Resource programs is arranged by age level and programming needs. Students may

attend for a period of several weeks up to a period of a year or more. IEPs are developed for students who require curriculum modifications and/or program accommodations. Secondary school credit courses are offered when appropriate.

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 placement transitions. Community school board representatives are invited to school planning and transition 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.

The Resource Program brochure can be viewed at:

<https://bloorviewschool.ca/vendor/ckuploads/files/Resource%20Brochure%20%20April%202019.pdf>

The Arts

For all students the arts provide a natural vehicle through which children can explore and express themselves. Through a variety of resources and media, our Arts teacher fosters a learning environment that provides opportunities for children to create art in any form. Arts initiatives encourage creative thinking in a variety of areas. In this way, the arts are integrated throughout the academic curriculum. We see each child as unique and active participant in all aspects of their creative development, while adapting our lessons to meet student needs.

Health and Physical Education

The Physical Education program develops students' knowledge of movement and safety through a wide range of activities that increases their understanding of an active and healthy lifestyle. It is designed to be inclusive, adaptive and flexible, to create a positive learning environment. Programming may be modified and equipment adapted to ensure each student participates with the greatest possible independence and enjoyment.

Library and Media Literacy

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. Media literacy is fostered through the use of educational technology and information literacy skills.

1. B. PROGRAM SUPPORTS

Augmentative and Alternative Communication

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

School Transition Liaison teacher

The School Transition Liaison teacher supports students' transitions from Bloorview School's Resource and Integrated Education Therapy programs to community schools. STLs liaise with schools, families, HBKRH and community agencies, to plan and make recommendations regarding appropriate educational programming.

The School Transition Liaison teacher also receives referrals to assist students who are outpatients of Holland Bloorview Kids Rehabilitation Hospital, attending community schools. In this capacity, students and their schools may receive support for post-secondary transition planning, school-to-school transitions and program planning.

Hearing and Vision Needs

In both the IET and Resource Programs support and intervention for deaf/hard of hearing and visually impaired students are arranged through school staff, the Ministry of Education, Provincial and Demonstration schools, or neighbouring public school boards, as appropriate. Referrals for screening are made as necessary.

Physical and Occupational Therapy

The integration of physiotherapy and occupational therapy is a significant and fundamental component of the IET and Resource school programs. These services are delivered by therapy staff in collaboration with classroom teams.

Psychology

The school employs a part-time psychologist for students in the IET program. This service provides assessment and consultation through our School Support Team for the purpose of programming and also assists with future planning and educational placements.

Speech and Language Therapy

In the IET program, speech and language services are provided by two qualified speech-language pathologist (SLP). A communicative disorders assistant (CDA) works with the SLP to support students and teachers in specialized communication programming. Direct intervention and consultative service are available for students with identified communication needs. These interventions are conducted both in class and on a withdrawal basis with integrated teacher follow-up activities.

Technology Enabled Learning and Teaching (TELT)

The TELT Contact builds capacity with staff through ongoing professional development, as well as job-embedded professional learning. Co-planning and co-teaching is facilitated to create lessons using technology that directly supports student needs. The emphasis is on applying the purposeful and intentional use of technology within the classroom.

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

Students at Bloorview School generally are not formally identified through the IPRC process. Students at Bloorview may be referred to an IPRC at their local school board near the conclusion of their stay with us or prior to their return to community school.

Students who are with us longer than 30 days and require modifications or accommodations to a regular program receive an Individual Education Plan.

Transition meetings for IET students, or discharge meetings for Resource students leaving Bloorview School, include parents, representation from school board personnel, medical and therapy teams, school health support services and a Bloorview School Transition Liaison teacher, as appropriate. Transition planning is integral to the process. Community school placement and inclusion are essential considerations

for students returning to their home school boards of education.

3. SPECIAL EDUCATION PLACEMENTS PROVIDED BY BLOORVIEW SCHOOL AUTHORITY

Bloorview School Authority is a specialized educational setting in which all students have medical and/or therapy needs. Classes are formed with small groupings of students and staffed by a multidisciplinary team, which may include, in addition to teachers, educational assistants, therapy staff, deaf-blind intervenors and speech-language support staff. All programs are full day. Most classrooms have a maximum student enrolment of eight. Secondary school students, given the variety and scope of academic material, follow individualized programs. Academic programs begun initially in community schools are continued where appropriate. Communication between Bloorview and home schools facilitates this work.

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 the community focuses on programming and supports. Inclusion in a community 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.

Each year a number of Holland Bloorview Kids Rehabilitation Hospital and Community Treatment Network clients referred to the Bloorview School Authority Admissions Committee, are not accepted to the school program due to lack of pupil placement spaces.

4. INDIVIDUAL EDUCATION PLANS (IEPs)

An IEP is a written plan that describes the strengths and needs of ~~the~~ an 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. The IEP acts as a framework for communicating information about the student’s progress to parents and the student on the Progress Report Card and the Provincial Report Card. Parents are invited to contribute to the development of their child’s IEP.

5. SPECIAL EDUCATION STAFF

Bloorview School Authority is staffed with Ontario certified teachers, with Special Education qualifications, who are seconded from Area School Boards, as well as, qualified educational assistants, intervenors, a communicative disorders assistant, a speech-language pathologist, a part-time deaf/hard of hearing teacher and a part-time 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	3.0	OTC; AQ: Special Education Part 1-3
1.2	Teachers for self-contained classes	16.0	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	33.0	College diploma or equivalent
4	Other professional resource staff		
4.1	Psychologists	0.5	O.P.A. registration as Psychology Associate
4.2	Speech-language pathologists	2.0	Ontario certified
5	Paraprofessional resource staff		
5.1	Intervenors (for deaf-blind students)	2.0	Ontario certificate
5.2	Auditory-verbal therapists (communicative disorders assistant)	1.0	CDA certified
5.3	Subtotal	60.0	

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	4.0	OTC; AQ: Special Education Part 1- 3
2	Educational assistants in special education		
2.1	Educational Assistants	2.0	College diploma
2.2	Subtotal	7.0	

6. SPECIALIZED EQUIPMENT

A priority at Bloorview School Authority is to stay current and be well equipped with computer technology equipment and technology services. The TELT teacher, along with the school's information technology committee advises the Principal regarding the purchase of equipment, hardware and software and assists in the offering of technology in-service programs for our staff.

Technology plays an increasingly crucial role in the education and lives of our students. Computer technology provides writing and/or communication tools. Adapted keyboards, alternative access devices (e.g. head switch, joystick) and appropriate software improve accessibility for our students. We promote the use of Promethean Interactive Displays and iPads in our classrooms, along with assistive software such as, Boardmaker online, Clicker 7 and Read and Write for Google Chrome.

Bloorview School utilizes G Suite 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 costs of equipment, essential to support students with special needs, where the equipment is recommended by a qualified professional. The types of items recommended by a qualified professional are

not available through the regular school budget of BSA. Eligible expenses may include equipment for hearing and vision support, personal care, physical assists and custom computer hardware and software.

The purchase of specific equipment is facilitated through the school 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 accommodations that are 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.

A current SEA claim initiative includes funding for technology to improve students' access to computers, iPads and interactive whiteboards. Each IET classroom will be provided with an Assistive Technology alternative bin containing peripherals such as a Big Red Switch with Hitch, a Jelly Bean Twist Switch with Hitch, a Slimline Joystick, an nAbler USB joystick and a Blue2bluetooth iPad switch.

7. TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

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

8. TRANSITION PLANNING

The successful transition of a student to a community school is part of the educational planning process, whether the student is being re-integrated into his/her home school board following rehabilitation, or upon completion of the Integrated Education and Therapy (IET) program.

The staff at BSA recognizes that learning how to manage transitions is an essential life skill that will be used by our students well beyond the school years. Individualized transition plans, as part of the IEP, are created for all students to reflect their strengths and needs and to document the specific actions, responsibilities and timelines to be implemented.

Resource Student Transitions

For students in the Resource Program, 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:

- Multidisciplinary team meetings are scheduled regularly and include the family, the rehabilitation team, and educators from BSA and receiving school boards.
- Student and family visits to the school are scheduled.
- Referrals to various community agencies (e.g. LHIN) are initiated.
- 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 two years after the student has left Bloorview School.

IET Student Transitions

Before starting in the IET program, new students are invited to attend a *Welcome to Kindergarten* evening. Parents and their children participate in an orientation session at Bloorview School to familiarize themselves with the program and engage in typical Kindergarten learning experiences together. This introduction helps create the foundation for positive relationships between parents and teachers and prepares kindergarten children for a positive start to their school journey.

At the end of the school year, teachers engage in planning activities to support the transitions within BSA. 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 issues and behavior supports 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 to provide families with the key steps involved in the transition process.
- Transition meetings with receiving schools are coordinated individually for each student. Parents and representatives from the receiving school board are invited.
- Students participate in a self-advocacy unit. The programming for this unit is delivered by the occupational therapists and teachers and 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.
- A Reunion Night event is facilitated for parents and children to speak with previous graduates and families from the IET program about their transition experiences.
- The School Transition Liaison teacher provides consultative support for each student and family during the transition and for up to a year when the student is in the new setting.

PROVINCIAL INFORMATION

9. ROLES AND RESPONSIBILITIES

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 process.
- 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).
- 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 board.
- plans and reports on the expenditures 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 of 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.
- ensures 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, works 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.
- supports the student at home.
- works with the school principal and educators to solve problems.
- is responsible for the student's attendance at school.

The Student:

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

10. 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.

Behavioural

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

- a. an inability to build or to maintain interpersonal relationships;

- b. excessive fears or anxieties;
- c. a tendency to compulsive reaction;
- d. 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:

- a. disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- b. 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:

- a. involve one or more of the form, content, and function of language in communication; and
- b. include one or more of: language delay; dysfluency; 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 has 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.

11. 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
www.psbnet.ca/eng/schools/cjl.html

Ernest C. Drury School for the Deaf

255 Ontario Street South, Milton,
ON L9T 2M5
Tel: 905-878-2851
TTY: 905-878-7195
www.psbnet.ca/eng/schools/ecd/index.html

Robarts School for the Deaf
1515 Cheapside Street, London,
ON N5V 3N9
Tel: 519-453-4400
TTY: 519-453-4400
www.psbnet.ca/eng/schools/robarts/index.html

Sir James Whitney School for the Deaf
350 Dundas Street West, Belleville,
ON K8P 1B2
Tel: 613-967-2823
TTY: 613-967-2823
www.psbnet.ca/eng/schools/sjw/index.html

W. Ross Macdonald School
350 Brant Avenue, Brantford,
ON N3T 3J9
Tel: 519-759-0730
www.psbnet.ca/eng/schools/wross/index.html

Demonstration Schools

Amethyst School
1515 Cheapside Street, London,
ON N5V 3N9
Tel: 519-453-4408
www.psbnet.ca/eng/schools/amethyst/index.html

Centre Jules-Léger, see Provincial Schools above

Sagonaska School
350 Dundas Street West, Belleville,
ON K8P 1B2
Tel: 613-967-2830
www.psbnet.ca/eng/schools/sagonaska/index.html

Trillium School
347 Ontario Street South, Milton,
ON L9T 3X9
Tel: 905-878-2851
www.psbnet.ca/eng/schools/trillium/index.html

OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY

12. 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.

Bloorview School Authority Strategic Plan outlines our vision, mission, values and strategic directions. The details are available at:

<https://bloorviewschool.ca/strategic-plan>

13. THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

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

14. 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 Bloorview School Authority and continues throughout the student's enrolment at the school.

All students admitted to Bloorview School Authority are clients of Holland Bloorview Kids Rehabilitation Hospital, or if they live in York Region, York Region the Children's Treatment Network (CTN). 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.

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.

Priority is given to applicants who have the potential to access the Ontario curriculum and who require a multidisciplinary approach for education and therapy.

Once a child is enrolled in our program, special education teachers conduct individual educational assessments. The interdisciplinary team, in consultation with parents, develops 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 monthly. 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, class profile meetings are held twice during the school year (fall and spring). To help provide a deeper understanding of the range of student interests, styles and abilities, our teachers gather information from a variety of sources, including the Bloorview Learning Profile Continuum, as well as other standardized and informal assessment tools. In this way, the development of class profiles can assist teachers to plan daily assessment and instruction that enables every student to learn and achieve success.

Students with an acquired brain injury who are enrolled in the Resource program are involved in an intensive and complex process of identification and interventions that requires input and ongoing assessment by medical, therapy and educational teams. The educational environment compliments the rehabilitation process for each student.

15. 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, cognitive re-training, augmentative communication, psychological and educational assessments.

School support team (SST) meetings are scheduled monthly 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 student's 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.

Our speech-language therapist and our occupational and physical therapists also conduct formal and informal assessments as determined by Holland Bloorview Kids Rehabilitation Hospital reporting protocols and by their respective colleges. Reports are shared with classroom teams and new therapy goals are set. Teams discuss how therapy goals can be integrated into each child's school day.

Psycho-educational assessments are conducted for the majority of our IET students prior to leaving Bloorview. 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 Holland Bloorview Kids Rehabilitation Hospital medical records.

Students at Bloorview School Authority have access to psychiatric and social work services through Holland Bloorview Kids Rehabilitation Hospital.

16. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Bloorview School receives funding through the Ministry of Education for teacher and educational assistant staff and from the Ministry of Health for therapy staff. 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.

17. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Once they leave Bloorview School, students can be provided speech, occupational and physical therapy by Holland Bloorview Kids Rehabilitation Hospital 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 Local Health Integration Network (LHIN) 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., LHIN, 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, LHIN 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

18. 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 Development opportunities offered this school year include:

- Holland Bloorview Kids Rehabilitation Hospital Health and Safety Training
- HBKRH Volunteer Partnerships Training
- Lunch n' Learn Presentations by Holland Bloorview Kids Rehabilitation Staff
- Provincial Conferences
- TELT in-service training
- Assistive Technology Conference
- Section 68 School Partnership Opportunities
- Geneva Centre for Autism E-Learning Courses and ABA in-service
- Critical Thinking Consortium in-service sessions
- Bereavement and Grief support for staff, students and their families with Katie Doering from Ronald McDonald House Charities
- Zones of Regulation
- BLV workshop with W Ross MacDonald Demonstration School Resource Staff
- Boardmaker Online and Studio
- Canadian School Boards Association's Congress - presentation
- Self-Regulation Presentation by Angie Rosati from the MEHRIT Centre
- Wellness sessions
- Employee Family Assistance Program Supports

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.

Bloorview School Authority serves as a practicum and field placement centre for a variety of public education and social and health services disciplines. During the course of the 2018-19 school year BSA hosted students from the following educational institutions: George Brown College, Ryerson University, Ontario Institute for Studies in Education, Queen's University, Humber College, University of Ottawa.

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 BSA during the 2018-19 school year include:

- ECE students from Urawa University, Japan, facilitated by Ryerson University
- Educators from Chengdu, China, facilitated by York University
- Hong Kong Authority – Adrienne from HBKRH (Barbara Smith)
- Toronto District School Board
- London Health Sciences Centre
- Ottawa Children's Treatment Centre School
- National Institute of Special Education, Republic of Korea
- Campbell Children's School Authority
- The Ontario Institute for Studies in Education of the University of Toronto
- Teach For Canada

19. ACCESSIBILITY (AODA)

Holland Bloorview Kids Rehabilitation Hospital and Bloorview School are totally accessible. All student and staff washrooms are wheelchair accessible and are staffed by educational assistants as necessary. Public washrooms are accessible. The different floor levels are accessible by elevators. Our newly redesigned website includes tools and technology for improved accessibility. Our policies are attached to our website at: <https://bloorviewschool.ca/policies-planning>

20. PARENTS' GUIDE TO SPECIAL EDUCATION

All of the students at 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.