



# **SPECIAL EDUCATION PLAN**

## **2022**

*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 Mission Statement**

The mission of the Bloorview School Authority is to enable and empower our students to learn and achieve to their fullest potential by:

- Providing specialized integrated programming and technology
- Partnering and collaborating to build expertise
- Acting as a key resource and leader in education

## **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 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 17 of this document.

# **SPECIAL EDUCATION PROGRAMS AND SERVICES**

## **1. MODEL FOR SPECIAL EDUCATION**

As outlined in the Board's Multi-year Strategic Plan, The Bloorview School Authority 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. The 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 in Kindergarten and Grade 1 who are clients of Holland Bloorview Kids Rehab and Community Treatment Network to address their therapeutic and educational needs. Students have a primary diagnosis of a physical

disability with associated 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 respite and rehabilitation clients of Holland Bloorview Kids Rehabilitation Hospital who are patients in one of the following programs: Complex Continuing Care, Brain Injury Resource Team, Specialized Orthopedic and Developmental Rehabilitation Team, and Persistent Pain Pediatric Program – Get up and Go. 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. School staff work closely with special education coordinators and learning support consultants from school boards throughout Ontario and beyond. Coordination is required for the admission and demitting processes as students move between school boards.

Our website provides parents<sup>1</sup> 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 with primary diagnosis of a physical disability and other associated complex needs.

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 plans and therapy goals and share the responsibility of programming.

Special education teaching is based on the guiding principles of Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs, Kindergarten to Grade 12. Differentiated instructional practices 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 skills development. Each child is encouraged to develop, self-esteem self-advocacy, independence and personal responsibility.

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<sup>1</sup> Throughout this document, 'parent' refers to 'parent or guardian'

An Individual Education Plan (IEP) is 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 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.

The Primary Program brochure can be viewed here: [Primary Program](#)

### **Resource Program**

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. The organization of resource 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 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.

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 Resource 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 work load 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. High school students can be offered opportunities to earn community hours when they lead school wide initiatives, take part in school projects through our leadership and advocacy programming or participate as a student member of our School Advisory Council.

More information about our Secondary Program can be found here: [Secondary Brochure](#)

More information about our Resource Program can be found here: [Resource Program Brochure](#)

**Students in the IET and Resource Programs also have the opportunity to receive specialized instruction in the following areas:**

#### 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 Bloorview School Authority provides an adapted physical education program for all students. This program develops students' knowledge of movement, their bodies, and safety through a wide range of activities that increases their understanding of an active and healthy lifestyle. It is designed to be fun, inclusive, and flexible, to create a positive learning environment. Programming may be modified and incorporate adaptive equipment to ensure increased participation, student independence and achievement.

#### Leadership and Advocacy

We have leadership and advocacy programming designed to help our students build the skills they need for a successful transition back to their school, home and community. Students develop strategies to promote self-regulation, learn the meaning and importance of self-advocacy, and build leadership skills. Student voice is amplified as they discuss local and global social justice issues affecting children and youth and learn how to take action to bring positive change.

#### 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.

### **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 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 fundamental component of school programming. These services are delivered by Holland Bloorview therapy staff in collaboration with classroom teams.

### Psychology

The school employs a full-time psychologist for students in the IET program. The psychologist may provide assessment and consultation services through our School Support Team for the purpose of programming and transition planning. Not all students will receive an assessment. Resource Students are provided psychology support through Holland Bloorview.

### School Transition Liaison

The school transition liaison teacher supports students' transitions from Bloorview School to community schools by acting as liaisons with schools, families, Holland Bloorview and community agencies. Recommendations are made regarding appropriate educational programming and supports that a student will need to participate successfully at their community school.

Referrals are also received to assist students who are outpatients of Holland Bloorview Kids Rehabilitation Hospital. These referrals are reviewed and accepted on a case by case basis.

### Speech and Language Therapy

In the IET program, speech and language services are provided by two qualified speech-language pathologists (SLP). A communicative disorders assistant works with the SLPs 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 Lead 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 to facilitate student access and learning.

## **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 Resource Program is granted to inpatients and day patients of Holland Bloorview Kids Rehabilitation Hospital. Admission to our IET program is by application.

### **Admission to the Resource Program**

All students of school age who are inpatients or day patients of the Brain Injury Rehab Team, Specialized Orthopedic and Developmental Rehab, Complex Continuing Care or Get Up and Go programs at Holland Bloorview are eligible for admission. Academic programs began initially in community schools are continued where appropriate. Communication between Bloorview School and home schools facilitates this work.



### **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, have a primary diagnosis of a physical disability and other associated complex needs, and are entering Kindergarten (Year 1 or 2) or Grade One.

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

The potential student:

- Demonstrates complex needs in two or more of the following areas
  - Physiotherapy
  - Occupational Therapy
  - Speech and Language Therapy
- Is of legal school age (at least four years of age by December 31), has the ability to tolerate a full day in a classroom setting and can attend to a range of activities for a short period of time
- Is currently and actively participating in and has demonstrated growth in two or more of the following therapies: speech and language therapy, occupational therapy or physical therapy and has shown the ability to integrate skills taught into daily activities.
- Demonstrates the ability to indicate, through a communication strategy (e.g. body movement; verbal words; eye gaze; speech generating devices; picture communication) the following:
  - yes and no responses
  - communication of choices

All potential students meeting intake requirements are referred to the Bloorview School Authority Admissions Committee. The committee screens all applications and consults with each potential student's multi-disciplinary team to validate the application. Families are notified of admission 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 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. 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.

Classes are formed with small groupings of students and staffed by a multidisciplinary team, which may include, in addition to teachers and 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.

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.

#### 4. 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.

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.”<sup>2</sup>

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 accommodations.

#### 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, 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

	<b>SPECIAL EDUCATION STAFF</b>	<b>FTEs</b>	<b>STAFF QUALIFICATIONS</b>
1	<b>Teachers of exceptional students</b>		
1.1	Teachers for resource-withdrawal programs	3.0	OTC; AQ: Special Education Part 1-3
1.2	Teachers for self-contained classes	17.0	OTC; AQ: Special Education Part 1-3
2	<b>Other special education teachers</b>		
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	<b>Educational assistants in special education</b>		
3.1	Educational Assistants	33.0	College diploma or equivalent
4	<b>Additional student support staff</b>		
4.1	Noon Hour Supervisors	1.6	High School diploma and experience
4.2	Noon Hour Assistant	.71	Relevant Experience
5	<b>Other professional resource staff</b>		

<sup>2</sup> p. E11 Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide

5.1	Psychologists	1.0	O.P.A. registration as Psychology Associate
5.2	Speech-language pathologists	2.0	Ontario certified
6	<b>Paraprofessional resource staff</b>		
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	<b>Total</b>	<b>63.81</b>	

## SECONDARY PANEL

	SPECIAL EDUCATION STAFF	FTEs	STAFF QUALIFICATIONS
1	<b>Teachers of exceptional students</b>		
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	<b>Educational assistants in special education</b>		
2.1	Educational Assistants	2.0	College diploma
2.2	<b>Total</b>	<b>6.0</b>	

## 5. SPECIALIZED EQUIPMENT

A priority at the Bloorview School Authority is to stay current and be well equipped with computer technology equipment and technology services. The TELT Lead, 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 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, personal care, physical assists 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 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.

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	Hearing Aids, FM 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

## **6. TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

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

## **7. 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 and needs of students leaving our school are shared so that appropriate supports and programming can be put in place. Transition meetings for IET students, or discharge meetings for Resource students leaving Bloorview School, include parents, representation from school board personnel, Holland Bloorview 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.

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.

All transition meetings and visits will take place in accordance with current health and safety guidelines. As a result, transition opportunities may be virtual.

### **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 Bloorview School and receiving school boards.
- Student and family visits to the school are scheduled.

- Referrals to various community agencies (e.g. Home and Community Care Support Services) 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 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 teachers and prepares children for a positive start to their school journey.

In September, we have a staggered entry to allow for all families to engage in meetings with their child's 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 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 (this event has not been possible during COVID)
- 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**

### **8. 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 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)<sup>3</sup>.
- 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.

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

- 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.

## **9. 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 a 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.

### **Communication**

*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; 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.

## **10. 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**

### **11. 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.

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

### **12. 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.

### **13. 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, 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 bi-weekly. 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.

#### **14. 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 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.

With parent consent, our occupational therapists, physiotherapists, speech and language pathologists and psychology staff also conduct a variety of assessments. Reports are shared with parents, 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 (standardized and/or informal based on the student's needs) 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 communication 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. Speech language pathologists are registered members of the Ontario Association of Speech Language Pathologist and Audiologists. They are regulated by the Audiology and Speech Pathology Act.

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 have access to psychiatric and social work services through Holland Bloorview Kids Rehabilitation Hospital.

### **Privacy of Information**

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 instruction of the student. 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.

## **15. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES**

The Bloorview School Authority receives funding through the Ministry of Education for teacher, educational assistants and speech and language staff. Holland Bloorview Kids Rehabilitation Hospital receives funding from the Ministry of Health for the occupational and physical therapy staff 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.

## **16. 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 (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 Home and Community Care Support Services (HCCSS) 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., HCCSS, 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	HBKRRH Nurse, HCCSS Nurse	Written request of Physician and Parent	Physician	Change of orders by Physician
Occupational therapy	HBKRRH	O.T. Assessment	Therapist	O.T. Assessment
Physiotherapy	HBKRRH	P.T. Assessment	Therapist	P.T. Assessment
Nutrition	HBKRRH 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	HBKRRH and Bloorview School	Speech/Language Assessment	Speech and language pathologist	Speech/Language Assessment
Speech correction and remediation	HBKRRH 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	HBKRRH Nurse, School Support Staff	Written request of children's Physician and Parent	Physician	Change of orders by Physician
Suctioning	HBKRRH 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	HBKRRH 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	HBKRRH 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

## **17. 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).

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.

Professional Development opportunities offered this past school year included:

- Holland Bloorview Kids Rehabilitation Hospital Health and Safety Training
- Indigenous Cultural Competency Training Cycle 1
- Trauma Informed Education
- Supporting Play-Based Learning for Kids with ASD
- Non-Violent Crisis Prevention and Intervention Training
- Dwelling in Difficulty: How to respond and practice self-care
- Exploring Difficult Topics--Prognosis Disclosure and Palliative Care
- Anti-Black Racism: Anti-Oppressive Language
- Zones of Regulation
- TELT in-service training

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, Ryerson University, Ontario Institute for Studies in Education, Queen's University, Humber College, and 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.

Visits were paused during the COVID-19 pandemic, but past visitors to Bloorview School 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
- ECE students from Urawa University, Japan, facilitate by Ryerson University



## **18. ACCESSIBILITY (AODA)**

Holland Bloorview Kids Rehabilitation Hospital and Bloorview School are fully 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. 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>

## **19. 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 14<sup>th</sup>, 2022 the following motion was approved:

**THAT** the Bloorview School Authority Board approve the revised Special Education Plan 2022, as presented.

**Moved by:** Barry Pervin

**Seconded by:** Kevin Collins

**Chairperson:** Helen Huang

**Motion Carried**

Dated at Toronto, Ontario this 14<sup>th</sup> day of June, 2022.

## **APPENDIX B**

### **BLOORVIEW SCHOOL AUTHORITY** **Board Members 2021/2022**

**Members:** Helen Huang (chair)  
Dr. Julia Alleyne  
Kevin Collins  
Barry Pervin  
Dr. Nicole Thomson  
Dr. Richard Volpe  
Arnold Hochman

**Staff:** Michael O’Keefe, Supervisory Officer  
Sarah Nauman, Principal  
Terry Jakobsmeier, Finance  
Nadine Soteldo, Secretary