



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

Leading Education's Advocates

## **EFFECTIVE PRACTICES IN ALTERNATIVE EDUCATION**

(For the purposes of this survey alternative education is defined as any program/approach that supports students who are not successfully engaged in school and require an alternate delivery model)

**School Board: Bluewater District School Board**

**Contact Person and Email Address: Wendy Kolohon wendy\_kolohon@bwdsb.on.ca**

**Name of Program/Initiative/Strategy: Specialized Equipment Technology Demonstration Classroom**

**Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:**

### **Description of Program/Initiative/Strategy**

The focus is on programs/initiatives/strategies that increase student engagement, confidence, achievement and well-being. In the brief description please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

To further support the full integration of a specialized equipment technology process into a rich learning environment, the Special Education department revised the procedure/forms, provided outreach services and created a specialized equipment technology demonstration classroom in October 2017. The classroom is housed at a school near the board office. The program is designed, implemented, and monitored by a core team (Speech-Language Pathologist/Specialized Equipment Focus, Special Education Instructional Lead Teacher, Specialized Technology and Learning Teacher), with support from other Special Education staff.

Cohorts of classroom teachers, administrators, and learning resource teachers take part in the program. Each cohort attends the classroom one day/week for six to eight weeks. This program supports student achievement and well-being, builds educator technology/instructional/assessment, informal leadership capacity, and streamlines resources.

The flexible curriculum is designed to meet the unique needs of the adult learners, and by proxy the students they serve. The physical set-up was designed to emulate the type of space educators could create within their classroom settings. Technology and flexible work spaces were purchased to support the curriculum.

Staffing and program set up was provided through existing funding.

The pre/post staff survey, SEAPP student claims and improved referral packages were indicators of success.

### **What has been the impact on Student Learning?**

As the program began in October 2017, the impact to date has been on building staff capacity, and is beginning to impact student learning. We have seen a positive impact on students through qualitative, observational data.

In the past eight months we have had more SEAPP claims approved than in the previous two years combined, and the quality of referrals has improved immensely. The referral packages and on-going monitoring of student learning is more in depth, and focused on direct student support.

Through outreach, in a pilot school, the team provided targeted support for accommodated students in preparation for the OSSLT. This resulted in an increased success rate of 25% over the previous year's total results, and an increase of 48% for first time eligible students.

As part of the monitoring, pre/post surveys were administered and indicated that the participants appreciated the time, support, and collaboration. One participant stated, "Having access to the team to get specific advice about next steps...was invaluable." Another teacher shared, "I truly hope there are more opportunities like this in the future."

In the second year of the project more quantitative data will be intentionally collected to measure the direct impact on student achievement.

<b>Procedure Title</b>	<b>Specialized Equipment – Specialized Equipment Amount or Board Purchased</b>		
<b>Date of Issue</b>	March 21, 2001	<b>Related Policy</b>	BP 6303-D
<b>Revision Dates</b>	September 12, 2007; April 6, 2011; November 14, 2012; March 9, 2016; May 4, 2016; September 27, 2017	<b>Related Forms</b>	AF 6912; AF 6923; AF 6924; AF 6925; AF 6926; AF 6927; AF 6974; AF 6975; AF 6976-I; AF 6976-II; AF 6977; AF 6978; AF 6979; AF 6980 AF 6981
<b>Review Date</b>		<b>Originator</b>	Administrative Council
<b>References</b>			
AP 6918-D “Specialized Equipment – Security, Safety, Maintenance and Responsibility”; AP 6915-D “Specialized Equipment – Board Purchased Equipment (Items Under \$800)”; Special Education Funding Guidelines - Special Equipment Amount (SEA) 2015-2016			

**1.0 RATIONALE**

The following procedure is intended to provide a consistent process to address all requests from an outside agency source or from Bluewater District School Board staff for specialized equipment. Such requests may originate from agencies such as: Community Care Access Centre, Provincial Demonstration School, Thames Valley Children’s Centre. For equipment under \$800, please refer to AP 6915-D “Specialized Equipment – Board Purchased Equipment (Items Under \$800)”

**2.0 SPECIALIZED EQUIPMENT AMOUNT – CLAIM PROCESS**

- 2.1 Specialized equipment allows students with special needs to access curriculum. Specialized equipment is funded by school, board and Specialized Equipment Amount (SEA) funding. Equipment over \$800 that meets the criteria for SEA may be eligible to be claimed.
- 2.2 There are two types of Specialized Equipment Amount Claims Based equipment claims:
  - i. Specialized (Occupational, Physiotherapy or Speech Language Therapists) Equipment Claims
  - ii. Audiology Equipment Claims
  - i. Specialized Equipment Claims**
    - a) Therapist identifies a need and consults with school.
    - b) Therapist consults board approved occupational/physiotherapy (OT/PT) equipment tender list and completes a recommendation report listing item specifics from tender or includes a quote outlining additional specifics regarding accessories required from Bluewater District School Board chosen vendor.
    - c) If recommended item is not on tender list but can be obtained from the chosen vendor, therapist and school team must consult with Specialized Equipment. If the decision is made to proceed, therapist completes AF 6925 “Specialized Equipment Special Authorization Form - Request for Consideration of Central Funding” and attaches a quote.
    - d) If recommended item is not on tender list and cannot be obtained from the chosen vendor or the item is on the tender list but specific accessories cannot be obtained from the chosen vendor, therapist and school team must consult with Specialized Equipment. If the decision is made to proceed, the therapist will complete AF 6925 “Specialized Equipment Special Authorization Form - Request for Consideration of Central Funding” and obtain three (3) quotes.

- e) School completes form package containing AF 6927 “Specialized Equipment Amount (SEA) Submission Form – Specialized Equipment Checklist” and AF 6926 “Specialized Equipment Amount – Specialized Equipment Implementation Plan”
- f) Form AF 6974 “Specialized Equipment Amount / Specialized Equipment Amount Per Pupil Parent/Guardian Information Letter” will be completed by the school and sent with the completed package. The form will be signed by the Superintendent responsible for Special Education and will be returned to the school. School staff will forward to parents for signature. The school will send a signed copy back to the board office to the attention of the Speech Language Pathologist/Specialized Equipment Focus (SLP/SEF). Information will be retained centrally and central board staff as well as Ministry Auditors may review. A copy signed by the parent(s)/guardian(s) will be retained in the OSR.

## ii. Audiology Equipment Claim

- i. Community Audiologist identifies a need and provides a report to the school.
- ii. School completes AF 6912 “Parent/Guardian Consent for Release of Information”.
- iii. Information is forwarded to District Specialized Equipment Committee (DSEC) to allow for school board contracted audiologist services to make recommendations.
- iv. If further information is required to make a determination based on the audiogram/audiology report (see Appendix A SEA CONSIDERATIONS FOR AUDIOLOGY in order to determine if a recommendation should be made, the audiologist will request completion of Audiology Central Auditory Processing Referral Information form (AF 6981)).
- v. School board contracted audiologist will consult with board approved sound field equipment tender list (if appropriate) and completes a recommendation report listing specifics from tender for sound fields or specifics regarding ordering personal FM equipment.
- vi. If recommended item is not on tender list but can be obtained from the chosen vendor, audiologist and school team must consult with Specialized Equipment. If the decision is made to proceed, the audiologist will complete AF 6925 “Specialized Equipment Special Authorization Form - Request for Consideration of Central Funding” and attach a quote.
- vii. If recommended item is not on tender list and cannot be obtained from the chosen vendor or the item is on the tender list but specific accessories cannot be obtained from the chosen vendor, the audiologist and school team must consult with Specialized Equipment. If the decision is made to proceed, the therapist will complete AF 6925 “Specialized Equipment Special Authorization Form - Request for Consideration of Central Funding”, and obtain three (3) quotes.
- viii. School completes a forms package containing AF 6924 “Specialized Equipment Amount (SEA) Submission Form – Audiology Checklist” and AF 6923 “Specialized Equipment Amount - Audiology Implementation Plan”
- ix. Form AF 6974 “Specialized Equipment Amount / Specialized Equipment Amount Per Pupil Parent/Guardian Information Letter” will be completed by the school and sent with the completed package. The form will be signed by the Superintendent responsible for Special Education and will be returned to the school. School staff will forward to parents for signature. The school will send a signed copy back to the board office to the attention of the SLP/SEF. Information will be retained centrally and central board staff as well as Ministry Auditors may review. A copy signed by the parent(s)/guardian(s) will be retained in the OSR.

- 2.3 Completed claims are submitted to Specialized Equipment monthly to be reviewed at the monthly DSEC meeting.
- 2.4 The committee membership for Specialized Equipment claims review will include the following: SLP/SEF, other agency representative (if appropriate), Learning Services Administrator and Learning Services office professional. The committee membership for audiology claims review will include the following: SLP/SEF, and Learning Services office professional, in consultation with the board contracted Audiologist, as required. It is the role of these committees to act as a decision making body in regards to specialized equipment in Bluewater District School Board.
- 2.5 A decision will be made regarding funding—specialized equipment amount or central budget.

- 2.6 DSEC will inform the school administrator and staff regarding the decision.
- 2.7 If funding has been approved, the Learning Services office professional will order, inventory and ship equipment.

### 3.0 SPECIALIZED EQUIPMENT AMOUNT PER PUPIL (SEA PP) AMOUNT FUNDING

- 3.1 The Specialized Equipment Amount Per Pupil (SEA PP) provides a specific finite amount of grant money to be used to support the “purchase of all computers, software, computing-related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment”. (p.1 Special Education Funding Guidelines - Special Equipment Amount (SEA) 2015-2016)
- 3.2 Specialized software may be purchased and installed as part of the district computer image in order to support universal design and differentiated instruction for students (e.g. Premier Technology).
- 3.3 **Student Specific Technology Claims (refer to Appendix B for process flow chart)**

#### A. For Students with learning disabilities/physical access

- i. When a Regulated Health Professional or Supporting Professional (e.g., Teacher of Blind/Low Vision; Behaviour Expertise Professional; System Special Education Lead Teacher) determines, based on assessment, that additional technology support may be required, information will be shared on initial steps for school staff to review (e.g. Supporting Students with Learning Disabilities with Technology)
- ii. Once schools complete initial planning and support, a referral to the System Specialized Technology Team may be initiated. School staff will complete AF 6976-I along with all supporting information. Form AF 6975 “Parent/Guardian Consent for System Specialized Technology Team Involvement” will be completed and a copy will be retained in the OSR. This referral will be submitted electronically to the Speech-Language Pathologist/Specialized Equipment Focus (SLP/SEF) by the first of a month during the school year.
- iii. The System Specialized Technology Team (SSTT) will initiate AF 6977 “Essential Technology for Learning-Student Profile” to outline a technology plan if appropriate. The plan may include a recommendation to participate in a planning meeting at the school level or to participate in the Technology Demonstration Classroom.
- iv. The SSTT and school team will participate in a Student Specific Technology Planning meeting to complete Part C of AF 6977. This planning meeting will be either booked at the school or completed as part of the Demonstration Classroom program. Part D of AF 6977 will be used to track the use of technology to access curriculum/alternative programming to improve student learning. Final evaluation of trial by SSTT will indicate if use should continue to be non-claims based or if a Claims Based Recommendation will be completed.
- v. The Speech-Language Pathologist/ Specialized Equipment Focus will complete a consultation report reflecting this decision in accordance with CASLPO guidelines. The consultation report will be included in the Specialized Technology file as outlined below with copies to be retained in the OSR and sent to parent/guardian.
- vi. Form AF 6974 “SEA/SEA PP Parent/Guardian Information Letter” will be sent to parents in order to inform them that a SEA PP claim is being submitted. Information will be retained centrally and central board staff as well as Ministry Auditors may review. A copy signed by the parent(s)/guardian(s) will be retained in the OSR and submitted as part of the SEA PP Technology Retention File.
- vii. Form AF 6977 “Essential Technology for Learning - Student Profile” as well as AF 6976-I “Technology Referral and Classroom Assessment Package” will be retained electronically and housed in a school technology group within Office 365. Permissions will be assigned to the classroom teacher, Learning Resource Teacher, Principal and appropriate Learning Services Staff with read only rights for Part A and B and editing permissions for Part D. Once the student

file is closed, the final AF 6977 will be housed in the SEA PP Technology Retention file. Electronic copies of the file will be deleted and permissions for the school group will be updated.

- vii) When outside agencies deem equipment essential, a trial will be completed as outlined above to determine the essential need within the student's current school program. The SLP/SEF will act as the referring therapist as outlined in 3.3 (i).

3.4 The Learning Services Administrator-Student Support will be responsible for administering all portions of the SEA PP grant and reporting all information as required to the Ministry. For auditing retention purposes, the following will be included in a SEA PP Technology Retention File: AF 6978 "SEA Per Pupil Technology Claim Auditing Retention Checklist"; SLP/SEF Technology Consultation Report; signed Individual Education Plan and signed AF 6974 "SEA/SEA PP Parent/Guardian Information Letter"; AF 6977 "Essential Technology for Learning - Student Profile"; AF 6976-I "Technology Referral and Classroom Assessment Package" and AF 6975 "Parent/Guardian Consent for System Specialized Technology Team Involvement". The SEA PP Technology Retention File will be housed within Learning Services Central File.

3.5 For all students who have had a SEA/SEA PP technology claim completed, school staff will be responsible for reporting to the System Specialized Technology Team once per school year (April 1) to outline student use and how the technology continues to support student access to their curriculum/alternative programming. Schools will use AF 6979 "SEA Technology Audit -Learning Disability/Physical Access to Curriculum". This will be submitted to SLP/SEF. This information will be filed in the SEA PP Technology Retention File.

**B. For Students with severe communication/developmental delays**

- i) When a Regulated Health Professional or Supporting Professional (e.g., Teacher of Blind/Low Vision; Behaviour Expertise Professional; System Special Education Lead Teacher) determines, based on assessment, that additional technology support may be required, information will be shared on initial steps for school staff to review.
- ii) Once schools complete initial planning and support, a referral to the System Specialized Technology Team may be initiated. School staff will complete AF 6976-II along with all supporting information. Part A referrals will be made to provide software to support the creation of visuals only. Part B referrals will be made to support use of student specific activity software and/or physical access. Form AF 6975 "Parent/Guardian Consent for System Specialized Technology Team Involvement" will be completed and a copy will be retained in the OSR. This referral should be submitted electronically to the SLP/SEF by the first of a month during the school year.
- iii) . The System Specialized Technology Team will initiate AF 6977 "Essential Technology for Learning-Student Profile" to outline a technology plan.
- iv) The System Specialized Technology Team will then participate with the school team and referring professional in a Student Specific Technology Planning meeting to complete Part C of AF 6977. Part D of AF 6977 (or an alternative format) will be used to track the use of technology to access alternative programming to improve student learning. Final evaluation of trial will indicate if use should continue to be non-claims based or if a Claims Based Recommendation will be completed.
- iv) The Speech-Language Pathologist/ Specialized Equipment Focus will complete a consultation report reflecting this decision in accordance with CASLPO guidelines. The consultation report will be included in the Specialized Technology file as outlined below with copies to be retained in the OSR and sent to parent/guardian.
- v) Form AF 6974 "SEA/SEA PP Parent/Guardian Information Letter" will be sent to parents in order to inform them that a SEA PP claim is being submitted. Information will be retained centrally and central board staff as well as Ministry Auditors may review. A copy signed by the parent(s)/

guardian(s) will be retained in the OSR and submitted as part of the SEA PP Technology Retention File.

- vi) Form AF 6977 “Essential Technology for Learning - Student Profile” as well as AF 6976 “Technology Referral and Classroom Assessment Package” will be retained electronically and housed in a school technology group within Office 365. Permissions will be assigned to the classroom teacher, Learning Resource Teacher, Principal and appropriate Learning Services Staff with read only rights for Part A and B and editing permissions for Part D. Once the student file is closed, the final AF 6977 will be housed in the SEA PP Technology Retention file. Electronic copies of the file will be deleted and permissions for the school group will be updated.
- vii) When outside agencies deem equipment essential, a trial will be completed as outlined above to determine the essential need within the student's current school program. The SLP/SEF will act as the referring therapist as outlined in 3.3 (i).

- 3.6 The Learning Services Administrator-Student Support will be responsible for administering all portions of the SEA PP grant and reporting all information as required to the Ministry. For auditing retention purposes, the following will be included in a SEA PP Technology Retention File: AF 6978 “SEA Per Pupil Technology Claim Auditing Retention Checklist”; SLP/SEF Technology Consultation Report; signed Individual Education Plan and signed AF 6974 “SEA/SEA PP Parent/Guardian Information Letter”; AF 6977 “Essential Technology for Learning - Student Profile”; AF 6976-II “Technology Referral and Classroom Assessment Package and AF 6975 “Parent/Guardian Consent for System Specialized Technology Team Involvement”. The SEA PP Technology Retention File will be housed within Learning Services Central File.
- 3.7 For all students who have had a SEA/SEA PP technology claim completed, school staff will be responsible for reporting to the System Specialized Technology Team once per school year (April 1) to outline student use and how the technology continues to support student access to their curriculum/alternative programming. Schools will use AF 6980 “SEA Technology Audit form-Severe Communication/Developmental Learning”. This will be submitted to SLP/SEF. This information will be filed in the SEA PP Technology Retention File.

## APPENDIX A

## Specialized Equipment Amount Funding

## BWDSB Guidelines for Sound Field and Personal FM System Recommendations

**Background**

FM Sound field systems are often recommended as a general accommodation within the classroom environment in order to assist teacher voices; improve student listening environment for all students; and provide an increased ability to communicate. All students and teachers benefit from FM Sound Fields but they may be recommended as an additional accommodation to support students with attention difficulties; specific cognitive deficits; and other learning needs. Schools may consider how to provide this type of accommodation within their building. Specialized Equipment Amount funding will only be considered for FM sound fields/personal FMs when there is a diagnosed hearing loss or Central Auditory Processing deficit as outlined below:

**Hearing Loss**

Specialized Equipment Amount funding can be used to support purchasing FM sound fields or personal FM systems for students where it is deemed essential due to a measurable diagnosed hearing loss. This loss must be determined by the Board Contracted Audiologist to have long-term impact on the student's ability to access curriculum. The choice of personal FM vs. Sound Field will be made by the Board Contracted Audiologist based on what would best suit the student's individual need.

**Central Auditory Processing (CAP)**

Specialized Equipment Amount funding may be considered to support purchasing FM sound fields for students where it is deemed essential due to a diagnosed central auditory processing deficit. The diagnosis must be based on testing completed by an audiologist. Information from the audiologist must include: a summary of the concerns which led to the assessment of central auditory abilities, any known history of assessments or medical diagnosis that would relate to the issues of concern, and the CAP test results. The board accepts a definition of diagnosis of central auditory dysfunction based on the Canadian Guidelines on Auditory Processing, as follows: "Diagnosis of abnormal performance on tests of auditory processing must be based on performance below the cut-off scores or performance criteria provided by the test manual (commonly defined as at least two standard deviations below the mean) on at least two tests. . . . where only results of only one test are used to diagnose auditory processing disorder, stricter criteria of performance deficits on one test of at least three standard deviations below the mean and reported significant functional difficulty in auditory behaviours reliant on the process are appropriate."\* For our purposes, when test materials are divided into sub-tests these sub-tests are considered all part of one test. Therefore, failure on any number of the subtests will constitute failure of one test.

If the test results (and reported auditory behaviours where appropriate) meet the definition of central auditory dysfunction, The Board Contracted audiologist will request additional school information using the Audiology Central Auditory Processing Referral Information form. This school information along with the assessment data from the community audiologist will be used to determine if a trial is appropriate. If a trial is initiated, evidence will be collected to determine if FM support is essential and improves access to curriculum.

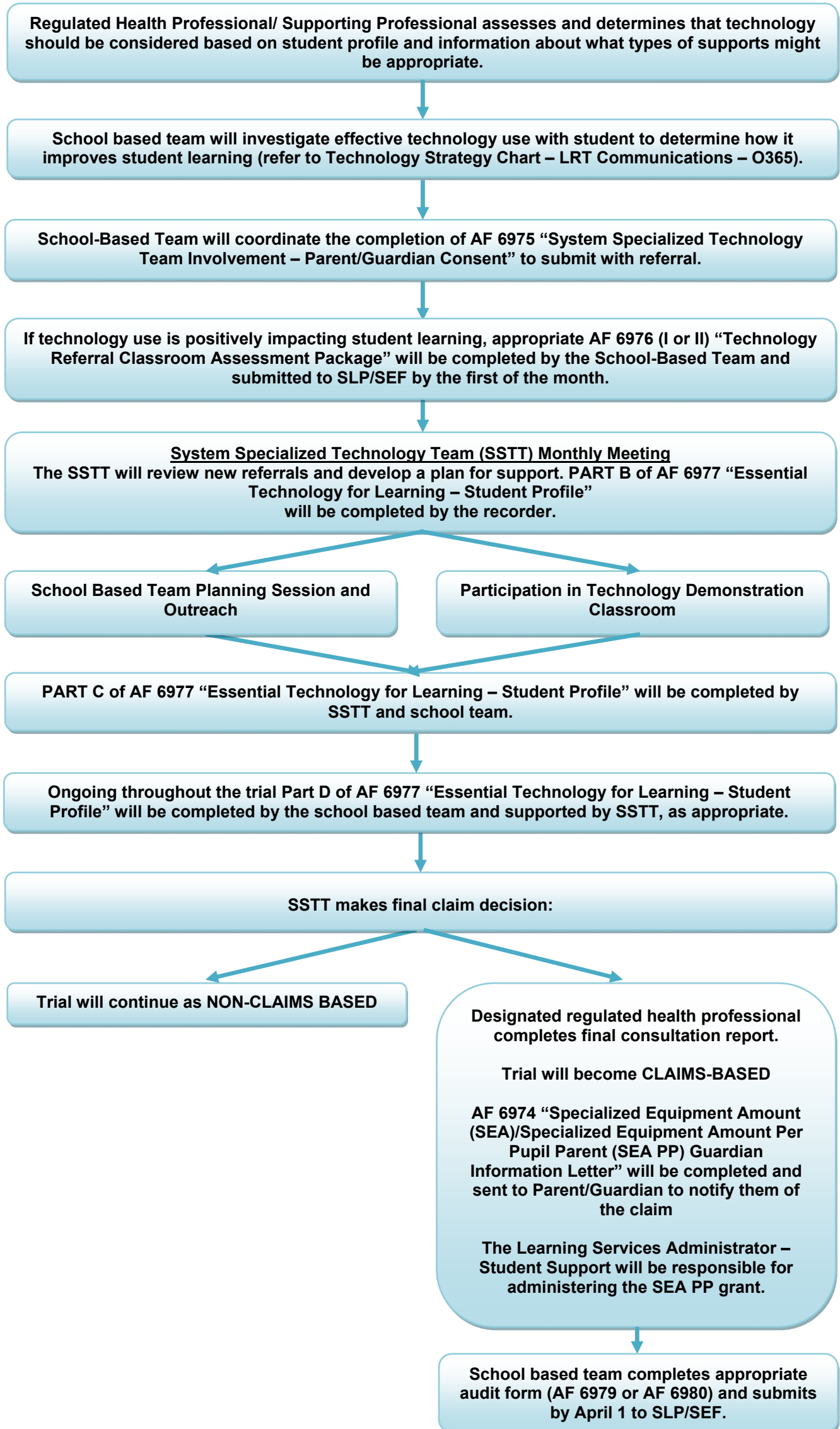
NOTE: use of personal FM systems for non-hearing loss issues has proven to be ineffective in the long term and has not resulted in increased access to curriculum—Therefore the standard for CAP will be a sound field unless the Board Contracted Audiologist deems there are mitigating circumstances that should be considered. These mitigating circumstances will be discussed on an individual basis with Specialized Equipment.

School staff will follow AP 6918-D Specialized Equipment Amount Procedure to access Board Contracted Audiology services and to complete Specialized Equipment Amount funding paperwork.

\* Canadian Guidelines on Auditory Processing, CASLPO, 2012



APPENDIX B  
STUDENT SPECIFIC TECHNOLOGY CLAIMS (section 3.3)





**Bluewater District School Board**  
 351 1st Ave. N., Box 190, Chesley, Ontario N0G 1L0 (519) 363-2014 or 1-800-661-7509 Fax (519) 370-2913

**Learning Disabilities / Physical Access  
 TECHNOLOGY REFERRAL AND CLASSROOM ASSESSMENT PACKAGE**

*To be completed and submitted electronically by School Team to Specialized\_Equipment@bwdsb.on.ca*

<b>Student Information</b>	
<b>Student Name:</b> _____	<b>Birthdate:</b> _____
<b>School:</b> _____	<b>Grade:</b> _____
<b>Classroom Teacher:</b> _____	<b>Learning Resource Teacher:</b> _____
<b>Form Completed By (name/title):</b> _____	
<b>Diagnosis:</b> _____	
<b>Assessment Completed By (name/title):</b> _____	
<b>Date of Assessment / Consultation:</b> _____	
<b>Briefly outline Student Assessment Profile (e.g., Psychological Assessment, Therapist Assessment, Vision etc.)</b>	
<b>Outline what needs will be addressed with technology (be as specific as possible)</b>	
<input type="checkbox"/> AF 6975 "System Specialized Technology Team Involvement – Parent/Guardian Consent" – completed and attached	

**FOR ALL ATTACHMENTS – PLEASE SCAN & ATTACH**

**CLASSROOM ASSESSMENT**

<input type="checkbox"/>	<b>For ELEMENTARY - Classroom teacher assessments:</b>
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<b>Current Assessment of Literacy Skills (without technology)</b>		
<b>Decoding Level/Comment</b> (e.g., Quick Phonics Screener, Fountas & Pinnell, Phonological Awareness Screener, other)	<b>Comprehension (Level 1 to 4)</b> (e.g., Comprehensive Assessment Measure (CAM), Comprehension Attitude Strategy Interests (CASI), Fountas & Pinnell, Bluewater Comprehension Assessment, other)	<b>Writing (Level 1 to 4)</b> (e.g., Ontario Writing Assessment (OWA), Bluewater Writing Assessment (BWA), CASI, other)
<b>Date:</b> _____	<b>Date:</b> _____	<b>Date:</b> _____

**ATTACH SAMPLES** of written work without technology

<input type="checkbox"/>	<b>For SECONDARY STUDENTS</b> – attach credit counselling summary/schedule
<input type="checkbox"/>	Standardized Assessment (EQAO Grade 3/6; EQAO Grade 9 Mathematics; OSSLT) - attach results or summarize below:
<input type="checkbox"/>	Assistive technology utilized for (list assessments):



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AF 6976-I

**Learning Disabilities / Physical Access  
 TECHNOLOGY REFERRAL AND CLASSROOM ASSESSMENT PACKAGE**

*To be completed and submitted electronically by School Team to [Specialized\\_Equipment@bwdsb.on.ca](mailto:Specialized_Equipment@bwdsb.on.ca)*

<input type="checkbox"/>	Outline any other relevant additional informal assessment/observations:
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<input type="checkbox"/>	<b>ATTACH</b> Individual Education Plan-(attached)
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<b>What non-technology strategies/programs are currently being used to access grade level curriculum/alternative programming?</b>

<b>Student Reflection</b> – Briefly outline student’s current attitude towards technology; thoughts of self as learner, student ability to initiate use of technology, advocacy skills, etc.:
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<b>Please outline current technology use/access for this student:</b>
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Student USES (typically):
<input type="checkbox"/> School lab computer
<input type="checkbox"/> School computer assigned to classroom
<input type="checkbox"/> SEA/SEA PP computer/tablet
<input type="checkbox"/> Hand held device
<input type="checkbox"/> personal / student owned technology. Provide description: _____

<b>Technology Strategies/Programs used to Access Grade Level Curriculum/Alternative Programming</b> <i>(see Technology Strategies Chart for further information)</i>
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Please check and explain all that apply:

<b>TO SUPPORT STUDENT ACCESS TO READING MATERIAL</b>
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<input type="checkbox"/> <b>Access Electronic Text for computer or iPad</b>
<input type="checkbox"/> AERO (Alternative Electronic Resources of Ontario)
<input type="checkbox"/> EPIC – READ ALOUD BOOKS
<input type="checkbox"/> ELECTRONIC RESOURCES ON INTERNET (RESEARCH ETC.)
<input type="checkbox"/> Other:

If student has used Electronic-Text – describe and outline how it worked for student:
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<input type="checkbox"/> <b>Access Audio versions of Text for computer or iPad</b>
<input type="checkbox"/> AERO (Alternative Electronic Resources of Ontario) – MP3 versions
<input type="checkbox"/> EPIC – audio
<input type="checkbox"/> Alternative Audio versions of books (e.g., YouTube)
<input type="checkbox"/> Unite for Literacy website
<input type="checkbox"/> Storyline Online website
<input type="checkbox"/> Other:

If student has used audio versions of text – describe and outline how it worked for student:
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Learning Disabilities / Physical Access
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Use a Screen/Text Reader to read electronic text on computer or iPad

- Selected Text (iPad/Computer)
WordQ
Immersive Reader (OneNote / Office 365 online)
Premier – Talking Word Processor
Premier – PDF Equalizer
Windows Narrator
Other:

If student has used screen/text reader – describe and outline how it worked for student:

TO SUPPORT STUDENT'S WRITTEN OUTPUT

Use a Screen/Text Reader to read text to support editing

- Selected Text (iPad/Computer)
WordQ
Immersive Reader (OneNote / Office 365 online)
Premier – Talking Word Processor
Premier – Work Sheet Wizard
Windows Narrator
Other:

If student has used screen/text reader to support editing – describe and outline how it worked for student:

Use word prediction

- WordQ
Premier – Talking Word Processor
Word completion with keyboard (iPad / Computer on Screen KeyboardO)
Other:

If student has used word prediction to support writing – describe and outline how it worked for student:

Spell Check and Grammar Check

- WordQ – Synonyms and Sample Sentences
Premier – Talking Word Processor
Word (spell / grammar check)
Immersive Reader – Vocabulary / Grammar support
Other:



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AF 6976-I

**Learning Disabilities / Physical Access**  
**TECHNOLOGY REFERRAL AND CLASSROOM ASSESSMENT PACKAGE**

*To be completed and submitted electronically by School Team to [Specialized\\_Equipment@bwdsb.on.ca](mailto:Specialized_Equipment@bwdsb.on.ca)*

If student has used spell check/grammar check to support writing – describe and outline how it worked for student:

**Dictation**

Dictation on keyboard / SIRI (iPad)

OneNote – Learning Tools

Other:

If student has used dictation to support written output – describe and outline how it worked for student:

**TO SUPPORT STUDENT'S ABILITY TO SHOW THEIR KNOWLEDGE IN A DIFFERENT FORMAT**

**Oral Responses**

Explain Everything (iPad)

OneNote – record audio/video

Paperport Notes (iPad)

Book Creator

Other (please list all that apply):

If student has used oral responses to show their knowledge – describe and outline how it worked for student:

**Adding Visuals / Video / Drawing**

Explain Everything (iPad)

OneNote

Paperport Notes (iPad)

Other (please list all that apply):

If student has used visuals / video / drawing to show their knowledge – describe and outline how it worked for student:

**Attach samples of work with technology (writing with technology; reading with technology; or other)**

Original: OSR

Copy: SEA File, Parent(s)/Guardian(s)

Personal information on this form is collected under the authority of the Education Act, and will be used as part of the Essential Technology for Student Learning Profile. Questions about this collection should be directed to the Superintendent responsible for Special Education, Bluewater District School Board, Box 190, 351 1<sup>st</sup> Avenue North, Chesley, Ontario N0G 1L0 1-800-661-7509 or 519-363-2014

Revised 2017.09.27 (E-Template 2016-03-09)



**Bluewater District School Board**

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**Severe Communication / Developmental Delays  
TECHNOLOGY REFERRAL AND CLASSROOM ASSESSMENT PACKAGE**

*To be completed and submitted electronically by School Team to Specialized\_Equipment@bwdsb.on.ca*

STUDENT INFORMATION	
Student Name: _____	Birthdate: _____
School: _____	Grade: _____
Classroom Teacher: _____	Learning Resource Teacher: _____
Form Completed By (name/title): _____	
Diagnosis: _____	
Assessment Completed By (name/title): _____	
Date of Assessment / Consultation: _____	
Briefly outline Student Assessment Profile (e.g., Psychological Assessment, Therapist Assessment, Vision etc.)	
Outline what needs will be addressed with technology (be as specific as possible)	
<input type="checkbox"/> AF 6975 "System Specialized Technology Team Involvement – Parent/Guardian Consent" – completed and attached	

**FOR ALL ATTACHMENTS – PLEASE SCAN & ATTACH**

PART A: Use of Visuals to Support Learning	
<input type="checkbox"/>	List visuals currently being used to support student:
<input type="checkbox"/>	Individual Education Plan (IEP) outlines use of visuals for accommodation:
<input type="checkbox"/>	Instructional Accommodations
<input type="checkbox"/>	Assessment Accommodations
<input type="checkbox"/>	Individual Education Plan (IEP) outlines use of visuals for alternative sections:
<input type="checkbox"/>	Communication / Language
<input type="checkbox"/>	Life Skills
<input type="checkbox"/>	Other:
<input type="checkbox"/>	ATTACH SAMPLES of visuals
<input type="checkbox"/>	ATTACH IEP

PART B: Student Activity-Based Learning with Technology for Language/Life Skills/Early Literacy	
Classroom assessments	
Outline student's current level of language / communication skills (Alternative Curriculum Expectations (ACE) / Assessment Companion Tool; Functional Communication Assessment) – attach or outline results:	
Outline other relevant additional informal assessment/observations:	



**Bluewater District School Board**

351 1st Ave. N., Box 190, Chesley, Ontario N0G 1L0 (519) 363-2014 or 1-800-661-7509 Fax (519) 370-2913

**Severe Communication / Developmental Delays  
TECHNOLOGY REFERRAL AND CLASSROOM ASSESSMENT PACKAGE**

*To be completed and submitted electronically by School Team to [Specialized\\_Equipment@bwdsb.on.ca](mailto:Specialized_Equipment@bwdsb.on.ca)*

**Outline physical limitations to be considered for computer access (e.g., switch use; touch screen; vision etc):**

--

**PART C: Student Reflection** – Briefly outline student’s current attitude towards technology; thoughts of self as learner, student ability to access use of technology; attention to technology skills, etc.:

--

**Please outline current technology use/access for this student:**

Student USES (typically):

- School lab computer
- School computer assigned to classroom
- SEA/SEA PP computer/tablet
- Hand held device
- personal / student owned technology. Provide description: \_\_\_\_\_

**What technology strategies/programs are currently being used to access student’s alternative programming?**

- Boardmaker
- Clicker 6
- Internet resources (please list):
- iPad apps (please list):

Original: OSR  
Copy: SEA File, Parent(s)/Guardian(s)

Personal information on this form is collected under the authority of the Education Act, and will be used as part of the Essential Technology for Student Learning Profile. Questions about this collection should be directed to the Superintendent responsible for Special Education, Bluewater District School Board, Box 190, 351 1<sup>st</sup> Avenue North, Chesley, Ontario N0G 1L0 1-800-661-7509 or 519-363-2014



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**ESSENTIAL TECHNOLOGY FOR LEARNING - STUDENT PROFILE**

**PART A: BACKGROUND**

**Student Information**

**Student Name:** \_\_\_\_\_ **Birthdate:** \_\_\_\_\_  
(MM-DD-YYYY)

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Diagnosis:** \_\_\_\_\_

**PART B: SYSTEM SPECIALIZED TECHNOLOGY TEAM PLANNING MEETING – INITIAL REFERRAL REVIEW**

**Summary of Discussion:**

**Recommendation:**

Student specific technology planning meeting at school  
 Potential Timeline:

Participation in technology demonstration class  
 Potential Timeline:

Return referral to school for additional information or continued school support

**Rationale:**

**Confirmed timelines for school planning or Technology Demonstration Class Participation**

Confirmed DATE(s)	School contacted through email by	Release Code Provided

**PART C: STUDENT SPECIFIC TECHNOLOGY PLANNING MEETING (at school or demonstration class)**

**Date Booked:** [Click here to enter a date.](#)

**Attendees:**

**School Team:** Principal/Vice Principal Classroom Regular Teacher (CRT) Learning Resource Teacher (LRT)

**Supporting Learning Services Professional(s):**  
**System Specialized Technology Team:**  
**System Special Education Lead Teacher:**

**Review:**

- Review Psychological, Educational or other Relevant Professional Assessment
- Review classroom assessment(s), and current classroom information
- Review of Expectations: School/Student/Teacher/Parent/Technology Team

**Technology Trial Decision Rationale:**

**Student Specific Technology Plan**

**Specific School-Based Technology to be accessed:**

**Annual Goal for Assistive Technology (to be outlined on IEP)**



ESSENTIAL TECHNOLOGY FOR LEARNING - STUDENT PROFILE

**Specific Learning Expectations (outline a minimum of two)**  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**Individual Education Plan Review :**  
 Discuss Accommodations vs. Modifications/Alternative  
 Update goals; learning expectations; and strategies on IEP  
 Review Alternative Reporting plan  
 LRT to send update to Parent

**Review PART D (below) Evidence Collection requirements (or identify alternative if other tracking planned)**  
**Who will be responsible for weekly evidence input into the Spec Tech Notebook (or alternative tracking)?**

**What will be done if the student DOES NOT access? (e.g., strategies / prompts):**

**Review Initial Support below:**  
(a) Staff Support Plan

(b) Student Support Plan

Summary of Review Plan

**Comments:**

ESSENTIAL TECHNOLOGY FOR LEARNING - STUDENT PROFILE

**PART D: Student Technology Trial Evidence Collection**

**Student Name:** \_\_\_\_\_ **Birthdate:** \_\_\_\_\_  
 (MM-DD-YYYY)

**School:** \_\_\_\_\_

**Specific Learning Expectations:** 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**SYSTEM SPECIALIZED TECHNOLOGY TEAM (SSTT) SUPPORT NOTES**

DATE	COMPLETED BY <i>(name and job title)</i>	TYPE OF SUPPORT <i>(teacher training/ class training/ small group/ individual student)</i>	LIST GOAL ADDRESSED	UPDATES BASED ON GOAL(S) <i>(Strengths, Needs, Barriers)</i>	NEXT STEPS (for SSTT or school team/ student)	RELEASE <i>(check if appropriate / list amount of FTE)</i>
Choose Date						<input type="checkbox"/> /
Choose Date						<input type="checkbox"/> /
Choose Date						<input type="checkbox"/> /

**SCHOOL TEAM STUDENT EVIDENCE COLLECTION (weekly)**

WEEK/ DATE	COMPLETED BY <i>(name and job title)</i>	TASK INSTRUCTIONS	PURPOSE OF TASK	TASK PROVIDED ELECTRONICALLY (Y/N)	EVALUATION / OBSERVATIONAL NOTES	SAMPLE
Week 1 (week of )						
Choose Date						
Week 2 (week of )						
Choose Date						
Week 3 (week of )						
Choose Date						
Week 4 (week of )						
Choose Date						
Week 5 (week of )						

ESSENTIAL TECHNOLOGY FOR LEARNING - STUDENT PROFILE

SCHOOL TEAM STUDENT EVIDENCE COLLECTION (weekly)						
WEEK/ DATE	COMPLETED BY <i>(name and job title)</i>	TASK INSTRUCTIONS	PURPOSE OF TASK	TASK PROVIDED ELECTRONICALLY (Y/N)	EVALUATION / OBSERVATIONAL NOTES	SAMPLE
Choose Date						
Week 6 (week of )						
Choose Date						
Week 7 (week of )						
Choose Date						
Week 8 (week of )						
Choose Date						
Week 9 (week of )						
Choose Date						
Week 10 (week of )						
Choose Date						
Week 11 (week of )						
Choose Date						
Week 12 (week of )						
Choose Date						
ADMINISTRATIVE USE ONLY						
<i>Signature of Superintendent of Education responsible for Special Education / Designate</i>				<i>Date Signed (MM-DD-YYYY)</i>		





Original: Specialized Equipment Amount Per Pupil (SEA PP) File

# Technology Strategies Chart

June 13, 2017 1:22 PM






## To support students access to reading material











<b>1a. Access Electronic Text</b>				
	<u>Description</u>	<u>Use with Computer</u>	<u>Use with iPad</u>	<u>Resources</u>
AERO (Alternative Electronic Resources of Ontario)  <a href="http://aero.psbnet.ca/aero/">http://aero.psbnet.ca/aero/</a>	-Electronic copies of novels and textbooks in various formats i.e. PDF, Word for print (perceptual) disability.  -School MUST have hard copy of book in order to abide by Copyright rules.  -LRT's at schools should sign up and organize login information and password to access AERO.	Yes -Download Word or PDF versions -use Office 365 notebook/sharing/email to share -may use usb key/school connect -PDF version access with PDF Equalizer, Word version access with WordQ	Yes -Use Office 365 notebook/sharing/email to share -Word version use Word and Speak tool, PDF c read in iBooks	 AERO quick handout
EPIC-read aloud books (Boukili for French)  <a href="https://www.getepic.com">https://www.getepic.com</a>  <a href="https://boukili.ca/en">https://boukili.ca/en</a>	-large selection of fiction & non-fiction books -Read to Me Audio books, Audiobooks, Educational videos, and books for student to read. -Free for Educators, set up classroom of students and assign books to individual students based on their preferences. -Geared towards students 12 and under.	Yes -website (need to use Internet Explorer)	Yes -download App	-  Epic info sheet  Boukili
Electronic resources on internet (research) etc.	-most websites have text that can be selected so a reader can be used -for some websites where text cannot be selected--may have a TEXT only button at top	Yes	Yes	
<b>1b. Access Audioversions of Text</b>				
Audioversions of books (youtube)	-Collection of audio book videos --varies and frequently changes but can be a good source at times	Yes	Yes	
EPIC-audio  <a href="https://www.getepic.com">https://www.getepic.com</a>	-Large selection of fiction & non-fiction books. -Read to Me Audio books, Audiobooks, Educational videos, and books for student to read. -Free for Educators, set up classroom of students and assign books to individual students based on their preferences. -Geared towards students 12 and under.	Yes -website (need to use Internet Explorer)	Yes -download App	 Epic info sheet
Unite for Literacy  <a href="http://www.uniteforliteracy.com">www.uniteforliteracy.com</a>	-Free digital access to picture books. -Easy to navigate and reads books aloud.	Yes	Yes	 Unite for Literacy G...
StoryLine Online  <a href="http://www.storylineonline.net">www.storylineonline.net</a>	-Streamed videos featuring actors/actresses reading children's books.	Yes	Yes	


<b>2. Use a Screen/Text Reader to read Electronic Text</b>				
	<u>Description</u>	<u>Use with Computer</u>	<u>Use with iPad</u>	<u>Resources/Links</u>
Selected Text	- In Word selected text can be read aloud by clicking on the speak button which is located on the tool bar - Image of 'speak selected text button' on tool bar  - If French voice is available on your computer, the button will read in French  -Bottom toolbar 'ENG', click on for option to switch to 'FRA' keyboard and voice if available	-Yes -Program: Microsoft Word- (Speak feature)	-Yes -Selected text part of iOS	Computer-  Microsoft Speak Fea...  iPad-  iPad -Speak option

Word Q	Use to read Word based documents and internet. -If French voice is l-loaded--can have English and French user files -Ability to change voice and reading speed. -Utilize for reading, writing, & editing.	-Yes -OSAPAC licensed-on all computers	No	 How to use Read in W...  <a href="#">Quick video tutorials for WordQ</a>
Immersive Reader	-Available in OneNote under Learning Tools, some online O365 programs and on Office Lens app. -Utilize to read PDF & Word documents-pulls text out of the document to read in a separate window	-Yes -OneNote on computer -Microsoft Word and OneNote on Office365	Yes on Office Lens app	 Immersive Reader Q...   using learning t...
Premier-Talking Word Processor	-Word documents Only -Good for accessing electronic copies of information in word -Allows you to have text read aloud and change the voice and reading speed easily	-Yes -Board license on all computers and available for home use	No	 Talking Word Pro...   BWDSB Premier A...
Premier-PDF Equalizer	-PDF documents only. -Good for accessing electronic textbooks and novels. -Ability to change voice and reading speed. -Able to create study notes, highlight text and pullout text for future reference, these notes can also be read back.	-Yes -Board license on all computers and available for home use	No	 BWDSB Premier A...   Reading-PD F E
Windows Narrator	-Available in Windows - hover over words with your mouse to have text read aloud in a variety of programs and internet.	Yes	No	To Start Narrator –  On the keyboard press and hold the Windows logo key and the Enter key.










**To support students written output**




<b><u>1. Use a Screen/Text Reader to read text to support editing</u></b>	<b><u>Description</u></b>	<b><u>Use with Computer</u></b>	<b><u>Use with iPad</u></b>	<b><u>Resources/Links</u></b>
Selected Text	- In Word selected text can be read aloud by clicking on the "speak selected text" button which is located on the tool bar  - If French voice is available on your computer, the 'Speak' button will read in French  -bottom toolbar 'ENG', click on for option to switch to 'FRA' keyboard and voice	-Yes -Microsoft Word-selected text feature	-Yes -Selected text part of iOS	-Computer  MSW Speak Feature  -iPad  iPad -Speak option
Word Q	-Voice options and reading speed can be changed. -Can have English or French voice (if French voice loaded) -Option can be selected to allow for auditory feedback after each letter or each word is typed, and after punctuation is added at the end of the sentence.	-Yes -OSAPAC licensed-on all computers	No	 Word Q- Quick Rev...

	-Text can be selected and read back for self-editing.			<a href="#">Quick video tutorials for WordQ</a>
Immersive Reader	-Available in OneNote under Learning Tools and in some online O365 programs and Office Lens app -Utilize to read PDF & Word documents.	-Yes -in One Note on a computer -in Microsoft Word online, OneNote online, and Outlook online in Office365	Yes in Office Lens app	 Reading with Imm...  using learning t...
Premier-Talking Word Processor (TWP)	-Microsoft Word documents Only. -Good for accessing electronic copies of handouts, worksheets, & information. -Allows you to read text information. -Ability to change voice and reading speed.	Yes	No	 TWP Support w...
Worksheet Wizard (WSW)	-WSW allows you to read & edit worksheets and forms that are in PDF format. -Includes Word prediction, Spell check and grammar check features	Yes	No	 WSW Guide Write and...  WSW Workshee...
<b>2, Use word prediction</b>				
WordQ	-Adjust number of words in prediction box up to 9 words. -Voice options and reading speed can be changed. -Word prediction available in English or French. -Individual words in word prediction box can be read out loud by hovering over the word. -Sentence samples are available for some words that are easily confused, they can be read out loud to the student. -Individual words in the word prediction box can be read aloud by hovering the mouse over the word	Yes -OSAPAC licensed-on all computers	No	 Accessing Word Pre...  <a href="#">Quick video tutorials for WordQ</a>
Premier-Talking Word Processor	-allows you to read text and add written information with the support of Word Prediction -Word Prediction Options are easily changed to support beginning to intermediate writers -ability to easily change voice and reading speed and type of feedback	Yes -Board license on all computers and available for home use	No	 Talking Word Pro...
Word Prediction with keyboard	-On screen keyboard on the Yoga computers has word prediction feature attached to it. -Keyboard on iPad has word prediction feature built in.	Yes - on screen keyboard automatically has word prediction.	Yes To turn on option--go to his Settings, Select "General" -"Keyboard" "Predictive"	
<b>3, Spell Check and Grammar Check</b>				
WordQ-Synonyms and Sample Sentences	-Use Word Prediction feature to support writing - includes synonyms and sentence examples	Yes	No	 Accessing Word Pre...
Microsoft WORD/OneNote	-Spell check with audio support - receive audio feedback on word choices to replace the misspelled word.  -red lines for misspelled words if they can recognize correction -blue lines for grammar	Yes	Yes	
Premier-Talking Word Processor	- has spell check and grammar check features including homonym feature -Spell check looks for errors that are typical of struggling writers (e.g. specific errors often seen such as reversals)	Yes	No	 Talking Word Pro...
Immersive Reader-Vocabulary/Grammar support	-located in OneNote's - Learning Tools	Yes	No	

	<p>provides grammar support.</p> <ul style="list-style-type: none"> <li>• <b>Comprehension</b> displays small, triangular brackets around subject verb pairs to help readers understand complex sentences.</li> <li>• <b>Syllables</b> splits words by showing small dots between syllables.</li> <li>• <b>Nouns, Verbs,</b> and <b>Adjectives</b> highlight every noun, verb, or adjective on the page in a color that corresponds to the color of the button.</li> <li>• From &lt;<a href="https://support.microsoft.com/en-us/help/4013250">https://support.microsoft.com/en-us/help/4013250</a>&gt;</li> </ul>			 Grammar-I mmersive...
				-

**To support students ability to show their knowledge in a different format**

<b><u>1. Oral Responses</u></b>				
	<u>Description</u>	<u>Use with Computer</u>	<u>Use with iPad</u>	<u>Resources/Links</u>
Explain Everything	-an interactive whiteboard to share ideas, knowledge and understanding -record audio notes, dictate text	no	yes	 Explain Everythin...
One Note-record audio/video	-One Note allows you to record audio or video and insert it right into your note. "Record Video" can be found under "insert" on the tool bar.	Yes (both)	Audio only	 One Note Record Au...
Paperport Notes	-Add audio recordings to imported document or to a new document.	no	yes	 Audio Record Pa...
<b><u>2. Dictation</u></b>				
Dictation on keyboard	Using SIRI feature to dictate - tap the microphone button on the iPad keyboard to activate the microphone.	no	yes	 Dictation on iPad
One Note-Learning Tools	-Learning Tools in One Note offers dictation feature (Learning Tools only available on computer)	Ye	No Learning Tools in OneNote on iPad-please refer to "Dictation on Keyboard".	 Dictation feature in...  using learning t...
<b><u>3. Adding Visuals/Video</u></b>				
Explain Everything	-an interactive whiteboard to share ideas, knowledge and understanding -add visuals, images, photos, graphs, charts, videos	no	yes	 Explain Everythin...
OneNote	-OneNote allows you to record a video and insert it right into your note. -'Record Video' can be found under "insert" on the tool bar.	Yes	yes--pictures can be inserted easily using insert button  For video--must record a video in camera app, save it to OneDrive and then insert it as a file attachment.	 One Note Record Au...  Insert videos int...

			attachment.	<p>One Note Record Au...</p>  <p>Insert videos int...</p>  <p>Record Video in ...</p>
Popplet	-A mind mapping app to help students think, learn and share their knowledge visually. -Add images and photos from the internet or from your media selection.	No	yes	 <p>Visuals- Popplet A...</p>