

Part F.
Programs and Services

DETAILED CONTENTS

PART F. PROGRAMS AND SERVICES

School Health Support Services	F2
Ministry of Education (School Board)	F2
Ministry of Health and Long-Term Care	F3
Ministry of Community and Social Services	F3
Educational Programs in Government-Approved Facilities for Care, Treatment, Custodial, or Correctional Purposes ...	F4
Programs for Children/Youth in Facilities	F4
Children's Treatment Centre School Authorities	F6
Programs and Services Provided	F6
Contacts for Children's Treatment Centre School Authorities	F7
Provincial Schools and Provincial Demonstration Schools	F9
W. Ross Macdonald School and Centre Jules-Léger: Schools for the Blind and Deaf-Blind	F9
Provincial Schools for the Deaf	F10
Provincial Schools Contacts	F11
Provincial Demonstration Schools	F11
Teacher Education	F13
Faculties of Education	F14
Teaching Students Who Are Blind or Have Low Vision	F15
Teaching Students Who Are Deaf-Blind	F15
Teaching Students Who Are Deaf	F16

SCHOOL HEALTH SUPPORT SERVICES

School board staff are increasingly aware of the importance of working collaboratively with agencies of other ministries in order to meet the special needs of students, whether or not they are identified as exceptional.

Policy/Program Memorandum (PPM) No. 81, "Provision of Health Support Services in School Settings", issued in July 1984, outlines the respective responsibilities of the school boards and Ministries of Health and Long-Term Care (MOHLTC) and of Community and Social Services (MCSS) for ensuring that students with special needs receive the health support services they require in order to benefit from an educational program. PPM No. 81 was intended to introduce a joint approach to the provision of health support services in schools. It describes in detail the role of school boards, with particular emphasis on their role in the administration of oral medication. It also describes, in broad terms, the roles of school boards and health and social service agencies in a variety of other areas.

From 1984 to the present, the School Health Support Services Program of the Ministry of Health and Long-Term Care has provided services through Home Care Centres (now Community Care Access Centres [CCACs]) to facilitate the integration of children with special health needs into the regular school system. (See Part G of this document for information about the more recent role of Community Care Access Centres.)

The role of the Ministry of Community and Social Services, as indicated in PPM No. 81, is limited to the provision of services in care and treatment facilities.

PPM No. 81 differentiates the responsibilities of the three ministries for services such as administering oral and injected medication, catheterization and suctioning, mobility assistance, physiotherapy and occupational therapy, and speech therapy. These responsibilities may be summarized as follows:

Ministry of Education (School Board)

- administering oral medication
- physical assistance (lifting, positioning, feeding, toileting)
- physio/occupational therapy (general maintenance exercises)
- speech and language services (Articulation/speech sound production problems, fluency disorders, and non-speech communication are shared responsibilities with the Ministry of Health and Long-Term Care. Language disorders are the responsibility of school boards.)

Ministry of Health and Long-Term Care

- injection of medication
- catheterization
- manual expression of bladder/stoma
- postural drainage/suctioning
- tube feeding
- physio/occupational therapy (intensive clinical treatment)
- speech therapy (treatment) and assessment (Articulation/speech sound production problems, fluency disorders, and non-speech communication are shared responsibilities with the Ministry of Education. Voice disorders and resonance problems are the responsibility of the Ministry of Health and Long-Term Care.)

Ministry of Community and Social Services

- all services in children's residential care/treatment facilities

Two companion documents developed in 1988 and 1989 provide information to assist boards in the coordination and delivery of such specialized services. These documents are:

- the *Interministerial Guidelines for the Provision of Speech and Language Services, 1988* (these guidelines were developed to reduce the variation in service levels across the province and to provide much more detail than PPM No. 81 in the area of speech and language services);
- a 1989 assistant deputy minister's memorandum clarifying interministerial responsibilities regarding catheterization and suctioning procedures.

EDUCATIONAL PROGRAMS IN GOVERNMENT-APPROVED FACILITIES FOR CARE, TREATMENT, CUSTODIAL, OR CORRECTIONAL PURPOSES

The needs of most school-age children/youth can be effectively met within their family environments and through regular attendance in local schools. There are, however, conditions where a child/youth's social and/or medical needs require admission to a care or treatment facility. In other instances, children may be admitted to residence in a custodial or correctional facility. In either case, special arrangements may be required to address the student's educational needs.

Ministry of Education PPM No. 85, "Educational Programs for Pupils in Government-Approved Care and/or Treatment Facilities", 1986, outlines ministry policy for the development of educational programs that recognize the primacy of the care and/or treatment needs of the children/youth who have been admitted to government-approved facilities. The Grants Regulation, issued annually, provides the regulatory basis for funding educational programs provided by district school boards for such children.

When a child/youth's need for treatment is so severe that a regular day school or special education classroom program cannot serve his or her needs, the child may be admitted to a care and treatment facility. In such cases, the facilities may ask school boards to enter into written agreements with them in order to provide the children/youth with educational programs. The board would provide the teachers and, if necessary, educational assistants in the child's setting as part of a multidisciplinary team. The educational program will be provided in support of the treatment and will become part of a plan of service. The same is true for youth in custodial or correctional facilities.

A child in a care, treatment, custodial, or correctional facility receiving an educational program in the facility must not be recorded as a student of a school board and is not eligible for funding, on either a full-time or a part-time basis, as a "resident pupil" of a district school board. (See also Part C, "Transition to School From Care and Treatment Facilities and Correctional Facilities", page C28.)

Programs for Children/Youth in Facilities

The care, treatment, custody, correction, and education of these students involve the direct and indirect services of several kinds of trained professionals, such as child care workers, social workers, nurses, psychologists, medical doctors, psychiatrists, and teachers. Supervision, guidance, and learning can best be accomplished through cooperative development of individual plans for each child. In the preparation and implementation of these plans, education programs often become intertwined with social and medical programs.

Since every staff function must be carried out within the context of both the facility's total program and each child's individual program, full and frank discussions must take place between facilities and district school boards about philosophies, policies (e.g., child-abuse protocols), staffing arrangements, and care, treatment, custody, or correctional programs. These discussions should include such topics as staff roles and functions, staff qualifications, arrangements for mutual support, instructional time and schedules, holiday and illness arrangements, professional development days, participation in program planning, case conferences, transmittal of information, and contact with the parent/guardian. (Any or all of these may be included in the agreement between the facility and the district school board. See Appendix 9 for an example.)

CHILDREN'S TREATMENT CENTRE SCHOOL AUTHORITIES

The Ministry of Education makes provision for the establishment of school authorities on tax-exempt land under the Education Act, subsection 68(1):

Where, in the opinion of the Minister, it is desirable to establish and maintain a public school authority for elementary school purposes on lands held by the Crown in right of Canada or Ontario, or by an agency thereof, or on other lands that are exempt from taxation for school purposes, the Minister may by order designate any portion of such lands as a school section and may appoint as members of the board such persons as the Minister considers proper, and the board so appointed is a corporation by the name indicated in the order establishing the school section and has all the powers and duties of a public district school board for elementary school purposes.

The following children's treatment centres operate as school authorities:

- The Bloorview MacMillan School Authority, Toronto
- Campbell Children's School Authority, Oshawa
- Essex County Children's Rehabilitation Centre School Authority, Windsor
- Niagara Peninsula Children's Centre School Authority, St. Catharines
- Ottawa Children's Treatment Centre, Ottawa
- Rotary Children's Centre School Authority, Waterloo

These school authorities provide special educational programs and services for the children referred from their respective children's treatment centre. The school authorities may serve students from Junior Kindergarten through to the end of secondary school. They may have residential or day treatment programs.

In addition, these children's treatment centre school authorities may serve as a resource to school boards for students who have physical, communication, and multiple exceptionalities.

Programs and Services Provided

Special Education Programs

These programs are developed and provided in conjunction with the children's treatment centre staff in an educational/therapeutic milieu. Following the Ontario curriculum, the programs are modified to provide for the student's individual academic, physical, communication, and social/emotional needs. Programs are designed to help the student make a smooth and successful transition from the treatment centre to his or her receiving school.

Liaison and Consultation Services

The school authorities, upon request from the district school boards and other school authorities, provide liaison and consultation for students who are clients of the children's treatment centres. The staff of these centres may:

- facilitate the transition and integration of children into their receiving school (see also Part C, "Transition to School From Care and Treatment Facilities and Correctional Facilities", page C28);
- provide information to assist in the identification and placement of students;
- assist with writing Individual Education Plans;
- assist in identifying and providing for special accommodations;
- provide ongoing advice as requested by the teacher, board consultant, and/or principal.

In-Service Programs

The school authorities provide specialized in-service programs and workshops for educators, school support professionals, and educational assistants who are involved in the development and delivery of educational programs and services to students with physical, communication, and multiple exceptionalities.

Research and Development

The school authorities, in conjunction with the staff of the children's treatment centres, the Ministry of Education, and other community partners, are actively involved in research and development related to their specialized programs and services for the population served.

Contacts for Children's Treatment Centre School Authorities

The Bloorview MacMillan School BE

a) *MacMillan Site*
350 Rumsey Road
Toronto, Ontario
M4G 1R8
Tel.: (416) 424-3831
Fax: (416) 425-2981

b) *Bloorview Site*
25 Buchan Court
Willowdale, Ontario
M2J 4S9
Tel.: (416) 753-6090
Fax: (416) 494-5754

Campbell Children's School Authority

600 Townline Road South
Oshawa, Ontario
L1H 7K6
Tel.: (905) 576-8403
Fax: (905) 728-2961

Essex County Children's Rehabilitation Centre School Authority

3945 Matchette Road
Windsor, Ontario
N9C 4C2
Tel.: (519) 252-7281
Fax: (519) 252-5873

***Niagara Peninsula Children's
Centre School Authority***

567 Glenridge Avenue
St. Catharines, Ontario
L2T 4C2

Tel.: (905) 688-3550

Fax: (905) 688-1055

***Ottawa Children's Treatment
Centre***

395 Smyth Road
Ottawa, Ontario
K1H 8L2

Tel.: (613) 737-0871

Fax: (613) 523-5167

***Rotary Children's Centre School
Authority***

500 Hallmark Drive
Waterloo, Ontario
N2K 3P5

Tel.: (519) 886-8886

Fax: (519) 885-6222

PROVINCIAL SCHOOLS AND PROVINCIAL DEMONSTRATION SCHOOLS

Provincial Schools and provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

W. Ross Macdonald School and Centre Jules-Léger: Schools for the Blind and Deaf-Blind

W. Ross Macdonald School in Brantford and Centre Jules-Léger in Ottawa provide education for students who are blind, visually impaired, or deaf-blind. The schools, which are provincial resource centres for the visually impaired and deaf-blind, provide:

- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive "life skills" program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario);
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario);
- Robarts School for the Deaf in London (serving western Ontario);
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario).

(For contact information, see page F11.)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. These programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments that facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English and through Langue des Signes Québécois (LSQ) and French;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department that provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Provincial Schools Contacts

Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch

255 Ontario Street South
Milton, Ontario
L9T 2M5

Tel.: (905) 878-2851

TTY:(905) 878-7195

Fax : (905) 878-5405

Schools for the Deaf

The Ernest C. Drury School for the Deaf

255 Ontario Street South
Milton, Ontario
L9T 2M5

Tel.: (905) 878-2851

TTY:(905) 878-7195

Fax: (905) 878-1354

The Robarts School for the Deaf

1090 Highbury Avenue
London, Ontario
N5Y 4V9

Tel.: (519) 453-4400

TTY:(519) 453-4400

Fax: (519) 453-7943

The Sir James Whitney School for the Deaf

350 Dundas Street West
Belleville, Ontario
K8P 1B2

Tel.: (613) 967-2823

TTY:(613) 967-2823

Fax: (613) 967-2857

School for the Blind and Deaf-Blind

W. Ross Macdonald School

350 Brant Avenue
Brantford, Ontario
N3T 3J9

Tel.: (519) 759-0730

Fax: (519) 759-4741

School for the Deaf, Deaf-Blind, and Blind

Centre Jules-Léger

281, rue Lanark
Ottawa, Ontario
K1Z 6R8

Tel.: (613) 761-9300

TTY:(613) 761-9302

(613) 761-9404

Fax: (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

These schools are:

Amethyst School

1090 Highbury Avenue
London, Ontario
N5Y 4V9

Tel.: (519) 453-4408

Fax: (519) 453-2160

Centre Jules-Léger

281, rue Lanark
Ottawa, Ontario
K1Z 6R8

Tel.: (613) 761-9300

Fax: (613) 761-9301

TTY: (613) 761-9302 and 761-9304

Sagonaska School

350 Dundas Street West
Belleville, Ontario
K8P 1B2

Tel.: (613) 967-2830

Fax: (613) 967-2482

Trillium School

347 Ontario Street South
Milton, Ontario
L9T 3X9

Tel.: (905) 878-8428

Fax: (905) 878-7540

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

TEACHER EDUCATION

The qualifications teachers require to teach special education students are outlined in Regulation 298, "Operations of Schools – General". Qualifications are obtained in two stages:

- a) Pre-service teacher education programs are offered by faculties of education across the province.
- b) Additional qualifications in special education are obtained through a three-part qualifications program offered by faculties of education in various locations across the province. These courses prepare teachers to work with exceptional pupils. Upon successful completion of each part (Part 1, Part 2, and the Specialist qualification), the appropriate entry is made on the teacher's Certificate of Qualification. Teachers wishing to teach special education programs are required by Regulation 298 to hold the necessary qualifications.

The three-session qualifications program in special education for French-speaking teachers is offered at the University of Ottawa and Laurentian University. Applicants should contact:

- 1) Université d'Ottawa
Secrétariat scolaire
Faculté d'éducation
145, rue Jean-Jacques Lussier
C.P. 450, succursale A
Ottawa, Ontario
K1N 6N5
Tel.: (613) 562-5800, poste 4124
Fax: (613) 562-5963
E-mail: educprog@uottawa.ca
Website: www.uottawa/academic/education

or

- 2) Le directeur
École des sciences de l'éducation
Université Laurentienne
Chemin du Lac Ramsey
Sudbury, Ontario
P3E 2C6
Tel.: (705) 675-1151, poste 5004
Fax: (705) 675-4816
E-mail: hbeaudoin@nickel.laurentian.ca

Further information about teacher education programs and special education qualifications can be obtained from a faculty of education (see list below) or the Ontario College of Teachers at (416) 961-8800 or 1-800-534-2222.

Faculties of Education

Brock University

Admissions
Faculty of Education
Brock University
St. Catharines, Ontario
L2S 3A1
Tel.: (905) 688-5550, ext. 3158
Fax: (905) 685-4131

Lakehead University

The Registrar
Faculty of Education
Lakehead University
Thunder Bay, Ontario
P7B 5E1
Tel.: (807) 343-8500
Fax: (807) 344-6807

Laurentian University

The Registrar
Faculty of Education
Laurentian University
Ramsey Lake Road
Sudbury, Ontario
P3E 2C6
Tel.: (705) 675-1151, ext. 5004
Fax: (705) 675-4816
E-mail: hbeaudoin@nickel.laurentian.ca

Nipissing University

Office of the Registrar
Faculty of Education
Nipissing University
100 College Drive
Box 5002
North Bay, Ontario
P1B 8L7
Tel.: (705) 474-3461, ext. 4519 or
1-800-655-5154, ext. 1
Fax: (705) 495-1772
E-mail: nipureg@admin.unipissing.ca
Website: www.unipissing.ca

University of Ottawa

The Academic Secretariat
Faculty of Education
University of Ottawa
145 Jean-Jacques Lussier Street
P.O. 450, Station A
Ottawa, Ontario
K1N 6N5
Tel.: (613) 562-5800, ext. 4124
Fax: (613) 562-5963
E-mail: educprog@uottawa.ca
Website: www.uottawa.ca/academic/education

Queen's University

The Registrar
Faculty of Education
Duncan McArthur Hall
Queen's University
Kingston, Ontario
K7L 3N6
Tel.: (613) 545-6205
Fax: (613) 533-6203

University of Toronto

The Registrar
Ontario Institute for Studies in
Education of the University of
Toronto
371 Bloor Street West, Room 132C
Toronto, Ontario
M5S 2R7
Tel.: (416) 978-5988
Fax: (416) 971-2755
E-mail: aq_regoffice@tednet.oise.utoronto.ca

University of Western Ontario

Faculty of Education
University of Western Ontario
1137 Western Road
London, Ontario
N6G 1G7
Tel.: (519) 661-2092
Fax: (519) 661-3833
E-mail: conted@edu.uwo.ca

University of Windsor

Faculty of Education
 University of Windsor
 401 Sunset Avenue
 Windsor, Ontario
 N9B 3P4

Tel.: (519) 253-3000, ext. 3800

Fax: (519) 971-3694

York University

Faculty of Education
 York University
 4700 Keele Street
 North York, Ontario
 M3J 1P3

Tel.: (416) 736-5003

Fax: (416) 736-5023

Teaching Students Who Are Blind or Have Low Vision

The program to train teachers of the blind is offered in English through the Faculty of Education, University of Western Ontario, at the W. Ross Macdonald School in Brantford, and in French through the Faculté d'éducation, University of Ottawa. Teachers who wish to take additional courses leading to specialist qualifications as teachers of the blind should contact:

Educational Services
 Faculty of Education
 University of Western Ontario
 1137 Western Road
 London, Ontario
 N6G 1G7

Tel.: (519) 679-2368

Université d'Ottawa
 Secrétariat scolaire
 Faculté d'éducation
 145, rue Jean-Jacques Lussier
 C.P. 450, succursale A
 Ottawa, Ontario
 K1N 6N5

Tel.: (613) 562-5800, poste 4124

Fax: (613) 562-5963

Teaching Students Who Are Deaf-Blind

A three-year in-service program to train as teachers of the deaf-blind is offered through the University of Western Ontario at the W. Ross Macdonald School in Brantford. Teachers who wish to take additional courses leading to a specialist qualification as a teacher of the deaf-blind should contact:

The Superintendent
 W. Ross Macdonald School
 350 Brant Avenue
 Brantford, Ontario
 N3T 3J9

Tel.: (519) 759-0730

Fax: (519) 759-4741

Teaching Students Who Are Deaf

The program to train teachers of the deaf is offered in English through the Faculty of Education, York University, and in French through the Faculté d'éducation, University of Ottawa. Teachers wishing to take courses leading to qualifications as teachers of the deaf and hard-of-hearing should contact:

Faculty of Education
York University
4700 Keele Street
North York, Ontario
M3J 1P3

Tel.: (416) 736-5003
Fax: (416) 736-5023

Université d'Ottawa
Secrétariat scolaire
Faculté d'éducation
145, rue Jean-Jacques Lussier
C.P. 450, succursale A
Ottawa, Ontario
K1N 6N5

Tel.: (613) 562-5800, poste 4124
Fax: (613) 562-5963