

John McGivney School Authority

**A Parent's Guide
to Special Education**



Introduction

The purpose of this parents' guide is to provide you with information about Special Education.

About JMSA

The John McGivney School Authority is dedicated to child-centred, personalized, and precise education that provides assessment and instruction designed to meet your child's particular learning and motivational needs. We have exemplary teachers, exceptional support staff, and rehabilitation personnel to meet your child's individual needs. Please take a few moments to browse our site, <http://school.jmccentre.ca> and learn more about the JMSA.

Our goals at JMSA are to:

- Work with all stakeholders in establishing precise, measureable rehabilitative and academic goals
- Provide the highest quality programming to meet individual student needs
- Maximize student development in functional communication, literacy, numeracy, and social skills
- Continue to forge strong working relationships with local school boards to ensure successful transitioning into community schools
- Continue to foster a culture of collaboration with families and centre staff
- Provide continued support beyond transition to community schools
- Ensure success for ALL students





MISSION, VISION, BELIEFS

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Mission

Enabling students with complex special needs to reach their full potential.

Vision

Providing children with complex special needs an exceptional learning environment.

Beliefs

- Celebrating uniqueness and diversity
- Respect, encouragement, and dignity for all
- Collaborative partnerships
- Safe and caring environment
- Equitable access

What Special Services are provided by the Board?

The John McGivney School admits students who can benefit from an educational setting that responds to their physical and developmental needs. Elementary aged students living in Windsor/Essex County who meet the admission criteria are eligible to attend.

The Admission Criteria

Students who can actively participate in:

- A post traumatic/post-operative rehabilitation program
- Intensive assessment and training related to complicated rehabilitation needs
- A protective environment that meets their education needs

Program Process

- Observation/assessment
- Team planning
- Development of Individual Education Plan (IEP)
- Ongoing evaluation
- Formal annual review

The Demission Criteria

A student is referred to district school boards when:

- Assessment has been completed
- Medically stable and no longer requires a protective environment
- Rehabilitation and educational goals have been met and/or can be continued in a community school



What are Spe

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil

What is a Special Education Service?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is an IEP?

An Individual Education Plan (IEP) is a written plan of action. It is a working document which describes the strengths and needs of an individual exceptional pupil and the special education program and services established to meet the pupil's needs. An Individual Education Plan is developed for students who may require curriculum adaptations for their specific learning needs. It creates opportunities for parents, teachers, and others involved with the student to collaboratively identify individual learning needs and to develop specific teaching and learning strategies and/or curriculum adaptations which will address these needs.

The IEP must be developed for your child, in consultation with you. It includes:

- ✓ specific educational expectations;
- ✓ an outline of the special education program and services that will be received;
- ✓ a statement about the methods by which your child's progress will be reviewed; and
- ✓ a plan for transition.

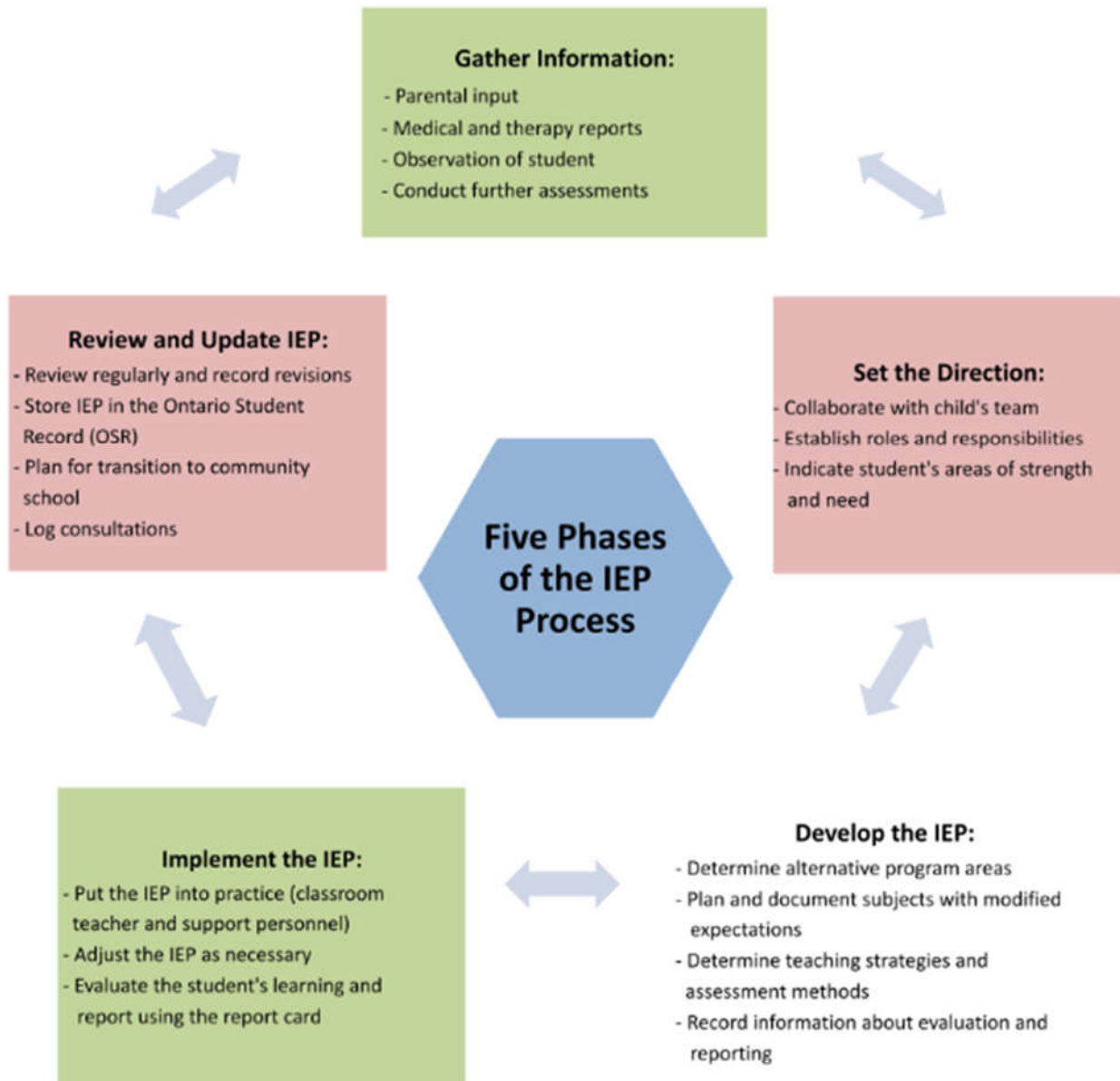
The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it. Parents as important partners are encouraged to actively participate in the development of the individual education plan and to sign it once completed.

What happens once an Individual Education Plan is in place?

The Individual Education Plan will evolve as a student grows and matures. Within each term, a student's goals and needs are reviewed. Regular communication with the parents is essential

to the success of the individual education plan.

IEP Five Phases of the IEP Process at JMSA



What is an IPRC?

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

IPRCs at JMSA

Students who attend the John McGivney School Authority meet the admission criteria and are on the caseload of the John McGivney Children's Centre. Parents must agree to the school placement as opposed to placement within a local district school board. Placement is short term and goal specific for children who have physical and/or neurological disabilities.

In an effort to streamline processes for parents and avoid duplication the IPRC process does not occur except at the request of parents in accordance with Regulation 181/98.

The School Authority provides only special education services to a specific group of identified students and does not provide for services of other exceptionalities.

The number of referrals to the school program is transient and varies from year to year depending on local demographics. No new students who have been admitted to the program since 2005 have received an IPRC.

For students who have had an IPRC, parents receive notification of the process. Most students in JMCC are identified as having either physical or multiple exceptionalities. Each parent received a copy of our "Parents Guide to Special Education."

Parents may request team meetings at any time.

What is the role of the IPRC?

The IPRC will

- Decide whether or not your child should be identified as exceptional
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- Decide an appropriate placement for your child and review the identification and placement at least once in each school year

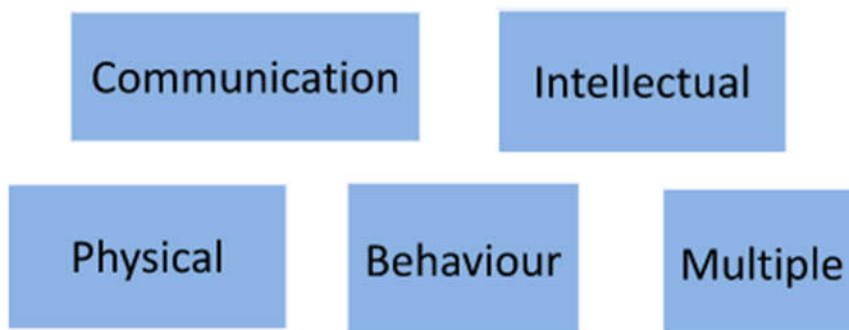
Who is identified as an Exceptional Pupil?

The Education Act defines an exceptional pupil as "a pupil who's behavioral, communicational, intellectual, physical, and/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 definition of exceptionalities provided by the Ministry of Education.



IPRC Ontario Ministry of Education Categories of Exceptionalities and Definitions

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committee meetings. There may be some flexibility within the categories for the purposes of identifying a student as “exceptional” under the Ministry definition.



Ontario Ministry of Education Category

Communication

Learning Disability

The Ministry of Education defines *learning disability* as 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 and 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 behaviours 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

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 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
- Include one or more of the following
 - 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.

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
- Representational symbolic behaviour that precedes language

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 supportive service

- 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 development level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Behaviour

A learning disorder characterized by specific behaviour 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 or
- An inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof

Multiple

A combination of learning or other disorders, impairments, or physical disabilities that is of such a 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.



Learning Knows No Bounds

What Organizations are Available to Assist Parents?

Developmental Supports

Agency:	Description:
Ministry of Community and Social Services Ontario Disabilities Support Program http://windsoressex.cioc.ca/details.asp?RSN=3109	The ODSP is intended to meet the needs of people with disabilities and help them to become more independent. The ODSP has two parts: 1. Income Supports provides financial assistance to people with disabilities; and 2. Employment Supports provides the support people with disabilities need to get and keep jobs.
Windsor Essex Family Respite Helping Hands http://services.familyrespite.org/	Helping hands offers support to siblings of children who have a disability. Volunteer friends or role models offer extra attention, affection and guidance. Provides much needed relief and respite to parents of children with special needs.
Windsor Community Living Support Services www.communitylivingwindsor.org	A provider of residential, work training, supported employment, and personal living support services to individuals with a developmental disability.
Christian Horizons Supported Living and Respite Essex Family Home Program http://www.christian-horizons.org/	A trans-denominational, evangelical charity that seeks to reach out with support and friendship to persons who have developmental challenges.
Family Service Windsor-Essex County www.familyservicewindsor.on.ca	An accredited not-for-profit family service agency. Its purpose is to provide counseling, support, and educational programs that will strengthen families and individuals.
Windsor-Essex Children's Aid Society http://www.wecas.on.ca/	The WECAS is responsible for the protection of children under the age of 16 within the mandate of the Child and Family Services Act. WECAS also provides high quality out-of-home care for children and develop child abuse and neglect prevention programs.
Children's Health Care Network http://www.childrenshealthcarenetwork.com/	Children's services provide assessments, diagnosis and treatment for children with developmental, emotional, behavioural, or psychological problems.
Windsor Regional Children's Centre www.wrchildrenscentre.org	Out-patient and residential services, offers assessments and treatment services.
Learning Disabilities Association of Windsor-Essex County www.ldawe.ca	Services for persons with learning disabilities, information and referral group works with schools and community groups for improved support services.
Windsor Essex Family Network and Resource Centre info@windsoressexfamnet.ca	Networking group that strengthens and educates families who have a family member with a disability.
Up About Down – The Windsor Down Syndrome Parent Association www.upaboutdown.org	Group is committed to enhancing the quality of life for individuals with Down Syndrome.
Essex County Association for Community Living essexacl@mnsi.net	A range of support services for people who have developmental disabilities. The Association also operates a resource library providing resource materials such as books, periodicals and videos.
Southwestern Regional Centre Essex County Community Support Team Tel. (519) 966-2171 Fax (519) 966-2260	The purpose of the program is to offer an individualized service to children and adults who are known to have, or are at risk of having developmental disabilities, with the primary focus on strengthening support in the home.

Physical Supports

Agency	Description
Association for Persons with Physical Disabilities www.wincom.net/appd	Attendant Services programs provide non-medical personal support, homemaking services and assistance with tasks of daily living to adults with permanent physical disability. Attendant Services are delivered on an outreach basis or at supportive living sites associated with APPD. Additional respite services are available to provide relief to caregivers.
Ministry of Community and Social Service Ontario Disabilities Support Program (519) 254-1651	The ODSP is intended to meet the needs of people with disabilities and help them to become more independent. The ODSP has two parts: 1. Income Supports provides financial assistance to people with disabilities; 2. Employment Supports provides the support people with disabilities need to get and keep jobs.
Canadian National Institute for the Blind www.cnib.ca	Facilitated peer support group, enhancing personal life experience through effective communication and interaction with others. Non-profit agency providing rehabilitation for blind, visually impaired, deaf blind individuals. Includes rehabilitation teaching orientation, and mobility, technical aids, library services, and transportation services to and from medical appointments. Resource centre offers talking books, large print and Braille books, interactive toys in red, yellow, green and blue, tactile toys and scented play dough.
Canadian Hearing Society www.chs.ca	Advocacy and support group to the deaf, deafened, and hard of hearing. Information and referral, provides employment services, general social services, interpreter services, hearing care counseling, hearing aid and technical aid programs and audiology services, etc.
Deaf and Hard of Hearing – Family Support Group http://windsor.essex.cioc.ca/details.asp?RSN=4517	Support group of parents offering encouragement and support to cope with activities of daily living for children deaf or hard of hearing.
Windsor Regional Hospital http://www.wrh.on.ca/	Pediatric asthma clinic; education review for parents and children 5 years and older, identifying and controlling triggers. Medication and how to use it correctly. Respiration therapist, speakers, and workshops.
Brain Injury Association of Windsor-Essex www.wrh.on.ca	Support group for survivors of acquired brain injury. Offers information to families, friends, and caregivers. Promotes awareness and related implications of brain injuries.
Ontario Foundation of Cerebral Palsy www.ofcp.on.ca	Funding for research services and programs. Information on Cerebral Palsy.
Canadian Diabetes Association	Provides information and application forms for residential summer camps. Information on diabetes.
Windsor Regional Hospital www.wrh.on.ca	Diabetes health and education.
Epilepsy of Windsor and Essex County	To serve the community of Lakeshore by providing access to health, government, and support services.
Canadian Red Cross http://www.redcross.ca/article.asp?id=1557&tid=001	Health care equipment rentals. Offers wheelchairs, crutches, canes, walkers, etc.
Muscular Dystrophy of Canada http://www.muscle.ca/nc/ontario-nunavut/chapters/chapter-profiles/windsor.html	Services for registered persons with neuromuscular disorders. Assistance in acquiring prescribed equipment. Research education, information, referral, and advocacy.
Multiple Sclerosis Society of Canada – Essex County Chapter http://windsor.essex.cioc.ca/details.asp?RSN=3007	Assists people with Multiple Sclerosis maintain an independent lifestyle. Individual and family services.

Spina Bifida & Hydrocephalus Association of Ontario http://windsoressex.cioc.ca/details.asp?RSN=3413	Supports those with Spina Bifida and/or Hydrocephalus. Information and education workshops.
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Social and Emotional Supports

Agency	Description
The Children's Health Care Network http://windsoressex.cioc.ca/details.asp?RSN=2294	Provide assessment, diagnosis, and treatment for children with developmental, emotional, behavioural, or psychological problems (i.e. anger, anxiety, ADD, ADHD, depression, OCD, ODD, bi-polar)
Community Crisis Centre of Windsor-Essex County http://windsoressex.cioc.ca/details.asp?RSN=2348	24-hour crisis line provides prompt intervention to persons experiencing emotional crises. Services include assessments, short-term treatment, referral, and case coordination when appropriate. Centre hosted by Hotel-Dieu Grace Hospital.
Canadian Mental Health Association www.cmha-weceb.on.ca	Bereavement counseling provides individual counseling, peer support groups, education, and consultation for agencies, workplaces, and community groups. Peer support groups, parent(s) of older children or infants of suicide, homicide, and other grievers.
Windsor-Essex Children's Aid Society 1671 Riverside Drive East Windsor, ON Tel. (519) 252-1171 or 256-4521 Fax (519) 256-2739 www.wecas.on.ca	Child protection services Foster Care family counseling investigates reports of child abuse information on becoming a Foster Parent volunteer opportunities available to help support the agency, children, and their families in the community.
New Beginnings (Essex County)-Boys & Girls http://windsoressex.cioc.ca/details	Community based group home for foster care boys / girls provides a stable environment to explore personal problems and realistic educational and employment goals. Works toward reintegration into the parental home or independent living.
The Children's Health Care Network http://windsoressex.cioc.ca/details.asp?RSN=2294	Children's services provide assessment, diagnosis and treatment for children with developmental, emotional, behavioural, or psychological problems (i.e. anger, anxiety, ADD, ADHD, depression, OCD, ODD, bi-polar).
Help Link Central Access Services, Children, Youth, and Services	Service Coordinators provide support while accessing relevant community agencies for children with developmental delays and/or mental health issues. Help Link can facilitate access to services outside the community for families who have exhausted all community resources.
Teen Health Centre – Nutrition/Eating Disorder Program www.teenhealthcentre.com	Nutrition and eating disorders support program individual counseling available for a wide range of eating issues including malnutrition, pregnancy, vegetarianism, food allergies, and gastrointestinal problems. Hosts high school workshops on nutrition, cooking, and budgeting, postnatal nutrition for mother and baby.
Windsor Regional Hospital www.wrh.on.ca	Mental health centre provides counseling for first episode psychosis and schizophrenia patients, and bi-polar disorders.
House of Sophrosyne – Children's Programme – Herb Gray Centre http://www.houseofsophrosyne.com/	Professionally facilitated supportive and educational programs for children who live in an environment with substance abuse. Weekly meetings include learning about choices and themselves. Drug and alcohol education for children, coping strategies, and self-confidence.
Recovery Inc. www.recovery-inc.org	Offers techniques to regain mental health – without charge – at weekly meetings around the world. Especially effective for panic attacks.

Drouillard Place www.mnsi.net/~drplace	Non-profit centre providing educational and community-based services. Crisis counseling information and referrals. Food bank, food coop, support groups, activities, and programs for neighbourhood youth.
Windsor Social Services Department www.wrh.on.ca	Child care coordination service helps parents choose the most appropriate child care arrangements. Oversees the provision of child care subsidies in city-operated child care facilities. Facilitates financial assistance for parent-regulated and informal child care arrangements.
Family Respite Services (Windsor/Essex) http://services.familyrespite.org/	This is a community organization that works with families caring for children with disabilities.
Hiatus House http://www.hiatushouse.com/services.html	Hiatus House is a social agency for families experiencing domestic violence. The 24-hour service is operated with professional staff.
Maryvale Adolescent & Family Services	Maryvale is a treatment centre providing residential, day, and crisis services for adolescents who are experiencing emotional and behavioral problems and their families.
Autism Society Ontario Windsor Chapter info@autismsocietywindsor.com	Non-profit organization providing services for autistic children and adults with autism spectrum disorder, pervasive developmental disorder (PDD) or Asperger's (PDA), their families and caregivers. Provides self-help and support and lobbies for improved educational opportunities.
Summit Centre for Preschool Children with Autism www.summitcentre.org	Intensive early intervention services to preschool children with autism. One-on-one treatment year-round, divided between home and program site. Transition plan to other programs once the child turns 6 years old.
Windsor Regional Children's Centre www.wrchildrenscentre.org	The Neuropsychology Program offers services to children/youth ages 6 to 17 years. Autism and related disorders programs offer assessments, education, training, etc.

Provincial and Demonstration Schools in Ontario

Belleville

[Sir James Whitney School for the Deaf](#)

350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2823 or 1-800-501-6240
Fax: (613) 967-2857
TTY: (613) 967-2823

[Sagonaska Demonstration School](#)

350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2830
Fax: (613) 967-2482

Brantford

[W. Ross Macdonald School for the Blind](#)

350 Brant Avenue
Brantford, ON N3T 3J9
Tel: (519) 759-0730
Fax: (519) 759-4741

Ottawa

[Centre Jules-Léger](#)

281 Avenue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

London

[The Robarts School for the Deaf](#)

1515 Cheapside Street
London, ON N5V 3N9
Tel: (519) 453-4400
Fax: (519) 453-7943

[Amethyst Demonstration School](#)

1515 Cheapside Street
London, ON N5V 3N9
Tel: (519) 453-4408
Fax: (519) 453-2160

Milton

[Ernest C. Drury School for the Deaf](#)

255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-1354

TTY: (905) 878-7195

[Trillium Demonstration School](#)

347 Ontario Street South
Milton, ON L9T 3X9
Tel: (905) 878-2851
Fax: (905) 878-7540
TTY: (905) 878-7195

What are the Ministry's Provincial and Demonstration Schools?

The ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD).

Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

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 centers for students who are deaf, blind, or deaf-blind
- Provide school board teachers with resource services
- Play a valuable role in teacher training

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)

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. The curriculum follows the Ontario curriculum and parallels 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 which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English
- Operate primarily as day schools
- Provide residential facilities five days per week for those students who do not live within a reasonable commuting distance from the school

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

Each school has a Resource Services Department which 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 Demonstration Schools

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

The following are Provincial Demonstration Schools:

- Amethyst School
- Centre Jules-Léger
- Sagonaska School
- Trillium School

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 ages of 5 to 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/ADHS). These are highly intensive, one-year programs.

W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross MacDonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- A provincial resource centre for the visually impaired and deaf-blind

- 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 ministers of education on an interprovincial, 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 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