Part F.
Programs and Services
### PART F. PROGRAMS AND SERVICES

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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.
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.)
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 Bloorsview 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

Rotary Children’s Centre School Authority
500 Hallmark Drive
Waterloo, Ontario
N2K 3P5
Tel.: (519) 886-8886
Fax: (519) 885-6222

Ottawa Children’s Treatment Centre
395 Smyth Road
Ottawa, Ontario
K1H 8L2
Tel.: (613) 737-0871
Fax: (613) 523-5167
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

Centre Jules-Léger
281, rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300
TTY: (613) 761-9302
Fax: (613) 761-9404

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
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.
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.
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<td>Faculty of Education</td>
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<td>Faculty of Education</td>
<td>University of Ottawa</td>
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<tr>
<td>Brock University</td>
<td>145 Jean-Jacques Lussier Street</td>
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<tr>
<td>St. Catharines, Ontario</td>
<td>P.O. 450, Station A</td>
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<td>L2S 3A1</td>
<td>Ottawa, Ontario</td>
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<tr>
<td>Tel.: (905) 688-5550, ext. 3158</td>
<td>K1N 6N5</td>
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<tr>
<td>Fax: (905) 685-4131</td>
<td>Tel.: (613) 562-5800, ext. 4124</td>
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<tr>
<th>Lakehead University</th>
<th>Fax: (613) 562-5963</th>
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<tr>
<td>The Registrar</td>
<td>E-mail: <a href="mailto:educprog@uottawa.ca">educprog@uottawa.ca</a></td>
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<tr>
<td>Faculty of Education</td>
<td>Website: <a href="http://www.uottawa.ca/academic/education">www.uottawa.ca/academic/education</a></td>
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<td>Lakehead University</td>
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<td>Thunder Bay, Ontario</td>
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<tr>
<td>Tel.: (807) 343-8500</td>
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<td>Fax: (807) 344-6807</td>
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<td>Faculty of Education</td>
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<tr>
<td>Laurentian University</td>
<td>Duncan McArthur Hall</td>
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<td>Ramsey Lake Road</td>
<td>Queen’s University</td>
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<td>Sudbury, Ontario</td>
<td>Kingston, Ontario</td>
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<td>K7L 3N6</td>
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<tr>
<td>Tel.: (705) 675-1151, ext. 5004</td>
<td>Tel.: (613) 545-6205</td>
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<tr>
<td>Fax: (705) 675-4816</td>
<td>Fax: (613) 533-6203</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:hbeaudoin@nickel.laurentian.ca">hbeaudoin@nickel.laurentian.ca</a></td>
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<tr>
<th>Nipissing University</th>
<th>University of Toronto</th>
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<tr>
<td>Office of the Registrar</td>
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<tr>
<td>Faculty of Education</td>
<td>Ontario Institute for Studies in Education of the University of Toronto</td>
</tr>
<tr>
<td>Nipissing University</td>
<td>371 Bloor Street West, Room 132C</td>
</tr>
<tr>
<td>100 College Drive</td>
<td>Toronto, Ontario</td>
</tr>
<tr>
<td>Box 5002</td>
<td>M5S 2R7</td>
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<tr>
<td>North Bay, Ontario</td>
<td>Tel.: (416) 978-5988</td>
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<tr>
<td>P1B 8L7</td>
<td>Fax: (416) 971-2755</td>
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<tr>
<td>Tel.: (705) 474-3461, ext. 4519 or 1-800-655-5154, ext. 1</td>
<td>E-mail:aq_regofficedednet.oise.utoronto.ca</td>
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<tr>
<td>Fax: (705) 495-1772</td>
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<tr>
<td>E-mail: <a href="mailto:nipureg@admin.unipissing.ca">nipureg@admin.unipissing.ca</a></td>
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<td>Website: <a href="http://www.unipissing.ca">www.unipissing.ca</a></td>
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<td>Tel.: (519) 661-2092</td>
<td>Tel.: (519) 661-2092</td>
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<tr>
<td>Fax: (519) 661-3833</td>
<td>Fax: (519) 661-3833</td>
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<tr>
<td>E-mail: <a href="mailto:conted@edu.uwo.ca">conted@edu.uwo.ca</a></td>
<td>E-mail: <a href="mailto:conted@edu.uwo.ca">conted@edu.uwo.ca</a></td>
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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