

Campbell Children's School Authority



SPECIAL EDUCATION REPORT 2019-2020

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CAMPBELL CHILDREN'S SCHOOL AUTHORITY

Special Education Programs and Services

1. Campbell Children's School Authority's Model for Special Education

One of the purposes of the Special Education Report 2019-2020 is to inform the Ministry of Education and the public about special education programs and services that are provided by the Campbell Children's School Authority in accordance with legislation and ministry policy on special education. The Special Education Report 2019-2020 is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation. Special Education Programs and Services (Regulation 306 under the Education Act) and the Ministry of Education's policy document, Standards for School Boards' Special Education Plans 2000 set out the criteria for the Board's special education plan.

The Campbell Children's School (CCS) Special Education Plan Mission and Vision Statements:

MISSION

Campbell Children's School,
in collaboration with Grandview Children's Centre,
nurtures each child's unique abilities through programming
to develop skills, self-confidence and independence,
for a successful transition to the home school.

VISION

*Campbell Children's School
Challenge, Celebrate, Strengthen*

The Campbell Children's School Authority is established under Section 68 of the Education Act to provide, in accordance with the Act and its regulations, the educational component of Grandview Children's Centre's therapy program. All students attending Campbell Children's School (CCS) are clients of Grandview Children's Centre (GCC), whose home school boards are the Durham District School Board, the Durham Catholic District School Board, the Kawartha Pine Ridge District School Board, the Peterborough, Victoria, Northumberland and Clarington Catholic District School Board, the French Catholic School Board and the French Public School Board.

Campbell Children's School exists within the Grandview Children's Centre (GCC) to provide an education for those children under the age of 21 who require treatment such as individual or group therapy. It is the Board's goal to provide appropriate programs to children admitted to Campbell Children's School and to assist the integration of these children into community school programs when and as possible. Educators including; teachers, Early Childhood Educators, and therapists, work as a team to combine education and therapy in order to meet the unique needs of the children.

2. Identification, Placement, and Review Committee (IPRC) Process

Enrollment in Campbell Children's School is determined by a health / therapy decision that is not appealable to the Ministry of Education. Therefore, in consultation with the legal branch of the Ministry, the decision was made not to hold IPRC meetings, unless requested by a parent concerning placement within the school. However, we do hold multiple meetings to communicate the same information as an IPRC with parents and personnel from district school boards.

(Refer to Section 12 in this report for detailed information about Early Identification Procedures and Intervention Strategies, which apply to all CCS students.)

3. Special Education Placements

Campbell Children's School Authority has one school, Campbell Children's School, with four classrooms. The classes are mixed groupings of children with multiple exceptionalities and those with a wide range of speech and communication needs. For the 2019-2020 school year the enrollment is 50 students. The students enrolled each year usually range from 1st year Kindergarten to Grade One age. Frequently the students with speech and communication needs require occupational therapy for fine motor and visual motor difficulties that become apparent during the year.

Campbell Children's School accommodates post-surgery clients who need a short term placement to receive intensive physiotherapy. Extra staffing may be required to meet the needs of the classroom.

Members of School Council are aware that Campbell Children's School is a special education placement.

Each year, a number of Grandview Children's Centre clients referred to the CCS Admissions Committee are not accepted to the school program due to lack of space.

4. Individual Education Plans (IEPs)

An IEP is completed for each student. The student's strengths and needs are discussed by the parents and the CCS team at the interview before the first day of school. The Ministry of Education IEP template is used. Only accommodations to the regular program are needed for most of the students at the Kindergarten level. Some students require modifications to the program, or an alternative program. A Transition Plan is included in each student's IEP to inform parents about the process for integration into the home school board. If parents disagree with the IEP after discussion with the teacher and principal, a case conference would be held to help reach consensus.

5. Special Education Staff

Campbell Children's School Authority employs 1 principal, 4 FTE classroom teachers, 1.0 21st Century Teacher, 1 liaison teacher, 1 prep teacher, 8 Registered Early Childhood Educators (RECE), 1 ECE equivalent and 1 Educational Assistant (EA) presently completing the Early

Childhood Education certificate program.

The principal reports to the CCS Authority Board of Trustees. The principal's role involves the responsibilities as outlined under "Provincial Information". There are daily responsibilities within the school, as well as "Board" duties, such as Policies and Procedures, and the training for appropriate new Ministry initiatives. The principal is also the school rep on Grandview committees such as Health and Safety. There is daily communication with the parents through the SeeSaw App, and regular communication through the CCS website and phone calls to and from parents.

The classroom teachers have their Special Education Specialists qualifications, as well as qualifications in areas such as Kindergarten, CORE language, Autism Training, Augmentative and Alternative Communication training. Each year the teachers attend professional training and courses preparing the individual needs of their students. The teachers work with a team of therapists to develop goals and strategies for each student. They meet frequently to ensure that the goals are understood by all members of the team.

The liaison teacher provides support to the student's family and to the student's home school, regarding issues related to transition and education. Once a student is registered for Campbell's, the Liaison teacher contacts the students home school and begins the transition process beginning with a description of the student's needs, planning a formal transition meeting in the spring and ongoing communication for the year prior to the student attending. The Liaison teacher coordinates the delivery of the students SEA equipment to ensure it is in place for the start of school. They also provide ongoing support to parents with the Parent Information Network meetings and up to date Ministry documentation. The Liaison Teacher also coordinates the Welcome to Kindergarten sessions in partnership with The Early Years Program. Parents are invited to attend curriculum based sessions with their children three times a year and the Liaison Teacher has played an instrumental role in coordinating these days responding to the needs of our students as well as demonstrating current practices in education.

Our Early Childhood Educators plan and coordinate the kindergarten program along with the classroom teacher.

Our Education Assistant is currently enrolled in courses to fulfill the Early Childhood Education requirement.

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	0.0	
1.2 Special Education Teachers	5	Ontario College of Teachers (OCT); Additional Qualifications: Special Education Parts 1 - 3 Specialists

1.3 21 st Century Teacher	1.0	Ontario College of Teachers (OCT); Additional Qualifications: Special Education Parts 1 - 3 Specialists
1.4 Curriculum coverage teacher	1.0	Ontario College of Teachers (OCT);
2. Other special education teachers		
2.1 Liaison	1.0	Ontario College of Teachers (OCT); Additional Qualifications: Special Education Specialist, Principal 1&2; M.Ed.
3. Other Educators		
3.1 Registered Early Childhood Educators	8	Registered Early Childhood Educators
4. Educational Assistants	1	Currently registered in ECE diploma courses
4.1 Early Childhood Educator	1	Has been granted ECE Equivalency by the board
5. Paraprofessional resource staff	0	

6. Specialized Equipment

Recommendations for equipment and assistive technology come from the physiotherapist, occupational therapist and/or speech pathologist, who are professionals on the CCS program team at Grandview Children's Centre. Recommendations may also come from vision and hearing specialists who work with our students. Campbell Children's School funds SEA equipment for students during their placement with us and to prepare them for placement in community schools. This allows the necessary supports to be put in place for a student to access the curriculum. This funding greatly facilitates the smooth transition of our students to their district school boards and allows the continuation of programming.

7. Transportation for Students with Special Education Needs

Transportation is arranged by the CCS Board Administrator. Tenders are received periodically and reviewed annually. Transportation by school bus is available to all our students. Our school serves Durham Region, a wide geographic area, with students needing transport from as far west as Pickering, as far north as Cannington, and as far east as Newcastle. Due to the

nature of our student's needs, special attention must be made for wheelchairs and seating. Safety is a priority. Wheelchairs must be secured properly. Children may use a seat-belt or car-seat (when a doctor's note is provided stating medical reasons) secured in a school bus. Drivers must have a criminal record check and first aid training. Drivers must be aware of medical issues that may affect a child during transportation.

A comprehensive Transportation Policy and Procedure has been developed and implemented with Stock Transportation, which clearly outlines roles and responsibilities for the safe transportation of our students. This has been shared with the other Section 68 School Authorities.

A nurse may accompany a student on the bus, if approved by the Central East Local Health Integrated Network (CE-LHIN). Sometimes a decision is made to transport a student with complex medical needs to school by wheelchair accessible taxi.

8. Transition Planning

CCS students are accepted for a one year placement. Parents are supported through the student's transition into Campbell Children's School, and then on to the home school board, with the assistance of the liaison teacher and other education and therapy staff.

The Transition Plan is included in all Individual Education Plans. Parents are also invited to meetings of the Parent Information Network, jointly organized by the CCS liaison teacher and Grandview's social worker; these meetings give parents an opportunity to ask questions and express concerns, and meet with district school board staff and former CCS parents, to learn about advocating for students.

Throughout the school year there are regular team meetings to discuss each student's progress and readiness for transfer to his/her community school.

The decision to initiate transfer to the district school board is discussed with the student's parent(s)/guardian(s), the liaison teacher, and the CCS/GCC team during the observation/ visit in January. Decisions are made at this time for the student to return to their home district school board or to be re-referred to the Admission Committee for an additional year at CCS. Transition Meetings are held in April, which is attended by parent(s)/guardian(s), special education teacher(s) and principal, therapists, representatives from the student's district school board and/or home school, and the case manager from CE-LHIN and/or School Health Support Services. There is extensive information sharing in order to facilitate a smooth transition to the student's district school board. Many of the district school board staff visit CCS to observe the student they are receiving and to discuss progress and needs with the teachers, EAs, and therapists. The receiving school is informed of SEA equipment that will transfer with the student, and arrangements are made to move the equipment at the end of June.

Provincial Information

9. Roles and Responsibilities

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas. As a Section 68 School Authority some of the roles and responsibilities are modified for this special education setting.

Roles and Responsibilities of the Ministry of Education:

- defines, through the Education Act, regulations and policy/program memoranda, the legal obligations of school boards, and authorities, regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for Section 68 school authorities;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain Special Education Reports, review them annually, and submit amendments to the Ministry;
- requires school boards to establish Special Education Advisory Committees (SEACs); (*It is not mandatory for Section 68 school authorities to establish these committees.*)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional students; (*The GCC/CCS Admissions Committee fulfills this role.*)
- establishes a provincial Ministry Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

Roles and Responsibilities of the School Authority:

- establishes school board policy and practices that comply with the education regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations and policy/program memoranda;
- requires staff to comply with the Education Act, regulations and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional students of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education report that is amended from time to time to meet the current needs of the exceptional students of the board; submits amendments to the Minister of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a parent guide to provide parents with information about special education

- programs, services and procedures;
- provides professional development to staff on special education.

Roles and Responsibilities of the CCS School Council (Special Education Advisory Committee):

The role and responsibilities of the Special Education Advisory Committee were assumed by the School Council in 1998. The School Council:

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board;
- participates in the Board's annual review of its special education plan;
- participates in the Board's annual special education budget process;
- reviews the special education financial statements of the Board;
- approves the annual school calendar;
- provides information to parents, as requested.

Roles and Responsibilities of the Principal:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional students is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with parents, teachers and Grandview Children's Centre therapy staff to determine the most appropriate program for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.
- maintains proper order and discipline in the school;
- develops co-operation and co-ordination of effort among the members of the school staff;
- registers students and records attendance;
- prepares a timetable to conduct the school according to the school year calendar;
- reports to the Ministry any information respecting the condition of the school premises, the discipline of the school, the progress of students and any other matter affecting the interests of the school;
- gives assiduous attention to the health and comfort of the students, to the cleanliness, temperature and ventilation of the school, to the care of all teaching materials and school property, and to the condition and appearance of the school buildings and grounds;
- refuses admission to the school building of a person whose presence in the school would be detrimental to the physical or mental well-being of the students;

Roles and Responsibilities of the Special Education Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- holds qualifications, in accordance with Regulation 298, to teach special education;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with therapy staff and parents to develop the IEP for an exceptional student;
- provides the program for the exceptional student, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school and centre staff to review and update the student's IEP;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- provides educational assessments for exceptional students.

Roles and Responsibilities of the Parent/Guardian:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities; *(Rather than IPRCs, at CCS the parent participates in the referral process to the Admissions Committee, the Intake Meeting, and the Transition Meetings.)*
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the Principal and teachers to resolve problems;
- is responsible for the student's attendance at school, and agrees with the GCC/CCS Admission Policy Agreement concerning regular attendance.

Roles and Responsibilities of the Student:

- complies with the requirements as outlined in the Education Act, regulations, and with policy/program memoranda;
- complies with Board policies and procedures;
- complies with the Campbell Children's School Code of Conduct:
Students are treated with respect and dignity. In return they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
 - comes to school, on time and ready to learn;
 - shows respect for themselves, for others, and those in authority;
 - refrains from bringing anything to school that may compromise the safety of others;
 - follows the established rules and takes responsibility for his or her actions.

10. Categories and Definitions of Exceptionalities

IPRC identifications are not formally made for students at CCS.

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:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language;
- b) lack of representational-symbolic behaviour that precedes language.

Deaf and Hard-of Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

Language Impairment

A learning disorder characterized by impairment in comprehension and/or the use of verbal communication or the written or other symbol-based communication systems. This type of learning disorder may be associated with neurological, psychological, physical, or sensory factors and may:

- a) involve one or more of the form, content, and function of language in communication;
- b) include one or more of:
 - (i) language delay;
 - (ii) dysfluency;
 - (iii) voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability

A learning disorder evident in both academic and social situations. The learning disorder involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication and is characterized by a condition that:

- a) is not primarily the result of:
 - (i) impairment of vision or hearing;
 - (ii) physical disability
 - (iii) developmental disability;
 - (iv) primary emotional disturbance;
 - (v) cultural differenceand.
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability. There can be defects in one or more of the following areas:
 - (i) receptive language (i.e., listening, reading);
 - (ii) language processing (i.e., thinking, conceptualizing, integrating);
 - (iii) expressive language (i.e., talking, spelling, writing);
 - (iv) mathematical computationsand
- c) may be associated with one or more of the conditions diagnosed as:
 - (i) a perceptual handicap;
 - (ii) a brain injury;
 - (iii) minimal brain dysfunction;
 - (iv) dyslexia; or
 - (v) developmental aphasia.

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:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services,
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

- a) an inability to profit from a special educational program for students with mild intellectual disabilities;
- b) an ability to profit from a special educational program that is designed to accommodate

students with developmental disabilities.

- c) 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 students without exceptionalities who are of the same age or developmental level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e., limited vision, blind).

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

11. Provincial and 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: 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 ministries 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 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.

Some students at Campbell Children's School may receive consultation from vision support services at W. Ross Macdonald School to enhance classroom programming.

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 below.)

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 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 School 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 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 Fax: (905) 878-1354

The Robarts School for the Deaf
1090 Highbury Avenue, London, Ontario N5Y 4V9
Tel.: (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 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, Blind, and Deaf-Blind
Centre Jules-Léger

281 rue Lanark, Ottawa, Ontario
Tel.: (613) 761-9300 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 the following:

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

12. Early Identification Procedures and Intervention Strategies

The admission criteria and referral process are communicated annually to Grandview staff, District School Boards and related agencies by the principal and representatives of the CCS team by means of presentations, brochures, and information packages. This ensures that only appropriate candidates are referred to the program.

The children coming to Campbell Children's School are current clients of Grandview Children's Centre. They receive therapy in one or more of the following areas: physiotherapy, occupational therapy and speech therapy. They are assessed by certified therapists in their area(s) of need, and a scoring sheet is used to rate the areas of difficulty. A short video of the child is also viewed, to provide a snap-shot of the child in a therapy session. The nomination form, scoring sheet, and video are presented at a meeting of the admission committee comprised of Grandview's medical director, the school principal, the clinical coordinator, and the SLP. The need for physical aids and specialized equipment, individual and medical support will be presented at this time. Information from preschool programs will be included if available. The CCS liaison teacher may contact a child's previous school or daycare to get further information, with parental consent

Before the start of classes in September the CCS team for each class, comprised of therapists (physiotherapist, occupational therapist, speech/language pathologist, social worker, and their assistants), and the educators and educational assistant meet with the student and parent(s) to review the student's history and current level of skill development, and to set therapeutic and educational goals. At this time strengths and needs are determined for each student. Due to the severe nature of each student's communication and/or physical disabilities and the affected areas of growth, each student's profile may dramatically differ from an average student and from the other students. Teacher's use this initial information from parents and therapists to begin to develop each student's Individual Education Plan (IEP). In September, each student will be re-assessed by the assigned therapists, and informally by the classroom teacher, and results of this data will be incorporated into the IEP.

Classroom programs are based on the Full Day Kindergarten Program for the majority of students. However, accommodations, modifications and alternative programs are developed to

meet the individual needs of students, when necessary. Teachers use observation and informal assessment tools and methods to ascertain and measure student progress.

Team Meetings involving the therapists, teacher and early childhood educators for the students are held when needed. Individual student progress is reviewed, problem solving occurs and decisions are made regarding program planning and/or changes. Team members regularly contact parents.

The guiding principles or philosophy used by the Board for early identification of children's learning needs:

The Board is aware that each of our students has very special needs which are being addressed through the therapy they receive from Grandview's CCS team of therapists. The Board is committed to supporting the therapy goals in the classroom setting. It also supports individualized, intensive programs (based on the Ontario Kindergarten Program and Ontario Curriculum) as the vehicle through which therapy goals can be addressed in the classroom. Individualization of the program is supported by staffing and augmented by the use of co-op students (high school, college, and university) and volunteers.

The teacher's role in early identification:

The classroom teachers at Campbell Children's School have Special Education training and are experienced. Early identification of areas of need in each student has already occurred prior to admission to the school. Teachers are prepared to deal with the needs of each student and to develop programs in the classroom setting to meet these needs. Because parents have focused so intently on the student's obvious problems in the areas of physical development and/or communication, they usually have concerns about their child's school entry. The liaison teacher, teachers and principal assist in easing the concerns of the parents. The liaison teacher in particular guides the parents to an acceptance and greater understanding of their child as s/he moves ahead to a graded system of education and assists parents in developing an understanding of the home school system and the transition process. The home school board's IPRC process may be discussed and clarified for parents in preparation for their child's transition.

The parent's role in early identification:

Parents have been part of their child's therapy programs prior to school entry, and therefore are prepared to deal with continued involvement as their child enters CCS. Parents have already met with their child's team prior to school starting. They communicate again with the teacher in September/October to go over the Individual Education Plan (IEP) which is based on prior assessments and current performance. Teamwork is an integral part of our school program, so parents are actively involved.

Policies and Procedures on Screening, Assessment, Referral, Identification, and Program Planning:

Screening:

Children are screened prior to admission to the school by the GCC therapy staff. Previous medical reports and histories are also available in GCC's Clinical Records. Parents sign consents for this sharing of information prior to the Admissions meetings.

Assessment:

Assessment is an integral part of every classroom due to the continuing evaluation of student progress. There is no wait time for assessments by members of the school team. Assessment is done individually, continuously and informally by the teachers. Checklists, guided observation, anecdotal records, and work sampling are used in the classroom. A Kindergarten Program checklist may be used. The Developmental Reading Assessment (DRA), Dolch lists, etc. may be used.

Formal psychological testing is no longer available through Grandview Children's Centre.

Referral:

The referral process begins in the fall prior to a September admission the following year. The school team presents and/or reviews the requirements for school admission with Grandview Children's Centre therapists in November. Referrals are submitted, by the prime therapist, to the Admission Committee by January 31. The Admission Committee reviews each application and decisions are made by April 1st. During the Admission Committee process, children are ranked according to the levels of their need for therapy and their perceived ability to respond to therapy. A final review will determine those children recommended for acceptance to the school program. There are many more referrals received than can be accommodated in the CCS program.

The Admissions Committee also meets throughout the year to review early transition into and out of the school program and also to continually review the Admission process.

Admission Criteria for Campbell Children's School

In order to be considered for school admission, each child must meet all of the following criteria:

1. Must be eligible for at least the Junior Kindergarten Program (4 years old by Dec. 31).
2. Must be a client on Grandview Children's Centre caseload.
3. Must have the ability to participate in and benefit from the treatment program provided by the therapeutic services (OT, PT and/or SLP).
4. Must require the development of strategies and/or adaptive equipment to function in the community classroom setting.
5. Parents / legal guardians must be in agreement with the Campbell Children's School admission policy regarding attendance at school, and demonstrate their acceptance of this by signing the Admission Policy Agreement.

A child may also be admitted during the school year, for a short period of intensive therapy following surgery. Referral must be from the treating therapist at Grandview Children's Centre. The admission of post-surgery students may impact classroom staffing.

Speech Admission Criteria:

In order to be considered for school admission, a child with a primary diagnosis of "communication disorder" must meet the following criteria:

1. Must show potential to improve with intensive treatment.
2. Must have:
 - a) oral motor difficulties (dyspraxia) and/or

- b) phonological / articulation difficulties
 - unintelligible at single word level
 - persistence of at least three early developmental processes (assimilation, weak syllable deletion, fronting, stopping of early fricatives, consonant deletions).

Children who are not considered appropriate candidates may exhibit:

1. Receptive/expressive language delays as primary area of difficulty.
2. Global developmental delay: where a program of consultation, home program with/without intermittent 1:1 therapy would be appropriate
3. Significant behaviour problems requiring individual educational assistant support, which cannot be provided by Campbell Children's School.

Identification:

Identification is based on the Ministry definitions (see page 16 - 18). Students are not 'officially' identified at CCS. When the transition meetings are held in April the team may make recommendations to assist the receiving board. The shared documents contain a medical diagnosis signed by the Medical Director.

Program Planning:

Program planning is done as a team. After the initial review in September, therapists do formal skill assessments and teachers do informal academic assessments. Assigned therapists and their assistants, and the educators for the classroom meet once a month at a Team Meeting to discuss the progress of the students and to plan the direction of the program. This allows for maximizing the child's potential as the therapists support educational goals and the education staff support therapy goals. A Team Meeting sheet is filled in and filed in GCC medical records. Therapists may work in the classroom doing programs such as 'Handwriting Without Tears', 'Snack and Chat' or Breath Support Groups. They also do individual and small group therapy outside the classroom. If the team or parent makes a request, a Social Worker may also become involved.

Procedures for providing parents with notice if their child is having difficulty:

The SeeSaw App is used daily for each child. It provides a method of sending information from educators to the parent and also for messages from home to staff. Often digital photos are included.

Telephone conferences may occur if problems or difficulties arise. Each child has an assigned case manager from the school team who is responsible for communicating areas of concern with the parent(s). For a serious area of concern, a case conference would be arranged with the child's school team and parent(s). Grandview's Social Worker and the Developmental Pediatrician may also become involved.

Procedures for considering a child for a special education program and related services (if not IPRC):

All classes at the school are considered special education classes; therefore admission to the school program involves admission to a special education class.

The types of assessment tools/strategies to assist in the development of appropriate

educational programs:

Assessment can occur in many ways:

- 1) with an evaluation by team members of historical data - medical and therapy reports, and preschool information if available;
- 2) with informal and formal classroom assessment;
- 3) by therapists in September and May. A final joint therapy report is written in July by the school team therapists and copied to the family. A copy is provided to the family.
- 4) by formal psychological assessment; and/or
- 5) by outside agencies such as W. Ross Macdonald School and Bloorview MacMillan Augmentative Communications team.

Educational Assessment:

Due to the severe nature of the children's disabilities and to their young ages, most academic assessments are done informally, and modified and adapted to the child's level of communication. Classroom observation in a small group and on an individual basis is on-going. Daily interaction between school staff and therapists allows for on-going evaluation, communication and planning for differentiated instruction.

Therapy Assessments:

The school team of therapists consists of a physiotherapist, an occupational therapist, and a speech pathologist. All are members of their related colleges and have passed certification. Assessments may be done by therapy staff in a quiet environment, free from distraction, on a one-to-one basis. Therapists typically complete formal assessments in September and May/June. Results are directly shared with the parents and the school team and reports are filed in the GCC clinical records. Final reports are also included in the student's OSR.

Types of early intervention strategies to support students prior to IPRC:

Classrooms are set up to meet the needs of children with complex learning needs. In each classroom, one Special Education Teacher and one or two Early Childhood Educators are supported by co-op students from college, university and high school programs, and volunteers, allowing for individualization of programs. Specialized programming in the full-day program begins immediately.

The program is individualized and intensified due to a low student /adult ratio. Staffing is determined annually by the needs of the students.

13. Educational and Other Assessments

Types of Assessment Tools:

Review of current academic assessment tools is on-going with a view to updating assessment tools for the Kindergarten levels. The classroom teachers and the principal have Special Education qualifications. All the staff participates in on-going professional development.

How results of an assessment are communicated to parents:

Parents receive ongoing communication about their child's academic progress using the SeeSaw App. Reporting to parents occurs formally in November at Parent-Teacher conferences, at parent visits during January, at transition meetings in April, and with report cards in June. (Students who are Grade One+ age receive 2 term reports). There are also

opportunities for the parents to meet with the therapy team throughout the school year, and to observe therapy sessions.

Description of sharing protocols for sharing information with staff and outside agencies:

The CCS team (therapists, teachers, early childhood educators) meets regularly to discuss each student's progress towards educational and therapy goals. Reports are made to district school board personnel and CE-LHIN and SHSS personnel at the formal transition meeting.

The CCS principal and board administrator meet regularly through the school year with other children's treatment centre school authority principals and business administrators, to share information. An education officer from the Ministry of Education regional office is invited to attend these meetings to bring updates. Individual sharing occurs on an as-needed basis.

How privacy of information is protected:

Release of information forms are signed by parents during the initial referral process to the school to allow for exchange of information between Grandview and Campbell Children's School personnel. These forms are also used to obtain permission to share information with the home school board and the CE-LHIN, SHSS, vendors, and transportation companies. Parental signed release of information forms are utilized whenever it is necessary for staff to discuss a child, and release or receive information to or from an outside agency or person.

Campbell Children's School Authority complies with the regulations of the Municipal Freedom of Information and Protection of Privacy Act.

14. Co-ordination of Services with Other Ministries or Agencies

The school and children's treatment centre work closely together. Grandview Children's Centre is funded by the Ministry of Children and Youth Services. It provides a wide range of therapeutic services to the Campbell Children's School students:

- pediatric consultation by a Grandview Pediatrician
- family counseling through Family Support Services (Social Work)
- occupational therapy
- physiotherapy
- speech- language pathology
- audiology
- special clinics (Orthotic, Orthopedic, Seating, Botox)
- psychological assessment

The Principal meets monthly and when needed with the Chief Executive Officer of the Centre. The GCC Inter-board Liaison Committee is comprised of representatives of the School, Children's Treatment Centre and GCC Foundation; the Principal and School Authority Chair are members of this committee. The Principal is also an observer-member of the Grandview Children's Foundation Board, representing the School Authority.

Other services may be coordinated by CCS or GCC with outside agencies, such as:

- Communication and Writing Aids through Holland Bloorview Children's Centre

- Durham Behaviour Management
- Easter Seals Society
- Hospital for Sick Children, Child Development Clinic
- Lakeridge Health Oshawa
- District school boards
- Nursing services (Central East Community Care Access Centre)
- School Health Support Services (SHSS) (CE-LHIN)
- Public Health Nurses for school procedures
- Durham Regional Police Services
- Facilitators/Consultants from the four local school boards (DDSB, DCDSB, KPRDSB, PVNCCDSB, French Public and French Catholique)
- W. Ross MacDonald School
- Ontario Vision Resources
- John McGivney School
- Niagara Children's Centre School
- Ottawa Children's Treatment Centre School
- KidsAbility School
- Bloorview School

15. Specialized Health Support Services in School Settings

The Central East Local Health Integrated Network provides nurses to provide 'G' and 'J' tube feedings for students during the school year, as needed. They may also provide training for Early Childhood Educators in areas such as shallow suctioning and catheterization. Medically fragile students may require a full time nurse in the school setting and during transportation to and from school; this is determined and provided by the CE-LHIN.

The medical director at Grandview Children's Centre, who is a developmental pediatrician, makes one scheduled visit to each class during the school year, and is available for consultation to the school team. She also provides professional development to the CCS team for issues such as seizure management, tube site maintenance, etc.

If there are concerns about nutrition, a referral may be made to a dietitian at a nutrition clinic at GCC. The occupational therapists and speech/language pathologist consult to the classroom about feeding issues, and referrals may also be made to feeding and swallowing clinics.

CCS students may attend various clinics that are held regularly at Grandview Children's Centre, such as orthopedic, orthotic, seating and mobility, optometry, and Botox.

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CE-LHIN	Region of Durham resident, Health Card, medical need as determined by a doctor.	CE-LHIN Case Manager	Physical Health Care Needs/Nursing Service, Medical	Review of documented needs, Therapy & Medical Reports by CE-LHIN Case Manager
Nutrition	GCC and CE-LHIN	Referrals	as above and GCC	as above and GCC	as above and GCC
Occupational therapy	Grandview Children's Centre qualified therapist	Admission Criteria	Admission Committee	1 year placement - monthly and annual review by Therapy Team	GCC review, Case Conference, Review by Medical Director; could involve an outside assessment.
Physiotherapy	as above	as above	as above	as above	as above
Speech and language therapy	as above	as above	as above	as above	as above
Speech correction and remediation	as above	as above	as above	as above	as above
Administering of prescribed medications	Campbell Children's School – Early Childhood Educators, educational assistants	Prescription and parental signature	Principal	Doctor	CCS principal
Catheterization	as above	Medical	Medical	Medical	CE-LHIN and principal
Suctioning (shallow)	as above	Medical	Medical	Medical	as above
Lifting and positioning	as above	Physio /Occupational Therapists	Therapists	Therapists	GCC clinical coordinator/CCS principal
Assistance with mobility	as above	as above	as above	as above	as above
Feeding	as above	Therapists / Medical	Therapists / Medical	as above/Medical	as above
Toileting	as above	Therapy/School Team	Therapy/School Team	Therapy/School Team	as above

16. Staff Development

Staff development planning occurs as a group with all educators involved. All staff members are encouraged to participate in their own personal growth, including completing an Annual Learning Plan. The staff development plan is discussed with the parents and staff reps on the CCS School Council.

Our overall goals for Professional Development include keeping up to date with current directions of the Ministry of Education, including a focus on early literacy and numeracy, and assessment *for, as and of* learning. Staff members are knowledgeable about legislation and Ministry policy on Special Education. Current changes are shared with staff. Attendance at Ministry curriculum meetings are attended by teachers and it is an expectation that they report back to their colleagues and the Principal.

Technology is an important programming need for many of our students, therefore keeping up to date with new programs and adaptive devices is necessary.

The Campbell Children's School Team (GCC therapists and CCS teachers) has a planning day to set priorities and goals for the coming year based on the annual School Improvement Plan. Grandview Children's Centre (including the CCS program) is involved in continuous quality improvement, and achieved the highest rating from the Accreditation Canada surveyors this year.

All staff are encouraged to participate in courses and training from the Durham District School Board and Durham Catholic District School Board.

17. Accessibility

Campbell Children's School has no capital expenditure budget. It shares the cost of the space it uses with Grandview Children's Centre. The school is housed in an accessible children's treatment facility which was built in 1983, with great attention made to adapt everything for use by students with a physical disability. Automatic doors, ramped curbs, accessible parking, handrails in washrooms, wide halls and doorways, change tables that automatically adjust to a safe height, and special seating make for a user-friendly environment. An accessible playground is used by the school children daily, weather permitting.

18. Parent Guide to Special Education

Campbell Children's School gives parents information about Special Education through the Parent Handbook. Resources are included from the Ministry of Education website. Since each student is transitioning to the home school board, parents are referred to the Parent Guide to Special Education for each home school board.

Durham District School Board:

[http://ddsb.ca/Parent/Special Education/Parent Guide for spec ed.pdf](http://ddsb.ca/Parent/Special_Education/Parent_Guide_for_spec_ed.pdf)

Durham Catholic District School Board:

<http://www.dcdsb.ca/StudentServices/ParentsGuide/parents%20guide.html>

Kawartha Pine Ridge District School Board:

<http://www.kprschoools.ca/Programs/documents/Standard18-ParentGuide.pdf>

Peterborough Victoria Northumberland Clarington Catholic District School Board:

<http://www.pvnccdsb.on.ca/en/programsservices/parentGuide.asp>

French Catholic School Board

<http://www.cscmonavenir.ca>

French Public School Board

<https://csviamonde.ca>

19. The Board's Special Education Advisory Committee

The Special Education Advisory Committee responsibilities were assumed by the Campbell Children's School Council in 1998 with Ministry approval, as Section 68 schools do not require a SEAC. Our school has 45 FTE students. Most students stay for a one year placement and many parents are new to a school system. Therefore, the parents who agree to fulfill the duties of the school council may be both current and previous parents of students, and may have no experience with the school system. They are willing to give input wherever needed. Copies of the document School Councils, A Guide for Members are provided to new members to outline responsibilities. Members are also encouraged to visit the Ministry of Education website for SEAC information. Parents are informed about the School Council in the monthly newsletter. Previous parents who have shown interest and/or related skills may be contacted by the Principal and asked to participate. Meetings are held during the year at CCS, and all parents are invited to attend each School Council meeting.

The School Council Chair and members may be contacted at Campbell Children's School, 600 Townline Road South, Oshawa, Ontario L1H 0C8 (telephone 905-576-8403 or fax 905-576-4414).

Feedback from all parents is requested for any changes they would like to see regarding the school program. Although feedback indicates a very high level of satisfaction with the school program, all parent suggestions/concerns are considered.

20.Submission and Availability of School Board Plans

A copy of the school plan is available to staff and parents in the school office. It is also posted on Grandview's website: www.grandviewkids.ca, under the 'Campbell Children's School' tab.