Thunder Bay Catholic District School Board

Special Education Annual Plan
2026-2027

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Vision / Mission Statement

A fundamental belief guiding our Special Education programs is that each student is unique and can achieve high levels of success and reach their fullest potential as a learner. We believe in the right of all students to be educated alongside their peers, in the regular classroom, and in their home school. Educators have a collective responsibility to create equitable and inclusive opportunities for students to become active and productive members of their school community and society.

Annual Report of the Special Education Plan

The systemic and regular review of the Special Education Plan of the Thunder Bay Catholic District School Board is a hallmark of its efficient and effective management.

The goals of the review process are:

- to keep services and staffing current with system needs;
- to manage the Special Education programs of the Board in a cost-effective manner;
- to evaluate Board practices and programs in a systemic and unbiased manner;
- to measure current Board practices and programming with innovations in technology and teaching and current community expectations;
- to make responsible recommendations to the Special Education Advisory Committee and the Board of Trustees in the area of Special Education.

The Special Education Plan of the Thunder Bay Catholic District School Board is available on the Board website at www.tbcschools.ca, by contacting the School Board or any one of our Catholic schools.

Members of the community such as parents, members of school councils, community organizations and students (16 years of age and older) are invited to provide comments regarding the Plan. These may be submitted in writing to:

Superintendent of Education
Thunder Bay Catholic District School Board

Board Consultation Process

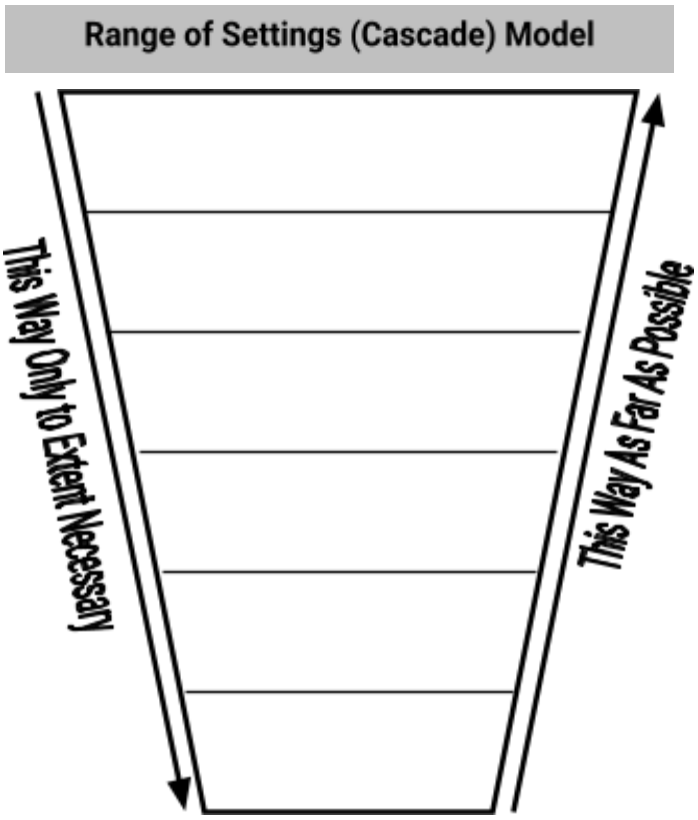
In accordance with Regulation 464/97 made under the Education Act, and in accordance with the Standards for School Boards' Special Education Plans, the Thunder Bay Catholic District School Board has developed this Plan to provide information about the special education programs, supports, resources and services within our Board.

The annual review process of the Plan is designed to improve special education programs and services for students with special needs. Consultation and input from stakeholders is an ongoing invitation, but more specifically and with intent, happens as follows:

- From September to May, board staff inform agencies, parents, and students of the updated Plan on the Board website. Printed copies are available upon request.
- All stakeholders' concerns, comments and recommendations that result from communication with board staff, are presented to the Superintendent, and/or the Special Education Coordinator, for consideration in the ongoing review of the Special Education Plan.
- In May of each year, along with the review of the Board's Special Education Plan, SEAC is formally invited to provide input into the Board Plan.
- In June, amendments to the Plan were presented to the Board of Trustees and SEAC for approval.
- In July, the Board submits the Special Education Plan Checklist, outlining amendments, to the Ministry of Education.
- In July, the Board posts the amended Special Education Plan on the board website. www.tbcschools.ca
- In August, the Plan is reviewed with all School Administrators.

TBCDSB MODEL FOR SPECIAL EDUCATION

The Thunder Bay Catholic District School Board regards the inclusion of exceptional students into regular classrooms as normal practice. This is consistent with the Board's philosophy and policy on Special Education programs and services and conforms to the Ministry of Education policy. At the same time, Ministry policy states that a range of settings should be available for students whose needs are best addressed in alternative settings. The Thunder Bay Catholic District School Board offers a range of placement options that reflect this policy. The variety of placement options is based on the Cascade Model.



The Special Education Plan of the Thunder Bay Catholic District School Board has been developed to be in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and other relevant legislation.

TBCDSB PHILOSOPHY OF PROGRAMS AND SERVICES

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION PROGRAMS AND SERVICES – POLICY 601

A: POLICY

1. The cornerstone of an education based on a Catholic moral philosophy must be the recognition of Christ in every child. A true test of our commitment to this principle will be found in our support of programs and resources provided for students with special needs.

A fundamental belief guiding our Special Education programs is that all students can achieve high levels of success, given the right conditions and support. A second guiding belief is the right of all students, to the extent that they are able, to be educated alongside their peers, in the regular classroom, and in their home school. Our goal is to enable all learners to reach their fullest potential, enabling them to take their place as independently as possible within society.

The Board affirms its responsibility to provide Special Education programs and services in ways that uphold equity, inclusivity, accessibility, and respect for diverse identities. Programs and services will be free of systemic bias and barriers, and responsive to the unique strengths and needs of students, including those shaped by culture, language, indigeneity, gender identity, race, socio-economic status, and faith.

Our Board offers the facilities, resources, support personnel and equipment necessary for developing and implementing special education programs and services.

B: GUIDELINES

2. The Board is committed to providing necessary and appropriate accommodations to the point of undue hardship in the form of special education programs, supports and services, including classroom based accommodations, to all students with demonstrable learning based needs, consistent with its obligations under the Education Act and in full compliance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA).
The Board provides programs and services to exceptional children that conform to the following principles and guidelines:

2.1 The Board accepts the responsibility for providing appropriate programs for all of its students.

2.2 The Board provides a range of Special Education programs and resources to meet the needs of all students, guided by universal design for learning (UDL), differentiated instruction (DI), and culturally responsive and relevant pedagogy (CRRP).

2.3 The norm for this Board is placement in a mainstream class or integration into the mainstream as the needs of the student allow, while recognizing and respecting the full range of placements available under Regulation 181/98.

2.4 Pupil placements are determined at an IPRC meeting and are based on:

- a focus on the best interests of the child
- the strengths and needs of the child, including relevant assessments and student data
- consideration of the wishes of the parents, and, where appropriate, the student's own voice.

2.5 Programs for exceptional students within the Thunder Bay Catholic District School Board reflect students' strengths and needs and are based on on-going assessment.

2.6 Positive self-image, considered to be a key ingredient to success, is forged through accomplishment. Our programs will challenge students academically and socially to the full extent of their abilities. Our programs will be delivered in a manner that enables children to see Christ within themselves and in others.

2.7 Positive self-image is built on a foundation of caring relationships. The Board challenges its staff to take every opportunity to build Christian community among staff and students.

2.8 Indicators of a positive self-image are self-reliance and a sense of personal responsibility. To foster these qualities, Board programs and services shall be characterized by:

- learning goals that are appropriate to the student's abilities
- program expectations that are regularly discussed and reviewed with the student as appropriate
- Universal design for learning (UDL) and differentiated instruction (DI) that meets the student's needs
- teaching and assessment strategies that are continuously reviewed by the classroom teacher.
- regular evaluation and reporting on student progress
- withdrawal from the regular classroom for the purpose of specific, evidence-based, and time-bound interventions
- adult support that actively encourages increased independence and self-advocacy skills
- school and community support that advocates for inclusivity.

2.9 Special Education teachers provide critical support to classroom teachers and individual student programs. They ensure a coordinated approach to Special Education resources and services within each school.

2.10 The Board will maintain a Special Education Plan, reviewed annually, for the provision of Special Education Programs and Services as directed by the Ministry of Education.

2.11 The Board is committed to meaningful consultation and collaboration with its Special Education Advisory Committee (SEAC), families, students, and community partners to ensure programs reflect community needs and promote equity.

2.12 The Board will cooperate with and utilize community and provincial service providers as required, ensuring coordinated and culturally responsive supports.

IDENTIFICATION, PLACEMENT, and REVIEW COMMITTEE PROCESS

INTRODUCTION

Bill 82, an act to amend The Education Act, was passed in the Ontario Legislature in 1980. These amendments were incorporated into the Ontario Regulation (Reg. 181/98) and The Education Act. It is now the responsibility of school boards in Ontario to provide special education programs and services to exceptional students.

The function of the IPRC is to make a decision as to whether the student is exceptional or not exceptional and, if exceptional, make recommendations regarding an appropriate placement. The IPRC must also review each identified student's placement annually, or more often if requested by the parent or school. Parents also have the right to waive the IPRC Review. A principal may, upon request from a teacher, and shall, upon written request from a parent, refer the student to an appropriate IPRC.

The term parent may also be taken to represent guardian and a student who has attained the age of majority (18). A student who has reached the age majority will receive all documentation and will be expected to share with his/her parents/guardians.

An effective IPRC should incorporate the following features:

1. **The whole child is considered:** The IPRC considers the child from an interdisciplinary perspective along with his/her environment.

2. **Parents/pupils 12 years of age or older, and teachers are actively involved:** The friendly but business-like tone of the meeting and the chairman's solicitation of participation make the parents and regular classroom teacher feel comfortable in contributing actively. Parent and age-appropriate students are entitled:
   (a) to be present at and participate in all committee discussions about the pupil;
   (b) to be present when the committee's identification and placement decisions are made.

   The IPRC Statement of Decision is to include:
   - Description of the pupil's strengths and needs;
   - The pupil's exceptionality, identification, and definition;
   - The pupil's placement;
   - Reason for placement in a Special Education program.

   Where regular class placement with special education services:
   - meets the pupil's needs, and
   - is consistent with parental preferences

Regular class placement will be the first consideration of the IPRC before placing the pupil in a special education program.

3. **School is well prepared:** This involves ongoing communication with parents, sharing the expertise in the school through the In-School Team process, complete data collection on the

student in **question,** systematic implementation of alternative programs and monitoring of previous interventions, and coming to the IPRC with a well prepared educational assessment.

4. **Jargon is avoided:** Information should be discussed in clear English with as little jargon as possible.

5. **Open and active discussion of student exceptionality and placement options occurs.**

Purpose

The purpose of the IPRC is to provide the school and the parent/student with a legislated forum for decision making as an outcome of the In-School Team resource and intervention process.

The mandate of the School Committee is threefold:

1. to identify the student as exceptional or not exceptional
2. if exceptional, to determine the placement that will best meet the students' needs.
3. if exceptional, to review the identification and placement of the student within twelve months.

Composition

As per Regulation 181/98 the School IPRC will consist of three voting members:

- the Principal of the school (mandatory member)
- the Special Education teacher
- the classroom teacher/guidance counselor

Other Participants:

- parents, guardians, students
- parent/student advocates
- community professionals

Prior to the IPRC

The principal responds to the request of a parent/guardian in the affirmative and responds to the IPRC recommendation of the In-School Team at his/her discretion. The principal initiates a school IPRC as follows:

- sets the IPRC date - mutually convenient to parent and school (within 15 days of request)
- notifies parent and all participants
- gathers student information, including:
  - current Parent Guide to Special Education
  - an educational assessment completed by special education teachers
  - relevant student information for the current school year, including classroom assessment
  - the classroom teacher's student learning profile

- all information which will be shared at the meeting
- the time/date of the meeting

• distributes the information in advance of the meeting (two weeks is recommended)
- to parents
- to committee
- to student (16 years of age and older)

Scheduling the IPRC

a) Site
• at the school
• preferably not in the classroom
• in a relatively private location
• using furniture appropriate for adults

b) Time
• at the mutual convenience of both home and school

At the IPRC

The principal will chair the IPRC (See guidelines for the IPRC chair). The Ontario Student Record (OSR) will be available for reference. The principal will ensure the atmosphere is relaxed but businesslike and ensure that all participants understand the parameters of the IPRC.

Following the IPRC

The principal or designate will:

- prepare a final copy of the IPRC summary
- distribute the IPRC summary to parents for signing and forward a copy to the IPRC secretary
- draft and distribute any follow-up correspondence
- receive the signed IPRC summary
- file school copy of the IPRC summary in the OSR
- forward the DIRECTOR'S copy of the IPRC summary to the IPRC secretary
- ensure that an Individual Education Plan (IEP) is completed for the student within 30 school days if the decision is to identify the student as exceptional
- communicate with the parent concerning the IEP
- ensure that the goals of the plan are carried out

Due Process

- all information must be received by parents prior to the meeting
- no pressure on parents to agree with the decision of the IPRC

- all students 16 years and older to participate and have access to the information shared
- students younger than 16 years may participate in IPRC at the discretion of principal and parent

Costs

Certain IPRC related expenses are covered by the Special Education Department:

1. Supply teacher costs to replace the class teachers if 3 or more meetings are scheduled for the same half day. *Complete the monthly Special Education supply teacher form and forward to the Coordinator of Special Education.*

2. Costs for the use of translators for non-English speaking parents and signers for deaf parents. *Have the agency direct the billing to the Coordinator of Special Education.*

Guidelines for the IPRC Chair
The chair of the IPRC will:

- begin the meeting with a prayer
- introduce the members of the committee and all others present
- review the purpose of the meeting
- explain the IPRC and meeting process to all present
- ask for reports to be presented and invite questions/dialogue
- retain control of the meeting
- record or designate the recording of student's strengths and needs and committee decisions
- confirm student's strengths and needs while avoiding or explaining educational jargon
- invite, and then close on further discussion of the student's needs
- advise parents/guardians/mature students of their right to participate in all discussions leading to an IPRC decision
- request a decision of the voting committee members re: exceptionality
- if exceptional, cooperatively determine exceptionality category
- confirm placement
- determine an annual review date (yearly)
- facilitate discussion of proposed Special Education Programming or Services
- close the meeting

The chair of the IPRC may:

- dismiss all non-committee participants except the parent/guardian/mature student while the committee makes its determinations

- recess the meeting in order to obtain additional information critical to the decision making process

Guidelines for the Special Education Teacher

Prior to IPRC
- complete educational assessment(s) of the student (for initial IPRC)
- other duties as directed by the principal

At the IPRC
- explain the educational assessment
- participate as a voting member of the IPRC
- complete the IPRC summary form

Post IPRC
- meet with the classroom teacher to develop an individual education plan
- meet with the parents and the student (if 16 years of age or older) to share the IEP and allow for feedback and input
- review the IEP as per established review dates
- evaluate the IEP learning outcomes prior to the next IPRC
- other duties as assigned by the principal

Guidelines for the Classroom Teacher(s)

Prior to the IPRC
- gather information, including assessment data that may help in determining the student's profile
- gather samples of the student's work for presentation at the meeting

At the IPRC
- speak directly to the student's learning strengths and needs
- participate as a voting member of the IPRC

Post IPRC
- meet with the special education teacher to convert the student's needs into annual goals and learning expectations in an Individual Educational Plan
- review the IEP as per established review dates
- evaluate the effectiveness of the IEP in relation to the needs of the student

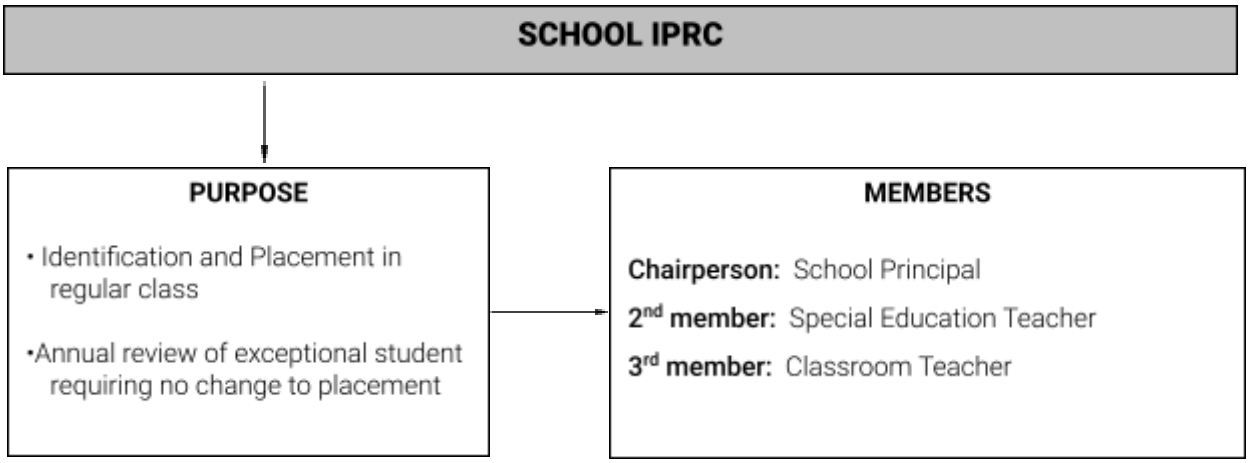
IPRC REVIEW MEETINGS

1. All identified students in grades 6, 8, and 11 will have a SCHOOL IPRC.

2. An IPRC Review Form must be submitted each year for all identified students. Future IPRC meetings may take the form of one of the following four options available to parents:

a) IPRC with parent/student attending. ***This is always the preferred option as it communicates to parents that their participation is important and necessary to the staff's full knowledge and understanding of the child.***
b) Waiving IPRC Review: The parent may waive the IPRC Review with the understanding that a Review will occur the following year.
c) IPRC is conducted if a parent declines participation or does not respond to invitation.
d) Parents may choose to dispense of the IPRC meeting at any time by signing the Board form, indicating that there is no change in identification or placement

4. Any student whose needs statements require significant revision (as deemed necessary by school or previously indicated by parent) will have an IPRC as per the Board model.



APPEAL PROCESS

A parent has the right to appeal the identification and/or placement of a student. Regulation (181/98) provides specific guidelines for the principal with regard to this process.

A recommended practice within our system with regard to appeals is as follows. The chairperson of the IPRC will:

1. Receive the parent request for appeal either verbally or in writing within 15 days of the parent receiving the decisions of the Committee.

2. Inform the superintendent of the school.

3. Arrange for the parent to meet with the Committee a second time in order to explain his/her objections to the decisions of the Committee.

4. Resolve the disagreement.

5. If unresolved at the second meeting, advise the parent to forward a written explanation of his/her disagreement with the decisions of the Committee to the Director.

6. Inform the superintendent of the school.

7. Be sure copies of the IPRC summary are filed with the Director through the IPRC Secretary.

8. Consult Regulation (181/98) in order to proceed.

Identification, Placement and Review Committee (IPRC) - Totals

IPRC Process	2025-26
Initial IPRC's	118
Annual IPRC Reviews	527
Appeals	0

SPECIAL EDUCATION PLACEMENTS

The range of placements, or learning environments provided by the Board are progressively more specialized. Students therefore, if it is deemed necessary and beneficial, may be placed in these alternative settings on a short or longer-term basis. Placement is determined through the Board's IPRC process. An important philosophical principle of the model is that students always be placed in the most enabling environment, and that no placement ever be regarded as permanent.

TBCDSB Destination Pathways Flowchart

Placement Options:

1. Regular Classroom
    - the first placement option considered by the IPRC, as per regulation 181/98

2. Regular Classroom with Indirect Support:
    - Special Education teacher and resource support (K-12)
    - Gifted programming
    - Visually Impaired/Blind programming
    - Hard of Hearing/Deaf programming

3. Regular Classroom with Withdrawal Assistance:
    - Special Education Resource Room (K-12)
    - Empower Reading Program
    - Visually Impaired/Blind Program

4. Regular Class with Resource Assistance:
    - Visually Impaired/Blind Program
    - Behaviour Support
    - Applied Behaviour Analysis (ABA)
    - Technology/Communication Support

5. Special Education Class with Partial Integration
    - Life Skills Classrooms
    - Transitions Programs

6. Special Education Class Full Time
    - Life Skills Classrooms
    - Special Day School Treatment Facility (Section 23 programs)

7. Home Instruction
    - Modified school day with individual instruction carried out in a location other than a school.

8. Provincial Schools
    - Ontario Ministry of Education - Demonstration schools.

Criteria for Placement in a Special Class

- Has social and/or academic needs that cannot currently be met in a school based program
- Would benefit from an alternative program or significantly modified expectations

Application Process for Specialized Programs

The Coordinator of Special Education must be consulted prior to beginning the application process.

The parent/guardians of the student must be in agreement with placement before an application is submitted. It is recommended that parents/guardians are familiarized with the placement before agreeing to the application.

a) Schools apply with all required documentation to the Coordinator of Special Education.

b) Placement will be determined by a Placement Committee consisting of the Coordinator of Special Education, a principal, and an appropriate Special Education Resource Teacher and/or Consultant.

c) The Placement Committee will meet to review applications and prioritize and determine placements.

d) The principal of the sending school is contacted regarding the placement recommendations. He/she contacts parents within 48 hours, and then advises the Coordinator of Special Education of the parents' decision.

e) The principal of the sending school conducts an IPRC. If there are extenuating circumstances due to time constraints the placement may go ahead if all parties are in agreement. Placement Committee members may be invited to attend the IPRC if required.

f) The sending school staff and receiving school staff meet to develop a transition plan. This may include parents/student and/or community agency representatives.

Criteria for Demission

- Social and/or academic needs can be met more successfully in another placement
- Evidence of on-going successful integration
- Not complying with program expectations

Note: placement in a special class is considered dynamic and not fixed. Consideration for mainstream placement will be reviewed yearly.

Specific Class Criteria

Placement	*Location(s)*	*Admission Criteria*	*Resources*	*Class Size*
MAP Multidisciplinary Approach Program	St. Vincent (K- Gr.1) St. Vincent (Gr.2-5) Our Lady of Charity (K- Gr.1) Our Lady of Charity (Gr. 2-5)	<u>Grades K-5</u> - Support for students who require intensive development in social and emotional skills, communication, and self-regulation. - The aim of MAP is to provide individualized and targeted goals driven by data and supported by multidisciplinary team and family engagement.	- Accessible - One special education teacher - SSP support and/or ECE support SLP, OT, RBA Consultation	Maximum: 8 Preferred: 6
Empower Reading	All K-6 Schools	<u>Grades 3-5</u> - Students are experiencing significant difficulties acquiring age-appropriate reading skills. - Speak English as a first language. - Low average to above average cognitive ability.	- Special Education or Regular Teacher with specific Empower Reading Training	Maximum: 8 Preferred: 6
Senior Elementary Transition Program	PJP II Bishop E.Q Jennings Bishop Gallagher	<u>Grade 7 and 8</u> - Assessment information and IEP indicate student requires modified grade curriculum expectations. - Need for substantial interventions including differentiated instruction in the areas of Language and Mathematics. - Identification of MID or significant LD	- One special education teacher - SSP support as required - special education resources	Maximum: 16 Preferred: 12
High School Transition Program	St. Patrick St. Ignatius	<u>Grade 9 -12</u> - Assessment information and IEP indicates need for modified or alternative curriculum expectations - substantial interventions and support - Identification of MID, ASD or significant LD	- One special education teacher - SSP support as required - special education resources	Maximum: 16 Preferred: 12

Life Skills Centre	Pope John Paul II Bishop E.Q. Jennings	<u>Intermediate</u> - Identification of ASD, MID or Developmental Disability. - - - Significant delays in academic progress relevant to ability - Delays in adaptive functioning	- One special education teacher - SSP support	Maximum: 16 Preferred: 10
Life Skills Centres (2)	St. Patrick	<u>High School</u> - Identification of ASD, MID or Developmental Disability. - Significant delays in academic progress relevant to ability - Delays in adaptive functioning	- Accessible - One special education teacher - SSP support	Maximum: 16 Preferred: 10 in the class at one time
Life Skills Centre	St. Ignatius	<u>High school</u> - Identification of ASD, MID Scores significantly below the average range - Significant delays in academic progress relevant to ability - Delays in adaptive functioning	- **NOT** accessible - One special education teacher - SSP support	Maximum: 16 Preferred: 10 in the class at one time
Care and Treatment Education Programs (CTEP)	Various Locations	- Grades 1 - 12 whose academic success is hindered by social, emotional, and/or behavioural struggles, and where mental health assessment and treatment could be beneficial. - VALOUR Program (Primary/Junior/Intermediate) - Flex Program - Gateway Tier 1	- Special Education Teacher - Student Support Staff / CYW - Social Emotional Programming - Individual and Family counselling	Maximum: 8 Preferred: 6

MAP - Multidisciplinary Approach Program

- This specialized program provides targeted support for students who require intensive development in:
  - Social skills (friendship-building, turn-taking, conflict resolution)
  - Communication (expressive and receptive language, conversational skills)
  - Self-regulation (managing emotions, coping strategies, executive functioning)
  - Remedial academic instruction (foundational reading, writing, and math skills)
- The approach is multidisciplinary, meaning that educators, resource consultants, speech-language pathologists (SLPs), occupational therapists (OTs), and behavior therapists work together to create individualized student programs.

Life Skills Centre Program

- Emphasis on literacy and numeracy, communication, social, life skills, age-appropriate behavior
- Goals are specific, measurable, attainable, relevant and timely and chosen from the following domains: behavior, communication, fine and gross motor skills
- Programming is based on the expectations of the IEP

Evaluation Methods in Life Skills Centre

- ❖ Assessment and evaluation are on-going throughout the year.
- ❖ Student progress is formally reported per the reporting structure of the TBCDSB.
- ❖ Student progress is formally reviewed annually by an IPRC.
- ❖ It is expected that the students will integrate into the mainstream to the greatest degree possible.

Learning Disability (Empower Reading Program)

- Empower Reading Classes are provided for students with perceived average ability who continue to struggle with foundational reading skills.

Gifted Programming

Students identified as Gifted through the IPRC process receive programming in the regular classroom from their classroom teachers. Students who are gifted and talented may be found in any classroom. They need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities, and interests.

As a group, gifted students comprehend complex ideas quickly, learn more rapidly and in greater depth than their peers, and may exhibit interests that differ from those of their peers. A program that builds on these characteristics may be viewed as qualitatively (rather than quantitatively) different from the basic curriculum; it results from appropriate variation of content, process, environment, and product.

The delivery model for gifted programming encompasses the following:

- Training for teachers of gifted children such as Differentiated Instruction resources, etc.
- The provision of key learning resources at the school and system level
- Connecting gifted students with system level activities that are consistent with their individual needs such as Math Olympics, Writer's Workshops, Scrabble Magic, Science Fair, etc.

- Where possible, developing links with community partners such as Lakehead University, Confederation College, etc.
- Accessing the support of school and system staff such as Resource Teachers, Special Education teachers, teacher librarians, etc.

Behaviour Programming

Students with behavioural needs are served in a variety of ways. The Board may purchase services from external resources i.e., consulting psychologists, social workers, therapists. Additionally services are accessed through community agencies i.e., The Children's Centre of Thunder Bay (CCTB), the Autism School Support Program, Options Northwest, the Child and Community Resources (CCR), Creative Therapy and Associates, and Dilico. Ongoing professional development for teams in the following areas also supports students with behaviour needs: Non-violent crisis intervention, Student Success Plans, Safety Plans, Functional Behavioural Assessments. The Board also purchases equipment and modifies its facilities to accommodate students (sensory and/or calming rooms, personalized equipment). Referrals to the appropriate CTEP class is encouraged if a student requires additional support out of a regular classroom.

Visually Impaired/Blind Programming

Students placed in this program by the IPRC receive either of two types of service. In the vision impaired program regular visits to the school are scheduled to teach the student compensatory skills, check the working proficiency of visual aids, advise the class teacher on teaching strategies, and liaise with community ophthalmological services and the CNIB. In the blind program regular visits to the school are scheduled to teach the student using Braille.

Deaf and Hard of Hearing Programming

Students who are deaf and/or hard of hearing will receive programming, accommodations and resources as recommended in consultation with a registered Speech Pathologist and Audiologist.

INDIVIDUAL EDUCATION PLANS (IEP)

An IEP is a discrete planning process designed to systematize educational planning into an individualized pupil-orientated approach. It is a plan, and as such is always open to modification. The components of the IEP, although many and varied, must be accommodated in a working format which is brief and yet effective. The important elements of an IEP include the following:

1. Reason for developing an IEP

2. Student profile information

3. The student's strength and needs

4. The Special Education Program
   - current level of achievement
   - measurable annual program goals
   - measurable learning expectations/performance tasks

5. Special Education Strategies, Accommodations and Resources
   - teaching strategies and accommodations unique to the student
   - human resources
   - individualized equipment

6. Assessment, Evaluation and Reporting
   - assessment methods and accommodations

7. Provincial Assessments
   - accommodations for participating in provincial assessments

8. Transition Plan
   - required for students 14 and older
   - required for students identified with ASD

9. Parent/Student consultation

10. Staff involvement in the development of the IEP

11. Date of completion of the IEP.

The IEP is not intended to stand alone. It is supported by the comprehensive data contained in the educational assessment and/or other assessments required by the IPRC Committee. Subsequent to the writing of an IEP, each specific objective will be further reduced into teacher/lesson components and recorded in the teacher's daily planning. However, for the IEP to be effective it must meet the teacher's needs by effectively outlining and summarizing the student's needs.

Regulation 181/98 states:

In developing the IEP the principal shall,

a. consult with the parent and, where the pupil is 16 years of age or older, the pupil;

b. take into consideration any recommendations made by the committee or the Special Educational Tribunal, as the case may be, regarding special education programs or special education services.

In developing a transition plan *(for all students 14 years of age and older identified as exceptional, except the gifted)* for transition to appropriate post-secondary activities, such as work, further education, and community living the principal shall;

a. consult with such community agencies and post-secondary educational institutions as he or she considers appropriate

Within 30 school days after placement of the pupil in the program, the principal shall ensure that the IEP is completed and a copy of it is sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

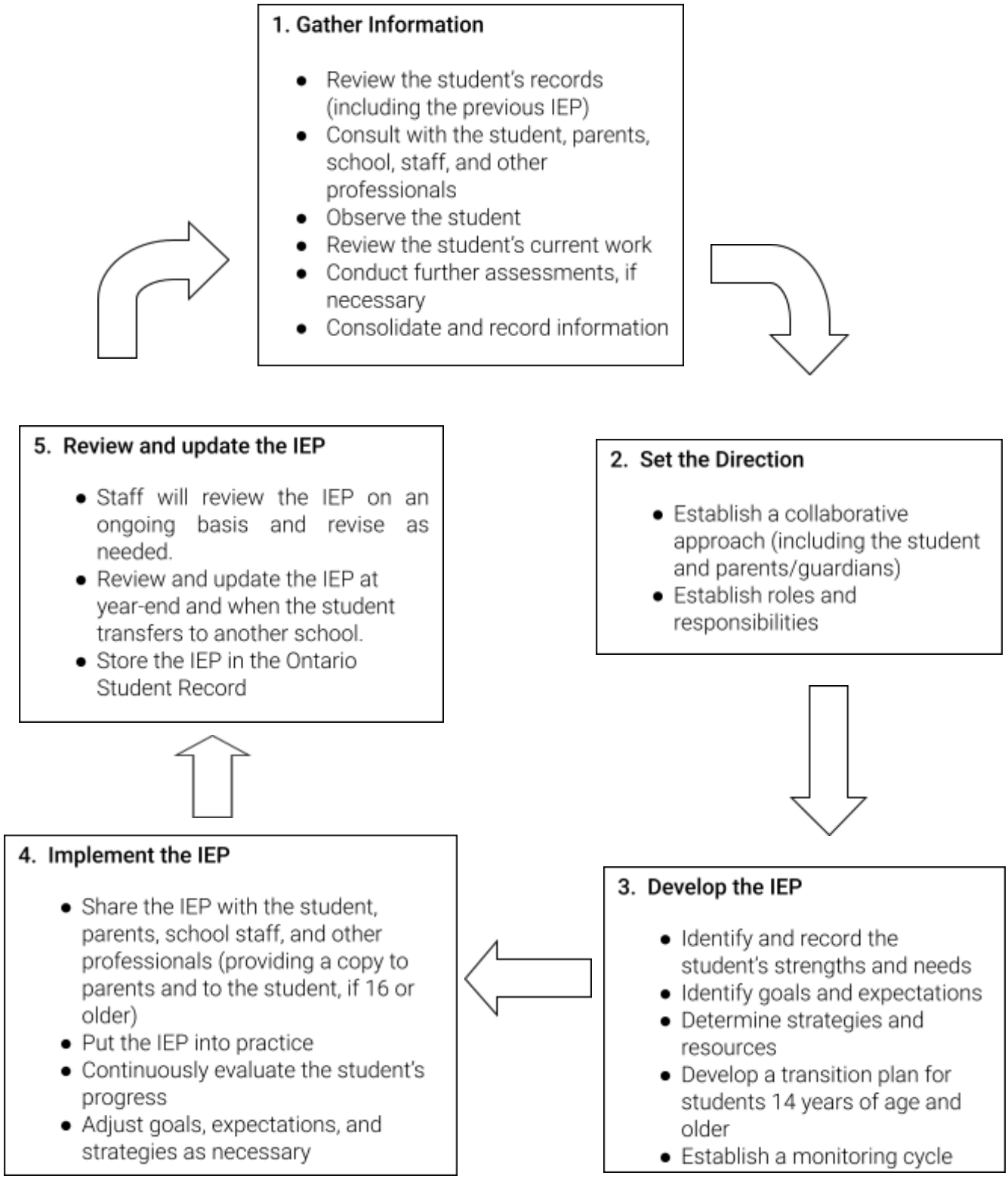
In the 2000 - 2001 school year the Ministry of Education released the document, *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000).*

The principal is responsible for ensuring compliance with all of the requirements described in the document for the development and implementation of students' IEPs.

Individual Education Plan (IEP) Process

Chaired by:	• principal
In consultation with:	• special education teacher • classroom teacher(s) • parents • Student Support Persons • other relevant persons
Objective:	• to develop an education plan that will address the student's needs i.e. appropriate to his/her learning capacity.

Developing an Individual Education Plan



Dispute Resolution Process for Parents Regarding the IEP

Education is a shared experience involving the home and school. It can be strengthened by open communications by everyone involved.

Should a parent or guardian have a question, require information, or have concerns about their child's IEP they are encouraged to:

Contact the **classroom teacher and/or special education teacher** first and discuss the situation.

If necessary,
contact the School **Principal** next and request help in dealing with the matter.
The principal will investigate and if necessary will call in the Special Education Resource Teacher (SERT) for some assistance i.e., clarification of standards, resource for writing team etc.

If necessary,
contact the **Superintendent** in charge of the school involved.

If necessary,
contact the **Chief Education Officer** for the Board.

IEP Audit

As part of the Board's commitment to continuous improvement and accountability, an internal audit of Individual Education Plans (IEPs) was conducted during the 2025–2026 school year. The audit reviewed compliance with Ministry standards, Board procedures, and legislative requirements. Results were analyzed at both the system and school levels, and targeted supports were provided to school teams to address identified areas for improvement and strengthen effective IEP development and implementation practices.

IEP Audit Letter to Parents

2025-2026 Board IEP Audit Results

SPECIAL EDUCATION STAFF

Staff	FTEs	Qualifications (minimum requirement)
1. Teachers of exceptional students	**43**	
School Special Education Teachers	29	Special Ed. Part 1
Teachers for Special classes/programs	14	Special Ed. Part 3
2. Other special education teachers	**6.5**	
Coordinator	1.0	Special Ed. Specialist and experience
Consultant	1.5	Special Ed. Specialist and experience
Itinerant teachers: - Teacher of the Blind	1.0	Specialist Teacher of the Blind Special Ed. Part 3
Special Program Teachers	2.0	Empower Reading Program Training
3. Student Support Staff	**154**	
Student Support Professionals	161	DSW/CYW/ECE
SSP Resource Staff	1.0	Communication, ABA, Technology
4. Other professional resource staff	**2.0**	
School Based Behaviour Lead	.5	Registered Behaviour Analyst
Special Education Technician	1.0	SEA/Technology
Psychologists/Psychiatrists	0	
Psychometrists	0	
Speech-language pathologists	0	
Audiologists	0	
Occupational therapists	0	School Based Rehabilitation Services
Physiotherapists	0	School Based Rehabilitation Services
Social workers	0	
5. Paraprofessional resource staff	0	
Orientation and mobility personnel	0	
Oral interpreters (for deaf students)	0	
Sign interpreters (for deaf students)	0	
Transcribers (for blind students)	0	
Interveners (for deaf-blind students)	0	
Auditory-verbal therapists	0	
TOTAL:	**205.5**	

SPECIAL EDUCATION SERVICES

Speech/Language Services

Speech and language assessments and therapy are available for students. The principal refers students with speech/language difficulties to the Board for assessment, consultation, and therapy. School Health Support Services personnel assess students referred by the principal and provide therapy to those who qualify based on the assessment administered by the agency professional. Therapy is provided at school to individual and small groups of students, or parents/guardians may choose therapy service in the community after school hours. Consultative services are also provided to teachers and parents.

Student Support Professional (SSP)

SSPs are assigned to schools based on the needs of students. Student Support Professional work under the direction of principals, and in collaboration with classroom teachers, to help students achieve their goals and learning expectations.

Comprehensive Learning Assessments (Psycho-educational)

Qualified psychologists or psychological associates administer Comprehensive Learning Assessments by purchase of service agreement with the Board. Following the assessment the assessor meets with the parents, classroom teacher, special education teacher and the principal to share the results of the assessment and to recommend programming interventions. Comprehensive Learning Assessments support accurate identification of student exceptionalities.

Personalized Special Education Equipment

Personalized Special Education equipment is provided as necessary to students to support access to the Ontario curriculum and/or alternative programming. Examples may include: augmentative communication devices; computers, software, magnifiers and FM systems. Occasionally, ranges of personalized items of furniture are also required to ensure access to the classroom and full participation in programs. Examples include: adaptive furniture (chairs, desks, change tables), prone standers, toileting bars, etc.

SPECIALIZED EQUIPMENT

The Special Equipment Amount (SEA) provides the funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional.

There are two components of SEA funding:

1. Per pupil amount for most purchases of all equipment, computers, software and related devices and supporting furniture as well as training and technician costs.
2. Claims based funding for individual equipment items over $5000.

SEA Request Process

1. The Specialist *(Occupational or Physiotherapists, Speech Language Pathologist, Psychologist)*
   - Identifies a need for specialized equipment for a student
   - Prepares and submits a written recommendation for prescribed equipment to the Special Education Teacher

2. Special Education Teacher
   - Schedules an in-school team meeting to determine the equipment to be requested and recommended use, including apps, software and peripherals
   - Prepares and submits a *Request for Special Education Equipment* and supporting documentation to the Coordinator of Special Education for approval.

3. Special Education Department
   - Reviews and approves requests
   - Secures specialized equipment
   - Arranges for deployment or installation of equipment
   - Schedules deployment and/or training where necessary

4. The School
   - Receives specialized equipment
   - Implements intended usage of equipment

2025 SEA Statement (School year 2025-2026)

	Claims-Based Costs	Formula Component
Elementary and Secondary Students	$ 21 596.51	$ 420 604.64

TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS

Provision of Transportation

The Board recognizes that there may be a need to provide transportation for students with special education needs. Transportation shall be provided within the context of the Education Act, Board policy, and within the funding allotments:

- for students who require special education programs and services not supplied at their school, and who are identified by the IPRC; or

- for permanently or temporarily physically disabled students as certified, in writing, by a medical doctor

The principal in consultation with the Coordinator of Special Education determines whether a student will be transported with other students or alone. Specific transportation needs of individual students are usually determined at IPRCs. Principals are required to complete a Specialized Transportation Form for all students who require special transportation arrangements.

The local transportation providers work closely with the Ministry of Transportation (MTO) and are subject to the safety regulations mandated by that ministry. As such, they are inspected yearly by local MTO inspectors to ensure that all safety standards are being met. It is a safety requirement that wheelchairs must be secured during transit. All of the drivers employed by the local transportation providers have had criminal checks, and get yearly Epi-pen training.

TRANSITION PLANNING

There are a number of transitions that are planned for with the TBCDSB.

The Ministry of Education Policy Memorandum (PPM 156) sets out new requirements for school boards and schools for transition plans for students with special needs from kindergarten to grade 12. A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC. The transition plan is developed as part of the IEP. Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

The key transitions in a student's schooling can include the following:

- entry to school
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary school to postsecondary activities
- a move to a school following a prolonged absence for medical reasons or after receiving care, treatment, or rehabilitation at another institution

The development of a coordinated and detailed plan for each key transition will help ensure that school and board staff are prepared to meet the needs of the student, contributing to smooth transitions and paving the way for the student's future success. The physical, emotional, and learning needs of a student must be considered when a transition plan is being developed as part of the IEP.

Depending on the Transition being planned and the complexity of the student needs, Central Board Consultants are valuable resources and provide additional support to school staff.

School principals are responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with Ministry policy and requirements. The transition plan must be stored in the OSR.

ROLES AND RESPONSIBILITIES

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards 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 pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- 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 plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education 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.

The district school board or school authority:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memorandum;
- monitors school compliance with the Education Act, regulations, and policy/program memorandum;
- requires staff to comply with the Education Act, regulations, and policy/program memorandum;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan annually and 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;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee:

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents, as requested.

The School 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 pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- 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.

The Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

The Special Education Teacher:

(in addition to the responsibilities listed under "the teacher")

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

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;
- 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 school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

The Student:

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memorandum;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

BEHAVIOUR

B - 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

C1 - 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 the representational symbolic behaviour that precedes language.

C2 - Deaf and Hard-of-Hearing

An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

C3 - Language Impairment

A learning disorder characterized by an 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:

a) involve one or more of the form, content, and function of language in communication; and

b) include one or more of the following:
- language delay;
- dysfluency;
- voice and articulation development, which may or may not be organically or functionally based.

C4 - 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.

C5 - Learning Disability

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

a) is not primarily the result of:
- impairment of vision;
- impairment of hearing;
- physical disability;
- developmental disability;
- primary emotional disturbance;
- cultural difference; and

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
- receptive language (listening, reading);
- language processing (thinking, conceptualizing, integrating);
- expressive language (talking, spelling, writing);
- mathematical computations;

c) may be associated with one or more conditions diagnosed as:
- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

INTELLECTUAL

I1 - 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.

I2 - 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 service;

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.

I3 - Developmental Disability

A severe learning disorder characterized by:

a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;

c) a limited potential for academic learning, independent social adjustment, and economic self- support.

PHYSICAL

P1 - Physical Disability

A Physical disability is described as 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 developmental level.

P2 - Blind and Low Vision

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

MULTIPLE

M - 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.

Criteria for Identification

The end result of extensive informal and formal assessment and programming adaptation may result in a student being identified as exceptional.

The information considered by the IPRC in making an identification may include some or all of the following:

- The student's strengths and needs matched with the definitions of exceptionality provided by the Ministry of Education (MOE).
- Early Identification Screening Information i.e., Fair Start process, Early Identification procedures of the board.
- Informal assessments conducted by classroom teachers.
- Educational assessments conducted by Special Education Staff
- Formal Assessments by staff of Thunder Bay Catholic District School Board i.e., Speech Language Pathologists, Behaviour Specialist
- Formal Assessments provided by School Health Support Services.
- Formal Assessments purchased by the board i.e., Psychological and Speech Language.
- Locally established criteria i.e., Gifted protocols established by the Thunder Bay Catholic District School Board.
- The Thunder Bay Catholic District School Board considers the identification of students from other school boards that enroll in our schools if it is consistent with our criteria. There may be the need for further assessment or updated assessments for students enrolling from other boards to be considered exceptional in our Board.

PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Current Statistics
TBCDSB students attending
Provincial or Demonstration Schools: 1 at Ross Macdonald School

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/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

Located in Brantford, the school provides education for students who are blind, visually impaired, or deaf-blind and also:

- acts as a provincial resource centre for the visually impaired and deaf-blind;
- supports local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- offers 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 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 home visiting for parents and families of preschool deaf-blind children to assist in preparing 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, Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf, Milton (serving central and northern Ontario)
- Robarts School for the Deaf, London (serving western Ontario)
- Centre Jules-Léger, 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 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) 878-5405

The Robarts School for the Deaf
1090 Highbury Avenue
London ON N5Y 4V9
Tel.: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville ON K8P 1B2
Tel:(613) 967-2830
Fax: (613) 967-2482

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford ON 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 ON K1Z 6R8
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 ON N5Y 4V9
Tel.: (519) 453-4408
Fax: (519) 453-2160

Centre Jules-Léger
281 rue Lanark
Ottawa ON K1Z 6R8
Tel: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 & 761-9304

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

Trillium School
347 Ontario Street South
Milton ON L9T 3X9
Tel.: (905) 878-8428
Fax: (905) 878-7540

Each provincial Demonstration School has an enrollment 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.

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The Thunder Bay Catholic District School Board is committed to the early identification of children's learning needs. This commitment is evident in the belief statements and in the specific objectives of the process. Consistent with the beliefs and objectives are the procedures adopted by the board to identify each child's growth and development.

Belief Statements

1. The teacher needs a thorough knowledge of the cognitive, social, emotional and physical aspects of child development.

2. We must examine the child so that we can determine his/her abilities, needs and level of development, but we must also examine the program to see how it can be adapted to meet the needs of the individual child.

3. The teacher will find that it takes a lot of extra preparation and planning to modify the program to suit the individual child, but he/she will find it even more difficult to modify the child to fit the program.

4. Our educational philosophy suggests that we are interested in the development of the whole child, not merely in his/her academic progress.

Specific Objectives

Within this general framework, several specific objectives can be identified:

1. To reduce the incidence of school failure by identifying children who are at risk before the experience of failure lowers their academic and adjustment potential. The purpose in screening these children is not to label them or to predict school failure for them, but to identify those children who need further diagnostic assessment and special instructional planning before failure becomes a reality.

2. To provide further assessment of high-risk children so that their strengths and weaknesses can be delineated, and this information can be used in instructional planning.

3. To provide a basis for referrals for additional assessments.

4. To help all children realize their potential, not necessarily to achieve at the average level of their placement.

5. To heighten teachers' awareness of how children learn and why they fail to learn.

6. To help make teachers aware of each child's level of development and maturation.

7. To increase teachers' effectiveness in assessing the strengths and weaknesses of their students and in preparing educational profiles of each child.

8. To give teachers a theoretical framework that will help them in setting learning goals from which activities for the class can be developed.

9. To provide teachers with programs, materials and consultation necessary for the remediation of any weaknesses identified by the screening procedure.

10. To evaluate the screening process periodically to ensure that it is beneficial to the children and their teachers.

EARLY IDENTIFICATION PROCEDURES

Early Identification/Intervention procedures for the Thunder Bay Catholic District School Board is a multi step, tiered process that is ongoing for Kindergarten students.

1. *Board Intake and questionnaire/screen*

The Kindergarten Intake process is a community venture designed to give all children a fair start in school through early identification and intervention. All parents/guardians of children entering First Year Kindergarten are administered a questionnaire/screen either by school staff, childcare program staff, or a designated community site.

The screens are scored and used by the school to determine necessary referrals to community agencies for further assessment, speech language, occupational, or physical therapy.

The long-term outcomes are:
- to increase the number of children entering school with age-appropriate skills;
- to promote positive interaction between agencies serving pre-school children;
- to increase the number of children entering school with a profile and plan in place;
- to optimize each child's development and learning potential.

2. *Acadience Early Literacy Screen*

- The Acadience Reading Diagnostic is an in-depth diagnostic assessment of literacy skills that assists educators in untangling the many possible reasons why a student may be struggling to make reading progress.
- All Yr 2 and Grade 1 students are screened 2x per year.
- Special Education Teachers administer other various educational screens and/or assessments to all primary students from Year 1 Kindergarten to Grade 3 based on referral from the classroom teacher. Collaboratively, the Special Education Teacher and Classroom Teacher will review flagged students and determine areas of interventions.

- Re-screening for ALL 'at risk' students and data entry to be completed as scheduled, within the school year for students in Kindergarten and Grade 1.
- Collaboratively the Special Education Teacher, classroom teacher and Early Childhood Educator will review screening results and determine areas of need and program interventions.
- Screening results will be placed in the child's O.S.R. folder with the Kindergarten report form after sharing the results with the in school team (Principal, Kindergarten and Special Education teachers).

EDUCATIONAL AND OTHER ASSESSMENTS

Student Assessment

At the request of the In-School Team the Special Education teacher will complete an educational assessment. The primary purpose of assessment is to improve student learning.

What do Assessments Involve?
Assessments may include the following:

- gathering relevant information about the student from the parent/guardian/student, and school personnel
- observing the student in the school or school setting
- examining samples of the student's school work
- talking to the student about school, interests, and educational or vocational goals
- conducting formal standardized tests and/or informal tests

How are Assessments Used?
Assessments are used to

- identify a student as exceptional for the purpose of an IPRC
- recommend a class placement for the purpose of an IPRC
- enhance a student's programming
- refer a student for further assessment
- evaluate and report achievement
- recommend programming and placement changes

Internal Assessments take place within the school setting and are administered by the school's Special Education Teacher (SERT). A learning assessment external to the school may be requested by the In-School Team through the principal. This assessment will be required to further analyze and clarify student learning. External assessments may also be required for formal identification as an exceptional student. **External Assessment** examples include: psychological/psycho-educational assessments, vision, speech and/or language, gross or fine motor skills or hearing assessments.

These assessments are obtained through a variety of service providers, including: the Board, School Health Support Services, and (via parents) through the medical community be requested by the school include the following assessments. The educational assessment may include the administration of pertinent sections of any of the following:

Type of Assessment	Assessment Name	Assessment Description	Administered By
Educational Assessments • The information is used to enhance classroom programming for a student experiencing difficulty	**Acadience Early Literacy Screen**	A standardized, universal screening and progress-monitoring tool used to identify students at risk for reading difficulties. It measures foundational early literacy skills like phonics, fluency, and comprehension to help educators target reading interventions from Kindergarten through Grade 6.	• The assessment is the responsibility of the Special Education Teacher (SERT) in consultation with the classroom teacher • The SERT will carry out the assessment with the student, and report results to parents and teachers. • Acadience Early Literacy Screen may be completed by the classroom teacher.
	WRAT-5 Wide Range Achievement Test, Fifth Edition	An academic assessment that measures an individual's fundamental reading, spelling, and math skills.	
	WIAT-4 Wechsler Individual Achievement Test, Fourth Edition	A comprehensive, nationally standardized test used by psychologists and educators to measure academic achievement	
	PPVT Peabody Picture Vocabulary Test	This assessment is designed to measure a person's receptive (hearing) vocabulary.	
	EVT3 Expressive Vocabulary Test	This assessment is designed to measure expressive vocabulary and word retrieval for individuals.	
Psycho-Educational	A **Comprehensive Learning Assessment** that uses psychological tests, observations, professional judgment, clinical skills, multi-disciplinary consultation, and consultation with parents to gain insight into a student's overall functioning, including: • behaviour • personality • intellectual profile • learning style • achievement		• Registered Psychologist • Psychological Associates with appropriate qualifications
Speech and Language	The Ontario Curriculum emphasizes both oral and written language skills (listening, understanding, speaking, reading and writing).		• Registered Speech and Language Pathologist

	The Speech/Language Assessment: ● assesses speech and language development to determine specific areas of strength and needs ● can include one or more of the following areas: speech sound production, receptive and expressive language skills, phonemic awareness, social communication, voice and dysfluency disorders.	

Parental Consent for Assessments and Protection of Privacy

Written parent/guardian permission is requested whenever an external assessment is recommended. Parental consent is always acquired prior to any assessment being conducted. All such assessments are shared with appropriate school/Board staff and parents. Students are included when age and circumstances are appropriate. Assessment results may be shared at student case conferences, transition meetings, and/or IPRC meetings

Parents or guardians must provide consent for all assessments by signing the appropriate authorization(s).

Assessment reports completed by TBCDSB are filed in the Ontario School Record (OSR). A copy is also given to the parent or adult student. The report may be released to specific professionals upon written authorization of the parent or adult student, or as required by the Education Act. An *Authorization to Obtain and Release Student Information* form is used to obtain written parent/adult student approval to exchange reports with other agencies. Requests for exchange of information are made through the Principal, Student Services, or Special Education Teachers.

Information received from external assessments will be stored in the student's OSR as per Reg. 262, the OSR Guideline, and Board Policy. All information entered into an OSR is subject to the above regulation guidelines, and policy and no longer subject to the regulations of its sender.

Community professionals working with students often seek access to OSR records in the process of researching information about the child with whom they are working.

With evidence of parent/guardian approval, full access to the OSR is permitted in accordance with Policy 716. In the process of data gathering on behalf of the student the community professional may:

a) take notes and/or
b) request a photocopy of specific information

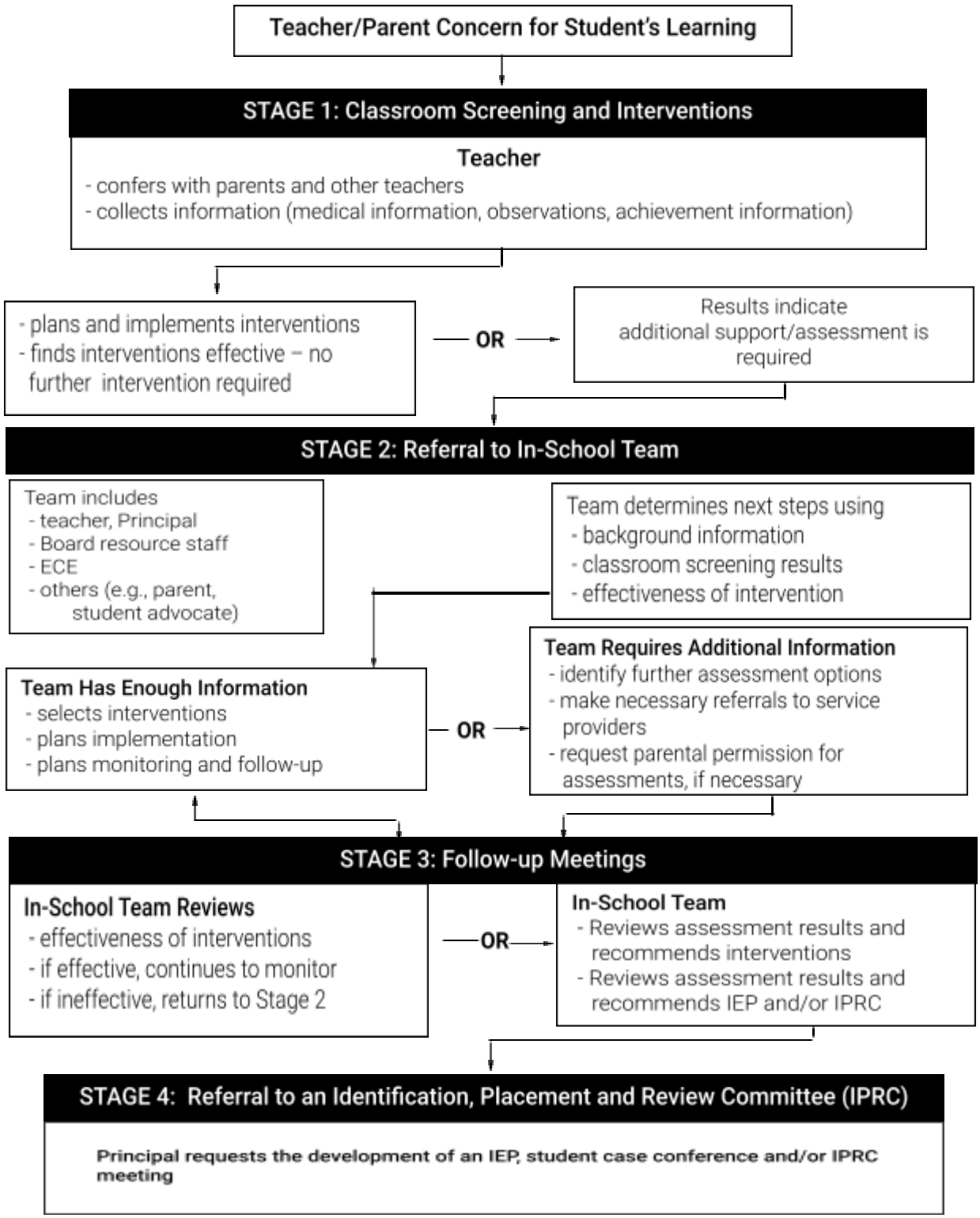
This is appropriate as long as the copying demands can reasonably be accommodated by the school.

Occasionally third party reports in OSR's are stamped **confidential, do not copy, do not duplicate**. These directions are a result of legislation outside of education and outside of the OSR Guidelines and therefore may be disregarded for reports entered into the OSR.

Wait Time for Assessments

External assessments currently have an estimated wait time of 6 to 8 months. This timeline fluctuates based on seasonal demand, referral volumes, and availability of staff. While we process applications chronologically, cases are prioritized based on urgency and severity.

THE RESOURCE INTERVENTION PROCESS



Excerpted from: *Special Education: A Guide for Educators*

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The Thunder Bay Catholic District School Board employs a number of strategies to ensure smooth transitions for students with special needs who are entering or leaving a school.

- The Coordinator of Special Education meets yearly with preschool service providers to review the Board's *Special Needs Intake Process.*
- Social media posts and Board website highlight Kindergarten Information Nights, outlining the intake/registration process.
- Elementary Special Education teachers meet with parents and preschool providers to facilitate entry into the school.
- If necessary a case conference will be held to determine support needs for the student's entry into a school.
- The system Special Education Resource Teacher (SERT) visits community based programs to observe students in the preschool setting to determine any equipment needed for school entry.
- Where possible, school visits are arranged for the parents and entering students.
- To facilitate communication with agencies, and transitions into and out of the school system, Board staff will collaborate with and/or partner with local community agencies.
- Case conferences are held with care, treatment, and correctional programs staff to facilitate the entry into an alternative program or the return to a school of the Board.

The Board considers assessments accompanying students from outside programs if they are consistent with the Board's own assessment practices. The SIP process has required boards to secure assessments from qualified, regulated professionals to acquire additional special education funding for students who require extensive support. Consequently, if the assessments accompanying students do not provide the information needed to submit a warranted SIP claim, the entering student may need to be reassessed. Each case would be considered on its own merit in consultation with the Coordinator of Special Education.

The principal in consultation with the Coordinator of Special Education is responsible for the successful admission or transfer of students from one program to another.

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

School Health Support Services is a program supported by Ontario Health at Home, funded by the Ontario Ministry of Health. The School Health Support Services mandate is to provide health care services to students with special health needs who otherwise would be unable to attend school, or whose education would be disrupted by having to leave the school setting for needed therapy.

A referral to the School Health Support Services program is initiated through the student's school principal and should focus on specific health needs that must be addressed in the school setting.

A variety of professional services are provided by School Health Support Services which include nursing, occupational therapy, physiotherapy, and speech/language therapy.

An eligible student is any student with a special need for health treatment at school as per memorandum 81. An eligible student:

- has been referred by the School Principal
- has effective Ontario Health Insurance coverage
- is under the medical supervision of a physician
- is one whose medical condition can be treated adequately with the services available
- is willing to participate in the required care, along with his/her family
- is one whose school environment is suitable for the treatment required

Specialized Support Care Services

Specialized Health Support Service	Agency/ Position of Person who Performs Service	Eligibility Criteria for Students to Receive Service	Position of Person Who Determines Eligibility and Level of Support	Criteria for Determining When Service is No Longer Required	Procedures for Resolving Disputes re: Eligibility and Level of Support (if available)
Nursing (Including suctioning, postural drainage, sterile catheterization and tube feeding)	Ontario Health at Home through Provider Agency	Student is enrolled in an elementary or secondary school, under the care of a physician/Nurse Practitioner, and requires specialized nursing care or controlled acts during school hours.	Ontario Health at Home Care Coordinator or Manager	Nursing/medical goals are achieved; changes in medical status; service no longer medically indicated by treating physician; parental request.	Ontario Health at Home Appeals Process
Occupational Therapy	George Jeffrey Children's Centre Occupational Therapist (OT)	Student requires clinical occupational therapy to access curriculum; referred via board protocol.	School Based Rehab Services - Manager or Clinical Care Coordinator	Clinical OT goals are achieved.	Complaint and Dispute Resolution Process
Physiotherapy	George Jeffrey Children's Centre Physiotherapist (PT)	Student requires clinical physiotherapy to access curriculum; referred via board protocol.	School Based Rehab Services - Manager or Clinical Care Coordinator	Clinical PT goals are achieved.	Complaint and Dispute Resolution Process
Nutrition	Ontario Health at Home Contracted Nutritional Agencies	Student requires clinical nutritional assessment or specialized feeding support during school hours.	Ontario Health at Home Care Coordinator	Nutritional feeding goals are met.	Ontario Health at Home Appeals Process
Speech Therapy Correction Remediation	George Jeffrey Children's Centre Speech and Language Pathologist (SLP)	Demonstrated need at school; assessment completed by SLP.	School Based Rehab Services - Manager	Student no longer needs service as per discharge information.	Agency complaint and dispute resolution process.
Language Therapy	Language Therapy via contracted agency	Demonstrated need at school; Assessment completed by SLP.	Agency Coordinator	Student no longer needs service as per discharge information.	Agency complaint and dispute resolution process.
Administration of prescribed medications	Board personnel designated by principal	Directed by physician	Directed by physician	Directed by physician	Contact the school principal.
Lifting and Positioning Assistance with Mobility Feeding Toileting	Trained school board personnel (e.g. support staff)	Recommended by a medical professional. Demonstrated need assessed by Board Staff.	Principal in consultation with the Special Educational Coordinator.	Recommended by medical professional that student no longer has a need for service	Refer to board resolution process

STAFF DEVELOPMENT

Staff Development is an important component of the School Services Planning and budgeting process. In our effort to be responsive to the needs of all students and staff of the Board the Thunder Bay Catholic District School Board is committed to the professional development of its staff. The overall goal of the special education staff development plan is to provide ongoing professional development to principals, teachers, and support personnel in order to meet the programming needs of all students requiring special education programs and services.

Staff provides input for professional development needs in a variety of ways:

- Conference requests
- Requests from principals
- Meetings with special education program teachers
- Membership on local and provincial committees often drive PD initiatives
- Staff responsiveness to Ministry of Education mandates i.e., IEP Standards for Development, Programming and Implementation
- Community partnerships
- Liaison with the Student Achievement K - 12

SEAC is consulted about staff development on an on-going basis. This is accomplished via monthly meeting updates on the activities of the Student Achievement K - 12 at SEAC meetings. Additionally, the Board is responsive to recommendations from the representatives of the local associations; welcomes presentations from these associations; and supports the attendance of Board personnel at association workshops.

Priorities in the area of staff development are determined in a number of ways:

- Recommendations from PD committees, i.e., OECTA, OSSTF, CPCTB
- The Board is responsive to the directions of the Ministry of Education
- The Board avails itself of Professional Development opportunities for staff that are provided on a cyclical basis by outside agencies i.e., The Geneva Centre Workshops on Autism and Pervasive Developmental Disorders
- The Board is responsive to the immediate needs of students with particular exceptionalities i.e., Behaviour – by seeking out training and providing it to staff as quickly as possible.
- Research, resources and direction from Learning Disability Association of Ontario
- The Board is also responsive to recommendations from the SEAC.

The Student Achievement Special Education Team is responsible for training staff with regard to the legislation and ministry policy on special education. Staff development is an ongoing process delivered through a variety of methods.

- Workshops
- Mentors/ Consultation
- The Coordinator of Special Education and the system Special Education Consultant meet with new teachers and principals to facilitate understanding of legislation, ministry and Board policy on special education.

The Board's budget allocation dedicated to staff development is reflected in the number of release days that are set aside each year for the special education staff. There are additional budget

allocations for projects and studies, professional development for school services staff, membership fees, and for professional resources such as books and periodicals.

Cost sharing with other ministries and agencies for staff development occurs quite naturally within the city and district of Thunder Bay. The Board often shares professional development costs with the coterminous board, the Lakehead District School Board.

Professional Development for the 2026-2027 School Year

- RISE software (IEP writer and student profiles)
- IPRC process
- Essential Literacy and Numeracy / Tracking Modified Learners
- Accommodations / Modifications / Alternative Expectations Memo
- TIER 1 Speech/language intervention
- Transition Planning
- FASD, Neurodiversity, ABA
- LEXIA Core 5 Reading and Lexia Power-Up Literacy
- Empower Reading, Grades 2-5 Decoding and Spelling Program Training
- MindUP - Mental Health Resource
- Understanding and Supporting Students with Autism - Professional Learning Module
- Monthly Special Education Information Sessions for teachers and principals
- Hanley Protocol Training

The Thunder Bay Catholic District School Board purchases the services of professionals from the community to meet the needs of students. Examples of professionals whose services are purchased include:

- Psychologist
- Psychological Associate
- School Based Behaviour Lead
- Behaviour Therapists
- Speech Language Pathologists
- Occupational Therapist
- Registered Behaviour Analyst

ACCESSIBILITY OF SCHOOL BUILDINGS

The purpose of the standard is to provide the Ministry with further details of the Board's multi-year plan, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

The public can obtain and access the Thunder Bay Catholic District School Board Accessibility Plan by visiting the Board's web-site at www.tbcschools.ca

Presently, the following schools are fully accessible:

South Ward	North Ward
Holy Family	Bishop EQ Jennings
St. Elizabeth	Corpus Christi
St. Francis	Our Lady of Charity
St. Martin	St. Paul
St. Thomas Aquinas	St. Pius X
Pope John Paul II	Holy Cross
St. Patrick High School	St. Bernard
St. Jude	St. Margaret
St. Vincent	Bishop Gallagher
	St. Ignatius High School

TBCDSB Multi-Year Accessibility Plan
Multi-Year Accessibility Plan for the period December 2023 to December 2027
PREPARED IN ACCORDANCE WITH: Ontarians with Disabilities Act (ODA) Accessibility for Ontarians with Disabilities Act (AODA) Integrated Accessibility Standards Regulation (IASR)

Capital Expenditure Plan

The **Special Education Advisory Committee (SEAC)** is a legislated committee required under the *Education Act* for every school board in Ontario.

SEAC plays an important role in supporting students with special education needs by providing advice and recommendations to the Board of Trustees on matters related to special education programs, services, and supports.

The committee's responsibilities include:

- Making recommendations regarding special education programs and services for students with special education needs;
- Participating in the annual review of the Board's Special Education Plan;
- Reviewing the Board's Special Education budget and financial statements as they relate to special education;
- Providing input into policies, procedures, and initiatives that support student achievement and well-being;
- Promoting communication and collaboration between families, community organizations, and the Board.

SEAC is comprised of ratepayers and representatives appointed from local associations that support children and youth with special education needs. The committee also includes representatives from the Board of Trustees and members of Board administration who serve in a resource and advisory capacity.

SEAC members bring a variety of perspectives and expertise and work collaboratively to support equitable, inclusive, and effective educational opportunities for students with special education needs across the Thunder Bay Catholic District School Board.

Meetings

SEAC meets monthly from September through June. Meetings are held at the Catholic Education Centre, located at 459 Victoria Avenue West, Thunder Bay, Ontario, with a virtual participation option available.

All SEAC meetings are open to the public, and parents, guardians, students, staff, and community members are welcome to attend.

Information regarding meeting dates, agendas, minutes, and membership is available on the Thunder Bay Catholic District School Board website.

The meeting schedule for 2026-2027 is as follows:

2026-27 SEAC Meeting Dates
Wednesday, September 16, 2026
Wednesday, October 14, 2026
Wednesday, November 18, 2026
Wednesday, December 16, 2026
Wednesday, January 20, 2027

Wednesday, February 17, 2027
Wednesday, March 24, 2027
Wednesday, April 21, 2027
Wednesday, May 19, 2027
Wednesday, June 2, 2027

Consultation Outcomes and Program Reviews
Each year SEAC is invited to share input for the upcoming budget. While participation is not mandatory, their feedback is highly valued. All submissions will be presented to the Board for consideration, and the Board's responses to the input will be shared with the committee at a later date.

Are there any school-level or Board-level programs or services which you would like to see changed or deleted?	
COMMENT:	**Continue with the Multidisciplinary Approach Program, full time Transitions consultant, full time Autism Consultant**
BOARD RESPONSE:	*All positions are based on Board budget and enrollment. While we value all of the positions, our Board can not run a deficit to fund teachers working out of the CEC. The Transition Consultant is REP funds and OECTA System Investment.*
COMMENT:	**More FASD training for teachers, SSPs and ECEs**
BOARD RESPONSE:	*This is not funded and we do our best to use Special Education funds to provide FASD PD.*
COMMENT:	**Would it be prudent to bring back Centres of Excellence? Is there a need?**
BOARD RESPONSE:	*These classes are similar to MAP.*
COMMENT:	**Continue with training for all staff through Geneva Centre, Continue with ABA specialist position**
BOARD RESPONSE:	*The Ministry funds the Geneva Centre courses. As long as this funding continues we will continue to offer the courses. The Student Support Professional Resource position is of great value to the system and will be reviewed annually based on Board budget.*
COMMENT:	**Full time Behaviour specialist - not sure if warranted**
BOARD RESPONSE:	*Currently the RBS is split between TBCDSB and LPS. The salary is subsidized for both Boards through NAF. There would be a substantial increase in cost to the Board if we hired a full time RBA.*
COMMENT:	**More cross panel literacy and Math opportunities**

BOARD RESPONSE:	*We continue to see value in these cross panel opportunities and have tried to use PD days to save the cost of release.*
COMMENT:	**Sharing of Special Education teachers at schools that don't have many identified students**
BOARD RESPONSE:	*In some of our smaller schools that don't have as many identified students, our Spec Ed teachers teach Empower or run Lexia groups. While they are not servicing identified students, they are providing necessary interventions.*
COMMENT:	**Increase the number of Special Education teachers at a school that has many identified students. The increase could be 1/2 time if full time would not be prudent.**
BOARD RESPONSE:	*This was done two years ago and will continue to be reviewed annually.*
Please identify any opportunities for improvement of the budget consultation process:	
COMMENT:	**Just wondering if parents are asked what they would like to see included**
BOARD RESPONSE:	*Yes, Parent Councils are also invited to participate in the Budget Consultation Process.*

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE - POLICY 602

A: POLICY

1. The Thunder Bay Catholic District School Board recognizes the right of all exceptional students to appropriate special education programs and services and acknowledges the responsibility of the Board to provide such programs and services. The Board will avail itself of the advice, expertise and concerns of a broad spectrum of the community that is associated with the special needs of exceptional students. The Board shall maintain a Special Education Advisory Committee in accordance with the Education Act and Ontario Regulations in conjunction with Board policies and prescribed guidelines.

B: GUIDELINES

2. Purpose

The Special Education Advisory Committee shall advise and make recommendations to the Board of Trustees in respect to any matter affecting the establishment, development and ongoing review of special education programs and services of the Board.

3. Terms of Reference

3.1 The Special Education Advisory Committee is advisory in nature only.

3.2 The Committee shall report to the Board in writing at least once each calendar year, and more frequently if desired and/or at the request of the Board.

3.3 The effectiveness or performance of employees of the Board shall not be subject to discussion by the Special Education Advisory Committee.

4. Membership

4.1 The Committee shall consist of:

4.1.1 Representatives of “local associations” as nominated by the associations and appointed by the Board.

4.1.2 A maximum of three representatives of ratepayers, appointed by the Board.

4.1.3 Two Trustees appointed by the Board.

4.1.4 One or two persons to represent the interests of Aboriginal pupils.

4.2 All members of the Special Education Advisory Committee must hold the qualifications required of a Trustee of the Board.

4.3 "Local Association" means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional students.

4.4 The Board shall determine how many representatives from "local associations" shall be appointed to the Committee for each term of office after examining the responses to the Board's advertisement.

4.5 At least one month before each municipal election, the Board shall seek nominations from the general public for majority language ratepayer representatives to the committee. This shall be done through advertisements placed in one or more local newspapers.

4.6 The Board shall appoint at its inaugural meeting following a municipal election a maximum of two representatives of its ratepayers from among the names of those responding to the Board's advertisement.

4.7 The Board Chairperson shall be an ex-officio member of the Special Education Advisory Committee.

4.8 A member of the Special Education Advisory Committee who misses three consecutive meetings of the Committee without notification shall forfeit his/her rights of membership.

4.9 Any member of the Special Education Advisory Committee is eligible for reappointment by the Board subject to qualifications.

5. Term of Office

5.1 Members of the Committee shall be appointed by the Board for a four-year term of office to coincide with the term of office for Trustees.

6. Committee Meetings

6.1 The initial meeting of the Special Education Advisory Committee shall be called by the Secretary of the Board or his/her delegate within one month following the appointment of the members of the Committee by the Board of Trustees, and the Board Secretary or delegate shall act as Chairperson of the meeting until a Chairperson has been duly elected by the Committee.

6.2 Thereafter the annual or inaugural meeting of each term of the Special Education Advisory Committee shall be called by the Secretary of the Board or delegate in the month of December.

6.3 The Special Education Advisory Committee shall meet at least ten times in each school year.

6.4 Written notice of any change in date is to be sent to each member of the Committee by the Committee secretary at least one week in advance of the meeting.

6.5 Meeting dates shall be determined by the Committee at the end of each Committee meeting.

6.6 Meetings are open to the public.

6.7 The Thunder Bay Catholic District School Board is a non-amalgamated Board. All Special Education Advisory Committee meetings will be held face to face at the Education Centre of the Board.

7. Voting Privileges

7.1 Voting privileges are restricted to:

7.1.1 Members of local associations appointed by the Board;

7.1.2 Trustees appointed by the Board;

7.1.3 Ratepayers appointed by the Board;

7.1.4 The Chairperson of the Board.

8. Quorum

8.1 A majority of the voting membership of the Special Education Advisory Committee shall constitute a quorum.

8.2 The Chairperson, and in his/her absence the Vice-Chairperson, or in his/her absence the Superintendent of School Services shall cancel any meeting that lacks a quorum twenty minutes after its scheduled starting time or if a prior poll of members indicates there will not be a quorum.

9. Operating Procedures

9.1 The Committee shall function according to the Board's Procedural By-Laws and parliamentary procedure based on Roberts' Rules of Order.

10. Role of the Superintendent of Special Education

10.1 The Superintendent of Special Education shall serve as a permanent advisor to the Special Education Advisory Committee.

10.2 The Superintendent of Special Education shall prepare the annual report to the Board at the direction of the Committee.

11. Clerical Assistance

11.1 The Board shall provide clerical assistance to take and reproduce minutes of Committee meetings.

11.2 Additional clerical assistance if required must be approved by the Director of Education.

12. Access to Other Board Resources

12.1 Access to other resources, human and material, by the Committee or members of the Committee, shall be directed through the Superintendent of Special Education, and shall require that person's consent and approval.

13. Reporting

13.1 All reports to the Board shall be made in writing and shall be submitted through the Director of Education.

13.2 The Board shall formally receive the annual report of the Special Education Advisory Committee at a public meeting within one month of the receipt of the report by the Director of Education.

13.3 In addition to the annual report identified in Section 3.2, the Board may request additional reports.

13.4 The Board may deal with other reports requested by the Board from the Special Education Advisory Committee in the in-camera session, or in public session as determined by the Board Chairperson. Attendance by members of the Special Education Advisory Committee during the in-camera sessions dealing with such reports, shall be at the pleasure of the Board as determined by the Chairperson.

14. Formation of Sub-Committees

14.1 The Special Education Advisory Committee may form sub-committees in accordance with the Board's Procedural By-Laws.

14.2 Where a sub-committee is established, the Special Education Advisory Committee shall specify the terms of reference of that sub-committee.

14.3 A sub-committee member does not have to be a member of the Special Education Advisory Committee.

14.4 An employee of the Board may be a voting member of a sub-committee.

14.5 Sub-committees shall report only to the Special Education Advisory Committee.

SPECIAL EDUCATION ADVISORY COMMITTEE 2026-2027 MEMBERSHIP LIST

SEAC members may be contacted through their associations or by writing directly to the member at the *Thunder Bay Catholic District School Board, Catholic Education Centre, 459 W. Victoria Avenue, Thunder Bay, Ontario P7C 0A4.*

Frank Lacaria	Thunder Bay Catholic District School Board (TBCDSB) Superintendent
Christie Kelly	Thunder Bay Catholic District School Board (TBCDSB) Special Education Coordinator
Eda Tassone	Rate payer (Chair)
Hanni Vale	Rate payer
Kathy Rozenuk	Rate payer
Angela Racco	Children's Centre Thunder Bay (CCTB)
Lois Foster	Rate payer
Maureen Parkes	Norwest Community Health
Brittany Collins/Myra Bannon	Fort William First Nation (FWFN)
Eleanor Ashe	Board of Trustees
Lindsay McDonald	George Jeffrey Children's Centre (GJCC)
Marissa Bruce	Creative Therapy
Joy Brenzavich	Autism Ontario

APPENDIX A: Sample IEP (Individual Education Plan)

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP

(Working Copy) Printed: August 26, 2021

Where Every Child Belongs and Every Student Succeeds

Name	Student, Test	**Gender**	Male
School	Test School	**DOB**	04-Apr-2011
Student OEN	123456789 Id # 123456789	**Principal**	
Grade	05	**School Year**	2021/2022
Last IPRC/Annual Review Date	28-Oct-2021	**SEA Equipment**	Yes
Initial IPRC Date	15-Oct-2019		
Exceptionality	-Communication - Learning Disability	**Placement Start Date**	01-Sep-2021
		Date Annual Review Waived (if applicable)	

Placement

-Regular Class with Withdrawal Assistance

Reasons for Developing an IEP

-Student identified as exceptional by the Identification Placement and Review Committee (IPRC) process

IEP Development Team

Staff Member	Position
Name	Principal
Name	Teacher
Name	Special Education Teacher

Health Support Services

-Speech & Language Therapy

Resource Consulted in the Development of the IEP

-Student's OSR
-Student's latest report card
-Student's latest IEP
-IPRC information
-Student's timetable
-Educational assessments
-Consultation with student
-Consultation with parent/guardian
-Consultation with Student's previous school

Equipment/Technology Supports

SEA Equipment

-Computer with headset

Educational Assessments

Type	Date	Assessed By	Summary of Results
Speech and Language Assessment	18-Sep-2019	Name of Assessor	Test Student's development of basic oral communication skills..are well within the range expected of a child his age...basic skills for effective written language also seem to be developing appropriately, it appears that difficulties with organization and attention to detail may be interfering with his ability to produce written work.

Clinical Assessments

Type	Date	Assessed By	Summary of Results
Psycho-educational Assessment	13-May-2019	Name of Assessor	Displays a specific learning disability in visual-motor integration symptoms of ADHD work ethic and attitude toward undertaking challenges is quite weak.

SAMPLE

Page 1

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP
(Working Copy) Printed: August 26, 2021

Strengths	Needs
-creative thinking skills	-attention
-classroom participation/discussion	-organization
-expressive language	-written expression/spelling
-reading comprehension	-phonological awareness
-listening comprehension	

SAMPLE

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP
(Working Copy) Printed: August 26, 2021

Subject / Courses or Alternative Program

AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods
MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations
ALT (Alternative Program) - areas of learning other than the Ontario Curriculum

Term/Semester 1

English Language	[X] AC	Teacher Name	Mathematics	[X] AC	Teacher Name

Special Education and Other Agencies & Services

Type	Position	Start Date	Intensity	Planned Frequency	Location	Duration
Consultation	Special Education Teacher	07-Sep-2021	As Needed	As required by the student	Resource Room	N/A
Instructional Support	Special Education Teacher	07-Sep-2021	As Needed	As required by the student	Resource Room	N/A
Speech & Language Support	Speech Language Pathologist	07-Sep-2021	AS	Intervention Block	School	N/A

Elementary Program Exemptions / Secondary Compulsory Course Substitutions

Exemption	Substitution	Reasons

Provincial Assessments

Permitted Accommodations (As Part Of Regular Classroom Practice)

Exemptions/Deferrals

SAMPLE

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP
(Working Copy) Printed: August 26, 2021

General Accommodations

Exceptionality : **-Communication - Learning Disability**

Purpose Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
-access to photocopied notes -assign one task at a time -Computer Technology -conference with Student A to set up a peer homework contact -promote use of agena for homework log -provide an editing checklist for longer written assignments	-close proximity to instructor -minimizing of background noise -provide opportunity for movement (get a drink, run an errand) -strategic seating -use an agreed upon non-verbal signal t regulate off task discussion	-additional time -additional time for processing -extended time limits -oral responses -reduced/uncluttered format -T hnology erbatim scribing of responses

IEP Completion A po g

Date of IEP completion **Reporting Dates**

Included in this IEP ☒ Provincial Report Ca d

This IEP a in de (check if applicable)

☐ **Annual program goals and learning expectation for modified subjects / courses or altern ogra**

☒ **Transition Plan - No Action Required**

SAMPLE

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP

(Working Copy) Printed: August 26, 2021

Transition Plan

Within the Classroom Setting

GOAL(s):
-Test Student will develop skills required to transition from subject to subject throughout the school day.

Action	Person Responsible	Time Line
-Student will receive verbal prompts in order to transition between subjects throughout the day.	-Classroom Teacher	-This School Year

SAMPLE

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP

(Working Copy) Printed: August 26, 2021

Parent/Student Consultation and Staff Review and IEP Updating

Student Name	DOB	Grade	School	School Year
Student, Test	04-Apr-2011	05	Test School	2021/2022

Involvement of Parent/Guardian and Student (if student is 16 or older).

I was consulted in the development of the IEP. ☐ Parent/Guardian ☐ Student
I declined the opportunity to be consulted in the development of the IEP. ☐ Parent/Guardian ☐ Student
I have received a copy of the IEP. ☐ Parent/Guardian ☐ Student

Parent/Guardian and Student Comments:

SAMPLE

Parent/Guardian Signature _____ Date _____

Student Signature (if 16 or older) _____ Date _____

The principal has the legal requirement to implement and monitor the IEP.
The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal's Signature _____ Date _____

Thunder Bay Catholic District School Board

Individual Education Plan
Student, Test (123456789)

IEP

(Working Copy) Printed: August 26, 2021

Record of Parent / Student / Staff Consultations and IEP Updating

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

Date	Activity (Parent/Staff)	Consultation With	Outcome
16-Oct-2020	Copy of IEP to parents/student 16+	Name - Principal Name - Teacher Name - Special Education Teacher	Copy of IEP sent home for review. Parent signature page returned to school.
19-Nov-2020	Staff consulted	Name - Principal Name - Teacher Name - Special Education Teache	IPRC review held. Test Student's strengths and needs were discussed. Test Student is now using a SEA computer and it has been improving his work production. Parents are in agreement that the computer is helping him reach his goals.
26-Feb-2021	Copy of IEP to parents/student 16+	Name - Principal Name - Teacher Name - Special Education Teacher	Copy of IEP sent home for review. Parent signature page returned signed.

SAMPLE

APPENDIX B



Collaboration *Communication* *Creativity*

Special Education

GUIDE FOR PARENTS & STUDENTS

Special Education

SPECIAL EDUCATION PROGRAMS & SERVICES

What is a Special Education Program?

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; and
- 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 are Special Education Services?

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 IEP is a plan that must be developed for each exceptional child, in consultation with the parent. It must include:

- specific and representative educational expectations;
- an outline of the special education program and services that will be provided;
- a statement about the methods by which a child's progress will be reviewed; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after a child has been placed in the program, and the principal must ensure that parents receive a copy of it.

An IEP is not …

- A description of everything that will be taught to the student.
- A list of all the teaching strategies used in regular classroom instruction.
- A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations.
- A daily lesson plan.

PROGRAMS AND SERVICES OF THE BOARD BY EXCEPTIONALITY

School-Based Programs

Special Education programs and services are available at each school to students identified as exceptional by the IPRC. Special Education teachers assess students' learning skills, teach individual students or small groups, assist the classroom teachers with programming, and participate in the IPRC process.

Psycho-educational Assessments (service)

Psychoeducational assessments (known as Comprehensive Learning Assessments) provide an in-depth analysis of a student's learning strengths and challenges. They are available on a limited basis through the school principal.

Students With Behavioural Exceptionalities

Behaviour (service)

The Board may purchase services from external resources such as consulting psychologists or psychological associates. Additionally, behavior services are accessed through community agencies such as The Children's Centre of Thunder Bay, Child and Community Resources, Options Northwest, and Dilico Anishinabek Family Services. The Board purchases equipment and modifies its facilities to accommodate students (for example, we provide calming rooms and personalized equipment).

Students With Communication Exceptionalities

Kindergarten Transition Classes (program)

Kindergarten Transition classes support students who may require intensive interventions with an emphasis on language and social development as well as literacy and numeracy skills.

Speech and Language Therapy (service)

School Health Support Services provides speech therapy to full-time students of all ages in the schools. The Board provides language therapy for students in SK-Grade 3, and consultation and mediated therapy for others.

Empower Reading Classes (program)

A variety of schools host Empower Reading classes, provided for students with average or above average ability who have been diagnosed with a learning disability. The purpose of the Empower Reading class is to provide intensive remediation in reading, written expressive skills, and organization.

Students With Intellectual Exceptionalities

Life Skills Centres (program)

Life Skills Centres are provided for students aged 6 to 21. The classes are full-time for most students, with integration into the mainstream as the student is able. The goal of the program is to promote the independence of each student to his/her maximum. Programming focuses on the development of basic literacy and numeracy skills, self-help and social skills, communication and motor skills. Independent living and job preparation skills are offered in the senior elementary and secondary school classes.

Students With Physical Exceptionalities

The Board has designated several elementary, senior elementary and secondary schools as accessible for students with significant physical disabilities. Special Education programs are available as required. Student Support Person assistance is determined in consultation with the principal and the Student Achievement K - 12 of the Board.

Visually Impaired and Blind Students (program)

The Itinerant Teacher of the Visually Impaired teaches students in their regular classrooms for short periods on a weekly schedule. These students have a mild to moderate impairment. Students with severe to complete blindness attend Board programs here in Thunder Bay or at the provincial school in Brantford.

Students With Multiple Exceptionalities

Students with multiple exceptionalities enter the regular classroom or any of the Special Education programs based on their individual needs.

IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE (IPRC)

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents' guide is to provide information about the Identification, Placement and Review Committee (IPRC) and to describe the procedures involved in identifying a pupil as "exceptional" and deciding the pupil's placement.

What is an IPRC?

An IPRC is a committee composed of at least 3 persons, one of whom must be a Principal or Supervisory Officer of the Board. Regulation 181/98 requires that all school boards set up IPRC's.

What is the role of the IPRC?

- decides whether or not a child should be identified as exceptional;
- identifies the areas of a child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- decides an appropriate placement for a child (a list of placement options offered by the Board is included in this booklet); and
- reviews 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 whose behavioural, communicational, intellectual, physical 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 definitions of exceptionalities provided by the Ministry of Education.

How is the IPRC meeting requested?

The Principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and the child's teacher(s) believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about your child; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the Principal of your child's school;
- other resource people such as your child's teacher, special education staff, Board support staff, or the representative of an agency, who may provide further information or clarification;
- your representative – that is, a person who may support you or speak on behalf of you or your child; and
- an interpreter, if one is required (you can request the services of an interpreter through the Principal of your child's school).

Who may request that others attend?

Either you or the Principal of your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the Chair of the IPRC will provide you with notification of the meeting and invite you to attend as an important partner in considering your child's placement. You will be notified of the date, time, and place of the meeting, and asked to indicate if you will attend. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the Chair of the IPRC has received. **This may include the results of assessments and a summary of information.**

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- contact the Principal to arrange an alternative date or time; or
- let the Principal know you will not be attending. As soon as possible after the meeting, the Principal will forward to you, for your consideration and signature, the IPRC's written statement noting the decision of identification and placement and any recommendations regarding Special Education Programs and Services.

What happens at an IPRC meeting?

- The chair will introduce everyone and explain the purpose of the meeting
- The IPRC will review all available information about your child
- **The Committee members will:**
    - consider an educational assessment of your child;
    - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they

believe that such an assessment is required to make a correct identification or placement decision;
- interview your child, with your consent if your child is less than 16 years of age, if they believe it would be useful to do so; and
- consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

- The Committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the Committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preferences.

If the Committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will:

- state whether the IPRC has identified your child as exceptional;

Where the IPRC has identified your child as exceptional, the summary will include:

- the categories and definitions of any exceptionalities, as defined by the Ministry of Education;
- the IPRC's description of your child's strengths and needs;
- the IPRC's placement decision; and
- the IPRC's recommendations regarding a special education program and special education services;

Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision will be included.

What happens after the IPRC has made its decision?

If you agree with the IPRC decision, you will be asked to indicate with your signature that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken/sent home and returned.

If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the Board will promptly notify the Principal of the school at which time the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Can the placement be reviewed?

A review IPRC meeting will be held within the school year, unless the Principal of the school where the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.

You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

The review IPRC considers the same type of information that was originally considered.

The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should be made.

What can parents do if they disagree with the IPRC decision?

If you do not agree with either the identification or placement decision made by the IPRC, you may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the Director of Education, Thunder Bay Catholic District School Board.

If you do not consent to the IPRC decision and you do not appeal it, the Board will instruct the Principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described previously, give written notification of your intention to appeal the decision to the Director of Education, Thunder Bay Catholic District School Board, 459 Victoria Avenue West, Thunder Bay, ON P7C 0A4.

The notice of appeal must:

- **indicate the decision with which you disagree; and**
- **include a statement that sets out your reasons for disagreeing.**

What happens in the appeal process?

The appeal process involves the following steps:

The Board will establish a Special Education Appeal Board to hear your appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.

The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless Parents and Board both provide written consent to a later date).

The Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.

You, the parent, and your child, if he or she is 16 years or older, are entitled to be present at, and to participate in, all discussions.

The Appeal Board must make its recommendation within 3 days of the meeting ending. It may:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make a recommendation to the Board about your child's identification, placement, or both.

The Appeal Board will report its recommendations in writing, to you and to the School Board, providing the reasons for its recommendations.Within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the Appeal Board recommendations).

You may accept the decision of the School Board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the Appeal Board's decision.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Legislation requires that all school boards in Ontario have a Special Education Advisory Committee (SEAC).

Who Serves on SEAC?

SEAC is largely made up of parents, many of whom represent local associations that are concerned with children with special needs. Also serving on SEAC are members of the Board of Trustees and, in an advisory capacity, two members of the school board's administration.

For more information on SEAC, parents may contact their child's school.

WHAT ORGANIZATIONS ARE AVAILABLE TO ASSIST PARENTS?

Many organizations are available to provide information and support to parents of exceptional children. Following is a list of some of these organizations.

- Ministry of Education
- Ministry of Health, Assistive Devices Program
- Ministry of Child and Youth Services
- Autism Ontario
- Handicapped Action Group (HAGI)
- Spina Bifida & Hydrocephalus Association of Ontario
- Learning Disabilities Association of Ontario
- Ontario Association for Families of Children with Communication Disorders
- Thunder Bay Community Living
- Options Northwest
- Catholic Family Development Centre
- Children's Centre Thunder Bay
- George Jeffrey Children's Centre
- Communities Together for Children
- Children's Aid Society
- Thunder Bay District Health Unit
- Canadian Hearing Society
- Canadian National Institute for the Blind (CNIB)
- Lutheran Care Community Centre
- Dilico Anishinabek Child & Family Services

WHAT ARE THE MINISTRY'S PROVINCIAL AND DEMONSTRATION SCHOOLS?

The Ministry of Education 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 school Monday to Friday, for students who live too far from school to travel daily.

Demonstration schools for English speaking students with severe learning disabilities and for students with learning disabilities in association with ADHD:

Sagonaska School
350 Dundas St. West
Belleville, ON K8P 1B2
(613) 967-2830

Trillium School
347 Ontario St. S.
Milton, ON L9T 3X9
(905) 878-8428

Amethyst School
1090 Highbury Ave.
London, ON N5Y 4V9
(519)453-4408

Schools for the Deaf:

Robarts School
1090 Highbury Ave.
London, ON N5Y 4V9
Ph & TTY: (519) 453-4400

Sir James Whitney School
350 Dundas Street West
Belleville, ON K8P 1B2
Ph & TTY: (613) 967-2823

Ernest C. Drury School
255 Ontario Street School South
Milton, ON L9T 2M5
TTY: (905) 878-2851

School for the Blind/Deaf-blind:

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Phone: (519) 759-0730

Francophone school for the Deaf and for those with Learning Disabilities:

Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
Phone: (613) 761-9300
TTY: (613) 761-9302 and 761-9304

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD

Catholic Education Centre – 459 Victoria Avenue West
Thunder Bay, ON P7C 0A4
Phone (807) 625-1555 Fax (807) 625-1560

Elementary Schools (K – 6)

Corpus Christi	345-9782
Holy Cross	767-6811
Holy Family	473-4900
Our Lady of Charity	768-9363
St Ann	577-7211
St Bernard	344-8321
St Francis	577-8565
St Jude	623-5989
St Margaret	344-4701
St Martin	475-5289
St Paul	683-8941
St Pius X	767-3061
St Thomas Aquinas	577-1835
St Vincent	577-3823

Senior Elementary Schools (7 - 8)

Bishop EQ Jennings	767-3052
Bishop Gallagher	345-4482
Pope John Paul II	623-2324

Secondary Schools (9 -12)

St Ignatius	344-8433
St Patrick	623-5218

Superintendent of Education (K – 6/Special Education)
Frank Lacaria 625-1573

Superintendent of Education (7-12)
Ryan McWhirter 625-1562

System Principal (CTEP)
Barb Strickland 625-1509

Administrative Staff
Devanshi Darji
625-1553
(IPRCs, Transportation, Speech/Language, CLAs)

Ines Migliazza
(Specialized equipment/technology, SEA, budget)
625-1552