Lakehead Public Schools

Office of the Superintendent of Education
Jim McCuaig Education Centre
2135 Sills Street, Thunder Bay, ON, P7E 5T2
Telephone (807) 625-5126 Fax (807) 623-7848

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEETING

Wednesday, November 25, 2026
Jim McCuaig Education Centre

Suzanne Posthumus
Chair

Alina Cameron
Vice Chair

AGENDA
PUBLIC SESSION
6:00 p.m. – Board Room/Microsoft Teams

		Resource Person	Pages
1.	CALL TO ORDER	S. Posthumus	
2.	DISCLOSURE OF CONFLICT OF INTEREST		
3.	APPROVAL OF THE AGENDA	S. Posthumus	
4.	LAND ACKNOWLEDGEMENT	S. Posthumus	
5.	DELEGATIONS/PRESENTATIONS		
	5.1 EQAO Results	Fred Van Elburg	
	5.2 Delegations – N/A		
6.	APPROVAL OF MINUTES – PUBLIC SESSION		
	• Special Education Advisory Committee - October 21, 2026	S. Posthumus	1-4
7.	UNFINISHED BUSINESS AND GENERAL ORDERS		
	• SEAC Presentation Schedule 2026-2027	M. Probizanski	5
8.	WORK PLAN – N/A		
9.	CORRESPONDENCE	S. Posthumus	6-107

- 2026-2027 LDSB Special Education Plan updated copy;
- SEAC Guest Speaker Event: ***Every Brain, Every Child*** with Ruth Mills, Kaleidoscope Counselling & Consulting;
- November at Abiinojiishiik amino yawook EarlyON; and
- Resources from Ombudsman Ontario to PIC for Students and Families.

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		Resource Person	Pages
10.	NEW BUSINESS		
	10.1 Special Education Update	S. Curtis	
	10.2 Recognition of Outgoing SEAC Members?	M.Probizanski	
11.	INFORMATION/ INQUIRIES & ASSOCIATION REPORTS	All	
12.	SEAC BUDGET UPDATE	M. Probizanski	
13.	PARENT INVOLVEMENT COMMITTEE (PIC) UPDATE	A. Antenucci	
14.	EQUITY AND INCLUSIVE EDUCATION ADVISORY COMMITTEE UPDATE – N/A		
15.	BOARD UPDATE	Trustee	
16.	ADJOURNMENT		

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Jim McCuaig Education Centre — 2026 OCT 21
Board Room/Microsoft Teams — 6:00 p.m.

MEMBERS PRESENT:

Suzanne Posthumus, Chair
Liz Tod
Miranda Myers
Tara Ingram
Trustee Trudy Tuchenhagen
Wendy Caroll
Anne Antenucci
Michelle Blackburn
Scott McBean
Sarah Niles
Trustee George Saarinen

OTHERS PRESENT:

Michelle Probizanski
Simona Serrao
Sara Curtis

ABSENT WITH REGRET:

Alina Cameron, Vice Chair

1. Call to Order

Suzanne Posthumus, Chair, called the meeting to order at 6:01 p.m.

2. Disclosure of Conflict of Interest

There were none.

3. Approval of the Agenda

Moved by Anne Antenucci — Seconded by Trustee George Saarinen

"That the agenda for the SEAC Meeting, October 21, 2026, be approved."

CARRIED

4. Land Acknowledgement

Suzanne Posthumus, Chair, acknowledged the lands and traditional territory.

5. Delegations and Presentations – N/A

6. Approval of Minutes

Moved by Trustee Trudy Tuchenhagen — Seconded by Scott McBean

"That the minutes of, September 16, 2026, SEAC meeting be approved."

CARRIED

7. Unfinished Business and General Orders

- SEAC Guest Speaker Event Update

  Michelle Probizanski, Superintendent of Education, provided an update on the SEAC Guest Speaker Event scheduled for November 30, 2026, at Hammarskjold High School. The event will feature Ruth Mills of Kaleidoscope Mental Health and will include a light dinner and childminding services. Event information and registration details will be shared through schools, the Board website, and social media.

  SEAC members supported the proposed event arrangements. An electronic calendar invitation will be distributed to SEAC members and invited stakeholders.

8. Work Plan

The 2026-2027 SEAC Work Plan draft was included in the agenda package for member review.

SEAC members were provided with an opportunity to suggest revisions and identify additional priorities for consideration. Any additional feedback can be provided by email to Simona Serrao, Executive Secretary.

9. Correspondence

Suzanne Posthumus, Chair, reviewed the SEAC correspondence that was distributed since the last meeting:

- 3095 Student Trustee Policy;
- 3092 Privacy and Information Management Policy;
- Autism Ontario - World Autism Day announcement;
- October at Abiinojiishiik amino yawook EarlyON;
- Information : CRJMC, and upcoming SEAC (New) Term 2026-2030 reselection process (Due October 30, 2026, and November 2, 2026);
- Lakehead District School Board's SEAC Correspondence to Minister of Education; and
- Parent Involvement Committee (PIC) virtual event link: Jake Ernst Presentation - Raising Capable Kids in the Age of AI.

SEAC members were given an opportunity to ask questions, all of which were addressed.

10. New Business

10.1 Special Education Update

Sara Curtis, Principal of Special Education, provided the following update:

- the Bright Beginnings Program at Ogden Community School continues to support successful student transitions and has established a new partnership with Dilico EarlyON;
- at McKellar Park Public School, two Bridges Program classrooms have been established to address increasing student needs and are operating successfully;
- a new special needs classroom has been established at Sherbrooke Public School. Several students have transitioned into the program, which is supported by a dedicated teacher and support staff; and
- planning is underway for upcoming Professional Activity (PA) Day learning opportunities for Special Education Facilitators and Student Support Professionals (SSPs).

Committee members were given the opportunity to ask questions, all of which were addressed.

11. Information/Inquiries & Association Reports

- Anne Antenucci, Autism Ontario representative, provided their associations update. Additional information on events can be found on the Autism Ontario website.

12. SEAC Budget Update

Michelle Probizanski, Superintendent of Education, provided the budget update.

13. Parent Involvement Committee (PIC) Update

Tara Ingram, Easter Seals representative, and SEAC representative on the Parent Involvement Committee (PIC), provided the following update:

- the recent presentation by Jake Ernst was well attended and received positive feedback;
- Lakehead District School Board's EQAO results continue to demonstrate strong achievement, with results exceeding the provincial average;
- the next PIC meeting is scheduled for November 16, 2026; and
- Anne Antenucci, Autism Ontario representative, has been appointed as the new SEAC representative on PIC for this school year.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

14. Equity and Inclusive Education Advisory Committee Update

Suzanne Posthumus, Chair, and SEAC representative on Equity and Inclusive Education Advisory Committee, provided an update from the recent committee meeting, including:

- presentations received on various Board programs and initiatives, including summer learning opportunities and Skills Ontario;
- information regarding community partnerships, including YES Employment Services;
- a mental health update indicating increasing trend of caseloads and a rise in complex cases. Continued collaboration with community partners helps support student mental health needs; and
- updates related to the Dreams Deferred initiative and Black History Month, including information on the 29 Calls to Action.

Board Update

Trustee Saarinen, provided the following Board update:

- municipal elections for school board trustees will be held on October 26, 2026. The new four-year term of office will commence on November 15, 2026;
- the term of the SEAC aligns with the term of the board of trustees; and
- the Inaugural Board Meeting is scheduled for November 17, 2026, and the first Regular Board Meeting is scheduled for December 8, 2026.

15. Adjournment

The meeting was adjourned at 6:37 p.m.

SEAC PRESENTATION SCHEDULE
2026-2027

Month/Date	**Presentation**
September 16	• Introduction of Special Education Team – Maggie Fredrickson/Sara Curtis • Special Education Summer Camps – Maggie Fredrickson/Sara Curtis • Transitions to School Program – Maggie Fredrickson/Sara Curtis
October 21	N/A
November 25	• EQAO Results – Fred Van Elburg *(Confirmed)*
December 16	• Multi-Year Accessibility Plan – Kirsti Alaksa *(Confirmed)*
January 20	• Math Achievement Plan – Special Education Focus - Patti-Jo Pesola *(Confirmed)*
February 17	• School Climate Survey Results: Special Education Focus – Marianne Stewart, TBDHU *(Confirmed)*
March 24	Budget Presentation, Angela Lee-Wiwcharyk *(Confirmed)*
April 21	• Sherbrooke Public School – Presentation and Tour of Special Needs Classroom – Nikki Marks *(Confirmed)*
May 19	• Mental Health Plan – Megan Semeniuk, Mental Health Lead *(Confirmed)*
June 16	• Special Education Plan – Sara Curtis *(Confirmed)*
BANKED ITEMS	• A “Day in the Life of an SSP; • Algonquin Avenue Public School: Spec Ed Classroom – TBD; • Quest – TBD

Subject to change as needed

SEAC

CORRESPONDENCE

Special Education Plan 2026-2027

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SECTION 1: THE BOARD CONSULTATION PROCESS

Lakehead District School Board Consultation Process

Lakehead District School Board's Special Education Plan annual review process is designed to improve special education programs and services. The Special Education Plan focuses on student success and school improvement. Everything is designed and implemented to help students succeed. The Special Education Department consults with stakeholder groups in different ways throughout the school year. Regular meetings are held with parents, service agencies, parents, pre-school services, and the Special Education Advisory Committee (SEAC) to discuss available programs and services.

The Special Education Plan provides information about special education programs and services available in the Lakehead District School Board. It also outlines the involvement of the Special Education Advisory Committee (SEAC) and Community Members.

The Special Education Advisory Committee (SEAC) has been consulted during 2025-2026 in the development of this Plan in the following ways:

- SEAC met monthly. The Principal of Special Education provided regular updates on changes, initiatives and program development.
- The revisions to the plan were submitted at the June SEAC meeting for input.
- Budget presentations and discussions with Finance Department re: special education funding and expenditures are on-going throughout the year.
- There were no minority/majority reports submitted by the Special Education Advisory Committee for the 2025-2026 school year

SECTION 2: GENERAL MODEL FOR SPECIAL EDUCATION

Territorial Acknowledgement & Commitment

Lakehead District School Board is located on the traditional territory of the Ojibwe people of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. We acknowledge all of the First Nations, Metis and Inuit who reside in this territory and across our Nation; we are committed to moving forward in the spirit of reconciliation and respect for all Canadians.

Our Vision

We provide equitable and inclusive environments where everyone belongs and succeeds.

Our Mission

We are committed to the success of every student.

Our Values

Belonging Empathy Integrity Respect

Our Commitment to Reconciliation

We commit to the following four principles of reconciliation between Indigenous and non-Indigenous communities throughout every aspect of Lakehead Public Schools.

Relationality

Relevancy

Respect

Responsibility

Our Principles

Lakehead Public Schools strives to embody the following three principles:

Belong

We provide environments where everyone belongs.

Succeed

We hold high expectations for all learners.

Reconcile

We commit to a spirit and journey of reconciliation.

An Overview of Lakehead District School Board

A continuum of service delivery for students with special education needs

Early Identification and Intervention
Classroom Program **Collaborative Intervention** **Classroom Program + Facilitator Consultation** **+ Specialist Teachers & Educational Support Staff**
Collaborative Intervention **Classroom Program** **School-Based Assessment**
System/Central Support Services
Provincial Schools and Demonstration Schools

Good Learning is a partnership that requires the commitment of everyone.

An Overview of Lakehead District School Board Service Delivery Model

A continuum of service delivery for students with special education needs

Early Identification and Intervention How does Lakehead District School Board support early identification and intervention?	• Special Needs Transition Plan ensures a smooth transition from daycares, clinical programs into the school system • ASQ screening with Kindergarten Registration: Partnerships with community agencies are essential • Operational Plan addresses early identification and intervention strategies • Teacher/caregiver recognizes/discusses student needs (Academic, attendance, behaviour/social, health/physical, speech/language)
Classroom Program Collaborative Intervention Classroom Program + Facilitator Consultation + Specialist Teachers & Educational Support Staff	• Interventions within the regular classroom include informal consultation, the facilitator, special education teachers, parents, principal for support in accommodations (ideas, strategies) • Teacher provides and assesses accommodations and interventions – communication with the facilitator if further intervention is required • Teacher discusses concerns with Special Education facilitator and caregivers • Facilitator may observe the child and review work/behaviour/communication • Facilitator meets with teacher to review data, define and prioritize concerns, review interventions, establish strengths and next steps, plan additional intervention, document in RISE
Collaborative Intervention Classroom Program School-Based Assessment	• Facilitator may be invited into classroom to support and assist students' learning • Implement additional interventions for the classroom • Monitor and document progress (teacher, facilitator, parent, principal plus educational support staff) • Explore school based educational assessment (facilitator, Speech Language Pathologist, Attendance Counsellor/Social Worker, etc.) as required • School based assessment results shared with caregivers
System Support Services	• Student continues to be tracked and monitored • Results are used to enhance programming for the student - Full psychoeducational assessment - Discuss referral with parent/guardian • Refer to an IPRC as required • IPRC may recommend: - Regular class placement with modifications and/or accommodations - Regular class placement with modifications and/or accommodation for part of the day . - Application to special education placement. - Alternative program placement - Options will be discussed at meeting • Refer to Section 9.0 for more information
Provincial Schools and Demonstration Schools	• A placement outside of Lakehead District School Board considered

Lakehead District School Board Complies With The Education Act, Canadian Charter Of Rights And Freedoms And The Ontario Human Rights Code

The Ontario Curriculum is intended for all students, including exceptional students. Students who have been identified as exceptional by an Identification, Placement and Review Committee may have their program adapted through curriculum differentiation and/or modification. When an IPRC identifies a student as exceptional, an IEP must be developed and maintained for that student. An IEP defines the student's educational program based on and modified by the results of continuous assessment and evaluation.

Basic Principles

Programs and services for all pupils in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act and with principles articulated in:

- The Ontario Curriculum Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements 1999
- Guide to Locally developed Course, Grades 9-12: Approval requirements and Procedures, 2000
- Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource, 2017
- Education For All: the Report of The Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005
- Effective Educational Practices for Students With Autism Spectrum Disorders – A Resource Guide, 2007
- Shared Solutions - A Guide to Preventing and Resolving Conflicts, 2007
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

Registration for Students with Significant Special Education Needs from Coterminous School Boards

Students from coterminous school boards who require a Special Class Placement and/or who have significant needs related to academics and/or self-regulation and wish to register with Lakehead District School Board, must inquire with the Principal of Special Education by the last week of February prior to beginning the following September. This is to ensure the Board has the necessary program and support available to ensure student success.

A member of the Lakehead District School Board's Special Education Staff will schedule a meeting with the parent/guardian and the student, where appropriate, to gather the necessary information for the following fall.

Lakehead District School Board will register the student's elementary age siblings who reside in the same household into the Lakehead Public School within their geographic boundary as per the Education Act 33 (1) (b)

SECTION 3: ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

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:

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires 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 a Special Education Advisory Committee (SEAC);
- 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

Lakehead District School Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Monitors school compliance with the Education Act, regulations, and policy documents including policy/program memoranda;

- Requires staff to comply with the Education Act, regulations, and policy documents including policy/program memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- 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 (SEAC):

- 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, 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 and 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 and that, if necessary, consent is obtained.

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain 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 (Facilitator), in addition to the responsibilities listed above under "the Teacher";

- Holds qualifications, in accordance with the regulations under the Education Act, 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 Teacher of a Special Education Class, in addition to the responsibilities listed above under 'the Special Education teacher";

- Carries out duties as outlined in the Education Act, Regulations and Policy Program Memoranda.
- Follows board policies and procedures regarding special education;
- Holds qualifications in accordance with Regulation 298, to teach special education;
- Coordinates the collaborative development and implementation of the individual education plan for students within the program;
- Plans alternative programs for students based on their individual needs;
- Plans, schedules and supports Student Support Professionals in implementing programs, student support plans and other supports as required;
- Coordinates services with community agencies;

- Facilitates transition planning and documentation, including liaising with community where necessary.

The Specialist Teacher in addition to the responsibilities listed above under "the Teacher":

- Holds specialist qualifications related to deaf, blind or deaf-blind;
- Participates in the development of IEPs for the above students;
- Provides programming for students in their home schools/classrooms;
- Develops and provides learning materials for the above students;
- Facilitates acquisition and maintenance of specialized equipment;
- Provides consultation and educational assistance/intervention training at the school level including providing in-service for teachers;
- Collaborates with school teams and community partners;
- Serves as a liaison with provincial schools.

The Student Support Professional:

The Student Support Professional (SSP) and teacher work together as a team. The teacher is responsible for planning the education program for all students in the class. The SSP is assigned to help meet the needs of designated exceptional students within the school. The SSP's duties will vary depending on the type of classroom and student needs. They *may* include:

- Assisting students with special needs, such as those with intellectual or physical disabilities, with mobility, communication and/or personal hygiene, under supervision of the classroom teacher;
- Assisting with the preparation, implementation and supervision of programs planned by the teacher and/or Special Education Facilitator;
- Reinforcing behavioural and social/emotional skills;
- Providing specific care services which may include direct assistance in toileting, feeding, lifting or positioning students into specialized equipment as well as implementing therapy and programs under the guidance of trained Personnel;
- Performing duties as outlined in the Administration of Medication and Anaphylaxis Policy and Procedures;
- Working collaboratively as a member of the educational team in the classroom and school.

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 documents, including policy/program memoranda;
- Complies with board policies and procedures;
- Participates in IPRC, parent-teacher conferences, and other activities, as appropriate.

SECTION 4: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Guiding Principles for Early Learning

As stated in Policy/Program Memorandum No. 11, Early Identification of Children's Learning Needs, School Boards must define "procedures to identify levels of development, learning abilities, and needs" and must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development."

Lakehead District School Board is committed to early learning, and Early Identification is an integral part of the vision for excellence for all students. LDSB's guiding principles include:

- Early identification is critical in determining children's strengths and learning needs as well as in fostering emotional, cognitive, language, social and physical development;
- Early identification procedures and interventions are part of a continuous and ongoing assessment and programming process;
- Early identification assists children in becoming successful in the early years of school and in developing skills for life-long learning;
- Early identification involves the participation of parents, educators and community partners.

Lakehead District School Board continues to invest energy and resources into these critical years of personal, social and academic development that will have the most influence on long-term learning.

Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

Roles and Responsibilities of Key Participants - Child attending a licensed Child Care Centre

TIME	PERSON(S) RESPONSIBLE	ACTION
November-December	• Child Care Resource Teacher	• Begin discussion with Parent/Guardian about their child attending school
January	• Child Care Resource Teacher	• Obtain Parent/Guardian consent to share information (based on custody status) • Collaborate with Parent/Guardian to complete the *KINDERGARTEN Intake Package.* Community agencies/service providers will be consulted as necessary • **Email:** the completed *KINDERGARTEN Intake Package* to the appropriate school board (see page 3 of *KINDERGARTEN Intake Package*) • Arrange a visit for School Board/Special Education Personnel to the Child Care Centre
February - June	• Parent/Guardian • Child Care Resource Teacher • Central Special Education Personnel • Agencies/Service Providers	• Register child at school; Child Care Resource Teacher may assist the family if required • Encourage parent/guardian to provide the school with additional information or documentation • Communicate with agencies/service providers regarding transition to school
April - June	• Principal • Central Special Education Personnel	• School board Personnel to initiate a Case Conference meeting to include the following individuals as required: ✓ Principal ✓ Parent/Guardian ✓ Child Care Resource Teacher ✓ Agencies/Service Providers ✓ School Board/Special Education Personnel

June	• Parent/Guardian and Student • Principal • Central Special Education Personnel	• Prepare for transition to school • View school/classroom environment
August	• Parent/Guardian and Student • Principal	• Prepare for transition to school • Additional school/classroom visit, if required
September	• Principal • Educator Team • Student • Central Special Education Personnel • Child Care Resource Teacher (optional) • Professional(s) from identified agencies/service providers	• Review scheduled staggered start for Year 1 KINDERGARTEN • Follow up with school and family regarding transition to school

Beginning KINDERGARTEN Intake Process for Students with Special Education Needs

*Roles and Responsibilities of Key Participants - Child **NOT** in a licensed Child Care Centre*

TIME	PERSON(S) RESPONSIBLE	ACTION
November - December	• Agencies/Service Providers working with families who are **NOT** enrolled in a licensed Child Care Centre • System Principal of Special Education	• Begin discussion with Parent/Guardian about their child attending school
January	• Parent/Guardian with agencies/service providers • Central Special Education Personnel	• Obtain Parent/Guardian consent to share information (based on custody status) • Collaborate with Parent/Guardian to complete the *KINDERGARTEN Intake Package.* Community agencies/service providers will be consulted as necessary • **Email** the completed *KINDERGARTEN Intake Package* to the appropriate school board (see page 3 of *KINDERGARTEN Intake Package*). • Arrange a visit for School Board/Special Education Personnel to visit the home
February - June	• Parent/Guardian • System Principal of Special Education	• Register child at school; System Principal of Special Education, (TBDSSAB) may assist the family • Encourage parent/guardian to provide the school with additional information or documentation • Communicate with agencies/service providers regarding transition to school
April - May	• Principal • Central Special Education Personnel	• School to initiate a Case Conference meeting to include the following individuals as required: ✓ Principal ✓ Parent/Guardian ✓ Agencies/Service Providers ✓ School Board/Special Education Personnel ✓ System Principal of Special Education (TBDSSAB)

June	• Parent/Guardian and Student • Principal • School Board/Special Education Personnel	• Prepare for transition to school • View school/classroom environment
August	• Parent/Guardian and Student • Principal • Central Special Education Personnel	• Prepare for transition to school • Additional school/classroom visit, if required
September	• Principal • Educator Team • Student • Central Special Education Personnel • Professional(s) from identified agencies/service providers	• Review scheduled staggered start for Year 1 KINDERGARTEN • Follow up with school and family regarding transition to school

Teacher's Role in Early Learning

The teacher assesses stages of development by observing the child's learning abilities and needs, and then structures the learning environment – space, materials, time and instructional strategies – to meet those needs appropriately.

The early years are critical. Play-based, problem-solving learning environments offer children an array of opportunities to explore, discover and create. An environment designed for learning by solving problems through play provides rich sensory stimulation which the young child absorbs and integrates into the core brain development. (McCain & Mustard, 1999, p. 159)

Teachers use reflective practice, planned observation, and a range of assessment strategies to identify the strengths, needs and interests of individual children in order to provide instruction that is appropriate for each child ("differentiated instruction") (The Kindergarten Program, 2016).

A variety of tools may be used to gather and record assessment data, for example:

- Oral Language Assessment
- Acadience Screener
- Individual Education Plan (IEP)
- ASQ Screening Results (Ages and Stages Questionnaire)
- Observation and recorded anecdotal notes
- Portfolios, checklists, etc.
- Student Support Plans
- The Ontario Curriculum

Parent's Role in Early Learning

Parents play an important and valuable role in the education of their child. Parents promote the social, physical, emotional and cognitive development of their children. It is essential that there be ongoing communication between home and school to provide constructive and consistent learning experiences for the child.

Parents provide a wealth of knowledge about their child's strengths and needs which directly support the school learning environment. Parents can share information about their child's strengths and needs that will assist the teacher in planning and assessing to meet those needs appropriately. There are many opportunities for parents to communicate:

- at the time of school registration,
- during a home visit or school Open House (early years),
- at a parent-teacher conference,
- within the school setting.

The educational success and welfare of students are enhanced by active parent involvement. Parents and school Personnel, working together in a partnership, ensure that all learning needs are met through ongoing communication, cooperation, active participation and sharing of responsibility.

Intervention Strategies

Intervention strategies are in place to support students through a Multi-Tiered Systems of Support (MTSS) approach in which high-quality, evidence-based assessment and instruction are systematically provided in response to an individual student's strengths and needs. The nature, intensity, and duration of interventions are always determined on the basis of evidence gathered through frequent and systematic monitoring of the student's progress. Systematic, sequential instructional approaches use specific instructional interventions of increasing intensity to address targeted learning needs of students.

The Principles of Universal Design for Learning and differentiated instruction will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students. The tiers of instruction and intervention are as follows:

- Tier 1: Instruction for all students.
- Tier 2: Targeted intervention for some students.
- Tier 3: Intensive intervention for a few students.

The following early interventions are available to all students demonstrating learning strengths and needs, whether identified through the IPRC process or not. These strategies are typically discussed with parents/guardians and appropriate school or system level staff prior to implementing them in the classroom.

- All primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special Education Facilitators may work directly with students who present with a learning need. With the assistance from other school board resource staff, the classroom teacher may also develop programs and strategies that benefit both identified students in the classroom as well as the class as a whole;
- Program differentiation and classroom accommodations are developed for students as required;
- The Multi-Disciplinary team is a available to school staff for assistance in supporting students who are experiencing challenges associated with complex social/emotional, behavioural and/or learning needs;
- Student Support Plans may be developed for students as required.

SECTION 5: THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

The Identification, Placement and Review Committee Process and Appeals

Special education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents/Guardians or the Principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. The provision of programs and services is not dependent on this process. To support parent/guardian understanding of the IPRC process, the LDSB has developed a resource called Working Together which can be found on the LDSB website at: www.lakeheadschools.ca

2025-2026 IPRCs

Initial IPRC Referrals: 229

Review IPRC Referrals: 641

Appeals conducted within the board: 0

What is an IPRC?

Regulation 181/98 requires that all School Boards shall establish Identification, Placement, and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services. The IPRC meeting may take place in person at a designated LDSB location or in a virtual format.

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

- To be present at, and participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

Before considering the option of placing a student in a special education class, the committee must first consider whether placement in a regular class, with appropriate special education programs and services, would meet the student's needs and be consistent with the parent's preferences.

Convening an IPRC Meeting

1. Upon receiving a written request from a student's parent(s)/guardian(s), the Principal of the school must refer the student to an IPRC. This usually occurs when a parent has received professional documentation from an outside professional, which, in discussion with the school, is found to be compatible with the Board guidelines for identification.

2. The Principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC. This usually occurs when staff from the Board's special education department have reviewed assessment information for the student and found that the student's profile meets the Board guidelines for identification.

Prior to the IPRC Meeting

Within 15 days of receiving a written request, or giving written notice as stated above, the Principal must provide a copy of the LDSB Parent's Guide to Special Education to the parent(s)/ guardian(s) and/or student 16 years of age and older, as well as an acknowledgement of the parent's request and a written statement of approximately when the IPRC will meet.

At least 10 days in advance of the IPRC meeting date, the Principal of the school will provide to the parent(s)/guardian(s)/ and/or student 16 years of age and older, written notification of the meeting and an invitation to attend the meeting as an important partner in considering their child's identification and placement. This letter will provide notification of the date, time, and place of the meeting, and it will ask the parent to indicate whether they will attend.

The Principal, Special Education Facilitator or classroom teacher should review the LDSB Parent Guide with the family, especially when an initial IPRC is scheduled.

Prior to the IPRC, background information must be collected. This information is gathered through the collaborative efforts of the Special Education Facilitator and the classroom teacher(s) of the student being presented to the IPRC. Information may be collected from a variety of sources, including, but not limited to the OSR, parental/guardian information, assessment information, assessments from external sources (which will be reviewed by appropriate Special Education staff), information from outside agencies (where appropriate), medical information, and/or information from the classroom teacher.

In accordance with Regulation 181/98, any new information received by the Chair of the IPRC, prior to the IPRC, will be shared with the parent(s)/ guardian(s) (or student where appropriate) before the IPRC.

Members of an IPRC

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers.

For school-level IPRCs, the Committee will consist of the Principal/Vice-Principal, Special Education Facilitator and one other teacher. The Principal/Vice-Principal acts as chair of the committee.

If/when IPRCs occur at the system level, the Central Principal of Special Education will attend the IPRC. Other committee members generally consist of Other committee members will consist of home and receiving school principals and members of the special education staff. Teachers may also attend and may act as Committee members if needed.

Although parents are not, by Ministry regulation, a member of the committee, they are an integral part of the collaborative process.

Others in Attendance

Either the parent or the Principal of the student's school may make a request for the attendance of others at the IPRC meeting. These may include:

- other resource people such as the student's teacher, Special Education Board support staff, or the representative of an agency, who may provide further information or clarification;
- a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student and;
- an interpreter, if one is required, e.g., sign language, specific language.

The IPRC Meeting

Role of the Chair

The role of the Chair (usually the principal) is to:

- Establish a warm, welcoming environment
- Introduce all participants and establish the purpose of the meeting
- Lead the discussion and encourage input from all participants
- Ensure that all relevant information is shared
- Keep the meeting focused and bring closure to the discussion
- Summarize the decisions, explaining them clearly
- Ensure that the necessary documentation has been completed
- Secure signatures as appropriate

Location

IPRC meetings are typically held at the school attended by the student. System-level IPRCs are held at either the home or receiving school.

What Takes Place at the IPRC Meeting

The Committee will review all necessary information about the student. They will:

- consider educational assessments;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
- interview the student, with the parent's/guardian's permission, if the child is less than 16 years of age, if they feel it would be useful to do so;
- consider any information that the parent(s)/guardian(s) submits about their child or that the student submits if he or she is 16 years of age or older; and
- consider any information submitted to the Committee that it considers relevant.

The Committee may also discuss any proposal that has been made about a special education program or special education services for the student at the parent's request, or at the request of the student if the student is 16 years of age or older. However, the Committee shall not make any decisions regarding the programs and services.

Parents 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 on Identification and/or Placement. Following the IPRC meeting, parents will receive a copy of the IPRC Statement of Decision, and a copy will be placed in the student's OSR.

IPRC Statement of Decision

The Statement of Decision for the Lakehead District School Board incorporates all of the information required by Regulation 181/98. A specific form has been developed for use at IPRC meetings to ensure that this information is recorded accurately and is easily retrievable for use throughout the school year.

The Committee will consider the assessment information presented to determine:

- if the student meets the criteria for an exceptional student.
- the area of exceptionality that is supported by assessment information as being one of the following: Behaviour, Communication, Intellectual, Physical, or Multiple.
- the appropriate placement as one of the following: Regular Class with (Indirect Support, or Resource Assistance, or Withdrawal Assistance), Special Education Class with Partial Integration, Special Education Class Full Time.

Parent(s)/guardian(s) are usually present at the Statement of Decision (unless they have given permission to proceed in their absence), and if they are in agreement with the decision, they are asked to indicate their agreement by signing the Statement of Decision form.

If unable to attend the IPRC, parent permission must be obtained to proceed in their absence or reschedule. If parent(s)/guardian(s) require additional time to consider the IPRC decision, the signing of the form is delayed until the parent(s)/guardian(s) are ready to sign their agreement, or they indicate their plan of action as a result of their disagreement with the decision.

However, if the IPRC is not signed within 31 days of receipt and the process to reconvene or appeal has not been initiated by the parent(s)/guardian(s), the Principal shall notify the parent(s)/guardian(s) in writing the IPRC decision/placement is being implemented.

Development of an Individual Education Plan

An IEP must be developed for a student who is identified as exceptional through the IPRC process, in consultation with the parent(s)/guardian(s). It must include:

- Specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which the student's progress will be reviewed; and
- All students require yearly transition plans.

The IEP must be completed within 30 days after the student has been placed in the program, and the Principal must ensure that the parent(s)/guardian(s) receives a copy.

IPRC Review

Generally, IPRC reviews are conducted each school year once a student has been identified as an exceptional student through the IPRC process.

Note: A parent/guardian or Principal may apply in writing for a review of the identification and/or placement after the placement has been in effect for three months (Reg. 181/98, Part V, Section 21 (2)).

In keeping with Ministry regulations, the LDSB has included in their Parent(s)'/Guardian(s)' Guide and in the Notification of a Proposed IPRC Meeting form, the right of a parent(s)/guardian(s) to waive the annual review.

If parent(s)/guardian(s) waive the annual IPRC review, the Identification and Placement recommended by the previous IPRC will remain unchanged. The Individual Education Plan will continue to indicate specific programming expectations, goals and transition plans. After notifying the school, the parent(s)/guardian(s) will receive a Letter of Acknowledgement in place of the standard IPRC forms.

Parent(s)/Guardian(s) Right to Reconvene the IPRC

The Lakehead District School Board wants to ensure that parent(s)/guardian(s) have a good understanding of programming directions being considered well before they are made. This open and proactive communication has been helpful in resolving disagreements with the Committee's decision prior to the commencement of the Notice of Appeal process.

In cases where disagreements arise regarding the decision of the IPRC, a variety of options are open to the parent(s)/guardian(s).

If parent(s)/guardian(s) do not agree with either the identification or placement decision made by the IPRC, parent(s)/guardian(s) may: within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss parent(s)/guardian(s) concerns.

If parent(s)/guardian(s) do not agree with the decision after the second meeting, parent(s)/guardian(s) may file a Notice of Appeal to the Director of Education/Secretary of the Board within 15 days of your receipt of the decision.

Note: If parent(s)/guardian(s) do not consent to the IPRC decision and parent(s)/guardian(s) do not appeal the decision of the Committee, the Board will instruct the Principal to implement the IPRC decision.

Appeal Process

If parent(s)/guardian(s) disagree with the IPRC's identification of the child or with the placement decision of the IPRC, they may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the decision to:

Director of Education/Secretary of the Board

Lakehead District School Board

2135 Sills Street

Thunder Bay, Ontario

A notice of appeal shall indicate the decision with which the parent disagrees and a statement that sets out their reasons for disagreeing. The notice of appeal must:

- indicate the decision with which the parent(s)/guardian(s) disagrees as being: the identification as exceptional, or the non-identification, and/or the placement; and
- include a statement that sets out the reasons for disagreement.

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear appeals. The appeal board will be composed of three persons (one of whom is to be selected by the parent(s)/guardian(s) 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 parent(s)/guardian(s) and the 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.
- The parent(s)/guardian(s), and the child, if he or she is 16 years old or over, 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. 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 the student's identification, placement, or both.

The appeal board will report its recommendations in writing, to the parent(s)/ guardian(s) and to the Board, providing the reasons for its recommendations.

Within 30 days of receiving the appeal board's written statement, the Board will decide what action it will take with respect to the recommendations. (Boards are not required to follow the appeal board's recommendation).

Parent(s)/guardian(s) may accept the decision of the School Board or may appeal to a Special Education Tribunal.

Parent(s)/guardian(s) 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.

Parent Guide to IPRC

https://www.lakeheadschools.ca/wp-content/uploads/2026/05/IPRC-Parent-Guide.pdf

Lakehead Public Schools

A Parent Resource Guide
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Accessibility Statement: The Lakehead District School Board is committed to providing accessible communication for all individuals. This document will be made available in accessible formats upon request.

** The purpose of this guide is to provide parents(s)/guardians(s) and students with information about the Identification, Placement and Review Committee (IPRC), and to provide an overview of the procedures involved in identifying a student as exceptional, deciding the student's placement or appealing such decisions, if required.*

IPRC stands for:

I – Identification P – Placement R – Review C – Committee

Committed to the success of *every* student

What is an IPRC?

Identification Placement and Review Committees (IPRCs) are responsible for the identification of exceptional pupils and their placement in special education programs.

The role of the IPRC is to:

- Decide whether the student should be identified as exceptional
- Identify a specific exceptionality, or exceptionalities, if applicable
- Identify the areas of strength and need of the student
- Decide an appropriate placement for the student
- Review the identification and placement at least once each school year

Who attends the IPRC? The Committee:

- Has a minimum of three members, one of whom shall be a principal, vice-principal or supervisory officer.
- Two other members may include the child's teacher, the Special Education Facilitator, or system staff members (e.g., Special Education Resource Teacher).

Participants at the IPRC include:

- parent(s)/guardian(s) (as per Reg. 181/91)
- the student (16 years of age and older)

SECTION 6: EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of Assessment

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are important for adapting curriculum and instructional approaches to meet student needs and for determining the overall effectiveness of program and classroom practices.

Assessment *is the gathering of information about a student's knowledge and skills. Good assessment promotes learning and ensures students are provided with the most effective programming possible.*

Evaluation *is the final judgment made about that student's achievement, based on the assessment data collected and should indicate a student's progress.*

Types of Assessments

Type of Assessment	Assessment Information	Administered By
Educational An educational assessment is required: • to determine appropriate programming for a student experiencing difficulty. • for a student to be referred for an individual Learning, Psychological, and/or Social Work assessment. • for a student to be considered for an IPRC.	Educational assessment of the student is a comprehensive, up-to-date summary of formal and informal data collected and organized by the facilitator. Educational assessment includes: • background information • current learning difficulties (particularly in language and mathematics) • an analysis of the nature of academic strengths, needs and learning style • a summary of interventions to assist the student (including, but not limited, to in-class program differentiation/modification and remedial programming by the classroom teacher, as well as Resource Support from the facilitator or designate) • WIAT - Wechsler Individual Achievement Test CDN	• The assessment process is the responsibility of the facilitator who consults with the classroom teacher for relevant information. • The facilitator (minimum Special Education Part 2) will carry out the assessment with the student, record required information from the test results, and report results to parents and teachers. • The facilitator, in consultation with the classroom teacher(s), uses information from the educational assessment to enhance classroom programming.

Psycho-Educational	The psycho-educational assessment is an integrated, complex process based on current and historical information in which Psychologists and Psychological Associates use standardized 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). Some students may require a speech and language assessment to augment the educational assessment. 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, metalinguistic skills (phonemic awareness), social communication, voice and dysfluency disorders.	• Registered Speech and Language Pathologists

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 classroom setting
- examining samples of the student's schoolwork
- talking to the student about school, interests, and educational or vocational goals
- conducting formal standardized tests and/or informal tests

School and Student Services Personnel discuss findings and recommendations with the parent or guardian, often at a case conference.

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 student's programming
- Refer a student for further assessment
- Evaluate and report student achievement
- Recommend programming and placement changes

Parental Consent

Informed consent from parent(s)/guardian(s) is obtained for all referrals prior to the assessment.

Consent for Sharing Information and Protection of Privacy

All information is collected, stored, and shared in accordance with the Education Act and the Freedom of Information and Protection of Privacy Act.

Assessment reports completed by Lakehead District School Board staff are filed in the documentation file of the student's 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. *Authorization to Obtain and Release Student Information* 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 School Facilitators.

Communication of Assessment Information

Upon completion of an assessment, the results are discussed with the student and parent(s)/legal guardian(s). A written confidential Report is copied for the Ontario Student Record file and for the parents. Before any information generated by the Lakehead District School Board is shared with any

other individual or agency, parental permission is secured using the Authorization for Release of Information Form.

Communication of a Diagnosis (Psychological Services) is a controlled act in psychological practice under the Registered Health Professions Act, 1991. The Act requires the diagnosis (which includes learning and developmental abilities) be formulated and communicated in person by a psychologist (or a psychological associate who has a delegation agreement).

The definition is contained in the RHPA subsection 27 (2)(1) as follows:

"Communicating to the individual or his or her personal representative a diagnosis identifying a disease or disorder as the cause of symptoms of the individual in circumstances in which it is reasonably foreseeable that the individual or his or her personal representative will rely on the diagnosis."

A diagnosis is usually made during the course of a psychological assessment. Observations of an individual's strengths and weaknesses are taken further to identify and integrate causes, antecedents and determinants in order to provide psychological interpretation consistent with a common body of knowledge or research such as the Diagnostic and Statistical Manual (DSM-V). Only qualified, professional members of certain colleges such as the College of Psychologists of Ontario (CPO) may formulate and communicate a diagnosis.

There are two levels of registration (CPO); the master level, named Psychological Associate, and the doctoral level, named Psychologist. Generally, only Psychologists can formulate and communicate a diagnosis.

Wait Time for Assessments

Currently, the wait time for an assessment is 8-10 months. The waitlist for assessment is managed by the Principal of Special Education. Many factors are considered when managing the wait list including placement and programming decisions, and other options for assessment completion.

SECTION 7: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOLS

Summary of Services Provided to the School Board (P/PM #81)

Provision for Health Support Services in school settings is addressed in Policy/Program Memorandum No. 81, issued July 19, 1984. Responsibility for health support services is shared among the Ministries of Education, Health, and Community and Social Services.

The goals School Health Support Services are to:

- Ensure students with medical and rehabilitation needs have the opportunity to attend school and receive an education; and
- Empower student to achieve optimum independence in the school setting.

Service can be direct or indirect. Direct service involves contact with the student in or out of the classroom. Indirect involves consultation with school staff and/or parent, in-service or periodic rechecks on student's use of equipment after direct service has terminated. Services available are: Nursing, Physiotherapy, Occupational Therapy, and Speech Language Therapy.

Referrals for School Health Support Services will be initiated by school staff and will focus on specific health needs to be addressed in the school setting. Please see chart below for more specific information.

Plan for Specialized Health Support Services

The in-school team determines the needs for these services in collaboration with parents and community partners.

Plan for Specialized Health Support 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, sterile catheterization and tube feeding)	Ontario Health atHome Contracts through Provider Agency	Any student, with special needs for in-school treatment from one of the professional services, is eligible. Additional eligibility requirements include: • Have a valid Ontario Health Card • Be enrolled in a publicly funded school, private school or home-school program • Be assessed by a Care Coordinator and deemed eligible for one or more services • Require professional or personal support services to attend school, participate in school routines or receive adequate instruction (including	Ontario Health atHome Care Coordinator	Discharge from the School Health Support Services program is decided by the service provider in collaboration with the teacher, parents and the Ontario Health atHome Care Coordinator when goals have been achieved or progress ceased. Upon discharge, therapists/service professionals are encouraged to provide recommendations for ongoing practices which will enhance continued student progress.	Ontario Health atHome Appeal Process

		while being home-schooled) • The school or home setting must have the necessary physical features to accommodate the services			
Occupational Therapy	George Jeffry Children's Centre (GJCC) Occupational Therapist (OT)	Demonstrated need at school, assessment completed by GJCC OT	GJCC Coordinator	Student no longer needs service per discharge information	Refer to resolution process for school board and GJCC
Physiotherapy	George Jeffry Children's Centre (GJCC) Physiotherapist (PT)	Demonstrated need at school, assessment completed by GJCC PT	GJCC Coordinator	Student no longer needs service per discharge information	Refer to resolution process for school board and GJCC
Speech Therapy/ Correction/ Remediation	George Jeffry Children's Centre (GJCC) Speech and Language Pathologist (SLP) and Communicative Disorders Assistant (CDA)	Demonstrated need at school, assessment completed by GJCC Speech Language Pathologist and/or Communication Disorders Assistant SLP/CDA	GJCC Coordinator	Student no longer needs service per discharge information	Refer to resolution process for school board and GJCC
Nutrition	Ontario Health at Home Contracts through Provider Agency	Any student, with special needs for in-school treatment from one of the professional services, is eligible. Additional eligibility requirements include: • Have a valid Ontario Health Card Be enrolled in a publicly funded school, private school or home-school program	Ontario Health at Home Care Coordinator	Discharge from the School Health Support Services program is decided by the service provider in collaboration with the teacher, parents and the Ontario Health atHome Care Coordinator when goals have been achieved or progress ceased.	Ontario Health atHome Appeal Process

		Be assessed by a Care Coordinator and deemed eligible for one or more services Require professional or personal support services to attend school, participate in school routines or receive adequate instruction (including while being home-schooled) The school or home setting must have the necessary physical features to accommodate the services		Upon discharge, therapists/service professionals are encouraged to provide recommendations for ongoing practices which will enhance continued student progress.	
Language Therapy	Lakehead Public Schools (LPS) Speech and Language Pathologist (SLP) and Communicative Disorders Assistant (CDA)	Demonstrated need at school, assessment completed by LPS SLP/CDA	LPS Speech Language Pathologist	Student no longer needs service per discharge information	Ongoing communication between parent(s)/ guardian(s) and school staff to set clear goals and expectations encourages a positive working relationship. If an issue/concern arises, the following resolution process should be used. STEP 1 - parent informs teacher and facilitator of issue/concern STEP 2 – facilitator and teacher invites the principal and any other agencies involved STEP 3 – If the issue/ concern continues, the Principal invites the Principal of

					Special Education to be a part of the resolution process.
Administering Prescribed Medications	School Board School Board in consultation with Ontario Health atHome Provided and Administered by parent or pupil	Directed by a physician	Attending Physician	Directed attending physician	Refer to Board resolution process Contact Principal of Special Education
Lifting and Positioning, assistance with Mobility, feeding and toileting	Lakehead District School Board	Recommended by medical professional Demonstrated need assessed by Board Staff	Special Education Principal	Recommended by medical professional that student no longer has a need for service.	Refer to Board resolution process Contact Principal of Special Education

SECTION 8: MINISTRY OF EDUCATION CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

On December 19th, 2011 the Ministry of Education released a memorandum to school boards on the Categories of Exceptionality. The memo reaffirms the existing categories of exceptionalities, and the approach school boards are to take in working with them to support students with special education needs.

All students with demonstrable learning-based needs are entitled to appropriate accommodations in the form of special education programs and services, including classroom based accommodations. This is the same policy that has been in place since 1980.

A medical diagnosis alone does not provide sufficient justification for an identification, nor is a medical diagnosis necessary to obtain special education programs and services. Therefore, the determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed condition, but rather it is the needs of individual students based on the individual assessment of strengths and needs.

The following chart outlines the categories of student exceptionalities in the Lakehead District School Board and is consistent with those of the Ministry of Education.

Lakehead District School Board uses the categories and definitions provided by the Ministry of Education in conjunction with criteria provided by Lakehead District School Board to identify students as exceptional through an Identification, Placement, and Review Committee. Lakehead District School Board has developed identification criteria for each exceptionality defined by the Ministry of Education. Although these criteria provide the basis for determining exceptionality, less well-defined factors may also enter in the decision of an IPRC.

Exceptionality	Definition
Category: Non-Exceptional	
IEP Only	Students who require special education programs and services to address their learning needs but do not meet the criteria for identification in a specific category listed below are “non-exceptional”. Accommodations, modifications, and/or alternative programming are provided to these students as outlined in their Individual Education Plan
Category: Communication	
Learning Disability	One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: • Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; • Results in a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support

	• Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • May typically be associated with difficulties in one or more cognitive processes, such as phonological processing, memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction Board criteria: Assessment by a qualified psychologist that indicates at least average Verbal and/or Non Verbal ability, a reported processing deficit, and a clinically statistically significant discrepancy between average ability and academic achievement.
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. Board Criteria: Diagnosis by a qualified professional (M.D., reg'd. psychologist).

Language Impairment	A learning disorder characterized by impairment in comprehension and/or 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; 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. Board criteria: Assessment by a Speech Language Pathologist indicating a moderate to severe expressive and/or receptive language delay
Deaf & Hard of Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound. Board Criteria: Diagnosis by a qualified professional (audiologist, M.D.), which indicates a bi-lateral sensory neural loss that adversely affects educational performance.
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. Board criteria: Assessment by a Speech Language Pathologist indicating a severe speech impairment.
Category: Communication	
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. Board criteria: This is NOT a diagnosis but is a Ministry of Education identification. Assessment would include a cognitive measure of intelligence that falls at or above the first (1st) percentile possibly with variability in adaptive functioning requiring significant modification to academic programming to ensure success.

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. Board criteria: Formal diagnosis by a registered psychologist or M.D. according to the DSM-V. Assessment would include a cognitive measure of intelligence that falls at or below the first (1st) percentile as well as significant delays in adaptive functioning.
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. Board criteria: A score at or above the ninety-eighth (98th) percentile or greater on the WPPSI – III / WISC V as indicated in a psychological assessment.
Category: Behaviour	
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 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. Board criteria: Behaviour assessment by a qualified professional (M.D., psychologist), including the use of objective measures of behaviour.
Category: Physical	
Physical	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.

	Board criteria: Medical diagnosis (M.D.) of a severe physical condition which affects mobility and/or motor skills and which will require special assistance in learning situations at school.
Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Category: Multiple	
Multiple	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 teacher's holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

SECTION 9: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Ontario's Approach to Special Education

Principles of Special Education

In accordance with revisions to the Education Act and Regulations in September 1985, the Province of Ontario legislated some important principles relating to the rights of students:

- Every Ontario school-age student is entitled to access publicly supported education regardless of the student's special needs.
- Students who are exceptional are entitled to special education programs and services suited to their special needs.
- Parents and guardians of exceptional students shall be invited to participate in meetings with respect to the identification, placement and review of such students.

Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional students to an education based on the goals of education for all students.

The needs of an individual exceptional student are determined by an Identification, Placement and Review Committee (I.P.R.C.) of the Board. Five broad areas of exceptionality – behaviour, communication, intellectual, physical and multiple – provide a preliminary understanding of the range of differences for which provisions must be made.

Special Education Programs in Lakehead District School Board

Lakehead District School Board provides a full range of placement options from school-based to system-based programs to meet the needs of students. Ministry categories of exceptionalities and definitions along with Lakehead District School Board identification criteria are used by the IPRC when developing a decision as to whether a student is exceptional. Placement decisions take into consideration parental and student choice. Information regarding the student's abilities, achievement, needs, strengths and interests is considered during decision making.

When making placement recommendations, the first option considered is inclusion in the regular classroom when the placement meets the student's needs and is consistent with parent preferences. Where a student is placed in a special education program, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Lakehead District School Board believes learning experiences must correspond with student needs, abilities and interests, but may differ in content, process, product and evaluation.

Lakehead District School Board procedures support and are consistent with Regulation 181/98 section 17(1) regarding IPRC placement. Placement in a regular class is the first option considered. A special education class placement is only considered when a regular class placement, with appropriate special education service, does not meet the student's needs and parental preferences.

SEAC meets monthly to discuss and make recommendations to the board regarding matters affecting the establishment, development and delivery of special education programs and services for exceptional students. In addition, the committee participates in the annual review of the special education plan, takes part in the annual budget process and reviews financial statements that relate to special education.

An Overview of the Ministry of Education Categories of Exceptionalities and Lakehead District School Board Programs and Supports

Categories of Exceptionality	Lakehead District School Board Programs
Behaviour	1. **Education and Community Partnership Program (ECPP)** Bridges (2) Dilico Day Treatment Program *Offered through a partnership with Dilico* 2. Lakehead District School Board System Support
Communication	**Deaf and Hard of Hearing** Itinerant Teacher Supports **Language Impairment and Speech Impairment** Language and Speech Services
Intellectual	1. PWP – Pre-Workplace Program All secondary schools **Developmental Disability** 2. Special Needs Class (*SNC*)- Elementary/Secondary
Physical	**Blind and Low Vision** Itinerant Teacher of Visually Impaired
Multiple	Multi-Needs Class (*MNC*)
ECPP	Young Offenders Unit (*YOU*)
ECPP	STEP program (Short Term Educational Program) Thunder Bay Regional Hospital – Child and Adolescent Mental Health Unit

Types of Placement

The following chart describes the range of placement options available for each category of exceptionality:

Exceptionality	Placement Options	Criteria for Admission	Admission Process	Criteria for Determining Level of Support	Class Size
Behaviour	Regular class with indirect support (Spec Ed Facilitator, access to central support) Education Community Partnership Programs (Day Treatment)	Behavioural concerns to such a marked degree that the safety of student and/or others is at risk Students who cannot attend regular classes because of their need for treatment	In-school team decision Referral to Multi-disciplinary Student Support Team Referral package is completed by the school and parents Day Treatment Admission Team Meeting	Determined by level of need and resources available Determined by level of need as described in the Treatment Plan	6
Communication: • Learning disability	Regular Class with Indirect Support Regular Class with Resource Withdrawal	Identified LD	In-School team decision	Determined by the level of need as described in the IEP and the resources available	N/A
Communication: • Autism	Regular class with indirect support (i.e. accommodations, modifications and /or access to an SSP)	Identified as having Autism	Special Class Placement Committee Meeting IPRC Decision	Determined by the level of need as described in the IEP and the resources available	16

	Special Education Class				
Communication: • Deaf and Hard of Hearing	Regular Class with support of Specialist Teacher of the Deaf and/or SSP if required	Significant bilateral hearing loss	IPRC Decision	Determined by level of need as described in the IEP	16
Communication: • Speech or Language impairment	Regular Class with access to SLP with assistance from CDA if appropriate	Diagnosed with a speech or language disorder	Assessment by SLP Referral for services	Determined by level of need as described in the IEP Availability of SLP/CDA services	16
Intellectual • Gifted	Regular Class with program modifications	Identified as gifted	IPRC decision	Determined by the IEP	16
Intellectual • Mild Intellectual Disability	Regular Class with support (classroom teacher, special education facilitator, SSP) Placement in PWP (secondary)	Identified as M.I.D Identified as M.I.D	In-school team decision IPRC decision	Determined by the level of need as described in the IEP and the resources available	 16
Intellectual • Developmental Disability	Regular Class with support (classroom teacher, special education facilitator, SSP) Placement in Special Needs Classroom	Identified as Developmentally Delayed Identified as Developmentally Delayed	In-school team decision Special Class Placement Committee Meeting & IPRC decision	Determined by the level of need as described in the IEP and the resources available	 16

Physical	Regular Class with support (if needed) Placement in Special Needs Classroom	Identified as physical exceptionality with a permanent or long-term physical or medical condition Identified as Multiple Exceptionalities	IPRC decision Special Class Placement Committee Meeting & IPRC decision	Determined by the level of need as described in the IEP	12
Physical • Blind and Low Vision	Regular Class with support of Specialist Teacher of the Blind and/or SSP if required	Identified as blind or low vision adversely affecting educational performance	IPRC decision	Determined by the level of need as described in the IEP	N/A
Multiple	Regular Class with Support (if necessary) Special Education Class	Identified as multiple with a combination of learning or other impairments or physical disabilities Identified as multiple with one exceptionality being a developmental disability	IPRC decision Special Class Placement Committee Meeting & IPRC decision	Determined by the level of need as described in the IEP Determined by the composition of the class and the needs of students as described in their IEPs.	12

Student Placement Needs

When determining the need to change a student's placement, staff use a variety of educational assessment strategies and tools including, but not limited to, direct observation, portfolios, journals, rubrics, classroom based standardized and diagnostic tests, and learning assessments.

Lakehead Public Schools recognizes that there are some students with complex medical/physical/safety and/or complex special education needs whose needs cannot be met within the board's range of placements in such cases the boards central team helps to coordinate services through community partners or referrals to provincial demonstration schools. Options are communicated to parents/legal guardians of a student with complex medical/physical/safety and/or complex special education needs through the students' home school in consultation with the central team. The principal of the home school will collect supporting documentation of the student's complex medical/physical/safety and/or complex special education needs, and work with central staff as applicable to support the student/family.

SECTION 10: INDIVIDUAL EDUCATION PLANS (IEPS)

Current Regulatory and Policy Context for IEPs

Under Regulation 181/98 section 6(3) of the Education Act:

- Principals/designates are required to prepare an IEP for identified exceptional students;
- The IEP must be prepared within 30 working days of the commencement of the student's placement in a special education program;
- The IEP must include:
    - specific learning expectations for the student;
    - an outline of the special education program and services to be provided;
    - how the student's progress will be evaluated; and
    - a transition plan for all students with autism or other exceptionalities age 14 or older.
- Principals/designates must consider any recommendation regarding program and services made by the Identification, Placement and Review Committee (IPRC);
- Parents (and students who are 16 years of age and older) must be invited to be involved in the development of the IEP and receive a copy.

What is an Individual Education Plan?

An IEP is a written plan describing the special education program and/or services required by a student. It is a working document which identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations. The IEPs of students who have no modified or alternative expectations will focus only on accommodations and services. The IEP is not a daily lesson plan itemizing every detail of the student's education.

The IEP also helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parents and to the student. The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations.

The IEP reflects the school Board's and the Principal's commitment to provide the special education program and services, within the resources available to the school Board, needed to meet the identified strengths and needs of the student. The Principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of students' IEPs.

Source: Ministry of Education. Special Education in Ontario, K to 12: Policy and Resource Guide, 2017

Reasons for Developing an IEP

In the Ministry of Education's document Individual Education Plans, an IEP will be developed for one of the following reasons:

- An IEP must be developed for every student who has been identified as an "exceptional student" by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- An IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the board to require special education programs or services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document
- An IEP must be developed, as supporting documentation, if a Special Equipment Amount (SEA) funding claim is submitted by a school Board on behalf of a student who has not been identified as exceptional by an IPRC, but who is receiving a special education program and services.
- The applicable reason for developing the student's IEP must be indicated in the IEP (e.g., an IEP may be developed for students who have not been formally identified as exceptional).

Source: Ministry of Education. Special Education in Ontario, K to 12: Policy and Resource Guide, 2017

Dispute Resolution

Lakehead District School Board encourages parents and Board staff to work together to create a successful plan. Shared Solutions A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Student With Special Education Needs 2007 can be used for preventing and resolving conflicts.

The IEP is a collaborative effort involving the parent, the student, the principal, the classroom teacher and the facilitator. The student's progress is monitored, and adjustments are made to the IEP, as required. The IEP is based on and modified by the results of continuous assessment and evaluation and parental input.

Dispute resolution will most likely be avoided if the IEP is developed in collaboration with the parent and the student.

As a result of ongoing communication with parents/legal guardians, there are usually no disputes to resolve. If a significant issue of concern regarding the student's IEP arises, the school will document the concern(s) on the Parent/Student Consultation Form. Ongoing communication between the school and home will resolve the area of concern.

Step 1 Parent(s) consult facilitator/teacher (facilitator may set up meeting with service provider, and parent(s) to resolve issue/concern)

Step 2 If issue/concern is not resolved, facilitator will invite principal and system support, if required, to add insight into student's IEP programming

Step 3 If issue/concern continues to persist, parent/principal takes issue/concern to Superintendent responsible for Special Education

Step 4 If the area of concern is not resolved at the school level, the concern will be resolved at the system level.

Lakehead Public Schools

Individual Education Plan
Howard Beck

IEP

REASON FOR DEVELOPING THE IEP

Student identified as exceptional by IPRC

STUDENT PROFILE

Name:	Howard Beck	**DOB:**	Oct 15, 2007
School:	Test Elementary	**Principal:**	Adam Morton
OEN:	999-999-006	**School Year:**	2024 / 25
Grade:	G6	**Last IPRC:**	
Placement:		**Placement Start:**	
Exceptionality:	No Exceptionality	**Date Review Waived:**	

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

CLINICAL ASSESSMENT DATA

Assessment Type	Date	Assessed By	Description

EDUCATIONAL ASSESSMENT DATA

Assessment Type	Date	Assessed By	Description

STRENGTHS & NEEDS

Assessed Strengths	Assessed Needs

SUBJECTS / PROGRAMS

List subjects, courses or alternative programs to which the IEP applies.

Course	Designation

HUMAN RESOURCES (Teaching / Non-Teaching Support Staff)

Name	Provided By	Start Date	Intensity	Frequency	Duration

DRAFT

REPORTING DATES

Reporting Dates	
Nov 8, 2024	Progress Report
Feb 7, 2025	Term 1 Report
Jun 27, 2025	Term 2 Report

TRANSITION PLAN

No transition plan is required at this time.

IEP DEVELOPED BY

Name	Position
Kari Cooper	Special Education Facilitator
Adam Morton	Principal

PARENT/STUDENT CONSULTATION

Date	Type	Description	Outcome

DRAFT

SECTION 11: PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial and Demonstration Schools in Ontario

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 deafblind;
- Provide preschool home visiting services for students who are deaf or deafblind;
- Develop and provide learning materials and media for students who are deaf, blind, or deafblind;
- Provide school board teachers with resource services;
- Play a valuable role in teacher training.

W. Ross Macdonald School: School for the Blind and Deafblind

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

- A provincial resource centre for the visually impaired and deafblind;
- Support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- Professional services and guidance to ministries of education on an interprovincial, cooperative basis.

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

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

Provincial Schools for the Deaf

The following provincial schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the deaf in London (serving western Ontario)

- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario) Admittance to the 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 pre-school 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 student's 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.

Students attending Provincial and Demonstration Schools are provided with transportation via air and ground providers, arranged through the Ministry of Education. When attending these schools, students are transported to the nearest airport. They are accompanied by a guide at the airport and transported to the provincial schools each Monday. They return home every Friday.

Each school has a Resource Services Department which provides:

- Consultation and educational advice to parents of deaf and heard-of-hearing children and school board Personnel;
- Information brochures;
- A wide variety of workshops for parents, school boards, and other agencies;
- An extensive home-visiting program delivered to parents of deaf and hard of hearing preschool children by teachers trained in preschool and deaf education.

Provincial Demonstration Schools

The Ministry of Education provides the services for four provincial demonstration schools for Ontario children with severe learning disabilities. These schools are the following:

- Amethyst School 1515 Cheapside Street London, ON N5V 3N9 Tel. (519) 453-4400 Fax (519) 453-7943
- Centre Jules-Leger 281 rue Lanark Ottawa, ON K1Z 6R8 Tel. (613) 761-9300 Fax (613) 761-9301 TTY (613) 761-9302 or 761-9304
- Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel. (613) 967-2830 Fax (613) 967-2482
- Trillium School 255 Ontario Street South Milton, ON L9T 2M5 Tel. (905) 878-2851 TTY: (905) 878-7195

Each provincial demonstration school has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at the Centre Jules-Leger, 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 of 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 student 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. During the 2025-2026 school year, the Lakehead District School Board had three students attending provincial schools.

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

255 Ontario Street South Milton, ON L9T 2M5 Tel. (905) 878-2851 Fax (905) 878-5405

School for the Deaf, Blind, and Deafblind

Centre Jules-Leger

281 rue Lanark Ottawa, ON Tel. (613) 761-9300 Fax (613) 761-9301

Schools for the Deaf

The Ernest C. Drury School for the Deaf

255 Ontario Street South Milton, ON L9T 2M5 Tel. (905) 878-2851 Fax (905) 878-5405

The Robarts School for the Deaf

1515 Cheapside Street London, ON N5V 3N9 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) 967-2823 Fax (613) 967-2857

School for the Blind and Deafblind

W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Tel. (519) 759-0730 Fax (519) 759-4741

SECTION 12: SPECIAL EDUCATION STAFF

Special Education Staff

The Lakehead District School Board utilizes teachers, professionals and paraprofessionals to support the delivery of programs and services to students with special education needs. Staff members are deployed within schools as well as on a system-wide basis. It should be noted that system-wide Special Education Staff positions listed are subject to the funding and budgetary process each year.

School-Based Special Education Staff

Special Education Facilitators

The Special Education Facilitator provides school-based resource support for the planning, development, and implementation of special education programs and services within the school. While the role of the Facilitator is quite complex, facilitators support special education programs and services by providing direct instruction to students, supporting the development of Individual Education Plans (IEPs) and the implementation of accommodations, modifications, and alternative programming, conducting assessments and preparing referrals, and fulfilling various accountability requirements (e.g. meetings, case conferences, agency contacts).

Teacher of the Blind/Low-Vision

An Itinerant Teacher of the Blind/Low-Vision provides direct services to students who meet the requirements to receive the services of a teacher of the blind. The amount of intervention is dependent on the students' vision and learning needs. At the system-level, a Specialist Teacher of the Blind/Low Vision may provide regular and/or ongoing school-based in-service to assist school teams in meeting the needs of students, acting as a system-wide contact for any Blind/Low-Vision needs, and supporting Special Equipment Allocation (SEA) claims for students.

Teacher of the Deaf/Hard-of-Hearing

Itinerant Teachers of the Deaf/Hard-of-Hearing provide direct services to students who meet the profile for the services of a teacher of the deaf. At a system-level, a designated Teacher of the Deaf/Hard-of Hearing provides program and language support for deaf students, as well as overseeing implementation of special auditory equipment to supplement student's personal hearing aids/cochlear implants and acting as a system-wide contact for Deaf/Hard of Hearing needs.

Student Support Professionals

Each year, as part of the Student Support Professional (SSP) Allocation process, all schools complete and submit an Allocation Request form. This form provides an overview of needs within the school that may require support from an SSP.

Special Note: No specific identification or diagnosis generates the allocation of SSP support. SSP support is allocated based on demonstrated intellectual, adaptive functioning, physical/medical or safety considerations that have a significant impact within the school setting.

It is expected that a student's identified areas of need within these areas will be used to establish alternative programming goals for the IEP, with the goal of supporting the student in developing increased independence within each area. For many students, it is expected that the need for SSP support will decrease as the student progresses in meeting their goals.

A system-level committee reviews the needs of each school and makes a recommendation regarding the number of SSPs that may be required at each site, subject to approval of the Superintendent. These allocation numbers continue to be reviewed throughout the school year.

Once the numerical allocation for each school has been determined, SSPs are assigned to schools as per the process specified in their collective bargaining agreement. Following the assignment of a complement of SSPs to a school site, individual schedules and assignments are determined by the school principal. Changes to SSP schedules and/or assignments may be made at any time as determined by the principal.

During the 2025-2026 school year, the LDSB employed approximately 225 Student Support Professionals to help meet the needs of the approximately 2000 exceptional students.

System-Based Special Education Staff

Special Education Lead Teacher – System Support

The Special Education Lead Teacher – System Supports provides system-wide leadership, coordination, and support for special education services across elementary and secondary schools. Working as part of the central Special Education Team, this role supports Special Education Facilitators, educators, and administrators through consultation, coaching, and professional learning to ensure inclusive, equitable, and Ministry-compliant practices. Key responsibilities include overseeing the RISE process (IEPs, IPRCs, and Student Support Plans), managing SEA and assessment processes, leading student transition planning from elementary to secondary school and into post-secondary pathways, and collaborating with families and community agencies to support students with complex needs. The position also promotes consistent special education practices across the system, supports interagency partnerships, and delivers professional learning aligned with Board and Ministry priorities.

Special Education Lead Teacher – Intervention

The Special Education Lead Teacher – Intervention provides system-wide leadership to strengthen literacy and numeracy intervention practices for students with special education needs, including those with learning disabilities, mild intellectual exceptions, and students experiencing emerging achievement gaps. As part of the central Special Education Team, this role supports educators and Special Education Facilitators through coaching, professional learning, and capacity building in evidence-informed instructional and intervention practices. Key responsibilities include leading tiered intervention initiatives, overseeing the implementation of the Empower™ Reading program, serving as the EQAO lead for Special Education and intervention, supporting data-informed decision making, assisting with the development of effective IEPs, and promoting the use of assistive technology. The position also may provide direct intervention support in schools and works collaboratively to improve student outcomes while aligning practices with Ministry and Board priorities.

Special Education Lead Teacher - Autism

The Special Education Lead Teacher – Autism supports the achievement and well-being of students with Autism Spectrum Disorder by providing consultation, coaching, and/or capacity building support to promote the implementation of effective practices, strategies, and resources appropriate to a school setting. This may include facilitating learning opportunities, including presentations, for students, caregivers, educators and/or other professionals to extend their awareness and understanding of ASD and enhance their ability to develop and implement appropriate strategies,

Behaviour Analyst:

PPM 140 established the expectation that special education programs for students with Autism Spectrum Disorder make use of the principles of Applied Behaviour Analysis (ABA), when appropriate. The Behaviour Analyst provides the expertise to conduct both informal and formal assessments (e.g. ABLLS) and support school staff in developing and implementing programming that utilizes ABA principles in a manner appropriate to an educational setting. Support may include working collaboratively to build the capacity of school staff to conduct or interpret assessments, develop, implement, and monitor IEPs and Student Support Plans, and to implement high-yield strategies and resources that will enhance student success.

Special Education Lead Teacher – Kindergarten Complex Needs

The Special Education Lead Teacher – Kindergarten Complex Needs provides system-wide leadership and direct support for Kindergarten students with complex learning, behavioural, self-regulation, and communication needs, including students with Autism Spectrum Disorder. As a member of the central Special Education Team, this role focuses on strengthening inclusive Kindergarten programming through direct intervention, classroom modeling, coaching, and professional learning for educators and support staff. The position serves as the system lead for the Bright Beginnings Program, working closely with students, families, schools, and community agencies to support successful early learning experiences. Key responsibilities include promoting strengths-based practices, supporting self-regulation and communication development, implementing evidence-based strategies and environmental supports, and ensuring consistent, effective special education practices across Kindergarten programs throughout the system.

Speech-Language Pathologist (SLP)

The Speech-Language Pathologist (SLP) provides assessment and consultation services to address the language and communication needs of the school-aged population of the LDSB. The SLP will administer various assessment instruments and observe students to evaluate student needs and suggest appropriate programming. In addition, the SLP may also provide recommendations for strategies that school teams can implement with students, including appropriate communication supports. Due to caseload, the SLP only provides direct service to students in exceptional circumstances. As part of the special education team, the Speech-Language Pathologist also collaborates with Board staff and community stakeholders on a regular basis.

Communicative Disorders Assistant (CDA)

Under the direction of a Speech-Language Pathologist, Communicative Disorders Assistants conduct much of their work in schools conducting or implementing screening tools, and working with oral language or phonological awareness development groups focused on using and understanding oral language (e.g. vocabulary development, semantics (meaning of words), syntax (sentence structure), morphology (grammar), story re-tell, story grammar elements, following directions, and/or "Wh"-questions. CDAs rotate amongst schools to provide blocks of intervention to students. CDAs work collaboratively as part of the multi-disciplinary team to support board staff and other stakeholders in addressing the language needs of students.

2026-2027 Elementary Panel

Special Education Staff	FTEs	Staff Qualifications
Special Education Facilitators	22.9	Special Education Part 2, Facilitator Training
Special Needs Class Teachers	6	Special Education Part 2,
Itinerant Teachers of the Deaf	0.75	Teacher of the Deaf Specialist
Itinerant Teachers of the Blind	0.25	Teacher of the Blind Specialist
Special Education Lead Teacher	1.50	Special Education Part 2
Autism Resource Teacher	0.75	Special Education Specialist
Speech Language Pathologist	1	Reg'd. Sp. Lang. Path
Communicative Disorders Assistant	1	CDA Diploma
Student Support Professionals	150	DSW, SSW, PSW, CYW
Learning Supports SSP	1.0	DSW, SSW, PSW, CYW
Behaviour Analyst	0.5	Reg'd Behaviour Analyst
Language Acquisition Support Worker	1	Human services degree or diploma, certificate in American Sign Language
Principal of Special Education	0.75	Special Education Specialist

2026-2027 Secondary Panel

Special Education Staff	FTEs	Staff Qualifications
Special Education Facilitators	4	Special Education Part 2, Facilitator Training
Special Needs Class Teachers	10	Special Education Part 2,
Itinerant Teachers of the Deaf	0.25	Teacher of the Deaf Specialist
Itinerant Teachers of the Blind	0.25	Teacher of the Blind Specialist
Special Education Lead Teacher	0.50	Special Education Part 2
Autism Resource Teacher	0.25	Special Education Specialist
Speech Language Pathologist	0 (special circumstances)	Reg'd. Sp. Lang. Path
Student Support Professionals	48	DSW, SSW, PSW, CYW
Learning Supports SSP	1.0	DSW, SSW, PSW, CYW
Principal of Special Education	0.25	Special Education Specialist

SECTION 13:
STAFF DEVELOPMENT

Special Education Staff Development Goal Indicator:

The overall goal of the staff professional development plan is to ensure the continuous growth and development of the professional practice(s) of staff involved in the delivery of special education programs and services. Staff are made aware of the special education plan and professional development opportunities through a variety of communication channels, including but not limited to the Board's website, the Board's newsletter and staff email.

Requirement - Staff Input

Indicators:

- Exit tickets completed by special education facilitator and compiled by resource teacher.
- Exit tickets completed by Student Support Professionals and compiled for determination of professional development
- Principal consulted in determining staff needs.

Requirement - SEAC Consultation

Indicator:

- On-going updates regarding staff development workshops and sessions are shared with SEAC.

Requirement - Priority Determination

Indicators:

- Established by Board Improvement Plan and School Improvement Plans.
- System-wide by Policy-based initiatives
- Regionally by specific need (e.g. Autism in-service).

Requirement - Professional Development In-Service Training provided by the Board

Indicator:

In-service for specific groupings:

Principals:

- Educational Technology
- Behaviour Management Systems Training
- Student Support Professionals
- Health and Safety workshops, on-line training
- Strategies for Students with Challenging Behaviour

    - Behaviour Management Systems Training
    - Using assistive technologies
    - Creating and implementing visuals effectively
- Fetal Alcohol Spectrum Disorder (FASD)
- Understanding and Supporting Students with Autism
- Employee Health and Wellness

Special Education Facilitators

- Meetings and Transition Planning
- Applied Behavioural Analysis
- Strategies for students with Challenging Behaviour
- Strategies/resources for multi-language learners
- LEARNStyle updates and tools
- Using Assessment to Drive Literacy Instruction

IEP refinement

Special Education Classroom Teachers

- Alternative Programming

LEARNStyle updates and tools

- Health and Safety Workshops
- Transition Planning
- SEA Equipment, including SEAit Software
- IEP Refinement

Central Staff

All central staff had the opportunity for self-directed professional development. All may apply to attend in-service workshops related to their profession and/or learning need. All central staff is also involved in bi-monthly updates PD annually as well as being invited to attend PD day workshops.

Requirement – Ministry Legislation and Policy Training

Indicators:

- Training and information sessions for principals following release of each new Ministry document (i.e. Learning for All).

Requirement - Budget Allocation for Special Education Staff Development Indicators:

- The staff development budget allocation for 2026 – 2027 1s approximately $30,000.

Staff Awareness of Special Education Plan and Professional Development

- Copy of Special Education Plan is available on the board website
- Principal Updates

SECTION 14: EQUIPMENT

Students requiring Individualized equipment

Lakehead District School Board is committed to ensuring that students with exceptionalities have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through a school-based process (facilitator), as well as by recommendations received through service providers. The Ministry of Education classifies equipment claims for students with exceptionalities as Special Equipment Amount (SEA). SEA equipment must be for special, individualized equipment for use at school.

Criteria for Purchasing Individualized Equipment

A SEA claim may be submitted for any student with a special need who is enrolled in a board and requires equipment to support the student's access to the Ontario curriculum and/or alternative programs.

SECTION 15: ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT COMPLIANCE

Requirement – Multi-Year Capital Expenditure Plan

Indicators:

A summary of the Board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years can be accessed by the public at the following link: www.lakeheadschools.ca

The Plan:

1. Describes the process by which the Lakehead District School Board will identify, remove, and prevent barriers;
2. Reviews recent efforts of the Lakehead District School Board to remove and prevent barriers;
3. Describes the measures the Lakehead District School Board will take in the period 2020-2025 to identify, remove and prevent barriers;
4. Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
5. Makes a commitment to review and update the multi-year accessibility plan at least once every five years; and
6. Describes how Lakehead District School Board will make this accessibility plan available to the public.

Communication of the Plan:

In addition to the public availability of the plan as referenced above, the Lakehead District School Board will post an annual status report of the progress of the Multi-Year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan. Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Accessibility Planning Committee

Lakehead School Board

963 Airport Road, PO Box 3110

North Bay ON P1B 8H1

SECTION 16: TRANSPORTATION

Students with Special Education Needs

- Most students with special needs are transported on regular buses and/or vans. In certain situations, taxis or other carriers are used depending on individual circumstances.

Care, Treatment and Correctional Facilities

- Students who do not reside at these programs are transported.

Provincial and Demonstration Schools

- Students attending provincial and/or demonstration school travel by air.

Transportation Decision-Making Process

- Decisions are made on a case-by-case basis depending on individual circumstances. Safety of students and others is a key factor in this decision-making process. The care giver, school principal, transportation department, in consultation with the Principal of Special Education, arrive at a decision made in the best interest of the student and others on the bus.

Guidelines for Transportation

a) The Special Education Department in consultation with the school Principal and Student Transportation Services of Thunder Bay (STSTB) will determine if a student with special education needs requires special transportation that is not the regular bussing provided by the Board.
b) A transportation request form, completed by the school each school year, will be required to access specialized transportation.
c) The safety of a student with special education needs will be a factor when considering alternative transportation arrangements.
d) Students with special medical conditions that are debilitating and of a long-term nature and that are documented by a physician may be provided with transportation.
e) Students enrolled in a Special Education Classroom unavailable at the student's home school are provided with transportation within reasonable geographical limits.
f) When no such specific education program is involved, parents are responsible for providing transportation for students with special education needs attending a school that is outside of their school area.
g) One school week is required to implement transportation arrangements.
h) Students attending Provincial and Demonstration Schools are provided with transportation via air and ground providers, arranged through the Ministry of Education.

Safety Criteria – Driver Training

Not just anyone can get behind the wheel of a school bus. It takes a professionally trained person to control a vehicle safely, watch traffic and road conditions and at the same time manage a bus full of high-spirited passengers. School bus drivers have an extremely important job and responsibility. From the time the drivers make the first stop on the route until the last passenger disembarks, the safety of someone else's children is in their hands.

The legal requirements for becoming a licensed school bus driver are very demanding: between 20 and 40 hours of specialized training is followed by written exams and a road test in the bus. Driving and criminal records are reviewed and regular medical examinations are required.

Every driver must complete certified driver improvement courses, as well as know traffic laws and safety procedures thoroughly. Periodic re-examinations keep the school bus driver sharp and safety-wise.

SECTION 17: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

What is SEAC?

SEAC is a standing committee of Lakehead District School Board established by the Ministry of Education under Regulation 464/97 s. 2(1). The purpose of the committee is to advise the Board about matters pertaining to the education of exceptional students. The Committee is composed of a representative from ten local associations/organizations dedicated to furthering the interests and well-being of exceptional children and adults. In addition, Lakehead District School Board appoints Trustees to sit on the committee.

When does SEAC meet and who can attend?

The Special Education Advisory Committee meets at 6:00 p.m. on the third Wednesday of each month to discuss and make recommendations to the Board in respect of matters affecting the establishment, development and delivery of special education programs and services for exceptional pupils. In addition, the committee participates in the annual review of the special education plan, takes part in the annual budget process and reviews financial statements that relate to special education.

Meetings are held in the boardroom of Lakehead District School Board at 2135 Sills Street. Parents/guardians, teachers, students and interested members of the public are welcome to attend. If individuals wish to attend, it is recommended that they contact the Board Office at 807-625-5100 to confirm the date and location.

What are the Roles and Responsibilities of SEAC?

SEAC has advised the Board and fulfilled its roles and responsibilities during the school year.

- Annual Review of Special Education Plans
  - In accordance with Regulation 306, each school and school authority is required to maintain its special education plan, to review it annually, to amend it when required, and to submit these amendments to the Minister on or before July 31st of each year. Regulation 464/97, the Board must ensure that its SEAC is involved in the annual review of the Board's Special Education Plan. SEAC supports the development of the Special Education Plan through a variety of venues: Ad Hoc Committees, monthly meeting, community information, etc.
- Professional Development
  - SEAC continues to support professional development for teachers, principals and facilitators. In addition, SEAC provides parent/caregivers events.
- Budget
  - In accordance with regulation 464/97, the Board ensures that the SEAC is provided with the opportunity to participate in the Board's annual budget process as it relates to special education
- Input to Budget Process
  - SEAC makes a concerted effort to advocate for exceptional students through:
    - Sharing concerns regarding Special Education funding with OBSPA, OPSOA, and the provincial SEACs;

        - Ongoing review of Ministry Regulation 464/97 pertaining to “Special Education Advisory Committee”;
        - Presenting to system and community groups in order to educate them on the role of SEAC and gather input for future directions;
        - Providing input to System Direction Committee;
        - Information sharing amongst the SEAC representatives and their organizations was ongoing in order to keep everyone updated on the activities and workshops of special needs children within our community.
- How do I get involved with SEAC?
    - Members of the public are always welcome as observers at the monthly SEAC meetings. If you have a keen interest in special education, you might wish to join one of the community parent support groups which are represented on SEAC and volunteer to be a SEAC delegate. Contact either the SEAC Chair or Vice Chair for more information.
- Indigenous Representation
    - Lakehead Public Schools SEAC has membership to represent the interests of FNMI students.
- How do I become a member of SEAC?
  Lakehead District School Board invites interested organizations to submit applications for membership every four years, coinciding with municipal and Trustee elections. The term of membership coincides with the term for Trustees. A notice is posted in the local media and schools.

  To qualify as a representative, a person must be:

    - A Canadian citizen;
    - The full age of eighteen years;
    - A resident within the jurisdiction of the Board; and
    - A public school elector.

LDSB SPECIAL EDUCATION ADVISORY COMMITTEE 2025 – 2026

Member	Affiliation	Alternate
Suzanne Posthumus	OPTIONS Northwest	Rosemarie MacLean
Wendy Carrol	Anishnawbe Mushkiki	Brandon Robb
Scott McBean	Children's Centre Thunder Bay	
Alina Cameron	Community Member	
Sarah Niles	Dilico Anishinabek Family Care	
Tara Ingram	Easter Seals	
Amy Brisette	George Jeffrey Children's Centre	
Michelle Blackburn	George Jeffrey Children's Centre	
Miranda Myers	Fetal Alcohol Support Information Network (FASIN)	
Liz Tod	Learning Disabilities Assoc of Ontario	Carey Murphy
Anne Antenucci	Autism Ontario	
Trustee George Saarinen	Trustee Member	Trustee Patricia Johansen
Trustee Trudy Tuchenhagen	Trustee Member	Trustee Donica LeBlanc
Michelle Probizanski	Superintendent of Education (LDSB)	
Sara Curtis	Principal of Special Education	
Simona Serrao	Executive Secretary, Office of the Superintendents/SEAC	

SECTION 18: COORDINATION OF SERVICES WITH OTHER MINISTRIES AND AGENCIES

Advance Planning

Preschool Programs:

Case conferences and pre-admission planning with preschool staff and agencies involved.

Entry to School Programs:

Case conferences and pre-admission planning through Entry to School Manager (MCCSS), caregivers, therapy team and school Personnel.

Care, Treatment and Correctional Programs:

- Case conferences and/or IPRC reviews prior to demission.
- Education Community Partnership Program Liaison facilitates transition planning
- Other Board's Programs:
- Contact by telephone by principal or coordinator.
- Sharing of IEP to determine needs and resources required

Accompanying Assessments

When assessments accompany a student from another program it is the boards practice to accept the assessment and review it in consultation with the appropriate board personnel. Updated assessment information may be required only on an as needed basis according to the prior submitted assessment.

Demission

- When a special needs student leaves for another Board, the OSR is reviewed by the school to ensure that all relevant and current documentation is included (e.g. IEP, SEA forms).
- When entering a correctional facility, every effort is made to have the OSR available as soon as possible.
- When entering a care and treatment setting, an admissions meeting is held and an intake package is shared. The Education Community Partnership Program Liaison facilitates the transition.

Responsibility

- The principal of the school in which the student is enrolled is responsible for the admission or transfer of the student from one program to another.
- The coordinator of special education facilitates the planning in conjunction with the school when required.

SEAC | EVERY BRAIN, EVERY CHILD

An Evening with Ruth Mills, MSW, RSW Kaleidoscope Counselling & Consulting

Join the Lakehead District School Board Special Education Advisory Committee (SEAC) for an engaging evening focused on neurodiversity, emotional development, and positive mental health for children and youth.



Date: Monday, November 30, 2026
Time: 6:00 p.m. – 8:00 p.m.
Venue: *Hammarskjold High School*
80 Clarkson Street South, Thunder Bay

Locations:

- Presentation - Lecture Theatre
- Light Dinner - Cafeteria (starting at 5:30 p.m.)
- School-Age Child Minding - Gymnasium

Meet the Speaker

Ruth Mills, MSW, RSW is the founder of Kaleidoscope Counselling & Consulting and is passionate about building caring communities where children, youth, and families can thrive.

Ruth works with children, youth, families, and adults of all neurotypes and has extensive experience supporting individuals with ADHD, Autism Spectrum Disorder (ASD), Fetal Alcohol Spectrum Disorder (FASD), learning disabilities, and other developmental differences. Her inclusive, strengths-based approach recognizes and celebrates the unique abilities of every individual.

This presentation will explore:

- Neurodiversity and understanding different ways children learn and experience the world
- Emotional development in children and youth
- Building confidence and resilience
- Strategies to support self-regulation
- Promoting positive mental health and well-being
- Strengths-based approaches for children with diverse learning and developmental needs

Event Features

- ✓ **Free Admission**
- ✓ **Light Dinner Provided**
- ✓ **School-Age Child Minding Available During the Presentation**
- ✓ **Open to Parents, Caregivers, Educators, and Community Members**

Walk-ins are welcome.

***Register by November 20, 2026**, as this will help us plan for meal service, and child-minding arrangements.*

Scan the QR code to apply!

Cannot attend in-person?

This event will have a virtual option available.

Scan the QR code to watch live!

Abiinojiishiik-amino-yawook EarlyON Child and Family Centre

NOVEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00	3 **Drop In** 9:00 - 12:00	4 **Nature Explorers** 9:30 - 10:30 **Drop In** 11:00 - 4:00	5 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	6 **Morning Munchies & Drop In** 9:00 - 4:00	7
8	9 **Drop In** 1:00 - 3:00 **Family Fun Night** 3:30 - 6:00	10 **Drop In** 9:00 - 3:00	11 **Remembrance Day**	12 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	13	14 **Drop In** 9:00 - 3:00
15	16 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00	17 **Drop In** 9:00 - 4:00	18 **Nature Explorers** 9:30 - 10:30 **Drop In** 11:00 - 3:00	19 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	20 **Drop In** 12:30 - 3:00	21
22 **Drop In** 9:00 - 3:00	23 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00	24 **Beading Workshop** 9:30 - 12:00 **Drop In** 12:00 - 3:00	25 **Nature Explorers** 9:30 - 10:30 **Drop In** 11:00 - 3:00	26 **Intercity** 10:00 - 1:00 **Drop In** 9:00 - 4:00 **SmartStart Hub** 9:00 - 11:00	27	28
29	30 **Drop In** 11:30 - 3:00 **Family Fun Night** 3:30 - 6:00					

Early ON Child and Family Centre

Location: 131 Archibald St N

Tel: 807-939-3160

Dilico Anishinabek Family Care

Abiinojiishiik-amino-yawook

translated means children raised in a good way.

EarlyON Program Information

Drop In - Perfect place for kids to play, explore, and make new friends in a safe and welcoming environment!

Intercity - The Early Years Community site is a shared space where service providers offer families and children a place to play and explore local resources, supports, and programs.

Morning Munchies & Drop In - Start your day with a tasty and nutritious breakfast snack while connecting with other families. Children can play, explore, and make new friends in a safe, welcoming environment.

Family Fun Night - Join us for evening family fun! Enjoy fun activities with your child(ren) and connect with other families in our community. Dinner will be provided. Call 807-939-3160 or text us at 807-632-0530 to register.

SmartStart Hub - A one-stop point of entry for families who have concerns about their child's development and would like to explore available options and supports.

Nature Explorers at Thunder Bay Friendship Garden - Families will have the opportunity to explore the beautiful garden space, observe the changing seasons, and collect fallen natural materials. Together, we'll slow down, connect with nature, and encourage children's curiosity through exploration and discovery.

Beading Workshop - Get into the holiday spirit and join us for a beading workshop! Create your own Christmas or holiday-themed pin or keychain. Visit KeyON.ca, call 807-939-3160 or call/text us at 807-632-0530 to register.

Outlook

SEAC Correspondence: Resources from Ombudsman Ontario for PIC to share with Students and Families

From Simona Serrao <simona_serrao@lakeheadschools.ca>
Date Fri 11/6/2026 3:11 PM
To Simona Serrao <simona_serrao@lakeheadschools.ca>

Good Afternoon,

Kindly see in thread email and link below for the following SEAC Correspondence forwarded by the Parent Involvement Committee to SEAC members:

- Resources from Ombudsman Ontario for Students and Families, link: https://www.ombudsman.on.ca/en. Details in the email in thread

Hope you have a good weekend.

Kind regards,

Simona Serrao
Assistant to Kirsti Alaksa, Superintendent of Business; and
Michelle Probizanski, Superintendent of Education
Office of the Superintendents

Lakehead District School Board
Jim McCuaig Education Centre
2135 Sills Street
Thunder Bay, Ontario, P7E 5T2
Telephone # 625-5126
simona_serrao@lakeheadschools.ca
www.lakeheadschools.ca

If you are receiving this message outside of your regular work hours, please do not feel obligated to respond immediately. We respect your personal time and encourage you to reply during your scheduled work hours. If this is an urgent matter, we will call or text you directly.

From: Ombudsman Ontario <communications@ombudsman.on.ca>
Sent: Friday, October 30, 2026 11:29 AM
To: Christine Jones <christine_jones@lakeheadschools.ca>
Subject: Resources from Ombudsman Ontario for Parent Involvement Committees / Ressources d'Ombudsman Ontario pour les Comités de participation des parents

You don't often get email from communications@ombudsman.on.ca. Learn why this is important

CAUTION: This email originated from outside of the Lakehead District School Board. Do not click links or open attachments unless you recognize the sender, have verified their email address and know the content is safe. (MsgID: LDSB20190424)

Resources from Ombudsman Ontario for Parent Involvement Committees / Ressources d'Ombudsman Ontario pour les Comités de participation des parents

View this email in your browser

Consultez ce courriel dans votre navigateur

Ombudsman ONTARIO

[La version française suit]

Greetings on behalf of the Office of the Ombudsman of Ontario,

We are pleased to bring you our latest resource for students and families. We hope you will share it widely in your school community.



This **printable poster** is a snapshot of the many different ways that Ombudsman Ontario can support children, youth and families when they engage with public services at the board, municipal or provincial level.

We invite you to circulate this poster to students and their families by, for example, sending it to your email distribution lists or making printed copies available at meetings. Our goal in sharing it with Parent Involvement Committees is to inform more families about our Office and what we can do to help ensure they are treated fairly and their rights are respected when accessing public services.

Since school boards were added to the Ombudsman's mandate 11 years ago, we have helped some 10,000 students and families with complaints and inquiries spanning a broad range of school-related matters. We also assist thousands of students and families each year with issues accessing services at the municipal and provincial levels, such as social services benefits, housing, certificates and identification, youth justice, child protection services, and services in French. As part of our Indigenous Services Plan, we also provide culturally safe and appropriate services for Indigenous children, youth and their families.

Please feel free to contact us at **info@ombudsman.on.ca** or 1-800-263-1830 with any questions about our work. You can also learn more about the ways we can help by **visiting our website**.

[La version anglaise précède]

Bonjour de la part du Bureau de l'Ombudsman de l'Ontario,

Nous avons le plaisir de vous présenter notre toute dernière ressource destinée aux élèves et aux familles. Nous espérons que vous la diffuserez largement au sein de votre communauté scolaire.



Cette affiche imprimable donne un aperçu des nombreuses façons dont Ombudsman Ontario peut soutenir les enfants, les jeunes et les familles dans leurs interactions avec les services publics relevant des conseils scolaires, des municipalités ou de la province.

Nous invitons les Comités de participation des parents à diffuser cette affiche auprès des élèves et de leurs familles, notamment par l'entremise de vos listes de diffusion par courriel ou en distribuant des exemplaires imprimés lors de réunions. Grâce à cette affiche, nous voulons mieux faire connaître notre Bureau et l'aide que nous offrons aux familles pour faire respecter leurs droits et favoriser un accès équitable aux services publics.

Depuis que les conseils scolaires ont été ajoutés au mandat de l'Ombudsman il y a 11 ans, nous avons aidé quelque 10 000 élèves et familles relativement à des plaintes et demandes de renseignements portant sur divers sujets liés au milieu scolaire. Nous aidons également chaque année des milliers d'élèves et de familles qui éprouvent des difficultés à accéder à des services municipaux et provinciaux, notamment les prestations d'Ontario au travail et du Programme ontarien de soutien aux personnes handicapées, le logement, les certificats, les permis dont les permis de conduire, les soutiens et ressources en santé mentale, la justice pour les jeunes, les services de protection de l'enfance et les services en français. Dans le cadre de notre Plan de services aux Autochtones, nous offrons également aux enfants et aux jeunes autochtones, ainsi qu'à leurs familles, des services

culturellement sécuritaires et adaptés.

N’hésitez pas à communiquer avec nous à info@ombudsman.on.ca ou au 1 800 263-1830 si vous avez des questions sur notre travail. Vous pouvez également en apprendre davantage sur les façons dont nous pouvons vous aider en consultant notre site Web.

The Ombudsman is an independent officer of the Ontario Legislature who conducts oversight of provincial government agencies and municipalities, universities and school boards, as well as child protection services and French language services.

The Ontario Ombudsman’s work takes place on traditional Indigenous territories across the province we now call Ontario, and we are thankful to be able to work and live on this land.

L’Ombudsman est un officier indépendant de l’Assemblée législative de l’Ontario, chargé de surveiller les organismes du gouvernement provincial ainsi que les municipalités, les universités, les conseils scolaires, les services en français et les services de protection de l’enfance.

Le travail de l'Ombudsman de l'Ontario s'effectue sur les territoires autochtones traditionnels de la province que nous appelons maintenant l’Ontario, et nous sommes reconnaissant(e)s de pouvoir travailler et vivre sur ces territoires.

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Our mailing address is:
Office of the Ombudsman of Ontario
483 Bay Street, 10th floor, South Tower
Toronto, ON M5G 2C9
Canada

Notre adresse postale :
Bureau de l'Ombudsman de l'Ontario
483 rue Bay, 10e étage, Tour Sud
Toronto, ON M5G 2C9
Canada

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