



Special Education Advisory Committee

Thursday May 2, 2024

6:00 p.m.

Education Centre Board Room/MS Teams

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Metis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn, and play, and commit to working together in the spirit of Reconciliation.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening 6:00-6:05				
(a) Welcome / Land Acknowledgement Statement			√	L. DeJong
(b) Roll Call (incl Visiting Trustees)/Reminder of Livestream on YouTube/Reminder of Closed Caption Feature on Teams			√	L. DeJong
(c) Agenda Additions/ Deletions/ Approvals*		√	√	L. DeJong
LEARN				
B-1 Timed Items 6:05 – 6:30				
(a) Lansdowne SCILL Camp	√			Alyssa Mashinter/L. DeJong
(b)				

Learn Lead Inspire



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Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings 6:30-6:45				
(a) Approval of Minutes from April 4, 2024*	√	√	√	L. DeJong
(b) Video Spotlight – Inclusion by Design in Grand Erie	√			J. Senior
LEARN				
D-1 New Business 6:45-7:15				
(a) SEAC Meeting Dates 2024-25*	√	√	√	L. DeJong
(b) Grand Erie’s Special Education Plan 2023-24				L. Thompson
(c) Specialized Services Classroom Programs – 2024-25				L. Thompson
Item	Info.	Dia.	Res.	
LEAD				
E-1 Other Business 7:15-7:45				
(a) Grand Erie’s Annual Learning and Operating Plan - Mid Term Update				L. Thompson
(b) Resignation – SEAC Member				L. Thompson
(c)				



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Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items 7:45-8:00				
(a) Policies out for comment - Nil	√			K. Jones
(b) Trustee Update	√			T. Waldschmidt / L. Whiton
(c) Chair/Vice-Chair Updates	√			L. DeJong / K. Jones
(d) Annual update - GEPIC	√			T. Waldschmidt
Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items				
(a) Virtual Caregiver Night*	√			L. DeJong
LEARN LEAD INSPIRE				
H-1 Community Updates				
(a)				
LEARN LEAD INSPIRE				
I-1 Correspondence				
(a) Family Math Newsletters*	√			L. DeJong

Learn Lead Inspire



Special Education Advisory Committee

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AGENDA

(b) Durham District School Board - Transportation Support for Students with Special Education Needs – Accessibility to Education and Multiple Pathways*				L. DeJong
Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
J-1 Future Agenda Items and SEAC Committee Planning				
(a) Grand Erie's SEAC – Terms of Reference review and updating - June				
(b) Ministry of Education Website – Review (include with orientation)				
(c) Supporting students with special education needs during emergency procedures				
(d) A Day in the Life of an Educational Assistant				
K-1 Next Meeting				
Thursday June 6, 2024 Education Centre Boardroom/MS Teams	√			L. DeJong
L-1 Adjournment				
Meeting adjourned			√	L. DeJong

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

Learn Lead Inspire



Special Education Advisory Committee

Thursday April 4, 2024

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

Present: Chair L. DeJong, Vice-Chair K. Jones, Trustees: R. Collver, T. Waldschmidt
Community Representatives: B. Bruce, W. Rose
Organizations: T. Buchanan, L. Boswell, P. Found, C. Gilman, C. Stefanelli, R. Vriends

Guests: Superintendent P. Ashe, School Culture and Well-being Lead J. Boyer

Administration: Superintendent L. Thompson, Specialized Services Supervisor P. Bagchee, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar

Absent with regrets: Community Representative K. Kelly, Principal Leader J. Senior, Trustee Whiton

Absent: Community Representative L. Nydam

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment Statement**

Vice Chair Jones called the meeting to order at 6:02 p.m. and read the Land Acknowledgement Statement.

(b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**

Recording Secretary J. Valstar confirmed roll call.

(c) **Agenda Additions/Deletions/Approval**

Add: I-1 (a): Letter from Dufferin-Peel Catholic District School Board's SEAC

Moved by: W. Rose

Seconded by: T. Waldschmidt

THAT the March 7, 2024 agenda be approved as amended.

Carried

B - 1 **Timed Items**

(a) **Restorative Practices in Grand Erie**

School Culture and Well-being Lead J. Boyer presented an overview of Restorative Justice and how it is being used in Grand Erie.

(b) **Update on the Social Justice Series**

School Culture and Well-being Lead J. Boyer gave an update on Grand Erie's Social Justice Series.

(c) **Supporting Students with Special Education Needs on a Suspension or Expulsion**

School Culture and Well-being Lead J. Boyer presented Grand Erie's approach to supporting students with Special Education needs when suspended or expelled from school.



Special Education Advisory Committee

Thursday April 4, 2024

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

C - 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **Approval of Minutes**

Moved by: K. Jones

Seconded by: T. Buchanan

THAT the Special Education Advisory Committee Minutes dated March 7, 2024 be approved as presented.

Carried

D - 1 **New Business**

(a) **Highlights of Grand Erie's Professional Learning Environment (PLE)**

Program and Inclusion Coordinator L. Sheppard gave an overview of Grand Erie's Professional Learning Environment.

E - 1 **Other Business - Nil**

F - 1 **Standing Items**

(a) **Policies Out for Comment - Nil**

(b) **Family Math Newsletters**

Superintendent Thompson presented the Family Math Newsletters that are sent out to families each month. Superintendent Thompson will update SEAC members with feedback from families at a future meeting.

(c) **Trustee Update**

Trustee Waldschmidt shared details about the recipient of Grand Erie's Learn, Lead, Inspire Award at the March Board meeting.

Trustee Collver shared an update including that agreements have been reached with all union partners until August 2026, details on approvals for new and retrofitted schools in Grand Erie, and Grants for Student Needs from the Ministry of Education.

(d) **Chair/Vice Chair Update**

Chair DeJong shared an update including how the Chair, Vice Chair, and Superintendent plan the content of the SEAC meetings. She invited members to email with any topics they would like to see added to future SEAC meetings and encouraged members to share community updates with SEAC.

Vice Chair Jones told members about the two bird banding locations in the area and encouraged parents/caregivers to take their children to encourage interest in science and birding.

G - 1 **Information Items - Nil**

H - 1 **Community Updates - Nil**



Special Education Advisory Committee

Thursday April 4, 2024

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

I - 1 **Correspondence**

- (a) **Letter from Dufferin-Peel Catholic District School Board's SEAC to the Ministry of Education**

J - 1 **Future Agenda Items and SEAC Committee Planning**

- (a) A Day in the Life of a Math Coach
(b) Video Spotlight – Inclusion by Design in Grand Erie
(c) Grand Erie's SEAC – Terms of Reference review and updating
(d) Ministry of Education Website – Review
(e) Supporting students with special education needs during lockdowns
(f) Educational Assistant Allocation Review
(g) A Day in the Life of an Educational Assistant

K - 1 **Next Meeting**

Thursday May 2, 2024 in the Board Room at the Education Centre with a Virtual option

L - 1 **Adjournment**

Moved by: K. Jones
Seconded by: R. Collver
THAT the meeting be adjourned at 7:37 p.m.
Carried



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3
 519-756-6301 | www.granderie.ca | info@granderie.ca

MEMO

To: Grand Erie Special Education Advisory Committee
From: Jennifer Valstar
Date: Thursday May 2, 2024
Re: Proposed SEAC meeting dates for the 2024-25 school year

SEAC meeting dates 2023-24		
Date	Location	Time
Thursday September 5, 2024	Education Centre (virtual option available)	6:00 p.m.
Thursday October 3, 2024	Education Centre (virtual option available)	6:00 p.m.
Thursday November 14, 2024	Virtual	6:00 p.m.
Thursday December 12, 2024	Virtual	6:00 p.m.
Thursday January 9, 2025	Virtual	6:00 p.m.
Thursday February 6, 2025	Virtual	6:00 p.m.
Thursday March 6, 2025	Virtual	6:00 p.m.
Thursday April 17, 2025	Virtual	6:00 p.m.
Thursday May 15, 2025	Education Centre (virtual option available)	6:00 p.m.
Thursday June 5, 2025	Education Centre (virtual option available)	6:00 p.m.

Upcoming Event

Virtual Caregiver Night

Information Surrounding Online Exploitation: Trends & Safety Planning

Tuesday, May 7, 2024

6:30 - 8:00pm



Ganohkwásra
Family Assault Support Services



Event Description:

Join us for this virtual caregiver night, where we will explore the topic of online exploitation, including trends and safety planning. There will be key notes and an Interactive panel discussion.

Event Details:

The Interactive Panel will include speakers from the following

- Brant Haldimand Norfolk Catholic District School Board
- Collaborative Community Solutions
- Ganohkwásra
- Grand Erie District School Board
- Provincial Human Trafficking Intelligence-Led Joint Forces Strategy (IJFS)
- Victim Services of Brant
- Victim Services of Haldimand Norfolk Mississaugas of the Credit First Nation

Target Audience and Next Steps:

Caregivers and community members

Next steps and Sign-up:

[Parent Night Education Webinar Tickets, Tue, May 7, 2024 at 6:30 PM | Eventbrite](#)



Family Math Newsletter

Primary Edition

Issue 6 • May 2024

Curriculum and Student Achievement Team

Math Talk: Notice and Wonder

Game: Circles and Stars

Materials: one die, paper and pencil

Instructions:

- Player A rolls the die, then draws that number of fairly large circles.
- Player B rolls the die and does the same.
- Player A rolls the die and draws that number of stars in each of her circles.
- Player B rolls the die and does the same.
- Each player writes the number sentence that tells how many stars she has (for example, four circles with three stars in each circle would be $4 \times 3 = 12$ stars).
- Play six rounds, then determine the total number of stars that each player has

Source: <https://www.youcubed.org/tasks/circles-stars/>

Taking Learning Outdoors: Number Walk

This activity from [YouCubed](https://www.youcubed.org) encourages children to take a deeper look at their surroundings. Select a spot outside and set a timer for 5 minutes, collecting data on what you see or even hear. *Are people walking by? Birds hanging out? How many vehicles do you hear? How many trees can you see?* Find a way to represent the information you collected. Maybe a timeline or a chart? Be your most creative self! Feel free to share your data. #GEDSB.

What do you notice? What do you wonder?



How many whole apples do you see? How many “part apples” do you see? How did you figure out these amounts? What else do you notice? What do you wonder? For more discussion images, click here: <http://ntimages.weebly.com/photos.html>

TVO Learn & NBA:

The Math Curriculum emphasizes a set of skills that are critical to all students’ ability to thrive in school, in the world beyond school, and in the future. These are known as *transferable skills*. Explore the following activities from TVO Learn in partnership with the NBA to learn some of these skills that can help you to succeed in math, sports and every day.



Problem Solving Tasks and Experiences

If you put two squares together you get a rectangle	3D shapes have more than four faces
When you cut a square in half you get a triangle	Four sided shapes are called squares
Three sided shapes are called triangles	

Are the following statements about number always true, sometimes true or never true?

How do you know?

Can you find examples or non-examples for each one?

Source: [Nrich](https://www.nrich.org)



Family Math Newsletter

Junior Edition

Issue 6 • May 2024

Curriculum and Student Achievement Team

Game: Flip 3

1. Place all the cards face down on the table in rows. Similar to Memory
2. Each turn, a player will flip over three cards and attempt to make an equation. They can make the equation in any order and using any type of arithmetic. If they can create an equation then they keep the cards, if not they turn them back over.
3. When only 7 cards remain, the game is over and the player with the most cards is the winner!

Source: [Acing Math](#)

Math Talk:

What do you notice tell me about the pattern below?
 What kind of pattern is this?



Source: [Visual Patterns](#)

Taking Learning Outdoors:



Discover the beauty of Math in Nature. Take your child on a nature walk with the purpose of finding as many patterns as possible in nature that you can. Do you see any [symmetrical](#) patterns?

- Consider taking a journal and sketching and describing the patterns that you see.

Image Source: [Little Acorn](#)

Good Watch/Listen or Read:

Watch a Scratch Tutorial covering some of the basics of coding. Click: Scratch the Cat to take you there. Look, explore and play on [Scratch Junior](#).

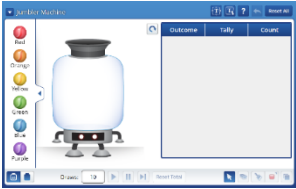


Problem Solving Tasks and Experiences

Have you had a chance to check out the [Jambler Machine](#) on Mathology?

Did you know?

- You at home have access to all these cool virtual and Interactive tools?
- Place 10 marbles in the scrambler and predict the probability.
- Of choosing a certain coloured marble? Can you predict. The answer using a fraction? A percentage?



Riddles/Puzzles:

What is the likelihood of pulling an ace out of a full deck of cards?



Image Source: Canva



Family Math Newsletter

Intermediate Edition

Issue 6 • May

2024

Curriculum and Student Achievement Team

Math Talk: Financial Literacy

Change in price from January 2019 to October 2023



Source: Bureau of Labor Statistics - By The New York Times

What's going on in this graph? What do you notice? What do you wonder? What math do you see?

Source: [NY Times: What's Going on in this Graph?](#)

Good Read: Raising Money Smart Kids



Consider some of these helpful tips when talking with your child about their financial goals and money-saving habits.

Source: [Raising Money Smart Kids](#).

Game: Hit

How to Play: Groups of 2 or more

Materials: Deck of cards with face cards removed
How to Play: Black cards are positive numbers; red cards are negative numbers

1. Each player turns one card face down and one card face up.
2. Everyone can see the face-up card, but only the player gets to look at their face-down card (until the end of the game, when all cards are revealed). The goal of the game is to get as close to zero as possible.



3. Each player adds their cards together in their head. Then they may ask for up to 5 "hits," or extra cards, that are dealt face up, for a maximum of 7 cards total.

Source: [Acing Math](#)



Player 1: asked for 3 hits, total is 0
 $-7 + -2 = -9 + 8 = -1 + -3 = -4 + 4 = 0$

Player 2: asked for 1 hit, total is 2
 $10 + -1 = 9 + -7 = 2$

Player 1 is closest to zero, so they win that round.

4. When everyone is done asking for hits, all cards are turned face up. Whatever each player's cards add up to is their score, and whoever scores closest to zero when all the cards are revealed wins that round and becomes the dealer for the next round.

Source: [Acing Math One Deck at a Time](#)

Problem Solving Tasks and Experiences

The school stove has stopped working and needs to be replaced. A new stove costs \$900. The school needs to finance the cost of the stove. They do not have to make any payments for 1 year. They have the following options:

- Option 1: a fixed-rate loan with an interest rate of 6% per month
- Option 2: a variable-rate loan with an interest rate of 4.5% per month for the first 3 months, rising to 7% per month for the next 9 months.

For each loan, how much will the school owe after 1 year?

Adapted: [Mathology, Comparing Interest Rates and Fees](#).

Digital Game Play: Financial Football



Visa and the National Football League have teamed up to teach financial literacy

concepts with Financial Football, a fast paced, interactive game! Check out: [Financial Football](#)

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

April 24, 2024

Re: Transportation Support for Students with Special Education Needs – Accessibility to Education and Multiple Pathways.

Dear Minister Lecce,

Every year the Durham District School Board (DDSB) approves expenditures beyond the Grants for Student Needs Special Education funding envelope to support the needs of our students' requiring accommodations and intensive support services. When expressing challenges boards face in supporting students with special needs to be successful, rarely is the lack of access to public transportation mentioned and how it can be a significant barrier to students with accommodation needs in limiting pathways or their success.

The recent legislative review of the Accessibility for Ontarians with Disabilities (AODA) highlighted that the goal of Ontario being accessible by 2025 is an improbable achievement. With approximately 2.9 million Ontarians aged 15+ currently have one or more disabilities and 75% of those surveyed residents with disabilities reported negative experiences, the reviewer, Mr. Rich Donovan declared a crisis in Ontario.

- A study from the Canadian Urban Transportation Authority (CUTA) entitled "[Value Case for Accessible Transit in Canada](#)" identified benefits in providing accessible transportation. Some of the noted benefits of accessible transportation include:
- Greater independence and expanded life choices and options;
- Increased mobility
- Provision of transportation access employment, school, medical, healthcare and other services, often the only option for individuals requiring accommodation
- More affordable option to private providers (e.g., Uber or taxis);
- Improved services for all customers;
- Promotes social inclusion and encourages involvement in the community;
- Creates economic benefits as a result having more people to participate in the labour force;
- Increases ability to access volunteer opportunities;
- Lowers reliance on family members and caregivers in providing private transportation;
- Savings and lower demand of government and social services as people with disabilities have increased opportunities to independently access employment and community program opportunities.

Durham Student Transportation Services (DSTS) provides school bus services to students who attend programs for both the DDSB and the Durham Catholic District School Board. The Regional Municipality of Durham provides public transportation through Durham Region Transit (DRT). Unfortunately, secondary students are rarely considered in route planning and the provision of transportation services at the municipal level. We commonly hear from municipalities that “school boards have the responsibility to transport students to school”. This was recently highlighted when public transportation routes were changed by Durham Region Transportation (DRT) that removed the ability for secondary students to take public transit to several secondary schools in Ajax. This decision magnified the detrimental impact of eliminating public transportation for secondary students with accommodation needs.

Durham Region Transportation changed the local services for people with disabilities to align with practices with other GTA Municipalities. Door to door services is now limited to a person with a disability that specifically prevents them from using a scheduled transportation service and that the individual must be able to board and unboard the service vehicle independently. This service is not available to students. There is an “On Demand” service which uses smaller vehicles to pick up people from a bus stop on routes with regular service. On demand service has reliability challenges in that it can be canceled due a limited number of small vehicles available. In addition, it is not an option for students with accommodation needs including mobility and/or who are unable to navigate the issues that arise when a pickup is cancelled or changed without sufficient notice.

The lack of reliable, accessible public transportation decreases pathway opportunities and creates additional barriers for students with disabilities in accessing community-based opportunities such as cooperative education programs, apprenticeship programs, and volunteer opportunities. Gaps in access to transportation decreases individuals’ independence and opportunities for social involvement in the community, and further marginalises an already marginalized population. Although Durham Region Transportation has provided a much-appreciated reduced bus pass for students, if the service is not reliable or unavailable, the reduce rate is of no value.

At a recent meeting with DRT, hosted by the Town of Ajax for parents, caregivers, and community members, it became very clear that students were not a priority in providing transportation services when service planning is based on existing ridership data. It is a current cycle of impact where access to service challenges, such as those noted above, result in low ridership and then that data is used to make routing decisions based on ridership. It is important to note that after the community meeting, DRT did reinstate a single bus at both entry and exit bell times to service one of the high schools; this still does not address accessible public transportation at other times of the day.

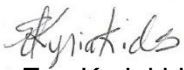
Transportation issues are a barrier to accessibility for all people with disabilities in Ontario. From challenges to public transportation where available to public transportation being almost non-existent in rural areas, the impacts are limited opportunities and independence.

The DDSB Special Education Advisory Committee requests that:

- The Ministries of Education, Municipal Affairs & Housing and Transportation establish an action-oriented committee (coalition) of board associations, education, transportation, and membership inclusive of representation for people with disabilities. The Committee to develop a framework for moving accessible public transportation initiatives forward with the intended outcome of students with disabilities equitable access to choices and opportunities in educational pathways and programs available to their peers.
- The Ministry of Education take action on recommendations made in the [Education K-12 Standards Development Committee's recommendations](#), particularly, those that are related to transportation and increasing opportunities in educational pathways and programs, so that students with disabilities have equitable access to these pathways and programs available to their peers.
- The Ministry of Education take action to move forward the recommendations made by Mr. Rich Donovan in the 4th legislative review of the AODA.

Accessible public transportation benefits students with accommodation needs, their peers, and our communities.

Sincerely,



Eva Kyriakides

Chair, DDSB SEAC

c: Bruce Rodrigues, Deputy Minister

Rachel Osborne, Assistant, Deputy Minister (Acting)

Honourable Raymond Sung Joon Cho, Minister of Seniors and Accessibility

Honourable Prabmeet Sarkaria, Minister of Transportation

Honourable Paul Calandra, Minister of Municipal Affairs and Housing

Honourable Chandra Pasma – Official Opposition Education Critic

Peggy Blair, Chair, Ministry Advisory Council on Special Education (MACSE)

John Henry, Chair & CEO, Regional Municipality of Durham

SEAC Chairs