



# Special Education Advisory Committee

Thursday, December 12, 2024

6:00 p.m.

Education Centre Norfolk 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
<b>LEAD</b>				
<b>A-1 Opening 6:00</b>				
(a) Welcome / Land Acknowledgement Statement			√	L. DeJong
(b) Welcome new SEAC member - Introductions	√	√		K. Jones
(c) Roll Call (incl Visiting Trustees)/Reminder of Livestream/Reminder of Closed Caption Feature on Teams			√	L. DeJong
(d) Agenda Additions/ Deletions/ Approvals		√	√	L. DeJong
<b>LEARN</b>				
<b>B-1 Timed Items 6:10</b>				
(a) Secondary Program Review – Tollgate Technological Skills Centre	√	√		L. Thompson/L. Munro

Learn Lead Inspire



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## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>LEAD</b>				
<b>C-1 Business Arising from Minutes and/or Previous Meetings 6:30</b>				
(a) Approval of Minutes from November 14, 2024*	√	√	√	L. DeJong
(b) Supporting students with special education needs during emergency procedures	√	√		L. Thompson/L. Sheppard
(c) Hub Program	√	√		L. Thompson/J. Senior
<b>LEARN</b>				
<b>D-1 New Business 6:50</b>				
(a) Special Education Plan – Standard 9 – Special Education Placements Provided by the Board*	√	√	√	L. Thompson/J. Senior/L. Miedema
<b>Item</b>	<b>Info.</b>	<b>Dia.</b>	<b>Res.</b>	
<b>LEAD</b>				
<b>E-1 Other Business 7:30</b>				
(a) Nil				

Learn Lead Inspire

December 12, 2024



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## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>INSPIRE</b>				
<b>F-1 Standing Items 7:25</b>				
Policies Out for Comment: There are currently no policies out for comment.  Please send all comments and feedback regarding the following policies to <a href="mailto:policies@granderie.ca">policies@granderie.ca</a>	√			K. Jones
(a) Math Counts Newsletters*	√			L. DeJong
(b) System Updates	√			L. Thompson
(c) Chair/Vice-Chair Updates	√			L. DeJong / K. Jones
Item	Info.	Dia.	Res.	Responsibility
<b>LEARN LEAD INSPIRE</b>				
<b>G-1 Information Items 7:50</b>				
(a) Nil				
<b>LEARN LEAD INSPIRE</b>				
<b>H-1 Community Updates 7:55</b>				
(a) Highlight – Birds Canada	√			K. Jones

**Learn Lead Inspire**

December 12, 2024



# Special Education Advisory Committee

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Education Centre Norfolk Room / MS Teams

## AGENDA

### LEARN LEAD INSPIRE

#### I-1 Correspondence 8:00

(a) Letter from Limestone District School Board – Teacher training in special education\*

Item	Info.	Dia.	Res.	Responsibility
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### INSPIRE

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

(a) A Day in the Life of an Educational Assistant

(b) Specialized Services Program update

(c) Entry to School process

#### K-1 Next Meeting

Thursday, January 9, 2025 Education Centre Norfolk Room

√

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

SSMT Specialized Services Management Team

Learn Lead Inspire



## Special Education Advisory Committee

Thursday November 14, 2024

6:00 p.m.

MS Teams

### MINUTES

**Present:** Chair: L. DeJong, Vice-Chair K. Jones, Trustee: S. Gibson, T. Waldschmidt, Community Representatives: B. Bruce, K. Kelly Organizations: T. Buchanan, P. Found, C. Stefanelli

**Administration:** Director J. Roberto, Superintendent L. Thompson, Principal Leader Specialized Services: J. Senior, Specialized Services Supervisor: P. Bagchee, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar

**Visiting Trustee:** C.A. Sloat

**Absent with regrets:** Trustee: L. Whiton, Community Representatives: L. Nydam Organizations: C. Gilman

#### A - 1 **Opening**

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

Chair DeJong called the meeting to order at 6:02p.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. Trustee C.A. Sloat was in attendance as a guest.

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

Add: D-1(c): Departing SEAC member

Moved by: T. Waldschmidt

Seconded by: K. Jones

THAT the November 14, 2024 agenda be approved as amended.

**Carried**

#### B - 1 **Timed Items**

##### (a) **Grand Erie's Annual Learning and Operating Plan – Final Outcomes 2023-24**

Superintendent Thompson reviewed the final outcomes of Grand Erie's Annual Learning and Operating Plan 2023-24.

##### (b) **Grand Erie's Annual Learning and Operating Plan 2024-25**

Superintendent Thompson reviewed Grand Erie's Annual Learning and Operating Plan for the 2024-25 school year.

##### (c) **Grand Erie's Multi-Year Accessibility Plan 2022-27 – Annual Update**

Superintendent Thompson provided an update on Grand Erie's Multi-Year Accessibility Plan 2022-27.



# Special Education Advisory Committee

Thursday November 14, 2024

6:00 p.m.

MS Teams

## MINUTES

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

#### (a) **Approval of Minutes**

Moved by: T. Waldschmidt

Seconded by: K. Jones

THAT the Special Education Advisory Committee Minutes dated October 3, 2024 be approved as presented.

Carried

#### (b) **Approval of new SEAC member**

Moved by: K. Jones

Seconded by: L. DeJong

THAT the appointment of Lyndsey Campbell, Contact Brant, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the November 25, 2024 Regular Board meeting for approval.

Carried

#### (c) **Departing SEAC member**

Chair DeJong shared that R. Vriends, Autism Ontario, has submitted her resignation from Grand Erie's SEAC. J. Valstar to reach out to Autism Ontario for representation.

#### (d) **Skill Building Program – Check-in**

Principal Leader J. Senior provided an update on the Skill Building program in Grand Erie.

### D - 1 **New Business**

#### (a) **Special Education Plan – Standard 4 – Early Identification Procedures and Interventions**

Standard 4 of Grand Erie's Special Education Plan was reviewed with SEAC members.

#### (b) **Special Equipment Allocation (SEA) and Special Incidence Portion (SIP) Modernization – Ministry monitoring visits**

Superintendent Thompson provided an update on the new language being used by the Ministry for SEA and SIP funding, and the monitoring that will be completed by the Ministry for 2024-25. More details will be shared with SEAC as they are received from the Ministry.

### E - 1 **Other Business**

#### (a) **Regional Special Education Council (RSEC) Update**

Principal Leader J. Senior provided an update from the RSEC conference in October 2024.

### F - 1 **Standing Items**

#### (a) **Policies Out for Comment**

Code of Conduct SO-12

#### (b) **Math Counts Newsletters**

Presented as printed



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6:00 p.m.

MS Teams

## MINUTES

(c) **System Updates**

Superintendent Thompson gave system updates on the Student Learning Support Days, the Centre for Excellence, The You Belong Here campaign, the innovation Hub, Take our Kids to Work Day, Grand Erie's Math Achievement Action Plan, and EQAO results.

(d) **Chair/Vice Chair Updates**

Chair DeJong shared a brief update.

G - 1 **Information Items** - Nil

H - 1 **Community Updates** - Nil

I - 1 **Correspondence** - Nil

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

(a) Supporting students with special education needs during emergency procedures

(b) A Day in the Life of an Educational Assistant

(c) Update and demonstration of the Secondary Hub Model

K - 1 **Next Meeting**

Thursday December 12, 2024 in the Norfolk Room at the Education Centre with a virtual option.

L - 1 **Adjournment**

Moved by: K. Jones

Seconded by: T. Waldschmidt

THAT the meeting be adjourned at 8:05p.m.

**Carried**

## Standard 9

### Special Education Placements Provided by the Board

**The purpose of the standard is to provide details of the range of placements provided by Grand Erie and to inform the public that placement of a student in regular class is the first option considered by an Identification Placement and Review Committee (IPRC).**

Grand Erie's programs and services are delivered in safe and enabling environments that promote success for students with special education needs. An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, belonging, and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/caregivers and other involved agencies.

Using all available information to understand each child's unique strengths and needs, responsive instructional and assessment practices are implemented. Policies and programs in Grand Erie serve students with disabilities within the context outlined in the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.

SEAC is consulted during the review of self-contained classes annually. Grand Erie believes that placement in a regular class in the student's home school is the most enabling placement for all students. Individual student strengths and needs are considered when determining classroom placement annually.

When more intensive support is required for a student, self-contained placement may be considered by the board and confirmed by the IPRC.

Educational implications of participation in self-contained programs should be discussed with the parents/caregivers and students (if appropriate). When a self-contained placement may be appropriate, it is a consultative process which honours the voices of parents/caregivers, school staff, program support staff and the student. Integration into regular program should occur, in consultation with the parents/caregivers and school staff. Exit planning from self-contained programming into regular programming is considered on a regular basis, as outlined in Individual Education Plan (IEP) transition plans.



Types of placements provided at the elementary and secondary levels:

## Regular Class


- Indirect Support
- Resource Assistance
- Withdrawal Assistance

## Self-Contained

- Partially Integrated
- Fully Integrated

When the student's placement is a Special Education Class with Partial Integration the student must be integrated into a regular class for at least one instructional period daily.

### **An IPRC may recommend a change in a students' placement if:**

- 
- the student requires a placement that permits a greater focus on the goals and objectives of the Individual Education Plan (IEP)
  - the student is meeting goals and objectives more closely approximating the expectation of the Ontario Curriculum and requires a program more focused on those goals and objectives.

### **When the needs of a student cannot be met within the Board's range of placements, an IPRC may support one of the following temporary or permanent placements:**

- Child and Parent Resource Institute (CPRI)
- Education Programs in Care, Treatment, Custody and Correctional Facilities
- Amethyst School (for students with ADHD and/or severe learning disabilities)
- Trillium School (for students with severe learning disabilities)
- Robarts School (for students who are deaf /hard of hearing)
- W. Ross Macdonald School (for students who are blind/deaf-blind)

Options for placement outside the Board are communicated to the parents/caregivers before the IPRC through:

- case conferences.
- visit to the outside placement.

Most students identified as exceptional within Grand Erie are placed in a regular class. The document that follows identifies the types and numbers of self-contained programs within Grand Erie for the 2023- 2024 school year.

## Elementary Self-Contained 2023-24

Intensive Support 10 - Intellectual	Intensive Support 6 – Communication	Intensive Support 6 – Physical	Intensive Support 8	Intensive Support 25
<b>Brantford/Brant</b>				
4	6	2	1	
<b>Haldimand</b>				
1	2	1		
<b>Norfolk</b>				
1	2	1		1

## Secondary Self-Contained 2023-24

Intensive Support - Bridge	Intensive Support - Vocational	Intensive Support 10 - Intellectual	Intensive Support 6 - Communication	Intensive Support 8 - Physical
<b>Brantford/Brant</b>				
5	5	6	4	2

Haldimand				
1	3	1	2	1
Norfolk				
2	2	4		2

## Elementary

### Intensive Support 8 – Fully Contained or Partially Integrated

- Support students with the development of skills related to self-regulation
- Students may be integrated into a regular class setting and may be working on modified curriculum in addition to the alternative curriculum goals.
- Time-limited with a focus on skill-building to exit to regular class programming.

### Intensive Support 25 – Partially Integrated

- Grades 5-8
- Provides differentiated learning experiences of depth and breadth beyond the regular curriculum
- Provides opportunity for collaboration, learning and leadership with peers of similar intellectual abilities
- Programming focuses on critical and high order thinking skills, creativity, problem solving, research, technology, and metacognition
- Students exhibits exceptionally high performance beyond grade level expectations in numerous subject areas

## **Intensive Support 10 Intellectual – Fully Contained**

- Support students with an intellectual disability that typically falls within the moderate to severe range.
- Focus is to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living.
- Program goals are derived from alternative curriculum
- Focus on skill-building to exit to regular class programming wherever possible.

## **Intensive Support 6 Communication – Fully Contained**

- Alternative programming in these classrooms is driven by individual student need with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in the credit bearing programs.
- Focus on communication and social skills with support for behaviour, safety, and sensory needs.
- Time-limited with a focus on skill-building to exit to regular class programming wherever possible.

## **Intensive Support 6 Physical – Fully Contained**

- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Time-limited with a focus on skill-building to exit to regular class programming wherever possible.

## T.H.R.I.V.E. Elementary

Grand Erie offers a virtual withdrawal experience for students in grade 5-8 who demonstrate evidence of advanced cognitive ability to collaborate and learn with like-minded students from across the board. In consultation with the students and parents/caregivers, a student who demonstrates the need for learning with greater focus on the Deep Learning Competencies (link- Deep Learning Competencies – 6 C's (nbed.ca)) and opportunities to learn with other like-minded peers, an application may be made to the Specialized Services Program Inclusion Coordinator at two times throughout the school year, once at the beginning of each term. T.H.R.I.V.E. students meet with the virtual class and a teacher once per week for 90 minutes to work synchronously and asynchronously to plan, investigate, research, and share their learning. A review of how the program is meeting the goals for the student and to determine further benefits in subsequent years occurs annually.

### **Skill Building Program Elementary**

Three schools offered Skill Building Programs staffed with an educator and educational assistant to provide opportunities for direct instruction to students on specific and targeted skills. Skill building educators work collaboratively with classroom educators to team-teach and/or co-plan lessons to ensure the learning is scaffolded to meet every learner at the start of the lesson. Instructional time with the skill building teacher focuses on targeted skill intervention and generalization through either in-class support or small group withdrawal, for short durations. The overarching goal of the skill building program is to ensure that students are present, participating, supported, and achieving across all environments at school.

## Secondary

### **Intensive Support - Bridge 16 – Partially Integrated**

- Offered as 4 section classes
- Supports student need in literacy, numeracy, self-regulation, social skills, learning skills, self-advocacy, and mental health, while offering maximum integration with the opportunity to work towards credit.
- Time-limited with a focus on skill-building to exit to credit-bearing classes.
- Working toward an Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of attending post-secondary programming or entering the workplace after secondary school.

## Intensive Support - Bridge 16 – Partially Integrated

### Intensive Support – Vocational 16 – Partially Integrated

- Offered as 8-section classes
- Students are integrated into at least one credit-bearing course wherever possible, while also working on modified and/or alternative curriculum to gain skills in functional academics, job readiness and independent living skills
- Time-limited with a focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

### Intensive Support 10 – Fully Contained

- Offered as 8-section classes.
- Support students with an intellectual disability that typically falls within the moderate to severe range.
- Focus is to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living.
- Program goals are derived from alternative curriculum.
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

## Intensive Support 6 Communication – Fully Contained

- Offered as 8-section classes
- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in the credit bearing programs.
- Focus on communication and social skills with support for behaviour, safety, and sensory needs, applying the principals of Applied Behaviour Analysis (ABA)
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

## Intensive Support 6 Physical – Fully Contained

- Offered as 8-section classes
- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

## Project SEARCH – A School-to-Work Training Program

Project SEARCH offers total workplace immersion (3 work placements, 700+ hours of hands-on experience) for students with Intellectual and/or developmental disabilities. Community agencies linked with the program support the students' education, employment training and employment search after graduation.

The goal for students completing Project Search is competitive employment in an integrated setting in the community. Students learn transferable skills at a host work site that can support a variety of employment opportunities in their community. Students are immersed in an atmosphere of high expectations and 75% of Project | SEARCH Canada graduates secure quality employment within a year of graduation.

Project SEARCH Grand Erie has expanded to 2 host business sites, St. Joseph's Long Term Care Home in Brantford, and new this year, Norfolk General Hospital in Simcoe. Project SEARCH is supported by a Grand Erie Secondary School Teacher and a Skills Trainer from Community Living.





# PRIMARY FAMILY MATH NEWSLETTER

## ISSUE 11: DECEMBER 2024

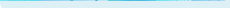


### STEAM

(Science, Technology, Engineering, Art and Math)

#### Create your own instant ice tower!

Instructions: Place a bottle of distilled or purified water in the freezer standing up, where it won't get bumped. Once the water is almost frozen (anywhere from 30 - 90 minutes, take the bottle out of the freezer and gently tap the bottle on the side of the counter. If crystals appear in the bottle, it is ready! Place a few regular ice cubes in a bowl or on a plate and slowly pour the water over the ice cubes, creating your very own ice tower. When the purified water hits the regular ice, a process called nucleation happens and creates a domino effect turning the water molecules into ice, but don't look away, the ice melts quickly, you don't want to miss it!



### Game:



Who Will Roll the Same Number Twice? Three Times?

With a partner, use dice to see who will roll a number more than once, twice or three times. Be sure to make your prediction!

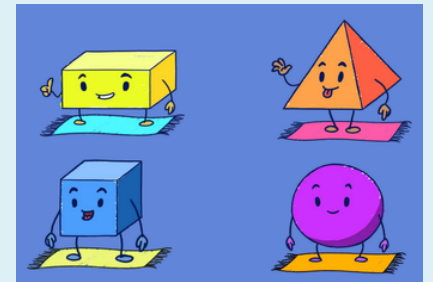


### Math Talk

### Dress for the Cold



Who needs more blanket? Which shape needs the most blanket to be bundled up for the cold. This is an open-ended prompt that focuses on the information needed to answer a question rather than what the correct answer might be.



Source: [Clear Math: Cozy and Warm Math Bundle](#)

### Problem Solving



You are hosting a holiday party and want to plan a meal and some activities. Can you think of at least 3 to 5 questions that you would need answers to so that you can better plan your party?



### Good Read



Read about Mathematics as it pertains to your child's grade and strand. Mathematical modelling is an iterative and interconnected process of using mathematics to represent, analyse, make predictions, and provide insight into real-life situations. This process involves four components: understanding the problem, analysing the situation, creating a mathematical model, and analysing and assessing the model (Ontario Curriculum, Glossary).

**Parents:** <https://www.ontario.ca/page/new-math-curriculum-grades-1-8>



**Math Riddle:** I am a visual representation of your data often in a line or a bar, I help you understand quickly no matter how near or far! What am I?



# FAMILY MATH NEWSLETTER: JUNIOR EDITION

## ISSUE 11: DECEMBER 2024

### Game: Snowball Toss



Try this game outside or inside! Create a target board with 5 sections. Label each section with the numbers 1-5. Using snowballs made from snow or paper, throw a snowball 10 times at the target board. Record your data and use it to determine the mean, median and mode. How would your data change if you threw your snowball 50 times? Make a prediction and test it out! What is your new mean, median, and mode? How does it compare to your first game?

### HAPPY HOLIDAYS!

The holiday season, a time of year typically from late November to early January, is celebrated with an array of cultural and religious events, characterized by festive decorations, family reunions, gift-giving, and a spirit of goodwill and reflection as the year draws to a close.

Directions: Use your math skills to find the value of each icon and the ? in the puzzle below.

$$\text{Cookie} + \text{Cookie} - \text{Cup} = 15$$

$$\text{Cookie} - \text{Snowglobe} = 3$$

$$\text{Cup} = 17 - 14 + 5$$

$$15 = \text{Snowglobe} + \text{Cup}$$

$$\text{Cookie} \times \text{Cup} - \text{Snowglobe} = ?$$

My Answer: ? = \_\_\_\_\_

Mathup Math LLC (All Rights Reserved) Get more fun K-8 holiday-themed math activities at [www.mathupmath.com](http://www.mathupmath.com)

Source: Math Mashup

Check out this Math Mashup!

Can you create your own for your family to solve?

### Math Talk

What do you notice?  
What do you wonder?

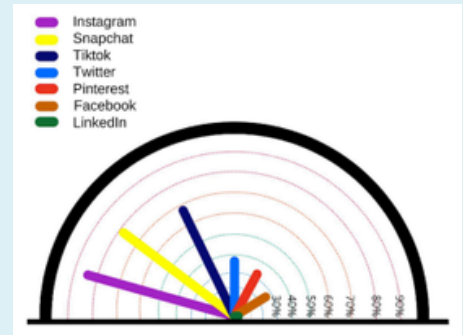


Image Source: Data Talks

Would you like more? Follow this link:

[Data Talks](#)

### Problem Solving: Helping your Community

What type of needs are there in your local community? If you were to support a local donation center, what need would you focus on and why?

#### Then make a plan of action:

- What items are most needed?
- Where would you find them?
- How would you spread the word to others to create awareness about your cause?
- How would go about collecting the items and dropping them off to the center?
- Are there any other things you need to consider?



### Good Listen

What are data talks? What are they about?

Such an easy, fun and interesting thing that you can do with your child!



Take a listen and find out how easy it is!

[Click on here to listen:](#)  
[Data Talks Link](#)

<https://www.youtube.com/watch?v=c0gLG6tkM6MY>

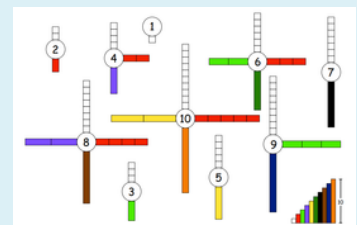


Image Source: Data Talk



# FAMILY MATH NEWSLETTER

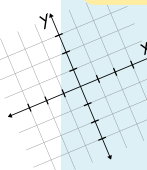
## INTERMEDIATE EDITION

### ISSUE 11: December 2024

### Game: Battleship

Practice plotting coordinants on four quadrants of the Cartesian Plane:

- [Paper Copy](#)
- [Digital Version](#)



STEAM

### Check out these 77 [Family STEM Activities](#) from [DailySTEM](#).

Some examples include:  
try origami  
make a puzzle  
fix something that is broken



### Open Question

A marketing company wants to use a graph to show the increase in customers switching from one phone company to another.

- What could this graph look like?
- What type of graph will you use?
- What is actually being graphed?
- What is the scale of the graph?

Source: More Good Questions - Great Ways to Differentiate Secondary Mathematics Instruction (Small & Lin, 2010)

### Math Talk

About how many large marshmallows will fit in the glass?



Access the [Teacher Resources page](#)

Source: [Estimation180](#)

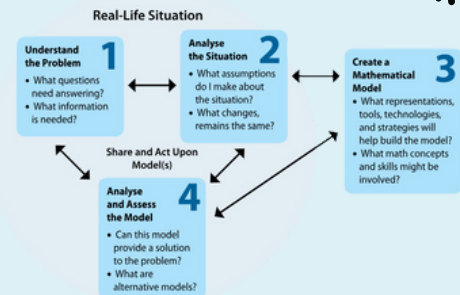
### Mathematical Modelling

What information would be needed in order to design efficient snow plow routes for your community?

OR

What's the probability that there will be snow in Brantford on December 25th, 2024? What information is needed to answer this question?

The Process of Mathematical Modelling



CHECK IT OUT

Careers that Rely on Mathematical Modelling



### Math in the Workplace: Land Surveyor

“Land surveyors provide documentation of legal property lines and help determine the exact locations of real estate and construction projects” ([MyBlueprint: Work](#)). Check out more details of this job on [MyBlueprint](#). Search “Land Surveyor.”

#### Where's the Math?

- [Mathematical Processes](#) including communicating, problem-solving, and representing.
- Geometry and Spatial Sense (e.g., visualization, construct/deconstruct geometric shapes, analyze designs involving geometric relations)
- Measurement (e.g., area, perimeter, metric conversions, using measurement tools).

November 6, 2024

Linda Lacroix, Registrar and CEO  
Office of the Register  
Ontario College of Teachers

Sent via email: [llacroix@oct.ca](mailto:llacroix@oct.ca)

Dear Linda Lacroix,

The Limestone District School Board Special Education Advisory Committee (SEAC) would like to bring forward several concerns related to the current state of teacher training at Ontario's Teacher Colleges, particularly in the area of Special Education. We also recognize that many of these concerns are consistent across the province.

While the current teacher education curriculum typically includes courses on pedagogy, curriculum development, assessment and evaluation, classroom management, and educational psychology, there is a noticeable underemphasis on the importance of special education training. Moreover, there is a clear lack of consistency across Ontario's Teacher Colleges in delivering this essential learning.

Our concerns are rooted in several key areas. First, there is a lack of comprehensive special education training in initial teacher education programs. Despite the diversity of learners in Ontario classrooms, teachers are not receiving consistent preparation in this vital area. Furthermore, Ontario's classrooms are becoming increasingly diverse, both culturally and in terms of student learning needs, and teachers must be adequately prepared to address this wide range of abilities. Unfortunately, data from the LDSB student census indicates that students with special education needs continue to face significant academic and social challenges, often due to teachers' limited knowledge and training in this area. Compounding this issue, the limited number of Professional Activity (PA) Days available for ongoing professional development restricts the opportunities for teachers to focus on special education once they are in the field.

Addressing these concerns is essential. Research consistently shows that teachers who receive formal special education training are more effective in supporting students with disabilities, leading to better outcomes for these students. Additionally, such training equips teachers to implement Individual Education Plans (IEPs) more effectively and differentiate instruction to meet the diverse needs of all students. Teachers with comprehensive special education training are also more likely to foster inclusive, supportive learning environments that benefit not only students with special education needs but all students in the classroom.

Limestone District School Board is situated on the traditional  
territories of the Anishinaabe and Haudenosaunee.

Robin Hutcheon, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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The LDSB SEAC strongly encourages the Ontario College of Teachers, in consultation with the Ministry of Colleges and Universities and the Ministry of Education, to ensure that special education training becomes a core component of all teacher preparation programs in Ontario. We believe this programming should be responsive to the evolving needs of Ontario students, with regular review and oversight by special education experts, both at the Teacher College level and within schools themselves. By doing so, we can help ensure that all new teachers enter the profession equipped with the knowledge and skills necessary to support students with special education needs from their very first day in the classroom.

Sincerely,

A handwritten signature in black ink that reads "K. McGregor". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Trustee Karen McGregor,  
Chair of the Special Education Advisory Committee

cc: Jill Dunlop, Minister of Education  
Nolan Quinn, Minister of Colleges and Universities  
Stephanie Donaldson, OPSBA Executive Director  
Chairs of Ontario School Boards' Special Education Advisory Committees

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