



Special Education Advisory Committee

Thursday, March 6, 2025

Time 6:00 p.m.

Education Centre Norfolk Room / MS Teams Virtual Meeting

AGENDA

- A - 1 **Opening** (L. DeJong)
- (a) Welcome / Land Acknowledgement Statement
 - (b) Roll Call
 - (c) Agenda Additions/Deletions/Approval
- B - 1 **Timed Items**
- (a) Welcome New SEAC Member (L. DeJong)
 - (b) Financial Update 2024-25 (R. Wyszynski)
 - (i) Special Education funding, grants, expenditures and reserves
 - (ii) Input on 2024-25 budget process
 - (iii) Finance Committee meeting dates
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- (a) You Belong Video Series (L. Thompson)
 - * (b) Review of SEAC Orientation Handbook (L. DeJong)
- D - 1 **Consent Agenda** (L. DeJong)
- Recommended Motion:**
- “That SEAC accept the March 6, 2025 Consent Agenda and the recommendations contained therein.”*
- (a) Approve the minutes of:
 - (i) SEAC meeting minutes dated January 9, 2025
 - * (b) Receive the correspondence from:
 - (i) Algoma District School Board SEAC dated January 21, 2025
 - (ii) Ottawa Catholic District School Board dated January 27, 2025
 - (iii) Ottawa Catholic District School Board dated January 30 2025
- E - 1 **New Business**
- * (a) 2025-26 School Year Calendar (R. Vankerrebroeck)
 - (b) [Specialized Services Program Update](#) (L. Thompson)
 - * (c) Special Education Plan – Standard 11 – Provincial and Demonstration Schools (J. Senior, L. Sheppard, L. Miedema)
- F - 1 **Information Items**
- (a) Policies Out for Comment - Nil (K. Jones)
 - * (b) Math Counts Newsletters (L. DeJong)
 - (c) System Updates - Nil (L. Thompson)
 - (d) Chair / Vice-Chair Updates (L. DeJong, K. Jones)
- G - 1 **Community Updates**
- (a) Nil
- H - 1 **Future Agenda Items and SEAC Planning Committee**
- (a) A Day in the Life of an Educational Assistant
 - (b) Entry to School Process
 - (c) Grand Erie’s Long Term Accommodation Plan

Learn

Lead

Inspire



Special Education Advisory Committee

Thursday, March 6, 2025

Time 6:00 p.m.

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AGENDA

- (d) SEAC Meeting Dates 2025-26
- (e) Review SEAC Term of Reference

I - 1 **Adjournment** (L. DeJong)

J - 1 **Next Meeting**
Thursday March 6, 2025, 7:30 p.m. Education Centre Norfolk Room / MS Teams
Virtual Meeting

Special Education Advisory Committee (SEAC)

Member Orientation Handbook





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For more information about the Grand Erie District School Board SEAC, contact:
the Chair of SEAC at SEACchair@granderie.ca, or

Principal Leader of Special Education
519-756-6306, ext. 287214, or

Program Coordinator of Special Education
519-756-6306, ext. 287217

You may also wish to visit <http://www.granderie.ca/board/elementary/special-education/special-education-advisory-committee>.



Introduction

The members of the Special Education Advisory Committee (SEAC) for the Grand Erie District School Board have prepared this orientation handbook to assist you in understanding and performing your role as a SEAC member. SEAC is a committee of the Board that includes:

- trustees
- special education staff
- representatives of community agencies serving individuals with special needs
- representatives of parent organizations advocating for children with special needs
- representatives of the community at large who have an interest in special-needs education.

Most learners are successful in the regular classroom; however, some students have exceptional needs and may require special programs and services. A learner with exceptional needs is a student whose behavioural, communicative, intellectual or physical exceptionalities are such that special education support is required.

What is SEAC?

Special Education Advisory Committees (SEACs) were established by Ontario's Education Act, Section 206, Subsection (2), to make recommendations to their Boards about any matter related to the establishment and development of special education programs and services for students with exceptional needs. Each SEAC is responsible for examining, reviewing and making recommendations regarding the provision of special education programs and services in an advisory capacity. Some areas of focus are: philosophy and goals, policies and procedures, organizational structures, program delivery methods, services and facilities, funding, and the annual review of the Board's Special Education Plan.

SEAC members are welcome to bring the more general concerns of parents to the attention of the Board staff and trustees. All these groups work together to find solutions which meet the needs of our exceptional students. SEAC does not deal with specific questions about individual situations, which should be addressed to the child's teacher or the special education resource staff working with the child.



SEAC Meetings

Ontario Regulation 464/97 provides direction on SEAC meetings requiring SEAC to meet at least ten times each year. Grand Erie SEAC meets from September to June of each school year.

Most SEAC meetings take place at the Grand Erie Education Centre located at 349 Erie Avenue in Brantford, usually on the third Thursday of the month, commencing at 6:00 p.m. Meetings may occasionally be scheduled to accommodate other special events, or rescheduled due to inclement weather.

SEAC meetings are open to the public, although members of the public wishing to present to SEAC must approach the committee Chair ahead of time, via the contact information provided on the second page of this handbook.

Community members may also approach any SEAC representative with a question or concern; contact information for SEAC members is provided on the [Grand Erie website](#).

SEAC Roles and Responsibilities

For a description of SEAC's makeup, roles and responsibilities under Ontario legislation, see Regulation 464/97, Education Act 1998. A link to this Regulation is available in the "Additional Resources" section of this document.

A summary of SEAC's roles and responsibilities include:

1. To make recommendations to the Board regarding the establishment, development and delivery of Special Education programs and services.

SEAC activities which support this role include:

- participating in program reviews;
- receiving and responding to reports about Special Education programs and services;
- discussing program recommendations that are presented by staff and/or subcommittees;
- bringing forward issues for discussion and recommendations for action by administration and/or the Board; and
- sharing information about association/agency activities and issues as relating to Grand Erie Special Education programs.



SEAC Roles and Responsibilities Contd.

2. To participate in the annual review of the Special Education Plan.

SEAC activities which support this role include:

- reviewing and discussing parts of the Special Education Plan; and
- reviewing changes to the plan and providing feedback to staff and the Board.

3. To participate in the annual budget process for Special Education.

SEAC activities which support this role include:

- receiving presentations from administration about the budget process and key issues;
- taking the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process; and
- taking the opportunity to make presentations to the trustees about proposed expenditures or funding allocations.

4. To communicate with parents and members of the public about Special Education programs and services, and the activities of SEAC.

SEAC activities which support this role include:

- holding open meetings which members of the public can attend;
- developing and distributing information about Special Education and SEAC;
- distributing information and consulting with members of the associations/agencies represented by SEAC members;
- participating in consultation between individual SEAC members and their respective provincial associations;
- providing input to the Grand Erie website and publications which provide information about Special Education; and
- increasing awareness of Ministry of Education special education resources, including the Ministry of Education and SEAC websites.

5. To interact with other ministries, community partners and agencies.

SEAC activities which support this role include:

- responding to Ministry of Education consultations on Special Education policy and procedures;
- responding to government consultations on programs and policies which may affect students who require Special Education programs and services; and
- consulting and collaborating with other ministries, community partners and agencies regarding the development of changes in services and programs which may affect students who require special education.

SEAC Terms of Reference

Each board creates the Terms of Reference for its SEAC. For the complete list of Grand Erie DSB SEAC's Terms of Reference, see the SEAC section of Grand Erie District School Board Bylaw 8, available [here](#).

The Terms of Reference cover factors including:

- purpose and responsibility of SEAC
- composition of the committee
- operating procedures and scope
- role of the Board
- role of SEAC
- making recommendations to the Board

Additional Resources for SEAC Members

- Ontario Education Act Regulation 464/97 regarding SEACs:
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970464_e.htm
- Standards for School Boards' Special Education Plans
On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario, and for ensuring greater accountability in the area of special education. The document describes the new province-wide standards that school boards must meet when developing their special education plans. The document can be found [here](#).
- Ministry of Education Standards for the Planning, Development and Implementation of Individual Education Plans (IEPs) can be found [here](#).
- The Ministry of Education Transition Plan Resource Guide (2002) can be found [here](#).
- Grand Erie District School Board Policy P-02 on Service Provisions for Students with Special Education Needs can be found [here](#).



Additional Resources for SEAC Members

- Special Education section of Grand Erie District School Board website: <http://www.granderie.ca/board/elementary/special-education>, including:
 - Special Education Plan
 - List of SEAC Representatives
 - Parent's Guide to Special Education and the Identification, Placement and Review Committee (IPRC)
 - Glossary of Special Education Terms
 - [Ministry of Education Special Education Overview](#)
 - [Provincial Parent Association Advisory Committee \(PAAC\) on SEAC Handbook](#), which includes:
 - [SEAC Effective Practices Handbook for SEAC Members](#)
 - Surveys of SEAC Effectiveness
 - Regular updates on topical issues concerning SEAC roles and contributions

Guiding Principles to Promote a Positive Discussion and Environment

- If you are unclear about something, ask!
- Be respectful.
- Be prepared – review the agenda!
- Don't interrupt or dominate the discussion.
- Practice active listening.
- Stay focused on the system perspective, not individual student perspective.
- Identify concerns and state them.
- Collaborate, compromise, discuss.
- Appreciate everyone's unique perspective and knowledge they are bringing to the discussion.
- Enjoy the learning!



Basic Format for Meetings

- **Arrival:** arrive, and pick up and display your name card.
- **Call to Order:** the Chair will call the meeting to order.
- **Roll Call:** note is made of any members who are absent; if you cannot attend, please notify the SEAC Recording Secretary (Assistant to the Superintendent of Special Education), via email or via phone (519-756-6306, ext 281173)
- **Confirmation of Agenda:** if the agenda is amended, it must be moved and seconded.
- **Approval of Minutes:** motion for approval of minutes as provided (or, as provided and then amended) should be made and seconded.
- **Timed presentation(s):** this is an opportunity to have a guest speaker who educates SEAC in some topic pertaining to SEAC's areas of interest (e.g. special education budget, specific special education programs and classrooms, etc.)
- **Other agenda items:** as provided and presented by various members of SEAC and/or Board personnel
- **Motions:** must be made and seconded
- **Recommendations to Board:** must be made, seconded, and communicated per Board bylaws
- **Correspondence:** as received by SEAC, for sharing with its members
- **Updates:** SEAC members can bring forward items of interest from their various communities/special needs subjects
- **Next meeting date/time:** confirmed at end of meeting
- **Future agenda items:** noted on agenda
- **Adjournment:** motion to adjourn must be made and seconded



Special Education Advisory Committee

Thursday January 9, 2025

6:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

- Present:** Chair: L. DeJong, Vice-Chair K. Jones, Trustees: B. Doyle, L. Whiton, Community Representatives: B. Bruce, L. Nydam Organizations: L. Campbell, C. Gilman, 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
- Absent with regrets:** Community Representatives: Organizations: T. Buchanan
- Absent:** Community Representatives: K. Kelly. L. Nydam
- Guests:** Trustee Sloat, Principal Leader Mental Health & Well Being J. Hooper
- A - 1 **Opening**
- (a) **Welcome / Land Acknowledgment Statement**
Superintendent Thompson 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. Guests were noted.
- (c) **Agenda Additions/Deletions/Approval**
Remove: H-1(a): Community Living Brant Presentation

Add: D-1(b): Departing SEAC member
D1-(c): Approval of new SEAC member

Moved by: L. Campbell
Seconded by: K. Jones
THAT the January 9, 2025 agenda be approved as amended.
Carried
- B - 1 **Timed Items**
- (a) **Election – Chair and Vice-Chair of SEAC January 2025**
L. DeJong was acclaimed as Chair of SEAC for 2025. K. Jones was acclaimed as Vice Chair of SEAC for 2025.
- (b) **Thank you – Chair and Vice-Chair of SEAC 2024**
Superintendent Thompson thanked L. DeJong and K. Jones for their respective roles on SEAC for 2024 and congratulated them for continuing on in 2025.
- (c) **Grand Erie’s Mental Health Strategy**
Principal Leader J. Hooper presented Grand Erie’s Mental Health Strategy. SEAC members were invited to provide feedback via a QR code and link.



Special Education Advisory Committee

Thursday January 9, 2025

6:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

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

(a) **Approval of Minutes**

Moved by: L. Whiton

Seconded by: K. Jones

THAT the Special Education Advisory Committee Minutes dated December 12, 2024 be approved as presented.

Carried

(b) **You Belong Video Series**

SEAC members viewed the first three videos from Grand Erie's You Belong video series. There was a question as to how the students are selected to be part of the videos. Superintendent Thompson will follow up and bring back to SEAC members in February.

(c) **Toronto Holocaust Museum (THM) reminder**

A reminder was given about the trip to the THM on January 23, 2025. J. Valstar will send the registration link to SEAC members.

(d) **Centre for Excellence Grand Opening**

SEAC members were invited to attend the grand opening of Grand Erie's Centre for Excellence on Monday January 13, 2025. J. Valstar will send the registration information to SEAC members.

D - 1 **New Business**

(a) **Special Education Plan – Standard 8 – Categories and Definitions of Exceptionalities**

Standard 8 of Grand Erie's Special Education Plan was presented. SEAC members were given the opportunity to ask questions and provide feedback, and encouraged to email J. Valstar with any further thoughts.

(b) **Departing SEAC member**

T. Buchanan, Community Living Brant, has changed roles and will therefore be stepping down from SEAC.

(c) **New SEAC member – Motion to approve**

Moved by: P. Found

Seconded by: K. Jones

THAT the appointment of Simon Jennins, Community Living Brant, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the January 27, 2025 Regular Board meeting for approval.

Carried

E - 1 **Other Business** - Nil

F - 1 **Standing Items**

(a) **Policies Out for Comment**



Special Education Advisory Committee

Thursday January 9, 2025

6:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

- Budget Development Process (BU-02)
- Environmental and Climate Change Education and Stewardship (SO-18)
- Fundraising (SO-01)
- Major Construction (FA-01)
- Student Concussion and Head Injury (HS-10)

SEAC members were encouraged to review the policies out for comment and provide input.

(b) **Math Counts Newsletters**

Presented as printed

(c) **System Updates**

Superintendent Thompson presented system updates across Grand Erie. A video from the Tech is Grand update will be shared at the February SEAC meeting.

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

Chair DeJong thanked SEAC members for the support. She encouraged members to suggest agenda items for future meeting via email to J. Valstar

Vice Chair Jones thanked SEAC members for their support.

G - 1 **Information Items** - Nil

H - 1 **Community Updates**

Superintendent Thompson encouraged SEAC members to present on the organizations they represent at future SEAC meetings.

I - 1 **Correspondence** - Nil

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

- (a) Financial Update 2024-25
- (b) A Day in the Life of an Educational Assistant
- (c) Specialized Services Program Update
- (d) Entry to School Process
- (e) Grand Erie's Long Term Accommodation Plan (LTAP)
- (f) Review of SEAC Orientation Handbook
- (g) SEAC Meeting Dates 2025-26
- (h) Review SEAC Terms of Reference (TOR)
- (i) Update on Grand Erie's Hub program

K - 1 **Next Meeting**

Thursday February 6, 2025 in the Norfolk Room at the Education Centre with a virtual option.

L - 1 **Adjournment**



Special Education Advisory Committee

Thursday January 9, 2025

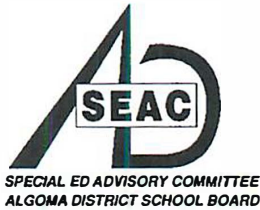
6:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

Moved by: K. Jones
Seconded by: L. Whiton
THAT the meeting be adjourned at 7:23 p.m.
Carried

Draft



Algoma District School Board

644 Albert St. East

Sault Ste. Marie

ON P6A 2K7

Telephone: (705) 945-7111

FAX: (705) 942-2540

www.adsb.on.ca

January 21, 2025

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

Dear Linda Lacroix,

The Algoma District School Board Special Education Advisory Committee (SEAC) is writing to support the November 6, 2024 letter sent by the Limestone District School Board SEAC to bring forward concerns related to teacher training in special education at faculties of education across Ontario.

The lack of consistent training in special education during initial teacher education programs is a concern for many school boards. Despite the diversity of learners in Ontario classrooms, many teachers do not receive enough preparation in this area prior to beginning their careers.

Teachers must be well-prepared to address the wide range of needs and abilities that they will encounter in the classroom. Teachers that receive special education training as part of their teacher preparation programming are far better equipped to implement the principles of Universal Design for Learning and differentiate instruction effectively for all students, including those with special education needs. Additionally, training helps to ensure that teachers understand the many diverse needs of our learners, enabling them to develop and implement Individual Education Plans (IEPs) effectively beginning with their first days in our classrooms.

The ADSB SEAC echoes the call of the Limestone DSB SEAC for the 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 required component of all teacher preparation programs in Ontario.

Sincerely,

Pat Mick

Pat Mick,
Chair
Algoma District School Board SEAC

January 27, 2025

Via Email

Hon. Jill Dunlop Ministry of Education



Re: Inadequate Special Education Funding & Educational Assistant Shortage

Dear Minister Dunlop,

I am writing to express serious concerns regarding the significant challenges facing special education in the Ottawa Catholic School Board and across all Ontario schools. Specifically, the insufficient funding for special education programs and services in combination with the critical shortage of Educational Assistants (EA) severely impacts the quality of education and support provided to exceptional students. These act as barriers to these students' rights, as per the Human Rights Code, to access education. Furthermore, the lack of adequate funding for special education has ramifications negatively impacting the entire student population in Ontario, as further explained below.

Funding Challenges:

- **Special Education Grant Shortfalls:** The current Special Education Grant is insufficient to meet the complex and diverse needs of exceptional students. This chronic underfunding forces school boards to reallocate resources from other areas, therefore compromising the overall educational experience for all students. As an example, the Ottawa Catholic School Board (OCSB) currently spends \$26 million more than it is funded to support students with special education needs. This financial strain limits the board's ability to provide essential services and support to its students.
- **Inadequate Transportation Funding:** Transportation costs for students with special needs continue to exceed the funding provided by the Ministry. This shortfall places an additional burden on school boards and families of students who require specialized transportation and acts as a barrier to access education.

Educational Assistant Shortages:

- **Critical Staffing Gaps:** The province is facing a severe shortage of qualified Education Assistants. This shortage results in significant challenges in providing consistent and adequate support to students with special education needs. Staff absences due to illness and stress often cannot be filled, leaving vulnerable students without the necessary assistance and supervision. This situation poses a direct risk to the safety and well-being of these students and disrupts the learning environment for all students in our schools not only in our board but across the province. This lack of support denies special needs students their legally protected right to access the same level of education as their peers without disabilities.
- **Students Unable to Access Educational Institutions:** A lack of appropriate staff and support can also result in requests to keep students at home. Results from [People for Education's 2023-2024 Annual Ontario School Survey](#) showed that 72% of elementary schools who had daily EA shortages recommended that students receiving EA support stay home and 67% of secondary schools did the same.

- **Urgent Need for Action:** The Ministry must take immediate steps to address this crisis. We urge the government to implement strategies similar to those successfully employed in the healthcare sector to attract and retain staff. These strategies could include:
 - **Free Tuition for EA Programs:** Offering free tuition for students enrolled in Educational Assistant programs at Ontario colleges.
 - **Retention Bonuses:** Providing financial incentives to encourage EAs to remain in the education sector.
 - **Enhanced Professional Development:** Investing in ongoing professional development opportunities for EAs to enhance their skills and knowledge.
 - **Improved Working Conditions:** Addressing workload concerns and ensuring that EAs have the necessary resources and support to effectively perform their roles.
 - **Stable Employment:** Many EAs leave the profession due to lack of full-time stable positions and some are forced to take on multiple jobs to make ends meet. Providing stable funding to pay for full-time positions will enable schools to retain the best EAs and result in lower costs over time when compared to the cost of constantly having to re-staff and retrain new EAs.
 - **Increase and improve all special education resources:** Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behaviour Analysts, Resource Teachers and other specialists are wholly insufficient in number to meet the needs of the current student population in the province - significant effort must be expended to improve children's access to the services these specialists bring to the classrooms of the province.

The current situation is unsustainable and demands urgent attention. As Chair of the Special Education Advisory Committee (SEAC) for the Ottawa Catholic School Board (OCSB), I am asking that you take immediate action to address these critical funding and staffing challenges to ensure that all students in Ontario, including those with special needs, have access to the quality education and support they deserve.

Sincerely,



Traci Clarke, SEAC Chair, Ottawa Catholic School Board

CC Members of Provincial Parliament, Ottawa Region
 Mark Mullan, Chairperson of Ottawa Catholic School Board (OCSB)
 Sue Wilson, School Board Trustee Representative, Minister's Advisory Council on
 Special Education (MACSE)
 Ontario Special Education Advisory Committees (SEAC)



January 30, 2025

Via email through Ontario Directors of Education

RE: Special Education Funding in the Province of Ontario

Dear Chairs of Special Education Advisory Committees across Ontario,

We are writing on behalf of the Special Education Advisory Committee (SEAC) for the Ottawa Catholic School Board (OCSB). As we are all aware special education funding in Ontario is inadequate for meeting the needs of our student population. This, combined with the shortage of educational assistants, has thrown our education system in Ontario into crisis mode, with all students being affected.

As SEAC members it is our job to provide advice and recommendations to school boards on special education programs and services. Most of us represent associations in our community consisting of exceptional students and as such we have become well versed in advocacy in the area of special education. Therefore, we would like to take this opportunity to combine our voices into one and hope that the Ministry of Education will hear us loud and clear. Together, we hope to send a clear and strong message that something has to be done to address the crisis happening with special education in Ontario.

As such we are seeking each and every one of your signatures on the attached letter in the hopes that together, our voices can be amplified and send a unified message to the Ministry of Education to impress upon them the call to action.

We appreciate your cooperation and support with this matter. We hope to have the letter signed by Friday, February 28, 2025. Please do not hesitate to contact by emailing us at ocsbseac.advocacy@gmail.com should you have any questions, comments or concerns.

Sincerely,

Mara Chapeskie
Vice Chair, OCSB SEAC

Ontario School Year Calendar 2025-2026

Calendar Title 109101427: Brant/Brantford/Haldimand/Norfolk Elementary		Calendar Description Brant/Brantford/Haldimand/Norfolk Elementary 2025-2026 Calendar				
Board Name Grand Erie DSB		Date Created Oct 21, 2024	Panel Elementary	Calendar Type Regular	Calendar Status Draft	
Start of School Year Sep 02, 2025	End of School Year Jun 30, 2026	First Day Students Sep 02, 2025	Last Day Students Jun 25, 2026	Total PA Days 7	Total Instr. Days 187	Total Exam Days 0

LEGEND

- Statutory Holiday
- Scheduled Examination Day
- Board Directed PA Day
- PA Day Devoted to Provincial Priorities*
- Board Designated Holiday
- / Half Day

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September 2025	1	2	3	4	5	8	9	10	11	12 P*	15	16	17	18	19	22	23	24	25	26	29	30				1	20	0
October 2025			1	2	3	6	7 P*	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31	1	21	0
November 2025	3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28						1	19	0
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 B	26 B	29 B	30 B	31 B			0	15	0
January 2026				1 B	2 B	5	6	7	8	9	12	13	14	15	16	19 P	20	21	22	23	26	27	28	29	30	1	19	0
February 2026	2	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						0	19	0
March 2026	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April 2026			1	2	3 H	6 H	7	8	9	10	13	14	15	16	17 P*	20	21	22	23	24	27	28	29	30		1	19	0
May 2026					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June 2026	1	2	3	4	5 P	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29 B	30 B				2	18	0
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
TOTAL																						7	187	0				

Schools assigned to this calendar:

School Name	Town or City
Agnes Hodge PS	Brantford
Banbury Heights S	Brantford
Bellview PS	Brantford
Bloomsburg PS	Waterford
Boston PS	Waterford
Branlyn Community S	Brantford
Brier Park PS	Brantford
Burford District E S	Burford
Caledonia Centennial PS	Caledonia
Cedarland PS	Brantford
Centennial-Grand Woodlands S	Brantford
Central PS	Brantford
Cobblestone E S	Paris
Confederation E S	Brantford
Courtland PS	Courtland
Delhi PS	Delhi
Dufferin PS	Brantford
Echo Place PS	Brantford
Edith Monture E S	Brantford
Elgin Avenue PS	Simcoe
Glen Morris Central PS	Glen Morris
Graham Bell-Victoria PS	Brantford
Grand Erie Elementary Remote Learning School	Brantford
Grandview PS	Brantford
Greenbrier PS	Brantford
Hagersville E S	Hagersville
Houghton PS	Langton
J L Mitchener PS	Cayuga
James Hillier PS	Brantford
Jarvis PS	Jarvis
King George S	Brantford

School Name	Town or City
Lakewood E S	Port Dover
Langton PS	Langton
Lansdowne-Costain PS	Brantford
Lynndale Heights PS	Simcoe
Major Ballachey PS	Brantford
Mapleview Elementary School	Dunnville
Mount Pleasant S	Mount Pleasant
My Home on Turtle Island The Youth Lodge	Ohswéken
North Ward S	Paris
Oakland-Scotland PS	Scotland
Oneida Central PS	Caledonia
Onondaga-Brant PS	Brantford
Paris Central PS	Paris
Port Rowan PS	Port Rowan
Prince Charles PS	Brantford
Princess Elizabeth PS	Brantford
Rainham Central S	Fisherville
River Heights S	Caledonia
Russell Reid PS	Brantford
Seneca Central PS	York
St George-German PS	St George
Teeterville PS	Teeterville
Thompson Creek E S	Dunnville
Walpole North E S	Hagersville
Walsh PS	Simcoe
Walter Gretzky E S	Brantford
Waterford PS	Waterford
West Lynn PS	Simcoe
Woodman-Cainsville	Brantford
Woodview (James Hillier)	Brantford

Professional Activity Days and Descriptions

Date	Topic(s)	Description
Sep 12, 2025	Topic A - To be determined	
Oct 07, 2025	Topic B - To be determined	
Nov 14, 2025		
Jan 19, 2026		
Apr 17, 2026	Topic C - To be determined	
Jun 05, 2026		
Jun 26, 2026		

Ontario School Year Calendar 2025-2026

Calendar Title 109101687: Brant/Brantford/Haldimand/Norfolk Secondary		Calendar Description Brant/Brantford/Haldimand/Norfolk Secondary					LEGEND					
Board Name Grand Erie DSB		Date Created Oct 21, 2024	Panel Secondary		Calendar Type Regular	Calendar Status Draft						
Start of School Year Sep 02, 2025	End of School Year Jun 30, 2026	First Day Students Sep 02, 2025	Last Day Students Jun 25, 2026		Total PA Days 7	Total Instr. Days 177	Total Exam Days 10					
<ul style="list-style-type: none"> H Statutory Holiday E Scheduled Examination Day P Board Directed PA Day P* PA Day Devoted to Provincial Priorities* B Board Designated Holiday / Half Day 												

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September 2025	1	2	3	4	5	8	9	10	11	12 P*	15	16	17	18	19	22	23	24	25	26	29	30				1	20	0
October 2025			1	2	3	6	7 P*	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29 E	30	31	1	20	1
November 2025	3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28						1	19	0
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 B	26 B	29 B	30 B	31 B			0	15	0
January 2026				1 B	2 B	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 E	27 E	28 E	29 E	30 P	1	15	4
February 2026	2 P	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						1	18	0
March 2026	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April 2026			1	2	3 H	6 H	7	8	9	10 E	13	14	15	16	17 P*	20	21	22	23	24	27	28	29	30		1	18	1
May 2026					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June 2026	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 E	23 E	24 E	25 E	26 P	29 B	30 B				1	15	4
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
TOTAL																						7	177	10				

Standard 11

Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

The Ministry of Education operates provincial and demonstration schools throughout Ontario to provide education for students who are deaf, blind, deaf-blind or have severe learning disabilities, including those with attention deficit hyperactivity disorder (ADHD).

Residential programs are available Monday to Friday to students who live too far away to travel daily. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements in [Regulation 296](#). Transportation is provided for students, to and from Provincial and Demonstration Schools.

Other resource supports include:

- Preschool services for deaf, blind, and deaf-blind children are available during home visiting services.
- Learning materials and media for students who are deaf, blind, or deaf-blind
- Professional learning opportunities for board staff
- Vision – Orientation and Mobility supports

School for the Blind and Deaf-Blind

W. Ross Macdonald School

350 Brant Avenue, Brantford, Ontario, N3T 3J9.

Phone: 519-759-0730

School for the Deaf

Sir James Whitney School

350 Dundas Street West, Bellville, Ontario, K8P 1B2.

Phone: 613-957-2823

Ernst C. Dury School

255 Ontario Street South, Milton, Ontario, L9T 2M5.

Phone: 613-957-2823

Robarts School

1090 Highbury Avenue, London, Ontario

Phone: 519-453-4400

School for the Deaf, Blind, Deaf-Blind and Students with Learning Disabilities (French)

Centre Jules-Leger

281 Avenue Lanark Ottawa, Ontario, K1Z 6R8.

Phone: 613-761-9300

Demonstration Schools for Students with Severe Learning Disabilities and Possibly ADHD

Amethyst School

1090 Highbury Avenue, London, Ontario, N5Y 4V9.

Phone: 519-453-4408

Sagonaska School

2350 Dundas Street West, Belleville, Ontario, K8P 1B2.

Phone: 613-967-2830

Trillium School

347 Ontario Street South, Milton, Ontario, L9T 3X9

Phone: 905-878-8428

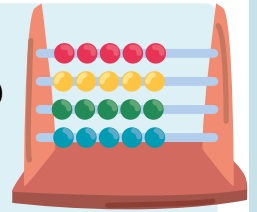
The following are current statistics (for the school year 2023-24) with respect to the number of qualified resident students attending Provincial Schools and Provincial Demonstration Schools:

W. Ross Macdonald School	9
Ernest C. Drury School for the Deaf	2
Robarts School for the Deaf	0
Amethyst Demonstration School	0
Trillium Demonstration School	0



PRIMARY FAMILY MATH NEWSLETTER

Can you find me? I'm between 6 and 10. I'm less than 9 and more than 7.



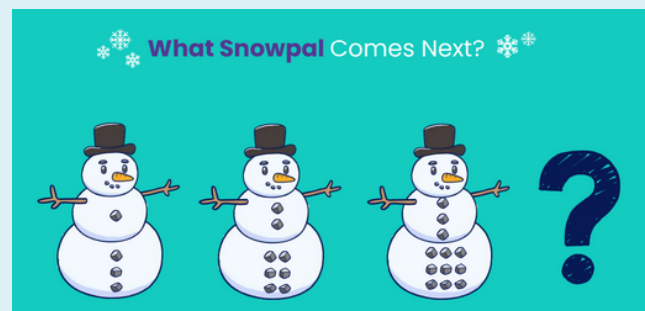
Problem Solving



1. A basketball player scored 9 points in two games. What might their scores in each of the games be?
2. $? + ? + ? = 13$. What might the missing number be?

Source: Good Questions for Math Teaching-P. Sullivan. P. Lilburn

Math Talk



Game:

Salute - 3 Players Materials: Deck of cards with Ace-10 (Ace represents 1)
Shuffle the cards and place them in a pile, face down, in the centre of the play area. This is the pile from which cards are drawn. Two players draw a card without turning it over. These players hold their cards up against their foreheads, with the numbers on the cards facing outward (players can see each other's card, but not their own). The third player finds the sum of the two cards, then says the sum aloud. By hearing the sum, and seeing the other player's card, each player holding a card tries to identify the number on their card. Rotate players so that everyone gets a chance to play each role.

Good Read:

Black Canadian Contributions to STEM: take a look at Canadian Influence on Science, Technology, Engineering and Mathematics at the website below! What inspired you?

[Black Canadian Contributions to STEM](#)

15

How many different ways can you make the number 15?

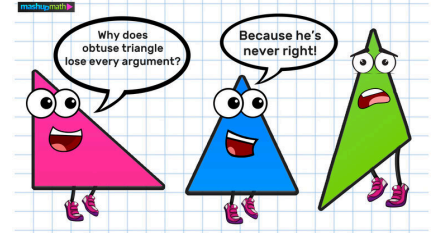


FAMILY MATH NEWSLETTER: JUNIOR EDITION

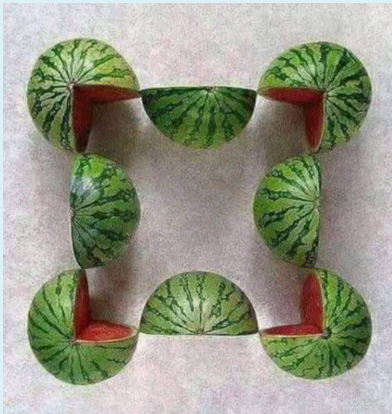
ISSUE 13: February 2025

Math Challenge

A school bus seats at most 36 students. At each of the first two stops, 7 students get on. What are the possible numbers of students the school bus can pick up after these two stops? Try using a number line to represent your thinking. [Source: Ontario Curriculum](#)



Math Talk

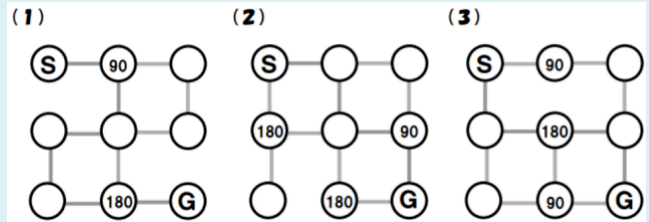


What do you notice?

What do you wonder?

What fractions do you see?

Puzzle: Angle Maze Puzzles



Try drawing a continuous line from S (Start) to G (Goal).

You may only pass through each circle once. Not every circle will be used.

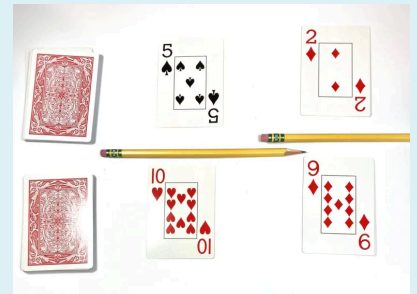
If you hit a circle with an angle value inside, you must form that angle.

[Angle Maze Puzzles Link](#)

Game: Comparing Fractions

Materials: deck of cards with the Q and K removed. A=1 and J=12 (Jokers can be removed or made wild). Shuffle the deck, dealing the cards so that each player has half. At the same time, both players pull two cards and arrange them as a fraction. Players compare the two fractions created. The player with the larger fraction takes the cards. The player with the most cards at the end wins. If both players create the same fraction, they pull two more cards and create another fraction. The player with the largest fraction then takes all the cards.

Versatile! Keep an Ace as the top card (numerator) and only draw the bottom card (denominator) to *compare unit fractions*; Put the smaller card on top to *compare regular fractions*; Put the larger card on top to *compare improper fractions*; Pull a third card to create and *compare mixed numbers*!



Good Listen: The Beauty of Mathematics with Fern Hunt



Fern Hunt is known for her work in applied mathematics and mathematical biology. She has been involved with biomathematics, patterns in genetic variation, and chaos theory.

She currently works as an educator and presenter with the aim of encouraging women and minority students to pursue graduate degrees in mathematics and other STEM fields.

[Listen: Fern Hunt on why Math is Beautiful!](#)



FAMILY MATH NEWSLETTER INTERMEDIATE EDITION



ISSUE 5: February 2024



Problem Solving: Groundhogs Day

"Groundhog Day is celebrated in Canada and the United States every year on 2 February. Legend has it that watching a groundhog emerge from its burrow can determine the weather forecast for the coming weeks. Accordingly, if it is a sunny day and the groundhog sees its shadow, it goes back to sleep for six more weeks of winter. If the weather is cloudy and the groundhog does not see its shadow, it stays outside, meaning that the worst of winter is over and spring will soon arrive."
(Source: [The Canadian Encyclopedia](#))

- How accurate is Wiarton Willy?
- What information would you need to determine this?

Check out this website for some more data: [All Groundhogs](#)

Game: Give Some Percent

Try [this card game](#) to develop your skills working with division and percentages.



Math Talk

- How many chocolates are in this tray?
- How many chocolates would we have if there were 3 of these trays
- How many of those chocolates would be heart-shaped?

How to Support Your Childs Math Learning at Home



Did you know there are many ways you can support your child with their math learning at home? The [Grade 9 math: a guide for parents](#) outlines many helpful strategies, including:

- Find ways to incorporate math into everyday activities at home (for example, making goals to save, Calculating discounts and interest payments, or predicting travel time)
- Talk with your child about their strengths, interests, education and career goals
- Help your child make connections between what they learn in school, their interests and the courses they choose to take.
- Talk with your child about career opportunities that rely on math skills.
- Ask your child's teacher, guidance counsellor or other school staff questions about skills and experiences required to help your child, as well as the supports that are available along the way.
- Stay informed about your child's learning and stay in touch with their school and teachers.




Math in the Workplace: Carpenters

What do they do?

Carpenters are one of the most versatile construction occupations, with workers usually doing many different tasks. For example, some carpenters insulate office buildings; others install drywall or kitchen cabinets in homes. Those who help construct tall buildings or bridges often install the wooden concrete forms for cement footings or pillars. Some carpenters erect shoring and scaffolding for buildings. Carpenters use many different hand and power tools to cut and shape wood, plastic, fiberglass, or drywall. They commonly use hand tools, including squares, levels, and chisels, as well as many power tools, such as sanders, circular saws, nail guns, and welding machines. Carpenters fasten materials together with nails, screws, staples, and adhesives, and do a final check of their work to ensure accuracy. They use a tape measure on nearly every project because proper measuring increases productivity, reduces waste, and ensures that the pieces being cut are the proper size.

Try this!

Tube forms are used to form concrete columns. The concrete is mixed at a ratio of 2.5 litres of water per bag of concrete mix. Calculate the amount of water needed for a 15-foot column with a diameter of 8 inches.

POSTS (standard fence)		2.5 x = 1 Post
CONCRETE SLAB		5 x = 6 sq.ft.
TUBE FORMS (for each 4' length)		5.5 x = 10" Diameter 3.5 x = 8" Diameter

Looking for more? Check out the [Trades Math Workbook](#), where this question, and more, can be found.

Source: [my Blueprint: Occupations](#)