



Special Education Advisory Committee

Thursday, November 6, 2025

Time 6:00 p.m.

Education Centre Norfolk Room / MS Teams Virtual Meeting

AGENDA

- A - 1 **Opening** (L. Thompson)
- (a) Welcome / Land Acknowledgement Statement
 - (b) Roll Call
 - (c) Agenda Additions/Deletions/Approval
- B - 1 **Timed Items**
- (a) Student Showcase (L. Thompson)
 - (b) SEAC Chair/Vice-Chair Elections (L. Thompson)
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Virtual Meeting Guidelines (L. Thompson)
 - (b) SEAC Speaker Event (Chair, L. Thompson)
- D - 1 **Consent Agenda** (Chair)
- Recommended Motion:**
- "That SEAC accept the November 6, 2025, Consent Agenda and the recommendations contained therein."*
- (a) Approve the Minutes of:
 - * (i) SEAC meeting Minutes dated September 4, 2025
 - * (ii) SEAC meeting Minutes dated October 2, 2025
- E - 1 **New Business**
- * (a) Grade 7-8 Pathway Planning Guide
 - * (b) Special Education Plan Review – Standard 10 – Individual Education Plans (L. Miedema)
 - * (c) Grand Erie's Multi-Year Accessibility Plan – 2024-25 Update (L. Thompson)
- F - 1 **Information Items**
- (a) Policies out for comment (Vice Chair) - Nil
 - (b) Family Math E-Newsletters for [Primary](#), [Junior](#) and [Intermediate](#)
 - (c) [Family Literacy Newsletter](#)
 - (d) System Updates (L. Thompson)
 - (e) Chair / Vice-Chair Updates (Chair/Vice-Chair)
- G - 1 **Community Updates**
- (a) Nil
- H - 1 **Future Agenda Items and SEAC Planning Committee**
- (a) Role of the System Staff
 - (b) PAAC on SEAC website
 - (c) Minister's Advisory Council on Special Education (MACSE)
 - (d) ODEN presentation – Specialized Services Transition Navigator
 - (e) Skill Building and Hub Programs
- I - 1 **Adjournment** (Chair)



Special Education Advisory Committee

Thursday, November 6, 2025

Time 6:00 p.m.

Education Centre Norfolk Room / MS Teams Virtual Meeting

AGENDA

J - 1

Next Meeting

Thursday December 4, 2025, at 1:00 p.m. at the Education Centre Norfolk Room / MS Teams Virtual Meeting

Learn

Lead

Inspire

Virtual Meeting Guidelines



Put your best (virtual) foot forward with these Dos and Don'ts for ensuring online meetings run smoothly and efficiently for both fellow presenters and viewers:



Know your device and technology

Before attending a meeting, familiarize yourself with the online platform's capabilities. Know where to find the chat window, how to raise your hand, and share your screen. Be aware of audio and visual settings on your device and adjust accordingly. Ensure Wi-Fi is connected. Set up a test meeting to run through the features and ensure everything is in working order.



Pay attention to surroundings

Ideally, your virtual meeting space is a quiet room with a door you can close. Where that's not possible, avoid high-traffic areas where others may need to pass through. Adjust your computer/device setup to maximize natural light by facing a window or positioning a light source behind your screen. Avoid distracting backgrounds or use your virtual meeting platform's blur filter so you're the only thing in focus.



Closed Captioning

Enable closed captioning to ensure accessibility for all participants. Captions provide the real-time text of spoken content, helping attendees who may need an alternative way to follow the conversation. Turning on captions fosters an inclusive meeting environment, allowing everyone to stay engaged and informed. Enable the translation function to allow attendees to receive the content in their preferred language.



Keep your mic muted when not speaking

Unless you're the one speaking, keep your microphone on mute to ensure any background noise can't be detected and distract from what's being said.



Turn on video

Showing your face during the meeting helps attendees connect in the online environment. But be sure to follow the meeting organizer's direction. In large groups, the preference may be to turn video off, unless you're speaking.



Dress for success

Dress as though you're attending an in-person meeting, and avoid jewellery that might make noise when you move your hands or type.



Be aware of non-verbal communication

Facial expressions, hand gestures and body language can all be detected on video. Be mindful of how this can influence online communication. When speaking, look directly into your camera so attendees can see you are looking at them.



Avoid multitasking

Close any tabs or windows you don't need. Shut down email and put your phone away, ensuring it's on silent. Avoid eating during virtual meetings, but have a glass of water nearby if you need it. If you must address someone or something in your environment, mute audio and visual.



Use the chat window and raise your hand to speak

The chat window can be used to ask a question or respond to another attendee's questions or comments without interrupting the overall flow of the meeting. You can also virtually raise your hand to indicate to the meeting organizer that you have a question to ask. Follow the meeting organizer's direction for your turn to speak, then unmute your mic and turn on your video.



Privacy and security

Use unique meeting passwords or waiting rooms to control access. Remember, recording or taking screenshots without permission can violate privacy guidelines—respecting these boundaries ensures trust and confidentiality in every meeting.



Special Education Advisory Committee

Thursday September 4, 2025

6:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

Present: Chair: L. DeJong Vice Chair: K. Jones Trustees: R. Collver, T. Waldschmidt, Organizations: L. Campbell, P. Found, Christina Gilman, C. Stefanelli, T. West

Administration: Director J. Roberto, Superintendents: K. Graham, L. Thompson, Principal Leader J. Senior, Specialized Services Supervisor H. Knill, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar

Absent with regrets: Trustees: B. Doyle, L. Whiton Community Representative: K. Kelly

Absent: Community Representatives: L. Nydam Local Organizations: S. Jennions

Guests: Trustee C.A. Sloat

A - 1 **Opening**

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

Chair DeJong called the September 4 2025 meeting to order at 6:05 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**

Moved by: K. Jones

Seconded by: L. Campbell

THAT the September 4, 2025 agenda be approved as printed.

Carried

B - 1 **Timed Items**

(a) **Welcome back and meeting reminders**

Chair DeJong welcomed the SEAC members to the 2025-26 school year and reviewed meeting expectations.

(b) **Grand Erie's Specialized Services Department Updates**

Superintendent Thompson shared updates from Grand Erie's Specialized Services Department.

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

(a) **Introduction of New SEAC member**

Chair DeJong introduced Tammy West from Haldimand Norfolk REACH.

(b) **SEAC meeting dates 2025-26**

Presented as printed.

(c) **SEAC Terms of Reference**

Chair DeJong reviewed the updated Terms of Reference for the 2025-26 school year.



Special Education Advisory Committee

Thursday September 4, 2025

6:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

(d) **SEAC membership alternates**

Deferred to the October 2, 2025 SEAC meeting.

D - 1 **Consent Agenda**

THAT SEAC accept the September 4, 2025 Consent Agenda and the recommendations contained therein.

Moved by: K. Jones

Seconded by: R. Collver

(a) Approve the Minutes of:

(i) SEAC meeting Minutes dated June 5, 2025

E - 1 **New Business**

Nil

F - 1 **Information Items**

(a) **Policies out for comment**

Presented as printed.

(b) **System Updates**

Director Roberto presented system updates across Grand Erie.

(c) **Chair / Vice-Chair Updates**

Chair DeJong reminded SEAC members to bring community updated to SEAC.

G - 1 **Community Updates**

Nil

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

(a) Role of the System Staff

(b) PAAC on SEAC website

(c) Minister's Advisory Council on Special Education (MACSE)

(d) ODEN presentation – Specialized Services Transition Navigator

(e) Skill Building and Hub Programs

(f) CCAT Updates

(g) Review of the AI Guide Publication

(h) Specialized Services Summer Programs

I - 1 **Next Meeting**

Thursday October 2, 2025 at 1:00 p.m. at the Education Centre in the Norfolk Room with a virtual option.

J - 1 **Adjournment**

Moved by: K. Jones

Seconded by: P. Found

THAT the meeting be adjourned at 7:01 p.m.

Carried



Special Education Advisory Committee (SEAC)

Thursday October 2, 2025

1:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

- Present:** Chair: L. DeJong Vice Chair: K. Jones Trustees: R. Collver, T. Waldschmidt, Organizations: L. Campbell, Christina Gilman, T. West
- Administration:** Director J. Roberto, Superintendents: K. Graham, L. Thompson, Principal Leader J. Senior, Specialized Services Supervisor H. Knill, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar
- Absent with regrets:** Trustees: B. Doyle, L. Whiton Community Representative: K. Kelly, L. Nydam Local Organizations: P. Found, C. Stefanelli
- Absent:** Local Organizations: S. Jennions

Visiting Trustees: Trustee C.A. Sloat

A - 1 Opening

(a) Welcome / Land Acknowledgment Statement

Chair DeJong called the October 2, 2025 meeting to order at 1: 01 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: C-1 (d) Terms of Reference Update

C-1 (e) SEAC Alternates Update

Moved by: K. Jones

Seconded by: R. Collver

THAT the October 2, 2025 agenda be approved as amended.

Carried

B - 1 Timed Items

(a) Summer Learning Update

Superintendent Thompson shared highlights from the summer learning programs. In response to questions about Camp Sail, Superintendent Thompson confirmed that teachers recommend students in June to participate in Camp Sail, and information is then communicated back to the schools from Camp Sail upon completion.

In response to a question about summer student employment, Superintendent Graham shared that there is an open application process for students. As well, students are able to earn credits through co-op programs that are offered in the summer months.

(b) Clevr

Updates on the new Clevr program for Specialized Services was shared with by the Specialized Services Management Team.



Special Education Advisory Committee (SEAC)

Thursday October 2, 2025

1:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

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

(a) SEAC Membership on the Grand Erie Website

SEAC member names and their contact information will be shared on the Grand Erie website once the alternates have been approved.

(b) SEAC Election Process – Chair and Vice-Chair

Superintendent Thompson explained the election process for the SEAC Chair and Vice-Chair to take place in November 2025.

(c) SEAC Chair and Vice-Chair Roles and Responsibilities

Chair DeJong and Vice-Chair Jones shared information about the roles and responsibilities of their respective positions. They encouraged members to review the SEAC Terms of Reference for more details on the roles of Chair and Vice-Chair.

(d) Terms of Reference Update

Section 3.2 has been updated to reflect the change of the Chair and Vice-Chair elections to November of each year.

(e) SEAC Alternates

SEAC members approved the member alternates who have been named so far. Chair DeJong asked all remaining SEAC members from local organizations to provide an alternate to attend SEAC meetings in their absence and reviewed the expectations for the alternates.

Local Organization	SEAC Member	Alternate
Community Living Brant	Simon Jennions	vacant
Contact Brant	Lyndsey Campbell	Marlee Tansley
Easter Seals Ontario	Christina Gilman	vacant
Lansdowne Children's Centre	Lorraine DeJong	vacant
Norfolk Association for Community Living	Paul Found	Joe Balint
Woodview Mental Health & Autism Services	Cathy Stefanelli	Nicole Schween
Mississaugas of the Credit First Nation	Beth Bruce	Gabe Ianniruberto

Moved by: K. Jones

Seconded by: L. Campbell

"That the appointment of the list of alternates for committee members representing local organizations be forwarded to the October 27, 2025 Regular Board meeting for approval"



Special Education Advisory Committee (SEAC)

Thursday October 2, 2025

1:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

- D - 1 **Consent Agenda** – Deferred to November 6, 2025
THAT SEAC accept the October 2, 2025 Consent Agenda and the recommendations contained therein.
- (a) Approve the Minutes of:
- (i) SEAC meeting Minutes dated September 2, 2025
- E - 1 **New Business**
- (a) **Educational Assistant Micro-Credential**
L. Sheppard shared information about the Educational Assistant Micro-Credential that has been created by Grand Erie.
- (b) **Student Showcase**
Superintendent Thompson gave an overview about the Student Showcases that have been highlighted at the monthly board meetings and shared that similar showcases will be presented at future SEAC meetings.
- (c) **You Belong Here and Pathways Guides**
Superintendent Graham presented Grand Erie's You Belong Here and Pathways Guides to SEAC members.
- In response to questions on the scope of the Pathways program, students are encouraged to begin exploring options in grades 6 through to grade 12. Two locations are being offered with hopes to expand as the program grows. The Pathways Guide has been shared with Grand Erie families and can also be found on the Grand Erie website.
- In response to a question about Special Education pathways, SEAC members were pointed to the 5 Pathway options highlighted in the document.
- F - 1 **Information Items**
- (a) **Policies out for comment**
Presented as printed.
- (b) **System Updates**
Superintendent Graham presented system updates across Grand Erie.
- (c) **Chair / Vice-Chair Updates**
Chair DeJong and Vice-Chair Jones gave their respective updates. Vice-Chair Jones reminded SEAC members of the Virtual SEAC/GEPIC Speaker Event on Thursday December 4th at 5:00 p.m.
- G - 1 **Community Updates**
Nil
- H - 1 **Future Agenda Items and SEAC Committee Planning**
- (a) Role of the System Staff



Special Education Advisory Committee (SEAC)

Thursday October 2, 2025

1:00 p.m.

Education Centre Norfolk Room / MS Teams

MINUTES

- (b) PAAC on SEAC website
- (c) Minister's Advisory Council on Special Education (MACSE)
- (d) ODEN presentation – Specialized Services Transition Navigator
- (e) Skill Building and Hub Programs

I - 1 **Next Meeting**

Thursday November 6, 2025 at 6:00 p.m. at the Education Centre in the Norfolk Room with a virtual option.

J - 1 **Adjournment**

Moved by: K. Jones

Seconded by: L. Campbell

THAT the meeting be adjourned at 2:16 p.m.

Carried



Grade 7-8 Pathway Planning Guide

Curriculum & Student Achievement

Supporting Student Pathway Planning

All Grand Erie grade 7-12 students, staff, and families have access to myBlueprint to support student career development and pathway planning. The following resource provides curriculum-connected myBlueprint activities to achieve learning outcomes and support students in self-discovery and pathway planning.

The activities outlined below will ensure that students have well-developed plans and self-awareness reflections to support their transitions to secondary school. All work completed in myBlueprint stays with students and is available even after graduation.

Supporting Student Pathway Planning	2
How to Use This Resource	3
Grade 7 Curricular Resources	4
Grade 8 Curricular Resources	6

Getting Started Guides:

- [Grand Erie Staff Intro Video](#)
- [Video: Supporting Middle Years Learners with Education Planner](#)
- [Video: Education Planner Teacher Account](#)

How to Use This Resource

The following grade-level tables outline a suggested timeline and associated student learning activities using myBlueprint to support students in developing their Individual Pathway Plan (IPP).

- Activities to support student learning outcomes:
 - The Suggested Learning Experience column provides an activity to complete with students in myBlueprint to support student achievement
 - The Extension column provides additional resources or lessons to delve further into an outcome topic
 - The Student-Directed tasks are grade-specific activities that are pre-loaded in student accounts in myBlueprint

Summary of Timing and Topics:

- September - Self Exploration
- October - Goal Setting
- November-Mental Health
- December – Skill Development
- January - High school Planning
- February - Course Selections
- March - Financial Literacy
- April - Occupation Exploration
- May - Experiential Learning
- June - Goal Review and transition planning

Grade 7 Curricular Resources

Timeline - Focus	Suggested Learning Experiences	Extension Activities	Student IPP Tasks
September - Who Am I self Exploration	Create a Middle Years Portfolio Students will use their Education Planner account throughout the school year to document and reflect on their career and life planning. myBlueprint Learning Styles Activity Self-discovery: Students will discover their Learning Styles	Expectations Activity Expectation setting: Identify personal expectations. Student-teacher alignment: Foster mutual understanding and goals.	☐ Who Am Surveys ☐ Create Two Goals ☐ Add two interests to a resume ☐ Favourite an occupation ☐
October - Goal Setting	Goal Setting Activity Reflection on personal goals: Explore key questions. Action plan development: Develop plans for actionable steps to achieve goals.		
November- Mental Health	Mental Health: 5 Golden Rules Mental health exploration: Understand mental health topics. Learning 'The 5 Golden Rules': Acquire strategies for supporting others.	Digital Citizenship Understanding rules, values, and ethics Cyberbullying awareness: Learn about cyberbullying prevention measures.	

December - Documenting skill development	<u>Transferable Skills</u> ☞ Skill selection and tracking: Choose a skill, monitor progress. ☞ Reflective sharing: Share insights with the class.	<u>Jobs, Occupations, and Careers</u> ● Introduction to employment terms: Learn terminology related to work. ● Reflective exercise: Consider distinctions between 'jobs,' 'occupations,' and 'careers'.	Add a portfolio box and reflection
January - High school Planning	<u>Forwards and Backwards Planning Lesson</u> ● Pathway Options: Forwards Plan for exploring occupations, Backwards Plan for goal-oriented students. ● Visual Guide: Two-page support for both forwards and backwards planning with myBlueprint.		
February	<u>Future-Proof Resume</u> ● Job market analysis: Understand current trends and future predictions. ● Skill demand analysis: Analyze changing skill requirements for 2050. ● "Future-proof" resume: Construct an ideal resume highlighting key future skills		
March - Financial Literacy	<u>.Financial Literacy: Budget Basics</u> ● Financial literacy introduction: Explore budgeting basics. ● Income and expenses: Understand key financial components. ● myBlueprint budget creation: Begin constructing a budget		
April - Occupation	<u>Career Matching Game</u> ● Interactive Career Exploration cards	<u>Pathways To A Career Activity</u> ● myBlueprint exploration: explore education and employment	

Exploration		pathways.	
May - Experiential Learning	Applying the Experiential Learning Cycle • Guide students in understanding and applying the cycle. • Encourage students to make connections between classroom learning and real-world situations.		
June - Goal Review and transition planning	Self-Assessment • Review goals and provide end-of-year reflections		

Grade 8 Curricular Resources



Timeline - Focus	Suggested Learning Experiences	Extension Activities	Student IPP Tasks
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September - Who Am I self Exploration	How I View Myself & How Others View Me • Self-exploration: Reflect on unique qualities. • Peer perception: Consider how peers perceive them.	Personal Portfolio: Career Life Checklist • Reflective Portfolio Building: Guide students in documenting and reflecting on career-connected experiences.	☐ Who am I surveys ☐ Add two goals
October - Goal Setting	Goal Setting Activity • Reflection on personal goals: Explore key questions. • Develop plans for actionable steps to achieve goals.	Creating a Growth Mindset Portfolio • Growth Mindset Portfolio: Document personal growth mindset journey. Learn strategies to shift learning and overcome failures through mindset changes.	☐ Add 5 skills/abilities to resume
November- Mental Health	Climbing the Learning Pit: Embracing Productive Struggle • Obstacle reflection: Recognize how challenges contribute to personal growth. • Life skills development: Identify skills acquired through overcoming obstacles.	What does my mental wellness look like? • Exploration of mental wellness. • Portfolio creation: Document personal mental wellness experiences and strategies.	☐ Plan courses for grade 9 ☐ Favourite one Occupation
December - Documenting skill development	Transferable Skills • Exploration of transferable skills: Identify skills from school and community experiences. • Application in the outside world: Discuss how these skills translate beyond academic and community settings.	Career Matching Game • Career matching game: Match descriptions to career titles. • Learning objectives: Explore careers and enhance problem-solving skills.	☐ Add a portfolio box and reflection

January - High school Planning	Forwards and Backwards Planning Lesson ● Pathway Options: Forwards Plan for exploring occupations, Backwards Plan for goal-oriented students. ● Visual Guide: Two-page support for both forwards and backwards planning with myBlueprint.	
February - Course Selections	Students will select their courses in myBlueprint for high school. Handy resources: ● Student Guide ● Student Video ● + Complete student survey	myBlueprint Transitioning to High School Activity
March - Financial Literacy	Financial Literacy: Budget Basics ● Financial literacy introduction: Explore budgeting basics. ● Income and expenses: Understand key financial components. ● myBlueprint budget creation: Begin constructing a budget	
April - Occupation Exploration	Career Exploration Discussion Cards ● Interactive career discussion: Explore health aspects in careers. Small group discussions: Engage in meaningful conversations and share insights.	
May - Experiential Learning	Experiential Learning Portfolio ● Real-life Connections: Encourage students to make connections between classroom learning and real-world situations during participation in hands-on activities and field trips.	
June - Goal Review and transition planning	Transitioning to High School Portfolio Lesson Plan ● Transitioning to High School Portfolio: Assist students in creating a portfolio to showcase their learning and highlights from their last year in elementary/middle school. ● Preparation for High School: Provide students with tools to prepare for the transition to high school. ● Emotional Support: Address emotions associated with change and provide a platform for students to express their feelings, challenges, and favorites.	

Standard 10

Individual Education Plans (IEP)

Reason for Developing an IEP

- An IEP must be developed for every student who has been identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed to require a special education program or services to attend school or to achieve curriculum expectations and/or to demonstrate learning.

Additional considerations:

- If a school Principal determines that a student's achievement will be assessed based on modified expectations, an IEP is required, even in the absence of identification by an IPRC.
- Consideration for a modified IEP should occur no earlier than Grade 6. If a modified program is being considered for a student before Grade 6, discussions will occur at School Team and/or Multi-Disciplinary Team to ensure differentiated instruction and assessment, Universal Design for Learning and all accommodations have been implemented with fidelity before moving to modification.
- If a student regularly requires accommodations including specialized equipment for instructional or assessment purposes, it is advisable to develop an IEP.
- The caregiver and student are important participants within the IEP development process. Learn more about the role you play by referencing the [Individual Education Plan resource](#).

What is an IEP?

- An IEP is a written plan describing the special education program(s) and/or services that are required by a particular student, based on thorough assessment of the strengths and needs that affect the student's ability to learn and demonstrate learning.
- A student does not need to be identified as an exceptional student to have an IEP or a transition plan.

What is a special education program?

As defined in the *Education Act*, “an educational program [for an exceptional pupil] that is based on and modified by the results of continuous assessment and evaluation and that includes a plan [the IEP] containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil”.

What is a special education service?

As defined in the *Education Act*, “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

- An IEP is a working document that outlines a student's program plan. It can be changed or adjusted at any point throughout the school year based on educational or professional assessments and data collected.
- An IEP is an individualized plan based on the strengths and needs of the student as informed by educational and/or professional assessments.

- An IEP must include a statement by which the student's progress will be reviewed ([Regulation 181/98](#)).
- An IEP contains a Transition Plan which outlines goals for the student as they move from grade to grade, school and/or between school and the community once high school is completed ([Program Policy Memorandum 156](#)).

What are accommodations and modified or alternative programs in an IEP?

Accommodations

- Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only.

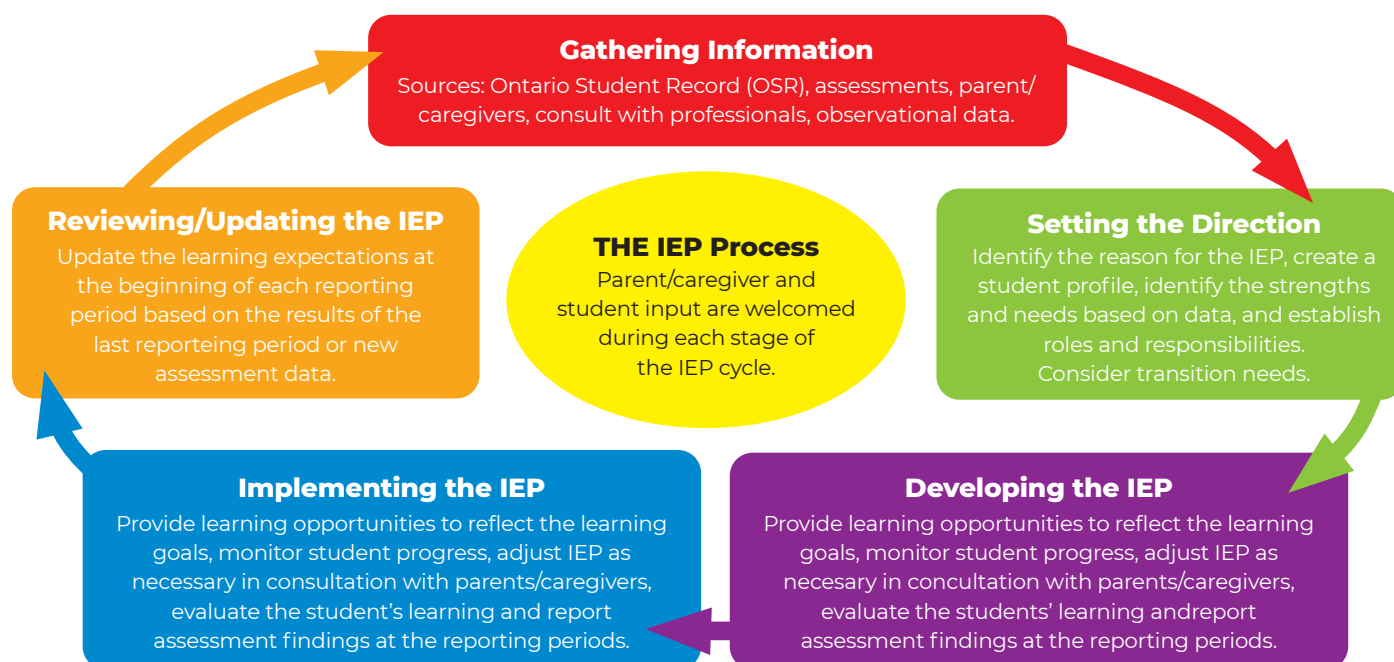
Modified Programs

- Statements on the IEP that reflect changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.
- At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Alternative Programs

- Statements on the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations because they are not part of a subject or course outlined in the provincial curriculum documents.
- Alternative programs should primarily be utilized to supplement a learning need.
- Examples of alternative programs/courses are functional academics, orientation and mobility, expanded core curriculum and personal care programs.
- Alternative programs/courses are provided in both the elementary and the secondary panels.
- Students learning exclusively from alternative program in secondary will achieve a Certificate of Completion, not an Ontario Secondary School Diploma (OSSD) in secondary.

How is an IEP Developed?



IEPs are updated, reviewed and sent home at each reporting period in the school year, as indicated in the chart below. A copy is also sent home when there are changes made throughout the school year in collaboration with the parent(s)/caregiver(s) and/or the student:

	Timelines	Inclusions
	Within the first thirty (30) days of the school year or semester in compliance with Ministry Guidelines.	Program expectations for the first term or first semester – September to February.
	With term 1 or semester 1 report cards.	Program expectations from February until the end of June (elementary) or semester 2 program expectations.
	With term 2 or semester 2 report cards.	Recommendations from the IPRC annual review Program expectations for term two or semester two are included for reflection on student achievement.

The IEP process involves repeated review, evaluation, and adjustment throughout the school year. The goal of the individualized program for students on modified IEPs is to support the student to build skills to move them back to grade level.

In an IEP, there should be a clear thread that begins at assessment data and is directly linked to the strengths and needs of the student and the accommodations required and/or the learning expectations outlined in the IEP. Progress and growth are reported to parent(s) and caregiver(s) using either the provincial progress report and report cards or Alternative Report Card.

What is a Transition Plan?

The **IEP Transition Plan** outlines goals for the student as they move through significant transitions in their education. These transitions may include entry to school, grade to grade, school to school, school to community, and transitions throughout the day, where appropriate. Individualized transition plans align with **Program/Policy Memorandum 156**: Supporting transitions for students with special education needs that reflect a student's strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency.

When a student has a diagnosis of autism spectrum disorder, the IEP must include a well-developed transition plan and utilize Applied Behaviour Analysis (ABA) methods, if appropriate for the student, in the program as per **Program/Policy Memorandum 140**.

What if I Disagree with My Child's IEP?

Parent(s) and Caregiver(s) may not agree with everything in an IEP, or the focus may differ from requests provided to the educator or Principal. School teams are responsible for establishing a program that best suits a child's strengths and needs while at school. The school Principal is ultimately responsible for the initiation, implementation, and review of the IEP and ensuring that the caregiver is consulted in its development. The Principal is not obliged to implement parental suggestion but must consider requests and provide rationale.

Collaboration between school staff and caregivers is essential. If you have a question or concern about your child's learning or the IEP utilize the **Parent/Caregiver/Community Concern Chart**.

Classroom Educator

The first step is to speak to the classroom educator as they are responsible for planning and delivering the program each day.

The Learning Resource Teacher (LRT)

The Learning Resource Teacher works with classroom educators to plan a special education program for your child.

The Principal

It is the Principal's responsibility to make sure that your child's program is in place. The Principal may need to consult with the School Team or Multi-disciplinary Team

Additional Information:

- **Components of the IEP Standards and Effective Practices**
- **Policy Program Memorandum 156**: Supporting Transitions for Students with Special Education Needs
- **Policy Program Memorandum 140**: Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD)



Multi-Year Accessibility Plan

2024-25 UPDATE

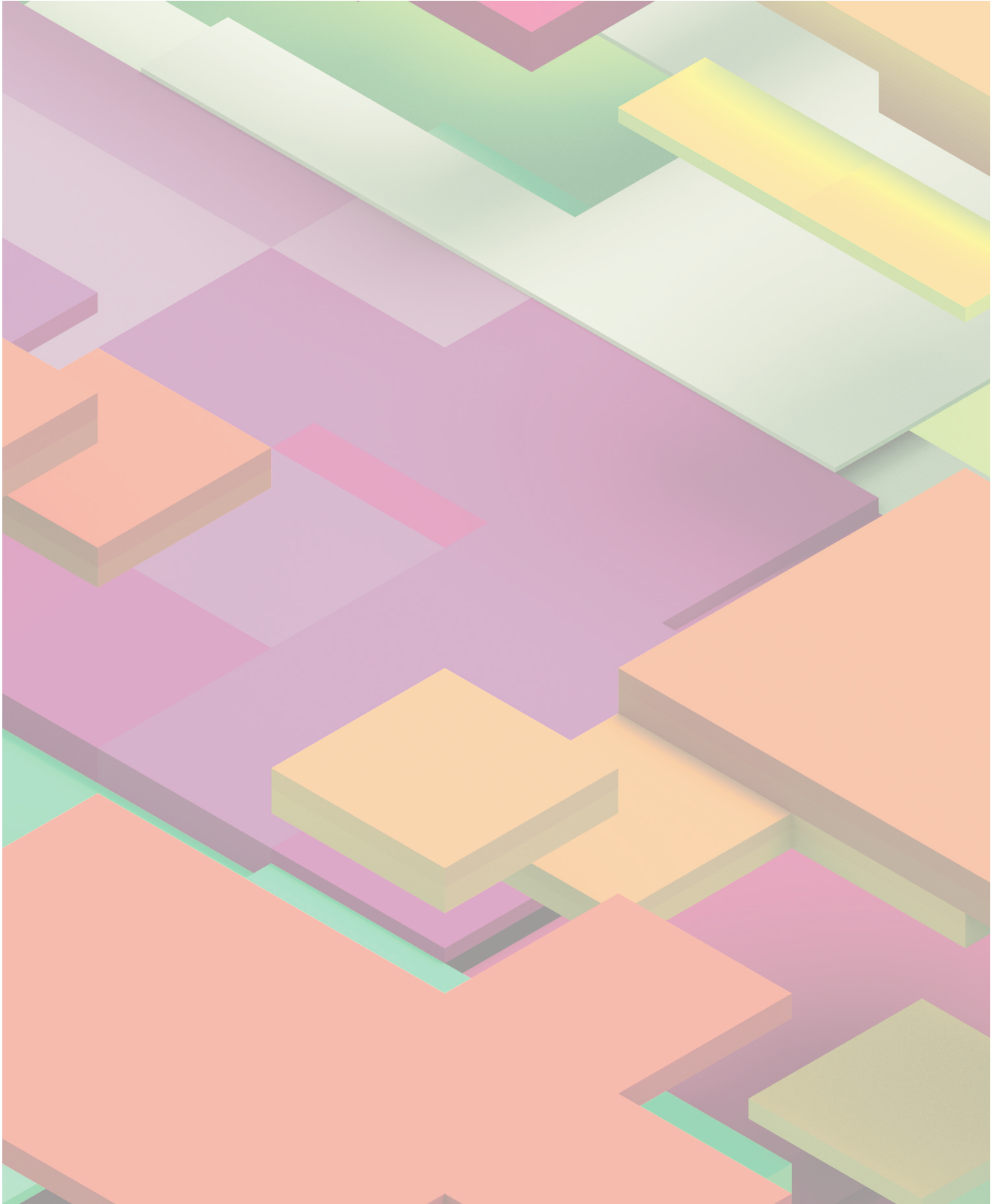


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Grand Erie Multi-Year Accessibility Plan

2022-27

October 2025 Update

Prepared in accordance with:

Ontarians with Disabilities Act (ODA)

Accessibility for Ontarians with Disabilities Act (AODA)

Integrated Accessibility Standards Regulation (IASR)

Plan Availability:

Grand Erie District School Board's Accessibility Plan is posted on the Board website at:

<https://granderie.ca/board/community/accessibility> and hard copies will be made available upon request.

The plan can be made in accessible formats by contacting:

Manager of Communications and Community Relations

Grand Erie District School Board

349 Erie Avenue, Brantford ON

Telephone: 519-756-6301

E-mail: info@granderie.ca

Aim:

Grand Erie's Multi-Year Accessibility Plan (the Plan) describes the measures that Grand Erie will take over the five-year period from 2022-27 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the district including students, staff, parents and caregivers, volunteers and visitors to Grand Erie and its schools.

The Plan is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\)](#), [Ontario Regulation 191/11](#) under the Accessibility for Ontarians with Disabilities Act (AODA), 2005 and has been guided by the Ministry of Seniors and Accessibility

K-12 Education Standards Initial Report: <https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

Implementation of the Plan is guided by [Grand Erie's Policy - Accessibility \(SO-31\)](#).

1.0 Definitions and Terminology

Ableism: Attitudes in society that devalue and limit the potential of persons with disabilities. Ableism occurs when persons with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems or the broader culture of a society.

Ableism refers to discrimination towards persons with disabilities. It can be through actions as well as underlying beliefs and attitudes. Ableism involves systemic barriers as well as person-to-person interactions, stereotypes and negative attitudes that devalue and limit the potential of persons with disabilities.

Accessibility: Accessibility is defined as that which enables people to achieve their full potential.

AODA: Accessibility for Ontarian's Disability Act

Accommodation: An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner – barriers that impede individuals with disability from participating fully in the services of the Board.

AAC: Augmentative and Alternative Communication

Barrier: A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”)

CRRP: Culturally Relevant and Responsive Pedagogy

Disability: Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

GEMAAP: Grand Erie's Math Achievement Action Plan

SEAC: Special Education Advisory Committee

UDL: Universal Design for Learning

2.0 Objectives

This Plan:

- 2.1** Describes the process by which Grand Erie will identify, remove and prevent barriers;
- 2.2** Reviews recent efforts in Grand Erie to remove and prevent barriers;
- 2.3** Describes the measures Grand Erie will take in the period 2022-2027 to identify, remove and prevent barriers;
- 2.4** Makes a commitment to provide an annual progress report on Grand Erie's implementation of the Multi-Year Accessibility Plan;
- 2.5** Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6** Describes how Grand Erie will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

Grand Erie's Board of Trustees will receive updates to progress on the Plan annually and be provided with a fulsome overview of the revised and updated Plan every 5 years.

Grand Erie is committed to:

- 3.1** Forming an Accessibility Committee when input re: accessibility issues are required
- 3.2** Continuing the process of consulting with the Special Education Advisory Committee, the Superintendents for Curriculum and School Culture and Well-Being and persons with disabilities;
- 3.3** Ensuring, wherever practicable, that Grand Erie policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design.
- 3.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

4.0 Description of the Grand Erie District School Board

Grand Erie District School Board represents approximately 28,000 students in 58 elementary and 14 secondary schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk as well as students from Six Nations of the Grand River and Mississaugas of the Credit First Nation. Grand Erie is committed to its vision of creating and maintaining accessible learning and workspaces that promote all learners to Learn Lead and Inspire.

5.0 Grand Erie's Multi-Year Strategic Plan

Our Vision

Learn

Lead

Inspire

Our Mission

Together, we build a culture of
learning, well-being and **belonging**
 to inspire each learner.

6.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie policies, procedures, programs, and services. Through the annual accessibility plan progress report process implemented under the *Ontarians with Disabilities Act, 2005*, Grand Erie's programming, policies and practices have been assessed to ensure continuous improvement in accessibility.

7.0 Barrier Identification

Group	Methods
Students	Barriers to accessibility are identified by students and parents through school administrators or educators, or by contacting info@granderie.ca
Staff	Barriers to accessibility are identified by employees through school, program or facility supervisors and in consultation with bargaining partners, Health and Wellness and Human Resource Services.
Public	Barriers to accessibility are identified by members of the public accessing programs and services offered by Grand Erie in Grand Erie schools or facilities by contacting info@granderie.ca
District Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Education Services Corporation are examples of some of the resources used for barrier identification. Review of Grand Erie facilities provide up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are addressed as they are received.

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

In addition to ongoing work regarding identification and removal of barriers in Grand Erie's schools and worksites, through the Plan, Grand Erie addresses the following types of barriers:

- Information and Communication
- Program and Professional Development
- Physical Space
- Technology

Information and Communication	
Action	Status
Review newly developed and revised policies/ procedures by departments to provide input from an accessibility lens.	Ongoing
Develop school/work site "How can we help you" signage to invite input regarding accommodation requests from the public.	Complete
Review and revise all system-wide publications to ensure they are 100% AODA compliant.	Ongoing
Re-design and launch an updated Grand Erie website that enhances the user experience by including easily readable fonts and colour contrast, clear and consistent navigation, alternative text for images, language translations, and user testing to identify areas for improvement.	Complete
Re-design and launch updated Grand Erie school websites and Staff Portal platform that enhances the user experience by including easily readable fonts and colour contrast, clear and consistent navigation, alternative text for images, language translations, and user testing to identify areas for improvement.	2024-26
Translate public materials needed for transitions into, between, and out of school into the five most common languages used in Grand Erie other than English or French.	Complete
Continually review statistical data to identify and provide additional translations required.	Ongoing

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

Program and Professional Development	
Action	Status
Adopt new online professional learning platform to ensure notification of, access to, and tracking of mandatory annual training.	Annual Training each September. New professional learning platform fully implemented.
Design and embed CRRP and UDL approaches in all professional learning opportunities to support educator knowledge and skill development in applying a UDL framework when designing lessons, instruction and assessment.	Ongoing
Create and provide resources and professional learning opportunities to support educator and site-based employee knowledge in the provision of accessible opportunities and bias-free approaches that support full participation.	Ongoing

Physical Space	
Action	Status
Complete accessibility projects in schools and work sites in all geographic areas that address physical barriers such as accessible washrooms, door operators, sinks, reception desks, parking spaces, modification of ramps to meet accessibility standards, visual fire alarms, etc.	Ongoing

Technology	
Action	Status
Provide professional learning opportunities for educators, educational assistants and students to support improved understanding of accessibility features available in Grand Erie software.	Ongoing

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

Technology	
Action	Status
Review accessibility features available in Grand Erie learning and meeting spaces to ensure closed captioning features are available and turned on during meetings and learning sessions.	To be completed in 2025-26

9.0 Review and Monitoring Process

Review:

Accessibility issues are addressed on an ongoing basis in Grand Erie. Wherever possible, proactive measures are put in place to ensure accessible working and learning environments. Feedback and input is provided by students, employees, families and community members.

Monitoring:

An annual report on the progress of the measures taken to implement the action items in the Plan is brought to the Board of Trustees for information.

10.0 Plan Updates

At least once every five years the Plan is reviewed and updated in consultation with Grand Erie students, employees, SEAC, persons with disabilities, and other stakeholders. The new Plan is brought to the Board of Trustees for information.

11.0 Communication of the Plan

An annual update on the progress toward the actions outlined in the Plan will be posted on Grand Erie's website:

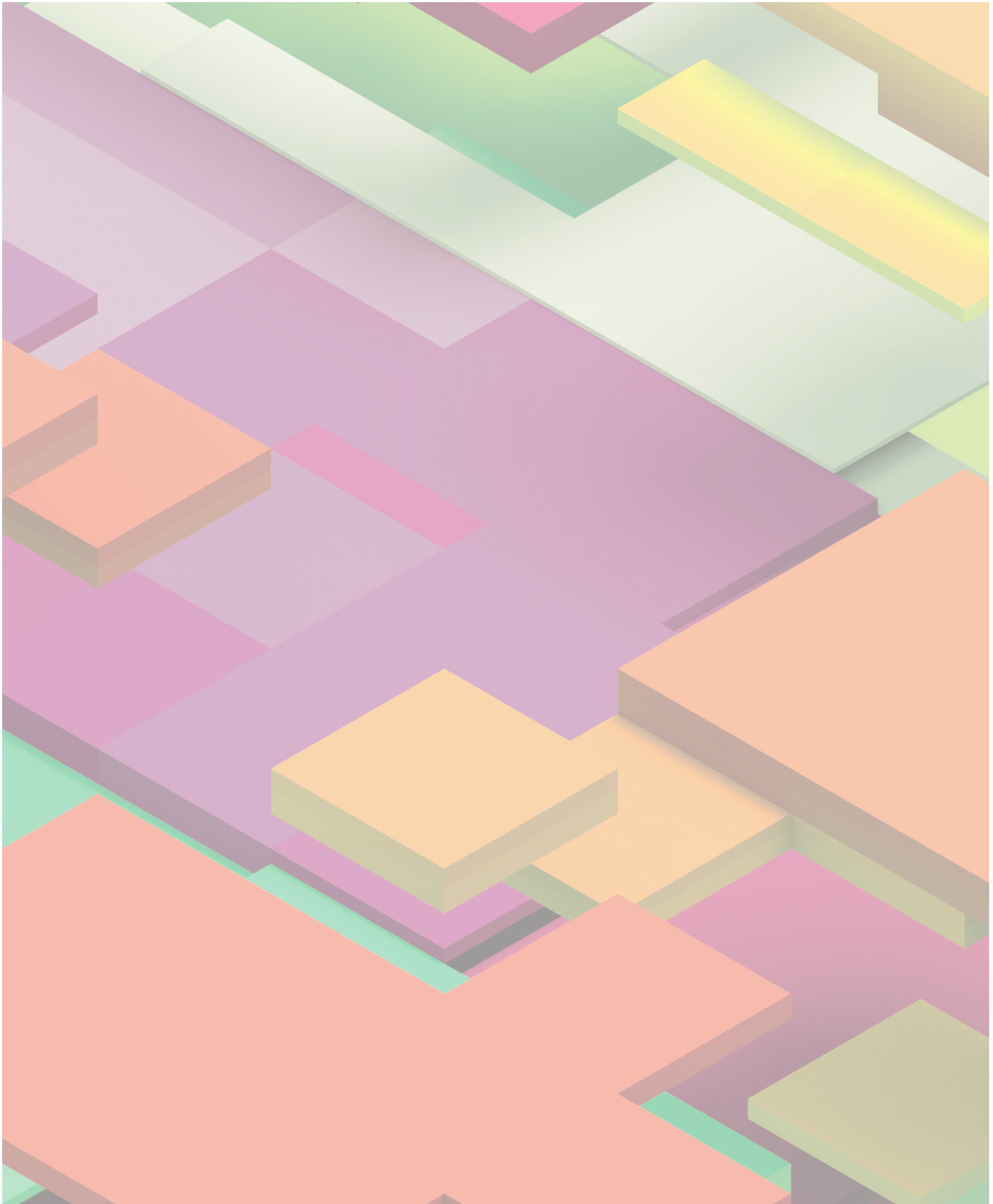
<https://granderie.ca/community/accessibility>

Grand Erie will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Plan may be directed to:

info@granderie.ca

Attn: Accessibility Plan





Grand Erie District School Board

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