

YORK CATHOLIC DISTRICT SCHOOL BOARD

Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

AGENDA

SPECIAL EDUCATION ADVISORY COMMITTEE

January 15th, 2024

Hybrid Meeting

CEC: 320 Bloomington Rd W Aurora Ontario
Board Room

7:00 to 9:00 p.m.

Questions?

Please complete this [form](https://forms.gle/o7CuzGWgg82DL6SE7) to submit any questions

Link:

<https://forms.gle/o7CuzGWgg82DL6SE7>

Live Stream Link:

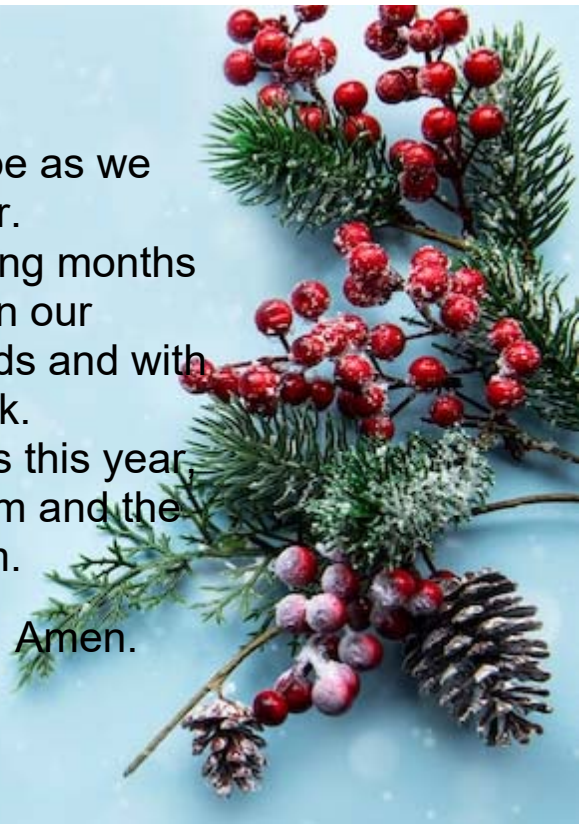
<http://bit.ly/YCDSB-TV>

LAND ACKNOWLEDGEMENT

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk on it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.

	Time	Item	Resource
1.0	7:00	Call to Order	A. Grella
2.0	7:02	Prayer Land Acknowledgement	A. Grella D. Legris
3.0	7:04	3.1 Roll Call 3.2 Approval of New Materials	A. Grella
4.0	7:10	Moment of Inspiration Speech and Language Christmas Video	S. Troung
5.0	7:15	Approval of Agenda of January 15, 2024	A. Grella
6.0	7:16	Approval of Minutes of December 11, 2023	A. Grella
7.0	7:17	SEAC Report to Board Report 2023:02 – December 2023	A. Grella
8.0	7:18	Information Items 8.1 Board Meeting Agenda Date January 30, 2024	A. Grella
9.0	7:19	Correspondence HPEDSB SIP Funding	A. Grella
10.0	7:20	Presentations/Discussions 10.1 Brew Crew 10.2 Rare Disease Day 10.3 Student Services updates	M. Oyston, S. Biafora, K, Nguyen F. DiNardo D. Candido
11.0	8:20	Business Arising	A. Grella
12.0	8:25	Action Items	A. Grella
13.0	8:30	Association News New Educator Inclusion & Accessibility e-Learning March Break Reimbursement Fund	SEAC Representatives Easter Seals Autism ON
14.0	8:45	Items for Future Agenda PEP Presentation YRT Presentation	A. Grella
15.0	8:55	Next Meeting: February 12, 2024	A. Grella
16.0	9:00	Adjournment	A. Grella

Loving God,
inspire us with courage and hope as we
embark on this New Year.
May our lives throughout the coming months
be an example of your love in our
relationships with family, with friends and with
those we meet in our work.
Bless us with fruitful opportunities this year,
grant us the wisdom to grasp them and the
resources to realize them.
Through Jesus Christ our Lord, Amen.



Land Acknowledgement

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who have left their footprints on Mother Earth before us .

We respectfully acknowledge those who have walked on it , those who walk

on it now , and future generations who have yet to walk upon it .

We pray to the Creator for strength and wisdom that all may continue to serve

as stewards of the Earth .

Land Acknowledgement by YCDSB's First Nations, Métis and Inuit Steering Committee adapted with PCS by Alana Miraglia and Elaine Marshal in collaboration with SLP Department

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MINUTES of the SPECIAL EDUCATION ADVISORY COMMITTEE

A regular meeting was held in a hybrid format in person at CEC, 320 Bloomington Rd. W and virtually over Google Meet on **December 11, 2023** at **7:00 p.m.**

PRESENT:

Committee Members: N. Byrne, A. Connolly*, J. Gamboa*, A. Grella, R. Liscio*, N. Welch, J. Wigston, M. Xue, Y. Zhou
Association Representatives: M. Marcello *
Administration: A. Cabraja, D. Candido, L. Lausic, E. Strano
Regrets: S. Gatti, N. Lai, D. Legris, J. Man
Recording: C. Mong
Guests: P. Evanoff, *Core Resource Teacher, YCDSB*
L. Taylor, *Elementary Special Education Consultant, YCDSB*

*Denotes virtual attendance

1.0 CALL TO ORDER

2.0 Prayer and Land Acknowledgement

3.1 Roll Call

3.2 Approval of New Material

Nil – No New Material

4.0 Moment of Inspiration

The presentation highlighted a SJE students' successful transition into JK through the support of the STAR program and collaborative efforts of the school staff, parents and the multidisciplinary team.

5.0 Approval of Agenda December 11, 2023

Motion– Agenda approved (Byrne / Welch)

6.0 Approval of the Minutes November 13, 2023

Motion - Minutes approved (Wigston / Xue)

7.0 SEAC Report to Board

Report 2023:10 – **November 2023**

8.0 Information Items

8.1 Board Meeting Date

The date of the next Board Meeting is December 19, 2023

8.2 Responses to SEAC Questions

Superintendent Candido provided information in response to questions posed to the SEAC questions forum.

SEAC members application: please reach out to cindy.mong@ycdsb.ca

AP multiplier: Clarification provided that it's not a policy but rather a procedure. We are almost at the end of our review and we will be presenting that very soon in the new year. Superintendent Candido further provided an update around the terms of consultation, at this time we have met with all the

stakeholders except for our curriculum department and will be doing so and looking at the growing success document and will present our findings.

8.3 Curriculum Parent Guides

E. Strano provided a [link](#) re: Ontario's revised language curriculum for Gr. 1 to 8

Items 7.0-8.3 Received on Block – (Wigston / Xue)

9.0 Correspondence

Nil

10.0 Presentations / Discussions

10.1 PPM 140 Sustainability

- This presentation provided a recap of 2022/23 and information on the 2023/24 STAR training provided to all APT teachers, Special Education Consultants, EAs and SEI within YCDSB.

10.2 Student Services Department updates

- Superintendent Candido presented a recap of programs and services delivered by the Student Services department over the last month.

11.0 Business Arising

Nil

12.0 Action Items

Nil

13.0 Association Reports

ABC: recap on AGM

Community Living: [E connector](#)

EIS: The transition to school process has begun

York Hills: Winter Group Services available

14.0 Items for Future Agendas

- Brew Crew
- Rare Disease Day
- PEP Presentation
- Vince's Supermarket

15.0 Next Meeting: Monday January 15, 2024 @ 7:00 p.m. in a hybrid format over Google Meet and at CEC Board office, 320 Bloomington Rd W Aurora ON

16.0 Motion to adjourn at 8:08 p.m.

Meeting adjourned (Byrne / Welch)

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2023: 02

To: Regular Board Meeting

December 19, 2023

A meeting of the Special Education Advisory Committee was held on **December 11, 2023** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	N. Byrne, A. Connolly*, J. Gamboa*, A. Grella, R. Liscio*, N. Welch, J. Wigston, M. Xue, Y. Zhou
Association Representatives:	M. Marcello*
Administration:	A. Cabraja, D. Candido, L. Lausic, E. Strano
Regrets:	S. Gatti, N. Lai, D. Legris, J. Man
Recording	C. Mong
Guests:	P. Evanoff, <i>Core Resource Teacher, YCDSB</i> L. Taylor, <i>Elementary Special Education Consultant, YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): NIL

2. CORRESPONDENCE: NIL

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- PPM 140 Sustainability update
- Student Services Department updates

4. ASSOCIATION REPORTS: NIL

5. ITEMS FOR FUTURE AGENDA:

- Brew Crew
- Rare Disease Day
- PEP Presentation
- Vince's Supermarket

6. NEXT MEETING: January 15, 2024

A. GRELLA, CHAIR, SEAC

December 6, 2023

Honourable Stephen Lecce,
Minister of Education
Ministry of Education
438 University Avenue, 15th Floor
Toronto ON M5G 2K8

Re: Special Incidence Portion (SIP) Claim Funding

Dear Minister Lecce,

Members of Hastings and Prince Edward District School Board's (HPEDSB) Special Education Advisory Committee (SEAC) would like to express a collective concern regarding funding of the Special Incidence Portion (SIP) to school boards in Ontario. While our district greatly appreciates the SIP funding that the Ministry provides, it has unfortunately not kept pace with the increase in student programming costs and the progressively increasing complexity of their needs. This results in school boards having inadequate resources to provide appropriate and timely supports to exceptional pupils.

The current SIP funding process (with automatic increases) will continue to be inadequate if appropriate board comparators are not considered and implemented. Districts that accessed high amounts of financial compensation early in the years of SIP funding continue to benefit from much higher rates of remuneration than other similar sized boards. In addition, to access SIP funding, boards are required to demonstrate the human resource support needed to support the individual students. This is an inequitable approach for boards who are experiencing a deficit in available human resources funding. When surveyed in 2022, a "lack of human resources" was the top concern expressed from individual schools and stakeholders within HPEDSB (e.g., educational assistants, behaviour specialists, and speech and language pathologists etc.). Enhanced funding for additional special education staffing supports is crucial for student success.

The true costs of supporting a student with a SIP claim are significantly higher than the current allocated amount. For example, the Ministry's SIP amount covers less than 25% of the true cost of an educational assistant salary/benefits costs, to support a student with significant learning needs. HPEDSB covers the remaining 75+% of the cost from other Special Education and operational grants. Some of the revenue that HPEDSB has used to fund this gap are the Transfer Payment Agreement (TPA) allotments, which are not guaranteed annual funding from the province. The budget disparity between Special Education revenues and expenditures at HPEDSB continues to present a major challenge for the senior administration team.

Furthermore, when you consider a reduction of the SIP funding increase in 2018, combined with the reallocation of the Special Education Per Pupil Amount, this resulted in a further increase in HPEDSB's Special Education deficit. In 2017, the Auditor General highlighted that the Ministry

of Education's "funding formula uses out-of-date benchmarks and is due for a comprehensive external review."

Our hope is that the Ministry will adopt a tiered system of funding dispersal that is equitable for all boards in the province. Districts should be allocated financial support according to actual funding requirements, utilizing a system which could be updated by completing a needs rubric. This rubric would be correlated to the average cost of supports required at each tier. The tiers of support could be established as follows:

- Tier 1 - supports would include students who require support at key points within their school day such as health monitoring (e.g., diabetic testing, administration of medication, seizure support), routine toileting, and sensory breaks.
- Tier 2 - supports would include students who require prime access to a high level of shared support throughout the school day within a regular classroom setting (e.g., students with autism, developmental disabilities, medical or health requirements, sensory needs, mobility, and toileting).
- Tier 3 - supports would include students who require 1:1 support within a partial integration environment, withdrawal support environment, or fully self-contained environment for medical, physical, cognitive, safety, and communication needs.
- Tier 4 - would be the highest level of support for students with the most complex needs. These students require 2:1 support as well as coordinated service support from system personnel and community agencies to access their education safely in a fully self-contained or alternative learning environment. These needs typically relate to significant safety concerns due to complex cognitive, communication, behaviour, mental health challenges, and physical requirements (toileting, transfers, accessing specialized equipment etc.).

Inadequate funding for Special Education programming puts our most vulnerable children at risk by limiting the services that they need to attend school and be successful. Our entire system is strained when we are required to take revenues from other areas to meet the statutory commitment to children accessing Special Education services.

We urge you, and the Ministry, to continue to re-evaluate the true costs associated with SIP claims and funding allocations to support students and increase funding accordingly. We further request, once again, that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex requirements of students with special needs.

Sincerely,



Andrea Brennan, SEAC Chair
Hastings and Prince Edward District School Board

c.c. Chairs of Ontario Special Education Advisory Committees
Hon. Todd Smith, MPP
Hon. Ric Bresee, MPP
File

Brew Crew

Pre-Vocational Skill Development
for Functional Life Skills Students

Stefanie Biafora, Kathy Nguyen, Michael Oyston



Contents

1. About Us
2. Statistics
3. Connection to Our Faith
4. Essential Employability Skills
5. The Brew Crew
6. How to Get Started
7. How We Can Help You



1.About Us



Stefanie

- Core Resource and Functional Life Skills Teacher at St. Augustine CHS
- 18 years teaching in the YCDSB, 17 years in Student Services



Kathy

- Grade 7 teacher at St. Joseph Markham.
- Previously Core Resource and Work Experience teacher at St. Augustine CHS
- 4 years teaching in the YCDSB



Michael

- Acting Department Head of Student Services at St. Augustine CHS
- 21 years teaching in the YCDSB

2.Statistics

The Canadian Survey on Disability (CSD) is a national survey on Canadians aged 15 and older whose everyday activities are limited because of a long-term condition or health-related problem. It is the official source for data on persons with disabilities in Canada.

Did you know?

1.	In 2017, among individuals aged 25 to 64 years, 76% of those with mild disabilities were employed, whereas 31% of those with very severe disabilities were employed.
2	Of employees with disabilities aged 25 to 64 years in 2017, more than one in three (37%) required at least one workplace accommodation to be able to work. This represented just over 772,000 Canadians.
3	In 2017, employees with more severe disabilities (62%) were twice as likely to require workplace accommodations compared with those with less severe disabilities (29%). The more workplace accommodations required, the less likely all needs were met.

Table 5

Employment of Canadian population aged 25 to 64 years, by disability status and severity, 2016

	number	percent
Persons without disabilities	11,947,870	80.1
Persons with disabilities	2,212,490	59.4
Global severity class		
Mild	1,131,670	75.6
Moderate	476,620	66.5
Severe	359,810	49.0
Very severe	244,400	31.3

Note: The sum of the values for each category may differ from the total due to rounding.

Source: Statistics Canada, Canadian Survey on Disability, 2017.



3.Connection to Our Faith

God designed us intentionally, as we are.

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place, when I was woven together in the depths of the earth. Your eyes saw my unformed body” (Psalm 139: 13-16).

How can we love those with disabilities the way Jesus did?

“If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person?” (1 John 2:17)

“Speak up for those who cannot speak up for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the rights of the poor and needy” (Proverbs 31: 8-9).



4. Essential Employability Skills

All Ontario college graduates must be able to reliably demonstrate Essential Employability Skills (EES) in each of the six categories:

- Communication
- Numeracy
- Critical thinking and problem solving
- Information management
- Interpersonal
- Personal



5. The Brew Crew

The idea was born in response to the learning needs of one of our students with autism. His specific learning needs could not be met within the structure of a typical FLS classroom and so we were forced to think outside the box to ensure that his learning needs were met.



Our idea faced the challenge of Covid-19 and was put on hold for 2 years. We were able to revisit the idea in September of 2022. We created a business proposal and presented it to administration. Finally, in November of 2022, Brew Crew made it's first delivery.

The success of Brew Crew has allowed us to bring real-world learning experiences to our students with special needs while generating funds to support and enrich our Functional Life Skills and Work Experience Programs.

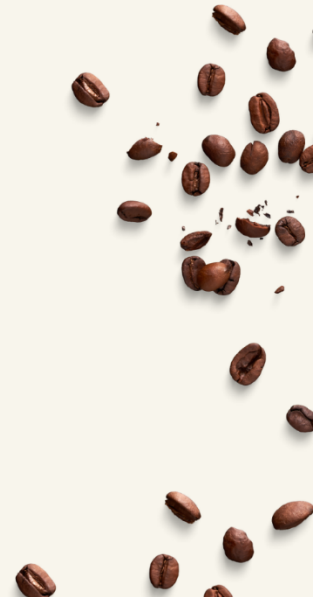




Our very first delivery - November 2022

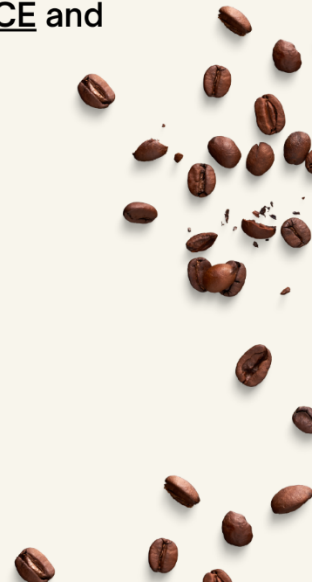
GOALS of the program:

- Safe and inclusive environment
- Collaborative contributors
- Functional life and social skills
- Pre-vocational skills
- Real-life situations and realistic interactions
- Connections
- Students' individual and collective learning needs



How Brew Crew's program goals enhance INDEPENDENCE and EMPLOYABILITY :

- Pre-vocational Skills
- Interpersonal Skills
- Literacy & Numeracy Skills
- Hygiene
- Manners



6.How to Get Started

Assess Student Ability

- Consider the needs of your students.
- Use data to help you determine what your students can do.
- Assess new students to determine their ability levels.
- This will give you an idea of what skills you need to focus on.

Assess Program Need

- Make a list of what supplies you will need to get started.
- Consider the jobs you will need to carry out daily business operations.
- Create materials for teaching and training students.

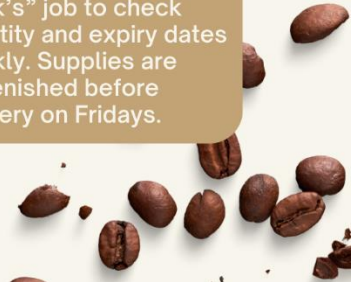
Inventory Tracking

- Using your list of supplies (e.g. cups, lids, coffee, milk, etc.), create a document to track quantity and expiry dates.
- It is the "Inventory Clerk's" job to check quantity and expiry dates weekly. Supplies are replenished before delivery on Fridays.



Word Wall Training

Jobs



Equipment

- Start-up equipment includes coffee maker or urn, coffee cart and coffee supplies (sugar, milk, etc.).
- Can expand to include tea, hot chocolate, iced coffee, specialty cold drinks (e.g. boba, mango green tea, etc.). This will require additional equipment.

Order Tracking

- Staff places their order using a Google Form.
- The “Order Clerk” is responsible for copying the digital order to a paper order form and filing it by period of delivery.
- Order tracking may look different depending on your school.

Distribution

- Deliveries occur on Fridays.
- The “Greeter”, “Deliverer” and “Cashier” deliver beverages by period to staff members that placed orders.
- Distribution may look different depending on your school.

Order Form

7.How We Can Help You

Here are some resources to help you get started:



Brew Crew
Resources



Thank you!



YCDSB SEAC Meeting Dates

2023-2024

September 18, 2023

October 16, 2023

November 13, 2023

December 11, 2023

January 15, 2024

February 12, 2024

March 4, 2024

April 8, 2024

May 6, 2024

June 17, 2024

Meeting date changes made in red



Learning Together in Christ
Engaging. Enabling. Empowering