

# 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

March 4<sup>th</sup>, 2024

Hybrid Meeting

CEC: 320 Bloomington Rd W Aurora Ontario  
Board Room

7:00 to 9:00 p.m.

#### Questions?

Please complete this [form](#) to submit any questions

Link:

<https://forms.gle/o7CuzGWgg82DL6SE7>

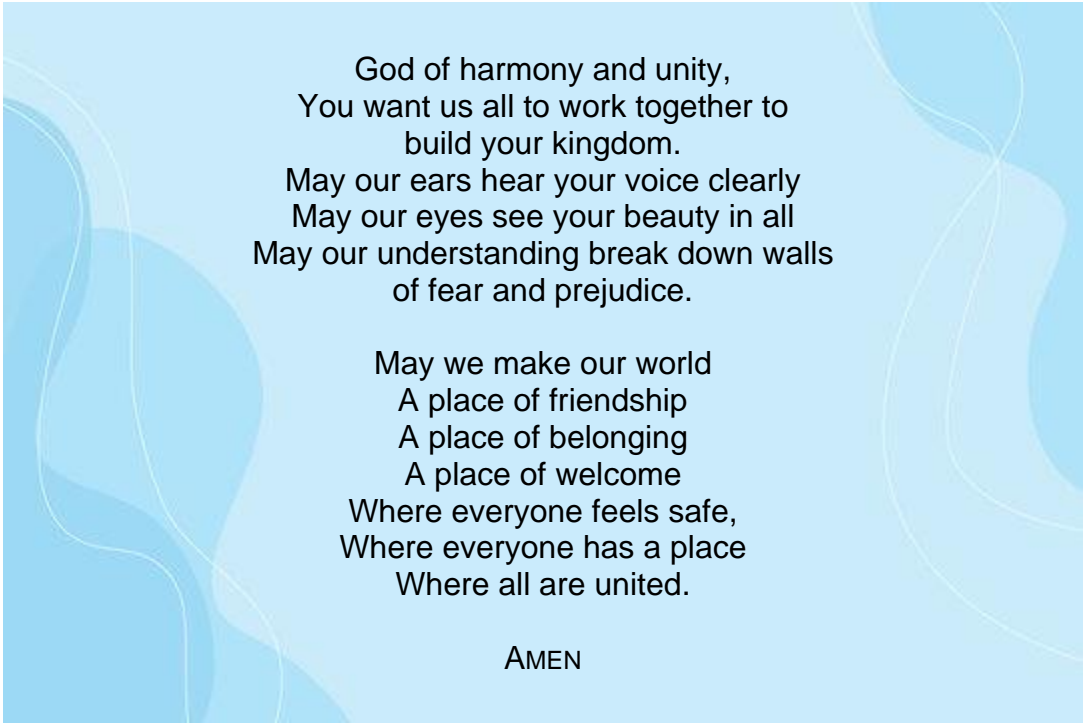
#### Live Stream Link:

<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 Best Buddies Valentine's Day Dance	L. Lausic
5.0	7:15	Approval of Agenda of March 4, 2024	A. Grella
6.0	7:16	Approval of Minutes of February 12, 2024	A. Grella
7.0	7:17	SEAC Report to Board Report 2024:04 – February 2024	A. Grella
8.0	7:18	Information Items 8.1 Board Meeting Date: March 19, 2024 (Cancelled), next meeting: April 30, 2024 8.2 Student Services Department Inservices December 2023-February 2024 8.3 Response to Query: SEAC Questions Form	A. Grella A. Grella D. Candido
9.0	7:19	Correspondence	A. Grella
10.0	7:20	Presentations/Discussions 10.1 Autism ON Presentation 10.2 ABC ON Presentation 10.3 World Down Syndrome Day Presentation 10.3 YRT 10.4 Student Services Department updates	T. Jewell ABC ON DSAYR A. Miraglia, M. Liberatore D. Candido
11.0	8:20	Business Arising	A. Grella
12.0	8:25	Action Items YCDSB Named as a supporter for future Rare Disease Day	A. Grella
13.0	8:30	Association News Celebrate the Spectrum School Giving Challenge (Flyer attached) Tutoring programs (Flyer and <a href="#">link</a> attached)	SEAC Representatives Autism ON: Y. Zhou LDAYS
14.0	8:45	Items for Future Agenda Family of Schools Recap Play Day PA Day Removing Barriers for Students with Disabilities	A. Grella
15.0	8:55	Next Meeting: April 8, 2024	A. Grella
16.0	9:00	Adjournment	A. Grella

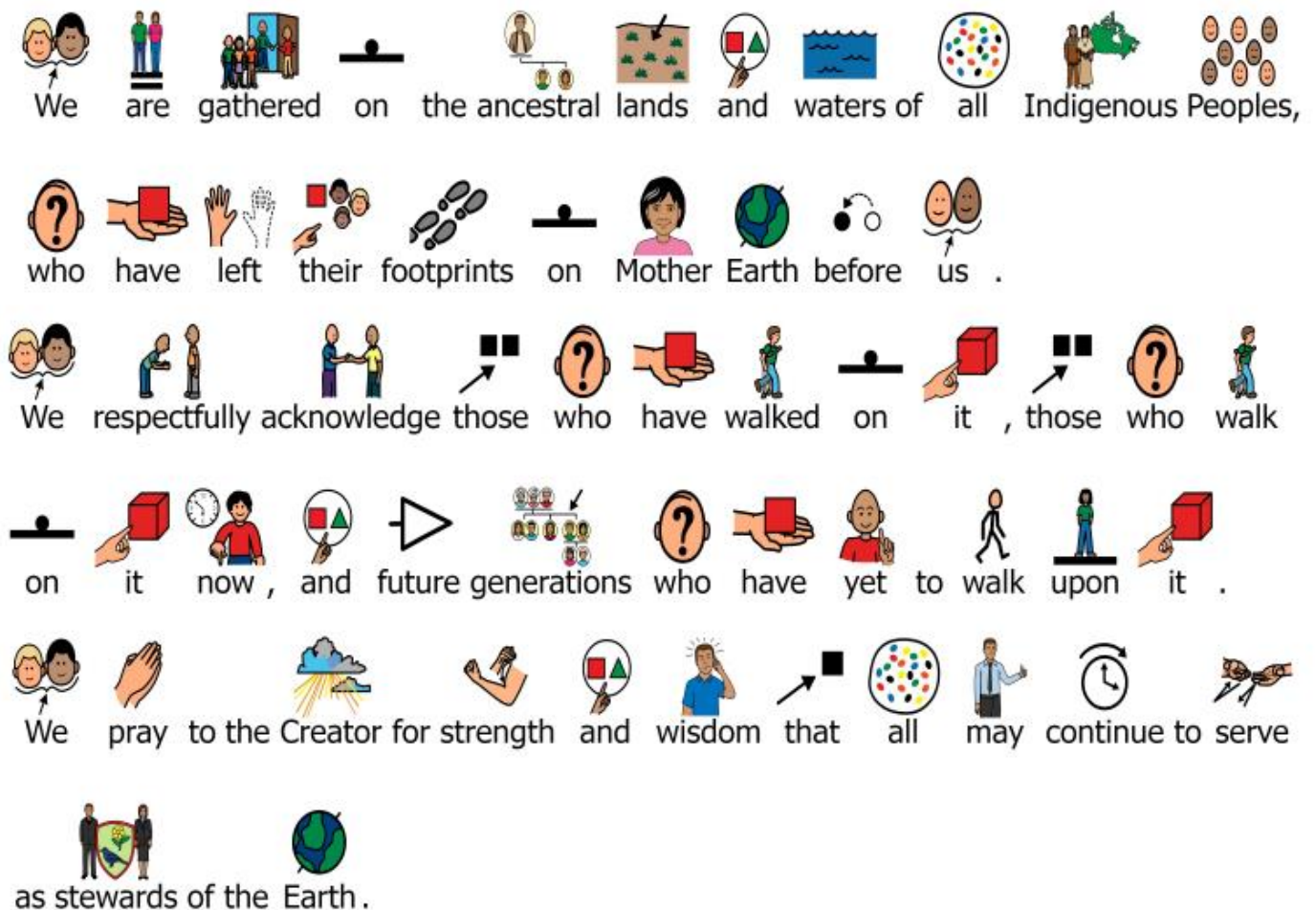


God of harmony and unity,  
You want us all to work together to  
build your kingdom.  
May our ears hear your voice clearly  
May our eyes see your beauty in all  
May our understanding break down walls  
of fear and prejudice.

May we make our world  
A place of friendship  
A place of belonging  
A place of welcome  
Where everyone feels safe,  
Where everyone has a place  
Where all are united.

AMEN

# Land Acknowledgement



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

# YORK CATHOLIC DISTRICT SCHOOL BOARD

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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 **February 12, 2024** at **7:00 p.m.**

### PRESENT:

Committee Members:	N. Byrne*, A. Connolly*, B. Drenoski*, A. Grella, D. Legris,* J. Man*, J. Wigston, M. Xue*, Y. Zhou*
Association Representatives:	E. Di Falco*
Administration:	A.Cabraja*, D. Candido, L. Lausic*, E. Strano
Regrets:	S. Gatti, N. Lai, N. Welch
Recording:	C. Mong*
Guests:	Antwon, <i>SHH Student, YCDSB</i> A. De Faveri, <i>Interim Director of Education, YCDSB</i> M. Leadbetter, <i>SHH Parent, YCDSB</i> R. Leadbetter, <i>SHH Parent, YCDSB</i> A. Miraglia, <i>Itinerant Work Experience Teacher, Student Services</i> F. Puma, <i>Parent, YCDSB</i> C. Ruffolo-Defilippis, <i>Supervisor, Physical Management, Student Services</i> A.Saggese, <i>Trustee, YCDSB</i> A. Trimarchi, <i>Special Education Teacher, YCDSB</i> T. Wighton, <i>Special Education DH, YCDSB</i>

\*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 students participating at various school events: Terry Fox Walk, School Dance, Phys. Ed. Lesson, Carnival ice skating field trip through CanChild's 6Fs.*

### 5.0 Approval of Agenda February 12, 2024

**Motion**– Agenda approved (Byrne/ Wigston)

### 6.0 Approval of the Minutes January 15, 2024

**Motion** - Minutes approved (Legris / Byrne)

### 7.0 SEAC Report to Board

Report 2023:03 – January 2024

### 8.0 Information Items

#### 8.1 Board Meeting Date

The date of the next Board Meeting is February 27, 2024



**9.0 Correspondence**

PVNCCDSB SIP Funding

**Items 7.0-9.0 Received on block** (Wigston/Legri)

**10.0 Presentations / Discussions**

10.1 Vince's Market Grocery Trip

- This presentation highlighted SHH FLS Students exploring and learning in the community. Students had the opportunity to learn about the workings of the grocery store, became special helpers for the day, and witnessed how orders are received from a delivery truck! This trip helped prepare them for work experience and to learn about and connect with the local community.

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. Additional information found on page 3-4.

**11.0 Business Arising**

Nil

**12.0 Action Items**

Nil

**13.0 Association Reports**

Nil

**14.0 Items for Future Agendas**

- YRT Presentation
- Play Day PA Day

**15.0 Next Meeting: Monday March 4, 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 7:58 p.m.**

Meeting adjourned (Xue / Zhou)

## 10.2 Student Services Updates (February)

Speech & Language Services to date this school year:

- The 12 SLPs supporting elementary schools have completed over 800 assessments and provided over 225 intervention sessions;
- The newly created YCDSB AAC team of the YCDSB Speech and Language Services department has provided 473 visits in support of 204 different YCDSB students who use alternative/augmentative means of communication. Along with providing direct support to students, this team of Speech Language Pathologists and Communicative Disorders Assistants offers training and capacity building/skill enhancement in the area of AAC for YCDSB educators.

Occupational & Physical Therapy Services (Physical Management) to date this school year:

- 6 OTs supporting elementary and high schools:
  - 1513 students have been seen to date by this team with over 4753 visits completed

SEA OT team: over 200 visits completed by this team - OTs and OT/PT Assistant support students with SEA equipment and capacity building of both staff and students.

- OTs -assessment and monitoring of mobility and sensory equipment, Ipad, tools to access devices (eye gaze, large keyboards, specialized chairs/desks, etc.), specialized applications to support scaffolded writing, money management software
- OTA/PTA - under the guidance of OTs and PTs, able to train new staff working with our complex care students on transfer methods, use of mobility equipment, activities of daily living to ensure safety of both student and staff

Accessibility: consulting with schools and plant department to meet these needs

- Automatic door openers, height-adjustable change tables, new accessible washrooms (2nd floor high school, elementary schools), emergency exit accessibility (grading and snow removal), accessible recess areas, accessible field trips promoting inclusivity

Psychological Services - over 125 comprehensive assessments have been completed or are in progress to date, and over 450 external assessments have been reviewed. We have also processed over 230 SEA Claims. We continue to consult around learning, mental health, and behavioural concerns. Recently, some of our staff members attended professional development around school refusal and supports that can be used by school staff around this issue.

Mental health - PPM 169 is now active. We have inservice our intermediate HPE teachers to deliver the mental health literacy lessons and held our first virtual educator support session last week. We are continuing to provide role specific inservices- this month we are working with ILIT and are participating in the family of schools event for spec ed teachers. MHW's also attended training this month to learn about identity affirming CBT and using dbt principles in suicide risk assessment. The recorded module for catholic school councils will be shared with all schools to share at a csc meeting to help increase mental health literacy in our parent group.

ASD team and ABA specialists completed a third session of Elementary EA/SEI training on February 2nd PA day.

A STAR feedback form was sent to all teachers trained in STAR and the team will be providing small group sessions to support teachers with the implementation.

After-school Fall-Winter session is finishing the week of February 5 and the final preparations are taking place in order to start Winter/Spring session the week of March 25.

### **Elementary Special Ed**

Our ILIT teachers have moved on to their second term for the year, and are currently completing screening assessments to create the groups they will be working with during term 2. We have continued to see great progress from students who participated in the program first term. Our Grade 5 and 6 PACE students have received Lego Robotics kits, and teachers participated in an online training session with a representative from Spectrum to get them started. We look forward to seeing the robots they create.

Our Consultants are busily planning a Family of Schools event for all of our Special Education Teachers which will take place on Feb. 21 and 22. For half the day teachers will participate in an active training session on using manipulatives to supplement their program when teaching math, and they will be bringing back a bag filled with manipulatives to use in their schools. The second ½ of the day will be training on SEA programs available to our students with reading and writing challenges. We will have a gallery walk set up in the foyer with representatives from all departments in Student Services including SLP, Behaviour resource, ABA services, physical management as well as hearing and vision.

### **Secondary Special Education**

On Thursday of last week, our secondary staff and students attended the annual YCDSB Best Buddies Valentine's dance at the Venetian Banquet hall in Woodbridge. Thanks to the financial support of Trustees, the Senior Team and OECTA, this social event was held for students with special needs and their neurotypical buddies and as always, it was an unforgettable evening for all! We will be sharing a short presentation on this event at the March SEAC meeting.

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2024: 04**

**To: Regular Board Meeting**

**February 27, 2024**

A meeting of the Special Education Advisory Committee was held on **February 12, 2024** 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*, B. Drenoski*, A. Grella, D. Legris,* J. Man*, J. Wigston, M. Xue*, Y. Zhou*
Association Representatives:	E. Di Falco*
Administration:	A.Cabraja*, D. Candido, L. Lausic*, E. Strano
Regrets:	S. Gatti, N. Lai, N. Welch
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*\*Denotes Virtual attendance*

**1. ACTION ITEM(S): NIL**

**2. CORRESPONDENCE:**  
PVNCCDSB SIP Funding

**3. PRESENTATIONS/DISCUSSIONS/INFORMATION:**

- Vince's Market Grocery Trip
- Student Services Department updates

**4. ASSOCIATION REPORTS: NIL**

**5. ITEMS FOR FUTURE AGENDA:**

- YRT Presentation
- Play Day PA Day

**6. NEXT MEETING: March 4, 2024**

A. GRELLA, CHAIR, SEAC

## *Student Services: Summary of Inservices for SEAC*

### *December 2023*

		<i>Presented By:</i>	<i>Audience:</i>
<b>01-Dec-23</b>	<b>Sucide Intervention Training (ASIST) Day 2</b>	-	Guidance/Chaplains/SS staff/ Secondary
<b>04-Dec-23</b>	<b>G7&amp;8 Mental Health Literacy Modules-Areas A-C G</b>	-	FSL/HPE/French/Teachers/G7&8
<b>04-Dec-23</b>	<b>G7&amp;8 Mental Health Literacy Modules-Areas A-C G</b>	-	FSL/HPE/French/Teachers/G7&8
<b>05-Dec-23</b>	<b>G7&amp;8 Mental Health Literacy Modules-Areas D-F G</b>	-	FSL/HPE/French/Teachers/G7&8
<b>05-Dec-23</b>	<b>G7&amp;8 Mental Health Literacy Modules-Areas D-F G</b>	-	FSL/HPE/French/Teachers/G7&8
<b>07-Dec-23</b>	<b>Inservice for PACE Teachers</b>	Melinda/Lindsey	PACE teachers/principals
<b>14-Dec-23</b>	<b>RISE: Testing &amp; Walk-Through(New IEP Platform)</b>	-	SpecEdu Dept Head/ Secondary
<b>21-Dec-23</b>	<b>ILIT Teachers</b>		ILIT Teachers

## *Student Services: Summary of Inservices for SEAC*

### *January 2024*

		<i>Presented By:</i>	<i>Audience:</i>
<b>19-Jan-24</b>	<b>Supporting Student Success</b>	Facilitators	Education Workers/ Elementary
<b>19-Jan-24</b>	<b>Strategies for Teaching Based on Autism Research</b>	-	Education Workers/ Elementary
<b>19-Jan-24</b>	<b>Strategies for Teaching Based on Autism Research</b>	-	Education Workers/ Elementary
<b>19-Jan-24</b>	<b>Supporting Student Success</b>	Facilitators	Education Workers/ Elementary
<b>25-Jan-24</b>	<b>Introduction to Remediation Plus for Core Teacher</b>		Principals/VPs/Sped Teachers/Elementary

## *Student Services: Summary of Inservices for SEAC*

### *February 2024*

		<i>Presented By:</i>	<i>Audience:</i>
<b>02-Feb-24</b>	<b>Strategies for Teaching Based on Autism Research</b>	-	Education Workers/ Elementary
<b>02-Feb-24</b>	<b>Supporting Student Success</b>	Facilitators	Education Workers/ Elementary
<b>02-Feb-24</b>	<b>Supporting Student Success</b>	Facilitators	Education Workers/ Elementary
<b>02-Feb-24</b>	<b>Strategies for Teaching Based on Autism Research</b>	-	Education Workers/ Elementary
<b>08-Feb-24</b>	<b>G7&amp;8 Mental Health Literacy Modules -Edu support</b>		Principals/VPs/Intermediate teachers/ Elementary
<b>12-Feb-24</b>	<b>ILIT Teachers</b>		ILIT Principals/Teachers
<b>21-Feb-24</b>	<b>Family of Schools Feb 21 &amp; 22</b>		SPED teachers
<b>29-Feb-24</b>	<b>Pathways to EmployABILITY Program (PEP)PT II -S</b>		SpEd Head & Teachers/Education Workers/Secondary
<b>29-Feb-24</b>	<b>Training for SPED Teachers: Communicating</b>		Principals/SPED Teachers/Elementary

SEAC Questions Form (Responses)

Timestamp	Email Address	First Name	Last Name	Kindly submit your question below
2/22/2024 13:31:29				Does the board have a policy around the number of EA resource changes can be made? Can a policy be made if there isn't one in place. My autistic non verbal child has had 6 resources changes in 5 months.



# A Brief Intro of ABC Ontario

Mary Xue  
On Behalf of ABC York  
Feb. 2024

## ABC Ontario has a long history in supporting gifted communities

- ▶ 1974 “Action for Bright Children” was initiated by a group parents who were educators themselves who saw the need to advocate for gifted education in Ontario.
- ▶ 1976-1980 ABC co-sponsored with the Ministry of Education, four conferences on Gifted Education.
- ▶ 1980 ABC was incorporated as a registered charity.
- ▶ 1991 The policy document “*Parents As Partners: An Investment for Tomorrow*” was published, and was updated in 2004.
- ▶ 2006 “*IEP, A Resource Guide*” was published, it was updated in 2008 and translated.
- ▶ Now, ABC ON is a volunteer-run charity, and is the only recognized provincial parent association supporting the needs of Ontario's gifted students. It serves on SEAC of 20 of school boards in Ontario.



## ABC ON has SEAC reps. to 20 school boards

- ▶ Algoma DSB
- ▶ Catholic DSB Of Eastern Ontario
- ▶ Conseil des écoles publiques de l'Est de l'Ontario
- ▶ Conseil scolaire de district catholique de Nouvel-Ontario
- ▶ Durham DSB
- ▶ Halton & Halton Catholic DSB
- ▶ Hamilton Wentworth DSB
- ▶ London Catholic
- ▶ Ottawa-Carleton DSB
- ▶ Peel DSB
- ▶ Renfrew County DSB
- ▶ Thames Valley DSB
- ▶ Toronto DSB
- ▶ Toronto Catholic DSB
- ▶ Upper Grand DSB
- ▶ Waterloo DSB
- ▶ York Region DSB
- ▶ York Catholic DSB

## Belief Statement

### THE ASSOCIATION FOR BRIGHT CHILDREN BELIEVES:

- That every child/youth is unique with individual special needs and that each child has the right to be accepted at home, at school and in the community;
- That every child/youth has the right to a holistic educational program that builds on abilities and helps the child reach his/her potential;
- That the learning environment should stimulate each child/youth to develop knowledge, skills and values;
- That educational decisions must be in the best interest of the individual child/youth;
- That educational decisions should be reached co-operatively and collaboratively, recognizing the roles of each partner (pupil, parent and professional);
- That children/youth who are bright or gifted must be recognized for their strengths and have these abilities nurtured;
- That children/youth who are gifted require special education programs and that these programs must provide a learning environment that will maximize their exceptionality; and
- That most children/youth who are gifted require opportunities to interact with both intellectual and chronological peers.



# Mission Statement

## 3.0 MISSION STATEMENT

The Association for Bright Children works to increase the understanding and acceptance of bright and gifted children/youth at home, at school and in the community; and encourages parents, educators and the community to nurture these children/youth to grow and reach their full potential, that they may become responsible, contributing members of society.

# ABC's goal is to support, to communicate, to cooperate, in supporting the gifted children

## 4.0 OBJECTIVES OF THE ASSOCIATION FOR BRIGHT CHILDREN

- To be a resource to bright and gifted children and youth, to their families, to educators and to the community;
- To provide information, programs and materials pertaining to the social, emotional and intellectual development of bright and gifted children/youth;
- To provide support and guidance to parents and educators as they advocate for their bright and gifted children/youth;
- To act as a network for parents and educators by providing opportunities for the sharing of information and common concerns;
- To advocate for appropriate educational programs and services for bright and gifted children/youth; and
- To work cooperatively with:
  - all levels of government;
  - the Ontario Ministry of Education and Training;
  - educators and other professional groups;
  - local school boards; and
  - other parent associations.

## Webpage:


[ABC ONTARIO](#) [HOME](#) [GET INVOLVED](#) [RESOURCES & SUPPORT](#) [CHAPTERS](#) [ABOUT US](#) [Q](#)

**Quick Links**

- [ABC Ontario Executive](#)
- [IEP Information](#)**
- [IPRC Information](#)
- [SEAC Information](#)
- [Terminology](#)
- [Donate](#)
- [Fun Links for Kids](#)
- [Educational Links for Kids](#)

### INDIVIDUAL EDUCATION PLANS

The Association for Bright Children of Ontario is pleased to provide you with a resource related to programming for gifted students. Developing Individual Education Plans for Gifted Students. This is the second edition of a publication that explains how current wisdom about teaching gifted students can be demonstrated through the IEP. IEP templates with explanatory notes and samples of plans for gifted students are included.



[DEVELOPING INDIVIDUAL EDUCATION PLANS FOR GIFTED STUDENTS \(pdf\)](#)  
[ÉLABORATION DE PLANS D'ENSEIGNEMENT INDIVIDUALISÉS POUR LES ÉLÈVES SURDOUÉS \(pdf\)](#) - Disponible maintenant!  
[MANDARIN: Explanation of an IEP Form and Sample Individual Education Plans for Gifted Students \(pdf\)](#) - The IEP example section

**News & Events**

## Webpage:

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### ABC Ontario Policies on Special Education

#### Parents as Partners

ABC Ontario's Policies on Special Education are outlined in the document [Parents as Partners: An Investment in Tomorrow](#) which was developed in 2004.

Click on the link above to view this PDF document.

[Prev](#) [Next](#)



# Introduction to ABC York Chapter

- ▶ Involvement in 2019, ABC ON was in need to replace its SEAC to YRDSB
- ▶ Joined YCDSB SEAC Sept. 2023
- ▶ Currently 5 SEAC Reps,
  - One primary rep and One alternate rep at YCDSB  
Mary Xue and Carrie Chen
  - Two primary reps (York North and York South) and One alternate rep. at YRDSB
- ▶ Social network with more than 600 parents/families
- ▶ To launch parent/community support seminars, and social activities for families to meet, extracurricular program for gifted students in need

# Definition of Giftedness

## Definitions:

**Exceptional pupils** are defined in Section 1(1) of the Act.

"exceptional pupil" means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education program by a committee established under the Act

**Special Education Programs** are defined in the Act in Section 1(1)

"special education program" means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

**Special Education Services** are defined in the Act in Section 1(1)

"special education services" means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

In accordance with the Act, Section 8(3), each exceptionality is defined in the Special Education Information Handbook, 1984.

The **Intellectual Exceptionality** includes Giftedness and Developmentally Handicapped.

# Definition for giftedness

- ▶ As the Education Act:  
an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
- ▶ At YCDSB:  
Program for Academic and Creative Extension (PACE) – Giftedness. Students aged 10-18 years, with an unusually advanced degree of general intellectual ability, are congregated at an area school, with their like peers. The students have a program that is extended beyond the depth and breadth of the classroom program.

## Giftedness ...

- Intellectual giftedness represents an intellectual ability significantly higher than average
- Individuals with intellectual giftedness tend to process information more deeply and intensely than most people
- They may demonstrate...
  - creative and abstract thinking
  - unusual ways of synthesizing information and solving problems
  - an unusual aptitude in one or more areas such as music, art, science, language, or math
  - a strong curiosity
  - heightened sensitivity to and awareness of their environment
  - a strong sense of justice or ethics
  - an intense need for understanding

School boards in Ontario generally consider the cut-off for formal identification of giftedness to be a Full-Scale IQ or GAI in the **Very Superior range**, generally the 98<sup>th</sup> percentile or higher...i.e. < 2% children's population

## Giftedness is NOT...

- Giftedness is **not the same as high-achieving**: while some gifted individuals may excel academically, others may struggle and perform poorly in the classroom or workplace
- Giftedness **does not mean learning is easy**: gifted individuals may develop poor resiliency and learning skills, especially if not properly supported and challenged in their early education
- Giftedness **does not imply any specific proficiency or talent** – gifted children may have typical or delayed skills in some areas
- Gifted individuals are often creative and unique thinkers with much to contribute to society – but giftedness **does not mean** children are skilled at or even interested in becoming leaders, teachers, "changing the world", or **accomplishing something profound** and have no obligation to "live up to their potential"



# Gifted Children Often Develop Asynchronously

- Gifted children may be **extremely advanced, typically developing, or significantly delayed** compared to their same-age peers in:
  - **Social / emotional development**
  - **Specific skills** (e.g. reading, writing, mathematics)
  - **Learning skills** (e.g. studying, managing errors, integrating unfamiliar concepts)
  - **Behavioural development** (e.g. general classroom behaviour, managing transitions)
  - **Executive function skills** (e.g. planning, scheduling, starting and completing tasks)
  - **Fine or gross motor skills**
  - **Topics and activities of interest**
- The impact of asynchronous development, and the degree of asynchrony, is most acute in younger children
- The **response of adults and peers** to asynchrony during early development has a **significant, long-lasting impact** on many gifted individuals

Slides credit to  
Katherine Lambacher  
ABC Halton SEAC Re

## Asynchronous Development Impacts Gifted Children's Interactions with Their Peers

Many behaviours common in gifted children with asynchronous development result in a lack of connection (or outright rejection) from same-age peers, such as:

Advanced or atypical vocabulary	Desire for complex rules and plans for games and activities	Conflicts due to strong beliefs in what is correct, true, or fair	Mature or "childish" interests	Challenges with emotional regulation	Avoidance of age-typical activities due to overexcitabilities
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Asynchrony may compel children to seek out interactions with much younger or older children, or even adults; gifted children do not necessarily do best socially or academically with their same-age peers, and often make their first durable social connections with other gifted children with similar development profiles

Need for a Developmental Peer/True Peer

Slides credit to  
Katherine Lambacher  
ABC Halton SEAC Re

## Higher chance to connect with "True Peer"

- Literature about gifted education often references "true peers" or "developmental peers"; the goal of this term is to clarify that many gifted children are at different stages from their same-age peers due to their asynchronous development
- For *all* children, connections with developmental peers help to foster a wide range of critical social emotional skills including co-operation, empathy, and problem solving
- In particular, access to *intellectual peers* allows gifted children to be better engaged in group learning exercises, to be challenged and engaged academically by classmates, to more deeply explore their ideas and interests, and to learn how to accept and value the contributions of others to shared understanding.
- Due to their unique developmental profile, gifted children generally have a higher chance at connecting with developmental peers when grouped with other gifted children

Slides credit to  
Katherine Lambacher  
ABC Halton SEAC Re

## Asynchronous Development Impacts Gifted Children's Interactions with Adults

Exceptionally advanced intellectual abilities in some areas can result in adult expectations in other areas of development that **the child is unable to meet**

Adults may forget that a child may have the **intellectual capacity** for advanced subjects, but not the **emotional capacity** to manage their thoughts and feelings about that material

Adults may **focus on "childish" interests or behaviours** in a way that prevents them from recognizing the child's **advanced intellectual needs**

Adult expectations that aren't in line with the child's actual developmental stages and abilities can lead to **extreme and lasting feelings of inadequacy** in gifted children

Slides credit to  
Katherine Lambacher  
ABC Halton SEAC Re



## What is 2e / Twice Exceptional?

- Intellectual Giftedness **may co-occur with one or more other developmental, medical, and learning needs**
- Because intellectual giftedness can (at least temporarily) mask other exceptionalities, twice exceptional children have a **higher risk for late identification of conditions** such as dyslexia, dysgraphia, dyscalculia, ADHD, and Autism.
- Similarly, other exceptionalities may mask the intellectual needs and abilities of the twice exceptional, causing **misattribution of social, academic and behavioural challenges** in the classroom and delaying opportunities for appropriate intervention.



## For discussion: Identify key success factors for the gifted education

- To be inclusive:
  - Universal identification, i.e. everyone is included✓
- To promote the child's wellbeing
  - Options to family and student ✓
- Balanced between a systemic academic structure and individual learning, i.e. effective IEP in gifted program
  - Qualified teachers and supporting teams
  - Engaged and supportive parents
  - Motivated students
- Communication and cooperation between school, parents and students
  - ABC York is building a community

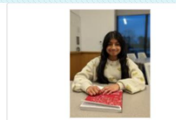
Slides credit to  
Katherine Lambacher  
ABC Halton SEAC Re

## One after-school program may have a valid point that we need to improve upon.

DEC 06, 2023, 09:01 ET

### Brain Power Enrichment Programs Exposes Failures in Traditional Report Cards for Bright Students: A Call for Personalized Feedback

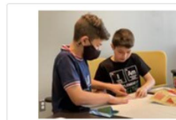
OAKVILLE, ON, Dec. 6, 2023 /CNW/ - Brain Power Enrichment Programs, a distinguished organization dedicated to unlocking the potential of gifted and high-potential students, brings attention to the...



JUL 24, 2023, 10:51 ET

### Untapped Brilliance: Gifted Grade 7 Student Exposes Neglected Potential in Overburdened Gifted and Talented Education

TORONTO, July 24, 2023 /CNW/ - Brain Power Enrichment Programs, a leading organization dedicated to nurturing the potential of gifted and talented students, unveils groundbreaking insights from an...



## Two quotes from the article

- In the article, Brain Power also state:
  - “Statistics from the Journal of Education Science emphasize the gravity of the situation, revealing that nearly 60% of all gifted students are not fully realizing their potential, leading to lost opportunities for both the individual and society at large.”
- However,
  - “By working collaboratively, we can create an educational landscape that fosters the growth, engagement, and potential of gifted and talented students, ensuring that no brilliant mind is left untapped or unfulfilled.”

# Thank You

## Contact:

- ▶ [www.abcontario.ca](http://www.abcontario.ca)
- ▶ [abcyorksouth@abcontario.ca](mailto:abcyorksouth@abcontario.ca)
- ▶ [abcyorknorth@abcontario.ca](mailto:abcyorknorth@abcontario.ca)
- ▶ Mary Xue
- ▶ 416 885 8603
- ▶ [maryxue18@gmail.com](mailto:maryxue18@gmail.com)



**The Association for Bright Children  
of Ontario**

*The Voice of Bright and Gifted Children in Ontario since 1975*

## Introduction to Autism Ontario



## OAP, AccessOAP, Autism Ontario

The [Ontario Autism Program \(OAP\)](#) is a provincially-funded government needs-based program that offers a range of services and supports to families of children and youth on the autism spectrum.

[AccessOAP](#) is an independent intake organization funded by the Ministry of Children, Community and Social Services to help families access autism services across the province.

[Autism Ontario](#) is a charitable organization and one of the partners delivering AccessOAP services.



## Who to Contact

### Contact information

Direct your questions and find more information about the Ontario Autism Program. There are different teams to contact depending on the topic you'd like to discuss.

#### AccessOAP

##### Ask:

- about registering for the OAP
- how to create an account with AccessOAP
- general questions about the OAP
- about your situation if you have created an account with AccessOAP and given consent to the ministry to transfer your OAP record to AccessOAP

Email: [info@AccessOAP.ca](mailto:info@AccessOAP.ca)  
Toll-free: 1-833-425-2445

#### Central Resource Team

##### Ask about:

- your situation if you're registered with the OAP, but not yet connected with AccessOAP
- a registration form you submitted to the Ministry of Children, Community and Social Services
- childhood budgets
- interim one-time funding

Email: [car@ontario.ca](mailto:car@ontario.ca)  
Toll-free: 1-888-444-4530

#### Autism Ontario

##### Get:

- access to more autism services
- answers to your questions about Autism Spectrum Disorder

Toll-free: 1-800-472-7789



– <https://www.ontario.ca/page/ontario-autism-program>

## Autism Ontario: Who We Are

### OUR MISSION

Creating a supportive and inclusive Ontario for autism

### OUR VISION

Best Life, Better World, Making Autism Matter!

### OUR CARE VALUES

#### COLLABORATION

We believe in the power of working side by side with individuals, families, and communities to make informed choices about autism.

#### ACCOUNTABILITY

We hold ourselves and others responsible for achieving successful outcomes through high standards of integrity and fiscal responsibility.

#### RESPECT

We value equity, diversity, and inclusion, and we listen to understand.

#### EVIDENCE-INFORMED

We use and create knowledge to guide our decisions and work.



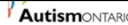


## Autism Ontario Regions

- Autism Ontario represents thousands of families across the province through 7 regions.
- Through our regions, we are expanding our reach by geographically serving all communities.
- The **Central East** includes Bruce, Durham, Grey, Haliburton, Kawartha Lakes, Northumberland, Peterborough, Simcoe, York.



## Central East Region



## Programs and Services

### Programs and Services

- [French language services](#)
- [Learning resources](#): webinars, fact sheets, articles, and personal stories
- [World Autism Day](#)

### Positive Advocacy Resources

- [Special Education Advisory Committee \(SEAC\)](#)
- [School Advocacy Toolkit](#)
- [Political Advocacy Toolkit](#)



## Celebrate the Spectrum

[Celebrate the Spectrum](#) is our campaign for [World Autism Day](#).

It is an opportunity for positive action to provide spaces of support and advocacy for our diverse communities — while learning about autism and how we can all make our communities better and more inclusive places for autistic people.

### To participate:

- Download [Toolkits](#) for elementary, secondary, & post-secondary educators
- Register for [The Giving Challenge](#)
- Fly a [Flag](#)





## Children and Youth Services

### Family Supports

- Care Coordination
- [OAP Information Sessions](#)
- CARES Caregiver Support Program
- Support Groups
- Social Learning Opportunities



### Resources

- [Planning for the future](#)
- [Transition to adulthood](#)
- [School supports](#)



### Funds

- [March Break Funding](#)
- [Summer Funding](#)

[www.autismontario.com](http://www.autismontario.com)

## Adult Services

### Resources

- [Adult diagnosis information](#)
- [Housing resources](#)
- [Autism Career Connections](#)



### Programs and Services

- Adult programs and services panel
- Adult events and programs

### Transition Support

- [Transition resources](#)



### Funds and Scholarships

- [Building Brighter Futures Fund](#)
- [Education scholarships](#)



## Autism Ontario Provincial Supports

- Read [Autism Matters Magazine!](#)
- Sign up for our [Newsletter](#).
- Follow us on social media!



## Autism Ontario Provincial Supports


The **Ontario Autism Program (OAP)** [Provider List](#) is an online listing of OAP Providers including, Speech-Language Pathologists, Occupational Therapists and Clinical Supervisors of behavioural services for autistic children and youth.



OAP PROVIDER LIST AutismONTARIO

[CommunityConnect](#) is a centralized portal that is home to learning resources, events and a listing service of various professionals who have expressed an interest in working with children, youth/adults with Autism.





“ No family or person on the spectrum in Ontario should ever feel alone, experience autism as a barrier to inclusion, or be without meaningful resources and opportunities. ”

MARG SPOELSTRA  
Executive Director, Autism Ontario

## Central East Region Contacts






<b>Stephanie Maguire</b> <i>Program &amp; Volunteer Coordinator</i> 416-246-9592 ext. 259 <a href="mailto:stephanie.maguire@autismontario.com">stephanie.maguire@autismontario.com</a>	<b>Ramela Garcia</b> <i>Fund Development &amp; Volunteer Coordinator</i> 1-800-472-7789 ext. 272 <a href="mailto:ramela.garcia@autismontario.com">ramela.garcia@autismontario.com</a>
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To contact your **Autism Ontario YCDSB SEAC Representatives**,  
please fill out this request:  
<https://www.autismontario.com/form/autism-ontario-seac-contact-form>



## Contact Us

Phone: 416-246-9592  
Toll Free: 1-800-472-7789  
[www.autismontario.com](http://www.autismontario.com)

 @autismontarioprovincial	 <a href="https://www.linkedin.com/company/autism-ontario">linkedin.com/company/autism-ontario</a>
 @autismontario	 <a href="https://www.youtube.com/user/autismontario">youtube.com/user/autismontario</a>
 @autismONT	



# celebrating WORLD DOWN SYNDROME

Presented by: SEAC  
Representative  
Down Syndrome Association of  
York Region  
**in schools**



**DOWN SYNDROME  
ASSOCIATION**  
OF YORK REGION



## what is WORLD DOWN SYNDROME DAY?

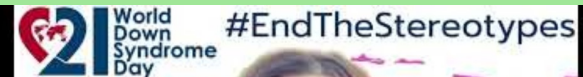
The 21st day of March was selected to signify the uniqueness of the triplication of the 21st chromosome which causes Down syndrome.

Every year on March 21, World Down Syndrome Day is observed globally to create awareness about Down syndrome.



## Global Theme - End The Stereotypes

- Stereotypes are based on limited information and can be difficult to change.
- Stereotypes can prevent students with DS from being treated like other students. They get treated like children, are underestimated and sometimes excluded.
- Each person with Down syndrome is different; they don't all act the same way or like the same things.



All people are different.



# ROCK YOUR SOCKS 3-21



## When to Celebrate

Since March 21st falls after the March Break, we encourage schools to start planning their celebration BEFORE the break, with the help of our materials.

On March 21, schools are encouraged to hold a day where students/staff wear mismatched socks.



Schools should celebrate March 21st with our **DSAYR Celebration**

7 YOUTUBE  
VIDEOS

2 PRINTABLE COLOURING  
SHEETS

2 PRINTABLE INFOGRAPHIC  
POSTERS

HOLD A "ROCKYOURSOCKS" DAY AT  
THE SCHOOL

All materials can be found [www.wds](http://www.wds)



ROCK  
YOUR  
SOCKS  
3-21



World Down Syndrome Day  
3-21





## END THE STEREOTYPES

March 21

1

### Stereotypes are limiting

Stereotypes are based on limited info & are restrictive. They can hinder students with Down syndrome from being treated like others.

Don't limit

2

### #EndTheStereotypes

Students with Down syndrome can be underestimated and prevented from experiencing everyday activities.

Set goals that allow one to flourish

3

### People are individuals

Each person with Down syndrome is an individual. They don't all look the same, act the same or like the same things.

Get to know the individual

4

### Every Student can learn

Experience shows that with early family & educational support, a student with Down syndrome has unlimited learning ability.

Encourage them to reach their potential

5

### Get us involved

Like other students, those with Down syndrome go to school, learn all subjects, join sports/arts and develop great relationships.

Count Us In

6

### Celebrate diversity

Students with Down syndrome can contribute to the classroom with their insight and ability to show that diversity should be celebrated.

RockYourSocks



## DID YOU KNOW ?



1

### A genetic Condition

Down syndrome occurs naturally in about 1 per 800 births, evenly among boys and girls, across all races and socio-economical classes.

2

### 3 copies of 21st chromosome

Down syndrome is the most common chromosomal condition. It occurs when a person has an extra 21st chromosome. The exact cause is still unknown.

March 21

3

### Named after a Doctor

Down syndrome was named after the English doctor, John Langdon Down, who was the first to categorize the common features of this condition.

4

### Person-first language

A person with Down syndrome is a person first and should be referred to as a "student with Down syndrome" instead of a "DOWNS student".

5

### Global Day of Awareness

World Down Syndrome Day (WDSD), March 21st, is a global day of awareness, officially observed by the United Nations since 2012.

6

### Ontario Down Syndrome Day

Bill 182, enacted in 2016 by the Legislative Assembly of Ontario, officially proclaims every March 21st as Ontario Down Syndrome Day (ODSD).



# Celebrating WDSD in YORK REGION



The DSAYR is coordinating Flag raising ceremonies and requesting municipalities to proclaim March 21<sup>st</sup> Down Syndrome Day, across YORK Region.

This is a wonderful show of support in our communities that people with Down syndrome have many ABILITIES and can contribute in so many ways.



Watch our Social Media feeds for details and updates

## Get Involved

Each April, people from across Ontario come together to show their support for autistic people. Join the fun and Celebrate the Spectrum with us in the lead-up to World Autism Day on April 2 and throughout the month of April.

### School Giving

Students are some of our most active supporters. In honour of them, we are launching the **Celebrate the Spectrum School Giving Challenge** in April. The school that raises the most will be eligible to win special recognition! **Visit here** to learn more about the challenge, and to register.

### Fly a Flag for Autism Awareness

Back by popular demand! Purchase a flag for \$25 to use as the centerpiece in an autism awareness gathering. Fly your flag for the month of April, or on World Autism Day, April 2, 2024. All proceeds go to support the programs and services of Autism Ontario.

**Pre-purchase your flag today!** Flags will be mailed out starting in January 2024.

### Donors

- **Donate to Autism Ontario today!** Your support makes a vital difference in the lives of the people and families we help.
- **Host your own World Autism Day fundraiser** by inviting family and friends to #CelebrateTheSpectrum together! Check out Autism Ontario's **Third Party Fundraiser Guide** and complete the **registration form** to ensure we have the details of your fundraiser and that our goals are aligned.

### Municipalities

- Municipalities interested in participating in our Celebrate the Spectrum campaign can connect with their **local Autism Ontario Region** or email **celebratethespectrum@autismontario.com**.



# LDAYS Virtual Tutoring Programs

## Reading Rocks and Jump Math

**Reading Rocks** is an individualized reading intervention program designed by Brock University's Dr. John McNamara, who specializes in Learning Disabilities. This program is designed for students who are performing a minimum of one year behind in the area of literacy due to a diagnosed learning disability.

**Dates: Availability is ongoing and will be scheduled on an individual basis**

**JUMP Math** is a virtual program for students aged 8-14 who are performing a minimum of one year behind in the area of math due to a diagnosed, identified, or suspected math disability (dyscalculia). Participants work with a trained numeracy tutor to build foundational math skills and computational fluency. JUMP Math is a core classroom math program developed by Dr. John Mighton, OC.

**Dates: Availability is ongoing and will be scheduled on an individual basis**



## Level Up Tutoring Program

A Numeracy and Literacy Homework Tutor Program

The program works by using volunteer tutors from different diverse and educational backgrounds who will work one-on-one with children on:

- Supporting students with homework help
- Recognizing comfortable learning styles, learning strengths, and study habits which assist children in better learning
- Assisting children with numeracy and literacy skills which need further development
- Helping them experience the joy of learning and increase self-esteem

**For more information please contact Tori Bekolay, at [tori.bekolay@ldays.org](mailto:tori.bekolay@ldays.org) or 905-884-7933 extension 4.**





# 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*