

# 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

June 17<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/o7CuzGWqg82DL6SE7>

#### 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	7:05	Moment of Inspiration Yes! I can Awards PEP Student at Cardinal Carter CHS Good News story from St. Brother Andre CHS PACE Robotics at St. Charles Garnier Grade 5 PACE Robotics Guardian Angels CES Copperwood Trail Good news Story from St. Jean de Brebeuf CHS in collaboration with Guardian Angels	A. Miraglia M. Liberatore C. Cosentiino E. Carafa E. Strano M. Marcello, L. Figliomeni K. Heaney, L. Figliomeni
5.0	7:35	Approval of Agenda of June 17, 2024	A. Grella
6.0	7:36	Approval of Minutes of May 6, 2024	A. Grella
7.0	7:37	SEAC Report to Board Report 2024:07 – May 2024	A. Grella
8.0	7:38	Information Items 8.1 Board Meeting Date: June 18, 2024	A. Grella
9.0	7:39	Correspondence	A. Grella
10.0	7:40	Presentations/Discussions 10.1 Budget Presentation 10.2 St Joseph the Worker CES Presentation 10.3 Removing Barriers for Students with Disabilities 10.4 Student Achievement Plan 10.4a Input on Student Achievement Plan Goals 10.5 Special Education Plan 10.6 SEAC Meeting dates 2024-2025 10.7 Student Services updates	C. McNeil, K. Scanlon L. Falconi A. Miraglia & M. Liberatore M. McShine-Quao D. Candido D. Candido A. Grella D. Candido
11.0	8:40	Business Arising	A. Grella
12.0	8:45	Action Items	A. Grella
13.0	8:46	Association News Autism Ontario June updates Summer 2024 Camp	SEAC Representatives Autism Ontario Community Living York South
14.0	8:50	Items for Future Agenda Alumni Story: Patricia Rea SEAC budget Subcommittee	A. Grella
15.0	8:55	Next Meeting: September 16, 2024	A. Grella
16.0	9:00	Adjournment	A. Grella













Heavenly Father,









As we come to the end of an academic year,  
we thank you for giving us the opportunity to  
be a part of the lives of our students; may they  
be mindful that their steps make an impact  
and their words carry power.













Bless this group as we come to you today  
seeking guidance, wisdom, and support as we  
begin this meeting. Help us to engage in  
meaningful conversations, be generous in our  
outlook and courageous in the face of difficulty  
and wise in our decisions.













Amen












## 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  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

# 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 **May 4, 2024 at 7:00 p.m.**

### PRESENT:

Committee Members: N. Byrne\*, A. Connolly\*, S. Gatti\*, A. Grella, M. Iafrate\*, S. Leckey\*, J. Man\*,  
M. Rennie\*, N. Welch \*, J. Wigston, M. Xue\*, Y. Zhou\*

Association Representatives: C. Sandig\*

Administration: D. Candido, A. Cabraja\* L. Lausic\*, E. Strano\*

Regrets: N. Lai, D. Legris

Recording: C. Mong\*

Guests: F. Puma, *Parent, YCDSB*  
O. Staneviciys, *After School Skills Development Program Teacher*  
V. Raffin, *Student, 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

*Celebrating the success of the After School Social Skills Program at St. Margaret Mary CES. This presentation shared the class format. The lessons were short, were kinesthetic and included role play. Students completed the program with a cumulating activity. Most students did not want to graduate as they thoroughly enjoyed the program.*

### 5.0 Approval of Agenda May 6, 2024

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

### 6.0 Approval of the Minutes April 8 2024

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

### 7.0 SEAC Report to Board

Report 2023:06 – April 2024

### 8.0 Information Items

#### 8.1 Board Meeting Date

The date of the next Board Meeting is May 28, 2024

**Items 7.0-8.1 Received on block** (Welch / Wigston)

### 9.0 Correspondence

Nil – No Correspondence



**10.0 Presentations / Discussions**

10.1 Distinguished Alumni

- Celebrating Jeffrey Man, Easter Seals Ontario Representative, recipient of the 2024 Distinguished Alumni Award. Congratulations Jeffrey!

10.2 Special Education Plan

- The Special Education Plan was shared with SEAC members to review, to be finalized at the next meeting.

10.3 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**

- Association for Bright Children: Spring newsletter
- Autism Ontario: Spring updates
- Learning Disabilities Association – York Simcoe: Social Skills, Jump Math, Annual Parent Conference

**14.0 Items for Future Agendas**

- Budget Presentation
- Removing Barriers for Students with Disabilities

**15.0 Next Meeting: Monday June 17, 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 7:43 p.m.**

Meeting adjourned (Xue/ Byrne)

### 10.3 Student Services Updates (May 2024)

#### **Elementary Special Education:**

This month special education teachers are participating in workshops given by our Mental Health team around mental health literacy and autism. Teachers were given a plethora of background information and strategies to be used with their students.

We are well into the planning stages of our **Integrated Track and Field Days** which will take place for 2 weeks in June. Student Services has been organizing **Integrated Track and Field Events for over 20 years** to allow students with special needs to participate with their school teams, and has become an event that students, staff and parents look forward to each year! These special events will be offered on all board wide track and field days and will take place from **June 5th – June 21st, 2023**.

**In Literacy**, consultants continue to work on expanding our ILIT and Core programs to include more strategies on Reading Fluency, Reading Comprehension and Writing Skills. At the end of May Special education teachers will again be invited to an inservice covering these areas as well as the importance of using assessment as, for and of learning to guide programming for more individualized, targeted literacy interventions.

Elementary schools have been busy planning Welcome to Kindergarten events, and our consultants have been planning for all students who have been identified as being part of our **Early Facilitation process**. They have set up meetings with Multidisciplinary team members, school teams as well as parents and Early Interventionists to gather information and develop an action plan for students who may need support when they begin JK in September.

We have also been busy completing IPRCs for students who meet criteria for an Identification through the Ministry of Education all year. By June, we will have completed 430 IPRCs.

#### **Secondary Special Education**

We are also very excited to be partnering once again with REENA in the Summer Employment Transition Program for our secondary students with special needs. SET is a 10-week supported employment program designed for students with intellectual disabilities who wish to build their job search/workplace skills and gain paid summer work experiences in the competitive labour market. Participants are supported by the SET job coaches to secure a paid summer job as well through on-site coaching at the workplace. So far, 12 of our secondary students are preparing to submit their application packages to be considered for the first round of applications and interviews. We expect that many of these students will successfully secure employment and earn their first paycheques this summer!

A reminder that on Friday, May 31, the YCDSB Special Olympics will be held at St. Theresa CHS. Secondary students with special needs, with the support and assistance of their Best Buddies, will be competing in various track and field events. Preparation and planning are well underway and we look forward to seeing some of you join us that day at St. Theresa.

As per PPM No. 156, **Supporting Transitions for Students with Special Education Needs**, the Elementary to Secondary school transition is considered a key transition and therefore requires coordinated and detailed planning. In an effort to support students with Special Education needs who are transitioning from Elementary to Secondary school and grade 6 students with Special Education needs who will be entering grade 7 at Our Lady of the Lake Catholic Academy

and St. Katharine Drexel CHS, most of our schools have started transition visits to the receiving school. I am grateful to all of the elementary and secondary staff involved in organizing and supervising these critical visits as they ultimately prepare students for a more successful and less anxious September start up.

**Mental health:** this month we acknowledge mental health awareness month and children's mental health week. Our schools have many different mental health initiatives and events planned. At the board level we are hosting the second group of special education teachers for the mental health and asd literacy workshop as well as educators k-12 for MH literacy for educators. On May 8 we are partnering with the national eating disorders information centre to host educators for a professional learning session and a parent panel at night. On May 22 we will be participating in the Fast Track: Explore your future conference and career expo where we will have a booth promoting mental wellbeing.

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2024: 07**

**To: Regular Board Meeting**

**May 28, 2024**

A meeting of the Special Education Advisory Committee was held on **May 6, 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*, S. Gatti*, A. Grella, M. Iafrate*, S. Leckey*, J. Man*, M. Rennie*, N. Welch *, J. Wigston, M. Xue*, Y. Zhou*
Association Representatives:	C. Sandig*
Administration:	D. Candido, A. Cabraja* L. Lausic*, E. Strano*
Regrets:	N. Lai, D. Legris
Recording	C. Mong*
Guests:	
	F. Puma, <i>Parent, YCDSB</i> O. Staneviciys, <i>After School Skills Development Program Teacher</i> V. Raffin, <i>Student, YCDSB</i>

*\*Denotes Virtual attendance*

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

**2. CORRESPONDENCE: NIL**

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

- Distinguish Alumni
- Special Education Plan
- Student Services Update

**4. ASSOCIATION REPORTS:**

- ABC: Spring newsletter
- Autism ON: Spring updates
- LDAYS: Social Skills Camp, Jump Math, Annual Parent Conference

**5. ITEMS FOR FUTURE AGENDA: NIL**

**6. NEXT MEETING: June 17 2024**

A. GRELLA, CHAIR, SEAC



# Budget and Financial Summary

## Special Education Advisory Committee

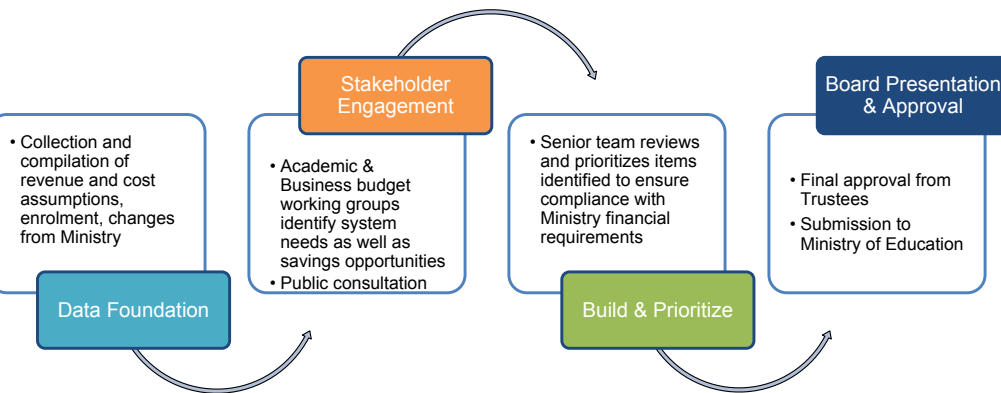
June 17, 2024

Prepared by: Kim Scanlon, Budget Manager  
 Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board  
 Endorsed by: John De Faveri, Interim Director of Education and Secretary of the Board



Budget Process
Education Funding Formula and Special Education Grants
Special Education Financials

## Budget Process Overview



- 1. Estimates** (March to June 30)  
- Based on estimated October 31 and March 31 student enrolments
- 2. Revised Estimates** (October to December 15)  
- Based on actual October 31 enrolments and estimated March 31 enrolments

## Overview of Changes to the Education Funding Formula

- The GSN funding formula (operating) has been **renamed “Core Education Funding” (Core Ed)** and **streamlined from 18 grants to 6 funding pillars** and **from 77 to 28 allocations**.
- Priorities and Partnerships Funding (PPF) has been **renamed “Responsive Education Programs” (REP)** and **streamlined from 10 themes to 9 themes**.
- The GSN funding formula (capital) has been **renamed “Building, Expanding and Renewing Schools” (BERS)**.
- The GSN Funding formula (operating) Debt service costs and temporary investment amounts has been **moved out of the operating funding envelope** as neither of these amounts are either permanent or ongoing, minimizing year over year fluctuations and concentrating on core funding amounts.



## Renewed Enveloping Structure Special Education

Core Ed includes a **renewed enveloping framework** to support improved transparency and school board accountability.

### Special Education Fund

The former sub-envelopes for the Applied Behaviour Analysis Training amount, the After-School Skills Development amount and the Specialized Equipment Allocation (SEA) Formula component are being removed. Any remainder of deferred revenue for these former envelopes will be diverted into the larger Special Education envelope.

This will result in a one time increase in 24/25 revenue as the former deferred revenue balances are diverted to the larger Special Education envelope.



## Core Ed Special Education Grants (\$ millions)

2023-24 RE	2024-25 EST	Grant Component	Calculation Base
39.1	39.1	<b>SEPPA (Special Education Per-Pupil Amount) Allocation</b> - Recognizes the cost of providing additional assistance to the majority of students with special education needs.	ADE
26.0	25.8	<b>DSENA (Differentiated Special Education Needs Amount) Allocation</b> - Addresses the variation among school boards with respect to students with special education needs and school boards' abilities to respond to those needs.	Demographic & Statistical Factors
3.2	3.3	<b>SIP (Special Incidence Portion) Allocation</b> - Supports students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school.	Application
2.4	2.9	<b>SEA (Special Equipment Amount) Allocation</b> - Funding to school boards to assist with the costs of equipment essential to support students with special education needs.	ADE / Claims
0.6	0.6	<b>ECPP (Education and Community Partnership Program) Allocation</b> - Education programs for school-aged children and youth who cannot attend regular school due to their primary need for care treatment or because of a court order to serve a custody or detention sentence.	# of Facilities
0.6	0.7	<b>BEA (Behaviour Expertise Amount) Allocation</b> - Funding for school boards to hire board-level Applied Behavior Analysis professionals.	Base + ADE
0.1	0.1	<b>ASSD (After-School Skills Development) Amount</b> - Provide students with Autism Spectrum Disorder and other special education needs who may benefit from the program with additional targeted skills development opportunities.	Base + ADE
-	0.2	<b>Professional Assessments</b> - Funding for professional assessments to help reduce wait times and address learning recovery following COVID.	Transferred from PPF
<b>\$72.0M</b>	<b>\$72.7M</b>		

5

6



## New Spec Ed Responsive Education Programs (REP) Grant

Funding	Details	Revenue (\$ millions)
Special Education Needs Transition Navigators	Funding for school boards to support improving the educational outcomes for students with special education needs by improving transition practices for students with special education needs and/or disabilities into, during and out of school. Funding will be provided to hire Transition Navigators.	0.2
<b>TOTAL</b>		<b>0.4</b>

All REP funds are **enveloped** and to be spent on the purpose defined by the Ministry. Unspent funds will be recovered by the ministry.

Other REP grants not yet specifically allocated by the Ministry can be found in the memo B06.

4

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## Financial Summary (Unapproved)

(\$ in millions)	2024-25 Estimates	2023-24 Revised Estimates	Change
<b>REVENUES</b>			
<b>CORE EDUCATION FUNDING (CORE ED)</b>			
Special Education Pillar	72.7	71.9	0.8
Classroom Staffing for Self Contained Classes	2.3	2.4	(0.1)
Allocations from Other Core Ed Grants	1.2	1.2	-
Change in Deferred Revenue	1.2	1.0	0.2
Supports for Students Fund	3.3	3.4	(0.1)
<b>CORE EDUCATION FUNDING (CORE ED) TOTAL</b>	<b>80.7</b>	<b>79.9</b>	<b>0.8</b>
<b>NON-CORE ED GRANTS</b>			
Children's Treatment Network	0.7	0.7	-
Responsive Education Programs & Other Grants	0.6	0.4	0.2
<b>NON-CORE ED GRANTS TOTAL</b>	<b>1.3</b>	<b>1.1</b>	<b>0.2</b>
<b>TOTAL REVENUES</b>	<b>82.0</b>	<b>81.0</b>	<b>1.0</b>
<b>EXPENSES</b>			
Salary and Benefits	91.8	90.0	1.8
Other Expenses	2.4	2.3	0.1
Non-GSN Grant Expenses	1.3	1.1	0.2
<b>TOTAL EXPENSES</b>	<b>95.5</b>	<b>93.4</b>	<b>2.1</b>
<b>Surplus / (Deficit)</b>	<b>(13.5)</b>	<b>(12.4)</b>	<b>(1.1)</b>



# Appendix 1

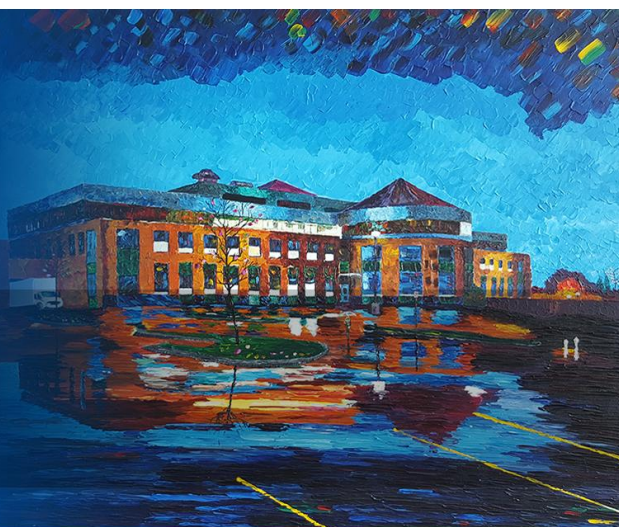
## Enrolment Projections

Enrolment	2024-25 Estimates	2023-24 Revised Estimates	Change
<b>Elementary</b>			
Pupils of the Board	29,694	30,537	(843)
International Students	74	63	11
	<b>29,768</b>	<b>30,600</b>	<b>(832)</b>
<b>Secondary</b>			
Pupils of the Board	18,626	18,651	(25)
International Students	226	180	46
	<b>18,852</b>	<b>18,831</b>	<b>21</b>
<b>Total Enrolment</b>	<b>48,620</b>	<b>49,431</b>	<b>(811)</b>

The Board continues to experience declining Elementary enrolment while Secondary enrolment has been stable for several years. International student enrolment is increasing.



## Ministry of Education Grant: Removing Barriers for Employment



## Removing Barriers for Employment

Empowering and Supporting Students in the  
Pathways to EmployABILITY Program (PEP)  
Through Staff Education and Ally Partnership



Presented by the PEP Itinerant Work Experience Teachers:  
Maria Liberatore (West)  
Alana Miraglia (East)

### Ministry of Education Grant

- *Removing Barriers for Students with Disabilities*
- Application-based school board funding for the 2023-24 school year
- To implement projects that prevent and remove accessibility barriers experienced by students with disabilities.
- Encourages partnerships between school boards, disability organizations and community partners



### The Criteria

Project Activities for approved initiative(s) will:

- Remove barriers for individuals with disabilities (e.g., students, educators, parents), and promote and support accessible, inclusive, and equitable education practices both inside and outside of the classroom.
- Educate students, educators, parents/guardians and the broader school community about disabilities, and services and supports for students with disabilities.
- Empower individuals with disabilities to participate in accessible and inclusive initiatives together.
- Empower students to play a leadership role in promoting inclusive, barrier-free school environments.
- Raise awareness about the value and benefits of accessibility and inclusion.





## What We Found

We looked at relevant stakeholders, data, program needs, current studies and reports and identified areas of need. What are the barriers to employment?



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## The Proposal

In an effort to further enhance our YCDSB Pathways to EmployABILITY program, the following would be implemented:

- Training sessions for Special Education Teachers and Educational Workers to be delivered in partnership with March of Dimes and their team
- Development and implementation of strategies to support curriculum and skill development related to employability skills
- Promotion of on-site practices that promote accessibility, inclusion, and equitable access to employment
- Activities to enhance student programming (i.e., sourcing more in school work opportunities) and strategies to support students at work (i.e., informing employers on barrier removing practices to have better and more meaningful Work Placement opportunities)

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## Barriers We Endeavoured to Address

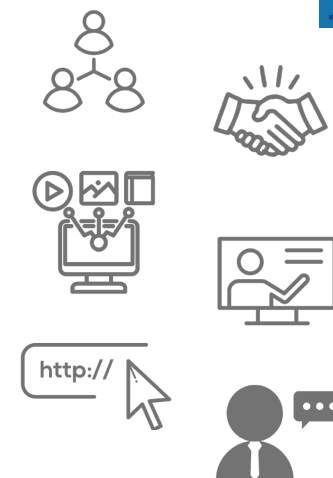
- **Attitudes, Behaviours, Perceptions and Assumptions:**  
Modelling inclusive attitudes and behaviours, and providing information on equity, ableism, accessibility and inclusion.
- **Awareness and Training:**  
Providing training programs developed in consultation with people who self-identify, community partners or disability organizations.
- **Transitions:**  
Removing barriers to transitions: school, between schools, and out of secondary school to post-secondary education, employment or community living.

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## The Goals

- Staff release time for training
- Partnership funding
- Development of resources and training materials
- Launching a Staff Website
- Amplify Student Voices and bring awareness to our program



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## The Outcome

We have successfully achieved many of the goals and continue to work towards achieving remaining elements of those goals as our project winds down by the end of June, 2024.

Partnership:	Renewed partnerships with agencies and businesses
Staff Release Time:	School staff coming together to support student learning
Resources:	New PEP curriculum document.
Training materials:	Training materials for students and staff.
Website Development:	New internal PEP website
Speaker/ Perspectives:	Student Video, Parent Feedback, Student Feedback, Employer Feedback



## Examining the Outcomes



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## Partnerships

- March of Dimes Canada Program Management & Regional Employment Services
- Holland Bloorview
- York Region Transit
- Vince's: Sharon
- Knowledge Makes Cents
- Carolina's Brownies
- L'Arche Daybreak



## Staff Training

We held two training sessions to promote PEP learning. Sessions were attended by Special Education Teachers, Department Heads and EW staff.

Staff joined us from 8:30am to 2:30pm for a full day of learning.

November 1st had 42 staff in attendance.

February 29th had 50 staff in attendance.



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## Training Materials



→ Personal Hygiene and Professionalism Student Module

→ Upcoming EW Training Module to be released in September 2024

→ Transit Training - YRT Partnership and grant funded Presto Passes to put training into action

→ 25 Mini Modules on Google Classroom

### Personal Care and Professionalism at Work



Health & Safety Learning Module for Students in the

Pathways to EmployABILITY Program



## Developed Resources

Partner Resources included:

- Instructional Techniques for Job Coaching (MODC)
- Job Analysis (MODC)
- Job Readiness Workbook (MODC)
- Sample Task Analysis and Tracking Sheet (MODC)
- Work Skills and Behavioural Assessment (MODC)
- Employment Support Intake Flyers for Parents (MODC)
- Session 1/Session 2 MODC Slidedeck
- Session 2 Holland Bloorview Slidedeck
- Youth Worker Expectation Checklist (HBV-Shared)

**March of Dimes Canada**  
Find out how

**Reach Your Employment Objectives**  
March of Dimes Canada offers a full range of employment services to help people with disabilities develop employment plans, prepare for work, interview and employment barriers, and return to or enter the workforce. March of Dimes Canada's Employment Services use the most current methods to help with job preparation and placement. Our staff connects with hundreds of employers to get the latest information on job opportunities, needed skills, wage ranges, and placement opportunities.

**March of Dimes provides Employment Services through agreements with the following agencies:**  
• Service Canada  
• Workplace Safety & Insurance Board (WSIB)

**Job Exploration**  
Together, we look at various employment opportunities available to you within your community. You will be provided with effective and thorough assessments of your existing skills, abilities, interests, and experience. Then, an employment plan is created with you.

**Active Job Search**  
Our Employment Specialists have strong connections with many employers. We assist you with your job search, with a focus on identifying the best possible match for your interests and skills. We can also identify modifications or accommodations that may be required to help you integrate into the workplace.

**Job Preparation**  
We will help you to obtain the skills necessary to find work. This may include providing you with job aptitude testing, on-the-job training, resume development, and interview skills.

**On-the-Job Support**  
Once you have been employed, we will continue to help. We will provide you with ongoing support while you establish yourself in the job. Support can come in many forms depending on what your needs are, and may include an on-site job coach while you develop the skills necessary for your job.

For more information, please visit [www.marchofdimescanada.ca](http://www.marchofdimescanada.ca) or call: Toll-free: 1-800-368-6421 | Toll-free: 1-800-368-6421 | Fax: 905-895-7032

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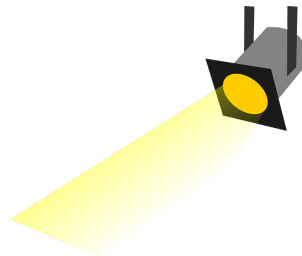
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## Developed Resources



PEP developed resources included:

- PEP Timeline & PEP Pathways Visual
- Observation Checklist (JOINT MODC/YCDSB)
- Career Catalogue (JOINT MODC/YCDSB)
- New PEP Flyer for Employers
- WEX Materials Tip Sheet
- WEX Quick Link Sheet
- Employer Interview Question Sheet and Feedback Sheet
- Roll out of Dollars & Cents SEA Training with SEA-OTs
- IEP Sample for Dollars & Cents
- World of Work Curriculum Expectations for RISE
- New AI - InStage Licenses



## PEP Timeline Curriculum Resource



PEP Programming Timeline					
Overall Expectations: Curriculum Related Domains and Expectations (Duration: 400H and Cooperative Education, 2018)			Programmeing, Collaborative:		
A. Health, Safety and Well-being in the Workplace			Supporting Activities:		
B. Exploration, Preparation, and Planning			Risk Management and Safety		
C. Self-Determination and Decision Making			Suggested Resources or Opportunities		
D. Reflective Learning and the Development of the Student Portfolio			Skill Development at Home and/or School		
FOCUS	Year 3 Grade 11 - 12 y.o.	Year 4 Grade 12 - 13 y.o.	Year 5 Grade 12 (1) - 13 y.o.	Year 6 Grade 12 (2) - 13 y.o.	Year 7 Grade 12 (3) - 13 y.o.
A. Health, Safety and Well-being in the Workplace	Recognize the application hazards within their workplace. (H1-KC20) • Current signage at work • Fire Safety Understand basic hygiene and safety related to work environment. • Hygiene procedures • Safe work procedures	Recognize WHMIS signs and symbols, workplace hazards. (H3-KC20) • Recognize picture cues Identify legislation, regulations, and policies related to health and safety, and explain how they apply to the coop education experience (A1.1 Coop 2018)	Understand basic hygiene and safety added to their work environment. (H2-KC20) • Hygiene procedures • Safe work procedures Recognize WHMIS signs and symbols, workplace hazards. (H3-KC20) • Accident reporting • Reporting hazards Identify potential hazards and hazardous situations that could arise in connection with the coop education experience and describe the behaviours and practices that would help prevent, and that assist in responding to such situations (A1.3 Coop 2018)	Identify legislation, regulations and policies as well as various strategies and skills that support well-being (including emotional safety) and the protection of human rights and explain how they apply to the coop education experience (A1.2 Coop 2018)	Consolidate and application of skills learned from year 1-6 in the focus area of Health, Safety and Well-being practice
B. Exploration, Preparation, and Planning	Understanding the different roles within a workplace. (K1-KC20) • Employer expectations • Job Responsibilities Recognize the importance of punctuality. (K2-KC20) • Using a clock • Time lapse: Shifts, Breaks, lunches, returning to work Identify that an employee has rights	Demonstrate the knowledge and process of reporting an absence to your employer. (K2-KC20) • Identify procedures • Anticipating requests Recognize the importance of punctuality. (K2-KC20) • Time lapse: Shifts, Breaks, lunches, returning to work Identify that an employee has rights	Communicate to complete a basic resume and prepare for an interview. (K2-KC20) • Job experiences • References and contact information Identify that an employee has rights specific to their work environment and personal dignity. (K4-KC20) • Work hour parameters	Consolidate and application of skills learned from year 1-6 in the focus area of Exploration, Preparation, and Planning	Consolidate and application of skills learned from year 1-6 in the focus area of Exploration, Preparation, and Planning

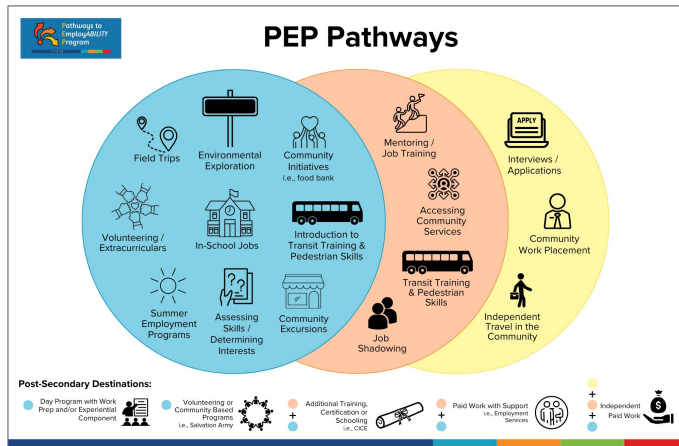
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## PEP Pathway Visual Aid



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## PEP Flyer for Prospective Employers

**Pathways to EmployABILITY Program**

The YCDSB Pathways to EmployABILITY Program (PEP) is an **experiential learning program** for secondary students with disabilities.

On-site work experiences offered in PEP help students develop **strengths, interests, and skills** in safe and supported environments.

**PEP is looking for York Region employers to offer work experience opportunities, mentoring support, in-school jobs, partnerships and more.**

**Our Students are Ready to Work!**

Students are prepared for non-paid work placements in the community by being taught work readiness skills such as:

- customer service
- food handling
- transit & pedestrian training
- personal hygiene
- health & safety

Scan to learn more

Are you an employer who would like to provide inclusive employment opportunities to young adults with disabilities?

**Your support today helps change the workforce of tomorrow!**

- improves work culture
- increases ability awareness
- promotes employee loyalty
- presents a positive company image
- shows community care
- increases customer diversity
- increases innovation

**How?**

Lineberry, S., Cogburn, E., Alvarado, M., Montu, N., & Kavan, L. (2018). A systematic review of the benefits of hiring people with disabilities. Journal of occupational rehabilitation, 1-22.

To discuss our program or a placement opportunity, please email:  
**pep@ycdsb.ca**

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## MODC Career Catalogue



### Career Catalogue

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## School Resources

Schools were given a number of resources at each in-service to support in school lessons with hands on manipulatives.



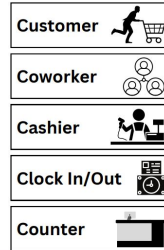
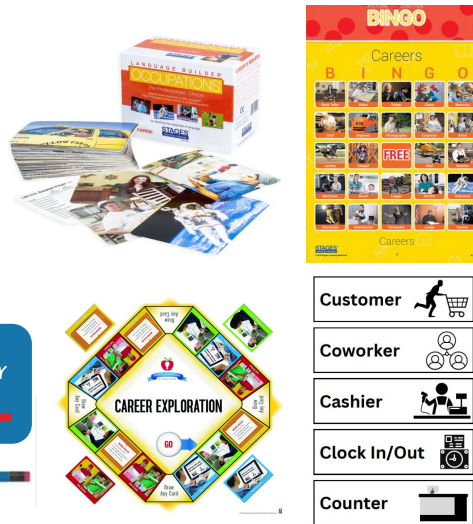
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## Career/Job Education and Awareness:

- Careers Bingo
- Career Board Game
- Occupation Cards
- Word Wall Materials
- Pencils and Magnets



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## Hygiene materials to anchor new Professionalism module:

- Can be used to model while teaching
- Students can demonstrate awareness



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## Food Prep materials to support existing Food Handling Module:

- Knife safety
- Can centre shopping around it i.e. fruit salad
- Can also support Hospitality



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## Resources to support EWs at Work Placements:

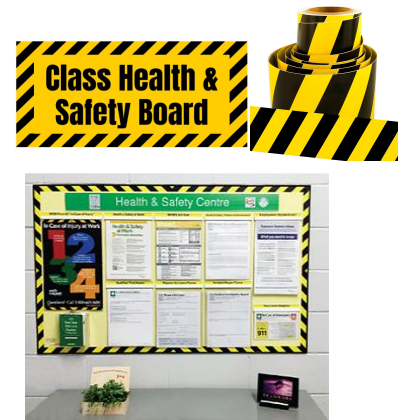
- Tracking materials
- Organizational materials
- Identification/visibility
- Umbrellas and bag for travel



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## Health & Safety Board



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## Boom Cards

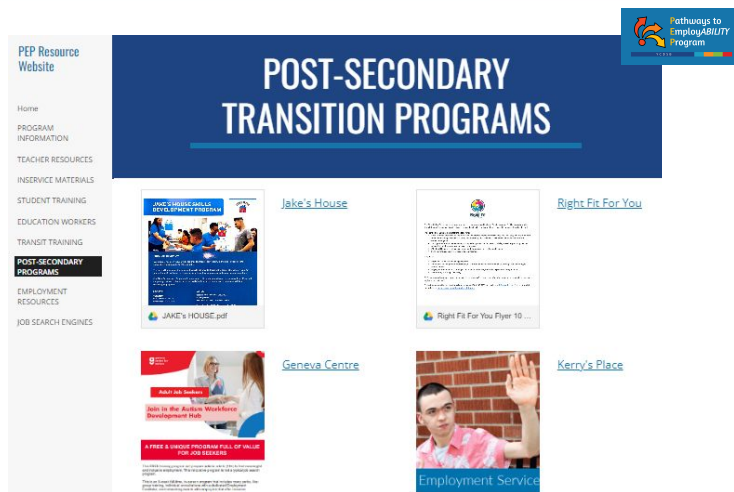
- Sourcing over 400 BOOM cards and partnering with SLP Dept for acquisition of cards. Creation of WEX Boom Classroom by S. Jager



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# Staff Website

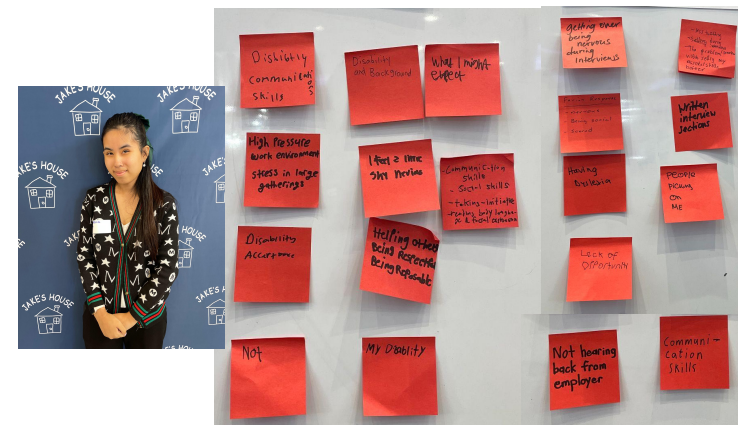
We created a staff website to support teachers and EAs with the program and transitional material.



# Amplifying Real Experiences

Took students to Jake's House Job Fair Expo to build skills, get employer feedback and seek employment opportunities.

Shared "Barriers" feedback from candidates with YCDSB staff.



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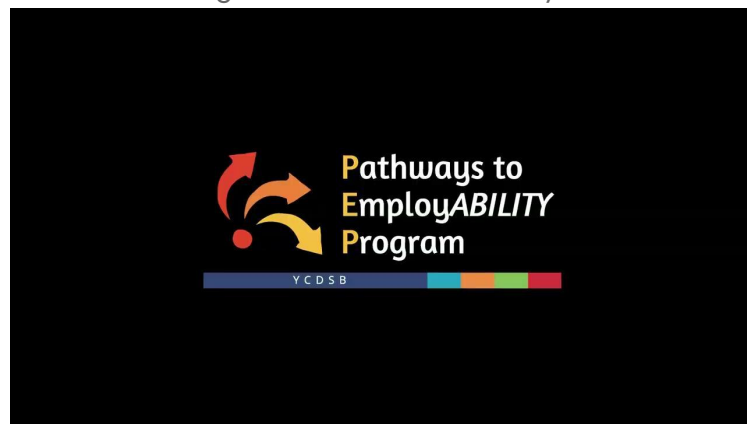
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# Created A Video To Amplify Student Voices

Interviewed our PEP Students to get their feedback on why they want to work.



# Building Exposure

Over 200 boxes will be going out with our logo on them in partnership with Carolina's Gourmet Brownies and GoodFoot Delivery.



This package was assembled with care by the

**Pathways to EmployABILITY Program**

Y C D S B



Assembled by:

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## Sharing Parent Perspectives

Collected feedback from 3 parents for case studies and Holland Bloorview shared parent experience videos from their new initiative Project Inclusion.

### Lived experience: Ingrid



## Sharing Business Perspectives

Vince's Feedback

Understand the business needs when hiring in order to promote transparency:

- HR Feedback
- Interview Questions
- A new placement



PEP Removing Barriers to Employment  
HR Feedback from Employer

#### What skills do you look for when hiring?

- Willingness to learn
- Good communication capabilities
- Fit. Would work well with our current team
- Shows good problem solving skills
- Take initiative
- Motivated to work

#### What are skills that can be learned once hired?

- Multitasking
- Resilience
- Teamwork
- Customer Service skills

#### What skills do you need to see 'on the job'?

- Organizational skills
- Communication
- Time Management
- Decision making skills
- Attention to detail
- Ability to handle conflict

#### What things do you see as barriers or obstacles to employment?

- Low level productivity
- Additional training requirements above and beyond our normal scope
- Limited or selective availability
- Language/communication barriers
- Access to transportation
- Demands that fall outside of reasonable accommodations

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## Reflecting



### Best Practices...

- Collecting feedback from all stakeholders
- Tangible, hands on experiences and materials to practice skill development
- Including employment and community agencies (MODC/HBV), understanding the role they play in transition, bridging gaps between graduation and employment
- Including the voices and feedback of youth with disabilities



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## What We Learned...



- Teaching of work skills needs to be done with purpose and intention, goal driven, individualized, continuous, and ongoing
- Connecting with employment service agencies is extremely important, it can and should begin while students are in their final year of school. Delaying intake can create gaps and lessen momentum.
- Familiarity and access to transit service is vital. Opportunities to practice in low risk situations fosters better chances of success.
- There is still a huge lack of awareness and opportunity with employers

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## Unforeseen and Ongoing Challenges...



- Schools couldn't always release both the Special Ed DH and Work Experience Teacher due to the needs of the school, as well as more than one Education Worker.
- Transit training was difficult where schools did not have routes outside of the "School Special" - meaning the morning and afternoon rush periods. We had to get creative and build specialized routes, not mimicking a real day on the job.
- Backwards Design and having all parties involved understand the impact of planning for the future
- Increasing employer awareness and changing perspectives on placements i.e. job roles, tasks, opportunities, etc.

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## Next steps...



- Continue to inform and support teachers with inclusive practices and training opportunities.
- Continue to understand the barriers faced in the employment field
- Continuing to examining current data i.e. "Opportunity for All: Improving Workplace Experiences and Career Outcomes for Canadians with Disabilities"
- Continue to seek employers and partnerships that foster success.
- Continue to work with community partners to bridge gaps and support earlier intervention

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## Thank You!

To March of Dimes Canada  
Holland Bloorview  
Linda Lausic, Coordinator  
Lloyd Ianes and Michelle Kim, Consultants  
Diana Candido, Superintendent



Maria Liberatore (West)  
Alana Miraglia (East)  
pep@ycdsb.ca





# Student Achievement Plan, 2023-2024

## Student Outcomes and Experiences

SEAC, 17 June 2024

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## Student Achievement Plan




### Background

- Developed by the Ontario Ministry of Education as part of the Better Schools and Student Outcomes Act, 2023.
- The plan outlines the priorities, goals and indicators that all school boards across Ontario must use to support, improve and track student achievement, engagement, and well-being.
- School boards are expected to engage with students, staff, communities and parents and to use data to develop multi-year plans that are responsive to local needs.

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# Student Achievement Plan

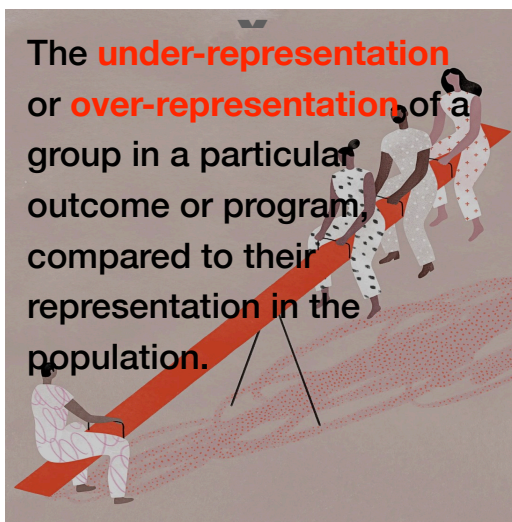
## Provincial Priorities, Goals and Indicators

<b>PURPOSE:</b> Levelling up achievement outcomes and experiences for every student.  For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.	 <b>PRIORITY:</b> Achievement of Learning Outcomes in Core Academic Skills	<b>Goal: Improve students' literacy learning and achievement.</b> <b>Indicators:</b> <ol style="list-style-type: none"> <li>% of students who meet or exceed the provincial standard on:             <ul style="list-style-type: none"> <li>Grade 3 EQAO Reading</li> <li>Grade 3 EQAO Writing</li> <li>Grade 6 EQAO Reading</li> <li>Grade 6 EQAO Writing</li> </ul> </li> <li>% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL</li> </ol>	<b>Goal: Improve students' math learning and achievement.</b> <b>Indicators:</b> <ol style="list-style-type: none"> <li>% of students who meet or exceed the provincial standard on:             <ul style="list-style-type: none"> <li>Grade 3 EQAO Math</li> <li>Grade 6 EQAO Math</li> <li>Grade 9 EQAO Math</li> </ul> </li> </ol>
	 <b>PRIORITY:</b> Preparation of Students for Future Success	<b>Goal: Improve students' graduation rates and preparedness for future success.</b> <b>Indicators:</b> <ol style="list-style-type: none"> <li>% of students who earn 16 or more credits by the end of Grade 10</li> <li>% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)</li> </ol>	<ol style="list-style-type: none"> <li>% of students graduating with an OSSD within five years of starting Grade 9</li> <li>% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</li> <li>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)</li> </ol>
	 <b>PRIORITY:</b> Student Engagement & Well-being	<b>Goal: Improve students' participation in class time and learning.</b> <b>Indicators:</b> <ol style="list-style-type: none"> <li>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent</li> <li>% of students in Grades 4-12 who were suspended at least once</li> </ol>	<b>Goal: Improve student well-being.</b> <b>Indicators:</b> <ol style="list-style-type: none"> <li>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health</li> </ol>

## MEASURING INEQUITY

### DISPROPORTIONALITY

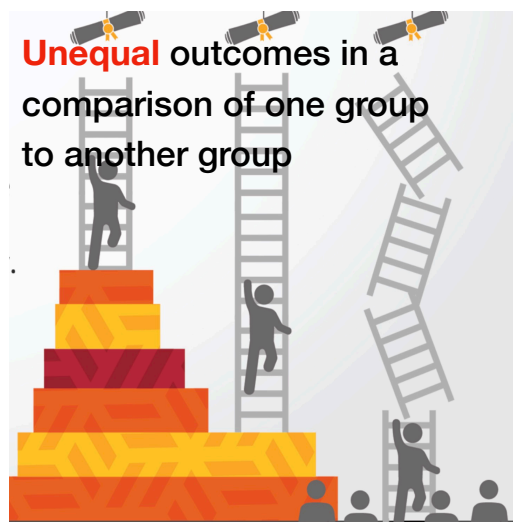
The **under-representation** or **over-representation** of a group in a particular outcome or program, compared to their representation in the population.



Disproportionality asks: Are certain student groups over- or underrepresented in a particular outcome or condition compared to their representation in the overall student population?

### DISPARITY

**Unequal** outcomes in a comparison of one group to another group



# Priority 1

## Achievement in Core Academic Skills

5

### Literacy Indicator - Grade 3

Improve students' literacy learning and achievement

2023 Grade 3 Language EQAO		# of students in grade 3	% of students in grade 3 meeting the standard	% of all students in grade 3	Disproportionality Index
All Grade 3 Students	Reading	2423	82.2%	100%	1.0
	Writing	2422	78.5%	100%	1.0
Grade 3 Students with Special Needs	Reading	303	54.1%	8.2%	0.66
	Writing	303	46.9%	12.5%	0.60

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## Literacy Indicator - Grade 6

### Improve students' literacy learning and achievement

2023 Grade 6 Language EQAO		# of students in grade 6	% of students in grade 6 meeting the standard	% of all students in grade 6	Disproportionality Index
All Grade 6 Students	Reading	3270	90.6%	100%	1.0
	Writing	3269	93.0%	100%	1.0
Grade 6 Students with Special Needs	Reading	513	69.4%	15.7%	0.77
	Writing	513	74.3%	15.7%	0.80

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## Literacy Indicator - OSSLT

### Improve students' literacy learning and achievement

2023 OSSLT		# of students	% of students successful	% of all students	Disproportionality Index
All Students		4399	90.1%	100%	1.0
Students with Special Needs		561	62.7%	12.8%	0.7

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# Numeracy Indicator

## Improve students' numeracy learning and achievement

2023 EQAO Math	# of students in grade 3	% of students in grade 3 meeting the standard	% of all students in grade 3	Disproportionality Index
All Grade 3 Students	2792	69.7%	100.0%	1.0
Grade 3 Students with Special Needs	317	36.6%	11.4%	0.53
All Grade 6 Students	3266	58.1%	100.0%	1.0
Grade 6 Students with Special Needs	511	25.2%	15.6%	0.43
All Grade 9 Students	3266	58.1%	100.0%	1.0
Grade 9 Students with Special Needs	648	36.3%	14.8%	0.53

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## Summary of the Disproportionality Index for each Learning Outcome Indicator

2023 EQAO Assessments	Gr 3 Reading	Gr 6 Reading	Gr 3 Writing	Gr 6 Writing	Literacy Test	Gr 3 Math	Gr 6 Math	Gr 9 Math
Students with Special Needs	0.66	0.77	0.60	0.80	0.70	0.53	0.43	0.53

### EXPLANATORY NOTES

- Disproportionality is the under-representation or over-representation of a group in a particular outcome or program compared to their representation in the population.
- If the average of a particular student subgroup and All Students are the same, the disproportionality would be 1.00.
- If a number is less than 1, it means that the student subgroup is below average on that outcome.
- If it is above 1, it means that the student subgroup is above average.
- The larger the deviations from 1, the more the disproportionality.

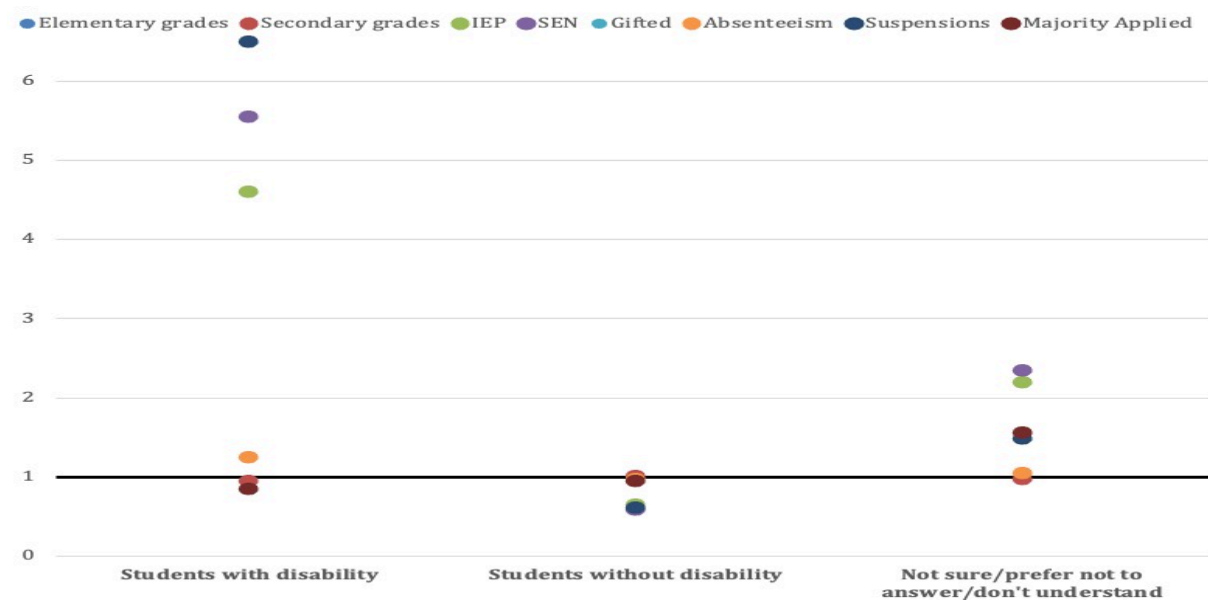
10

## Additional Data Sources - 2021 Student Census

Disparity Index by Disability Status	Elementary grades	Secondary grades	IEP	IPRC	Gifted	Absenteeism	Suspensions	Majority Applied
Student with a self-reported disability	0.95	0.96	4.61	5.55	0.85	1.25	6.50	0.85
Student without a self-reported disability	1.01	1.00	0.66	0.58	0.95	0.98	0.61	0.95
Not sure / prefer not to answer / don't understand	0.97	0.98	2.19	2.34	1.57	1.04	1.49	1.57

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## 2021 Student Census Visualization of Disparity Indices by Disability Status



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# Priority 2

## Preparation for Future Success

### Summary of the Disproportionality Index for each Pathway Indicator

Preparation of Students for Future Success	16 credits at the end of Grade 10	At least one job skills program in Grade 11 and 12	Graduating with an OSSD (Grade 9 cohort)	At least one Gr 12 math or Gr 11/12 science course	Prepared for the next step
All Students	1.0 (n=4,123)	1.0 (n=9,134)	1.0 (n=4,134)	1.0 (n=9,976)	N/A
Students with Special Education Needs	0.8 (n=696)	1.1 (n=1,379)	0.9 (n=843)	0.7 (n=1,607)	N/A

- EXPLANATORY NOTES
- Disproportionality is the under-representation or over-representation of a group in a particular outcome or program compared to their representation in the population.
  - If the average of a particular student subgroup and All Students are the same, the disproportionality would be 1.00.
  - If a number is less than 1, it means that the student subgroup is below average on that outcome.
  - If it is above 1, it means that the student subgroup is above average.
  - The larger the deviations from 1, the more the disproportionality.

# Priority 3

## Engagement and Well-Being

### Summary of the Disproportionality Index for each Student Engagement & Well-Being Indicator

Student Engagement & Well-Being	Individual attendance is equal to or greater than 90 percent in Grades 1-8	Student suspensions Grades 4-8	Student suspensions Grades 9-12	Aware of mental health supports & services Grades 6, 9 and 10
All Students	1 (n=27,163)	1 (n=19,014)	1 (n=18,700)	N/A
Students with Special Education Needs	0.81 (n=4,915)	2.44 (n=3,867)	2.15 (n=3,223)	N/A

EXPLANATORY NOTES

- Disproportionality is the under-representation or over-representation of a group in a particular outcome or program compared to their representation in the population.
- If the average of a particular student subgroup and All Students are the same, the disproportionality would be 1.00.
- If a number is less than 1, it means that the student subgroup is below average on that outcome.
- If it is above 1, it means that the student subgroup is above average.
- The larger the deviations from 1, the more the disproportionality.





# YCDSB SEAC Meeting Dates

## 2024-2025

September 16, 2024

October 21, 2024

November 11, 2024

December 16, 2024

January 13, 2025

February 10, 2025

March 3, 2025

April 7, 2025

May 5, 2025

June 9, 2025

*Meeting date changes made in red*



Learning Together in Christ  
Engaging, Enabling, Empowering

# Autism Ontario Updates

## June 2024

*Please Provide to your SEAC*

### **The David Conforti - Reach for the Stars Award**

***\*\* We are accepting online-only applications for this award from May 1- June 30, 2024. \*\****

David Conforti was a remarkable and caring young man who made a difference in his community and inspired others through his volunteer work in York Region, Ontario. In order to recognize the importance of volunteering in David's life, and to further encourage and recognize volunteerism with community impact among other people with autism, his family, together with the Autism Ontario – York Region Chapter, created The David Conforti - Reach for the Stars Award, as a lasting tribute and in memory of David Conforti's life. <https://www.autismontario.com/DavidConforti>

### **Building Brighter Futures Fund (BBFF)**

***\*\* We will accept applications for this year's Building Brighter Futures Fund in July 2024. \*\****

BBFF provides financial assistance directly to autistic adults in Ontario through a reimbursement of funds spent to access greater participation in their local communities. Program fees for recreation or skill development, respite, professional supports, tuition, or other creative solutions connected to building life plans for autistic adults will be considered for reimbursement.

<https://www.autismontario.com/BBFF>

### **Journey to Adulthood - An Overview**

This session is an introduction / overview of key topics in the transition from youth to adult. It will provide caregivers with a broad overview of adult services, funding, and supports along with key dates for applying for adult services.

Date: June 12, 2024

Time: 6:30 PM – 8:00 PM

Register: <https://www.autismontario.com/civicrm/event/info?id=9820>

## National Indigenous Peoples Day - Woodland Arts

Guided by Lucia Laford (Waawaaskone Qwe) artists of all ages and abilities are invited to learn how to draw in a Woodland Arts style. During this session we will learn about National Indigenous People's Day and create drawings that celebrate and honor Indigenous Peoples of this land.

Date: June 17, 2024  
Time: 4:00 PM – 5:00 PM  
Register: <https://www.autismontario.com/civicrm/event/info?id=9736>

## Ausome Moms

***\*\* Registration opens June 6 at 12:00 pm. \*\****

Join us each month to meet with other moms, female caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or simply sit back and listen.

Date: June 20, 2024  
Time: 7:30 PM – 9:00 PM  
Register: <https://www.autismontario.com/civicrm/event/info?id=9438>

## Rad Dads

***\*\* Registration opens on June 10 at 12:00 p.m. \*\****

Join us monthly to meet with other dads, male caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or sit back and listen.

Date: June 24, 2024  
Time: 7:30 PM – 9:00 PM  
Register\*: <https://www.autismontario.com/civicrm/event/info?id=9450>

## How to Submit Your OAP Expenses Information Session

During this information session, an Autism Ontario Service Navigator will lead you through the Ontario Autism Program (OAP) reconciliation process.

Date: June 27, 2024  
Time: 7:00 PM – 8:30 PM  
Register: <https://www.autismontario.com/civicrm/event/info?id=9444>

## Autism Ontario Weekend at the Zoo

**\*\* Registration opens Wednesday, June 5 at 12 pm \*\***

Autism Ontario weekend at the Toronto Zoo is June 29/30, 2024. The tickets will be good for Saturday and Sunday BUT you may only use your tickets for one of the days.

In addition, Autism Ontario families will have exclusive use of one of the Zoo picnic areas, and we will have access to two “Animal Encounters” on both days, at 11 am and 1 pm. We won’t know which animal will be featured until the day of.

**COST:** \$10 per person and children 2 and under free. Each family will receive a free caregiver ticket which you will register for. Maximum of 6 tickets per family. (No refunds.) Parking is \$15 and is the responsibility of the family.

Date: June 29 or 30, 2024

Time: 9:00 AM – 7:00 PM

Cost: \$10 per person

Register\*: <https://www.autismontario.com/civicrm/event/info?id=9750>

## Autism Ontario Updates July 2024

### Provincial -Mosaic of Turtle Island - Woodland Arts

Guided by Lucia Laford (Waawaaskone Qwe) artists of all ages and abilities are invited to learn how to draw in a Woodland Arts style. During this session, we will explore the diverse mosaic of people that make up our community living on Turtle Island, honoring the beautiful and diverse perspectives we hold.

Date: July 1, 2024

Time: 10:00 AM – 11:00 AM

Register: <https://www.autismontario.com/civicrm/event/info?id=9839>

### Ausome Moms

**\*\* Registration opens July 4 at 12:00 pm. \*\***

Join us each month to meet with other moms, female caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or simply sit back and listen.

Date: July 18, 2024

Time: 7:30 PM – 9:00 PM

Register: <https://www.autismontario.com/civicrm/event/info?id=9858>

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### Autism Ontario Newsletter Signup

Sign up, and keep up to date. <https://www.autismontario.com/newsletter>

## Rad Dads

***\*\* Registration opens on July 15 at 12:00 p.m. \*\****

Join us monthly to meet with other dads, male caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or sit back and listen.

Date: July 29, 2024  
Time: 7:30 PM – 9:00 PM  
Register\*: <https://www.autismontario.com/civicrm/event/info?id=9861>

## Autism Ontario Updates August 2024

### Ausome Moms

***\*\* Registration opens August 1 at 12:00 pm. \*\****

Join us each month to meet with other moms, female caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or simply sit back and listen.

Date: August 15, 2024  
Time: 7:30 PM – 9:00 PM  
Register: <https://www.autismontario.com/civicrm/event/info?id=9860>

### Limoges – Calypso Water Park

***\*\* Registration opens on July 11 at 12:00 p.m. \*\****

Calypso Waterpark is the summertime place to be for children and thrill seekers alike! Calypso Waterpark features a wide variety of attractions for people of all ages. With so much to do and see, a day at Calypso Waterpark is simply unforgettable. A limited number of tickets are available. Max of 6 tickets per family.

**Cost:** \$10 per person. No refunds. Day Parking: \$20 plus tax. Credit or Debit only – no cash.

Date: August 21, 2024  
Time: 9:00 AM – 10:30 AM  
Cost: \$10 per person  
Register\*: <https://www.autismontario.com/civicrm/event/info?id=9821>

## Rad Dads

***\*\* Registration opens on August 12 at 12:00 p.m. \*\****

Join us monthly to meet with other dads, male caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or sit back and listen.

Date: August 26, 2024

Time: 7:30 PM – 9:00 PM

Register\*: <https://www.autismontario.com/civicrm/event/info?id=9863>

# Autisme Ontario

## juin 2024



### Le prix David Conforti - Reach for the Stars Award

**\*\* Autisme Ontario acceptera les demandes pour cette bourse en ligne uniquement, du 1er mai 2024 au 30 juin 2024. \*\***

David Conforti était un jeune homme remarquable et attentionné qui a su faire une différence dans sa communauté et inspirer d'autres personnes grâce à son travail de bénévole dans la région de York, en Ontario. Afin de reconnaître l'importance du bénévolat dans la vie de David et d'encourager et de reconnaître les occasions de bénévolat ayant une incidence communautaire sur les autres personnes autistes, sa famille et la région de York d'Autisme Ontario ont créé le prix David Conforti - Reach for the Stars à la mémoire de David Conforti et en hommage à ses accomplissements.

<https://www.autismontario.com/fr/DavidConforti>

### Le Fonds Building Brighter Futures

**\*\* Autisme Ontario acceptera les demandes pour cette fond en août 2024. \*\***

Le Fonds a pour objectif d'offrir directement une aide financière aux adultes autistes de l'Ontario, en remboursant les montants qu'ils ont dépensés pour participer davantage à la vie communautaire. Il sera possible de demander un remboursement des frais engagés pour des programmes de loisir ou de développement des compétences, pour des activités de répit, des services de soutien professionnels, des frais de scolarité ou d'autres solutions créatives se rattachant à l'élaboration de plans de vie pour les adultes autistes.

<https://www.autismontario.com/fr/BBFF>

### Comprendre les comportements défi le 13 juin à 18h30

Il peut arriver qu'une personne autiste s'adonne à des comportements difficiles, ou comportements à défi, pour exprimer ses besoins et ses désirs. Cela peut inquiéter l'aidant.e parce que la personne semble malheureuse ou mal à l'aise, ou qu'elle risque de se faire du mal ou d'en faire à d'autres. Dans ces circonstances, il peut être utile de mieux comprendre ce qui contribue à ces comportements et d'envisager d'obtenir un soutien qui aidera la personne autiste à satisfaire ses besoins et ses désirs de manière plus facile et plus sécuritaire.

Tammy Couture (analyste du comportement, M.S., BCBA) vous aidera à comprendre pourquoi ces types de comportements peuvent se produire et vous guideront vers des ressources de soutien.

Date: 13 juin 2024

Heure: 6 :30 PM – 7 :30 PM

Link : <https://www.autismontario.com/civicrm/event/info?id=9740>

## Autisme Ontario vous propose une visite au Zoo

**\*\* Début des inscriptions le 5 juin à midi \*\***

Autisme Ontario vous propose une visite au Zoo de Toronto la fin de semaine du 29 et 30 juin 2024. Les billets sont valides pour le samedi et le dimanche, MAIS ils ne pourront être utilisés que pour l'une de ces deux journées.

De plus, les familles d'Autisme Ontario auront l'usage exclusif d'une des aires de pique-nique du zoo, et deux « rencontres avec des animaux » seront organisées pour nous le samedi et le dimanche, à 11 h 00 et à 13 h 00. Nous saurons la journée même de quels animaux il s'agit.

COÛT: 10 \$ par personne et entrée gratuite pour les enfants de 2 ans et moins. Chaque famille recevra un billet gratuit pour un aidant. Maximum de 6 billets par famille. (Aucun remboursement.) Le stationnement est 15\$ et est la responsabilité de la famille.

Date: 29 juin 2024 ou juin 2024

Heure: 9:00 AM – 7 :00 PM

Coût: 10 \$ par personne

Link\*: <https://www.autismontario.com/fr/civicrm/event/info?id=9750>

## Autisme Ontario juillet 2024

### **Séance de paperasserie » - Aider les aidant.e.s à remplir les demandes liées au Programme des services particuliers à domicile (SPD), au Crédit d'impôt pour personnes handicapées (CIPH) et à la Subvention des Timbres de Pâques**

Venez avec nous pour rayer quelque chose de votre liste de choses à faire! Dans cet atelier, nous vous présenterons trois programmes d'aide financière mis à la disposition des familles ontariennes : le Programme des services particuliers à domicile (SPD), Crédit d'impôt pour personnes handicapées (CIPH) et la Subvention des Timbres de Pâques pour l'achat de fournitures d'incontinence.

L'animateur.ice vous fournira des conseils et des ressources, et répondra à vos éventuelles questions.

Date: 11 juillet 2024

Heure: 7:00 PM – 8 :00 PM

Link : <https://www.autismontario.com/fr/civicrm/event/info?id=9768>



## **Le retour à l'école le 16 juillet à midi**

Tammy Couture vous proposera des routines simples à appliquer à la maison pour faciliter une transition scolaire sans heurts aux enfants de tout âge. Elle vous expliquera également comment préparer l'enfant pour le retour à l'école dans le confort de votre foyer et de votre communauté, avec un peu de planification et de créativité.

Cet atelier s'adresse aux adolescent.e.s et aux adultes autistes, à leurs familles et aux professionnel.le.s qui interviennent auprès de cette population.

Date: 16 juillet 2024

Heure: 12 :00 PM – 1 :00 PM

Link : <https://www.autismontario.com/fr/civicrm/event/info?id=9741>

## **Séance d'information : Comment demander le remboursement de vos dépenses du financement provisoire ponctuel**

Durant cette séance d'information, un(e) prestataire des services de navigation d'Autisme Ontario vous guidera dans le processus de rapprochement des dépenses du Programme ontarien des services en matière d'autisme (POSA).

Date: 17 juillet 2024

Heure: 12 :00 PM – 1 :00 PM

Link : <https://www.autismontario.com/civicrm/event/info?id=9761>

## **Webinaire - Autisme Ontario présente : Exploration de l'autisme**

Ce webinaire a pour but d'expliquer ce qu'est l'autisme et la neurodiversité. Nous parlerons de la neurodiversité, de l'autisme et des caractéristiques de l'autisme, et nous indiquerons comment les personnes autistes peuvent percevoir ce qui les entoure et interagir avec leur environnement. Vous apprendrez également comment être un.e allié.e de la cause autiste, avec nos conseils pratiques et nos stratégies sur la façon de créer un environnement inclusif et de soutenir les personnes autistes à la maison, à l'école ou dans la communauté.

Date: 22 juillet 2024

Heure: 7:00 PM – 8:00 PM

Link : <https://www.autismontario.com/civicrm/event/info?id=9764>

# Autisme Ontario

## août 2024

### **Le club sans sommeil – Un atelier interactif sur le sommeil le 14 août à midi**

Joignez-vous à Tammy Couture (analyste du comportement, M.S., BCBA) pour discuter des enjeux et des stratégies liés au sommeil. Nous présenterons un bref aperçu de la santé du sommeil et des problèmes de sommeil courants, avant de travailler ensemble à l'élaboration d'un « plan de sommeil familial » pour mettre en œuvre des stratégies utiles dans votre routine de sommeil. Cet atelier s'adresse aux aidants naturels de tous âges qui souhaitent apprendre à apporter de petits changements à leurs routines quotidiennes et nocturnes pour favoriser un meilleur sommeil (p. ex., l'hygiène du sommeil). À la fin de l'atelier, nous expliquerons quand et comment demander un soutien supplémentaire à un clinicien pour des problèmes de sommeil plus persistants.

Date: 14 août 2024

Heure: 12 :00 PM – 1 :00 PM

Link : <https://www.autismontario.com/fr/civicrm/event/info?id=9742>

### **Limoges – Parc aquatique Calypso (bilingue)**

***\*\* Début des inscriptions le 11 juillet à midi \*\****

Des tout-petit aux amateurs de sensations fortes, tous seront submergés par une vague de plaisir à l'état pur à Calypso. Plongez tête première dans un univers unique de plaisir et d'émerveillement pur toute la famille! Un nombre limité de billets est disponible. Maximum de 6 billets par famille.

**Coût :** 10 \$ par personne. Aucun remboursement. Stationnement de jour: 20 \$ plus taxe. Carte de crédit ou débit seulement- pas d'argent liquide accepté.

Date: 21 août 2024 ou juin 2024

Heure: 9:00 AM – 7 :00 PM

Coût: 10 \$ par personne

Link\*: <https://www.autismontario.com/fr/civicrm/event/info?id=9821>

### **Séance de paperasserie » - Aider les aidant.e.s à remplir une demande liée au Programme d'aide à l'égard d'enfants qui ont un handicap grave (AEHG)**

Venez avec nous pour rayer quelque chose de votre liste de choses à faire! Dans cet atelier, nous vous fournirons un survol du Programme d'aide à l'égard d'enfants qui ont un handicap grave (AEHG), un programme d'aide financière mis à la disposition des familles ontariennes. L'animateur.ice vous fournira des conseils et des ressources, et répondra à vos éventuelles questions

Date: 21 août 2024

Heure: 12 :00 PM – 1 :00 PM

Link : <https://www.autismontario.com/civicrm/event/info?id=9770>

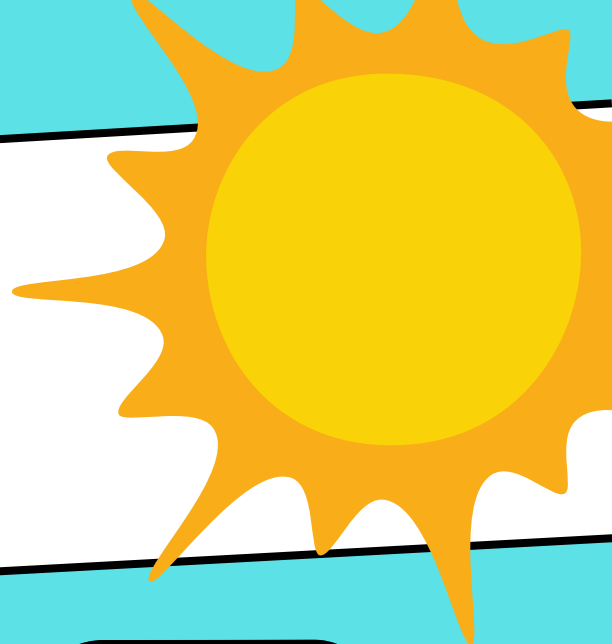
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**Autisme Ontario - Inscription au bulletin.** Inscrivez-vous et tenez-vous au courant.

<https://www.autismontario.com/fr/bulletin-dinformation>

# COMMUNITY LIVING YORK SOUTH'S 2024 SUMMER CAMP

(CHILDREN AGED 8-15 OR YOUTH/ADULTS AGED 16+)  
JULY 2ND 2024 TO AUGUST 23RD 2024



IN PERSON

9:30AM-  
3:30PM

VIRTUAL

10:30AM-  
2:30PM

**Members:** \$330/week  
**Non-Members:** \$363/week

**Members:** \$33/week  
**Non-Members:** \$36.30/week

*\*ADDITIONAL CHARGES MAY APPLY  
Connect with a CSC if 1:1 support is required*

*To register, and/or to sign up for your 2024-2025 CLYS Membership, visit:*

<https://bit.ly/2024SummerCampCLYS>

*Non-members, please contact your Community Support Coordinator for further assistance.*

*\*Please note, a CSC will be in touch to complete registration.*

**For More Information, Contact:** *\* Please note - Locations are subject to change*

**Markham Camp:**

**Fred Varley Public School**

Winnie Ho

905-294-4971 ext. 382

who@communitylivingyorksouth.ca

**Richmond Hill Camp:**

**Beverley Acres Public School**

Shamira Prabakaran

905-294-4971 ext. 703

sprabakaran@communitylivingyorksouth.ca

**Vaughan Camp:**

**Elder's Mills Public School**

Stina Li

905-294-4971 ext. 267

sli@communitylivingyorksouth.ca

**Virtual Camp**

Shiny Sahadeva

ssahadeva@communitylivingyorksouth.ca



## 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*