

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.

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 **June 17, 2024 at 7:00 p.m.**

PRESENT:

Committee Members:	N. Byrne*, A. Connolly*, A. Grella, D. Legris, J. Man*, M. Rennie*, J. Wigston, M. Xue*, Y. Zhou*
Association Representatives:	C. Sandig*
Administration:	D. Candido, A. Cabraja* L. Lausic*, E. Strano*
Regrets:	S. Gatti, N. Lai, S. Leckey, N. Welch
Recording:	C. Mong*
Guests:	E. Carafa, <i>Principal, YCDSB</i> C. Cosentino, <i>Principal, YCDSB</i> S. Dametto, <i>Teacher, YCDSB</i> L. Falconi*, <i>Principal, YCDSB</i> M. Liberatore, <i>Work Experience Teacher, YCDSB</i> M. McShine-Quao, <i>Educational Research Manager, YCDSB</i> M. Marcello, <i>Teacher, YCDSB</i> C. McNeil, <i>CFO, YCDSB</i> A. Miraglia, <i>Work Experience Teacher, YCDSB</i> F. Puma, <i>Parent, YCDSB</i> K. Scanlon, <i>Budget Manager, YCDSB</i> C. Stewart, <i>CCH PEP Student, YCDSB</i> L. Taylor*, <i>Special Education Consultant, YCDSB</i> Nutrition Ambassadors (Antonio, Elijah, Massimo) <i>SBAH Students</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

June show case featuring:

YES I Can Awards- highlighting the success of the event and the winners, congratulations to all!

PEP Student at Cardinal Carter CHS – Students' success at his various placements within the community

Nutritional program at St Brother Andre CHS-Students participated in the School Nutritional program and had the opportunity to cook healthy snacks

PACE Robotics at St Charles Garnier CES – Students shared their experience with the program and even shared a live demonstration!

Gr 5 PACE Robotics- highlighted the program across all YCDSB PACE programs

Guardian Angeles CES at Copperwood Trail – Students spent a day enjoying the animal and fresh air at Copperwood Trail.

5.0 Approval of Agenda June 17, 2024

Motion– Agenda approved (Wigston / Byrne)

6.0 Approval of the Minutes May 6, 2024

Motion - Minutes approved (Byrne / Wigston)

7.0 SEAC Report to Board
Report 2023:07 – May 2024

8.0 Information Items

8.1 Board Meeting Date

The date of the next Board Meeting is June 18, 2024

Items 7.0-8.1 Received on block (Wigston / Legris)

9.0 Correspondence

Nil – No Correspondence

10.0 Presentations / Discussions

10.1 Budget Presentation

- CFO McCallum and Budget manager Scanlon highlighted the budget process, Education funding formula and Special Education grants and Special Educational Financials

10.2 St. Joseph the Worker CES – APT classroom

- Principal Falconi shared the dedication, teamwork and activities in the APT classroom

10.3 Removing Barriers for Students with Disabilities

- The presentation highlighted the team's success in implementing projects that prevent and remove accessibility barriers including community partnerships, training, resource development

10.4 Student Achievement Plan

- The presentation outline the priorities, goals and indicators that all school boards across Ontario must use to support, improve and track student achievement, engagement, and well-being.

10.4a Input on Student Achievement Plan Goals

- Superintendent Candido shared Student Services Student Achievement Plan Goals. Additional information found on pages 3-4

10.5 Special Education Plan

- Feedback received and incorporated in the finalized Special Education Plan

10.6 SEAC Meeting dates 2024-2025

- Dates for 2024-2025 confirmed

10.7 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 5.

11.0 Business Arising

Nil

12.0 Action Items

Nil

13.0 Association Reports

- Autism Ontario June updates Autism Ontario: Spring updates
- Community Living York South Summer 2024 Camp

14.0 Items for Future Agendas

- Alumni Story: Patricia Rea
- SEAC Budget Subcommittee

15.0 Next Meeting: Monday September 16, 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 9:45 p.m.

Meeting adjourned (Xue/ Legris)

2024-2025 Student Achievement Plan, Goals from Student Services

Priority: Achievement of Learning Outcomes in Core Academic Skills

Improve Students' Literacy Learning and Achievement

By the end of June 2025, the Special Education team will implement evidence-based literacy interventions for students in Special Education programs who require Tier 2 and 3 literacy instruction. These interventions will incorporate the use of Assessment for, as and of learning to guide more individualized, targeted literacy interventions. Focus will be on Reading Comprehension and Writing.

Results will show an increase in literacy proficiency among Special Education students, as measured by EQAO data .The percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for reading and writing will increase by 3%.

The Speech & Language AAC team will provide educators with training and assistance in tailoring evidence-based literacy instruction strategies for students who use augmentative and alternative communication (AAC). By June 2025, a minimum of 75% of the educators who receive this support will report acquiring at least one new evidence-based literacy instruction strategy through this collaboration, enabling them to better assist YCDSB students who rely on AAC tools for communication.

Improve Students' Math Learning and Achievement

Using the *Revised Diagnostic Math Assessment* and new *Tips to Support Differentiation in Mathematics*, Special Education teachers will use a systemic, multi-modal CPA approach to closing Math gaps for students in special education. Results will show an increase in mathematics proficiency among Special Education students, as measured by EQAO data .The percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for mathematics will increase by 3%.

Priority: Preparation of Students for Future Success

Improve Students' Graduation rates and preparedness for future success

By June 2025, the secondary Transition Navigator will develop and publish a comprehensive Transition Framework/Strategy for students with special education needs by engaging in a gap/strength analysis of current transition practices across YCDSB, identifying existing evidence based research and best practices. By June 2024, 100% of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained/in-serviced on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.

Priority: **Student Engagement and Well being**

Improve students' participation in class time and learning

Participation in school activities (e.g., gym, sports, recess, field trips, school events) and programming for students with disabilities will improve by 50% by providing increased OTPT consultation to school staff regarding accommodations, including securement of equipment through the Special Equipment Allocation fund and removal of physical barriers.

By June 2025, 80% of students with a BMS safety plan will have at least one function-based learning objective that addresses the underlying reason for the risk of injury behaviour (e.g., physical aggression). Progress to be measured through the audit of individualized behaviour plans and/or IEP goals supported by Behaviour Resource Services.

By June 2025, ABA Services will pilot an evidence-based small group social-emotional learning program for students aged 8-12 years old with social/behavioural difficulties across at least four elementary schools.

Improve Student Well being

Through workshops, peer led mental health initiatives, curriculum and social media, by June 2025, 66% of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.

Priority: Supporting transitions of students with diagnoses of ASD

Itinerant Autism Intervention teachers will provide support to 60 students in FDK classes by providing modelling and demonstration of evidence-based strategies to Special Education and FDK teachers, resulting in increased student participation.

In the elementary panel, we offered a half-day in-service opportunity to one Elementary Special Education teacher and Principal from each school to effectively schedule all students on the Special Education Roster by creating groupings based on the program delivery model. During the session, we shared the best practices with teachers and principals and provided a working session where the school staff were able to create draft rosters and schedules with the support of their Spec. Ed. consultant.

Prior to this on June 4, we offered a half day inservice to all Special education teachers in both the Elementary and Secondary panels to discuss ADHD and the process we will be starting next year to IPRC students with this identification. Heidi Bernhardt, the co-founder of Centre for ADHD Awareness Canada who is an amazing advocate and engaging guest speaker, came in person to speak to all of our teachers about the needs of an ADHD child and young adult. Teachers now understand the pathway to IPRC for these students beginning in September and the need for direct teaching of Executive skills.

We are happy to announce that the 4 Itinerant Autism Intervention Teachers have been hired. These teachers in collaboration with MDT will be providing support to school staff in order to provide meaningful programs for students with ASD. In September the focus of Itinerant teachers will be to support students entering through Early Fasil and they will continue to support students K-8 based on the need for the remainder of the year. We will be collecting data on the effectiveness of this new role and share it with you at the end of the year.

Registration for the after-school Social Skills program for students with ASD in grades 1-12 is now open for the 2024/25 school year.

WE are happy to announce that the MH summer camps are all full and students will be attending new comer sessions, empowerment and mindfulness. We also will support the Akoma camp as well as the summer AT camp and I'm happy to report that our literacy camps are full once again this summer

Thanks to MOE funding for summer learning, we are also in the process of hiring Special Education Teachers to support students with learning needs in summer learning. We have over 10,000 students registered for various programs this summer, so we anticipate there will be many students who will require some form of special education support and accommodations within the summer programs being offered by YCDSB.