



YORK CATHOLIC DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

Monday, December 15, 2025

6:30 p.m.

Catholic Education Centre

320 Bloomington Rd. West, Aurora, ON. L4G 0M1

Live Stream Link: <http://bit.ly/YCDSB-TV>

Questions? Please complete this form to submit any questions

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.

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16.	NOTICES OF MOTION	
17.	FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION	
17.a	FASD Presentation	
17.b	Call for future association presentations	
18.	NEXT MEETING	
18.a	January 12, 2026 at 6:30pm	
19.	ADJOURNMENT	

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who have left their footprints on Mother Earth before us .

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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



Father God,

*We lift our prayers for peace in our hearts,
in our homes, and in the world.*

*May the message of Christmas be a beacon
of hope, guiding us to strive for harmony
and understanding with one another. Let
your peace reign in our lives
as we seek to live in the light of your love.*

Amen

YORK CATHOLIC DISTRICT SCHOOL BOARD
MINUTES
of the SPECIAL EDUCATION ADVISORY COMMITTEE

Monday, November 10, 2025, 6:30 p.m.

Members Present: A. Grella, A. Connolly, N. Byrne, J. Man, D. Legris, M. Barbieri

Absent with Notice: J. Wigston, N. Welch, S. Byrne, S. Leckey, M. Rennie, M. Bujan,
A. Carter, S. Carnovale, C. Mong

Administration: J. Powers

Recording Officer: A. Berry

Guests: Alana Miraglia, Special Education Program Consultant: Intensive
Response Team - Secondary / Itinerant Work Experience
Teacher East Region
Maria Liberatore, Itinerant Work Experience Teacher, Student
Services
Siobhain Bondy, Itinerant Work Experience Teacher and
Transition Planner, Student Services
Ashley Ferguson, Town of Georgina
Aimee Smith - YCDSB Graduate

1. OPENING PRAYER / LAND ACKNOWLEDGEMENT

Trustee Grella, SEAC Chair, welcomed everyone to the SEAC Meeting and lead the opening prayer. The Land Acknowledgement followed.

1.1 Prayer

2. ROLL CALL

3. APPROVAL OF NEW MATERIAL

THAT the new material be approved as presented.

4. APPROVAL OF THE AGENDA

Moved by: D. Legris

Seconded by: N. Byrne

THAT the agenda be approved as presented.

5. APPROVAL OF THE MINUTES OF PREVIOUS MEETING(S):

Moved by: D. Legris
Seconded by: M. Barbieri

THAT the Minutes of the previous meeting, be approved as presented.

6. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING

7. SEAC REPORT TO BOARD

Received: M. Barbieri

Seconded: N. Byrne

8. MOMENT OF INSPIRATION

8.1 Pathways to EmployABILITY Program (PEP) at Georgina

Siobhain Bondy, Itinerant Work Experience Teacher and Transition Planner, recently honoured Aimee—a York Catholic District School Board graduate—for her outstanding career milestone. During her final year of high school, Aimee took part in the Pathway to EmployABILITY program and completed a placement at the Multi-Use Recreational Centre with the Town of Georgina. Upon successful completion of her placement, she was offered a paid position. Ashley Ferguson, of the Recreation Services Division in the Community Services Department, also praised Aimee's dedication and underscored how invaluable she has become as a new member of their team.

9. PRESENTATIONS

9.1 When Faith Meets Pedagogy: Celebrating our God Given Gifts and Talents through Work

Alana and Maria shared the WFMP Workshop Presentation given on October 24th to Catholic teachers across Ontario. Resources shared highlighted the importance of the church's teaching on developing our God given gifts and talents, connecting to the theme of Stewardship of Hope and sharing our Time, Talent and Treasure with our school community. Providing educators with our Work Experience resources focussing on St. Joseph the Worker, Vocational Retreats and our Pathways to EmployABILITY Program help inform their school boards of inclusive programming centred on Gospel teachings.

9.2 Student Services Department Update

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

10. ACTION ITEM(S)

11. DISCUSSION ITEM(S)

- 12. INFORMATION ITEM(S)**
 - 12.1 2025-2026 Meeting Dates**
 - 12.2 Association News**
 - 12.2.1 LDAYS
 - 12.2.2 Community Living
 - 12.3 Letter to Minister of Education from DDSB SEAC re: Education Funding Timing**
 - 12.4 Transition to High School In-Person Parent/Guardian Information Session**
- 13. NOTICES OF MOTION**
- 14. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION**
 - 14.1 Student Census Data (December)**
 - 14.2 FASD Presentation**
 - 14.3 Call for future Association Presentations**
- 15. NEXT MEETING**
 - 15.1 December 15, 2025 at 6:30pm**
- 16. ADJOURNMENT**
 - Moved by:** M. Barbieri
 - Seconded by:** N. Byrne
 - THAT** the meeting be adjourned.

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2026: 01

To: Regular Board Meeting

November 25, 2025

A meeting of the Special Education Advisory Committee was held on **November 10, 2025** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	A. Grella, M. Barbieri, A. Connolly, N. Byrne, D. Legris, N. Welch, J. Man
Administration:	J. Powers, E. Strano, L. Lausic
Regrets:	S. Leckey, A. Carter, J. Wigston
Recording	A. Berry
Guests:	S. Bondy, <i>Itinerant Work Experience Teacher/ Transition Planner</i> A. Ferguson, <i>Town of Georgina</i> M. Liberatore, <i>Itinerant Work Experience Teacher</i> A. Miraglia, <i>Special Education Program Consultant / Itinerant Work Experience Teacher</i> A. Smith, <i>YCDSB Graduate</i>

1. ACTION ITEM(S): NIL

2. CORRESPONDENCE: NIL

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- When Faith Meets Pedagogy: Celebrating God Given Gifts and Talents through Work

4. ASSOCIATION REPORTS:

- LDAYS: Monthly Report
- Community Living: E-Connector

5. ITEMS FOR FUTURE AGENDA:

- Student Census Data
- FASD Presentation

6. NEXT MEETING: December 15, 2025

A. GRELLA, CHAIR, SEAC

2024 Student Census

Special Education Advisory Committee
15 December 2025



2024 Student Census

Special Education Advisory Committee
15 December 2025



CONTENT ADVISORY

- As a Catholic community, we are committed to fostering a respectful, compassionate and supportive environment.
- This presentation may contain material that evokes strong emotions. You may not feel that you need support now.
- Below is a list of available supports should you need them:
 - If you require immediate support, please call [310-COPE](tel:1-855-310-COPE) at 1-855-310-COPE (2673).
 - Students can also reach out to Kids Help Phone at 1-800-668-6868.
 - Click the link to access culturally responsive [Mental Health Resources and Supports](https://www.ycdsb.ca/mental-health-resources-and-supports), or visit 'Mental Health and Well-Being' at www.ycdsb.ca

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	Overview of the Student Census		Overview of the Student Census
	Guidelines for Interpreting and Reporting Results		Guidelines for Interpreting and Reporting Results
	Students' Social Identities		Students' Social Identities
	Students' Outcomes and Experiences		Students' Outcomes and Experiences
	Key Takeaways and Next Steps		Key Takeaways and Next Steps

Legislative Authorities	Purpose of Data Collection	Legislative Authorities	Purpose of Data Collection
Bill 114, Anti-Racism Act (ARA), 2017	The voluntary and confidential information gathered is to be used solely to identify and address systemic inequities and to support better, more equitable outcomes for all students .	Bill 114, Anti-Racism Act (ARA), 2017	The voluntary and confidential information gathered is to be used solely to identify and address systemic inequities and to support better, more equitable outcomes for all students .
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Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56	This includes addressing disparities, opportunity gaps, and discriminatory barriers; allocating resources equitably; and ensuring all students have access to the supports they need to succeed.	Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M.56	This includes addressing disparities, opportunity gaps, and discriminatory barriers; allocating resources equitably; and ensuring all students have access to the supports they need to succeed.
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We Are Diverse. We Are One in Christ.

- YCDSB is committed to ensuring that all students are equitably served within our Catholic learning community—a commitment grounded in provincial frameworks that require school boards to identify, monitor, and remove systemic inequities that affect student achievement, well-being, and belonging.
- Preliminary Student Census findings reveal disparities in achievement and well-being outcomes among students with self-reported disabilities/conditions.
- The data demonstrates that students with self-reported disabilities have distinct experiences within the school system, mirroring findings reported by other school boards.

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Student Census

- Data collection is a requirement of the Ministry of Education to help boards understand and address inequities in access and opportunities to academic achievement and wellbeing.
- The Voluntary Student Census was conducted in 2021 and again in 2024.
- **2024 Parent Census** – Parents of students in **JK to Grade 5** completed the voluntary and confidential questionnaire with their children (2,731 respondents of the 20,000 families; **14.1%** response rate).
- **2024 Student Census** – Students in **Grades 6 to 12** completed the voluntary and confidential questionnaire in class (20,974 of the over 29,000 students completed the census; **72.3%** response rate).

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Guidelines for Interpreting Student Census Data

1. Students have unique identities that cannot be fully captured by a single survey response. Moreover, students hold multiple identities simultaneously
2. Identity categories included in the census:
 - Represent broad groupings that contain significant internal diversity.
 - May not reflect all cultural understandings.
3. Use census data to identify patterns, not to make assumptions about individual students.



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Indigenous Identity

Why is this question asked?

Indigenous Identity refers to peoples who are original to a particular land or territory. It also describes individuals who identify as being descended from the original inhabitants (the First Peoples) of what is now known as Canada. In this context, Indigenous People in Canada are First Nations, Métis and/or Inuit.

Knowing this information can help us understand and support the unique experiences of Indigenous students.

We are Diverse. We are One in Christ.

- **Indigenous Identity:** Less than one percent of respondents self-identified as Indigenous. Of those students, the majority identified as First Nations. It is likely the actual number of indigenous students in the YCDSB is likely much higher than what is reported in the census, due to Indigenous communities' focus on Indigenous Data Sovereignty and their historical experiences.

First Nations

53.0%

Métis

29.7%

Inuit

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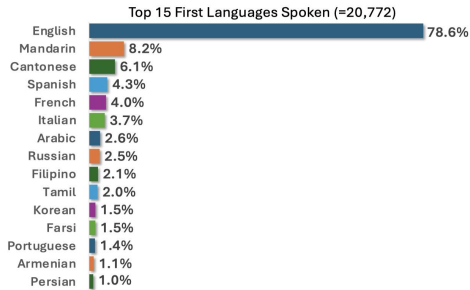
First Language(s) Spoken

Why is this question asked?

We ask about the first language(s) spoken to better understand the needs of our students and ensure students and families understand us.

We are Diverse. We are One in Christ.

- **Linguistic background:** The student body is highly multilingual, with 53.6% speaking English only as their first language, 25% having learned English in addition to another language, and 21.4% having learned another language as their first language.
- The most common non-English languages are Mandarin (8.2%), Cantonese (6.1%), Spanish (4.3%), French (4.0%), and Italian (3.7%).



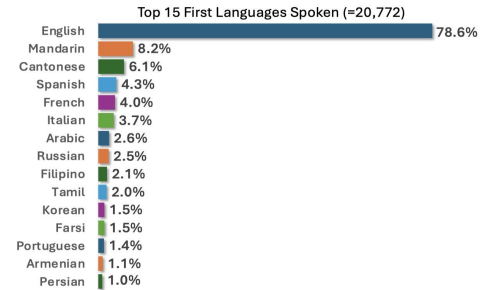
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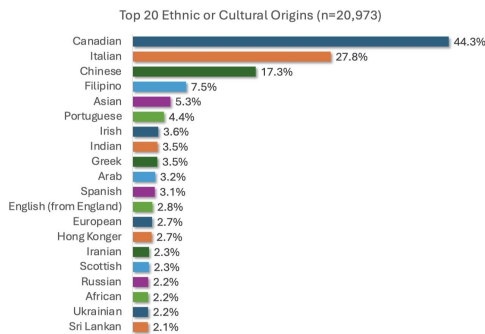
Ethnocultural Background

Why is this question asked?

This question asks about one's ethnic or cultural identity. Ethnic or cultural groups usually share a common identity, heritage, ancestry, or historical background, often marked by distinct cultural, linguistic, and religious characteristics.

We are Diverse. We are One in Christ.

- **Ethnocultural background:** Respondents represent diverse ethnic origins, with Italian (27.8%), Chinese (17.3%) followed by Filipino (7.5%) representing the largest ethnic groups.



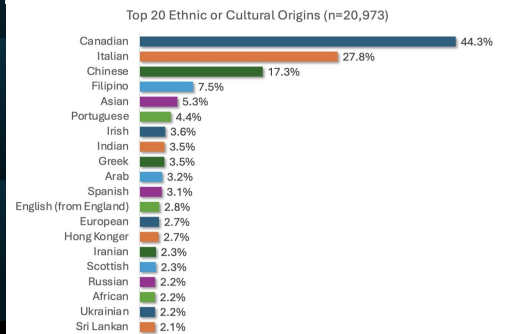
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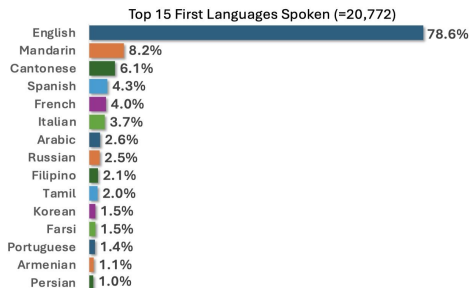
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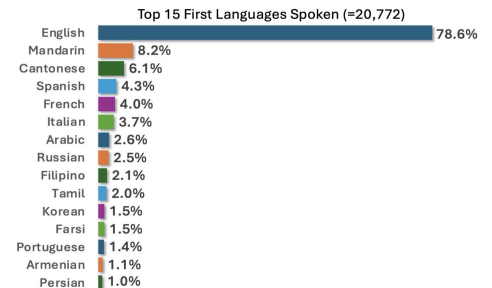
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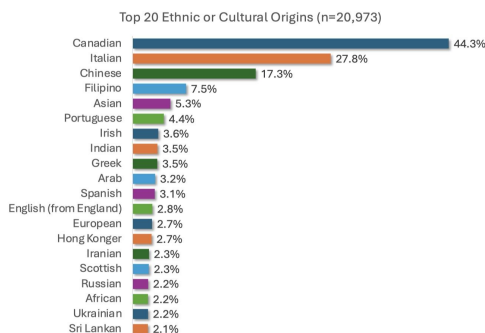
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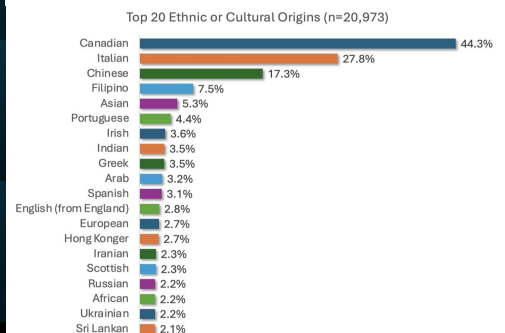
Ethnocultural Background

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This question asks about one's ethnic or cultural identity. Ethnic or cultural groups usually share a common identity, heritage, ancestry, or historical background, often marked by distinct cultural, linguistic, and religious characteristics.

We are Diverse. We are One in Christ.

- **Ethnocultural background:** Respondents represent diverse ethnic origins, with Italian (27.8%), Chinese (17.3%) followed by Filipino (7.5%) representing the largest ethnic groups.



Racial Identity

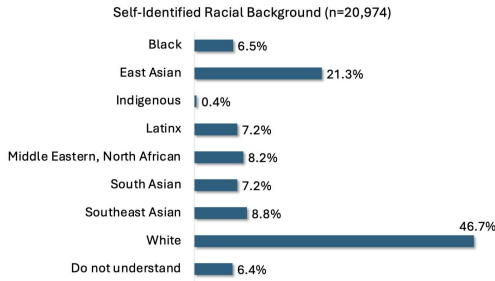
Why is this question asked?

As a Catholic community, we believe all people belong to one human race and that any racism or racial discrimination is unacceptable.

In society, people are often described by race based on how others see and behave toward them. These ideas about race are often imposed on people, affecting their experiences and how they are treated.

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- **Racial background:** Racially, about half of the respondents (46.7%) identify as White, and one-fifth as East Asian (21.3%). The remaining groups are more evenly distributed: Southeast Asian (8.8%), Middle Eastern/North African (8.2%), Latinx (7.2%), South Asian (7.2%), Black (6.5%), and "Do not understand" (6.4%). Respondents who self-identify as Indigenous represent the smallest proportion of students at 0.4%.



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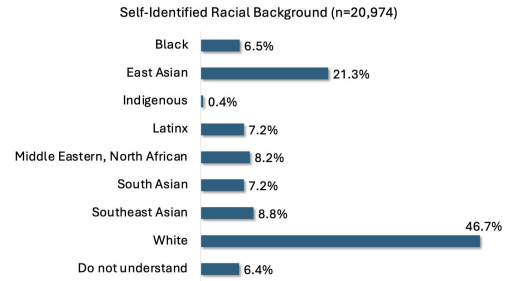
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Religion or Spiritual Belief

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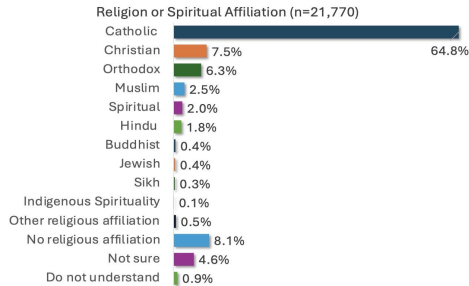
There are many different religions, each with its own set of beliefs.

People can be treated differently based on their religion or perceived religion, which can cause harm and create inequities.

Islamophobia and antisemitism are examples of how individuals can experience discrimination related to both religion and race.

We Are Diverse. We Are One in Christ.

- **Religious Affiliation:** Most respondents (78.6%) identify as Catholic, Christian or Orthodox, which aligns with the board's Catholic identity. There is religious diversity, with Muslims (2.5%), Hindus (1.8%), and other faith communities also represented. A notable number of students identify as having no religious affiliation (8.1%).



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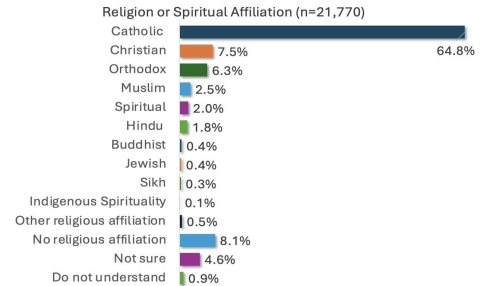
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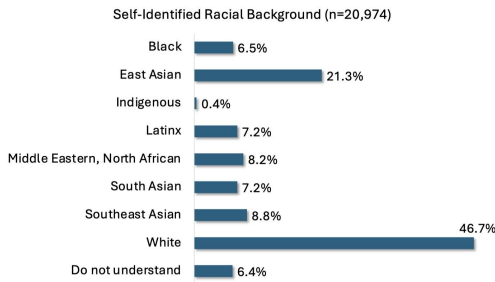
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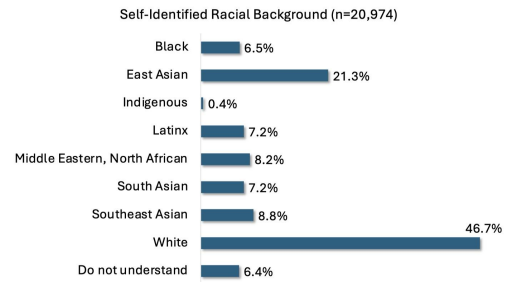
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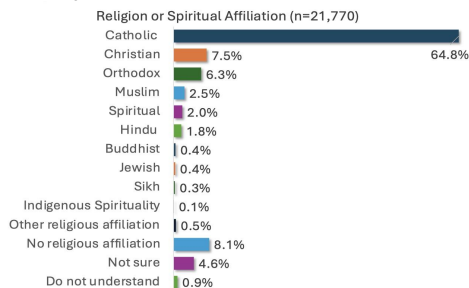
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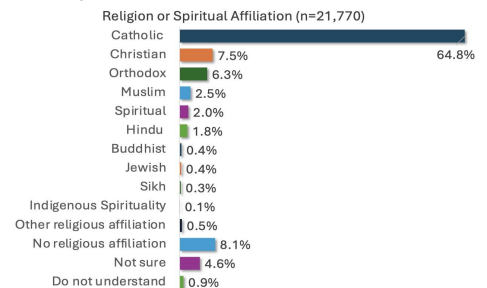
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Gender Identity

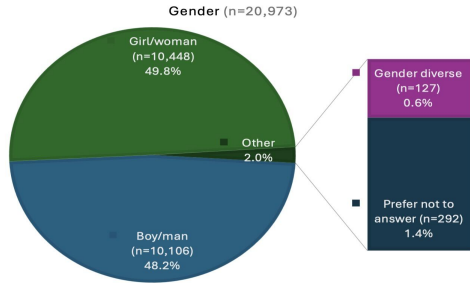
Why is this question asked?

The York Catholic DSB recognizes that each person is created and loved by God and is committed to demonstrating the Gospel values of love, inclusion, compassion and care for all. Each child of God deserves dignity, and any label undermines that dignity and uniqueness.

Stereotypes and prejudice based on one's gender identity can lead to negative experiences and bullying in schools. Gathering this information helps school boards create safe and supportive environments for all students.

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- **Gender Identity:** Respondents were fairly evenly divided between girls (49.8%) and boys (48.2%). The remaining two percent identified as gender diverse (0.6%) or chose not to answer the question (1.4%).



Gender Identity

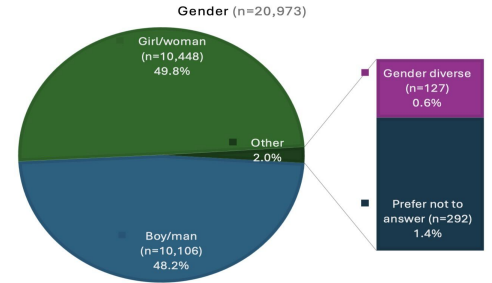
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Sexual Orientation

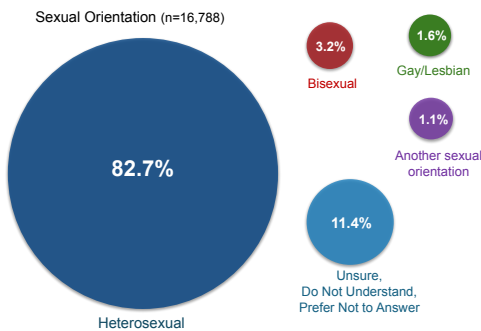
Why is this question asked?

Sexual orientation is the term used to describe a person's emotional, romantic, and sexual attraction towards individuals of the same or different gender/sex. Stereotypes and prejudice based on one's sexual orientation can lead to negative experiences and bullying in schools.

The Ministry requires school boards to gather this information to assist in identifying and preventing any harm or discrimination that students may face due to their sexual orientation.

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- **Sexual Orientation:** Most respondents identify as heterosexual (82.7%). A smaller percentage identify as bisexual (3.2%), gay/lesbian (1.6%), or another sexual orientation (1.1%).



Sexual Orientation

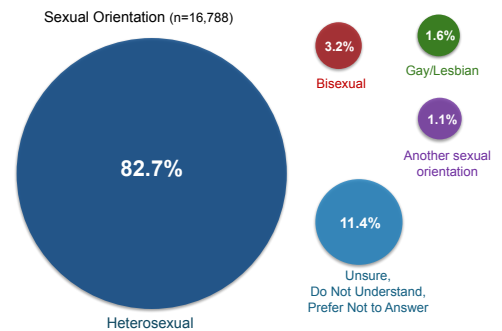
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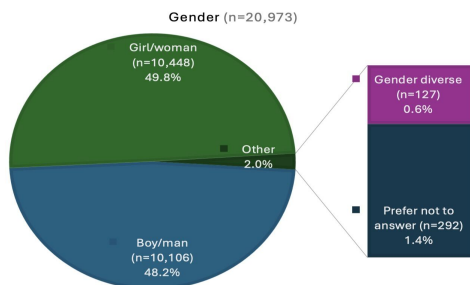
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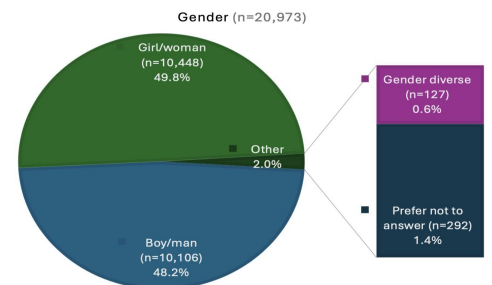
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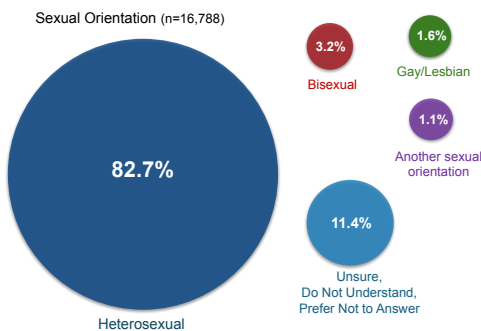
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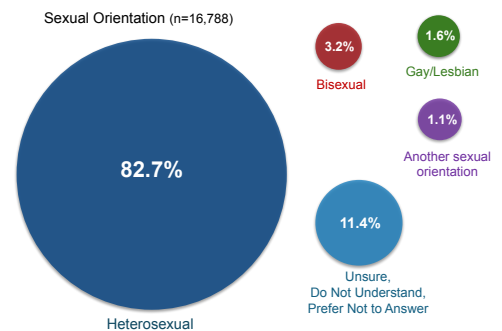
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Sexual Orientation and Gender Identity

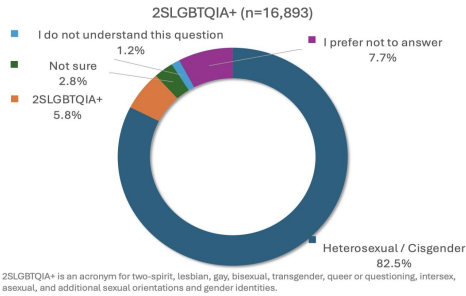
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2SLGBTQIA+: Approximately six percent of respondents (5.8%) identified as 2SLGBTQIA+. Nine percent of respondents (8.9%) preferred not to answer or didn't understand the question. A small percentage of respondents indicated that they were not sure (2.8%).



Sexual Orientation and Gender Identity

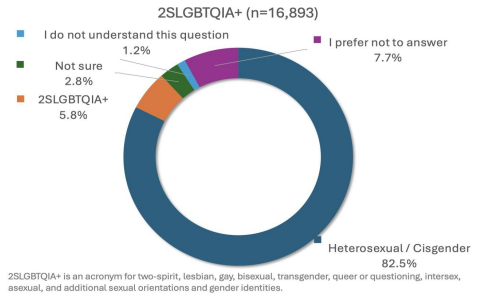
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Disability/Condition

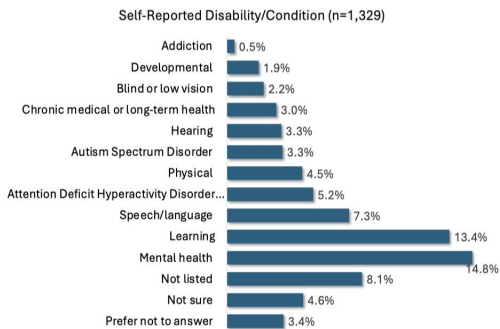
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Disabilities can make it difficult for a student to function in an environment that is not fully inclusive and accessible. Some students who experience disabilities may have a special plan at school to help them, such as an Individual Education Plan (IEP), but others do not.

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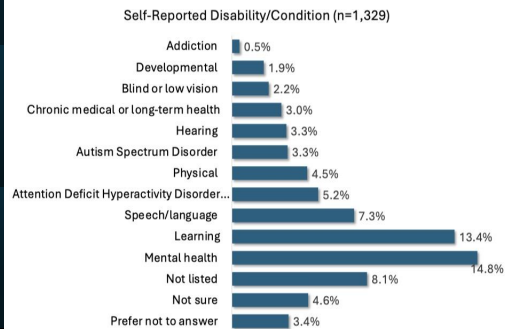
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Sexual Orientation and Gender Identity

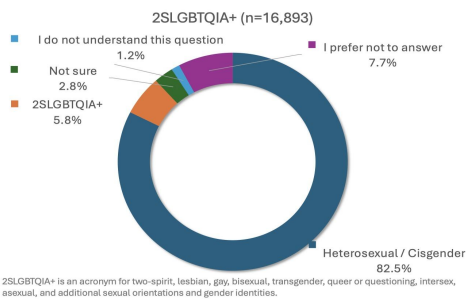
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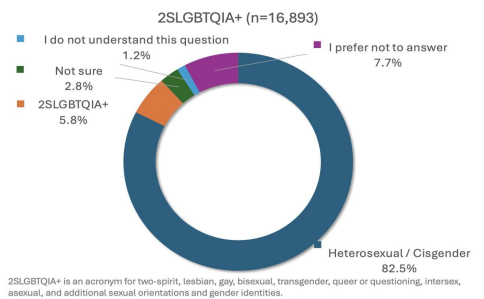
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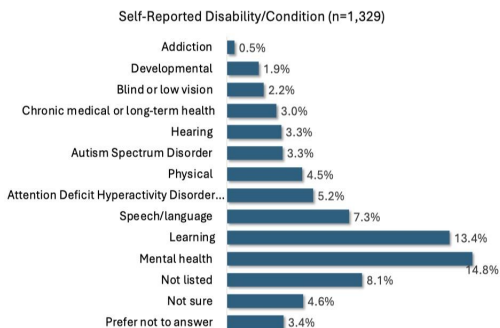
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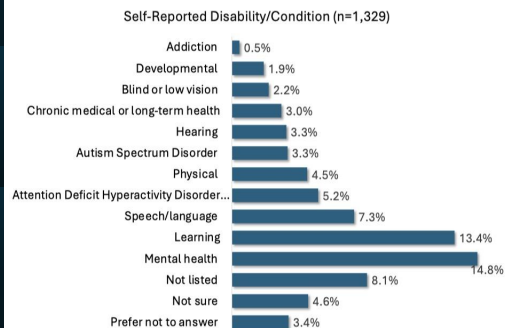
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Accessibility Barriers

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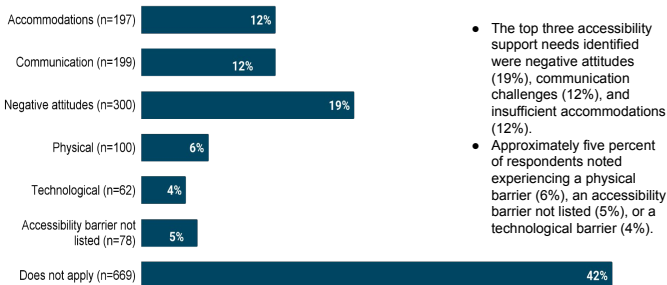
- ☐ **Physical** — I have difficulty moving around the school or using play equipment
- ☐ **Negative attitudes** — People think I cannot do things
- ☐ **Technological** — I don't have the device or software I need to do my schoolwork
- ☐ **Communication** — I have difficulty hearing, seeing, accessing or communicating information
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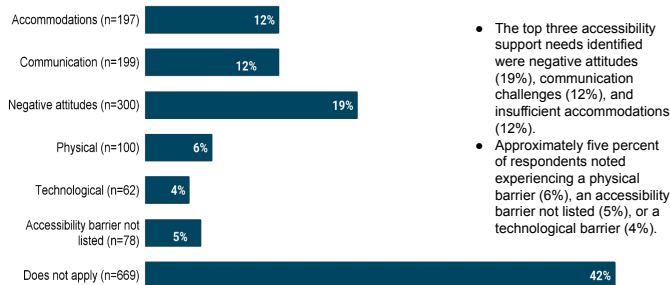
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Accessibility Barriers



- The top three accessibility support needs identified were negative attitudes (19%), communication challenges (12%), and insufficient accommodations (12%).
- Approximately five percent of respondents noted experiencing a physical barrier (6%), an accessibility barrier not listed (5%), or a technological barrier (4%).

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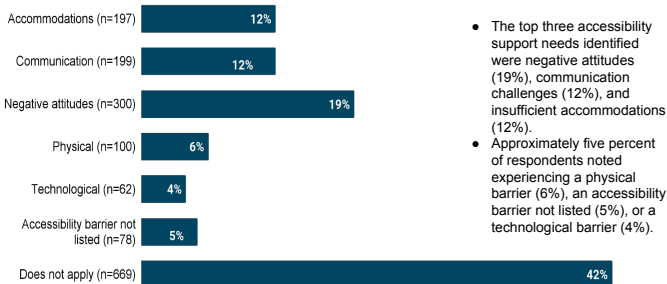
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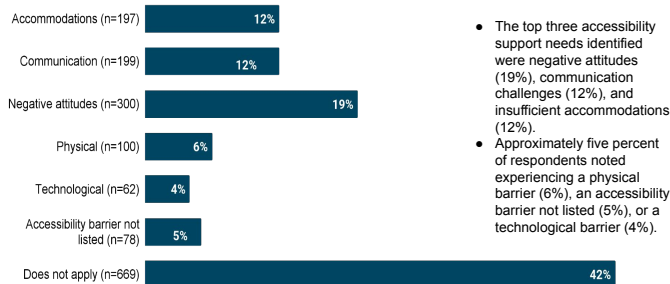
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Awareness of Mental Health Resources and Services



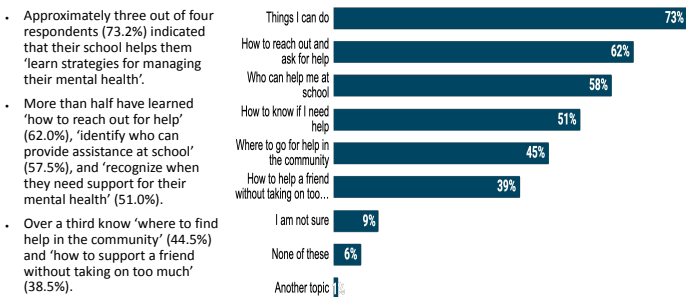
- More than half of all respondents (60%) indicated that they were 'aware of how to access mental health supports and services', and a similar proportion (53%) were also 'aware of community mental health supports and services'.
- Less than half (47%) reported being 'aware that their school offers in-school mental health supports and services'.

Awareness of Mental Health Resources and Services



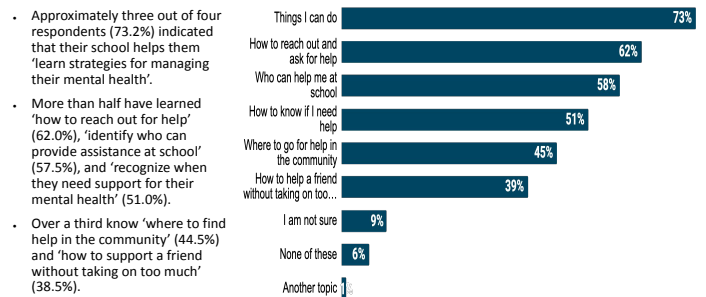
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At school, I learned about mental health and well-being



- Approximately three out of four respondents (73.2%) indicated that their school helps them 'learn strategies for managing their mental health'.
- More than half have learned 'how to reach out for help' (62.0%), 'identify who can provide assistance at school' (57.5%), and 'recognize when they need support for their mental health' (51.0%).
- Over a third know 'where to find help in the community' (44.5%) and 'how to support a friend without taking on too much' (38.5%).

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Awareness of Mental Health Resources and Services



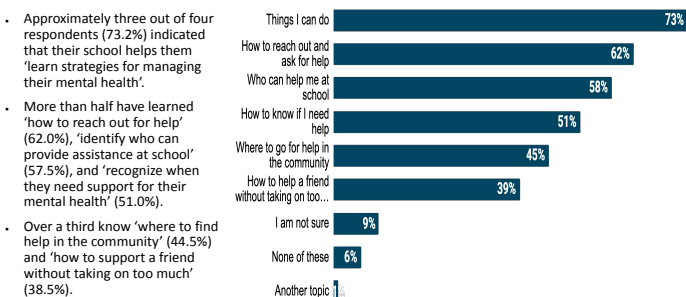
- More than half of all respondents (60%) indicated that they were 'aware of how to access mental health supports and services', and a similar proportion (53%) were also 'aware of community mental health supports and services'.
- Less than half (47%) reported being 'aware that their school offers in-school mental health supports and services'.

Awareness of Mental Health Resources and Services



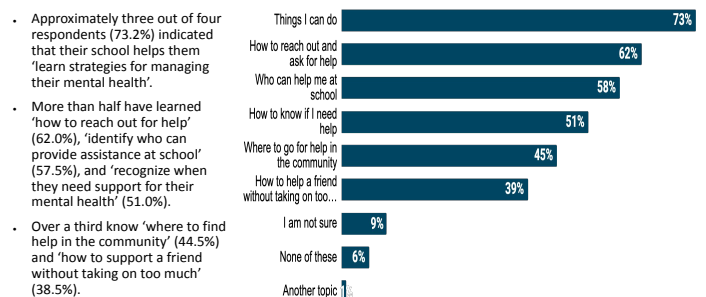
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At school, I learned about mental health and well-being



- Approximately three out of four respondents (73.2%) indicated that their school helps them 'learn strategies for managing their mental health'.
- More than half have learned 'how to reach out for help' (62.0%), 'identify who can provide assistance at school' (57.5%), and 'recognize when they need support for their mental health' (51.0%).
- Over a third know 'where to find help in the community' (44.5%) and 'how to support a friend without taking on too much' (38.5%).

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Measuring Systemic Inequities

Outcomes and Experiences of Students who Self-Reported as having a Disability/Condition

Disproportionality

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

Disparity

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

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Source: [ARCS Center for the Advancement of Monitoring of Systemic Racism](#) (ARDS), Standard 29

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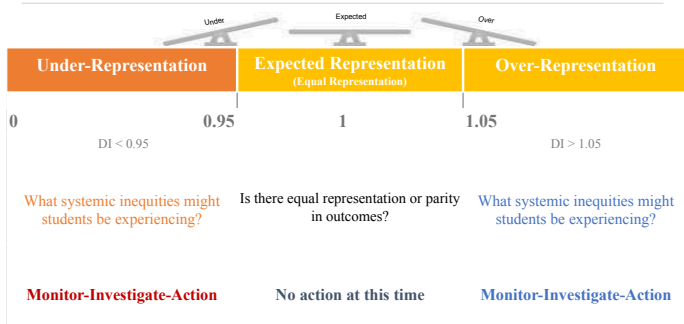
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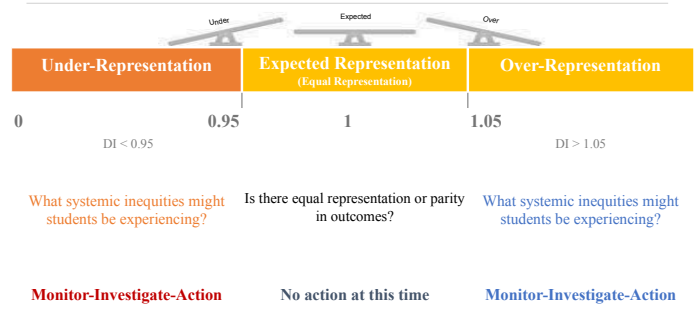
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Interpretation of Disproportionality Index (DI)



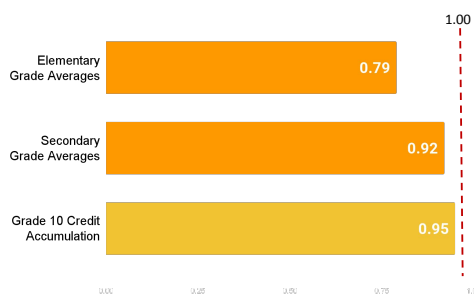
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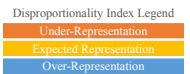
Academic Outcomes



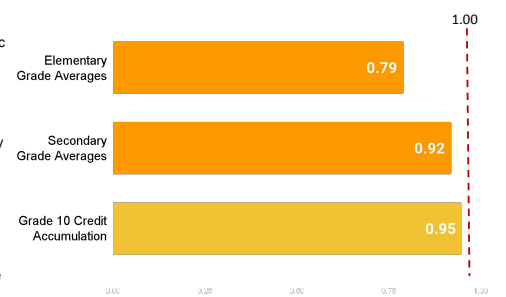
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- By high school, these inequities decrease — the disproportionality index for secondary students' grade averages is 0.92, and the index for Grade 10 credit accumulation is 0.95, which is within the expected range.
- This pattern suggests that enhanced supports at the elementary level could help close these gaps earlier.



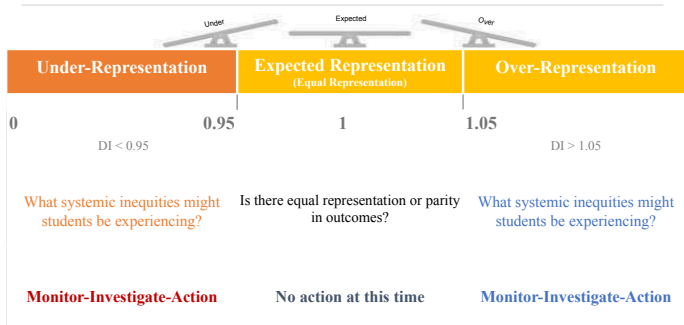
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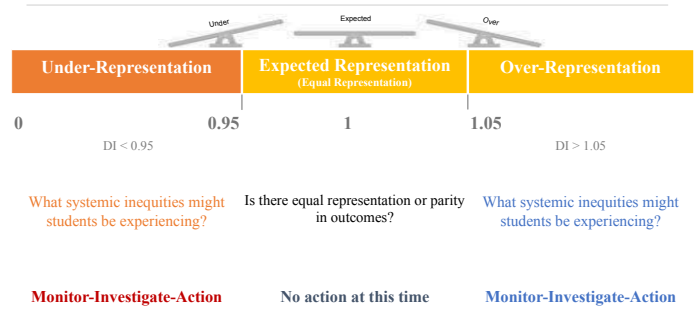
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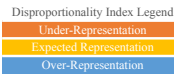
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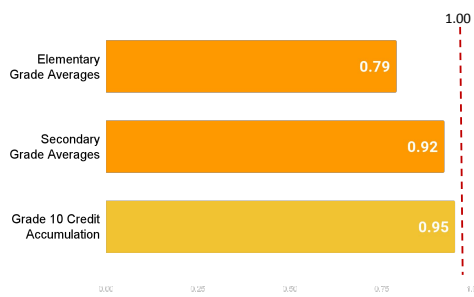
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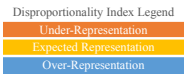
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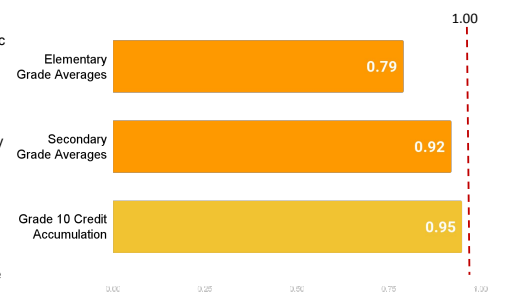
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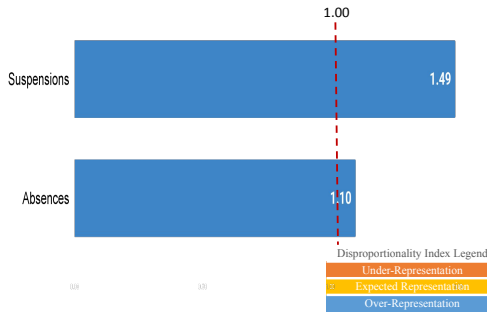


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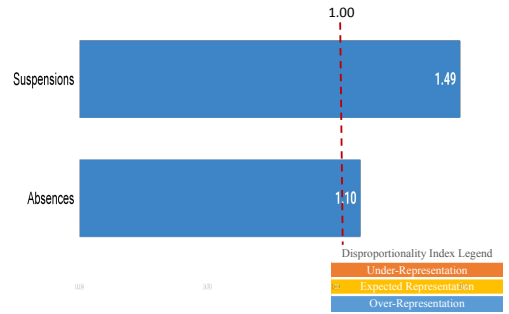
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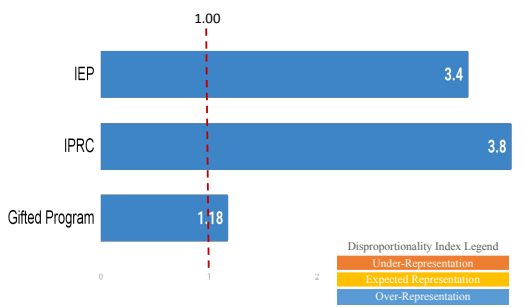
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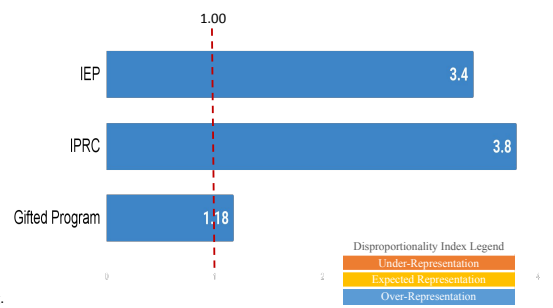
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- Students with self-reported disabilities access formal special education supports at high rates (IEP at 3.4 and IPRC at 3.8), showing strong alignment between self-identification and the formal identification processes that provide specialized supports.
- Students with self-reported disabilities access Gifted Programs at higher than expected rates (1.18), demonstrating their strengths and participation in enrichment programming.



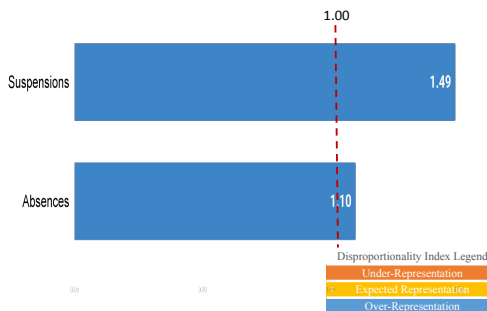
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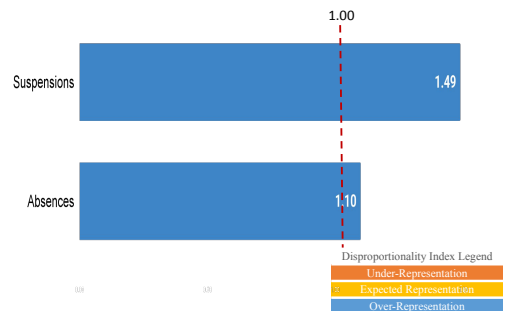
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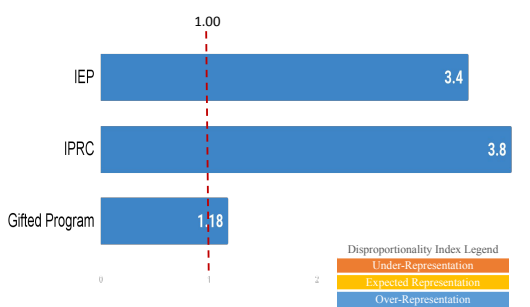
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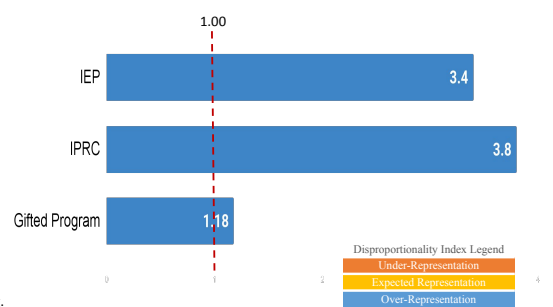
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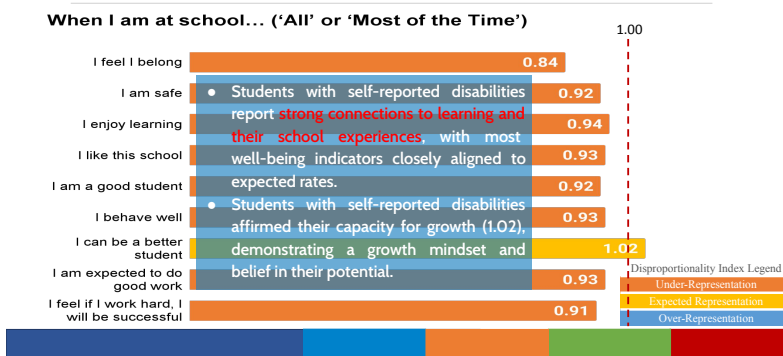


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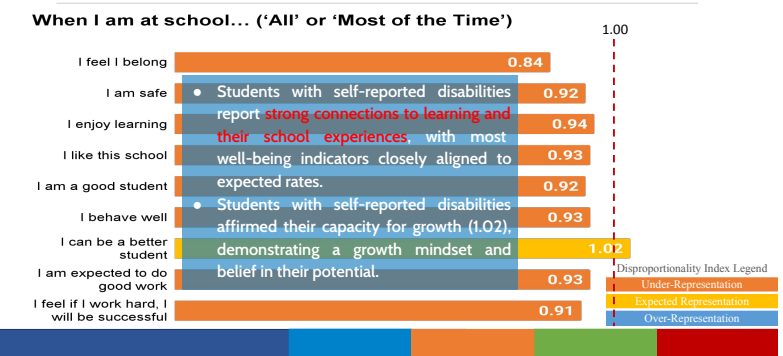
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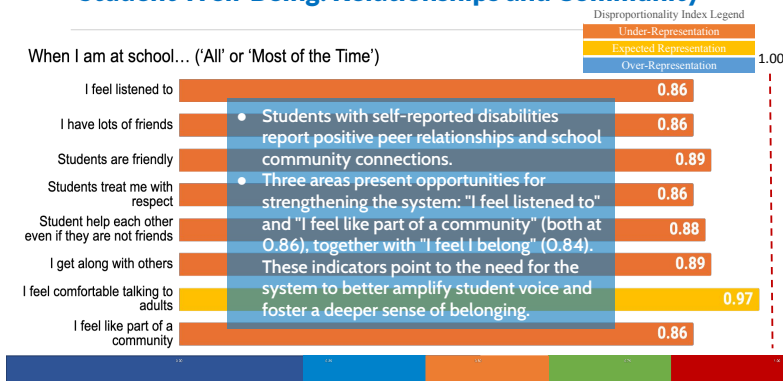
Student Well-Being: In-School Experiences



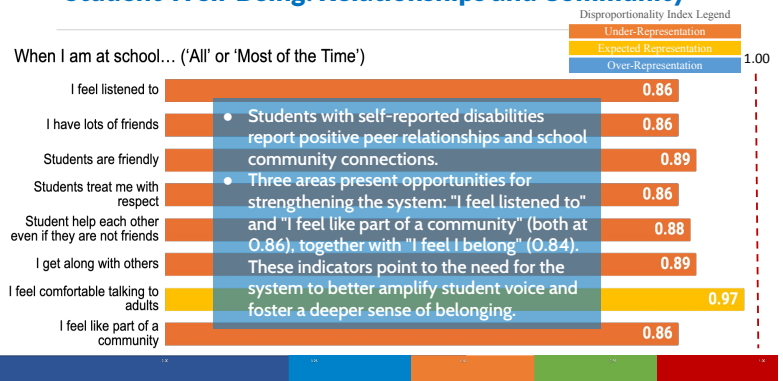
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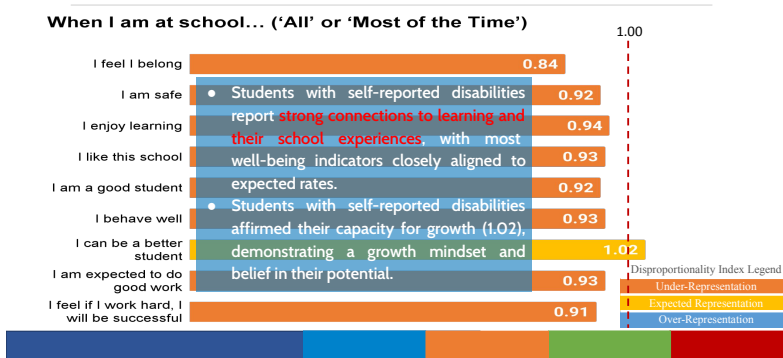
Student Well-Being: Relationships and Community



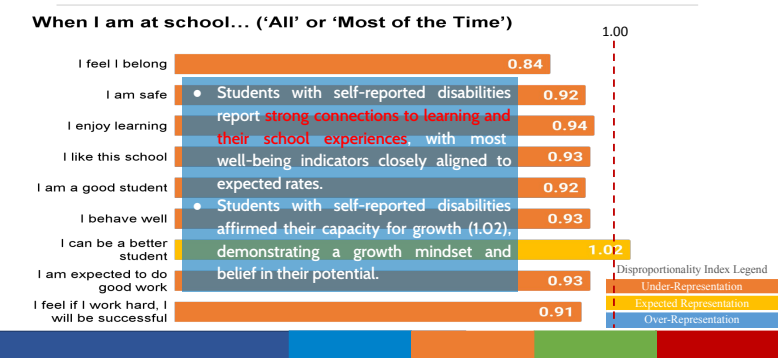
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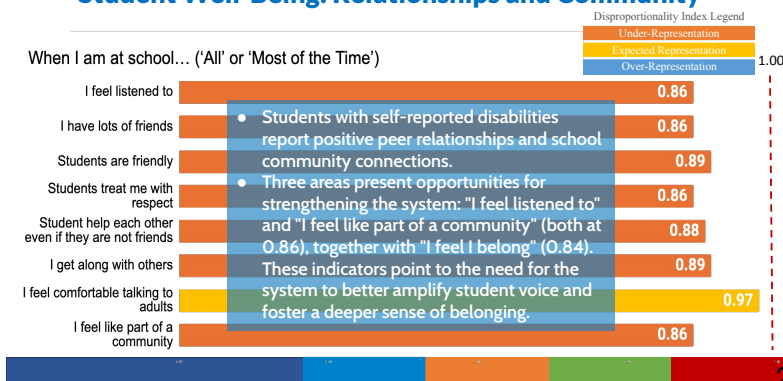
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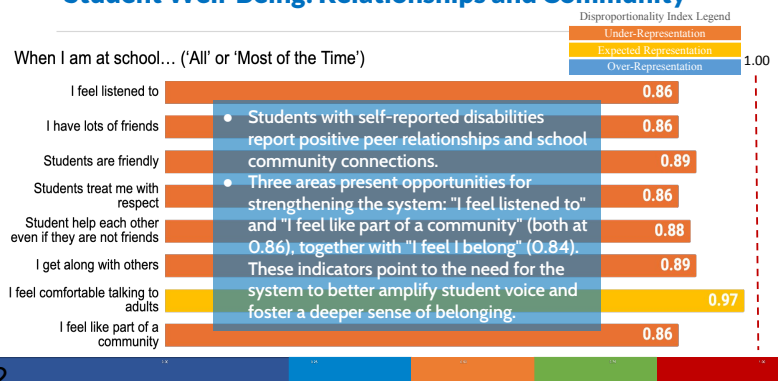
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Student Well-Being: Relationships and Community



Student Well-Being: Relationships and Community



Key Takeaways

1. **Systemic Inequities:** The census helps us identify where systemic barriers, practices, and structures create inequities in achievement, discipline, student absences, gifted identification, and special education supports—patterns we can't see without demographic data.
2. **Equity requires evidence:** To address disproportionality in outcomes, we need to know who our students are. The census provides evidence to ensure that all students—regardless of their background or circumstances—have equitable access to opportunities and support, which is aligned with our mission to provide all students with a Catholic education rooted in equity, well-being, and learning.
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We Are Diverse. We Are One in Christ.

- The YCDSB serves a diverse student population. We are deeply committed to ensuring that all students are equitably served within our Catholic learning community—a commitment grounded in the provincial frameworks that require school boards to identify, monitor, and remove systemic barriers that affect student achievement, well-being, and belonging.
- Student Census findings revealed disparities in achievement and well-being outcomes among students with self-reported disabilities/conditions. The data demonstrates that students with self-reported disabilities have distinct experiences within our school system.
- Through consultations and census portraits informed by diverse voices—including families, students, staff, and community partners—we will identify and address systemic inequities to foster inclusive and welcoming school communities where every student can thrive and succeed.

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Special Education Advisory Committee Association Update

Association: Easter Seals Ontario

Date: December 2025

Key Updates

- Easter Seals Ontario (ESO) has resumed approving equipment requests in the order they were received. Families should not order equipment until after they receive official approval for funding.
- ESO is excited to launch a strategic partnership with TCDSB. Starting in 2026, Easter Seals Provincial Ambassadors will be delivering presentations on accessibility, equity and inclusion at TCDSB schools.
- Through the ScotiaRise Accessible Technology Grant, 20 students in grades 11 & 12 were awarded at least \$750 each for accessible technology and school supplies to support their education.
- ESO and Bruce Power continue their partnership to mentor students with disabilities. This year, five ESO clients were matched with Bruce Power mentors in their fields of study.
- ESO continues to administer the Incontinence Grant and Top-Up Grant for the Ontario Ministries of Health & Children, Community and Social Services, respectively. Current wait times are as follows:
 - Incontinence Grant: 6-8 months
 - Top-Up Grant: 10-12 weeks
- As a member of PAAC on SEAC, ESO delivered a September 2025 submission to support the Office of the Auditor General of Ontario's audit on special education. The submission focused on:
 - Student exclusions due to insufficient nursing and EA supports
 - Delays in school-based therapy services (PTs, OTs, SLPs etc.)
 - Lack of special education focused, professional development and/or training before they lead classrooms
 - Inconsistent implementation of IEP practices across school boards
 - Attitudinal barriers to disability inclusion, rooted in deficit based assessments

SEAC Reps - LDAYS Monthly Report - December 2025

UPCOMING EVENTS

Virtual Presentation: Understanding the Hidden Battles

Join us for a free 1-hour webinar to help parents learn how ADHD, worry, and mood affect the brain and body. You'll find out why common parenting strategies don't always work, and what you can do instead. You'll leave with simple tools to respond with more calm and confidence without ignoring your child's feelings or making their fears worse.

January 28th, 2026 | 7:00 PM | Zoom | FREE

Speaker: Terri Keay, Manager of Community Clinical Services at York Hills Centre for Children, Youth and Families

[Click here to register](#)

[Click here for flyer](#)

Fall 2025 PROGRAMS & SERVICES

SoAR Mindful Transition Program

For students in Grades 7 and 8, and 11 and 12 with LDs and/or ADHD. Build essential skills for school and beyond, study strategies, stress management, self-advocacy, and more.

Group Format: 4 sessions, 6 students per group

LDAYS Office (9030 Leslie St. Unit 216, Richmond Hill)

- Wednesdays, February 4 to February 25 | 5:00 PM–6:00 PM

Contact: Isabel at 905-884-7933 x7 | Isabel.khudr@ldays.org

[Click here](#) for Richmond Hill Flyer | [Click Here](#) to Register

[Information on SoAR Elementary](#)

[Information on SoAR High School](#)

Social Skills Program (Ages 7–12) *FULLY SUBSIDIZED*

Help your child build confidence, friendship skills, and emotional awareness in a fun, small-group setting. Based on the proven **PEERS® curriculum**, led by trained professionals.

Locations & Dates:

- **Richmond Hill** (LDAYS Office): Mondays, January 19th - March 2nd | 5:30–6:30 PM
- **Markham:** Tuesdays, January 27th - March 3rd | 5:00 PM–6:00 PM

Contact: | meghan.beals@ldays.org

[Click Here](#) for more information | [Click here](#) to Register | [Click here](#) for Flyer

*For low and median income households

Homework & Beyond (Ages 8–12)

A drop-in program that blends academic help with social skills coaching in a positive, supportive environment. This program is partially subsidized.

Locations & Times:**Richmond Hill - LDAYS Office (9030 Leslie Street, Unit 216):**

- Wednesdays, March 25th - April 29th | 4:00–6:00 PM

King Township - King Township Public Library (1970 King Rd):

- Thursdays, May 7th - June 11th | 4:00–6:00 PM

Outside the 10–12 age range? No problem, we'll arrange an intake call!

Contact Alicia: 905-884-7933 ext. 6 | alicia.carter@ldays.org
[Click Here](#) for more information | [Click here](#) to Register | [Click here](#) for Flyer

Level Up Tutoring (Grades 3–7)

Personalized virtual support in **math and literacy**, tailored for students with LDs or ADHD. Boost confidence, build skills, and support your child's learning journey with 1:1 expert tutoring.

Contact Alicia: 905-884-7933 ext. 6 | alicia.carter@ldays.org
[Click here](#) to Learn More & Register | [Click here](#) for Flyer

Reading Rocks & JUMP Math (Ages 8–14)

Targeted, 1:1 or small-group literacy and math interventions for students who are significantly behind in their curriculum. Programs run 8 weeks, twice a week. Fee assistance available.

Contact Alicia: 905-884-7933 ext. 6 | alicia.carter@ldays.org
[Learn more & register](#)
[Click Here for Reading Rocks Flyer](#)
[Click Here for JUMP Math Flyer](#)

Educational Presentations & Speaking Engagements

LD 101 Awareness Presentations – For Schools & Families

Book our 1-hour, interactive sessions for teachers, students, or parents to better understand learning disabilities and how to support all our learners. Can be in-person or virtual.

Book today: 905-884-7933 ext. 1 | info@ldays.org

Champions – Real Stories, Real Impact

Our Champions share powerful personal stories about living and learning with LDs and ADHD. Perfect for school assemblies, events, or community sessions.

Invite a speaker: 905-884-7933 ext. 1 | info@ldays.org

Top inquiries from parents:

- How can I best advocate for my child when it seems the IEP is not fully implemented due to limited resources or funding at the school?
- Will my child receive enough individualized support in a partially integrated program, or is there a risk they will struggle academically and socially in the regular classroom?

- Why aren't there programs for students who are more than two years behind their grade-level curriculum? How can I work with the school to help my child reach grade-level expectations?
- How can I ensure my child's needs are met in high school when the school emphasizes self-advocacy, but accommodations are not provided unless the student requests them?

Thank you for your ongoing support, we appreciate all of the hard work you do!



SOCIAL SKILLS

Winter 2026



Richmond Hill

Mondays

January 19th to March 2nd
(No session on February 16th for Family Day)

Markham

Tuesdays

January 27th to March 3rd

Pricing

Fully Subsidized*

*For low and median income households

Register Here

Contact us more details!

heidi.rysan@ldays.org or 905-884-7933 ext. 3

An exclusive, interactive program crafted to empower children with **Learning Disabilities and ADHD (ages 8-12)** to boost their confidence and enhance their social and emotional growth. Through engaging, hands-on activities, our team of expert facilitators will inspire your child to develop essential skills such as:

- Effective Communication & Listening
- Making and Keeping Friends
- Coping with Emotions & Stress
- Conflict Resolution & Problem Solving
- Self-Advocacy & Self-Esteem
- Understanding Bullying & Cyberbullying



Our program uses the proven PEERS® curriculum for social skills training, led by registered social service workers dedicated to your child's growth and success.



LDAYS • Learning Disabilities
Association of York-Simcoe

The right to learn, the power to achieve

HOMework & BEYOND

AFTER SCHOOL PROGRAM

RESERVE
YOUR SPOT
TODAY!

Space is limited

[Register Here](#)



For more information please contact

Alicia Carter 905-884-7933
ext. 6 alicia.carter@ldays.org

After School Program: Homework & Beyond

A tutoring and social skills hybrid program.

Homework & Beyond is a program for students ages 8-12 with learning disabilities. It provides academic support and engaging group activities designed to enhance communication skills, recognize individual learning styles, and build self-regulation strategies, all in a supportive environment.

What to Expect

- **Locations:** Richmond Hill (Wednesdays) and King Township (Thursdays)
- **Time:** 4:00pm to 6:00pm
- **Personalized Support:** Tutors and social skills facilitators work with students in a 1:3 ratio.
- **Homework Help:** Bring schoolwork for extra guidance on challenging topics.
- **Skill-Building Activities:** Enjoy educational games that promote teamwork, problem-solving, and social development.