

# YORK CATHOLIC DISTRICT SCHOOL BOARD

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

## AGENDA

### SPECIAL EDUCATION ADVISORY COMMITTEE

March 3, 2025

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>

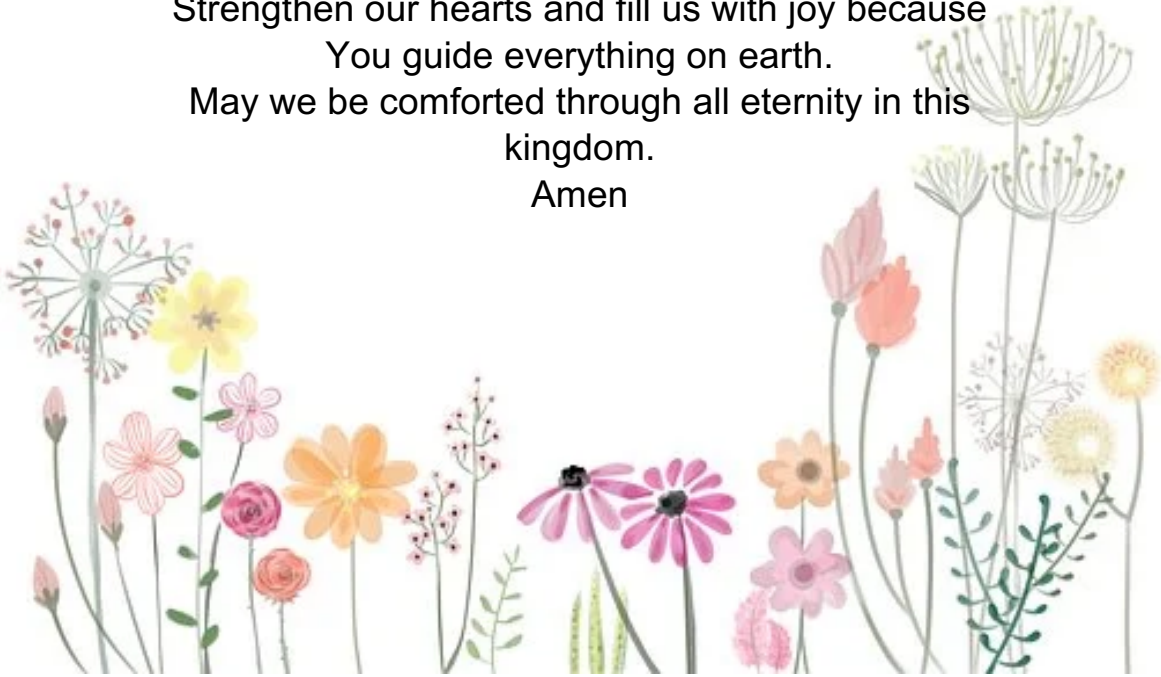
#### LAND ACKNOWLEDGEMENT

*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	Page
1.0	7:00 OPENING PRAYER / LAND ACKNOWLEDGEMENT	A. Grella/ D. Legris	
2.0	7:05 ROLL CALL	A. Grella	
3.0	7:07 APPROVAL OF NEW MATERIAL	A. Grella	
4.0	7:09 APPROVAL OF THE AGENDA – March 3, 2025	A. Grella	
5.0	7:11 APPROVAL OF PREVIOUS MINUTES – February 10, 2025	A. Grella	
6.0	7:12 BUSINESS ARISING FROM PREVIOUS MINUTES - NIL	A. Grella	
7.0	7:15 SEAC REPORT TO BOARD Report 2025:03 – February 2025	A. Grella	
8.0	7:20 MOMENT OF INSPIRATION Best Buddies Valentine's Day Dance	L. Lausic	
9.0	7:30 PRESENTATIONS 9.1 Bocce Tournament 9.2 Student Services Monthly update	L. Ianes J. Powers	8
10.0	8:30 ACTION ITEM(S)	A. Grella	
11.0	8:33 DISCUSSIONS ITEM(S)	A. Grella	
12.0	8:35 INFORMATION ITEM(S) 12.1 SEAC Meeting dates 12.2 Dyslexia Canada – Impact of Cutting Reading Intervention 12.3 Association News • Autism ON: <a href="#">Celebrate the Spectrum</a> April 2025, Report card Project • LDAYS: Upcoming Programs & workshops – information attached • Community Living: <a href="#">E Connector</a>	A. Grella J. Powers SEAC Representatives Autism ON LDAYS Community Living	10 11 12 13
13.0	8:40 NOTICE OF MOTION	A. Grella	
14.0	8:55 FUTURE ITEM(S) Special Education Plan Budget Update	A. Grella	
15.0	8:58 Next Meeting: April 7, 2025	A. Grella	
16.0	9:00 ADJOURNMENT	A. Grella	

Lord,

We are gathered in Your presence united.  
Strengthen our hearts and fill us with joy because  
You guide everything on earth.  
May we be comforted through all eternity in this  
kingdom.  
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

*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 **February 10, 2025** at **7:00 p.m.**

### PRESENT:

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

Association Representatives: J. Akleh\*, E. DiFalco

Administration: A.Cabraja, L.Lausic, J. Powers, E. Strano

Regrets: A. Carter, M. Xue

Recording: C. Mong\*

Guest Presenters: R. Jordan, *Mental Health Lead Teacher, YCDSB*  
M. Liberatore, *Itinerant Work Experience Teacher, YCDSB*  
M. Prinzo, *Manager, Mental Health Services, YCDSB*

\*Denotes virtual attendance

### CALL TO ORDER / ATTENDANCE

#### 1.0 Prayer and Land Acknowledgement

#### 2.0 Roll Call

#### 3.0 Approval of New Material NIL

#### 4.0 Approval of Agenda February 10, 2024 Motion– Agenda approved (Legris / Byrne)

#### 5.0 Approval of the Previous Minutes Motion - Minutes approved (Byrne / Legris)

#### 6.0 Business Arising from Previous Minutes NIL

#### 7.0 SEAC Report to Board Motion – Report Received (Byrne / Wigston)

#### 8.0 Moment of Inspiration

*This moment of inspiration highlights the collaboration with community partners and agencies to build connections for YCDSB students with disabilities. Students from St. Theresa of Lisieux CHS, Our Lady Queen of the World and St. Robert CHS had an opportunity for a Religion Retreat with L'Arche Daybreak celebrating their gifts.*

**9.0 Presentations / Discussions**

9.1 Transition Planning Symposium

- Student Services Department and SEAC in collaboration with Your Support Services Network are hosting a Life After Highschool: Transition Planning Symposium on Thursday My 8<sup>th</sup>, 2025 at 6:00pm. Please [register](#) by May 5<sup>th</sup> to confirm your attendance

9.2 Mindfulness with ASD and FLS students

- In collaboration with YSSN, students participated in a 6 week program where students learn to use these skills for stress management as well as emotional learning and developing resiliency skills. The program varies week to week, building on previous practices and can be tailored to the needs of the students in the classroom. To address the unique needs of students, the program is an adapted skills teaching that includes simple terms at a modified pace, uses different modalities and it avoids abstract concepts. In an effort to accommodate all learner levels, students have the opportunity to practice mindfulness through the use of different aids.

9.3 Student Services Monthly Update

- Superintendent Powers presented a recap of programs and services delivered by the Student Services department over the last month, see page 3.

**10.0 Action Item(s)**

Nil

**11.0 Discussion Item(s)**

Nil

**13.0 Information Item(s)**

**12.1 SEAC Meeting Dates**

**12.2 MASCE Submission**

Superintendent Powers shared the copy of the MASCE form with SEAC member feedback, no additional feedback was provided.

**12.3 Rare Disease Day: February 28, 2025**

**12.4 Special Education realignment**

Superintendent Powers addressed the changes to literacy support across the system

**12.5 Association News**

Autism ON: Celebrate the Spectrum on April 2025, Report Card Project

Community Living: E- Connector

LDAYS Monthly Report & Flyers

**Items Received** (Byrne / Welch)

**14.0 Future Item(s)**

Nil

**15.0 Next Meeting: Monday March 3, 2025 @ 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 7:41 p.m.**

Meeting adjourned (Man / Legris)

### **9.3 Student Services Monthly Update**

#### **Secondary Special Education**

Once again I am very excited to share that on May 8th, the secondary Student Services Team will be hosting the *Life After High School Symposium* for Parents/Guardians of students with intellectual disabilities. This symposium will take place here at the CEC and will host various community day programs, and agencies that offer programs and services to students with disabilities after they graduate at 21. We have included the Symposium Flyer in your package and plan to send it via School Messenger to parents/guardians and we will be posting it on our board website. Trustee Grella, please do save the date so that you can join us that evening to address the guests on behalf of SEAC.

On Wednesday of this week we will be hosting our annual Best Buddies Valentine's Dance for secondary students with special needs and their buddies at the Venetian Banquet Hall in Concord. We look forward to an evening of food, friendship and dancing and we are actively praying that the next round of snow that may be coming for us is going to hold off until everyone gets home safe and sound.

#### **Elementary Special Education**

On Thursday January 30, we invited parents of children with exceptionalities who are registering for Kindergarten in September 2025 to an Information Evening. We were happy to host the meeting in person this year and welcomed approximately 50 parents between the boardroom and online. We were grateful to have representatives join us, from York Region Early Intervention Services, Kinark Entry to School Program and the Learning Disabilities Association of York Simcoe as well as Trustee Grella from SEAC.

In the next few months parents will be registering their children for school, and our Mutli-disciplinary teams will be meeting with the families and school teams to develop an Action Plan for September.

At the end of February we will be hosting parents of students who have met criteria for our Program of Academic and Creative Excellence (aka PACE), in a similar fashion so that we may share information about the Programs and its different locations.

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2024: 03**

**To: Regular Board Meeting**

**February 25, 2025**

A meeting of the Special Education Advisory Committee was held on **February 10, 2025** 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*, A. Grella, M. Iafrate*, S. Leckey*, D. Legris*, J. Man*, N. Welch*, J. Wigston, Y. Zhou*
Association Representatives:	J. Akleh*, E. DiFalco
Administration:	A.Cabraja, L.Lausic, J. Powers, E. Strano
Regrets:	A. Carter, M. Xue
Recording	C. Mong*
Guests:	J. DeFaveri, <i>Director of Education, YCDSB</i> R. Jordan, <i>Mental Health Lead Teacher, YCDSB</i> M. Liberatore, <i>Itinerant Work Experience Teacher, YCDSB</i> M. Prinzo, <i>Manager, Mental Health Services, YCDSB</i> A. Saggese, <i>Trustee, YCDSB</i>

*\*Denotes Virtual attendance*

1. **ACTION ITEM(S):** NIL
2. **CORRESPONDENCE:** NIL
3. **PRESENTATIONS/DISCUSSIONS/INFORMATION:**
  - Transition Planning Symposium
  - Mindfulness with ASD and FLS student
  - Student Services Monthly Update
  - Rare Disease Day, February 28, 2025
4. **ASSOCIATION REPORTS:**
  - Autism ON: Celebrate the Spectrum
  - Community Living: E- Connector
  - LDAYS: Winter programs and Monthly Report
5. **ITEMS FOR FUTURE AGENDA:**
6. **NEXT MEETING:** March 3, 2025

A. GRELLA, CHAIR, SEAC

# YCDSB Bocce Program



## Secondary Special Education @ YCDSB



## Background

- ❖ YCDSB partnership with Youth Bocce Canada
- ❖ YCDSB is celebrating 18 years of bocce play
- ❖ Bocce is open to all students with special needs
- ❖ Teams from all YCDSB high schools participate in the sport, under supervision of Special Education Teachers and Education Workers
- ❖ Teams from YCDSB participated in international tournaments
- ❖ International champions in 2010 and 2015

## Bocce 2025

- ❖ Approximately 180 secondary YCDSB students participated in an EAST and a WEST Tournament
- ❖ Winning teams are advancing to a regional tournament in March
- ❖ Student athletes are also invited to an all-inclusive tournament in May

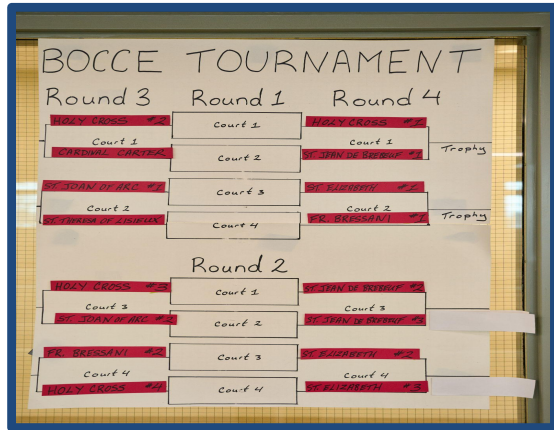
## Bocce Tournament - January 2025



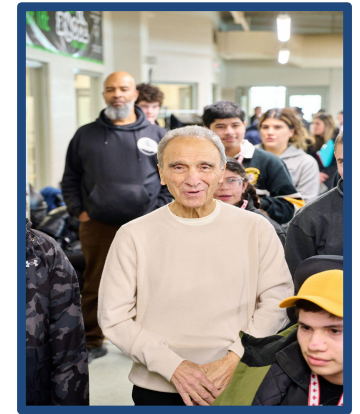




# Tournament Bracket



# Special Guests



# Volunteer Referees





# 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 Chri  
*Engaging, Enabling, Empowering*



**York Catholic District School Board Trustees**

320 Bloomington Road West  
Aurora, Ontario  
L4G 0M1

**Subject:** Urgent Reconsideration Needed: Impact of Cutting Reading Intervention  
February 11, 2025

Dear Trustees,

Dyslexia Canada is deeply concerned about the recent decision to cut funding for reading intervention at the York Catholic District School Board (YCDSB). This decision raises serious questions about whether the board is fulfilling its legal and moral obligations to provide equitable access to education for all students, including those with dyslexia and other learning disabilities.

The Supreme Court of Canada's decision in *Moore v. British Columbia (Education)* serves as a critical precedent in this matter. In *Moore*, the court found that a school board had effectively denied a student with dyslexia access to education by eliminating a reading intervention program without a clear, detailed plan to meet students' needs in another way. Furthermore, the board failed to demonstrate that it had already cut all non-essential programming before reducing funding for reading intervention. In that case, choosing to maintain an outdoor education centre while claiming budget constraints required cuts to literacy support.

The situation at YCDSB appears strikingly similar. The board has chosen to maintain many non-essential enrichment programs, including the International Baccalaureate Diploma Program, Regional Arts Program, STREAM focus program, Program for Academic and Creative Extension, High Performer Athlete Program, and Elementary International Languages Program while eliminating the current tier three reading intervention program and replacing it with Lexia licenses. This raises significant concerns about how students requiring intensive interventions will receive the support they need to learn to read.

The Ontario Human Rights Commission (*Right to Read* report) clearly states that:

***“Computer-based interventions such as Lexia® work best as a supplement to tier 1 instruction or tier 2 interventions, always under the direction of a trained teacher.”***

The resolution to replace tier three intervention with Lexia does not align with the OHRC's findings on effective reading instruction and intervention. Moreover, *Right to Read* Recommendation 76 makes it clear that school boards must provide **tier three interventions**

for students who do not respond adequately to tier one and tier two. The current plan does not provide clarity on how YCDSB will ensure that all three tiers of support remain available to all students who need them.

I request that the board provide a detailed explanation of how it will be providing all three tiers of reading instruction and intervention. Specifically:

1. How is YCDSB supporting classroom teachers to ensure they are providing effective tier-one instruction to reduce the need for intervention programs?
2. What steps has YCDSB taken to create objective decision-making criteria based on screening and diagnostic assessment data to match students with appropriate intervention programs?
3. Given these cuts, how will YCDSB ensure that all students who do not respond adequately to tier one and tier two instruction are provided evidence-based tier three intervention?
4. How does YCDSB track and measure the implementation and effectiveness of instruction and intervention at all tiers to ensure all students are receiving the instruction and intervention they need to succeed with learning to read?

The Supreme Court's *Moore* decision clearly states that cutting reading intervention programs without a clear, comprehensive plan to meet students' needs elsewhere violates their right to education. The current plan does not provide that clarity. Furthermore, it is very disappointing that the board's recently passed Multi-Year Strategic Plan does not include the Right to Read recommendations or the implementation of PPM 168. There are currently no goals related to using screening data to measure improvements in foundational reading instruction or using progress monitoring and fidelity data to improve the effectiveness of tier-two and three reading intervention programs.

I urge the board to reconsider the decision to cut funding for reading intervention and create a detailed data-driven plan to ensure all students receive the support they need to learn to read. I look forward to your prompt response outlining how YCDSB will meet its Human Rights obligations to provide effective reading instruction for students all students, including those with dyslexia.

Sincerely,

Alicia Smith

Executive Director, Dyslexia Canada

cc: Minister of Education Jill Dunlop  
Chief Commissioner of the Ontario Human Rights Commission Patricia DeGuire

# Call for Autistic Participants

## “The Report Card Project”

The Re Storying Autism in Education research team is looking for people who identify as Autistic to participate in an arts-based project on their experiences with educational assessments.

- Participants must be 16 years or older to participate
- If you identify as Autistic you are eligible to participate
- We encourage non speaking Autistics, BIPOC, and LGBTQIA+ to participate
- Participants will be invited to participate in a online exhibit
  - Materials such as a template will be provided
- You will be asked to recall your experiences with K-12 educational assessments such as report cards or evaluations

If you are interested in participating or have any questions please contact:  
Dr. Patty Douglas (PI) [douglas.patricia@queensu.ca](mailto:douglas.patricia@queensu.ca) or Haley Clark  
[haley.clark@queensu.ca](mailto:haley.clark@queensu.ca)

This study has received ethical approval by Queen’s University General Research Ethics Board.

## LDAO SEAC CIRCULAR February 2025

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, usually in September, November, February, April, and June.

This circular highlights key topics for your SEAC to consider. Where applicable, action items, questions to ask, and/or recommendations for effective practices will be included under each topic.

Feel free to share any of this information and any attachments with other SEAC members. As always, if you plan to introduce a motion for the consideration of SEAC, it is particularly important that you share all relevant background materials with your fellow SEAC reps.

### Topics covered by this SEAC Circular:

#### 1. Ministry of Education Updates:

- Mathematics
- Financial Literacy
- Literacy
- Mental Health

#### 2. PPM 8

#### 3. Transitions

#### 4. Key Takeaways: February 2025 SEAC Circular

#### List of Supplementary Materials:

1. [2024-25 Math and Literacy Supports Memo](#)
2. [Financial Literacy](#)
3. [Policy and Program Memorandum 8](#)
4. [Right to Read - Year Two Update \(Ontario Human Rights Commission\)](#)
5. [Accessible Transitions for Students with Disabilities K-12](#)
6. [Tiered Approach - LD@School](#)
7. [PAAC Funding Resource Guide](#)

**Note:** You can access the [SEAC Circular](#), [LDAO SEAC Policies](#), [LDAO Policy Statement on Educational Inclusion](#), and [PAAC on SEAC Effective Practices Handbook](#).

You can access Ministry funding (B & SB) memos by date at: [Ministry Funding](#).

### 1. Ministry Priorities for 2024-2025

#### a. Math

As part of the 2024-25 Math and Literacy Supports, the Ministry of Education is meeting with each school board across the province to review student performance on EQAO math scores. Students who are not meeting to standard often include those with Individual Education Plans (IEPs), both with and without a formal diagnosis. Math is a critical skill for student success across the province as it supports problem-solving, logical reasoning, and critical thinking, which are essential for academic achievement, career opportunities, and everyday life.

#### Potential Action Items, Questions to Ask, and/or Recommendations:

- SEAC representatives can inquire about how school boards are supporting student achievement in mathematics.
- Ask if evidence-based strategies are being used to assess and enhance student growth in math learning.
- Inquire about the availability and focus of professional learning opportunities for educators to strengthen their ability to teach math effectively, particularly for students with IEPs.

#### b. Financial Literacy

In the 2025–2026 school year, students must complete a mandatory course on Financial Literacy to graduate from high school. Students need to achieve a score of 70% to meet the minimum standard. If they do not meet this benchmark, they will be required to retake this test.

#### Potential Action Items, Questions to Ask, and/or Recommendations:

- SEAC members may inquire about the types of support that will be provided for identified students to help them achieve this benchmark.

#### c. Literacy

The Ontario Human Rights Commission's (OHRC's) Two-Year Anniversary Update of the Right to Read report indicates that boards across the province have made some progress in the directives given but limited progress in key areas. Gains have been made in curriculum, professional development, and universal screening. However, there has been little to no progress in teacher education, additional qualifications courses, accommodations, and professional assessments. The OHRC report recommends equitable access to interventions, ensuring that every school has Tier 2 and Tier 3 interventions available for students in each grade

**Potential Action Items, Questions to Ask, and/or Recommendations:**

- SEAC members could inquire about the availability of Tier 2 and Tier 3 interventions in schools across their board. This was a recommendation in the Right to Read Year Two report.
- Suggest tracking progress on implementing the Right to Read recommendations and sharing updates with SEAC.
- Recommend that boards develop, implement, and monitor plans to ensure equitable access to professional assessments and interventions for all students with LDs.
- Encourage boards to advocate for systemic change by sending a letter to the Ministry of Education requesting dedicated funding and resources for enhanced training in evidence-based literacy instruction for new teachers and additional qualifications courses.

**d. Mental Health**

The mental health of students, particularly those with disabilities, significantly impacts their ability to learn and succeed. Improving student mental health support can lead to enhanced academic performance, better social-emotional skills, and a positive school climate, benefitting all students and particularly those who may struggle with additional challenges. Students who feel like they matter and belong in a school environment, particularly students who with LDs develop resiliency. Resiliency is a key component to academic success.

**Potential Action Items, Questions to Ask, and/or Recommendations:**

- SEAC representatives may want to ask how funding for mental health resources is being allocated to support students with LDs specifically.
- Inquire about the availability of mental health professionals, such as child and youth workers, counselors, and psychologists, in schools and how their services are being tailored to support students with LDs.
- Recommend regular evaluations of mental health programs to ensure they effectively address the needs of students with LDs and other exceptionalities.
- Suggest providing professional development for educators on recognizing and supporting student mental health challenges.
- School Boards have a Mental Health lead at each school who is responsible for sharing information to parents to guide and support their students with positive mental health. Ask how these materials are being shared with parents in your Board.

**2. PPM 8**

The year two update from the OHRC report recommends revising PPM 8 to align with the DSM-5, incorporating current research on reading and spelling. The update should also include a comprehensive review of interventions implemented and an evaluation of the progress achieved. Additionally, the report highlights that current assessment practices often lack a full battery of cognitive tests, which are crucial for identifying and addressing the specific needs of students.

**Potential Action Items, Questions to Ask, and/or Recommendations:**

- Inquire whether school boards are advocating for updates to PPM 8 to reflect evidence-based practices and DSM-5 guidelines.
- Recommend that SEAC monitor and provide feedback on the implementation and effectiveness of interventions for students with reading and spelling challenges.
- Suggest that boards document and share outcomes from interventions to build a repository of effective practices.

**3. Transitions**

Audits of student Individual Education Plans (IEPs) continue to highlight that transition planning is an area requiring improvement, particularly for students with disabilities moving from K-12 to postsecondary. Poor coordination between secondary schools and postsecondary institutions remains a significant barrier.

One of the recommendations for our students with LDs includes providing assistive technology training for both staff and students, as well as improving access to instructional materials and adaptive technology before learning begins. The report also suggests creating a learning skills course tailored to address students' executive functioning needs. Developing resiliency in students was emphasized as a key area for boards to address through professional learning opportunities. Transition support should encompass both large transitions, such as moving from secondary to postsecondary education, and smaller transitions, such as changes between grade levels or classrooms.

**Potential Action Items, Questions to Ask, and/or Recommendations:**

- SEAC representatives may inquire about how boards ensure that IEPs are dynamic tools to support effective student growth.
- What strategies are in place to ensure timely access to instructional materials and adaptive technology before learning begins for students with LDs?

- Ask how school boards are ensuring effective transition planning for students with LDs, especially in coordination with postsecondary institutions.
- Suggest professional development opportunities for educators to support students in fostering belonging, mattering, and resiliency and managing transitions effectively.

#### 4. Key Takeaways: February 2025 SEAC Circular

1. **Ministry of Education Priorities:** Boards are focusing on improving math, financial literacy, literacy, and mental health outcomes for students. SEAC representatives are encouraged to explore how these priorities are being addressed and advocate for evidence-based practices and equitable access to resources.
2. **Transitions:** Transition planning for students with disabilities continues to be an area of improvement. Recommendations include providing assistive technology training, improving access to instructional materials, and fostering resiliency through professional learning.
3. **Individual Education Plans (IEPs):** SEAC members should inquire about how IEPs are being utilized as dynamic tools to support effective student growth, particularly during transitions.
4. **PPM 8 Updates:** The Ontario Human Rights Commission recommends revising PPM 8 to reflect DSM-5 guidelines and current research on reading and spelling, with a focus on improving interventions and cognitive assessments.
5. **Right to Read Implementation:** Boards need to enhance access to Tier 2 and Tier 3 interventions and develop, implement, and monitor plans for equitable assessments and interventions for all students with LDs.
6. **Mental Health Support:** The mental health of students with disabilities remains a critical focus area. Boards should ensure appropriate funding, professional mental health staff availability, and educator training to support students effectively.
7. **SEAC Action:** SEAC representatives play a vital role in advocating for inclusive practices, raising critical questions, and ensuring that board policies align with provincial priorities and student needs.

## Upcoming Programs

### Jump Math

- 8 week math program for students age 7-13
- Curriculum-based
- Two one hour sessions per week
- Focuses on building strong foundational math skills and improving computational fluency

[Register Here](#)

### Reading Rocks

- 8 week reading program for students age 7-13
- Curriculum-based
- Two one hour sessions per week
- Focuses on building strong literacy skills through engaging, motivational strategies

[Register Here](#)

### Level Up

- Flexible program for students in grades 2-8
- Meetings are once week, for one hour, with up to 4 sessions a month
- Personalized homework assistance, help with numeracy and literacy skills, improving study habits, ect.

[Register Here](#)

All three of our tutoring programs offer virtual, 1:1 sessions with experienced tutors. Personalized to meet your child's unique needs, each program provides flexible scheduling to fit your family's routine. With limited spaces available, early registration ensures you secure the best timeslot for your child.

Contact Alicia for more information at 905-884-7933 ext. 6.

### Social Skills

- 6 week program for students age 7-12
- Curriculum-based
- 1 one hour sessions per week
- Focuses on social skills like communication, listening, problem solving, friendship skills, self esteem, self advocacy and more!
- Maximum 6 students per group
- Groups meet in York Region and Simcoe County

Contact Tori for more information at 905-884-7933 ext. 4.

[Register Here](#)

### SoAR Mindful Transitions

- 4 one hour sessions.
- 1:1 format in-person, online, or group sessions in schools.
- Tailored resources and interactive sessions for each student, alongside a workbook that covers a wide range of topics.
- Topics include but are not limited to self-advocacy, stress management, understanding your IEP, accessing accommodations, and much more!

Contact Sara for more information at 905-884-7933 ext. 3.

[Elementary](#)

[High School](#)

For more information and to register for any of the programs below, contact Meghan at 905-884-7933 ext. 7.

### Parent Support Group (PSG)

Parents and guardians are invited to join our FREE Virtual Support Group, designed to support caregivers in navigating the journey of managing their child's Learning Disabilities and/or ADHD. This monthly gathering offers a chance to connect, share experiences, and discuss emotions while strategizing for both strengths and challenges in a positive environment. The group is currently held over Zoom at 7:30pm on Thursday nights.

[Register Here](#)

### Strategies For Life

This nine-session individual counseling program is designed for youth and adults aged 16+ with Learning Disabilities (LD) and/or ADHD, focusing on the socio-emotional effects of these conditions. Participants will gain insight into their diagnosis, strengths, and challenges, while learning coping strategies for stress and anxiety, and creating action plans to navigate life's obstacles. The program aims to build resiliency and life skills, empowering individuals to thrive and achieve overall well-being.

[Register Here](#)

### Job Fit

The Job Fit program supports youth and adults 18+ with LDs and/or ADHD in exploring their interests, strengths, and areas of need to successfully pursue employment and request workplace accommodations. It helps clients gain a deeper understanding of their LDs while building confidence to enter the workforce. The program also covers post-secondary options and requirements for career advancement. Job Fit can serve as the bridge to help you close the gap between where you are now and where you want to be.

[Register Here](#)

### Adult Support Group (ASG)

Adults are invited to join our FREE Virtual Support Group, where you can connect with others who understand the challenges of living with Learning Disabilities and/or ADHD. This is a great opportunity to meet new people, share your feelings in a safe space, build self-esteem, and collaborate on problem-solving while celebrating successes. The groups is currently held over zoom at 7pm on Wednesday nights.

[Register Here](#)



## **SEAC Reps - LDAYS Monthly Report - March 2025**

### **Upcoming Programs and Services: (Please see attached Flyer)**

#### **March Break Social Skills Camp – Register Now!**

Social Skills March Break Camp 2025, designed specifically for students aged 7-12 with Learning Disabilities and ADHD. Full subsidies are available, supported by the Town of Aurora. This engaging camp focuses on building essential social and emotional skills in a safe and supportive environment, helping children gain confidence, make lasting friendships, and navigate social situations with ease.

Our camp is led by accredited social service workers using the proven PEERS® curriculum, providing a structured yet fun atmosphere where children can grow socially and emotionally. With small group sizes and expert facilitators, children will get personalized attention and support throughout the program.

**Camp Dates:** March 10th - 14th, 2025

**Location:** Devins Drive Public School, 70 Devins Drive, Aurora

**Fees:** \$350 for LDAYS Members and \$400 for Non-LDAYS Members \*\*Full Subsidies Available\*\*

Spaces are limited! Don't miss out on this incredible opportunity for your child to thrive.

Register Today to see if you qualify for any subsidies: [March Break Camp 2025 - Registration](#)

For more information contact Tori at (905) 884-7933 x 4 or email [tori.bekolay@ldays.org](mailto:tori.bekolay@ldays.org) or visit our website: [Social Skills March Break Camp](#)

#### **Introducing our latest in-person initiative: Homework & Beyond!**

This **fully subsidized, 6-week program** combines homework assistance with social skills development in a welcoming, drop-in format. Tailored to support students aged 10 to 12\*. The program fosters both academic progress and personal growth.

#### **Why Homework & Beyond?**

- **Individualized academic support** to help students excel in school.
- **Social skills enhancement** to build confidence and improve interactions.
- A **flexible and supportive environment** that meets the unique needs of each participant.

#### **Program Details:**

- **Start Date:** Thursday, March 20th
- **Time:** 4:00 PM – 6:00 PM
- **Location:** 9030 Leslie St, Unit 216, Richmond Hill, ON

\*Students outside the 10-12 age range are welcome to register! We will schedule an intake call to ensure the program is the right fit for their needs.

Spots are limited, so don't wait! Secure your child's place in Homework & Beyond by registering today: [Homework and Beyond Spring 2025 - Registration Form](#)

For more information contact Alicia at 905-884-7933 ext. 6 or [alicia.carter@ldays.org](mailto:alicia.carter@ldays.org) or visit our website: [Homework and Beyond](#)

#### **Level Up Tutoring**

Our Level Up Tutoring Program offers personalized numeracy and literacy assistance, specifically designed for students in grade 3 to grade 7 with learning disabilities or ADHD. With one-on-one virtual sessions, our experienced tutors help your child build confidence, enhance study habits, and develop crucial academic skills in both math and reading. Sessions are tailored to meet your child's unique learning style, ensuring a more enjoyable and effective learning experience. Enroll now to secure a spot and let's make this school year the best one yet! Click [here](#) for more information and to register.

#### **Reading Rocks and Jump Math**

Our Reading Rocks and Jump Math are individualized virtual intervention programs designed for students aged 8-14 who are significantly behind in literacy or math due to diagnosed learning disabilities. **Reading Rocks** focuses on enhancing reading skills through tailored instruction and motivational tactics, while **Jump Math** emphasizes foundational math skills and confidence-building through 1-to-1 or small group sessions and engaging activities. Both programs run for eight weeks, meeting twice weekly, with a fee structure that includes options for subsidies. Click [here](#) for more information and to register for JUMP Math and Reading Rocks.

#### **SoAR**

The SoAR Program is designed for students in Grades 7-8 or Grades 11-12 diagnosed with Learning Disabilities and/or ADHD, helping them develop vital life skills for academic and vocational success. The program includes tailored sessions focusing on personal development, self-advocacy, stress management, study strategies, and essential job skills, empowering participants to navigate their transitions into high school and post-secondary education or the workforce. Through engaging discussions and activities, students enhance self-awareness and build practical skills to achieve their goals confidently.

The program can be facilitated in a group setting or one to one. Groups are held in class for 4 sessions with 6 participants per group.

- Click [here](#) for more information and to register for **SoAR Elementary**.
- Click [here](#) for more information and to register for **SoAR High School**.

#### **Top inquiries from parents:**

- Alternative placements and interventions in elementary and especially high school are becoming increasingly necessary, as current interventions are insufficient. Parents are expressing growing frustrations and concerns regarding the lack of individualized supports and interventions that address their child's unique and specific educational needs. Additionally, there is a growing concern

that some teachers do not fully recognize the importance of providing necessary accommodations, further impacting student success.

- Placement and intervention to help students in elementary school achieve academic success and have adequate support.
- Supporting elementary students with learning disabilities to develop essential skills and meet curriculum expectations, ensuring they are prepared for success in high school, rather than allowing them to pass grades without meeting grade-level standards in elementary school and then being surprised by their struggles later on in high school
- Supporting shy students in elementary and high school who may struggle to advocate for themselves and request necessary accommodations. Many of these students have not received the support they need in developing these skills and require guidance. It is essential for teachers to be patient and actively support these students, helping them build the skills to succeed, rather than assuming they should already possess them.

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