



ST. KATHARINE DREXEL CATHOLIC HIGH SCHOOL

Special Education Information Evening 2025

St. Katharine Drexel School Prayer

Heavenly Father,

As we continue our work together in establishing our school community with St. Katharine Drexel as our foundation, we acknowledge her dedication to joyfully serving the marginalized and oppressed. Help us to emulate her example of love and compassion towards all people.

We pray for the strength and courage to follow St. Katharine's example, to be agents of change and justice in the world. May we always be reminded to manifest our joy in serving others, and may her message of inclusivity and empowerment continue to inspire us that we may have the wisdom to discern Your will and the courage to act on it. May her spirit of generosity and selflessness open wide our hearts to guide us in all that we do.

We make this prayer through Christ, our Lord.

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.



Introductions:

Mr. Bruni – Principal

Mrs. Muscoiona – Vice Principal

Mrs. Savo – Vice Principal

Mrs. Sambolec – Department Head of
Special Education (high school)

Mrs. Riley – Grade 7 and 8 Special
Education Teacher

Mrs. Fiorini – Grade 7 and 8 Special
Education Teacher



Agenda

- Overview of St. Katharine Drexel C.H.S.
- Special Education
Elementary & Secondary
- Elementary Special
Education
- Special Education in High
School

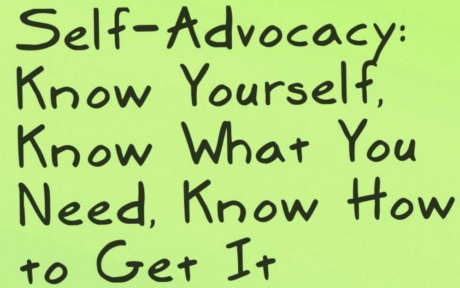


Special Education Elementary & Secondary



What is our main goal for students?

Self-Advocacy



Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It

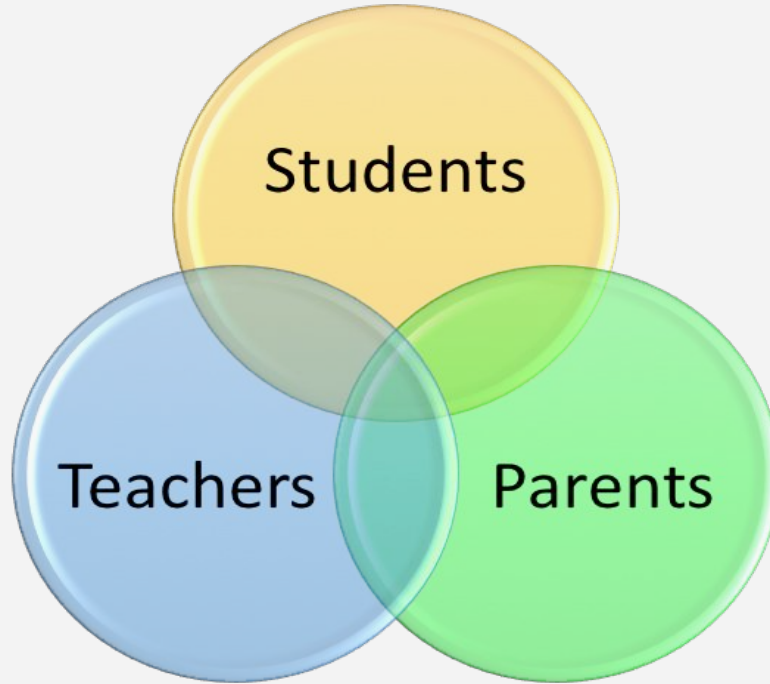
Self-Advocacy

“...the ability to recognize and meet the needs specific to one’s learning without compromising the dignity of oneself or others.”

- ❑ Most parents and professionals involved with preparing students with learning disabilities for “transitions” would agree that independent decision making and the ability to express one’s needs are two critical elements of self-advocacy.



Most Importantly: Collaboration

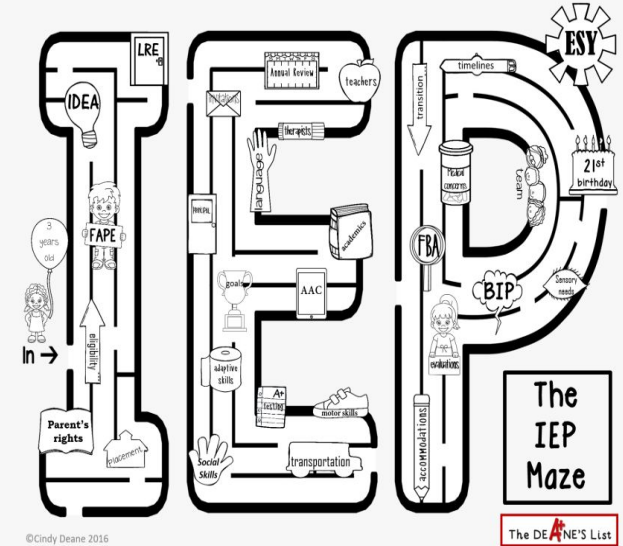


Individual Education Plan (IEP)



The IEP

- ❑ All students identified as exceptional receive an IEP
- ❑ Students play a role in the development of their IEP
- ❑ Students are encouraged to know themselves as a learner and advocate for their needs
- ❑ **Most subjects are accommodated**
- ❑ **Subjects are rarely modified (reduction of course expectations)**
- ❑ It is extremely important that students use their accommodations



SEA Claim Chromebooks

- ❑ Are available for home use
- ❑ Recommend that students use the chromebook at home and at school
- ❑ ALL students with an IEP can receive a copy of their textbooks in PDF format
- ❑ Additional resources for technology training can be accessed at: <http://elibrary.ycdsb.ca/>



Elementary Special Education



Special Education Room – Grade 7 and 8

- ❑ The Grade 7 and 8 Special Education room is 251 on the second floor.
- ❑ **Programing for Grade 7 and 8 depends on the needs of each individual student.**
- ❑ Some students may require gap filling in certain areas and will have set Special Education times each week.
- ❑ Some students may not have a scheduled Special Education period, instead, they be ‘monitored only’ and supported by their classroom teacher, where possible.
- ❑ Student on Alternative programing will have their own Special Education schedule based on their IEP and individual needs.
- ❑ The Special Education room is often utilized by students of their own accord, thus encouraging self-advocacy, independence, initiative, and self-regulation.

What happens in the Grade 7 and 8 Special Education Room:

Room 251 is for students to:

- | | |
|---|--|
| <ul style="list-style-type: none">❑ Gap-fill based on data from assessments, classroom teachers, parents, and the students themselves❑ Receive help with organization and other learning strategies❑ Receive extra time on tests/exams❑ Scheduled check-ins for time-managements, task completion etc. | <ul style="list-style-type: none">❑ Meet with their Special Education Teacher for IEP writing, transition planning, learning skills review, etc.❑ Encourage self advocacy and independence❑ Alternative programming for social skills, daily living, Pathway to Independence Program (PIP), etc. |
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Special Education in High School



Special Education Program

- ❑ The Special Education Program supports students with mild to moderate learning challenges. It is designed for students with learning, intellectual, or physical disabilities. Students can join the program after being identified as exceptional through the IPRC process, or they may receive interim support and assessment before formal identification.
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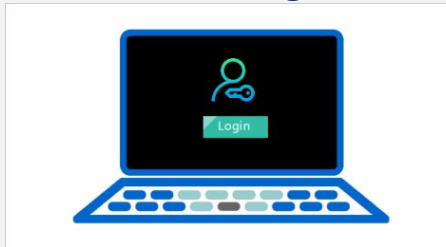
Role of the Special Education Teacher

Some of What We Do:

- Support with Individual Education Plans (IEPs)
- Teach learning strategies
- Collaborate with subject teachers to support student success
- Work with board specialists (e.g., special ed consultants, psychologists, OTs, speech therapists)
- Help prepare for Grade 9 EQAO Math and OSSLT
- Support social skills development
- Run programs and services such as like *Pathways to EmployABILITY* and *Pathway to Independence* (self-advocacy).
- Assist with post-secondary planning and transitions

Special Education Room

- ❑ A drop-in space for tests, extra help, studying, and assignments
- ❑ No scheduled core period – students stay in class for lessons
- ❑ Special Education teachers support all core students
- ❑ Attendance in the resource room is tracked using the Core Attendance Program (CAR)



What Students Can Do in the Resource Room

- Get help with organization and learning strategies
 - Write tests and assessments
 - Get extra time for tests and exams
 - Receive support with assignments and classwork
 - Ask questions to better understand test instructions
 - Meet with their Special Education Resource Teacher for IEPs, transition planning, and learning skills
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The Core Resource Room is NOT for:

- One-on-one tutoring
- Getting help during tests or exams
- Replacing regular classroom learning

IEP Accommodations in High School – What to Know:

- Usually include 5–7 key accommodations (instruction, environment, assessment)
- Students are responsible for accessing their accommodations with support from their Special Education teacher
- Accommodations can change each semester and for each course
- Based on assessments, past IEPs, and learning needs (e.g., extra time, assistive tech, scanned texts)
- Must match EQAO and OSSLT requirements
- Post-secondary goals are the top priority!



Grade 9 Learning Strategies

- ❑ Highly recommended for students with Learning Disabilities and Autism Spectrum Disorder (ASD) who are working towards an OSSD
- ❑ Taught by a teacher in the Special Education Department
- ❑ Small class size – maximum 15
- ❑ Use of assistive technology
- ❑ Teaches learning skills: organization, time management, study skills, stress management, group work etc.
- ❑ Has a curriculum and therefore is a course for credit.
- ❑ No exam!



Functional Life Skills Program

- Supports students with developmental disabilities and delays in academics and daily living skills.
- Programming is individualized and documented in the IEP.
- Focus areas include:
 - Interpersonal & Communication Skills
 - Independence & Self-Advocacy
 - Job & Computer Skills
 - Self-Awareness

Social Communication Program

Program Highlights:

- Individualized support focused on:
Communication
Self-Regulation
Social Skills

Alternative Curriculum Focus:

- Interpersonal Skills
- Independence & Self-Advocacy
- Communication & Job Skills
- Self-Awareness
- Computer Skills

Post-Secondary Pathways

School to Community: Leads to a Certificate of Accomplishment

- Students are prepared for community-based options like day programs, recreation, volunteering, and jobs.
- Students take non-credit K courses, either in integrated settings or separate FLS classes.
- Each year, students, families, and school staff meet to plan transitions.
- Next steps may include job programs, post-secondary options, or other community-based supports.

School to Work: Leads to an Ontario Secondary School Certificate (OSSC)

- Requirements: 7 compulsory + 7 optional credits.

School to College/University: Leads to an Ontario Secondary School Diploma (OSSD)

- Requirements: 30 credits, 40 volunteer hours, OSSLT/OLC completion.

Parents: How to Support Your Child

- ❑ Go over the IEP together
- ❑ Help set realistic goals
- ❑ Check in on classes regularly
- ❑ Support time management and organization
- ❑ Talk about post-secondary plans
- ❑ Stay in touch with the guidance counsellor



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Breakout Rooms and Questions:

Grades 7 and 8 Special Education Room 251

High School Special Education Room 332

