

MINUTES

Central Committee for Catholic School Councils (CCCSC)

Thursday, April 11th, 2024, 7:00 p.m.

CEC – Board Room

Members Present:	Dominique Darmanin-Sturgeon	Chair and Brampton West Secondary Representative
	Adrian Scigliano	Superintendent
	Brian Diogo	Superintendent
	Karen Dancy	Vice Chair and Brampton North-East Secondary
	Laurie-Anne Clark	Mississauga Brampton Central Secondary Alternate, SEAC Rep
	Herman Viloría	Trustee
	Diana Speranza	Principal/Vice-Principal Secondary Association
	RoseMarie Pazzelli	Principal/Vice Principal Elementary Association
	Paul Basran	Principal/ Vice Principal Elementary Association
	Alexandra Sikorski	Mississauga Brampton Central Elementary
	Jennifer Cazabon	Mississauga Brampton Central Secondary
	Natasha Kovar	Mississauga East Elementary
	Catherine Rivera	Mississauga East Secondary
	Amanada Le Blanc	Mississauga North Elementary
	Maria Commisso	Dufferin-Peel Elementary Unit OECTA
	Thomas Murphy	Dufferin-Peel Elementary Unit OECTA
	Sheena Tennessee	Brampton North East Elementary
	Anthony Marchao	Brampton West Elementary
	Stacey Budd	Brampton East Caledon Dufferin Malton Elementary
	Sunny Kanabe	Brampton East Caledon Dufferin Malton Secondary
Recorder:	Gabriel Ogundele	Parish Rep
	Angela Charette	Executive Administrative Assistant

A. Routine Matters

1. Chair Dominique Darmanin-Sturgeon called the meeting to order at 7:00 p.m.
2. Prayer led by Superintendent Scigliano
3. Land Acknowledgement - Superintendent Diogo
4. Welcome and Introduction
 - a. Welcome and Declaration of CCCSC Representatives
 - i. Declaration of Conflict of Interest- Nil
 - b. Declaration of Alternates by Family of Schools

Mary Boulos	Rim Boulos	Mike Brunetto
Juanita Celenza	Kyla Lepore	Karen Myers- Barnett
 - c. Identification of Observers and Guests

Anthony Cardamone
5. Approval of Minutes, March 7. 2024

Moved by Alexandra Sikorski
Seconded by Karen Dancy

THAT THE MINUTES OF THE CENTRAL COMMITTEE OF CATHOLIC SCHOOL COUNCILS MEETING, MARCH 7, 2024, BE APPROVED.

CARRIED

5. Approval of Agenda, April 11, 2024

Moved by Natasha Kovar
Seconded by Laurie-Ann Clark

THAT THE AGENDA OF THE CENTRAL COMMITTEE OF CATHOLIC SCHOOL COUNCILS MEETING, APRIL11, 2024, BE APPROVED.

CARRIED

- a. Business Matters- Nil

CARRIED

B. Presentation – Student Census Data

Approved Minutes- Central Committee for Catholic School Councils, April 11, 2024

Executive Superintendent Max Vecchiarino- Policy, Strategy, Research and Safe Schools
 Kathy Russell- Kwan- Researcher, Equity, Policy Strategy Research

Superintendent Diogo: Attendees online shared links to join webinar; may rejoin the CCCSC meeting following the presentation- QR Code regarding survey data and uniform policy- suggestion to jot down questions throughout the presentation then scan the QR code following the webinar

- i. Census conducted with equity in mind- learning who students and staff are, long term goals, identify and eliminate systematic barriers- intent to work and irradicate stereotypes towards a variety of individuals with diverse learning needs who have been subject to impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, antisemitism homophobia, transphobia, sexism ableism, or other oppressions subject to oppressions, irradicate and dismantle- intentional work to address professional development
- ii. Disproportionality is an over or under representation of a group
- iii. Disparity is a disproportionate representation of one group compared to another in terms of outcomes
- iv. 20,000 students in grades 4 to 8 answered questions between November 2021 and March 2022- data deconstructed and information captured- secondary data shared prior- all students asked if they would like to participate- not anonymous- highly confidential with no requirement for completion, response rate 84%, very accurate representation. Grades 9 to 12- 19,840 students participated in grade range- more students actually accessed the survey- 22,232 students accessed the census than completed- significant results
- v. Students asked to talk about grades, languages, indigenous languages, ethnicity, race, religious affiliation and gender identity, sexual orientation, disability, birth. Historical and present representation of indigenous and equity seeking groups. Did students feel that there was representation. Representations of their own identities, peer inclusion, school inclusion, and wellbeing. Sexual orientation only asked of secondary students and students in Grade 8 at the elementary level. Students who were in grade 7 or younger did not even see those questions.
- vi. 80% of elementary students completed census by themselves as well as students in secondary grades
- vii. Indigenous Identity- students given opportunity to indicate if they were members of first nations, Metis, Inuit, of other indigenous identities not listed- or indigenous in the racial category- students could identify ethnicity in open response area- students could also self-identify in the student information system
- viii. Breakdowns of additional census data shared- racial identity, sexual identity, ethnicity, status in Canada, languages
- ix. Term disability used in census specifically because it matches one of the protected grounds in the Ontario Human Rights Code- varying answers- mental health disabilities and learning disabilities highest frequency - opportunities for parents and guardians to complete a census on behalf of a student who required parental support
- x. Staff census highlights- how it aligns and or doesn't align-71% of staff participated- no attitudinal questions- voluntary responses- staff census anonymous- opportunity to respond on paper too if preferred - English learned by most staff and first

- language- English, Spanish and Tagalog languages spoken most frequently at home- indigenous identity, more than staff- more Indigenous students than staff- data collected on staff identity, racial identity, language, gender identity
- xi. Secondary schools open access- religious identities therefore more varied- English still more predominant for students and staff, Italian and Portuguese most frequently spoken at home amongst staff and students, next to Punjabi and Arabic
 - xii. Representation is addressed as an educational community- senior leaders predominantly white- secondary schools have more staff who identify as non-Black racialized
 - xiii. Attitudinal survey- peer inclusion, school support, sense of exclusion, wellbeing and positive reflection of identity, with or without religious affiliation, achievement
 - xiv. In elementary and secondary, data collected on overall achievement of racialized and non-racialized students, and gender identities, as well as students with an IEP, as well as program pathways- differences in pathways- data available from Ontario University Application Centre- only data readily available
 - xv. Access to programs such as International Baccalaureate, Extended French, Regional Arts Program data collected
 - xvi. Math and Science courses tracked after mandatory credits obtained in secondary- student profiles- males observed as taking more grade 12 math with females taking senior science
 - xvii. Suspension data observed as well as progressive discipline

CARRIED

Presentation – Student Dress Code Policy

Executive Superintendent Max Vecchiarino- Policy , Strategy, Research and Safe Schools
Kathy Russell- Kwan- Researcher, Equity, Policy Strategy Research

- i. Education Act and Board Policy requires review every five years- consensus on various input received- dress code expectation's
- ii. Important for policies to be reflective of priorities highlighted by Ontario Human Rights Code
- iii. Suggestion to merge two dress codes to create more clarity- secondary school uniforms prevalent in all Dufferin Peel schools with exception to alternative programs- non uniform worn on civics days, and in elementary school
- iv. Focus with all work is to highlight equity, inclusion through dress code and uniform expectation- removal of subjective language such as modesty and appropriateness- difficult to define or enforce- prohibition of promoting hate, discrimination, illegal activity, profanity, violence, political language, or threats to health and safety
- v. Cultural sensitivity on impact of dress codes- religious and cultural head dress- students not sanctioned for them
- vi. School uniforms should not create hardship for families
- vii. Dark colored bottoms, and recommendations for dark colored tops as well- wear better and provide more equitable attire for students

- viii. Feedback requested from Advisory Council on dress codes- QR Code shared- for minimum expectations provided for student dress code- and determining changes that may need to be made
- ix. Changes proposed will affect thresholds for support in elementary schools- implementing a dress code from 75 to 60 percent- feedback requested on those numbers

CARRIED

Presentation – Student Transitions

Laura Pincente- Coordinator Diverse Learning Needs

Carol Jones- Special Education and Learning Services

- i. Overview on students’ pathways and transitions- including students with diverse learning needs- Dufferin Peel staff foster the Ontario Catholic School Graduation Expectations- enrich connection to catholic community and nurture sense of belonging and wellbeing- aligned with the MYSP
- ii. System supports all pathways- including specialized programs that extend to year 7 students
- iii. Pathways different for each student – students may be unaware of all programs available when applying to post-secondary-connect with guidance, community service, engaging early recommended, multiple pathways
- iv. Post graduate students often apply for additional certifications or degrees
- v. Shortages of trades people in Ontario
- vi. Career life planning program- ensure students develop knowledge skills to make informed career life choices, classroom, and school wide opportunities for learning- framework is built on four questions linked to four areas of learning: Knowing yourself, exploring opportunities, making decisions and setting goals, achieving goals and making transitions
- vii. My Blueprint- online tool available to all students-grades K-6 have All About Me electronic portfolio, grades 7-12 have educational planner- Who am I section may be accessed to help with learning styles, interests, knowledge
- viii. My Blueprint assists with planning courses and tracking graduation- compare and investigate pathways- apprentice programs, college and university programs, workplace options- guidance or special education resource- Specialist High Skills Major, and experimental learning opportunities related to a specific sector, dual credit opportunity, OYAP Program to support towards an apprenticeship
- ix. Students may choose college pathway- requirements vary- students unsure may apply to general prep- not all college programs require grade 12 English- academic upgrading may also be available
- x. Transitions resource Guide accessible for students and families with disabilities and to further support students with IEPs or special education needs- information on rights, responsibilities, accessibility services, advocacy, residence and campus accessibility, support services
- xi. Post secondary schools plan transitions for students with differing abilities

- xii. IEP contains a transition plan- year to year and prepare for post-secondary pathways- case conference reports shared with families
- xiii. Transition Planning Toolkit binder shared- Ministry mandated documents- timelines for services, and a tool to use in partnership with a transition or community support meeting- annual activities, goal setting, action items may be tracked
- xiv. Each year transition meetings are scheduled- year four child services to adult services- review application with Ontario Disability program, tax credit, savings, bank account- graduation activities
- xv. Pathways may include independent employment, community participation, community integration through cooperative education program, day program pathway
- xvi. Students may apply to CIC College programs may be applied- team will discuss and assist, if not successful will discuss competitive employment, or day program supports if chosen- service coordinators recommended
- xvii. Dufferin Peel partnered with Peel Board- two central resource fairs- Apple Wood Acres Secondary School, on April 24th- to discuss community programs, government supports

Natasha Kovar: Clarification requested if guidance department would recommend private colleges as options

Laura Pincente will follow up- guidance department may provide more information but will follow up

Responding to Gabriel Ogundele, on best time to begin transition with students, Carol Jones clarified exploration beginning in grade 9 important, never too early to find out about OYAP, college or universities

CARRIED

B. Standing Items

1. Trustee Report – Herman Vilorio

- i. New graphic ‘We All Belong’ aligns with DPCDSB Board of Trustees’ 2023-2027 Multi-Year Strategic Plan- represents all-embracing community in schools, classrooms, learning and work environments. Graphic to be displayed in all DPCDSB schools and facilities- <https://www.dpcdsb.org/news/news-archives/dpcdsb-we-all-belong>
- ii. Community Information Bulletin sent to all DPCPSB families that a strike notice has been received from the Dufferin-Peel Education Resource Workers Association (DPERWA) bargaining unit indicating its intent to commence strike action the week of April 29, 2024. Under School Board Collective Bargaining Act, bargaining units may strike locally, only on local items and not on central bargaining table- no central agreement reached making it challenging to bargain locally. It is Dufferin Peel’s

commitment to continue to engage in meaningful collective bargaining with the goal of achieving a local memorandum of agreement.

- iii. The 2024-2025 Public Budget Information Webcast is Wednesday, April 24, from 6:30 pm to 7:30 pm. The webcast offers an opportunity to share important financial information with our communities and provides an opportunity for questions to be addressed. Our DPCDDSB schools have been advised to ensure Catholic School Council meetings are scheduled for this same evening to join the webcast together. More information available on the DPCDSB website.
- iv. The Ministry of Education issued a Policy and Procedures Memorandum (PPM 167) February 1, 2022 regarding online learning graduation requirement for secondary students. Beginning with the cohort of Grade 9 students who entered secondary school during the 2020-2021 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma. Students have the opportunity to opt out or be exempted from online learning. Parents/guardians and students can discuss any questions or concerns they have with their guidance counsellors for course selection in the upcoming 2024-2025 school year.

CARRIED

2. Superintendent Report- Adrian Scigliano

- i. Math department creating a website- will be shared in the fall- information is coming aimed at sharing the Math Plan more broadly
- ii. May 1st guest speaker- Alexis Locker presentation- earliest date available on vaping and cannabis use
- iii. Suggestion regarding planning for guest speakers in advance- CAS can be an approved speaker in October
- iv. Volunteer of the Year Award information sent out- reminders will be sent out to administrators- dates and timelines will be forthcoming
- v. \$25,000 that was sent to SEAC- spending has included sacramental preparations, transitions, inclusion event- See Me For Me, employment support fair

Superintendent Scigliano will follow up on Gabriel Ogundele's request on clarification of the role of parish rep, if appropriate, for sacramental prep

CARRIED

3. **Ontario Association of Parents In Catholic Education (OAPCE) Report- Diana Carlesimo- Nil**

CARRIED

4. **Special Education Advisory Council (SEAC) Report- Laurie- Ann Clark**

- i. Next meeting on April 17, 2024
- ii. March 20th meeting- Together We Are Better presentation- students from JK, SK and grade 1 had put together presentation- how they called their friends with differing abilities
- iii. Social Work prestation- how they support parents in schools

CARRIED

5. **Diocesan/Parish Representative Report- Gabriel Ogundele**

- i. Question to all members if Bishop Camilleri should be requested to join for Mass on evening of Volunteer of the Year evening

CARRIED

C. Information/Committee Updates

1. **Correspondence- Dominique Darmanin-Sturgeon**

- ii. Natasha Spillett- family night event- author and speaker uses writing to pass down Indigenous teachings
- iii. St. Edmund Campion- Dr. ABC presentation -Ontario Certified Teacher, author- no registration required at 6:30 pm on Monday, April 29th

CARRIED

6. **CCCSC In Service Committee Report- Nil**

CARRIED

D. Adjournment/ Closing Prayer

The Closing Prayer was led by Chair Dominique Darmanin-Sturgeon.

E. Future Meetings

Thursday, May 9, 2024

Approved Minutes- Central Committee for Catholic School Councils, April 11, 2024

Thursday, June 20, 2024 - Volunteer of the Year Award Presentation & final meeting of the school year

F. Adjournment

Moved by Alexandra Sikorski

Seconded by Sunny Kanabe

THAT THE MEETING BE ADJOURNED AT 9:00 pm

CARRIED