

Special Education Advisory Committee Meeting
REVISED - AGENDA

Wednesday, November 13, 2019, 7:00 pm

Board Room, Catholic Education Centre

***Mission:** Disciples of Christ, nurturing mind, body, and soul to the fullness of life.*

***Vision:** Changing the world through Catholic education.*

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1. Call to Order and Attendance	
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6. Previous Business	
B. Presentations and Staff Reports	
1. Dufferin-Peel Catholic District School Board Multi-Year Strategic Plan, Learning and Achievement - Provincial Assessments; Max Vecchiarino, Superintendent, Policy, Strategy & Global Learning; Brad Kipfer, Researcher; Special Education Staff	
2. Financial Services Presentation; Julie Cherepacha, Executive Superintendent Finance, Chief Financial Officer & Treasurer; Brian Hester, Superintendent Financial Services; Guy Arangio, Manager; Domenic Santucci, Grants Administrator	
3. Update: Planning for "Preparing Your Child with Differing Abilities for the Sacraments" and PRO Grants; Special Education Staff	
C. Budget	
D. Reports from Trustees	
E. Information/Reports from Community Associations	
F. Work Group	
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1. CCCSC Letter Regarding PRO Grant for SEAC Approval	9
I. Questions Asked of, and by, Committee Members	
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K. Future Meetings	
December 4, 2019 (Advent Liturgy at 6:30 p.m.)	
January 15, 2020	

February 12, 2020

March 11, 2020

April 22, 2020

May 20, 2020

June 10, 2020

L. Adjournment



OPENING PRAYER

A Prayer For Remembrance

Ever-living God,
We remember those whom you have
gathered from the storm of war
into the peace of your presence.
May that same peace calm our fears,
bring justice to all peoples
and establish harmony among the nations.
Through Jesus Christ our Lord.

Amen



Special Education Advisory Committee Meeting
Memorial St. Demetrius
Wednesday, October 09, 2019, 7:00 p.m.
Board Room, Catholic Education Centre

The mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and Church, is to provide, in a responsible manner, a Catholic education, which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

Chair: Luz del Rosario
Vice Chair: Leslie Silvestri
Trustees: Luz del Rosario, Stefano Pascucci, Bruno Iannicca, Thomas Thomas
Superintendent: Deb Finegan-Downey, Special Education and Learning Services

Committee Members:

Luz del Rosario, Trustee, Mississauga Wards 6 & 11
Leslie Silvestri, Learning Disabilities Association of Peel Region
Stefano Pascucci, Trustee, Mississauga Ward 4
Bruno Iannicca, Trustee (Alternate), Mississauga Ward 7
Thomas Thomas, Trustee (Alternate), Mississauga Ward 5
Myra Del Rosario, ABC Association for Bright Children
Nancy Vrbanek, ABC Association for Bright Children (Alt.)
Dely Farrace, Brampton Caledon Community Living
Janice Hatton, Autism Ontario, Peel Chapter
Airene Cunanan, Autism Ontario, Peel Chapter (Alt.)
Lissette Gaylie, Easter Seals Ontario
TBD, Canadian Mental Health Association/Peel
Rose Casaccia, Canadian Mental Health Association/Peel (Alt.)
TBD, VOICE/Peel Parents for Hearing Impaired Children
Maria Demata, VOICE/Peel Parents for Hearing Impaired Children (Alt.)
Christine Koczmar, Community Living Mississauga
Heather Bialowas, Down Syndrome Association of Peel: Caring Network
Celeste Encila, Down Syndrome Association of Peel: Caring Network (Alt.)
TBD, CCCSC, Member at Large

Rosie Della-Spina, Recorder

Staff:

David Amaral
Deb Finegan-Downey
Cairine MacDonald
Cathy Bova
Tina De Vellis-Carino
Kylie Richardson
Jason Pratt
Christiane Kyte
Joanne Dean
Kate Hann
Yulanda Julien
Debra Lean
Rosanna Commisso
Shannon Pompili Bosco
Sabrina Baiana
Tammie Cameron
Laura Pincente
Jacqui Toste
Michael Schaus
Lori Austin
Kelly MacDougall
Blair Patterson
Laurie Eschli
Cristine Pergotski
Kellie Donaher

REGRETS: L. Silvestri, J. Hatton,

ABSENT: N. Vrbanek, A. Cunanan, C. Encila, M. Demata, R. Casaccia

Minutes – Special Education Advisory Committee Meeting – October 9, 2019

“For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope.” (Jeremiah 29:11)

MINUTES

A Routine Matters

1. Call to Order and Attendance
Chair Luz del Rosario called the meeting to order at 7:05 p.m. Attendance was taken, regrets noted, and guests welcomed. Membership and staff changes were noted.
2. Acknowledgement of First Nations Sacred Territory
Chair of SEAC, Luz del Rosario acknowledged the sacred territory of the Mississaugas of the Credit First Nation.
3. Opening Prayer
The opening prayer was displayed on the screens and led by Chair Luz del Rosario.
4. Approval of Agenda
Item B #2 – correction to the title Gifted Programs should be Special Education Programs and Classes

Moved by: Lisette Gaylie

THAT THE AGENDA OF OCTOBER 9, 2019 BE APPROVED AS AMENDED.

CARRIED

5. Approval of Minutes, SEAC Meeting,

Moved by: Christine Koczmar

THAT THE MINUTES OF SEPTEMBER 11, 2019 BE APPROVED.

CARRIED

6. Previous Business – NIL

B Presentations and Staff Reports

1. Riverwood Conservancy
Tammie Cameron shared the funding model in the Dufferin-Peel Catholic District School Board and programming for special education students. In collaboration with the Program Department, we have been allotted a certain amount of funding for outdoor education in special education classes. As of the last school year, we spent \$20,130.15 on outdoor education classes since 2015/2016. This funding included PH4 programs as well as transportation. Jane New, who is the coordinator of the Enabling Garden at the Riverwood Conservancy, shared a PowerPoint presentation about Riverwood and the wellness programs in the Enabling Garden and Beyond. Riverwood is open to all from 7:00 a.m. – 11:00 p.m. and offers 150 acres of trails, gardens, woods and streams and is accessible to all. Programs are seasonal running from September through to April i.e. gardening, cooking, building bird feeders are a few of the programs offered. The programs help students communicate and socialize with each other through teamwork. There is an Indigenous Spirit journey program that supports mental health with a final ceremony open to all family and friends that will give an idea of what the program is all about. There is a sensory path designed especially for those who have vision loss and helps experience the outdoors and get information through an app through an android or apple

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phone called 'Voiceye' which is free and doesn't require WIFI or data. When the phone is hovered over barcodes, it will give information in large font or by voice. Jane did an activity with SEAC which creates therapeutic conversation. Riverwood works in partnership with the Dufferin-Peel CDSB, which took a few years to develop from 2013 and is now in its 3rd year of programs. Questions were taken and responded to.

2. Special Education Programs and Classes

Deborah Finegan-Downey, Superintendent of Special Education and Learning Services, shared that most students who are identified as exceptional are placed in the regular class through the *Identification Placement and Review Committee* process (IPRC). It may be appropriate to place the student in a special education class or program. Dufferin-Peel CDSB does have a number of elementary and secondary special education classrooms and programs at the family and board level. We embrace the whole child and address their individual needs to reach their full potential in a Christ centered environment along with the *Ontario Catholic School Graduate Expectations*.

Shannon Pompili Bosco, Rosanna Commisso, Coordinators and Jacqui Toste, Consultant, were introduced and gave SEAC a look at the programs in our schools within Special Education Programs and Services. A presentation video included the following programs: two elementary communication classes, which helps with communication development; two board-wide classes supporting students with Autism Spectrum Disorder (ASD); fourteen elementary needs moderate/needs severe board-wide designed for students with diverse learning needs who require a uniquely designed modified and alternative program for the majority of the day in order to develop functional academic, social and communication skills, as well as daily living skills and community opportunities; every elementary school has a 0.5 or 1.0 Special Education Resource Class (SERC) which offers students who access a SERC placement smaller classroom instruction for at least 50% of the day focusing on Language Arts and Mathematics with cross curriculum application; students participating in the Gifted program benefit from a focus on differentiated instruction, inquiry based learning, choice, and increased depth and breadth of curriculum and this program is offered at four sites with a fifth site being phased out. Elementary students attending the Gifted program can transition to the International Baccalaureate (IB) program, the Regional Advanced Placement (AP) program or their home school in secondary.

There are six secondary communication programs supporting students board-wide and is designed for students with diverse learning needs who require a uniquely designed, modified and/or alternative program for the majority of the day to develop academic skills, social and interpersonal skills, daily living and employability skills; the Autism Spectrum Disorder Ontario Secondary Diploma Support Program is offered at four locations over 5 years and is designed for students with diverse learning needs who require differentiated opportunities to develop social-communication, interpersonal and executive functioning skills; Career Path Regional Program is offered at two secondary schools, which helps students work towards completion of the requirements of the *Ontario Secondary School Certificate* and can go on for a fifth year to obtain an *Ontario Secondary School Diploma* pathway that develops literacy, numeracy and employability skills. Other supports for students include Boardmaker which is in every elementary and secondary school to support differentiated instruction; teachers in communication classes, elementary ASD classes, needs moderate/needs severe classes will receive professional learning opportunities throughout the year for the Equals Math program; robotics coding provided to all system level self-contained classes, which involves Gifted classes, primary communication classes, primary ASD class, Junior/Intermediate ASD class, needs

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moderate/needs severe elementary and secondary, and secondary communication. Questions were taken and responded to.

C Budget – NIL

D Updates/Information/Reports from Trustees

1. Trustee Stefano Pascucci thanked SEAC Members and Staff for their continued support and attendance to SEAC. Their time away from family is greatly appreciated.
2. Negotiations are ongoing; however, CUPE Members did come to an agreement. Updates are on the board website.
3. A presentation at Faith and Program, Tuesday, October 8, 2019 on EDWIN was done. This program allows grade 7 & 8 students and grade 6 students in split classes to have access to Chromebooks for the school year and allows students with special needs to become more interactive in the class. Applications include the Holy Bible, Library, Math, Science and Literacy. This allows students to share with their teachers and discuss articles. The next PD sessions on EDWIN will be for SERC and SERT teachers. Chair, Luz el Rosario requested this presentation be done at a future SEAC meeting.

E Reports from Community Associations

1. Heather Bialowas, representative for Down Syndrome Association: Caring Network, gave SEAC a list of workshops being held for parents this Fall.
2. Christine Koczmar, representative for Community Living Mississauga, gave SEAC a list of workshops being held for parents this Fall.

F Work Group - NIL

G Information and Correspondence

1. Letter from Écoles catholiques Centre-Est was sent to members with basic translation.

H Communication – NIL

I Questions asked of, and by Committee Members

1. Heather Bialowas, Down Syndrome Association of Peel: Caring Network, asked what the best way of getting communication from school to home. Superintendent Deb Finegan-Downey suggested she speak to the classroom teacher and if she was not satisfied with the response, to see the Principal.
2. Heather Bialowas also asked about EQAO and how she can help her child to prepare. Superintendent referred her to the classroom teacher for this information.

J Public Questions - NIL

K Future Meetings

November 13, 2019	January 15, 2020	March 11, 2020	May 20, 2020
December 4, 2019	February 12, 2020	April 22, 2020	June 10, 2020

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L Adjournment

Moved by: C. Koczmar

THAT THE MEETING ADJOURN AT 9:00 PM.

CARRIED

November 7, 2019

TO: Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well-Being Division
Minister of Education
Mowat Block
Queen's Park
Toronto, ON M7A 1L2

From: Chairperson CCCSC
Central Committee for Catholic School Councils,
Dufferin-Peel Catholic District School Board
40 Matheson Boulevard West
Mississauga, ON L5R 1C5

DATE: November 7, 2019.

Subject: Declaration from the Central Committee for Catholic School Councils,
Special Education Advisory Committee, Board of Trustees
Dufferin-Peel Catholic District School Board, Regarding Impact
of Changes to the Parents Reaching Out Grants Funding.

On October 1, 2019, the Dufferin-Peel Catholic District School Board (DPCDSB) received an Ontario Transfer Payment Agreement and communication from the Ontario Ministry of Education pertaining to an update on 2019-2020 Priorities and Partnership Fund (PPF) funding that the DPCDSB will be receiving for the 2019-2020 school year, particularly as related to Parents Reaching Out Grants funding. We are responding to this development on behalf of the Central Committee for Catholic School Councils, Special Education Advisory Committee, and the Dufferin-Peel Catholic District School Board of Trustees.

Central to our Declaration of Concerns is our concern about the inequity of the allocation provided through a Transfer Payment Agreement model and that barriers that are now created because of the changes, as opposed to “removal of barriers that prevent parents and families from participating and engaging fully in their children’s learning.” (*Ontario Ministry of Education, Parents Reaching Out Grants, Schedule “C”, Objective, page 22., October 1, 2019*)

The DPCDSB, its schools, classrooms and communities are adversely affected by the changes to the funding the Board will be receiving for the 2019-2020 school year. The DPCDSB will be granted a predetermined funding amount for parent engagement projects through a Transfer Payment Agreement. This change to the funding model creates inequities and barriers for all students, parents and staff within the DPCDSB. Some of our most vulnerable students with Special Education needs, English Language Learners, Immigrants who are new to Canada and

Indigenous students are just a few examples of those within our board who will be detrimentally affected by this funding cut.

DPCDSB has a long history of parent engagement and we can assure you that all of our parents are aware of these cuts and are extremely disappointed that the Ministry of Education would take away such an important component of schools, that is, parent engagement.

We are sending our Declaration of Concerns to you because this has adverse impacts on school life for our students, parents, staff and community partners. Our priority continues to be our students and providing the best possible education for all students to thrive academically, socially, and emotionally. As evidenced in the Multi-Year Strategic Plan developed by the Board of Trustees in consultation with the larger community, DPCDSB has a high priority to promote positive health and well-being in all of its school communities.

As education partners, parents and community members, we want to ensure our students/youth have the opportunities to mature and develop to their full potential, in safe, healthy learning environments, which enable each student to achieve success. We work together to promote the importance of well-being, promoting high levels of student achievement, and equity of access while removing barriers that prevent parents and families from participating and engaging fully in their children's learning.

With the Transfer Payment Agreement funding now being \$46,174.99 for this school year, 2019-2020, there is no equity of access, particularly for our smaller schools and for our most at risk populations of students with special education needs. Our marginalized groups, Indigenous students and English Language Learners and parents who were previously engaged in the learning process through PRO Grant funding in excess of \$100,000.00 will now not have any of those tremendous opportunities because of these cuts. The new model proposes that the limited funding be shared between groups, which create barriers to learning, equity, well-being and inclusion.

With the limited funding provided through the new model for PRO Grants, the Truth and Reconciliation Calls to Action, as they pertain to education, cannot be achieved. This is counter to the measures of the Canadian Federal Government. Specifically, Truth and Reconciliation Calls to Action adversely affected by the new model of PRO Grant funding are as follows:

- 10. ii. Improving education attainment levels and success rates.
- 48.i. Institutions, policies, programs, and practices comply with the United Nations Declaration of the Rights of Indigenous Peoples.
- vi Enabling parents to fully participate in the education of their children.

(The above excerpts are taken from the Canadian Government, Truth and Reconciliation Calls to Action.)

We believe the changes to the PRO Grant funding model create barriers for all students, parents, staff and community partners, particularly Indigenous students. It is important to note that within the DPCDSB, our self-identified Indigenous student population, number of students with special education needs, immigrants new to Canada and our English Language Learning population are increasing. With less PRO Grant funding and an inequitable approach to allocation of the funds creates barriers to achievement, well-being, social and emotional needs of our diverse population.

As educational partners, we are continuing to work in collaboration with the Ontario Ministry of Education to promote high levels of student achievement, student, parents and staff well-being and a focus on the whole child, mind, body and spirit. The Central Committee for Catholic School Councils, Special Education Advisory Committee and the Dufferin-Peel Catholic District School Board of Trustees, recommendations include that the Ontario Ministry of Education establish working committees or tables with key school board stakeholders, such as our parent engagement members, to review adverse impacts on our school, students and learning communities, as a result of the changes to the funding model for PRO Grants.

In closing, the Central Committee for Catholic School Councils, Dufferin-Peel Catholic District School Board, believes that a review of the new funding model for PRO Grants be undertaken immediately.

Sincerely,

Central Committee for Catholic School Council

Special Education Advisory Committee

Board of Trustees