

AGENDA

Special Education Advisory Committee Meeting

Wednesday, September 22, 2021, 7:00 p.m.

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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A. Routine Matters

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3. Opening Liturgy
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B. Presentations and Staff Reports

1. Special Education Plan - Tamika Bunting
2. Summer Programs - SELS Team
 - a. Summer Modules
 - b. ASD Summer Camp
 - c. Summer Assessments
 - d. Summer Transitions
 - e. Continuing Education Summer Learning
 - f. Summer Mental Health Support
 - g. Student Mental Health and Literacy Champions Summer Program
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C. Budget

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E. Information/Reports from Community Associations

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H. Communication

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K. Future Meetings

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November 17, 2021

December 8, 2021 (Advent Liturgy at 6:30)

January 19, 2022

February 9, 2022

March 9, 2022

April 20, 2022

May 18, 2022

June 15, 2022

L. Adjournment

MINUTES

Special Education Advisory Committee Meeting

**Wednesday, June 9, 2021, 7:00 p.m.
Conference Call**

Attendees:	Bruno Iannicca Leslie Silvestri Thomas Thomas Myra Del Rosario Dely Farrace Janice Hatton Lisette Gaylie Christine Koczmar Heather Bialowas Caroline Huxtable Laurie-Anne Clark Karina Hernandez	Trustee - Chair Learning Disabilities Assoc. of Peel Region, Vice-Chair - Rep Trustee Rep./Alt. Chair ABC Association for Bright Children - Rep Brampton Caledon Community Living - Rep Autism Ontario, Peel Chapter - Rep Easter Seals Ontario - Rep Community Living Mississauga - Rep Down Syndrome Assoc. of Peel: Caring Network - Rep Epilepsy South Central Ontario - Rep Member At Large, Central Committee for Catholic School Councils Alternate Representative - CCCSC Member at Large
Regrets:	Luz del Rosario Nancy Vrbaneck Airene Cunanan Celeste Encila	Alternate Trustee ABC Association for Bright Children - Alt Autism Ontario, Peel Chapter - Alt Canadian Mental Health Assoc./Peel - Alt
Staff:	Deborah Finegan-Downey Cairine MacDonald Christiane Kyte Rosie Della-Spina Jason Pratt Joanne Dean Rosanna Commisso Sabrina Baiana Tammie Cameron Jacqueline Toste Blair Patterson Laurie Eschli Cristine Pergotski	Superintendent, Special Education and Learning Services Superintendent, Family of Schools General Manager, Clinical Services and Spec Education Administrative Assistant, Special Education and Learning Services Principal, Vice Principal Association, Secondary Chief, Speech/Language/Hearing/Vision Coordinator, Diverse Learning Needs Consultant, Assessment/Evaluation/Data Consultant, Diverse Learning Needs Consultant, Diverse Learning Needs Dufferin-Peel Educational Resource Workers' Association Dufferin-Peel Educational Resource Workers' Association Association of Professional Student Services

Frances Campese	Personnel
Sharon Chambers	Principal, Vice Principal Association, Secondary
Lori Austin	Principal, Vice Principal Association, Elementary
Laura Pincente	OECTA Elementary
	Consultant, Secondary Transitions and Diverse
	Learners
Debra Lean	Chief of Psychology
Sandra Roiati	OECTA Secondary
Tamika Bunting	Coordinator Students with Diverse Learning Needs
Pina Grosso	Chief of Social Work

A. Routine Matters

1. Call to Order and Attendance

Chair of SEAC, Bruno Iannicca, called the meeting to order at 7:00 pm.

2. Acknowledgement of First Nations Sacred Territory

Chair of SEAC, Bruno Iannicca, acknowledged the sacred territory of the Mississaugas of the Credit First Nation.

3. Opening Prayer

a. Year End Closing Liturgy

Superintendent Deborah Finegan-Downey began by thanking Trustees, Bruno Iannicca and Thomas Thomas, for their tremendous support to the committee and our schools, always putting students first. Also, thanks went to Kesh Sharma, who has supported us through our Zoom meetings; the SELS staff for their hard work on behalf of our students; and the SEAC Committee Members for sticking with us as we learned how to grow virtually during these difficult times. Our faith is what brought us through these challenges. Deb invited everyone to join in our End of Year Liturgy, beginning with the sign of our faith. SEAC members and SELS staff participated in the Liturgy.

4. Approval of Agenda

Moved by Myra Del Rosario

THAT THE AGENDA BE APPROVED.

CARRIED

5. Approval of Minutes, SEAC Meeting, May 19, 2021

Moved by Dely Farrace

THAT THE MINUTES OF SEAC MEETING, MAY 19, 2021, BE APPROVED.

CARRIED

6. Previous Business - NIL

B. Presentations and Staff Reports

1. Upcoming Program in Special Education & Learning Services - The Secondary Advantage Program; Rosanna Commisso, Laura Pincente

The ADVANTAGE Pilot Program is an academic support program for diverse learners in secondary schools for the specific population of students who require a more intensive support program delivery model to address their learning needs.

The program is designed to close gaps and provide intensive support to students earning credits towards an Ontario Secondary School Diploma (OSSD) or, in some cases, an Ontario Secondary School Certificate (OSSC). The program components develop literacy, numeracy, learning skills, technology skills, functional life skills, employability skills, and well-being in a dynamic, Christ-centered learning environment. Students benefit from a reduced credit course load, a program period each semester which may take the student 5 years to graduate. Students referred to the program have literacy and numeracy skills are between Grades 2 and 5 and are typically identified under Mild Intellectual Disability or under Learning Disability (severe). The student would require an alternative curriculum, modified pace of instruction, explicit instruction for remediation, concrete examples, repetition, and reinforcement, hands-on and/or experiential learning opportunities. Fifteen pilot secondary schools were selected based on a variety of factors, including the number of potential projected students, active Specialist High Skills Major (SHSM) programs, the availability of Locally Developed Curriculum Courses (LDCCs), as well as aligned mental health support. Students are admitted into the program through Family Level IPRC. Transition planning and case conferences between elementary and secondary schools, including parents, are facilitated by the Family of Schools Special Education Consultant and supported by the Itinerant teachers of Transition. Timetables and pathways for students over the 5-year program will be developed on an individual basis based on student needs and interests, achievement data, review of transition plans, pathway goals and post-secondary destination.

2. Road to Adulthood: Supporting Transitions to Adulthood; Laura Pincente, Consultant - Secondary Transitions and Diverse Learners, and Carol Jones Itinerant Teacher for Transitions - Secondary

Laura Pincente, Special Education Consultant for Secondary Transitions and Diverse Learners, Carol Jones, Itinerant teacher for Transitions for Secondary

This presentation was an overview of the processes and resources that school teams, educators, support staff and the transition team at Dufferin-Peel have developed to support transitions out of Secondary. The focus was how to prepare students and their families in the 7-year secondary special education classes, namely Planning for Independence and Secondary Communication. Parents, Administrators, Academic Resource Department Heads, Special Education Teachers, Family of School Consultant and the Itinerant teacher of Transitions gather several times to review and refine the student's transition plan. The transition meetings are recorded, recommendations are outlined, and an action plan is developed highlighting next steps and any other items for follow-up on the part of families and/or staff working with the student. The specific transition meetings done in Year 4, 6, 7, supported by the Itinerant teacher of transition, were outlined, and highlighted the

importance of continually reviewing the student profile and interests, reflecting on the experiential learning opportunities, reviewing the application process for Developmental Services Ontario (and/or ODSP) and exploring the potential pathway plans and specific considerations for each pathway. The potential pathways are competitive employment, community participation, college programs like the CICE program at both Humber College and Mohawk College or day programs. In Year 7, students may also be offered an exit portfolio, which is for students who might require self-regulation supports, limited verbal communication or have complex physical/medical needs to share with other agencies after they graduate.

The Individual Pathway Plan is explored continuously and presently, a step-by-step transition planning toolkit & portfolio is being updated for students to document their plans, visions, goals, interests, skill development and reflections into an electronic portfolio in myBlueprint. Annual portfolio activities would navigate their transition goals for the year. The activities will include: Creating My Vision, Goal Setting, and a yearly focused Ontario Catholic School Graduate Expectation (OCSGE) Reflection Activity. Accessibility features will allow the student to express and produce the entries, with or without assistance, and in addition, photos, video, audio recordings can be captured or uploaded. Before the end of Year 7, the student will need to go to myBlueprint account and change to a personal email to access the archived 7-year e-portfolio. Even though additional contributions cannot be added to the archived Portfolio, it is a rich electronic record and takes away to showcase their 7-year journey in Secondary.

In June, Year 7 students will receive a resource by Partners 4 Planning that highlights guiding questions and other resources about future planning for students and their families.

3. Summer Programs in Special Education and Learning Services; Christiane Kyte, Tamika Bunting, Rosanna Comisso

The Special Education and Learning Services Department is offering a number of summer programs for diverse learners as well as students with mental health needs and their families. The programs are supported by SELS staff from instructional and clinical disciplines working in collaboration with integral partners from Program, Continuing Education and the Well-being, Experiential Learning, and Learning Services Departments. The programs are funded by Priorities and Partnerships Funds from the Ministry of Education.

Student Mental Health and Well-Being Champions Summer Program: Two grade ten or eleven students from each secondary school will participate in a paid summer opportunity to learn mental health literacy and to produce mental health promotion resources that will capture the attention of secondary students. The curriculum will incorporate opportunities to learn about, explore and uplift the student literacy materials from School Mental Health Ontario and the contents of the SMHO action kits. There will be faith and wellness components infused throughout all aspects of the program, including the DPCDSB Roadmap to Mental Health and Well-Being: Nurturing Hope. Champions will collaborate with the school administrator or designate at the onset of the new academic year to create a calendar of school-wide mental health and well-being activities for their fellow students. This one-week virtual program will be facilitated by Child and Youth Workers, Mental Health Workers and Secondary Teachers.

Summer Mental Health Support Program: Following the success of this program in 2019-2020, the Support Services Departments will provide members of the DPCDSB community with direct mental health support through telepractice during July and August this year. Families tell us that the pandemic and other social vulnerabilities have negatively impacted their mental health and well-being. This is especially true for marginalized families. Mental Health Support Workers and Social Workers will provide evidence-based telepractice interventions (e.g., Brief Digital Intervention, coping kits) that are supported by School Mental Health Ontario for delivery by school mental health staff. Staff anticipate providing regular support for up to 250 students or families with ongoing needs.

Mental Health Support Line: The summer mental health support line will be re-opened on July 5th, 2021 for students and families with emerging needs and those who cannot access regular support throughout the summer. People in need of assistance can email, call or text the summer line. The goal is to provide consultation and community connections. The flyer announcing the mental health support line has been widely circulated. This is not an emergency service. Staff anticipate receiving more than 100 calls this summer. Call or Text: 1-833-340-7067. Email: mentalhealth@dpcdsb.org.

Summer Psychological Assessments: COVID-19 has impacted the ability of Ontarians to access in-person services and treatments from health professionals across the province. As a result, the Board is using a grant from the Ministry of Education to engage psychology professionals (i.e., Board staff and external providers) to assess students with academic, cognitive, and developmental needs during July and August. The purpose of this program is to support the well-being and achievement of students with differing abilities by conducting professional assessments to inform programming, interventions, and placement decisions. Approximately seventy assessments have been planned.

Summer camp for students with ASD: The Special Education and Learning Services Department has engaged ErinoakKids Centre for Treatment and Development to provide a fun summer learning opportunity for students with an ASD diagnosis in Kindergarten to Grade 6. The program is an extension of the After School Skills Development Program that was launched in 2016 with funding from the Ministry of Education. The camp will include eight groups of students attending for one week each at Pauline Vanier Catholic Elementary School. Kindergarten students will develop school readiness skills including, play, self-regulation, communication, social skills and leisure. Groups of students in Grades 1-3 and 4-6 will also learn in a fun, supportive school environment with a focus on social skills, communication, and individualized skill-building. Seventy-two camp spots were filled on the first day of registration.

C. Budget - NIL

D. Reports from Trustees for Receipt

1. Chair Iannicca expressed his thanks to all Special Education and Learning Services Staff and their guests for the many educational presentations that were done throughout the 2020-2021 school year. It has been very informative, and for those parents who are not aware of the many programs being done for students with disabilities within Dufferin-Peel CDSB, Bruno invited parents to email him. He will try to answer their questions and if he doesn't have answers, will discuss with the SELS team to have a future presentation for all parents.

2. Chair Iannicca shared the disappointment with the Minister of Education on a comment made that discussions have been taking place with school boards regarding graduations over the past two weeks. There has not been any discussion with boards about in-person graduation or how they would see in-person graduations. A conversation with the medical health officer, who has been giving us direction for the past 15 months, was not what parents and students hoped for and therefore, we ended up going with the plan we originally had about making it as close as we can to a formal graduation. We have been working hard on graduation with a plan in place, telling parents and students that graduations would be held in a safe, secure manner, and they were okay with that until the Minister commented on graduation. Parents and students started to question the board's decision for graduation and felt they had been misled. Students and their parents will have the opportunity to go into the schools, talk to teachers, with music playing and taking pictures on a timely basis. There will be other things going on but not to the degree of what the minister spoke about.

E. Information/Reports from Community Associations

1. Lissette Gaylie shared that a virtual Easter Seal summer camp. Registration will begin on Monday, June 14, 2021.
2. Lissette Gaylie also shared that an email from the deputy minister of Accessibility for Ontario's Disability Division stating there is a Kindergarten to Grade 12 Education Standards Development Committee that was tasked with developing recommendations for proposed accessibility education standards in the publicly funded K-12 sector. The committee is comprised of people with disabilities, representatives from disability organizations and education sector experts. There is also a technical sub-committee made up of members of the K-12 and post-secondary education committees who developed recommendations on student transitions between different levels of the education sector and between education and employment and the community. Public feedback is welcome for 65 business days concluding September 2, 2021 and reports are posted on the Ontario.ca website. The information and link will be shared on the board website for educators and parents at large who may be interested in getting involved and providing input. The committee will review and consider all feedback before they finalize the recommendations and submit final reports to the Minister for Seniors And Accessibility for consideration. The link for feedback: [Consultation: Initial recommendations for the development of proposed Kindergarten to Grade 12 \(K-12\) education accessibility standards | Ontario.ca](#) and written submissions can be sent by email to: EducationSDC@ontario.ca.
3. Leslie Silvestri shared that the Learning Disabilities Association of Peel received confirmation that they will hold an outdoor camp at Heartlake Conservation Area for the 2nd year unless something changes. Leslie will forward R. Della-Spina, information for those who are interested.

F. Work Group

1. Summary of PRO Grants; Special Education and Learning Services Team

Tamika Bunting shared a video of each of the Pro Grant events that were presented this year hosted by the Special Education and Learning Services department and the highlights of each initiative, including feedback from parents who attended. The link to the video will be shared with all SEAC through email from R. Della-Spina.

G. Information and Correspondence - NIL

H. Communication - NIL

I. Questions Asked of, and by, Committee Members

1. Christine Koczmaro asked if there was a document from a few years ago that gave an overview of where kids would go based on what they were doing in elementary or how they were doing and transitioning into high school and beyond? This was for students with accommodations verses modified and the streams they could go through into high school.

Superintendent Finegan-Downey, responded with that was some time ago, and that we would like students with special education needs to attend their home school and this is based on the ministry's philosophy as well as ours, so that is first that they are accommodated and modified in their home schools. If there is great need than accommodations and modifications, then we would consider programs such as Planning for Independence or Communications classes. There is also the Career Path which will run on for 4 years and Advantage programs which will begin in September. Christine went on to say that the document implied consent from parents and students and an understanding of what doors are open and the streams that are available to them. The response to Christine was that this involves our transitions itinerant teachers, families, special education consultant from the family of schools, as was mentioned in the second presentation by Carol Jones and Laura Pincente.

Christine also commented that there is so much work being done by the department, but how are parents learning about it? Superintendent Finegan-Downey responded that special education students have IPRC's and meet as a school team several times throughout their career but when transitioning a student, there is always a transition meeting as well as an IPRC. All the programs, transition to secondary, summer camps, and activities and tasks, how are they being communicated to parents, so they are aware? For example, the activities that will be going out next week to all the schools will be shared with the parent community and posted on the website. Does Dufferin-Peel have a Twitter account that this information could be put on? Our schools have parent emails as well as Twitter accounts, and parents can talk to the special education resource teacher who is familiar with their child. We continually put resources on our Sharepoint for a hybrid model which provides teachers with resources to teach students. Christine asked if the link for the 100 activities as well as all presentations could be sent out to members? We will send all information through R. Della-Spina.

2. Lissette Gaylie asked about the SEAC Input to Board Budget and if all of the ideas put forth would be implemented? Superintendent Finegan-Downey said that the money is not flowing as it has in the past due to COVID, but they are looking at all the ideas provided by Members and shared at our last meeting, and to be transparent, can't say that everything will be done next year. Depending on funding, some may need to wait to be done in the next year, depending on the financial situation that we will be in.

3. Christine Koczmaro asked about something she heard on the news, that \$9B was being put into school ventilation and if someone could speak to that? Work has been done, but while students are in the school, work has been suspended. They are continuing to look at major projects and will continue work during the summer once school is out, taking into consideration those schools that are running programs through the summer.

Christine commented on a relationship with the forestry and parks department of Mississauga that installed five murals created by Fr. Michael Goetz CSS art students, which added beautified an area within the city and hopes the school board will continue to work with parks and recreation.

J. Questions asked by Public - NIL

K. Future Meetings - TENTATIVE

Tentative dates were shared with Members. A finalized list of meeting dates will be sent out in early September.

L. Adjournment

Moved by Caroline Huxtable

THAT THE MEETING BE ADJOURNED AT 9:55 pm.

CARRIED

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
Special Education Advisory Committee

ASSOCIATION PRESENTATIONS

The purpose of this form is to provide information on your association to SEAC in order to support understanding and discussion. It would be helpful to relate your information to the DPCDSB's System Direction and Catholic Board Improved Learning Cycle pillars 1.Catholic Community Culture and Caring 2.Literacy 3.Numeracy 4.Pathways and Transitions 5.Catholic Community Engagement

SUBMITTED BY: _____
(Name of Committee Member)

ASSOCIATION: _____

DATE: _____

TITLE: _____

- Dufferin-Peel SEAC representatives to provide information to the committee from their association. It provides an opportunity to highlight successful practices, issues or challenges as well as to identify possible actions/solutions.
- You may use this format to structure an oral presentation. If you summarize the most salient information on the form and email it to SEAC secretary Rosie Della-Spina (rosie.della-spina@dpcdsb.org) completed forms will be copied and distributed to all members at the SEAC meeting.

SEAC GOALS / AREAS OF FOCUS Shared September 22, 2021

Multi Year Strategic Plan : 2019-2023 SEAC Goals			
CBILC Values 2020-2021	SEAC Goals	Areas of Focus 2020-2021	Areas of Focus 2021-2022
Trust Believe	<p>SEAC will continue to provide on-going communication with parents, Associations and the Community by:</p> <ul style="list-style-type: none"> • Providing a variety of opportunities to engage the parent community. 	<p>SEAC will continue to:</p> <ul style="list-style-type: none"> • Infuse Catholicity through supporting parent engagement opportunities including the Faith Formation PRO-Grant: Preparing Your Child with Differing Abilities for the Sacraments of First Communion, Reconciliation and Confirmation. The Faith Formation program we have in place, is a fundamental necessity to our students with differing abilities and their families. Support all elementary teachers in developing an awareness and use of the available kits within their schools. • Request additional feedback from parents at PRO-Grant sessions to enhance 'Parent Voice' (e.g. ask what parents/students would like from SEAC to support planning of future sessions). • Focus on Mental Health and Well-being specific to students with diverse learning needs (PRO-Grant initiative). Topics may include anxiety, stress management, etc., self-esteem • SEAC will continue to promote learning environments that welcome and support students with special education needs that are strength based. • Continue the inclusion of students in credit-bearing courses including students in Planning for Independence and other students in special education classes. • Mental Health and Wellness Supports; • Provide supports for the family as well as the individual • Social Workers/supports should have specific knowledge of individuals with dual diagnosis. • Supports should be made accessible for individuals with cognitive or communication delays. 	

		<ul style="list-style-type: none"> • Provide details on how they are making these services accessible. 	
Excel	<p>SEAC will continue to promote programs/initiatives that develop literacy and numeracy for all students with special education needs by:</p> <ul style="list-style-type: none"> • Providing to the student/family the appropriate tools and strategies to facilitate learning, both at school and home. 	<ul style="list-style-type: none"> • Support the Focusing on Fundamental Math initiative (PRO-Grant initiative) contribute/input into curriculum Review-Math. • Focus on “Knowing the Learner” from parent/community point of view. • Continue to increase student voice for diverse learners (i.e. students with diverse learning needs to continue to present at SEAC). • Focus on life skills, literacy skills including comprehension and numeracy skills for diverse learners. • Reassess and set goals based on data. • Build student’s confidence in Math. • Continue with PRO-Grant. • Important to continue to support and teach students with special needs to acquire math and literacy competencies, including financial literacy to the best of their abilities. • Utilize learning tools such as universal design that caters to a variety of learning styles. 	
Thrive	<p>SEAC will continue to advise the board and/or provide information for parents/guardians in key transition periods such as child care/home to Kindergarten, Grade 7/ 8 to 9 and 21 plus by:</p> <ul style="list-style-type: none"> • Providing various opportunities to support transitions K – Vocation. 	<ul style="list-style-type: none"> • Continued support of transitional opportunities early on in secondary (i.e. Planning and Networking for Transitions Sessions, and other PRO-Grant initiatives including a Transition Planning Panel and ODSP & DSO presentation) to support timely transition planning. • Highlight experiential learning opportunities for needs moderate/communication and planning for independence students, encourage student to explore different areas. • Continue to enhance opportunities to support transitions to secondary and 21 plus, including students transitioning from mainstream to a secondary class. • Continue to involve community agencies during key transitions (child care/home to Kindergarten, Grade 8 to 9 and 21 plus) • Offer the transitional planning panel, ODSP and DSO presentation virtually this year. 	

<p>Trust Respect</p>	<p>SEAC will support a developed awareness throughout the school of the needs of the diverse learners by:</p> <ul style="list-style-type: none"> Encouraging participation of parents of special needs children on parent council to support meaningful learning for all 	<ul style="list-style-type: none"> Encourage and explore new ways to engage parent and student involvement within the school community (e.g. volunteer on council and/or participate in school-based events). Promote school community as an opportunity to nurture the Catholicity of the school. More information brought to school level through councils (i.e. sharing of SEAC updates, website information). SEAC will continue to support parents of diverse learners as initiatives are developed. Continue to explore ways of expanding meaningful opportunities for inclusion in all aspects of the school day. Engage SEAC association representatives to support families with information (share contact community association flyers). 	
<p>Excel</p>	<p>SEAC will support practices that address the needs of learners in a global context by:</p> <ul style="list-style-type: none"> utilizing Board digital tools to support 21st century learning 	<ul style="list-style-type: none"> Continued support of technology at home and school (PRO-Grant initiative). SEAC to support ongoing evolving technology requirements to support diverse learners at school for communication needs and learning opportunities Support the training of staff Support the training of parents to use technology at home and encourage the independence use of this support for students Support student to have access to technology at home (including the necessary learning apps). Establish partnerships to support accessibility to technology/software and communication devices. 	

Trust	SEAC will support practices that intentionally reduce paper consumption and waste production by <ul style="list-style-type: none"> Using technology to reduce the use of paper 	<ul style="list-style-type: none"> Reduce waste at SEAC meetings (e.g. consider re-useable water bottles where possible, no envelopes, project prayer instead of paper, consider accessing agenda/materials on personal iPads where possible) Encourage everyone to bring own coffee mug/travel mug. Consider offering washable cups, plates etc. Consider offering green bins for meetings. Continue to acknowledge First Nations Sacred Territory and perhaps invite an elder again to speak to SEAC. 	
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