



MINUTES

Central Committee for Catholic School Councils Meeting

Monday, February 3, 2025, 7:00 p.m.
Boardroom, Catholic Education Centre

Members:	Natasha Kovar-Euler	Chair and Mississauga South Elementary
	Drago Radic	Superintendent
	Viviana Varano	Board Representative
	Paula Dametto-Giovannozzi	Trustee Representative, Alternate
	Tannice Ashman	Mississauga West Elementary Alternate
	Karen Barnett	Mississauga South Secondary
	Paul Basran	Principal/Vice-Principal Association Elementary
	Mary Boules	Mississauga West Secondary
	Michael Brunetto	Brampton North/Caledon/Dufferin Secondary Alternate
	Jennifer Cazabon	Mississauga West Secondary
	Juanita Celenza	Brampton West Secondary
	Maria Commisso	OECTA Elementary
	Karen Dancy	Brampton South Malton Secondary Alternate
	Sunny Kanabe	Brampton North/Caledon/Dufferin Secondary
	Amanda LeBlanc	Mississauga West Elementary
	Dianne Lopes	Brampton South Malton Secondary
	Sophia Maloney	Principal/Vice-Principal Association Secondary
	Rosaria Nogueira	Mississauga East Secondary Alternate
	Gabriel Ogundele	Diocesan Representative
	RoseMarie Pazzelli	Principal/Vice-Principal Association Elementary
	Shandelle Randall	Mississauga South Secondary Alternate
	Caroline Roach	Mississauga East Secondary
	Daniel Samaroo	Brampton West Elementary
	Diana Speranza	Principal/Vice-Principal Association Secondary
	Sheena Tennessee	Brampton South Malton Elementary
	Rita Zambri	Brampton North/Caledon/Dufferin Elementary
Recorder:	Dianne Cassar	Executive Assistant

A. Routine Matters

1. Chair N. Kovar-Euler called the meeting to order at 7:00 p.m.
2. Chair N. Kovar-Euler led the Opening Prayer
3. Land Acknowledgment – Superintendent Radic

4. Welcome and Introduction
 - i. Declaration of Conflict of Interest – Nil
 - ii. Declaration of Alternates by Family of Schools – Michael Brunetto and Karen Dancy
 - iii. Identification of Observers and Guests – Diana Carlesimo

5. Approval of Minutes, December 5, 2024
 - Moved by** – J. Cazabon
 - Seconded by** – K. Barnett
 - THAT THE MINUTES BE APPROVED.**

CARRIED

6. Approval of Agenda, February 3, 2025
 - Moved by** – S. Tennessee
 - Seconded by** – S. Kanabe
 - THAT THE AGENDA BE APPROVED.**

CARRIED

- B. **Information / Committee Updates**
Marianne Mazzorato, Ed.D. – Director of Education

LITERACY & MATHEMATICS

Now that the EQAO scores and the first round of the Acadiance literacy test reports are in, the data shows we have a growing number of students who do not meet the provincial benchmarks. What is the plan to address the continuing literacy and mathematic challenges our students are facing?

1. In mathematics the Ministry of Education (Ministry) requires all boards to focus on three priority areas: curriculum fidelity
2. engaging in ongoing learning of math content
3. getting to know our math learners

All of these priorities are supported by the board's core resources (Mathology, Math Up, Knowledge Hook) as well as resources such as Braining Camp (digital manipulatives), resources developed by the board to support teachers and students (found on SharePoint). The board also provides Math Additional Qualification Course subsidies to teachers to further their ongoing learning of math content.

1. J. Cazabon: What resources are provided for Grade 11 and 12 college Math courses? That is where we see a sharp drop in the grades and there is an increased focus from universities on performance particularly calculus.

Director Mazzorato: I will take that back as a follow up in terms of what we are doing to support secondary, specifically Grade 11 and 12. Another area for us is Grade 9 math because of the de-streaming. We always want to do better. We have some plans in place for this as well. Our eyes are focused on this, and we are guided by the data. The data is important to restart the conversation and help us understand how we are doing.

2. J. Cazabon: Does the Board do any work with post-secondary to understand from university

professors what needs to be focused on? In speaking with kids that are now in post-secondary math they are performing better than in high school. What is the post-secondary institution doing differently? Has the Board or Ministry looked at that?

Director Mazzorato: That is interesting because the long-standing analysis of all of that is that post-secondary institutes were not really adapting to the type of pedagogy that students could benefit from. You had students that were leaving elementary and secondary schools with opportunities for engagement in their own learning and going into post-secondary institutions, still very much guided by assignments and multiple choices. It is interesting to hear that post-secondary institutes say students are doing better in math than in secondary school. Maybe they have adapted their practices, and I can follow up with that. We have some dual credit programs between universities and post-secondary. Our experiences have always been that post-secondary institutions have been slow to adapt to newer pedagogy.

Special Education

Literacy

Special Education Class Teachers (SERT) in both Elementary and Secondary panels received professional development on effective strategies and available resources and tools, such as Boardmaker, to support the development of literacy and numeracy skills for students in special education classes.

Heggerty licenses have also been provided for one Elementary SERT to support literacy skills.

Spark reading licenses have been provided for Elementary SERC, IDEA and STEP classes. This provides access to many digital books at various reading levels.

Special Education teachers in both elementary and secondary panels had the opportunity to attend Learning Lounges on the effective use of the Lexia reading program to support the development of student literacy skills.

To bridge literacy gaps for students moving to secondary school, Empower Reading training (focused on decoding and comprehension) continues to be provided to all teachers in the Advantage Pilot Program. To ensure every student receives tailored instruction, innovative applications like Diffit have been showcased and demonstrated to select special education staff.

Numeracy

Elementary schools have received an additional MathUp and Mathology license for one SERT at each elementary school to be able to support students with learning math concepts.

SERTs are provided with a professional development opportunity to learn about the effective use of the resources MathUp and Mathology to teach lessons and differentiate instruction for students, as well as how to use the math resources KnowledgeHook and Brainingcamp as supplementary tools to further support student learning in Mathematics.

We continue to promote the use of KnowledgeHook in various special education classes and programs. Additionally, the highly personalized Equals Math Program is being implemented with ongoing support from Special Education Learning Services, offering both in-class and virtual training sessions for educators in the IDEA, RAISE and ASPIRE programs.

Is the Board planning any PA Day/In-service days in this 2024/2025 school year, to provide educators with support training geared towards assisting students with literacy and mathematics?

Topics for PA days are determined by the Ministry and then set by the Program department. Sessions focusing on math pedagogy have taken place and will continue to take place.

Not that it's the entire solution, but the Ministry did grant funding after COVID when students returned back to in-person learning for tutoring to assist getting students back on track in the area of mathematics. That specific program came to an end two years ago; however, is there a way to look into finding funding again for after-school tutoring both in mathematics and literacy? If additional funding is not an option, how can our Board look into ways of encouraging additional qualified tutoring within our schools?

Money provided by the Ministry of Education for the Math Achievement Plan is designated for specific purposes. The Ministry's funding of tutoring was a specific response to COVID.

To support students with Math tutoring, TVO Mathify is a free online tutoring program that students in Grade 4 – 12 can access. This tutoring is one-on-one and provided by certified Ontario teachers. More information on this program is available at <https://mathify.tvolearn.com/>.

Last year the board hired an Assistant Superintendent of Mathematics; however, parents are looking to understand what the return on investment (ROI) this role has had? Parents are also looking to hear back on the results of the Math Achievement Plan that was presented to CCCSC last year on March 7, 2024?

A report on the Math Achievement Plan is shared with the Board of Trustees, at the Faith and Program meeting, 3 times a year. The report is based on data collected from student achievement (including student marks from report cards and EQAO data), surveys from students, teachers, principals and families. A copy of the Math Achievement Plan and resources for students and families can be found on the board website.

Given the math challenges facing our students, what was the rationale behind eliminating math textbooks (Jump Math) in elementary schools two years ago? Everything was moved over electronically and now educators are forced to print off and photocopy excessive amounts of paper.

Textbook publishers are moving away from printed books to digital so this format of resources are not available to our elementary schools. To support elementary teachers the board has purchased a number of resources to support our learners. These resources include:

- Knowledgehook
- My Math Path [Edwin], JK-SK, Grade 6/7, 7, 8
- Mathology, Grade 1, 2, 3, 3/4
- Math Up, Grade 3/4, 4, 5, 6, 6/7
- Braining Camp [Digital Manipulatives], JK- Grade 8
- Board created resources and other resources found on Share Point

These texts were selected as the best materials to support students' understanding of mathematics.

What was the rationale behind eliminating funding for IXL Learning licensing which students would use at home and in school as an additional resource?

IXL is not a board core resource and is not an approved digital resource by the Ministry, therefore it is not eligible for digital tool funding.

A number of schools use Knowledge Hook, which is a core resource and approved by the Ministry, in order to gain opportunities to practice and support math skill development at school and at home.

As a result of the current financial climate within our province, families are struggling to put food on the table, and not all are in a position to afford private outside tutoring or to enrol their children in extracurricular activities such as KUMON and Mathnasium. Parents/Guardians are pleading with our Board to put an emphasis on supporting our children's educational success, so they have an opportunity to thrive.

The licenses we have purchased are available for student/family use after school. TVO Mathify is available to all students. The Board vets and promotes any free resources that can be shared with families.

SAFETY & WELL-BEING

With the increasing number of educators going on leave, what are we doing to help support teacher well-being and what is the plan (if any, as of yet) to have additional support and resources allocated to ensure staff and students are supported and kept physically safe while in the classroom and on school property? When a phone call is placed to our Board office and/or many of our schools, an automated recording states the DPCDSB does not tolerate aggressive behaviour. Yet ongoing and escalating physical and aggressive behaviour, along with violence with students-to-students or student-to-educators, seems to be disregarded. Parents/Guardians are extremely concerned with the ongoing physical safety concerns (classroom evacuations, objects tossed, kicking, punching, pinching, biting etc.) as a result of students with behavioural challenges. This goes without saying that the integrity of the classroom and learning environment is being heavily interrupted.

We continue to monitor events at school on a regular basis, including with regard to supporting student and staff safety. Where appropriate, we have been able to provide schools with additional staffing (student monitors, etc.) and support school staff during demanding circumstances as expeditiously as possible. Additionally, our trustees plan to petition the Ministry in regard to additional funding in support of responding to the increased incidence of behaviour incidents.

The Minister of Education announced the government had committed allocating \$4.6 million to help support anti-bullying and mental health. Parents/Guardians would like to know how much of this funding is being allocated to DPCDSB and what initiatives will be considered, and what actions will be taken with such funds, and when?

Dufferin-Peel's focus this year has been on cyber-bullying, through a system-wide approach and response. Additionally, all staff are being trained in the fundamentals of Verbal Intervention Strategies, with administrators receiving additional training as well. Our trustees plan to petition the Ministry on this matter as well.

1. C. Roach: Are there any updates on vaping monitors?

Director Mazzorato: I will need to get an update on that issue and have Superintendent Radic bring this to you at the next meeting.

2. J. Cazabon: What is the message being shared to teachers regarding the expectation of printing? Coming from secondary schools, the teachers have the students' print. There are parents complaining as they do not have printers at home and teachers are claiming they don't have the resources to print.

Director Mazzorato: This seems to be a perennial issue. I will raise this with the leadership team when I meet with them. I think people are of the perception that with all these computers we should be seeing a decrease in the number of pieces of paper being used. In certain areas we do but when it comes to the classroom there needs to be acknowledgement that paper will still be used.

3. M. Brunetto: What can we do to transition young adults into areas where they are not going to be faced with waitlists, but they are going to have things to do during the day that we have been successful doing for them now?

Director Mazzorato: I know we are going to be embarking on what I think is an exciting example of how we can transition some of our students to learn differently into even the workforce through a relationship with a bakery. They want to start training while they are here at school in a retail bakery partnership. It is an example of how we are trying to think of what life is going to be like for these students after they leave us and how do we begin to prepare.

DPCDSB Bullying Awareness and Prevention Initiative – 2024-2025

The DPCDSB Well-Being Department upholds Bullying Awareness and Prevention as a key action item in our Mental Health and Well-Being Guiding Framework that prioritizes Student Dignity through Equity and Inclusion and Student Safety. During Bullying Awareness and Prevention Week, November 17-23, 2024, DPCDSB students, school staff, and parents/guardians were encouraged to learn more about bullying, specifically cyber-bullying, and its effect on student learning and well-being through school-wide education programs, and community social media platforms. The announcement highlighting the campaign was posted on the Board Upcoming Events listing.

The DPCDSB Well-Being, Safe Schools, and Technology Education Departments offered a selection of Anti-Bullying Lessons Grades K-6 as well as Anti-Bullying Lessons for Grades 7-12. An abbreviated set of Lesson Plans for Parents was shared via the monthly Thrive Newsletter in December. This monthly newsletter is delivered via email to every DPCDSB family, and all editions for the year are housed on the board's Mental Health Site. Student leaders, including Mental Health and Well-Being Champions participated in the initiative by running Bullying Prevention Campaigns via Anti-Bullying Social Media Reels and Posters. The following is a recap of the campaign: Anti-Bullying Week Recap Reel.

C. Standing Items

1. Trustee Report – Trustee P. Dametto-Giovannozzi – Nil

2. Chair's Report – N. Kovar-Euler

i. My first task is to prepare a Chair's Message for our website:

My name is Natasha Kovar-Euler. I would like to start by sharing what a tremendous blessing, to serve as the Chair for the Central Committee for Catholic School Councils (CCCSC) this academic school year is. Having your vote of confidence, as I embark in this new role is truly a privilege I don't take lightly. I ask for your grace and understanding, as I too, like our children, am ever learning and evolving. Collectively as a committee, we may not always agree, but through hard work I'm confident that we may come to common ground and understanding. Being part of a committee such as CCCSC, rooted over twenty years, with parents/guardians centered around education, that is guided by faith is an honour.

I am extremely proud to share that my family has four daughters, all attending Dufferin-Peel Catholic District School Board (DPCDSB) schools. When my first daughter started attending Junior Kindergarten, it was simple, I had a desire to be active and present in her school life. I personally felt that her education would be a partnership between home, school and the Church. Like all of us, life is full and very active, however I made it a priority to start with volunteering as much as possible whenever possible. Fast forward eight years later, I come to you with four years serving on the Catholic School Council (CSC) at my daughters' school, one year as Parish/OAPCE Representative, two years as CSC Chair, and this year as CSC Co-Chair. I have been a part of CCCSC for three years.

Over the years it has been a true blessing to connect with like-minded parents/guardians and caregivers, who all have many gifts to offer and all with the same goal of continuing to strengthen their children's experience in Catholic education. Recognizing, not all may have the gift of time, I have been honoured often to assist in being a supporter and helping to work toward solutions.

I am an advocate for Catholic education and the role it plays and at the same time believe that parents/guardians are our children's first educators. Working together in partnership, alongside parents/guardians students, parish partners, educators, system leaders and our Board of Trustees our children will continue to *Thrive* as a result of the Catholic education they receive at DPCDSB.

Though each year, our schools certainly are presented with challenges, I am encouraged by the words of Pope Francis: *"There is no cross, big or small, in our life which the Lord does not share with us."*

I continue to welcome and look forward to connecting with parents and guardians of DPCDSB.

May God continue to bless you and your families.

ii. The board website is being overhauled and we are looking to having a section that can be incorporated for all schools to share flyers about what is happening within all schools. This will allow for the sharing of information and best practices to learn from one another. Sharing such as parent engagement events, school faith-based events, spirit events, fundraisers and more!

The details around who will have access to upload the information and who should the information be sent is still being determined. Likely it will be CSC Chairs to send to the school principal, then the school principal to send to the Family of Schools superintendent. Also, all the meeting minutes will be posted to this section for ease of reference.

- iii. At our March meeting, we will have a presentation from the Equity and Indigenous Education department. This was the result of a request from our committee member Karen on behalf of parents/guardians from DPCDSB Black families. In the month of April, thanks to our Special Education Advisory Committee (SEAC) representative Sheena and a parent member on our committee, Mike, we are looking into having a presentation from our Special Education and Learning Services department.
- iv. Shrove Tuesday is March 4, 2025. If any schools have not already looked into planning an event and would like some guidance, please feel free to contact me for assistance.

3. Superintendent Report – Superintendent Radic

- i. Our website is changing, and I have brought forward your insight. The timeline to change our website is the next school year.
- ii. Our school year calendar is being finalized and presented in the next few weeks. We have worked with the Peel District School Board (DSB) to make sure our calendar aligns with the Peel DSB for several reasons: some families have students in both boards, and transportation and funding. PA Days with the Peel DSB, in both elementary and secondary except for Re-organization Day are aligned.
- iii. Our research team has put together a very short survey to receive feedback from the Chairs regarding the training sessions held. Before moving forward in planning for next year we would like to see what parents/guardians liked and disliked about the session. A link will go out in an email to all Chairs and members of CSC board wide.
- iv. Our funding for this school year is \$74,905. We have allotted \$30,000 for SEAC and \$15,000 for Equity and Indigenous Education that will be used toward parent engagement events. Leaving us with \$29,905 for speakers and for support parent engagement. We can also look at resources for our Catholic Chairs and communities. We can also support schools who may have booked speakers or organized other engagement events but have used all their funds.

4. Ontario Association of Parents in Catholic Education (OAPCE) Report – OAPCE Director R. Takawy

- i. Thank you to Diana Carlesimo for your years of service and dedication to OAPCE and for serving as the OAPCE Director. We have a new OAPCE Director, Ramez Takawy who is unable to attend tonight as he is at his CSC meeting. He did provide us with a report that includes a link and will be shared in the minutes.
- ii. On Saturday February 1st the OAPCE Board of Directors met in person all Directors joining us from across the province to deal with OAPCE business and implementation of our initiatives. We were joined by our Liaison Bishop Mathieu, and it was a fruitful meeting as we are excited

for the plans for the rest of the school year.

- iii. The launch of our new Social Media campaign on our new Instagram account @OAPCE85 as well as our X account @OAPCEONTARIO - we and OAPCE85 on Facebook has received positive feedback our followers are increasing daily - take a look at our "Did You Know" posts about the work that we do at OAPCE as well as sharing our resources, newsletter and all good things in the organization.
- iv. The January edition of our *Parent4Parent Press* is available now <https://oapce.org/parents-4-parents/> with some wonderful new blogs, resources and information.
- v. We were pleased to announce that Dr. Josephine Lombardi will be leading us in a virtual presentation on February 13 called "Pilgrims of Hope: A walk us through the making of a Jubilee Year and all the graces associated with participating in this special Jubilee Year of Hope." This meeting is for all regions across the province and breakout rooms will be available for the regional committees to connect with representatives in their prospective region. Please go to the website www.oapce.org for registration.
- vi. We have initiated a very important survey and are asking all parents/guardians to participate. As our ongoing advocacy for Parents in Catholic Education we would like to hear from everyone. We meet regularly with the Ministry and provide ongoing feedback, so we need to hear from parents/guardians across the province in order to advocate and contribute to policies. Please share:
https://docs.google.com/forms/d/e/1FAIpQLSd3vD3J9H_YKSPnq7VYfsH-GRg5wjE6rB77R9VMvdw8GTcbLQ/viewform
- vii. We look forward to planning the 86th Anniversary Celebration and stay tuned for more details to come. We are now looking at hosting in Niagara Falls in May 2025.

5. Special Education Advisory Committee (SEAC) Report – S. Tennessee

- i. Nominations and voting took place. Chair, Trustee Bruno Iannicca and Vice-Chair Dely Farrace were voted in.
- ii. Erin Oak was presenting, and Christiane Kyte, General Manager, Clinical Services and Special Education attended the meeting. Parents/Guardians called for more services for students with neurological disabilities. Christiane Kyte is taking that back and is bringing forth for our next meeting.
- iii. There is a link out right now for feedback on the Special Education Plan on the board website. If anyone has any feedback it is 100 pages long, but I will bring back any feedback you might have. It is due February 12, 2025. If you can, get in touch with me via email by February 10th.

6. Diocesan/Parish Representative Report – G. Ogundele

- i. In the middle of March if we could invite all the parish representatives to come together and share notes to see how they are feeling in their position.

- ii. At the last meeting I mentioned it would be a good idea to invite the Bishop to our last meeting on June 19. I can forward the information.

D. Action Items

External Presenters – Chair, N. Kovar-Euler and Superintendent Radic

- i. Chair, N. Kovar-Euler

At our meeting in December 2024, a list of external presenters was provided to all members with a task to provide input on who would be beneficial to have share at parent engagement events hosted by CCCSC for this academic school year either on this list or not on the list. I did not receive any feedback other than from our previous OAPCE Director Diana. We spent a considerable amount of time reviewing and researching. The ones we are looking into for this year are: BRAVE Education, Karl Suban and Chris Bray. More details about dates will be provided at our upcoming meeting in March.

- ii. Superintendent Radic

There was a presentation for Senior Management from Peel Police delivered by a detective who works in the Child Exploitation/Child Pornography unit, with a specific focus on digital crime. It was one hour in length with an opportunity for questions. It was very engaging and informative. It brought to light many of the dangers our children can be exposed to when we think our kids are safe at home on their computers, phones or video game consoles. The detective has given us a couple of dates at the end of February and March. The session will be in person with a hybrid option provided.

- 1. K. Barnett: Geographically where are you considering holding this?

Superintendent Radic: A school which is centrally located. As soon as I have something more concrete, we can determine.

- 2. C. Roach: Are we paying Peel Police for this parent engagement from our budget?

Superintendent Radic: Yes.

- iii. Chair, N. Kovar-Euler - We are looking at the following presenters.

- a. BRAVE Education Inc.

They offer workshops on Anti-Bullying for Grades K to 10. On the website, it appears they are primarily focused on workshops for students in school. However, they do offer a 75-minute Parents and Caregivers session on how to learn the difference between bullying behaviours and everyday conflict by evaluating (an animated case study). Parents learn prevention strategies to reduce the chance of bullying happening and how to intervene if it occurs. They do offer both a virtual and in-person option. Having BRAVE present to our parents/guardians we feel would align with DPCDSB'S Multi Year Strategic Plan (MYSP) under Thrive. The website is: www.braveeducation.ca

- b. KARL SUBBAN

Is a published author, certified professional coach and public speaker. If his name sounds familiar, that is because he is a hockey dad to NHL players PK, Malcolm and Jordan Subban. He

is also a retired Catholic school principal. His talks are on helping parents/guardians learn how to support our children in reaching their full potential. Having Karl present to our parents we feel would align with the MYSP under Thrive.

c. **CHRIS BRAY**

Is a Catholic speaker, published author and musician. He is no stranger to DPCDSB as he has previously conducted workshops in some of our schools. Chris offers Catholic schools a choice of forty-five minutes to a full day, high energy, interactive and engaging retreats to inspire the Catholic faith through music and speaking. Having Chris present to our parents and students would align with the MYSP under Believe and Thrive. His website is: www.chrisbraymusic.com

E. Closing Prayer

Closing Prayer was led by Superintendent Radic.

F. Future Meetings

Thursday, March 6, 2025

Thursday, April 10, 2025

Thursday, May 22, 2025

Thursday, June 19, 2025 - Volunteer of the Year Award Presentation and final meeting of the school year.

G. Adjournment

Moved by – S. Kanabe

Seconded by – K. Barnett

THAT THE MEETING BE ADJOURNED AT 8:54 P.M.

CARRIED