

**AGENDA**

**Special Education Advisory Committee Meeting**

Wednesday, October 19, 2022, 7:00 p.m.

Conference Call

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

*Vision: Changing the world through Catholic education.*

**Pages**

**A. Routine Matters**

- 1. Call to Order and Attendance
- 2. Land Acknowledgment
- 3. Opening Prayer 3
- 4. Approval of Agenda
- 5. Approval of Minutes, SEAC Meeting, September 21, 2022 4
- 6. Previous Business

**B. Presentations and Staff Reports**

- 1. Inclusivity/Ableism; M. Coutinho
- 2. Home/School Communication; S. Baiana
- 3. Uplifting Special Events/Days; R. Commisso

**C. Budget**

**D. Reports from Trustees for Receipt**

**E. Information/Reports from Community Associations**

- 1. Canadian Down Syndrome Week; H. Bialowas

**F. Work Group**

- 1. SEAC Goals; S. Baiana
- 2. PRO Grant Events
  - a. Updates; S. Baiana
  - b. Sacraments; J. Toste, E. Moniz-Baptista

**G. Information and Correspondence**

- 1. Follow-Up Items; Superintendent Papaloni 10

**H. Communication**

**I. Questions Asked of, and by, Committee Members**

**J. Questions asked by Public**

**K. Future Meetings**

November 16, 2022

December 7, 2022 (Liturgy at 6:30 p.m.)

January 25, 2023

February 15, 2023

March 22, 2023

April 12, 2023

May 17, 2023

June 14, 2023

**L. Adjournment**

## Prayer:

God of seasons,  
You paint the work in a glorious array during  
the autumn.

We wake up to a world filled  
with colour and plenty.

The mighty trees show off their splendour.

The harvests show us the ripened fruit of  
our labours.

We praise you for this wonderful season.

Help us to appreciate all the wonder of our  
world.

We ask this through your Son, Jesus Christ.

Amen

**MINUTES**

**Special Education Advisory Committee Meeting**

**Wednesday, September 21, 2022, 7:00 p.m.**

**CEC - Boardroom**

- |            |                           |  |
|------------|---------------------------|--|
| Attendees: | Bruno Iannicca            | Trustee - Chair  |
|            | Dely Farrace              | Brampton Caledon Community Living - Vice Chair - Representative                            |
|            | Heather Bialowas          | Down Syndrome Assoc. of Peel: Caring Network - Representative                              |
|            | Airene Cunanan            | Autism Ontario, Peel Chapter - Alternative   |
|            | Myra Del Rosario          | ABC Association for Bright Children - Representative                                       |
|            | Liza Dowson               | Ontario Association for Families of Children with Communication Disorders - Representative |
|            | Lisette Gaylie            | Easter Seals Ontario - Representative  |
|            | Caroline Huxtable         | Epilepsy South Central Ontario - Representative  |
|            | Christine Koczmarra       | Community Living Mississauga - Representative  |
|            | Lisa Papaloni             | Learning Disabilities Association of Peel Region - Alternative                             |
|            | Leslie Silvestri          | Learning Disabilities Association of Peel Region - Representative                          |
| <br>       |                           |  |
| Regrets:   | Luz del Rosario           | Alternate Trustee  |
|            | Thomas Thomas             | Alternate Trustee  |
|            | Shawn Xaviour             | Trustee Representative   |
|            | Laurie-Anne Clark         | Member At Large, Central Committee for Catholic School Councils                            |
|            | Celeste Encila            | Down Syndrome Association of Peel - Alternative  |
|            | Janice Hatton             | Autism Ontario, Peel Chapter - Representative  |
|            | Nancy Vrbanek             | ABC Association for Bright Children - Alternative  |
| <br>       |                           |  |
| Staff:     | Marianne Mazzorato, Ed.D. | Director of Education, Secretary to the Board  |
|            | David Amaral              | Associate Director, Instructional Services   |
|            | Lucy Papaloni             | Superintendent, Special Education and Learning Services                                    |
|            | Sabrina Baiana            | Coordinator, Diverse Learning Needs  |
|            | Tammie Cameron            | Consultant, Diverse Learning Needs   |
|            | Sharon Chambers           | Principal, Vice Principal Association, Elementary  |
|            | Rosanna Commisso          | Coordinator, Diverse Learning Needs  |
|            | Peter Cusumano            | Principal, Vice Principal Association, Secondary   |
|            | Joanne Dean               | Chief of Psychology  |
|            | Marisa De Oliveira        | OECTA Secondary - Representative   |
|            | Kellie Donaher            | Association of Professional Student Services Personnel                                     |
|            | Clementine D'Souza        | Consultant, Secondary Transitions and Diverse Learners                                     |
|            | Laurie Eschli             | Dufferin-Peel Educational Resource Workers' Association - Alternative                      |
|            | Camila Gonzalez           | Senior Child and Youth Care Practitioner   |
|            | Pina Grosso               | Chief of Social Work   |
|            | Christiane Kyte           | General Manager, Clinical Services and Spec Education                                      |
|            | Tanya Galway              | Chief of Psychology  |
|            | Cairine MacDonald         | Superintendent, Family of Schools  |

Patricia McGrillis  
 Cristine Pergotski  
 Laura Pincente  
 Claudia Kline  
 Michael Schaus  
 Jacqueline Toste  
 Debbie Hammond

Dufferin-Peel Educational Resource Workers' Association - Representative  
 Association of Professional Student Services Personnel  
 Consultant, Secondary Transitions and Diverse Learners  
 Principal, Vice Principal Association, Secondary  
 OECTA Elementary - Representative  
 Consultant, Diverse Learning Needs  
 DPERWA Rep

Recorder: Katherine Magee

Executive Assistant, Special Education and Learning Services

**A. Routine Matters**

1. Call to Order and Attendance

Chair of SEAC, Bruno Iannicca, called the meeting to order at 7:04 p.m.

2. Land Acknowledgment - S. Baiana

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3. Opening Liturgy

Superintendent Papaloni read the opening prayer.

4. Approval of Agenda

**THAT THE AGENDA BE APPROVED.**

**CARRIED**

5. Approval of Minutes, SEAC Meeting, June 15, 2022

**THAT THE MINUTES OF SEAC MEETING, JUNE 15, 2022, BE APPROVED.**

**CARRIED**

6. Previous Business - NIL

**B. Presentations and Staff Reports**

1. Introductions/Organizations; S. Baiana, R. Commisso

S. Baiana introduced our new Superintendent of Special Education and Learning Services, Lucy Papaloni.

Superintendent Papaloni discussed her portfolio and introduced the new Chief of Psychology, Tanya Galway to the committee. She also introduced the new Superintendent of Mississauga Brampton Central Family of Schools, Adrian Scigliano.

R. Commisso asked the committee members if there was anyone new representing a community partner who would like to introduce themselves.

2. Summer Program Update; C. Kyte, R. Commisso

S. Baiana introduced R. Commisso and C. Kyte to provide the Summer Program Updates.

R. Commisso detailed the Summer Transitions Program. The funding received from the Ministry helps to support students transitioning from grade 8 to grade 9 and returning secondary students with high special education needs. R. Commisso explained the goals for this program, including transitional resources and supports for students to adjust to the structures and routines within the classrooms and schools.

C. Kyte discussed four summer programs that were offered this year.

Support Student Mental Health program was offered through funding by the Ministry of Education. Social Workers and Mental Health Workers provided support over summer to elementary and secondary students with ongoing and significant mental health needs. Students and families received between four to fourteen hours of individualized mental health intervention to address a variety of needs including stress, anxiety and depression, peer and family relationship difficulties, grief and other mental health challenges. Staff report that the intensity of mental health needs continues to rise since the start of the pandemic.

With grants from the Ministry of Education for Tutoring and After School Skills Development, the Special Education and Learning Services Department once again offered a summer camp for students with Autism Spectrum Disorder, co-facilitated by Erinoak Kids Centre for Treatment Development. DPCDSB special education teachers and Erinoak Kids clinicians co-instructed the camp with the support of Educational Resource Workers. Staff provided engaging play-based opportunities to practice school readiness, transitions, social skills and activities of daily living. Programs were individualized. Each camper was working towards goals that were meaningful to them and their families. Lessons were taught in small and large groups across all school settings including the classroom, gym, outdoor spaces, library, and kitchen. DPCDSB adopted an inclusive approach to registration for the camp. All students with ASD were eligible, regardless of support needs, communication, and independence. For many campers, this was their first opportunity to attend a camp.

Student Mental Health and Well-Being Champions Summer Program was also funded by a grant from the Ministry of Education for Supporting Student Mental Health. DPCDSB staff facilitated this one-week summer program to engage senior students in mental health learning, advocacy and resource development. The paid employment opportunity for secondary students was inspired by student feedback about the need to reduce mental health stigma, raise awareness of supports in schools and use social media more optimally to reach youth. The program goals were to increase knowledge and awareness of mental health. The committee watched a Welcome Video for DPCDSB students created to remind them that they are not alone, and to promote help seeking. During the 2022-2023 school year, the participants will be recognized as Mental Health and Well-Being Champions in their schools. The Champions will collaborate with administrators, key school staff and student groups to identify opportunities to promote resources, build awareness, share knowledge and encourage help-seeking behaviours by students.

Summer Special Education Assessments Program was funded by the Ministry. Psychological and speech-language assessments are helpful tools for learners with differing abilities, their families and educators to understand learner profiles and guide programs, placements and services for students. Across the province, school closures and staffing shortages have created barriers for families to access professional assessments. In response, the Special Education and Learning Services Department offered professional assessments during summer. DPCDSB psychology staff and/or external providers completed assessments. In the hands of educators, the results, recommendations and strategies from the assessments will help the students to excel and thrive in school and in the community.

3. Uplifting Special Events/Days; R. Commisso, S. Baiana

In order to support events hosted by Community Agencies and Organizations, SEAC organization representatives were invited by R. Commisso to identify any significant days that they would like the board to acknowledge. In addition, they were invited to make a short presentation regarding their day/month of significance at upcoming SEAC meetings. Members were asked to indicate relevant information on the form that was sent via email by Katherine Magee.

**C. Budget - NIL**

**D. Reports from Trustees for Receipt**

Trustee Bruno Iannicca reported that courtesy seating on buses is starting earlier this year.

He also mentioned that the funds given by the province have been utilized completely for programs for students.

L. Dowson asked about courtesy seating for siblings and Trustee Bruno Iannicca stated he'd take it to the board meeting.

L. Dowson asked about communication books for parents with special education students and Trustee Bruno Iannicca said he will raise it at the board meeting.

**E. Information/Reports from Community Associations**

L. Gaylie reported on PAAC on SEAC documents. The Provincial Parent Association Advisory Committee has two documents that she wanted to share with SEAC members, PAAC on SEAC Resource Guide and PAAC on SEAC Tip Sheet.

C. Koczmar announced the Smile Cookie Campaign by Tim Horton's that supports Community Living Mississauga. She shared an email from Community Living Mississauga stating that the Early Childhood Resource Team assisted over 70 children to transition into the school system this fall. It has been one of the most successful years.

**F. Work Group**

1. Upcoming Parent Reaching Out Grant Events; R. Commisso, S. Baiana, T. Cameron

T. Cameron discussed the first PROGrant of the 2022-2023 school year entitled "See Me For Me, A Message Of Inclusion." This is a new PROGrant for the system. The virtual session will be presented by Dana Geall, the author of the picture book See Me For Me, on October 27, 2022. The goal of the session is to focus on the importance of including all students in

our communities and in all that we do and to embed inclusion within our day-to-day culture and understanding.

During the session, Dana will demonstrate her passion as an advocate of inclusion through the messaging she has included in her picture book, "See Me For Me." The book includes themes and topics that may arise when a child or student first meets someone with a disability. The book is intended to help educators and families start important dialogues about empathy and inclusion.

A flyer with additional information, including how to register for this virtual session, is posted on the DPCDSB website and will be distributed through the System Weekly Update, shared through our Family of Schools networks, the Special Education and Learning Services Department SharePoint site and through social media by the Communications Department.

All DPCDSB participants who register will receive a copy of Dana Geall's book, "See Me For Me" through their child's home school.

The flyer will be emailed to committee members. Any member of SEAC who was interested in co-hosting the virtual event was asked to email Katherine Magee by October 1, 2022.

#### **G. Information and Correspondence**

1. Letter from Upper Canada District School Board SEAC to the Minister

Trustee Bruno Iannicca referred the committee members to the letter from Upper Canada District School Board SEAC to the Minister.

2. Letter from DPCDSB SEAC to the Minister - DRAFT

Trustee Bruno Iannicca discussed the letter from Dufferin-Peel Catholic District School Board SEAC to the Minister. It was approved for finalizing and signing.

#### **H. Communication - NIL**

#### **I. Questions Asked of, and by, Committee Members**

L. Papaloni asked if there is an opportunity to raise awareness of students with differing abilities. She feels there is not enough awareness and is worried that there is more bullying than a typical student.

Trustee Bruno Iannicca stated that he will raise it again at the board meeting.

L. Dowson mentioned a tool used by Holland Bloorview called Project Inclusion, funded by the Ministry of Education. It has five modules for educators, discussing inclusion and disabilities. She asked to share it with SEAC members.

D. Farrace asked if we need to build framework for what they want to see for awareness of inclusion.

#### **J. Questions asked by Public**

A. DeFrancesco Isaac asked how is staffing for ERWs and Special Education teachers allocated to schools? Is it based on the number of identified students?



R. Commisso explained that through the Family of Schools Administrative teams, along with Special Education Resource teams, schools work with the consultants to identify the students with high special education needs. Students who require support are brought forward to the Special Education and Learning Services department and ERWs are distributed to those schools. Teacher formulas for Elementary is based on individual education plans.

A. DeFrancesco asked if staffing is based on identified students or IEPs? She also asked how staffing is supported when new students arrive that were not accounted for in the original allocations?

R. Commisso explained that the process of reviewing the needs for Special Education is completed at the Family of Schools level. When parents register a new student, the department becomes aware of the particular needs of the student, and the Special Education Consultant would get involved to determine the needs of the school and would allocate resources accordingly.

S. Alta shared a situation where her child was isolated regarding communion, and she wasn't informed regarding the process for communion. There was no awareness that her child had special needs and did not receive accommodation.

Trustee Bruno Iannicca mentioned that in these meetings specific children are not discussed.

S. Alta asked how we are demonstrating inclusivity with our actions?

Trustee Bruno Iannicca asked her to send Katherine her contact information so that Superintendent Papaloni can contact her to discuss her particular situation.

C. Koczmaro commented as well on opportunities through SEAC for first communion preparations.

L. Gaylie asked how well are we communicating the initiatives that we put forth down to the school level so that children do not miss out on these opportunities?

Trustee Bruno Iannicca said he will take this back to the board.

L. Dowson mentioned that it is important to talk about inclusion to improve the situation for students with differing abilities to lessen negative comments.

**K. Future Meetings**

Trustee Bruno Iannicca suggested to the committee members to conduct a survey on how they would like to conduct future SEAC meetings.

**L. Adjournment**

**Moved by** Lisa Papaloni

**THAT THE MEETING BE ADJOURNED AT 9:45 P.M.**

**CARRIED**

# My Daily School Reflection Log

Date: \_\_\_\_\_


**GREAT**  
Day

**GOOD!**  
Day

**OKAY!**  
Day

Today I had:

\_\_\_ Speech  
\_\_\_ OT visit  
\_\_\_ Gym  
\_\_\_ Library  
\_\_\_ Art  
\_\_\_ Music  
\_\_\_ Other: \_\_\_\_\_



I ate my AM snack:  
Yes No


I ate my PM Snack:  
Yes No

I ate my Lunch:  
Yes No

I used the Sensory Room:  
Yes No

I used the Calming Space:  
Yes No

In the sensory and/or calming space I enjoyed:  
\_\_\_ the blue rocking chair  
\_\_\_ the yoga ball  
\_\_\_ the squishy chair  
\_\_\_ Other \_\_\_\_\_

I succeeded in: 

\_\_\_ Using "Green" Words  
\_\_\_ Following the classroom routine/schedule  
\_\_\_ Following directions most of the day  
\_\_\_ Working independently on some tasks  
\_\_\_ Transitioning to and from recess  
\_\_\_ Using the washroom  
\_\_\_ Keeping hands to self  
\_\_\_ Purchasing 1 pass or 2 passes

I had challenges with:

\_\_\_ waiting my turn  
\_\_\_ Letting someone else go first  
\_\_\_ Letting someone else choose  
\_\_\_ Taking turns with others  
\_\_\_ Participating in \_\_\_\_\_  
\_\_\_ Finishing my in-class work  
\_\_\_ Other: \_\_\_\_\_

Comments from School:











\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I enjoyed:

\_\_\_ iPad time \_\_\_ Recess  
\_\_\_ Drawing \_\_\_ Other: \_\_\_\_\_

Teacher Initials: \_\_\_\_\_

MY FAVOURITE THING I DID TODAY

Music 	Shapes (What? _____) 	Playground 	Alphabet (Letter: _____) <b>ABC</b>
Special activity What? _____ 	Made food What? _____ 	Playing with friends Who? _____ 	Made a craft/art What? _____ 
Blocks 	Reading 	Cars 	Wrote my name <b>NAME</b>

TODAY I ATE


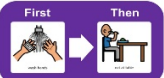



Most of my food 	Some 	A little 	Nothing
--	---	--	---------

What did I refuse to eat, if anything? \_\_\_\_\_

TODAY I FELT

Happy 	Tired 	Sick 	Mad 	Sad 	Something else:
--	--	---	--	--	-----------------

IF APPLICABLE, I HAD AN EXTRA TOUGH TIME WITH

Communicating 	Transitions 	Noise 	Shutdowns 	Playing with others 	Something else:
--	--	--	--	--	-----------------

Did I do something extra awesome (new skill, etc) today that my parent should know? If so, what?

\_\_\_\_\_

Are there any activities or special days coming up that my parent needs a reminder of? If so:

What? _____	When? _____
-------------	-------------

NOTES FROM TEACHER, IF ANY:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Today I had...

Date: \_\_\_\_\_

PE      Art      Music      Drama      Library      Recess

Today I worked on...

- Reading
- Math
- Science/Social Stud.
- Social Skills
- 

Today I did well with...

- Following directions
- Following my schedule
- Working independently
- Working in groups
- Completing my classroom/school jobs
- 

Today I had a ...



Great Day



Good Day



Okay Day

Comments:

---



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Personal Information:

I ate well:      Yes      No

I used the toilet today:      Yes      No

BM:      Yes      No

I need the following items...

- Extra clothes
- Snacks
- Juice/Drinks
- Diapers
- Wipes
- 

Parent Initials:

---

Today I went to...

Date: \_\_\_\_\_

PE      Art      Music      Library      Drama      Dance

Today I worked on...

- Reading
- Math
- Science/Social Stud.
- Social Skills
- 

Today I did well with...

- Following directions
- Following my schedule
- Working independently
- Working in groups
- Completing my classroom/school jobs
- 

Today I had a ...



Great Day



Good Day



Okay Day

Comments:

---



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Personal Information:

I ate well:      Yes      No

I used the toilet today:      Yes      No

BM:      Yes      No

I need the following items...

- Extra clothes
- Snacks
- Juice/Drinks
- Diapers
- Wipes
- 

Parent Initials:

---

Communication Book Home – School

DATE: \_\_\_\_\_

*THIS MORNING AT HOME:*

Did **CHILD** have a good sleep last night? `

Yes  No

Did **he** eat breakfast?

Yes  No

Anything else we should know?

\_\_\_\_\_  
\_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

*TODAY AT SCHOOL:*

Did **she/he** eat lunch?

Yes  No

Did she/he eat snacks?

Yes  No

Comments: \_\_\_\_\_

Toileting concerns? Yes No

Comments: \_\_\_\_\_

Today **she/he** really liked

\_\_\_\_\_

Today **she/he** worked on

\_\_\_\_\_

Today she/he did not like

\_\_\_\_\_

Today she/he had difficulties with

\_\_\_\_\_

\_\_\_\_\_

Comments about overall school day

\_\_\_\_\_

\_\_\_\_\_

COMPLETED BY: \_\_\_\_\_