“Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.”
Philippians 4:9
Our vocation as members of the Catholic community calls all individuals in the system to contribute to an environment that supports a responsive, equitable, inclusive, and caring culture of learning. Our vocation is reflected in the Dufferin-Peel Catholic District School Board’s (DPCDSB) Multi-Year Strategic Plan (MYSP) 2019-2023, the Catholic Board Improvement Learning Cycle (CBILC) and Catholic School Improvement Learning Cycles (CSILC), as well as the revised mission and new vision for DPCDSB.

This school year represented the first year of the system’s new MYSP 2019-2023. Additionally, the CBILC and CSILC have been aligned with the MYSP. In addition to rolling out 2019-2023, this school year represented the formal release of the revised mission and new vision for DPCDSB: “Disciples of Christ, nurturing mind, body, and soul to the fullness of life” and “Changing the world through Catholic education.”

The 2019-2020 school year has been extraordinary in terms of interruptions to student learning. Labour challenges limited the reach of professional learning and caused students to miss school between January and March of 2020. Although these challenges were resolved in early March, the advent of COVID-19 and its associated public health-mandated school closures have brought new obstacles to supporting student learning. Given the unprecedented upheavals associated with a transition from classroom to the fully online environment of the Continuity of Catholic Learning, all but one of the planned student and educator data collections that would have been used to inform progress in the CBILC have been postponed. Data collection and monitoring of progress related to the CBILC goals are anticipated to recommence in 2020-2021.

The MYSP 2019-2023 has five core values that frame the essence of our work as a Catholic learning community: Believe, Excel, Respect, Thrive, and Trust. Future annual CBILCs will be aligned to support all learners across these five core values, as outlined on the following page.

Mission: Disciples of Christ, nurturing mind, body, and soul to the fullness of life.
Vision: Changing the world through Catholic education.
CATHOLIC BOARD IMPROVEMENT 
LEARNING CYCLE 2019-2020 
GOALS*

**Believe**
- Increase, among all learner groups, student application of scripture, sacramental life, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.
- Enhance positive staff perceptions regarding DPCDSB Catholic Community, Culture and Caring.
- Enhance positive parent perceptions of student faith formation in DPCDSB schools.

**Excel**
- Increase proportion meeting or exceeding provincial standard in literacy and numeracy
- Increase student critical thinking, communication, collaboration, innovation (global competencies)
- Elevate organizational effectiveness

**Respect**
- Enrich student connection to Catholic community (e.g., reduce aggressive behaviours)
- Increase sense of belonging among all equity-seeking groups
- Increase staff awareness and reduce experience of discrimination and harassment

**Thrive**
- Increase student engagement and well-being
- Enhance student Catholic digital citizenship
- Increase awareness of, and accessibility to, mental health and well-being supports
- Enhance safety and security measures to support well-being (physical environment, technology, data integrity, privacy)
- Increase staff well-being and belonging

**Trust**
- Increase confidence in stewardship of resources
- Promote practices that value the sacredness of creation
- Enhance engagement of schools with community partners and parishes
- Increase operational and customer service quality

* Due to labour action and COVID-19 shutdowns, not all goals could be monitored during 2019-2020.
BELIEVE

Goals
- Increase student application of scripture, sacrament, and Catholic social teachings to daily life
- Enhance positive staff perceptions of DPCDSB
- Enhance positive parent perceptions of DPCDSB

Catholic Education Week Activities: May 2020

- Cardinal Collins' Virtual Mass for Catholic Education Week (98%)
- Sharing of Prayers and Hymns (84%)
- D2L or Google Classroom Announcements (87%)
- Online Presenters (17%)
- Recognition of Historical Figures and/or Contributions from the Religious Community (15%)
- Student-Led Initiatives, Submissions, Activities (74%)
- Online Sharing of Student Work (77%)
- Curriculum Integration (87%)
- Email Messages to Families (84%)
- Virtual Mass with Local Parish (15%)
- Virtual Assemblies (11%)
- Video Messages (11%)

We asked schools how they plan to continue the learning of Catholic Education Week all school year. Here's what they told us...

- 57 schools plan to integrate hope with school messaging
- 38 schools plan to integrate hope into the virtual classroom activities
- 20 schools plan to use regular social media posts (e.g., Twitter, Instagram)
- 15 schools plan to continue discussing the role of hope in these challenging times and linking hope to mental health and well-being supports for students and staff
Middle Years Development Instrument (MDI)*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Catholics</th>
<th>Non-Catholic Christians</th>
<th>Muslim and Other</th>
<th>Sikh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>93%</td>
<td>7.5%</td>
<td><strong>3% each</strong></td>
<td>2%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Importance of Religion
- 80% of students say religion is "somewhat" or "very" important

Attending Religious Services
- 53% of students attend religious services at least once a month

Non-Catholic Religions
- Top 3
  - Non-Catholic Christians: 7.5%
  - Muslim and Other: 3% each
  - Sikh: 2%

There is a positive relation between:
1. Importance of religion and well-being
2. Attending religious services and well-being

This means that:
1. Students who report greater importance of religion also tend to report higher well-being.
2. Students who attend religious services more frequently also tend to report higher well-being.

Student Distance Learning Survey*

% of participating students reporting that they are taking Religion online in spring 2020

- 74% Elementary
- 46% Secondary

* Based on 12,191 students

** Statistically significant findings are reported, with analyses controlling for grade

* Based on 8182 elementary and 7842 secondary students
**EXCEL**

**Goals**
- Increase proportion meeting or exceeding provincial standard in literacy and numeracy
- Increase student critical thinking, communication, collaboration, innovation (global competencies)
- Elevate organizational effectiveness

---

**Distance Learning Feedback**

The COVID-19 closure changed assessment and evaluation, postponed student surveys about math and literacy, and cancelled EQAO and OSSLT administration. Such changes to the learning environment and the resultant reduction of available achievement data has necessitated a change in assessing goal progress.

---

**Subjects Studied Online**

- **Students Learning Mathematics**
  - 98% Elementary
  - 53% Secondary

- **Students Learning Sciences**
  - 79% Elementary
  - 49% Secondary

- **Students Learning Religion**
  - 74% Elementary
  - 46% Secondary

- **Students Learning English/Language Arts**
  - 83% Elementary
  - 53% Secondary

---

**Accessing the Learning**

<table>
<thead>
<tr>
<th>Accessing the Learning</th>
<th>Google Classroom Assignments</th>
<th>Brightspace by D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92% Elementary 88% Secondary</td>
<td>NA 58% Elementary 58% Secondary</td>
</tr>
</tbody>
</table>

| Video Conferences      | 52% Elementary 46% Secondary |
|                        | 42% Elementary 42% Secondary |

| Recorded Lessons       | 24% Elementary 41% Secondary |
|                        |                             |

---

**Types of School Work**

The vast majority of school work done online consisted of assignments and/or projects.

- **Google Classroom Assignments**
  - 91% Elementary
  - 96% Secondary

- **Brightspace by D2L**
  - 68% Elementary
  - 62% Secondary

---

**Time Spent Learning Online**

- **98%** Elementary
- **92%** Secondary

---

* Based on 8,182 students in Grades 4-8 and 7,842 in Grades 9-12
** Note: Secondary responses only reflect courses taken in Semester 2.

---

DPCDSB continued the learning through the Continuity of Catholic Learning (online distance learning). Students were asked in May and June 2020 about their online learning during the pandemic closure.*
Recognizing the scope of shifting all K-12 learning from in-person to a fully online format, educators were asked for regular updates on student contact, learning activities, and areas for improvement.

DPCDSB continued the learning through the Continuity of Catholic Learning (online distance learning). Educators provided regular updates about online learning during the pandemic closure.

**Teacher Perceptions**

- 54% of students engaged in online learning, as reported by teachers
  - 64% Secondary

Teacher ratings of student engagement in online learning (%).

- 22% Engagement Improved
- 26% Engagement No Change
- 52% Engagement Worsened

Teacher ratings of experience supporting students remotely (%).

- 66% Experience Improved
- 25% Experience No change
- 8% Experience Worsened

**Engaging Students**

- % of teachers delivering online learning activities by type.
  - Google Classroom Assignments: 75%
  - Emails: 70%
  - Links to External Resources: 69%
  - Phone Contact: 51%
  - Video Conferences: 48%
  - Recorded Lessons: 31%

**Types of School Work**

The majority of school work done online included assignments and/or projects.

- 72% Teachers assessing student learning via assignments/projects

**Challenges Reported**

- % of teachers reporting lack of student motivation and difficulty getting family "buy-in" as challenges.
  - Lack of student motivation: 72%
  - Lack of family "buy-in": 64%

*Based on 2,552 educators providing feedback in mid-June, 2020.

**Online Learning Tools Feedback**

All students in Grades 7 and 8 were provided with a Chromebook with access to the edwin online learning tools suite. Feedback from students and teachers was gathered in June 2020.

- 75% of students reported that Edwin improved their distance learning experience
- 85% of teachers reported that Edwin improved students' distance learning experience

The Edwin Library, Knowledgehook, and WeVideo were the Edwin apps used most often by teachers and students.

Improvements suggested by teachers included more math, language, and science collections, as well as faster devices.

**Based on 2,730 students and 254 teachers.**
**RESPECT**

**Goals**
- Enrich student connection to Catholic community (e.g., reduce aggressive behaviours)
- Increase sense of belonging among all equity-seeking groups
- Increase staff awareness and reduce experience of discrimination and harassment

**Middle Years Development Instrument (MDI)**

The Middle Years Development Instrument (MDI) assesses overall student well-being, as well as student access to supportive peers and adults, and experience of bullying.

**Participants:**
- Students in Grades 6, 8, and 10*

**Gender**
- Males had higher scores than females and students reporting another gender for:
  - well-being
  - peer belonging
  - supportive adults at home
  - school climate
  - school belonging
- Females had higher scores than males and students reporting another gender for:
  - friendship intimacy or closeness
  - supportive adults at school

**Students reporting another gender** reported being bullied most often.

**Race**
- White students had higher scores than Black and Non-Black Racialized students for:
  - overall well-being
  - supportive adults at home
  - supportive adults in the community
  - school belonging
- Black students had lower scores than White and Non-Black Racialized students for school climate.

**Non-Black Racialized** students had higher scores than Black students for supportive adults at home.

**No significant racial differences** for:
- supportive adults at school
- peer belonging
- friendship intimacy or closeness
- experience of bullying

* Based on 12,191 students (4,131 Grade 6 students; 4,044 Grade 8 students; 4,016 Grade 10 students).

**Students were grouped as Black, White, or Non-Black Racialized, based on reported race(s).**
English Literacy Development Focus Groups

English Literacy Development supports student newcomers to Canada who have significant gaps in their schooling. A focus group was conducted to find out what students thought about this program.

Students told us they:

- Enjoyed the program
- Felt they were part of a close-knit community of students and teachers
- Appreciated the opportunity to improve conversation and written skills
- Felt the program improved their confidence and skills in English
- Were challenged by comprehension in academic subject areas
Distance Learning Feedback

The COVID-19 pandemic forced the closure of schools in March 2020. However, DPCDSB continued the learning through the Continuity of Catholic Learning (online distance learning). To assess student connection to the Catholic learning community by gender, race, and learning needs, a survey was used to gather student* and parent/guardian** feedback.

<table>
<thead>
<tr>
<th>DPCDSB wanted to know:</th>
<th>Findings help DPCDSB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How much students liked online distance learning</td>
<td>Design better online learning opportunities for different learner groups.</td>
</tr>
<tr>
<td>• How easy it was to access distance learning from home</td>
<td></td>
</tr>
<tr>
<td>• How much school work students did online from home compared to the Ministry of Education expectations by grade.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Say...</th>
<th>Parents and Guardians Say...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>• Girls spent more time doing online learning than others</td>
<td>• Girls found it easier to do online learning than boys</td>
</tr>
<tr>
<td>• Boys enjoyed distance learning more than others</td>
<td></td>
</tr>
<tr>
<td><strong>English as a Second Language (ESL)</strong></td>
<td><strong>Students with ESL needs enjoyed online learning more</strong></td>
</tr>
<tr>
<td><em>No significant differences across ESL status for: enjoyment of online learning; ease of access of online learning; time spent doing online learning.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Individual Education Plan (IEP)</strong></td>
<td><strong>Students with an IEP found it harder to access online learning</strong></td>
</tr>
<tr>
<td>• Students with an IEP found it harder to access online learning</td>
<td>• Students with an IEP found it harder to access online learning</td>
</tr>
<tr>
<td>• Students with an IEP spent less time doing online learning</td>
<td></td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td><strong>Black and Non-Black Racialized students spent more time doing online learning more than White students</strong></td>
</tr>
<tr>
<td>• Non-Black Racialized students enjoyed distance learning more than others</td>
<td>• Black and Non-Black Racialized students found it easier to access online learning more than White students</td>
</tr>
<tr>
<td>• Black students found it harder to access online learning than others</td>
<td>• Non-Black Racialized students spent more time doing online learning than White students</td>
</tr>
<tr>
<td>• Black and Non-Black Racialized students spent more time doing online learning than White students</td>
<td></td>
</tr>
</tbody>
</table>

**Statistically significant findings are reported for gender and race, with analyses controlling for grade.**

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differences reported by gender, learning needs, and race suggest that, where online learning is necessary in future, its access, content, and ease of use need to be differentiated based on student need.</td>
</tr>
</tbody>
</table>

* Based on 8,182 students in Grades 4 through 8, and 7,842 students in Grades 9 through 12.  ** Based on 11,331 parents and guardians.
**Middle Years Development Instrument (MDI)**

The Middle Years Development Instrument (MDI) assesses overall student well-being, as well as student access to supportive peers and adults, and experience of bullying.

**Goals**
- Increase student engagement and well-being
- Enhance student Catholic digital citizenship
- Increase awareness of, and accessibility to, mental health and well-being supports
- Enhance safety and security measures to support well-being (physical environment, technology, data integrity, privacy)
- Increase staff well-being and belonging

---

**Well-Being**
- Low: 27%
- Medium to High: 47%
- Very High: 26%

Low rates of high well-being ("thriving") were observed in:
- 34% of Grade 6 students
- 28% of Grade 8 students
- 19% of Grade 10 students

---

**Supportive Peers**
- 83% of students demonstrate this asset

This asset was demonstrated by:
- 84% of Grade 6 students
- 85% of Grade 8 students
- 81% of Grade 10 students

---

**Supportive Adults**
- 68% of students demonstrate this asset

This asset was demonstrated by:
- 74% of Grade 6 students
- 69% of Grade 8 students
- 61% of Grade 10 students

---

**Positive School**
- 80% of students demonstrate this asset

This asset was demonstrated by:
- 84% of Grade 6 students
- 83% of Grade 8 students
- 72% of Grade 10 students

---

**Bullying**
- 92% of students demonstrate this asset

Students demonstrating the bullying asset were not victimized

- 90% of Grade 6 students
- 92% of Grade 8 students
- 94% of Grade 10 students

---

* Based on 12,191 students (4,131 in Grade 6; 4,044 in Grade 8; 4,016 in Grade 10).
Socio-Emotional Learning Program Inventory

Social-Emotional Learning (SEL) Programs support development of skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.* On behalf of school teams, Child and Youth Workers (CYWs) conducted an inventory of SEL programs used in DPCDSB schools during 2019. The inventory findings will support identification of a suite of promising practices to support students.

Key Inventory Findings:

- **Everyone at school supports student SEL**, with CYWs and teachers most often involved.
- **SEL programming is most frequently delivered to whole classes** but is also provided to individuals or small groups of students.
- **There is noticeable emphasis on SEL programming in the primary and secondary grades**, while fewer schools implement SEL in Grades 3 through 8.

![Proprietary Program Usage (%) in Schools by Grade](chart)

Distance Learning Feedback

The COVID-19 pandemic forced the closure of schools in March 2020. However, DPCDSB continued the learning through the Continuity of Catholic Learning (online distance learning). A survey to assess student connection to the Catholic learning community was conducted in May and June 2020. Students were asked to rate their enjoyment of online learning and how easy it was for them to access online learning.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyment of Online Learning</td>
<td>2.69</td>
<td>2.49</td>
</tr>
<tr>
<td>Average rating</td>
<td>(out of 5)</td>
<td>(out of 5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of Access to Online Learning</td>
<td>3.19</td>
<td>2.78</td>
</tr>
<tr>
<td>Average rating</td>
<td>(out of 5)</td>
<td>(out of 5)</td>
</tr>
</tbody>
</table>

* Based on 8,182 students in Grades 4 through 8, and 7,842 students in Grades 9 through 12. ** Based on 11,331 parents and guardians
TRUST

Goals
- Increase confidence in stewardship of resources
- Promote practices that value the sacredness of creation
- Enhance engagement of schools with community partners and parishes
- Increase operational and customer service quality

Corporate Services Insight Survey*

Strengths → Helpfulness and knowledgeable staff, and professionalism

Room for Growth → Clearer contact information, address technical and logistical issues

* Based on 1417 participants
** Average rating across Corporate Services departments

Parent and Guardian Distance Learning Survey*

% of participants reporting "somewhat agree" or "strongly agree"

- I feel that my child's school continues to support my child's learning. [63 (Elementary), 71 (Secondary)]
- My child's school has done a good job in implementing distance learning. [63 (Elementary), 71 (Secondary)]
- My child's school provides up-to-date school-related information. [74 (Elementary), 81 (Secondary)]
- There is a supportive network of staff at my child's school to navigate distance learning. [58 (Elementary), 66 (Secondary)]

* 11,331 participants (70% elementary, 30% secondary)

The most common reason for why their child isn't doing ANY schoolwork online was that their child doesn't like online learning (elementary) or that their child isn't motivated to do schoolwork (secondary).

OVERALL PARENT & GUARDIAN RATING
Average rating out of 5

<table>
<thead>
<tr>
<th>Enjoyment of Online Learning</th>
<th>Ease of Doing Learning Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.69</td>
<td>3.01</td>
</tr>
<tr>
<td>2.54</td>
<td>3.03</td>
</tr>
</tbody>
</table>

Elementary | Secondary | Elementary | Secondary
Return to School

**Attend In-Person Learning**

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected*</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>Actual**</td>
<td>69%</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Attend Remote Learning**

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected*</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Actual**</td>
<td>31%</td>
<td>25%</td>
</tr>
</tbody>
</table>

- **41%** & **49%** of parents and guardians reported "very likely" that they would send their children to school on the bus, if eligible***
- **98%** of parents and guardians say they have access to home internet***

**61%** & **79%** of parents and guardians say that their child has access to a device***

- **Child getting sick** with COVID-19 at school
- **Can't work** from home and support child's online learning
- **Need child care** on days school is not open

Other Metrics in 2019-2020

<table>
<thead>
<tr>
<th>Metric</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWH energy cut* vs. 2018-2019</td>
<td>XY%</td>
<td>* These metrics have been impacted by the Covid-19 school closure</td>
</tr>
<tr>
<td>Reduction in the amount of paper used* vs. 2018-2019</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td># of devices loaned during school closure</td>
<td>24,105</td>
<td></td>
</tr>
<tr>
<td>Adoption rate of School Cash Online</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Eco Schools certification</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

* Based on parents'/guardians' responses for 64,934 students as of August 19
** Based on Student Information System as of September 25
*** Based on 15,151 parents'/guardians' responses as of July 9
Mission: Disciples of Christ, nurturing mind, body, and soul to the fullness of life.
Vision: Changing the world through Catholic education.

<table>
<thead>
<tr>
<th>BOARD OF TRUSTEES</th>
</tr>
</thead>
</table>
| Sharon Hobin (Chair)  
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sharon.hobin@dpcdsb.org |
| Thomas Thomas (Vice Chair)  
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thomas.thomas@dpcdsb.org |
| Brea Corbet  
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| Bruno Iannicca  
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| Anna da Silva  
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| Darryl D’Souza  
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Heather Fernandes |