

AGENDA

Regular Board Meeting

Tuesday, December 12, 2023, 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.*

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M. Report from the In Camera Meeting of the Committee of the Whole

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January 30, 2024

February 27, 2024

March 19, 2024

April 23, 2024

May 28, 2024

June 18, 2024

O. Adjournment

Advent Opening Prayer

God of power and mercy,
as we prepare this Advent season
for the birth of our Saviour
open our hearts in welcome.
Remove the things that hinder us
from receiving Christ with joy,
so that we may share his wisdom
and become one with him when he comes in glory,
for he lives and reigns with you and the Holy Spirit,
one God, for ever and ever.

Amen.

Remembering Our Deceased December 2023

Let us remember the students, staff, trustees and family members of staff and trustees who have recently passed away and keep them in our thoughts and prayers. Eternal rest grant unto them O Lord and let the perpetual light shine upon them. May they rest in peace. Amen

Staff/Former Staff

- ▶ **Margaret Faltyn** designated early childhood educator, St. Giovanni Scalabrini Catholic Elementary School (CES).
- ▶ **Louise Carpani**, secretary, St. Joseph CES and St. Louis CES, mother of Lisa Goddard, retired teacher, Loyola Catholic Secondary School (CSS).

Family Members of Staff/Family Members of Former Staff/Family Members of Trustees

- ▶ **Gregorio Valeo**, father-in-law of Lina Cambareri, teacher, Blessed Michael J. McGivney CES.
- ▶ **Mary Lammers**, mother-in-law of Judy Lammers, teacher, Philip Pocock CSS.
- ▶ **Clarice Angela Buckley**, mother of Maureen Amatruda, head secretary, St. Marguerite d'Youville CSS.
- ▶ **Isabel Veleno**, sister of Andrea Moscoso, teacher, Holy Family CES.
- ▶ **Raffaella "Filina" Nacchia**, mother of Nancy Avila, head secretary, St. Basil CES.
- ▶ **Anthony Baldesarra**, father of Alyssa Baldesarra, teacher, St. Michael CSS.
- ▶ **Beate Wilson**, mother of Ursula Burke, teacher, St. Cornelius CES.
- ▶ **Consiglia Policelli**, grandmother of Alessandra Macri, teacher, Father Michael Goetz CSS.
- ▶ **Vito Modugno**, father-in-law of Diana Modugno, teacher, St. John Bosco CES, and grandfather of Nicole Bernad, teacher, St. Nicholas CES.
- ▶ **Angelo Scerni**, father of Sandro Scerni, former DPCDSB trustee and current teacher, Philip Pocock CSS.
- ▶ **Herbert Tilling**, father of Irene Maria Tilling, retired teacher, St. Aloysius Gonzaga CSS.
- ▶ **Nicola Macri**, grandfather of Alessandra Macri, teacher, Father Michael Goetz CSS.
- ▶ **Giuseppe (Joe) Nesci**, grandfather of Karen Italiano, designated early childhood educator, St. Brigid CES.
- ▶ **Ronald Larocque**, father-in-law of Jennipher Larocque, teacher, St. Benedict CES.
- ▶ **James Phelan**, brother of Bill Phelan, teacher, St. Aloysius Gonzaga CSS.
- ▶ **Giustina Zenga**, mother of Anna Cannataro, teacher personnel lead, mother-in-law of Dianne Zenga, retired teacher, St. Timothy CES, grandmother of Shannon Dzikowski, teacher, Timothy CES, and Michele Zenga, teacher, St. Catherine of Siena CES.
- ▶ **Jean Mearns**, mother of Andrena Maksimowski, child and youth worker, Mississauga South Family of Schools.
- ▶ **Jina Groh**, mother-in-law of Colleen Groh, teacher, St. Sofia CES.

*And, also for those whose passing we have not mentioned,
we know that God will not forget.*



RECOMMENDATION TO THE BOARD

REPORT NUMBER A 7

**MINUTES OF
THE REGULAR BOARD MEETING
NOVEMBER 28, 2023**

1. **THAT THE MINUTES OF THE REGULAR BOARD MEETING, NOVEMBER 28, 2023, BE APPROVED.**

MINUTES

Regular Board Meeting

Tuesday, November 28, 2023, 7:00 p.m.

Boardroom, Catholic Education Centre

Trustees:	Luz del Rosario	Chair
	Thomas Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Anisha Thomas	Trustee
	Herman Vioria	Trustee
	Shawn Xaviour	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Christopher Joseph	Student Trustee
	Nathan Nguyen	Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	David Amaral	Associate Director, Instructional Services
	Daniel Del Bianco	Associate Director, Corporate Services
	Julie Cherepacha	Executive Superintendent, Finance, Chief Financial Officer and Treasurer
	Dulcie Belchior	Superintendent, Family of Schools
	Wayne Brunton	Superintendent, Equity and Indigenous Education
	Brian Diogo	Superintendent, Family of Schools
	Silvana Gos	Superintendent, Family of Schools
	Brian Hester	Superintendent, Financial Services
	Sue Steer	Acting Superintendent, Family of Schools
	Carmel Murphy	Superintendent, Program and Learning Services
	Laura Odo	Superintendent, Family of Schools
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Tammy-Lynne Peel	Superintendent, Family of Schools
	Adrian Scigliano	Superintendent, Family of Schools
	Stephanie Strong	Superintendent, Human Resources and Employee Relations
	Mathew Thomas	Superintendent, Planning and Operations
	Max Vecchiarino	Superintendent, Policy, Strategy, Research and Global Learning
	Kevin Wendling	Assistant Superintendent: Math Lead
	Bruce Campbell	General Manager, Communications and Community Relations
	Theresa Davis	General Manager, Human Resources
	Christiane Kyte	General Manager, Clinical Services and Special Education
	Richard Moriah	General Manager, Physical Plant Facilities
	Carrie Salemi	General Manager, Finance
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

Vice-Chair Thomas Thomas called the meeting to order at 7:00 p.m. Vice-Chair Thomas Thomas chaired the meeting as Trustee Luz del Rosario attended the meeting virtually.

2. National Anthem

The national anthem for the meeting was performed by the Notre Dame Catholic Secondary School (CSS) Concert Band and Concert Choir under the direction of Teacher Tara Nadal. Students range from Grade 9 to 12. They represented Dufferin-Peel Catholic District School Board (DPCDSB) at the Musicfest National Finals last year and brought home a gold medal for Band and a silver medal for Choir.

Trustee Luz del Rosario requested that staff pass on gratitude to the students and their teacher for their wonderful performance.

3. Opening Prayer led by Trustee Darryl D'Souza

a. Declaration of Office and the Student Trustee Oath: Christopher Joseph

Director Mazzorato, Secretary to the Board, administered the Declaration of Office and Oath for Catholic School Trustee Christopher Joseph. Christopher received a round of applause by the assembly. Photos were taken with Trustee Bruno Iannicca and Vice-Chair Thomas Thomas. Christopher's parents were on hand to support him along with the Principal of St. Martin CSS, Maria Pallotta and teacher Natalie Ruszczak, Student Council advisor.

4. Land Acknowledgment - Trustee Stefano Pascucci

5. Approval of Agenda

Taupe Sheet: Correction on Report H2 (OCSTA Term Spring 2024 to Spring 2026), Revised G2 Admissions Report, and distribution of L4a.

Motion 1134 (23-11-28)

Moved by Luz del Rosario

Seconded by Brea Corbet

THAT THE BOARD OF TRUSTEES APPROVE THE ADDITION OF IN CAMERA ITEM L5b.

CARRIED

Motion 1135 (23-11-28)

Moved by Darryl D'Souza

Seconded by Bruno Iannicca

THAT THE AGENDA BE APPROVED, AS AMENDED.

CARRIED

6. Declaration of Interest – Nil

7. Approval of Minutes, Regular Board Meeting, October 24, 2023

Motion 1136 (23-11-28)

Moved by Stefano Pascucci

Seconded by Herman Vioria

THAT THE MINUTES OF THE REGULAR BOARD MEETING, OCTOBER 24, 2023, BE APPROVED.

CARRIED

- a. Business Arising from the Minutes - Attached

8. Approval of Minutes, Organizational Meeting, November 21, 2023

Motion 1137 (23-11-28)

Moved by Darryl D'Souza

Seconded by Paula Dametto-Giovannozzi

THAT THE MINUTES OF THE ORGANIZATIONAL BOARD MEETING, NOVEMBER 21, 2023, BE APPROVED.

CARRIED

B. Pastor's Remarks: Monsignor Shiels Video Presentation - Remembering

Vice-Chair Thomas Thomas requested that Director Mazzorato convey our gratitude to Monsignor Shiels for his thoughtful words.

Trustee Shawn Xaviour joined the meeting at 7:20 p.m.

C. Awards and Presentations

1. Presentation to Rory Keilty, Non-Board Member Audit Committee

Director Mazzorato recognized Rory Keilty for his commitment and service to DPCDSB as an External Member of the Audit Committee.

Rory was appointed to the Audit Committee in September 2017 and has served two full terms in the role, for a total of six years. His support and dedication to the Audit Committee has been tremendous.

Rory is a Chartered Professional Accountant (CPA) and has extensive experience in public accounting and business operations. His education, experience and understanding has been highly regarded and valued by the committee, and his genuine and personal approach with the committee members and staff made it a pleasure to work with Rory.

The Ontario Regulation for Audit Committees limits the number of consecutive terms that an external member can serve, and therefore, Rory's role as an external member of the Audit Committee ended in September 2023.

We want to honour Rory for his service. It is with thanks and gratitude that we present Rory with a token of our appreciation.

Rory rose to a round of applause from the assembly. Photos were taken with the Board of Trustees.

D. Delegations – Nil

E. Reports from Trustees for Receipt

1. Regular Reports

a. Ontario Catholic School Trustees' Association Report

Trustee Shawn Xaviour shared that the Catholic Education Week (CEW) theme for 2024 is *We are Called to Love*. All trustees have been sent resources and information. On January 19 and 20, OCSTA is hosting the *2024 Catholic Trustee Seminar: We are Stewards of the Promise* with guest speakers on a variety of topics. Please contact Michelle Vritsios to register. OCSTA resolutions are due on February 9, 2024.

Trustee Luz del Rosario advised that the OCSTA Board of Directors meeting will be held December 1 and 2, and they will provide highlights following the meeting.

Reminder to all schools to enter the OCSTA Short Video Contest for Grades 4 to 12. The deadline is December 8.

b. Student Voice Report: Indigenous Student Trustee Bailey Clyne, Student Trustee Nathan Nguyen (North), and Christopher Joseph (South)

Student Trustees introduced themselves, Bailey spoke in Anishinaabemowin.

On November 8, we hosted the Student Trustee byelection for the South. We would like to congratulate Christopher Joseph on his successful election. We are super excited to work alongside Christopher and see what we can accomplish together. We would also like to thank all the student trustee candidates who came forward to represent their schools, and for showing an immeasurable commitment to Catholic education.

Student Trustee Christopher Joseph (South): I am a grade 12 student at St. Martin CSS. I am honoured to be the newly elected Student Trustee for the South. I am a third-year Honour Roll Student and have been an active member of the Student Council for the past two years. I am a Link Crew/Leadership member and an active DECA member. I enjoy playing sports and currently I am the captain of my soccer team and play on my school's senior boys' soccer team. I enjoy playing other sports such as basketball, football, swimming, rock climbing and bowling. I actively volunteer in my community by helping to hand out food to the less fortunate and by helping to pack massive containers with food and clothing to be shipped to developing countries. I enjoy travelling with my family, listening to music, and trying new foods. Going into post-secondary, I aspire to pursue a career in Civil Engineering. Lastly, my main goal as a student trustee is to encourage my fellow students to voice their opinions freely and in turn effectively communicate this information to the board. I am serious about my faith and plan to stand for and uphold Biblical values.

Student Trustee Bailey Clyne: On November 16, we held a Student Senate meeting at Blessed Trinity Catholic Education Center. We had the opportunity to meet Superintendent Belchior and ask any questions they had. Students felt inspired by

Superintendent Belchior's commitment to Dufferin-Peel. She began as a DPCDSB student, became a teacher, administrator and now a supervisory officer. She took the time to tell us about herself, and to get to know some of the students present. Her interest in getting to know students demonstrated to us is a true advocate for uplifting student voice and she genuinely cares about the impact we can make. We took time to develop a few proposals in the area of Elementary Student Voice. We gathered the information we needed through conversations and will work on finalizing proposals to bring forward shortly and we concluded the day in our working groups. On behalf of the Student Senate, we would like to thank Superintendent Belchior for her time. We look forward to meeting with our senators again on December 14.

Student Trustee Nathan Nguyen: We would like to share a few *Good News* items that have been shared with us since our last report. On November 10, schools hosted Remembrance Day services throughout the board. Notably, St. Thomas Aquinas CSS *RAP* vocal students performed during their liturgy, and students from the Black Voices Lab at Our Lady of Mount Carmel CSS presented on the discrimination Black soldiers experienced throughout the war. As part of a joint initiative with Eco Caledon, Grade 5 students from St. John Paul II CES visited St. Michael CSS to learn more about the environment. Through this initiative, students were given the opportunity to learn that regardless of age, we can all make a difference in protecting our planet. On October 18, DPCDSB celebrated the annual *Bus Driver Appreciation Day*; St. Augustine CSS baked cookies and gave gift bags to each bus driver. We would like to thank all bus drivers for their hard work in ensuring students get to school safely.

c. Good News Reports

a. **Toronto and Region Conservation Authority Christmas and Winter Activities**

**Trustee Thomas Thomas
Mississauga Ward 5**

Every year, Toronto and Region Conservation Authorities (TRCA) create and curates unique experiences for families and communities to celebrate the holidays together. Across nine watersheds: Black Creek Pioneer Village, the Kortright Centre for Conservation, Albion Hills Conservation Area and Claremont Nature Centre, there is a diverse range of experiences and opportunities to get outside and take part in fun family activities. Please note that all events require pre-registration.

Kortright Centre for Conservation - Magical Christmas Forest

Escape into the Magical Christmas Forest at the Kortright Centre! This self-guided experience includes a winter wonderland filled with lights, displays, a horse drawn wagon ride through the forest, Santa in his cabin, festive music, bonfires, children's activities and hot chocolate for the whole family!

Dates: Various from November 24 - December 23

<https://kortright.org/whats-on/magical-christmas-forest/>

Tommy Thompson Park - Winter Solstice Series

Light up the dark! Celebrate the Winter Solstice with a series of events at Tommy Thompson Park. Create your own dreamcatcher, craft lanterns, explore the night sky, and get up close with winter animals! Join us to explore scientific and cultural perspectives surrounding the Winter Solstice as we usher in the longest night of the year!

Dates: December 2, 9, 10, 16 <https://tommythompsonpark.ca/events/>

Black Creek Pioneer Village - Santa at the Village

Santa Claus is coming to town! Jingle all the way to the Village and take part in festive fun. Try your hand at toy making and test your skills at Reindeer Games. Sip hot cocoa while listening to traditional festive tales, and then take in an old-time puppet show. Be sure to snap an “elfie” or two while visiting the jolly old man himself. He is ho-ho-hoping to welcome you this December to the Village!

December 2, 3, 9, 10, 16, 17, 23

Tickets must be purchased online:

<https://blackcreek.ca/things-to-do/holiday-season/#santa>

Festive Nights

Experience all the joys of the season on a moonlit adventure at the Village. Wander the candlelit Village, enjoying live entertainment and sampling traditional holiday treats, from roasted chestnuts to gingerbread cookies.

Dates: December 2, 9, 16

Tickets must be purchased online:

<https://blackcreek.ca/things-to-do/holiday-season/#festive-nights>

b. Trustee Brea Corbet

Mississauga Wards 9 and 10

Today is *Giving Tuesday*. DPCDSB has once again distinguished itself within the Archdiocese of Toronto as the leading school board in the greater Toronto Area (GTA) in the 2022-2023 ShareLife Campaign in employee and school campaigns. One hundred percent of our schools were able to contribute, support, and participate in various ShareLife activities. Thank you to the leadership in our schools and departments; to all ShareLife representatives. Appreciation is extended to all who have committed to supporting other charities such as St. Vincent de Paul, Eden Food for Change, and Dr. Simone's Canadian Food For Children. Your giving and Catholic faith in action helps to make a difference in many of the organizations serving our schools and communities.

Trustee Stefano Pascucci

Mississauga Ward 4

I am happy to acknowledge student Dave Grewal from St. Francis Xavier CSS. Dave is part of a robotics team that took part in the *World Robotics Olympiad* in Panama from November 7 to 9. Their team competed in the *Future Innovators - Senior Category* and placed second overall. Congratulations to Dave Grewal and his teammates for their success.

F. Updates/Information/Reports from Committees for Receipt

1. Receipt of Minutes, Administration and Finance Committee Meeting, September 12, 2023
2. Receipt of Minutes, Audit Committee Meeting, September 12, 2023
3. Receipt of Minutes, Contract and Negotiations Committee Meeting, May 2, 2023
4. Receipt of Minutes, Special Education Advisory Committee Meeting, September 13, 2023
5. Receipt of Minutes, Special Education Advisory Committee Meeting, October 18, 2023
6. Receipt of Minutes, Mississauga Traffic Safety Council Meeting, May 31, 2023
7. Receipt of Minutes, Mississauga Traffic Safety Council Meeting, June 28, 2023
8. Receipt of Minutes, Mississauga Traffic Safety Council Meeting, September 27, 2023

G. Updates/Information/Reports from Administrations for Receipt

1. Retirement - C. Ribeiro, Principal

Director Mazzorato paid tribute to Celiza Ribeiro, Principal of St. Leonard Catholic Elementary School (CES). Celiza came to Dufferin-Peel (DP) in 1991 and over 32 years has served in the capacity of teacher, vice-principal and principal.

Celiza began her career teaching at St. Timothy CES and St. Therese of the Child Jesus CES, she has also been an Academic Literacy Consultant. In 2013, Celiza turned her attention to a bigger calling and became a vice-principal at St. Luke CES.

After two and half years as vice-principal, Celiza was appointed principal of St. Leonard CES and remained there for the duration of her career. She is in her ninth year at the school from where she has decided to retire after a wonderful career as a servant leader.

Throughout her career Celiza has been a strong advocate for all her students. Her deep love of children, her commitment to student achievement and well-being, as well as her commitment to students with diverse learning needs has been her focus. Her gentle manner, care, and support of staff and students helped Celiza navigate the tragedy of a school fire, having to be relocated during the pandemic, and the many challenges that come with new beginnings. Celiza is a true model of an exemplary Catholic servant and leader.

Celiza will be missed by staff, students, and parents alike. We wish her all the best as she embarks on her new journey.

2. Policy 1.10: Admissions

Superintendent Gos summarized the report.

Trustee Herman Viloria: Handed out his prepared motion to all trustees and read the motion.

1. Trustee Mario Pascucci: I am against this change to our admissions policy. We as Catholic trustees have been elected to support and protect Catholic Education. The parents/guardians of our Catholic community should have a say in this change to policy, we need to hear their voices. If we change this, we will then need to ask the Minister of Education to amend the *Education Act*. Regardless of what other Catholic boards do, we at DPCDSB must protect Catholic education.

2. Trustee Bruno Iannicca: I agree, just because other boards have accepted non-Catholic students into the elementary system, does not mean we should. Has the Cardinal given his blessing? Has the Archdiocese? Does the Pope recognize these folks as Catholic?

Director Mazzorato: In accordance with the *Education Act* the Archdiocese would not weigh in on this issue as it is a school board governance item.

3. Trustee Bruno Iannicca: If this were up to the discretion of the Director of Education, would we not be opening the door to human rights complaints?

Director Mazzorato: I would not want the director to be the sole decision maker. The intent is to open admissions to Eastern Rite students on compassionate grounds; and it would be the same for each permitted denomination.

4. Trustee Bruno Iannicca: I am not in favour. **Item b)** regarding space in a school would make this unequitable.
5. Trustee Paula Dametto-Giovannozzi: Feedback from parents/guardians in the public school system is that they are disappointed that Christianity is not being taught and that many want to be admitted to the Catholic system. I have met a group of parents/guardians at the Coptic Church who would like to delegate the board in hopes of being allowed admission to our board. They plan to reach out to Trustee Luz del Rosario.
6. Trustee Darryl D'Souza: Because 26 of 28 school boards have not followed the *Education Act*, does not mean we need to accommodate this change. We are specific whereby the child and/or one parent must be baptized in order to register at DPCCSB. **Item b)** needs to be removed or amended, we would be treating Orthodox students as second class students, which is not correct. **Item c)** regarding encouraging inclusion does not address that they are not in Communion with the Holy See.
7. Trustee Herman Vioria: In 1867 Roman Catholics were given the right to form their own school boards, in 1960 the Pope announced that it was time to update. At that time Catholics were told what they could and could not read. The Catholic church is now open for change. Our faith is similar to the Orthodox faith. Those in Communion with the See of Constantinople and the See of Alexandria believe in what we believe. The head of their churches are not the Pope. Therein lies the difference, it is a matter of the patriarch of each church that differs, however our faith is the same.
8. Trustee Luz del Rosario: Many Coptic parents/guardians in the wards I represent have been requesting this change, however, I have concerns that if we accept this group of believers, what happens to all the other Christian groups who would like to send their children to us? We are opening up to a bigger issue. I do not support the motion.
9. Student Trustee Nathan Nyguen: Regarding **Item b)** could students who are not accepted to an elementary school due to capacity, be bussed to another school? This encourages inclusivity. Why is admission to elementary school not permitted, when we have open access into secondary school?

Trustee Mario Pascucci: Because we have open funding for secondary students but not in elementary. Bussing would not be provided. This might fall under, school of choice, where bussing is not provided to these students.

10. Trustee Herman Vioria: Regarding the objections to **Item b)** our projections show that by 2032 we will have 20,000 vacant pupil seats, making this a moot point.
11. Trustee Luz del Rosario: Commented that in 1985 the government decided that they would fund all secondary students. Elementary school is where faith formation occurs for Catholic students.

Trustee Shawn Xaviour left the meeting at 7:30 p.m.

Motion 1138 (23-11-28)

Moved Herman Vioria

Seconded Paula Dametto-Giovannozzi

WHEREAS: ST. JOHN XXIII ANNOUNCED IN JUNE 1961 HIS INTENTION TO CALL AN ECUMENICAL COUNCIL WHICH "WILL REACH OUT AND EMBRACE UNDER THE WIDESPREAD WINGS OF THE CATHOLIC CHURCH THE ENTIRE HERITAGE OF OUR LORD JESUS CHRIST. ITS PRINCIPAL TASK WILL BE CONCERNED WITH THE CONDITION AND MODERNIZATION (AGGIOMAMENTO) OF THE CHURCH AFTER 20 CENTURIES OF LIFE".

WHEREAS: HIS SUCCESSOR ST. PAUL VI IN THE SPIRIT OF ECUMENISM WAS THE FIRST POPE SINCE THE NINTH CENTURY TO VISIT THE EAST, LABELING THE EASTERN CHURCHES AS SISTER CHURCHES. THEY PRODUCED THE CATHOLIC ORTHODOX JOINT DECLARATION OF 1965 DURING THE SECOND VATICAN COUNCIL. ORTHODOX STUDENTS ARE PERMITTED AND WELCOMED TO ATTEND CATHOLIC SCHOOLS IN ACCORDANCE WITH THE PAPAL ENCYCLICAL "UT UNUM SINT" (1995) PROCLAIMED BY ST. JOHN PAUL II.

WHEREAS: POPE FRANCIS IN HIS ENCYCLICAL "FRATELLI TUTTI" (2020) ENCOURAGES INCLUSION AND EVANGELIZATION. HE WRITES: "THE CHURCH IS A HOME WITH OPEN DOORS BECAUSE SHE IS A MOTHER. AND IN IMITATION OF MARY, THE MOTHER OF JESUS, WE WANT TO BE A CHURCH THAT SERVES, THAT LEAVES HOME AND GOES FORTH FROM ITS PLACES OF WORSHIP, GOES FORTH FROM ITS SACRISTIES, IN ORDER TO ACCOMPANY LIFE, TO SUSTAIN HOPE, TO BE THE SIGN OF UNITY ... TO BUILD BRIDGES, TO BREAK DOWN WALLS, TO SOW SEEDS OF RECONCILIATION".

WHEREAS: TWENTY-SIX (26) OUT OF TWENTY-EIGHT (28) ONTARIO CATHOLIC SCHOOL BOARDS NOW PERMIT ORTHODOX STUDENT ADMISSIONS TO ELEMENTARY SCHOOL WITH PROVISIONS.

THEREFORE, BE IT RESOLVED:

THAT BOARD'S ADMISSION REQUIREMENTS FOR ELEMENTARY PUPILS BE AMENDED SUCH THAT CHRISTIAN ORTHODOX CHILDREN BE PERMITTED TO ATTEND DPCDSB ELEMENTARY SCHOOLS PROVIDED:

- a) THAT ADMISSIONS ARE REVIEWED BY THE DIRECTOR;
- b) THAT SPACE REMAINS AVAILABLE IN A SCHOOL AFTER REGISTERING/SERVICING ALL CATHOLIC STUDENTS;

- c) THAT THE CHILD(REN) MUST BE BAPTIZED IN A RECOGNIZED CHRISTIAN ORTHODOX CHURCH AFFILIATED WITH THE SEE OF CONSTANTINOPLE OR ALEXANDRIA; AND
- d) THAT STAFF OPERATIONALIZE A REGISTRATION PROCESS REQUIRING PARENTS/GUARDIANS TO ATTEST TO THE EXPECTATION THAT THEIR CHILD(REN) FULLY PARTICIPATE IN THE CATHOLIC CURRICULUM, CULTURE, COMMUNITY, AND RELIGIOUS PRACTICES OF THE SCHOOL.

DEFEATED

H. Updates/Information/Reports from Administration Requiring Action

1. 2024 Board Committee Composition

Trustee Shawn Xaviour returned to the meeting at 7:45 p.m.

The Standing Committees are comprised of all 11 trustees. The election of chair and vice-chair of these committees occurred at the Organizational Meeting of the Board on November 21, 2023:

- **Administration and Finance Committee**, Chair Bruno Iannicca and Vice-Chair Mario Pascucci.
- **Faith and Program Committee**, Chair Shawn Xaviour and Vice-Chair Brea Corbet.
- **Board By-Law/Policies Review Committee**, Chair Stefano Pascucci and Vice-Chair Anisha Thomas.
- **Multi-Year Strategic Planning Committee**, Chair Mario Pascucci and Vice-Chair Darryl D'Souza.

Director Mazzorato advised that the three members of the **Audit Committee** continue their term until November 2024. Chair Bruno Iannicca, Vice-Chair Anisha Thomas and Representative Thomas Thomas.

The **Contract and Negotiations Committee 2024** is comprised of trustees without a conflict. The seven (7) trustees without conflict are: Trustees Brea Corbet, Paula Dametto-Giovannozzi, Luz del Rosario, Darryl D'Souza, Anisha Thomas, Thomas Thomas, and Shawn Xaviour. The Chair and Vice-Chair will be elected at the first meeting of 2024.

The **Discipline Committee 2024** is comprised of all trustees who are called upon as needed.

The **Supervised Alternative Learning (SAL) Committee for 2024** requires one representative and one alternate. Three names have been provided Stefano Pascucci, Herman Vilorio and Thomas Thomas. Trustee Thomas Thomas removed himself. Trustee Herman Vilorio offered to be the representative and Trustee Stefano Pascucci will be the alternate.

The **Special Education Advisory Committee (SEAC) 2024** requires two representatives and two alternates. Three names have been provided: Trustees Luz del Rosario, Thomas Thomas and Bruno Iannicca. Trustee Paula Dametto-Giovannozzi added her name. Trustees Bruno Iannicca and Trustee Paula Dametto-Giovannozzi will be the representatives and Trustees Luz del Rosario and Thomas Thomas will be the alternates. At the January SEAC meeting there will be an election for Chair and Vice-Chair, which may be a trustee or a committee member.

The **Central Committee for Catholic School Councils (CCCSC) 2024** requires one representative and one alternate. Three names have been provided: Paula Dametto-Giovannozzi, Herman Vilorio and Thomas Thomas. Trustee Paula Dametto-Giovannozzi removed her name. Trustee Thomas Thomas offered to be the representative and Trustee Herman Vilorio will be the alternate.

Chair Luz del Rosario and Vice-Chair Thomas Thomas are automatically on the **Planning and Review Committee for the Director of Education 2024** and a minimum of three additional trustees are required to sit on the committee. Four names have been provided: Trustees Paula Dametto-Giovannozzi, Darryl D'Souza, Mario Pascucci and Anisha Thomas.

The **Dufferin-Peel Friends and Advocates for Catholic Education (FACE) 2024** has three names: Trustees Paula Dametto-Giovannozzi, Thomas Thomas and Shawn Xaviour. Trustee Thomas Thomas withdrew his name. Trustees Paula Dametto-Giovannozzi and Shawn Xaviour will be the representatives.

Two trustees are required for the **Challenged Material Committee 2024**, Trustees Paula Dametto-Giovannozzi, Stefano Pascucci, Herman Vilorio, Anisha Thomas, Thomas Thomas, and Shawn Xaviour. Trustees Thomas Thomas, Stefano Pascucci and Shawn Xaviour withdrew their names.

An election was conducted in accordance with the Board's Procedural By-Law. Associate Director of Corporate Services, Daniel Del Bianco and Executive Superintendent of Finance, Chief Financial Officer and Treasurer, Julie Cherepacha and Superintendent Brian Hester were appointed scrutineers.

The trustees voted online by secret ballot.

The three scrutineers left the meeting to analyze the voting and then returned to the meeting.

Vice-Chair Thomas Thomas advised that Trustees Herman Vilorio and Anisha Thomas will be the Challenged Materials representatives.

Motion 1139 (23-11-28)

Moved Brea Corbet

Seconded Stefano Pascucci

MOTION TO DESTROY THE POLLING.

CARRIED

The **School Year Calendar Committee 2024** requires one representative and one alternate. There are four names listed. Trustees Brea Corbet, Darryl D'Souza, Herman Vilorio and Shawn Xaviour. Trustees Herman Vilorio and Anisha Thomas withdrew their names. Trustee Shawn Xaviour offered to be the representative and Trustee Darryl D'Souza is the alternate.

The **Secondary School Scholarships and Awards Committee 2024** requires one representative and one alternate. There are four trustees listed. Trustees Luz del Rosario, Darryl D'Souza, Herman Vilorio and Shawn Xaviour. Trustees Herman Vilorio and Darryl D'Souza withdrew their names. Trustee Luz del Rosario offered to be the representative and Trustee Shawn Xaviour is the alternate.

The **STOPR Governance Committee 2024** requires one trustee and there is one name listed: Trustee Thomas Thomas. Trustee Darryl D’Souza offered to be the alternate.

The **Joint Ad Hoc Transportation Committee 2024** requires two representatives. The Co-Chair of the STOPR Governance Committee automatically sits on this committee. Trustee Thomas Thomas is listed. Trustee Darryl D’Souza added his name as the second representative.

The **Brampton Board of Trade 2024** requires three representatives and confirmed that all Brampton trustees are on this committee: Trustees Anisha Thomas, Darryl D’Souza and Shawn Xaviour.

The **Mississauga Board of Trade 2024** requires seven representatives and Director Mazzorato confirmed that all Mississauga trustees are on this committee: Trustees Brea Corbet, Luz del Rosario, Bruno Iannicca, Mario Pascucci, Stefano Pascucci and Thomas Thomas. Herman Vilorio.

Trustees Paula Dametto-Giovannozzi is a member of the **Dufferin Board of Trade**.

The **Brampton School Traffic Safety Council** requires two trustees for the term November 2022 to November 2024. Trustee Shawn Xaviour is in year two of the two-year term as the representative. Trustee Anisha Thomas offered to be the alternate.

The **Mississauga School Traffic Safety Council** requires two trustees. One name has been provided: Trustee Brea Corbet. Trustee Luz del Rosario offered to be the alternate.

Director Mazzorato advised that the **OCSTA Directors** is a two-year term and that DPCDSB is currently represented by Trustees Luz del Rosario and Shawn Xaviour for the term which ends in the spring of 2024.

We require two trustees for the term **OCSTA Directors Spring 2024 to Spring 2026**. Five trustees have provided their names: Trustees Paula Dametto-Giovannozzi, Luz del Rosario, Mario Pascucci, Herman Vilorio, and Shawn Xaviour. Trustee Herman Vilorio withdrew his name.

An election was conducted in accordance with the Board's Procedural By-Law. Associate Director of Corporate Services, Daniel Del Bianco and Executive Superintendent of Finance, Chief Financial Officer and Treasurer, Julie Cherepacha and Superintendent Brian Hester were appointed scrutineers.

The trustees in the boardroom voted using paper ballots and the three trustees attending virtually emailed the three scrutineers.

The three scrutineers left the meeting to analyze the voting and then returned to the meeting.

Vice-Chair Thomas Thomas advised that Trustees Luz del Rosario and Shawn Xaviour will be the representatives.

Motion 1140 (23-11-28)
Moved by Stefano Pascucci
Seconded by Brea Corbet

MOTION TO DESTROY THE POLLING.

CARRIED

The **OCSTA Large/Urban Advisory Council** is represented by Trustee Mario Pascucci.

The **Peel Safe and Active Routes to School** requires two trustees. Two names have been provided: Trustees Brea Corbet and Luz del Rosario.

Director Mazzorato advised that Trustee Thomas Thomas sits on an outside agency committee: **Natural Science and Education Committee**, the Toronto Regional Conservation Authority. The term is from November 2022 to November 2026.

2. Motions Recommended by the Audit Committee, November 15, 2023

Motion 1141 (23-11-28)
Moved by Mario Pascucci
Seconded by Stefano Pascucci

THAT THE BOARD OF TRUSTEES APPROVE THE APPOINTMENT OF K. JOHN BOOTS, CPA, CA, AS AN EXTERNAL NON-BOARD MEMBER OF THE AUDIT COMMITTEE FOR A THREE (3) YEAR TERM EFFECTIVE NOVEMBER 2023 TO NOVEMBER 2026.

CARRIED

Motion 1142 (23-11-28)
Moved by Bruno Iannicca
Seconded by Mario Pascucci

THAT THE BOARD OF TRUSTEES APPROVE THE CONSOLIDATED FINANCIAL STATEMENTS AND RELATED INFORMATION OF THE DPCDSB FOR THE YEAR ENDED AUGUST 31, 2023.

CARRIED

I. Additional Business - Nil

1. Notices of Motion

J. Questions Asked by Trustees

1. Trustee Brea Corbet: Some of our honour roll lists are missing students who have an eighty percent average and above. When students follow up with guidance departments it is corrected on a case by case basis. I have been told this is due to how the reports are pulled from the system. The system only pulls from students who have eight courses (Grades 9 to 11) or six (Grade 12). Students who have seven courses will be missed. Apparently, this also happens when they have a course in summer school or take a night school course in another board. Can staff follow up?

Superintendent Murphy: We want to encourage and recognize student success. As we gain experience using PowerSchool, we are working to improve the efficiency of reports generated.

Trustees Shawn Xaviour and Anisha Thomas left the meeting at 9:50 p.m.

2. Trustee Mario Pascucci: In the area of Sts. Martha and Mary CES there are plans to change the variance to allow for a transitional house. Have we received any information from the City of Mississauga to this effect?

Superintendent Thomas: Not to my knowledge. The City of Mississauga defines transitional housing as a supportive type of housing. It offers structure, supervision, support and life skills to help people go from homelessness to permanent housing.

3. Trustee Mario Pascucci: The community has concerns for students and staff as this property abuts the schoolyard. The City of Mississauga is accepting submissions by December 8 in preparation for a public meeting on December 14. I would like to put a motion forward.
4. Trustee Luz del Rosario: Do we know what the transitional housing is being used for, is it for new immigrants or a half-way house?

Associate Director Del Bianco: We have reached out to the City of Mississauga and there is not a specific use defined. We can be specific in our request that it needs to be compatible with being in close proximity to an elementary school. If it is not compatible, we can then use our influence as a school board to request a change.

Motion 1143 (23-11-28)

Moved by Mario Pascucci

Seconded by Brea Corbet

- WHEREAS:** THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD OPERATES AN ELEMENTARY SCHOOL NAMED STS. MARTHA AND MARY CATHOLIC ELEMENTARY SCHOOL; AND
- WHEREAS:** THE STS. MARTHA AND MARY CATHOLIC ELEMENTARY SCHOOL IS LOCATED AT 1760 BOUGH BEECHES BOULEVARD IN THE CITY OF MISSISSAUGA; AND
- WHEREAS:** THE SCHOOL SITE ABUTS A RESIDENTIAL HOME ON 1757 ROWNTREE COURT IN THE CITY OF MISSISSAUGA; AND
- WHEREAS:** THE OWNER OF 1757 ROWNTREE COURT HAS SUBMITTED APPLICATION 492-23 TO THE CITY OF MISSISSAUGA'S COMMITTEE OF ADJUSTMENT FOR A MINOR VARIANCE UNDER SECTION 45 OF THE PLANNING ACT TO ALLOW A CHANGE OF USE, PROPOSING A TRANSITIONAL HOUSING USE ON THE SUBJECT PROPERTY WHEREAS TRANSITIONAL HOUSING IS NOT CURRENTLY PERMITTED ON THE SUBJECT PROPERTY. REZONE THE PROPERTY TO TRANSITIONAL HOUSING; AND
- WHEREAS:** THE USE OF THE TRANSITIONAL HOUSING HAS NOT BEEN CLEARLY ARTICULATED IN THE APPLICATION TO THE COMMITTEE OF ADJUSTMENT, THEREBY RESULTING IN CONCERNS AMONG COMMUNITY MEMBERS THAT, IF APPROVED, THE RESULTING USE OF TRANSITIONAL HOUSING AT THIS PROPERTY MAY BE INCOMPATIBLE WITH BEING IN SUCH CLOSE PROXIMITY TO A SCHOOL; AND
- WHEREAS:** THE COMMITTEE OF ADJUSTMENT HAS SET THURSDAY, DECEMBER 14, 2023 AT 3:30 P.M. FOR THE PUBLIC HEARING ON THIS MATTER; AND

WHEREAS: THE DEADLINE FOR SUBMITTING WRITTEN COMMENTS TO THE COMMITTEE OF ADJUSTMENT IS BY 4:30 P.M. ON FRIDAY, DECEMBER 8, 2023;

THEREFORE, BE IT RESOLVED THAT:

THAT THE BOARD OF TRUSTEES DRAFT A LETTER TO THE CITY OF MISSISSAUGA'S COMMITTEE OF ADJUSTMENT, WITH COPY TO ALL CITY OF MISSISSAUGA COUNCILLORS AND LOCAL MEMBER OF PROVINCIAL PARLIAMENT (MPP), OUTLINING CONCERNS REGARDING THIS MINOR VARIANCE APPLICATION FOR THE PROPERTY LOCATED AT 1757 ROWNTREE COURT, MISSISSAUGA, IN THE EVENT THAT THE USE OF TRANSITIONAL HOUSING APPLICATION IS NOT COMPATIBLE WITH BEING IN SUCH CLOSE PROXIMITY TO A SCHOOL.

UNANIMOUSLY CARRIED

5. Indigenous Student Trustee Bailey Clyne: On behalf of the Indigenous Education Council (IEC) and Indigenous students, why has the land acknowledgment been moved in the order of the opening exercises in schools without consultation with the IEC? *Policy 34.00 Indigenous Education* states "that the IEC will guide and inform DPCDSB on matters pertaining to Indigenous Education, any matters affecting Indigenous students." There are a growing number of Indigenous students and community members who are upset by having the land acknowledgment come last.

Superintendent Vecchiarino: The opening exercises in schools mirror the opening portion of Board and Committee Meetings. In this particular circumstance, the change of placement was guided by the *Education Act* and to ensure our Faith was placed first.

Indigenous Student Trustee Bailey Clyne: The land of the Indigenous peoples was here first, and we feel the land acknowledgment should be said first.

Superintendent Vecchiarino: We will take direction from the board.

6. Trustee Bruno Iannicca: What is the ratio of supervisors to students at sporting events?

Superintendent Murphy: The supervision ratio is the same as when moving to another site i.e., for a field trip. Primary is five students to one adult (5:1), and Intermediate through secondary is 15 students to one adult (15:1).

Superintendent Vecchiarino: We encourage all schools to exceed the minimum in case a staff has to leave with a student, then the ratio would remain in place. As you suggested, if a teacher had to leave with a student in an ambulance.

Trustee Bruno Iannicca: Can staff bring back the policy to review ratios?

Superintendent Vecchiarino: We can review. We will remind staff during the Director's webcast. We have reviewed our supervision ratios to other boards, and we can assure you that our rules were the most stringent.

7. Trustee Luz del Rosario: At a recent Catholic School Council (CSC) meeting there were concerns regarding parents/guardians not being permitted to watch school sports. Is this due to the bad behaviour of some, or is there another reason?

Director Mazzorato: Limitation of spectators is due to space and/or capacity to have parents/guardians attend. We are reviewing this situation. Currently, students are not allowed to

sit on the gym floor as per Ontario Physical and Health Education Association (OPHEA) guidelines. Students need to sit on the stage, where formerly parents/guardians sat. The precaution is based on student safety and the physical space.

Trustee Luz del Rosario: It is good to know you are looking into this, and we can share that the limitation is based on student safety and the physical space.

8. Trustee Luz del Rosario: CSC Secondary parents raised the issue that some donations were reduced by 7%, much like an administration fee. Can staff comment?

Executive Superintendent Cherepacha: There should never be a deduction to a donation made. The only fee charged is cost recovery when using a credit or debit card, which is two percent (2%). It would be helpful if you could provide the school(s) name(s) to me.

9. Trustee Luz del Rosario: I recently attended an in-service by nurses from the Peel Region on the dangers of vaping. This is happening in our school bathrooms. We should encourage our administrators that may be considering parent engagement ideas to consider this option. This could be a Central Committee for Catholic School Councils event.

Director Mazzorato: We can share that information broadly.

10. Trustee Stefano Pascucci: How are the secondary cafeteria service providers working out?

Executive Superintendent Cherepacha: In September there were some startup bumps, however with the three service providers into their third month things are working well. We regularly meet with them, and our principals are building and working on relationships. All are providing service and following their contracts. We are not aware of any staffing issues. The contract requires the service providers to conduct a survey within the first year. We are encouraging on the ground informal surveys with students by the service providers and our own administrators.

11. Trustee Bruno Iannicca: Has staff determined if DPCDSB can obtain a municipal license for holding a lottery and/or raffle, and allow schools to use the license to hold a lottery, raffle of game of chance?

Director Mazzorato: Unfortunately, Counsel Beck is not present to respond. We will follow up.

Trustees Shawn Xaviour and Anisha Thomas left the meeting at 9:50 p.m.

K. Declared Interest Items - Nil

L. In Camera Meeting of the Committee of the Whole

Motion 1144 (23-11-28)

Moved by Darryl D'Souza

Seconded by Herman Vilorio

THAT THE COMMITTEE OF THE WHOLE MOVE INTO A CLOSED MEETING AS DISCUSSIONS WILL INVOLVE THE DISCLOSURE OF INTIMATE, PERSONAL OR FINANCIAL INFORMATION IN RESPECT OF A MEMBER OF THE BOARD OR COMMITTEE, AN EMPLOYEE, AND/OR THE BOARD.

CARRIED

M. Report from the In Camera Meeting of the Committee of the Whole

Report: Approval of In Camera Board Minutes, Receipt of In Camera Committee Minutes, Receipt of Administrative Appointments and Transfers, Questions Asked by Trustees of an In Camera Nature, and approved recommendations to the Board of Trustees from the In Camera Committee of the Whole.

Motion 1145 (23-11-28)

Moved by Darryl D'Souza

Seconded by Herman Vilorio

THAT THE BOARD OF TRUSTEES APPROVE TO DEFER THE REPORT (ST. GERTRUDE CATHOLIC ELEMENTARY SCHOOL) PENDING FURTHER INFORMATION.

CARRIED

Motion 1146 (23-11-28)

Moved by Luz del Rosario

Seconded by Bruno Iannicca

THAT THE BOARD OF TRUSTEES APPROVE THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD DECLARE THE BRIAN J. FLEMING CATHOLIC ADULT LEARNING CENTRE, LOCATED AT 870 QUEEN STREET WEST IN THE CITY OF MISSISSAUGA, SURPLUS TO THE NEEDS OF THE BOARD.

CARRIED

Motion 1147 (23-11-28)

Moved by Darryl D'Souza

Seconded by Brea Corbet

THAT THE BOARD OF TRUSTEES APPROVE THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD PROCEED WITH THE DISPOSITION OF THE BRIAN J. FLEMING CATHOLIC ADULT LEARNING CENTRE THROUGH ONTARIO REGULATION 444/98 OF THE EDUCATION ACT, 1990.

CARRIED

Motion 1148 (23-11-28)

Moved by Stefano Pascucci

Seconded by Luz del Rosario

THAT THE BOARD OF TRUSTEES APPROVE THE LETTER TO THE MINISTER OF EDUCATION DATED NOVEMBER 28, 2023.

CARRIED

N. Future Meetings

December 12, 2023

January 30, 2024

February 27, 2024

March 19, 2024

April 23, 2024

May 28, 2024
June 18, 2024

O. Adjournment

Motion 1149 (23-11-28)

Moved by Paula Dametto-Giovannozzi

Seconded by Darryl D'Souza

THAT THE MEETING BE ADJOURNED AT 11:24 P.M.

CARRIED



J	Questions Asked by Trustees	
<p>Q 1</p>	<p>Trustee Brea Corbet:</p> <p>Some of our honour roll lists are missing students who have 80% average and above. When students follow up with guidance departments it is corrected on a case by case basis. I have been told it is how the reports are pulled from the system. The system only pulls from students who have eight courses (Grades 9 to 11) or six (Grade 12). Students who have seven courses will be missed. Apparently, this also happens when they have a course in summer school or take a night school course in another board. Can staff follow up?</p>	<p>We have followed up and will provide updated directions.</p>
<p>Q 2 – 4</p>	<p>Motion unanimously carried from Trustee Mario Pascucci:</p> <p>THAT THE BOARD OF TRUSTEES DRAFT A LETTER TO THE CITY OF MISSISSAUGA’S COMMITTEE OF ADJUSTMENT, WITH COPY TO ALL CITY OF MISSISSAUGA COUNCILORS AND LOCAL MEMBER OF PROVINCIAL PARLIAMENT (MPP), OUTLINING CONCERNS REGARDING THIS MINOR VARIANCE APPLICATION FOR THE PROPERTY LOCATED AT 1757 ROWNTREE COURT, MISSISSAUGA, IN THE EVENT THAT THE USE OF <i>TRANSITIONAL HOUSING</i> APPLICATION IS NOT COMPATIBLE WITH BEING IN SUCH CLOSE PROXIMITY TO A SCHOOL.</p>	<p>The letter to the City of Mississauga’s Committee of Adjustment was submitted on December 6, 2023, ahead of the deadline. See Appendix A.</p>
<p>Q 5</p>	<p>Indigenous Student Trustee Bailey Clyne:</p> <p>On behalf of the Indigenous Education Council (IEC) and Indigenous students, why has the land acknowledgment been moved in the order of the opening exercises in schools without consultation with the IEC? <i>Policy 34.00 Indigenous Education</i> states “that the IEC will guide and inform DPCDSB on matters pertaining to Indigenous Education, any matters affecting Indigenous students.” There are a growing number of Indigenous students and community members who are upset by having the land acknowledgment come last.</p> <p>The land of the Indigenous peoples was here first, and we feel the land acknowledgment should be said first.</p>	<p>Ongoing</p>
<p>Q 11</p>	<p>Trustee Bruno Iannicca:</p> <p>Has staff determined if DPCDSB can obtain a municipal license for holding a lottery and/or raffle, and allow schools to use the license to hold a lottery, raffle of game of chance?</p>	<p>Counsel Beck is in communication with the City of Mississauga and has requested a meeting with them. She will provide an update through an Issues and Events.</p>

December 6, 2023

City of Mississauga
Committee of Adjustment
300 City Centre Drive, 2nd Floor
Mississauga, ON, L5B 3C1
committee.adjustment@mississauga.ca

Re: Application File No. A492.23 (1757 Rowntree Court, Ward 3)

To the Committee of Adjustment:

On November 28, 2023, Dufferin-Peel Catholic District School Board (DPCDSB) trustees voted unanimously to approve a motion to submit a letter to the City of Mississauga's Committee of Adjustment, with copies to all City of Mississauga Councillors and the local Member of Provincial Parliament for the riding in which the subject property is located, outlining concerns regarding this minor variance application in the event that the use of transitional housing is not compatible with being in such close proximity to a school.

DPCDSB's Saints Martha and Mary Catholic Elementary School is located at 1760 Bough Beeches Boulevard in the City of Mississauga. It is of utmost importance to the Board of Trustees that the Committee of Adjustment is fully aware that the site of Saints Martha and Mary Catholic Elementary School, which serves children from Junior Kindergarten to Grade 8, abuts the subject property. DPCDSB has received many concerns from parents and guardians of students attending Saints Martha and Mary Catholic Elementary School, as well as residents who live in this neighbourhood, about the appropriateness of transitional housing being permitted in a location so close to the school.

Concerns with this variance application, which have been represented to the Board of Trustees, include the following:

- transitional housing is not currently permitted on the subject property, nor is transitional housing currently permitted anywhere in the City of Mississauga as-of-right;
- no precedent for considering a request for transitional housing use located so close to an elementary school;
- many students attending Saints Martha and Mary Catholic Elementary School must pass the subject property as they travel to and from the school, daily;
- many children in the neighbourhood use the school's playground, which is located directly behind the rear of the subject property; and

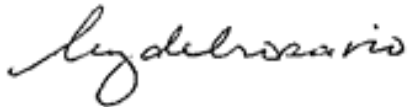
- the absence of specific regulations from the City of Mississauga regarding transitional housing, including location relative to schools/playgrounds, type of permitted usage, category of permitted occupants, ability of owners to change type of usage or occupants, and the absence of any requirement for notification by the applicant to nearby property owners/residents should there be a future change in use.

In view of the preceding, DPCDSB's Board of Trustees wishes to express its concerns to the Committee of Adjustment that the minor variance application to permit the use of transitional housing at 1757 Rowntree Court may not be compatible being adjacent to Saints Martha and Mary Catholic Elementary School.

DPCDSB's Board of Trustees wishes to be notified of the decision of the Committee. Please send the notification to marianne.mazzorato@dpcdsb.org.

Thank you for your attention to this important matter.

Sincerely,



Luz del Rosario
Chair of the Board of Trustees

Board of Trustees

Luz del Rosario (Chair)
Mississauga Wards 6 & 11

Paula Dametto-Giovannozzi
Caledon/Dufferin

Mario Pascucci
Mississauga Wards 1 & 3

Herman Vilorio
Mississauga Wards 2 & 8

Thomas Thomas (Vice Chair)
Mississauga Ward 5

Darryl D'Souza
Brampton Wards 2, 5 & 6

Stefano Pascucci
Mississauga Ward 4

Shawn Xaviour
Brampton Wards 7, 8, 9 & 10

Brea Corbet
Mississauga Wards 9 & 10

Bruno Iannicca
Mississauga Ward 7

Anisha Thomas
Brampton Wards 1, 3 & 4

Copies to:

City of Mississauga Councillors

Kaleed Rasheed, MPP, Mississauga East-Cooksville



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 1

**CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS MEETING,
NOVEMBER 9, 2023**

MINUTES

Central Committee for Catholic School Councils (CCCSC)

**Thursday, November 9, 2023, 7:00 p.m.
Boardroom Catholic Education Centre**

Members Present:	Dominique Darmanin-Sturgeon	Chair and Brampton West Secondary Representative
	Adrian Scigliano	Superintendent
	Laurie-Anne Clark	Vice- Chair
	Thomas Thomsas	Trustee Representative
	RoseMarie Pazzelli	Principal/Vice-Principal Elementary Association
	Paul Basran	Principal/Vice-Principal Elementary Association
	Alexis Galvao	Principal/Vice Principal Secondary Association
	Diana Speranza	Principal/Vice-Principal Secondary Association
	Brian Diogo	Superintendent
	Natasha Kovar	Mississauga East Elementary
	Amanada Le Blanc	Mississauga North Elementary
	George Ling	Mississauga North Secondary
	Yvette Lemonius	Mississauga South Secondary
	Diana Carlesimo	Mississauga South Elementary and OAPCE Director
	Maria Commisso	Dufferin-Peel Elementary Unit OECTA
	Thomas Murphy	Dufferin-Peel Elementary Unit OECTA
	Sheena Tennesse	Brampton North East Elementary
	Karen Dancy	Brampton North East Secondary
	Alexandra Sikorski	Mississauga Brampton Central Elementary
	Jennifer Cazabon	Mississauga Brampton Central Secondary
	Anthony Marchao	Brampton West Elementary
	Stacey Budd	Brampton East Caledon Dufferin Malton Elementary
	Sunny Kanabe	Brampton East Caledon Dufferin Malton Secondary
	Mike Brunetto	Brampton East Caledon Dufferin Malton Secondary - Alternate
Recorder:	Angela Charette	Executive Administrative Assistant

A. Routine Matters

1. Chair Dominique Darmanin-Sturgeon called the meeting to order at 7:00 p.m.
2. Superintendent Scigliano led the Opening Prayer
3. Land Acknowledgement - Superintendent Diogo

4. Welcome and Introduction
 - a. Welcome and Declaration of CCCSC Representatives
 - i. Declaration of Conflict of Interest- Nil
 - b. Declaration of Alternates by Family of Schools

Mike Brunetto	Tania Prsa
Rim Boulos	Kyla Lepore
Mary Boulos	Mike Hickey
Karen Barnett- Myers	
 - c. Identification of Observers and Guests

Leela Johnson	Maria Scupham
Karrie Daponte	Marina Melo
5. Conflicts of interest- Nil

SEAC Report- Clarification that Laurie-Ann Clarke did not sit as a SEAC representative at the last meeting, as stated on the agenda
6. Approval of Agenda, November 9, 2023

Moved by Jennifer Cazabon
Seconded by Natasha Kovar
THAT THE AGENDA OF THE CENTRAL COMMITTEE OF CATHOLIC SCHOOL COUNCILS MEETING, NOVEMBER 9, 2023, BE APPROVED.

CARRIED

- a. Business Matters - Nil

B. Standing Items

1. Trustee Report – Thomas Thomas

Welcome to all new and returning members

- i. Latest release of EQAO data shows Dufferin Peel students meeting provincial standards in most areas- individual school results will be available at a later time
- ii. Approval of funding for new track – Ascension of Our Lord Catholic Secondary School (CSS) - previously Premier offered funding and other half from City of Mississauga- Minister Lecce promised funding- city donated 1.56 million - September 2024 projected completion date
- iii. MYSP plan- informs direction of system and education for students
- iv. Parents and guardians important partners in education- Catholic teachings vetted with the Bishops of Ontario- safe, caring, inclusive environment
- v. Social Media Platforms available to follow are: DPCDSB schools, Facebook, Instagram, X, YouTube and DPCDSB videos
- vi. School information board webpages good way to stay up to date- main board webpage
- vii. Distinguished Alumni posters- former students' accomplishments- unique contributions- board website for further information

- viii. ICT Chief Information Officer (CIO) moved onto new position - new CIO will be announced following next board meeting
 - ix. Enrollment declining – other Catholic school boards accepting non-Catholic registrations- DPCDSB observing models- schools have become smaller- Ukrainian Orthodox registrations are currently being accepted - motion has been brought forward in past but opposed by trustees - Toronto passed motion to take non-Catholic students - Orthodox, Eastern Rite, improve enrollment
- Superintendent Scigliano: Clarification provided to Diana Carlesimo’s question if non-Catholic teachers are being hired; Trustee Thomas is referring to Eastern Right Catholics
 - Trustee Thomas: This does not affect teachers- religion must be taught- not moving away from Catholic faith in classrooms
 - Maria Boulos: Currently Orthodox parents go through a long RCIA process- parents may tire of RCIA process
 - Trustee Thomas: Many students are Coptic, Greek Orthodox- improve school enrollment
Natasha Kovar: Regarding EQAO scores- last year funding was allocated for tutoring- will funding be available this year- funding available last year Board of Trustees had agreed to
 - Superintendent Scigliano: Ministry has funded supports - Assistant Superintendent of Mathematics hired as Dufferin Peel works through goals- math is focus through PD with staff- superintendents, teachers working through critical pathways to support math- significant amount of funds dedicated to mathematics – symposium session held with principals to discuss goals as board- three EQAO sessions with principals to dive into data and findings- will request further clarification- regrading further supports
 - Paul Basran: EQAO scores – consultants have come to support Grade 3 and 6- certain schools identified and consultants were assigned- Ministry funding
 - Natasha Kovar: Clarification requested regarding declining enrollment down 2.2 % - was concern prior honoring and protecting the catholic board regarding not accepting non catholic students
 - Trustee Thomas: Dufferin Peel has always adhered to Catholic students registering- northern and eastern boards cannot continue to operate schools as enrollment decreases- Toronto enrollment declined- registration has opened to orthodox- Dufferin Peel will discuss
 - Natasha Kovar: A concern to consider in elementary may be honoring lead up to sacraments Superintendent Scigliano: Sacramental life is foundation- will continue
 - Karen Dancy: Could board consider opening boundaries
 - Trustee Thomas: This topic has been brought up to discuss further
 - Karen Barnett-Myers: Clarification regarding what efforts have been made to figure out why enrollment is down
 - Trustee Thomas: GTA house prices have skyrocketed- families moving to other regions such as London, Windsor, Barrie, Niagara, Oshawa – examples St. Raphael and Holy Cross down nearly 300 students in last two years- large loss for communities- rent prices increased
 - Superintendent Scigliano: Covid times allowed companies to move to remote - students moved outside of the GTA - certain areas of growth are in our board- Mayfield corridor-

but further south many less families

- Jennifer Cazabon: Multifaceted reasons for decline in enrollment- affecting peel public as well- inflation and immigration- GTA phenomenon
- Trustee Thomas Thomas: Responding to Natasha Kovar, CCCSC members may request feedback regarding opening registration and forward directly to Trustee Thomas

2. Superintendent Report - Superintendents Scigliano and Diogo

- i. Multi-Year Strategic Plan (MYSP) Process- *Education Act* mandates that all school boards build and publicly post MYSP - informs direction of system operations, sets long term commitments - fundamental to developing appropriate educational programs for students- DPCDSB current MYSP went from - 2019-2023 - current process of revising the MYSP-revisions being revised for 2023-2027- committee formed- multiple stakeholders including trustees, advisory members, clergy, presented with environmental scan- internal, external, discussions involving logo, value options- consensus to maintain core values: Believe, Excel, Respect, Thrive, and Trust
- ii. Communication was facilitated through survey that went out to all parents/guardians and closed October 30- survey results to be incorporated into MYSP plan- shared with final review committee- public release December 2023
- iii. Virtual training sessions- experienced and newly appointed chairs, secretaries, OAPCE and parish reps - November 30 – please share flyer – will record training and post on board website
- iv. PRO Grant- partially funded by Ministry - \$500 transferred to each Catholic School Council (CSC) –\$77, 000 from Ministry to support work that is done – Special Education Advisory Committee (SEAC) that engages parents/guardians then transferred \$25,000
- v. Funds may be used towards speakers, mental health and wellbeing, equity and indigenous education
- vi. Volunteer of the Year Award (VOYA) twelve nominees on last years’ video - request for CCCSC members to promote to parents that volunteer within schools- applications were sent out in April- strike a committee and go through packages in May- last year four chosen– CCCSC will have a small celebration in June
- vii. Criminal Reference Checks- Vulnerable Sector Screenings- all Catholic School Council members required to have CRC or Annual Declaration in place- please share with local CSC
- viii. Superintendent Scigliano: Responding to Jennifer Cazabon, the MYSP survey was sent out centrally from the board, October 16 to be completed by October 30
- ix. Superintendent Scigliano: Responding to Karen Dancy’s request to re-open the survey, significant amount of work done, will bring back communication cascades
- x. Tania Prsa: Asked what schools are doing to utilize Parent Engagement Funding Superintendent Scigliano: Suggestion to have conversations with principals– suggestion to look historically at what CSC has done at specific school location
- xi. Chair Dominique Darmanin-Sturgeon: Encourage CCCSC members to connect

- with each other and Chairs on central list each representative receives
- xii. Superintendent Scigliano: Responding to Karen Barnett-Myers request for results of student and staff census, will investigate further with Research department regarding information Superintendent Scigliano: Hybrid option mandated for meetings to CCCSC members
- xiii. Jennifer Cazabon: Suggestion for technology to be provided by Ministry to CSC due to online mandate

3. Ontario Association of Parents In Catholic Education (OAPCE) Report - Diana Carlesimo

- i. First board meeting held- Bishop attended in person
- ii. New website launched- modern look, numerous faith resources
- iii. First Peel Region meeting- shared presentations, large attendance, OAPCE representatives and additional parents/guardians attended
- iv. Provincial conference in April- held in GTA- open to all parents/guardians, including OAPCE representatives
- v. Minutes and additional information will be sent to all CCCSC representatives

Diana Carlesimo: OAPCE is the Ontario Association of Parents in Catholic Education- OAPCE engages advocates and enhances the collective voice of parents and promotes publicly funded Catholic education- only Catholic parent organization regulated by Ministry- every school should have an OAPCE representative

- 4. Special Education Advisory Council (SEAC) Report- Nil
- 5. Diocesan/Parish Representative Report- Gabriel Ogundele- Nil
- 6. ACCESS DP Report- Diana Carlesimo- Nil

C. Information/Committee Updates

- 1. Correspondence- Dominique Darmanin-Sturgeon- Nil
- 2. CCCSC In Service Committee Report- Nil

D. Action Items

- 1. Planning for November 30 Training Sessions

E. Additional Items

- 1. CCCSC Mandate, Policies and By-Law- Superintendent Scigliano
 - a) Mandate of CCCSC members is to promote boards vision and values and sacramental life and Catholic practices of DPCDSB and be faithful to its mission- support, encourage and enhance meaningful parent engagement at the board level -improve student achievement and well-being within context of Catholic faith- provide information and advice, communicate, and support CSC
 - b) CCCSC members- responsible to support Catholic education, boards vision and values, faithful to mission, sacramental life, strategic planning and learning plans, promote shared responsibility of education of children, involving home school, parish, and community- communicate information to CSC and the Director of Education- utilize funding, effective practices, ensure schools are

- welcoming, reduce barriers, knowledge, and skill building
- c) Role of Chair- elected from parent representatives at first meeting of CCCSC each school year for two-year term- cannot serve more than two consecutive terms
- d) Vice-Chair- one year term- cannot serve more than three consecutive terms
- e) Meetings- majority must be parent members, two superintendents sit on the committee, and trustee must be present- minimum of four meetings per year- more are held, typically first Thursday- boardroom at 7:00 pm- 9:00 pm and following agendas – items may be deferred to next month
- f) Privacy respected to all individuals- nothing specific regarding individual names, holding anonymity, and privacy- individual issues- collective work
- g) Quorum- majority of members that make up a meeting
- h) Agenda set by Chair in consultation with Superintendent, distributed minimum seven days in advance- with prior Minutes for approval
- i) Observers are invited to attend CCCSC meetings- elected members may wish items to be brought as an agenda item – community members attend CCCSC meetings, they may bring items to their local CCCSC representative to facilitate that conversation through Chair
- j) Streamlining agendas- board meetings included- questions may be asked, but some items can be addressed at local CSC - localized concerns- items can be added to agendas
- k) Superintendent Scigliano: Responding to Karen Barnett-Myers request for clarification regarding Access DP and SEAC- SEAC is Special Education Advisory Committee, with Superintendent Papaloni and Trustees – DP Access is in line with physical accessibility in schools
- l) Superintendent Scigliano: Responding to Karen Barnett- Myers question, why there are not committee members with an equity and indigenous education focus, Superintendent Scigliano will request clarification on members and by-law

F. Appointment of New Committee

1. Appointment of CCCSC Chair- Dominique Darmanin-Sturgeon
2. Appointment of CCCSC Vice-Chair- Karen Dancy
3. Appointment of CCCSC Representative on the Special Education Advisory Committee (SEAC)- Laurie-Anne Clarke
4. Appointment of CCCSC Representatives School Year Caendar: Elementary Representative- Alexandra Sikorski, and Secondary Representative- Jennifer Cazabon
5. Appointment of Access DP Representative- Diana Carlesimo

G. Adjournment/ Closing Prayer

The Closing Prayer was led by Chair Dominique Darmanin-Sturgeon.

H. Future Meetings

Thursday, December 7, 2023

Monday, February 5, 2024

Thursday, March 7, 2024

Thursday, April 11, 2024

Thursday, May 9, 2024

Thursday, June 20, 2024 - Volunteer of the Year Award Presentation and
final meeting of the school year

I. Adjournment

THAT THE MEETING BE ADJOURNED AT 9:00 p.m.

Moved by Karen Barnett-Myers

Seconded by Yvette Lemonius

CARRIED



RECOMMENDATION TO THE BOARD

REPORT NUMBER G 1

2022-2023 DIRECTOR'S ANNUAL REPORT

Regular Board Meeting
December 12, 2023
2022-2023 DIRECTOR'S ANNUAL REPORT
Multi Year Strategic Plan Value: Believe, Excel, Respect, Thrive, Trust

"Therefore encourage one another and build one another up, just as you are doing."
1 Thessalonians 5:11

BACKGROUND

The Director of Education is required by the Ministry of Education to produce an annual report to the community that outlines how the Dufferin-Peel Catholic District School Board (DPCDSB) has met the goals of its Multi-Year Strategic Plan, as well as an account of how it has met the Ministry's goals on Equity and Inclusivity, over the past year.

DISCUSSION

Highlighted in this year's report are representative examples of how DPCDSB strived to provide a Catholic Education which develops the spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual.

DPCDSB is committed to a Catholic learning environment that is informed by the principles of acceptance, support, and inclusion of all learners. Rooted in the Catholic understanding of the inherent human dignity of all persons, equity and inclusion are reflected in our system approach and supporting policies.

In the interest of environmental stewardship, this document will be posted on the DPCDSB website, and its availability will be broadly communicated to the community.

Prepared by: Bruce Campbell, General Manager, Communications & Community Relations

Submitted by: Marianne Mazzorato, Ed.D., Director of Education



2022-23 Director's Annual Report



Dufferin-Peel
Catholic District
School Board

Extraordinary lives start with a great Catholic education.

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Director's Message



It is my pleasure to present the Dufferin-Peel Catholic District School Board's 2022-2023 Director's Annual Report. This report outlines the goals of the Board of Trustees' Multi-Year Strategic Plan (MYSP) and how we, as a system, strived to meet the goals of that plan. This past year was the final year of implementation of the 2019-2023 MYSP, which was approved by the Board of Trustees in 2019. This plan, around which much of this report is focused essentially directs all we do as a Catholic school board.

It continues to be my goal as Director of Education to provide strong system leadership, in conjunction with Executive Council and our senior management team, to inspire the continuation of the Board of Trustees' Vision and Mission. My sincere gratitude goes to the Board of Trustees for providing staff with the direction and support to enable the DPCDSB to be a Catholic education leader in this province.

I am proud to be part of such an amazing team. I extend my thanks, in this regard, to our faculty and staff at all levels, as well as our unions and associations, our parish and diocesan partners, the Ministry of Education, students, and families.

May God continue to bless us and all those we serve.

A handwritten signature in cursive script that reads "Marianne Mazzorato".

Marianne Mazzorato, Ed.D.
Director of Education

Chair's Message



On behalf of the Board of Trustees, I would like to express my profound gratitude to our outstanding DPCDSB staff, under the leadership of Director Marianne Mazzorato for the tremendous work that you do each and every day. It is the work that you do that serves as a reminder to me, and all members of the Board of Trustees, that the vision of the Board of Trustees continues to be manifested across the system as is evidenced by the outcomes outlined in the 2022-2023 Director's Annual Report.

I am immensely proud of the progress and accomplishments that define the past year. This report highlights not only academic accomplishments, but also the fostering of a supportive, inclusive, and dynamic learning environment. I also extend my deepest gratitude to our educators, unions and associations, faculty and staff and our parish and diocesan partners for your tireless efforts in making these accomplishments possible. Together, we have built a foundation that propels our students towards a brighter future.

And last, but not least, thanks to our parents and guardians for choosing Catholic education for your children. It is my hope that your experiences in our system have been positive ones.

Blessings to all.

A handwritten signature in cursive script that reads "Luz del Rosario".

Luz del Rosario
Chair of the Board of Trustees

Learning and Improving in DPCDSB

"May he grant you your heart's desire, and fulfill all your plans" Proverbs 16:9

As a member of the Catholic community, the Dufferin-Peel Catholic District School Board (DPCDSB) promotes learning and working environments that support a responsive, equitable, inclusive, and caring culture through the Multi-Year Strategic Plan (MYSP) 2019-2023, the Catholic Board Improvement Learning Cycle (CBILC), and Catholic School Improvement Learning Cycles (CSILC). The 2022-2023 school year represented the final year of the MYSP 2019-2023 and its five core values of Believe, Excel, Respect, Thrive, and Trust. These core values shaped the CBILC and CSILC goals, the implementation of action steps, and their monitoring strategies.

The 2022-2023 CBILC and CSILCs focused on dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, and other oppressions. To support this focus and additional CBILC and CSILC goals, DPCDSB schools implemented action steps and provided data sources to be used for monitoring goal achievement and ensuring accountability.



DPCDSB schools returned to in-person learning in 2022-2023 with remote learning options provided for those who needed it. As a result, large-scale data collection instruments returned to the pre-COVID schedule. DPCDSB's data gathering in 2022-2023 included:

- Catholic Community, Culture, and Caring (CCCC) School Climate Survey of students, staff, and parents/guardians to collect feedback relating to school climate, bullying, and harassment;
- Ontario Catholic Graduate Expectations Survey (OCSGE) and Exit Survey;
- Math and Literacy Processes, Attitudes, and Engagement survey; and
- Catholic Digital Citizenship survey

Education Quality and Accountability (EQAO) testing also took place during the school year. The surveys and academic assessments ensure that DPCDSB is working towards achieving the goals outlined in the CBILC and CSILCs and stays committed to the core MYSP values concerning Catholic social teachings, achievement, social justice, well-being, and stewardship.

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

Vision: Changing the world through Catholic education.

2022-2023 Catholic Board Improvement Learning Cycle 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 Catholic Community, Culture, and Caring.
- Enhance positive parent perceptions of student faith formation in DPCDSB schools.
- Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.

Excel

- Increase proportion meeting or exceeding provincial standard in literacy and numeracy.
- Increase student critical thinking, communication, collaboration, innovation.
- Eliminate disproportionalities and disparities in achievement, programming, and discipline by dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, and other oppressions.
- Elevate organizational effectiveness.

Respect

- Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, and other oppressions in all areas of school culture.
- Enrich student connection to Catholic community (e.g., reduce aggressive behaviours).
- Increase sense of belonging among all impacted by oppression and injustice, by uplifting their voices.

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.

BELIEVE

GOALS

- Increase student application of scripture, sacrament, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.
- Enhance positive staff perceptions of DPCDSB.
- Enhance positive parent perceptions of DPCDSB.
- Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.

Ontario Catholic School Graduate Expectation (OCSGE) Survey
 Students in Grades 8 and 12 in 2022-2023 (Elementary N= 707, Secondary N= 742)
 % of participating students with high scores



Scripture

Understanding and connecting the Catholic faith story to daily life

49%

Elementary

39%

Secondary



Sacrament

Thinking and acting in positive ways consistent with the teachings of Jesus

68%

Elementary

62%

Secondary



Catholic Social Teaching

Caring for and helping others

83%

Elementary

75%

Secondary

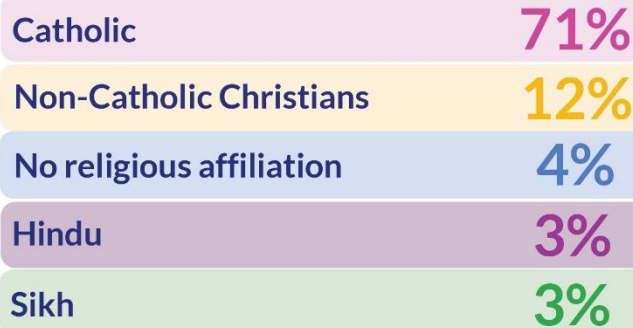


Catholic Community, Culture, and Caring (CCCC) and School Climate Survey

Nearly all elementary students and their parents/guardians identify as Catholic due to admission requirements. There is no such requirement to attend secondary schools, so greater religious diversity is seen in Grades 9 and older.

Students in Grades 9 through 12 in 2022-2023 (N=9,988) Secondary Parents/Guardians (N= 590)

Religious Affiliation Identified by **Students**



Although the student and parent/guardian sample sizes greatly vary, there is a clear discrepancy between self-reporting of religious affiliation and parent/guardian reporting of their child's religious affiliation. When compared to parent perceptions, less students identify as Catholic.

Religious Affiliation of students Identified by **Parents/Guardians**



% of participating parents/guardians with high scores



Child faith formation:

Supporting faith development through school (e.g., seeing signs of the Catholic faith, school work and activities, etc.)



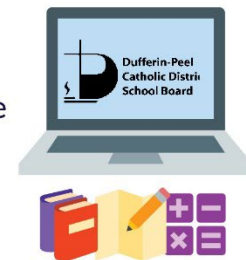
EXCEL

GOALS

- Increase the proportion meeting or exceeding provincial standards in literacy and numeracy.
- Increase student critical thinking, communication, collaboration and innovation.
- Eliminate disproportionalities and disparities in achievement, programming, and discipline by dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, and other oppressions.
- Elevate organizational effectiveness.

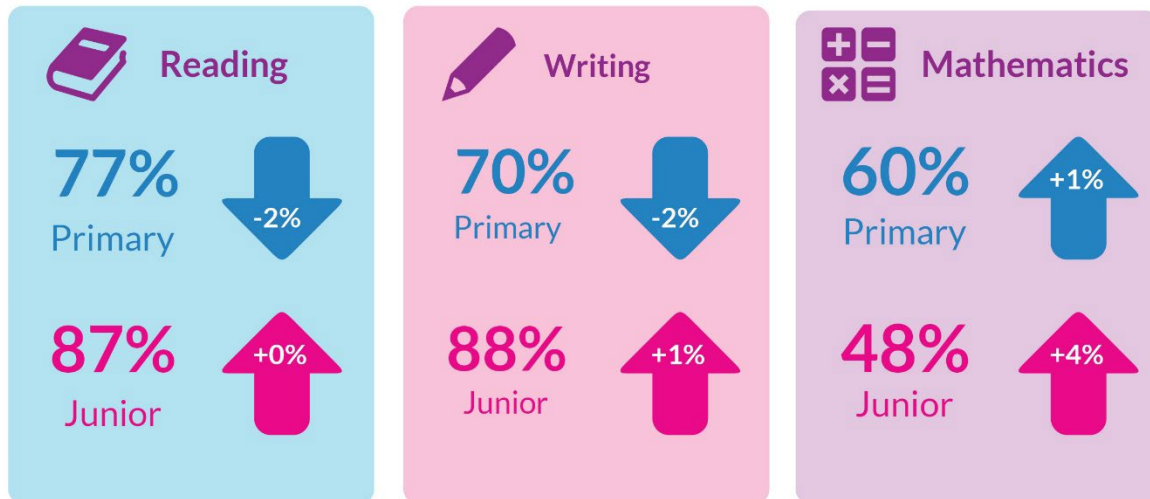
Education Quality and Accountability Office (EQAO) Elementary Assessment Results

The 2022-2023 primary (Grade 3) and junior (Grade 6) EQAO assessments of reading, writing, and mathematics assess students' understanding, thinking and application of concepts in each of these important subject areas, as laid out in the Ontario Curriculum - Grades 1 to 8. Achievement of a Level 3 or higher on these assessments represents the provincial standard.



Elementary EQAO Assessments*

% of students meeting or exceeding the provincial standard (Level 3 or 4)



* Arrows indicate the change in proportion of students meeting or exceeding the provincial standard in 2022-2023 compared to the previous administration of EQAO assessments in 2021-2022.

Education Quality and Accountability Office (EQAO) Assessment of Grade 9 Mathematics

The 2022-2023 assessment of Grade 9 mathematics is the second year EQAO has assessed Grade 9 mathematics achievement in the single, de-streamed mathematics course.

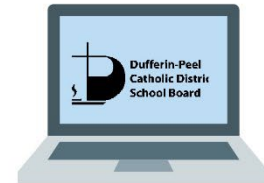
% of students meeting or exceeding the provincial standard (Level 3 or 4)



Mathematics

54%

Grade 9



* Arrows indicate the change in proportion of students achieving Level 3 or 4 in Grade 9 mathematics in 2022-2023 compared to the previous administration in 2021-2022.

Ontario Secondary School Literacy Test (OSSLT)

Students in Grade 10 participate in the OSSLT as first time eligible students, while Grade 11 and 12 students who did not pass the OSSLT participate as previously eligible students.*

% of students who were successful



OSSLT

86%

First Time Eligible



62%

Previously Eligible**



1 of 32

Passing the OSSLT is one of the 32 requirements needed to complete the Ontario Secondary School Diploma

* Students who do not pass the OSSLT may also register in the Ontario Secondary School Literacy Course (OSSLC) to complete their literacy requirement for graduation.

** Arrows indicate the change in proportion of students passing the OSSLT in 2022-2023 compared to 2021-2022. Note that the data for previously eligible students in 2021-2022 may not be fully comparable to subsequent years given that the previously eligible group in 2021-2022 included all Grades 11 and 12 students who did not have a chance to participate in their Grade 10 year due to the pandemic. As in previous years, the 2022-2023 cohort only consisted of students who were previously unsuccessful or who had been deferred.

Student Math and Literacy Attitudes Survey*

Students in Grades 4 to 11 (n = 4943)*

Largest % change over time among participating students* in 2022-2023 (vs. 2020-2021)



6 to 9% Decrease*

Selecting Tools and Computational Strategies in Math (-8%): Knowing which tools to choose to solve solve a math problem.

Problem Solving in Math (-7%): Thinking about the strategies and steps to solve a math problem; Able to use multiple methods to solve a math problem.

Reasoning and Proving in Math (-6%): Showing work to prove thinking; Checking answers to make sure they make sense.

Problem Solving in Literacy (-9%): Strategies for solving problems when text becomes difficult to read.

Room for Growth

2 to 4% Decrease*

Math Importance and Relevance (-4%): Perceiving math to be important; Understanding how math can be used outside of the classroom.

Representing (-4%): Presenting solutions to math problems in different ways; Explain solutions to math problems using graphs, tables or pictures.

Cognitive Engagement in Math (-3%): Working as hard as possible in math class; Trying to learn as much as possible; Thinking a lot about math in class.

Use of Reading Strategies (-3%): Taking notes, paraphrasing, and/or asking questions while reading to improve understanding.

Interest in Writing (-2%): Writing about topics of interest, and new places, things or people; discussing writing done in free time with others.

Literacy Increase*

Student Writing Confidence (+2%): Students' belief they will do better in writing next year; Students' believe they are good writers; Compared to other subjects, student is best at writing.

Efficacy in Reading (+3%): Students' belief they will do better in reading next year; Students' believe they are good readers; Compared to other subjects, student is best at reading and learn more from reading than other subjects.

Strengths

Math Increase*

Communications and Learning Supports in Math (+4%): Working with others to solve math problems; Listening to hear how others have solved math problems.

Peer Engagement in Math (+6%): Students' social exchanges with peers grounded in the instructional content.



65%
(+6%)

Students in my math class help each other learn.



57%
(-5%)

Students use tables, figures, and pictures in text to increase understanding.



32%
(-12%)

Students do not like to write

RESPECT

GOALS

- Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions in all areas of culture.
- Enrich student connection to Catholic community (e.g., reduce aggressive behaviours).
- Increase sense of belonging among all impacted by oppression and injustice, by uplifting the voices for all.

CCCC School Climate Survey

The Catholic Community, Culture, and Caring (CCCC) School Climate Survey asks students in Grades 4-12 about:

15,585
Student
Participants

Social
Engagement



Intellectual
Engagement



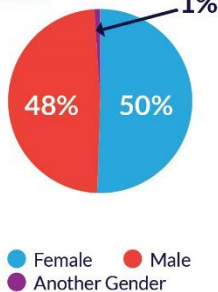
Mental Health
Supports



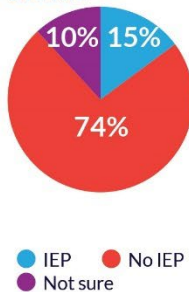
Experience of
Aggression



Gender



IEP Status



Many Group Differences Were Seen

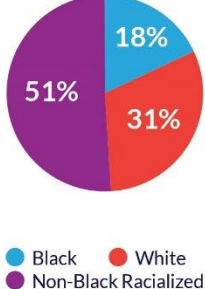
Higher social engagement reported by:

- Males
- White and Non-Black Racialized students
- Students with ESL needs
- Catholic students**
- Heterosexual students**

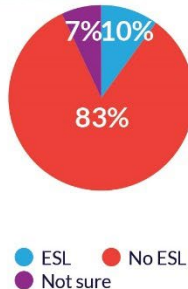
Higher intellectual engagement reported by:

- Males and females
- Non-Black Racialized students
- Non-Indigenous students
- Students with no IEP
- Students with ESL needs
- Students with a faith**
- Heterosexual students**

Race*



ESL Status



Higher experience of social aggression reported by:

- Students identifying as another gender
- Black students
- Indigenous students
- Students with an IEP or ESL needs
- 2SLGBTQIA+ students**

Higher experience of physical aggression reported by:

- Males and students identifying as another gender
- Black students
- Indigenous students
- Students with an IEP or ESL needs
- 2SLGBTQIA+ students**

4%

Indigenous
Students

15%

2SLGBTQIA+
Students**

47%

Catholic
Students**

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

**This question was only asked of secondary students.

Higher experience of cyber aggression reported by:

- Students identifying as another gender
- Black students
- Indigenous students
- Students with an IEP or ESL needs
- 2SLGBTQIA+ students**

Secondary Student Census: 2021-2022

DPCDSB collected its first student census in 2021-2022. Almost 20,000 secondary students participated, or about two-thirds of all students in DPCDSB in Grades 9 and older.

19,852
Student
Participants



67%
of students

First Languages

80%

English

6%

Punjabi
Arabic

5%

Tagalog/Filipino
Urdu
French
Spanish

Students were asked to report the first language(s) they learned. The boxes at left show the most reported first languages learned by percentage of responses.



Indigenous Students

405

Indigenous
Students

235

First Nations Students

68

Métis Students

16

Inuit Students

49

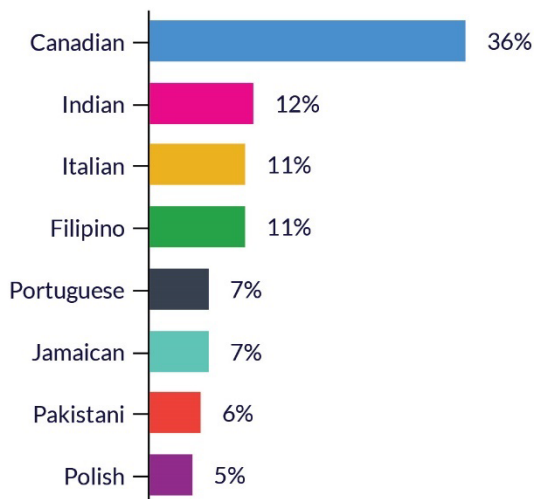
Other Indigenous,
beyond Turtle Island



Some students selected more than one Indigenous identity and/or selected "Indigenous" in the race question. Analysis showed a total of 405 students reported they were Indigenous.

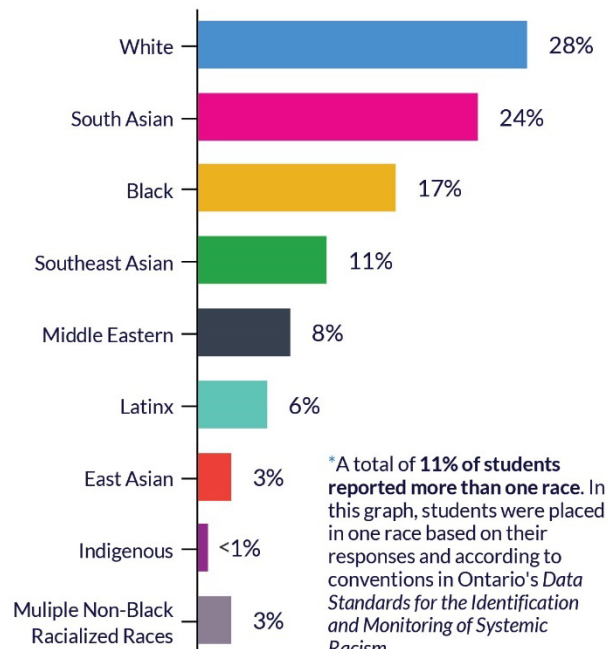
Ethnicity

Students could report more than one ethnicity. In total, students reported 421 unique ethnicities. The most frequently reported ethnicities are shown below.



Race*

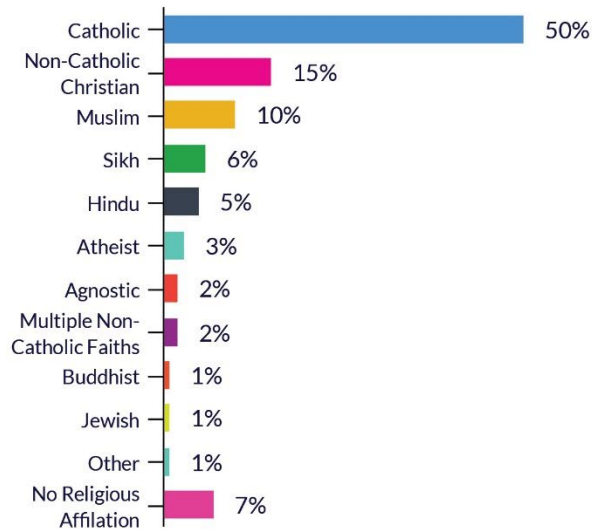
Below is the student racial analysis based on student responses to the race item.



Secondary Student Census: 2021-2022

Religious Affiliation

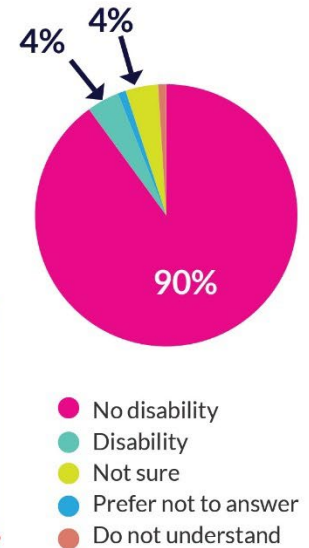
Below are student religious affiliations.



Disability

Students could indicate if they were a person with a disability. If they indicated yes, then they could report what disability(ies) they had.

The most commonly reported disabilities were mental health concerns, learning disabilities, autism, and vision concerns



Status in Canada

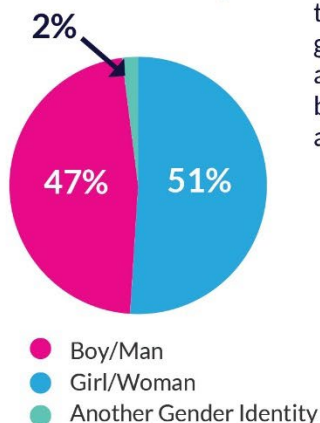


80%

Students born in Canada

Among students not born in Canada, **63% were Canadian citizens** and **27% were permanent residents**. International students and refugee claimants each comprised less than 2% of foreign-born students. Other students were not sure or indicated they preferred not to answer.

Gender Identity



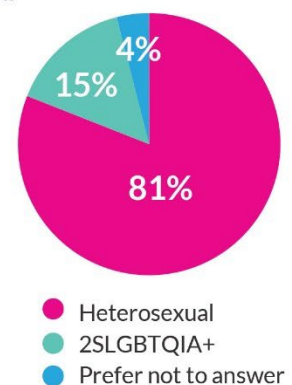
Students could indicate they were a boy/man or girl/woman. They could also describe themselves by typing their answer in a text box.

After girl/woman and boy/man, the most commonly reported gender identity was Non-binary.

Sexual Orientation

Students could indicate their sexual orientation.

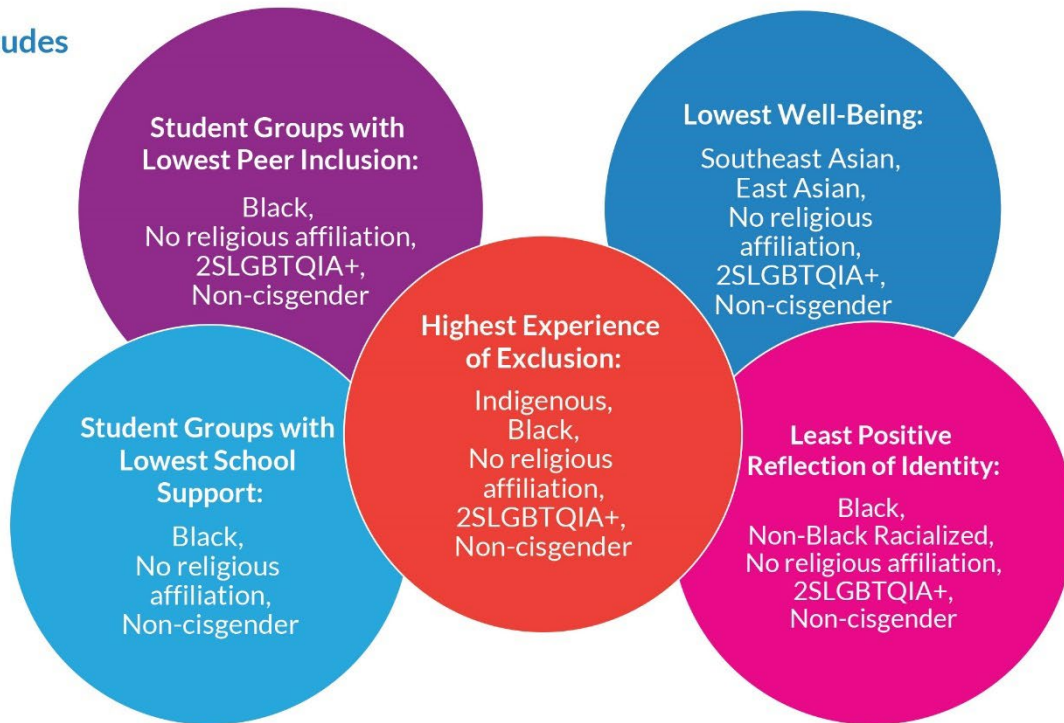
The most commonly reported 2SLGBTQIA+ orientations were bisexual, questioning, and pansexual



Secondary Student Census: 2021-2022

The DPCDSB student census asked students a number of attitudinal items related to peer inclusion, school support, representation, exclusion, and general well-being. Results were examined by identity group. The diagrams below indicate the groups with the **lowest scores** within their identity categories for each attitudinal scale.* School climate, inclusion, and support needs to improve particularly for these groups.

Attitudes



*Groups listed in the diagram are those with significantly lower scores ($p < 0.05$), as indicated by statistical analyses.

Attendance

Students' census responses were linked to their attendance. High absenteeism can have a negative impact on students' academic success. Data analysis found that the groups with the highest absenteeism for their identity category included:

Indigenous students
Black students
White students
Students with no religious affiliation

Grade 9 EQAO and OSSLT

Students' EQAO and OSSLT achievement differed by identity group:



Lowest EQAO Grade 9 Math

Indigenous,
Any religious affiliation
(compared to none)

Lowest OSSLT Success Rates

Indigenous,
Black,
Any religious affiliation
(compared to none)

Secondary Student Census: 2021-2022

Students' census responses were linked with achievement and programming data. The diagrams below indicate the groups with the **lowest scores** within their identity categories for each academic outcome. Schools need to work to remove systemic barriers for these groups.

Outcomes



*Groups listed in the diagram are those with significantly lower scores ($p < 0.05$), as indicated by statistical analyses.

Discipline

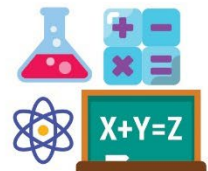
Student discipline differed significantly by identity group:

Black students and Indigenous students had the highest rates of total disciplinary sanctions, including the most under Section 306 of the *Education Act* (suspension must be considered).

Black students had the highest rates of suspensions and progressive discipline incidents.

Taking Senior Math and Science

Accessing senior math and science courses helps keep all postsecondary and career pathways open. Below are the groups that had highest access:



Highest % Taking Grade 12 Math

Not Indigenous, Non-Black Racialized, Faith that is not Catholic, Heterosexual, Boy

Highest % Taking Senior Science

Not Indigenous, Non-Black Racialized, Faith that is not Catholic, Heterosexual, Girl

THRIVE

GOALS

- Increase student engagement and well-being for all.
- Enhance student Catholic digital citizenship, especially collaboration.
- 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.

CCCC School Climate Survey

The 2022-2023 Catholic Community, Culture, and Caring (CCCC) School Climate Survey asked students in Grades 4-12 about:

Social Engagement



Intellectual Engagement

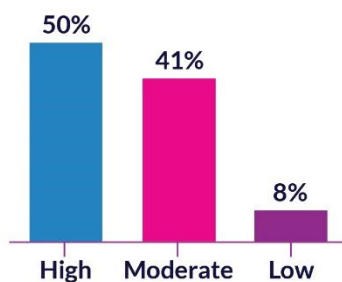


Mental Health Supports



15,585
Student
Participants

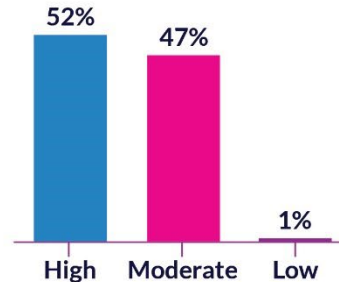
Social Engagement (Sense of Belonging)



% High Social Engagement declined since 2020-2021



Intellectual Engagement (Motivation to Learn)



% High Intellectual Engagement increased since 2020-2021



Engagement changes between 2020-2021 and 2022-2023 may be related to 2022-2023's full return to in-person learning after pandemic restrictions, with students being more motivated to learn in classes but having to navigate in-person peer interactions once more.

Mental Health Notes

Highlights from student perceptions shared on the CCCC School Climate Survey about accessing mental health supports are listed below.



79%

Students have someone they can talk to about their problems (-4%).

Students most frequently reported being able to talk about their mental health with parents and guardians (44%), school friends (41%), and friends outside of school (30%).



7%

Students did not access supports for fear of stigma (-12%)



22%

Students accessed mental health supports at school (+5%)

Extraordinary lives start with a great Catholic education.

CCCC School Climate Survey

The 2022-2023 Catholic Community, Culture, and Caring (CCCC) School Climate Survey asked students in Grades 4-12 about exclusion, bullying, and experience of aggression.

Moderate to High Experience of Exclusion

Students were asked to report how often they were excluded at school due various reasons. Moderate to high experience of exclusion most often reported for the reasons shown below.



Bullying

The CCCC School Climate Survey asked students about fearing, experiencing, witnessing, and engaging in bullying at school. This graph shows the percentages of students with moderate to high scores.



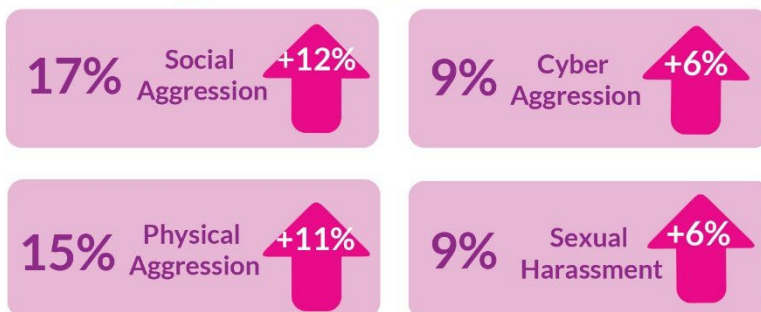
Far more students report witnessing bullying compared to being bullied or engaging in bullying.



Moderate to High Experience of Aggression



Moderate to high experience of all types of aggression increased since 2020-2021.*



*Changes from 2020-2021 to 2022-2023 may be related to 2022-2023's full return to in-person learning after pandemic restrictions, with students having to navigate in-person peer interactions once more. Findings for aggression are similar to 2018-2019.

The CCCC School Climate Survey also asked students to rate how likely they were to report experiencing or witnessing bullying.

42%

Students were somewhat to very likely to report if they were bullied at school

61%

Students were somewhat to very likely to report if they witnessed others get bullied at school

CCCC School Climate Survey: Parent/Guardian Perspectives

The Catholic Community, Culture, and Caring (CCCC) School Climate Survey asked parents and guardians about school climate at their children's schools. Below are key findings.

1,303 Parent/
Guardian
Participants



High Ratings of Positive
School Climate



High Ratings of Parent/
Guardian Participation at
School



High Ratings of Educator
Expectations for Students



High Ratings of
Parent/Guardian Inclusion
at School



Perceptions of Student Treatment at School

2%
Parents report their children
have **frequently** been excluded
at school

2%
Parents report their children
have **frequently** been unfairly
treated at school

Catholic Digital Citizenship Survey

The Catholic Digital Citizenship Survey asked students in Grades 6, 7, 9, 10, and 11 about online behaviours.



Positive online behaviours declined since 2020-2021.



44% High Scores in
Critical Thinking,
Creativity,
Information Literacy



35% Low Prevalence of
Negative Online
Behaviours



2,840
Student
Participants

36% High Scores in
Online Health and
Protection



37% High Scores in
Positive
Presence and
Communication



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.

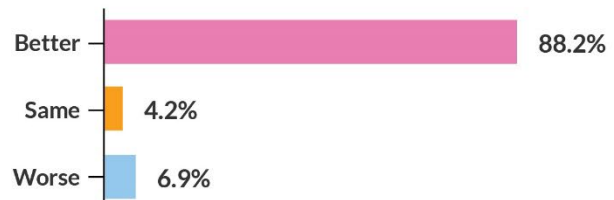
Tutoring Programs for 2022-2023

The Ministry of Education provided Ontario school boards with funding for tutoring programs. DPCDSB used the Ministry funds to implement a range of tutoring opportunities for students from fall 2022 to spring 2023, this included:

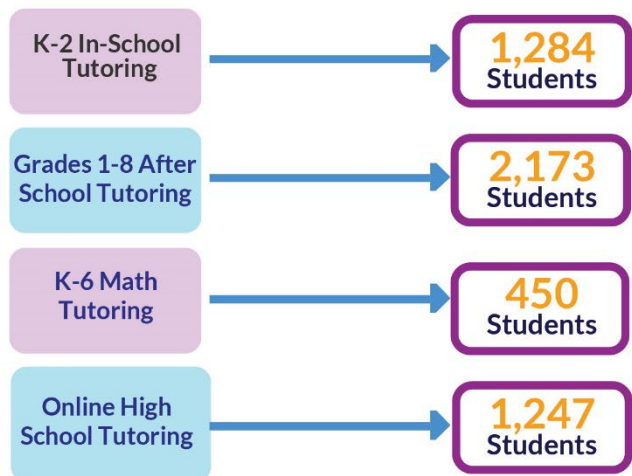
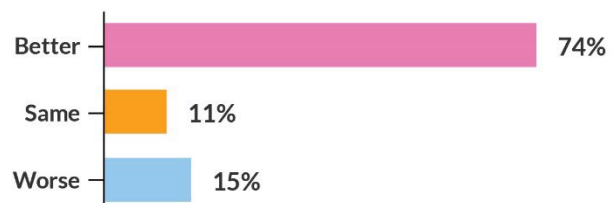
- Grades 9-12 online tutoring for: English, Study Skills, Math, Science, Biology, Chemistry and Physics
- In-School Tutoring (Kindergarten-Grade 2)
- Divine Academy (Grade 9-12)
- LEARNstyle - Tutoring/Coding (Grade 1-8)
- After-School Tutoring (Grade 1-8)
- Love of Literature (Grade 1-12)
- Aspire for Higher (Grade 1-8)
- Math Tutoring (Kindergarten- Grade 6)



K-2 Tutoring Achievement



K-6 Math Tutoring Achievement



4%

Increase in the amount of paper printed vs. 2021-2022

13%

Decrease in the amount of energy (ekWh) vs. 2021-2022

Other Metrics

E-Forms

To improve existing practices, accessibility and transparency, DPCDSB is digitizing all forms.



SchoolCash online implementation over 5 years (2018-2023)

96%
(+15%)

of schools have adopted SchoolCash Online

17%

of schools have an adoption rate of 99%.

93%

of schools have an adoption rate of 90%.

*Note: There are data gaps for 2023 energy consumption and paper printed. Some energy and printing data for 2023 is unavailable until end of December and the percentages may vary.

Catholic Education Week

From April 30 – May 5, DPCDSB celebrated Catholic Education Week with the theme “We are Many, We are One”. During Catholic Education Week, schools across Ontario celebrated the significant contributions that Catholic Education has made to our communities, the province and to Canada. In DPCDSB, Catholic Education Week was marked by many special activities at all grade levels, including prayer celebrations, service activities, Ontario Catholic Student Youth Day and the Catholic Education Week Provincial Mass.

Following are a few highlights of how our schools celebrated the week:



St. Herbert @StHerbertDPCDSB · May 3

A beautiful Crowning of Mary Celebration took place this morning with our Rosary Apostolates from @IteAdStJoseph. Thank you to all those who brought flowers 🌸 for Queen Mary. #DPCDSB_CEW #CEW2023



St. Edmund Elementary @edmund_st · May 4

"We are Many, We are One". ❤️🧡💚💙💜 Students ponder and answer an important question... Why is St Edmund a GREAT Catholic School to come to? Great friends and nice teachers, sharing our faith, go to Mass and celebrate Christmas and Easter together! #DPCDSB_CEW



Laura Tuccitto @lauratuccitto · May 2

Thank you to our Youth Faith Ambassadors @StGregory01 for painting a beautiful mural for CEW. #DPCDSB_CEW



Mrs. Cachia @CachiaMrs · May 2

We are many, we are one. The entire school decorated butterflies for the start of Catholic Education Week. Each student wrote what Catholic education meant to them and designed their butterfly to demonstrate their individuality. #CEW2023 @DPCDSBSchools @dpcdsb



Sam Kirk @MrKirk7 · May 4

Great to have our parent community visiting our school today to celebrate our gift of Catholic Education! #DPCDSB_CEW @DPCDSBSchools @stjeanbrebeuf



Mrs. Stajduhar @MrsStajduhar · May 3

Participating in the #CatholicEducationWeek Mass, led by Archbishop Leo. 🙏🇺🇸 @archtoronto @DPCDSBSchools @StBernadDPCDSB



Extraordinary lives start with a great Catholic education.

Equity and Indigenous Education Initiatives

The Dufferin-Peel Catholic District School Board is committed to addressing and dismantling all forms of oppression that impact students and staff through establishing a culture of respect and belonging that fosters safe and inclusive learning environments. Recognition of the human dignity of each person, created in the image of God, forms the foundation of equity and inclusive education. *We Are Many We Are One*, the 2023 Catholic Education Week theme reminds us of our call to action as a Catholic community to live in solidarity with our siblings in Christ in a collective pursuit of social justice.

The DPCDSB continues to be dedicated to identifying and eliminating barriers and systemic forms of oppression that impact student well-being, learning and achievement through ensuring that all are welcomed, included, and valued with an intentional focus on those from historically marginalized groups.

This section highlights some of the programs and initiatives that our Equity and Indigenous Education Department has created to support the achievement and well-being of DPCDSB students and staff. These initiatives have been created and designed with input from key stakeholders across the DPCDSB community. These programs actualize the Catholic Board Improvement Learning Cycle, the Strategic Plan to Dismantle Anti-Black Racism, the Province of Ontario's Anti-Racism Strategic Plan, and Ontario's Equity Action Plan.

Capacity Building for System Leaders and Principals and Vice-Principals:

All administrators and members of the senior executive team were invited to partake in Part I of the Addressing Anti-Black Racism AQ offered through Lakehead University. In addition to this learning opportunity, administrators participated in professional development related to anti-Black racism and anti-oppression. Family of Schools superintendents also continued this work on a local level with their assigned Families of Schools' administrative teams.

Capacity Building for Educators:

Every DPCDSB school has a Catholic Equity Lead. The focus of this role is to build capacity, support student achievement and improve support for students within our schools and communities, thereby promoting the well-being of all students. Catholic Equity Leads for the 2022-2023 school year engaged in sessions led by Dr. Nicole West-Burns surrounding the ways in which educators can gain tools that allow them to confront racism, examine systemic barriers, and explore pedagogy that fosters an anti-oppressive practice with a focus on anti-Black racism.

Teacher Librarians participated in a learning opportunity with Dr. Nicole West-Burns to explore important considerations when selecting and approaching texts with an anti-oppressive lens.

Cosmetology teachers participated in a learning opportunity that was facilitated by Nancy Falaise, who framed the learning around her own lived experience, including her struggles to love and accept her natural hair. Educators learned techniques surrounding washing and untangling, deep conditioning, treatments, curl definition, twist out, and how to analyze hair health and strength.

Educators engaged in a year-long Equity Virtual Presenter Series surrounding building capacity in the following areas to address:

- Anti-Black Racism (Dr. Andrew B. Campbell)
- Ableism (Rick Hansen Foundation)
- Homophobia and Transphobia (Associated Youth Services of Peel)
- Islamophobia (National Council of Canadian Muslims)
- Anti-Semitism (Elly Gotz)
- Anti-Asian Racism (Alpha Education)

Educator Symposium: Cultivating Justice in Education 2023

The Equity Symposium is a full-day conference where participants (Catholic Equity Leads and Administrators) came together as a professional learning community to build knowledge through critical examinations of inequitable systems. Educators built capacity surrounding anti-bias and anti-oppressive practice through understandings of calls to action and how they might be implemented. Through a seeing, being, doing framework, keynote speakers set foundational understandings of how educators can work to dismantle barriers within education to support overall student achievement and success. Guest presenters, Dr. Keith Adamson and Dr. Niigaan Sinclair facilitated sessions on anti-Black racism and Indigenous Education.

Resource Development

Identity Affirming Texts: All DPCDSB elementary schools received over 40 different texts to go to school libraries and classrooms that directly respond to the 2023 Ministry of Ontario Elementary Language Curriculum Expectation that calls on students to “demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions” (2023 Ontario Language Curriculum). Lesson plans were created to accompany each text and were rooted in the pedagogical frameworks of Dr. Gloria Ladson-Billings, Dr. Rudine Sims Bishop and Dr. Gholdy Muhammad.

SharePoint Site for Equitable and Inclusive Education Resources: The Equitable and Inclusive Education SharePoint has become a hub and touchstone to support anti-oppression work in the DPCDSB. This site provides equity and diversity briefings, resource links to lesson plans and articles on equitable and inclusive education, anti-racism education, anti-oppression education and pedagogical practices. The site is designed to increase awareness and knowledge of issues and initiatives related to equitable and inclusive education, and support the Catholic Board Improvement Learning Cycle.

Black Futures Speakers Series: The Black Futures Speakers Series is a digital resource created to ensure that the stories, contributions and achievements of individuals within the Black community are highlighted and shared. Through this series, individuals share their personal stories and insights on the realities of anti-Black racism, Black identity and its intersections, education, politics, mental health and well-being, constructs of beauty, social justice and activism, Black Canadian history, and other timely topics. To support the 2022-2023 Black History Month and Beyond theme of “We Are Many, We Are One - Connected Through Stories”, the following individuals were interviewed to share their stories:

- Shayle Graham

- Brandon Wint
- Khodi Dill

Student Programming

Graduation Coaches for Black Students: The Graduation Coach for Black Students Program provided original Arts programming, Afros N Art, to over 350 secondary students, facilitated an opportunity for students to attend a six-week mentorship program focusing on post-secondary education and delivered a three-week program discussing topics such as microaggressions, privilege, allyship, identity, and bias to seven elementary schools (420 students) board-wide.

Author Virtual Read Aloud Series: The author series seeks to highlight the underheard story and offer a counter narrative, bringing students stories of brilliance, genius and joy through a virtual read aloud. The 2022-2023 author series included stories from:

- Khodi Dill
- Yolanda T. Marshall
- Nadia L. Hohn

Equity Student Council: The Equity Student Council, which started in 2022-2023, is for secondary students and is intended to centre and uplift student voice throughout the DPCDSB. The Equity Council will serve to reflect the intersectional and diverse student body while advocating for change and promoting awareness. The Equity Student Council provides an opportunity for students to meet throughout the school year, collaborate, network, and share ideas on how students can **be responsible citizens** *“that give witness to Catholic social teachings by promoting peace, justice, and the sacredness of human life,”* while also affirming their identities and lived experiences.

The goals of the Equity Student Council are:

1. Ensure and implement equity and allyship within the school community.
2. Create a safe and inclusive space for students where they are heard and appreciated
3. Address inequitable barriers that limit students from reaching their full potential
4. Interrupt the oppressive colonial structures within education
5. Share information, best practices and collaborate as students

Focus on Youth Summer Programming 2023: Supported by the Ministry of Education Focus on Youth Grant, along with the OHRC Right to Read Inquiry Report, the DPCDSB collaborated with a not-for-profit organization along with Indigenous community partners to provide a unique experience for youth. The Focus on Youth Summer Camp offered several components.

- Leadership programming which focused on developing a myriad of skills through the disciplines of music, visual arts, poetry, culinary skills, and dance.

- Leadership Camp, which centered around workshops focusing on mental health and well-being, financial literacy, goal setting/education and career planning, interview and resume writing skills, breaking down barriers in education and employment, equity and anti-racism education, community building and social justice and activism.
- Literacy skills through the use of identity-affirming texts.

Collaboration with Community

The DPCDSB Black Community Advisory Council (BCAC) met regularly throughout the school year to discuss and advise on how best to support the achievement and well-being of Black students. For the 2022-2023 school year, the council came together to finalize a council terms of reference, review and advise on DPCDSB census findings and support with culturally relevant and responsive resource recommendations.

Indigenous Student Council & Indigenous Programs

Indigenous Education Council

The DPCDSB Indigenous Education Advisory Council (IEAC) met throughout the year on a regular basis to offer parent/guardian and community input on the Board Action Plan for Indigenous Education, in addition to providing an advocacy role for parents/guardians and the community. The council continued to support and inform the following programming:

Indigenous Student Council

The Indigenous Student Council continues to be a successful initiative with a continued increase in the numbers of students who self-identify and family members who have become more engaged and active in our board, including participation on our Indigenous Education Council.

The Indigenous Student Council met monthly on a virtual basis to have a voice on matters pertaining to Indigenous Education. The Indigenous Student Council also had members attend the Board's Indigenous Education Council. Through these monthly meetings, students were provided with opportunities to access their inherent rights to cultural learning. These sessions also help educate students on their legal rights in education. Senior students collaborated on the first transition day for students moving from elementary to secondary to provide suggestions and support for the first week of high school.

Indigenous community liaisons also worked alongside the Indigenous Education Consultant to provide individual and family support as needed, as well as run monthly events.

Virtual Visiting Program

Another highly successful program that began after classes switched to remote learning was our Virtual Visiting Program. This program allows for classes to connect virtually with members of the Indigenous community who provide informative sessions on a variety of topics to support learning K-12. Over 40,000 students participated in these learning opportunities.

Supports for First Nations, Metis, and Inuit Studies

Secondary schools that offer any of the First Nations, Metis and Inuit Studies courses are supported throughout the year to ensure that curriculum delivery aligns with our Indigenous Education policy. Supports include guest speakers from the Indigenous community to provide cultural knowledge and first-hand accounts related to Indigenous peoples, histories, and contemporary realities.

Resource Development and Curriculum Supports

Several resources have been developed to support educators in delivering appropriate content related to Indigenous Education.

Land Acknowledgement Resource

A comprehensive resource was developed to build awareness and understanding around who our treaty partner is and how the land acknowledgement can be an effective educational resource and a call to action. Numerous professional development sessions were offered throughout the year.

Indigenous Knowledge Systems and Science, Technology, Engineering, the Arts and Mathematics

Several elementary classes took part in piloting a program based on the new digital resource: *Lessons From Beyond* which included NASA scientists and Indigenous Elders. A teacher guide was developed as a result of the pilot to link mathematical activities based on the new curriculum for Grades 6-8.

Professional Development Webinars

40 webinars were offered throughout the year to support K-12 educators in a variety of topics such as treaty education, history, colonialism, Inuit, Metis, Anishinaabek, Haudenosaunee, and other related topics pertaining to Indigenous Education.

The First Nations, Métis and Inuit Peoples – Understanding Traditional Teachings, Histories, Current Issues and Cultures Additional Qualification Courses

The additional qualification courses continue to be the best professional development provided for educators in order to adequately equip them in furthering their understanding of colonialism and how to ensure Indigenous rights and human rights are protected in schools and classrooms.

Indigenous Student and Family Community Events

DPCDSB partnered with the Peel District School Board to provide regular community events for students and families who identify as Indigenous. These events provide cultural opportunities and educational sessions throughout the year.

Indigenous Student Rights Presentation

Student members of the Indigenous students' rights committee worked alongside DPCDSB staff and members of IEC to create a presentation that was delivered in a Professional Development session. This session focused on student experience within the system and their response and suggestions for moving forward.

Anishinaabemowin Language Course

Offering an Anishinaabemowin Language Course program for secondary students has been one of our greatest successes. This program is shared between DPCDSB and the St. Clair Catholic District School Board.

2022-2023 Budget

The 2022-2023 budget was developed amidst several challenges. DPCDSB continued to experience significant student enrolment decline and cost pressures associated with a fully funded Long-Term Disability (LTD) plan. The Grants for Student Needs (GSN) announcement provided one-time funding for an additional year; however, the focus was shifted away from COVID-19 management toward learning recovery for students and a return to in-person education experiences.

The COVID-19 Learning Recovery Funding of \$10.4 million was utilized for literacy and math support, implementation of the first year of de-streamed curriculum, operations and maintenance, and supports for students with diverse learning needs. The GSN also provided small increases to support inflation and commodity price increases, mental health programs and funding to support network and security upgrades. School renewal funding allows for necessary improvement projects to take place throughout the year to improve the condition of our school buildings.

On August 31, 2022, most collective agreements expired, however, no provisions were included in the 2022-2023 GSN announcement. The funding requirements follow once new agreements are ratified.

The financial position has remained in deficit and the DPCDSB continues to work with the Ministry of Education to resolve the issue through a financial recovery plan. Aside from the LTD concern, DPCDSB has made expenditure reductions to ensure no structural deficit is carried forward. DPCDSB remains committed to transparency and accountability of financial resources to support achievement, health and safety, equity and well-being for all students and staff.

Technology

Information and Communication Technology (ICT) staff continued to evaluate enhanced and innovative technology solutions to support students and administrative staff in the delivery of education within the classrooms.

Data Centre

Continuously making sure the security of our internal servers is up to par with industry standards, anti-virus and anti-malware software for servers was analyzed and optimized to provide maximum protection.

Student Information System Replacement

ICT continues with supporting the new Student Information System (SIS) that facilitates student information flow and management. The new system allows a single view of student data and performance.

New Technology Deployments

At the start of the school year, an estimated 5,000 mobile devices were configured and deployed to schools. These devices were deployed to meet new technology requirements and to refresh aging technology that had reached end-of-lifecycle.

Edwin Project

This initiative replaces the use of traditional textbooks with digital resources. In this program, students and teachers in split Grades 6/7, Grade 7 and Grade 8 are assigned a dedicated Chromebook.

During the initial four years, Nelson supplied, supported and managed both the software and hardware for the project. However, as of the start of the 2022-2023 school year, the configuration, deployment, support, and maintenance of 12,000 Chromebooks were brought in-house.

Hybrid Meeting Rooms

Audio-visual technology in all meeting rooms at the Catholic Education Centre and Keaton Centre were upgraded to facilitate hybrid meetings.

Shuttering of Classrooms

The ICT Department worked in collaboration with the Planning Department to close down 202 classrooms in 46 Schools. ICT surveyed and inventoried the technology in each of these classrooms and coordinated the relocation of any current technology to other classrooms within the school.

Deployment of Netskope on ChromeOS

Netskope is a security platform that allows for the secure filtering of cloud application access anywhere. ICT researched, tested and implemented Netskope for Board Google accounts to protect student browsing both on and off the Board's network.

Deployment of Android Apps on Chromebooks

ICT expanded the selection of applications accessible on Chromebooks to encompass Android Play Store apps. This expansion included the deployment of Minecraft, Sphero (utilized for programming Sphero robots), and Scratch to address educational requirements.

Investments in Infrastructure

During the 2022-2023 school year, DPCDSB undertook several important school infrastructure projects that resulted in new and improved school spaces, as well as new childcare spaces in various schools. These include the completion of two childcare renovation projects at San Lorenzo Ruiz Catholic Elementary School and Our Lady of Mercy Catholic Elementary School. Furthermore, the restoration and renovation of St. Leonard Catholic Elementary School is completed with the four-classroom addition under construction.

In addition to regular school renewal and maintenance programs undertaken at over 100 DPCDSB schools to keep them in a state of good repair, the Government of Canada and the Government of Ontario allocated special funding to DPCDSB towards various school infrastructure improvements to respond to challenges associated with COVID-19. The COVID-19 Resilience Infrastructure Stream (CVRIS) program resulted in DPCDSB receiving over \$24 million to fund almost 500 projects across many schools, including 15 ventilation and air quality improvements, the installation of air conditioning in schools with no or minimal air conditioning, the replacement of portables, new ICT network infrastructure technology, new water bottle filling stations and new handwash stations.

DPCDSB also previously received \$3.4 million in special ventilation and air quality improvement funding from the Ministry of Education. This funding resulted in the upgrading of air filters in ventilation systems and an increase in the frequency in which filters are replaced to ensure maximum airflow in all schools. The funding also enabled the acquisition of over 3,000 portable HEPA filter units to clean the air in classrooms across many schools.

Senior Management

Executive Council

Marianne Mazzorato, Ed.D. - Director of Education and Secretary to the Board

Daniel Del Bianco - Associate Director, Corporate Services

David Amaral- Associate Director, Instructional Services

Julie Cherepacha – Executive Superintendent of Finance, Chief Financial Officer & Treasurer

Corporate

Stephanie Strong - Superintendent of Human Resources and Employee Relations

Brian Hester – Superintendent of Financial Services

Mathew Thomas - Superintendent of Planning and Operations

Mike Damad – Chief Information Officer

Instructional

Carmel Murphy - Superintendent of Program and Learning Services

Kevin Wendling - Assistant Superintendent - Math Lead

Lucy Papaloni - Superintendent of Special Education and Learning Services

Adrian Scigliano - Superintendent – Mississauga/Brampton Central

Laura Odo - Superintendent – Mississauga North

Silvana Gos - Superintendent – Mississauga South

Brian Diogo - Superintendent – Brampton North East

Dulcie Belchior - Superintendent – Mississauga East

Tammy-Lynne Peel - Superintendent – Brampton West

Jodi Kuran - Superintendent – Brampton East/Caledon/Dufferin/Malton

Equity and Indigenous Education

Wayne Brunton – Superintendent - Equity and Indigenous Education

Policy, Strategy, Research and Global Learning

Max Vecchiarino - Superintendent - Policy, Strategy, Research and Global Learning

Legal

Margaret Beck – Counsel

2022-2023 Board of Trustees



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Dea Sokoli
Student Trustee



Leroy Onuoha
Student Trustee



RECOMMENDATION TO THE BOARD

REPORT NUMBER G 2

ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION RESOLUTIONS 2024

Regular Board Meeting
December 12, 2023
<i>OCSTA Resolutions Update</i>
Multi-Year Strategic Plan Value: Trust

“Teach children how to live, and they will remember it all their life.”
Proverbs 22:6

BACKGROUND

Each year the Ontario Catholic School Trustees’ Association (OCSTA) requests draft resolutions to be considered at the Annual General Meeting (AGM). These meetings are held in the Spring (see Appendix A for guidelines). The resolution process provides board members with the opportunity to bring forward important issues. These issues will be brought to the attention of all Catholic trustees in the province, which will have provincial implications. The deadline for submissions to OCSTA is February 9, 2024.

DISCUSSION

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. Dufferin-Peel Catholic District School Board (DPCDSB) trustees are asked to submit resolutions for consideration. It is important to note that proposed resolutions should be of provincial interest. If approved by the board of trustees, resolutions would then be amended, if necessary, and later finalized. A single resolution has been submitted for review. The proposed resolution focuses on the use of artificial intelligence in schools (Appendix B). Additional proposed resolutions are welcome for submission on other issues or topics prior to the regular board meeting of January 30, 2024.

CONCLUSION

To ensure that issues important to the DPCDSB are heard at the OCSTA AGM, the process of generating and finalizing resolutions is taking place between November 2023 and January 2024.

Prepared by: Brad Kipfer, Researcher - Policy, Strategy Research, and Global Learning
Frank Koziarz, Researcher - Policy, Strategy Research, and Global Learning
Max Vecchiarino, Superintendent, Policy, Strategy, and Global Learning

Submitted by: Marianne Mazzorato, Ed. D. Director of Education



Ontario Catholic School Trustees' Association

September 27, 2023

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District

School Boards **FROM:** Nick Milanetti,

Executive Director **SUBJECT:** 2024

AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of 12:00 p.m. February 9, 2024.

Attachments

- *Guidelines*
- *Sample Resolution/Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2023 Resolutions with AGM Decisions*
- *Related By Law Section 5.9 (Resolutions)*



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards and is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. OCSTA addresses education funding issues in the **Annual Finance Brief to the Minister** and submission to the yearly **Pre-Budget Consultation**. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA. (attached)
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.

- b. The “*Therefore be it Resolved*” directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Seconder’s Name]
[Board Name]
[Topic]

D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, February 9, 2023**. Please submit resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the Annual General Meeting.

These guidelines, the enclosed sample resolution, and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Sample Resolution

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;
and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☐ No ☐

Please briefly outline below how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. Approve

The direction given in the “therefore be it resolved” section of the resolution will be carried out.

ii. Approve and refer to the committee for appropriate implementation.

The resolution will be forwarded to the designated committee for implementation.

iii. Receive and refer to the committee for study.

The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. Not support

No action will be taken.

v. No recommendation

The committee is not making any recommendation with respect to the resolution.

vi. No action required

The intent of the resolution has been met. No further action will be taken.

vii. No action required – In Progress

OCSTA is actively working to meet the intent of the resolution.

Resolution Session Procedures

Delegates wishing to speak to a resolution must state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show the proxies they are carrying. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups and resolutions for which the committee has not made any recommendation.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - ☐ delegates will speak to the committee recommendation;
 - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

D. Members' Discussion Right

Under Article 5.11 (*Members Discussion Right*), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 5.10.1 to 5.10.5⁸, and provided that:

- 5.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and
- 5.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

⁸S.56(1)(b) of the ONCA



Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



Ontario Catholic School
Trustees' Association

2023 RESOLUTIONS WITH AGM DIRECTIVES

	BOARD	TOPIC	AGM DECISION
1.	Dufferin-Peel CDSB	Technology Funding	Approve
2.	Dufferin-Peel CDSB	Tutoring Funding	Approve
3.	Dufferin-Peel CDSB	Municipal Voting	Approve
4.	Simcoe Muskoka CDSB	Cyber Security	Approve & Refer to Political Advocacy Committee
5.	Simcoe Muskoka CDSB	Reinstating the Board Leadership Development Strategy	Approve & Refer to Political Advocacy Committee
6.	York CDSB	Funding to Support AODA Requirements	Approve & Refer to Political Advocacy Committee
7.	Halton CDSB	Dedicated Capital Funding Stream to improve Accessibility in Schools	Approve & Refer to Political Advocacy Committee
8.	Halton CDSB	Additional Funding to Equalize EI and CPP Federal Payments	Approve & Refer to Political Advocacy Committee
9.	Halton CDSB	Funding to Support Ontario's Education Equity Action Plan in School Boards	Approve & Refer to Political Advocacy Committee
10.	Simcoe Muskoka CDSB	Capital Project Funding / Approval Process	Approve & Refer to Political Advocacy Committee
11.	Simcoe Muskoka CDSB	Human Rights and Equity Advisors and Equity Initiatives	Receive & Refer to Political Advocacy Committee
12.	Algonquin & Lakeshore CDSB	School Safety Zone Liaison Committees	Receive & Refer to Political Advocacy Committee
13.	Toronto CDSB	Misuse of Social Media Platforms re Harmful Challenges	Approve & Refer to Catholic Education & Trustee Enrichment Committee
14.	Halton CDSB	Additional Ministry Funding Support for Supply Staffing	Receive & Refer to Labour Relations Committee



Ontario Catholic School
Trustees' Association

Excerpt from

**Ontario Catholic School Trustees'
Association General Working By-law 2020-1**

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSBs

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

Appendix B
RESOLUTION FORM

Moved by: Trustee Mario Pascucci **Board:** Dufferin-Peel CDSB

Seconded by: TBD

Topic: **Artificial Intelligence Funding**

Whereas: Artificial intelligence (AI) is a useful tool to support student learning and assist teachers both during schools hours and beyond the classroom; and

Whereas: With its useful applications in monitoring student assessments, offering personalized tutoring, detecting copyright, and streamlining administrative tasks for educators, AI offers a myriad of benefits; and

Whereas: Without artificial intelligence, teachers are at a higher risk of being overburdened with administrative tasks while students can unnecessarily fall behind in class due to a lack of personalized support outside of regular school hours; and

Whereas: As artificial intelligence becomes more prevalent in society, early exposure to the technology can better inform and support student and educator learning beyond the classroom.

Whereas: School boards do not have the source funding to integrate this technology into classrooms, devices, and necessary professional development opportunities for educators.

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to ensure that ongoing and annual funding be provided to school boards so that artificial intelligence be implemented into classroom settings to assist educators and help with student learning.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☒ No ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Given the benefits of artificial intelligence to students and educators in administrative tasks and personalized learning, all personnel from school boards in Ontario will benefit from its use. Therefore, implementing artificial intelligence would be aligned with the mission statement to improve student learning while improving the livelihood of educators.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Ontario Catholic School Trustees' Association

RESOLUTION FORM

Moved by: Trustee Mario Pascucci

Board: Dufferin-Peel CDSB

Seconded by: TBD

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Whereas: With its useful applications in monitoring student assessments, offering personalized tutoring, detecting copyright, and streamlining administrative tasks for educators, AI offers a myriad of benefits; and

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Given the benefits of artificial intelligence to students and educators in administrative tasks and personalized learning, all personnel from school boards in Ontario will benefit from its use. Therefore, implementing artificial intelligence would be aligned with the mission statement to improve student learning while improving the livelihood of educators.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.



RECOMMENDATION TO THE BOARD

REPORT NUMBER H 1

MULTI-YEAR STRATEGIC PLAN 2023-2027 AND NEW WELCOME LOGO

- 1. THAT THE MULTI-YEAR STRATEGIC PLAN 2023-2027 AND NEW WELCOME LOGO BE APPROVED AND ENACTED.**

Regular Board Meeting
December 12, 2023
<i>MULTI-YEAR STRATEGIC PLAN 2023-2027 AND NEW WELCOME LOGO</i>
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"May He grant you your heart's desire, and fulfill all your plans"
Proverbs 16:9

BACKGROUND

The year 2023 represented the end of the 2019-2023 Multi-Year Strategic Plan (MYSP) and the beginning of the revised plan for 2023-2027 for the Dufferin-Peel Catholic District School Board (DPCDSB). Over the past year, three MYSP Committee meetings took place with DPCDSB trustees, staff, and community advisory council members. The MYSP committee members came to a consensus on the revised MYSP values, definitions, logo, evaluation strategies, and terms of reference. To support the MYSP items, DPCDSB staff recommend the implementation of an accompanying welcome logo. This report outlines the content approved by the MYSP committee and provides details on the welcome logo for considerations.

DISCUSSION

Updates in MYSP (2023-2027) Development

After a year of consultation, research, and development, the committee finalized DPCDSB's 2023-2027 MYSP. Below are the items approved by the MYSP committee:

1. Appendix A: Multi-Year Strategic Plan 2023-2027 and Logo
2. Appendix B: Multi-Year Strategic Plan Terms of Reference
3. Appendix C: Multi-Year Strategic Plan Evaluation Survey

Since the evaluation survey concerns parent/guardians, students and DPCDSB community members, consultation with advisory councils and students may result in changes to the survey instrument. The revised MYSP 2023-2027 roll out begins in December 2023 and continues into the new year.

New Welcome Logo

While DPCDSB Staff created an official logo to represent the MYSP, it was felt that an accompanying logo representing all DPCDSB members would help promote a connected, equitable and inclusive community. The welcome logo (see Appendix D: Welcome Logo) is to be used by DPCDSB at events, during celebrations, and in the form of posters, buttons, and other communication materials to depict friendly and diverse environments for all. Once approved, the purpose, significance and distribution of the logo will be shared systemwide.

NEXT STEPS

The 2023-2027 MYSP was approved by the committee. The roll out for the revised MYSP content will

occur throughout the 2023-2024 school year. DPCDSB staff is in the process of consulting its advisory councils and student groups on the MYSP evaluation survey. Additionally, the welcome logo is to be shared with various DPCDSB departments prior to public release.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

THAT THE MULTI-YEAR STRATEGIC PLAN 2023-2027 AND NEW WELCOME LOGO BE APPROVED AND ENACTED.

Prepared by: Mehek Arif, Researcher, Policy, Strategy, Research and Global Learning
Max Vecchiarino, Superintendent, Policy, Strategy, Research and Global Learning

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

MULTI-YEAR STRATEGIC PLAN

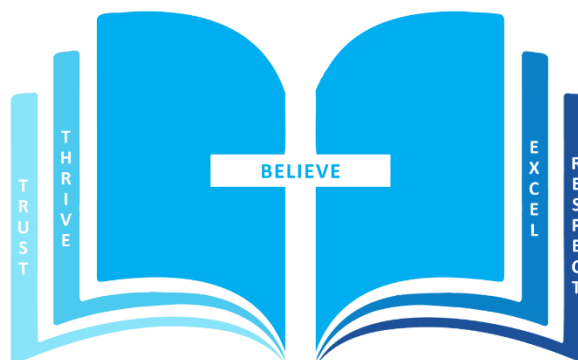
2023-2027

BELIEVE

Cultivating faith and devotion

The DPCDSB looks first to scripture, sacrament, and Catholic social teachings for inspiration. Faith formation and its integration into curriculum and climate provide the foundation of our school district.

"Teach me good judgment and knowledge, for I believe in your commandments." - Psalm 119:66



EXCEL

Cultivating Knowledge and Brilliance

Supporting student achievement through the foundational skills of reading, writing, math and STREAM*, as well as additional competencies that help develop well rounded citizens, is integral to the DPCDSB's mission and vision.

*STREAM: Science, Technology, Religion, Engineering, Art, and Math

"Now as you excel in everything – in faith, in speech, in knowledge, in utmost eagerness, and in our love for you – so we want you to excel also in this generous undertaking." - 2 Corinthians 8:7

RESPECT

Cultivating Human Dignity and Social Justice

Recognition of the human dignity of each person, created in the image of God through addressing the impacts of colonialism and oppression on identities, knowledge systems and languages of communities that have been historically excluded.

"So always treat others as you would like them to treat you." - Matthew 7:12

THRIVE

Cultivating Well-Being and Hope

The vision for mental health and well-being in DPCDSB is for students, staff, and families to thrive through relevant and responsive supports that affirm identities by cultivating a positive sense of self (e.g., fostering accompaniment and belonging for all in the image and likeness of God).

"And now faith, hope, and love abide, these three; and the greatest of these is love." - 1 Corinthians 13:13

TRUST

Cultivating Relationships and Accountability

Trust requires system transparency, accountability, collaboration, and clear communication with schools, families, parishes, and other partners to build and sustain strong relationships fostering confidence in Catholic education.

"Trust in the Lord, and do good." - Psalm 37:3



Extraordinary lives start with a great Catholic education.

Appendix B

MULTI-YEAR STRATEGIC PLAN COMMITTEE 2023

CHAIR: Mario Pascucci

VICE-CHAIR: Darryl D'Souza

MEMBERS: Luz del Rosario, Thomas Thomas, Brea Corbet, Paula Dametto-Giovannozzi, Herman Vioria, Bruno Iannicca, Shawn Xaviour, Anisha Thomas, and Stefano Pascucci

STUDENT TRUSTEES: Nathan Nguyen, Bailey Clyne, and Christopher Joseph

RESOURCE STAFF:

PRIMARY	Director of Education	Marianne Mazzorato
MONITORING	Superintendent of Policy, Strategy, Research and Global Learning	Max Vecchiarino
SUPPORT STAFF	Researcher Researcher Researcher Researcher	Mehek Arif Brad Kipfer Frank Koziarz Kathy Russell-Kwan

The Multi-Year Strategic Planning Committee shall:

1. Bi-Annually, or as directed by the Board of Trustees, monitor the Dufferin-Peel Catholic District School Board's (Board) Multi-Year Strategic Plan and recommend amendments, as appropriate, with respect thereto;
2. Review current Multi-Year Strategic Plan, as appropriate; and
3. Consider matters pertaining to the Multi-Year Strategic Plan, or any other matters pertaining to the Board.

REPORTS TO: Board of Trustees

MEETINGS FOR THE YEAR: At the request of the Chair.

Appendix C

MYSP and CBILC Evaluation Survey May/June 2024

What **Best** describes your role in DPCDSB?

- Parent/Guardian
- Elementary Student
- Secondary Student
- Advisory Council Member
 - Please specify:
- Other Community Member
 - Please specify:
- Other
 - Please specify:

For parents/guardians:

How many children attend DPCDSB schools? Please specify:

Is/are your child(ren) in elementary, secondary, or both?

- Elementary school
- Secondary school
- My children attend both elementary and secondary schools

For students:

What grade are you in?

- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Did you attend a DPCDSB elementary school?

- Yes
- No

Questions For Everyone:

Believe

Definition: The DPCDSB looks first to scripture, sacrament, and Catholic social teachings for inspiration. Faith formation and its integration into curriculum and climate provide the foundation of our school district.

How well do DPCDSB schools apply the value of ***Believe***. Using the sliders below, please tell us how much you agree or disagree with each of the following statements. Please click the blue text for examples.

	Not Sure	Strongly Disagree				Strongly Agree
DPCDSB schools provide opportunities to enhance student faith (e.g., support sacraments, including promotion of Baptism among students and their families; encourage stronger connections with the local parish; promote regular attendance at Mass; support individual faith learning and development; diversify the religious representations of Holy figures in communications and liturgies).	NA	1	2	3	4	5
Faith-related education at DPCDSB schools is age-appropriate (e.g., family life curriculum, etc.).	NA	1	2	3	4	5
DPCDSB schools focus on developing student understanding of scripture.	NA	1	2	3	4	5
DPCDSB schools focus on supporting students to connect sacrament to daily life.	NA	1	2	3	4	5
DPCDSB schools support student understanding of sacredness of all life and environment (e.g., refer	NA	1	2	3	4	5

to Pope Francis' <i>Laudato Si'</i>).						
DPCDSB schools provide initiatives (e.g., workshops and events) grounded in Catholic social teaching.	NA	1	2	3	4	5
Commitment to living the Catholic Social Teachings (e.g., human dignity, solidarity, living in community, and upholding rights and responsibilities) is promoted in DPCDSB schools.	NA	1	2	3	4	5

Additional comments about **Believe** (please enter your response in the space provided below).

Excel

Definition: Supporting student achievement through the foundational skills of reading, writing, math and STREAM*, as well as additional competencies that help develop well rounded citizens, is integral to the DPCDSB's mission and vision.

*STREAM: Science, Technology, Religion, Engineering, Art, and Math

How well do DPCDSB schools apply the value of **Excel**. Using the sliders below, please tell us how much you agree or disagree with each of the following statements. Please click the blue text for examples.

	Not Applicable	Strongly Disagree				Strongly Agree
DPCDSB schools support student aspirations for all pathways after secondary school completion (e.g., apprenticeship training, college, community living, university, and the workplace).	NA	1	2	3	4	5
DPCDSB schools provide learning opportunities and resources that address the impacts of harmful dominant narratives (e.g., Indigenous ways of learning, about mathematicians and scientists from different	NA	1	2	3	4	5

cultures not solely Eurocentric perspectives, etc.).						
DPCDSB schools are improving student literacy (e.g., reading and writing assessment practices, intervention programs).	NA	1	2	3	4	5
I am satisfied with the quality of student literacy instruction provided in DPCDSB schools.	NA	1	2	3	4	5
DPCDSB teachers support students in ways that honour their identity and learning styles.	NA	1	2	3	4	5
DPCDSB schools use data to improve student achievement (e.g., math achievement).	NA	1	2	3	4	5
DPCDSB schools use technology to improve student learning (e.g., Knowledgehook, Mathology, Edwin, etc.).	NA	1	2	3	4	5
DPCDSB schools are improving student mathematics learning.	NA	1	2	3	4	5
I am satisfied with the quality of student mathematics instruction provided in DPCDSB schools.	NA	1	2	3	4	5

Additional comments about **Excel** (please enter your response in the space provided below).

--

Respect

Definition: Recognition of the human dignity of each person, created in the image of God through addressing the impacts of colonialism and oppression on identities, knowledge systems and languages of communities that have been historically excluded

How well do DPCDSB schools apply the value of **Respect**. Using the sliders below, please tell us how much you agree or disagree with each of the following statements. Please click the blue text for examples.

	Not Applicable	Strongly Disagree				Strongly Agree
--	----------------	-------------------	--	--	--	----------------

Students feel accepted in DPCDSB schools.	NA	1	2	3	4	5
DPCDSB schools work to address impacts of oppression (e.g., colonialism on Indigenous Peoples, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, etc.).	NA	1	2	3	4	5
DPCDSB schools build a caring school culture where members treat each other with respect.	NA	1	2	3	4	5
DPCDSB schools feel like safe spaces.	NA	1	2	3	4	5
All DPCDSB students are given opportunities to be heard.	NA	1	2	3	4	5
DPCDSB schools address racist and oppressive behaviours by students (e.g., colonialism on Indigenous Peoples, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, etc.).	NA	1	2	3	4	5
DPCDSB schools address racist and oppressive behaviours by staff (e.g., colonialism on Indigenous Peoples, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, etc.).	NA	1	2	3	4	5
DPCDSB surveys can be accessed by students with diverse learning needs (e.g., digital print, text-to-	NA	1	2	3	4	5

speech, colour contrasts, etc.).						
DPCDSB uses data from surveys to improve student experiences in school.	NA	1	2	3	4	5

Additional comments about **Respect** (please enter your response in the space provided below).

Thrive

Definition: The vision for mental health and well-being in DPCDSB is for students, staff, and families to thrive through relevant and responsive supports that affirm identities by cultivating a positive sense of self (e.g., fostering accompaniment and belonging for all in the image and likeness of God).

How well do DPCDSB schools apply the value of **Thrive**. Using the sliders below, please tell us how much you agree or disagree with each of the following statements. Please click the blue text for examples.

	Not Applicable	Strongly Disagree				Strongly Agree
DPCDSB schools provide mental health services to students that are culturally relevant and responsive.	NA	1	2	3	4	5
DPCDSB schools connect with families to help with student mental health needs (e.g., provide help with at-home supports where necessary).	NA	1	2	3	4	5
DPCDSB schools are mentally healthy environments for students.	NA	1	2	3	4	5
DPCDSB schools promote equity and inclusion to support mental health and well-being.	NA	1	2	3	4	5
DPCDSB schools provide well-being strategies that meet the needs of diverse student identities.	NA	1	2	3	4	5
DPCDSB schools promote student use of All About Me and My Blueprint.	NA	1	2	3	4	5

Additional comments about **Thrive** (please enter your response in the space provided below).

DPCDSB schools teach students social-emotional learning skills to help them succeed.	NA	1	2	3	4	5
Mental health is a priority in DPCDSB schools.	NA	1	2	3	4	5

Trust

Definition: Trust requires system transparency, accountability, collaboration, and clear communication with schools, families, parishes, and other partners to build and sustain strong relationships fostering confidence in Catholic education.

How well do DPCDSB schools apply the value of **Trust**. Using the sliders below, please tell us how much you agree or disagree with each of the following statements. Please click the blue text for examples.

	Not Applicable	Strongly Disagree				Strongly Agree
DPCDSB schools are transparent in their actions (e.g., curriculum, data- related to achievement and outcomes, and building operations, etc.).	NA	1	2	3	4	5
DPCDSB schools work with community partners to improve learning environments for students.	NA	1	2	3	4	5
DPCDSB schools regularly engage with parents/guardians and parishes through social media and other online platforms (e.g., to share information regarding events, timely information items, student learning, etc.).	NA	1	2	3	4	5
DPCDSB schools use tools to ensure effective financial stewardship (e.g., School Cash Online payment system, etc.).	NA	1	2	3	4	5
DPCDSB schools are financially responsible.	NA	1	2	3	4	5

DPCDSB schools take action to protect and preserve all life and the environment (e.g., reduce single use water bottles, maintain natural gardens, reduce paper usage via electronic forms, etc.).	NA	1	2	3	4	5
DPCDSB schools work to strengthen relationships with parents/guardians.	NA	1	2	3	4	5
DPCDSB schools hold staff accountable for sustaining safe and inclusive learning spaces.	NA	1	2	3	4	5
DPCDSB schools hold students accountable for sustaining safe and inclusive learning spaces.	NA	1	2	3	4	5
I trust DPCDSB schools.	NA	1	2	3	4	5

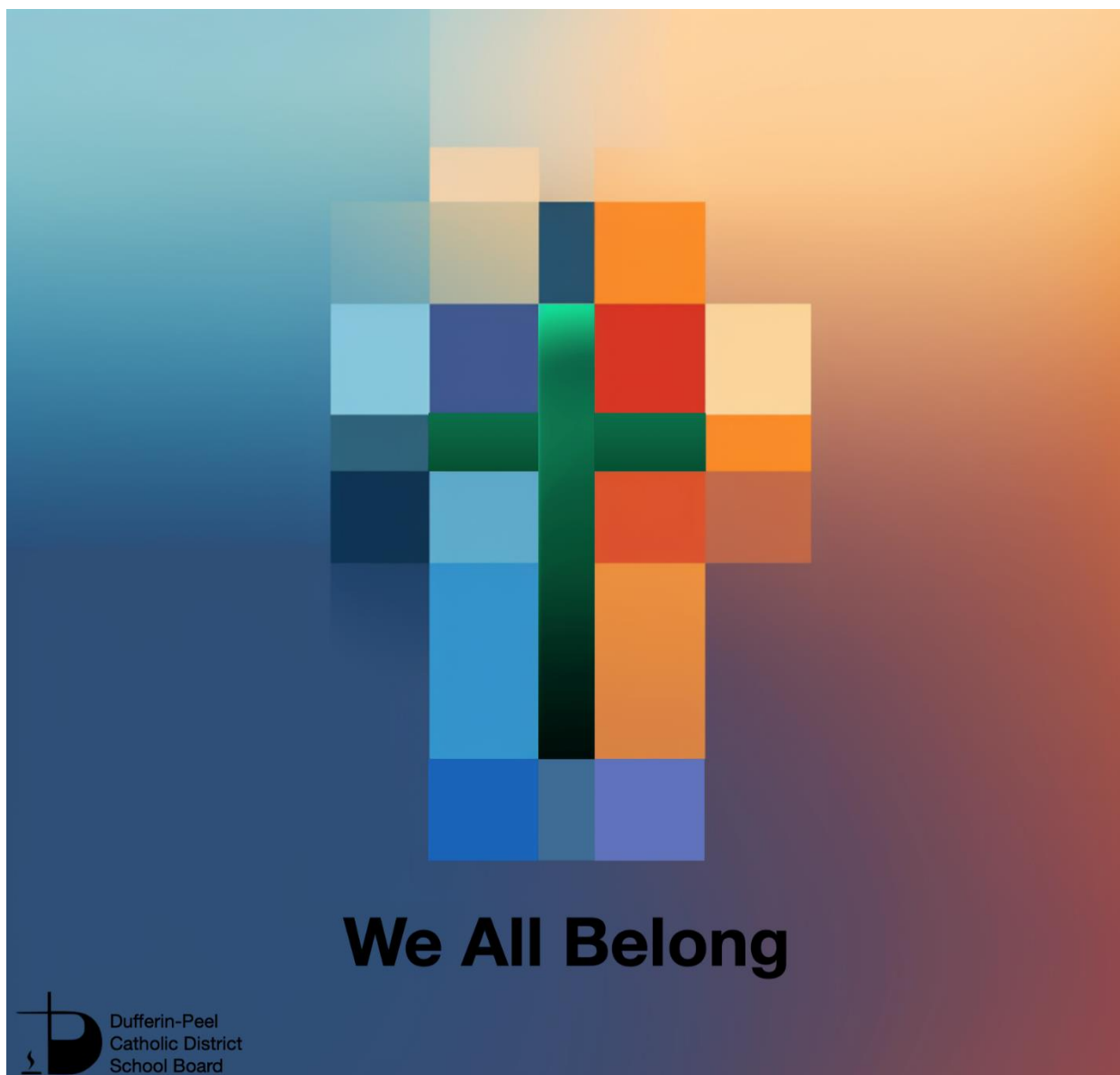
Additional comments about **Trust** (please enter your response in the space provided below).

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Appendix D

New Welcome Logo





RECOMMENDATION TO THE BOARD

REPORT NUMBER H 2

2023-2024 REVISED ESTIMATES – OPERATING BUDGET

- 1. THAT THE BOARD OF TRUSTEES APPROVE THE 2023-2024 REVISED ESTIMATES TOTAL OPERATING BUDGET OF \$1,013.7 MILLION, THAT REPRESENTS A DEFICIT POSITION OF \$36.5 MILLION, TO BE REPORTED TO THE MINISTRY AS PART OF THE MULTI-YEAR FINANCIAL RECOVERY PLAN PROCESS.**

Regular Board Meeting
December 12, 2023
2023-2024 REVISED ESTIMATES – OPERATING BUDGET
Multi Year Strategic Plan Values: Believe, Excel, Trust

*“For we brought nothing into the world, so that we can take nothing out of it;
but if we have food and clothing, we will be content with these.”
(Timothy 6:7-8)*

BACKGROUND

At the June 20, 2023 regular board meeting, the Board of Trustees were presented with the proposed 2023-2024 operating budget. At that time, a deficit budget position of \$55.6 million was conditionally approved based on Ministry of Education approval of the Multi-Year Financial Recovery Plan (MYFRP). The Dufferin-Peel Catholic District School Board (DPCDSB) has been required to operate under a MYFRP since the 2020-2021 year, as per Section 231 of the *Education Act*: *no in-year deficit*.

DPCDSB continues to work with the Ministry to find a resolution for the unsustainable Long-Term Disability (LTD) plan and growing accumulated deficit position.

Learning recovery for students is the main focus for the 2023-2024 year. Many of the announced *Priorities and Partnerships Funds* (PPF) target math, reading interventions, destreaming and transitions to high school. The approved plans for the use of these funds have been implemented and will be fully spent by yearend.

The actual enrolments recorded in September were close to projections. There is still a decline year-over-year, but not as significant as was experienced during the COVID years.

In addition to enrolment changes, the revised estimates reporting incorporates staffing adjustments, updates to contractual expenditures, additional PPF grants and changes that follow the audited yearend financial statements.

DISCUSSION

The budget challenges for DPCDSB continue to be enrolment decline and the fully-paid LTD plan. Significant time was spent undertaking a competitive procurement process for the LTD plan during the last fiscal year and into the fall of 2023-2024. The transition of the LTD plan to a new provider under an insured model, rather than the refund accounting model, has resulted in a reduced premium cost to DPCDSB overall. The projected annual cost is significantly lower, however still remains an employer fully-paid plan.

Additional cost pressures now include unfunded Canada Pension Plan (CPP) and Employment Insurance (EI) costs and the impact of the new Transportation grant funding model. The revised, estimated compliance deficit is now \$36.5 million.

<i>\$ millions</i>	Preliminary GSN and Enrolment Impact	Transportation Impact	CPP/EI Impact	LTD Impact	Other Impact	Total Compliance Deficit
Revenues	977.4					977.4
Expenditures	977.4	3.1	4.3	28.5	0.6	1,013.9
Surplus/(Deficit)	0.0	(3.1)	(4.3)	(28.5)	(0.6)	(36.5)

The moratorium on school closures remains a major concern to DPCDSB. Underutilized pupil spaces in DPCDSB exceeds 14 thousand; the equivalent of approximately 28 elementary schools. The requirement to keep schools open results in costs to service all sites, maintain buildings and spreads support services staff time across more areas and reduces efficiencies.

The Board of Trustees recently approved Brian J. Fleming Catholic Adult Learning Centre facility as surplus and initiated the disposition process. Additional properties, not currently utilized as school instructional buildings, will be reviewed over the next year.

DPCDSB continues to experience enrolment decline, however the dramatic declines have slowed. Actual Average Daily Enrolment (ADE) for revised estimates is down only 28 ADE from the original estimates. Year-over-year, the enrolment is down 892 ADE.

Attached to this report are the *GSN Summary, Enrolment, Revenue and Expenditure Summary by Category Report* and the *Expense Category Detail Reports*.

DPCDSB will file the revised estimates with the Ministry by December 15, 2023. Reporting under the MYFRP will reflect that there is an operating deficit component in addition to the LTD costs, as related to the increase in CPP/EI and changes to the transportation grant funding. Many school boards across the province are experiencing the same cost pressures in these areas. Concerns have been communicated to the Ministry by DPCDSB, other school boards and provincial associations.

CONCLUSION

This report presents the 2023-2024 revised estimates operating budget and financial information to be filed with the Ministry of Education. As a result of changes to the estimate for LTD costs, increases in the CPP/EI benefits and transportation funding, the proposed deficit position for DPCDSB is now \$36.5 million.

As we progress through the remainder of this year, financial services staff will continue to monitor the DPCDSB financial position, communicate concerns with the Ministry of Education and advise the Board of Trustees of significant changes when submitting the interim financial reports and MYFRP updates.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

- | |
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| <p>1. THAT THE BOARD OF TRUSTEES APPROVE THE 2023-2024 REVISED ESTIMATES TOTAL OPERATING BUDGET OF \$1,013.7 MILLION, THAT REPRESENTS A DEFICIT POSITION OF \$36.5 MILLION, TO BE REPORTED TO THE MINISTRY AS PART OF THE MULTI-YEAR FINANCIAL RECOVERY PLAN PROCESS.</p> |
|--|

Prepared by: Brian Hester, Superintendent, Financial Services
Julie Cherepacha, Executive Superintendent, Finance, Chief Financial Officer and Treasurer

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Summary of Grants for Student Needs (\$ 000's)

Operating Allocation	2023-2024 Revised Estimates	2023-2024 Estimates	Increase / (Decrease)	2022-2023 Financials
Pupil Foundation	\$ 413,945	\$ 414,376	\$ (431)	\$ 414,495
School Foundation	54,428	54,389	39	54,371
Special Education	102,713	101,736	977	101,932
Language Allocation	28,736	28,680	56	26,996
Rural and Northern Education	106	106	-	101
Learning Opportunities	21,565	21,390	175	20,595
Continuing Education & Summer School	6,164	5,540	624	5,858
Qualification and Experience (Q&E) and NTIP	97,103	97,669	(566)	98,286
Restraint Savings	(378)	(378)	-	(378)
Transportation	22,673	22,523	150	23,405
Administration and Governance	19,609	19,607	2	19,461
School Operations	76,083	75,945	138	75,221
Community Use of Schools	974	974	-	1,001
Declining Enrolment	3,667	3,707	(40)	5,164
Indigenous Education	2,906	2,907	(1)	1,158
Mental Health & Well-Being	3,779	3,779	-	3,710
Program Leadership Allocation	1,005	1,008	(3)	1,002
Supports for Student Fund (SSF)	8,456	8,456	-	8,476
COVID-19 Learning Recovery Fund (LRF)	-	-	-	10,406
Trustees' Association Fee	57	57	-	53
Interest - Long-Term Debt & Short-Term Cap.	10,539	10,065	474	11,817
Permanent Financing of NPF	3,369	3,369	-	3,369
Total Operating Allocation	\$ 877,499	\$ 875,905	\$ 1,594	\$ 886,499
Temporary Accommodation	491	491	-	474
Allocation to Minor Tangible Capital Assets	(4,400)	(3,100)	(1,300)	(4,400)
Total Operating Grants	\$ 873,590	\$ 873,296	\$ 294	\$ 882,573

Enrolment Projections and Historical Enrolments

2023-2024 Projected Enrolment

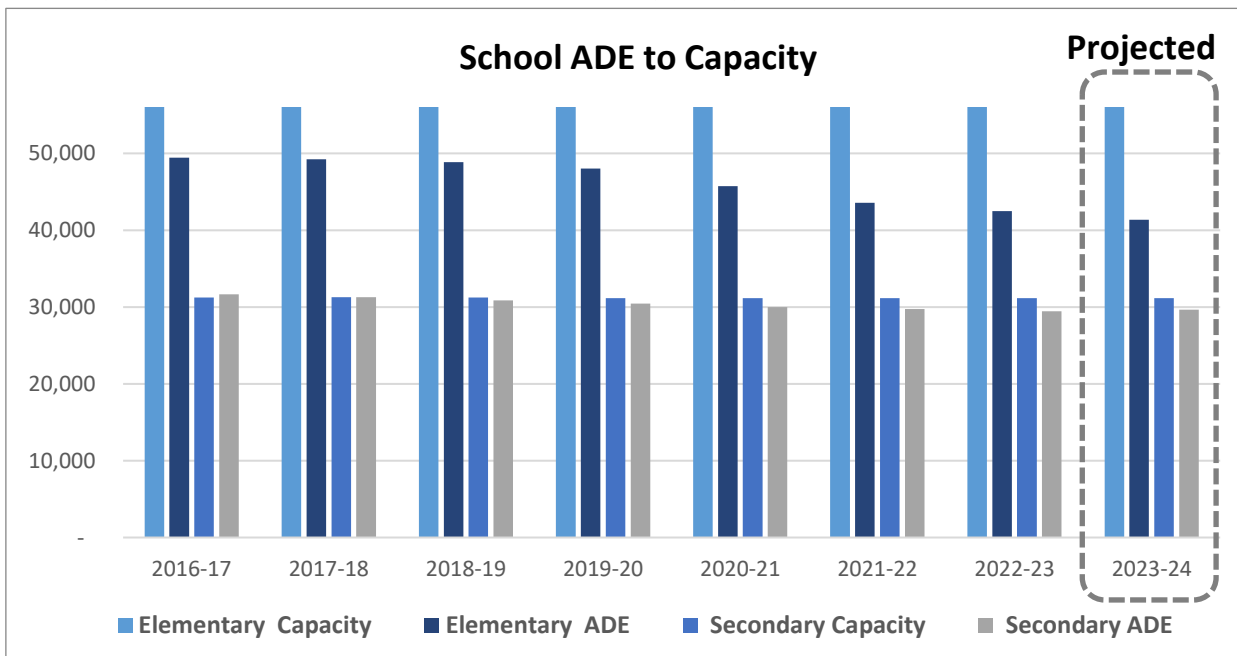
Enrolment Projections	2023-2024 Revised Estimates	2023-2024 Estimates	Increase / (Decrease)	% Change
Elementary	41,373	41,569	(197)	(0.47)%
Secondary	29,668	29,499	169	0.57%
Total Enrolment	71,040	71,068	(28)	(0.04)%

Total Average Daily Enrolment (ADE)

Year	Elementary	Secondary	Total	Change	% Change
2016-17	49,455	31,283	80,738	-	-
2017-18	49,239	30,873	80,112	(626)	(0.78)%
2018-19	48,868	30,945	79,813	(299)	(0.40)%
2019-20	48,025	30,429	78,454	(1,359)	(1.70)%
2020-21	45,742	29,975	75,717	(2,737)	(3.50)%
2021-22	43,577	29,736	73,313	(2,404)	(3.17)%
2022-23	42,502	29,431	71,933	(1,380)	(1.80)%
2023-24*	41,373	29,668	71,040	(892)	(1.24)%

* Projected Enrolment

Average Daily Enrolment Compared to Capacity



Revenue and Expense Summary by Category - In \$ 000's (Note 1)

2023-2024 Revised Estimates

Expense and Revenue Category	Revenue			Total Expenses	(Increase)/ Decrease over Revenue
	Grant Allocation	Other Revenue	Total Revenue		
Classroom Instruction					
Classroom Teachers	\$ 496,141	\$ 7,996	\$ 504,137	\$ 514,986	\$ (10,849)
Supply Staff	14,350	-	14,350	11,610	2,740
Educational Resource Workers	46,638	637	47,275	46,766	509
Early Childhood Educators	16,085	-	16,085	13,076	3,009
Textbooks & Classroom Supplies	20,113	647	20,760	16,929	3,831
Classroom Computers	1,487	-	1,487	3,658	(2,171)
Professionals/ Para-professionals/ Technicians	39,335	-	39,335	44,308	(4,973)
Library & Guidance	21,223	-	21,223	19,799	1,424
Staff Development	3,520	1,349	4,869	4,154	715
Department Heads	1,695	-	1,695	1,707	(12)
Subtotal - Classroom Instruction	660,587	10,629	671,216	676,993	(5,777)
Non-Classroom Expenses					
Principals & Vice-Principals	33,942	-	33,942	37,386	(3,444)
School Office - Secretarial & Supplies	21,776	-	21,776	20,136	1,640
Co-ordinators & Consultants	9,430	487	9,917	10,373	(456)
Board Administration & Governance	23,852	5,465	29,317	29,270	47
School Operations	79,912	1,833	81,745	95,673	(13,928)
Continuing Education	6,881	2,897	9,778	9,956	(178)
Transportation	22,811	226	23,037	28,480	(5,443)
Subtotal - Non-classroom Expenses	198,604	10,908	209,512	231,274	(21,762)
Total Operating Expenses	859,191	21,537	880,728	908,267	(27,539)
Facilities Renewal Expenses - Operating	-	2,200	2,200	2,200	-
Interest on Long Term Debt	10,539	18	10,557	10,227	330
Temporary Accommodation	491	-	491	-	491
Amortization Expense	-	51,035	51,035	51,086	(51)
Other Non-Operating Expenses	3,369	9,837	13,206	13,206	-
School Generated Funds	-	19,000	19,000	19,000	-
Provision for Contingencies	-	-	-	9,737	(9,737)
Operating Surplus / (Deficit)	873,590	103,627	977,217	1,013,723	(36,506)
Use of Accumulated Surplus - PSAB Expenses	-	27	27	-	27
Use of Accumulated Surplus - Operating Exp.	-	7,968	7,968	-	7,968
Financial Recovery Plan	-	28,511	28,511	-	28,511
Sub-total - Accum. Surplus and Fin. Rec. Plan	-	36,506	36,506	-	36,506
Final Operating Surplus / (Deficit)	873,590	140,133	1,013,723	1,013,723	-

Note 1 - Amounts are estimates. Subject to minor changes for final reporting to Ministry.

Budget Expense Detail Category Report

Revised Estimates 2023-2024

Expense Categories		Salaries and Wages	Employee Benefits	Staff Development	Supplies and Services	Interest on Capital	Rental Expense	Fees and Contracts	Other Expenses	Amortization	Total Expenses
INSTRUCTION											
51	Classroom Teachers	435,468,800	79,123,693		253,241		136,828	0			514,982,562
52	Supply Staff	10,640,566	969,289								11,609,855
53	Educational Resource Workers	34,767,498	11,998,970								46,766,468
53	Early Childhood Educators	9,453,613	3,622,178								13,075,791
55	Textbooks and Supplies				15,595,874		13,600	1,312,613	6,500		16,928,587
54	Classroom Computers				2,028,140	57,000	755,032	817,411			3,657,583
56	Professionals, ParaProf, Tech.	33,898,008	9,495,549		477,453		15,673	411,041	9,893		44,307,617
57	Library & Guidance	16,423,017	3,326,001		0			50,000	0		19,799,018
58	Staff Development	1,350,800	155,124	2,645,471					2,161		4,153,556
67	Department Heads	1,525,237	182,091								1,707,328
61	Principals / Vice-Principals	31,555,608	4,962,982	637,025	230,485				0		37,386,100
62	School Office	13,088,876	3,993,091	31,000	2,360,688	0	26,716	635,527			20,135,898
59	Coordinators & Consultants	8,316,666	1,611,933		140,162		0	286,462	18,265		10,373,488
63	Cont. Ed, Summer School, Int'l	7,746,764	1,003,520	132,434	689,311	0	322,569	59,250	2,000		9,955,848
72	Amortization and Write Downs									4,618,353	4,618,353
Total Instruction Expenses		602,692,280	136,992,232	2,839,179	22,867,146	57,000	1,980,751	3,964,474	38,819	4,618,353	759,458,053
ADMINISTRATION											
64	Trustees	213,079	10,316	45,586	29,700				0		298,681
65	Directors & Supervisory	3,657,100	664,752	162,778	112,800				137,518		4,734,948
66	Board Administration	12,992,975	3,726,892	139,122	1,965,528	0	245,574	2,873,697	2,292,868		24,236,656
73	Amortization and Write Downs									782,456	782,456
Total Administration Expenses		16,468,009	4,865,285	305,736	2,657,710	0	245,574	2,632,102	2,419,136	782,456	30,052,741
TRANSPORTATION											
68	Pupil Transportation	569,610	210,817	9,788	45,500	0	15,232	27,426,419	1,260		28,278,626
69	Provincial Schools	0	0	0	0		0	201,730	0		201,730
74	Amortization and Write Downs									7,120	7,120
Total Transportation Expenses		569,610	210,817	9,788	45,500	0	15,232	27,628,149	1,260	7,120	28,487,476
PUPIL ACCOMMODATION											
70	Operations & Maintenance	44,655,986	13,909,740	10,000	27,122,307	0	303,441	9,654,308	17,698		95,673,480
71	School Renewal Expense				0	0		2,200,000	0		2,200,000
77	Other Pupil Accommodation					9,647,727	574,180		5,000		10,226,907
75	Amortization and Write Downs									45,677,647	45,677,647
Total Accommodation Expenses		44,655,986	13,909,740	10,000	27,122,307	9,647,727	877,621	11,854,308	22,698	45,677,647	153,778,034
OTHER											
79	School Generated Funds				19,000,000						19,000,000
78	Other - Non-operating Expend.	2,264,188	473,108	0	0			0	10,469,067	0	13,206,363
80	Provision for Contingencies								9,737,422		9,737,422
Total Other Expenses		2,264,188	473,108	0	19,000,000	0	0	0	20,206,489	0	41,943,785
TOTAL EXPENSES		666,650,073	156,451,182	3,164,703	71,692,663	9,704,727	3,119,178	46,079,033	22,688,402	51,085,576	1,013,720,090

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 3

2023-2024 REVISED ESTIMATES – CAPITAL BUDGET

1. **THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2023-2024 REVISED CAPITAL BUDGET POSITION WITH CAPITAL EXPENDITURES TOTALING \$75.5 MILLION.**

Regular Board Meeting
December 12, 2023
2023-2024 REVISED ESTIMATES – CAPITAL BUDGET
Multi Year Strategic Plan Values: Believe, Excel, Trust

*“Keep your life free from love of money, and be content with what you have, for he has said,
“I will never leave you nor forsake you.””
(Hebrews 13:5)*

BACKGROUND

The proposed 2023-2024 capital budget was presented at the June 6, 2023, Administration and Finance Committee meeting and subsequently approved by the Board of Trustees and filed with the Ministry of Education. At that time, the Dufferin-Peel Catholic District School Board (DPCDSB) reported a compliant capital budget position.

The revised estimates capital expenditures incorporate changes in approved capital funding initiatives and projects for the 2023-2024 fiscal year, as well as updates following the audited yearend. The total capital funding available has increased as compared to the original estimates as all applicable carryover funds from the prior year are now included.

DISCUSSION

There are no changes to the capital funding programs originally announced as part of the 2023:B07 *Capital Funding for the 2023-24 School Year* memorandum. The following table summarizes the revised capital revenues and expenditures.

Grant Category	Revised Estimates 2023-2024 Capital Revenues	Revised Estimates 2023-2024 Capital Expenditures	Increase / (Decrease) Over Revenue	Estimates 2023-2024 Capital Expenditures
School Renewal	\$ 18,000	\$ 18,000	\$ -	\$ 10,000
School Condition Improvement	27,000	27,000	-	34,000
Capital Priorities - Major Projects	16,600	16,600	-	20,950
Child Care Capital	659	659	-	2,518
COVID-19 Resilience Infrastructure Stream	3,644	3,644	-	-
Education Development Charges (EDCs)	-	-	-	-
Insurance Proceeds	6,600	6,600	-	600
Proceeds of Disposition	2,517	2,517	-	-
Temporary Accommodation	491	491	-	491
Total Capital Allocation	\$ 75,511	\$ 75,511	\$ -	\$ 68,559

The School Renewal (SR) and School Condition Improvement (SCI) funding is utilized to help address high and urgent needs and keep schools in a state of good repair. The COVID19 Resilience Infrastructure Stream (CVRIS) funding must be fully utilized by December 31, 2023. The funds have allowed DPCDSB to invest in enhanced air ventilation systems in schools that had no air conditioning and to install new water bottle refill stations in all schools.

DPCDSB received approval through major capital projects last year for the replacement of St. Anne Catholic Elementary School (CES) and the new Mount Pleasant CES in Brampton. Capital expenditures will commence this school year on both projects.

Insurance proceeds are being utilized to complete the restoration of St. Leonard CES. Proceeds of disposition are funding the demolition of unused portapaks and relocatable modular classrooms, to fund the purchase of replacement portables and to fund DPCDSBs share of costs to build a new track and field facility, joint with the City of Mississauga, adjacent to Ascension of Our Lord Catholic Secondary School.

CONCLUSION

This report presents the 2023-2024 revised estimates capital budget information to be included in the financial package filed with the Ministry of Education. It represents a compliant capital budget position.

As we progress through the year, financial services staff will continue to monitor the DPCDSB financial position and advise the Board of Trustees of significant changes.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

- 1. THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2023-2024 REVISED CAPITAL BUDGET POSITION WITH CAPITAL EXPENDITURES TOTALING \$75.5 MILLION.**

Prepared by: Brian Hester, Superintendent, Financial Services
Julie Cherepacha, Executive Superintendent, Finance, Chief Financial Officer and Treasurer

Submitted by: Marianne Mazzorato, Ed.D., Director of Education