



## 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 dark ink that reads "Luz del Rosario".

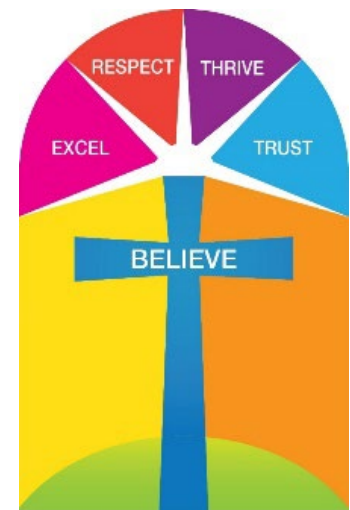
Luz del Rosario  
Chair of the Board of Trustees

## 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

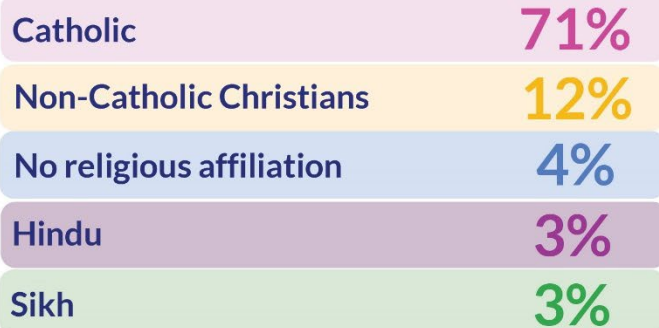


## Catholic Community, Culture, and Caring (CCCC) and School Climate Survey

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.)



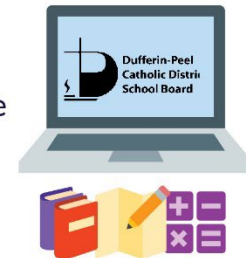
## EXCEL

### 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.

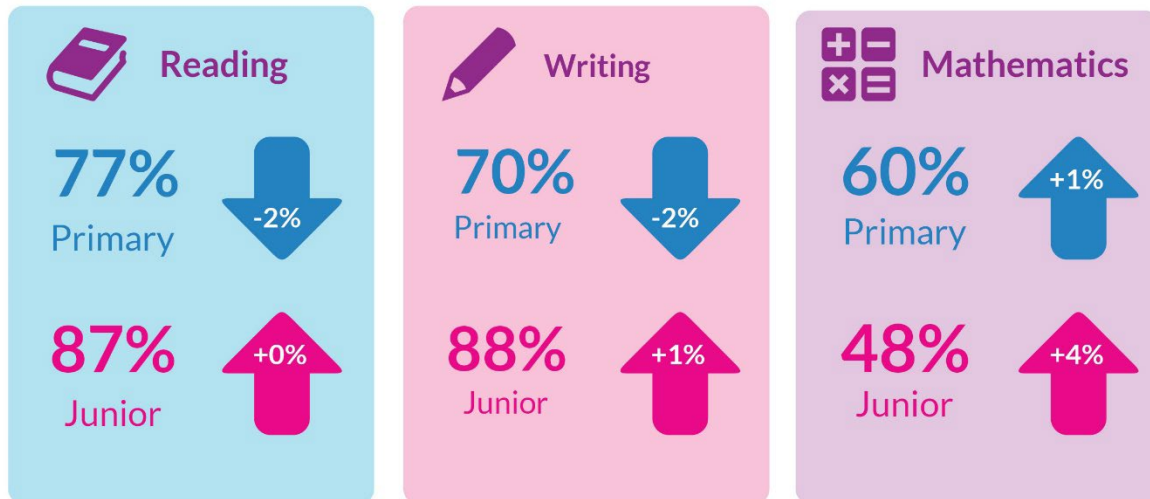
## Education Quality and Accountability Office (EQAO) Elementary Assessment Results

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.

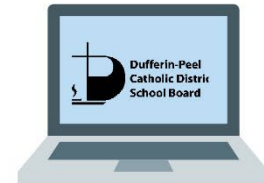
% of students meeting or exceeding the provincial standard (Level 3 or 4)



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



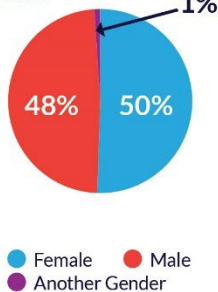
Mental Health  
Supports



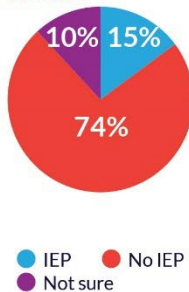
Experience of  
Aggression



Gender



IEP Status



Many Group Differences Were Seen

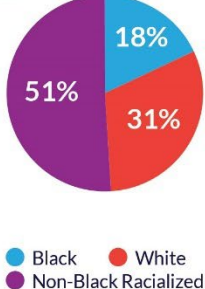
Higher social engagement reported by:

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

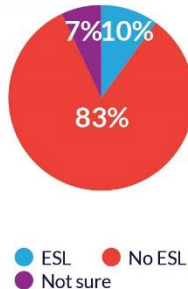
Higher intellectual engagement reported by:

- 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

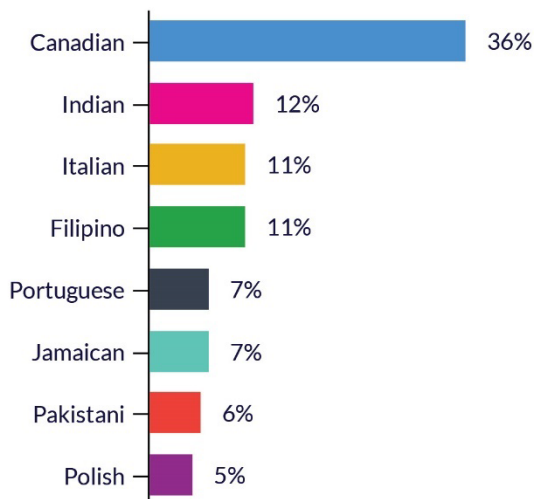
Other Indigenous,  
beyond Turtle Island



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.

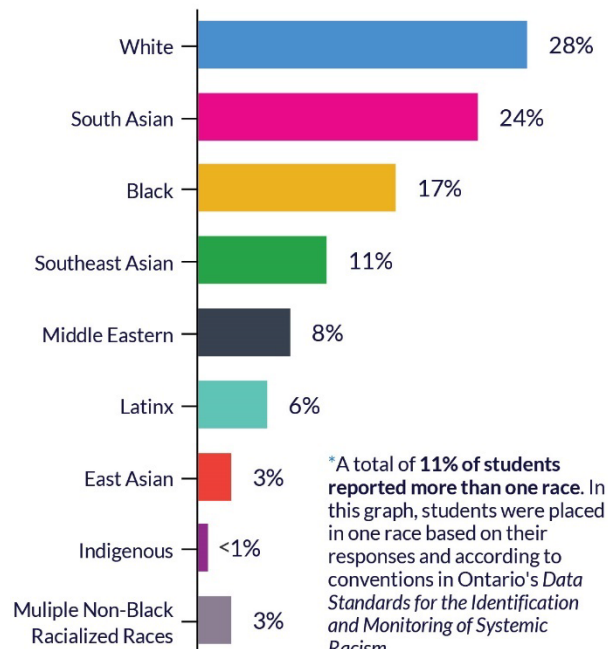
### Ethnicity

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



### Race\*

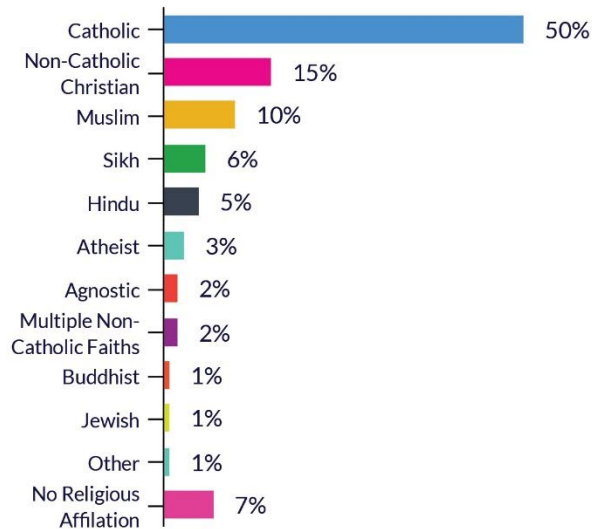
Below is the student racial analysis based on student responses to the race item.



## Secondary Student Census: 2021-2022

### Religious Affiliation

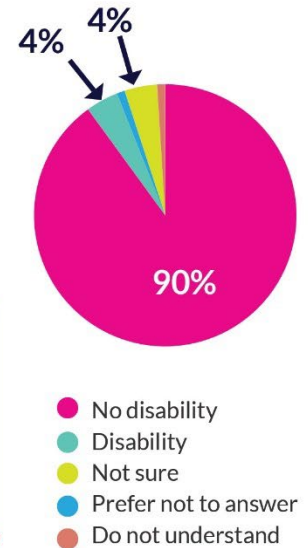
Below are student religious affiliations.



### 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

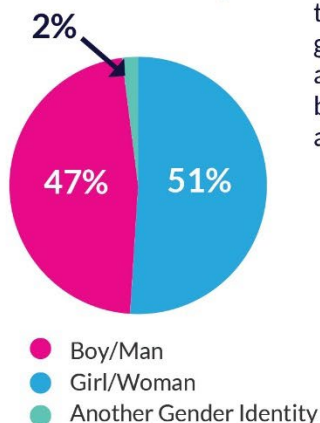


**80%**

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



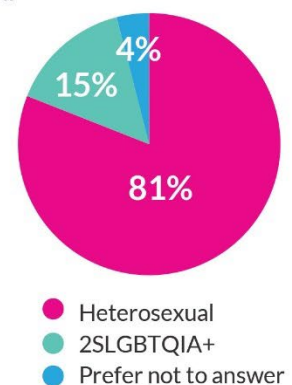
Students could indicate they were a boy/man or girl/woman. They could also describe themselves by typing their answer in a text box.

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

### Sexual Orientation

Students could indicate their sexual orientation.

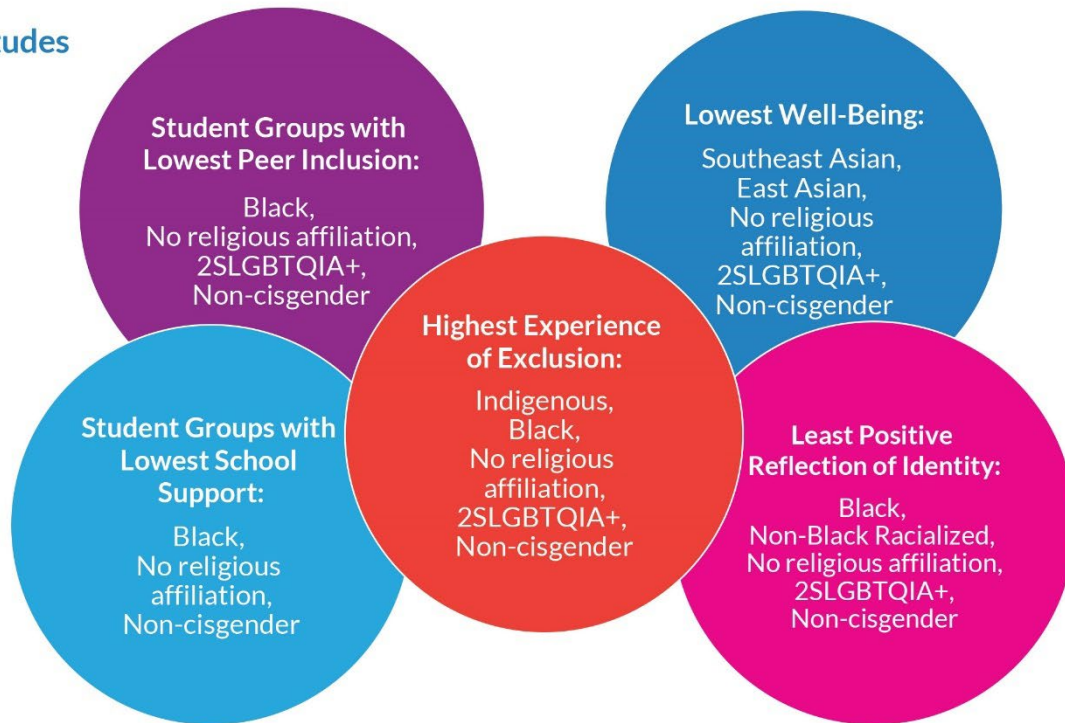
The most commonly reported 2SLGBTQIA+ orientations were bisexual, questioning, and pansexual



## 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

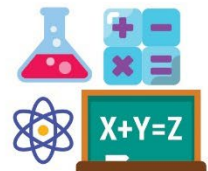
Student discipline differed significantly by identity group:

**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**

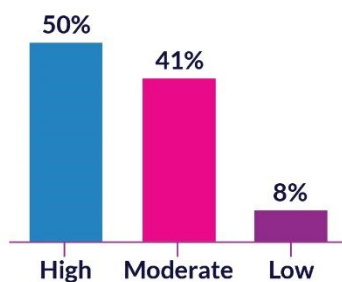


**Mental Health Supports**



15,585  
Student  
Participants

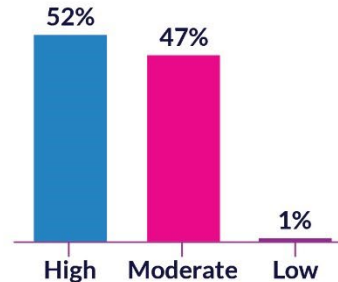
#### Social Engagement (Sense of Belonging)



% 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%)

## 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.

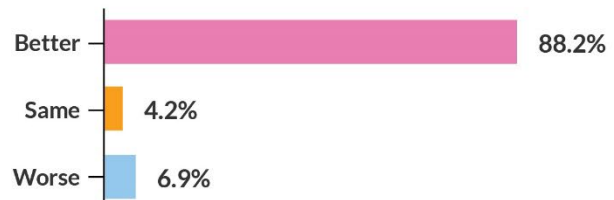
## Tutoring Programs for 2022-2023

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:

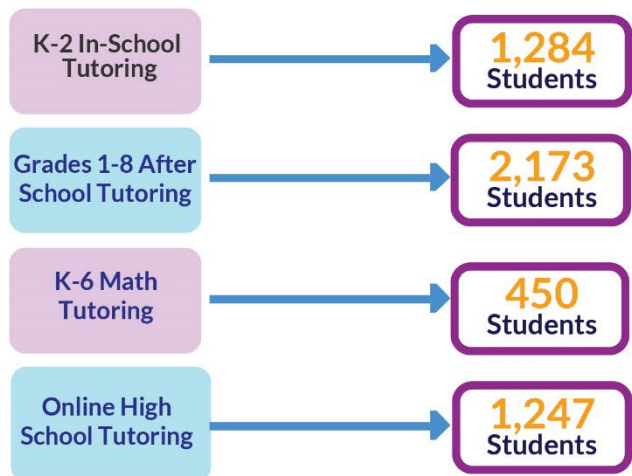
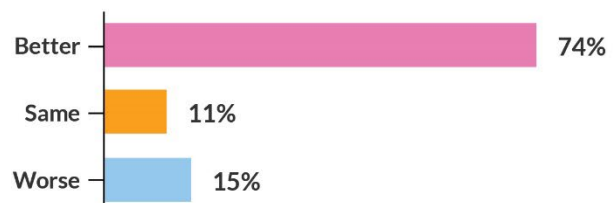
- Grades 9-12 online tutoring for: English, Study Skills, Math, Science, Biology, Chemistry and Physics
- In-School Tutoring (Kindergarten-Grade 2)
- Divine Academy (Grade 9-12)
- LEARNstyle - Tutoring/Coding (Grade 1-8)
- After-School Tutoring (Grade 1-8)
- Love of Literature (Grade 1-12)
- Aspire for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

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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

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