



## 2021-22 Director's Annual Report



Dufferin-Peel  
Catholic District  
School Board

Extraordinary lives start with a great Catholic education.

## Table of Contents

|   |       |
|---|-------|
| • Director's Message  | 2     |
| • Chair's Message   | 3     |
| • Learning and Improving in DPCDSB                          | 4     |
| • Mission/Vision  | 4     |
| • 2021-2022 Catholic Board Improvement Learning Cycle Goals | 5     |
| ▪ Believe   | 6     |
| ▪ Excel   | 7-8   |
| ▪ Respect   | 9     |
| ▪ Thrive  | 10    |
| ▪ Trust   | 11    |
| • Catholic Education Week                                   | 12    |
| • Equity & Inclusive Education                              | 13-19 |
| • 2021-2022 Budget  | 20    |
| • Technology  | 21-22 |
| • Investments in Infrastructure                             | 23    |
| • Senior Management   | 24    |
| • Board of Trustees   | 25    |



## Director's Message



It is my pleasure to present the Dufferin-Peel Catholic District School Board's 2021-2022 Director's Annual Report. This report outlines the goals of the Board of Trustees' Multi-Year Strategic Plan and how we, as a system, strived to meet the goals of that plan. 2021-2022 was the penultimate year of implementation of the 2019-2023 Strategic Plan 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.

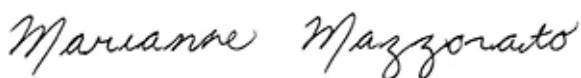
The 2021-2022 school year was defined by the continuation of the global COVID-19 pandemic, which again resulted in unprecedented upheaval, not just within our schools and school system, but in every aspect of our lives. Similar to 2020-2021, we continued to adjust and adapt to the ever-changing landscape of the pandemic and, while our core goals and mission did not change, the impact of COVID-19 on our ability to achieve these goals was significant.

Despite the challenges we faced, our successes of the past year reflect the hard work and commitment of our trustees, administrators, teachers, support staff, our senior management team, and Executive Council. They also reflect the commitment that parents and guardians have in sending their children to our DPCDSB schools and that of ratepayers, who often do not have children in our schools, yet continue to support our Catholic schools as schools of choice.

As always, we thank 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. Thanks, also, to our faculty and staff at all levels, our unions and associations, our parish and diocesan partners, the Ministry of Education, our public health partners, students, and families.

I would also like to recognize the three trustees who are leaving us to pursue new ventures: Sharon Hobin, Frank Di Cosola and Anna Da Silva. We thank you for your outstanding service to this board and to Catholic education.

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 gratitude to our outstanding DPCDSB staff, under the leadership of Director Marianne Mazzorato, which embodies the epitome of dedication and commitment to our mission as a Catholic educational organization. Despite incredibly challenging and fluid pandemic conditions, I am also gratified that the vision of the Board of Trustees continued to be manifested across the system as is evidenced by the outcomes outlined in the 2021-2022 Director's Annual Report.

I am so very proud of this board's continued commitment to student success and well-being, equity, diversity and inclusion and stewardship of resources.

As always, thank you 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.

As I leave the board, I do so with mixed feelings of sadness and gratification. Sadness, because of the many wonderful relationships developed after so many years, and gratification in knowing that we have three new trustees who are ready to step in and carry on our tradition of excellence in Catholic education.

It has been an incredible journey. Thank you and blessings to all.

A handwritten signature in dark ink that reads "Sharon M. Hobin". The signature is written in a cursive, flowing style.

Sharon Hobin  
Chair of the Board of Trustees

## Learning and Improving in DPCDSB

*"In their hearts humans plan their course, but the Lord establishes their steps. "Proverbs 16:9*

The Dufferin-Peel Catholic District School Board's (DPCDSB) Multi-Year Strategic Plan (MYSP) 2019-2023, the Catholic Board Improvement Learning Cycle (CBILC) and Catholic School Improvement Learning Cycles (CSILC) articulate DPCDSB's vocation as a Catholic community to contribute to a learning and working environment that supports a responsive, equitable, inclusive, and caring culture. The 2021-2022 school year represented the second last year of the system's MYSP 2019-2023 and its five core values of Believe, Excel, Respect, Thrive, and Trust that frame the essence of our work as a Catholic learning community. The annual CBILC and CSILC continue to identify DPCDSB's goals aligned with the MYSP, as well as the actions implemented to achieve them and the data sources that will indicate progress.



To continue working to achieve the important and far-reaching goals from 2020-2021, the 2021-2022 CBILC and CSILCs have adopted the 2020-2021 goals and their specific focus on dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, ableism, and other oppressions. DPCDSB and its schools have continued to develop and implement actions to support these goals. Additionally, the CBILC and CSILCs list the data sources that indicate progress toward achieving these goals.

Despite the ongoing COVID-19 pandemic and its periodic public health-mandated school closures, DPCDSB schools were able to return to more consistent in-person learning in 2021-2022. Remote learning was also maintained for those who needed it this year. Thanks to this flexibility, 2021-2022 saw a return to large-scale data collections to inform progress in the CBILC. In particular, 2021-2022 saw DPCDSB's third implementation of the Middle Years Development Instrument (MDI) to assess student well-being and access to assets to support well-being, a return to Education Quality and Accountability (EQAO) testing, and the implementation of DPCDSB's first census of students and staff. Results of these large surveys and assessments provide information regarding DPCDSB's progress in achieving its goals, particularly those related to well-being, achievement, and equity.

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

**Vision:** Changing the world through Catholic education.

## 2021-2022 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 the voices of all.

### 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 4, 8 and 12 in 2021-2022 (Elementary N= 7,030, Secondary N= 4,056)  
 % of participating students scoring high (% change from 2020-2021)



### Scripture

Understanding and connecting the Catholic faith story to daily life

**Elementary**  
**47%**  
 (No change)

**Secondary**  
**34%**  
 (-7%)



### Sacrament

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

**Elementary**  
**64%**  
 (-7%)

**Secondary**  
**63%**  
 (-14%)



### Catholic Social Teaching

Caring for and helping others

**Elementary**  
**78%**  
 (-9%)

**Secondary**  
**72%**  
 (-13%)



Religion was found to be important to **73%** of students

**74%** identified religion as very or somewhat important in the home

Importance of religion increased for **33%** of students due to Covid-19



**38%**

of students attend religious services at least once a week

Source: Middle Years Development Instrument (MDI)

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## EXCEL

### GOALS

- Increase proportion meeting or exceeding provincial standard 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.

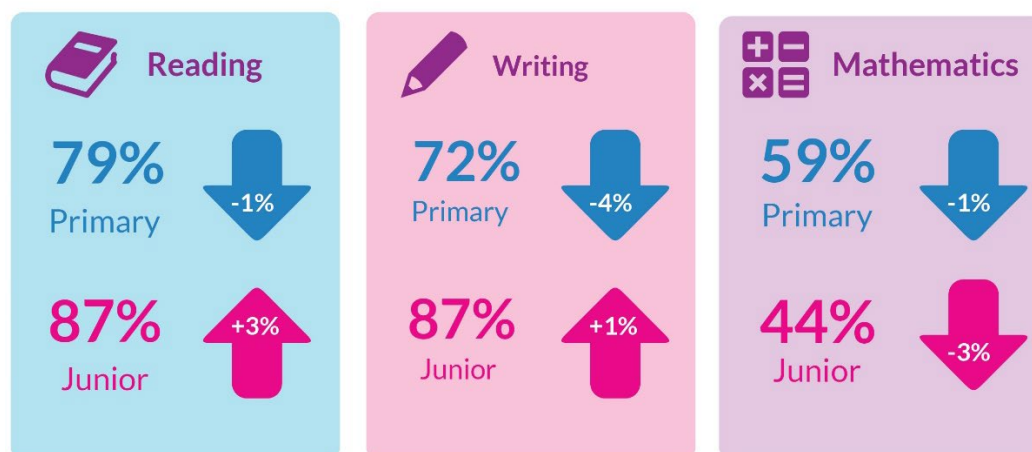
### Elementary EQAO Assessments

The 2021-2022 school year marked the return of EQAO assessments after a pause during the first two years of the COVID-19 pandemic. For the first time, these assessments were all delivered online, rather than in paper form. The assessment results for elementary students report on reading, writing and mathematics at both the primary (Grade 3) and junior (Grade 6) levels of study.

DPCDSB's elementary EQAO assessment results continue to indicate high performance in terms of proportions of students meeting or exceeding the provincial standard (Levels 3 or 4) on the Grades 3 and 6 assessments of reading and writing.

Elementary mathematics has declined in terms of the proportions of both Grade 3 and Grade 6 students meeting or exceeding the provincial standard compared to the previous assessment year.

### % of students meeting or exceeding the provincial standard



Arrows indicate the change in proportion of students meeting or exceeding the provincial standard in 2021-2022 compared to the previous administration of EQAO assessments in 2018-2019. Note that the data may not be fully comparable between years given the new implementation of a fully online EQAO assessment system and changes to the elementary mathematics curriculum in 2020.



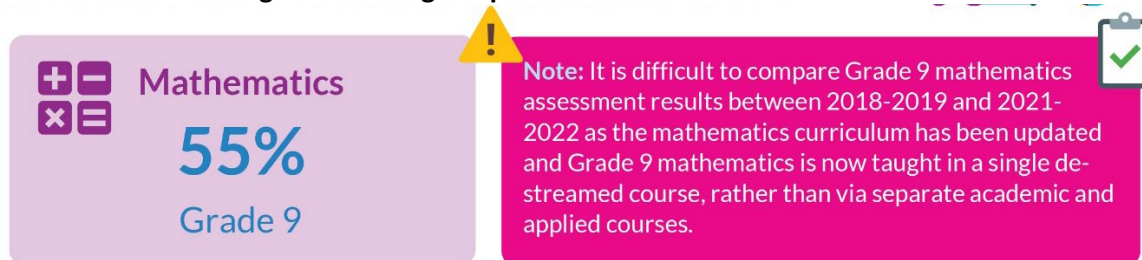
## Secondary EQAO Assessment

The Grade 9 EQAO assessment focuses on mathematics achievement, while the OSSLT assesses Grade 10 students' proficiency in reading and writing. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 requirements necessary to obtain the Ontario Secondary School Diploma (OSSD).

### Grade 9 Mathematics

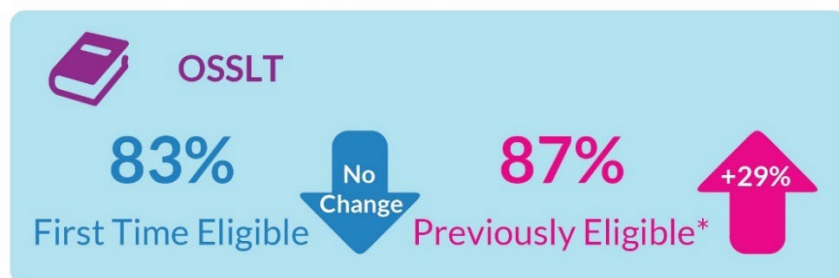
The return of EQAO assessments after a pause during the first years of the COVID-19 pandemic included the implementation of a single assessment of Grade 9 Mathematics in 2021-2022. This change from two separate assessments (one for academic and one for applied mathematics in Grade 9) to one in 2021-2022 reflected the de-streaming of Grade 9 Mathematics into a single course. For the first time, these assessments were all delivered online, rather than in paper form.

#### % of students meeting or exceeding the provincial standard



## Ontario Secondary School Literacy Test (OSSLT)

#### % of students who were successful



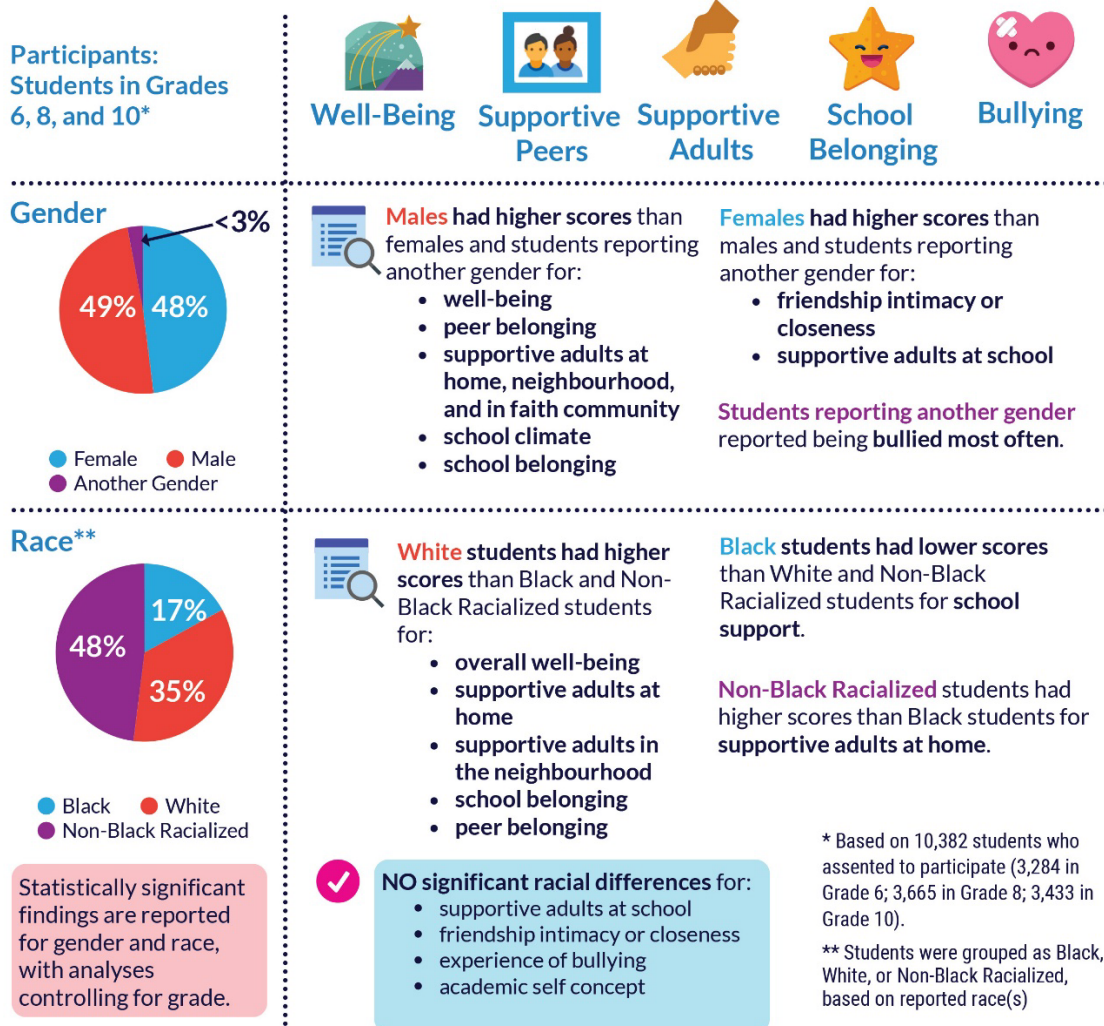
Arrows indicate the change in proportion of students passing the OSSLT in 2021-2022 compared to the previous administration in 2018-2019. Note that the data may not be fully comparable between years given that the previously eligible group includes all Grades 11 and 12 students who did not have a chance to participate in their Grade 10 year due to the pandemic. In previous years, this cohort only consisted of students who were previously unsuccessful or who had been deferred.

As in past years, DPCDSB staff will undertake a detailed analysis of the EQAO and OSSLT results to provide support to schools, students, and parents/guardians to ensure that more students continue to improve in all assessment areas. Each school has its own plan, which will be reviewed in the context of the test results, to improve students' skills in all subject areas. School plans include strategies to assist all students, including intervention and reinforcement for students who did not achieve the provincial standard or who were not successful on the OSSLT.

## RESPECT

### GOALS

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

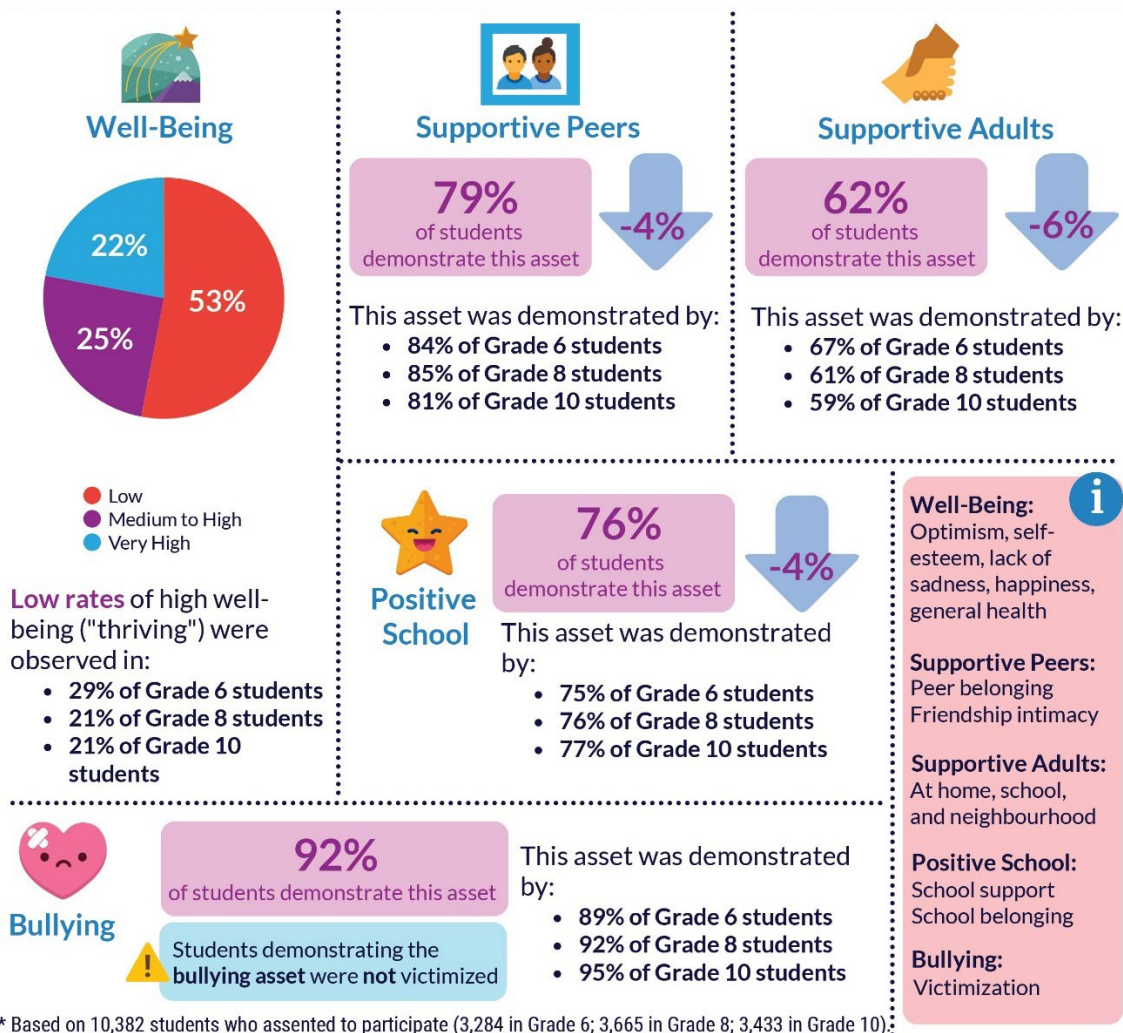


Source: Middle Years Development Instrument (MDI) assesses overall student well-being, as well as student access to supportive peers and adults, and experience of bullying.

## THRIVE

### GOALS

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



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

## TRUST

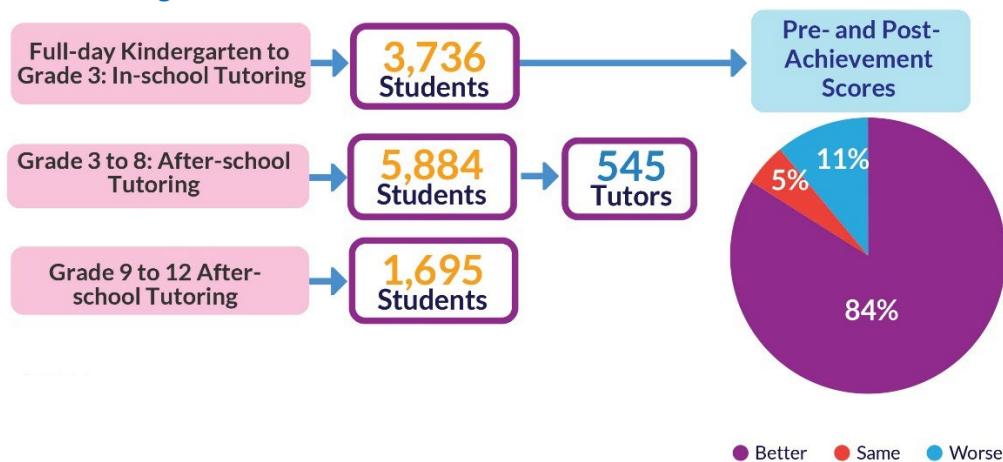
### GOALS

- 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.

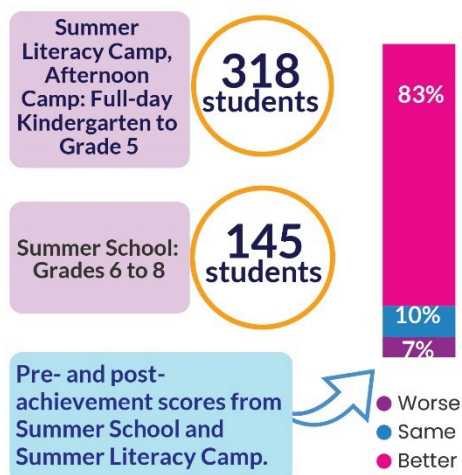
### Tutoring and Summer Programs

The DPCDSB received funding from the Ministry of Education to support student learning in response to the COVID-19 pandemic. The programs are intended to assist students who achieve below the provincial standard in reading and math. The funding was used to create a variety of in school and after school opportunities from April to August.

#### In-School Programs:



#### Summer Programs:

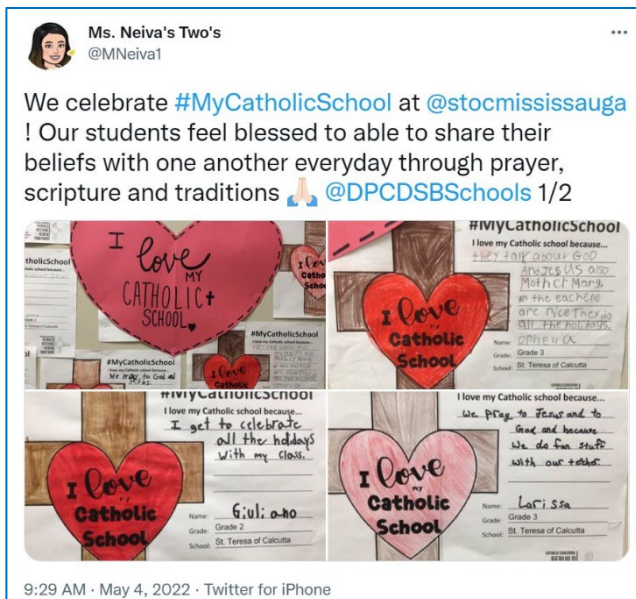




## Catholic Education Week

From May 1-6, DPCDSB celebrated Catholic Education Week with the theme “Rebuild, Restore, Renew Together”. DPCDSB asked staff, students, parents/guardians and alumni to share what they love about their Catholic school through posts, pictures, and videos on social media. [Watch our video](#) to see how the DPCDSB community took part in Catholic Education Week celebrations.

Following are a few examples of what was shared online.



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## Indigenous Education, Equitable and Inclusive Education Initiatives

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to addressing and dismantling all forms of oppression that impact students and staff. Our work is designed to identify and eliminate systemic biases and barriers that may impact students' well-being, learning, and achievement. As a Catholic school board, the DPCDSB seeks to uphold the human dignity of all and is committed to ensuring students feel engaged and included in every aspect of school life. An intentional focus on dismantling anti-Black racism, anti-Indigenous racism, and other forms of oppression experienced by equity seeking groups has been one of our top priorities. As a Catholic system, we have a duty to fulfill our vocational call as Catholics by ensuring that all are welcomed, included, and valued.

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

The Multi-Year Strategic Plan (MYSP) consists of the five core tenets of Believe, Excel, Respect, Thrive and Trust. Embedded in these five core areas is work that is integral to dismantling systemic oppression within educational spaces. To that end, the work of the Equity and Inclusive Education Department is to support the goals outlined in the DPCDSB MYSP with particular focus on the items outlined below:

- **Believe:** Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.
- **Excel:** 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.
- **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.

## Professional Development

### Catholic Equity Leads (Elementary & Secondary)

Every elementary and secondary school within the DPCDSB have a designated Catholic Equity Lead(s) (CEL) within their school. The role of the CEL is to build capacity, support student achievement, improve support for students within our schools and communities, thereby promoting the well-being of all students.

Catholic Equity Leads for the 2021-2022 school year, engaged in sessions led by Dr. Nicole West-Burns surrounding the following key topics: Unpacking Our Privilege, Ideologies and Belief Systems; Oppression as a System and School-Based Scenarios, Frameworks for Critical Pedagogy and Critical Curriculum, Frameworks for Critical Pedagogy and Critical Curriculum, Addressing Hate and Bias; and Selecting Texts with Anti-Bias Lens. Participants explored their understandings of race and their own knowledge and socialization within our society.

### **Equity Series Virtual Professional Development Series for Teachers**

Educators were invited to attend virtual professional development workshops surrounding building capacity on the following areas:

- Anti-Black Racism (Tiyahna Ridley-Padmore and Natasha Henry)
- Addressing 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)
- Decolonization (Isaac Murdoch)

### **Mandatory Training for Principals Regarding Addressing Anti-Black Racism in Education**

Through the work of the Family of Schools Supervisory Officers and the Equity and Inclusive Education Department, 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.

## **System Directives**

### **Strategic Plan to Dismantle Anti-Black Racism**

The DPCDSB, in collaboration and consultation with the Black Community Advisory Council (BCAC), developed the Strategic Plan to Dismantle Anti-Black Racism (SPDABR). DPCDSB recognizes the existence of anti-Black racism within educational institutions and is committed to addressing and eliminating it. The creation of the SPDABR is a response to the evidence of incidents of anti-Black racism present within DPCDSB's educational spaces. This plan seeks to nurture an understanding of hope, to value and affirm the lived experiences of Black students, families, and communities, and to reject the sin of racism.

### **Collection of Disaggregated Data**

***DPCDSB Student Census 2021:*** In 2021, DPCDSB conducted a system wide student census. The DPCDSB Student Census collected information about student identities associated with the protected grounds of the Ontario Human Rights Code. DPCDSB collected this information to identify and address disproportionality and disparity in student experiences and outcomes in order to remove barriers to learning.

***DPCDSB Staff Census 2021:*** In 2021, DPCDSB conducted a system wide staff census. The DPCDSB Staff Census collected information about staff identities associated with the protected grounds of the Ontario Human Rights Code (e.g., first languages, Indigeneity, ethnicity, race, religion, gender, orientation, disability, status in Canada). DPCDSB collected this information to identify and address disproportionality and disparities within the board. With an 85% completion rate, the data collected will contribute to important improvements at the DPCDSB and make it a better place to work for all employees.

Data will be released in the upcoming year to all schools in an effort to get a more fulsome understanding of identities and experiences within DPCDSB.

## Resource Development

### **Curriculum Resources: For Teachers by Teachers**

Educators racialized Black in the elementary and secondary panel within DPCDSB collaboratively worked to create resources and classroom ready lessons for educators to use connected to curriculum expectations. These resources encourage the implementation of Black stories and history throughout the school year.

### **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**

Black Futures Speakers Series was created to ensure that the work of Black history extends beyond February. Speakers shared 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 theme for DPCDSB for 2021-2022, DPCDSB Black Excellence (Alumni Edition), former students of DPCDSB were interviewed to share their stories:

- Cameron Grant
- Anthonia Ogundele
- Oneika Raymond

## Supports for Students

### **Focus on Youth Summer Programming 2022**

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 (FOY) Summer Camps. 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.
- The Anishinaabemowin (Ojibway language) Camp. Learning included the history of the Anishinaabek nation, resistance and sovereignty, as well as the significance of Indigenous knowledge systems in areas such as science, engineering, astronomy, and mathematics.
- 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.

#### **Creation of Black Voices Lab Guide and Initiatives**

A new resource was created by students in the DPCDSB to support the creation of a Black Voices Lab within secondary schools to offer affinity spaces for students racialized Black.

#### **Creation of a 2SLGBTQ+ Alliance Guide**

A new resource was created by students in the DPCDSB to support the creation of a 2SLGBTQ+ Alliance within secondary schools to offer affinity spaces for students who identify as 2SLGBTQ+.

### **Programming**

#### **Beyond February - Black History Month Programming: Nurturing Hope**

The DPCDSB sought to celebrate the history, joy and contributions of Black communities, while elevating the voices of Black, Caribbean and African Peoples by inviting schools to participate in programming rooted in human dignity. Secondary schools were provided with funding to support Black History Month initiatives and school year initiatives related to Black, African and Caribbean history and narratives, anti-racism education, and addressing anti-Black racism.

Elementary and secondary teachers and students were invited to participate in co-learning virtual workshops surrounding the following topics throughout the school year:

- Celebrating Freedom in Canada: Understanding Emancipation Day Celebrations with Natasha Henry
- Black History Throughout the School Year with Natasha Henry
- The Black Experience in 20th Century Canada with Natasha Henry
- Anti-Racist Approaches with Tiyahna Ridley-Padmore

#### **Graduation Coaches for Black Students**

The Graduation Coaches for Black Students were recognized through the University of Toronto (Mississauga) Community Collaboration Award. As part of their system work, they 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, delivered a three-week program discussing topics such as microaggressions, privilege, allyship, identity, and bias to seven elementary schools (420 students) board wide.

## Parent/Caregiver Community Outreach

### Black Community Advisory Council (BCAC)

Through the development and implementation of the DPCDSB Black Community Advisory Council (BCAC), DPCDSB welcomed parents, guardians, and community members to advise and support DPCDSB in working collectively to address racism and anti-Black racism.

To address and eliminate racism within educational structures, this council supports the achievement and well-being of Black students. According to the Anti-Racism Directorate *"an anti-racism approach acknowledges that systemic racism exists and actively confronts the unequal power dynamic between groups and the structures that sustain it."* The BCAC provides opportunities for members of the DPCDSB community to come together to address colonialism and racism in all its forms. This council also valued and affirmed the needs, lived experiences, voices and concerns of Black students.

The BCAC:

- Makes recommendations to DPCDSB and provides strategies to address and eliminate anti-Black racism.
- Identifies and examines potential gaps experienced by Black students.
- Reviews initiatives that support anti-racism within the system.
- Reviews initiatives that support the achievement of Black students.
- Advises on system direction that will support the success of Black students.
- Provided input in the creation of Strategic Plan to Dismantle Anti-Black Racism
- Advocates for resources and initiatives to combat anti-Black racism.

## 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 a variety of programming including:

### 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 also collaborated for 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 which 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.



## 2021-2022 Budget

Developing the budget for 2021-2022 was a challenge amid the ongoing COVID-19 restrictions and uncertainty. DPCDSB continued to adapt and adjust to the changing pandemic environment and remained committed to the health and safety and mental well-being of staff and students, investing in technology, providing instructional supports for students and maintaining clean learning and workspaces.

The Ministry of Education provided some initial guidance in planning for the 2021-2022 year and a commitment to provide COVID-19 funding on a restricted basis. COVID-19 funding was phased in at 50% of the total funds available at the beginning of the school year, with the remaining 50% released to school boards in November. DPCDSB received \$15.3 million in COVID-19 support funding and an additional \$17 million in COVID-19 stabilization funding. School boards could also access accumulated surplus up to 2% of their operating revenues to support the safe operation of schools, however DPCDSB no longer has accumulated surplus funds. Renewal work projects using the COVID-19 Resilience Infrastructure Stream (CVRIS) federal funding announced in the prior year continued to be implemented throughout the 2021-2022 school year, including ventilation upgrades, water bottle refill stations and IT infrastructure.

DPCDSB enacted a cautious re-opening for the 2021-2022 year, which controlled access to schools and facilities and ensured all health and safety protocols were in place. In addition to COVID-19, DPCDSB faced significant challenges with enrolment decline and the fully funded long-term disability (LTD) plan. Similar to 2020-2021, DPCDSB experienced an in-year enrolment decline with a devastating impact on Grants for Student Needs (GSN).

Throughout the budget development process, it was critical to align the allocation of limited resources with DPCDSB's Multi-Year Strategic Plan (MYSP) and minimize the impact of the necessary reductions on students and directly on the classroom. At the June 15, 2021, Regular Board meeting, the Board of Trustees approved the 2021-2022 operating and capital budget conditional on the Ministry's approval of the DPCDSB Financial Recovery Plan (FRP). The increased costs of LTD resulted in an accumulated deficit position for DPCDSB at yearend 2020-2021 and a deficit position for the 2021-2022 school year. Work is ongoing with the Ministry to resolve the LTD component.

## 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.

### **Cyber-Security**

ICT continues to work on strengthening the Board's Cyber Security posture through the Cyber Security Framework, establishing an Incident Response Team, board-wide cyber security user training, and enhancements through new security tools, and systems.

### **Voice Carrier Migration (VCIM)**

ICT has started to rebuild our existing telephone environment that is used by all 160+ DPCSDB sites to align DPCSDB's voice infrastructure to scale for future technologies and features that will allow further cost savings for the board.

### **Ministry – Connectivity Access for School Program (CASP)**

The Ministry of Education has committed to helping improve security and network sustainability for all school boards. DPCSDB has been granted resources to implement Multi-Factor Authentication (MFA) to all staff to enhance the board's cyber security hygiene. As well, to complement MFA, the board is rolling out mobile client firewalls to all DPCSDB-owned devices to protect and ensure the safety of all DPCSDB students and staff.

### **COVID-19 Resilience Infrastructure Stream (CVRIS)**

ICT has completed the Federal and Provincially funded CVRIS project to replace aging Wi-Fi infrastructure with 6,500+ access points throughout the board. Network connectivity in all portable classrooms (300+) owned and operated by DPCDSB have been revamped thus enhancing classroom technology in these instructional spaces. The last objective of this program was completed in August 2022. ICT completely replaced the legacy CORE network infrastructure which is the underlying foundation of all DPCDSB technology.

### **School Technology**

- ICT, with the help of Library Services, has fully implemented the management of school-based mobile computer assets into the Integrated Library System. This is limited to the classroom-based laptops and Chromebooks for both teachers and students.
- Computing devices with internet capability are still available upon request to support students that do not have access to the internet at home.
- iMacs, Windows Desktops, Windows Laptops, Chromebooks, iPads, new equipment were prepared and deployed to schools.
- Chromebooks were delivered direct from vendor to all elementary schools in September to support the Edwin initiative for digital resources in the classroom for Grades 7 and 8.

### **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.

All batteries in UPS power supply systems were replaced to avoid outages caused by power failures. Our backup software was also analyzed and optimized to avoid data losses caused by failed backups. We performed an audit of all our Microsoft licensing and adjusted the counts to both to be in compliance and save costs.

We are also working to provide students with all possible resources utilizing Microsoft Store applications as well as providing access to software remotely using Citrix.

### **Student Information System Replacement**

ICT continues with planning towards implementing a new Student Information System (SIS) that facilitates student information flow and management. The new system allows a single view of student data and performance and went live in August 2022.

### **Dell Device Purchasing Options**

With schools returning to the classroom, providing access to technology resources to the student community remains an important benefit. DPCDSB continues to offer exclusive academic discount pricing for computer devices with warranty and free shipping from our vendor of record. This discount gives parents, students, and staff the opportunity to purchase computer devices for their personal use at competitive pricing.

## Investments in Infrastructure

During the 2021-2022 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 a two-story, 17-classroom addition to Holy Name of Mary Catholic Secondary School and the completion of renovations to Father Michael Goetz Catholic Secondary School, St. Albert of Jerusalem Catholic Elementary School and St. Edith Stein Catholic Elementary School for the construction of new childcare spaces. Renovations are completed at Holy Spirit Catholic Elementary School for the creation of new childcare spaces. Furthermore, demolition construction activities commenced for the restoration and renovation of St. Leonard Catholic Elementary School following a fire at that school in May 2020.

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 received \$3.4 million in special ventilation and air quality improvement funding from the Ministry of Education for the 2021-2022 school year. 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 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

### ***Instructional***

Carmel Murphy - Superintendent of Program and Learning Services

Lucy Papaloni - Superintendent of Special Education and Learning Services

Adrian Scigliano - Superintendent – Mississauga/Brampton Central

Martine Lewis - Superintendent – Mississauga North

Silvana Gos - Superintendent – Mississauga South

Wayne Brunton - Superintendent – Brampton North East

Cairine MacDonald - Superintendent – Mississauga East

Tammy-Lynne Peel - Superintendent – Brampton West

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

### ***Learning Technologies***

Richard Smith – Chief Information Officer

### ***Policy, Strategy and Global Learning***

Max Vecchiarino - Superintendent of Equity, Policy, Strategy and Research

### ***Legal***

Margaret Beck – Counsel



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