



2020-21 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
• 2020-2021 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	14-18
• 2020-2021 Budget	19
• Technology	20
• Investments in Infrastructure	21
• Senior Management	22
• Board of Trustees	23

Front Cover Artwork by Prita Tarigan, student at Mount Carmel C.S.S.

Director's Message



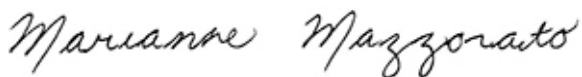
It is my pleasure to present the Dufferin-Peel Catholic District School Board's 2020-2021 Director's Annual Report. This report outlines the goals of the Board of Trustees' Multi-Year Strategic Plan and how we, as a system, strived to meet the goals of that plan. This past year was the second year of 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 2020-2021 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. Throughout the year, we continued to adjust and adapt to the ever-changing landscape of the pandemic. 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 do not belong with any one group or individual. They 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 of parents and guardians in sending their children to our Dufferin-Peel Catholic 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.

Thanks 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. 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.

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

A handwritten signature in black ink 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 first express my gratitude to our outstanding DPCDSB staff, under the leadership of Director Marianne Mazzorato, for helping steer us through the 2020-2021 school year.

Under incredibly challenging and fluid pandemic conditions, including a major system shift to remote working and learning, staff have persevered with dedication and a commitment to our calling and mission as a Catholic educational organization.

Throughout the past year, as evidenced by the outcomes outlined in the 2020-2021 Director's Annual Report, the vision of the Board of Trustees continues to be manifested across the system in ways we would have never imagined in pre-COVID days.

There were times over the past year where it seemed that we were all just trying to get by on a daily basis. However, as I look back, I am so very proud of the work that was done by all to support this Board's continued commitment to student success and well-being, equity, diversity and inclusion and stewardship of resources.

My gratitude, as well, goes to our tremendous volunteers on Catholic School Councils, Special Education Advisory Council (SEAC) and our Central Committee for Catholic School Councils (CCCSC) who, despite many challenges, continued to support our school communities in creative and positive ways.

A huge thank you to our parents and guardians for choosing a Dufferin-Peel Catholic education for your children. It is my hope that your experiences in our system have been positive ones and that you will continue to be an advocate for our Catholic schools, even as your children graduate and move on.

Yes, it has been a challenge, but as Pope Francis said, "*Challenges exist to be overcome!*"

Blessings to all.

A handwritten signature in cursive script that reads "Sharon M. Hobin".

Sharon Hobin
Chair of the Board of Trustees

Learning and Improving in DPCDSB

"We know that all things work together for good for those who love God, who are called according to his purpose." Romans 8:28

Our vocation as members of the Catholic community calls all individuals in the system to contribute to an environment that supports a responsive, equitable, inclusive, and caring culture of learning. Our vocation is reflected in the Dufferin-Peel Catholic District School Board's (DPCDSB) Multi-Year Strategic Plan (MYSP) 2019-2023, the Catholic Board Improvement Learning Cycle (CBILC) and Catholic School Improvement Learning Cycles (CSILC), as well as the revised mission and new vision for DPCDSB.

This school year represented the approximate mid-point of the system's new 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 contain DPCDSB's goals aligned with the MYSP, as well as the actions implemented to achieve them and the data sources that will indicate progress. The goals of the 2020-2021 CBILC and CSILCs have been updated to include specific focus on dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions.



The ongoing COVID-19 pandemic and its periodic public health-mandated school closures resulted in a mixture of in-person and remote student learning. However, students, staff, parents and guardians, parishes, and the wider community all learned to adapt to new ways of supporting student learning, well-being, and faith formation.

Thanks to this flexibility, 2020-2021 saw a return to large-scale student and educator data collections to inform progress in the CBILC. Results of these large surveys provide not only information regarding DPCDSB's progress in achieving its goals, but also some insight into the impact of COVID-19 restrictions on students and staff.

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

Vision: Changing the world through Catholic education.

2020-2021 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, able-ism, 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, able-ism, 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.

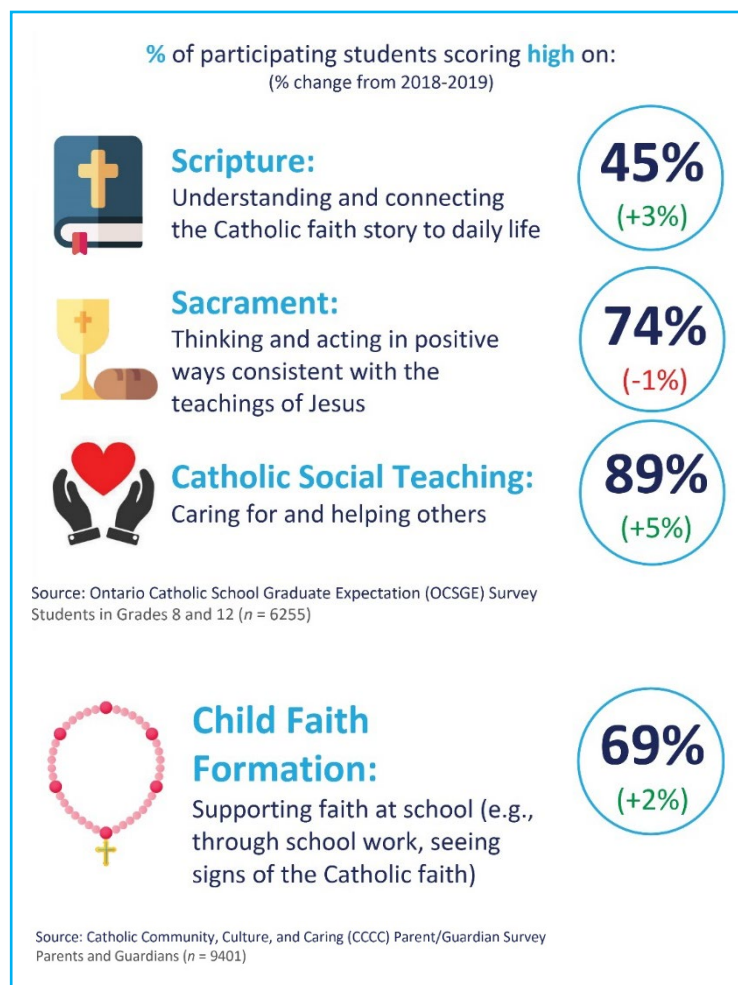
Trust

- 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, 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

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, able-ism, and other oppressions.
- Elevate organizational effectiveness.

Largest % **change** over time among participating students
(vs. 2018-2019)



13 to 18%
Decrease

- **Peer engagement in math:** students' social exchanges with peers grounded in the instructional content
- **Efficacy and confidence in math:** belief that students can successfully solve math problems
- **Making connections in math:** understanding how mathematical ideas interconnect and apply math outside of math contexts

Largest % **change** over time among participating students
(vs. 2018-2019)



4 to 5%
Increase

- **Writing strategies:** Strategies that support planning, research, organization, audience, and editing when engaged in writing
- **Reading compliance:** Student report of complying with teacher requests related to reading.
- **Literacy problem solving strategies:** Strategies for solving problems when text becomes difficult to read.

Source: Student Math and Literacy Attitudes Survey
Students in Grades 6 to 12 (n = 6745)

Largest % **change** over time among participating educators
(vs. 2018-2019)



5 to 8%
Decrease

- **Supporting math engagement:** Helping students believe in themselves regarding math achievement
- **Responsive instruction:** Adjusting lessons; implementing alternative strategies; and helping students think critically
- **Efficacy in math instruction:** teacher efficacy in responding to difficult math questions; gauging student understanding of what has been taught; and crafting rich math tasks.

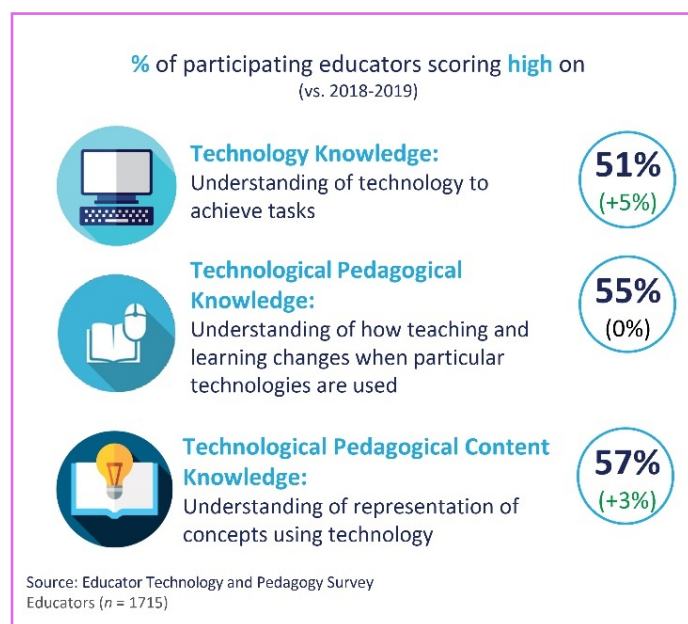
Largest % **change** over time among participating educators
(vs. 2018-2019)



3 to 8%
Increase

- **Attitude and comfort in math:** passion for math; understanding of the importance of math; and making connections between math ideas and concepts
- **Personalization to support literacy:** instruction that asks students to share their thinking; and allows students to work at their own pace
- **Using a Variety of Assessments:** assessments to help students monitor progress; gathers information about students; and supports students to create a portfolio

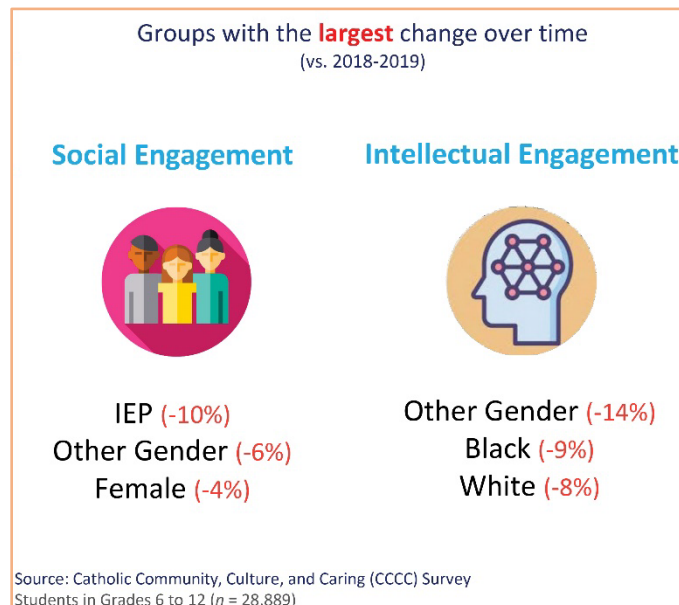
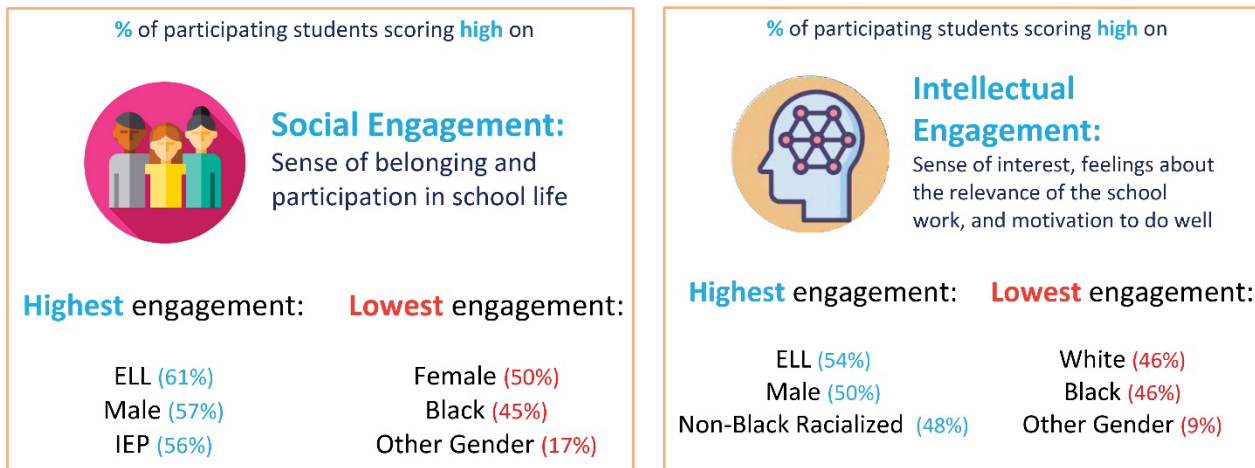
Source: Educator Attitudes and Practices Survey
Educators (n = 2125)



RESPECT

GOALS

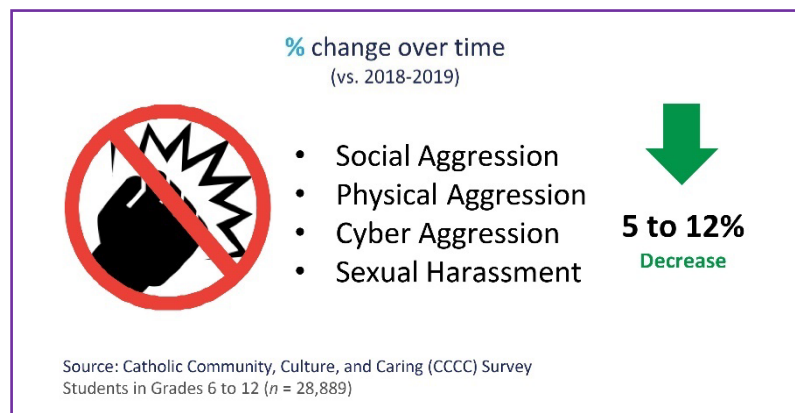
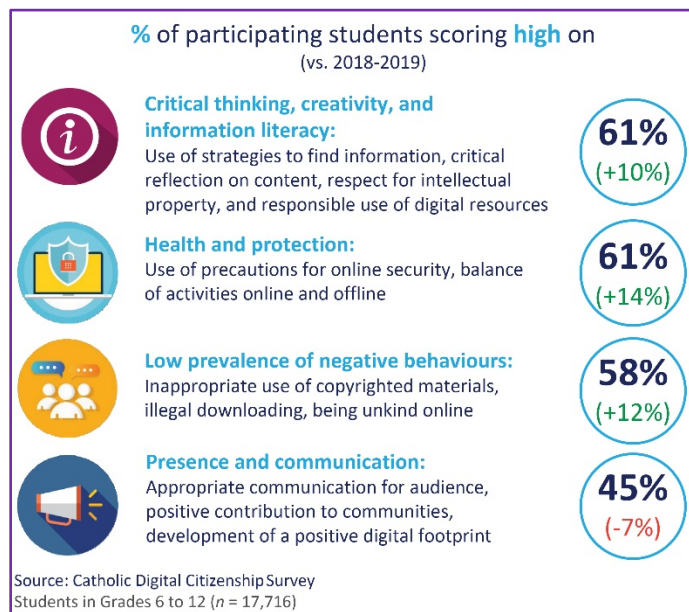
- Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions in all areas of school culture.
- Enrich student connection to Catholic community (e.g.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



THRIVE

GOALS

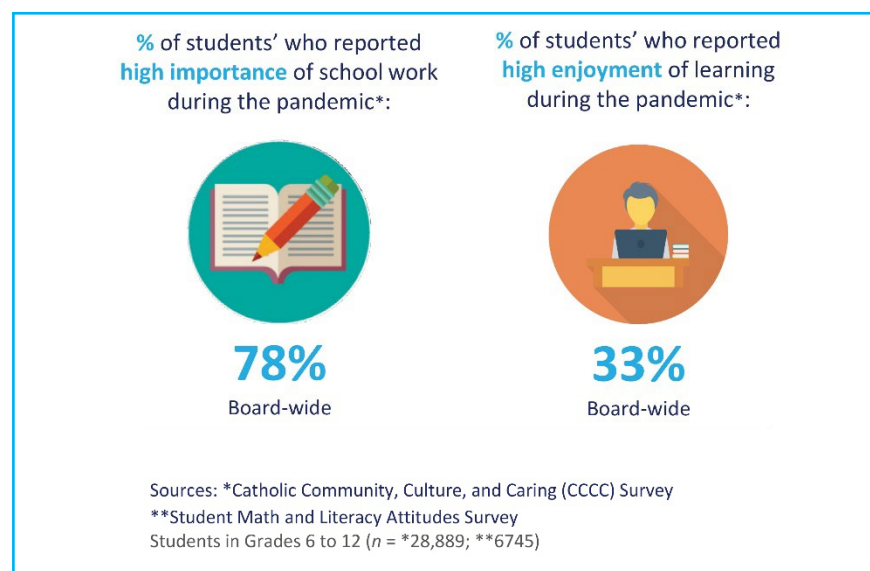
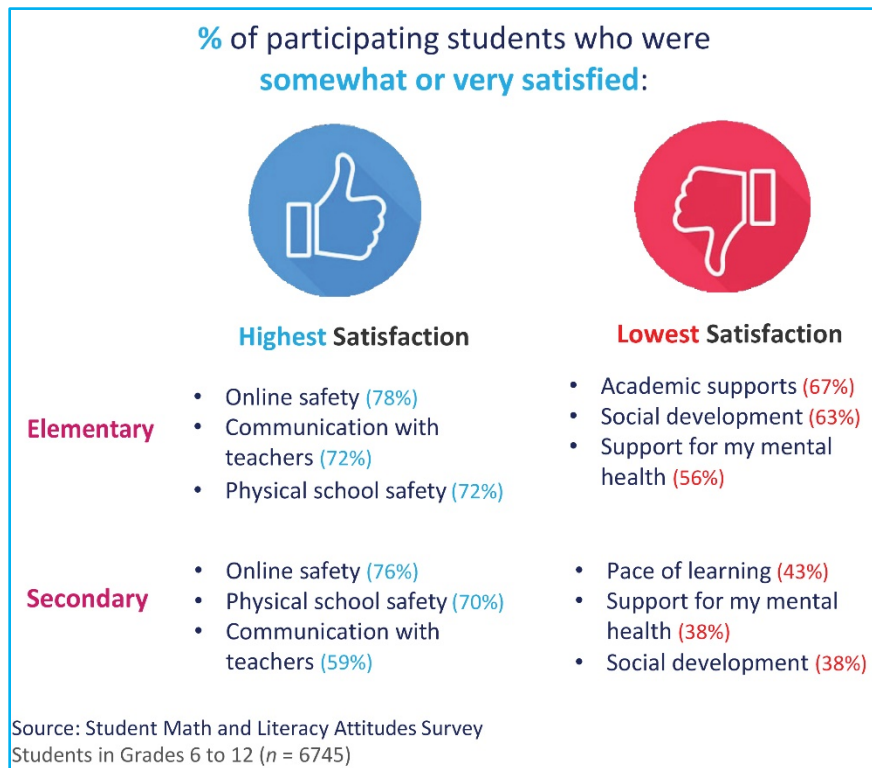
- Increase student engagement and well-being.
- Enhance student Catholic digital citizenship.
- Increase awareness of, and accessibility to, mental health and well-being supports.
- Enhance safety and security measures to support well-being (physical environment, technology, data integrity, privacy).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



TRUST

GOALS

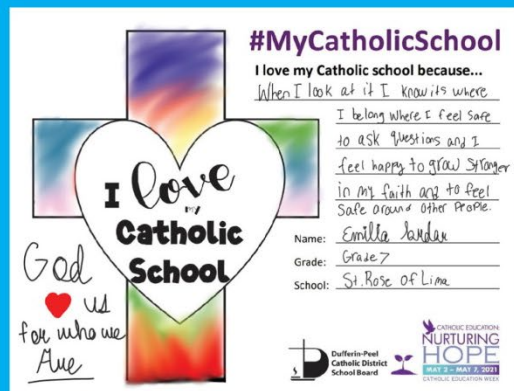
- Increase confidence in stewardship of resources.
- Promote practices that value the sacredness of creation.
- Enhance engagement of schools with community partners and parishes.
- Increase operational and customer service quality.



Catholic Education Week

Once again this year, DPCDSB staff and students celebrated Catholic Education Week (May 2-7) virtually. With the closure of schools due to the COVID-19 pandemic, DPCDSB asked staff, students, parents/guardians and alumni to share what they love about their Catholic school and how they nurture hope in their communities through posts, pictures, and videos as part of a Catholic Education Week social media campaign called #DPCDSB_NurturingHope. The theme of Nurturing Hope could not have been more profound during these unprecedented times. Following are a few examples of what was shared online.

#DPCDSB_NurturingHope



Extraordinary lives start with a great Catholic education.

Equitable & 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, DPCDSB seeks to uphold the human dignity of all and is committed to ensuring that 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 report highlights some of the programs and initiatives that the Equity and Inclusive Education Department have created to support the achievement and well-being of students and staff within 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.

Professional Development

Catholic Equity Leads (Elementary & Secondary)

Each of our elementary and secondary schools have Catholic Equity Leads (CEL). The role of the CEL is to build capacity, support student achievement, improve support for students within our schools and communities, thus promoting the well-being of all students.

Catholic Equity Leads engaged in sessions 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.

SharePoint Site for Equitable and Inclusive Education Resources

An Equitable and Inclusive Education SharePoint site for educators was created. 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.

System Directives – Collection of Disaggregated Data

DPCDSB Student Census 2021

In the spring of 2021, DPCDSB piloted a system wide student census. The DPCDSB Student Census collects information about student social 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 disparity in student experiences and outcomes. DPCDSB will roll-out the student census board-wide to all students in November and December 2021.

DPCDSB Staff Census 2021

The Dufferin-Peel Catholic District School Board is committed to employment equity in all areas. Part of ensuring employment equity is the recruitment, hiring, and promotion of staff from historically and currently under-represented groups. To assess progress in this regard, it is essential that we have the relevant data as a system. As such, we are in the process of conducting the DPCDSB Staff Census to gather demographic information that provides a detailed picture of who works in DPCDSB. All DPCDSB staff were offered the opportunity to complete an online questionnaire that asked them a variety of demographic and social identity items. However, unlike a traditional census, the DPCDSB Staff Census did not ask employees to provide any personally identifiable information (e.g. name, employee number). 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.

Development of a Strategic Plan to Address Anti-Black Racism

In consultation with a variety of stakeholders within the DPCDSB, the Equity and Inclusive Education Department began the creation of a Strategic Plan to Address Anti-Black Racism. Reviews from a variety of stakeholders within DPCDSB have commenced. A special thank you to the Black Community Advisory Council, Black parents/guardians, community members, and Black educators and administrators who provided much needed insights into the development of this plan.

For Teachers by Teachers: Curriculum Resources

Elementary and secondary curriculum supports were created in the summer by DPCDSB teachers that celebrate the joy, resilience, and successes of Black communities in Canada. These will be shared throughout the 2021-2022 school year. In addition, continued curriculum support through the Equitable & Inclusive Education SharePoint site.

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.

Supports for Students

Focus on Youth Summer Programming 2021

Supported by the Ministry of Education Focus on Youth grant, DPCDSB collaborated with a not-for-profit organization and Indigenous community partners to provide a unique virtual experience for youth - the Focus on Youth (FOY) Summer Camp. The Focus on Youth Summer Camp offered several components.

- Leadership programming that 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, resiliency, and sovereignty, as well as the significance of Indigenous knowledge systems in areas such as science, engineering, astronomy, and mathematics.
- Leadership Camp 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.

Beyond February - Black History Month Programming – Nurturing Hope

DPCDSB sought to celebrate the history, joy and resiliency of Black communities, while elevating the voices of Black, Caribbean and African Peoples by creating safe and caring programming rooted in human dignity.

Last year's Black Futures Speakers Series and virtual elementary classroom visits from Father Tony Ricard replaced an annual symposium. 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.

The goal of programming was to move beyond February for Black History Month education and build capacity within schools surrounding Black, Caribbean and African histories and narratives, anti-racism, and anti-oppression education, and addressing anti-Black racism. The Black Futures Speakers Series will become an annual tradition to support curriculum. Next year's focus will include celebrating the voices of former DPCDSB graduates.

For Students by Students: Resource to Support Student Clubs with and Equitable and Inclusive Focus

At DPCDSB, we know that honouring Student Voice is important for student engagement and success. The Equity and Inclusive Education Department has heard from students belonging to the LGBTQ+ and Black communities regarding challenges and disproportionalities that exist within school programming. One area of concern was regarding support for student clubs that address and support equity and inclusion initiatives.

Over the summer, DPCDSB students were provided with a summer employment opportunity to create resources that will be used by teachers and students in schools across DPCDSB. The resources will support schools who are in the process of creating or running a student Gay Straight Alliance or a Black Futures Lab Club. The creation of this working group will allow students to lead projects that make a difference in their school.

In addition to the resource, funding will be provided to support all existing clubs and new clubs to run programming related to Black, African, and Caribbean history and narratives, anti-racism education, addressing anti-Black racism, anti-homophobia and anti-transphobia and, dismantling other forms of oppressions related to LGBTQ+ communities.

Parent/Guardian and Community Outreach

Black Community Advisory Council (BCAC)

Through the development and implementation of our 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 supported 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 provided 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. Through this dialogue we worked collaboratively to construct methods to eliminate anti-Black racism and improve educational outcomes. The council included a diversity of people, voices, and ideas, with representation from relevant community groups and/or agencies, parents/guardians, as well as DPCDSB staff.

The BCAC:

- Made recommendations to DPCDSB and provided strategies to address and eliminate anti-Black racism.
- Identified and examined potential gaps experienced by Black students.
- Reviewed initiatives that support anti-racism within the system.
- Reviewed initiatives that support the achievement of Black.
- Created strategies and advised system direction that will support the success of Black students.
- Advocated 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 and community input on the Board Action Plan for Indigenous Education, in addition to providing an advocacy role for parents and the community. The council continued to support and inform a variety of programming including the following:

Indigenous Student Council

This continues to be a successful initiative and we continue to increase the numbers of students who self-identified, and parents 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.

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 STEAM

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.

The Haudenosaunee Opening Address

A comprehensive, cross-curricular resource with inquiry-based activities connected to K-8 subjects was created. Several elementary and secondary classes took part in a pilot program and will be developing a teacher's guide to accompany the resource next year.

Colonialism Video

Co-created in partnership with our treaty partner and the Ministry, the Colonialism video supports mandatory professional development for anti-racism and anti-colonialism throughout the board.

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

This continues 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.

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.

2020-2021 Budget

Planning and development of the 2020-2021 budget was reflective of the unique situation that the COVID-19 pandemic brought upon the education sector. Significant new pressures were placed on school boards for Personal Protective Equipment (PPE), bus transportation changes, reliance on technology, enhanced cleaning, and physical distancing requirements, as well as the mental health and wellness of students and staff. Operational changes were rapidly enacted throughout the year to ensure continuity of student learning and business processes.

The expenditures required to ensure a safe return to schools for the 2020-2021 year, dictated that the budget would require the use of accumulated surplus at the Ministry approved level: up to two percent of operating grants for compliance. DPCDSB began the school year with virtual school options for all K-12 grades. As the year progressed and the ongoing challenges and increasing costs from virtual schools became evident, they were dismantled and students transitioned to hybrid learning which allowed for simultaneous teaching to in-person and remote-only learners.

Provincial and federal funding supports for COVID operating expenses were directed to school boards throughout the 2020-2021 year. DPCDSB received a total of \$25 million. This funding was utilized to support the hiring of additional educators, custodial and support staff, a massive investment in technology and internet connectivity devices, enhanced cleaning, sanitizing and ventilation and student bus transportation requirements. In addition, DPCDSB received \$24 million from COVID-19 Resilience Infrastructure Stream (CVRIS) federal funding to address renewal projects related to ventilation upgrades, water bottle refill stations and IT infrastructure.

Enrolment levels across the province were also impacted by COVID. DPCDSB enrolment decreased by over 1,700 students compared to original 2020-2021 projections. This decrease would have had a significant impact on the Grants for Student Needs (GSN), however stabilization funding from the Ministry mitigated the financial impact of this unexpected drop in enrolment and ensured ongoing supports and programming for students. In-year costs related to the Long-Term Disability (LTD) plan at DPCDSB increased exponentially and are forecasted to remain at these higher levels going forward. As a result, DPCDSB ended the fiscal 2020-2021 year in a deficit position. The Ministry and DPCDSB continue to dialogue on a solution.

The school closure periods and COVID physical distancing requirements made gathering in-person for budget consultation sessions difficult. However, many virtual and online opportunities were enacted to ensure stakeholder input was a vital part of the development process. In developing the budget for 2020-2021, the priorities of quality Catholic education, student well-being and achievement, accountability and transparency were paramount in all discussions.

At the August 25, 2020, Regular Board meeting, the Board of Trustees was presented with a compliant 2020-2021 Operating and Capital budget of just over \$1.0 billion.

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.

School Technology

- ICT has worked closely with school administration to process the retrieval and inventory management of devices deployed to students and staff during COVID-19 for online and in-class learning. A new digital solution is in the process of being deployed to schools to support timely management of computer assets using the Integrated Library System (ILS).
- Computing devices with internet capability were purchased to support students that do not have access to the internet at home.
- iMacs, Windows Desktops, Windows Laptops, Chromebooks, iPads, new SEA were prepared and deployed to schools.

Cyber-Security

ICT has been working with industry specialists to improve the cyber-security practices within the board. User Awareness Training for staff was completed in the summer of 2021. A series of additional strategies are currently being reviewed internally and will be rolled out throughout the board in phases.

Ministry Broadband Modernization

Funded through the Ministry of Education to increase broadband services at the schools, this project will enable student access to fair and equitable internet resources across the board and is scheduled to be completed in December 2021.

Student Information System Replacement

We continue with the 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 is scheduled to go live in August 2022.

Wi-Fi Infrastructure Upgrade

Work began on the upgrade of the entire Wi-Fi infrastructure in elementary and secondary schools in 2020. The upgrade will facilitate Wi-Fi speed requirements to enable the proper virtual/hybrid learning experience for staff and students. This project is scheduled to be completed in December 2021.

Dell Device Purchasing options

Over the past year, remote learning and COVID-19 related school closures have highlighted the importance of technology to support student learning. DPCDSB has worked diligently to provide students with the necessary resources to support their remote learning needs. To further support our student community, we obtained 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 2020-2021 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 and St. Albert of Jerusalem Catholic Elementary School for the construction of new childcare spaces. Furthermore, renovations at St. Edith Stein Catholic Elementary School began for the creation of new childcare spaces, and planning began 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 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 2020-2021 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. This funding resulted in the acquisition of over 1,800 portable HEPA filter units to clean the air in classrooms across many schools.

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