

2018-19 Director's Annual Report



Extraordinary lives start with a great Catholic education.



Dufferin-Peel
Catholic District
School Board

Celebrating **50**
50 YEARS OF EXCELLENCE
IN CATHOLIC EDUCATION
1969-2019

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

Vision: Changing the world through Catholic education.

Director's Message



It is my pleasure to present the Dufferin-Peel Catholic District School Board's 2018-19 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 year is the fourth and final year of the (2014-2019) Strategic Plan. In 2019, the Board of Trustees approved a new Multi-Year Strategic System plan that will direct all we do as a Catholic school board for the next four years.

Throughout 2019, we celebrated a 50 year legacy of excellence in Catholic education with events and activities across the system. As we paused to remember those who preceded us as staff, system managers, administrators and trustees, we give thanks to God for the awesome privilege we have to be part of this legacy.

Thanks to the Board of Trustees for providing staff with the direction and support to be a leading centre for Catholic education in this province. Thanks, also, to our faculty and staff at all levels, our unions and associations, our parish and diocesan partners, students, families and the Catholic community we serve.

May God continue to bless us and all we serve as we continue to deliver on our promise that extraordinary lives start with a great Catholic education.

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 staff, under the leadership of Marianne Mazzorato, who embody the epitome of dedication and commitment to our mission as a Catholic educational organization. I am also gratified that the vision of the Board of Trustees is being manifested across the system, as is evidenced by the outcomes outlined in the 2018-2019 Director's Annual Report.

As we visit schools and attend meetings and events in our communities, we see firsthand the great things that takes place in our schools; things we must never take for granted. I am so very proud of this board's commitment to student success and well-being, equity, diversity and inclusion and stewardship of resources.

And finally, 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 we strive to work with you, in the words of Pope Francis, within a "constructive collaboration for the good of children and young people."

Sharon Hobin
Chair

Meeting the Goals of our Multi-Year Strategic System Plan 2014-2019

Our mission 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. The Dufferin-Peel Catholic District School Board's (DPCDSB) mission statement speaks to the system's shared commitment to ensure every individual comes to realize their full potential. To support the achievement of this vision, DPCDSB's Strategic System Plan 2014-2019, developed by the Board of Trustees, identifies seven core principles that frame the essence of our work as a Catholic learning community:



These core priorities align to the Ministry of Education's four goals for education in Ontario: Achieving Excellence, Ensuring Equity, Promoting Well-Being, and Enhancing Public Confidence.

The Catholic Board Improvement Learning Cycle (CBILC) represents the annual response to the Trustees' Strategic System Plan 2014-2019. The annual CBILC details how the DPCDSB community can strive to achieve the vision of the Strategic System Plan 2014-2019 by establishing annual goals, action plans, expected practices, and evidence of impact.

The 2018-2019 school year represents the transition between the Trustees' Strategic System Plan 2014-2019 and the new Multi-Year Strategic Plan (MYSP) 2019-2023.

The following are highlights of how we met our Strategic System Plan goals in 2018-2019 based on the 2014-2019 plan's seven areas of focus.

"For the promise is for you, for your children, and for all who are far away, everyone whom the Lord our God calls to him."

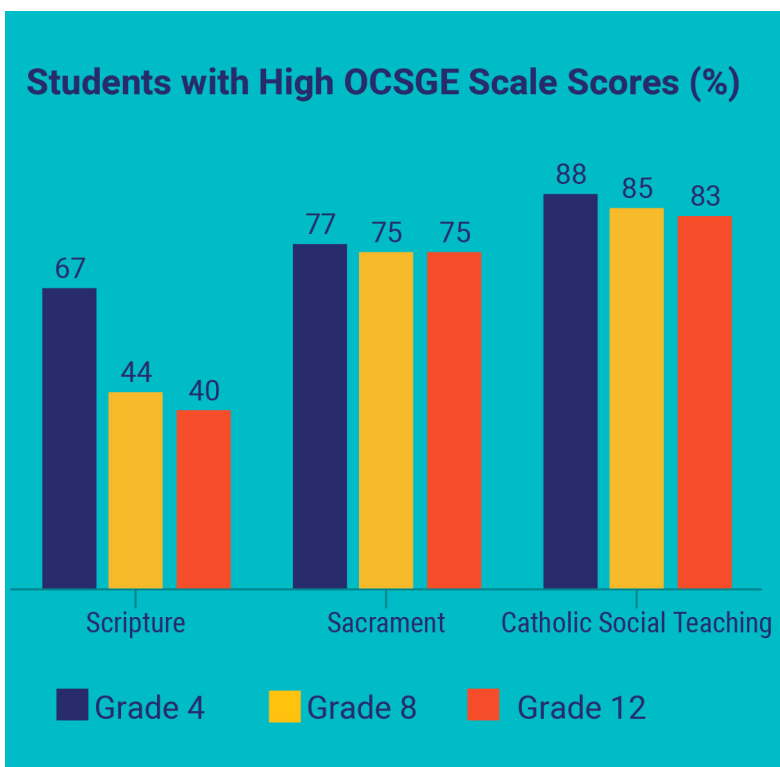
- Acts 2:39

GOAL

Increase in student knowledge, understanding, and application of scripture, sacramental life and Catholic social teaching to daily life.

ACTIONS

- Provided adult faith opportunities to support application of scripture, sacrament and Catholic social teaching to daily life.
- Focused on helping students understand scripture as central to faith, sacrament and Catholic social teaching.
- Helped students connect authentically to scripture, sacrament and Catholic social teaching.



Based on the Ontario Catholic School Graduate Expectations Survey (Spring 2019), students scored higher on attitudes, behaviours, and beliefs related to the application of sacrament and Catholic social teaching, than they did on scripture.

NEXT STEPS

- Focus on resources and strategies to enhance faith formation for all students and staff.
- Continue helping students understand scripture as central to faith, sacrament and Catholic social teaching.
- Identify and address injustices, both systemic and individual.
- Support understanding of sacredness of all life and the environment as God's creation.



Schools and parishes across the DPCDSB celebrated Catholic Education Week from May 5 to May 10. Events and activities included open houses, singing and dancing, celebratory masses, special events, fundraising and more. The theme for Catholic Education Week, 'Living as Joyful Disciples', highlighted our promise, as a Catholic community, to keep Catholic faith traditions alive and well in our schools. Photos, videos and stories are posted on the DPCDSB's Twitter account @DPCDSBSchools and #MyCatholicEducation.

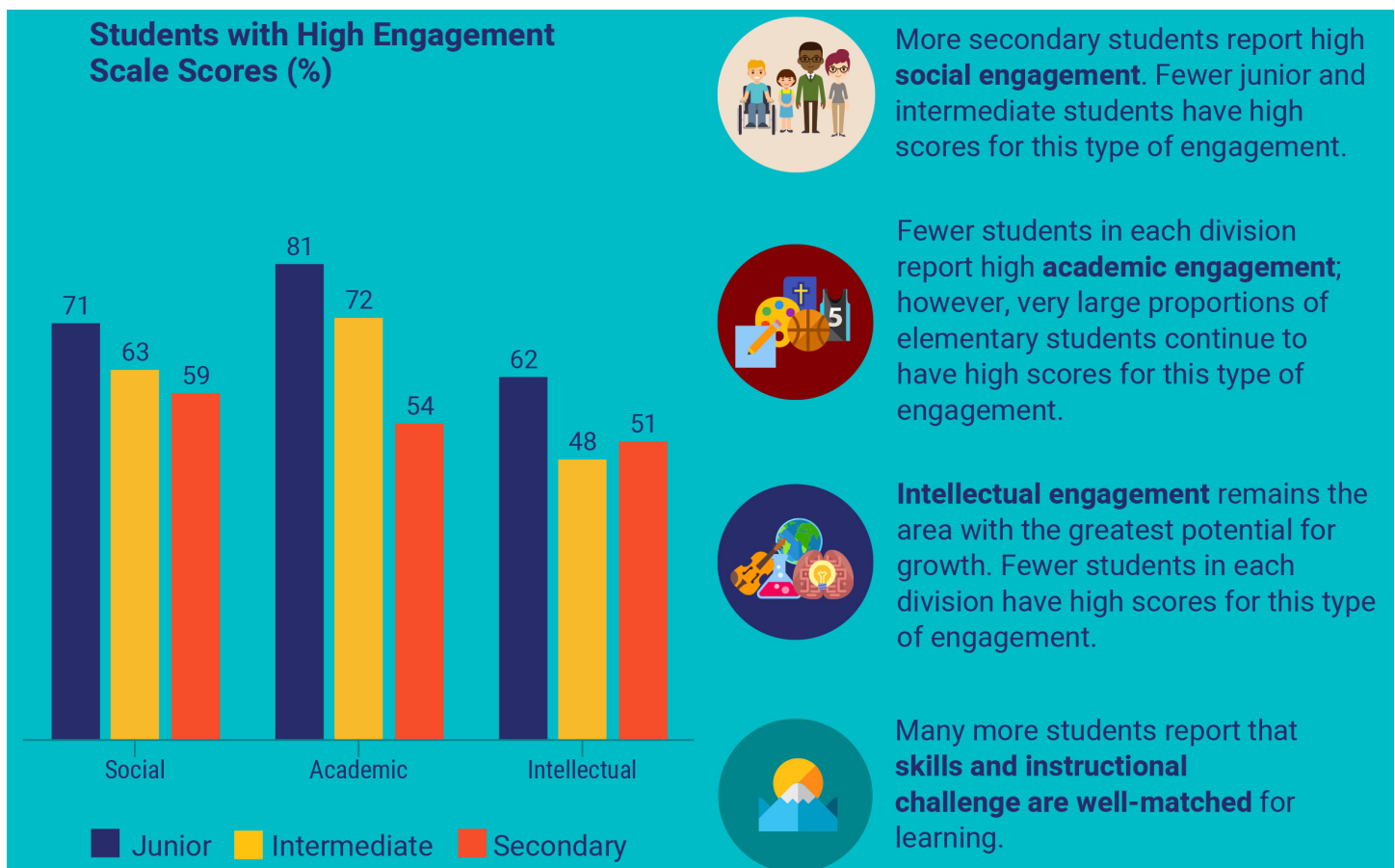
Catholic Community, Culture and Caring

GOAL

Increase in student engagement (i.e., academic, social and intellectual) and positive school climate, including a reduction in bullying behaviours.

ACTIONS

- Reviewed and implemented personalized school action plans related to positive mental health, well-being, engagement and achievement.
- Implemented local strategies to reduce aggressive behaviours and incidents.
- Implemented local strategies to improve academic, social, and intellectual engagement of all students.
- Implemented the Catholic Community, Culture and Caring (CCCC) School Climate Survey.



NEXT STEPS

- Continue to support student sense of belonging, participation in school, and intellectual engagement.
- Focus on well-being strategies that consider the multiple identities of learners and the intersectionality of these identities.
- Teach equity, well-being, and inclusion strategies with the same devotion applied to core subject areas.

Literacy and Numeracy

GOAL

Increase the proportion of students achieving the provincial standard in literacy and numeracy.

ACTIONS

- Used a variety of assessments for learning to inform responsive next steps to support individual student learning.
- Aligned assessment and instruction to the four areas of the achievement chart.
- Developed and monitored assessment of student demonstration of critical thinking, math processes and engagement.

Literacy

The elementary EQAO assessment results for the DPCDSB 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. Reading results show 80% of students in Grade 3 met or exceeded the standard, while 84% of students in Grade 6 achieved Level 3 or 4. In writing, 76% of Grade 3 students and 86% of Grade 6 students met or exceeded the standard. Success rates on the 2018-2019 OSSLT for DPCDSB students continue to be very high, including great improvement among students who were unsuccessful in previous years.



Educator Survey of Literacy Attitudes and Practices



80%

Level 3 or 4 EQAO
primary reading.

84%

Level 3 or 4 EQAO
junior reading.



88%

High scores for
personalization of instruction
in **literacy**.



76%

Level 3 or 4 EQAO
primary writing.

86%

Level 3 or 4 EQAO
junior writing.



86%

High scores for supporting
student critical thinking in
literacy.



83%

First-time eligible
passed **OSSLT**.

58%

Previously eligible
passed **OSSLT**.



62%

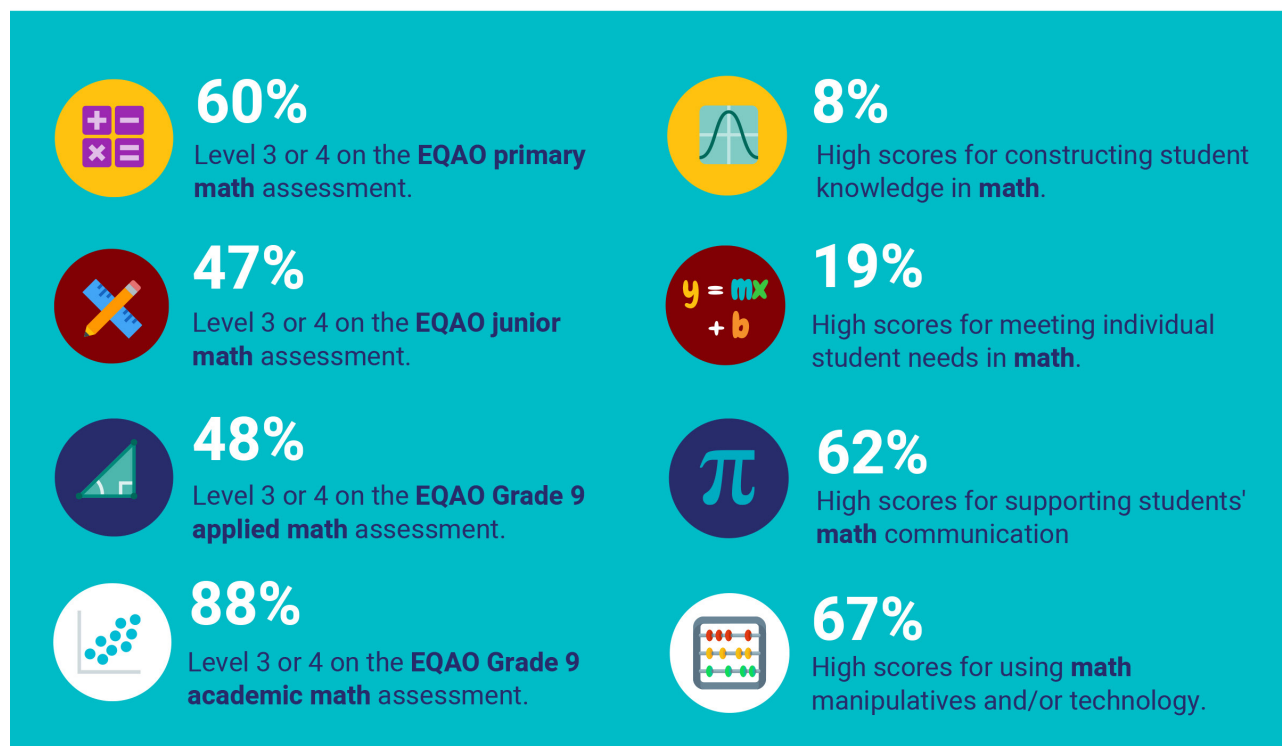
High scores for using a
variety of assessment
practices to meet student
needs in **literacy**.

Numeracy

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. At the secondary level, the 2018-19 EQAO assessment results for Grade 9 mathematics indicate that DPCDSB students continue to demonstrate high levels of performance at the academic level of study. However, Grade 9 applied mathematics achievement in DPCDSB has shown recent decline. Given the results in both elementary and Grade 9 EQAO mathematics assessments, DPCDSB continues to dedicate a wide range of supports to schools to focus on improving learning for all students in this key subject area.



Educator Survey of Attitudes and Practices for Teaching Mathematics



NEXT STEPS

- Focus on mathematical processes and fundamental math concepts and skills.
- Focus on student-centred instruction, which nurtures student identity to promote achievement, well-being and inclusion.
- Provide diverse and responsive learning opportunities and use evidence-based strategies and resources.
- Align instruction and assessment to the achievement chart.
- Select and integrate, effectively, technology tools to support all learners.

Catholic Learning Environment: Pathways and Transitions

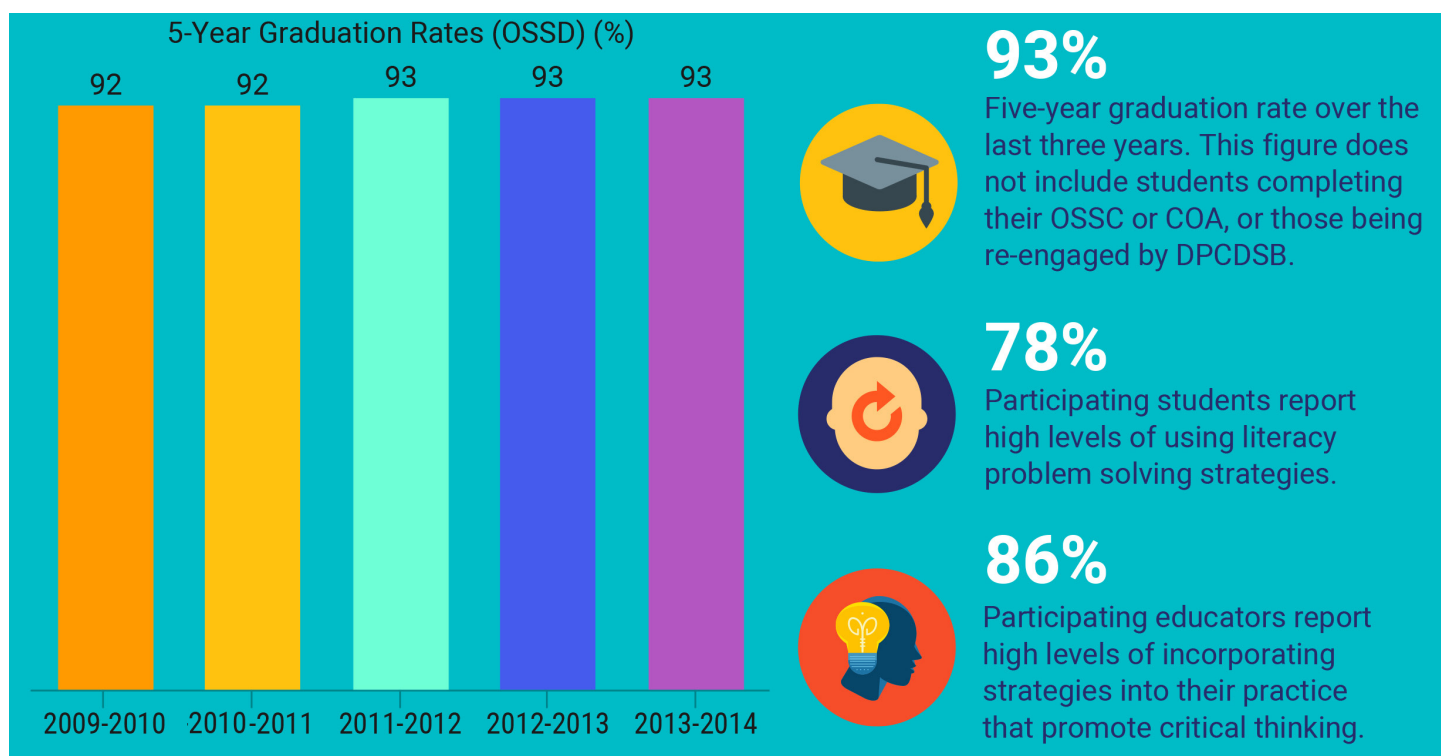
GOAL

Increase in student achievement and well-being in terms of learning skills and work habits.

ACTIONS

- Continued to provide a range of diverse learning opportunities and transition supports, both in and out of the classroom, that meet student needs, interests, and strengths.
- Provided professional learning opportunities focused on developing student learning skills and work habits.

Our secondary school graduation rates are among the highest in the province. In 2018, 88.4 % of DPCDSB students graduated in four years. The five-year cohort graduation rate continues to be stable at 92%-93% in each of the five years from 2014 through 2018.



NEXT STEPS

- Provide comprehensive literacy instruction to support and increase effective communications and critical literacy across the curriculum including daily guided practice.
- Provide information regarding various course options, pathways and post-secondary destinations.
- Promote the use of All About Me and MyBlueprint.
- Plan and provide transition supports necessary to serve individual student needs.

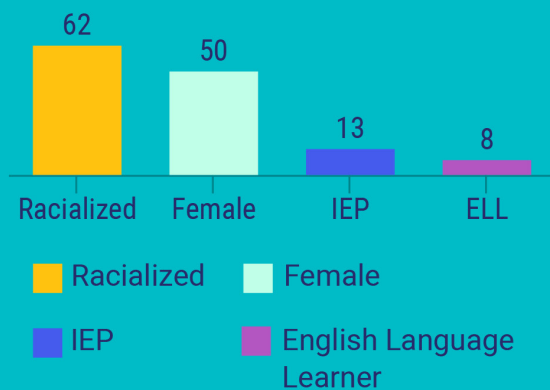
GOAL

Increase in positive student perceptions of Catholic school climate and school engagement among all students, including a reduction of any gaps in the perceived experience of students from diverse groups.

ACTIONS

- Supported cultural responsiveness and competency.
- Implemented local strategies to improve sense of belonging, participation in school, and intellectual engagement, as well as reduction in reports of aggressive behaviours among diverse groups.
- Implemented local strategies to reduce aggressive behaviours among students, particularly socially aggressive incidents.
- Selected classroom resources that ensure all students see themselves in their learning environment.

Percentage of Students Identifying with Diverse Groups



*Compared to students not belonging to the corresponding group (i.e., not ELL, no IEP, non-racialized).

Social Engagement



- Higher among students with **ESL** needs
- Lower among students with an **IEP**
- Lower among **racialized** students.*

Academic Engagement



- Higher among students with **ESL** needs
- Lower among students with an **IEP**
- No difference between **racialized** and non-racialized students.*

Intellectual Engagement



- Higher among students with **ESL** needs
- Lower among students with an **IEP**
- No difference between **racialized** and non-racialized students.*

Source: Catholic Community, Culture, and Caring School Climate Survey of Grades 4-12

NEXT STEPS

- Model the teachings of Jesus by including and respecting the human dignity of all individuals.
- Recognize all students as competent, capable of complex thinking, curious, and rich in potential and experience.
- Differentiate well-being strategies to meet the needs of all communities.
- Focus on a student-centred approach to community-building, in which identity is considered in promoting well-being and inclusion.
- Enhance cultural responsiveness by ensuring that all students are represented in their learning environment.

Parish-Home-School Relations

GOAL

Increase parent/guardian and parish engagement with schools.

ACTIONS

- Created guidelines and practices for communication and use of social media and other platforms to engage parents/guardians and parishes.
- Created opportunities to engage parish priests and representatives to be visibly present in schools throughout the liturgical year.
- Created opportunities to strengthen engagement between parents/guardians and parishes.



78% to 100%

Participating priests reporting that DPCDSB schools are welcoming, easy to communicate with, and responsive to pastor concerns.



65%

Participating parents reporting "high" agreement in participating in their child's school-related activities.



Top 3 Types of School Visits Made by Priests

1. Support student understanding of the faith
2. Visit students
3. Celebrate mass



67%

Participating parents noted "high" agreement in their child's school supports faith formation (e.g., schools connecting family and parish, offering social justice work, and signs of Catholic faith in schools).

NEXT STEPS

- Provide opportunities and resources to enhance faith formation for all students and staff.
- Develop an understanding that all members of the community are called to address injustices.
- Provide workshops and events, grounded in Catholic social teaching, that support staff sense of community and respect.
- Offer opportunities to parents and staff to promote use of adaptive kits for sacramental preparation and faith formation.
- Strengthen engagement between parents/guardians and parishes through school events and celebrations.

Stewardship of Our Physical Environment

GOAL

Increase organizational effectiveness and financial stewardship, and transparent and accountable governance in support of improved student outcomes reflecting high standards, effective partnerships, and an environment conducive to learning and accountability at all levels.

ACTIONS

- Continued to promote use of School Cash Online payment system.
- Implemented the Corporate Services Insight Survey to understand organizational effectiveness and efficiency.
- Implemented the Staff Well-Being Survey. Data analysis currently underway.
- Implemented an electronic Records/Document Management System.
- Shared best practices checklist and trending information from school and operational audit findings and recommendations.
- Launched the Donations module to allow schools to accept donations quickly and efficiently.

During the 2018-19 school year, DPCDSB opened two new Catholic elementary schools, St. Jacinta Marto Catholic Elementary School in Brampton and St. Evan Catholic Elementary School in Caledon. In addition, Capital Priorities funding was received from the Ministry of Education for two major school capital projects – an addition to Holy Name of Mary Catholic Secondary School, which is scheduled to be completed by September 2020, and an addition at St. Cornelius Catholic Elementary School, which was completed in time for school opening in September 2019.

In addition to the Capital Priorities and ongoing preventative maintenance programs, DPCDSB completed a variety of school renewal projects across 113 schools to ensure that these schools remain in a state of good repair.



NEXT STEPS

- Ensure financial stewardship, transparent and accountable governance, and compliance with all Ministry regulations.
- Foster community partnerships to extend learning and service opportunities for all students and staff.
- Improve organizational effectiveness and efficiency.
- Renovate one elementary and one secondary school.

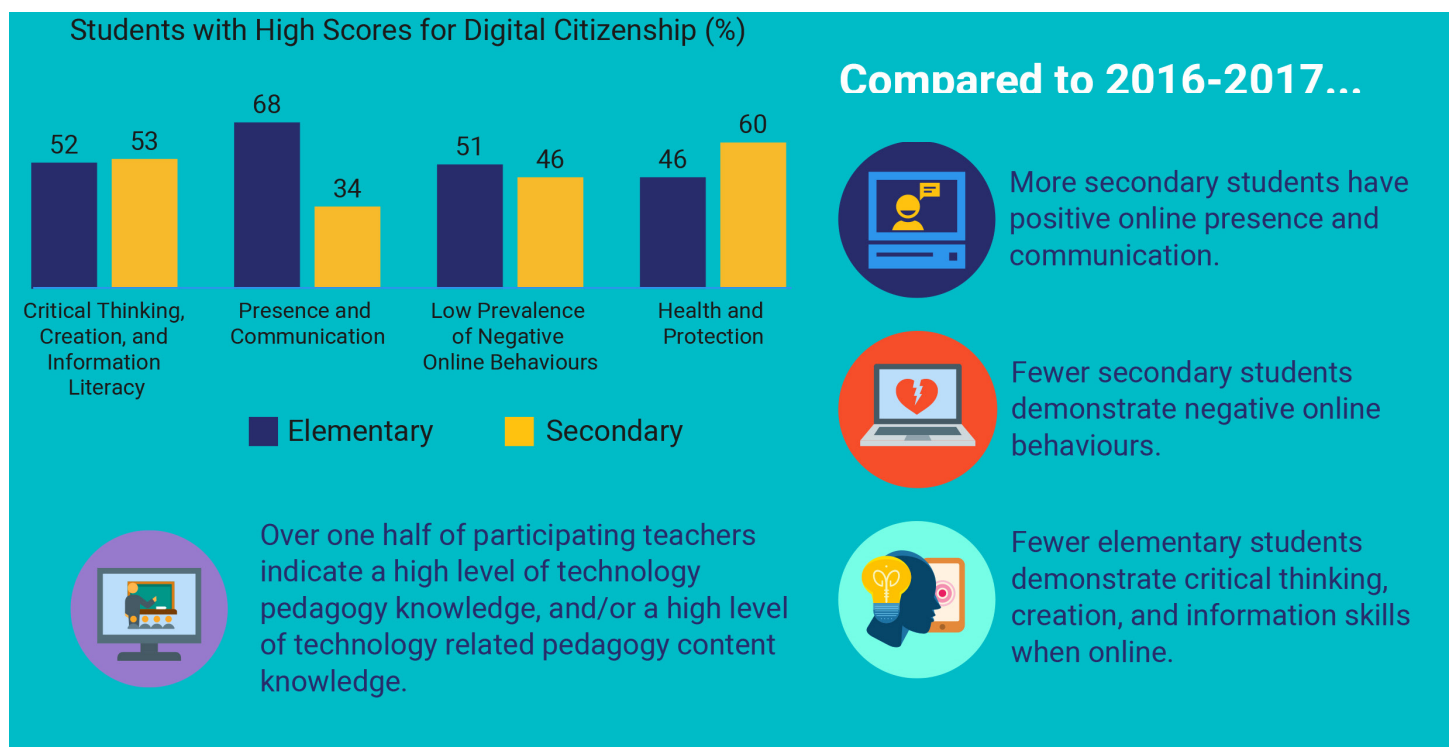
GOAL

Increase in student application of Catholic digital citizenship.

ACTIONS

- Promoted student awareness and modeled demonstration of Catholic digital citizenship.
- Provided more access and integration of technology to enhance student learning, assessment and engagement.
- Monitored the impact of professional learning to support the use of pedagogically appropriate technology to enhance student learning.

According to the Catholic Digital Citizenship Survey of Grades 5, 7, 10, 11 (2019), more than half of students surveyed about Catholic digital citizenship demonstrated positive online behaviours related to critical thinking, creation, and information literacy. Most students needed more support related to their online communication, presence, choice of behaviours, and protection.



NEXT STEPS

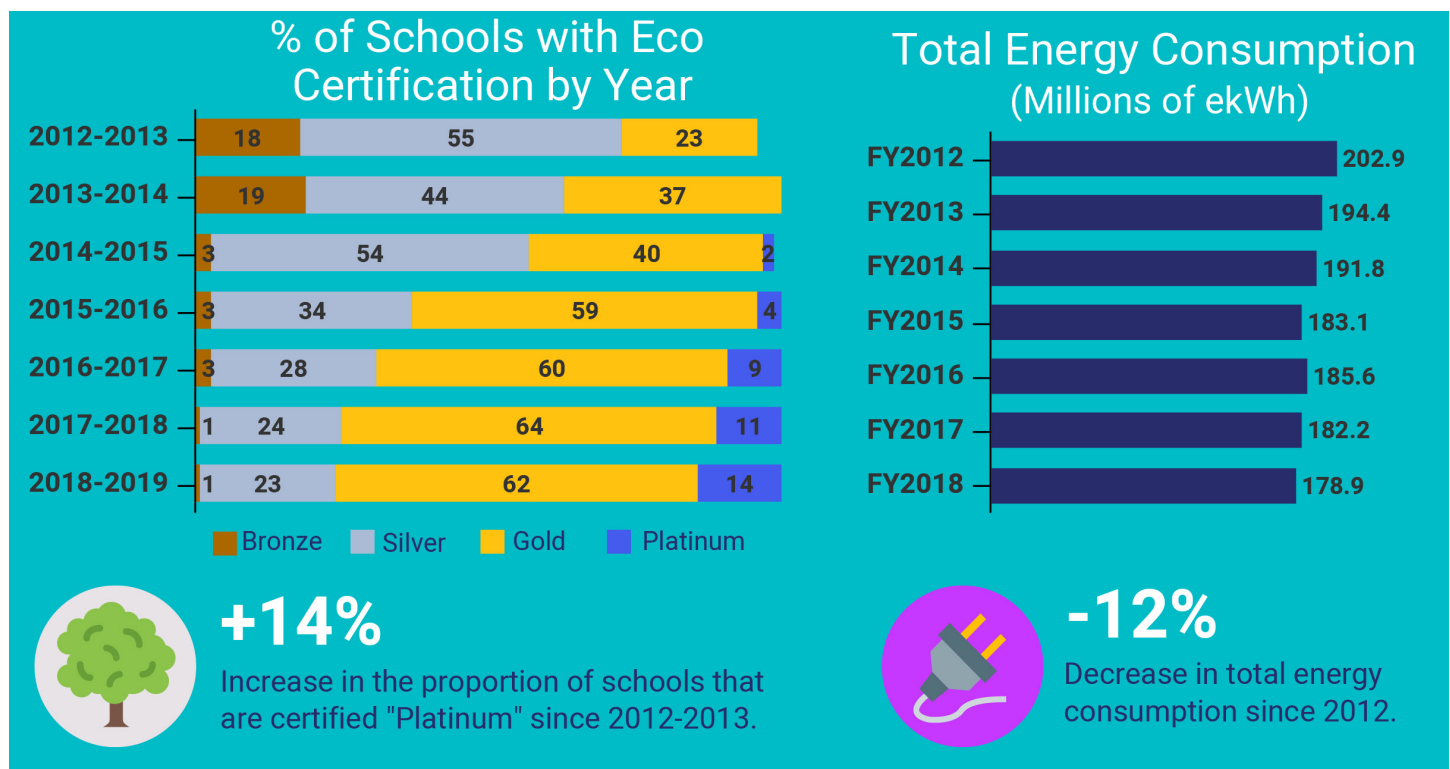
- Support selection and integration of technological tools to enhance and transform student learning, allowing equitable access to the curriculum for all learners and to enhance efficiency and accountability.
- Promote student awareness and demonstration of Catholic digital citizenship.
- Promote use of All About Me and MyBlueprint.

GOAL

Increase in practices that recognize the sacredness of all life, and intentionally reduce energy and paper consumption and waste production.

ACTIONS

- Developed eco-friendly practices and policies for all DPCDSB facilities.
- Implemented/recommended interconnected program enhancements that reflect the Catholic world view on the sacredness of the earth.
- Supported attainment of higher Eco-School certification levels.



NEXT STEPS

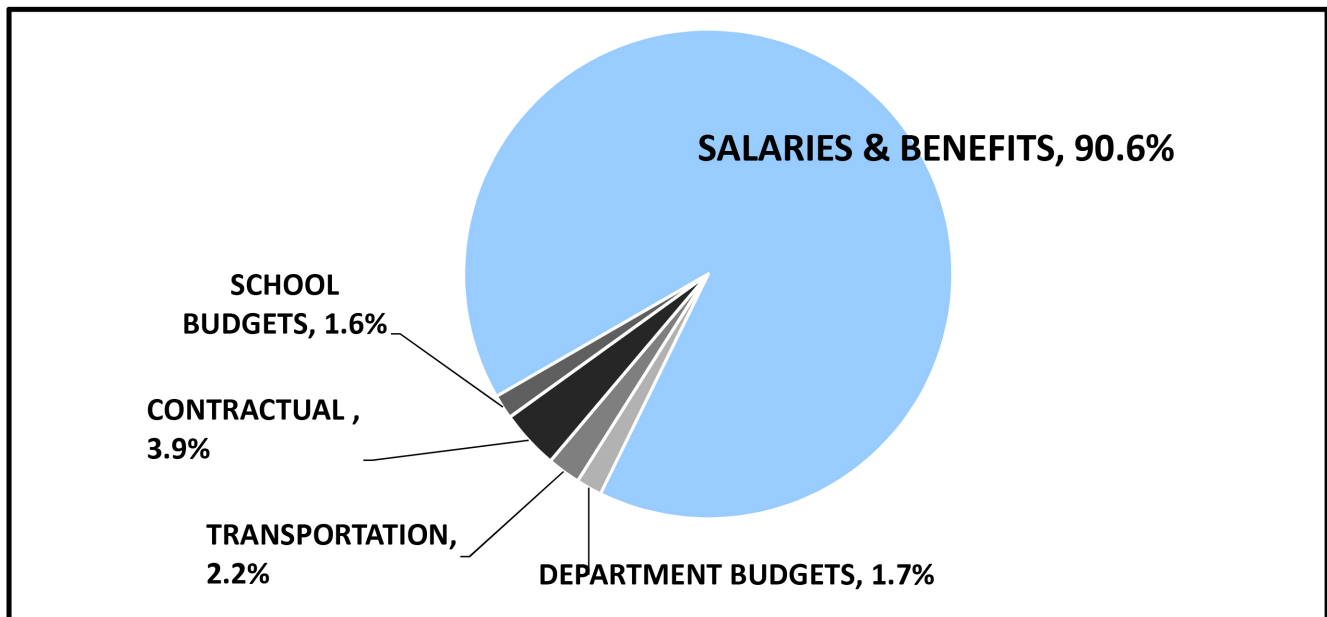
- Continue to promote the sacredness of the environment.
- Take action to protect and preserve all life and the environment (e.g., reduce single use water bottles, maintain natural gardens, reduce paper usage through electronic forms).
- Support student understanding of the sacredness of all life and the environment (e.g., refer to Pope Francis' Laudato Si).
- Improve organizational effectiveness and efficiency.

2018-2019 Budget

The development of the 2018-2019 budget was guided by a collaborative, inclusive and transparent process. An integral component of the process involved consultation with all stakeholders and receiving feedback to help inform decisions. The 2018-2019 Grants for Student Needs (GSN) provided some investments back into school boards and education, specifically in the areas of special education services, preparing students for success in secondary school and mental health and well-being. The additional funds had a positive impact on budget development, however DPCDSB continued to be faced with some enrolment decline and funding challenges in the areas of benefits and transportation. The long-term projections for DPCDSB shows enrolment growth for 2019-2020.

In development of the 2018-2019 budget, the priorities of quality Catholic education, student well-being and achievement, accountability and transparency have been paramount in all discussions. All decisions align with the DPCDSB's Multi-Year Strategic Plan and Catholic Board Improvement Learning Cycle (CBILC). At the June 5 Administration and Finance Committee meeting and the June 19 Board meeting, the Board of Trustees was presented with a compliant 2018-2019 Operating and Capital budget of just over \$1.0 billion.

OPERATING EXPENDITURES \$905.6 MILLION OPERATING



Equity & Inclusive Education

The Ontario Ministry of Education requires school boards to report on progress made in relation to various aspects involving their work in equity and inclusion. We take pride in our work and progress in this critical area and are pleased to report the following:

Building safe and inclusive school climates by: engaging and responding to students, parents and community partners to identify and remove barriers that limit their ability to participate fully in student learning and the life of the school; providing religious accommodation; and supporting culturally responsive and relevant teaching and learning.

As a Catholic community of learners, we are guided by Catholic social teachings regarding the dignity of the person. DPCDSB understands that, at its core, equity is about human dignity. Equity and anti-oppression work ensures that each person's dignity, regardless of race, ethnicity, gender, orientation, etc., is never affronted. When we create those conditions, we have environments where all students and staff can learn, achieve, and thrive.

DPCDSB implemented the Catholic Equity Leads initiative in 2018-2019. Each school has a designated lead who, along with administrators and additional school staff, received extensive professional development focused on anti-oppression and equity. In addition to professional development, equity-related data was shared on system and local levels. The data informed school teams so that they are better equipped to identify and eliminate potential barriers that limit student and community participation in the life of school. The involvement of system leaders in this initiative was a key component to its success. Leaders were supported in their understanding of leadership accountability and practices related to the DPCDSB's goals for equity and inclusion. The Equity Leads initiative allowed equity and student voice to be centred in our work to dismantle systemic barriers.

DPCDSB undertook a detailed and in-depth gap analysis of culturally responsive and relevant teaching resources at the secondary level. The review of resources allowed for the opportunity to both align and update the resource bank. This work has intentionally supported the introduction of novels, plays and podcasts, which speak to the underrepresentation of a variety of typically marginalized communities. Examples of resources made available based on this work include, *The Hate You Give*, *Finding Cleo*, *How Black Mothers Say I Love You*, and *The Marrow Thieves*. Staff has been supported through professional development related to culturally responsive and relevant pedagogical inquiry based opportunities.

Supporting the achievement and well-being of First Nation, Métis and Inuit learners. This includes strengthening partnerships with Indigenous community members and parents, as well as increasing the knowledge and understanding of all staff and students with regards to Indigenous perspectives, history, current realities and ways of knowing.

Building on the Catholic social teaching of Subsidiarity, DPCDSB understands and works within the principle understanding of 'nothing about us, without us'. In relation to Indigenous education in particular, DPCDSB has created a place and space that prioritizes the voice of Indigenous community members. The Indigenous Education Council meets regularly to invite open and honest conversations related to all facets of Indigenous education in DPCDSB.

There are a multitude of opportunities for DPCDSB staff and students to increase their knowledge and understanding of Indigenous perspectives, history, current realities and ways of knowing. Two key examples include:

- The Visiting Elders program connects students with Indigenous Elders and provides opportunities to build relationships by dismantling stereotypes and providing experiential learning.
- The Maple Syrup Math Initiative provides elementary students with the opportunity to develop math skills by participating in Sweet Water harvesting with local Indigenous partners. The students connect mathematical concepts embedded in the practices of making maple syrup.

Meeting the equity and inclusive education goals in the board's Multi-Year Strategic System Plan, Equity Implementation Plan, and/or other system-level improvement plans.

The 2018-2019 school year represented the final year of the DPCDSB's 2014-2019 Multi-Year Strategic Plan (MYSP). Within this outgoing plan, the core principle of Catholic Community Engagement focused on improving the engagement of a variety of groups in DPCDSB, in particular students from racialized groups, those with an Individual Education Plan (IEP), and/or those with English Language Learner needs (ELL). Through the DPCDSB's operational plan, the Catholic Board Improvement Learning Cycle (CBILC), measurement of DPCDSB progress toward improved engagement of these groups was captured primarily through the Catholic Community, Culture and Caring (CCCC) School Climate Survey.

The CCCC School Climate Survey asked students to self-identify their gender, ethnicity, race, Indigenous identity, and learning supports accessed, such as having an IEP or receiving help to learn English as a second language. These demographic factors permit analysis of the engagement and school climate items by identity group. Findings have highlighted differences in school experience associated with identity, race, Indigeneity, IEP status, or ELL status.

In addition to findings from the CCCC School Climate Survey, all system surveys of students implemented in 2018-2019 included demographic factors used to assess participant ethnicity, race, Indigeneity, and gender, at minimum. Analysis of findings through the perspective of these identities helps staff understand and respond supportively to differing experiences and attitudes related to school and learning. The decision to include identity items in all surveys was made in response to: (1) the need to ensure key demographic variables were included in anonymous system surveys to provide perspectives from identity groups; (2) DPCDSB experience with the 2017-2018 Ensuring Equity Project survey and focus groups, which highlighted broad scale identity-based concerns and experiences of students; and (3) DPCDSB's participation as a pilot district in the Anti-Racism Directorate's Identity-Based Data Collection initiative.

The focus on equity and inclusive education has continued with the development of the new 2019-2023 MYSP. While equity is highlighted across the five strategic values of the MYSP, it is addressed specifically in the values of Respect and Thrive. Goals included in these value areas target the sense of belonging, engagement, and well-being among equity-seeking groups. Once again, all system surveys for 2019-2020 will include demographic items used to assess participant ethnicity, race and gender, at minimum.

How school and system leaders are held accountable for progress towards the board's goals for equity and inclusion.

System leaders are held accountable for the progress towards the DPCDSB's equity goals through school plans (Catholic School Improvement Learning Cycles), performance appraisals; ongoing conversations/school visits with Supervisory Officers and regular professional development opportunities. Senior staff is held accountable for the progress towards the board's equity goals through: performance appraisals; ongoing meetings and conversations with the Director/Associate Director and professional development.

Efforts to ensure that staff recruitment and promotion strategies support efforts to support a diverse staff in a fair and equitable workplace. This includes proactively removing and preventing discriminatory biases and systemic barriers in recruitment, hiring, talent management, career mentoring, promotion, retention and succession planning.

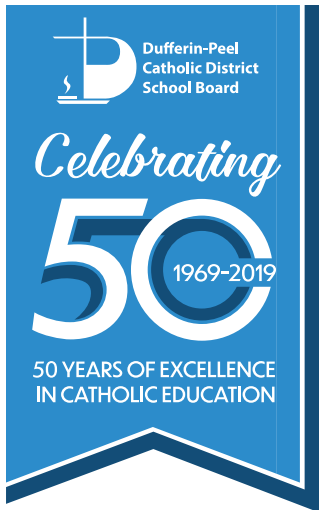
Reviewing and updating General Administrative Procedures, policies and procedures to ensure equitable hiring practices and diversity among staff.

Implementation of the Staff Well-Being Survey in 2018-2019 included collection of gender identity and ethno-racial data to help understand the profile of DPCDSB staff. Additionally, this demographic data permits future analysis of staff attitudes and experiences by gender and/or ethno-racial identities. Analysis of these data are currently underway.

We have conducted focus groups with administrators to discuss and identify barriers that may exist related to hiring, retention and promotion of racialized staff.

The collection, analysis and use of data to monitor progress on equity and inclusion goals.

Inclusion of ethnic, racial, Indigenous, and gender identity demographic factors in all system-wide DPCDSB student surveys permits collection of student voice according to these identities. Analyses of this data helps identify differences in attitudes and experiences that may be related to bias, inequality, and/or institutional racism. By identifying differences based on identity, staff can set improvement goals and implement responsive action plans improve school climate, inclusion, and learning for all student groups.



Celebrating 50 Years of Excellence in Catholic Education

2019 marked a historic milestone for the Dufferin-Peel Catholic District School Board (DPCDSB), as we celebrated our 50th Anniversary. For five decades, our board has provided Catholic Education to generations of children and has become an integral part of communities in Peel Region and Dufferin County. We have grown from 27 founding schools, to becoming one of the largest and most diverse Catholic school boards in Ontario with 151 schools, serving over 80,000 students and employing over 10,000 people. This development is a testament to decades of commitment from our trustees, pastors, staff, students, and their parents/guardians to Catholic education.

Over the course of 2019, DPCDSB marked this incredible milestone through several events and initiatives, including:

- honouring our pioneer schools with a commemorative plaque
- 50th Anniversary Student Art/Essay/Video Competition
- 50th Anniversary Video produced by Salt and Light Television
- 50th Anniversary Song - "We Believe" written and composed by Nancy Boss, teacher
- Staff Retreat Day
- Parent Evening
- Republication of "Our Story. Our Tradition. Our Journey."
- Celebration Dinner

Thanks to all staff, students, parishes and community members, past and present, who have contributed to 50 Years of Excellence in Catholic Education in Dufferin-Peel.



Senior Management

Executive Council

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

David Amaral - Associate Director, Instructional Services

Daniel Del Bianco - Associate Director, Corporate Services

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

Corporate

Brian Hester - Superintendent of Financial Services

Stephanie Strong - Superintendent of Human Resources and Employee Relations

Mathew Thomas - Superintendent of Planning and Operations

Richard Smith - Chief Information Officer

Instructional

Wayne Brunton - Superintendent - Mississauga/Brampton Central

Deborah Finegan-Downey - Superintendent of Special Education and Learning Services

Silvana Gos - Superintendent - Mississauga North

Jodi Kuran - Superintendent - Brampton North East

Martine Lewis - Superintendent - Mississauga East

Tammy-Lynne Peel - Superintendent - Brampton East/Caledon/Dufferin/Malton

Cairine MacDonald - Superintendent - Mississauga South

Carmel Murphy - Superintendent of Program and Learning Services

Lucy Papaloni - Superintendent of Well-Being, Experiential Learning and Learning Services

Les Storey - Superintendent - Brampton West

Legal

Margaret Beck - Counsel

Policy, Strategy and Global Learning

Max Vecchiarino - Superintendent of Policy, Strategy and Global Learning

Acknowledgement of First Nations Sacred Territory

In 2017, the Board of Trustees passed a resolution formalizing the acknowledgement that the Dufferin-Peel Catholic District School Board and its schools are located on the sacred territory of the Mississaugas of the Credit First Nation. This acknowledgement is declared at the beginning of all meetings, the start of the school day and at other functions across the board. The DPCDSB is honoured to operate on the sacred territory of the Mississaugas of the Credit and we thank them for being stewards of this land. Chii-Miigwetch.

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