

#### **AGENDA**

#### Faith and Program Committee Meeting

Tuesday, March 5, 2024, 7:00 P.M.

Boardroom, Catholic Education Centre

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

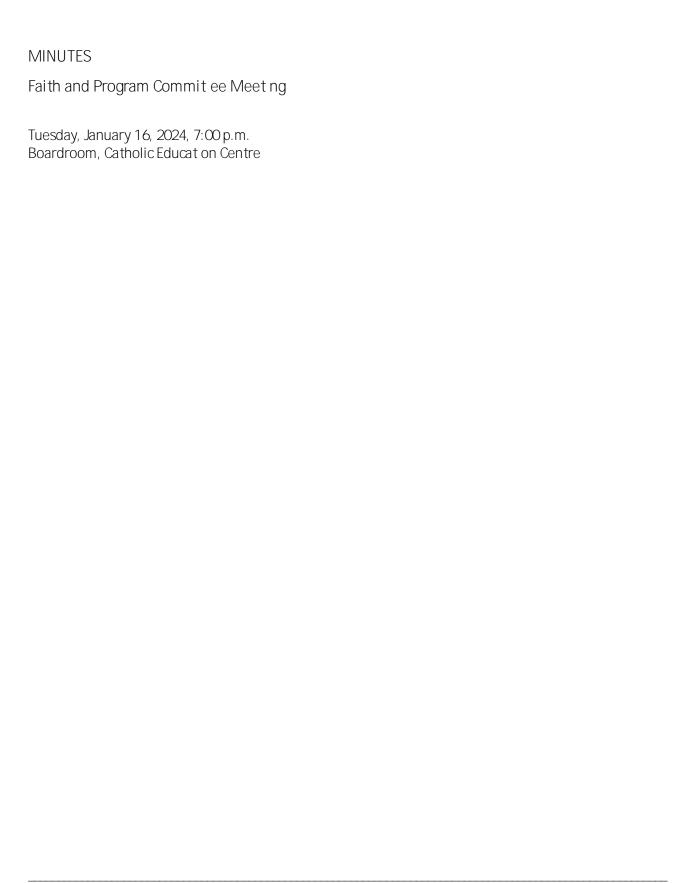
Vision: Changing the world through Catholic education.

		Pages
A.	Routine Matters	
	Call to Order and Attendance	
	Opening Prayer	3
	Land Acknowledgment	
	Approval of Agenda	
	Declaration of Interest	
	Approval of the Minutes from the Faith and Program Committee Meeting, January 16, 2024	4
	Business Arising from the Minutes - Attached.	9
B.	Awards and Presentations	
C.	Delegations	
	Raheem White, Student - The Importance of Being Anti-Racist	10
D.	Updates/Information/Reports from Trustees for Receipt	
	Regular Reports	
	Ontario Catholic School Trustees' Association Report	
	Good News Report	
E.	Updates/Information/Reports from Committees for Receipt	
F.	Updates/Information/Reports from Administration for Receipt	
	DPCDSB Math Achievement Action Plan Update - Supporting Mathematics Teaching and Learning - Assistant Superintendent Wendling	15
	Student Trustee Elections for 2024-2025 - Superintendent Belchior	31
	Equity and Indigenous Education Updates 2023-2024 - Executive Superintendent Vecchiarino and Superintendent Brunton	33
G.	Trustee/Committee/Administration Reports requiring Action	
H.	Additional Business	
	Notices of Motion	
I.	Questions Asked by Trustees	

- J. Declared Interest Items
- K. In Camera Session
- L Report from In Camera
- M. Future Meetings

May 14, 2024

N. Adjournment



Associate Director Amaral: This opportunity is in connect on to the NASA Math Project that was previously presented to the Board of Trustees. DPCDSB students, NASA and students in New Zealand from the M ori tribe worked collaborat vely on math. This is an opportunity to build and expand on that learning and develop curriculum that will be brought back to DPCDSB. This is a very excit ng global learning opportunity.

Superintendent Vecchiarino: This will be a deep cultural exchange; it is not a typical social just ce excursion, but we will work on our understanding of another cultural Aboriginal experience. There will be tours, sessions similar to the language nest, and the students will be living as the M ori live. The travel t me is long and hence the reason for missing three days of school, which will allow us to have six full days of experience.

- 3. Trustee Luz del Rosario: Was this trip open to all students of the board or only to Indigenous students?
  - Superintendent Vecchiarino: Only students who ident fy as Indigenous have chosen to part cipate. This was open to all students of DPCDSB.
- 4. Trustee Stefano Pascucci: How many excursions did not get approved? Superintendent Gos: We did not turn down any suggested excursions.
- 5. Trustee Stefano Pascucci: Can staf explain how Chicago is a historical excursion? Superintendent Gos: There is a full it nerary of American history and the history of Chicago. The students will visit museums and historical sites.

- Associate Director Amaral: We have been working on that date, and Execut ve Superintendent Cherepacha will be communicating that date shortly.
- 3. Trustee Stefano Pascucci: Parents/guardians have remarked that there were not as many Christmas Concerts and events as pre-COVID. It was very appreciated that some schools did host Christmas events. Only one school in my ward had a priest come to visit the school during December. Is there a reason that schools are not host ng more religious or faith opportunit es?

Associate Director Amaral: As we know, Christmas Concerts and events rely on teacher part cipat on before, during and af er school and we appreciate that they of er their t me

Parents/guar

#### **REGISTRATION FORM FOR DELEGATIONS**

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law 1-01, Article 7.

- The information in the delegate's oral speech is significantly different than the written speech provided;
- The delegate's speech, notes, and/or other materials contain, or if the Delegate begins to use language that, in the opinion of the Chair, constitutes either of the following:
  - A. an invasion of privacy, breach of confidentiality, defamation of character or is obscene; or;
  - B. discrimination against an individual or group of individuals based on a protected ground under the Ontario

, R.S.O. 1990, c. H. 19 , the Chair may rule the delegation out of order and end the delegation. The following are current the protected grounds:

age

Ancestry, colour, race

Citizenship

Ethnic origin

Place of origin

Creed

Disability

Family status

Marital status (including single status)

Gender identity, gender expression

Receipt of public assistance (in housing only)

Record of offences (in employment only)

Sex (including pregnancy and breastfeeding)

Sexual orientation.

- e) The public is strongly encouraged to make delegations to the appropriate Committee addressing the matter of concern prior to the matter coming before the Board of Trustees for consideration to allow Staff to consider and make recommendations to the Board of Trustees in connection with any matter raised in a delegation. For certainty, an individual or group making a delegation to a Committee may register to make the same or substantially similar submission or delegation to the Board of Trustees.
- f) Up to five (5) delegations in total may be received by the Board of Trustees or a

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The Ministry provided one-time funding to support the hiring of School Math Facilitators that provide regular support to students, classes, and teachers in student achievement with a focus on priority actions. The support is the equivalent of 1 day per week						

Prepared by:	Maria Riverso, Academic Coordinator, Mathematics K-12 Caroline Hastings, Principal,

Extraordinary lives start with a great Catholic education.

# DPCDSB Math Achievement Action Plan Update Supporting Mathematics Teaching and Learning

Faith and Program Committee Meeting

March 5, 2024



## Taking Action in Mathematics:



**Curriculum Fidelity:** Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement



Math Content Knowledge for Teaching: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching



Knowing the Student: Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive



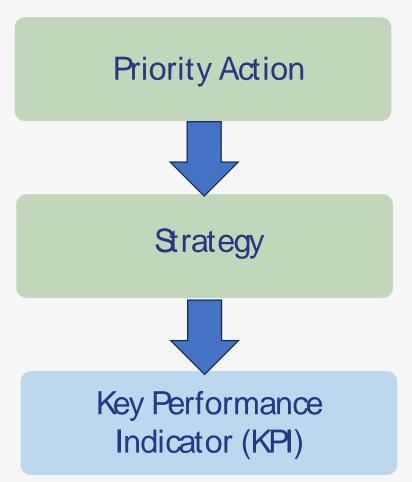
Measurable Results: Focusing on improvements in math achievement

## Measurable Results

How does DPCDSB measure priority actions at the Board, School and Classroom level?

For each priority action, and level of focus, DPCDSB has chosen a **strategy** 

key performance indicators (KPIs) have been created to measure DPCDSB progress.





## Examples of KPIs

There are two types of KPIs used to report on the Math Achievement Plan:

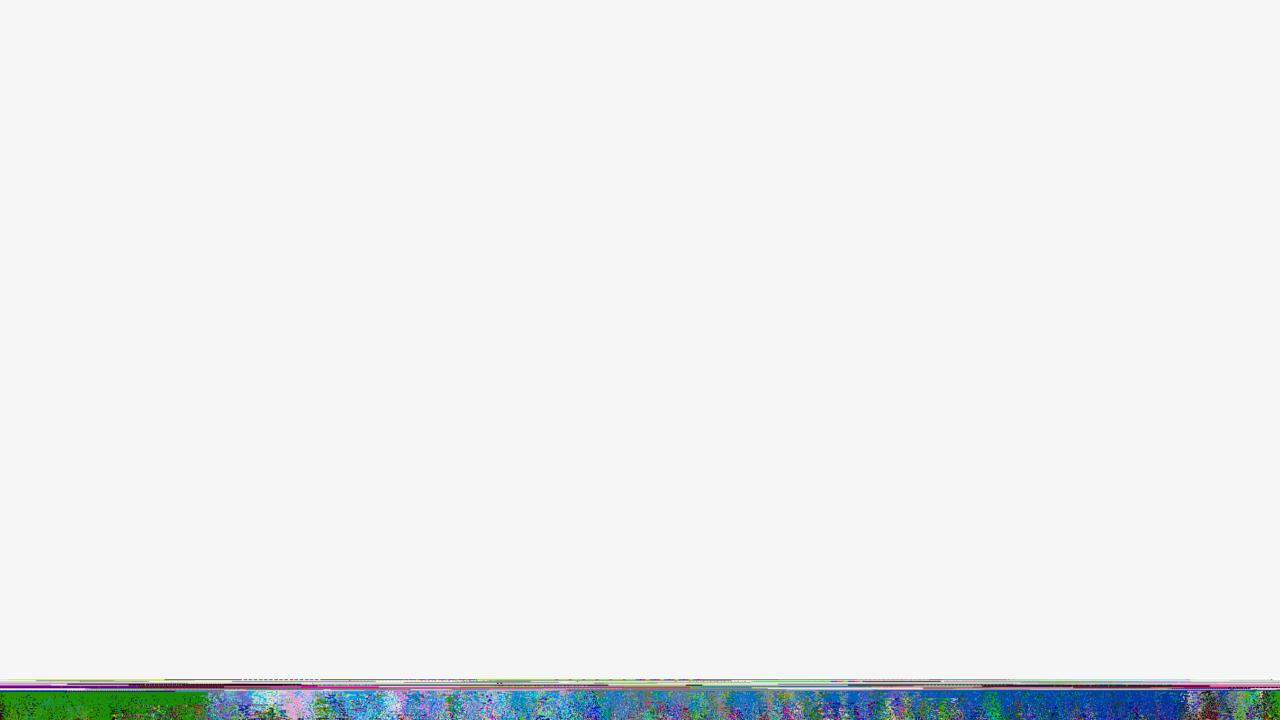
- 1. KPIs developed by the Ministry of Education
- 2. KPIs developed by DPCDSB

Ministry of Education KPI priority school student achievement in math (measured with report card data and attendance data)

**DPCDSB KPI** digital tool usage (measured by usage data, student and staff, of the various digital tools and confidence in the use of digital tools









## Priority Action: On-going Learning

## AQ Course Subsidy

Year	Subsidies		
2022-2023	72		
2023-2024	150 + 50*		
*Request was made for additional funding; 50 additional subsidies were obtained.*			

### Breakdown of Subsidies:

Non-Priority School	Priority Schools	ŒCStaff	LTO	Total
70 (47%)	34 (23%)	13 (9%)	33 (22%)	150



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

2023-

Faith and Program Committee Meeting
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March 5, 2024

STUDENT TRUSTEE BLECTION FOR 2024-2025

Multi-

St. Roch Catholic Secondary School (CSS), St. Oscar Romero CSS and Father Michael Goetz CSS did not have candidates for the Student Trustee election but did send voting representatives to take part in the process. St. Oscar Romero CSS historically does not have representation due to the nature of its programming. Both St. Roch CSS and Father Michael Goetz CSS, despite advertisement, recruitment and extended timelines were unable to enlist a candidate for the elections.

The Student Trustee Election Team:

Elizabete Rego, Academic Consultant, Student Senate Liaison - Program and Learning Services Caroline Hastings, Principal, Program and Learning Services
Christine Paldino, Executive Assistant, Mississauga East Family of Schools
Dulcie Belchior, Superintendent, Mississauga East Family of Schools

#### DISCUSSION

The Student Trustee Election Team was responsible for the preparation and the election process. Superintendent Belchior offered greetings on behalf of the DPCDSB and all staff. Vice-Chair Thomas Thomas and Associate Director David Amaral brought greetings from the DPCDSB and the Board of Trustees. All Student Trustee candidates and voting members were welcomed and the voting members were acknowledged and gratefully recognized for all their support.

The importance of the Student Trustee role was reviewed with all students present and questions were answered.

The acclaimed Indigenous Student Trustee for the 2024-2025 school year will be Bailey Clyne.

#### NOISTRANCO

Each Student Trustee candidate addressed their constituents for a maximum of three minutes. Voting took place by google form followed by the announcement of the newly elected Student Trustees for the 2024-2025 year on February 21, 2024 to everyone present.

SS

2024-2025 North Student Trustee Ja Sharma

2024-2025 South Student Trustee
Raheem White St. Marcellinus CSS.

2024-2025 Indigenous Student Trustee
Bailey Gyne Our Lady of Mount Carmel CSS

Prepared by: Dulcie Belchior, Superintendent, Mississauga East Family of Schools

David Amaral, Associate Director, Instructional Services

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

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Resources to Support Equity and Inclusive Education							

Child and Youth Workers (CYWs) in the Families of Schools have engaged in a year-long book dub to explore topics in equitable and inclusive education. Within these sessions, educators have worked to reflect critically and examine internal, institutional, and systemic racism.

All educators were invited to attend an equity conference on November 18, 2023. Participants came together as a professional learning community to build knowledge through critical examinations of inequitable systems, discussion, and reflection.

Educators have been invited to engage in a year-long Equity Virtual Presenter Series surrounding building capacity in the following areas to address:

Anti-Black Racism
Homophobia and Transphobia
Islamophobia
Anti-Semitism and Holocaust Education
Anti-Asian Racism and the Myth of the Model Minority

Virtual author read-alouds continue to be the most successful learning opportunities whereby a colearning model is used allowing teachers to learn alongside students.

In addition to these professional learning opportunities, secretarial staff and custodial staff will be embarking

Equity and Indigenous Education Department plans to work alongside the BCAC to review the SPDABR in a manner that is responsive to recent census data findings. Working groups will meet throughout the spring to review and revise the plan.

Indigenous Education Initiatives

While these initiatives are creating positive experiences, additional targeted work is required to respond to and address systemic disproportionalities and disparities facing Indigenous students as articulated in the recent census data.

Anishinaabemowin Language Course and Language Nest

Offering an Anishinaabemowin Language Course program for secondary students has been very successful for DPCDSB. This program is for any student in Ontario, as well as DPCDSB students. The Anishinaabemowin Language Nest takes place on Saturdays where Indigenous families learn alongside their children. This program is in its third year and has been very successful.

Indigenous Student and Family Community Events

DPCDSB partnered with the Peel District School Board (DSB), Upper Grand DSB, and the Wellington Catholic DSB to provide regular community events for students and families who identify as Indigenous. These events provide cultural opportunities and educational sessions throughout the year.

The First Nations, Métis and Inuit Peoples Understanding Traditional Teachings, Histories, Current Is,0 (o)-5E(t)]TETQquultures Additional Qualification Courses

These 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.

within the year as well as the lunar system. Educators are supported with deep mathematical and science connections aligned with their curriculum.

Supports for First Nations, Métis, and Inuit Studies

Secondary schools that offer any of the First Nations, Métis and Inuit Studies courses are supported throughout the year to ensure that curriculum delivery aligns with 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.

Knowledge Keepers Visiting Program

Another highly successful program which began after classes switched to remote learning was the 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 K-12 learning. Over 60,000 students participated in these learning opportunities in the last year. In addition to virtual

