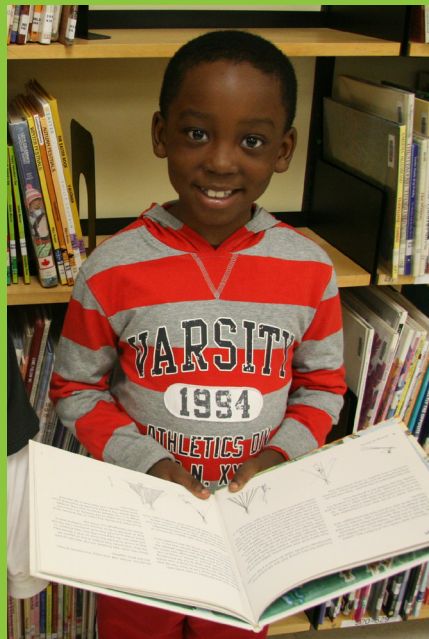


DUFFERIN-PEEL

2010-11 Director's Annual Report



Dufferin-Peel
Catholic District
School Board

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Director's Message

Each year, the Annual Report provides me with an opportunity to comment to the Dufferin-Peel Catholic community and to the Ministry of Education, an overview of the challenges, successes and opportunities that this board has undertaken over the past year. Specifically, the report addresses areas of Catholicity, policies and procedures, well-being, classroom innovations, student supports, parish and parent involvement, the greening of our schools and student achievement. What this report does not capture is the hard work of trustees, staff, our pastors, our volunteers our parents/guardians and our students. The success of this past year is directly related to our ability to work as a cohesive team, respecting our differences and always doing our best for the students in our system.



John B. Kostoff
Director of Education

Our Strategic System Review and the Strategic Plan, and the subsequent Smart Goals that were developed in the Instructional and Corporate Services Plans, are all part of the ongoing strategic approach that this board has taken to growing and strengthening Dufferin-Peel. From our Strategic Plan, the board has been able to identify a number of very specific goals that it wishes to see achieved over the next few years, as part of its Multi-Year Plan.

Our five-year averages for EQAO and other data, such as graduation rates and student achievement rates, continue to be very significant and gratifying. Our success in student achievement demonstrates that we are working to ensure that all Dufferin-Peel students will benefit from a Catholic education, and will be prepared with both the skills needed to work or to pursue a post-secondary education. Congruent to this, we want to ensure that all have the skills to engage as responsible citizens in our community.

This past year, we have also witnessed the success of our Full-Day Kindergarten Program, the opening of a new elementary school, the addition of grades to our newest secondary schools and the development of specialty programs through Archbishop Romero Catholic Secondary School. We also saw the largest investment made by the board in Special Education, and continued investments in textbooks. The development of a Strategic Technology Plan for ICT has been helpful and will govern our practice in this regard. Our board has also made changes to transportation to work toward operator funding and efficiency.

Our involvement with our parishes, from our new baptismal enrolment program to the celebration of Catholic Education Week, Zone Meetings, Pastoral Planning Sessions, Youth Ambassadors, in-servicing in teaching the new Roman Missal, as well as the Family Life Program, are all indicative of our ongoing and strong commitment to Catholic education.

Our social outreach, which comes from our faith, reminds us that we are responsible for our communities and our world. That is evident through our board's involvement with rebuilding efforts in Haiti, our support of parishes and communities in northern Canada and our commitment to local social service agencies and charities in our community. We continue to be a board that the communities of Dufferin County and Peel Region can be proud of. Our successes continue to mount and our accomplishments are a direct result of trustees, staff, unions and associations, parishes, parents/guardians and students working together to make Dufferin-Peel an authentic Catholic learning community. Dufferin-Peel's tradition of excellence can be found on many of the pages in this report.

Our celebration of that excellence was made very clear in the publishing of our new community studies unit for Grade 7 and Grade 10 students entitled, "Our Story. Our Tradition. Our Journey." This will serve to inform students of the role that the Catholic Church has played in the formation of the Dufferin and Peel regions. As well, this year, our board recognized the contributions of many religious orders in the formation of our school board. Add to this, the new material presented to school councils on our Catholic Graduate Expectations and the history of Catholic education, and one senses a strong commitment to ensuring that the story of Catholic education is told to each student and to each graduating class.

This past year has witnessed a significant review of Policies and By-laws, with the goal to provide greater clarity. The approval of two new schools in Brampton and the addition of grades at St. Michael, St. Roch and Cardinal Ambrozic Catholic Secondary Schools, illustrates our continued growth, along with our newest elementary school, Our Lady of Lourdes Catholic School.

The passing of Cardinal Ambrozic, this year, is a loss of a good friend of Dufferin-Peel. He was a staunch supporter of Catholic education, the inclusion of all in our community, and he had a desire that the church reflect the global realities of our Catholic population. May perpetual rest be granted to his soul.

As a system, we continue to work on behalf of the common good. By doing so, we make our schools more authentically Catholic and we serve our students and our community to a greater degree.

Our continued support for publicly funded Catholic education remains paramount, as is ensuring that our schools are safe, caring, healthy and inclusive places for all students.



John B. Kostoff
Director of Education

Strategic System Plan

Over three years ago, Dufferin-Peel trustees made a commitment to develop a five-year Strategic Plan that would be the overall foundation for all actions over the term of the plan. The Strategic Plan has its roots in our Strategic System Review, a comprehensive community consultation with various stakeholders that we undertook to determine how we, as a system, are doing and how we should proceed on a “go forward” basis. From that Strategic Plan, a number of directions have come forward; our renewal in the Mission Statement, a statement of direction for a Multi-Year Plan, a Board Improvement Plan, Instructional and Corporate Operational Plans, an Annual Learning Plan, the Director’s Annual Report and school plans, based on the above documents. All these have led to a more systematic approach to development, funding and ensuring, not just the establishment of goals, but the evaluation of those goals as well.

Gordon B. Hinckley wrote, “Work without vision is drudgery. Vision without work is dreaming. Work plus vision - this is destiny.” I believe that our Strategic Plan, through the process and the documents that flow from that plan, is a commitment to put our vision to work; to put our energies, from trustees to staff, to our communities, in an adhesive way, to bring about the success that we, as a system, desire.

This annual report indicates a great deal of success in Dufferin-Peel, much of which can be directly linked back to the Strategic Plan, and to the people who have carried forward and operationalized that plan. Over the next two years, we will begin to reconfigure our consultations with the community again, to establish a new Strategic Plan. Until that time, we remain committed to our existing plan, to the goals and to the evaluation of those goals at the completion of our cycle, for the betterment of our system.

Mission Statement

The Mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

2010-11 Revised Estimates

Provincial Grants 778.8
(classroom, non-classroom)

Other Income 19.5
(interest earned, rentals from child care leases, other fees)

Operating Revenue 798.3

Classroom 596.9
(classroom teachers, occasional/supply teachers, educational resource workers, textbooks and classroom supplies, classroom computers, professional/para-professional/technicians, library and guidance, staff development, department heads)

Non-Classroom 201.4
(principals/vice-principals, school-office-secretarial and supplies, coordinators and consultants, trustees, director, supervisory officers, board administration, school operations, continuing education and transportation)

Operating Expenditure 798.3

Operating Surplus (Deficit) 0

Grants and Educational Development Charges

Capital Revenue 61.6

School Renewal, debt charges, other direct capital, sites funded by Educational Development Charges

Capital Expenditure 61.6

Our Schools

In 2010-11, Dufferin-Peel operated 145 schools located throughout Mississauga, Brampton, Caledon and Orangeville. Total student enrolment was 86,163, including 51,490 elementary and 34,673 secondary students. An additional 46,460 students were enrolled in Adult and Continuing Education programs.



St. Michael Catholic Secondary School

Dufferin-Peel continues to construct school facilities to serve student needs in various parts of its jurisdiction. St. Michael Catholic Secondary School opened in September 2010 to serve Catholic secondary students in Bolton and east Caledon. During 2010-11, the board utilized special funding from the Ministry of Education to construct two replacement elementary schools in Brampton: St. Anthony and Lester B. Pearson.

Community Use of Schools

Community Use of Schools is an important initiative that supports access to school space outside of school hours, for community groups, as part of our strategic goal of community engagement, allowing for a positive environment to assist in the implementation of a healthier school strategy. A key component of the Community Use of Schools program is to make space available to communities in order to support the goals of a healthier Ontario, stronger communities and student success by providing citizens with a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities. During 2010-11, 2,154 permits were issued to not-for-profit groups - for a total of 630,258 hours of use at 145 schools.

Energy Efficiency and Renewable Energy Projects

The board is installing and testing new energy efficient equipment at eight schools. The Ministry of Education provided funding to test the following green technologies in schools:

- programmable thermostats;
- lighting technology with energy saving systems;
- rooftop photovoltaic systems.

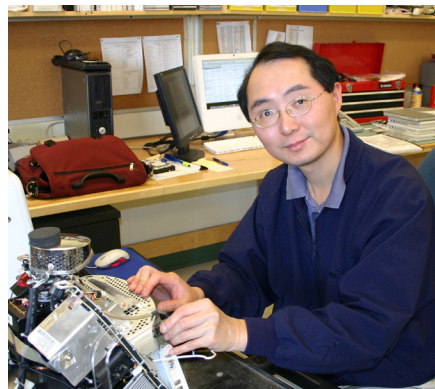
The rooftop systems will be used to generate electricity which will be sold on the electrical grid and will offset greenhouse gas emissions. The board has also received funds to monitor energy consumption levels and develop a plan to reduce long-term energy consumption.

Employee Growth & Development

Dufferin-Peel is one of the largest employers in the region – and the second largest Catholic school board in Ontario. As such, we want Dufferin-Peel to be the Catholic board of choice for our province’s best Catholic teachers and support staff. The board devotes significant resources to staff hiring, management, training and support of both teaching and non-teaching staff. We are currently in the final year of a four-year Provincial Framework that has led to stable staff relations for the last four years.

In 2010-11, Dufferin-Peel:

- Hired 53 full-time permanent teachers in the elementary panel (most in the area of French as a Second Language, Core French and French Immersion) and over 300 long-term occasional teachers; 35 full-time employees in the secondary panel (most in specialty areas) and over 185 long-term occasional teachers;
- Hired additional Special Education and support staff;
- Coordinated daily supply opportunities to over 1,600 occasional teachers;
- Involved experienced teachers in providing coaching and mentoring for new teachers;
- Established mentoring initiatives and intensive training for the 70 new principals and vice-principals;
- Conducted a wide-range of training for all staff, particularly in the areas of diversity, inclusive education and anti-racism training.



Employee Relations

During the 2010-11 school year, the Employee Relations Department successfully concluded negotiations with the Dufferin-Peel Educational Resource Workers Association for all Designated Early Childhood Educators working in our Full-Day Kindergarten classes. In addition, the department successfully concluded discussions with the Associations of Principals and Vice-Principals (elementary and secondary) regarding their terms and working conditions in compliance with Policy Program Memorandum 152 from the Ministry of Education.

In addition, the board:

- developed a policy and accompanying procedures regarding staffing for all employee groups as reflected through the Ministry's Operational Review;
- established a system-wide Privacy & Information Management (P.I.M.) Committee with representation from all areas of the board;
- undertook a full review of Policies, By-Laws and Regulations to ensure compliance with the governance requirements under Bill 177;
- introduced the board's Emergency Planning process, as well as implemented the related training for Supervisory Officers and Administrators;
- implemented the compliance requirements related to Bill 168 – Violence & Harassment in the Workplace (policies, programs, risk assessments, domestic abuse and training).



Student Transportation



Student Transportation of Peel Region (STOPR) continued efforts to enhance transportation services for our students through added services, expanded communication capabilities, and implementation of monitoring processes for services provided.

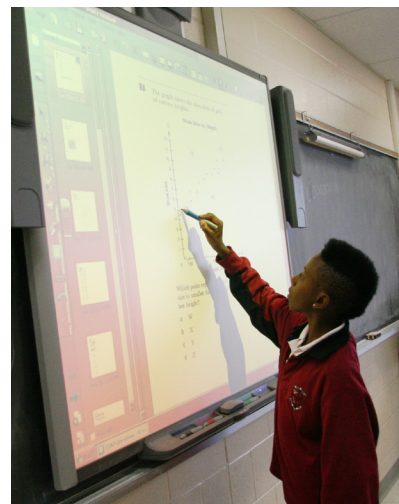
Bus services were planned and implemented for Grades 1, 7 and 8 students who became eligible for transportation as the result of revision to board policy which reduced the distance eligibility criteria for these students and/or support of specialized transportation for students with diverse learning needs. Despite increased ridership, contracted bus fleet requirements were reduced in 2010-11.

The two STOPR websites, initially established late in the 2009-10 school year, have been improved and expanded to better serve clients. Most notably, up-to-date bus delays and cancellation information is now available to parents and school administrators on the website.

An extensive monitoring process for bus drivers and contracted bus companies was implemented in 2010-11. The ongoing monitoring of both bus routes and service providers, specific to compliance with safety and operational regulations, serves to enhance overall safety and functionality of our school bus services. In addition to the above noted activities, significant time was spent planning and developing an integrated transportation system to be initiated in 2011-12.

Information and Communication Technology

During the past year, the Information and Communication Technology Department has been working with all the schools and Program Department in the deployment of SMART Boards. Over 250 boards were delivered and installed in schools during the past year. Also continuing with our strategy to keep current with technology, over 3,000 computers were refreshed in both the elementary and secondary panels, and all Windows computers were upgraded to Windows 7. This upgrade brings us to the latest version of the Operating System and allows us to leverage the entire supply of new features offered by this technology. Other projects initiated and ongoing include: elementary and secondary network upgrades and renovations to the board's Data Centre.



Early Years: Supporting Our Youngest Learners

Welcome to Kindergarten

In 2010-11, all elementary schools hosted a Welcome to Kindergarten orientation session for new Kindergarten students and their families. In collaboration with The Learning Partnership, our schools provided over 4,500 students and their families with an introduction to the knowledge, skills and materials that lead to a successful transition to school. All participants received a bag of materials (scissors, glue, crayons, pencils, storybooks, paper, magnetic letters and numbers, Parish/Home/School workbook) with which to continue the preparations through the spring and summer.

Full-Day Kindergarten

In September 2010, Ontario began phasing in Full-Day Kindergarten for four and five-year-olds. Through instruction and play-based learning, children in Full-Day Kindergarten develop socially and emotionally through interaction with their peers and teachers and Designated Early Childhood Educators who teach and guide them. They also develop their capacity in language and mathematics, and engage in healthy physical activities and the arts. A new curriculum, based largely on the current Kindergarten program, is being used in Full-Day classrooms.

Dufferin-Peel launched the Full-Day program in 16 schools with 1,248 students enrolled in 48 classrooms. Some of these students experienced the fullest realization of the Full-Day Kindergarten vision – an extended day of learning in before and after school programs offered by our partners – PLASP, YMCA and Family Day Care Services. These extended day programs were fully integrated with the day program, allowing student learning to extend seamlessly from the earliest to the latest times of the day.

Supports for students with diverse learning needs, including special education needs, focus on providing seamless transitions to the Full-Day program, as well as dedicated, Speech Language Pathology, Psychology, Social Work, Child and Youth and Education Resource supports.

Schools that offered Full-Day Kindergarten in 2010-11:

- Georges Vanier
- Good Shepherd
- Holy Cross
- Holy Family
- Queen of Heaven
- St. Aidan Catholic
- St. Alfred
- St. Bernard of Clairvaux
- St. Brigid
- St. Catherine of Siena
- St. Leonard
- St. Louis
- St. Mary
- St. Peter
- St. Pio of Pietrelcina
- St. Valentine

The Ministry of Education's goal is to have the Full-Day Kindergarten program fully implemented in all publicly-funded schools in the province by 2014.

Community Partnerships

Together with community partners, such as Success by 6 Peel and the Region of Peel, our board continued our efforts to build a network of Early Years opportunities to support children aged 0-6 and their families in our school communities, including:

- Best Start Early Learning Sites, integrated child care programs at three school sites - St. Herbert, St. Gregory and St. Barbara.
- Bright Beginnings, school readiness summer programs at two school sites - Holy Cross and St. John Fisher.
- St. John Fisher Neighbourhood Learning Place, a drop-in program for parents/caregivers and their children, from birth to six years of age.
- LION- Learning In Our Neighbourhood, a mobile early learning program which provides services ranging from family literacy to early identification and referral, to settlement services. The retrofitted RVs park weekly at seven Dufferin-Peel schools – St. Lucy, St. Angela Merici, Holy Spirit, Father Clare Tipping, Father Francis McSpirtt, St. Sebastian and St. Pio of Pietrelcina.
- Ready, Set, Read, over 600 of our students and their families participated in these focused literacy sessions which provide families with tips for supporting and developing literacy at home. The sessions take place at 14 public libraries across Dufferin-Peel.
- Parenting and Family Literacy Centres, a drop-in program that prepares children 0-6 and their parents/caregivers to participate successfully in the school community. These centres are located at Canadian Martyrs, St. Teresa of Avila, St. Monica and Holy Cross.
- Transition Planning in Support of Diverse Learners, including students with special education needs, requires a layered approach, as students transition from child care and/or home to school. Per past practice, Dufferin-Peel continues to work collaboratively with families and community partners to provide support and seamless transition planning.
- Specialized programming is in place for some students who require additional supports from the time they enter school and as they journey through the primary grades. These programs include Young Minds at Play, Stop Now and Plan, Roots of Empathy, among others.

Through these community partnerships, programs and service alignments, our aim has been to meet children and families earlier and to offer more opportunities to ensure that they are ready to begin school – spiritually, academically, socially, emotionally and physically.

“Each one called by name.”

(Isaiah 43:7 adapted)

Elementary Program

Supporting All Learners' Achievement, Well-being and Engagement

The Ministry of Education's commitment to Reach Every Student maintains three core priority areas: Increased Student Achievement and Well-Being, Reduced Gaps in Achievement and Improved Public Confidence in Public Catholic Education. These are aligned with the board's System Strategic Direction. In working to sustain each student to achieve to the fullest extent of his/her God-given abilities and through evidence-informed practice, Dufferin-Peel works to ensure that each student's story, "each one called by name" (Isaiah 43:7- adapted), is honoured and valued. The conditions for success and the achievement and well-being narratives that support monitoring and evaluation of each student's progress are honoured in the pillars of the Catholic Board Learning Plan and are referenced in Dufferin-Peel's Special Education Report. These pillars are Catholic Community, Culture and Caring, Literacy, Numeracy, Pathways and Transitions, and Professional Learning and Instructional Leadership.

Alignment (of Ministry of Education mandates and Dufferin-Peel priorities) occurs as we continue to focus on successful system planning and, through an inquiry model, probe more deeply into a number of successful practices for all students:

- Assessment and evaluation with a focus on assessment for learning;
- Intentional use of evidence-informed, high-yield instructional strategies;
- Data-driven and increasingly personalized and precise professional learning opportunities;
- Differentiated support.

Reading Recovery

Reading Recovery teachers in 14 schools offer precise individualized literacy interventions to Grade 1 students who are not meeting the benchmarks. These specially trained teachers also network and build capacity with all primary teachers in their schools to ensure that students continue to be supported all the way to Grade 3 and beyond. In 2010-11, Dufferin-Peel's Reading Recovery program served 120 students. Though small in scope, the program has one of the most successful discontinuation and skill retention rates in the province, with 78% students discontinuing this past school year, ready to read at grade level.

Special Assignment Teachers

24 elementary teachers were engaged as Special Assignment Teachers. Their role was to embed themselves in 4-6 schools and engage teachers at the classroom level. Their specialized training prepared them for the challenge of providing one-to-one coaching in the strategies and expected practices of Literacy and Numeracy. Additionally, they provided supports with respect to learning materials and the organization of Teaching Learning Critical Pathways.

Networked Learning Communities

Elementary schools were grouped together in small 'networked learning communities' focused on collaborating to improve student achievement in areas of greatest student need as identified by student achievement data. Schools were grouped in pods or networks to examine and implement effective instructional strategies related to Mathematics and Language.

Collaborative Inquiry for Learning in Mathematics

Three elementary schools participated in Year 2 of a Mathematics Collaborative Inquiry project. Teams met regularly to co-plan effective lessons which were then tested using a co-teaching approach in a host classroom. The learning gained from the project has been carried forward and integrated into the numeracy network support model for 2011-12.

French as a Second Language

This is the third year of implementation of the AIM Language Learning program in Junior Core French classes. Since implementation, oral proficiency has increased 9.8% board-wide. This year in Extended French, four centres have added a second Grade 5 Extended French class to the program. The French Immersion program also expanded to St. Elizabeth Seton and St. Pio of Pietrelcina for a total of eight French Immersion school sites.



After-School Tutoring Program

During 2010-2011, Dufferin-Peel provided opportunities for identified Grade 3 and 6 students to participate in a free, after-school tutoring program at 87 elementary schools. Schools provided teacher support for the program, while the board developed a comprehensive and intensive 10-week curriculum package to support student learning in key areas related to Mathematics and Literacy. Students were ensured a small group, grade specific learning environment and ample time each week to consolidate concepts covered throughout the year in the grade level curriculum.

Integrated Arts Initiative

This past school year marked the conclusion of the two year Integrated Arts Initiative (IAI). IAI was Dufferin-Peel's response to the new provincial Arts curriculum. It took the approach that Arts instruction could be best delivered as part of an integrated classroom learning model based on Differentiated Instruction, sound literacy strategies, and an intentionally Catholic focus. Over the course of the past two years, Intermediate divisions in all elementary schools, as well as congregated gifted programs, received comprehensive training on high-engagement structures for delivering, assessing and evaluating the new provincial program. Job-embedded professional development included training in the relevant use of computers, software, SmartBoards, and a range of diverse music, art and drama resources.



Secondary Program

Specialist High Skills Major Programs

In 2010-11, Dufferin-Peel continued to expand the Specialist High Skills Major program with 19 course offerings: Arts and Culture, Business, Construction, Energy, Environment, Health and Wellness, Horticulture and Landscaping, Hospitality and Tourism, Information and Communications Technology, Non-profit, Sports, Transportation. 557 students registered in this program and over 200 students earned an OSSD with a SHSM designation.

OYAP and Beyond

On May 31, 2011, the Dufferin-Peel Catholic District School Board, Peel District School Board, Halton District School Board and Halton Catholic District School Board hosted the first Annual OYAP and Beyond, an evening of celebrating student apprentices. OYAP and Beyond was a critical link in the student success initiative. The Ontario Youth Apprenticeship Program (OYAP) allows students to acquire both apprenticeship hours and high school credits at the same time. This event is an excellent way to celebrate student's hard work and to let them know there are opportunities and support not only in our school community, but in our employment community after graduation. Over 400 students were recognized for their apprenticeship accomplishment.

Secondary Transition Initiatives

Aligned to a tri-ministerial initiative (Ministry of Education, Ministry of Health, Ministry of Child and Youth Services), Dufferin-Peel's support of transitions for all students, aims to be both effective and seamless. Broadly supported by staff and community partners, our developing transitions framework works to ensure that all transitions efforts, from before students enter school to when they leave our system for higher education opportunities or for life/work in the community, meet the needs of all students, including students with diverse learning needs.

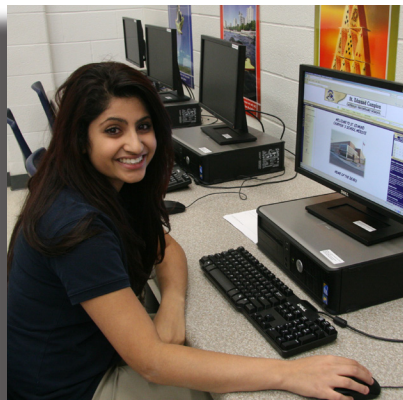
Get Ready! for Secondary

As part of successful transition planning for Grade 8-to-9 students, the 'Get Ready! for Secondary' summer program is one of the foremost innovations within Dufferin-Peel. This 20-hour program blends literacy and numeracy focused instruction, with secondary school readiness activities that help to welcome and prepare students for their secondary school experience. Past 'Get Ready' student participant survey responses overwhelmingly revealed not only their enjoyment of the program, but their marked appreciation of getting to know their secondary school, in particular their teachers before attending classes. As a result, the program eases the Grade 8-to-9 transition for students and parents alike, as their confidence, comfort level, and awareness of secondary programs and pathways are significantly amplified before they enter secondary school. These programs have also welcomed students with diverse learning needs as part of their seamless transition process. Get Ready! continues to grow and now runs in 17 of our secondary schools.

Link Crew

In its second year, the Link Crew program expanded into 18 of our 25 secondary schools. Link Crew is something bigger than just a Grade 9 transition program; students are part of a larger community that is focused on developing leaders, modeling the virtues, and improving school cultures. The Link Crew program provides continued support throughout the first year of school, with academic follow-ups in which Link Leaders (Grade 11 and 12 students) visit Grade 9 classes to offer mini-lessons on how to succeed in high school, as well as a variety of social activities, including: Girl's Night In, Boy's Night Out, Cocoa and Cram and Grade 9 dances.

eLearning and Blended Learning



Dufferin-Peel successfully launched the first year of its eLearning pilot, granting 48 online credits to Grade 11 and 12 students. Four courses were offered at St. Francis Xavier Secondary School and Loyola Catholic Secondary School. Additionally, 75 online credits were granted in Civics and Career Studies through our Summer School program.

Online courses can serve the needs of students in various circumstances, and we will continue to assess our needs and capabilities to provide online learning opportunities for our students. As well, we are in the process of planning for blended learning opportunities within Dufferin-Peel.

Blended learning combines traditional face-to-face classroom methods with computer-mediated activities such as digital content, discussion areas, drop boxes and chat areas.

Homework Help Pilot Project

The 2010-11 school year, marked the board's second successful year in the Ministry's Homework Help Pilot Project. The program supports student achievement through two web-based initiatives. The Homework Help website supports students in Grades 7 to 10 by providing access to a variety of resources including free tutoring from Ontario teachers in a safe online environment. Dufferin-Peel students continue to take advantage of this resource (9,928 students registered) and as the project expands province-wide we will continue to support and promote the site to our student and parent community to ensure that everyone is aware of this valuable support. The second part of the project is the Ontario Educational Resource Bank. The OERB provides students, parents and teachers with free access to a variety of online resources to support learning in all subject areas from Kindergarten to Grade 12.

Summer Co-operative Education

In 2011, Dufferin-Peel expanded its Summer Co-operative Education program to offer a two-credit program to fulfill the requirements of the Specialist High Skills Major program. Co-operative Education courses provide authentic learning experiences in a workplace setting that enabled students to refine, extend, apply, and practice sector-specific knowledge and skills. This year, 56 students participated in the summer program with 128 credits being achieved.

Improving Student Learning

Gender Specific Literacy Initiatives

This initiative explores research for gender-specific literacy instruction for learners who are reluctant and struggling readers. Networks of teachers from Dufferin-Peel schools are given explicit literacy strategy instruction and modeling, and then deliver highly engaging literacy-focused lessons/activities. This past school year, the board expanded the initiative and offered literacy support for male students at eight secondary schools and launched a program for female students at three secondary schools.

Re-Engagement Strategy

In August 2010, Dufferin-Peel launched its two-phase Re-Engagement Strategy which was developed to maximize the opportunities to support the late-leaving students, as well as any potential late leavers. Boards were provided with resources to actualize locally developed plans to re-engage these students, as well as to support them through to graduation. Dufferin-Peel's strategy was provincially recognized for its effective implementation and execution with approximately 310 students being reengaged and 214 credits achieved.

As of June 30, 2011,
78.8% of Dufferin-Peel
students completed
16 or more credits by
the end of their second
year in high school.



Alternative Education

Archbishop Romero Catholic Secondary School is an alternative school devoted to at-risk students who are credit deficient. Alternative academic programs designed to help students achieve success, include a Catholic leadership program, dual credit program, and a program for teen moms. Other programs support students who are on suspension or who have been expelled. These programs allow students individual programming to address their specific educational needs. In addition to academic supports, students also receive access to support from Social Workers, Child and Youth Workers, Educational Resource Workers and Psychologists.

In 2010-11, the board provided Alternative Education programming for students in 12 programs at a number of sites across the district. Archbishop Romero saw a significant increase in the graduation rate from the previous year. In addition, the credit attainment rate also increased, and this is, in part, attributed to more purposeful and intentional timetabling and scheduling of students.

Support for the Mental Health needs of students is a priority at Archbishop Romero, given the provincial inter-ministerial commitment in this area. This year, the board launched the Sanctuary Program. In small class settings, students are provided with opportunities to complete credits supported by a variety of staff, including teachers, Social Workers, Child and Youth Workers and Psychologists, in order to develop understandings of their own academic and well-being strengths and needs.

In addition to the Sanctuary program, Dufferin-Peel opened a new suspension program site in Caledon and an additional Teen Mom program in Brampton.

A number of Catholic Education Centre School – Section 23 Programs in Dufferin-Peel serve a small community of students who are not able to attend regular or special education programs (e.g. students in care or treatment). These students benefit from the opportunity to maintain continuity in their learning within a highly supported environment that responds to their individual programming needs.

Catholic Education

Catholicity is the cornerstone of our work as a board and the educational environment we strive to achieve. While we ensure that we meet or exceed all provincial educational standards and requirements, the teaching of religion, family life, the practice of prayer and worship, and the presence of Gospel values, are embedded in the curriculum and daily life of our schools.

- Pastoral Guidelines to Assist Students' with Same-Sex Orientation, a resource approved by the Assembly of Catholic Bishops of Ontario, was used to in-service all Dufferin-Peel administrators and school staff to better understand how to help support students with questions about their sexual orientation.
- Our Story. Our Tradition. Our Journey. In collaboration with the Archdiocese of Toronto, Dufferin-Peel researched, wrote and published this history book to celebrate its 40th anniversary of Catholic education. Lesson plans for students in Grades 7 and 10 were developed to help students understand the history of Catholic education and school-parish partnerships.
- Peel Health helped to support the Grade 11 Parenting program to inform students about parenting, its challenges, especially as they relate to being a teen, and community support for students who are pregnant. A healthy schools initiative is currently being developed to support students in areas such as mental health and overall health and well-being.
- Social Justice Conferences were coordinated for approximately 500 elementary students and 300 secondary students. The purpose was to increase students' awareness of the various local, national, and international charities with which they can get involved and to help make a difference. Curriculum links founded on the Catholic Social Teachings were also made to support students, their interests, and their understanding of the Catholic worldview.
- Religion programs at the secondary level were supplemented with lessons to continue meeting the needs of diverse learners by incorporating the arts (i.e. drama, visual arts, and dance).
- New textbooks were provided for Grade 7 and 8 students in the Fully Alive program. Textbooks were updated for students in the Grade 11 World Religion program. Text books were approved by the Assembly of Catholic Bishops of Ontario.



Student Achievement in Literacy and Mathematics

Results from the spring 2011 administration of the Education Quality and Accountability Office (EQAO) primary and junior division assessments of reading, writing and mathematics, and the Grade 9 assessment of mathematics, demonstrated remarkable results for Dufferin-Peel. Examination of all eight EQAO assessments has indicated that the proportion of Dufferin-Peel students achieving the provincial standard in Grades 3, 6 and 9 continues to meet or exceed provincial averages, with gains of 6% and 10% over last year's results in some areas. Results from the March 2011 administration of the Grade 10 Ontario Secondary School Literacy Test (OSSLT) indicate that Dufferin-Peel students continue to exceed the provincial success rate.

Below are the overall primary, junior and secondary EQAO/OSSLT results for Dufferin-Peel (DPCDSB) and the province. The percentage of students at or above the provincial standard (Level 3 or 4) is listed for Dufferin-Peel and the province. In addition, the English-language board with the highest percentage of students achieving this standard is identified as "Highest", while the English-language board with the lowest percentage of students achieving this standard is identified as "Lowest".

Primary Division Achievement (Dufferin-Peel and Province)

Grade 3 Reading	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	64%	65%	62%	62%	68%
Highest	73%	73%	75%	75%	77%
Provincial Average	62%	61%	61%	62%	65%
Lowest	45%	49%	41%	41%	46%

Grade 3 Writing	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	70%	71%	70%	71%	76%
Highest	79%	79%	82%	85%	89%
Provincial Average	64%	66%	68%	70%	73%
Lowest	46%	44%	40%	44%	46%

Grade 3 Mathematics	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	70%	68%	70%	71%	69%
Highest	81%	80%	84%	83%	83%
Provincial Average	69%	68%	70%	71%	69%
Lowest	50%	51%	46%	48%	52%

Junior Division Achievement (Dufferin-Peel and Province)

Grade 6 Reading	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	67%	70%	72%	73%	77%
Highest	74%	77%	79%	82%	85%
Provincial Average	64%	66%	69%	72%	74%
Lowest	54%	53%	53%	55%	58%

Grade 6 Writing	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	68%	72%	72%	76%	78%
Highest	74%	79%	78%	83%	84%
Provincial Average	61%	67%	67%	70%	73%
Lowest	49%	52%	50%	46%	55%

Grade 6 Mathematics	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	58%	62%	65%	63%	62%
Highest	71%	76%	76%	76%	76%
Provincial Average	59%	61%	63%	61%	58%
Lowest	46%	41%	47%	43%	38%

Summary of Dufferin-Peel's Junior EQAO Results

DPCDSB	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Junior Reading	67%	70%	72%	73%	77%	78%
Junior Writing	68%	72%	72%	76%	78%	80%
Junior Mathematics	58%	62%	65%	63%	62%	64%

The Government of Ontario has set an achievement goal of 75% or more students achieving Level 3 or higher on each of the junior EQAO assessments by June 2012. Dufferin-Peel has consistently met or exceeded results for the province over recent years. In terms of the provincial goal of 75% of students achieving the standard, observation of linear trend lines based on historic data, suggest that Dufferin-Peel is in a good position to meet this goal in junior reading and writing. However, consistent with the province, meeting this goal in junior mathematics by June 2012 is not expected.

Historic Elementary EQAO Results: All Students and Diverse Learners

Percentage of DPCDSB Students At or Above Level 3 (All Students)

	2006-07	2007-08	2008-09	2009-10	2010-11
Primary Reading					
DPCDSB All Learners	64%	65%	62%	62%	68%
DPCDSB Girls	71%	72%	67%	68%	74%
DPCDSB Boys	57%	59%	57%	56%	62%
DPCDSB ELL	57%	57%	57%	56%	64%
DPCDSB Special Needs	17%	21%	19%	18%	26%
Primary Writing					
DPCDSB All Learners	70%	71%	70%	71%	76%
DPCDSB Girls	79%	79%	79%	79%	84%
DPCDSB Boys	62%	63%	61%	64%	69%
DPCDSB ELL	65%	68%	69%	69%	74%
DPCDSB Special Needs	17%	31%	28%	39%	45%
Primary Mathematics					
DPCDSB All Learners	70%	68%	70%	71%	69%
DPCDSB Girls	70%	70%	72%	72%	70%
DPCDSB Boys	69%	67%	69%	70%	69%
DPCDSB ELL	65%	64%	67%	70%	68%
DPCDSB Special Needs	30%	26%	26%	29%	27%
Junior Reading					
DPCDSB All Learners	67%	70%	72%	73%	77%
DPCDSB Girls	73%	76%	76%	77%	82%
DPCDSB Boys	60%	64%	67%	70%	72%
DPCDSB ELL	54%	67%	62%	64%	67%
DPCDSB Special Needs	20%	22%	28%	29%	29%
Junior Writing					
DPCDSB All Learners	68%	72%	72%	76%	78%
DPCDSB Girls	79%	81%	82%	85%	86%
DPCDSB Boys	57%	63%	63%	69%	71%
DPCDSB ELL	57%	72%	66%	71%	71%
DPCDSB Special Needs	15%	24%	29%	33%	33%
Junior Mathematics					
DPCDSB All Learners	58%	62%	65%	63%	62%
DPCDSB Girls	59%	62%	67%	64%	64%
DPCDSB Boys	57%	62%	63%	62%	60%
DPCDSB ELL	54%	65%	63%	59%	58%
DPCDSB Special Needs	17%	19%	19%	18%	17%

Dufferin-Peel works intentionally and purposefully to support the learning of all students. As appropriate, and as aligned to our Special Education Advisory Committee Goals, we respond to student needs in a variety of ways. Factors such as gender, background and/or special education needs may be considered when designing and implementing programming for students – we strive to consider multiple data sources (including EQAO data) in an effort to ensure that our instructional programs support students in meeting with success.

Grade 9 Mathematics Achievement (Dufferin-Peel and Province)

Grade 9 Academic Math.	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	69%	74%	76%	85%	87%
Highest	83%	88%	86%	90%	92%
Provincial Average	71%	75%	77%	82%	83%
Lowest	32%	50%	31%	53%	60%

Grade 9 Applied Math.	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	31%	32%	35%	42%	52%
Highest	64%	53%	67%	63%	60%
Provincial Average	35%	34%	38%	40%	42%
Lowest	7%	15%	23%	25%	30%

Ontario Secondary School Literacy Test (Dufferin-Peel and Province)

Grade 10 OSSLT	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB	85%	86%	88%	85%	85%
Highest	91%	92%	92%	92%	91%
Provincial Average	84%	84%	85%	84%	83%
Lowest	73%	75%	72%	69%	72%

(*Results for First-Time Eligible students)

Historic Secondary EQAO/OSSLT Results: All Students and Diverse Learners Percentage of DPCDSB Students At or Above Level 3 (All Students)

Grade 9 Academic Math.	2006-07	2007-08	2008-09	2009-10	2010-11
DPCDSB All Learners	69%	74%	76%	85%	87%
DPCDSB Girls	68%	73%	74%	84%	87%
DPCDSB Boys	70%	75%	77%	85%	88%
DPCDSB ELL	72%	82%	73%	83%	84%
DPCDSB Special Needs	51%	72%	57%	74%	77%
Grade 9 Applied Math.					
DPCDSB All Learners	31%	32%	35%	42%	52%
DPCDSB Girls	28%	29%	33%	38%	49%
DPCDSB Boys	33%	35%	37%	45%	54%
DPCDSB ELL	34%	29%	26%	31%	45%
DPCDSB Special Needs	25%	24%	24%	34%	41%
Grade 10 OSSLT					
DPCDSB All Learners	85%	86%	88%	85%	85%
DPCDSB Girls	90%	89%	90%	88%	88%
DPCDSB Boys	81%	83%	85%	82%	82%
DPCDSB ELL	67%	72%	79%	71%	73%
DPCDSB Special Needs	47%	50%	55%	53%	51%

Adult and Continuing Education

The Adult and Continuing Education Department is a mosaic of diverse service programs that complements and enriches the personal growth of learners of all ages. All program areas converge on the centrality of lifelong learning. The following describes the accomplishments and areas of growth within these programs.

Elementary School Programs

- Elementary Summer School supported over 900 learners with programs at seven sites. This demonstrates an increase of close to 100 students.
- International Languages maintained its enrolment of close to 6,000 elementary school learners over the academic year and provided language and culture programs in 24 languages at 19 sites.
- Summer Literacy Camps provide remedial support for at-risk learners who benefit from individual instruction within a differentiated framework of program delivery. Summer Literacy Camps operated at 13 sites and served close to 900 learners from SK to Grade 6.

Secondary School Programs

- Global Learning - Ciao Italia, in partnership with Calabria Tours, ran another successful secondary credit program in Italy. Twenty secondary school learners participated in this program and all earned either a Grade 11 or 12 English credit.
- The secondary International Languages program was offered at three sites and supported over 1,000 Secondary School learners.
- Literacy/Numeracy Secondary programs continue to offer support for our at-risk learners. Programs are intended to service the needs at local secondary schools by providing additional support in preparation for the EQAO OSSLT and Math assessments. In partnership with Program, Adult and Continuing Education expanded the “Get Ready” program to increase enrolment by close to 1,000 learners.
- Night School credit courses served over 4,000 learners at three sites.
- Secondary Summer School served over 11,000 learners at 8 sites.

Adult Education Programs

- Over 6,000 learners took part in English as a Second Language classes, and 800 learners in Citizenship classes.
- French as a Second Language is expanding rapidly in response to those who recognize the value of communicating in our second official language. This past year, we experienced an increase from 100 to close to 900 adult learners.

Safe, Caring, Healthy and Inclusive School Communities

Equity and Inclusive Education

Year three of the Equity and Inclusive Education Strategy saw our board actively engaged in embedding the equity and inclusive education principles throughout the system. Dufferin-Peel, with the support of the trustees, was one of the first boards to approve both an Equity and Inclusive Education Policy and Religious Accommodation Policy.

Information regarding these policies was shared throughout the system through a variety of ways which included, but were not limited, to the following:

- Board Conferences
- Canadian History Poster Series
- Director's Diversity Meetings
- Diversity Workshops Series
- Principal of Equity and Inclusive Education position at the board
- Family of Schools Diversity Conferences
- Monthly Administrator Updates
- New Teacher Induction Program (NTIP)
- Pastoral Guidelines
- Positive School Climate Presentations
- Presentations to Staff/Community and Parent Groups
- Professional Development Opportunities
- Racialized Mentoring Group
- Safe School In-Services
- School Climate Surveys
- School/Parent/Community Presentations
- Staff/Student Leadership Sessions
- Translations - Religious Expectations Letter

The board is cognizant that we continue to attract and serve one of the most diverse populations in the Greater Toronto Area and is committed to ensuring that we are in compliance with the Assembly of Catholic Bishops and the Ministry of Education, while ensuring that we continue to nurture safe, caring, inclusive and respectful school communities.



Bullying Prevention

Dufferin-Peel's Bullying Prevention policies (i.e., Progressive Discipline, Bullying Prevention and Intervention, Equity and Inclusivity, Catholic Code of Conduct) and programs are rooted in the belief that every child is made in the image and likeness of God.

Dufferin-Peel's Virtues Program reinforces the importance of goodness and moral strength taught to us by our Model Teacher, Christ. The program translates into every practice, conversation, and gesture in which we take part; it reminds us of the importance of interacting positively with one another. Forums used to embed these opportunities include, but are not limited to, morning announcements, daily prayers and reflections, school-community interactions, liturgy celebrations, and of course cross-curricular links – not just Religious Education programs. We know that our faith is our lifestyle – it is our way of living. Role-modeling positive relationships is a big part of healthy student-interactions.

For a more focused approach to dealing with conflict and bullying, current programs within some of Dufferin-Peel's elementary schools include Stop Now And Plan (SNAP) and Playground Activity Leaders in Schools (PALS). SNAP is founded on the principles that when students stop and evaluate their responses to conflict, identify their reactionary feelings, and plan their response, the process will more likely prevent conflicts from escalating – especially situations of bullying. The PALS program, also intended for elementary students, teaches senior students how to teach younger students to play and interact with one another during free time (i.e. recess, lunch, after school, etc.). It emphasizes the development of students' critical listening skills, communication skills, and their skills in sharing and playing fairly with one another.

LINK Crew is a secondary program intended to create community and, in some ways, is similar to the PALS program. Link Crew helps Grade 9 students, new to high school, transition smoothly and feel a sense of safety, inclusivity and belonging. Leaders support students throughout their academic year by creating an orientation for new students, supporting students academically, and creating social opportunities for students to have fun and feel connected.

Catholic School Climate

Catholic School Climate Online Surveys were implemented with students in Grades 4 to 12. Surveys examined students' perceptions of feeling safe, excluded, cared for by an adult at school, and bullied. Results revealed that 89% of students feel safe at school all the time and most of the time. Programs, support staff, and resources continue to assist Dufferin-Peel students to ensure students' feelings of safety increase.

First Nation, Métis and Inuit (FNMI) Learner Support

The Ministry of Education has identified a need to support Aboriginal learners as well as to heighten awareness of the Aboriginal foundations of our national story.

The board developed multiple opportunities for individuals to participate in the FNMI Voluntary, Confidential Student Self-Identification process. Students can self-identify First Nation, Métis or Inuit heritage on the board's initial registration form, through forms circulated to classrooms and homerooms, on the board website and on the annual student verification form.

From a cohort of about 5,000 aboriginal citizens identified on the 2006 census across the Region of Peel, we had 86 First Nation, 47 Métis, 1 Inuit, and 10 general Aboriginal heritage students self-identify.

Dufferin-Peel has collaborated with the Peel Aboriginal Network, The Credit River Métis Council and the Peel Aboriginal Steering Committee to provide opportunities for students and staff to gain deeper knowledge of Aboriginal heritage and culture.

In 2010-11, elementary and secondary schools received student reading materials, lesson plans across a variety of disciplines, videos describing the history of the Mississaugas of then New Credit, on whose traditional lands Dufferin-Peel is situated.

Aboriginal traditions and teachings have been influential in the design and content of various alternative education and chaplaincy team learning and spiritual experiences. We have much to learn from our Aboriginal forebearers, both about our land and about ourselves.

Welcoming Newcomers to Dufferin-Peel

Our two Newcomer Reception and Assessment Centres continued to provide support for increasing numbers of newcomer students and families. The centres received and assessed 1,475 students that arrived from 30 different countries.

There are 14,003 learners in Dufferin-Peel whose first language is not English.



Parent Involvement

Dufferin-Peel continues to invite parents and guardians from our school communities to become actively involved in their schools. Catholic School Councils are integral to our Catholic school communities; they assist the school and the board to promote our vision, values, sacramental life and Catholic practices. Parents and guardians are our students' first teacher, and one of our school's important partners.

The Central Committee for Catholic School Councils (CCCSC) is comprised of parents, administrators, teachers, principals/vice-principals, trustees, an Archdiocesan representative an OAPCE representative, and a SEAC representative. Though we are presently known as CCCSC, we are moving towards becoming a Catholic Parent Involvement Committee. Parent Involvement Committees (PIC) have been mandated by the Ministry of Education. Our Central Committee closely aligns with the Ministry's vision of a PIC, because our central committee was used as a prototype or model for inviting parent involvement in our schools and across the board.

Dufferin-Peel's CCCSC continues to maintain a board-wide focus on issues that affect all of our stakeholders. CCCSC is a forum which empowers parents to have a voice both at the board level and through various provincial organizations. CCCSC has afforded parents the opportunity to become more knowledgeable about the functioning of their Catholic school councils, the board and the Ministry. It disseminates information, assists with training, and facilitates communication among and between all of the varied stakeholders in education.

- Throughout 2010-11, CCCSC was instrumental in facilitating a variety of activities and events to promote parental engagement and to assist parents in understanding the education system and the vital role they can play in their child's education, school and the board. Monthly meetings of CCCSC provided opportunities for valuable information to be shared and disseminated. Speakers presented on issues which were current and relevant.
- November 2010 - CCCSC facilitated an opportunity for school council executive members to attend a training session in order to learn about their roles within the Catholic School Council. This event has been held annually for the past 13 years and has proved to be an extremely effective tool in promoting parental understanding and involvement.
- Annual CCCSC In-Service and MarketPlace - was held in April. Attended by more than two hundred parents, trustees, school administrators and senior staff. Keynote speakers addressed the importance of faith-based education, as well as the new food and beverage policy. Attendees also took part in a series of workshop sessions and community vendor MarketPlace.

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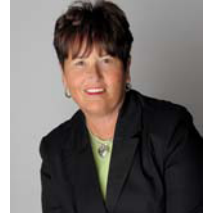
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