

**Durham Catholic  
District School Board**

**2022-2023 Budget  
and Strategic  
Priorities Report**



**Rooted in Faith:**  
**Excellence | Equity | Engagement**



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*

# OUR MISSION We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

## VISION

Each student in our Catholic learning community embodies excellence and equity by embracing the Ontario Catholic School Graduate Expectations - to be:

- A discerning believer;
- An effective communicator;
- A reflective, creative, and holistic thinker;
- A self-directed, responsible lifelong learner;
- A collaborative contributor;
- A caring family member; and
- A responsible citizen.

## VALUES

As a Catholic Learning Community, we value:

- **Faith**, evangelization through scripture, sacrament, prayer, and action in collaboration with the home, school, and parish.
- **Hope**, giving witness to the belief that we can become who we are called to be.
- **Love**, being present to others with care, compassion, solidarity, community, and joy.
- **Peace**, creating opportunities for contemplation, spirituality, reconciliation, and forgiveness.
- **Wisdom**, listening and responding to the Holy Spirit.
- **Inclusion**, ensuring a sense of belonging by promoting the dignity and worth of each human life.
- **Excellence**, building on God’s grace to achieve our earthly and eternal vocations.
- **Creativity**, celebrating diverse and innovative expressions of God’s gifts.
- **Service**, seeking out and responding to local and global needs with prudence, fortitude, humility, and charity.
- **Stewardship**, shepherding God’s creation, and resources for the common good.
- **Responsibility**, demonstrating accountability and fidelity in our thoughts, words, and deeds.
- **Justice**, acting and serving with integrity in communion with the Gospel and teachings of Jesus.

## STRATEGIC PRIORITIES

Our commitments to Excellence, Equity and Engagement propels our strategic priorities. The following pages highlight the strategic priorities as they relate to the 2022-2023 budget.



**Witnessing  
Faith**



**Celebrating  
Inclusion and  
Well-Being**



**Teaching and  
Learning**



**Expanding  
Pathways**



**Managing  
Resources**

We here in the Durham Region respectfully acknowledge that we are on the traditional lands of the Mississaugas of Scugog Island.

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*“This is what the Lord requires of you, only this, to act justly, love tenderly, and walk humbly with your God.”*

—MICAH 6:8

## Message from the Chair of the Finance Committee



As Chair of the Finance Committee, I am pleased to share the 2022-2023 Budget and Strategic Priorities Report for the Durham Catholic District School Board (DCDSB). In accordance with the school board governance process, the annual budget is developed by staff and approved by the Board of Trustees while adhering to the Ministry of Education's priorities and commitments to DCDSB's Multi-Year Strategic Plan.

This report presents an overall summary of the board's budget and highlights the strategic priorities and areas of focus that are planned for the coming year as we transition to a post-pandemic learning environment. The Board remains committed to fiscal responsibility, while carrying out our mission, vision, and strategic priorities.

Throughout the budget consultation process, the Board remained transparent and inclusive by providing presentations at various committees and seeking input and feedback from stakeholders and community partners through a ThoughtExchange. More than 800 responses were received and provided important insights for this current budget framework. I would like to thank the individuals who participated in the consultation process and for sharing your input to support the needs of all students as they learn and live in faith.

Yours in Catholic Education,

**Monique Forster**

Chair of the Finance Committee, Trustee for the Town of Ajax

## Message from the Chief Financial Officer



As Chief Financial Officer, I am pleased to present a responsive and fiscally responsible budget framework. The 2022-2023 budget provides for investments in equity, student well-being and achievement while addressing the current economic realities and the residual impacts of the Covid-19 pandemic.

In the year ahead, the board will continue to build on a solid foundation and invest in initiatives that are financially sustainable, while providing needed stimulus and stability to the system. I would like to acknowledge the Finance Committee, Board of Trustees, and Senior Administration for their collaboration and contributions in the development of a fiscally responsible budget that supports the needs of DCDSB students.

Yours in Faith,

**Marie Hammond**

Chief Financial Officer



# Budget Process and Stakeholder Engagement

The budget process is an ongoing conversation with the primary purpose of ensuring resources are aligned with the Durham Catholic District School Board's strategic priorities, goals and objectives. It is a collaborative process that requires dialogue and reflection as we make decisions that shape the direction of the board and impact student well-being and achievement. Every conversation should start and end with the student desk as the focal point.

Making informed and transparent decisions is fundamental to any budget process. Our budget is influenced by supporting documents and reports that are received or prepared throughout the year, many of which have their own processes.

In order to meet timelines, both internal and external, the formal budget process begins each year in January and involves several steps and stakeholders including:

- **Senior Administration** – weekly meetings January to June
- **Finance Committee** – meetings in February, April, May and June
- **Board of Trustees** – monthly updates January to June
- **Human Resources** – staffing and enrolment processes March to June
- **Finance** – ongoing analysis, quarterly reports, Ministry packages

Engagement is the cornerstone of an effective budget process. We believe that consolidating the best thinking of the system is critical to our success. Over the years, we have evolved and expanded our stakeholder consultation and input processes to include voices from students, staff, parents and the broader Catholic community.

During this process staff attend several board level Committee meetings, such as the Student Senate, Durham Catholic Parent Involvement Committee (DCPIC) and the Special Education Advisory Committee (SEAC), to seek valuable feedback. In addition, staff meet regularly throughout the year with representatives from our various employee groups to affect and ensure ongoing two-way dialogue and sharing of information.

The board sought ideas and suggestions from parents/guardians and staff using a ThoughtExchange platform again this year. Parents and guardians were invited to comment on investments that would most impact student well-being and achievement and enhance the overall educational experience. Staff were given an opportunity to offer input on what investments the board could make to best support them in their respective roles.

802 individuals participated with several key themes emerging such as additional support for students for academic achievement and well-being, learning through experience and continued investments in technology. These themes are reflected throughout this document and can be seen in our investments and areas of focus.



# Ministry Funding

The majority of funding received by Ontario school boards is from the Ministry of Education through the Grants for Student Needs (GSN). For the most part, the grants are enrolment driven and modelled based on class sizes, program offerings, accommodation needs and administrative infrastructure.

The GSN consists of several components such as a basic foundation grant, which is based on the number of students and schools in the system, as well as other special purpose grants that address specific areas. These allocations provide funding and supports for such things as Language Programs (French Immersion, English as a Second Language), Special Education, Indigenous Education, Continuing Education, Alternative Education, Transportation and School Operations and Maintenance.

In addition to the GSN, boards receive funding allocated for specific Ministry priorities and initiatives. This funding is known as Priorities and Partnership Funding (PPF). For 2022-2023 there is a focus on learning recovery programs such as tutoring supports and specific allocations to prepare students for job and life skills through entrepreneurship education pilot projects and skilled trades bursary programs.

In conjunction with Ministry funding, there is a requirement to have a balanced budget, where revenue must equal expenditures with certain restrictions on reserve use, and to use fiscal resources towards the intended purpose. This concept is known as enveloping – wherein the funds are allocated for certain purposes and the board is required to report on total spending, how the funds were used and final outcomes. Some of the more significant envelopes include:

- **Special Education** – funds may only be used for prescribed purposes in the support of students with special needs and related programming.
- **Mental Health Supports** – this allocation must be utilized for mental health staffing and to fund programs and initiatives that support student mental health.
- **Indigenous Education** – funds must be utilized to build knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.
- **Student Achievement** – the consolidation of various academic funding streams to ensure total funds are used to support specified programs and initiatives.
- **Board Administration and Governance** – Boards may not spend more than they receive on administration; and
- **Capital** – funding for capital related projects cannot be used to support the operating budget and may only be applied towards the intended project and/or capital program.

Overall, the 2022-2023 budget is compliant with the Ministry's enveloping requirements and is considered a balanced budget whereby planned expenses equal anticipated revenue. The 2022-2023 budget continues to reflect the Board's strategic priorities and provides a solid foundation as it moves forward with the development of a new multi-year strategic plan.

## 2022-2023 Anticipated Operating Revenue

Category	Estimates (May 2022)	Revised Estimates (Dec 2021)
Ministry Grants (GSN)	\$258,879,746	\$250,467,173
Ministry Funding (PPF)	2,246,825	9,977,355
Recoveries – Secondments	1,074,814	965,537
Government of Canada	721,599	769,137
Other Provincial Agencies	884,614	900,027
Community Use of Schools	750,000	375,000
Continuing Education Fees	200,000	200,000
International Students	600,000	592,948
Child Care and Partnerships	850,000	700,000
Incentive Revenue	115,322	97,340
School Generated Funds	5,000,000	3,500,000
Operating Reserve Fund	NIL	4,999,757
	<b><u>\$271,322,920</u></b>	<b><u>\$273,544,274</u></b>

## 2022-2023 Projected Enrolment

Panel	Estimates (May 2022)	Revised Estimates (Dec 2021)	Difference
Elementary (Note 1)	14,929	15,056	(127)
Secondary	6,543	6,518	25
<b>Total</b>	<b>21,472</b>	<b>21,574</b>	<b>(102)</b>

Note 1: Enrolment and staffing is based on actual registrations as of May 2022 and will continue to be updated throughout the summer. The decrease in elementary enrolment is directly attributable to the normal delay in Kindergarten registration and is anticipated to increase to prior year levels by September 2022.

## 2022-2023 Planned Operating Expenses

Category	Estimates (May 2022)	Revised Estimates (Dec 2021)
Salaries, Benefits and Supply Costs	\$234,305,957	\$234,283,807
Student Transportation	7,950,639	8,529,106
Facilities Services	9,394,130	9,287,525
School Budgets	2,271,319	2,296,116
Information and Communication Technology	3,255,800	4,285,921
Academic Services (Note 1)	6,961,546	9,109,216
Business Services	186,000	397,108
Human Resources, Health and Safety	598,174	456,820
Mileage and Travel Allowances	471,462	471,462
Director's Office and Board Administration	221,000	221,000
Legal and Professional Services	360,109	360,109
Trustees and Student Representatives	225,084	224,384
Corporate Communications	121,700	121,700
School Generated Funds	5,000,000	3,500,000
	<b><u>\$271,322,920</u></b>	<b><u>\$273,544,274</u></b>

Note 1: Academic Services encompasses the strategic priorities of Witnessing Faith; Celebrating Inclusion and Well-being; Teaching and Learning; and Expanding Pathways. It also includes our Supporting Non-Traditional Learners programs such as Continuing, Alternative and International Education. The goals for each strategic priority are outlined in the remainder of this document and form the basis for our main areas of focus and/or investment for the upcoming year.

Note 2: The Managing Resources strategic priority consists of the corporate operations of the board including Information and Communications Technology; Facilities Services; Human Resource Services; Communication Services; Business Services and Transportation. The goals for each of these functional areas are outlined in the Managing Resources section of this report.



## 2022-2023 Staffing Summary by Position

Employee Group	Estimates (May 2022)	Revised Estimates (Dec 2021)	Difference
Elementary Teachers (Note 1, 2, 8)	895.84	925.06	(29.22)
Secondary Teachers (Note 1, 2, 8)	431.33	434.84	(3.51)
Centralized Teachers (Note 3)	29.50	29.50	0.00
Principals and Vice-Principals (Note 1, 4)	77.00	79.50	(2.50)
Secondment (Note 5)	8.83	8.67	0.16
Senior Administration (6)	12.00	11.00	1.00
Middle Management/Non-Union (Note 7)	64.00	63.00	1.00
Faith Formation, Chaplains	8.00	8.00	0.00
Student Services	46.30	46.70	(0.40)
Educational Assistants (Note 8)	313.00	311.00	2.00
Early Childhood Educators (Note 1, 8)	88.00	99.00	(11.00)
Custodial and Maintenance (Note 8)	169.00	176.00	(7.00)
Secretarial/Clerical/Technical (Note 1, 8)	111.50	112.00	(0.50)
Trustees	8.00	8.00	0.00
<b>Total</b>	<b>2,262.30</b>	<b>2,312.27</b>	<b>(49.97)</b>

Note 1: Staffing levels have an enrolment component to the annual allocation

Note 2: Staffing levels are primarily determined by legislation or collective agreement

Note 3: Centralized Teachers include Consultants, Coordinators and Resource Teachers

Note 4: Includes administration for Virtual Elementary School and Reengagement Lead

Note 5: Positions on secondment are fully recoverable from the external agency or capital fund

Note 6: Includes Assistant Superintendent of Indigenous Education

Note 7: Addition of a second Disability Management position

Note 8: 2021-2022 staffing levels included additional one-time COVID-19 investments

## 2022-2023 Non-Operating Budget

### Table One – Revenue Sources

Capital Priorities Funding	\$24,450,835
School Renewal Allocation	3,111,040
School Condition Allocation	5,614,139
Multi-year Technology Program	455,000
Ministry Funded Debenture Payments	6,683,107
Educational Development Charges	9,000,000
	<b><u>\$49,314,121</u></b>

### Table Two – Planned Expenses

Monsignor Paul Dwyer C.H.S Replacement	\$11,762,251
St. Anne Catholic School Addition	4,210,526
Unnamed North Pickering Elementary School	8,478,058
School Renewal Program	3,111,040
School Condition Program	5,614,139
Multi-year Technology Program	455,000
Debenture Principal Payments	5,366,061
Debenture Interest Payments	1,317,046
Transfer to EDC Reserve	9,000,000
	<b><u>\$49,314,121</u></b>

Note 1: Budgeted amounts for ministry funded Capital Priority Projects reflect the estimated completion of the projects during the 2022-2023 fiscal year.

Note 2: School Renewal and School Condition funding is included in the Board's Multi-Year Capital Program which utilizes funding over a rolling three-year program to support various expenditure items such as roofing, paving, windows, lighting, heating and ventilation.

Note 3: The Multi-Year Technology Plan is supported by an internal repayment system that allows for investment of a rolling five-year period to enable purchases as required and renewal of equipment on an appropriate refresh cycle. Key components of the plan include: Technology Equalization Strategy; Instructional and Administrative Computers; Core IT Infrastructure; and the Enterprise Resource Planning (ERP) project.

Note 4: Educational Development Charges (EDC) are collected by municipalities for future site development costs associated with new residential development. The funds are held in the EDC reserve to finance the purchase of land for future school sites in growth areas. The costs listed above for Monsignor Paul Dwyer C.H.S. Replacement and the Unnamed North Pickering Elementary School only include construction costs. Land costs are unknown at this time and will come from the EDC reserve when the purchase occurs.

# STRATEGIC PRIORITIES



## Witnessing Faith



Pope Francis has launched a world-wide Synod to listen to the faithful. The Durham Catholic District School Board (DCDSB) is inspired by the following message from Pope Francis on listening:

“It is only by paying attention to whom we listen, to what we listen, and to how we listen that we can grow in the art of communicating, the heart of which is not a theory or a technique, but the openness of heart that makes closeness possible.” (cf. Apostolic Exhortation *Evangelii Gaudium*, 171).

Pope Francis further inspires us in his message for the 56th World Day of Social Communications by asking us to, “Listen with ears of the heart”. This will be the DCDSB’s spiritual theme during the 2022-2023 school year as we serve all of God’s children.

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**Goal: To increase opportunities to support a culture of teaching and learning which is rooted in the Gospel values and reflects and nurtures the Ontario Catholic School Graduate Expectations across all curriculums.**

- The Senior Manager of Faith Formation will collaborate with Administrators to identify religious icons, symbols and visible expressions of our Catholic identity that are present in the classrooms and school environments to support diversity
- The Faith Formation and Academic Services Departments will collaborate to develop materials and events to support the integration of the spiritual theme, “Listening with the Ears of the Heart”

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**Goal: To increase opportunities to support faith formation for all members of the community that are inviting, engaging, and purposeful.**

- The Faith Formation Department will provide professional development to the Faith Ambassadors in each school that will explore DCDSB’s spiritual theme and enhance faith formation of staff
- Throughout the year, school administrators will be provided opportunities to engage in critical thinking and reflect on their role’s impact in creating communities that accompany, build relationships, encourage engagement, instill hope, and forms joyful disciples
- The annual staff Advent and Lenten Twilight Retreats will continue

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**Goal: To foster a relationship between home, school, and parish through pastoral planning at both the school and system level.**

- Implementation of the annual Pastoral Plans will focus on refinement and communication of the plan with parents, guardians, and the parish
- Elementary teachers and school administrators will continue to support the parish and families as students grow their love for Christ through the Sacraments. Secondary schools will further develop annual retreat opportunities for all Grade 9-12 students across the system. In addition, secondary schools will continue to provide mentorship opportunities and offer retreats to their feeder elementary schools

*“Commit to the Lord whatever you do and he will establish your plans.”*

—PROVERBS 16:3





# Celebrating Inclusion



## RECOMMENDATIONS

### Improving education outcomes for students with disabilities



Ontario  
Human Rights Commission  
Commission ontarienne des  
droits de la personne

## POLICY

### Accessible education for students with disabilities



Ontario  
Human Rights Commission  
Commission ontarienne des  
droits de la personne

In alignment with Durham Catholic District School Board's (DCDSB) commitment to Equity, the Student Services department is engaging in a comprehensive Special Education Review. The purpose of the review is to ensure that all members of the DCDSB community have a shared vision and understanding of the Board's Special Education Plan. Using the Ontario Human Rights Commission's Policy and Recommendations for improving education outcomes for students with disabilities, we are working to recognize and remove systemic barriers, and improve on the implementation of effective programs and services.

**Goal: To Build capacity in Mental Health, Equity, and Inclusive Education, Safe and Accepting Schools and Healthy Schools for all members of the DCDSB community.**


- Develop and use equity leadership framework to guide school leaders in building their capacity and efficacy in engaging in courageous conversations and critical reflection
- Mandatory and invitational learning opportunities (e.g., Sharing of Excellence, workshops/webinars) for staff and students to recognize and acknowledge bias and discrimination, and reflect on how their actions and approach impacts the community

**Goal: To ensure consistent use of evidence-informed practices, strategies, and programs.**

- Learning and practical strategies related to universal design for learning and the science of reading embedded into Program Support Teacher (PST) and PST Curriculum Chair meetings each month
- Evidence-based resources highlighted to support implementation of intervention strategies and approaches to support students with special education needs

**Goal: To create a positive school climate that supports students' feelings of belonging and safety.**

- Develop a learning plan grounded in the dignity of the human person on how to be anti-racist, using key equity and mental health resources including School Mental Health Ontario (SMHO) to support mental health and well-being of Black and racialized students
- Engage Equity Leads (one educator from each school) and principals and vice-principals in learning about culturally responsive education in the classroom, providing strategies and resources to bring back to their classrooms and schools



## INFO SHEET

A Mental Health Literacy Resource for Mental Health Leadership Teams

# Understanding Anti-Black Racism to Support the Mental Health and Well-Being of Black and Racialized Students

### Enhancing Equity Literacy in Ontario School Mental Health Leadership Teams

It is important to acknowledge that all Ontario students, families and school board staff have been navigating unprecedented circumstances throughout the global pandemic. We all continue to adapt to the ever-changing landscape.

Extended school closures due to COVID-19 resulted in a sense of **collective loss**. That has including loss of routines, relationships, learning, opportunities for socialization and employment. All have heightened feelings of isolation, stress and worry, affecting our overall mental health and well-being.

Beyond this, the COVID-19 pandemic has brought to light and even magnified deep-rooted economic, social and racial inequities – ones that have disproportionately impacted already marginalized communities.

In Ontario, students and families experienced and witnessed added layers of poverty; family violence; discrimination; transphobia and homophobia; anti-Black, anti-Indigenous, and anti-Asian racism; and barriers related to disability, including mental illness and addictions. These realities hinder access to social, emotional, and academic supports.

Systemic racism and oppression is not new. Yet racial inequities have been exacerbated and brought to the forefront. We have seen the mobilization for racial justice in Canada and around the world, as with the Black Lives Matter movement and related protests and calls to action. Equity and the social determinants of health (i.e. health, financial, racial, gender based, housing, etc.) are deeply connected to mental health and well-being.

While this resource has a focus on anti-Black racism, it can also help to support a broader understanding of racism, bias and stereotype, and their impacts on mental health and well-being.

Attending to the social, emotional and academic development of students is complex and layered. The mental health and well-being of students and staff during, through and after the pandemic is top of mind. It invites opportunities to:

- collaborate with families and community partners
- develop learning environments and experiences that are identity affirming
- foster the social, emotional, and academic skills needed to create caring, mentally healthy and just school communities – and by extension societies

I identify how I may unknowingly benefit from racism

I recognize racism is a present and current problem

I promote & advocate for policies & leaders that are anti-racist

I sit with my discomfort

I speak out when I see racism in action

I understand my own privilege in ignoring racism

I educate myself about race & structural racism

I educate my peers on how racism harms our profession

I don't let mistakes deter me from being better

I yield positions of power to those otherwise marginalized

I surround myself with others who think & look differently than me

I listen to others who think & look at me differently

I am vulnerable about my own biases & knowledge gaps

I don't let mistakes deter me from being better

I strive to be comfortable

I educate myself about race & structural racism

I educate my peers on how racism harms our profession

I talk to others who look & think like me

I am vulnerable about my own biases & knowledge gaps

I don't let mistakes deter me from being better

I avoid hard questions

I understand my own privilege in ignoring racism

I speak out when I see racism in action

I deny racism is a problem

I seek out questions that make me uncomfortable

I sit with my discomfort

I identify how I may unknowingly benefit from racism

I recognize racism is a present and current problem

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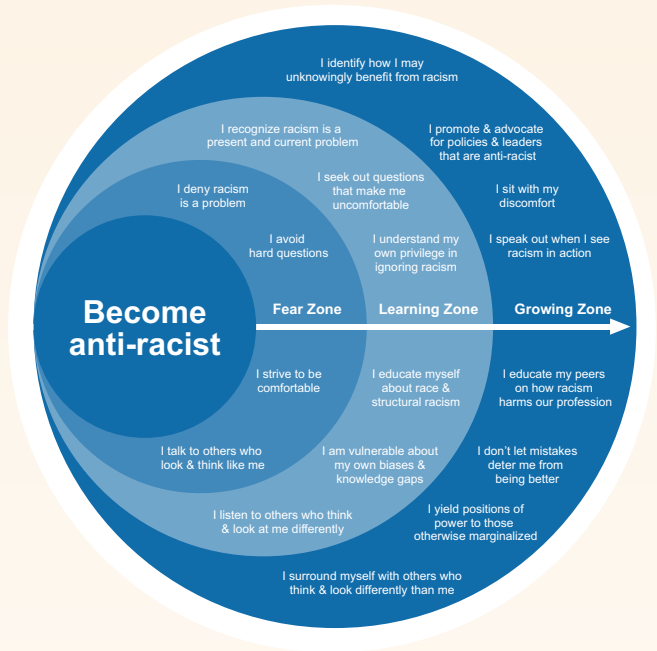
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School Mental Health Ontario    Santé mentale en milieu scolaire Ontario

[www.smho-smso.ca](http://www.smho-smso.ca)



## What does **RACISM** have to do with me?

Racism is often experienced at school- both systemically and individually. This poster is focused on individual acts of racism. We all have a role in combatting racism. Here are some actions you can take:

**LEARN:**

Self-reflect by acknowledging your own biases and educating yourself and your peers on the different types of racism.

**THINK:**




Think about how you can help address and prevent racism in your environment. Reflect on your past responses in the face of racism. How can you be a better ally for others?

**ACT:**

Support your peers by calling attention to acts of racism in your school and community. Reach out to an adult you trust when you need help to do so.

We all have a role to play, every role is important in stepping up against racism and bettering our community.

**Your voice matters!**

*“Human dignity is the same for all human beings: when I trample on the dignity of another, I am trampling on my own.”*

—POPE FRANCIS



## Teaching and Learning



The Durham Catholic District School board (DCDSB) is committed to the de-streaming of all Grade 9 courses in the 2022-2023 school year and to supporting students to succeed, thrive, and reach their full potential in these courses. To support the paradigm shift necessary for teachers to become Culturally Responsive and Relevant Educators (CRRE), the board will share a three-part video series for educators that features Dr. Andrew Campbell, outlining the fundamentals of Culturally Responsive and Relevant Pedagogy (CRRP). Resources prepared by a committee of teachers, administrators, and supervisory officers for schools will be shared through an online portal. These resources focus on equity through a culturally relevant and responsive stance to instruction and assessment where educators hold positive and affirming views of their students and their ability to learn. Resources will be compiled and vetted across levels and departments to ensure suitability for the de-streamed classroom. Our commitment to ensuring the seamless integration of de-streamed courses will continue with close monitoring and feedback from multiple stakeholders into the next school year.

### Three Part Video Series for Educators

featuring  
Dr. Andrew Campbell

## Culturally Responsive and Relevant Pedagogy





**Goal: To ensure meaningful and varied assessments are used to improve student learning, inform instruction, and determine next steps.**

- Full implementation of the Edsby learning management platform
- De-streaming Grade 9 courses
- Implement a variety of tutoring opportunities for Kindergarten to Grade 12 students

To ensure the use of meaningful assessments and evaluations to improve student learning, the board will provide training to enable secondary teachers to utilize the Edsby platform, an innovative online resource, to prepare report cards. This initiative will streamline the reporting process and facilitate better communication with families who will now be able to access report cards online. This transition will promote a renewed focus on assessment practices (e.g., observations, conversations, products) and ongoing learning for ways to best communicate assessment while accelerating (improving) student achievement.

**Goal: To build learning environments that engage students and honour Indigenous peoples and a variety of cultural perspectives.**

- Recognize and act upon days of significance for Indigenous Education
- Collaborate with Indigenous community partners to enhance Indigenous Education for all students and staff
- Implement the Grade 12 Indigenous Studies course

Incorporating Indigenous voices within existing Kindergarten to Grade 12 curriculums and courses through community partner learning opportunities, access to Indigenous literature, experiential learning, and ongoing support from the Indigenous Education team to promote inquiry-based learning, active engagement, and continuing partnerships between schools and community partners will continue to be a focus of Indigenous Education. The expansion of the Indigenous Education team will provide increased support for elementary and secondary teachers to include Indigenous perspectives in the delivery of the curriculum. Working closely with community partners will ensure authentic voice, relationship building, continued commitment to learning together, and collective action towards reconciliation. Student expression of interest in continuing their learning after the Understanding Contemporary Indigenous Voices Grade 11 course (NBE) has resulted in the Grade 12 Indigenous Studies course being offered in all secondary schools in the 2022-23 year.







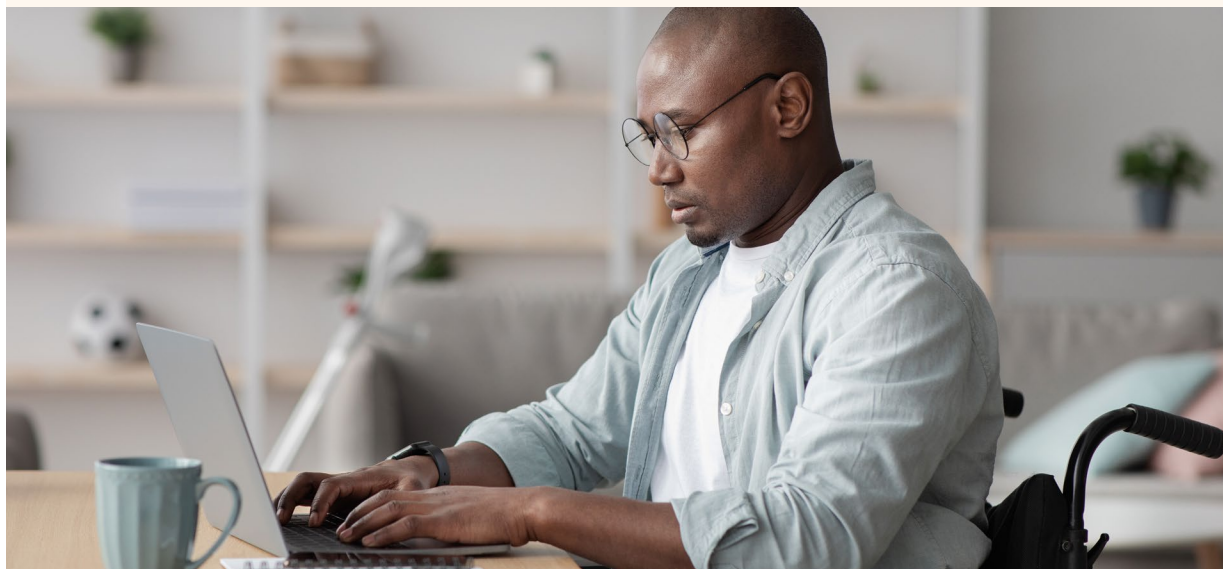
## Expanding Pathways



The Durham Catholic District School Board's (DCDSB) eLearning program is growing steadily since its inception in the early 2000s. In day school, the secondary panel now offers 15 sections of eLearning courses. These eLearning offerings allow students to take courses that better suit their learning preference or take courses that may not be offered in their home schools.

Our board's summer school eLearning program accommodates over 3,000 students enrolled in over 100 sections during the month of July. More than 40 different high school courses are offered and several Reach Ahead credit opportunities for Grade 8 students entering their Grade 9 year in the fall.

In accordance with Policy/Program Memorandum 167 (mandating that students earn a minimum of two online learning credits to receive an Ontario Secondary School Diploma) released in February 2022, DCDSB plans to further explore the breadth of the eLearning consortia (e.g., provide seats to eLearning students from other boards; allow our guidance counsellors to request seats in other boards' eLearning courses); expand and revise the eLearning offerings; provide dedicated sessions for eLearning teacher professional development; and review the process of assigning eLearning courses.



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**Goal: To promote relevant and meaningful student inquiry for a deeper learning experience.**

- Continue to build capacity and understanding of Kindergarten educators to engage students in outdoor experiential learning experiences; expand opportunities for primary educators
- Increase number/range of Specialist High Skills Major (SHSM) programs and opportunities for a deeper learning experience with a particular focus related to technological education and the Skilled Trades

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**Goal: To promote comprehensive education and career/life planning programs that meet the learning needs, interests, and aspirations of all students.**

- Expand eLearning offerings at DCDSB to support learning needs of students and ensure alignment with PPM 167
- Further expand the number and range of Dual Credit opportunities with focus on technological education and the apprenticeship pathway

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**Goal: To ensure equitable access to authentic and significant experiential learning experiences for all students.**

- Seek new partnerships with community organizations and businesses to enhance experiential learning opportunities for students, with a particular focus on promoting skilled trades
- Utilize Ontario Youth Apprenticeship Program (OYAP) funds to increase opportunities for students to participate in hands on activities while exploring apprenticeship pathways in secondary schools

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**Goal: To enhance opportunities for authentic learning experiences and experiential learning in all classrooms and programs.**

- Expand Cooperative Education program and community partnerships post-pandemic to allow students to participate in valuable learning experiences that will help them prepare for the transition from secondary school, whether to apprenticeship training, college, community living, university, or the workplace
- Establish a robust Student Injury Prevention program to enable students to safely participate in hands on learning activities that supplement their education



# Supporting Non-Traditional Learners

## Alternative Education

Alternative Education provides students who require an alternate setting, program, and teaching strategies opportunities to prepare for transitions to and from secondary and post-secondary educational sites; and create a sense of community, belonging, and “reconnecting” through a faith-based Catholic Restorative Practice model. Our Alternative Education sites provide students with small pupil/teacher ratio; technology support (e.g., laptops, e-learning); outreach opportunities; non-academic support; and a flexible schedule.

During the 2022-2023 school year, a review of the board’s existing Alternative Education program will be conducted to determine strengths and potential next steps as part of our monitoring process and to ensure alignment with DCDSB’s commitment to Equity.

**Goal: To expand opportunities and partnerships by adapting and developing programs that support the needs of a range of DCDSB elementary and secondary students.**

- Needs analysis of existing programs/partnerships currently offered at the existing Alternative Education site to ensure alignment with equity and equitable access
- More student recruitment strategies will be coordinated by the International Education program to build an active presence in different markets post-pandemic and attract potential students and partners





## Adult and Continuing Education

The Archbishop Anthony Meagher Catholic Continuing Education Centre will empower elementary, secondary, and post-secondary students to succeed by offering credit and non-credit learning opportunities. During 2022-2023 the Catholic Continuing Education Centre will further the integration of programs and focus on Prior Learning Assessment and Recognition program (PLAR) at the secondary and adult level.

**Goal: To enhance opportunities for authentic learning experiences and experiential learning in all classrooms and programs.**

- Expansion and integration of non-credit and credit programming to meet the needs of elementary, secondary, and post-secondary students
- Expansion of the Mature PLAR program to assist students in Durham Catholic secondary schools

**Goal: To support student well-being, student engagement and retention in Adult and Continuing Education programs.**

- Professional development will be provided to all staff concerning the integration of equity and well-being into the curriculum
- Elementary and secondary staff, program coordinators and Mature PLAR assessors will honour the values that reflect our Catholic faith, culture, and identity by guiding learners of all ages to support their personal and academic goals



# Managing Resources



## Information and Communications Technology Services

Technology transforms learning and positively impact student learning. Technology empowers students to do great things, learn, and increase academic achievement; therefore, we are responsible for investing in and implementing emerging technologies. Technology moves quickly; therefore, we have to adapt to changes, but more importantly, we have to remain focus on our goals.

**Goal: To modernize processes for increased engagement, improved efficiency, and enhanced effectiveness.**

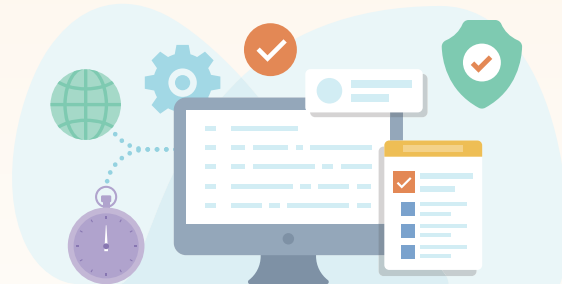


### Multi-Year Technology Plan and Modernization

- As part of the board's Technology Equalization strategy, a minimum standard of a 3:1 ratio (Students:Technology) from Kindergarten to Grade 12 will be maintained
- Continue upgrading technology in the classroom

### Cyber Security

- Annual Web Penetration Testing and Vulnerability Assessment
- Continue educating staff and students on Ransomware and Email Phishing



### Enterprise Resource Planning (ERP)

- Complete the implementation of the Human Resources, Payroll, Finance, and other modules
- Integration with 3rd party applications

## MANAGING RESOURCES:

# Business, Finance and Facilities Services

**Goal: To ensure allocation of resources that reflects the principles of equity and financial stewardship.**

### School Based Allocations

Each school community within the Durham Catholic District School Board (DCDSB) has its own unique needs and has differing resource requirements. To ensure the equitable allocation of resources, the board will develop an equity-based model that will determine school based financial and administrative support that is reflective of each school's individual circumstances.

- Establish a working group comprised of Senior Administration and Principals to develop a framework assessing annual resource allocations

### Capital Program

To help meet energy targets, a significant investment is being made to update energy consuming equipment in DCDSB facilities. This includes:

- An additional 12 Light Emitting Diode (LED) lighting retrofits to schools in 2022 will bring our total of schools with LED lighting to 27. The board will continue to upgrade to LED lighting in all its schools over the next 2-3 years
- Window upgrades at two school sites in 2022 to build on the three window projects that were completed in 2021
- Ten school sites will receive upgrades to efficient boilers, chillers, and roof top ventilation units and two schools will have the roof replaced

These energy retrofits are possible due to Provincial and Federal funding of almost \$9 million over three years.

**10**  
Schools with more  
efficient boilers,  
chillers and  
ventilation units

From  
**15**

to

**27**  
Schools with  
LED lighting

**2**  
More schools to  
receive window  
upgrades in 2022



To accommodate students in growing areas, our board continues to build physical space capacity. Several new schools, additions and childcare centres have been completed or identified for construction in the future. As we look to the future it is projected that the number of students will increase significantly over the next decade due to regional growth and development. The board is projected to grow from approximately 21,000 students in 2020 to 25,000 students in 2030. Capital submissions are being submitted for elementary schools in the new neighbourhoods of Kedron (Oshawa) and West Whitby.

Current capital projects include:

- Completion and opening of childcares in 2022 at Good Shepherd, Monsignor Philip Coffey, and St. Teresa of Calcutta Catholic Schools
- Design and construction of the replacement Monsignor Paul Dwyer Catholic High School with anticipated opening in the 2024-2025 school year
- Design and construction of an addition to St. Anne Catholic School with anticipated opening in 2024
- Design and construction of our first Catholic elementary school in the new Seaton development of north Pickering





## **MANAGING RESOURCES: Human Resource Services**

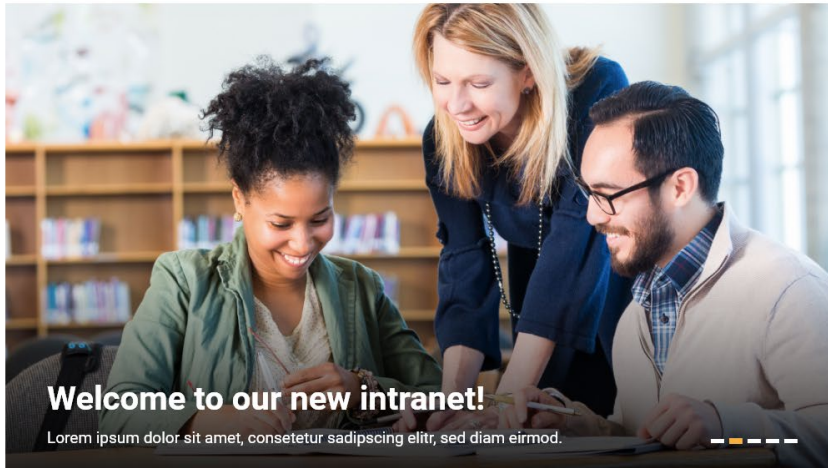
The Durham Catholic District School Board continues to develop its leaders through the Vice-Principal Leadership Series and the Aspiring Leaders program. The Vice-Principal Leadership Series supports the development of skills in the Ontario Catholic Leadership Framework to prepare them for technical and adaptive leadership as a principal. The Aspiring Leadership Program invites teachers to discern leadership in schools and the systems. Both programs support the improvement of outcomes for students through training, networking, mentoring and case studies.

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**Goal: To develop staff at all levels of the organization to improve outcomes, develop future leaders and plan for succession.**

- Vice-Principal Mentoring and Leadership Series
- Aspiring Leaders Program
- Employment Systems Review (removing barriers in employment processes)





- Staff Email >
- Staff Directory >
- SFE >
- IT HelpDesk >
- Numbered Memos >
- Policies, Procedures and Forms >

## MANAGING RESOURCES: Communication Services

During the 2022-2023 school year, the board will launch a new intranet to enhance staff engagement. The intranet will act as the central hub for staff to access internal information, support, and resources. The new intranet will enable staff to communicate, collaborate, share content, documents, and information across the system, support the board’s culture for open and transparent information, and create efficiencies by supporting business activities.

**Goal: To enhance relationships with our students, staff, families, parishes, and community partners through ongoing communication.**

- Continue to enhance engagement by using communication platforms such as Zoom, Microsoft Teams, Edsby, and ThoughtExchange
- Strengthen home-school-parish relationships through continued digital storytelling, social media, websites, and newsletters
- Engage with staff via DCDSB’s intranet and Weekly Buzz newsletter
- Enhance student engagement by working with Student Trustees and Student Senators
- Develop new communication tools to support the launch of DCDSB’s 2023-2026 Strategic Plan



## **MANAGING RESOURCES: Transportation Services**

**Goal: To support the education of students by providing safe, reliable, equitable and efficient transportation services.**

Durham Student Transportation Services (DSTS) is a consortium supporting the combined transportation needs of Durham District School Board (DDSB) and Durham Catholic District School Board (DCDSB). DSTS is committed to supporting the education of students by providing safe, reliable, equitable and efficient transportation to its member Boards and students each day.

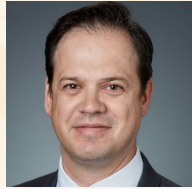
- Looking to the 2022-2023 school year, the recruiting and securing of bus drivers to support the needs of both partner school boards, families, and students will continue to be an area of focus
- DSTS and the school bus operators remain committed to recruiting and retaining as many school bus drivers as possible for the region
- Several bell time adjustments have been adopted to optimize the school buses and drivers currently available
- Exploring partnerships with Durham Region Transit for improved service to students

## Board of Trustees

**Richard Damianopoulos**  
Townships of Scugog,  
Uxbridge and Brock



**Robert De Souza**  
City of Oshawa



**Monique Forster**  
Town of Ajax



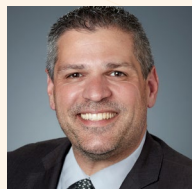
**Jim McCafferty**  
City of Pickering



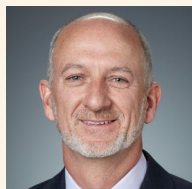
**Janice Oldman**  
Town of Ajax



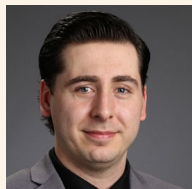
**John Rinella**  
(Vice-Chair)  
Town of Whitby



**Morgan Ste. Marie**  
(Chair)  
City of Oshawa



**Mikhail Yurkoski**  
Town of Whitby

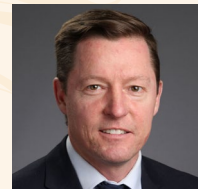


## Senior Administrative Team

**Tracy Barill**  
Director of Education and  
Secretary-Treasurer



**Scott Grieve**  
Superintendent of Business,  
Finance and Facilities Services



**Susie Lee-Fernandes**  
Superintendent of Education



**Marie Hammond**  
Chief Financial Officer



**Hader Ibrahim**  
Superintendent of Education



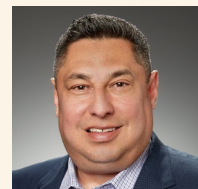
**Mike O'Neill**  
Superintendent of Human  
Resource Services



**Mariah O'Reilly**  
Superintendent of Education



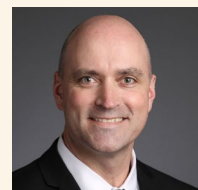
**Ronald Rodriguez**  
Chief Information Officer –  
Freedom of Information and Privacy



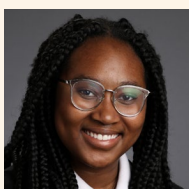
**Jim Wilson**  
Superintendent of Education



**Gerard Winn**  
Superintendent of Education

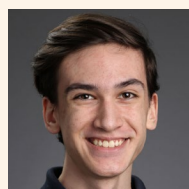


## Student Trustees for 2021-2022



**Sophie Nwaoha**  
Father Leo J. Austin  
Catholic Secondary School

**Declan Amaral**  
All Saints Catholic  
Secondary School





**Rooted in Faith**  
Excellence | Equity | Engagement



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*

