



**Durham Catholic  
District School Board**

**2022-2023  
Strategic Goals  
and Actions**

**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.

### Director's Message



As a Catholic school community, our priorities are set out in the Board of Trustees' [Discovery 2023: Renewing the Vision Strategic Plan](#). As we look ahead to the 2022-2023 school year and the final year of the multi-year strategic plan, we have identified goals and actions that align with our five strategic priority areas – Witnessing Faith, Celebrating Inclusion and Well-Being, Teaching and Learning, Expanding Pathways and Managing Resources.

Rooted in Faith, these priority areas are woven throughout our operational plans and guide the learning and work we do as a school board. Together with our dedicated staff, we are committed to providing engaging learning spaces for students to achieve personal and academic success.

Yours in Faith,

**Tracy Barill**  
Director of Education

### LAND ACKNOWLEDGEMENT

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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*“Remember that you  
are never alone,  
Christ is with you on  
your journey every  
day of your lives!”*

—ST. JOHN PAUL II



**STRATEGIC PRIORITY 1:**  
**Witnessing  
Faith**

*“On a daily basis, Catholic School demonstrates the joy of believing and witness the Good News to the communities we serve.”*

—RENEWING THE PROMISE,  
ASSEMBLY OF CATHOLIC BISHOPS OF ONTARIO



## Goals

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 curricula

## Actions to be Taken

Engage a writing team in advance of the school year to gather and develop resources to support the identified 2022-2023 spiritual theme: Listening With the Ear of the Heart.

Build awareness and understanding of the spiritual theme at the beginning of the school year:

1. August 24 - Presentation to Principals, Vice Principals and Sr Managers
2. August 25-26 - Presentation to School Administrative Assistants
3. September 1 - Academic Services staff
4. September 9 - Presentation to CEC/OMAC staff
5. September 15 - Presentation to DCPIC
6. September 26 - Presentation to Trustees

Utilize Teams sites to provide access to spiritual theme resources for school administrators and Academic Services staff.

Support administrators and school teams to reflect upon and diversify the religious icons, symbols and visible expressions of Catholic identity in the schools (e.g., diverse representations of the Holy Family; saints from cultures that reflect the diversity of students and the community).

Collaboration among Academic Services staff to identify cross-curricular connections to the Board theme.

## How will success be measured?

- The theme is “visible” in the school (e.g., student artwork, student writing) and in school communication (e.g., newsletters, school website, social media); End-of-year survey - were resources helpful?
- End-of-year survey - reflection on the theme
- End-of-year survey - reflection on the theme
- “Equity Walks” at beginning and end of school year measure how religious imagery has diversified
- Evidence of student work and teacher assignments

## Goals

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

## Actions to be Taken

Re-engage Faith Ambassadors in each school and provide inservice that focuses on liturgical support and building capacity to foster adult faith formation for staff.

**October to December** - series of afterschool drop-in virtual sessions.

**February** - full-day learning session and retreat.

Explore programs that can be adopted to support system adult faith formation (e.g., Walking Each Other Home series).

Support the faith formation of Principals, and System Leaders through retreat opportunities that will enable administrators to reflect on their role as spiritual leaders of their faith community.

Provide all staff opportunity to engage in Advent and Lenten Twilight Retreats.

Offer learning opportunities to non-Catholic CEC staff prior to communal faith celebrations to increase their understanding of Catholic rituals so that staff may feel more at ease and welcomed during these celebrations.

## How will success be measured?

- Pre- and Post-survey to assess the degree to which Faith Ambassadors understand their role and their ability to support the school faith community
- Collect data on the number of participants and the type of employee groups accessing the program
- Participants identify by survey how the program met their spiritual needs and provide suggestions for improvement and additional topics.
- Feedback survey following the Principal and the Vice Principal retreats
- Collect data on the number of participants and the type of employee groups accessing the program
- Participants identify by survey how the program met their spiritual needs and provide suggestions for improvement and additional topics.
- Note qualitative responses from non-Catholic employees (if known); observe how well attended optional faith celebrations are

## Goals

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

## Actions to be Taken

Review the Pastoral Plan template and revise, as needed, so that the plans are purposeful and meaningful for school communities.

Share school Pastoral Plans with home and parish (e.g., school newsletters, Catholic School Council, parish bulletin).

Assist educators and administrators to support the parish and families with sacramental preparation (e.g., school and class visits by Elementary Religious Education consultant; resources provided by Faith Ambassador).

Enhance the annual retreat opportunities for Grade 9-12 students through monthly meetings and a sharing of best practices with Secondary Chaplains.

Enhance elementary retreat opportunities by providing opportunity for Secondary Chaplains to attend Elementary Faith Ambassadors meeting to co-plan retreats  
**February** - full-day Adult Faith Ambassador meeting.

Provide training to student mentors to serve as retreat leaders (i.e., development sessions to occur through Chaplaincy at each Secondary School).

## How will success be measured?

- Family of Schools Superintendent reviews the Pastoral Plan with school administrators to determine the effectiveness of the template in reaching desired outcomes and to seek feedback for improvement
- Evidence of Pastoral Plan sharing (e.g., School Messenger, Catholic School Council agenda, parish bulletin)  
Parish staff and parents/guardians attend school events communicated in the Pastoral Plan
- Collect feedback from parish priests regarding effectiveness of school-parish partnership and how the roles may be further defined and developed
- Collect qualitative responses from students after retreat experience; survey classroom teachers to inquire how the retreat experience affected the students' ability to make faith connections
- Collect qualitative responses from students after retreat experience; survey classroom teachers to inquire how the retreat experience affected the students' ability to make faith connections
- Collect data on the number of students coming forward to be trained and the number of students directly impacted by their work



**STRATEGIC PRIORITY 2:**  
**Celebrating  
Inclusion and  
Well-Being**

*“Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture.”*

—EVANGELII GAUDIUM, 134



## Goals

Broad 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.

## Actions to be Taken

Engage in a comprehensive special education review through the LEAD (Leading Equitable & Accessible Delivery) Process in collaboration with the Abilities Centre in Whitby.

### Process

1. September 12, 2022 - Presentation to Senior Administration
2. September 13, 2022 - Presentation to Special Education Advisory Committee (SEAC)
3. September 29, 2022 - Visioning Document submitted
4. October 14, 2022 - Disability Inclusion Workshop
5. October 27, 2022 - Facilitation of Self-Assessment Session 1
6. November 2, 2022 - Facilitation of Self-Assessment Session 2
7. November 2, 2022 - Parent/Guardian Engagement Session
8. November 10, 2022 - Engagement session with Durham Catholic Parent Involvement Committee (DCPIC)
9. December 13, 2022 - Engagement session with Indigenous Education Circle (IEAC)
10. April 13, 2023 - Engagement session with DCPIC (#2)

TBD - Follow up meetings with Abilities Centre

TBD - Recommendations and Improvement Plan

TBD - Impact Conversation and Follow Up

## How will success be measured?

- Anonymous feedback surveys from partners at regular intervals throughout the process
- Development of a comprehensive improvement plan that aligns with the Multi-Year Strategic Plan (MYSP)
- Regular monitoring discussions at monthly meeting:
  1. Program support teacher meeting.
  2. Program support curriculum chairs' meeting.
  3. Special education team meeting.
  4. Student services executive meetings.
  5. Special Education Advisory Committee (SEAC)

## Goals

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

## Actions to be Taken

Learning and collaboration with Program Support Teachers to build their knowledge and use of Universal Design for Learning strategies and the science of reading to better support students with diverse and special needs.

### Resources:

1. Universal Design for Learning in Action (Whitney H. Rapp)
2. Anti-racism and Universal Design for Learning (Andratesha Fitzgerald)
3. Shifting the Balance (Jan Burkins and Kari Yates)

### PST Meeting Dates

#### (1 hour learning sessions built in):

1. September 13, 2022
2. October 13, 2022
3. November 8, 2022
4. November 29, 2022
5. January 17, 2023
6. February 14, 2023
7. March 7, 2023
8. April 18, 2023
9. May 9, 2023
10. June 6, 2023

## How will success be measured?

- Anonymous feedback surveys after each learning session to inform future learning and meeting agendas
- Regular monitoring discussions at monthly meeting:
  1. Program support teacher meeting.
  2. Program support curriculum chairs' meeting.
  3. Special education team meeting.
  4. Student services executive meetings.
  5. Special Education Advisory Committee (SEAC)

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

Guide administrators and school staff in learning about their role in ensuring a safe and inclusive environment for all students, incorporating key learning around equity and mental health.

**Resource:** What does racism have to do with me?  
- School Mental Health Ontario (SMHO) Resources

- Anonymous feedback surveys after each learning session to inform future learning and meeting agendas
- Completion of Equity Learning Plans - ongoing conversations with FOS SO regarding implementation and impact
- Anonymous feedback surveys at the school level to inform local strengths and learning needs

## Goals

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

## Actions to be Taken

### Learning sessions with P/VPs at Director's Meetings:

1. September 14, 2022
2. November 9, 2022
3. January 11, 2023
4. March 1, 2023
5. May 10, 2023

Re-engage Equity Leads in every school to support the use of culturally responsive and relevant pedagogy across classrooms and schools.

### Learning sessions with Equity Leads

1. January 10 and 12, 2023
2. April 13 and 14, 2023

Continue to Identify and eliminate systemic barriers in policies, processes, and procedures through collaborative reviews

Develop and implement an effective and transparent human rights complaints resolution process

Promote the use of different forms of alternative dispute resolution, where appropriate, to resolve human rights complaints

Enhance leadership capacity in understanding legal responsibilities related to Human Rights through Anti-racism and anti-discrimination awareness training for administrators:

1. August 24, 2022
2. September 14, 2022
3. October 12, 2022
4. December 7, 2022
5. February 8, 2023
6. April 12, 2023

### Invitational Learning Series - Staff and/or Families

1. November 17, 2022
2. April 20, 2023

### Student Conference Series

## How will success be measured?

- Student Census Data
- School Climate Survey Data
- HREA Data



**STRATEGIC PRIORITY 3:**  
**Teaching and Learning**

*“Catholic Schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture”*

—EVANGELII GAUDIUM; 134



## Goals

To ensure meaningful and varied assessments are used to improve student learning, inform instruction and determine next steps within the destreamed Grade 9 classroom

## Actions to be Taken

Identify strengths and needs to better inform our teacher PD and student supports in order to increase success for marginalized students.

Capacity building session targeting Grade 10 Math teachers with a focus on the Curriculum Addendum with the goal of streamlining student transition from destreamed math courses to leveled math courses.

Ongoing professional development opportunities for teachers of destreamed courses.

Collect course selection data for current grade nine students to compare pathway choices pre and post the implementation of destreaming.

Collection and comparison of success rates between destreamed classes and previously streamed courses disaggregated by demographic census information.

To identify and address learning gaps in literacy.

Implement a variety of tutoring opportunities for K-12 students.

Explore and identify resources and screening tools to support structured literacy in the primary grades.

Build awareness and capacity in the science of reading through targeted professional development for Primary Educators - September 23, 2022 Professional Activity Day Sessions.

Build capacity in structured literacy, through targeted training of Gr 1 & 2 educators:

1. October 6, 2022
2. October 11, 2022
3. October 19, 2022
4. November 3, 2022
5. November 10, 2022
6. November 17, 2022

## How will success be measured?

- Report Card Data
- EQAO data cross referenced with student demographic data
- Feedback from professional learning sessions

- Comparison of cohort report card and EQAO data pre and post-covid

- Attitudinal and qualitative data from educators, including personal confidence level for instruction

- Audit of structured literacy resources in schools
- Student Achievement Data
- Student Attitudinal Data (EQAO)

## Goals

To focus on enhanced STEM programming

## Actions to be Taken

Numeracy Resource Teacher deployment to identified schools in support of job-embedded learning and coaching to enhance Math instruction in the Junior Grades.

Purchase Math Resources (Zorbis Math) for all primary classrooms.

Targeted professional learning in Mathematics.

Support STEM learning in every school through capacity building for identified lead educators.

Purchase and distribute coding kits, tools and resources for all schools.

Roll out of new elementary Science and Technology curriculum.

## How will success be measured?

- Attitudinal and qualitative data from educators, including personal confidence level for instruction
- Audit of coding resources in schools
- Student Achievement Data
- Student Attitudinal Data (EQAO)

## Indigenous Education

To ensure better understanding and provide learning about days/seasons of significance to the Indigenous People

Work with the communications department to highlight days/seasons of significance on social media platforms and the Board website.

Communicate to staff through numbered memos and the Weekly Buzz.

Build staff/system capacity through mini-learning sessions in schools and Sharing of Excellence Sessions.

Incorporate learning into Professional Activity days for all school staff.

- Increased embeddedness of days

To build understanding of authentic reconciliation.

Focus for staff learning - unpacking the papal visit.

Continue to be guided in learning and action by the Calls to Action of the Truth and Reconciliation Commission.

Building knowledge about the UN Declaration on the Rights of Indigenous Peoples.

- Attitudinal and qualitative data from educators, including personal confidence level for instruction
- Audit of coding resources in schools
- Student Achievement Data
- Student Attitudinal Data (EQAO)

## Goals

To continue to enhance community collaboration through authentic partnership

## Actions to be Taken

Indigenous Education Circle meetings:

1. October 19, 2022
2. December 13, 2022
3. February 15, 2023
4. April 19, 2023
5. June 7, 2023

Facilitate presentations by Indigenous Community Members.

Consult Indigenous Community and provide opportunity for input and feedback on initiative and learning opportunities.

Welcome community members to lead special celebrations and learning.

Build capacity with school leadership to foster positive and active relationships with Indigenous Community members.

Continuing to provide learning opportunities around Indigenous protocols.

## How will success be measured?

- Participant Feedback
- Student Voice
- Artefact of Learning
- Continued growth of community presenters

To successfully implement Grade 12 Indigenous Studies Course in all Secondary Schools.

Provide training and networking opportunities for Grade 12 teachers; Indigenous Consultants to support learning sessions  
Purchase resources to support course delivery  
Gather feedback from staff and students with regards to the course for continuous improvement

- Number of students taking courses
- Report card data
- Student feedback
- Educator feedback
- Improved programming for students

To continue to incorporate Indigenous Voices within K-12 curriculum

Establishment of Indigenous Resource Teacher Positions (3.0 FTE) to work directly with educators in schools on areas need.  
Elementary Focus on Grade 5 and 6 - interweaving Indigenous perspective into the curriculum.  
Secondary Focus - Indigenous Studies Courses.  
Develop resources to support educators embedding voice.  
Continue capacity building of P/VP's, educators and system leaders.  
Continue to build capacity for on the land learning.  
Focus on exploring and expanding French Immersion/Core French resources to support Indigenous Education Learning.

- Collected data on Indigenous student achievement
- Data on school/classroom engagement with Indigenous Resource Teachers
- Artefacts of Learning



**STRATEGIC PRIORITY 4:**  
**Expanding  
Pathways**

*“For I know the plans I have for you,”  
declares the Lord, “plans to prosper  
you. And not to harm you, plans to give  
you hope and a future.”*

—JEREMIAH 29:11



## Goals

To Expanding e-learning opportunities to support learning needs of students and ensure alignment with the requirements of PPM 167

To enhance opportunities in technology and skilled trades with a particular focus on increasing gender parity.

## Actions to be Taken

Expansion of membership in Ontario E-Learning Consortium to provide access for students year round.

Strategic use of e-learning to supplement scheduling for all students, particularly senior and virtual students.

Build capacity with Guidance teachers through sharing of best practices re: PPM 167 at monthly Guidance Meetings.

Ongoing communications strategy for students and families regarding e-learning graduation requirements.

Build capacity within secondary school technology and skilled trade educators to increase tech-based dual credit opportunities for students.

Collect gender-based data for involvement in tech-based programs.

Increase awareness of the automotive skilled trade through OYAP Cars workshop.

Increase the number of grade 7-8 female students interested in the trades through Expand the Possibilities: Young Women in Science, Technology and Trades conference at Durham College.

Expose grade 8 students to a variety of trades and secondary and post-secondary opportunities for trades education through Gold Collar workshops and the OYAP Catapult workshop.

## How will success be measured?

- Enrolment data
  - Report Card data
  - Number of e-learning courses offered locally and/or accessible through OELC
- 
- Number of skilled trades sections by school
  - Number of students in tech-related Specialist High Skilled Majors courses
  - Enrolment data by demographic compared to provincial averages

## Goals

To conduct an audit of current student injury prevention initiative(s), reevaluate initiative goals and priorities and implement preventative measures.

## Actions to be Taken

Have a third-party consultant complete a needs analysis and submit recommendations

Establish a Student Injury Prevention Committee to evaluate goals, priorities and assist with initiative implementation

Consult with other Boards to explore best practices and training resources for high-risk subject areas

Review OSBIE student injury data

## How will success be measured?

- Decreased student injuries in high-risk subjects including technology education, science, health and physical education, and arts. Improved student safety awareness through written and physical tests

## Alternative Education

To conduct a needs analysis and review of Alternative Education Programs to increase equitable access for students.

Through an equity lens, collect enrolment data by program.

Review pedagogical approach and strategies to reengage students.

Creation and dissemination of student surveys.

Explore different models for the provision of alternate programming to re-engage students.

Network with other Boards to explore best practices.

Consider integration of new Prior Learning Assessment Recognition regulations in supporting student success in all schools including Alternate Education.

- Increased enrolment and student re-engagement (measured through enrolment data and student survey results)

## Continuing Education

### Goals

To support student success through expansion of Prior Learning Assessment Recognition in all secondary schools.

Expand Continuing Education Day School Credit Program.

### Actions to be Taken

Allocation of a Continuing Education Vice-principal with PLAR expertise.

Recruitment of additional PLAR assessor.

Flexible delivery of the curriculum for students.

Recording of lessons for students to access 24/7.

### How will success be measured?

- Increase in PLAR assessments in secondary schools for students that are 18 year's old students.

- Added enrollment

- Increase of accumulation of day school credits





**STRATEGIC PRIORITY 5:**  
**Managing  
Resources**

*“In the end, everything has been entrusted to our protection, and all of us are responsible for it. Be protectors of God’s gifts!”*

—POPE FRANCIS



## Information and Communications Technology

### Goals

Implement new Enterprise Resource Planning (ERP) System

### Actions to be Taken

Dedicated ERP Project Manager to oversee all aspects of implementation.

Weekly meeting between Information and Communications Technology, Human Resources Services, Business and Compensation Services to monitor implementation and progress.

Work with Communications Department on Communications plan to support rollout to system.

Employee training schedule:

1. Super-users - Fall 2022
2. All Users - Winter/Spring 2023

### How will success be measured?

- Implementation process to be monitored by the Audit Committee and Internal Auditors.
- Reports scheduled for November 2022 and April 2023
- New ERP becomes System of Record

Continue implementation of the Multi-Year Technology Plan

Continue to refresh staff technology based on the established 5-year cycle  
Work with school Principals to reach the 2:1 technology ratio (two students/device). 3:1 technology ratio was established in 2021-2022 through the School Technology Equalization Strategy

- Using the Asset Management system to monitor life cycle and ratio of technology.

To continue to improve system-wide Cyber Security

Invest in an enhanced backup solution for the Main Datacentre and Disaster Recovery (DR) to support cyber security.

Continue to enhance cyber attack prevention and detection, data protection, and data recovery.

Build staff and student awareness about email phishing through a formal communication plan.

- Providing high performance and high availability systems. Meeting or exceeding 99.9% system availability
- Tracking system availability with a goal of meeting and exceeding the 99.9% system availability.

## Finance

### Goals

To develop a framework for equitably assessing annual administration and financial allocations to schools

### Actions to be Taken

Establish working group of Senior Administration, Principals and Vice Principals to review current practice and develop revised framework for allocations.

- Working Group Meetings to be held in October; November and December 2022;
- Conduct survey of P/VP group regarding factors affecting school needs;
- Review relevant school level data, establish criteria, set benchmark targets; and
- Target Implementation of new framework - 2023/2024 budget process.

### How will success be measured?

- New framework established and utilized in budget preparation for 2023/2024

## Facilities

To implement actions from the Sustainability Action Plan

Upgrade energy consuming equipment identified facilities.

Target 100% ecoSchool certification.

Stewards of Sustainability Committee Meetings to review sustainable action items/plan (4-6 meetings between October 2022 and June 2023)

- Energy reporting to the Ministry of Energy. EcoSchool certification totals. Year end Board report on Sustainable actions.

To optimize school boundaries and programs

Complete the Oshawa area review including community consultation.

Complete Brooklin Regular track review and community consultation.

Complete Notre Dame / Archbishop Denis O'Connor Catholic High Schools -St Jude boundary review and community consultation.

- Community input is reflected in the Board decision making. Program, enrolment and boundary balance is achieved.

## Human Resources

### Goals

To conduct a needs analysis of existing employment processes to identify and remove barriers in the employment process.

### Actions to be Taken

Create a working group with representation from various departments and partners to seek input regarding needs and determine next steps to remove any barriers in the employment process, including but not limited to:

- Recruitment and retention of staff
- Interview guidelines
- Onboarding processes
- Mentoring
- Professional development and appraisal

Network with other school boards to review best practices

Review of workplace demographic data

Creation of standard operating procedures and references/materials for onboarding

Aspiring Leaders (pg. 24 Budget & Strategic Priorities Report)

Vice-Principal Mentoring & Leadership Series (pg. 24)

### How will success be measured?

- Needs assessment completed
- Next steps identified
- Standard operating procedures for onboarding have been established
- Workforce demographic analysis

## Communications

### Goals

Improve Internal communications

### Actions to be Taken

Establish myDCDSB (intranet) as the hub for all internal communication resources and information for the organization.

### How will success be measured?

- Track intranet analytics (top viewed pages/content)
- Create videos to help staff navigate the new intranet
- Complete a staff satisfaction survey

Launch DCDSB's Multi-Year Strategic Plan (MYSP)

Develop a communication plan to support the implementation of DCDSB's Multi-Year Strategic Plan.

- MYSP Launch (internal and external launch)
- Create posters with new Mission, Vision, Values,
- Create video to build awareness of new strategic priorities,
- Incorporate strategic priorities into Weekly Buzz, intranet, DCDSB News,
- Embed the principals of Human Rights, Equity and Inclusion into all communication materials

Increase timely information and engagement opportunities

Create an engagement plan to build and maintain open, transparent and trusting relationships with staff, students, families and partners.

- Create engagement webpage on board/schools websites that highlights way to engage with DCDSB on initiatives that are seeking student, staff, families and/or community engagement.
- Establish call to action button to help facilitate engagement
- Listen more and be highly responsive to input that guide informed decision making
- Review website analytics and feedback from engagement surveys/ThoughtExchanges
- Build feedback options into communication plans for program and initiatives
- Communicate on the outcome of engagement/feedback

Continue to enhance relationships with media and share proactive stories

Identify proactive media stories that highlight strategic priorities and initiatives.

- Be highly responsive to promptly address the media inquiries by providing information/facts, why it matters and/or the next steps



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