

Discovery 2023:
Renewing the Vision

2019-2022 Strategic Plan

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.

OUR 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.



OUR VALUES

As a Catholic Learning Community, we value:

Faith—evangelizing ourselves and others through scripture, sacrament, prayer and action in service with 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, reconciliation and forgiveness.

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.

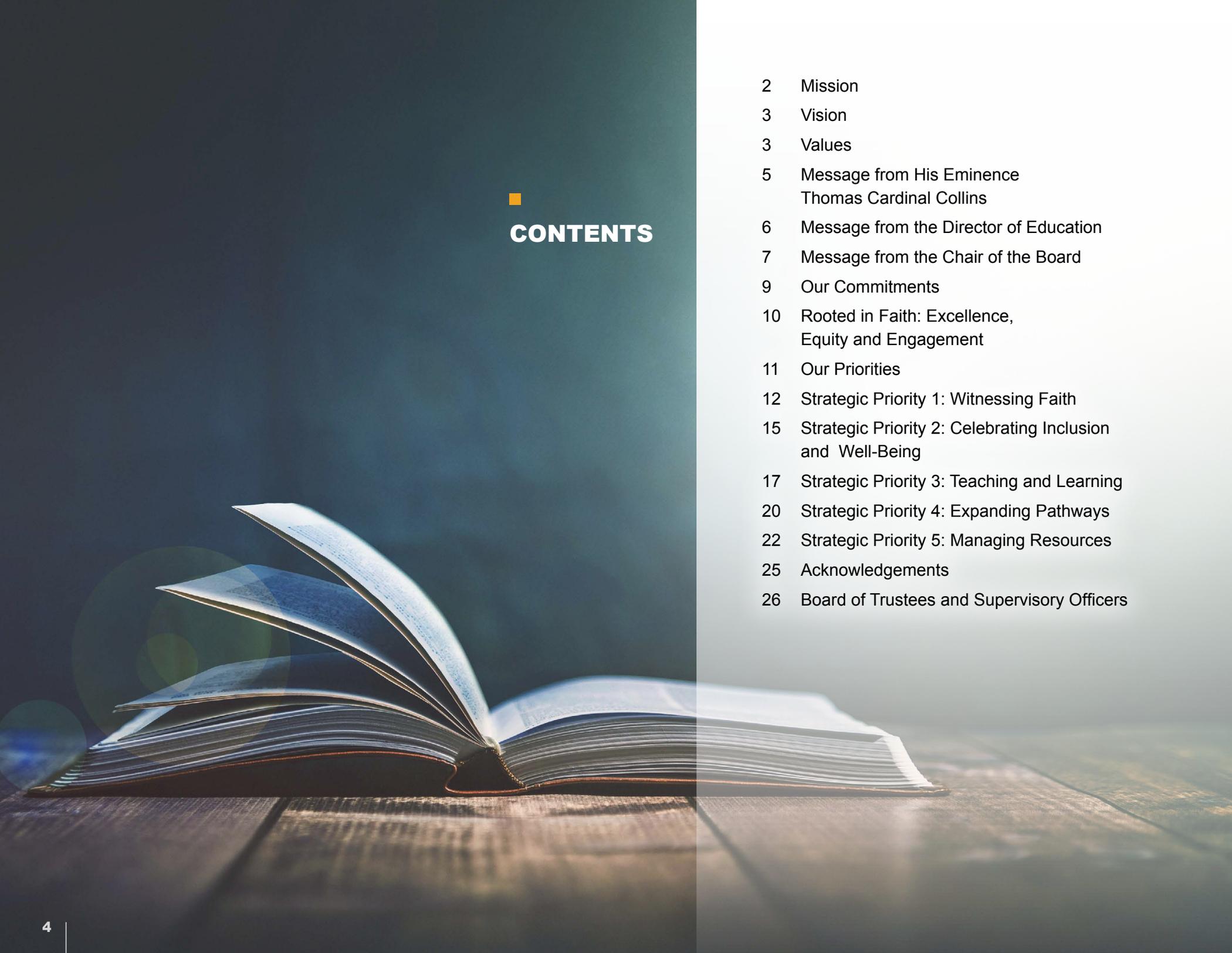
Service—seeking out and responding to local and global needs with prudence, fortitude, humility and charity.

Stewardship—shepherding God’s creation and resources for the common good.

Responsibility—demonstrating accountability and fidelity in thoughts, words and deeds.

Justice—acting and serving with integrity in communion with the Gospel and teachings of Jesus.

By living these values with an open mind and a faithful heart we bear witness to these words: “You are the hope of the Church and of the world. You are my hope.” —ST. JOHN PAUL II



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CONTENTS

2	Mission
3	Vision
3	Values
5	Message from His Eminence Thomas Cardinal Collins
6	Message from the Director of Education
7	Message from the Chair of the Board
9	Our Commitments
10	Rooted in Faith: Excellence, Equity and Engagement
11	Our Priorities
12	Strategic Priority 1: Witnessing Faith
15	Strategic Priority 2: Celebrating Inclusion and Well-Being
17	Strategic Priority 3: Teaching and Learning
20	Strategic Priority 4: Expanding Pathways
22	Strategic Priority 5: Managing Resources
25	Acknowledgements
26	Board of Trustees and Supervisory Officers



**Message from His Eminence
Thomas Cardinal Collins**

My dear friends,

Be assured of my ongoing prayers as the Durham Catholic District School Board launches *Discovery 2023: Renewing the Vision*. I am grateful for the ongoing commitment to strengthening Catholic education undertaken each day by all those who labour in the vineyard of the Lord.

It is critical that we continue to draw on the talents and gifts of all those who nurture our faith community. The strong partnership that exists between parish, home and school allows each one of us to be stewards of the many gifts entrusted to us by God.

Our Catholic schools throughout Durham Region are examples of God's love unfolding each day in our classrooms and communities. May we redouble our efforts to serve as the hands and face of Christ to welcome the stranger, support one another and foster a safe and loving environment for every student and family.

Once again, thank you to all those who strengthen publicly funded Catholic education through the Durham Catholic District School Board. Know that I am grateful for the contributions of each member of our faith community as we journey together and nurture the seeds of faith for years to come.

May God bless you now and always!

Sincerely in Christ,

† Thomas Card. Collins

Thomas Cardinal Collins
Archbishop of Toronto

Discovery 2023: Renewing the Vision marks the beginning of a new era in the Durham Catholic District School Board's (DCDSB) strategic planning cycle. It demonstrates our commitment to Catholic education, drawing on the alignment and coherence documented through our *Discovery 2020 Strategic Plan*. The work throughout this consultation process has provided much data and has prepared us for the launch of the next decade.

Key partners and stakeholders, including students, staff, trustees, families, Catholic partners, clergy, religious leaders, employee group representatives, community partners and committees, and the broader community participated in the development of this new multi-year strategic plan. This steadfast commitment builds on our previous strategic plan; and has helped establish a strong foundation centred on *Renewing the Promise: A Pastoral Letter for Catholic Education* and the current Ministry of Education's priorities. I am grateful for all who shared their voices and ideas as we continue to enhance our Catholic education system over the next three years and beyond.

Rooted in faith, this plan is guided by our strategic commitments, which are defined in this document: Excellence, Equity, and Engagement. In the pages that follow, you will find an overview of how these commitments promote the best cognitive, physical, social and spiritual environment for students to learn, live and grow, together in faith.

Yours in Catholic Education,

Anne O'Brien
Director of Education



**Message from the
Director of Education**



**Message from the
Chair of the Board**

The Durham Catholic District School Board of Trustees is pleased to launch the renewed vision for our Catholic school system. This new multi-year strategic plan was developed during our 50th commemorative year. Participation in our milestone celebrations, along with the strategic planning focus groups, surveys and dialogue with key stakeholders, presented valuable opportunities to reflect on the past 50 years, celebrate our achievements, and look forward to embracing our motto – *Learning and Living in Faith* – into 2020 and beyond.

As stewards of Catholic education, we are pleased to advocate for the ongoing animation of our faith through curriculum, pedagogy, social justice teachings, best practices in promoting well-being, spiritual development and academic achievement. These significant themes enable students to establish pathways and pursue their secondary school diploma while meeting the Ontario Catholic School Graduate Expectations.

This multi-year plan provides a framework that will allow trustees to continue to advocate and ensure quality Catholic education that is accessible for all. We are grateful to all who have contributed to this plan, and to those who dedicate their vocation to service in our Catholic schools, making a difference in the lives of past, present and future generations of students and families.

God Bless,

John Rinella
Chair of the Board



“The Kingdom of heaven is like a grain of mustard seed which a man took and sowed in his field; it is the smallest of all seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.” —MATTHEW 13:31-32



A close-up photograph of a simple wooden cross resting on a dark, textured surface. A red string is tied around the top of the cross. The background is dark and out of focus, showing a wooden handle and a red cord.

OUR COMMITMENTS

As a Catholic school system, we are rooted in faith with Jesus Christ as the teaching centre.

In keeping with *Renewing the Promise: A Pastoral Letter for Catholic Education* (2018) the Durham Catholic District School Board (DCDSB) will ensure all students, staff, families and partners understand what it means to be:

- A community that accompanies;
- A community that builds relationships;
- A community that encourages engagement and instills hope; and
- A community that forms joyful disciples.

It is within this context, informed by our faith, that our strategic commitments have been established.

OUR COMMITMENTS ARE ROOTED IN FAITH



Excellence

“Let us not tire of doing what is good, for at the right time, we will reap a harvest if we do not give up.” —GALATIANS 6:9

We are committed to:

- Learning about and using current, research-based best practices.
- Nurturing a culture of high expectations and individual accountability for continuous growth.
- Encouraging and celebrating collaboration, curiosity and creativity.
- Creating a culture that fosters inquiry and innovation.

Equity

“A new commandment I give you, love one another, as I have loved you...” —JOHN 13:34

We are committed to:

- Cultivating a positive sense of self and belonging for each individual by respecting and responding to diverse identities and strengths.
- Providing access to a broad range of programs, pathways and vocations.
- Providing opportunities for all staff to engage in learning to support culturally responsive and relevant practice.
- Walking the path together with our Indigenous partners to increase understanding and commitment to the Truth and Reconciliation Calls to Action.

Engagement

“The human body has many parts, but the many parts make up one whole body. So it is with the body of Christ.” —CORINTHIANS 12:12

We are committed to:

- Enhancing relationships with our students, staff, families, parishes and community partners through ongoing communication.
- Facilitating meaningful consultation opportunities which allow for input from a broad range of voices, perspectives and cultural diversities.
- Ensuring transparent decision-making processes.
- Providing opportunities to increase authentic student voice and ownership in their learning.



OUR PRIORITIES

Our Catholic learning community is based on a strong foundation that has flourished for over 50 years, providing quality Catholic education to generations of diverse learners. *Discovery 2023: Renewing the Vision* reflects our commitment to maintaining the strength of our system, rooted in faith, with Jesus Christ at the centre of everything we do.

Our commitment to **Excellence, Equity** and **Engagement** propels our strategic priorities. The pages that follow outline our priorities, goals and actions, which form a harmonized system in which everyone works together, bearing witness to our motto, *Learning and Living in Faith*.

OUR STRATEGIC PRIORITIES ARE:

1. Witnessing Faith
2. Celebrating Inclusion and Well-Being
3. Teaching and Learning
4. Expanding Pathways
5. Managing Resources



STRATEGIC PRIORITY 1: **Witnessing Faith**

“Modern man listens more willingly to witnesses than to teachers, and if he does listen to teachers, it is because they are witnesses...”

—POPE PAUL VI

All partners in Catholic education are called to model the Gospel values of Jesus Christ and to work together to support learning environments that are rooted in faith. Our Christ-centred Catholic schools should represent “places where children and young people encounter Jesus, and where they are encouraged to enter more deeply into a personal relationship with Him.” (*Renewing the Promise: A Pastoral Letter for Catholic Education*, Assembly of Catholic Bishops of Ontario, pg. 25)



Essential Practices:

Witnessing faith embodies a Catholic worldview informed by the Catholic Social Teachings in the lifelong pursuit of the Catholic Graduate Expectations.

Our Catholic learning communities will:

- demonstrate a relationship with Christ in both word and deed;
- engage and promote social justice and service to our broader communities; and
- support the rich delivery of our religious education curriculum and programs.

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 (CGEs) across all curriculum.

Actions

(What actions/resources will support this priority?)

- Provide ongoing and systematic support for staff to ensure all curriculum is delivered through a Catholic worldview.
- Develop tools and resources to support a Christ-centred curriculum based on *Renewing the Promise: A Pastoral Letter for Catholic Education*.
- Implement the most current educational resources in Religious and Family Life Education.
- Establish annual system-wide engagement activities for students and community members that are focused on faith.
- Prioritize the spiritual dimension and faith life of our schools and workplaces, including a focus on social outreach.
- Increase awareness of the Ontario Catholic School Graduate Expectations (CGEs), Catholic Social Teachings and *Renewing the Promise: A Pastoral Letter for Catholic Education* for all stakeholders.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Gather feedback and data from administrators and Student Achievement teams during face-to-face meetings, such as Family of Schools meetings, school monitoring visits, School Improvement Plan meetings and classroom visits.
- Seek feedback from staff on their professional development needs and growth in learning.
- Monitor School Improvement Plans at both the local and system level to gain further insight into spiritual engagement.
- Analyze student exit survey data to assess spiritual engagement.
- Utilize the DCDSB Catholic School Audit Resource as a voluntary self-assessment tool for schools to collect and analyze data.

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

- Establish the role of system level Faith Formation Coordinator to assist in the review and development of faith development programming.
- Enhance professional development opportunities for Faith Ambassadors and Chaplaincy Team Leads.
- Establish a System Level Pastoral Planning Team, representative of various employee groups, to design and plan faith formation opportunities for staff.
- Enhance opportunities to leverage digital resources and tools to support staff in their ongoing faith development.

- Analyze focus group data from Faith Ambassadors and Chaplaincy Team Leaders.
- Review feedback from the System Level Pastoral Planning Team.
- Digital tools and resources will be accessible to all staff.
- Track implementation of staff and student engagement in faith formation opportunities.

Goals

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

Actions

(What actions/resources will support this priority?)

- Review on an ongoing basis, the intentional integration of faith development programming through the board's Leadership Development Strategy and support for new teachers/employees.
- Ensure that every school develops an annual Pastoral Plan with actions to support the spiritual dimension of the schools.
- Partner with the local parish priest(s) and parents in the development of the school level Pastoral Plan.
- Work with the system level pastoral planning team to develop an annual focus on a board-wide spiritual theme in New Evangelization to be celebrated across the system:
 - 2019-2020 – Year of Hope
 - 2020-2021 – Year of Love
 - 2021-2022 – Year of Faith
- Engage with local Catholic Parent Involvement Committees and the regional Durham Catholic Parent Involvement Committee (DCPIC) to prioritize and support family engagement in faith formation.
- Continue to build awareness of the calls to action in *Renewing the Promise: A Pastoral Letter for Catholic Education* with all partners in Catholic education.
- System Level Pastoral Planning Team will articulate annual goals and progress through a formalized plan entitled *Together in Faith*.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Collect survey data on professional learning needs and growth in learning from both new and experienced staff and school level leaders, and aspiring leaders.
- Review school level Pastoral Plan annually with Family of Schools Superintendents, along with parish priests and DCPIC members.
- Assess the impact of the Pastoral Plan each June.
- Audit school social media activity to assess engagement with the annual spiritual theme.
- Assess evidence of continued knowledge building of *Renewing the Promise* and integration of Institute for Catholic Education (ICE) resources in the schools.



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

*“To love someone is to show to them
their beauty, their worth, and their
importance.” —JEAN VANIER*

A state of well-being encompasses a sense of hope and optimism, personal resilience, respect for ourselves and others in order to positively contribute to our communities. All staff members are an essential part of promoting well-being in a safe, welcoming and inclusive learning environment.



Essential Practices:

Well-being for all is built upon the foundation of the development of the whole person; social, emotional, academic, spiritual and physical.

Our Catholic learning communities will:

- cultivate the principles of Equity and Inclusion;
- implement progressive discipline based on a fundamental commitment to Restorative Practice; and
- ensure that all staff understand their role in providing universal supports for well-being.

Goals

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

Actions

(What actions/resources will support this priority?)

- Encourage a greater focus on mentally healthy schools and classrooms through the implementation of the Aligned and Integrated Model from School Mental Health Ontario.
- Equip staff to notice and respond appropriately to students experiencing concerns with belonging and safety.
- Use data from the School Climate Surveys to refine goals in the Board and School Bullying Prevention Plans.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Analyze data from the Leading Mentally Healthy Schools Reflection tool.
- Observe engagement and interactions with students noted during school monitoring visits.
- Review and analyze results from the School Climate Surveys.

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

- Increase opportunities for parents/caregivers to build their knowledge and understanding of student well-being.
- Design and deliver role-specific mental health awareness and literacy for all staff.
- Raise awareness among stakeholders on the importance of daily physical activity for students, and how to optimize recess and regular movement breaks.
- Support stakeholders in their understanding and implementation of Bias Free decision making.
- Enhance the capacity of all educators to use Culturally Responsive Pedagogy to recognize that all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity.

- Gather feedback and data from administrators and Student Achievement teams during face-to-face meetings, such as Family of Schools meetings, school monitoring visits, School Improvement Plan meetings and classroom visits.
- Review and analyze anecdotal feedback shared during Student Voice Forums.
- Gather parent/caregiver feedback to assess their understanding of student well-being.
- Gather data on the increased implementation of daily physical activities.

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

- Strengthen our ability to prevent and respond to all forms of bullying.
- Strengthen the use of tier one (universal) and tier two (targeted) programs and interventions.
- Increase student access to brief mental health intervention.
- Provide role-specific training and support to improve outcomes for students with special education needs.
- Strengthen educator capacity in the implementation of Learning Profiles for students with Special Education needs.

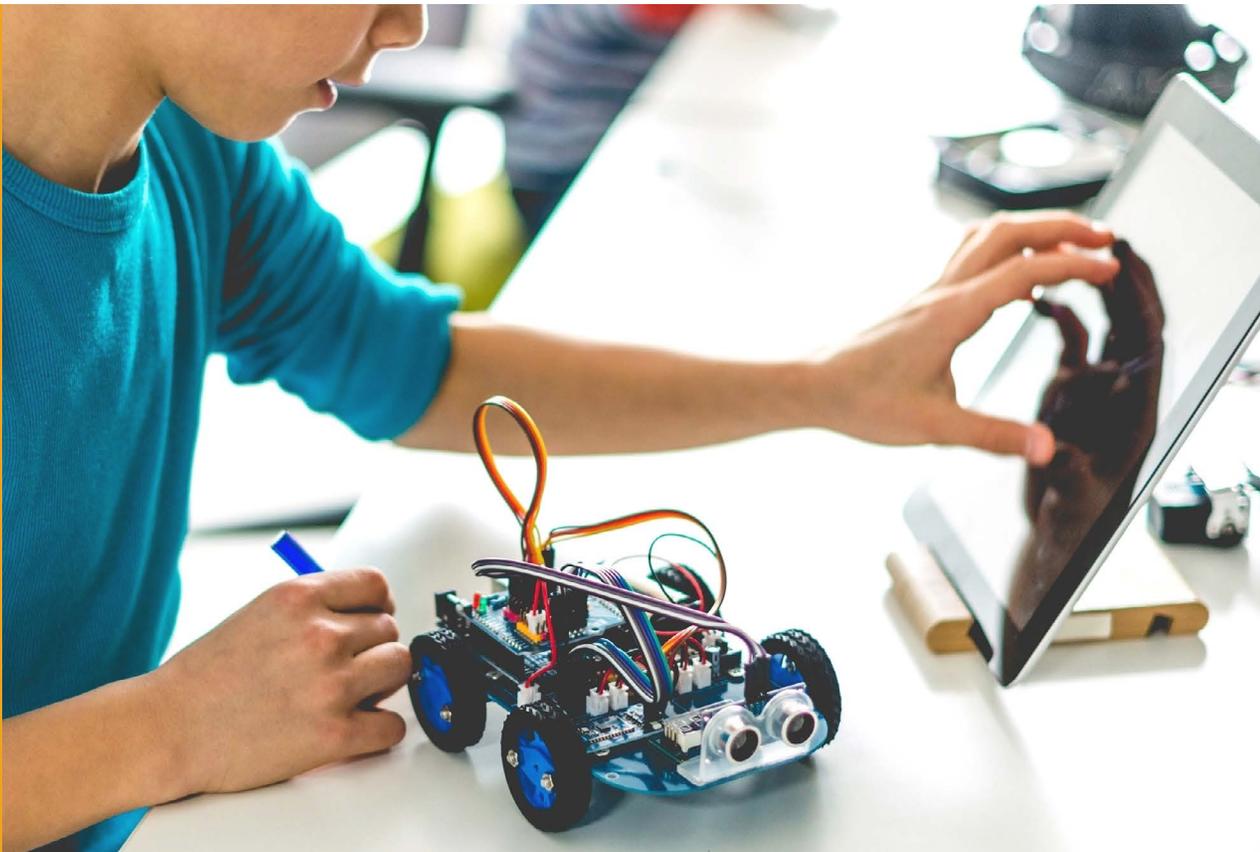
- Track pre and post assessment data for targeted groups.
- Analyze Individual Education Plans for implementation of targeted programs and interventions.
- Track implementation of Learning Profiles.
- Collect survey data on role-specific professional learning needs.



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



Excellence in teaching and learning hinges upon understanding the instructional core, which is the interconnected relationship between student, educator and curriculum. All educators are called upon to use this knowledge to facilitate modernized learning environments and experiences that engage students in building global competencies and attaining the Catholic School Graduate Expectations.

Essential Practices:

Innovative and engaging experiences are built upon the foundation of Literacy, Numeracy and faith across the curriculum.

Our Catholic learning communities will:

- emphasize high expectations for Literacy and Numeracy that will be evident throughout each school;
- employ a variety of research-based strategies and assessments to address students' interests, learning styles and readiness in teaching practices; and
- plan and reflect upon the relevant and meaningful inclusion of our Catholic School Graduate Expectations and Social Teachings throughout all subject areas.

Goals

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

Actions

(What actions/resources will support this priority?)

- Identify an Assessment and Evaluation Lead who will develop an annual professional learning plan to build educator capacity with Growing Success.
- Build educator capacity to use electronic platforms to increase and support Evidence of Learning.
- Ensure capacity building sessions have an assessment focus (balancing/coherence of observation, conversation, product; as well as cycle of assessment for, as, of).
- Provide opportunities for students to learn about their role in assessment for learning, setting goals and determining next steps.
- Strengthen educator capacity in the use of Student Learning Profiles to support instruction based on students' strengths, interests and learning styles.
- Share educator assessment best practices through a variety of board communication tools, such as Numeracy Notes.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Gather feedback and data from administrators and Student Achievement teams during face-to-face meetings, such as Family of Schools meetings, school monitoring visits, School Improvement Plan meetings and classroom visits.
- Track the use of EDSBY by parents, educators and students.
- Analyze exit tickets after Professional Development (PD) sessions to evaluate understanding of content delivered.
- Analyze report card data through EDSBY, Compass for Success.
- Review EQAO data:
 - > Contextual data
 - > Attitudes and Behavioural data
 - > Demographic data
 - > Cohort data
 - > Special Education data
- Facilitate cyclical assessments to Numeracy questions (created and provided by board), and student responses at various points in the year.
- Track consistent use of visual models in Numeracy.

To build learning environments which engage students and honour Indigenous peoples and a variety of cultural perspectives.

- Provide opportunities for students to be partners in decisions impacting their educational experience.
- Seek student voice that reflects the diversity, needs and interests of the student population regarding their educational experience, and policies and programs through a variety of channels.

- Monitor engagement through activities, such as Equity Walks, student surveys, conferencing, parental feedback, exit cards, photo video analysis, documentation of student learning, and a variety of student assessments.

Goals

Actions

(What actions/resources will support this priority?)

- Provide opportunities for professional learning about Indigenous Education matters with all staff.
- Build capacity within schools to ensure that all learners see themselves, their values, culture and interests reflected in their learning environment (e.g. English language learners).

Monitoring / Metrics

(How will we measure and know that it is working?)

- Track feedback received through conversations with students, variety of student assessments, and community involvement (SWIS, Indigenous Members).
- Review exit tickets and surveys after PD sessions.
- Monitor engagement among diverse groups through Equity Walks, observation of learning commons and school community environment.

To ensure equitable access to authentic and significant experiential learning opportunities for all students.

- Build a shared understanding of experiential learning to foster coherence amongst educators, students, and community partners.
- Continue to collaborate with current partners to seek out resources and support for students that enhance experiential learning opportunities through mentorship, funding, etc.
- Seek new partnerships with community organizations to enhance experiential learning opportunities for students with a particular focus on promoting skilled trades.
- Engage educator leads in collaborative inquiries/ professional learning around policy framework to lead experiential learning experiences.
- Engage students and educators in community-connected outdoor education and experiential learning opportunities within the community.

- Gather feedback and data from administrators and Student Achievement teams during face-to-face meetings, such as Family of Schools meetings, school monitoring visits, School Improvement Plan meetings and classroom visits.
- Analyze feedback in pre and post surveys, conferencing, and observations of educators, students and community partners to assess their understanding of experiential learning.
- Feedback form and surveys from community partners.
- Collect data to determine existing number of community partners and increase in new partnerships through the years.
- Review results from exit tickets and surveys after PD sessions and learning fairs.
- Collect data via observations, conversations and products that measure the increase in student engagement and achievement.



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



Education and career/life planning helps students from Kindergarten to Grade 12 and beyond set and achieve their personal goals; and become competent, successful, contributing members of society. Staff must be responsive to the interests, needs, and strengths of all students to engage them in learning and prepare them to make informed decisions for their education, career and life outside of school.

Essential Practices:

A pathways planning mindset ensures that all students from Kindergarten to adulthood develop the knowledge and skills they require to make informed education and career/life choices.

Our Catholic learning communities will:

- focus on students' strengths and personalized growth plan;
- ensure that all students have an honourable pathway; and
- promote student engagement and success by listening to and learning from students.

Goals

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

Actions

(What actions/resources will support this priority?)

- Develop and implement programming that supports pathways exploration.
- Develop and implement a plan that provides the smooth integration of Alternative Education and Continuing Education.
- Ensure effective transition planning for all students, especially students with Individual Education Plans.
- Expand opportunities to use student voice to enhance programming and assessment.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Monitor experiential learning opportunities and footprints in Dual Credit, OYAP and SHSM programs.
- Gather feedback from students based on their experiences in Alternative Education and Continuing Education programs.
- Review the rate of course completion for Alternative Education and Continuing Education programs.
- Gather feedback from student forums and exit surveys.

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

- Work collaboratively with the Experiential Learning Coordinator to develop a plan to expand the use of experiential learning for children, youth and adult learners.
- Conduct outreach and develop partnerships with community and industry partners.
- Develop educator understanding of experiential learning in order to expand the types of experiential learning opportunities available for students.
- Increase awareness and programming opportunities for women and Indigenous students in the trades.

- Gather feedback and data from administrators and Student Achievement teams during face-to-face meetings, such as Family of Schools meetings, school monitoring visits, School Improvement Plan meetings and classroom visits.
- Document new experiential learning partnerships.
- Track experiential learning opportunities developed in partnership with community and industry partners in all schools and grades, including the number of students involved.

To promote authentic, relevant and meaningful student inquiry for a deeper learning experience.

- Implement myBlueprint to support pathways and transitions inquiry.
- Ensure all students in Grades 7 to 12 create transition plans that support their Individualized Pathways Plans.
- Intermediate guidance teachers work collaboratively with students and staff to facilitate pathways and transitions planning.
- Promote the use of guidance teachers as a resource for intermediate students to raise awareness about their role in assisting with pathways and transitions planning.

- Track dates of professional development and usage by students and staff.
- Gather data on completion of Individualized Pathways Plans and transition plans.
- Gather data that reflects the number of interactions with students and guidance staff.



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

Stewardship of resources is essential to the efficient and effective management and operation of the board. Financial, human resource and asset management will promote a fiscally responsible Catholic school system which is integral to public trust, transparency and accountability. Management of resources oriented towards student achievement, well-being and faith formation priorities is the responsibility of each employee.

Essential Practices:

Managing resources is essential for system alignment, financial stewardship, risk management, and effective use of board assets.

Our Catholic learning communities will:

- establish sustainable priorities and raise stakeholder confidence;
- utilize emerging technology to support innovation, communications, learning and efficacy; and
- build partnerships and connections to enhance Catholic education.

Goals

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

Actions

(What actions/resources will support this priority?)

- Formulate a strategy to maintain a rigorous and intentional zero-based balanced budget process that aligns with board and Ministry of Education goals and priorities, and incorporates stakeholder input.
- Refresh the board's Long-Term Accommodation Plan to identify system needs, program opportunities and incorporate Ministry policy directives.
- Review current resource management and environmental stewardship processes to identify potential opportunities in accordance with best practice and reflective of Catholic social teachings.
- Formulate and implement an equity-based school finances model that reflects and supports the unique needs of each community.
- Complete a review of the board's job evaluation and pay equity plans and implement a revised compensation program for unionized and non-unionized staff.
- Work with all departments to expand partnerships in the broader community and to explore opportunities to better utilize board facilities and create program, networking and financial opportunities.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Review the annual budget with stakeholders to demonstrate that it reflects the Board Improvement Plan and is in compliance with Ministry funding parameters.
- Review utilization of board facilities annually.
- Track and celebrate as all schools continue to be recognized as Eco-certified with sustained investment in the energy/waste management programs to control costs and reduce the Board's energy and waste footprint.
- Establish a school finances working group to incorporate relevant factors into the annual school finances funding model.
- Monitor progress of completion of job evaluations.
- Review annually the current roster of partnerships by school and department and areas for future development.

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

- Implement a new Enterprise Resource Program to enhance operations and reporting in Human Resources and Financial Services.
- Engage with all employee groups to foster positive relations and work environments.

- Monitor progress of implementation of new Enterprise Resources Program.
- Track enhanced opportunities for developing positive relations with all employee groups.

Goals

Actions

(What actions/resources will support this priority?)

- Leverage the board's various communication tools including the website and other online platforms to enhance community engagement, consultation and dialogue.
- Monitor, review and adapt operating procedures and infrastructure to ensure effective cyber-security and data protection in accordance with best practices.

Monitoring / Metrics

(How will we measure and know that it is working?)

- Review feedback from community engagement opportunities to determine effectiveness of communication tools.
- Monitor annual assessment by external audit and regular reminders/communication to staff.

To develop staff at all levels of the organization to improve outcomes, cultivate future leadership and plan for succession.

- Utilize the results of the Workforce Census to support the development of diverse and qualified school and administrative leadership teams.
- Collaborate with all employee groups on the identification of professional learning opportunities that are reflective of individual and system needs.
- Increase in the number of participants in the Aspiring Leaders Program, both academic and corporate.
- Support new hires and appointees through the board's PVP mentoring, new teacher induction and support staff orientation programs.

- Use survey data to identify current gaps and opportunities, and to inform strategies to enhance the board's recruitment and development programs.
- Track completion of annual growth and learning plans by all employees.
- Track participation in Aspiring Leaders Program.
- Track orientation and peer mentoring support provided to all new hires and appointees.



“God makes Himself felt in the heart of each person. He also respects the culture of all people... God is open to all people. He calls everyone. He moves everyone to seek Him and to discover Him through creation.” —POPE FRANCIS

ACKNOWLEDGEMENTS

Thank you to all members of our Durham Catholic learning community, partners and key stakeholders who shared their voice throughout the consultation and development of the *Discovery 2023 Strategic Plan*.

- Audit Committee
- Board of Trustees
- Catholic School Councils
- Clergy
- Community Voice Forums
- Durham Catholic Parent Involvement Committee
- Durham Catholic Partners
- Employee Group Representatives
- Indigenous Advisory Circle
- Learning Council
- Our Most Reverend Bishop Vincent Nguyen
- Special Education Advisory Committee
- Staff
- Student Senate
- Student Voice

2019-2020 Board of Trustees



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◀ **Jim Wilson**
Superintendent of Education



“For the Lord gives wisdom; from His mouth come knowledge and understanding.” —PROVERBS 2:6



Rooted in Faith

Excellence | Equity | Engagement

