



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

Regular Board Meeting

Agenda

Monday, June 15, 2026

7:00 p.m.

Live Streaming Details: <https://www.youtube.com/@DurhamCatholicDSB/streams>

St. Francis of Assisi Catholic Education Centre
North Boardroom
650 Rossland Road West
Oshawa, ON L1J 7C4

Main Telephone Number: (905) 576-6150
Toll Free: 1-877-482-0722
Main Fax Number: (905) 721-8239

Board Website: www.dcdsb.ca

If you require accessibility-related accommodations for attendance at this meeting, please notify the meeting organizer in advance of the meeting date so that arrangements can be made.

Regular Board Meeting - Open Agenda

Durham Catholic District School Board
650 Rossland Road West, Oshawa, North Boardroom
June 15, 2026, 7:00 PM

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Opening Prayer

Lord of wisdom and compassion, we thank You for gathering us here for this final meeting of the year. As we reflect on the work we've done together, guide our conversations with clarity, respect, and purpose. Bless every trustee, staff member, and student we serve, and help us make decisions rooted in justice, dignity, and care for our community. May Your presence shape our words and actions today.

Amen.



Land Acknowledgement

We respectfully acknowledge that we are on the traditional territory of the Mississauga First Nations, including the Mississaugas of Scugog Island First Nation. We recognize the rich history of the peoples of the Williams Treaties. We are grateful for the past and ongoing contributions of First Nations, Métis and Inuit. As a Catholic learning community, we commit to walking the path together and actively engaging in Truth and Reconciliation.



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

Regular Board Meeting – Open Session Minutes

Durham Catholic District School Board – North Boardroom

650 Rossland Road West, Oshawa, ON, L1J 7C4

May 25, 2026, at 7:00 PM

Trustees Present

M. Ste. Marie, Chair, M. Hall, Vice Chair

Trustees K. Beatty, R. De Souza, J. Emanuel, M. Forster, J. McCafferty*

Trustee Regrets

R. Damianopoulos

Student Trustees Present

O. Aje, M. Leslie

Director of Education Present

G. Winn

Senior Administration Present

K. Akomolafe, S. Grieve, M. Hammond, M. O'Neill*, J. Outram, R. Rodriguez,
J. Sheepwash, P. Sorhaitz, K. Stevenson, J. Wilson

Senior Managers Present

F. Pileggi

** Attended virtually*

1. Opening

1.1. Call to Order

Chair Ste. Marie called the meeting to order at 7:00 p.m.

1.2. Memorials and Prayer

Student Trustee Leslie offered the opening prayer.

1.3. Land Acknowledgement

Student Trustee Aje offered the Land Acknowledgement.

1.4. Canadian Anthem

The choir from St. John Paul II Catholic School sang O Canada.

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1.5. Roll Call and Apologies

Trustee McCafferty attended virtually. Trustee Damianopoulos sent regrets.

1.6. Approval of the Agenda

Motion:

B2026-05-25-01 – Approval of Agenda

"THAT the Durham Catholic District School Board approve the agenda of the Monday, May 25, 2026, Regular Board Meeting as provided."

Motion moved by R. De Souza, seconded by K. Beatty. CARRIED

1.7. Approval and Signing of the Minutes of the Previous Meeting:

1.7.1. Regular Board Meeting held April 27, 2026

Motion:

B2026-05-25-02 – Approval and Signing of Minutes held April 27, 2026

"THAT the Durham Catholic District School Board approve the minutes of the open session of the Regular Board Meeting held on April 27, 2026."

Motion moved by J. Emanuel, seconded by M. Forster. CARRIED

1.8. Declarations of Interest

None.

2. Items of Information

2.1. Announcements

2.1.1. Appointments and Transfers

Marisa Hall, Vice-Chair of the Board, made the following announcements:

Elementary Principal Appointment:

- Edward Canning appointed to Principal of St. John Bosco Catholic School from Vice Principal of St. Josephine Bakhita Catholic School, effective August 24, 2026

Elementary Vice-Principal Appointments:

- Jessica Ambra appointed to Elementary Vice-Principal at St. Marguerite d'Youville Catholic School from Consultant, Academic Services, effective August 24, 2026.

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- Karolina Dolowy appointed to Elementary Vice-Principal at St. John Bosco Catholic School from Acting Vice Principal at St. John Bosco Catholic School, effective June 29, 2026.
- Melanie Hodgkinson appointed to Elementary Vice-Principal at Father Fénelon Catholic School from Program Support Teacher at Monsignor Philip Coffey Catholic School, effective August 24, 2026.

Elementary Vice-Principal Transfers:

- Geoff MacPherson transferred to St. Josephine Bakhita Catholic School from Father Fenelon Catholic School, effective August 24, 2026.
- Jennifer Reid transferred to St. John the Evangelist Catholic School from St. John Bosco Catholic School, effective August 24, 2026.

Secondary Vice Principal Appointments:

- Clifford Azavedo appointed to Secondary Vice Principal at Father Leo J. Austin Catholic Secondary School from acting Vice Principal at Father Leo J. Austin Catholic Secondary School, effective June 29, 2026.

2.1.2. People of Peace Recognition

Director Winn introduced the People of Peace recognition program which is connected to the 2025-2026 Spiritual Theme, *Blessed are the Peacemakers*. At the May 25 Board Meeting we celebrated two individuals that embody May's theme of A Peacemaker of Faith. A Peacemaker of Faith is someone who lives their Catholic faith with joy and authenticity. Whether through prayer, service, or leadership, they inspire others to grow in their relationship with God. Families, students and staff nominated many wonderful people within our Durham Catholic learning community, and we were proud to recognize:

- Matthew D., a Grade 3 student at St. Mark the Evangelist Catholic School
- Ms. Theresa Kallingal, Program Support Teacher at St. Theresa Catholic School

2.1.3. CWL Mary Matthews Public Speaking Contest Winner

Ciaran D., a Grade 7 student at St. Christopher Catholic School, entered the 2026 Regional CWL Mary Matthews Public Speaking Contest and came in first place at the Diocesan level competition. Ciaran read his speech on "The Oddities of the English Language."

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2.2. Notices of Motions

None.

2.3. Presentation of Awards

2.3.1. Board Award of Merit

The Board Award of Merit is awarded to an individual/group who brings honour to one of our Catholic school communities or the Board through outstanding service and extraordinary contributions to Catholic Education.

The 2025-2026 recipient of the Board Award of Merit was Kate Remiz, Principal of St. John XXIII Catholic School.

2.3.2. Trustees' Youth Awards

This award is given to one elementary and one secondary student who makes a special effort to meet and exceed the Ontario Catholic Graduate Expectations.

Elementary – Cheniece V., from St. Catherine of Siena Catholic School

Secondary – Nico R., from All Saints Catholic Secondary School

2.3.3. Reverend John Markle Trophy for Outstanding School to Home Communication Award 2025-2026

Elementary – St. Bernadette Catholic School

Secondary – Monsignor Paul Dwyer Catholic High School

Chair Ste. Marie called a short break at 7:38 p.m. The meeting resumed at 7:40 p.m.

2.4. Presentations

2.4.1. 2025-2026 Durham Catholic District School Board Math Achievement Action Plan

- Mike O'Neill, Superintendent of Education, was joined by Dan Allen, Board Math Lead, to provide the Board of Trustees with updates on the 2025-2026 Math Action Plan.
- Highlights of the presentation included:
 - 2025-2026 Math Achievement Action Plan
 - Professional Learning Opportunities
 - Priority School Support
 - Measuring Our Impact: Priority School Teachers
 - Measuring Student Learning
 - Primary Diagnostic Assessment Results

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- Junior Diagnostic Assessment Results
- Key Professional Learning Sessions
- Feedback from Ministry of Education Visit
- Next Steps
- Staff responded to questions.

2.5. Delegations

None.

2.6. Student Trustees Report

To view the written report the Student Trustees submitted for the May 25, 2026, Regular Board Meeting, [visit dcdsb.ca](https://www.dcdsb.ca).

2.7. Order Paper: Resolutions Approved for Implementation

Received for information.

2.8. Minutes and/or Reports from Committee Meetings

The following minutes and/or reports from Committee meetings were received for information.

2.8.1. Policy Review Committee Meeting – March 9, 2026

2.8.2. Special Education Advisory Committee – April 7, 2026

- As noted in the March 3, 2026, SEAC meeting minutes, a letter showing support for elected Trustees was sent to the Minister of Education. Chair Ste. Marie thanked SEAC for that and asked for a copy of the letter so he could publicly acknowledge them.

2.8.3. Durham Catholic Parent Involvement Committee – April 9, 2026

2.9. Staff Reports (for information)

The following staff reports were received for information. Staff responded to questions as they arose.

2.9.1. Student Trustee 2026-2028

2.9.2. Financial Literacy Graduation Requirement

2.9.3. Improving Student Learning – Student Success Highlights

2.9.4. Student Attendance

2.9.5. Establishment of the Student and Family Support Office at DCDSB

2.9.6. Student Achievement – Math Action Plan Updates 2025-2026

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3. Items for Decision

3.1. Consideration of Motions for which previous notices has been given

None.

3.2. Business arising from previous meetings

None.

3.3. Staff Reports (for decision)

Director Winn and staff responded to questions as they arose.

3.3.1. Policies for Consideration

Motion:

B2026-05-25-03 – Health Support Services in School Settings Policy (PO800)

“THAT the Durham Catholic District School Board approve the revised Health Support Services in School Settings Policy (PO800).”

Motion moved by M. Hall seconded by K. Beatty. CARRIED

Motion:

B2026-05-25-04 – Catholic Curriculum Policy (PO517)

“THAT the Durham Catholic District School Board approve the revised Catholic Curriculum Policy (PO517).”

Motion moved by M. Hall seconded by K. Beatty. CARRIED

Motion:

B2026-05-25-05 – First Nation, Métis and Inuit Education Policy (PO516)

“THAT the Durham Catholic District School Board approve the revised First Nation, Métis and Inuit Education Policy (PO516).”

Motion moved by M. Hall seconded by K. Beatty. CARRIED

Motion:

B2026-05-25-06 – School Level Fundraising Policy (PO416)

“THAT the Durham Catholic District School Board approve the revised School Level Fundraising Policy (PO416).”

Motion moved by R. De Souza seconded by M. Forster. CARRIED

Motion:

B2026-05-25-07 – Volunteers in Schools Policy (PO413)

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“THAT the Durham Catholic District School Board approve the revised Volunteers in Schools Policy (PO413).”

Motion moved by K. Beatty seconded by J. Emanuel. CARRIED

Motion:

B2026-05-25-08 – Employees Running for, and/or Elected to, Public Office Policy (PO301)

“THAT the Durham Catholic District School Board approve the revised Employees Running for, and/or Elected to, Public Office Policy (PO301).”

Motion moved by M. Hall seconded by K. Beatty. CARRIED

Motion:

B2026-05-25-09 – Catholic School Councils and Parent Involvement Committee Policy (PO211)

“THAT the Durham Catholic District School Board approve the revised Catholic School Councils and Parent Involvement Committee Policy (PO211).”

Motion moved by M. Hall seconded by K. Beatty. CARRIED

3.3.2. 2026-2027 Draft Roster of Policies

Motion:

B2026-05-26-10 – 2026-2027 Roster of Policies

“THAT the Durham Catholic District School Board approve the 2026-2027 Roster of Policies as of May 11, 2026.”

Motion moved by M. Forster seconded by J. Emanuel

The following amendment was proposed. Director Winn responded to questions.

Motion:

B2026-05-26-11 – 2026-2027 Draft Roster of Policies - Amended

“THAT the Durham Catholic District School Board approve the 2026-2027 **draft** Roster of Policies as of May 11, 2026.”

Motion moved by R. De Souza seconded by J. Emanuel. CARRIED

Motion:

B2026-05-26-10 – 2026-2027 Draft Roster of Policies as amended

“THAT the Durham Catholic District School Board approve the 2026-2027 draft Roster of Policies as of May 11, 2026.”

Motion moved by M. Forster seconded by J. Emanuel. CARRIED

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4. Other Business

4.1. Board Communications

4.1.1 Correspondence from the City of Pickering

Chair Ste. Marie will send a letter to the City of Pickering acknowledging their support of elected school board Trustees on the resolution adopted by Pickering City Council on April 27, 2026.

4.1.2 Correspondence from the Ontario Catholic School Trustees' Association

Received for information.

4.2. Director's Report

To view the written report Director Winn submitted for the May 25, 2026, Regular Board Meeting, [visit dcdsb.ca](https://www.dcdsb.ca).

4.3. Chair's Report

To view the written report Chair Ste. Marie submitted for the May 25, 2026, Regular Board Meeting, [visit dcdsb.ca](https://www.dcdsb.ca).

4.4. Trustee Questions

None.

4.5. Closing Prayer

Student Trustee Aje offered the closing prayer

4.6. Motion to Move In Camera (8:54 p.m.)

Motion:

B2026-05-25-12 – Motion to Move In Camera

“THAT the Durham Catholic District School Board May 25, 2026, meeting move into In Camera session.”

Motion moved by M. Forster seconded by J. Emanuel. CARRIED

The meeting resumed at 9:06 p.m.

4.7. Motions to be read in Open Session from the In Camera Session of the Board Meeting of May 25, 2026

Motion:

B2026-05-25-13 – Motion Deemed Read

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“THAT the Durham Catholic District School Board approve the motions as deemed read from the In Camera session of the May 25, 2026, Regular Board Meeting.”

Motion moved by K. Beatty seconded by M. Forster. CARRIED

4.8. Motion to Adjourn

Motion:

B2026-05-25-14 – Adjournment

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, May 25, 2026.”

Motion moved by K. Beatty seconded by M. Forster. CARRIED

The meeting adjourned at 9:07 p.m.

Morgan Ste. Marie, Chair of the Board
Durham Catholic District School Board

Gerard Winn, Director of Education
Durham Catholic District School Board

Recording Secretary: L. Beckstead



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Presentation: Dreams Delayed – Addressing Systemic Anti-Black Racism**

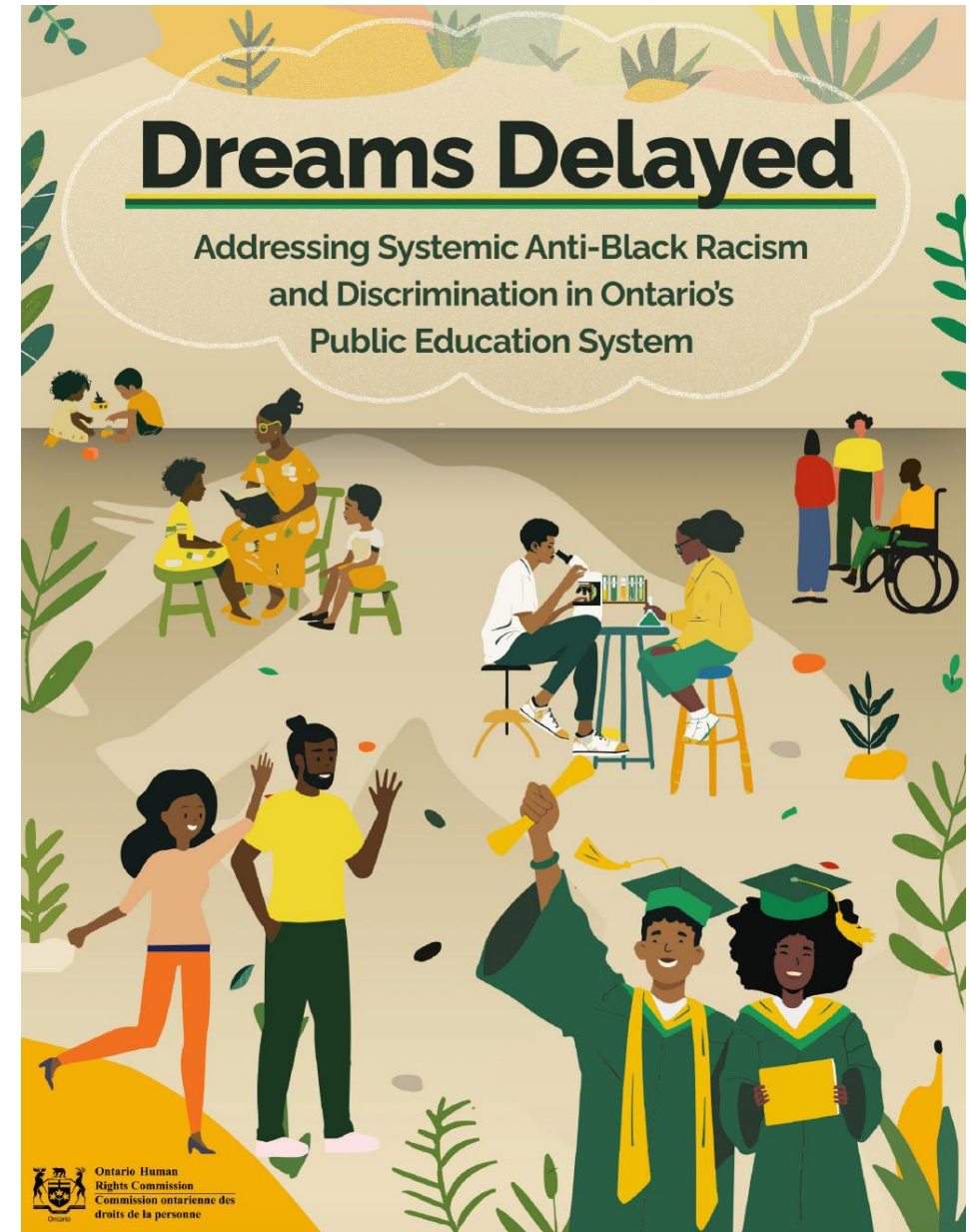
Origin: Katharine Stevenson, Superintendent of Education

Please find attached a copy of the presentation entitled *Dreams Delayed – Addressing Systemic Anti-Black Racism*.

GW/KS
Attachment: Presentation

Dreams Delayed

Addressing Systemic Anti-Black
Racism and Discrimination



Dreams Delayed – OHRC 2025 Report

- Anti-Black racism remains systemic in Ontario's publicly funded education system, denying Black students their legal right to a discrimination-free education
- Black students and educators experience ongoing harm, and the situation is identified as a crisis requiring immediate action by education duty-holders.
- The *Dreams Delayed* Action Plan, informed by extensive consultation, prioritizes accountability, monitoring, and student well-being, with a focus on systemic change rather than student adaptation.

The *Dreams Delayed* Action Plan

- During consultation, the OHRC heard three central concerns that form the foundation of the Action Plan to guide efforts to address anti-Black racism and all forms of discrimination in education:
 - Accountability and Transparency
 - Monitoring and Evaluation
 - Student Well-Being
- Actions are categorized into immediate (1-2 years) and intermediate (3-5 years) goals.
- A DCDSB Lead (or co-leads) were identified and assigned to each of the *Dreams Delayed* immediate actions.

The *Dreams Delayed* Steering Committee

The *Dreams Delayed* Steering Committee's role:

- Coordinate work across the identified “immediate actions” (1-2 yrs)
- Surface system-level gaps
- Ensure alignment with *Dreams Delayed* principles

The role of the Action Leads:

- Take stock of what already exists
- Identify strengths and gaps
- Flag questions that require community input
- Bring findings back to the Steering Committee
- Leads are coordinators and sense-makers; not sole owners

Parent Representation Matters

- Members of the Anti-Black Racism and Black Excellence Advisory Committee have reviewed *Dreams Delayed* as a sub-committee and have developed recommendations, which have been shared with Action Leads

The role of the ABR & BE reps on the Steering Committee:

- help ground our understanding of the work ahead
- highlight what matters most from a family and community perspective
- help identify where system-level gaps may affect family trust, access, or experience

Undertaking a “Gap Analysis”

For each Intermediate Action, Action Leads considered:

- What already exists?
(policies, procedures, programs, roles, data, partnerships)
- How is it currently used in practice?
(consistently, inconsistently, symbolically)
- Where does it align, partially align, or not align with the *Dreams Delayed* action?

Steering Committee Strategic Arc

- **March:** Commitments and common language
- **April:** Honest system gap analysis
- **June:** Sense-making, prioritization, and readiness for action
- **Next school year:** Focused action, implementation, and monitoring



Next Steps – From Reflection to Action

- The work of the *Dreams Delayed* Steering Committee has been consolidated to identify common patterns, priority gaps, and areas of readiness across the system
- This has been shared with the Senior Team to inform system goals, strategies, and budget priorities for 2026-2027

Moving into next year:

- Priority areas will be identified for focused action
- The Board will determine the conditions, supports, and structures needed to move this work forward responsibly
- Implementation will include clear accountability, monitoring, and opportunities for continued community voice



Regular Board Meeting
Monday, June 15, 2026

Public Delegation

Delegation by – John Ecker, Durham Regional Police Service Board Member

Topic – Update on Policing and Police Governance in Durham Region



Composition of Police Service Board

7 Members

Community Representative

Karen Fisher (Vice Chair)

Regional Council Representative

Shaun Collier (Chair)
Dan Carter
Willie Woo

Provincial Appointee

John Ecker
John Fahey
VACANT



Police Service Board - Responsibilities

Community Safety and Policing Act – April 1, 2024

- Ensure that adequate and effective policing is provided
- Hire, monitor and direct the Chief of Police
- Establish policies for the administration of the Service
- Develop the Police Service Budget and submit to Council
- Employ the Members of the Service



Current Priorities

- Continued implementation and monitoring of the **2024-2027 Strategic Plan**
 - ✓ Be a leader in modern and innovative policing
 - ✓ Build strong partnerships that enhance community safety
 - ✓ Earn the trust and confidence of members and local communities
- DRPS Leadership
- DRPS Service and Financing Strategy



Enhancing Community Trust

✓ Meetings/Presentations

- Elected Representatives
 - ☐ Regional Council
 - ☐ Local Councils
 - ☐ MPPs
 - ☐ School Boards
- Community Groups

✓ Participation at events and fundraisers

✓ Communication - Information Sharing

- Community Safety and Data Portal

<https://open-data-drps.hub.arcgis.com/>





Community Safety Results - 2025

Violent crime – reported incidents +1.5%

Property Crime - reported incidents - 1%

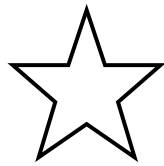
Overall, a small decrease in rates for both types of crime (taking into account population increases)

Roadway Safety

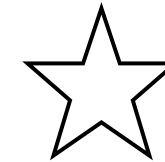
➤ Collisions – 0.7%

➤ Median Response times to emergency calls – 9.53 minutes

❑ Virtually unchanged from 2024 but almost one minute longer than 2023



Year End Student Trustee Report



Ololade Aje and Mia Leslie

'25 - '26 Student Senate



Mission Statement

As stewards of creation, we strive to holistically respect, represent and uphold the voices of each student in our community to promote safe, caring, and equitable learning environments. We are called to become the bridge for student voice and be leaders in the community while advocating for our peers.

Subcommittees

Equity and Inclusivity

Student Wellbeing

Communications

Outreach

Ecological Sustainability

Presidents Council

Highlights

'25-'26 Senate

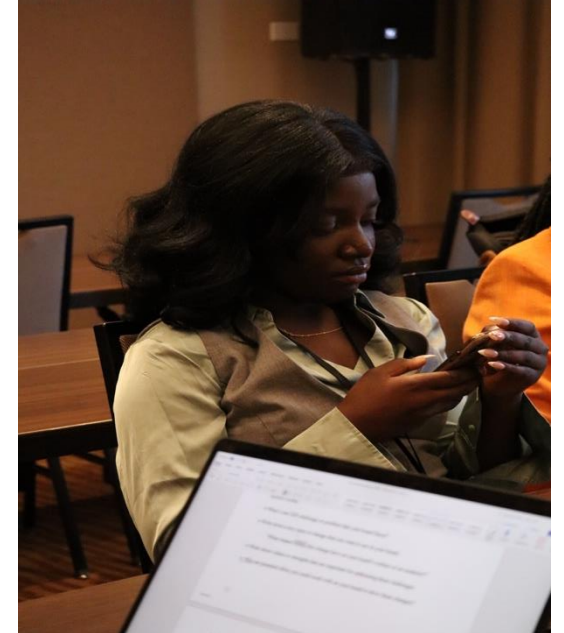
Student Voices Forum



School Visits

- As a part of our outreach efforts, we visit various elementary and high schools.
- At these visits, we give an overview of student senate, our purpose and provide an opportunity for students to engage in advocacy focused activities.
- It also serves as an opportunity to give advice to younger students and inspire them to get involved within their school community.

OCSTA / OSTA



Thank You!

From your Student Trustees and Senate



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Order Paper: Resolutions Approved for Implementation**

Please find attached a copy of the Order Paper: Resolutions Approved for Implementation.

GW/eb
Attachment: Order Paper



Order Paper: Resolutions Approved for Implementation

Resolution	Date of Approval	Referred to	Return Date to Board	Date of Completion
“THAT the Durham Catholic District School Board approve the Schedule of Financial Reports to the Board of Trustees as outlined in this report.” • 2025/2026 Budget Process • Ministry of Education Funding Announcement • 2024/2025 Second Quarter Budget Status Report • 2025/2026 Budget Update • 2025/2026 Final Budget Report • 2024/2025 Audited Financial Statements • 2025/2026 Revised Estimates Report	Jan. 27/25		Feb. 24/25 Mar./Apr. 2025 Apr. 28/25 May 26/25 June 16/25 Nov./25 Dec./25	Feb. 24/25 Apr. 29/25 June 16/25 Nov. 24/25 Dec. 15/25
WHEREAS the Durham Catholic District School Board (DCDSB) is committed to bullying prevention; and, WHEREAS bullying seriously undermines the dignity of the human person created in the image and likeness of God; and, WHEREAS the safety of our students is of the utmost importance; and, WHEREAS currently the Board has several initiatives aimed at bullying prevention including a policy, administrative procedure and Bullying Prevention Intervention Plan;	Mar. 24/25	Director of Education	Dec. 15/25	Dec. 15/25

Order Paper: Resolutions Approved for Implementation
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Resolution	Date of Approval	Referred to	Return Date to Board	Date of Completion
THEREFORE, BE IT RESOLVED THAT the Durham Catholic District School Board develop a unique and overarching Bullying Prevention Strategy to complement and profile the existing Bullying Prevention Intervention Plan and attendant policy and procedure and, THAT the Strategy encompass existing initiatives as well as consider further actions to strengthen the approach to bullying prevention; and, THAT the DCDSB community be consulted in the development of the Strategy; and, THAT the Strategy be discussed by the Board of Trustees annually with a view to renew and refresh the Strategy; and, THAT the Strategy be communicated publicly on the Board website.				
“THAT the Durham Catholic District School Board write a letter to all federal MPs representing Durham Region to express our support for recent communications from the Canadian Conference of Catholic Bishops and His Eminence Frank Cardinal Leo, Metropolitan Archbishop of Toronto, expressing concerns with plans to remove the long-standing religious exemption in Section 319(3)(b) of the <i>Criminal Code</i> as part of Bill C-9 amendments; AND THAT the letter include the impacts for Catholic educators who may fear that the expression of traditional moral or doctrinal teachings	Dec. 15/25	Chair of the Board		Jan. 22/26

Order Paper: Resolutions Approved for Implementation
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Resolution	Date of Approval	Referred to	Return Date to Board	Date of Completion
could be misinterpreted as hate speech and could subject the speaker to proceedings that threaten imprisonment of up to two years; AND THAT, upon sending, the letter be further profiled through DCDSB communication channels.				
"THAT the Durham Catholic District School Board approve the Schedule of Financial Reports to the Board of Trustees as outlined in this report."	Jan. 26/26			
• 2026/2027 Budget Process • Ministry of Education Funding Announcement • 2025/2026 Second Quarter Budget Status Report • 2026/2027 Budget Update • 2026/2027 Final Budget Report • 2025/2026 Audited Financial Statements • 2026/2027 Revised Estimates Report			Feb. 2026 Mar./Apr. 2026 Apr. 2026 May 2026 June 2026 Nov. 2026 Dec. 2026	Feb. 23/26 May 2026 Apr. 2026



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Minutes of the April 13, 2026, Finance Committee Meeting**

Origin: Marie Hammond, Chief Financial Officer

Please find attached a copy of the minutes of the Finance Committee Meeting held on April 13, 2026.

GW/MH/ls

Attachment: Minutes of the April 13, 2026, Finance Committee Meeting



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

Finance Committee Meeting Minutes

Durham Catholic District School Board 650 Rossland Road W., Oshawa
North/South Board Room April 13, 2026, at 7:00 p.m.

Committee Members Present

M. Ste. Marie (Chair), R. Damianopoulos (Vice Chair), M. Forster

Trustees Present

K. Beatty

R. De Souza (remote)

Staff Present

G. Winn, Director of Education

S. Grieve, Superintendent of Business, Finance & Facilities Services

M. Hammond, Chief Financial Officer

T. Rodgers, Finance Manager

1. Opening

1.1 Call to Order

The meeting was called to order at 7:00 p.m.

1.2 Memorials and Prayer

An opening prayer was offered by K. Beatty.

1.3 Land Acknowledgement

The land acknowledgement was delivered by M. Ste. Marie.

1.4 Roll Call and Apologies

All Committee members were present.

1.5 Approval of Agenda

Motion FC20260413-01

“THAT the Finance Committee approve the Agenda for the April 13, 2026 Finance Committee Meeting.”

Moved by R. Damianopoulos, seconded by M. Forster.

CARRIED.

1.6 Declarations of Interest

None.

2. Items for Information

3. Items for Decision

Motion FC20260413-02

“THAT the Finance Committee approve the minutes of the March 2, 2026 Finance Committee Meeting.”

Moved by M. Forster, Seconded by R. Damianopoulos.

CARRIED.

4. Items for Discussion

4.1 Staff Reports

4.1.1 2025/2026 Second Quarter Budget Status Report

M. Hammond and T. Rodgers presented the 2025–2026 Second Quarter Budget Status Report, highlighting an anticipated international student revenue shortfall of approximately \$100,000 arising from tightened federal study permit requirements, along with ongoing academic wage and sick leave pressures. Staff advised that these pressures are being mitigated through additional partnership revenues and savings in support staff wages and employee benefits, and that revenues and expenditures will be monitored monthly with further mitigation strategies introduced, as necessary.

No significant capital pressures were identified, and all major projects remain within approved funding.

An update was provided on the Operating Accumulated Surplus recovery plan, confirming the annual contribution target of approximately \$1.1 million and the goal of achieving a 2% reserve balance by the end of the 2027–2028 fiscal year. Staff advised that, at mid-year, no adjustment to the current year operating reserve contribution was required.

M. Ste. Marie asked how current revenue and expenditure pressures may affect the recovery plan. M. Hammond advised that if the current year contribution target is not achieved, adjustments may be required during the fall Revised Estimates cycle.

4.2 Presentation

4.2.1 2026–2027 Budget Consultation Summary

M. Hammond presented the results of the 2026–2027 Budget Consultation Survey, which received 779 responses. Participation was down 41%, primarily in the Parent/Guardian category.

Key budget consultation themes identified:

1. Special education supports
2. Safe schools
3. Mental health and well-being
4. Learning resources
5. Learning environment
6. Technology
7. Extracurricular and enrichment opportunities

In addition to the overall top themes, Parents and Guardians placed particular emphasis on Academic Outcomes and Faith.

In response to a question from M. Ste. Marie regarding whether the top survey themes reflected staff or parent feedback, M. Hammond advised that the top three overall themes were consistent across both staff and parents. M. Ste. Marie also asked how respondents accessed the survey, such as through the website or EDSBY, and M. Hammond explained that, due to the anonymous nature of the survey, the response source could not be tracked.

3. Other Business

3.1 Board Communications

None.

3.2 Motion to Adjourn

Motion FC20260413-03

“THAT the April 13, 2026 Finance Committee Meeting adjourn.”

Moved by R. Damianopoulos, Seconded by M. Forster.

CARRIED.

The meeting adjourned at 7:35 p.m.

3.3 Closing Prayer

A closing prayer was offered by R. Damianopoulos.

Recording Secretary: L. Skipton

Approved by:

M. Ste. Marie
Chair, Finance Committee

M. Hammond
Resource, Finance Committee



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Special Education Advisory Committee (SEAC) Minutes – May 5, 2026**

Origin: Paula Sorhaitz, Superintendent of Education

Please find attached a copy of the Minutes of the Special Education Advisory Committee Meeting held on May 5, 2026.

GW:PS:kl

Attachment: Minutes of May 5, 2026



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

Special Education Advisory Committee (SEAC) Meeting

May 5, 2026, from 7:30 PM to 9:30 PM

Catholic Education Centre, 650 Rossland Road West, Oshawa North
and South Board Rooms

Members Present:

Valerie Adamo, Chair, VOICE for the Hearing Impaired (In Person)
Claudia Nosseir, Vice Chair, Grandview Kids (In Person)
Julie Sorhaitz, Learning Disabilities Association of Durham Region (In Person)
Donna Callaghan, Durham Down Syndrome Association (Virtual)
Alex Massis, Community Representative (Virtual)
Mariam Maskell, Participation House (In Person)
Terry McGarry, Participation House (In Person)
Edward Secnik, Autism Ontario of Durham Region (In Person)

Trustees Present:

Robert De Souza, Trustee (Virtual)
Jim McCafferty, Trustee (Virtual)

Staff Present:

Teresa Ezquerra, Student Services Consultant (In Person)
Dr. Diane Lood, Senior Manager, Psychological & Speech Language Services/Lead Psychologist
(In Person)
Paula Sorhaitz, Superintendent of Education (In Person)

SEAC Representatives Present:

Ashley Toohey, APSSP Representative (Virtual)
Lo Davis, OECTA Representative (In Person)
Jennifer VanHezewyk, CPCO Representative (In Person)

Absent:

Maureen Cope, CUPE Representative



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Minutes

1. Opening

1.1. Call to Order

Chair Adamo called the meeting to order at 7:33 p.m. offered the opening prayer and welcomed everyone to the meeting.

1.2. Memorials and Prayers

1.3. Land Acknowledgement

1.4. Roll Call and Apologies

1.5. Approval of the Agenda

Motion: SS-2026-05-05-01

Approval of the Agenda

Motion moved by Julie Sorhaitz and seconded by Edward Secnik.

“THAT the Special Education Advisory Committee approve the agenda of the Tuesday, May 5, 2026, meeting, as presented.” (CARRIED)

1.6. Approval of the Minutes of April 7, 2026, SEAC Meeting

Motion: SS-2026-05-05-02

Approval of Minutes

Motion moved by Mariam Maskell and seconded by Jim McCafferty.

“THAT the Special Education Advisory Committee approve the Minutes of the Tuesday, April 7, 2026, meeting, as presented.” (CARRIED)

1.7. Declarations of Interest

None

2. Items for Information/Decision

2.1. Announcements

None



2.2. Presentations

2.2.1. Participation House Project – Mariam Maskell and Tracy Mc Garry

Overview of Services

- Participation House provides fee-for-service community participation services.
- Services allow timely access without waiting for Developmental Services Ontario (DSO).
- Programs are offered year-round, including summer.

Community Participation Services

- Life skills development
- Community engagement
- Transportation training
- Volunteering opportunities to build employment skills

Employment Readiness

- Employment skill development through community day programs
- Volunteer days held on Tuesdays and Thursdays
- Support provided toward competitive employment

Life Readiness Program

- Runs in July in partnership with Durham College
- Focus on independent living skills such as budgeting, shopping, and living with roommates
- Includes health, wellness, and safety education
- Goal is to build confidence and independence

Housing Supports

- 24-hour supported housing options
- Supported Independent Living (SIL) with minimal staff support
- Supportive roommate and friendly neighbour housing models

Social and Recreation Programs

- Monthly 3-hour supported social outings
- Evening and weekend activities
- Wenrick Farms partnership for weekend respite stays
- Challenger League Baseball partnership with Jays Care Foundation

Transition and Youth Supports

- Supports students transitioning out of high school
- Flexible fee-for-service model using Passport funding

Philosophy and Planning

- Focus on building individual capacity to strengthen the system
- Use of Steps to Independence assessment tool
- Upskills Learning Continuum guides long-term skill development



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2.2.2. Review of Special Education Plan – Teresa Ezquerra, Student Services Consultant

- Plan to be submitted to the Ministry by July 30, 2026
- Members asked to submit feedback prior to next June 2, 2026 SEAC meeting

Key Updates

- Updated presentations that were provided to SEAC in 2025-2026 school year
- Outdated Classroom Based assessment tool links removed
- Updated IPRC statistics: 13 initial, 28 reviews, 0 appeals
- Reviewed/Updated students currently attending provincial and demonstration schools
- Updated Special Education Staff 2.11 FTE information
- Reviewed/Updated Professional Development Activities Offered by the Board
- Updated language to reflect Ministry changes - Specialized Equipment Allocation (SEA) funding
- Updated 2025-2026 SEAC Members list

2.3. Discussion Items

None

2.4. Business arising from previous meeting

None

2.5. Staff Reports

2.5.1. Student Services Report – Teresa Ezquerra, Dr. Diane Lood, Paula Sorhaitz

Teresa Ezquerra presented the Coordinator's Report:

Project SEARCH Update

- April 23, 2026 - Skills Assessment and Interview Day
- In a two-hour period, applicants rotated through 7 stations to demonstrate various skills including: communication and social interactions, teamwork, critical thinking and problem-solving, attention-to-detail, following step-by-step directions, safety, productivity and quality.
- Successful applicants will sign their Project SEARCH contract in June

Employment Skills Showcase

- Project SEARCH interns and graduates will have an opportunity to network with local employers on May 21, 2026 at The Work Hub in Ajax from 9:00 – 11:00 a.m.
- To attend, please scan the QR code to register
- Please share within your networks to help us get the word out about Project SEARCH

Assistive Technology Transition Trips (SWATTT)

- At this year's Students with Assistive Technology Transition Trips (SWATTT), DCDSB's Communications Department attended and created a video highlighting the benefits of SWATTT. Video was shared with Committee Members.



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Learning Disabilities Association of Durham Region (LDADR)

- The Learning Disabilities Association of Durham Region (LDADR) is once again providing a Power to Achieve Scholarship Award to a graduating Durham Catholic District School Board (DCDSB) student. This scholarship recognizes a student who has a diagnosed Learning Disability and is continuing studies (Apprenticeship, College or University) in the 2026-2027 year.
- Submissions must be received by DCDSB's selection committee by May 15. Recommendations from the selection committee will be provided to LDADR by the end of May.
- Recipient will be informed by LDADR of their award in June.

Assistive Technology Summer Camp

- Assistive Technology Summer Camp will be offered once again in the first week of July, by DCDSB's Assistive Technology Team.
- This free camp is for students currently in Grades 4-6 that have a diagnosed Learning Disability, board-assigned Assistive Technology (laptop) and use Read & Write. This AT Summer Camp will be held at the Operations, Maintenance and Administrative Centre (OMAC) in Oshawa. Registration is limited to 16 students and will be on a 'first come, first served' basis.
- Topics and activities that will be explored during the AT camp are: Computer basics and device navigation, software programs including Read & Write, Orbit Note, Office 365 & organizational tools, Accessibility Features, Artificial Intelligence (AI), Coding, Self-Advocacy, Mindfulness and Technology and Learning Disabilities.

Supporting Students on the Junior EQAO Assessment

- On April 20, Academic Services and Student Services provided a half day learning session to all Grade 6 teachers- *Supporting Students on the Junior EQAO Assessment*
- The learning outcomes included: using EQAO school data identifying areas of strength and areas where more work is needed, investigating literacy and numeracy instructional practices that support the learning of all students, including those with special education needs, review of permitted accommodations for all and accommodations for students with IEPs, exploring the features and tools in the EQAO Practice Test and examining the roles and professional responsibilities of educators and administrators
- Eos (formally Greenfield) provided a virtual Lexia presentation highlighting EQAO reading and writing resources available to all DCDSB educators for all students

Sagonaska Demonstration school

- Transition meetings and selection committee interviews will be taking place this month with Sagonaska Demonstration school
- Currently 2 students will be transitioning back to DCDSB in September 2026
- 2 students are being considered for a placement at Sagonaska for September 2026



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Dr. Diane Lood presented the Mental Health (MH) Report:

Catholic Education and Mental Health Week

- This week (May 3-8, 2026), the DCDSB celebrates Catholic Education Week and Mental Health Week.
- This year, the theme for Catholic Education Week is: Pilgrims of Hope: On the Path to Holiness with daily subthemes of: Peace Be With You, God Loves You, Christ Saves You, The Holy Spirit Lives in You, and Together on the Journey.
- The Canadian Mental Health Association's theme this year is Come Together Canada because stronger connections between us means better mental health for all of us.
- Schools/educators have been given announcements, lessons plans and activities to commemorate this week.

Prepare, Prevent, Respond; Life Promotion Suicide Prevention

- On April 15th and 22nd, Guidance Educators, Intermediate Guidance Educators, Student Success teachers and Chaplains attended a workshop focused on suicide prevention.
- This half day workshop that was created by School Mental Health Ontario focused on noticing signs that students may be struggling with thoughts of suicide and ensuring they know how to respond appropriately.
- Our board protocols on suicide prevention and postvention were reviewed and discussions and case studies were examined to build staff comfort and confidence in supporting students.

Let's Talk Podcast:

- Podcast topics shared in staff meetings:
 - April- Supporting Indigenous student Mental Health
 - Our Indigenous Student Engagement Facilitator joined to discuss ways in which we can use Indigenous culture appropriately to promote well-being for all.

Paula Sorhaitz presented the Superintendent's Report:

Program Support Teachers (PST) Learning - April 9 MH Literacy session for Program Support Teachers

Key considerations - Communication:

- All students have something to say, though they may communicate in different ways.
- Communication can be verbal, non-verbal or via technology.
- Communication, language and vocabulary can vary across cultures.
- Behaviour can be one way of communicating when students don't have the words or means to let others know how they are feeling or what they need.
- Visuals help some learners during times of distress.
- Each student has a 'sensory profile' that reflects preferences in how they interact with internal and external stimuli. In fact, we all do!
- We may 'seek' or 'avoid' specific sensory experiences which can impact mood, behaviour, mental health and sense of well-being.



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- When there is a disconnect between sensory processing preferences and the demands of the environment, students may experience stress and have difficulty engaging in learning activities and/or communicating and connecting with others.
- Unmet sensory needs can deplete a student's energy and lead to a lack of focus, withdrawal, irritability and exhaustion, which may in turn contribute to poor mental health.
- Understanding and accommodating a student's sensory needs can help to affirm their identity, making them feel welcome, cared for and supported in the learning environment.

Key Considerations – Sensory Needs

- Be curious about a student's sensory needs. Observe, notice and check in with students and their parents/caregivers
- Co-create a learning environment that includes a variety of sensory options that can accommodate all types of learners
- Be proactive and include opportunities for regulating sensory experiences throughout the day

Considerations for Students with Special Education Needs

- Shared Mental Health Literacy Modules for Grades 7 and 8 resource
- Students with special education needs benefit from many of the same strategies that support wellness in all children:
 - welcoming and inclusive school environments
 - explicit instruction in skills for coping and thriving
 - developmentally appropriate ways to learn about mental health, and
 - a chance to share their opinions and preferences about belonging and wellness at school
- Further, because students with special education needs can be at higher risk for developing a mental health problem, an additional focus on mental health promotion and social emotional skill development in the classroom is warranted.

When done meaningfully, and in an identity-affirming way, outcomes include:

- increased social connectedness and sense of belonging
- feeling heard, listened to and validated by caring adults; more positive relationships with adults
- increased self-esteem and self-confidence
- increased sense of agency
- experiential learning opportunities and skill development

April Family of Schools Meetings:

- Feedback sought from PSTs re: new transition form
- French exemptions discussion
- Transition meetings – sharing of practices
- Operational reminders – Fall referrals due in, AT referral packages, AT camp, special transportation requests due date, making Lexia available to all staff, LDADR scholarship reminder



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Motion: SS-2026-05-05-03

Approval of the May 5, 2026, Student Services Coordinator, Mental Health Leader, and Superintendent Reports.

Motion moved by Julie Sorhaitz and seconded by Claudia Nosseir.

“THAT the Special Education Advisory Committee accept the verbal Coordinator, Mental Health Leader and Superintendent Reports of the May 5, 2026, meeting.” (CARRIED)

2.6. Association Reports

Julie Sorhaitz, Learning Disabilities Association – Durham

- Reminder - Power to Achieve Scholarship Application for Grade 12 students with learning disabilities are due.
- From LDAO parent chapter, another scholarship award.
 - 2026 Roy Cooper Memorial Scholarship Award for a Student with a Disability
 - Mr. Cooper spent his working life in the engineering/physical sciences field
 - \$1,000 scholarship award in his memory
 - Eligibility – student who will be attending postsecondary institution during the 2026-2027 academic year. Must be pursuing a Bachelor of Engineering or a Bachelor of Science in a physical science discipline.
 - Deadline for submission if Friday, June 26, 2026 by 4:00 pm to your local LDA

2.7. Correspondence

2.7.1. Letter received from Kawartha Pineridge SEAC – sharing copy of letter sent to Minister re: Bill 33

- Chair Adamo spoke to the Committee that they are just receiving the letter and not doing anything with it since the Committee already submitted a letter to the Minister of Education.
- Chair Adamo and Vice-Chair Nosseir thought this may be an opportunity just to have sharing if anybody has any other information.
- Chair Adamo deferred to Trustee De Souza and Trustee McCafferty. Trustee McCafferty confirmed there's been no other information about the role that Trustees will have, but with confidence that our current number of trustees will remain intact because we are well below the maximum number. They are waiting to see once the Bill is passed

3. Other Business

3.1. Board Communications

None



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3.2. Motion to Adjourn

3.2.1. The next meeting of the Special Education Advisory Committee will be held on Tuesday, June 2, 2026 @ 7:30 pm

Motion: SS-2026-05-05-04

Motion to Adjourn

Motion moved by Jim McCafferty and seconded by Mariam Maskell.

“THAT the Special Education Advisory Committee meeting of May 5, 2026, adjourn.”
(CARRIED)

3.3. Closing Prayer

Closing prayer was offered by Alex Massis. The meeting was adjourned at 8:35 p.m.

Valerie Adamo
Chair, Special Education Advisory Committee

Paula Sorhaitz
Superintendent of Education, Resource

Recording Secretary: Karen Lutz



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination**

Origin: Katharine Stevenson, Superintendent of Education

Purpose

To provide the Board of Trustees with an overview of the system's response to the *Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario's Public Education System* report, including the establishment and work of the DCDSB *Dreams Delayed* Steering Committee, and to outline how this work is positioning the DCDSB for focused action beginning in the 2026-2027 school year.

Background

Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario's Public Education System (Dreams Delayed) was released by the Ontario Human Rights Commission (OHRC) on March 27, 2025, as a province-wide action plan to address systemic anti-Black racism in publicly funded education. Informed by extensive consultation with Black students, families, educators, and community partners, the report affirms that education providers, as duty-holders under the Ontario Human Rights Code, have a legal responsibility to address discrimination and ensure equitable, inclusive learning environments.

The report outlines 29 actions for implementation, with varying timelines, directed to school boards and system partners. It is organized around key areas of focus, including accountability and transparency, monitoring and evaluation, and student well-being.

Overall, the report serves as a human rights-based action plan, calling on education systems to move beyond commitment to demonstrable, measurable change in student experience and outcomes.

Information

To support this work, a *Dreams Delayed* Steering Committee was convened in February 2026. The Committee includes DCDSB staff and leaders aligned to the report's identified "Immediate Actions" (1-2 years), along with parent representatives from the Anti-Black Racism and Black Excellence Advisory Committee. This structure was designed to support system coordination and ensure that community voice informs the work.

The Steering Committee met three times between March and June 2026. During this time, the Committee engaged in a structured gap analysis process across the identified immediate action areas. This work included:

- Identifying existing Board policies, procedures, programs, and resources related to each action
- Examining evidence of how these are implemented across schools and departments
- Surfacing strengths, inconsistencies, and system-level risks
- Identifying areas requiring further information, clarification, or community input

This phase was intentionally focused on developing a shared, evidence-informed understanding of the system's current state. The Committee did not develop solutions at this stage; rather, the emphasis was on clarifying key gaps, strengthening understanding, and identifying the conditions required for meaningful change.

The Committee also considered recommendations from the Anti-Black Racism and Black Excellence Advisory Committee. These were used as a lens to deepen analysis, particularly with respect to accountability, transparency, and the role of parent and community voice in shaping and monitoring the work.

At its June meeting, the Steering Committee engaged in collective sense-making and identified a focused set of priority areas, as well as the nature of the work required to move forward.

Next Steps

Building on the priorities identified at the *Dreams Delayed* Steering Committee Meeting in June, the Board will move forward with a deliberate approach that emphasizes clarity of roles, strengthened accountability, and system alignment. This will involve determining the appropriate mix of policy review, professional learning, consultation, and program development needed to support each priority area. Implementation will be supported by ongoing monitoring to ensure that actions lead to measurable improvements in student experience and outcomes, with continued engagement of parent, student, and community voice.



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: Durham Catholic Parent Involvement Committee (DCPIC) Highlights 2025-2026

Origin: Jim Wilson, Superintendent of Education
Christine Santos, Chair, Durham Catholic Parent Involvement Committee (DCPIC)

Purpose

The purpose of this report is to provide an overview of the Durham Catholic Parent Involvement Committee's (DCPIC) activities during the 2025-2026 school year and to highlight how parent voice informed the committee's priorities, programming, partnerships, and engagement efforts in support of student success and Catholic education.

Background

The Durham Catholic Parent Involvement Committee (DCPIC) serves as the Board's parent involvement committee and works collaboratively with families, school councils, Board staff, and community partners to support student success and strengthen parent engagement across the Durham Catholic District School Board.

In Spring 2025, DCPIC conducted a Parent and Guardian Survey that received 807 responses from families across the Board. Responses were received from every DCDSB school and provided valuable insight into parent interests, concerns, and priorities. Survey results identified Academic Support, Life Skills and Future Readiness, Safe and Inclusive Schools, Digital Safety and Technology, and Mental Health and Wellness as the highest priority topics for future parent engagement opportunities. Families also expressed strong interest in opportunities that strengthen faith formation and connections between home, school, and parish. These findings, which were consistent with previous parent consultations, informed DCPIC's planning and programming throughout the 2025-2026 school year.

Information / Analysis / Research

Throughout the 2025-2026 school year, DCPIC delivered and supported a variety of initiatives designed to respond directly to parent-identified priorities and strengthen connections between families, schools, and the broader Catholic community.

In response to strong parent interest in Academic Support and Life Skills and Future Readiness, DCPIC partnered with Board staff to offer a Financial Literacy learning opportunity for families, providing practical information and resources that support financial literacy development, real-world decision-making, and future planning skills.

A significant highlight of the year was the *Future Ready. Emotionally Strong.* event hosted in partnership with the Notre Dame Catholic School Council. This marked DCPIC's first collaborative parent engagement initiative supported through a school council PRO Grant and demonstrated how board-wide and school-based parent engagement efforts can work together to maximize resources, strengthen partnerships, and expand learning opportunities for families.

The event welcomed approximately 75 participants, including families, students, school representatives, volunteers, speakers, and community partners. The evening focused on helping families support children through meaningful conversations about their strengths, interests, future aspirations, and overall well-being. Discussions emphasized building resilience, confidence, healthy decision-making skills, and connecting families with practical resources and community supports that contribute to student well-being and future success.

Community partners included YMCA GTA, the Youth Gambling Awareness Program (YGAP), Ontario Shores Centre for Mental Health Sciences, Durham Region Health Department, Development and Peace, and educational support organizations. Through presentations, discussions, and resource booths, families had opportunities to learn about leadership development, mental health and wellness supports, healthy decision-making, financial and community resources, and ways to support their children's growth both inside and outside the classroom. Feedback from parents, school councils, and community partners was highly positive. Several school councils expressed interest in future collaborative initiatives and PRO Grant opportunities, while the event also generated increased interest from parents seeking greater involvement in DCPIC and school council leadership.

Support for early years learning continued through the annual Kindergarten Fair, which remains one of DCPIC's most highly attended engagement opportunities. DCPIC participated alongside Board departments and community organizations to provide families with resources and information that support successful transitions into school. The committee also provided financial support toward the event. More than 200 interactions were recorded at the DCPIC booth, creating valuable opportunities to engage directly with families entering the Durham Catholic system.

Durham Catholic Parent Involvement Committee (DCPIC) Highlights 2025-2026

Faith formation remained an important area of focus throughout the year. DCPIC supported family-centered faith opportunities, including the Lenten Movie Night, and provided financial support toward the DCDSB Faith Department's Drawing God event featuring author Karen Kiefer. The committee also provided financial support toward French-language family engagement initiatives and other Board-led opportunities aligned with identified parent priorities. These initiatives reflected the continued importance families place on faith formation and Catholic identity.

Recognizing the importance of parent leadership development, DCPIC continued to strengthen relationships with school councils across the Board through regular communications, resource sharing, and a virtual information session focused on parent engagement opportunities and PRO Grant funding. DCPIC also supported participation by committee members and school council representatives at the Ontario Association of Parents in Catholic Education (OAPCE) Conference, providing opportunities to learn from and connect with Catholic parent leaders from across the province.

DCPIC also continued its annual Distinguished Catholic Volunteer Awards program, recognizing parent and community volunteers whose contributions strengthen Catholic school communities across the Board. The awards celebrate servant leadership and acknowledge the many individuals whose dedication and service support student success and Catholic education.

A key area of growth throughout the year was the continued expansion of community partnerships. Collaborations with organizations including YMCA GTA, Ontario Shores, Durham Region Health Department, Development and Peace, OAPCE, and other community agencies enhanced programming and provided families with direct access to resources, expertise, and supports aligned with parent priorities.

In response to continued parent interest in digital citizenship, online safety, and technology use, DCPIC established a partnership with MediaSmarts to provide digital literacy programming for families. While the sessions were rescheduled to Fall 2026 to maximize participation and engagement, planning and promotional activities were completed during the 2025-2026 school year.

Several indicators demonstrated the positive impact of DCPIC initiatives. The Kindergarten Fair generated more than 200 parent interactions. The Lenten Movie Night welcomed approximately 65 participants and generated significant interest, with all 200 available tickets claimed shortly after registration opened. The Future Ready: Emotionally Strong event attracted approximately 75 participants and generated strong engagement among families, school councils, and community organizations. DCPIC also observed growing awareness of its role and increased interest from parents seeking greater involvement within their school communities.

Conclusion

The work of DCPIC during the 2025-2026 school year demonstrated a continued commitment to responding to parent voice and supporting student success through

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Durham Catholic Parent Involvement Committee (DCPIC) Highlights 2025-2026

meaningful family engagement. By aligning programming with identified parent priorities, fostering community partnerships, supporting Board initiatives, and promoting opportunities for learning, leadership, and faith formation, DCPIC strengthened connections among families, schools, and the broader Catholic community.

Feedback received throughout the year reinforced that families value practical, meaningful, and faith-centered opportunities that help them support their children while navigating an increasingly complex and rapidly changing world. Future readiness, digital literacy, mental health and wellness, academic support, faith formation, and parent leadership remain important areas of interest for families and continue to present opportunities for future parent engagement initiatives.

The committee also observed that collaborative partnerships, school council engagement, and interactive learning opportunities contribute to stronger participation and greater impact. Survey feedback further highlighted the importance of continuing to strengthen communications and providing families with sufficient notice and flexibility when planning parent engagement opportunities. DCPIC remains committed to supporting families and fostering meaningful parent involvement in Catholic education while continuing to respond to emerging needs and opportunities within the Durham Catholic community.

GW/JW/sb



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **InspireRise Leadership Network Inaugural Year**

Origin: Jaime Sheepwash, Chief Human Resources Officer
Kathryn Hadden, Principal, People and Culture

Purpose

This report provides a summary of the inaugural year of the InspireRise Leadership Network, highlighting program impact, key outcomes, and next steps for strengthening equitable leadership development.

InspireRise serves as an initial system response to the *Dreams Delayed* report from the *Ontario Human Rights Commission*. InspireRise creates intentional, identity-affirming spaces and supports for equity-seeking individuals with a focus on community, representation, mentorship, and lived experiences. This Network seeks to increase participant confidence, leadership readiness, and engagement with leadership pathways.

Background

The InspireRise Leadership Network was designed to support educators from equity-seeking groups in preparing for various leadership roles by addressing known barriers such as limited representation, mentorship, and recognition of lived experience.

The program included a three-part facilitated series focused on leadership identity, lived experience in hiring, and provided individuals with a job shadowing opportunity within our system. Participant and facilitator feedback was collected to assess impact and inform future planning.

Information / Analysis / Research

The inaugural cohort included 12 DCDSB teacher participants, five external teacher participants, and 18 facilitators from the Principal and Vice Principal group. Feedback indicates a strong positive impact on leadership development and sense of belonging.

Key outcomes

- Increased confidence, self-advocacy, and leadership identity;
- Strong sense of belonging and psychological safety;
- High value placed on representation, networking, and job shadowing; and
- Greater understanding of leadership pathways and hiring processes for both internal and external candidates.

Areas for future growth

- Practical skill-building and skill development for leadership opportunities (e.g., mock interviews, communication, navigating challenges);
- Clarity around leadership pathways and next steps for all leadership roles within our system;
- Expand mentorship, job shadowing and ongoing support structures; and
- Improve session pacing, structure, and depth.

Overall, InspireRise is effectively addressing key barriers by building confidence, affirming identity, and expanding access to networks that support leadership advancement for equity-seeking groups.

Next Steps

Feedback from participants in the InspireRise Leadership Network will inform program refinement and development. We are seeking to take the following actions to improve the program in the upcoming school year:

- Enhancing practical skill-building and applied learning opportunities;
- Expanding mentorship and networking structures;
- Increasing clarity and transparency of leadership pathways;
- Adjusting program pacing and delivery (launching earlier and extending across the school year); and
- Using InspireRise as a model to inform broader system equity and leadership strategies.

These actions will strengthen alignment with the *Dreams Delayed* recommendations and support sustained improvement in equitable access to leadership opportunities within the DCDSB.

GW/JS/KH



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Sustainability Updates**

Origin: Scott Grieve – Superintendent, Finance, Business and Facilities Services

Purpose

To provide the Board of Trustees with an update on key sustainability initiatives and recent progress across the Board.

Background

At its meeting of May 25, 2020, the Board received a report establishing a board-level Stewards of Sustainability Committee to help set environmental priorities and raise stakeholder awareness of environmental issues. Since then, the committee has met approximately four times each school year to review initiatives and support sustainability across the Board.

The committee was designed to include representatives from across departments and the school community, including students. Its mandate is to apply a stewardship lens to the Board's mission and vision, assist in setting and achieving institutional sustainability priorities, and monitor progress in areas such as energy and water conservation, waste reduction and recycling, paper reduction, outdoor and environmental education, efficient technologies, and continued support for the EcoSchools program.

Information

Sustainable Schools

The Board is now ranked 9th out of 72 Ontario school boards in the 2026 Top Energy Performing School Boards report, up from 36th in the previous report, placing DCDSB among the top 10 most energy-efficient school boards in Ontario. This result reflects sustained progress in operational stewardship and demonstrates the impact of focused investments in energy efficiency and conservation.

School boards are required to submit annual energy consumption and greenhouse gas emissions reports to the Ministry of Energy by July 1. The data reflects the previous school year (September 1 to August 31), as current-year utility consumption data may lag the reporting deadline by three to four months and is drawn from the Utility Consumption Database maintained by the Ministry of Education.

This improvement has been supported through capital renewal investments in energy-efficient technologies, including LED lighting in 100% of schools, high-efficiency HVAC equipment, enhanced building automation system scheduling, and other board-wide conservation initiatives.

EcoSchools

The committee has continued to support the EcoSchools Canada certification program through regular communication of key dates and resources, including a sharing-of-excellence workshop for EcoLeads. In 2025–2026, 36 schools submitted environmental plans by May 31, 2026, for assessment toward Platinum, Gold, Silver, Bronze, or participation-level certification, with final results expected later in June. The committee will continue supporting all schools with a goal of returning to 100% certification.

Additional Initiatives

The committee and staff have been developing ways to promote the following initiatives:

- Catholic Education Week “Nurturing Hope, Cultivating Gratitude”, with many Environmental and Faith-filled lesson plans;
- Earth Hour, Earth Day and Earth Month;
- Trails and nature experiences for staff and students;
- eWaste collections;
- Electric vehicle charging stations at the Board office as part of a regional funding proposal, and the purchase of electric vehicles for maintenance staff.

Next Steps

The committee will continue to strengthen membership, support school and system sustainability initiatives, and advance actions that improve environmental stewardship across the Board.

GW/SG/ls

Attachment(s): Sustainable Schools 2026 Top Energy Performing Schools Report.

2026 Top Energy Performing School Boards

Sustainable Schools is pleased to present our latest report on the energy performance of Ontario's school boards, based on publicly reported annual data for the September 2023 – August 2024 school year¹.

Ontario's most energy efficient school boards

The top 20 energy efficient school boards in Ontario for 2023-24 are recognized in Figure 1 below. Board rankings are determined by comparing actual energy use to top-quartile energy targets for the approximately 4,850 elementary and secondary schools in the province. The chart shows positioning of all Ontario boards, but only the top 20 are named. All boards are invited to contact us to discuss in confidence their rankings, performance of individual buildings, and indicated areas for improvement. The companion Table 1 provides changes in rankings since last year's report with 6 of 20 boards moving up by five places or more.

FIGURE 1: 2026 Top energy performing school boards

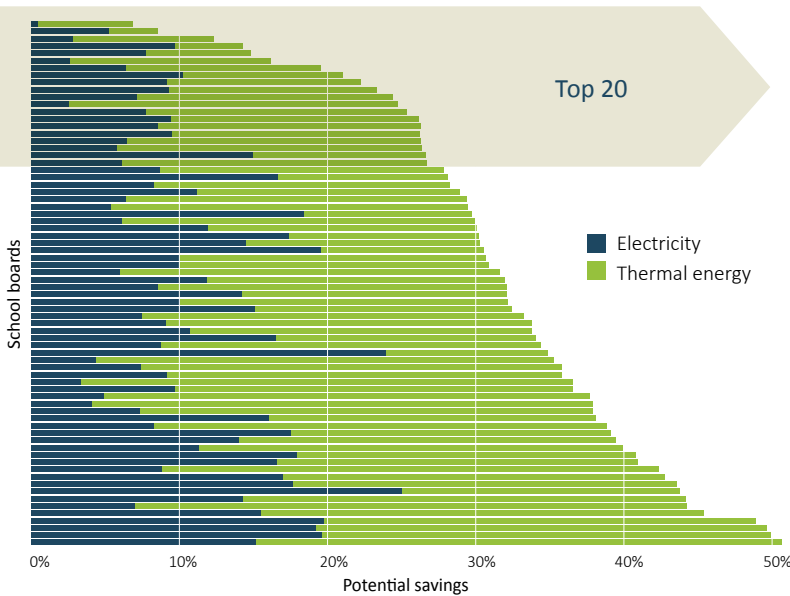


TABLE 1: Changes in rankings

2026 ranking	Change in ranking	School board	Number of buildings	2025 ranking
1	+0	Halton Catholic District School Board	57	1
2		Superior-Greenstone District School Board	15	n/a
3	+1	Conseil scolaire de district du Grand Nord de l'Ontario	16	4
4	-2	Northwest Catholic District School Board	6	2
5	+2	Ottawa Catholic School Board	87	7
6	-3	Conseil scolaire de district catholique du Nouvel-Ontario	33	3
7	+4	Simcoe County District School Board	106	11
8		Durham District School Board	131	n/a
9	+27	Durham Catholic District School Board	51	36
10	+7	York Catholic District School Board	101	17
11	-3	Bruce-Grey Catholic District School Board	14	8
12	-7	Sudbury Catholic District School Board	17	5
13	+3	Kawartha Pine Ridge District School Board	87	16
14	+6	Ottawa-Carleton District School Board	153	20
15	-5	Conseil scolaire de district catholique des Grandes Rivières	34	10
16	-3	Upper Canada District School Board	81	13
17	+8	Peel District School Board	265	25
18	+17	York Region District School Board	222	35
19	+5	Peterborough Victoria Northumberland and Clarington CDSB	37	24
20	-2	Upper Grand District School Board	81	18
Total			1,594	

Achievable savings potential – Ontario

Table 2 summarizes the province-wide energy, utility cost and emissions savings potential when all schools meet top-quartile energy targets based on Sustainable Schools benchmarks. The important message is that Ontario's greenhouse gas (GHG) emissions for this sector can be reduced by 36.1% just by operating existing facilities more efficiently, delivering over \$100 million of annual utility cost savings. Required up-front investment can be offset by utility company incentives, and net positive cash flow worth hundreds of millions of dollars can be achieved for the boards and the province within a five-year planning horizon.

TABLE 2: Energy and emissions savings potential of Ontario schools

	Electricity savings potential	Natural gas savings potential	Utility cost savings potential	GHG emissions reduction potential
Percent	25.3%	38.3%	28.0%	36.1%
Quantity	461,758,883 kWh/year	106,592,675 m3/year	\$105,787,591 /year	232,008 tonnes CO ₂ e/year

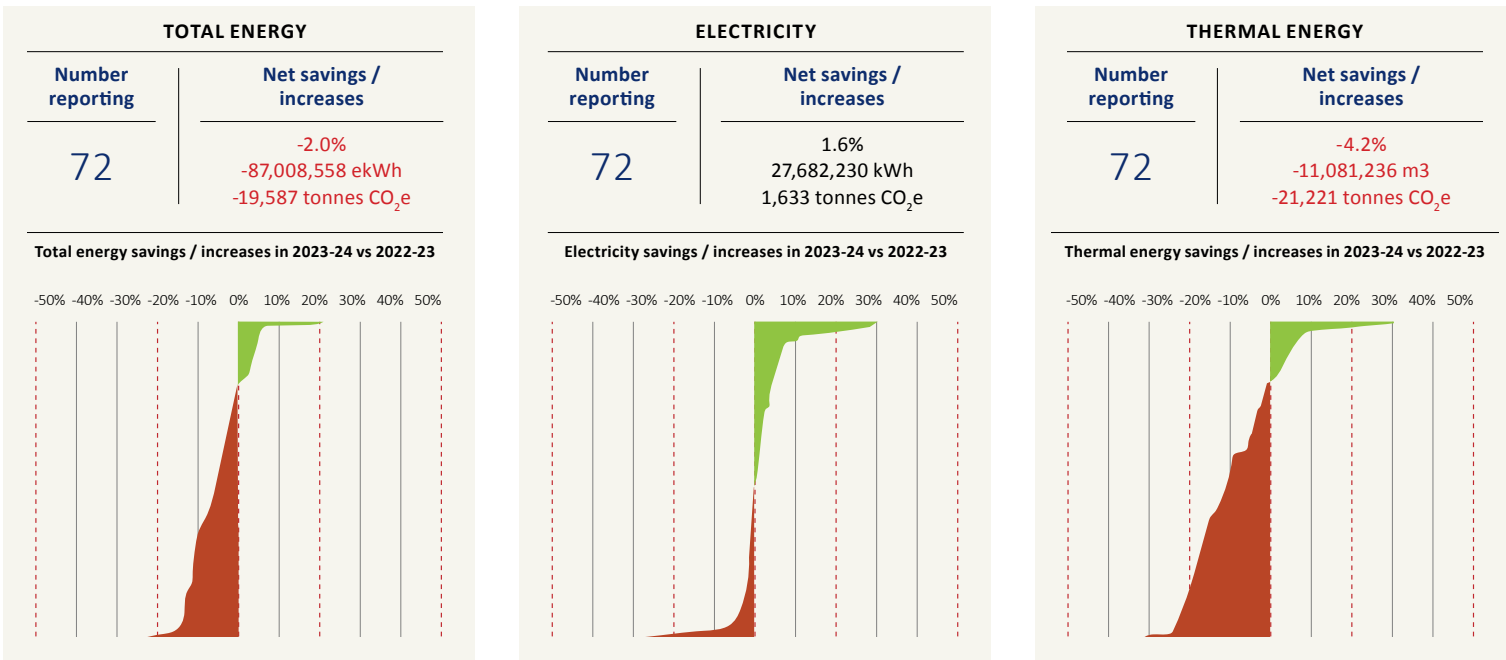
This report is made possible with the support of our sponsors:



1. The white paper detailing the methodology and analytics is publicly available on the Sustainable Schools website at <https://sustainableschools.ca/publications>

Figure 2 shows the energy use changes in 2023-24 for all 72 Ontario school boards. Half (36) of the boards recorded electricity reductions, leading to net 1.6% electricity savings. With Ontario’s relatively clean electricity grid, this reduction avoided 1,633 tonnes of GHG emissions. There was less favourable news for gas consumption which went in the opposite direction, with most boards (59) showing increases resulting in a net increase of 4.2% and 21,221 tonnes of GHG emissions.

FIGURE 2: Ontario school boards – Energy use reductions (green) and increases (red) in 2023-24 school year vs 2022-23



For additional context, Table 3 summarizes annual energy savings (positive numbers in black) since 2018-19 (pre-COVID). Current year results (last column) show the 1.6% reduction in electricity use and a 4.2% increase in gas use.

TABLE 3: Energy savings trends for Ontario schools

ACTUAL ENERGY SAVINGS ACHIEVED	2018-19 vs 2017-18	2019-20 vs 2018-19	2020-21 vs 2019-20	2021-22 vs 2019-20	2022-23 vs 2021-22	2023-24 vs 2022-23
Recorded electricity savings	1.4%	16.9%	-3.0%	-9.2%	-1.0%	1.6%
Number of boards with net electricity savings	50	68	19	9	35	36
Recorded natural gas savings	-0.6%	4.3%	-11.5%	3.1%	1.1%	-4.2%
Number of boards with net natural gas savings	37	49	8	52	44	13
% total energy savings	0.1%	8.7%	-8.6%	-1.3%	0.3%	-2.0%
Number of boards with total energy savings >1%	36	59	5	27	38	14

Energy savings are estimated by comparing the magnitude of savings potential for each building, between the two years (weather-normalized)

Sustainable Schools resources

The purpose and goals of Sustainable Schools are entirely focused on helping school boards achieve and sustain deep reductions in energy use and GHG emissions now, and to manage the energy transition which is already underway. Sustainable Schools cohort projects conduct expert, unbiased research to help boards and their project teams make informed decisions on organizational and technology aspects of decarbonization. These resources are presented in public webinars, and the recordings and documents are freely available to all parties on the Sustainable Schools website.

In 2025-26, we are engaged in applied research and development projects developing applications guides for air source heat pump boilers and geothermal systems. We are also conducting primary research into actual energy performance of new schools across Canada, with funding from Natural Resources Canada’s Codes Acceleration Fund, leading to recommendations on energy targets and development process improvements aimed at consistently high performance for all new schools. Interested parties are invited to contact us through the website.

FIGURE 3: Sustainable Schools recent resources

2024 ASHP
Application Guide
for K-12 Schools

2024 SEM for School
Board Portfolios
Guide Report

2024 HVAC Unit
Replacements
Guidance Report

Managing the energy transition

Responding to science, the threat of escalating harm, and growing public concern, governments around the world have committed to deep reductions in GHG emissions. We are in the early stages of the biggest energy transition in human history, which is profoundly changing many aspects of life as we've known it. We have been slow to react so far, so change has to happen over a remarkably short timeframe. Every organization and individual has an important opportunity and responsibility to take action, and the clock is ticking.



Ontario school boards, together with counterparts across North America, have considerable potential to lower GHG emissions through energy efficiency, while also achieving utility cost savings and easing the cost and disruption of decarbonization. This 2026 Sustainable Schools report quantifies the savings potential for the K-12 schools' sector, just for Ontario (with 5% of North America's population), simply through widespread adoption of better operating and management practices which are already in use by the top ranked boards. The report is again intended to be a rallying call to all parties to prioritize climate action, and to take a systematic approach to delivering immediate, deep reductions in GHG emissions.

This is a time for collaboration between school boards, government, industry and other stakeholders. The challenges are too great, and the timelines too short, for parties to be working in silos. Together we change the trajectory of GHG emissions, plan our way through the energy transition to the low carbon future, and unlock the considerable environmental, economic and social benefits.

Ian A Jarvis, Executive Director, Climate Challenge Network ijarvis@climatechallengenetwork.org

ABOUT THIS REPORT

The Sustainable Schools program has been reporting on energy efficiency of K-12 school buildings since 2007. Our data, webinars and reports provide evidence-based knowledge, and a platform for the whole sector to share, learn, make improvements and track progress over time. The program's data analytics are designed to provide the foundation for each board to begin mapping its own practical pathway to utility cost savings and emissions reductions.

Our latest news, results and resources, together with the white paper detailing the methodology and analytics, are available on the Sustainable Schools website at <https://sustainableschools.ca/publications>.

For more information, visit sustainableschools.ca or contact Katia Osokine, Program Manager, at kosokine@climatechallengenetwork.org.

Sustainable Schools
is a program
of the Climate
Challenge Network.



Technical
direction by





Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15th, 2026

Subject: **Artificial Intelligence in the Durham Catholic District School Board**

Origin: Mike O'Neill, Superintendent of Education
Ronald Rodriguez, Chief Information Officer – Freedom of Information and Privacy

Purpose

This report provides an overview of the Board's coordinated response to the rapid advancement of artificial intelligence (AI) in education. Recognizing both the opportunities, challenges and complexities associated with emerging technologies, the Board has taken deliberate and coordinated action to position Durham Catholic School Board as both responsive and responsible, ensuring that AI is leveraged to enhance student learning, support staff capacity, and uphold the values of equity and Catholic education.

Background

While elements of artificial intelligence have been embedded in educational technologies for several years, such as within accessibility tools like text-to-speech and adaptive learning platforms, the public release of widely accessible generative AI tools, including ChatGPT in November 2022, marked an inflection point in schools.

This shift accelerated the need for school boards to respond with clarity, intentionality, and strategic direction. For Catholic school boards, this response must also be grounded in an authentically Catholic worldview.

The life of Saint Carlo Acutis offers a compelling contemporary model for navigating the relationship between technology and human connection. As a young person deeply engaged with digital tools, he used them not for distraction or imitation, but to evangelize and build understanding of the sacred. At the same time, his life remained rooted in authentic relationships with God and with others captured in his simple guiding principle: "To always be close to Jesus."

His example, as the first millennial saint, challenges educators to ensure that technological advancement supports, rather than replaces, the development of authentic Catholic identity, community, and human dignity.

As AI technologies continue to evolve, their impact on teaching, learning, assessment, and system practices requires deliberate action to ensure that educators and students are supported in navigating this emerging landscape in a safe, responsible, and pedagogically appropriate manner that is human-centric and ensures the relationship between the teacher and student remain central to learning.

Impact of Generative Artificial Intelligence on Education:

The increasing availability of generative artificial intelligence presents both significant opportunities and important considerations for school systems. Our approach is anchored in a commitment to innovation and the transformative potential of AI in education, while remaining firmly rooted in our moral and ethical responsibility to uphold a human-centered approach and to safeguard the well-being of every student.

The Durham Catholic School Board has addressed this rapid evolution of artificial intelligence in a measured and purposeful manner, grounded by our commitment to student achievement and student well-being. In his recent encyclical *Magnifica* = *Humanitas*, Pope Leo said: “As technological development rapidly transforms languages, relationships, institutions and forms of power, we believers must and can choose which projects to work on and in what manner, so as to safeguard and value the grandeur of humanity that has been given to us as a gift. This is a choice not only for our future but also for our present, since artificial intelligence and other emerging technologies are already part of our daily lives.”

As the Board continues to support innovation, we remain attentive to the development of purposeful actions surrounding several areas of potential risk and complexity:

- **Academic Integrity and Assessment Practices**
The ability of generative AI tools to produce outputs raises questions regarding authorship, originality, and the integrity of academic assessment. Educators are required to rethink traditional assessment approaches to ensure they accurately reflect student learning.
- **Equity of Access and Use**
The variability in access to AI tools and digital resources may deepen existing inequities among students. Ensuring fair and inclusive access, alongside appropriate support, remains a consideration.
- **Data Privacy and Security**
Many generative AI tools require the input of personal or sensitive information. This raises concerns related to the protection of student and staff data, compliance with privacy legislation, and responsible data governance practices.

- **Bias and Reliability of Information**
AI-generated content may reflect bias, inaccuracies, or incomplete information. Students and educators must develop critical digital literacy skills to evaluate outputs and recognize potential limitations.
- **Impact on Teaching and Learning**
The integration of AI has implications for instructional design, pedagogy, and the role of the educator. While AI can enhance learning, it also necessitates careful consideration to ensure it supports, not replaces, deep learning, critical thinking, and human interaction.
- **Ethical and Responsible Use**
The use of AI tools raises questions around ethical decision-making, transparency, and accountability. Clear expectations and guidance are required to support responsible use aligned with Board values.

Artificial Intelligence in the DCDSB

The following table highlights the actions taken by the Academic Services and Information Technology Department over the last several years in response to the areas identified above:

Professional Development:

Spring 2023	Technology enhanced learning consultants began working with educators through lunch and learns for staff and with students through presentations to grade 7 and 8 classes on basic Gen AI literacy including discussions on academic integrity and cyber security.
Fall 2023	Sharing of Excellence sessions offered to staff on the Introduction to AI
Fall 2023	November 4 th , 2023, PA Day learning on assessment and evaluation for secondary schools included an introduction to artificial intelligence for teachers with strategies to mitigate the impact on assessments
Winter 2024	February 16th, 2024, Secondary PA Day learning for staff included an introduction to the use of Co-Pilot and the awareness of bias and hallucination of generative AI
Winter 2024	February 20, 2024 Implemented network-level restrictions blocking access to ChatGPT, Google Gemini, and other non-approved AI platforms. Only Microsoft Copilot is authorized and available for staff use.
Spring 2024	Consultants begin to offer a general Artificial Intelligence presentation through lunch and learns and staff meetings at interested schools, including learning the responsible use of AI from our Catholic lens
Fall 2024	Development of Artificial Intelligence Resource webpage on the staff intranet
Winter 2025	Artificial Intelligence professional learning sessions on March 31, 2025, system-wide PA Day symposium offered throughout the day highlighted by a keynote speaker from the professional development department of OECTA
Spring 2025	Professional development available for schools on the use of the board approved artificial intelligence platforms, Wayground and Canva, supporting student assessment and differentiated instruction.
Fall 2025	October 20, 2025, elementary and secondary PA Day topic on artificial intelligence highlighting student guidelines and board approved tools for staff
Winter 2026	February 13, 2026, Secondary PA Day session on Wayground with a series of 6 support videos provided.
Winter 2026	Curriculum chairs and teacher-librarians at all secondary schools with OECTA Durham Secondary representation gather for a symposium on artificial intelligence, providing feedback and sharing strategies for mitigating the impact on academic integrity for February 13, 2026, secondary PA Day.

Winter 2026	A dedicated staff EDSBY online group created containing resources to support staff in addressing the impact of AI as well as a monitored platform where staff ask questions and share ideas
Spring 2026	Series of 4 PD sessions on Canva; Canva AI available to teachers
Spring 2026	Training provided for secondary school leads on April 28, 2026, for Canva use (Canva Captains)

Supporting Documents and Guidelines

Spring 2023	Ad-hoc working committee of teachers, consultants, and principals formed to discuss the impact of generative artificial intelligence on the classroom and the support necessary for students and staff.
Fall 2024	Development and release of Academic Honesty Guidelines for Teachers
Fall 2024	Development and release of Academic Integrity Statement for Students document to be included in the course syllabus and code of conduct
Spring 2025	Launch of AI Guidelines with tips for educators, students and families on the board website
Winter 2026	Working committee is developing a Digital Citizenship Continuum from Kindergarten to Gr.12 to support teachers in educating students on the responsible and ethical use of artificial intelligence and cyber safety.
Spring 2026	May 25, 2026, Pope Leo XIV's encyclical ' <i>Magnifica Humanitas: On Safeguarding the Human Person in the Time of Artificial Intelligence.</i> ' He appeals for the safeguarding of humanity, promotion of truth, dignity of work, social justice, and peace in the era of artificial intelligence.
Spring 2026	Working group of Academic Services and OECTA to produce PD and classroom resource materials (posters etc.) regarding Digital Citizenship and cyber safety scheduled for June 9, 2026.
Spring 2026	Microsoft Elevate team joining for an afternoon to talk about Artificial Intelligence scheduled for June 22, 2026.

Additionally, we have also examined policies and procedures as they are reviewed to identify areas where artificial intelligence and its impact on education can be addressed within the policy and procedure.

Approved Tools and Platforms

The Academic Services and Information Technology Department have collaborated in the review and acquisition of several edtech tools and platforms to support the responsible and measured integration of artificial intelligence tools into the classroom. This includes a full privacy impact assessment and security analysis of each platform.

Following this prudent and comprehensive assessment of the many AI tools/platforms available for use in schools, the following 3 main board-approved platforms were purchased for use in the Board:

- **Wayground** (AI supported platform for teachers with resources for presentations and assessments to differentiate instruction and track student progress).
- **Canva** (an AI supported web-based graphic design platform that allows users to easily create visual content using drag-and-drop tools and pre-made templates, available for student and staff use).
- **Microsoft Copilot** (Copilot is a generative AI, but with an important twist: it's not just a model that generates text or images. It's a full AI companion built by Microsoft that uses generative AI as one of its core capabilities. When logged in to Copilot using your board email/password, the data is secured).

Approved AI Tools: Wayground, Canva and Microsoft

Fall 2023	Copilot recommended as the board approved GenAI platform. Officially launched for teacher use in 2024/25 school year. ChatGPT blocked from board servers due to privacy and security concerns.
Fall 2024	Wayground AI platform pilot launched
Winter 2025	Wayground AI platform available to all teachers
Fall 2025	Canva AI platform available to educators and students, but only educators having access to Canva GenAI tools
March 2026	Canva AI tools made available to secondary students (except Magic Write). Elementary students given access to basic image creation AI tools only.
Spring 2026	"Cyber Legends" cyber-safety digital resource for teachers and students.

The Board believes in building the foundations of learning prior to the introduction of generative AI tools for students. As such, the Board is restricting access to generative AI tools such as Copilot or within Canva to Secondary students only at this time. Consideration of providing access for students in Gr. 7 and 8 will be assessed following the launch of the Digital Citizenship Continuum within our schools.

Plans for the 2026-2027 School Year

We remain committed to the implementation of artificial intelligence through innovative tools that can enhance the learning experience of our students and prepare them for a workplace in which AI fluency will be considered a workforce imperative regardless of vocation. Central to this tenant is our commitment to balance this with our responsibilities to uphold the common good and keep humans at the centre of the learning experience. The Ministry of Education has identified the topic of Artificial Intelligence as mandatory learning on a PA day for staff for the 2026/27 school year. In doing so, we plan to continue with our support of teachers and students through the following actions:

- Release and implementation of DCDSB Digital Citizenship Continuum document with related professional development. The current version has a focus on grades 7-12, including Instructional Guides.
- Working group to expand the Continuum into JK-grade 6
- Continued use and professional development of Cyber Legends platform for cybersecurity and AI lessons with students
- Roll out of Ministry provided teacher facing AI tools in D2L Brightspace called Lumi
- Professional development to support more authentic assessment in an AI-enabled world, including the use of Edsby's Evidence of Learning tool to collect conversation and observation evidence.
- Continued professional development on approved AI platforms (for example, Copilot Teacher)
- Release of Copilot for authorized use by secondary students
- Release of Canva AI tool Magic Write to secondary students
- Measured release of some additional Canva AI tools to elementary students
- Annually review the existing DCDSB AI Guidelines, Academic Integrity for Students, and Academic Honesty for Teachers documents, and update where appropriate.

GW/MO'N/RR/br

Attachments:

Appendix 1: Academic Honesty Guidelines for Teachers

Appendix 2: Academic Integrity Statement for Students

Appendix 3: Artificial Intelligence Guidelines

Appendix 1

Academic Honesty: A Guideline for Teachers

Academic Honesty in the Classroom

Students are expected to demonstrate academic honesty by relying on their own efforts and working to the best of their ability. Students are responsible for providing the evidence of their learning within established timelines with all submitted work authored by the student.

Academic honesty involves:

- Respect: accurately citing all work that is not one's own
- Fairness: not seeking an unfair advantage by misrepresenting someone else's work as one's own
- Responsibility: asking for clarification when help is needed with understanding the expectations or with the completion of the work

The following are examples of academic dishonesty:

- Copying from another student, guardian, sibling, tutor, or Artificial Intelligence, or making information available to another student
- Using direct quotations or large sections of paraphrased material without acknowledgement
- Purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements
- Falsification of data or information

Understanding Academic Dishonesty

Often with assessment practices that focus solely on a product, the only incentive for students to engage in the task is to get a grade. This means that some students will resort to doing whatever they can, including academically dishonest practices, to earn a higher grade. The best strategy to combat this, is for teachers to actively help our students understand that learning is of greater value than the grade.

The Eberly Center for Teaching Excellence and Educational Innovation at Carnegie Mellon University identified the following to explain why students cheat¹

- Students are more likely to cheat when they feel anonymous in class.
- Students might not understand what is considered appropriate help or collaboration or what comprises academic dishonesty.
- Students might blame their cheating behavior on unfair tests and/or teachers.
- Some have poor study skills that prevent them from keeping up with the material.

¹ <https://www.cmu.edu/teaching/solveproblem/strat-cheating/index.html>

- Students are more likely to cheat if the assessment is very high-stakes or if they have low expectations of success due to perceived lack of ability or test anxiety.
- Students might compete with other students for their grades.
- Students might perceive a lack of consequences for cheating and plagiarizing.
- Some believe they can cheat without getting caught.
- Many students are highly motivated by grades and might not see a relationship between learning and grades.

The three key take-aways being that students cheat because of 1) a lack of understanding of honest vs dishonest practices; 2) a lack of relationship with the teacher; 3) assessment practices.

Responsibilities of the Educator

It is incumbent on the educator to instill a culture of academic honesty in the classroom. This starts by ensuring that the expectations about academic honesty are clearly understood by the students, including the potential consequences of being dishonest. This classroom culture is reinforced by establishing a positive personal connection with each student, and it is solidified through assessment practices that do not just focus on products.

Creating an understanding of academic honesty with students would be most effective through engaging activities/lessons about academic honesty that take the class subject into consideration. Educators have an obligation to teach students to use all tools available to them (including AI), in an ethical and moral way, for the betterment of humanity, and in alignment with Catholic Social Teachings.

Growing Success requires that teachers use Observations, Conversations, and Products to develop a complete assessment of the student's learning. There is no scale to dictate the degree to which each is used but they must be used. AI excels at the creation of products, so as a result educators must react by reducing the focus on products and increasing the use of observations and conversations in assessment. Where the creation of a product is still required in a class, the grade should focus on the process in the creation of the product, instead of the product itself.

Some assessment strategies that would help encourage a focus on process, observations, and conversations are:

- | | |
|---------------------------------------|--|
| • Small group discussions | • Verbal tests/exams |
| • Reflective exercises | • 'Defense Grading' |
| • Focus on editing and revising | • Conferences |
| • Make assessments personal/emotional | • Spend time providing feedback on the process |
| • Require students to use multimedia | |

When assessment strategies like these are used, especially those that are discursive,

reflective, personal, or emotional in nature, dishonest practices are more difficult. The personal connection gained through conversation and observation makes it more likely that a student would make honest choices and makes it easier for the teacher to determine when dishonesty may have taken place.

At the time of this writing, available AI detection tools have been proven to produce both false positive and false negative results. Therefore, a well-informed educator is a better detector of academic dishonesty than any digital tool. Should academic dishonesty be suspected, teachers should utilize conversations and/or interviews to determine the level of the student's understanding of the material and the originality of the submitted work. If it is determined that academic dishonesty has occurred, age and context appropriate consequences, including a zero mark, may be assigned.

AI in the Classroom

AI platforms, such as ChatGPT, Gemini, Copilot and so on, require a login and have a 'terms of use' restriction that all users must be at least 18 years of age. In some cases, the terms of use may allow the inclusion of those who are 13-17 years of age but often require parent/guardian permission. As a result, educators cannot encourage the use of AI by any student unless they are 18 years old or they are 13-17 years old and have received parent/guardian permission. Inconsistent access to AI tools would create a divide between those who can and those who cannot, which would result in an inequity between students in their class.

Educators have a duty to teach students about responsibility and ethics in the use of AI. While we do not know what the future will hold, it is quite certain that our students will be living in a world where AI will be ubiquitous in both their personal and work lives. Leaving our students to their own devices would be shirking our moral obligation to our students. The conundrum here then is how to teach about AI without giving our students access to AI at school.

A Framework for Teaching AI in the K12 Classroom

The most effective lessons that teachers deliver are ones that are engaging to the students. The most engaging thing about AI is to see what AI can and cannot do. The following are some suggested steps for educators to teach about Artificial Intelligence:

Note: since responses from AI can be unpredictable, it is recommended that teachers pre-screen prompts they will use and the responses they receive, taking special care to look out of things that may be inappropriate or even triggering for students.

1. Utilize online resources and videos that teach about AI (what it is, what it does, how it does it)
2. Demonstrate what AI can do in your class(es).
3. Review of the AI tool's terms of use to discuss the legal restrictions and why they may exist.

4. Research and/or discuss/debate case studies that highlight the legal, ethical, and moral aspects of AI. May also include comparisons to other fields.
5. Role play of different scenarios from different perspectives.
6. Review and discuss/debate the policies and regulations already in place around the world related to AI.
7. Work together as a class to develop ethical guidelines for the classroom which may or may not directly include AI use on class work.

This progression of activities would be helpful in giving students the ability to understand what AI is, the limitations and risks that come with using AI (including topics such as data privacy, security, ownership, biases, fairness, transparency, reliability, and accuracy), and the impacts it could have on society (such as job displacement, surveillance, decision influence and/or automation, expansion of the digital divide in both education and the workplace, expansion of economic divide between rich and poor countries, and a dependency on “tech giants”).

It is worth stressing that by including the students in the final step of developing ethical guidelines for the classroom, it will require the use of 21st century skills such as collaboration and critical thinking, which will help establish an understanding of the issues as well as their responsibilities as a member of a society and in their future roles as post-secondary students and professionals.

Appendix 2

DCDSB Academic Services | Academic Integrity Statement for Students

Students are expected to demonstrate academic honesty by relying on their efforts and doing their work to the best of their ability. As students, you are responsible for providing evidence of your learning within established timelines. Any course expects that all work to be authored by you, the student.

Academic honesty involves:

- Respect: accurately citing all work that is not one's own.
- Fairness: not seeking an unfair advantage by misrepresenting someone else's work as one's own (including misrepresenting generative artificial intelligence as one's own work).
- Responsibility: asking for clarification when help is needed with understanding the expectations, including asking if/when generative AI is permissible.

The following are examples of academic dishonesty:

- Copying or submitting work from another student, guardian, sibling, tutor or making information available to another student;
- Using Artificial Intelligence tools to generate work and claim as one's own material without proper acknowledgement or citation;
- Using direct quotations or large sections of paraphrased material without acknowledgement;
- Purchasing/accepting or distributing/selling assignments/essays in partial fulfillment of course requirements.

If it is determined that academic dishonesty has occurred, grade-appropriate penalties, up to and including a zero mark, may be assigned.

No materials or electronic devices, except those authorized by the teacher, shall be used or viewed during an assessment. For any particular assessment, a teacher will let you know which materials, electronic devices and technology may be used, and which may not be used. If you are unsure, ask your teacher for clarification.

Academic Honesty and Artificial Intelligence

Artificial intelligence (AI) refers to computer systems that are taught to automate tasks that normally require human intelligence. AI can include tools such as Gemini, CoPilot, ChatGPT, Midjourney, DALL-E, Photo Math, and Grammarly etc.

As with all technology, much thought must be given as to how AI can enhance your learning and how it can harm your learning. If Artificial Intelligence resources are used, they must be appropriately cited using MLA, Chicago Style, or APA rules. Students shall seek teacher direction on the use of AI in any assignments prior to use. Using AI without permission from teacher, acknowledgement or citation is considered plagiarism and will be treated as academic dishonesty.



Furthermore, students using “AI” tools for research should consider scrutinizing the primary source as standard practice. If the sources are factual, accurate, and relevant, it may be better to read those sources to gain understanding and quote or paraphrase information rather than the “AI” tools’ interpretation.



Appendix 3

DCDSB Artificial Intelligence Guidelines

Artificial Intelligence (AI) can be a valuable tool for enhancing student learning and well-being. When roles and responsibilities are clearly outlined, students are set up to succeed. The following guidelines have been created to support an equitable, inclusive, and effective framework for AI in the Durham Catholic District School Board (DCDSB).

Artificial Intelligence Definition

An AI system is a computer-based tool that can perform tasks typically requiring human intelligence, such as understanding language, learning from experiences, and solving complex problems. Generative AI tools can generate new content such as text, images, audio and video, based on user prompts.

Artificial Intelligence in Education

Gen AI should augment, not replace, the human element in teaching. AI in Catholic schools should enhance learning, be used responsibly with human oversight, protect privacy, and promote fairness. Its use must align with Catholic values, support ethical reflection, and uphold dignity, justice, and the common good.

1) Reinforcement of Learning

- **AI use can be beneficial:** AI tools used in the classroom should support the diverse needs of students and educators, enhancing learning experiences and outcomes.
- **AI use should be justified and proportionate:** Implement AI in settings where it addresses specific teaching and learning challenges.
- **AI use should be transparent:** All stakeholders should have a clear understanding about how AI tools are being used in the learning process, fostering trust.

2) Building Responsibility

- **AI use should be accountable and responsible:** Human oversight is essential in the use of artificial intelligence for teaching and learning to ensure that AI produced content is valid, reliable and appropriate.
- **AI use should be safe and secure:** Protect personal and sensitive information by adhering to privacy laws and policies, minimizing risks associated with data collection and use.

- **AI use should be human rights affirming and non-discriminatory:** Use AI in ways that promote opportunity, equity and fairness for all.

3) Spiritual Integration

- **AI use should be aligned with Catholic values:** AI use must be used with a sense a purpose and gratitude to promote the common good of the community.
- **AI use should support the Catholic Graduate Expectations:** Reflect on the ethical implications of AI, ensuring that its application aligns with the moral teachings of the Catholic faith.
- **AI use should promote Catholic Social Teachings:** Incorporate principles of justice and respect for human dignity into the use of AI systems, fostering inclusive and supportive thinking.

Tips for Educators

The following tips for educators will help to inform the use of Artificial Intelligence that supports student learning and student success.

- 1) **Focus on Enhancing Learning:** Use AI as a supportive tool along with other resources to enhance your professional practice, fostering critical thinking and creativity in students. AI can be integrated into your lesson planning to create diverse and engaging learning materials and personalized educational experiences for students. Consider observation and conversation, focusing on process rather than the product itself.
- 2) **Prioritize Ethical Use:** Ensure AI does not replace your unique voice and expertise. Be honest about your use of AI and its role in lesson development, properly citing AI-generated content when appropriate.
- 3) **Promote Equity and Justice:** Be aware of potential biases in AI-generated content. Challenge these biases by critically evaluating the information generated. Ensure AI is used with integrity and compassion, while respecting human dignity as informed by Catholic values.
- 4) **Safeguard Privacy and Security:** Protect everyone's privacy and safety by not sharing personal details like names, photos, numbers (e.g. OENs), contact information, student work and passwords when using AI tools. Use only AI tools approved by the school board and be mindful of the information you input into these tools.

Tips for Students

The tips for students below are to cultivate positive attitudes toward homework and set students up for success.

- 1) **Enhance Your Learning:** AI can help you achieve more and discover new opportunities but rely on your own efforts to truly understand and learn. Utilize AI tools, only when permitted by your teachers and where appropriate, to support your learning and creativity. Talk to your teacher(s) about how and when tools such as AI can be used.
- 2) **Use AI Ethically:** Treat AI as a thought partner to help generate or expand on ideas but ensure it does not replace your unique voice. Own your learning by being clear and honest about AI's role in your work. When AI use is approved, properly cite its contributions.
- 3) **Challenge Biases:** Be aware that AI may present biases. Use critical thinking, informed by faith, to evaluate AI-generated content and talk to an educator if you encounter any biases. Use AI with integrity and compassion, respecting human dignity.
- 4) **Protect Privacy and Security:** Safeguard your privacy and safety by not sharing personal details like names, numbers, and passwords when using AI tools. Be mindful of the information you input into AI tools and avoid sharing sensitive data.

Tips for Families

The following tips for families provide parents, guardians and caregivers with ideas to support their children when completing schoolwork and how they can instill positive mindsets.

- 1) **Promote Critical Thinking:** If AI used, encourage your child to select tools that support their learning, and to think critically about the accuracy of information provided. Help them understand the value of verifying AI-generated content and relying on primary sources.
- 2) **Encourage Ethical Use:** Be informed about the terms of use of AI platforms, including age restrictions on their use. Discuss with your child the importance of using AI as a tool to enhance their learning and creativity, not to replace their own efforts. Emphasize the need for honesty and transparency, with proper citation of AI-generated content or contributions.
- 3) **Address Biases:** Talk to your child about potential biases in AI-generated content. Encourage them to question and challenge any biases they encounter and to discuss these with their family, educators, and peers.
- 4) **Ensure Privacy and Security:** Help your child understand the importance of protecting their privacy and security when using AI tools. Remind them not to share any personal details about themselves or others, such as names, numbers, and passwords, and to use only school-approved AI tools when available.

Version History

Due to the rate at which AI changes, these guidelines will be reviewed and updated regularly. The 'Version History' table below will provide users with an at-a-glance view of changes that were made since their last viewing.

Edit Date	Version	Revisions
7/8/25	2025.01	- First Release



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Out of Province Travel**

Origin: Jim Wilson, Superintendent of Education

Recommendation

Moved by , seconded by

“THAT the Durham Catholic District School Board (DCDSB) approve the attendance of one staff member to represent DCDSB at the 2026 National Association for Pupil Transportation Annual Conference, scheduled from October 3-7, 2026, in Louisville, Kentucky.”

Rationale

One staff member from the Transportation department is seeking approval to attend the 2026 National Association for Pupil Transportation Annual Conference scheduled from October 3-7, 2026, in Louisville, Kentucky. Individuals will participate in quality professional development designed to meet the needs of transportation professionals. The conference will deliver inspiring keynotes from industry leaders, breakout sessions, and workshops in all facets of school transportation. The conference also offers courses for certification along with several workshops focused on other transportation aspects such as safety, that are open to conference attendees. The staff member will complete the final stage of their Certification in Special Needs Transportation (CSNT) at the conference.

GW/JW/sb



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Extension of Multi-Year Strategic Plan – *Inspire 2026***

Recommendations

Moved by seconded by

“THAT the Durham Catholic District School Board approve extending the current Multi-Year Strategic Plan, *Inspire 2026*, until August 31, 2027.”

Moved by seconded by

“THAT the Durham Catholic District School Board approve the establishment of an ad hoc planning committee for the purpose of overseeing the development of the Durham Catholic Multi-Year Strategic Plan, to take effect in September 2027; and that the ad hoc planning committee:

- a) consist of no more than eight trustees;
- b) provide recommendations to the Board of Trustees no later than the March 2027 Regular Board Meeting; and
- c) be dissolved immediately following the Board’s approval of the new Multi-Year Strategic Plan.”

Background

At the October 17, 2022, Board Meeting, Trustees approved the Durham Catholic District School Board’s three-year Multi-Year Strategic Plan, *Inspire 2026*. The plan was developed through a comprehensive nine-month process involving reflection, consultation, and analysis across the system.

Inspire 2026 has guided system priorities and actions in support of student achievement and well-being, stewardship of resources, and the delivery of effective Catholic education. The current priorities outlined in the strategic plan are: Support Faith & Well-Being; Advance Human Rights & Equity; and Improve Student Learning.

Rationale for Extension

It is recommended that the Board of Trustees extend *Inspire 2026* by one year, to August 31, 2027.

School boards across Ontario have, in similar circumstances, extended existing strategic plans to ensure continuity, maintain focus on priority initiatives, and allow sufficient time for comprehensive consultation and engagement processes for new plans. Extensions are considered a sound governance practice where evolving external conditions may impact long-term planning.

Over the past year, there have been changes to education governance models and broader system-level directions, which introduced a degree of uncertainty. Extending the current plan ensures alignment with Board priorities while allowing flexibility to respond to evolving provincial direction.

The Ministry of Education requires that boards establish an MYSP with a minimum duration of three years. While the current plan meets this requirement, a three-year timeframe represents the shortest allowable cycle and can limit the Board's ability to fully assess impact and sustain improvement. Many school boards across Ontario have adopted longer planning horizons, typically four to five years, to better support continuity and evaluation of strategic priorities.

A shorter planning cycle also presents challenges related to data availability and reporting timelines. Key student achievement and well-being data are often received with a year, or more, delay, which can constrain the Board's ability to effectively monitor progress, evaluate the impact of strategies, and make informed, evidence-based adjustments within the life of the plan. Extending the plan duration helps ensure that sufficient data is available to support thoughtful analysis and decision-making.

Given prevailing practices across the province, extending the MYSP to a four-year term would align with sector norms and provide a more effective timeframe for implementation, monitoring, and continuous improvement.

The extension will:

- Maintain continuity of strategic priorities and system focus;
- Support stability during a period of uncertainty in the education sector;
- Enable a thorough and inclusive engagement process for the next MYSP; and
- Ensure that the new plan is responsive to emerging needs and provincial direction.

Development of the Next Multi-Year Strategic Plan

Pending Board approval, we will initiate the development of a new Multi-Year Strategic Plan that will guide the system beyond 2027.

In accordance with Section 169.1(1) of the *Education Act*, the Board's Multi-Year Strategic Plan will:

- Promote student achievement and well-being;
 - Promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
 - Promote the prevention of bullying;
- Ensure effective stewardship of the board's resources; and
- Deliver effective and appropriate education programs to its pupils.

As a Catholic learning community, we will continue to embed Catholic values and faith formation in all aspects of our strategic plan.

Engagement and Process

The development of the new MYSP will be guided by a comprehensive engagement and process plan that will include:

- Oversight by the Multi-Year Strategic Plan Trustee Ad Hoc Committee;
- Broad consultation with students, families, staff, parish partners, and community partners;
- System-wide surveys, consultation with statutory and advisory committees, and focus groups;
- Review of student achievement, well-being, and operational data; and
- Alignment with provincial priorities and legislative requirements.

Please refer to the Draft Engagement and Process Plan (Appendix 1) for further information.

Regular progress reports will be brought forward to the Board of Trustees to provide updates on engagement findings, emerging priorities, and timelines. Final approval of the new MYSP is anticipated by April 2027, with implementation for September 2027, pending Board approval.

Multi-Year Strategic Plan Trustee Ad Hoc Committee

To support this work, it is recommended that the Board establish an ad hoc Multi-Year Strategic Plan Trustee Committee.

The Committee will:

- Provide oversight and guidance throughout the MYSP development process;
- Ensure engagement with students, families, staff, parish and community partners;
- Offer feedback at key milestones; and

Memorandum | Page 4 of 4

Extension of Multi-Year Strategic Plan – *Inspire 2026*

- Review the final draft of the plan prior to its presentation to the Board of Trustees for approval.

The Chief Executive Officer and elected Chair of the MYSP Trustee Committee will co-lead all activities.

GW/eb

Attachment: Appendix 1 – Draft Engagement and Process Plan

Appendix 1

DCDSB Multi-Year Strategic Plan Draft Engagement and Process Plan

Purpose

As the Durham Catholic District School Board (DCDSB) approaches the conclusion of our current strategic plan, [Inspire 2026](#), we are preparing to develop a new Multi-Year Strategic Plan (MYSP) that will guide our system's priorities and direction for the years ahead. At the same time, a new Mental Health and Addictions Strategy will be developed in alignment with the MYSP.

In alignment with Section 169.1(1) of the Ontario Education Act, the MYSP will:

- Promote student achievement and well-being;
 - Promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
 - Promote the prevention of bullying;
- Ensure effective stewardship of the board's resources; and
- Deliver effective and appropriate education programs to its pupils.

As a Catholic learning community, we are committed to embedding our faith in every aspect of our strategic plan.

High-Level Overview

Phase	Timeline	Deliverables
Visioning	June – August 2026	Board of Trustees and CEO to solidify MYSP process/timeline
Consultation and Engagement	September/October 2026	Data collection (survey #1) and stakeholder consultation
Plan Development	December 2026 – February 2027	Draft MYSP (stakeholder feedback integration). Survey #2 to share draft priorities with community for feedback. Integrate stakeholder feedback and finalize MYSP.
Finalization and Approval	February 2027	Board of Trustees to approve MYSP
	March – May 2027	Communications to develop launch plan and branding
Implementation	September 2027	Communications/implementation rollout for September 2027

Consultation and MYSP Development Timeline

Date	Tactic	Responsibility
June 1, 2026	Board visioning session	CEO/Communications
June 15, 2026	Report to Board of Trustees (to extend <i>Inspire 2026</i> , and to establish an ad hoc MYSP Trustee Committee to begin process – section 4.5 of by-laws)	CEO
First Week of September 2026	MYSP Trustee Committee Meeting #1 re: committee mandate, terms of reference, and finalize planning process	Trustees/CEO
September 2026 Board Meeting	Board Report submitted to Board of Trustees on MYSP progress	CEO
September/October 2026	Survey #1 (Staff, Families, Students, Parish and Community Partners)	Communications
September/October 2026	Outline of MYSP process and Survey #1 brought to Statutory/Advisory/Staff Committees for consultation, and to all Catholic School Councils	CEO/Communications/Staff Lead for Committees & Catholic School Councils (slide, speaking notes & survey link to be provided)
September/October 2026	Consultation with students (including Student Trustees/Student Senate/Student Councils), and select elementary students	CEO/Communications
September/October 2026	Parish Zone Meeting	CEO
October 2026	MYSP Trustee Committee Meeting #2: Review feedback and analysis from surveys/consultations, establish working group committees	Trustees/CEO
October 2026 Board Meeting	Board Report submitted to Board of Trustees on MYSP progress	CEO
Late November 2026	MYSP Trustee Committee Meeting #3: Professional development for new Trustees regarding MYSP; review MYSP progress/status	Trustees/CEO
November/December 2026	3-4 working groups will be established to review consultation feedback and create draft priorities. Working groups will be comprised of Trustees, Senior Administration, and working group	Trustees/CEO/Working Group Partners

	partners (see sample membership list below).	
December 2026 Board Meeting	Board Report submitted to Board of Trustees on MYSP progress	CEO
January 2027	Survey #2 (will include draft priorities/MYSP for further feedback with DCDSB community)	Communications
January 2027	Survey #2 and draft priorities shared with Statutory/Advisory/Staff Committees for consultation, and all Catholic School Councils	CEO/ Communications/Staff Lead for Committees & Catholic School Councils (slide, speaking notes & survey link to be provided)
January 2027	Incorporate feedback and create draft MYSP	CEO/ Communications
January 2027 Board Meeting	Board Report submitted to Board of Trustees on MYSP progress and consultation	CEO
January/February 2027	MYSP Trustee Committee Meeting #4: Present draft plan for review/feedback; finalize plan	Trustees/CEO/ Communications
February 2027 Board Meeting	Submit MYSP for approval by the Board of Trustees	Trustees/CEO
March 2027	Ad hoc Board of Trustees MYSP Committee dissolved once the new MYSP has been approved (as per section 4.5 of by-laws)	Trustees
March – May 2027	Develop communications plan	CEO/Communications
September 2027	MYSP Launch	CEO

Audience

- Students
- Parents and Guardians
- Parish Partners
- DCDSB Employees
- Union Partners
- Statutory and Advisory Committees
- Catholic School Councils
- Community Partners

Multi-Year Strategic Planning Trustee Committee

The CEO and MYSP Trustee Committee will be responsible for:

- Providing oversight and guidance throughout the planning process;
- Ensuring engagement with students, families, staff, parish and community partners;

- Offering feedback at key milestones; and
- Reviewing the final draft of the plan prior to its presentation to the Board of Trustees for approval.

The CEO and elected Chair of the MYSP Trustee Committee will co-lead all activities.

Working Groups – Drafting Priorities

The MYSP Trustee Committee will form 3-4 working groups to review feedback and create draft themes for the MYSP. The working groups will include representation from:

- Board of Trustees
- Chief Executive Officer and Senior Administration
- Student Trustees/Student Senate
- Parish Partners
- Union Partners
- Statutory and Advisory Committees
- Communications
- Faith Formation
- Data Analyst
- Any other staff/partners that may be required



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **2026-2027 Budget**

Origin: Marie Hammond, Chief Financial Officer

Recommendation

Moved by _____, seconded by _____

“THAT the Durham Catholic District School Board approve the Operating Budget of \$339,671,891 and the Capital Budget of \$77,633,531 for the 2026-2027 Fiscal Year.”

Rationale

Attached is the 2026–2027 Budget Report. The budget has been developed in alignment with Ministry priorities, ensuring compliance with Core Education funding parameters and enveloping requirements, incorporating stakeholder input, and supporting the continued implementation of the Board’s three-year operating reserve recovery plan.

The budget and associated priorities for 2026–2027 were presented to the Finance Committee on June 8, 2026. The Committee approved a motion recommending that the Board of Trustees adopt the Operating and Capital Budgets in the amounts of \$339,671,891 and \$77,633,531, respectively.

Subject to Trustee approval, staff will submit the required documentation to the Ministry of Education by the June 30, 2026, deadline.

GW/MH:ls
Attachment



2026 - 2027 BUDGET REPORT

DURHAM CATHOLIC
DISTRICT SCHOOL BOARD



DURHAM CATHOLIC DISTRICT SCHOOL BOARD

The Durham Catholic District School Board (DCDSB) is an inclusive Catholic learning community committed to faith formation and academic excellence. Guided by Gospel values and our mission to inspire every student to reach their full potential through faith and education, DCDSB serves approximately 24,000 students across Oshawa, Whitby, Ajax, Pickering, and the townships of Uxbridge, Scugog, and Brock, in addition to thousands of adult and continuing education learners.



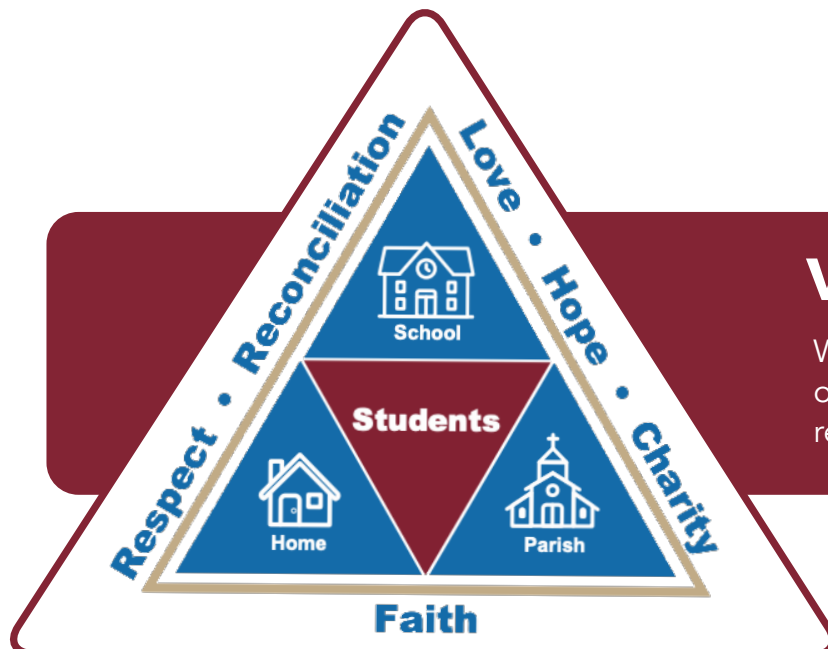
MISSION

To be an inclusive Catholic learning community that inspires every student to achieve their full potential through faith and education.

VISION

By fostering positive relationships with home, school, parish and community, students and staff will learn and work in a Catholic environment where every person is:

- Safe and welcomed
- Accepted and valued
- Heard and engaged
- Supported and prepared



VALUES

We live our faith by demonstrating values of love, hope, faith, charity, respect and reconciliation.

MESSAGE FROM THE CHAIR OF THE BOARD AND THE CHIEF EXECUTIVE OFFICER

On behalf of the Durham Catholic District School Board (DCDSB) Board of Trustees and Senior Administration, we are pleased to present the 2026-2027 Budget Report. This report provides an overview of the board's projected revenues, expenditures, and strategic investments for the upcoming fiscal year. Guided by our Catholic values, a key focus of the 2026–2027 budget is fiscal responsibility and stewardship, ensuring that our resources are managed carefully, transparently, and in alignment with long-term financial sustainability. In addition to meeting current operational needs, this budget reflects our commitment to contributing to the board's reserve, strengthening our capacity to respond to future challenges while protecting programs and services for students.

Our financial planning remains centered on the effective use of resources to support the educational, spiritual, and well-being needs of every student. Each dollar is invested with intention - prioritizing student achievement, strengthening system stability, and aligning with the board's mission and strategic goals. We continue to direct the vast majority of our resources toward student learning, ensuring that funding is focused where it has the greatest impact: classrooms, supporting student well-being, and providing safe, welcoming school environments. Through careful planning and disciplined financial management, we are ensuring both immediate impact and long-term resilience.

The development of this budget was informed by feedback from students, staff, families, union affiliates, advisory groups, and members of our Catholic learning community. This input has helped guide targeted investments in areas such as special education, professional development, and school safety.

We extend our sincere appreciation to the Finance Committee, Board of Trustees, and Senior Administration for their leadership and diligence throughout the budget process. We also thank our students, staff, families, and community partners for their valuable feedback and ongoing collaboration. By working together in support of our students, and through strong home-school-parish partnerships, we continue to listen, live, and learn in faith.

Yours in Catholic education,



MORGAN STE. MARIE
CHAIR OF THE BOARD



GERARD WINN
CHIEF EXECUTIVE OFFICER

ABOUT OUR BOARD

This snapshot provides a high-level overview of key system-level statistics that provide context for the Durham Catholic District School Board's planning and priorities.

38
ELEMENTARY
SCHOOLS



7
SECONDARY
SCHOOLS



3 ADULT AND
CONTINUING
EDUCATION
CENTRES



24K
STUDENTS



CATHOLIC SCHOOL
SUPPORTERS

80K



↑ ABOVE
PROVINCIAL
AVERAGE

92.9%
GRADUATION
RATE



36%

OF GRADE 10-12 STUDENTS
IN JOB SKILLS PROGRAMS



↑ ABOVE
PROVINCIAL
AVERAGE

↑ ABOVE
PROVINCIAL
AVERAGE

STUDENTS TAKING GRADE 12 MATH OR
GRADE 11/12 SCIENCE COURSE

68.7%



66%

GRADE 1-8 STUDENTS WITH
90%+ ATTENDANCE RATE

↑ ABOVE
PROVINCIAL
AVERAGE



↑ ABOVE
PROVINCIAL
AVERAGE

FIRST-TIME ELIGIBLE STUDENTS
SUCCESSFUL ON THE ONTARIO
SECONDARY SCHOOL LITERACY TEST

88%



824

STUDENTS ENROLLED IN
SPECIALIST HIGH SKILLS
MAJOR (SHSM)



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BACKGROUND

In recent years, the education sector has faced significant challenges and funding pressures. Throughout this period, the DCDSB has worked to maintain a balanced budget aligned with the *Inspire 2026* multi-year strategic plan and Ministry of Education directives, while rebuilding its operating accumulated surplus.

The Ministry of Education regularly reviews the financial health of all school boards, and a key aspect of this assessment is the size of each board's operating accumulated surplus (operating reserves). School boards are considered low-risk when their reserve is at least two percent of their annual Ministry operating allocation; which for DCDSB, this is approximately \$6.5 million.

At the end of the 2024-2025 fiscal year, DCDSB reported an operating accumulated surplus of \$3.4 million, placing the board in the medium-risk category. In the years leading up to 2024-2025, the board had been rated high risk after utilizing its operating reserves to address COVID-19 related needs. To strengthen its financial position, the board has launched a three-year recovery plan aimed at returning to low-risk status by 2028.

Three-Year Operating Accumulated Surplus Recovery Plan

	Amount	% of Operating Allocation
2024-2025: Accumulated surplus audited financial statements	\$3,414,291	1.09%
2025-2026: Budgeted contributions to operating accumulated surplus	\$1,113,795	
Subtotal	\$4,528,086	1.45%
2026-2027: Estimated contribution to operating accumulated surplus	\$1,105,530	1.73%
2027-2028: Estimated contribution to operating accumulated surplus	\$1,105,530	
Total	\$6,739,146	2.07%

BUDGET PROCESS

Led by the Chief Financial Officer, the formal budget process begins each year in January. The process includes regular budget meetings with senior administration and the Finance Committee to understand funding changes, assess challenges and opportunities as well as set priorities for the upcoming year.

KEY DATES

The following list outlines the key dates in the budget process:



JANUARY & FEBRUARY

- **January - March 2026:** Senior Administration budget and data review

MARCH

- **March 2, 2026:** Finance Committee Meeting to review current financials, budget process and timelines
- **March 3, 2026:** Launch of stakeholder consultation (Survey open March 3 - March 31, 2026)



APRIL & MAY

- **April 13, 2026:** Finance Committee Meeting to review budget consultation results
- **April - May 2026:** Funding release from Ministry of Education, internal budget strategy sessions, and budget development

JUNE

- **June 8, 2026:** Finance Committee Meeting to review final budget report for recommendation to the Board of Trustees
- **June 15, 2026:** 2026-2027 Final budget report to Board of Trustees for approval at Regular Board Meeting
- **June 30, 2026:** Budget filed with the Ministry of Education



COMMUNITY ENGAGEMENT

To remain financially sustainable, DCDSB must continue to allocate resources carefully. Community engagement and consultation are essential to the budget process, providing valuable insights into community priorities. This year, the board received 779 survey responses from families, students, staff and community members, helping to gain a better understanding of evolving needs. By actively seeking input, the board remains committed to responsible decision-making that strengthens educational excellence while responding to financial realities.

What did we hear?

Based on the question “As the DCDSB reviews its program and service budgets (within available funding), what changes or priorities do you believe would best support students in our community while remaining aligned with our mission and strategic goals?”. System stakeholder thoughts centered on the following areas:



SPECIAL EDUCATION SUPPORTS

Survey responses highlighted strong emphasis on improving special education supports. Feedback highlighted the need for more in class support (e.g., enhanced training, educational assistants, specialized supports – Applied Behaviour Analysis, support for students with Autism Spectrum Disorder, etc).

SAFE SCHOOLS

The importance of safe schools was stressed, noting self-regulation needs and supervision challenges. Respondents emphasized the need for staff training, specialized supports to strengthen student well-being and safety, along with adequate staffing levels.

MENTAL HEALTH AND WELL-BEING

Feedback emphasized a strong need for enhanced mental health supports and early intervention in schools. Respondents highlighted the following:

- School-based mental health supports, including counsellors, social workers and child and youth counsellors;
- Preventative programming that builds self-regulation, social and emotional learning, and resilience; and
- Mental health services and academic supports.



LEARNING RESOURCES

Survey responses emphasized a desire for a balanced approach to learning resources, with continued access to print-based materials alongside technology to support diverse learners. Requests for hands-on learning materials (such as manipulatives and sensory resources) were identified as foundational to effective instruction, particularly in the early years and primary grades.

LEARNING ENVIRONMENT

Capacity and infrastructure:

- Feedback highlighted the need to expand school capacity in growth areas through new school construction, alongside upgrades to existing facilities, to address enrolment pressures and support effective learning environments.

Safe and supportive learning environments:

- Responses focused on the importance of safe, clean, and well-maintained school environments as foundational to student learning and well-being.

TECHNOLOGY

Equitable access to technology:

- Suggestions included ensuring students have the devices and digital skills needed to learn safely, responsibly, and successfully.

Technology balanced with traditional resources:

- Feedback reflected diverse views on technology use: some parents and students called for greater access to devices, digital learning, and artificial intelligence (AI) readiness, while others emphasized balancing screen time with traditional resources such as textbooks and hands-on learning.

EXTRACURRICULAR AND ENRICHMENT OPPORTUNITIES

Experiential learning and engagement:

- Respondents reinforced the value of field trips and hands-on learning as key to student engagement and well being, while noting rising costs.
- Strong interest in broader extracurricular opportunities, including clubs, sports, and inclusive programming for all students was noted.

Secondary pathways and career readiness:

- Continued support for pathways programming such as Specialist High Skills Major (SHSM), cooperative education and trades/technology, with a focus on preparing students for diverse post-secondary opportunities.

ACADEMIC OUTCOME

Foundational skills:

- A “back-to-basics” focus on literacy and numeracy was highlighted, particularly in the early years, supported by structured approaches, early screening and timely intervention.

Capacity to support achievement:

- Many comments linked class size, in-class supports (educational assistants and/or resources), tutoring and pathways programming to improved academic outcomes and student success.

FAITH

- Responses focused on a need to strengthen Catholic identity by intentionally integrating faith, prayer and Catholic traditions within school environments and daily practice.
- Participant comments emphasize equitable access to faith formation by supporting religion retreats and faith-based learning experiences.
- Survey responses indicated a desire to continue strengthening home-school-parish relationships in support of student faith development.



MINISTRY FUNDING

On May 13, 2026, the Ministry of Education announced 2026–2027 Core Education funding of \$30.6 billion provincially, representing an increase of less than 1% from the previous year. Durham Catholic District School Board is projected to receive a 3.2% increase (2.3% net of the Responsive Education Program (REP) Funding integration into Core Education).

The six funding pillars contained within Core Education Funding are:

- a. **Classroom Staffing Fund (CSF):** The Classroom Staffing Fund supports the majority of staff that work in classrooms, including teachers, designated early childhood educators (DECEs) in Kindergarten classrooms and some educational assistants (EAs). Note that the primary source of funding for EAs is the Special Education Fund.
- b. **Learning Resources Fund (LRF):** The Learning Resources Fund supports the costs of staffing typically required outside of the classroom to support student needs, such as teacher-librarians, guidance counsellors, mental health workers and school management staff, as well as non-staff classroom costs, such as learning materials and classroom equipment.
- c. **Special Education Fund (SEF):** The Special Education Fund supports positive outcomes for students with special education needs. This funding is for the additional costs of the programs, services and/or equipment these students may require.
- d. **School Facilities Fund (SFF):** The School Facilities Fund supports operating (including cleaning and utilities), maintaining, renovating and renewing school buildings. It also provides additional support for students in rural and northern communities.
- e. **Student Transportation Fund (STF):** The Student Transportation Fund supports transportation for eligible students between home and school.
- f. **School Board Administration Fund (SBAF):** The School Board Administration Fund supports governance and administrative costs for the operation of the school board, including board offices and facilities, as well as parent engagement activities.



Core Education Funding contained several targeted investments and adjustments for 2026-2027 as follows:

CLASSROOM SUPPLIES INVESTMENT

Provides \$750 per eligible elementary classroom teacher to support the purchase of additional classroom supplies through a centralized Vendor of Record model, reducing reliance on teacher out-of-pocket spending. This investment is funded through a combination of \$450 in new funding and \$300 reallocated from existing Core Education benchmarks.

CONSISTENT CURRICULUM RESOURCES INVESTMENTS

Establishes per-pupil funding for curriculum-aligned resources promoting consistency across schools while allowing for denominational and language needs.

NON-STAFF BENCHMARKS

Supports an increase in benchmarks for the non-staff portion of school operations allocations to help mitigate commodity price increases.

STUDENT TRANSPORTATION FUND

Provides updates to student transportation funding to reflect enrolment increases and adjustments to existing benchmarks to support the rising cost of transportation services.

Redirecting Funding from Responsive Education Programs (REP) and other programs to Core Education Funding:

KINDERGARTEN DATA AND INFORMATION COLLECTION

Introduces a new per-pupil allocation within the Kindergarten component to support teacher release time for training and assessment completion.



TEACHERS TO SUPPORT READING INTERVENTIONS

Establishes a dedicated staffing component to fund salaries and benefits for reading specialist teachers providing targeted support to students in Kindergarten to Grade 3 who require additional reading intervention.

CYBER SAFETY LEARNING RESOURCES

Provides funding to purchase curriculum- aligned digital safety resources through a provincial Vendor of Record, helping students, staff and parents build awareness of online privacy, security and safe technology use.

SUPPORTS FOR CHILDREN AND YOUTH IN CARE

Provides funding to support transportation and targeted educational supports that promote stability, school continuity and improved outcomes for children and youth in care during periods of transition.

DUAL CREDITS

Provides funding for the delivery, coordination and administration of Dual Credit programs, enabling eligible secondary and adult learners to earn both secondary school credits and post-secondary credentials, complementing existing classroom staffing funding.

SPECIAL EDUCATION AND DISABILITIES TRANSITIONS

Delivers funding to hire staff to support improved transition practices for students with special education needs and/or disabilities into, during and out of school.

TARGETED LEARNING ALLOCATION

Establishes a new enveloped allocation to support targeted initiatives in priority areas, including math and reading achievement. The allocations consolidates funding from multiple programs and requires that unspent funds be deferred for future use within the allocation. The five areas included in the Targeted Learning Allocation are as follows:

- School Math Facilitators
- School Math Lead
- Digital Math Tools
- Reading Screening Tools
- Reading Intervention Licenses and Supports



Capital Grants within Core Education Funding

Capital funding for 2026-2027 remains consistent with previous years, and is estimated to be as follows:

School Condition Improvement	\$5,379,403
School Renewal	\$3,442,985
Capital Capacity	\$38,514
Temporary accommodation	\$879,300

Ministry Focus - Professional Activity Days for the 2026-2027 School Year

On May 15, 2026, the Ministry of Education announced the required topics for professional activity (PA) days for the upcoming school year. The mandatory topics are:

- Consistent Classroom Delivery and New Curriculum Updates
- Special Education and Individual Education Plans
- Keeping Schools Safe
- Cyber Safety and Artificial Intelligence (AI)

System Assessment and Budget Consultation

A review of system needs and consultation feedback identified Special Education and professional development as priority areas for 2026-2027. These priorities will be supported through targeted staffing adjustments and the reinvestment of existing resources within the current budget.

Balanced Budget

DCDSB has developed a budget aligned with Ministry priorities that ensures compliance with Core Education Funding parameters and enveloping requirements, incorporates stakeholder input and supports the continued implementation of the three-year operating reserve recovery plan.



BUDGET SUMMARY

2026-2027 Projected Enrolment

Panel	Estimates (May 2026)	Revised Estimates (Dec 2025)	Difference
Elementary	16,373	16,419	(46)
Secondary	7,416	7,289	127
Total	23,789	23,708	81

2026-2027 Anticipated Operating Revenue

Category	Estimates (May 2026)	Revised Estimates (Dec 2025)	Difference
Ministry – Core Education Funding	\$325,067,367	\$314,962,421	\$10,104,946
Ministry – Responsive Education Programs (REP)	103,000	3,032,411	(2,929,411)
Total Ministry Funding (Note 1)	325,170,367	317,994,832	7,175,535
Recoveries – Secondments	1,641,838	1,634,943	6,895
Government of Canada	882,694	997,136	(114,442)
Other Provincial Agencies	896,992	1,174,061	(277,069)
Community Use of Schools	1,000,000	900,000	100,000
Continuing Education Fees	350,000	200,000	150,000
International Students	600,000	712,207	(112,207)
Child Care and Partnerships	2,150,000	1,300,000	850,000
Incentive Revenue	0	70,000	(70,000)
Cafeteria Revenue	30,000	0	30,000
Interest Revenue	350,000	300,000	50,000
School Generated Funds	6,600,000	6,600,000	-
Total	\$339,671,891	\$331,883,179	\$7,788,712

Note 1: Ministry revenue increases reflect higher enrolment, qualification and experience grants related to September 1, 2026, staff grid placements, as well as additional Ministry investments, reallocation of classroom supplies and curriculum resources, and benchmark increases in the School Facilities and Student Transportation funds. These increases correspond to the increased expenditures outlined in the 2026-2027 Planned Operating Expenses.

2026-2027 Planned Operating Expenses

Category	Estimates (May 2026)	Revised Estimates (Dec 2025)	Difference
Salaries, Benefits and Supply Costs	\$294,586,604	\$287,693,066	\$6,893,538
Student Transportation	9,633,314	9,421,949	211,365
Facilities Services	11,033,559	10,159,379	874,180
School Budgets	2,426,527	2,568,358	(141,831)
Information and Communication Technology	4,136,997	4,384,797	(247,800)
Academic Services	7,926,584	7,626,952	299,632
Business Services	143,029	143,029	-
People and Culture	535,885	630,492	(94,607)
Mileage and Travel Allowances	583,458	583,458	-
Director's Office and Board Administration	257,667	255,167	2,500
Legal and Professional Services	354,000	354,000	-
Trustees and Student Representatives	230,292	230,292	-
Corporate Communications	118,445	118,445	-
School Generated Funds	6,600,000	6,600,000	-
Provision to Operating Accumulated Surplus	1,105,530	1,113,795	(8,265)
Total	\$339,671,891	\$331,883,179	\$7,788,712

Operating Accumulated Surplus

Anticipated 2025-2026 Operating Accumulated Surplus	\$4,528,086
2026-2027 Provision	1,105,530
Total	\$5,633,616

2026-2027 Staffing Summary by Position

Employee Group	Estimates (May 2026)	Revised Estimates (Dec 2025)	Difference
Elementary Teachers (Note 1)	976.80	984.30	(7.50)
Secondary Teachers (Note 1)	475.34	463.34	12.00
Coordinators and Consultants (Note 2)	24.00	24.00	0.00
Principals and Vice-Principals (Note 1)	81.20	80.00	1.20
Secondments (Note 3)	12.00	12.13	(0.13)
Senior Administration	11.00	11.00	0.00
Math Lead	1.00	1.00	0.00
Middle Management/Non-Union	67.00	69.00	(2.00)
Faith Formation	8.00	8.00	0.00
Student Services	45.50	45.50	0.00
Educational Assistants	350.00	345.00	5.00
Early Childhood Educators (Note 1)	96.00	105.00	(9.00)
Custodial and Maintenance	169.00	169.00	0.00
Secretarial/Clerical/Technical (Note 1)	112.50	112.50	0.00
Trustees	8.00	8.00	0.00
Total	2,437.34	2,437.77	(0.43)

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

Note 2: Centralized teachers include consultants, coordinators and resource teachers.

Note 3: Positions on secondment are fully recoverable from the external agency or capital fund.

Table One: Revenue Sources

Capital Priorities Funding	\$55,735,831
School Renewal	3,442,985
School Condition Allocation	5,379,403
Multi-year Technology Program	560,000
Ministry Funded Debenture Payments	2,515,312
Educational Development Charges	10,000,000
Total	\$77,633,531

Table Two: Planned Expenses

Monsignor Paul Dwyer C.H.S. Replacement - 40% of project completion	\$28,426,030
St. Carlo Acutis C.E.S. – 40% of project completion	13,522,359
Unnamed North Oshawa C.E.S. – 50% of project completion	13,787,442
School Renewal Program	3,442,985
School Condition Program	5,379,403
Multi-year Technology Program	560,000
Debenture Principal Payments	2,029,284
Debenture Interest Payments	486,028
Transfer to EDC Reserve	10,000,000
Total	\$77,633,531

Note 1: Budgeted amounts for Ministry funded Capital Priority Projects reflect the estimated completion of the projects during the 2026-2027 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 enables investments over a rolling five-year period, allowing for purchases as required and the renewal of equipment on an appropriate refresh cycle. Key components of the plan include instructional and administrative computers and core IT infrastructure.

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 Capital Priority Projects include construction costs only.

2025-2026 BOARD OF TRUSTEES



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

DURHAM CATHOLIC DISTRICT SCHOOL BOARD

650 Rossland Road West, Oshawa, Ontario L1J 7C4
905 576 6150 | dcdsb.ca



LISTENING



LEARNING



LIVING IN FAITH



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Correspondence from DCDSB Special Education Advisory Committee (SEAC)**

Please see the attached correspondence from the DCDSB Special Education Advisory Committee (SEAC) dated March 4, 2026, for your information.

GW/eb
Attach.



March 4, 2026

The Honourable Paul Calandra
Minister of Education
Mowat Block, Queen's Park
Toronto, ON

sent via email: minister.edu@ontario.ca

Dear Minister Calandra:

Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors

On behalf of the Durham Catholic District School Board (DCDSB) Special Education Advisory Committee (SEAC), I am writing to express that our Committee has reviewed the correspondence issued by the Durham District School Board regarding the matter noted above.

We wish to confirm that the Durham Catholic District School Board SEAC Committee acknowledges and supports the concerns outlined by the Durham District School Board in their letter dated February 19, 2026, particularly in relation to matters that affect local governance, community engagement, and the important role of Boards in supporting student success.

Our Committee values ongoing collaboration among education partners within the region and recognizes the importance of maintaining structures and processes that reflect the needs and interests of the communities we serve. We share a commitment to ensuring that students and families continue to benefit from systems that promote accountability, transparency, and meaningful local involvement.

Thank you for your attention to this matter and for your continued commitment to supporting students with special education needs across Ontario.

Sincerely,

Valerie Adamo

Valerie Adamo
SEAC Durham Catholic District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Chandra Pasma, Shadow Minister of Education (cpasma-qp@ndp.on.ca)
John Fraser, Education Critic (jfraser.mpp.co@liberal.ola.org)



Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Correspondence to the City of Pickering**

Please see the attached correspondence to the City of Pickering dated May 27, 2026, for your information.

GW/eb
Attach.



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

May 27, 2026

Ms. Susan Cassel, City Clerk
City of Pickering
Pickering Civic Complex
One The Esplanade
Pickering, ON L1V 6K7

Sent via email

Dear Ms. Cassel:

We thank you for sharing the correspondence dated May 1, 2026, regarding the resolution adopted by Pickering City Council on April 27, 2026.

On behalf of the Board of Trustees, I would like to extend our sincere appreciation to the City of Pickering for your continued support and recognition of the important role trustees play in our community. By supporting elected trustees, you are helping to uphold local democratic representation in our school system and ensuring that the voices of students, families, and communities are heard at the decision-making table.

Thank you once again for your support, and we look forward to continuing to work together to support students and our shared community.

Sincerely,

A handwritten signature in black ink, appearing to read "Morgan Ste. Marie".

Morgan Ste. Marie
Chair of the Board

MSM/eb

cc: DCDSB Board of Trustees



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

Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Correspondence from the Ontario Catholic School Trustees' Association (OCSTA)**

Please see the attached correspondence from the Ontario Catholic School Trustees' Association, for your information.

- Devotion to the Sacred Heart of Jesus Resources – May 28, 2026

GW/eb
Attach.



Ontario Catholic School
Trustees' Association

May 28, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Devotion To The Sacred Heart of Jesus Resources



***“Grace upon Him, consider Him, contemplate Him,
as you desire to imitate Him. Let the love that burns
in His heart burn in yours.”***

~ St. Clare of Assisi

As we approach the blessed **month of the Sacred Heart of Jesus**, we are pleased to share with you the following devotional resources:

PROMOTING AND PROTECTING CATHOLIC EDUCATION

- The Institute for Catholic Education's 2026 ***Novena to the Sacred Heart of Jesus*** (Appendix A). The Novena begins with a day of preparation on Wednesday, June 3rd and is followed by nine days of prayer ending on the Solemnity of the Sacred Heart of Jesus on Friday, June 12th.
- Most Reverend Joseph Dabrowski, CSMA, Bishop of Hamilton ***2026 Pastoral Letter on the Renewal of Devotion to the Sacred Heart of Jesus: Resting in the Heart of Jesus*** (Appendix B).
- His Eminence, Frank Cardinal Leo, Metropolitan Archbishop of Toronto, June 1, 2026, ***Message on the Month of the Sacred Heart of Jesus*** (Appendix C).
- Archbishop Emeritus Cardinal Thomas Collins 2021 Pastoral Letter on the Sacred Heart of Jesus: ***Heart Speaks to Heart*** (Appendix D).

Lastly, we are happy to share with you the link to a video prayer/reflection created by Catholic Virtual Ontario videographer, Jacob Madalena. Please feel free to share the video and/or use it as an opening prayer at Board or Committee meetings during the month of June. In addition to the Sacred Heart of Jesus video, devotional videos for the months of April and May are as well available on the public facing side of the OCSTA website.

Link to Sacred Heart of Jesus Video:

[June - Month of the Sacred Heart of Jesus | Videos & Movies on Vimeo](#)

We share all of the above in prayerful thanksgiving for all you do to “place Christ and the teachings of the Catholic Church at the centre” of publicly funded Catholic education.

Attachment

PJD/lm



Novena to the Sacred Heart of Jesus

AN INVITATION

TO THOSE INVOLVED IN AND THOSE WHO CARE FOR *CATHOLIC EDUCATION* IN THE PROVINCE OF ONTARIO TO PRAY TOGETHER – 2026

Let us once again pray together for the *Solemnity of the Most Sacred Heart of Jesus* – a heart that overflows with love for each and every one of us.

During Catholic Education Week, we celebrated that we are pilgrims of hope on the pathway to holiness. Together, on the journey, let us pray that the love of his Sacred Heart flows through us to all those we serve.



STRUCTURE AND USE OF THE NOVENA

A novena is an ancient form of prayer in the Catholic tradition consisting of nine consecutive days of prayer leading up to a particular feast day where a particular blessing or grace is sought.

The devotion to the Sacred Heart of Jesus and the celebration of the Solemnity of the Sacred Heart of Jesus are part of our longstanding tradition in the Church. Students in Catholic Schools in Ontario learn about this devotion in the Grade 6 *Growing in Faith, Growing in Christ* program during Unit 5.

You may begin each day with an announcement of the Theme.

Then say, "Let us pray." (pause)

Make the Sign of the Cross and proceed with the day's prayer as shown below.

Each day, the prayer incorporates a small Scripture passage from the readings of the day. In this way, our prayer is joined with the prayer of the whole Church worldwide. It is recommended that you observe a brief pause following the proclamation of the short Scripture passage. This allows for a moment of silent reflection and our collective prayer then follows from the Word of God.

**We place our trust in you,
Lord, on the path to holiness.
(Psalm 123: 2b)**

On this day, before our Novena begins, we think of Psalm 123. This psalm reminds us how we look to God – trusting in his mercy.

Over the next nine days, our prayers will focus on the heart of Jesus – his Sacred Heart. We will remember his great love for us. Even when our heart is worried or troubled, we can trust in God's love because we have seen the love of his Son, Jesus. We will pray this prayer today in preparation for the novena using the words of Psalm 123 and the nine themes from the nine days of our novena.

Let us pray

**+ In the name of the Father, and of the Son,
and of the Holy Spirit. Amen.**

*Our eyes look to the Lord our God,
until he has mercy upon us.*



We place our trust in you, Lord ... on the path to holiness.

You call us to love God and love our neighbour ... on the path to holiness.

You give us your commands to follow ... on the path to holiness.

You call us to be generous and helpful to those we meet ... on the path to holiness.

You give us yourself as living bread – food for the journey... on the path to holiness.

You call us to be peacemakers ... on the path to holiness.

Let our light shine ... on the path to holiness.

Teach us ... on the path to holiness.

Help us to proclaim your good news ...on the path to holiness

Remind us that we never walk alone ... on the path to holiness.

Amen.

DAY 1: THURSDAY, JUNE 4TH

You call us to love God and love our neighbour as we journey the pathway to holiness. (Mark 12: 28-31)

Let us pray

+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

Let us listen to God's Word.

One of the scribes came near and heard them disputing with one another, and seeing that he answered them well, he asked him, "Which commandment is the first of all?" Jesus answered, "The first is, 'Hear, O Israel: the Lord our God, the Lord is one; you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength.' The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these."

(pause for a moment of silent reflection)

O Sacred Heart of Jesus, full of compassion and love, have mercy on us when we forget the importance of loving God and loving others.

Knowing we are together on the path to holiness, we now ask for the grace to love God and others as you taught us, Jesus.

Sacred Heart of Jesus, we place all our trust in you.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



DAY 2: FRIDAY, JUNE 5TH

You give us your commands to help us as we journey on the path to holiness. (*Psalm 119: 157, 165*)

Let us pray

+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

Let us listen to God's Word.

*The sum of your word is truth,
and every one of your righteous ordinances endures forever.*

*Great peace have those who love your law;
nothing can make them stumble.*

(pause for a moment of silent reflection)

O Sacred Heart of Jesus, full of compassion and love, have mercy on us when we forget that God wants to help us by giving us his commandments.

Knowing we are together on the path to holiness, we now ask for *the grace of knowing that we can find peace in following your ways.*

Sacred Heart of Jesus, we place all our trust in you.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



DAY 3: SATURDAY, JUNE 6TH

**You call us to be generous and helpful to those we meet as we journey on the path to holiness.
(Mark 12:38-44)**

Let us pray

**+ In the name of the Father, and of the Son,
and of the Holy Spirit. Amen.**

O my Jesus, I place my trust in you.

Let us listen to God's Word.



Jesus watched the crowd putting money into the treasury. Many rich people put in large sums. A poor widow came and put in two small copper coins, which are worth a penny. Then he called his disciples and said to them, "Truly I tell you, this poor widow has put in more than all those who are contributing to the treasury. For all of them have contributed out of their abundance; but she ... has put in everything she had."

(pause for a moment of silent reflection)

**O Sacred Heart of Jesus, full of compassion and love,
have mercy on us when we are selfish or do not share our
gifts with others.**

**Knowing we are together on the path to holiness, we now
ask for **the grace to be generous in helping others.****

Sacred Heart of Jesus, we place all our trust in you.

**In the name of the Father, and of the Son, and of the Holy
Spirit. Amen.**

DAY 4: SUNDAY, JUNE 7TH

**You give us yourself as living bread
– food for the journey on the path
to holiness. (*John 6:51*)**

***The Solemnity of the Most Holy Body
and Blood of Christ (Corpus Christi)***

Let us pray

**+ In the name of the Father, and of the Son,
and of the Holy Spirit. Amen.**

O my Jesus, I place my trust in you.

Let us listen to God's Word.

*I am the living bread that came down from heaven.
Whoever eats of this bread will live forever.*

(pause for a moment of silent reflection)

**O Sacred Heart of Jesus, full of compassion and love,
have mercy on us when we forget how precious a gift we
have in sharing communion.**

**Knowing we are together on the path to holiness, we now
ask for **the grace of thankful hearts, especially for the
gift of the Eucharist.****

Sacred Heart of Jesus, we place all our trust in you.

**In the name of the Father, and of the Son, and of the Holy
Spirit. Amen.**



DAY 5: MONDAY, JUNE 8TH

You call us to be peacemakers in a world of conflict as we journey on the path to holiness. (*Matthew 5:9*)

Let us pray

+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

Let us listen to God's Word.

"Blessed are the peacemakers, for they will be called children of God."

(pause for a moment of silent reflection)

O Sacred Heart of Jesus, full of compassion and love, have mercy on us when we do not seek peace.

Encouraged by your words we now ask for **the grace to learn to be peacemakers where feelings are hurt and where conflicts arise.**

Sacred Heart of Jesus, we place all our trust in you.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



DAY 6: TUESDAY, JUNE 9TH



**Let our light shine as we journey
on the path to holiness.
(Matthew 5:14-16)**

Let us pray

**+ In the name of the Father, and of the Son,
and of the Holy Spirit. Amen.**

O my Jesus, I place my trust in you.

Let us listen to God's Word.

You are the light of the world ... No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house ... let your light shine before others, so that they may see your good works and give glory to your Father in heaven.



(pause for a moment of silent reflection)

**O Sacred Heart of Jesus, full of compassion and love,
have mercy on us when we do not let our light shine for
others.**

**We now ask for the grace to be lights that shine so others
can know your goodness, Lord.**

Sacred Heart of Jesus, we place all our trust in you.

**In the name of the Father, and of the Son, and of the Holy
Spirit. Amen.**

DAY 7: WEDNESDAY, JUNE 10TH

Teach us as we journey on the path to holiness. (*Matthew 5:17*)

Let us pray

+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

Let us listen to God's Word.

"I have come not to abolish the law but to fulfill it."

(pause for a moment of silent reflection)

O Sacred Heart of Jesus, full of compassion and love, have mercy on us.

We now ask for the grace to learn more every day about how to follow you, Jesus.

Sacred Heart of Jesus, we place all our trust in you.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



DAY 8: THURSDAY, JUNE 11TH

Let us proclaim the good news of Jesus as we journey on the path of holiness. (*Matthew 10: 5, 7*)

Let us pray

+ In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

O my Jesus, I place my trust in you.

Let us listen to God's Word.

Jesus sent out with the following instructions: "As you go, proclaim the good news, 'The kingdom of heaven has come near.'"

(pause for a moment of silent reflection)

O Sacred Heart of Jesus, full of compassion and love, have mercy on us when we do not proclaim you by our words or by our actions.

We now ask for the grace to share the good news of Jesus by all that we say and do as we journey on the path to holiness.

Sacred Heart of Jesus, we place all our trust in you.

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.



DAY 9: FRIDAY, JUNE 12TH



**Remind us that we never walk
alone on the path to holiness.
(Matthew 11:28 – 30)**

Solemnity of the Most Sacred Heart of Jesus



Let us pray

**+ In the name of the Father, and of the Son,
and of the Holy Spirit. Amen.**

O my Jesus, I place my trust in you.

Let us listen to God's Word.

"Come to me, all you that are weary and are carrying heavy burdens, and I will give you rest. Take my yoke upon you, and learn from me; for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light."



(pause for a moment of silent reflection)

**O Sacred Heart of Jesus, full of compassion and love,
have mercy on us when we feel it is difficult to follow you.**

**We now ask for the grace to know we are not alone; you
walk with us on the path to holiness.**

Sacred Heart of Jesus, we place all our trust in you.

**In the name of the Father, and of the Son, and of the Holy
Spirit. Amen.**

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Memorandum

To: Board of Trustees

From: Gerard Winn, Chief Executive Officer

Date: June 15, 2026

Subject: **Chief Executive Officer's Report**

Please find below my report for the June 15, 2026, Regular Board Meeting.

Support Faith & Well-Being

- Novena to the Sacred Heart of Jesus. [Visit dcdsb.ca to learn more.](https://dcdsb.ca)
- Student Walk for Hope in Support of the Durham Catholic Children's Foundation. [Please click here to learn more.](#)
- Growing God at Good Shepherd Catholic School. [Learn more at dcdsb.ca.](https://dcdsb.ca)

Advance Human Rights & Equity

- Created in the Image of God: I Am because We Are (Ubuntu). [Please click here to read more.](#)
- Creating Cultural Connections End-Of-Year Excursion. [Click here to learn more.](#)
- June is Pride Month. [Visit dcdsb.ca for details.](https://dcdsb.ca)

Indigenous Education

- June is National Indigenous History Month. [Learn more at dcdsb.ca.](https://dcdsb.ca)
- Honouring Indigenous Aid Exhibit Comes to a Close. [Visit dcdsb.ca for details.](https://dcdsb.ca)

Improve Student Learning

Please see the following highlights from the past month:

- [Racing Arcade Project at St. Mary Catholic Secondary School](#)
- [Elementary Students Participate in First Lego League Robotics Competition](#)
- [Esthetics Experience Day at Durham College](#)
- [Math & Literacy Night at St. Mark the Evangelist Catholic School](#)
- [Poetry Café at St. Teresa of Calcutta Catholic School](#)
- [Skills in Action: Culinary Success!](#)
- [STEM Club Sparks Creativity at Monsignor John Pereyma Catholic Secondary School](#)

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Chief Executive Officer's Report

- [Secondary Students Empowered Through Electricity Now](#)
- [Durham Forest of Reading Celebration Brings Together 900+ Student Readers](#)

DCDSB Updates and Celebrating Excellence

- **2025-2026 DCDSB Student Achievement Plan Highlights.** [Visit dcdsb.ca for more details.](#)
- **St. Joseph Catholic School (Oshawa) and Father Leo J. Austin Catholic Secondary School placed in the top three of the CBC Music Class Challenge – 2026 Spring Edition.** Students wrote and recorded their own original pieces for entry to the competition. Further details and student submissions can be found on the [CBC website.](#)
- **DO'C Art Club Wins First Place in Toronto Zoo's Rain Barrel Project.** [Please click here to read more.](#)
- A special note of gratitude to all members of our statutory and advisory committees for their continued partnership, generosity of time, and depth of expertise in service of our shared mission. Your contributions play a vital role in supporting student faith and well-being, advancing human rights and equity, and strengthening learning outcomes across our system. We are deeply grateful for your commitment and collaboration in helping us build inclusive, faith-filled learning communities.



Chair's Report

June 15, 2026

Please find below Chair Ste. Marie's report for the June 15, 2026, Regular Board Meeting.

Meetings and events attended since the previous meeting:

- **Multi-Year Strategic Plan Professional Development Session for Trustees (June 1, 2026)**
- **Meeting with MPP Todd McCarthy – Durham (June 11, 2026)**
- **2025-2026 Retirees Dinner (June 11, 2026)**

Upcoming events and initiatives:

DCDSB Secondary School Graduation Ceremonies (various dates in June).

I would like to take this opportunity to thank the Board of Trustees for your dedication to protect and promote the essential role and responsibilities of locally elected Catholic School Trustees as Advocate, Stewards, Servant Leaders and Politicians. Though there are other words that come to mind, I like to think of politicians as people experienced in the art or science of government. This past year, like every year, has had its challenges, and high points.

This year, our shiny shovels for sod-turning ceremonies were busy getting dirty. With great interest in Catholic schools in a growing community comes the need for new schools and additions. We have an addition on St. Kateri Tekakwitha Catholic School nearing completion; the building of St. Carlo Acutis Catholic School, a new elementary school in the Seaton community of Pickering; the early stages of a new Catholic elementary school in the Kedron community of north Oshawa; and of course, the replacement school for Monsignor Paul Dwyer Catholic High School in its new location in north Oshawa at Harmony Road and Greenhill Avenue. This coming school year there will be a need for the big shiny scissors as we cut the ribbon at the opening of some of these new additions and schools.

I want to acknowledge the important role of our Student Trustees Ololade Aje and Mia Leslie. Your energy and enthusiasm that you bring to our meetings while speaking on behalf of students is commendable. On behalf of the Board of Trustees, I wish you all the best on your leadership journeys. Ololade, I'm sure we will soon hear about your

involvement in student groups or student government at university, once you get settled. Best of Luck. And Mia, we will see you again soon as the Senior Student Trustee.

A special congratulations to the graduating Class of 2026! We are thrilled to celebrate graduation ceremonies in the weeks ahead and recognize graduates for achieving the Ontario Catholic School Graduate Expectations. This is something that is special within the Catholic school system and every graduate achieves this milestone in his or her very own special way.

To parents and guardians of our graduates and of all students - we thank you for choosing Catholic education for your child. We recognize you have a choice in where you send your kids to school, and we are grateful you chose the Durham Catholic District School Board.

A special thank you to CEO Gerard Winn and the Senior Administrative Team for your dedication to students and families this past year. We heard again last week during the budget process about your plans for the year ahead and we are looking forward to hearing about your successes in each department in the months to come. We thank you for your countless hours working, thinking, stressing, and celebrating students - and for always serving our students, staff and families in faith.

And finally, thank you to Liz Beckstead, Executive Officer to the Board of Trustees. You are the reliable force working behind the scenes helping make Board of Trustees' meeting and events look polished, keeping us organized and for supporting us throughout the school year. Thank you.

We know there are many more that support the Board of Trustees and support our students. I appreciate all the support offered endlessly from each one of you here at the Durham Catholic District School Board.

With faith, hope and care for everyone in our Durham Catholic learning community, I pray that you all have a restful and enjoyable summer and look forward to seeing you again in September. God Bless



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

Meeting Notes

Page provided to record notes

Closing Prayer

God, thank You for the time we have shared, the voices around this table, and the commitment each person brings to serving our students. As this chapter closes, we ask for Your blessings over the leaders who will continue this work and over the students whose lives are touched by every decision made here. Grant us peace as we leave this space and let the impact of our efforts continue to grow beyond this room.

Amen.