

**Durham Catholic
District School Board**

**2024-2025
Budget and
Priorities Report**

Listening, Learning, and Living in Faith



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

OUR MISSION We are an inclusive Catholic learning community that inspires every student to achieve their full potential through faith and education.

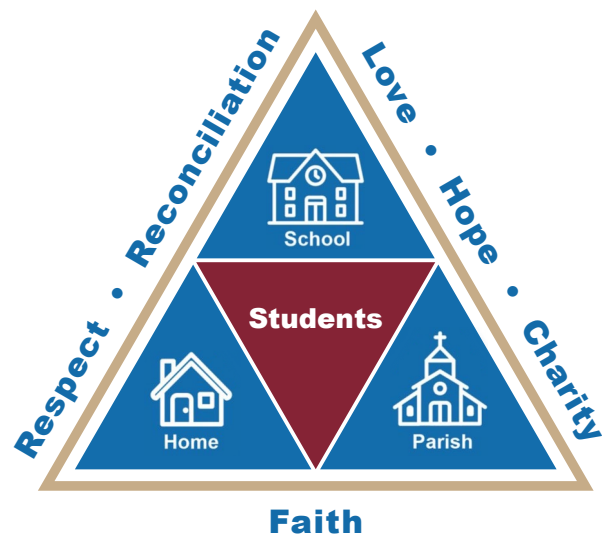
VISION

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

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

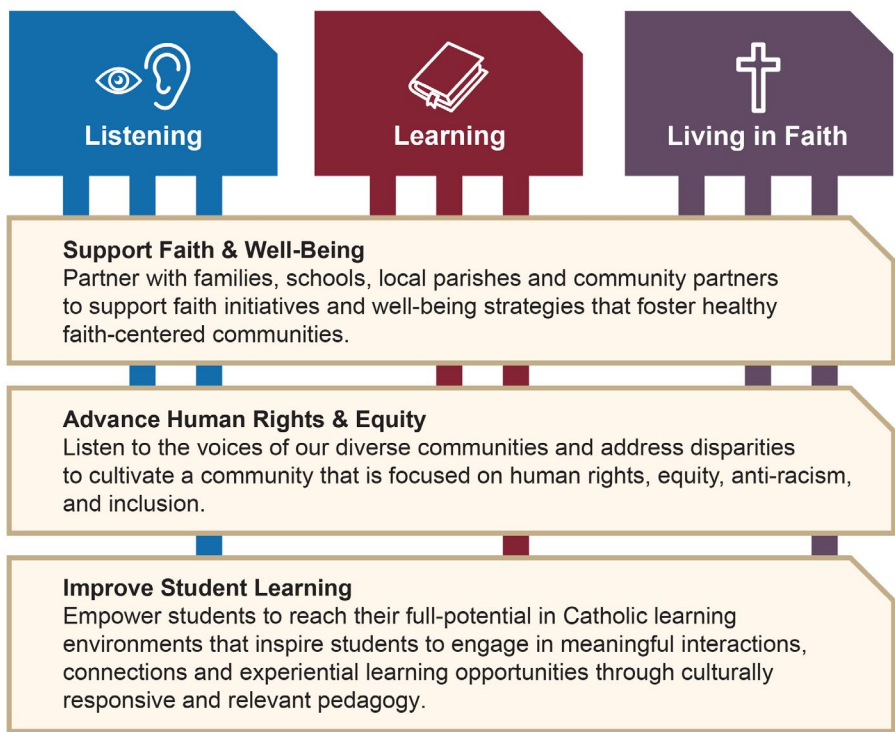
VALUES

We support all students through our shared commitment to the values of faith, love, hope, charity, respect and reconciliation.



INSPIRE 2026

Our *Inspire 2026* Strategic Plan will set the board’s direction and guide decision-making from 2023-2026. The new strategic plan includes the board’s new mission, vision, values and strategic priorities that reflect the collective voice of our Catholic learning community.



Listening, Learning and Living in Faith are the foundational processes that form the core of the *Inspire 2026* Strategic Plan. Through the implementation of these processes, staff will develop annual goals identified for the strategic priorities of:

- Supporting Faith and Well-Being;
- Advancing Human Rights and Equity; and
- Improving Student Learning.

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*“Your faithfulness continues through
all generations; you established the
earth, and it endures.”*

—PSALM 119:90

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

Message from the Chair of the Finance Committee



On behalf of the Durham Catholic District School Board Finance Committee, I am pleased to share the 2024-2025 Budget and Priorities Report.

In this report, you will find a summary of the board's budget for the upcoming fiscal year, along with an overview of the priorities for the 2024-2025 school year. I am pleased that, as a board, we remain fiscally responsible, while meeting the evolving needs of our Durham Catholic learning community.

I want to thank students, staff, families and community members for providing feedback throughout the budget consultation process. As you will find in this report, the feedback received helped to inform our budget process, and will ensure we are able to achieve our mission "to be an inclusive Catholic learning community that inspires every student to achieve their full potential through faith and education".

Yours in Catholic Education,

Richard Damianopoulos

Chair of the Finance Committee

Vice-Chair and Trustee for the Townships of Scugog, Uxbridge and Brock

Message from the Chief Financial Officer



As Chief Financial Officer for the Durham Catholic District School Board, I am pleased to present the budget report for the upcoming fiscal year. Over the past several months, our Senior Administration and Finance teams have been working diligently to ensure we have an accurate and balanced budget that aligns with our *Inspire 2026* multi-year plan and Ministry of Education directives.

In this report, you will find details of our 2024-2025 revenue projections, expenses and investments. I am pleased to share the details of how we will be supporting students while remaining financially sustainable.

I would like to extend my sincere appreciation to the Finance Committee, Board of Trustees and Senior Administration for their efforts in preparing the 2024-2025 budget.

I look forward to the upcoming school year where we will put our priorities and goals into action to continue to meet the needs of our students, supported through our balanced budget. Durham Catholic District School Board will continue to be a place where we can listen, learn and live in faith together.

Marie Hammond

Chief Financial Officer



Listening: Community Engagement

Stakeholder engagement and consultation is an essential component of our budget process. In February to April 2024, staff conducted budget consultations with families, students, staff, and the broader Catholic community through the ThoughtExchange platform. Stakeholders were asked for their feedback on what they felt was being done well, and what could be improved under the strategic priorities identified in the *Inspire 2026* multi-year plan: Supporting Faith & Well-Being, Advancing Human Rights & Equity, and Improving Student Learning. The response to the ThoughtExchange was extremely positive with 830 participants sharing their thoughts and suggestions in addition to providing 13,293 ratings. Engagement opportunities were also provided through committee meetings and delegations to the Finance Committee in April 2024.

What did we hear?

- Supporting faith and well-being - the responses indicate a general satisfaction with the school's efforts in supporting faith and well-being, with specific praise for daily prayers, choir participation, and strong partnerships between school, parish, and home.
- Advancing human rights and equity - respondents highlighted the need for more representation and support for equity-deserving students and those from diverse backgrounds.
- Improving student learning - respondents suggested more focus on academics and more hands-on, practical learning, along with providing all students with access to devices and technology.



A word cloud of feedback themes. The words are arranged in a roughly circular shape, with a large plus sign in the center. The words include: equity, involved, human, equality, parents, activities, learning, children, catholic, programs, resources, education, teaching, help, skills, faith, engagement, feedback, child, support, sports, kids, team, inclusive, mental, provide, health, treated, improve, safe, important, good, opportunities, rights, communication, diversity, feel, staff, and know.

“

More academic focus

To help kids master skills at a young age focus more on practice and understanding concepts

”

“

More outdoor learning time! Learning can take place in a variety of ways and settings

Kids spend so much time indoors and in front of screens.

”

“

Faith

The curriculum for Faith and Family Life is excellent. It is important for children to learn to know God, that hope is found in Him.

”

“

Kids are being made aware of religion and taught to treat each other with love and respect

This is the fundamental basis of what makes a Catholic school important.

”

Learning: 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 to understand funding changes, assess challenges and opportunities as well as set priorities for the upcoming year.

Senior administration, the Finance Committee and the Board of Trustees were kept informed throughout the budget development process through meeting updates and reports. This facilitated timely management review and amendments as required.

January/February

- Senior Team Budget Discussions and Data Gathering Commence
- Budget Plan communicated to Finance Committee and the Board of Trustees

March

- Grant Announcements
- Stakeholder Consultation

April

- Review Stakeholder Input
- Establish Priorities

May

- Revenue and Expense determination
- Budget Balancing
- First Draft of the Budget and Priorities Report

June 2024

- Final Budget for Approval
- Ministry Filing

Ministry Funding

On April 26, 2024, the Ministry of Education introduced Core Education Funding (“Core Ed”), a restructured version of the former Grants for Student Needs (GSN). The new Core Education Funding model reorganizes the former 18 grants and 77 allocations into six funding pillars and 28 allocations. The grant restructure is intended to streamline the funding formula, making it easier to understand and improve school board accountability. Core Education Funding is estimated to be \$28.6 billion, which represents a 2.7% increase over 2023-2024.

The six funding pillars contained within Core Education Funding are:

- 1. 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.
- 2. 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/library technicians, guidance counsellors, mental health workers and school management staff, as well as non-staffing classroom costs, such as learning materials and classroom equipment.
- 3. 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.
- 4. 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.
- 5. Student Transportation Fund (STF):** The Student Transportation Fund supports the transportation of students between home and school.

- 6. School Board Administration Fund (SBAF):** The School Board Administration Fund supports governance and administration costs for the operation of the school board, including its board offices and facilities, as well as for parent engagement activities.

Core Ed contained several targeted investments or adjustments for 2024-2025 as follows:

- Updates to Student Transportation funding to reflect enrolment increases, inclusion of special purpose vehicles, and to update existing benchmarks.
- Five-year phase-in of census data updates from the 2011 census to the 2021 Statistics Canada census.
- Elimination of the Safe and Clean Schools Supplement which provided funding to support additional staff in the area of Professional/Paraprofessionals, Educational Assistants and Custodial staff.
- Further adjustments to secondary pupil grant funding for the continued roll out of e-Learning requirements for graduation.
- Benchmark increases to the non-staff portion of school operations allocations to combat commodity price increases.
- Financial support for centrally negotiated collective agreements.

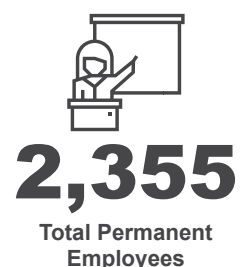
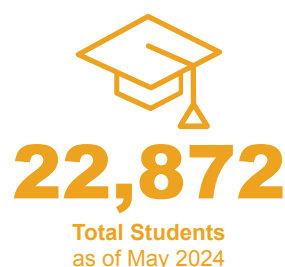
In addition to Core Education Funding, the Ministry also announced funding to school boards for Responsive Education Programs (REP) formerly referred to as Priorities and Partnership Funding (PPF). These grants are time-limited investments supplemental to Core Ed. Within the REP announcement, the Ministry identified key investments for the upcoming school year:

- Literacy: Continued investments in Ministry-approved early reading screening tools as well as licenses, resources and professional development on evidence-based reading interventions. Funding for additional teachers to provide one-on-one or small group reading support to students in Kindergarten to Grade 3.
- Math Achievement Action Plan: Continued funding to support a Board Math Lead and Numeracy Intervention Teachers to work with students in priority schools.
- Critical Physical Security Infrastructure: Funding to support safety-based infrastructure needs such as security cameras, safety lighting, motion sensors and vape detectors.
- Special Education Needs Transition Navigators: Funding to hire staff to support improving transition practices for students with special education needs and/or disabilities into, during and out of school.

Living: Implement Goals

Overall, the 2024-2025 budget is compliant with all Ministry reporting requirements and is considered a balanced budget whereby planned expenses equal anticipated revenue.

Senior administration has developed system goals for the upcoming school year that align with the *Inspire 2026* multi-year plan, stakeholder feedback and government funded initiatives.



2024-2025 Projected Enrolment

| Panel | 2024-2025 Budget | 2023-2024 Final Budget | Difference |
|--------------|----------------------|---------------------------|-------------------|
| Elementary | 15,729 | 15,735 | (6) |
| Secondary | 7,143 | 6,873 | 270 |
| Total | <u>22,872</u> | <u>22,608</u> | <u>264</u> |

2024-2025 Anticipated Operating Revenue

| Category | 2024-2025 Budget | 2023-2024 Final Budget |
|---|-----------------------------|-----------------------------|
| Ministry – Core Education Funding | \$286,458,888 | \$269,008,895 |
| Ministry – Responsive Education Programs (REP) | 2,234,213 | 3,947,691 |
| Recoveries – Secondments | 1,434,850 | 1,312,742 |
| Government of Canada | 1,008,300 | 992,908 |
| Other Provincial Agencies | 1,027,981 | 1,062,492 |
| Community Use of Schools | 600,000 | 575,000 |
| Continuing Education Fees | 200,000 | 200,000 |
| International Students | 685,850 | 623,401 |
| Child Care and Partnerships | 1,250,000 | 1,200,000 |
| Incentive Revenue | 120,000 | 119,865 |
| Other Revenue | 0 | 80,200 |
| School Generated Funds | 6,000,000 | 6,000,000 |
| | <u>\$301,020,082</u> | <u>\$285,123,194</u> |

Operating Accumulated Surplus

| | |
|---|-------------------------|
| Anticipated 23/24 Operating Accumulated Surplus | \$517,170 |
| 2024-2025 Provision | NIL |
| Anticipated Balance, August 31, 2025 | <u>\$517,170</u> |

2024-2025 Planned Operating Expenses

| Category | 2024-2025 Budget | 2023-2024 Final Budget |
|--|-----------------------------|-----------------------------------|
| Salaries, Benefits and Supply Costs | \$262,806,430 | \$244,301,947 |
| Student Transportation | 9,441,949 | 9,013,792 |
| Facilities Services | 9,389,193 | 9,856,047 |
| School Budgets | 2,357,040 | 2,339,510 |
| Information and Communication Technology | 3,937,800 | 3,848,734 |
| Academic Services | 4,925,055 | 7,600,621 |
| Business Services | 138,000 | 198,000 |
| Human Resources, Health and Safety | 485,900 | 418,900 |
| Mileage and Travel Allowances | 583,458 | 583,458 |
| Director's Office and Board Administration | 227,109 | 261,401 |
| Legal and Professional Services | 354,000 | 354,000 |
| Trustees and Student Representatives | 252,448 | 225,084 |
| Corporate Communications | 121,700 | 121,700 |
| School Generated Funds | 6,000,000 | 6,000,000 |
| | <u>\$301,020,082</u> | <u>\$285,123,194</u> |

2024-2025 Staffing Summary by Position

| Employee Group | 2024-2025 Budget | 2023-2024 Final Budget | Difference |
|--|------------------------|---------------------------|---------------------|
| Elementary Teachers (Note 1) | 937.87 | 938.47 | (0.60) |
| Secondary Teachers (Note 1) | 452.00 | 442.18 | 9.82 |
| Coordinators and Consultants (Note 2) | 26.00 | 28.00 | (2.00) |
| Principals and Vice-Principals (Note 1) | 77.50 | 76.17 | 1.33 |
| Secondments (External/Capital) (Note 3) | 11.83 | 10.33 | 1.50 |
| Senior Administration | 11.00 | 11.00 | 0.00 |
| Math Lead, Assistant to the Superintendent | 1.00 | 1.00 | 0.00 |
| Middle Management/Non-Union | 65.20 | 63.83 | 1.37 |
| Faith Formation | 8.00 | 8.00 | 0.00 |
| Student Services | 45.50 | 45.30 | 0.20 |
| Educational Assistants | 334.00 | 327.00 | 7.00 |
| Early Childhood Educators (Note 1) | 100.00 | 104.00 | (4.00) |
| Custodial and Maintenance | 169.00 | 169.00 | 0.00 |
| Secretarial/Clerical/Technical (Note 1) | 108.50 | 109.50 | (1.00) |
| Trustees | 8.00 | 8.00 | 0.00 |
| Total | <u>2,355.40</u> | <u>2,341.78</u> | <u>13.62</u> |

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.

Capital Revenue Sources

| | |
|------------------------------------|----------------------------|
| Capital Priorities Funding | \$40,200,257 |
| School Renewal | 3,245,634 |
| School Condition Allocation | 5,334,649 |
| Multi-year Technology Program | 560,000 |
| Ministry Funded Debenture Payments | 6,683,107 |
| Educational Development Charges | 9,000,000 |
| | <u>\$65,023,647</u> |

Capital Planned Expenses

| | |
|--|----------------------------|
| Monsignor Paul Dwyer C.H.S. Replacement - 80% of project completion | \$23,524,502 |
| Unnamed North Pickering Elementary School – 50% of project completion | 8,478,058 |
| Unnamed North Oshawa Elementary School – 20% of project completion | 5,514,977 |
| St. Kateri Tekakwitha Catholic School Addition - 80% of project completion | 2,682,720 |
| School Renewal Program | 3,245,634 |
| School Condition Program | 5,334,649 |
| Multi-year Technology Program | 560,000 |
| Debenture Principal Payments | 5,929,132 |
| Debenture Interest Payments | 753,975 |
| Transfer to EDC Reserve | 9,000,000 |
| | <u>\$65,023,647</u> |

Note 1: Budgeted amounts for ministry funded Capital Priority Projects reflect the estimated completion of the projects during the 2024-2025 fiscal year.

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

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

Note 4: Educational Development Charges (EDC) are collected by municipalities for future site development costs associated with new residential development. The funds are held in the EDC reserve to finance the purchase of land for future school sites in growth areas. The costs listed above for Capital Priority Projects only include construction costs. Land costs are unknown at this time and will come from the EDC reserve when the purchase occurs.

2024-2025 PRIORITIES

Support Faith & Well-Being



Partner with families, schools, local parishes and community partners to support faith initiatives and well-being strategies that foster healthy faith-centered communities.

Pope Francis has announced that 2025 will be a Jubilee Year, something that happens every 25 years. The theme for Jubilee 2025 is “Pilgrims of Hope.”

In his February 2022 letter announcing the Jubilee, Pope Francis writes, “We must fan the flame of hope that has been given us, and help everyone to gain new strength and certainty by looking at the future with an open spirit, a trusting heart and far-sighted vision.”

In this spirit of Jubilee 2025, the DCDSB spiritual theme for the 2024-2025 school year will be “Living in Hope.”

In a homily for Ontario Catholic educators in the Fall of 2023, Archbishop Francis Leo described “The Three C’s of Faith.” Faith, as conviction, begins in the head as belief. Faith then travels to the heart as confidence, also known as trust. And then faith travels all the way to our hands, our feet, and our life, and we call that commitment. St. Augustine called Our Lady the model of faith because she believed with her mind, with her heart, and with her hands.

For the 2024-2025 school year, the DCDSB continues a focus on Catholic identity to enable our system to name and notice the distinctive aspects, beliefs, and practices essential in our Catholic schools. In this second year of the Board Pastoral Plan, there is a continued emphasis on the five key aspects of Catholic Education: Catholic Environment, Catholic Community, Catholic Curriculum, Catholic Social Teaching, and Staff Formation. Building upon the faith-as-conviction stage of the Pastoral Plan, the intended learning is extended and deepened so that it may enter hearts as confidence. This focus on Catholic identity creates the conditions in Catholic education where, as Archbishop Leo says, “we dare to add the notions of belief and values, service and community, love and family, morality and virtue, evangelization and witnessing, communion, grace, and holiness.”

The DCDSB wellness focus will be centred on the four priorities outlined in the mental health action plan *Together for Mental Health: Everyone, Everyday*. By amplifying the promotive and protective influence of our schools and classrooms, focusing on student voice and leadership, and strengthening our relationships with community partners, we will help to support the well-being of our students. The following are highlights of initiatives planned for the 2024-2025 school year:

- School Mental Health Ontario’s *Leading Mentally Healthy Schools* document will be introduced to administrators and implementation support will be provided.
- Student engagement, leadership and agency will be highlighted through the creation of a secondary Student Mental Health Leadership Team.
- A focus on curriculum implementation will support educators in delivering the Grade 7 and Grade 8 mandatory mental health modules as well as the new modules created for the Grade 10 Civics and Careers that will be introduced in September 2024.
- To strengthen the safety net for suicide prevention and intervention, Suicide Prevention/Life Promotion Training will be offered to all staff including but not limited to educators, educational assistant’s, custodians and administrative assistants.
- We will continue to work to increase engagement with culturally responsive community partners to support our students and create smoother pathways to service, thereby widening the safety net that is available.

These and many other initiatives will be implemented to promote the well-being and positive mental health of all students.



Advance Human Rights & Equity

Listen to the voices of our diverse communities and address disparities to cultivate a community that is focused on human rights, equity anti-racism, and inclusion.

We will continue to build respectful relationships that value the dignity and human rights of every individual, by listening to and learning from our diverse communities. Focusing on translating talk to action, Durham Catholic District School Board will implement policies that enact measurable change for historically marginalized students, staff and families, and address contemporary marginalization collaboratively with our communities.

As a Catholic learning community our board will continue to promote discrimination-free learning and work environments that are safe, equitable and welcoming. We will increase belonging by actively addressing all forms of discrimination through continuous capacity building for all students and DCDSB employees. Our board will prioritize removing barriers that limit inclusion and prevent marginalized groups from maximizing their potentials.

We will continue to address systemic discrimination in student course enrolment, suspension, expulsion and graduation rates, and overall student well-being. Student demographic data will be used to inform programming and fund allocation to improve student success. We will improve employment opportunities for marginalized groups in our board by continuing to review our hiring practices and retention data to remove systemic barriers in these processes. Our board will prioritize student and staff well-being through a concern/complaint resolution process that promotes safety, transparency, and accountability. This will ensure equitable and welcoming learning and working environments for all members of the board community.

Improve Student Learning

Empower students to reach their full-potential in Catholic learning environments that inspire students to engage in meaningful interactions, connections and experiential learning opportunities through culturally responsive and relevant pedagogy.

Indigenous Education

Our board remains steadfast in our commitment to the full realization of the Truth and Reconciliation Commission's Calls to Action. We are creating a school-level framework to assist administrators and staff in assessing the implementation of Indigenous Education while identifying areas for growth and developing learning plans to move learning forward. We will build understanding and respect as we commemorate Indigenous days of significance and remembrance during the school year.

Walking the path together with members from the DCDSB Indigenous Education Circle, we will expand on existing community connections and on-the-land learning opportunities for Indigenous students from Kindergarten to Grade 12. Working with community partners and families we will enhance educator knowledge and skills through Indigenous focused professional learning as we go deeper with the implementation of the revised social studies curriculum. In 2024-2025 we will be seeking to bring more Indigenous materials and resources into our Continuing Education programs to support our adult learners.





Math

To support students in meeting provincial math standards, Durham Catholic District School Board will utilize a multi-tiered support system to guide the continued implementation of the Mathematics curriculum. On professional activity days and in job-embedded networks, Academic Services will facilitate professional development with educators in the use of high-impact instructional practices and evidence-based strategies for teaching mathematics. Administrators will engage in a professional learning series to support the instructional leadership of numeracy within their schools. This support system will also include the use of school-based Numeracy Intervention Teachers to work in classrooms at priority schools, providing targeted intervention to close the learning gaps of students in Grade 3 and Grade 6. To support programming in Math for students with special needs, the board will provide specific training and resources for Program Support teachers and will use a numeracy intervention teacher who will work directly with targeted students who have accommodations and modifications in Math. Additionally, Math Digital Tools will be provided to students to use in classrooms and at home to consolidate skills in Mathematics.

Literacy

To continue implementing the new Language curriculum and address concerns identified in the provincial Right to Read Report (OHRC, 2019), DCDSB will continue a multi-tiered support system for literacy. This will include training and support for educators on using a universal reading screener to identify learning gaps in early readers. Additionally, classroom and program support educators will be provided with professional development on reading intervention by using research based, systematic and explicit instructional practices and resources to address reading skills identified through these universal screeners. Literacy Intervention Teachers will continue to provide targeted intervention with select students in Kindergarten to Grade 2 to develop foundational reading skills. Culturally responsive and relevant training, tools, assessment strategies, and resources will continue to be provided for educators in support of the reading, writing and digital literacy skills of students.

Student Success and Pathways

The Durham Catholic District School Board continues to support the Ministry of Education's commitment to providing students with opportunities to develop and acquire the skills and knowledge necessary to succeed in today's labour market and economy. DCDSB will continue to promote and increase participation in the three core job skills programs that include the Specialist High Skills Major Program (SHSM), the Dual Credit program and the Ontario Youth Apprenticeship Program (OYAP). Starting with students entering Grade 9 in September 2024, all students are required to earn a Grade 9 or 10 Technological Education Credit as part of their Ontario Secondary Diploma. To support this new requirement, our board will expand the delivery of the Technological Education curriculum. This expansion will consist of more course offerings and enhancements to facilities.

Corporate Supports and Resources

Corporate services work to create positive learning and working environments that directly support faith and well-being, advance human rights and equity, and improve student learning. These departments work to build system capacity and implement policies, procedures, and practices to ensure optimal efficiency.

Highlights of initiatives in the 2024-2025 school year to support the board's mission and goals include:

- **Employment Systems Review Committee:** this committee will continue to examine the board's employment systems to identify and reduce gaps/barriers in the employment process (e.g., interview guidelines, recruitment, etc.).
- **Technological Advancement:** strengthen cyber security initiatives, develop and implement Power BI reporting for data visualization and analysis, develop a Business Continuity Plan, and pilot emerging technology.
- **Multi-Year Technology Plan:** ensure sustainability and maintenance of the 2:1 technology ratio (two students for one device) in DCDSB schools.
- **Transportation:** continue to implement the mTransport system, electronic software that replaces the paper-based manifest on the 70 passenger busses and will enhance student safety and enable routing efficiencies.
- **Facilities:** the Ministry of Education has announced funding for a 138-pupil, six-classroom addition to St. Kateri Tekakwitha Catholic School and a new 622 pupil place Catholic elementary school to address accommodation pressure in Oshawa. Construction of the replacement Monsignor Paul Dwyer Catholic High School and new Unnamed Seaton Catholic Elementary School is expected to begin in the early part of the 2024-2025 school year and continue through 2025-2026.
- **Educational Development Charges (EDC):** the Board renewed the EDC by-law with an effective date of May 1, 2024, for the next five years. The new EDC by-law includes an approximate 6% non-residential charge, and 94% residential charge.
- **Ajax Program and Boundary Review:** in 2024-2025 a boundary and program review of all schools in Ajax will ensure optimal enrolment across all schools to help address declining capacity concerns in Ajax schools.
- **Energy Audit:** the board's energy team is implementing operational and equipment advancements to improve energy savings and reduce the board's overall environmental impact.

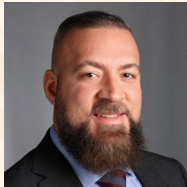
Through these efforts, corporate departments will continue to improve service levels for staff, students and families, and will ensure that the board continues to operate efficiently and effectively.

Board of Trustees

Monique Forster
Chair of the Board and
Trustee, Town of Ajax



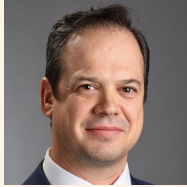
Richard Damianopoulos
Vice-Chair of the Board
and Trustee, Townships of
Scugog, Uxbridge and Brock



Kim Beatty
Trustee, City of Oshawa



Robert De Souza
Trustee, Town of Whitby



Janelle Emanuel
Trustee, Town of Whitby



Marisa Hall
Trustee, Town of Ajax



Jim McCafferty
Trustee, City of Pickering



Morgan Ste. Marie
Trustee, City of Oshawa



Senior Administration

Tracy Barill
Director of Education



Kayode Akomolafe
Human Rights and Equity Advisor



Scott Grieve
Superintendent of Business,
Finance and Facilities Services



Marie Hammond
Chief Financial Officer



Mike O'Neill
Superintendent of Education



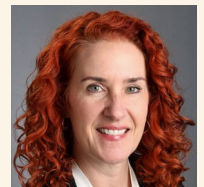
Paula Sorhaitz
Superintendent of Education



Daniel Stargratt
Assistant Superintendent
of Indigenous Education



Katharine Stevenson
Superintendent of Education



Ronald Rodriguez
Chief Information Officer – Freedom
of Information and Privacy



Jim Wilson
Superintendent of Education



Gerard Winn
Superintendent of Education

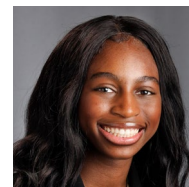


Student Trustees for 2023-2024



Aoife Walsh
Father Leo J. Austin Catholic
Secondary School

Moyin Esan
Monsignor Paul Dwyer
Catholic High School





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



Listening, Learning, and Living in Faith

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