



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

Student Achievement Plan

2024-2025 Highlights



Durham Catholic District School Board

The Durham Catholic District School Board shares a sense of community among families, educators and parishes and is committed to integrating the teachings of the Gospel with quality educational programs that guide students in their journeys to meeting the Catholic Graduate Expectations. The board currently serves approximately 23,200 students in Oshawa, Whitby, Ajax, Pickering, and the townships of Uxbridge, Scugog and Brock.

Land Acknowledgment:

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.

Mission:

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

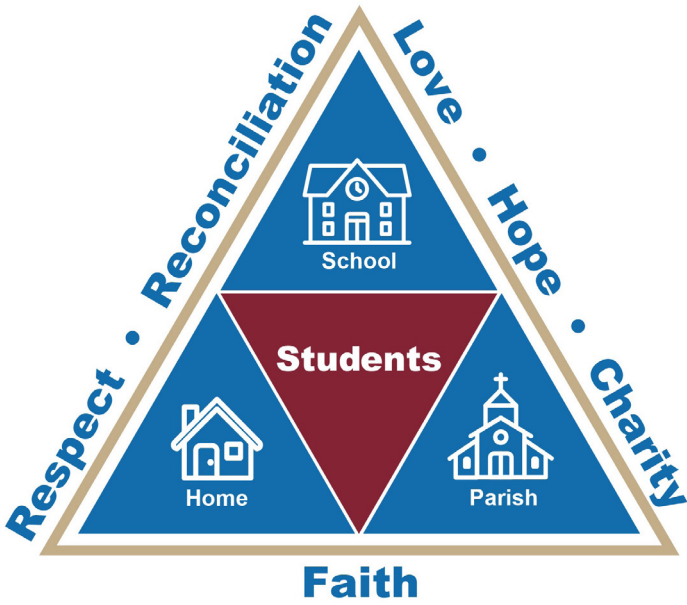
Vision:

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





Contents

<i>Inspire 2026 Multi-Year Plan</i>	3
Provincial Priorities and Goals	4
2024-2025 Student Achievement Plan Highlights	5
Support Faith and Well-Being	5
Faith Formation	5
Student Engagement	7
Mental Health & Well-Being	9
Advancing Human Rights & Equity	11
Indigenous Education	12
Improving Student Learning	14
Literacy	14
Math	16
Pathways	17
Corporate	19
Business and Finance Services	19
Communication Services	19
Facilities Services	20
Human Resources Services	21
Information and Communications Technology (ICT) Services	21
Transportation Services	21
Board of Trustees, Senior Administration, and Student Senators	22

Inspire 2026 Multi-Year Plan

In February 2022, the Durham Catholic District School Board launched its community consultation and planning process for the development of its new multi-year plan. *Inspire 2026* was approved by the Board of Trustees in the fall of 2022 and scheduled to officially launch for the 2023-2024 school year.

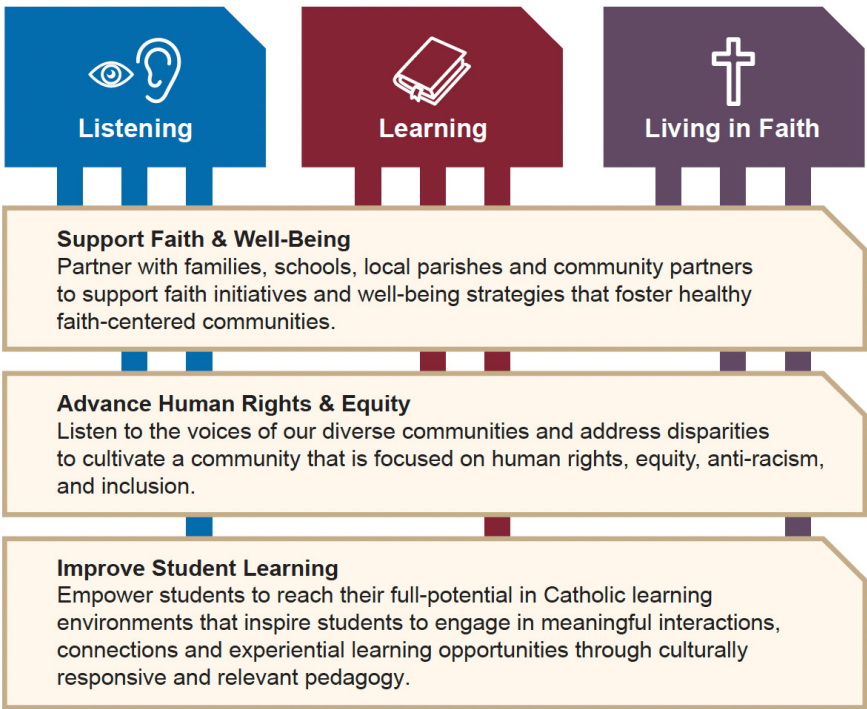
The strategic priorities identified in the Board-approved multi-year plan, [Inspire 2026](#), are to:

- Support Faith and Well-Being;
- Advance Human Rights and Equity; and
- Improve Student Learning.

Inspire 2026 also committed to focusing on the intentional use of three strategic processes - Listening, Learning and Living in Faith - to inform decision-making.

The graphic below visually represents the expectation that efforts to achieve the strategic priorities will be informed by, and reflective of, the strategic processes.

Actions taken to support faith and well-being and/or advance human rights and equity, in concert with the initiatives and commitments to Indigenous Education, are understood as creating the conditions necessary for improved student learning.



Introduction

Durham Catholic District School Board (DCDSB) is pleased to present the year-end report for the 2024-2025 Student Achievement Plan. The 2024-2025 Student Achievement Plan was developed in accordance with the Better Schools and Student Outcomes Act (2023) and aligns with the provincial priorities and goals.

Provincial Priorities and Goals

In accordance with the Better Schools and Student Outcomes Act, 2023, which received royal assent on June 8, 2023, the DCDSB 2024-2025 Student Achievement Plan was developed to include the following mandatory provincial priorities and goals:

- **Priority 1: Achievement of Learning Outcomes in Core Academic Skills.**

- [Goal #1 \(a\) – Improve students’ literacy learning and achievement.](#)
- [Goal #1 \(b\) – Improve students’ math learning and achievement.](#)

- **Priority 2: Preparation of Students for Future Success.**

- [Goal #2 \(a\) – Improve graduation rates and preparedness for future success.](#)

- **Priority 3: Student Engagement and Well-Being.**

- [Goal #3 \(a\) – Improve students’ participation in class time and learning.](#)
- [Goal #3 \(b\) – Improve student well-being.](#)



2024-2025 Student Achievement Plan Highlights

We are pleased to present highlights from our 2024-2025 Student Achievement Plan priority areas. We have included the goals for each priority, along with an overview of the strategies and actions taken throughout the year. We invite you to learn more about how the DCDSB has supported faith & well-being, advanced human rights & equity and improved student learning in the 2024-2025 school year.

Support Faith & Well-Being

Faith Formation

DCDSB Goal: Develop and strengthen Catholic identity through a focus on the five key elements of Catholic schools.

- **Catholic Environment: Signs and symbols of faith and welcome permeate the school environment, are inclusive, and reflect the diversity of students, families, and the community.**
 - Inspired by the 2024-2025 Board spiritual theme, Living in Hope, and the 2025 Jubilee theme, Pilgrims of Hope, school communities created hope stones to serve as a reminder of our hope in Christ. These hope stones have also been offered to colleagues and students experiencing times of challenge as a visible sign of the way we are called to be hope for each other.
 - Construction Technology students at Father Leo J. Austin Catholic Secondary School created a set of panel doors to which the students at St. Bernard Catholic School then added painted illustrations of scripture stories in the style of the Jubilee Holy Doors. These doors were blessed during a Eucharistic liturgy and will serve as enduring symbol of Jubilee 2025.



- **Catholic Community: Regular, intentional conversations support effective partnerships among the triad of home, school, and parish.**
 - o Regular communication to school staff and families included sharing of events and information from Catholic partners such as the Archdiocese of Toronto, ShareLife, Development and Peace, the Ontario Catholic School Trustees' Association, and the Canadian Conference of Catholic Bishops.
 - o A Jubilee Cross designed and built by staff and students at Archbishop Denis O'Connor Catholic High School was blessed during a special Mass and is journeying to each DCDSB Catholic school until the close of Jubilee 2025. This Journey of Hope will engage staff, students, and families in prayer, reflection, and a public witness of faith.



- **Catholic Curriculum: Educators consider the integration of Catholicity across the curriculum when planning instruction and assessment.**
 - o A series of eight Catholic Curriculum Tools were issued monthly to enable educators to make curricular connections to Catholic Social Teaching and to structure learning opportunities that support the conditions for learning and the skills and values described by the Ontario Catholic Graduate Expectations.
 - o Elementary administrators and classroom educators were supported in an understanding of the new Family Life Education Catholic Elementary Curriculum.
 - o Teacher Librarians were centrally supported to begin curating quality reading materials according to Catholic themes.

- **Catholic Social Teaching: All practices and decisions are guided by the Catholic Social Teaching.**
 - o Responding to the Jubilee 2025 call of Pope Francis to engage in works of mercy as a way of responding with hope to the signs of the times, the staff of the Catholic Education Centre (CEC) and Operations Maintenance Administrative Centre (OMAC) volunteered monthly at the Durham Outlook for the Needy Kitchen to serve meals, free-of-charge, to families and individuals experiencing poverty and food and security in our community.
 - o Secondary school administrators and educators engaged in critical reflection on the way in which assessment and evaluation practices must be informed by equity considerations in recognition of the dignity of each student.

- **Staff Formation: System professional development and adult faith formation opportunities are varied and responsive to staff needs.**
 - School and system staff participated in meaningful Twilight Retreats during Advent and Lent. These retreats are always well-received and a welcomed opportunity to gather in faith and be nourished by the Eucharist.
 - Educators in the New Teacher Induction Program (NTIP) participated in an enriching faith retreat over four sessions entitled “Living the Mission: Integrating Catholic Identity into Education”.



Student Engagement

DCDSB Goal: Improve students’ participation in class time and learning.

- **Improve teacher pedagogy at all levels with respect to Universal Design for Learning strategies to improve student well-being and participation in learning.**
 - Secondary educators participated in professional development sessions and studied the work of Dr. Katie Novak to learn how to design lessons using Universal Design principles.
 - Program Support Teachers from both elementary and secondary panels participated in professional development on Universal Design for Learning (UDL), with a specific emphasis on how UDL can facilitate transition periods for students with special education needs.

- **Enhance educator awareness of trauma-informed, tiered intervention strategies to promote positive student attendance.**
 - School administrators engaged in professional learning and were provided a presentation to equip them with tools to engage staff in meaningful discussions around supporting student attendance through a trauma informed lens.
 - Attendance management tools were updated (e.g., development of a Quick Guide), along with a video entitled "Supporting Student Attendance" which featured DCDSB staff to illustrate practical, trauma-informed strategies in action.
 - Triannual reviews of chronic student absenteeism data (defined as students missing more than 10% or more of school days) revealed encouraging trends in the majority of our elementary schools compared to the previous year. Data from this review process also highlighted key areas for growth, particularly at the secondary level, helping to inform and refine future intervention strategies.



Mental Health and Well-Being

DCDSB Goal: Improve student well-being.

- **Amplify the promotive and protective influence of schools by creating culturally responsive, mentally healthy schools and classrooms.**
 - o Professional development with school administrators to implement the Leading Mentally Healthy Schools resource created by School Mental Health Ontario has enhanced staff knowledge and capacity and encouraged reflection of school practices that build welcoming and inclusive environments.
 - o Collaboration with community organizations, such as Pinewood Centre of Lakeridge Health and Ontario Shores Centre for Mental Health Sciences, has guided professional development and targeted mental health promotion/substance use awareness campaigns, thereby amplifying the protective influence of schools.
 - o Board-wide wellness initiatives (such as the establishment of DCDSB Let's Talk Day and the materials created by the secondary student Leadership Group BWell) along with curriculum materials provided to all educators, have helped to ensure that students know when and how to get help when needed.
- **Identify and address emerging and escalating student mental health problems.**
 - o Professional learning opportunities were provided to educators and school support staff, including those in the New Teacher Induction Program (NTIP), to help them identify and address students with emerging mental health concerns.
 - o Specialized training was given to those in gatekeeper roles (e.g. guidance educators, student success educators and chaplains) to equip them with the skills needed to support students struggling with their mental health.



- **Mobilize focused support for those disproportionately impacted by COVID-19 and/or those with more serious mental health and addictions concerns.**
 - Targeted support was offered to specific student populations through the establishment of the brief intervention model for Intermediate students and the expansion of the Trails to Wellness anxiety group for students in Grades 3-6.
 - The support provided by school mental health professionals has been enhanced with the implementation of a platform for standardized measurement-based care, as well as professional development in culturally responsive therapeutic interventions and assessments.
- **Build and sustain strong safety nets through family and system collaboration.**
 - Suicide prevention and intervention measures were strengthened through annual mandatory staff refresher training and an increased number of staff and community partners trained in suicide intervention skills.
 - Collaborative relationships with community agencies continued which provided additional professional development opportunities for staff, as well as information and support to our students.
 - Our partnerships with parents, guardians, and caregivers were enhanced through capacity-building initiatives, including our Wellness Wednesday newsletters and workshop offerings such as Mental Health First Aid and a Youth and Mental Health event.



Advance Human Rights & Equity

The goal of education is student success during the learning years and later in life. This goal can only be achieved in a learning environment where students feel safe and welcome and do not experience discrimination due to personal characteristics that are protected by the Ontario Human Rights Code.

In promoting the inherent dignity of every student, and in alignment with the Government of Ontario's recognition that "the work must be ongoing to ensure that our schools continue to provide caring, inclusive, safe, and accepting environments that support the achievement and well-being of every student", the Durham Catholic District School Board will continue to advance equitable and inclusive education.

- **Deepen the culture of respect for the inherent dignity and human rights of every student, staff and family in DCDSB.**
 - Participation in human rights and equity training increased, demonstrating the board's ongoing commitment to inclusive and equitable workplaces. Department-specific sessions enhanced staff capacity to address Code-related issues, with feedback affirming their positive impact and guiding future areas of focus.
 - The board hosted its first Student Human Rights Conference engaging 94 students (Grades 9-12) in scenario-based learning and discussions. Keynote speakers addressed human rights leadership and Artificial Intelligence's (AI) impact on human rights. A school equity audit completed by the participants has laid the groundwork for future student-led initiatives aimed at advancing equity across the board.
- **Effectively address human rights, equity, and discrimination concerns/complaints through a dedicated complaints resolution process that promotes early/informal resolution.**
 - The informal resolution mechanism within the Code-based complaints resolution process has been an effective tool for addressing concerns. Complaints received are resolved using a bias-aware, culturally responsive approach that prioritizes student well-being, fosters positive relationships, and promotes equitable learning and working environments.



- **Promote community engagement through collaboration with board Advisory Committees to remove systemic barriers with a view to improving student learning and success.**
 - o The inaugural DCDSB Black Student Excellence Awards were held in November, celebrating eleven Grade 11 and 12 students with certificates, letters of recognition, and \$100 bursaries. The top award recipient further received a glass trophy and a \$500 bursary. The award encourages academic rigour by setting high expectations for students learning and aims to equip students with the opportunities and supports needed to achieve those goals.
- **Use demographic data to address student enrolment, suspension/expulsions, and overall well-being, and to close the representation gap for marginalized employees.**
 - o The board successfully completed its second Workforce Census in the fall of 2024, building on the insights gained from the initial census conducted in 2019. The data has been disaggregated and identified trends will guide future actions and decision-making.

Indigenous Education - We Walk the Path Together



Staff and students demonstrate commitment to Truth and Reconciliation by learning about the impacts of colonization, collaborating with First Nation, Métis, and Inuit community and partners, and utilizing holistic approaches to student success. By engaging staff, students, and families in deepening their learning about residential schools, Treaties, as well as the ongoing contributions of Indigenous knowledge, culture, and perspective, DCDSB prioritizes Indigenous Education across the system. By learning as action for social change, educators are guided by Ontario curriculum and three foundational documents:

- [Truth and Reconciliation Commission's Calls to Action](#)
- [Murdered and Missing Indigenous Women, Girls, and Two Spirit Calls for Justice](#)
- [United Nations Declaration on the Rights of Indigenous People](#)

DCDSB Goal:

- **Indigenous Student Success: Improve well-being and achievement for First Nation, Métis, and Inuit students.**
 - The Indigenous Graduation Coach program was initiated to conduct a needs assessment for the direct support required by First Nation, Métis, and Inuit students. Initially introduced in select secondary schools, the program has since been expanded to include all schools.
 - Indigenous Student Circle Day in April 2025 at Claremont focused on community building for Grade 6-12 First Nation, Métis, and Inuit students.
 - Grade 3-5 Days in May provided First Nation, Métis, and Inuit students the opportunity to spend a day engaged in cultural learning.
- **Truth and Reconciliation: Demonstrate growing commitment board-wide to Truth and Reconciliation.**
 - 75 Grade 7 and Grade 8 teachers were invited to participate in a professional development opportunity called “Build Your Bundles Learning” with a focus on the impacts of colonization in the History curriculum that included visits from Niigaan Sinclair and a visit to Trent University.
 - 16 elementary schools engaged in an intensive pilot with weekly support of an Elementary Resource Teacher for Indigenous Education with a focus on supporting Kindergarten (inquiry kits), Grade 3 Social Studies, and Grade 4-6 Language (Indigenous StoryWork).
 - Principals and vice principals completed a survey of what they are noticing in their schools about commitment to the Truth and Reconciliation Commission’s Calls to Action, using this as a catalyst to lead social change and take clear actions individualized to each school.
- **Cultural Teaching and Learning: Advance ‘Indigenous Education for All’ through providing authentic learning opportunities for students and explicit connections to curriculum.**



- o The Ezhi Kendmang Anishinaabe Nadaziwin (EKAN) pilot project has profoundly impacted educators across DCDSB, fostering deep learning and critical reflection on Indigenous worldviews and perspectives. Guided by authentic voices, educators gained meaningful insights and explored how to respectfully integrate Indigenous knowledge into the curriculum, enriching both hearts and minds. Feedback has been overwhelmingly positive, highlighting the essential nature of this learning for advancing Indigenous education at all levels.
- o Enhanced First Nation, Métis, and Inuit resources and individualized support for French language teachers was provided in French programs across the system.
- o There is a continued focus on strengthening relationships with Knowledge Keepers, community partners, and authentic First Nation, Métis, and Inuit voices in classrooms.

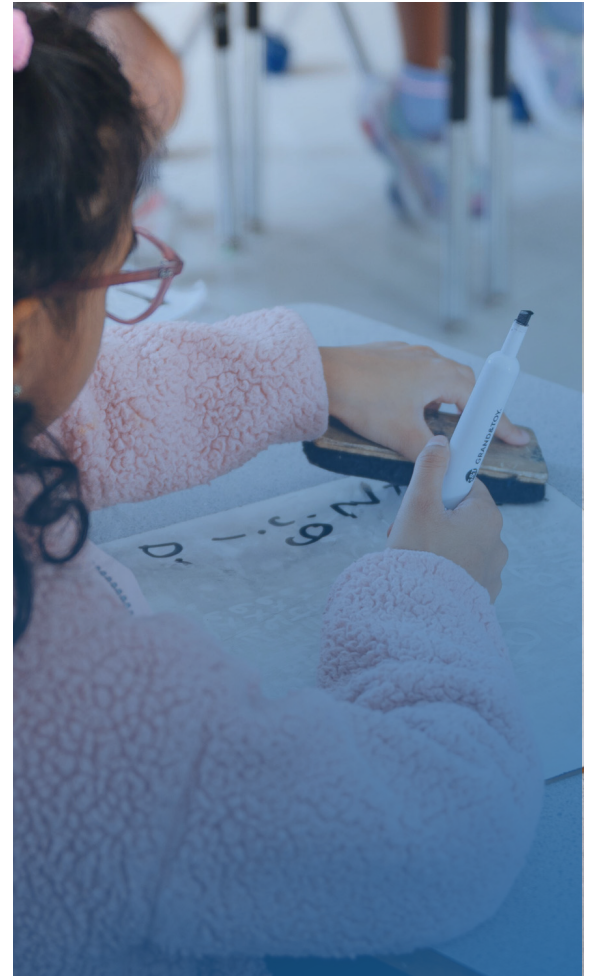
Improve Student Learning

DCDSB is committed to improving student learning and to the provincial priorities of achievement of learning outcomes in core academic skills, including literacy and math. The board is also focused on preparing students for future success beyond secondary school.

Literacy

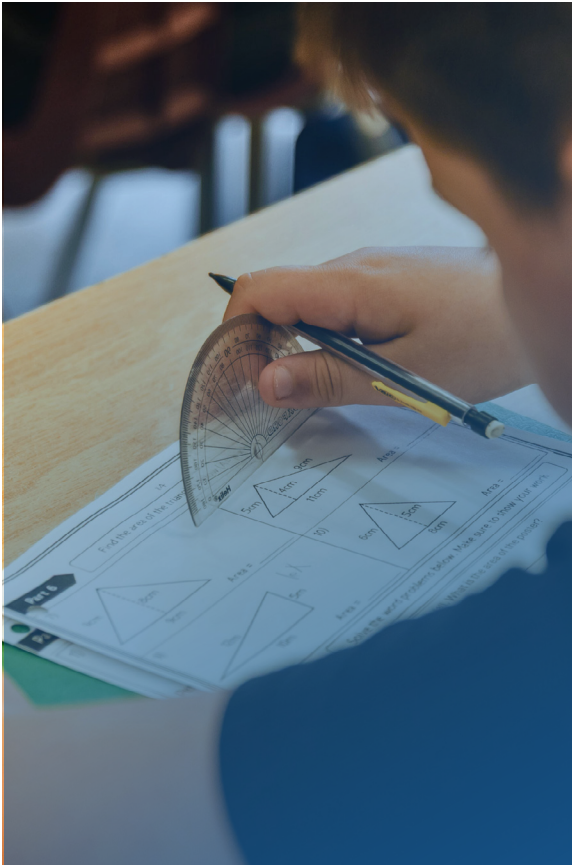
DCDSB Goal: Improve students' literacy learning and achievement.

- **Improve foundational reading skills in students from Year 2 Kindergarten to Grade 3.**
 - o Over 3,900 students were assessed using a universal reading screener. Among the 2,300 students in Kindergarten to Grade 2 who did not meet the benchmark for their grade level in September, by mid-March, nearly 40% had met the benchmark through targeted instruction and tier 1 intervention in their classrooms.
 - o Literacy intervention teachers were assigned to Grade 1 classrooms across 14 schools for 10-week blocks. These classrooms experienced notable enhancements in student reading proficiency. On average, nearly 15% of students who initially scored below the grade-level benchmark in the Fall assessment achieved grade-level proficiency following 10 weeks of tiered intervention instruction, facilitated through collaboration between classroom teachers and literacy intervention teachers.



- **Improve student success in Grade 9 De-streamed English and the Ontario Secondary School Literacy Test (OSSLT).**
 - DCDSB provided "Litguide," a digital OSSLT preparation tool, to all Grade 10 students. By April, 40% of students completed over half of the preparatory test.
 - The AI-based Quizzis resource was made available to all educators, including those teaching Grade 9, to aid in lesson planning, student engagement, and assessment.
 - Professional development offered at the Secondary Learning Symposium on March 31, 2025, focused on best practices for instruction, differentiated learning, and assessment.
 - OSSLT results for the 2024-2025 school year will be available in fall 2025.
- **Ensure fidelity of curriculum implementation of the new Grade 1-8 Language Curriculum.**
 - A reference document entitled "Blueprint to Effective Literacy Instruction" was created to support educators with the implementation of the new curriculum.
 - A new educator resource page was established on Edsby to support an understanding of the elementary Language curriculum and structured literacy.
 - Grade 1 to 8 educators received professional learning on literacy at the August 2024 Professional Activity (PA) Day, and then again at the PA Day in March 2025.
 - The board invested in the Lexia intervention program for students who continue to require reading intervention. Program Support Teachers received professional development to support the use of this resource.
 - All elementary schools designated a literacy lead in the Junior and Intermediate divisions. These leads completed three in-service sessions throughout the year to acquire the skills to support their educator colleagues at their schools.





Math

DCDSB Goal: Improve students' math learning and achievement.

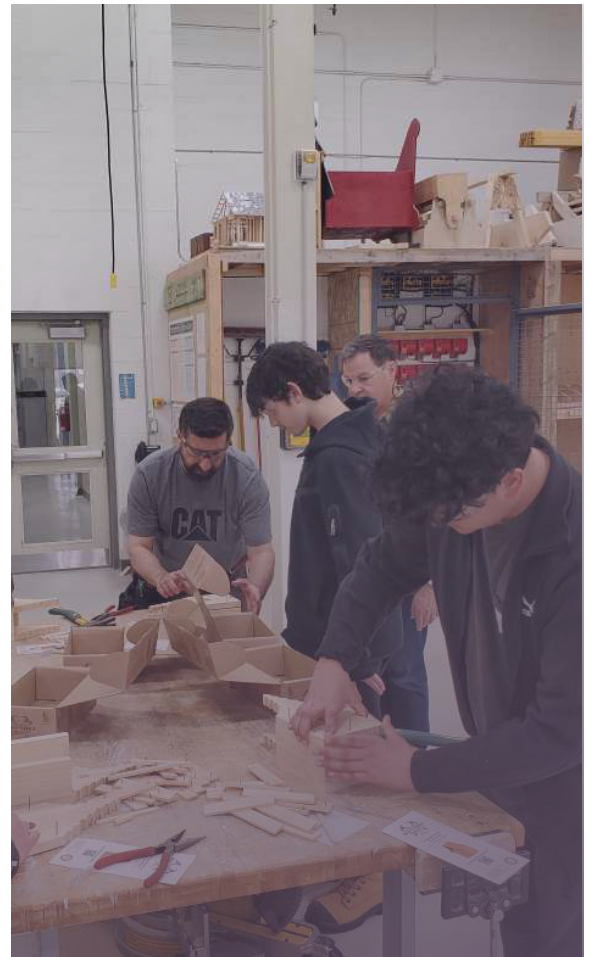
- **Ensure fidelity of curriculum implementation and the use of high-impact instructional strategies in mathematics.**
 - MathUP Classroom usage data this year includes 189,207 page visits, compared to 97,020 during the same period in the 2023-2024 school year.
 - A new Digital Math Tool, MathUP Student, was introduced in February 2025 for all students in grades 1-9 to strengthen student mathematic skills and provide assessment data to educators.
 - Revised Scope and Sequence documents were prepared to improve alignment and coherence in curriculum implementation.
- **Provide opportunity for ongoing learning to strengthen mathematics content knowledge board-wide.**
 - 73 professional learning sessions were facilitated during the 2024-2025 school year, including 'Lunch and Learn' sessions, staff meetings, Sharing of Excellence sessions, and Math Hubs for priority schools.
 - Math Made Accessible Monthly webinar series supporting students with special education needs in mathematics launched in February 2025. Sessions were recorded and posted for educators to access on demand.
 - Math Hub professional learning sessions were attended by priority school educators in November, February and April, enhancing educator content knowledge around instructional practices and assessment strategies.
 - 15 additional mathematics professional learning sessions were offered at the March 31 board-wide PA Day.
 - Facilitated through the Durham Catholic Parent Involvement Committee, board-wide math nights were held for families in November and February, with learning around Financial Literacy and Supporting Students with Special Education Needs in Mathematics.

- **Ensure mathematical tasks, interventions, and supports are relevant and responsive.**
 - o MathUP student resource was made available for all classes in Grades 1 - 9, providing assessment data to educators.
 - o Professional learning around the Continuum-Based Mathematics assessment was provided to educators and administrators to ensure targeted learning supports are available to students who have learning gaps in mathematics.
 - o Professional learning to support preparing for and administering the EQAO provincial assessments were offered to educators to promote best practices.

Pathways

DCDSB Goal: Improve graduation rates and preparedness for future success.

- **Improve pathways opportunities for students with Special Education needs.**
 - o Project SEARCH successfully moved to new host site at Lakeridge Gardens where interns worked within various departments. A new partnership with Agilec Ajax will enhance collaboration and employment services to better support employment outcomes for Project SEARCH interns and graduates.
- **Support credit accumulation and pathway opportunities for Grade 9 and Grade 10 students.**
 - o Technological education course enrollment has grown overall, with the most significant increases observed in Grades 9 and 10. There has also been a notable rise in registrations for service sector programs, such as cooking and hairstyling.
 - o Intermediate Guidance Teachers worked closely with Guidance, Program Support, and Student Success teachers to support student pathways planning and achievement. They continued to introduce students to a variety of pathway options through workshops and course selection, beginning in Grade 7 and continuing through to Grade 9.



- **Increase Grade 11 and 12 student participation in specialized pathway programs.**
 - Three new Specialist High Skills Major (SHSM) programs were implemented in the 2024-2025 school year. There are now 31 SHSM programs offered across all secondary schools. As a result of these additional programs, there was also an increase in the number of students enrolled in cooperative education and Ontario Youth Apprenticeship (OYAP) in these specific industry sectors.
 - New partnerships were created with the College of Carpenters & Allied Trades Inc., Canadian Tire Motorsport Park, and Bistro '67. SHSM students participated in sector partner experiences and certification training with each of these new community partners.
 - In partnership with the CWB Welding Foundation, Ontario Power Generation and UA Canada Locals 401 and 46, six new welding bays will be installed at All Saints Catholic Secondary School and Notre Dame Catholic Secondary School over the summer. With this addition, we anticipate an increased enrollment in the new SHSM Construction programs, which will result in an increase in the number of OYAP participants.
- **Promote and expand board wide participation in Prior Learning Assessment and Recognition (PLAR).**
 - A total of 71 students from all seven secondary schools submitted applications for PLAR summary. Most of the credits earned via PLAR have been through Prior Learning Equivalent credits, which recognizes life/work experience.





Corporate

Corporate Services support learning and working environments that directly support faith and well-being, advance human rights and equity, and improve student learning.

Corporate departments at the Durham Catholic District School Board include:

- Business and Finance Services
- Communications Services
- Facilities Services
- Human Resource Services
- Information and Communications Technology
- Transportation Services

These departments work to build system capacity and implement policies, procedures, and practices to ensure optimal efficiency.

Business and Finance Services

- Business and Finance Services reviewed and enhanced procurement policies and procedures. This included finalizing updates to purchasing procedures to make them clearer and more aligned with sector guidelines.
- Stronger enforcement has led to a 37% savings on purchases outside established procedures, while improved documentation is reinforcing transparency, governance, and accountability.
- Targeted training will ensure staff understand and adhere to updated processes and continue strengthening documentation efforts.

Communications Services

- A fulsome analysis of board communication materials was conducted and included a review of social media analytics, board website analytics, newsletter analytics, etc. to determine strengths, weaknesses, and opportunities. This will inform a comprehensive strategic communication plan to best serve our staff, students and families moving forward. The review of board and school websites will result in revised website sitemaps to optimize user experience.

- Enhanced accessibility resources and supports have included recorded “on demand” webinars for staff, along with additional resources that are available to all staff on the intranet. Optional accessibility communication training and “office hours” were available throughout the year for all staff. All administrative assistants and school administrators have received training on creating accessible Microsoft Word and PDF documents. They now have updated access to Adobe Acrobat licences that include the “accessibility checker” tool to support this work. Siteimprove monitoring has been used throughout the year to ensure DCDSB websites maintain Web Content Accessibility Guidelines (WCAG) level A or higher.

Facilities Services

- An initial review of the Ajax Boundary and Program was launched this year. Staff will continue to closely monitor enrolment trends and remain attentive to any announcements from the Ministry of Education regarding revisions to the Pupil Accommodation Review Guidelines (PARG). These developments may support more robust and inclusive community consultation and review in the future.
- DCDSB completed a successful community consultation process for the Oshawa Boundary and Program study based on the Ministry of Education announcements of funding for a new Kedron Catholic elementary school and an addition to St. Kateri Tekakwitha Catholic School. A final report will be brought to the Board of Trustees for review and approval in June 2025, with implementation planned over the coming years.
- Land acquisitions were completed for the replacement of Monsignor Paul Dwyer Catholic High School and the new Unnamed Seaton Catholic Elementary School, with construction expected to start in summer 2026, pending Ministry approval. Construction of the six-room addition at St. Kateri Tekakwitha Catholic School is also anticipated to begin in summer 2026.
- DCDSB implemented operational and equipment advancements to improve energy savings and reduce the board’s overall environmental impact, resulting in the following approximate energy related savings:

Energy Source	~ Energy Saved	Year to Year Reduction	~ Cost Savings
Natural Gas	316,400m3 (3,251,889ekWh)	18.3%	\$156,262
Electricity	709,400kWh	6.8%	\$107,829
Total	3,961,289ekWh	-	\$264,091

Human Resources Services

- Continued to develop effective staffing and employment practices to be consistent with best practices in Human Resources.

Information and Communications Technology (ICT) Services

- Cybersecurity was strengthened through strategic initiatives focused on improving resilience and preparedness. The ICT infrastructure was fortified by upgrading network security.
- Over 2000 devices were reimaged to the latest operating system.
- More than 17,000 helpdesk tickets were successfully resolved this year, demonstrating a strong commitment to responsive and effective technical support
- Significant improvements were made to the custom asset management system
- AI-driven business tools were implemented to enhance routine tasks and contribute to greater operational efficiency.

Transportation Services

- Durham Student Transportation Services (DSTS) continued to implement the mTransport system; electronic software that replaces the paper-based manifest on the 70 passenger buses to support enhanced student safety and enable routing efficiencies



Board of Trustees



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Town of Ajax



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Jim Wilson
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Jaime Sheepwash
Chief Human Resources Officer

Student Senators



Visit
dcdsb.ca/2024-2025StudentAchievementPlan
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