

**Durham Catholic
District School Board**

**2025-2026
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:

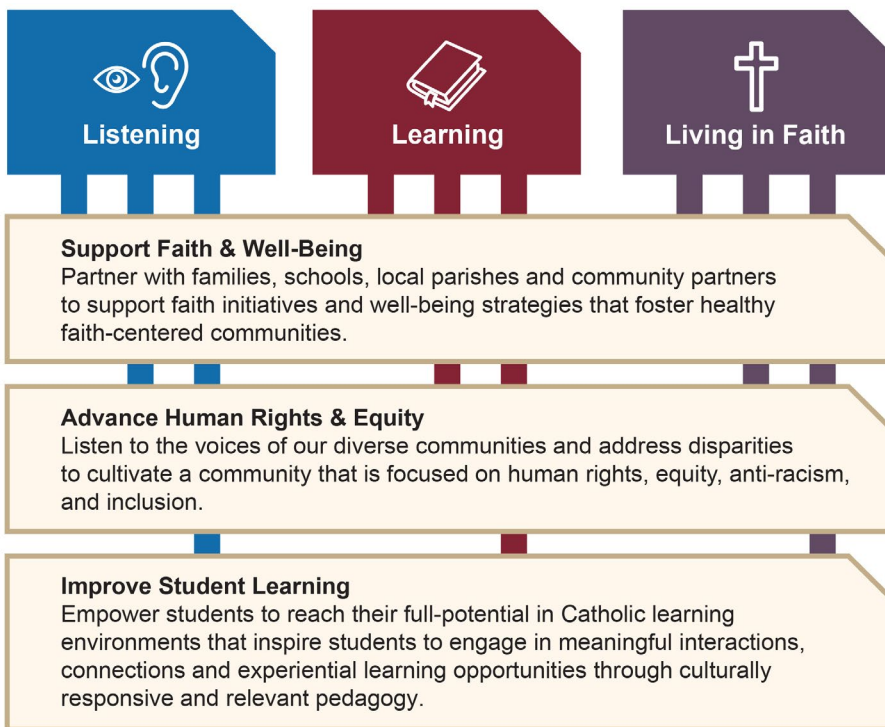
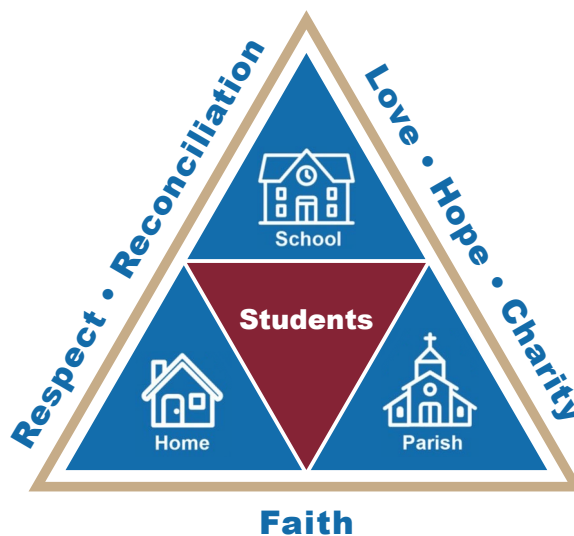
- Safe and welcomed
- Accepted and valued
- Heard and engaged
- Supported and prepared

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* multi-year strategic plan will set the board's direction and guide decision-making from 2023-2026. The multi-year 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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“Commit to the Lord whatever you do, and he will establish your plans.” —PROVERBS 16:3

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.

Message from the Chair of the Finance Committee



On behalf of the Durham Catholic District School Board Finance Committee, I am honoured to share the 2025-2026 Budget and Priorities Report.

In this report, you will find a summary of the board's projected revenue and expenses for the upcoming fiscal year, along with an overview of the board's priorities for the 2025-2026 school year. Through a focus on financial management and adhering to our core values, we have maintained a stable financial position. Our efforts have been directed towards ensuring that our resources are utilized effectively to support the educational and spiritual development of our students. Our budget for the upcoming fiscal year is designed to advance our strategic priorities to:

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

We will continue to manage our resources responsibly, ensuring that every dollar focuses on student achievement which aligns with our mission and strategic goals.

I want to thank students, staff, families and community members for providing feedback throughout the budget process. Through our strong partnership, we will continue to listen, live and learn in faith together.

Yours in faith,

Morgan Ste. Marie
Chair of the Finance Committee
Trustee for the City of Oshawa

Message from the Chief Financial Officer



I am pleased to present the 2025-2026 Budget and Priorities Report, which outlines our financial strategy and key initiatives that reinforce our commitment to be an inclusive Catholic learning community that inspires every student to achieve their full potential through faith and education.

As we move into the 2025-2026 fiscal year, I am confident that the strategic initiatives and financial plans detailed in this report will support our goals and strengthen our dedication to excellence in Catholic education.

I extend my sincere appreciation to the Finance Committee, Board of Trustees, and Senior Administration for their diligent efforts in preparing the 2025-2026 budget. I also offer my deepest gratitude to our educators, staff, families, and community members for their unwavering partnership in supporting our students.

Yours in Catholic Education,

Marie Hammond
Chief Financial Officer

Listening: Community Engagement

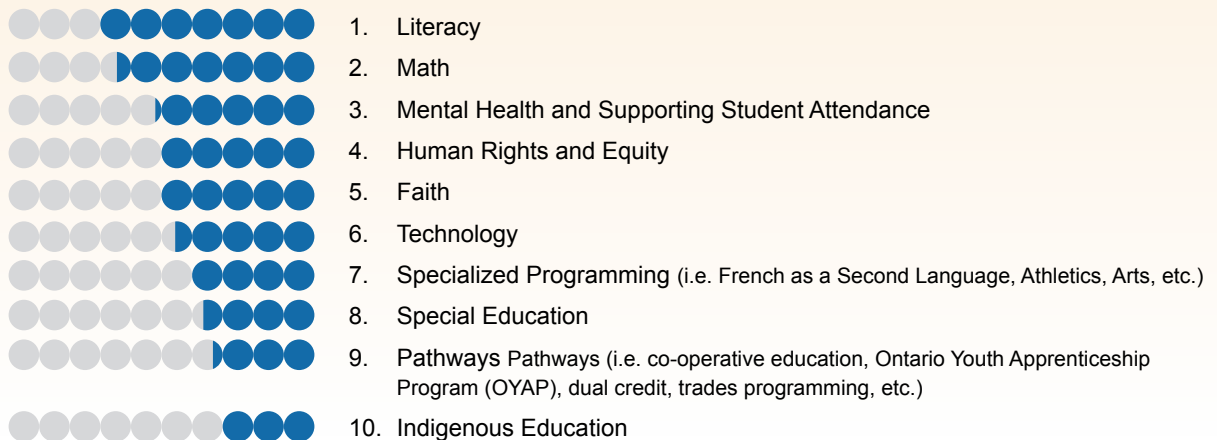
Over the past several years, the education sector has faced unprecedented challenges and funding pressures, requiring thoughtful financial stewardship. Throughout this period, the Durham Catholic District School Board (DCDSB) has worked diligently to maintain a balanced budget that aligns with the board's *Inspire 2026* multi-year plan and Ministry of Education directives. To remain financially sustainable, the board must continue to make strategic resource allocations that prioritize student success while ensuring fiscal responsibility.

Stakeholder engagement and consultation are essential to this process, providing valuable insights into community priorities. This year, we received 1,321 survey responses from families, students, staff, and community members, helping us understand their 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?

When stakeholders were asked to rank the following areas in order of importance (with 1 being the most important and 10 the least), the results were as follows:





Based on the question “As the DCDSB reviews its budgets in programs and services, what would best support our community’s students and families, and why?”, system stakeholder thoughts centered on the following areas:

- Literacy
- Math
- Mental Health and Well-Being
- Support for Special Needs Students
- Human Rights and Equity
- Faith
- Technology
- Pathways and Life Skills
- Extracurricular and Enrichment Opportunities
- Community and Parent Engagement
- Learning Environments

Overall, the feedback received highlighted the need to strengthen literacy and math skills, offer early support for struggling students, and enhance special education. Priorities noted also include mental health programs, fair access to technology, faith development, inclusive education, co-op opportunities, and extracurriculars—all aimed at boosting student engagement and setting them up for future success.

What did we hear?

Suggestions:

- Strengthen foundational literacy and math skills across all grade levels, with a focus on early intervention, “back to basics” learning in core subjects, and tailored support through individualized instruction, and technology integration to improve student outcomes.
- Increase support and resources for special education, with a strong focus on tailored student assistance, specialized training, and assistive technology.
- Expand mental health resources to address emotional and behavioural challenges, promote student well-being, and create a supportive environment that enhances engagement and attendance.
- Expand digital access and literacy through technology, training, and advanced programs in coding, AI, robotics, and data management to equip students for a tech-driven future.
- Deepen faith development by integrating Catholic teachings, values, and character-building while fostering academic, social, and mental health connections, along with staff professional development.
- Advance inclusive education by supporting diverse students, underrepresented groups, and Indigenous programs while ensuring equitable access and integrating culturally responsive, anti-racism initiatives.
- Expand STEM and financial literacy while strengthening vocational training, co-op opportunities, and life skills programs to equip students for future careers and practical workforce experiences.
- Increase hands-on learning experiences to foster student engagement, motivation, and well-rounded development.
- Continue to invest in upgraded athletic facilities, outdoor play spaces, and school infrastructure to enhance community use, support student well-being, and create safe, engaging learning environments.

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

The 2025-2026 budget process and timelines are summarized below:

January/ February 2025

- Senior Administration Budget and Data Review
- Finance Committee Meeting to Review Current Financials, Budget Process and Timelines
- Launch of Stakeholder Consultation (Survey Open February 24 - March 31 2025)

March/April 2025

- Internal Budget Strategy Sessions
- Budget Development
- Finance Committee Meeting to Review Budget Consultation Results

May/June 2025

- Presentation of the Draft Budget to the Finance Committee
- Finance Committee Recommendation to the Board of Trustees for Budget Approval
- 2025-2026 Final Budget and Priorities Report to Board of Trustees for Approval
- Budget Filed with the Ministry of Education



Ministry Funding

On May 23, 2025, the Ministry of Education announced Core Education Funding for the 2025-2026 school year. Core Education Funding is estimated to be \$30.3 billion, which represents a 3.3% increase over 2024-2025.

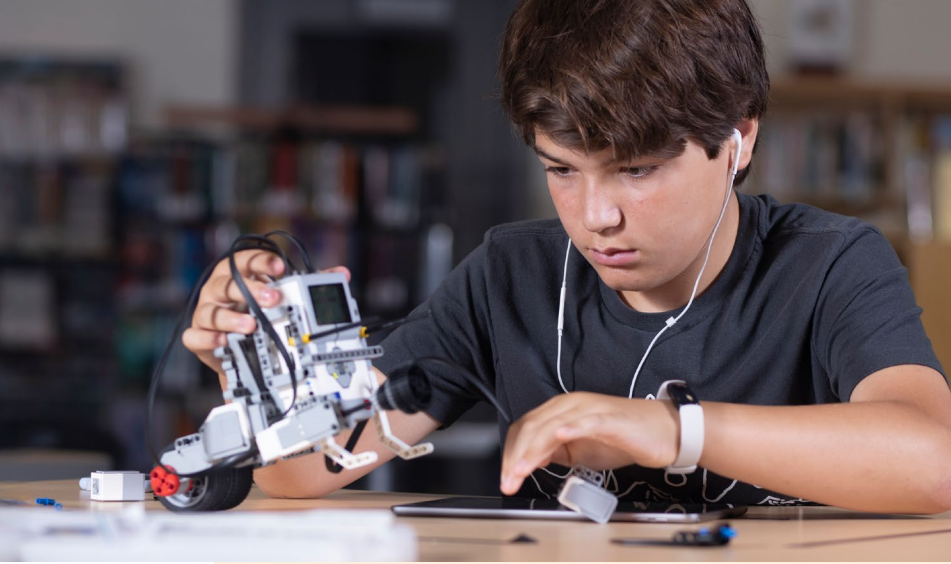
The six funding pillars contained within Core Education Funding are:

- a. **Classroom Staffing Fund:** 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:** 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, school management staff as well as non-staffing classroom costs, such as learning materials and classroom equipment.
- c. **Special Education Fund:** 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:** 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:** The Student Transportation Fund supports the transportation of students between home and school.
- f. **School Board Administration Fund:** 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 Education Funding contained several targeted investments or adjustments for 2025-2026 as follows:

- Updates to Student Transportation funding to reflect enrolment increases and updates to existing benchmarks to support the increasing cost of transportation services.
- Modernizing Education and Community Partnership Programs and Care and Treatment Education Programs to better align with evolving student needs, enhance educational quality and access, improve student outcomes, and reduce administrative burdens while maintaining strong local support.
- Updates to the secondary benchmarks for online, in-person, and remote learning credit loads to account for an updated assumption that 16% of secondary students will take one online credit as part of their regular school day.
- Increases to benchmarks for 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. These grants are time-limited investments supplemental to Core Education Funding. Within the Responsive Education Programs 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 school math facilitators to work with students in priority schools.
- **Critical Physical Security Infrastructure:** Second year of funding to support safety-based infrastructure needs such as security cameras, safety lighting, motion sensors and vape detectors.
- **Special Education Needs Transition Navigators:** Continuation of 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 developed through the budget process

Overall, the 2025-2026 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.

As of May 2025,
we have



45

Schools



3

Alternative & Continuing
Education Centres



23,363

Students



2,411

Staff



2025-2026 Projected Enrolment

Panel	Estimates (May 2025)	Revised Estimates (Dec 2024)	Difference
Elementary	16,147	16,025	122
Secondary	7,216	7,165	51
Total	23,363	23,190	173

2025-2026 Anticipated Operating Revenue

Category	Estimates (May 2025)	Revised Estimates (Dec 2024)
Ministry – Core Education Funding	\$313,015,704	\$298,933,433
Ministry – Responsive Education Programs (REP)	2,611,800	2,728,984
Recoveries – Secondments	1,575,900	1,560,460
Government of Canada	997,136	1,008,300
Other Provincial Agencies	992,122	1,075,058
Community Use of Schools	700,000	600,000
Continuing Education Fees	200,000	200,000
International Students	600,000	584,704
Child Care and Partnerships	1,300,000	1,250,000
Incentive Revenue	60,000	239,300
Interest Revenue	200,000	450,000
School Generated Funds	6,600,000	6,000,000
	\$328,852,662	\$314,630,239

Operating Accumulated Surplus

Anticipated 24/25 Operating Accumulated Surplus	\$1,219,614
2025/2026 Provision	223,337
Anticipated Balance, August 31, 2026	\$1,442,951

2025-2026 Planned Operating Expenses

Category	Estimates (May 2025)	Revised Estimates (Dec 2024)
Salaries, Benefits and Supply Costs	\$287,191,781	\$273,924,489
Student Transportation	9,621,949	9,441,949
Facilities Services	10,068,688	9,848,789
School Budgets	2,543,961	2,373,595
Information and Communication Technology	4,450,125	3,988,000
Academic Services	5,821,663	6,790,802
Business Services	147,000	238,000
Human Resources, Health and Safety	609,443	485,900
Mileage and Travel Allowances	583,458	583,458
Director's Office and Board Administration	263,109	227,109
Legal and Professional Services	354,000	354,000
Trustees and Student Representatives	252,448	252,448
Corporate Communications	121,700	121,700
School Generated Funds	6,600,000	6,000,000
Provision to Operating Accumulated Surplus	223,337	NIL
	\$328,852,662	\$314,630,239

2025-2026 Staffing Summary by Position

Employee Group	Estimates (May 2025)	Revised Estimates (Dec 2024)	Difference
Elementary Teachers (Note 1)	970.90	963.00	7.90
Secondary Teachers (Note 1)	459.83	452.67	7.16
Coordinators and Consultants (Note 2)	24.00	26.00	(2.00)
Principals and Vice-Principals (Note 1)	80.00	80.00	0.00
Secondments (External/Capital) (Note 3)	12.33	12.50	(0.17)
Senior Administration	11.00	11.00	0.00
Math Lead, Assistant to the Superintendent	1.00	1.00	0.00
Middle Management/Non-Union	69.00	67.20	1.80
Faith Formation	8.00	8.00	0.00
Student Services	45.50	45.50	0.00
Educational Assistants	340.00	340.00	0.00
Early Childhood Educators (Note 1)	101.00	105.00	(4.00)
Custodial and Maintenance	169.00	169.00	0.00
Secretarial/Clerical/Technical (Note 1)	111.00	111.00	0.00
Trustees	8.00	8.00	0.00
Total	2,410.56	2,399.87	10.69

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.

2025-2026 Non-Operating Budget

Table One – Revenue Sources

Capital Priorities Funding	\$51,917,261
School Renewal	3,315,787
School Condition Allocation	5,378,493
Multi-year Technology Program	560,000
Ministry Funded Debenture Payments	2,515,312
Educational Development Charges	5,000,000
	\$68,686,853

Table Two – Planned Expenses

Monsignor Paul Dwyer C.H.S. Replacement - 80% of project completion	\$23,524,502
Unnamed North Pickering Elementary School – 80% of project completion	13,564,893
Unnamed North Oshawa Elementary School – 40% of project completion	11,029,954
St. Kateri Tekakwitha Catholic School Addition – 100% project completion	3,797,912
School Renewal Program	3,315,787
School Condition Program	5,378,493
Multi-year Technology Program	560,000
Debenture Principal Payments	2,029,284
Debenture Interest Payments	486,028
Transfer to EDC Reserve	5,000,000
	\$68,686,853

Note 1: Budgeted amounts for ministry funded Capital Priority Projects reflect the estimated completion of the projects during the 2025-2026 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: 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 only include construction costs. Land cost for the unnamed North Oshawa Elementary school is unknown at this time and will come from the EDC reserve when the purchase occurs.

2025-2026 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.

In a significant announcement, the late Pope Francis declared 2025 as a Jubilee Year – an event traditionally celebrated every 25 years. The 2025-2026 school year will begin amid the ongoing celebration of Jubilee 2025, themed “Pilgrims of Hope.”

In his prayer for the Jubilee, Pope Francis asked, “May that same grace [of the Jubilee] spread the joy and peace of our Redeemer throughout the earth.” Inspired by this grace, Pilgrims of Hope are called to embrace their vocation as peacemakers, working toward reconciliation and harmony in the world. Guided by the Beatitudes in the Gospel of Matthew, the DCDSB spiritual theme for the 2025-2026 school year will be: “Blessed are the Peacemakers” (Mt. 5:9).

In a homily delivered to Ontario Catholic educators in the fall of 2023, His Eminence Frank Cardinal Leo introduced “The Three C’s of Faith.” He explained that faith begins in the head as conviction – a belief we hold. It then moves to the heart as confidence, expressed through trust. Finally, faith reaches our hands, feet, and daily actions as commitment – a lived expression of belief. These “Three C’s of Faith” form the framework for the DCDSB’s three-year Board Pastoral Plan.

For the 2025–2026 school year, the DCDSB continues its focus on Catholic identity, empowering our community to recognize and articulate the distinctive beliefs, practices, and values that define our Catholic schools. Now in the third year of the Pastoral Plan, we continue to emphasize five key dimensions of Catholic education: Catholic Environment, Catholic Community, Catholic Curriculum, Catholic Social Teaching, and Staff Formation.

Building on the “faith as confidence” stage, this year’s focus deepens our understanding and extends our learning into action – animating our hands, feet, and lives through commitment. This renewed focus on Catholic identity fosters a culture where, as Cardinal Leo affirms, “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 2025-2026 school year:

- Student engagement, leadership and agency will be highlighted through the extension of our BWell Student Mental Health Leadership Team to the elementary level.
- A focus on curriculum implementation will support educators in delivering the Grade 7, Grade 8 and Grade 10 mandatory mental health modules as well as new Grade 6 modules that will be released in September 2025.
- To strengthen the safety net for suicide prevention and intervention, we will be reviewing our Suicide Prevention and Intervention Protocol and ensuring that all staff understand their role in suicide prevention and life promotion.
- We will continue to build awareness of and partnerships with our culturally responsive community partners to support students and families, creating smoother pathways to service.
- By bolstering information available to parents, guardians and caregivers through newsletters, workshops and school/board events, we hope to build parent/caregiver knowledge in supporting their child's mental health and well-being.

Through these and many other initiatives, we hope to build schools where everyone feels welcomed, included, understood, and cared for. Our goal is to promote well-being and positive mental health for 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.

DCDSB remains steadfast in its commitment to valuing and upholding the inherent and inalienable dignity of every member of our community. As part of our ongoing efforts to advance human rights and equity, we will strengthen initiatives focused on measurable outcomes by providing targeted and culturally responsive professional development. This approach will empower student-facing staff as well as all other board employees, to enhance safer, more welcoming, and discrimination-free learning and working environments.

To ensure student participation in shaping policies that directly impact their learning and success, we will actively amplify student voice in advancing human rights and equity. By building leadership capacity and offering structured support for student groups, we will encourage collaboration and deepen a shared commitment to fostering a culture of respect, inclusivity and dignity for human rights across the DCDSB community.

We will continue to use data-driven strategies to identify and address systemic barriers to student success while promoting equitable workforce representation. By leveraging available workforce demographic data, we aim to bridge gaps in representation and implement thoughtful strategies to enhance inclusivity. Additionally, we will refine the board's Ontario Human Rights Code-based complaints resolution process by prioritizing culturally responsive and relevant early interventions, ensuring meaningful engagement with students and families.

As we work to dismantle systemic barriers and eliminate all forms of discrimination that have contributed to inequitable outcomes for marginalized groups, we will strengthen collaboration with advisory committees and key stakeholders. Through these collective efforts, we will continue to advance equity, inclusion, and promote the human rights and dignity of everyone within our board, fostering a school community where every individual feels valued and supported.



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

Inspired by the teachings of ‘Walking the Path Together’, and in alignment with the Truth and Reconciliation Commission’s Calls to Action, will continue to honour Indigenous days of significance, strengthen community partnerships, and expand on-the-land and cultural learning opportunities for students from Kindergarten to Grade 12.

Three areas of focus across the system continue to be: Indigenous Student Success, Truth and Reconciliation, as well as Cultural Teaching and Learning.

In the 2025-2026 school year, we will deepen our commitment through an updated Land Acknowledgement, supported by guided learning opportunities for staff and students that explore the significance of Treaties and our shared responsibilities to the Land. The board is also developing a plan to support Indigenous language revitalization, recognizing its importance to identity, healing, and reconciliation. Ongoing professional development for educators to better support Kindergarten to Grade 12 curriculum connections to First Nation, Métis, and Inuit knowledge, perspectives, culture, and history will continue (with a focus on recent curriculum releases in Language, Social Studies, History, and the upcoming Kindergarten release).

Literacy

The Durham Catholic District School Board will support improvement in literacy using an outcomes-driven model, which places a strong emphasis on data driven decision making using information on student reading skills gathered through screeners and other diagnostics to drive instruction and intervention. Provincially mandated universal reading screening of students in Kindergarten through Grade 2 will continue and will be used to inform reading intervention within the classrooms. Additionally, school literacy leads, and program support staff will engage in professional development focused on delivering systematic, explicit, and research-informed instruction on foundational reading skills. The new Kindergarten curriculum is expected to be released in September 2025, and the focus of professional development for staff on this new curriculum will include foundational literacy skills and reading intervention.





Literacy Intervention Teachers will be deployed to schools to provide coaching and intervention in foundational reading skills with an emphasis on supporting this new Kindergarten curriculum. Recognizing the importance of continued support beyond the early years, the board will also expand its focus on providing high-quality intervention resources and instructional strategies in Grades 3–8. Secondary educators will continue professional development surrounding the Grade 9 de-streamed curriculum and the integration of literacy and effective assessment practices in all subject areas to address learning gaps in literacy. Supporting the digital literacy strand of the language curriculum and the impact of Artificial Intelligence on teaching and learning will also be included in professional learning for educators.

Mathematics

To support students in meeting provincial math standards, Durham Catholic District School Board will continue to utilize a multi-tiered support system to guide the continued implementation of the Mathematics curriculum. Academic Services will support school administrators in leading professional learning in their schools through an ongoing mathematics content and instructional strategies learning series. Educators will have access to mathematics professional learning through Professional Activity days, Sharing of Excellence sessions, staff meetings, divisional meetings, and ‘lunch and learn’ sessions. Numeracy Intervention Teachers will continue to support classrooms at priority schools, providing targeted intervention to identify and close student learning gaps in Grades 3, 6 and 9. To support mathematics programming for students with special needs, the board will provide specific training and resources for all educators, including a monthly webinar series that will be recorded and posted, along with relevant resources. MathUP Classroom and MathUP Student digital tools will be provided to educators and students to support mathematics learning in the classroom and at home.

Student Success and Pathways

The DCDSB 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 four core job skills programs that include the Specialist High Skills Major Program (SHSM), Cooperative Education, the Dual Credit program and the Ontario Youth Apprenticeship Program (OYAP). DCDSB will continue to support all students that are required to earn a Grade 9 or 10 Technological Education Credit as part of their Ontario Secondary Diploma. The board will support the delivery of the Technological Education curriculum, which will involve additional course offerings and enhancements to facilities.

Corporate Supports and Resources

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

Corporate services work to create a positive learning and working environments that directly support faith and well-being, advance human rights and equity, and improve student learning.

Highlights of initiatives in the 2025-2026 school year to support the board's mission and goals include:

- **Business and Finance Services:** Strengthen financial oversight through procurement process improvements, promoting efficiency, accountability, and transparency for more effective financial management.
- **Communications Services:** Enhance communication and community engagement by expanding outreach, increasing transparency, and creating more opportunities for two-way dialogue with families, staff, students and community stakeholders.
- **Facilities Services:**
 - **New Construction:** The approval to tender is pending Ministry of Education approval for the replacement Monsignor Paul Dwyer Catholic High School and new Unnamed Seaton Catholic Elementary School. Construction is expected to occur through the 2025-2026 and 2026-2027 school years for opening in September 2027. A new 622 pupil place Catholic elementary school has been awarded for the Kedron east community to address accommodation pressures in Oshawa.
 - **Ajax Program and Boundary Review:** Minor adjustments will be reviewed in 2025-2026 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.
- **Human Resource Services:** Revise and implement an Employee Attendance Support program including the development of materials and resources to support both employees and supervisory staff in meeting the goals of the program.
- **Information Communications Technology (ICT):**
 - **Cybersecurity and Privacy Resilience:** As cyber threats continue to evolve, maintaining strong cybersecurity measures is crucial to protecting our systems and student and staff data.
 - **Emerging Technology through Artificial Intelligence (AI):** Emerging technology will be explored through a thoughtful approach that balances innovation with ethical considerations. From enhancing personalized learning and improving student engagement, to streamlining administrative processes.
 - **Strategic Technology Refresh:** As part of our ongoing commitment to modernizing and strengthening the school system, we will be allocating resources toward the procurement of new mobile devices (laptops). This initiative will ensure that schools are equipped with up-to-date technology that supports effective teaching and learning. Our Multi-Year Technology Strategy includes a comprehensive refresh plan to replace outdated hardware, enhancing overall performance, security, and user experience across the system.
 - **Transportation Services:** Durham Student Transportation Services (DSTS) will complete the full implementation of the mTransport system, electronic software that replaces the paper-based manifest on all busses to enhance student safety and enable routing efficiencies.

Board of Trustees

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



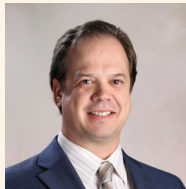
Kim Beatty
Vice-Chair of the Board and
Trustee, City of Oshawa



Richard Damianopoulos
Trustee, Townships of
Scugog, Uxbridge and Brock



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

Gerard Winn
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



Jessica Outram
Superintendent of Education



Ronald Rodriguez
Chief Information Officer –
Freedom of Information and Privacy



Jaime Sheepwash
Chief Human Resources Officer



Paula Sorhaitz
Superintendent of Education



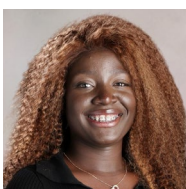
Katharine Stevenson
Superintendent of Education



Jim Wilson
Superintendent of Education



Student Trustees for 2024-2025



Ololade Aje
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