

2023-2026

Strategic Plan



Inspire 2026



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

Land Acknowledgement

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

Guided by our Mission, Vision and Strategic Priorities, the Durham Catholic District School Board is committed to ensuring learning about First Nations, Métis, and Inuit histories and perspectives in schools and communities. By recognizing and promoting an awareness of the histories, languages and contemporary realities of Indigenous peoples and this land, the Indigenous Education department supports the success of all our students, particularly our First Nations, Métis, and Inuit students. In partnership with the Indigenous community, we continue to build an understanding of the rights and responsibilities we all have to each other as citizens of this land and treaty people.

As a school board, we continue to deepen our understanding of land acknowledgements through conversations about the land and learning on the land with Indigenous community partners, knowledge keepers and Elders. In our schools and board, we have been engaging in learning about the importance of the land that we live on, our relationships with it, our role in protecting it, and how we as individuals connect with the land.

We open assemblies, gatherings and board meetings with a Land Acknowledgement to show respect, to promote further conversations and engage in deeper learning together. We take this action in response to the Truth and Reconciliation Commission's 94 Calls to Action to build positive and reciprocal relationships between Indigenous and Non-Indigenous peoples.



We Walk
The Path
Together



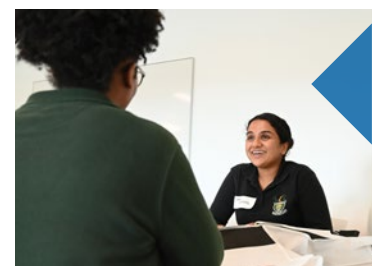
Multi-Year Strategic Plan

The purpose of a Multi-Year Strategic Plan (MYSP) is to provide a high-level framework that guides the work of the trustees and staff to move the Durham Catholic District School Board forward over a three-year time period. The MYSP outlines the priorities and processes that will be used to guide decision-making, set annual goals, inform actions and measure outcomes.

Development of Our Plan

The development of this Multi-Year Strategic Plan (MYSP) was an eight-month process that focused on listening to the voices of the many people and groups involved in our education system, and examining our programs and data. A MYSP Committee was formed to oversee the process that included student, family, staff and clergy representatives as well as individuals from our Anti-Black Racism and Black Excellence Advisory Committee, Durham Catholic Parent Involvement Committee, Indigenous Education Circle, Special Education Advisory Committee and 2SLGBTQ+ Advisory Group.

We are grateful for the input and feedback received through focus groups, online surveys, ThoughtExchanges, interviews, and student summits. Your contributions together with data analysis and an environmental scan have led to the development of this MYSP that will guide the future of Catholic education in Durham Region for the next three years.



Our Mission and Vision

Mission

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

Vision

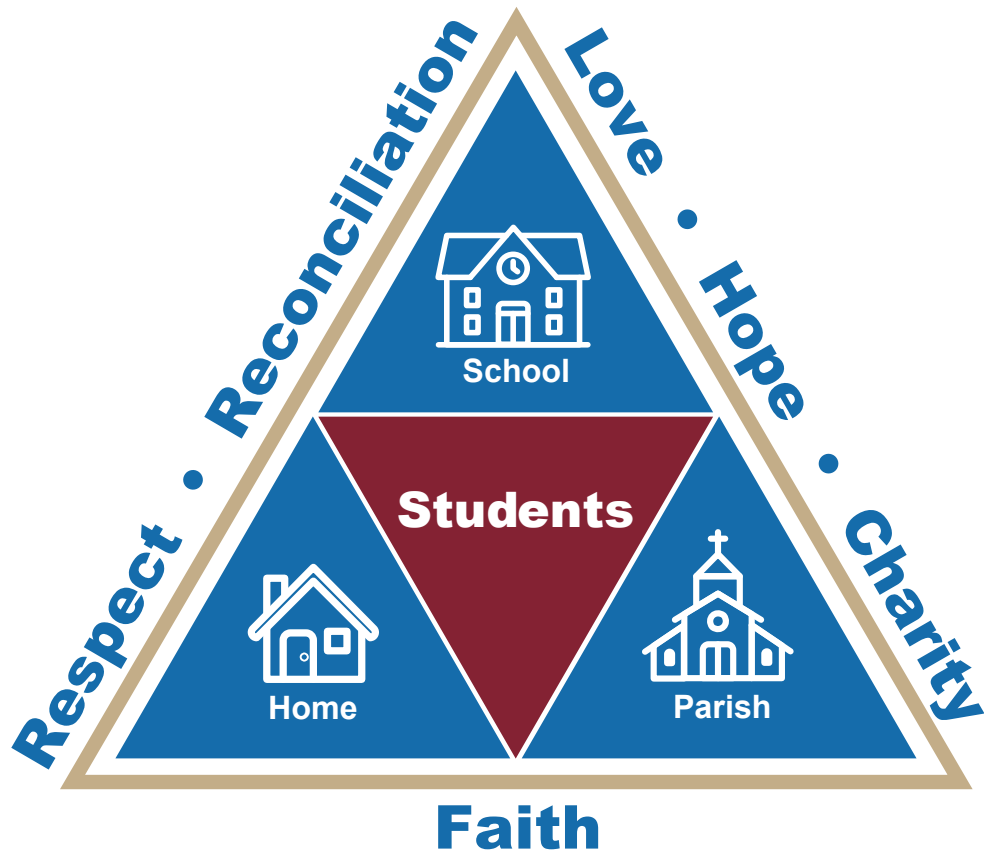
By fostering positive relationships with home, school, parish and community, students and staff will learn and work in a Catholic environment where every person is:

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



Our Values

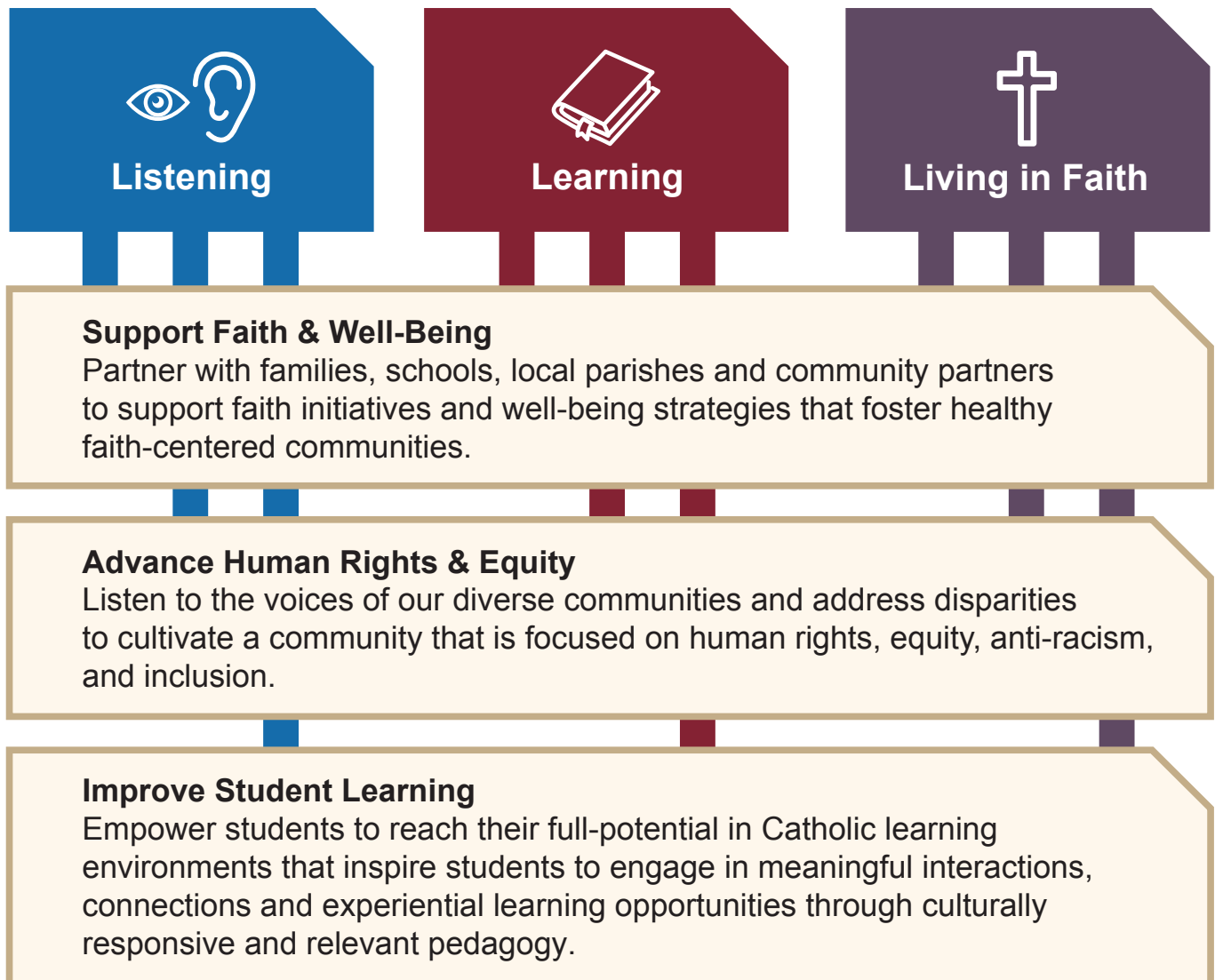
We live our faith by demonstrating values of love, hope, faith, charity, respect and reconciliation.



Our Plan At A Glance

Listening, Learning and Living in Faith are foundational processes that form the core of our Multi-Year Strategic Plan (MYSP). Through the intentional implementation of these processes, annual goals will be developed and implemented under the strategic priorities of:

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



DISCOVER
YOUR PATHWAY
TO SUCCESS



Listening

We must foster the art of listening to our students, staff, families, parishes and community partners to achieve our strategic priorities. By listening to the diverse needs of our communities, reviewing data and reflecting on research, we can dismantle systemic barriers to success and provide more equitable and engaging learning environments for students.

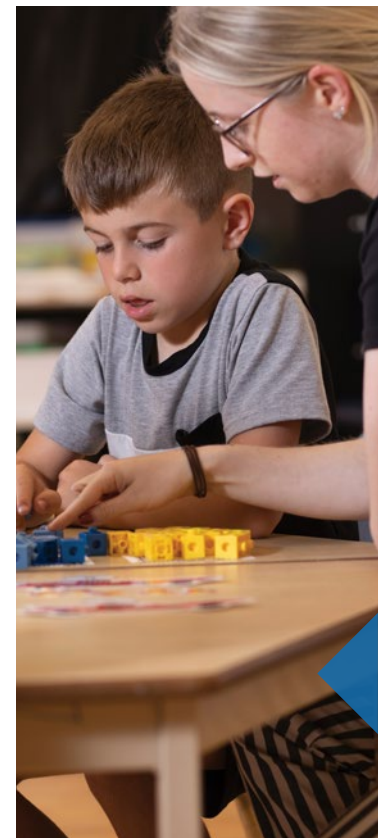
How will we listen?

We will:

- Build better understanding of the needs of each member of our community by creating spaces and establishing intentional practices to listen, with the ears of the heart, to all voices.
- Increase opportunities for student voice to inform instruction and decision-making.
- Review and reflect on critical data to identify areas of need.
- Use research and experts to identify and implement best practice.

“It is only by paying attention to whom we listen, to what we listen, and to how we listen that we can grow in the art of communicating, the heart of which is not a theory or a technique, but the ‘openness of heart that makes closeness possible’.”

– Pope Francis





We are a learning organization. Our commitment to providing positive and welcoming learning environments for students is mirrored in our commitment to engaging staff in timely and culturally relevant professional learning. To achieve our strategic priorities, our MYSP focusses on learning that is faith-based, culturally responsive, data driven and grounded in research.

How will we learn?

Student Learning

We will:

- Review and revise curriculum resources to increase diversity and better reflect the demographics of DCDSB's student population.
- Continue to collaborate with the Indigenous Education Circle in deepening understanding of Indigenous education across the curriculum.
- Enhance opportunities for all students through a culturally responsive and relevant instructional approach and the destreaming of secondary curriculum in accordance with the Ministry schedule.
- Support literacy for all students with instructional practices and resources that reflect the science of reading.
- Expand and enhance STEM (Science, Technology, Engineering and Math) based learning opportunities.
- Increase focus on authentic and experiential learning in and beyond the classroom.

Professional Learning

We will:

- Provide timely, culturally relevant and research-based professional learning for staff.
- Build educator capacity to support students with special education needs.
- Focus on both technical and adaptive learning opportunities that enhances leadership throughout the system.



The act of listening and learning bears fruit when accompanied by action. As partners in Catholic education we are called to live in ways that authentically represent our faith. We are guided in our actions by the Gospel values of Jesus Christ and the Social Teaching of the Catholic Church. We are called to demonstrate our faith through charitable works and service. By living in faith, students and staff will support faith and well-being, advance human rights and equity and improve student learning.

How will we live in faith?

We will:

- Be Catholic learning communities that embody love and respect for the dignity and worth of each person.
- Focus on Catholic Social Teaching across the curriculum.
- Be models of Truth and Reconciliation as we Walk the Path Together with the Indigenous community.
- Provide learning and faith formation opportunities that support every person in their lifelong journey to full attainment of the Ontario Catholic School Graduate Expectations.
- Be stewards of creation.
- Bring faith to life through authentic learning that is experiential, applicable, practical, on-the-land and alive in the community.

“Faith and performing good works for your fellow man go together like body and soul. You simply aren’t alive unless both body and soul are united.”

– James 2:26



Our Performance

Monitoring performance is critical to public accountability and transparency.

In this unique time as we begin to recover from a global pandemic, and learn to live with the ongoing impact of COVID-19, the ability to quickly adapt to the emerging needs of our students, families, staff and local communities will require system-level agility. Responsivity may require the development of action plans, initiatives, programs and/or policies that are new, innovative, targeted, short or long term.


To meet this need, while always working toward realization of the priorities of the Multi-Year Strategic Plan (MYSP),

operational plans will be developed annually that articulate the specific goals, strategies and expected outcomes for each school year. These operational plans will be developed using the framework of the MYSP and may include Ministry-driven initiatives. Performance measures connected to each goal will be identified annually.

Quantitative and qualitative data will be used to describe and interpret overall impact over the three-year period.

We will focus on being able to describe and reliably assess progress through the following monitoring framework:

Monitoring Framework

Implementation	<p>Were timelines/targets met?</p> <p>How well did we implement the identified strategies?</p> <p>How do we know?</p>	
Impact	<p>What has changed as a result of the actions taken?</p> <p>Who/what was affected?</p> <p>Were there any unintended outcomes?</p>	
Insights	<p>What have we learned?</p> <p>What new questions/ideas have emerged?</p> <p>What are our next steps?</p>	

Examples of mandatory operational and action plans required by the Ministry and/or Board that relate to and further define the Board's strategic direction

- Board and School Improvement and Equity Plans
- Board and School Pastoral Plans
- Board Mental Health Action Plan
- Staff Wellness Action Plan
- Bullying Prevention and Intervention Plan
- Board Equity Action Plan
- Human Rights and Equity Advisor Report
- Indigenous Education Board Action Plan
- Special Education Plan
- Budget and Strategic Priorities Report
- DCDSB Sustainability Plan
- Board Accessibility Plan
- Long-term Accommodation and Capital Plan
- Multi-Year Technology Plan
- French as a Second Language 3 Year Plan
- General Emergency Preparedness Response Plan
- Business Continuity Plan

Examples of quantitative and qualitative data sources to inform planning and monitor outcomes

- Advisory Groups
- Board Equity Audit
- Board Mental Health Scan (quarterly data)
- Course Selection Data
- Credit Accumulation
- Cyber Security Data
- Early Development Index Data
- EcoSchools Certification
- Enrolment Data and Projections
- Environmental Conservation Data
- Exit Surveys
- Human Resources Data (e.g. absenteeism, health claims, disability claims)
- Human Rights Complaints Reporting Data
- Indigenous Self-Identification Data
- Ontario Youth Apprenticeship Program Data
- Parent Engagement Survey Data
- Participation Rates in Wellness Initiatives
- Report Card Data
- Risk Mitigation
- School Climate Survey Data
- Specialist High Skills Major Data
- Student Assessment Data
- Student Attendance Data
- Student Demographic Data
- Student Voice Data
- Suspension/Expulsion Data
- ThoughtExchanges
- Training and Professional Development Feedback Forms
- Completion Data, Incident Rates (SBCI reports)
- Workforce Demographic Data/Employment



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