



CDSBEO

# Multi-Year Strategic Plan

## 2025-2030



TO **LEARN**  
TO **NURTURE**  
TO **BELIEVE**  
TO **BELONG**



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# Introduction

*“Todos, todos, todos...There is space for everyone, and when there isn’t, please let’s work so that there is.”*

- Pope Francis

Inspired by Pope Francis’ synodal process, the CDSBEO Multi-year Strategic plan for 2025-2030 is a product of deep listening and extensive consultations. Pope Francis has emphasized the importance of synodality, which calls for the Church to be more inclusive, participatory, and missionary. This process involves listening to all members of the Church community, ensuring that everyone’s voice is heard and valued. Embracing these principles and using the synodal process as a basis for our work, we gathered data from parents, staff, and students to inform our strategic plan. This inclusive and reflective journey has allowed us to understand the diverse needs and aspirations of our community, enabling us to craft a strategic plan that is both responsive and visionary.

*“To each is given the manifestation of the Spirit for the common good.”*

- 1 Corinthians 12:7

Deep listening, a core element of the synodal process, is integral to our approach to learning and teaching within our schools and classrooms. By truly hearing and understanding the diverse voices we can better support the academic and personal growth of all members of our community. This commitment to deep listening and responding to the needs of our learners reflects our mission for holistic education. Furthermore, a focus on deep listening ensures that students engage with their education on a profound level with a goal to foster critical thinking, creativity, and a lifelong love of learning. In short, we co-create the conditions for the common good in our schools, our community and our society.

Our strategic plan is built upon four key priorities which emerged from the consultation: **To Belong, To Believe, To Nurture, To Learn**. While these pillars are interwoven, three of them serve as the basis upon which learning takes place. We believe that when students belong, they also believe, and are given the opportunity to nurture their God given talents to learn and thrive.

These priorities, which guide the CDSBEO in responding to the needs of our learners, form the basis of measurable actions which are outlined in this Multi-year Strategic Plan for 2025-2030.



# Mission, Vision & Theme

## Mission

We proclaim our Catholic faith by co-creating the conditions to belong, to believe, to nurture, and to learn as an expression of God's vision for us all, blessed and beloved.

## Vision

Rooted in the deepest traditions of Catholic faith and action, we inspire our students and staff to grow, believe, act, and hope in an ever-changing world.

## Board Spiritual Theme 2025-2030



# Ontario Catholic School Graduate Expectations



## 1. A DISCERNING BELIEVER

formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through work, sacrament, prayer, forgiveness, reflection and moral living.



## 2. AN EFFECTIVE

**COMMUNICATOR** who speaks, writes and listens honestly and sensitively responding critically in light of gospel values.



## 3. A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

who solves problems and makes responsible decision with an informed moral conscience for the common good.



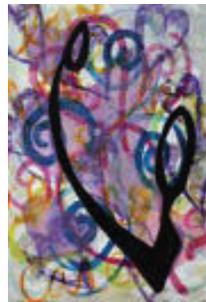
## 4. A SELF-DIRECTED, RESPONSIBLE, LIFELONG

**LEARNER** who develops and demonstrates their God-given potential.



## 5. A COLLABORATIVE CONTRIBUTOR

who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



## 6. A CARING FAMILY MEMBER

who attends to family, school, parish and wider community.



## 7. A RESPONSIBLE CITIZEN

who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



# Catholic Social Teaching

Discover the 10 principles of Catholic Social Teaching:



**Common  
Good**



**Dignity of the  
Human Person**



**Ecological  
Responsibility**



**Economic  
Justice**



**Participation**



**Peace**



**Preferential  
Option for  
the Poor**



**Rights and  
Responsibilities**



**Solidarity**



**Subsidiarity  
and the Role of  
Government**



# Introducing the CDSBEO Multi-Year Strategic Plan

## A Journey in Synodality

When we considered how we might renew and set direction for our school board for the next five years, and after having experienced the last five unprecedented ones, we chose to draw our inspiration from Pope Francis and from our Church:

“Synodality is a style, it is a walk together, and it is what the Lord expects from the Church of the third millennium,” Francis said, and we took the walk together accordingly.

And, as with all long walks and journeys, the advice, fellowship, and inspiration of others illuminated a path forward that had at its centre the Holy Spirit. From the advisory group and committees of the board to students, staff, and families from every school, we came to understand that we all have a co-responsibility in mission, a communion that radiates, and we participate in governance and authority.

The importance of deep listening is a part of this approach and requires that we become a listening presence to another.

We believe when deep listening happens, we can change hearts – our own and the person who is heard.

As a result of this process of deep listening, and in addition to the struggles we sometimes feel to listen, we placed listening as a priority for our Board’s spiritual theme, ensuring that the conditions of synodality have the chance to grow in our classrooms, schools, and offices.

The strategic plan of the CDSBEO for 2025 to 2030 is really about the shared responsibility we have in co-creating the conditions for learning for all, or as Francis says “*todos, todos, todos.*”

When we co-create the conditions for learning, we create a dynamic where belonging, faith, and nurturing are the focus of our everyday lived experience and for the lived experiences of all whom we serve.

Peace and Every Good,

Laurie Corrigan

Director of Education



# Introducing the CDSBEO Multi-Year Strategic Plan

## A Journey in Synodality

With gratitude, I am pleased to introduce the 2025-2030 Multi-Year Strategic Plan for the Catholic District School Board of Eastern Ontario. Inspired by the synodal call to listen, walk together, and respond to the Spirit's guidance, this strategic plan reflects our voices, hopes, and shared vision. It has been the culmination of a prayerful and collaborative discernment process across the CDSBEO.

Rooted in faith and shaped by a deep commitment to Catholic education, this plan emerged from an extensive consultation process that engaged all our schools, including students, staff, Catholic school councils, and the student senate. Through dialogue, listening, and quiet reflection, our schools were invited to discern together how we can continue to serve, educate, and accompany our students in their formation as disciples of Christ.

From this collective discernment, four fundamental tenets have emerged to guide our path forward:

**To Nurture:** Cultivating a culture of care and well-being, where each person is seen, valued, and supported.

**To Learn:** Fostering excellence in Catholic education, inspiring lifelong learning and critical engagement with the world.

**To Believe:** Deepening our relationship with Christ through prayer, sacrament, and faith formation.

**To Belong:** Strengthening inclusive, Christ-centered communities where all members are welcomed and empowered.

This plan is more than a road map – it is a shared commitment to mission that calls us to listen attentively, act courageously, and remain faithful to the Gospel in the years ahead. As we move forward together, we pray for the guidance of the Holy Spirit, that we may continue to nurture faith, inspire learning, and strengthen the sense of belonging within our Catholic schools.

I invite you to explore this strategic plan, reflect on its vision, and join us in bringing it to life in the spirit of communion, participation, and mission. May we, like the prophet Samuel, continue to listen with open hearts and respond with faith-filled action:

“Speak, Lord, for your servant is listening.” - 1 Samuel 3:9

Blessings,

(Rev.) John Whyte  
CDSBEO Faith Animator

“Speak, Lord, for your servant is listening.”

- 1 Samuel 3:9

# Strategic Priorities Summary Graphic

The following graphic provides a visual summary of our Strategic Priorities for 2025–2030, which fall under four tenets: To Belong, To Believe, To Nurture and To Learn. These priorities highlight our commitment to fostering a sense of community, encouraging personal and academic growth, deepening faith, and ensuring an inclusive and supportive environment within our schools. Each heading encapsulates specific goals and actions that guide and define our strategic priorities for the next five years.



# To Belong

**Goal:** *To foster faithful, inclusive, and supportive communities that establish the conditions of belonging.*



## Actions

**Inclusive Community:** Create a sense of belonging for all students by fostering an inclusive and supportive school culture. Encourage diversity and acceptance of all individuals drawing upon the deepest traditions, doctrine, and the Magisterium of the Catholic Church.

**Community Engagement:** Build stronger connections between the school, home, parish, and community partners through celebrations of the sacraments and liturgies, volunteer opportunities, and social justice projects.

**Communication:** Ensure clear and consistent communication between the school, parents, and the community using board newsletters, digital platforms, and regular updates to keep everyone informed and engaged.

**Extracurricular Activities:** Provide a variety of extracurricular activities, clubs, and sports to engage students and help them build connections with their peers and community. Encourage participation in community service and outreach programs.

**Sense of Community:** Create a supportive and inclusive school culture where everyone feels valued and connected.

**Collaboration and Communication:** Enhance collaboration between school, home, and parish through meaningful communication, collaborative initiatives, and regular interactions that follow the liturgical year.

**Celebrating Achievements:** Recognize and celebrate student participation and achievements, both academic and extracurricular, to foster a sense of belonging and community.

# To Believe



**Goal:** *To strengthen the faith of students and staff through the hope that is Catholic Education.*

## Actions

**Faith Integration:** Emphasize the importance of faith in education with an understanding of the meaning of Catholic and catholic. Facilitate participation in religious activities, prayer, and Christian meditation. Provide opportunities for spiritual growth and connection with the Church and its teachings.

**Catholic Social Teaching:** With the primacy of the common good as a focus, increase the literacy of all students, staff and family on the remaining principles of Catholic Social Teaching.

**Co-creating Hope:** Using the Good News as a foundation, teach students to consider challenges and setbacks with positivity and hope.

**Role Models:** After their parents, guardians and caregivers, all staff function as a primary role model for students, and as such, mentor and guide them to positive beliefs about themselves.

**Conditions of Belonging:** Promote inclusivity and equity through diverse materials, culturally relevant and responsive practices, and listening to student voices.

**Community and Faith:** Strengthen connections with local parishes through mutual visits to church and school; shared liturgies; and opportunities to celebrate the sacraments. Encourage participation in Catholic social justice projects.



# To Nurture

**Goal:** *To create safe, supportive, and healthy learning environments by leveraging all available resources.*



## Actions

**Resource Systems:** Using tiered approaches to mental health and wellbeing, provide access to mental health professionals so that students have additional trusted adults that they can turn to for help, and staff may readily know the resources available to them to support their own mental health and well-being.

**Positive Environment:** Create a safe and supportive environment at school that emphasizes deep listening, respectful communication, and emotional support.

**Parents as Resources:** Encourage parents to be involved in their children’s education through regular communication, workshops, and events. Provide resources for parents to support their children’s mental health and learning at home.

**Mental Health and Wellbeing Resources:** Provide enabling learning conditions that include physical activity and movement; healthy eating and hydration; prayer and Christian meditation; and outdoor activities. Ensure students have time for relaxation, quiet, and play, to support their overall well-being.

**Emotional and Social Learning:** Through modeling and teaching deep listening and respectful collaboration, teach students specific strategies that help them cope and regulate their emotions, so they can manage stress and build resilience.

**Fiscal Resources:** Align the fiscal resources of the school board using its Strategic Plan as well as the Ministry mandated priorities that include Student Achievement and Action Plan, Math Achievement and Action Plan, Board Action Plan on Indigenous Education, and the Board Plan for Student Achievement.

**Fiscal Resources:** Provide transparency and accountability regarding the allocation of board financial resources by leveraging the established internal and external audit processes as well as the audit committee in keeping with legislated requirements.

**Human Resources:** Continue to foster a positive work environment that nurtures talent, celebrates diversity, encourages innovation, and works to build a culture of community and adult faith formation. Align the provision of human resources by prioritizing them in keeping with the board’s strategic plan and Ministry mandated priorities.

**Capital Resources:** Align the use of capital resources with establishing safe and healthy learning environments and environmental conditions for learning and advocate for their timely renewal and maintenance. Maintain class sizes and access to educational staff in keeping with ministry provided funding and priorities.



# To Learn

**Goal:** *To improve student achievement and well-being by supporting diverse learning needs.*



## Actions

**Resources and Support:** Improve student literacy and numeracy through evidence based, equitable, tiered approaches to teaching and learning. Maintain class sizes and access to educational staff in keeping with ministry provided funding and priorities. Leverage professional development in creative and responsive ways that support educator learning and growth.

**Enabling Learning Conditions:** Embed universal design for learning (UDL) and differentiated instruction that includes sound practices of assessment for, of, and as learning. Blend learning that respects learning that may take place at home, at school, and in community through responsive digital citizenship.

**Skill Development:** Focus on practical life skills, financial literacy, and real-world applications of academic subjects by encouraging experiential learning and community partnerships.

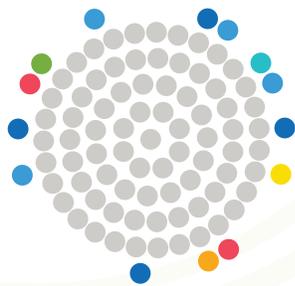
**Mental Health and Wellbeing:** Continue to integrate mental health education into the curriculum; intentionally teach prayer, Christian meditation and mindfulness, as coping strategies; and use tiered approaches for mental health and wellbeing of students and staff.

**Technology, Tools, and Artificial Intelligence:** Ensure equitable access to technology, and leverage digital tools and resources to enrich student learning, digital discipleship, and the Catholic Graduate Expectations as global competencies.



# Othering & Belonging

The graphics included below were created by the Berkeley Othering and Belonging Institute ([belonging.berkeley.edu](http://belonging.berkeley.edu)). It illustrates the complex dynamics of exclusion, segregation, integration, and belonging, highlighting how these mechanisms interconnect and impact social life.

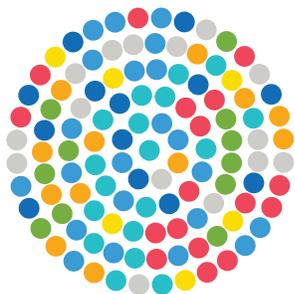
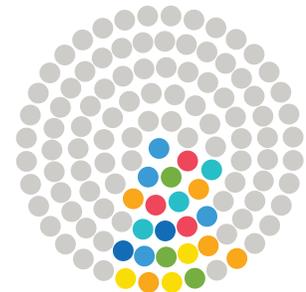


## Exclusion

Exclusion refers to the systematic marginalization of certain groups based on race, ethnicity, socio-economic status, and more. This marginalization manifests through policies and practices that perpetuate inequality and limit access to resources and opportunities.

## Segregation

Segregation involves separating groups of people based on various social divides such as race, religion, or socio-economic status. It is designed not just to keep people apart but to control access to communal resources and opportunities.

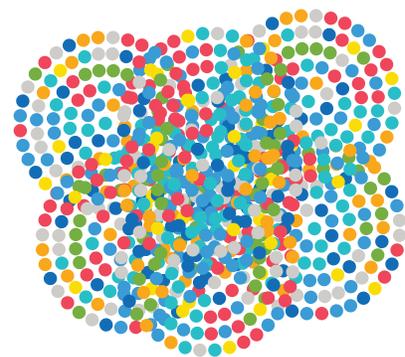


## Integration

Integration focuses on incorporating historically excluded groups into mainstream social, economic, and political systems. This process seeks to dismantle the barriers created by exclusion and segregation.

## Belonging

Belonging goes beyond mere inclusion, emphasizing meaningful participation and representation. It involves having a voice and contributing to the design of social and cultural systems.



# Acknowledgments

We extend our deepest gratitude to the students, staff, parents from all CDSBEO schools, as well as the Strategic Plan Advisory Committee, whose participation has been paramount in providing their input to guide our strategic priorities. Your support has, and continues to be, instrumental in fostering a community of excellence, compassion, and growth. Together, we will continue to build a nurturing, faithful, inclusive, and inspiring educational environment.

## Special thanks to...

### CDSBEO Schools

|   |   |
|---|---|
| Bishop Macdonell Catholic School        | St. John Catholic Elementary School     |
| Holy Cross Catholic School              | St. John Catholic High School           |
| Holy Name of Mary Catholic School       | St. John Paul II Catholic School        |
| Holy Trinity Catholic Secondary School  | St. Joseph Catholic School (Toledo)     |
| Iona Academy Catholic School            | St. Joseph Catholic School (Gananoque)  |
| J.L. Jordan Catholic School             | St. Joseph Catholic Secondary School    |
| Notre Dame Catholic High School         | St. Jude Catholic School                |
| Our Lady of Good Counsel                | St. Luke Catholic High School           |
| Sacred Heart Catholic School            | St. Mark Catholic School                |
| Sacred Heart of Jesus Catholic School   | St. Mary Catholic High School           |
| St. Andrew's Catholic School            | St. Mary Catholic School                |
| St. Anne Catholic School                | St. Mary Catholic School (Chesterville) |
| St. Edward Catholic School              | St. Mary-St. Cecilia Catholic School    |
| St. Finnan's Catholic School            | St. Matthew Catholic Secondary School   |
| St. Francis de Sales Catholic School    | St. Michael Catholic High School        |
| St. Francis Xavier Catholic High School | St. Mother Teresa Catholic School       |
| St. Francis Xavier Catholic School      | St. Patrick Catholic School             |
| St. Gregory Catholic School             | St. Peter Catholic School               |
| St. James Catholic Education Centre     | St. Thomas Aquinas Catholic High School |
| St. John Bosco Catholic School          |   |



## And also thanks to...

### CDSBEO Strategic Plan Advisory Committee

Brent Bovaird, Superintendent of School Effectiveness

Judith Beriault, Executive Assistant to the Director of Education

Laurie Corrigan, Director of Education

Christopher Cummings, Board Chair

Lori Anne Donovan, Principal, St. Joseph, Gananoque

Amber LaBerge, Communications Lead

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Steve Payne, CIO

Linda Staudt, Synod Delegate

Fr. John Whyte, Board Faith Animator

### Strategic Plan Site Team

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And special thanks to Dan Dumond, Social and Digital Media Officer, for bringing the plan to life visually.



# Senior Administration & Board of Trustees

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