

SCDSB MYSP

2026 to 2031

Mission, vision, values

These have shaped Sudbury Catholic Schools, and they shape this plan.

MISSION

What we are here to do

To realize each student's potential within our inclusive Catholic learning community by nurturing mind, body, and spirit.

VISION

Who we are becoming

Leaders in learning and faith.

VALUES

How we live the mission

*Faith · Respect · Community
· Innovation · Learning.*

These five values shape how we teach, how we lead, and how we serve every day.

How SCDSB responded to the new provincial environment

Ontario tabled new legislation that materially changes how SCDSB will be measured. The next MYSP engaged these changes as both compliance opportunity and strategic invitation.



Ontario boards
currently under
provincial supervision
(early 2026)

Putting Student Achievement First Act, 2026

- New CEO and Chief Education Officer roles
- Mandatory Student and Family Support Offices by Sept 1, 2026
- Expanded Ministry oversight of finances, governance, program performance
- ***Provincial priorities: reading, writing, math, STEM, engagement, wellbeing, "back to basics"***

What this meant for SCDSB

We ensured the next MYSP clearly reflects Ministry priorities, including literacy, numeracy, achievement, and wellbeing. While aligning with provincial direction remains consistent, the methods for monitoring and assessment have evolved and are now subject to greater scrutiny.

What this did not replace

- Catholic identity is constitutionally protected and central to SCDSB's purpose
- Indigenous education and Truth and Reconciliation commitments require local design
- Equity grounded in Catholic social teaching is distinctive

While these are not Ministry priorities, we recognize their importance and have made them essential components of our work.

Addressing the strategic invitation

The next MYSP pillars reflect the language of student achievement and accountability while preserving and deepening what makes SCDSB distinctive: a Catholic learning community of mind, body, and spirit.

Our Core Foundations for Success

Proposed pillars grounded in the engagement evidence.



Living Catholic Identity

A Catholic identity that is nurtured in every student, deepened through the faith formation of staff, and lived through the home-school-parish triad, with Catholic social teachings and gospel values as the foundation for equity and dignity of every person.



Welcoming, Inclusive and Safe Schools

Every student and staff member experiences a welcoming learning and working environment where each person is valued for who they are. Safety is a daily lived reality, supported by clear, trusted responses to bullying, hate, bias, discrimination, and violence. Inclusive learning environments are the foundation of welcoming, safe, and equitable schools where students and staff truly belong.



Achievement and Future Pathways

Close academic gaps, strengthen literacy and numeracy skills, and ensure that all students graduate with meaningful pathways. Experiential, hands-on, pathway-rich learning (e.g. skilled trades, Indigenous land-based learning, STEM, and responsible AI) is an integral part of the student learning experience.



System Excellence

Foster a culture of trust, transparency, accountability, and collaboration through clear communication, meaningful stakeholder voice, sustainable workforce practices, modern operations, and governance that reflects the lived realities of all staff.

Plan on a page

Four strategic pillars. Thirteen goals. One commitment: every student — mind, body, and spirit.



Overarching Mission & Vision

Leaders in learning and faith

To realize each student's potential within our inclusive Catholic learning community by nurturing mind, body, and spirit

Living Catholic Identity

Nurture the development of Catholic Identity

Strengthen Student and Adult Faith Formation

Enhance the Home–School–Parish Triad

Welcoming, Inclusive and Safe Schools

Continuously Strengthen Student and Staff Wellbeing

Ensure Consistent Processes to Respond to Bullying, Hate, Bias, Discrimination and Violence

Improve Navigation and Access of Mental Health, Special Education, and Wellbeing Supports

Deepen Indigenous Education and Truth and Reconciliation

Achievement & Future Pathways

Close Achievement Gaps in Numeracy & Literacy

Create Hands-On, Experiential Learning Opportunities that Deepen Student Engagement

Provide Learning Experiences and Supports That Ensure Students Feel Prepared and Confident to Transition Successfully to Their Next Stage of Learning and Life

System Excellence

Build a Culture of Trust, Transparency, Accountability, and Collaboration

Sustain the Workforce who Carry the Plan

Steward Resources and Modernize Operations

Living Catholic Identity

A Catholic identity consistently experienced by every student, every family — through the home–school–parish triad.

Living Catholic Identity



Living Catholic Identity

Catholic identity is the system's deepest source of distinctiveness and strength.

The community is asking that this next plan ensures that strength is consistently lived and felt by every student, every family, and through the home–school–parish triad.

Staff bring genuine confidence to the Catholic mission (88%). Parents value faith outcomes (70%). The community is asking us to close the gap between what staff feel and what students and families experience day-to-day.

GOALS IN THIS PILLAR

- 1 Nurture the development of Catholic Identity**
- 2 Strengthen Student and Adult Faith Formation**
- 3 Enhance the Home–School–Parish Triad**

Goal 1: Strengthen the Catholic Identity Experience

Students and staff consistently witness our schools as distinctly Catholic communities where faith, learning, and inclusion are visibly integrated in daily life.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Faith as a Daily, Lived Experience in Every Classroom <i>Define what faith formation means in practice across SCDSB — including catechesis and Catholic social teaching — and ensure it is consistently delivered in every school, so students and families clearly experience their school as a distinctly Catholic community every day.</i>	• KPI Increase student agreement with "Catholic values are reflected in daily school life" from 58% toward an increase target of toward 80% by 2031. • KPI All staff using core resources and religious education consistently taught daily across all schools. • KPI Increase in percentage of students who understand how their learning connects to the Ontario Catholic School Graduate Expectations (OCSGE).	Leads: • Superintendents of Education • Consultant • Chaplain Leads • Faith Animator	Short Term
Nurturing Students' and Staff's Lived Catholic Identity <i>Create regular, welcoming opportunities for students and staff to develop a Catholic identity — with a focus on growing the number of students completing sacraments as a tangible sign of a living faith community, and deepening parent understanding of the Board's mission.</i>	• KPI Increase in the number of students completing sacraments year-over-year. • KPI Increase parent agreement with "I feel connected to the Catholic mission of the Board" from 43% toward increased target by 80% by 2031 • KPI Increase in the number of school-level faith engagement opportunities offered to families each year.	Leads: • Superintendents of Education • Principals • Parish Partners	Medium Term

ONTARIO MOE ALIGNMENT. Putting Student Achievement First Act, 2026 requires boards to align with provincial priorities; Section 93 of the Constitution Act and the Ontario Catholic School Graduate Expectations protect and define the Catholic mandate. PPM 119 requires all students to see themselves reflected in school culture.

**Kick off for timelines are working estimates and can be revised by the Board of Trustees or the individual(s) responsible for each initiative.*

Short Term

< 1 yr

Medium Term

2-3 yr

Long Term

4-5 yr

Goal 2: Strengthen Student and Adult Faith Formation

Staff and families engage in ongoing, accessible faith formation that deepens understanding of Catholic teaching and supports living the Gospel in school, home, parish, and community.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Board-Wide Staff Faith Formation Anchored in Equity and Dignity <i>Expand accessible, Board-led faith formation experiences so staff across every role can model Catholic values with confidence and consistency in their daily work — with explicit grounding in Catholic social teaching and dignity.</i>	• KPI Increase in percentage of employee groups participating annually in Board-led or approved faith formation experiences. • KPI Increase in staff knowledge and confidence in Catholic social teaching, and catechesis. • KPI Increase staff agreement with "I feel supported in my own faith growth by the Board" year over year from baseline.	Leads: • CEO • Superintendents of Education • Religion and Family Life consultant • Parish Partners	Short Term
Accessible Faith Formation Opportunities <i>Offer practical, faith formation opportunities and resources to families to enhance the home-school-parish relationship — supporting parents as their child's first educators.</i>	• KPI Increase in the number of family-focused faith formation events offered per school per year. • KPI Increase in percentage of families reporting the Board provides meaningful opportunities to grow in understanding of Catholic faith.	Leads: • Superintendents of Education • Principals • Parish Partners • Catholic School Councils	Medium Term

ONTARIO MOE ALIGNMENT. PPM 159 mandates structured professional learning tied to board improvement goals; the Student and Family Support Office raises expectations for formal family engagement channels. For Catholic boards, staff faith formation anchored in Catholic Social Teaching is how the Graduate Expectations are modelled.

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Short Term

< 1 yr

Medium Term

2-3 yr

Long Term

4-5 yr

Goal 3: Enhance the Home–School–Parish Triad

Every school has a strong, visible partnership with its parish and families — with clearly defined roles and shared initiatives that support sacramental life, service, and Catholic social teachings.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
A Documented Annual Partnership Plan Between Every School and Its Parish <i>Establish a shared annual plan between every school and its parish partner for faith events and sacramental preparation — ensuring parishes are partners, so the triad relationship is structured, accountable, and visible to the community.</i>	KPI All schools celebrate Mass and prayer services regularly with their parish partner. KPI Increase in stakeholder agreement with "There is a strong partnership between home, school, and parish" year over year from baseline. KPI 100% of schools have a documented annual plan developed with parish partners for faith events and sacramental preparation by 2031.	Leads: - CEO - Superintendents of Education - Parish Partners - Principals - Religion and Family Life Consultant - Chaplain Leads - Faith Animator	Short Term
Expand the Presence of Parish and Faith Leadership in Schools, with a Diocesan Governance Touchpoint <i>Expand the presence of parish leaders, deacons, faith animators, and chaplains in daily school life so students and families experience the triad as real and active, not symbolic — supported by an annual diocesan dialogue between Board and the Diocese of Sault Ste. Marie.</i>	KPI Increase in the number of schools with regular visits or involvement from parish leaders and deacons. KPI Increase in the number of classroom visits to the school from faith animators and chaplains supporting schools. KPI Annual Diocesan–Board touchpoint completed and documented each year of the plan.	Leads: - Superintendents of Education - Principals - Parish Partners - Diocese of Sault Ste. Marie - Trustees - Chaplain Leads - Faith Animator	Long Term

ONTARIO MOE ALIGNMENT. The Student and Family Support Office requires formal family engagement channels with documented response timelines. PPM 160 requires boards to remove barriers to family participation. Formalising school–parish partnership plans ensures the triad is system-designed, not dependent on individual relationships.

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Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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Welcoming, Inclusive and Safe Schools

A safe, caring learning environment where every student and staff member can thrive.

Welcoming, Inclusive and Safe Schools

Students and parents feel safe, and the system is doing intentional work on human rights-based protocols, mental health, and wellbeing.

The community is asking that the MYSPP extend this care to consistent response, deeper supports, and staff wellbeing prioritized with student wellbeing.

In alignment with Policy BR 181, Anti-Racism Policy and Framework, the Board fosters faith-filled, safe, and inclusive environments where dignity is upheld and racism is actively addressed, supporting consistent, human rights-based practices and the well-being of both students and staff.

GOALS IN THIS PILLAR

- 1** Continuously Strengthen Student and Staff Wellbeing
- 2** Ensure Consistent Processes to Respond to Bullying, Hate, Bias, Discrimination and Violence
- 3** Improve Navigation and Access of Mental Health, Special Education, and Wellbeing Supports
- 4** Deepen Indigenous Education and Truth and Reconciliation

STRATEGIC PILLAR

Welcoming, Inclusive and Safe Schools



Goal 1: Continuously Strengthen Student and Staff Wellbeing

Staff feel valued, supported, and able to thrive in their roles, recognizing that staff wellbeing is the precondition for student success. Students experience their school as a place that cares about how they feel as well as how they perform.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Strengthening Community Partnerships for Student and Staff Wellbeing <i>Strengthening collaborative working relationships with local health organizations to provide mental health, resilience, and wellness resources that complement the Board's internal supports and EAP — expanding what is available to staff and students across the system.</i>	KPI Develop and implement at least one new staff wellbeing initiative in collaboration with two existing community health partners by Year 2. KPI Increase student and parent agreement with "I know where to go and how to get help for mental health or specialized support needs" from 61% toward Board target of 80% by 2031.	Leads: - Superintendents of Education - Mental Health Lead - Community Partners	Medium Term
Board-Wide Wellbeing Strategy <i>Develop a comprehensive staff wellbeing strategy that focus on team dynamics, mental health and overall wellbeing. Encourage healthy and safe practices and provide information on and access to supportive resources including the boards EAP. Ongoing commitment to the attendance support program and continue dialogue among administration and staff.</i>	KPI Increase the percentage of staff who agree that professional development and training support their success and wellbeing in the workplace. KPI Improved workplace attendance rates year over year from baseline through implemented Absence Management Program. KPI Increase the percentage of staff who agree that there is ongoing respectful dialogue between staff and administration.	Leads: - CEO - Executive Officer Human Resource and Labour Relations - Superintendents of Education	Short Term

ONTARIO MOE ALIGNMENT. · PPM 169 requires culturally responsive mental health promotion, prevention, and early intervention, and explicitly states that staff wellbeing impacts student mental health.

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Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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Goal 2: Ensure Consistent Processes to Respond to Bullying, Hate, Bias, Discrimination and Violence

All students, staff, and families experience a safe, caring learning environment where bullying, hate, bias, discrimination and violence are addressed promptly, fairly, and consistently across the system in accordance with the anti-racism policy and framework (Policy BR181).

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
System-Wide Safe School Practices <i>Ensure the consistency of follow-through of the Safe Schools protocols and practices for application of defined steps, timelines, and expectations across all schools so students, staff, and families experience the same standard of care and accountability.</i>	• KPI Decrease in instances of bullying, hate, bias, discrimination and violence year over year, achieving a 5–10% annual reduction. • KPI Increase student agreement with "Bullying and violence are handled fairly and effectively at my school" from 37% toward Board target of 75% by 2031. • KPI 100% of principals and VPs demonstrating consistency with Safe Schools protocols and practices.	Leads: • Superintendents of Education • Principals • Teachers	Short Term
Transparent Communication on How Incidents Are Resolved <i>Strengthen how schools communicate with students and families after incidents — closing the loop on what happened, what decisions were made, and how issues were resolved, without compromising confidentiality — through targeted, documented communication at the school level.</i>	• KPI Increase parent agreement with "I trust school staff to respond appropriately to bullying" from 66% toward Board target of 80% by 2031. • KPI Increase student agreement with "I feel my input is valued when I raise concerns" from 36% toward Board target of 75% by 2031. • KPI Schools demonstrate a documented communication practice following incidents.	Leads: • Superintendents of Education • Principals • Teachers	Medium Term

ONTARIO MOE ALIGNMENT. · Part XIII of the Education Act, PPM 144, Bill 101, and the Ontario Human Rights Commission's Dreams Delayed report require documented, consistent response protocols and strengthen accountability for student safety, backed by \$41 million in provincial student safety investment.

**Kick off timelines are working estimates and can be revised by the Board of Trustees or the individual(s) responsible for each initiative.*

Goal 3: Improve Navigation and Access of Mental Health, Special Education, and Wellbeing Supports

Students and families can easily access timely mental health, special education, and wellbeing supports — and understand how to navigate pathways to help when needed.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Accessible Mental Health and Rehabilitation Services for Students and Families <i>Make mental health and rehabilitation services accessible and easy to navigate for students and families — with simple pathways and consistent access across every school — so no student or family is left unsure of where to go when support is needed.</i>	• KPI Increase student and parent agreement with "I know where to go and how to get help for mental health or specialized support needs" from 61% toward Board target of 80% by 2031. • KPI Increase in % of grade 6, 9 and 10 student accessing any mental health service, with positive reported outcomes year over year from 2025 baseline of 60%.	Leads: • Superintendents of Education • Principals • Mental Health Lead	Medium Term
Continuum of supports across mainstream, partial and fully segregated special education settings. <i>Implement and communicate a clear inclusion model, with transparent criteria for regular, partially integrated, and specialized placements and a consistent Multi Tiered System of Support (MTSS) framework in every school, so families, staff, and leadership understand placement decisions and every student receives the right level of support.</i>	• KPI Board-approved model with criteria for integrated, partial, and specialized placement established and communicated. • KPI 100% of schools implementing MTSS with documented intervention pathways by 2031. • KPI Improved graduation rate for students with special education needs through targeted early intervention.	Leads: • Superintendents of Education • Special Education Resource Teachers • Principals	Medium Term

ONTARIO MOE ALIGNMENT. · PPM 169 requires "clear pathways to and from intensive mental health services." The Student and Family Support Office (Sept 1, 2026) creates a formal escalation channel. The OHRC's Right to Read report requires consistent screening and intervention across every school.

**Kick off for timelines are working estimates and can be revised by the Board of Trustees or the individual(s) responsible for each initiative.*

Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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Goal 4: Deepen Indigenous Education and Truth and Reconciliation

Indigenous students and families experience SCDSB as a system that lives reconciliation as a Catholic commitment — through visible daily practice, sustained partnership with the Indigenous Advisory Committee, and improved, measurable outcomes for Indigenous learners.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Sustain and Strengthen Visible Indigenous Practice in Every School <i>Strengthen system-wide Indigenous education practices that honour Indigenous perspectives, advance Truth and Reconciliation, and foster culturally responsive, relationship-based learning environments in all schools.</i>	• KPI Indigenous resource room or equivalent supports in place at every secondary school by 2028. • KPI Schools will provide multiple opportunities annually for students and staff to deepen learning and reflection related to Truth and Reconciliation, Indigenous perspectives, and the Calls to Action by 2031. • KPI Increase yearly student participation in Indigenous-focused experiential learning opportunities, including cultural teachings, land-based learning, leadership opportunities, and skilled trades experiences.	Leads: • Superintendents of Education • Indigenous Education Lead • Principals	Short Term
Indigenous Outcomes Measured and Reported, with Community-Wide Voice <i>Advance equitable and culturally responsive outcomes for Indigenous students through ethical data practices, authentic community engagement, and ongoing monitoring of achievement, well-being, belonging, and pathways, grounded in Catholic social teaching and reconciliation.</i>	• KPI By 2031, the board will annually review and strengthen voluntary Indigenous student self-identification practices through culturally responsive communication, community engagement, and ethical data use. • KPI Increase Indigenous student graduation rates and participation in post-secondary, apprenticeship, skilled trades, and employment pathways year over year. • KPI Establish and sustain additional opportunities for Indigenous students, families, Elders, Knowledge Keepers, and community partners to provide ongoing input into Indigenous education priorities.	Leads: • Superintendents of Education • Indigenous Education Lead • Indigenous Advisory Committee	Medium Term

ONTARIO MOE ALIGNMENT. Truth and Reconciliation Commission of Canada: Calls to Action 62 & 63 (education); First Nation, Métis, and Inuit Education Policy Framework (2007); Bill 101 expectations to publicly report equity outcomes. Anchored in Catholic social teaching as SCDSB's distinctive contribution.

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Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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Achievement and Future Pathways

Close concrete gaps. Scale hands-on learning. Make every pathway visible.

Achievement and Future Pathways

SCDSB has real academic momentum, a system that values pathways and experiential learning, and a community asking that this MYSP closes specific gaps and make hands-on, real-world learning a defining feature of every student's experience.

Numeracy is the strategic gap to close. Grade 6 math is currently at 32%, well below the provincial average of ~51%.

STRATEGIC
PILLAR

Achievement & Future Pathways



GOALS IN THIS PILLAR

- 1** Close Achievement Gaps in Literacy and Numeracy
- 2** Create Hands-On, Experiential Learning Opportunities that Deepen Student Engagement
- 3** Provide Learning Experiences and Supports That Ensure Students Feel Prepared and Confident to Transition Successfully to Their Next Stage of Learning and Life

Goal 1: Close Achievement Gaps in Literacy and Numeracy

Students demonstrate strong foundational skills in numeracy and literacy, with primary and secondary achievement meeting provincial levels, supported by confident and well-prepared educators. Grades 3 & 6 math are named as the system's key indicator of a strong foundation for numeracy.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick off
Math-Focused Professional Learning for Teachers <i>Invest in targeted professional development and math Additional Qualification (AQ) supports for teachers — building educator confidence and skill in teaching the new curriculum — so foundational math instruction is strong and consistent across the system.</i>	KPI Increase in percentage of Grade 1 to 8 teachers with a math AQ or Board-approved math professional learning sequence year over year from baseline. KPI Increase year over year in percentage of students who meet or exceed the provincial standard in Grade 3, 6 and 9 math to meet provincial standards level 3. KPI Improved student confidence scores in math year over year from baseline.	Leads: • Superintendents of Education • Literacy & Numeracy Leads • Principals	Short Term
Strengthened Literacy and Numeracy Instruction from Primary to Graduation <i>Build foundational skills in both literacy and numeracy beginning in FDK — with Board-wide assessment checkpoints at Grades 2, 5, 8 and 10 — so the system identifies gaps early and supports students well before the provincial assessment point. Implement and monitor high standards for teaching and learning through consistent use of evidence-based practices across all classrooms.</i>	KPI Increase provincial literacy and numeracy assessment results in Grades 3, 6, 9 and 10 from current EQAO baselines. KPI Strengthen alignment between report card data and EQAO outcomes using progress data monitoring tools, with a target of 5-10% improvement year over year. KPI Ongoing review and monitoring of the Math Action Plan with documented adjustments.	Leads: • Superintendents of Education • Literacy & Numeracy Leads • Principals • Teachers	Medium Term
ONTARIO MOE ALIGNMENT. · SCDSB's Grades 3 & 6 math sits well below the provincial average. The OHRC's Right to Read report requires universal early reading screening, structured literacy, and timely intervention. Grade 9 EQAO math now counts toward final course marks; the Mathematics Proficiency Test raises the bar for new teachers.			

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Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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Goal 2: Create Hands-On, Experiential Learning Opportunities that Deepen Student Engagement

Every student regularly engages in high quality, hands-on, real-world learning that connects curriculum to life, work, community, and faith.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Increase Experiential Learning Opportunities including STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Skilled Trades <i>Increase experiential learning opportunities so that hands-on, real-world learning becomes a defining feature of student experiences.</i>	KPI Increase in the number of students taking STEAM courses and trades in high school year-over-year. KPI Increase student agreement with "What I learn at school connects to real life and my future" from 46% toward Board target of 80% by 2031. KPI Increase % of students participating in at least one experiential learning program, including Co-op, SHSM, OYAP, Dual Credit, and STEM opportunities by 2031.	Leads: • Superintendents of Education • Literacy & Numeracy Leads • Co-op, SHSM/OYAP Lead • Principals • Teachers	Medium Term
Cyber Safety and AI Literacy Taught and Integrated Across All Grade Levels <i>Build AI literacy into learning across K to 12 with clear Board-wide expectations for safe, responsible AI use, ensuring students are prepared for the future while keeping ethics, privacy, and responsible use front and center.</i>	KPI Successful implementation of the new Board-wide AI use policy with clear expectations for students and staff. KPI Increase in percentage of students reporting confidence in safe and responsible AI use. KPI AI literacy taught and integrated across grade levels, not limited to secondary students.	Leads: • Superintendents of Education • Principals • IT Department Leads • Teachers	Short Term

ONTARIO MOE ALIGNMENT. · Bill 101 names preparing students for "well-paying careers" as a stated purpose, backed by \$14 million for Grades 9–10 career coaching in STEM and skilled trades, plus a mandatory financial literacy graduation requirement.

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Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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Goal 3: Provide Learning Experiences and Supports That Ensure Students Feel Prepared and Confident to Transition Successfully to Their Next Stage of Learning and Life

Each student has a clear, supported pathway plan that reflects their strengths, interests, needs, and Catholic values, and understands the steps and credentials needed for their goals.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Individual Pathway Plans for Every Student in Grades 7 to 12 <i>Ensure every student in Grades 7 to 12 has a clear, annually updated pathway plan, developed with a caring adult, that connects to well-established secondary and post-secondary options across STEM, trades, academia, and the workforce, so no student's potential is limited.</i>	KPI Increase in % of students who earn 16 or more credits by end of year 10. KPI Increase in student agreement with "I feel prepared for my next pathway (post-secondary, apprenticeship, or career)" year over year from baseline. KPI Increase in % of students who graduate within 5 years. Current baseline is 82.6%.	Leads: • Superintendents of Education • Guidance Counselors • Student Success Teachers • Principals • Teachers	Medium Term
Expanded Community and Post-Secondary Partnerships for Hands-On Learning <i>Grow partnerships with employers, post-secondary institutions, and community organizations to expand the range of hands-on learning options and co-op opportunities, connecting classroom learning directly to post-secondary success in STEM, trades, academia, and the workforce.</i>	KPI Increase in active community and employer partnerships supporting experiential learning per school. KPI Increase % of students participating in at least one experiential learning program, including Co-op, SHSM, OYAP, Dual Credit, and STEM opportunities by 2031. Current baseline is 50%.	Leads: • Superintendents of Education • Guidance Counselors • Student Success Teachers • Co-op, SHSM/OYAP Lead • Principals • Teachers	Long Term

ONTARIO MOE ALIGNMENT. · Updated OSSD credit structures and Grade 9 de-streaming require stronger pathway planning, differentiated instruction, and targeted intervention. Graduation accountability now extends to attendance, credit accumulation, five-year graduation rates, and post-secondary transitions — all publicly reported.

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Short Term	< 1 yr	Medium Term	2-3 yr	Long Term	4-5 yr
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System Excellence

Trust, voice, workforce, operations — the enabling layer for everything above.

System Excellence

Across every stakeholder group, individual relationships are strong.

The community is asking that this MYSP ensures individual connections become a system that listens, responds, and adapts.

STRATEGIC
PILLAR

System Excellence



GOALS IN THIS PILLAR

- 1** Build a Culture of Trust, Transparency, Accountability, and Collaboration
- 2** Sustain the Workforce who Carry the Plan
- 3** Steward Resources and Modernise Operations

Goal 1: Build a Culture of Trust, Transparency, Accountability, and Collaboration

Students, staff, families, and community partners experience the Board as listening, responsive, and transparent, with clear follow through on feedback and commitments across all four pillars.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Transparent Feedback Loops Across the System <i>Ensure transparent communication at the school and Board level so students, staff, and families see that their input makes a difference in decisions and trust is rebuilt through demonstrated follow-through.</i>	KPI Increase stakeholder agreement with "My input is invited and respected" year over year from baseline. KPI Public annual reporting on progress measures for each pillar, with evidence of feedback-informed adjustments. KPI Increase student agreement with "Student voice is considered in school decisions" from 41% toward Board target of 75% by 2031.	Leads: • CEO • Superintendents of Education • Executive Officer of HR & LR • Principals	Short Term
Consistent Communication to Strengthen Alignment and Collaboration <i>Increase the consistency and quality of communication between senior leadership, principals, and staff, through regular monthly touchpoints, so that staff, parents and caregivers receive timely communication.</i>	KPI Increase in parent satisfaction with communication from schools year over year. KPI Regular monthly communication touchpoints connecting senior leadership with principals, and principals with staff and parent communities. KPI Regular monthly communication to strengthen alignment and collaboration within and between departments. KPI Increase staff agreement with "School/Board leadership is responsive to staff needs" from 35% toward Board target of 75% by 2031.	Leads: • CEO • Superintendents of Education • Executive Officer of HR & LR • Principals • Teachers and Support Staff • Managers	Short Term

ONTARIO MOE ALIGNMENT. · Bill 101 gives the Minister authority over boards' public communications and creates a dual CEO / Chief Education Officer model embedding transparent governance. The Student and Family Support Office requires formalised feedback loops with documented response timelines.

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Short Term

< 1 yr

Medium Term

2-3 yr

Long Term

4-5 yr

Goal 2: Sustain the Workforce who Carry the Plan

The Board attracts, develops, and retains a diverse, mission driven workforce, including strength in early to mid career educators and leaders who see a future with SCDSB.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Mentorship and Professional Growth for All Staff <i>Provide onboarding, mentorship and professional development for all staff, to build resilience, deepen skill, and support a stable, mission-driven workforce across the system.</i>	KPI Increase staff participation in mentoring and professional development programs year over year. KPI Increase in agreement of staff with the statement 'I am satisfied with the mentorship and professional development offered by the Board'. KPI Attract and retain new talent for various Board roles, ensuring inclusive recruitment practices that reach racialized and diverse candidates.	Leads: • CEO • Executive Officer Human Resource and Labour Relations • Superintendents of Education	Medium Term
Leadership Succession Pipeline for Principals and Vice-Principals <i>Implement a formal leadership development program that identifies and prepares candidates for principal and vice-principal roles, reducing the risk of leadership gaps as retirements increase.</i>	KPI Increase in proportion of leadership positions (program leaders, VPs, principals) filled through internal promotion year over year. KPI Percentage of candidates participating in the formal leadership development program who are satisfied with the program and its support of their career opportunities.	Leads: • CEO • Executive Officer Human Resource and Labour Relations • Superintendents of Education	Long Term

ONTARIO MOE ALIGNMENT. Bill 101 restructures the Director role into a CEO and Chief Education Officer, requiring leadership pipelines meeting both operational and pedagogical standards. Provincial forecasts indicate continued recruitment pressure in Northern Ontario; PPM 159 positions structured mentorship as a board-level obligation.

**Kick off timelines are working estimates and can be revised by the Board of Trustees or the individual(s) responsible for each initiative.*

Short Term

< 1 yr

Medium Term

2-3 yr

Long Term

4-5 yr

Goal 3: Steward Resources and Modernise Operations

Operational systems, technology, and data practices are modern, efficient, and secure, resulting in more time and resources for schools.

Key Initiatives	Measuring Success (KPIs)	Responsibility	Kick Off
Successful Stewardship of Resources and Ensure Accessible Buildings <i>Demonstrate strong stewardship of resources by aligning budget decisions with strategic priorities, specifically communicating how resources are being allocated, what trade-offs are being made, and how those decisions support the goals of the MYSP, while also ensuring school buildings meet accessibility standards for students, staff, and the broader community.</i>	KPI Increase student, parent, and guardian participation in annual budget consultation processes by 10-15% year over year, ensuring community priorities are reflected in budget decisions KPI Increase parent and guardian agreement with "The Board's budget priorities reflect student/family needs" from 35% toward Board target of 80% by 2031. KPI All school buildings meet accessibility and safety standards with a documented plan for improvements.	Leads: - Executive Superintendent of Business and Finance - Executive Officer Human Resource and Labour Relations	Long Term
Modernized HR, Records Management, and Technical Systems and Processes <i>Upgrade HR, payroll, and technical systems, records management, and operational processes to reduce manual workflows, improve data accuracy, and mitigate operating risk, freeing time and resources for schools.</i>	KPI Reduce the number of operational processes completed manually year over year from baseline by 2031. KPI Records management and destruction policy, procedure, and documentation system implemented. KPI Upgrade systems and processes to increase efficiency and accuracy of data.	Leads: - Executive Superintendent of Business and Finance - CEO	Medium Term

ONTARIO MOE ALIGNMENT. · Bill 101 grants the CEO authority over financial planning, requires Ministerial approval for site acquisitions, and allows intervention when trustees cannot reach budget agreement. AODA requires public reporting on accessibility standards across all facilities.

**Kick off timelines are working estimates and can be revised by the Board of Trustees or the individual(s) responsible for each initiative.*

Short Term

< 1 yr

Medium Term

2-3 yr

Long Term

4-5 yr