



Committee of the Whole Meeting

Date: Monday, May 11, 2020

Time: 6:00 p.m.
* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.

Location: Virtual Meeting
Link: <https://youtu.be/8ACUfYlw5mA>

Attendees:

Board of Trustees:
Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Representatives:
Meghan Cymbron, Rori Schaefer

Senior Administration:
Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Trustee	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: Items for Action of In-camera meeting of April 27, 2020 regarding Human Resource Matters and Special Education Matters.	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of April 20, 2020 Committee of the Whole Minutes	Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 School Travel Planner Update 5.2 Mathematics Update 5.3 Long Term Accommodation Plan 5.4 Stakeholder Feedback on Distance Learning	S. Maharaj/L. Maxwell J. Klein /R. Olson/P Le Duc/N. Snyder S. Maharaj/J. Passy L. Notten/K. Roberts/Z. Droog	pp. 8-22 pp. 23-27 pp. 28-140 pp.141-162	Information Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
7.1 Audit Annual Committee Report 7.2 SEAC Annual Committee Report 7.3 CPIC Annual Committee Report	Jessica Perkovic Irene Holdbrook Linda Gregorio	-- -- --	Information Information Information
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.163-187	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •May 25: Board of Trustees' Meeting •Jun 1: Special Board 2020-2021 Budget Presentation •Jun 8: Governance •Jun 9: Audit Committee •Jun 15: Board of Trustee's Meeting •Jun 27: OCSTA AGM – Virtual			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
15.2 Move into Private, Private, Private	Board of Trustees	--	Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God's world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 20, 2020 via Virtual Meeting.

Trustees Present:

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Trustees Present:

Meghan Cymbron, Rori Schaefer

Administrative Officials Present:

Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Price.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was led by Trustee Conway.

1.3 Approval of Agenda

**2020-20 -- It was moved by Trustee da Silva and seconded by Trustee Price:
THAT the agenda for Monday, April 20, 2020 be now approved. --- Carried by consensus.**

1.4 Declaration of Pecuniary Interest

- 1.3.1 From the current meeting – NIL
- 1.3.2 From a previous public or in-camera meeting – NIL

1.5 Items for Action: None.

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3. Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of March 9, 2020 Committee of the Whole Minutes

2020-21 -- It was moved by Trustee Weiler and seconded by Trustee Schmalz:

THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 Director's Update (Verbal)

Director Notten provided the Board of Trustees with an update on the preparation of this year's MYSP. As this has been an exceptional year due to job action and the current school closure, it has been a difficult year to complete action items contained within the MYSP. Action items within or related to the MYSP report card, such as the stakeholder survey, were compromised as a result of job action. Senior team has had extensive conversations about this and the fact that the strategic direction reports which typically comprise the appendices portion of the report could look different this year. In terms of the rating scale that is typically applied, it would not apply the typical rating, but rather frame the reports in the context of key highlights or accomplishments mapped explicitly to the goals and the Key Performance Indicators (KPI's) identified within the strategic plan.

Further, the Senior Team is identifying key challenges that were experienced and connect them to goals that have been identified. Finally, the report would look to identify next steps. This has been reviewed with the Chair and Vice-chair of the Board. A report will be brought forth in June but will look different than what has been presented in the past.

5.1 Well Being Update – Safe Schools

Superintendent Merkel provided an update on Safe and Accepting Schools. The strategic directions were noted along with goals. Key suspension/expulsion trends were discussed along with data collected. Ongoing Initiatives and programs were noted such as YMCA Alternative Suspension Program, Umbrella Project and Community Justice Initiatives.

Trustees asked clarifying questions and provided feedback.

5.2 St. John Boundary Review Questions

Superintendent Maharaj introduced main presenter Virina Elgawly, Planning Officer. Ms. Elgawly provided the Board of Trustees with data in response to inquires from the April 6th, 2020 Committee of the Whole meeting, specifically the options provided by Ms. Day, delegate.

Trustees required further information including transportation costs associated with 7b, grandparent transportation costs, families impacted and out of bounds inquiries. Ms. Elgawly provided information requested.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included:

- Postponing networking meeting with public board until individuals can safely meet in person again.
- Proposal of letter to “all staff” thanking everyone for their phenomenal job during this unprecedented time.
- Cancellation of Community Leaders breakfast until 2021. Communication to be send to all invited, Director Notten to follow up.
- Follow up of Committee invite letter to SEAC, CPIC and Audit to upcoming Board in May. Currently no response, Trustee Weiler to follow up.

6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights included:

- Confirmation that Catholic Education Week Mass has been cancelled at St. Teresa Elmira. Noted that a provincial mass will be held virtually by His Eminence Thomas Cardinal Collins.
- The proposed Community Clean Up previously scheduled for Earth week was cancelled due to Covid-19 restrictions.
- The end of school retreat for Trustees and Senior Staff is put on hold for the time being and will be followed up in June.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)

8.1 OCSTA Communications

Trustees discussed communication from OCSTA.

8.2 OCSTA Modules

- Module 20 - A Journey Towards Truth and Reconciliation
- Module 21 - Board Self-Assessment: Governance Performance

Trustees discussed OCSTA Modules.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

15.2 Move into Private, Private, Private

2020-22 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:

THAT the Board of Trustees move into Private, Private. Private at 8:43 p.m. --- Carried by consensus

*2020-23 -- It was moved by Trustee Schmalz and seconded by Trustee Reitzel:
THAT the Board of Trustees extend the Board of Trustees meeting beyond 9:00 p.m. --- Carried by consensus*

16. Closing Prayer

17. Motion to Adjourn

*2020-24-- It was moved by Trustee da Silva and seconded by Trustee Dupuis:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:25 p.m.*

Chair of the Board

Secretary



Date: May 11, 2020
To: Board of Trustees
From: Director of Education
Subject: School Travel Planning – Annual Update

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Annually a report is provided to Trustees on the activities of the school travel planning team at Student Transportation Services of Waterloo Region.

Policy Statement and/or Education Act/other Legislation citation:

[WCDSB Active Travel Charter](#)

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation
Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically
Strategic Direction: Nurture the well-being of students and staff

Background/Comments:

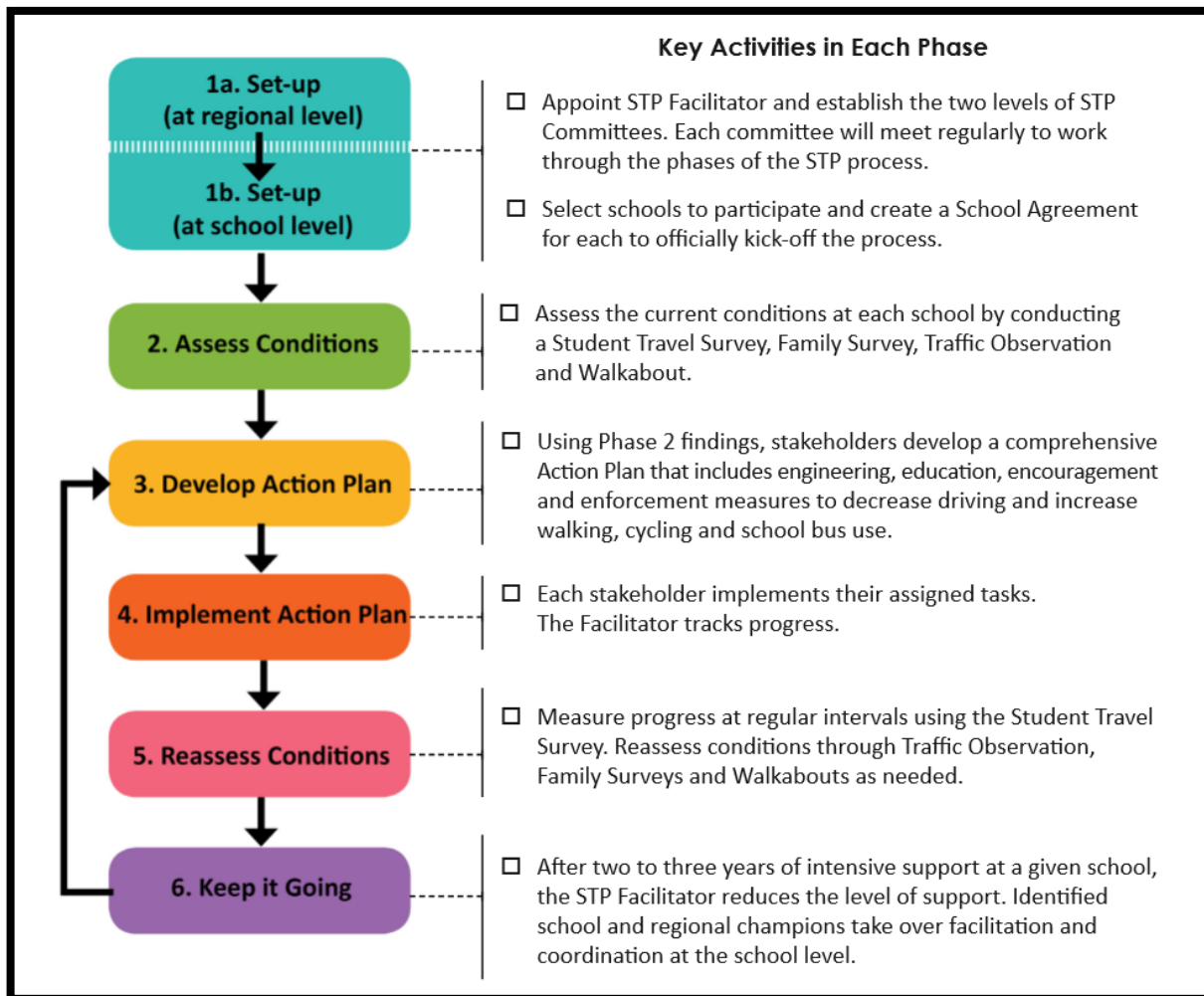
School Travel Planning

Making walking to school the easy choice

School Travel Planning in the Waterloo Region is directed and funded by six contributing organizations including the City of Cambridge, the City of Kitchener, the City of Waterloo, the Waterloo Catholic District School Board, the Waterloo Region District School Board, and Student Transportation Services of Waterloo Region. This work has two mandates: to reduce traffic at school sites, and to encourage more families to use active travel for the school journey.



School Travel Planning uses a multi-pronged approach to address its mandates by implementing actions from the “Five E’s” that include Education, Encouragement, Engineering, Enforcement, and Evaluation. While Education and Encouragement activities are easy starting points for many schools because they help to raise awareness of and celebrate the benefits of active travel, they are unlikely to achieve long-term changes in student travel behaviour on their own. Therefore, it is recommended that each school consider actions from each of the five E’s for a comprehensive school travel plan that will make walking to school an easier choice for families.



SCHOOL TRAVEL PLANNING SCHOOLS

The following elementary schools have undergone a School Travel Planning assessment and have agreed to carry out a series of interventions designed to address the travel issues cropping up at each school. The School Travel Planner works directly with committees at each school, often comprised of

parents, teachers, students, administrators and community members who are interested in reducing traffic and increasing active travel. School committees choose the actions they will implement and the timeline upon which they hope to implement them, often designing custom interventions to address unique situations.

Our School Travel Planners offer support through mapping, marketing, event planning, outreach, media, and engagement with stakeholders who can help them make changes towards safer routes to school. School Travel Planners also manage expectations of these committees and help to brainstorm secondary interventions when primary interventions are impossible.

Generous funding from the Ontario Active School Travel Fund has allowed STSWR to expand School Travel Planning to a number of additional schools since fall, 2018. This funding will end in June, 2020.

1. Core STP schools

<i>SCHOOL TRAVEL PLANNING SCHOOLS COVERED BY STP STEERING COMMITTEE PARTNERS</i>			
<i>CAMBRIDGE</i>	<i>KITCHENER</i>	<i>WATERLOO</i>	<i>TOWNSHIPS</i>
Moffat Creek PS	Chicopee Hills PS	Elizabeth Ziegler PS	
St. Peter CES	Groh PS	MacGregor Senior PS	
	Janet Metcalfe PS	St. Matthew CES	
	Howard Robertson PS		
WCDSB WRDSB			

2. Ontario Active School Travel-funded STP schools

<i>School Travel Planning Schools covered by OAST Funding</i>			
<i>CAMBRIDGE</i>	<i>KITCHENER</i>	<i>WATERLOO</i>	<i>TOWNSHIPS</i>
Holy Spirit CES	Blessed Sacrament CES	St. Nicholas CES	Riverside PS
Avenue Road PS	Laurelwood PS	Mary Johnston PS	St. Brigid CES
	Southridge PS	Edna Staebler PS	
	St. Daniel CES	Lackner Woods PS	
	Pioneer Park PS	Our Lady of Lourdes CES	
	King Edward PS		
	Forest Hill PS		
	Brigadoon PS		
WCDSB WRDSB			



3. Examples of custom school STP actions

- Improved signage and crosswalks
- New bike racks and cycling skills training
- Walking route maps
- Drive to 5 campaigns
- Fun walking events
- Woonerf treatments to private property
- Winter maintenance modifications
- Parking lot leaflet drops
- Kiss n ride instructional materials
- Modifications to entrance and dismissal practices
- Changes to access points
- Improved pathways on school property
- Traffic calming in school zones
- Traffic light signal improvements
- Coordinated enforcement interventions
- Parent-led parking lot enforcement
- New student orientation practices



WHAT IS A WOONERF?

A **Woonerf** is a living street, where where equal priority is given to all modes of transportation including automobiles, bicycles, and pedestrians.

Why are we doing it?
We want to test some arrangements to give a sense of what the street could feel like and how traffic could be tamed in this shared community space, in order to make it a safer space for everyone, at all hours and on all days.

What next?
This is a test and hopeful proof of how this space can become more friendly to the pedestrians that access it regularly. We can adjust the plan as necessary if authorities agree that long-term changes make sense.

Please leave feedback and/or a comment about what you would like to see for future designs and leave it in the box below!

SYSTEMIC SOLUTIONS

We have created a number of interventions that we can offer to all schools through system-wide communications. STP schools are more aware of the connections between these programs and the improvement of student safety and wellbeing, so there is greater uptake by them, but as the programs become more established more and more schools outside of STP are taking them on.

1. Trailblazers

This program equips older, self-selected students to model good pedestrian behaviour and report issues that arise on the walk to school. These students wear traffic safety vests on STSWR-identified routes that help raise the visibility of all students on the active school commute. Our training teaches elevated pedestrian skills; crisis identification and reporting through EMS; and safe crossing through WRPS. Schools are offered the program at the same time they are offered CAA Standing Foot Patrol and Bus Patrol training.

<i>Number of Trailblazer Students by School</i>							
CAMBRIDGE		KITCHENER		WATERLOO		TOWNSHIPS	
Avenue Road PS	8	Blessed Sacrament	15	Edna Staebler PS	22	Riverside PS	17
Clemens Mill PS	4	Brigadoon PS	5	Elizabeth Ziegler PS	17		
Hespeler PS	8	King Edward PS	5	St. Matthew CES	10		
Saginaw PS	17	Lackner Woods PS	4				
		Pioneer Park PS	7				
		Sandhills PS	8				
		Wilson Ave PS	1				
		Chicopee Hills PS	16				
TOTAL STUDENTS	37		61		49		17
WCDSB + WRDSB TOTAL STUDENTS							164

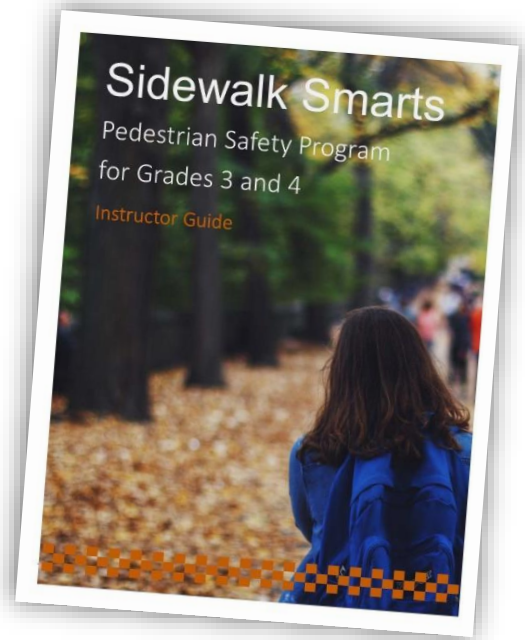


2. Sidewalk Smarts

STSWR took over a year to develop the Sidewalk Smarts program, in collaboration with various children's road safety stakeholders in the Waterloo Region. These included Public Health and Emergency Services of Waterloo Region, Children's Safety Village, Cycling into the Future, Walking School Bus Waterloo Region, and Block Parent Waterloo Region. We also consulted with curriculum specialist Maria Cantalini Williams.

The program is aimed at grade 4 students, who are more likely to be allowed by parents to walk some places on their own. Physically, children aged about 10 are more likely to be able to judge a gap in traffic correctly and they are growing independent from their parents in many ways. We did allow grade ¾ split classes to take part as well.

Expert instructors deliver two 60-minute sessions, starting with an in-class session to introduce complex road safety ideas and issues including benefits, safety risks, traffic structures, and decision making processes. The second 60-minute session is held roadside, allowing students to experience pedestrianism and practice road safety skills. Classroom teachers are given follow-on lesson guides and students take home a "Passport to Independent Travel" that will help their parents coach these skills.



Schools responding to our survey gave the program the following grades:

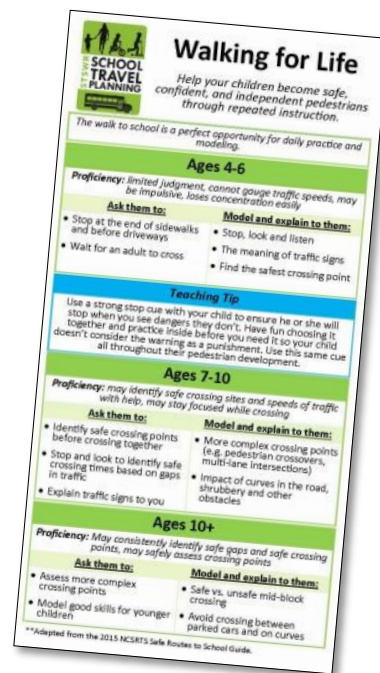
<i>effectiveness</i> (introducing benefits, safety risks, traffic structures, and decision making processes)	87%
<i>relevance of material</i>	86%
<i>would participate again</i>	100%

Schools Enrolled in Sidewalk Smarts Program			
CAMBRIDGE	KITCHENER	WATERLOO	TOWNSHIPS
Avenue Road	Brigadoon	Edna Staebler	Riverside
Holy Spirit	Howard Robertson	St. Matthew	St. Brigid
St. Vincent de Paul	Suddaby	St. Nicholas	
	Chicopee Hills*	Mary Johnston	
	Pioneer Park	Our Lady of Lourdes	
		Elizabeth Ziegler*	
WCDSB	WRDSB		

*on hold due to job action

3. Kindergarten outreach program

In September of 2019, 6,412 Junior Kindergarten students at WRDSB and WCDSB schools received active transportation. These materials included a refrigerator magnet with guidance to teach pedestrian skills at various ages and a colouring book to familiarize students with walking and bus riding safety tips and rules. This package is designed to give parents the tools they need to start coaching pedestrian skills, to equip students for walking, and to set the expectation that students will be walking to school or to a bus stop eventually.



CONSULTATION SERVICES

On a request basis, STP staff reviews plans and give comments regarding various projects led by municipalities and boards.

1. Municipal

- City of Cambridge Cycling Master Plan
- Region of Waterloo Hespeler Road Corridor Reconstruction
- City of Waterloo Transportation Master Plan



- *Inter Municipal Partnership for Active Transportation (IMPACT) Pedestrian Crossover Video*
- *Inter Municipal Partnership for Active Transportation (IMPACT) Sensitive Reporting Guideline*
- *City of Kitchener Complete Streets Guide*
- *City of Cambridge Transportation Master Plan*
- *Region of Waterloo Transportation Master Plan*
- *City of Waterloo Neilson Ave Reconstruction*
- *City of Kitchener Peter Street Reconstruction*
- *Region of Waterloo Ottawa/Weber Street Reconstruction*
- *Region of Waterloo Myer's Road Reconstruction*

2. Board

- *WRDSB Tartan Ave School Construction*
- *WRDSB Lackner Woods Renovation*
- *WCDSB Breslau School Construction*

3. Individual schools

These schools underwent a 1-hour consultation, received recommendations of actions to take on their own, and are considering developing School Travel Planning committees for greater interventions.

<i>School consultations, no additional STP support yet</i>			
<i>CAMBRIDGE</i>	<i>KITCHENER</i>	<i>WATERLOO</i>	<i>TOWNSHIPS</i>
Coronation	Bridgeport PS		John Mahood
Hespeler	Sheppard		
Our Lady of Fatima	A.R. Kaufmann		
St. Margaret of Scotland	Franklin		
St. Vincent de Paul	St. John		
Hillcrest	Sandhills		
Saginaw	St. John Paul II		
WCDSB	WRDSB		

EXTERNALLY-FUNDED PROJECTS

1. OAST Project

Green Communities Canada manages the Ontario Active School Travel Fund, which is a multi-year financial contribution from the Government of Ontario. Through this funding, Green Communities Canada has awarded funding for “initiatives that will have a lasting impact on, and establish a foundation for continued growth in, active school travel.”



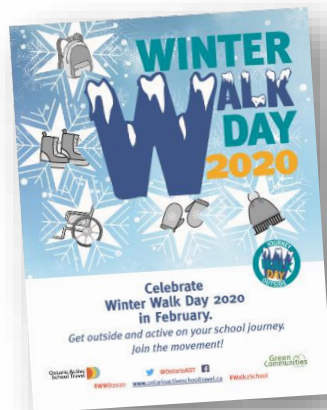
In spring 2018, 12 projects were selected to receive funding, and three of these projects were awarded to Waterloo region municipalities. All three projects are managed through the STSWR School Travel Planning office.

Outputs include :

- 17 additional schools receive full STP support
- Coordination and tactical support of the Sidewalk Smarts pedestrian skills training program
- Traffic observation data collection at 10 schools
- (In development) School Certificate Program
- Kindergarten readiness materials delivered to JK students
- School Storage Facilities Guidebook – a guide outlining types and placement of bike and scooter racks for facilities management staff and contractors building schools
- OAST newsletter articles
- Various webinars and in-person presentations distributed Ontario-wide (Pedestrian Skills Programs, School Selection Tools, Program Sustainability)
- Active membership in Ontario Active School Travel Council – STSWR serving as current Vice Chair

2. Board-wide Winter Walk Day

We received \$1200 funding from the Ministry of Transportation's Road Safety Challenge fund to cover the cost of stickers and posters for a region-wide Winter Walk Day. The day was enhanced by a donation of a bike rack and a prototype scooter rack (approximate value \$1500) from GreenSpoke Bike Parking Solutions.



3. School Streets and Tactical Urbanism

We are exploring the possibility of School Streets projects in three municipalities, for which we are hoping to leverage neighbourhood matching grants, Ministry of Transportation Road Safety grants, and/or other provincial grants that may become available.

At St. Daniel CES, we created a pop-up tactical urbanism project with funds from STSWR and in-kind measures from the school, St. Anthony Daniel Catholic Church, and Stanley Park Community Centre. Since the pop up, we were able to gain verbal agreement by the three stakeholders to fund permanent safety measures; we are currently developing this plan. We continue to look for opportunities to leverage various matching grant programs to increase safety on city streets near schools.



CELEBRATION EVENTS

While schools often hold individual events, STSWR supports and tracks the following shared events to acknowledge those who regularly use active transportation and to encourage other families to try. The events are also a great way to get positive active transportation messaging out to all students.

1. iWalk Day

Early October. For International Walk to School Day 2019, STSWR designated officers to walk with students. We created posters with associated routes to help schools get the word out.

2. Winter Walk Day

Early February. We invited local dignitaries to greet students at each school. In 2020, we were able to give away ultimate prizes of bike racks and scooter racks to each school board. In a year when job action had real impact, we had more schools than ever taking part in the fun.

3. Crossing Guard Appreciation Day

Late March. This twitter-centric coffee card giveaway is meant to bring attention to the event held by municipalities, and to parents and students celebrate their crossing guards.

4. A Walk in their Sneakers

Late April to May. Waterloo Regional Police Service Student Resource Officers join students for the walk to school for a chance to experience the student commute and for positive outreach. The event centres in a different city or group of townships each week.

5. Bike to School Day

Early June. STSWR supports the City of Waterloo in efforts to encourage more cycling. This event started by working with high schools, and in 2019 was expanded to two middle schools that we know are well supported with infrastructure. Any plans to expand further to elementary schools will be carefully considered, and involve evaluation of walk zones and infrastructure support.

Celebration Events by the Number		
EVENT	NUMBER OF SCHOOLS	NUMBER OF STUDENTS
iWalk Day 2019	10	5399
WWD 2020	42	21,168
Crossing Guard Appreciation 2019	9	n/a
Walk in their Sneakers 2019	17	8915
Bike to School Day 2019	2	870

EXTERNAL PROGRAMS

There are a handful of externally-run programs that support active school travel in the Waterloo region. As appropriate, our facilitators introduce School Travel Planning schools to these programs as options to be included the school's comprehensive action plan to solve various barriers to active travel. It is important to note that while STSWR is not responsible for delivering these programs, facilitators spend various amounts of time supporting the decision making process for schools.

The ongoing success of these programs and the robustness of School Travel Planning are bilaterally linked. As STP facilitators support administrators taking on these programs at a greater pace, the programs help STP facilitators reach their goals of changing travel culture at schools. STSWR continues to nurture relationships with the following programs, and is open to developing further relationships with new programs as they become available.



1. Walking School Bus Waterloo Region

The Canadian Cancer Society supports the Waterloo Region Walking School Bus program as part of a Trillium grant that will cover activities from June 2018-January 2021. They provide coordinator and leader training, vests, and cohesion support to the tune of 20+ hours each week for the duration of the school year. The grant goal was to create 30 WSBs in the region with the hopes that they would maintain themselves when they were done.

Walking School Bus Program Impact March 2020		
	CURRENT	2019/2020 TOTAL
Schools	12	12
Routes	18	22
Daily runs	54	58
Volunteers	65	83
Student Registrants	n/a	348
Average # students per route	n/a	15

Walking School Bus Schools March 2020		
SCHOOL	# ROUTES	# RUNS PER WEEK
Pioneer Park	1	2
WT Townshend	1	1
Laurelwood	1	1
Lackner Woods	1	2
Sandhills	3	12
Elizabeth Zeigler	3	9
Forest Hill	1	2
Wilson Ave.	1	1
King Edward	2	10
Chicopee	2	4
Mary Johnston	1	5
Winston Churchill	1	5



2. Cycling into the Future

Over the past five years, Cycling into the Future has affected a great number of our students. STSWR introduces schools to the program and supports them in-kind to run this excellent road safety education to grade 5/6 students.

Year	Number of Students
2014	372
2015	602
2016	867
2017	1122
2018	1360
2019	1563

3. Children's Safety Village

STP works with Children's Safety Village to ensure common safety messages are delivered to schools and it reminds schools that the service is available to reinforce safety messages of all sorts. 2019/2020 numbers of attending schools are not currently available.

4. CAA Standing Foot Patrol

The CAA Standing Foot Patrol program trains student leaders to "monitor school crossings by ensuring students cross roads near their school in a safe and responsible manner. Unlike Adult Crossing Guards, Patrollers do not stop or direct traffic." STSWR introduces schools to this program and supports administration through the decision to take part by helping to assess the conditions and risk level of particular placements of students.

The perception by parents that children are only safe at the front door of the school is pervasive and requires several interventions. The placement of standing foot patrollers can help disburse or decrease traffic extremely close to the school by making parents more likely to allow their children to cross the street on their own near the school. The safety of this final crossing into the school property is a critical link to safe contiguous routes between home and school, helping to reach the ultimate goal of having a very limited number of student drop offs by private vehicle.



Number of Standing Foot Patrol Students by School September 2019							
CAMBRIDGE		KITCHENER		WATERLOO		TOWNSHIPS	
Clemens Mill	4	Alpine	14	Edna Staebler	13	Cedar Creek	12
Grand View C	10	Brigadoon	11	Keatsway	8	St. Brigid	7
Holy Spirit	8	Forest Hill	7	Millen Woods	28	Baden	7
Parkway	14	Franklin	15	NA MacEachern	32	St. Boniface	5
Saginaw	7	Lackner Woods	9				
Silverheights	3	Queen Elizabeth	9				
St. Andrews	2	Sandhills	12				
		Southridge	20				
		St. Timothy	10				
		Wilson Ave	19				
TOTAL STUDENTS	48		126		81		31
WCDSB + WRDSB TOTAL STUDENTS							286

CONCLUSION:

With the support of myriad partners, School Travel Planning has become a robust program that has elevated the prominence and safety of active school travel in the Waterloo region.

STSWR is working directly on School Travel Planning actions in 26 schools with an additional 15 seeking consultations. For the 2019/2020 school year, 164 Trailblazers have been trained and wear safety vests on routes to 16 schools; 14 schools scheduled Sidewalk Smarts pedestrian education and 6,412 Junior Kindergarteners received milestone magnets and colouring books setting an expectation that students need safe pedestrian skills and that our schools are willing to partner with parents to make that happen. In addition, the program has developed new tools to address common barriers and has supported system-wide events and activities that are helping to shift attitudes towards active school travel. As can be seen from the contents of this report, the STP team's menu of supports and programs continues to improve in hopes that more and more families will make the choice to travel to school in active ways.

In reviewing the data provided above, it was noted that WCDSB schools are not participating in active travel programs to the same extent as the co-terminus board. The STP team has indicated that there is significant interest in school travel programs in our schools. Many consultations and site visits are arranged, but school follow up to these meetings has not been consistent. Anecdotally the STP team has indicated that the local appetite to set up school-based teams, which are seen as key to successful implementation, is limited.

In contemplating resolution to the issue, management has suggested the following activities would be helpful in increasing participation by WCDSB schools:



- Reminder to school communities that the existence of active travel programs in schools counts toward EcoSchool Certification
- Highlighting the options and benefits of school travel planning at a regular meeting of administrators
- Issuing a survey to school administrators and school council chairs to help in identifying barriers to implementation
- Working with the STP team to address barriers and increase awareness of programs offered

These items will be actioned with results to be identified in the May 2021 report.

Recommendation:

This report is provided as information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Leslie Maxwell
School Travel Planner, STSWR

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





Date: May 11, 2020
To: Board of Trustees
From: Director of Education
Subject: Mathematics Updates

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Education Quality and Accountability Office Act, 1996

Policy Statement and/or Education Act/other Legislation citation:

Focusing on the Fundamentals of Math: A teacher's Guide (2018)
The Ontario Curriculum Grades 1-8, Mathematics (2005)
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Grades 1 to 12 (2010)
2019-20 Priorities and Partnerships Fund (PPF) Memorandum 2019: B15 (page 5 of 10 Math Strategy)
New Vision for Education (page 6 of 11)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement & Innovation

Strategic Direction:

Foster maximum opportunity for success for all

PURPOSE:

This report will provide updated information with respect to the following:

1. Math Coaching Update for Targeted-Support, Board-Identified & Intermittent schools
2. Elementary Math PD: new to EQAO, Math Leadership Series for Admin. & Math Lead Teacher
3. Knowledgehook Update
4. Math AQ Subsidy
5. Supporting Distance/Remote Math Learning
6. Next Steps for Math Professional Learning: Elementary & Secondary

1. MATH COACHING UPDATE: TARGETED-SUPPORT, BOARD-IDENTIFIED & INTERMITTENT SCHOOLS



Ministry Targeted Support Schools

St. Anne C (20 days)

St. Gregory (15 days)

St. Michael (20 days)

St. Peter (15 days)

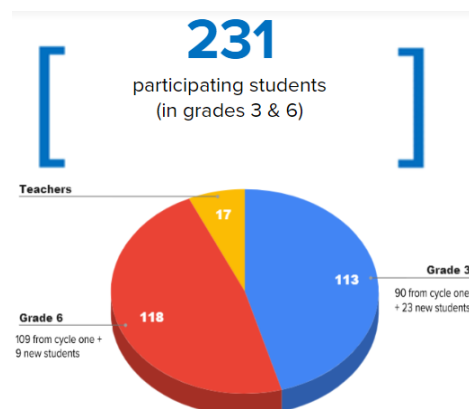
Board Inputs to Targeted-Support Schools in Cycle One

- Day-to-day classroom support for 15 or 20 days (dependent on school size) during Jan. 2020
- Collected mid-year data using a common entry assessment questions for all students in grades 3 & 6
- Direct, on-going math support for small group instruction.

Tension/Challenge: This cycle was affected by **job action**. The work at these schools primarily consisted of math coaches working directly with students & some coaching if initiated or solicited by the classroom teacher.

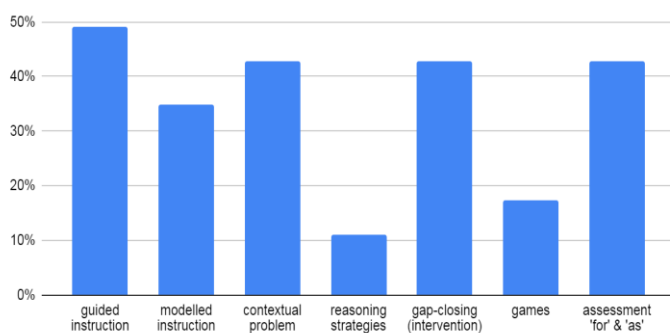
Successful Classroom Strategies

- Use of Models & Tools: sets (counters), area (grids) and linear (relational rods/number line) models for fractions & decimals. Base ten materials for operations with whole number & decimals as well as for measurement relationships - illustrated the use of the C-R-A (Concrete-Representational-Abstract) progression
- Contextual Problem-Solving (Non-Routine Tasks): using application (determining one operation or concept) and thinking questions (designing a plan for determining multiple operations or concepts) provided practice in small group instruction.
- Guided Instruction: "three-reads" protocol (determining "what is the situation, what are the quantities & what math fits the situation") provided a structure for "self-talk" when solving non-routine tasks

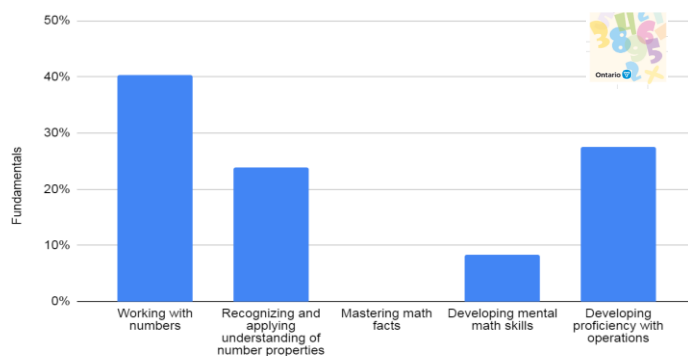


Math Coach Small Group Support to Students focused on:

Instructional Approaches/Focus in Math Learning Groups



Fundamentals



GRADE 3 Fall to Planning Prediction 1 to Mid-Year Assessment							
	Not Yet/R	L1	L2	L3	L4	No data	#of Grade 3 students
Fall Overall	50%	14%	14%	13%	6%	4%	96
Planning Prediction (1)	13%	33%	26%	18%	10%	0%	96
Mid-Year Check-In	44%	22%	12%	7%	9%	6%	90
Planning Prediction (2)							
Final Overall							

GRADE 6 Fall Assessment → Planning Prediction 1 → Mid-Year Assessment							
	Not Yet/R	L1	L2	L3	L4	No Data	#of Grade 6 students
Fall Overall	54%	15%	13%	10%	6%	2%	120
Planning Prediction (1)	14%	28%	30%	20%	8%	0%	120
Mid-Year Check-In	50%	17%	12%	7%	6%	8%	109
Planning Prediction (2)							
Final Overall							

*comparing students from cycle one to same students in cycle two
 Grade 3: 90 of the 96 students from cycle one & Grade 6: 109 of the 120 students from cycle one,
 (*this data does not include the 23 new students in grade 3 and 9 new students in grade 6 from the 231 overall student assessments)

Tension/Challenge: The instructional continuity of focus between the coaches' and classroom teachers' cycles of collaboration was inconsistent. Planning predictions (2) were unable to be collected due to **job action**.

Board Identified Support Schools



Blessed Sacrament	Canadian Martyrs,	Christ the King
Monsignor Haller	Our Lady of Fatima	St. Bernadette
St. Daniel	St. John	St. Joseph

Board Inputs to Board-Identified Schools in Cycle One

- Day-to-day classroom support for 10 days during Feb. 2020 - a variety of grades from 1-8 across the 9 schools
- Direct, on-going math support for small group instruction.
- Continued work with classrooms from cycle one.

Tension/Challenge: This cycle was affected by **job action**. The work at these schools primarily consisted of math coaches working directly with students & some coaching if initiated or solicited by the classroom teacher. Pre/post student assessments were not collected during this cycle.

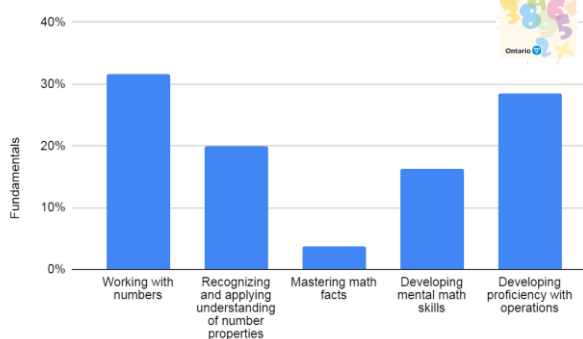
Successful Classroom Strategies

- Guided Instruction: Using structured number talks to highlight operational proficiency in problem solving tasks. Making connections across representations. Shared learning with the “three-reads” protocol.
- Modelled Instruction: Drawing awareness to selecting tools and computational strategies.

Focus for Small Group Instruction



Fundamentals



Intermittent Support Schools				
Holy Family (4 days)	Holy Spirit (7 days)	John Sweeney (8 days)	Our Lady of Grace (4 days)	St. Aloysius (5 days)
St. Augustine (5 days)	St. Boniface (3 days)	St. Brigid (6 days)	St. Dominic (5 days)	St. Kateri Tekakwitha (5 days)
St. Paul (4 days)	St. Teresa of Avila E (3 days)	St. Teresa of Calcutta (5 days)	St. Timothy (3 days)	St. Vincent de Paul (7 days)

15 Periphery Support Schools				
Holy Rosary	Our Lady of Lourdes	Sir Edgar Bauer	St. Agnes	St. Anne K
St. Clement	St. Elizabeth	St. Gabriel	St. John Paul II	St. Luke
St. Margaret	St. Mark	St. Matthew	St. Nicholas	St. Teresa K

Periphery Math support schools received on-going & direct support by consultants in cycle two when initiated by educators due to job action.

Intermittent Support Schools Cycle Two

Challenge: This cycle was postponed due to COVID-19 school closure; it was scheduled to begin on March 23, 2020.

CYCLE THREE STARTED ON APRIL 20TH:

Our four math coaches continue to support educators in all their assigned schools during school closure through one-to-one virtual planning and shared digital support; coordinated by the school administrator. Consultants support all schools in remote learning; through individual educator requests and through video meetings.

WHAT'S NEXT?

2. ELEMENTARY PROFESSIONAL LEARNING



On Feb. 5th elementary math & literacy consultants were able to provide a full day of professional learning for Grade 3 and Grade 6 teachers who are **new to EQAO**. Learning goals include strategies, approaches and information for teachers to prepare students to be successful through best instructional practices in both Literacy and Numeracy. Ten educators chose to attend during the period of job action.



All elementary administrators attended the second of five **Math Leadership Learning** Sessions planned on January 15, 2020. This session was facilitated via MS teams and the learning goals included:

- Triangulation in the Monitoring Context
- Examining trends: Fundamentals of Math
- Intentionally interrupting the status quo

Tension/Challenge: The optional follow up sessions scheduled for January & February were postponed due to **job action**. Continued to support administrator learning by individual requests via email and school visits.

St. Mary Hub B & C <17 MLTs, 8 administrators & 24 gr. 3 & 6 students> were able to participate in **Math Lead Teacher Session Two** scheduled on January 9, 2020. The learning agenda for session two included the following:

- Problem Solving: examining structure on non-routine questions
- C-R-A progressions in math learning
- Small Group Math Instruction
 - Examine guided-instruction in a small group
- Knowing the Learner (Financial Literacy/Fundamentals)
 - Connecting financial literacy to the fundamentals



Tension/Challenge: The remaining 8 FoS (family of schools) hub sessions were postponed due to **job action**. Learning materials for session two was accessible on the [High Impact Strategies google site](#) and sent to all hubs as an option for asynchronous, self-directed learning.

3. KNOWLEDGEHOOK

Percentage of classrooms using Knowledgehook increased by nearly 140 from 2018-19. WCDSB saw consistent or increased usage of Knowledgehook in targeted grades (Gr 3, 6, 9 Applied)

We will provide further support for teachers to more effectively utilize Knowledgehook as an in-class tool for assessment for learning.

4. MATH AQ SUBSIDY

In February we applied for and received \$18,000 through the AQ (additional qualifications) subsidy funds program. These funds are made available to teachers to supplement the cost of Mathematics AQ courses.



This funding together with funds previously set aside for subsidy top-up will enable us to subsidize 100% of the course cost for the 44 educators currently enrolled in Mathematics

Primary/Junior Part 1 (instructor: Cathy Chaput, Wellington CDSB) and Math Primary/Junior Part 2 (instructor: Petra LeDuc) through OECTA provincial AQ. A total of 92 WCDSB teachers & 1 administrator have participated in the WCDSB & OECTA Math AQ partnership since Fall 2016.

5. SUPPORTING DISTANCE/REMOTE MATH LEARNING

- Framework for remote learning; inputs to pedagogical support documents for math learning
- Ongoing updates to [WCDSB Learning Resources by Subject: Math K-12](#)
- Math Lead Teacher updates to [High Impact Strategies google site](#) #STEAMdays
- Facilitating tutorials on how to use technology for remote learning, engage students, offering & receiving feedback, assessment
- Assisting educators & staffs with pedagogy that would support remote learning
 - How to open-up assessments to better facilitate evidence of learning
 - How to address expectations involving investigation or exploration in a remote learning setting



- Supporting individual requests from educators on a daily basis
 - Use of dynamic software and content-specific websites for learning
 - Navigating WCDSB Framework & Learning Resources for Math
 - Connecting math learning tasks in various divisions to the process expectations
- Influencing information posted to help parents/guardians
 - Math-at-Home Calendars posted on WCDSBLearn@Home and Twitter 3 sets of 2-week daily math tasks for K to grade 7/8, Impressions: *<Time people saw these tweets on Twitter>* =**41,188** & Total Engagements: *<Times people interacted with these tweets>* =**8,605**, spread to WCDSB educators, parents & beyond
- A&E & Reporting support documents
- Helping to inform Cheating & Plagiarism guidelines for educators
- Secondary:
 - Set up Google Classrooms to enable secondary math teachers to collaborate across the system for each math course
 - Course Planning & Delivery
 - Identifying Essential Understandings/Big Ideas to facilitate learning that will best prepare students for their courses at the next level in the fall
 - Refine Scope & Sequence looking toward next year
 - Looking to next year - planning to accommodate for potential gaps in student learning during remote-learning
 - During remote learning, as of April 28 we saw a 95% participation rate for grade 12 students

6. NEXT STEPS FOR MATH PROFESSIONAL LEARNING: ELEMENTARY & SECONDARY

- A. Create & facilitate Curriculum Implementation supports by grade band by FoS (family of schools) upon the release of the new Mathematics Curriculum, 1-8
- B. Optimizing learning on Numeracy PD Day - further unpacking/understanding of new curriculum; needs learned through distance learning, high impact strategies & practices
- C. Continue to refine high impact strategies & apply practices in the gradual release model in math coaching. Use data to plan forward for future school & board improvement planning.
- D. Maintain focus to build capacity for high impact strategies & monitoring for uptake and student achievement with administrators.

Recommendation:

This report is offered for the information of the Board.

Prepared/Reviewed By: Loretta Notten

Director of Education

John Klein

Superintendent of Learning

Richard Olson

Superintendent of Learning

Petra LeDuc

Student Achievement Consultant, Mathematics 1-8

Nancy Snyder

Student Achievement Consultant, Mathematics 7-10





Date: May 11, 2020
To: Board of Trustees
From: Director of Education
Subject: Long Term Accommodation Plan 2020

Type of Report:

- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV-010**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

The Long Term Accommodation Plan is required to be presented to the Board of Trustees annually to satisfy the provisions of Board Policy IV 010 "Facilities Accommodations".

Policy Statement and/or Education Act/other Legislation citation:

Board Policy IV 010: Facilities/Accommodations *'the CEO shall not ...*

2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure"

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation
Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Nurture the well being of students and staff

Background/Comments:

The Long-Term Accommodation Plan (LTAP) is a complete multi-year plan that focuses on all aspects of planning for student accommodation. The LTAP also provides an update on enrolment and demographic trends as they relate to future accommodation initiatives, and provides a listing of strategic initiatives including potential boundary reviews, new schools, and additions/renovations.

While the document is quite substantial, an Executive Summary is included to provide an overview of the Board's plans and expectations in the coming years. Summary tables of land acquisitions, accommodation strategies and capital projects are included in the Executive Summary.



Overall, enrolment is projected to increase significantly in both the elementary and secondary panels over the next 10 years:

	2019/20	2024/25	2029/30
Elementary	16,853	20,297	23,118
Secondary	6,935	8,427	11,486
Total	23,788	28,724	34,604

The board's market share (percent of students in the Region attending WCDSB schools) has risen for the third straight year and this trend is expected to continue.

Highlights of the LTAP include:

- In addition to the capital priorities requests filed by the board in September 2019, applications for four new schools and 2 additions are identified.
- Co-building/co-campus opportunities with other partners have been identified.
- Significant growth will require modifications to boundaries across the Region in the coming years.
- Staff are actively working to acquire school sites or are reserving sites in plans of subdivision to meet the board's needs.
- There are no planned school closures.
- Major investments into the renewal of schools are highlighted in each school profile as well as in a summary appendix at the end of the LTAP. It should be noted that the FCI data has been removed from this year's LTAP as the data in the Ministry's facility database can be misleading.
- The board's aging portable fleet will require a strategy to renew owned portables. These assets will continue to play an important part in accommodating students as growth continues. Further investigation into a renewal strategy will be required through 2020/21.

Recommendation:

That the Board of Trustees receive and approve the attached Long Term Accommodation Plan.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

Terri Pickett
Senior Manager of Facility Services

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



Waterloo Catholic District School Board



**LONG TERM
ACCOMMODATION PLAN
2020**

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1.0 Executive Summary

The purpose of the Long Term Accommodation Plan (LTAP) is to provide an update on enrolment, demographic trends, and future accommodation initiatives including boundary changes, school closures, new schools, and additions/renovations.

Enrolment is expected to increase in the elementary and secondary panels over the next 10 years. Where enrolment exceeds capacity, students will be accommodated by adding portables, built capacity (additions/new schools), or changing boundaries to redistribute enrolment. Partnerships will also be explored where it enhances the Waterloo Catholic District School Board's (WCDSB) long term plans.

The LTAP includes recommendations related to:

- Land acquisitions (purchase)
- Land disposition (sale)
- Capital projects (additions, new schools, major renewal projects)
- Accommodation alternatives (boundary changes, school closures, portables, partnership agreements)

All recommendations are subject to approval by the Board of Trustees as per Board Policy IV 010:

Facilities/Accommodations, except for specific renewal (major repair) projects. Capital projects, land acquisition, and disposition contemplated by this LTAP are reliant on approval and/or funding from the Ministry of Education.

Summary Table: Land Acquisitions

The year of purchase should be considered as approximate and will depend on the ability to acquire land and the availability of funding. Identified year of purchase are consistent with the timing identified in the board's Education Development Charge Background Study (EDC), and are subject to changes based on availability of land for purchase from the developer, municipal approvals, and availability of funds.

Project	Year	EDC Eligibility	Site Area (ac)	Comments
East Kitchener 7-12	2020	100%	17.00	Planning approvals required.
Rosenberg	2020	100%	5.83	Reserved
Doon South	2021	100%	6.05	Reserved

Project	Year	EDC Eligibility	Site Area (ac)	Comments
Cambridge Community Campus (South East Galt)	2021	56.3%	6.50	Subject to partnership discussions
Baden	2024	44.4%	5.00	Site not yet identified
West Rosenberg	2024	100%	5.00	Site being discussion

Summary Table: Accommodation Strategies and Capital Projects

Capital projects and other strategic actions are identified in Table 8. In many cases, the timing of reviews and projects have yet to be determined because they are dependent upon factors including enrolment trends, facility condition, changing priorities within a given school year, potential partnership discussions, funding, or land availability.

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E01: Rural North		St. Boniface	2020/21	New Breslau elementary school & child care centre	257	21-Sep
E07: Kitchener Central / E08: Kitchener Southwest	Confirm Huron-Brigadoon Boundary and FI location	Our Lady of Grace, Blessed Sacrament, John Sweeney, St. Kateri	2020/21	New Huron-Brigadoon elementary school & child care centre	587	22-Sep
E12: Cambridge North Galt	Add FI	St. Peter	2020/21			
District Wide	Education Development Charge Update		2020/21			June 1, 2021 by-law expiry deadline

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
District Wide	Update Pupil Accommodation Review Process - APF008		2020/21			Subject to release of Pupil Accommodation Review Guideline by Ministry
District Wide	Grade 7-12 Program Review		2020/21			
District Wide	FI Plan Update		2020/21			
E06: Kitchener West E08: Kitchener Southwest	Capital Priorities Request		2020/21	New Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
E08: Kitchener Southwest	Capital Priorities Request		2020/21	New Doon South elementary school	350	Subject to availability of land and Capital Priorities Funding
E03: Waterloo Central	Capital Priorities Request	St. Agnes	2020/21	2 FDK/6 Classroom Addition + Gym & Library Reno	190	Subject to availability Capital Priorities Funding
E13: Cambridge Southeast Galt	Confirm SE Galt Boundary	Holy Spirit, St. Anne (C), St. Vincent de Paul	2021/22	New Cambridge Community Campus elementary school	354	Subject to availability of land and Capital Priorities Funding

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E09: Kitchener East / S01: Kitchener- Waterloo	New School - Boundary Review	Canadian Martyrs, St. Daniel, St. Anne K, St. John Paul II, St. Mary's, Resurrection, St. David	2021/22	New East Kitchener 7-12	1,200 (400 elementary + 800 secondary)	Subject to availability of land and Capital Priorities Funding
E05: Rural West	Capital Priorities Request		2021/22	New Baden elementary school	250	Subject to availability of land and Capital Priorities Funding
E02: Waterloo East	Boundary Review	St. Luke & St. Matthew	2022/23			Monitor enrolment
E06: Kitchener West E08: Kitchener Southwest	New School - Boundary Review	To be determined	2022/23	New Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
E08: Kitchener Southwest	New School - Boundary Review	St. Timothy, St. Kateri	2022/23	New Doon South elementary school	350	Subject to availability of land and Capital Priorities Funding
E15: Rural South	Capital Priorities Request	St. Brigid	2022/23	4 Classroom Addition to St. Brigid	92	Subject to availability Capital Priorities Funding
E08: Kitchener Southwest	Capital Priorities Request		2022/23	New West Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E03: Waterloo Central	Boundary Review	St. Agnes, Sir Edgar, Bauer, St. Teresa (K)	2023/24			Monitor enrolment
E05: Rural West	New School - Boundary Review	To be determined	2023/24	New Baden elementary school	250	Subject to availability of land and Capital Priorities Funding
E11: Cambridge Hespeler	Boundary Review	St. Gabriel, St. Elizabeth, Our Lady of Fatima	2023/34			Monitor enrolment
E08: Kitchener Southwest	Potential WRDSB Partnership	To be determined	2024/25	Explore potential co-building opportunities with WRDSB	300	Subject to Partnership Discussions, availability of land and Capital Priorities Funding
E14: Cambridge West Galt	Boundary Review	St. Augustine, St. Gregory	2024/25			Monitor enrolment
E12: Cambridge North Galt	Boundary Review	St. Margaret, St. Teresa of Calcutta, Christ the King, St. Peter	2024/25			Monitor enrolment
E08: Kitchener Southwest	New School - Boundary Review	To be determined	2024/25	New West Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
District Wide	Education Development Charge Update		2025/26			June 1, 2026 by-law expiry deadline

2.0 Introduction

The purpose of a Long Term Accommodation Plan (LTAP) is to provide an update on enrolment, demographic trends, and future accommodation initiatives including land purchases, new school construction, additions, boundary reviews, school closure reviews, or other accommodation related matters.

In accordance with board policy and procedure, each initiative will be considered by Executive Council and the Board of Trustees before implementation. Land purchases and projects requiring capital funding may also be subject to approval from the Ministry of Education (Ministry).

In addition to accommodation related items, this plan summarizes facility condition and renewal (renovation) projects.

2.1 Guiding Principles

The Long Term Accommodation Plan strives to:

- be consistent with Ministry of Education initiatives, policies, and guidelines;
- be consistent with Board's vision, mission, policies, multi-year strategic plan, and administrative procedures;
- ensure the efficient and effective use of Board facilities and resources;

- ensure that students are accommodated in facilities that are safe, healthy, and that promote a quality learning environment;
- achieve equity in school facilities across both the elementary and secondary panels over the long term;
- manage available capital finance resources in a fiscally responsible manner;
- consider partnership opportunities where practical and feasible; and
- consider the impact on student transportation and walkability.

2.2 LTAP Update Schedule

The LTAP is updated annually and provides a snapshot of the board's accommodation priorities based on the best available information at the time of writing. Funding, initiatives, and timing of projects may change.

Some sections (e.g. demographics) are dependent upon Canadian Census data, which is updated every five years. Census data is typically released and available approximately two years after Census collection. Therefore, specific sections will be updated only when new data is available.

As a result of Covid-19 there is uncertainty about migration and immigration in Waterloo Region and

how this will affect enrolment. The 2021 LTAP will provide an opportunity to reflect on this experience.

2.3 Glossary of Terms

Accommodation Review: A public process used to determine how students will be accommodated in schools. There are two types of Accommodation Reviews: 1) Boundary Review and, 2) School Closure Review (subject to Ministry Guidelines). Results may include boundary changes, school consolidation/closure, creating an attendance boundary for a new school, identification of a need for new school construction, or building an addition.

Boundary Review: A process used to adjust school attendance boundaries and transfer students from one school to another.

Bussed: The number of students who are designated by Student Transportation Services of Waterloo Region (STSWR) as requiring a bus to get to school, including those students bussed due to exception.

Bussed due to Exception: The number of students who live within walking distance of a school but designated by STSWR as requiring bussing due to a safety issue, or board direction.

Facility Condition Index (FCI): A ratio used to measure the relative condition of a building. FCI is calculated by dividing the cost of building repairs

within a specific time period by the cost to replace the building. A higher FCI indicates a higher cost to repair the facility.

Full-Time Equivalent (FTE): Part time and full time enrolment expressed as the equivalent number of full time students.

Gross Floor Area (GFA): The total constructed area of a building.

Leaving the Boundary: The number of students living within a school's attendance boundary but choosing to attend a different Catholic school.

On the Ground Capacity (OTG): The capacity of the permanent portion of a school, as indicated in the Ministry's School Facilities Inventory System (SFIS). This value does not include temporary (i.e. portables) or other capacity.

Out of Boundary: The number of students (including French Immersion (FI) students) attending a school despite living outside of its attendance boundary.

Portable: A structure providing additional accommodation. It is built with wood frame construction, fully heated and without plumbing. It is considered temporary accommodation.

School Closure Review: A process used where one or more schools is being considered for closure,

consolidation or as defined by the Ministry of Education Pupil Accommodation Review Guideline. The process reflects the Ministry Guideline and applies only to schools offering elementary or secondary regular day school programs (not applicable to adult or continuing education).

Utilization: A percentage calculated by dividing enrolment by the On-The-Ground (OTG) capacity. This calculation provides an indication of whether a school or group of schools is over or under capacity and by how much. Utilization rates are directly impacted by the size of the school and should be reviewed in conjunction with the absolute difference between enrolment and capacity.

Walkers: The number of students who are designated by STSWR as able to walk to school.

Yield: Student yield refers to the number of students attending a Catholic school within a given geographic area divided by the total number of students living in that area. A board-wide student yield/apportionment is calculated by the Ministry of Education and based on the total number of students across the four publicly funded school boards within Waterloo Region. The student yield for each school is calculated based on the total number of students from WCDSB and the Waterloo Region District School Board (WRDSB).

3.0 Ministry Funding and Policy Framework

The Ministry of Education sets policies, guidelines, program initiatives, and funding. These Ministry directives provide the basis for decision making at the school board level.

3.1 Pupil Accommodation Review Guideline

The Ministry of Education released a new version of the Pupil Accommodation Review Guideline (PARG) in the Spring of 2018. However, in June 2018 a pause was placed on any new PARG processes. It is not known when this pause will be lifted.

3.2 Partnerships and Community Hubs

The Province released the Community Hubs in Ontario Strategic Framework & Action Plan in August 2015. The document identified schools as a key element in creating community hubs.

The Ministry of Education's Community Planning and Partnership Guideline (CPPG) is intended to help facilitate facility partnerships within schools. This Guideline pre-dates the community hub initiative and revisions to O.Reg. 444/98. The Ministry may revise this Guideline in the future to better align with other directives.

3.3 Property Disposition

In 2017, the Ministry of Education updated O.Reg. 444/98 Disposition of Surplus Real Property to align with the Community Hubs initiative.

Boards are encouraged to work with municipal and community stakeholders to identify and implement facility partnerships. Boards are expected to recover all costs related to partnerships and community hub initiatives (e.g. operating costs, capital costs, etc.). The board holds an annual public meeting to discuss partnership opportunities with stakeholders.

The Board currently has various facility partners operating in elementary and secondary schools including public libraries, childcare centres, neighbourhood associations, and municipalities. In addition, many sites share playground space with municipalities and parking with adjacent Catholic parishes.

3.4 Child Care Centres

The Ministry of Education has assumed responsibility for child care beginning and provides funding for new child care construction, prioritizing the co-location of schools and child care centres.

The board works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding. To date, the

board has received funding for five new childcare centres.

3.5 Child and Family Centres

The Ontario government has created one delivery model (previously three) called “EarlyON Child and Family Centres” to offer early years programs and support for parents. The Ministry of Education now provides funding for the construction of new EarlyON centres.

The board works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding. To date, the board has received funding for two new EarlyON Child and Family Centres.

3.6 Capital Funding for Schools

Capital projects (new schools/additions) and land purchases are identified in this plan. However, many of these will require funding approval from the Ministry of Education, which is not guaranteed.

The following funding sources are available and can only be used for the items specified within that funding envelope.

Capital Priorities – This refers to funding that may be provided by the Ministry of Education based on a board’s business case. The Ministry dictates when business cases can be submitted, and timing varies from year to year.

Education Development Charges (EDC) – These are funds that are collected in accordance with the board’s Education Development Charges by-law. The intention of these charges is that new residential/non-residential growth pays for the land required for new schools needed as a result of this growth. These funds can only be used for the purchase of specified school sites identified in the EDC background study and some site development costs. They cannot be used for the construction of school buildings.

Land Priorities – For non-EDC eligible land purchases or site improvements, the board must apply for funding from the Ministry of Education. This is done on a case by case basis.

Proceeds of Disposition (POD) – When the board sells property, funds not required to repay the

board’s EDC account, go into the Proceeds of Disposition Reserve. These funds may be used for some renewal projects.

School Condition Improvement (SCI) – School Condition Improvement funds must be used at schools that are expected to remain open and operating for at least five years. Monies are specifically to address health and safety, replacing and repairing building components, improving energy efficiency of schools, and improving accessibility, based on the Facility Condition Index (FCI) of the school.

School Renewal Funding – School Renewal Funding is provided to address the costs of repairing and renovating schools.

4.0 Demographic Trends

4.1 Regional Population Forecast

Waterloo Region is comprised of three urban municipalities - Cambridge, Kitchener, and Waterloo - and four rural townships - North Dumfries, Wellesley, Wilmot, and Woolwich.

The year-end 2019 population of the Region was approximately 617,870, which was an increase of 7,488 persons over estimates. The 2020 population is projected to rise to over 630,000 persons.

Figure 2 - Region of Waterloo Population Trends (April 2019)

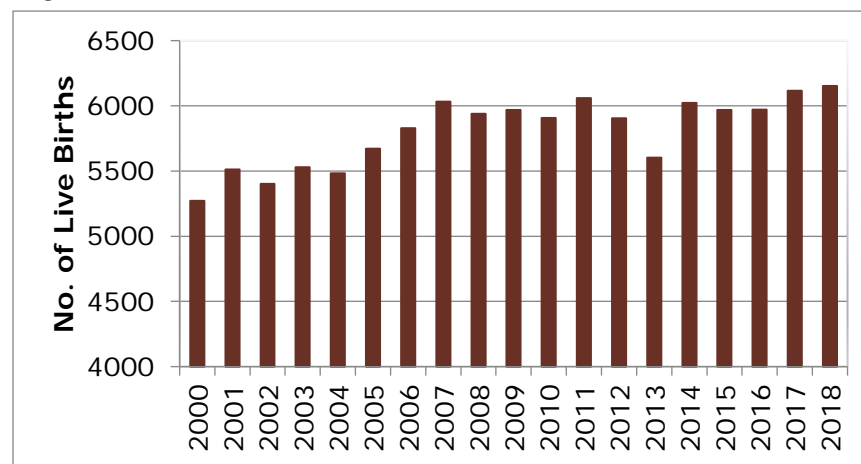
Year-end	Population		
	Total Population	Annual Growth	Change %
2014	569,000	6,000	1.07%
2015	574,700	5,700	1.00%
2016	585,900	11,200	1.95%
2017	600,700	14,800	2.53%
2018	610,400	9,700	1.61%
2019	617,900	7,500	1.23%
2020(f)	630,900	13,000	2.10%
5-year average		9,780	1.63%
15-year average		8,020	1.59%

f - Forecast

4.2 Live Birth Data

Live birth data is used to project the number of JK students entering elementary school four years later. Figure 2 shows the number of live births since 2000. The number of live births within Waterloo Region has generally been increasing since 2013.

Figure 1 - Number of Live Births



4.3 Immigration Trends

Waterloo Region has the eighth highest proportion of immigrants in Ontario. In Waterloo Region, 22.6% of the total population is comprised of immigrants. Immigrants tend to settle within the three cities of Waterloo Region.

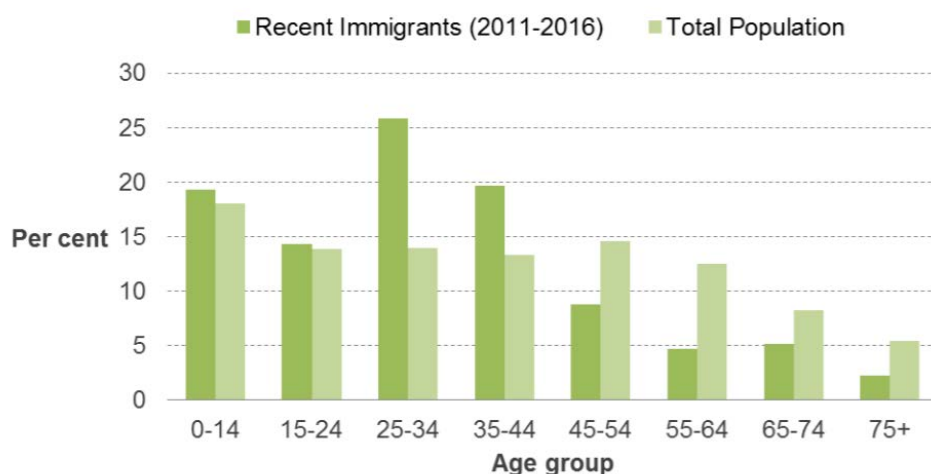
In the 2016 Census, almost two thirds of recent immigrants in Waterloo Region were born in Asia. Europe was the second most common birthplace at

only 12 per cent, followed closely by Africa at 11 per cent. (Waterloo Region Census Bulletin, 2019).

The Top 10 countries of birth of immigrant children in 2016 are noted in Figure 3 (Children and Youth in Waterloo Region: A Demographic Profile, January 2019).

In 2016, the largest age category of recent immigrants was young adults aged 25 to 34 years; 26 per cent of all recent immigrants were in this category compared to 14 per cent of the total population of Waterloo Region (Figure 4).

Figure 4 - Recent Immigrants to Waterloo Region by Age Group



Source: Statistics Canada, Census 2016

Figure 3 - Top 10 Countries for Immigration of Children and Youth in Waterloo Region



5.0 Board-Wide Enrolment Trends

5.1 Elementary Enrolment Trends

Elementary school enrolment has been increasing since the full implementation of full day learning for JK and SK students in 2014. Table 1 and Figure 5 show the historical board-wide enrolment since 2014. Recent growth has been seen across almost all schools, not just in newly developing areas.

Enrolment growth can be attributed to changing demographics, including a larger population in their childbearing years, as well as the growing appeal of WCDSB to families that are new to Canada.

Enrolment is projected to continue to increase over the next ten years.

Figure 5 - Historical Board-Wide Elementary Enrolment

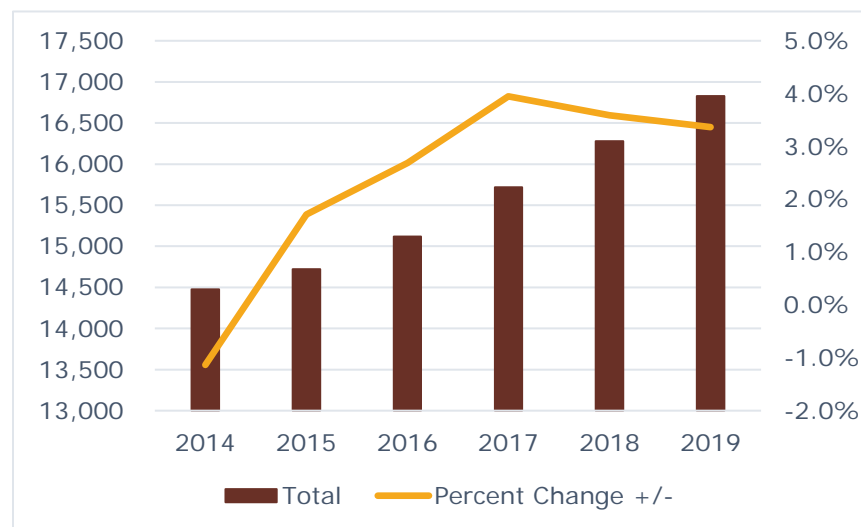


Table 1 - Historic Board-Wide Elementary Enrolment by Grade

Grade	2014	2015	2016	2017	2018	2019
JK	1,230	1,329	1,414	1,465	1,548	1,631
SK	1,417	1,341	1,419	1,557	1,594	1,687
1	1,428	1,486	1,434	1,536	1,637	1,668
2	1,414	1,459	1,547	1,516	1,614	1,709
3	1,519	1,466	1,520	1,610	1,587	1,672
4	1,472	1,570	1,529	1,588	1,681	1,654
5	1,513	1,516	1,622	1,590	1,657	1,713
6	1,496	1,531	1,557	1,704	1,634	1,694
7	1,498	1,516	1,543	1,594	1,721	1,666
8	1,488	1,509	1,534	1,556	1,607	1,759
Total	14,475	14,723	15,119	15,716	16,280	16,853
Change +/-		248	396	597	564	573
Percent Change +/-		1.7%	2.7%	3.9%	3.6%	3.5%

5.2 Secondary Enrolment Trends

Enrolment was stable from 2014 through 2016. Enrolment has been increasing since 2017.

Larger cohorts continue to graduate from the elementary to secondary panel, increasing enrolment at the board's secondary schools.

Table 2 and Figure 6 show board-wide enrolment by grade and how enrolment has changed year over year.

Secondary schools are “open access” meaning that both Catholic and non-Catholic students may enroll. The location of secondary schools is a critical factor in attracting students.

Figure 6 - Historical Board-Wide Secondary Enrolment

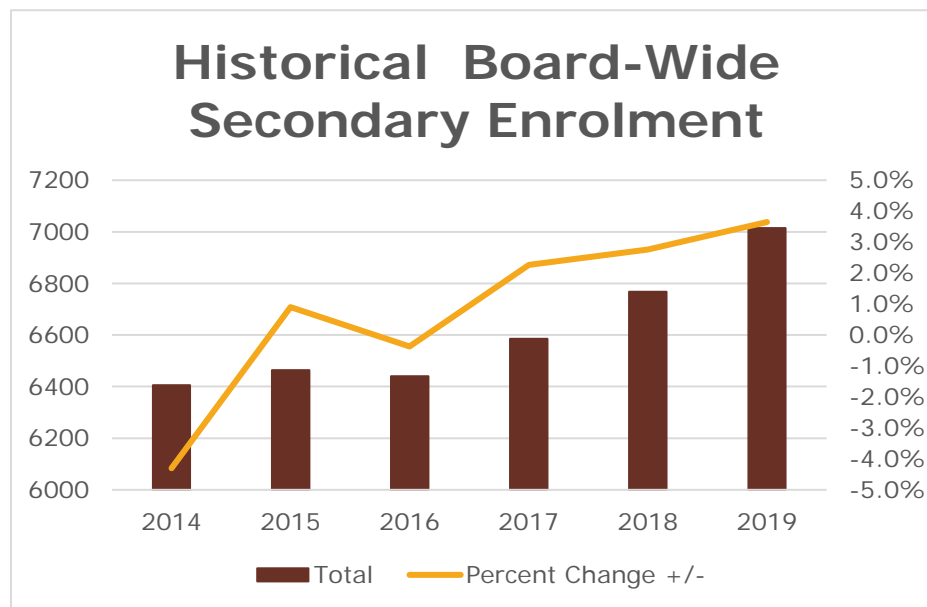


Table 2 - Board-Wide Secondary Enrolment by Grade

Grade	2014	2015	2016	2017	2018	2019
9	1,460	1,496	1,557	1,601	1,623	1,692
10	1,524	1,452	1,513	1,586	1,620	1,640
11	1,557	1,509	1,476	1,497	1,611	1,652
12	1,865	2,007	1,894	1,902	1,914	2,031
Total	6,406	6,464	6,440	6,586	6,768	7,015
Change +/-		58	-24	146	182	247
Percent Change +/-		0.9%	-0.4%	2.3%	2.8%	3.6%

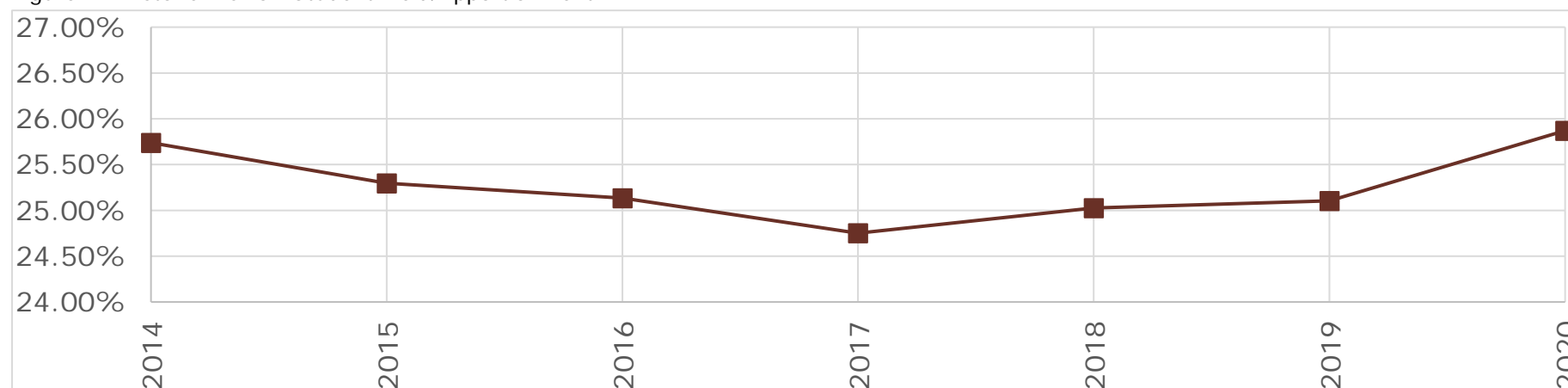
5.3 Student Yields/Apportionment

Student yields/apportionment refers to the share of the total student population that enrolls at WCDSB schools compared to other publicly-funded school boards.

The Figure 7 illustrates the board-wide elementary and secondary student yields as calculated by the Ministry of Education.

The board's student yield has increased over the last two years. Although the Waterloo Region District School Board captures the majority of students in Waterloo Region, the WCDSB yield has been increasing since 2017. The French Catholic and French public school boards also continue to experience increasing student yields.

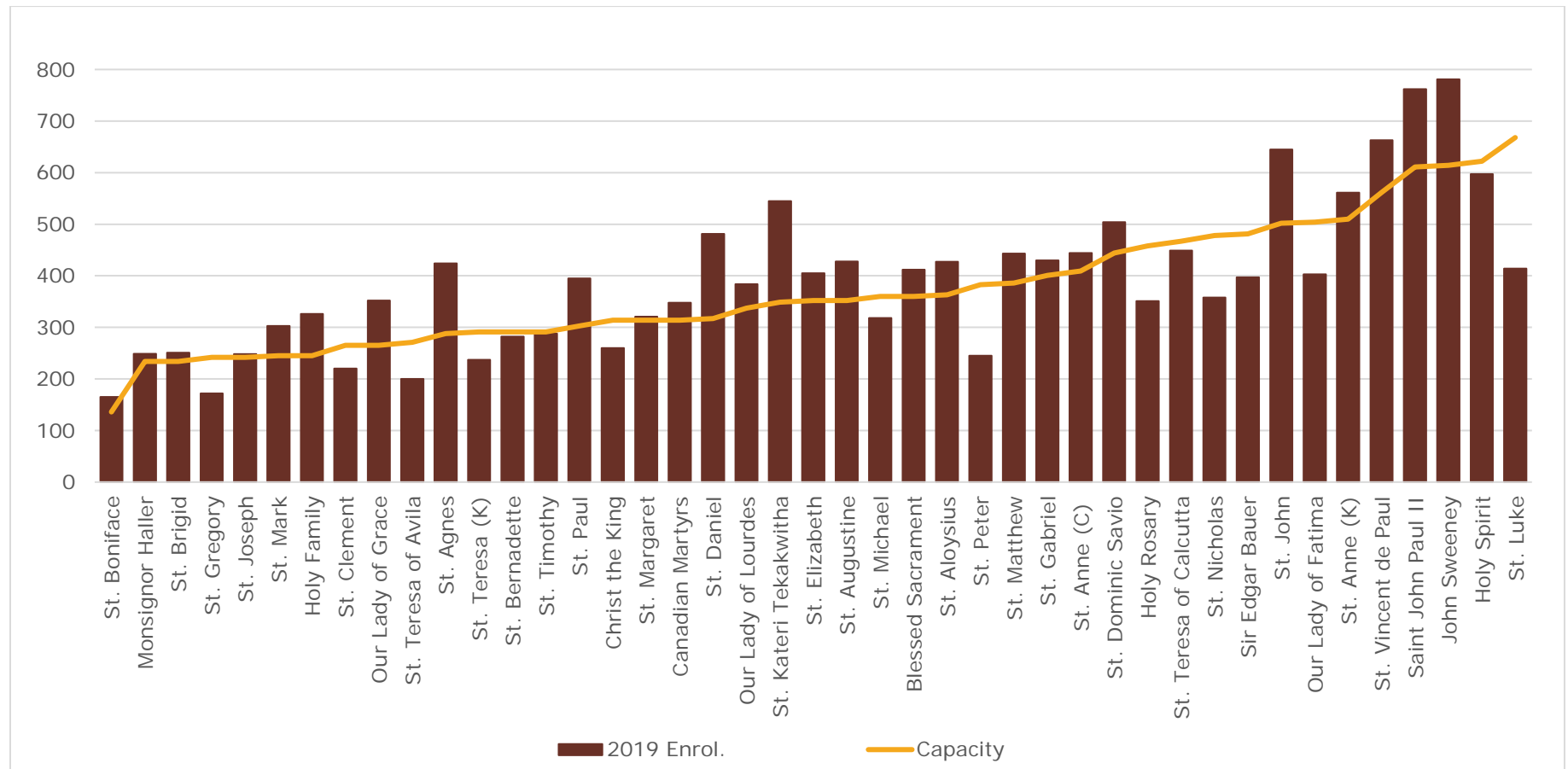
Figure 7 - Historic WCDSB Student Yield/Apportionment



5.4 Utilization

Figure 8 illustrates the difference between elementary enrolment and capacity. In 2019/20 there were 813 more students than pupil places throughout the district, resulting in a utilization rate of 105%. Some schools are experiencing enrolment pressure, while others have surplus pupil places. Portables are used to address enrolment pressure, and the board may consider other accommodation options.

Figure 8 – 2019/20 Enrolment to Capacity Comparison by Elementary School



5.5 Elementary Enrolment Projections

Elementary enrolment projections are developed using five factors:

1. The number of students in each grade
2. Retention rates (i.e. the number of students in Grade 1 that move to Grade 2 the next year)
3. Live births (use to predict JK students four years later)
4. Residential growth and student yields from various unit types
5. Population trends (used for long term projections after live birth data ends)

Table 3 shows elementary projections by school for the next ten years. Enrolment is projected to increase over the long term; however, enrolment trends vary by school.

Table 3 - Elementary Forecast by School

SCHOOL	Capacity	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Blessed Sacrament	360	410	429	453	474	504	537	552	566	591	620	616
Canadian Martyrs	314	348	363	382	402	415	442	470	475	480	495	521
Christ the King	314	260	262	267	266	254	267	274	282	282	291	298
Holy Family	245	326	344	365	384	401	419	453	487	518	547	556
Holy Rosary	458	349	351	363	387	400	418	454	485	496	509	502
Holy Spirit	622	597	579	563	570	594	623	659	689	714	751	790
John Sweeney	614	776	758	768	780	781	804	835	854	883	905	933
Monsignor Haller	234	249	252	260	262	265	268	286	309	333	353	367
Our Lady of Fatima	504	403	415	435	447	461	468	503	511	535	550	553
Our Lady of Grace	265	352	368	385	404	436	466	487	489	518	536	540
Our Lady of Lourdes	337	380	413	430	461	482	513	515	523	522	507	519
Saint John Paul II	611	762	777	784	781	779	759	777	805	829	856	902
Sir Edgar Bauer	481	397	403	423	444	467	476	496	523	550	567	588
St. Agnes	288	415	465	538	606	663	738	749	772	776	757	730
St. Aloysius	363	427	462	497	522	557	580	605	619	638	633	643
St. Anne (C)	409	444	455	457	462	463	470	497	536	570	600	624

SCHOOL	Capacity	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
St. Anne (K)	521	560	608	671	731	762	808	832	834	854	849	826
St. Augustine	352	427	428	414	421	426	434	461	479	498	507	531
St. Bernadette	291	282	286	298	306	305	315	343	374	388	400	409
St. Boniface	136	165	185	202	225	248	267	298	323	344	364	375
St. Brigid	234	251	274	288	311	339	369	376	386	399	386	386
St. Clement	265	220	221	239	240	253	258	271	285	296	311	310
St. Daniel	317	481	532	574	616	658	696	725	731	744	757	735
St. Dominic Savio	444	503	518	540	550	569	591	601	599	612	609	593
St. Elizabeth	352	405	402	412	427	436	447	465	478	489	509	506
St. Gabriel	401	430	452	503	527	558	566	563	582	588	596	599
St. Gregory	242	172	166	156	158	158	164	178	189	195	202	207
St. John	502	645	710	773	822	873	895	910	920	934	937	931
St. Joseph	242	248	246	256	249	249	261	279	291	301	314	318
St. Kateri Tekakwitha	349	544	553	584	614	635	657	691	709	714	743	742
St. Luke	668	412	411	418	429	436	447	467	486	497	506	508
St. Margaret	314	321	324	327	348	358	374	379	371	366	380	387
St. Mark	245	303	321	332	348	361	375	380	390	396	399	407
St. Matthew	386	443	447	469	472	484	494	524	540	553	560	574
St. Michael	360	318	324	335	344	352	361	385	408	425	435	452
St. Nicholas	478	352	351	335	334	332	332	339	337	337	330	340
St. Paul	303	394	431	471	505	540	576	578	582	578	551	564
St. Peter	383	245	244	240	239	244	244	261	279	287	296	311
St. Teresa (Elmira)	271	200	199	197	197	204	205	211	219	230	238	238
St. Teresa (K)	291	237	256	266	282	293	312	323	336	344	353	360
St. Teresa of Calcutta	467	449	439	438	435	432	431	438	456	470	487	498
St. Timothy	291	288	305	312	331	345	357	370	376	379	383	379
St. Vincent de Paul	562	663	688	716	739	776	813	874	923	971	964	952

SCHOOL	Capacity	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
TOTAL	16,086	16,853	17,421	18,135	18,847	19,548	20,297	21,133	21,809	22,423	22,845	23,118

5.6 Secondary Enrolment Projections

Secondary enrolment projections are based on students progressing from the elementary panel within their family of schools. Retention rates are also used to predict the number of students moving from grade to grade.

Family of Schools

Monsignor Doyle	Resurrection	St. Benedict	St. David	St. Mary's
<ul style="list-style-type: none"> • Holy Spirit • St. Anne (C) • St. Augustine • St. Brigid • St. Gregory • St. Vincent de Paul 	<ul style="list-style-type: none"> • Holy Family • Holy Rosary • Our Lady of Lourdes • St. Dominic Savio • St. John • St. Mark • St. Nicholas • St. Paul 	<ul style="list-style-type: none"> • Christ the King • Our Lady of Fatima • St. Elizabeth • St. Gabriel • St. Joseph • St. Margaret • St. Michael • St. Peter • St. Teresa of Calcutta 	<ul style="list-style-type: none"> • Sir Edgar Bauer • St. Agnes • St. Boniface • St. Clement • St. Luke • St. Matthew • St. Teresa of Avila • St. Teresa (K) 	<ul style="list-style-type: none"> • Blessed Sacrament • Canadian Martyrs • John Sweeney • Monsignor Haller • Our Lady of Grace • Saint John Paul II • St. Aloysius • St. Anne (K) • St. Bernadette • St. Daniel • St. Kateri Tekakwitha • St. Timothy

Table 4 shows secondary projections by school for the next ten years. Secondary schools offer courses over two semesters and the fall semester typically has higher enrolment. Therefore, the numbers shown on the table are October FTE enrolment to understand accommodation needs.

Table 4 - Secondary Enrolment Projection by School

	Capacity	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Monsignor Doyle	1,029	997	1,012	1,081	1,095	1,070	1,032	1,036	1,080	1,215	1,335	1,457
Resurrection	1,245	1,473	1,538	1,635	1,714	1,928	2,050	2,178	2,320	2,516	2,661	2,770
St. Benedict	1,458	1,556	1,624	1,590	1,612	1,658	1,720	1,802	1,900	1,968	2,088	2,205
St. David	1,050	886	913	898	913	946	997	1,055	1,138	1,250	1,384	1,505
St. Mary's	1,530	2,023	2,117	2,196	2,308	2,530	2,628	2,834	2,973	3,130	3,370	3,549
TOTAL	6,312	6,935	7,205	7,399	7,642	8,132	8,427	8,905	9,410	10,079	10,839	11,486

5.7 French Immersion (FI)

The board started offering French Immersion at two schools, St. Anne (K) and Sir Edgar Bauer, in 2015. FI was added at Our Lady of Fatima in 2016. A review was undertaken during the 2017-2018 school year to plan for FI accommodation and continued expansion. In 2019, FI was added at St. Luke and Holy Rosary. In 2020, FI will be added to St. Peter.

Every Grade 1 student has the opportunity to attend French Immersion, however the instruction is not available at every school. FI service areas cover broad geographic areas. Transportation is only available to students who are eligible within the FI school's regular boundary. New FI is grown into schools one grade at a time, starting in Grade 1.

FI predominantly attracts students from within the home school boundary. Offering FI in a dual-track (English and FI) school environment presents accommodation challenges. Classes must be organized to maximize student to teacher ratios prescribed by the Ministry of Education. FI instruction requires that students be divided into classrooms based on language. Therefore, organization is less efficient, and more classrooms are required when FI is offered at a school.

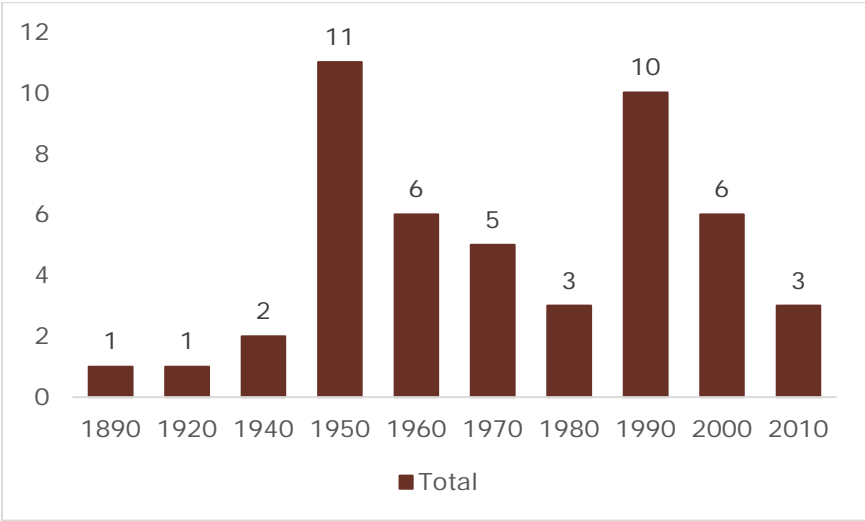
6.0 Facilities

The Waterloo Catholic District School Board currently operates 43 elementary schools, 5 secondary schools, 5 adult and continuing learning campuses, 2 secondary alternative education sites, and 2 administrative sites.

6.1 Age of Schools

The board’s 48 elementary and secondary schools range in age from two years old to 122 years old. Figure 9 displays a count of schools by decade of original construction, not including additions or renovations.

Figure 9 - Age of Schools



6.2 Facility Condition Index (FCI)

Facility condition assessments are completed every five years by the Ministry of Education to assess building components and systems. Systems include architectural, mechanical, electrical, and plumbing

elements of a building. Each system has many components.

During the assessments, estimates are made in terms of the timing of replacement and replacement cost of each component.

FCI is calculated based on the five year renewal needs compared to the cost to replace the entire school. A high FCI indicates high renewal needs. The formula is:

$$FCI = \frac{\text{5 Year Renewal Needs}}{\text{Building Replacement Cost}}$$

6.3 Capacity

On-the-Ground (OTG) capacity is a number set by the Ministry of Education to quantify the number of students that can be accommodated within a school (permanent building only).

The Ministry assigns room loading by instructional space type. The loadings of each room are added together to calculate the OTG of the school. Table 5

shows the loading of each type of room. This loading differs from the actual number of students that can be accommodated within the school based on pupil to teacher ratios in central and local agreements.

Table 5 - Ministry Rating of Instructional Space

Instructional Space	OTG Loading
Kindergarten classroom	26
Elementary classroom	23
Special Education Room	9
Resource Room (over 400sq.ft.)	12
Secondary classroom	21*

*new OTG factor expected in 2020/21

6.4 Portables

Portable classrooms are intended to be used for temporary accommodation. In 2019/20 the board owned 96 portables and leased 61 portables.

The owned portable fleet has an average age of 1999. The owned fleet does require upgrading to support the board's ability to re-locate this inventory where needed and maintain the units for ongoing use.

The number of portables in use will continue to increase as enrolment exceeds the ability to add permanent capacity.

6.5 Adult and Continuing Education

St. Louis operates five campuses in Kitchener, Waterloo, and Cambridge.

Kitchener Main Campus is in downtown Kitchener in a leased building. In January 2020, a new agreement was confirmed to maintain the campus until 2035.

St. Mary's Campus is located adjacent to the Kitchener Main Campus.

St. Francis Campus is located near the intersection of Queen's Boulevard and Westmount Road East in Kitchener. This campus will receive renovations in 2020 including construction of a child care and Early ON centre.

St. Benedict Campus is located at St. Benedict Secondary School. Opened in 2014, this is the only continuing education site in Cambridge.

Emmanuel Campus is located at the corner of Bridgeport Road West and Albert Street at Emmanuel United Church. This campus opened in 2013 and offers English-as-a-Second-Language (ESL) classes only. This is the only campus in Waterloo.

6.6 Alternative Education – St. Don Bosco

The board operates two alternative secondary school sites – one in Kitchener and one in Cambridge. These

sites provide programming to students who need different support than can be provided through regular secondary schools.

St. Don Bosco is in the St. Mary's Campus of the St. Louis adult learning building in Kitchener and in rented commercial space in Cambridge.

6.7 Administration Facilities

WCDSB operates two administrative facilities: the Catholic Education Centre (CEC) in Kitchener and Facility Services in Waterloo.

The Catholic Education Centre is in downtown Kitchener. Recently completed renovations added office space, updated building components, created a new boardroom, and addressed parking shortages.

Facility Services, located on Dutton Drive in Waterloo, includes offices, workshops, and a warehouse that supports all board facilities and sites.

There is no funding source from the Ministry of Education for the repair and renewal of administrative buildings. Boards can repair and renew these buildings using funds from the sale of other administrative facilities, or from surpluses generated within the operational envelope for administration and governance. Generally, there are not surpluses available within the administration and governance envelope.

6.8 Other Properties

The board owns several other properties and is either in the process of selling them or is retaining them for future use. Table 6 lists these properties.

Table 6 - List of Surplus Property

Property Name	Status
St. Francis (C)	To be Retained
St. Agatha	Process Underway
St. Patrick (vacant site)	To be Retained
Biehn Drive	Process Underway

6.9 Facility Partners

The board has co-built or co-located with external agencies, municipalities, and non-profit organizations for decades. This includes libraries, neighbourhood associations, child care centres, community centres, and early years supports. In addition, the Board shares parking with adjacent properties (mainly Catholic parishes).

Following is a list of facility and property partnerships:

- Catholic Education Centre (CEC) – Community Centre (City of Kitchener)
- Holy Rosary – Childcare & City of Waterloo
- John Sweeney – Childcare
- Our Lady of Fatima – Childcare
- Resurrection – Childcare & City of Kitchener
- Saint John Paul II – Childcare

- St. Anne (C) – Alison Park Neighbourhood Association (City of Cambridge)
- St. Augustine – Childcare
- St. Benedict – Public Library (IDEA Exchange)
- St. Brigid – Childcare
- St. Daniel – Community Centre (City of Kitchener)
- St. Elizabeth – Childcare
- St. Francis (K) – Early Years Centre
- St. Gabriel – Silverheights Neighbourhood Association (City of Cambridge)
- St. Kateri Tekakwitha – Childcare
- St. Luke – Childcare
- St. Margaret – Childcare
- St. Mary's – Kitchener Public Library
- St. Matthew – Childcare & City of Waterloo

- St. Nicholas – Childcare
- St. Paul – Childcare
- St. Vincent de Paul– Childcare

Parking

- Catholic Education Centre
- Our Lady of Lourdes
- St. Aloysius
- St. Anne (Kitchener)
- St. Boniface
- St. Clement
- St. Vincent de Paul
- St. Daniel
- St. Francis (K)
- St. Gregory
- St. John
- St. Michael
- St. Teresa of Avila
- St. Teresa (K)

7.0 Planning Areas

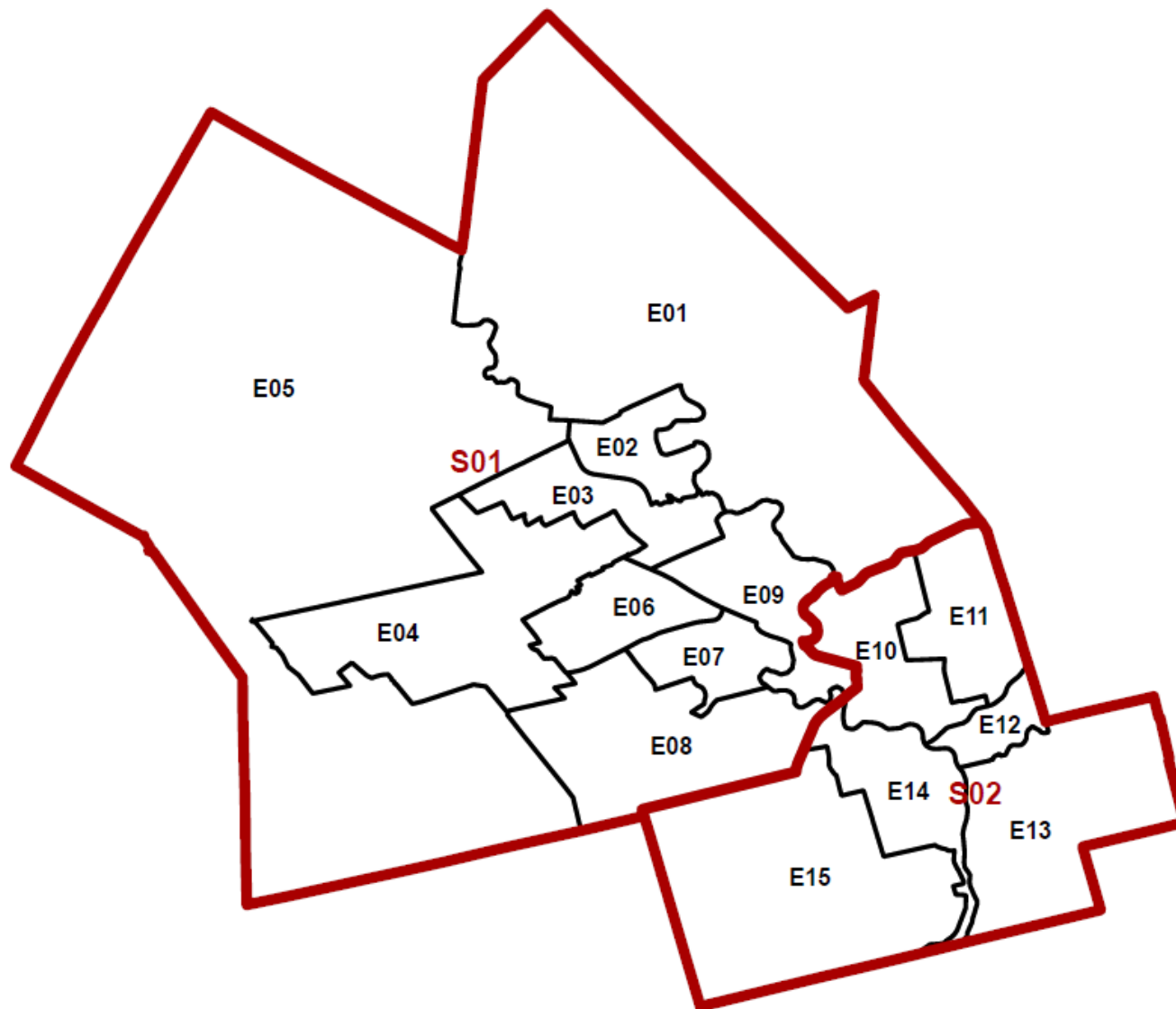
To analyse accommodation issues, the region is divided into fifteen (15) elementary planning areas and two (2) secondary planning areas. Schools are grouped together based on geography, facility utilization, enrolment, and residential growth patterns. Table 7 lists schools by planning area. Figure 10 on the following page illustrates the boundaries of these Planning Areas.

Table 7 - Elementary and Secondary Planning Areas

Elementary Planning Areas	Schools
E01: Rural North	St. Boniface, St. Teresa of Avila
E02: Waterloo East	St. Luke, St. Matthew
E03: Waterloo Central	Sir Edgar Bauer, St. Agnes, St. Teresa (K)
E04: Waterloo West	Holy Rosary, Our Lady of Lourdes, St. Nicholas
E05: Rural West	Holy Family, St. Clement

Elementary Planning Areas	Schools
E06: Kitchener West	St. Bernadette, St. Dominic Savio, St. John, St. Mark, St. Paul
E07: Kitchener Central	Blessed Sacrament, Monsignor Haller, Our Lady of Grace, St. Aloysius
E08: Kitchener Southwest	John Sweeney, St. Kateri Tekakwitha, St. Timothy
E09: Kitchener East	Canadian Martyrs, Saint John Paul II, St. Anne (K), St. Daniel
E10: Cambridge Preston	St. Joseph, St. Michael
E11: Cambridge Hespeler	Our Lady of Fatima, St. Elizabeth, St. Gabriel
E12: Cambridge North Galt	Christ the King, St. Margaret, St. Peter, St. Teresa of Calcutta
E13: Cambridge Southeast Galt	Holy Spirit, St. Anne (C), St. Vincent de Paul
E14: Cambridge West Galt	St. Augustine, St. Gregory
E15: Rural South	St. Brigid
Secondary Planning Areas	Schools
S01: Kitchener-Waterloo	Resurrection, St. David, St. Mary's
S02: Cambridge	Monsignor Doyle, St. Benedict

Figure 10 - Elementary and Secondary Planning Areas Map



7.1 How to Read the Planning Area and School Profiles

A summary page has been prepared for each planning area, followed by a school profile of each school within that planning area.

7.1.2 Planning Area Summary

The planning area summary includes:

- A boundary map of the planning area and the location of schools in that area
- The history of accommodation reviews and major capital projects
- A summary of proposed accommodation reviews and major capital projects
- Enrolment projections by school, including utilization. Enrolment projections include the school's bussed boundary, even if the bussed boundary is located within a different planning area. Secondary enrolment reflects October FTE.
- A graph showing historic and projected enrolment compared to capacity for the planning area

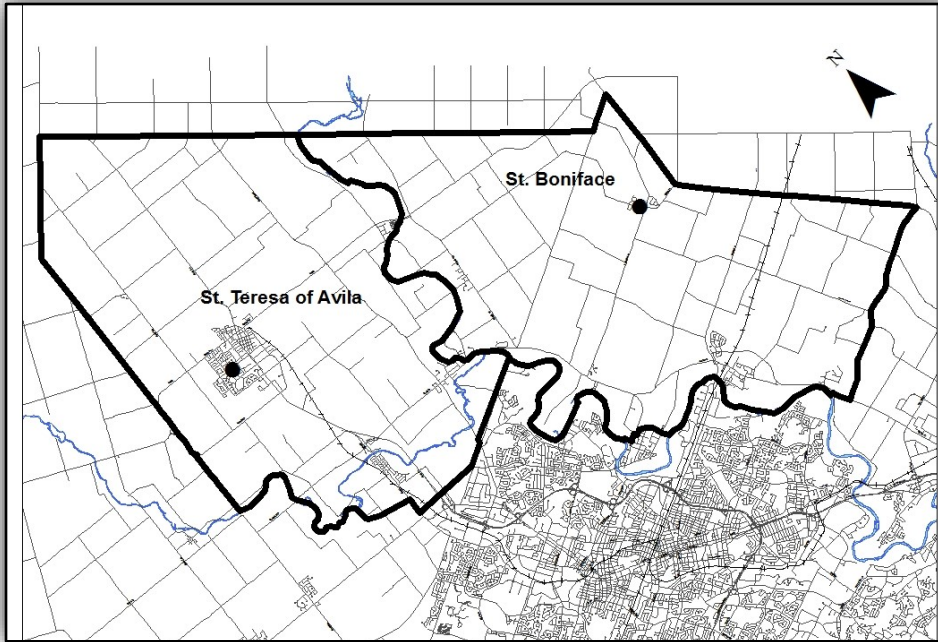
7.1.3 School Profiles

Each school profile includes:

- A graph showing historic and projected enrolment compared to capacity
- A summary of known development activity within plans of subdivision, community plans, or major infill development
- A high level summary of renewal projects proposed within the next three years. The renewal project list and proposed schedule are in Appendix A. This list is subject to change.
- Commentary on enrolment, trends, and programs
- A photograph of the school
- Utilization information
- Student yields (the proportion of students in the school boundary attending a Catholic school)
- Transportation eligibility (Please see Section 2.3 Glossary of Terms)
 - The data source is Student Transportation Services of Waterloo Region (STSWR) and the numbers in this table may not match the 2019 enrolment numbers due to different data sources. STSWR numbers include international students and therefore may be higher than enrolment numbers which do not (particularly in secondary schools).

- Building/site size, age, and additions.
- Facility partners with dedicated space within the school building

Planning Area E01—Rural North (Woolwich Township)



School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
St. Boniface	136*	165 (121%)	225 (165%)	267 (196%)
Saint Teresa of Avila (E)	271	200 (74%)	197 (73%)	205 (76%)
Total	407	365 (90%)	422 (104%)	471 (116%)

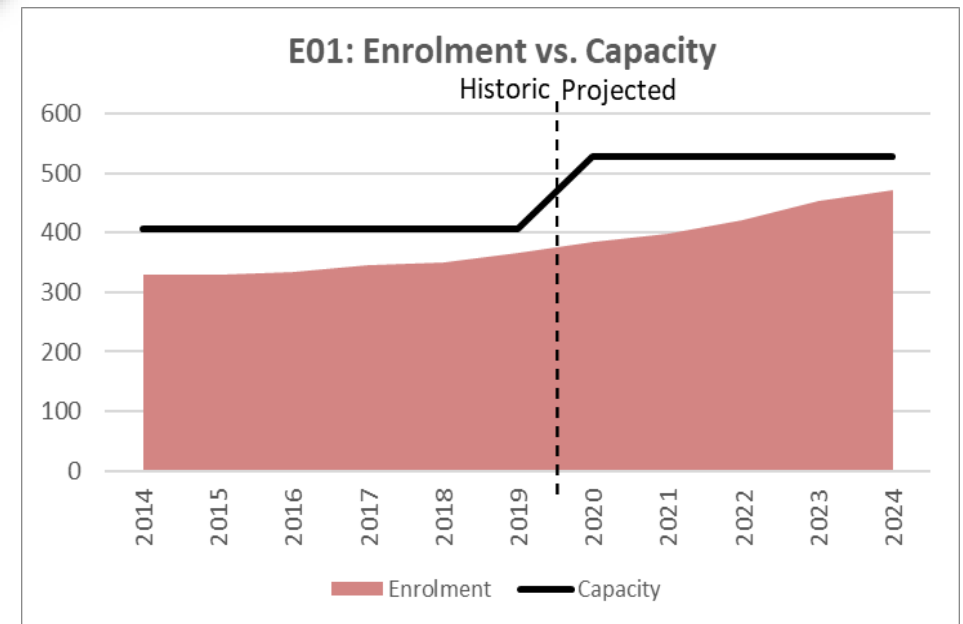
* New school anticipated to be opened in September 2021 with 257 pupil places. All calculations are based on current numbers.

History

- ♦ 2013—Ministry funding approval for a new St. Boniface school; subsequent Board decision to relocate St. Boniface to Breslau pending site availability. Moreover, an addition to St. Teresa of Avila.
- ♦ 2016—Ministry approval for a childcare centre and an EarlyON centre at new St. Boniface school in Breslau.
- ♦ 2018— Phase I of site acquisition for a new St. Boniface replacement school in Breslau
- ♦ 2019— New school construction started

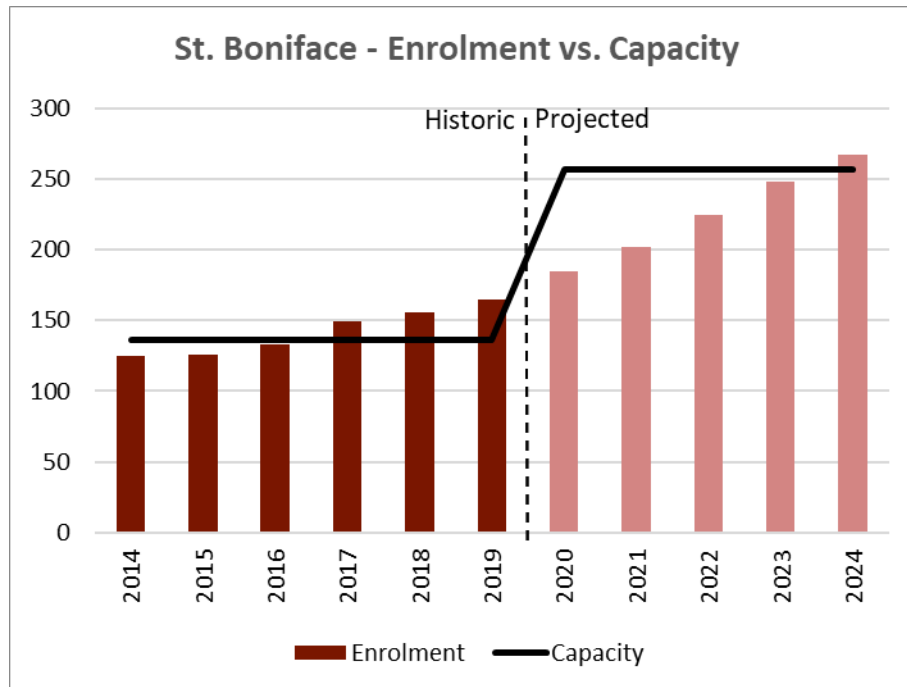
Accommodation Summary

- ♦ Complete Phase II of Breslau site purchase.
- ♦ September 2021— Open new school in Breslau to replace St. Boniface, including a childcare centre and an EarlyON centre.



St. Boniface

1354 Maryhill Road, Maryhill, Ontario



* New school anticipated to be opened in September 2021 with 257 pupil places.

Development Activity

- Approximately 1470 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase due to anticipated residential growth.
- Projected enrolment does not factor in an increased student yield which is likely to result when the school is relocated to Breslau.



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
136*	165	121%	1	0.182

Transportation Eligibility—2019

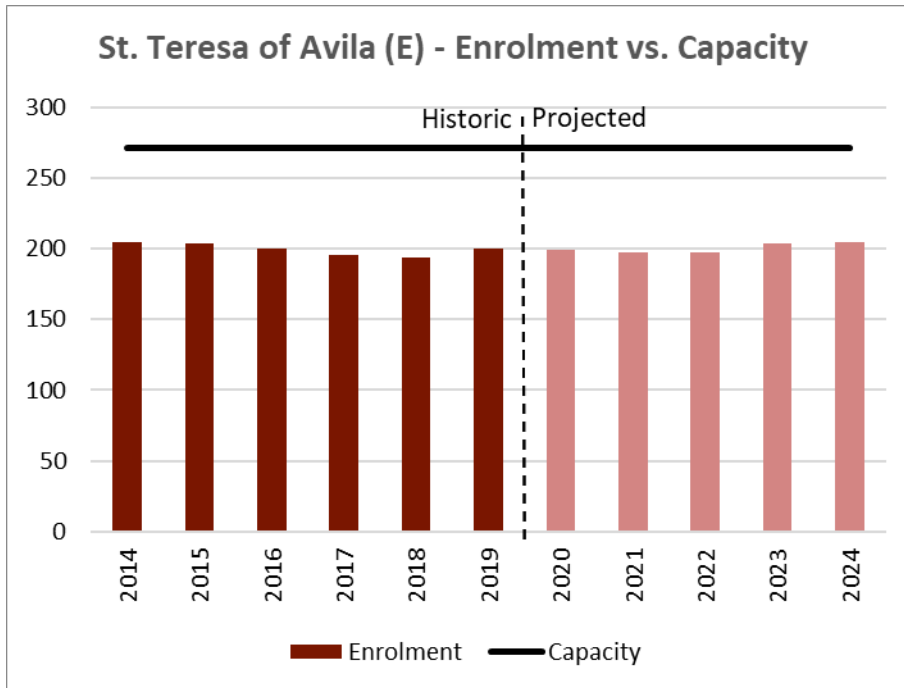
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
20 (12%)	124 (74%)	12 (7%)	11 (7%)	34

Building Information

Site Size	Built	Additions	Partners
9.28 acres	1898	1965, 1968, 1972, 2006	N/A

Saint Teresa of Avila (Elmira)

69-75 First Street West, Elmira, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
271	200	74%	0	0.120

Development Activity

- ◆ Approximately 1760 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC upgrades, BAS upgrades, lighting upgrades, exterior wall upgrades, flooring upgrades, millwork.

Comments

- ◆ Enrolment is projected to remain relatively stable.

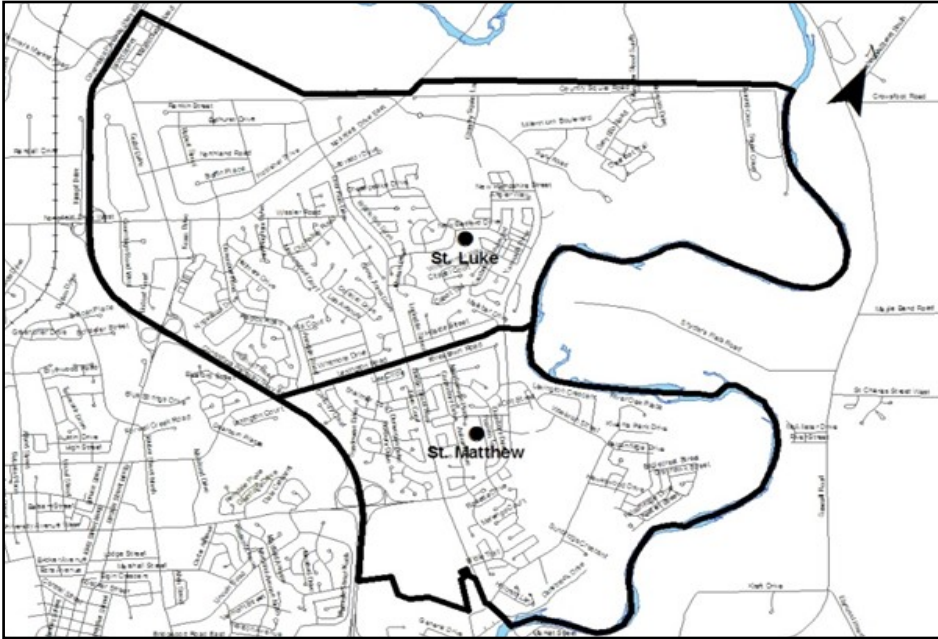
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
110 (55%)	86 (43%)	0 (0%)	4 (2%)	3

Building Information

Site Size	Built	Additions	Partners
5.92 acres	1964	1968, 2012	N/A

Planning Area E02—Waterloo East



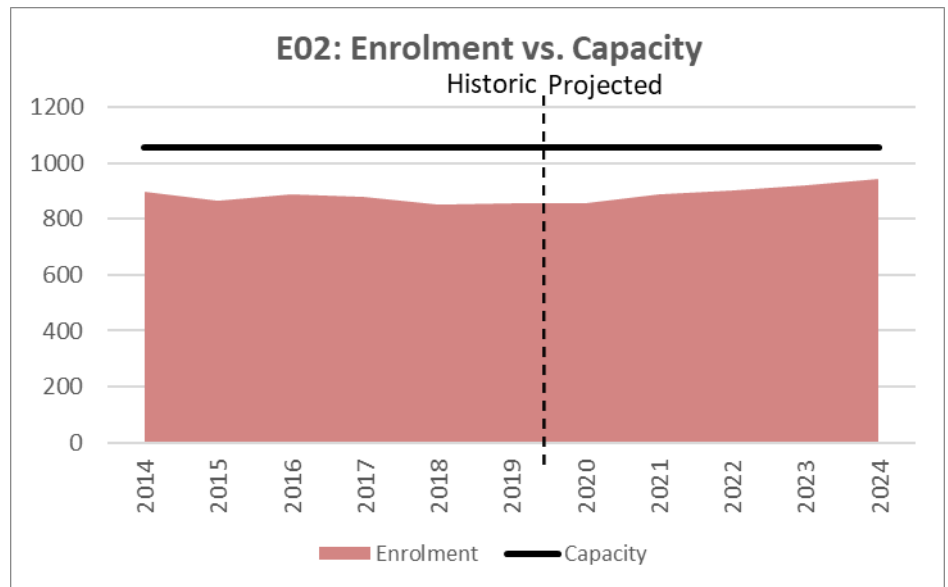
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
St. Luke	668	412 (62%)	429 (64%)	447 (67%)
St. Matthew	386	443 (115%)	472 (122%)	494 (128%)
Total	1,054	855 (81%)	901 (85%)	941 (89%)

History

- ◆ 2013—Addition to St. Luke.
- ◆ 2019—French Immersion added to at St. Luke.

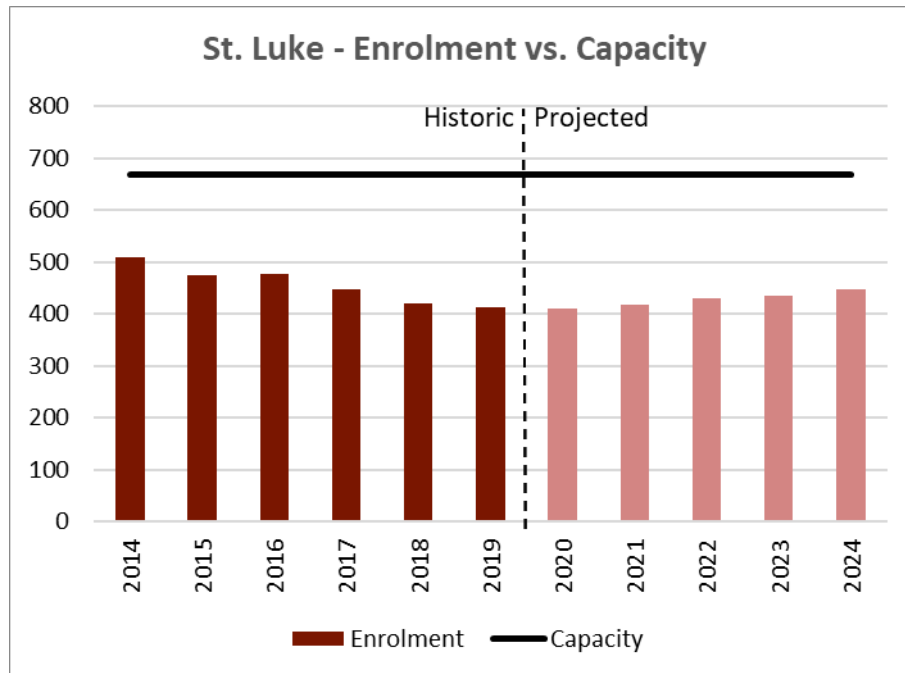
Accommodation Summary

- ◆ Monitor enrolment to determine if a boundary change is required.



St. Luke

550 Chesapeake Drive, Waterloo, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
668	412	62%	0	0.237

Development Activity

- ◆ Approximately 190 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Flooring upgrades, exterior wall and door replacement, asphalt repairs, air and water balancing, PA system upgrades.

Comments

- ◆ Enrolment is projected to remain relatively stable.
- ◆ French Immersion will be beginning at Holy Rosary in September 2019.

Transportation Eligibility—2019

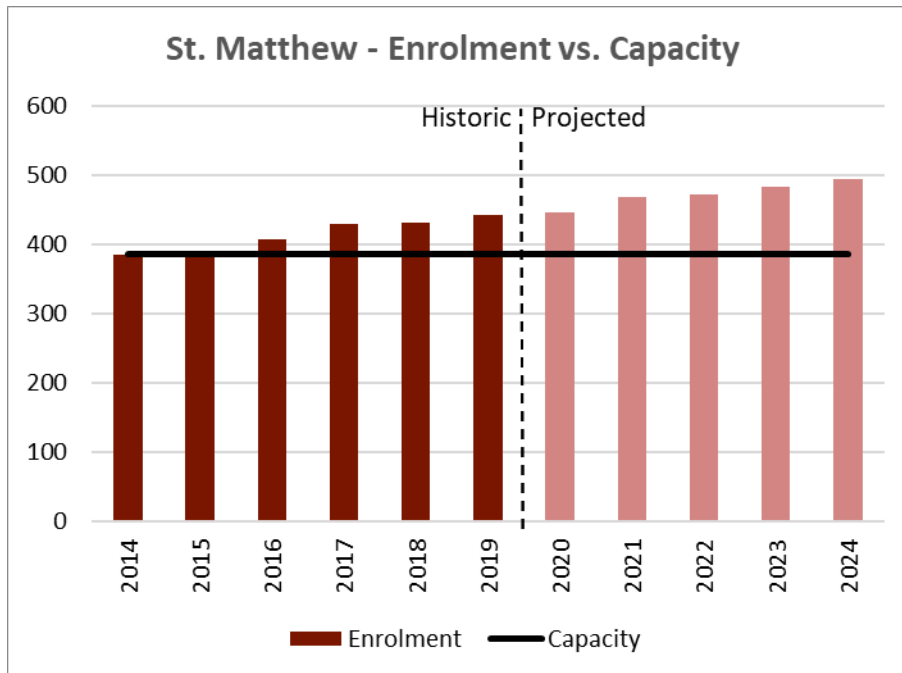
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
188 (45%)	190 (46%)	1 (0%)	36 (9%)	17

Building Information

Site Size	Built	Additions	Partners
4.11 acres	2001	2002, 2012	Owl Childcare

St. Matthew

405 Pastern Trail, Waterloo, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
386	443	115%	3	0.337

Development Activity

- ◆ Approximately 150 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC upgrades, domestic water distribution, washroom upgrades, fire alarm upgrades, flooring upgrades, ceiling finishes, asphalt repairs.

Comments

- ◆ Enrolment is projected to increase.

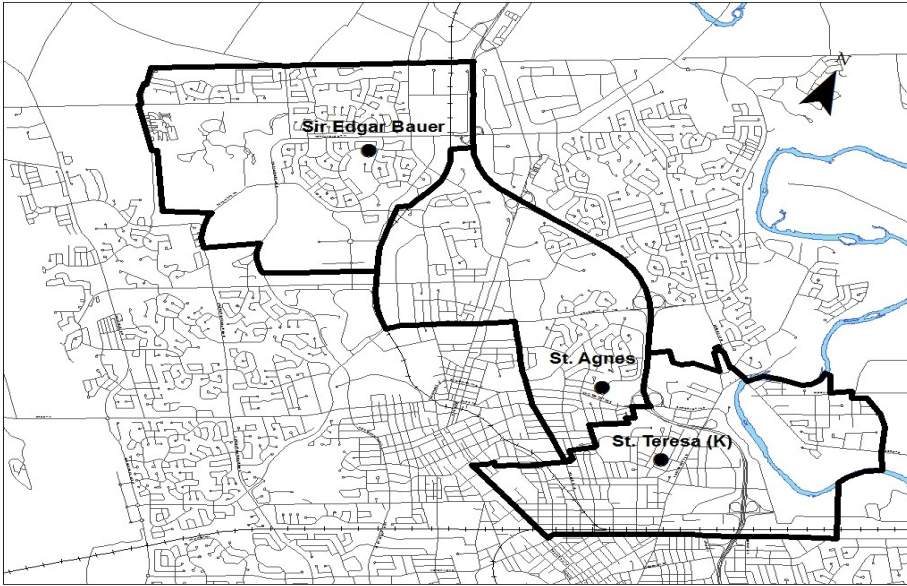
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
179 (41%)	212 (48%)	23 (5%)	27 (6%)	20

Building Information

Site Size	Built	Additions	Partners
7.02 acres	1995	N/A	Owl Childcare

Planning Area E03—Waterloo Central



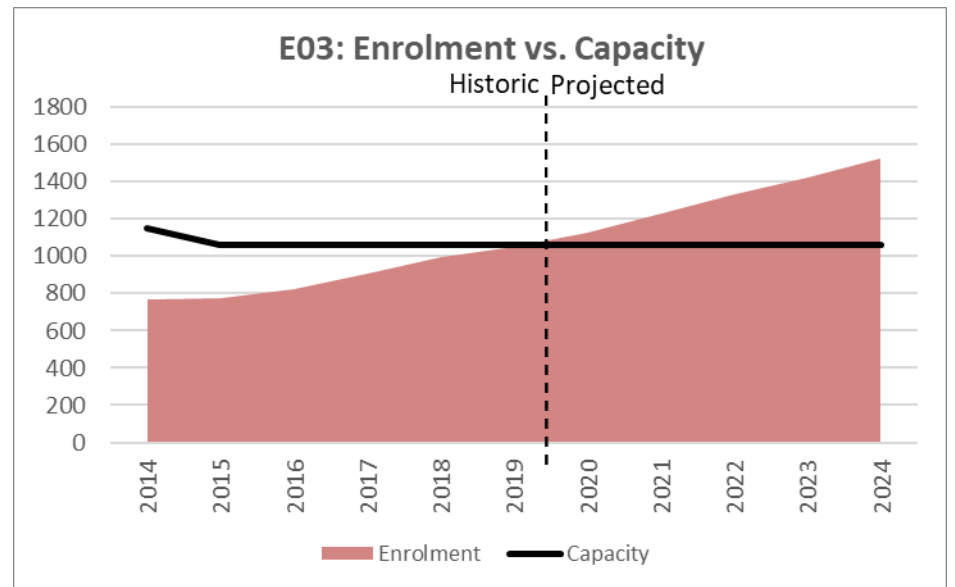
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Sir Edgar Bauer	481	397 (83%)	444 (92%)	476 (99%)
St. Agnes	288	415 (144%)	606 (210%)	738 (256%)
St. Teresa (K)	291	237 (81%)	282 (97%)	312 (107%)
Total	1060	1049 (99%)	1331 (126%)	1526 (144%)

History

- ◆ 2015—Demolition of surplus space at St. Teresa(K).
- ◆ 2015—French Immersion added to at Sir Edgar Bauer.
- ◆ 2018— Administrative Boundary change between Sir Edgar Bauer and St. Nicholas (Planning Area E04) to move new residential development from Sir Edgar Bauer to St. Nicholas.

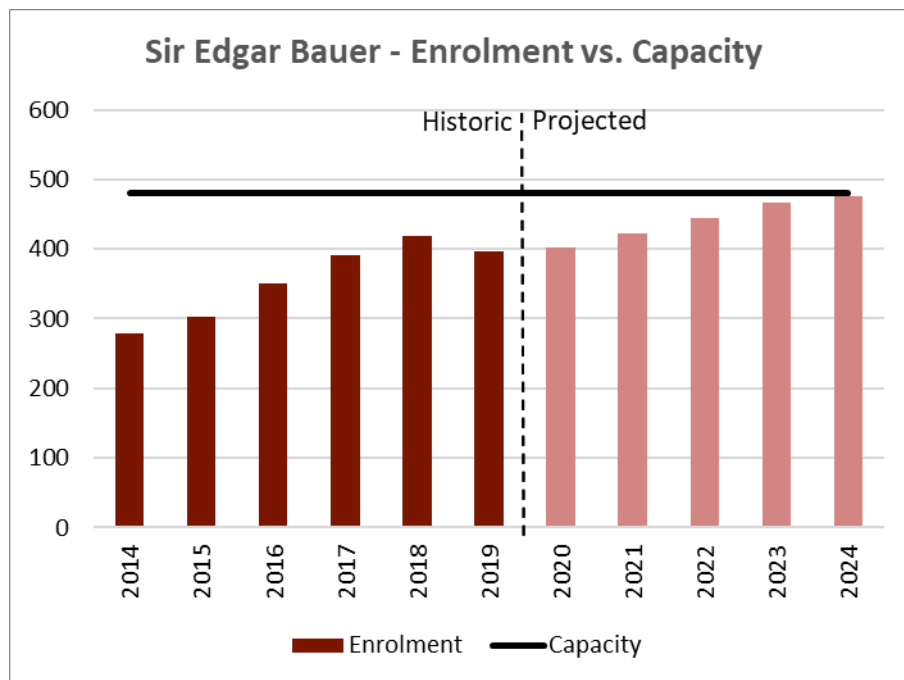
Accommodation Summary

- ◆ Monitor enrolment to determine if a boundary change is required.



Sir Edgar Bauer

660 Glen Forrest Boulevard, Waterloo, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
481	397	83%	0	0.265

Development Activity

- Approximately 230 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- French Immersion has been offered at Sir Edgar Bauer since September 2015.
- Enrolment is projected to continue increasing due to the growth of the French Immersion program.

Transportation Eligibility—2019

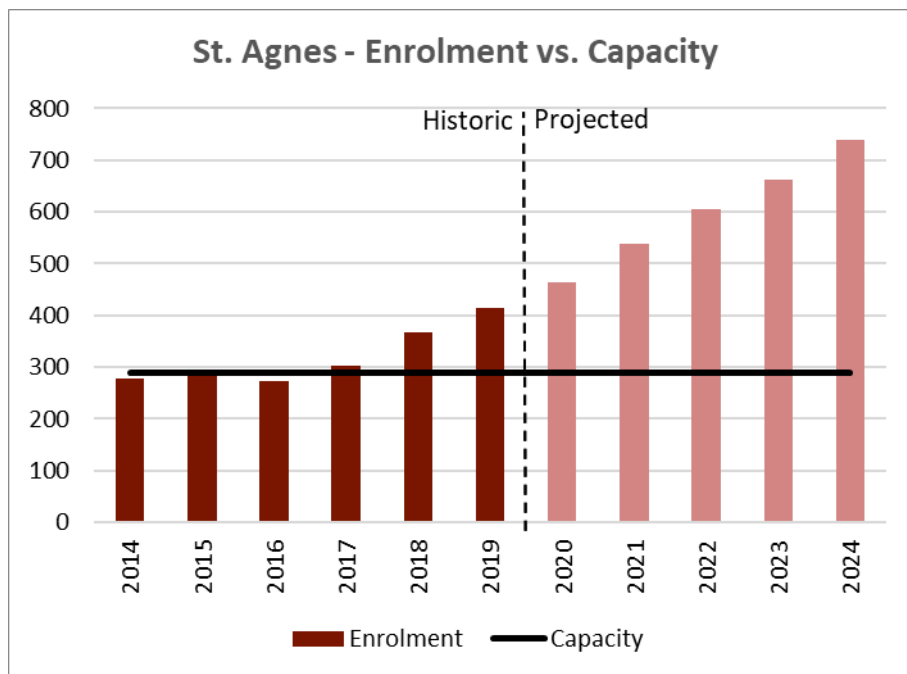
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
210 (53%)	154 (39%)	0 (0%)	35 (9%)	28

Building Information

Site Size	Built	Additions	Partners
9.99 acres	1970	1995	N/A

St. Agnes

254 Neilson Avenue, Waterloo, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
288	415	144%	6	0.336

Development Activity

- ◆ Approximately 270 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC upgrades, radiators, piping and water distribution upgrades, expansion tank replacement, millwork, asphalt repairs.

Comments

- ◆ Enrolment is projected to increase.
- ◆ Capital Priorities Funding submission for addition to address growth.
- ◆ School gym is undersized.

Transportation Eligibility—2019

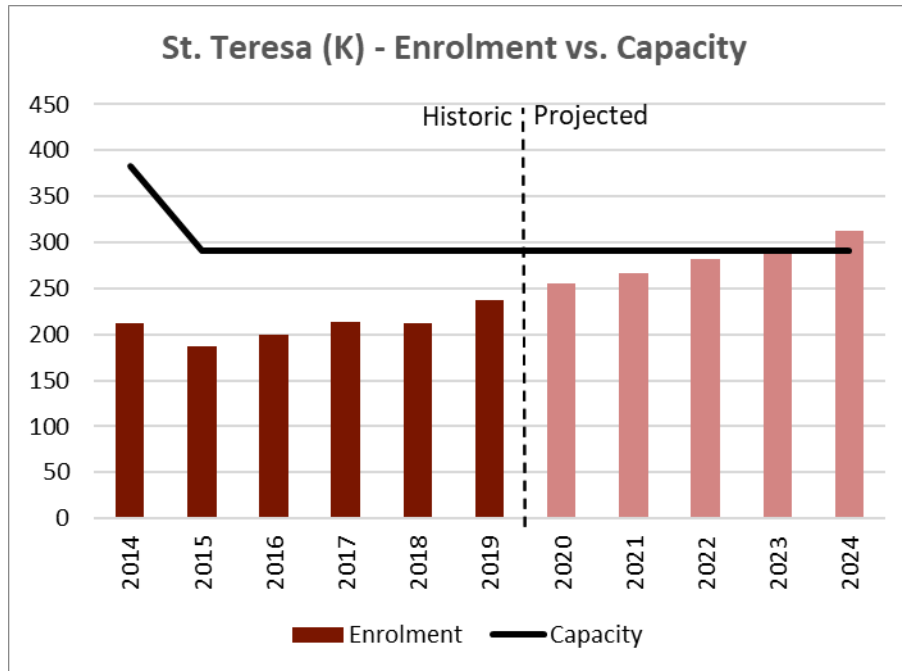
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
157 (37%)	219 (52%)	8 (2%)	38 (9%)	25

Building Information

Site Size	Built	Additions	Partners
7.22 acres	1956	1962, 1965, 2001	N/A

St. Teresa (Kitchener)

270 Edwin Street, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
291	237	81%	0	0.265

Development Activity

- ◆ Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC upgrades/replacement, fire alarm upgrades, washroom upgrades, millwork, ceiling and flooring upgrades, main switchboard replacement.

Comments

- ◆ Enrolment is projected to increase slightly but remain under capacity.

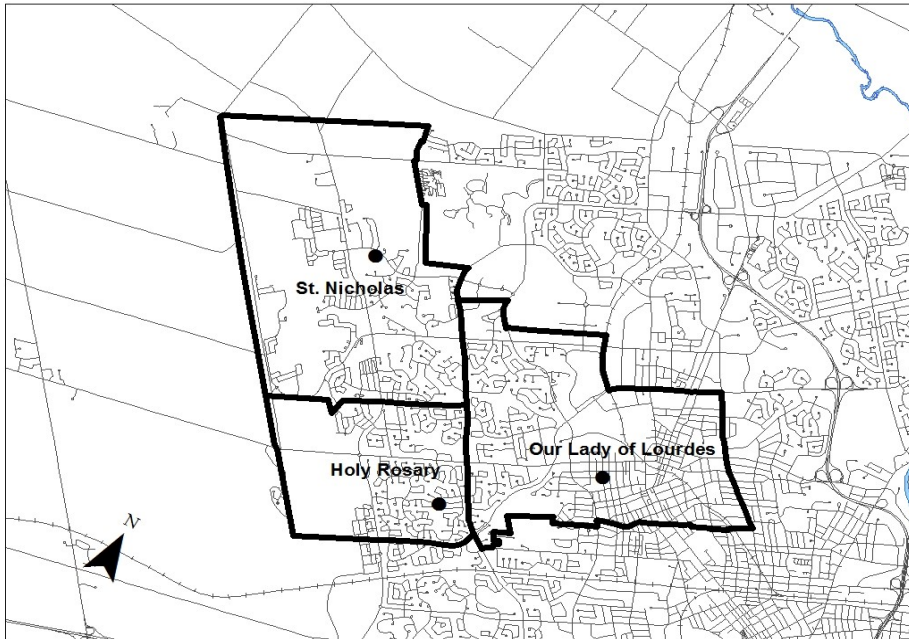
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
103 (44%)	112 (47%)	5 (2%)	16 (7%)	35

Building Information

Site Size	Built	Additions	Partners
3.17 acres	1953	1955, 1957, 1960, 1968	N/A

Planning Area E04—Waterloo West



School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Holy Rosary	458	349 (76%)	387 (84%)	418 (91%)
Our Lady of Lourdes	337	380 (113%)	461 (137%)	513 (152%)
St. Nicholas	478	352 (74%)	334 (70%)	332 (69%)
Total	1273	1081 (85%)	1182 (93%)	1263 (99%)

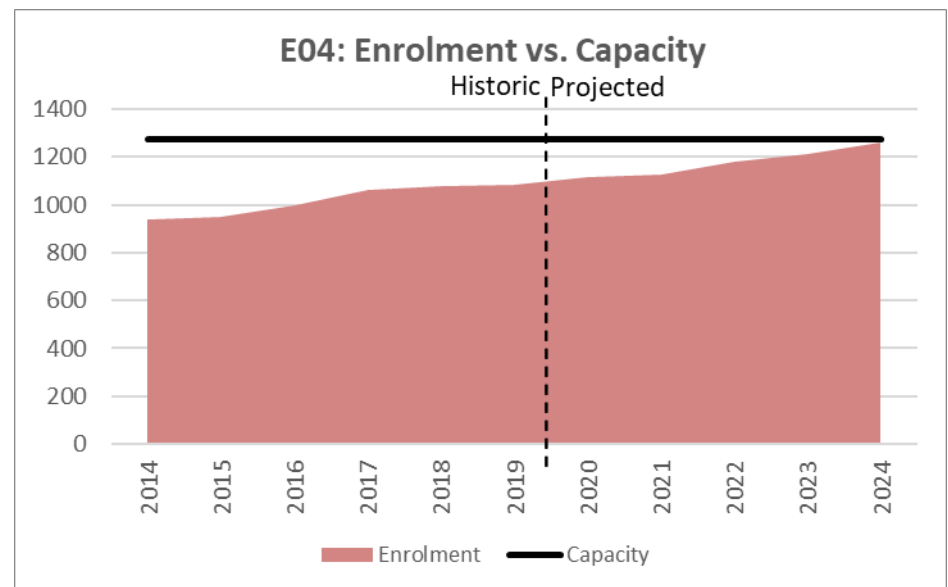
Note: Holy Rosary has a Bussed Area in Planning Area E05 but the projection for this Bussed Area is included in Holy Rosary's projections above.

History

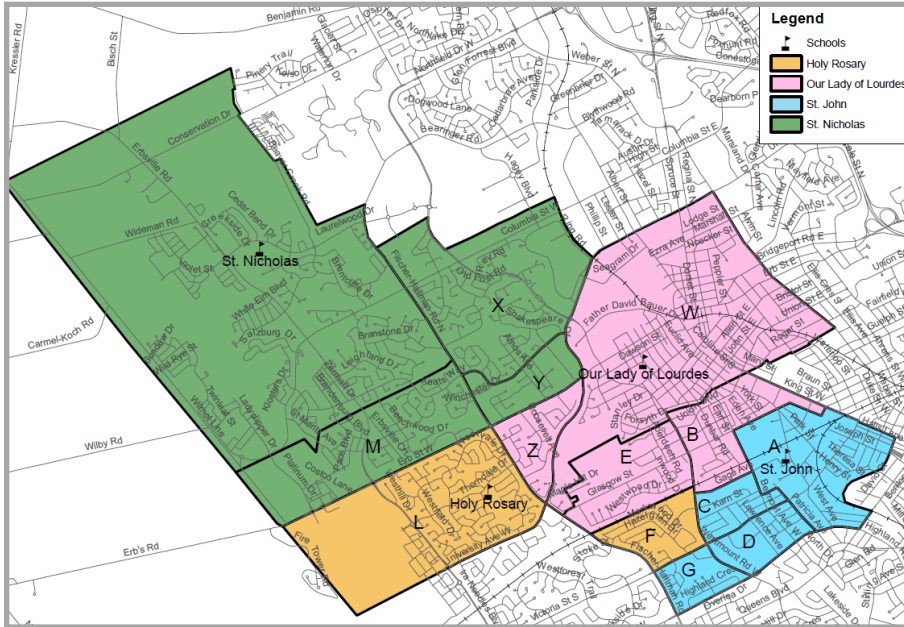
- ◆ 2014—Accommodation review completed . Board decision to change boundaries between St. Agatha and St. Nicholas.
- ◆ 2017—Accommodation review completed. Board decision to close St. Agatha and move its students to Holy Rosary and St. Clement.
- ◆ 2018— Boundary change between Sir Edgar Bauer (Planning Area E03) and St. Nicholas to move new residential development from Sir Edgar Bauer to St. Nicholas
- ◆ 2019—Holy Rosary will begin the French Immersion program in the 2019/2020 school year.

Accommodation Summary

- ◆ Refer to Planning Area E04 and Portion of E06—Post Boundary Change Planning Area profile page



Planning Area E04 and Portion of E06—Post Boundary Change



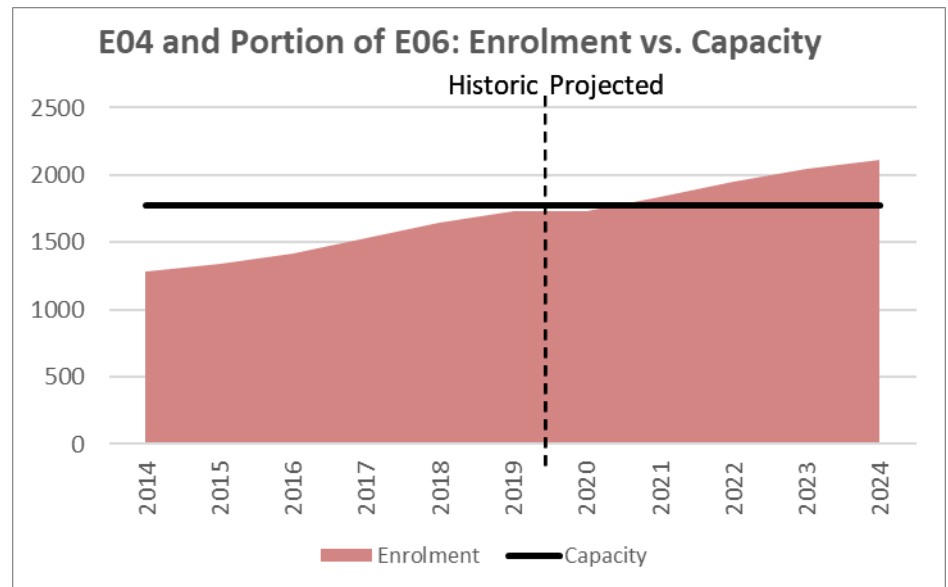
On April 27, 2020 the Board of Trustees approved boundary changes affecting schools in planning area E04 and St. John. New school boundaries will be in effect September 2020 and the 2021 LTAP update will reflect these changes.

School	Capacity	2020 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Holy Rosary	458	432 (94%)	511 (112%)	530 (116%)
Our Lady of Lourdes	337	356 (106%)	398 (118%)	447 (133%)
St. John	502	509 (101%)	546 (109%)	581(116%)
St. Nicholas	478	435 (91%)	491 (103%)	552 (116%)
Total	1775	1733 (98%)	1947 (110%)	2110 (119%)

Note: Holy Rosary has a Bussed Area in Planning Area E05 but the projection for this Bussed Area is included in Holy Rosary's projections above.

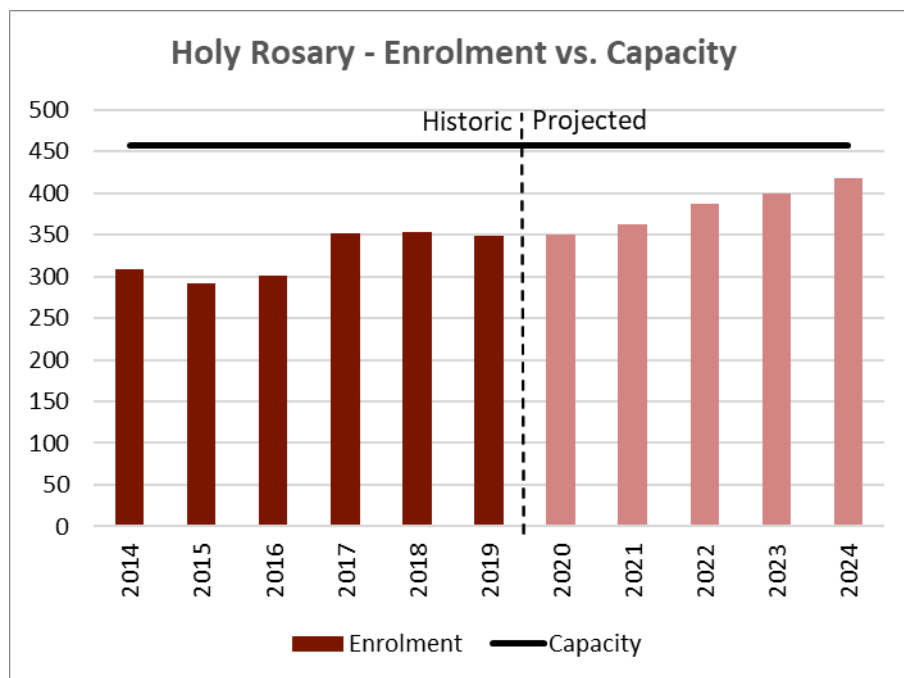
*Yields expressed are based on 2019/20 planning area enrolment and the new boundaries for each of the affected schools.

School	2019 Yield*	Approximate unbuilt low density units remaining within known plans of subdivision
Holy Rosary	0.292	70
Our Lady of Lourdes	0.194	380
St. John	0.327	90
St. Nicholas	0.142	1780



Holy Rosary

485 Thorndale Drive, Waterloo, Ontario



*Boundary Review decision April 27, 2020

Development Activity

- ◆ Approximately 140 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal project are scheduled within the next 3 years.

Comments

- ◆ Holy Rosary's boundary includes a bussed area (Planning Area E05) which is included in the enrolment projections.
- ◆ Enrolment is projected to remain relatively stable.
- ◆ French Immersion added at Holy Rosary in September 2019.



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
458	349	76%	0	0.209

Transportation Eligibility—2019

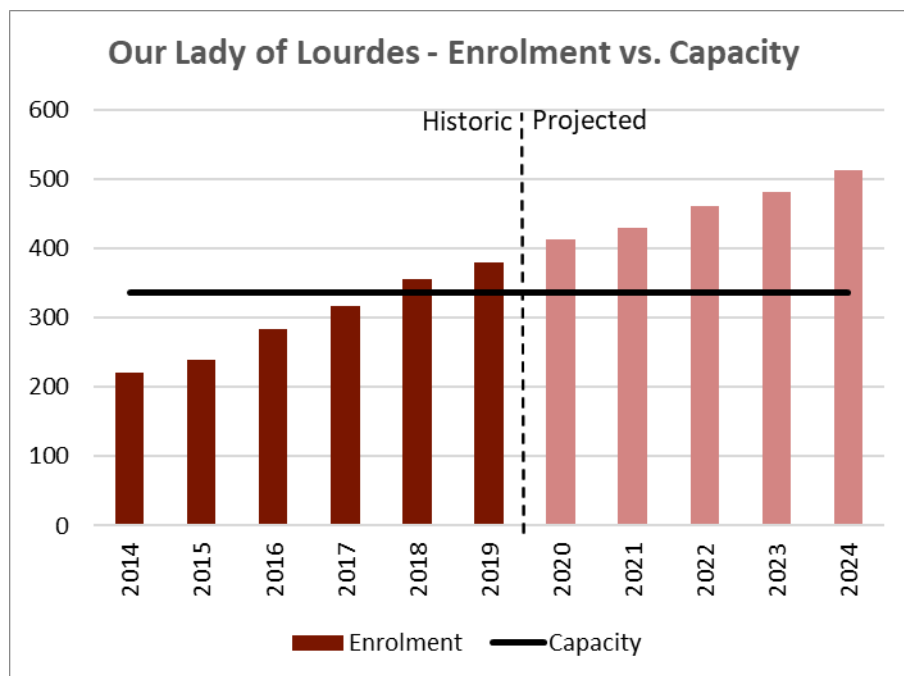
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
166 (47%)	122 (35%)	3 (1%)	61 (17%)	22

Building Information

Site Size	Built	Additions	Partners
4.83 acres	1989	1994	YMCA of Kitchener-Waterloo, Cambridge

Our Lady of Lourdes

55 Roslin Avenue South, Waterloo, Ontario



*Boundary Review decision April 27, 2020

Development Activity

- ◆ Approximately 180 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Heating upgrades, plumbing upgrades, washroom upgrades, interior doors and hardware, millwork, ceiling finishes.

Comments

- ◆ Enrolment is projected to increase.



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
337	380	113%	1	0.201

Transportation Eligibility—2019

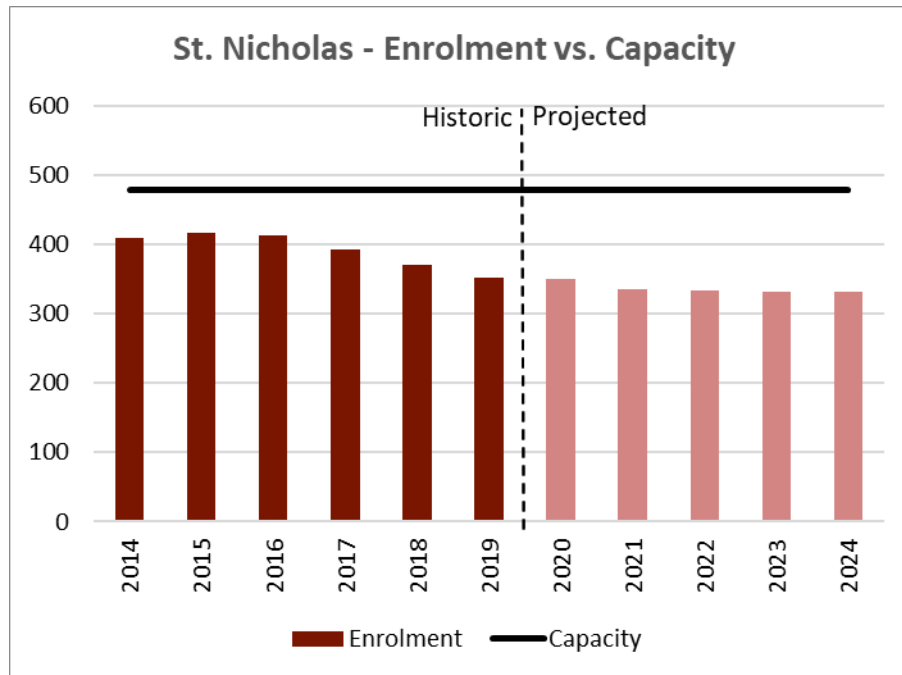
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
97 (25%)	213 (56%)	17 (4%)	56 (15%)	15

Building Information

Site Size	Built	Additions	Partners
5.14 acres	1948	1959, 1986, 2001	N/A

St. Nicholas

525 Laurelwood Drive, Waterloo, Ontario



*Boundary Review decision April 27, 2020

Development Activity

- ◆ Approximately 1590 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Roof top unit & exhaust system replacement, flooring upgrades, asphalt repairs.

Comments

- ◆ Enrolment is projected to remain stable.



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
478	352	74%	0	0.123

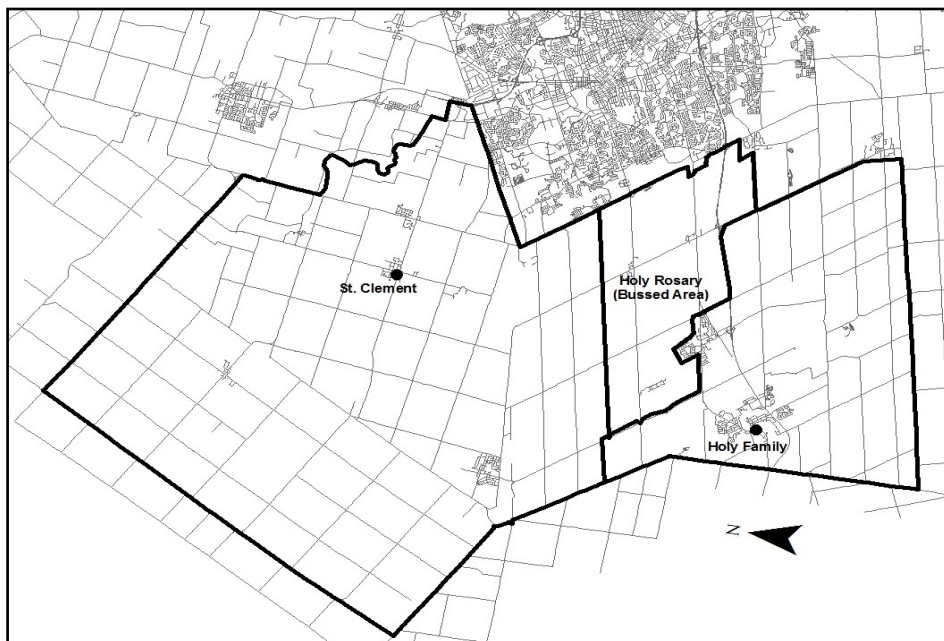
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
126 (35%)	204 (57%)	2 (1%)	28 (8%)	18

Building Information

Site Size	Built	Additions	Partners
7.85 acres	2001	2009	Owl Childcare

Planning Area E05—Rural West (Wellesley & Wilmot Townships)



School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Holy Family	245	326 (133%)	384 (157%)	419 (171%)
St. Clement	265	220 (83%)	240 (91%)	258 (98%)
Total	510	546 (107%)	624 (122%)	678 (133%)

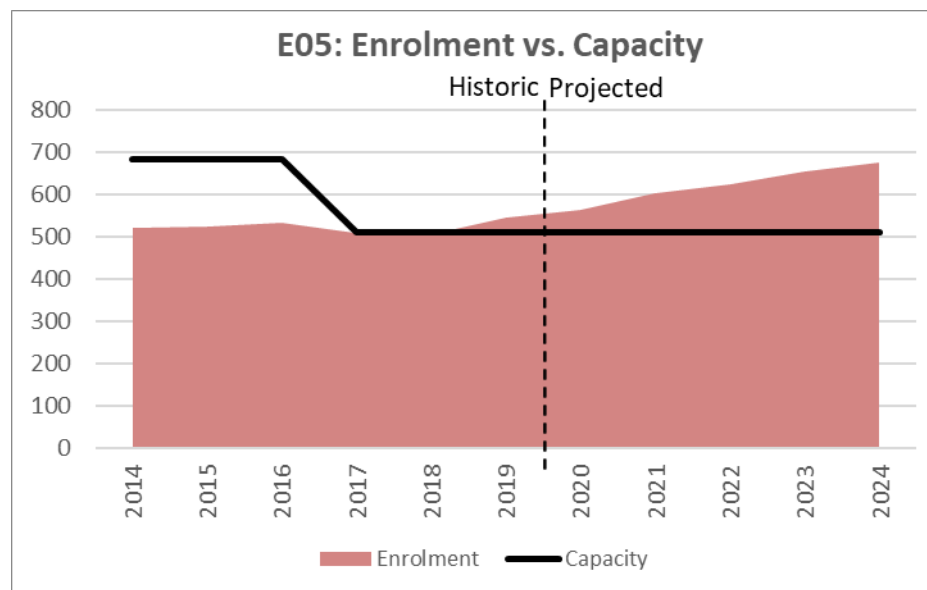
Note: Projections for Holy Rosary Bussed Area included in Planning Area E04.

History

- ◆ 2014—Accommodation review completed. Board decision included direction to apply for Ministry funding to construct a new school in the Township of Wilmot.
- ◆ 2017—Accommodation review completed involving St. Agatha and St. Clement as well as Holy Rosary (Planning Area E04). Board decision to close St. Agatha and move its students to Holy Rosary and St. Clement.

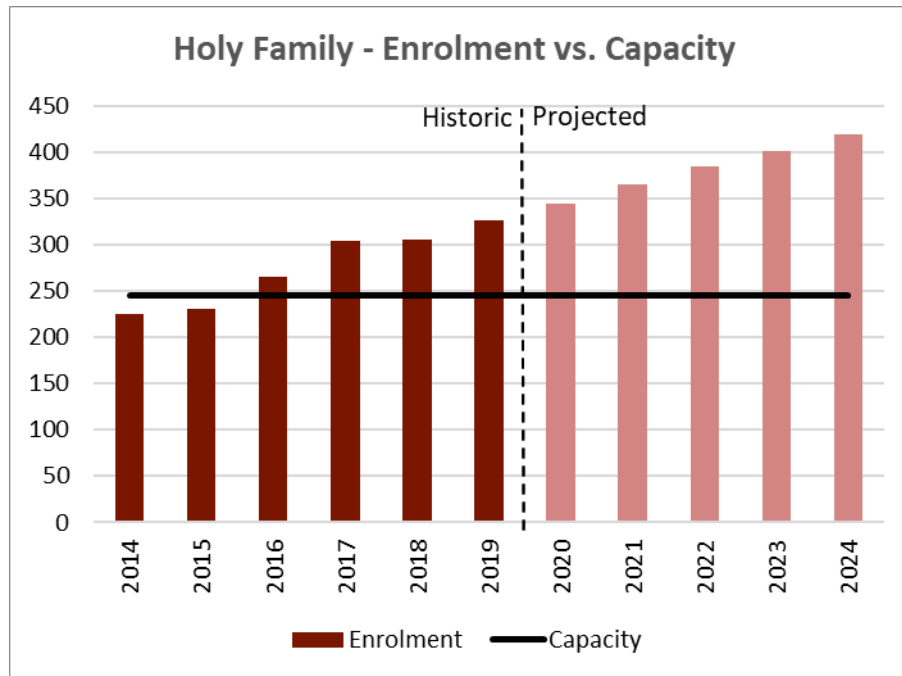
Accommodation Summary

- ◆ 2019 & 2020—two Phase major renovation project to St. Clement.
- ◆ Designate a new school site in Baden
- ◆ Build a new school in Baden which will require a boundary change—Timing to be determined, subject to land availability.



Holy Family

313 Huron Street, New Hamburg, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
245	326	133%	5	0.152

Development Activity

- Approximately 230 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- HVAC upgrades, domestic water pipe distribution, flooring, exterior door replacement, asphalt repairs.

Comments

- Enrolment is projected to increase slightly.
- Explore temporary and creative solutions to accommodate increasing enrolment while waiting for a new school in Baden.

Transportation Eligibility—2019

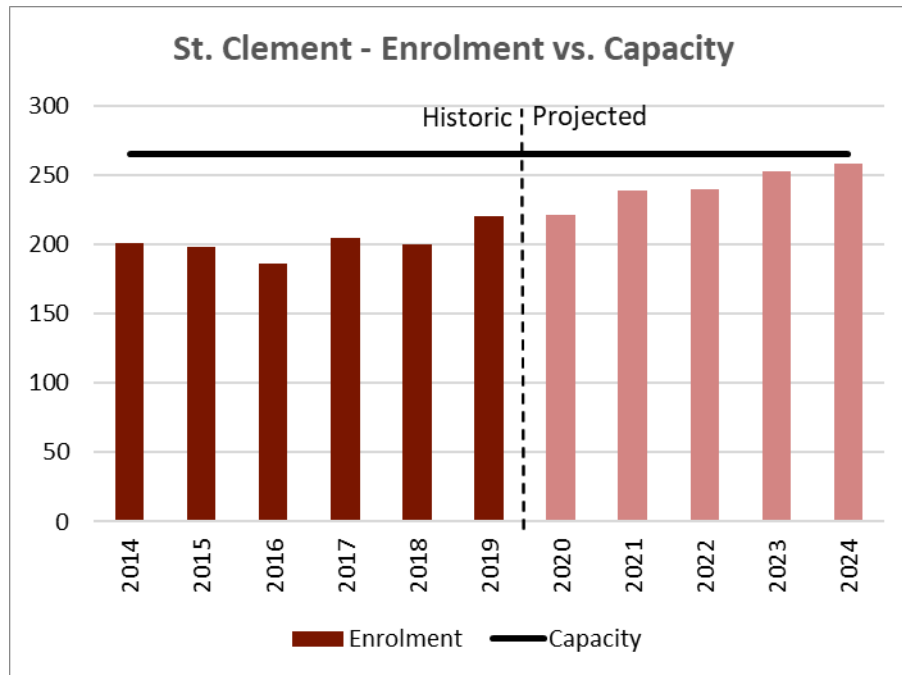
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
57 (18%)	256 (79%)	4 (1%)	7 (2%)	6

Building Information

Site Size	Built	Additions	Partners
2.83 acres	1959	1963, 1986, 2000	N/A

St. Clement

3639 Lobsinger Line, St. Clements, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
265	220	83%	0	0.148

Development Activity

- ◆ Approximately 150 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ 2nd year of Two Phase Project - AODA upgrades in elevator, new partitions, classroom upgrades for usability, entrance, heating, water and air distribution, interior millwork, ceiling upgrades, various.

Comments

- ◆ Enrolment is projected to increase slightly.

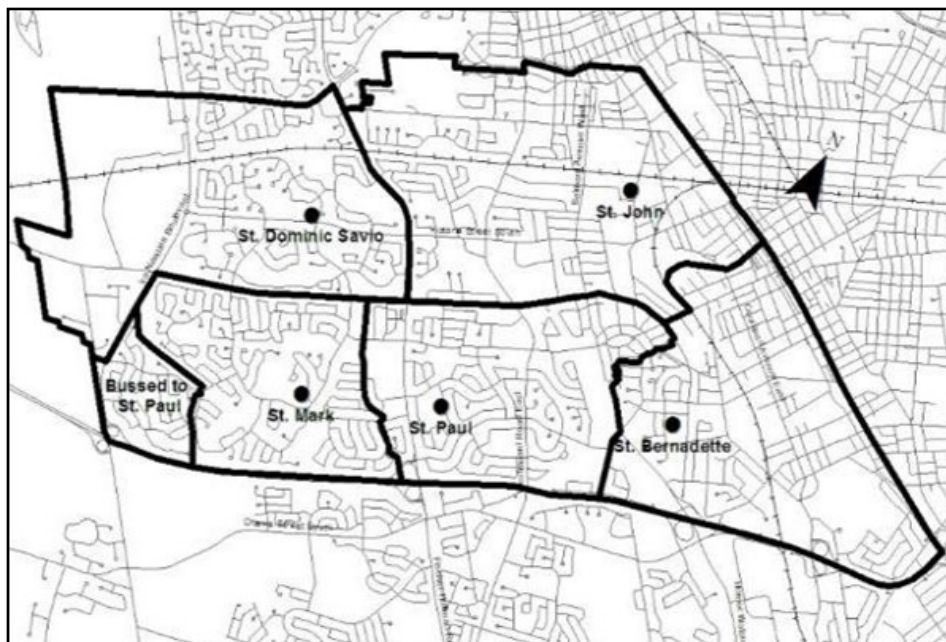
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
106 (48%)	102 (46%)	4 (2%)	9 (4%)	12

Building Information

Site Size	Built	Additions	Partners
3.14 acres	1958	1970	N/A

Planning Area E06—Kitchener West



School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
St. Bernadette	291	282 (97%)	306 (105%)	315 (108%)
St. Dominic Savio	444	503 (113%)	550 (124%)	591 (133%)
St. John	502	645 (128%)	822 (164%)	895 (178%)
St. Mark	245	303 (124%)	348 (142%)	375 (153%)
St. Paul	303	394 (130%)	505 (167%)	576 (190%)
Total	1785	2127 (119%)	2531 (142%)	2752 (154%)

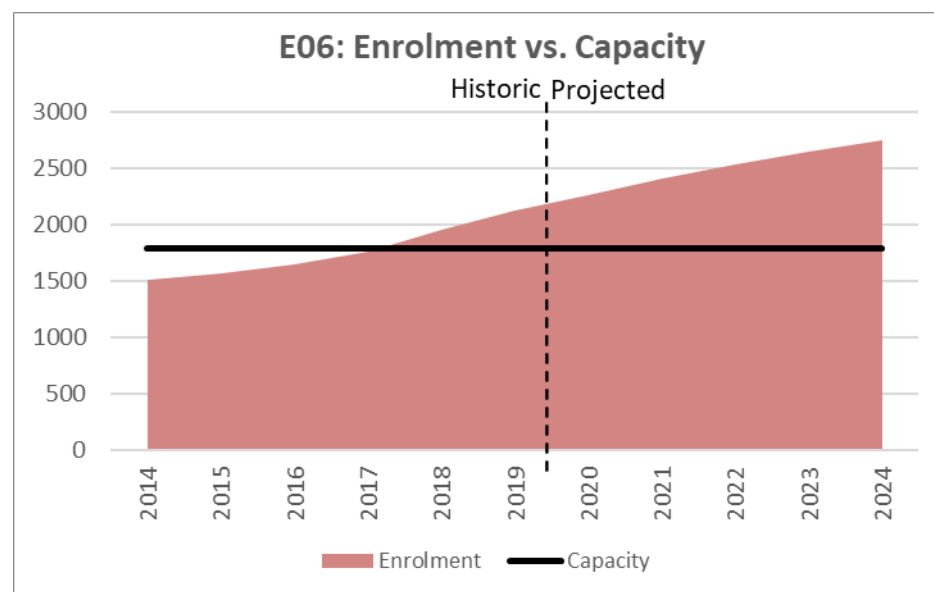
Note: St. Paul has a Bussed Area shown in Planning Area E08 map but projections for this Bussed Area is included in St. Paul's projections above.

History

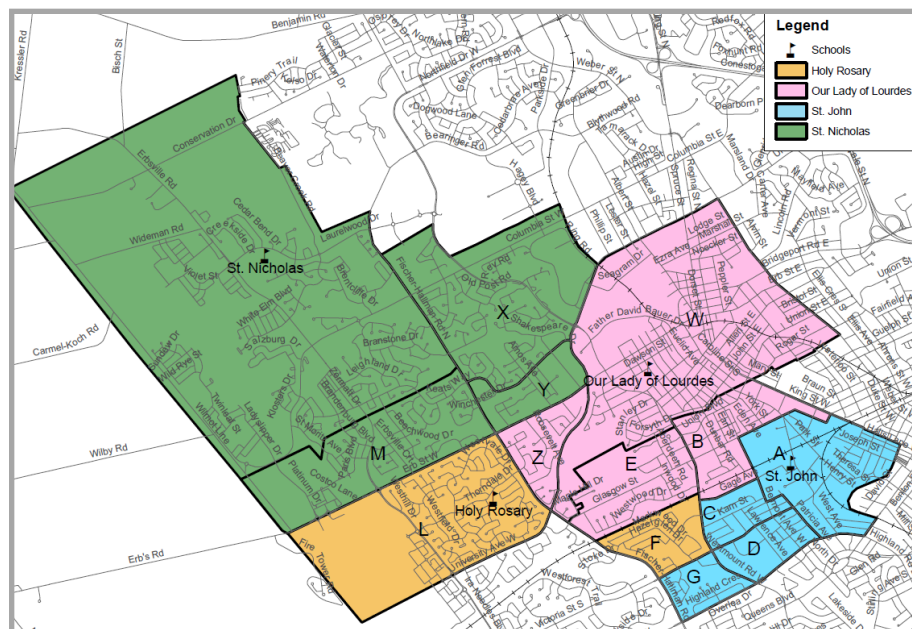
- ♦ 2009—Board decision to close Monsignor Gleason and move students to St. John. Boundary change between St. Paul and St. Mark.
- ♦ 2012—Major renovation and addition to St. John.
- ♦ 2013—Childcare centre opened at St. Paul. Five classrooms removed from capacity.

Accommodation Summary

- ♦ Explore potential partnership with the Waterloo Region District School Board to alleviate enrolment pressure at E06 schools and John Sweeney.



Planning Area E04 and Portion of E06—Post Boundary Change



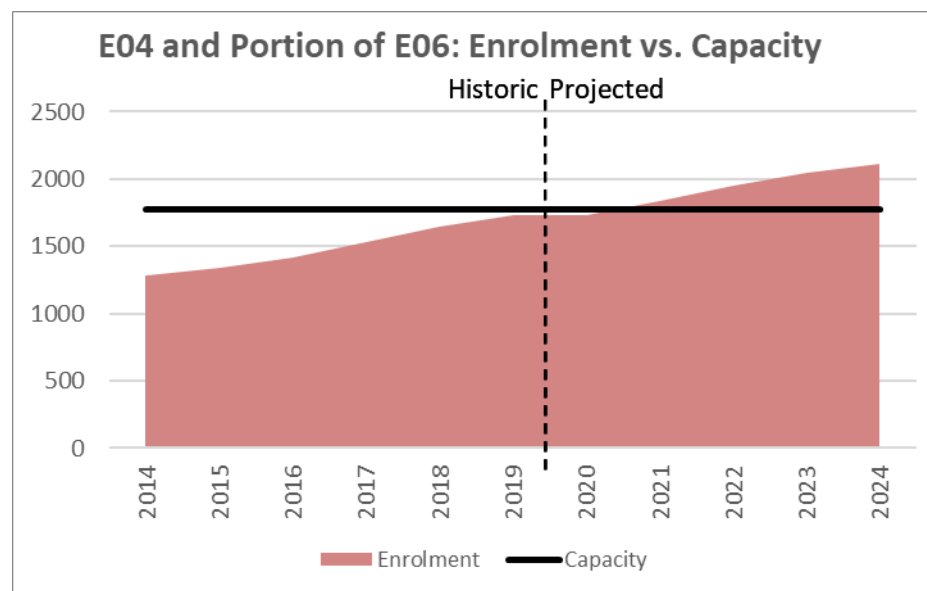
*On April 27, 2020 the Board of Trustees approved boundary changes affecting schools in planning area E04 and St. John. New school boundaries will be in effect September 2020 and the 2021 LTAP update will reflect these changes.

School	Capacity	2020 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Holy Rosary	458	432 (94%)	511 (112%)	530 (116%)
Our Lady of Lourdes	337	356 (106%)	398 (118%)	447 (133%)
St. John	502	509 (101%)	546 (109%)	581(116%)
St. Nicholas	478	435 (91%)	491 (103%)	552 (116%)
Total	1775	1733 (98%)	1947 (110%)	2110 (119%)

Note: Holy Rosary has a Bussed Area in Planning Area E05 but the projection for this Bussed Area is included in Holy Rosary's projections above.

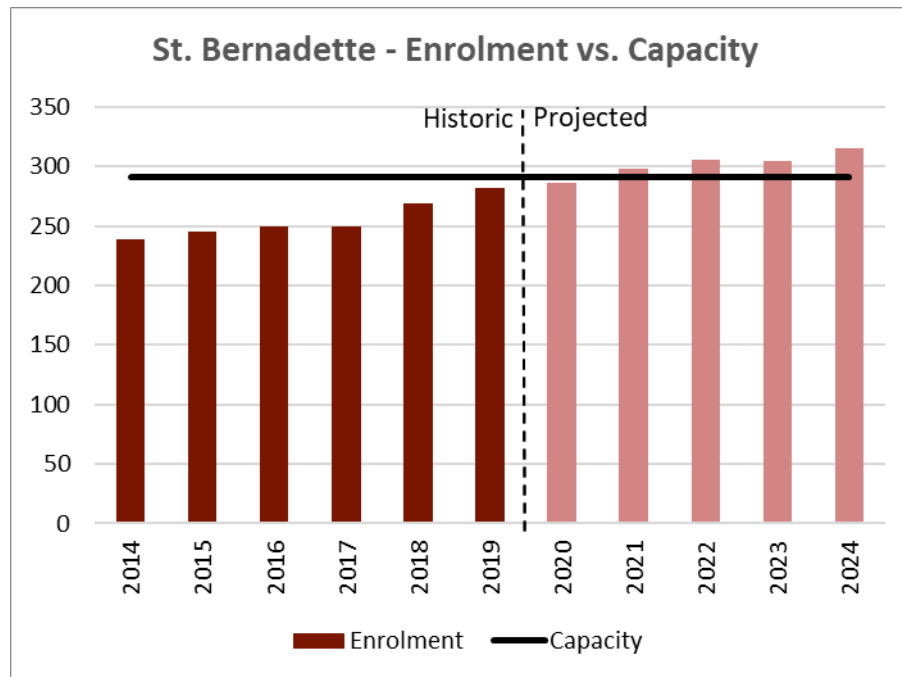
*Yields expressed are based on 2019/20 planning area enrolment and the new boundaries for each of the affected schools.

School	2019 Yield	Approximate unbuilt low density units remaining within known plans of subdivision
Holy Rosary	0.292	70
Our Lady of Lourdes	0.194	380
St. John	0.327	90
St. Nicholas	0.142	1780



St. Bernadette

245 Lorne Avenue, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
291	282	97%	1	0.311

Development Activity

- ◆ Approximately 80 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to remain relatively stable.

Transportation Eligibility—2019

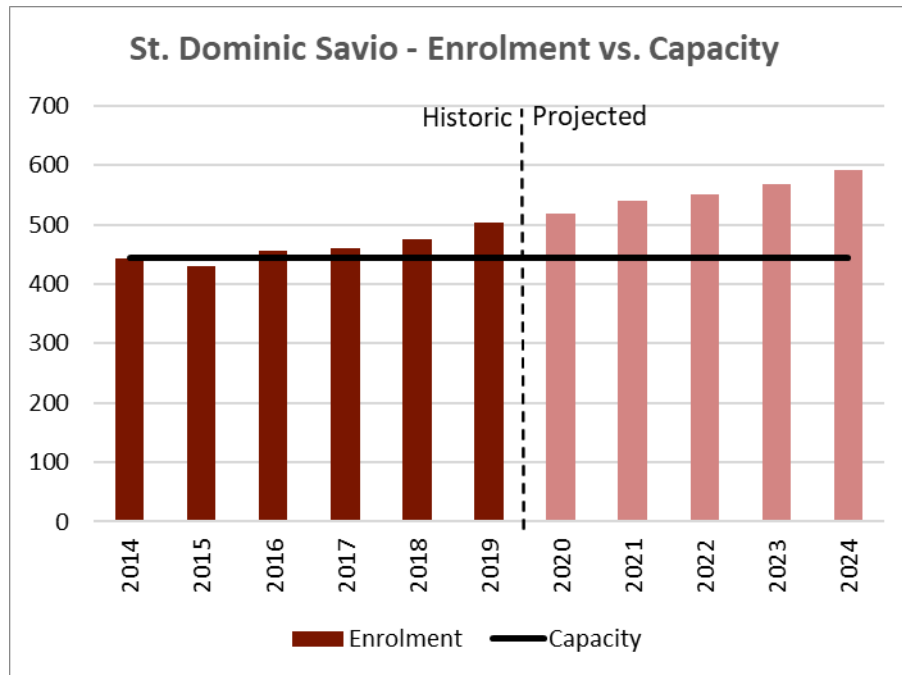
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
182 (63%)	73 (25%)	11 (4%)	22 (8%)	50

Building Information

Site Size	Built	Additions	Partners
4.17 acres	1953	1954, 1961, 1965	N/A

St. Dominic Savio

3 Westforest Trail, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
444	503	113%	4	0.282

Development Activity

- ◆ Approximately 100 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Heating upgrades, interior stair repair, exterior repairs to asphalt & parking, molok installation.

Comments

- ◆ Enrolment is projected to increase.

Transportation Eligibility—2019

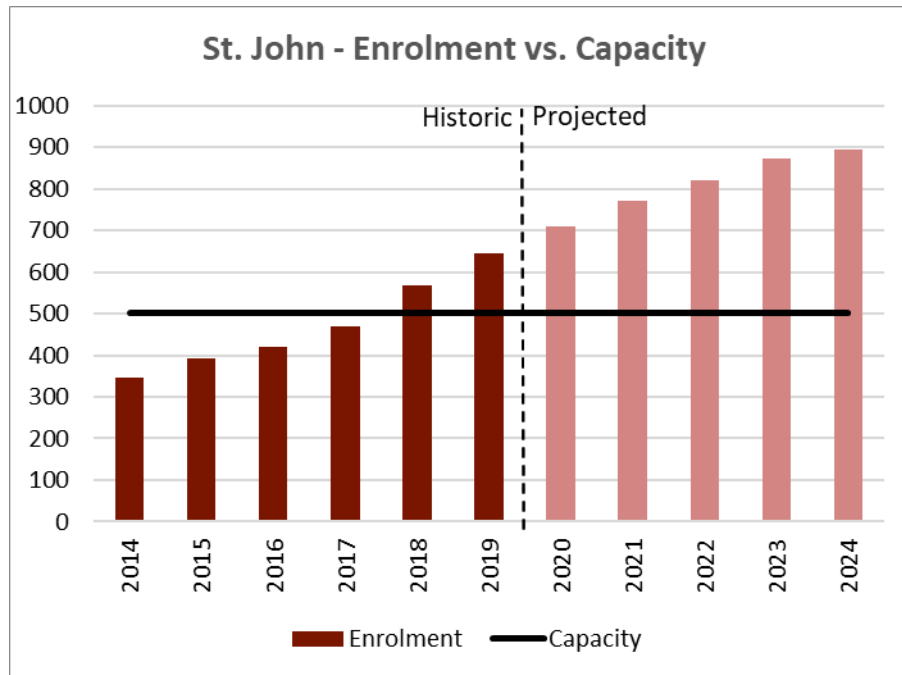
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
272 (54%)	162 (32%)	0 (0%)	66 (13%)	32

Building Information

Site Size	Built	Additions	Partners
6.48 acres	1999	N/A	N/A

St. John

99 Strange Street, Kitchener, Ontario



*Boundary Review decision April 27, 2020

Development Activity

- ◆ Approximately 400 unbuilt low density units remaining within known infill plans.

Renewal Projects

- ◆ HVAC upgrades, electrical upgrades, masonry repairs, grounds repairs.

Comments

- ◆ Enrolment is projected to increase due to immigration.
- ◆ 2017—School capped to alleviate enrolment pressure.



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
502	645	128%	6	0.303

Transportation Eligibility—2019

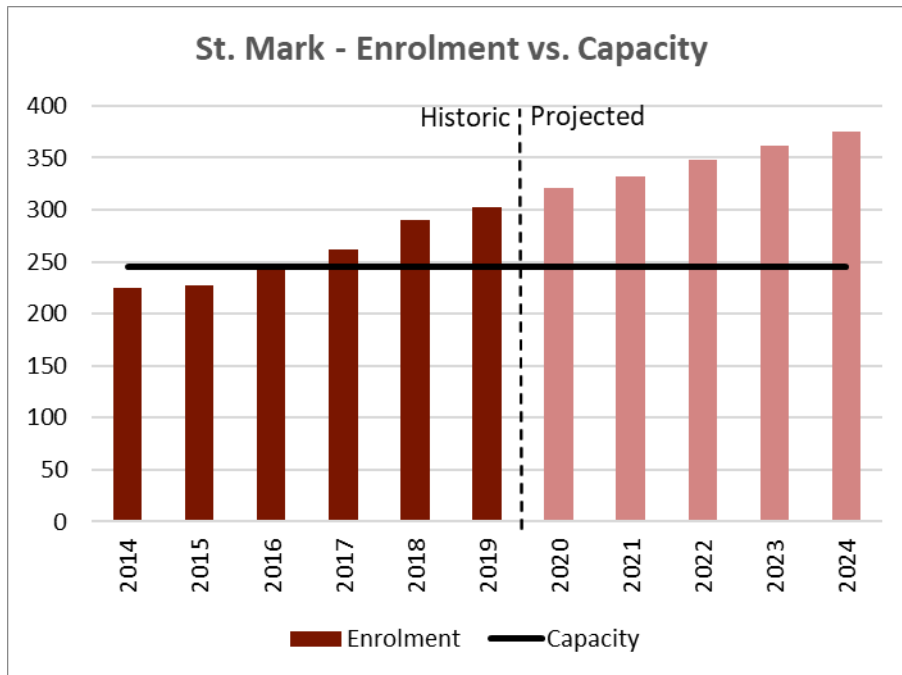
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
241 (37%)	396 (61%)	0 (0%)	10 (2%)	94

Building Information

Site Size	Built	Additions	Partners
2.92 acres	1929	2011	N/A

St. Mark

240 Autumn Hill Crescent, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
245	303	124%	4	0.263

Development Activity

- ◆ Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to increase.
- ◆ Monitor enrolment and utilize portables to address growth.

Transportation Eligibility—2019

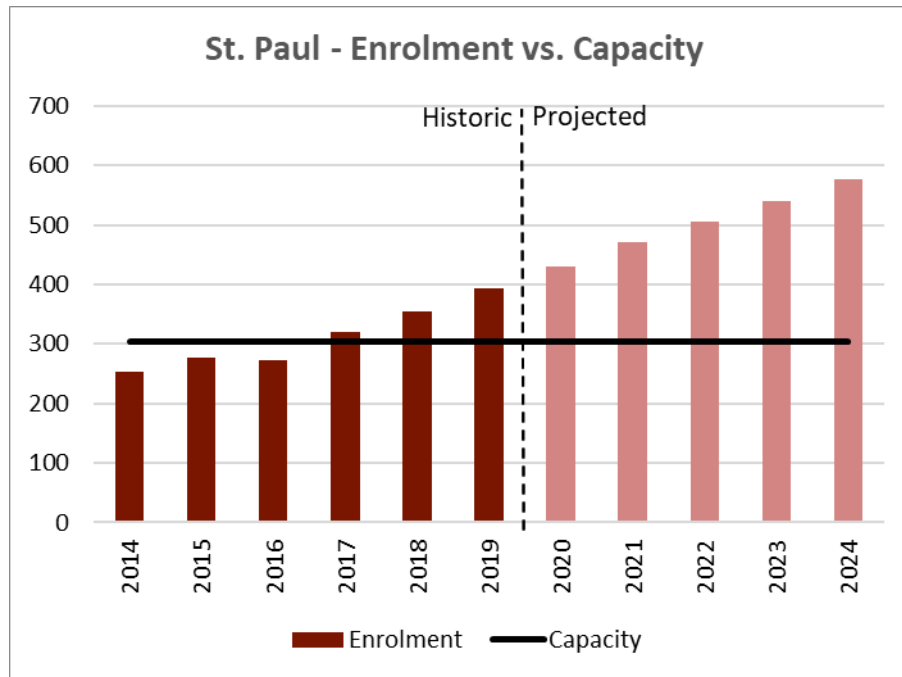
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
166 (55%)	74 (24%)	5 (2%)	56 (18%)	44

Building Information

Site Size	Built	Additions	Partners
6.49 acres	1978	N/A	N/A

St. Paul

45 Birchcliffe Avenue, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
303	394	130%	4	0.293

Development Activity

- Approximately 590 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, interior door and hardware replacement (AODA), millwork, and asphalt repairs.

Comments

- Enrolment is projected to increase.
- St. Paul's boundary includes a bussed area (Planning Area E08) which is included in the enrolment projections. Accommodation solutions identified for Planning Area 08 will address enrolment pressures generated by the bussed area.

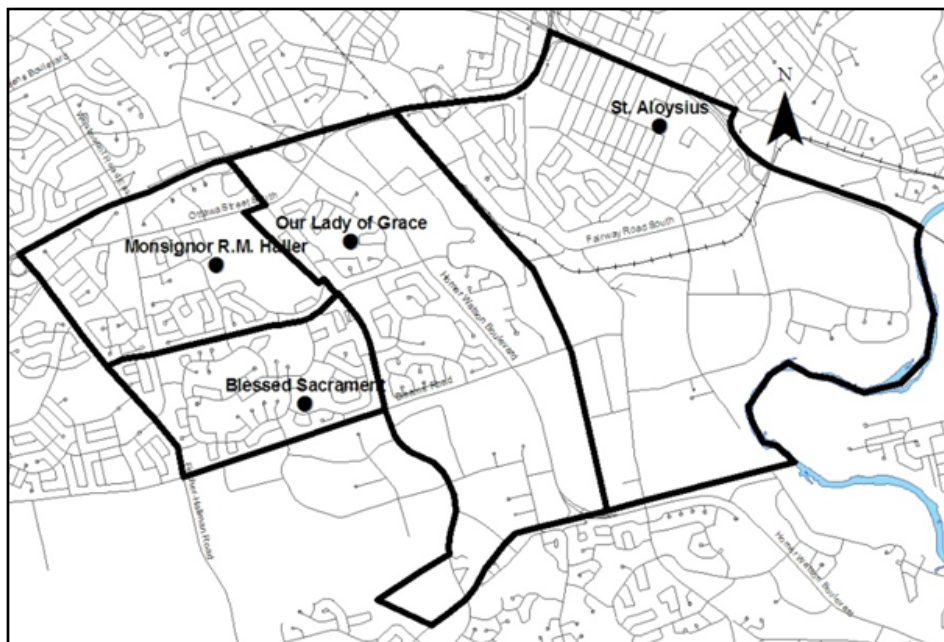
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
166 (42%)	192 (49%)	0 (0%)	36 (9%)	55

Building Information

Site Size	Built	Additions	Partners
7.86 acres	1964	1965, 1968	YWCA Kitchener-Waterloo

Planning Area E07—Kitchener Central



School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Blessed Sacrament	360	410 (114%)	474 (132%)	537 (149%)
Monsignor Haller	234	249 (106%)	262 (112%)	268 (115%)
Our Lady of Grace	265	352 (133%)	404 (152%)	466 (176%)
St. Aloysius	363	427 (118%)	522 (144%)	580 (160%)
Total	1222	1438 (118%)	1661 (136%)	1851 (151%)

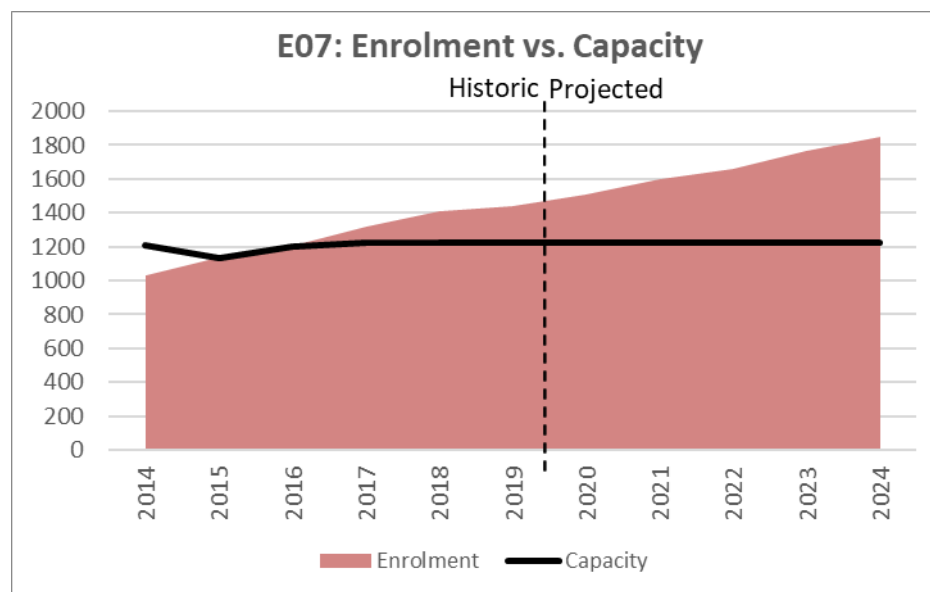
Note: Blessed Sacrament and Our Lady of Grace have Bussed Areas in Planning Area E08 but projections for these Bussed Areas are included in the projections above.

History

- ♦ 2009—Boundary change between John Sweeney and Blessed Sacrament.
- ♦ 2016—Addition completed at St. Aloysius.
- ♦ 2017—Renovations completed at St. Aloysius.

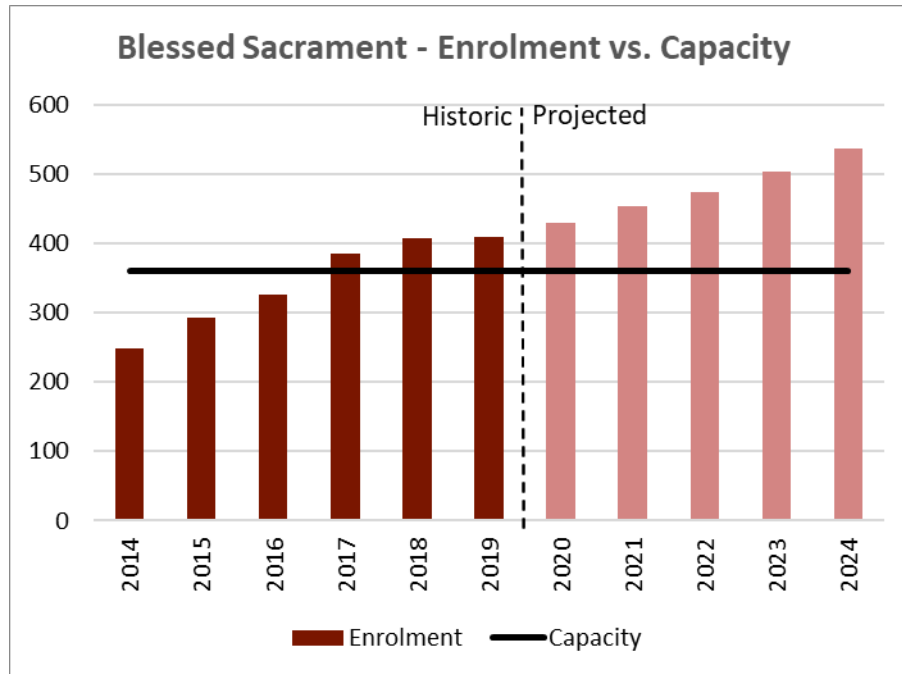
Accommodation Summary

- ♦ 2022/23 —New Huron-Brigadoon school and child care projected to open. Boundary review may be required to modify boundary established in 2009.
- ♦ Portions of the new Huron-Brigadoon school's boundary (Planning Area E08) are currently being bussed to Blessed Sacrament and Our Lady of Grace. Enrolment will decrease at both schools when new school opens.
- ♦ Blessed Sacrament and Our Lady of Grace will be used to accommodate new residential development in southwest Kitchener until a new school can be built in the Rosenberg community (Planning Area E08).



Blessed Sacrament

367 The Country Way, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
360	410	114%	3	0.302

Development Activity

- ◆ Approximately 3800 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next 3 years.

Comments

- ◆ Enrolment is projected to continue increasing.
- ◆ French Immersion to be added at Blessed Sacrament once the new Huron-Brigadoon school opens . Huron-Brigadoon will alleviate growth pressure.
- ◆ Blessed Sacrament's boundary includes a bussed area (Planning Area E08) which is included in the enrolment projections.

Transportation Eligibility—2019

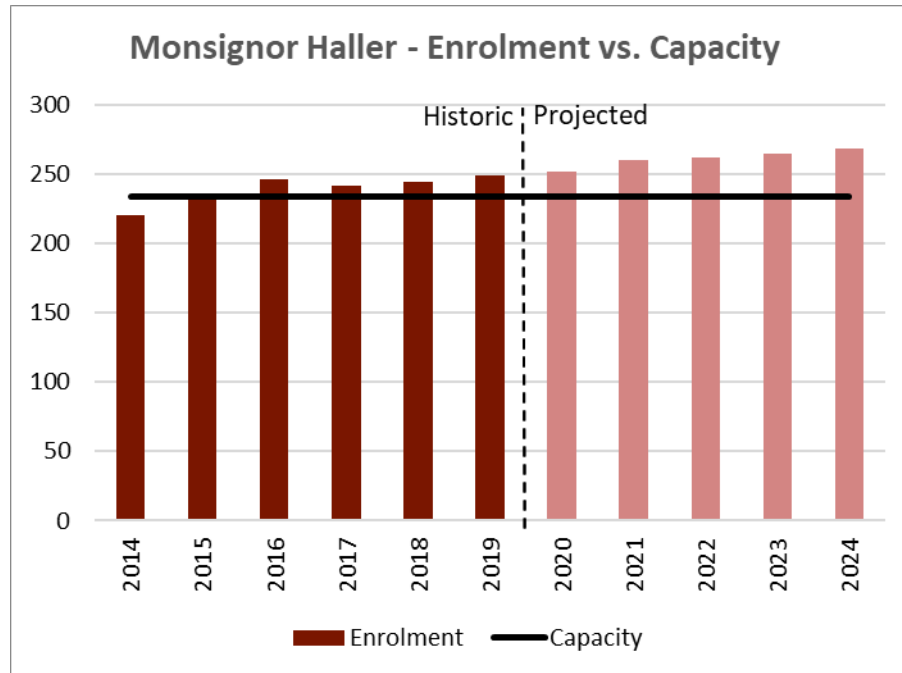
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
197 (48%)	165 (40%)	0 (0%)	49 (12%)	16

Building Information

Site Size	Built	Additions	Partners
5.84 acres	1988	N/A	N/A

Monsignor Haller

118 Shea Crescent, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
234	249	106%	1	0.266

Development Activity

- ◆ Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Heating upgrades, washroom upgrades, interior doors and hardware (AODA), flooring upgrades, main switchboard replacement, asphalt repairs.

Comments

- ◆ Enrolment is projected to gradually increase.

Transportation Eligibility—2019

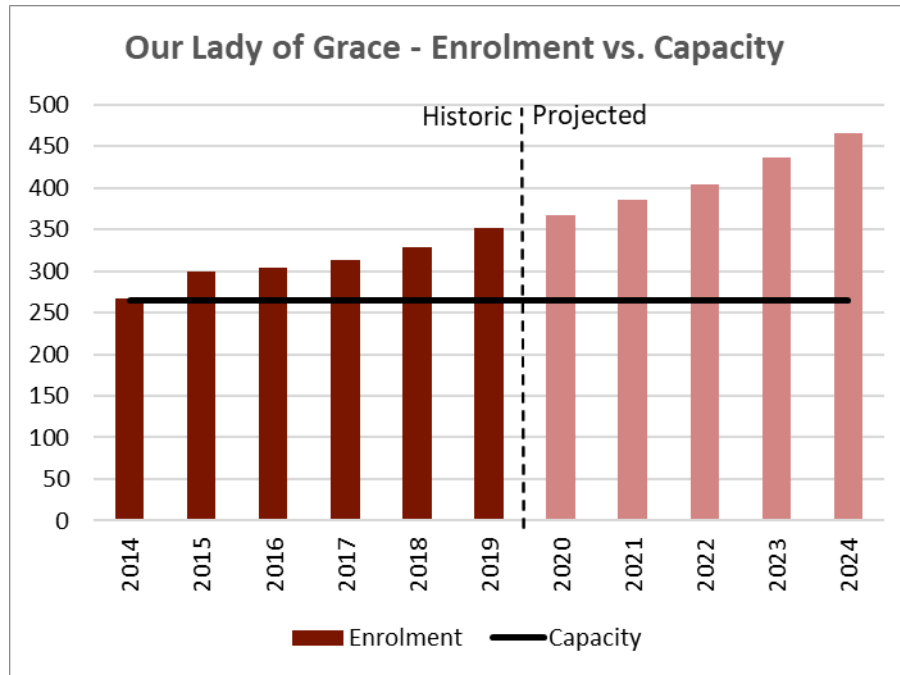
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
91 (37%)	99 (40%)	45 (18%)	12 (5%)	39

Building Information

Site Size	Built	Additions	Partners
7.17 acres	1971	N/A	N/A

Our Lady of Grace

70 Gracefield Crescent, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
265	352	133%	5	0.194

Development Activity

- Approximately 690 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next 3 years.

Comments

- Enrolment is projected to increase.
- The new Huron-Brigadoon school will alleviate growth pressure.
- Boundary includes a bussed area (Planning Area E08) which is included in the enrolment projections.

Transportation Eligibility—2019

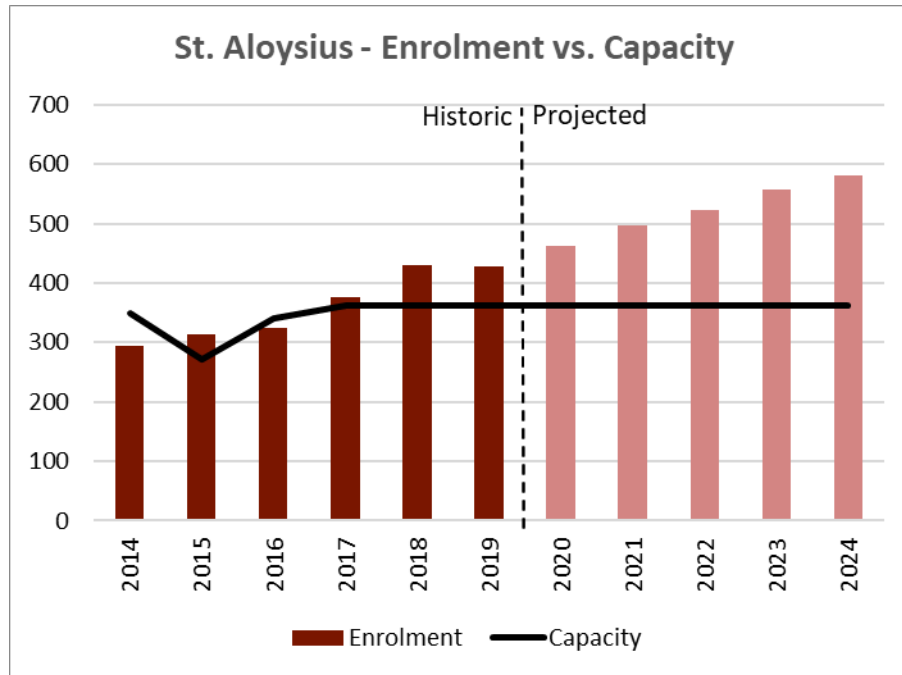
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
122 (35%)	176 (50%)	22 (6%)	30 (9%)	64

Building Information

Site Size	Built	Additions	Partners
5.04 acres	1977	N/A	N/A

St. Aloysius

504 Connaught Street, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
363	427	118%	5	0.315

Development Activity

- ◆ Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next 3 years.

Comments

- ◆ Enrolment is projected to increase. However, this is a transient community and enrolment typically fluctuates from year to year.
- ◆ Capacity changes over the last few years reflects a phased renovation and two additions.

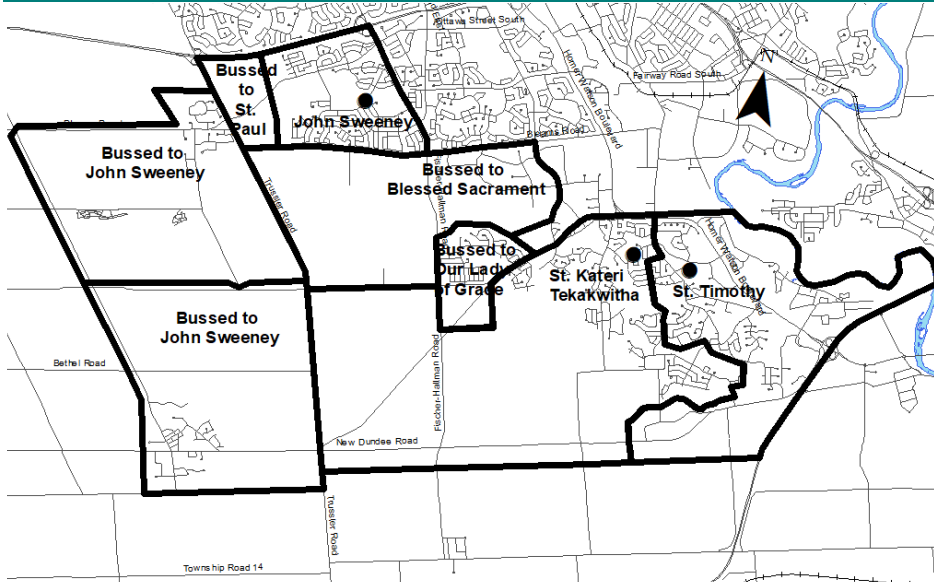
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
285 (66%)	120 (28%)	0 (0%)	26 (6%)	31

Building Information

Site Size	Built	Additions	Partners
5.16 acres	1953	1954, 1962, 1965, 2014, 2016	N/A

Planning Area E08—Kitchener Southwest



School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
John Sweeney	614	776 (126%)	780 (127%)	804 (131%)
St. Kateri Tekakwitha	349	544 (156%)	614 (176%)	657 (188%)
St. Timothy	291	288 (99%)	331 (114%)	357 (123%)
Total	1254	1608 (128%)	1724 (138%)	1818 (145%)

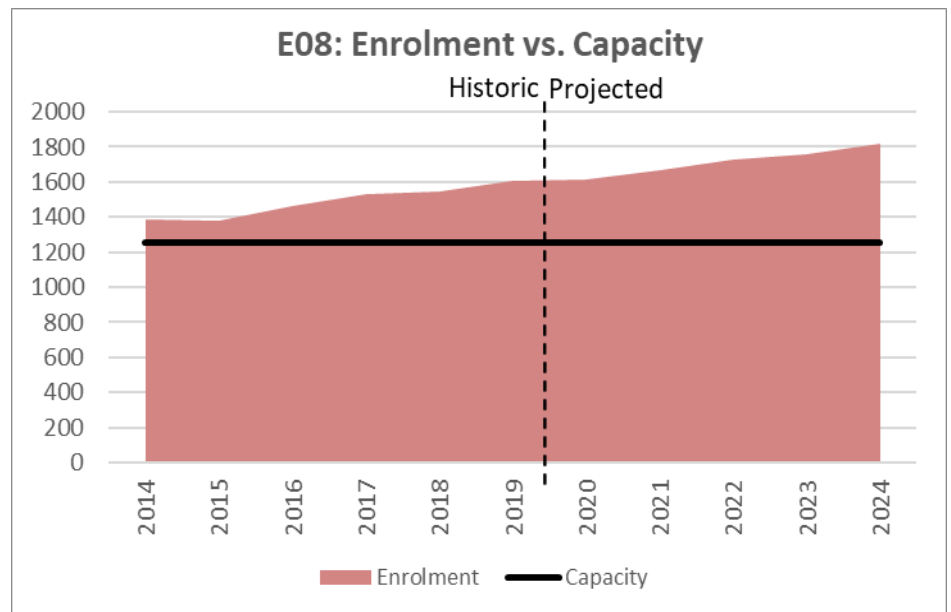
Note: Projections for the Bussed to St. Paul area included in Planning Area E06.
Projections for the Bussed to Blessed Sacrament area and Bussed to Our Lady of Grace area included in Planning Area E07.

History

- 2009—Boundary review: Boundary change between John Sweeney/Blessed Sacrament and St. Kateri Tekakwitha/St. Timothy. Determined a boundary for the new Huron-Brigadoon school.
- 2011—Addition to John Sweeney.
- 2011—Ministry funding approval received for a new Huron-Brigadoon school. Currently waiting on land and benchmark funding —Awaiting benchmark funding Spring 2020 .
- 2019—Administrative Boundary Change between St. Timothy and St. Kateri.

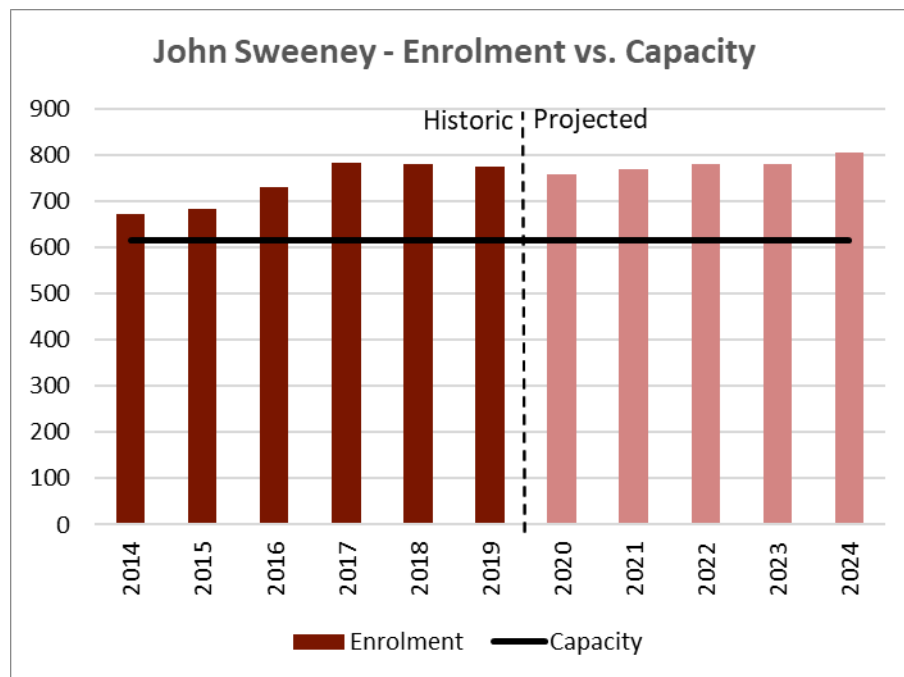
Accommodation Summary

- 2020/21 —Boundary review may be required to revise Huron-Brigadoon's boundary. Huron-Brigadoon is potential site for French Immersion.
- Additional 3 new schools planned for this area: Doon South, Rosenberg and West Rosenberg.
- Monitor enrolment to determine when additional elementary schools are necessary to accommodate residential growth
- Explore a potential partnership with the Waterloo Region District Board to alleviate enrolment pressure from John Sweeney, St. Kateri Tekakwitha, and E06 schools.



John Sweeney

185 Activa Avenue, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
614	776	126%	8	0.297

Development Activity

- ◆ Approximately 770 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Heating upgrades, plumbing upgrades, flooring and ceiling upgrades, asphalt repairs.

Comments

- ◆ Enrolment is projected to increase gradually and remain well above capacity.
- ◆ Explore a potential partnership with the Waterloo Region District Board to alleviate enrolment pressure from John Sweeney, St. Kateri Tekakwitha, and E06 schools.

Transportation Eligibility—2019

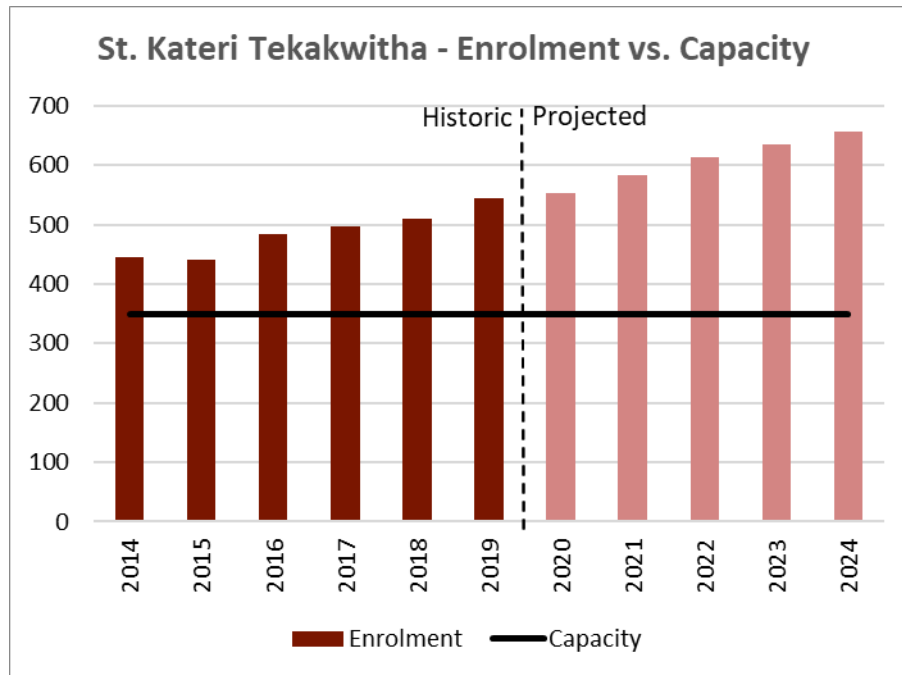
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
498 (64%)	258 (33%)	0 (0%)	20 (3%)	52

Building Information

Site Size	Built	Additions	Partners
8.25 acres	2003	2010	Owl Childcare

St. Kateri Tekakwitha

560 Pioneer Drive, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
349	544	156%	10	0.220

Development Activity

- ♦ Approximately 2410 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ♦ HVAC upgrades, washroom upgrades, interior door and hardware replacement (AODA), flooring and wall finishes, replace gym wall curtain, masonry repairs.

Comments

- ♦ Enrolment is projected to continue increasing.
- ♦ New Huron-Brigadoon school will alleviate some growth pressures.
- ♦ Enrolment will be monitored to determine the need for a new school in Doon South and boundary change.

Transportation Eligibility—2019

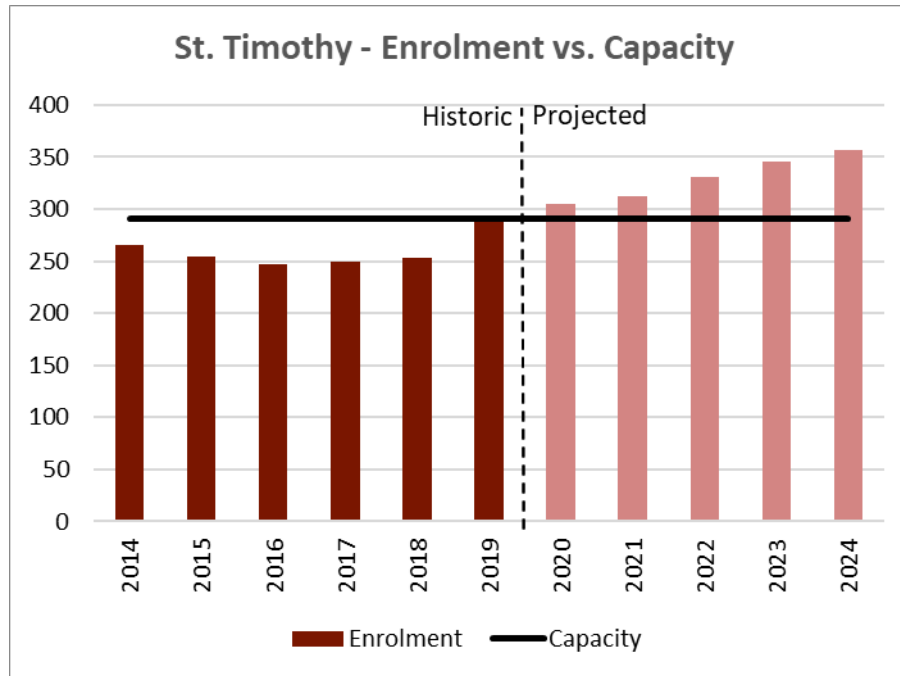
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
139 (25%)	353 (65%)	0 (0%)	54 (10%)	42

Building Information

Site Size	Built	Additions	Partners
6.49 acres	1991	N/A	YMCA of Kitchener-Waterloo, Cambridge

St. Timothy

15 Bechtel Drive, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
291	288	99%	0	0.227

Development Activity

- ◆ Approximately 640 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to remain relatively stable.

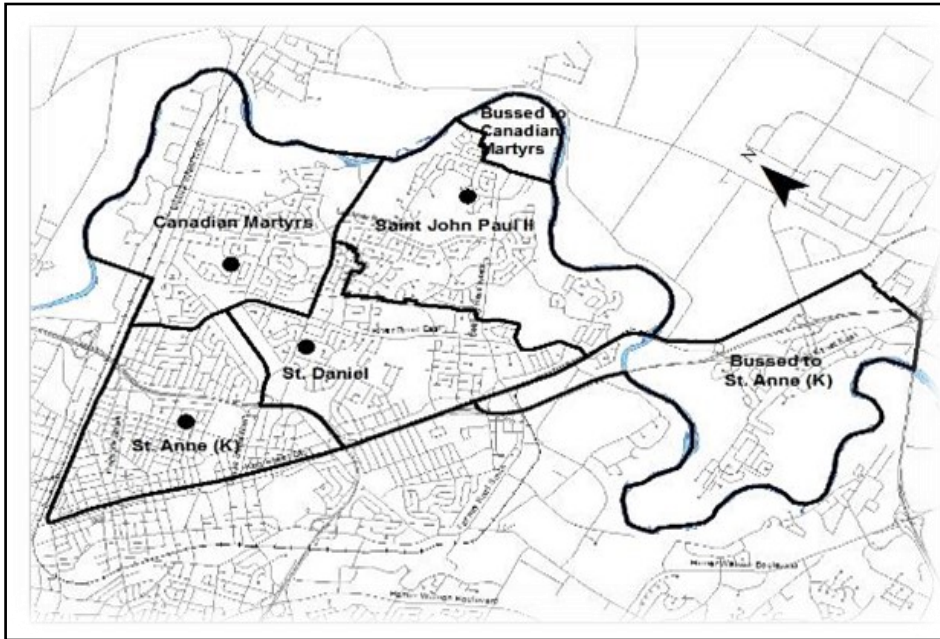
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
146 (51%)	95 (33%)	1 (0%)	46 (16%)	48

Building Information

Site Size	Built	Additions	Partners
7.77 acres	1981	2014	N/A

Planning Area E09—Kitchener East



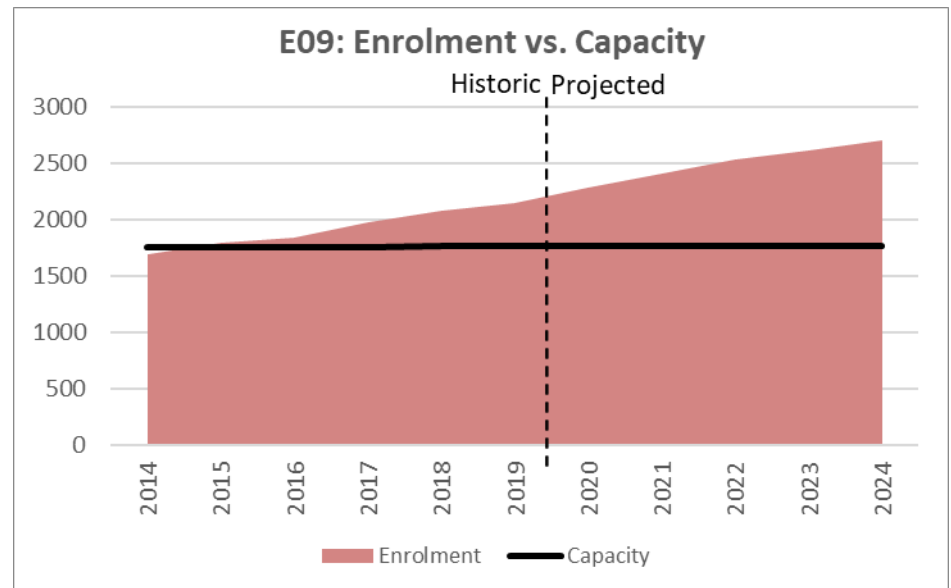
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Canadian Martyrs	314	348 (111%)	402 (128%)	442 (141%)
Saint John Paul II	611	762 (125%)	781 (128%)	759 (124%)
St. Anne (K)	521	560 (107%)	731 (140%)	808 (155%)
St. Daniel	317	481 (152%)	616 (194%)	696 (219%)
Total	1763	2151 (122%)	2529 (143%)	2704 (153%)

History

- ◆ 2010—Saint John Paul II school opened and boundary change involving all schools, including the closures of St. Patrick and Notre Dame.
- ◆ 2013—Addition to Saint John Paul II and renovations/addition to St. Daniel.
- ◆ 2015—French Immersion added at St. Anne (K).
- ◆ 2015—New development directed to Canadian Martyrs (previously within Saint John Paul II's boundary).
- ◆ 2015/2016—Boundary review involving Saint John Paul II and St. Daniel. Board decision to keep existing boundaries.

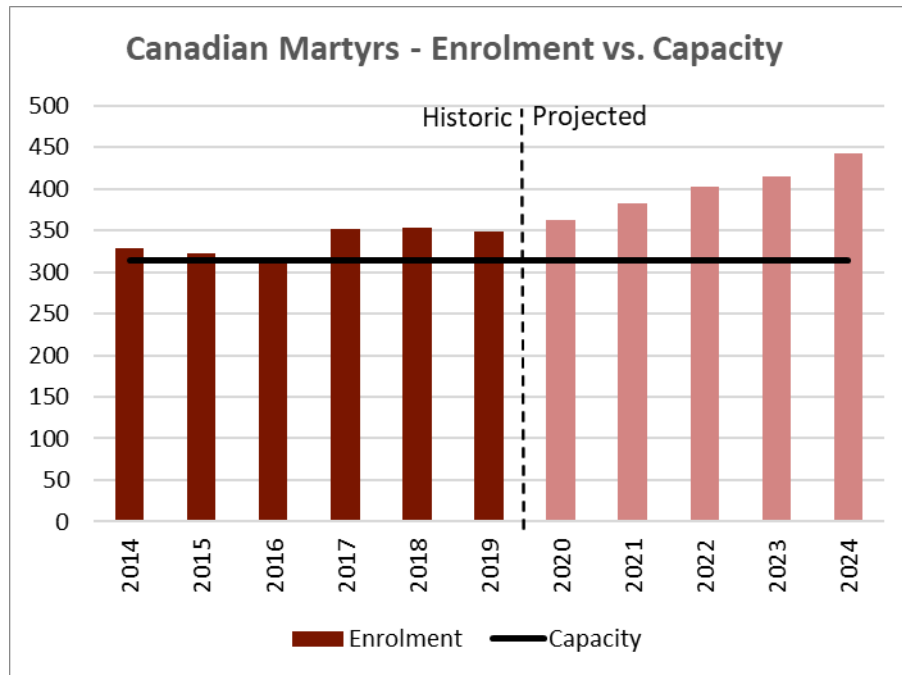
Accommodation Summary

- ◆ East Kitchener School planned (Planning Area S01). May include Grades 7-12. Boundary review required to move Grades 7 and 8 from E09 elementary schools to the new school.



Canadian Martyrs

50 Confederation Drive, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
314	348	111%	2	0.297

Development Activity

- ◆ Approximately 680 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC upgrades, electrical upgrades, flooring and wall finishes, exterior door replacement.

Comments

- ◆ Enrolment is projected to increase.
- ◆ New school may include Grades 7 and 8 from this planning area which would alleviate enrolment pressure at Canadian Martyrs.

Transportation Eligibility—2019

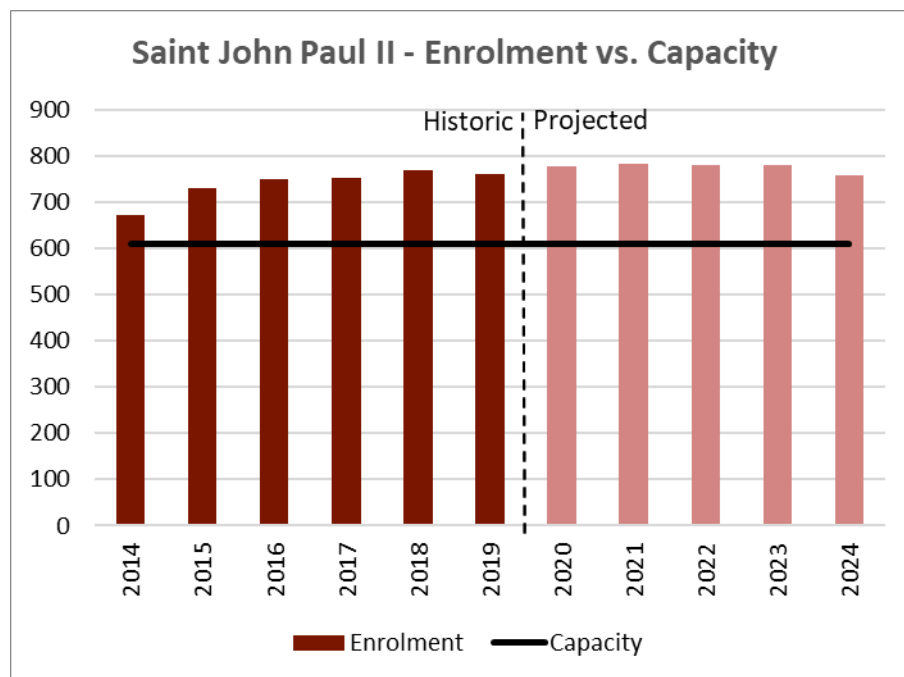
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
161 (47%)	96 (28%)	48 (14%)	41 (12%)	41

Building Information

Site Size	Built	Additions	Partners
6.61 acres	1967	1970, 2013	N/A

Saint John Paul II

75 Pebblecreek Drive, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
611	762	125%	8	0.373

Development Activity

- ◆ Approximately 50 unbuilt low density units remaining within known plans of subdivision

Renewal Projects

- ◆ HVAC upgrades, ceiling finishes, interior stair repair, gym curtain wall replacement.

Comments

- ◆ Enrolment is projected to increase, but at a more steady rate than the past, and remain well above capacity.
- ◆ New school may include Grades 7 and 8 from this planning area which would alleviate enrolment pressure at Saint John Paul II.

Transportation Eligibility—2019

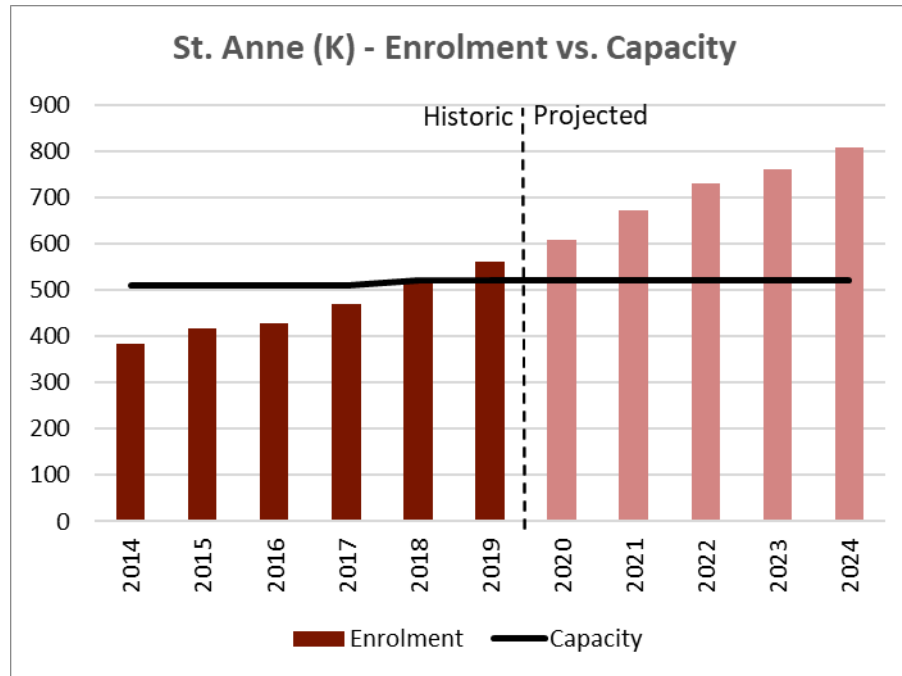
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
371 (49%)	382 (50%)	0 (0%)	9 (1%)	33

Building Information

Site Size	Built	Additions	Partners
4.95 acres	2009	2013	Owl Childcare

St. Anne (Kitchener)

250 East Avenue, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
521	560	107%	3	0.274

Development Activity

- ◆ Approximately 140 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next 3 years.

Comments

- ◆ French Immersion has been offered at St. Anne's in Kitchener since September 2015.
- ◆ Enrolment is projected to continue increasing due to the growth of the French Immersion program.
- ◆ New school may include Grades 7 and 8 from this planning area which would alleviate enrolment pressure at St. Anne.

Transportation Eligibility—2019

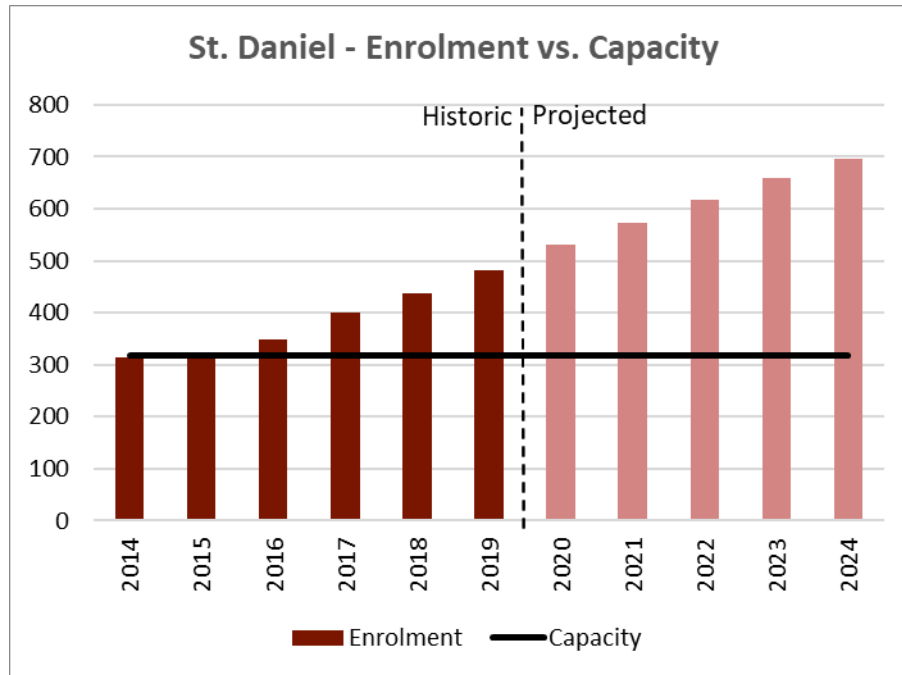
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
187 (33%)	239 (43%)	0 (0%)	133 (24%)	31

Building Information

Site Size	Built	Additions	Partners
5.43 acres	1947	1949, 1954, 1960, 1964, 2011	N/A

St. Daniel

39 Midland Drive, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
317	481	152%	8	0.313

Development Activity

- ◆ No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next 3 years.

Comments

- ◆ Enrolment is projected to continue increasing and remain well above capacity.
- ◆ New school may include Grades 7 and 8 from this planning area to alleviate enrolment pressure from St. Daniel.

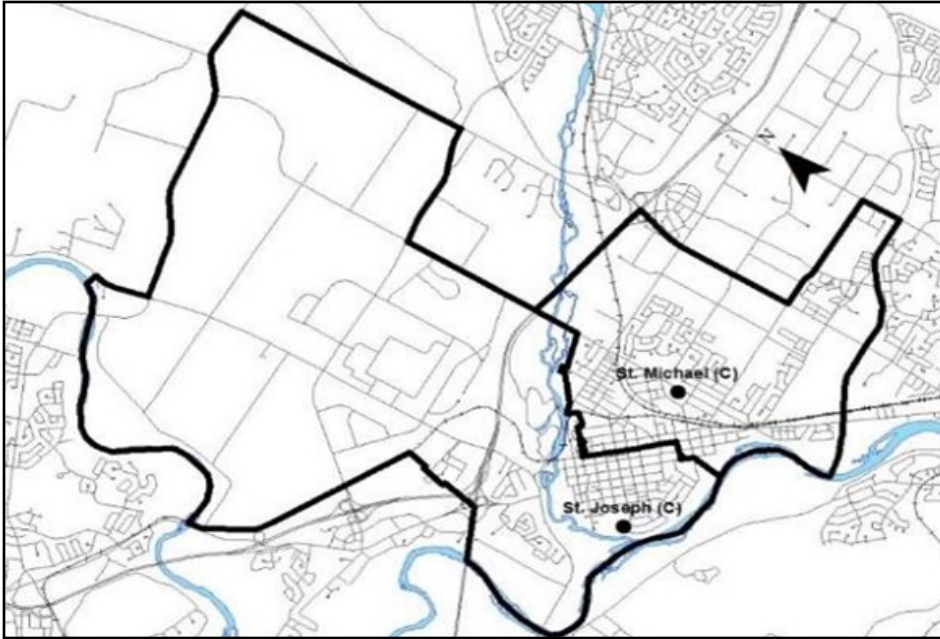
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
113 (23%)	344 (70%)	0 (0%)	34 (7%)	47

Building Information

Site Size	Built	Additions	Partners
6.89 acres	1958	1967, 2014	City of Kitchener

Planning Area E10—Cambridge Preston



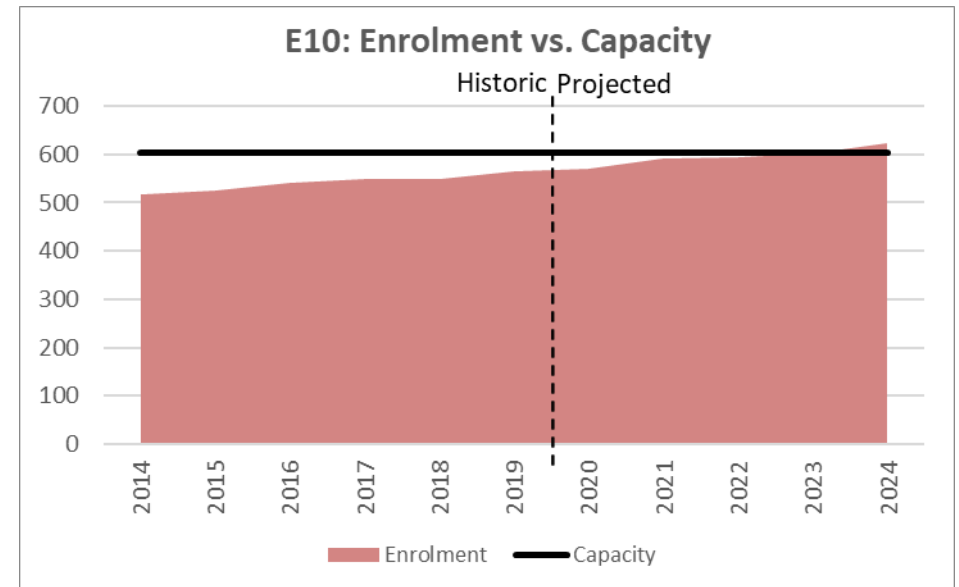
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
St. Joseph	242	248 (102%)	249 (103%)	261 (108%)
St. Michael	360	318 (88%)	344 (95%)	361 (100%)
Total	602	566 (94%)	593 (98%)	622 (103%)

History

- ◆ There have been no recent boundary reviews or additions in E10 schools.

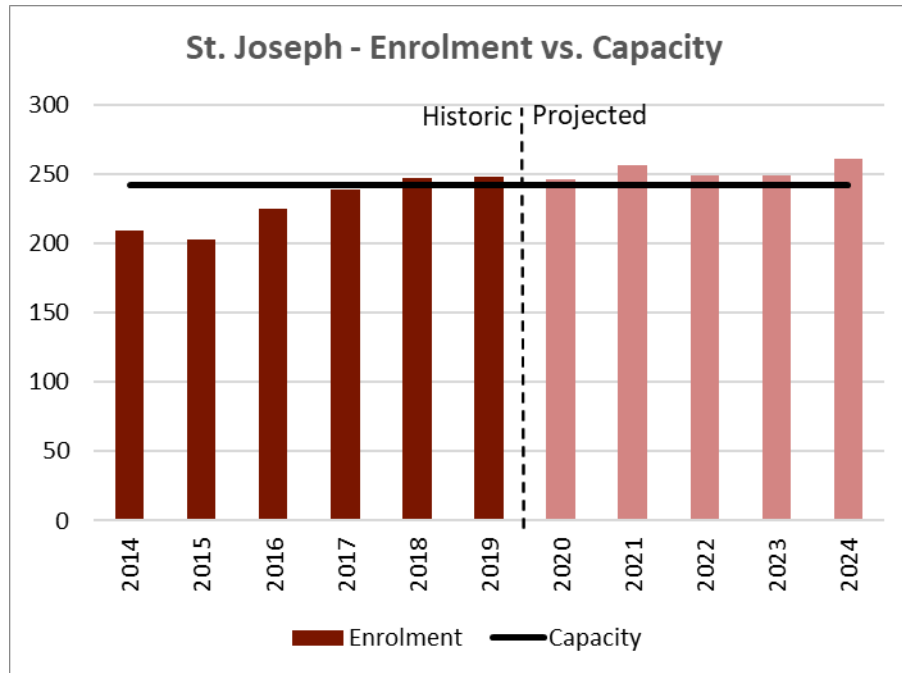
Accommodation Summary

- ◆ No future accommodation recommendations at this time.



St. Joseph

980 Westminster Drive South, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
242	248	102%	1	0.273

Development Activity

- ◆ Approximately 50 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to gradually increase.
- ◆ Monitor enrolment and utilize portables to address growth.

Transportation Eligibility—2019

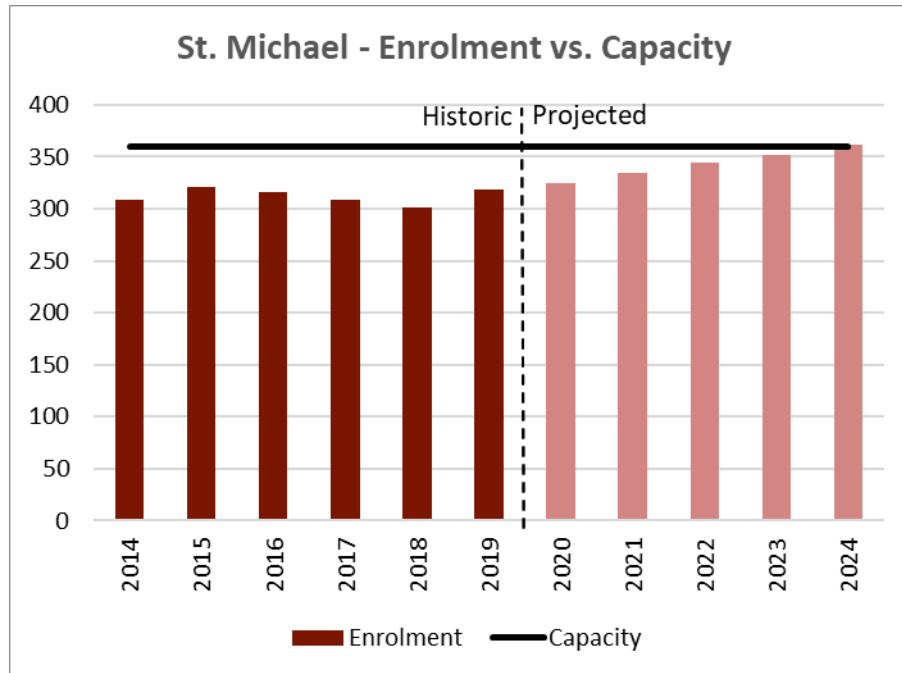
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
83 (33%)	144 (58%)	0 (0%)	21 (8%)	30

Building Information

Site Size	Built	Additions	Partners
7.72 acres	1959	1962, 1967	N/A

St. Michael

1150 Concession Road, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
360	318	88%	0	0.263

Development Activity

- ◆ Approximately 190 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to gradually increase to capacity.

Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
184 (58%)	118 (37%)	0 (0%)	15 (5%)	28

Building Information

Site Size	Built	Additions	Partners
5.92 acres	1952	1957, 1965, 1970	N/A

Planning Area E11—Cambridge Hespeler



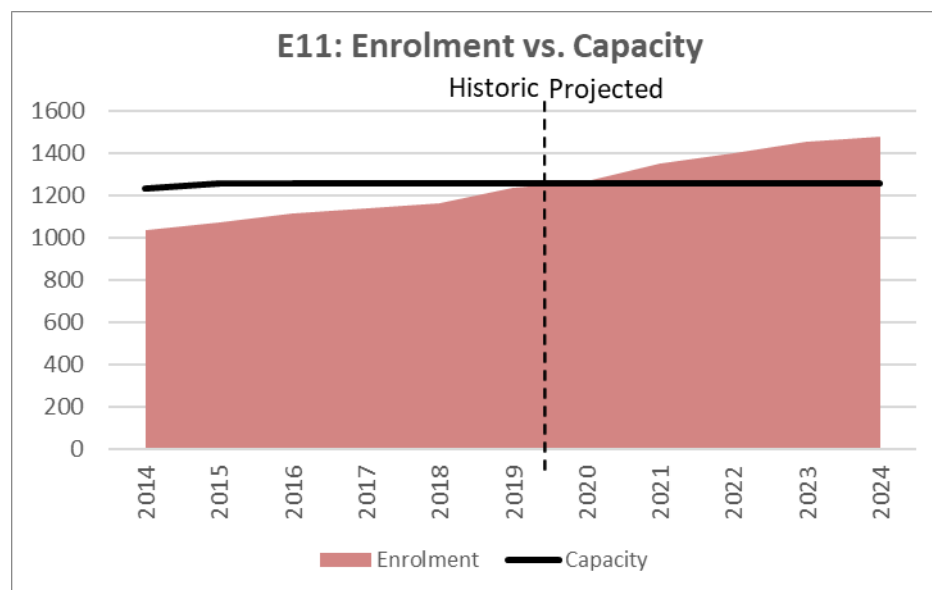
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Our Lady of Fatima	504	403 (80%)	447 (89%)	468 (93%)
St. Elizabeth	352	405 (115%)	427 (121%)	447 (127%)
St. Gabriel	401	430 (107%)	527 (131%)	566 (141%)
Total	1257	1238 (98%)	1400 (111%)	1482 (118%)

History

- ◆ 2011—Boundary change between Our Lady of Fatima and St. Elizabeth.
- ◆ 2013—Addition to Our Lady of Fatima.
- ◆ 2014—St. Gabriel opened. Boundaries changed for all three schools.
- ◆ 2016—French Immersion added at Our Lady of Fatima.

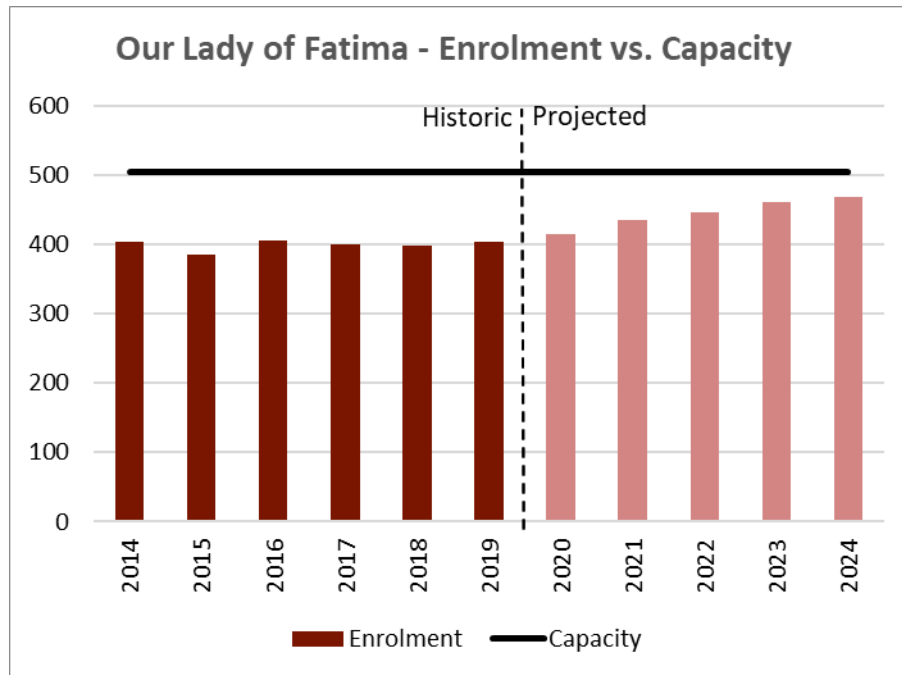
Accommodation Summary

- ◆ Enrolment will be monitored to determine if a boundary change is required.



Our Lady of Fatima

55 Hammet Street, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
504	403	80%	0	0.330

Development Activity

- ◆ Approximately 20 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Plumbing upgrades, flooring upgrades, exit door replacement, masonry work, roof replacement.

Comments

- ◆ French Immersion has been offered at Our Lady of Fatima since September 2016.
- ◆ Enrolment is projected to increase gradually.

Transportation Eligibility—2019

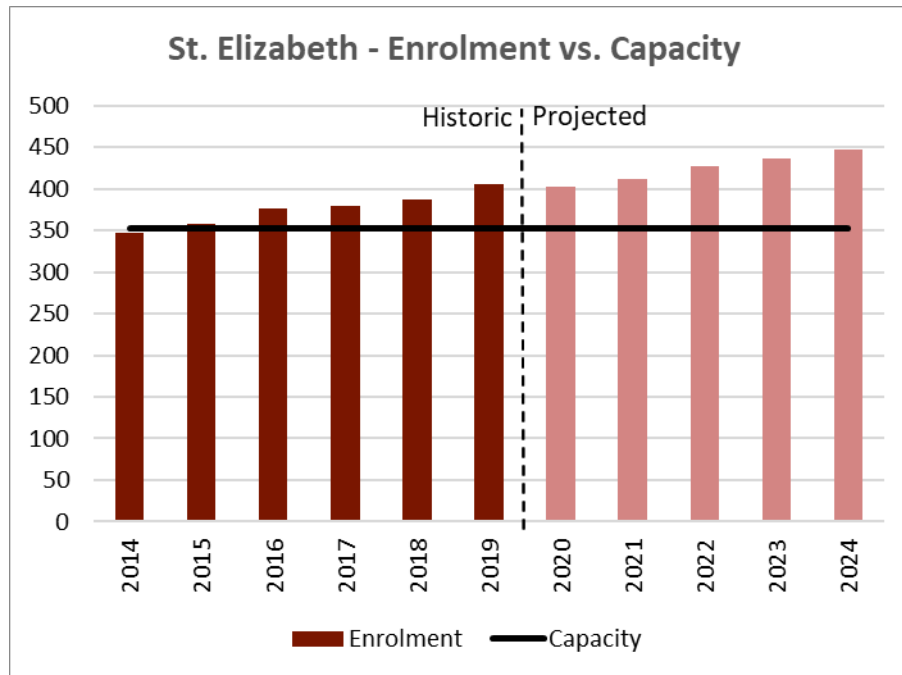
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
220 (55%)	86 (21%)	0 (0%)	96 (24%)	13

Building Information

Site Size	Built	Additions	Partners
7.12 acres	1959	1969, 2004, 2013	Owl Childcare

St. Elizabeth

50 Adler Drive, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
352	405	115%	4	0.309

Development Activity

- ◆ Approximately 230 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to gradually increase.

Transportation Eligibility—2019

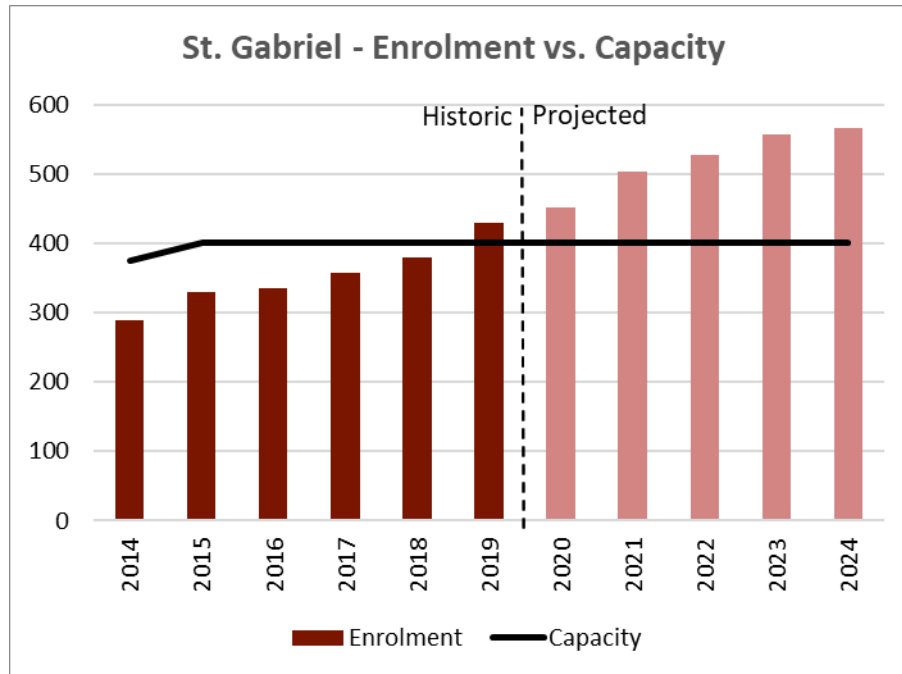
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
190 (47%)	161 (40%)	3 (1%)	51 (13%)	25

Building Information

Site Size	Built	Additions	Partners
4.95 acres	1992	N/A	YWCA of Cambridge

St. Gabriel

15 Baldwin Drive, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
401	430	107%	3	0.323

Development Activity

- Approximately 1190 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.

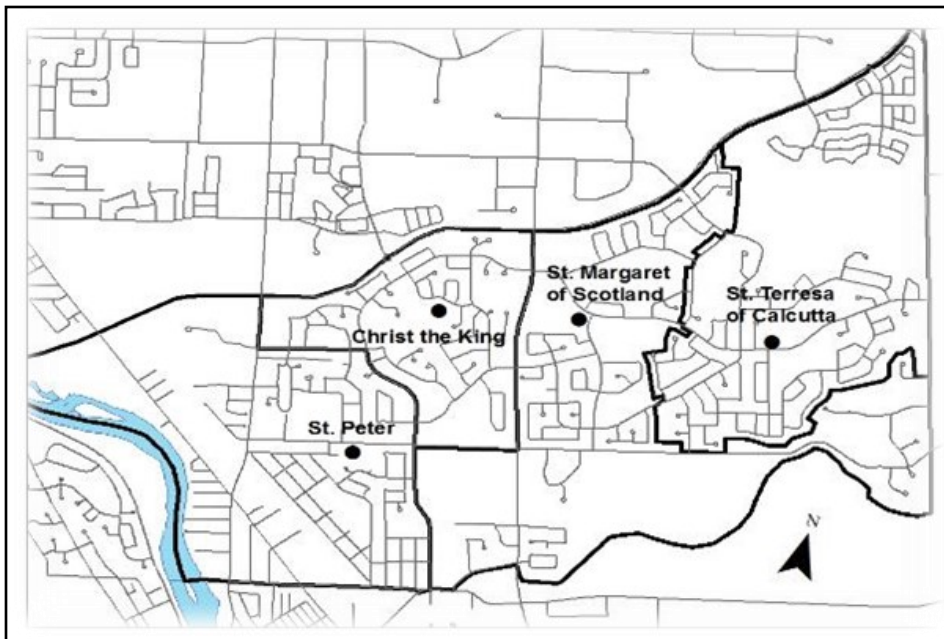
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
221 (52%)	194 (45%)	0 (0%)	12 (3%)	40

Building Information

Site Size	Built	Additions	Partners
5.44 acres	2014	N/A	City of Cambridge

Planning Area E12—Cambridge North Galt



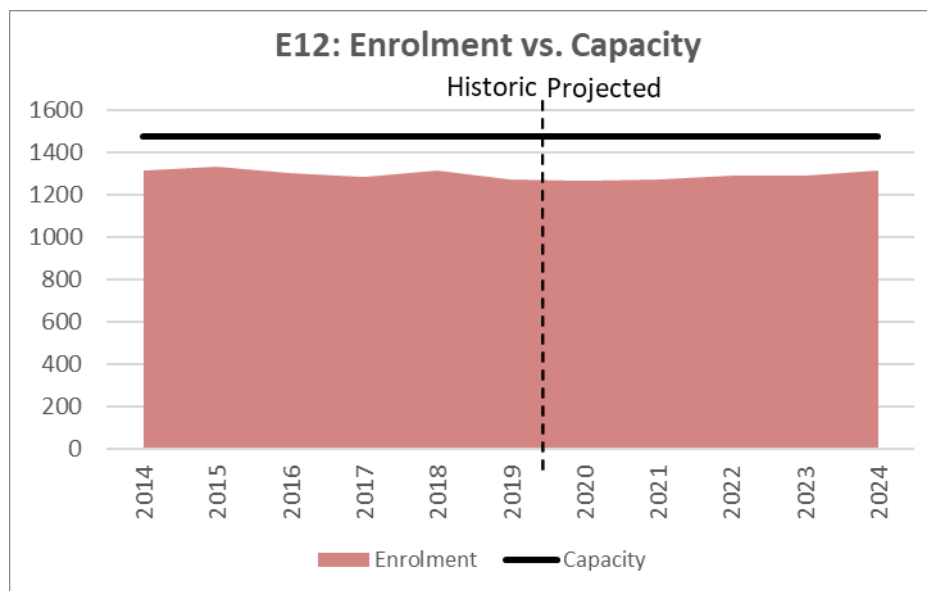
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Christ the King	314	260 (83%)	266 (85%)	267 (85%)
St. Margaret	314	321 (102%)	348 (111%)	374 (119%)
St. Peter	383	245 (64%)	239 (62%)	244 (64%)
St. Teresa of Calcutta	467	449 (96%)	435 (93%)	431 (92%)
Total	1478	1275 (86%)	1288 (87%)	1317 (89%)

History

- ◆ There have been no recent boundary reviews or additions to E12 schools.

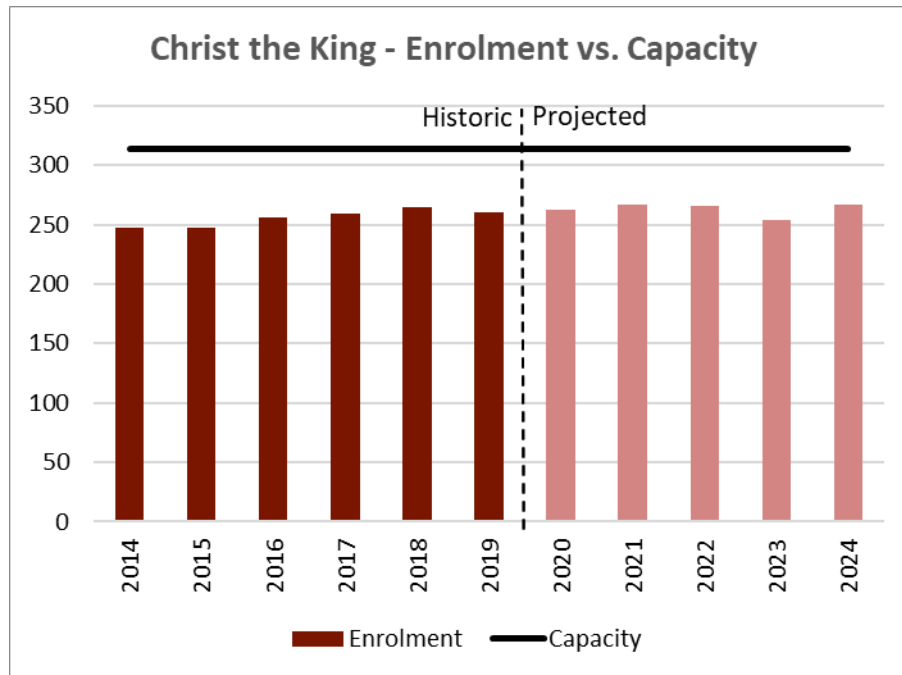
Accommodation Summary

- ◆ 2020—French Immersion to be added at St. Peter.
- ◆ Monitor enrolment to determine if a boundary change is required.



Christ the King

70 Acorn Way, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
314	260	83%	0	0.394

Development Activity

- ◆ No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Heating and plumbing upgrades, washroom upgrades, ceiling and wall finishes, flooring and millwork upgrades.

Comments

- ◆ Enrolment is projected to gradually increase.

Transportation Eligibility—2019

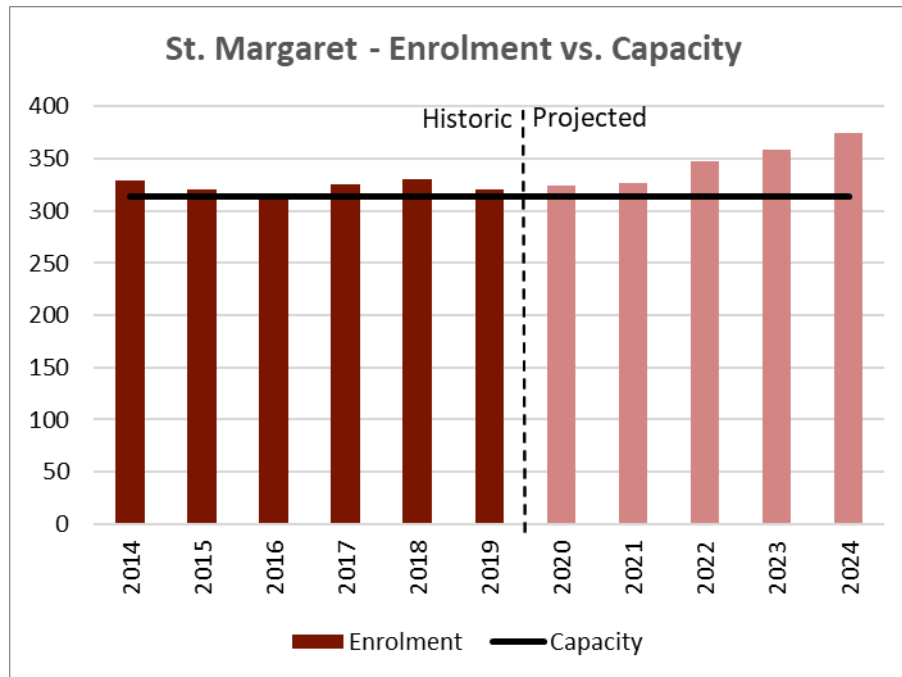
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
226 (87%)	0 (0%)	0 (0%)	35 (13%)	43

Building Information

Site Size	Built	Additions	Partners
14.51 acres	1978	N/A	N/A

St. Margaret

210 Cowan Boulevard, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
314	321	102%	0	0.336

Development Activity

- ◆ Approximately 380 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to increase gradually.

Transportation Eligibility—2019

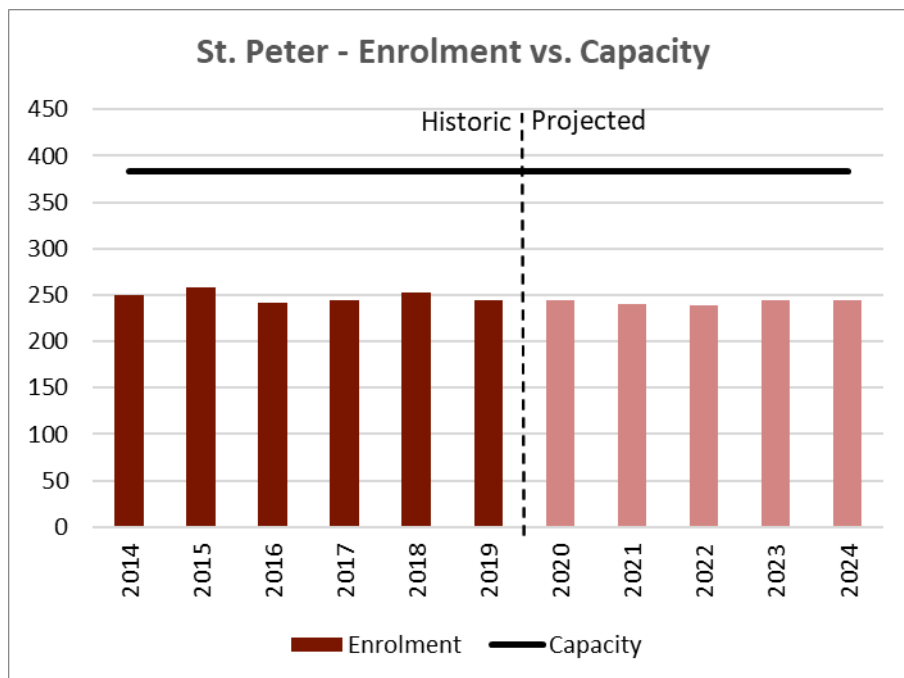
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
170 (53%)	74 (23%)	3 (1%)	75 (23%)	22

Building Information

Site Size	Built	Additions	Partners
12.68 acres	1990	N/A	YWCA of Cambridge

St. Peter

92 Avenue Road, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
383	245	64%	0	0.298

Development Activity

- ◆ No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to remain relatively stable and under capacity.
- ◆ 2020– French Immersion will be added to St. Peter.

Transportation Eligibility—2019

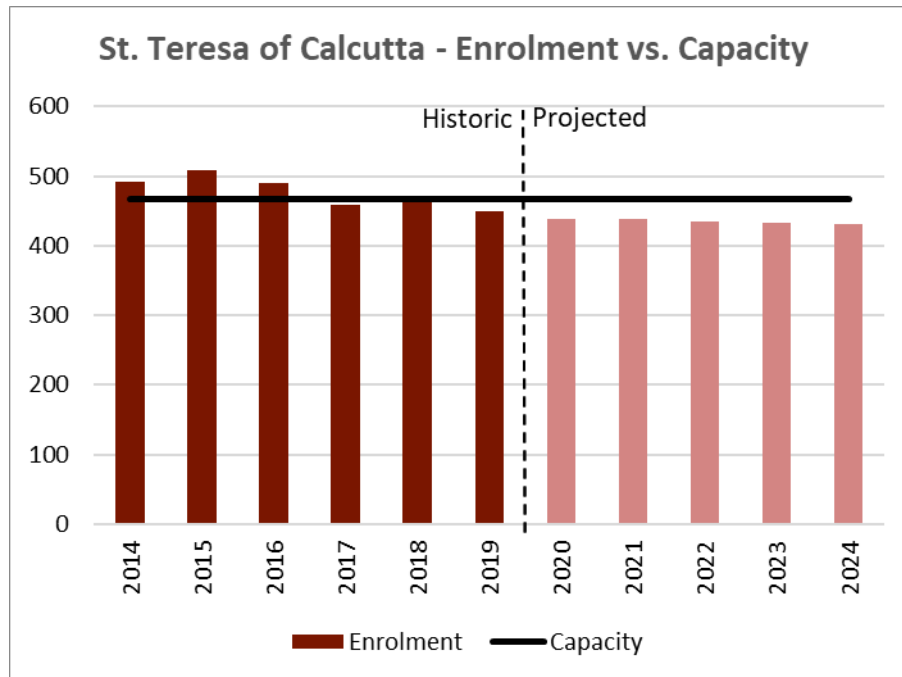
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
188 (76%)	27 (11%)	0 (0%)	33 (13%)	27

Building Information

Site Size	Built	Additions	Partners
6.60 acres	1964	1966, 1967, 1969	N/A

St. Teresa of Calcutta

520 Saginaw Parkway, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
467	449	96%	1	0.335

Development Activity

- ◆ Approximately 20 unbuilt low density units remaining within known plans of subdivision

Renewal Projects

- ◆ Heating and plumbing upgrades, flooring upgrades, exterior door replacement, asphalt and concrete repairs.

Comments

- ◆ Enrolment is projected to decrease gradually.

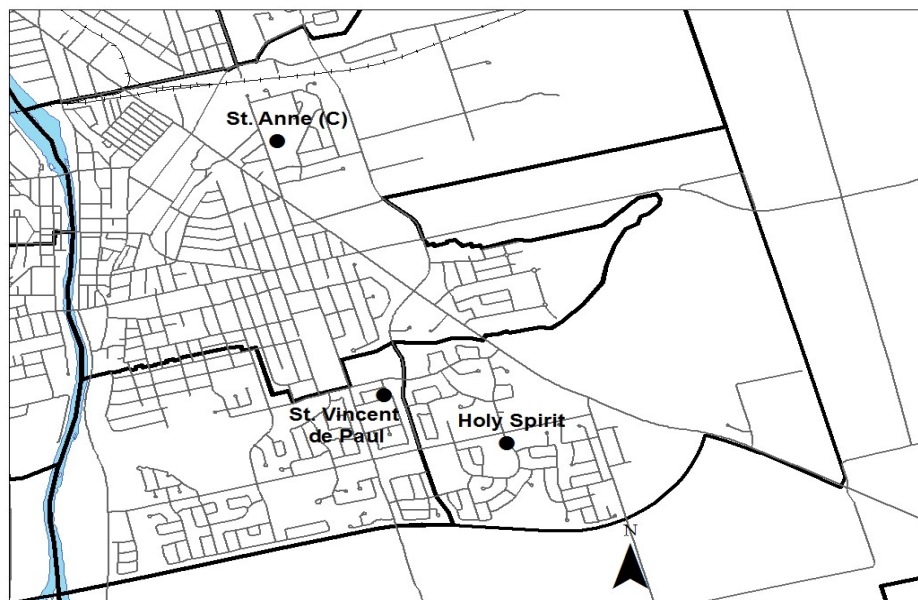
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
222 (49%)	200 (44%)	0 (0%)	28 (6%)	46

Building Information

Site Size	Built	Additions	Partners
6.74 acres	1998	2000	N/A

Planning Area E13—Cambridge Southeast Galt



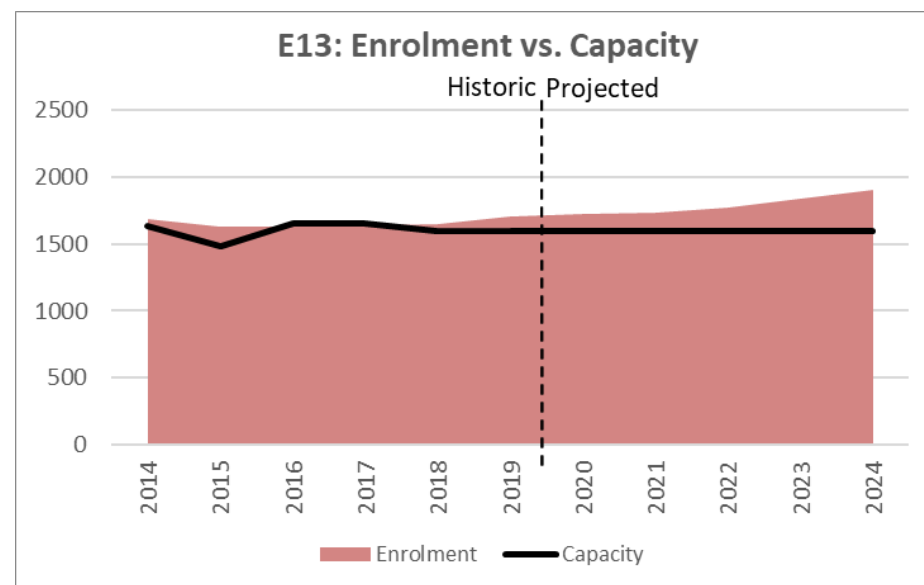
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Holy Spirit	622	597 (96%)	570 (92%)	623 (100%)
St. Anne (C)	409	444 (109%)	462 (113%)	470 (115%)
St. Vincent de Paul	562	663 (118%)	739 (132%)	813 (145%)
Total	1593	1704 (107%)	1771 (111%)	1905 (120%)

History

- ◆ 2013—Accommodation review completed (phased implementation subject to Ministry funding). Board decision to close St. Ambrose/St. Francis, build additions to Holy Spirit/St. Anne, re-build St. Vincent de Paul, and build a new school in southeast Galt.
- ◆ 2015—Addition to Holy Spirit. St. Ambrose closed.
- ◆ 2016—Addition to St. Anne.
- ◆ 2016—Board decision to move all students from St. Francis to St. Vincent de Paul.
- ◆ 2018—St. Vincent de Paul replacement School opened. St. Francis closed and all students moved to St. Vincent de Paul.

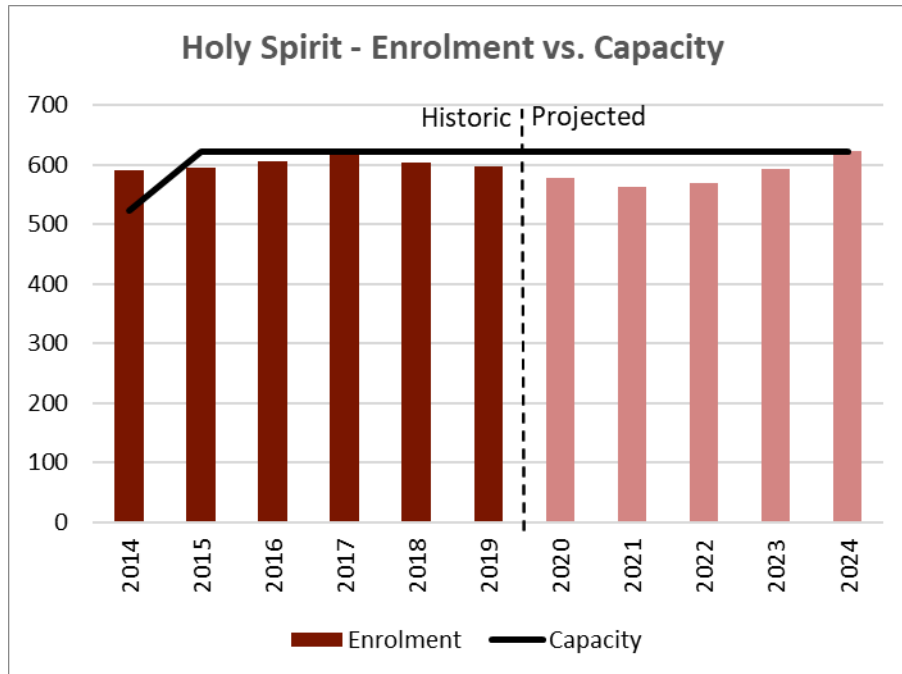
Accommodation Summary

- ◆ New school planned in the Southeast Galt in partnership with the City of Cambridge and the Waterloo Region District School Board. Timing to be determined, subject to funding and land availability. New school is a potential site for French Immersion.



Holy Spirit

15 Gate House Drive, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
622	597	96%	0	0.538

Development Activity

- ◆ Approximately 950 unbuilt low density units remaining within known plans of subdivision.
- ◆ In addition, the South East Galt community plan falls within this school's boundary. The number of units has yet to be determined, but will be in the range of 3130 units.

Renewal Projects

- ◆ HVAC upgrades, lighting upgrades, flooring and ceiling upgrades, asphalt repairs.

Comments

- ◆ Enrolment is projected to remain relatively stable in the next few years then will start increasing when new residential development is built.

Transportation Eligibility—2019

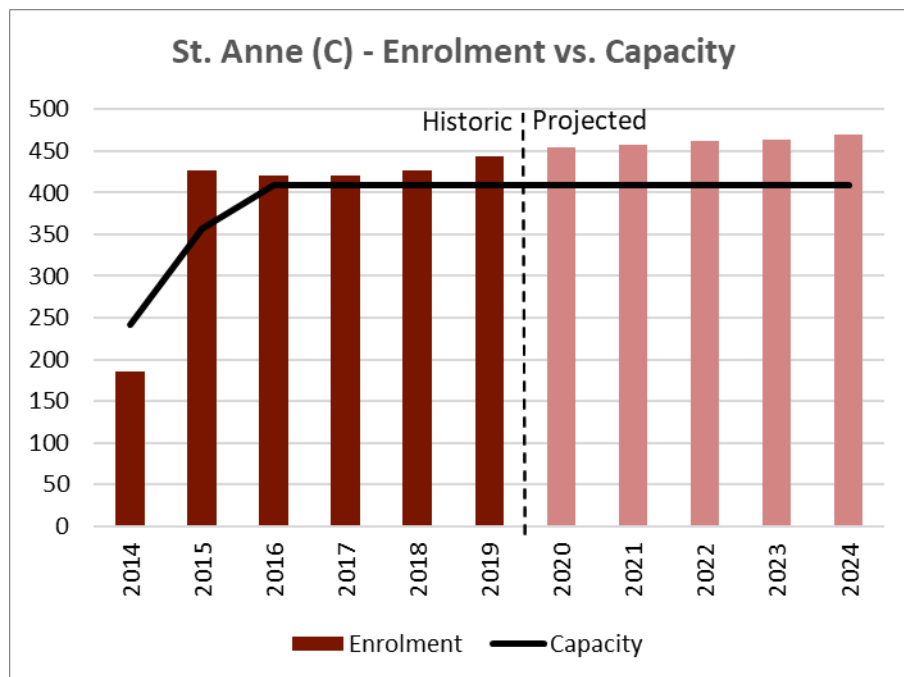
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
351 (59%)	122 (20%)	9 (2%)	116 (19%)	33

Building Information

Site Size	Built	Additions	Partners
5.78 acres	2001	2005, 2015	N/A

St. Anne (Cambridge)

127 Elgin Street North, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
409	444	109%	3	0.315

Development Activity

- ◆ Approximately 390 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC and plumbing upgrades, interior door and hardware replacement (AODA), flooring upgrades, roof replacement.

Comments

- ◆ Enrolment is projected to remain relatively stable.
- ◆ 2015 —St. Anne and St. Ambrose consolidated at St. Ambrose temporarily until the addition to St. Anne was completed September 2016. This is reflected in the graph with the 2015 increases in both capacity and enrolment.

Transportation Eligibility—2019

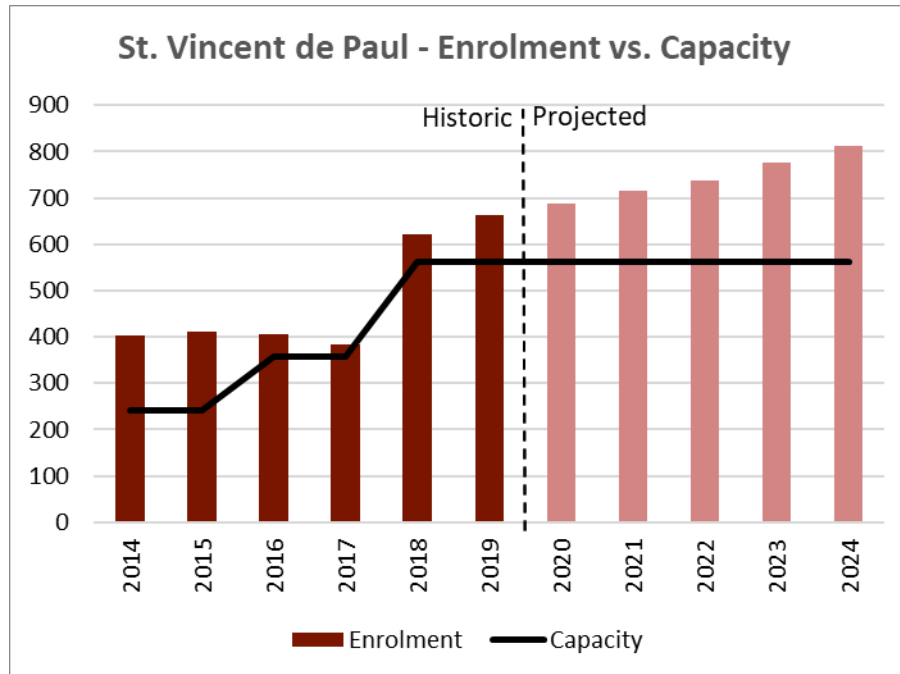
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
122 (27%)	237 (53%)	49 (11%)	38 (9%)	127

Building Information

Site Size	Built	Additions	Partners
5.52 acres	1965	1998, 2016	City of Cambridge

St. Vincent de Paul

30 Faial Road, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
562	663	118%	4	0.530

Development Activity

- ◆ Approximately 10 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ St. Vincent de Paul replacement school opened September 2018.
- ◆ St. Francis closed and all students moved to new St. Vincent de Paul.
- ◆ Enrolment is projected to gradually increase.

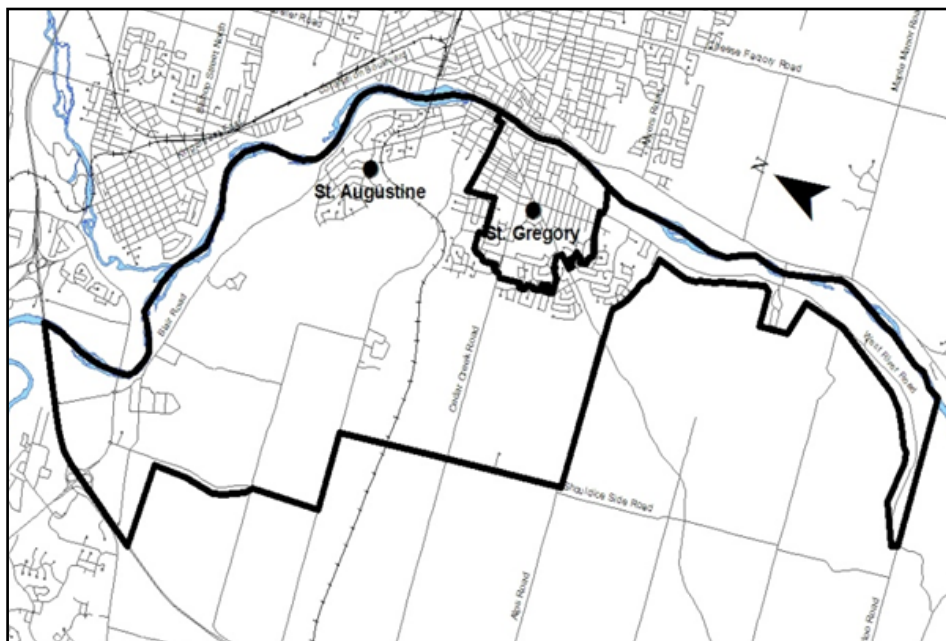
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
239 (36%)	340 (51%)	0 (0%)	89 (13%)	70

Building Information

Site Size	Built	Additions	Partners
6.28 acres	1991	2018	YMCA Kitchener-Waterloo, Cambridge (2018)

Planning Area E14—Cambridge West Galt



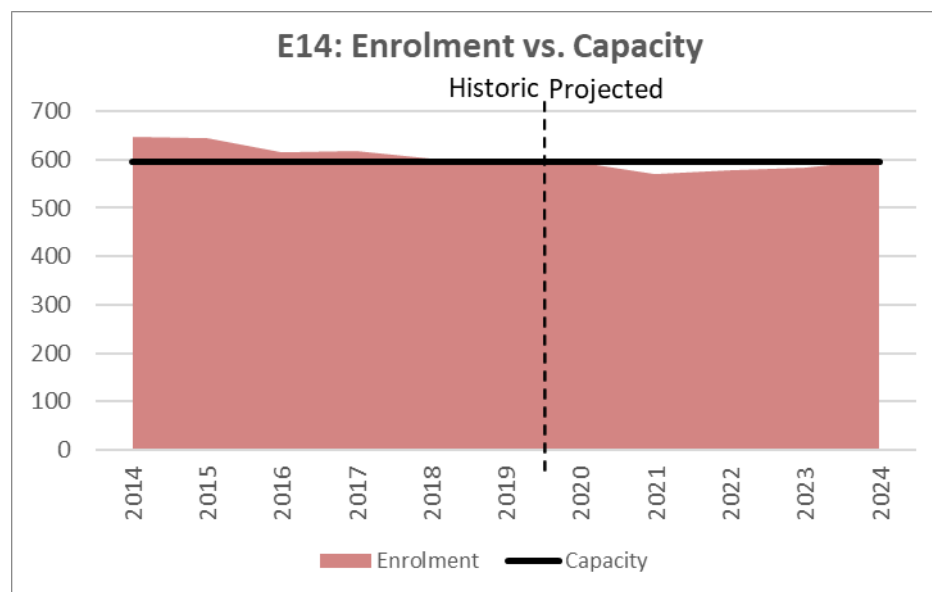
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
St. Augustine	352	427 (121%)	421 (120%)	434 (123%)
St. Gregory	242	172 (71%)	158 (65%)	164 (68%)
Total	594	599 (101%)	579 (98%)	598 (101%)

History

- ◆ There has been no recent boundary reviews or additions to E14 schools.

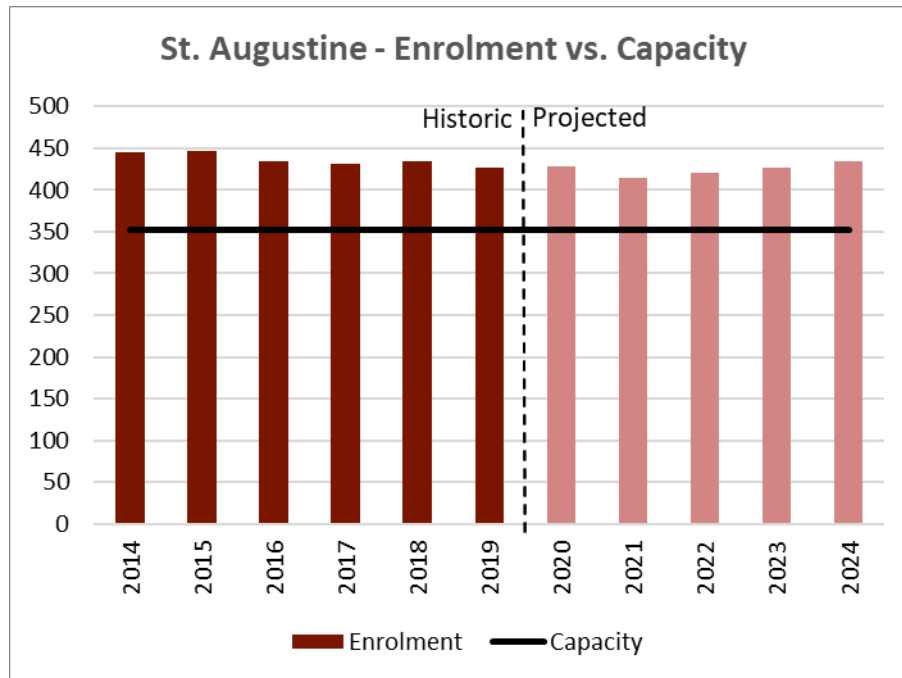
Accommodation Summary

- ◆ Monitor enrolment to determine if boundary review required to balance enrolment between the two schools.



St. Augustine

177 Bismark Drive, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
352	427	121%	5	0.348

Development Activity

- Approximately 550 unbuilt low density units remaining within known plans of subdivision plus approximately 640 unspecified units from the Cambridge West community.

Renewal Projects

- Heating upgrades, fire alarm system upgrades, washroom upgrades, interior/exterior door and hardware upgrades (AODA), flooring upgrades, wall finishes and millwork.

Comments

- Enrolment is projected to remain relatively stable and above capacity.
- Enrolment will be monitored to determine if a boundary change is required.

Transportation Eligibility—2019

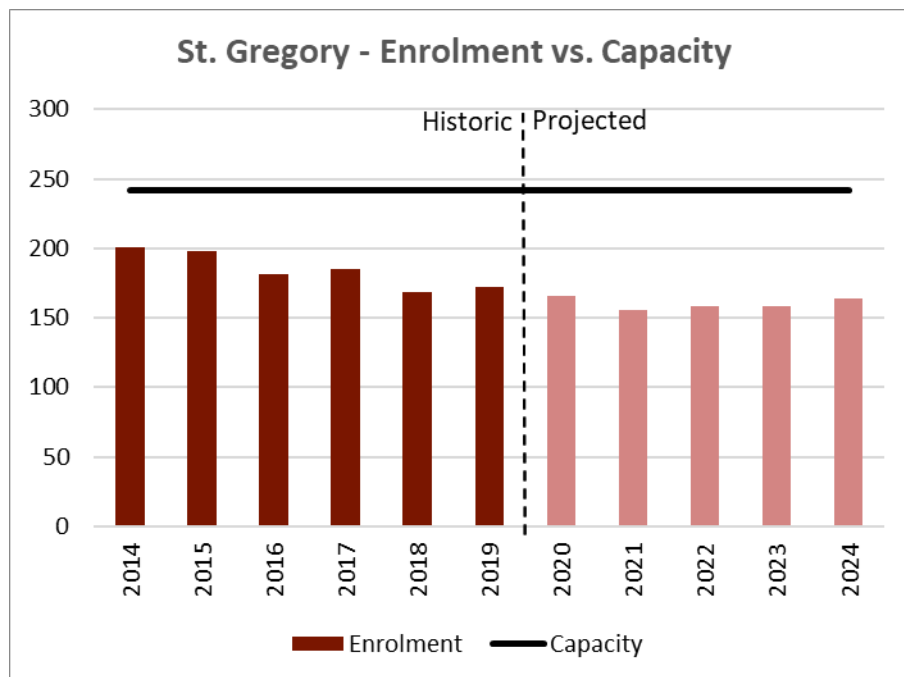
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
159 (37%)	263 (61%)	0 (0%)	8 (2%)	43

Building Information

Site Size	Built	Additions	Partners
8.64 acres	1991	N/A	YMCA of Cambridge

St. Gregory

34 Osborne Avenue, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
242	172	71%	0	0.203

Development Activity

- ◆ Approximately 10 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to decrease over time.
- ◆ Enrolment will be monitored to determine if a boundary change is required.

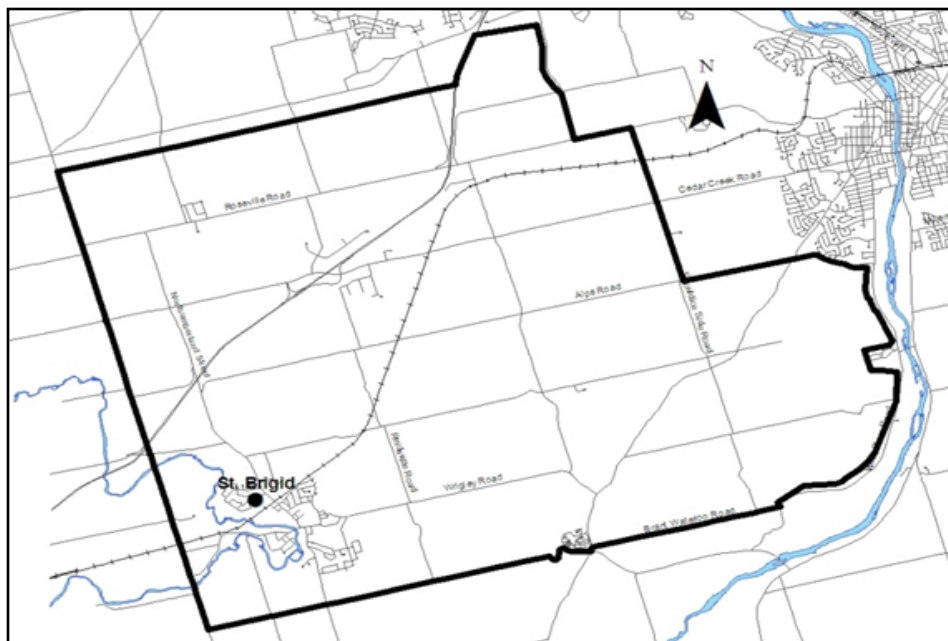
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
153 (87%)	0 (0%)	0 (0%)	22 (13%)	25

Building Information

Site Size	Built	Additions	Partners
3.81 acres	1958	1964, 1967	N/A

Planning Area E15—Rural South (North Dumfries Township)



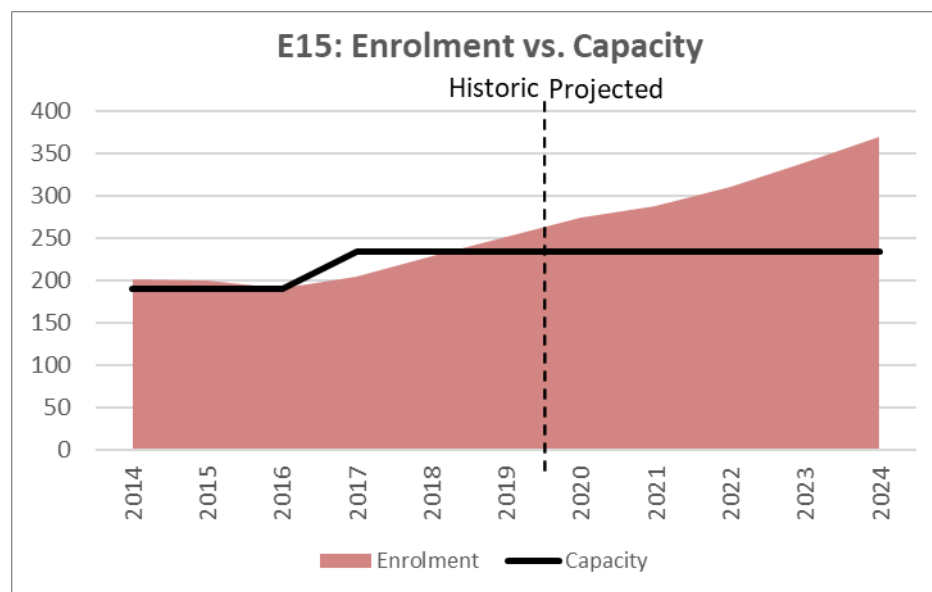
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
St. Brigid	234	251 (107%)	311 (133%)	369 (158%)
Total	234	251 (107%)	311 (133%)	369 (158%)

History

- ◆ 2018—Opened new permanent St. Brigid school, including a childcare centre.

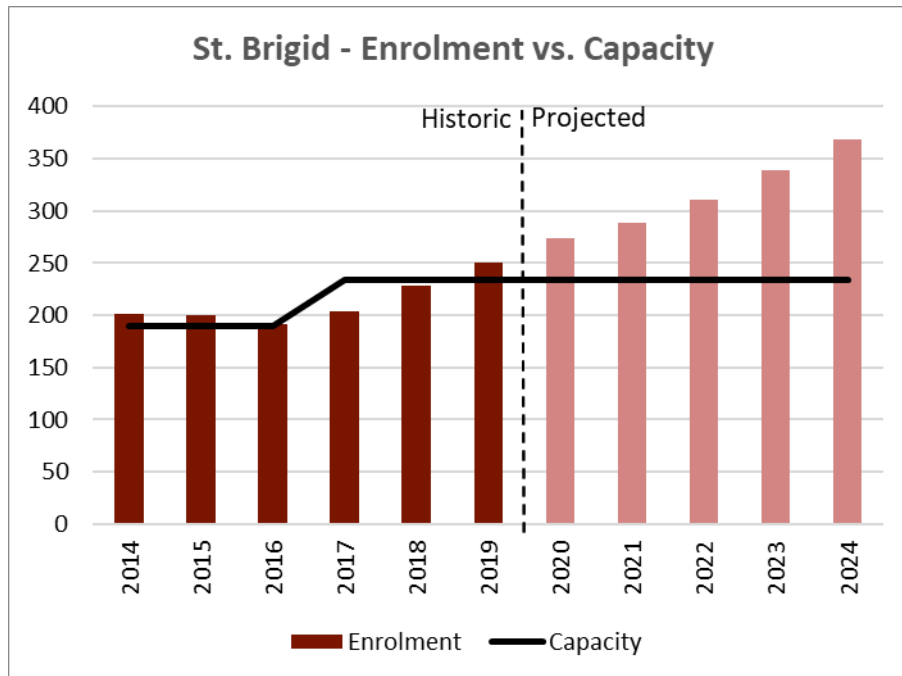
Accommodation Summary

- ◆ No future accommodation recommendations at this time.



St. Brigid

50 Broom Street, Ayr, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
234	251	107%	1	0.234

Development Activity

- ◆ Approximately 1140 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to increase, and portables will be used to accommodate growth.
- ◆ Future Capital Priorities Funding submission for addition to address growth.

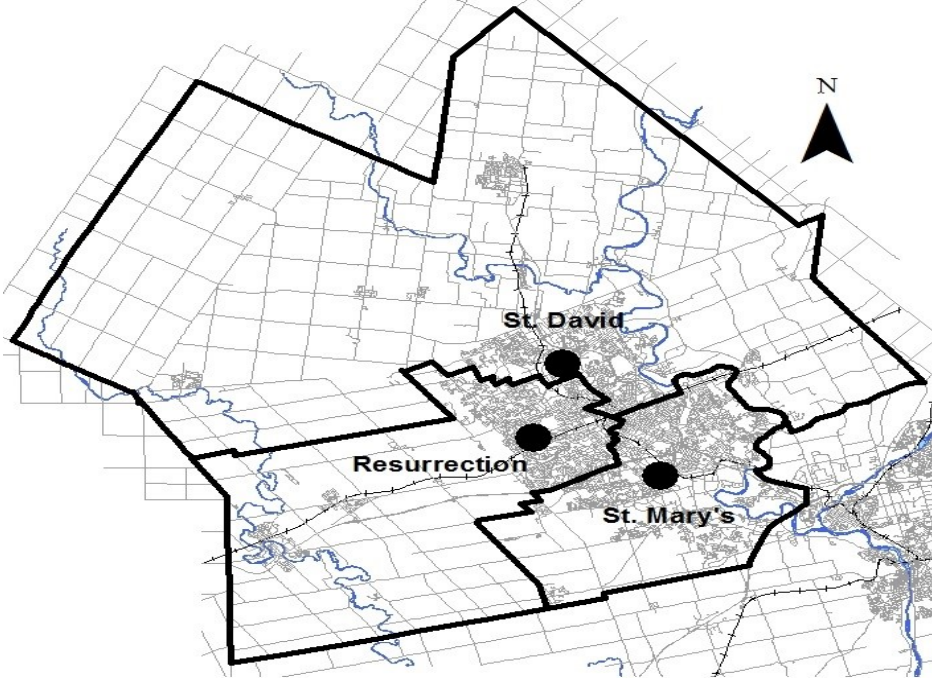
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
74 (29%)	144 (57%)	5 (2%)	28 (11%)	9

Building Information

Site Size	Built	Additions	Partners
11.49 acres	2017	N/A	Owl Childcare

Planning Area S01—Kitchener-Waterloo



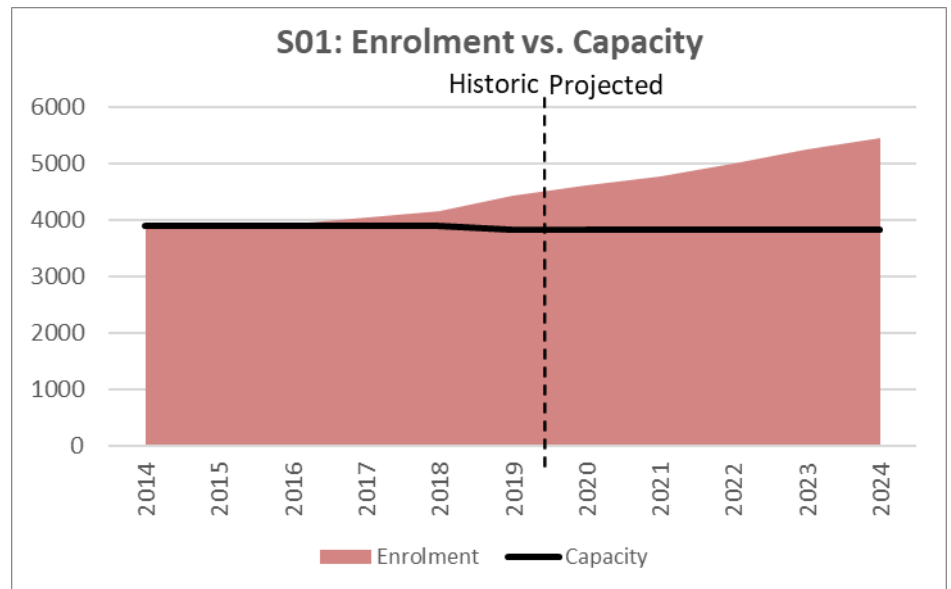
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Resurrection	1245	1490 (120%)	1735 (139%)	1951 (157%)
St. David	1050	895 (85%)	924 (88%)	958 (91%)
St. Mary's	1530	2042 (133%)	2329 (152%)	2553 (167%)
Total	3825	4427 (116%)	4988 (130%)	5462 (143%)

History

- ◆ There has been no recent boundary reviews or additions in S01 schools.

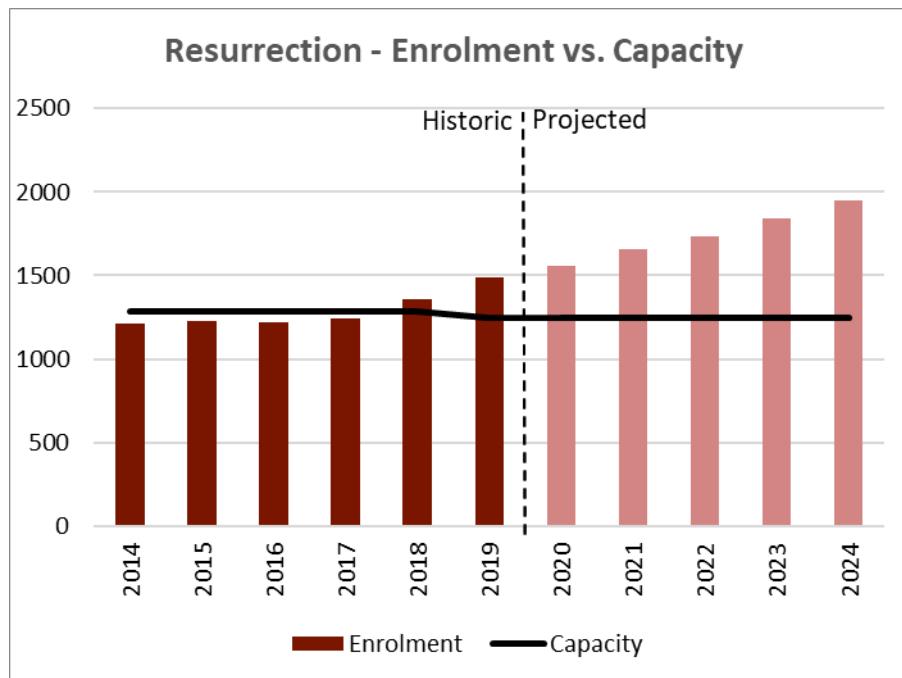
Accommodation Summary

- ◆ A new East Kitchener School is planned, subject to Ministry funding and land acquisition. This school may include Grades 7-12 to alleviate enrolment pressure at E09 elementary schools and St. Mary's High School.
- ◆ A boundary review will be required once funding for a new secondary school is confirmed.



Resurrection

455 University Avenue West, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
1245	1473	118%	9	0.232

Development Activity

- Approximately 3250 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to steadily increase.

Transportation Eligibility—2019

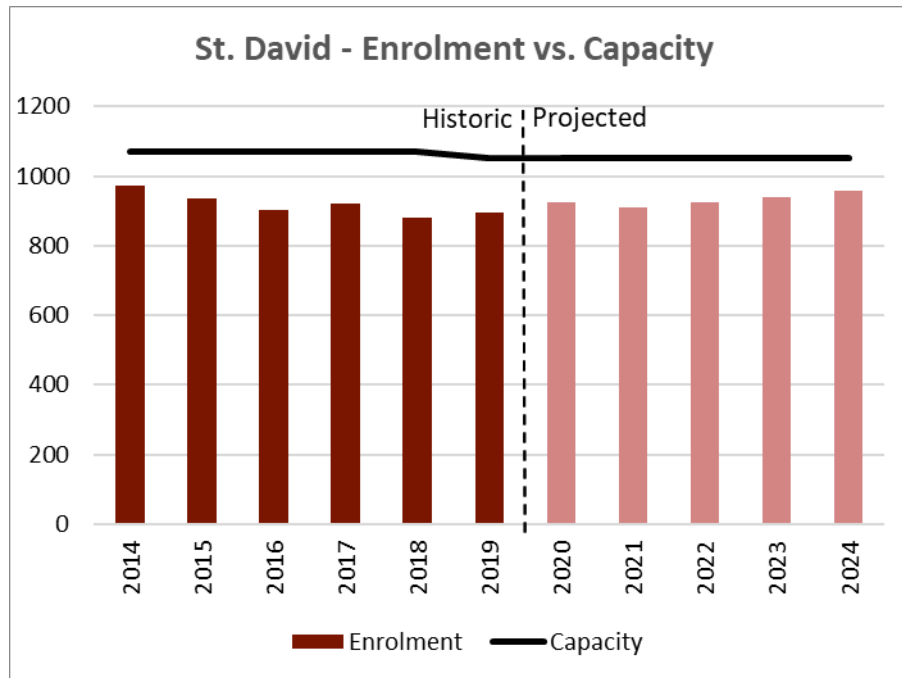
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
845 (54%)	611 (39%)	0 (0%)	100 (6%)	98

Building Information

Site Size	Built	Additions	Partners
24.76 acres	1990	N/A	YMCA Kitchener-Waterloo, Cambridge

St. David

4 High Street, Waterloo, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
1050	886	84%	1	0.189

Development Activity

- ◆ Approximately 4240 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ No renewal projects are scheduled within the next three years.

Comments

- ◆ Enrolment is projected to remain relatively stable.

Transportation Eligibility—2019

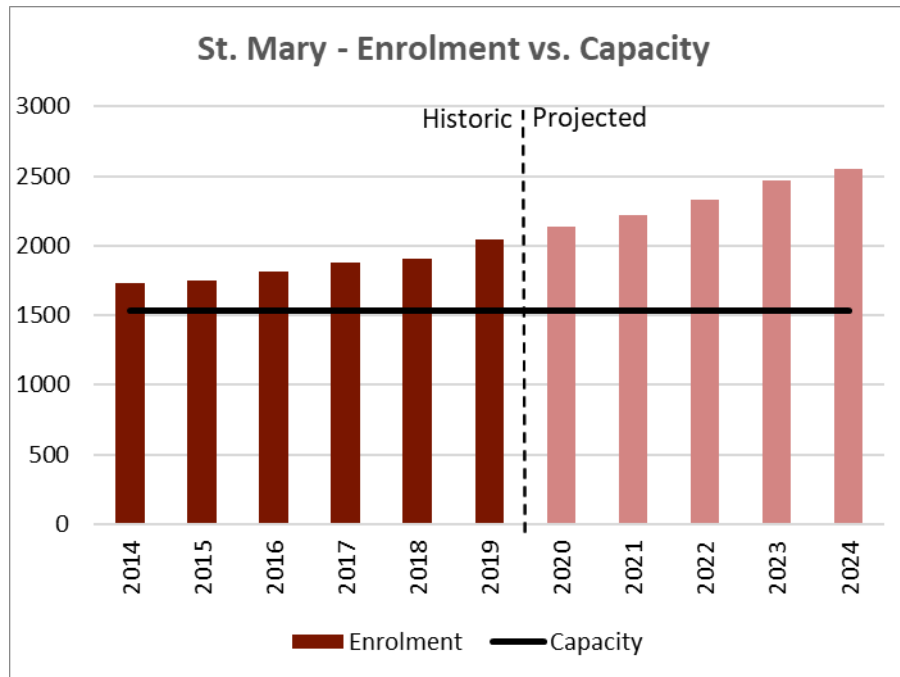
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
288 (31%)	604 (64%)	0 (0%)	48 (5%)	38

Building Information

Site Size	Built	Additions	Partners
15.80 acres	1965	1966, 1991, 2005	N/A

St. Mary's

1500 Block Line Road, Kitchener, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
1530	2023	132%	29	0.263

Development Activity

- ◆ Approximately 9950 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC upgrades, flooring and wall finishes, millwork, masonry repairs, asphalt repairs.

Comments

- ◆ Enrolment is projected to continue to increase.
- ◆ The new East Kitchener School would alleviate enrolment pressure.

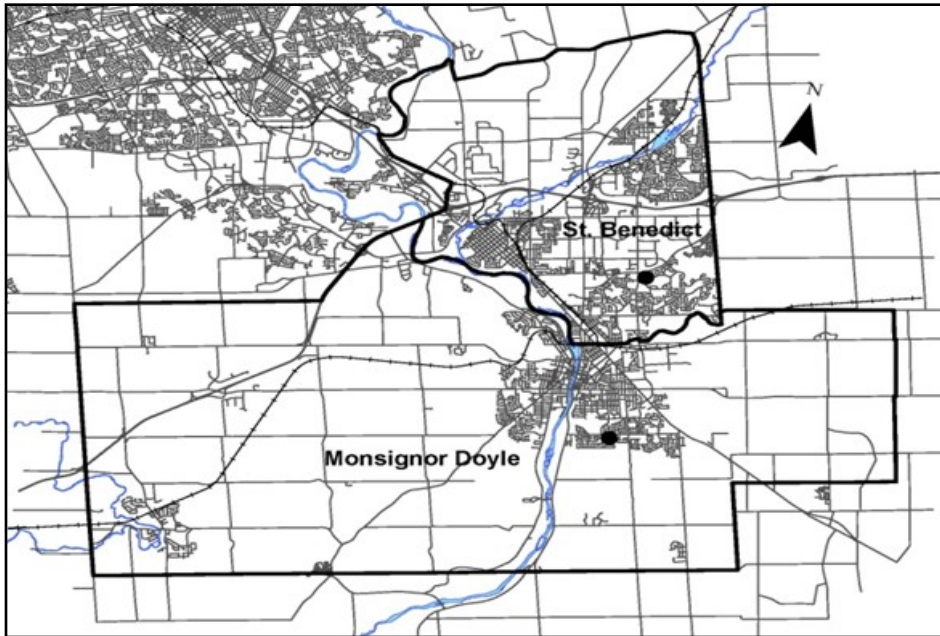
Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
560 (27%)	1459 (70%)	0 (0%)	76 (4%)	82

Building Information

Site Size	Built	Additions	Partners
24.12 acres	2002	N/A	Kitchener Public Library

Planning Area S02—Cambridge



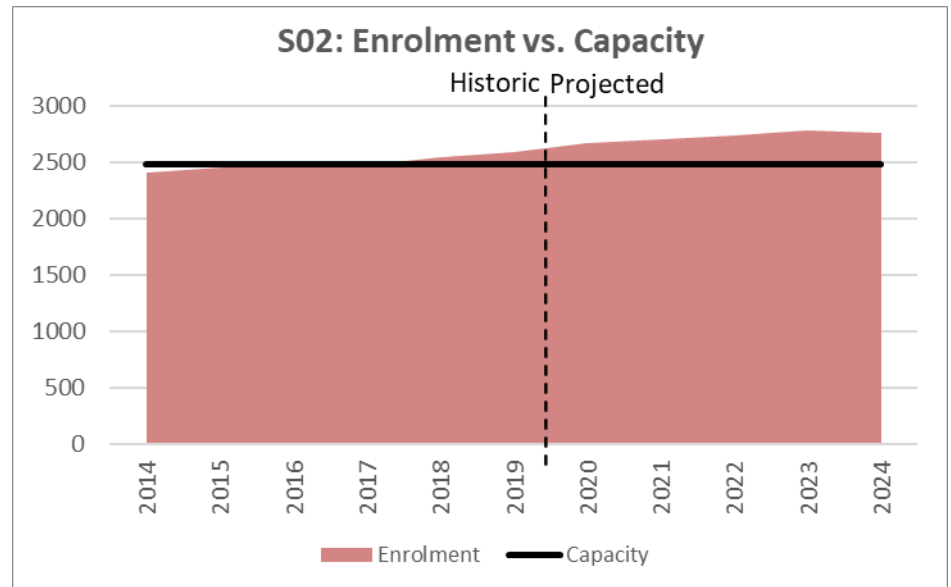
School	Capacity	2019 Enrol.(Util.)	2022 Enrol.(Util.)	2024 Enrol.(Util.)
Monsignor Doyle	1029	1010 (98%)	1106 (107%)	1081 (105%)
St. Benedict	1458	1578 (108%)	1633 (112%)	1681 (115%)
Total	2487	2588 (104%)	2739 (110%)	2762 (111%)

History

- ◆ There has been no recent boundary reviews or additions in S02 schools.

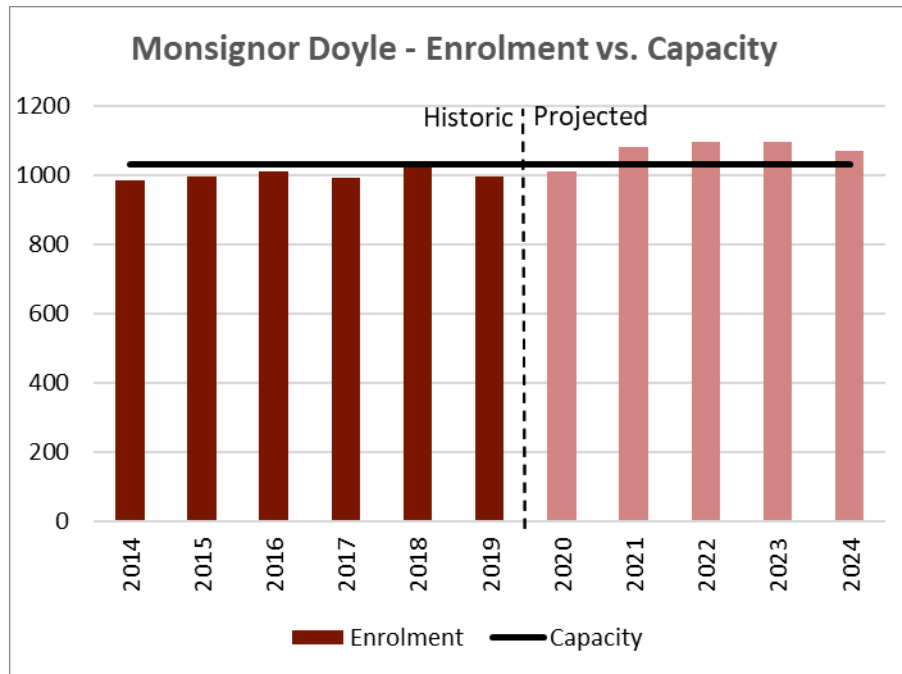
Accommodation Summary

- ◆ No future accommodation recommendations at this time.



Monsignor Doyle

185 Myers Road, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
1029	997	97%	3	0.354

Development Activity

- ◆ Approximately 6810 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ HVAC and boiler upgrades, flooring upgrades, ceiling finishes, millwork, asphalt and grounds repairs.

Comments

- ◆ Enrolment is projected to gradually increase.

Transportation Eligibility—2019

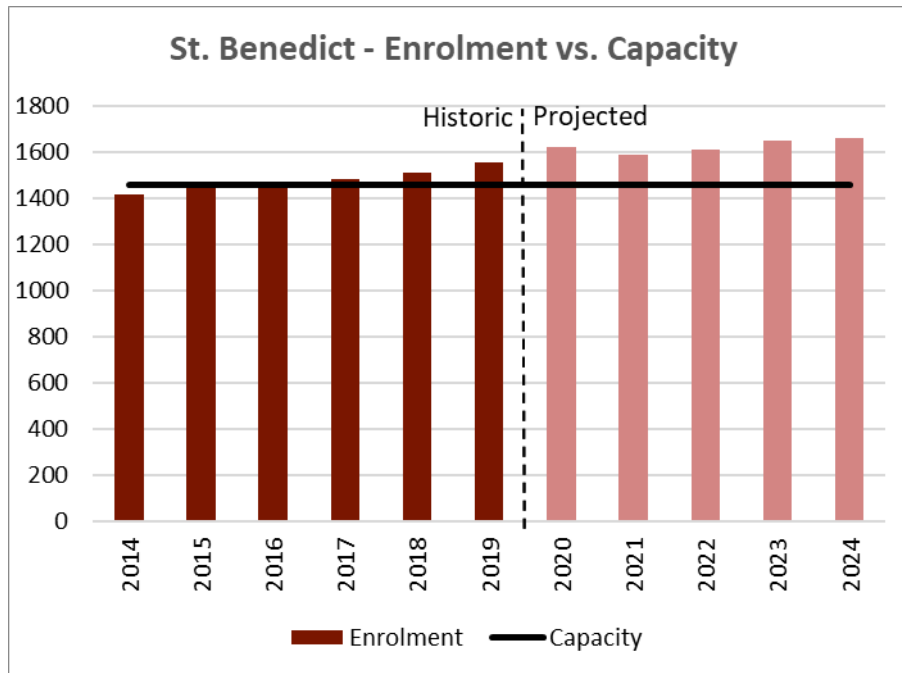
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
550 (54%)	396 (39%)	12 (1%)	54 (5%)	70

Building Information

Site Size	Built	Additions	Partners
16.67 acres	1991	1994, 2005	N/A

St. Benedict

50 Saginaw Parkway, Cambridge, Ontario



2019 Capacity	2019 Enrolment	2019 Utilization	2019 Portables	2019 Yield
1458	1556	107%	9	0.348

Development Activity

- ◆ Approximately 2090 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- ◆ Heating and plumbing upgrades, flooring upgrades, wall finishes.

Comments

- ◆ Enrolment is projected to remain relatively stable.

Transportation Eligibility—2019

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
862 (54%)	649 (41%)	7 (0%)	77 (5%)	19

Building Information

Site Size	Built	Additions	Partners
20.46 acres	1996	2003	Idea Exchange

7.2 Summary of Accommodation Strategies & Capital Projects

Capital projects are been identified in Table 8 based on enrolment trends, functional space analysis and building condition data. In many instances these projects will be contingent upon Ministry funding and/or the completion of accommodation reviews to determine whether the project is required, what the scope of the project should be, and the timing for the project.

The information contained in the schedule of accommodation strategies and capital projects summary contains several assumptions, all of which are subject to change:

- Timing of accommodation strategies are dependent on enrolment, discussions related to partnerships, availability of Ministry funding, and availability of land.
- Timing of projects are dependent on Ministry and Board approvals, the availability of Ministry funding, the availability of land, the successful completion of accommodation reviews.

Table 8 - Schedule of Accommodation Strategies & Capital Projects

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E01: Rural North		St. Boniface	2020/21	New Breslau elementary school & child care centre	257	21-Sep
E07: Kitchener Central / E08: Kitchener Southwest	Confirm Huron-Brigadoon Boundary and FI location	Our Lady of Grace, Blessed Sacrament, John Sweeney, St. Kateri	2020/21	New Huron-Brigadoon elementary school & child care centre	587	22-Sep
E12: Cambridge North Galt	Add FI	St. Peter	2020/21			
District Wide	Education Development Charge Update		2020/21			June 1, 2021 by-law expiry deadline

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
District Wide	Update Pupil Accommodation Review Process - APF008		2020/21			Subject to release of Pupil Accommodation Review Guideline by Ministry
District Wide	Grade 7-12 Program Review		2020/21			
District Wide	FI Plan Update		2020/21			
E06: Kitchener West E08: Kitchener Southwest	Capital Priorities Request		2020/21	New Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
E08: Kitchener Southwest	Capital Priorities Request		2020/21	New Doon South elementary school	350	Subject to availability of land and Capital Priorities Funding
E03: Waterloo Central	Capital Priorities Request	St. Agnes	2020/21	2 FDK/6 Classroom Addition + Gym & Library Reno	190	Subject to availability Capital Priorities Funding
E13: Cambridge Southeast Galt	Confirm SE Galt Boundary	Holy Spirit, St. Anne (C), St. Vincent de Paul	2021/22	New Cambridge Community Campus elementary school	354	Subject to availability of land and Capital Priorities Funding

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E09: Kitchener East / S01: Kitchener- Waterloo	New School - Boundary Review	Canadian Martyrs, St. Daniel, St. Anne K, St. John Paul II, St. Mary's, Resurrection, St. David	2021/22	New East Kitchener 7-12	1,200 (400 elementary + 800 secondary)	Subject to availability of land and Capital Priorities Funding
E05: Rural West	Capital Priorities Request		2021/22	New Baden elementary school	250	Subject to availability of land and Capital Priorities Funding
E02: Waterloo East	Boundary Review	St. Luke & St. Matthew	2022/23			Monitor enrolment
E06: Kitchener West E08: Kitchener Southwest	New School - Boundary Review	To be determined	2022/23	New Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
E08: Kitchener Southwest	New School - Boundary Review	St. Timothy, St. Kateri	2022/23	New Doon South elementary school	350	Subject to availability of land and Capital Priorities Funding
E15: Rural South	Capital Priorities Request	St. Brigid	2022/23	4 Classroom Addition to St. Brigid	92	Subject to availability Capital Priorities Funding
E08: Kitchener Southwest	Capital Priorities Request		2022/23	New West Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding

Planning Areas	Strategic Action	School(s) Involved	Timing	Capital Project	Size (OTG)	Estimated Opening Date/Comment
E03: Waterloo Central	Boundary Review	St. Agnes, Sir Edgar, Bauer, St. Teresa (K)	2023/24			Monitor enrolment
E05: Rural West	New School - Boundary Review	To be determined	2023/24	New Baden elementary school	250	Subject to availability of land and Capital Priorities Funding
E11: Cambridge Hespeler	Boundary Review	St. Gabriel, St. Elizabeth, Our Lady of Fatima	2023/34			Monitor enrolment
E08: Kitchener Southwest	Potential WRDSB Partnership	To be determined	2024/25	Explore potential co-building opportunities with WRDSB	300	Subject to Partnership Discussions, availability of land and Capital Priorities Funding
E14: Cambridge West Galt	Boundary Review	St. Augustine, St. Gregory	2024/25			Monitor enrolment
E12: Cambridge North Galt	Boundary Review	St. Margaret, St. Teresa of Calcutta, Christ the King, St. Peter	2024/25			Monitor enrolment
E08: Kitchener Southwest	New School - Boundary Review	To be determined	2024/25	New West Rosenberg elementary school	400	Subject to availability of land and Capital Priorities Funding
District Wide	Education Development Charge Update		2025/26			June 1, 2026 by-law expiry deadline

8.0 Land Acquisition

Table 9 provides a summary of planned land acquisition to meet future school needs. The 2016 Education Development Charges (EDC) background study provides an estimate of land and site preparation costs. The board, together with the WRDSB is undertaking the required 5-year EDC background study review. Updated land values and site preparation costs will be determined through that process.

The year refers to the calendar year and is dependent on the availability of the school site. Where a site is not 100% EDC eligible, the board must apply to the Ministry of Education for funding, which may also affect the timing of acquisition.

Table 9 - Planned Land Acquisitions

Project	Year	EDC Eligibility	Site Area (ac)	Comments
East Kitchener 7-12	2020	100%	17.00	Planning approvals required.
Rosenberg	2020	100%	5.83	Reserved
Doon South	2021	100%	6.05	Reserved
Cambridge Community Campus (South East Galt)	2021	56.3%	6.50	Subject to partnership discussions
Baden	2024	44.4%	5.00	Site not yet identified
West Rosenberg	2024	100%	5.00	Site being discussion

9.0 Renewal

As school buildings age, major repairs and renovations are required to ensure students are safe, and buildings continue to be welcoming, attractive, and efficient spaces. The Ministry provides two sources of funding to support major repairs and renovations: School Renewal Funding and School Condition Improvement (SCI) funding. Both sources can be used for similar work, but there are several differences.

School Renewal Funding is provided to address the costs of repairing and renovating schools.

9.1 School Condition Improvement Funding

School Condition Improvement (SCI) funding is provided to address needs at schools that are expected to remain open and operating for at least five years. SCI is allocated to specifically address priorities including health and safety, replacing and repairing building components, improving energy efficiency of schools, and improving accessibility.

SCI is calculated by the Ministry using data collected from building condition assessments. How funding can be spent is controlled; 80% is restricted to major building components and 20% is considered unrestricted and can be used for Board identified renewal priorities that were also identified through the building condition assessment process. Table 10 outlines how SCI funding can be used:

Table 10 - School Condition Improvement Funding Outline

Categories	Restricted (80%)	Unrestricted (20%)
Substructure (e.g. foundations, basement walls)	Yes	Yes
Shell/Superstructure (e.g. roofs, exterior walls and windows)	Yes	Yes
Interiors (e.g. stairs, floor finishes, ceilings)	No	Yes
Services (e.g. plumbing, HVAC, fire protection and electrical)	Yes	Yes
Equipment & Furnishings	No	Yes
Special Construction & Demolition	No	Yes
Building Site work (parking lots, site lighting)	No	Yes

Generally, funding received through SCI and School Renewal is not enough to meet all high and urgent work identified in building condition assessments. Accordingly, work is carried out based on the greatest needs in the system and FCI data.

The board's Multi-Year Renewal Plan (Appendix A) is a three year plan that has been developed using FCI data, building condition assessments, site visits, and routine inspections.

Identified projects and funding may be deferred due to several factors including atypical tender results, changes to market conditions, availability of contractors, timing of work being carried out, or changes to the scope of a project. Any funding that is not used will be carried forward to subsequent years.

Appendix A - Multi-Year Renewal Plan

Campus Name	Renewal Projects	Year
Christ the King	Heating and plumbing upgrades, washroom upgrades, ceiling and wall finishes, flooring and millwork upgrades.	2019-2020
Monsignor Haller	Heating upgrades, washroom upgrades, interior doors and hardware (AODA), flooring upgrades, main switchboard replacement, asphalt repairs	2019-2020
Our Lady of Lourdes	Heating upgrades, plumbing upgrades, washroom upgrades, interior doors and hardware, millwork, ceiling finishes	2019-2020
St. Augustine	Heating upgrades, fire alarm system upgrades, washroom upgrades, interior/ exterior door and hardware upgrades (AODA), flooring upgrades, wall finishes and millwork.	2019-2020
St. Benedict	Heating and plumbing upgrades, flooring upgrades, wall finishes.	2019-2020
St. Clement	2nd year of Two Phase Project - AODA upgrades in elevator, new partitions, classroom upgrades for usability, entrance, heating, water and air distribution, interior millwork, ceiling upgrades, various	2019-2020
St. Teresa of Calcutta	Heating and plumbing upgrades, flooring upgrades, exterior door replacement, asphalt and concrete repairs.	2019-2020
Holy Spirit	HVAC upgrades, lighting upgrades, flooring and ceiling upgrades, asphalt repairs	2020-2021
John Sweeney	Heating upgrades, plumbing upgrades, flooring and ceiling upgrades, asphalt repairs	2020-2021
Saint John Paul	HVAC upgrades, ceiling finishes, interior stair repair, gym curtain wall replacement	2020-2021
St. Agnes	HVAC upgrades, radiators, piping and water distribution upgrades, expansion tank replacement, millwork, asphalt repairs	2020-2021
St. Kateri	HVAC upgrades, washroom upgrades, interior door and hardware replacement (AODA), flooring and wall finishes, replace gym wall curtain, masonry repairs	2020-2021
St. Nicholas	Roof top unit & exhaust system replacement, flooring upgrades, asphalt repairs	2020-2021
Monsignor Doyle	HVAC and boiler upgrades, flooring upgrades, ceiling finishes, millwork, asphalt and grounds repairs	2021-2022
St. Anne (C)	HVAC and plumbing upgrades, interior door and hardware replacement (AODA), flooring upgrades, roof replacement	2021-2022
St. Dominic	Heating upgrades, interior stair repair, exterior repairs to asphalt & parking, molok installation	2021-2022
St. John	HVAC upgrades, electrical upgrades, masonry repairs, grounds repairs	2021-2022
St. Luke	Flooring upgrades, exterior wall and door replacement, asphalt repairs, air and water balancing, PA system upgrades	2021-2022

Campus Name	Renewal Projects	Year
St. Matthew	HVAC upgrades, domestic water distribution, washroom upgrades, fire alarm upgrades, flooring upgrades, ceiling finishes, asphalt repairs	2021-2022
St. Teresa (E)	HVAC upgrades, BAS upgrades, lighting upgrades, exterior wall upgrades, flooring upgrades, millwork	2021-2022
St. Teresa (K)	HVAC upgrades/replacement, fire alarm upgrades, washroom upgrades, millwork, ceiling and flooring upgrades, main switchboard replacement	2021-2022
Canadian Martyrs	HVAC upgrades, electrical upgrades, flooring and wall finishes, exterior door replacement	2022-2023
Holy Family	HVAC upgrades, domestic water pipe distribution, flooring, exterior door replacement, asphalt repairs	2022-2023
Our Lady of Fatima	Plumbing upgrades, flooring upgrades, exit door replacement, masonry work, roof replacement	2022-2023
St. Mary's	HVAC upgrades, flooring and wall finishes, millwork, masonry repairs, asphalt repairs	2022-2023
St. Paul	Heating upgrades, plumbing upgrades, interior door and hardware replacement (AODA), millwork, asphalt repairs	2022-2023
Holy Rosary	No renewal projects scheduled within next 3 years	
Blessed Sacrament	No renewal projects scheduled within next 3 years	
Our Lady of Grace	No renewal projects scheduled within next 3 years	
Resurrection	No renewal projects scheduled within next 3 years	
Sir Edgar Bauer	No renewal projects scheduled within next 3 years	
St. Agatha	(In process of selling)	
St. Aloysius	No renewal projects scheduled within next 3 years	
St. Anne (K)	No renewal projects scheduled within next 3 years	
St. Bernadette	No renewal projects scheduled within next 3 years	
St. Boniface	No renewal projects scheduled within next 3 years. Scheduled to close June 2021	
St. Brigid	No renewal projects scheduled within next 3 years	
St. Daniel	No renewal projects scheduled within next 3 years	
St. David	No renewal projects scheduled within next 3 years	
St. Elizabeth	No renewal projects scheduled within next 3 years	
St. Gabriel	No renewal projects scheduled within next 3 years	
St. Gregory	No renewal projects scheduled within next 3 years	
St. Joseph	No renewal projects scheduled within next 3 years	
St. Margaret	No renewal projects scheduled within next 3 years	
St. Mark	No renewal projects scheduled within next 3 years	
St. Michael	No renewal projects scheduled within next 3 years	
St. Peter	No renewal projects scheduled within next 3 years	

Campus Name	Renewal Projects	<u>Year</u>
St. Timothy	No renewal projects scheduled within next 3 years	
St. Vincent de Paul	No renewal projects scheduled within next 3 years	



Date: Monday May 11, 2020
To: Board of Trustees
From: Director of Education
Subject: Stakeholder Feedback on Distance Learning and Identification of Next Steps

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

On Thursday March 12th 2020, the Minister of Education communicated that all schools of the province would be closed for the two weeks following March Break. On March 23rd 2020, the Ministry further communicated that boards would begin delivering distance-education to all students of the province beginning April 6th, 2020. As of the current date, schools are scheduled to be closed and education to be accessed via distance learning through to March 31st 2020. There is not clear date as yet articulated for a return to face to face learning in school buildings.

Policy Statement and/or Education Act/other Legislation citation:

- The Education Act, Section 169
- Board Governance I.001: Ends

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

Waterloo Catholic District School Board's Response to School Closures

As a key part of the Government of Ontario's response to the COVID19 crisis, the Ministry of Education communicated the closure of all schools on March 12th. It was indicated that the decision was not taken lightly and made with the health, safety and well-being of our staff and students in mind. During the initial "Phase 1" of the school closure, families and students were supported indirectly with a variety of learning activities through the Ministry of Education' "Learn-At-Home" portal (<https://www.ontario.ca/page/learn-at-home>), and through the WCDSB's launch of #STEAMDays (a fun and interactive way to engage students, teachers and families while at home with a new focus for each day- Science, Technology, Engineering, Art and Math). Beginning in Phase 1, and continuing through each subsequent phase, the priority has been to maintain connections with students and demonstrate care. Waterloo Catholic did our very best to ensure that each student was connected to learning and provided Chromebook distribution to families who indicated the need for a learning device.



Informed by a memo released by the Ministry, we transitioned more formally to “Phase 2” beginning on April 6th – where we launched teacher-led learning for all our classrooms. This memo provided explicit guidance about expectations for learning, including an outline of the minimum number of hours teachers and students should engage in based on their grade level. Both Waterloo Catholic and the Ministry of Education have been thoughtful about matters of equity, as they apply to access to technology and internet, language requirements, supporting students with special needs, and responding to varying home environments. To support the transition to teacher-led learning, resources were published on our front-facing **WCDSB Website (WCDSBLearn@Home, <https://wcdsblearnathome.wcdsb.ca>)**. Program and Student Services Departments posted a comprehensive and curated set of resources including the Framework that is intended to support Educator-Led Learning in **Staff Net – our Staff-facing WCDSB Website (the “Educator-Led Learning@Home Portal”)**. This internal location provides a carefully crafted set of resources to aid educators in building their capacity and provide them with the resources central staff thinks will be most helpful during remote learning.

Collecting feedback from our Community via Thoughtexchange

Over the course of the second week into our new Distance Learning landscape, we wanted to know how things were going with “Phase 2” and identify where we might still have room for further reflection and/or action. We invited students, parents, staff and community members to engage in a **Thought Exchange** to uncover key questions and concerns about their experience so far. Our goal was to identify the areas where the Board could refine our support and communications to better serve the health, safety and well-being of our staff and students. Below is a summary of the Thoughtexchange that was launched on April 14th, 2020 (and which remained available for 1 week):

Question posed to Stakeholders:

As you consider Waterloo Catholic’s response toward learning at home, what questions or concerns do you have?

The following was the Introduction into the Thoughtexchange:

Thank-you for joining this important conversation! We are interested in learning about how WCDSBLearn@home is going. Your participation is voluntary, and your feedback will be very important for helping us make sure that we are providing the needed supports for students, staff, parents and community members.

To make sure that the conversation is about the topics most meaningful to you, we have set up separate conversations for different groups. This is why you were asked if you are a student, parent, staff, administrator, or community member. **Please refrain from using any personal names or the comment will have to be removed.**

Once you have shared your thoughts, you can STAR the thoughts of others. You will have the opportunity to read the thoughts of others and assign stars based on how much you agree (5 stars) or disagree (1 star). This helps us determine the ideas that are most important to the group.

We encourage all participants to read and consider 20-30 thoughts. You can return to the exchange as often as you like to star thoughts. Any questions about this exchange, please contact WCDSBResearch@wcdsb.ca.

Parents/guardians who consent, are also welcome to share this link with their child(ren) to participate in the thought exchange. For younger children (grades K-8), please support them in participating as their feedback will be very important during this process. PLEASE NOTE: if you would like to join more than one conversation - choose a new group by opening the invitation link in a new tab in your web browser.

***** This exchange will be open until April 21, 2020.**



Participation Groups and Response Frequencies: respondents choose a separate room to share their thoughts and rates the thoughts of others

Participant Groups		Participants	Thoughts	Ratings
Students	Students Only - Elementary (K-8)	383	262	5004
	Students Only - Secondary (9-12)	113	59	793
Parent/ Guardian	Parent/Guardian of an Elementary student (K-8)	789	809	21368
	Parent/Guardian of a Secondary student (9-12)	247	232	4982
Staff	Elementary Staff (K-8)	194	166	3725
	Secondary Staff (9-12)	106	65	820
	Administrator	32	19	121
	Board Staff	35	17	120
Community	Community Member	26	6	8
Grand Total		1 925	1 635	36 941

Emerging Themes and Sub-Themes

Each thought that was shared in this exchange was carefully reviewed and placed within one of the following themes by the WCDSB Research Department (Table 1). Please note, in cases where a single thought contained multiple constructs, we considered the key question/concern of the thought and how one might respond to the thought to identify which theme it belonged to. Inter-rater analysis ensured that all theming was valid and reliable. For a detailed description for each sub-theme, please refer to Appendix A.

Table 1: Key themes, and sub-themes, emerging from the thought exchange across all participation groups

1. BOARD RESPONSE

Expectations of Staff & Distance Learning

General Feedback about Response

Transition from Distance Learning

2. CONNECTIONS

Connections between Family & Educator(s)

Connections between Student and Peers/Educator(s)

Disengagement in Learning

3. HOME ENVIRONMENTS

Equity

Health, Safety & Wellness

Home Learning Environments & Materials

4. SUPPORTING EDUCATOR-LED LEARNING@HOME

Assessment & Evaluation and Reporting

Digital Platforms and Digital Tools

Graduating Students (Grade 8/12)

Learning Tasks

Specialized Programs (IEP and ELL)



Overall Patterns and Trends

Understanding how interest groups agree or disagree helps us take more nuanced action on the results. In this Thoughtexchange, we asked participants to identify themselves by demographic group (i.e. Elementary students, Secondary parents, etc.). We call these participant groups. Heat maps is a tool that allows us to see what themes have been prioritized by each different participant group. For example, we can see that while administrators are highly concerned with the theme of equity, home learning environment & material was less of a priority to them but was highly prioritized by parents. The heat maps show trends and patterns for each participant group with respect to the total number of thoughts or average star score of each theme. It is important to note that there is not always alignment between the most frequently shared thoughts (e.g. number of thoughts) and the overall agreement around the thought (e.g. average star score). This demonstrates one of the advantages of using a Thoughtexchange over a traditional survey. Heat maps show us the unique priorities of each group and illustrate that the frequency of a thoughts, as seen in a traditional survey, does not always equal the importance of a thought, as seen by star rating.

Overall: Board Response

The majority of the thoughts that were shared related to the *Board's Response* were from parents/guardians of Elementary students, particularly a large number of shared thoughts in the sub-theme *General Feedback about Response* (a total of 95 shared thoughts) (Figure 1A). However, when you review the overall star scores, you will notice that the highest average score is generated by Elementary Staff (3.8 or 3.9 across all sub-themes), parents/guardians of Secondary students (average star score of 3.6 within the *Transition from Distance Learning*), and Secondary staff (average star score of 3.9 within *General Feedback*) (Figure 1B). Please refer to the section "What did our WCDSB community tell us?" for a detailed summary of the highest rated thoughts within this theme (beginning on page 9).

Overall: Connections

The majority of the thoughts that were shared related to *Connections* were from parents/guardians of Elementary students, particularly a large number of shared thoughts in the sub-theme *Connections between students and Peers/Educators* (a total of 120 shared thoughts) (Figure 2A). However, when you review the overall star scores, you will notice that the highest average score is generated by Elementary Staff (average star score of 4.3 within *Connection between Educator & Family*), Secondary staff (average star score of 4.2 within the *Disengagement in Learning*), and Elementary students (average star score of 4.1 within *General Feedback*) were rated the highest (Figure 2B). Please refer to the section "What did our WCDSB community tell us?" for a detailed summary of the highest rated thoughts within this theme (beginning on page 9).

Overall: Home Learning Environments

The majority of the thoughts that were shared related to the *Home Learning Environments* were from parents/guardians of Elementary students, particularly a large number of shared thoughts in the sub-theme *Home Learning Environments & Materials* (a total of 114 shared thoughts) (Figure 3A). However, when you review the overall star scores, you will notice that the highest average score is generated by Elementary Staff (average star score of 4.0 across all sub-themes), Administrators (average star score of 4.0 within the *Equity* sub-theme), and Secondary staff (average star score of 3.9 within *Health, Safety & Wellness* sub-theme) (Figure 3B). Please refer to the section "What did our WCDSB community tell us?" for a detailed summary of the highest rated thoughts within this theme (beginning on page 9).

Overall: Supporting Educator-Led Learning@Home

The majority of the thoughts that were shared related to the *Supporting Educator-Led Learning@Home* were from parents/guardians of Elementary students, particularly a large number of shared thoughts in the sub-theme *Learning Tasks* (a total of 225 shared thoughts) (Figure 4A). However, when you review the overall star scores, you will notice that the highest average score is generated by Elementary Staff (average star score of 4.2 within the *Assessment & Evaluation and Reporting* and *Specialized Programs (IEP and ELL)* sub-themes), Secondary Students (average star score of 4.1 within the *Learning Tasks* and average star score of 3.9 within the *Assessment & Evaluation and Reporting* sub-themes), and Secondary staff (average star score of 3.9 within *Learning Tasks* sub-theme) (Figure 4B). Please refer to the section "What did our WCDSB community tell us?" for a detailed summary of the highest rated thoughts within this theme (beginning on page 9).



Figure 1A + 1B: Within the Overall Category of “Board Response”, the following heatmaps display the various response statistics for each participation group and sub-theme. A: Heatmap summarizes the total number of thoughts shared by participation group and by sub-theme. B: Heatmap summarizing the average star score by participation group and by sub-theme.

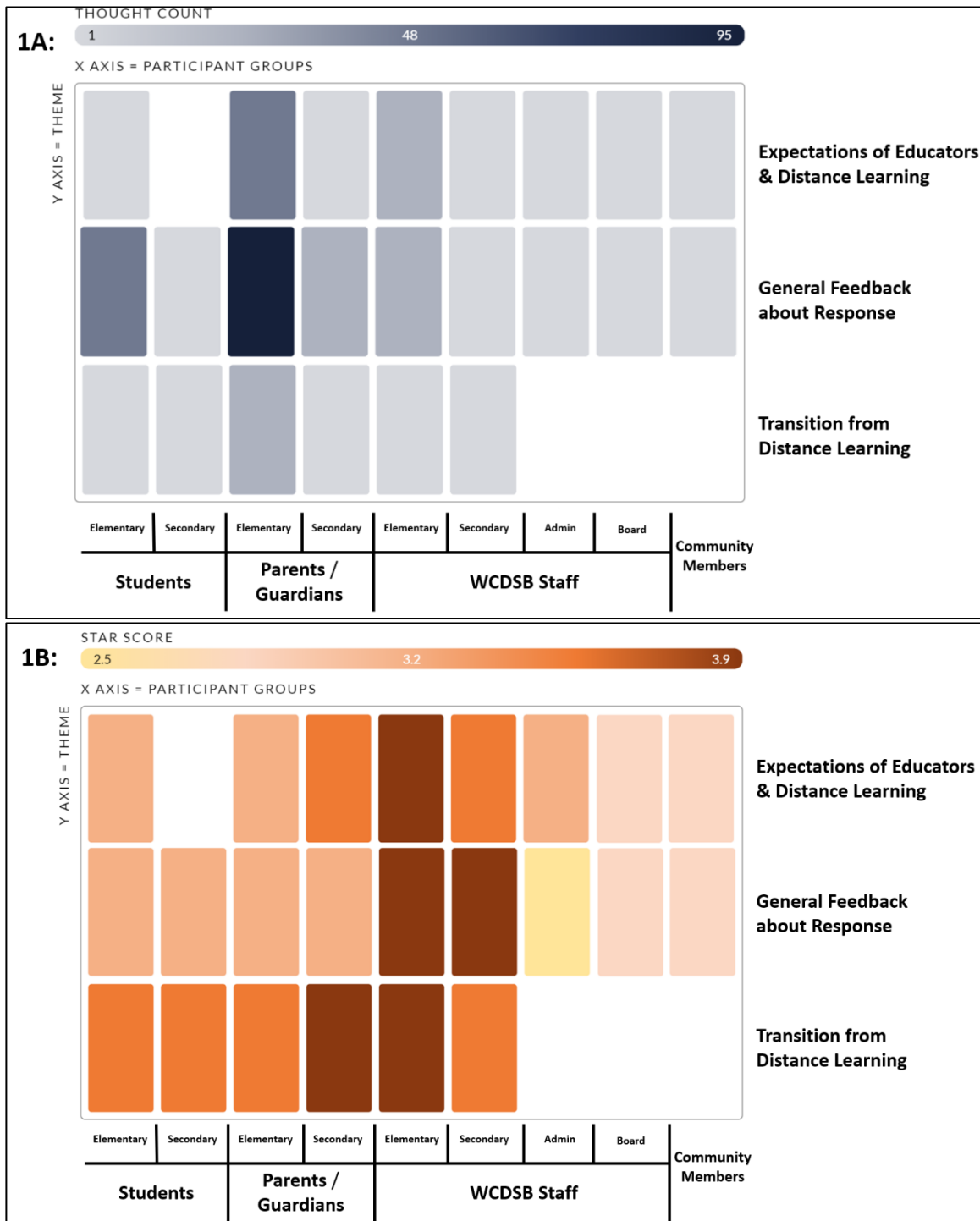


Figure 2A + 2B: Within the Overall Category of “Connections”, the following heatmaps display the various response statistics for each participation group and sub-theme. A: Heatmap summarizes the total number of thoughts shared by participation group and by sub-theme. B: Heatmap summarizing the average star score by participation group and by sub-theme.



Figure 3A + 3B: Within the Overall Category of “Home Learning Environments”, the following heatmaps display the various response statistics for each participation group and sub-theme. A: Heatmap summarizes the total number of thoughts shared by participation group and by sub-theme. B: Heatmap summarizing the average star score by participation group and by sub-theme.

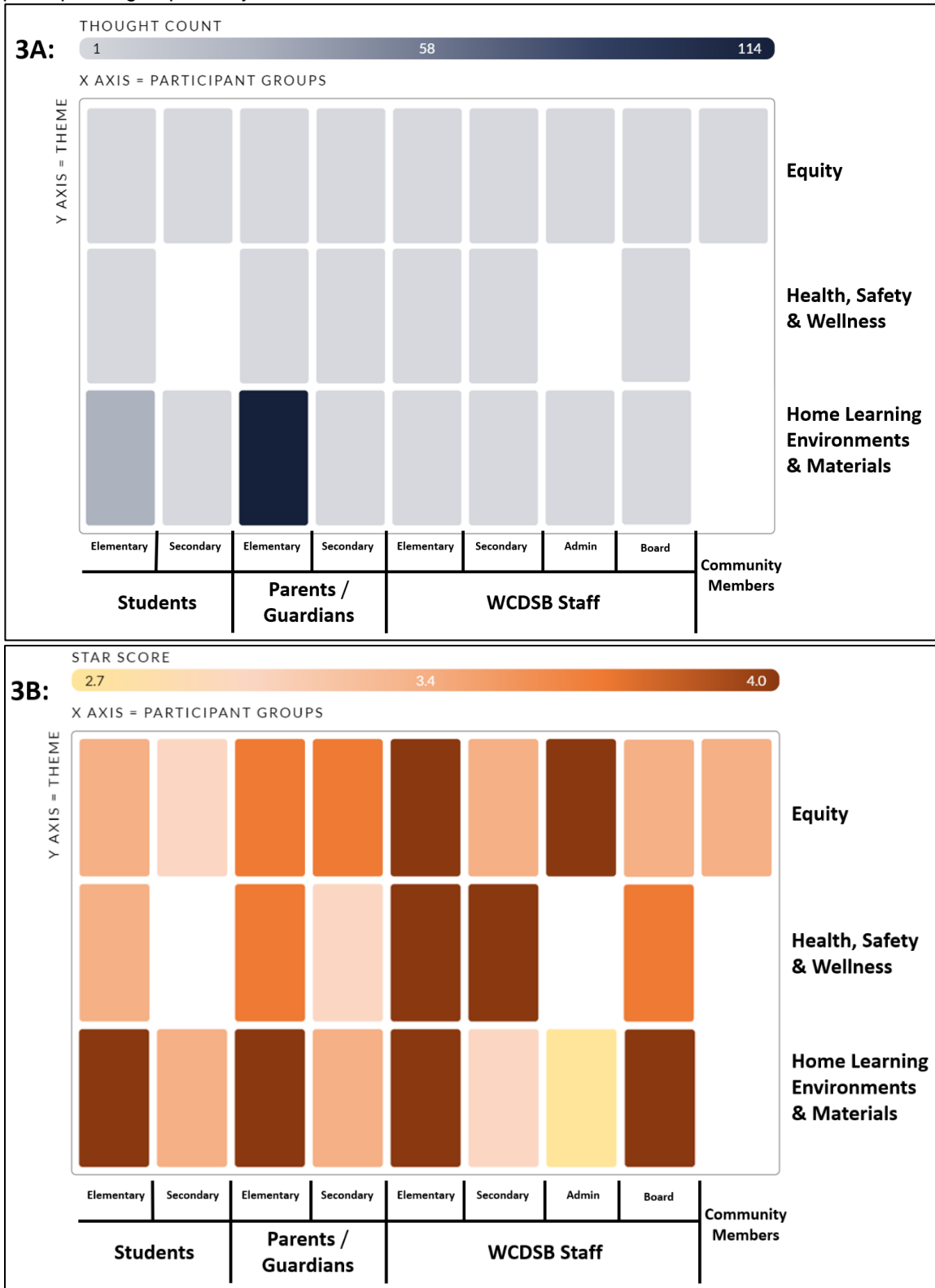
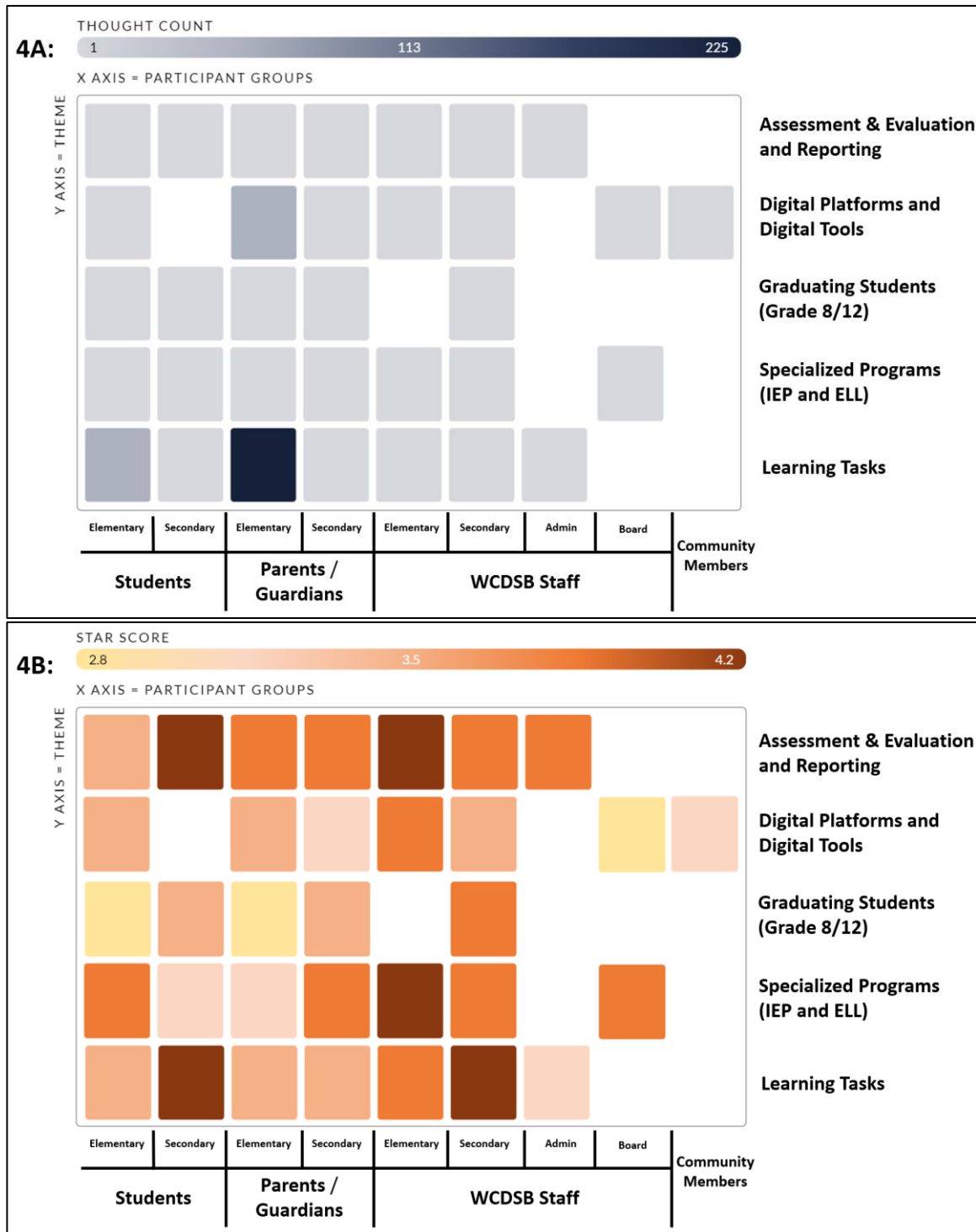


Figure 4A + 4B: Within the Overall Category of “Supporting Educator-Led Learning@Home”, the following heatmaps display the various response statistics for each participation group and sub-theme. A: Heatmap summarizes the total number of thoughts shared by participation group and by sub-theme. B: Heatmap summarizing the average star score by participation group and by sub-theme.



What did our WCDSB community tell us?

What are our **Students** telling us?

Of the 496 Students who participated in the Thoughtexchange (383 Elementary; 113 Secondary), a total of 321 thoughts were shared (262 Elementary; 59 Secondary), and a total of 5797 star ratings were made (5004 Elementary; 793 Secondary). The most highly rated conversations among students are summarized below by theme.

1. BOARD RESPONSE

1.1 Expectations of Staff & Distance Learning - (Elementary Students: Participants = 99, Thoughts = 14, Average Star score = 3.2; Secondary Students: There were no thoughts shared within this theme)

All students are valuing and advocating for collaboration among teachers to support students and want to understand how full-time teachers are spending their time to prepare lessons.

1.2 General Feedback about Response to Distance Learning - (Elementary Students: Participants = 125, Thoughts = 41, Average Star score = 3.2; Secondary Students: Participants = 31, Thoughts = 7, Average Star score = 3.1)

All students are appreciating the “regular teaching” compared to distance learning and want to return to school as soon as it is safe. Students are appreciating the efforts by educators in terms of assigned learning tasks, connections and supports for families. **Secondary students** are identifying the need for additional technical support and clearer communications of next steps in distance learning.

1.3 Transition from Distance Learning - (Elementary Students: Participants = 77, Thoughts = 12, Average Star score = 3.4; Secondary Students: Participants = 1, Thoughts = 1, Average Star score = 3.3)

All students are curious how distance learning will impact their progression into the next grade, including concerns that they may lack essential knowledge and skills.

2. CONNECTIONS

2.1 Connections between Family & Educator(s) - (Elementary Students: Participants = 88, Thoughts = 11, Average Star score = 3.2; Secondary Students: Participants = 26, Thoughts = 5, Average Star score = 3.2)

Elementary students value the importance of regular check-ins from principals and educators, and for reasons other than missed work. **Secondary students** are requesting educators to be available throughout the day to respond to questions related to learning tasks in a timely manner.

2.2 Connections between Student and their Peers & Educators - (Elementary Students: Participants = 125, Thoughts = 48, Average Star score = 3.6; Secondary Students: Participants = 34, Thoughts = 16, Average Star score = 3.5)

All students want teachers to regularly check-in with them, and have opportunities to interact with their peers. All students want learning resources to be provided directly from the teacher (e.g. not just youtube videos) and are asking for feedback via synchronous methods (e.g. zoom or virtual classroom). **Elementary students** are wondering why the teaching union does not support synchronous video-conferencing. **Secondary students** are noticing an inconsistency in the communication from different teachers, and some are struggling to balance schoolwork and their essential job responsibilities.

2.3 Disengagement in Learning - (Elementary Students: Participants = 14, Thoughts = 1, Average Star score = 4.1; Secondary Students: Participants = 1, Thoughts = 1, Average Star score = 3.3)

No overall summary can be disclosed due to insufficient participation.



3. Home Environments

3.1 Equity - (Elementary Students: Participants = 5, Thoughts = 1, Average Star score = 3.2 ; Secondary Students: Participants = 21, Thoughts = 1, Average Star score = 3.0)

No overall summary can be disclosed due to insufficient participation.

3.2 Health, Safety & Wellness - (Elementary Students: Participants = 59, Thoughts = 5, Average Star score = 3.2 Secondary Students: There were no thoughts shared within this theme)

Elementary students are feelings isolated and lonely during this school closure. Their total daily screen-time has significantly increased when you combine the activities provided during distance learning and their entertainment (e.g. video games, TV, etc.). Opportunities to socialize with their peers is limited and they are stressing the importance of mental health during these challenging times.

3.3 Home Learning Environments & Materials – (Elementary Students: Participants = 115, Thoughts = 26, Average Star score = 3.7; Secondary Students: Participants = 22, Thoughts = 2, Average Star score = 3.4)

Elementary students are sharing the challenges of working families or families that do not feel confident in supporting their child's learning. They are struggling to balance work, school, and home life and would therefore value having the learning tasks/materials ahead of time to allow them to prepare for the week ahead.

4. Supporting Educator Led-Learning@Home

4.1 Assessment & Evaluation and Reporting – (Elementary Students: Participants = 92, Thoughts = 13, Average Star score = 3.5; Secondary Students: Participants = 23, Thoughts = 4, Average Star score = 3.9)

Elementary students are requesting more descriptive feedback on assigned learning tasks. All students are wondering if the work being assigned at home is being assessed and if it will be included on the final report card.

4.2 Digital Platforms and Digital Tools – (Elementary Students: Participants = 114, Thoughts = 20, Average Star score = 3.4; Secondary Students: There were no thoughts shared within this theme)

Elementary students are having difficulty navigating within the primary tool (D2L, Google Classroom), and navigating between multiple tools (e.g. logging into websites/apps outside of learning management systems), especially when parents are unavailable to support. They are also wondering about the process for accessing technical support.

4.3 Graduating Students (Grade 8/12) - (Elementary Students: Participants = 15, Thoughts = 1, Average Star score = 2.9; Secondary Students: Participants = 29, Thoughts = 3, Average Star score = 3.4)

Secondary students are concerned about the impacts that distance learning will have on their applications and acceptances into post-secondary pathways.

4.4 Learning Tasks - (Elementary Students: Participants = 134, Thoughts = 61, Average Star score = 3.4 ; Secondary Students: Participants = 36, Thoughts = 18, Average Star score = 4.1)

Elementary Students are commenting on the variability in terms of the amount of work assigned compared to the Ministry guidelines, the ability for students to complete assigned task independently, and the difficulty level of assigned tasks. They are recommending that video-conferencing be used to deliver instruction before assignments are completed. Video-conferencing would also be a tool to connect educators with their students and families. **Secondary Students** are asking for live lessons and/or pre-recorded video lessons to precede assigned tasks and are indicating their workload is inappropriately excessive. **All students** are requesting that assigned work for the week is released on Monday so they can prioritize and plan their learning around other priorities.

4.5 Specialized Programs (IEP and ELL) - (Elementary Students: Participants = 65, Thoughts = 8, Average Star score = 3.7; Secondary Students: Participants = 7, Thoughts = 1, Average Star score = 3.3)

Elementary students who have a specialized program are finding distance learning challenging due to amount of support that is required and available from home to complete assigned learning tasks. They are also wondering about the disproportionate gaps that these children will have when they progress into the next grade.



What are our **parents/guardians** telling us?

Of the 1036 Parents who participated in the Thoughtexchange (789 Elementary; 247 Secondary), a total of 1 041 thoughts were shared (809 Elementary; 232 Students), and a total of 26,350 star ratings were made (21,368 Elementary; 4982 Secondary). The most highly rated conversations among students are summarized below by theme.

1. BOARD RESPONSE

1.1 Expectations of Staff & Distance Learning - (Elementary parents/guardians: Participants = 299, Thoughts = 46, Average Star score = 3.2; Secondary parents/guardians: Participants = 95, Thoughts = 19, Average Star score = 3.3)

Both groups of parents/guardians are generally happy with how things are going with Learning@Home. They are wondering about consistency of programming between classes, and about the variability of parents being able to support students at home.

1.2 General Feedback about Response to Distance Learning - (Elementary parents/guardians: Participants = 350, Thoughts = 95, Average Star score = 3.2; Secondary parents/guardians: Participants = 101, Thoughts = 35, Average Star score = 3.1)

Elementary parents/guardians are observing that the learning tasks are not designed for their child(ren) to complete independently, and therefore wonder about the sustainability of the model (e.g. supporting distance learning while social distancing and working from home). **Secondary parents/guardians** are valuing the continuation of learning that is being created for students. **Both groups of parents/guardians** have specific comments about the Board's communication thus far: Elementary parents would value more consistency in terms of requirements of students (e.g. optional vs mandatory); Secondary parents are sharing that the communication could be clearer.

1.3 Transition from Distance Learning - (Elementary parents/guardians: Participants = 230, Thoughts = 23, Average Star score = 3.3; Secondary parents/guardians: Participants = 96, Thoughts = 16, Average Star score = 3.6)

All parents are wondering how distance learning will impact their child(ren)'s progression into the next grade, including concerns around lack of knowledge and skill. **Secondary parents/guardians** are wondering how potential learning gaps as a result of distance learning will be addressed in the next grade level.

2. CONNECTIONS

2.1 Connections between Family & Educator(s) - (Elementary parents/guardians: Participants = 286, Thoughts = 28, Average Star score = 3.4; Secondary parents/guardians: Participants = 88, Thoughts = 10, Average Star score = 3.4)

Elementary parent/guardians are looking for more clarity around expectations for both students and parents, including a balance on learning expectations and wellness. **Secondary parent/guardians** are looking for ways to monitor their child's progress. **Both groups of parent/guardians** are seeking more detailed and timely feedback to support their child.

2.2 Connections between Student and their Peers & Educators - (Elementary parents/guardians: Participants = 379, Thoughts = 120, Average Star score = 3.4; Secondary parents/guardians: Participants = 103, Thoughts = 34, Average Star score = 3.7)

Elementary parents/guardians are requesting that the specific hours that educators are available to support students is more flexible and accessible (i.e. limited office hours). **Secondary parents/guardians** want communication from educators to be more flexible and innovative. **Both groups of parents/guardians** want teachers to regularly check-in with their child, provide learning directly to their child, and to facilitate feedback via synchronous methods (e.g. zoom or virtual classroom).

2.3 Disengagement in Learning - (Elementary parents/guardians: Participants = 116, Thoughts = 5, Average Star score = 3.3; Secondary parents/guardians: Participants = 34, Thoughts = 2, Average Star score = 3.5)

Elementary parents/guardians are wondering about the consequences for child(ren) when they do not complete all of the assigned work, and are noting that there is limited differentiation happening to support their child(ren). **Both groups of parents/guardians** are finding it difficult to motivate their child(ren) to complete the assigned work at home.



3. Home Environments

3.1 Equity - (Elementary parents/guardians: Participants = 77, Thoughts = 4, Average Star score = 3.5

Secondary parents/guardians: Participants = 39, Thoughts = 6, Average Star score = 3.6)

Elementary parents/guardians are concerned about the socio-economic divide that distance learning is creating and want to ensure that all students have access to internet, technology, and parental support.

Secondary parents/guardians are advocating for teachers to be aware of how students are doing/feeling as it related to their participation in distance learning, and they are identifying that distance learning is not fair/equitable for students with jobs.

3.2 Health, Safety & Wellness - (Elementary parents/guardians: Participants = 171, Thoughts = 11, Average Star score =

3.5; Secondary parents/guardians: Participants = 16, Thoughts = 5, Average Star score = 3.1)

Both groups of parents/guardians are expressing that some home environments are stressful, and this stress is increasing the time learning tasks are taking at home. They are also advocating that teachers need to take the time to understand the realities of learning at home.

3.3 Home Learning Environments & Materials - (Elementary parents/guardians: Participants = 369, Thoughts =

114, Average Star score = 3.7; Secondary parents/guardians: Participants = 84, Thoughts = 13, Average Star score = 3.3)

Many **elementary parents/guardians** are frontline workers and are trying to balance their jobs, supporting learning, and their home-life due to the amount of time that is required to support their child(ren) (e.g. tasks assigned to young students depend on parental support, and in some cases, requires printing of materials when there is no home printer). **Secondary parent/guardians** are sharing that their child(ren) are able to access the learning materials independently. However, they would value more virtual meetings/check-ins from the teacher to support their child(ren) as they feel they are unable to assist (e.g. university level science and math).

4. Supporting Educator Led-Learning@Home

4.1 Assessment & Evaluation and Reporting - (Elementary parents/guardians: Participants = 292, Thoughts =

43, Average Star score = 3.6; Secondary parents/guardians: Participants = 98, Thoughts = 23, Average Star score = 3.7)

Elementary parents/guardians are asking about the validity of “tests” and wondering if they should be happening at all. They are also seeking clarification around assessments assigned within “non-Ministry focused” subject areas (e.g. arts, physical education). They are also advocating for transparency and consistency on “what counts”. **Secondary parents/guardians** are concerned about how their child(ren)’s assessments during remote learning will impact their child’s overall average and ultimately university/college acceptance. They are also seeking clarification around final exams. These parents are also sharing that their child(ren) are struggling to complete large tests/assignments during the targeted timeframe, and suggest that assessments should be more specific, and attendance/participation should be considered. **Both groups of parents/guardians** are wondering about the validity of assessing the learning tasks, and how these assessments will inform the final report card.

4.2 Digital Platforms and Digital Tools - (Elementary parents/guardians: Participants = 339, Thoughts = 73, Average

Star score = 3.4; Secondary parents/guardians: Participants = 64, Thoughts = 7, Average Star score = 3.3)

Elementary parents/guardians are advocating that the learning tasks should be shared in advance of the week because it takes parents some time to understand what is being asked (due to the disorganization within the primary tool) and gather the necessary materials. They are also finding it time consuming and difficult to work through the digital tools in a time when they are also working full time. **Secondary parents/guardians** are recommending that the files being shared are compatible with student devices and the learning task (e.g. completing a worksheet from a pdf document). **Both groups of parents** are advocating for the Board to standardize the primary learning platform to one common tool. They are also struggling to navigate within the primary tool (D2L, Google Classroom), and navigation between multiple tools (e.g. logging into websites/apps outside of learning management systems).



4.3 Graduating Students (Grade 8/12) - (Elementary parents/guardians: Participants = 88, Thoughts = 5, Average Star score = 2.8; Secondary parents/guardians: Participants = 90, Thoughts = 14, Average Star score = 3.5)

Elementary parent/guardians are aware that their child(ren) are sad to miss their graduation ceremonies. **Secondary parent/guardians** want to be assured that students entering various post-secondary pathways (e.g. apprenticeship, programs) will not have all the skills required to be successful.

4.4 Learning Tasks - (Elementary parents/guardians: Participants = 399, Thoughts = 225, Average Star score = 3.4; Secondary parents/guardians: Participants = 108, Thoughts = 38, Average Star score = 3.5)

Elementary parents/guardians are commenting on the variability on the amount of work assigned compared to the Ministry guidelines, the ability for students to complete assigned task independently, and the difficulty level of the assigned tasks. They are suggesting that pre-record lessons or "weekly check-ins" would be valued and are hoping to see opportunities for their child(ren) to connect with their peers within the online environment. They are asking that learning tasks should be related to STEM and educators should consider advising parent/guardians when sensitive topics are being shared. They are also asking that teachers provide all necessary resources to complete assigned tasks (e.g. if a textbook page is required, please send the pdf), consider diversifying how the students are completing the tasks (e.g. hand-written vs typing), and to please refrain from assigning work to be completed over the weekend. **Secondary parents/guardians** are asking that educators use digital tools to teach lessons/concepts and clarify instructions (e.g. videos) before assigning tasks for students to complete independently. They are also requesting that assigned learning tasks are designed in a way that provide opportunities for descriptive feedback and guidance through the process. They are also questioning if all of the curriculum is being covered and if students being prepared for next year. **Both groups of parents** are requesting that teachers consider providing all of the learning materials and assigned tasks at the beginning of the week with flexible timelines/due dates to respect home environments.

4.5 Specialized Programs (IEP and ELL) - (Elementary parents/guardians: Participants = 214, Thoughts = 17, Average Star score = 3.3; Secondary parents/guardians: Participants = 77, Thoughts = 10, Average Star score = 3.6)

Elementary parents/guardians are wondering if resources are available to them to better support their child with learning exceptionalities at home. They are having difficulties managing the amount of support required to assist their child to complete the learning tasks. They are wondering if these students will be assessed and evaluated given their learning exceptionalities. **Secondary parents/guardians** are identifying that additional and differentiated support is needed and are recommending that face-to-face video conferencing be used.



What are our Staff telling us?

Of the 367 Staff who participated in the Thoughtexchange (194 Elementary; 106 Secondary; 32 Administrators; 35 Board Staff), a total of 267 thoughts were shared (166 Elementary; 65 Secondary; 19 Administrators; 17 Board Staff), and a total of 4786 star ratings were made (3725 Elementary; 820 Secondary; 121 Administrators; 120 Board Staff). The most highly rated conversations among students are summarized below by theme.

1. BOARD RESPONSE

1.1 Expectations of Staff & Distance Learning - (Elementary Staff: Participants = 65, Thoughts = 25, Average Star score = 3.8; Secondary Staff: Participants = 31, Thoughts = 7, Average Star score = 3.5; Administrators: Participants = 10, Thoughts = 5, Average Star score = 3.1; Board Staff: Participants = 11, Thoughts = 5, Average Star score = 3.0)

Elementary staff are sharing that the learning curve to support distance learning (e.g. digital knowledge and skills) is large and are questioning the value that some educator roles have over others (e.g. classroom teacher vs other educators). **Secondary staff** wanted to participate in the planning and roll-out of Phase.

Administrators are asking for clarity around expectations of all staff roles as they support students. **Board office staff** want others to affirm and the value of their work.

1.2 General Feedback about Response to Distance Learning - (Elementary Staff: Participants = 68, Thoughts = 32, Average Star score = 3.9; Secondary Staff: Participants = 34, Thoughts = 9, Average Star score = 3.9; Administrators: Participants = 9, Thoughts = 2, Average Star score = 2.5; Board Staff: Participants = 10, Thoughts = 2, Average Star score = 2.9)

Elementary and Secondary Staff are finding that the messages about expectations from the Board, their school and their union to be inconsistent.

1.3 Transition from Distance Learning - (Elementary Staff: Participants = 52, Thoughts = 5, Average Star score = 3.9; Secondary Staff: Participants = 30, Thoughts = 4, Average Star score = 3.4; Administrators: There were no thoughts shared within this theme; Board Staff: There were no thoughts shared within this theme)

Elementary staff want assurance of their (and their students) health and safety when the decision is made to return to their classrooms. They are also worried about closing significant learning gaps and escalating behaviour issues when all students return to a regular classroom environment. **Secondary staff** are reflecting on the impact that school closures will have on the following school year.

2. CONNECTIONS

2.1 Connections between Family & Educator(s) - (Elementary Staff: Participants = 35, Thoughts = 3, Average Star score = 4.3; Secondary Staff: Participants = 20, Thoughts = 1, Average Star score = 4.0; Administrators: There were no thoughts shared within this theme; Board Staff: Participants = 8, Thoughts = 1, Average Star score = 3.1)

Elementary staff struggle with the amount of time needed and expected around parental phone calls/emails. **Both Elementary and Secondary staff** struggle with families that are not returning phone calls/emails. **Board staff** recommend that video-conferencing be used to support families with the technology (compared to supporting families over the phone).

2.2 Connections between Student and their Peers & Educators - (Elementary Staff: Participants = 31, Thoughts = 5, Average Star score = 3.7; Secondary Staff: Participants = 31, Thoughts = 5, Average Star score = 3.5; Administrators: There were no thoughts shared within this theme; Board Staff: There were no thoughts shared within this theme)

Elementary staff value the importance of connecting with their students, but are struggling with the expectations of office hours while maintaining a work-home balance. **Secondary staff** are sharing that some students are struggling with learning using this online format. They are acknowledging the limitations to check-in with students one-on-one and want all educators to communicate from a place of empathy (i.e. school closures and distance learning is difficult). **Both staff groups** want to build an online community where students feel connected and validated, but have diverse opinions around synchronous video-conferencing with students (e.g. value vs risk).



2.3 Disengagement in Learning - (Elementary Staff: Participants = 64, Thoughts = 13, Average Star score = 3.9 ;

Secondary Staff: Participants = 33, Thoughts = 9, Average Star score = 4.2 ; Administrators: Participants = 9, Thoughts = 2, Average Star score = 3.9; Board Staff: There were no thoughts shared within this theme)

Elementary staff are wondering how they can engage students with language barriers and whether they should be following up with parents for work assigned outside of Ministry focus areas (i.e. numeracy, literacy and Religion). **Secondary staff** are cognisant of the gaps in student learning for students who are opting out of completing the assigned tasks. They are also wondering about ways to incentivize engaging in the learning tasks when they have been directed to “do not harm”. **Both staff groups** are trying to balance the amount of time spent re-engaging and supporting struggling students and are concerned about how to support students that are opting out of the learning.

3. Home Environments

3.1 Equity - (Elementary Staff: Participants = 60, Thoughts = 7, Average Star score = 4.0 ; Secondary Staff: Participants = 32, Thoughts = 6, Average Star score = 3.4; Administrators: Participants = 12, Thoughts = 3, Average Star score = 4.0 ; Board Staff: Participants = 11, Thoughts = 1, Average Star score = 3.2)

Elementary and Secondary staff are concerned that accessing learning at home varies across family situations: inequity with access to technology and internet for some students, and inequitable access to online platforms. **Administrators and Board office staff** are identifying the lack of technological literacy as a barrier to learning at home.

3.2 Health, Safety & Wellness - (Elementary Staff: Participants = 47, Thoughts = 5, Average Star score = 4.0; Secondary Staff: Participants = 12, Thoughts = 3, Average Star score = 3.9; Administrators: There were no thoughts shared within this theme; Board Staff: Participants = 7, Thoughts = 2, Average Star score = 3.6)

Elementary staff are asking that the conversation about wellness needs to include both staff and student mental health and well-being. **Secondary staff** are identifying that the family mental health and wellness are critical to support distance learning. **Board staff** are recognizing that “covering all of the curriculum expectations” is stressful for families and students.

3.3 Home Learning Environments & Materials - (Elementary Staff: Participants = 63, Thoughts = 12, Average Star score = 4.0; Secondary Staff: Participants = 1, Thoughts = 1, Average Star score = 3.0; Administrators: Participants = 1, Thoughts = 1, Average Star score = 2.7; Board Staff: Participants = 11, Thoughts = 2, Average Star score = 3.7)

Elementary staff are acknowledging that not all students have parents that are available to supporting learning at home (e.g. frontline workers), and that some families are still struggling with accessing devices/internet and have the reality of multiple children are sharing a single home device. Much of their time is allocated to supporting families with their technology literacy and are requesting clearer guidelines for parents to support at home. They are also recommending that the Ministry and/or Board might consider reaching out to telecom companies to step in and support. **Board staff** are concerned about how single parent households with young children are adapting to learning at home.

4. Supporting Educator Led-Learning@Home

4.1 Assessment & Evaluation and Reporting - (Elementary Staff: Participants = 71, Thoughts = 34, Average Star score = 4.2; Secondary Staff: Participants = 36, Thoughts = 12, Average Star score = 3.6; Administrators: Participants = 10, Thoughts = 3, Average Star score = 3.8; Board Staff: There were no thoughts shared within this theme)

Elementary staff are wondering if optional subjects will be reported on in the final report card and if parents are aware that the minimum final report card mark will be the child’s level of achievement as of March 13th. One highly rated thought asking if the Board’s interpretation of the Ministry memo regarding Assessment & Evaluation and Reporting is *Growing Success* compliant. They are also seeking guidance in cases where they suspect that the submitted work may not have been completed by the student. **Secondary staff** still wonder how they should be assessing student work during distance learning due to the impact that it may have on getting into university. **Elementary and Secondary staff** are both wondering how they will write their Term/Semester 2 report cards with only a few weeks of observations and assessments. They are seeking further clarification around rules/best



practises to apply evidence of learning during distance learning on the final report card. **Administrators** are wondering about the possibility of alternative reporting approaches for the final report card (i.e. pass/fail).

4.2 Digital Platforms and Digital Tools - (Elementary Staff: Participants = 53, Thoughts = 5, Average Star score = 3.8; Secondary Staff: Participants = 26, Thoughts = 2, Average Star score = 3.5; Administrators: There were no thoughts shared within this theme; Board Staff: Participants = 10, Thoughts = 2, Average Star score = 2.9)

Elementary staff are wondering what the process is for families to access technical support at home. One highly rated thought wondered if paper workbooks are being considered by the Board for families struggling with the technology. They also have some data privacy concerns related to the safety and security of the tools that are being used to support distance learning (e.g. red apps), and while respecting the personal privacy of students and staff (e.g. lots of encouragement to take part in video recordings - both synchronous and asynchronous). **Secondary staff** are expressing difficulties using online environments that do not permit access to all the learning resources and tools.

4.3 Graduating Students (Grade 8/12) - (Elementary Staff: There were no thoughts shared within this theme; Secondary Staff: Participants = 25, Thoughts = 2, Average Star score = 3.6 ; Administrators: There were no thoughts shared within this theme; Board Staff: There were no thoughts shared within this theme)

Secondary staff are seeking clarification around the expectations of mid-term marks for students that are graduating.

4.4 Learning Tasks - (Elementary Staff: Participants = 58, Thoughts = 15, Average Star score = 3.6 ; Secondary Staff: Participants = 27, Thoughts = 3, Average Star score = 3.9; Administrators: Participants = 12, Thoughts = 3, Average Star score = 3.1 ; Board Staff: There were no thoughts shared within this theme)

Elementary staff, specifically classroom teachers, are sharing the realities of their individual workload and how this workload is being distributed among other educators (i.e. is it just the responsibility of the classroom teacher?). Elementary staff wonder about the engaging students and planning learning tasks as a long-term strategy. There is also a sense that many families declined the Board's initial offer to provide a device in early March (thinking that the school closure would be short lived), and now would benefit from a Board provided device. They are wondering how they can determine if submitted work was completed by the student. **Secondary staff** do not want to standardize synchronous video conferencing due to the complexities (e.g. logistics, privacy, etc.). **Administrators** are asking about the integrity of teaching and learning (e.g. use of rich tasks/questions).

4.5 Specialized Programs (IEP and ELL) - (Elementary Staff: Participants = 52, Thoughts = 5, Average Star score = 4.2; Secondary Staff: Participants = 23, Thoughts = 1, Average Star score = 3.8 ; Administrators: There were no thoughts shared within this theme; Board Staff: Participants = 7, Thoughts = 2, Average Star score = 3.7)

Elementary Staff are allocating a lot of time to support students with an IEP and wondering if the workload to support these students can be shared with other educators within the school. **Both Elementary and Secondary staff** are wondering if it is possible for educational assistants to continue supporting students with learning tasks as they would have done in a classroom. Both staff groups want to ensure that all students have the home and educational supports required to be successful.

What are our Community Members telling us?

There were a total of 26 Community Members who participated in the Thoughtexchange sharing a total of 6 thoughts and 8 ratings. Unfortunately, due to insufficient participation, we are unable to identify resonating thoughts within this group (e.g. each thought was only rated once or twice).



Going from Data to Action: What are our next steps?

The value of a Thought Exchange survey is two-fold. It allows staff to have deeper insight as to how work is being received and perceived by stakeholders, and it can be helpful in determining a path forward for next steps. In light of this exchange, there are a few concrete steps that can be taken.

1. It begins with sharing the results with the WCDSB Community:
 - a. The Director of Education has shared in two separate communications the top thoughts to our WCDSB community by participation group. The staff were provided with top thoughts under three links representing Elementary and Secondary staff and Administrators. Parents were provided a letter that allowed them to see the top rated thoughts from Elementary and Secondary parents. See public report here:
<https://my.thoughtexchange.com/report/daff187cc9cda84fa407fd183df54eb7>
 - b. We will also share the results more thoroughly with Administrators and invite them to share with their staff.
 - c. By way of this board report, which includes the sentiment analysis, our results and the analysis is being shared with the broader WCDSB community. As it informs our actions forward, subsequent communications will follow to both parents and staff.
<https://my.thoughtexchange.com/report/a831f644723d02d9b4d49ddc54bc2c87>
2. As we look at the results of each of the key stakeholder groups there are key takeaways that invite further reflection and action. Found below are proposed next steps based on each Stakeholder group:
 - a. To review - **Elementary Students** have told us that they value the collaboration amongst teachers so that they have a clear sense of expectations. Further they value regular check-ins and are looking for a sense of connection. They are feeling isolated and are sometimes having difficulty navigating learning platforms without the assistance of a parent. They desire more descriptive feedback and again want some consistency in learning tasks.

Therefore, there is an invitation to work toward some greater consistency in terms of expectations and learning tasks across classrooms. During the week of May 4th there is a staff communication which is intended to solidify and clarify expectations of teachers. Entitled “*Supporting Student Learning*” it tackles how Administrators and Educators can continue to have strong understanding of student learning and identify a path forward as to how staff need to refine work to be more responsive to student needs. A companion piece to the memo is a school-based survey, administered system wide, asking a consistent set of questions. The survey will be one tool administrators can use to identify where they have staff or students who require more support. These tools should also assist educators in refining their ability to provide descriptive feedback (formative assessment) that is more impactful for students in their care, if some of the various ways identified for staffs to connect to support one another are accessed. It is important to note that while assessment during this time of distance learning is formative, the opportunity to improve grades does still exist. That is – with feedback, if student demonstrate growth in their learning it can only assist in improving their grades.

- b. To review – **Secondary Students** have told us they too want clearer communication of next steps in distance learning, some require more technical support and they desire more consistency in the communication from different teachers. Some are also balancing personal or job responsibilities. They are looking for synchronous video conferences or lessons to assist with their learning and/or pre-recorded videos. There is a desire for a stronger sense of connection. Finally, they are very concerned about their assessments and the possible impacts to their post-secondary plans.

As indicated above, communication out to staff should be a first step toward moving to greater consistency and stronger supports for students. Further there has also been greater clarity on Assessment and Evaluation communicated since the administration of the survey. Staff are



currently working toward clarity and consistency on the Summative Evaluation for all courses. Further the Director of Education answered student questions via video which has now been posted to our website and shared via Student Trustees. We are also looking to continually update our [FAQ](#) page on our [WCDSB Learn at home](#). As noted above, as students engage in learning during this time, their efforts have every opportunity to improve their grades and will assist in improving their foundation for subsequent grades or post-secondary plans. Further, WCDSB senior team has met with Waterloo Region DSB Academic Senior team to share strategies and approaches. Finally, professional development is being made available to staff to assist with building capacity in responsible, safe use of synchronous teaching and learning. It is recognized by OCT and the Ministry of Education as a valuable tool in a teacher toolkit and we are endeavoring to ensure its safe implementation. This will be a significant focus in the coming weeks.

- c. To review **Elementary Parents** are articulating most strongly a sense of both gratitude but also a sense of being over-whelmed by balancing their own responsibilities. Further elementary parents would like some consistency in terms of understanding expectations. They are not feeling fully clear on what is mandatory and what is optional. And on a related note that would like further attention on wellness and on providing support to students that more flexible and accessible. For example, some reliability as to when a teacher might be posting work or might be “online”. It is clear in the feedback that elementary parents are desiring a strong connection between educator and home, as well as amongst student peers. Finally, equity is a concern for elementary parents.

To this end, we will be reviewing with administrators and educators the importance of some consistency in their availability or pattern to when they post work. This is highlighted in our most recent communication to educators. It has been our impression that staff are going to great lengths to convey a sense of care and connection for their students, but it is a reminder to all staff that well-being is most important at this time. There is a strong reminder here to staff to limit the number of tools being used and for staff to be conscious of the many and diverse demands our parents of younger children are juggling. The opportunity for students to connect on occasion in a live group format is a tool that is available within a teacher’s toolkit. The board’s central team is providing Professional Development to support good practices for synchronous learning. Further “Flipgrid” is a good asynchronous option, that has been highlighted for teachers, as a way that honours student privacy – per the cautions central staff has provided.

- d. To review **Secondary Parents** are valuing the continuity of learning that is happening. They are looking for communication to be clearer and wish to be involved in monitoring their children’s progress. There is an indication that they want communication to be more flexible and innovative, with a nod to desiring live lessons or video-conferencing. Not unlike elementary parents they are finding it challenging to motivate their children to engage in the learning at times. Not unlike their children, they are concerned about how assessments will impact post-secondary plans and they are wondering about how assessments will inform final report cards.

Since the implementation of the Thought Exchange survey, further clarity has been shared both from the Ministry and in turn to staff via a memo on Assessment, Evaluation and Reporting. As mentioned earlier – that clarity is being further shared with students at a board level. It is hoped that as teachers receive further clarity in regards to assessment and grading, they are in turn sharing that with their students. Exam days have been cancelled by provincial regulation but there will still be culminating activities and summative evaluations depending on the specific subject discipline. Secondary Principals and Program leads have been meeting with regularity to align approaches and refine communication and implementation. The application of a “do no harm” philosophy should ensure that no student is adversely affected as a result of distance learning / covid-19 in terms of their post-secondary plans or graduation.

- e. To review **Elementary Staff** have shared that the learning curve to embrace distance learning has been significant and that they are struggling with their own demands to balance work and home responsibilities. They are concerned about issues of equity and about what the gap may look like



once student return to the classroom. They are also concerned about their safety when the time comes to return to the classroom. Finally, they are seeking further clarification on how optional subjects will be reported on the final report card and have general questions about writing report cards in this new landscape.

The central team has worked hard to provide a culled series of resources, as well as PD sessions to support our staff in this transition. Professional Development continues as does capacity building in online learning provided by the Ministry of Education. As teachers work to navigate home-work balance, a sense of routine is suggested in the “Support Student Learning” communication. This will be beneficial and help address the previously articulated parent concern as well as assist teachers with this challenge. It is necessary to acknowledge that it is not business as usual. With the significantly reduced expectation of 5 hours per week, the balance should be possible when a routine is applied. The equity questions are difficult and will require a significant investment of attention as we begin our “re-opening of school” dialogues. Provisions were made to provide the technology and connectivity that was needed to bridge certain gaps, but some gaps connected to language and learner profile will be more challenging to navigate. The ELL and Student Services departments are working hard to provide the appropriate supports and we are currently re-examining how all staff are being employed to assist in meeting the multiplicity of learning needs across the system. In terms of report cards, further direction has been given to all staff, with more likely to come pending further discussions at the provincial level.

- f. To review **Secondary Staff** are also concerned about the impact of the closure on the next school year and student readiness for the next grade. They have expressed concerns that some students are struggling with the new learning format. Equity was also a concern for secondary staff and Administrators. Staff also commented on being concerned about mental health and wellness, and its significance to being able to positively engage in distance learning. There remain concerns about how to write an effective report card in light of the closure.

There has been an acknowledgement that as students return to the classroom in the new year, there may be a need for more review than is typically the case. As well, currently both the board and the Ministry are examining what might be possible in terms of summer offerings. One possible focus might be courses focused on gap-closing. As noted above, the central team continues to work actively to bridge equity gaps and well-being concerns to the best of our ability, but this result is a further reminder of that obligation. Supports and guidance from our central ELL and Student Services staff will continue to flow and central staff remain available to our schools. The board mental health lead has increased the frequency of professional development for staff, including attending school-based staff meeting to assist in building capacity in this regard. As well, resources such as Jack.org continue to be added to our board website. WCDSBLearn@Home [Mental Health Resources](#) Similarly the Umbrella Project work has continued in our schools and our board has contracted the directed support of Jane Forrestal to assist building capacity with our parents as well. It should also be noted that the Board [Pray@Home](#) site is also a source of great reflections and resources to help nourish staff and student well-being. As also noted in (e) above, further clarity has been given in regards to report cards with more likely to come in the next short while, pending provincial level discussions.

Conclusion:

Senior staff and administrators will continue to take a closer look at the themes/areas that are surprising or differing opinions to understand the need to inform additional next steps.

In general, it is fair to say that as staff we will continue to refine the resources that are available to staff, students and parent/guardians to better support distance learning, including:



- Resources posted on front-facing and staff-facing websites
- Provide Professional Development Opportunities for staff in the areas identified through the exchange

It is clear as we process these results that there are some key themes that run through all of the feedback. The need for **connection** remains high. This theme manifests itself in the commentary around a desire for engagement between educator and family, between students and their fellow peers, in the desire for some “live” synchronous engagement and in concerns articulated by both parents and staff about students who may disengage. Further, there is a concern about issues connected to **equity** and this is a complex topic that can be assessed, analyzed and strategized from a variety of perspectives. Thus the invitation is to be very thoughtful in providing choice and multiple entry points for our students. And finally – there were a great many comments related to **learning tasks**, with a desire for some consistent guidance from the system and some reasonable sense of expectation (with timing and learning tools) in the engagement of students by educators.

The senior staff and all staff of WCDSB will continue to work with this feedback to refine our processes in this challenging time. Our stakeholders clearly value the many efforts of staff thus far. Our central team, our principals and our teachers have responded in remarkable ways. The care for our students is core to who we are and it will inform our decisions and actions as we move forward through this time of change.

Recommendation:

This report is offered for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Kelly Roberts
WCDSB Researcher

Zach Droog
WCDSB Data Analyst

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”



APPENDIX A

Please find the detailed descriptions of each sub-themes listed by overall theme below.

BOARD RESPONSE

Expectations of Staff & Distance Learning - Thoughts that express opinions about expectations of employee groups related to distance learning. Specifically related to staff compensation (\$), role specific responsibilities and inequities, and general evaluations of remote learning. This theme was rated the highest by Elementary Staff (average star score = 3.8, total thoughts = 25, participants = 60).

General Feedback about Response to Distance Learning – Thoughts that express ideas regarding the decision-making process and communication strategies employed by the Board and Ministry. In addition, general thoughts that describe the participants experience to distance learning. This theme was rated the highest by Elementary Staff (average star score = 3.9, total thoughts = 32, participants = 68), and Secondary Staff (average star score = 3.9, total thoughts = 9, participants = 34).

Transition from Distance Learning – Thoughts and inquiries related to how the board will communicate and decide how students and families will transition out of distance learning. Specifically, referencing summer school possibilities, addressing learning gaps and preparedness for grade progression. This theme was rated the highest by Elementary Staff (average star score = 3.9, total thoughts = 5, participants = 52), and Parent/Guardians of a Secondary Student (average star score = 3.6, total thoughts = 16, participants = 96).

CONNECTIONS

Connections between Family & Educator(s) – Thoughts that value the importance of regular and recurring communication between classroom educators and parents/guardians. Specifically, these thoughts relate to the frequency, methods, and responsiveness to student needs. This theme was rated the highest by Elementary Staff (average star score = 4.3, total thoughts = 3, participants = 35), and Secondary Staff (average star score = 4.0, total thoughts = 1, participants = 20).

Connections between Student and their Peers & Educators – Thoughts that value the importance of regular and recurring communication between students and their educators and classmates. Specifically relating to frequency, methods, and responsiveness to student needs. This theme was rated the highest by Elementary Staff (average star score = 3.7, total thoughts = 5, participants = 31), and Parent/Guardians of Secondary Students (average star score = 3.6, total thoughts = 48, participants = 125).

Disengagement in Learning – Thoughts that express concern for students that are disengaged from distance learning. Specifically relating to strategies to support students who have incomplete work and work towards eliminating barriers for student online participation. This theme was rated the highest by Secondary Staff (average star score = 4.2, total thoughts = 9, participants = 33), Elementary Students (average star score = 4.1, total thoughts = 1, participants = 14), Elementary Staff (average star score = 3.9, total thoughts = 13, participants = 64), and Administrators (average star score = 3.9, total thoughts = 2, participants = 9).

HOME ENVIRONMENTS

Equity – Thoughts that consider the factors that might influence a student's ability to participate and be supported in distance learning. This theme was rated the highest by Elementary Staff (average star score = 4.0, total thoughts = 7, participants = 60), Administrators (average star score = 4.0, total



thoughts = 3, participants = 12), and Parent/Guardians of Secondary Students (average star score = 3.6, total thoughts = 6, participants = 39).

Health, Safety & Wellness – Thoughts that express the importance to be aware of our health, safety, and wellness within our WCDSB community. This theme was rated the highest by Elementary Staff (average star score = 4.0, total thoughts = 5, participants = 47), Secondary Staff (average star score = 3.9, total thoughts = 3, participants = 12), and Board Staff (average star score = 3.6, total thoughts = 2, participants = 7).

Home Learning Environments & Materials – Thoughts that describe the experiences and realities of families' capacity to support distance learning. Specifically relating to the participation required by parents/guardians to support distance learning, and in some cases, limited access to materials required to complete assigned learning tasks. This theme was rated the highest by Elementary Staff (average star score = 4.0, total thoughts = 12, participants = 63), Parent/Guardians of Elementary Students (average star score = 3.7, total thoughts = 114, participants = 369), Elementary Students (average star score = 3.7, total thoughts = 26, participants = 115), and Board Staff (average star score = 3.7, total thoughts = 2, participants = 11).

SUPPORTING EDUCATOR-LED LEARNING@HOME

Assessment & Evaluation and Reporting – Thoughts about descriptive feedback, how learning tasks are being assessed, and how these assessments are being included in their final mark on the June Report Card. This theme was rated the highest by Elementary Staff (average star score = 4.2, total thoughts = 34, participants = 71), Secondary Students (average star score = 3.9, total thoughts = 4, participants = 23), and Administrators (average star score = 3.8, total thoughts = 3, participants = 10).

Digital Platforms and Digital Tools - Thoughts that express the challenges related to the various digital platforms and resources being used. Specifically relating to screen time, the navigation within the primary tool (D2L, Google Classroom), navigation between multiple tools (e.g. logging into websites/apps outside of learning management systems), process for accessing technical support from home, and data privacy concerns. This theme was rated the highest by Elementary Staff (average star score = 3.8, total thoughts = 5, participants = 53).

Graduating Students (Grade 8/12) – Thoughts that express concern for the academic and emotional impacts distance learning is having on graduating students. Specifically relating to secondary preparedness, post-secondary admission requirements and graduation ceremonies. This theme was rated the highest by Secondary Staff (average star score = 3.6, total thoughts = 2, participants = 25).

Learning Tasks – Thoughts that comment on the learning tasks being assigned to students by the classroom teacher. Specifically referring to the variability in terms of the amount of work assigned compared to the Ministry guidelines, the ability for students to complete assigned task independently, and the difficulty level of assigned tasks. This theme was rated the highest by Secondary Students (average star score = 4.1, total thoughts = 18, participants = 36), and Secondary Staff (average star score = 3.9, total thoughts = 3, participants = 27).

Specialized Programs (IEP and ELL) – Thoughts advocating for the staff and resources required to support students with specialized learning plans. This theme was rated the highest by Elementary Staff (average star score = 4.2, total thoughts = 5, participants = 52), Secondary Staff (average star score = 3.8, total thoughts = 1, participants = 23).





Ontario Catholic School Trustees' Association



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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

April 24, 2020

TO: Chairs and Directors of Education
- Catholic District School Boards

FROM: Patrick Daly, Chair, Labour Relations Committee

RE: Covid-19 – Voluntary Redeployment of Employees

Today, in a series of meetings, Trustee Associations met with union leadership and representatives from the Ministry of Education across the sector on the issue of possible voluntary redeployment of employees as a result of the very real needs created by Covid-19 in our communities. While the discussions are only in initial stages and there are legitimate matters to be addressed with any voluntary deployment, OCSTA is supportive of continuing dialogue on this issue given the challenges facing some vulnerable sectors of our province.

The substance of these meetings was to address the possibility of developing and endorsing a framework that the local school boards and unions could utilize if they choose to do so in situations where a need has been expressed in local communities. The discussion, while centering on hospitals, long term care facilities and residential facilities focused mostly on long-term care. The calls also identified legitimate questions and concerns that will need to be further addressed.

The next step is for the unions to consult internally regarding their potential endorsement of such an agreed framework. Should this endorsement be forthcoming, the appropriate documents will be drafted and shared with school boards to assist in creating provincial consistency and streamline workload during this busy time:

- * LOA template
- * Outline of process
- * Documents to be shared with employees

We will keep boards apprised with respect to these discussions. As always, should you have any questions, please do not hesitate to contact us. Please know that you, the students, trustees and staff of your Catholic School Systems remain in our thoughts and prayers.



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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

May 1, 2020

MEMORANDUM

TO: All Trustees and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: Catholic Trustee Recognition – OCSTA 90th Anniversary



1980-81 OCSTA President, Mary O'Connor, Northeastern Catholic DSB



1994-95 OCSTA President, Patrick Meany, Dufferin-Peel CDSB

As mentioned in previous memos, 2020 is the year OCSTA celebrates 90 years of advocacy and service as the provincial voice for Catholic education in Ontario. Today would have been the Association's formal celebratory event for this milestone, however given the cancellation of the OCSTA Conference in Ottawa and re-scheduling of the Annual General Meeting until Saturday, June 27th (when a virtual AGM will be held) plans for the formal celebration and release of the **OCSTA 90th Anniversary Video** have been tentatively moved ahead to January.

In the meantime, as this 90th Anniversary is a recognition of the importance of our democratically elected Catholic trustees and the establishment of OCSTA by trustees 90 years ago to formalize a provincial advocacy office and secure fair and equitable funding for the Catholic school system, we invite all OCSTA members to visit, view and share the information and resources recently published to the Association's 90th Anniversary website at: <https://www.ocsta.on.ca/events-2/90-years-of-advocacy-and-service/>.

Continued...

On this page you will see links to the various brief statements on the local trustee experience submitted by Catholic Trustees from across Ontario under the section "**Catholic Trustee Voices Today**". We would like to thank the following trustees for sharing their unique experiences:

PVNC CDSB Chair **David Bernier**

The Northwest CDSB Vice Chair **Kathy Bryck**

Huron-Superior CDSB Trustee,
--**Leslie Cassidy-Amadio**

Ottawa CSB Trustee **John Curry**

Wellington CDSB Trustee **Andrew Fornio**

Wellington CDSB Chair **Marino Gazzola**

Superior North CDSB Trustee **Shirley Jean**

Superior North CDSB Trustee
-- **Lawrence McParland**

Ottawa CSB Vice-Chair **Sandra Moore**

Durham CDSB Chair **Janice Oldman**

Wellington CDSB Trustee **Joe Tersigni**

St. Clair CDSB Chair **John Van Heck**

The Board of Directors of the Sudbury CDSB

We greatly appreciate the letters of recognition and congratulations received from government officials and education partners including: His Eminence, Thomas Cardinal Collins; Premier of Ontario, The Hon. Doug Ford; His Excellency, Terrance Prendergast, Archbishop of Ottawa; The Mayor of Ottawa, Jim Watson; His Excellency Bishop Fabbro, President, ACBO; Liz Stuart, President, OECTA; Paula Scott, President, CCSTA, and; Cathy Abraham, President, OPSBA. All letters can be viewed on the OCSTA 90th Anniversary web page.

Finally, on behalf of the Board of Directors, I would like to express deep appreciation for the work every Catholic trustee in this province is doing to support our teachers, principals, superintendents and all staff in their efforts to ensure Catholic education is provided to our students and families during these challenging times.



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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

April 28, 2020

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: Catholic Education Week 2020 – Elementary Books Copyright



Each year, as part of the Catholic Education Week (CEW) resource package, a number of elementary-level books are selected, which highlight in various ways, the theme of that year's Catholic Education Week. This year, 12 books have been selected which reflect on aspects of "Igniting Hope," our 2020 theme.

Many of our schools have these books in their libraries, but the closure of our school buildings because of COVID-19, means that we cannot access them, to share them with our students in the usual way. Fortunately, many publishers have relaxed their usual restrictions around the public performance of their books, and are allowing schools to read these books aloud, either through livestreaming or by recording videos that can be shared. We are very grateful to these publishers for their kindness, which means that these works can be more easily shared through our current distance learning model.

If you would like to make your own recording of one of the Catholic Education Week books to share with your students, we encourage you to do so. In general, these publishers require that, in order to read these books online to our communities, we observe the following guidelines (see the attached page for further details):

- That we begin the reading by identifying the title, author and illustrator of the book, and explicitly stating that this reading is done with the permission of the publisher (who should be named);
- That any videos that are made be used only on internal school networks or platforms, and are not made publicly available; if placed on Youtube, they should be "unlisted" or private;
- That any videos that are made be deleted before the end of June 2020;
- That any online posts include social media hashtags linking the book back to the publisher;
- Where possible, the publisher would be grateful if we advised them of the recording, and provide a link to our recording, so that they can enjoy the reading as well;
- Children's books may be read in their entirety; in the case of chapter books, only a few chapters should be read (and not the entire book)

PROMOTING AND PROTECTING CATHOLIC EDUCATION

However, if it is not feasible for you to make a recording of your own, OCSTA will be providing recorded video readings of each of the CEW books on its website which will be made available in the coming days at: <https://www.ocsta.on.ca/project/igniting-hope-allumer-la-flamme-de-lesperance/>.

Thank you for everything you are doing to ensure that, even in the current situation, we are still able to celebrate Catholic Education Week with enthusiasm, creativity and faith.

Title	Publisher	Social Media Hashtags	Publisher Contact
Emmanuel's Dream	Schwarz & Wade / Penguin Random House Canada	Twitter: @penguinrandom Facebook: @PenguinRandomHouse	StoryTimeTempPermission@penguinrandomhouse.com
Emeline the Cat and Brother Francis	Novalis Canada	Twitter: @Novalis_Books Facebook: #NovalisBooks	Simon Appolloni: simon.appolloni@novalis.ca books@novalis.ca
Saint Brother André	Novalis Canada	Twitter: @Novalis_Book Facebook: #NovalisBooks	Simon Appolloni: simon.appolloni@novalis.ca books@novalis.ca
Butterflies Under Our Hats	Paraclete Press	Twitter: @paracletepress Facebook: #ParacletePress	Jennifer Lynch: jennyl@paracletepress.com
Ordinary Mary's Extraordinary Deed	Gibbs Smith	Facebook: @GibbsSmithBooks @BabyLitBooks Instagram: @GibbsSmithBooks @BabyLitBooks Twitter: @GibbsSmithBooks @BabyLitBooks	Lareen Strong: Lareen.Strong@gibbs-smith.com
Giant Steps to Change the World	Simon & Schuster Canada	Twitter: @SSEdLib Instagram: @SSEdLib Facebook: @SSEdLib	education.library@simonandschuster.com
Circles of Hope	Eerdmans Books for Young Readers	@eerdmansbooks	Tom DeVries: tdevries@eerdmans.com

Operation: Reuse It!	Ecoadventures, a subdivision of Firewater Media		NO RESPONSE YET RECEIVED FROM PUBLISHER
One Peace: True Stories of Young Activists	Orca Book Publishers	@orcabook	Ruth Linka: ruth@orcabook.com
I Am Human: A Book of Empathy	Harry N. Abrams / Abrams Books	@AbramsBooks	permissions@abramsbooks.com
Ada's Violin	Simon & Schuster Canada	Twitter: @SSEdLib Instagram: @SSEdLib Facebook: @SSEdLib	education.library@simonandschuster.com
Imagine A World	Simon & Schuster Canada	Twitter: @SSEdLib Instagram: @SSEdLib Facebook: @SSEdLib	education.library@simonandschuster.com



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Nick Milanetti, *Executive Director*

May 1, 2020

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Beverley Eckensweiler, President

SUBJECT: Toonies for Tuition – Follow-Up

The 2020 Toonies for Tuition Campaign is wrapping up soon as OCSTA and CCSTA prepare reports for their Annual General Meetings. We recognize this initiative has been a significant goal for school boards for many years, and this year a prominent goal for our student trustees across the province as well. We know how busy you are, so just wanted to do a quick call out to boards to ensure that any board who participated in this event is represented in the final tally.

Please forward any information to Ashlee Cabral (acabral@ocsta.on.ca) at OCSTA and to Jean Montminy (jean.montminy@ocsb.ca) at CCSTA by **Friday, May 7th**. We appreciate all that you have done and your student senators and trustees have done to promote this worthwhile cause for Catholic Education, and we thank you.



Ontario Catholic School Trustees' Association

AGM NOTICE

TO: THE MEMBERS OF THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
NINETIETH ANNUAL GENERAL MEETING

TAKE NOTICE that the Ninetieth Annual General Meeting of the Members of the Ontario Catholic School Trustees' Association will be held on Saturday, the 27th day of June, 2020 at the hour of 9:00 am Eastern time by an internet based virtual method, for the purposes set out in the agenda attached hereto and forming part of the Notice. Individuals who are eligible to vote at the AGM will receive instructions by email explaining how to connect prior to the meeting time.

Pursuant to the Bylaws of the said Association, each individual member shall be entitled to cast one vote on each question proposed for consideration. Members have the right to vote either personally or by proxy. A proxy may be revoked by a Member by written revocation which must be received at the registered head office of the Corporation by email: cdemelo@ocsta.on.ca, at any time up to 48 hours before the meeting. (June 25, 9:00 am)

Dated the 27th of April, 2020.



Ontario Catholic School
Trustees' Association



VIRTUAL MEETING
90th Annual General Meeting

SATURDAY, JUNE 27, 2020

8:00 am	Online Registration	
9:00 am	Welcome and Opening Remarks <ul style="list-style-type: none"> - Prayer - Housekeeping - How to participate in virtual AGM 	<i>Todd Lalonde, Chair</i> <i>Beverley Eckensweiler, President, OCSTA</i> <i>Fr. Pat Fitzpatrick, OCSTA Chaplain</i> <i>Todd Lalonde, Chair</i> <i>GetQuorum</i>
9:10 am	<ul style="list-style-type: none"> - Call Meeting to Order - Introductions - Announcement of Quorum 	<i>Todd Lalonde, Chair</i>
9:15 am	President's Report and Q & A	<i>Beverley Eckensweiler, President, OCSTA</i>
9:35 am	Nominations Report & Introduction of Candidates	<i>Patrick Daly, Past President, OCSTA</i>
9:45 am	Consideration of Minutes of Previous Annual General Meeting	<i>Todd Lalonde, Chair</i>
9:50 am	Resolutions Session	<i>Patrick Daly, Past President, OCSTA</i> <i>Nadya Tymochenko, Parliamentarian</i>
11:10 am	Elections – Voting Period	<i>Patrick Daly, Past President, OCSTA</i>
11:25 am	Consideration of FYE 2019 Audited Financial Statements	<i>Marino Gazzola, Chair, Budget and Human Resources Committee, OCSTA</i>
	2019 FYE Auditor's Report	
	Appointment of Auditors	
	Presentation of Financial Report	
11:35 am	Election Results	<i>Patrick Daly, Past President, OCSTA</i>
11:40 am	Closing Remarks & Adjournment	<i>Todd Lalonde, Chair</i> <i>Beverley Eckensweiler, President, OCSTA</i>



NOVEL CORONAVIRUS/COVID-19 UPDATES





swire – May 4, 2020



By Sharon McMillan

May 4, 2020



A Province in Need of Catholic Education Week



The annual Catholic Education Week program developed by OCSTA for students in Ontario's Catholic District School Boards has a different feel this year given that school buildings are closed as a result of the pandemic. Students will be taught the curriculum through virtual or online connections with their teachers.

But perhaps what is more important about this year's Catholic Education Week is the theme – "Igniting Hope." After more than 6 weeks of quarantine and self isolation, communities are vocalizing a need for hope, and as a Christ-centred school system, Ontario's Catholic schools have always been about hope.

The 2020 Catholic Education Week promotion is an opportunity to share this message of hope, the goodness of Catholic education and the stories of service that punctuate

the daily life of students, staff, families and parishioners in our Catholic school communities.

The curriculum, prayers, reflections, CDSB highlights, video messages and the official Catholic Education Week song – Hope – by Brant Haldimand CDSB Educator Chris Rait are all located on the [Catholic Education Week Page](#).

The five sub-themes for Catholic Education Week this year are:

Day 1: Our Hope in Christ / Notre espérance, c'est le Christ

Day 2: The Hope Within Us / L'espérance en nous

Day 3: The Hope Among Us / L'espérance au milieu de nous

Day 4: Hope for the World / L'espérance pour le monde

Day 5: A Future Full of Hope / Un avenir rempli d'espérance

OCSTA would like to express our sincere gratitude to the teachers and religious education consultants who have kindly given their time and expertise to develop this year's Catholic Education Resources:

Paul Beaudette, Hamilton-Wentworth CDSB

Janet Bentham, Ottawa CSB

Sister Pat Carter, Huron-Superior CDSB

Nancy Davie, York CDSB

Laura Hughes, Office provincial de l'éducation de la foi catholique de l'Ontario

Sébastien Lacroix, Conseil scolaire catholique MonAvenir

Amy LaFroy, Toronto CDSB

Stephanie Maher, Simcoe Muskoka CDSB

Michael Nerino, Northwest CDSB

Katharine Stevenson, Halton CDSB

Murray Watson, Simcoe Muskoka CDSB

We also wish to thank all staff and parents for supporting our young people throughout this period of distance learning and additionally share our appreciation for all the clergy, bishops and the Cardinal who sent out beautiful messages and celebrated Mass for our families and Catholic Education Week.

Please enjoy this event and share and promote in your networks, especially social media. Our hashtags are **#IgnitingHope** and **#CEW2020**.

CEW Board Highlights

Around the province CDSB students and staff are making a difference in lives through their countless acts of Christian service. Below are a few “Good News” highlights reflecting these stories:

York CDSB: [The Hope Street Initiative](#)

CDSB of Eastern Ontario: [Helping Families in Perth](#)

Catholic Education Week Provincial Mass

We are pleased to announce that we will be welcoming His Eminence, Cardinal Collins to celebrate a provincial Mass for Catholic Education Week on Wednesday, May 6th at 10 a.m. Due to current restrictions on gatherings, this provincial Mass will be broadcast live and made accessible online. To participate please click on the following link at 10 a.m. on May 6:

<https://stmichaelscathedral.com/live>

CEW Song – Igniting Hope

We would like to acknowledge and thank composer and performer of this year's inspiring theme song for Catholic Education Week – Educator Chris Rait of the Brant Haldimand Norfolk CDSB. The song Chris composed is called "Hope" and the audio file can be downloaded and enjoyed by [clicking here](#).

OCSTA's 90th Anniversary



As explained in a recent memo to all trustees and directors of education, OCSTA's planned 90th Anniversary celebration event has been tentatively postponed until January. While the in-person celebration will hopefully take place in the coming months, we have created an online centre to currently

recognize the important role of democratically elected Catholic trustees in the history, advocacy and protection of publicly funded Catholic education in Ontario.

We invite all OCSTA members and supporters of Catholic education across Canada to visit, view and share the information and resources presented on the Association's 90th Anniversary website at: <https://www.ocsta.on.ca/events-2/90-years-of-advocacy-and-service/>.

On this page you will see links to the various brief statements on the local Catholic trustee experience submitted by Catholic Trustees from across Ontario under the section “**Catholic Trustee Voices Today**”. We would like to thank the following trustees for sharing their unique experiences:

PVNC CDSB Vice-Chair **David Bernier**

The Northwest CDSB Vice-Chair **Kathy Bryck**

Huron-Superior Trustee **Leslie Cassidy-Amadio**

Ottawa CSB Trustee **John Curry**

Wellington CDSB Trustee **Andrew Finoro**

Wellington CDSB Chair **Marino Gazzola**

Superior North CDSB Trustee **Shirley Jean**

Superior North CDSB Trustee **Lawrence McParland**

Ottawa CSB Vice-Chair **Sandra Moore**

Durham CDSB Chair **Janice Oldman**

Wellington CDSB Trustee **Joe Tersigni**

St. Clair CDSB Chair **John Van Heck**

The Board of Directors of the Sudbury CDSB

We greatly appreciate the letters of recognition and congratulations received from government officials and education partners including: His Eminence, Thomas Cardinal Collins; Premier of Ontario, The Hon. Doug Ford; His Excellency, Terrance Prendergast, Archbishop of Ottawa; The Mayor of Ottawa, Jim Watson; His Excellency Bishop Fabbro, President, ACBO; Liz Stuart, President, OECTA; Ontario Association for Parents in Catholic Education; Paula Scott, President, CCSTA, and; Cathy Abraham, President, OPSBA. All letters can be viewed on the OCSTA 90th Anniversary web page.

Brief Submission

OCSTA recently submitted a brief to the Ontario Human Rights Commission in response to the current Right to Read Inquiry. The submission was developed with substantial input from our Catholic school boards and represents a detailed response to the Terms of Reference to the Right to Read Inquiry. The brief articulates how Catholic school boards effectively works with students who have learning and reading disabilities, their families, and various experts and professionals to develop programs and services that strive to meet the individual needs of students. Learning to read is a foundational goal for student achievement and a driving force for educational programs in Catholic Schools.

[Read the OCSTA Brief](#)

CDSB Innovation Centre



Recognizing the distinctive nature of Catholic education and both the challenges and opportunities of online learning, CDSBs have and continue to develop resources to support the virtual learning framework in ways that are aligned to the Catholic education focus on the development of the whole child (academic, spiritual, physical and social aspects).

To help promote and share the best practices of our Catholic School boards, OCSTA has established on the provincial website a center for CDSB Innovation with respect to current virtual learning initiatives.

To view the current CDSB Innovation page please visit:

<https://www.ocsta.on.ca/briefs-resources/cdsb-innovation/>

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OCSTA Newswire – January 25, 2019

by Sharon McMillan | Jan 25, 2019



90th Anniversary Spotlight: Trustee John Curry

by Sharon McMillan | Apr 30, 2020



Hope Street Launches Catholic Education Week at YCDSB

by Sharon McMillan | May 4, 2020



School Distributes Grocery Cards to Families in Need

by Sharon McMillan | May 4, 2020

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OCSTA

@CatholicEdu

Today, during this special month of Mary we celebrate "The Hope Among Us". At mass today, let's pray together in hope for a renewed world, free from this pandemic, and ignite hope and joy for each other.



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