



**Committee of the Whole Meeting**

**Date:** Monday, May 1, 2023

**Time:** 6:00 p.m.

*\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

**Location:** 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

**Attendees:**

**Board of Trustees:**

Wendy Ashby, Linda Cuff, Kathy Doherty-Masters (Vice-chair), Sally Fuentes, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (Chair)

**Student Representatives:**

Chloe Armstrong, Anika Fejerpataky

**Senior Administration:**

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonca, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	-- --	-- --
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for 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.	Board 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: NA			
<b>2. Consent Agenda: Director of Education</b>			

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
<b>(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</b>			
<b>3. Consent Agenda: Board (Minutes of meetings)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1 Committee of the Whole Minutes – April 3, 2023	Board of Trustees	pp.4-6	Approval
<b>4. Delegations</b>			
4.1 Trustee Concern 4.2 Trustee Concern 4.3 Trustee Concern 4.4 Parent Concern 4.5 Trustee Concern	R. Lehner C. Bogias E. Savoy P. Castillo C. Stanley	pp.7-9 pp.10-12 pp.13 pp.14 pp.15-16	Information Information Information Information Information
<b>5. Advice from the CEO</b>			
5.1 Long Term Accommodation Plan Presentation 5.2 Innovation / IT Board report 5.3 Final Math Strategy Update	S. Maharaj J. Merkel J. Ritsma	pp. 17-100 pp.101-144 pp.145-163	Information Information Information
<b>6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
<b>8. Board Education (at the request of the Board)</b>			
8.1 OCSTA/CCSTA Communications <a href="#">OCSTA/CCSTA Communications Link</a>	Chair	Link	Information
<b>9. Policy Discussion (Based on Annual Plan of Board Work)</b>			
<b>10. Assurance of Successful Board Performance (monitoring)</b>			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			
<b>13. Announcements</b>			



<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> <li>• May 1-5: Catholic Education Week</li> <li>• May 18: Staff Recognition Celebration</li> <li>• May 29: Board of Trustees' Meeting</li> <li>• Jun 1-3: CCSTA AGM</li> <li>• Jun 5: Special Board- Budget Presentation</li> <li>• Jun 12: Board of Trustees'</li> </ul>	Chair	--	Information
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
Board of Trustees Meeting: (May 29, 2023) <ul style="list-style-type: none"> <li>• Long Term Accommodation Plan Approval</li> <li>• Special Education Update/Plan</li> <li>• Treatment of Staff – Monitoring Report IV – 004</li> <li>• Energy Conservation Plan</li> <li>• Asset Protection – Monitoring Report IV – 009</li> <li>• Update on Budget Preparation</li> </ul>	Chair	--	Information
<b>15. Adjournment/ Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decisions 15.2 Move into Private, Private	Recording Secretary	--	Information
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	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 3, 2023, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Wendy Ashby, Linda Cuff, Kathy Doherty-Masters (Vice-Chair), Sally Fuentes, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (Chair)

Student Trustees Present:

Chloe Armstrong, Anika Fejerpataky

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonca, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

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 meeting opened with prayer by Trustee Fuentes.

#### **1.2 Territorial Acknowledgement**

Territorial Acknowledgement declared by Chair Weiler.

#### **1.3 Approval of Agenda**

Chair Weiler noted the following amendment to the agenda:

- Add 5.2 MDI Report for Information and numbering will move down.

**2023-11 -- It was moved by Trustee Phillips and seconded by Trustee Sikora:  
THAT the agenda for Monday, April 3, 2023, be now approved, as amended.  
--- Carried by consensus.**

#### **1.4 Declaration of Pecuniary Interest**

1.4.1 From the current meeting

1.4.2 From a previous public or in-camera meeting – NIL

## **2 Consent Agenda: Director of Education (e.g., day-to-day operational matters from the Ministry of Equity, Diversity and Inclusion)**

## **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 COW Minutes of March 6, 2023

#### 3.2 Audit Committee Minutes- January 31, 2023

**2023-12 -- It was moved by Trustee Fuentes and seconded by Trustee Ashby:**

**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 School Travel Planner Update**

Superintendent Maharaj introduced the School Travel Planner update and presenter Leslie Maxwell, School Travel Planner of STSWR. Programs, issues at hand and data were discussed. Trustees asked clarifying questions and provided feedback.

### **5.2 MDI Presentation**

Superintendent Merkel introduced the MDI Presentation and presenter, Kelly Roberts, Research Coordinator. Ms. Roberts discussed data and answered questions and clarifications from Trustees.

### **5.3 Well-Being Update – Safe Schools**

Superintendent Merkel presented on the Well-Being – Safe Schools update which discussed School Climate and MDI Data, trends, strategic direction, programs, and next steps. Trustees asked clarifying questions and provided feedback.

### **5.4 Interim Financial Report - #2 of 3**

Superintendent Maharaj presented the Interim Financial Report. Trustee Phillips requested to put forth a motion to write a letter to the Minister of Education requesting funding, incentive programs for hiring staff. Chair Weiler confirmed that Motions can not be passed in Committee of the Whole and to wait until the April 24<sup>th</sup> Board meeting.

### **5.5 Response to Provincial Review of Incident at John Sweeney CES Recommendations Update**

Director Dowling shared his report with respect to the response to the Provincial Review of the Incident at John Sweeney. Trustees asked clarifying questions and provided feedback.

## **6. Ownership Linkage (Communication with the External Environment)**

### **6.1 Linkages Activity:**

Trustees reported back from the Linkages Committee. Highlights include:

- Discussed TeamSite consent
- Update on congratulations correspondence
- Discussed upcoming events
- Discussed secondary school graduation and where to find sample speeches
- Discussed possibility of Townhall

### **6.2 Pastoral Care Activity:**

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

- Debriefed on Spiritual Retreat
- Looking into fun team building event in June

## **7. Reports From Board Committees/Task Forces**

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

### **8.1 OCSTA/CCSTA Communications**

Chair Weiler discussed OCSTA communication.

### **8.2 OCSTA Modules OCSTA Modules**

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**

Trustees discussed upcoming items on agenda.

## **15. Adjournment – Confirm decisions made tonight. Closing Prayer**

### **15.1 Confirm Decisions**

The Recording Secretary confirmed the meeting decisions.

## **16. Closing Prayer**

## **17. Motion to Adjourn**

**2023--13 It was moved by Trustee Ashby and seconded by Trustee Fuentes:**

**THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:58 p.m.**

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Chair of the Board

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Secretary

R. Lehner

Attacks on Christians are becoming more frequent and more ominous in our world today. Particularly in places like Communist China, where the godless dictators of that brutal regime regularly harass, imprison, and even kill their own Christian citizens who are considered enemies of the Almighty State.

Disturbingly, the phenomenon of harassing and vilifying Christians is becoming more commonplace in Canada -- which was founded on basic principles of Christian morality, love of neighbour, and democratic values.

Take the case of a trustee with the Waterloo Catholic District School Board (WCDSB). This Catholic school trustee posted an incendiary tweet vilifying the "white Christian male" as "the most dangerous creature on the planet

Let that sink in for a moment...

If members of any racial or religious group, or of either sex, were targeted specifically for those characteristics as being "the most dangerous creature on the planet", the media, politicians, and various commentators would be up in arms over such a bigoted and inflammatory assertion and would call for the perpetrator to be immediately censured.

And yet, that is precisely the kind of slur that the Trustee hurled at followers of Jesus Christ who are white male.

They received significant backlash on social media and ended up deleting the scurrilous tweet, but not before it was screen captured. Even the National Post's Jonathan Kay lampooned her for the radical posts.

In a separate tweet (also now deleted from her twitter account), she further vented her hatred of Christianity by describing her belief that there is a "christofascist patriarchy" that exploits white women and turns them into sycophantic

By associating the name of Christ with the hated political monstrosity known as fascism, a sordid connection is made that demeans the noble ideals and virtuous aspirations of Christianity.

Furthermore, the fact that Christianity is based on the filial relationship of God's children with their Father in Heaven is denigrated by the Trustee and reduced to a supposed tool of political oppression. Furthermore, the Catholic Church which she claims to represent believes in the ministry of an all-male priesthood to reflect the human nature of the Son of God, so the tweet is even more dangerous

No consequences for hate-filled, racist tweets

Aside from social media backlash, there have been no official consequences from the school board for Trustee attacking white Christian males.

All that matters is that it will have the effect of disqualifying an entire segment of the population from being deemed worthy of respect or having their beliefs and concerns taken seriously, and it will also invite further hostile derision of all Christians, not just those of the white male variety.

The strategy of ostracizing groups who may represent a challenge to prevailing political agendas and ideological movements is one that has been used by potentates and power-brokers throughout history.

But the fact that this anti-male, anti-white, and -- above all -- anti-Christian defamation is coming from a Catholic school board trustee is truly astounding. How can a supposedly faithful Catholic talk that way?

Psychological manipulation

What impression, what ideology, emerging from these tweet-sized tirades against "white Christian males" and their "christofascist patriarchy" will remain in the mind of the reader? In the Trustee own words:

"They are a Threat to anyone that is not them."

Given its context, this little gem of defamation serves not only to marginalize Christians in general, but to completely isolate white Christian males from absolutely every other person on earth; it is a total us vs. them scenario created using inflammatory language by the trustee.

I will quote KJV Bible we are called to be leaders for our children and every board member and teacher will be held to a higher standard by God almighty Jesus Christ in the last days. We should all strive to emulate the B attitudes in Matthew.

Matthew 5:2-12 KJV

And he opened his mouth, and taught them, saying, [3] Blessed are the poor in spirit: for theirs is the kingdom of heaven. [4] Blessed are they that mourn: for they shall be comforted. [5] Blessed are the meek: for they shall inherit the earth. [6] Blessed are they which do hunger and thirst after righteousness: for they shall be filled. [7] Blessed are the merciful: for they shall obtain mercy. [8] Blessed are the pure in heart: for they shall see God. [9] Blessed are the peacemakers: for they shall be called the children of God. [10] Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven. [11] Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. [12] Rejoice, and be exceeding glad: for great is your reward in heaven.

Thank you board members, parents, admin teachers and friends.

To:

Tyrone Dowling, Director of Education and Secretary of the Board

Waterloo Catholic District School Board (WCDSB)

Tyrone.dowling@wcdsb.ca

**Delegates Name:** Chelsea Bogias

**Board Meeting Date:** May 1, 2023

**Re:** Evidence of Deeply Held Prejudice and Code of Conduct Breach (Policy No. II 007) - Ms. Wendy Ashby

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**Delegation Speaker Notes:**

- My name is Chelsea Bogias and I'm the mother of two young children, one of whom is currently a student in the Waterloo Catholic District School Board.
- I have recently been exposed to some online content from one of our Board Member's, Ms. Ashby, that leads me to believe that she holds deeply prejudiced views which are incompatible with her position on the Board, the Code of Conduct, the Human Rights Code, as well as Christian principles.
- I do not make these heavy claims without seeing proof of a long-standing pattern of poor judgement, however information to support these claims is evidenced online by the content Ms. Ashby has been posting for more than 1-year, which demonstrates her personal beliefs conflict, beyond a doubt, with her position on the Board.

**Evidence:**

- Ms. Ashby's online expressions are as follows (and appended to your documents):
  - ***"The most dangerous creature on the planet is the white, Christian, male."*** – Ms. Ashby
  - ***"White women make obedient soldiers for the Christofascest patriarchy"*** – Ms. Ashby
  - ***"I block people, especially those with "unacceptable views""*** – Ms. Ashby
  - ***"I will not be policed by those that try to silence truth"*** – Ms. Ashby
  - **Hash tags used: #WhiteEntitlement #Mysogeny #Transphobia #Racism #Homophobia**



## Freedom Speech vs. Prejudice Against Protected Groups

- Ms. Ashby's online activity may have been conducted on her personal time, and it's important to recognize each person's freedom to speak openly, irrespective of my views and without penalty, to be able to criticize the institutions they pay for, for services they receive, and the behaviours of others they disagree with.
- What's different in Ms. Ashby's condition is that she criticizes protected groups, immutable characteristics like race and colour, as well as sex and religion.
- Why does this matter? On a personal and private level, in the eyes of the law, it doesn't. But Ms. Ashby occupies a public position of power, influence, and decision making for an institution whose values collide with her personal beliefs on a deep and fundamental level. This by definition is a Conflict of Interest.
- Some might argue that Ms. Ashby plays an important role on the board in the fight for inclusivity for historically under-represented groups, but I would direct those people back to the established pattern of thought where she describes Christians as **fascists**, young white Christian males as **dangerous**, and white **women as obedient soldiers**. These thoughts are not coming from a place of love and inclusivity in the traditional sense of the word, but a place of hatred for white men and women as well as Christianity, all of which are governed by this Board.

## Code of Conduct Breaches:

- Without going through the list of offenses I want to point toward two requirements within Board Policy No. II 007 Code of Conduct that states the following:

**#1 Trustees will not cause or allow any conditions, procedures, actions or decisions that are undignified, unprofessional, or contrary to the preservation of Catholic values and teaching.**

- I ask every member of the board, would you not agree that Ms. Ashby's conditions are undignified, unprofessional **and** contrary to the preservation of Catholic values and teaching?
- **#2: Board members must represent un-conflicted loyalty to the interests of the ownership.**
- Does the board recognize the personal conflict Ms. Ashby maintains within the confines of her own mind?

## Board's Next Steps:

- Under Section 218.3 of the Education Act, a breach of this Code of Conduct may be dealt with by either a) formal apology, b) re-training or c) resignation, as decided by the board.
- We should all agree that these prejudices are incompatible with the WCDSB and that the enforcement method chosen must secure and preserve our Catholic values and teachings.

- I would offer that Ms. Ashby's long-standing pattern of prejudice over the course of many years and months **cannot** be reconciled with an apology or training sessions.
- It's absurd to think that years of strong held ideology can be unravelled in a few days or even months of training. This will only make Ms. Ashby more careful to conceal her contrarian views through an erasure of online history that's recently taken place with her online content.

**Closing:**

- I have heard from other parents in the community who share the same sentiment as I do.
- There are more than 2,800 signatures obtained in an online petition who are calling for Ms. Ashby's resignation.
- And I personally know myself and others are exploring private school at their own expense while they look to build support for expanded school choice legislation and competition in the education sector.
- I ask, along with more than 2,800 signatories, that the board please uphold the Code of Conduct, and protect our institution from board members who hold clear and long-standing prejudices against protected groups including but not limited to race, sex and religion.
- May God bless you in your decision making.

Hello Director of Education and Members of the WCDSB,

I am a retired RN, a 7 year resident of Waterloo and mother of two UW graduates. I am emailing to request an opportunity to respectfully address the WCDSB regarding my deep concern for the many young impressionable students whose quality of education is entrusted to you and which is currently threatened when those students remain in any way under the continued influence of a Trustee espousing the hate-filled rhetoric of Trustee Ashby.

Her continued opportunity to influence our students is not only a threat to the unity of the multicultural student population of WCDSB, but of the greater community and Canadian society at large if the vicious, bigotted statements of Trustee Ashby are left unchallenged and even tacitly supported by the silent acquiescence of the rest of the WCDSB.

I request as a citizen of this community, and of a Province and Nation that respects her citizens regardless of their skin colour or ethnicity, that Trustee Ashby be IMMEDIATELY removed from her position of trust before more harm is done by your silence and complete failure as a board to act to hold Trustee Ashby to account for her hateful comments on Twitter towards "white Christian males" (which she labelled as "the most dangerous creatures on the planet" and "a threat to anyone who is not them," while she described "white females" as "obedient soldiers for the christofascist patriarchy."

As a white female I find this completely false, unsubstantiated patronizing remark also exposed Trustee Ashby's anti-Christian sentiment when she somehow finds it acceptable to link the Name of Christ who is revered by Catholics and Christians the world over for 2 millennia for His sacrificial love and tolerance, with Fascists who in WW2 Germany and Italy espoused the violent removal of all things individual, cultural or traditional in the name of State Tyranny.

Is this hate-filled language by Ms Ashby acceptable language or sentiment from a Trustee of a Catholic School Board no less? No! She must be made to resign before she is permitted to spread her unadulterated racism and religious bigotry to the impressionable young minds, hearts and developing intellects entrusted to the care of this Board by the standards you are called upon to uphold.

Ms Ashby's comments do not in any way teach our children respect, kindness or tolerance for the 70% of Canadians (who happen to be white) and who Ms Ashby's comments assaulted.

She has also broken your bullying policy in every way except for the physical harm aspect which is never far behind hate speech left unchallenged, since labeling all "white males as the most dangerous creatures on the planet" is little more than a thinly veiled call to physical violence in the name of self preservation.

I implore you to right this grievous wrong against the children and families of this board and this community and this province, country and yes, of this planet, if one is to properly address the full scope of Trustee Ashby's hateful remarks.

Thank you.

Erica Savoy

-Erica Jill Savoy ( [erica.savoy2801@gmail.com](mailto:erica.savoy2801@gmail.com) )

Thank you for meeting with me today, and as promised, here is a paper trail for you to escalate the concerns we discussed.

I reported to the principal about a “game” that was played in class by the Grade 4 teacher last year (Gr4 2021-2022) called “penis and Vagina”. I explained the game to the principal.

The teacher selects two students (or they volunteer) and the two students each select a word (or the word is assigned by the teacher). The two words are “penis” and “vagina”. The student pair is to stand at the front of the class and each student must repeat the assigned word, one after another. The loser is the student who laughs first.

The popular trend to sexualize children should not be pushed in the classroom or school library.

The game was played several times as part of "sexual health". Below are some of my specific questions:

Why was this game played?

What is the learning goal for this game?

What is the learning outcome of such a game?

What other teachers, classes and grades play this game?

Will this game continue to be played?

Was this game pre-approved by anyone at the school board?

Are there any books about gender ideology in the school library?

Are there any Critical race theory books being used on the children? I would like a list.

Will you stop child sexual indoctrination?

Be aware, the story of this game came from more than one student in the class. I am not the only parent who is aware of this game.

The oversexualization of minors is something we should take seriously.

I look forward to the prompt follow up on this matter, which I have not received since I brought it forward with the principal (Sept 2022).

thank you,

Patricia Castillo, MSc

## Conrad Stanley

Madame Chair, members of the board. I appreciate this opportunity to talk with you this evening.

As a lifelong resident of Waterloo Region and supporter of the Catholic system, this institution, the Waterloo Catholic District School Board, used to be one I could be proud of. Beginning in the 1980s I attended this system as a child and experienced it first hand from the other side as a student, being valedictorian of my elementary school, the now closed Monsignor Gleason school in Kitchener. Upon graduating Resurrection High School in Kitchener I was selected to receive the Bishop's Award and Scholarship for that year in part due to my volunteer service at St. Mary's Parish which is right next door here behind the board office. While I didn't love every aspect of growing up (who does?), I could certainly understand and agree that this school system did live up to the motto inscribed at the entrance of the board office here: "quality, inclusive, faith based education".

But things have changed. Now, I find myself watching a slow motion train wreck unfolding at a school board that has wandered increasingly far away from its motto. Through a series of recent decisions, the claim that it is "quality", "faith based" and "inclusive" have all suddenly been shaken and called into question. This is not primarily due to a lack of hard work by staff at this institution who I'm sure continue to do their jobs to the utmost of their capabilities. Rather, it has more to do with the slow but damaging intrusion of political ideologies into the heart of what is supposed to be an education system for children. These ideologies are agenda driven and extraordinarily controversial and they are not, I would argue, in the best interests of cultivating young minds. So that brings us to the protests that have rocked this school board for the last two meetings. Protests that have gone viral and been seen by hundreds of thousands of people on social media. Protests covered in the Cambridge Today newspaper, and Newsweek Magazine in the United States. Protests that have become an international embarrassment for the board.

I think we would all like a return to business as usual here: the smooth, normal and quiet functioning of the board. But before that happens, we have to answer an important question. How is the board going to handle the reprehensible social media posts of one of its members, comments that we and many around the world are all now so painfully familiar with? The only apology we have heard so far, which only came grudgingly after a month of ever increasing outrage by voters and parents, is a classic non-apology. What we have gotten is another bureaucratic run-around that seems to treat all of the adults in this room and at home watching as though they are also children who are easily fooled: the board member says they apologize for hurting our feelings but perhaps not so much for the comments themselves, let alone retracing and strongly condemning said comments.

The answer to the question of what to do now strikes at the very core of the mission and purpose of this board, which I believe has begun to lose the confidence of the people of Waterloo Region. In this board member's comments we are forced to confront the very ugly

side of identity politics, what is increasingly called woke ideology. This is not merely a right/left issue. Until the insanity of the last few years I considered myself more left wing than right, because, for example environmental issues are very important to me. But the choice by a board member here to try and deliberately engage in aggressive wedge politics that uses race, sex and faith as tools not of inclusion, but of division, goes far beyond the boundaries of normal healthy political discourse. No, for a Catholic school trustee who seeks to be a leader of Catholic education to say that white Christian men are the most dangerous creatures on planet earth and say that white Christian women are agents of fascism is something else altogether, a heightening of rhetoric to disturbing and heretofore unprecedented levels.

Using these characteristics to divide our Catholic faith and school community in order to achieve short term political gain is something that must be firmly rejected in a way commensurate with the impact and harm it has done to the once good reputation of this board. The harm it has caused is directly apparent for all to see here, pitting us against each other as we see here tonight. This is certainly not a small matter to be brushed under the rug with a light tap of the knuckles as has been done by the board to date.

We must stand up and unequivocally say no, this is not the appropriate discourse or mentality for someone to have who wishes to lead us as a trustee. Instead, we must proclaim, a different and far nobler, wiser and essentially Catholic concept from ages past, a concept we were supposed to be passing down to each successive generation through institutions such as this one. That's why they were built. The concept I speak of is that there are commonalities and truths that completely trump sex, race, gender, and politics. Those concepts include our shared and unbreakable unity as Canadians, as people of faith, as Christians and as Catholics.

So how this board now chooses to handle this situation is a bell weather that signals to the entire world whether or not the basic moral compass of your board is still intact and functional. We need you to reassure the voters that you are indeed Catholic, that you are pro-Christian and not anti-Christian. That you do not believe in making a mockery of everything you claim to represent. You can make all of these disruptions and protests end and go away right now if you do what you were elected to do and actually listen to your constituents. Their request to me seems simple. Their message is unmistakable. It is long past time for this board member to resign.

Are there any questions?



**Date:** May 1, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2022-2023 Long Term Accommodation Plan

**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 **IV010 “Facilities/Accommodations”**  
 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:**

**Awaken to Belong**

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

**Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

**Strengthen to Become**

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.

## Background/Comments:

The Long-Term Accommodation Plan (LTAP) is a complete multi-year plan that focuses on 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.

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

	Capacity	2022/23	2023/24	2027/28	2032/33
Elementary	16,897	17,646	18,281	20,827	24,194
Secondary	6,375	7,604	7,846	8,847	12,118
Total	23,272	25,250	26,127	29,674	36,312

Highlights of this LTAP include:

- Five new schools.
- Five additions and / or renovations.
- Required boundary reviews across the Region to create attendance areas for new schools and address capacity issues.
- 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.

As the LTAP is a long and detailed document, it is being presented to Trustees on May 1<sup>st</sup> for consideration and will be brought back on May 29<sup>th</sup> for approval. Questions can be asked of staff at any time, and responses will be shared with all Trustees for their learning/information.

## Recommendation:

This report is provided as information only.

### Prepared/Reviewed By:

Tyrone Dowling  
Director of Education

Virina Elgawly  
Property and Planning Officer

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Manager of Planning

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Executive Superintendent of Corporate Services

\*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred.



# LONG TERM ACCOMMODATION PLAN 2022-2023



**Waterloo Catholic  
District School Board**

**I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for 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.**

## Executive Summary

The Long Term Accommodation Plan (LTAP) is an annually reviewed planning tool that provides enrolment projections and guides accommodation planning for a 10-year period.

Accommodation planning is not static, and the priorities identified in this LTAP are based on the most accurate information available at a point in time.

The elements of the LTAP have been designed to provide the information necessary to support the strategic priorities identified in this plan and inform stakeholders about what to expect in school accommodation planning in the immediate, medium, and long-term.

Included in the 2022/23 LTAP are the following:

- Enrolment projections from 2023/24 to 2032/33.
- Identification of accommodation issues and proposed strategies to address them.
- Identification of new Capital Priorities funding interests.

### Approved Capital Priorities Projects

- St. Agnes Catholic Elementary School (CES) – addition, renovation and new gymnasium
- St. Josephine Bakhita CES – 645 pupil place elementary school and 88 space child care centre
- South East Galt CES – 354 pupil place co-build elementary school with the Waterloo Region District School Board
- East Kitchener 7-12 – 1,400 pupil place Grade 7-12 school
- New St. Patrick CES – 527 pupil place elementary school and 88 space child care centre
- New Rosenberg CES – 527 pupil place elementary school

co-build with a City of Kitchener community centre

- New Baden CES – 294 pupil place elementary school and 88 space child care centre

### 2022/23 Completed Boundary Review

The East Kitchener Boundary Review established boundary and grade configuration for New St. Patrick CES, and Canadian Martyrs CES, Saint John Paul CES, St. Anne (K) CES, St. Daniel CES as well as the new East Kitchener 7-12 and St. Mary's HS.

### Future Capital Priority Considerations

The following projects have been shortlisted as priorities to be considered for submission for future Capital Priorities Programs:

Additions and / or renovations are proposed to:

- St. Boniface CES
- St. Brigid CES
- St. Gregory CES
- St. Mark CES
- St. Paul CES

New schools are proposed in the following future development areas:

- Beaver Creek Meadows, Waterloo
- Doon South, Kitchener
- Dundee North, Kitchener
- North Cambridge, Cambridge
- West Rosenberg, Kitchener

## **Immediate Term Boundary Review Process Considerations**

The following Boundary Review Processes are proposed to meet immediate term priorities and will be presented for consideration by Trustees.

- West Galt Boundary Review
- South East Galt CES Boundary Review ahead of the opening of the new SE Galt CES.
- Rosenberg CES Boundary Review ahead of the opening of the New Rosenberg CES.

If approved, the board will announce the commencement of the public process to affected school communities.

If you have questions with regards to projects or the future actions being proposed by this plan, please contact the Planning Department at [planning@wcdsb.ca](mailto:planning@wcdsb.ca).

THANK YOU

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# SECTION 1 **INTRODUCTION TO ACCOMMODATION PLANNING**

## Purpose and Guiding Principles

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

Enrolment is expected to continue 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 specific strategic recommendations related to:

- Accommodation alternatives (boundary changes, school closures, portables, partnership agreements)
- Capital projects (additions, new schools, major renewal projects)
- Land acquisitions (purchases)
- Land dispositions (sales)

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 are reliant on approval and/or funding from the Ministry of Education (Ministry).

Each initiative will be considered by Executive Council and/ or the Board of Trustees before implementation.

## 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.










**Our Mission:**


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

**Our Vision:**

*"Our Catholic Schools: heart of the community — success for each, a place for all."*



<b>Awaken to Belong</b>	 <b>Students</b> Every student can see themselves reflected in their learning.	 <b>Staff</b> Staff experiences a positive, healthy, and inclusive workplace.	 <b>Parents/Families/Community</b> Are aware of and/or use the available resources to assist in navigation of the school system.
<b>Ignite to Believe</b>	 <b>Students</b> Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.	 <b>Staff</b> Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.	 <b>Parents/Families/Community</b> The relationship between home, parish and school is strengthened.
<b>Strengthen to Become</b>	 <b>Students</b> Every student reaches their full potential.	 <b>Staff</b> Staff see their impact on student achievement.	 <b>Parents/Families/Community</b> Are engaged as active partners in our students' Catholic education journey.

**MULTI-YEAR STRATEGIC PLAN** 



## **Planning Department Overview**

The Planning Department oversees student accommodation and property matters throughout the board.

### **Accommodation**

Student accommodation includes boundaries, enrolment projections, identifying sites for new schools, obtaining funding for capital projects (such as new schools and additions), portable allocation, and public processes related to school closures and boundary changes.

### **Property**

Property includes buying and selling land, lease, and license agreements with third parties (e.g., child care centres), and partnerships (e.g., community centres, libraries).

### **Education Development Charges (EDC)**

Fees levied against new residential and non-residential construction to support the purchase of growth-related school properties and preparation of sites for school construction. EDCs are not to be used to construct new schools or additions.

### **Staff**

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## Prioritization of Strategic Actions

### Introduction

Evaluating all schools based on the following three factors has provided insight into strategic priorities needed to address accommodation issues throughout the district.

**Facility Condition Index (FCI):** FCI rating is a measurement of the condition of a school building expressed as a percentage. FCI is assessed by the Ministry of Education five years after the school facility opens, and every five years thereafter. The assessment includes reviewing critical building components of the facility, and when they will need to be replaced by the board. If components are to be replaced within five years of the assessment, this is then used to calculate the renewal needs.

**Utilization:** A measure of the enrolment of a school or review area compared with the ministry rated capacity of the board's facilities. Overutilization of board facilities was examined in 2022/23, 2023/24 and at the five and 10-year forecast periods in this plan to identify schools projected to be consistently above 110% utilization.

**FDK Space:** Full Day Kindergarten classrooms are larger purpose built spaces designed to accommodate play-based learning. FDK was fully implemented by boards across the province in 2014. Analysing how many classes are organized in elementary schools over time versus the number of available FDK classrooms provides an indication of facility alterations or new Capital Priority requirements.

### Prioritization Results

This review has helped to establish a list of 17 elementary priority schools where capital investment or other strategic actions are required.

There may be other schools in the district experiencing enrolment pressure, which will benefit from strategic actions identified in this plan, which are not on this list.

In circumstances where an already funded Capital Priority project will serve to address utilization or FDK space in select schools, no further Capital Priorities have been noted. However, boundary changes may still be necessary to address redistribution of enrolment to a new facility and amongst existing schools.

**TABLE 1 - PRIORITIZATION OF STRATEGIC ACTIONS**

School	LTAP Identified Strategic Priority
Holy Family	New Baden CES Boundary Review
Canadian Martyrs	East Kitchener 7-12 / New St. Patrick CES
Monsignor Haller	New Rosenberg CES Boundary Review
Our Lady of Grace	New Rosenberg CES Boundary Review
St. Agnes	Opening of Addition / Renovation in 2023/24
St. Aloysius	New Rosenberg CES Boundary Review
St. Anne (K)	East Kitchener 7-12 / New St. Patrick CES
St. Augustine	West Galt Boundary Review
St. Brigid	Capital Priority request
St. Daniel	East Kitchener 7-12 / New St. Patrick CES
St. Dominic Savio	Kitchener West Boundary Review
St. Gabriel	New North Cambridge Capital Priority request
St. Joseph	New North Cambridge Capital Priority request
St. Kateri Tekakwitha	New Doon South Capital Priority request
St. Mark	Capital Priority request
St. Paul	Capital Priority request
St. Vincent de Paul	SE Galt CES Boundary Review

## Accommodation Initiatives

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.

### Pupil Accommodation Review Guideline

The Ministry of Education released an updated version of the Pupil Accommodation Review Guideline (PARG) in the Spring of 2018. However, supporting templates were not released by the province and in June 2018 a pause was placed on any new PARG processes. The 2018 guideline has not taken effect. It is not known when the Ministry will lift the pause. The board's Pupil Accommodation Review Process administrative procedure remains based on the 2015 PARG.

### Partnerships

The Ministry of Education's Community Planning and Partnership Guideline (CPPG) is intended to help facilitate facility partnerships within schools. 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.

### Child Care Centres

The Ministry provides funding for new child care construction and prioritizes 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.

## Child and Family Centres

The Ministry of Education supports programming for young children and parents through EarlyON Child and Family Centres.

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

### Capital Funding for Schools

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

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

**Capital Priorities Program** – 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 funds are specifically to be used for the purchase of school sites, funding of site preparation works and limited other special capital works because of growth-related accommodation needs.

Site preparation costs can include grading, servicing, municipal application fees and consultant costs to prepare a site for construction.

Funds are collected at the time of new residential and non-residential building permits.

School boards must review their growth-related net education land needs every five years in accordance with Ontario Regulation 20/98. The board may review and amend the total eligible charges annually, but at this time may not increase EDCs by more than \$300/year or \$0.10 / sq.ft. regardless of total eligible charges.

**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 repaid to the board's EDC account are placed into the Proceeds of Disposition Reserve. These funds may be used for some renewal projects. Like School Condition Improvement funding, POD is expected to be spent on the repair or replacement of building components. The board may request exemption from the Minister of Education to use POD for other circumstances.

**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 Allocation (SRA)** – School Renewal Allocation funding is provided to address the costs of repairing and renovating schools.

## Site Acquisition Options

### Introduction

The Waterloo Catholic District School Board has several tools for obtaining school sites to meet pupil accommodation needs. This can be accomplished either through the purchase and / or lease of property.

The most common tools available are:

- Identification in Draft Plan of Subdivision
- Agreement of Purchase and Sale (APS)
- Option Agreement
- Lease Agreement
- Ontario Regulation 444/98
- Expropriation

Effective in 2019, Bill 108 (More Homes, More Choice Act, 2019) required that school boards notify the Minister of Education of their intent to purchase, lease or expropriate land.

The following subsections provide a general overview of key acquisition methods that are employed but is not an exhaustive list of all alternatives.

### Securing School Sites Through the Municipal Planning Process

The most common process for a school board to identify, secure, and acquire school sites is through the municipal planning process.

When an area of new residential development is identified, a secondary plan is developed with landowners, public agencies including school boards which will identify the form of development, layout, and key public service facilities such as schools, community centres, parks, etc.

The board is an active participant in these processes and will identify how many elementary and secondary sites are required to

meet future accommodation needs, preferred location, and configuration.

After approval of the secondary plan, landowners will file applications for approval of subdivisions which implement the vision of the plan. At that time, the board can impose conditions on the application requiring that applicant enter into an agreement with the board to sell the site(s) prior to registration of the plan.

Agreements may be an agreement of purchase and sale or option for future purchase. In addition, the board will specify the key characteristics of the site, including size, shape, grading, servicing, etc., that meet the board's requirements.

Once the subdivision is approved and registered, the board will either purchase the designated school block, or agree to purchase the block in the future. Once a site is owned, and Capital Priorities funding is available, the board may proceed to construct a school on the property.

### Lease of Property or Facility

The board can lease space for pupil accommodation or administrative purposes. Leases may be from commercial landlords or other property owners including the Diocese or co-terminus school boards.

Leases have a defined term and may not be extended, depending on the board's accommodation needs.

### Ontario Regulation 444/98

When a co-terminus school board declares property surplus and chooses to dispose of property, they must first circulate the property for sale or lease in accordance with Ontario Regulation 444/98.

The board and other preferred public entities must be notified of the available surplus property and can express an interest in acquiring the property and make an offer to purchase or lease the property.

## **Securing School Sites Through Expropriation**

In certain circumstances, the board may not be able to obtain a school site through the municipal planning approvals process. The board has the power to expropriate land and may opt to pursue this method if:

1. The timing of development of a subdivision is not in alignment with the board's accommodation needs.
2. A land owner is unwilling to sell the lands through a standard process, and the board is required to advance the acquisition of lands.
3. The board and a land owner can not come to terms on the purchase price and timing requires that the board advance access to the site; and / or,
4. Other instances when the need for a new site is identified based on circumstances such as changing provincial policy resulting in increased enrolment pressures and accommodation needs, and a new school block must be created to accommodate students.

The board prefers to acquire school sites as part of the development approvals process, which ensures that the Board is acquiring a property that is serviced to the lot line, and ready for development as opposed to a raw piece of land that requires improvements. However, in some circumstances the board must proceed with alternative methods to ensure student accommodation is available when needed to meet the needs of a growing area.

## Projection Methodology

Projections in the Long Term Accommodation Plan (LTAP) reflect enrolment trends by school and planning review areas. Projections are based on actual student enrolment data, demographic trends, and future development information.

Projections have varying levels of accuracy based on several factors, including economic, immigration and as seen in recent years - global pandemic-related changes in how people work and where they choose to live.

## Projection Elements

Projections inform decision making related to student accommodation planning, financial board-wide projections, and inform the recommendations of this document.

There are three key components of the board's methodology which come together to inform the school enrolment forecasts over the projection term.

The three key components used in developing enrolment projections include:

1. Junior Kindergarten projections (birth data and regional population projections)
2. Existing school community projections (progression from grade to grade)
3. Forecasted new residential development (student yields)

Enrolment projections are most accurate from year to year. This is largely because a long-term projection assumes that trends will remain stable over the term of the projection. This may not be entirely accurate in certain areas and can not anticipate changes in federal, provincial, or global circumstances which would impact the behaviour of the population.

Long-term projections remain helpful in planning for long-term needs, and short term projections for the immediate needs for the

system. For these reasons, the recommendations in the LTAP are divided in terms.

The three components of an enrolment projection are identified and described in the following sections in greater detail.

## Junior Kindergarten (JK) Projections

JK projections are critical in determining the long term enrolment of an elementary school, as this is the primary point of entry for students that replenish a school's enrolment after Grade 8 students graduate to the secondary panel.

The Region of Waterloo's population projections and birth data are both used as indicators to forecast JK student enrolment. Specifically, they are used to project a board-wide JK total based on an average yield and the resulting total is distributed by school based on historical proportions.

The COVID-19 pandemic significantly impacted JK enrolment in the 2020/21 school year. JK registration was well below historical levels and projections. The board continues to monitor and review birth data and apportionment and the impact on JK enrolment.

## Existing School Community

The enrolment projections of existing school communities are based on historic enrolment, grade to grade progression trends (retention) which reflects the growth or loss of students.

In cases where a school has undergone a boundary change or program change, data trends observed before changes take place are used, until a school community begins to establish its own new trends.

Two components are used for the existing school community projection:

- Actual enrolments
- Progression factors (i.e., movement grade to grade)

**TABLE 2 - EXAMPLE OF GRADE TO GRADE PROGRESSION**

Year	JK	SK	1	2	3	4	5
2018	36	53	49	44	54	57	51
2019	54	39	56	56	47	57	60
2020	55	61	41	63	59	51	59
2021	54	70	65	44	71	67	53
2022	53	54	71	69	49	66	78

## New Residential Development

The board also estimates the number of students expected to be generated from new residential units over the forecast period.

Student yields are applied to each new housing unit contained in approved and known plans during the forecast period. Yields are calculated based on geocoded student data which identifies where each student lives, and the type of housing in which they reside (i.e., single detached, townhouse, apartment) based on Municipal Property Assessment Corporation (MPAC) housing information.

Yields are applied based on the type of unit, as well as its location in the district. School communities have different characteristics; therefore, the board sees different student yield rates which impact enrolment projections.

The number of students from new development are calculated to reflect:

- unit type
- phasing of development (pace of construction / occupancy)
- location of the development

## French Immersion

The board started offering French Immersion (FI) 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 was added to St. Peter.

Families of WCDSB grade 1 students are eligible to apply for enrolment in one of the Board's FI programs. However, as the FI program is not offered at every WCDSB school, a lottery system is used to allocate vacant spots to interested students/families. Siblings of current FI students receive priority access. All other applicants who reside in the school's FI attendance area have equal access via the lottery.

FI attendance areas cover broad geographic areas encompassing several schools. The board's experience is that FI attendance is predominantly from within the host school's English Track boundary. Transportation is only available to students who are eligible within the host school's English Track boundary.

New FI programs are grown into schools one grade at a time, starting in Grade 1. New elementary and secondary FI locations are to be considered based on the location criteria identified in the 2020-21 French Immersion Review Final Report.

**FIGURE 1 - ELEMENTARY FI SITE SELECTION CRITERIA**





## FIGURE 2 - SECONDARY FI SITE SELECTION CRITERIA



Prior to committing to additional FI locations, staffing levels must also be stable enough to support expanding the program.

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 and collective agreements.

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.

Utilization of schools presented in this report do not reflect this inefficiency as utilization reflects enrolment to OTG capacity and does not address programming.

**TABLE 3 - CURRENT FI SCHOOLS AND GRADE CONFIGURATION**

School	City	2022/23 Grade Configuration
Holy Rosary	Waterloo	Grades 1-4
Our Lady of Fatima	Cambridge	Grades 1-7
Sir Edgar Bauer	Waterloo	Grades 1-8
St. Anne (K)	Kitchener	Grades 1-8
St. Luke	Waterloo	Grades 1-4
St. Peter	Cambridge	Grades 1-3

St. David will begin offering high school French Immersion, starting in Grade 9 in the 2023/24 school year.

## Other Factors that can Impact Projections

### Immigration and Migration

Data from Immigration, Refugees and Citizenship Canada (IRCC)<sup>1</sup> recorded that Waterloo Region welcomed 7,360 new permanent residents in 2022, and 8,875 in 2021. In the prior 6 years, the average number of new Canadian arrivals was just 3,502.5 per year. It is expected that this trend will continue over the next 10 years.

The board works closely with the YMCA of Three Rivers' Settlement Services to support students arriving as immigrants to Waterloo Region. The Newcomer Reception Centre located at the St. Louis St. Francis campus in Kitchener assesses English language skills, documents school experience, and supports the school registration process.

As of April 2023, the board had welcomed 529 newcomers during the current school year. The board has also welcomed many refugee families and students with parents in Canada on temporary student or work permits.

### Housing Affordability/Changes to Housing Supply Market

Expanded immigration targets and unemployment in other areas of Canada have impacted the affordability of homes in Ontario. In 2022, the Ontario Housing Affordability Task Force (HATF), reported that house prices in Ontario had almost tripled in the past 10 years. The More Homes for Everyone Act which led to the More Homes Built Faster Act reinforced the need to construct 1.5 million more homes in the next 10 years.

The provincial government has prioritized:

- building more homes
- reducing costs, fees, and taxes

<sup>1</sup> <https://www.cbc.ca/news/canada/kitchener-waterloo/waterloo-region-newcomers-numbers-1.6721076>

- streamlining development approvals
- helping homebuyers and renters
- promoting better planning

The board has seen an increase in higher density housing developments for several years, with a notable shift in proposed development toward vertical dwellings (apartments).

Staff have also noted more additional dwelling unit (ADU) permits in the past year. These include basement units, tiny homes, granny flats, etc. Historically, the board has not seen many students from such non-traditional housing forms.

The push for quickly constructed high density affordable homes reinforces the need to continue to monitor student yields from apartment style housing to ensure that enrolment projections reflect the eventual shift from ground-oriented low density residential suburban development to infill and intensification of housing in our core, near-core, and suburban areas.

## Accommodation Planning Tools

### Introduction

The Planning Department has a mandate to efficiently manage student accommodation. This is accomplished by managing the overall utilization of our facilities - those circumstances where enrolment exceeds capacity or enrolment is below capacity causing the inefficient use of board resources.

Schools that are overutilized, where enrolment exceeds On the Ground (OTG) capacity have a shortage of permanent pupil places. This creates pressure on bricks and mortar facilities and requires temporary capacity i.e., portables.

Schools that are underutilized, where enrolment is less than OTG have excess pupil places. This results in the need to apply resources to support empty space, which is inefficient.

The department's goal is to balance the available capacity of the board with current and forecasted enrolment.

The Board has several strategies and tools to address accommodation issues, which are identified in the following sections.

### Planning Tools to Balance Enrolment (Growth & Decline)

**Boundary Review** - A formal review process that is used to realign school catchment areas to redirect students to other schools and rebalance enrolment and overall utilization.

Boundary reviews are used to address balancing enrolments between schools and / or programs, and / or to establish boundaries for new schools.

Staff will recommend to the Board of Trustees to undertake a Boundary Review. Public consultation will be initiated, and input collected before staff recommend changes to existing boundaries.

**Program Reviews** - Periodically, program reviews are initiated to review the delivery of special or unique circumstances, including

the delivery of French Immersion. A program review may examine how and where a program is delivered. Attendance areas for French Immersion may also be considered as part of a Boundary Review.

When a program review occurs on its own it is typically examined on a regional scale, in terms of how a program is offered throughout the district.

Such processes are developed to respond to the unique needs of the circumstance and reports to the Board of Trustees will identify staff involved in such a review and the public engagement process.

### Planning Tools to Address Overutilization

**Additions** - Where overutilization at a school is projected to be sustained over a long-term period, and where a boundary review would not be an effective solution to address the utilization issue, it may be appropriate to consider adding additional capacity to a school. Increasing the number of pupil places is accomplished by adding Gross Floor Area (GFA) in the form of classrooms and / or the conversion of existing space to create more classroom spaces.

The Board must apply for funding from the Ministry of Education through the Capital Priorities Grant Program to construct additions. Business cases may only be submitted when a funding program is announced.

**Constructing New Schools** - The construction of new schools is typically triggered by the following factors:

1. Where enrolment exceeds the capacity of existing schools.
2. If aging school buildings in existing communities are prohibitive to repair (high FCI), they may be replaced by newly constructed schools.
3. If multiple schools are consolidated because of a Pupil Accommodation Review (school closure review), a new school or schools may be constructed to replace closed facilities.

4. As intensification places accommodation pressure on existing schools in established communities, the board may increasingly have to consider constructing new schools in urbanized areas.

**Portable Classrooms** - Portables are self-contained classrooms used to provide accommodation for schools with a shortage of pupil places. Portables are used to manage growth-related enrolment pressures on both new and existing school sites.

Portables are necessary to accommodate students as a new school and / or addition projects are approved, funded, and constructed.

Portables can help reduce disruption by keeping students in their neighbourhood school for as long as possible. Every school is reviewed annually by the Planning Department to determine portable needs.

### **Planning Tools to Address Underutilization**

**Community Planning and Partnerships** - Annually the board examines opportunities to offer space to prescribed community

partners where surplus space exists in schools. Where there is interest, proposals will be reviewed on a case-by-case basis.

**Pupil Accommodation Review (PAR)** - Pupil Accommodation Reviews initiated in accordance with APF008 are used to reduce surplus pupil places at underutilized school facilities.

This process can lead to school consolidation and closures. Schools with sustained underutilization may be considered part of a PAR.

*Note: There is currently a moratorium on Pupil Accommodation Reviews. Until the Ministry of Education issues a new Pupil Accommodation Review Guideline, no PAR may be initiated, without Ministerial approval.*

**Repurposing** - The OTG of a school may also be reduced if classrooms are converted to an alternative use for school board administration purposes.

Repurposing classroom space can be used in schools with sustainable enrolments which continue to have excessive surplus space.

## SECTION 2 **REGIONAL PLANNING OVERVIEW**

## Regional Overview

The Waterloo Catholic District School Board is located within the Region of Waterloo and delivers Catholic education curriculum to schools in the region's member municipalities of Cambridge, Kitchener, Waterloo, North Dumfries, Wilmot, Woolwich, and Wellesley.

As of the end of 2022, the region's population is estimated at 647,540. This includes university and college students who would normally be residing in the region while they study at our local institutions. This population increase represents 2.3% growth from year-end 2021.<sup>2</sup>

While a significant amount of the region's population growth has been driven by strong enrolment increases at local post-secondary schools, strong migration remains a factor in population growth and is expected to continue until at least 2025.

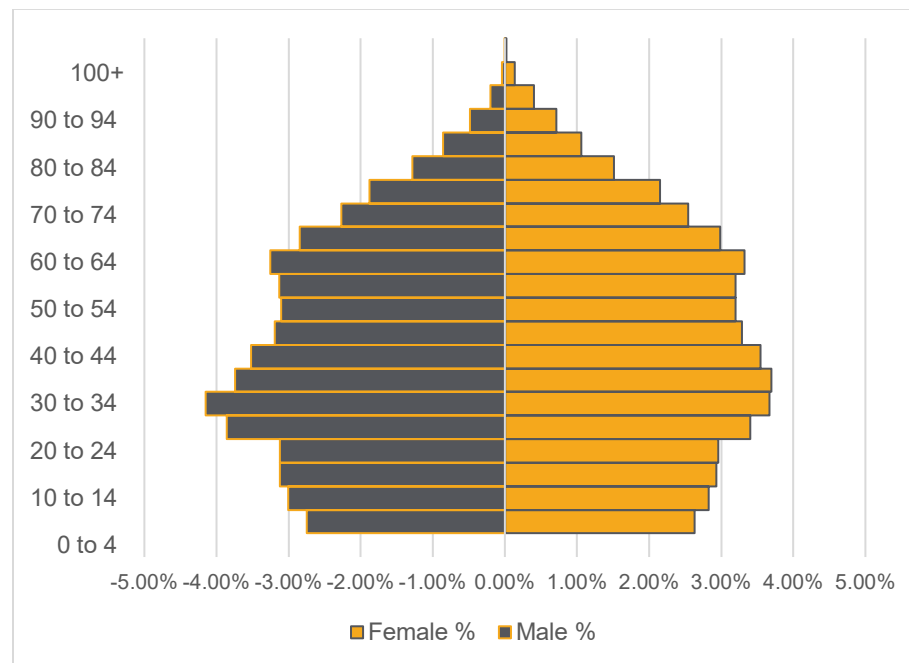
For the first time since 2001, the young adult population has grown in proportion to the overall population of the region. This growth in a younger population will contribute the formation of new households and can be expected to contribute to an increase in school-age children as the population in child-bearing years increases.

The average person per unit for the region is expected to continue to decline over the longer term. However, the decline is anticipated to occur more slowly because of strong migration associated with young adults.

Due to this growth, the Board has the benefit of continuing to grow as a whole and introduce new schools to newly planned communities.

Notwithstanding this growth, the region has areas of stability and decline that require equal attention in accommodation planning and capital projects.

**FIGURE 3 - 2021 CENSUS OF POPULATION REGIONAL AGE COHORT PYRAMID**



<sup>2</sup> Region of Waterloo, Year-End 2022 Population and Household Estimates for Waterloo Region

## Regional Official Plan

The Region’s population is expected to reach 923,000 people and 470,000 jobs by the year 2051. On August 18, 2022, the Region adopted Regional Official Plan (ROP) Amendment 6 by By-law 09-025. The official plan amendment is now before the Minister of Municipal Affairs and Housing for a decision in accordance with the Planning Act.<sup>3</sup>

### Amendment No. 6

Amendment No. 6 establishes the planning framework in the ROP to accommodate Waterloo Region’s forecasted population and employment growth to 2051, in conformity with Schedule 3 of the Growth Plan for the Greater Golden Horseshoe, 2019 (Growth Plan).

The amendment will help guide strategic decisions regarding land use planning and a range of regional services, including transportation, public transit, water and wastewater supply and services, public health, economic development, affordable housing, and others.

Amendment No. 6 strengthens and modernizes the policies of the ROP in several key areas, including climate action, equity and inclusion, growth management, and “missing middle” housing, and planning for Major Transit Station Areas (MTSA) and local economic development. Future development is to be focused in MTSA and select greenfield growth areas shown in pink on Figure 4.

The amendment also updates several other planning policies, objectives, and mapping in the ROP to ensure they conform to the Growth Plan and the Greenbelt Plan, or do not conflict with them, and are consistent with the Provincial Policy Statement.

Amendment No. 6 implements the results of Phase 1 of the ROP Review. The Region was expected to commence Phase 2 of the review in the fall of 2022 to update balance of the policies in the ROP (e.g., agriculture, natural heritage, cultural heritage resources, infrastructure, and other policy areas).

<sup>3</sup> The Ministry of Municipal Affairs and Housing issued a decision on ROP Amendment No. 6 on April 11, 2023. Staff have not yet received information in the impact of that approval on the population information contained herein.

The board uses the ROP and its amendment to understand the direction of development throughout the district. This aides in understanding the strategic approach to meeting future accommodation needs.

**TABLE 4 - REGION OF WATERLOO POPULATION TARGETS**

Area Municipality	Population		Change
	2021	2051	
<b>Cambridge</b>	146,000	214,900	68,900
<b>Kitchener</b>	269,100	409,200	140,100
<b>North Dumfries</b>	11,300	19,600	8,300
<b>Waterloo</b>	127,300	185,000	57,700
<b>Wellesley</b>	11,900	13,600	1,700
<b>Wilmot</b>	22,700	29,500	6,800
<b>Woolwich</b>	28,700	51,200	22,500
<b>Regional Total</b>	<b>617,000</b>	<b>923,000</b>	<b>306,000</b>

**TABLE 5 - REGION OF WATERLOO INTENSIFICATION TARGETS**

Municipality	Minimum Intensification Target	Total Min. Units in Built-Up Area 2022-2051
<b>Cambridge</b>	65%	16,665
<b>Kitchener</b>	60%	31,660
<b>North Dumfries</b>	18%	540
<b>Waterloo</b>	83%	19,740
<b>Wellesley</b>	14%	100
<b>Wilmot</b>	35%	830
<b>Woolwich</b>	20%	1,620
<b>Regional Total</b>	<b>61%</b>	<b>71,150</b>



## Existing and Future Major Transportation Station Areas (MTSA)

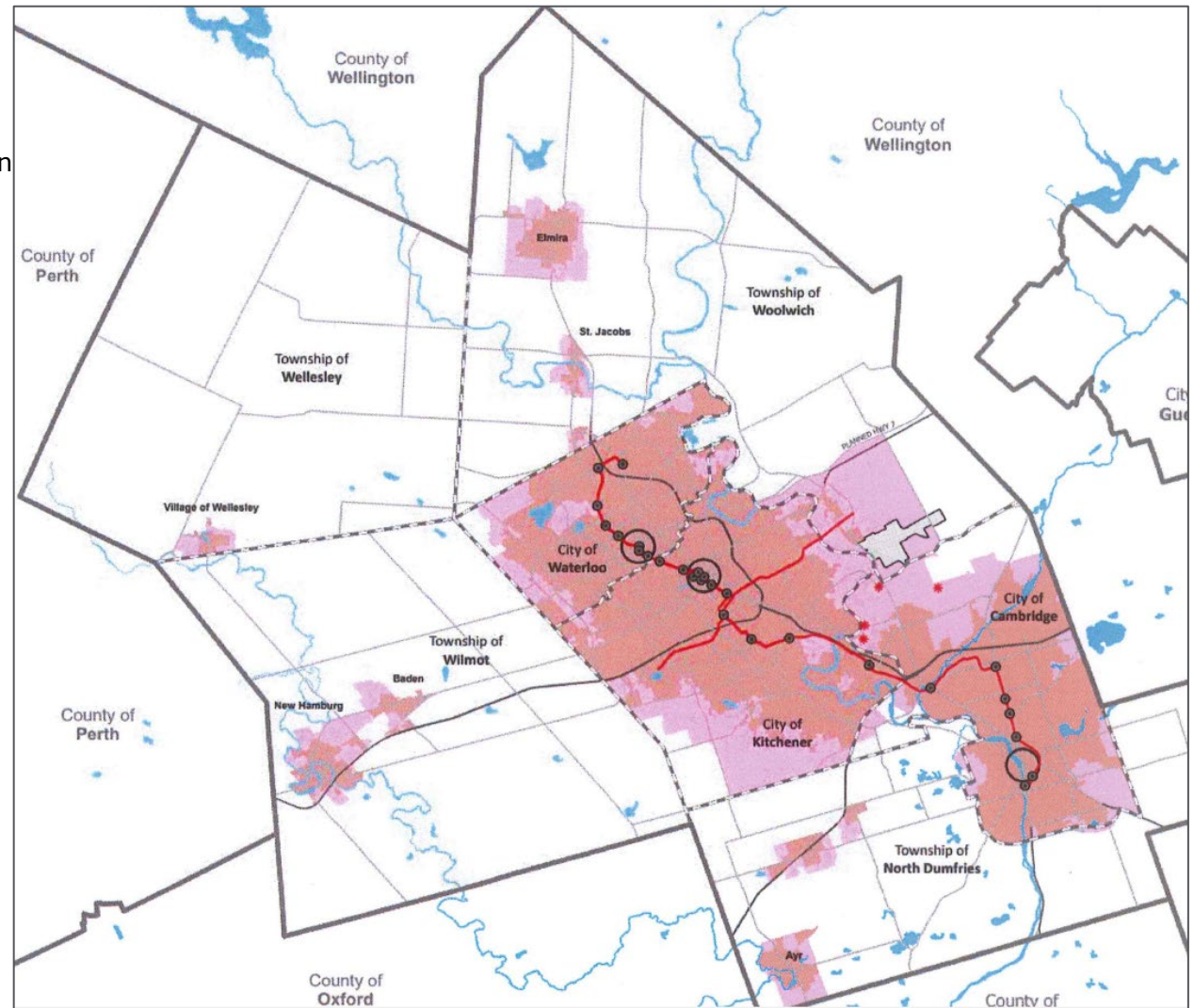
The following list of MTSA are provided in order from north to south along the existing and future route of the Ion train.

1. Conestoga Station
2. Northfield Station
3. Technology Park Station
4. University of Waterloo Station
5. Laurier - Waterloo Park Station
6. Waterloo Public Square and Willis Way Station
7. Allen Station
8. Grand River Hospital Station
9. Central Station
10. Victoria Park and Kitchener City Hall Station
11. Queen and Frederick Station
12. Kitchener Market Station
13. Borden Station
14. Mill Station
15. Blockline Station
16. Fairway Station
17. Sportsworld Station
18. Preston Station
19. Pinebush Station
20. Cambridge Centre Mall Station
21. Can-Amara Station
22. Delta Station

23. Main Station

24. Downtown Cambridge Station

**FIGURE 4 – URBAN SYSTEM MAP (APRIL 11, 2023 MMAH APPROVAL)**





## Regional Enrolment Projections

### Introduction

As of October 31, 2022, total enrolment for the Board is as follows:

- Elementary students - 17,646
- Secondary students - 7,604
- International - 169

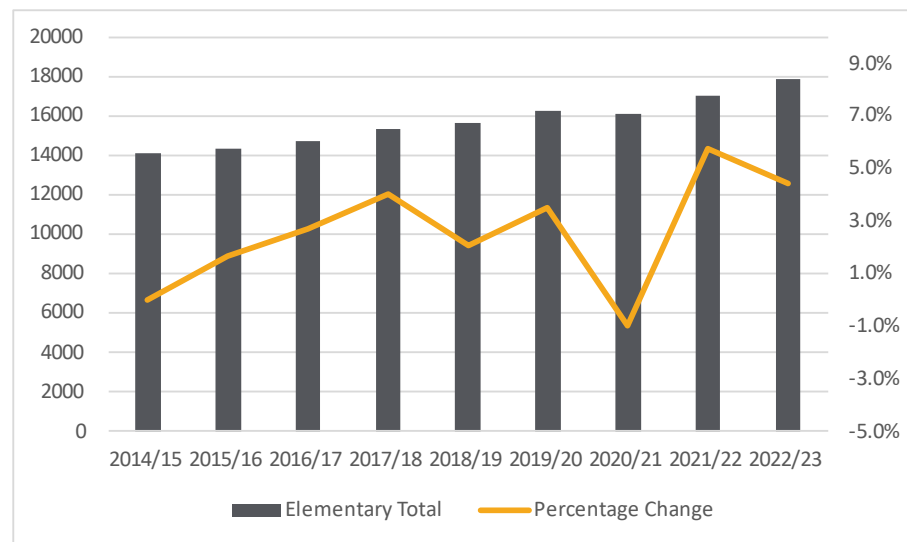
Elementary (JK-8) and secondary school (9-12) enrolments have steadily increased since 2015 and are projected to continue increasing. Enrolment growth is primarily driven by population growth in the region. Suburban growth and intensification are expected to drive enrolment increases during the forecast period. However, as housing in mature neighbourhoods turns over, existing schools will experience enrolment growth as well.

Utilization will fluctuate during the forecast period as new schools open, boundaries are adjusted, and to reflect changes in Ministry loading factors of high schools. The Ministry will be re-rating secondary school capacity from 21 students / room to 23 students / room, which will reduce the utilization of the board's high school facilities. These changes have not yet been made in Ministry reporting systems, as such are not reflected in this LTAP.

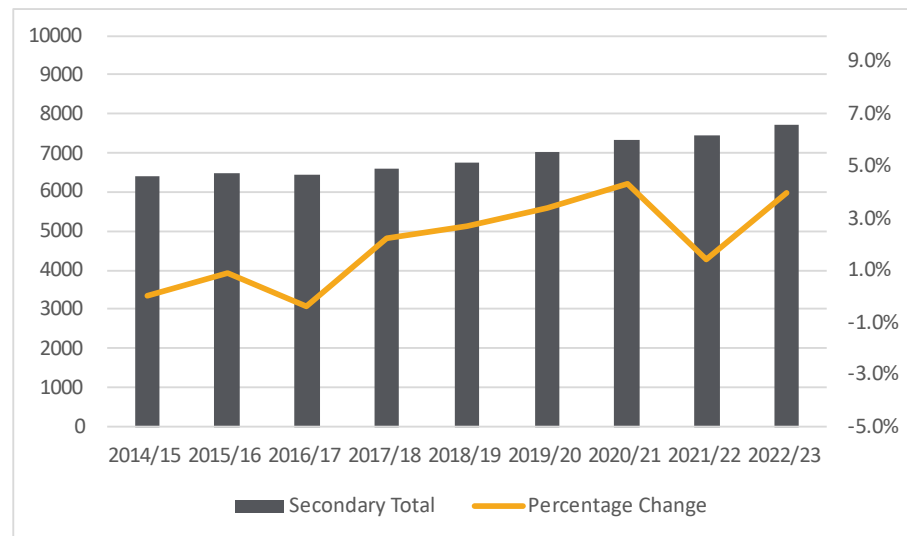
### Elementary Enrolment Trends

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

**FIGURE 5 - ELEMENTARY ENROLMENT CHANGES 2014/15 TO 2022/23**



**FIGURE 6 - SECONDARY ENROLMENT CHANGES 2014/15 TO 2022/23**



## Secondary Enrolment Trends

Secondary enrolment was stable from 2014 through 2016 but has been increasing as larger cohorts of elementary students move into high school. Secondary schools are “open access”, accepting both Catholic and non-Catholic students which also impacts growth.

## Regional Enrolment by Municipality

Throughout the projection period, enrolment distribution by municipality is expected to remain constant.

### Elementary

- Enrolment in the cities of Kitchener, Waterloo and Cambridge make up 92% of the board’s elementary panel.
- Kitchener has the highest enrolment in elementary schools,

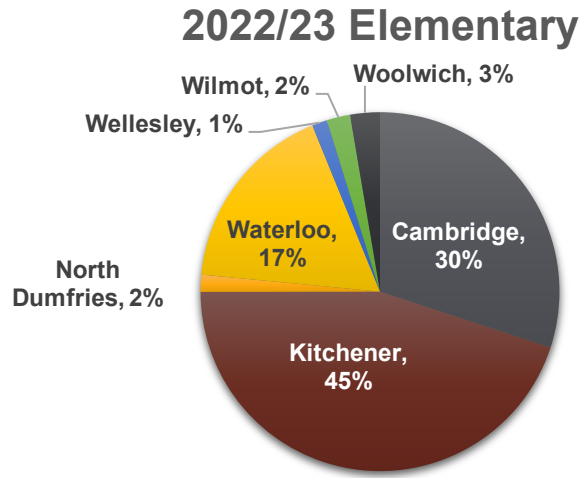
representing 45% of the total elementary enrolment.

- Enrolment in township area schools is expected to remain relatively constant throughout the forecast period.

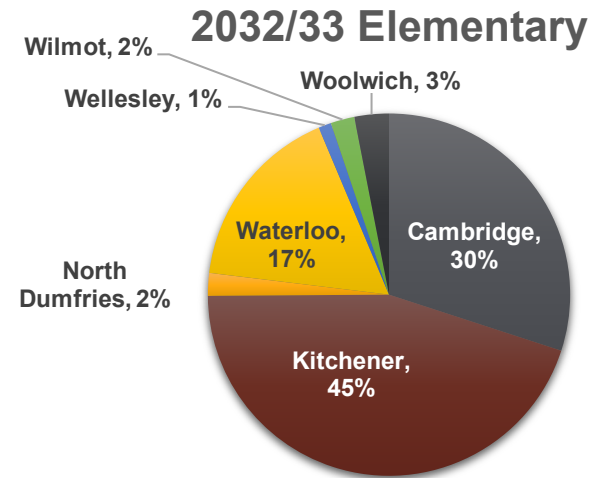
### Secondary

- Secondary school enrolments by municipality are reflective of the location of the board’s schools.
- Kitchener consistently has the highest proportion of enrolment throughout the forecast period.
- Forecasted growth in Waterloo is expected to shift the distribution of enrolment slightly between Cambridge and Kitchener during the forecast period.

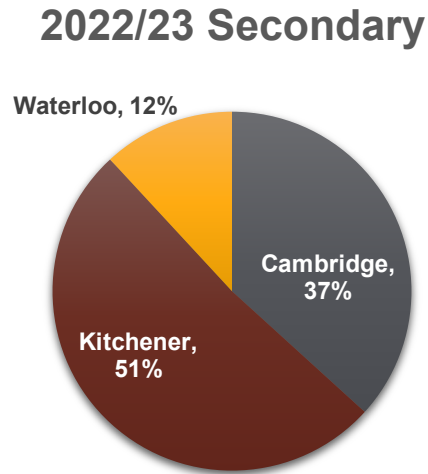
**FIGURE 7 - 2022/23 ELEMENTARY ENROLMENT DISTRIBUTION**



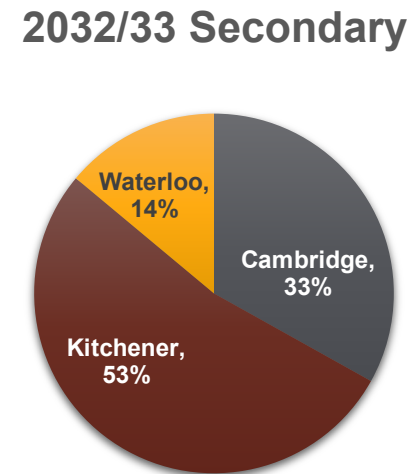
**FIGURE 8 - 2032/33 ELEMENTARY ENROLMENT DISTRIBUTION**



**FIGURE 9 - 2022/23 SECONDARY ENROLMENT DISTRIBUTION**



**FIGURE 10 - 2032/33 SECONDARY ENROLMENT DISTRIBUTION**



## Enrolment Summary

Enrolment projections, utilization rates and forecasted surplus pupil places in 5-year increments are presented on the following page. The information reinforces the projected continual increase in enrolment during the forecast period.

Specific to the next five years, by the 2027/28 school year:

- Elementary enrolment is projected to increase from 17,646 to 20,827 students, which is approximately an 18% increase.
- Elementary utilization will increase from 104% to 122% in the next 5 years.
- Secondary enrolment is projected to increase from 7,604 to 8,847 students, which is approximately a 16% increase.
- Secondary utilization will increase from 119% to 139% in the next 5 years.

By the end of the forecast period in 2032/33:

- Elementary enrolments are projected to increase to 24,194, which represents an overall increase of 37%.
- Secondary enrolments are projected to increase to 12,118 students, which represents an overall increase of 59%.

### Notes:

1. 2023/24 school openings and additions are reflected in OTG and future enrolment as of 2023/24 reflects approved boundary changes.
2. Planned schools (i.e., not yet under construction) or associated boundary changes are not reflected in forecasted enrolment or utilization.
3. OTG (On-the-Ground Capacity) is a provincially recognized rating of pupil place capacity of a school facility. OTG reflects the original school build, additions, and alterations

*to the school's instructional spaces within the building. Each instructional space type has a provincially specified loading (i.e., regular elementary classroom = 23). OTG does not include portables.*

4. *Utilization is the relationship between enrolment and OTG capacity of the school. This mathematical relationship does not reflect how a school's grades are organized. As such, a school less than 100% full, may still have all classrooms in use or require portables. Staffing / organizing a school is directed by Ministry of Education class size regulations, central and local collective agreements.*

**FIGURE 11 - ELEMENTARY ENROLMENT FORECAST**

School	22/23 OTG	22/23 Portables	2022/23	22/23 Utilization	22/23 Available PP	2023/24	23/24 Utilization	23/24 Available PP	2027/28	27/28 Utilization	27/28 Available PP	2032/23	32/23 Utilization	32/23 Available PP	Facility Partnership Opportunity (5-year)	
															Utilization (70% or less)	Pupil Places (200 or more)
Blessed Sacrament	360	1	374	104%	0	266	74%	94	253	70%	107	332	92%	28	70%	
Canadian Martyrs	314	5	434	138%	0	469	149%	0	593	189%	0	667	212%	0		
Christ the King	314	0	256	82%	58	248	79%	66	261	83%	53	358	114%	0		
Holy Family	245	6	372	152%	0	382	156%	0	417	170%	0	515	210%	0		
Holy Rosary	458	3	489	107%	0	511	112%	0	620	135%	0	688	150%	0		
Holy Spirit	622	0	546	88%	76	601	97%	21	824	133%	0	1040	167%	0		
John Sweeney	614	6	713	116%	0	683	111%	0	691	113%	0	865	141%	0		
Monsignor Haller	234	4	324	138%	0	353	151%	0	458	196%	0	508	217%	0		
Our Lady of Fatima	504	0	383	76%	121	378	75%	126	350	69%	154	444	88%	60	69%	
Our Lady of Grace	265	9	428	162%	0	300	113%	0	377	142%	0	422	159%	0		
Our Lady of Lourdes	337	0	292	87%	45	298	88%	39	270	80%	67	354	105%	0		
Saint John Paul II	611	7	746	122%	0	720	118%	0	631	103%	0	775	127%	0		
Sir Edgar Bauer	481	0	416	86%	65	424	88%	57	411	85%	70	485	101%	0		
St. Agnes*	478	14	464	97%	14	497	104%	0	631	132%	0	766	160%	0		
St. Aloysius	363	7	475	131%	0	491	135%	0	544	150%	0	667	184%	0		
St. Anne (C)	409	2	441	108%	0	438	107%	0	470	115%	0	576	141%	0		
St. Anne (K)	521	6	629	121%	0	633	121%	0	668	128%	0	787	151%	0		
St. Augustine	352	5	439	125%	0	483	137%	0	615	175%	0	681	193%	0		
St. Bernadette	291	2	315	108%	0	332	114%	0	434	149%	0	444	153%	0		
St. Boniface	294	1	267	91%	27	308	105%	0	497	169%	0	469	160%	0		
St. Brigid	234	3	272	116%	0	292	125%	0	389	166%	0	491	210%	0		
St. Clement	268	0	242	90%	26	257	96%	11	268	100%	0	275	103%	0		
St. Daniel	317	10	515	162%	0	517	163%	0	518	163%	0	595	188%	0		
St. Dominic Savio	444	6	529	119%	0	543	122%	0	588	133%	0	641	144%	0		
St. Elizabeth	352	3	394	112%	0	395	112%	0	363	103%	0	414	117%	0		
St. Gabriel	401	5	475	118%	0	490	122%	0	651	162%	0	748	186%	0		
St. Gregory	242	0	137	57%	105	131	54%	111	123	51%	119	161	66%	81	51%	
St. John	502	0	445	89%	57	436	87%	66	399	79%	103	520	104%	0		
St. Joseph	242	1	270	112%	0	282	116%	0	356	147%	0	435	180%	0		
St. Josephine Bakhita*	645	0	0	0%	0	529	82%	116	793	123%	0	776	120%	0		
St. Kateri Tekakwitha	349	12	621	178%	0	509	146%	0	684	196%	0	777	223%	0		
St. Luke	668	0	477	71%	191	505	76%	163	625	94%	43	612	92%	56		
St. Margaret	314	0	325	104%	0	339	108%	0	323	103%	0	363	116%	0		
St. Mark	245	5	365	149%	0	389	159%	0	496	202%	0	541	221%	0		
St. Matthew	386	2	437	113%	0	441	114%	0	481	125%	0	569	147%	0		
St. Michael	360	0	308	86%	52	300	83%	60	272	76%	88	351	98%	9		
St. Nicholas	478	0	483	101%	0	506	106%	0	650	136%	0	576	121%	0		
St. Paul	303	8	437	144%	0	453	150%	0	491	162%	0	652	215%	0		
St. Peter	383	0	266	69%	117	269	70%	114	305	80%	78	433	113%	0		
St. Teresa (K)	291	0	258	89%	33	264	91%	27	298	102%	0	366	126%	0		
St. Teresa of Avila	271	0	205	76%	66	217	80%	54	257	95%	14	274	101%	0		
St. Teresa of Calcutta	467	0	392	84%	75	383	82%	84	339	72%	128	386	83%	81		
St. Timothy	291	1	319	110%	0	340	117%	0	407	140%	0	524	180%	0		
St. Vincent de Paul	562	5	671	119%	0	679	121%	0	740	132%	0	870	155%	0		
<b>Total</b>	<b>17082</b>	<b>139</b>	<b>17646</b>	<b>103%</b>	<b>1128</b>	<b>18281</b>	<b>107%</b>	<b>1209</b>	<b>20827</b>	<b>122%</b>	<b>1026</b>	<b>24194</b>	<b>142%</b>	<b>315</b>		

\* St. Agnes OTG reflects addition opening 2023/24. St. Josephine Bakhita OTG reflects new school opening 2023/24.

**FIGURE 12 - SECONDARY ENROLMENT FORECAST**

School	22/23 OTG	22/23 Portables	2022/23	22/23 Utilization	22/23 Available PP	2023/24	23/24 Utilization	23/24 Available PP	2027/28	27/28 Utilization	27/28 Available PP	2032/23	32/23 Utilization	32/23 Available PP	Facility Partnership Opportunity (5-year)	
															Utilization (70% or less)	Pupil Places (200 or more)
Monsignor Doyle	1029	9	1099	107%	0	1108	108%	0	1157	112%	0	1794	174%	0		
Resurrection	1287	21	1759	137%	0	1848	144%	0	2059	160%	0	2760	214%	0		
St. Benedict	1458	9	1695	116%	0	1755	120%	0	1944	133%	0	2218	152%	0		
St. David	1071	2	904	84%	167	916	86%	155	1098	102%	0	1690	158%	0		
St. Mary's	1530	34	2147	140%	0	2218	145%	0	2589	169%	0	3657	239%	0		
<b>Total</b>	<b>6375</b>	<b>75</b>	<b>7604</b>	<b>119%</b>	<b>167</b>	<b>7846</b>	<b>123%</b>	<b>155</b>	<b>8847</b>	<b>139%</b>	<b>0</b>	<b>12118</b>	<b>190%</b>	<b>0</b>		

## Facilities Overview

### Introduction

Facility Services is responsible for managing the maintenance and operation of almost 270,000 square metres (2.9 million square feet) of school and administrative facilities, and approximately 363 hectares of land (421 acres).

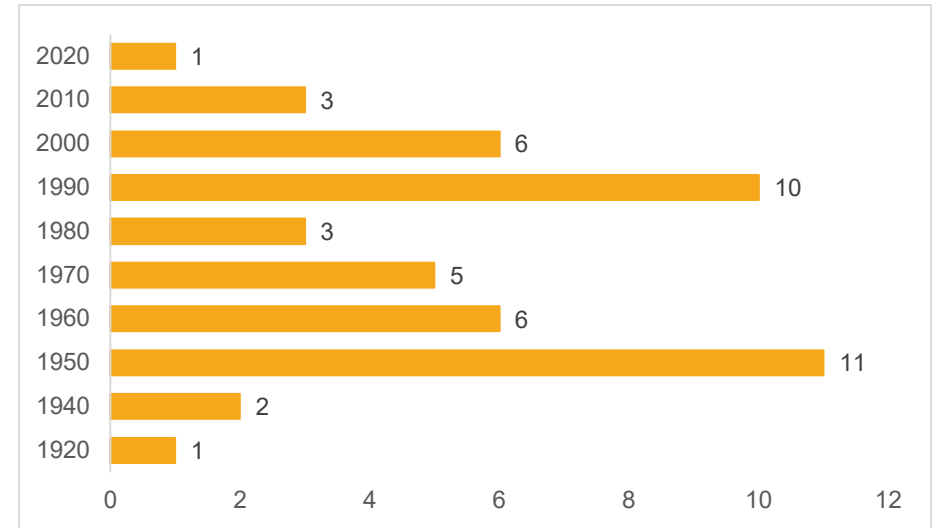
The Board has 214 owned and leased portables deployed throughout the district as of October 2022.

In 2022/23, the board has been actively constructing an addition to St. Agnes CES and the new St. Josephine Bahkita CES. In addition, staff have been designing three other funded elementary and one 7-12 school.

### Key Facility Statistics

- The current average FCI is 32% and 19% for the elementary and secondary panel, respectively. The board-wide average is 20%
- Utilization is 103% and 119% for the elementary and secondary panel, respectively.
- The average age of the board's operating schools (i.e., original building not including additions) is 42 years and 29 years for the elementary and secondary panel, respectively.

**FIGURE 13 – COUNT OF OPERATING SCHOOL FACILITIES BY DECADE OF CONSTRUCTION**



## SECTION 3 **PLANNING AREA PROFILES**



## Planning Review Area Overview

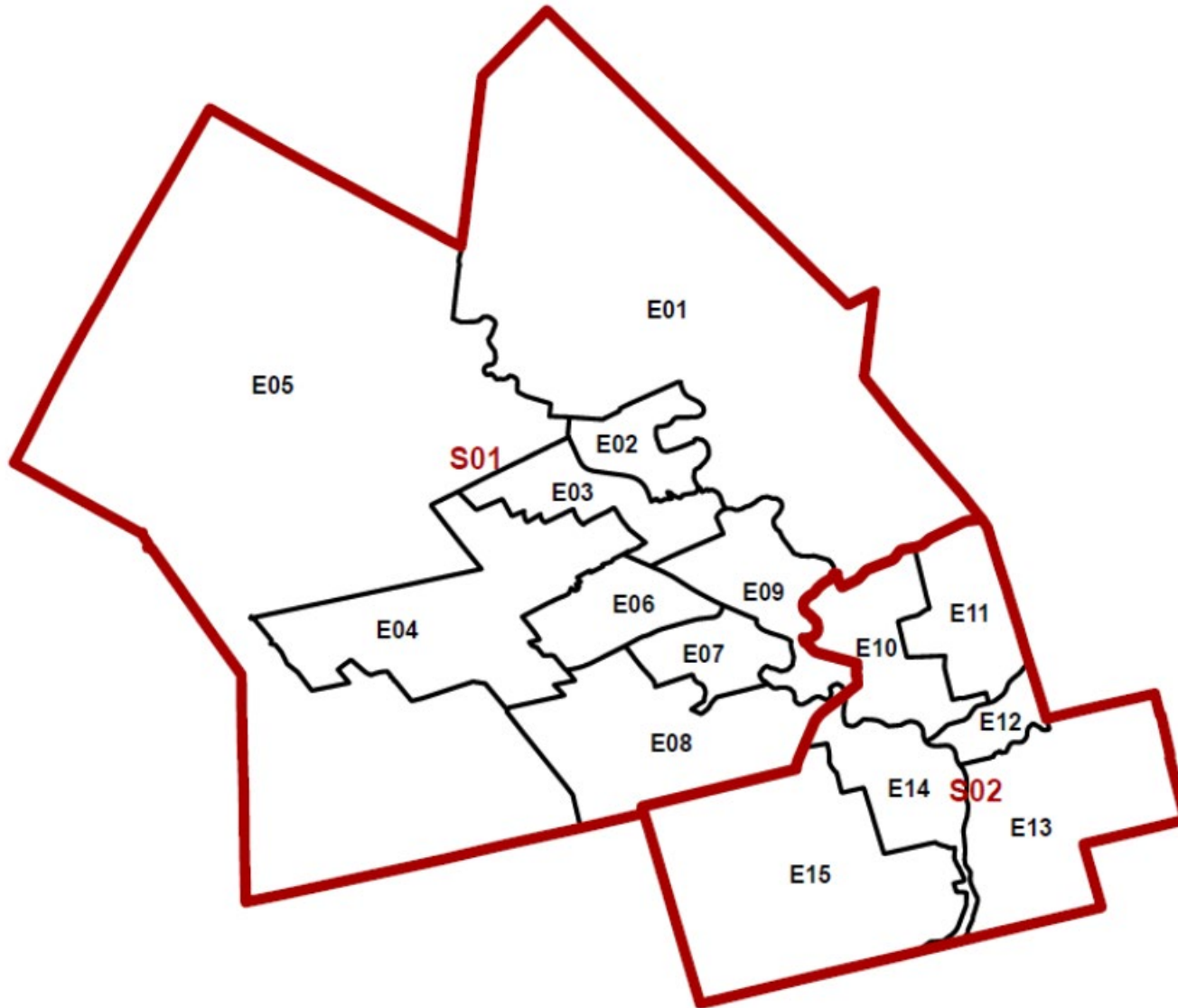
To analyse accommodation issues, the region is divided into fifteen (15) elementary review areas and two (2) secondary review areas.

Schools are grouped together based on geography. Profiles provide an overview of facility utilization, enrolment, and residential growth patterns.

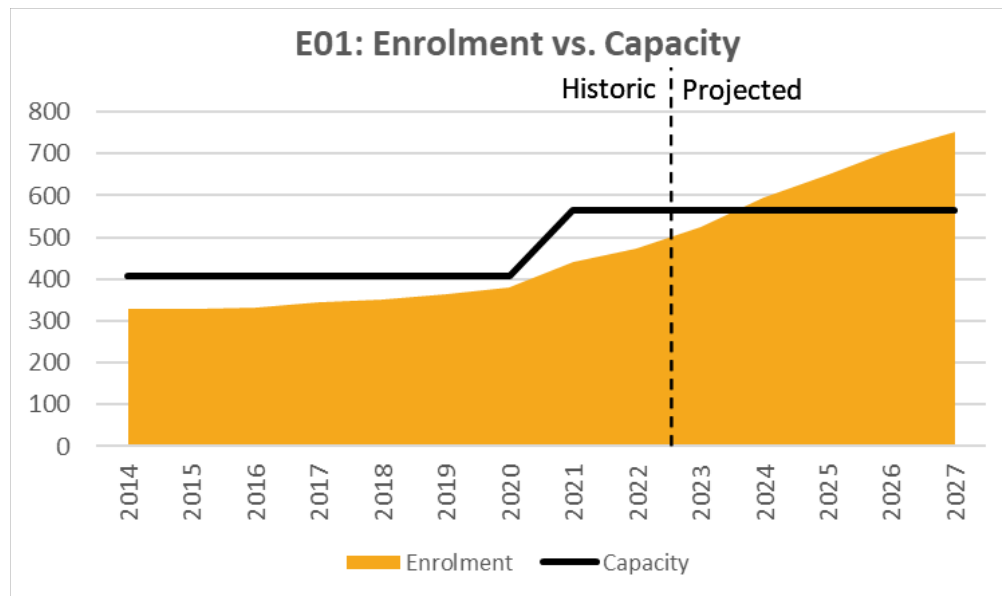
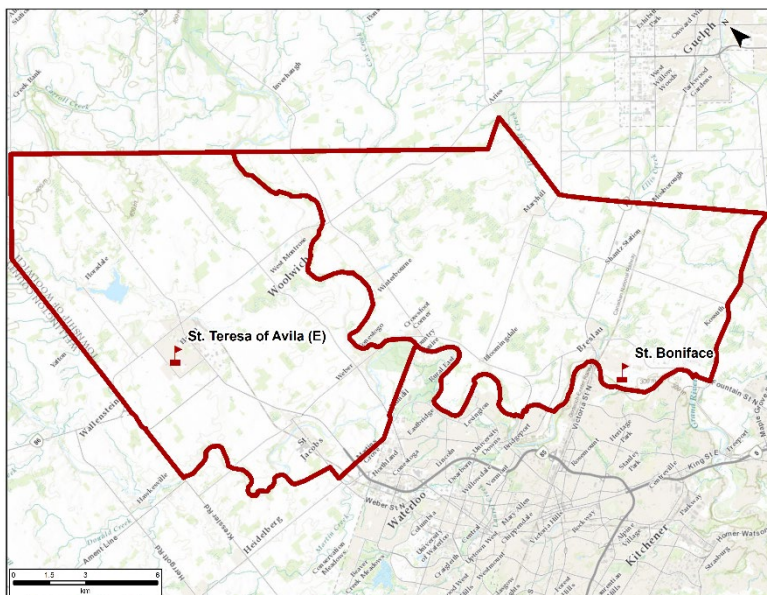
The development information provided in this section reflects unbuilt units in known residential plans at a point in time (Fall 2022). The board tracks this information for projecting enrolment in 2023 onwards, and therefore the summaries in this section do not reflect units expected to be built within the current school year. The development information is continuously updated as additional plans for future residential development are circulated by area municipalities and is reflected in future projections.

Planning Review Area	Schools
<b>Elementary</b>	
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
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. Josephine Bakhita (2023), 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 South Galt	Holy Spirit, St. Anne (C), St. Vincent de Paul
E14 Cambridge West Galt	St. Augustine, St. Gregory
E15 Rural South	St. Brigid
<b>Secondary</b>	
S01 Kitchener - Waterloo	Resurrection, St. David, St. Mary's
S02 Cambridge	Monsignor Doyle, St. Benedict

FIGURE 14 - PLANNING REVIEW AREAS MAP



## E01 Rural North Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
St. Boniface	308	105%	497	169%	469	160%
St. Teresa of Avila	217	80%	257	95%	274	101%

## Development Overview

- Approximately 2,500 unbuilt units in St. Boniface boundary.
- Approximately 1,400 unbuilt units in St. Teresa of Avila boundary.

## Future Actions

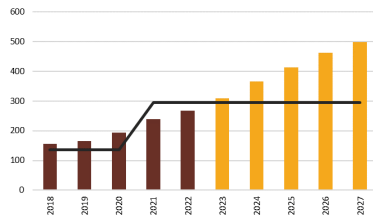
- Submit Capital Priority request for funding for an addition to St. Boniface to respond to growth-related enrolment pressure in immediate term.

**St. Boniface (B)**



Year Built	2021
Additions	
Site Size (ac.)	3.48 (4.91 future)
Next to Park	Yes (future)
Capacity	294
Yield	0.244

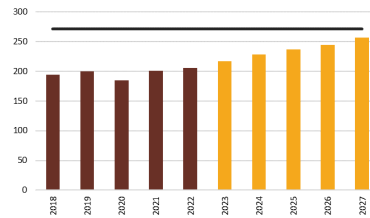
YMCA of Three Rivers EarlyON  
YMCA of Three Rivers Child Care



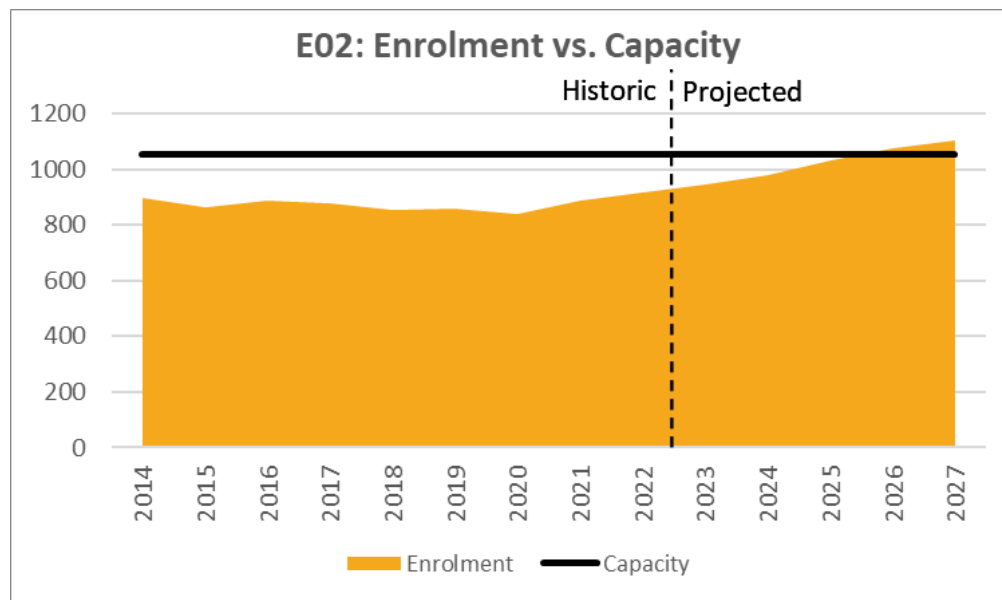
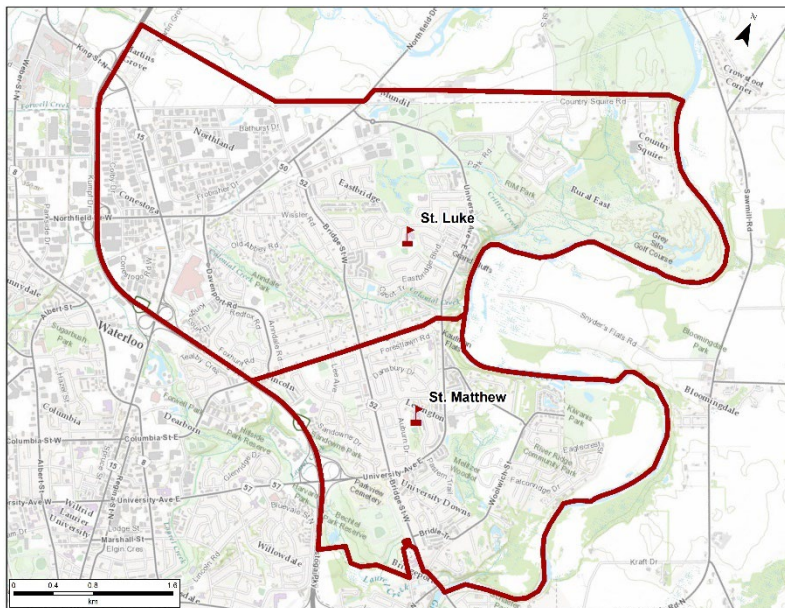
**St. Teresa of Avila**



Year Built	1964
Additions	1968, 2012
Site Size (ac.)	5.92
Next to Park	No
Capacity	271
Yield	0.123



## E02 Waterloo East Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
St. Luke	505	76%	625	94%	612	92%
St. Matthew	441	114%	481	125%	569	147%

## Development Overview

- Fewer than 100 planned residential units in the review area.

## Future Actions

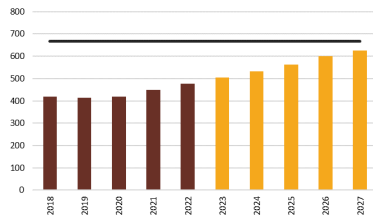
- Continue to monitor enrolment in the review area, and if warranted initiate boundary review between St. Matthew and St. Luke.

**St. Luke**



Year Built	2001
Additions	2002, 2012
Site Size (ac.)	4.11
Next to Park	Yes
Capacity	668
Yield	0.282

RisingOaks Early Learning Child Care

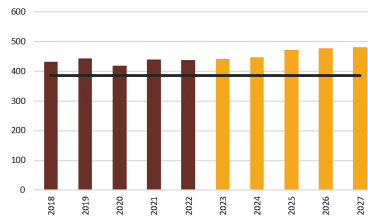


**St. Matthew**



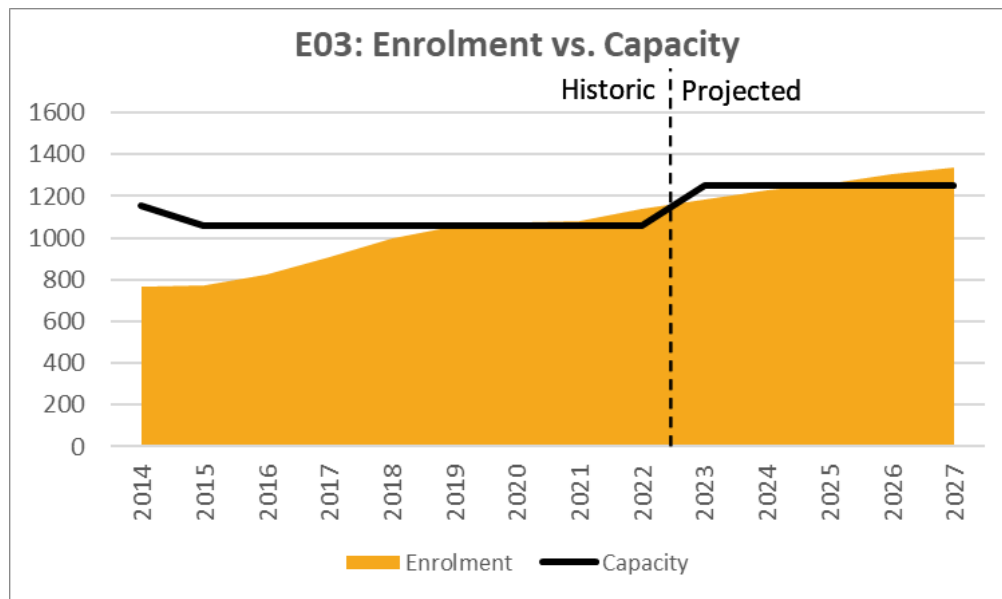
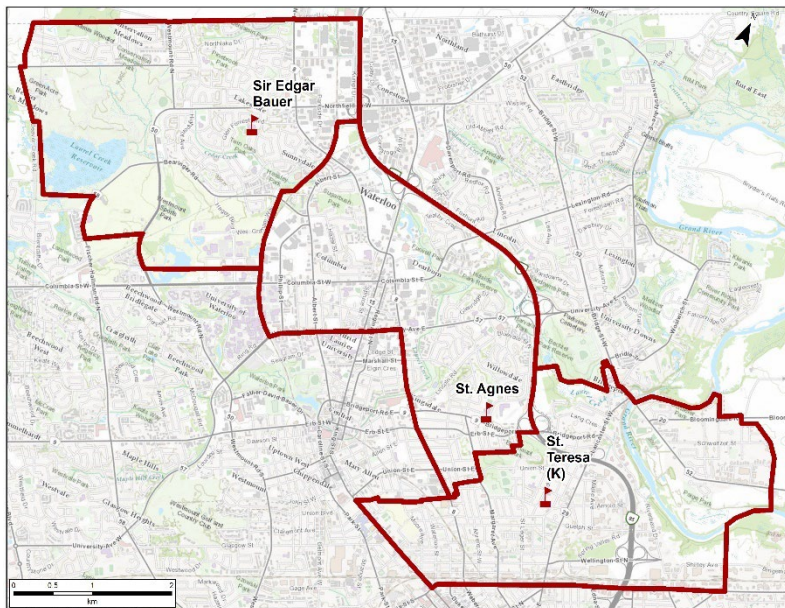
Year Built	1995
Additions	
Site Size (ac.)	7.02
Next to Park	Yes
Capacity	386
Yield	0.331

YMCA of Three Rivers Child Care  
City of Waterloo park space





## E03 Waterloo Central Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Sir Edgar Bauer	424	88%	411	85%	485	101%
St. Agnes	497	104%	631	132%	766	160%
St. Teresa (K)	264	91%	298	102%	366	126%

### Development Overview

- Approximately 340 unbuilt residential units in the Sir Edgar Bauer boundary.
- Approximately 450 unbuilt residential units in the St. Teresa (K) boundary.

### Future Actions

- Monitor enrolment after opening of addition / renovation at St. Agnes to determine if future boundary review warranted.

**E03 Waterloo  
Central**

**Sir Edgar Bauer**



Year Built	1970
Additions	1995
Site Size (ac.)	9.99
Next to Park	Yes
Capacity	481
Yield	0.276

**St. Agnes**



Year Built	1956
Additions	1962, 1965, 2001, 2023
Site Size (ac.)	7.22
Next to Park	No
Capacity	288 (478 2023/24)
Yield	0.342

**St. Teresa (K)**



Year Built	1953
Additions	1955, 1957, 1960, 1968
Site Size (ac.)	3.17
Next to Park	No
Capacity	291
Yield	0.289

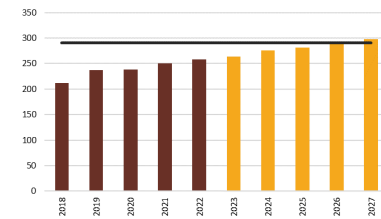
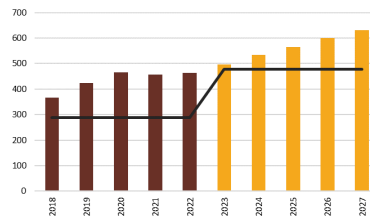
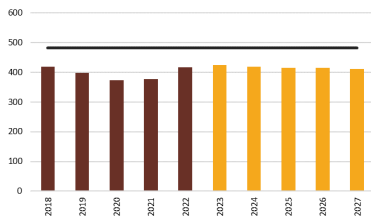
**Facility**

**Partners**

License for parking at adjacent church.

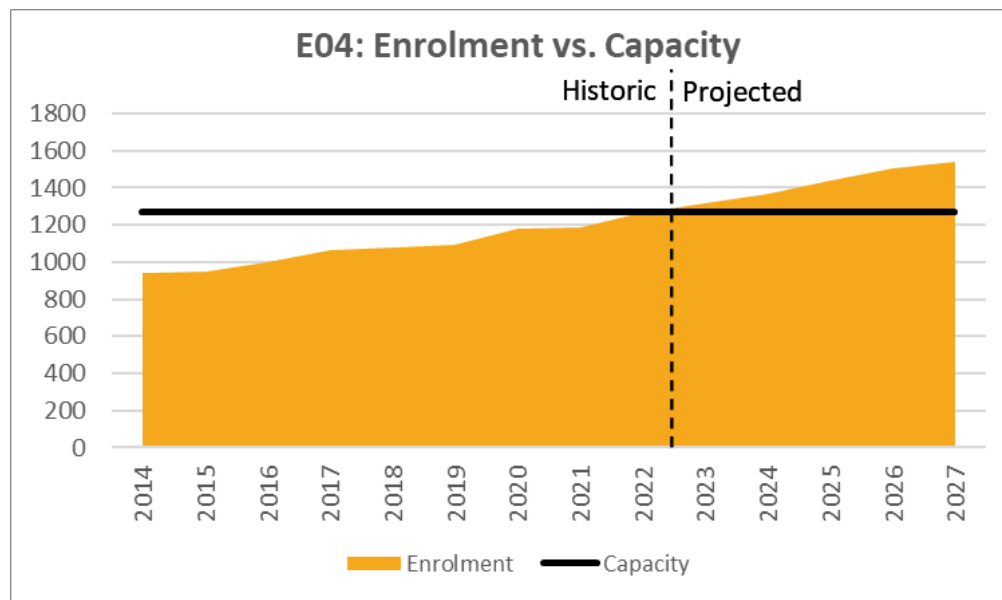
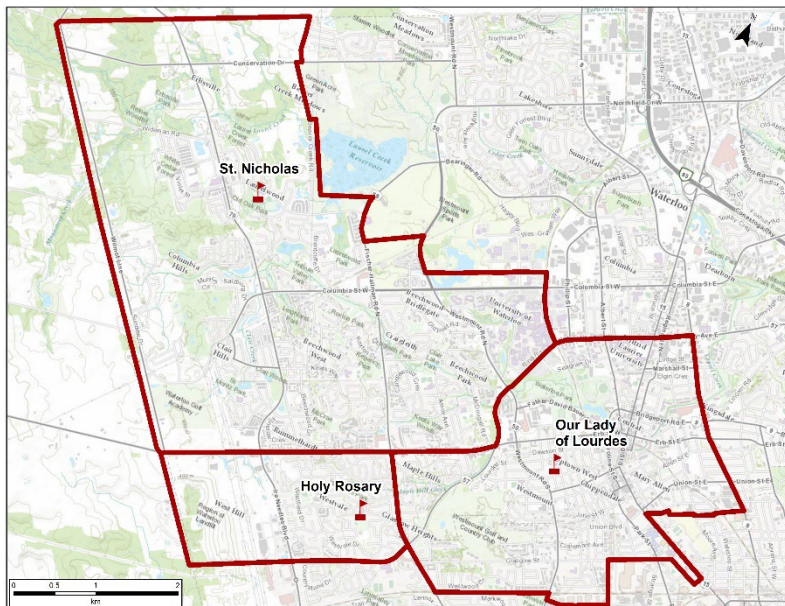
License for parking at adjacent church.

**Projection**





## E04 Waterloo West Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Holy Rosary <sup>4</sup>	511	112%	620	135%	688	150%
Our Lady of Lourdes	298	88%	270	80%	354	105%
St. Nicholas	506	106%	650	136%	576	121%

### Development Overview

- Approximately 250 unbuilt residential units in the Holy Rosary boundary.
- Approximately 2,000 unbuilt residential units in the St. Nicholas boundary.

### Future Actions

- Identify future school site in Beaver Creek Meadows District Plan.
- Acquire school site in Beaver Creek Meadows District Plan.
- Submit Capital Priorities request for new elementary school in Beaver Creek Meadows District Plan area when school site becomes available.
- Initiate boundary review when board receives funding for new elementary school in Beaver Creek Meadows District Plan area.

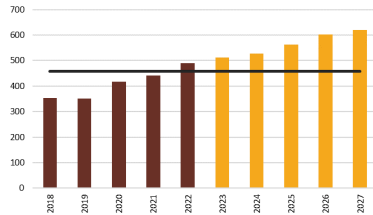
<sup>4</sup> Holy Rosary enrolment includes those student living in the Bused to Holy Rosary boundary in the E05 Rural West Planning Area.

**Holy Rosary**



Year Built	1989
Additions	1994
Site Size (ac.)	4.83
Next to Park	Yes
Capacity	458
Yield	0.327

YMCA of Three Rivers Child Care

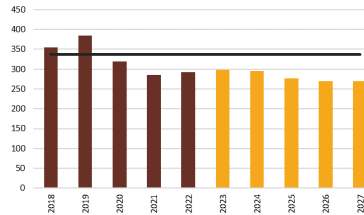


**Our Lady of Lourdes**



Year Built	1948
Additions	1959, 1986, 2001
Site Size (ac.)	5.14
Next to Park	No
Capacity	337
Yield	0.200

License for parking at adjacent church.  
License for community use of ice rink.

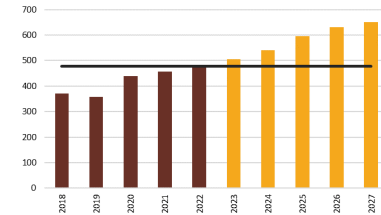


**St. Nicholas**

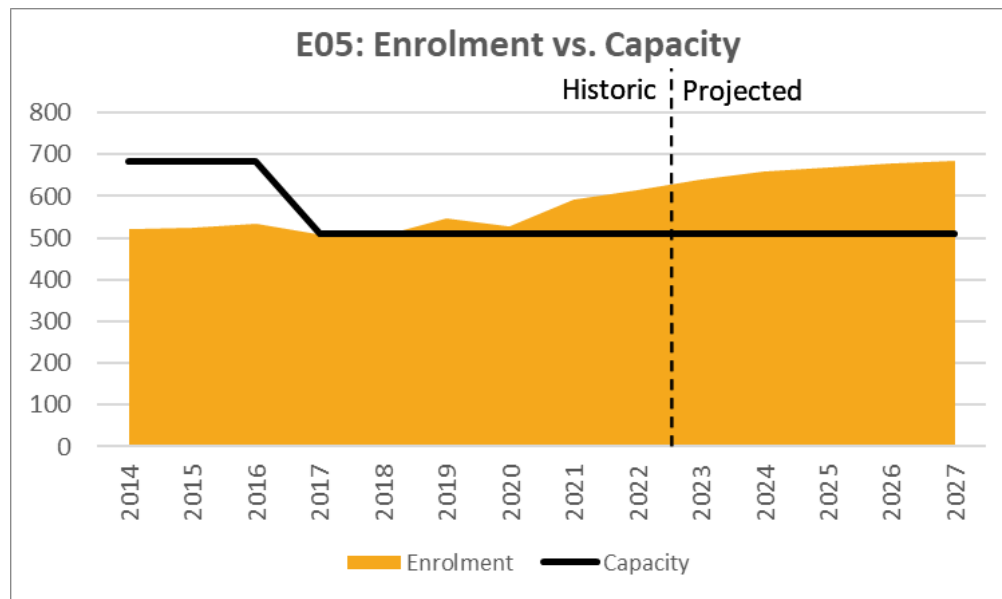
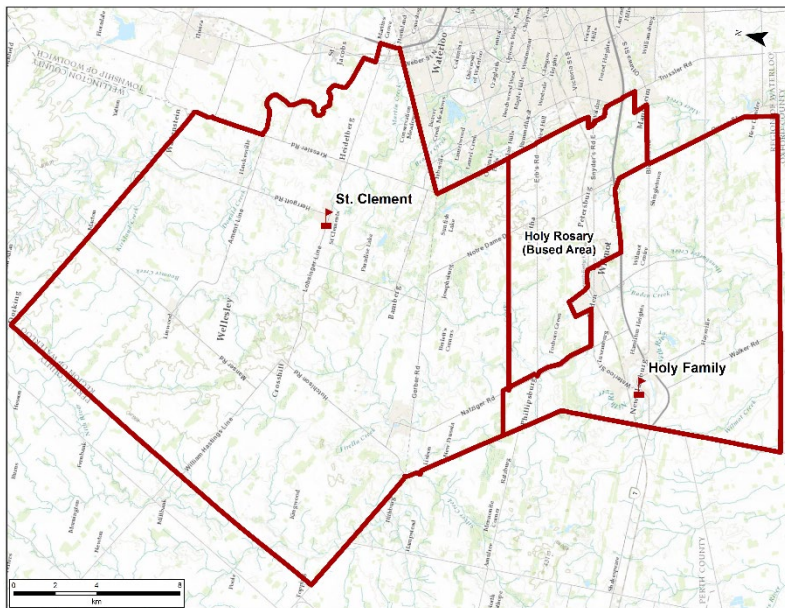


Year Built	2001
Additions	2009
Site Size (ac.)	7.85
Next to Park	Yes
Capacity	478
Yield	0.139

RisingOaks Early Learning Child Care



## E05 Rural West Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Holy Family	382	156%	417	170%	515	210%
St. Clement	257	96%	268	100%	275	103%

## Development Overview

- Approximately 325 unbuilt residential units in the Holy Family boundary.

## Future Actions

- Acquire school site in Snyder’s Road (Baden) Developments Inc. draft plan of subdivision.
- Board to construct 294 pupil place elementary school and 88 space child care centre.
- Initiate boundary review for New Baden CES prior to planned opening of new school.

Facility

**Holy Family**



Year Built	1959
Additions	1963, 1986, 2000
Site Size (ac.)	2.83
Next to Park	No
Capacity	245
Yield	0.175

**St. Clement**



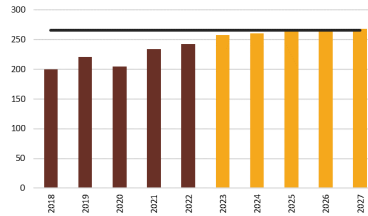
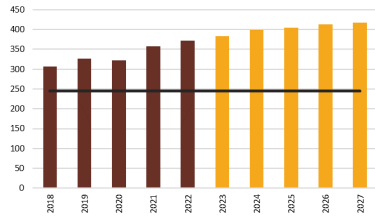
Year Built	1958
Additions	1970
Site Size (ac.)	3.14
Next to Park	No
Capacity	268
Yield	0.163

Partners

License for use of nearby Township park.

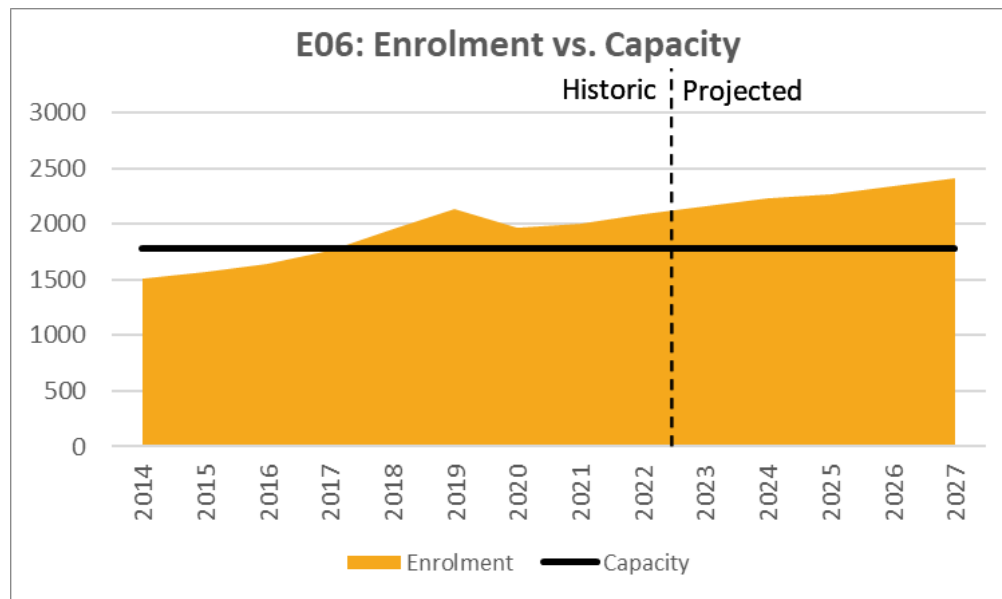
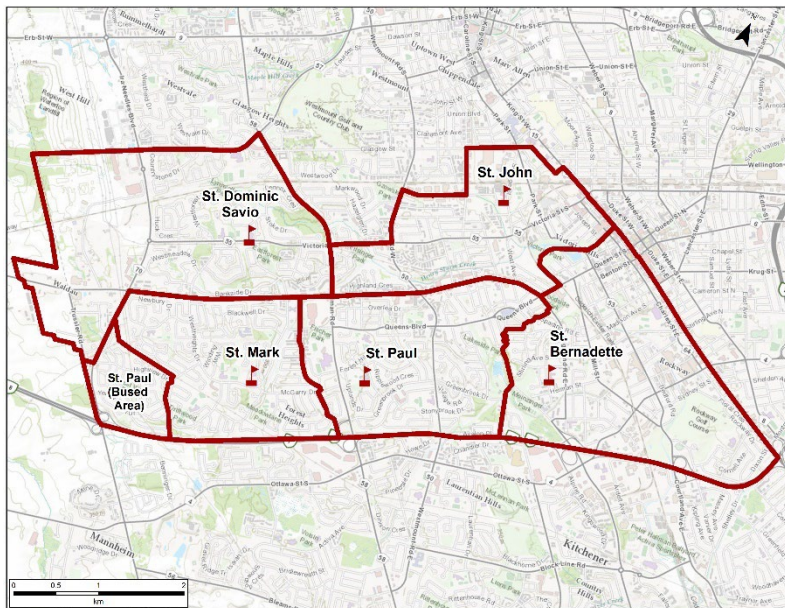
License for shared use of parking and driveway with church.

Projection





## E06 Kitchener West Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
St. Bernadette	332	114%	434	149%	444	153%
St. Dominic Savio	543	122%	588	133%	641	144%
St. John	436	87%	399	79%	520	104%
St. Mark	389	159%	496	202%	541	221%
St. Paul	453	150%	491	162%	652	215%

### Development Overview

- Approximately 2,800 unbuilt residential units in the St. Bernadette boundary consisting primarily of multi-residential / apartment units.
- Approximately 130 unbuilt residential units in the St. Dominic Savio boundary.

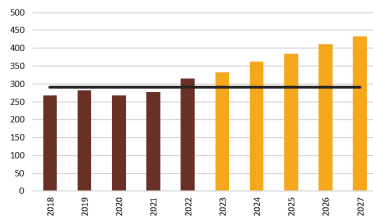
### Future Actions

- Submit Capital Priorities request for addition to St. Paul CES.
- Submit Capital Priorities request for addition to St. Mark CES.
- If Capital Priorities funding is approved, initiate boundary review in Kitchener West Planning Area.

**St. Bernadette**



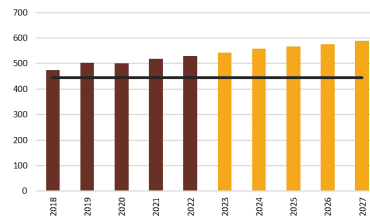
Year Built	1953
Additions	1954, 1961, 1965,
Site Size (ac.)	4.17
Next to Park	No
Capacity	291
Yield	0.335



**St. Dominic Savio**



Year Built	1999
Additions	
Site Size (ac.)	6.48
Next to Park	Yes
Capacity	444
Yield	0.299

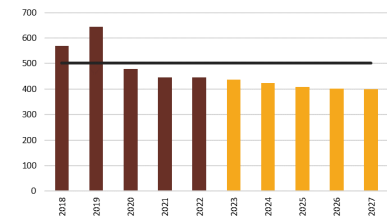


**St. John**



Year Built	1929
Additions	1954, 1955, 2011
Site Size (ac.)	2.92
Next to Park	No
Capacity	502
Yield	0.359

License for shared use of parking and driveway with church.



**E06 Kitchener West**

**Facility**

**Partners**

**Projection**

**St. Mark**



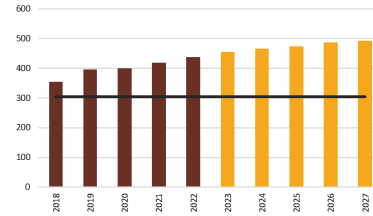
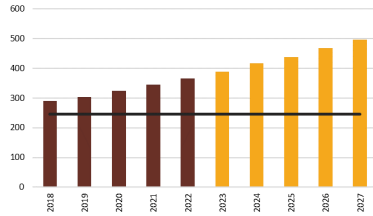
Year Built	1978
Additions	
Site Size (ac.)	6.49
Next to Park	Yes
Capacity	245
Yield	0.314

**St. Paul**

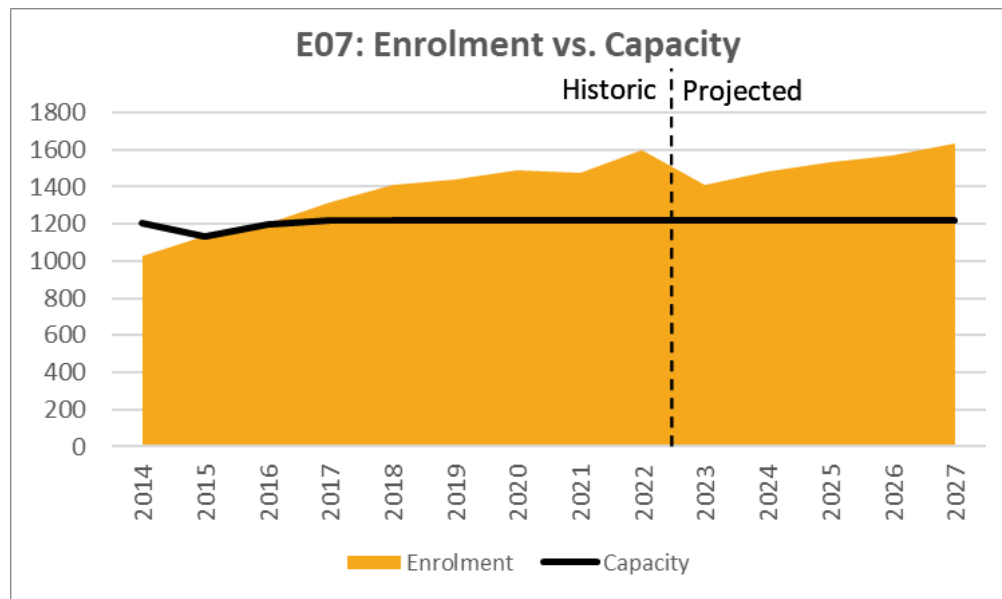
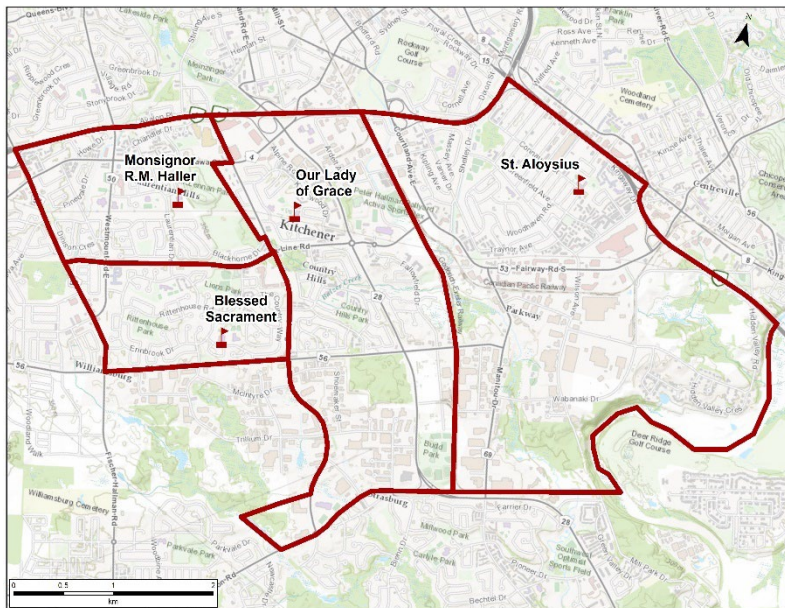


Year Built	1964
Additions	1965, 1968
Site Size (ac.)	7.86
Next to Park	Yes
Capacity	303
Yield	0.332

YW-KW Child Care



## E07 Kitchener Central Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Blessed Sacrament <sup>5</sup>	266	74%	253	70%	332	92%
Monsignor Haller	353	151%	458	196%	508	217%
Our Lady of Grace	300	113%	377	142%	422	159%
St. Aloysius	491	135%	544	150%	667	184%

### Development Overview

- Primarily future multi-residential / apartment development occurring. Future development applications to be reflected in subsequent LTAP projections.

### Future Actions

- Consider including Kitchener Central schools in New Rosenberg CES boundary review.

<sup>5</sup> Blessed Sacrament boundary includes a busied area from E08 Kitchener Southwest, which does not currently contain any students.



**E07 Kitchener  
Central**

**Blessed Sacrament**



Year Built	1988
Additions	
Site Size (ac.)	5.84
Next to Park	Yes
Capacity	360
Yield	0.374

**Monsignor Haller**



Year Built	1971
Additions	
Site Size (ac.)	7.17
Next to Park	Yes
Capacity	234
Yield	0.348

**Our Lady of Grace**



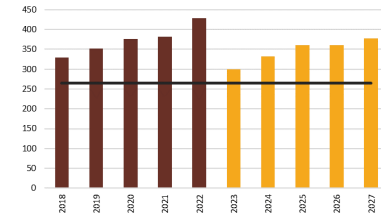
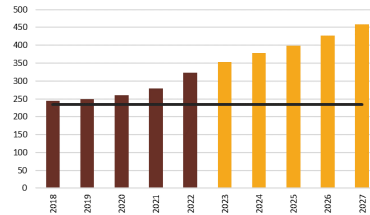
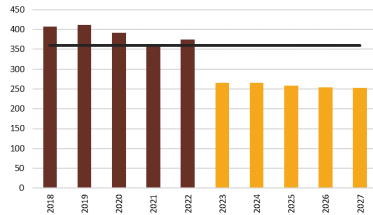
Year Built	1977
Additions	
Site Size (ac.)	5.04
Next to Park	Yes
Capacity	265
Yield	0.271

**Facility**

City of Kitchener gym use by Country Hills Neighbourhood Association

**Partners**

**Projection**



**E07 Kitchener  
Central**

**St. Aloysius**



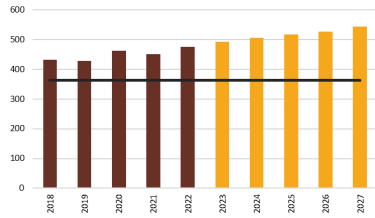
**Facility**

Year Built	1953
Additions	1954, 1962, 1965, 2014, 2016
Site Size (ac.)	5.16
Next to Park	Yes
Capacity	363
Yield	0.344

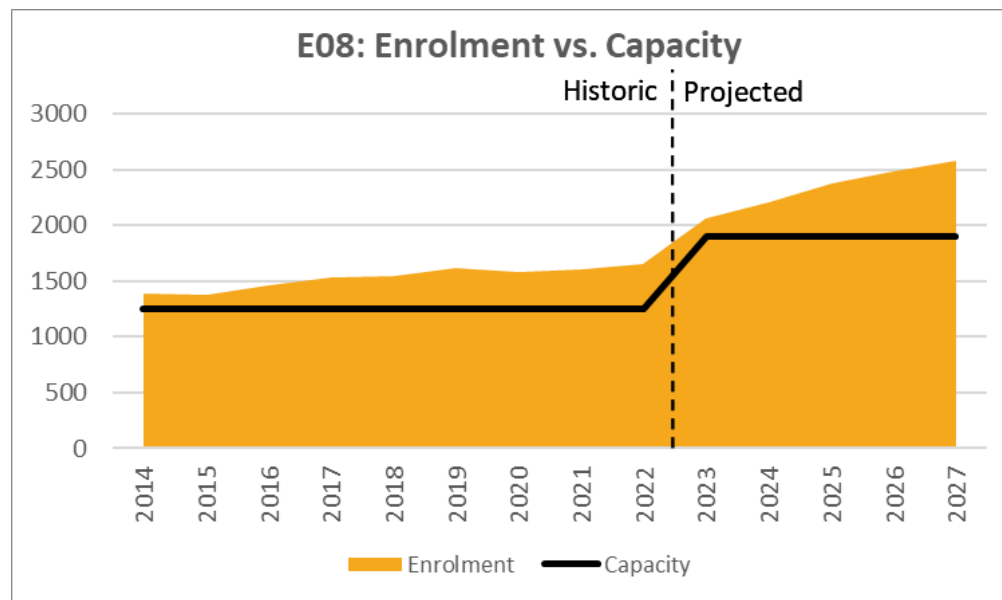
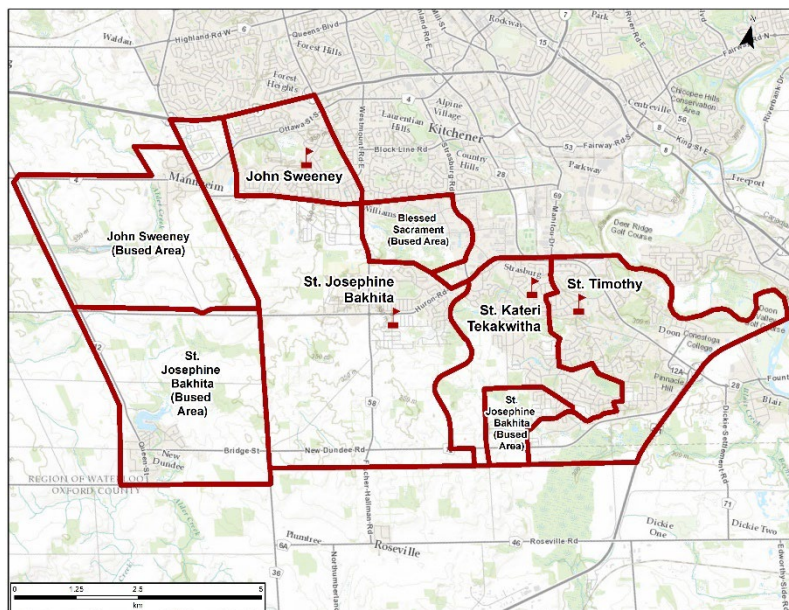
**Partners**

License for shared use of parking with the church.

**Projection**



## E08 Kitchener Southwest Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
John Sweeney	683	111%	691	113%	865	141%
St. Josephine Bakhita <sup>6</sup>	529	82%	793	123%	776	120%
St. Kateri Tekakwitha	509	146%	684	196%	777	223%
St. Timothy	340	117%	407	140%	524	180%

### Development Overview

- Approximately 750 unbuilt residential units in the John Sweeney boundary.
- Approximately 8,500 unbuilt units in the St. Josephine Bakhita boundary.
- Approximately 1,500 unbuilt residential units in the St. Kateri Tekakwitha boundary.

### Future Actions

- Board to open 645 pupil place St. Josephine Bakhita CES and child care centre in September 2023. St. Josephine will accommodate growth in area of future New Rosenberg CES until that school opens.
- Board to construct 527 pupil place elementary school and City of Kitchener community centre.

<sup>6</sup> St. Josephine Bakhita to open September 2023.

## **Development Overview**

- Approximately 600 unbuilt residential units in the St. Timothy boundary.

## **Future Actions**

- Initiate boundary review for New Rosenberg CES prior to scheduled opening of school.
- Consider including Kitchener Central schools in boundary review.
- Submit Capital Priorities request for New Doon South CES.
- Submit Capital Priorities request for New West Rosenberg CES.
- Secure designation of future school site in Dundee North Secondary Plan area.

**E08 Kitchener Southwest**

**Facility**

**Partners**

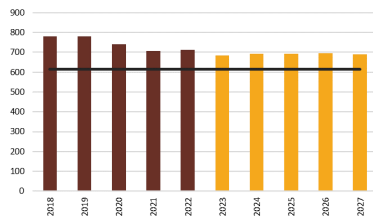
**Projection**

**John Sweeney**



Year Built	2003
Additions	2010
Site Size (ac.)	8.25
Next to Park	Yes
Capacity	614
Yield	0.305

RisingOaks Early Learning Child Care

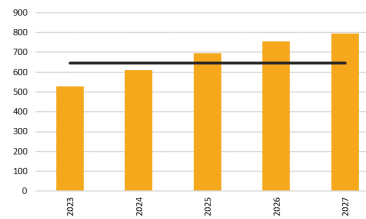


**St. Josephine Bakhita**



Year Built	2023 (under construction)
Additions	
Site Size (ac.)	6.19
Next to Park	No
Capacity	645
Yield	0.155

YMCA of Three Rivers Child Care

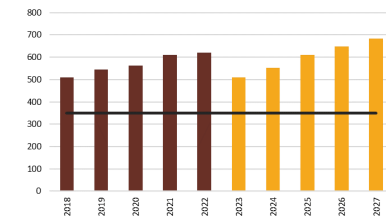


**St. Kateri Tekakwitha**



Year Built	1991
Additions	
Site Size (ac.)	6.49
Next to Park	Yes
Capacity	349
Yield	0.246

YMCA of Three Rivers Child Care



**E08 Kitchener  
Southwest**

**St. Timothy**

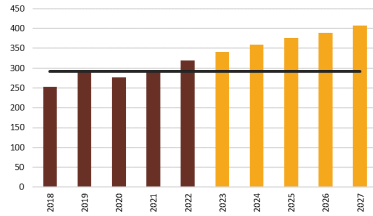


**Facility**

Year Built	1981
Additions	2014
Site Size (ac.)	7.77
Next to Park	Yes
Capacity	291
Yield	0.241

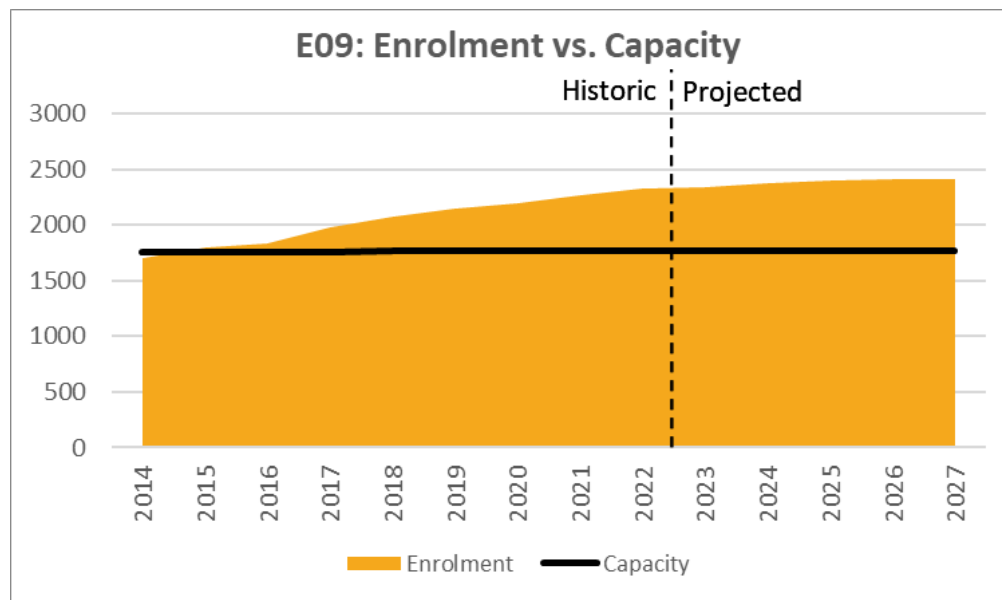
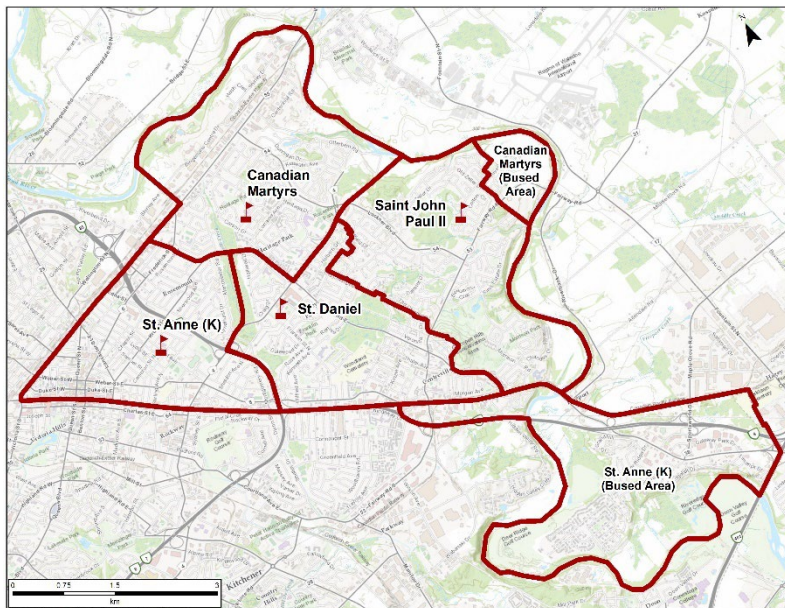
**Partners**

**Projection**





## E09 Kitchener East Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Canadian Martyrs	469	149%	593	189%	667	212%
Saint John Paul II	720	118%	631	103%	775	127%
St. Anne (K)	633	121%	668	128%	787	151%
St. Daniel	517	163%	518	163%	595	188%

### Development Overview

- Approximately 1,100 unbuilt residential units in the Canadian Martyrs (bused) boundary.
- Approximately 40 unbuilt low density residential units in the St. Anne (K) boundary.
- Approximately 14 unbuilt low density residential units in the St. Daniel boundary.

### Future Actions

- Board to construct 527 pupil place New St. Patrick CES and 88 space child care centre.
- Board to construct 1,400 pupil place East Kitchener 7-12 school.
- Approved [East Kitchener boundary changes](#) to take effect with opening of new schools.

**E09 Kitchener East**

**Facility**

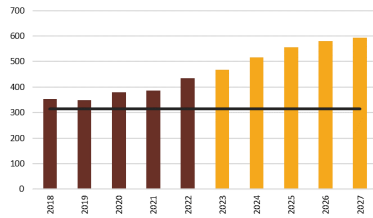
**Partners**

**Projection**

**Canadian Martyrs**



Year Built	1967
Additions	1970, 2013
Site Size (ac.)	6.61
Next to Park	Yes
Capacity	314
Yield	0.304

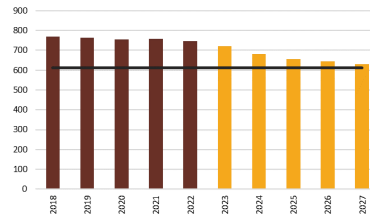


**Saint John Paul II**



Year Built	2009
Additions	2013
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	611
Yield	0.275

RisingOaks Early Learning Child Care

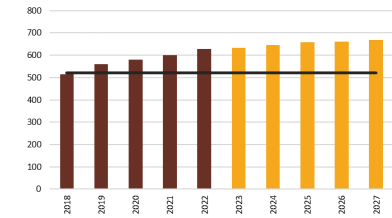


**St. Anne (K)**



Year Built	1947
Additions	1949, 1954, 1960, 1964, 2011
Site Size (ac.)	5.43
Next to Park	No
Capacity	521
Yield	0.341

License for shared use of parking with the church.





### St. Daniel



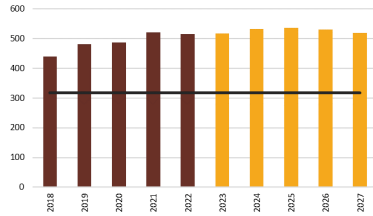
**Facility**

Year Built	1958
Additions	1967, 2014
Site Size (ac.)	6.89
Next to Park	Yes
Capacity	317
Yield	0.351

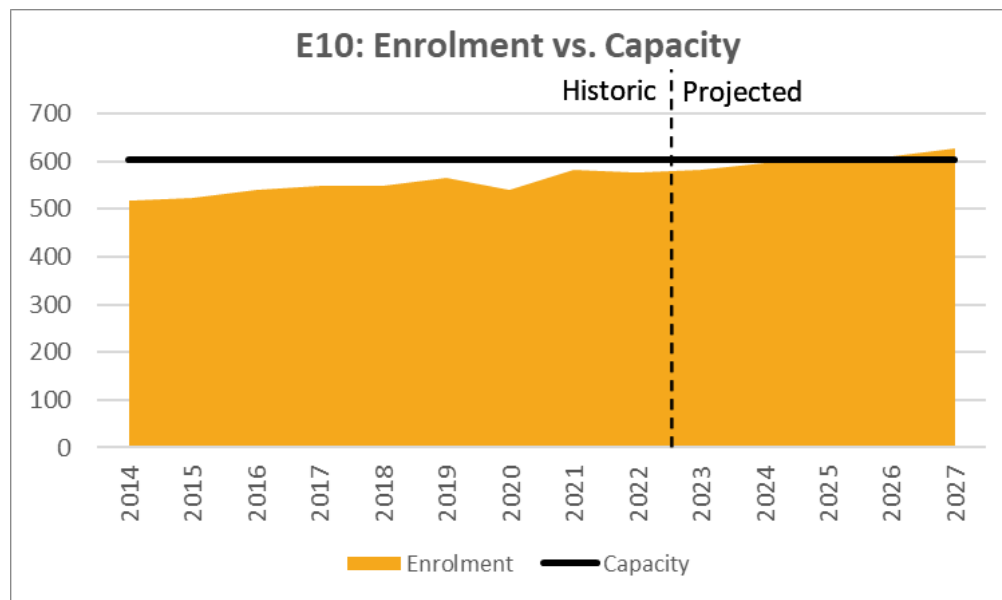
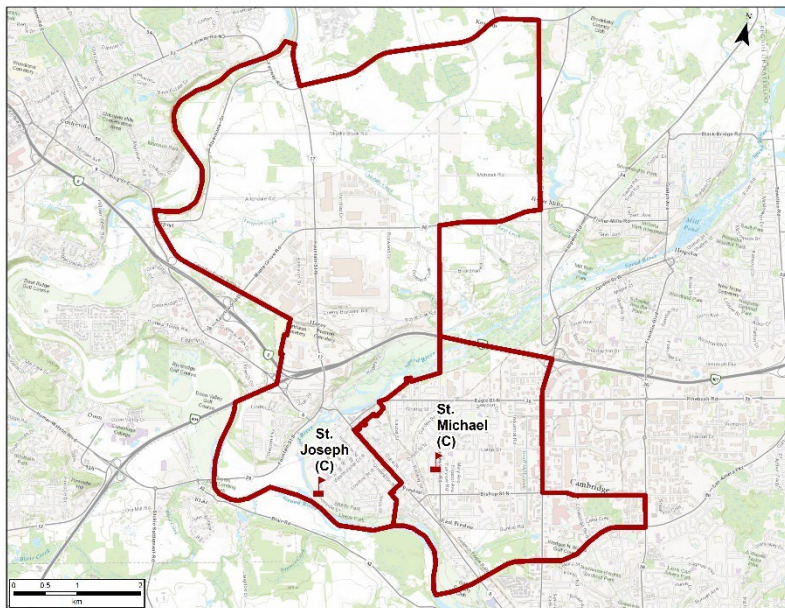
**Partners**

Shared use of gymnasiums with Stanley Park Community Centre.  
Shared use of parking with church and community centre.

**Projection**



## E10 Cambridge Preston Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
St. Joseph	282	116%	356	147%	435	180%
St. Michael	300	83%	272	76%	351	98%

### Development Overview

- Approximately 2,500 unbuilt residential units in the St. Joseph boundary primarily located in the future North Cambridge Secondary Plan area.

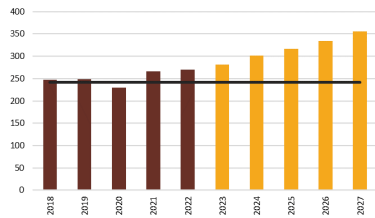
### Future Actions

- Include Cambridge Preston schools in future boundary review if Capital Priorities request for New North Cambridge CES is approved.

**St. Joseph**



Year Built	1959
Additions	1962, 1967
Site Size (ac.)	7.72
Next to Park	No
Capacity	242
Yield	0.280

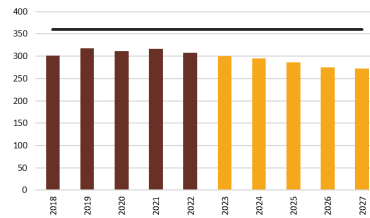


**St. Michael**

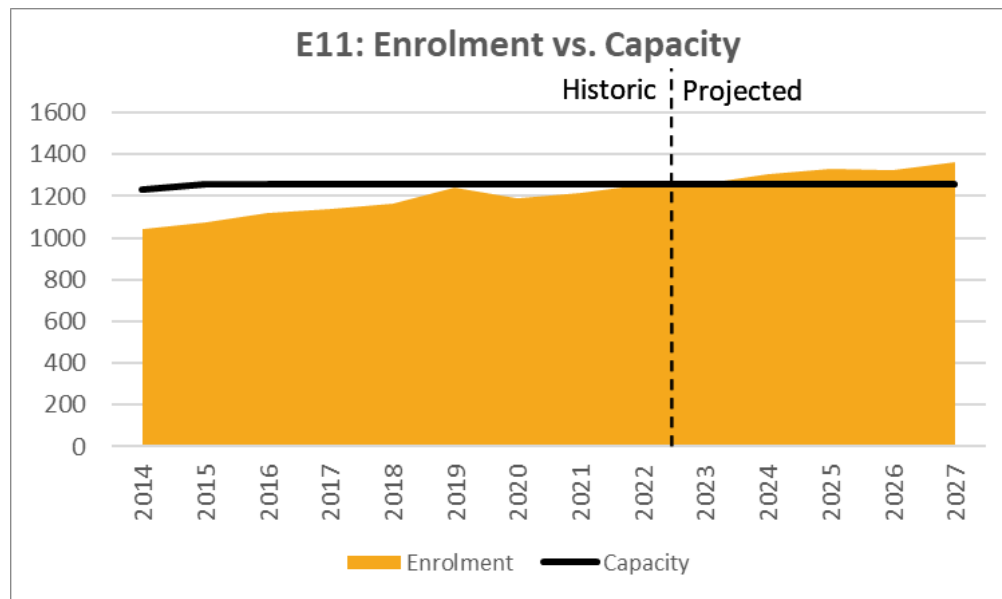
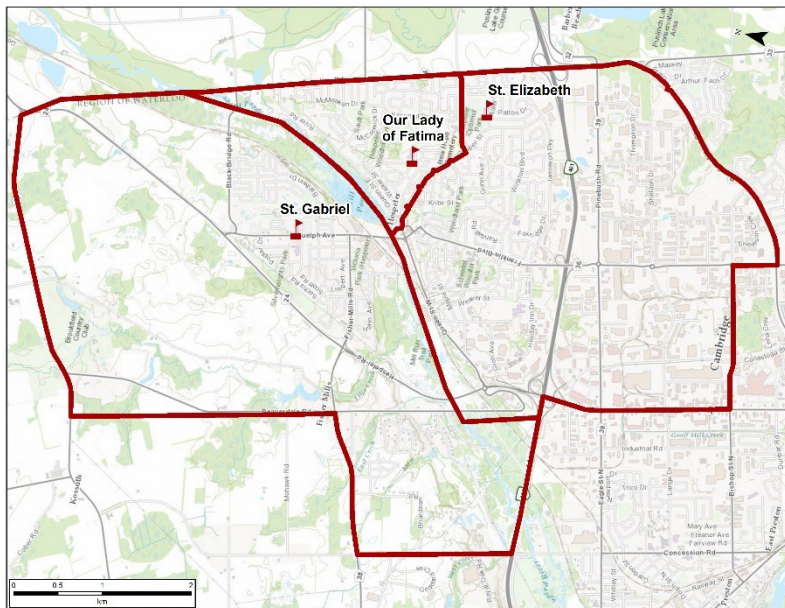


Year Built	1952
Additions	1957, 1965, 1970
Site Size (ac.)	5.92
Next to Park	No
Capacity	360
Yield	0.267

Parking area licensed by Lang's.



## E11 Cambridge Hespeler Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Our Lady of Fatima	378	75%	350	69%	444	88%
St. Elizabeth	395	112%	363	103%	414	117%
St. Gabriel	490	122%	651	162%	748	186%

### Development Overview

- Approximately 20 unbuilt low density residential units in the Our Lady of Fatima boundary.
- Approximately 340 unbuilt low density residential units in the St. Elizabeth boundary.
- Approximately 3,000 unbuilt residential units in the St. Gabriel boundary.

### Future Actions

- Acquire school site in River Mill Development Corporation draft plan of subdivision.
- Submit Capital Priority request for funding to construct New North Cambridge CES.
- Initiate boundary review with Cambridge Hespeler & Cambridge Preston schools if Capital Priority for New North Cambridge CES is approved.

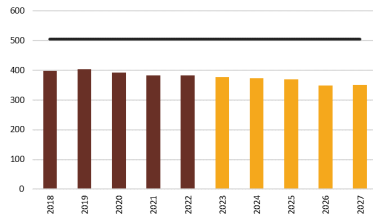
**E11 Cambridge  
Hespeler**

**Our Lady of Fatima**



Year Built	1959
Additions	1969, 2004, 2013
Site Size (ac.)	7.12
Next to Park	No
Capacity	504
Yield	0.337

RisingOaks Early Learning Child Care

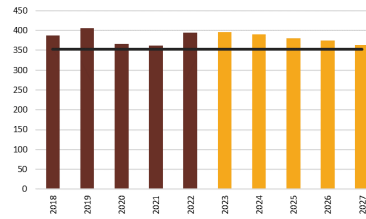


**St. Elizabeth**



Year Built	1992
Additions	
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	352
Yield	0.315

YWCA of Cambridge Child Care

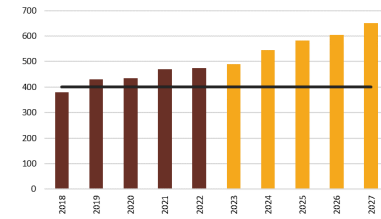


**St. Gabriel**



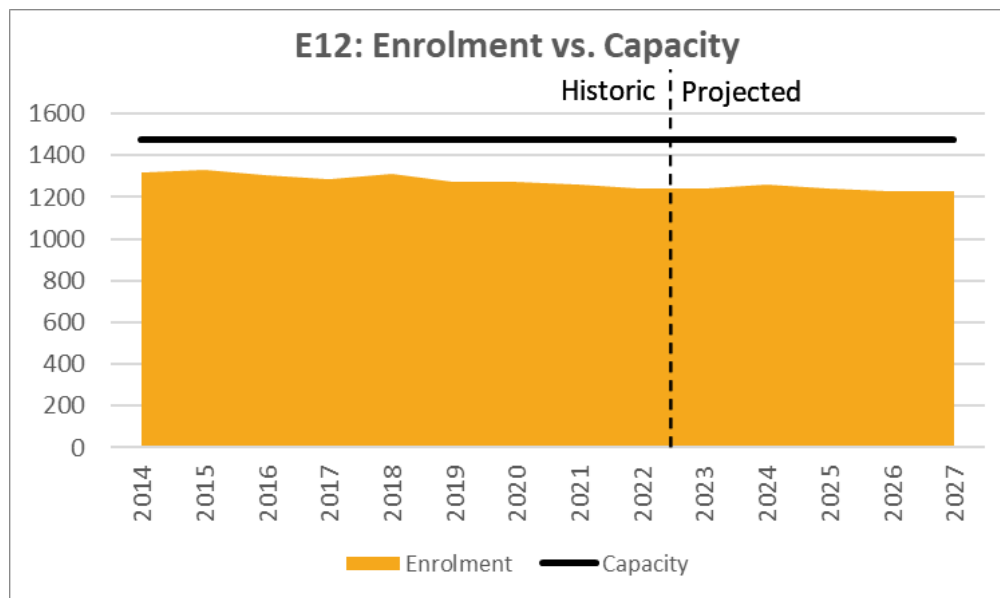
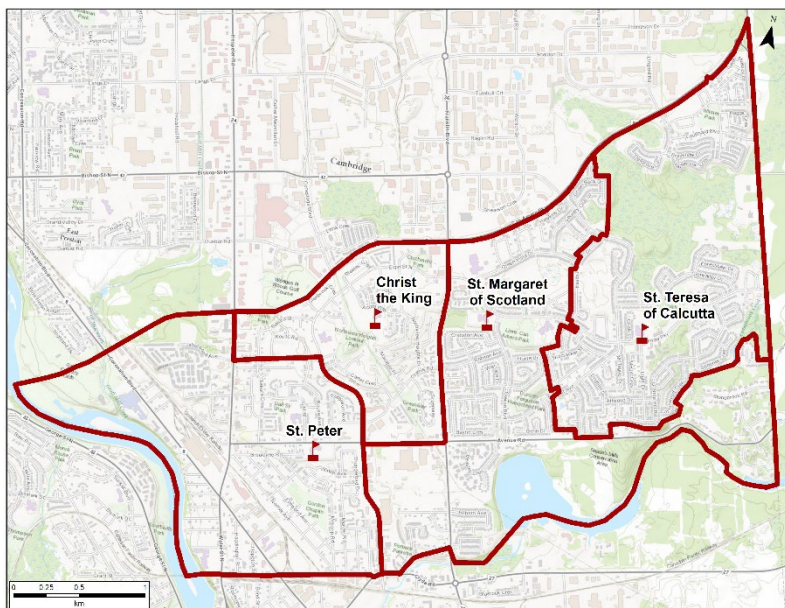
Year Built	2014
Additions	
Site Size (ac.)	5.44
Next to Park	Yes
Capacity	401
Yield	0.312

Silverheights Neighbourhood Association





## E12 Cambridge North Galt Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Christ the King	248	79%	261	83%	358	114%
St. Margaret	339	108%	323	103%	363	116%
St. Peter	269	70%	305	80%	433	113%
St. Teresa of Calcutta	383	82%	339	72%	386	83%

### Development Overview

- Approximately 230 unbuilt residential units in the St. Margaret of Scotland boundary.
- Approximately 100 unbuilt residential units in the St. Teresa of Calcutta boundary.

### Future Actions

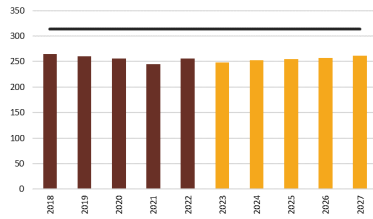
Staff will continue to monitor enrolment.

**Christ the King**



Year Built	1978
Additions	
Site Size (ac.)	14.51
Next to Park	Yes
Capacity	314
Yield	0.372

City of Cambridge field use

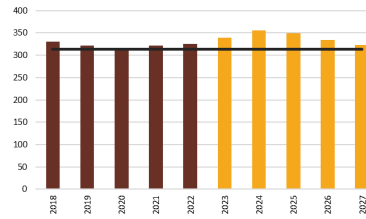


**St. Margaret**



Year Built	1990
Additions	
Site Size (ac.)	12.68
Next to Park	No
Capacity	314
Yield	0.348

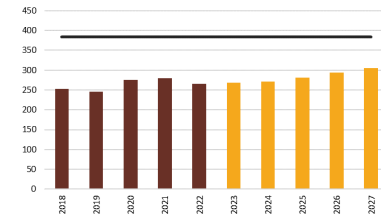
YWCA of Cambridge Child Care



**St. Peter**



Year Built	1964
Additions	1966, 1967, 1969
Site Size (ac.)	6.60
Next to Park	No
Capacity	383
Yield	0.299



**E12 Cambridge  
North Galt**

**St. Teresa of Calcutta**



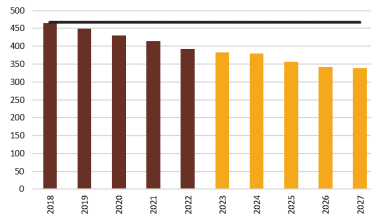
**Facility**

Year Built	1998
Additions	2000
Site Size (ac.)	6.47
Next to Park	Yes
Capacity	467
Yield	0.328

**Partners**

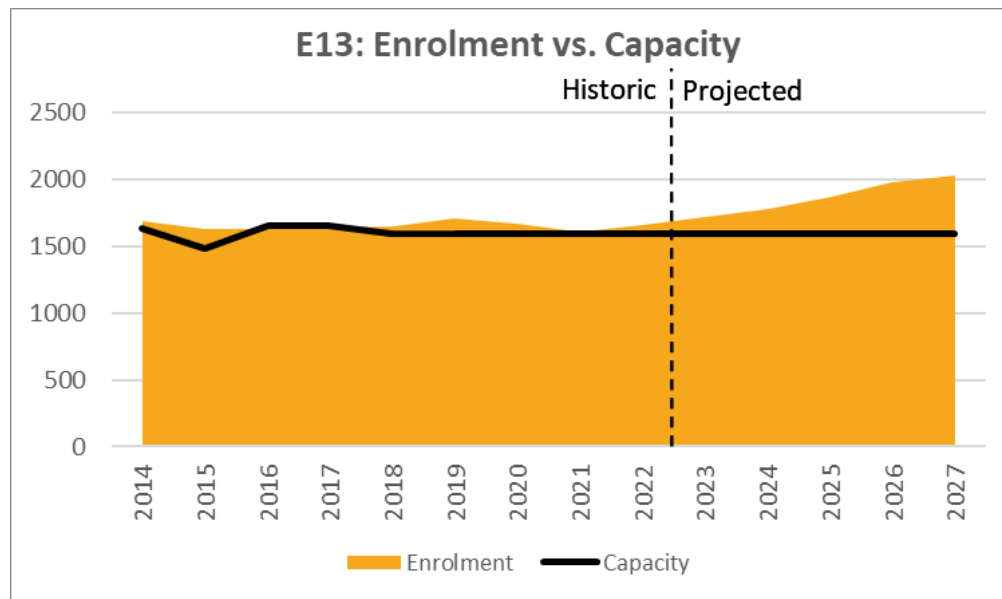
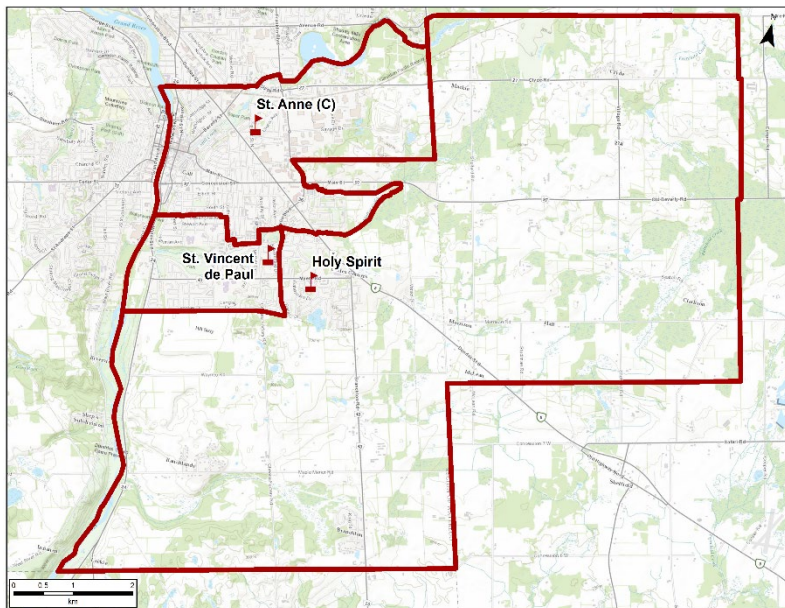
City of Cambridge field use

**Projection**





## E13 Cambridge South Galt Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Holy Spirit	601	97%	824	133%	1040	167%
St. Anne (C)	438	107%	470	115%	576	141%
St. Vincent de Paul	679	121%	740	132%	870	155%

### Development Overview

- Approximately 3,800 unbuilt residential units in the Holy Spirit boundary.
- Approximately 430 unbuilt residential units in the St. Anne (C) boundary.
- Approximately 100 unbuilt residential units in the St. Vincent de Paul boundary.

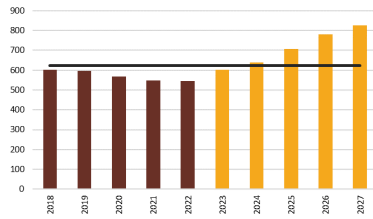
### Future Actions

- Board to construct 354 pupil place New Southeast Galt CES co-build school.
- Initiate boundary review in Cambridge South Galt to establish boundary for New Southeast Galt CES.

**Holy Spirit**



Year Built	2001
Additions	2005, 2015
Site Size (ac.)	5.78
Next to Park	Yes
Capacity	622
Yield	0.526

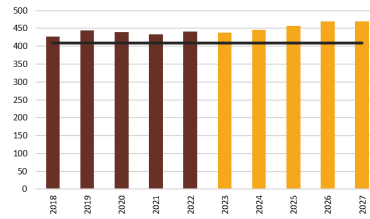


**St. Anne (C)**



Year Built	1965
Additions	1998, 2016
Site Size (ac.)	5.52
Next to Park	No
Capacity	409
Yield	0.335

Alison Park Neighbourhood Group

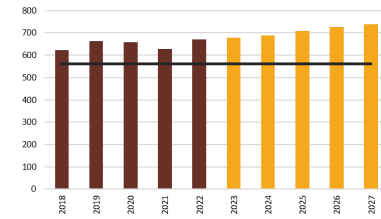


**St. Vincent de Paul**

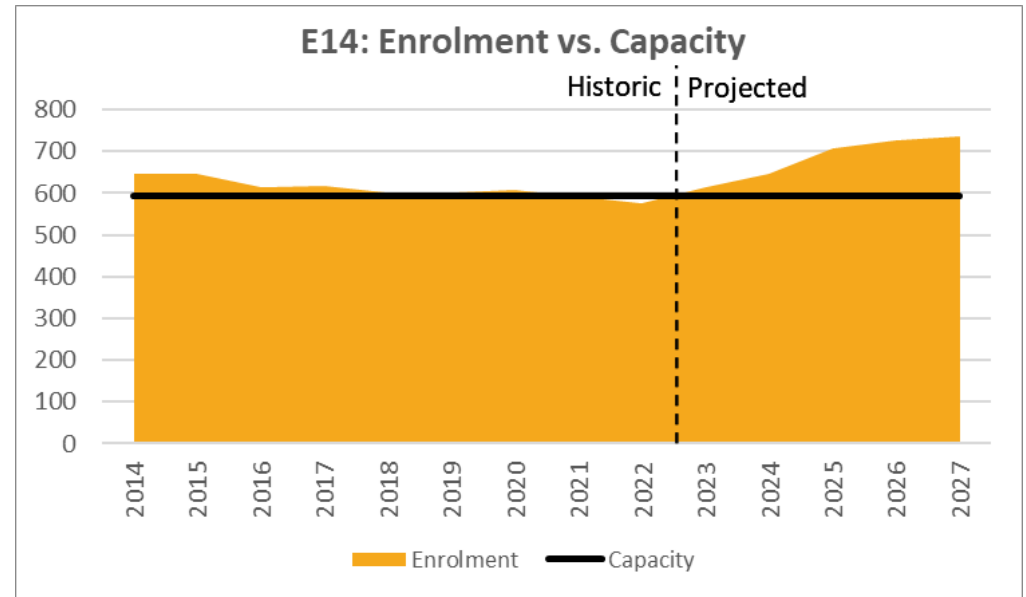
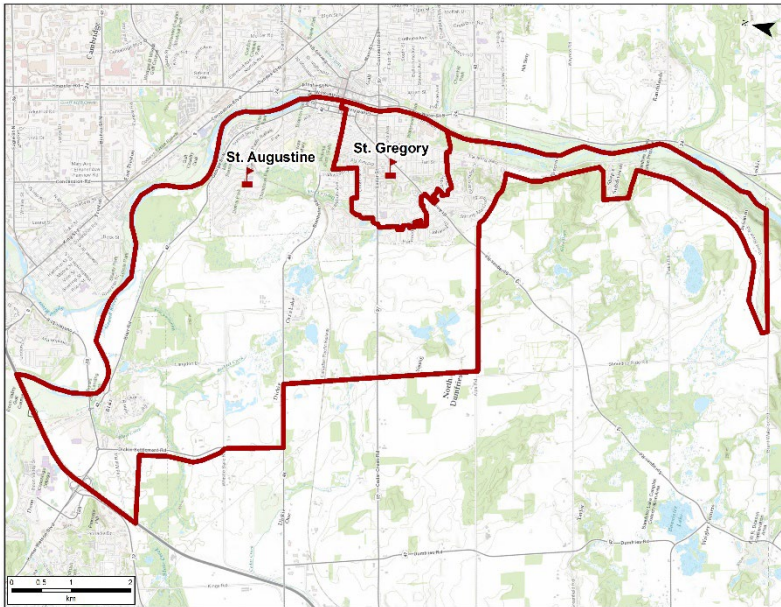


Year Built	2018 (gym 1991)
Additions	
Site Size (ac.)	6.28
Next to Park	No
Capacity	562
Yield	0.542

YMCA of Three Rivers Child Care License for shared use of parking with the church.



## E14 Cambridge West Galt Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
St. Augustine	483	137%	615	175%	681	193%
St. Gregory	131	54%	123	51%	161	66%

### Development Overview

- Approximately 2,400 unbuilt residential units in the St. Augustine boundary.

### Future Actions

- Initiate boundary review involving Cambridge West Galt schools to improve utilization of St. Gregory and relieve enrolment pressure at St. Augustine.
- Submit Capital Priorities request for addition and renovations at St. Gregory.

**E14 Cambridge  
West Galt**

**Facility**

**Partners**

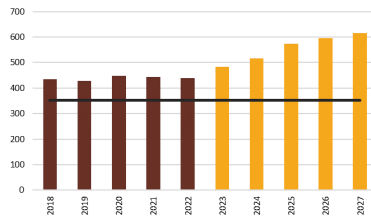
**Projection**

**St. Augustine**



Year Built	1991
Additions	
Site Size (ac.)	8.64
Next to Park	No
Capacity	352
Yield	0.338

YMCA of Three Rivers Child Care

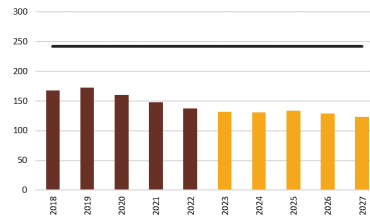


**St. Gregory**



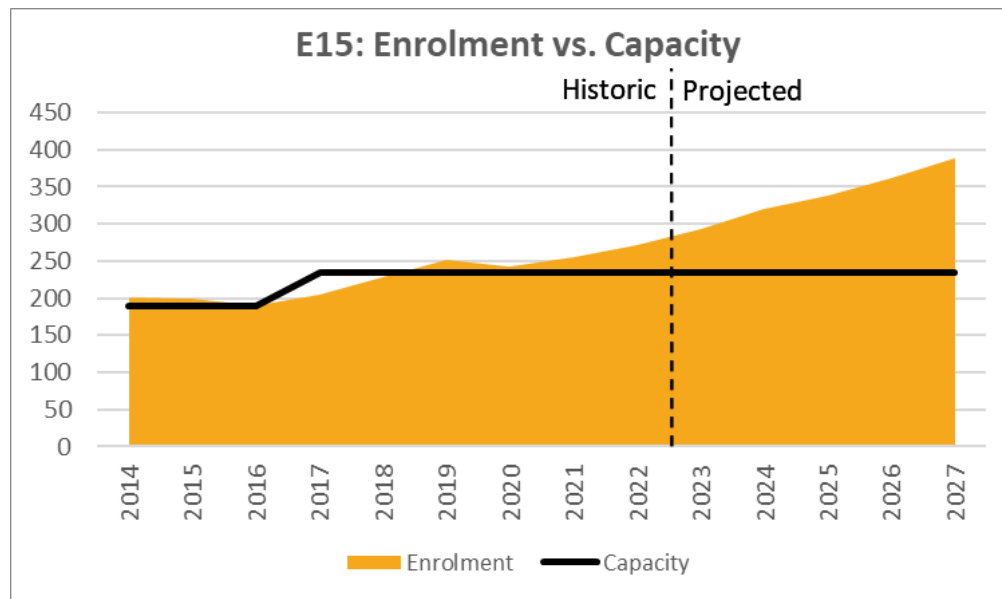
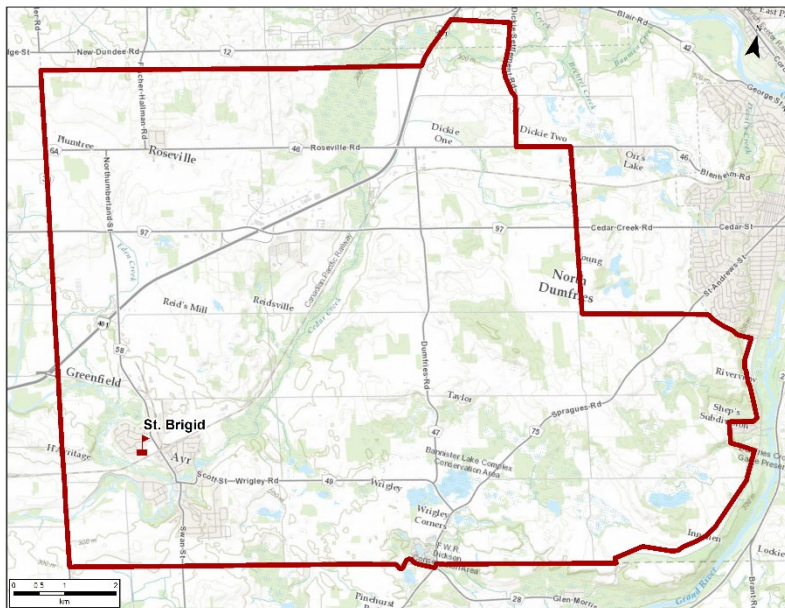
Year Built	1958
Additions	1964, 1967
Site Size (ac.)	3.81
Next to Park	No
Capacity	242
Yield	0.190

License for shared use of parking with the church.





## E15 Rural South Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
St. Brigid	292	125%	389	166%	491	210%

## Development Overview

- Approximately 1,600 unbuilt residential units in the St. Brigid boundary.

## Future Actions

- Submit Capital Priorities request for funding of an addition.

**E15 Rural  
South**

**St. Brigid**



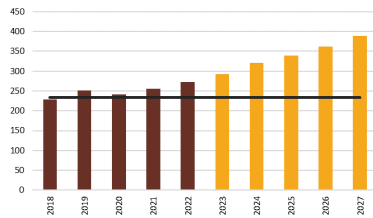
**Facility**

Year Built	2018
Additions	
Site Size (ac.)	11.49
Next to Park	No
Capacity	234
Yield	0.250

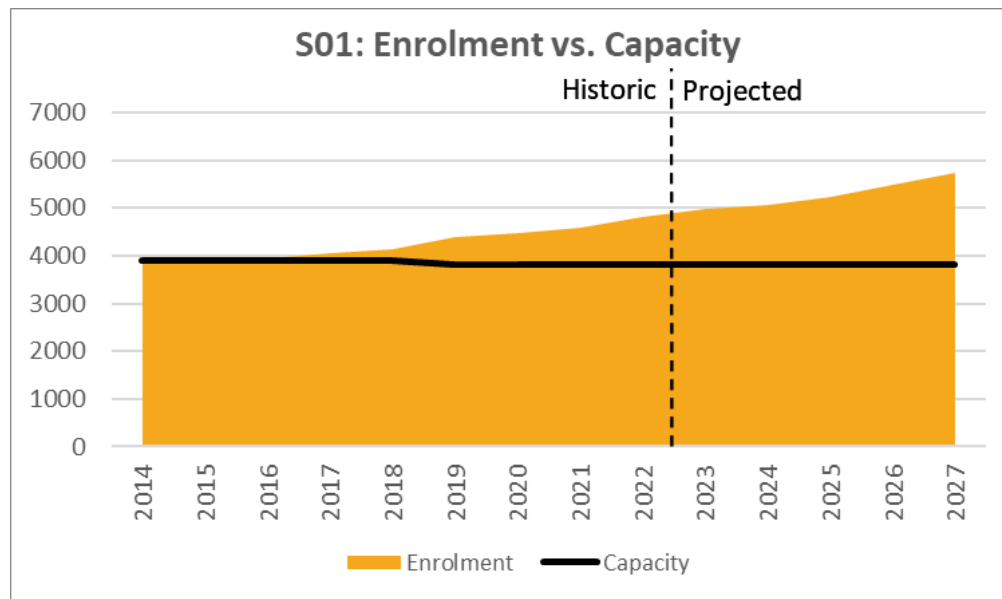
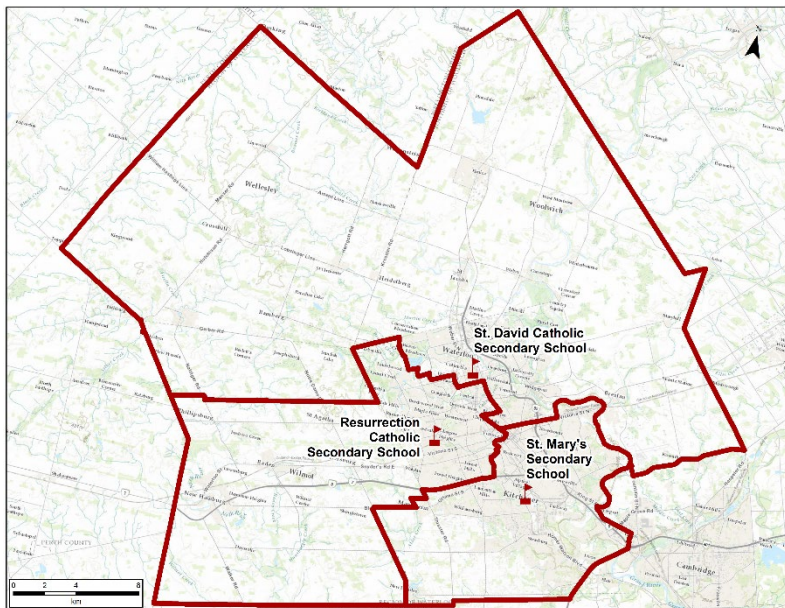
**Partners**

RisingOaks Early Learning Child Care

**Projection**



## S01 Kitchener-Waterloo Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Resurrection	1848	144%	2059	160%	2760	214%
St. David	916	86%	1098	102%	1690	158%
St. Mary's	2218	145%	2589	169%	3657	239%

### Development Overview

- Over 23,000 unbuilt residential units are located throughout the S01 Kitchener – Waterloo Planning Area, including;
  - Over 2,600 in the Resurrection boundary
  - Over 4,700 in the St. David boundary, and
  - Over 15,000 in the St. Mary’s boundary.

### Future Actions

- Board to construct 1,400 pupil place East Kitchener 7-12 school.
- Approved [East Kitchener boundary changes](#) to take effect with opening of new school.

**S01 Kitchener -  
Waterloo**

**Facility**

**Partners**

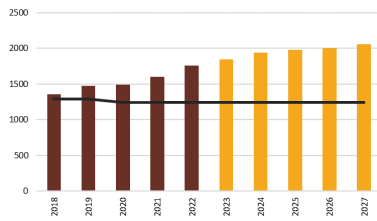
**Projection**

**Resurrection**



Year Built	1990
Additions	
Site Size (ac.)	24.76
Next to Park	Yes
Capacity	1,245
Yield	0.247

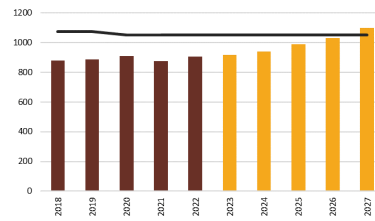
YMCA of Three Rivers Child Care  
City of Kitchener field use



**St. David**



Year Built	1965
Additions	1966, 1991, 2005
Site Size (ac.)	15.80
Next to Park	No
Capacity	1,050
Yield	0.168

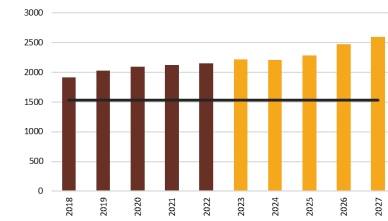


**St. Mary's**



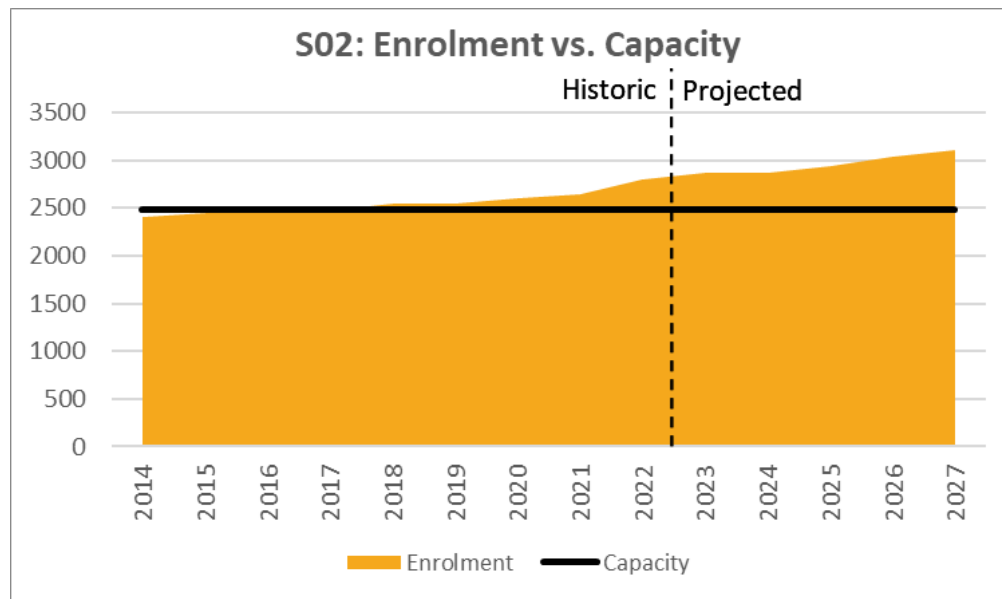
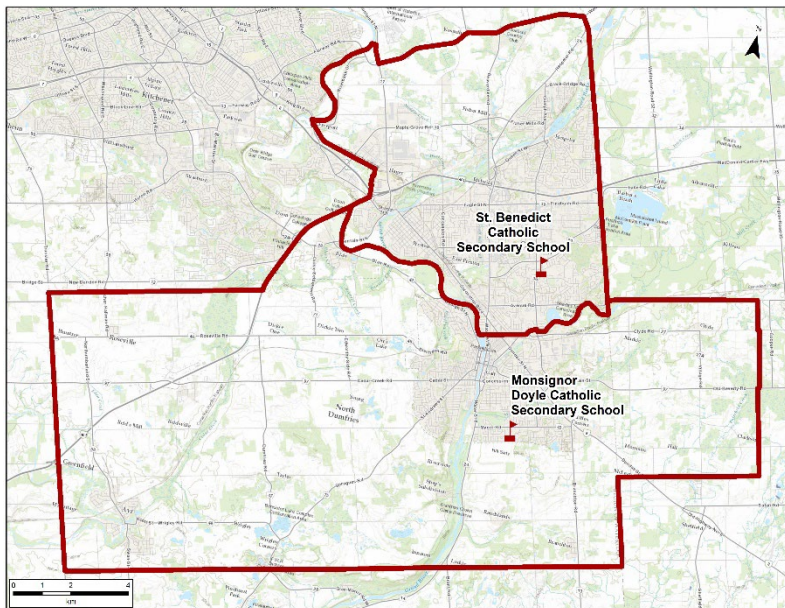
Year Built	2002
Additions	
Site Size (ac.)	24.12
Next to Park	No
Capacity	1,530
Yield	0.255

Kitchener Public Library - Country  
Hills Branch  
City of Kitchener field use





## S02 Cambridge Planning Area Overview



School	2023/24	23/24 Utilization	2027/28	27/28 Utilization	2032/23	32/23 Utilization
Monsignor Doyle	1108	108%	1157	112%	1794	174%
St. Benedict	1755	120%	1944	133%	2218	152%

## Development Overview

- Over 14,000 unbuilt residential units are located in the S02 Cambridge Planning Area, including;
  - Over 8,500 units in the Monsignor Doyle boundary, and
  - Over 6,200 units in the St. Benedict boundary.

## Future Actions

Staff will continue to monitor enrolment.

**S02 Cambridge**

**Facility**

**Partners**

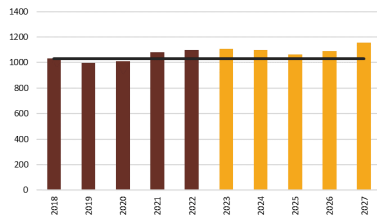
**Projection**

**Monsignor Doyle**



Year Built	1991
Additions	1994, 2005
Site Size (ac.)	16.67
Next to Park	Yes
Capacity	1,029
Yield	0.364

City of Cambridge field use

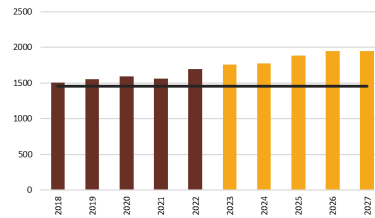


**St. Benedict**



Year Built	1996
Additions	2003
Site Size (ac.)	20.46
Next to Park	No
Capacity	1,458
Yield	0.362

IdeaExchange – Clemens Mill Branch  
City of Cambridge field use



## SECTION 4 **STRATEGIC PRIORITIES**

## **In-Progress Initiatives**

### **Introduction**

This section provides an overview of current and planned Capital Priority and other projects. This includes new schools, additions, and boundary reviews. Planned initiatives are identified as immediate, medium, and long term priority projects. However, board and ministerial approval may be required before advancing any project, which may impact timing.

### **In-Progress (Funded) Initiatives**

1. St. Agnes CES - Addition
  - 167 pupil place addition and new gymnasium
  - Interior renovations to existing classrooms and other spaces including learning commons and special education classroom.
2. St. Josephine Bahkita CES - New School (boundary review complete)
  - 645 pupil place new JK-8 elementary school
  - 88 space child care facility
3. Southeast Galt CES Joint Use School - New School
  - 354 pupil place new JK-8 elementary school co-build with Waterloo Region District School Board
  - Adjacent to future City of Cambridge recreation complex and IdeaExchange library
4. East Kitchener 7-12 School - New School (boundary review complete)
  - 1,400 pupil place school for Grades 7-12
5. New St. Patrick CES - New School (boundary review complete)
  - 527 pupil place new JK-8 elementary school
  - 88 space child care facility
6. New Rosenberg CES - New School
  - 527 pupil place new JK-8 elementary school
  - Co-build with City of Kitchener community centre
7. New Baden CES - New School
  - 354 pupil place new JK-8 elementary school
  - 88 space child care facility

## **Recommended Capital Priorities, Boundary Review Initiatives and Other Priorities**

### **Immediate Term (2023/24 & 2024/25)**

- Capital Priorities Applications
  - St. Paul Addition and Interior Alterations
  - St. Mark Addition and Interior Alterations
  - St. Gregory Addition and Interior Alterations
  - St. Brigid Addition
  - St. Boniface Addition
- New North Cambridge CES
- West Galt Boundary Review
- New SE Galt CES Boundary Review
- New Rosenberg CES Boundary Review
- Confirm site location for future New North Cambridge CES
- Confirm site location for future New Beaver Creek Meadows CES
- Confirm interest in Catholic school facilities in Dundee North Secondary Plan

### **Medium Term (2025/26 – 2027/28)**

- Initiate New Baden CES boundary review
- Initiate Kitchener West boundary review

## Long Term (2028/29+)

- Capital Priorities Applications
- New Beaver Creek Meadows CES
- New West Rosenberg CES
- New Doon South CES
- Initiate boundary review for New North Cambridge CES
- Initiate boundary review for New West Rosenberg CES
- Initiate boundary review for New Doon South CES
- Initiate Waterloo East boundary review.

## Planned Future School Site Purchases

Strategic Priority	Timing of Acquisition	Approx. Site Area (ac.)	Comment
New Baden CES	Immediate Term	5.0 ac.	Draft plan under review.
New Doon South CES	Medium Term	6.0 ac.	Site interest reserved.
New North Cambridge CES	Medium Term	6.0 ac.	Draft plan under review.
New West Rosenberg CES	Long Term	5.0 ac.	Site interest reserved.
New Beaver Creek Meadow CES	Long Term	6.0 ac.	Draft plan under review.
New Dundee North CES	Long Term	TBD	Site interest to be confirmed in secondary plan.

## Ongoing Initiatives

- Education Development Charges Annual Reviews (2024/25, 2025/26)
- Education Development Charges 5-Year Review (Spring 2026)
- Long Term Accommodation Plan Annual Reviews (2024/25, 2025/26)
- Long Term Accommodation Plan 3-Year Review (Spring 2026)

## SECTION 5 **APPENDICES**

## English Track Family of Schools

Holy Spirit	JK-8	Monsignor Doyle CSS
St. Anne (C)	JK-8	
St. Augustine	JK-8	
St. Brigid	JK-8	
St. Gregory	JK-8	
St. Vincent de Paul	JK-8	

Christ the King	JK-8	St. Benedict CSS
Our Lady of Fatima	JK-8	
St. Elizabeth	JK-8	
St. Gabriel	JK-8	
St. Joseph	JK-8	
St. Margaret	JK-8	
St. Michael	JK-8	
St. Peter	JK-8	
St. Teresa of Calcutta	JK-8	

Blessed Sacrament	JK-8	St. Mary's HS
Canadian Martyrs	JK-8	
John Sweeney	JK-8	
Monsignor Haller	JK-8	
Our Lady of Grace	JK-8	
Saint John Paul II	JK-8	
St. Aloysius	JK-8	
St. Anne (K)	JK-8	
St. Bernadette	JK-8	
St. Daniel	JK-8	
St. Josephine Bakhita	JK-8	
St. Kateri Tekakwitha	JK-8	
St. Timothy	JK-8	

Holy Family	JK-8	Resurrection CSS
Holy Rosary	JK-8	
Our Lady of Lourdes	JK-8	
St. Dominic Savio	JK-8	
St. John	JK-8	
St. Mark	JK-8	
St. Nicholas	JK-8	
St. Paul	JK-8	

Sir Edgar Bauer	JK-8	St. David CSS
St. Agnes	JK-8	
St. Boniface	JK-8	
St. Clement	JK-8	
St. Luke	JK-8	
St. Matthew	JK-8	
St. Teresa (Elmira)	JK-8	
St. Teresa (K)	JK-8	



## French Immersion Attendance Area Feeder Schools

		2022/23 Grade Configuration									
School		1	2	3	4	5	6	7	8	9	
<b>Sir Edgar Bauer</b>	Sir Edgar Bauer	Sir Edgar Bauer								St. David CSS (September 2023)	
	St. Agnes										
	St. Nicholas										
	St. Clement										
<b>Holy Rosary</b>	Holy Rosary	Holy Rosary				Sir Edgar Bauer					
	Holy Family										
	Our Lady of Lourdes										
	St. Dominic Savio										
	St. John										
<b>St. Luke</b>	St. Mark	St. Luke				Sir Edgar Bauer					
	St. Paul										
	St. Luke										
	St. Boniface										
	St. Matthew										
<b>St. Anne (K)</b>	St. Teresa (E)	St. Anne (K)									
	St. Teresa (K)										
	St. Anne (K)										
	St. Daniel										
	Canadian Martyrs										
	Saint John Paul II										
	St. Aloysius										
	St. Bernadette										
	Monsignor Haller										
	Our Lady of Grace										
	John Sweeney										
	Blessed Sacrament										
	St. Josephine Bakhita (2023)										
	St. Kateri Tekakwitha										
St. Timothy											

## French Immersion Attendance Area Feeder Schools

		2022/23 Grade Configuration								
	School	1	2	3	4	5	6	7	8	Grade 9
<b>Our Lady of Fatima</b>	Our Lady of Fatima	Our Lady of Fatima								St. Benedict CSS (September 2024)
	St. Elizabeth									
	St. Gabriel									
	St. Joseph									
	St. Michael									
<b>St. Peter</b>	St. Peter	St. Peter		Our Lady of Fatima						
	Christ the King									
	Holy Spirit									
	St. Anne (C)									
	St. Augustine									
	St. Brigid									
	St. Gregory									
	St. Margaret									
	St. Teresa of Calcutta									
St. Vincent de Paul										



**Date:** May 1, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Innovation and IT Governance Board Report

**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 Act Section 169.(1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

- [Ontario Ministry of Education Curriculum and Resources Website:](#)
  - [The Role of Information and Communications Technology](#)
  - [Experiential Learning](#)
  - [Transferable Skills](#)
  - [Cross-curricular and integrated learning](#)
- [Ontario Ministry of Education Kindergarten Program](#)
- [Ontario Ministry of Education Curriculum Documents](#)
- [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12](#)
- [Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)
- [Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)
- [Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being](#)
- [Policy/Program Memorandum 164 - Requirements for Remote Learning \(PPM164\)](#)
- [Policy/Program Memorandum 167 - Online Learning Graduation Requirement \(PPM167\)](#)
- WCDSB Responsible Use of Information Technology and Electronic Data - [APS017](#) (staff) and [APC052](#) (student)
- WCDSB Electronic Communications and Social Media Use Guidelines - [APS035](#)
- WCDSB Procedure for the Purchase of All Electronic Computing Devices - [APS015](#)



## Alignment to the MYSP:

### **Awaken to Belong**

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

### **Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

### **Strengthen to Become**

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.

## Background/Comments:

Innovation, strategic information technology (IT) planning and accelerated technological progress have precipitated a strong culture shift at the Waterloo Catholic District school board to become one known for its keen focus on student centered design, deep learning, and the transferable skills and one that inspires all to stretch their thinking, to not only demonstrate their learning, but to work collectively towards continued achievement and personal efficacy. While the 2022/23 school year has continued to present novel challenges, we have maintained a strong lens of adaptability while continuing to ensure that strong pedagogical practices are targeted and focused, yet flexible, to meet the needs of all students, families, and staff. Our commitment to equity, diversity, and inclusion ensures all decisions are made with intentionality as we focus on our underserved students recognizing that students' identities and circumstances outside of school shape their learning needs. Our advancements in Innovation and IT governance have directed our strategic planning to ensure our ever-changing digital landscape is cloaked with attention to digital citizenship, cyber-awareness and a commitment to ensuring safe learning environments virtually and otherwise for all students, staff and families. We are promoters of new and innovative practices and foster opportunities for new ideas to flourish regardless of their source. We are proud of the continued agility and demonstrated commitment to innovation as will be evidenced within the following report.

## Digital Literacy & Citizenship Programming (MYSP 2.1, 2.2, 2.3)

Digital Literacy & Citizenship Programming continues to be an important strategy for supporting students, families, and staff in continuously developing skills related to media balance and well-being; privacy and security; digital footprint and identity; relationships and communication; cyberbullying, digital drama and hate speech; and news and media literacy.

Key highlights related to digital citizenship programming since the last report include:



- Continued collaboration between Student Aware and Safe Schools and mental health support to understand the WCDSB baseline for cyber-bullying and ensure schools are aware of and implementing the Digital Citizenship program and others in response to student need as identified through Student Aware data.
- In August, Library Technicians received professional training and were urged to incorporate a lesson about citing sources from the Common Sense Education program into their regular library sessions during October 2022. The intended audience for the lesson was ideally seventh-grade students.
- October was Cyber Security and Digital Citizenship month. To raise awareness of resources and tips daily tweets from the @WCDSBInnovates Twitter account and weekly system announcements for staff were posted.
- For the month of October, we ran a contest that challenged K-12 educators to do a Digital Citizenship lesson with their classes. Educators tweeted out student learning and tagged our @WCDSBInnovates account to be entered into a draw for one of 5 pizza parties, micro:bits and Climate Action Kits.
  - 36 entries
  - Reaching approximately 900 students
- Presented at three staff meetings to support implementation of Digital Citizenship
- Delivered Digital Citizenship lessons at one school to four junior classrooms (approximately 100 students)
- Emailed all Administrators and posted in System Announcements about the available Digital Citizenship Resources from [Common Sense Education](#) and the corresponding Ontario [Curriculum Alignment](#)
- Released a system memo in January 2023 with pedagogical guidance in response to the emergence of ChatGPT and similar Artificial Intelligence (AI) tools. Met with our partners from the University of Waterloo Office of Academic Integrity, the Learning, Teaching, and Instructional Design Librarian, and Centre for Teaching Excellence.
- Term 2 had a specific focus on Human Trafficking and developing safe relationships. Classroom presentations regarding human trafficking will have been delivered to all grade 8 classrooms by June 2023.
- Developed and communicated social media guidelines to the system and incorporated them into APC035.

 **WCDSBInnovates** @WCDSBInnovates · Oct 7, 2022  
 WCDSB Teachers! Are you thinking ahead to next week's lessons? Head over to @CommonSenseEd and check out their high quality, engaging, free, and ready-to-use #DigitalCitizenship K-12 lessons! Your class could win a pizza party or maybe even 5 @inksmith3d climate action kits! 🍕🌱



 **WCDSBInnovates** @WCDSBInnovates · Oct 18, 2022  
 We loved reading this advice! Words we can all live by!



 **WCDSBInnovates** @WCDSBInnovates · Oct 11, 2022  
 Bad takeout food or phishy email? If it looks weird, sounds weird, or just doesn't sit right, don't engage with it! It's always better to be safe than sorry. Be sure to check the legitimacy of any email that looks to be a fake. #K12CAM2022 @WCDSBInnovates



**Next Steps:**

- Continue to keep a focus on Digital Literacy & Citizenship for the month of October. Clear communication through multiple channels about the Digital Literacy & Citizenship lessons across all grade levels with a focus on K-8.
- Continue to provide pedagogical and support in response to the prevalence of AI tools.
- Additional resources for parents/guardians and students around online safety as it relates to online human trafficking will be promoted.

**Experiential Learning Programming: (MYP 1.1, 2.1, 3.1)**

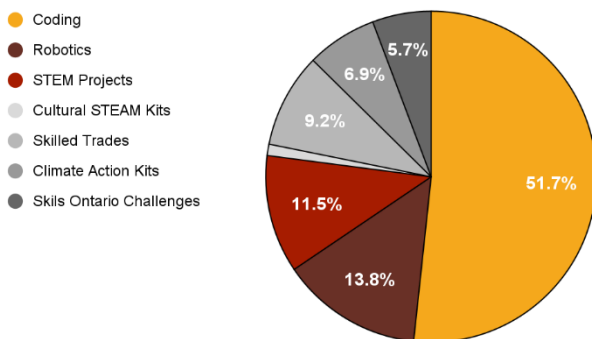


**In our current MYSP, we are ensuring that Every Student Reaches their Full Potential. Experiential Learning allows students and educators to be actively involved in hands-on learning experiences that are engaging and motivating.**

### Workshops

- K-12 Experiential Learning Workshops continue to build capacity for staff and students in the areas of skilled trades, STEAM, innovation, and practical, hands-on experiences.
- 77 workshops involving 1838 students in grades kindergarten through grade 10 this school year, across the entire system.
- Workshops actively promote the learning of its participants involving a variety of hands-on activities and interactive sessions. The activities are designed to encourage the teachers to actively participate and engage with the material, using a job embedded PD model. Throughout the workshop, there are opportunities for teachers to reflect on their own learning and discuss how they plan to apply what they have learned in their own classrooms
- Workshops provide students with practical, immersive learning experiences that help to develop important skills such as critical thinking, problem-solving, collaboration, and motivation.
- Coding remains the top choice for workshop topics, with continued high demand and popularity. Direct links are made to Mathematics Curriculum (Algebra) as well as Science and Technology (Strand A – STEM Skills and Connections).

### Experiential Learning Workshops by Topic



### STEM and Skilled Trades Competition

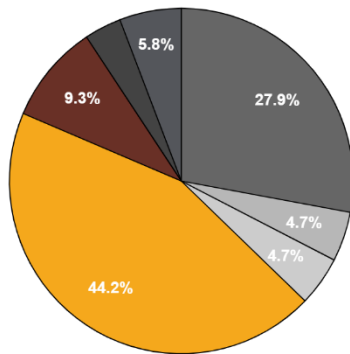
- WCDSB STEM and Skilled Trades Competition give students the opportunity to practice and develop practical skills. These opportunities provide students with hands-on experience, allowing them to apply the knowledge they have learned in the classroom to real-world situations.
- Focusing on critical thinking and problem-solving students are challenged to think creatively and critically to find solutions to complex problems.
- 86 competition registrations involving 2266 students in grades kindergarten through grade 8.





### Competition Submission by Topic

- Construction and Building Technology
- Coding
- Video Editing
- Make Do Cardboard Construction
- Lego Mechanics
- Tinkercad
- Climate Action



**Ms. Thiel** @MsKThiel · Jan 3  
 Our class has some new hardware! Congrats Gold & Bronze winners of the @WCDSBInnovates STEM & Skilled Trades Comp. 🏆🏆 Ss built a cardboard airport to transport COVID patients from hospitals over capacity, and a Treetop Zipline using pulleys and gears. @StAgnesCES #wcdsbAwesome



**Mrs. Mendonca-Freitas** @SMGTFreitas · Nov 10, 2022  
 Lego Mechanics Challenge Day! @stmargaretscot @WCDSBInnovates @MsWMcKinley @WCDSBNewsWire

**Lise** @liseamack · Nov 17, 2022  
 Junior WCDSB STEM Challenges! Nail Art and MakeDo galore! What an amazing day! @MsWMcKinley @Lukes\_Lightning #WCDSBInnovates #WCDSBAwesome



### High Impact Professional Development for Educators

- Opportunities provided for teachers to improve practice and enhance student learning outcomes. These opportunities involve personalized, ongoing support, and collaboration with other educators.
- Board wide professional development day with focus on STEM, Experiential Learning and differentiated instruction. Educators were guided through the Engineering Design Process and provided with practical applications of STEM concepts in various occupations, including skilled trades.
- Creation of Experiential Learning D2L classroom provides educators with access to research-based strategies and resources, to help support educators in developing new skills and teaching approaches. 172 educators are enrolled and actively using this resource.
- Resources developed and distributed to all schools to support educators in implementation of new technology in all Learning Commons (micro:bits, k8 robots, climate action kits and Bee Bots) including Pocket Sized PD video series and 5 Things to Know Posters.
- Experiential Learning and Innovation Ambassadors in almost all WCDSB schools.





- Family Fun Professional development winter session with a focus on the integration of micro:bits into the curriculum. 138 people attended this event including WCDSB educators and their families. The event included 3 community partners (Kids Code Jeunesse, InkSmith and Fair Chance Learning), sessions run by WCDSB educators and the St. David's Team Dave Robotics Team.
- Family Fun Professional development spring session will focus on STEAM teaching and learning. We will be joined by community partners from InkSmith, Fair Chance Learning, Kids Code Jeunesse, WLU Faculty of Ed's Mission to the Moon Project and ESQube. Presentations will also take place by WCDSB Staff focusing on Loose Parts Play, WeVideo and Green Screens, OYAP Cars, Indigenous Beading and BeeBots.



**In our current MYSP, (1.1) we are ensuring that students can see themselves reflected in their learning. By creating and promoting culturally responsive resources, tools, and strategies that are designed to recognize, respect, and respond to the cultural backgrounds and experiences of students.**





### Culturally Responsive Resources, Tools, and Strategies

- Creation of Cultural STEAM Kits that focus on Indigenous ways of knowing and incorporate cultural knowledge, values, and practices into the curriculum.
- In partnership with Fair Chance Learning, educators participated in Tech for Reconciliation professional development session focusing on culturally relevant Indigenous classroom content with technical coding skills to engage students from all backgrounds in powerful acts of reconciliation.
- Coding projects developed specifically focusing on girls coding initiatives including 10 educators involved in Hackergal PD and 1 school participating in Girls Who Game.
- Accessible Coding Project in partnership with Bridges Canada is running in 1 school with the goal of developing resources that bring the coding strand of STEM learning to students with cognitive, physical and sensory challenges. The developed resources will be in WCDSB Learning Commons, paired with existing coding tools.



### Next Steps:

Continue to build partnerships with community organizations. Seek out opportunities to build partnerships with these organizations, and work together to create meaningful learning experiences for students.

Increased support of STREAM (Science, Technology, Religion, Engineering, Arts, Math) teaching and learning and its connection to the new science curriculum as well as integrated learning approach. Increase primary, junior, intermediate and secondary experiential learning opportunities through virtual monthly STREAM challenges.

Continued support of educators around the area of coding as there is an increase in students interested in computer science/tech courses/pathways in secondary in the next 5 years, especially as coding continues to be a focus.

In order to advance the integration of robotics in schools, the next steps will prioritize the implementation of K8 Robots as an introductory platform for younger students, while simultaneously exploring the potential of Lego



Robotics and VEX Robotics for more advanced applications, fostering a dynamic learning environment that caters to various skill levels and interests.

During the 2022-2023 school year, we actively collaborated with school boards across Ontario and various community partners to identify and develop effective strategies for implementing esports programs in schools. Esports programs will be developed and supported in the upcoming 2023-2024 school year. To effectively implement esports programs in schools, the next steps will encompass the adoption of the WCDSB Official Esports Coaching Guide, participation in Esports Coaching Clinics for professional development, integration of Scholastic Esports curriculum, investment in necessary infrastructure and tools for student engagement through gaming, and initiating a WCDSB Pilot Support and Reporting system to monitor progress and success.

## Equity and Technology Governance (MYPSP 1, 2, 3)



Digital equity is about ensuring that everyone has equal access and opportunity. This means access to devices and the Internet is essential but not enough to ensure equity. To ensure equity we must pair technology governance with the elements of deep learning through an equity lens that include community partnerships, the learning environment, pedagogical strategies, and strategies for leveraging digital. This section primarily outlines the role of technology governance in terms of equity of access; however, it is important to note that professional learning related to technology is through the lens of creating more equitable opportunities through innovative pedagogical and assessment practices.

### Access to Devices:

- 1725 grade 8 students were identified as having registered at one of our secondary schools for grade 9 in September 2023. We surveyed their parent(s)/guardian(s) to determine who would require a WCDSB provided device for home and school use when entering grade 9.
  - 1342, 77.8% completed the survey
  - 383, 22.2% did not complete the survey
    - Of those that completed the survey:
      - 620, 46% do not have a device
      - 722, 54% have their own device
- The current ratio of Chromebook/Cloudbook devices for students is 2:1. This is an increase in available devices from the previously established ratio of 3:1. This increase was made possible by funds made available through COVID resource reallocation and relief funds.



- Our rural schools, St. Boniface, St. Brigid and St. Clement, have identified areas of need in their schools. By cultivating learning partnerships, embracing digital technologies, improving the learning environment, and enhancing their pedagogical practices, they aspire to transform their school communities. The rural schools grant is providing the principals with financial assistance to procure resources that will facilitate deep learning and innovation in their schools.
- WCDSB continues to have a Bring Your Own Device (BYOD) policy that encourages those who can bring their own device to do so. The rationale for this policy is that school devices are then freed up for use to create more access to devices for a school. With the BYOD policy in place, it becomes necessary to track which schools have greater access to devices through BYOD so that IT has a better understanding of where there is greater need for WCDSB provided devices. Currently at secondary schools, the number of BYOD devices have dropped due to distribution of devices to students. Elementary schools have seen an increase of over 5000 BYOD devices, which is a greater than 33% increase. WCDSB has sourced recommended device configurations and affordable Internet which we update regularly on our WCDSB BYOD site: [Bring Your Own Device – Waterloo Catholic District School Board \(wcdsb.ca\)](http://wcdsb.ca/bring-your-own-device)
- With the Ministry's new online learning (e-learning) graduation requirement (PPM167) for all secondary students, there is added pressure to ensure that all students have access to a device and internet that can effectively support their online learning needs regardless of location. Courses that are not fully online also often require students to access learning resources and submit evidence of learning through a LMS. While all students in secondary currently have access to a device, new students coming into secondary schools midyear often require a board provided device which can be a challenge for schools to provide.
- **Microsoft Settlement - Education Voucher** applications were submitted on behalf of six elementary schools (based on their SES scores). As of April, we have received confirmation that three of these schools' applications were successful and will be receiving \$25 000 each. The funds will be used to purchase Microsoft devices, such as Cloudbooks and Surface tablets.
- One of the most significant challenges related to managing equitable access to devices for students and educators is that funding has been made available in pockets rather than in a long term sustainable plan over multiple years like it has been during the Technology for Learning Fund years. For this reason, it is important that IT continues to have budgets allocated to providing technology to students and educators while also creatively using more predictable areas of funding like the rural grant money to support the system.

#### Next Steps:

- Through IT Governance, working with the Innovation Committee, significant research into the equity of access to devices has occurred. Next steps involve understanding where this priority lands through the budget review process to determine how we can develop a sustainable program for the equitable provision of devices.

## Global Competency Programming: Leveraging Digital (MYSP 1, 2, 3)

Leveraging digital to propel student acquisition of transferable skills forward is a key element of deep learning for all schools. In particular, tools like learning management systems (LMS) support educators in leveraging digital to



connect with students and their families, to deliver learning opportunities, and to embed a variety of digital tools and resources in the learning experience. The LMS serves as a primary online platform for communication and interaction in all delivery models (face to face, remote, e-learning).

## Learning Management Systems: Brightspace by D2L and Google Classroom

WCDSB currently provides access to both Brightspace by D2L and Google Classroom as an LMS. Beginning September 2021, the following reasons were provided regarding moving to D2L in September 2023 as the sole LMS:

- Brightspace by D2L is the required LMS for St Isidore elementary school to provide a consistent experience for families and occasional teachers supporting the school. This decision was made in response to feedback from families and staff supporting the school the previous year. Brightspace by D2L was selected as the LMS based on a variety of factors including ease of access from D2L to other online tools with single sign-on, privacy and security features, attendance tracking, and availability of curriculum content to be imported into the LMS.
- The provincial LMS, Brightspace by D2L is the common platform within the Ontario eLearning Consortium for Online learning (eLearning).
- A single LMS for the year across all grades where possible is encouraged for all other schools.

Statistics for LMS as of March 2023:

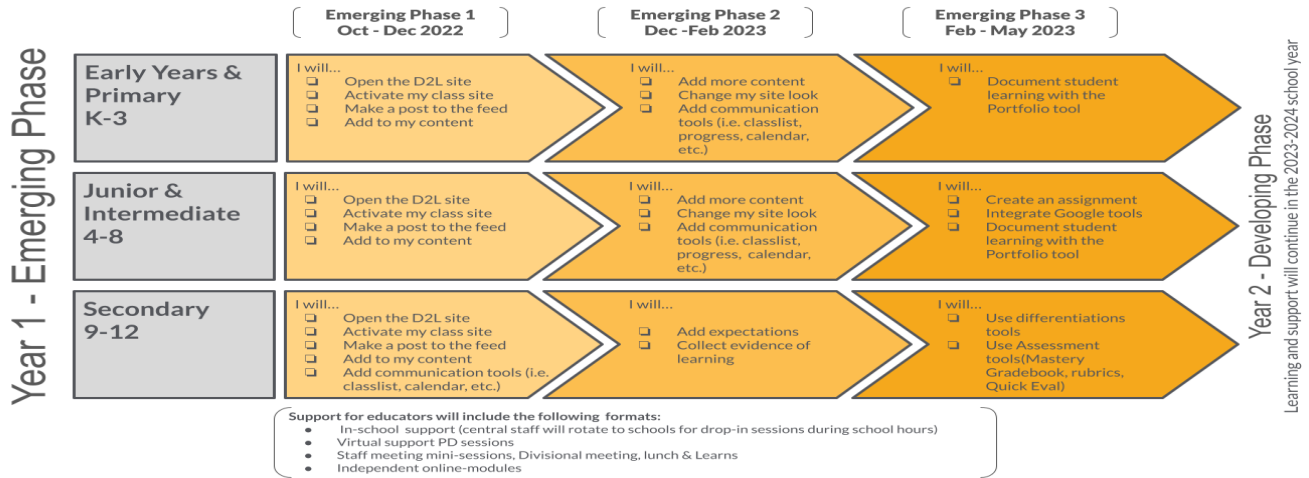
- Google Classroom continued to be used by many:
  - There are currently about 3000 active Google Classrooms, about 700 archived, and about 1000 declined. Google Classrooms are automatically provisioned at key points throughout the school year and educators have the option to accept or decline the provisioned Classrooms. Alternatively, they have the ability to create their own Classroom.
  - There are about 20,000 weekly active users with a spike to about 24,000 weekly users during remote learning.
- D2L adoption has increased since the pandemic and during the emerging phase of the D2L rollout 2.0 shown through:
  - An increase in logins with over 16,000 average daily logins compared with under 6,000 pre-pandemic.
  - Access by secondary students by school ranging from 80% to 98% depending on the school.
  - Increased course access counts since September 2022 for secondary schools ranging from 130K to over 200K depending on on the school
  - Steady increase in course counts for many schools since September 2022 in K-8. Top schools with high course access counts include St Isidore, St Nicholas, St Aloysius, Holy Rosary, and St Clement with counts ranging from 7K to over 25K.
  - Continued use of professional learning sites such as ProfessionalLearningLE (10K+) and new JEDI site (1400) and community sites such as Sacred Space (54K+).
  - Data for this section collected Sept 2022-Mar 8, 2023. For further details see [infographic](#)
  - The robust nature of the tool includes increased accessibility features built in and greater alignment with *Growing Success*.
- An [updated Memorandum](#) on WCDSB transition to D2L was sent out in February. Information about reasons for the switch and a Google Classroom “turn-off” date were provided.
- Since Spring 2022 and as part of the D2L Rollout Plan 2.0, the rollout team has provided over 200 sessions for close to 1000 educators. Sessions ranged from virtual to a mini-conference at St Mary CHS with 1:1, small group, and 150 educators at the conference.





# D2L Rollout Plan

**GOAL** In preparation of D2L becoming WCDSB's only LMS, we are building capacity and learning to use the tools before the September 2023 launch.



## Online Learning (eLearning)

WCDSB online learning course offerings continue to provide learning opportunities for secondary students. Although online learning is primarily asynchronous, each teacher provides opportunities for synchronous learning through office hours and class meetings in a virtual format. WCDSB is part of the Catholic Virtual Ontario (formerly Ontario Catholic eLearning Consortium) and Ontario eLearning Consortium where we equally host and send students out to other hosting boards. The WCDSB course offerings hosted include:

- Thirty-eight sections during the school year and over thirty-five sections during July 2022 summer school
- A range of grade levels and pathways hosted by WCDSB and taken by WCDSB students
  - A similar number of courses hosted by WCDSB are O, U, and U/C pathways with open at 26% with many of these courses taken through summer school,
  - Least number of courses hosted by WCDSB are in a pathway is college at 18% as very few C courses are offered in summer school
  - Most courses taken by WCDSB students are U (29%) followed by U/C and O. We do have a small number of students taking intermediate courses and courses at P, W, E, and D pathways.
  - Most courses hosted by WCDSB are senior level courses. Intermediate courses hosted are mainly through summer school (12) and some courses offered through the school year (4)
  - Courses taken by WCDSB students are mostly senior level (87%). Demand for intermediate level courses is coming mainly from remote learning students and students in grades 11-12+.
- Four intermediate course offerings during the school year to promote BIEP/MYSP priorities such as Computer Studies for girls (ICS2O - Introduction to Computer Studies) and meeting the needs of WCDSB students
- Four intermediate course offerings to ramp up for the requirements for PPM167 and to contribute to CVO offerings for Catholic boards.
- Continued professional learning and course development that includes teacher presence and social presence as well as the Catholic lens and context



## St. Isidore Virtual School

For the 2022-2023 school year, the Ministry of Education mandated that boards provide students and families with the opportunity to attend school remotely.

In secondary, approximately 35 students elected to attend school remotely which resulted in the WCDSB joining a Catholic remote Consortium group. This Catholic remote group worked together to try to provide some remote learning course offerings. WCDSB hosted 10 sections total over the year with 8 sections in semester 1 and 2 in semester 2. Many remote learning sections had low numbers.

Most intermediate students took a mainly remote learning timetable with 5-8 courses in the remote format in most cases. Most senior students took a few courses in the remote learning format. This ranged from one to five remote learning courses. The remaining timetable was filled with courses in the eLearning format. The remote learning group struggled to support fully remote even for a partial timetable as the number of remote learning students has reduced. We also saw a number of students wanting the eLearning format or wanting a mixture of eLearning and remote learning.

In elementary there are currently 140 students in 7 classes attending St Isidore Virtual Catholic Elementary School. In its third year, Waterloo Catholic partnered with St. Clair, Huron Perth and NorthEastern CDSBs and has extended the invitation to other surrounding boards in the 2023-24 school year. St Isidore has come together to build a strong community. Some key highlights include:

- Friday morning weekly live announcements including collaborative games between classes.
- Frequent full school assemblies including liturgies and Umbrella Skills celebrations.
- Frequent spirit and community building activities just as you would expect in a physical school such as door decorating, art contests, and other seasonal activities.
- Highly invested Parent Council that developed a successful fundraiser that included activities where students had the opportunity to work across grades with other teachers. Through their efforts they raised more than \$684. Other activities including movie night and a virtual paint night strengthened our sense of community
- Full implementation of student supports such as student success teams including a CYCW, Social Work and the Special Education team.
- Significant adaptability, flexibility, and growth throughout the school year as staff, students, and families grew their transferable skills by creating strong partnerships and learning environments by leveraging technology.
- St. Isidore educators shared their D2L journey and expertise with fellow educators during a D2L mini conference



**Next Steps:**

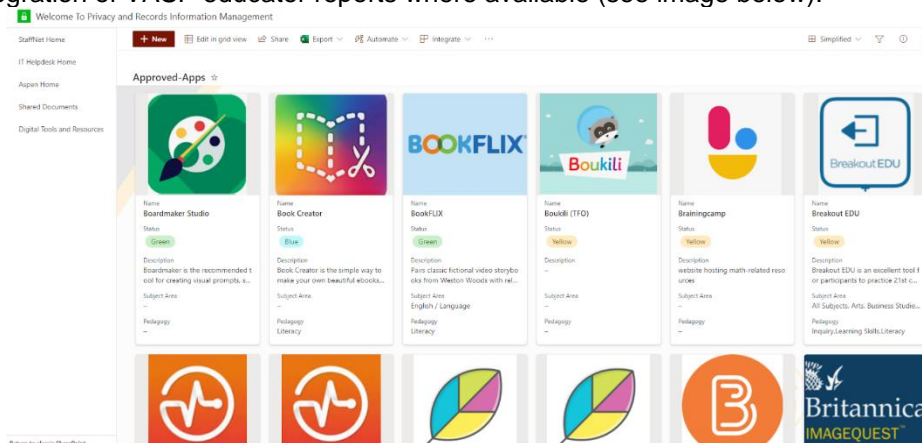
- The Ministry of Education has mandated Boards to continue offering virtual learning as an alternative form of learning to meet the needs of families. St. Isidore Virtual Catholic School will continue as a remote learning school for students K-8 with the hope of growing our partnership to include the majority of Catholic boards in southwestern Ontario including Wellington, Bruce-Grey and Brant-Haldiman.
- Secondary students will be encouraged to move to an eLearning format in the future to fulfill this need as we do not have enough demand for the remote format going forward for secondary.
  
- Continue to communicate through System Announcements and Twitter our plan and commitment (see [February Memo](#)) to transition fully to Brightspace by D2L in September 2023 by offering a variety of Professional Development to staff this spring and into the fall.
- Support in the fall for our WCDSB Parent community to create Parent Portal accounts and access the Brightspace for Parents & Guardians App

**Classroom Technology and Innovation (MYSP 1, 2, 3)**

**Digital Tools and Resources Approval Program**

The Digital Tools and Resources Committee continues to support responsible acquisition and use of digital tools and resources by reviewing requests through a pedagogical, procurement, privacy, security, and deployment lens. Public reports from the Information and Privacy Commissioner of Ontario further to complaints from parents about privacy protection of student personal information show that those Boards which have conducted appropriate reviews of apps and digital tools can demonstrate compliance, whereas those Boards that have not or have conducted insufficient reviews are subject to additional compliance orders by the IPC. This need to demonstrate compliance with legislative requirements contributes to the pressure of the app review process. Key highlights of work accomplished since the last reporting period include:

- Approved Terms of Reference by EC in accordance with audit recommendations.
- Implemented updated staff mandatory Privacy and Cybersecurity Training including guidance on the review process and safeguarding personal information.
- Significant usability improvements to the approved digital tools and resources list including visuals, filtering, and searchability. The updated list also includes usage notes to support required training on digital tools, apps, and integration of VASP educator reports where available (see image below).





- Approximately 400 Apps are listed on the [Approved Apps list](#)
- Integrated ECNO-VASP request and reports into the WCDSB system for review. WCDSB staff request VASP review and use reports to support the internal process. VASP report green/red & spreadsheet screenshot.
- Updated Responsible Use of Information Technology and Electronic Data - Staff - APS017 and created Responsible Use of Information Technology and Electronic Data - Student - APC052 to clarify distinct staff and student responsibilities and ensure that policies can easily be accessed on our public site. Approved apps are also published on the public-facing APS017 webpage and updated semi-annually.

### Responsible Use of Information Technology and Electronic Data – Staff – APS017

Reviewed/Revised: January 2022

**PURPOSE**

The intent of this Administrative Procedures Memo is to provide direction to staff using Waterloo Catholic District School Board (WCDSB) information technology assets and resources.

The Waterloo Catholic District School Board supports the benefits that technology can bring to enable its daily operating activities and student achievement. All users are required to know, acknowledge they have read, and abide by this policy to ensure information technology resources are being used in a safe and responsible manner.

[Click here to view AP Memo APS017.](#)

**FORMS**

**REPORTS**

**APPENDICES**

**APPROVED DIGITAL TOOLS AND RESOURCES (APPS)**

Last Updated: September 22, 2022

- 1st Grade Splash Math
- 3D ShapeShifter
- 3D Vista
- Abby Monkey Basic Skills: Preschool
- ABC Song Educational Activities and Sing Along
- Action Verbs

- [Innovative Apps](#) landing page including guidance on the use of apps

Innovate

<https://innovate.wcdsb.ca/apps/chrome/>

**Next steps:**

- Continue to refine the App review and approval process to standardize and manage the lifecycle of digital tools and resources, and work with educators to improve processes based on feedback and collaboration.

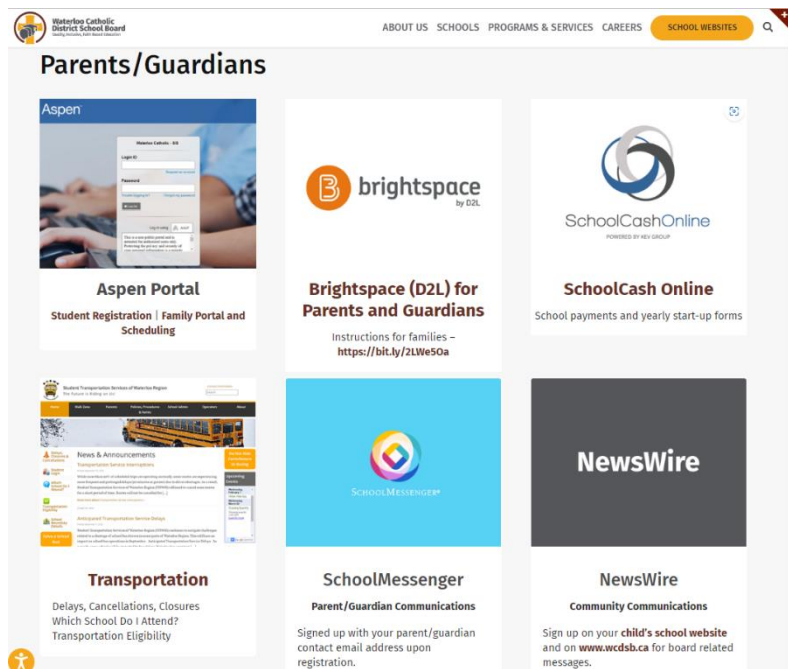


- Manage the volume of requests and need for review. Labour and time to review (Approx.30-60 minutes per app) continue to be challenges for the review team especially as training and compliance requirements increase.
- Work to align with governance and oversight requirements and recommendations.

### Technology for Parent, Guardian and Community Engagement (MYP 1.3, 2.3, 3.3)

Presently implemented and emerging web technology is providing WCDSB with the opportunity to engage the parents, guardians and the community anywhere at any time. Web environments such as our Desire 2 Learn provincial virtual learning environment (D2L), School Messenger/Safe Arrival, School Cash Online and the Aspen Parent Portal have enabled parents and guardians to become more engaged in classroom activities and their children’s long-term achievement information. D2L/Prism has enabled students and families to have anywhere online access to classroom curriculum material and assignments. School Messenger has provided expanded

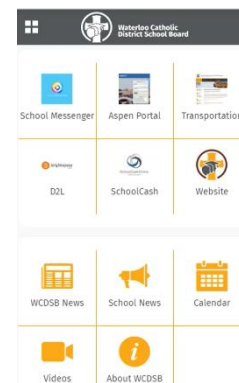
attendance and school notifications to families. We have begun to Pilot School Messenger Safe Arrival where all parents/guardians will be timely notified of student absences on a more timely basis and they can provide reasons for absences online or through an app. WCDSB has expanded the parent and community engagement platforms through Youtube, Instagram, Facebook, Twitter and our website. The WCDSB Newswire service has over 9000 subscribers plus each school has their own Newswire feed the community can subscribe to for up to date community news. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent Portal has seen great growth and enhanced features which will continue to grow in the future. We look to expand the roll out in 2023/24 and add new features such as distributing electronic report cards plus the ability for parents to confirm and update their



demographic data. The Aspen Parent portal already has over 14380 parents registered in the environment.

A project in 23/24 will include investigating a solution for all parent environments to be consolidated under a single sign on and unified credentials as well as a parent/community phone app.

Potential Parent/Community Phone App design:



Aspen Parent Portal Views:



Pages My Info Academics Groups Calendar Locker

Announcements

Recent Activity Last 7 days

- 06/03/2015 - Attendance (Absent) Class: SOCIAL STUDIES 11 Period: 4
- 06/03/2015 - Assignment Grade (SOCIAL STUDIES 11) Grade: 20 Assignment: Key Influences
- 06/03/2015 - Assignment Grade (SOCIAL STUDIES 11) Grade: 78 Assignment: Test 2

Published Reports

Filename	Date Uploaded	Creator	Description
Report Cards - Middle Years and Secondary	8 KB 02/08/2015 5:03 PM	Levine, David	Report card for Blizard, Daa [1 - 1 of 1]

Students :: 11 [Name] Crystal

Details Options Reports Help

Contacts << Last view

Daily Attendance Time S2

Transcript

Schedule	M - Monday	T - Tuesday	W - Wednesday	TH - Thursday	FRI 1 - Friday 1	FRI 2 - Friday 2
1-8	6 AS2-002 Cinematic Arts Production B Dubose, Harmony 27	6 HCT-002 US History & Geography: Glided Age to Present Mccall, Morgan 24	6 AS2-002 Cinematic Arts Production B Dubose, Harmony 27	6 HCT-002 US History & Geography: Glided Age to Present Mccall, Morgan 24	6 HSB-001 Introduction to River Law (1 0) Brandon, Makayla 27	6 W16-004 Williams, Detrice Commons A
2-1	S41-002 Physics I Fremont, Renee 29	M41-004 AP Calculus AB Morris, Inaune 29	S41-002 Physics I Fremont, Renee 29	M41-004 AP Calculus AB Morris, Inaune 29	S41-002 Physics I Fremont, Renee 29	M41-004 AP Calculus AB Morris, Inaune 29
3-2	A47-001 Lunch Williams, Detrice Commons A	A47-001 Lunch Williams, Detrice Commons A	A47-001 Lunch Williams, Detrice Commons A	A47-001 Lunch Williams, Detrice Commons A	A47-001 Lunch Williams, Detrice Commons A	A47-001 Lunch Williams, Detrice Commons A
4-3	E08-003 AP English Lang & Composition Wallace, Genesis 37	E08-003 AP English Lang & Composition Wallace, Genesis 37	E08-003 AP English Lang & Composition Wallace, Genesis 37	E08-003 AP English Lang & Composition Wallace, Genesis 37	A47-001 Lunch Williams, Detrice Commons A	A47-001 Lunch Williams, Detrice Commons A
5-4	HUB-001 Introduction to Street Law (1 0) Brandon, Makayla 27	W16-004 Williams, Detrice Commons A	HUB-001 Introduction to Street Law (1 0) Brandon, Makayla 27	W16-004 Williams, Detrice Commons A	AS2-002 Cinematic Arts Production B Dubose, Harmony 27	HCT-002 US History & Geography: Glided Age to Present Mccall, Morgan 24
6-5						

Pages Family Academics Calendar

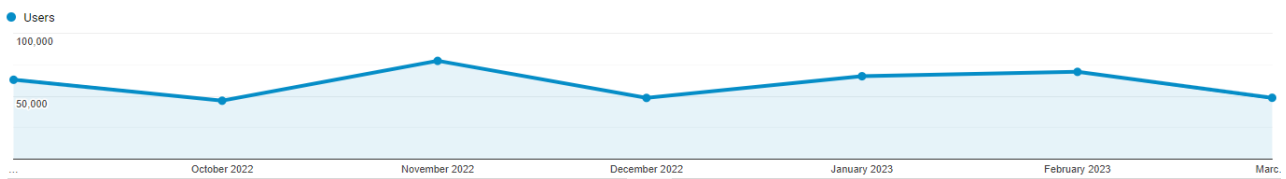
Options Reports Help

Day Week Month Student [Name] Crystal

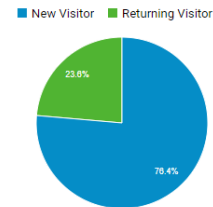
November 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29			1	2	3	4
			Assessments 2	Assessments 2	Assessments 2	Assessments 2
			Term 2 Assessment 2	Term 2 Assessment 2	Term 2 Assessment 2	Term 2 Assessment 2
			Copy Term 2 Assessment 2	Assessments 2	Assessments 2	Assessments 2
5	6	7	8	9	10	11
Assessments 3	Assessments 3	Assessments 3	Assessments 3	Assessments 3	Assessments 3	Term 2 Assessment 2
Term 2 Assignment 1	Term 2 Assignment 1	Term 2 Assignment 1	Term 2 Assignment 1	Term 2 Assignment 1	Term 2 Assignment 1	Copy Term 2 Assessment 2
Assessments 2	Assessments 2	Assessments 2	Assessments 2	Assessments 2	Assessments 2	Assessments 2
12	13	14	15	16	17	18
Term 2 Assessment 2	Participation 1	Term 2 Assessment 2	Homework 1		AP CALC TEST 1	
Copy Term 2 Assessment 2	Introduction to Functions	Copy Term 2 Assessment 2	Homework 1			
19	20	21	22	23	24	25
	Participation 2	Homework 2	Homework 2		AP Calc Final Test	
	Participation Term 2 Grade 2	Homework 2	Homework 2			
26	27	28	29	30	1	2
	Participation 1	Homework 3	Homework 3			
	Participation Term 2 Grade 3	Homework 3	Homework 3			

WCDSB Website Utilization Statistics:

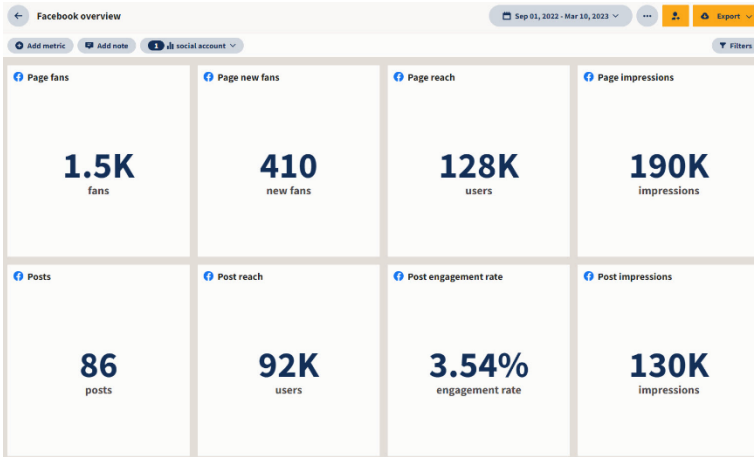


Users 353,225	New Users 339,963	Sessions 852,517	Number of Sessions per User 2.41	Pageviews 1,497,693
Pages / Session 1.76	Avg. Session Duration 00:01:24	Bounce Rate 63.71%		

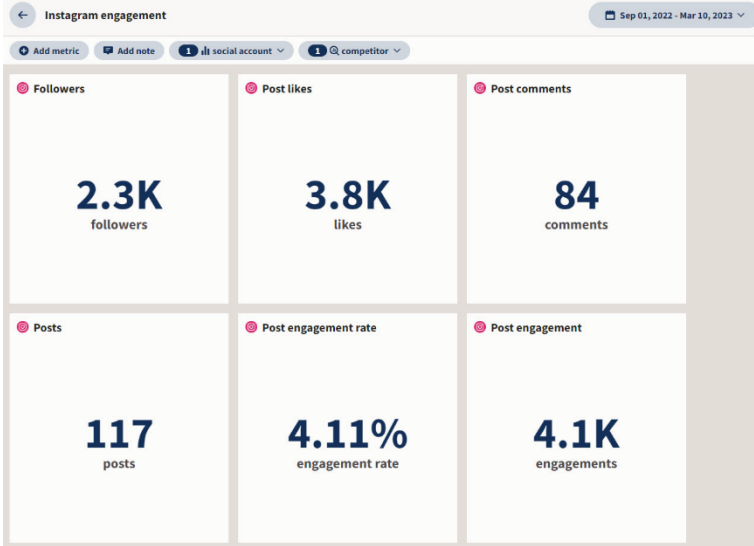


WCDSB Facebook Utilization Statistics:





WCDSB Instagram Statistics:



WCDSB Twitter Statistics:



WCDSB Youtube Statistics:



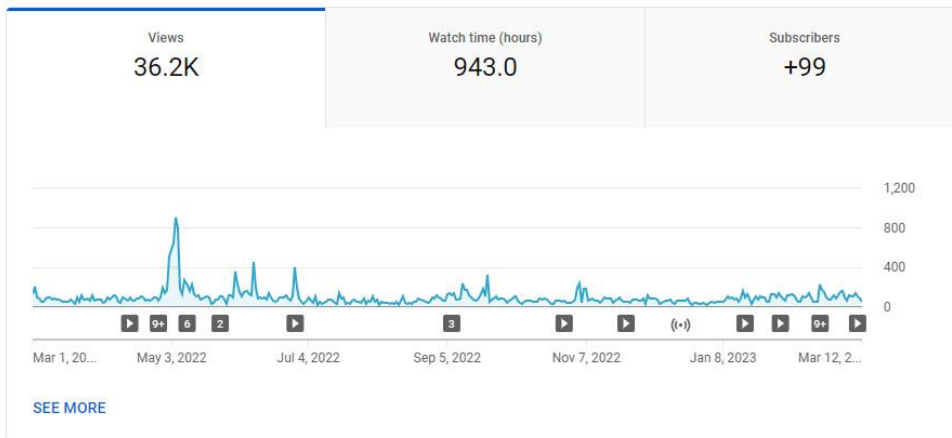
Channel analytics

ADVANCED MODE

Overview Content Audience Research

Mar 1, 2022 – Mar 12, 2023  
Custom

In the selected period, your channel got 36,235 views



**Realtime**  
● Updating live

**969**  
Subscribers  
[SEE LIVE COUNT](#)

**132**  
Views · Last 48 hours

**Top content**

Content	Views
Welcome to Waterloo Region...	10
St Teresa of Calcutta - Somet...	8
How to Use a Visual Schedule...	7

[SEE MORE](#)

Next Steps:

- Continue to evaluate the effectiveness of various communication platforms, exploring innovative methods to foster collaboration between school and home, and recommending tailored strategies to enhance parent involvement, ensuring a comprehensive approach to supporting student success.

Classroom Technology 5 Year Refresh Plan (MYSP 1.1, 3.1, 3.2)

Areas Affected	Initiative	Implementation Years
Secondary Academic	Azure Labs	2024/25
All Schools	Chromebook/Mobile Device Refresh	1/4 Yearly
Secondary Academic	Devices for Equitable Access to Technology	2023-28
All Schools	Display/Projector Technology Refresh	2023-27
All Schools	Educator Device Refresh	2024-26
Elementary Academic	Elementary Classroom Desktop Refresh	2023-25
All Schools	Monitor Refresh	Ongoing
Secondary Academic	Secondary Classroom Desktop Refresh	2023-25
Secondary Academic	Secondary Printer Refresh	Yearly Staged
All Sites	Secure Access Service Edge (SASE)	Ongoing
All Sites	Windows 10 End of Life (2025)	2023-25





- **Azure Labs for Computer Design Classes (2024/25)** We began piloting the utilization of cloud-based services to provide access to design lab applications (eg: AutoCad, Adobe Creative Suite) to devices like Chromebooks and home computers. This initiative allows remote access to these applications for design classes to devices outside of our high end design labs. The benefits to home access for homework is being investigated to evaluate the continued implementation across the system. This solution will be practical when all students have access to mobile technology and the Internet in school and at home.
- **Chromebook/Mobile Device Refresh (¼ Yearly)** Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved **an average 2:1** ratio of Chromebooks and Windows Cloudbooks to students at every school. The ratio improved this year due to COVID funding from 3:1. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 4 years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/4 of the devices every year.
- **Devices for Equitable Access to Technology (Grade 9's, Yearly)** Digital equity is about ensuring that every student has equal access and opportunity. This means access to devices and the Internet is essential. 1725 grade 8 students were identified as having registered at one of our secondary schools for grade 9 in September 2023. We surveyed their parent(s)/guardian(s) to determine who would require a WCDSB provided device for home and school use when entering grade 9. Our plan is to provide devices to grade 9 students who do not have ready access to a mobile device for learning. As we continue this endeavor yearly, with Bring Your Own Device support, all secondary students will have access to a dedicated device by Fall 2026.
- **Display/Projector Technology Refresh** Every classroom in WCDSB has a data projector. We have refreshed all projectors that were installed in 2011 in 2022. To maintain maximum availability of this critical classroom engagement tool. Functional decommissioned projectors are used as spares to minimize classroom downtime when the projectors fail. The next full refresh cycle will begin in 2023/24 to refresh all data projectors over 5 years. Each year failing projectors will be replaced as required.
- **Educator Mobile Device Refresh** Every Classroom in WCDSB has a dedicated computer for the Educator and for operating the data projector. The requirement for educators to incorporate technology into their pedagogy and remote instruction is best served by access to a mobile device with a larger screen than our student 11" Chromebooks and Cloudbooks. A provincial grant in 2011 had enabled WCDSB to purchase devices to support many classrooms and educators for this purpose. These devices will need to be refreshed from 2024 to 2026.
- **Elementary Classroom Desktop Refresh** Elementary desktop computers will be refreshed to replace broken and outdated computers. The continued goal is to continue to support 1 computer per classroom (attached to the projector) in elementary schools. Extra working computers will be shuffled to other schools as new classrooms are added or removed. The target is to refresh all desktops that do not support Windows 11 by 2025, staged and on a yearly basis.
- **Monitor Refresh** Classroom projectors have outdated video splitters paired with failing computer monitors that don't allow for easy sharing of mobile devices to the screen. New and more energy efficient monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. We are replacing and repairing monitors as budget funding allows.
- **Secondary Classroom Desktop Refresh** One quarter of all Secondary desktop computers will be refreshed replacing broken and outdated computers. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to support the one Microsoft Windows based computer to every four students in the secondary schools. The target is to refresh all desktops that do not support Windows 11 by 2025.
- **Secondary Printer Refresh** Printers are replaced as required at secondary schools with a focus on reducing the requirement for printing and reducing print costs.
- **Secure Access Service Edge (SASE) (Ongoing)** As part of the Ministry of Education Broadband Modernization Program (BMP), WCDSB has been funded to implement a Secure Access Services



Edge (SASE) environment for our students and staff. SASE provides a secure and reliable way for students and staff to access applications and data from anywhere while filtering dangerous internet content. WCDSB will use SASE to help protect against cyber threats to our many systems and devices that connect to the Board network. We are launching SASE throughout the system this Spring and will continue to improve the environment on an ongoing basis.

- **Windows 10 End of Life (2025)** The Windows 10 operating system will no longer be supported for security and performance updates in October 2025. We are updating all devices that do not support Windows 11. These devices would normally be refreshed by October 2025 in our regular device update cycle, but we must be diligent at maintaining this refresh cycle so WCDSB is not burdened with devices without current security updates which are unable to run modern educational software.



## Global Competency Programming: Pedagogical Practices Building Thinking Classrooms and Innovative Learning Environments (MYSP 1, 2, 3)

Students are engaged in Deep Learning when educators are actively developing students' [Transferable Skills](#). By developing educators' capacity to use the four frames of Deep Learning: Pedagogical Practices, Learning Partnerships, Learning Environments, and Leveraging Digital, we are creating learning opportunities that have the complexity and depth to unleash the potential for our students to thrive in school and in life. We are using the Thinking Classroom pedagogical framework as our innovation strategy to provide educators with the teaching moves, to engage learners in the frames of Deep Learning. The framework's pedagogical moves are accessible for educators to add to their own practice, which can be nuanced to their grade level and subject area.



We have engaged educators in learning more about the Thinking Classroom in the following ways:  
Distributed copies to **Building Thinking Classrooms in Mathematics, K-12** to educators that have participated in Thinking





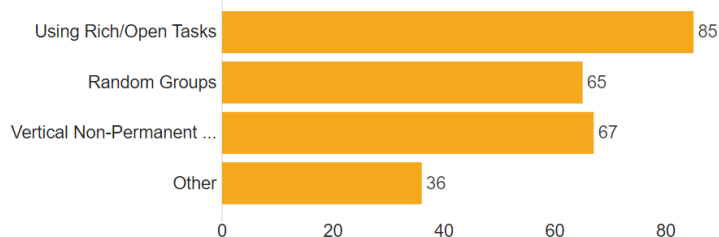
- Classroom workshops, hosted demonstration lessons in their classrooms, or expressed interest in reading the book.
- **Classroom materials** to support Thinking Classrooms pedagogical practice were distributed to teachers including: Wipebooks, markers, and erasers.
- Innovation Consultants worked with classroom teachers at three elementary schools to **plan and implement Thinking Classroom framework** in their lessons.
- Hosted a full day **Thinking Classroom Experiential Workshop** with Peter Liljedahl for Intermediate and Secondary teachers.
  - All survey respondents committing to using the Thinking Classroom framework in their context in the future.
  - Many participants expressed their gratitude for being offered this form of professional learning

Are you using any of the Thinking Classroom practices in your own context 6 WEEKS following Peter's workshop?



- In partnership with WRDSB, 10 Secondary coaches, 5 student achievement consultants and two vice-principals were invited to an evening workshop with Peter Liljedahl titled, “Who Teaches the Teachers” where participants experienced strategies for working with classroom teachers to improve their practice through noticing and naming their next step in learning.
- Through TLIA funding, a webinar workshop series “**Assessment in a Thinking Classroom**” was offered system-wide. 20 educators received funding to attend.
- Led learning activities at two **Elementary Staff Meetings** for educators to experience a Thinking Classroom activity and learn more about the first three practices of the framework.
- **Modeled the Thinking Classroom** practices for educators in the classroom at **St. Louis**, and worked with program managers on how this framework could help educators deliver timely and specific feedback to improve student learning and student-teacher relationships.
- Initial work on a **WCDSB Thinking Classroom website** that summarizes each practice and includes resources for educators
- **The Learning Recovery Professional Development Day** in Secondary used the Thinking Classroom Framework to model and give educators a way to create a student-centred classroom that fosters community, engages all learners, and includes timely feedback.
- Facilitated **Thinking Classroom Coffee Break** workshops during teachers prep periods for 37 educators at 3 secondary schools where participants experienced a Thinking Classroom task and had an opportunity to reflect on their own practice before designing next steps in their own learning.
- **Secondary Instructional Coaches** supported classroom teachers across disciplines to implement thinking classroom practices in their classrooms.

Thinking Classroom Practices Supported



How often the first 3 Thinking Classroom practices were supported (current as of March 30, 2023):

### Instructional Rounds to Share Deep Learning Practices and Celebration of Teaching

School instructional rounds are a form of professional learning and development that involve educators visiting each other's classrooms to observe teaching practices and provide feedback. The goal is to create a collaborative and reflective culture within the school, where teachers can share insights and strategies to improve student learning.



76 educators from St. Benedict, Resurrection, St. Mary's gave up their prep period to participate in instructional rounds. Rounds at St. David and Monsignor Doyle to follow this spring.



**Instructional Rounds Observation Template**

Pedagogical Practices	Learning Partnerships
I noticed...	I noticed...
I'm wondering about...	I'm wondering about...
I recognized...	I recognized...
I appreciated...	I appreciated...
Transferable Skills <small>Critical Thinking &amp; Problem Solving, Innovation, Creativity &amp; Entrepreneurship, Self-Directed Learning, Collaboration, Communication, Global Citizenship &amp; Sustainability, Digital Literacy</small>	Learning Environments
I noticed...	I noticed...
I'm wondering about...	I'm wondering about...
I recognized...	I recognized...
I appreciated...	I appreciated...

## A Culture of Innovation: Distributed Leadership Strategies (MYSP 1, 2, 3)

### Innovation Centre visits (KPL, AMDSB, YCDSB)

- In March IT, Innovation team members, and SHSM visited three Innovation sites. The groups toured Pathways at Avon Maitland and two YCDSB schools with STREAM Centers of Excellence to learn about their programs and facilities with the hope of establishing our own WCDSB Innovation center.
- The Innovation team met with KPL staff on two occasions this spring to develop and foster an experiential learning partnership.



Pathways at Avon Maitland



YCDSB



YCDSB STREAM Logo



# THEMATIC ROOMS

## Design Thinking Room

This room is a modern take on a traditional classroom. There are adjustable seating options and technology to allow for whole class, small group and independent learning. This space is dedicated to brainstorming, creative ideation, oral/media presentations, etc.

## Makerspace Room

This room functions as a hub for creativity and the making, building and construction of prototypes, designs, artistic creations etc. Workbenches and various consumable and creative materials are made available for students to bring their ideas into fruition. This is a space to get messy and engage in creative risk taking.

## Coding & Robotics Room

This room houses all of the robots and coding resources. Students can create tracks, courses, models, etc., utilizing this open environment. Open space allows for the testing of these movable gadgets. There some flexible seating is available for online coding options as well.

## Experiential Learning Room

This room is a hub for virtual and augmented reality based learning. This environment offers open space and flexibility of movement to allow for a diverse range of experiences. Students can visit far away lands and engage in thematic quests through virtual/augmented simulations. This learning environment stems beyond the four walls of the classroom and as far as the imagination can reach.

*Thematic Rooms at YCDSB*

Innovation in education is a problem-solving process rooted in the desire to meet the needs of all students so that each experiences an equitable outcome. Through each leadership development opportunity, there has been an intentional focus on increasing justice, equity, diversity, and inclusion in the educational experience of students. Key areas of focus for this development have included:

### Teacher Learning and Innovation Allocation (TLIA)

- Funding that enabled us to support teacher collaboration, learning and sharing of effective practices to support the Ministry priorities:
  - Learning Recovery; Early reading and mathematics, supporting de-streamed classrooms, learning recovery and renewal
  - Science, Technology, Engineering and Mathematics (STEM); STEM education, connections to skilled trades and apprenticeship
  - Equity and Inclusive Education; Anti-racism and anti-discrimination, special education and supporting students with disabilities
  
- 43 participants initially signed up to take part in the TLIA project.
- Individuals and Groups used the Design Thinking Process to frame their learning and design their projects based on one or more of the Ministry priorities.
- One remaining session will occur to celebrate and share the learning in June.
- Examples of how the funding has been used to support the projects:



- Educator books (e.g. *Culturally Responsive Teaching & The Brain*, *Building Thinking Classrooms*, *Speech to Print*, *Dive Into Deep Learning* etc.)
- Thinking Classroom Experiential Workshop with Dr. Peter Liljedahl
- Fees for paid workshops/conferences/learning opportunities
- Additional funding has been allocated to support system-wide initiatives beyond the original 43 TLIA participants, with the goal of expanding the TLIA's reach.

### Deep Learning (NPDL) Capacity Building for Leaders:

- NPDL - Canadian Cluster meeting in Ottawa
  - Innovation Consultants attended Professional Development and site visits to learn best practices in implementing Deep Learning
  - A partnership with Newfoundland & Labrador English School District was made with regular meetings to share ideas. Looking ahead we intend on connecting teachers between our school boards in a Deep Learning project.
- Participation in quarterly Canadian Cluster Calls
  - NPDL Capacity Builders “Peer to Peer” Program: Innovation consultants were matched up with other international educators for networking.
  - A team of system leaders attended the NPDL Global Deep Learning Lab conference in April.

### Innovation Twitter Page @WCDSBInnovates

- In September 2022, a Twitter account was established with the goal of showcasing innovators from WCDSB, investigating topics such as Deep Learning and Assessment & Evaluation, bringing attention to pedagogical methods like the Thinking Classroom, showcasing useful Apps & Tech Tools, and disseminating knowledge on experiential learning
- Every month we gain new followers and have thousands of “Tweet Impressions”

**Feb 2023** · 28 days

**TWEET HIGHLIGHTS**

**Top Tweet** earned 3,243 impressions

#WCDSBMotivationMonday will inspire your tech game, STEM game and food game!! Check out this @OLOGGators teacher's recipe for innovation!! #WCDSBInnovates pic.twitter.com/BE8v0qinWm

**Top mention** earned 121 engagements

**Lisa Wollziefer** @mrsvollziefer · Feb 13

Thank you, @WCDSBInnovates

My bucket is full to start the week! ☺ twitter.com/WCDSBInnovates...

**Top media Tweet** earned 2,675 impressions

On #WCDSBMotivationMonday meet Angela from @stannephoenix! She has captured the imaginations of students and helped them flourish in her @StAnneCLibrary! #WCDSBInnovates pic.twitter.com/EpVYJ8DB7k

**Top Follower** followed by 2,097 people

**Jim Pedrech**

FEB 2023 SUMMARY	
Tweets	19
Tweet impressions	25.6K
Profile visits	1,539
Mentions	47
New followers	21





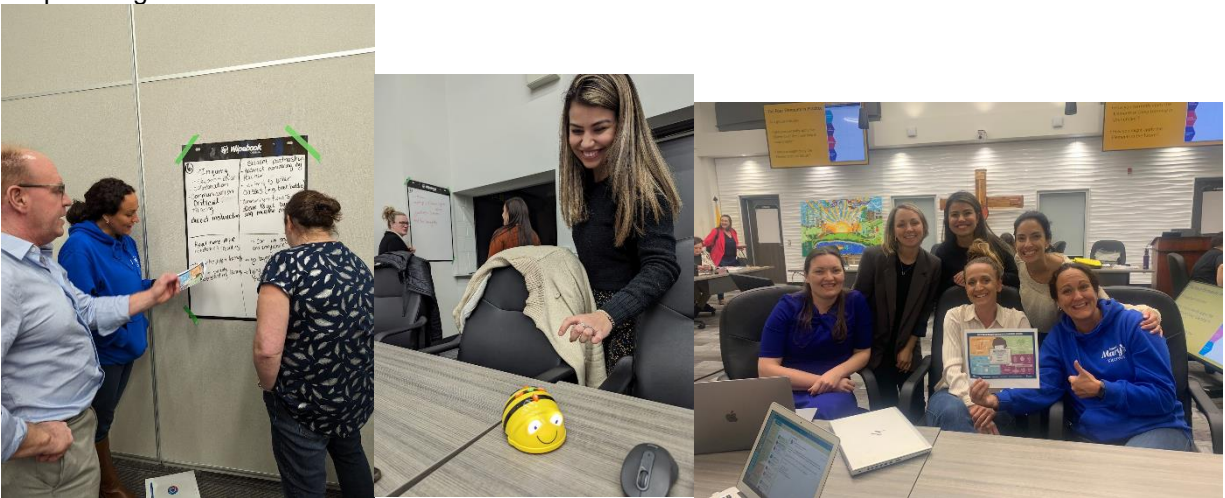
## Innovator Spotlight

Through our [@WCDSBInnovates](#) Twitter account, we have been showcasing examples of Deep Learning to our community. One of the key objectives of this approach is to acknowledge and celebrate WCDSB employees who have made notable contributions to innovation and Deep Learning. To date, we have recognized and celebrated 12 staff members.

## Innovation Committee

The innovation committee is utilizing the deep learning framework to address system needs identified by its members through the lens of innovation. The committee is composed of 36 individuals randomly selected from different employee groups. These members are divided into several sub-committees based on their interests and expertise.

- Science, Technology, Religion, Engineering, Arts, Math (STREAM)
- ML & IEP Learners
- Innovation and Equity
- Parent Portal
- Spreading Innovative Practices



## Next Steps

- **Equity Design and Logic Model Process Capacity Building Strategy**
  - Intentional collaboration between the Equity Officer, Innovation Consultants, and the Research Department to develop and implement the Equity Design and Logic Model Process in the following areas:
    - Admin Team Meeting introduction to Equity Design
    - Program Planning and Evaluation
    - SIEP Team Planning
    - Committee Planning



- **GIMI Project**

- In collaboration with WRDSB, CSCM (French Catholic), and Smart Waterloo Region Innovation Labs, we aim to involve students from one of our secondary schools and one of our elementary schools in the innovation design process to address a community issue. The program offers potential funding for executing the project, and participating students will be certified as level 1 innovators through the Global Innovation Management Institute (GIMI).
  
- Continue to develop and implement Deep Learning opportunities in our schools, including a fall Global Read Aloud project partnership with WCDSB K-8 classrooms and our International school partners
- Establish Experiential field trips at the KPL & our downtown Kitchener community partners for the fall
- Future meetings with the KPL will focus on developing field trips for the fall that utilize the KPL's unique and high-tech facility (ex. Recording studios) in conjunction with other community partners (such as the CBC).
- Discussions will resume on utilizing vacant WCDSB classrooms as sites for Innovative spaces to welcome visiting students and teachers into the learning hubs to enhance the learning experiences of students through STREAM initiatives, as modeled at YCDSB. Potential workshops include, robotics, coding, virtual reality, design thinking, and cross-curricular learning using technology.



# Information Technology 5 Year Strategic Plan 2023-2028



## Information Technology Services Vision

An empowered community that embraces innovation to achieve success.

## Information Technology Services Mission

Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

## Table of Contents:

1. IT Governance
2. IT Services Org Chart
3. IT Key Performance Indicators
4. IT Project and Task Status 2022/23
5. IT Help Desk Status
6. Staff Training Resources
7. 5 Year Plan
  1. Administrative Endpoint Technology
  2. Infrastructure
  3. Process Improvement
  4. Staff Support and Development

IT Services Members at Christmas





### 1. IT Governance - (MYSP 1.2, 3.2)

The Information technology 5 year strategic plan is formed through input from the WCDSB IT Governance committees, partnerships with the Ontario IT educational community, industry trends, pedagogical requirements as identified by the Program department, plus community and stakeholder input. Infrastructure Technology Governance refers to the decision-making and accountability structure. Within this structure, IT resources are aligned with the academic and administrative objectives of the WCDSB in alignment with the Board Improvement Plan for Student Achievement (BIPSA) and Multi-Year Strategic Plan.

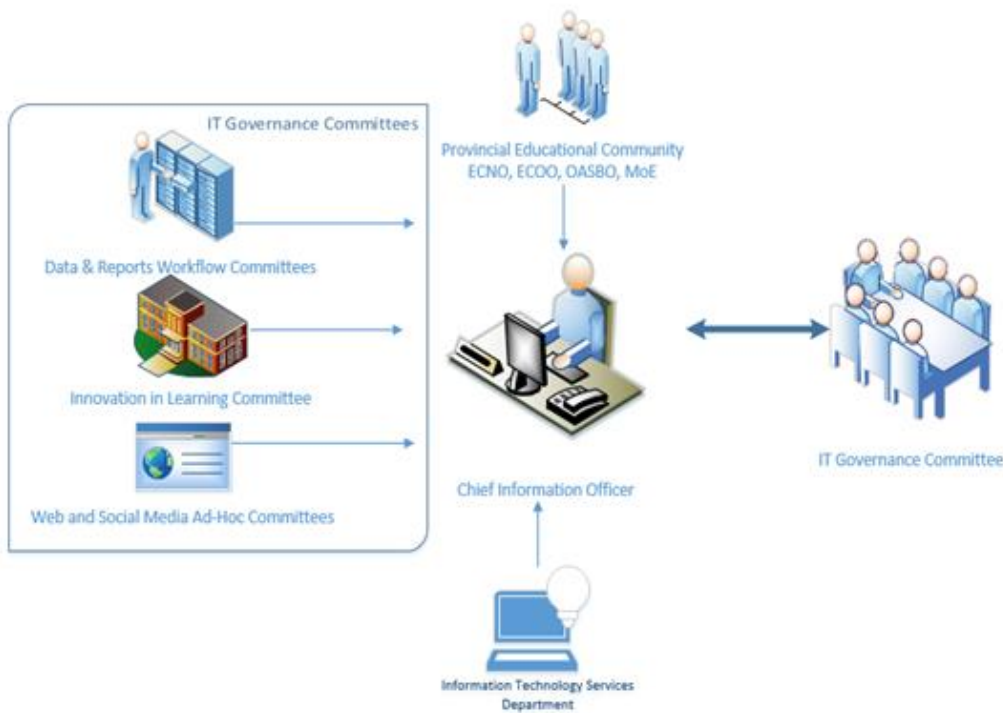
This IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets. It is also important that this structure supports an increased accountability to ensure that critical standards, privacy and security requirements are met.

**Chris Demers** @demers\_chris · Jan 20  
I really enjoyed all the innovative input from you and the rest of the Innovation committee! Such great vision! Thanks for capturing this #WCDSBAwesome moment!  
#WCDSBInnovates

**C.Roque** @Carl0sr0que · Jan 20  
I had some very productive team meetings the last couple of nights. While setting goals can be messy at the beginning, it's always solid to see them put into action.  
Time to write reports.



### Information Technology Governance



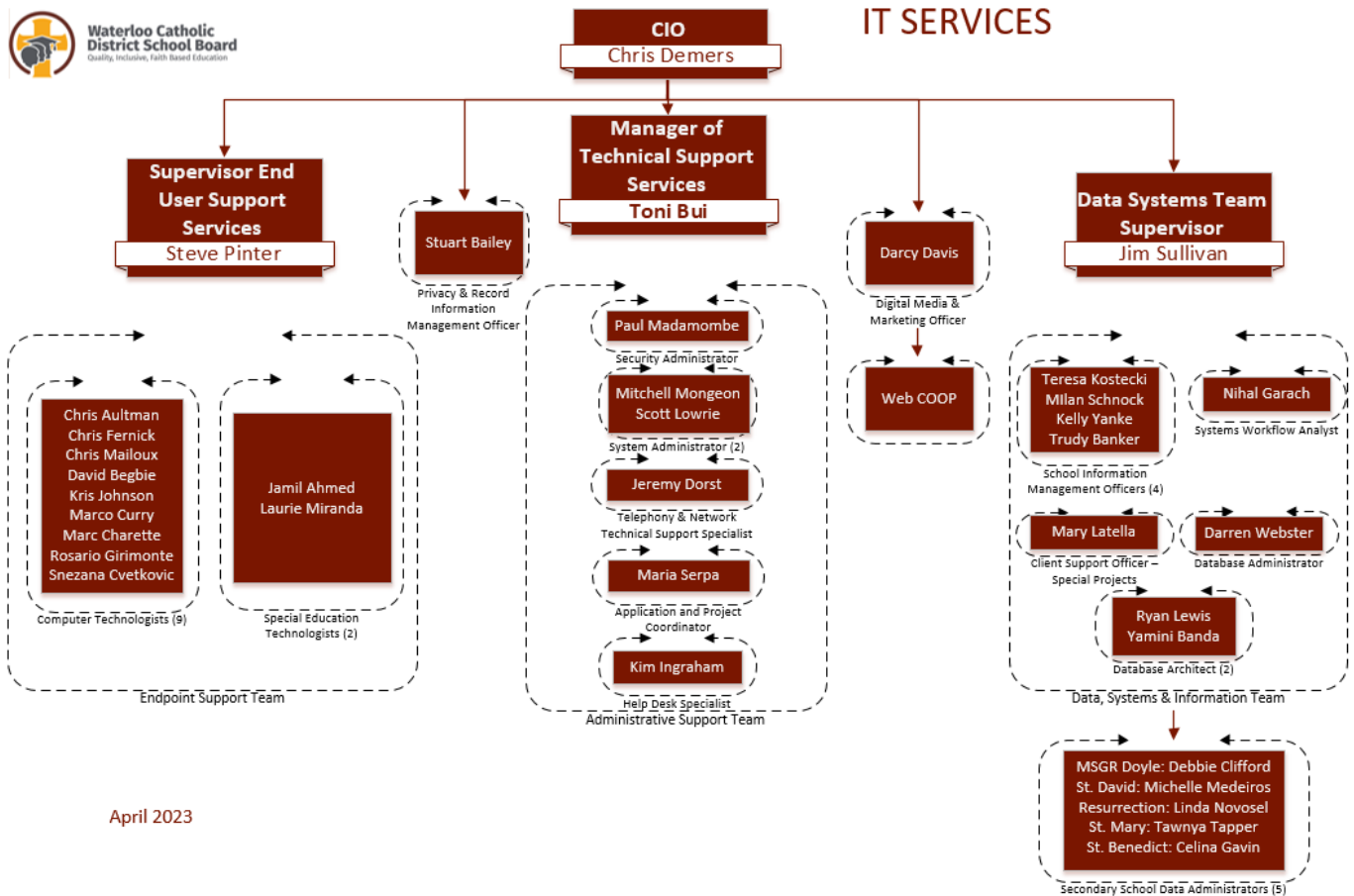
### 1. Information Technology Services Organization Chart (MYSP 1.2)



The IT Services Department Organization Structure Diagram (below), provides an overview of the structure of the Department. This optimized organizational structure services the Information technology requirements of the departments, schools, community, users and systems of the Board in alignment with the Board’s Multi-Year Strategic Plan.

The ITS Department consists of three functional teams aligning individual staff responsibilities with the identified key departmental functions of. The functions of Privacy, Records Management, Freedom of Information and Digital Media roles also are within the IT Services Department. See our 3 teams represented below:

- a) Data Systems and Information Support Services Team;
- b) Administrative Support Services Team; and
- c) Endpoint Support Services Team.



April 2023

### 1. IT Key Performance Indicators - (MYSP 1.2, 1.3, 3.1, 3.2, 3.3)

Key Performance Indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress in achieving its strategic and operational goals for Information Technology and IT’s ability to support system needs. KPI’s are also used as measures of performance against the WCDSB multi year strategic plan.



Our KPI's show a general increase in age of the IT infrastructure and devices. They also show a large increase in the number of devices and applications per IT staff member. The good news is the KPI's show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth and devices need to be refreshed and scaled to need on a yearly basis. Find a sample of the KPI's below. The full IT KPI working document can be found here: [ITS KPI 2023.xlsx](#)

Sample:

Support Area	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Mar13	2023-24 Projections	Trend
<b>IT End User Support Team</b>								
<b>Elementary Academic Infrastructure</b>								
Student ADE	15787	16465	17019	16710	17023	17485	18,302	23%
Number of Supported Desktop Computers	730	760	789	818	836	998	1050	Increasing
Number of Unsupported Desktop Computers	462	462	460	460	460	295	250	-167
Number of Unsupported Laptop Computers	256	300	360	360	350	61	50	-236%
Number of Supported Cloud Devices	6194	6310	6400	6630	7909	8145	9160	16969%
Number of unsupported EOL Cloud Devices				3500	4500	2365	3000	
Number of Staff Cloudbooks					1478	1478	1478	1478
Total number of Cloud Devices				10130	13887	11988	13638	Increasing
Average Age of Desktop Computers	4.5	5	2	3	4	5	5	5
Average Age of Laptop Computers	7	8	9	10	11	12	13	12
Average Age of ChromeBooks	3	2	3	3	4	5	5	5
Student to Cloud device Ratio	3	3	3	2	1.97	1.97	1.95	1.97
Technician to Computing Device Ratio	1197	1228	1258	3650	4903	2224	2498	748%
Technician to Student Ratio	2255	2352	2431	2387	2837	2914	3050	1:2914
Number of WiFi Access Points	650	690	801	830	860	900	950	489%
Number of WiFi Access Points Per Student	24	24	21	20	20	19	19	19
Number of Software Titles	60.00	60.00	60.00	60.00	70.00	75.00	75.00	-6%
Number of approved apps & subscription	315.00	325.00	343.00	363.00	400.00	450.00	450.00	43%
Computers replaced/upgraded	0	0	300	300	150	1500	1500	1500
Total number of BYOD devices connecting	5111	5999	6021	6122	6234	7000	7000	330%
Total number of Android Tablets	27	27	27	20	18	10	10	10
Number of Data Projectors	750	770	773	778	807	889	930	25%
Number of Bulbs replaced	300	400	300	100	15	25	200	Big Jump
Number of Data Projectors refreshed	150	150	200	180	0	30	200	30
Number of Data Projectors repaired/replaced	200	0	0	5	25	25	0	25
Average age of Data Projector	6	4.5	3	3	4	5	4	5
<b>Secondary Academic Infrastructure</b>								
Student ADE	6309	6,783	6,890	6,982	7,245	7,684	7,552	14%
Number of Supported Servers	10	10	10	10	10	10	10	10
Number of Virtual Servers	20	22	24	27	29	29	29	29
Number of Supported Desktop Computers	2149	2156	2164	2173	2170	2301	2400	2301
Number of Unsupported Desktop Computers	75	75	80	80	75	235	150	EOL

## 2. IT Project and Task Status 2022/23 - (MYSF 1.2)

Over the last year, the Information Technology Services department has worked on and completed many projects. Below are the projects projected in the 2021/22 IT Strategic plan report with the current status of each endeavor.

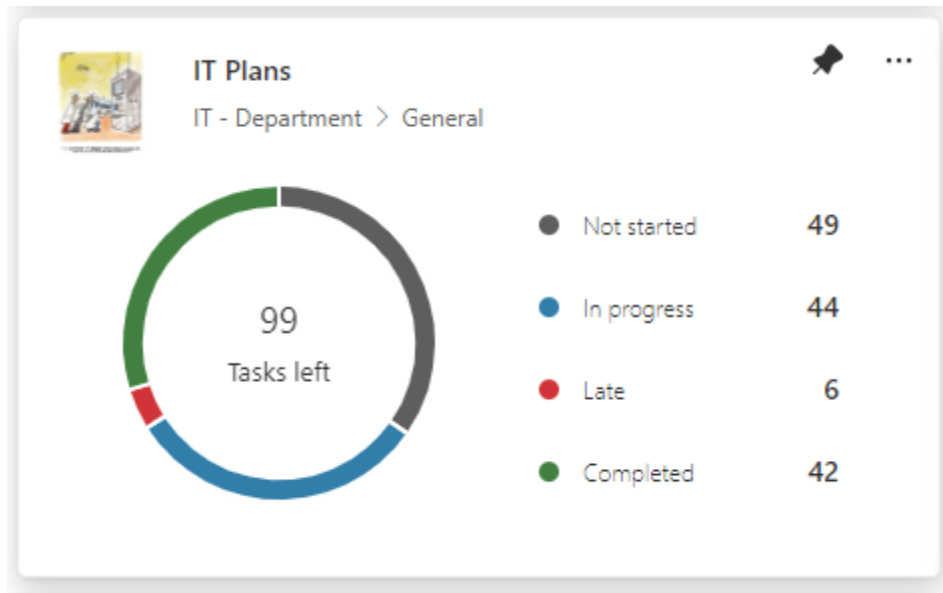


Strategic Priority	Areas Affected	Initiative	Status
Infrastructure	Secondary Academic	Academic Secondary Server Refresh	to be completed aug2023
Infrastructure	CEC	Azure Virtual Desktop	Tested and determined not required this year
Infrastructure	All Sites	Broadband Modernization Program	Stablizing monthly reporting
Infrastructure	All Sites	Increase Internet Capacity	Stable for next 3 years
Infrastructure	All Sites	School Mobile Device Management & Monitoring	60% migration to Intune
Infrastructure	All Sites	Movement to Cloud Service/Storage	Elementary Done, working on Secondary and Departments
Infrastructure	All Sites	Network Segmentation Upgrade	August 2023 finish
Infrastructure	Academic	Network Switch Refresh	August 2023 finish
Infrastructure	All Sites	Phone System Optimization	In progress, working on redundancy for recovery
Infrastructure	All Sites	Photocopiers	Jeff - Summer 2023
Infrastructure	All Sites	Wireless Evergreen	CEC WiFi 6e tri radio pilot in Summer
Strategic Priority	Areas Affected	Initiative	Status
Process Optimization	St Louis	Aspen ConEd Support	Working on Online Registration
Process Optimization	All Sites	Aspen Optimization	Ongoing to meet reporting requirements
Process Optimization	All Sites	Aspen Parent Portal	Over 14000 Parents, Increasing functionality
Process Optimization	Secondary Schools	Aspen PLAR management	Functional and Optimizing
Process Optimization	All Sites	Data Warehouse	Destreaming, Enrollment, EQAO, EDI, Grad Predictive Model
Process Optimization	All Sites	Disaster Recovery Plan Update	Completed March 31
Process Optimization	Business	Email & Electronic Records Retention Automate	Piloting, further implementation 23/24
Process Optimization	Business	Incident Response Plan	June 30th target for completion
Process Optimization	All Sites	IT Help Desk Optimization	Aug 31st Projected Completion
Process Optimization	Business	LaserFiche Process Automation and Forms	Piloting, further impenetation 23/24
Process Optimization	All Sites	Parent and Student Portals	Working on App, Research Single Sign on
Process Optimization	All Sites	Print Optimization & Reduction	Purchasing papercut licenses
Process Optimization	All Sites	Retention Schedule Update	80%
Process Optimization	All Schools	School Messenger Safe Arrival and Applications	Pilots. Will complete 2023 Fall.
Process Optimization	All Sites	Security	All Staff by end of June 2023, Passwordless CEC
Process Optimization	Business	Sparkrock Finance transition to Cloud	Start Fall 2024, project for Jan 2024
Process Optimization	All Sites	Unification of Admin & Classroom Apps & Imaging	To be completed at the end of 2024
Strategic Priority	Areas Affected	Initiative	Status
Endpoint Technology	Secondary Academic	Azure Labs	75%
Endpoint Technology	All Schools	Chromebook/Mobile Device Refresh	23-24
Endpoint Technology	All Schools	Display/Projector Technology Refresh	23-24
Endpoint Technology	Elementary Academic	Elementary Classroom Desktop Refresh	50%
Endpoint Technology	All Schools	Monitor Refresh	ongoing
Endpoint Technology	Admin	Secondary Administrative Desktop/Printer refresh	to be completed before June 2023
Endpoint Technology	Secondary Academic	Secondary Classroom Desktop Refresh	40% 60% by August 2023
Endpoint Technology	Secondary Academic	Secondary Desktop refresh	ongoing
Endpoint Technology	Secondary Academic	Secondary Printer Refresh	completed
Endpoint Technology	All Sites	Secure Access Service Edge (SASE)	Netskope piloting, October go live
Endpoint Technology	CEC	Senior Admin Laptops	23-24
Endpoint Technology	All Sites	Windows 10 End of Life (2025)	to be completed summer 2025
Strategic Priority	Areas Affected	Initiative	Status
Staff Development	All Sites	Approved Application Catalog	Ongoing, OAUTH filtering for allowed apps
Staff Development	All Sites	Cyber Security/Privacy Training Expanded	Late August All Staff
Staff Development	Business	Data Systems Training	Ongoing SQL and Java
Staff Development	All Sites	Innovation Centre Partnerships & Implementation	Innovation Partnership w/ Public Libraries investigation
Staff Development	All Sites	Pro Learning to Apply 2 Education Implementation	Looking at Summer implementation
Staff Development	All Sites	SFE to Appy 2 Education Implementation	Looking at Summer implementation
Staff Development	All Sites	SFE to Supply Work Assignments Appy 2 Ed	Looking at Summer implementation
Staff Development	All Sites	Social Media Optimization	Security and utilization of WCDSB supported apps
Staff Development	All Sites	StaffNet Optimization	Aug 31st Projected Completion
Staff Development	All Sites	Web author training for Staffnet and Website	Training and creation of training materials

**Major IT Department Task Status, Strategic & Operational, 2022/23 (MYSP 1.2)**

Major IT Department tasks and projects are all tracked and assigned to IT staff in Microsoft Planner. Here is an update of 2022/23 projects and tasks as tracked in this environment.





**Small sample section of IT Department Planner:**

IT Plans | Grid | Board | Charts | Schedule

- Data Team**
  - Attendance report in Aspen. (Kelly is testing) - 04/28
  - Student profile report in Aspen. - 04/28
  - Provincial Reporting
    - 22/23 March OnSIS
    - REA May 31
    - Elementary
    - Secondary- 06/30
  - Provincial Reporting
    - 22/23 June OnSIS
    - REA Aug 31
    - Elementary
    - Secondary
    - ECPP
    - Suspension/Expulsion
    - Night/Continuing Education
    - Summer School- 09/29
  - Process Improvem...
- Admin Team**
  - Netscope Go Live - 05/31
  - Safe Arrival Pilots
    - St Aloysius
    - St Isidore
    - ?- 04/30
  - WiFi Refresh 21-23
    - Trial at Board office- 08/31
  - Safe Arrival Aspen Conduit - 04/30
  - St. Josephine Bakhita CES
    - Wired Network (Scott/Mitch)
    - WiFi (Scott/Mitch)
    - Get floor plan
    - Phone System (Jeremy)
    - PA (Jeremy)
    - Active Directory Environment (Scott/Mitch)
    - Microsoft Teams (Maria/Mitch)- 1 / 8
- Endpoint Team**
  - Data Privacy training - 04/20
  - Azure Labs expansion to all Secondary schools
    - Inservice all secondary school techs
    - Inservice secondary staff and trial
    - SDAV
    - RESU
    - SMRY- 2 / 7
  - Device Refresh
    - 23/24 Senior Admin Laptops - 01/31/2024
    - 22/23 Secondary Academic Printer Refresh
      - Completed- 08/31
    - 22/23 Secondary Admin Desktop Refresh
- Supervisors**
  - Privacy
    - Data Privacy Training with Team
    - Data Team Does Course
    - Admin Team does course
    - Classroom Team does course
    - Darcy does course (no team for him!)- 0 / 4
  - Quarterly PD discussions with staff
    - check in with staff to see how PD activities/meetings/conferences/usergroups are being engaged by your staff.- 01/27/2024
  - Endpoint extra tab
  - Audit
    - Establish annual process to update DR plan documentation - 04/21
    - Update the DRP plan to include the risk assessment, disaster recovery scenarios, BIA and gap assessment
      - Chris will ask OECM- 0 / 1
- Cross Team**
  - Security
    - 22/23
    - 07/2
  - Helpdes
    - 22/23
    - 06/30
  - Comple

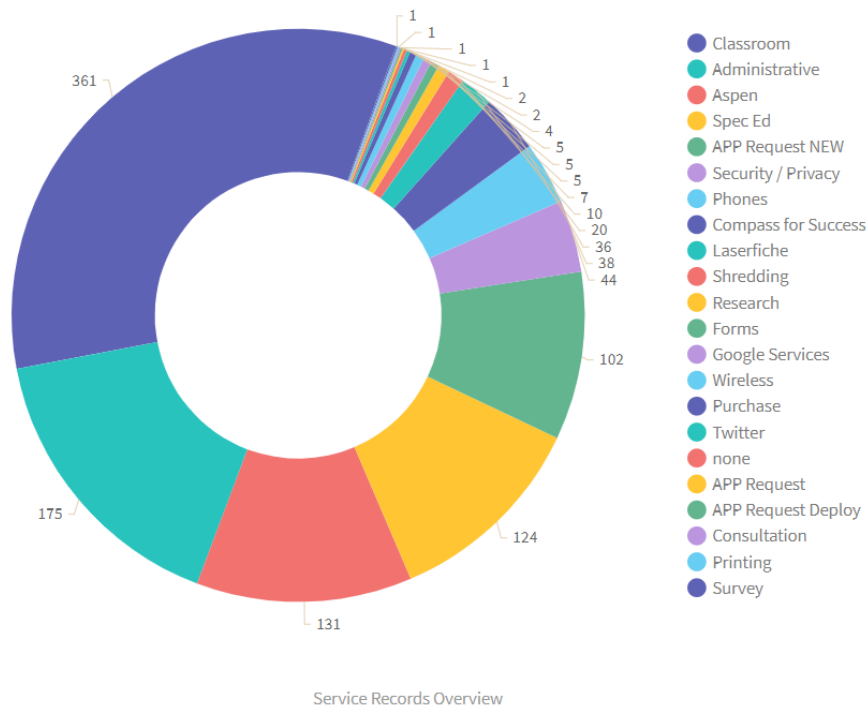




## 1. Status of IT Help Desk Service Overview: (MYSP 1.2)

The IT department tracks all service requests, incidents and changes through our helpdesk system. WCDSB staff can enter requests into the system through Staffnet, by email and by phone. Our IT helpdesk staff route these requests to the correct resource within IT for timely resolution. With the ever expanding technology, application and web resources, IT services has embarked on a process to improve our Helpdesk services and system to better meet the needs of our staff and our community. Our focus will make the process to request help easier and the process to address requests timelier and more efficient. Statistics by WCDSB site and helpdesk category are represented below:

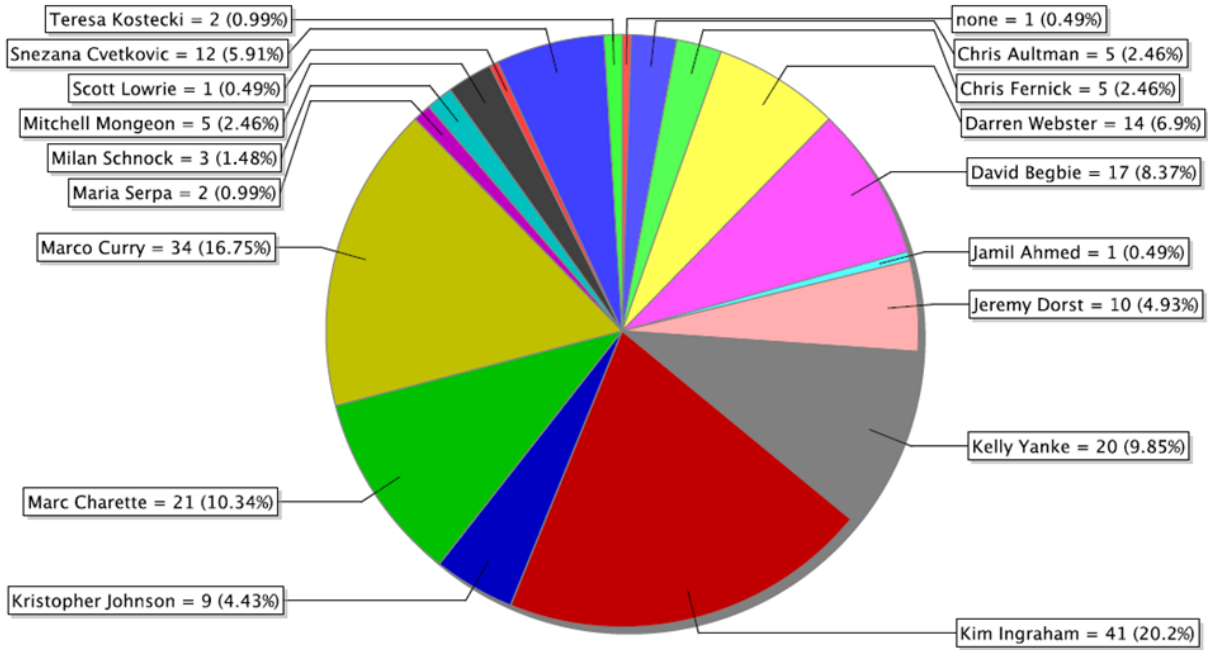
### Open Service Records Breakdown by Category, March 9, 2023



### Snapshot of Service Request Closed by IT Staff Members from Sept 8th, 2022:

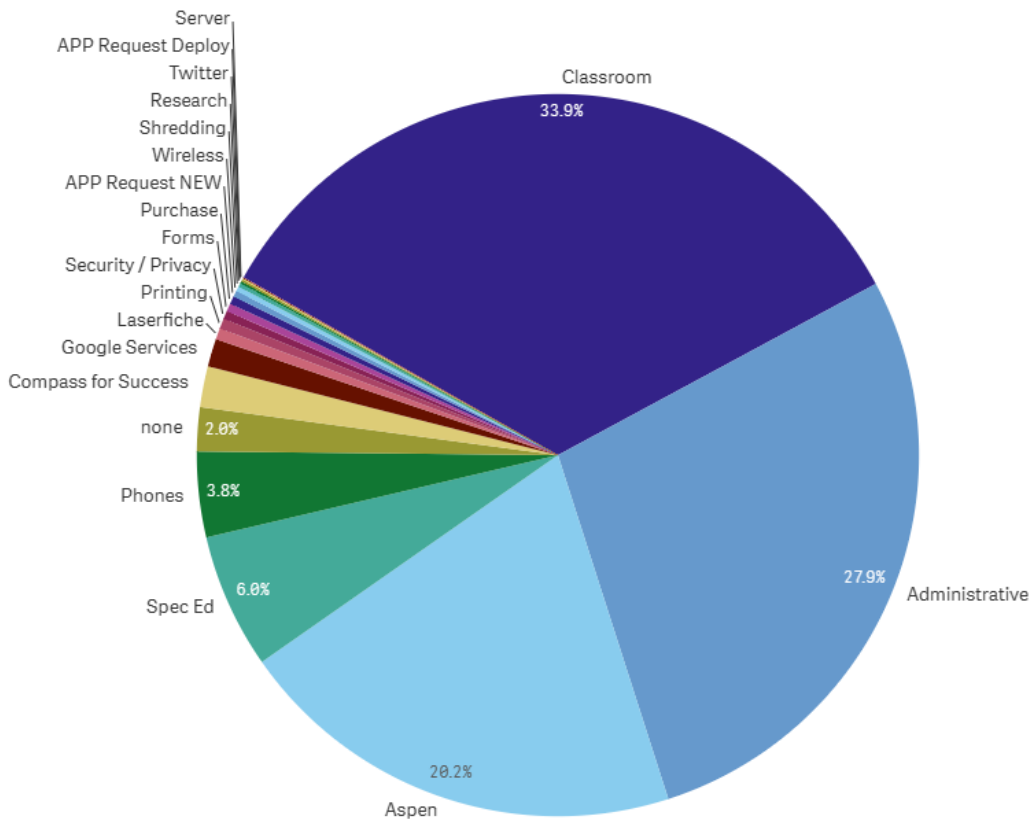






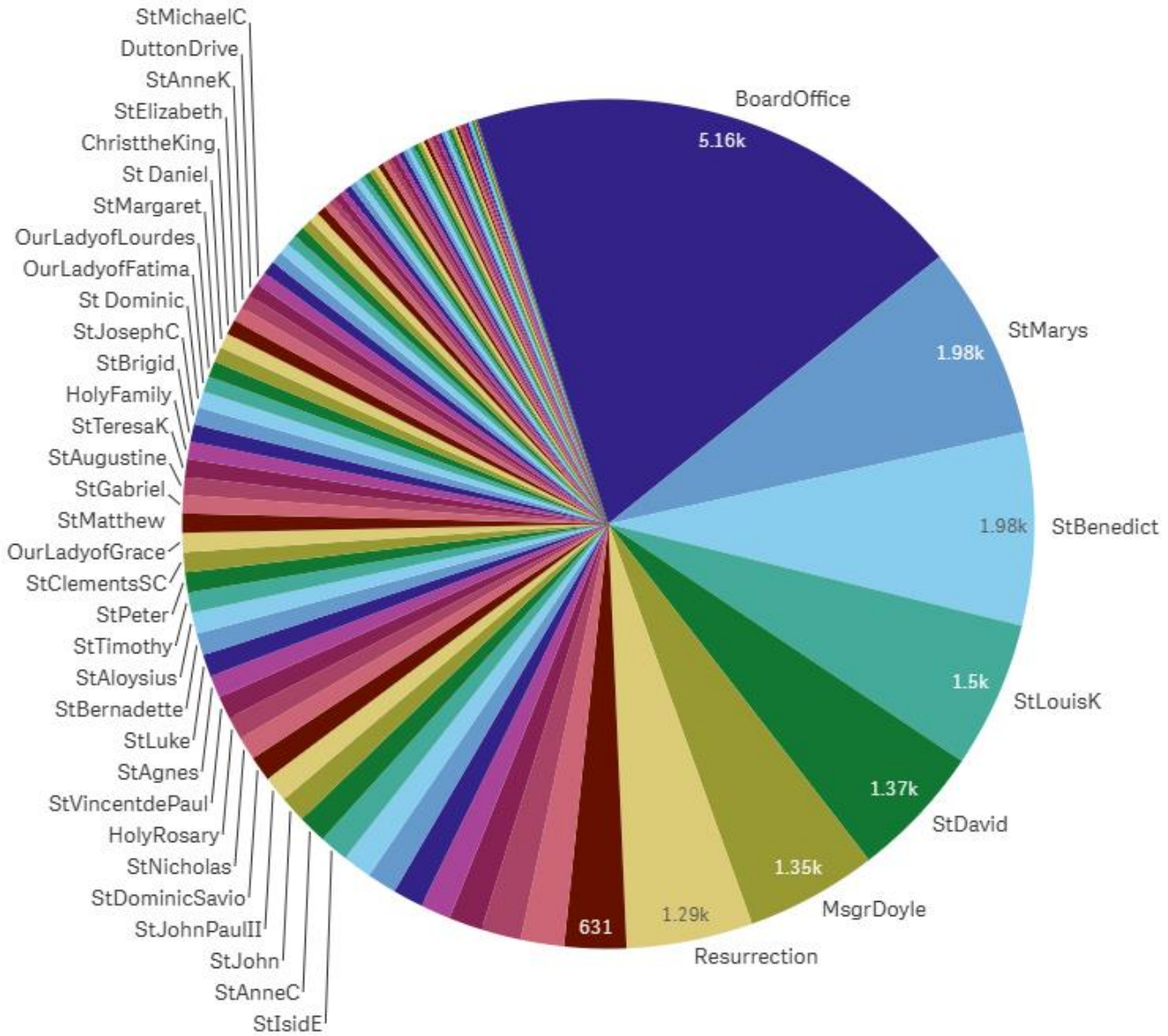
**Service Requests by Category Percentage January 1st 2022-March 10th 2023**





**Service Desk Request Tickets Closed by Site January 1st 2022-March 10th 2023**





### 6. Staff Training Resources 2022/23 - (MYSP 1.2, 3.2)

It is essential that timely training and resources be made available for the utilization of software and technology. Over the last year, live staff training was provided in person and over Microsoft Teams. Training over the MS Teams platform allows for the recording of training to be reviewed by staff as required at any time. Training videos, documentation and other resources have been made available on the StaffNet staff portal.

Training	Audience	Delivery Method
Aspen (Report Cards, Attendance, Scheduling, Parent Portal)	Administrative and Academic staff RDO department	Online Live, documentation and videos, in-person training



Privacy	HR and Payroll departments, Encompass Team, Administrators, School staff, Literacy team	In person and online Live and Documentation Interactive video training in Vector
Microsoft OneDrive, Excel, Teams	Administrative and Academic staff	Online Live, Trainer and Videos
Microsoft Planner, Power Automate	Administrative and CEC staff	Online Live and Videos
School Messenger, Safe Arrival	Elementary Administrative Staff	Online Live, Documentation and Videos, Meeting
Cyber Security	All Staff Educators	Through Safe Schools Vector Application Phishing Campaigns and related training Digital Literacy for Educators
Administrative Assistant Training	New and existing direct support New Supply Lunch Hour Supply Secondary Leads Guidance training School Messenger Safe Arrival	Privacy, School Messenger, Cyber Security, Aspen, OnSIS, OneDrive, Teams, Safe Arrival. New role focused on AA supervision and training.
Video Surveillance	Secondary Administrators, Facilities and IT Endpoint Team	In Person and Online
Records Management Training	Administrative Assistants, Administrators, Encompass Team	In Person and Online



### StaffNet Training Resources:

The screenshot shows the StaffNet IT Help Desk interface. At the top, there's a navigation bar with 'IT Help Desk - Ext 2216' and various menu items like 'Home', 'News', 'Priority Services', 'Submit a Ticket', 'Quick Links', and 'Edit'. Below this is a secondary navigation bar with options like '+ New', 'Send to', 'Promote', 'Page details', 'Immersive Reader', and 'Analytics'. The main content area is titled 'Training Resources' and is divided into three sections: 'Microsoft Products', 'Teams and OneDrive File Sharing', and 'Other Products'. Each section contains a grid of icons representing different training resources.

**Microsoft Products**

- M365 Training Library
- Online Meeting
- Outlook
- Teams
- OneDrive
- Excel
- OneNote
- PowerPoint
- Word
- Bookings

**Teams and OneDrive File Sharing**

- Encrypt email messages - Microsoft Support
- How to Share OneDrive Files and Folders
- External Sharing Overview
- Share OneDrive Files and Folders
- Share Files in Teams

**Other Products**

- Professional Learning (PL)
- Adobe
- Google Apps
- Laserfiche
- mVal
- RIC
- SchoolMessenger Communicate
- Twitter: Getting Started
- User Access Security
- Axis Camera Station Training





Short Term Supply Training



Long Term Occasional and Lead Training

[See extensive descriptions of each project initiative in this linked Appendix.](#)

a. **Administrative Endpoint Technology - (MYSP 1.2, 3.2)**

Information Technology Services merged WCDSB support for both administrative and academic devices and connectivity under one team. The newly formed Endpoint Support team combined support for both administrative and academic environments under one team with the goal of harmonizing both environment methods into one easier to support standard. These projects provide students, educators, admin staff, and our community with the means of communicating and learning with leading technologies in a safe and reliable manner that is required to successfully leverage technology and human ingenuity to help learners realize their full potential.

Areas Affected	Initiative	Implementation Years
CEC	CEC & Dutton Drive Computer Refresh	2023/24 2026/27
Admin	Elementary Admin Desktop and Printer Refresh	2025-26
All Sites	School Administrator Laptop Refresh	2025/26
Admin	Secondary Administrative Desktop/Printer refresh	2026/27
Admin	Secondary Desktop and Printer Refresh	2023-25
CEC	Senior Admin Laptops	2023/24 2028/29
Business	Smart Phone Refresh	2024 2026 2028
CEC	Technician device refresh	2025/26







**b) Infrastructure - (MYSP 1.2)**

It is important for a school district to maintain and update its technology, security, network, wireless infrastructure because it can support the increasing demand for digital learning and protect the data and privacy of students and staff. Updating technology infrastructure provides benefits such as improved connectivity, scalability, performance, reliability, and compatibility. Updating security infrastructure provides benefits such as reduced risk of cyberattacks, data breaches, ransomware, malware, phishing, and denial-of-service attacks. Updating network and wireless infrastructure provides benefits such as increased Internet bandwidth, speed, coverage, capacity, and access to critical learning resources. To achieve these benefits, WCDSB needs to invest in upgrading our hardware, software, devices, routers, switches, firewalls, antivirus programs and other components that make up our technology ecosystem

Areas Affected	Initiative	Implementation Years
Secondary Academic	Academic Secondary Server Refresh	2026/27
CEC	Azure Virtual Desktop	2024-26
All Sites	Broadband Modernization Program	2023-28
All Sites	Firewall Infrastructure Refresh	2025/26
All Sites	Increase Internet Capacity	2025-28
All Sites	School Mobile Device Management & Monitoring	2023/24
All Sites	Movement to Cloud Service/Storage	2023-25
All Sites	Network Segmentation Upgrade	2024/25
Academic	Network Switch Refresh	Yearly
All Sites	Phone System Optimization	2023/24 2026/27
All Sites	Photocopiers	2027/28
All Sites	SDWAN Device Refresh	2025-28
CEC	Storage Area Network Refresh	2023/24 2027/28
All Sites	Wireless Evergreen	Yearly
Infrastructure	WREPnet Core Upgrade	2024-27





**c) Process Improvement - (MYSP 1.2, 1.3, 2.3, 3.2, 3.3)**

Improving processes and optimizing workflows for WCDSB can be achieved through several key steps. This includes mapping out current processes, standardizing procedures, implementing automation, utilizing data analytics, utilizing workflow management within our software, providing staff training, and continuously monitoring and improving processes. By following these steps, WCDSB can streamline their operations, increase efficiency and productivity, reduce errors, and ultimately provide better services to students, parents, staff and our community.



Areas Affected	Initiative	Implementation Years
St Louis	Aspen ConEd Support	2023-24
All Sites	Aspen Optimization	2023-26
All Sites	Aspen Parent Portal	2023-25
Secondary Schools	Aspen PLAR management	2023/24
All Sites	Aspen Secondary Reporting	2023-25
Business	Classification for Archiving of Long Term Records	2025-27
All Sites	Data Warehouse	2023-25
Business	Email & Electronic Records Retention Automate	2023-25
All Sites	IT Help Desk Optimization	2023-27
Business	LaserFiche Process Automation and Forms	2023-25
All Sites	Newswire and School News	2023-24
All Schools	Parent and Community Phone App	2023-25 2026-28
All Sites	Parent Portals	2023/24
All Sites	Print Optimization & Reduction	Ongoing
All Schools	School Branding Standardization	2023/24
All Schools	School Messenger Safe Arrival and Applications	2023-25
All Sites	Security	Ongoing
Secondary Schools	SHSM	2023-25
Business	Sparkrock Finance transition to Cloud	2023/24
All Sites	Spec Ed Management	2023-25
All Sites	Unification of Admin & Classroom Apps & Imaging	2023/24
All Sites	Website Optimization for Parents and Community	2023-28



**Staff Support and Development - (MYSP 1.2, 3.2)**

This section includes tools to help our staff and community to effectively receive professional development and access related resources, report absences, access required student information and keep safe utilizing technology. We also place projects for improving staff efficiency in this section.





Areas Affected	Initiative	Implementation Years
All Sites	Approved Application Catalog	Ongoing
All Sites	Cyber Security/Privacy Training Expanded	Ongoing
Business	Data Systems Training	OnGoing
All Sites	Innovation Centre Partnerships & Implementation	2023-25
All Sites	Pro Learning to Apply to Education Implementation	2023/24
All Sites	SFE to Appy to Education Implementation	2023/24
All Sites	SFE to Supply Work Assignments Appy to Ed	2023/24
All Sites	Social Media Optimzation	2023/24
All Sites	StaffNet Optimization	Ongoing
All Sites	Web author training for Staffnet and Website	2023/24

**Chris Demers** @demers\_chris · Mar 6

Thanks a lot @morrowscot1 for the @YCDSB STREAM Centre of Excellence. Scott Boland & Marisa Benakis are true innovators! Our #WCDSBAwesome Innovation team learned a lot from this leading practice.

It was great having our @IT\_AMDSB friend along @jasonhillierIT #WCDSBInnovates



**Next Steps:**

The nature of innovation is rooted in the understanding that it is an iterative process that celebrates the learning that comes from success and ongoing challenges. Our IT strategy and Innovation in Learning focus will continue to leverage the opportunities for innovation created through the pandemic response in order to change practices to increase equity of access and equity of opportunity related to innovation and technology.

Specific next steps include:



- Use information gained through community consultation to respond to issues related to equitable access to technology, equitable access to learning opportunities (both students and staff), and equitable assessment and evaluation practices. Our responses will need to take into account what we have learned from the pandemic as we refocus priorities based on input from stakeholder groups.
- Leverage the learning from the virtual school and remote learning experiences and best practices to support the continuation of St. Isidore and extend the learning through the physical schools. For example, consultation regarding the promotion of Brightspace by D2L and Teams as the preferred LMS and meeting tool from a pedagogical and assessment and evaluation standpoint to leverage the Ministry of Education provided professional learning and resources. Additionally, supporting educators in finding and using board provided digital tools and resources available to support curriculum delivery, the development of transferable skills, and cross-curricular and integrated learning.
- Continue to consult our stakeholders and the Ontario IT educational community to adjust the IT 5 year strategic plan to meet our present and future requirements to effectively support both instructional and business needs.

**Recommendation:**

This report is being provided as information for the Board.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Judy Merkel  
Superintendent of Learning

Chris Demers  
Chief Information Officer

\*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred.





**Date:** May 1, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2022-23 Mathematics Report (Math Strategy 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)**

- Education Act Section 169. (1)  
Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, October 19, 2021 – (e-Laws currency date)

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

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Mathematics, Grade 9, MTH1W, 2021
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023 F1: Project Plan - Math Strategy p. 103-112 -four-year math strategy will be completed by 2022-23
- 2019: B08 New Vision for Education (page 6) -project will be completed by 2021-22

**Alignment to the MYSP:**

**Awaken to Belong**

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.





**Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

**Strengthen to Become**

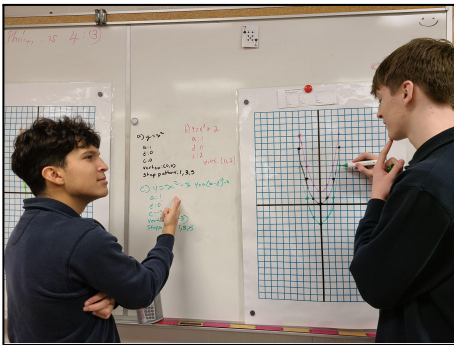
- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.

**Background/Comments:**

This report will provide an update and information with respect to the following:

1. Highlights of Grade 9, MTH1W and Grade 10 Courses, MPM2D & MFM2P
2. Elementary Math Coaching Summary 2022-23
3. Sept. 2 Math PD Day Report (ELE. & SEC.)
4. Elementary Math Professional Learning Opportunities
5. Digital Tools/Resource Update
6. Secondary Priorities

**1. Highlights of Grade 9, MTH1W and Grade 10 Courses, MPM2D & MFM2P**



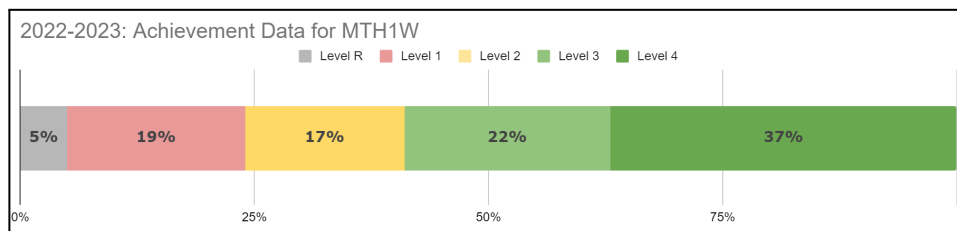
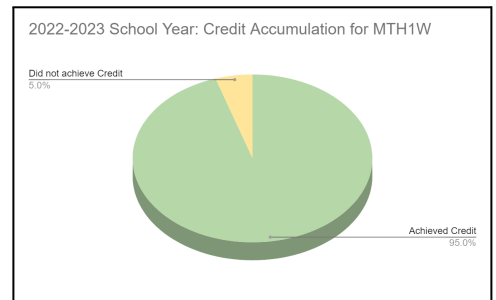
➤ Secondary math teachers continue to practice using Thinking Classroom practices to differentiate instruction and make learning visible. Professional development opportunities, resources, and in-class support have been provided to assist teachers in enhancing their skills in utilizing Thinking Classroom practices.

➤ In semester one of the 2022-2023 school year 95% of students were successful in

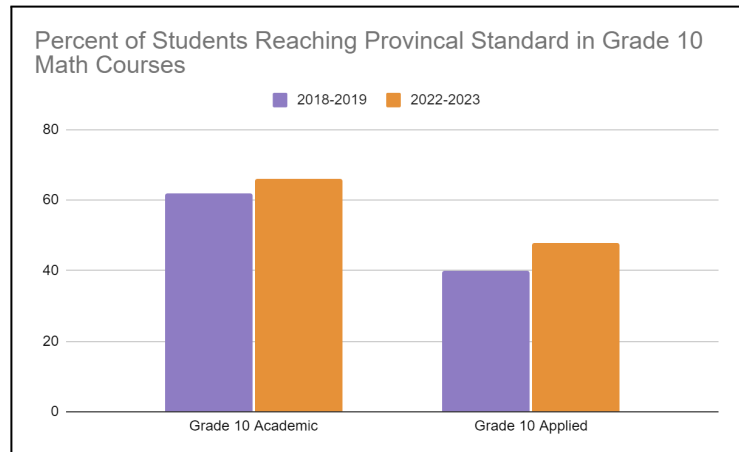
obtaining their credit in the grade 9 de-streamed math course and 59% were achieving at or above provincial standard.

This is compared to the 2021-2022 school year where 94% of students obtained their de-streamed grade 9 math credit and 61% achieved at or above provincial standard. (Note:

When comparing achievement data from semester one to last year's data it is important to remember that semester one would only be capturing about half of our grade 9s enrolled in de-streamed math.) See achievement data for semester one below ↓.



- Our students who were part of the first cohort of the new grade 9 de-streamed mathematics curriculum are now in grade 10. Based on our data for the first semester of this year, we have observed an improvement in the percentage of students in Grade 10 Academic and Grade 10 Applied who have achieved the provincial standard, when compared to pre-pandemic results. In the Grade 10 Academic course 66% of students in first semester this year reached provincial standard compared to 62% of students in the 2018-2019 school year. For the Grade 10 Applied course the first semester results showed 48% reaching provincial standard compared to 40% in 2018-2019. (Note: Current data is being compared to the 2018-2019 school year as 2019-2020, 2020-2021, and 2021-2022 were all affected in some way by Covid-19)

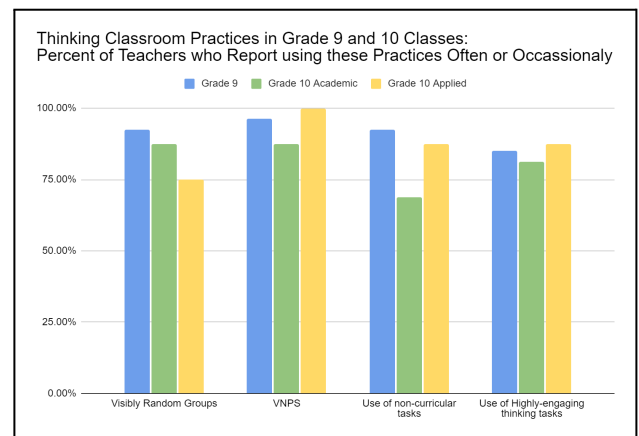


### Teacher Reflection Survey Results

- In April, Grade 9 and 10 teachers were asked to complete a reflection on their teaching practices. The purpose of the survey was to highlight classroom practices happening in grade 9 and 10 classes and to see if the evidence-based practices that had been promoted in the grade 9 de-streamed course were continuing in the grade 10 courses. The survey looked at three areas:
  - The use of High Impact Instructional Strategies
  - The use of Thinking Classroom Practices
  - Equity and Inclusion in the Classroom Environment
- Who participated? Over 85% of grade 9 and 10 teachers participated in the survey.

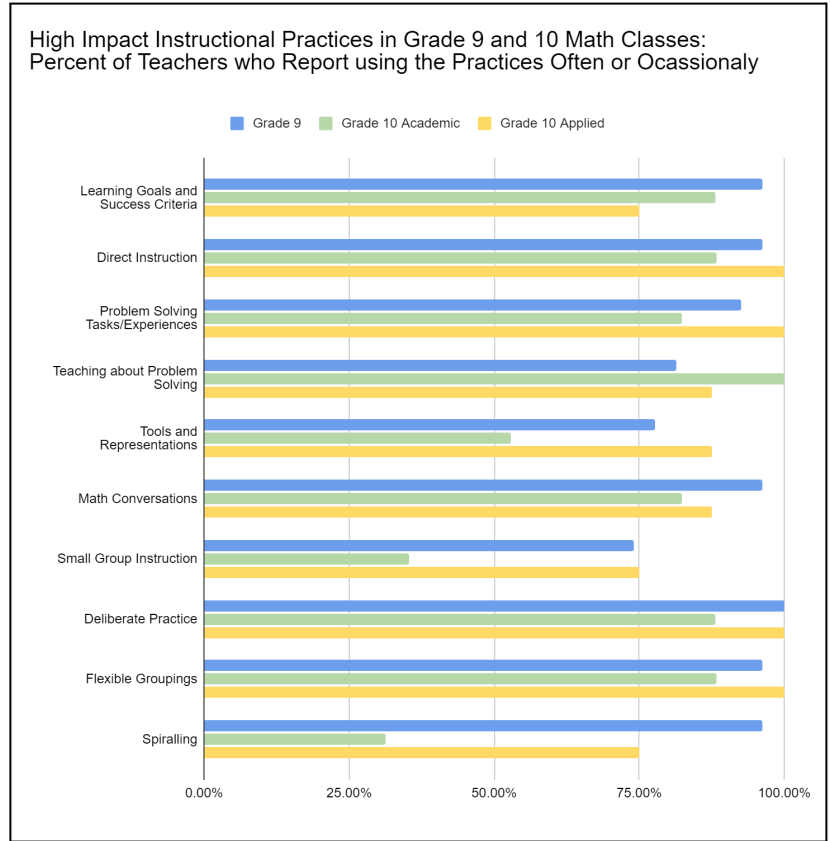
#### ➤ Highlights:

- Grade 9 teachers and grade 10 applied teachers are using all the High Impact Instructional Strategies either occasionally or often
- Thinking classroom practices of using visibly random groups, using vertical non-permanent surfaces(VNPSs), using non-curricular tasks to build community and confidence, and using highly engaging thinking tasks are used occasionally or often by most grade 9 and 10 teachers

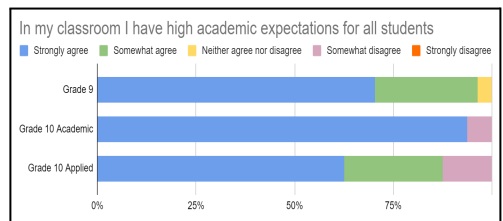
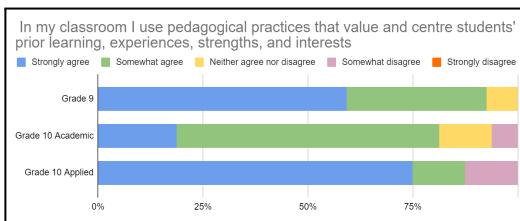
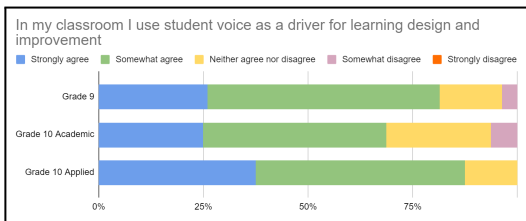
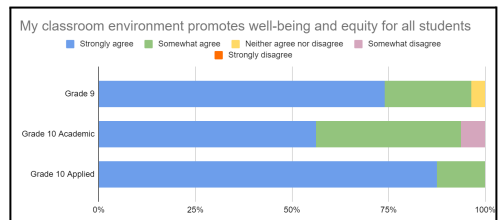
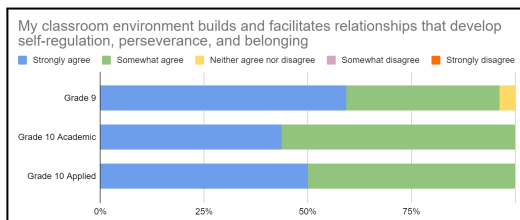
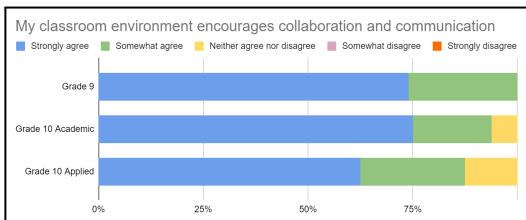


- Over 75% of all grade 9 and 10 educators either strongly agreed or somewhat agreed that they have high expectations for all students, their classroom promote well-being and equity for all students, and they value students' prior learning and experiences, strengths and interests

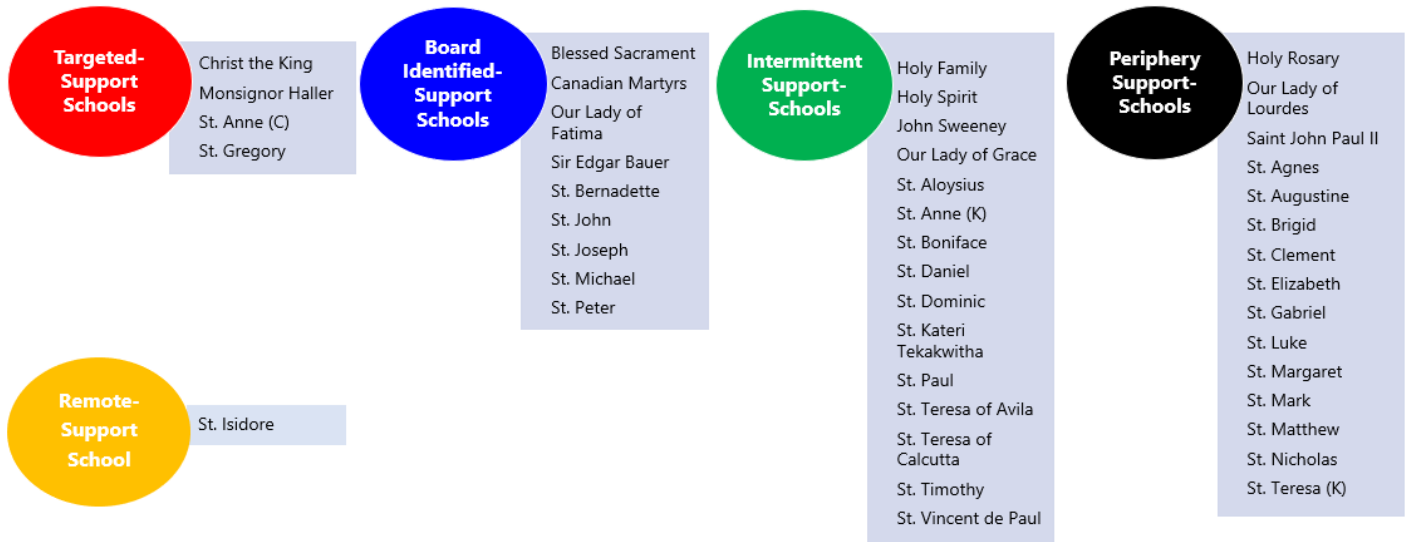
➤ Areas for Improvement: Grade ten academic classes should work on spiralling the curriculum, using tools and representations more often, and using small group instruction.









➤ Data from the Classroom Environment questions can be seen below ↓



## 2. Elementary Math Coaching Summary 2022-23



The WCDSB 2022-23 Elementary Math Coaching Model reflects the objectives of the Four Year Ontario Math Strategy. Math coaching prioritizes support to teachers in grades 3, 6 & 8 as well as implementation-resources to all teachers grades 1-8. The 2022-23 coaching model has 3 cycles:

Support Assigned by Tier <b>Ontario</b> 	<b>Cycle One:</b> Sept.-Dec.2022 <i>*one math coach was reassigned to a classroom Dec. 14-23</i>	<b>Cycle Two:</b> Jan.-Mar./Apr. 2023 <i>*one math coach reassigned to VP role, as of Jan. 9 &amp; was not replaced</i>	<b>Cycle Three:</b> Apr./May-June 2023
 <b>Targeted Schools</b>	4-weeks at all 4 schools	4-weeks at 3 of 4 schools	3-weeks at all 4 schools
 <b>Board-identified Schools</b>	3-weeks at all 9 schools	3- weeks at 8 of 9 schools	2-weeks at all 9 schools
 <b>Intermittent Schools</b>	1-week at 12 of 15 schools	1-week at 3 of 15 schools	1-week at all 15 schools
 <b>Remote Coaching</b>	1-week, coaches assigned by grade	1-week, coaches assigned by grade	--
 <b>Periphery Schools</b>	ongoing by request, math consultants supported	ongoing by request, math consultants supported	ongoing by request, math consultants supported

### Board Inputs to **Targeted Support** & **Board-Identified Support Schools** | Cycle 1 Sept-Dec. 2023

- Day-to-day coaching support focused on the **2020 Math Curriculum implementation & High Impact Instructional Practices** and On-going support for the use of board - **purchased math resources**
- **All** schools received job-embedded coaching
- Data collection using classroom-created PRE & POST assessments & math confidence survey data

- 4 Math Coaches & 1 Math Consultant at:
- 4 **Targeted** Support Schools
  - 9 **Board-Identified** Support Schools



Cycle One: Sept. - Dec. 2022 | Targeted Support & Board-Identified Support Schools

**Targeted** Support

**212** students (in various grades 1-8)

**14** teachers in math coaching cycle **+6** additional teachers who accessed math coaching outside of the daily coaching

**Board-Identified** Support

**659** students (in various grades 1-8)

**34** teachers in math coaching cycle **+19** additional teachers who accessed math coaching outside of the daily coaching

**Pre & Post Assessment: Student Achievement Data @ Targeted Support Schools -FALL2022**

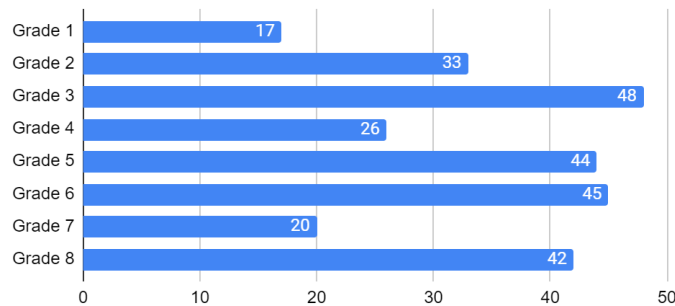
	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 1	22%	43%	35%	8%	40%	52%	12
Grade 2	83%	11%	6%	36%	23%	41%	16
Grade 2/3	44%	30%	26%	25%	48%	27%	9
Grade 3	69%	11%	20%	40%	21%	40%	41
Grade 4	61%	12%	27%	31%	21%	48%	22
Grade 5/6	28%	29%	44%	14%	32%	55%	42
Grade 6/7	17%	20%	63%	15%	20%	65%	14
Grade 7/8	13%	16%	71%	6%	19%	75%	17
Grade 8	59%	22%	19%	19%	18%	63%	39

**av.% increase: +17.1% from PRE "Got It" to POST "Got It" (Level 3)**

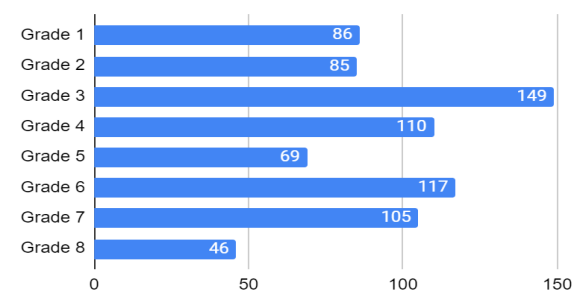
**Pre & Post Assessment: Student Achievement Data @ Board-Identified Support Schools -FALL 2022**

Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 1	45%	15%	40%	22%	16%	63%	88
Grade 2	67%	14%	19%	36%	13%	51%	18
Grade 2/3	47%	26%	27%	21%	27%	53%	71
Grade 3	54%	18%	29%	20%	21%	59%	79
Grade 3/4	28%	41%	31%	16%	35%	49%	31
Grade 4	63%	15%	22%	28%	26%	46%	85
Grade 4/5	45%	19%	36%	14%	11%	75%	19
Grade 5	51%	35%	15%	42%	31%	27%	43
Grade 5/6	43%	35%	22%	32%	31%	37%	26
Grade 6	60%	14%	26%	33%	21%	47%	80
Grade 6/7	14%	28%	58%	5%	10%	85%	26
Grade 7	47%	17%	35%	20%	23%	57%	53
Grade 7/8	21%	28%	51%	19%	22%	60%	40

**av.% increase: +23% from PRE "Got It" to POST "Got It" (Level 3)**

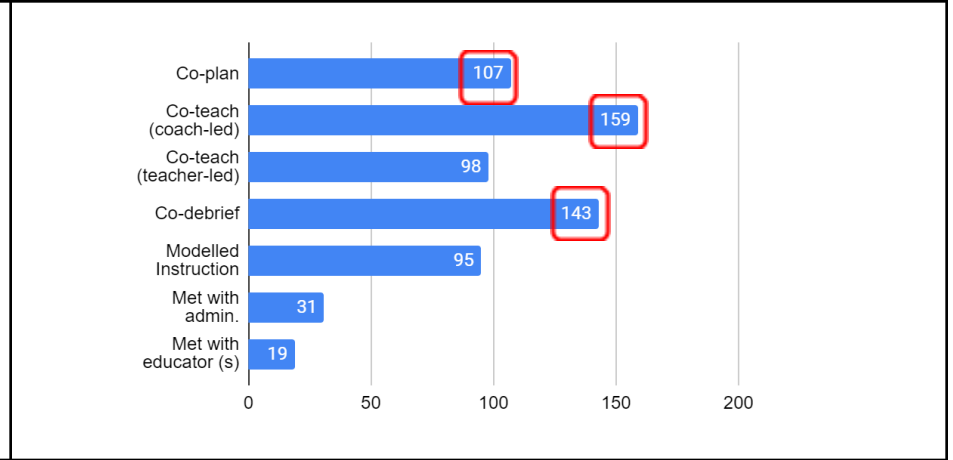
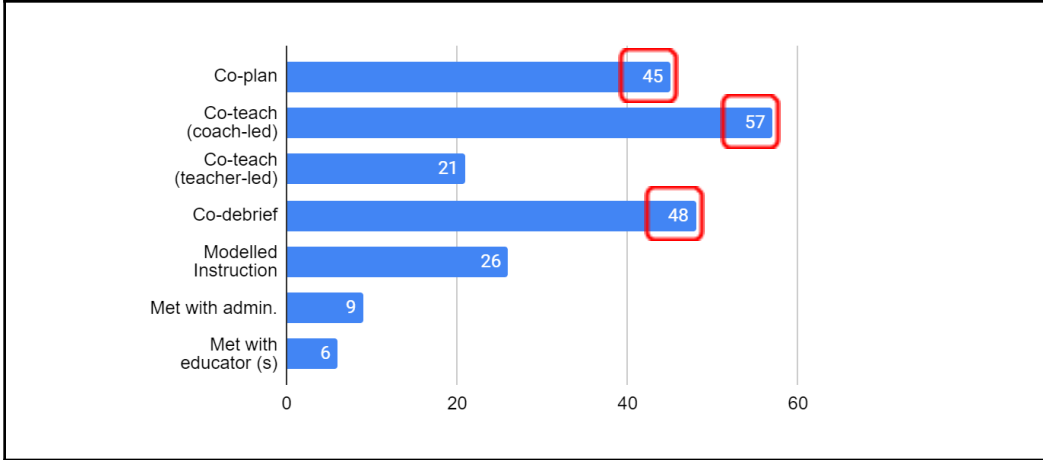
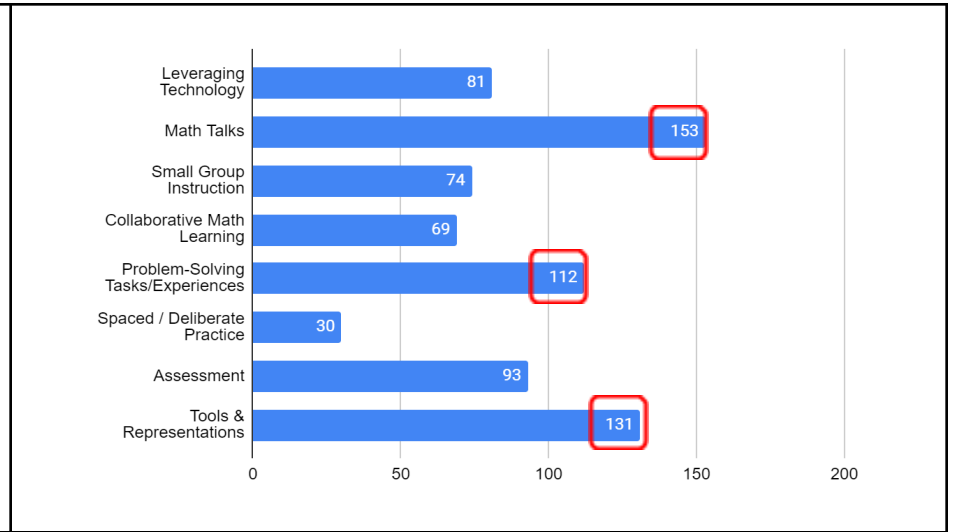
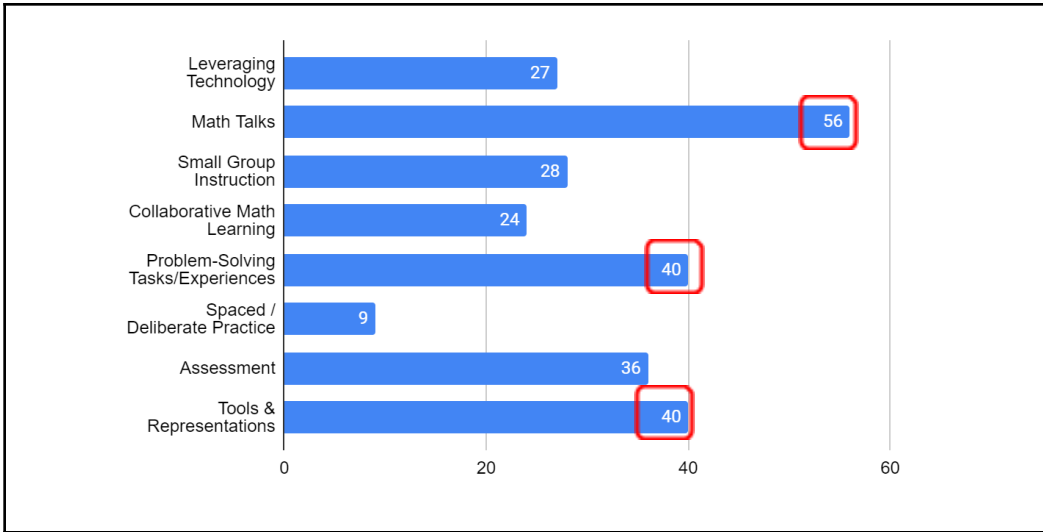


Note: Grades 3, 5, 6 & 8 were a focus during cycle 1

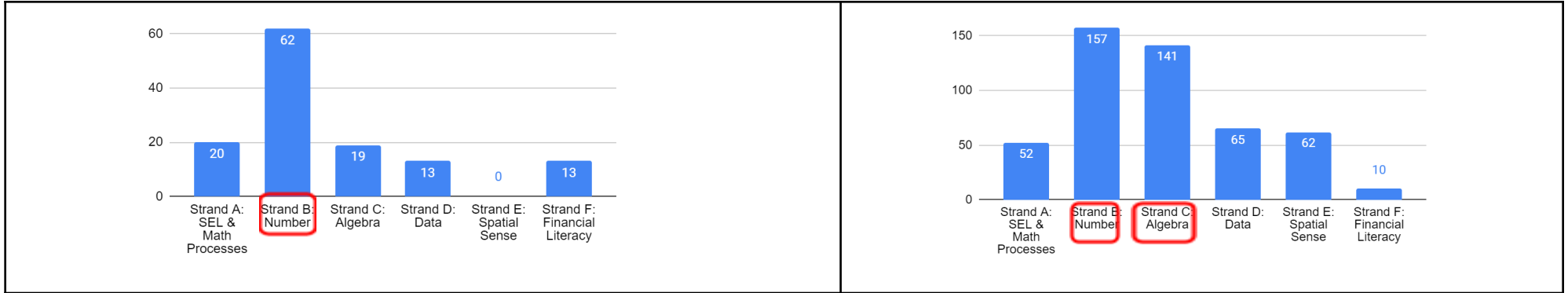


Note: Grades 3, 4, 6 & 7 were a focus during cycle 1

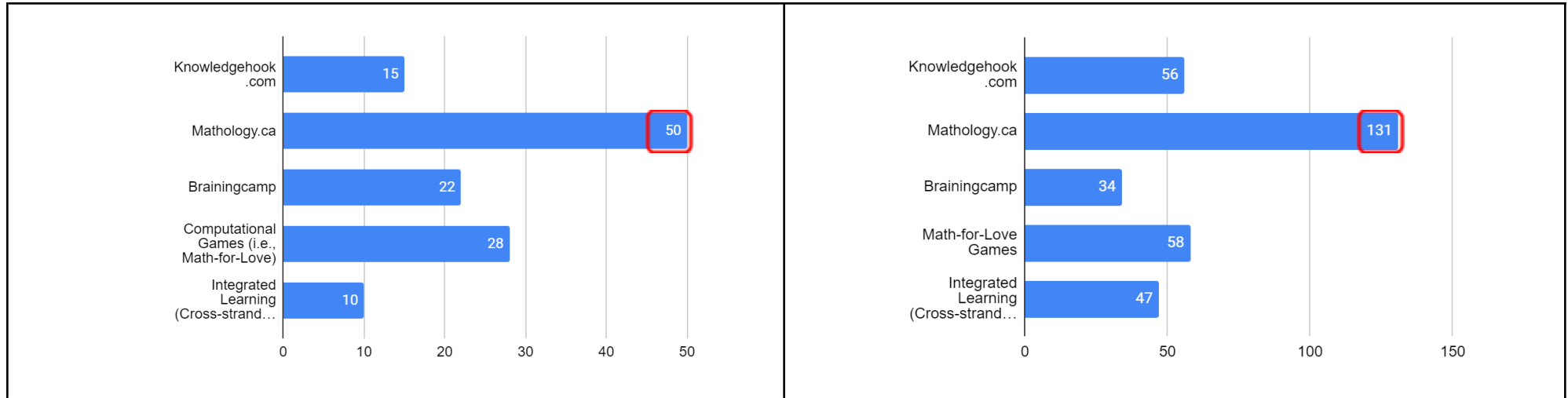








### Resources for Math Curriculum Implementation



### Successful Classroom Strategies

#### Targeted Support | Cycle 1 Sept-Dec. 2023

- Integrated learning science, technology & number & data concepts
- Use of technologies (e.g., dynamic apps like Brainingcamp.com)

#### Board-Identified Support Schools | Cycle 1 Sept-Dec. 2023

- Increased use of cross-strand learning - Spatial Sense & Coding, Number Sense & Math Modelling, Fractions & Data/Probability



- Playful instruction - through games, curious prompts, physically learning through movement and bodies
- Use of pre and post assessments to pinpoint instruction
- Modelling representations with the concrete tools purchased by Math 1-8 program

- Visual & concrete representations - pattern blocks, relational rods, fraction tiles, interlocking cubes
- Use of pre and post assessments to pinpoint instruction
- Deliberate practice of math concepts with math games (math-for-love, games in Mathology.ca)

**Cycle One: Sept. - Dec. 2022 | Intermittent Support & Remote Support Schools**

**Board Inputs to Itinerant Support & Remote Support Schools**

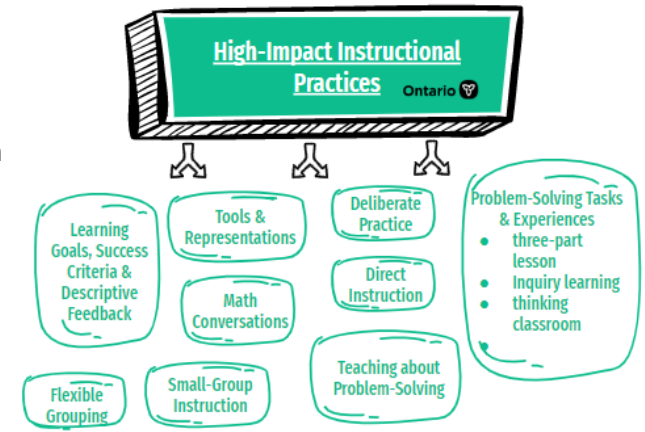
- In-person math coaching for **one-week** cycles, 3 to 4 classrooms per school, staff meetings & lunch & learns etc.
- One week of remote math coaching to **St. Isidore** by-grade-assigned coaching
- Focus on the 2020 Math Curriculum implementation, High Impact Instructional Practices & Resource Integration

4 Math Coaches & 1 Math Consultant at:

- 12 of 15 **Itinerant** Support Schools
- 1 **Remote** Support School

**Impact: 900** students in various grade 1-8, **45** teachers in coaching cycle **+19** additional teaching outside of daily coaching

**Grade focus:** 2, 3 & 6



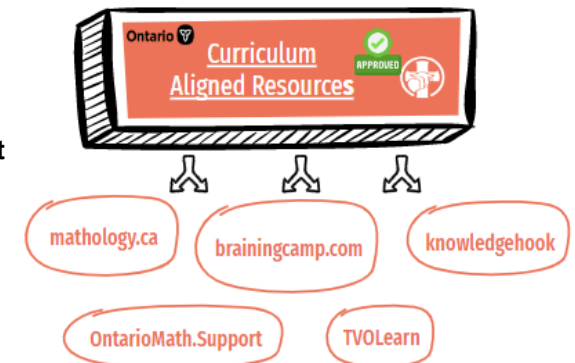
**Cycle Two: Jan. - Mar./Apr. 2023 | Targeted Support & Board-Identified Support Schools**

**Board Inputs to Targeted Support & Board-Identified Support Schools | Cycle 2 Jan. - Mar./Apr. 2023**

- Day-to-day coaching support focused on the **2020 Math Curriculum implementation & High Impact Instructional Practices** and On-going support for the use of board - **purchased math resources**
- **All** schools received job-embedded coaching
- Data collection using classroom-created PRE & POST assessments & math confidence survey data

4 Math Coaches & 1 Math Consultant at:

- 3 **Targeted** Support Schools
- 8 **Board-Identified** Support Schools



**Targeted Support**

**170** students (in various grades 1-8)

**11** teachers in math coaching cycle **+9** additional teachers who accessed math coaching outside of the daily coaching

**Board-Identified Support**

**476** students (in various grades 1-8)

**30** teachers in math coaching cycle **+17** additional teachers who accessed math coaching outside of the daily coaching

**Pre & Post Assessment: Student Achievement Data @ Targeted Support Schools -WINTER 2023**

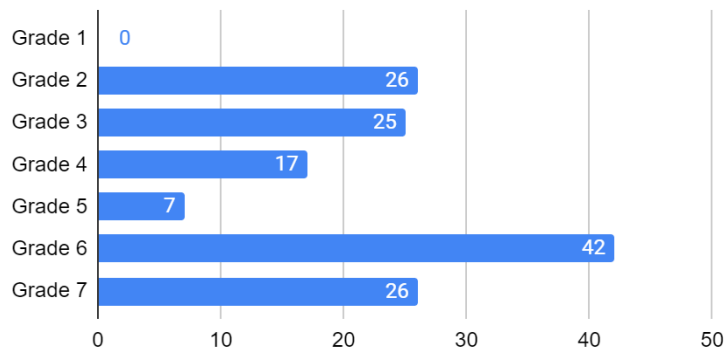
	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 2	41%	14%	45%	10%	14%	<b>76%</b>	14
Grade 2/3	24%	40%	36%	9%	20%	<b>71%</b>	15
Grade 3	44%	48%	8%	17%	42%	<b>41%</b>	18
Grade 3/4	26%	66%	8%	6%	31%	<b>63%</b>	24
Grade 5/6	69%	22%	9%	49%	32%	<b>19%</b>	17
Grade 6	65%	24%	12%	24%	26%	<b>50%</b>	48
Grade 6/7	64%	19%	17%	30%	29%	<b>43%</b>	34

**av.% increase: +32.5% from PRE "Got It" to POST "Got It" (Level 3)**

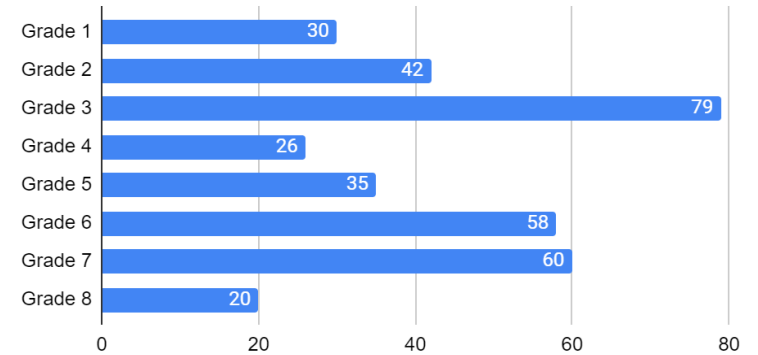
**Pre & Post Assessment: Student Achievement Data @ Board-Identified Support Schools -WINTER 2023**

Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students
Grade 1	14%	16%	70%	0%	12%	<b>88%</b>	16
Grade 1/2	38%	20%	42%	17%	25%	<b>58%</b>	20
Grade 2/3	39%	40%	22%	6%	31%	<b>63%</b>	89
Grade 3	47%	29%	23%	17%	27%	<b>55%</b>	92
Grade 3/4	26%	34%	40%	20%	26%	<b>54%</b>	17
Grade 4	49%	35%	17%	22%	37%	<b>42%</b>	40
Grade 4/5	44%	27%	29%	14%	27%	<b>59%</b>	17
Grade 5	28%	22%	50%	12%	16%	<b>72%</b>	20
Grade 5/6	69%	23%	9%	36%	29%	<b>36%</b>	43
Grade 6	53%	23%	25%	40%	24%	<b>37%</b>	50
Grade 6/7	90%	2%	8%	32%	20%	<b>48%</b>	21
Grade 7	78%	5%	17%	48%	19%	<b>33%</b>	25
Grade 7/8	73%	20%	7%	47%	32%	<b>21%</b>	26

**av.% increase: +24% from PRE "Got It" to POST "Got It" (Level 3)**



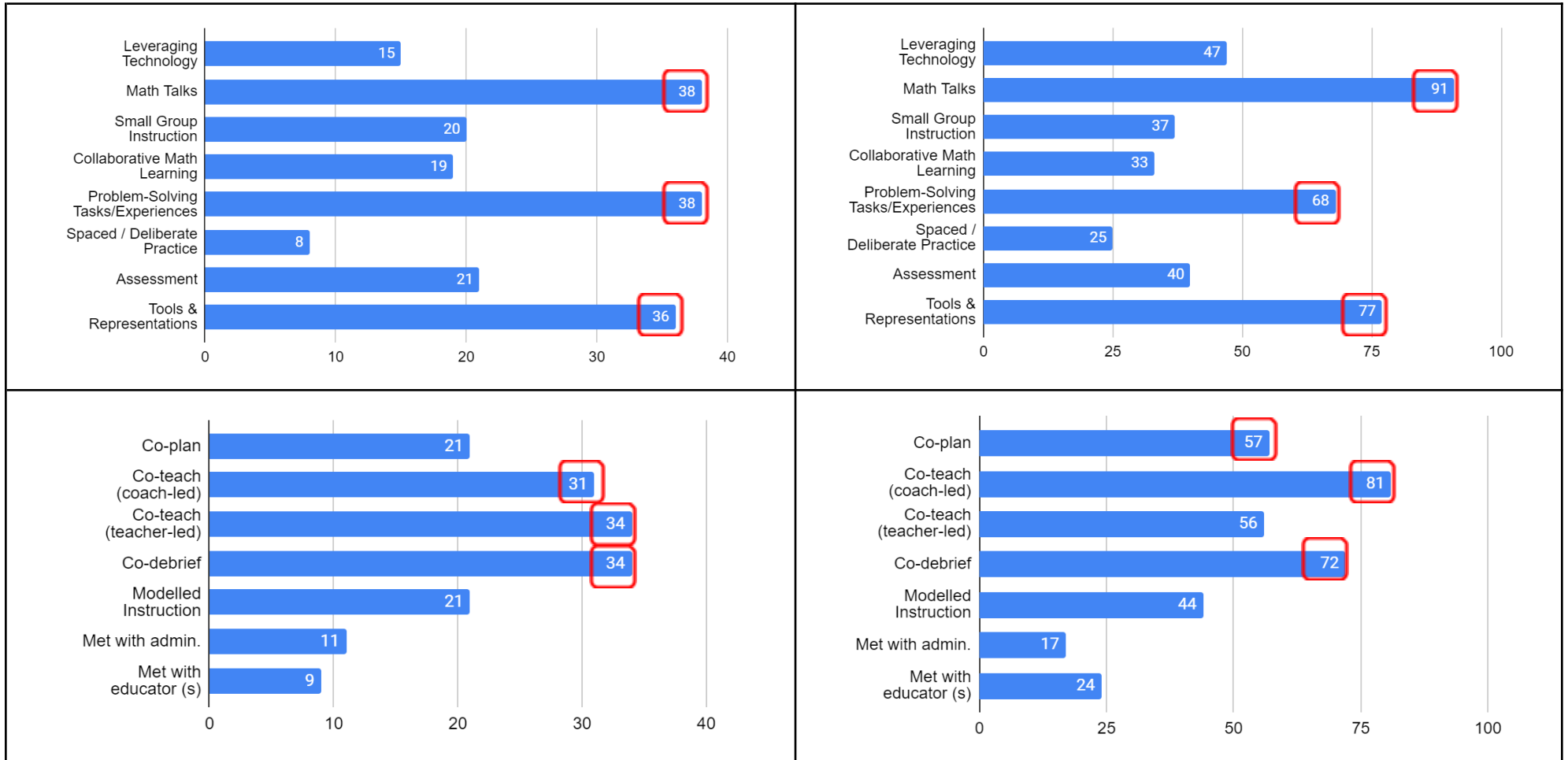
Note: **Grades 2, 3, 6 & 7** were a focus during cycle 2

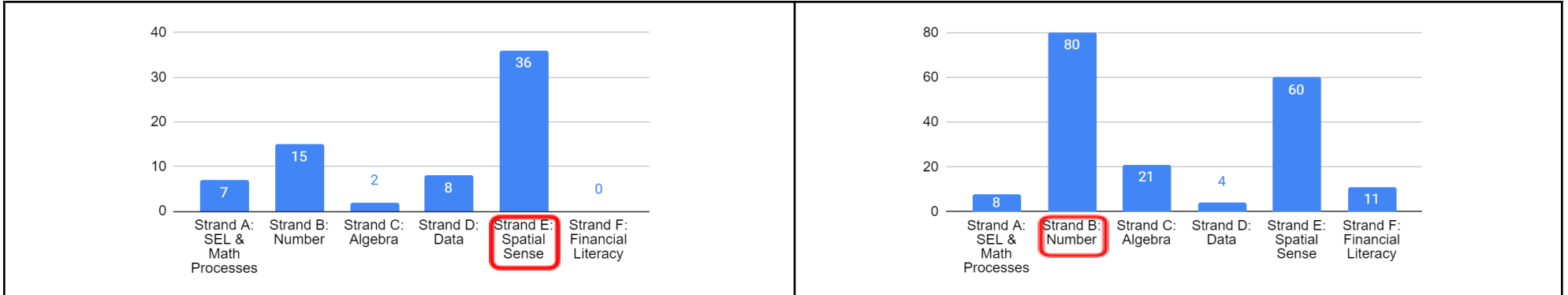


Note: **Grades 2, 3, 6 & 7** were a focus during cycle 2

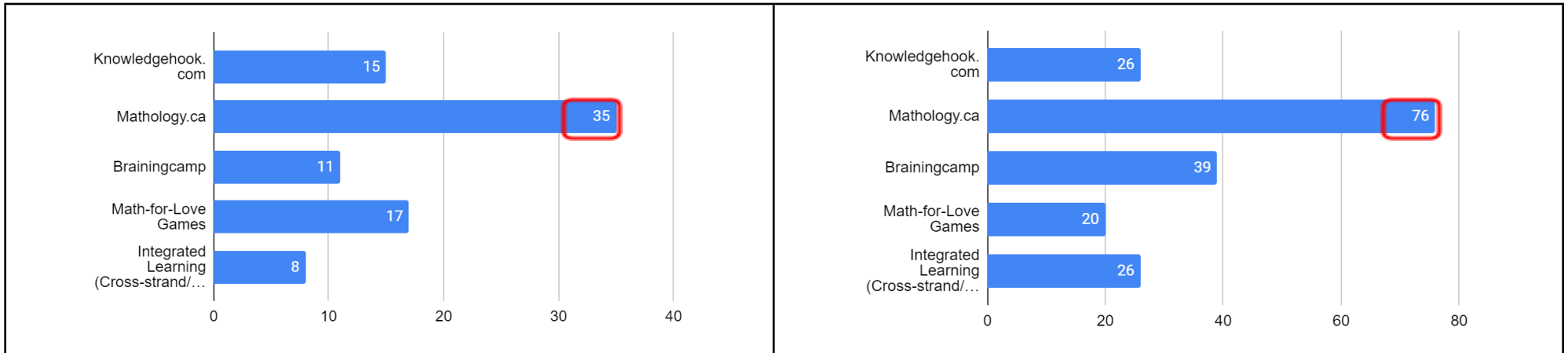


Focus on: High Impact Instructional Practices | Coaching Strategies | Math Content Focus





### Resources for Math Curriculum Implementation



### Successful Classroom Strategies

#### Targeted Support | Cycle 1 Sept-Dec. 2023

- Modelling representations with the concrete tools purchased by Math 1-8 program
- Gradual release of classroom-teacher-led co-teaching

#### Board-Identified Support Schools | Cycle 1 Sept-Dec. 2023

- Emphasis on co-debriefing lessons with the classroom teacher
- Increased use of mathology.ca for core lessons
- Fractions learning with tech tools and representations



- Use of math modelling for problem-solving tasks & experiences
- Cross-strand learning: Number & Spatial Sense through measurement and geometry

- Deliberate use of math talks for consolidation of concepts & skills
- EQAO prep in grade 3 & 6 classrooms

**Cycle Two: Jan. - Mar./Apr. 2023 | Intermittent Support & Remote Support Schools**

**Board Inputs to Itinerant Support & Remote Support Schools**

- In-person math coaching for **one-week** cycles, 3 to 4 classrooms per school, staff meetings & lunch & learns etc.
- One week of remote math coaching to **St. Isidore** by-grade-assigned coaching
- Focus on the 2020 Math Curriculum implementation, High Impact Instructional Practices & Resource Integration

3 Math Coaches & 1 Math Consultant at:

- 3 of 15 **Itinerant** Support Schools
- 1 **Remote** Support School

**Impact: 374** students in various grade 1-8, **17** teachers in coaching cycle **+8** additional teaching outside of daily coaching

**Grade focus:** 1, 3, 4 & 5



Alicia Cunningham,  
Math Coach, 1-8  
[Schools](#)



Gianluca Villapiana,  
Math Coach, 1-8  
[Schools](#)



Melissa McLean  
Math Coach, 1-8  
[Schools](#)



Stephanie Mina  
Math Coach, 1-8  
[Schools](#)



Petra LeDuc  
Math Consultant,  
K-8, Board-Wide  
Support

**3. Sept. 2 Math PD Day Report (ELE. & SEC.)**

**ELEMENTARY: Integrating Science and Technology with Math | Sept. 2, 2022, Cross-Curricular Learning**

Integrated Learning:

Integrated learning engages students in a rich learning experience that helps them make connections across subjects and brings the learning to life. Integrated learning provides students with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. It can be a solution to the problems of fragmented learning and isolated skill instruction because it provides opportunities for students to learn and apply skills in meaningful contexts across subject boundaries. In such contexts, students have opportunities to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.

**Integrating Science, Technology & Math, Grades 1-8**

The goals of the Science & Technology and Math resource is:

- to support key ideas in [Science and Technology \(2022\)](#) curriculum
- provide experiment / design ideas for implementation within strands and topics connecting to the [Mathematics \(2020\)](#) curriculum
- support ministry priorities (i.e. equity, inclusion, well-being, etc.) <https://bit.ly/IntegrateSciTechMath2022>







Looking at the Scientific Experimentation Process Through the Lens of Equity, Diversity, and Inclusion:

Rich, high-quality instruction and tasks are the foundation of culturally relevant and responsive pedagogy (CRRP) in science & technology. In CRRP classrooms, teachers learn about their own identities and pay attention to how those identities affect their teaching, their ideas, and their biases. Teachers also learn about students' identities, identifications, and/or affiliations and build on students' ideas, questions, and interests to support the development of an engaging science

& tech classroom community

The Sept.2, 2022 provided opportunities to learn more about:

- o Equity, Diversity and Inclusion in STEM Ed
- o Black Youth Thriving in STEM
- o Gender Inclusion in STEM Classrooms
- o The Importance of the Indigenous Perspective in STEM

Participants:

- Kindergarten-Grade 3: **239** participants (whole school/ school divisions) K-Grade 3 logged into this virtual event.
- Grade 4-8: **186** participants (whole school/school divisions) Grade 4-8 logged into this virtual event.
- **Pre & Post Learning Educator Survey N=503** | 1-Not very, 2-Somewhat, 3-Growing and 4- Very

How familiar/aware are you with the NEW Science and Technology and why (equity & access) we need a new curriculum?

	PRE	POST
1-Not very	37.6%	4.1%
2-Somewhat	37.3%	25.1%
3-Growing	22.1%	<b>64.3%</b>
4-Very	3.0%	6.5%

How confident / comfortable are you with the purposeful integration of literacy and math (on ramps to learning) in support of the 2022 Science and Technology Curriculum?

	PRE	POST
1-Not very	22.2%	3.3%
2-Somewhat	44.1%	26.2%
3-Growing	31.0%	<b>62.1%</b>
4-Very	3.1%	8.4%

How aware / familiar are you with resources and ideas that are available to assist educators with integrating Science & Technology with Math & Literacy to open pathways for learning?

	PRE	POST
1-Not very	39.6%	6.5%
2-Somewhat	41.4%	31.3%
3-Growing	17.1%	<b>56.7%</b>
4-Very	2.0%	5.5%

**SECONDARY**

- All secondary educators (those teaching mathematics and those who are not) participated in Thinking Classroom PD on the September 1st PD day. Teachers engaged in a Thinking Classroom experience and discussed ways to create student-centred classrooms that foster community, engage all learners, and include timely feedback. The purpose of this training was to continue to build capacity with Thinking Classroom practices and connect the Thinking Classroom practices to equity and culturally responsive pedagogy.
- Although the new Grade 9 Mathematics De-streamed curriculum was released in 2021, the curriculum supports including examples, instructional tips, sample tasks, and teacher prompts were released in April of 2022. With these new



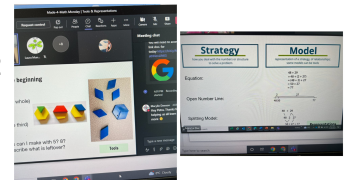
supports teachers were eager to refine and their lessons and assessments to more closely match the curriculum. A summer writing team of 12 grade 9 math teachers worked on creating new course materials including scope and sequence plans, assessments, lessons, and projects to be used in the 2022-2023 school year. Teachers worked on creating tasks that were student-centred and hit multiple course expectations. Teachers were given time on the math PD day to explore these resources in their department areas.

#### 4. Elementary Math Professional Learning Opportunities

**Made-4-Math Mondays: High Impact Instructional Practices**  
by P. LeDuc



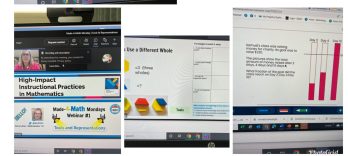
12 after school sessions, 2 Mondays a month to date



Just-in-Time Resources on the **weekly Math NEWS Updates** created by P. LeDuc  
\*including Math @Home Monthly for families



30 issues to date  
[Archived Issues: Math NEWS Update](#)



**Individualized Support: Staff, Divisional, Lunch & learns, School Council** by P. LeDuc - math resource support, SIEP support, math curr. implementation, EQAO prep

82 sessions to date



**Teaching Math to Multilingual Students | Book Club** facilitated by B. McCourt & P. LeDuc

5 online sessions, **20 participants** K to 12



**Mathology PD Session K-8- Getting Started** by Pearson

April 11th in person, **43 participants**

**EACH** educator license contains **over 700** K-8 curriculum focussed lessons that include:

**MATH Primary / Junior Additional Qualification Courses** - MATH PJ Part 1, PART 2 & Specialist (PART 3) instructed by P. Le Duc - 100% subsidized courses for Math AQs

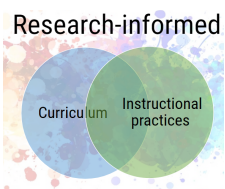


April 2023 Session = 15 participants (just ended April 22, 2023)

Total 2021-22 = 36 subsidies granted

**Math Leadership Learning for Administrators | Sept. & Feb. | All Administrators**

Supporting principals as instructional leaders in math, 2 sessions with **Dr. Chris Suurtamm**, professor & researcher University of Ottawa. Dr Suurtamm led 2 learning sessions with our administrators which focussed on leading instructional practices in math. Principals developed, monitored and sustained a **math action plan** for their math leadership work at their schools.



**Enhancing and supporting effective mathematics instruction**



Dr. Chris Suurtamm  
University of Ottawa  
WCDSB  
Sept. 21 & Feb. 15, 2023



Support for Primary / Junior EQAO | March 9th, 2023 | Attended by 45 educators



In person EQAO training session for grade 3 & 6 teachers which included:

- ✓ preparing schools for EQAO Primary & Junior e-assessments & platform
- ✓ strategies, approaches and information for educators
- ✓ instructional practices in Reading, Writing and Math for navigating the e-assessments & platform

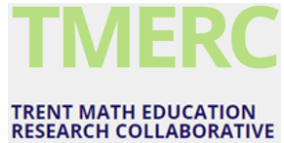


**TRENT UNIVERSITY**

Math for Young Children (M4YC) | Research Project with Trent University

Math for Young Children (M4YC) is a large-scale research study led by Principal Investigator Dr. Cathy Bruce (Trent University) and Tara Flynn (TMERC, Trent University), which has involved over 170+ educators and 1200+ students at 17+ research sites since 2011.

The educators at St. Joseph and Sir Edgar Bauer have partnered with Trent to engage in action research to develop a greater understanding of student learning trajectories in mathematics for young children (K), and to research effective learning sequences that build spatial reasoning (early fractions) with young children.



**5. Digital Math Tools/Resource Update**

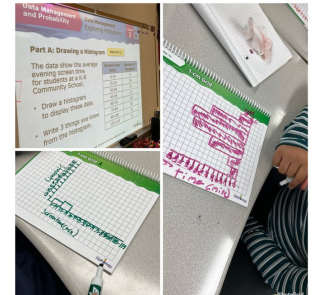
Knowledgehook (usage by grade)

- Grade K-2: 194
- Grade 3-5: 420
- Grade 6-8: 320
- Grade 9-10: 72



Mathology.ca

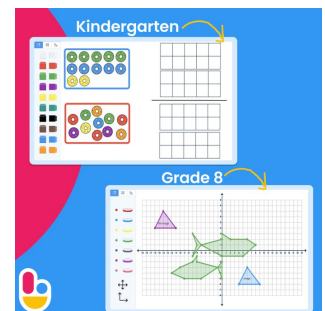
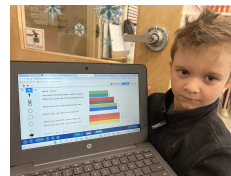
- To date we have **625** educators using mathology.ca from **K-8** (82% subscription rate)
- This resource has expanded to grade 8, we have currently started to on board our 7 & 8 teachers to mathology.ca



Current Users	Number of Logins	K-8 N=625 % of teachers	Perceived weekly use over 6 months
	1-9	33%	Less than once/ week
	10-20	15%	At least once/week
	21-50	22%	2-3 times/week
	<b>51+</b>	<b>31%</b>	<b>4-5 times/week (Uber Users)</b>

Brainingcamp.com

- Brainingcamp.com is a web based support for interactive and visual math tools (renewed system subscription Jan. 2023)
- Continues to provide instructional support of virtual tools in math across grades 1-8 classrooms (C-R-A high impact practice).
- 300+ ready-to-use K-8 Math Tasks with Brainingcamp's 16 manipulatives



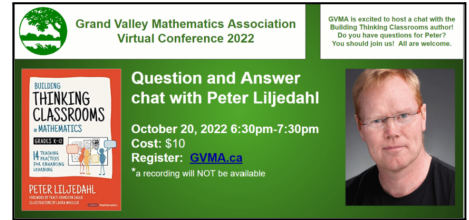


## 6. Secondary Priorities

- In October, secondary teachers were provided an opportunity to join an open chat with Peter Liljedahl, author of *Building Thinking Classrooms*, offered by the Grand Valley Mathematics Association.



- The Ontario Association for Mathematics Education's annual conference, *Empowering Me*, is returning for its first in-person conference in three years. WCDSB is sending a single representative from each of its high schools to participate in this remarkable learning opportunity so they can acquire fresh insights and knowledge, which can then be disseminated throughout their respective schools.

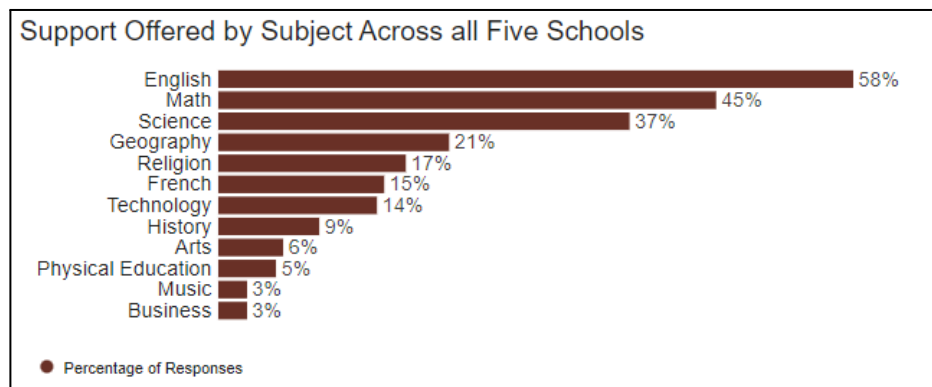


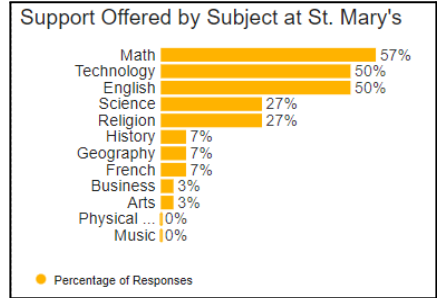
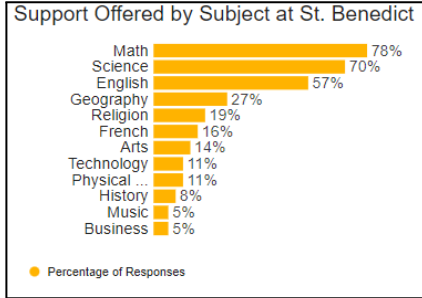
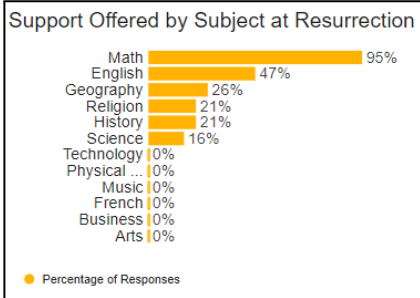
- A three-part virtual assessment workshop with Peter Liljedahl is being offered through the Southern Alberta Professional Development Consortium. These sessions focus on using formative and summative assessment practices to improve student learning and also discuss expectation based grading and triangulating data. Seven secondary math educators at WCDSB took advantage of the opportunity to participate in this workshop.

- The lack of supply teachers has made it challenging to offer PD opportunities to our teachers but we have used creative solutions to conquer this challenge. In November and December we took advantage of Take Your Kid To Work Day and Grade 8 School visits at St. Mary's to provide grade 8 and grade 9 math teachers an opportunity to visit each other's classrooms and debrief their observations. This opportunity helped build connections between elementary school teachers and high school teachers and allowed the teachers to discuss ideas for improving the transition for students entering high school

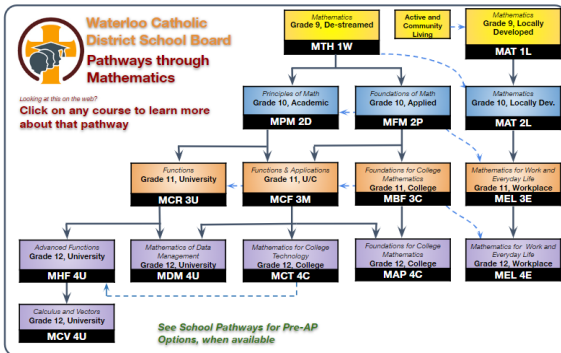


- The Leading Math Success group continues. Each month math department heads from each high school, along with additional motivated grade nine teachers meet to share resources, discuss successful pedagogical practices, and maintain consistency across the schools.
- Instructional Coaches: This year we have nine instructional coaches at our secondary schools to support the implementation of evidence-based pedagogical practices in the classroom to improve student achievement and build educator capacity. Three of our schools have a math teacher serving as an instructional coach which has resulted in additional support for our secondary math teachers.
- Math is the second most supported subject across all five high schools.
- At the three schools where instructional coaches are math teachers, math is the most supported subject area





- As the instructional coaches focus on supporting de-streaming, specific support has been offered to grade 9 math classes. Of all the grade 9 classes supported, grade 9 math is the second most supported subject after grade 9 English, across all five high schools.

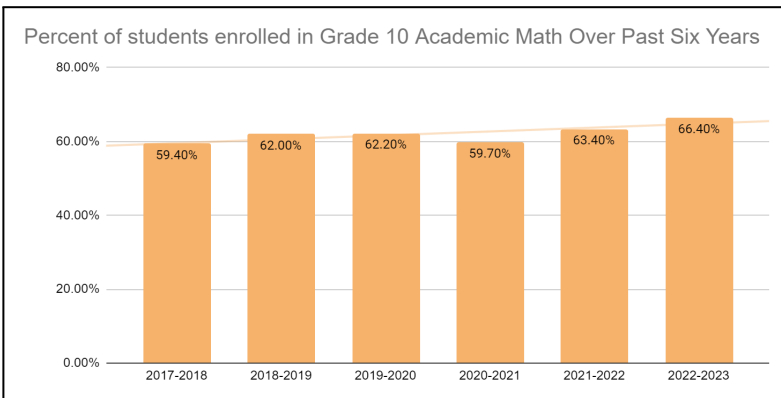
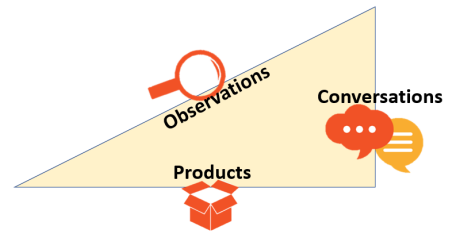


### Pathways and Assessment and Evaluation

- With a continued commitment to offer equitable access to all courses at our secondary schools, messaging has changed to informing students and parents about pathway options instead of recommending specific courses. This empowers students and families to make informed decisions that are in their best interest. To support this messaging we have removed percentages

from our pathway charts and no longer make course recommendations on report cards.

- Assessment and evaluation practices continue to be revised and improved in order to better meet student needs. This year the focus has been on triangulating data and expectation based assessing which uses an asset based approach to assessing students. Two schools (24 math teachers) have dedicated department meeting time to learning about improving their assessment practices. These sessions have focused on collecting data on what students can do using the curriculum expectations as a guide and looking in other places than tests for evidence of student learning.
- Although we are still offering both applied and academic courses in grade 10, one of the goals of de-streaming is to open more pathway options for more students. Grade 10 academic offers access to the most pathways in grades 11 and 12. In the 2022-2023 school year, we saw the highest enrollment numbers in the grade 10 academic math course in six years at 66.4% of grade 10 students enrolled in math at this level.



**Recommendation:**

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\*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred.

