



Committee of the Whole Meeting

Date: Monday, May 13, 2024.

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:

Linda Cuff (Vice-Chair), Kathy Doherty-Masters, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

Student Representatives:

Bryanna Donoghue, Xavier Petrie

Senior Administration:

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

Special Resource:

Recording Secretary:

Stephanie Medeiros, 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	Board Chair	--	--
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.			
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action: NA			
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – April 8, 2024	Board of Trustees	pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Long Term Accommodation Plan Presentation 5.2 Well-Being update – Safe Schools	S. Maharaj J. Merkel	pp. 7-88 pp. 89-106	Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
8.2 Trustee Work Plan – May-August review 8.3 Trustee Self Evaluation results	Chair Chair	-- --	Information Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • May 16 – Staff Recognition • May 20 – Victoria Day • May 21 - Governance Committee Meeting • May 27 – Board of Trustees • May 28 - SEAC Meeting • May 29 - CPIC Meeting • May 30 – Jun 1 – CCSTA AGM & Convention, Calgary • Jun 5 - SEAC Meeting • Jun 6 – Audit Committee • Jun 18 – Special Board – Budget Presentation 	Chair	--	Information
14. Items for the Next Meeting Agenda		Trustees	

ITEM	Who	Agenda Section	Method & Outcome
14.1 Board of Trustees Meeting: (May 27, 2024) <ul style="list-style-type: none"> • Energy Conservation Plan • Long Term Accommodation Plan Approval • Special Education Update • Budget Preparation Update • Final Math Strategy Update (KPIs) • Innovation/IT Board Report • Extended Day Update • Treatment of Staff – Monitoring Report IV – 004 • Asset Protection – Monitoring Report IV – 009 • Board Policy II 011 Student Representation on the Board • Board Policy II 012 Student Trustee Role Description • Board Policy III 001 Global Governance-Management Connection • Student Trustee Report • Chair of the Board Report • Director’s Report 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 8, 2024, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff (Vice-Chair), Kathy Doherty-Masters, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips*, Robert Sikora (Chair), Conrad Stanley*, Tracey Weiler

*- attended virtually

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets: Kerry Pomfret

Absent:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7 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 4.11 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 6:03 p.m.

1.1 Opening Prayer & Memorials

Opening prayer led by Trustee Guerin.

1.2 Territorial Acknowledgement

Territorial Acknowledgment declared by Chair Sikora.

1.3 Approval of Agenda

Chair Sikora motioned for approval of the agenda with the following amendments:

- Add page numbers to the agenda on item 3.1.1 pp. 4-6 and item 5.1 pp. 7-12

**2024-10 -- It was moved by Trustee Doherty-Masters and seconded by Trustee Cuff:
THAT the agenda for Monday, April 8, 2024, be now approved, as amended.**

--- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting - NIL

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

3.1.1 Committee of the Whole Minutes – March 4, 2024

Chair Sikora motioned for approval of the consent agenda.

**2024-11 -- It was moved by Trustee Cuff and seconded by Trustee Doherty-Masters:
THAT the Consent Agenda: Board of Trustees and the recommendations contained therein be now approved.
--- Carried by consensus.**

4 Delegations

5 Advice From the CEO

5.1 Student Achievement Plan (SAP)

Superintendent Ritsma shared her presentation on the Student Achievement Plan. She provided background information on the Better Schools Act, which had established the framework for the Plan. Reviewed the overall purpose, key priorities, and major goals that the district accomplished through the Student Achievement Plan.

Superintendent Ritsma reviewed the specific results that had been achieved over the past two academic years, comparing current data on provincial priorities and indicators. Kelly Roberts, Research Coordinator, was available to answer questions regarding data collected. Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustee Kraft provided an update on the recent work of the Linkages Committee. She shared that nominations for Board Awards have been coming in. Trustee Kraft mentioned that the Linkages Committee had also reviewed and approved congratulatory letters to be sent from the Board. The committee had discussed graduation ceremonies at our Catholic secondary schools coming up in June.

6.2 Pastoral Care Activity

Trustee Guerin provided an update on Pastoral Care Activity for the month of April. He highlighted the annual Trustee Spiritual Retreat and plans created with our spiritual animator. The retreat will have an integrated Easter season theme. Additionally, Trustee Guerin touched on a new process for having students from our Catholic schools participate in the opening prayer at board meetings.

Trustee Stanley left meeting at 7:00 p.m. and returned to the meeting at 7:10 p.m.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Chair Sikora briefly discussed OCSTA/CCSTA Communications.

8.2 Budget Development Part II

Superintendent Maharaj delivered a presentation on Part II of the Budget Development reviewing capital budgets, School Board budgeting and reserves. Trustees asked clarifying questions.

8.3 Trustee Self Evaluation

Chair Sikora reviewed the Trustee Self Evaluation and noted a due date for all Trustees to complete the form. The results will be reviewed at the next Committee of the Whole meeting.

8.4 Trustee Work Plan – April review

Chair Sikora reviewed items for review for the month of April in the Trustee Work Plan.

8.5 OCSTA Module – Equity, Diversity, and Inclusion – Part 1: Faith

Chair Sikora noted all Trustees reviewed the OCSTA Module. Director Dowling presented questions for Trustees to reflect on referencing the module. Trustees gathered in small groups to discuss each question.

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 the next 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

2024-12 -- It was moved by Trustee Francis and seconded by Trustee Cuff:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:39 p.m.

Chair of the Board

Secretary



Date: May 13, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024 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) presents district-wide demographic and enrolment information, and a multi-year pupil accommodation strategy. Future accommodation initiatives include new schools, and additions / renovations, and potential boundary reviews.

An Executive Summary is included to provide an overview of the plans and expectations in the coming years.

The 2024 LTAP provides an updated enrolment forecast (Table 1) and list of strategic initiatives to respond to increasing enrolment throughout the district to 2032/33:

Table 1 - Enrolment Forecast Summary

	Capacity	2022/23	2023/24	2024/25	2027/28	2032/33
Elementary	17,009	17,646	18,810	19,716	23,578	29,294
Secondary	6,600	7,604	7,846	7,991	8,923	12,479
Total	23,609	25,250	26,801	27,707	32,501	41,773

Highlights of the LTAP include:

- Existing capital funding commitments for 2,240 elementary pupil places and 1,000 secondary pupil places of capacity.
- Five (5) proposed capital priorities resubmissions (1 new school, 4 additions)
- Nine (9) proposed new capital priorities submissions (2 secondary additions, 3 new elementary schools, 1 elementary addition, 1 elementary re-construction).

As the LTAP is a complex document which is being presented to Trustees on May 13th for consideration and will be brought back to the Board of Trustees on May 27th for approval.

Questions may be asked of staff at any time, and responses will be shared with all Trustees.

Recommendation:

This report is provided as information only.

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

 - Virina Elgawly
Property and Planning Officer

 - Jordan Neale
Planning Technician

 - Jennifer Passy
Manager of Planning

 - Shesh Maharaj
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

2024



**Waterloo Catholic
District School Board**

The schools of the Waterloo Catholic District School Board are situated on the land that is the traditional home of the Haudenosaunee, Anishinaabe and Neutral People. We acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous Peoples with whom we share this land today.

We seek a new relationship with the Original People of this land, one based on honour and deep respect. We are grateful for the opportunity to learn here and reaffirm our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our community.

Executive Summary

The Long Term Accommodation Plan (LTAP) is an annually reviewed planning tool that provides enrolment projections and guides accommodation planning.

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 2024 LTAP are the following:

- Enrolment projections from 2024/25 to 2032/33.
- Identification of accommodation issues and proposed strategies to address them.
- Identification of new Capital Priorities funding interests.

Approved Capital Priorities Projects

- East Kitchener 7-12 – 1,400 pupil place Grade 7-12 school
- New Baden CES – 294 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 St. Patrick CES – 527 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
- St. Brigid CES – 138 pupil place addition

Future Capital Priority Considerations

The following projects were submitted as Capital Priorities requests in October 2023 and will be re-submitted for future consideration:

- St. Boniface CES Addition, Breslau
- St. Gregory CES Addition, Cambridge
- St. Mark CES Addition, Kitchener
- St. Paul CES Addition, Kitchener
- New North Cambridge CES, Cambridge

Further, additional Immediate and Medium Term Capital Priorities have been identified in response to increasing enrolment pressure throughout the district:

- Monsignor Doyle CSS Addition
- New Beaver Creek Meadows CES, Waterloo
- New Doon South CES, Kitchener
- New Dundee North CES, Kitchener
- New North West Cambridge CES, Cambridge
- New West Rosenberg CES, Kitchener
- St. Aloysius CES Addition
- St. Bernadette CES Re-Build
- St. David CSS Addition
- Identification of Kitchener – Waterloo core area elementary accommodation solution.
- Identification of West Kitchener elementary accommodation solution.

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 elementary school in South East Galt (September 2026).
- Rosenberg CES Boundary Review ahead of the opening of the new elementary school in the Rosenberg secondary plan area (September 2026).
- Baden CES Boundary Review ahead of the opening of the new elementary school in the Baden area (September 2026).

When approved to proceed, the board will announce the commencement of the public processes 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.

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 facility design 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."

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

2022-2025

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 current, five and 10-year forecast periods in this plan to identify schools projected to be consistently above 110% utilization.

Kindergarten Space: Kindergarten classrooms are larger purpose built spaces designed to accommodate play-based learning. Analysing how many classes are organized in elementary schools over time versus the number of available Kindergarten classrooms provides an indication of facility alterations or new Capital Priority requirements.

Prioritization Results

This review established a list of elementary priority schools where capital investment or other strategic actions are required. Further, staff have prioritized the construction of additions at Monsignor Doyle CSS and St. David CSS to address overcapacity constraints at area high schools.

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 Kindergarten 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	Strategic Actions
Canadian Martyrs	Construct New St. Patrick / East Kitchener 7-12
Holy Family	Construct New Baden / Boundary Review
Holy Rosary	Construct New Baden / Boundary Review
Monsignor Haller	New Rosenberg / Boundary Review
St. Agnes	Beaver Creek Capital Priority request / Boundary Review
St. Aloysius	Capital Priority request / Boundary Review
St. Anne (K)	Construct New St. Patrick / East Kitchener 7-12
St. Augustine	West Galt Boundary Review
St. Bernadette	Capital Priority request / Boundary Review
St. Boniface	Capital Priority request
St. Brigid	Construct Addition
St. Daniel	Construct New St. Patrick / East Kitchener 7-12
St. Dominic Savio	Monitor for future Capital Priority / Boundary Review
St. Gabriel	North Cambridge Capital Priority request / Boundary Review
St. Joseph	North Cambridge Capital Priority request / Boundary Review
St. Josephine Bakhita	Construct new Rosenberg / Boundary Review
St. Kateri Tekakwitha	Doon South Capital Priority / Boundary Request
St. Mark	Capital Priority request
St. Paul	Capital Priority request
St. Teresa (K)	Monitor for future Capital Priority / Boundary Review
St. Timothy	Doon South Capital Priority / Boundary Request
St. Vincent de Paul	Construct SE Galt/ 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

A moratorium on Pupil Accommodation Reviews has been in place since 2018. It is not known when the Ministry will lift the pause on school closure reviews.

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.

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 374/23
- 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 374/23

On December 31, 2023, a new regulation came into effect governing the disposition of surplus real property owned by school boards.

School boards may declare property or facilities surplus to their needs, or the Ministry of Education may identify property or facilities for mandatory disposition.

The Minister of Education may direct a school board to sell at fair market value sale to a specific party.

Public entities, such as municipalities, co-terminus school boards, colleges and universities and others may signal their interest in future surplus directly to the Ministry of Education.

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

Families of WCDSB grade 1 students are eligible to apply for enrolment in one of the Board's FI programs. Since the FI program is not offered at every WCDSB school, a lottery system is used to allocate space 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 elementary and secondary FI locations are to be considered based on the location criteria identified in the 2020-21 French Immersion Review Final Report. New FI programs are grown into schools one grade at a time.

FIGURE 1 - ELEMENTARY FI SITE SELECTION CRITERIA



FIGURE 2 - SECONDARY FI SITE SELECTION CRITERIA



Prior to committing to additional FI locations, staffing levels must 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 – 23/24 FI SCHOOLS AND GRADE CONFIGURATION

School	City	2023/24 Grade Configuration
Holy Rosary	Waterloo	Grades 1-5
Our Lady of Fatima	Cambridge	Grades 1-8
Sir Edgar Bauer	Waterloo	Grades 1-8
St. Anne (K)	Kitchener	Grades 1-8
St. Luke	Waterloo	Grades 1-5
St. Peter	Cambridge	Grades 1-4
St. David	Waterloo	Grade 9

St. Benedict CSS will begin offering high school French Immersion, starting in Grade 9 in the 2024/25 school year.

Other Factors that can Impact Projections

Immigration and Migration

Forecast data from Immigration Partnership Waterloo Region¹ identified that Waterloo Region was expected to welcome 7,628 new permanent residents in 2023, and a further 1,979 via secondary migration to the region. Considering other study permit holders and work permit holders, nearly 79,000 newcomers arrived

in the region in 2023. These numbers are expected to continue to grow over the next 6 years. Recently announced changes to study permit numbers in 2024/25 may impact these projections.

The board attends monthly Immigration Partnership working group meetings and 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 2024, the board had welcomed 759 newcomers during the current school year. The board has welcomed families from a variety of immigration categories including permanent residents, refugee claimants 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
- streamlining development approvals
- helping homebuyers and renters
- promoting better planning

¹ Immigration in Waterloo Region Forecast 2023-2030, Immigration Partnership Waterloo Region

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 shift to high density housing reinforces the need to continue to monitor student yields from apartment style housing to ensure that enrolment projections reflect the move away 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 PARs. 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 2023, the region’s population was estimated at 673,910. This includes university and college students who reside in the region while they study at our local post-secondary institutions. This population increase represents 4.4% growth from year-end 2022.²

Local population growth has been driven by an increase in post-secondary enrolment, as well as strong housing growth.

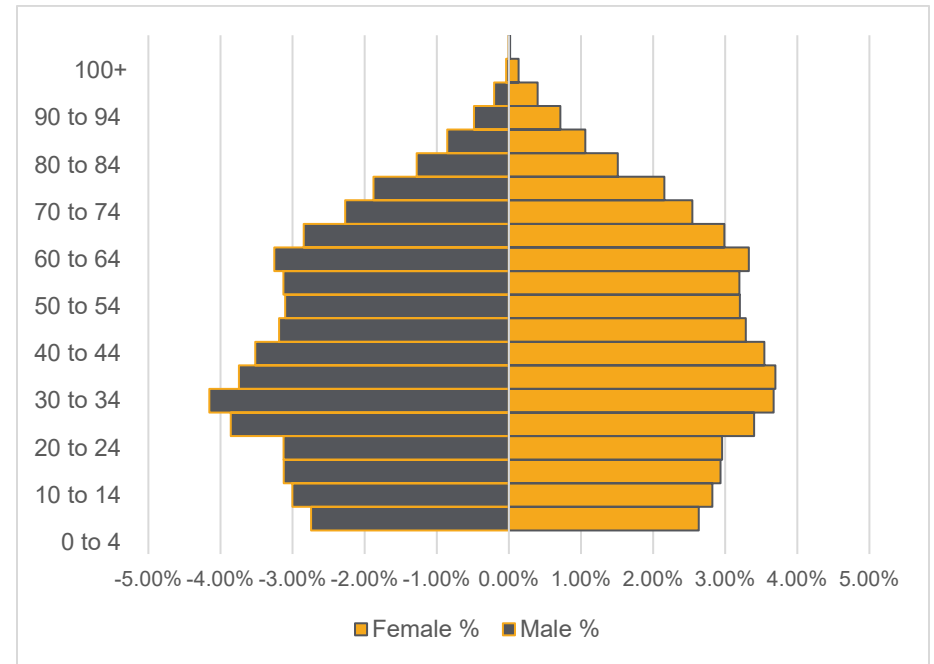
For the first time since 2001, the young adult population has grown in proportion to the overall population of the region. This growth in a younger population will contribute the formation of new households and can be expected to contribute to an increase in school-age children as the population in child-bearing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



Regional Official Plan

Based on the Regional Official Plan (ROP) amendments adopted by the Region of Waterloo in August 2022, the region’s population is expected to reach 923,000 people and 470,000 jobs by the year 2051.

On April 11, 2023, the Minister of Municipal Affairs and Housing (MMAH) approved the ROP, with modifications that designated additional land to accommodate growth.

On October 23, 2023, MMAH announced the province’s intent to reverse provincial changes to twelve official plans, including the ROP. Input was sought from local municipalities on Bill 162, Get It

² Region of Waterloo, Year-End 2023 Population and Household Estimates for Waterloo Region

Done Act, 2024 up until December 7, 2023. As of April 25, 2024, Third Reading of the bill has been debated.

The board continues to await updated information from the region with respect to land use and population targets to reflect provincially imposed modifications to the ROP.

Regional Official Plan Amendment No. 6 (ROPA6)

ROPA6 established the land use planning framework to accommodate 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 guides 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.

ROPA6 strengthened and modernized the policies of the ROP in several key areas, including climate action, equity and inclusion, growth management, “missing middle” housing, planning for Major Transit Station Areas (MTSA) and local economic development.

The board uses the ROP and its amendments 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, AUGUST 2022

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

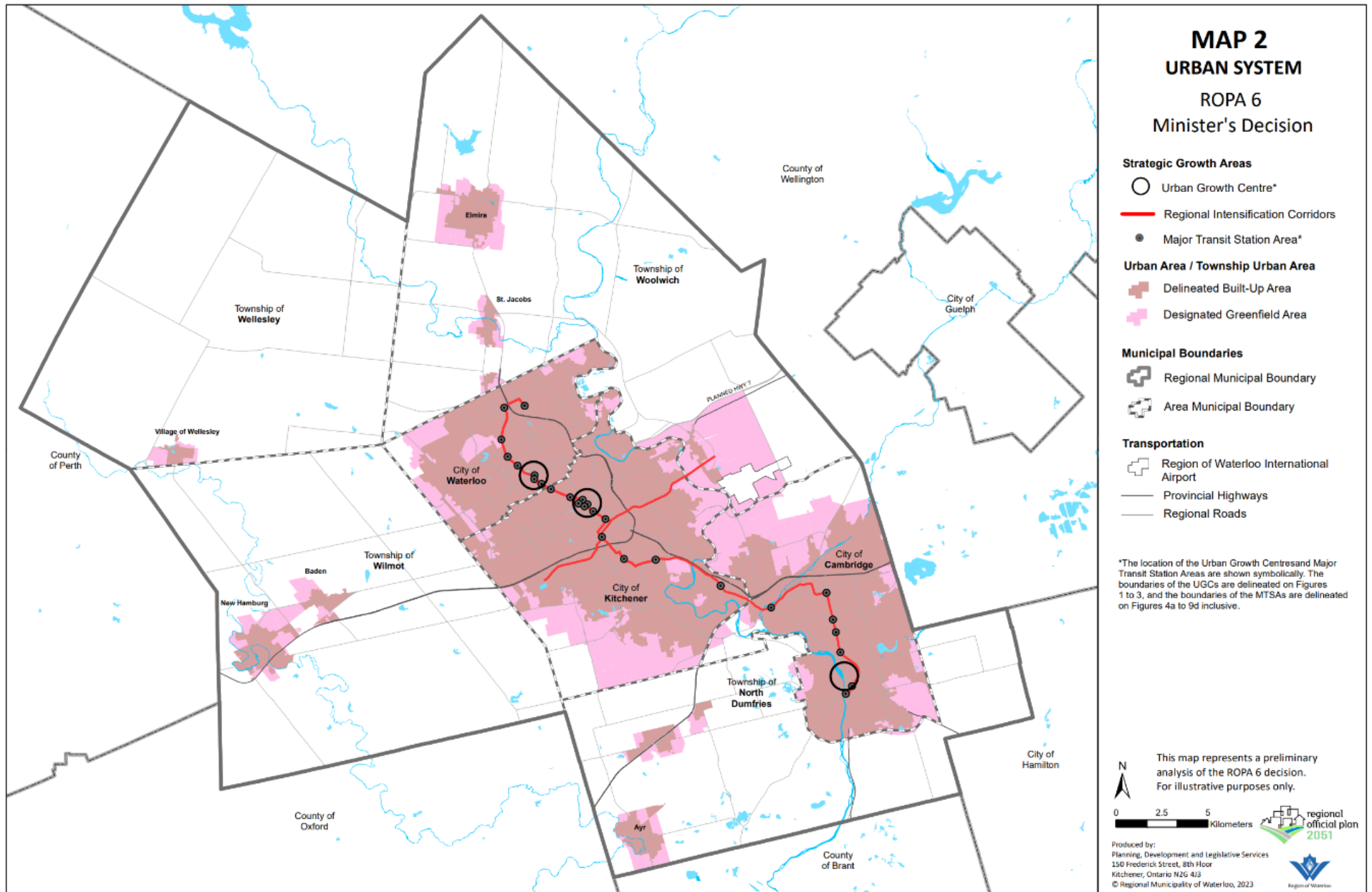
TABLE 5 - REGION OF WATERLOO INTENSIFICATION TARGETS, AUGUST 2022

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

Existing and Future Major Transportation Station Areas (MTSA)

Future development is to be focused in MTSA and select greenfield growth areas shown in pink on Figure 4.

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



Enrolment Projections

Introduction

As of October 31, 2023, total enrolment for the Board is as follows:

- Elementary students – 18,810 (*includes St. Isidore)
- Secondary students - 7,846
- International – 78 elementary, 169 secondary

Elementary (JK-8) and secondary school (9-12) enrolments have steadily increased since 2015 and are projected to continue increasing. Figures 5 and 6 show enrolment and the percentage change in enrolment from year to year since 2014/15. While enrolment has generally trended upwards, the rate of growth was impacted during Covid-19.

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 OTG changes and future 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 2023/24

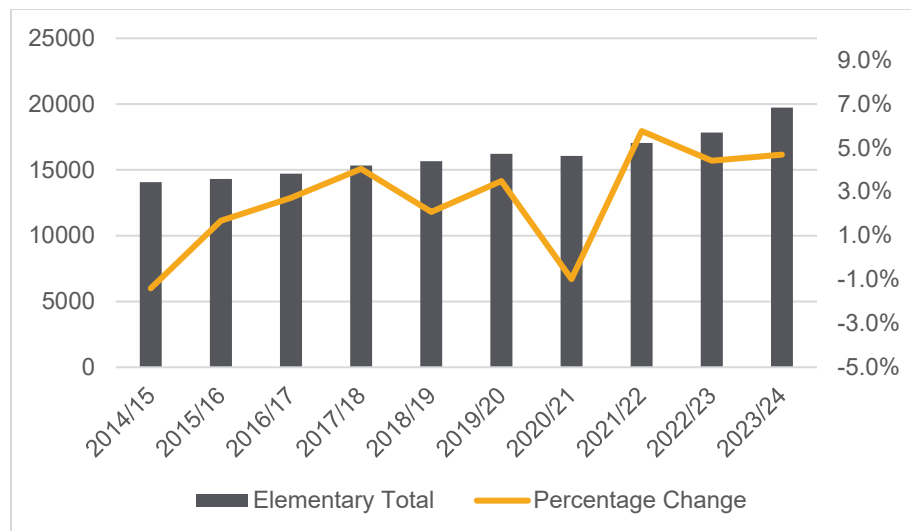
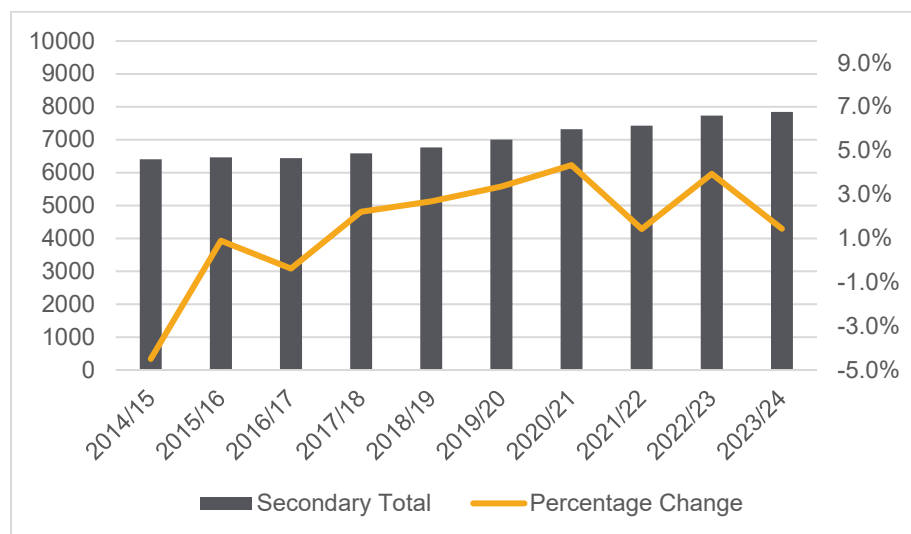


FIGURE 6 - SECONDARY ENROLMENT CHANGES 2014/15 TO 2023/24



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.

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 – 2023/24 ELEMENTARY ENROLMENT DISTRIBUTION

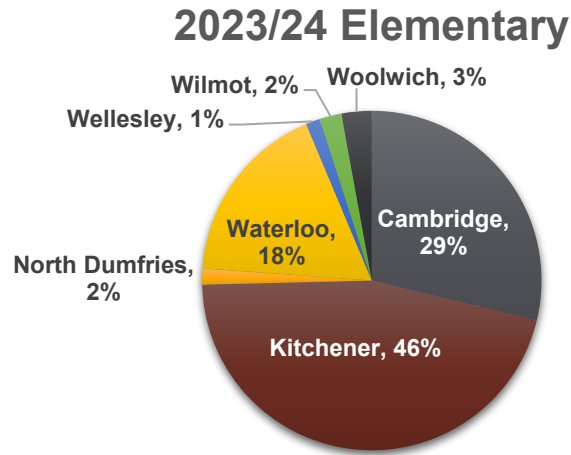


FIGURE 8 – 2032/33 ELEMENTARY ENROLMENT DISTRIBUTION

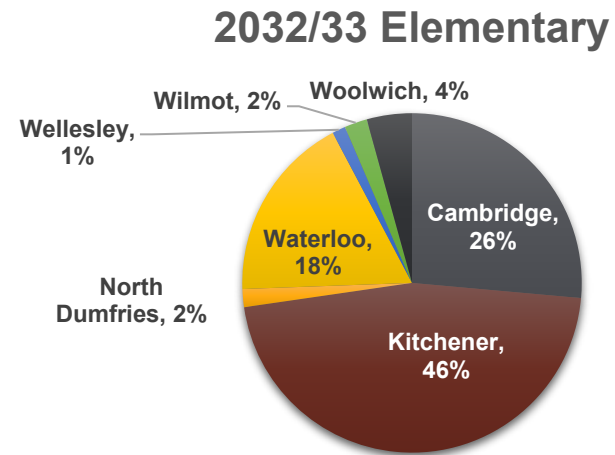


FIGURE 9 – 2023/24 SECONDARY ENROLMENT DISTRIBUTION

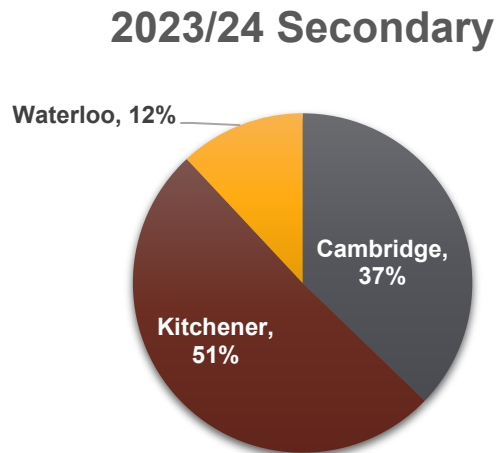
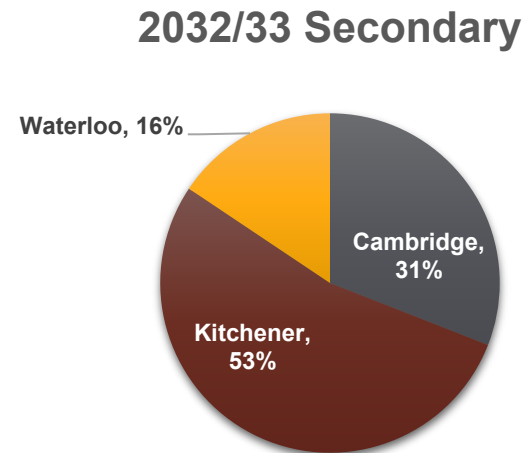


FIGURE 10 – 2032/33 SECONDARY ENROLMENT DISTRIBUTION



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 four years, by the 2027/28 school year:

- Elementary enrolment is projected to increase from 18,810 to 23,578 students, which is approximately 25% increase.
- Elementary utilization will increase from 110% to 139% in the next 4 years, net of any approved but unbuilt capacity.
- Secondary enrolment is projected to increase from 7,846 to 8,923 students, which is approximately a 14% increase.
- Secondary utilization will increase from 119% to 135% in the next 5 years without any added capacity.

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

- Elementary enrolments are projected to increase to 29,294, which represents an overall increase of 56%.
- Elementary utilization is projected to increase a further 34%, net of any approved but unbuilt capacity.
- Secondary enrolments are projected to increase to 12,479 students, which represents an overall increase of 59%.
- Secondary utilization is projected to increase a further 54% without any added capacity.

Notes:

1. *Planned schools (i.e., not yet under construction) or associated boundary changes are not reflected in forecasted enrolment or utilization.*
2. *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.*
3. *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	23/24 OTG	23/24 Portables	2022/23 Actual	22/23 Utiliz.	22/23 Available PP	2023/24 Actual	23/24 Utiliz.	23/24 Available PP	2024/25	24/25 Utiliz.	24/25 Available PP	2027/28	27/28 Utiliz.	27/28 Available PP	2032/23	32/23 Utiliz.	32/23 Available PP	Facility Partnership Opportunity (5-year)	
																		Utiliz. (70% or less)	Pupil Places (200 or more)
Blessed Sacrament	360	0	364	101%	0	286	79%	74	305	85%	55	393	109%	0	596	166%	0		
Canadian Martyrs	314	7	434	138%	0	473	151%	0	528	168%	0	647	206%	0	748	238%	0		
Christ the King	291	0	255	88%	36	230	79%	61	234	80%	57	247	85%	44	289	99%	2		
Holy Family	245	7	372	152%	0	394	161%	0	417	170%	0	541	221%	0	635	259%	0		
Holy Rosary	458	5	489	107%	0	541	118%	0	570	124%	0	733	160%	0	894	195%	0		
Holy Spirit	622	0	544	87%	78	543	87%	79	561	90%	61	619	100%	3	1029	165%	0		
John Sweeney	611	5	707	116%	0	697	114%	0	706	116%	0	725	119%	0	812	133%	0		
Monsignor Haller	245	6	322	131%	0	375	153%	0	419	171%	0	560	228%	0	733	299%	0		
Our Lady of Fatima	495	0	383	77%	112	379	77%	116	374	76%	121	369	75%	126	408	83%	87		
Our Lady of Grace	268	3	426	159%	0	310	116%	0	327	122%	0	341	127%	0	344	128%	0		
Our Lady of Lourdes	337	1	292	87%	45	361	107%	0	383	114%	0	439	130%	0	519	154%	0		
Saint John Paul II	611	6	745	122%	0	700	115%	0	657	107%	0	614	101%	0	669	110%	0		
Sir Edgar Bauer	481	0	414	86%	67	416	86%	65	411	85%	70	427	89%	54	512	106%	0		
St. Agnes	481	12	464	96%	17	543	113%	0	598	124%	0	780	162%	0	975	203%	0		
St. Aloysius	363	7	471	130%	0	490	135%	0	521	144%	0	629	173%	0	766	211%	0		
St. Anne (C)	418	2	432	103%	0	437	105%	0	445	106%	0	492	118%	0	550	131%	0		
St. Anne (K)	510	7	626	123%	0	670	131%	0	702	138%	0	812	159%	0	946	185%	0		
St. Augustine	352	6	437	124%	0	485	138%	0	529	150%	0	637	181%	0	829	236%	0		
St. Bernadette	291	5	315	108%	0	374	129%	0	431	148%	0	629	216%	0	996	342%	0		
St. Boniface	268	3	266	99%	2	325	121%	0	385	144%	0	609	227%	0	914	341%	0		
St. Brigid	234	4	269	115%	0	286	122%	0	318	136%	0	415	178%	0	504	215%	0		
St. Clement	268	1	242	90%	26	250	93%	18	261	97%	7	304	113%	0	371	138%	0		
St. Daniel	317	10	507	160%	0	545	172%	0	577	182%	0	638	201%	0	767	242%	0		
St. Dominic Savio	447	5	526	118%	0	544	122%	0	570	128%	0	649	145%	0	762	170%	0		
St. Elizabeth	352	3	394	112%	0	395	112%	0	409	116%	0	442	125%	0	544	154%	0		
St. Gabriel	375	7	470	125%	0	521	139%	0	570	152%	0	872	233%	0	1027	274%	0		
St. Gregory	242	0	137	57%	105	141	58%	101	145	60%	97	144	59%	98	144	60%	98	59%	
St. Isidore*	0	0	134	0%	0	134	0%	0											
St. John	468	0	436	93%	32	458	98%	10	464	99%	4	585	125%	0	652	139%	0		
St. Joseph	257	3	268	104%	0	264	103%	0	285	111%	0	371	144%	0	565	220%	0		
St. Josephine Bakhita	657	0	0	0%	0	635	97%	22	769	117%	0	1068	163%	0	1434	218%	0		
St. Kateri Tekakwitha	349	8	621	178%	0	512	147%	0	526	151%	0	592	170%	0	730	209%	0		
St. Luke	668	0	475	71%	193	515	77%	153	556	83%	112	729	109%	0	975	146%	0		
St. Margaret	314	0	319	102%	0	316	101%	0	328	104%	0	326	104%	0	364	116%	0		
St. Mark	245	6	365	149%	0	369	151%	0	397	162%	0	458	187%	0	533	218%	0		
St. Matthew	386	2	432	112%	0	413	107%	0	418	108%	0	460	119%	0	554	144%	0		
St. Michael	360	0	308	86%	52	314	87%	46	321	89%	39	329	91%	31	380	106%	0		
St. Nicholas	478	1	478	100%	0	487	102%	0	520	109%	0	669	140%	0	799	167%	0		
St. Paul	291	8	437	150%	0	451	155%	0	468	161%	0	518	178%	0	599	206%	0		
St. Peter	386	0	264	68%	122	295	76%	91	304	79%	82	357	92%	29	422	109%	0		
St. Teresa (K)	291	2	257	88%	34	315	108%	0	337	116%	0	485	166%	0	761	262%	0		
St. Teresa of Avila	271	0	204	75%	67	211	78%	60	220	81%	51	274	101%	0	344	127%	0		
St. Teresa of Calcutta	479	0	389	81%	90	372	78%	107	359	75%	120	344	72%	135	375	78%	104		
St. Timothy	291	3	315	108%	0	352	121%	0	387	133%	0	519	178%	0	710	244%	0		
St. Vincent de Paul	562	6	669	119%	0	686	122%	0	704	125%	0	786	140%	0	814	145%	0		
Total	17009	151	17674	103%	1078	18810	110%	1003	19716	116%	877	23578	139%	520	29294	172%	291		

*no school building

FIGURE 12 - SECONDARY ENROLMENT FORECAST

School	2023/24 OTG	23/24 Portables	2022/23 Actual	22/23 Utiliz.	22/23 Available PP	2023/24 Actual	23/24 Utiliz.	23/24 Available PP	2024/25	24/25 Utiliz.	24/25 Available PP	2027/28	27/28 Utiliz.	27/28 Available PP	2032/23	32/23 Utiliz.	32/23 Available PP	Facility Partnership Opportunity (5-year)	
																		Utiliz. (70% or less)	Pupil Places (200 or more)
Monsignor Doyle	1095	8	1099	100%	0	1088	99%	7	1064	97%	0	1060	97%	35	1480	135%	0		
Resurrection	1404	23	1759	125%	0	1784	127%	0	1883	134%	0	2093	149%	0	3010	214%	0		
St. Benedict	1521	10	1695	111%	0	1831	120%	0	1888	124%	0	2038	134%	0	2382	157%	0		
St. David	1038	2	904	87%	134	939	90%	99	991	95%	0	1179	114%	0	1949	188%	0		
St. Mary's	1542	31	2147	139%	0	2204	143%	0	2166	140%	0	2553	166%	0	3657	237%	0		
Total	6600	74	7604	115%	134	7846	119%	106	7991	121%	0	8923	135%	35	12479	189%	0		

Facilities Overview

Introduction

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

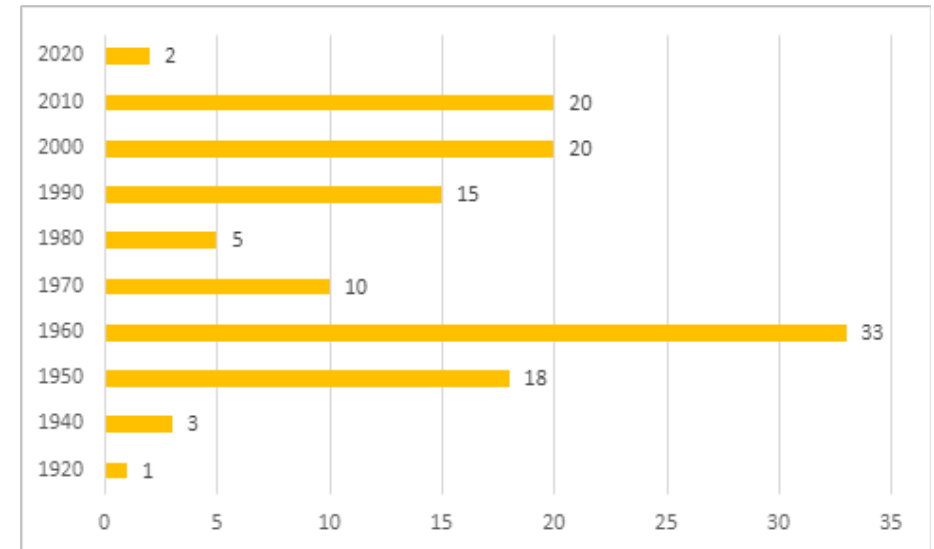
As of October 2023, the Board has a fleet of 225 owned and leased portables deployed throughout the district.

In 2023/24, the board opened an addition to St. Agnes CES and the new St. Josephine Bahkita CES. In addition, construction staff have been designing and advancing approvals on 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 110% 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 44 years and 34 years for the elementary and secondary panel, respectively.

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



SECTION 3 **PLANNING AREA PROFILES**

Planning Review Area Overview

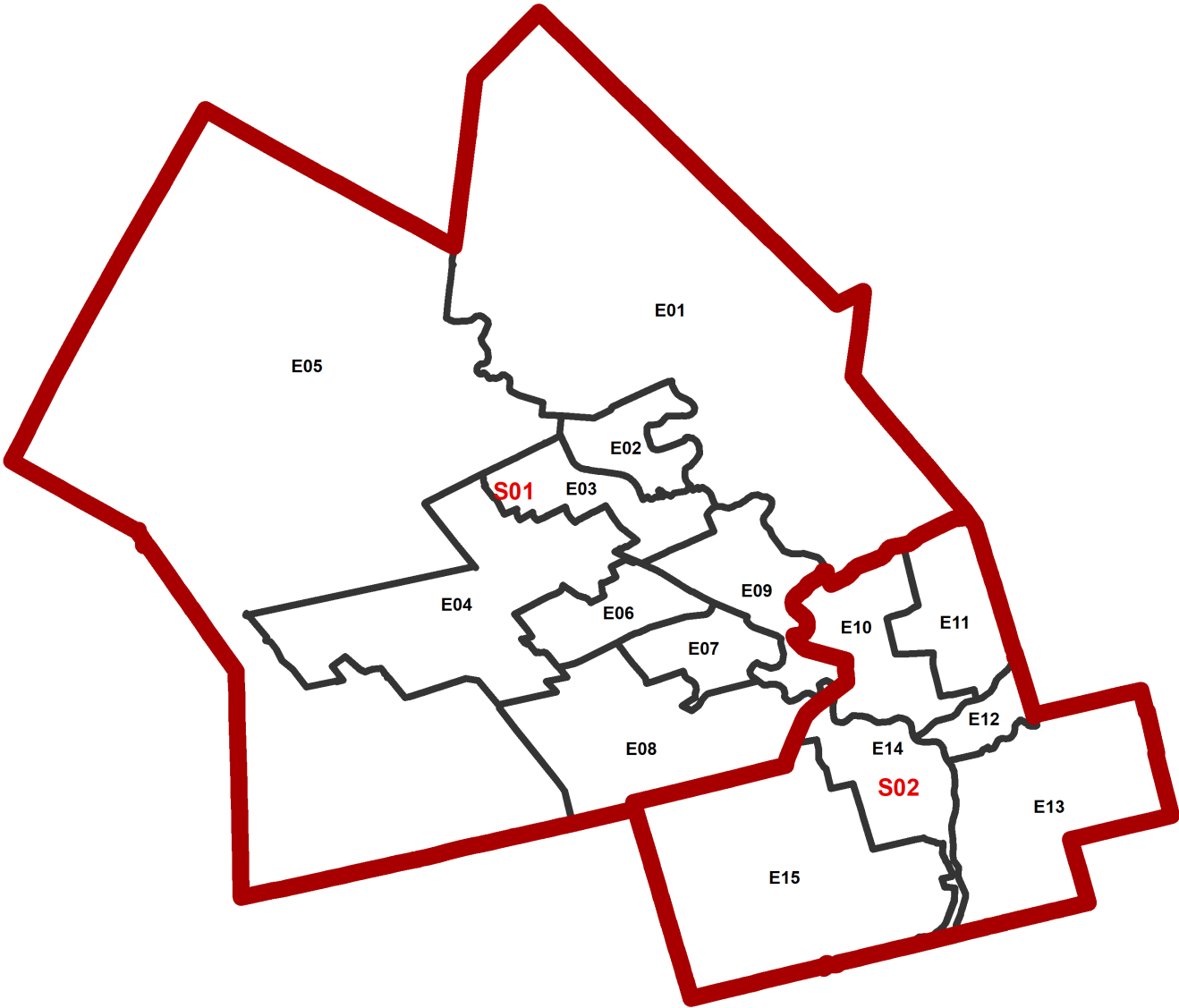
To analyse accommodation issues, the region is divided into fifteen (15) elementary review areas and two (2) secondary review areas.

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

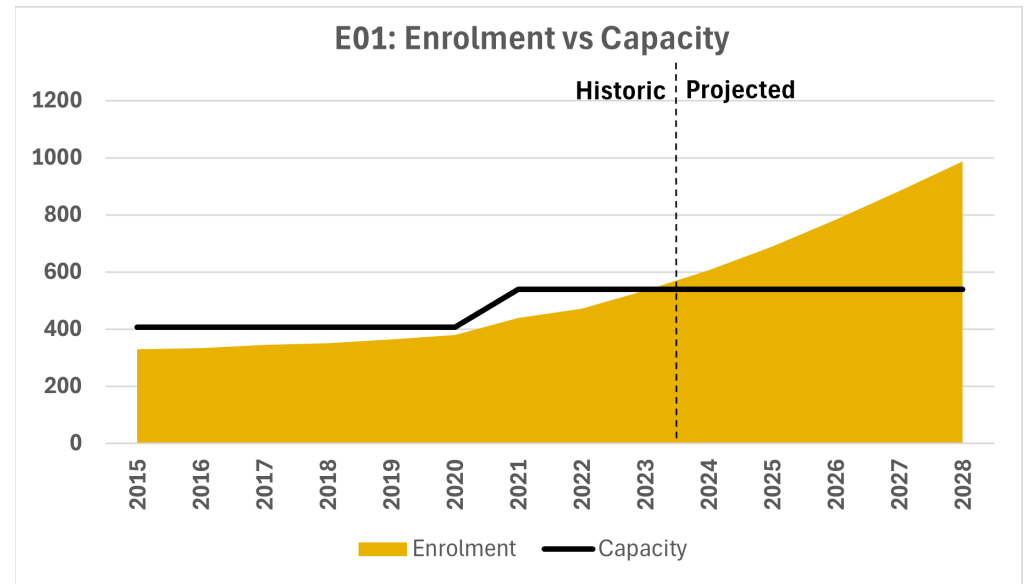
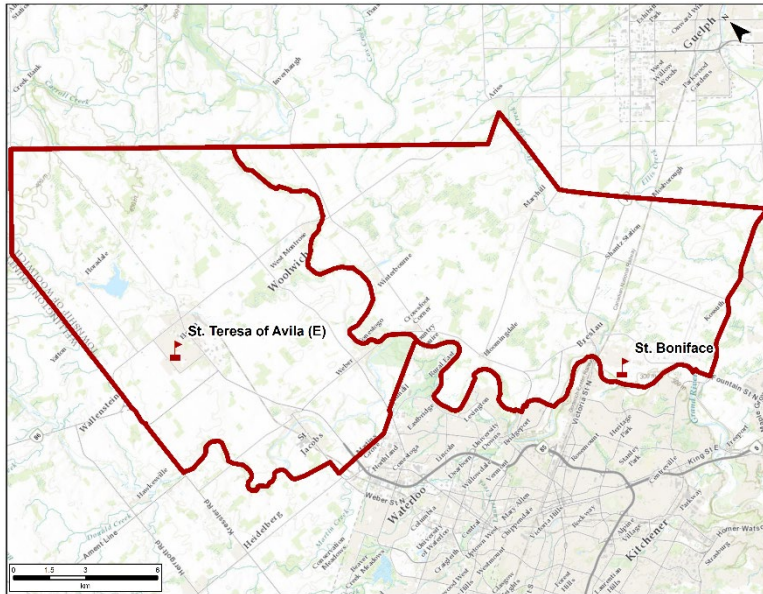
The development information provided in this section reflects unbuilt units in known residential plans at a point in time (Fall 2023). The board tracks this information for projecting enrolment in 2024 onwards, and therefore the summaries in this section do not reflect units expected to be built within 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
Elementary	
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, 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
Secondary	
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	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
St. Boniface	385	144%	609	227%	914	341%
St. Teresa of Avila	220	81%	274	101%	344	127%

Development Overview

- Approximately 3,200 unbuilt units in St. Boniface boundary.
- Approximately 2,700 unbuilt units in St. Teresa of Avila boundary.

Future Actions

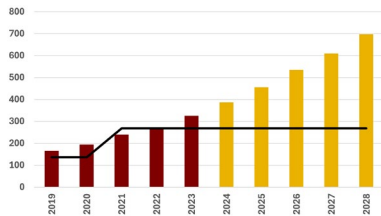
- Resubmit Capital Priority request for funding for an addition to St. Boniface to respond to growth-related enrolment pressure in immediate term.
- Reserve school site in future development area.

St. Boniface (B)



Year Built	2021
Additions	
Site Size (ac.)	4.91
Next to Park	Yes (future)
Capacity	268
Yield	0.292

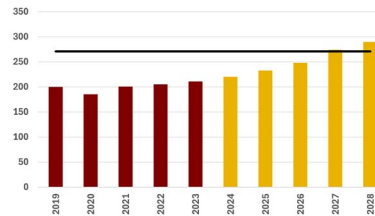
YMCA of Three Rivers EarlyON
YMCA of Three Rivers Child Care



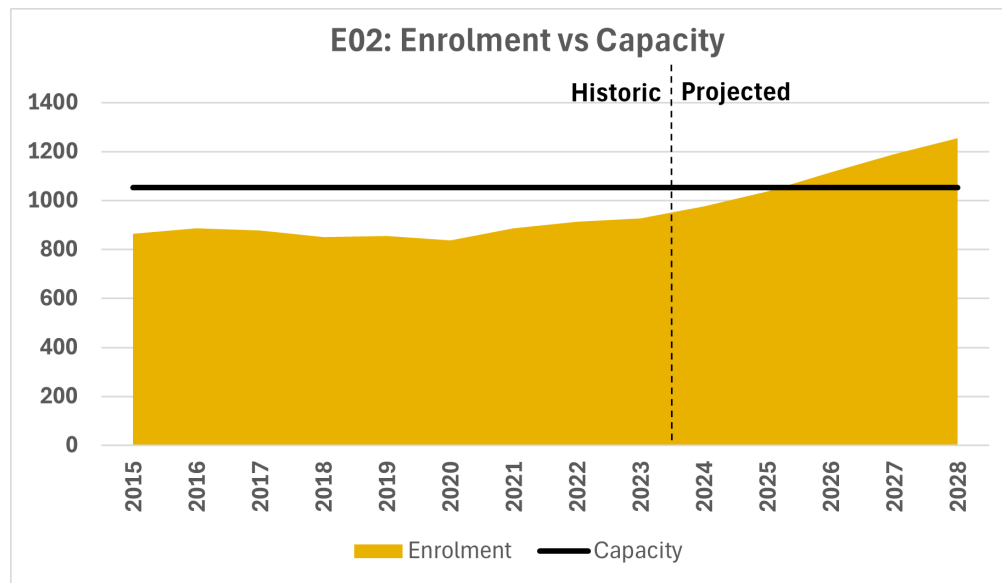
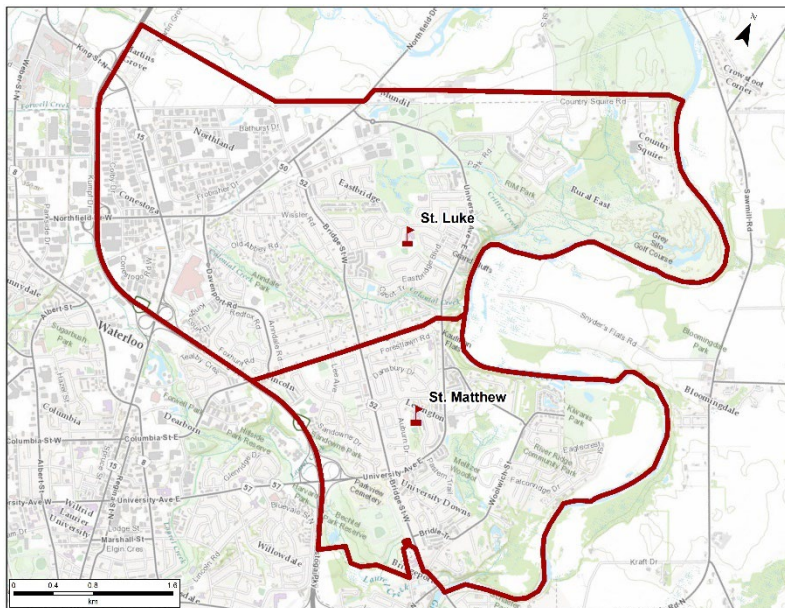
St. Teresa of Avila



Year Built	1964
Additions	1968, 2012
Site Size (ac.)	5.92
Next to Park	No
Capacity	271
Yield	0.125



E02 Waterloo East Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
St. Luke	556	83%	729	109%	975	146%
St. Matthew	418	108%	460	119%	554	144%

Development Overview

- Approximately 3,700 unbuilt units in the review area boundary.

Future Actions

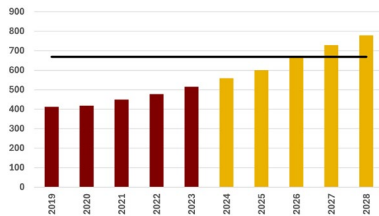
- Continue to monitor enrolment in the review area and consider opportunities for future boundary adjustments including review area schools or together with Review Areas E03 and E04.

St. Luke



Year Built	2001
Additions	2002, 2012
Site Size (ac.)	4.11
Next to Park	Yes
Capacity	668
Yield	0.304

RisingOaks Early Learning Child Care

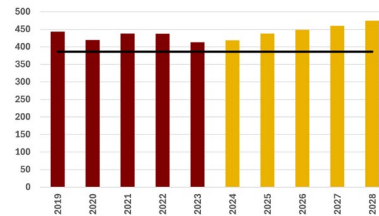


St. Matthew

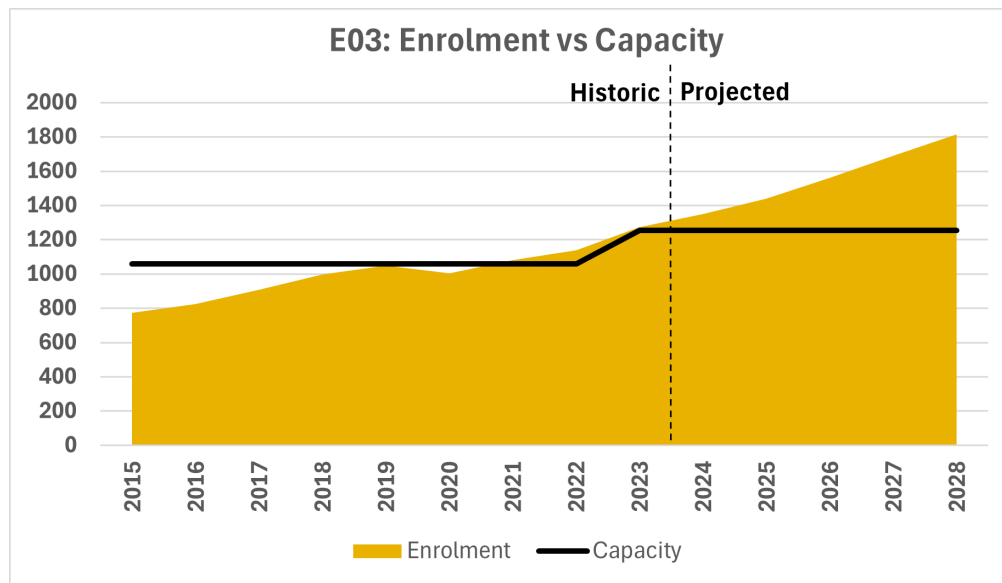
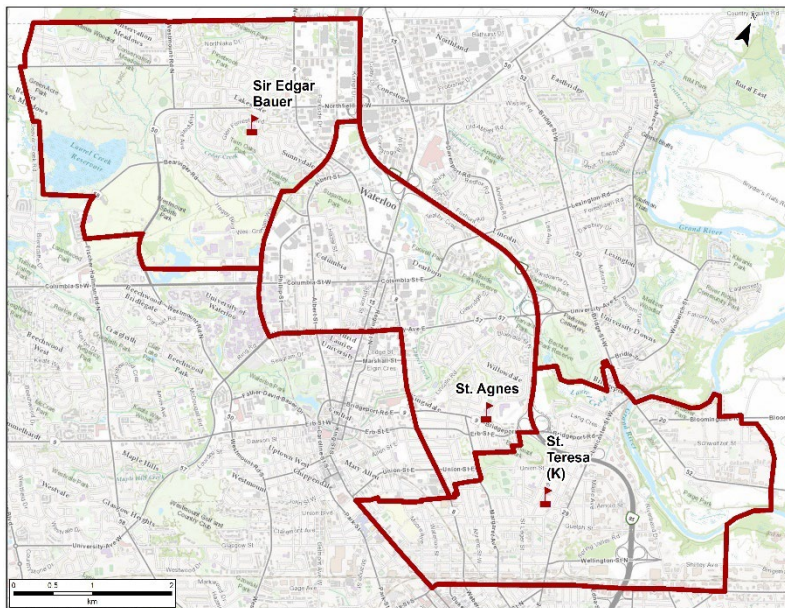


Year Built	1995
Additions	
Site Size (ac.)	7.02
Next to Park	Yes
Capacity	386
Yield	0.347

YMCA of Three Rivers Child Care
City of Waterloo park space



E03 Waterloo Central Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Sir Edgar Bauer	411	85%	427	89%	512	106%
St. Agnes	598	124%	780	162%	975	203%
St. Teresa (K)	337	116%	485	166%	761	262%

Development Overview

- Approximately 5,000 unbuilt residential units in the Sir Edgar Bauer boundary.
- Approximately 8,300 unbuilt residential units in St. Agnes boundary.
- Approximately 7,300 unbuilt residential units in the St. Teresa (K) boundary.

Future Actions

- Consider future boundary review, including Review Areas E02 and E04.
- Reserve future elementary school site in Beaver Creek Meadows District Plan area.
- Identify other opportunities to accommodate core area residential development.

**E03 Waterloo
Central**

Sir Edgar Bauer

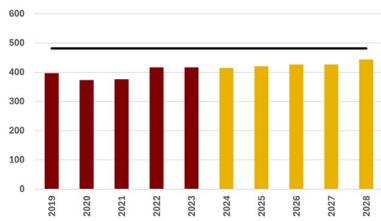


Year Built	1970
Additions	1995
Site Size (ac.)	9.99
Next to Park	Yes
Capacity	481
Yield	0.286

Facility

Partners

Projection

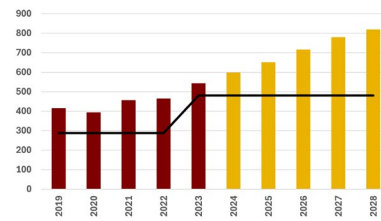


St. Agnes



Year Built	1956
Additions	1962, 1965, 2001, 2023
Site Size (ac.)	7.22
Next to Park	No
Capacity	481
Yield	0.364

License for parking at adjacent church.

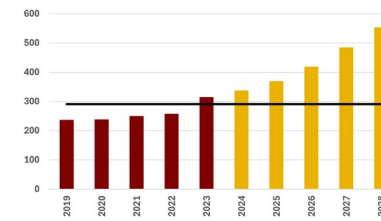


St. Teresa (K)

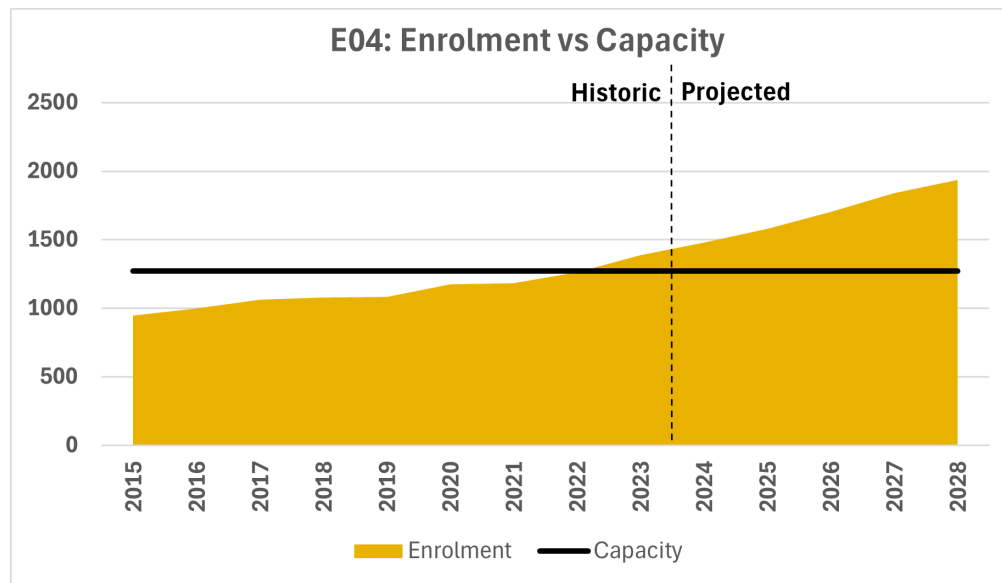
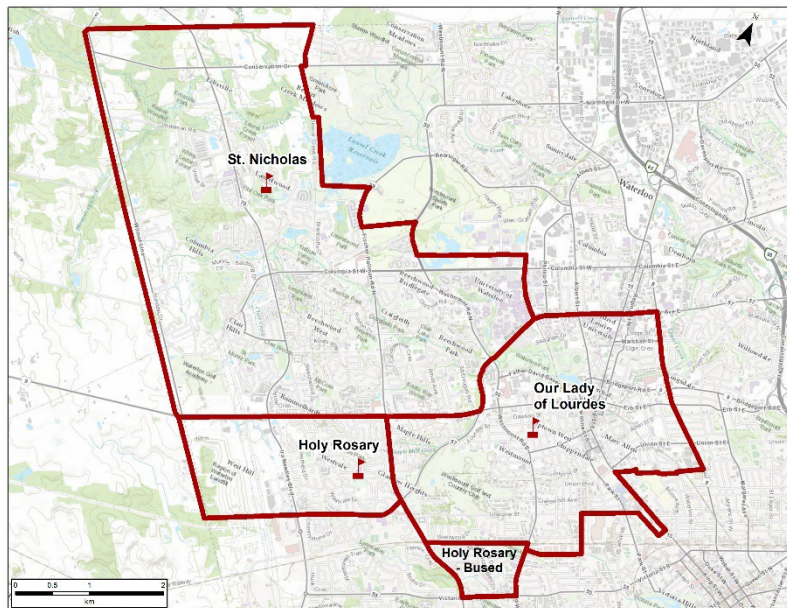


Year Built	1953
Additions	1955, 1957, 1960, 1968
Site Size (ac.)	3.17
Next to Park	No
Capacity	291
Yield	0.332

License for parking at adjacent church.



E04 Waterloo West Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Holy Rosary ³	570	124%	733	160%	894	195%
Our Lady of Lourdes	383	114%	439	130%	519	154%
St. Nicholas	520	109%	669	140%	799	167%

Development Overview

- Approximately 640 unbuilt residential units in the Holy Rosary boundary.
- Approximately 2,800 unbuilt residential units in the Our Lady of Lourdes boundary.
- Approximately 2,700 unbuilt residential units in the St. Nicholas boundary.

Future Actions

- Reserve and acquire future school site in Beaver Creek Meadows District Plan area. Submit Capital Priorities request for new elementary school in Beaver Creek Meadows District Plan area when school site becomes available.
- Initiate boundary review for new school in Beaver Creek Meadows District Plan area together with Review Area E03.
- Identify opportunities to accommodate core area development.

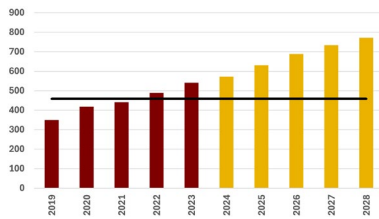
³ Holy Rosary enrolment includes those student living in the Bused to Holy Rosary boundary in the E05 Rural West Planning Area.

Holy Rosary



Year Built	1989
Additions	1994
Site Size (ac.)	4.83
Next to Park	Yes
Capacity	458
Yield	0.355

YMCA of Three Rivers Child Care

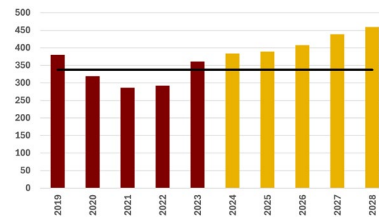


Our Lady of Lourdes



Year Built	1948
Additions	1959, 1986, 2001
Site Size (ac.)	5.14
Next to Park	No
Capacity	337
Yield	0.235

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

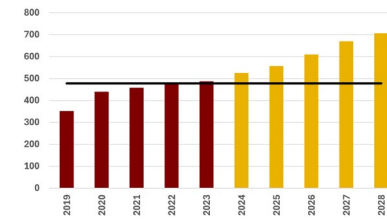


St. Nicholas

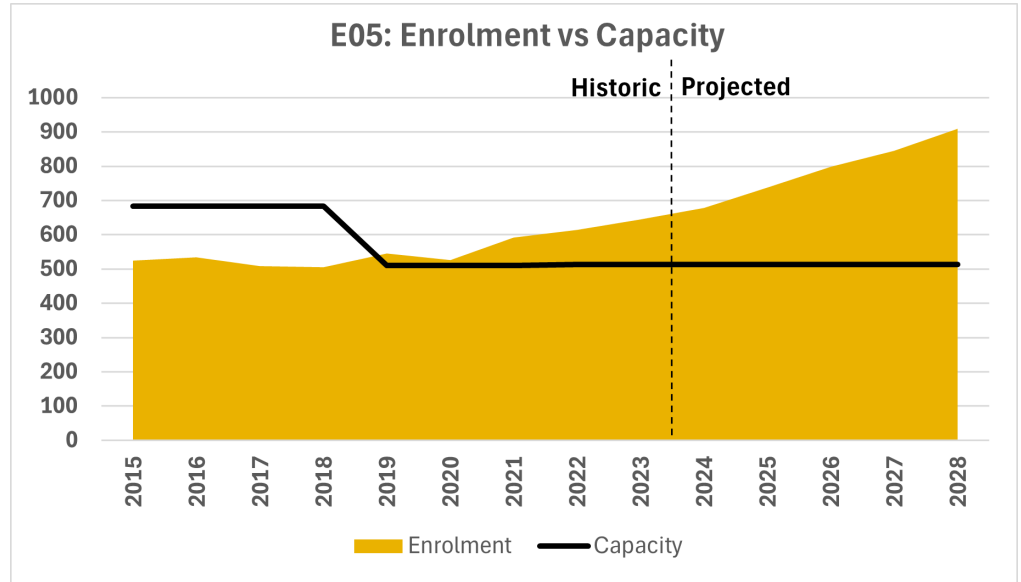
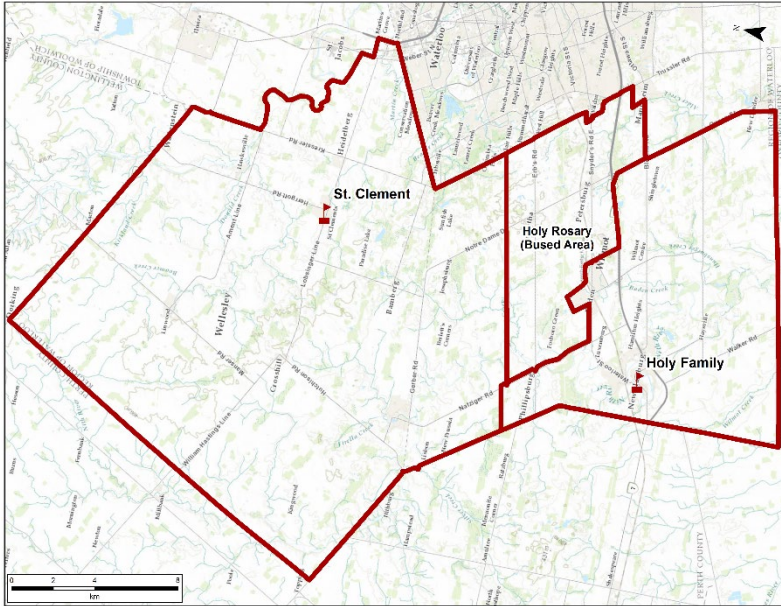


Year Built	2001
Additions	2009
Site Size (ac.)	7.85
Next to Park	Yes
Capacity	478
Yield	0.142

RisingOaks Early Learning Child Care



E05 Rural West Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Holy Family	417	170%	541	221%	635	259%
St. Clement	261	97%	304	113%	371	138%

Development Overview

- Approximately 2,600 unbuilt residential units in the Holy Family boundary.
- Approximately 230 unbuilt residential units in the St. Clement 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	0.187

St. Clement



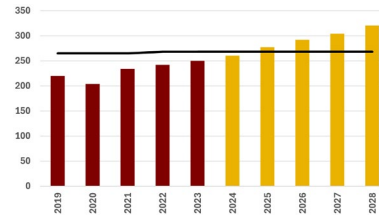
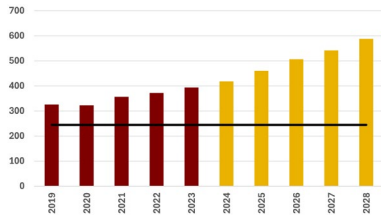
Year Built	1958
Additions	1970
Site Size (ac.)	3.14
Next to Park	No
Capacity	268
Yield	0.177

Partners

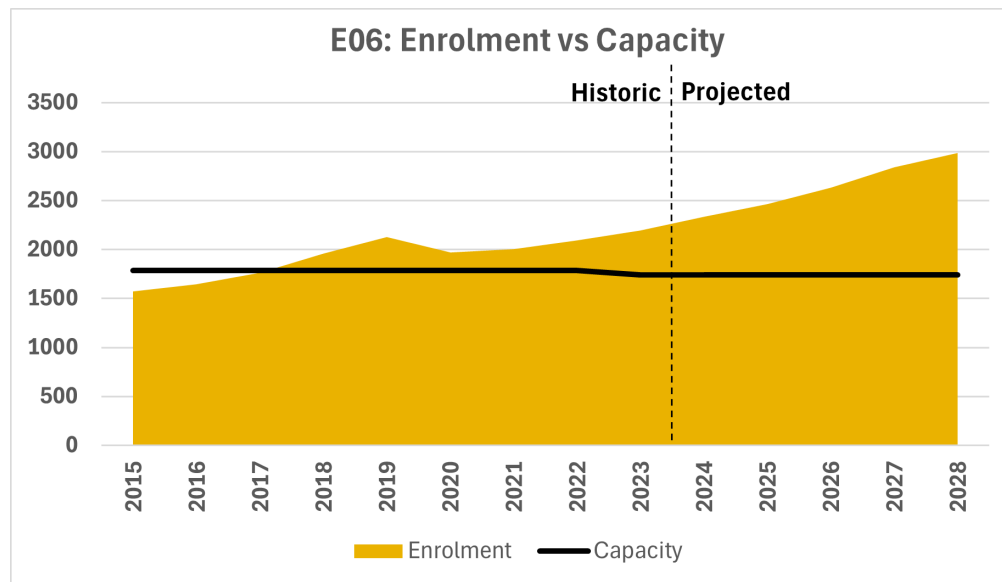
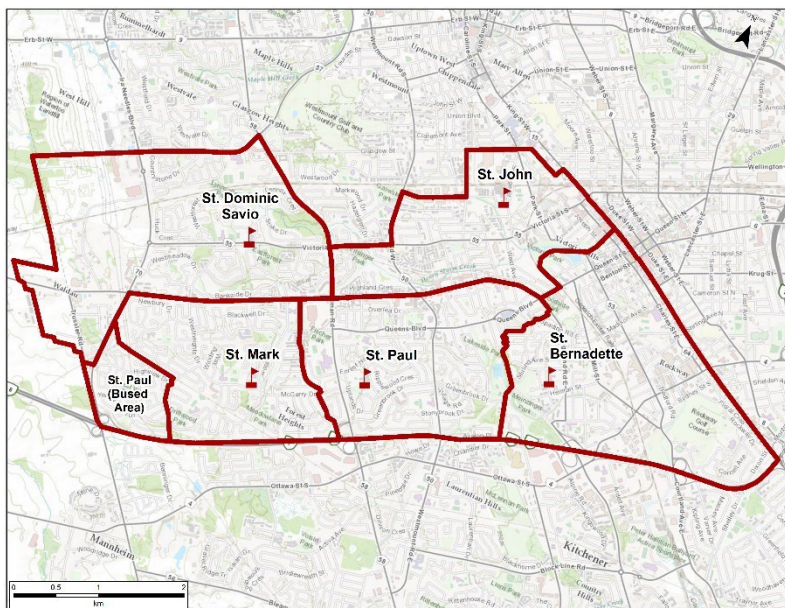
License for use of nearby Township park.

License for shared use of parking and driveway with church.

Projection



E06 Kitchener West Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
St. Bernadette	431	148%	629	216%	996	342%
St. Dominic Savio	570	128%	649	145%	762	170%
St. John	464	99%	585	125%	652	139%
St. Mark	397	162%	458	187%	533	218%
St. Paul	468	161%	518	178%	599	206%

Development Overview

- Approximately 9,500 unbuilt residential units in the St. Bernadette boundary consisting primarily of multi-residential / apartment units.
- Fewer than 100 unbuilt residential units in the St. Dominic Savio boundary.
- Approximately 1,800 unbuilt residential units in the St. John boundary.

Future Actions

- Submit Capital Priorities request to re-build St. Bernadette CES.
- Re-Submit Capital Priorities request for addition to St. Paul CES.
- Re-Submit Capital Priorities request for addition to St. Mark CES.
- If Capital Priorities funding is approved, initiate boundary review in Kitchener West Planning Area.
- Re-purpose St. Louis – St. Francis campus as necessary.

St. Bernadette



Year Built	1953
Additions	1954, 1961, 1965,
Site Size (ac.)	4.17
Next to Park	No
Capacity	291
Yield	0.357

St. Dominic Savio



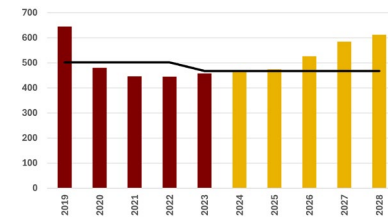
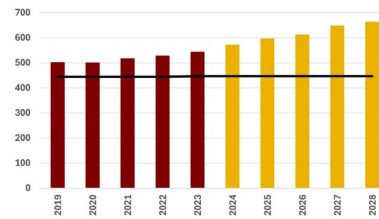
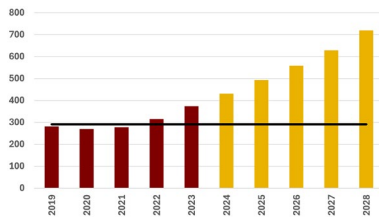
Year Built	1999
Additions	
Site Size (ac.)	6.48
Next to Park	Yes
Capacity	447
Yield	0.313

St. John



Year Built	1929
Additions	1954, 1955, 2011
Site Size (ac.)	2.92
Next to Park	No
Capacity	468
Yield	0.350

License for shared use of parking and driveway with church.



E06 Kitchener West

Facility

Partners

Projection

St. Mark



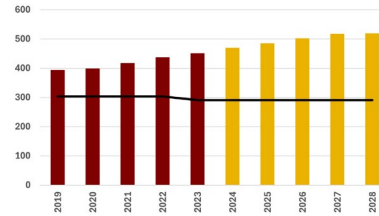
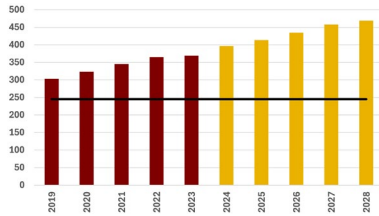
Year Built	1978
Additions	
Site Size (ac.)	6.49
Next to Park	Yes
Capacity	245
Yield	0.327

St. Paul

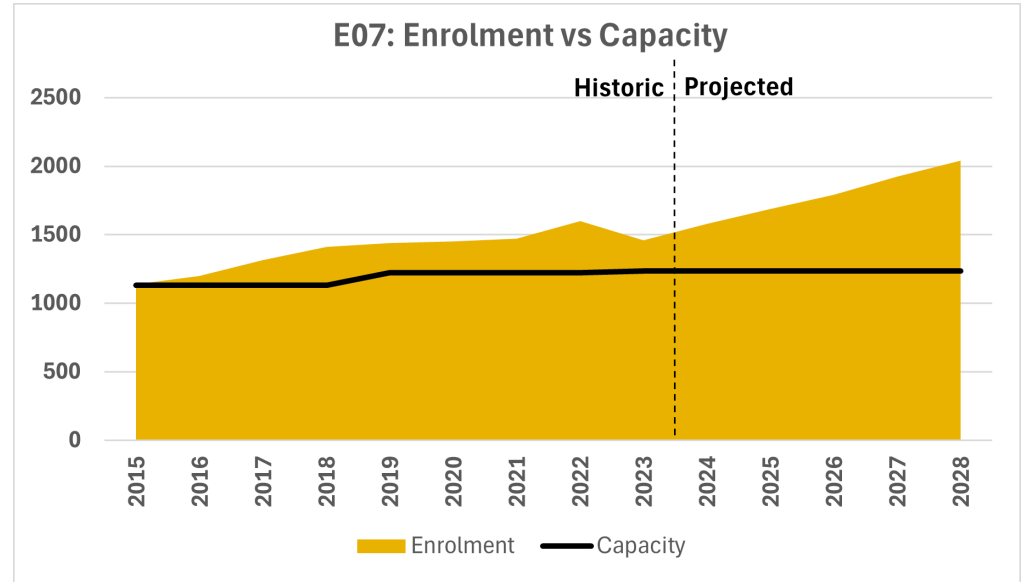
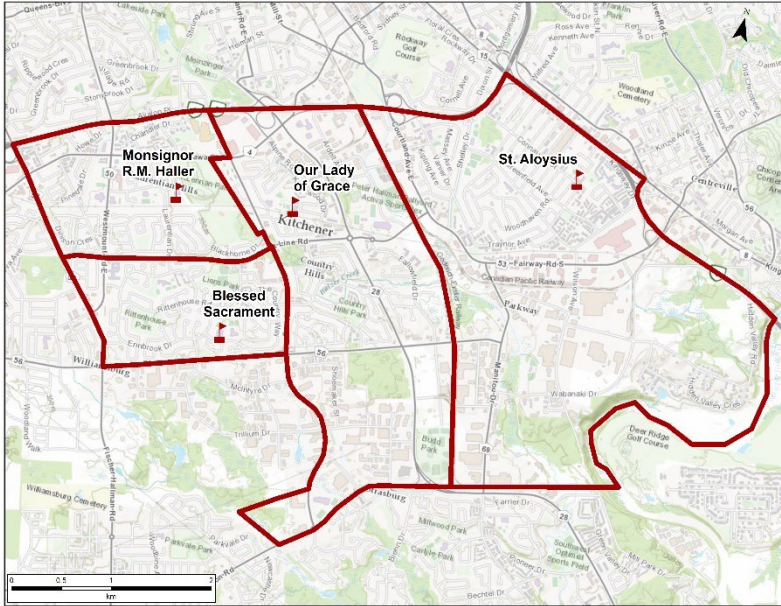


Year Built	1964
Additions	1965, 1968
Site Size (ac.)	7.86
Next to Park	Yes
Capacity	291
Yield	0.348

YW-KW Child Care



E07 Kitchener Central Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Blessed Sacrament ⁴	305	85%	393	109%	596	166%
Monsignor Haller	419	171%	560	228%	733	299%
Our Lady of Grace	327	122%	341	127%	344	128%
St. Aloysius	521	144%	629	173%	766	211%

Development Overview

- Approximately 4,200 unbuilt residential units in Blessed Sacrament boundary.
- Fewer than 500 unbuilt residential units in Monsignor Haller boundary.
- Fewer than 300 unbuilt residential units Our Lady of Grace boundary.
- 800+ units in St. Aloysius projection, yet more than 3,500 additional units under review.

Future Actions

- Submit Capital Priorities request for addition at St. Aloysius CES.
- Consider including Kitchener Central schools in New Rosenberg CES boundary review.

⁴ Blessed Sacrament boundary includes a bused 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	0.381

Monsignor Haller



Year Built	1971
Additions	
Site Size (ac.)	7.17
Next to Park	Yes
Capacity	245
Yield	0.372

Our Lady of Grace



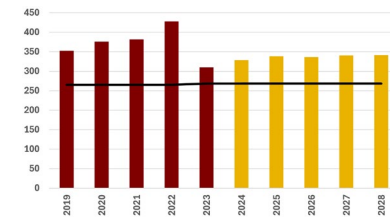
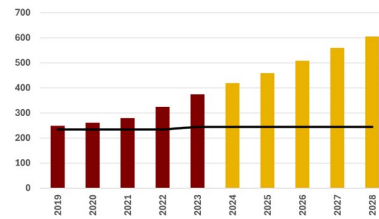
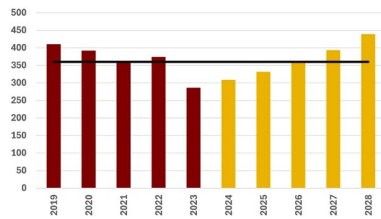
Year Built	1977
Additions	
Site Size (ac.)	5.04
Next to Park	Yes
Capacity	268
Yield	0.304

Facility

City of Kitchener gym use by
Country Hills Neighbourhood
Association

Partners

Projection



**E07 Kitchener
Central**

St. Aloysius



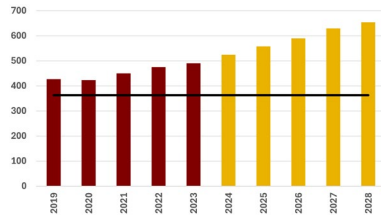
Facility

Year Built	1953
Additions	1954, 1962, 1965, 2014, 2016
Site Size (ac.)	5.16
Next to Park	Yes
Capacity	363
Yield	0.348

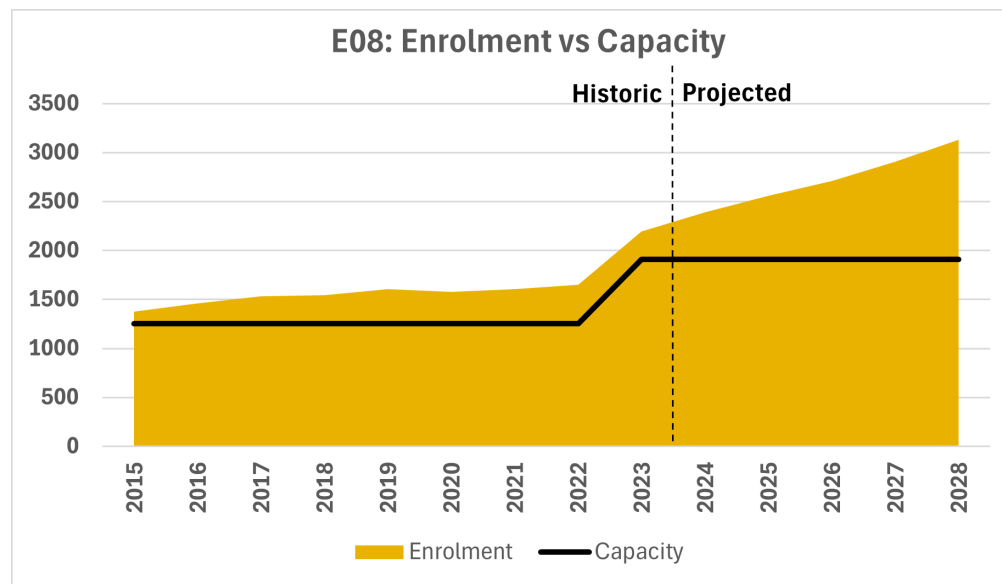
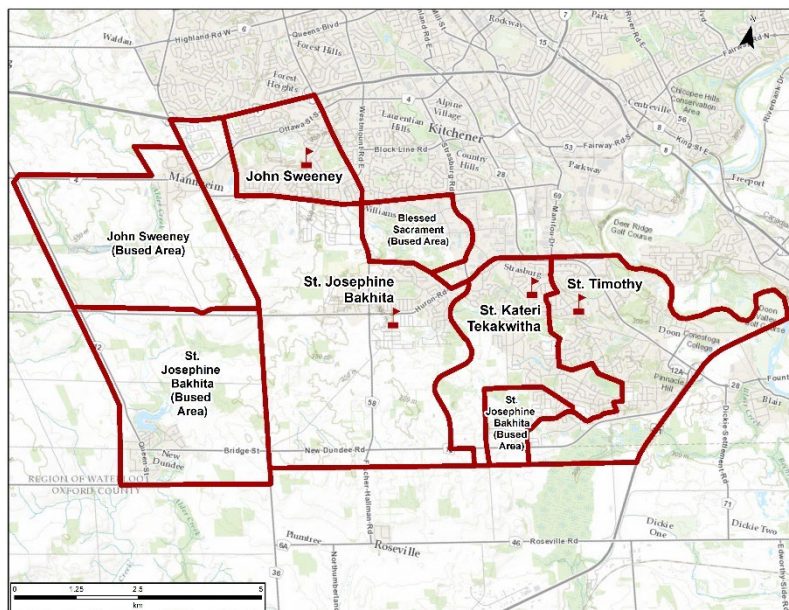
Partners

License for shared use of parking with the church.

Projection



E08 Kitchener Southwest Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
John Sweeney	706	116%	725	119%	812	133%
St. Josephine Bakhita	769	117%	1068	163%	1434	218%
St. Kateri Tekakwitha	526	151%	592	170%	730	209%
St. Timothy	387	133%	519	178%	710	244%

Development Overview

- Approximately 750 unbuilt residential units in the John Sweeney boundary.
- Approximately 9,300 unbuilt units in the St. Josephine Bakhita boundary.
- Approximately 1,300 unbuilt residential units in the St. Kateri Tekakwitha boundary.

Future Actions

- Board to construct 527 pupil place Rosenberg elementary school and City of Kitchener community centre.
- Initiate boundary review for New Rosenberg CES prior to scheduled opening of school.

Development Overview

- Approximately 1,000 unbuilt residential units in the St. Timothy boundary.

Future Actions

- Acquire New Doon South CES site.
- 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

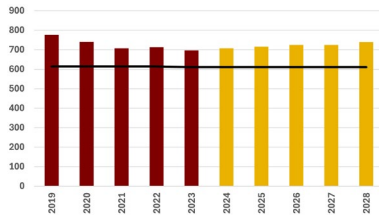
Projection

John Sweeney



Year Built	2003
Additions	2010
Site Size (ac.)	8.25
Next to Park	Yes
Capacity	611
Yield	0.313

RisingOaks Early Learning Child Care

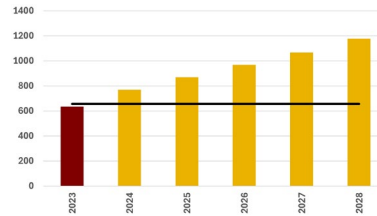


St. Josephine Bakhita



Year Built	2023
Additions	
Site Size (ac.)	6.19
Next to Park	No
Capacity	657
Yield	0.207

YMCA of Three Rivers Child Care

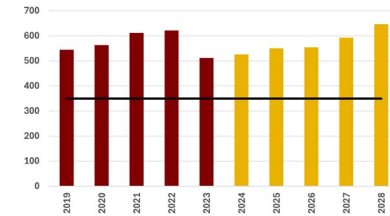


St. Kateri Tekakwitha



Year Built	1991
Additions	
Site Size (ac.)	6.49
Next to Park	Yes
Capacity	349
Yield	0.269

YMCA of Three Rivers Child Care



**E08 Kitchener
Southwest**

St. Timothy

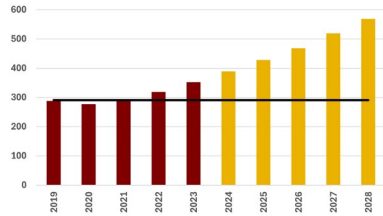


Facility

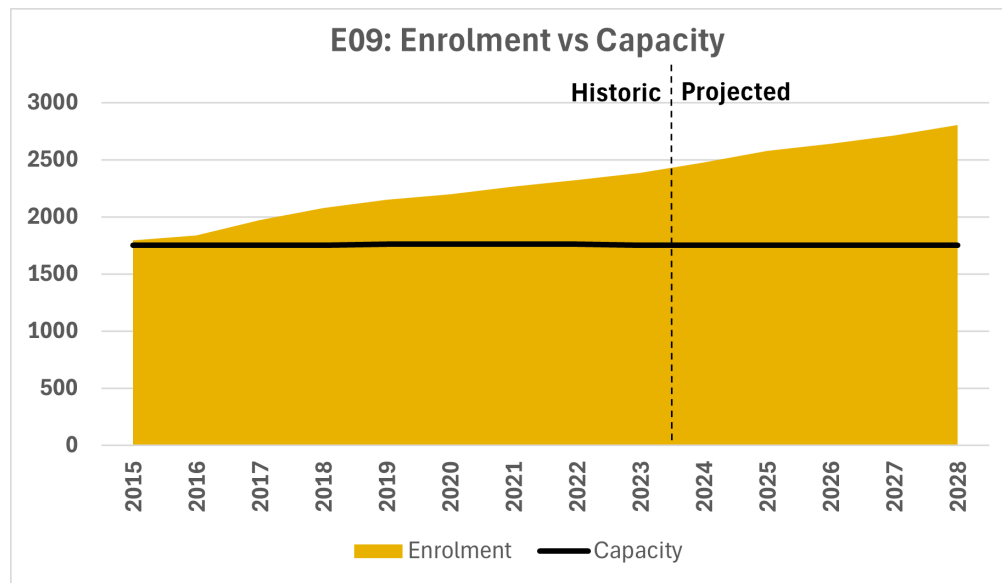
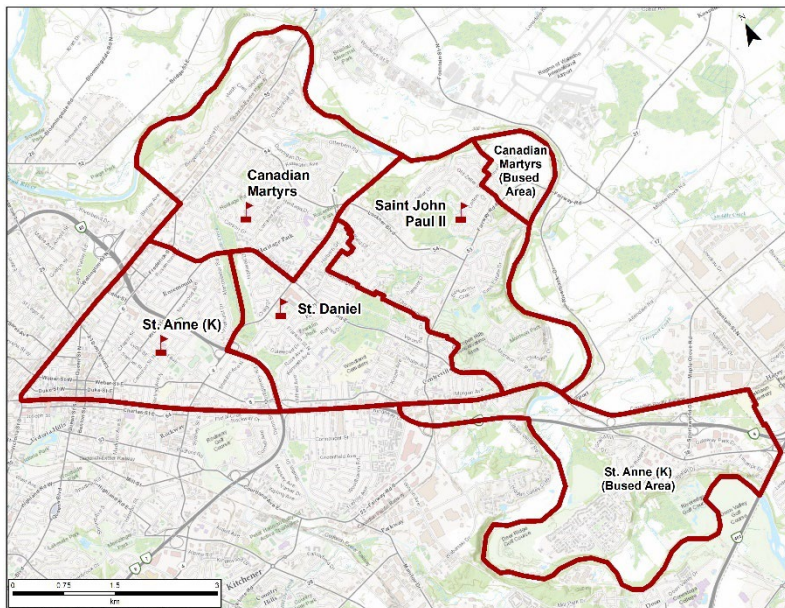
Year Built	1981
Additions	2014
Site Size (ac.)	7.77
Next to Park	Yes
Capacity	291
Yield	0.275

Partners

Projection



E09 Kitchener East Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Canadian Martyrs	528	168%	647	206%	748	238%
Saint John Paul II	657	107%	614	101%	669	110%
St. Anne (K)	702	138%	812	159%	946	185%
St. Daniel	577	182%	638	201%	767	242%

Development Overview

- Approximately 1,100 unbuilt residential units in the Canadian Martyrs (bused) boundary.
- Fewer than 300 unbuilt residential units in Saint John Paul II boundary.
- Approximately 3,600 unbuilt residential units in the St. Anne (K) boundary.
- Approximately 600 unbuilt low density residential units in the St. Daniel boundary.

Future Actions

- Board to construct approved 527 pupil place New St. Patrick CES and 88 space child care centre.
- Board to construct approved 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

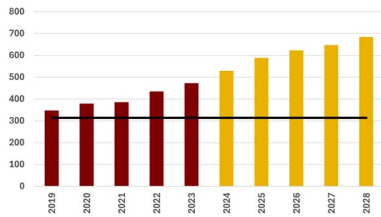
Partners

Projection

Canadian Martyrs



Year Built	1967
Additions	1970, 2013
Site Size (ac.)	6.61
Next to Park	Yes
Capacity	314
Yield	0.314

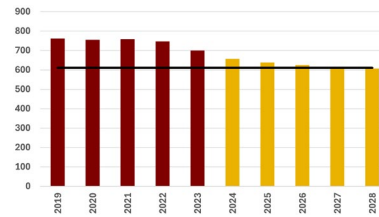


Saint John Paul II



Year Built	2009
Additions	2013
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	611
Yield	0.359

RisingOaks Early Learning Child Care

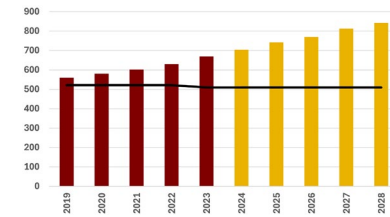


St. Anne (K)



Year Built	1947
Additions	1949, 1954, 1960, 1964, 2011
Site Size (ac.)	5.43
Next to Park	No
Capacity	510
Yield	0.287

License for shared use of parking with the church.



**E09 Kitchener
East**

St. Daniel



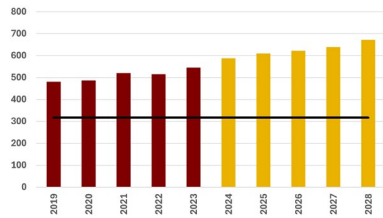
Facility

Year Built	1958
Additions	1967, 2014
Site Size (ac.)	6.89
Next to Park	Yes
Capacity	317
Yield	0.373

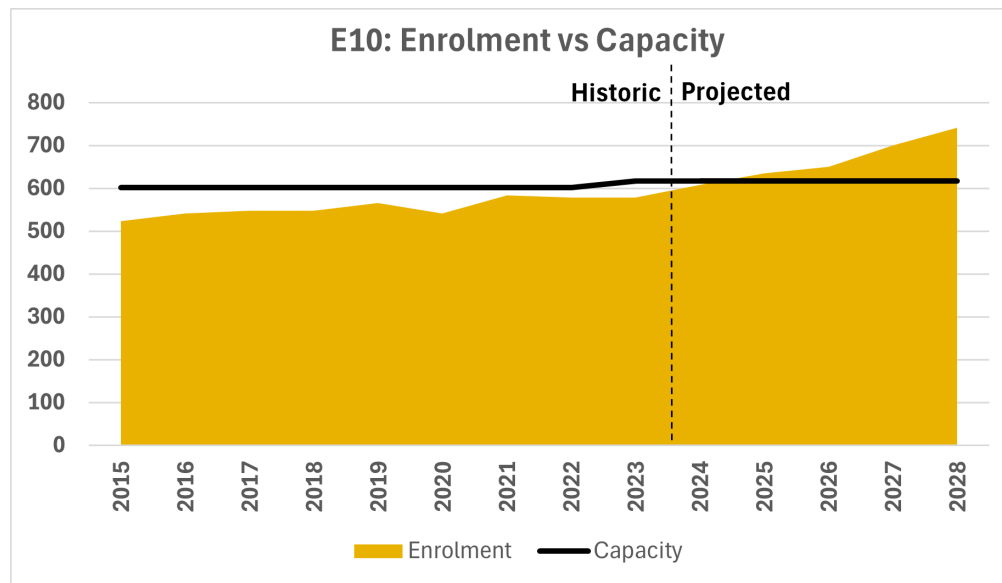
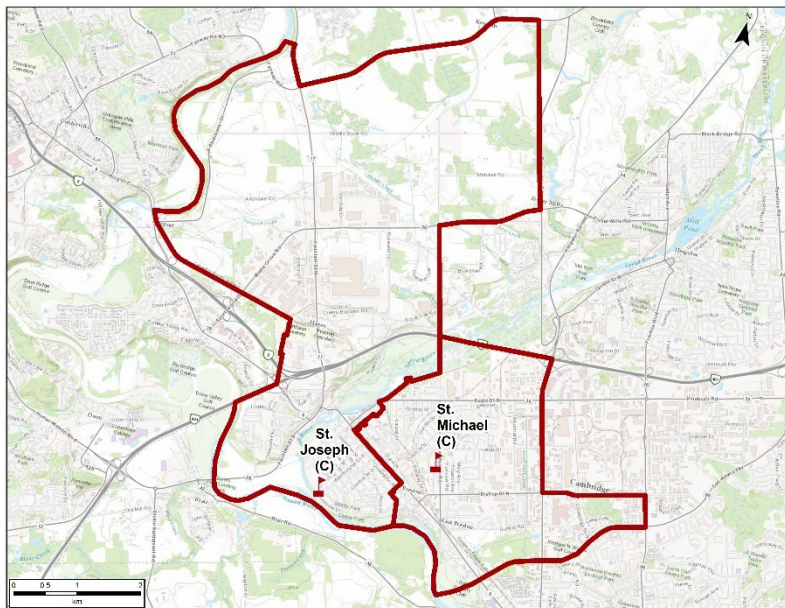
Partners

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	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
St. Joseph	285	111%	371	144%	565	220%
St. Michael	321	89%	329	91%	380	106%

Development Overview

- Approximately 3,700 unbuilt residential units in the St. Joseph boundary primarily located in the future North Cambridge Secondary Plan area.
- Approximately 2,700 unbuilt residential units in the St. Michael boundary.

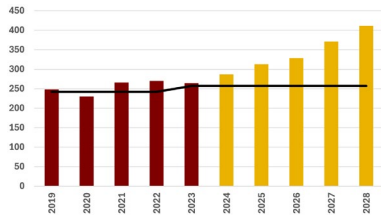
Future Actions

- Include Cambridge Preston schools in future boundary review if Capital Priorities request for New North Cambridge CES, in E11 – Cambridge Hespeler, is approved.
- Reserve New North West Cambridge elementary school site.

St. Joseph



Year Built	1959
Additions	1962, 1967
Site Size (ac.)	7.72
Next to Park	No
Capacity	257
Yield	0.275

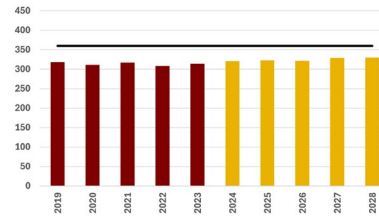


St. Michael

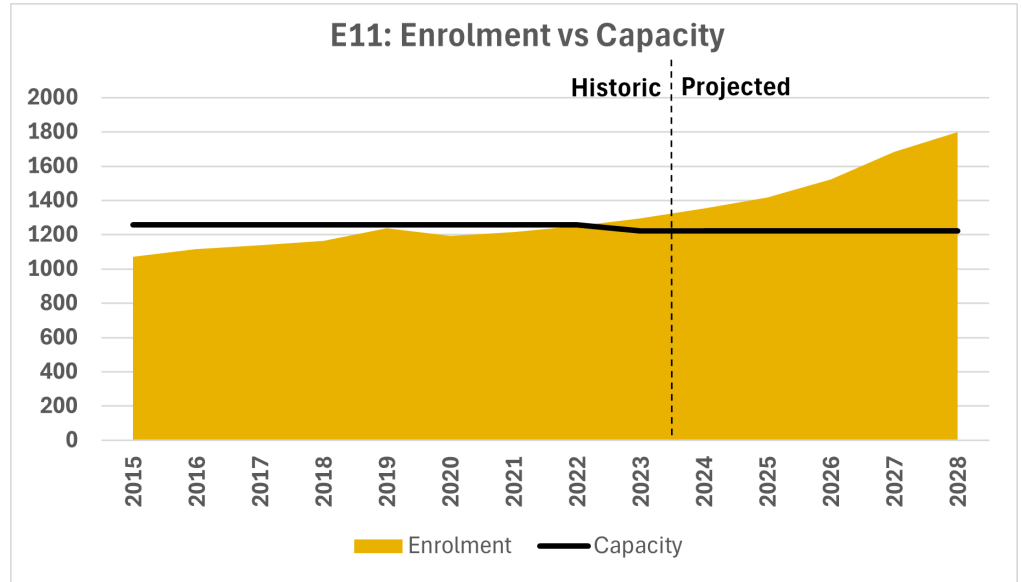
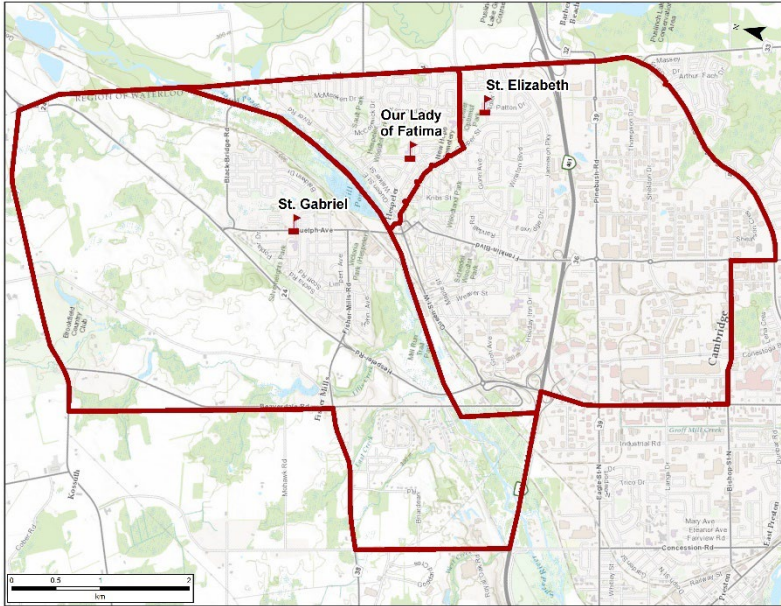


Year Built	1952
Additions	1957, 1965, 1970
Site Size (ac.)	5.92
Next to Park	No
Capacity	360
Yield	0.285

Parking area licensed by Lang's.



E11 Cambridge Hespeler Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Our Lady of Fatima	374	76%	369	75%	408	83%
St. Elizabeth	409	116%	442	125%	544	154%
St. Gabriel	570	152%	872	233%	1027	274%

Development Overview

- Approximately 20 unbuilt low density residential units in the Our Lady of Fatima boundary.
- Approximately 1,500 unbuilt residential units in the St. Elizabeth boundary.
- Approximately 3,800 unbuilt residential units in the St. Gabriel boundary.

Future Actions

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

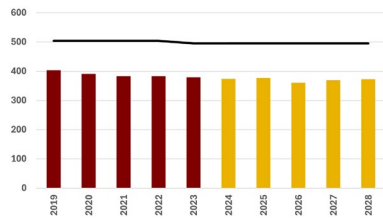
**E11 Cambridge
Hespeler**

Our Lady of Fatima



Year Built	1959
Additions	1969, 2004, 2013
Site Size (ac.)	7.12
Next to Park	No
Capacity	495
Yield	0.326

RisingOaks Early Learning Child Care

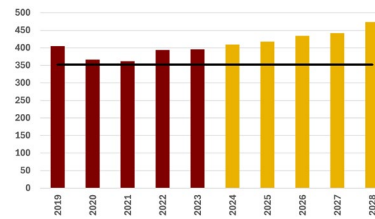


St. Elizabeth



Year Built	1992
Additions	
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	352
Yield	0.310

YWCA of Cambridge Child Care

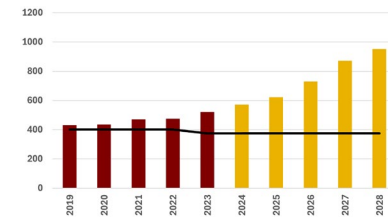


St. Gabriel

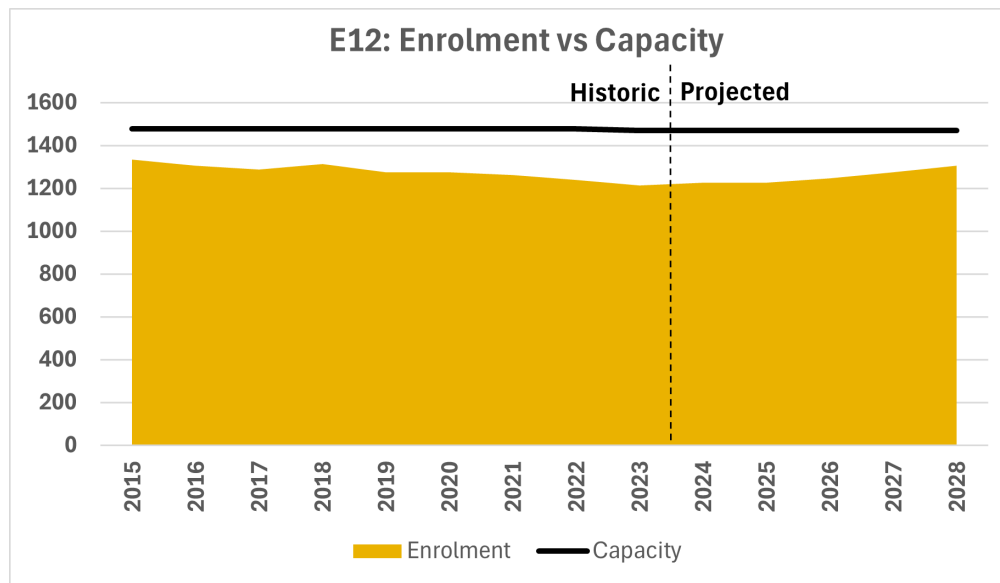
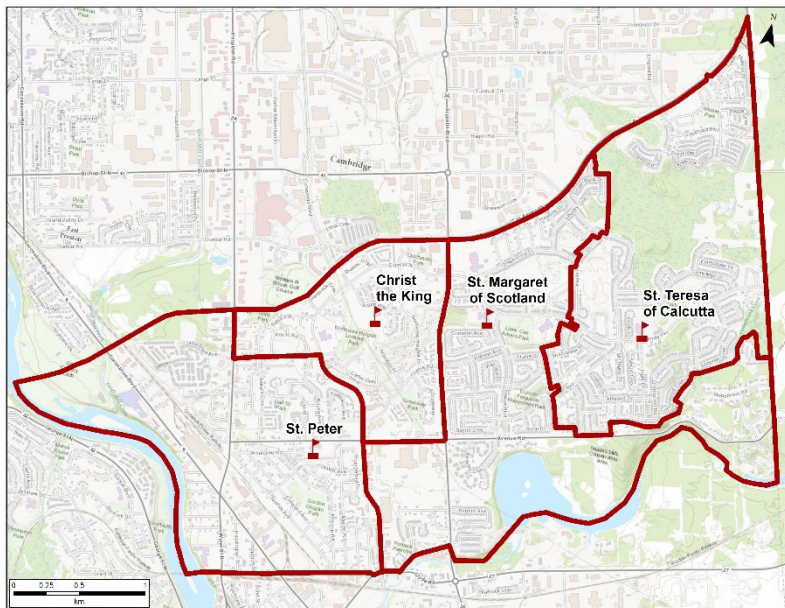


Year Built	2014
Additions	
Site Size (ac.)	5.44
Next to Park	No
Capacity	375
Yield	0.351

Silverheights Neighbourhood Association



E12 Cambridge North Galt Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Christ the King	234	80%	247	85%	289	99%
St. Margaret	328	104%	326	104%	364	116%
St. Peter	304	79%	357	92%	422	109%
St. Teresa of Calcutta	359	75%	344	72%	375	78%

Development Overview

- Approximately 300 unbuilt residential units in the Christ the King boundary.
- Approximately 300 unbuilt residential units in the St. Margaret of Scotland boundary.
- Fewer than 50 unbuilt residential units in the St. Peter boundary.
- Fewer than 100 unbuilt residential units in the St. Teresa of Calcutta boundary.

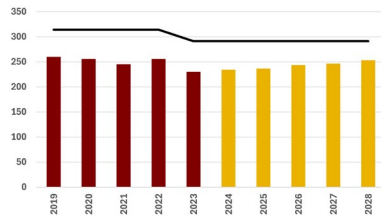
Future Actions

Staff will continue to monitor enrolment.

Christ the King



Year Built	1978
Additions	
Site Size (ac.)	14.51
Next to Park	Yes
Capacity	291
Yield	0.351

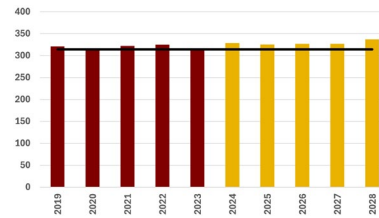


St. Margaret



Year Built	1990
Additions	
Site Size (ac.)	12.68
Next to Park	No
Capacity	314
Yield	0.339

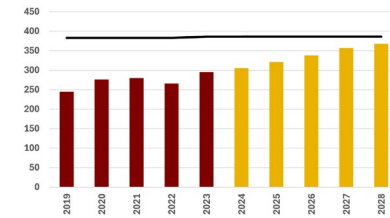
YWCA of Cambridge Child Care



St. Peter



Year Built	1964
Additions	1966, 1967, 1969
Site Size (ac.)	6.60
Next to Park	No
Capacity	386
Yield	0.316



**E12 Cambridge
North Galt**

St. Teresa of Calcutta

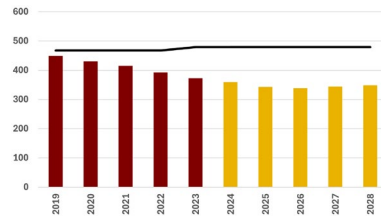


Facility

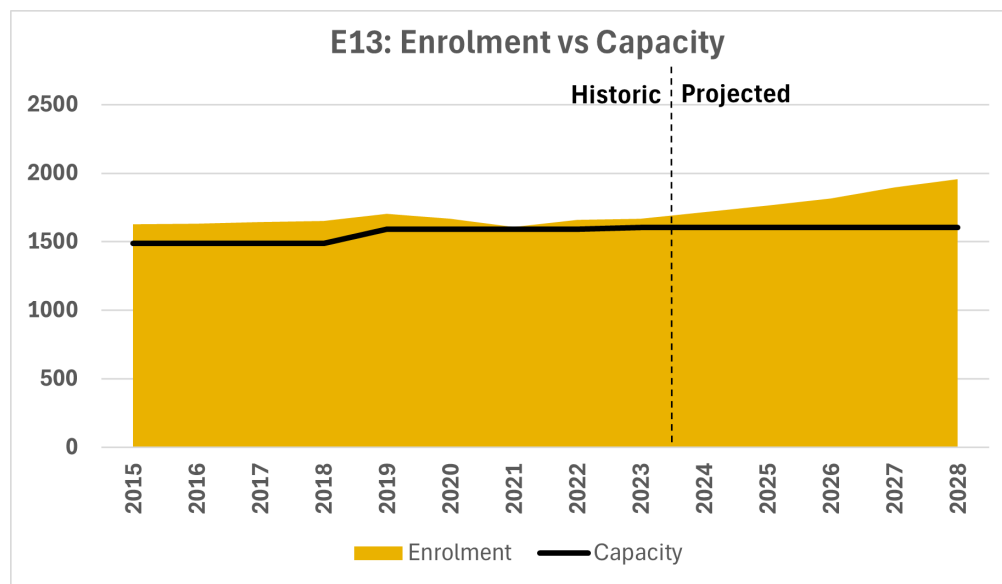
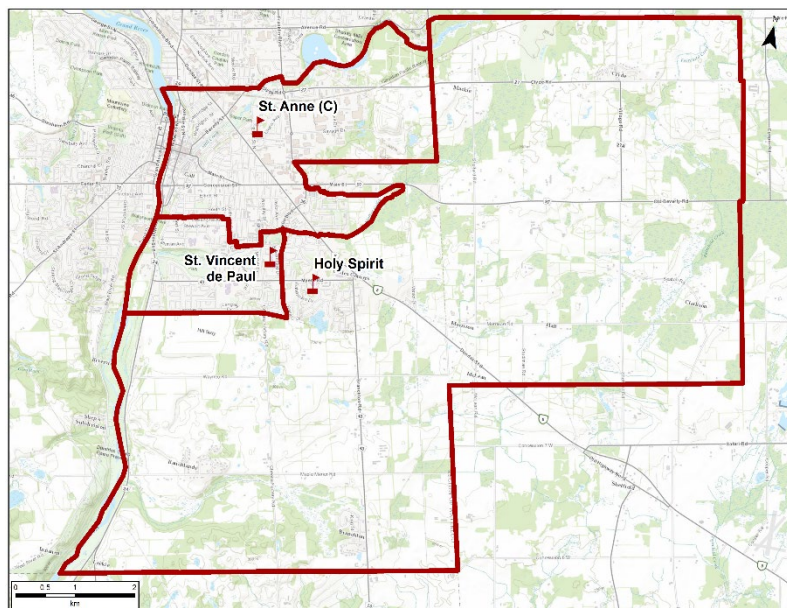
Year Built	1998
Additions	2000
Site Size (ac.)	6.47
Next to Park	Yes
Capacity	479
Yield	0.322

Partners

Projection



E13 Cambridge South Galt Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Holy Spirit	561	90%	619	100%	1029	165%
St. Anne (C)	445	106%	492	118%	550	131%
St. Vincent de Paul	704	125%	786	140%	814	145%

Development Overview

- Approximately 5,700 unbuilt residential units in the Holy Spirit boundary.
- Approximately 1,100 unbuilt residential units in the St. Anne (C) boundary.
- Approximately 1,100 unbuilt residential units in the St. Vincent de Paul boundary.

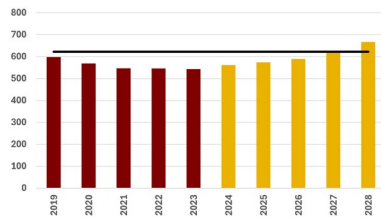
Future Actions

- Board to construct 354 pupil place New Southeast Galt CES co-build school.
- Initiate boundary review in 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	0.522

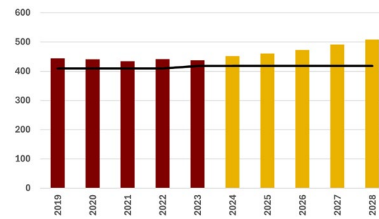


St. Anne (C)



Year Built	1965
Additions	1998, 2016
Site Size (ac.)	5.52
Next to Park	No
Capacity	418
Yield	0.340

Alison Park Neighbourhood Group

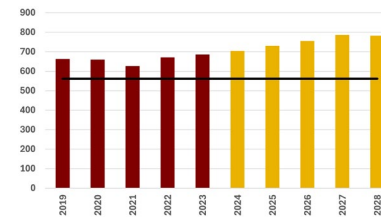


St. Vincent de Paul

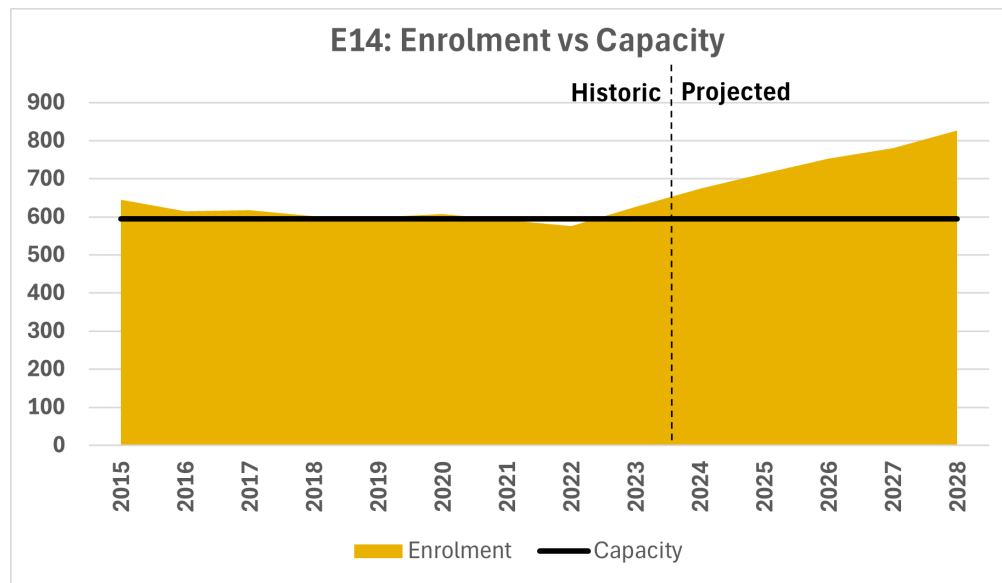
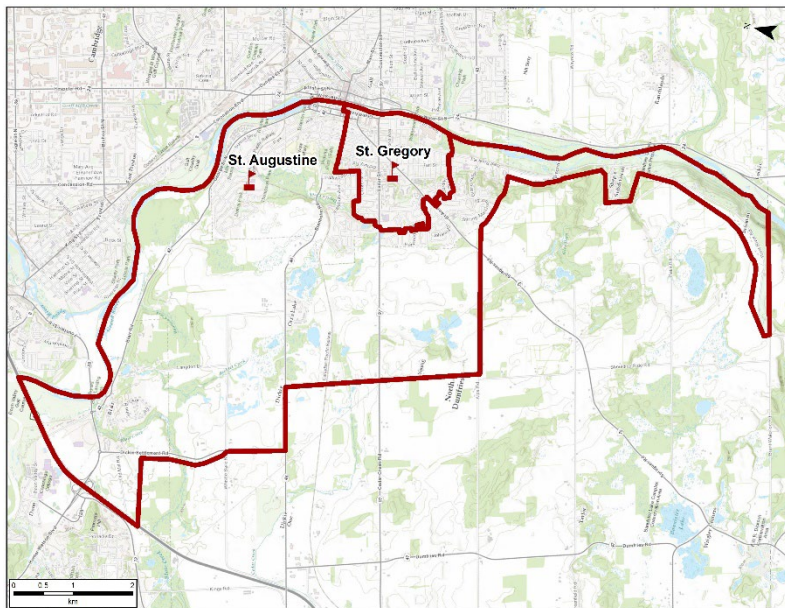


Year Built	2018 (gym 1991)
Additions	
Site Size (ac.)	6.28
Next to Park	No
Capacity	562
Yield	0.547

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



E14 Cambridge West Galt Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
St. Augustine	529	150%	637	181%	829	236%
St. Gregory	145	60%	144	59%	144	60%

Development Overview

- Approximately 1,800 unbuilt residential units in the St. Augustine boundary.
- Fewer than 200 unbuilt residential units in the St. Gregory boundary.

Future Actions

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

**E14 Cambridge
West Galt**

Facility

Partners

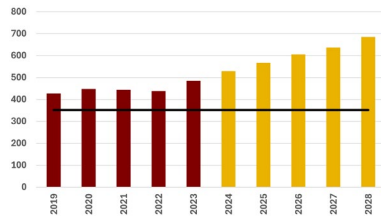
Projection

St. Augustine



Year Built	1991
Additions	
Site Size (ac.)	8.64
Next to Park	No
Capacity	352
Yield	0.354

YMCA of Three Rivers Child Care

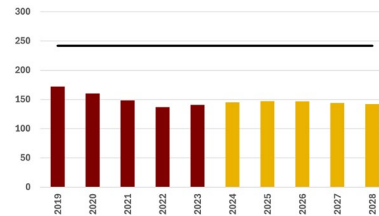


St. Gregory

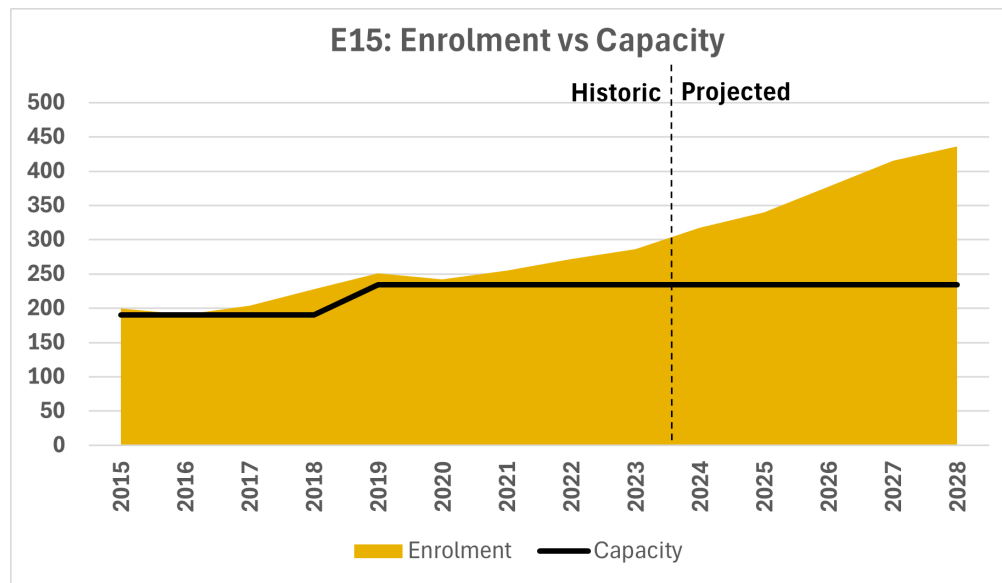
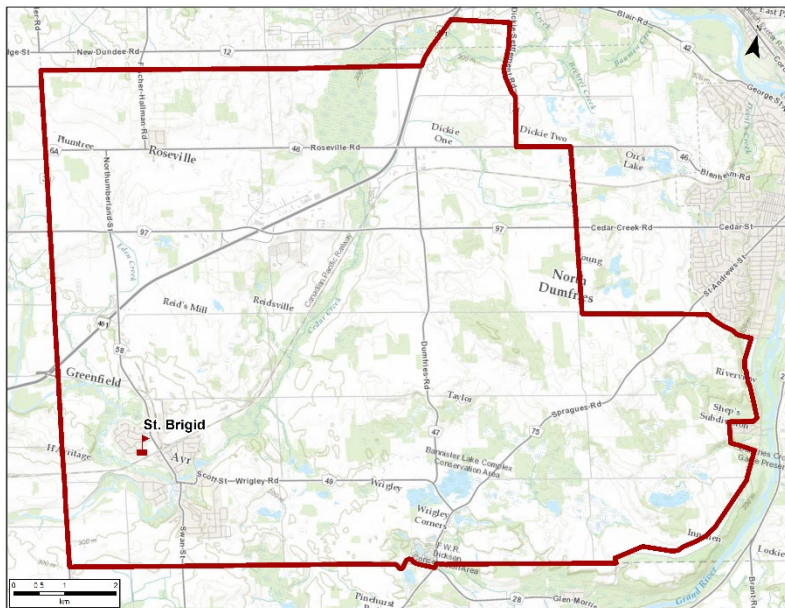


Year Built	1958
Additions	1964, 1967
Site Size (ac.)	3.81
Next to Park	No
Capacity	242
Yield	0.196

License for shared use of parking with the church.



E15 Rural South Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
St. Brigid	318	136%	415	178%	504	215%

Development Overview

- Approximately 1,700 unbuilt residential units in the St. Brigid boundary.

Future Actions

- Construct funded 138 pupil place addition.

**E15 Rural
South**

St. Brigid



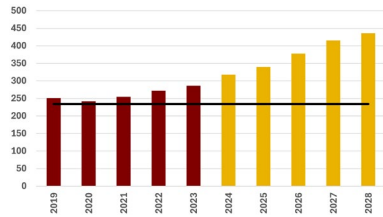
Facility

Year Built	2018
Additions	
Site Size (ac.)	11.49
Next to Park	No
Capacity	234
Yield	0.287

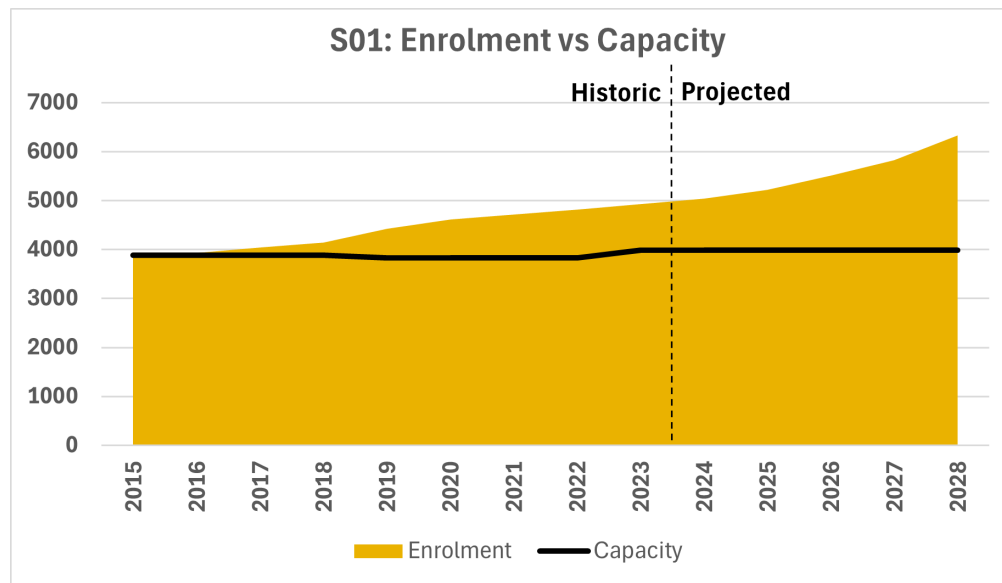
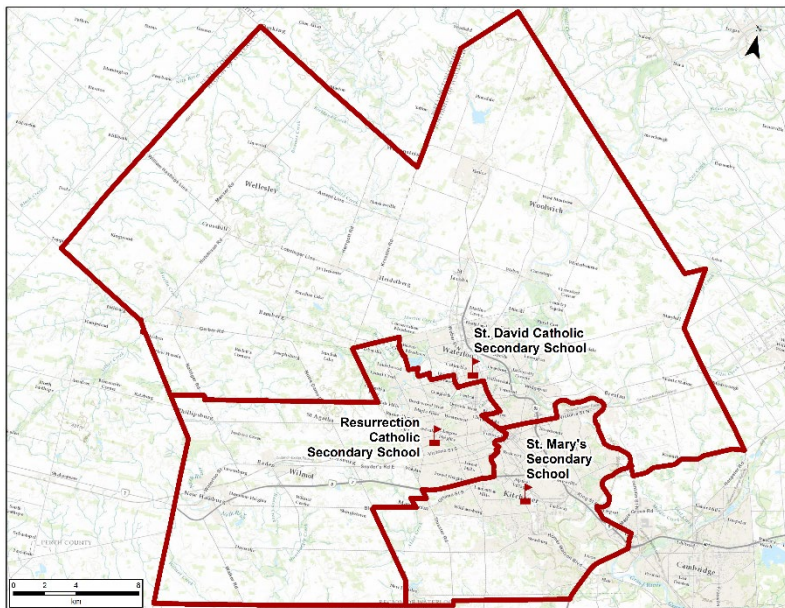
Partners

RisingOaks Early Learning Child Care

Projection



S01 Kitchener-Waterloo Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Resurrection	1883	134%	2093	149%	3010	214%
St. David	991	95%	1179	114%	1949	188%
St. Mary's	2166	144%	2553	166%	3657	237%

Development Overview

- Over 74,000 unbuilt residential units are located throughout the S01 Kitchener – Waterloo Planning Area, including;
 - Over 10,000 in the Resurrection boundary,
 - Over 30,000 in the St. David boundary, and
 - Over 30,000 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.
- Submit Capital Priority request for addition to St. David CSS.
- Initiate boundary review involving St. David CSS and Resurrection CSS.
- Identify future site of new high school.

**S01 Kitchener -
Waterloo**

Facility

Partners

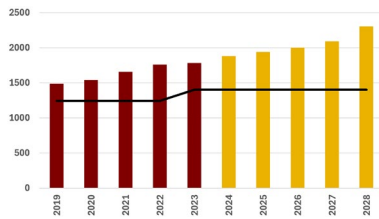
Projection

Resurrection



Year Built	1990
Additions	
Site Size (ac.)	24.76
Next to Park	Yes
Capacity	1,404
Yield	0.252

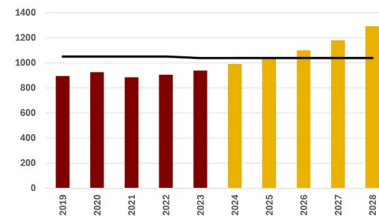
YMCA of Three Rivers Child Care
City of Kitchener field use



St. David



Year Built	1965
Additions	1966, 1991, 2005
Site Size (ac.)	15.80
Next to Park	No
Capacity	1,038
Yield	0.172

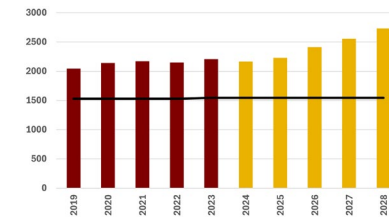


St. Mary's

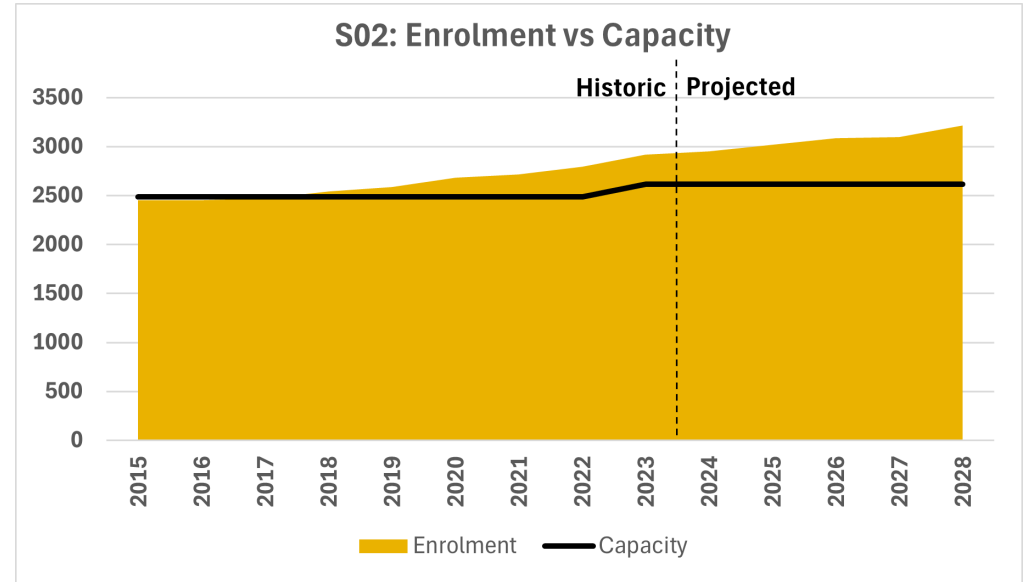
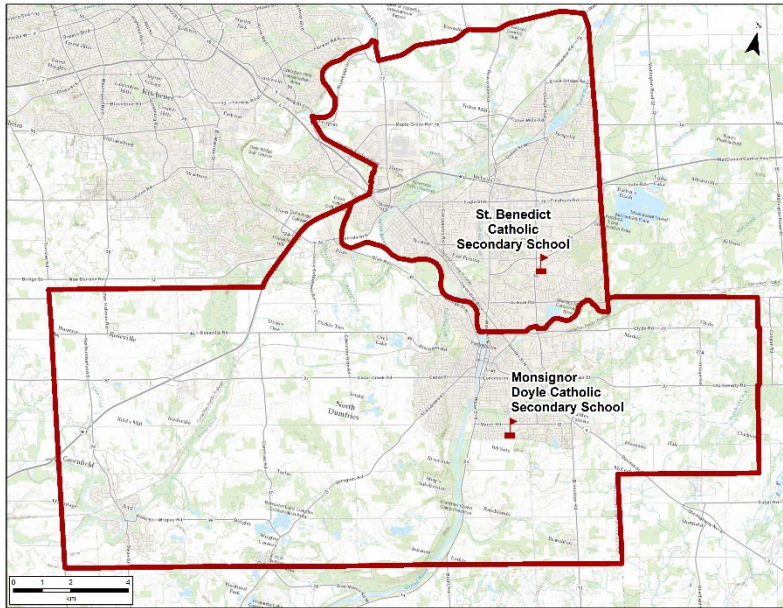


Year Built	2002
Additions	
Site Size (ac.)	24.12
Next to Park	No
Capacity	1,542
Yield	0.263

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



S02 Cambridge Planning Area Overview



School	2024/25	24/25 Utilization	2027/28	27/28 Utilization	2032/23	32/33 Utilization
Monsignor Doyle	1064	97%	1060	97%	1480	135%
St. Benedict	1888	124%	2038	134%	2382	157%

Development Overview

- Over 24,000 unbuilt residential units are located in the S02 Cambridge Planning Area, including;
 - Over 11,500 units in the Monsignor Doyle boundary, and
 - Over 12,600 units in the St. Benedict boundary.

Future Actions

- Submit Capital Priority request for addition to Monsignor Doyle CSS.
- Initiate boundary review involving Monsignor Doyle CSS and St. Benedict CSS.
- Identify future site of new high school.

Facility

Partners

Projection

Monsignor Doyle



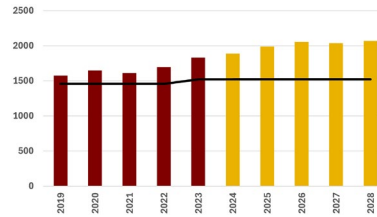
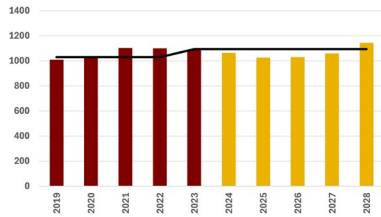
Year Built	1991
Additions	1994, 2005
Site Size (ac.)	16.67
Next to Park	Yes
Capacity	1,095
Yield	0.357

St. Benedict



Year Built	1996
Additions	2003
Site Size (ac.)	20.46
Next to Park	No
Capacity	1,542
Yield	0.399

IdeaExchange – Clemens Mill Branch



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. 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
2. East Kitchener 7-12 School - New School (boundary review complete)
 - 1,400 pupil place school for Grades 7-12
3. New St. Patrick CES - New School (boundary review complete)
 - 527 pupil place new JK-8 elementary school
 - 88 space child care facility
4. New Rosenberg CES - New School
 - 527 pupil place new JK-8 elementary school
 - Co-build with City of Kitchener community centre
5. New Baden CES - New School
 - 294 pupil place new JK-8 elementary school
 - 88 space child care facility
6. St. Brigid CES - Addition
 - 138 pupil places / 6 classrooms

Recommended Capital Priorities, Boundary Review Initiatives and Other Priorities

Immediate Term (2024/25 & 2025/26)

- Resubmit October 2023 Capital Priorities Applications
 - New North Cambridge CES
 - St. Boniface CES Addition
 - St. Gregory Addition and Interior Alterations
 - St. Mark CES Addition and Interior Alterations
 - St. Paul CES Addition and Interior Alterations
- Submit Additional Capital Priorities Applications
 - Monsignor Doyle CSS Addition
 - St. Aloysius CES Addition
 - St. Bernadette CES Reconstruction
 - St. David CSS Addition
- Initiate West Galt Boundary Review
- Initiate New SE Galt CES Boundary Review
- Initiate New Rosenberg CES Boundary Review
- Confirm site location for future New North West 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 (2026/27 – 2028/29)

- Initiate New Baden CES boundary review
- Identify Kitchener – Waterloo core area elementary accommodation solution
- Identify West Kitchener elementary accommodation solution

Long Term (2028/29+)

- Submit Capital Priorities Applications
 - New Beaver Creek Meadows CES
 - New Doon South CES
 - New West Rosenberg CES
- Initiate boundary review for New North Cambridge CES, subject to funding
- Initiate boundary review for New West Rosenberg CES, subject to funding
- Initiate boundary review for New Doon South CES, subject to funding
- Initiate Waterloo East boundary review, subject to funding
- Initiate Kitchener / Waterloo secondary boundary review, subject to funding
- Initiate Cambridge secondary boundary review, subject to funding
- Identify locations of future high schools Review Areas S01 (Kitchener-Waterloo) and S02 (Cambridge)

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	Immediate Term	6.0 ac.	Site interest reserved.
New North Cambridge CES	Immediate Term	6.0 ac.	Draft plan under review.
New West Rosenberg CES	Medium 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 (2025/26, 2026/27)
- Long Term Accommodation Plan 3-Year Review (Spring 2027)

SECTION 5 **APPENDICES**

English Track Family of Schools

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	

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	

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	

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	

French Immersion Attendance Area Feeder Schools

		2024/25 Grade Configuration										
FI School	School	1	2	3	4	5	6	7	8	9	10	
Sir Edgar Bauer	Sir Edgar Bauer	Sir Edgar Bauer								St. David CSS (Sept 2024)		
	St. Agnes											
	St. Nicholas											
	St. Clement											
Holy Rosary	Holy Rosary	Holy Rosary						Sir Edgar Bauer				
	Holy Family											
	Our Lady of Lourdes											
	St. Dominic Savio											
	St. John											
	St. Mark											
	St. Paul											
St. Luke	St. Luke	St. Luke						Sir Edgar Bauer				
	St. Boniface											
	St. Matthew											
	St. Teresa (E)											
	St. Teresa (K)											
St. Anne (K)	St. Anne (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											

		2024/25 Grade Configuration									
FI School	School	1	2	3	4	5	6	7	8	9	10
Our Lady of Fatima	Our Lady of Fatima	Our Lady of Fatima								St. Benedict CSS (Sept 2024)	
	St. Elizabeth	Our Lady of Fatima									
	St. Gabriel	Our Lady of Fatima									
	St. Joseph	Our Lady of Fatima									
	St. Michael	Our Lady of Fatima									
St. Peter	St. Peter	St. Peter				Our Lady of Fatima				St. Benedict CSS (Sept 2024)	
	Christ the King	St. Peter				Our Lady of Fatima					
	Holy Spirit	St. Peter				Our Lady of Fatima					
	St. Anne (C)	St. Peter				Our Lady of Fatima					
	St. Augustine	St. Peter				Our Lady of Fatima					
	St. Brigid	St. Peter				Our Lady of Fatima					
	St. Gregory	St. Peter				Our Lady of Fatima					
	St. Margaret	St. Peter				Our Lady of Fatima					
	St. Teresa of Calcutta	St. Peter				Our Lady of Fatima					
St. Vincent de Paul	St. Peter				Our Lady of Fatima						



Date: May 13, 2024
To: Board of Trustees
From: Director of Education
Subject: Well-being Update - Safe Schools

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: 306-311; Regulations: 37/01 (2), 106/01
- Ministry Policy & Program Memoranda 119, 120, 128,130, 141, 142, 144, 145,
- Safe Schools Act (2000) (2009): 309-312
- Bill 13, Accepting Schools Act (2012)
- Bill 157, Keeping Our Kids Safe at School Act (Feb.1, 2010)
- Ontario Catholic School Graduate Expectations
- 1001: Ends

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

- [Ontario’s Well-Being Strategy](#)

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 experience 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:

Safe and Caring Schools at Waterloo Catholic District School Board:

Safe, caring, and inclusive school environments are foundational to student well-being, sense of safety and a basic condition necessary to foster and sustain the current high levels of student achievement in our WCDSB schools. The Ministry of Education made a commitment to every student in the province of Ontario. Regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status, or other factors' (p. 8), all students should be able to access the curriculum, feel safe at school, and have a sense of belonging and our belief is that safe and caring communities underpin every aspect of the teaching-learning environment, school and broader school community.

Over the 2023-2024 school year, the WCDSB has continued to focus on student well-being and the strong measures that we could establish to support safe, caring, and inclusive environments. We acknowledge that the pandemic has adversely impacted the overall wellbeing of our students and with intentionality our goal continues to be one focused on ensuring we are responsive to student needs and the creation of safe and nurturing environments. Ensuring that the voice of stakeholders is honoured in our work, the MDI tool was administered with the parent safe school's climate survey. With specific reference to bullying, this end data collection continues to inform our work focused on student well-being.

With the strong advocacy and support of our Mental Health Lead, our administrators have greater access to School Mental Health Ontario (SMHO) resources and training to support trauma-informed approaches to responsive pedagogy. The portfolio of SMHO is instrumental in providing mental health and wellness resources to assist advocacy with respect to mental health and well-being within schools. Newly hired Administrators are also being provided opportunity to learn about threat risk assessment strategies in response to safe schools' incidents. All Administrators learned about the Board's newly developed critical incident response framework, which incorporates trauma informed practices in the context of crisis response.

MYSP Connection:

- **Pillar:** Awaken to Belong
- **Goal:** Every student can see themselves reflected in their learning
- **MYSP indicator:** #1 – Student Well-Being Index
- **MYSP indicator goal:** To decrease the proportion of students who are categorized as experiencing "Low Well-Being" from 48% in 2022 to 41 % in 2024 (i.e., return to our pre-Covid measure).

The board recognizes that an inclusive, restorative, respectful and Christ-centered environment where all members of the school community feel safe, welcomed, and accepted is most conducive to learning. Positive behavior is promoted through the Catholic Values lens as students are provided



many opportunities to correct behaviors, seek reconciliation and be given opportunities to redeem themselves. Progressive discipline is an entire school approach that requires all stakeholders to guide, support and model proper behavior for the students. Suspensions and expulsions are part of the progressive discipline continuum with an increased level of supports, interventions, and strategies.

At the WCDSB, we are actively monitoring and programming to create Safe and Caring using data from multiple methods and multiple perspectives. Utilizing evidence-based practices, each goal associated with Safe and Caring Schools is listed in each section below including explicit goals (i.e., direction of change from baseline measure), measures (i.e., data to monitor the goal), and associated precise actions/programming to reach each goal.

Ultimately, the Superintendent of Education for Safe Schools is responsible for ensuring the strategies are understood and fully utilized in schools. Principals are responsible for maintaining order and proper discipline in their schools. Safe School Teams in each school collaborate to develop a Safe School Plan that specifically addresses Bullying Intervention and Prevention, Progressive Discipline, Promoting a Positive School Climate, Restorative Justice and Emergency Response Procedures in accordance with Ministry and Board policies and procedures.

From a system level perspective, the analysis of data permits measurement of progress in areas of concern, identification of needs or issues, and assists with monitoring, reviewing, and evaluating the effectiveness of board policies, procedures, and practices.

1. Increasing Student Well-Being and Assets for Students

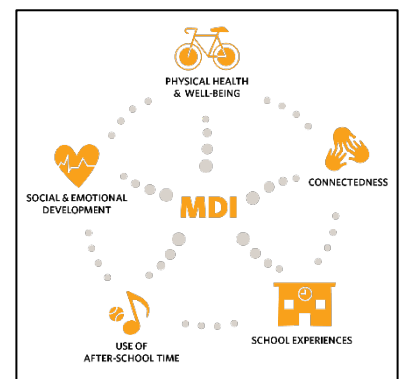
Goal:

- Decrease the % students with “low” well-being from the Well-Being Index (MDI)
- Increase the % students with an asset (e.g., adult relationships, peer relationships, nutrition & sleep, after-school activities) on the Asset Index (MDI)

Measuring Student Well-Being and Assets for Students:

The Waterloo Catholic District School Board has used the Middle-Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey for students for the past three cycles (i.e., 2019, 2022, 2024).

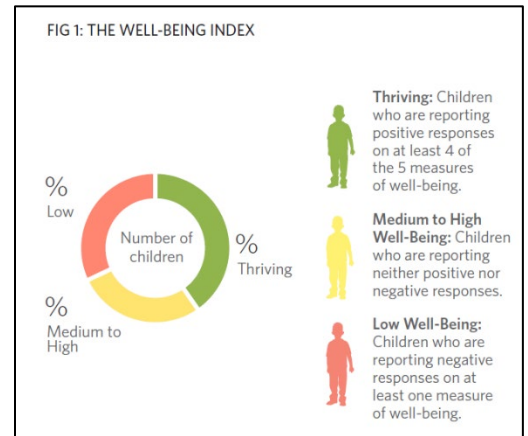
The MDI is a self-report questionnaire that asks children in Grade 4 through 12 about their thoughts, feelings and experiences in school and in the community. The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. These areas are: Physical Health & Well-Being, Social & Emotional Development, Connectedness, Use of After-School Time, School Experiences. Each of the 5 areas of development (dimensions) have a variety of measures based on groups of survey questions developed by the Human Early Learning Partnership.



Overall index scores are then generated using the measures indicated below:

Well-Being Index:

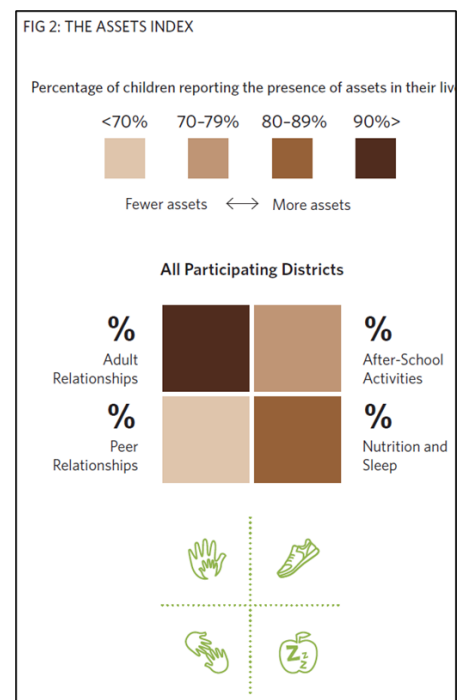
The first overall index score that is generated is the MDI Well-Being Index which includes the critical measures of importance relating to children’s physical health and social and emotional development: Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health. Scores from these five measures are combined to create the MDI Well-Being Index, which assesses three categories of well-being: ‘Thriving,’ (or experiencing ‘High’ well-being), experiencing ‘Medium to High’ well-being, or ‘Low’ well-being. (Fig. 1)



Asset Index:

Assets are positive, everyday influences and resources that are known to protect children against vulnerability and promote positive well-being during the middle years. The MDI Assets Index measures qualities present in children’s lives that make a difference: Positive Adult Relationships, Positive Peer Relationships, After-school Activities, and Nutrition & Sleep. (Fig.2) Each asset is calculated and reported as the percentage of children reporting the presence of the asset in their lives.

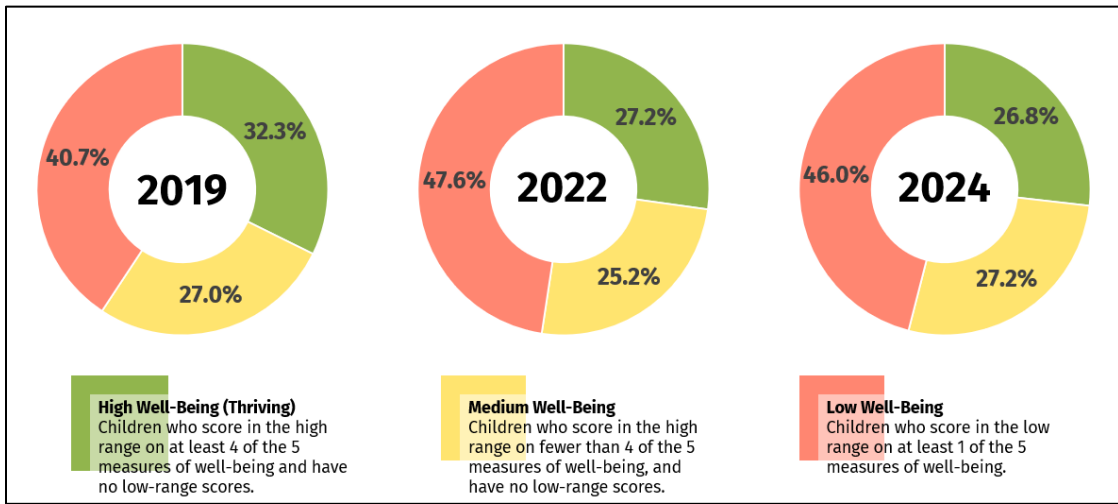
Resiliency research shows that assets are qualities in children’s lives that promote positive development. This aligns with one of the key findings of the MDI that indicates children’s self-reported health and well-being is related to the number of assets they perceive in their lives. As the number of assets in a child’s life increases, they are more likely to report higher levels of well-being.



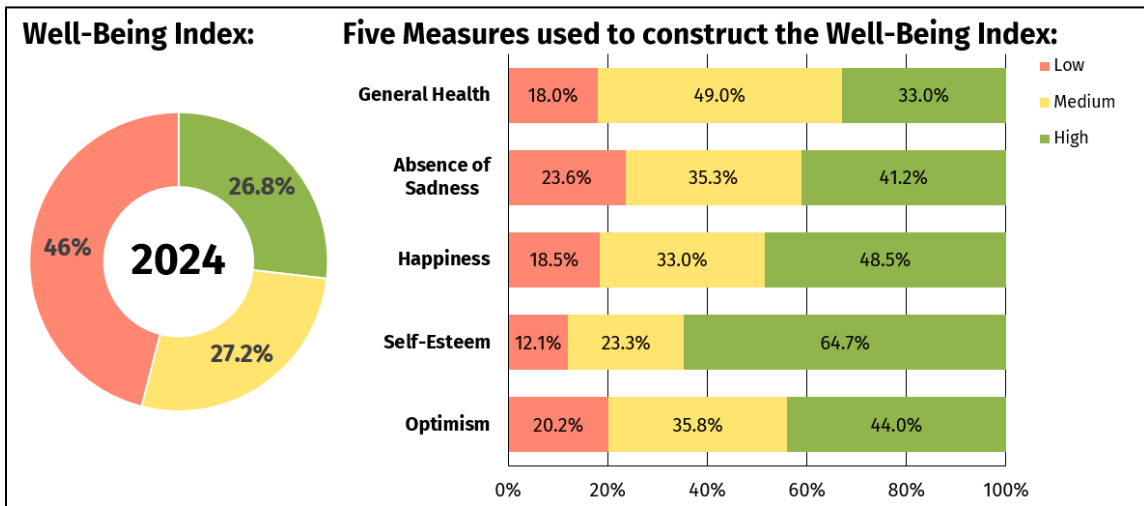
Percentage of Students with “Low” Well-Being:

According to the MDI Well-Being Index, there was a noticeable trend in student well-being levels over the years. In 2019, 40.7% of students were classified as having low well-being. By 2022, this percentage had increased to 47.6%. Currently, the data indicates a positive shift, with 46.0% of students now falling into the low well-being category, approaching pre-COVID baseline levels.





By examining students categorized as having "low" well-being across each of the five measures that the index comprises, we gain a clearer understanding of their specific areas of need. For example, even if a student scores "low" on just one of the five measures - Optimism, Self-Esteem, Happiness, Absence of Sadness and/or General Health - the student is classified overall as having "low" Well-Being, regardless of their "Medium" and "High" scores on the other measures. Below, you will find students that students in fact have notable strength, indicated by "Medium" or "High" scores across these MDI measures:



Percentage of Student with an Asset:

The MDI Asset Index reveals both stable and fluctuating assets over the past three years. Some Assets remain stable over the past 3 cycles with the approximately the same percentage of students having the asset present, such as Peer Relationships (e.g., 82.8% in 2019, 80.8% in 2022, and 80.0% in 2024) and Nutrition & Sleep (e.g., 54.0% in 2019, 51.4% in 2022, and 49.4% in 2024). The Adult Relationship Asset remains low from baseline measure. (e.g., 72.1% in 2019, 66.9% in 2022, and 68.4% in 2024). The After-School Activities Asset recovers from impact of COVID lockdowns reflected in 2022 (e.g., 75.6% in 2019, 65.7% in 2022, and 74.2% in 2024).

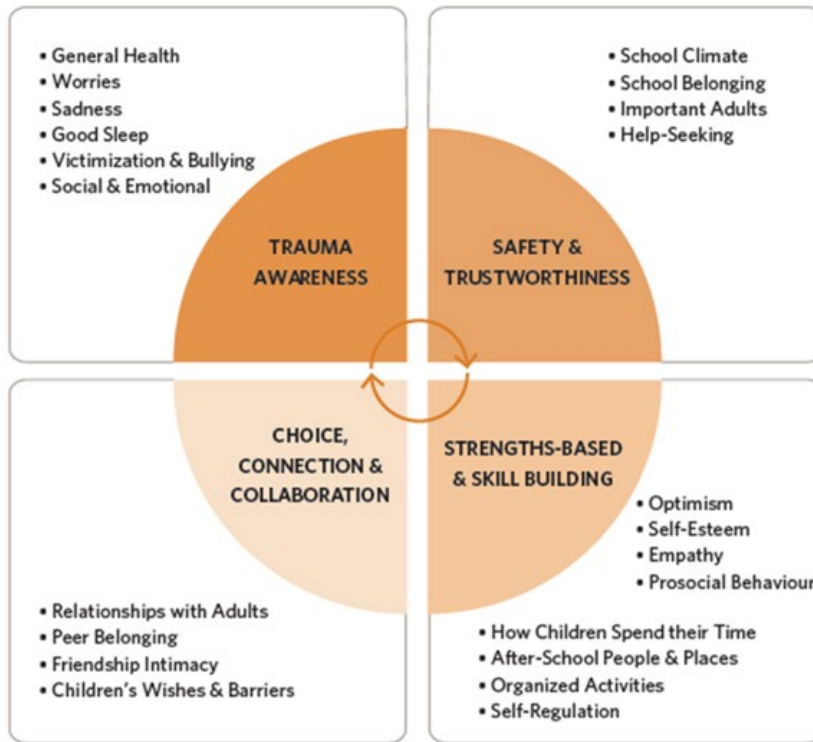


Year	Adult Relationship	Peer Relationship	Nutrition & Sleep	After-School Activities
2019	72.1%	82.8%	54.0%	75.6%
2022	66.9%	80.8%	51.4%	65.7%
2024	68.4%	80.0%	49.4%	74.2%

Percentage of children reporting the presence of an asset

MDI and Connections to Tier 1 Mental Health

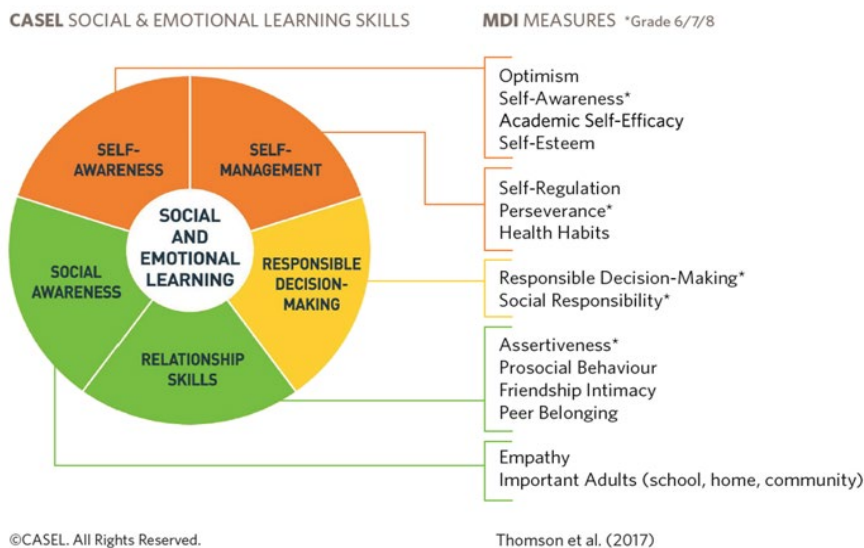
WCDSB recognizes that students’ mental health significantly impacts their overall well-being. To contribute to safe and caring school environments, WCDSB has prioritized implementing trauma-informed classroom practices and social-emotional skill building in its 2023-2024 Mental health and additions plan. Trauma-informed practices benefit all students regardless of their individual experiences. Educators understand how stress affects students’ brains and behavior, responding with empathy and patience. By fostering curiosity and compassion, they create a supportive environment where students are supported through their challenges, feel cared about and that they belong.



This figure illustrates how MDI measures align with frameworks for trauma-informed practice, using the framework developed by the BC Ministry of Children and Family Development (2017) as an example.



Social-emotional learning (SEL) is another critical component of WCDSB’s mental health plan. Monthly releases of tools and resources developed by School Mental Health Ontario (SMHO) offer opportunities for teachers to embed social emotional skill building aligned with curriculum into their classroom instruction. While these skills contribute to academic achievement (Corcoran et al, 2018); they also empower students to navigate life’s challenges more effectively. Equipping students with social skills and emotional regulation tools leads to fewer challenging behaviors and a more peaceful atmosphere in classrooms and on school grounds.



Additional Programming to Support Student Well-Being and Assets for Students:

- **Prayerful opportunities, Chaplains as supports and, spiritual development:** students have daily opportunity to foster their wellbeing through direct instruction, prayer, community of faith and sacred spaces.
- **Hall Monitors/ Affinity Space/Sports Teams/Clubs:** hall monitors as a caring adult in the school/coaches and club organizers as a caring adult.
- **Nutrition for Learning/Food4kids/ May Court:** Providing food for those students who are struggling within our community.
- **Subsidization and provision for lunches for all students:** Providing food for those students who are struggling within our school community.
- **Pairing at risk students with a caring adult within our school communities:** Intentionally pairing up at risk students with a caring adult within the school who is not their classroom teacher. Soliciting volunteers from school staff to support this program.
- **Pairing at risk students with caring peers within our school communities:** Soliciting volunteers from peers to support these at-risk students. Intentional pairing within classes to support students.
- **Buddy Bench:** Pairing at risk students with caring peers within our school communities. This creates an opportunity for students to have friendships blossom.
- **Circle of Friends:** Pairing at risk students with caring peers within our school communities
- **Extracurricular Activities:** Organizing sports, clubs and other activities to build opportunities for friendships.
- **Grandfather Teachings:** Character Development Programs that purposefully teach skills.



- **Umbrella Project:** Implementation of various character development programs.

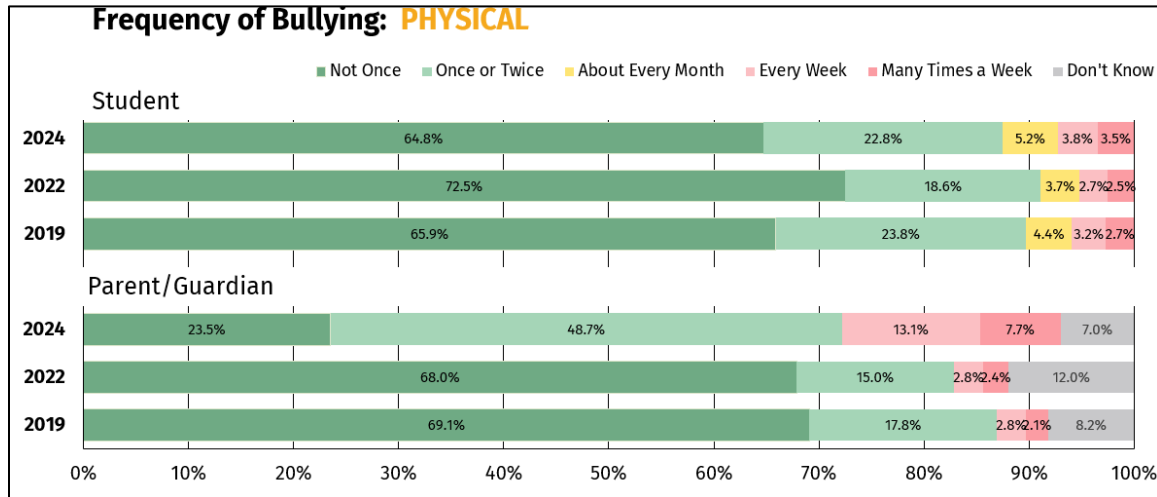
2. Increase Positive School Climate Related to Bullying

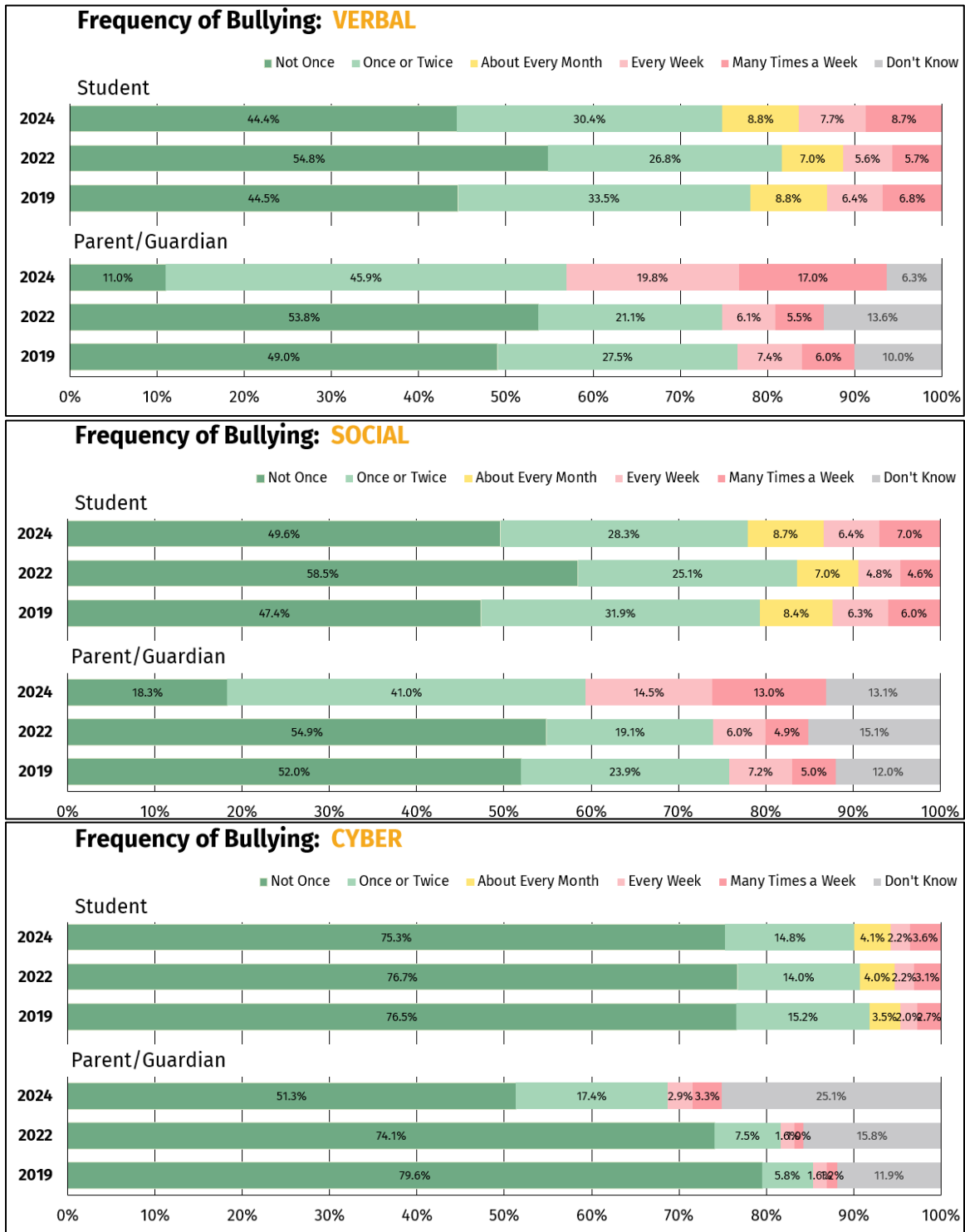
Goal:

- Decrease the frequency of bullying (e.g., physical, verbal, social, electronic) reported by students on the student school climate survey.
- Decrease the frequency of bullying (e.g., physical, verbal, social, electronic) reported by parent/guardians on the family school climate survey.

Measuring Positive School Climate Related to Bullying:

Bullying frequency has been assessed in both the student school climate survey (MDI) and the family school climate survey across the last three cycles (e.g., 2019, 2022, 2024). While the scales for each survey differ slightly (e.g., the student survey includes the option "About Every Month," whereas the Family Survey includes "Don't Know"), the perceived frequency of bullying is outlined below across the four types of bullying (i.e., Physical, Social, Cyber, and Verbal) from the perspective of students and parents/guardians. From the figures below, it is noted that rate of bullying is more frequent from the perspective of the parent/guardian than from the perspective of the student. When looking at the 2024 student responses, we see that students are reporting regular and recurring bullying (i.e., monthly, weekly, many times a week) most often with verbal bullying (i.e., 25.2% reporting monthly, weekly, many times a week) and social bullying (22.1% reporting monthly, weekly, many times a week).





Programming for Positive School Climate Related to Bullying:

- **Safe Schools Ambassadors:**
 - The Safe School Ambassadors (SSA) are a group of trained secondary students who talk with other students to prevent and interrupt acts that do not support a positive school climate. Ambassadors help their friends make better choices about how to treat others and help them avoid trouble.



- The SSA program uses the principles of “notice, think, act and follow through”.
- In spring, 2023, students reported improved skills in areas like assertiveness, integrity, conflict resolution, presentation, public speaking, teamwork, and socialization.
- Respondents indicated connections were established with students, parents, and the community, with successful student involvement and motivation to participate in program activities.
- **Anti-bullying Campaigns:**
 - **Bullying Awareness and Prevention Week:** In order to reduce bullying, it is important to create a trauma-informed learning environment, and to incorporate Social Emotional Skill development into classroom routines. These essential conditions were built into resources provided for Bullying Awareness and Prevention week, November 2023.
https://docs.google.com/presentation/d/1d6p6Zy0M_dIXZEzung0NZvL79EeXyxL1/edit?usp=sharing&oid=103897541483999464472&rtpof=true&sd=true
 - Pink Shirt Day – February 2024
- **Hall Monitors:** increase in adult supervision in transitional spaces.
- **Student Groups:**
 - Peers Program
 - Girls Groups
- **Communication To Homes:**
 - proactive communication
 - program promotion (SHSM, SAL, CCEP, Gr.10 Bosco...)

3. Creating Process for Anonymous Reporting of Safe-school Incidents

Goal: Create a process that any student, staff, parent/guardian and/or community member can report a safe-school incident through an anonymous form linked on the main Board website.

Development of Process:

As of January 2024, the WCDSB has introduced an anonymous Safe School incident form accessible via our Board website and prominently displayed on all school websites in the top banner (see below). This initiative enables any student, staff, parent/guardian, or community member who witnesses or becomes aware of a safe-school incident to anonymously report it, with the option for the principal to conduct follow-up actions. Upon each submission, the principal receives a notification regarding the incident. Once the Safe School incident form runs for the duration of an entire calendar year (e.g., January 2024 – December 2024), we will have gathered baseline data for comparison across subsequent years.



Programming Related to Anonymous Reporting of Safe-school Incidents:

- **Responding to Safe School Incidents via notification:** once the Administrator receives a notification, the Administrator has an opportunity to investigate the incident and follow up with the person who reported the incident if applicable.
- **Frequent parent communication:** Sharing information with parents to keep an open line of communication.
- **Building Relationships:** Building relationships especially with families with students at risk.

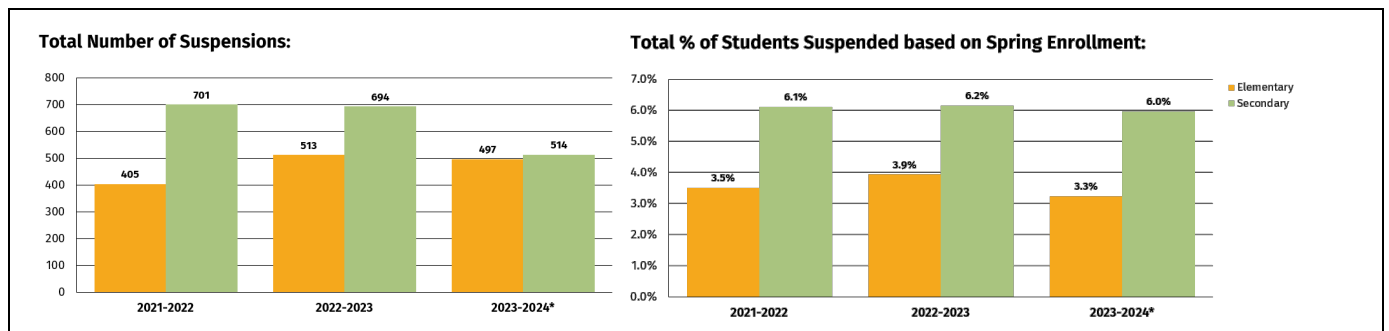
4. Responding to Behaviours Resulting in a Suspension

Goals:

- Decrease the # of suspensions / # of students suspended within a school year.
- Decrease the % of students that are suspended more than once within a school year.
- Ensure that programming in schools/classrooms are informed by the most frequent suspension infraction types.

Monitoring Behaviours Resulting in a Suspension:

Suspensions are monitored through (1) total number of suspensions (e.g., total unique incidents) and (2) total percent of students suspended (e.g., total number of students with any number of incidents). In the figures below, you will see our suspension data for the last 3 school years by panel (note: 2023-2024 only included incidents up to April 23, 2024). Over the past three school years, total number of elementary incidents appears to be increasing over time (405 in 2021-2022, 513 in 2022-2023, and 497 to date in 2023-2024) and remains stable for secondary incidents (701 in 2021-2022, 694 in 2022-2023, and 514 to date in 2023-2024). Given fluctuating enrolment patterns, interpreting suspension incident data longitudinally becomes challenging, emphasizing the necessity of evaluating the proportion of suspended students relative to overall enrolment. When reviewing the proportion of students being suspended each year based on spring enrolment, we see a more stable pattern where approximately 3% of elementary students and 6% of secondary students are suspended within a school year.

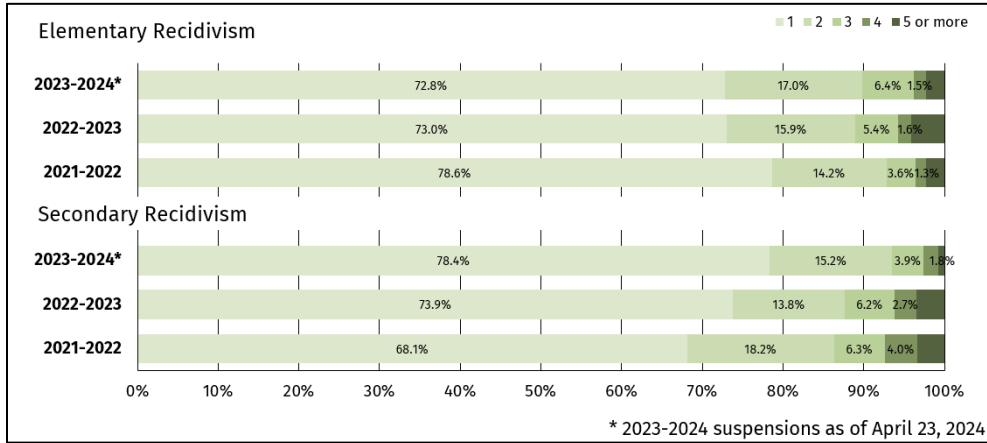


* 2023-2024 suspensions as of April 23, 2024

When students are suspended multiple times within a school year, we use recidivism data (i.e., the number of times that a student has been suspended within an entire school year) to monitor. Including the last three complete school years (2021-2022, 2022-2023, 2023-2024 to date), we are noticing that proportionally fewer students in Secondary are being suspended in the 2022-2023 and 2023-2024* to date were suspended multiple times (i.e., 2, 3, 4 and/or 5 or more) compared to the 2021-2022 school year. For elementary students, we observed an increase in the proportion of students being suspended only once (i.e., 78.6% of students in 2021-2022, 73.0% in 2022-2023, and 72.8% so far in 2023-2024).



Recidivism by panel over the past three school years:



Reasons for Suspension: When we look at the reasons for suspensions over the past three years at the elementary level, the top reasons for suspension have remained consistent, with "Moral tone" consistently ranking as the primary reason across all three years. "Code of Conduct" also consistently appears within the top reasons. "Any other Act," "Opposition to Authority," and "Physical Assault" fluctuate slightly in their rankings but remain among the top five reasons each year. In the secondary panel, "Physical Assault" consistently ranks as one of the top reasons for suspension, but so far ranks lower during the 2023-2024 school year than previous school years. "Code of Conduct" and "Moral tone" also maintain their positions among the top reasons across all three years. "Opposition to Authority" fluctuates in its ranking but remains within the top five reasons each year. "Any other Act" and "Neglect of Duty" appear in specific years, indicating additional areas of concern that may require attention.

Top 5 Infraction Types:			
	2021-2022	2022-2023	2023-2024*
Elementary	1. Moral tone 2. Any other Act 3. Physical Assault 4. Code of Conduct 5. Opposition to Authority	1. Moral tone 2. Any other Act 3. Opposition to Authority 4. Code of Conduct 5. Physical Assault	1. Moral tone 2. Code of Conduct 3. Any other Act 4. Opposition to Authority 5. Physical Assault
Secondary	1. Physical Assault 2. Opposition to Authority 3. Code of Conduct 4. Any other Act 5. Moral tone	1. Physical Assault 2. Code of Conduct 3. Opposition to Authority 4. Moral tone 5. Neglect of Duty	1. Code of Conduct 2. Moral tone 3. Physical Assault 4. Opposition to Authority 5. Any other Act

* 2023-2024 suspensions as of April 23, 2024

Programming for Behaviours Monitored by Student Suspensions:

- **Alternative to Suspension:**
 - meet with Child and Youth Care Worker and/ Social Worker
 - time with Student Success Teacher
 - educational/restorative process
- **Alternative to Suspension Y Program:**
 Use of the YMCA program proactively for student development and improvement of their social skills and sense of self-worth; and to help students adopt a new positive attitude



towards school. From January 6- April 2024 the program has supported **13** successful participations, coming from **5** different schools (**3** Elementary, **2** Secondary).

Reasons For Referral (list created with top trending referral reason listed first):

1. Substance Misuse & Abuse
2. Absenteeism
3. Physical Violence
4. Apathy & Lack of Motivation
5. Vandalism
6. Verbal Abuse



- **John Howard Referral:** program participation responsive to incident type in consultation with school staff & family
- **Vaping Awareness:**
 - Tobacco Enforcement Visits
 - Safe School Ambassadors information sharing
 - Public Health Visits to target audiences.
- **Restorative Justice:** utilizing empathy and working with individuals involved. Focus on education rather than punitive piece. Emphasize forgiveness and learning.
- St Don Bosco

5. Monitoring Online behaviour through Student Aware

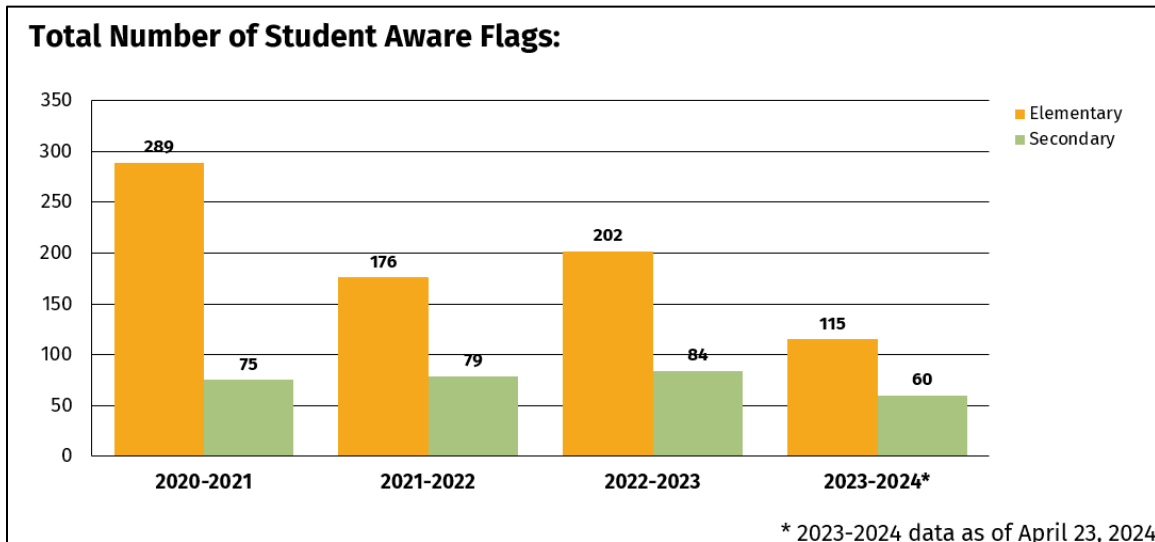
Goals:

- Decrease the # of Student Aware flags reported within a school year over time.
- Ensure that programming in schools/classrooms are informed by the most frequent flag types.

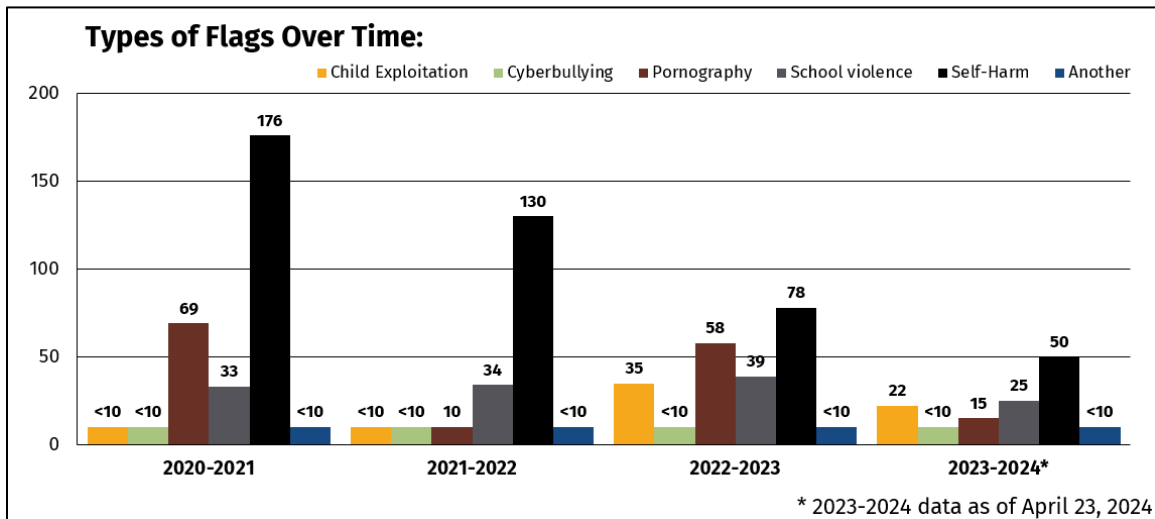
Monitoring Online behaviour through Student Aware:

Although the 2023-2024 school year is not complete, the number of flags per school year appears to be decreasing over time for both the elementary and secondary panel. To date, we have responded to 115 elementary flags and 60 secondary flags for the 2023-2024 school year, a significant reduction compared to our first year of implementation in 2020-2021 where we responded to 289 elementary and 75 secondary flags.





In addition to the number of flags that we respond to, we are monitoring the types of flags within each school year. The number of each flag types is found in the figure below.



Programming for Online Behaviour Monitored by Student Aware:

- **Caseload meetings to determine student support:** Determine the best supports available at the school and system level to support students (social work referrals included)
- **Active Supervision of Electronic Use:** Continue conversations with teachers and reminders regarding active supervision of students when electronic devices are in use throughout the school day.
- **Response to Student, Parents:** Students identified through Student Aware receive a supportive response by Administrators that includes mitigating risk, engaging parents, recommendations to access community based mental health support, referral to school social worker and hospital intervention for those presenting with suicidal ideation.
- **Suicide Prevention/Life promotion Training:** WCDSB Mental Health Leadership team adopted the School Mental Health Ontario (SMHO) Suicide Prevention and Life Promotion Training and toolkit and developed role-specific training opportunities for various staffing groups at WCDSB. The training is designed to help school teams know what to watch for, and what to



say to support a student who may be experiencing thoughts of suicide. To date over 240 superintendents, administrators, guidance counsellors and chaplains, student services staff, child and youth workers and educational assistants have been trained. Feedback on the training has been overwhelmingly positive:

- 92% 'somewhat or strongly agreed' that the content will be useful in their work.
 - 90% 'somewhat or strongly agreed' that the workshop was a valuable experience for them.
 - 88% reported they were 'likely to very likely' to notice signs of a student who might be at risk.
 - 89% 'reported they were 'likely to very likely' to engage in a conversation with a student who is struggling emotionally and/or having thoughts of suicide.
- **Grade 7 "Sources of Strength" Class wide presentations:** Our partners at Waterloo Region Suicide Prevention Council (WRSPC) provided presentations to all grade 7 classes to build mental health awareness and help-seeking skills. By the end of April, 2024, all WCDSB Grade 7 Classes have received the presentation. Feedback from Grade 7 teachers and administrators indicate that 100% reported the presentation was appropriate for the age/grade/maturity of the students. Most of the students who completed a feedback survey (54%) reported that they learned something that they could use to help themselves if they were having a tough time with their mental health, and most also reported that they learned something that they could use to help others (72%).
 - **Mental Health Week:** Resources were provided to educators to build awareness of the impact of stress on students' brains, as well as activities to practice coping strategies.
 - **Digital Citizenship and Literacy Month:** WCDSB Innovation Consultants ran a Digital Citizenship and Literacy campaign in October 2023 through the [WCDSBInnovates Twitter/X page](#) that provided resources, workshops, and contests that educators and students could access and participate in.
 - **Generative AI: WCDSB Families in the Know:** A virtual presentation in February 2024 by Innovation consultants introduced to families what Generative AI is, its implications for education, and how WCDSB intends to leverage the potential of GenAI to enhance learning experiences while protecting the safety of our students. They highlighted the link between GenAI and Catholic Social Teachings and how these tools can be used to highlight the Catholic Graduate Expectations. A recording and resources were provided to registered families.
 - **Guardians of the Game Parent Presentation:** Innovation consultants hosted a virtual talk with guest speakers from Media Smarts and Dell Technologies to speak about online safety, digital literacy, and esports. The evening included a parent/guardian Q&A session, and the recording was released to the WCDSB community. There were 77 live viewers on the evening, with eight schools hosting "watch parties" and over 100 views as of May 1, 2024.
 - **WCDSB Innovates Parent Resources Website:** An updated [website page](#) for WCDSB families provides information and additional resources to navigate Digital Literacy, citizenship, and safe use of technology. A key element to this page is the highlight of the Catholic Graduate Expectation, Responsible Digital Citizenship through a Catholic lens.

6. Proactive Tier 1 Response to Human Trafficking, Cannabis and Vaping

Goal:

- Increase the number of students provided with Human Trafficking awareness presentations and education related to cannabis and vaping.



Monitoring Proactive Tier 1 Response to Human Trafficking, Cannabis and Vaping:

In the 22/23 school year 76 presentations on Human Trafficking were delivered to students in Grade 8 were delivered at 43 schools. To date in the 23/24 school year there have been 32 presentations to 5 high-schools religion classes and 37 presentations at 23 elementary schools.

Programming Related to Proactive Tier 1 Response to Human Trafficking, Cannabis and Vaping:

increase the number of and deepen the relationship between WCDSB and various community partners listed below:

- **Connectivity KWC Table:** In 2024, WCDSB renewed its partnership agreement with the Connectivity Table which supports timely connection to services for students who present at acutely elevated risk.
- **Family & Children’s Services School Boards Protocol:** Work has been underway during the 2023/2024 school year to update this protocol. Human trafficking falls within the CYFSA as a reason for Board’s to report a concern to FACS.
- **The Waterloo CDSB Human Trafficking Policy:** <https://wcdsb.ca/about-us/policies-and-administrative-procedures/human-trafficking-aph-036/>.
- **Collaboration with Public Health: Cannabis & Vaping:** In 2023-2024, WCDSB collaborated with Waterloo Region Public Health to deliver initiatives aimed to reduce the use of cannabis and vaping by students.
 - The Youth Champion Initiative was delivered by Safe Schools Ambassadors, where secondary students were trained by Public Health nurses, and supported to plan and deliver engaging educational events in their schools.
 - A cannabis and vaping awareness and overdose response presentation slide deck was built and delivered to administrators to be provided back to their school staff.
 - Cannabis and vaping educational toolkits are being updated and provided to schools to support delivery of Grade 6, 7, 8 and secondary curriculum.
 - Parent engagement opportunities have been offered to families regarding vaping, cannabis and proactive strategies.

7. Supporting Students attending Alternative Programming at St Don Bosco

Goal:

- Provide high quality Alternative Programming for students attending St. Don Bosco on a Supervised Alternative Learning Plan or the Long-Term Suspension Program

Monitoring our Students Attending Alternative Programming at St Don Bosco:

Students Served:

Year	SAL students	Safe Schools	Gr 10	Total
2021-22	60	9	14	83
2022-23	118	16	13	147
2023-24 (to date)	95	12	13	120



Credit Accumulation:

Year	Credits Earned (by all students, Academic and Coop Courses combined)
2021-22	312
2022-23	572
2023-24 (projected)	540

Graduation and Pathways:

Year	Grade 12 Student Pathways	Return to Bosco/ Re-engagement	St Louis	Graduation
2022-23	32 students	7	10	15
2023-24 (projected)	38 students	14	12	12

Programming Plan for our Students Attending Alternative Programming at St Don Bosco:

Programming at St Don Bosco is trauma informed. Staff focus on knowing each student and planning for their needs. Program design is based on the following pillar: creating a nurturing and safe environment, building strong relationships, encouraging healthy risk taking and supporting community connections.

- **School Social Worker:** In the 2021/22 school year, a school social worker was dedicated to St. Don Bosco who fulfils the role of the SAL counsellor and provides mental health and wellbeing support direct to students, develops strategies to mitigate risk, and access to community-based services based on identified student need.
- **Individualized Programming:** All students, regardless of their reason for attending St Don Bosco, meet with a teacher and CYCW prior to starting to create a plan for success that addresses their personal academic and social/ emotional needs. Students will continue to meet with staff to confirm or adjust their goals. All pathways are available to students based on their interests and goals. Students are also provided with opportunities to participate in volunteer activities to help them complete their community service hours for graduation.
- **CYCWs:** CYCWs at St Don Bosco meet regularly with students to support them in developing the skills required for school success. CYCWs also support students in accessing our Social Worker and other community support to assist with addressing some of the barriers to success that the student may be experiencing. Our CYCWs also collaborate with the Conestoga Social Work and Educational Assistant programs by welcoming students to complete their learning placements with our students and staff.
- **COOP:** Students who attend St Don Bosco through the Supervised Alternative Learning Program can participate in the COOP program at St Don Bosco. This program allows students to earn credits through their paying part time employment. The staff will support students in developing the skills necessary to successfully find and keep a job so they can begin earning coop credits.
- **Grade 10 Program:** Students in grade 10 can be referred to participate in the grade 10 program at both the Cambridge and Kitchener St Don Bosco sites. Unlike other Bosco programs, the grade 10 program is a congregated class in which students learn together. Students can earn five or more credits in a semester through coursework integrated across curriculum expectations. Students can also complete credit recovery courses if possible. The goal of the Grade 10 Program is to assist students in getting caught up in credit accumulation and then re-integrate back into their home schools.



Next Steps

- Enriching the Human Trafficking Awareness resources available on our board website for parents and students.
- Continue to expand, develop, and promote opportunities for students to engage in learning about and promotion of healthy lifestyles and communities through the Safe School Ambassador Program.
- Merging data of Student Census to Suspension and Expulsion data so that we may more closely examine issues of equity as it relates to marginalized students and how we might better serve them.
- Continue to provide opportunities for staff to build capacity as it relates to trauma focused response as we build caring and safe communities in all WCDSB education centers.
- Expand and develop further opportunities for Alternative Programming through St. Don Bosco Catholic School.

Recommendation:

This is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Judy Merkel
Superintendent of Education

Kelly Roberts
Research Coordinator

*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.

