



Board of Trustees' Board Meeting

Date: Monday, May 26, 2025.

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, Kathy Doherty-Masters, Winston Francis, David Guerin, Renée Kraft (Chair), Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler (Vice-Chair) Student Representatives: Allison-Hannah Berwick, Matteo Leone Senior Administration: Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano Special Resource: Recording Secretary: Stephanie Medeiros
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ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board of Trustees		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: Items for action arising from the Triple In Camera meeting of Monday, April 28, 2025, regarding HRS matters. Items for action arising from the Double In Camera meeting of Monday, May 12, 2025, regarding Trustee matters. Items for action arising from the In Camera meeting of Monday, May 12, 2025, regarding infrastructure matters.	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees Minutes – Apr 28, 2025 3.2 CPIC Minutes – March 26, 2025 3.3 Director’s Report 3.4 Long Term Accommodation Plan Approval 3.5 2025-2026 Board Meeting dates	Board of Trustees Board of Trustees T. Dowling S. Maharaj T. Dowling	pp. 4-10 pp. 11-12 pp. 13-16 pp. 17-18 pp. 19	Approval Information Information Approval Approval
4. Delegations/Presentation			
4.1 Delegation Presentation	A. Pearson, J. Moss	pp. 20-22	Information
5. Advice from the CEO			
5.1 Southeast Galt Boundary Review Report 5.2 Energy Conservation Plan 5.3 Innovation 5.4 IT Board Report 5.5 Well Being Update – Safe Schools	S. Maharaj S. Maharaj J. Merkel S. Maharaj J. Merkel	pp. 23-26 pp. 27-62 pp. 63-74 pp. 75-106 pp. 107-129	Approval Information Information Information Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Report	A. Berwick/M. Leone	pp. 130-134	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 135-136	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 011 Student Representation on the Board Is there a need to review the Policy?	Phillips	Link	Approval
10.1.2 Board Policy II 012 Student Trustee Role Description Is there a need to review the Policy?	Cuff	Link	Approval
10.1.3 Board Policy III 001 Global Governance-Management Connection Is there a need to review the Policy?	Chair	Link	Approval

11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports			
11.1.1 Monitoring Report – IV 009 Asset Protection	S. Maharaj	pp. 137-143	Approval
11.1.2 Monitoring Report – IV 004 Treatment of Staff	K. Pomfret	pp. 144-149	Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion – Public Recording of Meetings	C. Stanley	pp. 150	Decision
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):			
- May 28 - CPIC Meeting - May 28 – Interfaith Community Breakfast - May 30 – PD day - Jun 2 – Special Olympics (RCSS) - Jun 4 - SEAC Meeting - Jun 4 – Audit Committee Meeting - Jun 5– Jun 7 – CCSTA AGM & Convention, Halifax, NS - Jun 9 – Special Board – Budget Presentation - Jun 10, 11, 12, 17 – Secondary Convocations - Jun 23 – Board of Trustees	Chair	--	Information
13.2 Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
13.3 Pending Items for OCSTA Consideration			
14. Items for the Next Meeting Agenda			
14.1 June 9, 2025 – Special Board of Trustees			
Budget Presentation	Board of Trustees	--	Information
15. Adjournment			
Confirm decisions made tonight			
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
16.1 Closing Prayer	All		
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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, April 28, 2025, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

Allison-Hannah Berwick

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets: Matteo Leone

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7, when a decision is reached by consensus, the minutes of the Meeting shall indicate a decision by consensus with the notation in the minutes that consensus means the decision was supported by all Trustees present and eligible to vote on a matter. Under Board by-law 4.11 Whenever a vote is required, every Trustee present when a vote is taken, including the Chair but excluding any Trustee who has declared a direct or indirect pecuniary interest as required by the Municipal Conflict of Interest Act, shall vote on all questions on which the Trustee is entitled to vote and abstentions are not permitted.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:06 p.m.

Chair Kraft announced the return of Trustee Doherty-Masters to the Board table following a ruling from the Ontario Superior Court of Justice on April 16th, 2025. The court granted Trustee Doherty-Masters' stay motion regarding the Board's decisions made on December 12, 2024, and January 6, 2025. As a result of this decision, Trustee Doherty-Masters is reinstated and is now permitted to attend and participate in Board meetings and committees of the Board pending the outcome of the judicial review. Chair Kraft also emphasized the need for adjustments to the meeting structure to account for the sessions Trustee Doherty-Masters missed and reminded everyone of the importance of adhering to board meeting etiquette.

1.1 Opening Prayer & Memorials

Trustee Stanley led prayer.

1.2 Territorial Acknowledgment

Territorial Acknowledgement declared by Chair Kraft.

1.3 Approval of Agenda

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

- Move item 10.2 Election of the Vice-Chair up after item 1.5.
- Separate 1.5 into items 1.5.1, 1.5.2, 1.5.3
- Trustee Weiler asked for item 12.2 Notice of Motion – Update to Flag Protocol and Political Symbol Policy to be removed from the agenda.

**2025-73-- It was moved by Trustee Weiler and seconded by Trustee Guerin:
THAT the agenda for Monday, April 28, 2025, be now approved, as amended to separate item 1.5 into items 1.5.1, 1.5.2 and 1.5.3, to move up item 10.2 Election of the Vice-Chair after item 1.5 and the removal of item 12.2 Notice of Motion.
--- No consensus**

The Chair opened the floor for discussion.
Trustee Weiler asked for a recorded vote.

**By Recorded Vote:
In Favour: Trustees Doherty-Masters, Guerin, Weiler, Kraft
Opposed: Trustees Cuff, Francis, Phillips, Sikora, Stanley
--- Motion Defeated**

Non-binding vote from Student Trustee Berwick in favour.

**2025-74-- It was moved by Trustee Francis and seconded by Trustee Cuff:
THAT the agenda for Monday, April 28, 2025, be now approved, as amended to separate item 1.5 into items 1.5.1, 1.5.2 and 1.5.3, to move up item 10.2 Election of the Vice-Chair after item 1.5.
---No consensus**

The Chair opened the floor for discussion.
Trustee Weiler asked for a recorded vote.

**By Recorded Vote:
In Favour: Trustees Cuff, Francis, Phillips, Sikora, Stanley
Opposed: Trustees Doherty-Masters, Guerin, Weiler, Kraft
--- Motion passed by Majority**

Non-binding vote from Student Trustee Berwick opposing.

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

1.5 Items for Action

**2025-75-- It was moved by Trustee Cuff and seconded by Trustee Sikora:
That the Board of Trustees suspend item 4.11 of the WCDSB Board Operational & Procedural Bylaw for Trustee Doherty-Masters in the matter of items 1.5.1 and 1.5.2 of the agenda.
--- Carried by consensus**

Chair Kraft requested a mover and seconder to approve the items for action from the Double In Camera meetings.

1.5.1 Items for action arising from the Double In Camera meeting of Monday, March 24, 2025.

1.5.2 Items for action arising from the Double In Camera meeting of Monday, April 14, 2025.

**2025-76-- It was moved by Trustee Cuff and seconded by Trustee Phillips:
THAT the items for action arising from the Double In Camera meetings of Monday, March 24, 2025, and Monday, April 14, 2025 regarding Trustee matters be now approved.
---Carried by consensus**

1.5.3 Items for action arising from the Double In Camera meeting of Monday, April 28, 2025.

**2025-77-- It was moved by Trustee Sikora and seconded by Trustee Cuff:
THAT the items for action arising from the Double In Camera meeting of Monday, April 28, 2025, regarding Trustee matters be now approved.
---Carried by consensus**

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustees Minutes – Mar 24, 2025

3.1.2 Special Board of Trustees Minutes – Apr 14, 2025

3.2 SEAC Minutes – Mar 5, 2025

3.3 CPIC Minutes – Jan 22, 2025

3.4 Audit Committee Minutes – Oct 3, 2024

3.5 Audit Committee Minutes – Nov 20, 2024

3.6 Audit Committee Minutes – Feb 5, 2025

3.7 Director's Report

2025-78-- It was moved by Trustee Guerin and seconded by Trustee Sikora:

That the Board of Trustees suspend item 4.11 of the WCDSB Board Operational & Procedural Bylaw for Trustee Doherty-Masters in the matter of item 3.1 of the agenda.

--- Carried by consensus

Chair Kraft requested a mover and seconder for approval of the consent agenda.

2025-79-- It was moved by Trustee Sikora and seconded by Trustee Cuff:

THAT the Consent Agenda: Board of Trustees and the recommendations contained therein be now approved.

--- Carried by consensus

4. Delegations

4.1 Delegation Presentation – Chair Kraft invited Michael McKague to the podium to give a presentation regarding Notice of Motion – Update to Flag Protocol and Political Symbol Policy. Trustees asked clarifying questions.

4.2 Delegation Presentation – Chair Kraft invited Fr. Toby Collins to the podium to give a presentation regarding Notice of Motion – Update to Flag Protocol and Political Symbol Policy. Trustees asked clarifying questions.

4.3 Delegation Presentation – Chair Kraft invited Christine Bendia to the podium to give a presentation regarding Notice of Motion – Update to Flag Protocol and Political Symbol Policy. Trustees asked clarifying questions.

5. Advice from the CEO

5.1 2025-2026 Estimates Budget Plan – Trustee Update #4

Laura Isaac, Senior Manager of Finance presented the 2025-2026 Estimates Budget Plan – Trustee Update #4. The update provided Trustees with insights into the budget preparation process for next year so far and the associated timelines for the upcoming school year. Trustees asked clarifying questions.

5.2 Extended Day Update

Superintendent Mendonça provided a brief overview of the Extended Day Update, outlining the revisions made to the report and introduced the three potential fee options for Trustees to consider. Reiterating that the \$30 registration fee would apply solely to families who successfully secured a spot in the program. Trustees asked clarifying questions and favoured option C.

2025-80-- It was moved by Trustee Phillips and seconded by Trustee Cuff:

That the Board of Trustees approve Option C for the Extended Day Program fee increases for the 2025-2026 school year. Which include:

- **Increase daily fees for non-CWELCC-eligible children by \$1.50, bringing the total to \$34/day.**
- **Adjust fees for PD days and break periods to \$45/day, reflecting extended care hours.**
- **Introduce a \$30 registration fee for families provided with a spot in the extended day program.**

--- Carried by consensus

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees Berwick presented the Student Trustee report and provided an update on events and activities happening in the secondary school community along with Student Trustee Role update for the month of April. Trustees provided feedback.

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

8.1 Chair Kraft noted OCSTA Communications

8.2 Chair's Report

Chair Kraft delivered the Chair's report for April, highlighting the events in which Trustees engaged in across the Region.

9. Policy Discussion

10. Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 015 Ownership Linkage. Is there a need to review the Policy?

Chair Kraft confirmed review of Board Policy II 015 Ownership Linkage and recommended the motion be tabled at this time. Recommendation that the policy requires review at the Governance Committee.

Chair Kraft called for a mover and seconder of the motion being sought to table the policy.

2025-81-- It was moved by Trustee Weiler and seconded by Trustee Sikora:

THAT the Board of Trustees table Board Policy II 015 Ownership Linkage until after further review at the Governance Committee.

--- Carried by consensus

10.2 Election of the Vice-Chair of the Board

The Chair asked for nominations for Vice-Chair of the Board.

Trustee Guerin put forth Trustee Weiler's name.

The Chair asked Trustee Weiler if she accepted the nomination, and she did.

The Chair asked if there were further nominations for Vice-Chair of the Board.

Trustee Stanley put forth Trustee Sikora's name.

The Chair asked Trustee Sikora if he accepted the nomination, and he did not accept.

The Chair asked if there were further nominations for Vice-Chair of the Board.

Trustee Phillips put forth Trustee Doherty-Masters name.

The Chair asked Trustee Doherty-Masters if she accepted the nomination, and she did not accept.

The Chair asked if there were further nominations for Vice-Chair of the Board.

Trustee Francis put forth Trustee Phillips's name.

The Chair asked Trustee Phillips if she accepted the nomination, and she did not accept.

The Chair confirmed all nominees have been presented and declared Trustee Weiler as the Vice-Chair.

Chair Kraft requested a motion to nominate Trustee Weiler to be Vice-Chair of the Board.

2025-82 -- It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters:

THAT Tracey Weiler is nominated to be the Vice-Chair of the Board of Trustees.

--- Carried by consensus

Trustee Weiler gave her remarks.

11. Assurance of Successful Director of Education Performance

11.1.1 Monitoring Report IV 006 - Legal Responsibilities & Liabilities

Superintendent Maharaj presented on Board Policy IV 006 - Legal Responsibilities & Liabilities and confirmed compliance. Chair Kraft opened the floor to discussion.

Chair Kraft called for a mover and seconder of the recommendation.

**2025-83-- It was moved by Trustee Doherty-Masters and seconded by Trustee Phillips:
That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 Legal Responsibilities & Liabilities for the 2024-25 school year.
--- Carried by consensus**

11.1.2 Monitoring Report IV 008 – Financial Conditions & Activities

Superintendent Maharaj presented on Board Policy IV 008 – Financial Conditions & Activities and confirmed compliance. Chair Kraft opened the floor to discussion.

Chair Kraft requested a mover and seconder of the recommendation.

**2025-84-- It was moved by Trustee Cuff and seconded by Trustee Francis:
That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 Financial Conditions & Activities for the 2024-25 school year.
---Carried by consensus**

11.1.3 Monitoring Report IV 012 – Communication & Support to the Board

**2025-85-- It was moved by Trustee Cuff and seconded by Trustee Sikora:
That the Board of Trustees suspend item 4.11 of the WCDSB Board Operational & Procedural Bylaw for Trustee Doherty-Masters in the matter of item 11.1.3 of the agenda.
--- Carried by consensus**

Director Dowling presented on Board Policy IV 012 – Communication & Support to the Board and confirmed compliance. Chair Kraft opened the floor to discussion. Trustees asked clarifying questions.
Chair Kraft requested a mover and seconder of the recommendation.

**2025-86-- It was moved by Trustee Sikora and seconded by Trustee Cuff:
That the Board accept this report indicating compliance with Policy IV 012 – Communication & Support to the Board
--- Carried by consensus**

12. Potential Agenda Items

12.1 Notice of Motion – Live Streaming

Trustee Weiler started the discussion with a brief review of the motion being sought and offered an amendment to amend the start date. Trustee Phillips gave her remarks and requested feedback. Trustees asked clarifying questions.

**2025-87-- It was moved by Trustee Weiler and seconded by Trustee Phillips:
That the Notice of Motion – Live Streaming be opened for discussion.
--- Carried by consensus**

Trustees discussed the expenses related to the implementation of live streaming, with Director Dowling and Superintendent Maharaj offering insights on these costs. Trustees agreed to set the start date for the live streaming initiative as September 2025, allowing senior staff sufficient time to address any issues and ensure a smooth rollout prior to this date.

**2025-88-- It was moved by Trustee Weiler and seconded by Trustee Phillips:
THAT, effective September 2025, the WCDSB shall implement the livestreaming of all Committee of the Whole, Regular Board, and Special Board meetings;**

AND BE IT FURTHER RESOLVED THAT livestreams shall be made easily accessible and visible to the public via the Board's official website in a timely manner following each meeting and shall be located alongside the meeting agenda and minutes.

**AND BE IT FURTHER RESOLVED THAT a copy of each meeting shall be retained by the board website for a minimum of seven (7) years.
---Carried by consensus**

12.2 Notice of Motion - Update to Flag Protocol and Political Symbol Policy

**2025-89-- It was moved by Trustee Stanley and seconded by Trustee Phillips:
That the Notice of Motion – Update to Flag Protocol and Political Symbol Policy be opened for discussion.
--- Carried by consensus**

Trustee Stanley proposed an amended motion to the Board of Trustees for their review and consideration and stipulated the specific changes. Trustees agreed the amended motion deviated from the original and preferred to discuss and vote on the original. Trustees engaged in a roundtable discussion and gave their remarks.

**2025-90-- It was moved by Trustee Sikora and seconded by Trustee Stanley:
That the motion be tabled.
--- Carried by consensus**

**2025-91-- It was moved by Trustee Weiler and seconded by Trustee Sikora:
That the meeting be extended past 9:00 p.m.
--- Carried by consensus**

**2025-92-- It was moved by Trustee Sikora and seconded by Trustee Phillips:
That the motion be brought back to the table.
--- Carried by consensus**

**2025-93-- It was moved by Trustee Stanley and seconded by Trustee Phillips:
THAT the WCDSB's external Flag Protocol shall be updated as follows:**

For all 365 days of the year the Waterloo Catholic District School Board shall only fly the flag of Canada and the flag of Ontario outside of its facilities.

Where a third flag pole exists it shall fly a flag representing our school board for all 365 days of the year. This flag will consist of the WCDSB logo on a white background. The purpose of this local school board flag is to:

- 1) Clearly designate WCDSB facilities and ensure they are distinct at all times from any other government buildings, and**
- 2) Ensure that all three levels of government in Canada (Federal, Provincial and Municipal) are shown equal reverence by the flag protocol at our facilities.**

No other flags shall be permitted.

**These flags may be flown at half mast per existing protocol.
All decisions regarding external flags shall now be made solely by trustees.**

**Concerning internal flags and political symbols and slogans,
No flags may be displayed (fixed to a wall, pole, hanging, or on a sticker) inside of WCDSB facilities other than the flag of Canada, its Provinces and Territories, and the school board logo flag.**

No other political symbols or slogans may be displayed inside or outside WCDSB facilities. This includes on any signage, banners, pennants, posters, murals, plaques, window paintings, wall paintings, floor or ground paintings, statues, decorations or stickers (large or small).

Examples of political symbols or slogans include: those associated with the Pride, Progress and Rainbow flags; Antifa red and black flags; Don't Tread on Me snake flag; Confederate flag; BLM (Black Lives Matter); White Lives Matter; Fascist iconography; the Communist Star, Hammer and Sickle or raised fist emblems; the Anarchist A; MAGA (Make America Great Again); or the brands and colours of current political parties (e.g. Conservative, NDP, Liberal, Democrat or Republican) when they are used to promote these parties in a political context.

This list is not exhaustive. When in doubt, staff should err on the side of discretion and on the side of Catholic Church teaching.

Any existing infringements of this policy shall be removed or painted over.

Recognized Catholic religious symbols and slogans (e.g. the Sacred Heart of Jesus banner) that are free from political symbols or ideologies are exempt from the above policies.

---No consensus

Trustee Phillips asked for a recorded vote.

By Recorded Vote:

In Favour: Trustees Stanley, Phillips, Francis, Cuff (4)

Opposed: Trustees Kraft, Weiler, Doherty-Masters, Guerin, Sikora (5)

--- Motion Defeated

Non-binding vote from Student Trustee Berwick opposed.

12.3 Trustee Inquiry - Learning Commons Resources

Trustee Cuff initiated discussion and expressed concerns regarding the resources available in the Learning Commons, specifically focusing on the management of book accessibility for age-appropriate students in school libraries. Director Dowling highlighted that he has shared information with the Trustees about the measures in place to ensure that reading materials are appropriately segregated. Director Dowling introduced Shelley Wood, Library Support Services Supervisor to answers questions from Trustees. Ms. Wood provided detailed insights into the organization of the school libraries and the strategic placement of reading materials to ensure appropriate accessibility for each age group of students.

13. Announcements

13.1 Upcoming Meetings/Events

Chair Kraft reviewed upcoming meetings and events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14. Items for the Next Meeting Agenda

14.1 Chair Kraft reviewed upcoming agenda items.

15. Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed decisions made tonight.

15.2 Trustees move into a Triple In Camera meeting

2025-94-- It was moved by Trustee Weiler and seconded by Trustee Sikora:

THAT the Board of Trustees move into a Triple In Camera meeting.

--- Carried by consensus

Trustees moved into a Triple In Camera meeting at 10:04 p.m.

16. Closing Prayer

16.1 Closing prayer.

17. Motion to Adjourn

2025-95-- It was moved by Trustee Phillips and seconded by Cuff:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:54 p.m.

Chair of the Board

Secretary



Catholic Parent Involvement Committee (CPIC) Minutes

Date	Wednesday, March 26, 2025		
Time	6:00pm to 8:01pm		
Location (Hybrid)	Catholic Education Centre, 35 Weber St. W., Kitchener Teams Link:		
	Member	Role	
	Judy Merkel	Superintendent of Learning	In-Person
	Renée Kraft	Trustee	In-Person
	Marisa Phillips	Trustee	Regrets
	Winston Francis	Trustee	Regrets
	Andrew Gordon	Elementary Administrator	In-Person
	Monica Carlin	Secondary Administrator	In-Person
	John Murphy	Diocesan Representative	Regrets
	Joey Stephen	Monsignor Doyle Family	In-Person
	Chetna Tomar	Resurrection Family	Regrets
	James Sebastian-Scott	St. Benedict Family (CPIC Chair)	In-Person
	Craig LeBlanc	St. David Family	In-Person
	Paul Marchwica	St. Mary's Family	In-Person
	Dave Perlaky	Secondary: Cambridge (Budget)	In-Person
	Irene Vassalo	Secondary: Kitchener	In-Person
	<i>vacant</i>	<i>Secondary: Waterloo</i>	<i>N/A</i>
	<i>Vacant</i>	<i>Member-at-Large</i>	<i>N/A</i>
	<i>Vacant</i>	<i>Member-at-Large</i>	<i>N/A</i>
	<i>Vacant</i>	<i>Member-at-Large</i>	<i>N/A</i>
	<i>Vacant</i>	<i>Member-at-Large</i>	<i>N/A</i>
	<i>Vacant</i>	<i>Member-at-Large</i>	<i>N/A</i>
	Jessey Fraga	Recorder	In-Person
	Action Items Noted in Green		

[illegible]



Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: May Director's Report

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

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 month of May is dedicated as the month of Mary. This month, our Deep Learning theme is inclusion and belonging. Inclusion and Belonging is about cultivating a learning environment that fosters excellence by valuing diverse perspectives, promoting open dialogue, and ensuring that all students have an authentic voice, feel valued, and are empowered to reach their full potential in a welcoming and nurturing environment. They are connected to our Graduate Expectations - A reflective, creative and holistic thinker. This theme aligns with the Umbrella Skills of cognitive flexibility and integrity, as well as the Grandfather Teachings of Love.

Awaken to Belong

This month we were fortunate to have the supervisor of Project Search tour our newest site at Cambridge Memorial Hospital. They were impressed by the program and the students' growth. In Student Services the staff have been working closely with IT staff to prepare for the transition to a new IEP creation program, Clevr. Additionally, Student Services staff have been meeting with all schools to review student needs, preparing for staffing and supports for next year, as well as working closely with schools, KWHabilitation and Kidsability in preparing for student transitions for the fall.

YMCA Settlement Workers in Schools (SWIS) invited MLL Student Achievement Consultant Barbara McCourt to co-host a parent information session at the Victoria Hills Community Centre for Tigrinya first language speakers on May 9th. The session focused on School Life in Ontario for Newcomer Families and provided key information such as how to access and use School Cash Online, how parents can support their child's education, and invited families to complete the MYSP survey. Additionally, elementary French Second Language (FSL) teachers and Multilingual Learner Support Teachers (MLST) from Monsignor Haller, Our Lady of Lourdes, and St. John participated in professional development on supporting Multilingual Language Learners (MLLs) in FSL programs. Consultants worked with educators to review ministry policy and explore instructional strategies to support MLLs at various levels of English proficiency. The educators collaborated to create materials and lessons for their FSL classes.

Ignite to Believe

As mentioned earlier, May is traditionally dedicated to honouring the Virgin Mary, with praying the Rosary being a central act of devotion. Many WCDSB schools typically lead students in daily or weekly prayers using the Living Rosary or Rosary and Prayer Clubs this month, either praying a decade or the full Rosary. Some schools collaborated with the Canadian Rosary Brigade - Immaculate Heart of Mary Rosary Makers Guild from St. Agnes Church - to create over 400 rosaries for students to use throughout May. Additionally, the Diocese provided a May crown for the outdoor statue of Mary at Mt. Mary, and a crowning ceremony was held during the retreat with students from St. Nicholas. Salt and Light Media will be on site for the St. Daniel retreat to showcase the retreat program and its impact on students. The focus of this media segment will be on the importance of disconnecting from daily life, self-reflection, group building, and spiritual growth opportunities.



Strengthen to Become

To kick off the month, all sites celebrated Catholic Education Week. This year the theme was Pilgrims of Hope. Also this month, students in Gr. 3 and 6 wrote provincial EQAO Assessments in literacy and numeracy. This month all WCDSB schools have begun their Welcome to Kindergarten events. During these sessions, parents have an opportunity to learn about the Kindergarten Program.

In the secondary panel, we celebrate the incredible commitment to secondary literacy across our system, highlighted by the successful administration of the OSSLT. With a strong focus on student success, schools offered targeted small group instruction and lunchtime support led by dedicated Student Success teams. These intentional efforts not only prepared students for the test but also fostered confidence and skill development. Cross Panel Collaboration is thriving as dedicated Grade 8 and Grade 9 educators come together to share best practices and strengthen to become by prioritizing student success. With a focus on English, French, Math, and Science, these passionate teams connected deeply on learning skills, curriculum expectations, and the use of UDL 3.0 strategies. This meaningful collaboration supports a smooth transition into high school and ensures students are empowered, engaged, and ready to thrive. Teachers will continue to engage in this outstanding cross-panel opportunity by co-creating and observing lessons through April and May.

Some of the regular meetings that were held in May have included:

- Executive Council meetings – once a week
- Academic Council meetings – once a week
- Equity Services meetings – bi-weekly
- Faith, Indigenous & Equity meeting
- Human Resource Services meetings – bi-weekly
- Corporate Services meetings – bi-weekly
- RDO meeting - monthly
- MYSP Indicator Review meeting with WCDSB Research – monthly
- K-12 Administrators' Meeting - monthly

A few other highlights from this month include:

- Participated in several meetings and conversations with the Chair and Vice Chair of the Board
- Director Visits: St. Agnes, Monsignor Haller, Project SEARCH - Kitchener
- CCFOWR Board Meeting
- City of Waterloo State of the City Address
- Information to Transformation Leadership Panel – Understanding Your Baptismal Call
- Staff Recognition
- Forward Together as Pilgrims of Hope - School Parish Collaboration Working Group Retreat
- OCSTA AGM & Conference
- Folk Dance Festivals – Cambridge & Kitchener
- Mayor Shantz's State of the Township Address



- CCC AGM
- SEEC Conference
- St. Bernadette Fiction Festival
- WCDSB Model UN
- ECCODE Spring Meeting
- OCSOA AGM & Conference
- Audit Committee Meeting
- Governance Committee Meeting
- Board of Trustees Meeting
- SW Regional Education Council Meeting
- Committee of the Whole Meeting
- CEC Mass
- Jill of All Trades
- MAAP Update

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

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





Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: 2025 Long Term Accommodation Plan – Recommendation for Approval

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of **Board Policy IV 010 - 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 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”.*
[APF017 – Boundary Review Process](#)

Alignment to the MYSP:

☒ **Awaken to Belong**

- ☐ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☐ Families 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.
- ☒ Families are engaged as active partners in our students' Catholic education journey.



Background/Comments:

The 2025 Long Term Accommodation Plan (LTAP) was presented to the Committee of the Whole on May 12, 2025, to satisfy the obligations of policy provision 2 of Board Policy IV 010 Facilities / Accommodation.

The LTAP provides a multi-year plan focused on student accommodation. The LTAP also provides an update of enrolment and demographic trends, and a listing of strategic initiatives including boundary reviews, new schools, additions and renovations. The following updated enrolment projections are the basis of the strategic actions outlined in the 2025 report.

Table 1 - Enrolment Forecast Summary

	Capacity ¹	2024/25 (Actual)	2025/26	2027/28	2032/33
Elementary	18,063	19,822	20,993	23,594	29,928
Secondary	6,600	8,144	8,457	9,309	13,117
Total	24,663	27,966	29,450	32,903	43,045

Future Immediate Term Capital Priorities

Re-submit Capital Priorities Applications

- New North Cambridge CES
- Monsignor Doyle CSS Addition
- St. Bernadette CES Reconstruction
- St. David CSS Addition

Submit Capital Priorities Application

- New Doon South CES
- Monsignor Haller Addition

Recommendation:

That the Board of Trustees approve the 2025 Long Term Accommodation Plan as presented on May 12, 2025.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Jennifer Passy
Manager of Planning

Virina Elgawly
Planning Officer

Isabelle Lung Ler
Planning Technician

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.





2025-2026 Board/Committee of the Whole Meeting Dates

September 2025

- 8 – Committee of the Whole
- 22 – Board of Trustees'

October 2025

- 6 – Committee of the Whole (Thanksgiving – Mon. Oct. 13th)
- 27 – Board of Trustees'

November 2025

- 10 – Committee of the Whole
- 17 - Inaugural Election Chair/Vice-Chair
- 24 – Board of Trustees'

December 2025

- 8 – Board of Trustees

January 2026

- 12 – Committee of the Whole
- 26 – Board of Trustees'

February 2026

- 9 – Committee of the Whole
- 23 – Board of Trustees'

March 2026 (March break 16-20)

- 9 – Committee of the Whole
- 23 – Board of Trustees'

April 2026 (Easter – Sun. Apr 5, Easter Monday – Mon, Apr 6, 2026)

- 13 – Committee of the Whole
- 27 – Board of Trustees

May 2026 (Victoria Day – Mon. May 18)

- 11 – Committee of the Whole
- 25 – Board of Trustees'

June 2026

- 8 – Special Board – Budget Presentation
- 22 – Board of Trustees'

CYPT Presentation to WCDSB Trustees, May 26, 2025

Hello my name is Jim Moss and I am a father, husband, consultant and community member of Waterloo region. I am also the Co-Chair of the CYPT. We're going to spend the next 10 minutes together talking about the CYPT, the data and insights we hold on child and youth well-being, and how we can help you as a Trustee group in the work you do.

I'll start with some high-level background information about the Children and Youth Planning Table.

So what is the CYPT? We're a community-wide partnership focused on system-level child & youth well-being. We've traditionally been a group of professionals serving children, youth and families, but now, more young people are getting involved. Our focus is on prenatal to 18-ish, and we've been around since 2011.

In total, almost 2,000 adults and youth are involved from across the full region (3 cities and 4 townships).

There are currently 70 Voting Member organizations with the CYPT. And the WCDSB is one of those 70.

You'll notice the Region of Waterloo here as well. The Region hosts the initiative on behalf of the 70 member organizations. "Hosting" means that they help with our HR, legal, IT, and other administrative pieces.

The work of the CYPT is primarily supported through grants. In 2025, we have 7 funding sources supporting the work.

Our Vision is Happy, healthy children and youth – today and tomorrow. And Our Mission is To unite young people, organizations, and decision makers to take actions that prioritize the well-being of all children and youth in Waterloo Region.

When we refer to "well-being" at the CYPT, we're referring to these 9 Domains from UNICEF Canada's Index of Child & Youth Well-being. These are the things that young people across Canada (and including young people in Waterloo region) says matters most to their health and happiness. And our priority area of focus is Belonging.

Belonging is about being who you are and being accepted. It is about equity, relationships and connections to others. And it is about feeling that your voice matters. Recently, you made an important decision in the name of equity and belonging in voting down the motion to remove Pride Flags and other symbols. Working in the name of

equity means providing supports to those at a disadvantage. This is different than equality, which means providing the same thing to everyone regardless of need.

Here's another important distinction: belonging vs. inclusion. We probably all understand the image on the far left to be that of exclusion. The colourful dots are around the central shape, but never part of it. My roots are in the world of sport so I'm going to add a sport analogy here. The white circle are kids playing soccer wearing blue jeans. And the colourful dots are kids wanting to play soccer but they're wearing khakis. The kids in khakis are excluded from playing because they're not wearing the "right" pants. The rules say they can't.

In the middle, we see a visual representation of Inclusion. The colourful dots have been "allowed" into the central shape. But the shape holds the same lines. So the khaki players have been allowed into the game, but it's known that the right way to be playing this game of soccer is in blue jeans.

And the final image is when we get to belonging. The kids are focused on playing a game for the full benefit of the group, and it doesn't matter what colour pants anyone is wearing. In fact, the rules in their game of soccer may change - because they are co-creating it together. Members of the CYPT believe belonging is foundational to well-being of young people, and that's why we have recommitted to Belonging as our priority area of focus in our 2024-2027 Strategic Plan. The data shows us that when things go right with Belonging, we tend to see good outcomes in other areas of well-being too.

What keeps us busy in our Belonging work at the CYPT are these 4 activities:

1. Research
2. Knowledge Mobilization and Influence
3. Community Coordination
4. Organizational Excellence

And next I would like to share about the insights that have come from our research.

At the CYPT our strategic priorities include centering the voice of Children and Youth to advocate on their behalf. Collecting data to generate insights about our youngest citizens to better understand their current and changing state and needs. This image shows you how we start by hearing the diverse voices of young people through our Youth Impact Survey, turn the data into insights for the community, hold sense making conversations with young people to understand what meaningful change could look like, and then support the community in making those changes.

And when we look at the 2023 Youth Impact Survey data, we can see that many of our region's Children and Youth are in a tough place right now. Only 55% would describe

their mental health as positive. 13% of our respondents have experienced homelessness or hidden homelessness (up from 8% in 2021). 15% are experiencing food insecurity - way up from the 5% we saw in 2021. And in schools, we've seen a 14 percentage point drop in those that feel their teachers treat them fairly - down now to 61%. And only 52% feel they belong in their school - down 10 percentage points.

Their needs aren't being met. As adults making decisions on their behalf, we need to be better at understanding their needs. Children and Youth today are different and changing faster than ever in history. Every decision you make must understand how different they are from the current adult population. For example, in a recent ipsos survey 90% of the adult respondents identified as heterosexual. Only 10% as non-heterosexual. In the child and youth population, 35% of young people identified as something other than heterosexual.

We disaggregate our data so that we can see important differences in subpopulations of youth - for example, gender identity, racial identity or where they live in Waterloo region. There are 8 disaggregated snapshots in total, on top of the aggregate data for all youth living across Waterloo Region. When differences are easier to see, it becomes easier to appreciate and to address. These disaggregated reports speak to the differences and needs of young people broken out by the complexities and intersections of their diverse identities.

As I end my time with you today, I'm asking you to recognize what a fortunate position you are in to have data of this nature, that almost no other community in Canada has. The complement this offers to your reports on Student outcomes and your student census data means you have at your fingertips a robust, wholistic appreciation for the needs of children and youth in our community. Data and insights that are designed to help you understand and better plan to meet the needs of the children and youth within the WCDSB.

The CYPT is here to help be a resource and a partner for you. I will follow our time today by sending a 1-page document with quick links so that you can easily access available insights, as well as upcoming efforts.

Thank you for your time and attention and for the care you use when planning for the best outcomes for your students. I am happy to take any questions or provide any clarification.



Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: Southeast Galt Boundary Review – Final Boundary Review Recommendation Report

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of **Board Policy IV 010 - 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)

On March 3, 2025, the Board of Trustees approved initiating the Southeast Galt Boundary Review. The boundary review process was conducted in accordance with [APF017 – Boundary Review Process](#).

The Final Boundary Review Report, presented on May 12, 2025, was prepared in accordance with APF017.

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

1. Board Policy IV 010 [Facilities/Accommodations](#)
“...the CEO shall not ...
 1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees...
 6. Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives.”
2. [APF017 – Boundary Review Process](#)

Alignment to the MYSP:

☒ **Awaken to Belong**

- ☐ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☒ Families 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.
- ☒ Families are engaged as active partners in our students' Catholic education journey.

Background/Comments:

The Southeast Galt Boundary Review Final Report was presented to the Committee of the Whole on May 12, 2025. The report provided an overview of the boundary review process, public engagement and input together with a evaluation of the options considered by the Staff Committee.

The Staff Committee's recommended scenario, Option 3, was presented in detail in the Final Boundary Review Report and included implementation recommendations for consideration by the Board of Trustees.

Option 3 is based on Option 1 (the original preferred option) with the addition of a split to Sub Area X, creating new Sub Areas X1 and X2, and a split to Sub Area N creating new Sub Areas N1 and N2.

Option 3

- Keeps families living in the southern portion of Sub Area X at St. Vincent de Paul and redirects the north portion of Sub Area X to St. Anne (C)
- Ensures St. Anne (C) will continue to have diversity in their families' demographics by including a portion of Sub Area N (new homes) in the proposed boundary.

To address concerns from families attending schools on an Out of Boundary permission, the Staff Committee recommends the inclusion existing Out of Boundary families in their current schools. Excluded from the Out of Boundary permissions are any students that would be redirected to the new Southeast Galt school.

Further, the Staff Committee recommends a Legacy Exception for students in grade 7 in the year prior to the boundary change, to stay at their current school so they can graduate with their peers.

Recommendation:

That the Board of Trustees approve the following:

1. That the boundary of Holy Spirit Catholic Elementary School (CES), St. Anne (C) CES and St. Vincent de Paul CES be modified, and the boundary of the new Southeast Galt Catholic school be established in accordance with Option 3, effective September 1, 2026, or at such time as the new Southeast Galt Catholic school opens.
2. That effective September 1, 2025, Holy Spirit CES and St. Anne (C) CES become capped to new Out of Boundary students, and St. Vincent de Paul CES remain capped in accordance with APA003 – Admission of Out of Boundary Students. Students who have registered for the 2025/26 school year who have received Out of Boundary permission to attend a review area

school prior to August 31, 2025, will be permitted to attend that school despite the September 1, 2025 cap.

3. That Out of Boundary students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES as of September 1, 2025, be allowed to remain in their current school until they graduate Grade 8, unless they are part of the new Southeast Galt Catholic school boundary.
4. That transportation will not be provided to said Out of Boundary students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES who are granted permission to remain in their current schools until they graduate Grade 8.
5. That all Grade 7 students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES in the 2025/2026 school year, or the school year prior to the new Southeast Galt Catholic School opening, be granted Legacy Exception permission to finish Grade 8 at their current school. And further, said Grade 7 students also be allowed to attend the new Southeast Galt Catholic school in 2026/2027 for Grade 8.
6. That all Grade 7 students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES in the 2025/2026 school year, or the school year prior to the new Southeast Galt Catholic School opening, who opt to remain at their current school in 2026/2027 in accordance with Recommendation 5, be provided with transportation, if they qualify in accordance with board procedure APO012 – Transportation.
7. That prior to the opening of the new Southeast Galt Catholic school, extraordinary Out of Boundary admissions to Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES be considered by a special senior management level committee. The decision of the special senior management level committee is final and non-appealable. The special senior management level committee will only consider appeals where the Administrator of the student's current school and the Administrator of the student's future school agree on the following:
 - a) A student's mental, physical, or academic well-being would likely be compromised if they were moved.
 - b) Upon the professional consideration of school and board staff, there is a determination that a student's unique personal and educational needs are better served at the current school.
 - c) There are unique health and safety considerations pertaining to the student, that are better served at the current school, and which are verified by school and board staff.
8. That a Transition Planning Committee be formed to support all students and staff who will be moving to the new Southeast Galt Catholic school as a result of the Southeast Galt Boundary Review.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Jennifer Passy
Manager of Planning



Virina Elgawly
Planning Officer

Isabelle Lung Ler
Planning Technician

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.





Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: Energy Conservation and Sustainability Report

Type of Report:

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

Type of Information:

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

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

This report will provide Trustees with information to assess the Director of Education's compliance with Board Policy IV 009 "Asset Protection".

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

Executive Limitation IV 010, "Facilities / Accommodations"

"...the CEO shall not...

5. Fail to address the impact of facilities on the environmental footprint"

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:

Attached to this report, Trustees will find attached the Board's 2025 Energy Conservation and Demand Management Plan as well as a summary of the sustainability initiatives undertaken during the past year.

Trustees will note gains made in managing energy consumption in our schools and a continued effort to reduce greenhouse gas emissions.

Gains have been achieved through the replacement of outdated and inefficient equipment and building components. An ongoing initiative which is expected to produce further efficiencies in the programming of building systems by school site based on a review of extended day programs, community use rentals, and scheduled school closure periods.

Zeb Foss, Manager of Energy Conservation and Sustainability, will provide an overview of the highlights of the attached report during the Board Meeting.

Recommendation:

This report is for information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Adrian Frigula
Senior Manager of Facility Services

Zeb Foss
Manager of Energy Conservation and Sustainability

Shesh Maharaj
Executive Superintendent, 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.



**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education



ENERGY CONSERVATION AND DEMAND MANAGEMENT PLAN

PUBLISHED MAY 2024

ECDM Plan Report Advisory Committee

Zeb Foss
Manager of Energy Conservation and Sustainability

Anna Taylor
Manager of Construction Services

Steve Menyhart
Manager of Maintenance Services

Adrian Frigula
Senior Manager of Facility Services

Shesh Maharaj
Executive Superintendent of Corporate Services

Sustainable Development Committee

Colin Hayward
Facility Operations Supervisor

Judy Merkel
Superintendent of Learning

Kevin Hinsperger
Secondary School Administrator

Lema Salaymeh
Senior Manager of Communications

Maria Serpa
Computer/IT Services Technician

Rachel O'Brien
Student Achievement Consultant

Stephen Butterworth
Purchasing Officer

Steve Menyhart
Manager of Maintenance Services

Whitney McKinley
Student Achievement Consultant

Zeb Foss
Manager of Energy Conservation and Sustainability

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Introduction

The Waterloo Catholic District School Board (WCDSB) has a long history of environmental protection and awareness, and of innovative action toward sustainable operations. The Board's collective dedication for creating a better future for its students, staff, and community members stems from a deep appreciation of God's world.

The WCDSB Energy Conservation and Demand Management Plan Report is written to satisfy legislative requirements as they relate to energy conservation, local commitments made to reduce greenhouse gas emissions (GHG), a need to address budget pressures and the current state of our environment, supporting the creation of a sustainable future for younger generations, and in the context of the requirements contained in the 2022-2025 [Multi-Year Strategic Plan](#).

WCDSB is actively addressing long-term sustainability in the following key areas:

- **Energy & Water Conservation**
 - Through energy audits, capital renewal programs, monitoring local consumption, and conducting repairs and preventative maintenance on equipment.
- **Purchasing & Waste**
 - Through contractual terms and conditions with vendors, social procurement programs, waste audits, recycling, and composting programs, and raising awareness around waste with students and staff.
- **Buildings & Grounds**
 - Through tree-planting for shading and greenhouse gas reduction, eco-friendly turf management, repairs and maintenance, and monitoring and managing building controls for efficiency.

- **Food & Drink**

- Through education and awareness programs in the curriculum delivered to students, modelling desirable behaviours, and through administrative procedures providing guidelines to schools on healthy options during food days.

- **Inclusion & Participation**

- Through encouraging both students and staff to be proactive in supporting ethical actions, providing training to all on EDI, being mindful of others, and acting in alignment with Catholic teachings.

- **Local Well-Being**

- Through receiving feedback from students and staff, designing programs to increase physical and mental wellness while at school/work, providing central resources and materials to support wellness, and identifying and training staff experts as wellness champions.

This is in keeping with the guidance of Pope Francis in his historic encyclical, [Laudato Si' – On Care for our Common Home](#) as well as WCDSB's own mission and vision.

Ontario Regulation 25/23: Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans requires Broader Public Sector (BPS) organizations to develop an Energy Conservation and Demand Management (CDM) plan and update it every five years. Our updated CDM plan was developed in compliance with the regulation and covers the period from FY2023-2024 to FY2027-2028. The plan was approved in May 2024.

Our updated CDM plan builds on the Board's previous conservation and demand management efforts as outlined in past plans found here <https://ecozone.wcdsb.ca/energy/>. This updated plan also continues to build on experience gained in energy conservation and demand management over the last five years.

Hard copies of the CDM plan are available at the Catholic Education Centre located at 35 Weber St W, Kitchener.

Guiding Principles

Vision

“Our Catholic Schools: heart of the community -- success for each, a place for all.”

Mission

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

Our Beliefs

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry, and engagement, will become global citizens who transform God's world.

We maximize the God-given potential of each child when we welcome all students, believe in all students, and instill hope in all students, basing our decisions on stated priorities. In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.

Goals & Objectives

The goal of the Waterloo Catholic District School Board Energy Conservation and Demand Management Plan is to guide students and staff to understand the impacts of greenhouse gas (GHG) emissions and to take actions to reduce energy consumption. To meet this goal, an action plan was created using achievable energy conservation targets. These goals and objectives were influenced by and are in alignment with Board plans, policies, principles, and Catholic teachings.

Methodology

- **Vision**
 - An innovative school board where students and staff work together to reduce energy usage in all Waterloo Catholic District School Board buildings.
- **Energy Reduction Target**
 - Reduce energy consumption by 1.5% on annual basis from 2022/2023 school year while maintaining improved occupancy comfort.
- **Approaches**
 - Using existing resources and infrastructure.
 - Developing professional networks with partners in the Ontario Broader Public Sector, Ministry of Education, utility companies, and local experts.
 - Measuring and monitoring progress on energy use and GHG emissions.
 - Committing to continuous energy reductions and best practices.
 - Promoting ongoing training and awareness programs for energy conservation.
 - Encouraging students and staff to participate in environmental initiatives and programs.
- **Focus Area**
 - To reduce electricity, natural gas, and water consumption at all WCDSB sites.
- **Goals & Objectives**
 - To reduce energy use per square meter in all WCDSB buildings.
 - To develop best practices for the operations, maintenance, and retrofit of existing buildings and design of new buildings.
 - To engage students, staff, and stakeholders in sustainable practices and programs.

Education Sector Background

Funding and Energy Management Planning

Each year school boards receive approximately \$1.4 billion school renewal funding from the province. In addition, school boards may receive time-limited funds over this period.

The Ministry typically announces each Board's funding allocations, for the upcoming school board Fiscal Year (September 1st to August 31st), in March-April.

While a board may have a five-year energy management strategy, the ability to implement their strategy depends on the funding that's received for each of the five years covered by their plan.

Asset Portfolios and Energy Management Planning

The education sector is unique in that a board's asset portfolio can experience important changes that crucially impact a board's energy consumption over a five-year period.

The following is a list of some of the most common variables and metrics that change in the education sector.

Facility Variables:

- Construction
 - Year built
 - Number of floors
 - Orientation of the building
- Building Area
 - Major additions
 - Sites sold/closed/demolished/leased

- Portables/Portapaks
 - Installed
 - Removed
 - Areas under construction
- Equipment/Systems
 - Age
 - Type of technology
 - Lifecycle
 - Percentage of air-conditioned space
- Site Use
 - Elementary school
 - Secondary school
 - Administrative building
 - Maintenance/warehouse facility
 - Community Hubs
- Shared Site Use (For example: two or more boards share common areas and/or partnered with a municipality)
 - Swimming pools
 - Libraries
 - Lighted sports fields

Other Variables:

- Programs
 - Childcare
 - Before/After School Programs
 - Summer School
 - Community Use
- Occupancy
 - Significant increase or decrease in number of students
 - Significant increase in the hours of operation
 - New programs being added to a site
- Air Conditioning
 - Significant increase in air-conditioned space
 - Portables

PART I: A REVIEW OF PROGRESS & ACHIEVEMENTS in the PAST FIVE YEARS

The Board's Asset Portfolio

The following table outlines the energy-related variables and metrics in the Board's asset portfolio that changed from the baseline Fiscal Year 2017 to 2018 to the end of the five-year reporting period Fiscal Year 2022 to 2023.

Table 1: Board's Asset Portfolio

Key Metrics	(Baseline Year) Fiscal Year 2022 to 2023	Fiscal Year 2023 to 2024	Variance
Total Number of Buildings	56	57*	1
Total Number of Portables/Portapaks	213	246	33
Total Floor Area (m2)	286,186	295,810	9,624
Average Operating Hours	98**	98**	0
Average Daily Enrolment	26,310	27,688	1,378
% of Total Floor Area Air Conditioned	98%	98%	0%
Number of Facilities with Mechanical Ventilation	56	57	1

* Refer to the detailed asset list in "APPENDIX A: PROFILE OF WCDSB BUILDINGS.

** We have increased the daily operating hours of the mechanical equipment as one of our COVID-19 prevention measures.

Energy Usage Data for the Board

The following table lists the “metered”¹ consumption values in the common unit of Equivalent Kilowatt Hours (ekWh) and Kilowatt Hours (kWh).

Table 2: Metered Usage Values

Utility	Fiscal Year 2022 to 2023 (Baseline year)	Fiscal Year 2023 to 2024
Total Electricity (kWh)	23,866,964	23,110,274
Total Natural Gas (ekWh)	29,035,062	30,418,952

¹ Metered consumption is the quantity of energy used and does not include a loss adjustment value (the quantity of energy lost in transmission).

Weather Normalized Energy Consumption Values

In Ontario, 25% to 35% of energy consumption for a facility is affected by weather.

To demonstrate the effect of weather, the following table shows the Weighted Average Heating Degree Days (HDD)² and Cooling Degree Days (CDD)³ for the six most common Environment Canada weather stations in the Ontario education sector.

Table 3: Ontario Degree-days

Ontario Degree Days	Fiscal Year 2018 to 2019	Fiscal Year 2019 to 2020	Fiscal Year 2020 to 2021	Fiscal Year 2021 to 2022	Fiscal Year 2022 to 2023	Fiscal Year 2023 to 2024
HDD	4,196	3,837	3,696	3,799	3,611	3,311
CDD	334	415	392	340	267	353

² Heating Degree Day (HDD) is a measure used to quantify the impact of cold weather on energy use. In the data above, HDD are the number of degrees that a day's average temperature is below 18C (the balance point), the temperature at which most buildings need to be heated.

³ Cooling Degree Day (CDD) is a measure used to quantify the impact of hot weather on energy use. In the data above, CDD are the number of degrees that a day's average temperature is above 18C, the temperature at which most buildings need to be cooled. It should be noted that not all buildings have air conditioning, and some building have partial air conditioning. The UCD only applies CDD to meters that demonstrate an increase in consumption due to air conditioning.

The best way to compare energy usage values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an “apple-to-apple” comparison of consumption across multiple years.

However, a straight comparison of Total Energy Consumed between one or more years does not take into consideration changes in a board’s asset portfolio, such as changes in buildings’ features (refer to the Facility Variables listed on pages 12 and 13), and newly implemented programs (refer to the Note to Readers on pages 17-21) which will greatly impact energy consumption.

As a result, weather normalized Energy Intensity⁴ is the most accurate measurement that allows the evaluation of a board’s energy use from one year to another as it cancels out any change in floor area. The unit of measurement used is either equivalent kilowatt hours per square foot (ekWh/ft²) or equivalent kilowatt hours per square metre (ekWh/m²).

Table 4: Weather Normalized Values

Weather Normalized Values	Fiscal Year 2022 to 2023 (Baseline Year)	Fiscal Year 2023 to 2024 (Most Recent Data Available)
Total Energy Consumed (ekWh)	54,512,104	55,609,110
Energy Intensity (ekWh/ft ²)	17.70	17.46
Energy Intensity (ekWh/m ²)	190.38	187.99
Total GHG Emissions (kgCO ₂)	6,291,496	6,414,629
Emissions Intensity (kgCO ₂ /ft ²)	2.04	2.01
Emissions Intensity (kgCO ₂ /m ²)	21.98	21.68

⁴ Energy Intensity (known as EI) is the quantity of total energy consumed divided by the total floor area. EI is typically expressed as equivalent kilowatt hours per square foot (ekWh/ft²), gigajoule per square metre (GJ /m²), etc., depending on the user’s preference.

Review of Previous Energy Conservation Goals & Achievements

In 2023, the Board set annual energy conservation goals for the following five fiscal years. The following table compares the Energy Intensity Conservation Goal with the Actual Energy Intensity Reduced for each year.

Table 5: Comparison of Energy Intensity Conservation Goal and Actual Energy Intensity Reduced

Fiscal Year	Conservation Goal ekWh/ft2	Conservation Goal ekWh/m2	Conservation Goal Percentage	Actual Energy Savings ekWh/ft2	Actual Energy Savings ekWh/m2	Actual Energy Percentage
2023 to 2024	0.32	3.49	1.50	0.24	2.39	1.30

NOTE TO READERS:

When reviewing annual Actual Energy Savings and Actual Energy Percentage in the chart above, the following should be considered:

1. Conservation goals are based on the assumption that operational parameters will generally remain consistent. However, the pandemic that arrived in early 2020, significantly changed how schools operated and impacted their energy consumption.
2. As a result, significant operational changes were implemented that currently remain in place.
 - Factors that increased consumption include:
 - Implementation of new health and safety factors in FY2021 through FY2023 to address pandemic issues, such as:
 - increased ventilation (intake of fresh air),
 - increased filtration requirements
 - expanded operating hours of HVAC equipment

A board's ability to achieve their 2023 forecasted Conservation Goals may be limited by some or all the above factors.

In addition to the pandemic-related factors outlined above, there are several other factors that regularly impact a board's ability to achieve their conservation goals, including:

Before and After School Programs

Before-School and After-School Programs need a facility's Heating, Ventilation, and Air Conditioning (also known as HVAC) system to operate for an extended period of time on a daily basis, which increases the overall energy intensity.

Community Use of Schools

Both indoor and outdoor school space is available to not-for-profit community groups at reduced rates, outside of regular school hours. The use of spaces in schools, typically gymnasiums and libraries, has increased over time. The use of these spaces during non-school hours requires a facility's HVAC system to operate for an extended period on a daily basis, which will increase the overall energy intensity.

Community Hubs

Many schools now offer a greater range of:

- events (cultural),
- programs (arts, recreation, childcare), and
- services (health, family resource centres).

The dramatic increase in community use means that many schools now run from 6:00 a.m. until 11:00 p.m. during weekdays and are open many times on weekends. The use of these spaces during non-school hours requires a facility's HVAC system to operate for an extended period on a daily basis, which will increase the overall energy intensity.

Air Conditioning

Historically, schools have not had air conditioning, or it has been a minimal space in the facility. However, with changing weather patterns, "shoulder seasons" such as May, June and September are experiencing higher than normal temperatures and there is an increased desire for schools to have air conditioning. Air conditioning significantly increases a facility's energy use, specifically electricity consumption.

All of Waterloo Catholic District School Board's learning spaces are air-conditioned.

Compliance with Ontario Building Code (also known as OBC)

When renovations or an addition is built onto an existing school, in-place equipment such as HVAC systems, lighting etc., may be required to meet current OBC standards which may result in increased energy use.

For example, under the OBC, buildings built today have increased ventilation requirements, meaning more outside air is brought into a facility. As a result, HVAC systems need to work longer to heat or cool the outdoor air to bring it to the same temperature as the standard indoor temperature for the building.

Ventilation and Filtration

In consultation with the Office of the Chief Medical Officer of Health, the Ministry of Labour, Immigration, Training and Skills Development and others, school boards have been expected to continue to build on established practices to optimize air quality to support healthy and safe learning environments for students and staff.

Many of these new recommendations/requirements can impact utility consumption. For instance, the implementation of standalone HEPA filtration units has impacted energy consumption, primarily electricity.

Measures Implemented from Fiscal Year 2022/2023 to Fiscal Year 2023/2024

A list of the measures implemented, the related costs, and the fiscal year that the measure was implemented within the Board are outlined in **Appendix: Investments in Energy Efficiency between Fiscal Year 2024 and Fiscal Year 2028**. Here is the list of sheets:

1. Design, Construction and Retrofit Investments
2. Operations and Maintenance Investments
3. Occupant Behaviour Investments
4. Summary of All Investment Types

NOTE TO READERS:

Important Consideration - It takes a minimum of one full year after an energy management strategy has been implemented before an evaluation can measure the related actual energy savings achieved.

PART II – ENERGY CONSERVATION & DEMAND MANAGEMENT PLAN for FY 2023/2024 to FY 2027/2028

Part II outlines the board’s plan to reduce energy consumption through energy management strategies including:

1. Design, Construction and Retrofit;
2. Operations and Maintenance;
3. Occupant Behavior.

Design/Construction/Retrofit

Definition

Design, construction, and retrofit includes the original and ongoing intent of how a building and its systems are to work through the combination of disciplines such as architecture and engineering.

For the Board’s relevant projects over the next five years, please refer to **Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix A: Design, Construction, and Retrofit.**

Operations and Maintenance

Definition

Operations and maintenance include the strategies the Board uses to make sure that the existing buildings and equipment performs at maximum efficiency. For the Board’s relevant projects over the next five years, please refer to **Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix B: Operations and Maintenance.**

Occupant Behaviour

Definition

Strategies that the Board uses to teach occupants, including staff, students and community users, with an emphasis on changing specific actions to reduce energy consumption. For the Board's relevant projects over the next five years, please refer to **Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix C: Occupant Behaviour**.

Future Energy Conservation Goals

The Board has set out the following energy intensity reduction conservation goals for the next five fiscal years.

Table 6: Annual Energy Intensity Conservation Goals

Annual Energy Intensity Conservation Goal	Fiscal Year 2023 to 2024	Fiscal Year 2024 to 2025	Fiscal Year 2025 to 2026	Fiscal Year 2026 to 2027	Fiscal Year 2027 to 2028
ekW/ft ²	0.32	0.32	0.32	0.32	0.32
ekW/m ²	3.49	3.49	3.49	3.49	3.49
Percentage Decrease	1.50	1.50	1.50	1.50	1.50

The following table shows the Board's Cumulative Energy Intensity Conservation Goal for the next five fiscal years.

Table 7: Cumulative Conservation Goal

Cumulative Conservation Goal	Fiscal Year 2023 to 2024 through Fiscal Year 2027 to 2028
ekWh/ft ²	1.62
ekWh/m ²	17.47
Percentage Decrease	7.50

Environmental Programs

In Fiscal Year 2023 to 2024, schools within the Board participated in environmental programs.

1. EcoSchools:
20 schools participated

Energy Efficiency Incentives

1. The Board applies to incentive programs to support the implementation of energy efficient projects on a regular basis.

☒ Yes ☐ No

If yes, between Fiscal Year 2018 to 2019 and Fiscal Year 2022 to 2023, the Board has applied for approximately \$350,000 in incentive funding from different agencies to support the implementation of energy efficient projects.

2. The Board uses external resources, such as IESO Service Representatives and / or Enbridge Service Representatives, to apply for incentives.

☒ Yes ☐ No

If yes,

☒ IESO Service Representative

☒ Enbridge Service Representative

Energy Procurement

1. The Board participates in a consortia arrangement to purchase electricity.

☐ Yes ☒ No

2. The Board participates in a consortia arrangement to purchase natural gas.

☒ Yes ☐ No

If yes,

☒ Ontario Education Collaborative Marketplace's (also known as OECM) Natural Gas Management and Advisory Services

3. The Board participates in a consortia arrangement to purchase alternative utilities (fuel oil, propane, wood, district heat, district cool).

☐ Yes ☒ No

Demand Management

1. The Board uses the following method(s) to monitor electrical Demand:

☒ Invoices

☐ Real-time data

☒ Online data from the Local Distribution Company (LDC)

2. The Board uses the following methodologies to cut down electrical Demand:

☒ Equipment scheduling

☒ Phased/staged use of equipment

☐ Demand-limit equipment

☐ Deferred start-up of large equipment (e.g. chiller start-up in spring)

☒ Other:

Variable Frequency Drives

Energy Management/Sustainability Strategies

A description of WCDSB historic, current, and proposed measures to reduce energy consumption including a forecast of expected results of current and proposed measures is described in sections below.

In 2008, WCDSB established the Environmental Committee Group (now called Sustainable Development Committee). The role of the committee is to make recommendations to WCDSB Executive Council to ensure broad-based, long term sustainability. The committee consists of members from various areas of the WCDSB. The Sustainable Development Committee meets quarterly and uses communication technology frequently to reduce the need for in-person meetings.

In 2009, a Sustainable Development Policy was created to establish sustainable practices and initiatives across the school system.

In 2011, WCDSB developed its first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient fixtures. The plan also included a temperature standard for heating and cooling. During winter months, heating was set at 22°C for classrooms, offices, and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors were set at 20°C. All buildings had their night temperature set at 18°C. Cooling was set at 27°C after the first week in July until the last week of August, except where summer school was in session. In response to the COVID-19 pandemic, the heating set points were changed from 21°C to 18°C from March until September.

The Board has been applying for incentive programs to support the implementation of energy efficient projects on a regular basis. Since fiscal year 2010-11, the Board received over \$200,000 in incentive funding from various agencies to support the implementation of energy efficient projects. The Board has also been leveraging the services of the sector's Incentive Program Advisor.

In 2013, through a partnership with a solar developer, WCDSB received an approval from the Ontario Power Authority to install 17 solar photovoltaic (PV) systems through the FIT2 program. The 17 sites include: St. Agnes (100 kW), St. Benedict (325 kW), Canadian Martyrs (120 kW), St. Clement (60 kW), St. David (375 kW), St. Dominic (115 kW), St. Elizabeth (100 kW), Holy Spirit (175 kW), Saint John Paul II (145 kW), St. Kateri Tekakwitha (160 kW), St. Luke (200 kW), St. Mary (400 kW), St. Margaret (150 kW), St. Matthew (175 kW), St. Nicholas (180 kW), Resurrection (425 kW), St. Teresa of Calcutta (175 kW). These sites generate a total of 3380 kW of electricity that is being fed to the Ontario electricity grid.

As part of the Green Schools Pilot Initiative, WCDSB installed hot water solar panels at St. Mary's Secondary School. In addition, a 10kW solar PV system was installed at Monsignor Doyle Secondary School.

Social media presence was established in 2016 through the development of the www.ecozone.wcdsb.ca website and an associated twitter handle. The EcoZone website provides information on the Board's annual energy consumption, energy conservation projects, and sustainable initiatives and practices.

In 2016, an energy reduction target of 1% a year from 2013-14 levels was set to be achieved by 2023.

In addition, a 20% GHG emissions target was set to be achieved by 2024 from 2014 levels.

Both the energy and GHG emissions reduction targets were achieved prior to 2023.

In 2018, the Sustainable Development AP was updated and renamed [Environmental Education, Stewardship and Sustainability](#). The goal of this AP is to enable and coordinate sustainable practices throughout the organization. The WCDSB is committed to achieving continual, measurable improvements in the environmental education, stewardship, and sustainability practices within its control.

The Sustainable Development Committee meets quarterly to discuss sustainable initiatives at the school and board office level.

In 2019, the Pope Francis Award for Ecological Leadership was created to recognize school staff members who actively demonstrate a love for creation and care for the planet in all their interactions.

In 2019, four ASHRAE II energy audits were completed at low performing schools to determine energy saving measures.

Facility Services meets regularly to discuss energy-related projects to ensure proposed targets are being met.

An internal process has been put in place to help address and track progress of energy goals. This allows for continuous measuring and monitoring of energy use and GHG emissions.

WCDSB participates in the CSBSA Natural Gas Management and Advisory Service natural gas purchasing consortium to cut down on procurement costs.

Current construction and energy projects include indoor and outdoor lighting upgrades, high efficiency boilers/HVAC upgrades, new energy efficient windows and doors. Several schools are also getting upgraded building automation systems (BAS).

Due to the COVID-19 pandemic, ventilation has been programmed to turn on for up to 3 hours before and after occupancy times. Starting in December 2020 higher-rated MERV air filters were added to HVAC equipment and ventilation rates were increased where systems can accommodate, also HEPA air filter units have been placed in classrooms to ensure safety for students and staff.

Real-time water flow sensors have been installed at all our facilities to monitor and track water consumption. This has resulted in utility meter issues being identified and rectified, several maintenance issues being identified to reduce wasted water, and many opportunities to ensure water is consumed in a responsible and efficient manner.

In 2023 several sustainability/climate awareness field trips and professional development workshops were arranged for students/teachers at a local

sustainably designed net-zero building.

In June 2023 WCDSB enrolled in the Strategic Energy Management program, a 2-year incentive program administered by the IESO which provides \$0.02kWh of electricity savings for implementing eligible measures for projects not incented through other Save On Energy programs.

In 2024 WCDSB received the Greatest GHG Emissions Reduction Award from Sustainable Waterloo Region for the 2022/2023 Fiscal Year.

In summer of 2024, following Canada's recent legislation to phase out fluorescent lighting, we completed LED lighting retrofits at seven schools. These upgrades are part of our broader initiative to transition to LED lighting across the entire Board. The retrofits have resulted in reduced electricity consumption (approx. 870,000kWh annual savings), lower utility costs (approx. \$160,000 annual savings), decreased greenhouse gas emissions (approx. 30.5 metric tons of CO₂e avoided annually), reduced maintenance, and improved light quality. Various incentives/grants were leveraged to help with the capital cost of these upgrades, which combined with the annual cost savings will result in a 3.56-year payback. We have received positive feedback from staff regarding these changes and will continue to retrofit more schools throughout the summer of 2025.

On November 13, 2024, Monsignor Haller Catholic Elementary School collaborated with the Community Canopy project and Reep Green Solutions to plant nine trees on the school grounds, addressing tree canopy inequality in an area with low tree coverage and many equity-deserving residents. This initiative included special dedications for a late student and a retired teacher, and provided students with hands-on lessons in tree care and sustainability, fostering community building and environmental stewardship.

Canada EcoSchools

Canada EcoSchools program has been instrumental in the development of sustainability education at the WCDSB. With the help of teachers and support staff at the Board's schools (particularly custodians), students are far more

aware about the state of our natural environment and are tremendously engaged in environmental initiatives. WCDSB has put a lot of focus on student engagement and environmental programming. The Board continuously collaborates with local stakeholders such as local municipalities, not-for-profit organizations, charities, local colleges and universities, and businesses, to bring meaningful and hands-on sustainability experience. To support our student's experiential learning, we deliver customized workshops on topics included but not limited to waste diversion strategies, energy conservation practices, greening grounds, and food systems. In 2019-2020, 47 of WCDSB schools received the 2020 Special Edition Seal for their participation in EcoSchools Program. Due to the pandemic, staff are reviewing program requirements and will report on certification in future reports.

Food, Pollinator Gardens and Grounds Greening

Our students have enormous interest for pollinator and food gardens. Many of our schools grow pollinator flowers, veggies, herbs, and fruit in their gardens that they get to enjoy. Food gardens are an excellent means of community building and discovery-based learning. By growing their own food students learn the importance of eating healthy. As a result of the high demand for food gardens, in 2019, 15 garden beds were distributed to elementary schools. These garden beds were made by students from our five secondary schools.

More recently, WCDSB has been working with Sustainable Waterloo Region on implementing several Microforests at our schools which aims to plant between 10-100+ native species trees/shrubs. The goal is to provide long-term environmental and aesthetic benefits for the schools, surrounding neighbourhoods, and communities by absorbing heat from paved areas, reducing stormwater runoff, and providing habitat for local wildlife, among several other vital functions.

Integrating ongoing maintenance of these microforests with our teacher/parent volunteers as well as youth teams that are paid stipends through support of several local not-for-profit organizations.

To manage energy consumption, the board has in place the following set point temperatures:

Category	Definition	Winter		Summer	
		Applicable Dates	Set Point	Applicable Dates	Set Point
Occupied	Full or near full occupancy	September 15	21°C	June 1	23°C
Unoccupied	No occupants; closed or empty	September 15	17°C	June 1	28°C

** Heating/Cooling switchover dates vary from year to year depending upon weather*

*** Many HVAC systems do not require a switchover date and heat/cool year-round based upon outside air temperature*

**** Most thermostats provide occupants with a 1-3°C variance from the set point*

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APPENDICES

PROFILE OF WCDSB BUILDINGS

Building Name	Building ft ²	Year Built
Elementary Schools		
Blessed Sacrament	39,522	1988
Canadian Martyrs	30,733	1967
Christ The King	26,237	1978
Holy Family	25,381	1959
Holy Rosary	50,916	1989
Holy Spirit	49,390	2002
John Sweeney	59,948	2003
Monsignor Haller	23,296	1971
Our Lady of Fatima	49,949	1959
Our Lady of Grace	22,131	1976
Our Lady of Lourdes	32,930	1948
Saint John Paul II	60,476	2010
Sir Edgar Bauer	47,165	1970
St. Agnes	25,909	1956
St. Aloysius	28,064	1954
St. Anne (Cambridge)	27,966	1965
St. Anne (Kitchener)	49,712	1947
St. Augustine	39,407	1991
St. Bernadette	27,454	1952
St. Boniface (Breslau)	43,500	2021
St. Brigid	54,517	2017
St. Clement	27,119	1969
St. Daniel	28,709	1958
St. Dominic Savio	44,303	1999
St. Elizabeth	39,590	1992
St. Gabriel	45,897	2014
St. Gregory	25,517	1958
St. John	48,402	1929
St. Joseph	22,176	1959
St. Josephine Bakhita	69,061	2023
St. Kateri Tekakwitha	40,205	1992
St. Luke	60,088	2002

St. Margaret of Scotland	38,115	1990
St. Mark	23,011	1978
St. Matthew	44,329	1995
St. Michael	30,390	1952
St. Nicholas	45,370	2002
St. Paul	35,032	1964
St. Peter	34,656	1963
St. Teresa (Kitchener)	30,545	1953
St. Teresa of Avila (Elmira)	26,763	1964
St. Teresa of Calcutta (Cambridge)	46,033	1998
St. Timothy	25,092	1981
St. Vincent de Paul	62,678	2018
Secondary Schools		
St. Benedict	200,985	1997
St. David	161,012	1965
Resurrection	201,850	1990
St. Mary	215,878	2002
Monsignor Doyle	150,720	1976
St. Francis Cambridge (Leased)	27,882	1968
St. Louis Adult Learning & Continuing Education Centre - (St. Francis campus – Kitchener)	14,651	1958
St. Louis Adult Learning & Continuing Education Centre – Main Campus	83,642	1957
St. Don Bosco Alternative Education (St. Mary's West Campus)	20,204	1966
St. Don Bosco (Leasing)	2,475	1974
Administrative Buildings		
WCDSB Catholic Education Centre	112,136	1955
Facility Services	34,179	1979
Administrative Operations (Maryhill)	22,162	1898

APPENDIX A: Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028: Design, Construction, and Retrofit

	FY2024	FY2025	FY2026	FY2027	FY2028
Lighting					
High-efficiency Lighting Systems including Occupancy and Daylighting Sensing	\$900,000	\$500,000	\$900,000	\$700,000	\$700,000
Exterior Lighting – LED retrofits	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
HVAC					
Efficient Boilers (high efficiency)	\$150,000	\$600,000	\$820,000	\$520,000	\$900,000
Energy Efficient HVAC Systems (Heat pump etc.)	\$1,320,000	\$750,000	\$1,250,000	\$950,000	\$775,000
Energy Efficient Rooftop Units	\$300,000	\$750,000	\$800,000	\$825,000	\$1,000,000
Domestic Hot Water (High Efficiency)	\$200,000	\$2,050,000	\$1,775,000	\$1,850,000	\$1,700,000
Controls and Automation					
Building Automation Systems – Upgrade	\$200,000	\$320,000	\$405,000	\$200,000	\$500,000
Building Envelope					
New Roofing	\$1,600,000	\$2,000,000	\$1,550,000	\$1,000,000	\$1,775,000
New Windows	\$250,000	\$0	\$0	\$775,000	\$0
Total Investments	\$4,930,000	\$6,980,000	\$7,510,000	\$6,830,000	\$7,360,000

APPENDIX B: Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028: Operations and Maintenance.

	FY2024	FY2025	FY2026	FY2027	FY2028
Policy and Planning					
Procures Energy Star Certified Appliances	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Commissioning					
Commissioning (Retro/Recommissioning)	\$0	\$10,000	\$0	\$10,000	\$0
Total Investments	\$3,000	\$13,000	\$3,000	\$13,000	\$3,000

APPENDIX C: Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028: Occupant Behaviour.

	FY2024	FY2025	FY2026	FY2027	FY2028
Training and Education					
Building Operator Training	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Participate in Environmental Programs, such as EcoSchools/SWR	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Total Investments	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500

APPENDIX D: Planned Investments in Energy Efficiency Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028– Total Investments

	FY2024	FY2025	FY2026	FY2027	FY2028
Design, Construction, and Retrofit	\$4,930,000	\$6,980,000	\$7,510,000	\$6,830,000	\$7,360,000
Operations and Maintenance	\$3,000	\$13,000	\$3,000	\$13,000	\$3,000
Occupant Behaviour Strategies	\$15,500	\$15,000	\$15,500	\$15,500	\$15,500
Total Investments	\$4,948,500	\$7,008,500	\$7,528,500	\$6,858,500	\$7,378,500
Estimated Annual Energy Savings (ekWh)	722,918	962,580	962,580	962,580	962,580

Senior Management Approval of this Energy Conservation and Demand Management Plan

I confirm that Waterloo Catholic District School Board's senior management has reviewed and approved this Energy Conservation and Demand Management Plan.

Updated by:

Full Name: Zeb Foss

Job Title: Manager of Energy Conservation and Sustainability

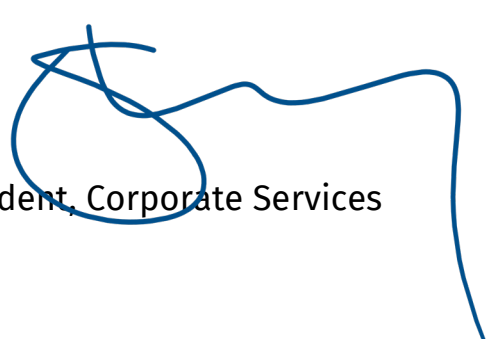
Date: May 12, 2025

Reviewed by:

Full Name: Shesh Maharaj

Job Title: Executive Superintendent, Corporate Services

Date: May 20, 2025





Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: Innovation Board Report

Type of Report:

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

Type of Information:

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

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

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

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

[Ontario Ministry of Education Curriculum and Resources Website:](#)

- [The Role of Information and Communications Technology](#)
- [Experiential Learning](#)
- [Transferable Skills](#)
- [Cross-curricular and integrated learning](#)

[Ontario Ministry of Education Kindergarten Program](#)

[Ontario Ministry of Education Curriculum Documents](#)

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12](#)

[Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)

[Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)

[Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)

[Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being](#)

[Policy/Program Memorandum 164 - Requirements for Remote Learning \(PPM164\)](#)

[Policy/Program Memorandum 167 - Online Learning Graduation Requirement \(PPM167\)](#)



WCDSB Responsible Use of Information Technology and Electronic Data - [APS017](#) (staff) and [APC052](#) (student)

WCDSB Electronic Communications and Social Media Use Guidelines - [APS035](#)

WCDSB Procedure for the Purchase of All Electronic Computing Devices - [APS015](#)

[Ontario Broadband Modernization Project \(BMP\)](#)

Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>

[WCDSB GenAI Guidelines](#)

Alignment to the MYSP:

☐ Awaken to Belong

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

☒ Ignite to Believe

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

☐ Strengthen to Become

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

Background/Comments:

Innovation at Waterloo Catholic District School Board:

Innovation, strategic planning, and accelerated technological progress have catalyzed a significant cultural transformation at the Waterloo Catholic District School Board. Our focus is firmly set on student-centered design, fostering deep learning, and cultivating transferable skills.

Throughout the 2024 - 2025 school year, we have encountered various challenges. However, our adaptability remains unwavering. We continue to prioritize robust pedagogical practices, ensuring they are responsive to the diverse needs of students, families, and staff. Equity, diversity, and inclusion are foundational principles guiding our decisions. We acknowledge the diverse identities and circumstances that shape our students' learning requirements, particularly those who are underserved.

Our strategic planning is driven by a commitment to navigating the dynamic digital landscape. We emphasize digital citizenship, AI literacy, cyber-awareness, and the creation of safe learning environments, both virtual and physical, for everyone involved. We champion novel approaches and nurture innovative ideas from all quarters. Our dedication to innovation and agility remains steadfast, as reflected in this report.



MYSP Connection:

- **Pillar:** Ignite to Believe
- **Goal:** Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- **MYSP indicator:** #10 – Student Well-Being Index
- **MYSP indicator goal:** Decrease the proportion of students who answer “no” by 5% across each of the MYSP indicator #10 questions.

The Board continues to strengthen the vital connection between innovative Deep Learning initiatives and the development of Ontario Catholic School Graduate Expectations (OCSGEs) and Transferable Skills, all firmly anchored in our Multi-Year Strategic Plan. These objectives remain centered on nurturing holistic education that addresses students' academic, spiritual, and emotional growth. Our commitment to MYSP indicator #10 on student well-being has yielded positive results, as we've successfully reduced the proportion of students responding "no" to experiencing OCSGEs opportunities at school.

This year's innovation portfolio showcases a significant expansion of our reach and impact. Through partnerships with Microsoft, ECNO, C21 Canada, and international collaborations including our work in Colombia, we've extended our influence well beyond district boundaries. Our Deep Learning Dialogues podcast has connected educators with experts across educational landscapes, while initiatives like the Teacher Learning and Innovation Allocation (TLIA) have empowered educators to lead their own professional development in critical areas including AI integration, Universal Design for Learning, and Design Thinking.

Our comprehensive digital citizenship programs through Block Craft Academy now reach students across all divisions with age-appropriate content, while initiatives like the Engineering Outreach partnership with the University of Waterloo and the Honour the Work and STREAM Week provide authentic connections to real-world applications and future pathways. The Beyond the Scroll webinar series has extended our support to families navigating the digital landscape, creating a more robust community approach to technological integration with a focus on social media.

These diverse initiatives collectively demonstrate our commitment to developing future-ready students equipped with essential transferable skills while honoring our Catholic values. By embracing emerging technologies like Generative AI while establishing clear ethical guidelines for their use, we continue to position WCDSB at the forefront of innovative education that prepares students to thrive in an increasingly complex world while remaining grounded in our faith-based principles.

Innovation Strategic Roadmap

Goal: To increase the proportion of students that experience Deep Learning in their school experience.

Measuring: Starting in 2024, all students between grades 4 to 12 are invited to participate on an annual student survey. In 2024, when students participated in the Middle-years Development Instrument (MDI) students were asked questions about how frequent students are engaged in various components of the Ontario School Graduate Expectations (OCSGE), which are also directly mapped to [Ministry Transferable Skills](#). The student questions were:

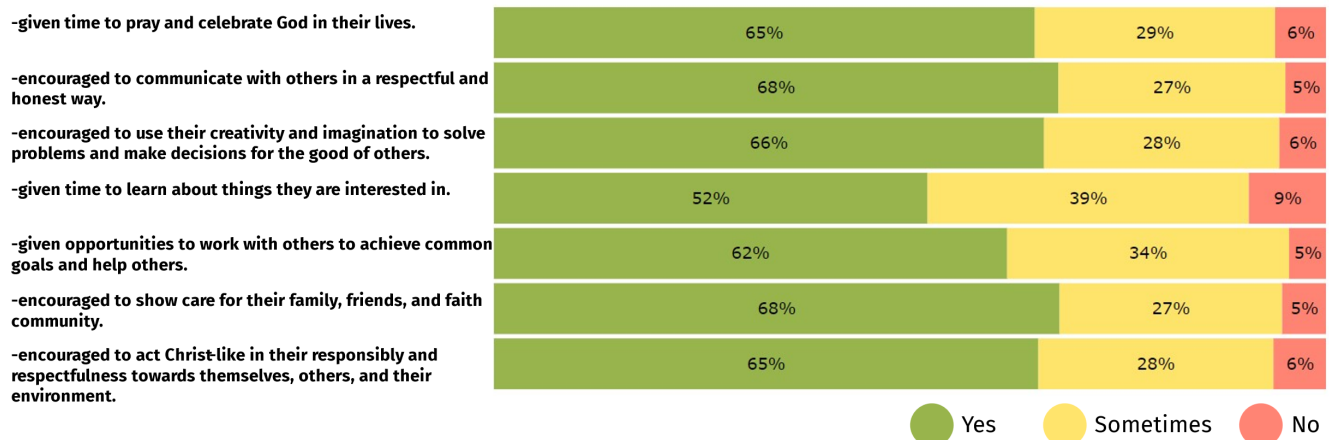


At school, students are:

- **Given time to pray and celebrate God in their lives.** [note: A Discerning Believer (OCSGE) / Critical Thinking and Problem Solving, (Transferable Skill)]
- **Encouraged to communicate with others in a respectful and honest way.** [note: An Effective Communicator (OCSGE) / Communication, Digital Literacy (Transferable Skill)]
- **Encouraged to use their creativity and imagination to solve problems and make decisions for the good of others.** [note: A Reflective, Creative and Holistic Thinker (OCSGE) / Critical Thinking and Problem Solving, Innovation, Creativity and Entrepreneurship (Transferable Skill).]
- **Given time to learn about things they are interested in.** [note: A Self-Directed, Responsible, Lifelong Learner (OCSGE) / Self-Directed Learning, (Transferable Skill).]
- **Given opportunities to work with others to achieve common goals and help others.** [note: A Collaborative Contributor (OCSGE) / Communication (Transferable Skill).]
- **Encouraged to show care for their family, friends, and faith community.** [note: A Caring Family Member (OCSGE) / Global Citizenship and Sustainability (Transferable Skills).]
- **Encouraged to act Christ-like in their responsibility and respectfulness towards themselves, others, and their environment.** [note: A Responsible Citizen (OCSGE) / Digital Literacy, Global Citizenship and Sustainability (Transferable Skills).]

From the 2024 annual student survey, here are the distribution of responses from students grade 4-12 across these questions:

At school, students are:



Moving forward, these questions will be included in the annual student survey to monitor how students are experiencing these transferable skills in their classrooms.

Programming:

Strategy	Description	Implementation & Monitoring	Connected Transferable Skills	Deep Learning Framework
WCDSB Innovates Website	Innovation website to provide resources and support to our WCDSB community.	28,147 site visits from September - May	All	All
Social Media presence	@WCDSBInnovates Instagram account aims to keep educators informed with the latest in GenAI, Digital Literacy, Citizenship, Safety & Security, pedagogy, and Deep Learning in the classroom.	(March - May) -90% increase in followers - 20,474 impressions - 321 page engagements	All	All
Monthly Deep Learning Skills	Provide monthly materials for educators to use with and for students that integrate OCSGEs, the Deep Learning framework, and Transferable Skills into the classroom and professional practice.	An updated slide deck resource is released to all WCDSB schools and educators every month. 1470 teacher views	All	All
Generative AI Guidelines (2025 additions: assessment and evaluation, report card companion, parent and caregiver guidelines)	Maintain clear guidelines for teachers, students and parents on when and how to use artificial intelligence at home and in the classroom. All educators have received PD to introduce them to GenAI.	Educator Guidelines: 878 unique views Student Guidelines: 739 unique views	Digital Literacy, Self-Directed Learning, Communication, Critical Thinking, Innovation	Leveraging Digital, Pedagogical Practice
Deep Learning Dialogues	This professional development podcast series delivered accessible learning opportunities to educators on the go, connecting our district with thought leaders and experts across diverse educational landscapes across	2,800 downloads	All	All



	the world. “Deep Learning Dialogues” .			
Generative AI Mobile Learning Lab	Collaborative, hands-on sessions for educators to actively work with AI tools. Educators experienced practical AI applications specific to their school’s teaching needs.	1014 staff members		
GenAI Innovation Network	Virtual collaboration brought together multiple stakeholders to engage in dialogue about generative artificial intelligence in education. Discussion focused on WCDSB AI Guidelines, how AI is currently being used in teaching and learning, key considerations for responsible AI implementation and resources and support needed for successful AI adoption.	51 people	All	All
GenAI Beyond WCDSB	This collaborative initiative expanded our generative AI innovations beyond district boundaries, sharing best practices and fostering partnerships with educational institutions across the region.	ECNO C21 Microsoft Colombia Logistics Academy Panel Discussion CTV News KW Record CBC Morning Edition	All	All
Innovation Committee	Members engage in Professional Development to learn and implement Deep Learning within their educational context. Books and materials were provided. As part of year 2 initiative, members created vignettes highlighting Deep Learning in action in their schools.	46 members 4 meetings throughout the 2024-2025 school year.	All	All

TLIA (Ministry GSN)	This initiative empowered teachers to lead their own professional development projects, fostering innovation in Universal Design for Learning, AI integration, Assessment and Evaluation strategies, and Design Thinking methodologies across our district.	All Secondary Teachers	All	Pedagogical Practice, Learning Environment, Inclusion and Belonging
Rural School Grant	Support our three WCDSB rural schools to implement innovative technology through professional development.	St. Boniface St. Brigid St. Clement	Digital Literacy	Leveraging Digital, Pedagogical Practice, Learning Environment
Esports Program	Enhance teacher learning and professional development across WCDSB schools by implementing a comprehensive esports program that equips educators with the knowledge and skills to effectively engage students in esports, fostering teamwork, critical thinking, and digital literacy, while promoting positive mental health and wellness. This program is run in partnership with the Experiential Learning Department.	25 Schools 425 students 48 teachers	All	All
Girls Who Game	The Girls Who Game program, created by Dell Technologies in collaboration with partners Microsoft and Intel, aims to empower female students in grades 4 to 8. Through this extracurricular initiative, underserved students across the world learn about science, technology, engineering, and mathematics (STEM) by engaging in gaming activities to become future leaders in STEM-related fields.	15 students 3 teachers	All	All

Elementary Robotics in the Skilled Trades Program Development	Provide elementary students and teachers with a comprehensive one-day robotics workshop using Lego Spike Prime kits, aiming to introduce them to the fundamental principles of engineering design while concurrently fostering cross-curricular learning and highlighting the significant links between skilled trades in Ontario and future career pathways. This program is run in partnership with the Experiential Learning Department.	15 schools 169 students 38 teams 30 teachers	All	All
STEMovation with Wilfrid Laurier	Expand access to high-quality STEM programming for under-represented groups in STEM education and careers through family-friendly, in-community outreach events.	Running at 3 schools: Christ the King/St. Peter and Our Lady of Lourdes Event in May for families. Anticipated attendance: 500 people	All	All
Mutual Mentoring with Wilfred Laurier	This innovative partnership paired teacher candidates with experienced educators in a reciprocal learning model, where veteran teachers provided classroom management expertise while teacher candidates shared cutting-edge coding and robotics knowledge, benefiting both groups and enhancing STREAM education throughout participating schools.	8 teacher candidates 8 classroom teachers	All	All

Digital Citizenship and Cyber Security	To enhance digital citizenship and cybersecurity awareness in K-12 classrooms, focusing on reducing cyberbullying, through proactive resource provision and responsive support to educators within the WCDSB, ensuring a safer and more informed digital environment for students. A campaign in the month of October aligned with our Deep Learning skill of Digital Literacy.	Regular System Announcements and Instagram posts from @WCDSBInnovates	Digital Literacy, Critical Thinking	Leveraging Digital
Blockcraft Academy	This comprehensive digital citizenship program spans primary to intermediate divisions, offering age-appropriate modules including "Home Sweet Hmmm" (Gr.1-3) for online safety basics, "Good Game!" (Gr.4-6) for positive digital footprint development, and "Network Heroes" (Gr.7-8) for cybersecurity fundamentals, reaching students across all elementary grade levels.	Gr 1-3 97 Classes Gr 4-6 102 Classes Gr 7-8 58 Classes	Digital Literacy, Critical Thinking	Leveraging Digital
iThink Leadership Day	This transformative one-day workshop empowered secondary students to critically analyze social media using the iThink Pro-Pro framework, resulting in student-generated insights that were leveraged to develop an educational board game now used across elementary schools to teach younger students about social media's impact on their lives.	5 Secondary Schools 147 students 11 educators	All	All

Beyond the Scroll	This two-part virtual webinar series connected parents with social media experts, Dr. Alison Yeung - MD, Family Physician, CFPC Specialist and Matthew Johnson, the Director of Education for MediaSmarts. These comprehensive learning sessions provided families with strategies to foster balanced technology use while promoting digital literacy and safeguarding youth mental health in an increasingly connected world.	October: 359 parents April: 454 parents	Digital Literacy, Critical Thinking	Leveraging Digital
Honour the Work STEAM Kits French Immersion Pilot	This innovative pilot program introduced French immersion students in grades 1-6 to skilled trades and Architecture, Engineering, and Construction careers through specialized STEAM kits, aligning with OYAP objectives while providing interactive, hands-on learning experiences that connect curriculum to real-world industry applications.	1 school 6 classes	All	All
STREAM Week	This system-wide initiative engaged K-8 students in immersive Science, Technology, Religion, Engineering, Arts and Mathematics activities, culminating in cross-school knowledge sharing and the creation of valuable resources that were distributed throughout the district to support ongoing STREAM integration. This program is run in partnership with the Experiential Learning Department.	356 teachers 8143 students	All	All

University of Waterloo Engineering Outreach (Kids on Campus and ESQube)	This valuable partnership provides our students and teachers with immersive experiences at a world-class engineering school, engaging them in hands-on STEM activities, facility tours, and meaningful interactions with industry professionals to inspire early interest in engineering pathways and scientific discovery.	82 Classes	All	All
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Summary Statement

As we reflect on the significant strides made this year, the Innovation Team remains committed to evolving our approach to meet emerging educational challenges and opportunities. Moving forward, we will focus on several key priorities that build upon our foundation while stretching toward new horizons.

Our next steps include deepening system-wide capacity for meaningful technology integration that enhances rather than replaces powerful pedagogical practices. By developing comprehensive frameworks for ethical AI implementation, we will guide educators in navigating these rapidly changing tools while maintaining our commitment to critical thinking and authentic human connection.

We recognize the need to expand our professional learning networks beyond traditional boundaries, creating more cross-divisional, cross-panel, and cross-sector collaboration opportunities. These connections will enrich our collective expertise and provide diverse perspectives on innovative approaches to teaching and learning.

Assessment and evaluation practices will continue to evolve, with particular emphasis on capturing growth in global competencies and transferable skills. We aim to develop more robust methods for documenting and celebrating learning journeys that may not be readily visible through conventional assessment tools.

Parent and community engagement will become increasingly central to our work, acknowledging that the most transformative learning experiences often bridge school and community contexts. We will explore additional pathways to welcome parents as partners in understanding and guiding their children's relationship with technology and innovation.

Throughout all these initiatives, we remain anchored in our Catholic values and committed to nurturing the whole child. Our innovation work is not solely about embracing new tools or methodologies, but rather about ensuring that every student experiences learning that is meaningful,

accessible, and aligned with developing the competencies they need to thrive in a complex and rapidly changing world.

The Innovation Team looks forward to walking alongside educators as they continue to explore, experiment, and excel in creating learning environments where all students can discover and develop their God-given potential.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Judy Merkel
Superintendent of Learning

Katrina Gouett and Whitney McKinley
Student Achievement Consultants for Learning Innovation

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.





Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: Information Technology Board Report and 5-year IT Strategic 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 **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

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

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

- [Ontario Ministry of Education Curriculum and Resources Website:](#)
 - [The Role of Information and Communications Technology](#)
- [Policy/Program Memorandum 167 - Online Learning Graduation Requirement \(PPM167\)](#)
- WCDSB Responsible Use of Information Technology and Electronic Data - [APS017](#) (staff) and [APC052](#) (student)
- WCDSB Electronic Communications and Social Media Use Guidelines - [APS035](#)
- WCDSB Procedure for the Purchase of All Electronic Computing Devices - [APS015](#)
- [Ontario Broadband Modernization Project \(BMP\)](#)
- Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>
- Ontario Rural Schools Grant http://www.edu.gov.on.ca/eng/parents/rural_schools.html
- [Bill 194, Strengthening Cyber Security and Building Trust in the Public Sector Act, 2024 - Legislative Assembly of Ontario](#)

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:

Information Technology 5 Year Strategic Plan 2025-2030

Information Technology Services Vision

An empowered community that embraces innovation to achieve success.

Information Technology Services Mission

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

Table of Contents:

1. IT Governance
2. IT Services Organization
3. IT Key Performance Indicators
4. IT Project and Task Status 2024/25
5. IT Service Desk Status
6. Staff Training Resources
7. 5 Year Plan Detailed Descriptions
 1. Endpoint Technology
 - a) Classroom
 - b) Administrative
 2. Infrastructure
 3. Process Improvement



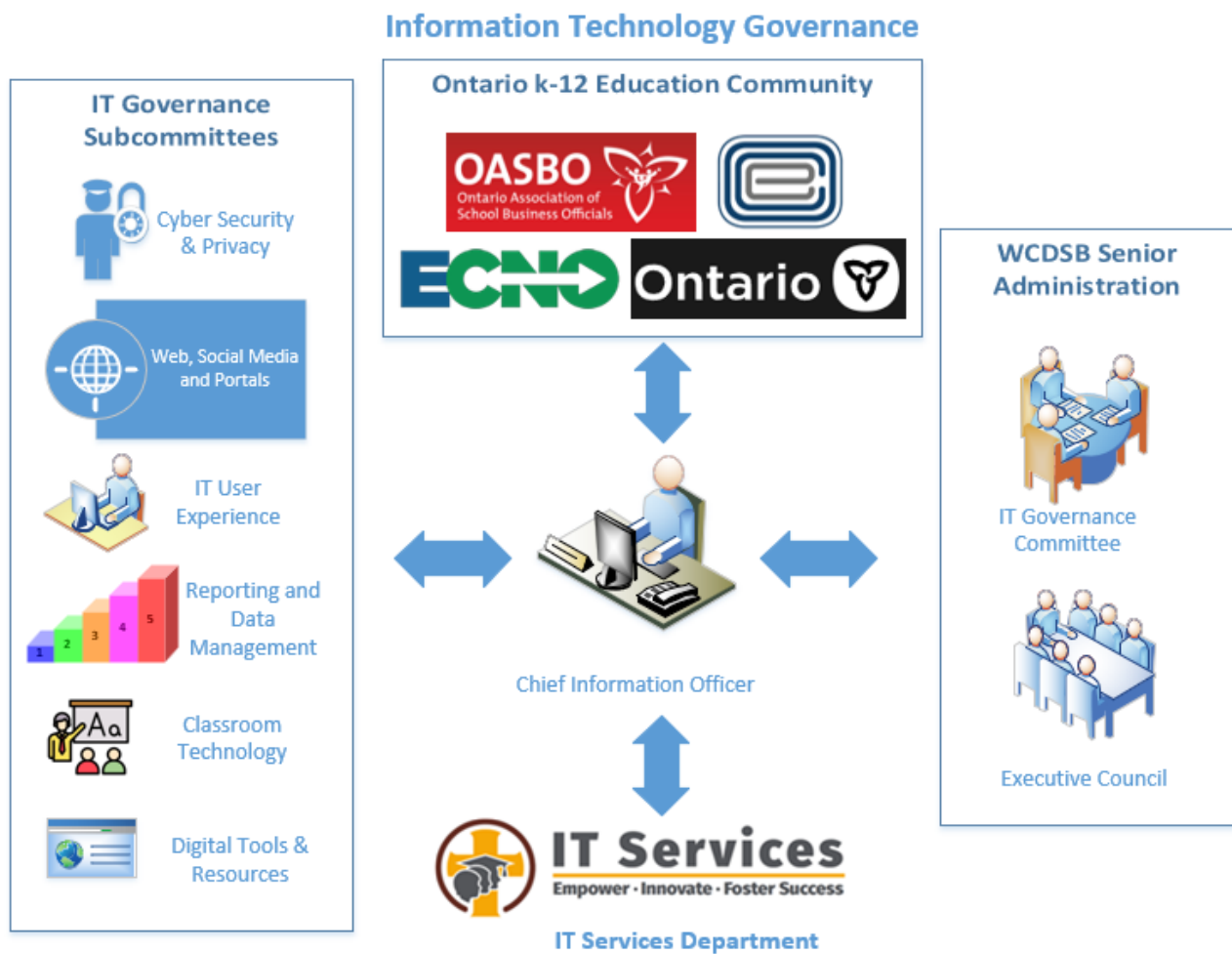
"The urgent need to orient the concept and use of artificial intelligence in a responsible way, so that it may be at the service of humanity and the protection of our common home, requires that ethical reflection be extended to the sphere of education and law." - Pope Francis



IT Services Endpoint Team Optimizing School Networks



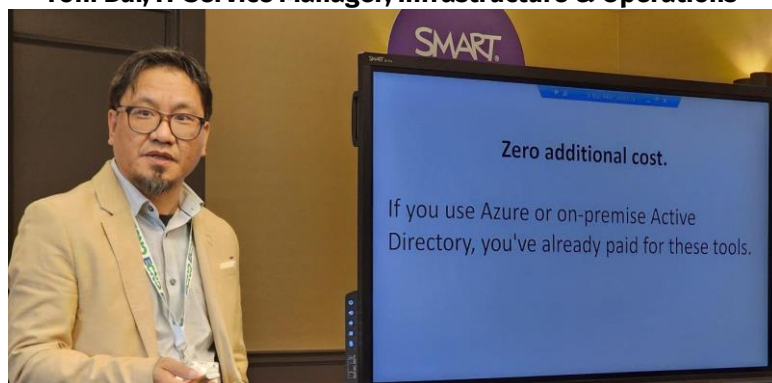
1. IT Governance - (MYSP 1.2, 3.2)



The Information Technology 5-Year Strategic Plan is developed with input from the WCDSB IT Governance Committee and its subcommittees. Information Technology Governance encompasses the decision-making and accountability framework that ensures IT technology, support, availability, and security are aligned with the academic and administrative priorities outlined in the Board's operating and strategic plans. Under the leadership of the Chief Information Officer, the WCDSB IT Governance Committee ensures the following:

- IT resources are utilized responsibly, in accordance with administrative procedures, best practices, and applicable legislation.
- Key IT risks are managed, including cybersecurity, data security and integrity, hardware renewal, network/system availability, compliance with provincial regulations, project management success, quality assurance, and user training.
- The cost-of-service delivery is controlled, and technology is leveraged to enhance the efficiency and effectiveness of school board operations.

Toni Bui, IT Service Manager, Infrastructure & Operations



The IT Governance Committee has the following responsibilities:

- Regular review of reports from Sub-Committee Chairs.
- Advise the CIO on priorities for IT operations, reporting and data management, administrative procedures, infrastructure for teaching and learning, and cybersecurity/privacy issues.
- Provide feedback on the CIO's 5-Year IT Strategic Plan.
- Ensure decision-making includes data from staff/student feedback, Key Performance Indicators, and the Ontario Ministry of Education.
- Consider input from technology committees like OASBO <http://www.oasbo.org/>, ECOO <http://ecoo.org/>, and ECNO <http://www.ecno.org/>.
- Report to the Executive Council after each meeting.



IT Governance Sub-committees:

1.1 Classroom Technology Governance Committee:

Purpose:

- Facilitate communication between teaching staff and IT Governance.
- Assess the utilization of current technology and associated practices in educational environments.
- Evaluate the effectiveness of existing hardware, software, and display technologies for innovative teaching and learning.
- Oversee the activities of the Digital Tools and Resources Committee (App Vetting).
- Gather statistics on technology usage to support informed decision-making.
- Provide necessary technology training for educators, including promoting best practices for managing information securely.
- Ensure consistency of technology across all schools.
- Advocate for equitable technology access across schools.

1.2 Cyber Security and Privacy Governance Committee:

Purpose:

- Act as a link between security/privacy staff and IT Governance Committee.
- Identify changes or new administrative procedure needs.
- Review trends in security, privacy practices, and legislative updates.
- Assess risks to systems and data.
- Optimize safe and secure operations of hardware/software.
- Monitor security system data.
- Implement training on privacy/security for staff and review compliance.

Make recommendations to IT Governance Committee on:

- Hardware/software changes to improve security.
- Cyber strategies.
- Staff training requirements.
- Risks, challenges, and opportunities in privacy/security.
- Ongoing priority recommendations to keep systems secure.

Stuart Bailey, Privacy & Records Management Officer



1.3 Information Technology User Experience Governance Committee:

Purpose:

- Serve as a communication channel between IT stakeholders and the IT Governance Committee.
- Identify changes to or requirements for new administrative procedures.
- Review KPIs and recommend adjustments to practices or other necessary metrics.
- Analyze helpdesk metrics to identify areas of concern.
- Gather feedback from stakeholders regarding satisfaction with IT outputs, policies, and technologies, and collect suggestions for improvement.
- Evaluate hardware renewal continuity schedules.
- Assess software renewal schedules.
- Review service contracts.

- Examine changes to technologies, innovations affecting hardware/software/process improvements, opportunities, and trends.
- Determine staff onboarding and training needs.

Make recommendations to the IT Governance Committee on:

- Human resources needed to address productivity or knowledge gaps.
- Improvements or changes based on stakeholder feedback.
- Necessary alterations to hardware, software, and contracts.
- Other actions required to ensure effective data management and availability of essential reports for staff.

1.4 Reporting and Data Management Governance Committee:

Purpose:

- Serve as a communication channel between central academic teams that utilize data to inform teaching and learning practices and the IT Governance Committee.
- Identify necessary data and reports required by teachers, consultants, and administrators to support student achievement outcomes as outlined in SIEPs, BIEPs, and MYSP.
- Evaluate the use and effectiveness of current data sources and reports.
- Review data management and reporting tools to ensure they meet user needs.
- Assess data literacy among educators and recommend professional development to enhance the use of data for optimizing teaching and learning.
- Provide recommendations to the IT Governance Committee regarding:
 - Human resources needed to address reporting deficiencies.
 - Tools required to help educators achieve desired outcomes.
 - Professional development needs for educators in utilizing tools and data.
 - Additional actions necessary to ensure effective data management and the availability of required reports for staff.

1.5 Web, Social Media, and Parent Portals Governance Committee:

Purpose:

- Review and analyze the overall communication presence of the WCDSB, including:
 - Internal communications and platforms (including, StaffNet, Staff News/Announcements, Email, D2L, Teams, etc.)
 - External communications and platforms (including, School Messenger/Safe Arrival, Aspen Parent Portal, Apps, Newswire, Website(s), X, Instagram, Facebook, YouTube, School Cash Online, etc.)
- Assess, using online metrics and tools, the usability, accessibility, and popularity of WCDSB social media accounts.
- Define the purpose of each of our social media accounts or forms of communication.
 - Once finalized, the Committee will share the definitions across the organization to ensure consistency and understanding.
 - Optimize the utilization of these environments to communicate and share with our staff, students, parents, and community.
- Committee members will engage in and report to IT Governance Committee on:
 - Identifying priorities to be discussed and addressed by the Committee.
 - Determining upcoming meeting agendas based on priorities decided upon by the group.
 - Brainstorming approaches to streamline and strengthen the WCDSB communications presence.
 - Analyzing metrics to assess the usability and effectiveness of social media accounts, communications methods, and online platforms.
 - Providing feedback on communications materials and accounts, using their subject matter expertise.



- Soliciting feedback from their network on potential updates to communications approaches, definitions, or social media accounts.
- Defining the purposes of social media accounts and disseminating any new or updated approaches to communications.
- Identify gaps in communication and seek solutions to best align with WCDSB MYSP goals.

1.6 Digital Tools & Resource Governance Committee:

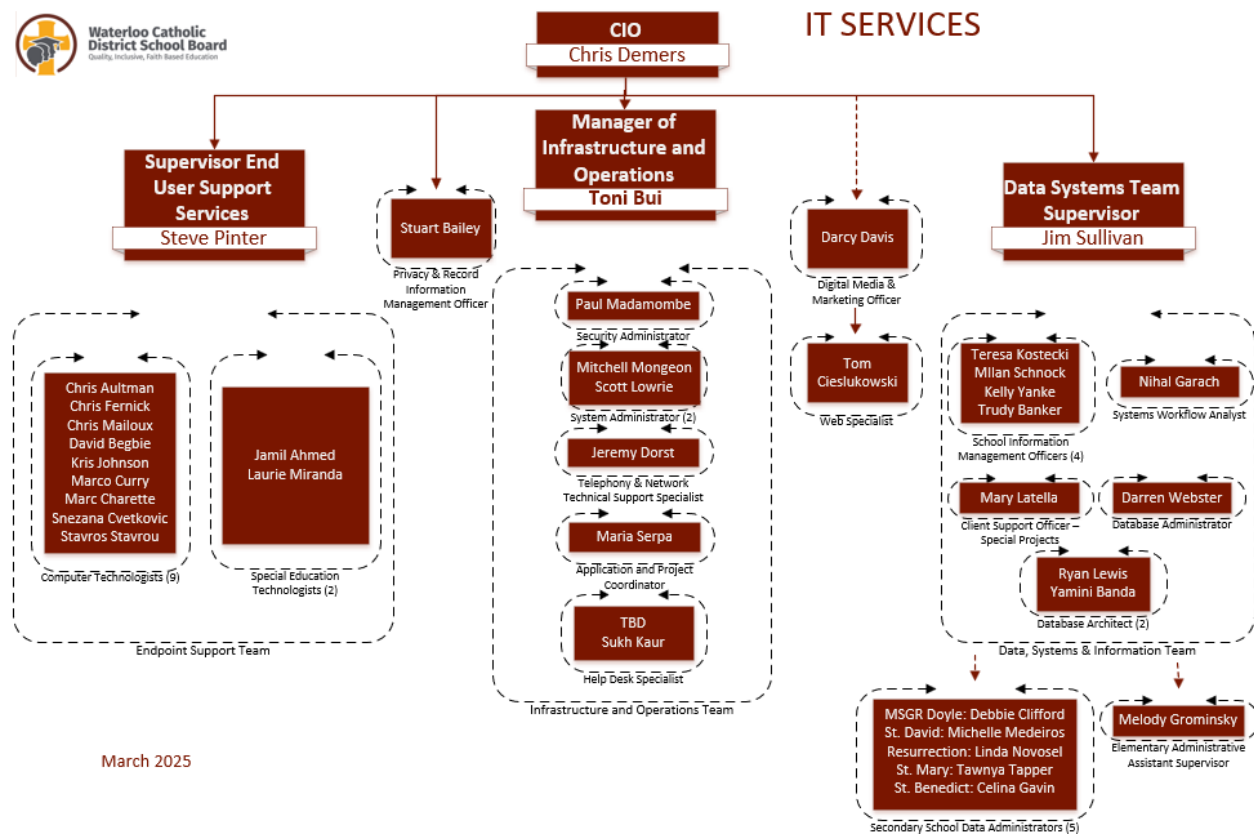
Purpose:

- Assess and manage the use of digital tools and resources to address immediate needs.
- Oversee the request, assessment, and approval process for applications, websites, and digital tools.
- Maintain an updated staff portal list of approved applications with pedagogical details.
- Document analyses and reviews of applications.
- Remove outdated and problematic applications and websites from the approved apps catalog.
- Evaluate whether websites should be blocked or permitted.
- Assess the pedagogical value of applications and websites.
- Ensure compatibility of applications and websites with WCDSB hardware.
- Verify that procurement, user agreements, and contracts comply with regulatory requirements and WCDSB policies.
- Perform privacy impact assessments on applications and websites to safeguard staff, student, and parent data.

2. Information Technology Services Organization Chart (MYSP 1.2)

The IT Services Department Organization Structure Diagram (below) provides a comprehensive overview of the department's structure. This optimized organizational framework addresses the information technology needs of the departments, schools, community, users, and systems within the Board, in alignment with the Board's Multi-Year Strategic Plan.

The ITS Department is composed of three functional teams, each aligning individual staff responsibilities with key departmental functions. Additionally, the roles of privacy, records management, freedom of information, and support for web/digital media are also encompassed within the IT Services Department.



2.1 Data Systems and Information Support Services Team

The Data Systems and Information team manages the flow of data, information and reporting focused on student and staff data. Their area of focus includes:

- Student information systems and client support including the Aspen student information, Spec Ed and COOP;
- Compass for Success dashboard portal data warehouse to facilitate evidence-based decision making for student achievement Ministry;
- Power BI business Intelligence systems building and support for informed business and academic decisions;
- Student and business data reporting;
- The automation and optimization business process workflows, forms and data transfer between Board systems; and
- Database support for all Board systems.



2.2 IT Infrastructure and Operations Team



The IT Infrastructure and Operations team manages all the infrastructure and systems from which all business and student services flow from. Their area of focus includes:

- Administrative systems support;
- Administrative business systems and server support;
- Wide area network infrastructure support;
- Management of phone systems;
- Cellphone support and deployment;
- Video conferencing support;
- Internet, firewall and web filtering support;
- System virus and malware support;

- Cyber Security administration and training;
- Help desk incident, phone and system support;
- System wide wireless design, installation and support;
- IT Project management and facilitation;
- Cloud infrastructure and related services;
- Active directory and identity management for Board electronic resource access; and
- For the Data centre and Disaster recovery site this team provides hardware support, virtual server support, physical server support, data storage support, environmental monitoring and physical security.

2.3 Endpoint Support Services Team



The Endpoint Support Services team manages all devices and services used by administration, educators and the students of WCDSB. Their area of focus includes:

- Management of copiers and printers;
- Management (Intune and SCCM) of all workstations, laptops and Chromebooks, administrative and classroom.
- School Chromebook and Windows 11 cloud book distribution, repair and support;
- Spec-Ed software and hardware distribution, repair and support;
- Classroom and lab computer distribution, imaging, repair and support;
- Management and distribution of iPads;
- Management of peripherals such as scanners and document cameras;
- Software support and delivery;
- School wireless connectivity;
- Library technology support;
- School based server support;
- School data projector distribution, repair and support; and
- School local area network cabling, switching, classroom drops and physical support.

2.4 Privacy, Records and Information Management

The functions of Privacy and Records and Information Management (RIM) are crucial for ensuring compliance with mandated legislative requirements and safeguarding personal information. The core functions include but are not limited to:

Privacy Management:

- Compliance with Legislation: School boards must follow MFIPPA and other laws that govern information handling and board activities.
- Safeguarding Personal Information: Implement safeguards and policies to protect personal information. Collaborate with colleagues for consistent practices.
- Managing Privacy Complaints and Breaches: Handle privacy complaints and breaches, report and mitigate incidents, respond to audits and investigations.
- Training and Awareness: Provide staff training on privacy and information management responsibilities.
- Conducting Privacy Impact Assessments (PIAs): Assess all collections, uses, retention, and disclosure of personal and confidential information.



Records and Information Management (RIM):

- Records Lifecycle Management: Handling records from creation to final disposition, including destruction or archival retention.
- Access to Information: Complying with access rights by processing requests and corrections to personal data, and granting access to school board records. Privacy and Access rights are governed by Ontario legislation, requiring annual compliance reporting from the PRIM officer.
- Records Retention and Disposal: Maintaining schedules for record retention and secure disposal, and advising on their application.
- Policy Development and Implementation: Creating and updating records management and privacy policies to ensure legislative compliance.
- Physical and Electronic Records Management: Managing long-term physical storage and electronic databases.

Advice and Guidance:

- Staff, including Superintendents, Administrators, consultants, and others seek insight, advice, and guidance on the application of legislation and regulations to day-to-day events, e.g., access to student information, requests for student records, parenting rights, disclosure to police and community service organizations, etc.

Community and Collaboration:

- Participates on committees and presents to meetings for associated organizations with which the board is affiliated, or where the board is represented.

These functions are overseen by roles such as the Privacy, Records, and Information Management Officer, who ensures that the school board complies with relevant laws and best practices.

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

Key Performance Indicators (KPIs) are a set of quantifiable measures that Information Technology Services (ITS) uses to evaluate the performance and condition of the IT infrastructure over time. These metrics assess the Waterloo Catholic District School Board's (WCDSB) progress in achieving its strategic and operational goals for Information Technology, as well as IT's capacity to support system needs. KPIs also serve as benchmarks for performance against the WCDSB multi-year strategic plan.

Our KPIs indicate a general increase in the age of the IT infrastructure and devices. They also reveal a significant rise in the number of devices and applications per IT staff member. On a positive note, the KPIs show a reduced response and resolution time for technology issues.

This IT strategic plan leverages KPI results to forecast areas where infrastructure, software, bandwidth, and devices need to be updated and scaled annually. A sample of the KPIs can be found below. The complete IT KPI working document is available here: [ITS KPI 2025.xlsx](#)

Sample:

Support Area	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 February	2025-26 Projection	Trend	Comments	Lead	Lag
IT End User Support Team																		
Elementary Academic Infrastructure																		
Student ADE	13452	13265	14485	14768	15201	15736	16307	16913	16710	17133	17799	18 885	19801	20993	36%	Increasing every year requiring more technology.	x	
Number of Supported Desktop Computers	1530	1530	1530	1530	730	730	750	788	818	836	898	1050	1141	1212	up 40% since 2016	Desktops on the increasing since 2016 significantly	x	
Number of Unsupported Desktop Computers	0	0	0	0	0	462	462	460	460	460	295	250	218	218	-244	Reduction due to security threats and usefulness	x	
Number of Unsupported Laptop Computers	205	205	205	205	205	266	300	360	360	360	61	60	50	45	-310%	Out of date/no longer supported devices. Security threats	x	
Number of Supported Cloud Devices	48	976	1826	2850	5429	6194	6310	6400	6630	7909	8145	8160	14764	16140	33625%	Huge support burden with so many devices to support	x	
Number of unsupported EOL Cloud Devices											4500	2378	3000	2178	112%	Growing number of devices with limited usefulness. Security threats	x	
Number of Staff Cloudbooks											1478	1478	1658	1722	117%	Educator devices distributed Winter 2021. 4 year renewal	x	
Total number of Cloud Devices									10130	13887	11985	13638	18500	21766	215%	Quickly increasing and support burden	x	
Average Age of Desktop Computers	4	4.5	5	6	3.5	4.5	5	2	3	4	5	3	3	3	3	Average age of computers 3 year target	x	
Average Age of Laptop Computers	4	4.5	5	6	7	7	8	9	10	11	12	13	14	15	15	Many are end of life. We need to replace most! Security threats	x	
Average Age of ChromeBooks		1.5	2	1.75	2	3	2	3	3	4	5	5	6	4	4	4 year is our renewal target for these devices	x	
Student to Cloud device Ratio	280	14	8	5	3	3	3	3	3	1.97	1.97	1.95	1.87	1.81	1.81	1 Chromebook per 2 students. Indexed schools 1:1.5	x	
Technician to Computing Device Ratio	297	452	594	764	1061	1197	1228	1258	3650	4903	2224	2498	3335	3873	1303%	Big increase in Devices per School Technician	x	
Technician to Student Ratio	2242	2211	2414	2481	2172	2248	2338	2416	2387	2856	2967	3164	3300	3499	166%	Big increase in Students per School Technician	x	
Number of WiFi Access Points	184	274	376	500	550	650	650	801	830	860	900	950	1150	1600	875%	Increase in WiFi Access Points Supported	x	
Number of WiFi Access Points Per Student	73.11	48.41	38.52	29.85	27.64	24	24	21	20	20	20	20	19	13	13	Greater WiFi density required with more student devices	x	
Number of Software Titles	80	80	70	70.00	70.00	60.00	60.00	60.00	60.00	70.00	75.00	75.00	77.00	79.00	-1%	Climbing again to 2012 level	x	
Number of approved apps & subscription						315.00	325.00	343.00	363.00	400.00	450.00	450.00	500.00	550.00	75%	Was reduced in 2017 but increasing	x	
Computers replaced/upgraded	0	0	0	876	0	0	0	300	300	150	1500	1500	300	716	716	Growing need for refresh	x	
Cloudbooks replaced/upgraded												0	0	1725	1725	Need to refresh pandemic purchased staff laptops from 2020	x	
Total number of BYOD devices connecting	0	0	2124	3918	4200	6111	5999	6021	6122	6234	7037	9112	11324	12000	565%	Increasing greatly since 2014 for Students and Staff. WiFi pressure	x	
Number of Age of Android Tablets	0	0	5	17	27	27	27	27	27	20	18	10	10	9	9	Very few	x	
Number of Data Projectors	712	712	721	731	745	750	770	773	778	807	889	930	950	995	33%	Refresh cycle underway	x	
Number of Bulbs replaced	0	0	240	300	80	300	400	300	100	15	25	200	50	50		200 bulbs projected to replace next year	x	
Number of Data Projectors refreshed	0	0	0	67	150	150	200	180	0	30	200	250	250	250		Replacing older, failing units. Refresh cycle. Laser will last longer	x	
Number of Data Projectors repaired/replaced	1	2	3	4.5	6	4.5	3	3	4	5	25	5	132	70	20	Older projectors will need repair	x	
Average age of Data Projector		1	2	3	4.5	5.5	6	4.5	3	3	4	5	4	5	3	New laser projectors use less power, last longer	x	
Secondary Academic Infrastructure																		
Student ADE	6608	6453	6206	6223	6254	6371	6559	6830	6882	7118	7365	7597	7888	8188	16%	Increasing every year requiring more technology.	x	
Number of Supported Servers	78	78	78	10	10	10	10	10	10	10	10	10	10	10	10	Maintaining up to date servers	x	
Number of Virtual Servers	0	0	0	4	20	20	22	24	27	29	29	29	20	20	20	Holding steady to meet requirements	x	
Number of Supported Desktop Computers	2149	2149	2149	2149	2149	2149	2156	2154	2173	2170	2301	2400	2439	2449	14%	Increase in portables and classrooms	x	
Number of Unsupported Desktop Computers							75	75	80	80	75	235	150	147	135	Left in schools, but removed if they fail. Security Risk.	x	
Number of Unsupported Laptop Computers	110	110	121	121	121	121	120	135	135	92	92	80	84	80	80	Removing as they fail and do not support Windows 11	x	
Number of Supported Cloud devices	24	402	700	1139	2369	2522	2648	2820	3000	3511	3916	4300	5790	6990	4162%	Added grade 9 devices for equitable access	x	
Grade 9 Equity device project												1000.00	2400.00	3900.00	300%	Secondary school equitable access to technology, increasing	x	
Number of unsupported EOL Cloud Devices									2032	2564	2564	2500	1260	1150	Reducing	Failing, security risk, unable to run modern software	x	
Number of Staff Cloudbooks										498	498	498	590	590	End of Life	Will need to start refresh on pandemic purchased devices	x	
Average Age of Desktop Computers	3	4	5	6.5	7.5	5	4	5	5	6	3	3	4	5	3 years	If Windows 11 budget is approved	x	
Average Age of Laptop Computers	3	4	5	6.5	7.5	6	9	10	11	12	13	14	14	15	15 years	Secondary Laptop very old end of life. Big Risk for security	x	
Average Age of Cloud Devices	1	1.5	2	1.75	2	2	3	3	4	4	3	4	4	4	4 years	4 years are projected end of life	x	
Student to Computer Ratio	293	284	273	274	276	281	288	297	300	300	300	311	311	311	311	1 device per every 1.8 students, supported by BYOD	x	
Student to Mobile Device Ratio	276.33	16.05	8.87	6.46	5.64	5.13	4.48	4.42	4.23	4.03	3.88	3.58	3.50	3.52	3.52	Ratio dropping significantly with grade 9 Equity devices	x	
Technician to Computing Device Ratio	394	457	508	582	778	816	839	872	1243	1492	1608	1911	2223	2405	611%	Big Increase in Devices per Technician	x	
Technician to Student Ratio	1101	1078	1034	1037	893	910	937	976	997	1198	1228	1268	1315	1354	124%	Increase in students per Technician	x	
Number of WiFi Access Points	130	190	174	278.00	278.00	288	295	318	320	325	335	335	340	340	429%	Increase in WiFi Access Points Supported	x	
Number of WiFi Students per Access Points	50.83	33.86	36.67	22.30	22.42	22.35	22.23	22.00	21.82	21.90	21.89	22.55	14.51	14.83	1 per class	About one per class	x	
Computers replaced/upgraded	0	0	1300	750	0	300	300	300	200	150	700	1500	1500	840	840	Windows 11 security compatibility	x	



4. IT Project and Task Status 2024/25 - (MYSP 1.2)

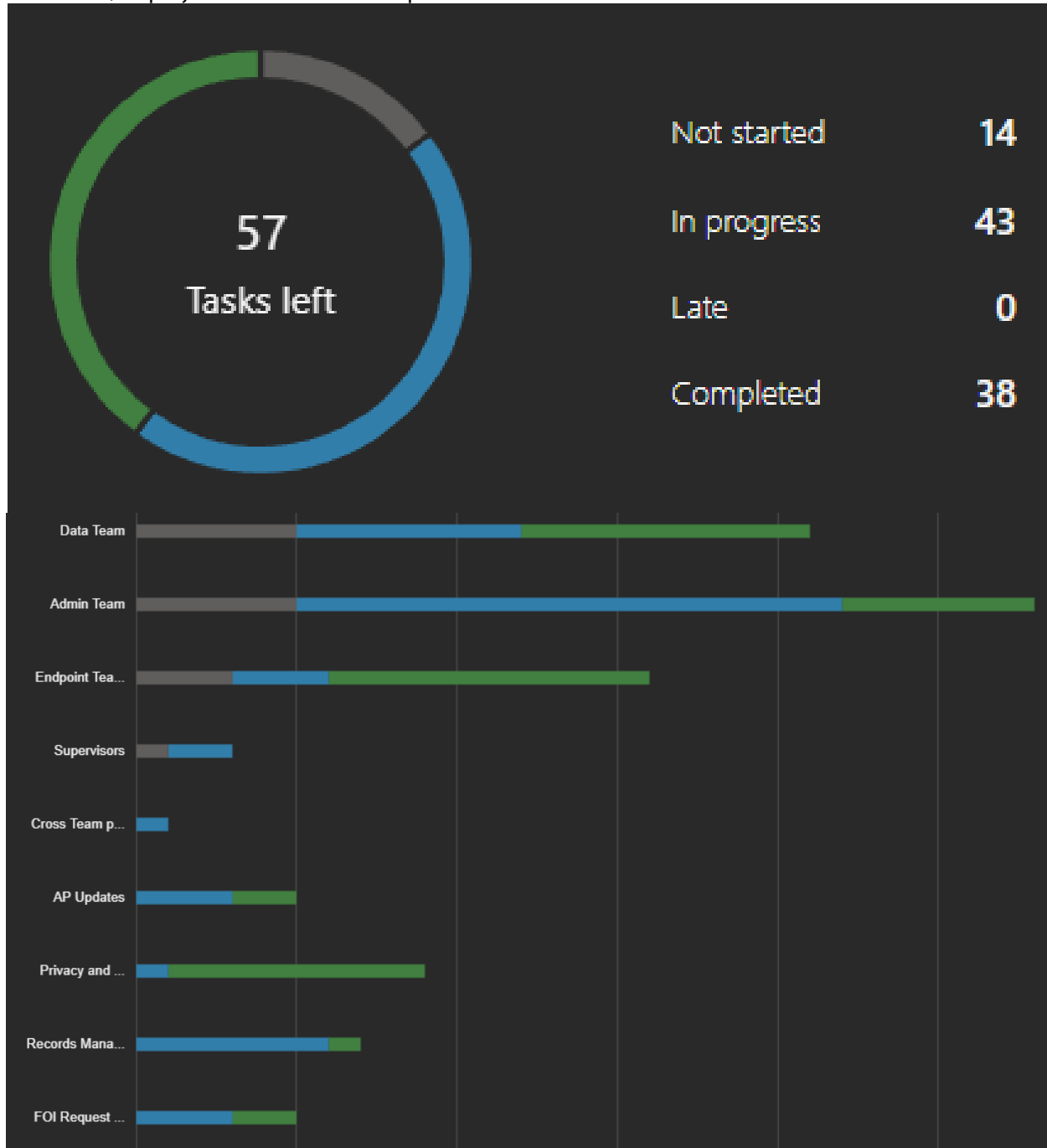
Over the past year, the Information Technology Services department has successfully undertaken and completed numerous projects. Below are the projects highlighted in the 2024 IT Strategic Plan report, along with the status of each initiative.

Initiative	Years	2024/25	Complete
10GB Wide Area Network Upgrade	2024/25	All Elementary Schools	100%
Broadband Modernization Program	2024-29	Transition to Reference Architecture 3.0	100%
Optimize Internet Capacity	2025-29	Stable	100%
Movement to Cloud Service/Storage	2024/25	All administrative Staff in Teams	76%
Network Segmentation Upgrade	2024/25	Maintain add for new schools	70%
Network Switch Refresh	Yearly	Maintenance & enhancement security	100%
Phone System Optimization	2024-29	Maintain, improve voicemail	90%
Wireless Evergreen	Yearly	Wireless Optimization WiFi pilot WiFi 7 Secondary	15%
WREPnet Core Upgrade	24-27 28/29	WREPnet Elementary Core Upgrade Partial	100%
Initiative	Years	2024/25	Complete
Aspen ConEd Support	2024/25	Budget for ConEd Support	25%
Aspen Optimization	2024-26	Investigate Case Management Module	10%
Aspen Parent Portal	2024/25	Student Verification Workflow	50%
Aspen PLAR management	2024/25	Optimize for multiple PLARs	60%
Classification for Archiving of Long Term Reco	2025-27	Information Architecture for Laserfiche	15%
Data Warehouse	2024/25	Power BI and Aspen ODS Interfaces	100%
Email & Electronic Records Retention Automa	2024/25	Office 365 Retention SharePoint, Teams and Outlook	25%
IT Service Desk Optimization	2024-27	Cloud solution Investigation	20%
Laserfiche Process Automation and Forms	2024/25	Automated Records Clasification retention	10%
Parent Portals	2024/25	Unify login credentials B2C	10%
Print Optimization & Reduction	Ongoing	Education to Reduce Printing, Secure Printing and Quotas	50%
School Messenger Safe Arrival and Applicatio	2024/25	Board Wide Roll out	100%
Security	Ongoing	Researching educator and student solutions for security	10%
Specialist High Skills Major SHSM	2024/25	Optimize in Aspen	75%
Sparkrock Finance transition to Cloud	2024/25	Could Implementation	100%
Spec Ed Management	2024/25	Implement new Spec Ed system	50%
Initiative	Years	2024/25	Complete
Virtual Desktop for high end labs	2024/25	Testing	50%
Chromebook/Mobile Device Refresh	1/4 Yearly	Chromebook/Mobile Device Refresh	100%
Chromebook/Mobile Device FTE Increase	Ongoing	Increase for FTE Numbers	100%
Devices for Equitable Access to Technology	2024-29	Grade 9 Roll out	100%
Display/Projector Technology Refresh	2024-29	Display Technology staged refresh	100%
Educator Device Refresh	2024-28	Educator Device Refresh	0%
Monitor Refresh	Ongoing	Refresh	70%
Secondary Classroom Desktop Refresh	2024/25	Refresh	100%
Secondary Printer Refresh	Yearly Staged	Staged Printer refresh	0%
Secure Access Service Edge (SASE)	Ongoing	Support of SASE	100%
VGA to HDMI Conversion	2024-28	Staged roll out	60%
Windows 10 End of Life (2025)	2024/25	Replacing all older devices that can't be updated	80%
Initiative	Years	2024/25	Complete
FTE Increases for New Staff	2024-29	FTE increase	100%
Smart Phone Refresh	2024 2026 2028		75%
Initiative	Years	2024/25	Complete
Apply to Education Supply Automation	2024/25	Streamline Supply Assignment Workflow	60%
Generative AI internal chat bot for Staff	2024/25	Investigations and possible pilot	10%

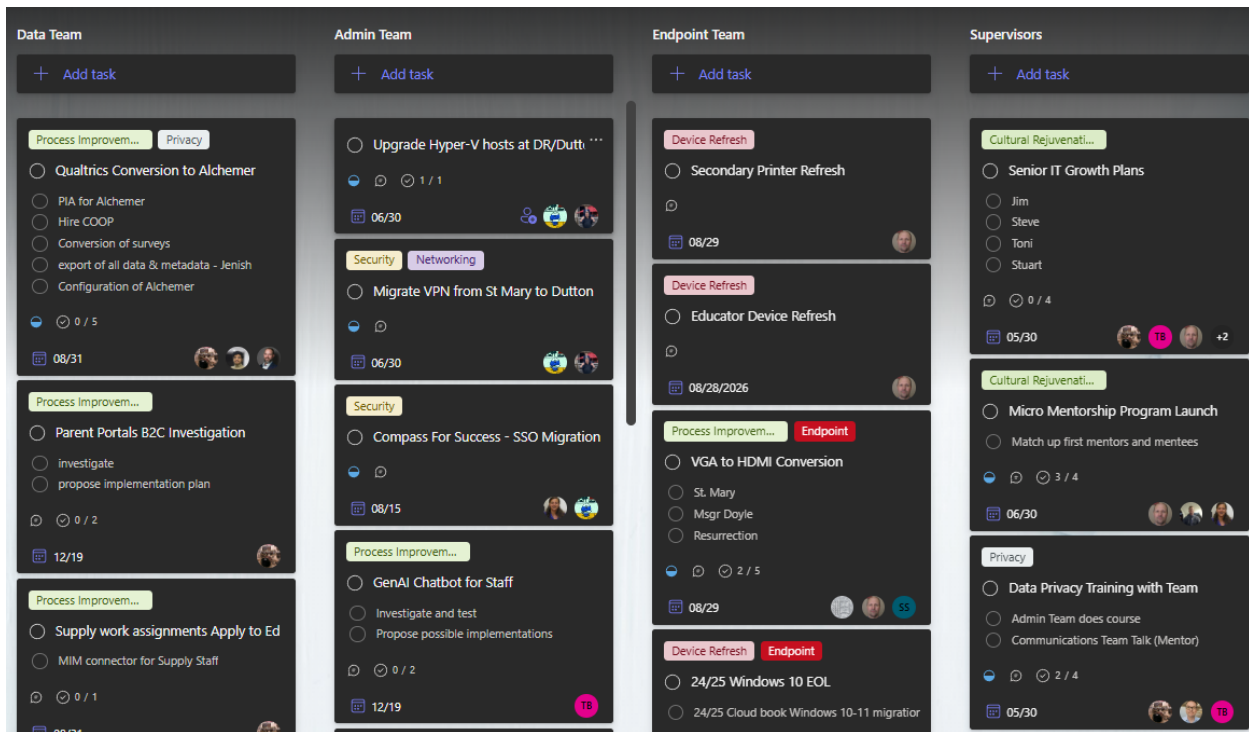


Major IT Department Task Status, Strategic & Operational, 2024/25 (MYSP 1.2)

Major IT Department tasks and projects are all tracked and assigned to IT staff in Microsoft Planner. Here is an update of 2024/25 projects and tasks as of April 2025 as tracked in this environment.



Small sample section of IT Department Planner:



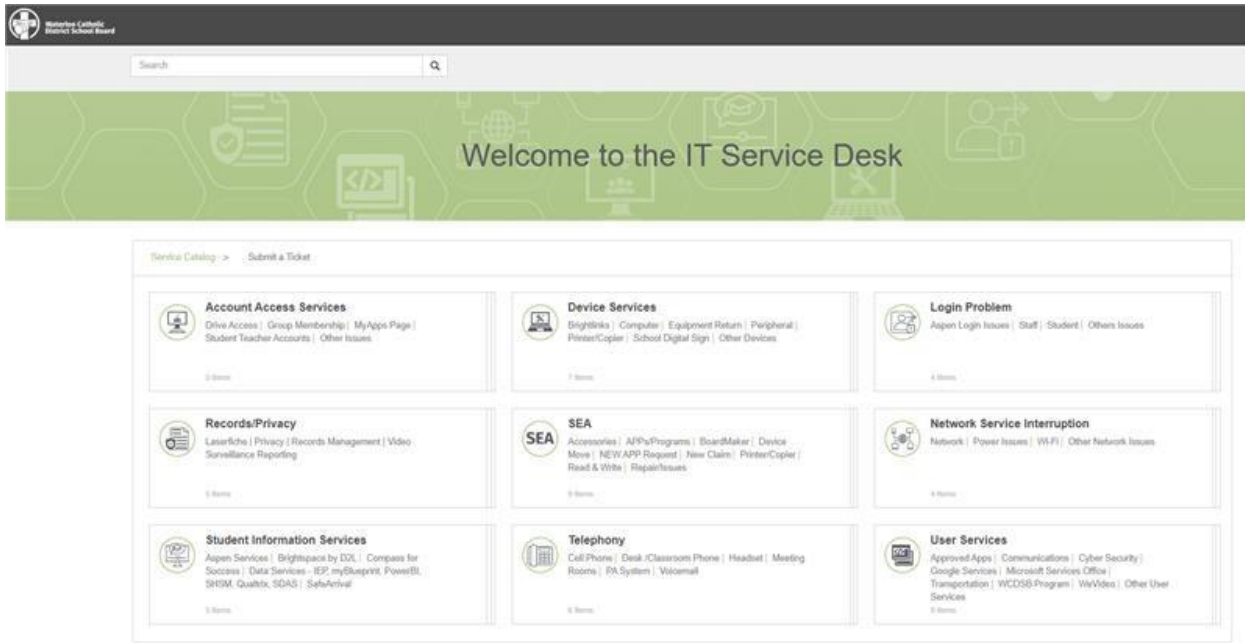
5. Status of IT Service Desk Service Overview: (MYSP 1.2)



and user focus flows and will be launched Summer 2025.

The IT department monitors all service requests, incidents, and changes through the service desk system. WCDSB staff can submit requests via StaffNet, email, and phone. The IT Service Desk staff direct these requests to the appropriate resource within IT for resolution. With the continuous advancement of technology, applications, and web resources, IT services is working on enhancing the Service Desk services and system to better serve the staff and community. The aim is to make the process of requesting assistance more straightforward and to address requests in a more timely and efficient manner.

The layout of the new IT Service Desk is more user friendly because of its new graphical user interface



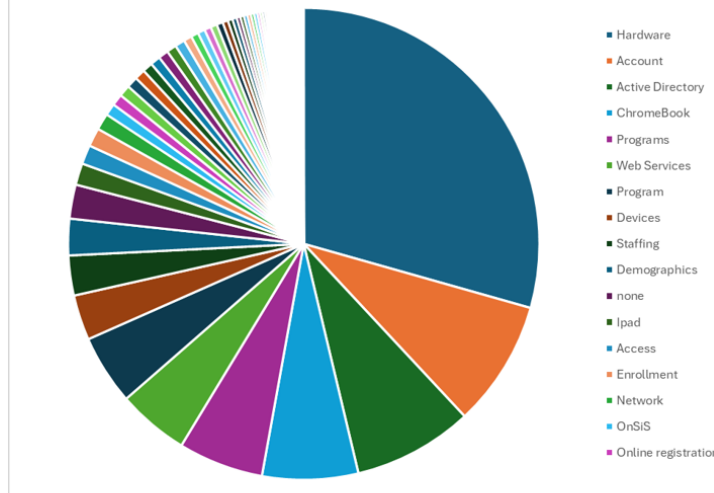
Statistics by WCDSB site and service desk category are shown below:

IT Services makes use of a Service Desk system to help manage and prioritize end users' requests for assistance.

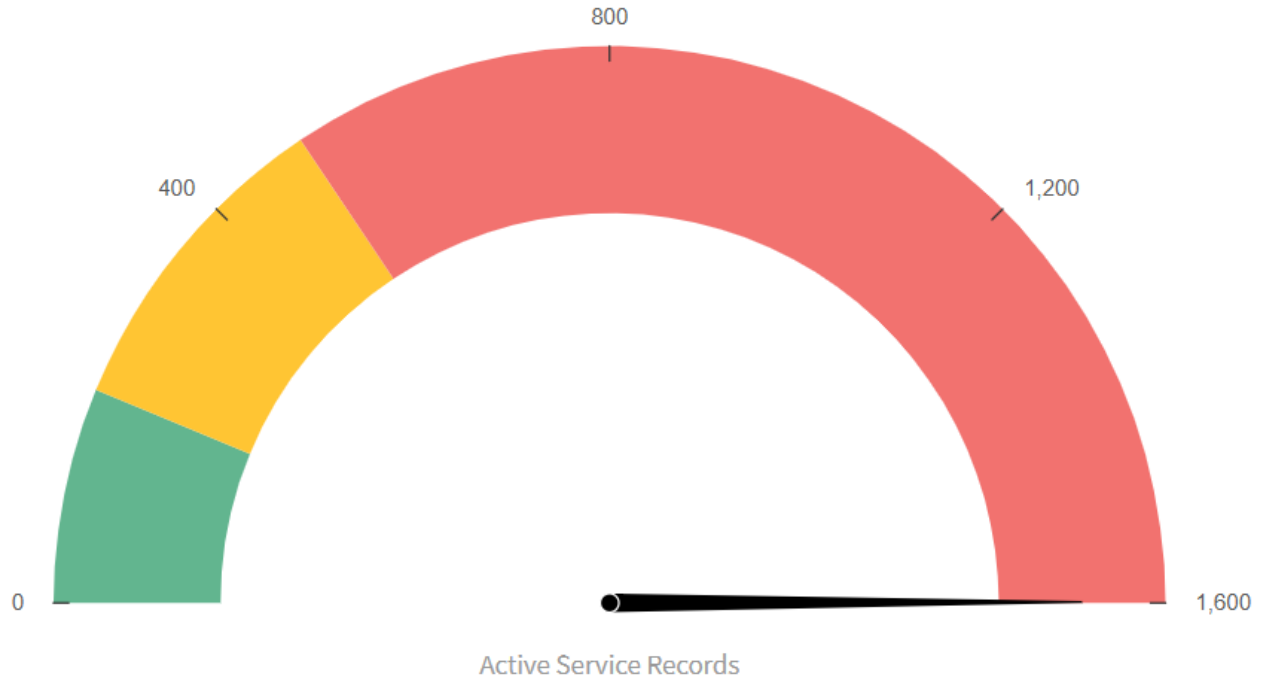
Over the past year, a total of **19,765** requests were processed by the Service Desk with **18,361** requests completed and closed by IT staff.

The top 5 requests for help are as follows:

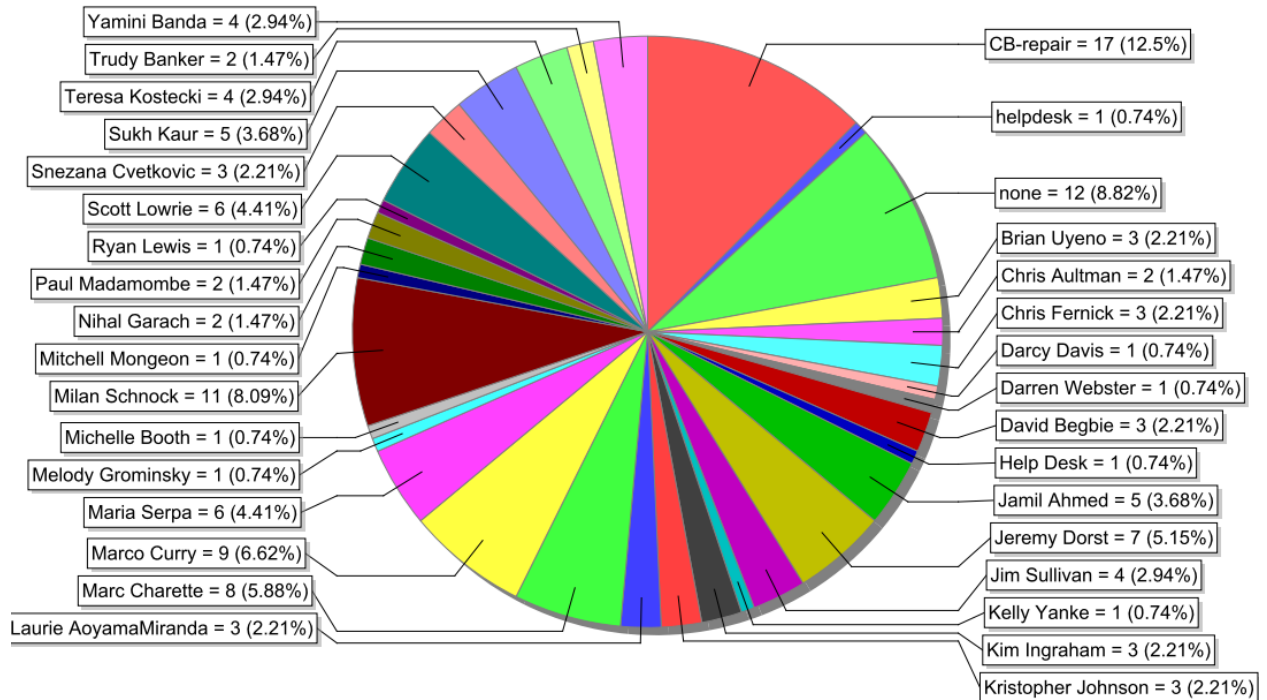
1. Hardware (**5,807**) – Chromebooks, PCs, laptops, and classroom projectors that are not operating as intended
2. Accounts (**1,712**) – issues with logging in for staff and students
3. Access (**1,627**) – creating, managing, and removing system and program access for users
4. Specialized Chromebooks (**1,300**) – issuing and supporting devices for students that have an individual education plan (IEP)
5. Programs (**1,155**) – helping users with software and apps on their devices

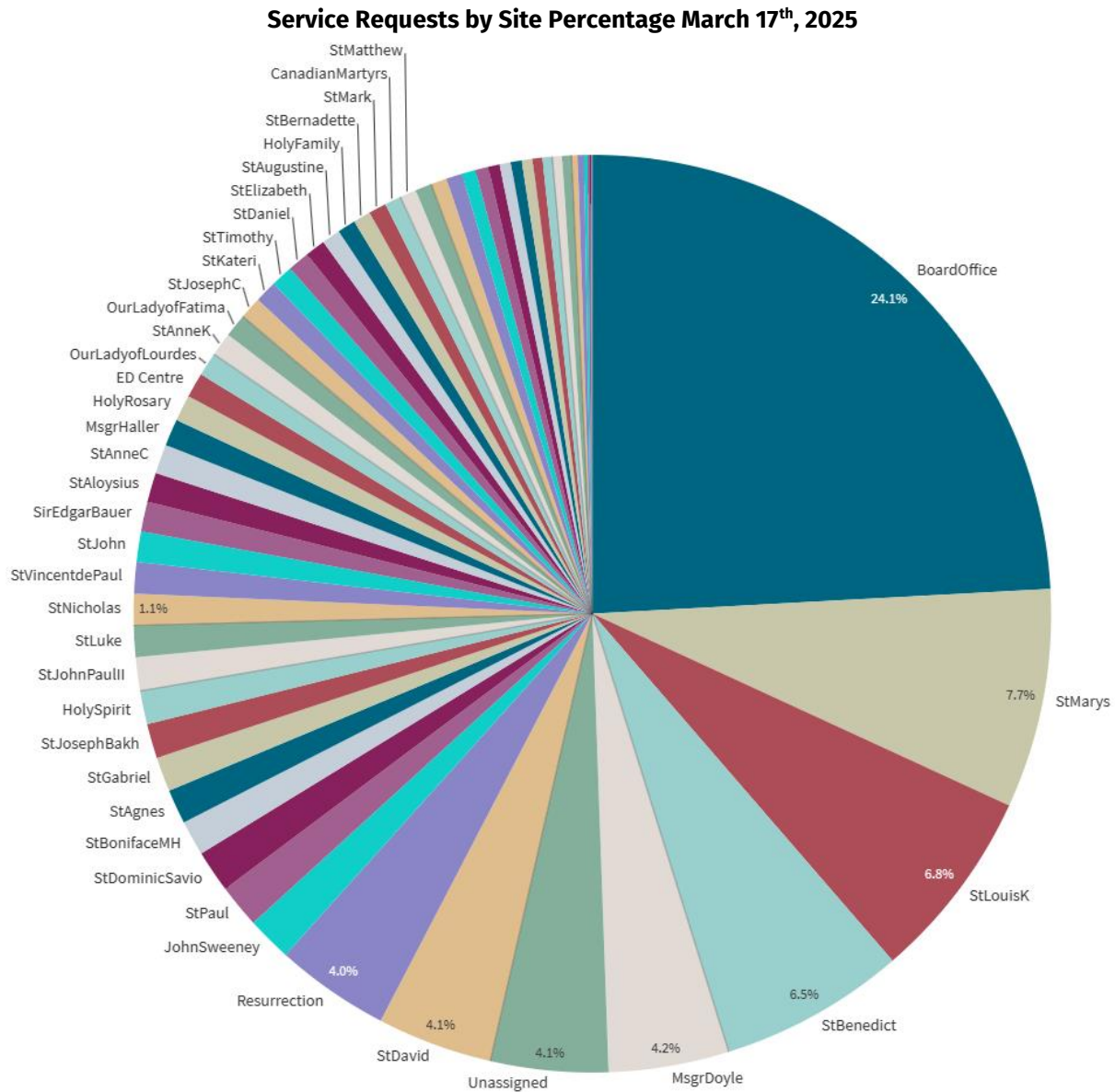


Active Service Desk Requests, March 17th, 2025



Snapshot of Service Request Closed by IT Staff Members from March 17th, 2025





6. Staff Training Resources 2024/25 - (MYSP 1.2, 3.2)

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

Training	Audience	Delivery Method
Aspen (Report Cards, Attendance, Scheduling, Parent Portal)	Administrative and Academic staff RDO department	Online Live, documentation and videos, in-person training
Privacy	HR and Payroll departments, Encompass Team, Administrators, School staff, Literacy team, IT Department, Communications Department	In person and online Live and Documentation Interactive video training in Vector
Microsoft OneDrive, Excel, Teams	Administrative and Academic staff	Online Live, Trainer and Videos
Microsoft Planner, Power Automate	Administrative and CEC staff	Online Live and Videos
School Messenger, Safe Arrival	Elementary and Secondary Administrative Staff	Online Live, Documentation and Videos, Meeting
Cyber Security, Safe Use of Social Media	All Staff Educators	Through Safe Schools Vector Application Phishing Campaigns and related training Digital Literacy for Educators
Administrative Assistant Training	New and existing direct support New Supply Lunch Hour Supply Secondary Leads Guidance training School Messenger Safe Arrival	Privacy, School Messenger, Cyber Security, Aspen, OnSIS, OneDrive, Teams, Safe Arrival. New role focused on AA supervision and training.
Video Surveillance	Secondary Administrators, Facilities and IT Endpoint Team	In Person and Online
Records Management Training	Administrative Assistants, Administrators, Encompass Team CEC Staff, St Louis Staff, Student Services	In Person and Online
Laserfiche Forms and Records Management System	Student Services, HR, Director's Office and as required	In Person and Online
Site Administrator Training	Library Techs and school volunteers	In Person and Online

StaffNet Training Resources:

StaffNet

IT Help Desk - Ext 2216

Home News Priority Services Submit a Ticket Quick Links Edit

+ New Promote Page details Immersive Reader Analytics Published 2024-03-20 Share Edit

Training Resources

Microsoft Products

M365 Training Library

- Bookings
- Excel
- OneDrive
- OneNote
- Online Meeting
- Outlook
- Planner
- PowerPoint
- SharePoint
- Teams
- Word

Teams and OneDrive File Sharing

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

Other Products

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

Administrative Assistant Training



Short Term Supply Training



Long Term Occasional and Lead Training

7. Information Technology 5 Year Strategic Plan 2025-20 Details



1. Endpoint Support Services Team

The Information Technology Services Endpoint Support Team offers comprehensive assistance for both administrative and academic devices and their network connectivity. By integrating support for administrative and academic environments, the team aims to develop a more efficient standard that harmonizes both methods. These initiatives equip students, educators, administrative staff, and the community with cutting-edge technologies, ensuring safe and reliable communication and learning. This approach is essential to harness technology and human ingenuity, enabling learners to reach their full potential.

a. Classroom Endpoint Technology Plan (MYSP 1.1, 3.1, 3.2)

Strategic Priority	Areas Affected	Initiative	Years
Classroom Technology	All Schools	Chromebook/Mobile Device Refresh	1/4 Yearly
Classroom Technology	All Schools Academic	Chromebook/Mobile Device FTE Increase	Ongoing
Classroom Technology	Secondary Academic	Devices for Equitable Access to Technology	2025-20
Classroom Technology	All Schools	Devices/Tech/Infrastructure for New Schools	25/26 26/27 27/28
Classroom Technology	All Schools	Display/Projector Technology Refresh	2025-29
Classroom Technology	All Schools	Educator Mobile Device Refresh	2025-28
Classroom Technology	Elementary Academic	Elementary Classroom Desktop Refresh	25-26 & 26-27
Classroom Technology	Secondary Academic	Itopia Virtual Desktop for High End Apps	2025-27
Classroom Technology	All Schools	Monitor Refresh	Ongoing
Classroom Technology	Secondary Academic	Secondary Classroom Desktop Refresh	27/28 & 29/30
Classroom Technology	Secondary Academic	Secondary Printer Refresh	Yearly Staged
Classroom Technology	All Sites	Secure Access Service Edge (SASE)	Ongoing
Classroom Technology	All Schools	VGA to HDMI Conversion	2025-28

- Chromebook/Mobile Device Refresh (1/4 Yearly)** Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved **an average 2:1** ratio of Chromebooks and Windows Cloudbooks to students at every school. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 4 years for performance, functionality, and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will continue to refresh 1/4 of the devices every year.

- Chromebook/Mobile Device FTE Increase (Ongoing)** WCDSB enrolment is increasing at most schools and is projected to continue increasing. As it is determined what schools are increasing and decreasing in enrolment, IT combines a strategy of redistribution of devices and purchasing of new devices in order to maintain the 2:1 student to device ratio at every school.
- Devices for Equitable Access to Technology (Grade 9's, Yearly)** Digital equity is about ensuring that every student has equal access and opportunity. This means access to devices and the Internet is essential. In September 2023, 1725 grade 8 students were identified as having registered at one of our secondary schools for grade 9 in September 2023. We are now in our 3rd year of the device equity project. Using data from each secondary school as to how many devices were claimed the first 2 years of the project, we applied that to the new enrolment numbers and believe we can accurately determine the required devices per school. Our plan is to once again provide access to devices to grade 9 students who do not have ready access to a mobile device for learning. In this new school year, we should have met the needs for technology for those students who would not have had it for grades 9 to grade 11 students at all secondary schools. As we continue this endeavor yearly, with Bring Your Own Device support, all secondary students in need will have access to a device by Fall 2026.
- Devices, Technology and Infrastructure for New Schools (2025, 2026, 2027)** Several schools are scheduled for opening in the next 3 years and more may be added. Currently schools are slated to open 2025, 2026 and 2027. New network, Internet, Wi-Fi, security, projection technology, phone systems, PA, innovation equipment, mobile devices and much more technology related devices need to be determined and deployed at these schools to meet the board's changing requirements and standards.
- Display/Projector Technology Refresh (2025-29)** Every classroom in WCDSB has a data projector. We had refreshed all projectors that were installed in 2011, year over year, by 2022. To maintain maximum availability of this critical classroom engagement tool. Functional decommissioned projectors are used as spares to minimize classroom downtime when the projectors fail. The next full refresh cycle began in 2024/25 to refresh all data projectors over 5 years. Our new projectors are laser based which are brighter, consume far less power and have a much longer life span. Each year failing projectors will be replaced as required.
- Educator Mobile Device Refresh (2025-28)** Every Classroom in WCDSB has a dedicated computer for the educator and for operating the data projector. The requirement for educators to incorporate technology into their pedagogy and remote instruction is best served by access to a mobile device with a larger screen than our student 11" Chromebooks and Cloudbooks. A provincial grant in 2021 had enabled WCDSB to purchase devices to support many classrooms and educators for this purpose. These devices are out of date and will soon not accept security updates. We will do a staged refresh of these devices from 2025 to 2028.



- **Elementary Classroom Desktop Refresh (2025-27)** Elementary desktop computers will be refreshed to replace broken and outdated computers. The ongoing goal is to continue to support one desktop computer per classroom (attached to the classroom data projector) in elementary schools. Extra working computers will be shuffled to other schools as new classrooms are added or removed. The target is to refresh all desktops that do not support Windows 11 by October 2025 and to do a staged refresh of older systems by 2027.
- **Itopia Virtual Desktop for High End Apps (2025-27)** We began piloting the utilization of cloud-based services to provide access to design lab applications (e.g.: AutoCAD, Adobe Creative Suite) to devices like Chromebooks, laptops and home computers. This initiative allows remote access to these applications for design classes to devices outside of our high-end design labs. The benefits to home access for homework is being investigated to evaluate the continued implementation across the system. This solution will be practical when all students have access to mobile technology and the Internet in school and at home which is our goal of our Devices for Equitable Access to Technology project.
- **Monitor Refresh (Yearly)** Classroom projectors have outdated video splitters paired with failing computer monitors that don't allow for easy sharing of mobile devices to the screen. New and more energy efficient monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. We are replacing and repairing monitors as budget funding allows.
- **Secondary Classroom Desktop Refresh (2027/28 and 2029/30)** The objective is to uphold the provision of one desktop computer per classroom, connected to the classroom data projector, in secondary schools. Recently, secondary desktop computers have been updated, with plans for subsequent refreshes scheduled for 2027/28 and 2029/30. IT is committed to regularly replacing broken and outdated computers. The advanced academic requirements at secondary schools necessitate access to high-end design and business application labs.
- **Secondary Printer Refresh (Yearly Staged)** Printers are replaced as required at secondary schools with a focus on reducing the requirement for printing and reducing print costs.
- **Secure Access Service Edge [SASE] (Ongoing)** As part of the Ministry of Education Broadband Modernization Program (BMP), WCDSB has been funded to implement a Secure Access Services Edge (SASE) environment for our students and staff. SASE provides a secure and reliable way for students and staff to access applications and data from anywhere while filtering dangerous internet content. WCDSB has used SASE to help protect against cyber threats to our many systems and devices that connect to the Board network. We launched SASE throughout the system this Spring 2023 and IT will continue to improve the environment on an ongoing basis.



- **VGA to HDMI Conversion (2025-28)** Currently WCDSB classrooms are mostly wired for VGA connections to the data projector. The installation of VGA to HDMI wireless transmitters in a



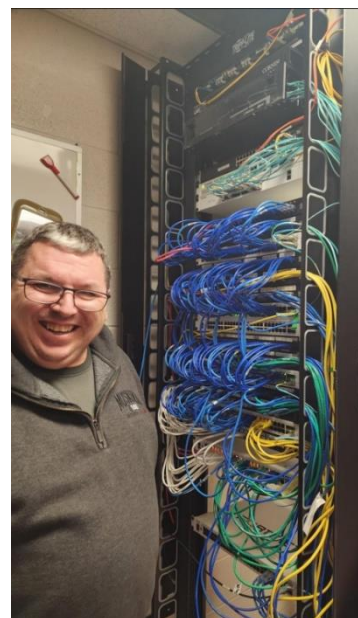
higher quality visuals and audio, which can be crucial for educational content.

classroom is essential for several reasons. Firstly, it modernizes the classroom by enabling wireless connectivity, which is more convenient and reduces cable clutter. Secondly, it allows for greater flexibility in the placement of devices since you're not restricted by cable lengths. Thirdly, it supports newer technology, as HDMI is the standard in all current mobile devices rather than VGA. This upgrade ensures compatibility with most modern devices and future-proofs the classroom for new technology. Lastly, it enhances the learning experience by providing

b. Administrative Endpoint Technology Plan (MYSP 1.2, 3.2)

Strategic Priority	Areas Affected	Initiative	Years
Administrative Technology	CEC	CEC & Dutton Drive Computer Refresh	2028/29
Administrative Technology	All Sites	FTE Increases for New Staff	2025-30
Administrative Technology	Admin	Elementary Admin Desktop and Printers	2026-27
Administrative Technology	All Sites	School Administrator Laptop Refresh	2025/26
Administrative Technology	Admin	Secondary Administrative Desktop/Printers	2026/27
Administrative Technology	CEC	Senior Admin Laptops	2028/29
Administrative Technology	Business	Smart Phone Refresh	2026 2028 2030
Administrative Technology	CEC	Technician device refresh	2028/29

- **CEC & Dutton Drive Computer Refresh (2028/29)** The Catholic Education Centre and Dutton Drive laptops and desktops are updated every 5 years to ensure functionality and ensure that they can be effectively supported.
- **FTE Increases for New Staff (2025-30)** With projected enrolment increase and the opening of schools, new staff require technology. This is determined on a yearly basis as staff are budgeted and approved to support the increase in schools and enrolment.
- **Elementary Administration Desktop and printer Refresh (2027-28)** Elementary administrative desktops and printers are refreshed on a 5-year cycle.
- **School Administrator Laptop Refresh (2025/26)** Administrator Laptops are refreshed every 5 years to maintain functionality.
- **Secondary Administration Desktop and Printer Refresh (2026/27)** Secondary administrative desktops and printers are refreshed on a 5-year cycle. We recently completed an update of these systems to assure compatibility with Windows 11.
- **Senior Admin Laptops (2028/29)** Senior Admin laptops are updated every 5 years to ensure required performance, functionality and that they can be effectively supported. Last year Senior Administrators chose to use their laptops for one more year to help balance the Board budget. The last refresh was 2023/24.



- **Smart phone Refresh (2026, 2028, 2030)** Smart phone contracts for devices utilized by school Administrators, senior administration and critical support staff are on a two-year contract. All Smart phones had been updated in 2024.
- **Technician device refresh (2028/29)** School based technicians require advanced mobile devices to effectively support our school's technical requirements. To maintain the required level of functionality for their specialized devices, they are updated on a 3-year basis.

2. Infrastructure Plan (MYSP 1.2)

It is essential for a school district to continuously maintain and upgrade its technology, security, network, and wireless infrastructure to support the growing demand for digital learning and safeguard the data and privacy of students and staff. Enhancing the technology infrastructure offers benefits such as improved connectivity, scalability, performance, reliability, and compatibility. Strengthening security infrastructure mitigates the risks of cyberattacks, data breaches, ransomware, malware, phishing, and denial-of-service attacks. Upgrading network and wireless infrastructure results in increased Internet bandwidth, speed, coverage, capacity, and access to critical educational resources. To achieve these advantages, WCDSB needs to invest in upgrading hardware, software, devices, routers, switches, firewalls, antivirus programs, and other components that constitute our technology ecosystem.

Strategic Priority	Areas Affected	Initiative	Years
Infrastructure	Secondary Academic	Academic Secondary Server Refresh	2027/28
Infrastructure	All Sites	Broadband Modernization Program	2025-29
Infrastructure	All Sites	Firewall Infrastructure Refresh	2025/26 2028/29
Infrastructure	All Sites	Optimize Internet Capacity	2025-30
Infrastructure	All Sites	Movement to Cloud Service/Storage	2025-28
Infrastructure	All Sites	Network Segmentation Upgrade	2025-27
Infrastructure	All Sites	Phone System Optimization	2028-30
Infrastructure	All Sites	Photocopiers	2028/29
Infrastructure	All Sites	SDWAN Device Refresh	2025-30
Infrastructure	CEC	Storage Area Network Refresh	2027/28
Infrastructure	All Sites	Wireless Infrastructure	2025-29
Infrastructure	Infrastructure	WREPnet Core Upgrade	2028/29

- **Academic Secondary Server Refresh (2027/28)** Secondary school servers are utilized to hold desktop operating system images, system patches, local school files, application images and are used for general school network management. These servers are replaced every 5 years to maintain functionality and warranty coverage. These servers were last refreshed on 2021/22.
- **Broadband Modernization Program BMP (2025-29)** On February 17, 2022, the Ontario government announced \$39.9 million in Grants for Student Needs funding to support the continued innovation, improvement, operation, and network security of school boards' and schools' networks to meet digital learning and operational demands, and ongoing transitions to accommodate changing technology and usage. The architecture and technologies that school districts have implemented through BMP include the tracking and reporting tools to allow each school board to monitor and report on the performance and security of their wide area network on a school-by-school basis. This monitoring information is to be reported to the Ministry of Education monthly which is to inform a sustainability and improvement

strategy for security and access to pedagogical Internet resources. We have now moved into the stage of the program which focuses on security. We have been actively implementing security solutions and updates in alignment with these requirements such as implementing the Sentinel One security and 24/7 monitoring system and the Netskope Secure Access Services Edge (SASE) environment.

- **Firewall Infrastructure Refresh (2025/26 2028/29)** The WCDSB Firewall infrastructure performs the critical function of protecting the Board's students, staff, data and systems from hackers, viruses, ransomware, and malware. The Firewall infrastructure also filters the Internet for safe content for our students.
- **Optimize Internet Capacity (2025-29)** There are many components of the WCDSB infrastructure that are critical pieces to the delivery of web-based curriculum content to educators and students. Those components include school wireless infrastructure, wired network drops, network switching equipment, the wide area network between board sites, the firewalls, and the Internet feeds. Currently WCDSB has two central Internet feed providers, Rogers and the Ontario Research and Innovation Optical Network (ORION <http://www.orion.on.ca/>). We have also implemented dedicated Internet feeds to each secondary school. The purpose of resilient Internet providers is to ensure availability to critical educational tools schools have become dependent on for delivery of curriculum of which Desire 2 Learn, Microsoft Office 365, Microsoft CoPilot, Google Suite for Education, Compass for Success are just a few. Many administrative hosted applications also need guaranteed access such as Apply for Education, School Cash Online, StaffNet, and Microsoft Azure. We believe we currently have sufficient Internet bandwidth for the 2025/26 school year, but we will monitor for the need to increase and optimize further.
- **Movement to Cloud Storage (2025-28)** WCDSB student and staff file storage has been primarily held on Storage Servers housed at schools and the Board Data centers in the past. This file storage has been found on both network shares and within the Board's StaffNet environment. Local storage servers are expensive to maintain and replace plus are potential targets for hackers and ransomware attacks. Access to locally stored educator and student work cannot be accessed from offsite work from home and other locations. These local storage methods do not easily allow for collaborative building of documents and projects. Starting in 2020, local storage has been migrated to Google Suite for Education and Microsoft Office 365/Teams. Where possible, the movement to free services like Desire to Learn, Google Suite for Education and the Microsoft Office 365 environments has saved the Board money and infrastructure while facilitating both on-site and off-site access to resources, ease of collaboration and home access to classwork. We will continue to migrate local storage to these cloud environments.
- **Network Segmentation Upgrade (2025-27)** With the support of the Ministry of Education Broadband Modernization Program (BMP), WCDSB has been in the process of segmenting our networks with critical systems from less secure public networks used for personal devices and direct access to the Internet. These measures greatly improve the security of our systems by separating paths to our critical systems. We will continue to expand network segmentation further and optimize it to further assure security and privacy for both student and staff data.
- **Phone System Optimization (2028-30)** The system phone controllers may require an update in the 28/29 school year depending on expanding utilization and requirements. IT will research the most cost-effective manners to keep our phone system secure and maximize availability. To improve the reliability of our phones, IT will do a staged update of phones from old digital handsets to voice of IP (VoIP)



handsets as required. We will be working to optimize voicemail for all staff to speed up access to important messages which improve school safety. If it is determined this project is necessary to start on 28/29, we project it would take 2 years to fully complete to avoid service interruptions.

- **Photocopier Refresh (2028/29)** School and office photocopiers are refreshed every 5 years or as required as determined by reliability, required feature set and vendor contract. We completed a complete refresh of all copiers this year. We will be considering our next refresh in the 2028/29 year.
- **SDWAN Device Refresh (2025-30)** The first wave of the Ministry of Education sponsored Broadband Modernization Project (BMP) and SDWAN (Software Defined Wide Area Network) devices were installed starting in 2018. These will start requiring a refresh in 2025 and yearly after that as devices expire, until 2030.
- **Storage Area Network Refresh (2027/28)** The centralized Storage Area Networks host all student, finance and staff files, records, and data. These are critical storage systems that most board systems are dependent on. The Storage Area Networks arrays are situated in the primary board office data centre and in the disaster recovery data centre at Dutton Drive. These two arrays need to be refreshed on a staggered 5-year basis to ensure performance and availability of essential data and services.
- **Wireless Infrastructure (2025-29)** Chromebook, iPads, Windows Cloudbooks and many more student and staff personal devices are widely utilized at every school and board site. WCDSB has expanded support for Bring Your Own Device plus secondary devices for equitable access to technology for utilization in classroom curriculum activity. The Board also has a significant implementation of other wireless learning devices. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, classroom wireless access points and components of the Board's wireless infrastructure need to be refreshed on a yearly basis to address areas of greater demand. We began to pilot Wi-Fi version 7 in the CEC 2024/25. Wi-Fi version 7 will greatly increase the capacity to support the growing number of devices in WCDSB and the increasing network bandwidth required. In subsequent years, we will replace all current Wi-Fi access points with version 7 at all sites.
- **WREPnet Core Upgrade (2028/29)** WREPNet is the state of the art dark fibre Waterloo Region Educational & Public Network. This 25-year-old, high-speed, dark fibre-optic network took shape between 1998 and 2000 as a partnership between the Waterloo Catholic District School Board (WCDSB) and Waterloo Region District School Board (WRDSB). <https://www.wrepnet.on.ca/>. WREPNet quickly grew to become a strategic alliance of the school boards, local governments, public libraries, post-secondary institutions, hospitals, and social service agencies. We recently completed a core upgrade for secondary sites and are looking at elementary school sites in 2024/25. We are projecting the WREPNet core equipment will be next due for a refresh in 2028/29 to meet the growing demand for Wide Area Network bandwidth and connectivity across the Waterloo region.



3. Process Improvement Plan (MYSP 1.2, 1.3, 2.3, 3.2, 3.3)

Enhancing processes and optimizing workflows for WCDSB can be accomplished through several essential steps. This involves mapping out current processes, standardizing procedures, implementing automation, utilizing



data analytics, using generative artificial intelligence, employing workflow management within our software, providing staff training, and continuously monitoring and refining processes. By adhering to these steps, WCDSB can streamline operations, increase efficiency and productivity, reduce errors, and ultimately deliver superior services to students, parents, staff, and the community.

Strategic Priority	Areas Affec	Initiative	Years
Process Optimization	St Louis	Aspen ConEd Support	2025/26
Process Optimization	All Sites	Aspen Optimization	2026-27
Process Optimization	All Sites	Aspen Parent Portal	2025/26
Process Optimization	Business	Classification for Archiving of Long Term Records	2025-28
Process Optimization	All Sites	Data Warehouse	2025/26
Process Optimization	Business	Email & Electronic Records Retention Automate	2025-28
Process Optimization	All Sites	Generative AI	2025-30
Process Optimization	All Sites	IT Service Desk Optimization	2025-27
Process Optimization	Business	LaserFiche Process Automation and Forms	2025-28
Process Optimization	All Sites	Parent Portals	2026/27
Process Optimization	All Sites	Print Optimization & Reduction	Ongoing
Process Optimization	Business	Privacy Impact Assessment(s)	Ongoing
Process Optimization	All Sites	Security	Ongoing
Process Optimization	Secondary	Specialist High Skills Major SHSM	2025/26
Process Optimization	Business	Sparkrock	2025-27
Process Optimization	All Sites	Spec Ed Management	2025/26

- **Aspen Con Ed Support (2025/26)** The IT Data Team has been collaborating with other school districts across Ontario and Aspen to enhance support for St Louis and our continuing education programs. These programs have distinct business practices compared to regular day schools. Each school district has implemented unique practices to address their local requirements. Our efforts aim to standardize business practices across all Ontario school districts where possible. Additionally, we are working with Aspen to develop solutions for business practices specific to WCDSB that are not common among other Ontario districts.
- **Aspen Optimization (2026/27)** The IT Data Team is working on optimizing the Follett Aspen student data system implementation. Aspen was launched in August 2020, and collaboration has continued with the Ontario Aspen community representing 42 school districts, the Ontario Educational Community Marketplace (OECM), and Fujitsu. The Aspen system provides extensive capabilities for managing students, performing assessments, managing classrooms, and communicating with parents. The system is being expanded to include enhanced parent portal functionality, online forms, digital signatures, and improved IEP tracking. Aspen integrated Case Management is also under investigation. Additional features may be explored and potentially implemented in 2026/27.

- Aspen Parent Portal (2025/26)** Presently implemented and emerging web technology is providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children's long-term achievement information. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent Portal has seen great growth and enhanced features. We look to expand the roll out in 2025/26 with expanded features such as adding the ability for parents to confirm and update their demographic data. With Online Registration, the Aspen Parent portal already has over 14,000 parents registered in the environment.
- Classification for Archiving for Long Term Records Automation (2025-28)** Classification for archiving long-term records involves organizing records into categories based on their content and level of importance. This ensures that records are stored in a way that makes them easy to find, access, and retrieve when needed. Common categories for long-term records in a school district include Student, Financial, Personnel, Legal, Board, Facilities, Curriculum, and Instruction Records. When classifying records for archiving, it is important to consider both their content and the legal requirements for retention. Different types of records may need to be retained for different lengths of time, so it is necessary to consult with legal and records management experts to ensure proper retention periods. Additionally, records should be stored securely and accessibly, and periodically reviewed and updated to maintain their accuracy and relevance. The goal is to automate the process of retaining these types of records using Laserfiche and Microsoft 365 systems.
- Data Warehouse (2025/26)** WCDSB has developed multiple data warehouse environments to support evidence-based decision making aimed at enhancing student achievement. These environments include Compass for Success, Microsoft Power BI, and Qualtrics. This summer we are moving from Qualtrics to Alchemer due to better pricing, more favourable features, better contract compliance to privacy expectations, and more prevalence within other Ontario school districts. With the implementation of Aspen in 2020, new conduits were required for the existing data warehouse environments. Now that these conduits are established, new dashboards and reports are being added to each environment. Aspen will feature an analytics tool enabling the creation of beneficial student data analytics for educators. Collaboration with Compass for Success has integrated Power BI dashboards based on internal efforts, resulting in enhanced Power BI capabilities within the enCompass environment. Compass for Success has expanded this functionality alongside other educational school districts as collaborators. There are plans to pilot the use of the Aspen Analytics module to gain better insights into critical data impacting student achievement.
- Email and Electronic Records Management Retention Automation (2025/26)** The implementation of automated electronic retention policies aims to minimize legal liability and operational risk associated with retaining redundant, obsolete, and trivial information. These policies will be gradually introduced across WCDSB systems. The systems affected by this automation include Laserfiche, Microsoft 365, Quick Tags, Google Suite for Education, and School Cash Online.
- Generative AI (2025-30)** Generative AI (GenAI) holds significant importance for both students and educators by offering opportunities to cultivate crucial digital literacy and critical thinking skills



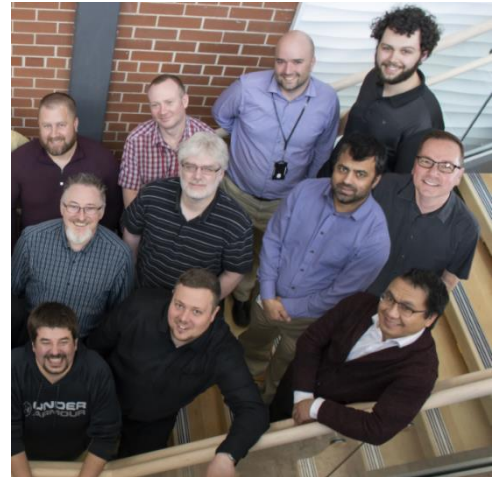
necessary for the future workforce. For students, when integrated with Deep Learning and focused on real-world problems, GenAI can foster powerful collaborative learning experiences and give students a greater voice. For educators, GenAI can serve as a valuable partner in pedagogical practices, particularly within the Deep Learning framework, helping to design personalized, engaging, and inclusive learning experiences and potentially freeing up educators to focus on the human aspects of assessment and provide meaningful feedback. Generative AI also provides great potential for WCDSB staff to streamline many tasks and improve process plus augment roles in producing more impactful solutions. The Enhancing Digital Security and Trust Act, 2024, (Bill 194) aims to address cyber security and artificial intelligence systems within public sector entities. This includes requirements for AI use such as public information provision, accountability frameworks, risk management, compliance, and in specific situations, information disclosure and individual oversight, all subject to future regulations. A prime focus of the Act is for digital technology affecting individuals under 18 at school districts. With this lense, WCDSB will have to carefully navigate the utilization of any systems with AI integration especially when connected to staff and student data. We will continue to grow and evaluate the best and safest path for GenAI within WCDSB while helping to integrate into every day work.

- **IT Service Desk Optimization (2025-27)** With ever-expanding technology, application and web resources, IT services are launching an improved interface and process to optimize our Service Desk support and system to better meet the needs of our staff and our community. Our focus this Summer is to make the process of requesting help easier and the process to address requests timelier and more efficient. Future years we will be investigating migrating our IT Helpdesk system functionality to a cloud implementation to improve security, assure uptime and further improve service with new functionality and an AI based chatbot to provide people with quick answers to issues.
- **LaserFiche Process Automation and Forms (2025-28)** The Laserfiche system is currently used at WCDSB for electronic records management, retrieval, and disposal. The system has expanded capabilities to manage web electronic forms and optimized workflows. Forms managed through the Laserfiche system are automated for retention and easy retrieval. Laserfiche also supports the creation of automated approval workflows within forms which are integrated with the Board's email system. Various forms associated with Administrative Processes (AP) will be tracked for completion and approval. ITS is continuing to implement the Laserfiche web forms and workflow modules with Board APs. Laserfiche aims to reduce paper records, easing retention and searching for critical Board records. This involves ongoing projects to scan paper documents and records.
- **Parent Portals (2026/27)** Presently implemented and emerging web technology are providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (Desire2Learn, D2L), School Messenger, Safe Arrival, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children's long-term achievement information. D2L has enabled students to have anywhere online access to classroom curriculum material and assignments. School Messenger has provided expanded attendance and school notifications to families. We will continue to grow and consolidate these environments to ease access for engaged parents/guardians under the new Aspen parent portal. Our goal is to find a method to unify all parent/guardian environments under one credential method. We are also consolidating these environments into a phone app and a parent website. We are working with other school districts and Microsoft to develop this unified parent/guardian credential.
- **Print Optimization and Reduction (Ongoing)** Printing at the board offices and at schools is a very significant part of the overall budget. For some schools, print can be half of the school budget. Reduction of print will be accomplished through the increase of the turning in of assignments and sharing of resources electronically. Not only is this a very green initiative, but it will also save the Board significant funds that can be invested in other educational equipment and programs. To help us track progress, we



have unifying credentials for all printing and assigning quotas through a product called PaperCut. Our Print Governance committee evaluates innovative strategies to reduce printing and make print and photocopying more secure while meeting our pedagogical and business needs.

- **Privacy Impact Assessments (PIAs) (2025-30)** Privacy Impact Assessments (PIAs) are a requirement for public sector entities such as school boards. Recent changes to legislation has introduced enhanced scrutiny of how school boards assess and manage risks to student privacy and industry best practices include conducting assessments whenever new (IT) tools are procured, or existing tools undergo significant changes. PIAs identify the legal authority for the board to collect, use, retain, disclose, and dispose of personal information. They also highlight gaps or risks to privacy to inform decision making and guide safe implementation of complex tools. Going forward and as a result of the government's updated legislation, PIAs will increase in use. The intention is to establish and maintain an optimized PIA service so that privacy issues can be identified prior to risks to student or employee personal information materializing.
- **Security (Ongoing)** As an ever-increasing challenge, the scope of security in IT is far beyond what it was just a few years ago. Private staff and student information and WCDSB systems need evolving protection from the growing sophistication of hackers around the world. WCDSB is working closely with the Ministry of Education Broadband Modernization Program (BMP) team and the Educational Network of Ontario (ECNO) regional security team to harden our security and keep it up to date against new threats.
- **Specialist High Skills Major (SHSM) Tracking System (2025/26)** Currently this system has been in place for many years and no longer meets the requirements for our SHSM program. We will be building an environment within Aspen to meet the requirements of the board's SHSM administrators for optimal management of the students within this program.
- **Sparkrock Finance, HR and Pay Functionality (2025-27)** We have completed the project for the movement of our Navision Sparkrock finance system to the cloud from our on-premises implementation. Moving the system to be cloud hosted isolated it from other systems, protect it from other WCDSB systems in the event of a cyberattack. Now we have begun to investigate the full HR and Payroll systems within Sparkrock to see if it should be adopted to augment or replace present systems.
- **Special Education Management (2025/26)** We have migrated from the Elite Special Education system to our new Clevr Spec Ed system. The Elite system was based on an older architecture that is difficult to manage and secure plus it was no longer supported by the vendor. We worked with the Lambton-Kent District School Board and the Waterloo Region District School Board to procure and implement the new solution which is already run by many Ontario School Boards. We will work with Student Services to optimize they new Clevr system through out the coming year to meet their needs and produce required provincial reporting.



Recommendation:

This report is for the information of the Board

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent & CFO

Chris Demers
Chief Information Officer

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





Date: May 26, 2025
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, 128
- 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:

<http://www.edu.gov.on.ca/eng/about/WBDiscussionDocument.pdf>

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:

Safe and Caring Schools at Waterloo Catholic District School Board:

We believe that safe and caring communities underpin every aspect of the teaching and learning environment, and that relational safety — the felt sense that one belongs, is treated fairly, and is cared for — is essential to students' ability to engage, learn, and thrive.

At the Waterloo Catholic District School Board (WCDSB), creating safe and caring schools is not just about rules, discipline, or preventing harm — it is about building environments where every student feels a sense of belonging, trust, and possibility. We know from decades of research in neuroscience, psychology, and education that students learn and thrive best when they experience predictable, supportive, and relationship-rich environments.

Self-regulation — the ability to manage stress and stay calm, alert, and engaged — is foundational for learning, growth, and positive behaviour. However, children cannot simply choose to self-regulate, especially when under chronic or overwhelming stress. In these moments, the brain's survival systems take over, making it harder for students to reflect, reason, and cooperate. The most effective antidote to stress is consistent, caring relationships with adults who help students restore emotional balance, creating the conditions needed for learning, connection, and positive social interaction.

Our Safe Schools approach is built on this understanding. Rather than focusing solely on external control or punitive measures, we are committed to helping students develop their own internal capacity:

- To manage their stress responses;
- To navigate conflict and repair relationships;
- To strengthen their sense of belonging and contribution to their school community.

This year's Safe and Caring Schools work reflects a multi-layered effort across the system — from trauma-informed classroom practices to student-led Safe School Ambassador programs, to restorative alternatives to suspension, to the launch of anonymous reporting tools — all designed to foster well-being, fairness, accountability, and growth.

We remain guided by the principle that safety is not simply the absence of harm, but the presence of trust, care, and stability. When students walk into a school where they know they matter, where they feel seen and supported, they are more able to rise to challenges, care for others, and reach their full potential.



This report details how WCDSB has strengthened its foundations for learning, growth, and belonging over the past year — and how we continue to evolve in service of every student's success.

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

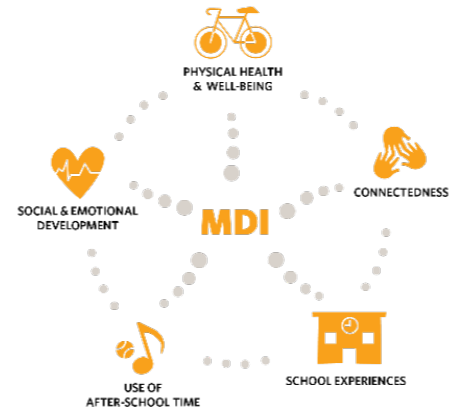
Goal:

- 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:



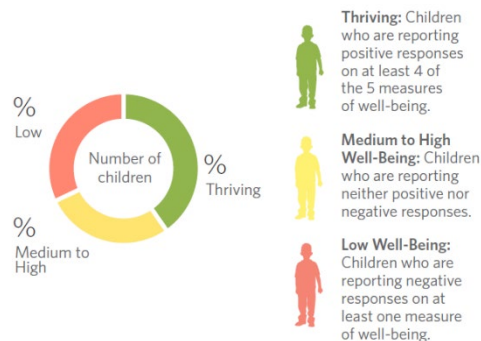
The Waterloo Catholic District School Board has used the Middle-Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey for students for the past three cycles (i.e., 2019, 2022, 2024). Beginning in Spring 2025, the MDI well-being index questions will also be included on the annual student survey (e.g., both school climate and student census) resulting in an annual measurement.



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.

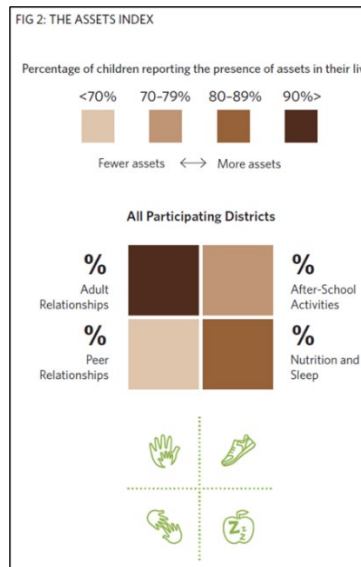
Overall index scores are then generated using the measures indicated below:

FIG 1: THE WELL-BEING INDEX



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)

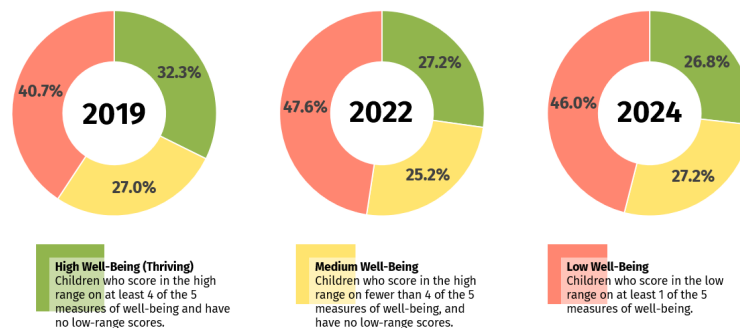


Assets are positive, everyday influences and resources that are known to protect children against vulnerability and promote positive well-being during the middle years. The MDI Assets Index measures qualities present in children’s lives that make a difference: Positive Adult Relationships, Positive Peer 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.

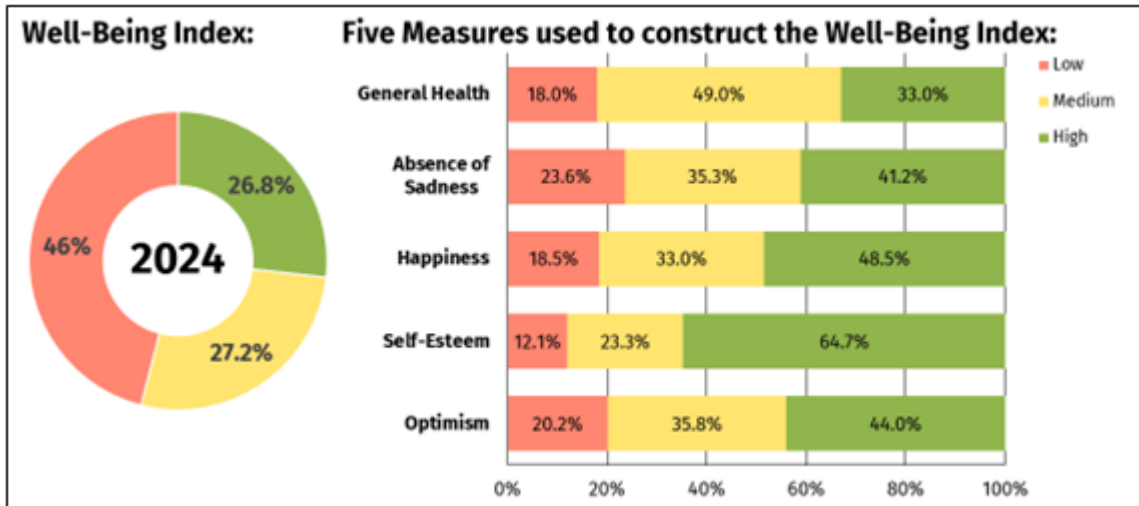
Resiliency research shows that assets are qualities in children’s lives that promote positive development. This aligns with one of the key findings of the MDI that indicates children’s self-reported health and well-being is related to the number of assets they perceive in their lives. As the number of 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. The well-being index survey questions were included in the spring 2025 annual student survey (i.e., Student Census). The data has been collected and is currently under analysis by the Research Team. Results will be posted on the [MYSP Indicator Dashboard](#) when available.



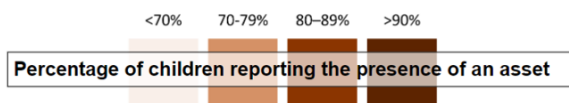
By examining students categorized as having "low" well-being across each of the five measures that the index comprises, we gain a clearer understanding of their specific areas of need. For example, even if a student scores "low" on just one of the five measures - Optimism, Self-Esteem, Happiness, Absence 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:

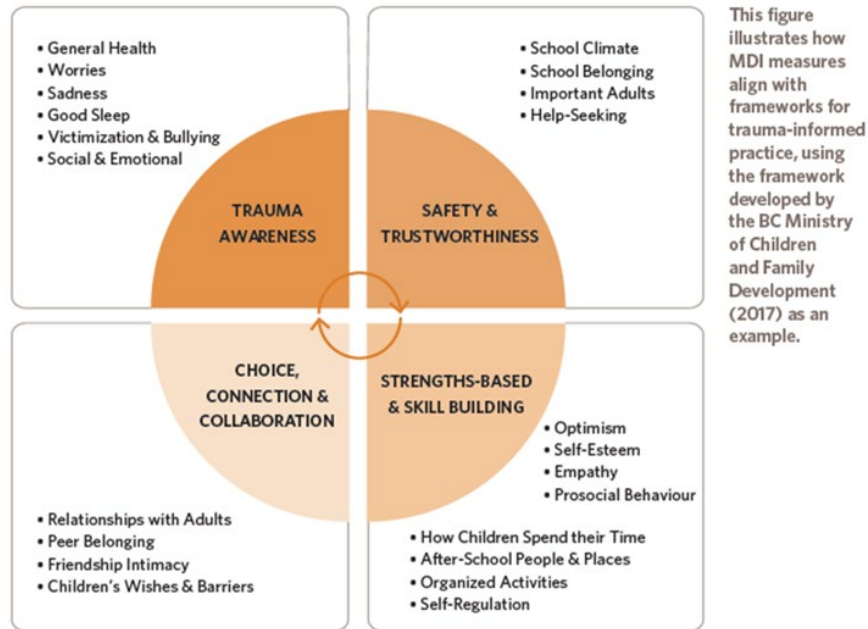
The MDI Asset Index reveals both stable and fluctuating assets over the past three years. Some Assets remain stable over the past 3 cycles with the approximately the same percentage of students having the asset present, such as Peer Relationships (e.g., 82.8% in 2019, 80.8% in 2022, and 80.0% in 2024) 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). The asset index survey questions are only included in the spring annual student survey when we administer the full MDI survey (i.e., every 2 years). The asset index data will be collected in spring 2026 when this indicator will be updated.

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%

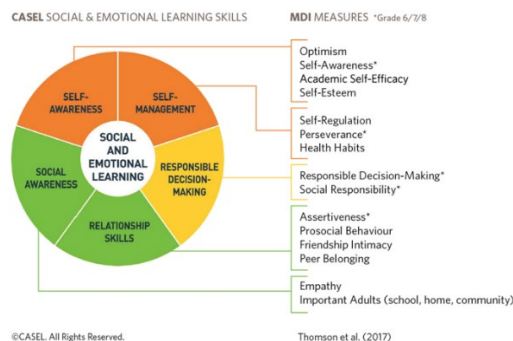


MDI and Connections to Tier 1 Mental Health

WCDSB recognizes that students' mental health significantly impacts their overall well-being. To contribute to safe and caring school environments, WCDSB continues to prioritize implementing trauma-informed classroom practices and social-emotional skill building in its 2024-2025 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.



Social-emotional learning (SEL) is another critical component of WCDSB's mental health plan. Monthly releases of Faith and Wellness mental health 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:

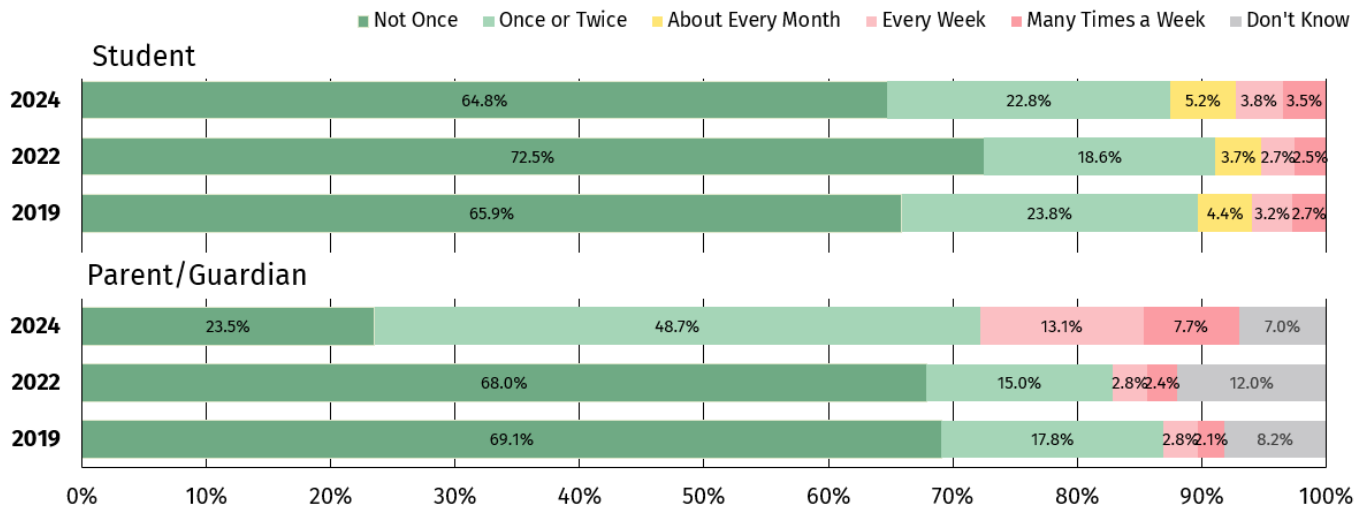
Bullying frequency has been assessed in both the student school climate survey (MDI) and the family school climate survey across the last three cycles (e.g., 2019, 2022, 2024). Beginning in Spring 2025, the MDI bullying questions will also be included on the annual student survey (e.g., both school climate and student census) resulting in an annual measurement. The 2025 bullying questions have been administered on the 2025 student census. The data has been collected and is currently under analysis by the Research Team.

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

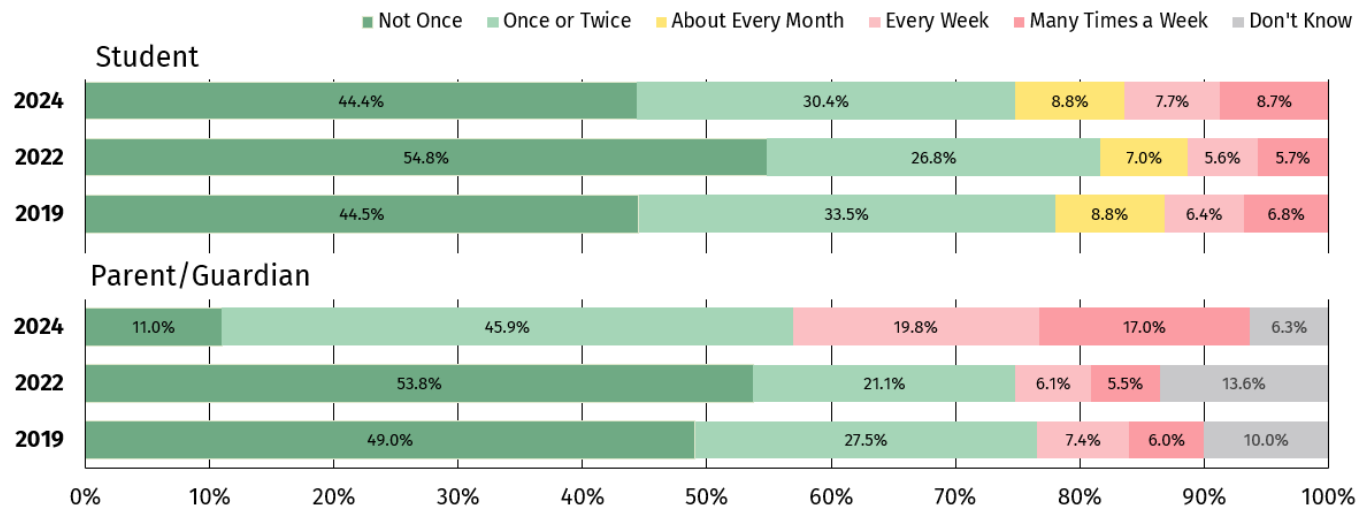


recurring bullying (i.e., monthly, weekly, many times a week) most often with verbal bullying (i.e., 25.2% reporting monthly, weekly, many times a week) and social bullying (22.1% reporting monthly, weekly, many times a week).

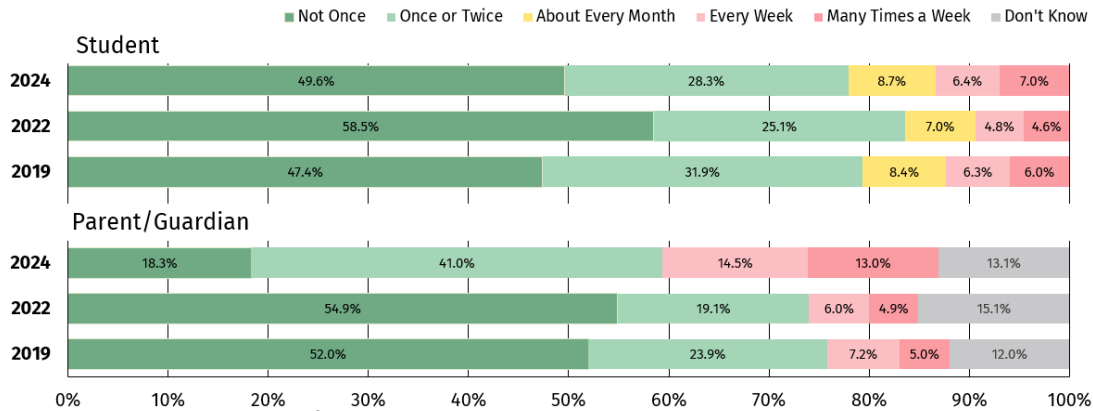
Frequency of Bullying: **PHYSICAL**



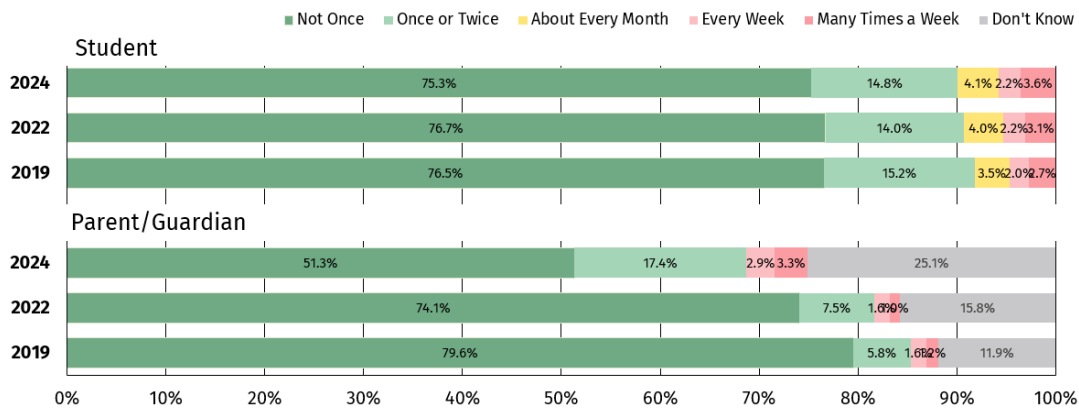
Frequency of Bullying: **VERBAL**



Frequency of Bullying: **SOCIAL**



Frequency of Bullying: **CYBER**



Programming for Positive School Climate Related to Bullying:

Our efforts to reduce bullying extend beyond awareness weeks or reactive measures. We are committed to creating environments where students are equipped with the social-emotional tools to build positive relationships, navigate conflict, and support peers. Programs like the Safe Schools Ambassadors (SSA) and the new Safe and Caring Schools Ambassadors (SACSA) for elementary students are not just student activities; they are intentional efforts to empower young leaders with empathy, advocacy, and restorative problem-solving skills. By fostering these capacities, we are helping students shape the climate of their schools from within.

- **Safe Schools Ambassadors:**

- The Safe School Ambassadors (SSA) are trained students across all five secondary schools who help prevent and interrupt behaviors that undermine a positive school climate. They apply the “notice, think, act, and follow through” framework to guide peers in making better choices and fostering respectful interactions.
- In the 2024-2025 school year, SSA teams engaged their communities through multiple student-led initiatives, including Grade 8 parent nights, “Chill and Skill” sessions, wellness campaigns, poster initiatives, classroom presentations, and school-wide events like year-end carnivals.



- Collectively, these efforts reached broad student audiences and involved educators across settings, from small groups to school-wide audiences. Reported benefits included stronger school engagement, increased student outreach for support, greater peer connection, and the development of safe spaces within schools.
- Key areas for continued growth include expanding student leadership, creating more designated peer-led support spaces supervised by staff, and broadening campaigns to address additional youth concerns.
- In winter 2025, the new Elementary Safe and Caring Schools Ambassador (SACSA) program for Grade 7 and 8 students was launched. This program fosters a safer, more inclusive, and mentally healthy school environment by empowering young student leaders to promote mental health literacy, reduce stigma, and encourage self-care and help-seeking. Through peer-led initiatives and staff mentorship, these students build community and strengthen connections to supports. Plans are underway to augment and expand the SACSA program in Fall 2025
- **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 2024.
<https://drive.google.com/file/d/1YTzqCE53WgRMLLbR-F11DMns9NOcUGIa/view?usp=sharing>
 - Pink Shirt Day – February 2025
- **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.

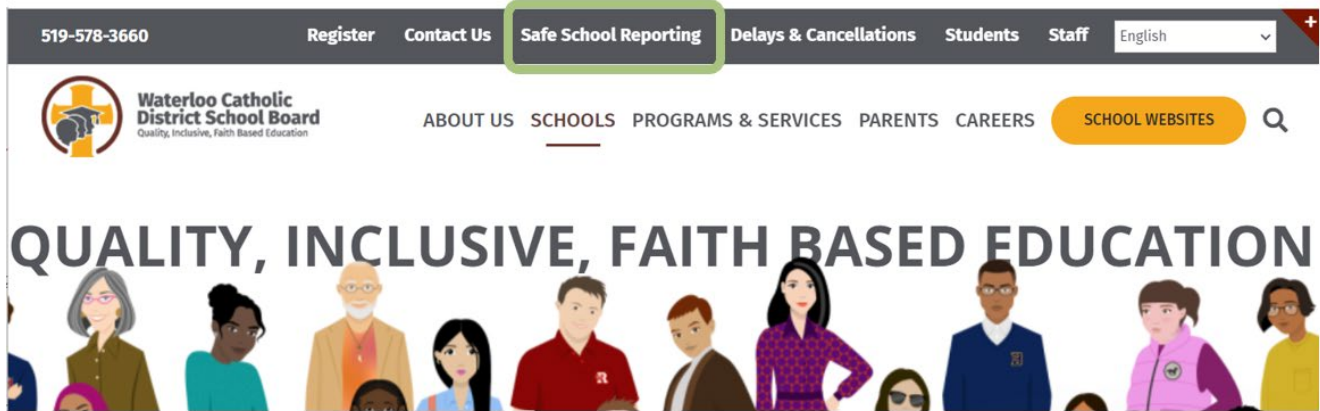
Safe School Incident Reporting:

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. The Safe Schools incident form has now been in use for a full calendar year (e.g., 2024), providing baseline data that can be used for comparison in future years. During the 2024 calendar year, we received a total of 191 Safe Schools Incident Reports. To date, for the 2025 calendar year (as of May 12, 2025), we have received 28 Safe Schools Incident Reports.

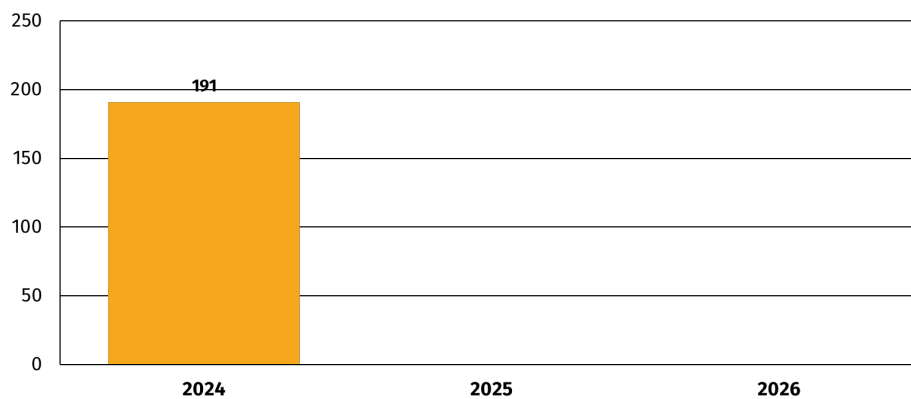
The top three locations where incidents occurred in 2024 were: the school yard (30%), classrooms (25%), and school hallways (14%). Of the 191 reports submitted, 49% requested follow-up contact from the



school. All of these follow-up requests (100%) were completed.



Total Number of Safe-school Incidents Received:



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.

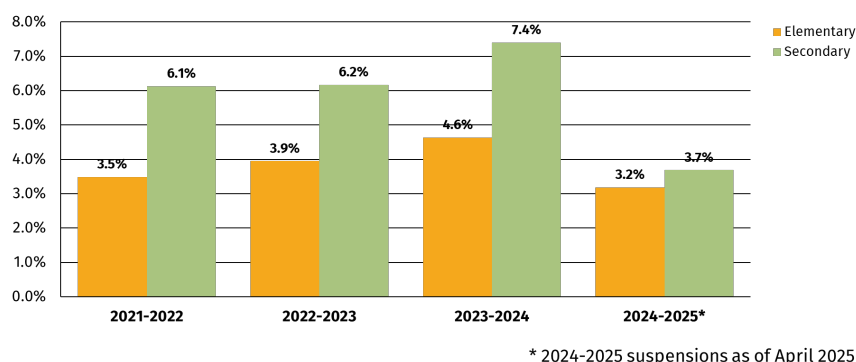
Monitoring Behaviours Resulting in a Suspension:

The Ontario Ministry of Education has mandated a reduction in student suspensions through key policies that promote equity and progressive discipline. Policy/Program Memorandum No. 145 (PPM

145) directs school boards to implement a continuum of interventions that prioritize support over punitive measures, considering mitigating factors in disciplinary decisions. The *Caring and Safe Schools in Ontario* framework further supports this shift by encouraging inclusive, supportive school environments. Additionally, Ontario's *Education Equity Action Plan* emphasizes the elimination of systemic barriers and the reduction of suspension rates, particularly among marginalized student groups, reinforcing the Ministry's commitment to fair and restorative approaches to student behaviour.

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 examining the proportion of students suspended each year based on spring enrolment, we observe an upward trend in both elementary and secondary panels. This aligns with the provincial trend identified in Student Achievement Plan Indicator #10. For Ministry-calculated suspension rates and additional SAP indicators, please visit the WCDSB [Student Achievement Plan \(SAP\)](#) webpage.

Total % of Students Suspended based on Spring Enrolment:



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 (Table):

Panel	Year	1	2	3	4	5 or more
Elementary	2024-2025*	78%	13%	5%	1%	3%
Elementary	2023-2024	68%	19%	6%	4%	3%
Elementary	2022-2023	73%	16%	5%	2%	4%
Elementary	2021-2022	79%	14%	4%	1%	2%
Secondary	2024-2025*	82%	11%	5%	0%	2%
Secondary	2023-2024	73%	19%	4%	2%	2%
Secondary	2022-2023	73%	14%	6%	3%	4%
Secondary	2021-2022	69%	18%	6%	4%	4%

Reasons for Suspension: From 2021–2022 to 2024–2025*, the most common reasons for suspension in both elementary and secondary panels have remained relatively consistent, with “Moral Tone”, “Code of Conduct”, and “Opposition to Authority” appearing each year. In elementary, “Moral Tone” has been the leading cause annually. In secondary, “Physical Assault” and “Code of Conduct” were dominant, though “Opposition to Authority” has emerged as the top reason in 2024–2025* to date.

Top 5 Infraction Types:

	2021-2022	2022-2023	2023-2024	2024-2025*
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. Opposition to Authority 4. Any other Act 5. Physical Assault	1. Moral tone 2. Code of Conduct 3. Any other Act 4. Physical Assault 5. Opposition to Authority
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. Physical Assault 3. Moral tone 4. Opposition to Authority 5. Any other Act	1. Opposition to Authority 2. Physical Assault 3. Code of Conduct 4. Moral tone 5. Neglect of Duty

* 2024-2025 suspensions as of April 2025

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. Workshop sessions are designed to support students to develop a deeper awareness of their choices and a renewed sense of direction; in essence turning reflection to action. From September 2024 to April 2025 the program supported **70** successful participants from **21** different schools (**17** Elementary, **4** Secondary). This is an increase from Jan to June 2024 when there were **32** successful participations from **5** different schools (**3** Elementary, **2** Secondary). Students, teachers and principals report positively to the YMCA about the program.

Top 5 Reasons for Referral:

1. Disruptive behaviour
2. Absenteeism
3. Apathy & lack of motivation
4. Physical violence
5. Bullying (verbal, physical, cyber)





- **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:

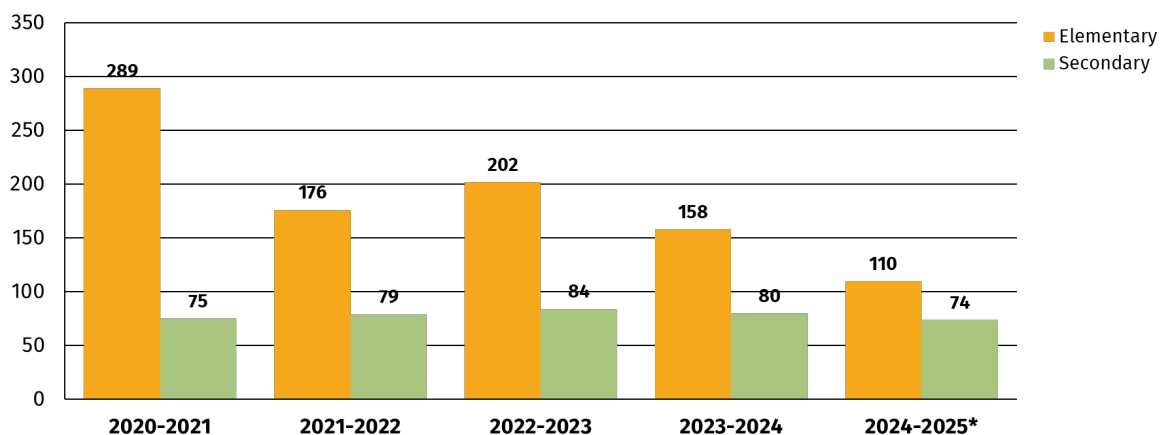
- Decrease the # of Student Aware flags reported within a school year over time.
- Ensure that programming in schools/classrooms are informed by the most frequent flag types.

Monitoring Online behaviour through Student Aware:

Although the 2024-2025 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 (see chart below). To date, we have responded to 110 elementary flags and 62 secondary flags for the 2024-2025 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.

[updated April 29, 2025]

Total Number of Student Aware Flags:

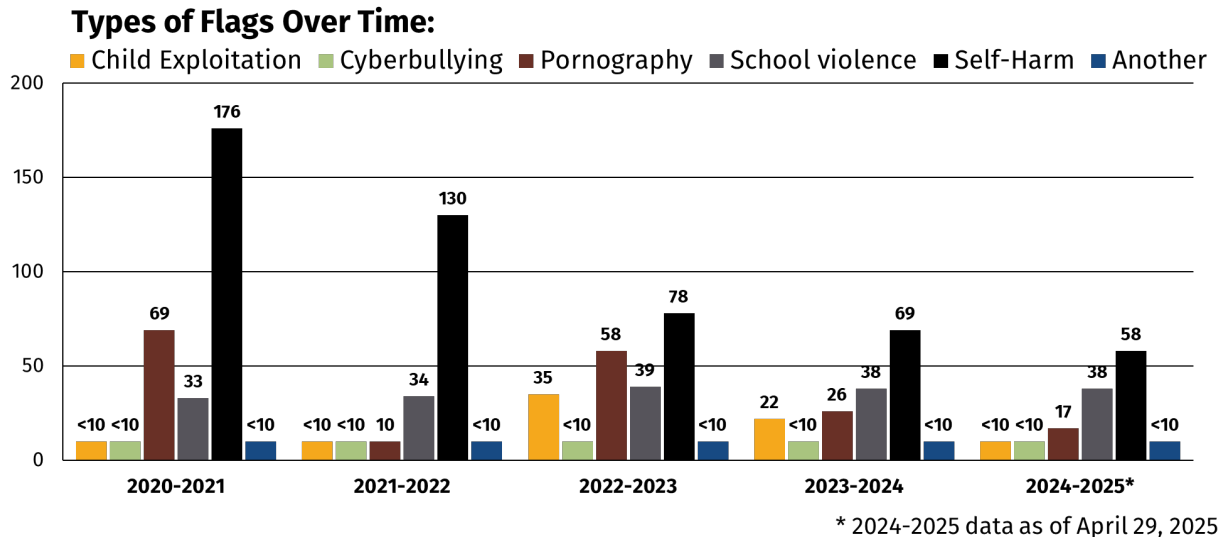


* 2024-2025 data as of April 29, 2025



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.

[updated April 29, 2025]



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. Between September 2024 and April 2025, 32 new referrals to school social work resulted from a student aware flag. This compares to 25 during the 2023-2024 school year. These are students who received supportive interventions who otherwise may not have been identified.
- **Suicide Prevention/Life promotion Training:** The WCDSB Mental Health Leadership team adopted the School Mental Health Ontario (SMHO) Suicide Prevention and Life Promotion Training and toolkit to help school teams recognize warning signs and support students experiencing thoughts of suicide. Last year, role-specific training was provided to superintendents, administrators, guidance counsellors, chaplains, student services staff, child and youth workers, and educational assistants. In 2024-2025, this work expanded to include newly hired chaplains and principals, tailored sessions for the program services team, and a condensed, recorded version for educators to access during staff meetings.

Feedback this year has been overwhelmingly positive:

- 75% agreed the content is useful in their work.
- 75% found the workshop valuable.
- 64% felt likely to notice signs of student risk.
- 73% felt likely to engage in conversations with struggling students.



- **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 May, 2025, all WCDSB Grade 7 Classes have received the presentation. This resulted in 77 presentations, for 1798 students, and 113 staff members. This is the highest number of students engaged over the three years. In the 2022-2023 school year, 62 presentations were delivered to 1547 students, and in 2023 to 2024, 80 presentations were delivered to 1621 students. Most of the students who completed a feedback survey reported that they learned something that they could use to help themselves if they were having a tough time with their mental health (64%), and most also reported that they learned something that they could use to help others (78%).
- **Mental Health Week, 2025:** Resources were provided to educators to build awareness of the impact of stress on students’ brains, as well as activities to practice coping strategies. <https://docs.google.com/document/d/1nkyNYjmgHsYlNu5CvXt9Lh2eNvrjA0CsMacqCmx7PSs/edit?usp=sharing>
- **Digital Citizenship and Literacy Month:** WCDSB Innovation Consultants ran a Digital Citizenship and Literacy campaign in October 2023 through the [WCDSB Innovates 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, Vaping, and Cell Phone Use

Goal:

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

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:



Human Trafficking:

- **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:** The protocol has been updated and finalized with revisions to the corresponding AP memo underway. 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/>.
- **Youth Violence Symposium:** Two hundred and fourteen educators registered their grade 7–9 classes in the Youth Violence Prevention Symposium offered virtually by Victim Services of Durham Region. The symposium explored topics such as healthy relationships, online safety, and human trafficking awareness. Schools also promoted National Human Trafficking Awareness Day through a poster campaign and caregiver communications, supported by resources from the WCDSB Mental Health Lead. By building critical knowledge, promoting help-seeking, and strengthening protective factors, these initiatives aim to reduce youth vulnerability to violence, exploitation, and trafficking.

Knowledge increase:

After the symposium:

- **95%** of students feel they have a stronger understanding of youth violence and how to prevent it
- **84%** of students feel they have a stronger understanding of consent
- **91%** of students feel they know how to better protect themselves online
- **97%** of students have a better understanding of the risks of social media and online communication
- **93%** of students feel they have a stronger understanding of healthy relationships

Student feedback:

- "This was really fun and educational!"
- "My favourite thing is how much information there was to talk about and how much I learned about it."
- "My favourite thing was getting to know about human trafficking, I did not know anything till now"

Educator Feedback:

- "Thank you for making it easy to access and creating activities for the students. It helps with planning."
- "Students are preparing for High School and will encounter things that will make them uneasy. It's good for them to recognize the signs and hopefully have the tools to make the right decision for themselves."

Cannabis & Vaping:

- **Collaboration with Public Health: Cannabis & Vaping:** In 2024-2025, 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.
- **Cannabis and vaping educational toolkits** were updated and provided to schools to support delivery of Grade 6, 7, 8 and secondary curriculum. This launch was celebrated with our *Ignite Action: Equipping Educators for Student Wellbeing*, a professional learning evening focused on



mental health literacy, cannabis and vaping education, and youth violence prevention. This event also launched the Elementary Safe and Caring Schools Ambassador Program to empower student leadership and foster safe, inclusive learning environments.

- **Caregiver Engagement Event:** In Spring 2025, nearly 300 parents and caregivers registered for *Growing Together: Empowered Families, Thriving Youth*, a community-wide education event aimed at reducing youth engagement in problematic behaviours such as excessive cellphone use, vaping, and substance misuse. Featuring keynote speaker Dr. Jean Clinton and expert-led sessions, the event provided evidence-informed strategies to strengthen family communication and support youth well-being. Strong registration highlighted high community interest, and the recorded keynote will be made available as a webinar to extend its reach. Post-event feedback showed 100% caregiver satisfaction, improved understanding, and greater confidence in knowing how to support their child and where to seek help.

Cell Phone Use:

- **I-Think Differently About Social Media Board Game:** Developed in support of PPM 128, each game kit contains all required materials for classroom implementation and is designed for students aged 9-18 to explore social media use and addiction prevention. The games enable students to create school or class-based campaigns supporting healthy technology choices while building critical thinking skills through structured problem-solving activities. All grade 7 and 8 classes will complete gameplay by the end of the current school year, with feedback surveys to be distributed in early June.
- This initiative directly addresses concerns regarding student cell phone use by providing educators with concrete tools to facilitate meaningful discussions through a game-based approach. Rather than positioning students as passive recipients of policy, the peer-to-peer toolkit empowers student voices and agency in developing solutions to digital wellness challenges. The board games transform complex conversations into engaging experiences where students can explore different perspectives, build support strategies together, and develop actionable campaigns within their school communities.

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.

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

The goal at St Don Bosco is to meet students and their families where they are and help them find a place in at Waterloo Catholic District School Board where they know they belong, and they can find success. Our Vision continues to be 'Success for each, a place for all' each', a reflection of the Board's Vision statement.

This vision is lived in our classrooms through the ways students are welcomed and supported. Following the MYSP, students are awakened to belong when they see themselves reflected in their learning environment through the images we have on our walls and the learning resources we use to

guide them in their course work. We strive to ignite their belief in our faith by following Jesus's teaching in Matthew 25, the Judgment of Nations, when we are reminded that 'just as you did it to one of the least of these who are member of my family, you did it to me (Matthew 25:40). Staff model this belief in seeing Jesus in each and every one of our students through the supports that are provided that go beyond simply providing an academic education. As St Francis is attributed with saying, "Preach the Gospel at all times. When necessary, use words." By following Jesus' call to action, we can bring students into conversation with their faith and the role it can play in their lives.

Finally, through strengthen to become, students at St Don Bosco are provided with opportunities to reach their full potential. Prior to attending St Don Bosco, many students and their families have had difficulty being hopeful for their futures. Past educational experiences and environments had led them to believe graduation was not attainable; mental and physical safety and wellness were out of reach. When we talk about potential at St Don Bosco, the discussions go far beyond academic success. Father Richard Rohr, OFM has written "We do not think ourselves into new ways of living, we live ourselves into new ways of thinking." This approach works well with the students at Don Bosco. Leading by example, the staff at Bosco walk with students to help them recognize their potential and gifts in all areas of their lives. In walking this journey students and their families become hopeful, successful and find their place in our community.

Who are the students we serve? Currently we have 129 students working in the St Don Bosco programs (both sites combined). This does not include students who are Coop only and work separately with our Coop teacher. Below is a profile that our students' experiences that have resulted in students feeling like their home school is currently not a place of belonging.

Have an IEP requiring extra support	IDENTIFY AS Racialized	IDENTIFY AS Indigenous	IDENTIFY AS 2SLGBTQIA+	Identified MENTAL HEALTH challenges	FINANCIAL INSTABILITY
54 %	23 %	6 %	23 %	65 %	57 %

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:** St. Don Bosco Social Work Referrals for 2024-2025 includes both Cambridge and Kitchener Sites. This academic school year 64 students have been supported. Seven of these students were unhoused resulting in collaboration with OneRoof, Safe Haven, and the Waterloo Region Unhoused Social Workers. Many of the students on the Social Worker's caseload have been diagnosed with a mental health condition resulting in support to navigate the community mental health supports in Waterloo



Region. For our students who have a complex dual diagnosis she has collaborated with more intensive community support such as Starling, Ray of Hope, and Grand River Hospital. St. Don Bosco is a diverse and multicultural school environment representing various backgrounds and lived experiences. We have many students who identify as part of the LGBTQ2IA+ community and students who are strong allies and advocates for the rights and needs of their peers. Part of the role of the Social Worker for St. Don Bosco is to create safe spaces where students feel their voices are empowered and respected. Student engagement and attendance improved when they felt both seen and heard in a school environment.

- **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.
- **Grade 12+ Program:** In the 2024-25 school year St Don Bosco has welcomed students who are grade 12+ and usually over the age of 18 to continue their education programs with the Program to help them continue their journey towards Graduation.

Monitoring our Students Attending Alternative Programming at St Don Bosco:

Students Served throughout the school year:

Year	SAL students (including COOP only)	Safe Schools	Gr 10	Gr 12+	Re-engagement	Total



2021-22	60	9	14	N/A		83
2022-23	118	16	13	N/A		147
2023-24	95	12	13	N/A		120
2024-25 (to date)	129	10	5	76	29	158

Credit Accumulation:

Year	Credits Earned (by all students, Academic and Coop Courses combined)
2021-22	312
2022-23	572
2023-24	540
2024-25	485 (currently)

Graduation and Pathways:

Year	# Grade 12 (12+) Students	Return to Bosco/ Re-engagement	St Louis	Graduation
2022-23	32 students	7	10	15
2023-24	38 students	14	12	12
2024-25	76	35	15	14

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 2025 Student Census data 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 report is for the information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Judy Merkel
Superintendent of Learning

Carla Santomero
Safe Schools Administrator

Kelly Roberts
Research Coordinator

Andrea Snyder
Mental Health Lead

Erin Schreiter
Lead Social Worker

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





Date: May 26th, 2025
To: Board of Trustees
From: Director of Education
Subject: Student Trustee Report – May 2025

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)

Policy II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

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

Policy II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

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:

Summary: This month, the WCDSB schools have participated in Catholic Education Week, Mental Health Awareness Month activities, Asian Heritage Month, Relay for Life, and events geared towards the graduating classes.

St. Benedict's:

- **Mental Wellness Week**
 - May 5th - May 9th
 - Throughout the week, the mental wellness sector within SAC provided wellness resources and events.
- **Relay For Life**
 - May 22nd
 - All-day fundraising event led by the athletic leadership class to spread awareness about cancer. Students created teams of up to ten and enjoy a field-day-esque event. Events include a colour run, tug-o-war, and other competitive games.
- **Graduation Breakfast**
 - May 28nd
 - Students in grade twelve are invited for a breakfast during the beginning periods of the day. This is an event meant to end the year positively and provide graduates the chance to duly reflect on their time at St. Benedict C.S.S.

St. David's:

- **School Mass**
 - May 7th
 - All classes gathered in the gym period 2 to celebrate Catholic Education Week through a full Mass.
- **Kahoot: Get to know incoming and Out-going Co-Presidents**
 - May 29th
 - A Kahoot will be set up at lunch for students to participate in a game based on incoming and outgoing co-presidents. This will help develop a closer relationship between the new student leadership and their peers.

St. Mary's:

- **Mental Health Month**
 - May 1st - May 30th
 - As May is Mental Health Month there are various displays over the TV's in the school that show helpful mental health resources, strategies and tips to bring awareness and to help any students who may need it. The monthly dress-down day donations will go towards the Canadian Mental Health Association.
- **Clothing Donation**
 - May 15th - May 16th
 - Students were encouraged to donate lightly used clothing items to the upper forum. Donations will be used for the upcoming Thrift Night.

- Coffeehouse Concert
 - May 28th
 - Students were invited to audition to perform at our Coffeehouse concert on May 15th. Students will perform musical acts on stage alongside music classes and the school band, The Miracles. Free snacks and beverages will be provided to the students and family members.

Monsignor Doyle:

- WonderLEAD Conference
 - May 21st
 - SAC members and additional club representatives will attend a full-day leadership conference, learning transferable skills from keynote speakers, workshops, and socialization.
- Senior Sunset
 - May 22nd
 - From 7:30-9pm on the field, the senior sunset for all graduating students was hosted. The evening featured an ice cream sundae bar, photo opportunities, nostalgic music, and interactive activities such as advice boards. Students were encouraged to wear merchandise to represent their post-secondary choices.
- Arts Week
 - May 26th - May 30th
 - Doyle will be hosting their first annual Arts Week, including various activities to celebrate and recognize our school's artistic abilities.
 - Including an event within the week: Spring Coffee House
 - The Spring Coffee House will be hosted in collaboration with Arts students and SAC volunteers on the evening of May 29th.
 - Students talented in visual arts, performing arts, and more have auditioned and will perform in front of staff, parents, and fellow students.

Resurrection:

- Catholic Education Week
 - May 5th - May 9th
 - School-Wide Mass
 - All students and staff are invited to gather in the gym for a celebration of the Eucharist as a school community during periods 1 and 2. SAC Members assisted with set-up, readings during the mass and take-down after the event.
 - Mock Student Conclave
 - 133 student volunteers participated in a mock conclave in the cafeteria each representing one of the cardinals participating in the real Conclave at the time. The event was a unique and engaging simulation of the papal election process that offers insight into Church tradition and the power of discernment.
- Asian Heritage Month
 - May 13th - May 16th
 - A week of daily cultural activities to highlight and honour Asian heritage. Including stations like:
 - Origami folding
 - Henna art

- Community banner painting & reflection prompts
 - Minute-to-win-it trivia game about Asian countries
 - Volunteers from SAC and ASA (Asian Student Association) help run each activity.
- Graduation Breakfast
 - May 16th
 - A celebratory morning event for graduating students. Grads were allowed to dress up out of uniform for the occasion with a breakfast provided in the cafe. This included a fun and relaxed atmosphere with music games and food. Students heard and then vote for their valedictorian during the breakfast. This was an opportunity to gather, take pictures, and celebrate the Class of 2025 together.
- Relay For Life
 - May 29th
 - Relay For Life is a fundraising event organized by the Relay For Life Committee as well as the Canadian Cancer Society that helps recognize and celebrate people with cancer or survivors of cancer. Participants form teams and take turns walking or running around a track for 12 hours, symbolizing the fight against cancer. The event also includes fun activities, special ceremonies, and opportunities to share stories and remember those lost to cancer.

Student Voice and Advocacy Recommendations:

- As per Trustee Doherty-Masters' request, the student senate has thought of some ways to incorporate student voice at the board level:
 - Increasing Adult Trustee Visitations at the Schools:
 - Although we are fully aware of the busy schedules of the trustees, we think that making the presence of the trustees more well-known in the school communities (not only at events) would help connect the trustees with the daily life of students and staff.
 - Student Delegations:
 - In recent times we have heard from a handful of student delegations, this mainly being because students don't fully understand the means of being able to give a delegation. Creating more advertising within schools for it or even creating a portion of the board website (or websites within schools) dedicated to giving students access to these resources could allow for more students to be able to share their experiences with the board and the trustees.
 - Structured Student Feedback Platform
 - When speaking about this a few ideas have come up, however, they all seem to relate to creating some sort of form that is accessible (whether that be through the board or individual school website) to students to fill out and is also then accessible to the trustees (adult and student) to look through in order to understand concerns and experiences that should be brought up during meetings.
 - Student Trustee Vote
 - The current way in which the student trustees are voted in is through a vote from the student senate, which is a great group of representatives, however, is not the complete view of the whole student body. A full reform might be too much for now, so taking into consideration and at least including the rest of

each school's student council could widen the range of representation that the student trustees would have.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Allison-Hannah Berwick and Matteo Leone
Student Trustees.

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





Date: May 26, 2025
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

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

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

N/A

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

Policy I Ends
Policy II 003 Board Job Description

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:

Chair's report from April 29, 2025 up to May 26, 2025

- Several discussions with Director Dowling
- May 1 Staff Recognition Celebration
- May 7 WCDSB Community Leader's Breakfast
- May 12 Committee of the Whole
- May 20 Governance Committee Meeting
- May 26 Board Meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Renée Kraft
Chair of the Board

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





Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 009 “Asset Protection”

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 009**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

This report will provide Trustees with information to assess the Director of Education’s compliance with Board Policy IV 009 “Asset Protection”.

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

Executive Limitation IV 009, “Asset Protection”

Alignment to the MYSP:

☒ Awaken to Belong

- ☐ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☒ Families 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.
- ☐ Families engaged as active partners in our students' Catholic education journey.



Background/Comments:

Policy Statement:

The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

Definition

This policy statement is defined to mean that the CEO must ensure the appropriate cautions, facility maintenance, and risk management measures are in place to ensure assets are available for use in the delivery of educational programs and services.

Evidence

Management strives to create an environment where staff embrace their role as stewards of public resources.

Administrative procedures are used to provide staff and other stakeholders with information and guidance on acceptable practices within our educational context.

While many of the published administrative procedures address some element of risk management, the following have been developed to address the direct protection and safeguarding of the Board's assets:

[Records and Information Management - APC 016](#)

[Responsible Use of Information Technology and Electronic Data - Students - APC052](#)

[Student Personal Information Collection/Use/Disclosure - APC023](#)

[Video Surveillance - APC028](#)

[Addition/Removal of Portables at School Sites - APF004](#)

[Appliances, Home Furnishings and Carpets - APF011](#)

[Proposed Alterations and/or Renovations to Board Facilities - APF003](#)

[Use of School Facilities - APF002](#)

[Emergency Planning and Procedures - APH013](#)

[School Accidents - APH002](#)

[Environmental Education, Stewardship and Sustainability - APO025](#)

[Purchasing Procedures - APO006](#)

[Surplus Assets - APO027](#)

[Access to Legal Counsel - APS007](#)

[Electronic Mail and Social Media Use Guidelines - APS035](#)

[Electronic Monitoring - APS051](#)

[Mobile and Personal Technology - APS012](#)

[Procedure for the Purchase of All Electronic Computing Devices - APS015](#)

[Travel, Expenses, Meals, and Refreshments - APS010](#)

[Play Structure Installation - APH016](#)

The CEO also has in place subject matter experts in all relevant fields who have special knowledge of the Board's various systems and assets.



Finally, the CEO has negotiated a comprehensive insurance plan which covers those instances where risk management measures do not fully mitigate the prevention of loss or damage.

Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:

1. Fail to insure against theft and casualty losses and against liability losses to Board members, staff, or the organization itself.

Definition

The CEO must ensure sufficient insurance coverage exists and that the coverage indemnifies staff and trustees against personal liability in the discharge of their duties. The insurance coverage must also support costs related to asset loss, misappropriation, or unintentional harm caused to others when delivering educational programs and services.

Evidence

The [Ontario School Boards' Insurance Exchange \(OSBIE\)](#) is a non-profit insurance reciprocal with 119 members, representing 79 school boards/school authorities and 40 Joint Ventures (transportation consortia) in Ontario. OSBIE's stated purpose is to support student well-being and achievement, contributing to the long-term health, safety and stability of our member organizations.

[A list of confidential coverages held with OSBIE can be found here.](#)

(link will only work for Trustees and Senior Staff)

The annual board budget contains an amount to deal with uninsured losses such as minor damage and theft where these claims would not meet the policy deductible.

2. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.

Definition

This policy provision is defined to mean that the CEO must ensure that appropriate guidelines, procedures, insurance, and risk mitigation measures are in place to ensure staff, trustees, and other stakeholders are not subject to atypical claims or losses in the discharge of their duties.

Evidence

Management and the Audit Committee work with the Regional Internal Audit Team and the Board's Internal Audit Officer to identify and review areas of risk and to ensure sufficient controls exist which mitigate the identified risks. Where control deficiencies are identified by the internal auditors, plans are put into place to ensure corrective actions take place and the audit teams follow up to ensure compliance has taken place.

The CEO is required to follow the Education Act and Regulations, Ministry directives, Board Policies, and Administrative Procedures to ensure common approaches and best practices are used in discharging their responsibilities. Where new risk areas are identified, they are discussed at Executive Council, and through deliberation and consultation, new Administrative Procedures are developed. Procedures are reviewed every three years at a minimum to ensure relevance.

In cases where claims do occur, staff and Board members performing their assigned duties are indemnified by the Board's insurance policy as noted in policy provision 1 above.



3. Subject plant and equipment to improper wear and tear or insufficient maintenance.

Definition

This policy provision is interpreted to mean that any building or its components used in the delivery of educational services to students will be subjected to regular maintenance, repair, and replacement.

Evidence

Management uses a Service Quality System (SQS) framework to plan and carry out preventative maintenance programs, repairs, and renewal at schools. The major programs are outlined below:

School-Based Inspections

Head custodians carry out daily, weekly, and monthly inspections at school sites.

Inspections include:

- Interior and exterior safety checks including play structures
- Fire sprinkler system
- Fire doors
- Emergency lighting
- Eye wash stations
- Roofs including RAAC-based structures

Any work required as a result of the inspections is entered into a work order system by the head custodian for processing and follow up. Inspection forms are maintained in the work order system as a record of compliance. An example can be found [here](#).

Central Maintenance

The following programs are in place to ensure equipment is being maintained:

- All lawn mowers, grass trimmers, chain saws, and snow blowers are checked prior to the start of each season. All new custodial staff are provided with training upon hiring. A refresher is provided if needed or requested.
- All vehicles are maintained regularly.
- Outside contractors complete annual inspections and repairs on elevating devices and lifts, fire panels, hoses and sprinkler systems (life safety equipment), thermal scan and sub-station maintenance, and playground structures.

A preventative maintenance (PM) program is in place for major building systems/assets. PM work is generated by the work order system and assigned to staff based on their trade/expertise. Sample components of the PM program include a complete inspection, filter change, and belt change of all:

- heat pumps
- unit ventilators
- air make-up systems
- portable HVAC units
- boilers
- heat exchangers
- cooling systems



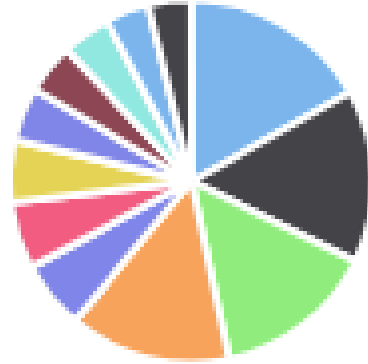
A scheduled maintenance (SM) program is in place to ensure that:

1. Each school receives an equitable amount of time from maintenance staff
2. Work orders are addressed on predictable schedule
3. If the number of work orders exceed the time allocated to the school, administrators can help to prioritize work

Emergency, minor, and priority work are undertaken immediately outside of the SM schedule.

A total of [11,592 work orders](#) (2024 - 10,471) were received between May 12, 2024 and May 12, 2025, with major categories shown below:

Moving /Delivery - 1299 Work Orders
Plumbing - Repair - 1186 Work Orders
Interior - General - 1115 Work Orders
HVAC - Heating/Air Conditioning General - 1109 Work Orders
Door - General - 471 Work Orders
Exterior - General - 457 Work Orders
Moving - Pick Up/Return - 427 Work Orders
General Maintenance - 367 Work Orders
Exterior - Yard Work - 343 Work Orders
Electrical - Lighting - 341 Work Orders
Equipment - 299 Work Orders
Door - Locks - 293 Work Orders



4. Engage in banking services for operations with any institution other than a chartered bank.

Definition

This policy provision is interpreted to mean that the CEO must obtain banking services from a bank listed in Schedule I of the Bank Act.

Evidence

The Board's bank of record is the Canadian Imperial Bank of Commerce (CIBC). CIBC is a Schedule I Bank as determined by the federal government and as a chartered/licensed bank, is governed by the Bank Act.

The Bank Act can be found here:

<https://laws-lois.justice.gc.ca/eng/acts/B-1.01/FullText.html>

The following excerpts from the Bank Act are helpful in assessing compliance:

Application of Act

13 This Act is the charter of and applies to each bank.

1991, c. 46, s. 13; 1999, c. 28, s. 4; 2001, c. 9, s. 43.

Schedule I and Schedule II banks

14 (1) Subject to this Act,

(a) there shall be set out in Schedule I

(i) the name of every bank named in Schedules I and II as those Schedules read immediately before the day section 184 of the *Financial Consumer Agency of Canada Act* comes into force that was not a subsidiary of a foreign bank,

(ii) the name of every bank incorporated or formed under this Act that is not a subsidiary of a foreign bank, and

(iii) the province in which the head office of the bank is situated; and

SCHEDULE I

(Section 14)

As at December 31, 2024

Name of Bank	Head Office
B2B Bank	Ontario
Bank of Montreal	Quebec
Bank of Nova Scotia (The)	Nova Scotia
Bridgewater Bank	Alberta
Caisse populaire acadienne ltée	New Brunswick
Canadian Imperial Bank of Commerce	Ontario
Canadian Tire Bank	Ontario

5. ***Fail to present an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a year over year fee comparison and professional performance statement.***

Definition

The policy provision is interpreted to mean that the CEO must share the standard hourly rates paid to the Board's labour relations lawyer and local solicitor. Further, an attestation on the performance of these individuals / firms must be provided annually.



Evidence

[Appendix A](#) contains the required information.
(link will work for Trustees and Senior Staff)

6. Allow intellectual property, information systems and files to be pirated, lost, stolen, or suffer significant damage.

Definition

This policy provision is interpreted to mean that the CEO must have robust systems in place to protect the Board's electronic information and systems.

Evidence

Evidence can be found [here](#).
(Link will work for Trustees and Senior Staff)

Recommendation:

That the Board accepts this report as indicating compliance with Policy IV 009 Asset Protection.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: May 26, 2025
To: Board of Trustees
From: Director of Education
Subject: Treatment of Staff IV 004

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 Hiring and Promotions IV 005
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Treatment of Staff IV 004

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

Occupational Health and Safety Act
Workplace Safety and Insurance Act
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 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:

1) The CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy or arbitrarily inequitable.

CEO Interpretation

We interpret this policy provision to mean that the CEO takes positive actions to strive for a work environment that is safe and healthy where there is clear, transparent direction and reasoned and just decisions are made in the best interests of students, staff and communities.

i) Unclear

There is a comprehensive set of regularly updated Administrative Procedures (APs) located on the [Board's website](#), which are available to members of the public. These APs specify the processes and required actions to navigate a wide variety of situations. A selection of APs are reviewed with staff before each school year.

Prior to the arrival of students for the 2024-2025 school year, staff received legislated training as applicable and other relevant training per the Ministry of Education. Staff were also informed of any operational changes or updates via email or the applicable administrator/manager.

All staff have an immediate supervisor, and many staff have access to personnel in central positions that further assist and support the completion of tasks. Staff receive regular weekly staff announcements via email containing information and direction regarding Board operations. Many administrators/managers also hold regularly scheduled staff meetings.

The AP memorandums, reporting relationships and communications demonstrate clear and transparent directions to staff.

These provisions are evidence that the Board does not cause or allow conditions, procedures, actions, or decisions that are unclear.

ii) Unsafe and Unhealthy

The Board has an Internal Responsibility System, per the *Occupational Health and Safety Act*, that includes reporting mechanisms for employees, incident tracking, investigation and follow up. In addition, the Board has a central Joint Health and Safety Committee with terms approved by the Ministry of Labour.

Health and Safety responsibilities are managed by the Health and Safety Supervisor and the Health and Safety Specialist. Their activities include equipment inventory and certification, repairs, installation and replacement of equipment, training, inspections, hazardous waste management, air quality monitoring and investigations, asbestos surveys and repairs, ergonomics, workplace violence, incident investigation and response, and work refusals and policy management.

Regarding overall health and safety performance, as of April 30, 2025, there were 2,058 workplace safety incidents reported since September 1, 2024. Of those, 1,670 incidents were reported as



workplace violence incidents. By comparison, there were 2,978 incidents reported during the 2023-2024 school year. Of those incidents, 2,456 were reported as workplace violence. The greatest number of incidents reported are from the primary division. The employees with the highest reporting rates are as follows:

- Educational Assistants - 50%
- Elementary Teachers - 23%
- Child and Youth Care Workers - 11%

In 2023-2024 the Board had a total WSIB claims frequency rate of 4.92 per 100 employees. The average rate for similar sized boards in Ontario was 4.43. This was an increase from 2022-2023 at WCDSB.

A breakdown of the claims per employee group for the 2023-2024 school year and to date in the 2024-2025 school year are as follows:

Approved WSIB Claims Summary for **August 31, 2023, to August 31, 2024:**

- There were 203 claims submitted, and 151 claims approved by WSIB in total
- 43 approved healthcare WSIB claims (29% of all claims)
- 108 approved lost time WSIB claims (71% of all claims)
- 21% of all approved claims were for Elementary Teachers
- 3% of all approved claims were for Secondary Teachers
- 54% of all approved claims were for EAs
- 7% of all approved claims were for ECEs
- 7% of all approved claims were for Custodian/Maintenance
- 6% of all approved claims were for Other (PASS, P/VP etc.)

Approved WSIB Claims Summary for **September 1, 2024, to April 30, 2025:**

- There have been 166 claims submitted to date, and 129 claims approved by WSIB
- 35 approved healthcare WSIB claims (30% of all claims)
- 81 approved lost time WSIB claims (70% of all claims)
- 24% of all approved claims were for Elementary Teachers
- 5% of all approved claims were for Secondary Teachers
- 37% of all approved claims were for EAs
- 8% of all approved claims were for ECEs
- 10% of all approved claims were for Custodian/Maintenance
- 14% of all approved claims were for Other (PASS, P/VP etc.)

The Board's lost-time frequency rate in 2023-2024 was 3.52 per 100 employees with the average rate for Ontario boards at 2.92 per 100 employees. Data for the 2024-2025 school year is not available at the time of this report.

The Board has experienced eight (8) critical injuries in the current school year as of April 30, 2025. The Board experienced 10 critical injuries in 2023-2024.



The Board has received eight (8) visits from the Ministry of Labour in the current school year as of May 13, 2025, to follow up on the critical injuries reported. There were 11 visits from the Ministry of Labour in the 2023-2024 school year due to complaints, work refusals and critical injuries.

In support of ongoing efforts to enhance physical safety among employees, the Joint Health and Safety Committee holds regular meetings wherein current health and safety issues and resolutions are discussed. The Board also maintains the position of Education Assistant Liaison Officer which supports the work of educational assistants in the schools and assists the Board in reviewing and resolving school-based violent incident reports. And lastly, the Board made a presentation on Workplace Health and Safety during the professional activity day on September 3, 2024.

There continues to be an increase in the rate of sick leave usage experienced by the Board as of 2023-2024 in comparison with previous years. The overall magnitude of absence for permanent employees was 12.56 average sick days lost per employee, a 1.29% increase from 2022-23. Although there was a slight increase in overall magnitude of absence, the WCDSB remained 3.27 days below the Absence Study average of 15.83 average sick days lost per permanent employee.

Overall Magnitude of Absences – include Permanent and LTO/ Temporary staff across all staff groups at WCDSB):

- 2023-24 11.41 average days per employee
- 2022-23 11.89 average days per employee
- 2021-22 11.64 average days per employee
- 2020-21 7.87 average days per employee

Feedback received by SBCI from Ontario school boards suggests that an increase in long-term absences may be due to rescheduled assessments, surgeries and other investigative procedures that were delayed due to the pandemic. However, long-term sick leave claims due to mental health issues and results from the Guarding Minds at Work survey indicate that staff are at risk of psychological injury.

The annual SBCI absenteeism report indicates that the Board continues to experience lower absenteeism than the average of the school boards which participate in the annual absence study.

To support ongoing efforts to reduce the usage of sick leave, the Board re-introduced the Attendance Support Program as part of a comprehensive approach to promoting mental health in the workplace, preventing psychological harm at work, reducing the stigma of mental illness in the workplace, and building staff resiliency.

These provisions demonstrate that the Board does not allow conditions for an unsafe and unhealthy work environment for all employees.



iii) Arbitrarily Inequitable

The Board is often confronted with complex situations where decisions impact competing wants and priorities. In making such decisions, the Board reviews all information available, including the Board's Mission and Vision, Multi-Year Strategic Plan, data, cost, Board policy, relevant legislation, Ministry direction, feedback from stakeholders, and collective agreements and terms of employment. All decisions are made with due regard to the impact on students, staff and communities.

In addition, no terms and conditions are intentionally breached, and all staff have access to a process whereby alleged breaches may be raised.

The Board's decision-making practices indicate that the Board seeks to achieve reasoned and just decisions that do not have conditions, procedures, actions, or decisions that are arbitrarily inequitable.

2) The CEO shall not cause conditions to exist that adversely impact on staff morale and performance.

We interpret this policy provision to mean that the CEO takes positive actions to strive for a positive work environment that supports employees in the performance of their duties.

Staff Morale

The national staffing shortage continues to negatively impact the balance of work in schools and there is increased workload pressure on staff as a result of inadequate numbers of staff in the schools. Changes to recruitment practices have been made to reduce the time from application to hiring and to broaden the pool of qualified candidates. Indicators of staff morale are also derived by the data compiled from the Guarding Minds at Work Survey and the MYSP survey.

Each month the Total Abilities Management team in Human Resources publishes information from the Employee and Family Assistance Program to promote the well-being of all staff. Topics include Coping with Change, Managing Stress and Anxiety, Dealing with the Winter Blues, and other titles related to the promotion of staff well-being.

The results of the Guarding Minds at Work survey are specifically linked to the MYSP Pillar: Awaken to Belong, the MYSP Goal: Staff experience a positive, healthy, inclusive workplace and MYSP Indicator #6. As the work continues it is expected that the Guarding Minds at Work survey results will reflect reduced concerns in the psychosocial factors it measures. The work is expected to be ongoing year over year.

To continue the efforts to build staff morale the following initiatives have been undertaken:

- The Director has visited all sites and engaged employees.
- Recruitment efforts have been enhanced and supporting processes have been streamlined to increase applicant numbers and reduction in onboarding timelines.
- Collaboration with teachers' union to pilot call-out system process changes to allow earlier and broader access to daily occasional work.
- Collaboration with educational institutions to enhance recruitment effort outputs.



- Advocacy for the development of a provincial strategy to address staffing shortages across the province.
- Ongoing meetings with employee group representatives in the Collaborative Professionalism Committee.
- Ongoing work with the Guarding Minds at Work Survey and SBCI in developing a wellness strategy.
- Messaging to all staff and the parent community regarding the Right to Disconnect.
- Wellness initiative to be launched in Fall of 2025.

Staff Performance

Staff performance is generally measured through daily interactions and/or formal performance appraisals and there is no direct measure to determine performance on a broad basis across the Board. However, the Middle Years Development Instrument (MDI), Student Success surveys and student achievement data provide some indicators.

The variety of surveys for students and families that are presented in various reports to the Board of Trustees throughout the 2024-2025 school year indicate positive gains with respect to student achievement, indicating strong staff performance.

The 2024-2025 school year has continued to be challenging for many Board staff due to conditions that are impacting the education sector across Ontario. Efforts made to improve these conditions and mitigate their impact indicate that the Board does not cause conditions that adversely impact on staff morale and performance and that work is being done to promote a positive work environment that supports employee performance.

3) The CEO shall not discriminate against anyone for non-disruptive expression of dissent.

We interpret this policy provision to mean that the CEO welcomes dissenting views and will not allow reprisals against any employee who respectfully expresses concern or disagreement.

There are many avenues by which staff raise concerns or dissent including through their union or association representatives, to their supervisors or to a member of the Senior Team or Director. All expressions of concern or dissent are considered and receive a fulsome response.

Recommendation:

That the Board accept this report indicating compliance with Policy IV 004 Treatment of Staff.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Kerry Pomfret
Superintendent of Human Resources

*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.



Notice of Motion
Regular Board Meeting
May 26th, 2025

In accordance with Board bylaw 4.1, Trustee Conrad Stanley is providing notice of the following motion for consideration at the Regular Board meeting on May 26th, 2025

Topic: Permission for Public Video and Audio Recordings of All Public Board Meetings

- Whereas:** It is self evident that members of the public have the right to view and record the proceedings of a *public* meeting of a *public* institution like the *publicly funded* Waterloo Catholic District School Board, and
- Whereas:** The WCDSB has a duty to ensure its proceedings remain as transparent as possible, and
- Whereas:** No formal WCDSB board policy currently exists prohibiting a member of the public from making video or audio recordings at public meetings, and
- Whereas:** There nevertheless seems to exist some confusion among some senior staff concerning official board policy when it comes to this matter, and
- Whereas:** Complaints from the public have been received in recent weeks about security actively intervening to prohibit members of the public from recording at public meetings, while acting under direction of senior staff, and
- Whereas:** There is therefore a need to formally, and clearly, articulate the board's position on this matter so the correct transparency policy concerning recordings at public meetings can be implemented from this point forward,

Therefore, be it resolved that the Waterloo Catholic District School Board:

Hereby authorizes any member of the public or media attending in its gallery to make their own video and audio recordings of any public board meeting.