



Committee of the Whole Meeting

Date: Monday, October 6, 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 West, 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:

Rebecca Girolametto, Jace Krysko

Senior Administration:

Patrick Eby, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:

Stephanie Medeiros

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

ITEM	Who	Agenda Section	Method & Outcome
(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – Sept 8, 2025	Board of Trustees	pp. 4-6	Approval
4. Delegations			
4.1 Delegation Presentation	C. Barbeau	pp. 7-11	Information
4.2 Delegation Presentation	L. Russell	pp. 12-14	Information
4.3 Delegation Presentation	E. Watson	pp. 15-18	Information
4.4 Delegation Presentation	H. Cullen	pp. 19-21	Information
5. Advice from the CEO			
5.1 MYSP Update	A. Varano, J. Fullan	--	Information
5.2 Pastoral Plan Update	P. Mendonça	pp. 22-29	Information
5.3 Student Achievement Plan Review (SAP)	J. Ritsma	pp. 30-33	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
8.2 Trustee Work Plan 8.2.1 Annual Work 8.2.2 October review	Chair	pp. 34-36	Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): - Oct 7 – Holy Rosary FI Drop-In Open House - Oct 10 – PD day – Spiritual Development - Oct 13 – Thanksgiving - Oct 16 - St. Dominic Savio 25th Anniversary Celebration - Oct 20 – Governance Committee Meeting - Oct 21 – Mayor Vrbanovic's State of the City Address - Oct 27 – Board of Trustees	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
14.1 Board of Trustees Meeting: (October 27, 2025) - Holy Rosary CES FI Program Relocation - Final Report - Adult Education Report - Audit Committee Annual Report - Well-Being Plan - Board Policy II 003 Board Job Description - Board Policy II 009 Committee Principles - Student Trustee Report - Chair of the Board Report	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, September 8, 2025, 1st floor Board Room, Catholic Education Centre, 35 Weber Street West, Kitchener.

Trustees Present:

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

Student Trustees Present:

Rebecca Girolametto, Jace Krysko

Administrative Officials Present:

Patrick Eby, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:

Absent:

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 called the meeting to order at 6:07 p.m.

1.1 Opening Prayer & Memorials

Opening prayer mentioned during Special Board of Trustees.

1.2 Territorial Acknowledgement

Territorial Acknowledgment declared during Special Board of Trustees.

1.3 Approval of Agenda

Chair Kraft motioned for approval of the agenda.

2025-23 -- It was moved by Trustee Weiler and seconded by Trustee Sikora:

THAT the agenda for Monday, September 8, 2025, be now approved.

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action - NIL

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 Committee of the Whole Minutes – May 12, 2025

Chair Kraft motioned for approval of the consent agenda.

2025-24 -- It was moved by Trustee Sikora and seconded by Trustee Francis:

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

--- Carried by consensus.

4. Delegations

5. Advice From the CEO

5.1 MYSP Update

Director Varano introduced Josh Fullan, Director at Maximum City and consultant for the Multi-Year Strategic Plan (MYSP), who presented an update on the development of the new MYSP. The presentation covered the current progress, highlighted five key themes based on feedback from the WCDSB's MYSP consultation, which included insights from over 5,300 community engagements. The draft recommendations for the new strategic priorities and nested objectives, which are 'Learning, Faith and Belonging' were introduced. Mr. Fullan highlighted next steps for the finalization of the Strategic Plan. Trustees and Superintendents were grouped for facilitated discussions. Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustee Sikora provided an update on the Linkages Activity, highlighting the need to revise the criteria for letters of congratulations. Reminder to trustees to complete the linkages activities spreadsheet and mentioned attendance at community events, including the openings of new schools. Additionally, it was noted the importance of gathering the Terms of Reference for the committees and standardizing their processes.

6.2 Pastoral Care Activity

Trustee Guerin shared an update on the initiatives related to Pastoral Care, emphasizing the introduction of a new pastoral plan, expressing intention to invite our spiritual animator to discuss background information with the Trustees and to extend invitations to all clergy throughout Waterloo Region. Additionally, it was mentioned the upcoming dinner featuring the keynote speaker for Spiritual Development Day and suggested the possibility of incorporating a Spiritual Retreat on the same day.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Chair Kraft briefly discussed OCSTA/CCSTA Communications.

8.2 Trustee Work Plan – September

Chair Kraft briefly reviewed the Trustee Work Plan for the month of September.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Chair noted upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

14.1 Chair noted upcoming items on the next agenda.

15. Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

16.1 Closing prayer led by all.

17. Motion to Adjourn

**2025-25 -- It was moved by Trustee Weiler and seconded by Trustee Stanley:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:53 p.m.**

Chair of the Board

Secretary

A Call for Transparency and Proper Governance- Transcript for the October 6th Committee of the Whole Meeting

Christine Barbeau, PhD

Good evening, Chair, Trustees, Director of Education, and members of the Waterloo Catholic District School Board, thank you for the opportunity to speak.

I'm here because the decision to relocate French Immersion from Holy Rosary to St. Nicholas is not a minor operational adjustment, something to be labelled as "for information". It is a boundary change, and under your own procedures and under Ontario's Education Act, it should have triggered a formal, transparent process with public consultation and a trustee decision in open session.

Why This Matters

This is about more than French Immersion. It's about how decisions are made in our board: transparency, accountability, and public trust. Ontario's Education Act requires boards to govern in ways that promote student achievement and well-being, ensure effective stewardship, and maintain public confidence. Those are not abstract ideals, they are statutory duties.

Why This *is* a Boundary Review

Your Administrative Procedure APF017 which covers the Boundary Review Process within the Waterloo Catholic District School Board states that a boundary review is required when the board proposes to relocate students or grades such that the number relocated is <50% of a school's enrolment; A structured, public process, with data, options, and trustee debate, is required before implementation.

Our neighbouring school board the WRDSB has triggers for a boundary review that include new schools, shifting demographics, capital plans or changes to grades or programs (such as changes to a school's grade offerings or programs where student assignment is concerned). As such, FI program changes are handled through board-level reviews, reports, and public consultations.

This relocation changes where French Immersion students attend, alters feeder patterns, impacts transportation, and affects hundreds of families. That's a boundary change.

Other boards treat FI program concerns alongside boundary reviews:

- Beginning in 2024–2025, the Upper Grand District School Board trustees directed staff to conduct a French Immersion program review alongside a boundary review. The goal was to help balance enrolment across schools.
- Halton DSB in 2024 used a formal boundary review, with a steering committee and public updates, for Aldershot FI pathways.
- Halton Catholic DSB in 2021 undertook a board approved boundary review to accommodate FI expansion in Milton.

If other boards can uphold these standards, why can't we?

Where Is the Data?

Neither the public, nor, reportedly, even our trustees, have seen the enrolment projections, program viability analysis, or long-term accommodation impacts that underpin the proposed changes. This lack of transparency is unacceptable for a decision of such magnitude.

To access basic planning documents, I had to file a Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) request. The public should not need to invoke freedom-of-information legislation to understand the rationale behind a board-wide change.

If the stated justification is to relieve enrolment pressure at Holy Rosary, then the numbers matter. Specifically:

How many French Immersion (FI) students currently live within Holy Rosary's English-track boundary versus outside it?

- We were told it's roughly a "50/50" split, what are the actual counts, broken down by grade?
- If families within the English boundary opt to remain at Holy Rosary by leaving FI, the logic of relocating the program collapses.

The Long-Term Accommodation Plan claims that FI attendance is predominantly drawn from within the host school's English-track boundary. If Holy Rosary is an exception, that data must be shown.

Publish:

- Actual enrolment numbers and feeder patterns;
- Alternatives considered;
- Consultation records.

Without this information, the community is left to wonder:

- Was this decision truly data-driven, or is French Immersion being used as a scapegoat for poor planning?
- Are there other motives behind this move that have not been disclosed?

This lack of transparency fuels distrust. If the rationale is sound, share the evidence. Openness would eliminate speculation and restore confidence in the board's decision-making.

The plan to relocate the French Immersion program to St. Nicolas has raised serious concerns about the future of the program at Sir Edgar Bauer. Families are asking: What would this move mean for the viability of French Immersion at Sir Edgar Bauer? Is this ultimately a step toward dismantling the French Immersion program?

Staff have indicated that St. Nicolas may not be the permanent home for French Immersion, and that enrolment will be "monitored." This suggests that families uprooted now could face another relocation in the near future. Meanwhile, uncertainty around enrolment impacts from new high-rise developments along Erb Street adds further complexity to long-term planning.

These unknowns make transparency and accountability essential.

What "Meaningful Consultation" Actually Means

As someone who teaches hundreds of students each year about best practices in consultation for development projects, I can say with confidence the board has not engaged in meaningful consultation. Meaningful consultation is not a checkbox exercise.

It is not:

- A survey issued after decisions are made,
- A single drop-in meeting,
- A website lacking any data on the decisions that have been made
- Or a formality – something placed on the agenda as "for information purposes"

Meaningful consultation is a principled, proactive approach to engaging the public and stakeholders. It requires:

- Early involvement—before decisions are finalized,
- Transparency—sharing the problem definition and the range of options,
- Openness to influence—genuinely considering input in shaping outcomes.

There is a rich body of case law and policy guidance that supports the value of early, good-faith, two-way engagement in decision-making processes. This isn't just a legal standard, it's a cornerstone of democratic governance and ethical planning.

This is the standard the board should be striving for: Genuine, meaningful consultation.

I served on the 2020–21 French Immersion Review Committee, a process that exemplified what good governance and meaningful consultations should look like: open dialogue, evidence-based decision-making, and respect for community voices. That review established guiding principles for the board to follow.

Our committee's recommendations were clear: to alleviate location pressures on existing sites, adjustments to boundaries should be made to address both current and projected demands on facilities.

This recommendation was echoed in the 2017/18 French Immersion Program Review, which advised that, to address enrolment pressures, solutions such as portables, boundary changes, and the opening of new French Immersion sites should be considered before any other accommodation measures.

This relocation ignores those recommendations and violates the site selection criteria that originally led to Holy Rosary being chosen as a French Immersion site.

Relocating French Immersion students from a walkable school community to a site requiring daily car commutes undermines the board's stated goal to promote active transportation and reduce reliance on vehicles.

The relocation disregards the board's stated focus on long-term sustainability in areas such as energy use, transportation, and community engagement. It shifts students away from a walkable neighbourhood, increasing environmental and equity burdens.

Your own guiding principles, outlined in the Administrative Procedure APF017, commit to:

- Creating boundaries that maximize walkability,
- Ensuring the efficient use of resources, and
- Providing long-term accommodation solutions.

These principles are meant to be applied transparently, tested with data and public input, not behind closed doors. When decisions are made without sharing the underlying analysis or engaging meaningfully with affected communities, it undermines the very spirit of these procedures.

Under the Education Act, boards have clear responsibilities:

- **Section 171(1) para. 7:** A board is responsible in determining ... the attendance area for each school." In plain terms, school boundaries are a board decision, and the board includes our trustees.

- **Section 169.1** of the Student Achievement and School Board Governance Act of 2009 sets the board's duties as promoting student achievement and well-being; ensuring effective stewardship; developing and maintaining policies that **encourage public confidence**.
- **Trustees' duties** include consulting with parents and supporters on the board's plans and bringing community concerns forward (as reflected in our own Board Members' Code of Conduct). Trustees cannot meet those obligations without full information and an opportunity to debate and decide.

This relocation was not brought as a board motion. Trustees were not provided the data or space to debate; the public was not meaningfully consulted before a decision. That is a governance failure.

Tonight, I ask our elected Trustees to demand the following:

1. Acknowledge that this relocation constitutes a boundary change under APF017.
2. Pause implementation and immediately initiate a formal Boundary Review per APF017.
3. Publish key data on:
 - a. enrolment projections
 - b. feeder patterns
 - c. site capacity analyses
 - d. program viability analysis
 - e. boundary maps and change scenarios
 - f. and any consultation records
4. Affirm your commitment to the principles of transparency, equity, and good governance that underpin public education.

Because if we allow decisions of this scale to happen without transparency, without consultation, and without trustee debate, we are heading down a very dark path for governance.

Thank you.

Hello,

I am Lisa Russell. I have three sons who would have attended French Immersion at Holy Rosary but will no longer be able to. My oldest is in Grade 4, my middle son is in Grade 1, and my youngest will be entering Junior Kindergarten next year.

According to the last WCDSB Student Census, 47.5 percent of students report low well-being—a measurement the WCDSB identifies as being derived from the following assets: school belonging, connection with their schools and neighborhoods, and connection with their peers. The report states that research consistently observes “a positive correlation between children's self-reported well-being and the perceived presence of these assets in their lives. Assets are considered actionable, meaningful areas where efforts can be focused to create the conditions and contexts in which children can thrive.” With the unfounded decision to relocate the French Immersion program, you are intentionally removing these assets not only from the French Immersion students but from all the students at Holy Rosary. The Student Census Outcome Next Steps states: “Community engagement is essential... Your input helps shape the future of our schools and the success of our students. By working together, we can create learning environments where all students feel supported, safe, and able to thrive. Every voice matters, and we value the role you play in helping our students reach their full potential.” However, prior to making this decision, you did not engage with any stakeholders, including trustees, the school, staff, parents, or the community, thereby failing in exceptional ways to see the far-reaching impact of this short-sighted decision.

This decision is being positioned to address overcapacity at Holy Rosary, but your own numbers indicate that it will not meaningfully resolve the problem and causes harm in the process. Your projections indicate that St. Nicholas will go from 106% capacity with three portables to 153% capacity with eleven portables next September. Moving French Immersion from Holy Rosary keeps Holy Rosary at overcapacity and fails to address the issue in the short term, as nine portables will be needed three years later in 2029. As a reminder, the site can only accommodate six portables. These numbers are also contingent on the French Immersion families moving. You position that a new school in the Beaver Creek Meadows area, opening five years from now, will address the St. Nicholas overcapacity you will be causing. However, before you can provide relief, St. Nicholas will be at 169% capacity, requiring fourteen portables—two more than they can accommodate, six more based on previous identified limitations such as bathrooms — this is not unlike the situation at Holy Rosary now. You also cannot assure us that this program won't move once again in five years when the new Beaver Creek Meadows school opens. Your documents identify the need for “a predictable and transparent method of locating [French Immersion] programs”; however, this is not in

alignment. All of the above results from decisions you made in 2020 with the St. John Boundary review, in which you knowingly put Holy Rosary at 129% capacity, needing six portables by 2024 based on your own projections. This is not far from the current reality of 136% capacity with eight portables Holy Rosary is now facing in 2025. The WCDSB took no proactive action then, and it is alarming that the only response from the September 22nd board meeting to the above projections is that the WCDSB “will continue to monitor” overcapacity. What is the point of projections if they don’t inform proactive solutions? The French Immersion program was in place when the 2020 Boundary review was conducted; the WCDSB is continually failing to competently assess these issues. These decisions take children from their schools and neighborhoods time and time again—it’s time to make the connection as to why almost half of the students in the WCDSB report low well-being.

This decision is being made not because it is in anyone’s best interest, but because it is the decision that the WCDSB can make unilaterally while creatively circumventing policy that would find more viable solutions with stakeholder input. In 2018 and 2021, there was a French Immersion Review Committee that outlined how the WCDSB should address enrollment pressures at French Immersion sites. This committee identified adding portables, changing boundaries, and opening new dual-track schools as considerations before pursuing other accommodation strategies. This distinctly indicates that moving a French Immersion program to another existing school is not an accommodation strategy that should be considered. For the WCDSB to assess the next suitable accommodation strategy, a boundary review process as per Board Policy APF017 must be initiated to prompt stakeholder input. It is insufficient to loosely proclaim that this process has been explored without proof or adherence to the proper policy.

To provide a more complete view of this issue, it is also important to understand that the French Immersion program has limited, predictable enrollment; thus, it cannot account for the ongoing growth at Holy Rosary, as these numbers remain stable year after year. The program is one class away from operating at full capacity. This should be recognized as a permanent reality of Holy Rosary, as maintaining the program at this location ensures continued quality. It is of note that this program is highly successful at this location.

Although overcapacity is a challenging problem to address, it should not be resolved in a manner in which the leadership at the WCDSB takes the path of least resistance—one that serves their own interests while shielding them from scrutiny by creatively circumventing policy that can thoroughly evaluate meaningful approaches to this reality. Solutions must not continually remove students from their schools and neighborhoods—this undoubtedly impacts their well-being. In light of the above, it must be questioned whether this decision is truly about addressing overcapacity, or if the motivations of the WCDSB are concealed.

As a reminder to the trustees, your policy states: "The Board of Trustees values a culture that holds consultation at its core. Consultation occurs to gain different perspectives. We believe that meaningful consultation is planned, purposeful, and equitable, and that it contributes to enhanced decision-making. Consultation occurs because the views and experiences of our owners and stakeholders are valued and inform the work of the board." We expect you, the trustees, to explore all avenues in which you can fulfill your role to advocate on our behalf.

We demand more from the leadership at this board—not just for the communities that you are impacting thus far, but for all WCDSB families who will face the consequences of the damaging approach this Board continues to take.

Directly from the Ministry's last Operational Review of the WCDSB: " The Board's consultative approach to making key decisions related to governance and administration is documented in a formal policy on governing style, which emphasizes outward vision rather than internal preoccupation; encouragement of diversity in viewpoints; strategic and collaborative leadership more than administrative detail; collective rather than individual decisions; future rather than past or present; and being proactive rather than reactive."

Your decision does not only contradict the above but also WCDSB values in countless policies, the Multi-Year Strategic Plan, and the Pastoral Plan, to name a few. I would be happy to provide an extensive report myself capturing all of the elements that I was not able cover in this timeframe. If, as a parent, I can understand the above in such a short timeframe, it highlights that either the WCDSB does not care or that there is more than meets the eye—neither is acceptable and should prompt an audit.

Thank you for your time.

Good evening Trustees and Senior Administration,

Thank you for giving me the opportunity to speak tonight.

I am a mother of two daughters, Ella, who is almost nine and in Grade 4 French Immersion, and Maya, who is seven and in Grade 2 French Immersion. They are two of the 141 students you are planning to displace. That's 1.4% of the affected population. But to me, they are 100% of my everything. As we go through my delegation tonight, I ask you to keep children like Ella and Maya in mind — to picture their faces, their classrooms, their friendships — because that's who this decision affects most. This is the public that you serve.

I am also co-chair of our Catholic School Advisory Council, where every elected member has children in the French Immersion program. This shows how deeply invested our community is.

Outside of being a wife and mother, I work in Workforce Planning at one of the region's largest employers. My job is to help my client manage change — finding solutions that are viable, feasible, and desirable. So when I say I am qualified to speak about this change, I mean both personally and professionally.

When I first sat down to write this, I was angry. I wanted you to feel the hurt and frustration we have been feeling as a community. But I know anger does not invite listening. So instead, tonight, I will walk you through the data and present why the **only** implementation option is to grandfather in the existing FI students and families.

Let's start with your seemingly preferred option: relocating all current FI students to St. Nicholas.

Viability: Based on your own data, about 50% of FI students live in Westvale and can walk to Holy Rosary. Relocation would eliminate walkability for most, if not all, families. This severs children from their home community and home parish. St. Nicholas is not even in the Holy Rosary FI boundary. In moving the students, we risk losing as many as 50% of them from the program altogether, as many will choose to stay in the English stream at Holy Rosary rather than uproot their families.

Smaller class sizes and split grades would become a real possibility, threatening the long-term viability of the FI program. And we must remember, the WCDSB already provides access to FI at only one-quarter the level of WRDSB. Reducing FI participation even further would deepen an already significant equity gap for Catholic families seeking French education.

Feasibility: This solution is also logistically challenging. St. Nicholas has no FI program today as students are currently directed to Sir Edgar Bauer. The commute is 5.7 km or more, with a nearly one-hour later start time. This is nearly impossible or actually

impossible for many working parents. There is no before- or after-school care for Grades 7–8 and limited spots for Grades 1–6.

Financially, this change is a huge burden on families: additional mileage costs for the longer commute to and from school, lost wages from parents to accommodate this new schedule, mental health or therapy costs (and as the parent of an anxious child, these costs are real), and additional childcare costs of \$38 per day per child for before- and after-school care. That's \$798 per month per child or nearly \$16,000 a year for two children. And this assumes there are enough spaces, which we know there are not.

Desirability: The option of relocating the children is overwhelmingly undesirable. Your inboxes are full of emails from upset parents. I am confident your survey results show high opposition. And we know the research, sudden displacement negatively impacts student morale, engagement, and achievement. That does not even discuss the impacts of organizational change on employee turnover and morale.

Now let's look at an alternative: grandfathering existing FI students and phasing out the program at Holy Rosary.

Viability: This approach reduces overcapacity gradually and predictably. Current students finish the program where they started. Staff transitions happen one grade at a time, not all at once, which preserves morale and stability.

Feasibility: Keeping the current students at Holy Rosary is the simplest, most cost-effective solution. No new busing. No major communications or transition plans for the School Board. Parents with younger children can make informed decisions about whether to enter FI elsewhere.

Desirability: This option respects the choices families made when they enrolled their children. It minimizes disruption, reduces anxiety/preserves mental health, maintains equity, and keeps students and staff together. Notably, it also aligns with the WCDSB's own past guidance and documentation:

- **FI Review Committee documentation** recommended strategies such as adding portables, adjusting boundaries, or opening dual-track schools **before** relocating entire programs.
- In the **March 26, 2018 French Review Update**, the first identified theme was, and I quote, "*Students should be offered access to the FI Program in the same school from Grade 1–8*". This was a priority then, and it remains a priority for families now. Relocation of students was not the solution then, and it is not the solution today.
- In the **April 9, 2018 Public Agenda**, parents and staff overwhelmingly selected "Keeping students in the Immersion Program at one school from Grade 1–8" as their top priority. That report was prepared or reviewed by current staff members, including the **FSL Consultant and the CFO/ Executive Superintendent of Corporate Services**.

- This principle was significant enough to also be included in the former **Director's 2018 Annual Report at that time.**
- The **2020/2021 French Immersion Review Committee** (including the current Manager of Planning and FSL Consultant) further emphasized this point, recommending that WCDSB continue to offer FI in dual-track schools and prioritize offering FI in a Grade 1–8 configuration, or one consistent with English programming in the same facility.

Your own documents consistently warned against moving entire programs. At the end of the day, I feel confident that this is a financial decision as opposed to a capacity issue. But this proposed solution has costs!

The WCDSB receives about \$15,000 per student. If 25% of FI students leave for WRDSB, that's a loss of over \$528,000 every single year. If 50% leave, the loss exceeds \$1 million annually. This risk is real. On top of that, moving portables costs thousands per unit and your own projection tells us you'll likely need to add them back to Holy Rosary within a few years. Moving the portables to St. Nicholas for your proposed solution is unnecessary. These are not responsible fiscal choices.

So in the end, moving the current FI students to St. Nicholas doesn't solve overcapacity. It isn't logistically workable. It does not make sense for the student or families, it does not increase the viability of the French program, and it does not make financial sense. The more I dig, the less sense this makes. One thing I failed to mention at the outset of my speech is that we are a ferociously tenacious community. We do not give up, and we do not let go. The French Immersion community you have built here at Holy Rosary is something to be celebrated and not torn apart. We will not let this go.

So, I want to end with your own words, our current Director's words, from the start of this school year:

"This year, we are called to Listen — truly listen — to the voices of our students, our families, our staff, and each other. This theme invites us to approach one another with open hearts and open minds. When we listen with purpose and humility, we create the conditions for compassion to take root and for true understanding to grow."

So I ask you: listen to the children, the families, and the teachers. You've shown before that you can pivot when community feedback and data point to a better solution, as with the Southeast Galt Boundary Review. Please, do the same here.

And ask yourself: Would you be willing to hinge your own job on the FI program remaining viable under this plan? Because if not, how can you ask us to believe in and follow through with what you do not believe in yourself?

You have the opportunity to choose a solution that is viable, feasible, and desirable. At the very least, let existing families stay at Holy Rosary so students can see themselves reflected in their learning and reach their full potential.

Thank you.

Hello my name is Harriet Cullen

I am an immigrant to Canada 13 years ago.

I want to make something clear, I love this country and fly the Canadian flag outside my house, I am a proud Canadian.

I met my husband Shaun 9 years ago, Shaun is native Canadian part of a proud community of first nations.

We don't come from money and everything we achieved has been through hardworking and determination.

Through blood sweat and a lot of tears we brought out house next to Holy Rosary.

Why Holy Rosary you ask!

Well we had a 7 month old little Jacob following us around, a little first nations, 1st generation Canadian baby.

This is where the story really begins.

Even though Jacob is 7 months old education was very important to me.

I have dyslexia and no I can't spell dyslexia.

But I wasn't diagnosed until high school, which means I missed a huge part of my education just trying to survive. However, it made me powerful in different ways.

My husband Shaun who can't be here because he works a lot, I love you, Shaun.

Shaun has a strong catholic faith and went to St Agnes, Our lady of lords and St David's. Why two elementary schools, well he comes from a single mother and one of five. She's a powerful women hut times were hard and Shaun would have no lunches for school, often hungry and moved around for a better life. However what they had was faith and their catholic community.

That's what we wanted.

So as parents we wanted to have our kids do better than us, be better than us.

From the moment I enrolled Jacob into Holy Rosary, I prayed, talked about and lived for French Immersion, I worked hard with Jacob for his reading and writing, making sure that if he was lucky enough to get French Immersion he was ready. All I talked about to the teachers was French immersion it meant everything to have my kids in this amazing program.

What I haven't talked about is my daughter Lily she's 2 years younger and already a powerful leader.

Fast forward, my son is now G2 French Immersion. YES we did it. My daughter SK very much excited for FI and very proud set of parents giving their kids the future they didn't have.

My daughter has on her calendar for January the day my mom signs me up to French Immersion! That's the importance of this program.

So commute you are thinking, make it happen!

The sad truth is we can't!

My husband often works 12 hours a day and needs our only car to get to work.

I run a home daycare licensed through the region of Waterloo with 5 families in it.

I walk to school every day with my orange wagon 5 daycare kids in tow and my two kids. My orange wagon has become a huge part of the school community with kids and parents saying hi, making small talk and becoming our biggest supporters.

People look for my orange wagon at pick up and drop off, moms often stand and talk around it.

For so long that Sandra our principal, has to tell us to go to work.

So you see if you move this program, I have to tell my kids they can no longer attend the education they have worked so hard for. Please reconsider before taking this away.

Just to get here tonight I had to lean on my French Immersion community.

To babysit my kids, drive me here and take me home.

This is more than numbers to my family, this is our lives, our community, our everything.

My kids will never get another opportunity to do French Immersion.

Please look into your hearts and keep the French Immersion community at Holy Rosary.

Look at providing buses for the French Immersion kids who want to stay.

We are not here to make your life hard, we are here because you have an opportunity to make 141 families thrive and be empowered for bright futures but keeping French Immersion at Holy Rosary and countless more generations to come.

I stand here today for the families like me who can't, I stand here for my kids, I stand for the future of our catholic kids trying to do better than the previous generation.

Please stand tall and stand for French Immersion at Holy Rosary.

Thank you for your time.



Date: October 6, 2025
To: Board of Trustees
From: Director of Education
Subject: Pastoral Plan Update

Type of Report:

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

Type of Information:

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

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

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Administrative Policy (APA001): Elementary Admissions
Administrative Policy (APA002): Secondary Admissions

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.



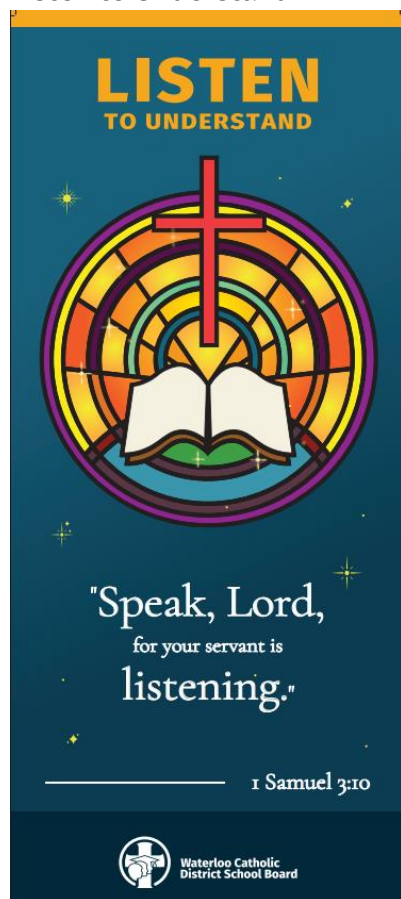
Background/Comments:



Last year we transitioned to **IGNITE**, the third and final year of our three-year Pastoral Plan. Reminded that **"We are the People of God, discerning our mission to serve, IGNITED to be pilgrims of hope"** we responded to the 'signs of our time' to bring about a material and spiritual **IGNITING** of faith in our communities.

Multi Year Pastoral Plan Themes Beginning in 2025

Listen to Understand



In recent years, our late Pope Francis (d. 2025) led the Church through a synodal (*sin-ode-all*) process so that we might learn how to be a different kind of Church. This new way of being Church required us to listen to each other and to the world. We were invited and challenged to "listen with the ears of our hearts". (January 2022) This kind of listening with the heart invites us to not just think about things, but to feel with others. The goal of this listening is to understand – understand the point of view of another person, understand the experience of someone different than us, and begin to understand a world view different than our own.

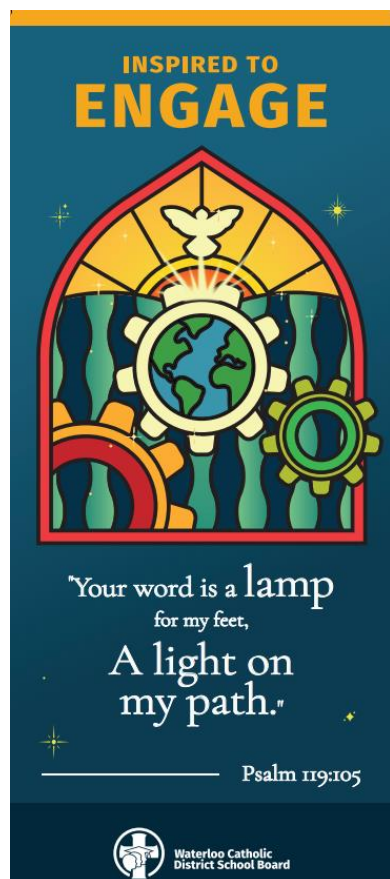
We experience greater communion with others only when we truly listen to them, without judgement, and with the desire to understand. The Church, the sacrament of Jesus in the world, can only be His body when it listens with the ears of the heart so to understand, to allow a flood of compassion rather than a hailstorm of judgement. This is the true path to peace: in our hearts, in our families, in our Church, in the world.

True listening leaves room for the Holy Spirit to speak into the messiness of our lives and our relationships. True listening includes prayerful silence because in the art of listening, silence is a welcome and eloquent friend. Only

through this authentic listening is understanding possible. Quick judgements always blind

us. They keep us from the truth. They are antithetical to genuine understanding that always looks at the other with soft eyes, and with a softer heart. When we come to understand the experience and perspective of the other, we enter the wilderness where the Spirit can be heard, like Ezekiel hearing the voice of God in the “sound of sheer silence” (1 Kings 19:12). Listening to understand is the path to inspiration (literally to be in—spirited or inspired).

Inspired to Engage



Honest listening leads to understanding and greater engagement.

Genuine understanding of the other allows the Holy Spirit to be heard. When the Holy Spirit speaks, energy levels increase. This increase in positive energy gives motivation to engage more fully in the often-messy work of honest searching and community building.

Faith, hope and charity are divine gifts made possible when we do not overreach in our desire to control. They are the fruits of divine inspiration. Likewise, in our pursuit of truth, goodness, and beauty – the transcendental virtues – we come to them through inspiration, through the agency of the Holy Spirit.

So, only when we acknowledge and honour the agency of the Holy Spirit, is honest engagement with the world a possibility. When we are inspired, we are ready to engage, to move to action. When this action includes willing the good of the other as the other in the concreteness of their everyday experience, then we have found our way to “love each other as Jesus loves us” (John 13:34).

Courage to Serve



There is an intentional progression and amplification built into our pastoral plans.

We are all pilgrims on a journey. If we **listen** honestly, we will be inspired to **engage** more authentically. This engagement finds its flesh and blood, its concreteness in Christian charity, in love, in **service**.

In our educational context, as in our larger Christian context, we are all called to serve. In Latin, the word ministry means service.

To listen attentively builds our engagement. To be engaged leads us to service in the world. This is the core of Christian charity. To love is to serve.



WCDSB is proud to welcome **Dr. Niigaan Sinclair** as the keynote speaker for this year's **Spiritual Development Day** on October 10. Dr. Sinclair is an Anishinaabe writer, editor, and academic from the University of Manitoba, widely recognized for his leadership in Indigenous education, reconciliation, and social justice across Canada. His work explores the intersections of **Indigenous knowledge, culture, and spirituality**, making his message especially meaningful within the context of Catholic education and our board's ongoing commitment to **Truth and Reconciliation**.

This year's Spiritual Development Day will once again be held at the **Kitchener Memorial Auditorium**, bringing approximately 4000 WCDSB staff together in one place for a shared day of faith, and celebration as we begin to lean into our new **Pastoral Theme, Listen to**



Understand. The day will begin with the celebration of the Eucharist, presided over by **Fr. Toby Collins, C.R.**, and supported by our staff band and choir, setting a joyful and sacred tone for the day.



Fr. Toby Collins is the Pastor of St. Mary Our Lady of the Seven Sorrows Parish in Kitchener. He has been deeply involved in Truth and Reconciliation work through his parish community. Under his leadership, St. Mary's has developed strong relationships with **Anishnabeg Outreach**, established a **Truth & ReconciliACTION Circle** that meets regularly to learn from Indigenous elders, created a **Reconciliation Garden** incorporating native plants, a Two-Row Wampum Belt, and the Seven Grandfather Teachings, and taken other concrete steps like Orange Shirt Day fundraisers and land stewardship initiatives.

As part of Niigan Sinclair's special visit, WCDSB has arranged a unique opportunity for student engagement: 40 students from each secondary school's World Religions class will attend a session with Dr. Sinclair at St. Jerome's University Chapel. This interactive discussion will allow students to explore Indigenous perspectives on faith, and reconciliation, topics that deeply align with the curriculum, the Diocese and with the Board's ongoing commitment to Truth and Reconciliation. Dr. Sinclair's visit promises to be a meaningful moment of learning and dialogue for our students, along with the opportunity to visit St. Jerome's, a Catholic post-secondary institution in our own backyard.



Some other Highlights of our **Listen to Understand** Theme will include the following:

Working closely with Lema, Darcy and our communications team to capture student voices as we **Listen to the word of God** and learn more about the Feasts associated with our Catholic schools.



Today we celebrate the Feast Day of St. Gabriel the Archangel, the patron saint of our school community in Cambridge.

Listen

Lord, our God,

We praise you for the wisdom of your will that unfolds all around us. We desire to enter more profoundly into this mystery, to root ourselves firmly in your will, to listen ever more deeply to you.

Teach us to listen closely to your Word—to the words on the page and the meaning they invoke, to the human author and to the divine, to the spaces between the letters where your Spirit dwells.

Teach us to listen attentively to Creation—to the voice of the earth, to the whispering of wind and waves, to the silence of the rocks and soil and swarms of voiceless creatures.

Teach us to listen respectfully to the culture that surrounds us—to its wisdom and its folly, to the loud voices and the quiet, to that which can teach us and form us and expand our thinking.

And teach us, Lord, to listen deeply to one another—to what we speak aloud and to what we leave unsaid, to our needs and to our concerns, to the love and the longing and desires of our hearts.

We come before you. We make ourselves still. We listen to understand.

We make this prayer through Jesus Christ, our Lord and brother,

Who walks beside us, suffers with us and for us,

and leads us to abundant life.

Amen.

Prayer by Paula Rush (Chaplain St David's)



Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Paul Mendonca
Superintendent of Learning

John Murphy
Religion and Family Life Consultant

*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: October 6, 2025
To: Board of Trustees
From: Annalisa Varano, Jennifer Ritsma
Subject: Student Achievement Plan (SAP) Update

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

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

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

Education Act Section 169. (1)

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

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

Bill 98, Better Schools and Student Outcomes Act, 2023

PPM 159 Collaborative Professionalism (2016) School Effectiveness Framework (2013)

PPM 119 Equity & Inclusion (2013)

Alignment to the MYSP and KPIs:

☒ 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:

On July 28, 2023, the Ministry of Education released a memorandum communicating key regulatory and policy reforms in support of the [Better Schools and Student Outcomes Act](#), 2023, including a new regulation that established provincial priorities for student achievement:

- **Achievement of Learning Outcomes in Core Academic Skills:** This involves focusing on improving student performance in core subjects like reading, writing, and math.
- **Preparation of Students for Future Success:** This aims to equip students with the skills and knowledge they need to succeed in post-secondary education, the workforce, and beyond.
- **Student Engagement and Well-being:** This focuses on creating a positive and supportive learning environment that promotes student engagement and well-being.

As part of the memorandum, the ministry released a Student Achievement Plan (SAP) framework, which is aligned with the above student achievement priorities. The framework sets out goals and performance indicators for school boards to measure student achievement, develop action plans and monitor their progress on levelling up student outcomes. The ministry releases pre-populated materials to support the development and public reporting of board data and action plans related to the Student Achievement Plan through a secure ministry SharePoint site. The Public Reporting Template is fillable, pre-populated and provides a consistent approach for communicating boards' data, action plans and progress on indicators to their communities.

In the interest of transparency and accountability to local communities and in alignment with the Education Act (Subsection 169.1(4)), school boards are required to publish on multi-year plans on their webpages in a form requested by the Minister each school year. To support school boards in meeting this requirement, school boards must use the Student Achievement Plan Public Reporting Template to publicly report on progress made in relation to the provincial student achievement priorities.

We are required to post our completed template to our public website by April 30th and expected to notify the ministry once our Student Achievement Plan is publicly posted. To access the WCDSB Student Achievement Plan documents, please visit our website which will be updated annually on April 30: <https://www.wcdsb.ca/about-us/student-achievement-plan-sap/>

The Public Reporting Template has two sections:

1. **A summary report of Student Achievement Performance 11 Indicators** – the first page of the template provides results for our board as well as the provincial results for each performance indicator. The purpose of this summary is to provide parents, guardians, students and local communities with a snapshot of how a school board is performing as compared to the province, across indicators under key provincial priorities.
2. **A table where additional local data and action plan information can be included for each provincial priority** – the second page of the template includes fillable sections for school boards to share additional local data for individual performance indicators, such as analyzed data by sub-populations of students (see [Ontario's Anti-Racism Data Standards](#), Standard 29), as well as information from our action plans for each of the goals. Under each provincial priority and goal, we have an open text box to fill out:
 - **"Additional School Board Measures"** – includes further breakdowns of indicators by student sub-groups from local data, and related indicators aligned with goals (e.g., Math

Achievement Action Plan) to reflect community needs.

- **"How Our School Board Performs"** – shows the reported value (e.g., percentage or disproportionality index) for indicators from "Additional School Board Measures," based on student sub-groups.
"Action Our School Board Will Take to Improve" – outlines planned actions, policies, or strategies over the next three years to enhance student outcomes and address trends and community feedback.

In accordance with the responsibilities outlined in section 230.1 of the Education Act, the Ministry of Education has identified the following four objectives to guide district school boards in the development and implementation of their Student Achievement Plans:

1. **Provide a consistent set of performance indicators:** This ensures that all school boards across Ontario are using the same measures to track student achievement.
2. **Ensure strategic planning and policy development are data-driven:** This means that decisions about education are based on evidence and data about student outcomes.
3. **Facilitate involvement of families and communities:** This recognizes the importance of partnerships between schools, families, and communities in supporting student success.
4. **Promote transparency from school boards:** This ensures that the public is informed about how school boards are performing and what actions they are taking to improve student outcomes.

Monitoring Student Achievement Plan with internal indicators at WCDSB:

During the 2024–2025 school year, the Research Team continued its commitment to supporting system-wide improvement through accessible analysis and reporting, primarily delivered via monitoring reports in Power BI. A key focus has been replicating each Student Achievement Plan (SAP) indicator calculated by the Ministry of Education (MOE) to produce comparable internal WCDSB metrics. While some Ministry indicators—such as graduation rates—cannot be fully replicated due to the Ministry's access to provincial-level data and its ability to track students across boards, our internal models are closely aligned with the MOE's methodology. This work supports efforts to (1) reduce the lag between the release of Ministry data and its local use, and (2) ensure both Board- and School-level indicators are available to guide the planning and monitoring of improvement initiatives across the system.

***New- School SAP template and reporting template:**

To support the development of a more effective and user-friendly School Achievement Plan (SAP) template, a dedicated committee was formed comprising elementary and secondary administrators, members of the research team, and the Program Services Superintendent. Our collective goal was to design a tool that would be both efficient and intuitive—allowing for meaningful customization to reflect the unique priorities, planning strategies, and monitoring needs of individual schools. The resulting template balances simplicity with flexibility, empowering school teams to engage in strategic planning with greater clarity and confidence. We were pleased to present the finalized version to the full administrative team in June, and school-specific SAP drafts are now accessible through the Power BI platform, ensuring seamless integration with existing data systems and ongoing support for school improvement efforts.

Exciting Highlights of the new School SAP Templates:

1. Dashboard Completed – No Data Hunting

The newly completed SAP dashboard eliminates the need for manual data collection and

consolidation. All relevant information is now centralized, allowing staff to access key metrics and planning tools without navigating multiple sources or spreadsheets. This streamlined approach not only saves time but also reduces the risk of data inconsistencies, ensuring that school teams can focus more on strategic planning and less on administrative tasks.

2. Pre-Populated SAP for Schools

Each dashboard comes pre-populated with school-specific data, tailored to reflect your unique context and priorities. This customization ensures that staff begin with a solid foundation, enabling quicker analysis and more informed decision-making. By embedding relevant data directly into the dashboard, the tool supports a more efficient workflow and aligns seamlessly with school improvement planning processes.

3. One Page, Zero Tabs, Colour-Coordinated to Match MOE and WCDSB Priorities

The redesigned dashboard features a clean, single-page layout with no additional tabs, making navigation intuitive and user-friendly. Strategic use of colour-coding reflects Ministry of Education (MOE) and Waterloo Catholic District School Board (WCDSB) priorities, helping users visually connect their school goals with broader system objectives. The dashboard incorporates dynamic drop-down menus that guide administrators through data selection and input. Whether reviewing progress or updating plans, the drop-down functionality ensures a smooth and efficient process.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Jennifer Ritsma
Superintendent of Learning

Ryan Lewis
Data Architect

Courtney Brewer
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.

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
Priorities and Work of the Board
2025-2026 School Year

Priority 1: Governance Education

- *Continue to educate ourselves on governance best practices*
- *Attend OCSTA events for training*

Priority 2: Advocacy

- *Lead advocacy initiatives through OCSTA resolutions*

Priority 3: Community Outreach

- *Continue with community outreach at school and community events*
- *Keep in forefront as it is an important part of the role of Trustee*
- *Share events amongst group*
- *Attend big events like Mayor's night or small event like attending a school, opportunity is always there*

Priority 4: Policy Review

- *Review policies as per school year annual cycle*
- *Ensure governance committee reviews all policies sent for committee review*
- *Governance committee brings recommendations back to the full board for approval*

Priority 1: Governance Education

Specific Outline	Link to MYSP, Policies, Governance	Met Completely ☐	Met Somewhat ☐	Did not meet ☐
<i>Continue to educate ourselves on governance best practices</i> <i>Attend OCSTA events for training</i>		Comments:		

Priority 2: Advocacy

Specific Outline	Link to MYSP, Policies, Governance	Met Completely ☐	Met Somewhat ☐	Did not meet ☐
<i>Lead advocacy initiatives through OCSTA resolutions</i>		Comments:		

Priority 3: Community Outreach

Specific Outline	Link to MYSP, Policies, Governance	Met Completely ☐	Met Somewhat ☐	Did not meet ☐
<i>Continue with community outreach at school and community events</i> <i>Keep in forefront as it is an important part of the role of Trustee</i> <i>Share events amongst group</i> <i>Attend big events like Mayor's night or small event like attending a school, opportunity is always there</i>		Comments:		

Priority 4: Policy Review

Specific Outline	Link to MYSP, Policies, Governance	Met Completely ☐	Met Somewhat ☐	Did not meet ☐
<i>Review policies as per school year annual cycle</i> <i>Ensure governance committee reviews all policies sent for committee review</i> <i>Governance committee brings recommendations back to the full board for approval</i>		Comments:		