



Committee of the Whole Meeting

Date: Monday, November 10, 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	Board Chair	--	--
I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.			
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
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 – Oct 6, 2025	Board of Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Equity Action Plan 5.2 Math Action Achievement Plan (MAAP) 5.3 Multi-Language Learner (MLL)	A. Varano/L. Garrioch J. Ritsma P. Mendonça	pp. 8-29 pp. 30-37 pp. 38-46	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
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 Workshop on Meeting Procedures 8.3 Trustee Work Plan – November	A. Kapur Chair	-- --	Information Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
10.1 OCSTA Resolutions	Chair	pp. 47-59	Discussion
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): - Nov 11 - Remembrance Day - Nov 12 – Audit Committee - Nov 7 & 14 – St. Louis Graduations - Nov 13-16 - OSTA/AECO FGM - Toronto - Nov 17 – Notre Dame CSS Open House – Stanley Park Community Centre - Nov 17 – Inaugural Election Chair/Vice-Chair - Nov 17 - PD Day - Nov 18 – Commissioning/Onboarding - Nov 24 - Board of Trustees - Nov 26 – CPIC Meeting	Chair	--	Information
14. Items for the Next Meeting Agenda			
14.1 Board of Trustees Meeting: (November 24, 2025) - School Travel Planning update - STSWR Annual update - Community Planning and Partnerships (CPPG) - Enrolment/Staffing Report - Financial Statements/Year End Report - Special Education Update - Board Policy II 004 Advocacy and Advertising - Student Trustee Report - Chair of the Board Report - Director's Report	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, October 6, 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 6:05 p.m.

1.1 Opening Prayer & Memorials

Opening prayer led by Student Trustees Girolametto and Krysko.

1.2 Territorial Acknowledgement

Territorial Acknowledgment declared by Chair Kraft.

1.3 Approval of Agenda

Chair Kraft motioned for approval of the agenda.

2025-26 -- It was moved by Trustee Sikora and seconded by Trustee Weiler:

THAT the agenda for Monday, October 6, 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 – Sept 8, 2025

Chair Kraft motioned for approval of the consent agenda.

2025-27 -- It was moved by Trustee Guerin and seconded by Trustee Stanley:

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 Christine Barbeau to the podium to give a presentation regarding the Holy Rosary CES French Immersion Program Relocation. Trustees asked clarifying questions.

4.2 Delegation Presentation – Chair Kraft invited Lisa Russell to the podium to give a presentation regarding the Holy Rosary CES French Immersion Program Relocation. Trustees asked clarifying questions.

4.3 Delegation Presentation – Chair Kraft invited Emma Watson to the podium to give a presentation regarding the Holy Rosary CES French Immersion Program Relocation. Trustees asked clarifying questions.

4.4 Delegation Presentation – Chair Kraft invited Harriett Cullen to the podium to give a presentation regarding the Holy Rosary CES French Immersion Program Relocation. Trustees asked clarifying questions.

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 detailed the engagement process, strategic pillars, objectives, and monitoring methodology, with Trustees providing feedback on language, structure, and implementation. Trustees asked clarifying questions and provided feedback.

5.2 Pastoral Plan Update

Superintendent Mendonça introduced John Murphy, Religion and Family Life Consultant to present the Pastoral Plan update. The presentation outlined the three themes—Listen to Understand, Inspired to Engage, and Courage to Serve—developed through consultation, and discussed implementation strategies, supports for staff, and integration with board initiatives. Trustee Stanley noted a preference to see ‘excellence’ added to accelerate innovation and build transferrable future-ready skills. Trustees provided comments and asked clarifying questions.

5.3 Student Achievement Plan Review (SAP)

Superintendent Ritsma presented the Student Achievement Plan review, focusing on the new School Achievement Plan (SAP) dashboard. The presentation showcased its features, data tracking capabilities, and the incorporation of faith-based indicators. Additionally, it covered the priorities and goals outlined in the

Student Achievement Plan. The presentation concluded with a discussion of historical data and potential areas for improvement. Trustees asked clarifying questions.

2025-28 -- It was moved by Trustee Weiler and seconded by Trustee Sikora:

That the meeting be extended past 3 hours.

---Carried by consensus

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustee Sikora provided an update on the Linkages Activity, noting the distribution of congratulatory letters and reviewed various events attended and upcoming, including the OCSTA Fall Regional Meeting, fundraisers, and the Spiritual Development Day speaker. Additionally, the Terms of Reference for each committee were reviewed, and several updates were made.

6.2 Pastoral Care Activity

Trustee Guerin provided an update on the Pastoral Care initiatives, noting that several clergy members have expressed interest in leading opening prayers at our board meetings. Additionally, a Spiritual Retreat is scheduled for November 10, prior to the Committee of the Whole meeting, featuring our Spiritual Animator and Religion and Family Life Consultant.

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

8.2.1 Annual Work

Vice-Chair Weiler discussed the Annual Work of the Board plan, outlining priorities: governance, education, advocacy, community outreach, and policy review. Trustees were invited to provide formal feedback before the next Committee of the Whole meeting.

8.2.2 October review

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

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

**2025-29 -- It was moved by Trustee Francis and seconded by Trustee Weiler:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:25 p.m.**

Chair of the Board

Secretary



Date: November 10, 2025
To: Board of Trustees
From: Director of Education
Subject: Equity Action Plan 2025—2030

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
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin:

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:

Ontario's Equity and Inclusive Education Strategy (2009)
APO028: Fair and Equitable Hiring Promotions (revised 2021)
APC037: Equity and Inclusive Education Policy
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario Ministry of Education Equity Action Plan (2017)
Anti-Racism Act (ARA 2019)
Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)
The Better Schools and Student Outcomes Act, 2023 (the Act)
Ontario Human Rights Commission: Tackling Anti-Black Racism and Discrimination in Education (2025)

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:

This Equity Action Plan for 2025-2029 outlines a comprehensive strategy for fostering inclusive educational environments, drawing inspiration from Dr. Martin Luther King Jr.'s vision of the Beloved Community. It integrates Catholic Social Teachings, which emphasize human dignity, justice, and solidarity, alongside the Indigenous principle of Two-Eyed Seeing to blend diverse knowledge systems. The plan is structured around four key pillars: Listen, Engage, Serve, and Reflect, each detailing how students, families, staff, and school leaders can contribute to creating equitable and spiritually grounded learning spaces.

This Equity Action Plan is inspired by the enduring legacy of Dr. Martin Luther King Jr. and his vision of the Beloved Community—a global society grounded in justice, equal opportunity, and love for all humanity. In this vision, every person is valued, and the wealth of the earth is shared equitably. King's vision is deeply aligned with Catholic Social Teachings, which call us to uphold the dignity of every human person, pursue the common good, and promote solidarity and justice as expressions of our faith in action. Rooted in faith, collective healing, and Two-Eyed Seeing, this plan brings Dr. King's transformative ideals into the heart of education at Waterloo Catholic District School Board, guiding our journey toward beautiful, inclusive, equitable, and spiritually grounded learning environments.

At the core of this journey is the principle of belonging. Belonging is not simply about being present, it is about being seen, heard, valued, and empowered. It is the assurance that every student, staff member, and family feel a deep sense of connection and acceptance within our school communities. Belonging affirms that diversity is not a challenge to be managed, but a gift to be celebrated.

Catholic Social Teaching affirms that authentic faith is lived through service to others. Rooted in the belief that every person is created in the image of God and possesses inherent dignity, it calls us to recognize our shared humanity and interconnectedness as one global family. This teaching is grounded in several core principles that guide our moral and social responsibilities. First, it upholds the life and dignity of the human person, reminding us that every life is sacred and must be protected and respected. It emphasizes the call to family, community, and participation, recognizing that we are social beings called to contribute to the common good through active engagement in society. It affirms the importance of rights and responsibilities, where each person is entitled to basic human rights and is also accountable for promoting the well-being of others.

A central tenet of Catholic Social Teaching is the option for the poor and vulnerable, which challenges us to prioritize the needs of those who are marginalized and oppressed. Catholic Social Teaching also highlights the dignity of work and the rights of workers, affirming that labour is a form of participation in God's creation and that workers must be treated fairly. The principle of solidarity calls us to stand with others across all boundaries, recognizing that we are one human family and that loving our neighbor has global dimensions. Finally, care for God's creation reminds us of our responsibility to be stewards of the Earth, protecting the environment as an expression of our faith.

Together, these principles shape a vision of service that goes beyond acts of charity to include a deep commitment to equity and justice. They call us to respond to the needs of others with compassion, to challenge unjust systems, and to work toward a more equitable and loving world where all people can flourish in dignity and peace.

Two-Eyed Seeing, a guiding principle shared by Mi'kmaq Elder Albert Marshall, teaches us to see the world through one eye with the strengths of Indigenous ways of knowing and the other eye with the strengths of Western knowledge systems—and to use both eyes together for the benefit of all. By integrating this perspective, we honour the wisdom of Indigenous communities and recognize that equity and healing must be informed by diverse worldviews, cultural traditions, and spiritual practices.



Dr. King's Beloved Community is not aspirational, it is a practical, achievable goal that calls for courageous leadership and intentional action. In our educational context, this vision translates into four cornerstones:

- **Radical Inclusion:** We commit to creating spaces where each student, family, staff member, and community member feels seen, heard, and valued. This means dismantling barriers to participation and fostering belonging across lines of race, ability, faith, gender, and identity. Guided by the Catholic Social Teaching of solidarity, we recognize that we are one human family, united across all differences.
- **Spiritual and Emotional Healing:** Acknowledging a trauma-informed lens and recognizing the deep wounds caused by systemic inequities, we center healing as a core educational practice. Through restorative approaches, trauma-informed care, Indigenous teachings, and faith-rooted reflection, we nurture the whole person—mind, body, and spirit.
- **Equity and Justice:** We pursue equity not as a destination but as a daily practice. This includes identifying and addressing disparities in access, outcomes, and representation, and embedding anti-racism and social justice into curriculum, policy, and pedagogy.
- **Community Empowerment:** We believe that transformation begins with collective action. By engaging families, faith leaders, Indigenous Knowledge Keepers, and local organizations, we build partnerships that uplift voices and co-create solutions. In line with Catholic Social Teaching, we affirm the right and duty of all to participate in shaping a just society, especially for the well-being of the poor and vulnerable.

Dr. King's Beloved Community matters because it promotes justice and compassion by aligning with faith teachings that emphasize love, care for the vulnerable, and the pursuit of justice. By rooting engagement in equity and healing, it leads to more sustainable and inclusive outcomes that reflect the dignity of all involved. This approach builds trust and belonging through authentic relationships and a shared sense of purpose, while also restoring identity and hope by helping individuals and communities reclaim their stories, strengths, and sacred worth.

We can foster inclusive, just, and spiritually grounded communities where all individuals, especially those historically marginalized, are valued, heard, and supported in their healing and flourishing by grounding our work in the following:

1. Dignity, Fairness & Inclusion

- Rooted in the belief that all people are created in the image of God and deserve equitable opportunities to thrive
- Ensures fair access to decision-making, resources, and support, especially for underserved communities

2. Cultural & Spiritual Grounding

- Recognizes that healing and identity restoration are deeply tied to culture, faith, and spiritual practices
- Uses faith traditions as pathways to meaning, purpose, and collective well-being

3. Elevating Marginalized Voices

- Recognizes the lived experiences of those excluded from traditional systems
- Faith calls us to "listen to the cry of the poor" (Psalm 34:6) and act with compassion and justice

4. Collective Healing & Community Wisdom

- Healing is not just individual—it is communal; it involves restoring relationships, trust, and shared identity
- Builds on the wisdom of communities, especially those shaped by struggle and resilience



5. Power Sharing & Co-Leadership

- Moves from hierarchical models to shared leadership, where communities co-create solutions
- Reflects the servant leadership model of Christ, who empowered others to lead and heal
- “Be leaders wherever it behooves you to be. Leaders of thought, leaders of action, leaders of joy, leaders of hope, leaders of the construction of a better world.” Pope Francis, Video Conference by CNN, 17th September 2015

6. Social Consciousness

- Acknowledges that trauma and inequity are rooted in systemic oppression
- Faith-based engagement includes advocacy for justice, equity, and systemic change

7. Targeted Support & Restoration

- Some groups need more focused resources to overcome barriers and heal
- This is not preferential treatment—it is restorative justice, aligned with the Gospel’s call to uplift the marginalized

8. Self-Healing & Reflection

- Leaders and providers must engage in their own healing to serve others effectively
- Faith communities can offer spaces for reflection, renewal, and spiritual growth

We commit to cultivating spaces where belonging is nurtured through intentional relationships, culturally responsive practices, and a shared responsibility to uphold the dignity of all. When students belong, they thrive—not only academically, but spiritually, emotionally, and socially.

This framework is essential because it reflects core faith teachings that emphasize love, justice, and compassion, especially toward those who are vulnerable. By grounding engagement in principles of Indigenous wisdom, equity, and healing, this framework fosters inclusive and sustainable outcomes that honour the dignity of all individuals. It nurtures trust and belonging through authentic relationships and a shared commitment to justice, while also restoring identity and hope by empowering individuals and communities to reclaim their stories, recognize their strengths, and affirm their sacred worth.

Ultimately, the document serves as a “living commitment” to dismantling barriers and building communities rooted in justice and love.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Lynn Garrioch
Senior Manager, Equity Services

Paul Mendonça
Superintendent of Learning

*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.”



EQUITY ACTION PLAN

2025 TO 2030



Mission

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



Legal Obligations to the Ontario Human Rights Code

The Ontario Human Rights Code affirms the right of every person to equal treatment without discrimination based on race, gender identity, sexual orientation, and other protected grounds.

Catholic schools, while rooted in faith, are also committed to upholding these legal protections and fostering spaces where all students feel safe, respected, and included so they can reach their full social and academic potential.



Vision

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



Guiding Principles

Every person is created in the image of God and deserves to be valued and loved.

Catholic education is rooted in pastoral care, which calls us to accompany all students with empathy, compassion, and understanding.

Equity work must promote inclusion and belonging while remaining faithful to the Catholic social teachings.

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Beloved Community Engagement Framework

This Equity Action Plan is inspired by the enduring legacy of Dr. Martin Luther King Jr. and his vision of the Beloved Community—a global society grounded in justice, equal opportunity, and love for all humanity. In this vision, every person is valued, and the wealth of the earth is shared equitably. King’s vision is deeply aligned with Catholic Social Teachings, which call us to uphold the dignity of every human person, pursue the common good, and promote solidarity and justice as expressions of our faith in action. Rooted in faith, collective healing, and Two-Eyed Seeing, this plan brings Dr. King’s transformative ideals into the heart of education at Waterloo Catholic District School Board, guiding our journey toward beautiful, inclusive, equitable, and spiritually grounded learning environments.

At the core of this journey is the principle of belonging. Belonging is not simply about being present, it is about being seen, heard, valued, and empowered. It is the assurance that every student, staff member, and family feel a deep sense of connection and acceptance within our school communities. Belonging affirms that diversity is not a challenge to be managed, but a gift to be celebrated.



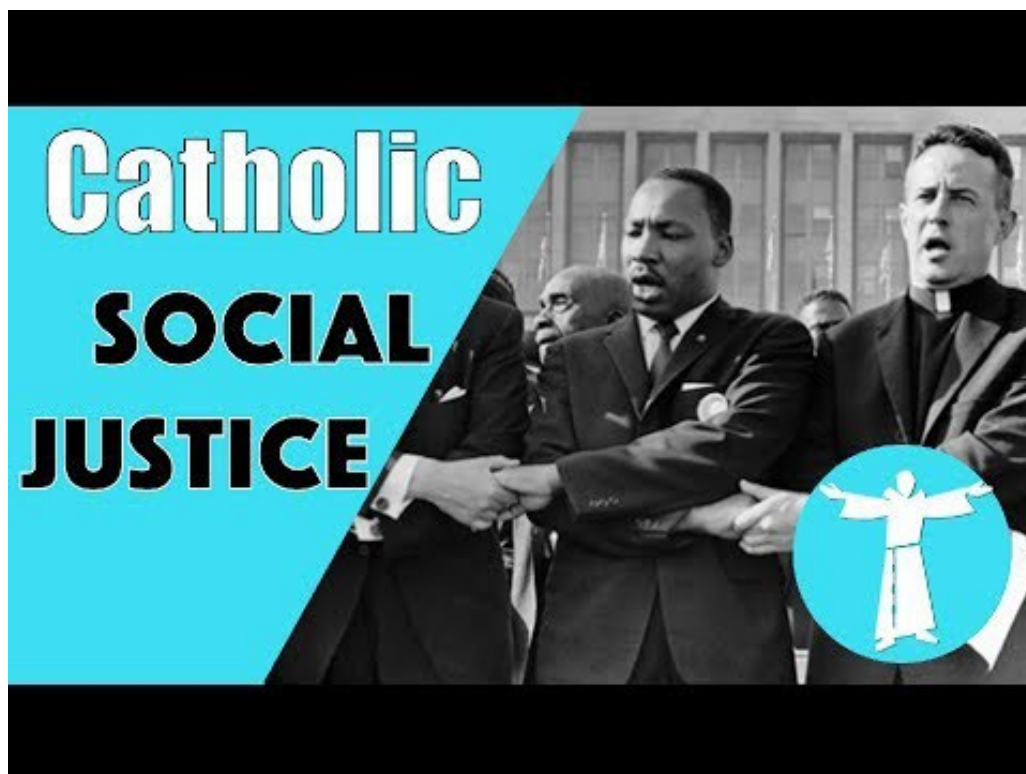
Video 1: Building the Beloved Community in a Canadian Community

Catholic Social Teaching affirms that authentic faith is lived through service to others. Rooted in the belief that every person is created in the image of God and possesses inherent dignity, it calls us to recognize our shared humanity and interconnectedness as one global family. This

teaching is grounded in several core principles that guide our moral and social responsibilities. First, it upholds the life and dignity of the human person, reminding us that every life is sacred and must be protected and respected. It emphasizes the call to family, community, and participation, recognizing that we are social beings called to contribute to the common good through active engagement in society. It affirms the importance of rights and responsibilities, where each person is entitled to basic human rights and is also accountable for promoting the well-being of others.

A central tenet of Catholic Social Teaching is the option for the poor and vulnerable, which challenges us to prioritize the needs of those who are marginalized and oppressed. Catholic Social Teaching also highlights the dignity of work and the rights of workers, affirming that labour is a form of participation in God's creation and that workers must be treated fairly. The principle of solidarity calls us to stand with others across all boundaries, recognizing that we are one human family and that loving our neighbor has global dimensions. Finally, care for God's creation reminds us of our responsibility to be stewards of the Earth, protecting the environment as an expression of our faith.

Together, these principles shape a vision of service that goes beyond acts of charity to include a deep commitment to equity and justice. They call us to respond to the needs of others with compassion, to challenge unjust systems, and to work toward a more equitable and loving world where all people can flourish in dignity and peace.



Video 2: Catholic Social Teaching

Two-Eyed Seeing, a guiding principle shared by Mi'kmaq Elder Albert Marshall, teaches us to see the world through one eye with the strengths of Indigenous ways of knowing and the other

eye with the strengths of Western knowledge systems—and to use both eyes together for the benefit of all. By integrating this perspective, we honour the wisdom of Indigenous communities and recognize that equity and healing must be informed by diverse worldviews, cultural traditions, and spiritual practices.



Video 3: What is Two-Eyed Seeing?

Dr. King's Beloved Community is not aspirational—it is a practical, achievable goal that calls for courageous leadership and intentional action. In our educational context, this vision translates into four cornerstones:

- **Radical Inclusion:** We commit to creating spaces where each student, family, staff member, and community member feels seen, heard, and valued. This means dismantling barriers to participation and fostering belonging across lines of race, ability, faith, gender, and identity. Guided by the Catholic Social Teaching of solidarity, we recognize that we are one human family, united across all differences.
- **Spiritual and Emotional Healing:** Acknowledging a trauma-informed lens and recognizing the deep wounds caused by systemic inequities, we center healing as a core educational practice. Through restorative approaches, trauma-informed care, Indigenous teachings, and faith-rooted reflection, we nurture the whole person—mind, body, and spirit.

- **Equity and Justice:** We pursue equity not as a destination but as a daily practice. This includes identifying and addressing disparities in access, outcomes, and representation, and embedding anti-racism and social justice into curriculum, policy, and pedagogy.
- **Community Empowerment:** We believe that transformation begins with collective action. By engaging families, faith leaders, Indigenous Knowledge Keepers, and local organizations, we build partnerships that uplift voices and co-create solutions. In line with Catholic Social Teaching, we affirm the right and duty of all to participate in shaping a just society, especially for the well-being of the poor and vulnerable.

Dr. King's Beloved Community matters because it promotes justice and compassion by aligning with faith teachings that emphasize love, care for the vulnerable, and the pursuit of justice. By rooting engagement in equity and healing, it leads to more sustainable and inclusive outcomes that reflect the dignity of all involved. This approach builds trust and belonging through authentic relationships and a shared sense of purpose, while also restoring identity and hope by helping individuals and communities reclaim their stories, strengths, and sacred worth.

We can foster inclusive, just, and spiritually grounded communities where all individuals, especially those historically marginalized, are valued, heard, and supported in their healing and flourishing by grounding our work in the following:

1. Dignity, Fairness & Inclusion

- Rooted in the belief that all people are created in the image of God and deserve equitable opportunities to thrive
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- Recognizes that healing and identity restoration are deeply tied to culture, faith, and spiritual practices
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- Faith calls us to "listen to the cry of the poor" (Psalm 34:6) and act with compassion and justice

4. Collective Healing & Community Wisdom

- Healing is not just individual, it is communal; it involves restoring relationships, trust, and shared identity
- Builds on the wisdom of communities, especially those shaped by struggle and resilience

5. Power Sharing & Co-Leadership

- Moves from hierarchical models to shared leadership, where communities co-create solutions
- Reflects the servant leadership model of Christ, who empowered others to lead and heal
- “Be leaders wherever it behooves you to be. Leaders of thought, leaders of action, leaders of joy, leaders of hope, leaders of the construction of a better world.” Pope Francis, Video Conference by CNN, 17th September 2015

6. Social Consciousness

- Acknowledges that trauma and inequity are rooted in systemic oppression
- Faith-based engagement includes advocacy for justice, equity, and systemic change

7. Targeted Support & Restoration

- Some groups need more focused resources to overcome barriers and heal
- This is not preferential treatment—it is restorative justice, aligned with the Gospel’s call to uplift the marginalized

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- Faith communities can offer spaces for reflection, renewal, and spiritual growth

We commit to cultivating spaces where belonging is nurtured through intentional relationships, culturally responsive practices, and a shared responsibility to uphold the dignity of all. When students belong, they thrive—not only academically, but spiritually, emotionally, and socially.

This framework is essential because it reflects core faith teachings that emphasize love, justice, and compassion, especially toward those who are vulnerable. By grounding engagement in principles of Indigenous wisdom, equity, and healing, this framework fosters inclusive and sustainable outcomes that honour the dignity of all individuals. It nurtures trust and belonging through authentic relationships and a shared commitment to justice, while also restoring identity and hope by empowering individuals and communities to reclaim their stories, recognize their strengths, and affirm their sacred worth.

This Equity Action Plan is more than a document—it is a living commitment to building the Beloved Community within our schools. Grounded in faith, guided by justice, and fueled by love, we move forward with hope and determination. Together, we will listen deeply, engage courageously, and serve faithfully, ensuring that every learner thrives in a community where equity is not just a value, but a way of life.



EQUITY DIVERSITY INCLUSION



BELONGING

Pillar I

“Let every person be quick to hear, slow to speak, slow to anger.” — James 1:19



Listening is the foundation of equity and a sacred act in Catholic education. It requires humility, openness, and a commitment to understanding the lived experiences of others, especially those who have been marginalized. Listening is a spiritual act, echoing Christ's attentiveness to the voices of the poor, the sick, and the excluded.

For students, this means creating spaces where they feel safe and empowered to share their experiences. Student equity councils and storytelling initiatives can foster a culture of belonging and affirmation. Regular student voice surveys, analyzed through an equity lens, will help identify gaps and inform responsive action.

To honour the full diversity of our communities, it is essential that all families and community members feel heard and valued. Listening circles that engage Indigenous, newcomer, racialized, and long-established families—supported by multilingual tools and culturally responsive facilitators—create space for meaningful dialogue. Partnering with community organizations helps amplify these voices, foster belonging, and build trust across all backgrounds.

Staff members benefit from professional development focused on active listening and trauma-informed practices. Opportunities for anonymous feedback and reflective dialogue can help surface equity concerns and foster a culture of openness.

For school leaders, listening must be intentional and systemic. Equity audits, leadership workshops centered on discernment, and modeling vulnerability in meetings are essential practices. As Scripture reminds us, “Speak, Lord, for your servant is listening” (1 Samuel 3:10), and we are called to listen with the ears of Christ.

EQUITY DIVERSITY INCLUSION



BELONGING

Pillar II

“Let each of you look not to your own interests, but to the interests of others.”—Philippians 2:4



Engagement is about building authentic relationships and co-creating solutions. It moves beyond consultation to collaboration. In Catholic education, engagement reflects our call to communion and solidarity with all people. Engagement moves us from passive awareness toward transformative action.

For students, engagement means participating in curriculum-integrated equity projects, leading inclusion initiatives, and accessing mentorship from diverse role models. These opportunities help students see themselves as agents of change and collaborative contributors, finding meaning, dignity and a vocation that respects the rights of all and contributes to the common good.

Families and community members must be engaged as co-creators in the educational journey. Equity advisory committees, collaborative school improvement planning, and celebrations of cultural and faith-based events foster meaningful partnerships. When families are engaged, schools become more responsive and inclusive.

Staff engagement involves building professional learning communities focused on equity, embedding equity goals into performance development, and recognizing contributions to inclusive practices. This strengthens collective capacity and morale.

School leaders play a pivotal role in modeling engagement. They must allocate resources equitably, build transparent partnerships, and lead with accountability. As Galatians 6:2 teaches, “Carry each other’s burdens, and in this way you will fulfill the law of Christ.” Engagement is how we live out our call to communion and solidarity.

EQUITY DIVERSITY INCLUSION



BELONGING

Pillar III

“Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”—Matthew 25:40



Service is central to Catholic education and a true expression of equity. Rooted in compassion, justice, and humility, it reflects our faith and affirms the dignity of every person. Catholic Social Teachings call us to serve—especially the vulnerable—through both charity and justice, recognizing our shared humanity.

For students, service means participating in equity-focused learning projects that address real-world issues such as food insecurity, mental health, and housing. Peer support programs and inclusive extracurriculars further cultivate a spirit of service and advocacy.

Families and community members are best served when schools provide wraparound supports, including mental health services, settlement assistance, and food programs. Workshops that help families navigate the education system and access resources are vital. Volunteer opportunities that reflect diverse talents and cultures also affirm the dignity of every family.

Staff members serve by engaging in community outreach, offering equity-centered pastoral care, and advocating for systemic change. Their service reflects the Gospels call to love and justice.

School leaders must ensure that policies and practices reflect and address the needs of those who have been historically underserved. This includes inclusive hiring, equitable resource distribution, and stewardship rooted in Catholic social teaching. As 1 Peter 4:10 reminds us, “Each of you should use whatever gift you have received to serve others.” Through service, we embody Christ’s love and build a more just and compassionate school community.

EQUITY DIVERSITY INCLUSION



BELONGING

Pillar IV

“Search me, O God, and know my heart; test me and know my thoughts. See if there is any wicked way in me, and lead me in the way everlasting.”—Psalm 139:23–24



Reflection is essential for growth, accountability, and spiritual discernment. It allows individuals and communities to examine their actions, biases, and progress toward equity. Reflection is essential to the journey of equity in Catholic education. We pause, examine our hearts, and align our actions with Gospel values. Through reflection, we recognize the dignity of every person and our shared responsibility to build a just and inclusive community.

Students grow in empathy and self-awareness through guided reflection on their learning, relationships, and social responsibilities. Journaling, restorative practices, and classroom discussions help students explore identity, bias, and justice in age-appropriate ways.

Reflection empowers students to become thoughtful, compassionate leaders.

Families and community members are supported in reflection through opportunities to share their stories, engage in dialogue, and participate in culturally responsive faith formation. Parent councils and community events create space for families to reflect on their experiences and contribute to school growth.

Staff engage in ongoing reflective practice to deepen their understanding of equity, faith, and pedagogy. Professional learning and collaborative inquiry foster a culture of humility. Staff can model the courage to confront bias, embrace feedback, and walk with those on the margins.

School leaders cultivate a reflective culture by modeling humility, engaging in equity-focused dialogue, and creating space for staff to examine their practice through the lens of faith, inclusion, and continuous learning. As cited in Romans 12:2, “Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect.” Reflection is not a pause from action—it is the foundation of meaningful, transformative action.

EQUITY DIVERSITY INCLUSION



BELONGING

Pillar V

“A new heart I will give you, and a new spirit I will put within you; and I will remove from your body the heart of stone and give you a heart of flesh.”—Ezekiel 36:26



Transformation is the fruit of listening, engaging, serving, and reflecting. In Catholic education, transformation is both a spiritual and social imperative—renewing minds, hearts, and institutions to better reflect the Kingdom of God. It means moving beyond awareness to action—dismantling barriers and building communities rooted in justice and love.

Students are transformed when they see themselves as agents of change. Through inquiry-based learning, leadership opportunities, and social justice initiatives, students develop the courage to challenge inequity and the compassion to uplift others.

Families and community members experience transformation when their gifts are recognized and their needs are met. Schools must foster authentic partnerships that honour diverse cultures, languages, and experiences. When families are empowered to co-create solutions and lead initiatives, the entire community is enriched.

Staff transform education through courageous leadership, inclusive pedagogy, and advocacy. Equity-focused professional development, mentorship, and collaborative innovation equip staff to reimagine practices and policies. Their transformation inspires systemic change that reflects Gospel values.

School leaders empower staff by fostering environments where courageous leadership, inclusive pedagogy, and advocacy are nurtured. Through strategic support, visionary guidance, and a commitment to Gospel values, they help drive the systemic change that equity demands. We are reminded in 2 Corinthians 5:17, “So if anyone is in Christ, there is a new creation: everything old has passed away; see, everything has become new!” Transformation requires bold vision, compassionate leadership, and unwavering commitment to the marginalized.

EQUITY DIVERSITY INCLUSION



BELONGING

Accountability Framework

Accountability

- Internally share equity audit results annually.
- Disaggregate and share survey data.
- Document listening circle outcomes.

Pillar I



Students

Establish student equity councils in every school to provide a safe space for sharing experiences.

Continue to conduct annual student voice surveys with disaggregated data to identify equity gaps.

Create storytelling initiatives where students share their cultural and faith journeys.

Staff

Implement professional learning on active listening and trauma-informed practices.

Create both anonymous feedback and explicit channels for staff to share equity concerns.

Encourage reflective journaling and peer dialogue on equity experiences.

Families and Community Members

Host listening circles with diverse families, including newcomers, Indigenous families, and well-established communities.

Provide multilingual feedback tools and culturally responsive facilitators.

Partner with community organizations to amplify family voices.

Educational Leaders

Systematically conduct equity audits with a focus on listening to underrepresented voices.

Facilitate leadership workshops centered on discernment and listening as spiritual practice.

Model vulnerability and openness in staff meetings and community engagements.

Cultivate a culture of deep listening that honors all voices.



EQUITY DIVERSITY INCLUSION



BELONGING

Accountability Framework

Accountability

- Submit Equity Advisory Council reports annually.
- Include equity indicators in staff performance discussions.
- Track student engagement metrics

Students

- Integrate equity-focused projects into curriculum (e.g., anti-racism, Indigenous education, disability justice).
- Support student-led initiatives that promote inclusion and social justice.
- Offer more mentorship programs connecting students with diverse role models.

Staff

- Facilitate cross-school equity learning communities.
- Embed equity goals into performance development plans.
- Recognize and celebrate staff contributions to equity work.

Pillar II



Families and Community Members

- Continue to co-design multi-year strategic plan with family input.
- Create equity advisory committees with family representation.
- Celebrate cultural and faith-based events that reflect the diversity of the community.

Educational Leaders

- Allocate resources equitably based on student needs.
- Engage in community partnerships that support marginalized groups.
- Lead with transparency and accountability in equity initiatives.

Build collaborative relationships to co-create equitable environments.



EQUITY DIVERSITY INCLUSION



BELONGING

Accountability Framework

Accountability

- Evaluate service initiatives through impact assessments
- Track community support usage quarterly
- Informally review the “good news stories”

Students

Engage in more service-learning projects focused on equity (e.g., food insecurity, housing, mental health).

Promote peer support programs and inclusive extracurriculars.

Encourage advocacy and civic engagement rooted in Catholic social teaching.

Staff

Participate in community outreach and social justice initiatives.

Support students and families through equity-centered pastoral care.

Advocate for systemic change within and beyond the school board.

Pillar III



Families and Community Members

Provide more wraparound services (e.g., mental health, food programs, settlement support) that are culturally responsive.

Offer workshops on navigating the education system and accessing resources.

Create volunteer opportunities that reflect diverse talents and cultures.

Educational Leaders

Ensure policies and practices that prioritize equity for those historically underserved.

Lead equity-focused stewardship of resources and decision-making.

Champion inclusive hiring and promotion practices.

Support each community member through compassionate service.



EQUITY DIVERSITY INCLUSION



BELONGING

Accountability Framework

Accountability

- Document reflection in portfolios and journals.
- Collect feedback via post-event surveys.
- Review equity learning goals in self-evaluations.

Students

Engage in guided reflection on personal identity, privilege, oppression, and responsibility that is age-appropriate and through a faith-based lens.

Participate in classroom discussions that explore equity, justice, and Catholic social teaching.

Reflect on experiences of inclusion and exclusion to foster empathy and solidarity.

Staff

Participate in community outreach and social justice initiatives.

Support students and families through equity-centered pastoral care.

Advocate for systemic change within and beyond the school board.

Pillar IV



Families and Community Members

Reflect on family values and cultural traditions as sources of strength and wisdom.

Participate in community conversations that explore equity and belonging in the school context.

Share stories of resilience and faith to build collective understanding and healing.

Educational Leaders

Conduct equity audits and policy reviews through an equity lens of reflection and accountability.

Reflect on leadership decisions and their alignment with Gospel values and equity principles.

Create space for staff and community to reflect on systemic barriers and opportunities for change.

Promote spiritual discernment and continuous equity learning.



EQUITY DIVERSITY INCLUSION



BELONGING

Accountability Framework

Accountability

- Embed transformation goals in school improvement and multi-year strategic plans.
- Track leadership participation and outcomes.
- Recognize staff innovation through showcases.

Students

Lead initiatives that promote justice, inclusion, and service in the school and wider community.

Transform peer relationships by modeling compassion, respect, and solidarity.

Use faith and learning to challenge inequities and advocate for change.

Staff

Implement inclusive teaching strategies and pedagogy that reflect diverse identities and experiences.

Transform classroom environments to be healing-centered and equity-driven.

Advocate for systemic change within the school board and broader education system.

Pillar V



Families and Community Members

Co-create culturally responsive programs and supports with schools.

Transform engagement by taking active roles in school decision-making and advocacy.

Share gifts, talents, and cultural knowledge to enrich the school community.

Educational Leaders

Lead transformative change through equity-centered policies and practices.

Champion inclusive hiring, promotion, and resource allocation.

Foster a culture of continuous improvement rooted in Catholic social teaching and equity.

Drive systemic transformation aligned with Catholic Social Teaching and the Ontario Catholic School Graduate Expectations.





Date: November 10, 2025
To: Board of Trustees
From: Director of Education
Subject: Math Achievement Action Plan Initial Report 2025-26

Type of Report:

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

Type of Information:

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

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

- Education Act Section 169. (1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, April 1, 2024 – (e-Laws currency date)

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

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2025 G1: Math Achievement Action Plan (Board Math Lead(s), School Math
- Better Schools and Student Outcomes Act, 2023, S.O. 2023, c. 11 - Bill 98

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 Mathematics Achievement Action Plan (Math Recovery Plan) supports student math achievement focusing on improvement efforts in Grades 3, 6 and 9 math classes. The Waterloo Catholic District School Board's Mathematics Achievement Action Plan (MAAP) details the key focus areas for ongoing professional learning and practice. The MAAP outlines classroom and school practices including how school teams and the system are supporting their development and implementation through board-wide strategies. **Note: WCDSB does not have identified priority schools in secondary (Grade 9).**

This is the initial report (Fall 2025) providing an update and information with respect to the following 4 components of this plan:

1. [Communication Updates](#)
2. [Priority Schools \(Elementary\) - School-Based Math Coaching](#)
3. [Measuring KPIs & Improvement | 2025-26 Initial Report & 2024-25 Final Report highlights](#)
4. [Capacity Building & Digital Math Tools/Resource Update](#)
5. [Next steps](#)

The KPIs, strategies and actions in this report target one or more of the following priority actions in the MAAP (Math Achievement Action Plan).

Priority 1: Fidelity of the curriculum implementation & the intentional use of high impact instructional strategies

Priority 2: Ongoing learning on math content knowledge for teaching

Priority 3: Knowing math learners, and responsive student tasks, interventions and supports

1. Communication Updates

- a) **WCSB Math Achievement Action Plan** was revised to reflect how it relates to the MYSP, SAP and Key Strategies & Actions. The 2025-26 MAAP is accessible from the public WCDSB homepage.
→ [Mathematics - Elementary](#)

Math Achievement Action Plan 2025-26

Setting the Context

- Students need to improve (e.g. 3 & 6) to provincial benchmarks in **Data and Spatial Sense** Strands in the Mathematics Curriculum. [Student Achievement Plan, WCDSB](#)
- Students need to improve achievement of **Strategic** category questions, knowing when & why to apply prior concepts & skills (K-12).
- Every student reaches their full potential. Staff see their impact on student achievement. [Multi-Year Strategic Plan \(MYSP\)](#)

Guiding Questions

- Who are our students as learners?
- What do we want them to be able to know and do?
- How will we program to promote student learning?
- How will we know if students are progressing and achieving?
- What will we do for those who continue to struggle?
- Who is impacted?

[Student Achievement Plan, WCDSB](#)

System Goals

- Students will be able to solve a variety of problems in **Strand D: Data & Spatial Sense** at provincial standard (EQAO). Students will [think critically and communicate](#) their mathematical understanding.
- Students will use [tools and representations](#) to build procedures from conceptual understanding. [Student Achievement Plan, Waterloo CDSB](#)

Shared Beliefs

- Mathematics is enhanced when students are engaged in rich and integrated problem solving with relevant and authentic connections that provide multiple entry points for all students. [Student Achievement Plan, WCDSB](#)
- Educators should create increased learning spaces that give all students the opportunity to see themselves as mathematicians and become capable and competent math learners. [Student Achievement Plan, WCDSB](#)

Key Monitoring Actions

- Utilize math progressions to determine the progress of student learning, particularly within the strands of **Spatial Sense** and **Data** and key math concepts.
- Gather student math survey data (e.g. 3, 6 & 9) on confidence in mathematics learning over the implementation of this plan.
- Assess participants' reactions to and learning from professional development. [Student Achievement Plan, WCDSB](#) & [Multi-Year Strategic Plan, MYSP](#)

Indicators of Success

- Evidence of increases from pre to post achievement data and student confidence survey data. Increases in **MOCK EQAO** data overtime.
- EQAO** increase in 3, 6 & 9 strand & skills achievement data for **Data and Spatial Sense** Strands in the Mathematics Curriculum.
- Effective professional learning will enhance teacher capacity in terms of content knowledge and pedagogical practices

WCDSB M.A.A.P. 2025-26 | Key Strategies & Actions

Areas Of Need

- Math Content & Skills Area
- Gr. 3 & 6 (Spatial Sense, Strategic Reasoning, Location & Movement & Measurement) & Gr. 6 (Data Analysis)
- Strategic category tasks, math learning through [tools, resources & representations](#)
- Skills through [team tasks](#)

Priority Action: Curriculum Fidelity

Board |

- Prioritize understanding of the curriculum & the continuum of learning across grades
- Align resources, including staffing, with math priorities
- Provide resources & supports for curriculum-aligned, long-range, unit & lesson plans

School | Learning Cycles |

- Directly connect long-range plans, lesson plans, and reporting to current curriculum expectations (e.g. educators consult the Curriculum and Resources website regularly to ensure alignment)
- Engage in ongoing professional learning of the curriculum, including across strand learning

Classroom |

- Make explicit connections to math processes and use proven instructional & assessment practices
- Connect instruction and assessment to curriculum expectations and long-term mathematical understandings

Priority Action: Educator Math-Content Knowledge

Board |

- Utilize student achievement data & student work to focus areas for professional learning
- Understand the importance of mathematics content knowledge and effective math instruction
- Prioritize math content knowledge for teaching

School | Learning Cycles |

- Collaborate with Board Math Lead to identify schoolwide grade math content focus areas
- Engage in regular meetings to deepen knowledge of math, curriculum, instructional starting points & interventions
- Engage families to support math learning

Classroom |

- Access resources, reports and professional learning to develop content knowledge
- Model a problem & critique learning stance with math to create an environment where students are excited to learn and develop into confident math learners

Priority Action: Knowing the Learner & Responding

Board |

- Align Math Action Plan with student achievement plan (SAP)
- Build capacity in data analysis resources to plan for math achievement
- Use of Entry & Exit math assessments to 3, 6 & 9
- Provide a digital math tool to provide targeted supports for students

School | Learning Cycles |

- Determine key current areas, informed by EQAO & **MOCK EQAO** data, including Strands & Skills
- Monitor & respond to student perception of and confidence in mathematics
- Identify, monitor & respond to students achieving at Level 2 & below

Classroom |

- Access resources, reports and professional learning to develop content knowledge
- Model a problem & critique learning stance with math to create an environment where students are excited to learn and develop into confident math learners

Measurable Results

- Grades 3 & 6 Pro/Post assessments & **MOCK EQAO & EQAO** data over time (achievement %)
- Progress Report & Report Card Data
- Student Math Confidence Survey data
- Attendance Data (e.g. 3 & 6)
- Math Coaching Tracking Form Data (daily, weekly per cycle)
- Monitoring through MAAP, SAP, EnCompass & Powerlit
- PD metrics including AD course - Educator Content learning survey data - post math Educator
- Parent/Family Survey
- Math Learning & 3, 6 & 9
- Math NEWS Update & Mathematics Communication metric
- Daily assessment opportunity data
- Prioritize schools monitoring plan for struggling learners
- Resource usage data
- Admin Monitoring for instructional practice update in between cycles

- b) **Priority 1 & Priority 2** The **Mathematics** page on the WCDSB site for parents/families includes:

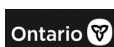
Math Achievement Action Plan
→ Introduction
Resources to Support Learning at Home
Grade 3 & 6 EQAO Info

Math @HOME Monthly

Latest parents/caregivers and community newsletter

Parents can make a big difference in their child's learning by talking with them about what they are learning at school. While these resources are optional, they provide valuable information about what students are learning at school and ideas for supporting their learning at home.





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At-home support material for math learning & lessons, computational games, parent updates from Knowledgehook, free online tutoring, and online courseware units for grades 7 to 12 from CEMC, University of Waterloo.

c) **Priority 2 Math Lead Teacher (MLT)**

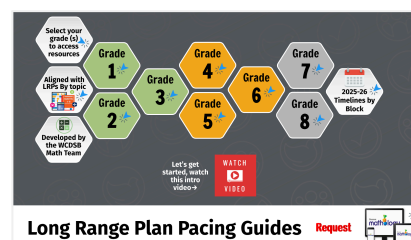
This is the 2nd year of the board-wide after-school math professional learning series for math leadership. Each school sends one or two (depending on school size) Math Lead Teachers attend monthly after-school learning sessions.



Each session builds capacity of curriculum content and deepens understanding of high impact instructional practices - each month has a specified focus. We have 65 MLTs representing all 46 of our elementary schools.

d) **Priority 1 Grade 1-8 Long Range Plan Pacing Guides**

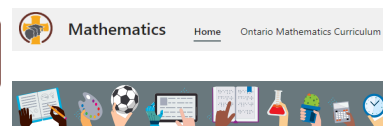
The Math team has developed pacing guides to help grade 1-8 teachers plan for long range learning and attend to implementing the math curriculum. These guides follow the ministry long range plans and are scheduled by 3 blocks of instructional days. The pacing guides are aligned with the digital plans on mathology.ca for both grades 1-8 and include scheduled assessment checkpoints: entry math assessments (1-8) on KH, MOCK EQAO (3 & 6) and exit math assessments (K-8).



e) **Priority 1, Priority 2 & Priority 3 Updated Staff Net Mathematics Page for Educators**

All Math Resources, Instructional Practice Supports and Information housed and updated in one spot.

→ <https://wcdsbca.sharepoint.com/sites/Mathematics>



2. Priority Schools - School-Based Math Coaching | **Priority 1, Priority 2 & Priority 3**

- a) Updates to Priority Schools 2025-26: As part of the Math Achievement Action Plan priority schools receive additional funding for School Math Facilitators. The priority schools were initially identified using 21-22 EQAO math assessment results which included the lowest achieving 20% of schools by grade. Given the need for sustained support, the list of priority schools for 2025-26 remains unchanged and is reflective of the last two years.

→ [2025-26 Math Coach Support Model_Memo.docx.pdf](#)

Note: WCDSB does not have identified priority schools at secondary for 2025-26

PRIORITY SCHOOLS	Ontario	Christ the King Gr. 3
		Monsignor Haller Gr. 6
		St. Bernadette Gr. 6
		St. Gregory Gr. 3 & 6
		St. Joseph Gr. 6
		St. Peter Gr. 6

Priority Schools will continue with the following math coaching inputs;

- Engage in **3 cycles** of math coaching throughout the year: Sept.-Nov., Jan.-Apr., Apr.-June



- Prioritized math support in **grades 3 and 6 classrooms**
- Common Math Content Area - **Strands of Algebra, Data & Spatial Sense** - will be the focus for all math coaching as per trending data 2022-2024

acceptable <at 75% or higher>
 some attention needed <74% to 65%>
attention needed <64% to 46%>
 extensive attention needed <45% or lower>

GRADE 3 MATH												
	NUMBER			ALGEBRA			DATA			SPATIAL SENSE		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Prov.	66%	69%	71%	62%	60%	63%	64%	66%	65%	56%	58%	57%
Brd.	68%	70%	71%	63%	61%	65%	68%	68%	67%	60%	59%	59%

****Note:** we are currently awaiting the 2025 strand and skill data from EQAO to further confirm areas of greatest need.

GRADE 6 MATH															
	NUMBER			ALGEBRA			DATA			SPATIAL SENSE			FINANCIAL LITERACY		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Prov.	62%	64%	65%	61%	63%	63%	53%	54%	54%	52%	54%	54%	76%	80%	79%
Brd.	65%	66%	65%	64%	65%	65%	55%	56%	55%	54%	56%	55%	78%	81%	79%

3. Measuring KPIs & Improvement | 2025-26 Initial Report & 2024-25 Final Report highlights

Final Report 2024-25

The information linked below was reported **July 18, 2025** in the **Final Report** on the ministry reporting tool. It represents the **area of need, the KPI update and our strategies** across the following tiers; **board, school, and classroom**.

→ [2024-25 Final MAAP Report.docx.pdf](#) (Note: this was originally presented to trustees June 23, 2025 and updated July 9, 2025 with T2 report card data)

Initial Report 2025-26:



Boards will now develop and prioritize reporting on **one** key performance indicator (KPI) in each of the three priority action areas:

Priority 1: Fidelity of the curriculum implementation & the intentional use of high impact instructional strategies

Priority 2: Ongoing learning on math content knowledge for teaching

Priority 3: Knowing math learners, and responsive student tasks, interventions and supports

The information below will be submitted in Section B of the **Initial Report** on the ministry reporting tool. It represents the **level of implementation** and the **impact of our strategies** across **board, school, and classroom** tiers up to **November 14, 2025**.

The chart below represents an overall board analysis. Areas where the status of implementation is reported as "little to no progress" and the the level of effectiveness is "unsure" this reflects our strategies across the whole system, priority schools individually are reporting "considerable progress" and "somewhat effective or effective" in terms of uptake due to their access to math coaching.



Ensuring fidelity of curriculum implementation, including the intentional use of **High-impact Instructional Practices**

BOARD-LEVEL STRATEGIES Shift in Practice ▾	Status of Implementation	Level of Effectiveness
✓ Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans	Considerable Progre... ▾	Somewhat Effect... ▾
SCHOOL-LEVEL STRATEGIES Shift in Practice ▾	Status of Implementation	Level of Effectiveness
✓ Engage in ongoing professional learning (e.g., in grade/ division/ learning teams, classroom visits) on the curriculum, including making connections across strands	Little to No Progress ▾	Unsure ▾
CLASSROOM-LEVEL STRATEGIES Shift in Practice ▾	Status of Implementation	Level of Effectiveness
✓ Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)	Considerable Progre... ▾	Effective ▾

Engaging in ongoing learning on mathematics content knowledge for teaching

BOARD-LEVEL STRATEGIES Student Progress in Identified Areas ▾	Status of Implementation	Level of Effectiveness
✓ Utilize student achievement data and student work to establish focus areas for mathematics professional learning	Considerable Progress ▾	Somewhat Effect... ▾
SCHOOL-LEVEL STRATEGIES Shift in Understanding ▾	Status of Implementation	Level of Effectiveness
✓ Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions	Little to No Progress ▾	Unsure ▾
CLASSROOM-LEVEL STRATEGIES Shift in Practice ▾	Status of Implementation	Level of Effectiveness
✓ Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching	Considerable Progress ▾	Effective ▾



Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

BOARD-LEVEL STRATEGIES Student Progress in Identified Areas ▾	Status of Implementation	Level of Effectiveness
☒ Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks	Considerable Progress ▾	Somewhat Effect... ▾
SCHOOL-LEVEL STRATEGIES Shift in Understanding ▾	Status of Implementation	Level of Effectiveness
☒ Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement	Considerable Progress ▾	Effective ▾
CLASSROOM-LEVEL STRATEGIES Shift in Practice ▾	Status of Implementation	Level of Effectiveness
☒ Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, exit tickets, portfolios, surveys)	Considerable Progress ▾	Somewhat Effect... ▾

4. Capacity Building & Digital Math Tools/Resource Update

The following actions target **Priority 1**, **Priority 2** & **Priority 3**

Priority 3 Entry Math Assessments Data Analysis on Knowledgehook: The entry math assessments are based on the previous grades' ending math expectations to give a snapshot of knowledge and skill by strand to support next steps in learning at the beginning of the academic year. The entry assessments **were available on Knowledgehook from Sept. 4 to 30**. Classroom teachers received immediate access to class reports on Knowledgehook. School and board reports were provided to school administrators and the senior admin. team on **October 10, 2025**.



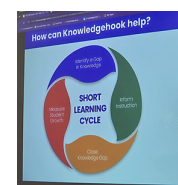
We experienced a healthy increase in participation over 2024; 76% of our students in grades 1-8 participated in the entry assessments - we increased participation by 37%.

Sept. 2025	# of K students	# of Gr. 1 students	# of Gr. 2 students	# of Gr. 3 students	# of Gr. 4 students	# of Gr. 5 students	# of Gr. 6 students	# of Gr. 7 students	# of Gr. 8 students	Total Students per School
TOTAL STUDENTS per GRADE ENTRY		1061	1587	1588	1713	1692	1566	1668	1547	12422
TOTAL STUDENTS per GRADE ALL		1944	2056	1947	2092	2099	2111	2016	2093	16358
% of ALL STUDENTS ENTRY by GRADE		54.58%	77.19%	81.56%	81.88%	80.61%	74.18%	82.74%	73.91%	75.94%

Priority 2 Knowledgehook Learning Sessions: Skill and Development Funds: Using the Skills and Development Funding allocated to Knowledgehook to support training in the Waterloo Region, math program was able to provide school-site training opportunities for all 46 elementary schools during October and November. These learning sessions focus on short learning cycles to close gaps in math learning. All 46 elementary schools were able to sign up for one either before-school, lunchtime or after-school learning session.



Knowledgehook

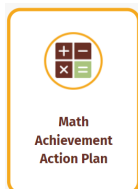


Priority 1 & Priority 2 Teaching Sprints to Sustain Learning from Math Coaching Cycles:

To address the areas of greatest need after analyzing 2 years of MOCK EQAO data, the math team has created **Teaching Sprints** that follow the long range plans for grades 3 & 6. To help teachers target specific expectations in grade 3 & 6 math, the sprints include a pre & post assessment and 2 weeks of prepared small group instructional lessons.



Teachers in priority schools are encouraged to follow-up a cycle of math coaching with a Teaching Sprint. Math coaching in Board-Identified schools exclusively use Teaching Sprints in grades 3 & 6.



Priority 2 SO MAAP Visits: As a key part of the M.A.A.P. the senior team is encouraged to have direct engagement within priority schools in focus-grade classrooms. The math visits provide opportunities to see the board, school and classroom strategies in the M.A.A.P. in action. Visits are already underway for cycle one. We plan to have 2 senior admin visits with a max of 2 senior administrators at each visit during each cycle of math coaching (3 times per year).

Digital Math Tools/Resource Update

These resource strategies target both **Priority 1 & Priority 3.**

Mathology.ca

mathology.ca accounts to-date Sept. 2025

902 of K-8 teachers have mathology.ca accounts = **98%**

- → **80%** of teachers are regular to very frequent users
- All grades have access to the long range planning tool which are aligned with the curriculum
- WCDSB long range pacing guides are aligned with the lessons & planning tool in mathology.ca for ALL grades
- 547 of 914 = **60%** of classroom educators have requested the mathology plans pacing guide aligned plans



K-8 N=914 % of teachers	Perceived weekly use over 6 months
10%	Less than once/week
11%	At least once/week
32%	2-3 times/week
47%	4-5 times/week (Uber Users)

Knowledgehook.com Student Accounts by grade

- overall gr. 2 to 6 have the highest student usership with active accounts
- we continue to work with our educators to increase the use of WCDSB created Knowledgehook Entry/Exit Assessments K-8



	Sept. KH	#Total per grade	
gr. 1	1616	1944	83.1%
gr. 2	2035	2056	99.0%
gr. 3	1925	1947	98.9%
gr. 4	2084	2092	99.6%
gr. 5	2049	2099	97.6%
gr. 6	2010	2111	95.2%
gr. 7	1900	2016	94.2%
gr. 8	1772	2093	84.7%

5. Next Steps

Priority 2 Math Lead Teacher Sessions: We have the following Math Lead Teacher sessions scheduled:

SEPTEMBER Sept. 25 ✓ ▪ Number (number relationships) ▪ Math Conversations & Deliberate Practice	OCTOBER Oct. 16 ✓ ▪ Spatial Sense (geometric reasoning & measurement) ▪ Small Group Instruction, Tools & Representations	NOVEMBER Nov. 15 ▪ Data (data literacy) & Algebra (math modelling) ▪ Problem Solving Tasks & Experiences
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JANUARY Jan. 15 ▪ GUEST SPEAKER!! Vanessa Vakharia aka The Math Guru Peace. Love. Pi. 	FEBRUARY Feb. 19 ▪ Algebra (equalities/ inequalities) ▪ Tools & Representations & Direct Instruction	APRIL Apr. 16 ▪ Number (operations) & Algebra (coding) ▪ Deliberate Practice & Math Conversations
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Priority 1 Grade 6 Math Learning Hubs: Each elementary school will have an opportunity to send one grade 6 teacher-lead to attend two half-day Math PD sessions in term 1 and term 2. These sessions will focus on math content learning targeting specific expectations in algebra, spatial sense and data.

Grade 6

Priority 2 & Priority 3 Digital Test Taking Series: In January 2026 we will offer a 3-session PD series for grades 3 & 6 teachers to learn more about digital test taking in mathematics. This series will focus on using digital tools like knowledgehook and test taking ideas for mathematics in advance to our MOCK EQAO (Feb. 25-Mar. 11, 2026).



Priority 1, Priority 2 & Priority 3 Submit Initial MAAP Update November 14, 2025:



In order to complete this report we will need to wait for cycle one of math coaching to be completed at all priority schools. As a math team, we will review the current KPIs to adjust, refine or add-to for planning.

Recommendation: This report is for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Jennifer Ritsma
Superintendent of Learning

Petra LeDuc
Board Math Lead, K-12 Mathematics 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: November 10, 2025
To: Board of Trustees
From: Director of Education
Subject: Multilingual Language Learners

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)

[ESL Ministry Policy](#) (2007)

2.3.1 School boards will assign staff to assess the English language proficiency of all English language learners. The assessment procedure will include: – a structured interview to assess oral communication skills (i.e., listening and speaking); – an assessment of reading comprehension; – an assessment of student writing; – an assessment of mathematical knowledge and skills.

2.5.3 School boards will design programs and services for English language learners so that they are flexible in response to changing needs and reflective of the needs of the students.

2.12.2 School boards will provide appropriate professional development opportunities to administrators, ESL/ELD teachers, classroom teachers, and support staff to support the implementation of this policy.

2.8.1 The school board will establish procedures for ensuring ongoing assessment of the development of proficiency in English and the academic progress of each English language learner. Progress will be reported to parents on a regular basis.

2.8.4 Information on each English language learner's level of English language acquisition will be summarized and included in the Ontario Student Record at least once in each school year.

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

- *Ontario's Education Equity Action Plan (2017)*
- *Ontario Language Curriculum Grades 1-8 (2023)*
- *Growing Success (2010)*

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:

Newcomer Reception Centre/ Newcomer Registration Services

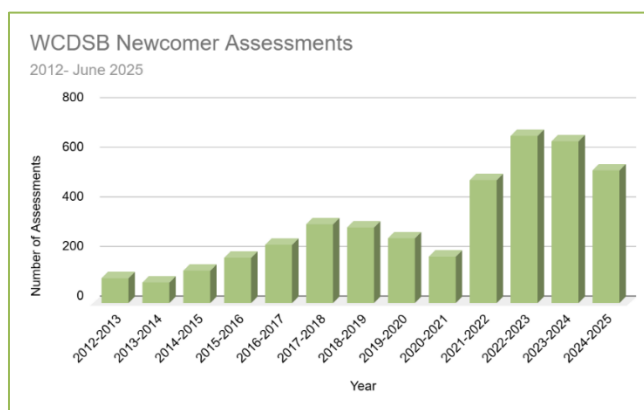
The Newcomer Reception Centre (NRC), located at the St. Louis St. Francis Campus, includes Initial Assessment for newcomer students and Newcomer Registration Services. The NRC staff include: two OECTA Assessment Teachers, Susan Edgar and Paola Silva, and one Newcomer Registration Services Administrative Assistant, Mary-Ann Bohac.

The **NRC Assessment Teachers** conduct an initial assessment to assess newcomer students English and mathematics proficiency. Newcomer students in secondary school must complete an initial assessment prior to beginning school. Secondary students whose first language is English complete only a mathematics assessment. Elementary newcomer students begin school (age/ grade placement) and are placed in queue to come to the NRC for an assessment. School based administrative assistants are asked to send registration forms to the NRC for:

- any newcomer student who is registering for school in Canada for the **first time**
- students coming from Quebec who have only attended school in French
- students must have already arrived in Canada to be referred for an assessment
- students who have lived outside of Canada for a significant period and are now returning

Over the past year, the NRC teacher assessors have worked closely with WCDSB Math, Petra LeDuc and Gianluca Villapiana, to update the elementary initial mathematics' assessments. The assessments will be accessed on the Knowledgehook platform. Through collaboration with Sarah Gonzalez Day, WCDSB's secondary mathematic consultant, the secondary mathematics' assessments are currently being revised.

532 assessments were completed at the NRC during the 2024-2025 school year.



The role of **Newcomer Registration Services Administrative Assistant** was formally moved to the Newcomer Reception Centre. Previously this work was done through International Education Services. With a dedicated administrative assistant at the NRC, the process for issuing fee exemption letters for newcomer families on a work or study permit is streamlined. Through the dedicated efforts of Melody Grominsky, Nihal Garach, Margo Jones, and Lauren McMullen, a new Laserfiche form was created to ensure timely data collection and processing. The form also adheres to data privacy standards, safeguards sensitive information, and reinforces our commitment to compliance and confidentiality.

The NRC team collaborates closely with our community partners, the YMCA Settlement Workers in Schools (SWIS), who also have an office in the St. Francis Kitchener campus. The SWIS program helps newcomer families by providing important settlement information to help ease the transition to school life in Canada.

Our team at the Newcomer Reception Centre remains dedicated to providing timely, welcoming support for newcomer families. Through a responsive approach, we strive to ensure that every family feels valued, supported, and connected from the moment they arrive. We are committed to helping newcomers navigate their transition to Waterloo Catholic with care, respect, and the support they need to thrive in our school communities.

Elementary Multilingual Learner Support Teachers (MLST)

Supporting multilingual language learners (MLLs) is a shared responsibility that aligns with [Ontario's Education Equity Action Plan](#) which aims to strengthen inclusive, culturally and linguistically responsive and relevant teaching practices, assessment and resources in our schools. As such, our elementary MLST Team works in partnership with elementary teachers through collaborative/ co-teaching lessons to infuse curriculum focused learning opportunities with strategies to support MLLs. Our elementary MLL support model includes 16 Multilingual Learner Support Teachers who:

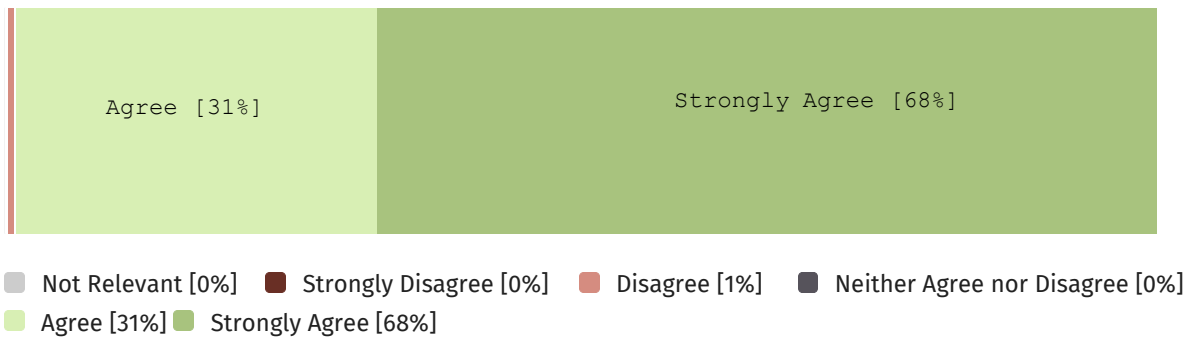
- provide direct support for MLLs requiring accelerated programming in English Literacy Development (ELD) for students with limited prior schooling and MLLs in requiring English as a Second Language (ESL) programming early STEPS
- work in partners to provide job embedded collaborative/co-teaching lessons within their school grouping. Each partnership supports between 5-7 schools

- model and support accommodations (instructional, resource & assessment) and modifications as per Growing Success
- collaborate with classroom teachers to examine MLL profiles, plan for instruction and assessment, and share community supports (e.g., YMCA Settlement Workers in Schools, interpretation services)

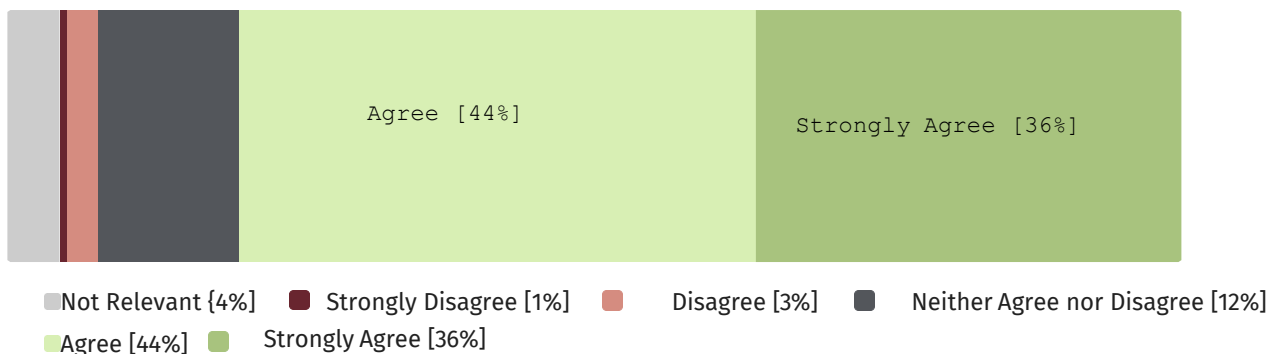
During the 2024-2025 school year, the MLSTs completed collaborative lessons with over 230 WCDSB elementary classroom teachers.

Through post session feedback surveys, classroom educators shared their perceptual reflections on how the MLST Collaborative/ Co-teaching lessons impacted their awareness and confidence for supporting MLLs in their classrooms.

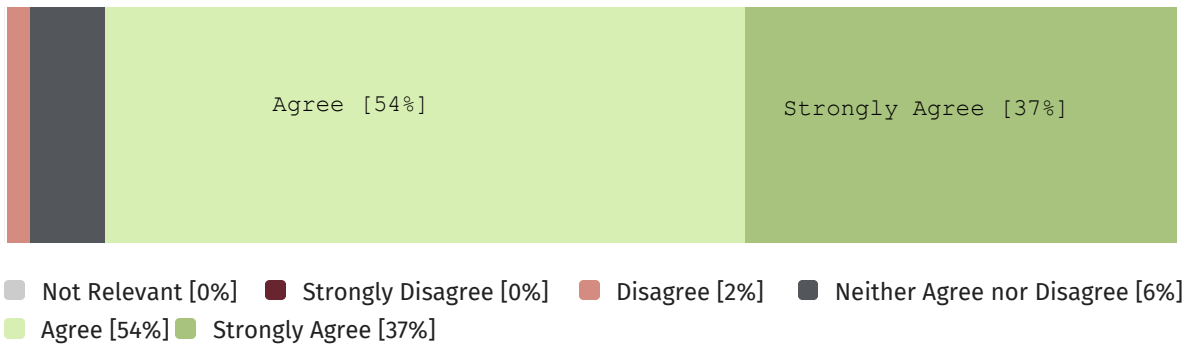
Q1.1: Overall, the content was relevant and helpful to my role at WCDSB.



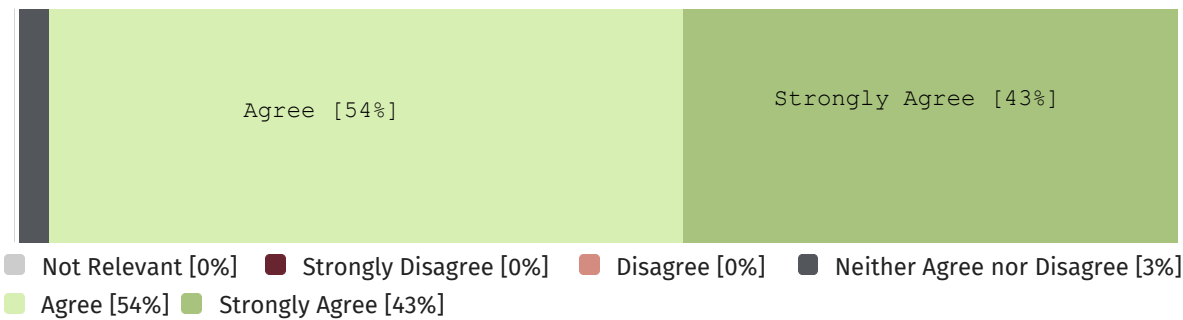
Q1.2: My awareness of STEP/ STEP tracking in Aspen has increased.



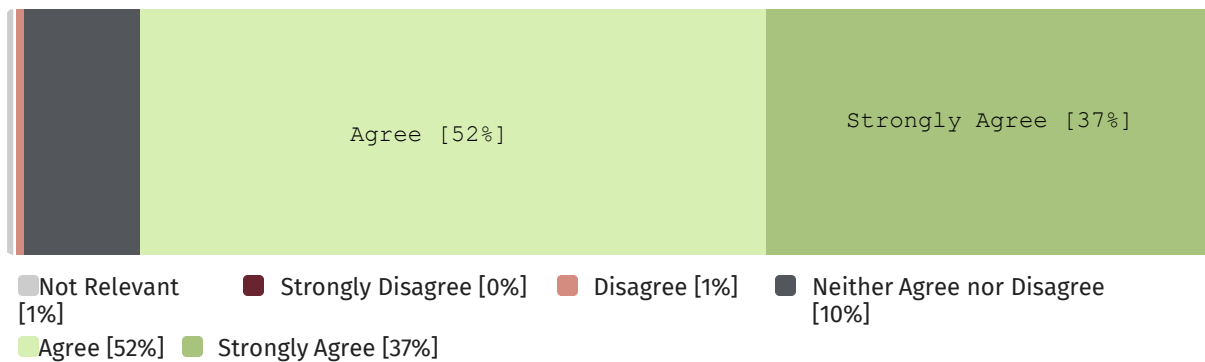
Q1.3: My confidence in understanding how to support MLLs at various STEP levels has increased.



Q1.4: My awareness of strategies to support multilingual learners through instructional, resource, and assessment accommodations has increased.



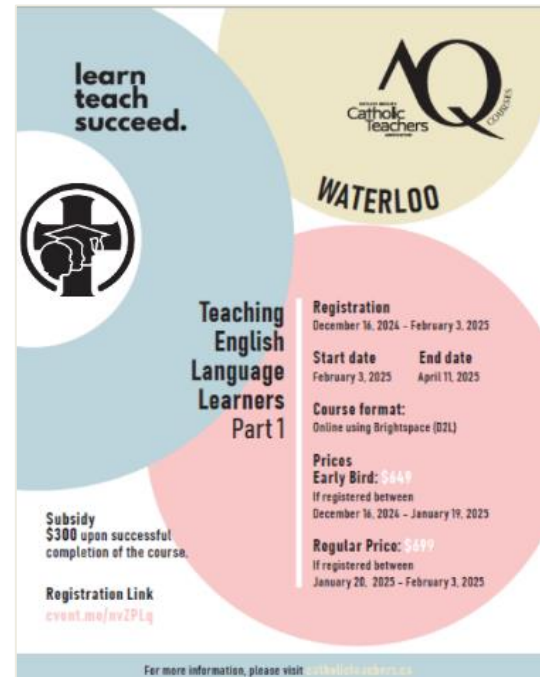
Q1.5: My confidence in my ability to implement strategies to support MLs with instructional, resource, and assessment accommodations has increased.



Our elementary MLST team will continue to build on the strong foundation of collaborative teaching established last year, with a renewed emphasis on co-teaching. By deepening our partnerships and refining our shared instructional practices, we aim to create more cohesive, inclusive, and engaging learning experiences for all students. This ongoing collaboration will support both ML student achievement and professional growth as we work together to meet diverse learning needs.

Teaching English Language Learners Additional Qualifications Subsidy

Over the past two years, we have provided a partial subsidy for 36 WCDSB educators who successfully completed the OECTA Teaching English Language Learners Part 1 additional qualifications course. The educators ranged from kindergarten to grade 12 and included representation from French and Special Education teachers as well as classroom teachers. This partial subsidy (\$300 upon successful completion of the course) helps to equip WCDSB educators with specialized knowledge for supporting MLLs. Educators who successfully complete the course are better prepared to meet the diverse linguistic and cultural needs of students which can lead to improved academic outcomes and increased MLL wellbeing.



The poster is a circular graphic with three overlapping circles in blue, yellow, and pink. The blue circle on the left contains the text 'learn teach succeed.' and a logo of a head with a graduation cap. The yellow circle on the top right contains the 'AQ' logo and 'Catholic Teachers' text. The pink circle on the bottom right contains the text 'WATERLOO'. The central text reads 'Teaching English Language Learners Part 1'. Below this, it states 'Subsidy \$300 upon successful completion of the course.' and 'Registration Link event.me/nv2PLq'. On the right side, it lists 'Registration' dates (December 16, 2024 - February 3, 2025), 'Start date' (February 3, 2025), 'End date' (April 11, 2025), 'Course format' (Online using Brightspace (B2L)), and 'Prices' (Early Bird: \$449, Regular Price: \$699).

Teaching English Language Learners Part 1

Subsidy
\$300 upon successful completion of the course.

Registration Link
event.me/nv2PLq

Registration
December 16, 2024 - February 3, 2025

Start date
February 3, 2025

End date
April 11, 2025

Course format:
Online using Brightspace (B2L)

Prices
Early Bird: \$449
If registered between December 16, 2024 - January 19, 2025

Regular Price: \$699
If registered between January 20, 2025 - February 3, 2025

For more information, please visit: catholicteachers.ca

STEP Tracking

The tracking of STEP in Aspen builds on the foundational work launched in September 2024 with the introduction of the Aspen ELL module. This next phase continues our commitment to support multilingual learners by ensuring their language development is consistently monitored and meaningfully integrated into planning and communication. By extending this work, we aim to deepen our understanding of student progress and enhance the supports we provide across our school communities.

Elementary and secondary ML teachers completed ongoing Steps to English Proficiency (STEP) assessments prior to each term reporting period. Initial Assessments from the Newcomer Reception Centre are also housed in the Aspen ELL module. A digital STEP continuum was built in Encompass, with the support of Pat Runstedler and Andrea Pfeiffer. These platforms ensure that MLL STEP data is no longer siloed and is accessible by educators and administrators.



Waterloo Catholic District School Board	Canadian Martyrs Catholic Elementary School
English Proficiency Update For ML	
October 9, 2025	
NAME: _____ OEN: _____ GRADE: _____	
Dear Parent/Guardian, Twice per year, the Waterloo Catholic District School Board conducts a language assessment using the Ontario Ministry of Education's STEPS to English Proficiency (STEP). Ongoing Assessment for English language learners to determine their level of English language proficiency. Your child's teacher reviewed reading, writing, and oral language samples to complete this assessment.	
STEP Level	Characteristics of Learners at this Level
Pre - 1 (0)	PREPRODUCTION not yet producing spoken or written English
1	BEGINNING to use English language skills
2	EMERGING English language skills
3	DEVELOPING language proficiency and confidence when using English
4	EXPANDING language proficiency to allow participation in most grade level curriculum
5	CONSOLIDATING English use to participate in most grade-level curriculum
6	SUSTAINING English use in grade level curriculum, uses English in almost the same manner as a first language English speaker
Your child's current STEP levels in each of these three strands are: Oral: 3 Reading: 2 Writing: 2	
A student's progress can bridge STEP levels and progress is not always consistent across the reading, writing, and oral strands. The overall STEP level is determined by the most consistently achieved level. Your child's overall STEP level is: 2	
Based on this information, the types of support your child may be receiving could include the following: 1. Accommodations related to instructional strategies (e.g., use of visual cues, graphic organizers, strategic use of the student's first language, etc.) STEPs Pre-1- 6 2. Accommodations related to assessment strategies (e.g., extra time, simplified instructions, alternative forms of assessment, etc.) STEPs Pre-1- 6 3. Accommodations related to learning resources (e.g., use of visual materials, simplified texts, bilingual dictionaries, translation tools, etc.) STEPs Pre-1- 6 4. Modifications which are temporary changes to the grade-level curriculum expectations for a subject or course in order to meet the student's current learning needs (e.g., focusing on overall expectations/ limiting the depth or breadth of the expectations, etc.) STEPs Pre-1- 2/3 (ESL) and STEPS Pre-1 - 4 (ELD)	
The classroom teachers and the Multilingual Support teachers in elementary and the English as a Second Language (ESL)/ English Literacy Development (ELD) teachers, and Multilingual Monitors (ML Monitors) in secondary will work together with your child to determine the best supports including accommodations and/ or modifications as needed to ensure success. If you have any questions or concerns, please contact ML Monitor	

The Aspen platform enables ML educators to generate a parent STEP letter that was sent home to parents in June of 2025. This letter helps parents to understand their child's English language acquisition progress as well as the types of supports that their child may receive at school.

Additionally, a year end tracking form can be generated in Aspen. This year end tracking sheet is placed in the OSR thus ensuring clear communication regarding ESL/ ELD support received by the student.

Tracking STEP in Aspen supports intentional planning by allowing educators and administrators to consider students' language development levels in their instructional decisions. It also enhances communication with families about student progress. Importantly, linking STEP data with other indicators—such as academic achievement and graduation rates—will provide valuable insights into the experiences of MLL students and serve as a foundation for an upcoming internal research project.

Lexia and the English Literacy Development (ELD) Program Pilot Grades 3-12

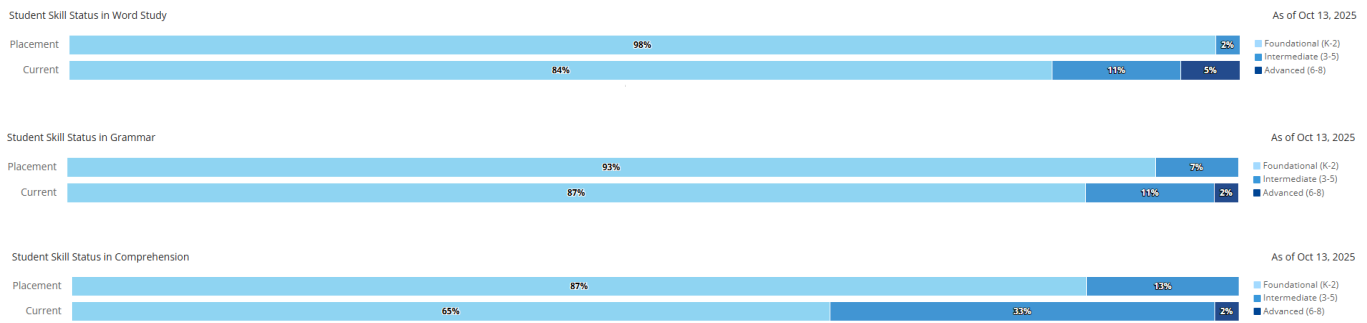
This year, we are continuing our work with the Lexia Reading pilot for our students with limited prior schooling (LPS) requiring ELD programming. These are the students with gaps in their learning brought on by a lack of opportunity to consistently attend school prior to coming to Canada.

School Year	Elementary MLLs with LPS	Secondary MLLs with LPS*
2024-2025	56	53
2025-2026	40	86

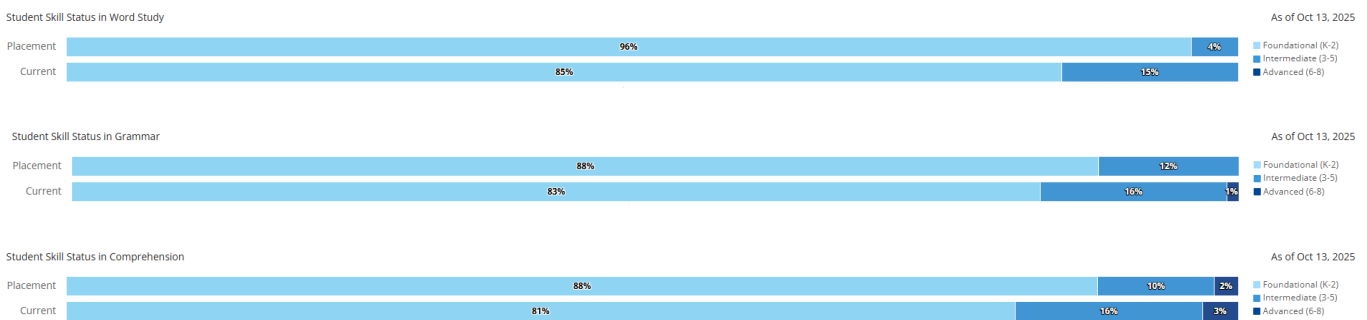
*ELD Programming is offered at Resurrection and St. Mary's



Elementary MLLs requiring ELD programming Lexia Progress



Secondary MLLs requiring ELD programming Lexia Progress



Through the Lexia pilot and the continued support of our ML and classroom educators, students will benefit by receiving timely foundational literacy support and instruction thereby reducing the risk of future difficulties with fundamental literacy skills.

Conclusion

Collectively, these efforts reflect our deep commitment to fostering equitable and responsive learning environments for multilingual students. By integrating responsive registration processes, targeted instructional support, and innovative digital tools, WCDSB ML support continues to evolve in ways that honour the diverse experiences and needs of newcomer learners. The provision of an AQ subsidy for TELL Part 1 further reinforces this commitment by actively building teacher capacity and expanding system-wide expertise in supporting multilingual learners. As we move forward, maintaining this momentum will be key to ensuring that every newcomer multilingual learner feels welcomed, supported, and empowered to thrive.



Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Paul Mendonca
Superintendent of Learning

Barbara McCourt
Student Achievement Consultant Multilingual Learners K-12

*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.





Ontario Catholic School
Trustees' Association

October 29, 2025

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors

FROM: Patrick Daly, Executive Director

SUBJECT: **2026 AGM Resolutions**

PLEASE REVIEW AND DISCUSS THIS INFORMATION AT A MEETING OF YOUR BOARD AS WELL IN ADVANCE OF THE SUBMISSION DEADLINE AS POSSIBLE

As you know, the study and processing of resolutions is one of the important responsibilities of OCSTA. The resolution process provides Catholic School Trustees and member boards with the opportunity to shape the work of the Association by bringing issues, which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *12:00 p.m. EST February 6, 2026*.

Further to the conversation that took place during the 2025 OCSTA Regional Meetings, a presentation will be held at the 2026 Catholic Trustees Seminar to outline the process for handling and voting during the 2026 resolutions session. This session will include a presentation by Data on the Spot (DOTS), the company OCSTA has contracted with to provide a digital platform enabling delegates to vote through a dedicated application. Attendees will be guided through the steps involved in accessing and using the app to ensure a smooth and transparent voting experience.

If you have any questions regarding this matter, please contact me at pdaly@ocsta.on.ca.

Attachments:

- *Guidelines*
- *Sample Resolution*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2025 Resolutions with AGM Decisions*
- *Related By-Law Section 5.9 (Resolutions)*

PD/cam



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. **All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards and is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. OCSTA addresses education funding issues in the **Annual Finance Brief to the Minister** and submission to the yearly **Pre-Budget Consultation**. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

B. **Steps in Preparing a Resolution**

1. Review the Mission, Vision and Strategic Priorities of OCSTA. (attached)
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. **Writing A Resolution**

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Seconder’s Name]
[Board Name]
[Topic]

D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, February 6, 2026**. Please submit resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the Annual General Meeting.

These guidelines, the enclosed sample resolution, and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Sample Resolution

When submitting a resolution please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt.**

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board; and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially; unmanageable;

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to review the section of the Education Act which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario?

Please briefly outline below how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.
- vii. **No action required – In Progress**
OCSTA is actively working to meet the intent of the resolution.

Resolution Session Procedures

Delegates wishing to speak to a resolution must state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak once to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups and resolutions for which the committee has not made any recommendation.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - ☐ delegates will speak to the committee recommendation;
 - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - ☐ the chair will call for the sponsoring board to move their **original resolution;**
 - ☐ delegates will speak to the resolution;
 - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

D. **Members’ Discussion Right**

Under Article 5.11 (*Members Discussion Right*), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 5.10.1 to 5.10.5⁸, and provided that:

- 5.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and
- 5.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

⁸S.56(1)(b) of the ONCA



Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



	BOARD	TOPIC	AGM DECISION
A-25	OCSTA	Resolution to Amend OCSTA By-Law 2020-01 Amended and Restated By-Law Number 2020-01	Approve
1.	Dufferin-Peel	Technology Funding	Approve
2.	Dufferin-Peel	Student Transportation Funding	Approve
3.	Waterloo	Student Transportation	Approve
4.	Halton	Increase Funding to the Temporary Accommodation Allocation	Approve
5.	Waterloo	Temporary Accommodation Funding	Approve
6.	Halton	Special Education Dedicated Professional Activity Day	Receive & Refer to CETE
7.	Nipissing Parry Sound	Trustee Honoraria	Approve
8.	Halton	Prioritizing Leadership Development in Ontario's Education System	Approve
9.	Nipissing-Parry Sound	Fair and Equitable Funding for Educational Support Staff (Educational Assistants & Early Childhood Educators)	Approve
10.	Dufferin-Peel	Municipal Voting	Approve
11.	Simcoe Muskoka	Removing Barriers to School Closures or Merging of Underutilized Facilities	Approve
12.	Dufferin-Peel	Review of Moratorium on School Closures	Approve and Refer to Political Advocacy Committee
13.	Dufferin-Peel	Review of Policies on Trustee Attendance at Board Meetings	Approve and Refer to Political Advocacy Committee
14.	Halton	Addressing the Shortage of FSL Teachers	Approve and Refer to Political Advocacy Committee
15.	Halton	Funding for K-12 STEM Education	Approve and Refer to Political Advocacy Committee
16.	Halton	Graduation Coaches for Black Students	Approve and Refer to Political Advocacy Committee
17.	Hamilton- Wentworth	Catholic Artificial Intelligence Framework	Approve and Refer to Political Advocacy Committee
18.	Nipissing Parry Sound	Executive Compensation	Approve and Refer to Political Advocacy Committee
19.	Nipissing Parry Sound	Indigenous Education: Indigenous Language & Culture Teacher Certificate Programs	Approve and Refer to Political Advocacy Committee
20.	Ottawa	Targeted Funding for Literacy Instruction	Approve and Refer to Political Advocacy Committee
21.	Simcoe Muskoka	Operating Funding Supplied to Boards through the Core Education Funding Allocation	Approve and Refer to Political Advocacy Committee
22.	Toronto	Ministry to Fully Fund Previously Approved Childcare Centres	Approve
23.	Toronto	Funding for Air Conditioning	Approve



	BOARD	TOPIC	AGM DECISION
24.	Toronto	Shortfall of Provincial Funding of Statutory Benefits & Employee Deductions	Approve
25.	Algonquin & Lakeshore	New Barriers in Year 3 to Local Safety Initiative and Implementation of School Safety Zones	Approve and Refer to CETE
26.	London	OCSTA Membership Fees	Approve and Refer to Budget & Human Resources Committee
27.	Waterloo	Cost of Sick Leave	Approve and Refer to Labour Relations Committee
28.	Dufferin-Peel	Internet Safety for Students	Approve and Refer to Political Advocacy Committee and CETE
29.	Durham	Enhancing Special Education Training in Faculty of Education Programs	Receive and Refer to Political Advocacy Committee
30.	CDSB of Eastern Ontario	Community College Program Reduction and Closures	Receive and Refer to Political Advocacy Committee
31.	Halton	Funding for Community Support Transition Worker / System Navigator for Students	Receive and Refer to Political Advocacy Committee
32.	Hamilton- Wentworth	Support for Compliance Requirements	Receive and Refer to Political Advocacy Committee
33.	PVNC	Need for Greater Communication and Collaboration among Ministries to Ensure Efficient and Timely Services for Students with Special Needs	Receive and Refer to Political Advocacy Committee
34.	Simcoe Muskoka	Streamlining the Process for Building Permit Approval	Receive and Refer to Political Advocacy Committee
35.	Toronto	Capital Projects Category for Gymnasiums	Receive and Refer to Political Advocacy Committee
36.	Toronto	Closing the Equity Gap in Childcare, Before & After School Programs for Students with Special Needs or Disabilities	Receive and Refer to Political Advocacy Committee
37.	Waterloo	Cyber Security Funding	Receive and Refer to Political Advocacy Committee
38.	Waterloo	Addressing Funding Needs for Faculties of Education	Receive and Refer to Political Advocacy Committee
39.	Toronto	Director Performance Appraisal Process	Approve and Refer to Political Advocacy Committee
40.	Toronto	Canada First Approach	Approve
41.	Waterloo	Creation of a Dedicated Catholic Faculty of Education and/or Catholic Educational Worker Training Program in the Province of Ontario	Receive and Refer to Political Advocacy Committee
42.	Dufferin-Peel	Funding to Lower Class Sizes in Grades 4 through 8	Receive and Refer to Labour Relations Committee
43.	Toronto	Comprehensive Review of Sick Leave	Receive and Refer to Labour Relations Committee
44.	Dufferin-Peel	Funding to Support Additional Supervision	Receive and Refer to Political Advocacy and Labour Relations Committees
45.	Dufferin-Peel	Funding for Retrofitting/ Renovating Schools	No Action Required – In Progress
46.	Renfrew County	Student Transportation Funding Model	No Action Required – In Progress
47.	Simcoe Muskoka	Special Education Fund	No Action Required – In Progress



Ontario Catholic School
Trustees' Association

2025 RESOLUTIONS WITH AGM DECISIONS

	BOARD	TOPIC	AGM DECISION
48.	Toronto	Technology Infrastructure & Cybersecurity	No Action Required – In Progress
49.	Waterloo	Addressing the Voter Registration Default to English Public-School Support	No Action Required – In Progress
50.	Toronto	Underfunding of Associated Costs of Absenteeism to Boards Across Ontario	a) Approve and Refer to Political Advocacy Committee b) Receive & Refer to Labour Relations



Ontario Catholic School
Trustees' Association

**Excerpt from
Ontario Catholic School Trustees' Association
General Working By-law 2020-1**

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSBs

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.