



**Board of Trustees' Board Meeting**

Date: Monday, May 25, 2026.  
 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 W, Kitchener

Attendees:	<p><b>Board of Trustees:</b> Linda Cuff, Kathy Doherty-Masters, Winston Francis, David Guerin, Renée Kraft (Chair), Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler (Vice-Chair)</p> <p><b>Student Representatives:</b> Rebecca Girolametto, Jace Krysko</p> <p><b>Senior Administration:</b> Patrick Eby, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano</p> <p><b>Special Resource:</b></p> <p><b>Recording Secretary:</b> Stephanie Medeiros</p>
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ITEM	Who	Agenda Section	Method & Outcome
<b>1. Call to Order</b>	Chair		
1.1 Opening Prayer/Memorials	Board of Trustees		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Chonnonton People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action:	Board of Trustees		Approval
<b>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)</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
<b>3.1 Approval of Minutes of Regular and Special Meetings</b>			
3.1.1 Special Board EDC Policy Review Minutes – Apr 13, 2026	Board of Trustees	pp. 4-6	Approval
3.1.2 Special Board EDC Background Study Minutes – Apr 13, 2026	Board of Trustees	pp. 7-8	Approval
3.1.3 Board of Trustees Minutes – Apr 27, 2026	Board of Trustees	pp. 9-13	Approval
3.2 Audit Minutes – Jan 28, 2026	Board of Trustees	pp. 14-15	Information
3.3 CPIC Minutes – Mar 11, 2026	Board of Trustees	pp. 16-18	Information
3.4 SEAC Minutes – Apr 1, 2026	Board of Trustees	pp. 19-21	Information
3.5 2026 Education Development Charges Update Report	S. Maharaj	pp. 22-23	Information
<b>4. Delegations/Presentation</b>			
4.1 Delegation Presentation	Team DAVE students	pp. 24-27	Information
<b>5. Advice from the CEO</b>			
5.1 Update on Budget Preparation	S. Maharaj	pp. 28-30	Information
5.2 Long Term Accommodation Plan	S. Maharaj	pp. 31-33	Approval
5.3 Energy Conservation Plan	S. Maharaj	pp. 34-71	Information
5.4 IT Board Report	S. Maharaj	pp. 72-97	Information
5.5 Director's Report	A. Varano	pp. 98-105	Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Report	R. Girolametto, J. Krysko	pp. 106-108	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 OCSTA/CCSTA Communications <a href="#">OCSTA/CCSTA Communications Link</a>	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 109-110	Information
<b>9. Policy Discussion</b>			
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Board Policy Review</b>			
10.1.1 <a href="#">Board Policy II 011 Student Representation on the Board</a> Is there a need to review the Policy?	M. Phillips	Link	Approval
10.1.2 <a href="#">Board Policy II 012 Student Trustee Role Description</a> Is there a need to review the Policy?	C. Stanley	Link	Approval
10.1.3 <a href="#">Board Policy III 001 Global Governance-Management Connection</a> Is there a need to review the Policy?	Chair	Link	Approval
<b>11. Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports</b>			
11.1.1 Board Policy IV 009 – Asset Protection	S. Maharaj	pp. 111-117	Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</b> <ul style="list-style-type: none"> <li>• May 29 – PA day</li> <li>• Jun 3 - SEAC Meeting</li> <li>• Jun 15 – Audit Committee Meeting</li> <li>• Jun 17 – Special Board – Budget Presentation</li> <li>• Jun 9, 10, 11, 16 – Secondary Convocations</li> <li>• Jun 22 – Board of Trustees</li> <li>• Jun 23 – Project SEARCH Graduation Kitchener</li> <li>• Jun 25 – Project SEARCH Graduation Cambridge</li> <li>• Jun 26 – PA day</li> </ul>	Chair	--	Information
<b>13.2 Pending Items:</b> <b>13.3 Pending Items for OCSTA Consideration</b>	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>14.1 June 17 – Special Board of Trustees</b> <ul style="list-style-type: none"> <li>• Budget Presentation</li> </ul>	Board of Trustees	--	Information
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decisions Made Tonight 15.2 Trustees move into a Double In Camera meeting	Recording Secretary Board of Trustees	--	Information Approval
<b>16. Closing Prayer</b>			
16.1 Closing Prayer	All		
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

**CLOSING PRAYER**

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

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

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

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

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

Amen

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



## **Education Development Charge Policy Review Meeting**

A Special public meeting of the Board of Trustees was held on Monday, April 13, 2026, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

**Trustees Present:**

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

\*- attended virtually via Teams

**Student Trustees Present:**

Rebecca Girolametto, Jace Krysko

**Administrative Officials Present:**

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

**Special Resources For The Meeting:**

**Regrets:** Jennifer Ritsma, Tracey Weiler (Vice-Chair)

**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.

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### **1. Call to Order:**

The Chair of the Board called the meeting to order at 6:03 p.m.

#### **1.1 Opening Prayer & Memorials**

Trustee Guerin led prayer.

#### **1.2 Territorial Acknowledgment**

Territorial Acknowledgement declared by Chair Kraft.

### **2. Approval of the Agenda**

#### **2.1 Approval of the Agenda**

Chair Kraft motioned for approval of the agenda:

**2026-39-- It was moved by Trustee Francis and seconded by Trustee Stanley:**

**THAT the agenda for Monday, April 13, 2026, be now approved.**

**--- Carried by consensus**

## **2.2 Motion to waive Article 5 of the WCDSB Operational Bylaw**

**2026-40-- It was moved by Trustee Sikora and seconded by Trustee Stanley:  
THAT the Board of Trustees waive Article 5 of the WCDSB Operational Bylaw.  
--- Carried by consensus**

## **3. Declaration of Conflict of Interest**

### **3.1 Declaration of Pecuniary Interest**

3.1.1 From the current meeting – NIL

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

## **4. Reports from Consultants, Legal Counsel**

### **4.1 Opening remarks/Background remarks**

Chair Kraft gave opening and background remarks regarding the process of the EDC.

### **4.2 Education Development Charge (EDC) Policy Presentation**

The Chair invited Jennifer Passy, Manager of Planning, and Jack Ammendolia of Watson & Associates to present on the existing Development Charges (EDC) policies. The presentation provided an overview of the purpose of EDCs and outlined the overall process and charges. It was noted a change to the bylaw adoption timeline, resulting from a Ministry request for additional time.

### **4.3 Policy Review presentation from Board Legal counsel**

The Chair invited Buck Sully of Keel Cottrelle LLP to deliver a presentation on the Policy Review. It was noted that the Board will have satisfied all applicable requirements. Advertising and public notice have been completed in accordance with the Act. The Development Charges (EDC) Bylaw will be reviewed following this meeting.

## **5. Questions from Trustees**

There were no questions from Trustees.

## **6. Delegations/Public Input**

### **6.1 Invitation of delegations/public participants**

The Chair opened the floor to delegations. There were no delegations.

## **7. Closing Remarks**

### **7.1 Motion to Receive Report**

Chair Kraft gave closing remarks and noted that the final consideration to the passage of the EDC Bylaw at a public meeting is tentatively scheduled for May 25, 2026.

The Chair asked for a motion to receive the reports.

**2026-41-- It was moved by Trustee Cuff and seconded by Trustee Francis:  
THAT the Board of Trustees receive the reports from the Board's consultants as presented today.  
--- Carried by consensus**

## **8. Closing Prayer – Deferred to Committee of the Whole**

## 9. Motion to Adjourn

**2026-42-- It was moved by Trustee Cuff and seconded by Sikora:**

**THAT the public meeting Part 1 be now adjourned. The meeting was adjourned by consensus at 6:26 p.m.**

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Chair of the Board

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Secretary



## **Education Development Charge Background Study Meeting**

A Special public meeting of the Board of Trustees was held on Monday, April 13, 2026, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

**Trustees Present:**

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

\*- attended virtually via Teams

**Student Trustees Present:**

Rebecca Girolametto, Jace Krysko

**Administrative Officials Present:**

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

**Special Resources For The Meeting:**

**Regrets:** Jennifer Ritsma, Tracey Weiler (Vice-Chair)

**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.

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### **1. Call to Order:**

The Chair of the Board called the meeting to order at 6:26 p.m.

### **2. Approval of the Agenda**

#### **2.1 Approval of the Agenda**

Chair Kraft motioned for approval of the agenda:

**2026-43-- It was moved by Trustee Sikora and seconded by Trustee Doherty-Masters:**

**THAT the agenda for Monday, April 13, 2026, be now approved.**

**--- Carried by consensus**

#### **2.2 Motion to waive Article 5 of the WCDSB Operational Bylaw**

**2026-44-- It was moved by Trustee Sikora and seconded by Trustee Doherty-Masters:**

**THAT the Board of Trustees waive Article 5 of the WCDSB Operational Bylaw.**

**--- Carried by consensus**

### **3. Declaration of Conflict of Interest**

#### **3.1 Declaration of Pecuniary Interest**

3.1.1 From the current meeting – NIL

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

### **4. Reports from Consultants, Legal Counsel**

#### **4.1 Opening remarks**

Chair Kraft gave opening remarks regarding the process of the EDC.

#### **4.2 Education Development Charge (EDC) Background Study**

The Chair invited Jack Ammendolia of Watson & Associates to present the proposed Education Development Charges (EDC) By-law. The presentation included a review of the existing development charges, an overview of residential and non-residential rates over the past five years, including related amendments, and an analysis of projected enrolment growth. Information was also provided on EDC-eligible projects, growth forecasts, and enrolment qualifications.

#### **4.3 Draft Education Development Charge (EDC) Bylaws Presentation**

The Chair invited Buck Sully of law firm Keel Cottrelle LLP to give the presentation on the text of the draft Bylaw. The presentation reviewed the requirements needed to comply with the Act around EDCs. The final requirement is to review the EDC bylaw, and this will be covered during the next meeting.

### **5. Questions from Trustees**

There were no questions from Trustees.

### **6. Delegations/Public Input**

#### **6.1 Invitation of delegations/public participants**

The Chair opened the floor to delegations. There were no delegations.

### **7. Closing Remarks**

#### **7.1 Motion to Receive Reports**

Chair Kraft gave closing remarks and noted that the final consideration to the passage of the EDC Bylaw at a public meeting is tentatively scheduled for May 25, 2026.

The Chair asked for a motion to receive the reports.

**2026-45-- It was moved by Trustee Francis and seconded by Trustee Stanley:**

**THAT the Board of Trustees receive the reports from the Board's consultants as presented today.**

**--- Carried by consensus**

### **8. Closing Prayer – Deferred to Committee of the Whole**

### **9. Motion to Adjourn**

**2026-46-- It was moved by Trustee Sikora and seconded by Guerin:**

**THAT the public meeting Part 2 be now adjourned. The meeting was adjourned by consensus at 6:51 p.m.**

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Chair of the Board

Waterloo Catholic District School Board – Monday, April 13, 2026  
Minutes – Public Board Meeting

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Secretary



## **Board of Trustees' Board Meeting**

A public meeting of the Board of Trustees was held on Monday, April 27, 2026, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

**Trustees Present:**

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

\*- attended virtually via Teams

**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:**

**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.

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### **1. Call to Order:**

The Chair of the Board called the meeting to order at 6:04 p.m.

#### **1.1 Opening Prayer & Memorials**

Student Trustee Girolametto led prayer.

#### **1.2 Territorial Acknowledgment**

Territorial Acknowledgement declared by Chair Kraft.

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

Chair Kraft motioned for approval of the agenda:

**2026-47-- It was moved by Trustee Sikora and seconded by Trustee Weiler:**

**THAT the agenda for Monday, April 27, 2026, 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**

Items for action arising from the Triple In Camera meeting of Monday, March 23, 2026, regarding HRS matters.

**2026-48-- It was moved by Trustee Sikora and seconded by Trustee Doherty-Masters: THAT the items for action arising from the Triple In Camera meeting of Monday, March 23, 2026, regarding HRS matters be now approved.**

**--- Carried by consensus**

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

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

#### **3.1 Approval of Minutes of Regular and Special Meetings**

3.1.1 Board of Trustees Minutes – Mar 23, 2026

3.2 CPIC Minutes – Jan 14, 2026

3.3 SEAC Minutes – Feb 4, 2026

**2026-49-- It was moved by Trustee Weiler and seconded by Trustee Francis:**

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

**--- Carried by consensus**

## **4. Delegations**

### **5. Advice from the CEO**

#### **5.1 Extended Day Update**

Superintendent Mendonça introduced Ronda Roy, Manager of Operations for Extended Day, to present the Extended Day Update. The presentation reviewed operational changes such as using ECE Assistants to supervise and providing non-perishable snacks for the program. The board partnered with the Waterloo Region District School Board to conduct a joint Request for Proposal (RFP) for a potential new student registration and waitlist management platform. Additionally, a \$1 daily fee increase was proposed, raising the fee to \$35 per day. Trustees asked clarifying questions.

**2026-50-- It was moved by Trustee Cuff and seconded by Trustee Weiler:**

**That the Board of Trustees approve the Extended Day Program daily fee increase of \$1 as referenced in the report.**

**--- Carried by consensus**

#### **5.2 2025-2026 Estimates Budget Plan: Trustee Update #4**

Superintendent Maharaj introduced Laura Isaac, Manager of Finance, to present the 2025-2026 Estimates Budget Plan: Trustee Update #4. The Ministry of Education has not yet released estimates, and the board is finalizing enrollment and staffing projections while awaiting further direction. Additionally, upcoming dates for budget submission processing were reviewed.

Trustees asked clarifying questions.

### 5.3 Director's Report

Director Varano presented the Director's report for the month of April. The report provided an overview of recent and upcoming activities, including school visits, partnerships with local institutions, and participation in professional development and community engagement events.

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

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

#### 7.1 Student Trustee Update

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

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

8.1 Chair Kraft noted OCSTA Communications.

#### 8.2 Chair's Report

Chair Kraft delivered the Chair's report for April.

## 9. Policy Discussion

### 10. Assurance of Successful Board Performance

#### 10.1 Board Policy Review

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

The Chair confirmed the review of Board Policy II 015 Ownership Linkage and confirmed compliance. The policy does not require review at the Governance Committee.

Chair Kraft called for a mover and seconder to affirm compliance.

**2026-51-- It was moved by Trustee Kraft and seconded by Trustee Weiler:**

**THAT the Board of Trustees reviewed Board Policy II 015 Ownership Linkage and find that the Board is in compliance.**

**--- Carried by consensus**

##### 10.1.2 Board Policy II 016 Trustee Meeting Attendance – Electronic and In Person. Is there a need to review the Policy?

Trustee Sikora confirmed the review of Board Policy II 016 Trustee Meeting Attendance – Electronic and In Person and confirmed compliance. The policy requires review at the Governance Committee.

Chair Kraft called for a mover and seconder to affirm compliance.

**2026-52-- It was moved by Trustee Sikora and seconded by Trustee Cuff:**

**THAT the Board of Trustees reviewed Board Policy II 016 Trustee Meeting Attendance – Electronic and In Person and find that the Board is in compliance.**

**--- Carried by consensus**

##### 10.1.3 Board Policy III 005 Monitoring and CEO Performance. Is there a need to review the Policy?

Vice-Chair Weiler confirmed the review of Board Policy III 005 Monitoring and CEO Performance and confirmed compliance. The policy does not require review at the Governance Committee.

Chair Kraft called for a mover and seconder to affirm compliance.

**2026-53-- It was moved by Trustee Weiler and seconded by Trustee Stanley:  
THAT the Board of Trustees reviewed Board III 005 Monitoring and CEO Performance and find that the Board is in compliance.  
--- Carried by consensus**

## **11. Assurance of Successful Director of Education Performance**

### **11.1 Monitoring Reports**

#### **11.1.1 Board Policy IV 004 – Treatment of Staff**

Superintendent Pomfret presented on Board Policy IV 004 – Treatment of Staff and confirmed compliance. Chair Kraft requested a mover and seconder of the recommendation.

**2026-54-- It was moved by Trustee Sikora and seconded by Trustee Francis:  
That the Board accept this report indicating compliance with Board Policy IV 004 – Treatment of Staff.  
--- Carried by consensus**

#### **11.1.2 Board Policy IV 006 – Legal Responsibilities & Liabilities**

Superintendent Maharaj presented on Board Policy IV 006 – Legal Responsibilities & Liabilities and confirmed compliance. Trustee Stanley suggested that our Catholic partners be included in the list of organizations that management collaborates with, as per legislation. In response, Director Varano noted that the Diocese of Hamilton could be added and will explore this possibility further. Chair Kraft requested a mover and seconder of the recommendation.

**2026-55-- It was moved by Trustee Doherty-Masters and seconded by Trustee Cuff:  
That the Board accept this report indicating compliance with Board Policy IV 006 – Legal Responsibilities & Liabilities for the 2025-2026 school year.  
--- Carried by consensus**

#### **11.1.3 Board Policy IV 008 – Financial Conditions & Activities**

Superintendent Maharaj presented on Board Policy IV 008 – Financial Conditions & Activities and confirmed compliance. Chair Kraft requested a mover and seconder of the recommendation.

**2026-56-- It was moved by Trustee Francis and seconded by Trustee Weiler:  
That the Board accept this report indicating compliance with Board Policy IV 008 – Financial Conditions & Activities for the 2025-2026 school year.  
--- Carried by consensus**

#### **11.1.4 Board Policy IV 012 – Communication & Support to Board**

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

**2026-57-- It was moved by Trustee Stanley and seconded by Trustee Sikora:  
That the Board accept this report indicating compliance with Board Policy IV 012 – Communication & Support to Board.  
--- Carried by consensus**

## **12. Potential Agenda Items**

## **13. Announcements**

### **13.1 Upcoming Meetings/Events**

Chair Kraft reviewed upcoming meetings and events. It was noted that the May SEAC meeting has been rescheduled to May 20, 2026.

**13.2 Pending Items: N/A**

**13.3 Pending Items for OCSTA Consideration: N/A**

**14. Items for the Next Meeting Agenda**

**14.1** Chair Kraft noted upcoming agenda items.

**15. Adjournment – Confirm decisions made tonight.**

**15.1** The Recording Secretary confirmed decisions made tonight.

**16. Closing Prayer**

**16.1** Closing prayer.

**17. Motion to Adjourn**

**2026-58-- It was moved by Trustee Cuff and seconded by Francis:**

**THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:28 p.m.**

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Chair of the Board

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Secretary



## Audit Committee Open Meeting

**Date:** January 28, 2026  
**Time:** 6:00 p.m.  
**Location:** CEC 109a – St. Mary’s Board Room  
**Next Meeting:** April 8, 2026

**Attendees:**

**Committee Members:**  
Marissa Phillips, Bob Sikora, Winston Francis

**Community Members:**  
Jennifer Gruber, Zeynep Danis

**Administrative Officials:**  
Annalisa Varano, Shane Durham, Laura Isaac

**Guests:**  
Andrea Eltherington (RIAT)

**Regrets:**  
Shesh Maharaj

1. Welcome and Opening Prayer
2. Territorial Acknowledgement
3. Approval of Agenda  
*Motion: That the Audit Committee Open Agenda of January 28, 2026 be approved.*  
*Moved by: Bob Sikora*  
*Seconded: Winston Francis*  
**Carried by consensus**
4. Declared Pecuniary Interest  
*None*
5. Approval of the Minutes  
*Motion: That the Audit Committee Open Meeting Minutes from November 12, 2025 be approved.*  
*Moved by: Bob Sikora*  
*Seconded: Winston Francis*  
**Carried by consensus**

6. Discussion Items

6.1 Q1 Dashboard Report

- Laura presented the Q1 Financial report, Revised Estimates, which shows a break-even position
- Members asked clarifying questions of management with respect to key variances and items of interest

*Motion: That the 1<sup>st</sup> Quarter Dashboard Report for the year ended August 31, 2026 be received by the Audit Committee, as it has been previously sent to the Board of Trustees.*

*Motion: Bob Sokora*

*Seconded: Zeynep Danis*

***Carried by consensus***

6.2 Audit Committee Administration

- 2025-2026 AC Terms of Reference
  - Shane drafted some amendments to the Terms of Reference
  - Fraud and Accountability line has been added as an area of oversight; “Whistleblowing” reference to be removed in all areas and replaced with “Complainant”; bullets 36 to 42 have been added to outline the Fraud and Accountability

*Motion: That the Audit Committee accept the Terms of Reference as amended. Final Terms of Reference to be brought back to the next meeting.*

*Moved by: Zeynep Danis*

*Seconded: Bob Sikora*

***Carried by consensus***

- 2024-2025 AC Self- Assessment
  - Shane to send the AC Self-Assessment first week of February
  - Responses to be compiled by mid-March so that results can be presented at the next meeting

6.3 Regional Internal Audit Team

- January Status Update
  - Andrea hired a new auditor. Previously worked for KPMG where he worked on the RIAT for the Southwestern boards. He is familiar with school board audits and the challenges facing boards.

6.4 Audit Committee Closed Session

*Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:37 pm*

*Moved by: Zeynep Danis*

*Seconded: Bob Sikora*

***Carried by consensus***

7. Pending Items

*None*

8. Adjournment

*Motion: That the Audit Committee meeting of January 28, 2026 is adjourned at 7:51pm*

*Moved by: Marissa Phillips*

*Seconded: Zeynep Danis*

***Carried by consensus***





## Catholic Parent Involvement Committee (CPIC) - Minutes

Date:	March 11, 2026
Time:	6:00pm – 7:30pm
Location (Hybrid):	In-Person: St. Francis Room (2 <sup>nd</sup> Floor), Catholic Education Centre Online: Via Teams : <a href="#">Join the meeting</a>
<p><b>Committee Members:</b> Joey Stephen, Leslie Ciampaglia, James Sebastian-Scott, Craig LeBlanc, Paul Marchwica, Tooba Mohtsham, Irene Vassalo, Akpos Ohwofaraye, Paulina Ebie, Jennifer Allore, Tracey Antonio-Uttley, Nicole McKelvie, John Murphy, Marisa Phillips, Linda Cuff, Laura Shoemaker</p> <p><b>Administrative Officials:</b> Paul Mendonca, Andrew Gordon, Monica Carlin</p> <p><b>Regrets:</b> Paul Marchwica, Paulina Ebie</p>	

TOPIC	Presenter	Minutes
<p><b>1. Land Acknowledgment, Opening Prayer/Intentions &amp; Welcome, Call for additional Agenda items</b> We would like to acknowledge that the land on which we gather today is the traditional home of the Haudenosaunee, Anishinaabe and Neutral People. We acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous Peoples with whom we share this land today. We seek a new relationship with the Original People of this land; one based on honour and deep respect. We are grateful for the opportunity to learn here and reaffirm our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our community.</p>	Paul	5
<p><b>2. Approval of Agenda</b> Motion by: Irene Vasalo Seconded: Craig LeBlanc</p>	James/ Paul	2
<p><b>3. Approval of the January minutes:</b> Motion by: Craig Leblanc Seconded: Irene Vasalo</p>	James/ Paul	2
<p><b>4. Discussion Items/Updates:</b></p> <p>4.1. New Family Life curriculum ➤ Roll out of the new curriculum:</p>	John Murphy	30



<ul style="list-style-type: none"> <li>○ 24/25 Grade 1</li> <li>○ 25/26 Grade 2&amp;3</li> <li>○ 26/27 Grades 4,5&amp;6</li> <li>○ 27/28 Grades 7&amp;8</li> <li>➤ Program features and topics</li> <li>➤ Q&amp;A</li> </ul>		
<p><b>5. Superintendent Updates</b></p> <p>5.1. Introduction to new CPIC Members</p> <ul style="list-style-type: none"> <li>➤ Lesley Ciampaglia – Elementary Resurrection Member</li> <li>➤ Tooba Mohtsham – Secondary Cambridge Member</li> <li>➤ Nicole McKelvie – Member at Large Member</li> </ul> <p>5.2 CPIC/CSAC Flyer Introduction and Discussion</p> <ul style="list-style-type: none"> <li>➤ Share an electronic copy that was presented to the committee with schools for distribution within their communities and promotion at the schools.</li> </ul> <p>5.3. Newsletters (Joey to share with committee his recent example. Paul to discuss expectations and frequency of agendas for each family of schools)</p> <ul style="list-style-type: none"> <li>➤ Joey shared his example and commented on the importance of this type of document reaching parents at school.</li> <li>➤ Recommendation that other members begin the same process using Joey’s template shared with the committee.</li> <li>➤ Q&amp;A</li> </ul> <p>5.4. CPIC Logo – update and discussion</p> <ul style="list-style-type: none"> <li>➤ Paul has a scheduled meeting with Digital Media and Marketing Officer</li> </ul> <p>5.5. Parent Portal update</p> <ul style="list-style-type: none"> <li>➤ Paul to meet with web specialist to discuss portal updates</li> </ul>	Paul	15
<p><b>6. Faith/Diocesan Update</b></p> <p>6.1. New Family Life curriculum</p>	John	5
<p><b>7. Trustee Updates</b></p> <p>7.2. Trustees shared upcoming events as well as the recent updates.</p>	Marisa Linda	5
<p><b>8. Administrator Updates</b></p> <p><b>8.1. Elementary Updates</b></p> <ul style="list-style-type: none"> <li>➤ Superintendent visits</li> <li>➤ IEPs and Term report cards sent out</li> <li>➤ MOCK EQAO</li> </ul>	Monica Andrew	5



<ul style="list-style-type: none"> <li>➤ Shrove Tuesday and Ash Wednesday</li> <li>➤ Lent Liturgies</li> <li>➤ Folk dance</li> <li>➤ CCAT ongoing at this time and CAT 4 upcoming</li> <li>➤ MDI Survey (gr.4. – gr 12. – grade specific questions)</li> </ul> <p><b>8. Secondary Specific Updates</b></p> <ul style="list-style-type: none"> <li>➤ OSSL Spring Testing</li> <li>➤ Springs Sports</li> <li>➤ Progress Reports to be emailed to parents shortly</li> <li>➤ Parent – Teacher interviews upcoming</li> <li>➤ Black History Month (February)</li> </ul>		
<p><b>9. Pending Items</b> N/A</p>	James/ Paul	
<p><b>10. Gratitude and Closing Prayer</b></p>	James/ Paul	5
<p><b>11. Adjournment</b> Motion by: Irene Vasalo Seconded: Craig LeBlanc</p>	James/ Paul	1





**SEAC Committee Meeting Minutes**

<b>Date&amp; Time:</b>	April 1, 2026 @ 6:00 pm
<b>Location (Hybrid)</b>	In-Person: St. Francis Room (2 <sup>nd</sup> Floor), Catholic Education Centre Online: Via Teams: <a href="#">Join the meeting</a>
<b>Next Meeting:</b>	T.B.D. – Possibly May 20 <sup>th</sup> , 2026
<b>Committee Members:</b> Kim Murphy, Amanda Hennig, Cindy Benedetti, Karen Applebee, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
<b>Administrative Officials:</b> Gerald Foran, Erin Lemak	

<b>1. Opening Prayer</b> Welcome	Erin Lemak
<b>2. Approval of Agenda</b> Motion by: Karen Applebee Seconded: Monica Wenzlaff	
<b>3. Declared Pecuniary Interest</b> N/A	
<b>4. Approval of the March minutes:</b> Motion by: Monica Wenzlaff Seconded: Amanda Hennig	
<b>5. School System Operational Business:</b> 5.1. Active and Community Living – Pathways <ul style="list-style-type: none"> <li>• Types of programs</li> <li>• School representatives and parents asked for: <ul style="list-style-type: none"> <li>➢ More opportunities for Co-op placements</li> <li>➢ More focus on Literacy</li> </ul> </li> <li>• Students may participate until June of the year they turn 21.</li> <li>• Word of Work – K Coded Course</li> </ul> Q&A	E. Lemak G. Foran
<b>6. Ministry Updates (10 min)</b> 6.1. Durham DSB Letter to the Minister re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors <ul style="list-style-type: none"> <li>• A letter presented to the Committee at the previous meeting. The Committee had requested information on the potential impact on SEAC; however, the Ministry confirmed that it does not have insight into how this would impact SEAC.</li> </ul> 6.2. Response from the Ministry re: WCDSB SEAC letters to the Ministry pertaining to Special Education Transition Navigators and Summer Learning funds.	G. Foran



<ul style="list-style-type: none"> <li>Confirmation that the letters were received and that the Ministry is looking into the requests.</li> </ul>	
<p><b>7. SEAC Committee Functions:</b></p> <p>7.1. Security for SEAC meetings – update</p> <p>7.2. Feedback from the Grace for All event</p> <ul style="list-style-type: none"> <li>➤ Responses received were very highly rated.</li> <li>➤ To receive more feedback next time, send the follow up email to the attendees or add it as the agenda item at the end of the event.</li> </ul>	<p>G. Foran E. Lemak</p>
<p><b>8. Policy Advice to the Board</b> N/A</p>	
<p><b>9. Updates</b></p> <p><b>9.1. Trustee Updates</b> Trustee Sikora shared Trustee updates.</p> <p><b>9.2. WWDSS Updates</b></p> <ul style="list-style-type: none"> <li>➤ March 13: Schools across the region recognized World Down Syndrome Day prior to March Break. The Society extends its appreciation to Waterloo Catholic District School Board for its participation and support.</li> <li>➤ April 25: WWDSS Spring Mini Conference and Annual General Meeting.</li> <li>➤ June 15: 12th Annual Upside-Down Charity Golf Tournament at Ariss Valley Golf Club.</li> </ul> <p><b>9.3. Autism Updates</b></p> <ul style="list-style-type: none"> <li>➤ Kitchener - Playdate and Pizza for Preschoolers (ages 2-6 years old) April 19, 11:00 am - 1:00 pm - Join us at Bingemans in Kitchener for a fun playdate of independent play, featuring an awesome three-level indoor play structure! Then, families will gather for a pizza lunch with the group. Cost: \$3 <a href="#">Registration link - Playdate and Pizza</a></li> <li>➤ Guelph - Family Pickleball May 3, 2:00 pm - 5:00 pm - Families from around the Central West region are invited to join our Pickleball event to learn the game, have a fun day, and meet other families from the surrounding area. Beginners and novice players are welcome to join. Everything you need to play will be supplied and the program will be led by a professional pickleball coordination team. Led by experienced instructors, it focuses on teaching the essential skills required to play pickleball, such as proper grips, paddle positions, and serving techniques. Cost: \$5 <a href="#">Registration Link - Family Pickleball</a></li> <li>➤ Waterloo - Micro: Bit Makers Club (ages 10-14 years old) May 14, 21, 28, June 4, 6:00 pm - 8:00 pm - This is a brand new 4-week adventure in creative coding and hands-on tech led by the University of Waterloo! Across four sessions, we will explore</li> </ul>	



<p>building interactive projects, experimenting with sensors and LEDs, and designing simple AI-enhanced creations that bring ideas to life. Everyone gets their own Micro: Bit to keep. No prior coding experience is needed - just bring your curiosity and enthusiasm! Note: Parking fees will be covered by the University. Cost: \$10 <a href="#">Registration Link - Micro Bit Makers Club</a></p> <p><b>9.4. WRFN Updates</b> ➤ Annual Event Evening of Elegance on April 24<sup>th</sup></p> <p><b>9.5. WRPS Updates</b> ➤ Accessibility Tradeshow and Conference will take place on June 1 and 2, 2026</p>	
<p><b>10. Pending Items</b> N/A</p>	
<p><b>11. Adjournment</b> Motion by: Jeanne Gravelle Seconded: Kim Murphy</p>	
<p><b>12. Action Items Place Holder</b> N/A</p>	



**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2026 Education Development Charges Update Report

- Type of Report:**
- Decision-Making
  - Monitoring
  - Incidental Information concerning day-to-day operations
- Type of Information:**
- Information for Board of Trustees Decision-Making
  - Monitoring Information of Board Policy IV 080 - Financial Conditions and Activities
  - Information only of day-to-day operational matters delegated to the CEO

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

The Waterloo Catholic District School Board's existing Education Development Charge (EDC) by-law will expire on May 31, 2026. In accordance with the Education Act and Ontario Regulation 20/98, the board's EDC background study must first receive approval from the Minister of Education, before the Board of Trustees can approve a new by-law.

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

Division E of Part IX of the *Education Act* (Education Development Charges)

Ontario Regulation 20/98 (Education Development Charges)

Executive Limitation IV 008, "Financial Conditions and Activities" ... "the CEO shall not: ...

- 3. Use any reserves ...
- 9. Acquire, encumber or dispose of real property"

**Alignment to the MYSP:**

**Learning**

- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

**Serving**

- Celebrate & promote our distinct Catholic identity
- Develop faith & live gospel values
- Strengthen connections between home, school, & parish
- Connect faith formation to learning

**☒ Belonging**

- ☒ Create safe, welcoming environments that reflect our diversity
- ☐ Promote a sense of mattering & dignity
- ☒ Foster equitable, inclusive, & barrier-free learning & work environments
- ☒ Engage families & build community partnerships

**Background/Comments:**

According to Ontario Regulation 20/98, the Board cannot pass an EDC by-law until the Minister of Education approves the EDC background study. As of May 20, 2026, approval or refusal from the Minister has not been confirmed. Ministry of Education staff have advised that the Board should not expect a response prior to the scheduled May 25<sup>th</sup> adoption meeting. As such, the Board of Trustees cannot move forward with adopting a new by-law at this time. The board will not be eligible to collect EDCs after May 31, 2026, until a new by-law is implemented.

Section 257.62 of the Education Act does allow the passage of an education development charge by-law within 365 days of completing the background study. Staff will inform the Board of Trustees once the Ministry of Education updates the status of the Minister of Education’s decision on the EDC background study.

**Recommendation:**

This report is provided as information only.

**Prepared/Reviewed By:**

Annalisa Varano  
Director of Education

Jennifer Passy  
Manager of Planning

Shesh Maharaj  
Executive Superintendent of Corporate Services

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



Lauren: Hi, my name is Lauren

Sam: and I'm Sam

Lumia: and my name is Lumia, and we are students on FRC Team 3683, DAVE, from St David's Catholic Secondary School

Lauren: We compete in the FIRST Robotics Competition, which we will talk more about soon

Sam: We boast a 4:1 student-to-mentor ratio with 61 students, 15 mentors and 2 teachers rounding out our team.

Lumia: Students from each grade and background are represented on Team DAVE, as we work to create an inclusive environment for everybody

Lauren: We are consistently in the top 15 teams in Canada. Here is a summary of our performance from the last 3 years, with one highlight from this year being winning the autonomous award across three competitions consecutively.

Sam: We are an FRC Team, so what came FIRST, Dave or FRC? FIRST stands for For Inspiration and Recognition of Science and Technology. The ethos of the programs is "More than Robots", meaning we build people, not machines.

Lumia: FIRST promotes gracious professionalism, the belief that everyone should incorporate respect, collaboration, and innovation into their day-to-day lives. Another value FIRST instills in its participants is coopertition. This encourages us to strive to do our best while uplifting our peers.

Lauren: The FIRST core values are Discovery,

Sam: because the program encourages us to be curious

Lauren: Teamwork,

Lumia: because collaboration is important in the real world

Lauren: Innovation,

Sam: because we move forward through new ideas

Lauren: Inclusivity,

Lumia: because Team DAVE strives to make everyone feel included and heard

Lauren: Impact,

Sam: because we want to leave the world better than we found it

Lauren: and FUN, because that's the most important part of the program.

Sam: What truly makes FIRST unique is that we focus on helping our students grow as individuals rather than focus on the outcomes of competition.

Lumia: This program connects students from all walks of life to each other and to opportunities yet to come. Team DAVE consists of 3 sub teams: build, software and business!

Lauren: The build sub team's main focus is designing and manufacturing the robot!

Lauren: When we aren't actively prepping for competitions, we teach our members the fundamentals of manufacturing and machining using power tools. Build students learn how to problem solve and innovate through the prototyping process, and we also teach students OnShape, a design software so that they can bring their ideas to life. On build, we prioritize collaboration, building confidence, and strengthening communication skills.

Sam: The software sub team's role is to program the robot and give it life.

Sam: On software, we teach our students different programming languages such as Java, Python, and C++, prepping them for not only the robotics season but an ever-changing world where these skills are increasingly more relevant in the workforce. We use Python to create image processing systems for the robot to navigate the field without constant human intervention and train AI models to recognize different patterns and use that information to more effectively use the sensors on our robot.

Lumia: The business sub team's role is to maintain Team DAVE's relationship with our community and use STEM to positively impact our home.

Lumia: The business sub team does a variety of things; we teach our members how to plan outreach events such as visits to the Waterloo Public Library and Oktoberfest to engage our community in STEM, and we work to better our community through events such as food drives and e-waste drives. We also teach our members how to communicate effectively through grant applications during partnerships with local and national businesses for sponsorship opportunities, and how to maintain our teams' online presence via our social media and website. When people think of robotics, they think of building a machine and programming it, but they often forget about the other things that keep a team running; the business sub team shows us that there is a place for everyone in FIRST.

Lauren: TEAM Dave doesn't just teach us technical skills for the real world; the team also helps students build the soft skills they need to be successful after high school. We ensure our students feel more confident as they go through the program, and we create a safe environment for collaboration and constructive criticism. And DAVE is the perfect place for grade 9's like me to meet new people and make more friends when we first start high school.

Sam: Team DAVE gives students leadership skills they can use outside of the shop. Last year, both of our schools' SAC co-presidents were Team DAVE students, including Lumia, and next year I'm excited to follow suit as one of the incoming SAC co-presidents. Team DAVE students go on to be exceptional leaders and peer mentors not only for their teammates but also for other students at St Davids.

Lumia: As we've already mentioned, Team DAVE teaches us all the technical skills that will help us in post-secondary and beyond, but we also develop interpersonally, such as in communication and practicing empathy. Being on DAVE has helped build my social and presentation skills. I presented the impact award at two competitions - an award focusing on the team's impact on the community through outreach events. Along with making videos for our social media, I have gained personal insights and confidence in my communication and media literacy skills. Joining Team DAVE has connected me with people through a common purpose and strengthened our relationship through shared learning.

Sam: In all honesty when I joined Dave I wasn't sure what to expect, but when I joined Dave I was welcomed by a community of like-minded individuals. I remember debating joining Dave due to the cost and commitment of time. However, there was one moment that made me certain this was the place for me. I remember talking to grade 12's and university students and not being shrugged off as a child but valued as an individual with a unique contribution to make. I remember sitting in that room and thinking back to a conversation I had with a family friend about how in high school you can really find your people and in that room, I thought to myself *these are my people*. Team Dave helped me gain hard skills that make me employable, but more than that they helped me find a community that I could fall back on, a community ready to support me in whatever way they can. When later I ran for Co-president, I had to convince the rest of the school to give me their vote. Team Dave members though? They came up to me and told me without asking that I had their vote and that they were willing to help in any way possible.

Lauren: During my first year on DAVE I made new friends who understand me. By having to collaborate on tasks that are closely related, I found it was easier to make friends because we had to communicate what we were doing so that mistakes weren't made. When I went to my first competition in Vancouver, I really stepped out of my comfort zone and grew more confident since it was my first big trip without my family. I was challenged when I interacted with large groups of people and talked to teammates I didn't know. Several of those teammates really helped me step out of my comfort zone by showing me that people aren't as scary as they seem and knowing that just being in the crowd was already a great first step. In the workshop, I became more confident with using power tools, where our mentors and older students made me

feel seen and heard. This season, my understanding of the engineering process grew as we worked through prototyping, testing, and building phases. I found that not all ideas work on the first try but must be developed. As the season has come to an end, I really feel that I have grown emotionally, personally, and academically.

Links to additional media:

The Drive Never Ends Documentary: <https://youtu.be/H1AGn7rCFIc?si=0x6aw-kXuKnQficE>

Robot Reveal Video: [https://youtu.be/o1hS\\_pyysKo?si=M09-Kka4D71jDVwY](https://youtu.be/o1hS_pyysKo?si=M09-Kka4D71jDVwY)

Team DAVE YouTube: <https://youtube.com/@teamdave?si=ZHielkbEZWrhCZh0>

Team DAVE Instagram: <https://www.instagram.com/teamdavewcdsb?igsh=ejl1cGJxeHVzMnZj>



**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2026-2027 Estimates Budget: Trustee Update #5

**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)**

This report provides Trustees with information on the development of the 2026-2027 school year Estimates budget.

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

[Board Policy IV 007 “Financial Planning/Budgeting”](#)

“The CEO shall not ...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system ...
6. Present a budget that does not allow sufficient time for decision-making
7. Present a budget that cannot be readily understood by persons without a financial/education background”

**Alignment to the MYSP:**

**Learning**

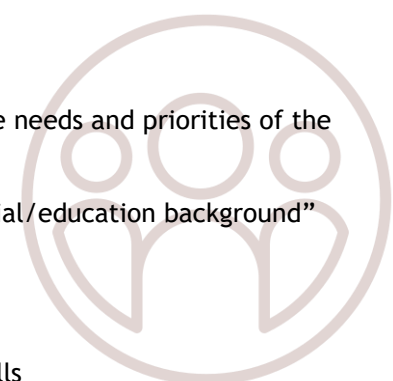
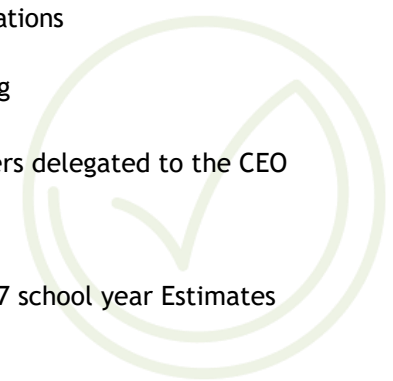
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**Belonging**

- Create safe, welcoming environments that reflect our diversity
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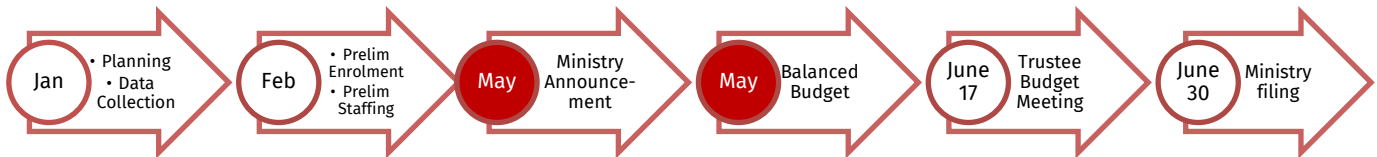


## Background/Comments:

Board Executive Limitation IV007 dictates the criteria to which staff must adhere in the preparation, planning, and presentation of the proposed school year budget. Planning commences in January and will conclude with the presentation of the budget to Trustees on June 17, 2026. Management will request budget approval on June 22, 2026 in order to file the Estimates budget with the Ministry on time.

For the 2026-2027 budget, the budget development process will follow a similar structure to prior years.

The major timelines are proposed below:



### Ministry Core Education Announcement: May 13, 2026

#### [B02 2026-27 Education Funding](#)

- Core Ed grants have increased 1.0% over 2025-2026
- Reinforcement of declining enrolment throughout the province
- Reinforcement of accountability measures will be in place and consequences for non-compliance
- \$750 for classroom teachers: The province is providing new funding to allow for \$450 per teacher and the Board is to provide \$300 per teacher from the current funding. Further instructions to follow regarding operationalizing.
- \$33.32 per student between grades 1 and 12 will be provided to advance the province’s new ‘Consistent Curriculum’ initiative. All materials must be purchased through Supply Ontario with the exception of Catholic-board specific resources. Further instructions to follow regarding operationalizing.
- 2% increase to facilities funding (non-staff). No other increases for any other non-staff area.
- Existing Responsive Education Programs (REPs) moving to Core Education:
  - Early Development Instrument Teacher Release Funding: funding provided data collection cycle
  - Reading - Education Staff: supports teachers working with JK to grade 3 on reading and literacy
  - Cyber Security Learning Resources (student focus): provides tools and materials to help students navigate digital risks (privacy, screen time)
  - Children and Youth in Care: support students with continuity when they are moved into the care of F&CS and may be moved to an address outside of their school boundary
  - Math and Reading:
    - School Math Facilitators
    - Math Lead
    - Digital Math Tools
    - Reading Screening Tools
    - Reading Intervention Licenses and Supports
  - Special Education:
    - Cooperative Education Supports for Students with Disabilities Pilot
    - Special Education Needs Transition Navigators
- Dual Credit program
  - This program enable eligible secondary school students, including adult learners, to take college courses and/or Level 1 apprenticeship in-class training that count towards both their Ontario Secondary School Diploma and a college certificate, diploma, degree or a Certificate of Apprenticeship
  - Funding is moving from an external partner to Core Education; Regional Planning Teams will continue to work together to support programming
- Benefit Trust funding increases as previously negotiated
- Funding is being provided to increase principal compensation by 1.25%, as per the previously negotiated contract

- Funding is being provided to support the principals' centrally negotiated Investment in System Priorities amount for 2026-27
- Continued Census data updates - year three of five
- Student Transportation benchmark increases
- Student and Family Support Offices: expectation that boards will use existing funds to hire dedicated staff to operationalize
- Benchmark increases and formula changes to existing components for Core Ed day school students
- Capital funding will continue for building, expanding and renewing schools

**Ministry Core Education Announcement: what was missing**

- Open collective agreement contract increases

**Budget balancing**

- Finance working towards balancing the budget for June 5th

**Upcoming**

1. Balanced budget: **June 5, 2026**
2. Budget finalization and presentation:
  - a. Budget materials available: **June 17, 2026**
  - b. Formal budget presentation: **June 17, 2026**
  - c. Budget deliberation period: **June 18 - 21, 2026**
  - d. Budget approval: **June 22, 2026**
  - e. Ministry submission: **June 30, 2026**

Management will need to make several assumptions as the budget for 2026-2027 is prepared. These assumptions will be disclosed in budget materials for purposes of transparency and decision-making.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Annalisa Varano  
 Director of Education

Laura Isaac  
 Senior Manager of Financial Services

Renée King  
 Manager of Budget

Shesh Maharaj  
 Executive Superintendent of Corporate Services

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





**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2026 Long Term Accommodation Plan

**Type of Report:**

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

**Type of Information:**

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy IV 010 - Facilities / Accommodations
- Information only of day-to-day operational matters delegated to the CEO

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

The Long Term Accommodation Plan is to be presented to the Board of Trustees annually to satisfy the provisions of [Board Policy IV 010 “Facilities Accommodations”](#)

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

Board Policy IV 010: Facilities / Accommodations “the CEO shall not ...

2. *Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure”.*

**Alignment to the MYSP:**

**Learning**

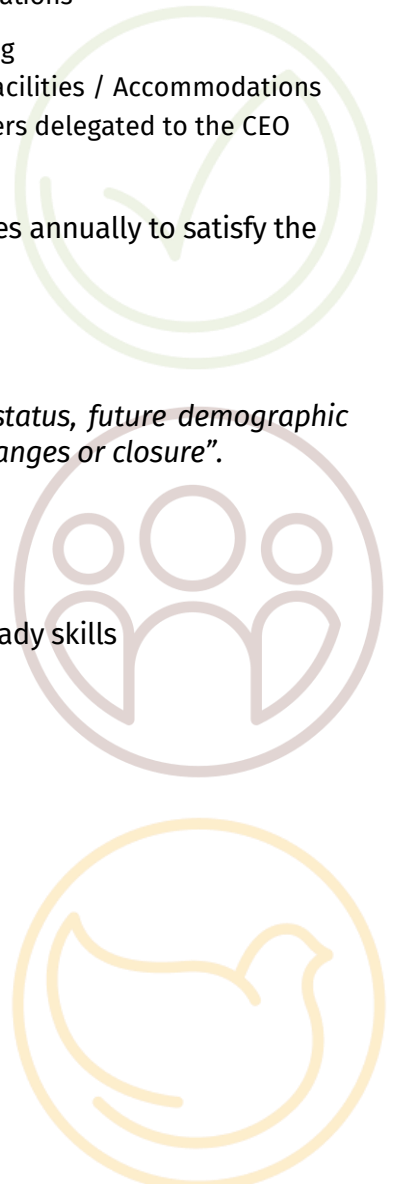
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- Engage families & build community partnerships



## Background/Comments:

The 2026 Long-Term Accommodation Plan (LTAP) was presented to the Committee of the Whole on May 11, 2026, in accordance with provision 2 of Board Policy IV 010 Facilities / Accommodation. The LTAP outlines a comprehensive multi-year approach to student accommodation, including updated enrolment and utilization, future trends as well as a summary of strategic initiatives, including boundary reviews, construction of new schools and additions together with ongoing monitoring of enrolment where appropriate. The updated enrolment projections serve as the foundation for the strategic actions detailed in the 2026 report. Associated capital priorities projects currently underway and future priorities are further summarized below.

Table 1 - Enrolment Forecast Summary

	Capacity	2025/26 (Actual)	2026/27	2028/29	2032/33
Elementary	18,880	20,255	20,536	21,427	23,716
Secondary	8,275	8,363	8,770	9,390	10,685
Total	27,155	28,618	29,306	30,817	34,401

The following Capital Priorities projects are under construction, in design or planning stages:

### Opening 2026/27

- Guardian Angels CES<sup>1</sup> - 360 pupil place elementary school co-built with the Waterloo Region District School Board, Cambridge
- Notre Dame CSS - 322 intermediate pupil places and 1,074 secondary pupil places, Kitchener

### Opening 2027/28

- St. Aloysius CES - 10 classroom addition, Kitchener
- St. Boniface CES - 12 classroom addition, Breslau
- St. Gregory CES - 5 net new classroom addition, Cambridge
- St. Mark CES - 8 classroom addition, Kitchener
- St. Paul CES - 8 net new classroom addition, Kitchener

### Opening 2028/29

- St. David CSS - 18 classroom addition, Waterloo

### Undetermined Opening

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

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

- St. Bernadette CES Reconstruction
- Monsignor Haller CES Addition
- Monsignor Doyle CSS Addition
- New Doon South CES, Kitchener

<sup>1</sup> As of the date of publication of this report, the Guardian Angels CES school name remains subject to approval of the Minister of Education.

- New North Cambridge CES, Cambridge
- New Beaver Creek Meadows CES, Waterloo
- New Breslau CES, Woolwich
- Core Kitchener-Waterloo CES
- Secondary School, South West Kitchener
- New Dundee Secondary Plan CES, Kitchener
- New North West Cambridge CES, Cambridge
- New West Rosenberg CES, Kitchener

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

- West Galt Boundary Review.
- West Kitchener / Waterloo elementary boundary review.
- West Kitchener / Waterloo secondary boundary review.
- Baden CES Boundary Review ahead of the opening of the new elementary school in Baden

**Recommendation:**

That the Board of Trustees approve the 2026 Long Term Accommodation Plan as presented on May 11, 2026.

**Prepared/Reviewed By:** Annalisa Varano  
 Director of Education

Isabelle Lung Ler  
 Planning Technician

Sahar Eghtesadi  
 Planner

Virina Elgawly  
 Planning Officer

Jennifer Passy  
 Manager of Planning

Shesh Maharaj  
 Executive Superintendent of Corporate Services

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





**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Energy Conservation and Demand Management Plan

**Type of Report:**

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

**Type of Information:**

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **IV010**
- Information only of day-to-day operational matters delegated to the CEO

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

The Board of Trustees requires information to support monitoring of Board Policy IV010 “Facilities/Accommodations”. This report satisfies policy provision 5 of IV010.

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

[Board Policy IV010 “Facilities/Accommodations”](#)

“...the CEO shall not...

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

**Alignment to the MYSP:**

**Learning**

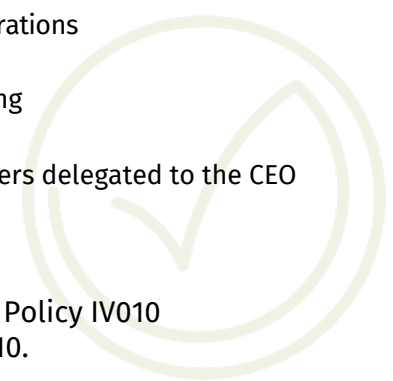
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

**Serving**

- Celebrate & promote our distinct Catholic identity
- Develop faith & live gospel values
- Strengthen connections between home, school, & parish
- Connect faith formation to learning

**Belonging**

- Create safe, welcoming environments that reflect our diversity
- Promote a sense of mattering & dignity
- Foster equitable, inclusive, & barrier-free learning & work environments
- Engage families & build community partnerships



## Background/Comments:

The Waterloo Catholic District School Board's Energy Conservation and Demand Management (ECDM) Plan demonstrates strong performance in reducing energy consumption while maintaining effective stewardship of public resources. The Board has achieved sustained reductions in energy intensity since 2018 and has exceeded its five-year conservation target within the first two years of the current plan period. This positions WCDSB among the top-performing school boards provincially for energy management and data integrity, supported by improved monitoring, benchmarking, and real-time energy tracking.

These results have been driven by targeted capital and operational initiatives, including LED lighting retrofits, HVAC and building automation upgrades, and enhanced energy management practices. These investments are generating measurable savings in electricity consumption, reducing greenhouse gas emissions, and delivering strong financial returns through external incentives and a revolving conservation funding model that reinvests savings into future projects. At the same time, the Board is addressing increasing operational pressures such as enrolment growth, expanded community use of schools, and enhanced ventilation requirements, all of which place upward pressure on energy demand.

Despite continued reductions in energy use, utility costs have increased due to external market factors, including energy pricing and the transition to lower-carbon energy sources. In response, the Board is taking a balanced approach that prioritizes both cost control and long-term sustainability. The plan outlines continued investment over the next five years in key infrastructure, including HVAC systems, building envelopes, lighting, and automation, alongside ongoing efforts to influence occupant behaviour and expand student-focused environmental initiatives.

These actions will support sustained energy reductions, mitigate cost pressures, and ensure safe, efficient, and environmentally responsible learning environments across the system.

## Recommendation:

This report is for the information of the Board.

**Prepared/Reviewed By:** Annalisa Varano  
Director of Education

Zeb Foss  
Manager of Energy Conservation and Sustainability

Adrian Frigula  
Senior Manager of Facility Services

Shesh Maharaj  
Executive Superintendent of Corporate Services

\*Bylaw 5.2 "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



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



# ENERGY CONSERVATION AND DEMAND MANAGEMENT PLAN

PUBLISHED MAY 2026

## **ECDM Plan Report Advisory Committee**

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Manager of Energy Conservation and Sustainability

Chandler Kinzie  
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Superintendent of Learning

Kelly Goodison  
BAS Technician

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# Introduction

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

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

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

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

- **Food & Drink**
  - Through education and awareness programs in the curriculum delivered to students, modelling desirable behaviours, and through administrative procedures providing guidelines to schools on healthy options during food days.
- **Inclusion & Participation**
  - Through encouraging both students and staff to be proactive in supporting ethical actions, providing training to all on EDI, being mindful of others, and acting in alignment with Catholic teachings.
- **Local Well-Being**
  - Through receiving feedback from students and staff, designing programs to increase physical and mental wellness while at school/work, providing central resources and materials to support wellness, and identifying and training staff experts as wellness champions.

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

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

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

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

# Guiding Principles

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## **Vision**

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

## **Mission**

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

## **Our Beliefs**

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

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

# Goals & Objectives

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

# Methodology

---

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

# Education Sector Background

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## Funding and Energy Management Planning

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

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

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

## Asset Portfolios and Energy Management Planning

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

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

### Facility Variables:

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

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

### **Other Variables:**

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

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

## The Board’s Asset Portfolio

The following table outlines the energy-related variables and metrics in the Board’s asset portfolio that changed from the baseline Fiscal Year 2022 to 2023 to the current reporting Fiscal Year 2024 to 2025.

**Table 1: Board’s Asset Portfolio**

Key Metrics	(Baseline Year) Fiscal Year 2022 to 2023	Fiscal Year 2024 to 2025	Variance
Total Number of Buildings	56	57*	1
Total Number of Portables/Portapaks	213	311	98
Total Floor Area (m2)	286,186	300,437	14,251
Average Operating Hours	98**	98**	0
Average Daily Enrolment	26,310	29,089	2,779
% of Total Floor Area Air Conditioned	98%	98%	0%
Number of Facilities with Mechanical Ventilation	56	57	1

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

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

## Energy Usage Data for the Board

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

**Table 2: Metered Usage Values**

Utility	Fiscal Year 2022 to 2023 (Baseline year)	Fiscal Year 2024 to 2025
Total Electricity (kWh)	23,866,964	23,330,020
Total Natural Gas (ekWh)	29,035,062	30,101,080

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

## Weather Normalized Energy Consumption Values

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

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

**Table 3: Ontario Degree-days**

Ontario Degree Days	Fiscal Year 2019 to 2020	Fiscal Year 2020 to 2021	Fiscal Year 2021 to 2022	Fiscal Year 2022 to 2023	Fiscal Year 2023 to 2024	Fiscal Year 2024 to 2025
HDD	3,837	3,696	3,799	3,611	3,311	3,753
CDD	415	392	340	267	353	371

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

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

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

However, a straight comparison of Total Energy Consumed between one or more years does not take into consideration changes in a board’s asset portfolio, such as changes in buildings’ features (refer to the Facility Variables listed on pages 11 - 13), and newly implemented programs (refer to the Note to Readers on pages 16-18) which will greatly impact energy consumption.

As a result, weather normalized Energy Intensity<sup>4</sup> is the most accurate measurement that allows the evaluation of a board’s energy use from one year to another as it cancels out any change in floor area. The unit of measurement used is either equivalent kilowatt hours per square foot (ekWh/ft<sup>2</sup>) or equivalent kilowatt hours per square metre (ekWh/m<sup>2</sup>).

**Table 4: Weather Normalized Values**

<b>Weather Normalized Values</b>	<b>Fiscal Year 2022 to 2023 (Baseline Year)</b>	<b>Fiscal Year 2024 to 2025 (Most Recent Data Available)</b>
Total Energy Consumed (ekWh)	54,512,104	51,637,776
Energy Intensity (ekWh/ft <sup>2</sup> )	17.70	15.97
Energy Intensity (ekWh/m <sup>2</sup> )	190.38	171.88
Total GHG Emissions (kgCO <sub>2</sub> )	6,291,496	6,922,392
Emissions Intensity (kgCO <sub>2</sub> ft <sup>2</sup> )	2.04	2.14
Emissions Intensity (kgCO <sub>2</sub> /m <sup>2</sup> )	21.98	23.04

<sup>4</sup> Energy Intensity (known as EI) is the quantity of total energy consumed divided by the total floor area. EI is typically expressed as equivalent kilowatt hours per square foot (ekWh/ft<sup>2</sup>), gigajoule per square metre (GJ /m<sup>2</sup>), etc., depending on the user’s preference.

# Review of Previous Energy Conservation Goals & Achievements

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

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

Fiscal Year	Conservation Goal ekWh/ft2	Conservation Goal ekWh/m2	Conservation Goal Percentage	Actual Energy Savings ekWh/ft2	Actual Energy Savings ekWh/m2	Actual Energy Percentage
2023 to 2024	0.32	3.49	1.50	0.24	2.39	1.3
2024 to 2025	0.32	3.49	1.50	1.5	16.11	8.57
2025 to 2026	0.32	3.49	1.50			
2026 to 2027	0.32	3.49	1.50			
2027 to 2028	0.32	3.49	1.50			

**NOTE TO READERS:**

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

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

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

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

### **Before and After School Programs**

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

### **Community Use of Schools**

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

### **Community Hubs**

Many schools now offer a greater range of:

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

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

### **Air Conditioning**

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

air conditioning. Air conditioning significantly increases a facility's energy use, specifically electricity consumption.

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

### **Compliance with Ontario Building Code (also known as OBC)**

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

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

### **Ventilation and Filtration**

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

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

## **Measures Implemented from Fiscal Year 2023/2024 to Fiscal Year 2024/2025**

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

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

### **NOTE TO READERS:**

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

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

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

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

## **Design/Construction/Retrofit**

### Definition

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

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

## **Operations and Maintenance**

### Definition

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

## Occupant Behaviour

### Definition

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

## Future Energy Conservation Goals

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

**Table 6: Annual Energy Intensity Conservation Goals**

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

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

**Table 7: Cumulative Conservation Goal**

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

## Environmental Programs

In Fiscal Year 2024 to 2025, schools within the Board participated in environmental programs.

1. EcoSchools:  
18 schools participated

## Energy Efficiency Incentives

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

Yes  No

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

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

Yes  No

If yes,

IESO Service Representative

Enbridge Service Representative

## Energy Procurement

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

Yes  No

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

Yes       No

If yes,

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

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

Yes       No

## **Demand Management**

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

Invoices

Real-time data

Online data from the Local Distribution Company (LDC)

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

Equipment scheduling

Phased/staged use of equipment

Demand-limit equipment

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

Other:

Variable Frequency Drives

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

Category	Definition	Winter		Summer	
		Applicable Dates	Set Point	Applicable Dates	Set Point
<b>Occupied</b>	Full or near full occupancy	September 15	21°C	June 1	23°C
<b>Unoccupied</b>	No occupants; closed or empty	September 15	16°C	June 1	28°C

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

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

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

## **Energy Management/Sustainability Strategies**

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

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

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

In 2011, WCDSB developed its first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient fixtures. The plan also

included a temperature standard for heating and cooling. During winter months, heating was set at 22°C for classrooms, offices, and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors were set at 20°C. All buildings had their night temperature set at 18°C. Cooling was set at 27°C after the first week in July until the last week of August, except where summer school was in session. In response to the COVID-19 pandemic, the heating set points were changed from 21°C to 18°C from March until September.

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

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

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

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

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

be achieved by 2023.

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

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

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

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

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

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

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

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

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

During the COVID-19 pandemic, ventilation was programmed to turn on for up to 3 hours before and after occupancy times. Starting in December 2020

higher-rated MERV air filters were added to HVAC equipment and ventilation rates were increased where systems could accommodate, also HEPA air filter units were placed in classrooms to ensure safety for students and staff.

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

In 2023 several sustainability/climate awareness field trips and professional development workshops were arranged for students/teachers at a local sustainably designed net-zero building.

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

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

In summer of 2024, following Canada's recent legislation to phase out fluorescent lighting, we completed LED lighting retrofits at seven schools. These upgrades are part of our broader initiative to transition to LED lighting across the entire Board. The retrofits have resulted in reduced electricity consumption (approx. 870,000kWh annual savings), lower utility costs (approx. \$160,000 annual savings), decreased greenhouse gas emissions (approx. 30.5 metric tons of CO<sub>2</sub>e avoided annually), reduced maintenance, and improved light quality. Various incentives/grants were leveraged to help with the capital cost of these upgrades, which combined with the annual cost savings will result in a 3.56-year payback. We have received positive feedback from staff regarding these changes and will continue to retrofit more schools throughout the summer of 2025.

On November 13, 2024, Monsignor Haller Catholic Elementary School

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

In January of 2025, WCDSB was recognized by Sustainable Waterloo Region as a Master's Level Member. Masters Level members in Sustainable Waterloo Region's (SWR) Impact Network are an elite group of 12 organizations leading in operational sustainability, being a sounding board for program innovation and meeting ambitious GHG reduction targets.

In alignment with our Board's ongoing LED transition strategy, comprehensive lighting retrofits were successfully completed at eleven facilities (ten elementary and one secondary school) during the summer of 2025. This strategic capital investment ensures proactive compliance with recent federal regulations phasing out fluorescent lighting, while directly advancing the consumption reduction targets established in our 5-year Energy Conservation and Demand Management (ECDM) Plan.

In March of 2025, our Board successfully began installing real-time energy monitoring equipment across our five high schools. This initiative was made possible, in part, through a funding grant secured from Green Economy Canada. This will provide us with granular, live utility data (electricity and natural gas), which allows us to move beyond relying solely on monthly bills and quickly identify unexpected usage spikes or off-hours energy waste. This proactive, data-driven approach to building management enables us to make immediate operational adjustments, further reducing energy consumption/utility costs.

Since 2023, our School Board has secured over \$460,000 in regional incentives/grants through the completion of targeted facility energy efficiency upgrades as well as billing anomaly reconciliations identified through utility monitoring. By consistently participating in programs offered by the IESO, Enbridge Gas, and regional sustainability funds, we are directing these recovered costs into our Green Revolving Fund. This internal financing

mechanism ensures that the financial incentives gained from today's efficiency improvements serve as the seed capital for tomorrow's sustainability projects. Ultimately, this reinvestment cycle supports our environmental commitments in a fiscally responsible manner, helping to progressively reduce our carbon footprint while keeping operational dollars focused on student success and the classroom.

## **Canada EcoSchools**

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

## **Food, Pollinator Gardens and Grounds Greening**

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

More recently, WCDSB has been working with Sustainable Waterloo Region on

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

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

In May of 2025 St. Daniel became the first school to have a Microforest planted on WCDSB property. 100 native trees and shrubs were planted as part of the project. This included 15 red maples, 20 sugar maples, 20 trembling aspens, 15 white birches, and 30 redbud shrubs—each chosen for their ability to thrive in our local environment and contribute to a healthy, diverse ecosystem. The planting was completed with the support of volunteers from the Grand Valley Construction Association, Sustainable Waterloo Region staff, as well as St. Daniel students and teachers who were also able to learn about the various benefits that the trees/shrubs will provide to our local environment.

Since the fall of 2024, our Board has maintained a strategic partnership with REEP Green Solutions on the Community Canopy Project, an initiative aimed at mitigating low tree canopy coverage across the Waterloo Region. Primarily funded by the City of Kitchener, this project directly supports our ongoing efforts to enhance local biodiversity and facilitate hands-on environmental education. Through this collaboration, we have successfully planted nearly 30 semi-mature trees across several of our school properties.

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# APPENDICES

## PROFILE OF WCDSB BUILDINGS

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

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

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

	FY2024	FY2025	FY2026	FY2027	FY2028
<b>Lighting</b>					
High-efficiency Lighting Systems including Occupancy and Daylighting Sensing	\$900,000	\$1,298,000	\$900,000	\$700,000	\$700,000
Exterior Lighting – LED retrofits	\$10,000	\$0	\$10,000	\$10,000	\$10,000
<b>HVAC</b>					
Efficient Boilers (high efficiency)	\$150,000	\$250,000	\$820,000	\$520,000	\$900,000
Energy Efficient HVAC Systems (Heat pump etc.)	\$1,320,000	\$600,000	\$1,250,000	\$950,000	\$775,000
Energy Efficient Rooftop Units	\$300,000	\$0	\$800,000	\$825,000	\$1,000,000
Domestic Hot Water (High Efficiency)	\$200,000	\$520,000	\$1,775,000	\$1,850,000	\$1,700,000
<b>Controls and Automation</b>					
Building Automation Systems – Upgrade	\$200,000	\$0	\$405,000	\$200,000	\$500,000
<b>Building Envelope</b>					
New Roofing	\$1,600,000	\$2,000,000	\$1,550,000	\$1,000,000	\$1,775,000
New Windows	\$250,000	\$240,000	\$0	\$775,000	\$0
<b>Total Investments</b>	<b>\$4,930,000</b>	<b>\$4,908,000</b>	<b>\$7,510,000</b>	<b>\$6,830,000</b>	<b>\$7,360,000</b>

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

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

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

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

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

	<b>FY2024</b>	<b>FY2025</b>	<b>FY2026</b>	<b>FY2027</b>	<b>FY2028</b>
Design, Construction, and Retrofit	\$4,930,000	\$4,908,000	\$7,510,000	\$6,830,000	\$7,360,000
Operations and Maintenance	\$3,000	\$13,000	\$3,000	\$13,000	\$3,000
Occupant Behaviour Strategies	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500
<b>Total Investments</b>	<b>\$4,948,500</b>	<b>\$4,936,500</b>	<b>\$7,528,500</b>	<b>\$6,858,500</b>	<b>\$7,378,500</b>
<b>Estimated Annual Energy Savings (ekWh)</b>	<b>722,918</b>	<b>853,940</b>	<b>962,580</b>	<b>962,580</b>	<b>962,580</b>

**Senior Management Approval of this Energy Conservation and Demand Management Plan**

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

Updated by:

Full Name: Zeb Foss

Job Title: Manager of Energy Conservation and Sustainability

Date: May 6, 2026

Reviewed by:

Full Name: Shesh Maharaj

Job Title: Executive Superintendent, Corporate Services

Date: May 25, 2026

A handwritten signature in blue ink, appearing to be 'Shesh Maharaj', is written over the job title and date of the reviewed section.



**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** IT Strategic Plan

**Type of Report:**

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

**Type of Information:**

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **IV010**
- Information only on day-to-day operational matters delegated to the CEO

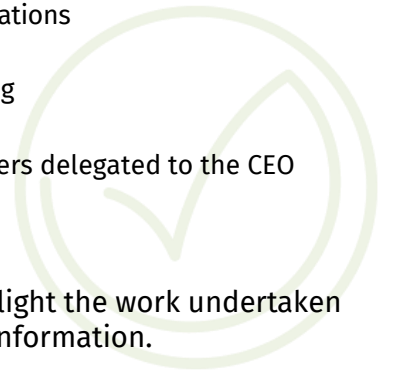
**Origin: (cite Education Act and/or Board Policy or other legislation)**

This report is presented to the Board of Trustees on an annual basis to highlight the work undertaken by the IT Team in outfitting, supporting, and safeguarding our systems and information.

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

**Alignment to the MYSP:**

- Learning**
  - Support multiple pathways & tools for success
  - Accelerate excellence & innovation while building transferable, future-ready skills
  - Engage students as co-creators in their learning
  - Transform learning through leadership & staff support & development
- Serving**
  - Celebrate & promote our distinct Catholic identity
  - Develop faith & live gospel values
  - Strengthen connections between home, school, & parish
  - Connect faith formation to learning
- Belonging**
  - Create safe, welcoming environments that reflect our diversity
  - Promote a sense of mattering & dignity
  - Foster equitable, inclusive, & barrier-free learning & work environments
  - Engage families & build community partnerships



## Background/Comments:

The Waterloo Catholic District School Board's Information Technology (IT) Strategic Plan sets out a clear, governance-driven roadmap to deliver reliable, secure, and modern technology that directly supports student achievement and system operations.

Built on a strong IT governance framework aligned with the Board's Multi-Year Strategic Plan, the approach ensures that technology investments are prioritized, transparent, and accountable, with clear oversight of cybersecurity, classroom technology, data management, and user experience. The plan positions IT as a critical enabler of teaching, learning, and operational effectiveness across the system.

The IT Team is demonstrating measurable improvement in service delivery despite rapid growth in demand and increasing system complexity. Technology usage has expanded significantly, with more devices, software, and data across the system, while IT has improved performance through modernization, automation, and process redesign. This has resulted in improved response and resolution times and a 50% reduction in active service requests, reflecting stronger service delivery and more efficient support. These gains have been achieved while managing aging infrastructure and increasing device-to-staff ratios, requiring continued focus on efficiency and strategic investment to sustain performance.

Looking forward, the plan focuses on managing growth, reducing risk, and modernizing foundational technology. Key priorities include structured device lifecycle management to ensure equitable access for students, ongoing upgrades to classroom and network infrastructure, expansion of cloud-based services, and significant strengthening of cybersecurity aligned with provincial standards. The Board is also advancing data and analytics capabilities to support evidence-based decision-making, while introducing emerging technologies such as generative artificial intelligence in a controlled, governance-led manner to improve efficiency and service delivery.

The plan also recognizes key pressures and risks that require active management over the next five years, including continued growth in devices and digital demand, increasing cybersecurity threats, and the need to refresh aging infrastructure. Through targeted investment, process improvement, and strong governance, the Board is positioning itself to maintain reliable, secure, and scalable technology services, while ensuring responsible stewardship of resources and protecting student and staff information.

## Recommendation:

This report is for the information of the Board.

### Prepared/Reviewed By:

Annalisa Varano  
Director of Education

Craig MacIsaac  
Chief Information Officer

Shesh Maharaj  
Executive Superintendent of Corporate Services

\*Bylaw 5.2 "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.



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# 1.0 Introduction

## Information Technology 5 Year Strategic Plan Covering 2025/26 to 2030/31

We are pleased to share the Information Technology 5 Year Strategic Plan. This plan outlines how Information Technology Services will continue to support teaching and learning for our students, empower educators with reliable and modern tools, and provide strong, responsive technology services for administrative staff across the system while protecting student and staff information.

Technology is foundational to how learning happens in today's K-12 environment. Over the next five years this plan focuses on ensuring classrooms are well connected, digital tools are accessible and reliable, and systems are designed with the needs of students and educators at the centre. From improving wireless connectivity and classroom technology to simplifying device access for younger learners and supporting equitable technology access our work is grounded in enabling meaningful learning experiences in a safe and secure digital environment.

At the same time, this plan reflects our commitment to supporting staff efficiently, securely, and responsibly. Investments in modern infrastructure, cloud services, cybersecurity, automation and data informed decision making help reduce complexity, improve reliability, and safeguard student and staff data. We actively guide the use of technology to ensure solutions are safe, effective, and designed to protect student and staff privacy. This commitment enables responsible innovation and supports operational excellence across the Waterloo Catholic District School Board.

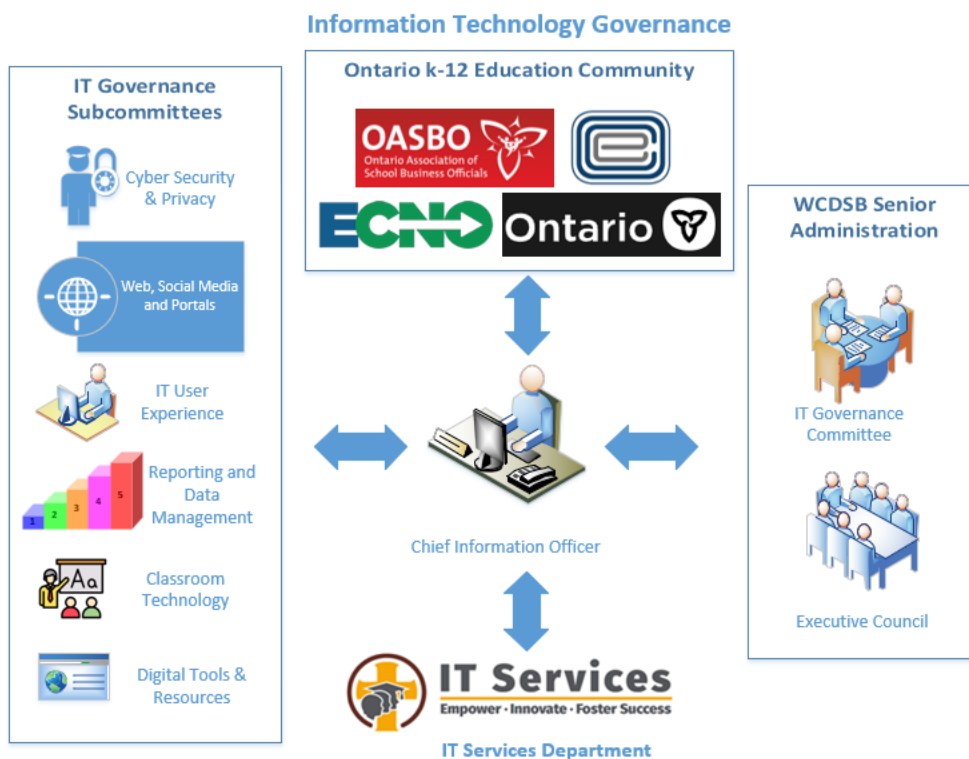
### MYSP Alignment

The current portfolio of IT initiatives is aligned with the Board's Multi-Year Strategic Plan advancing key priorities across the pillars of Learning and Belonging. While the examples below highlight a few key initiatives, there are many additional projects that also align with and support these strategic priorities.

Within the Learning pillar, investments in generative AI, delivered in partnership with the Board's Innovation team, support multiple pathways and tools for student success by enabling more personalized and differentiated instruction, expanding access to learning supports, and fostering innovative teaching practices. The ongoing Grade 9 device program, system-wide device refresh cycles (including elementary Chromebooks and classroom devices) and projects that improve school connectivity ensure equitable access to modern technology, helping to accelerate excellence and build transferable, future-ready skills that support consistent and engaging digital learning experiences across classrooms. These technologies also create opportunities for students to more actively participate and engage as co-creators in their learning.

Within the Belonging pillar, initiatives such as Secure Access Service Edge (SASE) are strengthening cybersecurity and enhancing content filtering, ensuring safe and welcoming digital environments that protect students while providing reliable and secure access to learning resources for all.

## 2.0 IT Governance



### IT Governance Update

The Information Technology 5 Year Strategic Plan is developed with input from the WCDSB IT Governance Committee and its supporting sub committees. IT governance provides the decision making and accountability framework that ensures technology investments, services, availability, and security are aligned with the academic and administrative priorities outlined in the Board’s Multi-Year strategic plan.

Under the leadership of the Chief Information Officer the IT Governance Committee oversees the responsible use of IT resources, ensures compliance with legislation and best practices, manages key risks such as cybersecurity and system availability, and guides technology investment to improve efficiency and effectiveness across the Board. The Committee advises the CIO, reviews performance data and stakeholder input, and reports recommendations to the Executive Council.

### IT Governance Sub-Committees

Each IT Governance sub-committee is composed through a deliberate and thoughtful selection process to ensure a balance of relevant expertise, diverse perspectives, and representation from both instructional and administrative areas. This approach supports well informed decision making and ensures governance recommendations reflect the needs of students, educators, staff, and the broader school system.

The IT Governance Committee is supported by the following sub-committees, each providing focused oversight and advice on key areas:

- **Classroom Technology Governance Committee**  
Provides guidance on instructional technology and software used in classrooms, ensuring tools are effective, consistent, and equitably available to support teaching and learning across all schools.

- **Cyber Security and Privacy Governance Committee**  
Oversees cybersecurity and privacy practices, monitors emerging risks and legislative requirements, and provides guidance on protecting student, staff, and Board data.
- **IT User Experience Governance Committee**  
Focuses on the quality and effectiveness of IT services, including ServiceDesk performance, hardware and software life-cycle planning, onboarding, and user satisfaction.
- **Reporting and Data Management Governance Committee**  
Guides the use of data, reporting tools and analytics to support student achievement and organizational decision making.
- **Web, Social Media, and Parent Portals Governance Committee**  
Provides oversight of digital communication platforms to ensure clarity, consistency, accessibility, and effective engagement with staff, students, guardians, and the community.
- **Digital Tools and Resources Governance Committee**  
Oversees the review, approval, and ongoing monitoring of digital tools and applications, ensuring they are pedagogically appropriate, secure, privacy compliant, and aligned with Board policies.

This governance structure ensures that technology decisions are transparent, data informed, and aligned with WCDSB’s strategic priorities while directly supporting teaching, learning and enabling the safe, effective, and innovative use of technology.

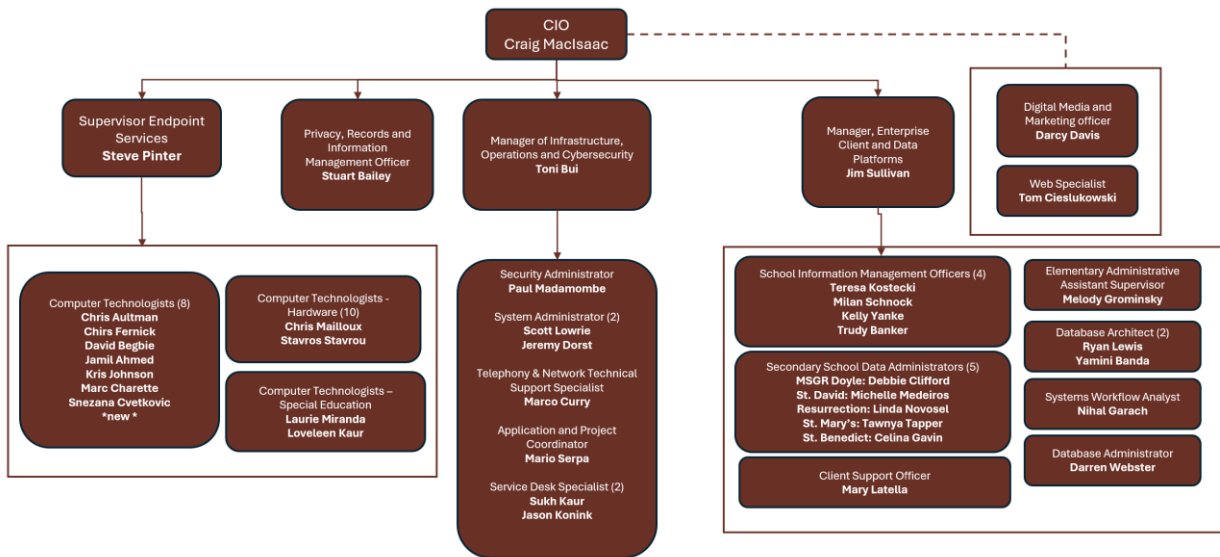
### 3.0 IT Department Organizational Structure

The IT Services Department organizational structure (below) reflects a deliberately designed, future ready model focused on delivering reliable, responsive, and high quality technology services that support teaching, learning, and operational excellence across the Board.

Aligned with the Board’s Multi-Year Strategic Plan, this structure is designed to meet the evolving technology needs of schools, departments, staff, students, and the broader community. The department is organized into five functional teams, providing clear accountability, specialized expertise, and effective service delivery today, while maintaining the flexibility required to adapt to future needs.

The structure also positions the department to support emerging technologies, including artificial intelligence and other innovations enabling the Board to adopt new tools safely and in ways that enhance educational outcomes. In addition to core IT operations, the department provides centralized leadership and governance for privacy, records management, freedom of information, and web and digital media services ensuring compliance, consistency, and trusted service across the organization.





### 3.1 ENTERPRISE CLIENT AND DATA SYSTEMS



The Enterprise Client and Data Systems Team is responsible for the Board’s core enterprise applications, data platforms, and reporting services that support student achievement, staff operations, and system-wide decision-making. The team manages the full lifecycle of student and staff information systems and ensures the secure, reliable, and effective flow of data across the organization.

In addition to supporting day-to-day operations, the team leads the implementation of new enterprise software, continuously improves existing systems, and delivers trusted data, analytics, and reporting aligned with educational, operational, and strategic priorities, including Ministry requirements.

**Key areas of focus include:**

- Management, implementation, and continuous improvement of student and client information systems, including Aspen Student Information System, Special Education, and Cooperative Education applications
- Design, development, and support of the Board’s enterprise data and analytics environment, including Compass for Success and Power BI, to enable consistent reporting, evidence based academic, operational, and strategic decision making, and Ministry reporting related to student achievement
- Delivery and governance of student, staff, and operational reporting to ensure data quality, consistency, and timely access to information for schools, departments, senior leadership, and external reporting obligations
- Automation and optimization of business processes, workflows, forms, and data integrations between Board systems to improve efficiency and reduce manual effort
- Database administration and technical support for all Board enterprise applications



## 3.2 IT INFRASTRUCTURE AND OPERATIONS



The IT Infrastructure and Operations team is responsible for the reliable, secure operation of the Board’s core technology infrastructure from which all learning and business services flow. This includes networks, data centers, servers, cloud and identity services, cybersecurity and communications systems. The team ensures that systems are available, secure, and resilient. They support day-to-day operations through the Service Desk and lead infrastructure modernization, disaster recovery, and security administration to enable safe and uninterrupted learning and business operations across the Board.

Their area of focus includes:

- Design, architecture, and support of administrative and business systems, including associated server platforms
- Network architecture, design, support, and modernization of wide area network and Wi-Fi infrastructure
- Management, deployment, and support of telephony, cellular services, and collaboration platforms
- Design and operation of internet connectivity, firewall services, and web content filtering
- Enterprise endpoint protection, including virus and malware prevention and response
- Cybersecurity architecture, administration, and staff awareness training
- Service Desk delivery model, providing incident management, user support, and system assistance
- IT project management and cross-departmental coordination for technology initiatives
- Cloud strategy, adoption, architecture, infrastructure, and related services
- Identity and access management, including Active Directory and secure access to Board digital resources
- Data centre and disaster recovery architecture and operations, including hardware platforms, virtual and physical servers, data storage, environmental monitoring, and physical security

### 3.3 ENDPOINT SUPPORT SERVICES



The Endpoint Support Services team is responsible for the management, deployment, and support of all end-user devices and classroom technologies used by students, educators, and administrative staff across WCDSB. The team ensures teaching and learning environments are reliable, secure, and well supported by managing computers, Chromebooks, iPads, printers, classroom and library technologies, and specialized education devices. They provide frontline technical support, oversee device lifecycle and software delivery, maintain school-based connectivity and infrastructure, and support classrooms and learning spaces to ensure technology is available, functional, and responsive to instructional and operational needs.

Their area of focus includes:

- Management of copiers and printers
- Management (Intune, SCCM and Google console) of all workstations, laptops and cloud devices, administrative and classroom
- School and administrative Chromebook and Windows device distribution, repair and support
- Support of special education software and hardware, including the recommendation, deployment and repair
- Classroom and lab computer distribution, imaging, repair and support
- Management and distribution of iPads
- Management of peripherals such as scanners, 3D printers, document cameras, etc.
- Software testing, assessment, support and delivery
- School wireless connectivity
- Library technology support
- School based server support
- School data projector distribution, repair and support
- 1<sup>st</sup> level support for network infrastructure such as local area network cabling, classroom drops, physical support and wifi

### 3.4 PRIVACY, RECORDS AND INFORMATION MANAGEMENT

The functions of Privacy and Records and Information Management (RIM) are crucial for ensuring compliance



with mandated legislative requirements and safeguarding personal information. The core functions include but are not limited to:

#### Privacy Management:

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

#### Records and Information Management (RIM):

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

#### Advice and Guidance:

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

#### Community and Collaboration:

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

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

## 4.0 IT Key Performance Indicators

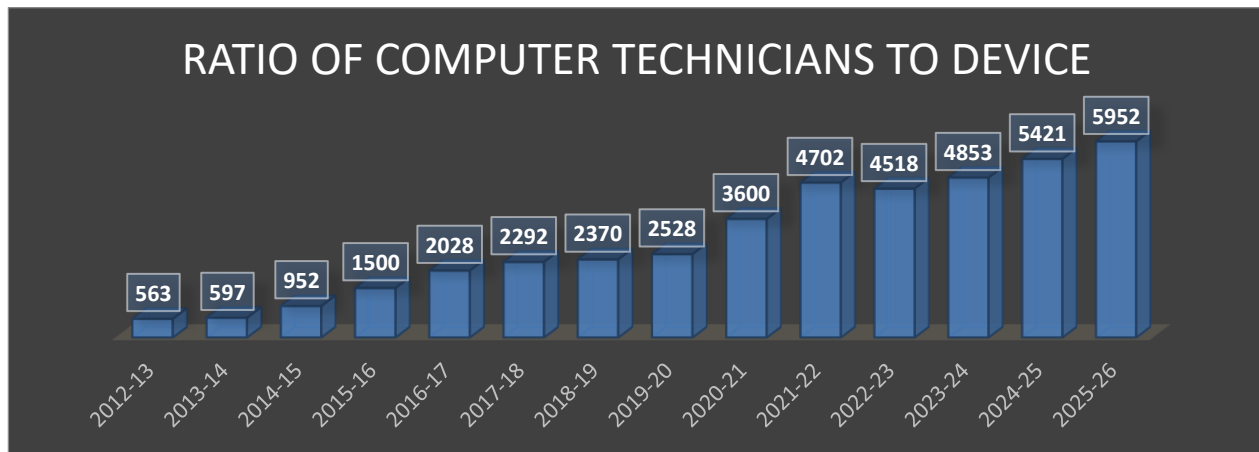
Key Performance Indicators (KPIs) are measurable indicators used by Information Technology Services to assess the performance, condition, and capacity of the Board’s technology environment over time. These indicators support monitoring progress toward WCDSB’s strategic and operational IT objectives and provide benchmarks aligned with the Board’s Multi-Year Strategic Plan.

Current KPI trends indicate an overall aging of IT infrastructure and devices driving our refresh planning, continued increase in the number of devices per IT staff member and growth of software usage and complexity. To meet these demands we continue to focus on driving efficiency gains. IT performance metrics (KPIs) demonstrate measurable improvements in both response and resolution times despite the increased demands.

The IT Strategic Plan uses KPI data to inform annual forecasting and planning, identifying where investments in infrastructure, software, bandwidth, and devices are required to maintain reliable, scalable, and effective technology services across the system.

### 4.1 KPI MANAGEMENT IN ACTION

Growth in the number of devices per technician highlights increasing demand, while also demonstrating how IT is leveraging innovation, modern tools, and automation to sustainably support a larger and more complex technology environment in a fiscally responsible way.



*\*Includes all devices (student, staff, instructional, and administrative). Device growth is expected to continue*



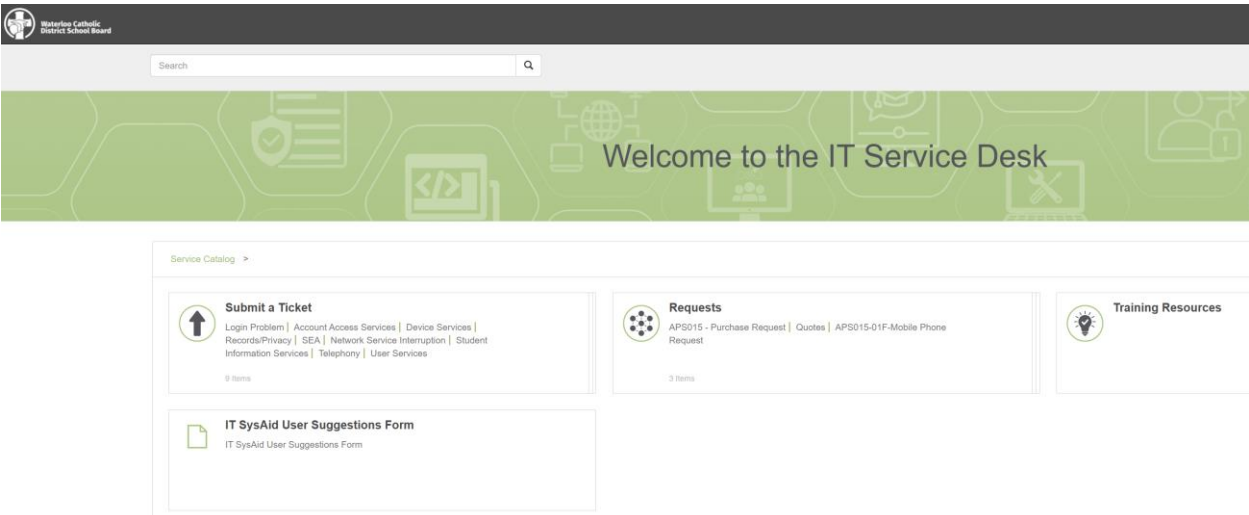
# 5.0 IT Service Desk Service Optimization



The IT department manages all service requests, incidents, and system changes through a centralized IT Service Desk. Staff may submit requests online through StaffNet, email or by phone. Service Desk staff act as the first point of contact, resolving issues where possible and coordinating escalation to IT team members when specialized expertise is required.

As the Board’s technology environment continues to grow in complexity, the IT department is focused on strengthening Service Desk operations to improve responsiveness and consistency of support. To support this objective, a second Service Desk staff member was recently added, increasing capacity and enabling improved service coverage for staff.

Enhancements to the Service Desk system are also underway to simplify the request process and improve turnaround times. A redesigned, more user-friendly Service Desk interface with improved workflows was launched in January 2026 to better support staff and system navigation.



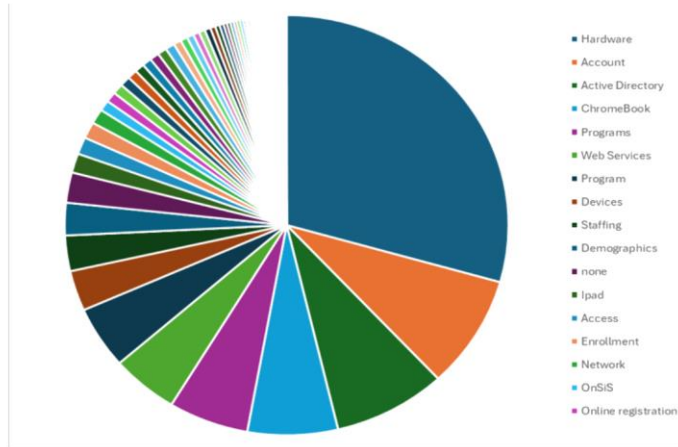
## 5.1 STATISTICS BY WCDSB SITE AND SERVICE DESK CATEGORY

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

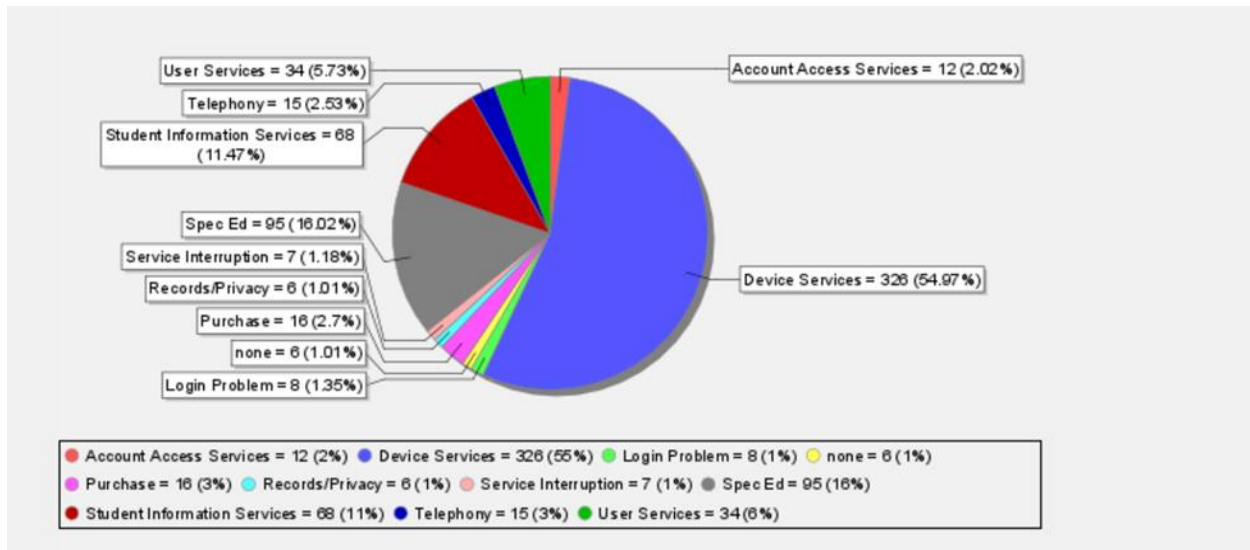
Over the past year, a total of **20093** requests were processed by the Service Desk with **18948** requests completed and closed by IT staff.

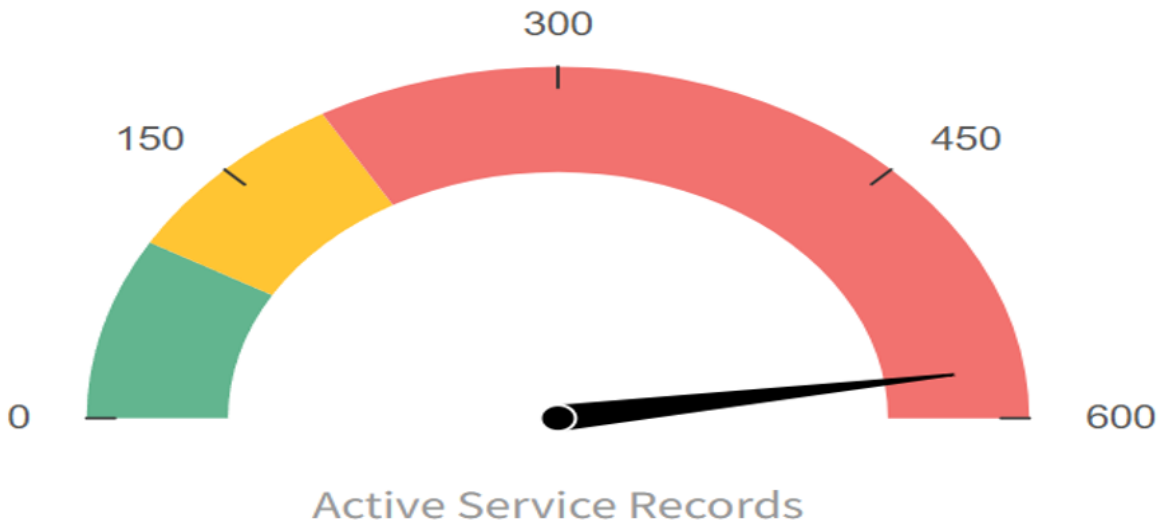
The top 5 requests for help are as follows:

1. Hardware ( **5723** ) – Chromebooks, PCs, laptops, and classroom projectors that are not operating as intended
2. Accounts ( **2014** ) – issues with logging in for staff and students
3. Access ( **244** ) – creating, managing, and removing system and program access for users
4. Specialized Chromebooks ( **1680** ) – issuing and supporting devices for students that have an individual education plan (IEP)
5. Programs ( **1469** ) – helping users with software and apps on their devices



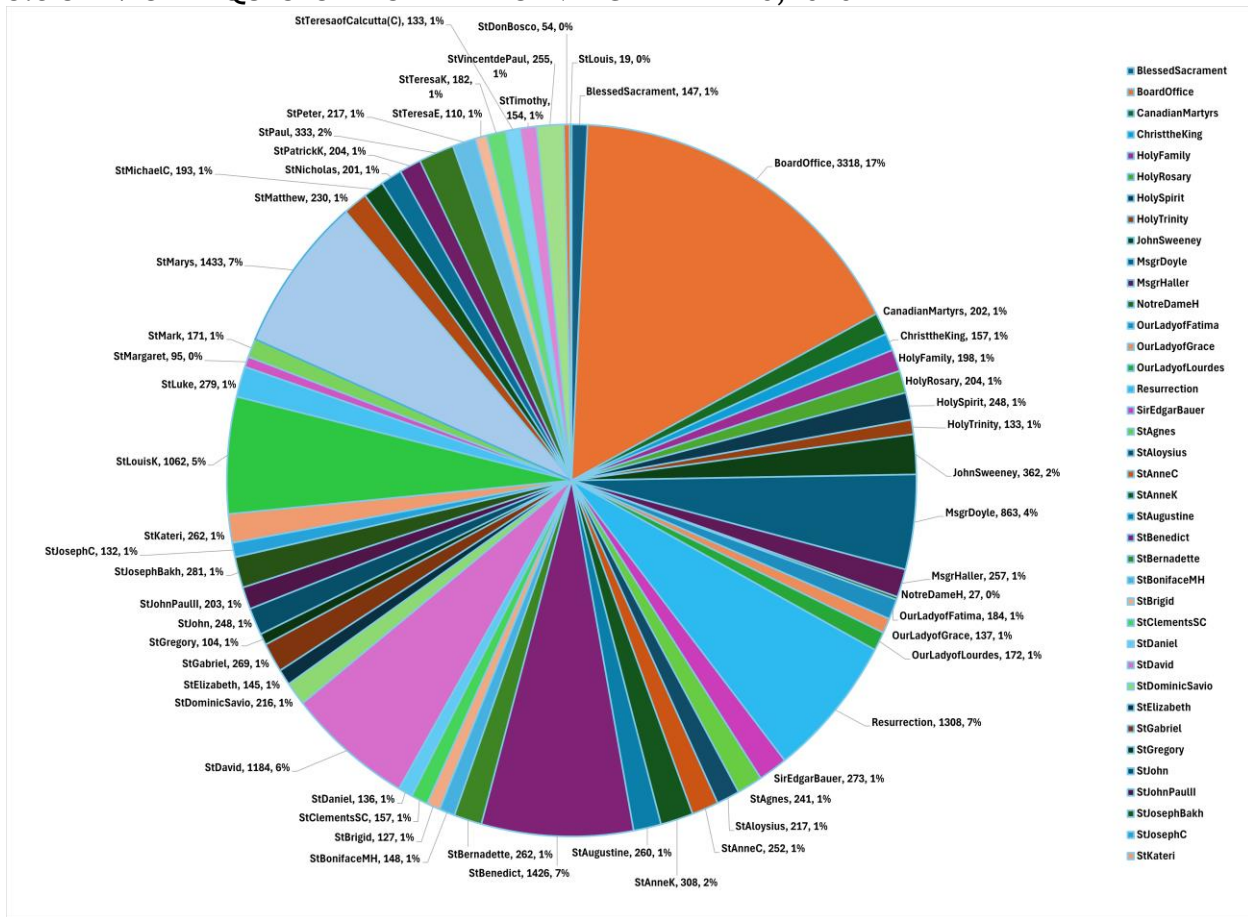
## 5.2 ACTIVE SERVICE DESK REQUESTS AS OF APRIL 26, 2026





*\*50% decline in active service requests compared to last year*

### 5.3 SERVICE REQUESTS BY SITE PERCENTAGE APRIL 26, 2026



## 5.4 GUIDED STAFF TRAINING

To ensure technology is used effectively and delivers maximum instructional and operational value, the Board continues to invest in timely and accessible staff training. Over the past year, training was provided both in person and through Microsoft Teams to support instructional practice and efficient use of digital tools. When possible, virtual training sessions are recorded and made available for on demand access, allowing staff to revisit learning as needed. Training videos, documentation, and support resources are centrally available through the StaffNet portal, supporting consistent technology use and improved efficiency.

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

## 5.5 STAFFNET TRAINING RESOURCES

StaffNet

IT Help Desk - Ext 2216

Home News Priority Services Submit a Ticket Quick Links Edit

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

### Training Resources

#### Microsoft Products

M365 Training Library

Bookings Excel OneDrive

OneNote Online Meeting Outlook

Planner PowerPoint SharePoint

Teams Word

#### Teams and OneDrive File Sharing

Encrypt email messages - Microsoft Support

How to Share OneDrive Files and Folders

External Sharing Overview

Share OneDrive Files and Folders

Share Files in Teams

#### Other Products

Professional Learning (ATE) Adobe Google Apps Laserfiche

mVal RIC SchoolMessenger Communicate Twitter: Getting Started

User Access Security Axis Camera Station Training

### Administrative Assistant Training



Short Term Supply Training



Long Term Occasional and Lead Training



## 6.0 IT Project Snapshot for 2025/26

Over the past year the Information Technology Services department has successfully undertaken and completed numerous projects. Below is a listing of projects along with the status of each initiative as it relates to the overall 5-year strategic plan. See section 7 for more details.

Initiative	Years	2025/26 update	Complete
10GB Wide Area Network Upgrade	2025/2026	All Schools	100%
Azure Virtual Desktop	2025-27	Piloting and testing	15%
Broadband Modernization Program	2025-29	Secure funding, stabilize and build for future	100%
Virtual desktop technology	2025-29	Piloting and vendor selection	75%
Firewall Infrastructure Refresh	2025/2026	Firewall refresh for Secondary	100%
Optimize Internet Capacity	2025-29	Increase bandwidth and redundancy	100%
Movement to Cloud Service/Storage	2025/2026	Move departmental storage to cloud	80%
Network Segmentation Upgrade	2025-2028	Design for CEC and Dutton complete	40%
Phone System Optimization	2025/2026	System updates and upgrades (VM, SBC, etc.)	100%
Storage Area Network Refresh	2027-29	Extending warranty and preparing future storage refresh	
Wireless Infrastructure upgrade	2025-29	Secondary complete. Elementary 54 % complete	100%
Cybersecurity standards and framework	ongoing	modern authentication, CSOM, Active Threat and response, IRP	100%
Initiative	Years	2025/26 update	Complete
Aspen ConEd Support	2025-27	Ongoing collaboration with other boards, Fall 26 go live	25%
Aspen Parent Portal	2025/26	K-12 Portal phase 2 improvements complete	100%
Student registration redesign and process improvement	2025-27	New registration workflow and simplification	100%
Classification for Archiving of Long Term Records	2025-27	Ongoing classification and retention planning	30%
Data Warehouse	2025/26	Infrastructure upgrades and modernization	100%
Email & Electronic Records Retention Automate	2024-28	Office 365 Retention SharePoint, Teams and Outlook tested	25%
Generative AI	2025-30	Investigate, deploy platforms, training and plan for future	75%
IT Service Desk Optimization	2025-27	Implement redesigned Service Desk Portal and cloud migration	75%
Laserfiche Process Automation and Forms	2025-28	Ongoing enhancements and develop future state	50%
Print Optimization & Reduction	2025/26	Fob printing and tracking enabled	100%
Privacy Impact Assessment(s) (PIA)	Ongoing	PIA Service	50%
Security	Ongoing	Strong Authentication pilot, Geofencing	100%
Specialist High Skills Major SHSM	2025-27	Investigate and implement software to manage program	25%
Sparkrock	2025-27	Implementation underway	30%
Spec Ed Management	2025/26	Clevr IEP implementation	100%
Simplify Student Authentication	2025-27	QR code login Pilot	20%
Initiative	Years	2025/26 update	Complete
Chromebook/Mobile Device Refresh	1/4 Yearly	Chromebook/Mobile Device Refresh	100%
Chromebook/Mobile Device FTE Increase	Ongoing	Increase for FTE Numbers	100%
Devices for Equitable Access to Technology	Ongoing	Grade 9 Roll out and replacement of lost/broken	100%
Devices/Tech/Infrastructure for New Schools	2025-ongoing	New builds for 25/26	100%
Display/Projector Technology Refresh	2025-29	Display Technology staged refresh (250 completed)	100%
Elementary Classroom Desktop Refresh	2025/27	Replacement of 1/2 classroom elementary desktops underway	50%
Virtual Desktop for High End Apps	2025-27	Pilot continue into next year	50%
Secondary Classroom Desktop Refresh	2027-30	Future refresh. Currently redeploying elementary PCs to replace older models	
Secondary Lab Printer Refresh	26/27 forward	Refresh resumes 26/27 school year	
Secure Access Service Edge (SASE)	Ongoing	Support and refinement of SASE continues	100%
VGA to HDMI Conversion	2025-28	1/2 of elementary completed	100%
Initiative	Years	2025/26 update	Complete
CEC & Dutton Drive Computer Refresh	2028/29		
FTE Increases for New Staff	2025-31	FTE increase	100%
Elementary Admin Desktop and Printers	2026-27		
School Administrator Laptop Refresh	2025/26	Refresh completed by end of School year	100%
Secondary Administrative Desktop/Printers	2026/27		
Senior Admin Laptops	2028/29		
Smart Phone Refresh	2025-31	Migration to Rogers and refresh devices	100%
Technician device refresh	2028/29		



# 7.0 IT 5 Year Strategic Plan 2026-31 Details

## 7.1 Endpoint Support Services Team

The Endpoint Support Services Team is responsible for the lifecycle management, reliability, and support of endpoint technology equipment across every school and administrative site. This includes the planning, deployment, maintenance, and replacement of devices used by students, educators, and staff, as well as the systems that keep those devices current, secure, and operational.

The team works closely with Facilities Services and vendors to design, plan, and install technology infrastructure and equipment so that new and renovated schools are fully operational and ready for learning on opening day.

In day-to-day operations, the Endpoint Support Team manages device updates, operating system and security patching, and responds directly to technology issues affecting classrooms and offices. They work with students and staff to resolve issues quickly minimizing disruption to learning and business operations.

Through standardized practices and proactive management the team ensures stable, secure, and consistent access to technology across the entire board supporting instructional delivery, operational continuity, and the safe use of digital tools.

### 7.1 (A) ENDPOINT TECHNOLOGY - CLASSROOM

#### 5 Year Strategic Plan with 2025/2026 update

Strategic Priority	Areas Affected	Initiative	Years	2025/26 update
Classroom Technology	Elementary Academic	Chromebook/Mobile Device Refresh	1/4 Yearly	Chromebook/Mobile Device Refresh
Classroom Technology	Elementary Academic	Chromebook/Mobile Device FTE Increase	Ongoing	Increase for FTE Numbers
Classroom Technology	Secondary Academic	Devices for Equitable Access to Technology	Ongoing	Grade 9 Roll out and replacement of lost/broken
Classroom Technology	All Schools	Devices/Tech/Infrastructure for New Schools	2025-ongoing	New builds for 25/26
Classroom Technology	All Schools	Display/Projector Technology Refresh	2025-29	Display Technology staged refresh (250 completed)
Classroom Technology	Elementary Academic	Elementary Classroom Desktop Refresh	2025/27	Replacement of 1/2 classroom elementary desktops underway
Classroom Technology	Secondary Academic	Virtual Desktop for High End Apps	2025-27	Pilot continue into next year
Classroom Technology	Secondary Academic	Secondary Classroom Desktop Refresh	2027-30	Future refresh. Currently redeploying elementary PCs to replace older models
Classroom Technology	Secondary Academic	Secondary Lab Printer Refresh	26/27 forward	Refresh resumes 26/27 school year
Classroom Technology	All Sites	Secure Access Service Edge (SASE)	Ongoing	Support and refinement of SASE continues
Classroom Technology	All Schools	VGA to HDMI Conversion	2025-28	1/2 of elementary completed

#### Elementary Chromebook Device Refresh (¼ Yearly)

Student devices, including Chromebooks, have a defined and limited useful lifespan. At the elementary level WCDSB maintains an average Chromebook to student ratio of approximately 2:1 to support classroom learning. Chromebooks are provided with a one year manufacturer warranty and Google supports these devices for up to seven years with performance, functionality, and security updates. To maintain a reliable and supported device environment the IT department follows a planned lifecycle approach refreshing approximately one quarter of the managed fleet each year reflecting the demands of educational use.



### **Chromebook/Mobile Device FTE Increase (Ongoing)**

In recent years, enrolment has increased at WCDSB elementary schools resulting in increased demand for student devices. To ensure alignment with our 2:1 target the IT department uses enrolment projections to inform budgeting and device refresh planning.

### **Devices for Equitable Access to Technology (Grade 9's, Yearly)**

We are committed to using a data driven approach to device planning and budgeting to ensure secondary students have appropriate access to learning technology. Using enrolment projections and historical device uptake data, the IT department plans and budgets to ensure that every Grade 9 student who requests a Board-provided device will receive one. The Board continues to provide devices to eligible Grade 9 students, while supporting bring-your-own-device (BYOD) use where appropriate. This combined approach enables responsible stewardship of resources while ensuring instructional access for students who require a Board issued device as they progress through secondary school.

### **Devices, Technology and Infrastructure for New Schools (ongoing)**

Recent technology investments and streamlined processes contributed to the successful opening of two new schools, St. Patrick and Holy Trinity. The IT department will apply lessons learned from these openings to support future school construction and startup projects. Each new school requires comprehensive technology planning to ensure alignment with Board standards and evolving instructional and operational needs. This includes network and internet connectivity, Wifi, security systems, instructional projection technology, telephone and public address systems, classroom and innovation technologies, mobile devices, and supporting digital infrastructure.

The IT department works in close collaboration with Planning and Facilities Services to ensure technology requirements are effectively designed, budgeted, and deployed in a manner that supports readiness at opening and long-term sustainability.

### **Display/Projector Technology Refresh (2025-29)**

Every classroom across WCDSB is equipped with a projector. As with all technology, projection equipment has a defined useful lifespan. To ensure classrooms remain digitally enabled and instructional needs are met the IT department has planned a staged projector refresh over 5 years. We are currently in year 2 and have replaced 250 projectors this year.

New projectors offer increased brightness, lower operation costs, significantly lower power consumption, and a substantially longer operational lifespan. To support continuity of instruction the IT department also maintains spare equipment and replaces failed or degraded projectors as required to ensure an optimal classroom learning experience.

### **Elementary Classroom Desktop Refresh (2025-27)**

Elementary classroom desktop computers are refreshed on a planned schedule to replace aging or nonfunctional equipment. The ongoing objective is to maintain one desktop computer per elementary classroom, connected to the classroom data projector, to support instructional delivery.

Where possible functional desktop computers are reassigned across schools supporting effective use of existing resources. This year ½ of elementary classroom desktops were replaced.

### **Virtual Desktop for High End Apps (2025-27)**

The IT department is piloting virtual desktop technology to enable students to access advanced instructional software (e.g.: AutoCAD, Adobe Creative Suite) using lower-cost or less powerful devices, including entry-level Windows devices. This approach allows computing resources to be delivered centrally while extending access to specialized applications.

If successful, this pilot will support more efficient use of computer labs reducing hardware costs and enabling eLearning students remote access to advanced instructional software.

**Secondary Classroom Desktop Refresh (2027/28 and 2029/30)**

The objective is to maintain one desktop computer per secondary classroom connected to the classroom data projector and labs of computers to support instructional delivery. The next planned desktop refresh cycles are scheduled for the 2027-28 and 2029-30 school years. In addition to these planned refreshes, the IT department remains committed to the ongoing replacement of broken or outdated computers to ensure classrooms remain functional and instruction is not disrupted.

**Secondary Lab Printer Refresh (Yearly Staged)**

Printers are replaced as required at secondary schools with a focus on reducing the requirement for printing and lowering print costs.

**Secure Access Service Edge [SASE] (Ongoing)**

Secure Access Service Edge (SASE) provides secure and reliable access to learning applications and Board systems from any location, while significantly strengthening protections that support student safety online, including filtering harmful and inappropriate internet content. The implementation of SASE has enhanced the Board’s cybersecurity and student safety posture by improving safeguards for the systems and devices students use each day. The solution was deployed system wide in 2023 and the IT department continues to monitor, refine, and strengthen the environment to respond to evolving cyber risks and ensure a safe digital learning environment.

**VGA to HDMI Conversion (2025-28)**

Most WCDSB classrooms currently rely on VGA connections for data projection. The transition to HDMI projection modernizes classrooms by supporting current instructional technologies, reducing reliance on legacy cabling, and improving compatibility with modern devices. Implementation of this upgrade is underway, with approximately half elementary classroom conversions completed. Secondary was completed last year.

**7.1 (B) ENDPOINT TECHNOLOGY ADMINISTRATIVE**

Strategic Priority	Areas Affected	Initiative	Years	2025/26 update
Administrative Technology	CEC	CEC & Dutton Drive Computer Refresh	2028/29	
Administrative Technology	All Sites	FTE Increases for New Staff	2025-31	FTE increase
Administrative Technology	Admin	Elementary Admin Desktop and Printers	2026-27	
Administrative Technology	All Sites	School Administrator Laptop Refresh	2025/26	Refresh completed by end of School year
Administrative Technology	Admin	Secondary Administrative Desktop/Printers	2026/27	
Administrative Technology	CEC	Senior Admin Laptops	2028/29	
Administrative Technology	All Sites	Smart Phone Refresh	2025-31	Migration to Rogers and refresh devices
Administrative Technology	CEC	Technician device refresh	2028/29	

**CEC & Dutton Drive Computer Refresh (2028/29)**

Laptops and desktop computers at the Catholic Education Centre and Dutton Drive are refreshed on a four year lifecycle to ensure continued functionality, reliability, and effective technical support.

**FTE Increases for New Staff (2025-30)**

Projected enrolment growth and the opening of new schools result in the need for additional technology to support new staff. Technology requirements are determined annually through the staffing and budget approval process to ensure appropriate resources are in place.

**Elementary Administration Desktop and printer Refresh (2027-28)**

Elementary administrative desktops and printers are refreshed on a four year cycle.



### School Administrator Laptop Refresh (2025/26)

Administrator laptops are refreshed on a four year lifecycle to maintain functionality, security, and supportability. The current refresh cycle is underway and is expected to be completed by June of this year

### Secondary Administration Desktop and Printer Refresh (2026/27)

Secondary administrative desktops and printers are refreshed on a four year cycle.

### Senior Admin Laptops (2028/29)

Senior Administrator laptops are refreshed on a four year lifecycle to ensure adequate performance, functionality, and ongoing supportability.

### Smart phone Refresh (2026, 2028, 2030)

The Board recently completed a migration to a new mobile service provider, resulting in significant cost savings and improved service reliability. The new service also offers enhanced Wi-Fi calling functionality, which improves voice quality and coverage for staff working in rural or low-signal areas. This change supports both financial stewardship and more consistent communication across the system

### Technician device refresh (2028/29)

Scheduled for 28/29 school year.

## 7.2 Infrastructure

Maintaining and modernizing technology, security, network, and wireless infrastructure is essential to supporting the growing demands of digital learning while protecting the privacy and data of students and staff. Ongoing investment in infrastructure upgrades improves system reliability, performance, scalability, and compatibility with modern instructional and operational technologies.

Strengthening the Board’s security infrastructure reduces exposure to evolving cyber risks, including data breaches, ransomware, malware, phishing, and service disruptions. Enhancements to network and wireless infrastructure increase internet speed, capacity, coverage, and access to critical educational resources.

To achieve these outcomes, WCDSB continues to invest in the renewal and modernization of key technology components, including hardware, software, devices, network equipment, security systems, and related services. These investments support safe, reliable, and future-ready technology services across the system.

Strategic Priority	Areas Affected	Initiative	Years	2025/26 update
Infrastructure	All Sites	10GB Wide Area Network Upgrade	2025/2026	All Schools
Infrastructure	CEC	Azure Virtual Desktop	2025-27	Piloting and testing
Infrastructure	All Sites	Broadband Modernization Program	2025-29	Secure funding, stabilize and build for future
Infrastructure	Secondary Academic	Virtual desktop technology	2025-29	Piloting and vendor selection
Infrastructure	All Sites	Firewall Infrastructure Refresh	2025/2026	Firewall refresh for Secondary
Infrastructure	All Sites	Optimize Internet Capacity	2025-29	Increase bandwidth and redundancy
Infrastructure	All Sites	Movement to Cloud Service/Storage	2025/2026	Move departmental storage to cloud
Infrastructure	All Sites	Network Segmentation Upgrade	2025-2028	Design for CEC and Dutton complete
Infrastructure	All Sites	Phone System Optimization	2025/2026	System updates and upgrades (VM, SBC, etc.)
Infrastructure	CEC & DUTTON	Storage Area Network Refresh	2027-29	Extending warranty and preparing future storage refresh
Infrastructure	All Sites	Wireless Infrastructure upgrade	2025-29	Secondary complete. Elementary 54 % complete
Infrastructure	All Sites	Cybersecurity standards and framework	ongoing	modern authentication, CSOM, Active Threat and response, IRP

### 10GB Wide Area Network Upgrade (2025-26)

The Board has completed the upgrade of its Wide Area Network (WAN) to 10 Gbps capacity. This modernization significantly improves network performance, reliability, and scalability, ensuring schools and administrative sites can support increased digital learning, cloud services, and system demands.

The upgraded WAN strengthens connectivity across the system and positions WCDSB to support future growth, emerging technologies, and evolving instructional and operational requirements.



### **Azure Virtual Desktop (2025-27)**

The IT department is piloting Azure Virtual Desktop (AVD) to provide secure access to advanced software and learning applications using centrally managed virtual environments. This approach allows students and staff to access specialized tools from lower-cost or less powerful devices while maintaining performance, security, and consistency.

The pilot will help assess opportunities to improve flexibility in computer labs, support specialized instructional needs, and reduce long-term hardware costs, while ensuring data remains secure within the Board's technology environment.

### **Broadband Modernization Program BMP (2025-29)**

As part of the Ministry of Education's connectivity and security modernization funding, WCDSB implemented enhanced network architecture and monitoring capabilities that allow for school by school performance and security reporting. These tools support monthly reporting to the Ministry and inform ongoing sustainability and improvement efforts.

The program has now moved into a cybersecurity-focused phase. In alignment with these requirements, WCDSB has implemented key security enhancements including Managed Endpoint Protection with 24/7 monitoring and the deployment of a Secure Access Service Edge (SASE) environment. These measures strengthen the Board's security posture and support safe, reliable access to digital learning resources.

### **Firewall Infrastructure Refresh (2025/26)**

WCDSB has transitioned to a modern firewall architecture that provides enhanced security and improved network management at each school, while centralizing internet access across the system. This approach strengthens protection against cyber threats, improves visibility and control of network traffic, and ensures consistent application of security standards.

### **Optimize Internet Capacity (2025-29)**

Fibre internet upgrades were successfully completed on February 6, 2026, representing a significant milestone in the Board's multi-year bandwidth and infrastructure modernization plan. This upgrade delivered a 130 percent increase in internet capacity, resulting in improved network reliability and performance, while also reducing annual operating costs.

For students, the enhanced connectivity provides more reliable and responsive access to cloud-based learning tools, supporting modern digital instruction and minimizing disruptions to learning. Teachers and staff benefit from faster, more stable access to instructional, administrative, and collaboration tools, enabling them to focus more fully on teaching, learning, and student support.

### **Movement to Cloud Storage (2025-28)**

WCDSB is nearing completion of its migration of file storage to cloud-based platforms, including Google Workspace for Education and Microsoft 365. This work improves accessibility, collaboration, and reliability while reducing reliance on on-premises infrastructure.

The current focus is on migrating remaining departmental network drives to the cloud to further modernize file storage and support consistent, flexible access across the organization.

### **Network Segmentation Upgrade (2025-27)**

Planning for network segmentation at corporate offices is complete and the initiative is now moving into the execution phase. This work, supported by the Ministry of Education Broadband Modernization Program, strengthens separation between critical systems and general internet access. Network segmentation will continue to be expanded and optimized to support system security and data privacy for students and staff.

### **Phone System Optimization (2028-30)**

The IT department focused this year on improving the stability and reliability of the Board's phone systems through targeted upgrades and modernization. Enhancements to voicemail functionality to support timely communication and school safety. An additional system upgrade project for 2028 will be evaluated and confirmed based on ongoing assessment of system reliability, utilization, and operational need.

### **Storage Area Network Refresh (2027-29)**

The IT department continues to actively monitor the performance and reliability of the Board's Storage Area Network (SAN) to ensure stable and consistent access to critical systems and data. Ongoing maintenance and optimization efforts are extending the useful life of existing storage infrastructure while maintaining required performance levels.

Planning is underway for future SAN refresh cycles, with replacement activities anticipated in 2028 and 2029. This forward planning supports system reliability, risk reduction, and responsible financial stewardship while ensuring storage infrastructure continues to meet the Board's operational and data requirements.

### **Wireless Infrastructure (2025-29)**

Wireless connectivity continues to be a critical enabler of digital learning across WCDSB, supporting Chromebooks, iPads, Windows Cloudbooks, and a wide range of personal and instructional devices. To address growing demand and increased concurrent usage, the Board is refreshing classroom wireless infrastructure to improve speed, reliability, and capacity.

All secondary schools have now completed wireless upgrades, along with 54% of elementary schools. The remaining elementary schools are planned for completion by the end of 2026. These improvements are delivering significantly faster speeds, more reliable connectivity, and greater capacity to support simultaneous device use.

### **WREPnet Core Upgrade (2028/29)**

WREPNet is the state of the art dark fibre Waterloo Region Educational & Public Network. This 25-year-old, high-speed, dark fibre-optic network took shape between 1998 and 2000 as a partnership between the Waterloo Catholic District School Board (WCDSB) and Waterloo Region District School Board (WRDSB).

<https://www.wrepnet.on.ca/>. WREPNet quickly grew to become a strategic alliance of the school boards, local governments, public libraries, post-secondary institutions, hospitals, and social service agencies. We recently completed a core upgrade for secondary sites and are looking at elementary school sites in 2024/25. We are projecting the WREPNet core equipment will be next due for a refresh in 2028/29 to meet the growing demand for Wide Area Network bandwidth and connectivity across the Waterloo region.

### **Cybersecurity Standards and framework Infrastructure (ongoing)**

WCDSB continues to strengthen its cybersecurity standards and framework to support the protection of student and staff information and ensure resilient system operations. Key advancements include the migration to modern authentication methods that enhance security while improving user experience.

The Board's cybersecurity practices are aligned with the Ministry of Education's Cyber Security Operations Model (CSOM), providing a standardized and risk-based approach to cyber protection. Active threat protection capabilities have been enhanced through improved monitoring, detection, and response controls, supported by regular penetration testing and cybersecurity maturity assessments.

In addition, the IT team collaborated with multiple departments to create a formal incident response plan to strengthen preparedness and ensure a coordinated, timely response to cyber incidents. Together, these initiatives reflect a continuous improvement approach to maintaining a secure and trusted digital environment across the system.

## **7.3 Process Improvement**

Continuous improvement of enterprise applications, data quality, and system integrations is strengthening services for students and staff across WCDSB. Ongoing refinement of existing systems, the introduction of new applications, and improved integration between platforms support more reliable access to information, streamlined workflows, and a consistent user experience.

A particular focus on the Student Information System (Aspen) has improved data accuracy, reporting, and communication among schools, families, and the Board. These improvements support better-informed decision making and more timely student support.

The Board continues to enhance processes and optimize workflows through a structured, continuous improvement approach. This includes reviewing and standardizing current processes, leveraging automation and workflow tools within existing software, using data analytics to inform decisions, and providing training to support staff. Together these efforts reduce manual effort, improve efficiency and reliability while enabling the delivery of consistent, high-quality services to students, parents, staff, and the broader community

Strategic Priority	Areas Affected	Initiative	Years	2025/26 update
Process Optimization	St. Louis	Aspen ConEd Support	2025-27	Ongoing collaboration with other boards, Fall 26 go live
Process Optimization	All Sites	Aspen Parent Portal	2025/26	K-12 Portal phase 2 improvements complete
Process Optimization	All Sites	Student registration redesign and process improvement	2025-27	New registration workflow and simplification
Process Optimization	Business	Classification for Archiving of Long Term Records	2025-27	Ongoing classification and retention planning
Process Optimization	All Sites	Data Warehouse	2025/26	Infrastructure upgrades and modernization
Process Optimization	Business	Email & Electronic Records Retention Automate	2024-28	Office 365 Retention SharePoint, Teams and Outlook tested
Process Optimization	All Sites	Generative AI	2025-30	Investigate, deploy platforms, training and plan for future
Process Optimization	All Sites	IT Service Desk Optimization	2025-27	Implement redesigned Service Desk Portal and cloud migration
Process Optimization	Business	Laserfiche Process Automation and Forms	2025-28	Ongoing enhancements and develop future state
Process Optimization	All Sites	Print Optimization & Reduction	2025/26	Fob printing and tracking enabled
Process Optimization	Business	Privacy Impact Assessment(s) (PIA)	Ongoing	PIA Service
Process Optimization	All Sites	Security	Ongoing	Strong Authentication pilot, Geofencing
Process Optimization	Secondary	Specialist High Skills Major SHSM	2025-27	Investigate and implement software to manage program
Process Optimization	Business	Sparkrock	2025-27	Implementation underway
Process Optimization	All Sites	Spec Ed Management	2025/26	Clevr IEP implementation
Process Optimization	Elementary	Simplify Student Authentication	2025-27	QR code login Pilot

### Aspen Con Ed Support (2025-27)

We are collaborating with other Ontario school districts and Aspen to improve system support for St. Louis and Continuing Education programs which have business practices that differ from traditional day schools. This work focuses on standardizing practices across districts where possible, while also developing Aspen solutions for WCDSB-specific requirements.

The updated functionality is expected to be implemented with an anticipated go-live in Fall 2026, supporting improved consistency, data quality, and service delivery for students and staff in these programs.

### Aspen Parent Portal (2025/26)

Continuous improvement and additional interfaces, reporting and functionality.

Improved unique branding on the login page to align to WCDSB Identity. This will ensure Parents are registering for our Catholic Board as it is easily identifiable now.

### Student registration redesign and process improvement (2025/26)

The student registration process has been redesigned to improve clarity, efficiency, and ease of use for families and schools to Register. The updated approach simplifies key steps for ease of use, Accuracy, and provides a more intuitive experience for users while maintaining required data quality and compliance. These enhancements allow a better flow start to finish user experience. Introduction of StreetPerfect to autocorrect Parent addresses to Municipal defined standards.

These improvements support more timely and accurate student enrolment, reduce administrative effort for staff, and improve the overall registration experience for students and families.

### Classification for Archiving for Long Term Records Automation (2025-28)

Classification of long-term records involve organizing information by content and retention requirements to ensure records are secure, accessible, and retrievable when needed. Common record categories include student, financial, personnel, legal, Board, facilities, and instructional records. Retention requirements vary by record type and are guided by legal and records management standards.

The Board’s objective is to automate the classification and retention of these records using Laserfiche and Microsoft 365 to support compliance, consistency, and efficient records management.

### Data Warehouse (2025/26)

WCDSB continues to strengthen its data and analytics capabilities to support evidence based decision making focused on student achievement and operational KPIs. This year we supported this work by completing



infrastructure upgrades and system modernization initiatives improving reliability, performance and scalability across the Board's technology environment.

With core data integrations from the Aspen Student Information System now established, additional dashboards and reports are being developed to improve access to timely, actionable information. Collaboration with Compass for Success and other school districts continues to expand analytics capabilities, and a pilot of Aspen Analytics is planned to further enhance insight into key student achievement data.

#### **Email and Electronic Records Management Retention Automation (2025-28)**

WCDSB has completed testing of automated electronic retention policies within Microsoft 365 as part of efforts to reduce legal liability and operational risk associated with retaining redundant, obsolete, and trivial information. Based on the results of this testing, the IT department plans to begin rolling out retention policies in the next year.

Over time, these policies will be extended across other key information systems.

#### **Generative AI (2025-30)**

The IT department continues close collaboration with the Innovation Team to deploy, govern, and support the responsible use of artificial intelligence (AI) platforms across the Board. This includes providing staff training, establishing appropriate governance, and supporting awareness of safe and effective AI use. Two generative AI platforms have been formally approved for use by staff and age appropriate students within WCDSB .

IT and Innovation are also exploring opportunities to responsibly apply AI technologies to automate and simplify business workflows, with the goal of improving efficiency while maintaining strong oversight. All AI use is approached through a safety-first lens that prioritizes privacy, security, accountability, and responsible innovation.

Generative AI has the potential to support teaching, learning, and operational effectiveness when used appropriately. At the same time, the Board must comply with emerging legislative requirements, including the *Enhancing Digital Security and Trust Act* which establishes expectations for cybersecurity and the use of AI systems within the public sector.

WCDSB will continue to evaluate and expand the responsible use of generative AI, balancing innovation with legislative compliance, student safety, and ethical use while supporting staff in the thoughtful integration of AI into everyday work practices

#### **IT Service Desk Optimization (2025-27)**

As the Board's technology environment continues to expand the IT department is enhancing Service Desk tools and processes to improve the support experience for staff and the broader community. This year, the Service Desk software was upgraded to enable improved functionality, workflow management, and automation capabilities.

Building on this upgrade, the IT department plans to migrate the Service Desk platform to a cloud-based deployment over the summer. This migration will support improved system reliability, security, and access to enhanced features that further streamline service delivery. A key focus of this work is simplifying how support requests are submitted and improving response times and resolution efficiency.

Looking ahead, the IT department will continue to explore additional Service Desk enhancements, including increased automation and the potential use of an AI enabled virtual assistant. These future improvements are intended to provide quicker answers to common issues while maintaining high service standards and reliable support

#### **LaserFiche Process Automation and Forms (2025-28)**

Laserfiche is used at WCDSB to manage electronic records and automate business workflows. The system supports records management, retention, and retrieval, while enabling electronic forms and automated approval processes. Ongoing enhancements continue to expand workflow automation, support administrative processes, reduce reliance on paper records, and improve the secure management of Board information.

### **Print Optimization and Reduction (Ongoing)**

To improve accountability and better manage printing costs, WCDSB has implemented fob-based secure printing, requiring users to authenticate before documents are released. This approach improves tracking of print activity, enhances security, and supports responsible use of resources. Printing is centrally managed using PaperCut, which enables consistent credentials, monitoring, and quotas while supporting the Board’s broader print reduction and sustainability goals

### **Privacy Impact Assessments (PIAs) (2025-30)**

The IT department is developing a standardized Privacy Impact Assessment (PIA) framework to support consistent evaluation of privacy risks across new and existing systems. This work is increasingly important given recent and emerging legislation that strengthens requirements for privacy protection, accountability, and the responsible use of digital technologies in the public sector.

The framework will support compliance, informed decision-making, and the continued protection of student and staff information as technology services evolve across the Board.

### **Security (Ongoing)**

The scope and complexity of information technology security have increased significantly in recent years. Protecting student and staff personal information, as well as critical Board systems, requires an ongoing and adaptive approach in response to increasingly sophisticated cyber threats.

WCDSB works closely with the Ministry of Education’s Cyber Security Operations Model (CSOM) and the Education Collaborative Network of Ontario (ECNO) regional security team to strengthen and continuously improve its security posture. This includes implementing enhanced security controls, completing regular penetration testing, conducting cybersecurity maturity assessments, and addressing identified gaps through continuous improvement initiatives.

Through these efforts, the Board continues to evolve its cybersecurity practices to better protect systems and data, support safe digital learning environments, and meet emerging legislative and regulatory expectations.

### **Specialist High Skills Major (SHSM) Tracking System (2025/27)**

Currently investigating software to manage workflow of SHSM program

### **Sparkrock Finance, HR and Pay Functionality (2025-27)**

The IT department is working in partnership with Finance and Human Resources to support the migration to a modern Human Resources and Payroll system. This initiative is intended to improve system reliability, streamline processes, strengthen data integration, and better support staff and organizational needs.

### **Special Education Management (2025/26)**

Migration from Elite Special Education system to Clevr Spec Ed system complete

### **Simplify Student Login (2025-27)**

The Board is partnering with a third-party provider to pilot simplified Chromebook login for students in JK-Grade 3. This approach reduces login complexity for younger students, allowing them to access learning technology more quickly and independently. Simplified login supports increased instructional time and more effective classroom use of digital tools for early learners





**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Director’s Report – May 2026

**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-XX**
- Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board  
 Education Act, Ontario Regulation 298, Section 283 - Duties of Director of Education

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

Policy 1 001 Ends  
 Policy IV 013 Leadership  
 The Director of Education shall provide leadership and direction for the effective operation of the board and ensure compliance with applicable legislation, regulations, and board policies

**Alignment to the MYSP:**

**Learning**

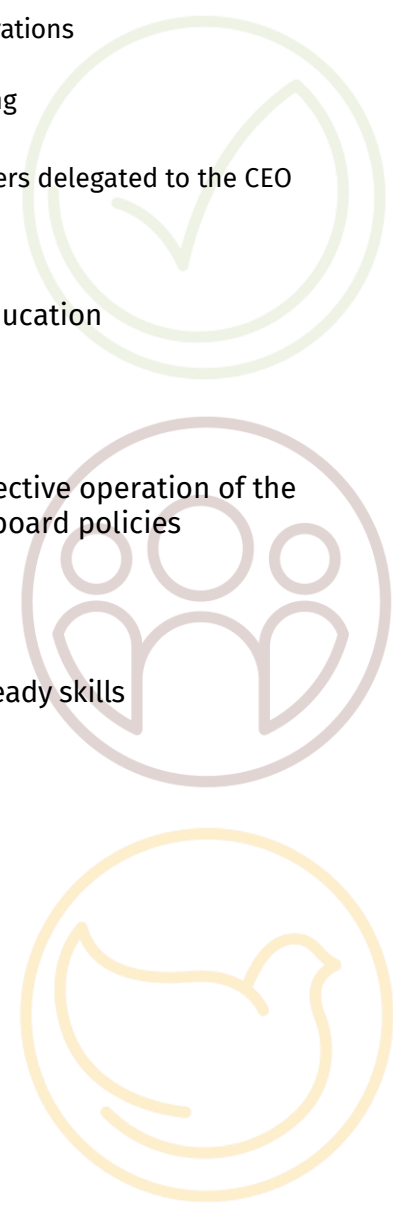
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

**Serving**

- Celebrate & promote our distinct Catholic identity
- Develop faith & live gospel values
- Strengthen connections between home, school, & parish
- Connect faith formation to learning

**Belonging**

- Create safe, welcoming environments that reflect our diversity
- Promote a sense of mattering & dignity
- Foster equitable, inclusive, & barrier-free learning & work environments
- Engage families & build community partnerships



## **Background/Comments:**

May was a month of celebration, community, and deep Catholic identity across WCDSB. Catholic Education Week 2026, celebrated under the theme "Pilgrims of Hope: On the Path to Holiness," was a beautiful expression of what makes Catholic education distinctive and indispensable in our communities. From school liturgies and parish partnerships to civic engagement, student leadership, and community service, the work of May reflects a system that is vibrant, mission-driven, and deeply committed to the flourishing of every student.

## **FAITH**

### **Catholic Education Week – May 4 to 8, 2026**

Catholic Education Week 2026, celebrated from May 4 to 8, brought our entire WCDSB community together under the provincial theme "Pilgrims of Hope: On the Path to Holiness," inspired by the canonization of Blessed Carlo Acutis and the Pastoral Letter to Young People from the Bishops of Canada. Across our system, schools marked the week with liturgies, service projects, faith-filled activities, and community events that beautifully reflected what it means to journey together in faith. I am grateful to our trustees for their engagement and participation in events across the region throughout the week. Their presence in our school communities is a powerful witness to the value of Catholic education and the importance of walking alongside our students and staff.

### **Our Lady of Lourdes 75th Anniversary – May 6, 2026**

On May 6, I had the honour of attending the 75th Anniversary celebration of Our Lady of Lourdes Catholic Elementary School. It was a beautiful evening of reunion and celebration, bringing together current students, families, alumni, staff, and community members to mark this remarkable milestone. Moments like these remind us of the deep roots of Catholic education in our communities and the generations of students whose lives have been shaped within these school walls.

### **Mass with Bishop Dabrowski: St. Matthew's 30th Anniversary**

During Catholic Education Week, I was privileged to join Bishop Dabrowski for a celebratory Mass marking the 30th anniversary of St. Matthew Catholic Elementary School. This joyful liturgy brought together the school community in a spirit of gratitude and faith, honouring three decades of Catholic education and the countless students, staff, and families who have been part of St. Matthew's story.

### **Guest Speaker: Orlando Bowen, St. Teresa Elmira – One Voice One Team**

Students and staff at St. Teresa Catholic Elementary School in Elmira were treated to an inspiring presentation by Orlando Bowen, whose message of One Voice One Team resonated deeply with our commitment to building communities of belonging, purpose, and shared mission.

### **Tiny Home Takeout Partnership – May 2026**

During May, I met with Chef Amy from Tiny Home Takeout to continue our partnership and discuss follow-up visits and data collection planning for the coming year. This collaboration is a meaningful expression of the parish-school community spirit we are cultivating across WCDSB, connecting our schools with community partners who share our commitment to accompanying students and families with care and generosity.

## LEARNING

### **Skills Ontario Competition – May 4 to 6, 2026**

The 2026 Skills Ontario Competition, held at the Toronto Congress Centre in Etobicoke, was the largest skilled trades and technology competition in Canada, featuring more than 2,000 students, apprentices, and post-secondary participants. WCDSB sent 25 student competitors to the provincial event, with outstanding results: a Gold medal in Brick Masonry and a Bronze medal in IT Network Administration. In addition, three buses of elementary students attended hands-on workshops through OYAP and departmental budgets, and secondary students attended through the Specialist High Skills Major program. This event celebrated student achievement at the provincial level and deepened awareness of skilled trades and technology pathways.

### **EQAO Assessments – Grades 3 and 6**

Grade 3 and Grade 6 students will be writing EQAO assessments in May and June. Throughout the year, board and school staff have worked diligently to prepare students for this important milestone, with educators participating in multiple evening learning sessions focused on strengthening skills in both mathematics and literacy. These targeted professional learning opportunities have reinforced key concepts and built educator confidence, ensuring that every student feels well-prepared and supported as they approach their assessments.

### **Global Leadership Program Event – May 14, 2026**

On May 14, WCDSB partnered with Wilfrid Laurier University to deliver a full-day civic engagement experience for Grade 10 to 12 students from the Global Leadership program at Laurier's Waterloo campus. Developed in collaboration with Laurier's Department of Political Science, the day provided students with an experiential introduction to democratic participation and political literacy, including a peer-led mock political debate exploring campaign messaging and audience participation. The event was enriched by the presence of elected officials including MP Bardish Chagger, MPP Aislinn Clancy, MPP Connie Cody, and former MP Mike Morrice. This initiative connected directly to our Ontario Catholic School Graduate Expectations and WCDSB's commitment to student voice and informed civic participation.

### **Leadership in Professional Excellence: Standards of Conduct and Student Safety – May 20, 2026**

On May 20, administrators participated in a proactive professional development session focused on the Ontario College of Teachers' Foundations of Professional Practice. The session reinforced the high standards of care and respectful relationships that define our school communities, explored professional obligations in a digital and evolving educational landscape, and equipped school leaders with tools to model and support exemplary conduct across their staff teams. This work reflects WCDSB's ongoing commitment to ensuring our schools remain safe, inclusive, and professional environments where student well-being is always the primary focus.

### **Spring Superintendent of Education School Visits – May 2026**

Throughout May, Academic Superintendents completed scheduled visits to each of their assigned schools across the system. Conversations focused on implementation of the Board's Mathematics Strategy, preparation for upcoming EQAO assessments, and targeted supports for Multilingual Learners, all framed within the goals of the MYSP 2025-2030 and our shared commitment to continuous improvement in student learning.

### **Elementary Lego Robotics**

The WCDSB Elementary Robotics Tournament was delivered as two stand-alone events on 25 and 26 May at Forbes Hall, RIM Park, in response to increased participation. Across both days, 60 teams and 252 Grade 7–8 students participated (29 teams/135 students on Day 1; 31 teams/117 students on Day 2), with 1st–3rd place awards presented daily under the theme “Superpowered.” The events were supported by Team DAVE, the University of Waterloo, and First LEGO League, and all materials and transportation were centrally funded through Experiential Learning, OYAP, and SHSM to ensure equitable access. French-language STEM learning was also supported through the ESTIM program, where students coded and reported in French using the First LEGO League “Submerged” challenge, with some teams participating in both initiatives.

### **SERVING**

#### **Brighter Futures Breakfast Appreciation Event – May 12, 2026**

On May 12, I attended the Brighter Futures breakfast appreciation event at Hacienda Sereda in Kitchener, celebrating the incredible community work being done to support at-risk children and youth through Food4Kids. With approximately 4,000 children in our community lacking access to consistent nourishment, this upstream initiative addresses one of the most fundamental barriers to student learning and well-being. Food security directly impacts a child's ability to focus, attend school, and thrive, and WCDSB is proud to stand alongside community partners who are working to ensure every child has what they need to be healthy, hopeful, and ready to learn.

#### **Community Transition Support – May 2026**

The Community Transition Support Worker worked throughout May to coordinate family tours of community day programs, providing students with disabilities and their families with the opportunity to explore programs and services available to support their transition beyond secondary school.

#### **SET Inservice: Enhancing Communication Through AAC – May 21, 2026**

The May Special Education Teacher Inservice focused on the meaningful integration of Augmentative and Alternative Communication (AAC) devices within the classroom. Developed through a unique collaboration between Speech Language Pathologists and Special Education Liaisons, the session emphasized the pedagogy of modeled communication engagement, equipping educators with strategies to ensure AAC users have consistent opportunities for expressive language throughout their school day.

#### **Special Olympics Ontario Track Meet – May 22, 2026**

On May 22, WCDSB co-hosted the Annual WCDSB/WRDSB Special Olympics Ontario Track Meet at Jacob Hespeler Secondary School. This beloved event welcomed more than 450 athletes, all students with intellectual or physical disabilities from across Waterloo Region, competing to achieve their personal best. The meet was made possible by the dedication of countless volunteers and reflects our deep commitment to inclusion, dignity, and celebrating every student's potential. Events like this are at the heart of what it means to serve.

#### **Social Work – May 2026**

The Lead Social Worker attended the Violence Threat Risk Assessment (VTRA) national conference, bringing learning back to inform system policy at WCDSB. In addition, Suicide Prevention and Life Promotion training was offered to new administrators and guidance staff on May 27, and a DBT-informed skill group was launched by Social Work team members at Resurrection Secondary School.

### **Behaviour Analyst Professional Development – May 29, 2026**

Behaviour Analysts will deliver a system CUPE PD session on the topic of visual supports, debunking common misconceptions and equipping staff with practical strategies to harness the full potential of visuals in supporting student learning and communication.

### **Relay for Life – St. Mary's, May 28, 2026**

On May 28, I attended the Relay for Life event at St. Mary's, joining our school community in this powerful expression of hope, solidarity, and support for those affected by cancer. Events like Relay for Life remind us that our schools are not just places of learning, they are communities of care.

## **BELONGING**

### **Folk Dance Festival – May 5, 6, and 7, 2026**

The 48th Annual WCDSB Folk Dance Festival was a joyful celebration of student talent, cultural expression, and community belonging, held over three evenings in Cambridge, Kitchener, and Waterloo. This beloved tradition, now in its 48th year, brought together students from across our system who have spent months learning, practicing, and working together. With no tryouts and every willing student welcome to participate, Folk Dance embodies the spirit of belonging that is at the heart of our MYSP. It was a privilege to attend and to witness the pride and joy of our students performing for their families and communities.

### **State of the Township Address – Mayor Sandy Shantz, Township of Woolwich – May 7, 2026**

On May 7, I attended Mayor Sandy Shantz's 2026 State of the Township Address in Elmira, joined by Trustee Sikora. These civic engagements are an important part of our ongoing commitment to being present and active partners in every municipality we serve across Waterloo Region.

### **SEEC Conference: We Are Justice Seekers – May 8, 2026**

On May 8, I attended the 2026 Student Equity Engagement Council Conference, held under the theme "We Are Justice Seekers." Rooted in the call of Micah 6:8 to do justice, love kindness, and walk humbly with God, the conference was a powerful celebration of student leadership and action, showcasing how students across our schools are actively pursuing fairness, defending the vulnerable, and challenging oppression in their communities. Through student presentations, thought-provoking speakers, and creative expressions of advocacy, the conference affirmed student voice as a catalyst for change and recommitted our system to empowering young leaders to sustain the momentum of their justice-seeking work.

### **NIROW Newcomer Presentation – May 9, 2026**

On Saturday, May 9, Superintendent Mendonca and I presented to newcomer families through the NIROW network, sharing an overview of WCDSB's schools, programs, and supports available to families new to our community. The presentation highlighted our MYSP pillars of Learning, Serving, and Belonging, and affirmed our commitment to ensuring every newcomer student and family feels welcomed, supported, and connected from the moment they join us. With students from more than 160 countries speaking 115 languages across our system, this outreach is central to who we are as a Catholic school board.

### **Principal Pool Interviews – May 11, 2026**

On May 11, WCDSB conducted Principal Pool interviews, welcoming six candidates through a comprehensive selection process including a formal interview, case study, and portfolio presentation. Candidates demonstrated their Catholic leadership experience and articulated how their values and instructional leadership aligned with the WCDSB Leadership Strategy and our mission to cultivate faith-filled educational leaders.

### **School Zones are for Kids Campaign Launch – May 11, 2026**

On May 11, I attended the launch of the School Zones are for Kids campaign at Janet Metcalfe Public School, joining Safe and Sustainable Waterloo Region and community partners ahead of Canada Road Safety Week (May 13 to 19). This student-designed safety campaign amplifies the voices of children calling on drivers to slow down and recognize school zones as places where children deserve to feel protected. Thirteen WCDSB schools are proudly participating alongside 25 WRDSB schools, displaying student-created signs with powerful messages about school zone safety. The campaign is a beautiful reminder that when students find their voice and use it, communities listen.

### **Community Leaders Breakfast – May 14, 2026**

On May 14, WCDSB hosted our annual Community Leaders Breakfast, bringing together the many partners who generously support our board and collaborate on behalf of our students and communities. With an excellent turnout, the morning was a meaningful opportunity to express our gratitude and to celebrate the relationships that make our system stronger. The strength of Catholic education is never built alone, and events like this remind us of the extraordinary community that surrounds and supports our schools.

### **Dr. McLeod Presentation to Administrators: Trauma-Informed Education – May 14, 2026**

On May 14, Dr. McLeod provided administrators with a focused session on Trauma-Informed Education principles, building on the multi-year implementation of work already underway across WCDSB. The session provided administrators with space to bring forward real situations and implementation questions, supporting collaborative problem-solving and deeper application of trauma-informed approaches at the school level.

### **Annual Interfaith Community Breakfast – May 20, 2026**

On May 20, I attended the Annual Interfaith Community Breakfast, a meaningful gathering that brings together faith leaders and community partners from across Waterloo Region. This event reflects the shared values of compassion, service, and community that unite us across traditions, and affirms WCDSB's place as a valued partner in the broader faith community of our region.

### **New Southeast Galt School Meet and Greet – May 20, 2026**

On the evening of May 20, WCDSB welcomed incoming families to the new Southeast Galt school community (Guardian Angels, name pending) through a meet and greet event. Principal Gilda Johnstone and Superintendent Patrick Eby were present to connect with families, share the school vision, and begin building the relationships that will define this new school community. This event reflects our commitment to welcoming every family with warmth, inclusion, and a sense of belonging from the very start.

### **Strong Start 25th Anniversary – May 21, 2026**

On May 21, I attended the Strong Starts 25th Anniversary celebration, marking a significant milestone for a program that has supported children and families in our community for a quarter century.



### **KidsAbility School Visit – May 2026**

During May, I had the opportunity to visit KidsAbility to learn more about their programs and their school community. This visit deepened my appreciation for the vital work being done to support children with physical and communication needs, and reinforced the importance of the collaborative relationships between WCDSB and our community partners in serving the whole child.

### **Journey North: St. Daniel and Northern Quebec Exchange**

One of the most remarkable stories of belonging and experiential learning this year unfolded through the Journey North exchange, connecting students from St. Daniel Catholic School in Kitchener with students from Ecole Sautjuit in Kangirsuk, Nunavik, Northern Quebec. What began as a conversation between educators, sparked by WCDSB graduate Joseph Louka who moved north to teach, grew into a true and reciprocal exchange rooted in faith, culture, and relationship. Students from Kangirsuk first joined the St. Daniel community, stepping into classrooms, routines, and shared experiences before St. Daniel students travelled north to learn alongside them on the land. Through play, storytelling, outdoor education, and shared faith, two communities became one shared experience. This is experiential learning and Catholic education at its very best. Trustees are encouraged to explore the full journey at: [sites.google.com/wcdsb.ca/ajourneyofdiscovery](https://sites.google.com/wcdsb.ca/ajourneyofdiscovery)

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### **OTHER MEETINGS, EVENTS AND SCHOOL VISITS**

- May 4 to 8: Catholic Education Week
- May 4: St. Boniface
- May 6: Our Lady of Lourdes 75th Anniversary, St. Teresa Avila and St Louis
- May 7: St. Bernadette
- May 7: Catholic Curriculum Consortium Mass and Appreciation Dinner
- May 8: St. Matthew 30<sup>th</sup> Anniversary
- May 11: St. Teresa Kitchener
- May 13: St. Benedict, St. Margaret, St. Teresa of Calcutta, St. Elizabeth, Our Lady of Fatima and St. Gabriel
- May 27: Christ the King, St. Peter, St. Michael, and St. Joseph
- May 28: Relay for Life @ St. Mary's
- May 21 to 22: SWREC Directors Council

### **ONGOING MEETINGS**

- Weekly: Director's school visits across all 52 schools
- Weekly: Research team meetings (MYSP data tracking and indicator monitoring)
- Biweekly: Meetings with CFO, Superintendent of HR, and Senior Manager of Equity Services
- Monthly: Canadian AI Leadership Collaborative
- Monthly: Administrator meetings
- Monthly: Governance meeting
- Regular: Preparation meetings with Board Chair for agenda setting and trustee communication

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Annalisa Varano  
Director of Education

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





**Date:** May 25th, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Student Trustee Report - May 2026

**Type of Report:**

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

**Type of Information:**

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

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

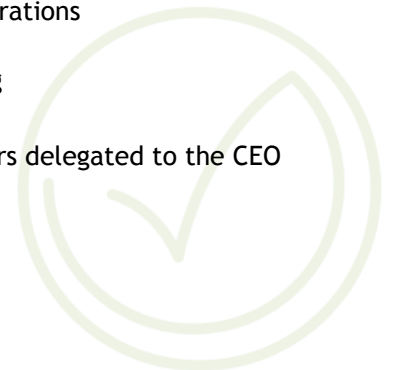
Policy II 011 Student Representation on the Board  
 Policy II 012 Student Trustee Role Description

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

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

**Alignment to the MYSP:**

- Learning**
  - Support multiple pathways & tools for success
  - Accelerate excellence & innovation while building transferable, future-ready skills
  - Engage students as co-creators in their learning
  - Transform learning through leadership & staff support & development
- Serving**
  - Celebrate & promote our distinct Catholic identity
  - Develop faith & live gospel values
  - Strengthen connections between home, school, & parish
  - Connect faith formation to learning
- Belonging**
  - Create safe, welcoming environments that reflect our diversity
  - Promote a sense of mattering & dignity
  - Foster equitable, inclusive, & barrier-free learning & work environments
  - Engage families & build community partnerships



## Background/Comments:

Summary: This month, WCDSB secondary schools participated in events focused on leadership, school spirit, diversity, and community involvement. Students celebrated Catholic Education Week, participated in student council elections, and engaged in activities that promoted inclusivity and school connection.

### Co-President Elections - ALL Schools

Schools held Student Council Co-President elections, encouraging student leadership and participation within school communities. The newly elected Student Council Co-Presidents will make up the WCDSB Senate for the 2026/2027 school year, led by the next Student Trustees, Brayden Thompson and Rashid Abu Ghazaleh.

### Catholic Education Week: ALL Schools - May 4th-8th

Secondary schools celebrated Catholic Education Week through faith-based activities, student initiatives, and community-building events. Each school had a liturgy and students were encouraged to think about how God influences them in their day to day lives.

### St. Benedict: Multicultural Week - May 11th-15th

Led by the Student Equity and Engagement Council and the Social Justice sector, students celebrated diversity through cultural music during morning announcements, Multicultural Clothing Day, classroom videos highlighting the school's diverse community, and multicultural games hosted by Dr. Cho in the chapel.

### St. Mary's: Diversity Week - May 19th-22nd

Students celebrated cultural diversity through club fairs, Kahoots, fashion shows, and cultural food menus that promoted inclusivity and appreciation for different backgrounds. Students were encouraged to dress up, participate, and work together to celebrate one another in an inclusive setting.

### Resurrection: REZ Week - May 19th-22nd

Resurrection hosted their annual 'REZ Week' which included themed spirit days, lunch activities, food trucks, and grade competitions designed to strengthen school spirit and community involvement. The week ended with a fun carnival which all grades were able to enjoy. The carnival had a variety of games for all students to participate in and students enjoyed a fun break from their school work throughout the day.

### St. David: World Cup Tournament - May 22nd

Students participated in a World Cup-themed soccer tournament during periods 1 and 2, promoting teamwork and school spirit through friendly competition. Prizes were awarded to participants throughout the day and all grades had the opportunity to be involved.



Monsignor Doyle: Relay for Life - May 13th/May 26th

After raising \$5,000, the Monsignor Doyle students hosted a “Soak a Senior” fundraiser to support Relay for Life and raise money for cancer research. Relay for Life will be hosted on May 26th and will bring students together for a day of fundraising, games, food trucks, and a luminary ceremony in support of cancer research. The Goal is to raise \$25,000 through student fundraising teams and donations.

**Recommendation:**

This report is for the information of the board.

**Prepared/Reviewed By:** Rebecca Girolametto and Jace Krysko  
Student Trustees.

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





**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Chair of the Board of Trustees  
**Subject:** Chair's Report

**Type of Report:**

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

**Type of Information:**

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

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

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

Policy I Ends  
 Policy II 003 Board Job Description

**Alignment to the MYSP:**

**Learning**

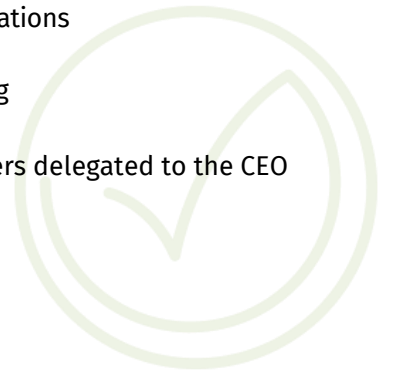
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

**Serving**

- Celebrate & promote our distinct Catholic identity
- Develop faith & live gospel values
- Strengthen connections between home, school, & parish
- Connect faith formation to learning

**Belonging**

- Create safe, welcoming environments that reflect our diversity
- Promote a sense of mattering & dignity
- Foster equitable, inclusive, & barrier-free learning & work environments
- Engage families & build community partnerships



**Background/Comments:**

Several discussions with Director Varano  
Apr 30-May 2 – OCSTA Conference  
May 6 – Kitchener Folk Dance Festival  
May 11 – Committee of the Whole  
May 12 – Brighter Futures Breakfast Appreciation Event  
May 14 – Community Leader’s Breakfast  
May 19 – Governance meeting  
May 25 – Board Meeting

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Renée Kraft  
Chair of the Board

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





**Date:** May 25, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Monitoring Report – IV 009 “Asset Protection”

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

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

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

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

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

Executive Limitation IV 009, “Asset Protection”

**Alignment to the MYSP:**

- Learning**
  - Support multiple pathways & tools for success
  - Accelerate excellence & innovation while building transferable, future-ready skills
  - Engage students as co-creators in their learning
  - Transform learning through leadership & staff support & development
- Serving**
  - Celebrate & promote our distinct Catholic identity
  - Develop faith & live gospel values
  - Strengthen connections between home, school, & parish
  - Connect faith formation to learning
- Belonging**
  - Create safe, welcoming environments that reflect our diversity
  - Promote a sense of mattering & dignity
  - Foster equitable, inclusive, & barrier-free learning & work environments
  - Engage families & build community partnerships



**Background/Comments:**

**Policy Statement:**

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

Definition

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

Evidence

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

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

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

[Records and Information Management – APC016](#)

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

[Responsible Use of Information Technology and Electronic Data - Staff – APS017](#)

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

[Video Surveillance – APC028](#)

[Addition & Removal of Portable Classrooms – APF004](#)

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

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

[Use of School Facilities – APF002](#)

[Emergency Planning and Procedures – APH013](#)

[School Accidents – APH002](#)

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

[Purchasing Procedures – APO006](#)

[Surplus Assets – APO027](#)

[Access to Legal Counsel – APS007](#)

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

[Electronic Monitoring – APS051](#)

[Mobile and Personal Technology – APS012](#)

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

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

[Play Structure Installation – APH016](#)

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



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

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

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

Definition

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

Evidence

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

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

(link will only work for Trustees and Senior Staff)

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

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

Definition

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

Evidence

During 2025-26, Management and the Audit Committee worked with MNP to create a risk register which is used by the Regional Internal Audit Team and the Board's Internal Audit Officer to identify where future audits are required. Where improvements are identified by the internal auditors, plans are put into place to ensure corrective actions take place and the audit teams follow up to ensure compliance has taken place.

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

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



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

#### Definition

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

#### Evidence

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

#### School-Based Inspections

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

Inspections include:

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

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

#### Central Maintenance

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

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

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

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

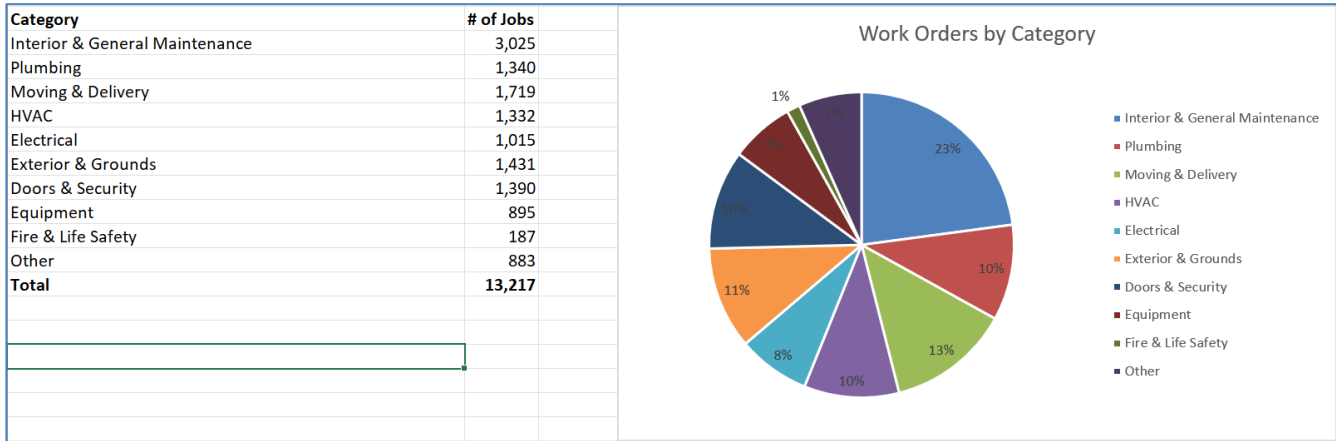


A scheduled maintenance (SM) program is in place to ensure that:

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

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

A total of 13,217 work orders (2025 – 11,592) were received between May 19, 2025, and May 18, 2026, with major categories shown below:



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

Definition

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

Evidence

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

The Bank Act can be found here:

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

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



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

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

**Schedule I and Schedule II banks**

**14 (1)** Subject to this Act,

(a) there shall be set out in Schedule I

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

SCHEDULE I  
(Section 14)

As at December 31, 2025

Name of Bank	Head Office
B2B Bank	Ontario
Bank of Montreal	Quebec
Bank of Nova Scotia (The)	Nova Scotia
Bridgewater Bank	Alberta
Caisse populaire acadienne Itée	New Brunswick
Canadian Imperial Bank of Commerce	Ontario
Canadian Tire Bank	Ontario
Coast Capital Savings Federal Credit Union	British Columbia
Concentra Bank	Saskatchewan
CS Alterna Bank	Ontario
Digital Commerce Bank	Alberta
Equitable Bank	Ontario
Exchange Bank of Canada	Ontario

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

Definition

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

Evidence

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



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

Definition

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

Evidence

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

**Recommendation:**

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

**Prepared/Reviewed By:** Annalisa Varano  
Director of Education  
  
Shesh Maharaj  
Executive Superintendent of Corporate Services

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

