Waterloo Catholic District School Board

Agenda

Committee of the Whole Meeting

Date: **Monday, April 9, 2018**

Time: 6:00 p.m.
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

Board of Trustees:
Joyce Anderson Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Kate Jamieson, Meghan Nemeth

Senior Administration:
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Pastoral Team	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
2. Consent Agenda: Director of Education **(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)**			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board **(Minutes of meetings)**			
3.1 Minutes of March 5, 2018 Committee of the Whole Meeting	Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 French Immersion Program Review 5.2 Multi-Year ITS Plan 5.3 Well Being Update – Safe Schools 5.4 Long Term Accommodation Plan 5.5 Continuing and Adult Education Update	S. Maharaj & J. Klein C. Demers J. Merkel S. Maharaj G. Clifford	pp. 8-81 pp. 82-124 pp.125-132 pp.133-248 pp.249-255	Information Information Information Information Information
6. Ownership Linkage **(Communication with the External Environment related to Board's Annual Agenda; ownership communication)**			
6.1 OCSTA 2018 AGM & Conference Preparations/ Discussions 6.2 Correspondence from St. Jerome's University & University of Waterloo	Trustees L. Notten	-- pp.256-257	Receipt Information
7. Reports from Board Committees/Task Forces			
8. Board Education **(at the request of the Board)**			
8.1 OCSTA Communication	W. Price	pp.258-362	Information
9. Policy Discussion **(Based on Annual Plan of Board Work)**			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Apr. 11 Mayor Dave Jaworsky's 2018 State of the City • Apr. 12 Beacons of Hope – St. Louis • Apr. 17: 2018 City of Kitchener State of the City Address • Apr 26-28: OCSTA AGM & Conference • May 1: Bishop's Banquet • May 3: St. Mary's FOS Beacons of Hope • May 7-11: Catholic Education Week			
14. Items for the Next Meeting Agenda	Trustees		

ITEM	Who	Agenda Section	Method & Outcome
15. Adjournment **Confirm decisions made tonight**	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

Waterloo Catholic District School Board

Minutes

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, March 5, 2018 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:
Joyce Anderson, Bill Conway (Vice-Chair), Manuel da Silva, Amy Fee, Jeanne Gravelle, *Wendy Price (Chair), Greg Reitzel, Brian Schmalz, **Melanie Van Alphen
*via Skype
**via teleconference

Student Trustees Present:
Kate Jamieson

Administrative Officials Present:
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Absent:
Meghan Nemeth

Recorder:
Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "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 Vice-chair called the meeting to order at 6:02 p.m.

1.1 Opening Prayer & Memorials
The opening prayer was led by Trustee Schmalz.

1.2 Approval of Agenda

Move Section 8.1 and 8.2 before Section 6

2018-07 -- It was moved by Trustee Schmalz and seconded by Trustee Reitzel:
THAT the agenda for Monday, March 5, 2018 as amended be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of 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 Minutes of February 12, 2018 Committee of the Whole Meeting

2018-08 -- It was moved by Trustee Fee seconded by Trustee da Silva:
THAT the Minutes of February 12, 2018 Committee of the Whole Meeting and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 21st Century Learning and Engagement

Judy Merkel, Superintendent of Learning, presented on the 21st Century Learning and Engagement. Over the last few years the WCDSB has focused specific attention to the 21st Century Learner and how we can best support the adoption of best practices in terms of pedagogy and technology infrastructure and learning environments.

In alignment with MYSP the goals are:

- To focus on personalized authentic and culturally relevant Inquiry
- To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student need.
- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration.

The next steps in 21st Century Learning and Engagement is to create a culture to optimize the conditions for instructional leadership in 21st century teaching and learning.

5.2 Assessment and Evaluation Practice in Schools

John Klein, Superintendent of Learning and Kelly Roberts, Researcher Coordinator presented on Assessment and Evaluation Practice in our Schools.

Superintendent Klein noted that the system inquiry question that guides the WCDSB Board Improvement Plan for Student Achievement (BIPSA) establishes a clear emphasis on assessment: “What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?”

Superintendent Klein discussed the Seven Pillars of Growing Success and how it guides Assessment. Assessment Consideration Related to Learning framework was presented, which shows the relationship between the 3 major elements of each and learning: Student Investment, Instructional Agility and Assessment Architecture. The intersection of each leads to hope and efficacy and therefore achievement. This fosters the culture of learning we want in our classrooms and in the entire school.

Educators assess student learning in a variety of ways throughout the learning - FOR, AS, OF. Assessment OF learning (summative) to measure if the learning has happened (e.g. Culminating Performance Tasks, Essays, Unit Tests, etc.) - this is how we were evaluated when we were in school. However, these types of Assessments are not done in isolation, but rather sandwiched between Assessment FOR|AS learning which inform both the students and teacher about how the learning is going.

6. Ownership Linkage (Communication with the External Environment)

6.1 OCSTA 2018 AGM & Conference Preparations/ Discussions

Dialogue took place between Trustees with respect to OCSTA 2018 AGM & Conference and their breakout session. Trustees will report back on March 26th, 2018.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communication

Director Notten confirmed that WE walk for water was shared with principals and schools for participation.

8.2 54th Annual Elmira Maple Syrup Festival

Trustee Gravelle, Van Alphen, Conway and da Silva will attend the 54th Annual Elmira Maple Syrup Festival on behalf of the Board.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

Mar. 20: Beacons of Hope St. Benedict FOS
Mar. 26: Board of Trustees' Board Meeting
Mar. 28 Beacons of Hope Resurrection FOS
Apr. 4: Beacons of Hope Monsignor Doyle FOS (May be rescheduled to March 27, waiting to confirming)
Apr. 12: Beacons of Hope St. Louis
Apr. 25: Beacons of Hope St. David FOS
May 3: Beacons of Hope St. Mary's FOS

Beacons of Hope for Monsignor Doyle FOS is looking to be switched to March 27th, 2018. Currently awaiting confirmation from St. Gregory Church for location.

13. 2 – Director Notten congratulated Kate Jamieson on her recent article in the Catholic Register on February 23rd, 2018.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2018-09-- **It was *moved* by Trustee Fee and *seconded* by Trustee da Silva:**
THAT the meeting be now adjourned. **The meeting was adjourned by consensus at 7:54 p.m.**

Vice-chair of the Board

Secretary

Waterloo Catholic District School Board

Report

Date:	April 9, 2018
To:	Board of Trustees
From:	Director of Education
Subject:	French Immersion Program Review

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)

- *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12,* 2013, available at www.edu.gov.on.ca/eng/amenagement/ frameworkFLS.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*, available at www.edu.gov.on.ca/eng/ curriculum/elementary/fsl18-2013curr.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014*, available at www.edu.gov.on.ca/eng/ curriculum/secondary/fsl912curr2014.pdf
- APA001 Admissions to Elementary Catholic Schools – https://www.wcdsb.ca/ap_memos/PDF/APA001.pdf
- APO012 Transportation https://www.wcdsb.ca/AP_Memos/PDF/APO012.pdf

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions
Goal: To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to be come globally-engaged responsible citizens

Background/Comments:

1.0 INTRODUCTION

The Waterloo Catholic District School Board has undertaken a review of its French Immersion program with the specific purpose of developing a proactive plan to set the Board up for success. The purpose of the review was to set a framework for future accommodation decisions, French Immersion program growth, and to ensure that a quality program is offered to all students, regardless of their program.

The following problem statement was used to frame discussions:

How should the French Immersion program grow and be accommodated over the long term, while ensuring that all students have access to quality programming?

To align with the problem statement, the following goals were established.

1. To articulate the WCDSB values and beliefs regarding French Immersion program delivery.
2. To ensure that students in French Immersion receive equitable access to quality program.
3. To create a long term French Immersion delivery plan taking into account all WCDSB students and families. The delivery plan should respect fiscal and accommodation realities, the Board's Long Term Accommodation Plan, and provide a predictable and transparent method of locating programs.

A French Immersion (FI) Review Committee consisting of parents and staff was struck to consider the following factors:

- School organization (grade structure, single track, dual track)
- Entry point
- French Immersion boundaries (and registration priorities)
- Transportation (as it relates to school organization)
- Criteria for selecting new FI sites

This report summarizes the findings of the French Immersion Review Committee and the recommendations of staff regarding how to move forward with French Immersion growth and expansion. The recommendations outlined later in this report have been presented to, and accepted by senior management and will serve to provide guidance to support decision-making in future years.

2.0 BACKGROUND

The WCDSB began French Immersion in the 2015/16 school year and the program is currently offered at three schools: Sir Edgar Bauer, St. Anne Kitchener, and Our Lady of Fatima. The following table shows each school's FI service area ("boundary"), grade offering, and number of FI classes.

School	Service Area	Grades	No. of Classes
Sir Edgar Bauer	Waterloo, Wellesley, Woolwich	Gr.1, Gr.2, Gr.3	4
St. Anne (K)	Kitchener, Wilmot	Gr.1, Gr.2, Gr.3	6
Our Lady of Fatima	Cambridge, North Dumfries	Gr.1, Gr.2	2

3.0 PROCESS & CONSULTATION

The French Immersion Review began in October 2017 with presentations to school council at each French Immersion school. A committee was established in November 2017. The FI Review Committee was comprised of:

- Principals (& Vice-Principals) of each French Immersion School (4)
- Superintendent of French Immersion (1)
- Superintendent of Corporate Services (1)
- Manager of Planning (1) (Chair)
- French Consultant (1)
- One FI parent and one English track parent from each FI school (6)

3.1 Committee's Work

November 2017

- Reviewed background information provided by staff (see Appendix A: French Immersion Backgrounder)
- Finalized the public survey, which included sections directed at parents, staff, and community members

January 2018

- Reviewed the results of the public survey (see Appendix B: Public Survey Results)
- Determined a preferred priority related to accommodation, to keep front of mind through all decisions
- Prioritized four accommodation solutions to deal with enrolment pressure and completed a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) for each
- Assessed the merits of maintaining the current Grade 1 entry point versus moving to a Kindergarten entry point for French Immersion

February 2018

- Brainstormed and prioritized criteria to use when identifying schools for new FI programs
- Provided feedback on geographic distribution of future FI programs
- Discussed registration priorities

March 2018

- Held public open houses at each of the FI schools. (see Appendix C: Display Boards)
- Reviewed all feedback received through the public open houses, online feedback form, and email (see Appendix D: Public Feedback)
- Finalized recommendations to board staff

3.2 Public Consultation

October/November 2017 - School Council Presentations

- A presentation was given to each school council to discuss French Immersion and the review process. School council meetings are open to all members of the school community.

November/December 2017 - Public Survey

- The public survey was open from November 30th to December 15th.
- 388 Responses were received.
- Questions were directed to parents of children in the English Stream and French Immersion, to staff members of WCDSB (both teaching and other staff), and the broader community.

- The information from this survey was used to help the FI Review Committee narrow down options regarding accommodation priorities, accommodation solutions, entry point, school organization, and classroom organization (program delivery via one or two teachers).

March 2018 - Public Open Houses (see Appendix C: Display Boards and Appendix D: Public Feedback)

- Open houses were conducted at each of the three French Immersion schools.
- The invitation to attend these meetings was extended and advertised to all WCDSB schools.

Location	Cambridge - Our Lady of Fatima	Kitchener - St. Anne (K)	Waterloo - Sir Edgar Bauer
Date	March 6, 2018	March 8, 2018	March 7, 2018
Attendance*	16	35	20

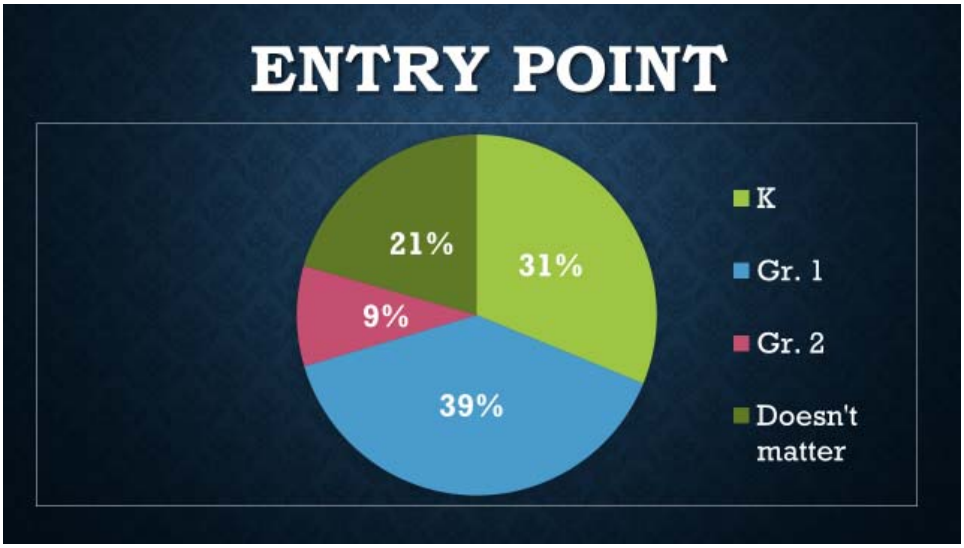
*Note: Attendance numbers are based on the number of people who signed in. In some cases, only one person per family signed in.

- The FI Review Committee's work and draft recommendations were shared on display boards. Topics included: scope of work, priorities, strategies to deal with enrolment pressure (accommodation solutions) including the SWOT analysis, criteria for selecting new FI sites, and registration priorities.
- Members of the public were invited to share feedback in two ways: through an online feedback form, and by posting sticky notes to answer specific questions about the information. In addition, the board received feedback via email which was shared with the FI Review Committee.
- All public open house material was posted on the board's website and the online feedback form was available on the website until March 16, 2018.

4.0 ENTRY POINT

WCDSB's current entry point for the French Immersion program is Grade 1. However, other boards offer entry points in Kindergarten, Grade 2, Grade 4, and Grade 5, and about a dozen boards offer multiple entry points. It is important to note that a Grade 4 or 5 entry point would not meet the minimum required hours for French Immersion in Ontario, and therefore, is actually Extended French.

A Kindergarten entry point is offered by 38 school boards in Ontario. The FI Review Committee discussed the merits of moving to a Kindergarten entry point and included a question on the public survey to help them understand parental preferences.



The survey results (see adjacent graph) indicated no clear preference. The results were divided fairly evenly between Kindergarten and Grade 1 with a slight preference for Grade 1. The next largest response was "Doesn't matter".

Further research was conducted to determine which entry point would be better for students.

The research indicated that oral fluency is strengthened by an early start to second language learning. However, it does not identify any differences specifically between Kindergarten and Grade 1.

Furthermore, a Grade 1 entry point allows students two years of education prior to beginning French Immersion. This enables teachers to identify early predictors of achievement and risk related to speech, language, and literacy before introducing a second language. If a second language is introduced in Kindergarten, then it could delay this identification process.

Since there is no evidence or preference to suggest a Kindergarten entry would benefit students any more than a Grade 1 entry point, the FI Review Committee recommended to staff that the entry point remain as Grade 1.

5.0 ACCOMMODATION

As the French Immersion program grows to the full complement of Grades 1 to 8, and as enrolment evolves in the English stream, schools may be faced with enrolment pressure (where enrolment exceeds the school's capacity).

Given that French Immersion is an optional program and the English stream is mandatory, it was important for the committee to advise on its top priority related to accommodation. This priority will be helpful when dealing with future enrolment pressures involving FI.

The three options the committee considered were:

- Keep students in the immersion program at one school from grade 1-8
- Ensure space and services for students in English stream first
- Offer 2 immersion classes per grade level

The committee agreed that running the French Immersion program for Grades 1 to 8 at the same school should be the top priority. The feedback from the public survey supported this.

5.1 Accommodation Strategies

The committee considered the following accommodation strategies to deal with enrolment pressure.

- Add portables
- Change boundaries
- Open a new dual track school (add FI to another school)
- Open a new single track FI school
- Limit the number of Grade 1 French Immersion classes at each school to one
- Spread FI over multiple schools (e.g. Grades 1-4 at one school and Grades 5- 8 at a different school)
- End the FI program in 2019 and merge students into the English stream
- Move the existing FI program to another school that can accommodate the dual track model
- Phase in a single-track French Immersion model at an existing school (English stream students would attend a different school)

After much discussion, the committee felt that the first four strategies had merit and put together a SWOT analysis for each. The full SWOT analysis was shared at the public open houses and can be found in Appendix C.

The committee recognized that many of the accommodation strategies could involve changing boundaries. Therefore, changing boundaries was analyzed within the context of moving English stream students to a different school. This was informed by the priority to keep the French Immersion program at one school for Grades 1 to 8. Because WCDSB currently offers FI at only three schools, there is no opportunity to move a portion of FI students to another school (e.g.

can't move 5 FI students per grade to another school because there's no class to merge it with). Therefore, boundary changes as a stand-alone strategy at this point in time would be for English students only.

The Board needs several strategies to deal with enrolment pressure and one strategy may be better suited for a particular school or circumstance than another. There may also be varying degrees of enrolment pressure which would require several accommodation strategies (e.g. portables may be added to a site before a boundary change is considered). Therefore, accommodation strategies were not ranked in terms of priority.

In the committee's final deliberations, they recommended removing "open a new single track FI school" from the priority list. They agreed that a single track school may have merit in the future when the FI program is more widespread and the board has reached a full grade complement in the FI program.

Therefore, it is recommended that adding portables, changing boundaries, and opening new dual track schools should be considered before other accommodation strategies.

6.0 EXPANSION

The Board would like to expand its French Immersion program in a way that is ambitious yet pragmatic. The committee was tasked with identifying general geographical areas to add new FI programs. They recommended that the east side of Waterloo, the west side of Kitchener-Waterloo, and the area south of highway 401 in Cambridge be considered.

The FI Review Committee brainstormed potential criteria to use when selecting a location/school to open an FI program and determined that the following criteria should be considered first.

- Empty/underutilized space—sufficient space within the school to accommodate additional students over time (empty classrooms, declining enrolment, etc.)
- Traffic impacts on the school - surrounding road network, drop-off areas, sufficient parking, opportunities for active school travel (walking, biking, etc.)
- Easily accessible location—close to major roads/highway/transit because FI serves an area larger than its school boundary.

Other criteria that were considered included:

- Residential growth (long term planning)
- Interest in the FI program
- Brand new schools as potential FI sites
- Will it help to support a secondary school FI program?
- Ability to handle portables or an addition
- Equity—offer FI in a range of neighbourhoods
- Will it alleviate enrolment pressure at an existing FI school?

Based on the geographic distribution and the site selection criteria, staff are recommending that French Immersion be added to the following schools.

Year	School	Geographic Area
2019	St. Luke	Waterloo - East Side
2019	Holy Rosary	Kitchener-Waterloo - West side
2020	St. Peter	Cambridge - South of 401
2020	New Huron Brigadoon School	Kitchener - West side
TBD	New Southeast Galt School	Cambridge - South of 401

7.0 REGISTRATION

WCDSB is recommending expansion of its FI program. Recognizing that existing FI schools serve the municipality, the addition of new sites will require review of the registration process in terms of catchment areas and priorities.

The committee heavily debated prioritizing students living within the school's English stream boundary. This method has many merits, the primary ones being accommodation and traffic congestion. However, because WCDSB currently has three FI schools serving the entire Region of Waterloo, the committee felt that FI should be available to more than those students at the three schools. As the FI program becomes more widespread, the Board should once again review the merits of prioritizing students living with the English stream boundary.

No changes are recommended to the registration process itself. However, the French Immersion "boundaries" will need to be modified as new FI programs open.

Since each new FI program will begin in Grade 1, no students will be required to change schools as a result of French Immersion "boundary" adjustments.

Younger siblings of students attending the French Immersion program at a current site, would be grandparented to current FI boundaries in the interest of keeping families together at the same school. Families who prefer not to have a younger sibling grandparented to current FI boundaries may submit a request to attend the French Immersion program within the newly formed French Immersion boundaries, and these requests will be considered on a case-by-case basis.

8.0 TRANSPORTATION

WCDSB does not provide transportation (busing) for French Immersion students outside of the school's English stream boundary.

Transportation was to be considered by the FI Review Committee within the context of school organization (e.g. single track school, Grades 1-4 at School A and Grades 5-8 at School B).

The committee preferred to prioritize offering French Immersion to Grades 1-8 at one school. Therefore, transportation was not contemplated within the context of distributing the program across multiple schools.

A single track French Immersion school was identified as a potential accommodation solution. Within the SWOT analysis, the committee recognized the opportunity to explore centralized bussing. However, the committee did not feel that a single track school would be a viable option at this point in time.

Staff further explored the ability to provide bussing to all FI students (not including those within walking distance of the school). However, it was determined that transportation would be complicated and costly given the large geographic areas that French Immersion schools serve and the fact that French Immersion is not yet offered across all grades (all new sites will start in Grade 1 so there's no ability to bus students to a school close to where they live unless they are in Grade 1).

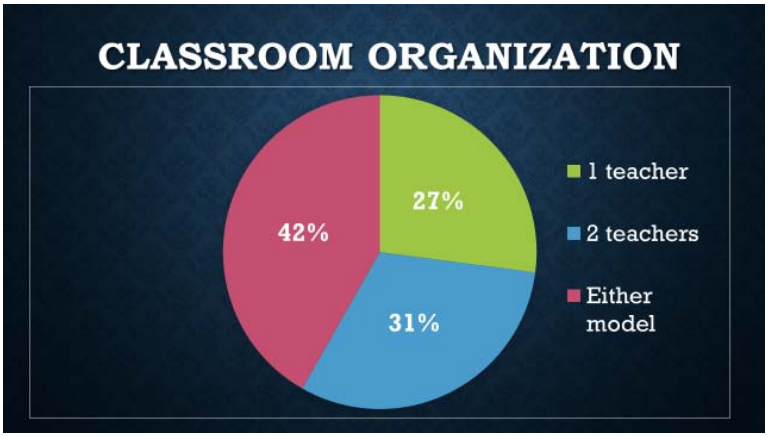
Recognizing that traffic congestion around a school may be amplified by the addition of the FI program, Board staff will work with municipalities and the school communities to identify alternate drop-off/pick-up points to alleviate traffic congestion and safety issues immediately adjacent to the school.

9.0 STAFFING

Staffing of the French Immersion program is a challenge across the province. The growth rate of FI is outpacing the availability of French teachers and the ability to recruit high quality French teachers. This has resulted in FI classes with no French teacher or underqualified teachers well into the school year (at other boards).

9.1 One Teacher vs. Two Teacher model

WCDSB currently uses a one classroom teacher model, meaning that both English and French subjects are taught by one homeroom teacher. However, due to staffing challenges this year, one school is piloting a collaborative model used in other boards in which English and French teaching partners have a shared responsibility for instruction in two classes. For example, French Teacher A is with Class 1 in the morning, and Class 2 in the afternoon, while English Teacher B is with Class 2 in the morning and Class 1 in the afternoon. Both teachers have a shared responsibility for literacy instruction in both classrooms.



The committee reviewed staffing within the context of the one-teacher vs. two-teacher models and did not have a strong preference for one or the other. The public survey supported this. The committee preferred to leave this decision to the board and schools to determine the model that best serves the needs of the Board/school. Therefore, staff is recommending that the teaching model used in each school be decided on a case-by-case basis, based on the needs of the site.

9.2 Hiring Process & Qualifications

Currently, French Immersion teachers are hired in a similar manner to a new school opening - a centralized interview process in advance of regular postings.

French Immersion postings will be added to the first posting for both French and English teachers. This means that interviews will be conducted at the school rather than centrally.

French assessments are used to determine the candidate teacher's level of French. This will continue to be done centrally and will be kept on file so that repeat assessments are not necessary.

WCDSB will now accept the submission of a DELF B1 level certification (Diplôme D'études de Langue Française) in lieu of the French assessment.

10.0 RECOMMENDATIONS

The following recommendations are provided to Executive Council for their consideration and approval.

That the Board update its French Immersion Plan (this plan) by 2023, including a plan related to secondary French Immersion.

That the entry point for French Immersion remain as Grade 1.

That the Board prioritizes offering French Immersion at the same school for Grades 1 to 8.

Accommodation

That to address enrolment pressure, portables, boundary changes, and opening new French Immersion sites are contemplated before any other accommodation solution.

That the following criteria be prioritized when selecting schools for French Immersion:

- Empty/underutilized space
- Traffic impacts on school
- Easily accessible location (close to highways/major road)

That the following new sites be considered for French Immersion:

- Holy Rosary - 2019
- St. Luke - 2019
- Huron Brigadoon - 2020
- St. Peter - 2020
- New southeast Galt school - TBD

That French Immersion boundaries are modified to reflect the addition of new schools.

Registration

That the registration process remains the same until additional sites make prioritizing in-boundary students more practical.

Transportation

That the Board continues to allow students to attend the French Immersion program from outside of the school's English boundary, subject to parents/guardians providing their own transportation. (No bussing will be provided for French Immersion)

That the Board work with municipalities and the school community to identify alternate drop-off/pick-up points to alleviate traffic congestion and safety issues immediately adjacent to the school.

Staffing

That a two-teacher model be used wherever possible for straight grade French Immersion classes and a one-teacher model be used wherever possible for split grade classes.

That the postings for French Immersion be included in the first round of postings in the transfer process.

That French assessments for teaching staff continue to be done centrally and kept on file so no repeat assessment is necessary, and that DELF B1 level certification (Diplôme D'études de Langue Française) be accepted in lieu of the French assessment.

11.0 CONCLUSION

The French Immersion Review Final Report is the result of authentic collaboration among various educational stakeholder throughout the Waterloo Catholic District School Board. It reflects, not only the priorities and concerns of Board and parent leaders closely connected to the French Immersion program, but, as well, the opinions (via public meetings and online surveys) of the broader community. The input reflected in this report will provide invaluable reference points as the French Immersion program grows in the WCDSB.

Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning
Shesh Maharaj, Executive Superintendent of Corporate Services
Lindsay Ford, Manager of Planning
Jennifer Kruithof, FSL Consultant

*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."

APPENDIX A

Waterloo Catholic District School Board

French Immersion Backgrounder

November 2017

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1.0 INTRODUCTION

The Waterloo Catholic District School Board is undertaking a review of its French Immersion program with the specific purpose of developing a proactive plan to set the board up for success. This plan will set the framework for future accommodation decisions, French Immersion program growth, and will ensure that a quality program is offered to all students, regardless of their program.

Specifically, the review will consider the following factors:

- School organization (grade structure, single track, dual track)
- Entry point
- French Immersion boundaries (and registration priorities)
- Transportation (as it relates to school organization)
- Criteria for selecting new FI sites

The purpose of this report is to provide the necessary background on each of these items in order to make informed decisions related to French Immersion.

2.0 PROVINCIAL CONTEXT

French Immersion is an optional program but is offered widely across the province. There is a range of experience with some boards having offered the program for 40+ years while others are new to FI (like WCDSB). Because of this, WCDSB can look to other boards to inform most decisions within this French Immersion review.

The following table illustrates how many boards offer French Immersion

Boards with French Immersion	French Boards	No French Immersion	Total
55 (76%)	12 (17%)	5 (7%)	72

Across the province, the most prevalent issues and challenges related to French Immersion include:

- Recruiting quality teachers (including impacts to delivering a high quality FI program)
- Viability of English program as FI grows and the regular English stream declines
- Space/accommodation pressures associated with French Immersion growth

3.0 STAFFING CHALLENGES

3.1 Provincially

Staffing of the French Immersion program is a challenge across the province. The growth rate of FI is outpacing the availability of French teachers and the ability to recruit high quality French teachers. This has resulted in FI classes with no French teacher or underqualified teachers well into the school year (at other boards).

Recent remarks from the Minister of Education announced immediate steps to boost recruitment of new French teachers including the following:

- provincial communications strategy
- information campaigns targeted at international teachers
- bridging programs for teachers moving into Ontario
- streamlining of credentials for internationally educated francophone teachers
- flexible teacher education models that will increase access to the profession for mature students and students who do not live in close proximity to a Faculty of Education
- better alignment of Faculty candidates with demand in priority areas such as French
- financial support for teachers to take Advanced Qualifications in French
- the creation of a supply and demand forecasting model
- the establishment of a French as a Second Language Teacher Supply Working Group

3.2 WCDSB Staffing Model

WCDSB currently uses a one classroom teacher model, meaning that the entire day is taught by one teacher (except planning time). However, due to staffing challenges this year, there is one school piloting a two classroom teacher model until December - one teacher for English subjects and one teacher for French subjects.

The table below discusses the benefits and challenges of each model.

Table 1: One Teacher vs. Two Teacher - Benefits & Challenges

	Benefits	Challenges
One classroom Teacher	● Concepts can be taught in English and then practiced in French later the same day. ● Flexibility to have same-grade classes work together on special projects because for instance, both grade 1 classes would have french in the morning ● Allows us to have a board-model that every site follows. For example, all Grade 1's start the morning in French.	● Requires hiring more qualified French teachers. ● Requires stocking two rooms with both English & French resources.
One French teacher, one English teacher.	● Easier to hire staff (one French teacher per two classes). ● Teachers can specialize in fewer subject areas. ● French teacher can maintain a standard of speaking only in French with students. ● Students would associate each teacher with a specific language. ● Allows for a concentration of	● Challenging to schedule. ○ Requires a week 1/week 2 calendar in order for students to receive an equal amount of minutes in French in all subjects ○ Each site may require their own model to accommodate the English-speaking teacher's planning time with the realities of the school (number of PT

	resources (one set for 2 classrooms) ● Allows for specialized classroom environments (i.e. completely English and completely French)	teachers, language of the PT teacher, other schedules within the school) ● The absence of one French teacher affects 2 classrooms. ● Makes it more difficult to teach holistically. ● Our experience tells us that the Grade 1 class who has French in the morning will be further ahead than the one that has French in the afternoon.

4.0 SCHOOL ORGANIZATION

4.1 Single Track vs. Dual Tracks

A single track school is an entire school dedicated to French Immersion. A dual track school has both French Immersion and the regular English stream running parallel to one another within the same building. There are benefits and challenges to both models, which are listed in the table below.

Table 2: Single Track vs. Dual Track - Benefits & Challenges

	Benefits	Challenge
Single Track	● All school staff would speak French. ● Students are exposed to more French in the hallways and outdoors. ● French resources are concentrated at one location. ● Maximizes class sizes because they don't have to be divided by language.	● English students would be displaced and not able to attend their neighbourhood school (loss of neighbourhood school). ● Traffic congestion would result if no transportation is provided. ● Increased travel distance for students. ● May attract fewer students due to distance. ● Students who leave FI must change schools. ● Greater potential to split families if all children aren't in FI. ● Difficult to convert an existing school to single track ○ Must offer JK/SK at every school that offers Grade 1 (O'Reg.224/10). ○ May require a school closure review.

Dual Track	• A combination of French and English resources available. • School may be closer to home. • School serves the surrounding community. • Integrates two cultures within one building. • Students leaving FI could remain at the same school (if they live in boundary).	• FI students speak less French outside of the classroom. • Potential decline in the English program (including viability) resulting in small English classes. • Greater likelihood that support staff would speak English.

4.2 Grade Structure

Grade structure refers to the grades included at the school. There are a number of different models used across the Province including the following:

School #1	School #2	Secondary
JK-SK	Grade 1-8	Grade 9-12
JK-Grade 2	Grade 3-8	Grade 9-12
JK-Grade 3	Grade 4-8	Grade 9-12
JK-Grade 4	Grade 5-8	Grade 9-12
JK-Grade 5	Grade 6-8	Grade 9-12
JK-Grade 6	Grade 7-8 Grade 7-12	
JK-Grade 8		Grade 9-12
JK-Grade 12		

There are advantages and disadvantages to each model from a program perspective, an accommodation perspective, and a student/family perspective. Schools that include both elementary and secondary grades (e.g. Grade 7-12, JK-Grade 12) are complicated by Ministry funding and staffing challenges.

All WCDSB elementary schools currently offer JK-Grade 8. For comparison purposes, the JK-Grade 3 & Grade 4-8 grade structure will be used to discuss the benefits and challenges of a different model.

The first table (Grade Structure - Benefits & Challenges) includes general commentary about the two models and does not take the French Immersion program into consideration.

Table 3: Grade Structure - Benefits & Challenges

Grade Structure - Benefits & Challenges		
	Benefits	Challenges
JK-Grade 8	● Keeps siblings together at the same elementary school. ● Fewer transitions (elementary to secondary only). ● Reflects how WCDSB currently operates. ● Leadership/mentor opportunities for older students.	● Students may "outgrow" their school as they get older. ● Potential for fewer opportunities for extracurricular activities with the same age group (depends on school size).
JK-Grade 3, Grade 4-8	● Helps reduce accommodation pressures (potential for fewer portables). ● Schools could offer specialized spaces specific to the age group. ● Potential for more extracurricular activities (assuming a larger population of the same age group). ● Students would move together with their grade (assumes JK-Grade 3 school feeds into one school). ● Students could make new friends in Grade 4-8 (assumes multiple schools merge into one Grade 4-8 school).	● Students may not attend the school in their neighbourhood. ● Potential for larger attendance boundaries. ○ More bussing ○ Greater travel distances ● More transitions for students. ● Siblings may attend different schools. ○ Impacts the parent's ability to volunteer in the school or attend events ● The boundary would either be the same for both schools or serve different populations (would depend on location and school capacity). ● A boundary change would be required to implement this model.

The second table (Grade Structure for French Immersion - Benefits & Challenges) assumes that FI would be the only program to follow the JK-Grade 3 & Grade 4-8 structure (i.e. English track students would remain at the same school JK-Grade 8).

Table 4: Grade Structure for French Immersion - Benefits & Challenges

Grade Structure for French Immersion - Benefits & Challenges		
	Benefits	Challenges
JK-8	● Keeps siblings together at the same elementary school. ● Fewer transitions (elementary to secondary only). ● Reflects how WCDSB currently operates.	● Potential for more portables. ● May not be able to accomodate a JK-Grade 8 dual track school with the current boundaries. ○ May require a boundary change to move English track students to

	● Keeps FI elementary resources at one school. ● Focuses FI teacher support at one location.	another school. ○ May displace neighbourhood English stream students in place of out of boundary FI students. ● Students may have to change schools if they drop out of FI (if they are out of boundary)
JK-Grade 3, Grade 4-8	● Helps reduce accommodation pressures by spreading the FI program over two schools. ● Potential for new friends within the English track at their new Grade 4-8 school (could help with transition to secondary). ● It might be possible to implement this without the need for a boundary change.	● Siblings may attend different schools ○ Impacts the parent's ability to volunteer in the school or attend events ○ May require multiple drop-off/pick-up for families (assuming no bussing for FI). ● Potential reduction in FI enrolment (especially for students living in boundary to the JK-Grade 3 school) ● Out of boundary FI students may attend 3 elementary schools (JK/SK completed at home school) ● Students may have to change schools if they drop out of FI (if they are out of boundary)

5.0 ENTRY POINT

There are various entry points into French Immersion across the province and some boards offer multiple entry points. The following table summarizes the entry point scenarios across the province. Boards with multiple entry points are counted more than once in the below table.

Entry Point	Number of Boards	*Source: Upper Grand DSB*[1] **Numbers updated to reflect Halton DSB's move to Grade 2 entry point effective Sept.2017 (previously Grade 1)* *** Won't meet the minimum required hours for French Immersion in Ontario, therefore this is actually Extended French*
Kindergarten	38	
Grade 1	20*	
Grade 2	1*	
Grade 4**	5	
Grade 5**	2	
Multiple Entry Points	11	

[1] Upper Grand District School Board (January 12, 2016) Report of the French Review Committee 2015

Table 5: Entry Point - Benefits & Challenges

Entry Point	Benefits	Challenges
Kindergarten	● Parents typically prefer an early introduction to French. ● Time on Task research shows greater proficiency in the primary grades when language is front-loaded through play-based activities. ● Allows a child to start at one school and continue at the same location for Grade 1. ○ Fewer transitions - more appealing for parents ● Eliminates a shuffle of students and student records between schools between SK and Grade 1.	● Requires a Board-made FI curriculum in Kindergarten ● Play-based model makes scheduling a little different than in Grades 1-8 ● Student's learning challenges may be more difficult to identify. ● Difficult to predict enrolment because there's no previous grade to base projections off of. ● Kindergarten rooms are different (larger, washrooms, cubbies, etc.) than classrooms. ○ If the number of classes exceeds the number of classrooms regular classrooms would be used for kindergarten, which may be tight on space. ● Pupil to teacher ratios complicates the transition to Grade 1 (JK/SK classes = max. 29 students, Grade 1-3 classes = max 20 students) ○ May have to enrol fewer JK/SK students than ratio allows for - cost & space implications.
Grade 1	● FI curriculum begins in Grade 1. ● Existing kindergartens makes FI enrolment projections slightly more predictable. ● Parents typically prefer an early introduction to French. ● 70% of parents indicated on WCDSB's 2010 survey that they prefer an Early French Immersion model. ● Matches WRDSB's (public board) model	● Only meets the required number of hours because of the addition of one extra 40 minute period per week (assumes 50% immersion). ● Parents sometimes sign up for both lists (public and Catholic) requiring extensive follow up to determine if children that were accepted will actually show up to register. ● Requires 2 registration periods for the office: one for JK and one for FI. ● Requires office time to transfer OSR records from the old school to the new school (and back again if people change their mind).
Grade 2	● Allows more time to understand the student's learning needs to determine whether FI is a good fit.	● Would have to be 60-70% of French instructional time to meet required instructional hours for Immersion.

	● Parents typically prefer an early introduction to French.	● Requires 2 registration periods for the office: one for JK and one for FI. ● Requires office time to transfer OSR records from the old school to the new school (and back again if people change their mind).
Grade 4-8	● Allows lots of time to understand the student's learning needs prior to determining whether FI is a good fit. ● Depending on the entry point, the student may be exposed to Core French prior to entering FI. ● Students are a bit older and would have more of a voice in a decision to enter FI.	● Later introduction of French. ○ Parents typically prefer early immersion ○ Research shows greater proficiency if introduced earlier. ● Extended French - won't meet minimum required hours for French Immersion. ● Different resources required for a Grade 1 beginner v.s a Grade 7 beginner. ○ Very difficult to find subject specific resources at a high interest, high content, low-language level. Teachers will end up having to design almost everything themselves. (Not enough of a market for publishers to create materials.)
Multiple Entry Points	● Students have more than one opportunity to enter FI ● A later entry would help families who could not get into early FI	● Two FI programs running parallel to each other serving the same grade. ○ More space requirements. ○ Difficult to be efficient with pupil to teacher ratios. ● More expensive to maintain as each entry point would require different levelled texts. ● Requires a large population to be viable

6.0 CAPPING AND REGISTRATION PRIORITIES

6.1 Capping

Many boards place restrictions on new FI registrations in order to manage enrolment, accommodation (space) needs, and staffing requirements (dictated by pupil to teacher ratios set by the Ministry of Education). There are various examples of how to cap the FI program including the following.

- By number of students (e.g. 20 students per class)
- By number of classes (e.g. maximum of 2 classes at School A, 4 classes at School B)
- By board-wide enrolment (e.g. max of 200 Grade 1's per year)

It is important to note that some boards do not cap the program.

The Waterloo Catholic District School Board accepts a maximum of 20 students per Grade 1 class to a maximum of two classes per school.

Decisions on minimum numbers are made on a case by case basis by the superintendent, based on projected enrollment at the entire school, and informed by how small a particular class could get before it would result in unequitable conditions for class sizes in the English stream.

6.2 Registration Priorities

In situations where the number of students interested in French Immersion exceeds the number of spaces available, a process needs to be undertaken to determine who gets in. A lottery system and first-come-first-serve are the two methods most commonly used. Siblings of students currently enrolled in French Immersion are typically given first priority.

At the Waterloo Catholic District School Board, enrolment in FI programs is open to everyone in the board, not just at the school where it's offered. Siblings of students already enrolled in FI automatically get a space in French Immersion at the same school (if the follow registration procedures).

A lottery system is then used to determine enrolment. Students must initially enter the lottery for the FI school that corresponds with their address. Students who are unsuccessful in the lottery are offered a space at another FI school, if available. Any available spaces after that are filled on a first-come-first-serve basis.

No priority is given to students who live within the boundary of the FI school.

6.3 Waterloo Region District School Board

The public school board in Waterloo Region offers French Immersion at 47 elementary schools and 2 secondary schools.

The following is a high-level summary of their FI admissions process.[2]

- A minimum of 20 students required before FI will be considered at that school (Grade 1 entry)
- After 20 students, then a waitlist is established
- Priority given to 1) siblings (including JK/SK), 2) in-boundary students, 3) out-of-boundary
- A lottery will be used if there's more than 20 students (siblings not placed in lottery)
- Out of Boundary students will not be placed at an overcrowded school if enrolment exceeds 20

[2] Waterloo Region District School Board (January 2016) Administrative Procedure 1000: French Immersion

7.0 BOUNDARIES

Attendance "boundaries" for the French Immersion program are based on the student's address and the location of their home school. In most cases, students attending school in Cambridge, Kitchener, and Waterloo would attend the French Immersion school in the same city.

FI School	Municipality of Home School
Our Lady of Fatima	Cambridge, North Dumfries
Sir Edgar Bauer	Waterloo, Wellesley, Woolwich
St. Anne Kitchener	Kitchener, Wilmot

8.0 TRANSPORTATION

Transportation is the responsibility of the FI parents. Bussing is only provided to students living in the school's attendance boundary, in keeping with regular WCDSB transportation policies.

If a model was developed that required students to attend a different elementary school for junior or intermediate grades, then the Board may consider offering transportation. Transportation will be discussed within the context of this situation only or where a single track school is considered.

The approximate cost for one bus is $40,000 per year. However, this can usually be reduced by using the same bus for multiple routes (i.e. The bus picks up students and takes them to School A, then picks up different students and takes them to School B). Route costs vary depending on how many routes they can serve across both school boards. A single route may cost approximately $12,000/year.

9.0 ENROLMENT GROWTH

As of the 2015-2016 school year, 14.35% of elementary students in Ontario were enrolled in French Immersion[3]. The program experiences an average annual growth rate of 5.7%.[4]

The growth rate at individual schools varies significantly across the province, with some schools having approximately 25%-50% of students entering French Immersion at the entry point.

9.1 Out of Boundary Students

At WCDSB, French Immersion sites serve the municipality and no priority is given to students living in the boundary. The below table summarizes out of boundary French Immersion students vs. total FI students for the current (2017-2018) school year.

[3] Canadian Parents for French Ontario, Table 6A Elementary Enrolment in FSL Programs by Board and Program Type 2015-2016
[4] Canadian Parents for French Ontario (August 2017) The State of French Second Language Education in Ontario

Table 6: French Immersion - Out of Boundary vs. Total Students

School	Grade 1	Grade 2	Grade 3
Our Lady of Fatima	6/20 (30%)	11/23 (48%)	N/A
Sir Edgar Bauer	4/35 (11%)	1/20 (5%)	3/18 (17%)
St. Anne Kitchener	11/37 (30%)	12/28 (43%)	16/35 (46%)

It is difficult to predict Grade 1 FI enrolment based on the previous year's Kindergarten enrollment because of out of boundary students. For example, St. Anne appears to have 74%-92% of its senior kindergarten students enter FI in Grade 1. However, this number is skewed by out of boundary students.

The current model of serving an entire municipality at one FI site places additional pressures on that school. For example, if a school is facing growth pressures it is typically capped, which means no out of boundary students are permitted. However, in the case of FI schools, out of boundary students would still be accepted into FI.

Out of boundary students also impact the site because parents drop-off and pick-up their children. This means more traffic and congestion in and around the school during bell times.

10.0 ACCOMMODATION

Accommodation is affected by the number of students vs. the amount of space. Class size affects the number of students that can be accommodated within a given space.

The WCDSB FI program adds new Grade 1 classes each year. By the time French Immersion is fully implemented at a school, it could equate to 160-320 students in the FI track alone (based on 20-40 students per grade x 8 grades). For comparison purposes, the average WCDSB elementary school is 358 students (based on enrolment).

The following table shows the capacity of each FI school and its current enrolment.

Table 7: Enrolment vs. Capacity

School	Capacity*	Enrolment (2017)	Difference
Our Lady of Fatima	504	400	-104
Sir Edgar Bauer	481	391	-90
St. Anne Kitchener	510	469	-41

*Capacity is calculated by the Ministry of Education based on room sizes and designations.

Class sizes are prescribed by the Ministry of Education by pupil-to-teacher ratios and differ by grade, as shown in the below table. Class size affects the number of classes. For example, the addition of one child could trigger the need for a new class.

Table 8: Class Sizes

Grade	Class size	Details
Kindergarten	26 pupils	Board average, maximum of 29
Grade 1-3	20 pupils	10% of classes board-wide can go up to 23
Grade 4-8	24.5 pupils	Board average (effective 2018)

10.1 Portables

As FI runs parallel to the English program, space pressures will exist. When enrolment exceeds the school's capacity, portables can be used as a temporary measure. A portable costs $10,800/year + installation costs to lease.

The number of portables that can fit at a given school is dependent upon a number of factors, including facility limits and program/student implications. For example,

- Site limitations (setbacks, slopes, fire route, drainage, etc.)
- Electrical capacity (may be cost prohibitive to add portables)
- Washroom capacity (building code requirements)
- Ability to expand parking to meet zoning and the needs of staff
- Implications to playground (reduced size, wear and tear with higher student population)
- Willingness to reduce gym, library, and computer time
- Reduced sight lines for playground supervision

10.2 Boundary Changes

Changing school boundaries can alleviate growth pressures at one school by relocating some students to another school. In some cases, a boundary change could be used to distribute enrolment across schools rather than accommodating all growth at one school. The following are examples of situations where a boundary change is contemplated.

- No more portables should be added to a school (due to any of the reasons listed above in the portables section)
- Enrolment (current & projected) exceeds capacity at one school but is below capacity at a nearby school.

Boundary changes are carried out through a boundary review process, which is a public consultation process that must follow the Board's Administrative Procedure APF008. The students that move are typically selected based on where they live. All students JK-Grade 8 living within a designated geographical area would move. Any change that proposes to move more than 50% of students would require a school closure review.

No boundary changes are being contemplated through this French Immersion Review process. However, decisions related to French Immersion will inform accommodation going forward, including boundary changes and school closure reviews.

11.0 PROGRAM EXPANSION

The FI Review will be contemplating the expansion of French Immersion to other schools. Discussion and decision on each of the previous ten sections of this report will inform whether the program should expand and if so, how it should expand.

When selecting future schools, consideration should be given to the following.

- Site size and configuration, including playground space
- Ability to add portables
- Drop-off/pick-up facilities (including surrounding streets)
- Parking
- Size of the gym and library
- Future accommodation changes
- Interest in French Immersion (ensure there is sufficient demand)
- Residential growth within the boundary
- Availability of staff

12.0 FUNDING

There's no capital funding or transportation funding specific to French Immersion.

However, there is some operating funding provided per pupil to support French instruction. The amount varies by panel (elementary vs. secondary), by elementary program (Core French, Extended French, French Immersion), and by secondary subject (French, geography, etc.) and grade level.

The following table summarizes funding for French language instruction at the elementary level.

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	$297.37
60 – 149 minutes	Extended, Grades 4 to 8	$338.80
150 minutes or more	Immersion, JK/SK, Grades 1 to 8	$379.01

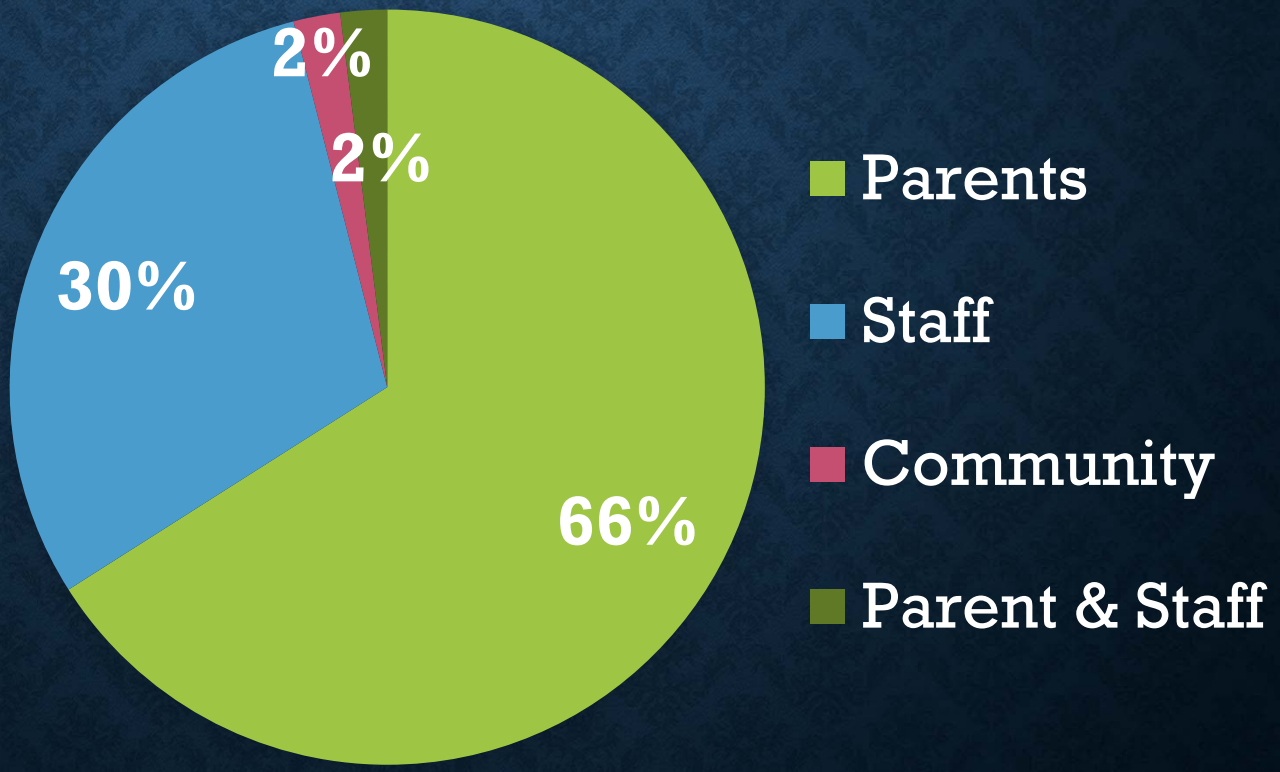
APPENDIX B

Public Survey Results

SUMMARY OF THE FRENCH IMMERSION PUBLIC SURVEY RESPONSES

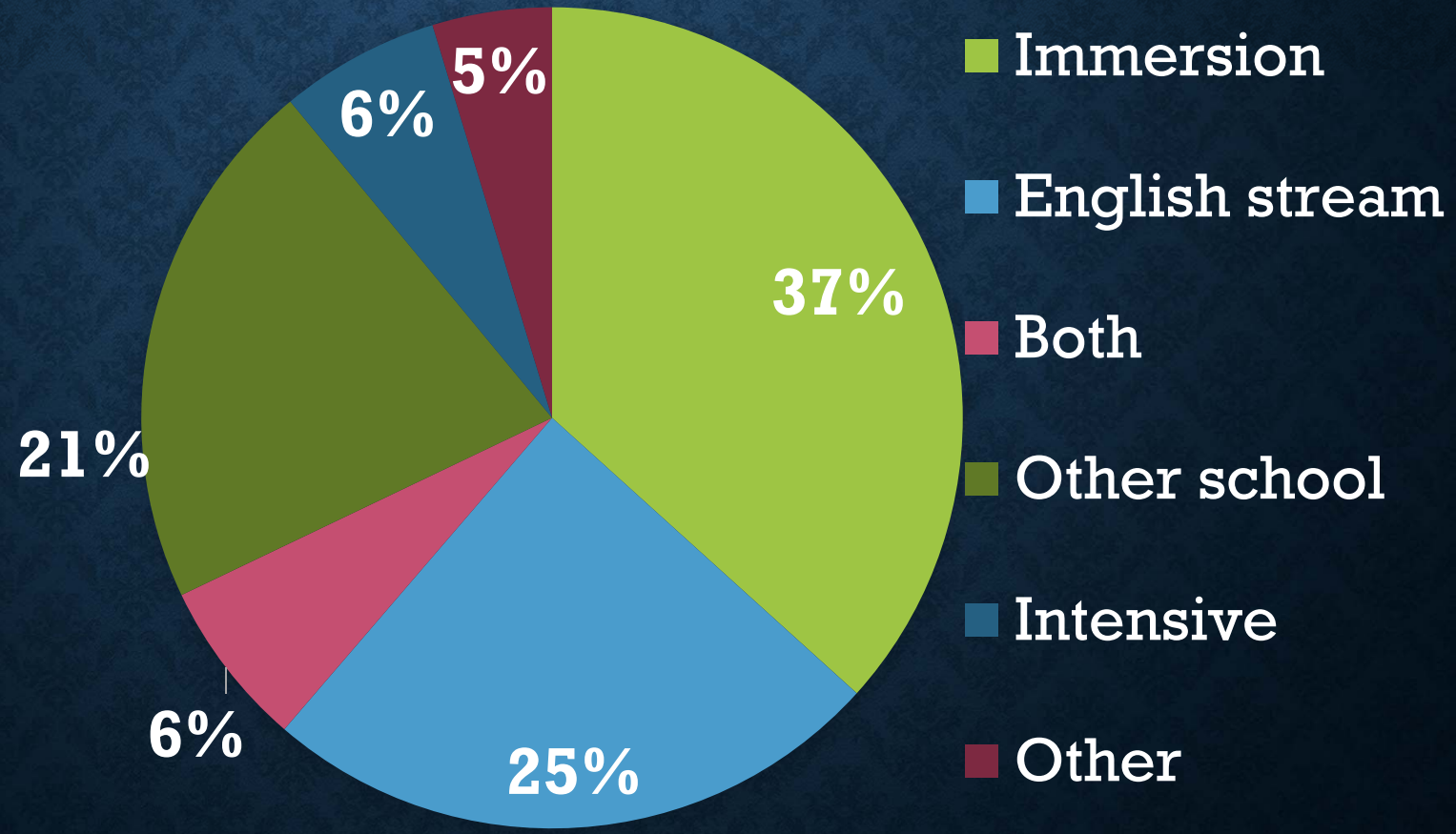
WHO PROVIDED INPUT?

388 responses



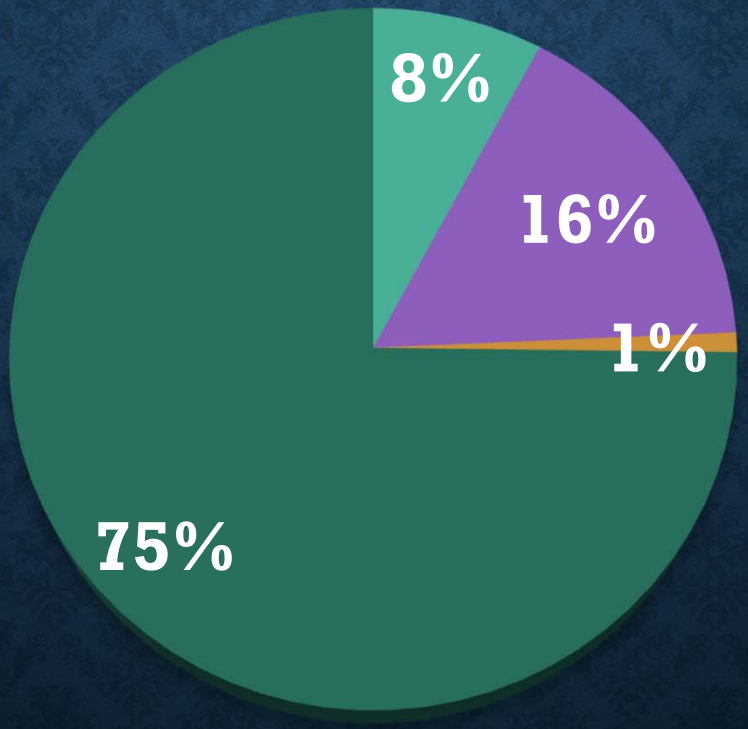
WHO PROVIDED INPUT?

256 parents



WHO PROVIDED INPUT?

115 employees



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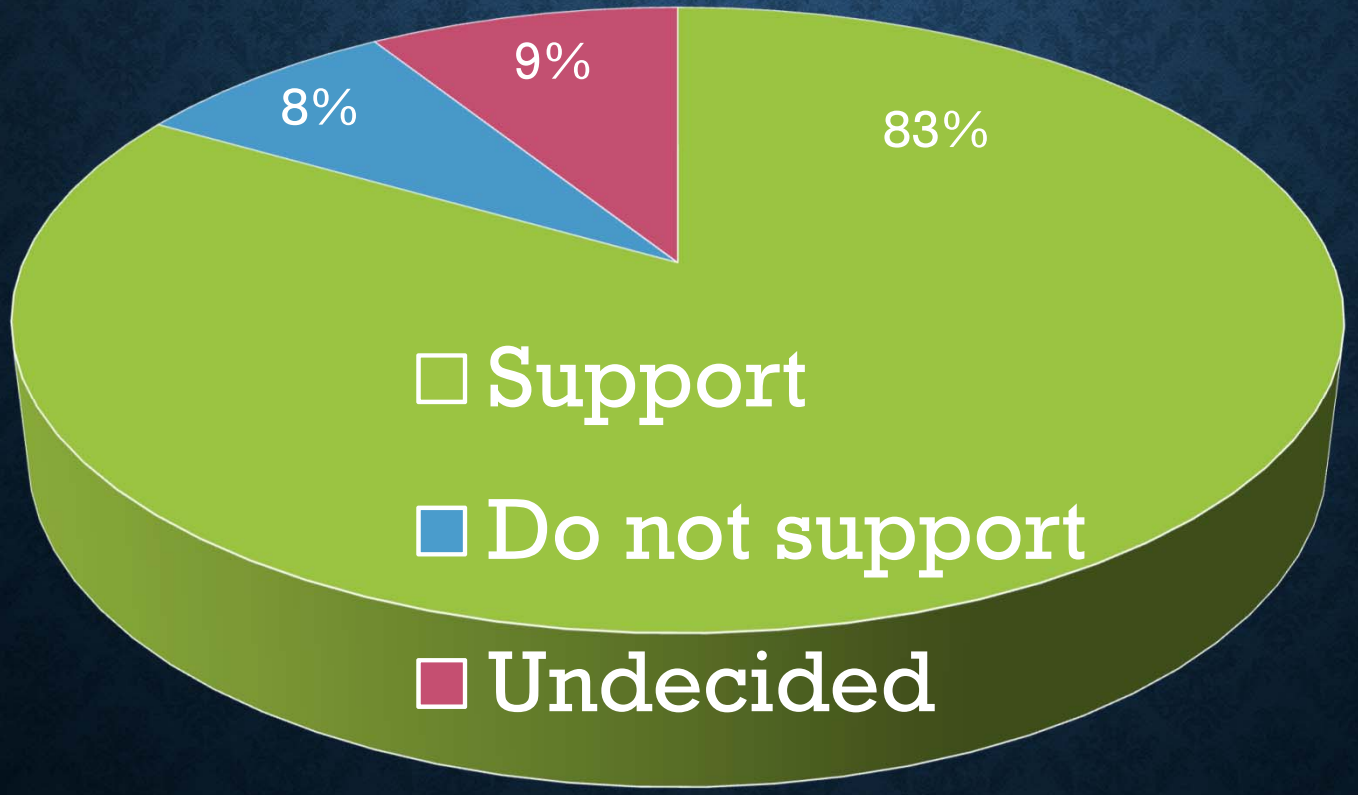
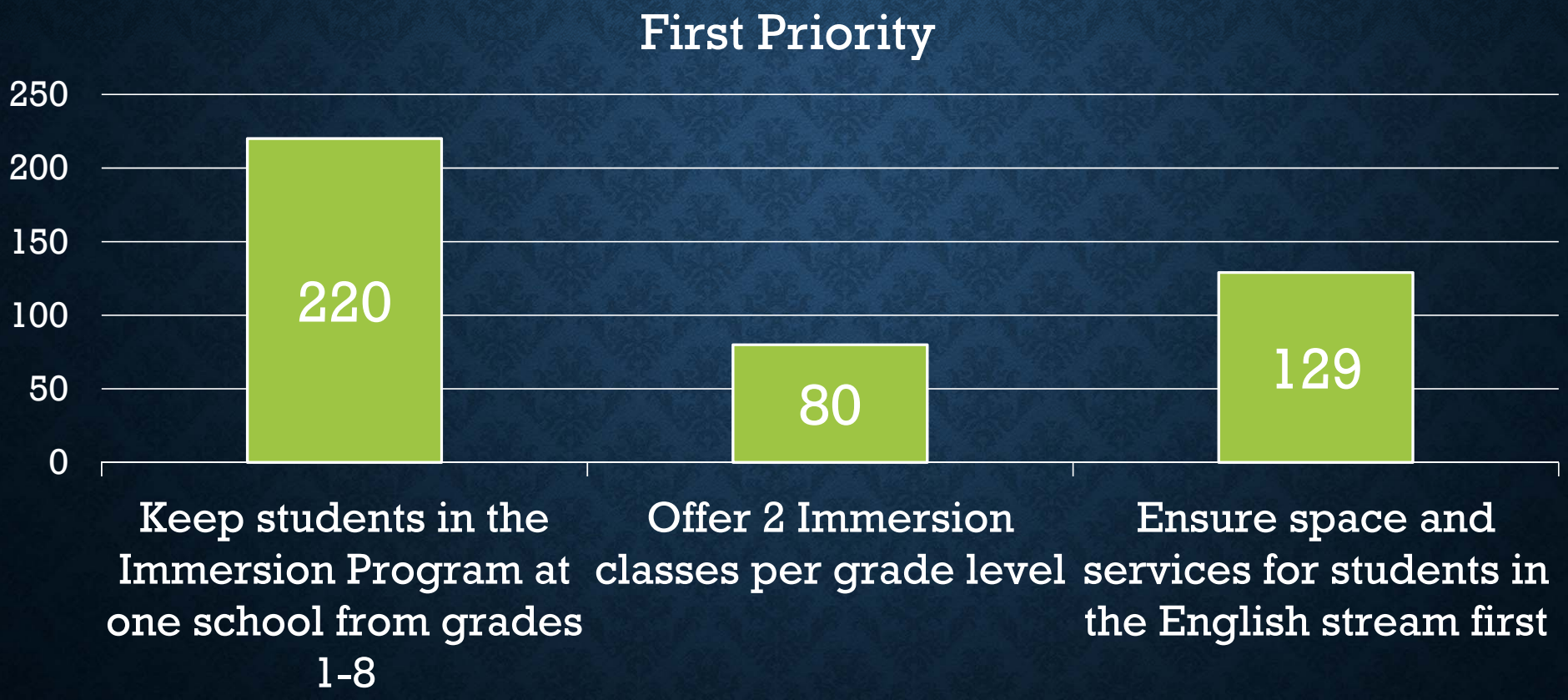


ACCOMMODATION PRIORITIES:

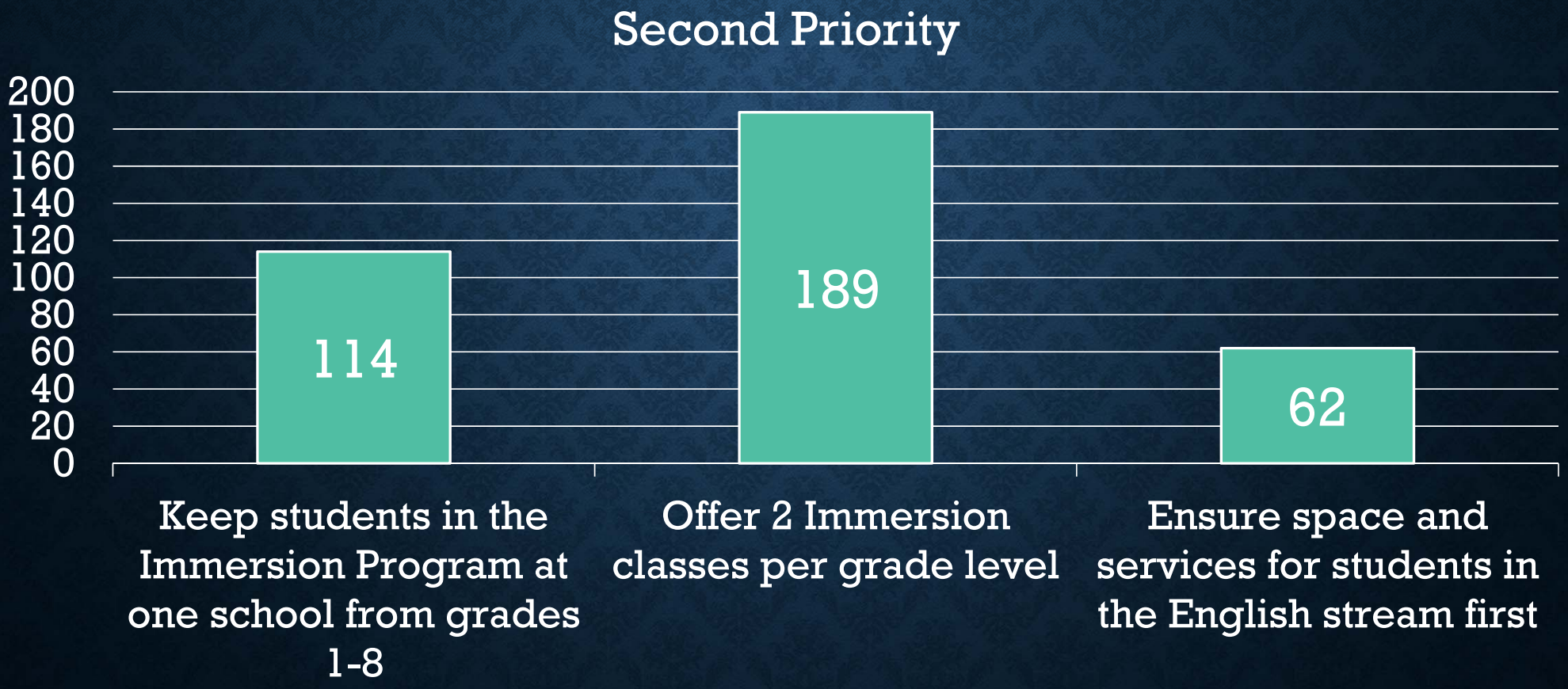
When considering how future accommodation decisions should be made, it is important to establish what we value and prioritize as a Board.

Our survey asked people to rank 3 priorities.

ACCOMMODATION PRIORITIES:

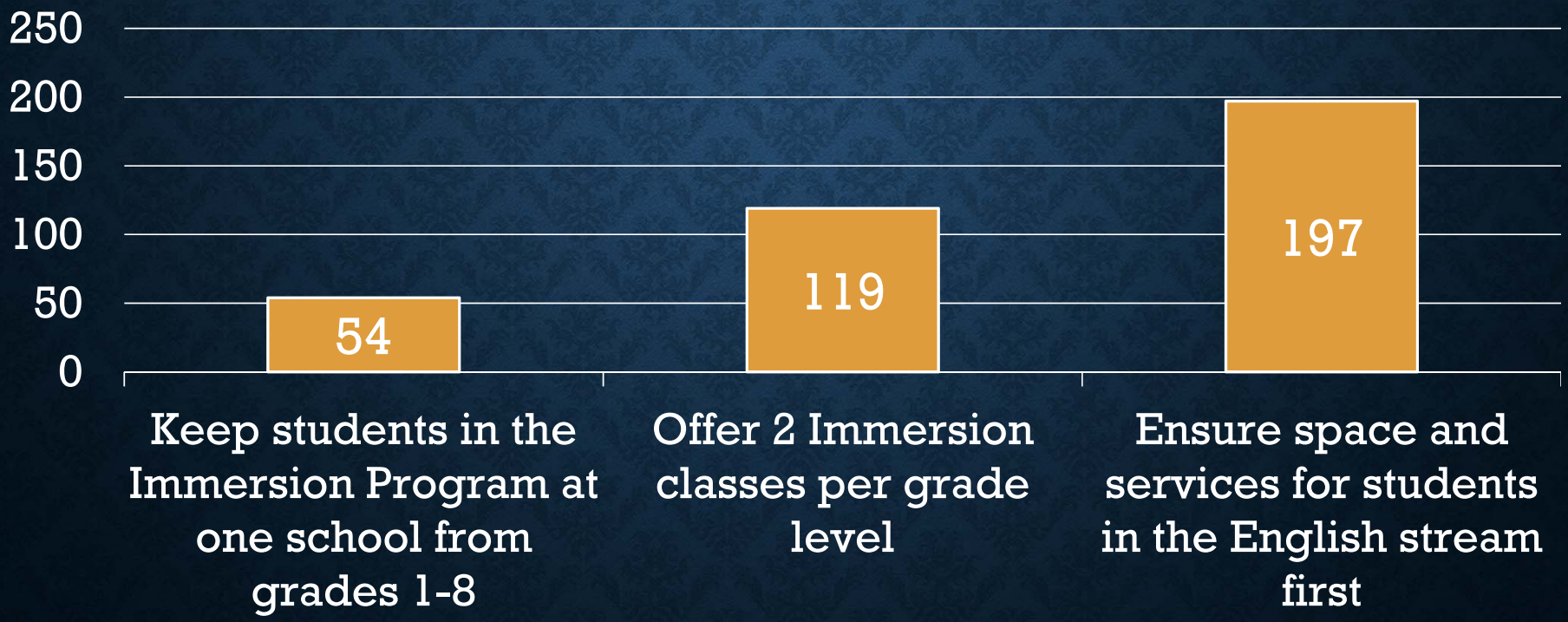


ACCOMMODATION PRIORITIES:

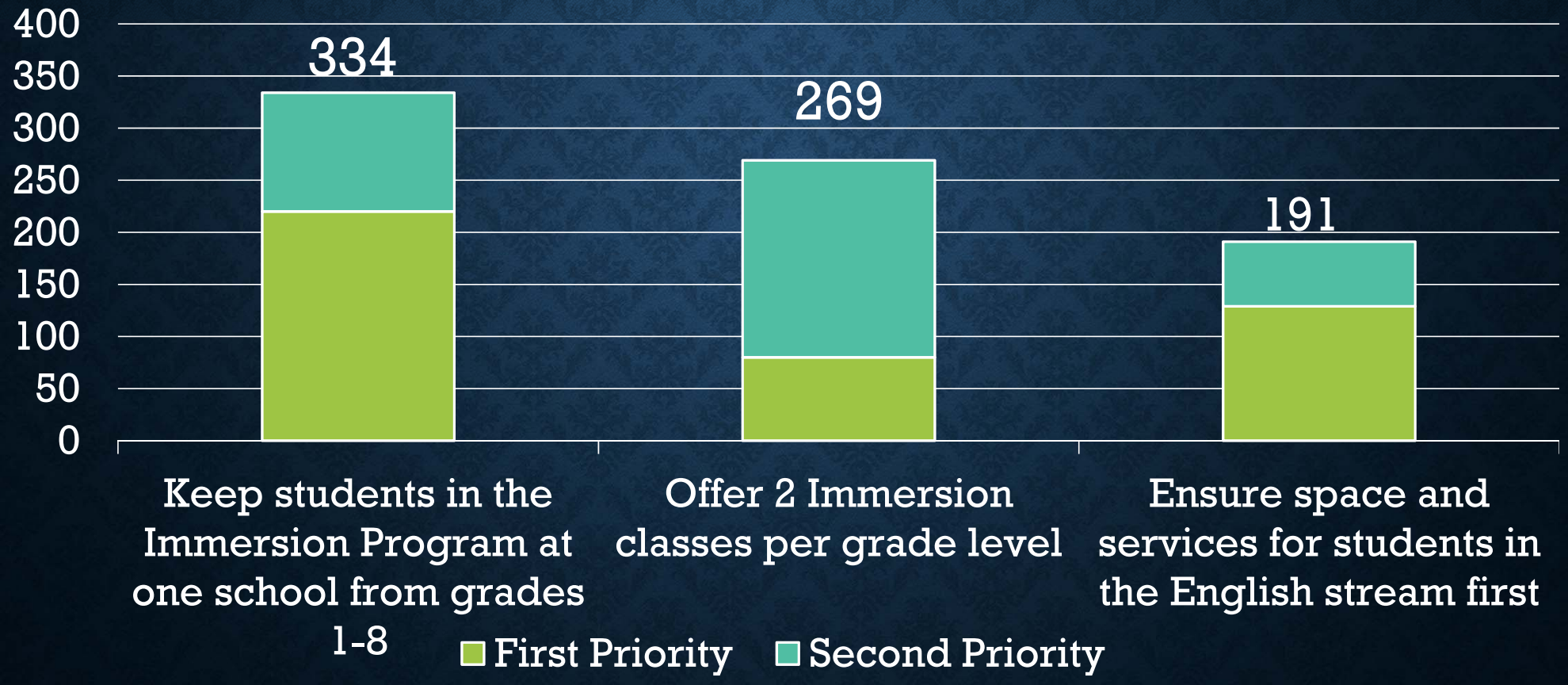


ACCOMMODATION PRIORITIES:

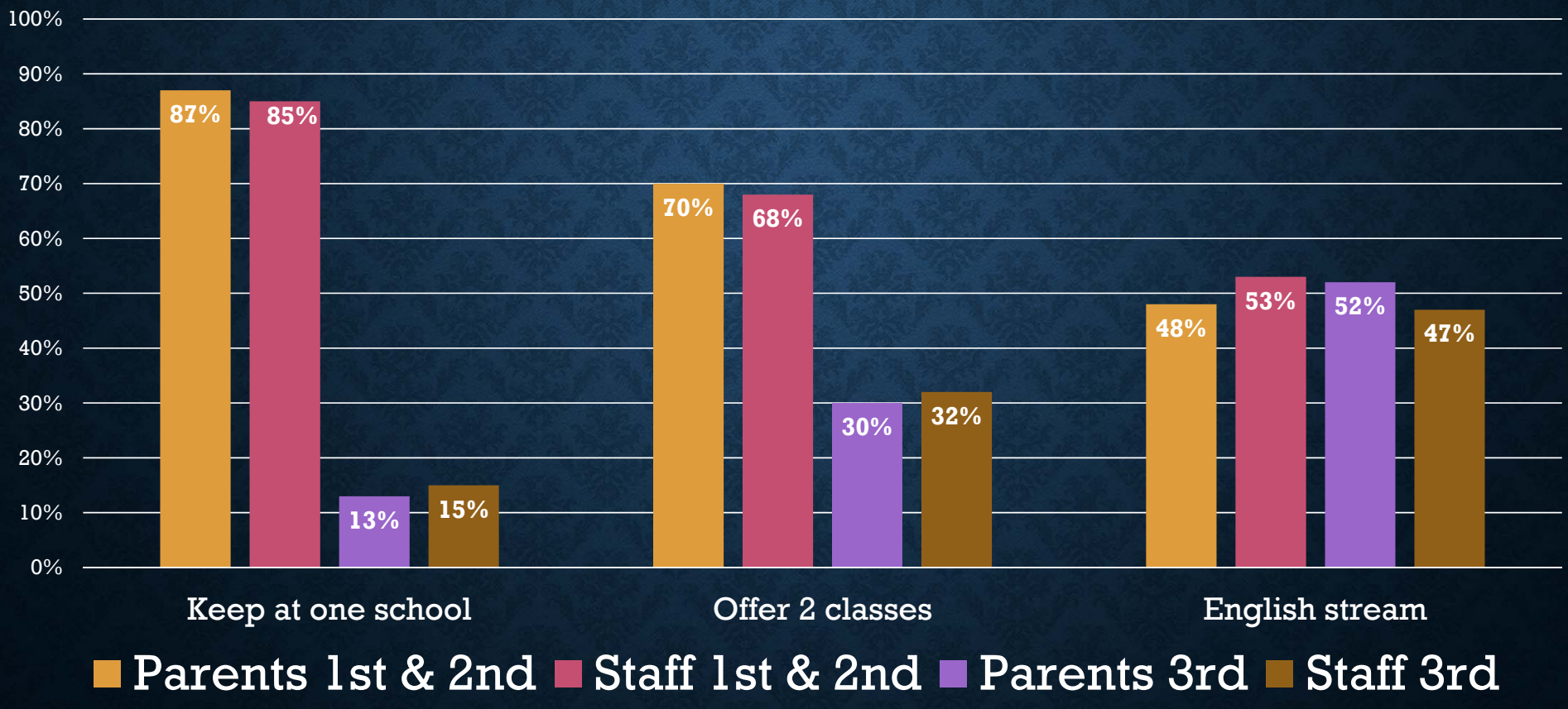
Third Priority



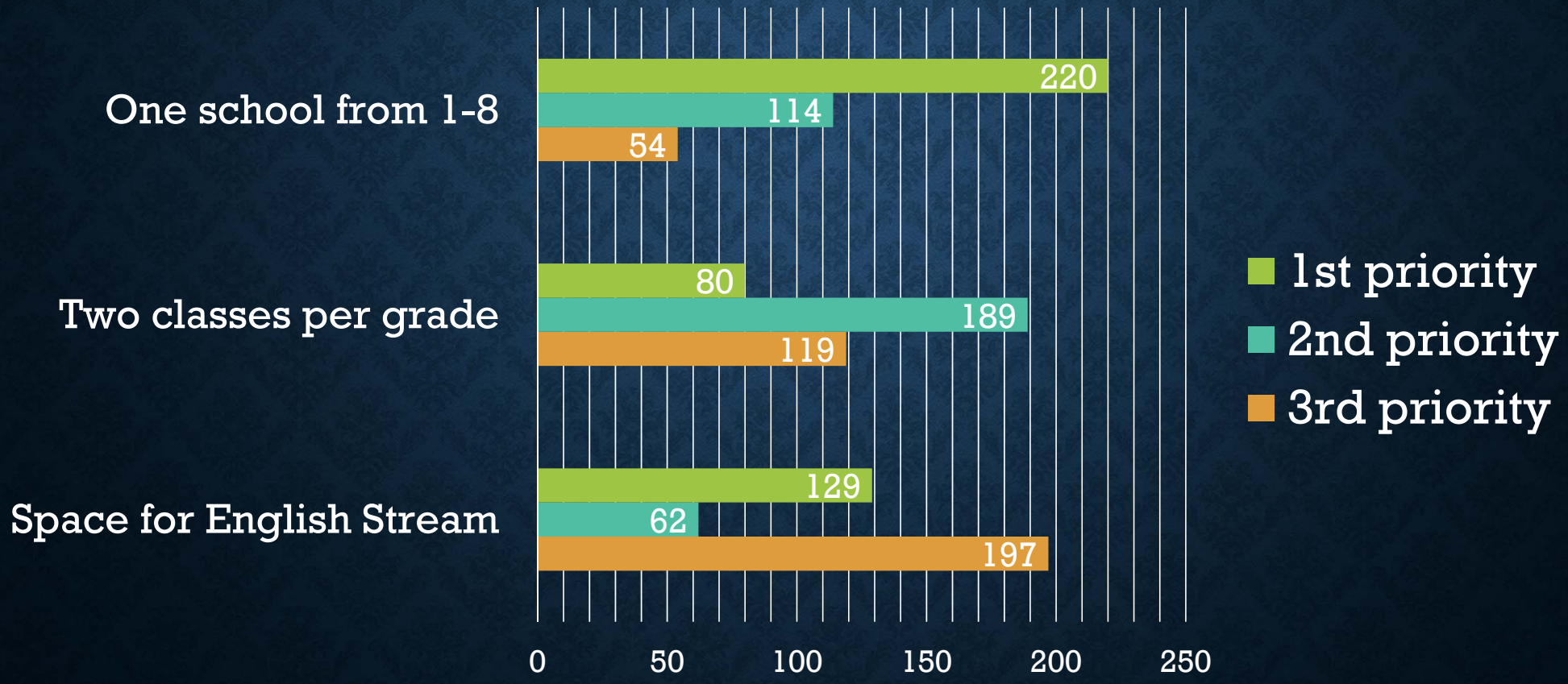
ACCOMMODATION PRIORITIES:



ACCOMMODATION PRIORITIES:



SUMMARY OF PRIORITIES:



DISCUSSION:

When considering how future accommodation decisions should be made, it is important to establish what we value and prioritize as a Board.

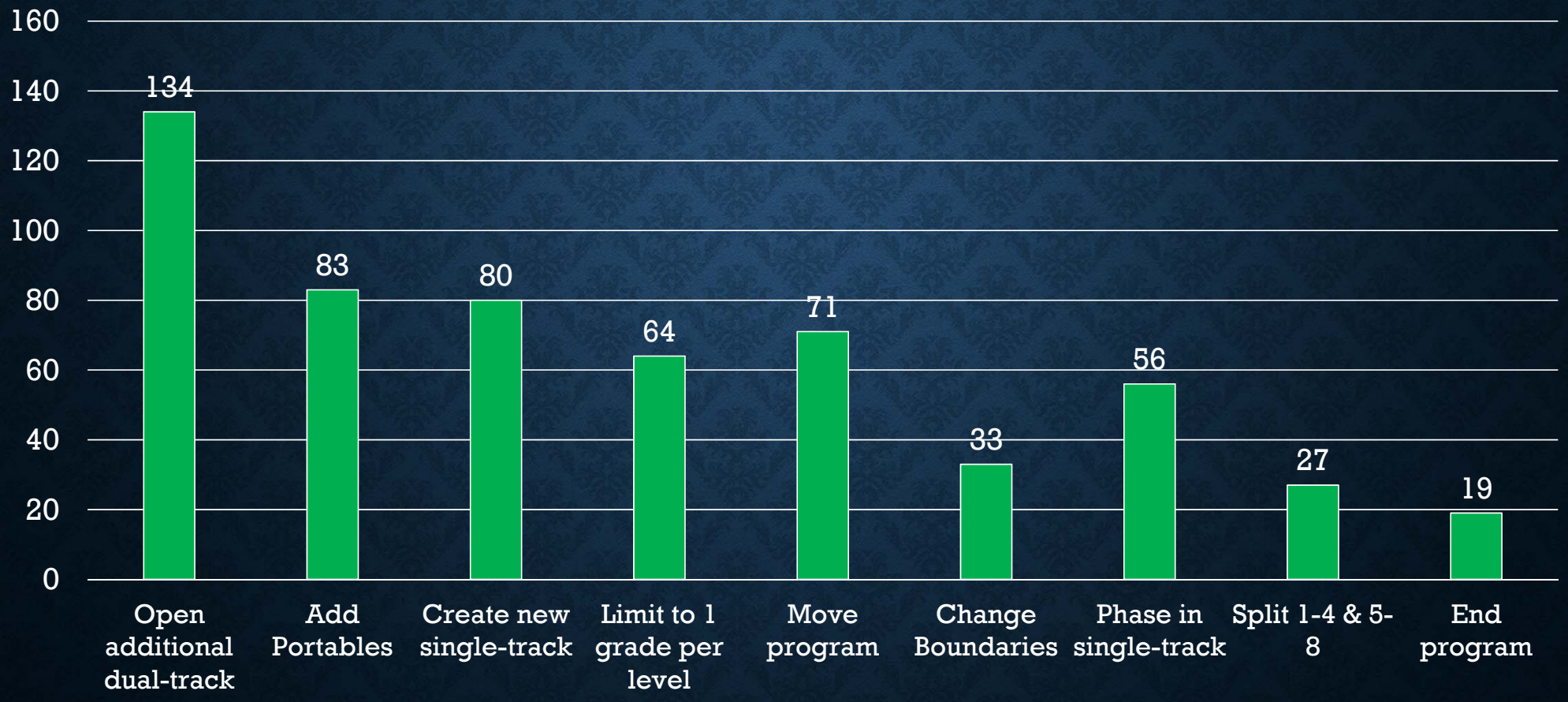
ACCOMMODATION PRIORITIES

Considering both the public feedback, and our related discussion, please stick your FIRST and LAST priority labels on the poster where you think our Board Priorities should lie. The committee can then use this visual representation to help inform our future accommodation discussions and decisions.

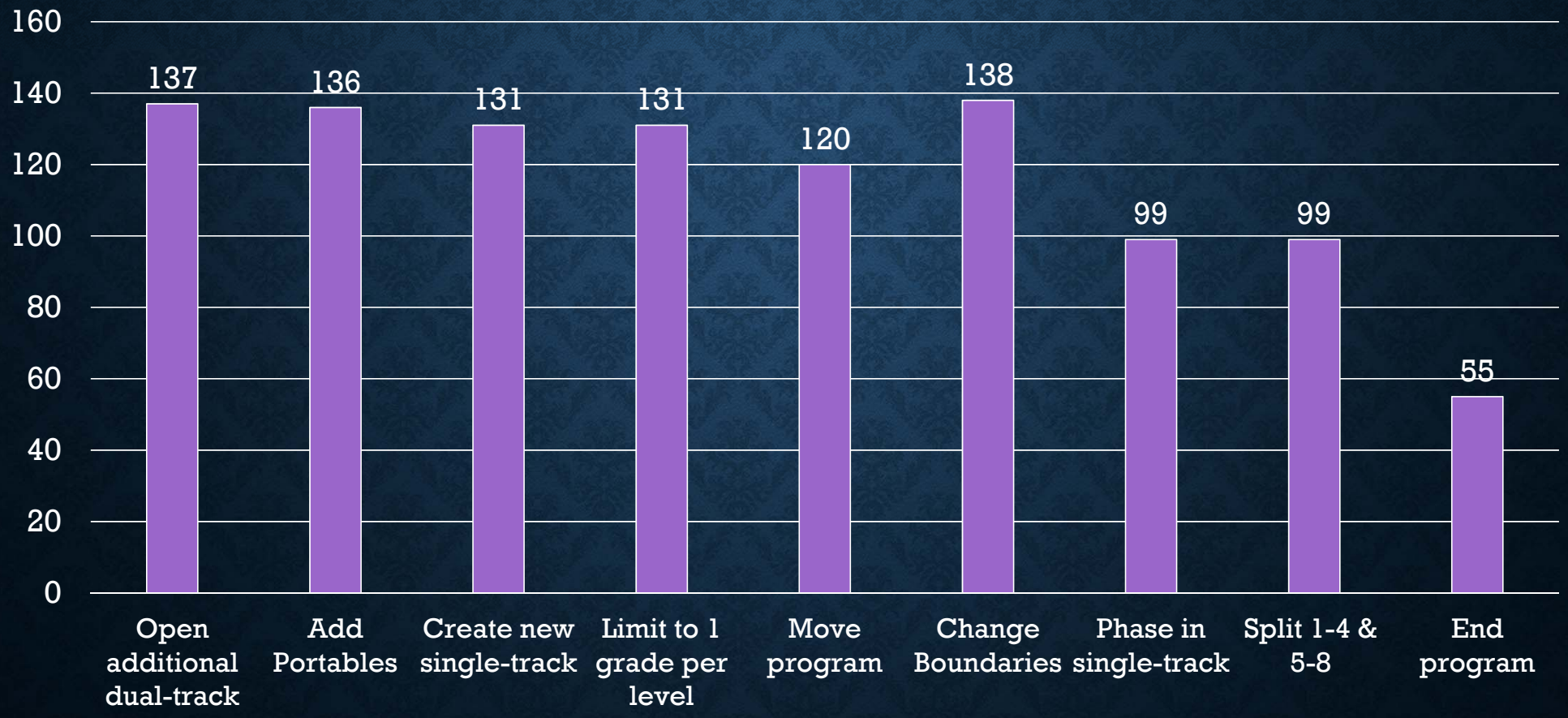
ACCOMMODATION PREFERENCES

If a school no longer had enough space to continue to grow the French Immersion program, please indicate your preference for each of the following options.

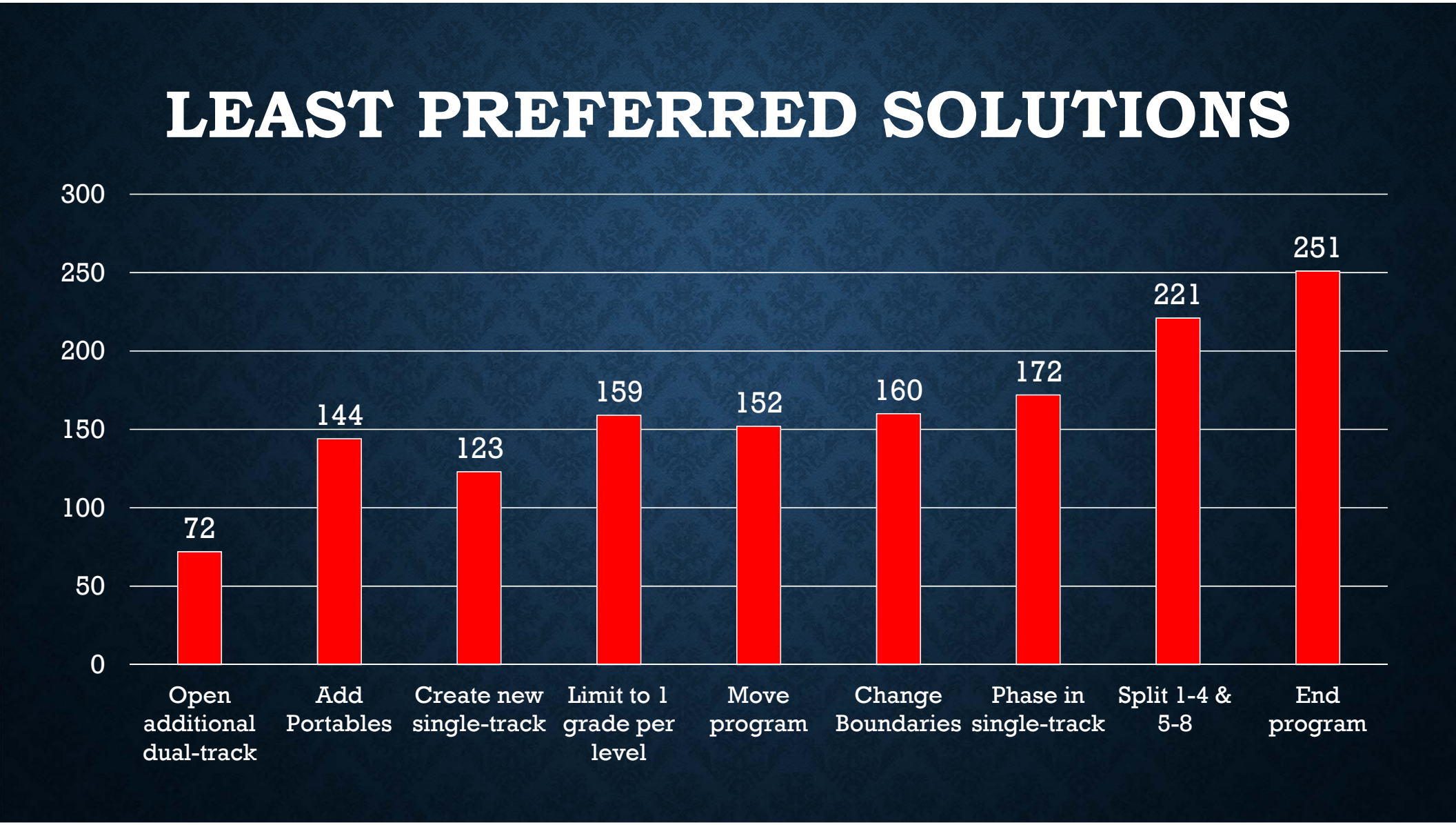
MOST PREFERRED SOLUTIONS



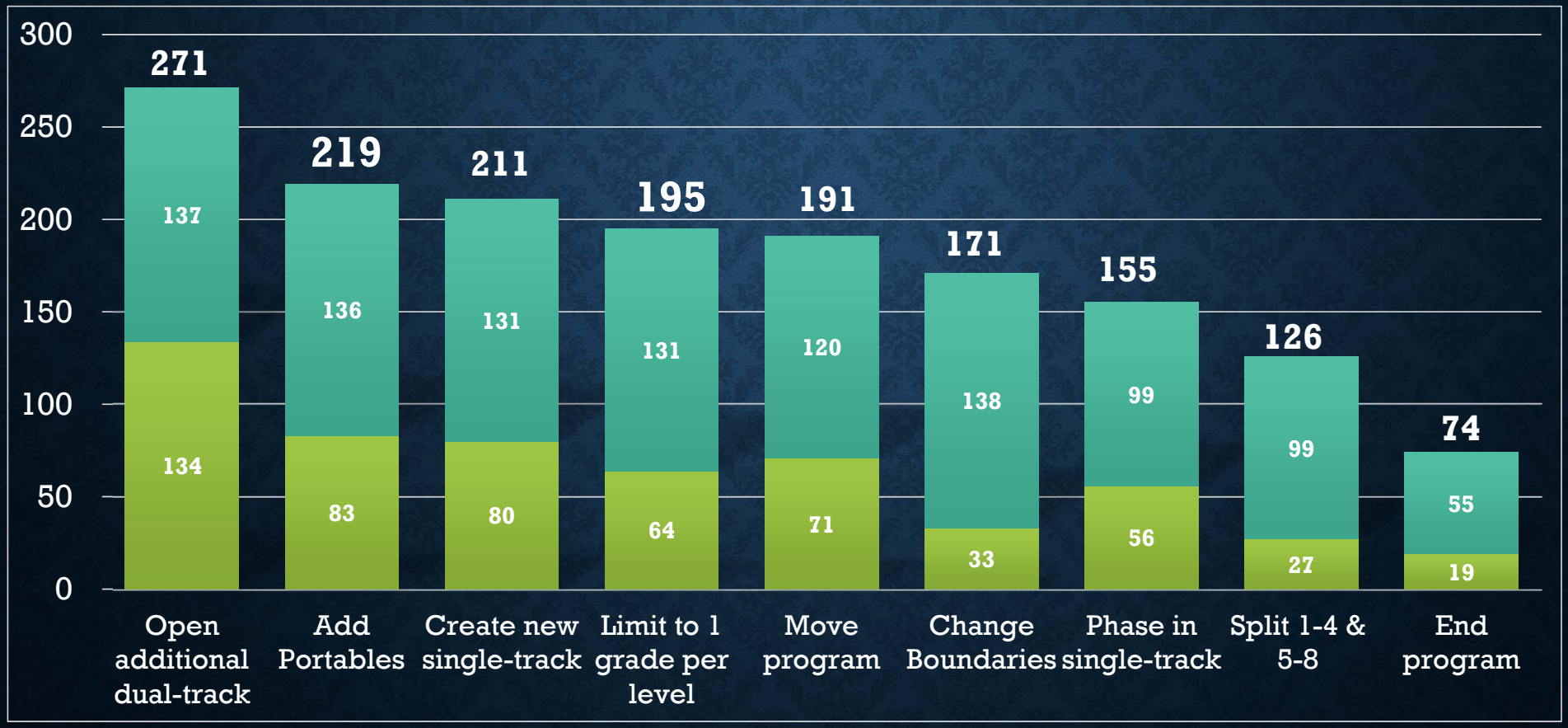
ACCEPTABLE SOLUTIONS



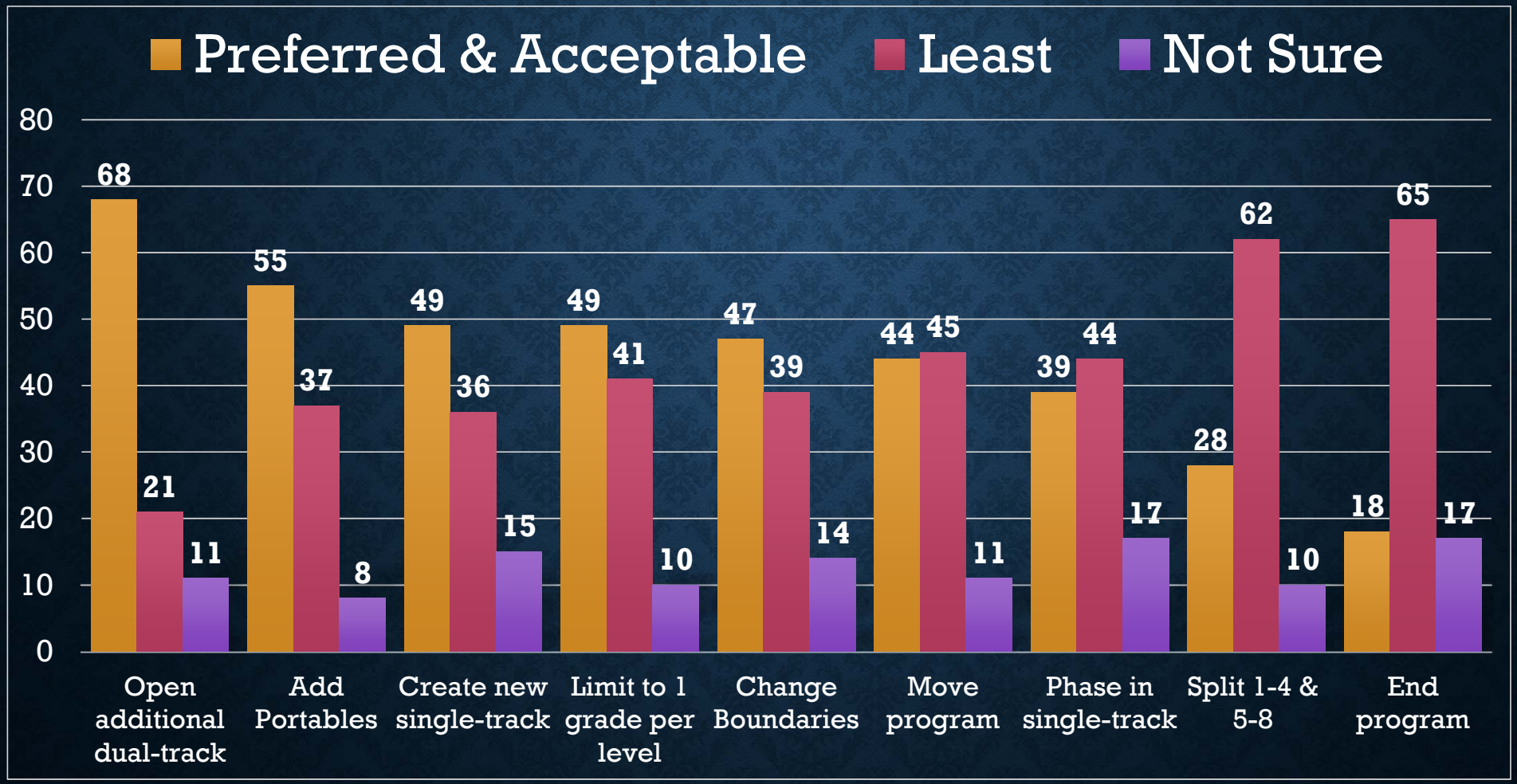
LEAST PREFERRED SOLUTIONS



MOST PREFERRED & ACCEPTABLE SOLUTIONS



PARENTS


Preferred & Acceptable
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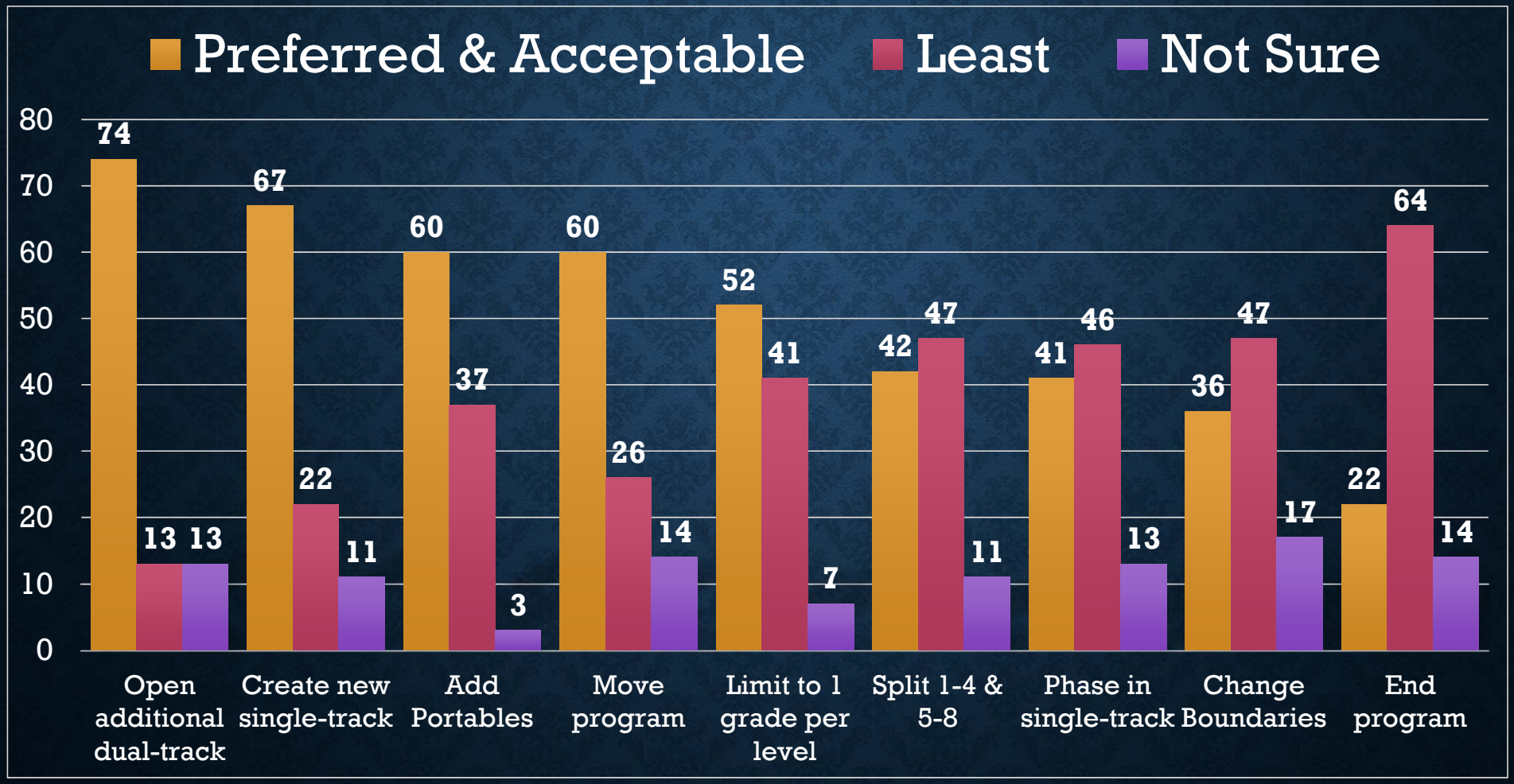
62
10
18
65
17
Open additional dual-track
Add Portables
Create new single-track
Limit to 1 grade per level
Change Boundaries
Move program
Phase in single-track
Split 1-4 & 5-8
End program

STAFF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64
14
Open additional dual-track
Create new single-track
Add Portables
Move program
Limit to 1 grade per level
Split 1-4 & 5-8
Phase in single-track
Change Boundaries
End program

SUMMARY OF RANKING

RANK:	TOGETHER	PARENTS	STAFF
1	Open more sites	Open more sites	Open more sites
2	Add portables	Add portables	Create new single-track
3	Create new single-tack	Create new single-track	Add portables
4	Limit to 1 class	Limit to 1 class	Move to new site
5	Move to new site	Change boundaries	Limit to 1 class
6	Change boundaries	Move to new site	Split 1-4 / 5-8
7	Phase-in single-track	Phase-in single track	Phase-in single track
8	Split 1-4 / 5-8	Split 1-4 / 5-8	Change boundaries
9	End program	End program	End program

ADDITIONAL IDEAS PROVIDED

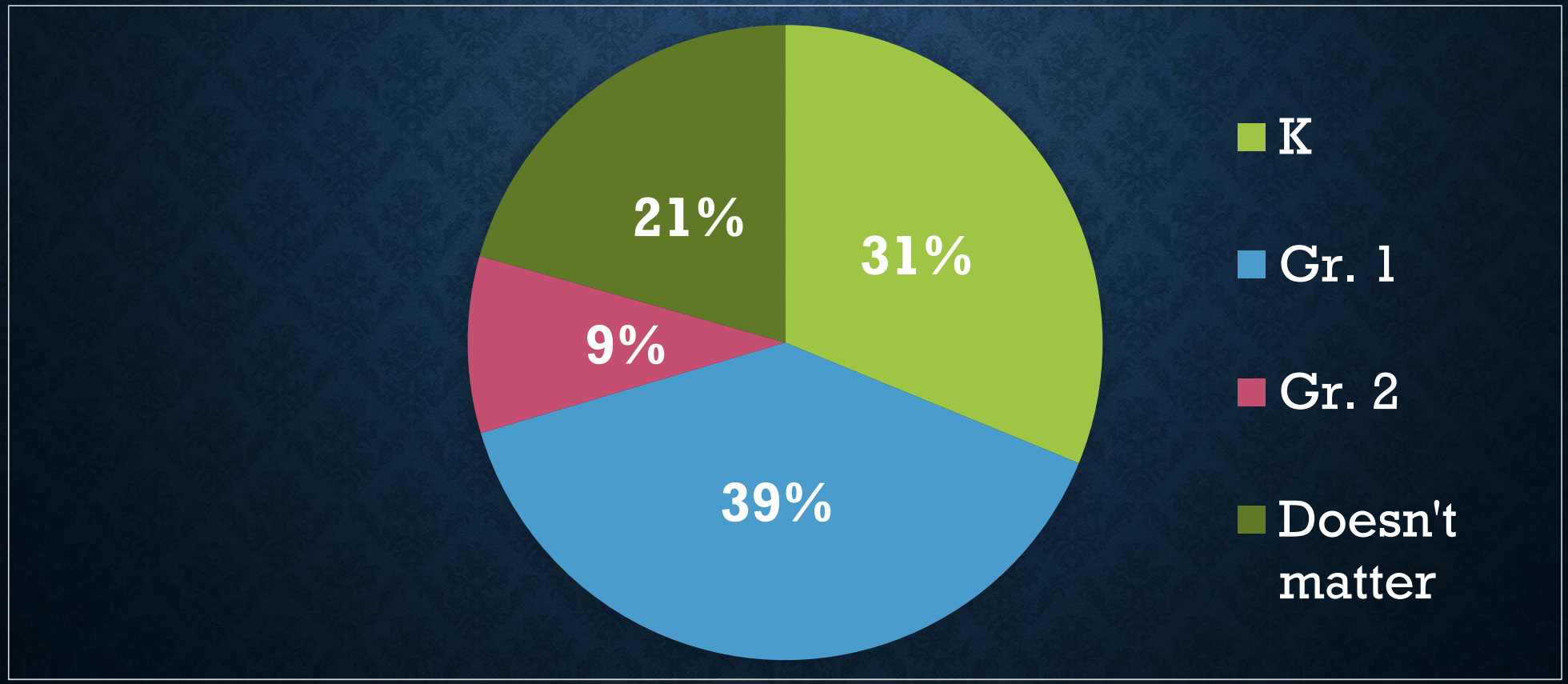
DISCUSSION:

If a school no longer had enough space to continue to grow the French Immersion program, please indicate your preference for each of the following options.

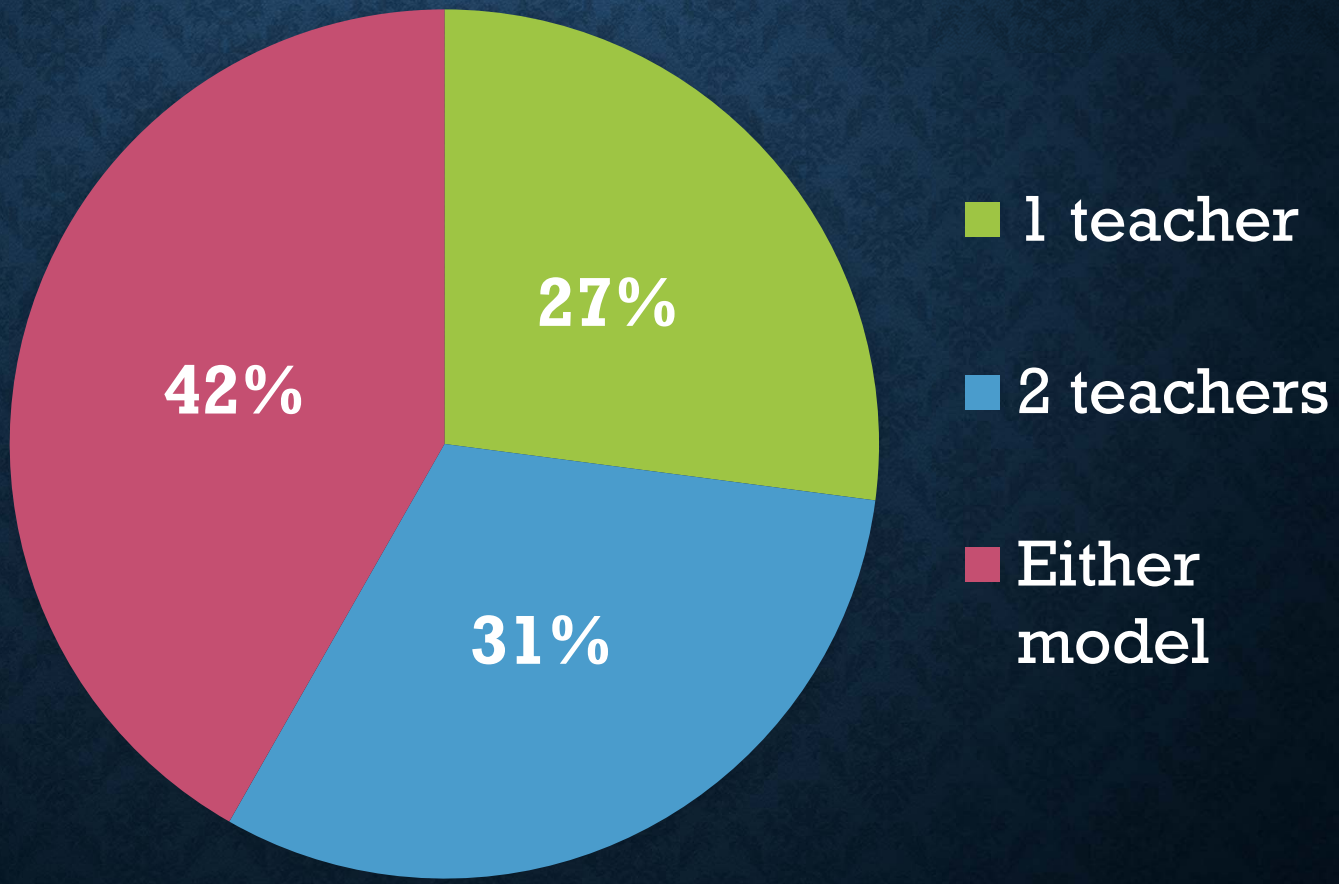
ACCOMMODATION OPTIONS

Considering both the public feedback and our related discussion, please use your green stickers to indicate options that we should discuss in more depth and red stickers to indicate options we should take off the table.

ENTRY POINT



CLASSROOM ORGANIZATION



APPENDIX C

Display Boards

Scope of Work

French Immersion (FI) Review Committee

The FI Review Committee (includes parents and staff) is responsible for **providing guidance and advice** to the Waterloo Catholic District School Board related to French Immersion program decisions and future accommodation plans.

In keeping with the goals and scope of the French Immersion Review, the committee is responsible for ensuring that the French Immersion program is reviewed comprehensively, keeping all students front of mind, that adequate public consultation is carried out, and that strategic options and recommendations align with the Board's fiscal and accommodation realities.

The FI Review Committee is **responsible for developing strategic options and/or recommendations for Board staff to consider** in their final report.

Goals

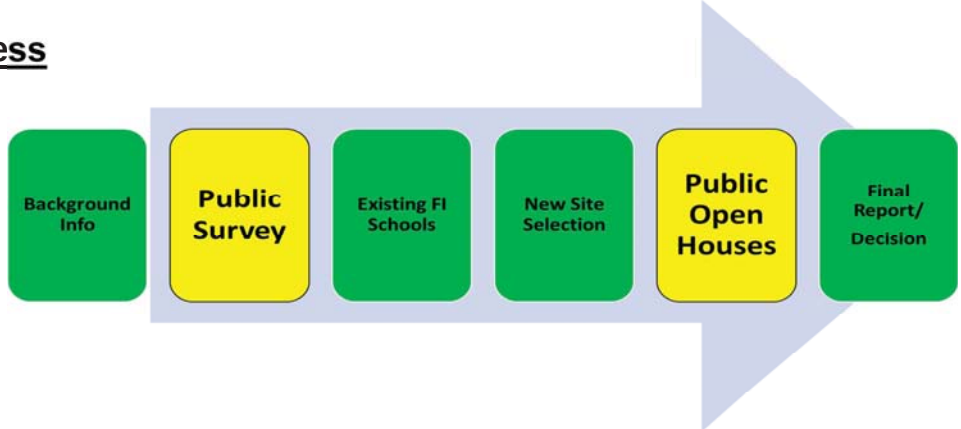
- To articulate the WCDSB values and beliefs regarding French Immersion program delivery.
- To ensure that students in French Immersion receive equitable access to a quality program.
- To create a long term French Immersion delivery plan taking into account all WCDSB students and families. The delivery plan should respect fiscal and accommodation realities, the Board's Long Term Accommodation Plan, and provide a predictable and transparent method of locating programs.

Scope of the Committee's Work

The following factors will be considered in this review.

- School organization (grade structure, single track, dual track)
- Entry point
- French Immersion boundaries (and registration priorities)
- Transportation (as it relates to school organization)
- Criteria for selecting new French Immersion sites

Process



Priorities

Accommodation

When considering how future accommodation decisions should be made, it is important to establish what we value and prioritize as a Board. The FI Review Committee has identified the following priority.

- **We believe that students should be offered access to the French Immersion program at the same school from Grades 1-8.**

Staffing

Staffing the French Immersion program is a challenge across the province.

- The growth rate of FI is outpacing the availability of French teachers and the ability to recruit high quality French teachers.
- This will limit how quickly WCDSB can grow its FI program.

WCDSB prioritizes program quality over opening new FI programs quickly.

- WCDSB will use its discretion to determine how the program should be delivered (i.e. one teacher teaching both FI and English to the same class vs. one teacher teaching English and another teacher teaching French to the same class). This may vary by school and class.

Transportation

Transportation (bussing) for the French Immersion program is currently under review. Although it is not the intent to provide bussing for all FI students, **the Board recognizes the importance of reducing traffic congestion around schools**.

Entry Point

WCDSB's entry point to French Immersion is Grade 1.

The FI Review Committee discussed the merits of moving to a Kindergarten entry point. However, they **recommend that the entry point remain as Grade 1** for the following reasons:

- Although research indicates that oral fluency is strengthened by an early start to second language learning, there is no research identifying any differences between a Kindergarten start and a Grade 1 start.
- A Grade 1 entry will allow students two years at school prior to beginning French Immersion. This will enable teachers to identify early predictors of achievement and risk related to speech, language, and literacy before introducing a second language. If a second language is introduced in Kindergarten, it could delay the identification of these early predictors.

Dealing with Enrolment Pressure

Enrolment pressure exists when enrolment exceeds the capacity of the school. Typically, this is handled by adding portables, changing boundaries, building capacity (addition/new school) or any combination thereof.

No two schools are alike. Having multiple accommodation strategies allows for the greatest flexibility.

If a school no longer has enough space to continue to grow the French Immersion program, **the following accommodation strategies should be considered first.** The results of the public survey supported these priorities:

- **Add portables**
- **Change boundaries**
- **Open a new dual track school (add FI to another school)**
- **Open a new single track school (French Immersion only)**

Other strategies considered and not recommended at this time:

- Limit the number of Grade 1 French Immersion classes at each school to one.
- Spread FI over multiple schools (e.g. Grades 1-4 at one school and Grades 5-8 at a different school)
- End the FI program in 2019 and merge students into the English stream.
- Move the existing FI program to another school that can accommodate the dual track model.
- Phase in a single-track French Immersion model at an existing school (English stream students would attend a different school).

A SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis was completed on each of the 4 top accommodation strategies. The purpose of the SWOT analysis is to gain a full understanding of the benefits and risks associated with each strategy.

Add Portables

Strengths

- Flexible/Responsive/Timely
- Fiscally responsible compared to building an addition
- Less disruptive than changing boundaries
- Allows the FI program to expand/grow while keeping students together at one school

Weaknesses

- Increased cleaning & snow removal time
- Longer transition times for students going in and out of the school (e.g. to use washrooms, gym, library)
- Isolation from school building
- Decreased yard/playground
- Need for more supervision at recess/ lunch due to decreased sightlines
- Cost to buy/lease a portable
- Site limitations regarding the number of portables that can be added

Opportunities

- Larger school (larger staff) could allow more collaboration between teachers in the same program/grade

Threats

- May be difficult to get portables (shortage in Ontario)
- Less gym and library access due to a larger number of classes
- Potentially increases traffic congestion
- Potentially increases security issues— vandalism, roof access, sightlines between portables
- Zoning may require construction of additional parking spaces

Change Boundaries to Move English Students

Changing boundaries is commonly used to reduce enrolment pressure at a particular school. Because WCDSB currently offers FI at only three schools, there is no opportunity to move a portion of the FI students to another school. (e.g. can't move 5 FI students per grade to another school because there's no class to merge it with). Therefore, boundary changes as a stand-alone strategy at this point in time would be for English students only.

Strengths

- Reduces enrolment pressure by moving some students to a different school
- Allows the FI program to expand/grow while keeping FI students together at one school

Weaknesses

- Prioritizes FI students over English stream students living in the school's attendance boundary

Opportunities

- Could allow the FI program to accept more students into the program

Threats

- Resistance to change—potential loss of students to other school boards
- Potentially bussing away students within walking distance
- Cost of transportation (depends on bus routing)
- Could cause tension between parents of students in the English and French streams
- Risk of decreasing the viability of the English stream at the school
- Could result in siblings attending different schools if they are in two different streams

Open a New Dual Track School

Strengths

- Increases opportunities for more students in the Region to take French Immersion
- Students withdrawing from French Immersion could potentially enter the English stream at the same school
- Makes use of underutilized space
- More convenient for families who have children in both FI and the English stream
- Responds to parental interest in the FI program—want it closer to their house

Weaknesses

- May not alleviate enrolment pressure if the new dual track school is far away from the existing FI school
- May not alleviate enrolment pressure right away because it would start with Grade 1 only

Opportunities

- Could have a more equitable distribution of FI sites across the Region
- Could alleviate enrolment pressure at an existing FI school if the new dual track school is nearby

Threats

- May create additional traffic congestion at the new site
- Could cause tension between parents of students in the English and French streams at the new site
- Risk of selecting a new FI site where there is insufficient interest to run the program
- Could add enrolment pressure to an existing school

Open a New Single Track School

A single track school would contain only French Immersion students and no English stream students. This school would be required to offer the Kindergarten program as per Ministry of Education policy. Further discussion would be required to determine if Kindergarten would be offered in French or English, and to determine registration procedures.

Strengths

- Pupil to teacher ratios wouldn't be complicated by needing to separate English and French students
- Increases exposure to French in whole school activities (e.g. assemblies, announcements, etc.)

Weaknesses

- Students living near the school who are not in FI would not be able to attend
- The school would not be at capacity in the short term (WCDSB does not yet have FI in Grades 4-8)
- Increased travel time for students—large boundary/catchment area
- Traffic congestion if no bussing is provided
- A student withdrawing from FI would be required to attend a different school for the English program
- Would split families across multiple schools if they have children in French and English stream

Opportunities

- Could use an existing, vacant school
- Central transportation (bussing) could be explored to alleviate traffic congestion
- Possibility of having non-teaching staff (e.g. librarian, custodian, secretary, etc.) that speak French

Threats

- Recruiting non-teaching French staff may be challenging
- Risk of selecting a new FI site where there is insufficient interest to run the program
- Large boundary/catchment area may be a deterrent for families farther away from the school—may impact enrolment
- Could involve moving a large number of English or French students to another school

Selecting New French Immersion Sites

Geographic Distribution

The FI Review Committee is recommending that the following GENERAL locations be considered for future FI sites.

- Waterloo—East side
- Kitchener/Waterloo—West side
- Cambridge—South of Highway 401

Specific schools have not been identified and will not be identified as part of this process.

Site Selection Criteria

The FI Review Committee brainstormed potential criteria to use when selecting a location/school to open an FI program and determined that the following criteria should be considered first.

- **Empty space**—sufficient space within the school to accommodate additional students over time (empty classrooms, declining enrolment, etc.)
- **Traffic impacts on the school** - surrounding road network, drop-off areas, sufficient parking, opportunities for active school travel (walking, biking, etc.)
- **Easily accessible location**—close to major roads/highway/transit because FI serves an area larger than its school boundary.

Other criteria considered:

- Residential growth (long term planning)
- Interest in the FI program
- Brand new schools as potential FI sites
- Will it help to support a secondary school FI program?
- Ability to handle portables or an addition
- Equity—offer FI in a range of neighbourhoods
- Will it alleviate enrolment pressure at an existing FI school?

Registration Priorities

Registration Priorities into French Immersion

French Immersion is currently delivered at 3 WCDSB elementary schools. These schools are intended to serve the municipality and students can register for FI based on their home address and the location of their home school.

FI School	Municipality of Home School
Our Lady of Fatima	Cambridge, North Dumfries
Sir Edgar Bauer	Waterloo, Wellesley, Woolwich
St. Anne (K)	Kitchener, Wilmot

As more French Immersion sites open, the catchment area that each school serves will need to change.

Registration priorities would remain the same. However, the catchment areas would change as each new FI site opens.

1. Identification of siblings of students already in the FI program
2. Registration online—based on home address and location of their home school
3. Selection by lottery—If the number of students exceeds the number of spaces available
4. Permission granted for students to attend an alternate FI site if space permits. Offered a space at another FI school (if available)

Program Expansion

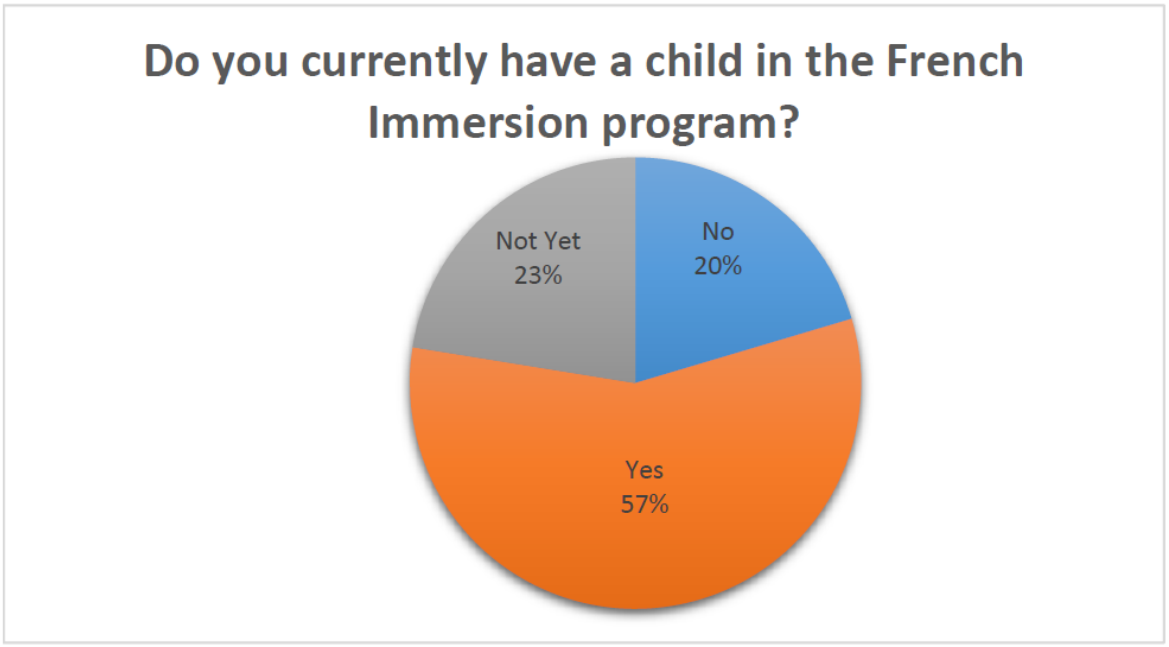
The committee supports program growth that is ambitious but practical, as staffing and space permit.

APPENDIX D

Public Feedback

French Immersion Review Public Feedback Form - March 2018

Highland Public School	0
N/A	1
Our Lady of Fatima	1
Our Lady of Lourdes	2
Saint John Paul II	1
Sir Edgar Bauer	12
St. Anne	22
St. Augustine	1
St. Daniel	1
St. Matthew	2
St. Vincent de Paul	1



Sticky Note Feedback - March Public Open Houses

Are there additional priorities that should be considered?

- Terms of growth for Region have a better sense how many kids live in the neighbourhood before tearing it down (i.e. Notre Dame)
- Please consider late French Immersion (grade 6 or 7)

- Keep the lottery to assure that there are only enough students to fill classes with quality teachers
- If a family has more than one child offer buses for entire family (ease of commute, keeping all kids at same school, less congestion)
- Do not have a “lottery” offer to all
- As a business, the board should have not only a short term plan in place but a long term plan too
- Q: You don’t yet offer FI for September 2018 for the Grade 4 level? Why?
- Having a second, third, fourth, language is so important (being global, job opportunities)
- Keeping class sizes reasonable
- For French have a curriculum available online for parent support, for parents to help teach their children throughout.
- It was great having these 3 meetings open to parents - thank you
- Be transparent
- If you already have a plan in place, share now instead of last minute. This gives parents time to decide if changes must be made
- Teachers must be qualified to teach, qualified to speak French, qualified to educate the grade.

Are there any other strengths, opportunities, weaknesses, or threats that should be considered? (yellow)

- Tension between English and French is already - they’re not a threat but a weakness
- When will you communicate next steps? Please do not leave it last minute
- How much restriction is put on technology program by increasing school populations
- Building portables creates more parking and traffic problems
- The concerns about gym space and library space should be a high priority
- Attract teachers from Ottawa, Quebec to work in this region due to shortage
- Start a program on both the east side and west side of Kitchener
- Children at current school in English stream should stay - no boundary changes
- Make more rooms- the more the merrier.
- Do not separate families who have many children

Is there anything else that should be considered when deciding where to put French Immersion?

- #1 priority should be parent feedback and surveys as to whether or not they would enroll their kids in FI, followed by space, etc.
- Tell parents now if you already know what’s in store
- Transparency
- Openness
- Make smaller groups of FI spread out over more schools.
- Do not drop this program. The board is making money due to its success.
- Keep the number of classes small enough to allow for the hiring of quality teachers.
- Use best practices, best judgement

- Method to determine quality (teaching, delivery)
- Build on program - don't change existing schools with FI or boundaries
- Change the bussing boundary to make FI more accessible to all WCDSB students (St. John Paul II)
- Expanding locations as well as offering it from 1-8

Comments Received through the Public Feedback Form

Based on what you have seen and heard today, what would you like us to keep in mind as we move forward with the French Immersion Program?

try to keep students in the same school, in my opinion it is hard for student to move to another schools
Other schools and other levels in schools if a child comes from another school.
The priorities are strategic and sensible. The only downside is that the best schools to capitalize on are those where there are low populations of children, which means that the predominance of students will have to be bused in.
Don't change the school!
Ask parents if they would like FI in their neighbourhood.
The availability of options to those who live in south Cambridge. The increasing population in south/east Galt should be considered when expanding this program. At this point in time options for french in the south of Cambridge are limited to the public board. The board should consider the number of parents who will enroll their children in the public board for the opportunity for french language.
It would be nice if all students could get in, rather than doing a lottery.
continuity - our child is in Gr 1 and in the catchment area, our priority is for her to remain at SEB in the current stream. We are thrilled that French is offered and that we did not have to consider a move to the Public Board in order to gain access to this program
Frequent communication with parents. Regular consultation where it makes sense (no surprises) All options will cause some level of disruption, so I think it is important that when it comes time to make decisions for a particular school all impacted parties are communicated with, and consulted. We will have multiple kids at Sir Edgar Bauer, with all or at least one in the FI program. It is a priority that the kids go to the same school, and that also if one child starts FI at the school she finishes at the same school Thank you

Keep in my that both of our kids have become very accustomed to their current school and would not like the possibility of having to move school in order to continue in FI
The impact on the ENGLISH students. THey are becoming the minority and English classes have a high portion of special needs kids. The experience of being a student at SEB is getting worse and worse every year for English kids. My daughters class is FULL of distractions. What are my options if it becomes such a negative experience that I want to remove my kids from the school? Can I send them to an out of boundary school? What are you doing about socializing the English and French kids? My daughter was separated from ALL her girl friends when I didnt' put her in French, will she spend the next 8 years isolated from them????????????? I didn't buy into the Immersion program because I fail to see the benefits but see all the negatives of parents using it to get their kids into a school or class that will keep them away from 'less desirable' kids. How and when are you going to address the impact of FI on non French kids?????? I feel like my responding to your earlier survey was a waste of time and fell on deaf ears
ways to incorporate more students, -what happens to the students if they do not get accepted in the lottery in the beginning, -since there is only one school per region, would your child be eliglbe to attend one of the other schools if not accepted -since there is no busing would before and after school program be guaranteed -could there be more communication about the program to the parents at the school, we didn't see much communication come home from the school
I think that all of the options seem reasonably feasible, and I understand that there are likely financial constraints around some of the options that make them harder to implement. I'd like to try and ensure that whatever option is chosen is with the kids best interest in mind. A lot of weaknesses and threats in the SWOT analyses seem to be focused more on the parental and societal impact, rather than the impact on the kids. As much as they are important, they should be viewed as secondary to the kids getting the best education they possibly can, while minimizing disruption to that process. I have particular concerns with the option of adding portables (as was already raised in the weakness options), in that the supporting areas of the school don't scale well with additional portables (less library/computer access, less area for physical activity, etc). For the other options, while I personally would rather have my kids at the same school that's within walking distance of our house, I wouldn't choose that option over getting them the best possible opportunities to learn.

Schools that will offer the FI program. I would suggest surveying the parent communities of the current Catholic schools and then deciding on schools based on that as well so that you know enrollment wouldn't be an issue. For instance, I know that my area would love to have our kids in an FI program. The other concern I do have is the quality of teaching. I am aware that due to the FI programs becoming such a need that then teaching goes down because there are not enough quality French teachers. So though I am very interested in the FI program stream for my child, I don't want her education to be compromised.
We love the FI program at our school and are very much looking forward to enrolling younger siblings in the program when they are old enough. So, definitely keeping all of the children at one school is a concern/priority for us. That said, we would not be excited about SEB becoming a single track FI school. The diversity is good for both French and English stream students. It also allows for flexibility if students need to move to the English stream at any point. We would love to see more schools in the board offer FI, but allowing all of the students in a neighbourhood to attend the nearest catholic school is important. Healthy neighbourhoods are also important to the culture/feel of a school.
Select schools that are in each area of the region and expand to grade 8
Changing school boundaries is not preferred. I think kids should minimize travel time to school, and walk when possible. Dual track schools is preferred for flexibility. Grandfathering existing students is preferred (ie. We have a son in grade 3, and a daughter in jk, if daughter goes to french immersion we would prefer both kids to attend the same school).
We need immersion at Our Lady of Lourdes, as it is a central location feeding an important geographic area. Expanding to gr.8 is a must!
Be sure to keep families together. I was part of the public board growing up and also was in french immersion. We had a teacher for half the day for french and another teacher for half the day for English, it gives the kids a clean break between subjects and also more attentive which also has one teacher with two classes. I would prefer to see a few portables, not 10 at a school before boundary changes.
Be critical of how FI and English are represented in the school. [redacted] both streams are valuable and there is no need to compare them.
Make smaller FI programs over more schools. Use FI to improve Core French

I am pleased with the results of the review so far. I am pleased that the board will do their best to keep the existing students together and not split them after a certain grade. There is always going to be resistance to any changes that may need to happen, whether they be adding portables, changing boundaries or continuing to add more FI programs. Unfortunately, that is just one of things we deal with. I would encourage you to look at the benefit of having the same teacher do both English and French with the same class all day. I also think that that is a motivation for French teachers to apply to the program, as they are able to try their hand at having their own classroom. At least in the primary grades. I look forward to hearing further progress and plans for the future of the program as both of my children will be in it as of September.
I like the idea of transportation very much, this is a safety issue at my daughters current school, in light of the recent tragedy at the Catholic school in Toronto, I would like to see less congestion around schools. I feel passionately this is a program that should be accessible to interested students who are enrolled in Catholic faith based education. However, I worry my daughter will not have access to a spot and I worry that the program will end and we will have to switch schools. I would consider moving closer to St. Anne's if we are able to access the program but fear it's sustainability.
do not change boundaries of schools to accommodate this program
Keep it active, offer it beyond Gr. 4, don't know enough yet to offer more
St. Anne is our home school and we would like it to remain that way until our youngest has completed Grade 8, so it is important to us that French Immersion continues to be offered at St. Anne. If the program were to be moved to another location and busing was not available, we would sadly probably withdraw from the program because our jobs do do accommodate driving the kids to school everyday. Also, hoping that class sizes remain reasonable (not more than 30 at the most), and that there is a definite plan in place for high school FI before the FI students enter grade 8.
Increased tension is a current thing related to the introduction of the program. In one example related to me the messaging and funding appears (may not be true, but appears) to be directed at FI, leaving the Eng students behind. The expansion program is good to retain families together - separating them (unless it is a junior high type program) is not an option. Busing would be beneficial from an environmental perspective but challenging from a funding one. From a school perspective (and from a council one) it is not clear how to support the FI group. The majority of our council is of English (mostly based on the age of the students, and the FI group while welcomed - we do not know how to help meet their specific needs. Lastly while a priority is to have quality of education in the rollout there are not specific metrics defined in advance that will measure the success of the program - how do you actually define success? (this is the only one I have not heard anything yet from - I realize it is early, but I expect it has been talked about.
Expand busing to students on the East side of Kitchener at least

Do your research. Take into account what the level of interest in the French program would be if not at St. Anne. Also, I think boundaries should be revisited. Deer Ridge perhaps should move. That would alleviate the pressures at St. Anne. Lastly, parents have lost trust in the board after what happened with bell times. You solicited feedback and then didn't listen to what the parents said. Don't do this again!
My son has just been accepted into the French Immersion program for 2018 and it is my hope that he is able to continue at St. Anne in this program until he graduates and goes into high school. My concern is if the school moves the program to another school, or a stand alone FI school, not sure if that is proposed as an "added" option or if that would mean existing French immersion programs will be moved there.
My first option is if possible I would like to keep the same location with the addition of portables and ultimately leading a future expansion of the school or a satellite building being created. my second option is adding a second school in each region and breaking up the existing classes based on the childs living area and accomondating new children
The FI program is an excellent addition but you cannot lose focus on English stream.
Don't change boundaries to move English students. Don't add portables to accommodate FI programs.
Continue to offer FI at the Catholic board, keep families together, keep students together in the school they started at
I think there needs to be the least disruption to our St. Anne community families. They have invested time, developed relationships and become a part of the school community. The French Immersion program continues to flourish in this school community and it should be a priority to not disrupt that progress. I would advocate for a "grandfathering" process for the kids already in the FI program to support little disruption to them.
Figure out a way to sustain it. It is great, and it would be good for the students to continue learning it.
Figure out a way to sustain it. It is great, and it would be good for the students to continue learning it.
Change is difficult. Please keep up the open communication
keep all grades at the same school If you add another school, keep it close to the original schools
keeping the kids in the same school up to grade 8
Students who are bussed in. Keeping boundaries.
Keep the kids in the same school who have started with the program
Keep FI grade 1 - 8 together and keep families together.

I feel that the program needs to stay in schools with children whom are not in FI as well. This being said more collaboration between both streams is very important and needs to happen more! I do not like the idea of a single track FI school for many reasons and the biggest one being that if one of my children doesn't do well with the French program that we have a chance to move back to English at the same school!
Be sure that you have quality teachers before you increase the number of FI students
Size of classes, quality teaching, resources available made to children ie. gym, library time, and tech, the impact of adding portables creates more negative that positives (time getting to class, travel to bathrooms, parking)
Open single track FI school

Comments Received via Email

March 1, 2018
I'd like to follow up on your note and invitation to attend an open house and share our perspective. Unfortunately with very busy schedules we are unable to attend in person but would like to share the following perspective:

Our son [redacted] attends St. Agnes (currently in SK) and both my husband and I lived in Europe and the Middle East, speak multiple languages at home and with [redacted].

We were very concerned when we found out that [redacted] would not be exposed to French until grade 4!

There are many of families at St. Agnes like us who hire tutors to teach our children French as the next best thing is to leave St. Agnes all together and enroll our son in the French School down the street (which we have considered.)

We would like to request further consideration be made to offer French Immersion at St. Agnes, and happy to further discuss/follow up as required.

March 6, 2018
I just seen information about upcoming meetings regarding a review and possible expansion. I have a son currently enrolled in the program. Is this for all grades? He will be going into grade 6 next year. Thank you.

March 7, 2018
Unfortunately I was unable to attend the review today, however I did read the review. We are

currently looking at enrolling our daughter into Junior Kindergarten for next year. We live in the west end of Kitchener, and Sir Edgar Bauer would be closer and easier for us to drop her off since you currently do not offer busing. I think that the selection process should change and the boundaries should not be the city that the students lives in, but the location that is more accessible to the parent. Thank you every much for your time.

March 7, 2018
This might not be up for discussion, but my preference would be for teaching Science in English, rather than French. Science is a more complex topic, so it may be easier to learn in most people's native language of English. Thanks for putting on the open house at SEB this evening

March 7, 2018
Unfortunately I am unable to make it to the open houses. Could you please send me information on French immersion. My daughter is in JK at St. Daniels. Thank you.

March 8, 2018
Hello, I am the mother of a junior kindergarten student, [redacted] at John Sweeney school. My husband and I hope that our daughter will have access to french immersion at St Anne's for Grade 1. I would love to be attending the meeting at St Anne's this evening to review the committee's suggestions but am unfortunately unable to be there.

After reading the material on your website that will be displayed at the meeting tonight, I especially liked the idea of transportation as I find currently at John Sweeney, a school we are able to walk to, many parents drive and congestion around the school is quite dangerous, especially when keeping in mind the recent tragedy at the Catholic School in Toronto that resulted in the loss of a young student's life. If many parents are driving distances to attend St. Anne's, I imagine this problem and dangerous situation to be exascerbated.

My concern is also the immersion program leaving the Catholic board.
I would very much want to see the program sustainable and available to those who want to participate in it.
I fear not getting a spot in the lottery next January, is it possible to be on a list to remind parents of the lottery dates?

My husband is french speaking from Quebec and is entering teachers college in the fall to teach french, it is very important to us that our young daughters have access to this wonderful learning opportunity along with access to faith based learning. Thanks very much for your time,

RESPONSE
Thank you for your feedback. I will make sure it is included with the rest of the feedback from the public meeting and considered prior to any decisions. To clarify the point in your email

regarding cancelling French Immersion, this was an idea floated through our survey a few months ago but we have discarded it and are only focusing on program expansion at this point.

Regarding notification about registration for French Immersion, every SK student in our system receives the attached flyer at their home school in early December. It is also posted on our website in November/December on the French Immersion section of the FSL page https://www.wcdsb.ca/programs-and-services/fsl/. A parent information evening occurs in either December or January. I hope this reassures you that you'll be notified before registration begins.

March 14, 2018

To whom it may concern,

I was unable to attend the French Immersion Public Meetings last week, but I reviewed the information available online. I see that Gr 1 entry will continue and that there are several regions you are looking to expand the program into, including East Waterloo.

We are currently deciding which board to enrol our daughter in for JK in Fall 2018. Our decision will be influenced by where she can receive the most French language education, while staying within our community (ie. we cannot commit to driving her to another school zone for all of elementary school). At present, Bridgeport Public School gives more French as it starts the curriculum in Gr. 1 rather than Gr. 4. However, if St. Matthews were to introduce a French Immersion program that would change things.

I have three questions:

1. Will the French Immersion program expansion be implemented by Fall 2020 (when my daughter starts Gr. 1)?
2. Do you know when the next phase of the expansion plans, ie. what school and single vs. dual streams, will be announced?
3. Should we start her in the public system (based on the current information available), could we theoretically switch her to the Catholic Board if St. Matt's started the French Immersion? I saw the enrollment priority lists the home address/school as a second priority criteria. If she isn't currently enrolled as a student in the Catholic Board would this impact her ability to be considered should a lottery be required?

Thank you in advance for taking the time to answer my questions.

RESPONSE

Regarding your first two questions, it is not the French Immersion Review Committee's role to determine specific schools or timelines. However, these will likely be determined by Board staff in the coming months.

To answer your third question, we would love to have your daughter attend a Catholic school for kindergarten however, no preference is given to Catholic kindergarteners in the French Immersion lottery. We use home address/school to determine which French Immersion lottery

the child should go in. Generally speaking, the French Immersion school serves the municipality. For example, if you live in Waterloo your French Immersion school would be Sir Edgar Bauer. Any student living within St. Matthew's boundary (as an example) would be entered into the French Immersion lottery for Sir Edgar Bauer because St. Matthew is located within Waterloo. However, a portion of St. Matthew's boundary falls within the City of Kitchener. So, we use your municipal address to determine which of our Catholic schools your daughter would attend and then which French Immersion school that feeds into.

I want to clarify your comment related to Bridgeport Public School giving more French instruction because they start in Grade 1 vs. Grade 4 at Catholic schools. The Core French program is delivered in a way that achieves 600 hours between grades 1 to 8. WRDSB starts Core French in Grade 1 and delivers 600 hours over eight years. We start it in Grade 4 and deliver 600 hours over 4 years. Overall, it's the same amount.

Have a wonderful evening.

Waterloo Catholic District School Board

Report

Date: April 9, 2018

To: Board of Trustees

From: Director of Education

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

Origin:

The Chief Information Officer and his staff have prepared an updated plan to ensure decisions are made in a transparent manner and planning can occur with respect to staffing and budgets in a sustainable manner.

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

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
- Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
  - Goal: To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values
  - Goal: To continue implementation of emerging technologies that enable forward thinking, global education
  - Goal: To increase system efficiencies and reduce workloads though process improvements
- Strategic Direction: Leadership & succession planning is intentional and nurtured
  - Goal: To improve and to build collaborative ownership of system goals and priorities so they are owned by all

Strategic Priority: Nurturing our Catholic Community
- Strategic Direction: Everyone is included, respected and welcomed
  - Goal: To attain improved access to Board facilities and services

Strategic Priority: Student Engagement, Achievement and Innovation
- Strategic Direction: Parents, parishes, community partners and student engagement are nurtured and valued
  - Goal: To authentically engage parents, parishes and community in pastoral and school learning plans
- Strategic Direction: Students are achieving at their highest potential in a 21st Century world
  - Goal: To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student learning need
  - Goal: To focus on the 21st Century competencies of critical thinking & problem solving, creativity and collaboration
- Strategic Direction: Staff are engaged in cultivating collaborative learning communities
  - Goal: To improve student learning and achievement in mathematics

Background/Comments:

In 2017, the ITS Multi-Year Plan was revamped and updated to reflect current conditions in IT in relation to hardware refresh requirements, software, and various initiatives that support student learning.

The information in the Plan has been used to guide budget preparation for 2018-2019. IT resources are aligned with the academic and administrative objectives of the WCDSB which are outlined in the Board's Multi-Year Strategic Plan.

For these Board objectives and priorities to be met, it is important that an inclusive decision-making model be employed to best inform ITS staff on what work needs to be done. The IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets.

It is also important that this structure supports accountability to ensure that critical standards, privacy and security requirements are met.

The attached Plan will guide the work of IT staff for the period of 2018 to 2023 for purposes of planning and carrying out work. The Plan will be refreshed on an annual basis to match the speed of change within the sector. The refreshed plan will be brought to Trustees in the spring of each year.

Recommendation:

This report is provided as information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Chris Demers
Chief Information Officer

*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."

Information Technology Strategic Plan

2018-2023

” It is not technology which determines whether or not communication is authentic, but rather the human heart and our capacity to use wisely the means at our disposal”

Pope Francis

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1.0 WCDSB IT Governance Structure and Objectives

1.1 IT Governance Framework Objectives:

Information Technology Governance refers to the decision-making and accountability structure. Within this structure, IT resources are aligned with the academic and administrative objectives of the WCDSB in alignment with the Board's Improvement Plan and Multi-Year Strategic Plan.

For these Board objectives and priorities to be met, it is important that an inclusive decision-making model be employed to best inform the Chief Information Officer. The IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets. It is also important that this structure supports increased accountability to ensure that critical standards, privacy and security requirements are met. Key objectives of the framework are:

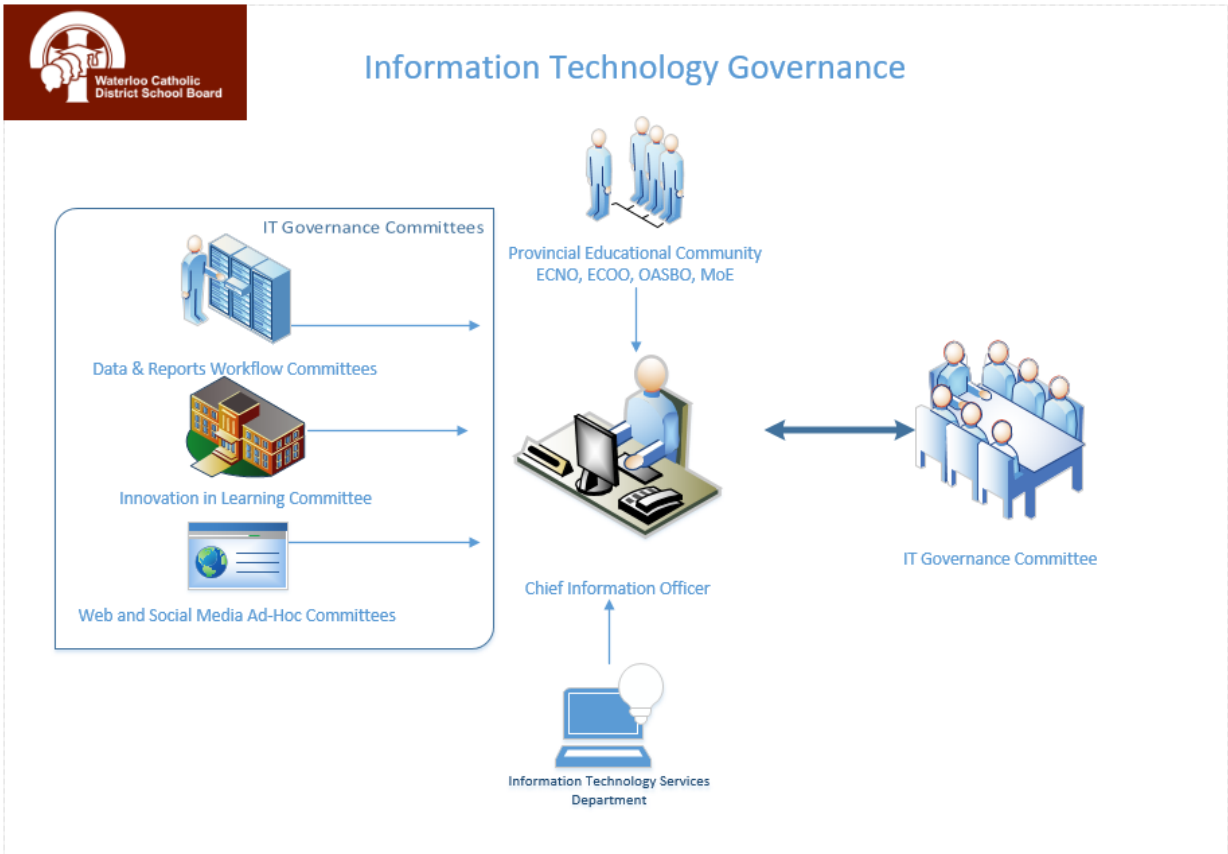
- IT resources and initiatives to be aligned with the academic and administrative objectives of the Board, including a common IT vision, purpose and direction;
- Facilitate 21st Century student learning through the provision of appropriate software/tools and services to provide enhanced learning opportunities for greater student engagement and the support of new pedagogies within available resources;
- Assist the Board to take full advantage of the opportunities provided by technology;
- Assure IT resources be used responsibly, consistent with Board policies and requirements;
- IT risks to be managed appropriately in areas such as: Data Security, Protection of Privacy, Asset Management, Records Management, Hardware and Software Life Cycle Analysis, Total Cost of Ownership and Project Management;
- Optimize electronic communications for staff, student, parents and to the community through the Web, social media and other 21st century methods;
- Facilitate inclusiveness and collaboration for the Board's IT stakeholders;
- Establish common IT standards, policies and procedures;
- Develop an enhanced IT change management methodology;
- Improved access to information for students, teachers, administrators and the community;
- Decreased cost of service delivery and improved efficiency gains;
- Optimize and automate Board data, reporting and process workflow; and
- Facilitate stronger oversight through project management and quality assurance.

1.2 IT Governance Structure:

The following are the IT Governance structure, committees and resources employed to make informed strategic plans:

1. IT Governance Council
2. Innovation in Learning Committee (formerly 21st Century in the Classroom)
3. Web and Social Media Communications Advisory Ad hoc Committees
4. Data & Reports Workflow Committees (HR Data Workflow, Student Data & Reports Governance Workflow)

5. Information Technology Service Department
6. Project Management Methodology
7. Key Performance Indicators
8. Ministry of Education
9. Ontario multi-district technology in educations committees such as:
    - Ontario Association of School Business Officials technology and information committees (OASBO) http://www.oasbo.org/
    - Education Computing Organization of Ontario (ECOO) http://ecoo.org/; and
    - Educational Computing Network of Ontario (ECNO) http://www.ecno.org/



1.2.1 IT Governance Council:

Purpose:

- Recommend high level IT system priorities and long term strategic priorities for classroom, infrastructure and business requirements;
- Recommend IT administrative policy creation and modification;
- Review meeting minutes, recommendations and action items from 21st Century in the Classroom, Web and Social Media Communications and Data Workflow committees; and
- Review and recommend yearly IT budget submissions.

Membership:

Chief Information Officer, Information Technology Services supervisors, the Director, select Superintendents of Education, the Executive Superintendent of Corporate Services, and the chairs of the elementary and secondary Principal Associations.

1.2.2 Innovation in Learning Committee:

Purpose:

- Investigate new pedagogies that utilize technology, coding and design;
- Investigate the utilization of current technology and related practices in school;
- Make recommendations for educator professional development to best implement new pedagogies and leading practices where related to technology;
- Review current hardware, software and display technology for future direction;
- Investigate and approve new hardware, software and display technology; and
- Contribute to long term strategic planning for the utilization technology for facilitate new pedagogies.

Membership:

Select elementary and secondary teachers, an elementary and secondary principal or vice principal, Technology Enabled Learning & Teaching Contact, 21st Century Learning & IT Consultant, Student Achievement Consultant, Assistive Technology Resource Teacher, 21st Century Superintendent, Student Success Superintendent, ITS Supervisor of Classroom Services, and the Chief Information Officer.

1.2.3 Web and Social Media Communications Advisory Ad-hoc Committees:

Purpose:

- Ad-Hoc special purpose committees which analyze present WCDSB internal and external web and social media infrastructure and content for optimization;
- Examine other school board and other external organizations web and social media infrastructure for best practices WCDSB could adapt;
- Investigate emerging web and social media technology for possible adoption to improve system communication and collaboration; and
- Consult stakeholders (parents, teachers, principals, students and central office) for web content and social media communications requirements.

Membership:

Ad-Hoc committees have included the Director, select superintendents, a parent council representative, elementary and secondary principals, select admin assistants, select board office department content creators, key IT staff, and the Chief Information Officer.

1.2.4 Data and Reports Workflow Committees

a) Human Resources Data Workflow Committee:

Purpose:

- Analyze Human Resources data processes and workflows;
- Explore opportunities to automate workflows from HR systems to other Board processes and systems;
- Investigate opportunities to move paper based processes to electronic processes
- Move paper based forms to electronic forms; and
- Discover opportunities to fully utilize HR systems.

Membership:

Human Resources Services Manager, Superintendent of Human Resources Services, select Superintendent of Education, Chief Information Officer, Senior Financial Services Manager, Manager of Budget and Financial Reporting, Internal Audit Officer, FOI Privacy & Records Information Management Officer, Corporate Services Executive Assistant, Facilities Services Administrative Assistant, HR Information Systems Supervisor, Data Team Supervisor, Data Base Administrator and the Systems Workflow Analyst.

b) Student Data Workflow & Reports Governance Committee:

Purpose:

- Map student information data dependencies throughout the Board;
- Investigate optimized and automated student data workflow where required;
- Investigate methods of improving student data integrity;
- Investigate and optimize student information reporting and report request workflow; and
- Determine staff and public student information data access requirements.

Membership:

Manager of HR, Senior Manager of Finance, Senior Manager of Facilities, FOI Privacy & Records Information Management Officer, Data Base Administrators, Systems Workflow Analyst, Programmer Analyst, Data Team Supervisor, Research Coordinator, SMS Client Support and the Chief Information Officer.

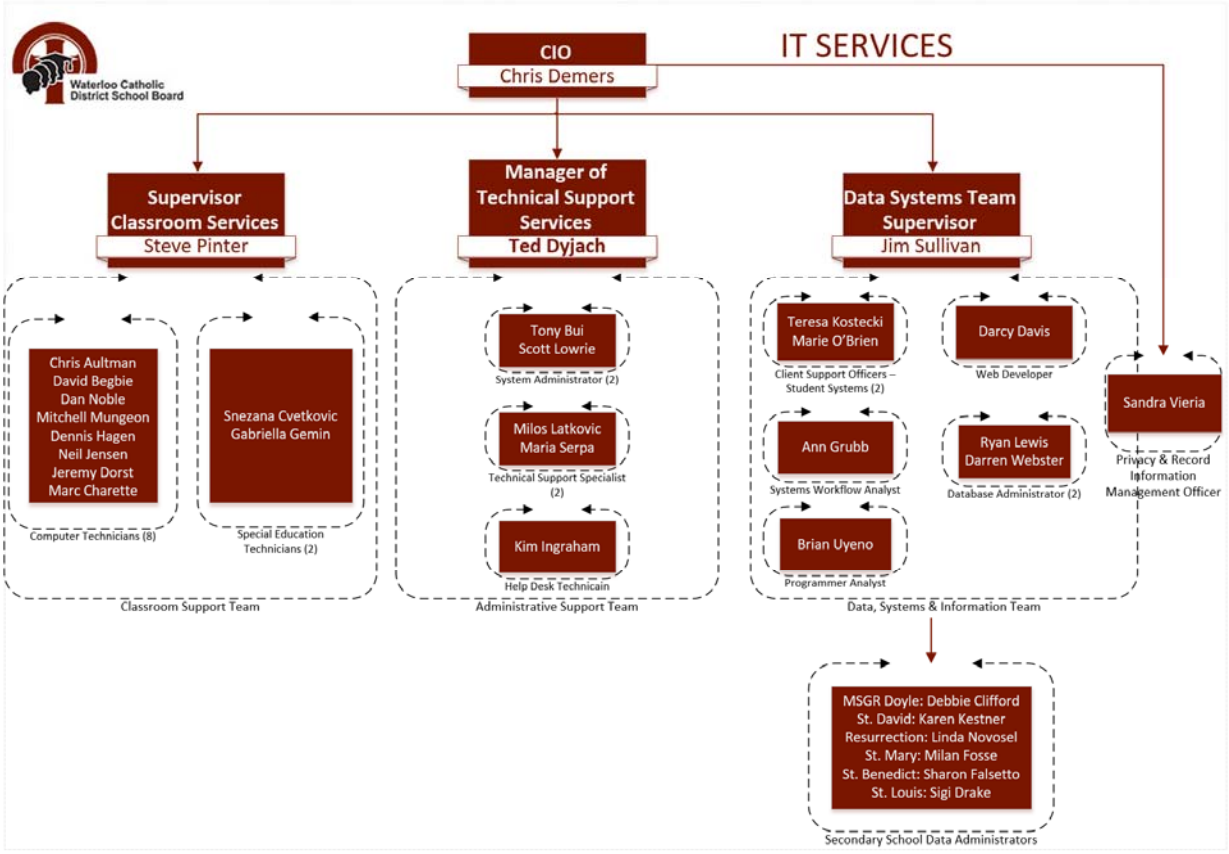
1.2.5 Information Technology Services Department

The ITS Department Organization Structure Diagram (below), provides an overview of the revised structure of the Department.

This optimized organizational structure services the Information technology requirements of the departments, schools, community, users and systems of the Board in alignment with the Board Improvement Plan and the Board's Multi-Year Strategic Plan (MYSP).

The ITS Department consists of three functional teams, aligning individual staff responsibilities with the identified key departmental functions of:

a) Data Systems and Information management;
b) Administrative services; and
c) Classroom Services support.



c) Data Systems and Information Management Team

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

- Student information systems and client support including Trillium, Spec Ed and COOP;
- Compass for Success dashboard portal data warehouse to facilitate evidence-based decision making for student achievement Ministry. This includes the Compass parent, student and parent portals;
- Power BI business Intelligence systems for informed business decisions;
- Student and business data reporting;
- Websites development and support for the Board and Schools;
- Staff portal development and support for meeting support, announcements, collaboration, documentation and training material;
- The automation and optimization business process workflows, forms and data transfer between Board systems;
- Database support for all Board systems;
- All privacy matters and Freedom of Information (FOI) requests; and
- Electronic records management.

d) Administrative Services Team

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

- Administrative workstation support;
- Administrative systems support;
- Administrative business systems and server support;
- Wide area network infrastructure support;
- Internet, firewall and web filtering support;
- System virus and malware support;
- Help desk incident, phone and system support;
- System wide wireless design, installation and support;
- Active directory and identity management for Board electronic resource access; and
- For the Data centre and Disaster recovery site this team provides hardware support, virtual server support, physical server support, data storage support, environmental monitoring and physical security.

e) Classroom Services Team

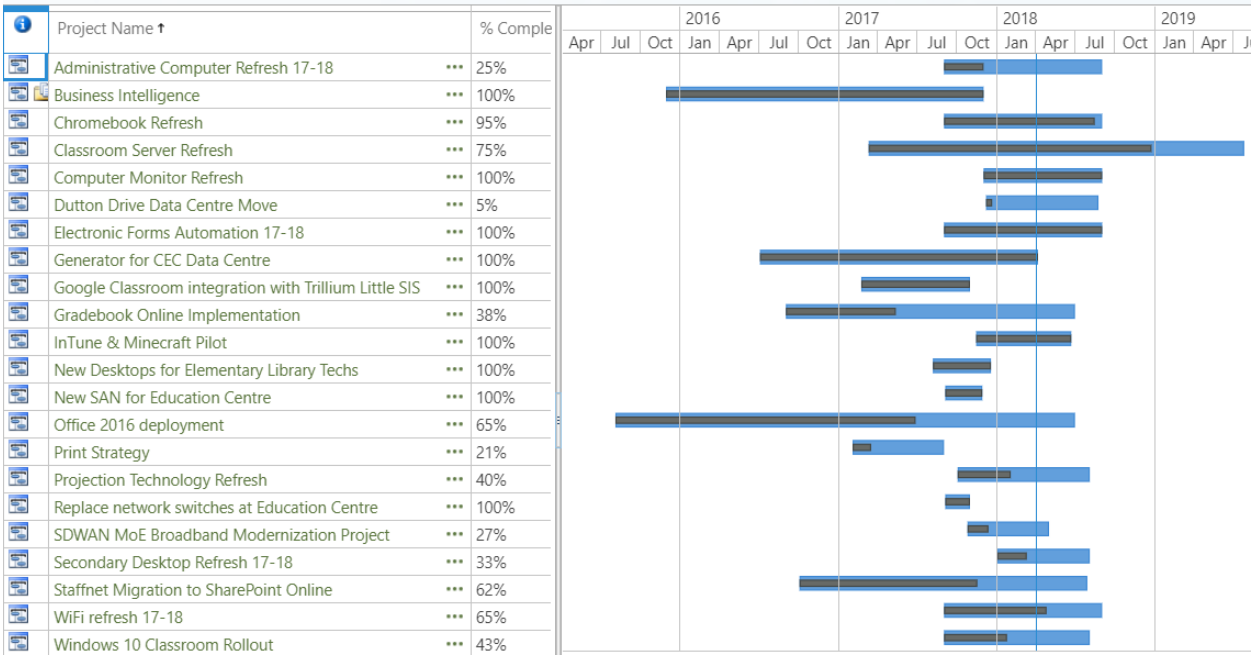
The Classroom Services team manages all devices and services used by the educators and the students of WCDSB. Their area of focus includes:

- Chromebook distribution, repair and support
- Spec-Ed software and hardware distribution, repair and support
- Classroom and lab computer distribution, imaging, repair and support

- Management and distribution of iPads
- Classroom software support and delivery;
- Classroom wireless connectivity;
- Library technology support;
- School based server support;
- School data projector distribution, repair and support; and
- School local area network cabling, switching, classroom drops and physical support.

1.2.6 Project Management Methodology

Board resources and staffing are limited. Therefore, care must be taken to effectively utilize and allocate these resources. Projects are selected through the IT Governance structure to assure it is aligned with the priorities and multi-year strategic plan of the Board. Alignment of roles and allocation of resources within the ITS department are determined though the IT Governance Structure by which priorities are set on proposed projects and initiatives. By this method, it is ensured that limited resources are allocated effectively and aligned with broader Board objectives. IT tracks all active and future projects in Microsoft Project Server to ensure accountability and timeliness of project deliverables.



Project Name	% Comple
Administrative Computer Refresh 17-18	25%
Business Intelligence	100%
Chromebook Refresh	95%
Classroom Server Refresh	75%
Computer Monitor Refresh	100%
Dutton Drive Data Centre Move	5%
Electronic Forms Automation 17-18	100%
Generator for CEC Data Centre	100%
Google Classroom integration with Trillium Little SIS	100%
Gradebook Online Implementation	38%
InTune & Minecraft Pilot	100%
New Desktops for Elementary Library Techs	100%
New SAN for Education Centre	100%
Office 2016 deployment	65%
Print Strategy	21%
Projection Technology Refresh	40%
Replace network switches at Education Centre	100%
SDWAN MoE Broadband Modernization Project	27%
Secondary Desktop Refresh 17-18	33%
Staffnet Migration to SharePoint Online	62%
WiFi refresh 17-18	65%
Windows 10 Classroom Rollout	43%

1.2.7 Key Performance Indicators

Key performance indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress for in achieving its strategic and operational goals for Information Technology and its ability to support it.

Our KPI's show as generally increase in age of the IT infrastructure and devices. They also show a large increase in number of devices and applications per IT staff member. The good news is the KPI's show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth and devices need to be refreshed and scaled to need on a yearly basis. Find Summary of the KPI's on the following pages. Full KPI Document: https://tinyurl.com/wcdsb-it-kpi

Information Technology Services
Key Performance Indicators

	2012-13	2016-17	2017-18 Year Projection	Overall total or change	Comments
Staffing					
# of Staff	26	27	27	1	
Temp Staff #FTE		1.5	0.5	0.5	
Elementary Academic Infrastructure					
Student FTE	13429	15085	15787	15%	Increasing every year
Number of Desktop Computers	1530	730	730	52%	Reduced by half, replaced with Chromebooks
Number of Laptop Computers	205	205	241	15%	Laptop Pilot at Rural schools
Number of ChromeBooks	48	5429	5600	11667%	Increased focus on mobile devices 1:3 Ratio
Average Age of Desktop Computers	4	3.5	4.5	4.5 Years	Average age of computers
Average Age of Laptop Computers	4	7	7	7 years	Many are End of Life. 36 new in a pilot
Average Age of ChromeBooks	1	2	3	3.00	4 year life estimated, 1100 will End of Life
Student to Computer Ratio	7.74	16	16	16	Decrease in ratio computers per student
Student to Chromebook Ratio	280	3	3	3	Increase in Percentage per student
Technician to Computing Device Ratio	297	909	939	316%	Increase in Devices per Technician
Technician to Student Ratio	2238	2155	2255	1%	Techs per student
Number of WiFi Access Points	184	550.00	650	353%	Increase in WiFi Access Points Supported
Number of WiFi Access Points Per Student	72.99	27.43	24	301%	Increase
Number of Software Titles	80	70.00	60.00	-33%	Removed 20 app, replaced with Web resources
Computers replaced/upgraded	0	0	0	0%	No New Computers this year
Number of Supported Printers	72	95	20	72%	decreased, replaced with Photocopiers
Number of Networked Photocopiers	0	56	56	100%	Increase from 0 in 2013
Total number of BYOD devices connecting		7200	7500	353%	Increase since 2013
Total number of iPads	0	225	300	100%	300 ipads
Total number of Android Tablets	0	27	27	100%	Not many, yet…
Total of Supported Servers	56	4	4	93%	Consolidated servers over Wide Area Network
Switches and Network devices	200	247	250	20%	Increase to service wireless
Switches and Network devices replaced/upgraded	0	30	30	12%	% Planned upgrades this year
Number of Brightlinks	712	745	750	5%	Static, but aging
Number of Bulbs replaced		80	300	73%	Increase in bulb failure
Number of BrightLinks refreshed		67	150	20%	Yearly refresh
Number of Brighlink repaired		70	200	200	Increasing every year
Average age of Brightlink Data Projectors	1	5.5	6	6 years	5 is average life for a data projector

Secondary Academic Infrastructure

Student FTE	6608	6263	6309	-5%	Slight decrease from 2013, but on an upswing
Number of Desktop Computers	2149	2149	2149	0%	Static
Number of Laptop Computers	110	121	121	9%	Static
Number of ChromeBooks	24	2369	2500	10417%	Increase in Percentage per student
Average Age of Desktop Computers	3	7.5	5	5 years	Refreshed some this school year
Average Age of Laptop Computers	3	7.5	8	8 years	Secondary Laptops very old/end of life
Average Age of ChromeBooks	1	2	2	2 years	4 years are projected end of life= 1000 next year
Student to Computer Ratio	2.93	2.76	2.76	2.76	Good ratio
Student to Chromebook Ratio	275.33	2.64	2.72	2.72	Good ratio
Technician to Computing Device Ratio	381	663	663	174%	Increase in Devices per Technician
Technician to Student Ratio	1101	895	900	18%	Down a bit
Number of WiFi Access Points	130	279.00	285	219%	Increase in WiFi Access Points Supported
Number of WiFi Access Points Per Student	50.83	22.45	20.00	254%	About one per class
Number of Software Titles	80	71	60	25%	Down by 20, replaced with Web Resources
Computers replaced/upgraded	0	0	300	14%	% Replaced computers, most used (5 years old)
Number of Supported Printers	90	96	96	6%	Static
Number of Networked Photocopiers	0	56	56	100%	Up from 0 in 2013
Total number of BYOD devices connecting		7900	8300	522%	Up since 2013
Total number of iPads	0	45	60	100%	increase from 0
Total number of Android Tablets	0	22	22	100%	increase from 0
Total of Supported Servers	15	16	16	6%	Consolidation of servers
Switches and Network devices	150	230	235	157%	Increase in support requirement
Switches and Network devices replaced/upgraded	0	0	50	21%	% of Switches upgraded
Number of Brightlinks	388	388	389	0%	Static
Number of Bulbs replaced		75	150	75	Budget Refresh
Number of Projectors refreshed		3	150	39%	% of Projectors to be refreshed
Number of Brightlinks repaired		20	30	Increasing	More every year
Average age of Brightlinks Data Projectors	1	5.5	5.5	5.5 years	5 is average age for a data projector

Administrative Infrastructure

Total Board Internet Bandwidth (in MBs)	300	3000	4000	1333%	Demand keeps increasing
Average Bandwidth per Student (in MBs)	0.0140	0.1405	0.1810	1291%	More required per student
Total Internet Capable Devices	5036	19270	19998	397%	Burden on Internet pipe
Bandwidth per Internet Capable device (in MBs)	0.0596	0.1557	0.2000	336%	Internet requires more bandwidth per device
Total Storage Capacity (in TBs)	56TB	110TB	110TB	196%	Moving to the cloud for storage
Number of Supported Servers	74	98	98	132%	Increase in Servers to support
Number of Virtual Servers	52	85	88	169%	Increase in Virtual servers to support
Number of Desktops	507	510	510	101%	Static
Number of Laptops	233	238	238	2%	Static
Average age of Desktops (in years)	2.5	4	3.5	3.5	Years old
Average Age of Laptops (in years)	2.5	3	2	2	Years old
Computers replaced/upgraded	225	90	140	140	Replaced next year
Number of Administrative Printers	106	104	104	-2	Static
Number of Administrative Photocopiers	72	70	70	-2	Static
Number of Mobile Phones	230	233	233	1%	Upgrading all phones this year

Help Desk

Number of Helpdesk tickets	15377	25000	27500	44%	Increase
Average time to resolve tickets (in hours)	44.4	6.5	6	86%	Great Improvement
Number of Hardware Desktop Tickets	633	1100	1300	51%	Increasing due to age
Number of Hardware Laptop Tickets	366	200	250	-46%	Decrease due to replacements
Number of Chromebook Tickets	0	300	350	48%	Increase since 2014/15 with more units

Data Team

Number of RIC Reports		725	700	700	Decreasing total number for simplicity
Number of New RIC Reports	152	85	50	50	Add New Reports on request every year
Number of RIC Reports Unused	732	600	300	300	Cleaning up unused reports
Number of Modified RIC Reports	143	125	300	1354	Total modified since 2012
Executions of RIC Reports	37981	69021	75000	197%	Increase of RIC Reports run since 2012
Number of Applications Supported	50	81	90	56%	Increase in the number of applications
Number of OCAS Transcripts	N/A	1100	1125	1125	Many every year
Number of Websites Supported	91	145	145	159%	Trillium Web Apps have increased number
Number of Data Reporting requests	44	155	150	341%	On the rise every year
Number of New Documents in Laserfiche System	29637	75132	125000	256,873	Total number of records since 2012
Number of in-house Applications		60	55	Up	
Number of Vendor Hosted Applications		15	18	Up	

"These (new digital) technologies are truly a gift to humanity and we must endeavour to ensure that the benefits they offer are put at the service of all human individuals and communities, especially those who are most disadvantaged and vulnerable."

Pope Benedict XVI

2.0 Information Technology Five Year Strategic Plan

2.1 Community Engagement
2.2 Infrastructure
2.3 Pedagogy
2.4 Process Optimization
2.5 School Technology Refresh
2.6 Staff Development

2.1 Community Engagement:

Areas Effected	Initiative	Implementation Years
All Sites	Parent and Student Portals	2018-22
All Schools	School Cash Online Parent and Forms Implementation	2018-20
All Sites	WordPress School site Optimization	2018

Parent and Student Portals	2018-22

Presently implemented and emerging web technology are presenting WCDSB with the opportunity to engage parents and students from anywhere at any time. The expanding School Cash Online web-based portal and new school websites have allowed parents to become more engaged in school activities and initiatives. Web environments such as Desire 2 Learn, Google Guardian, and Compass for Success parent portal pilots have allowed parents to become more engaged in classroom activities and their children's long-term achievement information. Google Classroom and Desire 2 Learn have enabled students to have anywhere online access to classroom curriculum material and assignments. Synrevoice/School Messenger will provide expanded attendance and other related school notifications to parents and may potentially expand to a smartphone app. We will continue to grow and consolidate these environments to ease access for engaged parents and students.

Google Guardian has enabled for all Parent emails. Educators who choose to engage in the Google Classroom environment can now invite parents to receive Google Guardian updates from their children.

2018/19 will see growth in both the Compass for Success Parent and Student portals. This portal contains a history of all student achievement, attendance, demographics and other related information. Compass also has a Growing Success compliant gradebook that educators could choose to use to engage students and parents. Secondary schools will begin to pilot this environment with Parents in 2018/19 and in 2019/20 WCDSB will invite all parents to join the environment.

School Cash Online Parent and Forms Implementation	2018-20

School Cash Online already has over 75% of WCDSB parents with accounts. In the coming year WCDSB will promote School Cash Online with the goal of having 100% of parents in the system. Within School Cash Online, critical permission form workflows and information resources will continue to grow with a full implementation of the forms catalog to be complete by 2019/20.

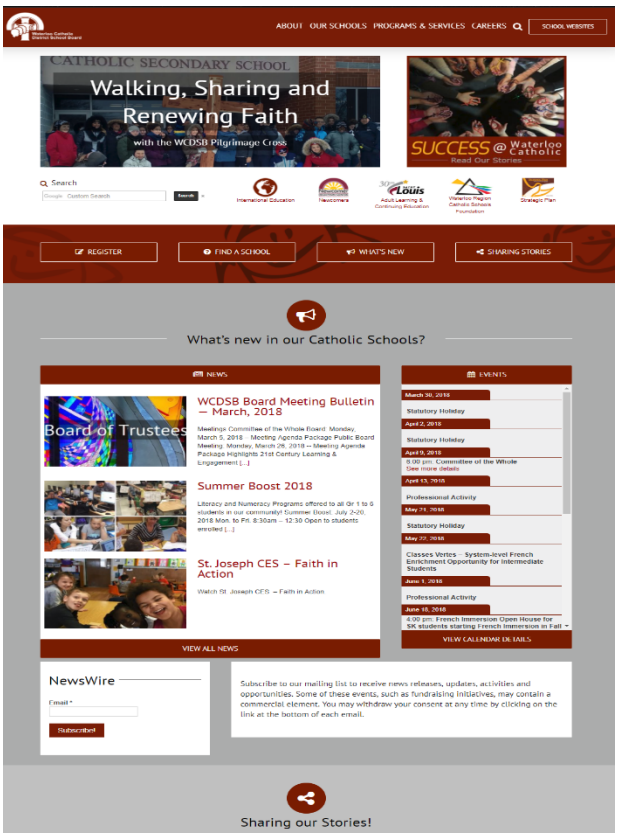
Wordpress School site Optimization	2018

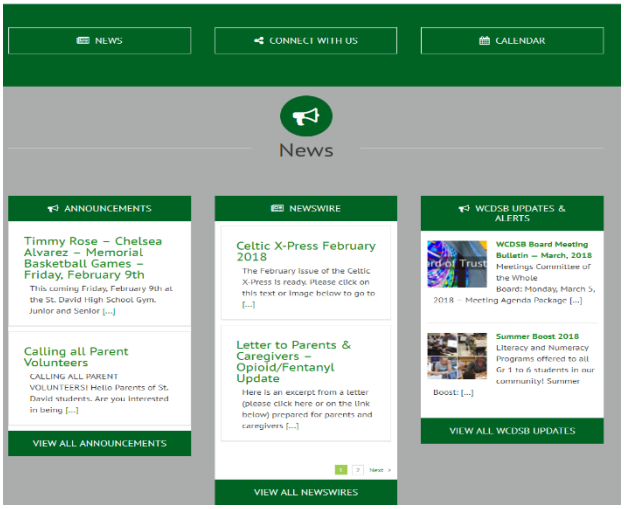
The Board and School websites are primary methods of communication with our parents, students and the Waterloo region community. ITS with consultation with the WCDSB community, has revamped all public websites for improved navigation, ease of access and profiling of good news stories throughout the system. A primary goal is to assure Websites will have regular relevant updates. The new design fully integrates Board and school social media like Twitter and YouTube feeds.

We have utilized the WordPress web content management system for all public websites. WordPress is a very user-friendly environment that makes it easier for school and Board departments to post and maintain their own content on a timely basis.

These websites are critical environments for communicating during weather events and emergency incidents. Availability of these websites is of the utmost importance 24/7. All public websites will be hosted by a 3rd party with advanced capability to assure that our content will be available with the capacity required.

All websites are now on WordPress and are hosted, but the complete new feature set and all content will be up and running in the new environment by the end of Summer 2018.





2.2 Infrastructure:

Areas Effected	Initiative	Implementation Years
Secondary Academic	Academic Secondary Server Refresh	2022/23
All Sites	Board Phone System Refresh	2018-20
All Sites	Broadband Modernization Project	2018-22
CEC	CEC & Dutton Drive Computer Refresh	2019/20
Secondary Academic	Fibre-Optic Network Upgrade	2018
All Sites	Firewall Infrastructure Refresh	2019/20
All Sites	Increase Internet Capacity	Yearly
All Sites	Mobile Device Authentication	2018-20
All Sites	Movement to Cloud Storage	2018-21
Elementary Academic	Network Switch Refresh, Elementary	2022/23
All Sites	Photocopier Refresh	2021/22
Admin	School Administrative Staff Desktop refresh	2022/23
Elementary Admin	School Messenger Elementary Implementation	2018-21
All Sites	Security Camera Refresh	2020/21 2022/23
CEC	Senior Admin Laptops	2018/19 2022/23
Business	Smart Phone Refresh	2018 2020 2022
All Sites	StaffNet Migration to Cloud	2018
Secondary Academic	Staged Secondary Network Switch Refresh	2018-22
CEC	Storage Area Network Refresh	2022/23
Business	Student Management System Transition	2019-21
Secondary Admin	Synrevoice Transition to School Messenger	2018
CEC	Technician device refresh	2020/21
All Sites	Windows 10 Standardization	2018/19
All Sites	Wireless Refresh	Yearly
Infrastructure	WREPnet Core Upgrade	2018

Academic Secondary Server Refresh	2022/23

Secondary school servers are utilized to hold desktop operating system images, system patches, local school files, application images and are used for general school network management. These servers are replaced every 5 years to maintain functionality and warranty coverage. These servers were last refreshed earlier this year.

Board Phone System Refresh	2018-20

The current WCDSB phone system is based on a Nortel infrastructure that has not been in production for many years. This system is a definite risk to phone-based communications

availability and finding replacement equipment. Many school districts in Ontario have moved to a Voice Over Internet Protocol (VoIP) infrastructure which utilized existing Wide Area Network (WAN) infrastructure for phone communications instead of costly phone lines. Some districts are beginning to fully outsource their phone systems to a Cloud hosted model. Cloud hosted phone systems potentially assures availability, eliminates costly phone lines and infrastructure, enables integrated services into the IT infrastructure such as unified messaging with email and desktop remote phone system access. WCDSB will investigate the potential cost savings and service advantages of both locally hosted and cloud hosted phone systems which are fully integrated into existing Board communication systems.

Broadband Modernization Project	2018-22

The Ontario Ministry of Education Broadband Modernization project is connecting over 250,000 students at approximately 850 schools with high-speed internet as part of a commitment to improve internet access at all publicly funded schools across the province. WCDSB has been selected to participate on the Wave 2 of this 3 Wave project.

Improving access to high-speed internet will enable more students and educators to access high-quality online courses and resources regardless of where they attend school, helping students to learn the transferable skills that they need in a globally connected and technology-engaged world. Students can participate in interactive lessons on topics such as coding or math through online learning platforms like Google Suite for Education, Office 365, Desire 2 Learn, Knowledge Hook, Homework Help and mPower. Educators will also better communicate with parents about their child's learning and progress.

Providing more students with high-speed internet and virtual learning services is part of Ontario's plan to create fairness and opportunity during this period of rapid economic change.

WCDSB is starting this implementation focusing on the five secondary schools and any new or moved sites like Don Bosco. The plan is to expand this implementation to all school sites by 2022.

CEC & Dutton Drive Computer Refresh	2019/20

The Catholic Education Centre and Dutton Drive laptops and desktops are updated every 5 years to assure functionality and that they can be effectively supported. The last refresh was 2015.

Fibre-Optic Network Upgrade	2018

Core Fibre Networks in secondary schools are the backbone for all data and electronic resources that travels across these busy school networks. The aged fibre networks at the Secondary schools need to be upgraded to meet present and future bandwidth requirements.

Firewall Infrastructure Refresh	2019/20

The WCDSB Firewall infrastructure performs the critical function of protecting the Board's students, staff, data and systems from hackers, viruses, ransomware and malware. The Firewall infrastructure also filters the Internet for safe content for our students. This infrastructure is due for update and refresh every 5 years. The last update was 2014.

Increase Internet Capacity	Yearly

There are many components of the WCDSB infrastructure that are critical pieces to the delivery of web-based curriculum content to educators and students. Those components include school wireless infrastructure, wired network drops, network switching equipment, the wide area network between board sites, the firewalls and the Internet feeds. Currently WCDSB has two Internet feed providers, Rogers and the Ontario Research and Innovation Optical Network ORION http://www.orion.on.ca/. The purpose of two feed providers it to assure availability to critical educational tools schools have become dependent on for delivery of curriculum of which Desire 2 Learn, Google Suite for Education, Compass for Success are just a few. Many administrative hosted applications also need guaranteed access such as Smart Find Express, Synrevoice, School Cash Online, ERO, Azure and Office 365.

The Ontario's Broadband Modernization Project has a specified a goal of 1 megabit per student per second of Internet connectivity. This bandwidth target grows as Internet technology and resources grow. Currently WCDSB currently provides just under 0.2 megabits per second per student per second Internet bandwidth. The goal is to increase the overall Internet bandwidth per student every year to eventually meet the 1-megabit requirement and then grow as this capacity as demand dictates.

Mobile Device Authentication	2018-20

Currently all personal mobile devices attach to the WCDSB wireless network with a single password. Since all devices connect anonymously this way, we are unable to track who is connected, where they are connected and what activities they are doing. Every personal device that connects to the WCDSB wireless network is subjected to the same internet filters and services whether they are a staff member or a primary student.

To enable appropriate service and filters by student grade level or staff requirements while also having the ability track any inappropriate activity to the user, we are going to enable user-based authentication for all personal devices. This a very large undertaking and will take two years to fully implement.

Movement to Cloud Storage	2018-21

WCDSB student and staff file storage is primarily held on Storage Servers housed at schools and the Board Data Centres. This file storage is found on both network shares and within the Board's StaffNet environment. Local storage servers are expensive to maintain and replace. Access to locally stored educator and student work can not be accessed from offsite work from home and other locations. These local storage methods don't easily allow for collaborative building of documents and projects. Where possible, the movement to free services like Desire to Learn, Google Suite for Education and the Office 365 environments will save the Board money and infrastructure while facilitating both on site and off-site access to resources, ease of collaboration and home access to classwork.

Network Switch Refresh, Elementary	2022/23

School network switches control the flow of all data, information and content across the school networks. Many critical switches have been recently refreshed. The next upgrade to these switches will be 2022/23. The goal is to have no elementary switches in our deployment older than 10 years.

Photocopier Refresh	2021/22

School and office Photocopiers are refreshed every 5 years to assure functionality and that they can be effectively supported. The last refresh was 2016.

School Messenger Elementary Implementation	2018-21

The Synrevoice School Notification system is being upgraded to the new School Messenger platform for secondary schools within this 2017/18 school year.

http://www.schoolmessenger.com/

The new School Messenger platform has expanded capabilities which will be piloted at select schools in 2018/19 for consideration for full implementation for all secondary schools. Select Elementary schools will begin piloting School Messenger 2018/19. If Elementary pilots of School Messenger are well received, a board wide implementation will be considered for the 2019/20 and 2020/21 school years.

Security Camera Refresh	2020/21 2022/23

Up to date Security Camera infrastructure is imperative to help guaranty the safety and security of school staff, students and sites. Much of WCDSB's security camera infrastructure has been updated and optimized this year. It is important to review and update this infrastructure every few years. ITS will work with Facilities to continue to deploy updated and optimized camera's and management equipment as required on a regular cycle.

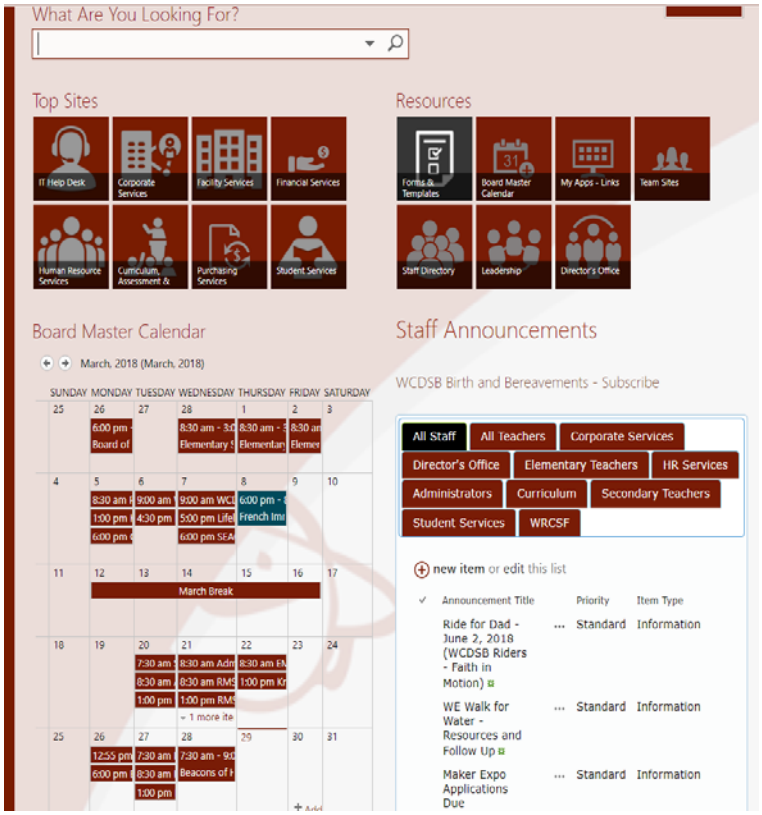
Senior Admin Laptops	2018/19 2022/23

Senior Administration laptops are updated every 5 years to assure functionality and that they can be effectively supported. Last year Senior Administration choose to use their laptops one more year to help balance the IT Budget. These current laptops are now prone to failure and are unable to run some desired modern applications. The last refresh was 2013.

Smart Phone Refresh	2018 2020 2022

Smart phone contracts for devices utilized by school Administrators, senior administration and critical support staff are on a two-year contract. All Smart phones are due to be updated in 2018.

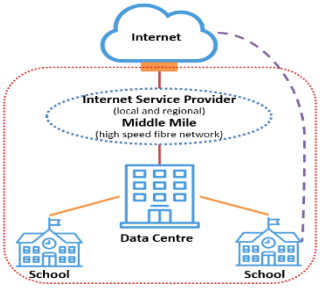
StaffNet Migration to Cloud	Summer 2018



The Microsoft SharePoint 2010 based StaffNet environment houses critical staff resources and communications. The current implementation had grown fast and had organically become difficult to find these important staff resources within. SharePoint 2010 is currently housed in the Board's data centres and storage servers.

The Cloud based Office 365 SharePoint Online environment is free to the Board and contains modern collaboration tools and storage capacity far beyond our requirements. ITS, working with Board departments, has migrated much of the StaffNet content, tools and communications to the Office 365 SharePoint Online environment. In the process of migration, resources have been optimized for ease of search and navigation. The new environment is far more user-friendly allowing for departments to add and update their own content and communications in a timelier fashion. ITS will continue to migrate content and shut down the 2010 SharePoint StaffNet this Summer.

Staged Secondary Network Switch Refresh	2018-22



School network switches control the flow of all data, information and content across the school networks. Many critical switches have been recently refreshed, but they need to be updated in part on a yearly basis. Some secondary switches are as much as 15 years old. A yearly staged refresh will help to remove the older network equipment. The goal is to have no switches in our deployment older than 10 years.

Storage Area Network Refresh	2022/23

The centralized Storage Area Network hosts all student and staff files, records and data. This is a critical storage system that most board systems are dependent on. The Storage Area Network has been replaced this school year and has a 5-year support warranty. This infrastructure is due for an update again in 5 years to assure performance and availability of essential data and services.

Student Management System Transition	2019-21

The Trillium student management system has been purchased by the PowerSchool company. https://www.powerschool.com/ Trillium is utilized at WCDSB for all student data entry and tracking, report cards, provincial reporting, student attendance tracking, online registration, student resource tracking, class scheduling and so much more. All of these functions are critical to most of what WCDSB does to service our students, staff and community. Trillium is currently run by more than half the 72 school districts in Ontario. PowerSchool has stated they will end all enhancement development on Trillium by January 2018.

A committee has formed on corporation with the Ministry of Education, the Educational Computing Network of Ontario (ECNO) and School Boards called the Student Information Workflow Advisory Committee (SIWAC). The purpose of SIWAC is to investigate the future of Student Management Systems and provincial reporting in Ontario.

The Educational Computing Network of Ontario (ECNO) is also doing an investigation of all Student Management System options for consideration of it's 72-member school districts and is issuing a provincial RFP with the Ontario Educational Collaborative Marketplace (OECM) shortly.

By 2019, WCDSB and many other Districts in the province will need to be in a process of transition to a new solution. The Trillium system contains critical data and services for all staff, students and the WCDSB community in some manner. This transition will be a multi-year process and will result in considerable disruption and require extensive professional development for system staff.

Synrevoice Transition to School Messenger	2018

The Synrevoice School Notification system is being upgraded to the new School Messenger platform for secondary schools within this 2017/18 school year.

http://www.schoolmessenger.com/

The new School Messenger platform has expanded capabilities which will be piloted at select schools in 2018/19 for consideration for full implementation for all secondary schools. Select Elementary schools will begin piloting School Messenger 2018/19. If Elementary pilots of School Messenger are well received, a board wide implementation will be considered for the 2019/20 and 2020/21 school years.

Technician device refresh	2020/21

School based technicians require advanced mobile devices to effectively support our school's technical requirements. In order to maintain the required level of functionality for their devices, they are updated on a 3-year basis. Last update was earlier this year.

Windows 10 Standardization	2018/19

Microsoft has moved to a new standard of computer support where, through Windows 10, updates to functionality and security can be facilitated remotely at the Board's convenience. This new optimized operating system standard will allow ITS to deliver required security updates and added services in a far timelier fashion to staff and student computers. This also allows for increased protection against Malware and Ransomware attacks.

Wireless Refresh	Yearly

Chromebook are now distributed at every school at a ratio of 1 Chromebook to every 3 students. WCDSB will be expanding support for Bring Your Own Device for utilization in classroom curriculum activity. The Board also has a significant implementation of other wireless devices such as laptops and iPads. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, the Boards wireless infrastructure needs to be

refreshed on a yearly basis. This refresh is staged over a five-year cycle to meet both bandwidth requirements and assure wireless devices continue to function.

WREPnet Core Upgrade	2018

WREPNet is the Waterloo Region Educational & Public Network. This state-of-the-art high-speed fibre-optic network took shape between 1998 and 2001 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. Leveraging the strength and resources of this unique partnership, WREPNet currently connects 326 individual sites across Waterloo Region – providing access to a high-speed, secure network allowing access to improved information services and solutions.

In Summer 2018, the WREPNet core equipment is due for an upgrade to meet the growing demand for Wide Area Network bandwidth and connectivity across the Waterloo region. All WREPNet partners have agreed to undertake this endeavour together.

2.3 Pedagogy:

Areas Effected	Initiative	Implementation Years
All Schools	3d Printers and Design	2018-21
All Sites	Augmented and Virtual Reality	2018-23
All Schools	Bring Your Own Device Pedagogy	2018-21
All Schools	Coding and Robotics	Growing Yearly
All Sites	Gamification	Growing Yearly
All Schools	Maker Pedagogy	Growing Yearly
All Schools	New Pedagogies for Deeper Learning	Growing Yearly
All Schools	Online and Electronic Classroom Resources	Growing Yearly
All Schools	School Instructional Leaders for in-class PD	Growing Yearly
Secondary Academic	Secondary COOP Tech Experts	Growing Yearly
All Sites	STEAM and Technology Integration	Growing Yearly
All Schools	Students as Instructional Technology Leaders	Growing Yearly

3d Printers and Design	2018-21

One of the most significant aspects of 3D printing and design for teaching and learning is that it enables more authentic exploration of objects that may not be readily available to schools. This facilitates students learning of core science, technology, engineering, arts and mathematics (STEAM) principles in an engaging environment.

3D design and printing promises to have a transformative impact on education, reshaping teaching and learning in schools. For example, 3D design and printing in education can:

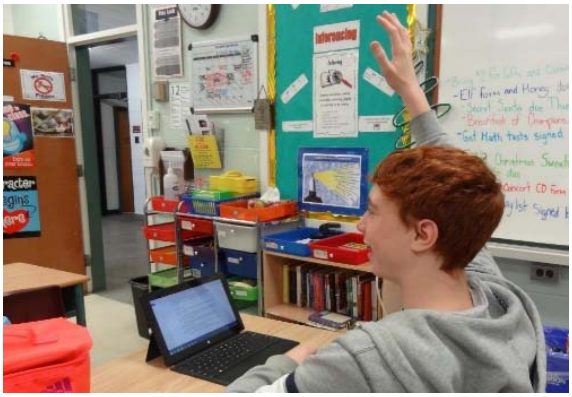
- provide 3D visual aids to help students understand complex concepts;
- open new opportunities for constructive learning across all subjects;
- prepare students for career skills they will need in 21st century design and manufacturing; and
- engage students and teachers in hands-on learning activities.

Augmented and Virtual Reality	2018-23

Although the physical world is three-dimensional, in education we have preferred to use two-dimensional media for teaching and learning. The combination of Augmented Reality (AR) and Virtual Reality (VR) technology with the educational content creates new type of automated applications and acts to enhance the effectiveness and attractiveness of teaching and learning for students in real life scenarios. Augmented Reality is a new medium, combining aspects from ubiquitous computing, tangible computing, and social computing. This medium offers unique affordances, combining physical and virtual worlds, with continuous and implicit user control of the point of view and interactivity.

Educators and students alike are seeking an ever-expanding immersive landscape, where students engage with teachers and each other in transformative experiences through a wide spectrum of interactive resources. In this educational reality, VR has a definitive place of value which continues to expand. VR and AR initiatives like Google Expeditions https://edu.google.com/expeditions/, CoSpaces https://cospaces.io/edu/ and the Learning Partnership VR Workplace Experiences http://www.thelearningpartnership.ca/virtual-reality-workplace-tours are excellent examples of engaging implementations.

Bring Your Own Device Pedagogy	2018-21



WCDSB is building the network, Internet bandwidth and wireless capacity to support the use of personal devices in every school. Bring Your Own Device augmenting the Board provided mobile devices, such as Chromebooks, will eventually allow every student to use an electronic device in alignment with new pedagogies for 21st century learning. Instruction will have to evolve to use personal and Board provided devices in day to day engaging classroom activities on a 1:1 ratio.

Coding and Robotics	Growing Yearly

Coding and robotics are a much-valued skill in the 21st century innovative market. It is imperative that today's students receive an education that prepares them for this very real and not so distant future. Today's students will need to be more than just regurgitators of facts and figures, they will need to think critically, solve problems, communicate, design, and create. Students need to be prepared to live and work in this digital revolution age. At it's core, coding with robotics moves students away from the solitary interface of a computer screen and into an active social community. In addition, coding and robotics is about innovating, inventing, incorporates all school subjects, encourages critical thinking, engages unengaged students and it is fun!

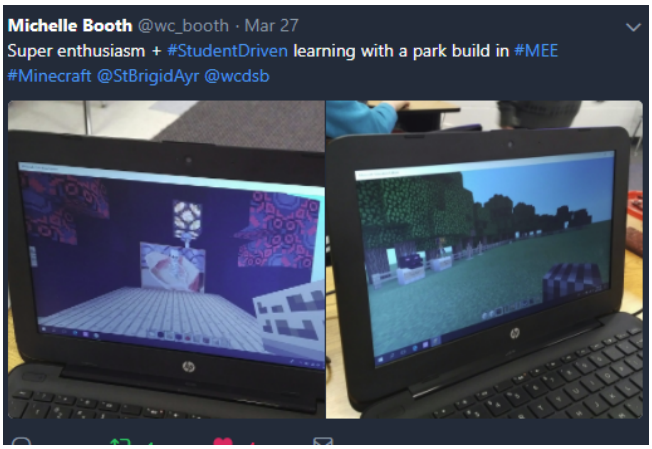
Gamification	Growing Yearly

Gamification in education, or gamification in learning, is sometimes described using other terms: gameful thinking, game principles for education, motivation design, engagement design, etc. It operates under the assumption that the kind of engagement that gamers experience with games can be translated to an educational context towards the goals of facilitating learning and influencing student behavior. Since gamers voluntarily spend countless hours playing games and problem-solving, researchers and educators have been exploring ways to harness videogame's power for motivation and apply it to the classroom.

Gamification in learning involves incorporating game elements to motivate learners. Some of these elements include the following:

- Narrative
- Immediate feedback

- Fun
- “Scaffolded learning” with challenges that increase
- Mastery (for example, in the form of leveling up)
- Progress indicators (for example, through points/badges/leaderboards, also called PBLs)
- Social connection
- Player control



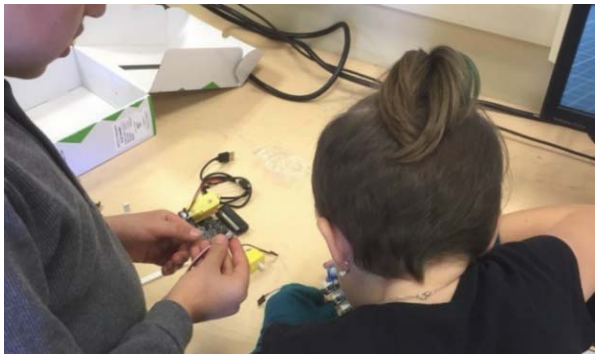
A classroom that contains some or these elements can be considered a “gamified” classroom. The best combinations, the ones that create sustained engagement, consider the unique needs of the learners and do more than just use points and levels to motivate players.

Investigation and pilots of educational based gamification applications for student engagement is an area of focus where technology will be a key component. Three WCDSB rural schools began a Minecraft EDU pilot with Cloudbooks and Windows 10 that will be measured for engagement and achievement success over the coming school year (St. Boniface, St. Clement and St. Brigid)

Maker Pedagogy	Growing Yearly

“Maker Pedagogy is an approach that utilizes the principles of ethical hacking (i.e., deconstructing existing technology for the purpose of creating knowledge), adapting (i.e., the freedom to use a technology for new purposes), designing (i.e., selecting components and ideas to solve problems), and creating (i.e., archiving contextual knowledge obtained through engaging in the process of making, as well as the actual tangible products) as part of an overall way of working with those interested in learning about science and technology.” (Bullock, 2014)

The utilization of Maker Spaces in school classrooms and in Learning Commons engage students in creative thinking and collaborative problem solving to engage in real world 21st century challenges. As part of this initiative, standard maker spaces will be designed for the classroom and the school Learning Commons.



New Pedagogies for Deeper Learning	Growing Yearly

In 2016/17, The WCDSB action plan for the Ministry's Technology Learning Fund included the purchase of licenses for 6 schools in our Board to receive training on the framework to develop New Pedagogies for Deeper Learning (NPDL). Training on the NPDL framework took place on February 3 (Resurrection Library) and February 14 (St. David's Library) and informed the design of our Math project implementations at each school.

NPDL is a global partnership, created by Michael Fullan, which includes 1000 schools in 10 countries (14 school boards in Ontario). Deep learning is mobilized by four elements that combine to form the new pedagogies; learning partnerships, learning environment, pedagogical practices and leveraging digital. The Deep Learning Competencies, (collaboration, communication, creativity, critical thinking, citizenship, character) are the skill sets each and every student needs to achieve and excel in, in order to flourish in today's complex world. These competencies form the foundation for the New

Measures and NPDL teachers use the Deep Learning Progressions to assess students' current levels in each of the six Deep Learning Competencies. They combine this with information about student achievement, interests, and aspirations to get a clear understanding of what each student needs to learn.

http://npdl.global/

WCDSB will continue to expand NPDL to more schools each year over the next five years and align with the new provincial assessment requirements which are focused on the deep learning competencies.

Online and Electronic Classroom Resources	Growing Yearly

The time is right to resources in support of online and electronic classroom resources with the growth of web based educational services and electronic textbooks available to computers and mobile technologies. Environments like Desire 2 Learn (D2L) (https://www.d2l.com/), the Ontario Educational Resource Bank (OERB) (http://www.edu.gov.on.ca/elearning/bank.html), KnowledgeHook (https://www.knowledgehook.com/), and other electronic online curricular content present many opportunities and many advantages:

- ease of delivery;
- search capability;
- can be highlighted and personal notes can be added;
- adjustable font sizes;
- cut and paste function;
- can easily be converted to audio;
- environmentally friendly;
- always up to date and current;
- can be easily shared using a data projector for full classroom engagement; and
- potential for lower overall cost compared to traditional textbooks.

School Instructional Leaders for in-class PD	Growing Yearly

Since 2014, the Ministry of Education provided Technology Learning Fund (TLF) and the Innovation in Learning Fund (ILF) has been directed towards increasing technology-enabled pedagogical practices focused on key 21st century competencies. Through the initiatives facilitated through these funds, instructional leaders in these new technology-enabled pedagogical practices have emerged throughout the system. Release time has been provided for these instructional leaders to provide in-class professional development to other educators. The challenge that the shortage of available teacher supply requires a more innovative approach to this PD delivery. To continue the spread of new innovative instructional practice using new technology, in-class PD provided by these instructional leaders will need to be a growing practice.

Secondary COOP Tech Experts	Growing Yearly

Our Innovation in Learning committee recommends that COOP placements be created within Elementary and Secondary schools to help facilitate educator's use of technology in classrooms and school libraries. The WCDSB Student Achievement Consultant assigned to Cooperative Education/OYAP/Technology7-12/Secondary Skills Ontario is endeavouring to facilitate this.

STEAM and Technology Integration	Growing Yearly

The future innovative world economy is in Science, Technology, Engineering, Arts and Mathematics (STEAM). It is important to expand opportunities to engage WCDSB student's opportunities to grow interest in STEAM through technology integration into curriculum delivery. Build awareness of, and investment in, Interdisciplinary learning and tasks related to real-life challenges and collaborations, leading to improvement in transferable skills to the workplace of the future. Technology enables educators to

engage students in STEAM in authentic learning experiences that reflect real-life application and engagement within a global context.

Students as Instructional Technology Leaders	Growing Yearly

Many students have an affinity for understanding and utilizing 21st century classroom technology tools. It would be ideal to create an environment where these star students become coaches for educators and other students for the effective utilization of technology in the classroom and throughout the school. Over the next five years we will endeavour to grow capacity for this practice throughout the system.

2.4 Process Optimization:

Areas Effected	Initiative	Implementation Years
Admin	St. Louis Students Managed in Active Directory	2018/19
All Sites	Credential Optimization	2018
All Sites	HR System Active Directory Integration	2018/19
Business	LaserFiche Process Automation and Forms	2018-21
All Sites	Print Reduction	2018-23
Business	Reporting Server Upgrade	2018/19
Elementary Academic	Site Administrator Role Optimization	2018-20
Business	Spec Ed Equipment Delivery Optimization	2018/19
All Sites	Unification of Administration & Classroom Apps & Imaging	2018/19
All Sites	Workflow Automation	2018-2021

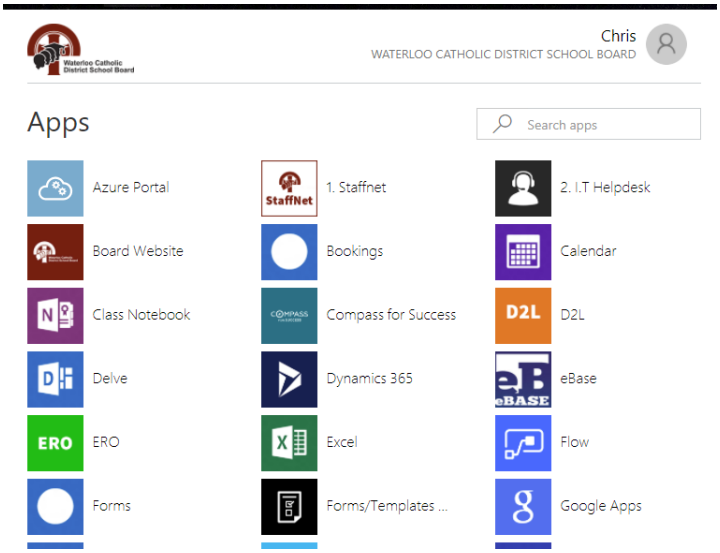
St. Louis Students Managed in Active Directory	2018/19

All continuing and adult education students accounts will be managed through Microsoft Active Directory. This will allow for a streamlined and timely delivery of critical educational resources to all St. Louis students as required. These allocated resources through Active Directory would include Google Suite for Education, Desire 2 Learn and Microsoft Office.

Credential Optimization	2018

ITS has been centralizing all student and staff identity management and resource management under Microsoft Active Directory (AD). The utilization of AD allows for the quick and automated delivery of critical educational and staffing resources in a timely fashion with the removal of costly manual processes. AD is enabling the synchronization of credentials (usernames and passwords) across educational and administrative systems and thereby eases the access to systems such as network computers, Desire 2 Learn, Google Suite for Education and Office 365. Since most of these systems are now Cloud based, the loss of a locally installed Active Directory

due to power outage, loss of Internet connectivity or an unforeseen disaster; would mean staff and students could lose access to the applications managed by this environment. By moving our AD infrastructure to the Microsoft Azure Active Directory Cloud environment, we can assure all these systems will remain available to staff and students, whether at home or school, even in the event of a disaster.



With this optimization, there will also be the implementation of a self-serve password recovery tool that will facilitate the secure recovery of credentials for staff and students in a timely fashion.

HR System Active Directory Integration	2018/19

Many manual processes are currently used for the granting of staff resources and security access throughout WCDSB. Human Resources systems hold the true and current roles, status and location of staff. Manual data entry process for granting critical permissions and resources introduce the element of human error and delays. Automation of all hiring, moves, adds, changes and terminations from HR systems into Microsoft Active Directory will allow for timely allocation to resources across Board systems while eliminating tedious manual tasks which do not have built in error checking. This integration allows for student Credential management across systems. (See Credential Optimization)

LaserFiche Process Automation and Forms	2018-21

The Laserfiche system is currently utilized at WCDSB for electronic records management, retrieval and disposal. https://www.laserfiche.com/ The system has the expanded capability to manage web electronic forms and its optimized workflow. Forms managed through the Laserfiche system can then be automated for retention and easy retrieval. Laserfiche also allows the automated approval workflow to be designed within the form and integrated to the Board email system. The many forms attached to Administrative Processes (AP) will be easily tracked for completion and approval. ITS will implement the Laserfiche web forms and workflow modules with Board AP's.

Laserfiche will continue to expand to eliminate paper records to ease retention and searching for critical Board records. This will involve ongoing scanning projects of all documents and records.

Print Reduction	2018-23

Print at the Board office and at schools are a very significant part of the overall budget. For some schools, print can be half of the school budget. Reduction of print will be accomplished through the increase of the turning in assignments and sharing of resources electronically. Not only is this a very green initiative, it will also save the Board significant funds that can be invested in other educational equipment and programs.

Reporting Server Upgrade	2018/19

Reports utilized Board wide daily are run through the RIC reporting server which was built and maintained by ITS. This server is based on Microsoft SQL 2008. Regular updates to this system and an audit of existing reports for optimization is required to meet the requirements of the Board's staff. ITS will be upgrading the system to MS SQL 2016 this year for expanded and optimized reporting functionality and required security levels.

Site Administrator Role Optimization	2018-20

Every Elementary school has a dedicated volunteer technology Site Administrator. This positions role is to trouble shoot any technology issues within the school's academic environment. If it is something they can not easily resolve, it is the site administrator's role to enter a ITS Helpdesk service request. The site administrator is either a teacher or a library technician. This role will be investigated for optimization. The Innovation in Learning committee recommended this role also have release time throughout the year to offer in class PD on technology related pedagogies.

Spec Ed Equipment Optimization	2018/19

The timely delivery and tracking of student SEA equipment has been a challenge. WCDSB has use a 'just in time' model where equipment is ordered as students are identified with a need. The ordering, delivery and setup process can often take many months. There are a few standard options employed to meet Spec Ed SEA student needs. We will move to pre-ordering equipment in advance with the estimated required amounts, thereby the delay in ordering and delivery can be eliminated from the wait time.

SEA equipment tracking will be built in the presently utilized Cardinal Solutions Spec Ed IEP system. As this functionality is implemented, the tracking of this equipment can then be tied to the student for search and to facilitate informed decisions on the student's future requirements.

Unification of Administration & Classroom Apps & Imaging	2018/19

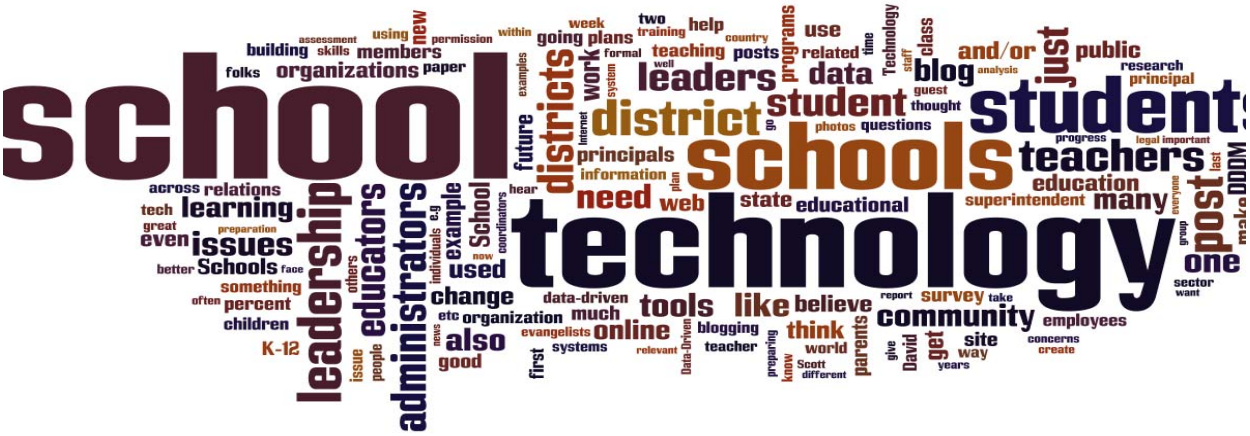
The ITS methods for delivery of computer applications, imaging, printing and other services have evolved quite differently between the Classroom Services and the Administrative Services teams. The goal is to improve delivery of service to the staff and students of the Board while facilitating the transfer of knowledge and skills across teams in ITS. Over the past year, we have conducted investigations into best practices at other school districts. From this investigation, ITS has been developing a plan which will incorporate the best practices of both teams with the findings of best practices from other School Districts.

Workflow Automation	2018-2021

The workflow of forms, documents, processes and data is mostly done through manual processes throughout the Board. The Data & Reports Workflow Committees (HR Data Workflow, Student Data Workflow and AP Forms Workflow) have been established to study manual workflows of forms, documents, processes and data and find automated and electronic methods for optimizing these processes. This process will eliminate error prone manual processes and streamline the timeliness of resource and service delivery.

2.5 School Technology Refresh:

Areas Effected	Initiative	Implementation Years
All Schools	Chromebook/Mobile Device Refresh	2018-23
All Schools	Display/Projector Technology Refresh	1/5th Yearly
Elementary Academic	Elementary Desktop Refresh	2018/19 2022/23
All Schools	Monitor Refresh	2018-23
All Sites	Principal Laptop Refresh	2021/22
Secondary Academic	Secondary Desktop Refresh	2019/20 2021/22
Secondary Academic	Secondary Printer Refresh	Yearly Staged



Chromebook/Mobile Device Refresh	2018-23

Chromebooks and other inexpensive mobile devices have a limited lifespan of support by the vendors. WCDSB has achieved a 1:3 ratio of students to Chromebooks at every school. The goal is to maintain this ratio of a Chromebook type device over the next 5 years. A Chromebook comes with a one-year warranty. Google has committed to a support lifespan of 3 years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks, IT will refresh 1/3 of the devices every year.

Display/Projector Technology Refresh	1/5th Yearly

Every classroom in WCDSB has a touch enabled data projector. Most of the models of data projectors currently deployed were installed in 2011. These aging projectors are failing at an increasing rate every year. To maintain maximum availability of this critical classroom engagement tool, it is recommended that we replace 1/5th of the installed projectors every year. Functional decommissioned projectors will be used as spares to minimize classroom downtime when the projectors fail.

Elementary Desktop Refresh	2018/19 2022/23

Every second year, a component of Elementary desktop computers will be refreshed replacing broken and outdated computers. The continued goal is to continue to support the 1 computer to every 16 students in the elementary schools. Extra working computers will be shuffled to other schools to maintain the ratio.

Monitor Refresh	2018-23

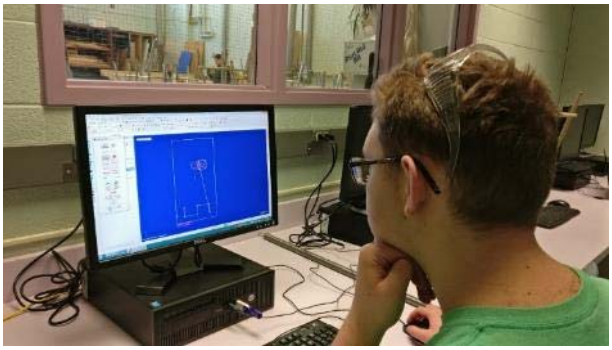
Classroom Epson BrightLink projectors have outdated video splitters paired with failing computer monitors that don't allow for easy sharing of mobile devices to the screen. New monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. All classroom desktop monitors will be refreshed by 2021.

School Administrator Laptop Refresh	2021/22

Administrator Laptops are refreshed every 5 years to maintain functionality. This year, all school administrators received new laptops.

Secondary Desktop Refresh	2019/20 2021/22

Every second year, a component of Secondary desktop computers will be refreshed replacing broken and outdated computers. The new computers will be targeted for the tech and design labs. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to continue to support the 1 computer to every 4 students in the secondary schools.



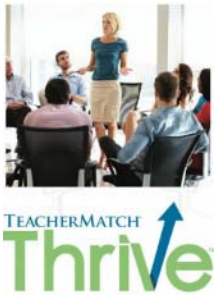
2.6 Staff Development:

Areas Effected	Initiative	Implementation Years
All Schools	Administrator Technical/Pedagogy training	2018/23
All Sites	Expanded Technology and New Pedagogy Training for Educators	Ongoing
Admin	ERO PD Booking System transition to Thrive	2018/19

Administrator Technical/Pedagogy training	2018/23

New pedagogies for 21st century learning utilizing technology as a delivery model are being developed and adopted throughout WCDSB. As technology advances, opportunities for the development of new and effective pedagogies also advances. It is vital that school administrators have a current understanding of new educational technologies and related new pedagogies to facilitate school priorities and improvement planning.

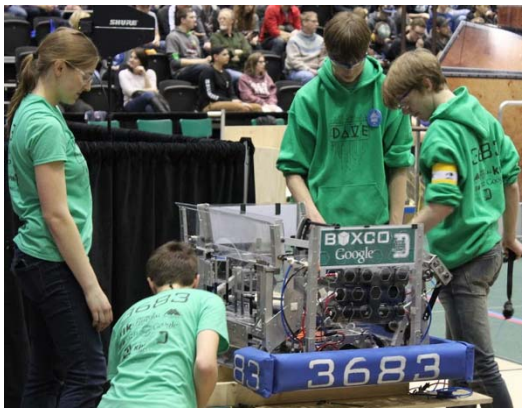
ERO PD Booking System transition to Thrive	2018/19



The Electronic Register Online (ERO) professional development system will be end of life by the People Admin vendor in 2018. People Admin has released a new professional development management system with better integration to the Smart Find Express attendance management system. WCDSB will be required to transition to this more powerful environment. This will require staff training and resources for the roll out.

Expanded Technology and New Pedagogy training for Educators	Ongoing

New educational technologies and the resulting new pedagogies around the utilization of these technologies for the delivery of modern curriculum are emerging at an ever-increasing rate. These new technologies present WCDSB to prepare our students to be leaders in the 21st century marketplace. This presents a great opportunity for learning throughout WCDSB, therefore the Board needs to expand Professional Development opportunities around the utilization of classroom technology and new pedagogies for our educators.



Waterloo Catholic District School Board

Report

Date:	April 7, 2018
To:	Board of Trustees
From:	Director of Education
Subject:	Safe and Accepting Schools

Type of Report:

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

Type of Information:

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

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

- Education Act: 306-311; Regulations: 37/01 (2), 106/01
- Ministry Policy & Program Memoranda 119, 120, 128,130, 141, 142, 144, 145,
- Safe Schools Act (2000) (2009): 309-312
- Bill 13, Accepting Schools Act (2012)
- Bill 157, Keeping Our Kids Safe at School Act (Feb.1, 2010)
- Ontario Catholic School Graduate Expectations
- I 001: Ends

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

- Ontario's Well-Being Strategy

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Directions: Everyone is included, respected and welcomed. Our decisions, actions and stewardship of resources are evidence-based and responsive.

Goal: To support an environment of inclusion with improved implementation of the principles of Learning for All. To increase awareness and respect of differences within our school communities.

Background/Comments:

Strategic Priority: Nurturing Our Catholic Community

Strategic Directions: Everyone is included, respected and welcomed. Our decisions, actions and stewardship of resources are evidence-based and responsive.

Goal: To support an environment of inclusion with improved implementation of the principles of Learning for All. To increase awareness and respect of differences within our school communities.

Background

At the Waterloo Catholic District School Board, we believe that every student has a right to learn in a safe, caring and supportive environment. Our learning environments foster positive Christ centered relationships that are at the heart of all our efforts to promote student achievement and well-being. The WCDSB vision for safe and accepting schools clearly aligns with the publication of *Achieving Excellence: A Renewed Vision for Ontario Education (2014),* wherein The Ministry of Education made a commitment to every student in the province of Ontario. Regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors' (p. 8), all students should be able to access the curriculum, feel safe at school, and have a sense of belonging. In addition to this, The Ministry of Education also introduced *Ontario's Well-Being Strategy for Education: Discussion Document (2016)* which has also served to guide our Safe and Caring Schools focus in WCDSB.

There are four key components at the foundation of Ontario's well-being strategy:

- **Positive Mental Health**
- **Safe and Accepting Schools**
- **Healthy Schools**
- **Equity and Inclusive Education**

Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. To this end, many strong initiatives that support these pillars in relation to Safe and Caring Schools in WCDSB have been implemented.

- **Safe and Accepting Schools**

The board recognizes that an inclusive, restorative, respectful and Christ-centered environment where all members of the school community feel safe, welcomed and accepted is most conducive to learning. Positive behaviour is promoted through the Catholic Values lens as students are provided many opportunities to correct behaviours, seek reconciliation and be given opportunities to redeem themselves. Progressive discipline is an entire school approach that requires all stakeholders to guide, support and model proper behaviour for the students. Suspensions and expulsions are part of the progressive discipline continuum with an increased level of supports, interventions and strategies.

The measurable goal for Safe Schools at WCDSB is the reduction in the number of Suspensions and Expulsions issued to students though effective utilization of restorative justice, progressive discipline and careful consideration of mitigating and other factors. Ultimately, the Superintendent of Education for Safe Schools is responsible for ensuring the strategies are understood and fully utilized in schools. Principals are responsible for maintaining order and proper discipline in their schools. Safe School Teams in each school collaborate to develop a Safe School Plan that specifically addresses Bullying Intervention and Prevention, Progressive Discipline, Promoting a Positive School Climate, Restorative Justice and Emergency Response Procedures in accordance with Ministry and Board policies and procedures.

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

Key Suspension/Expulsion Trends Summary:

- Over all we are trending downwards in terms of the overall number of suspensions over time (1943 suspensions in 2012-2013 school year, 1449 suspensions in the 2016-2017 school year).
- In Grade 11 and 12 we are observing a significant decrease in the number of suspensions compared to 4 years ago (a decrease of 50% in Grade 11 and a decrease of 33% in Grade 12)
- In Secondary, we are observing a decreased number of suspensions over time in both Boys and Girls -boys and girls are trending down.
- Our Expulsion rates continue to be at a minimum which suggests we are continuing to retain our students in an inclusive manner by providing individualized programming and supports proactively.
- When comparing annual enrollment to overall number of suspensions, we see an increase of .9% in the rate of suspensions between 2012/13 and 2016/17 at the Elementary level

Needs Assessment

- We are noticing that the numbers of suspensions are increasing in the Elementary Panel in the last two school years (673 Elementary suspensions in 2016-2017 compared to 415 in the previous school year). The trend also indicates that students in primary grades (JK—3) have the greatest jump in suspension rates, with a prevalence of male suspensions

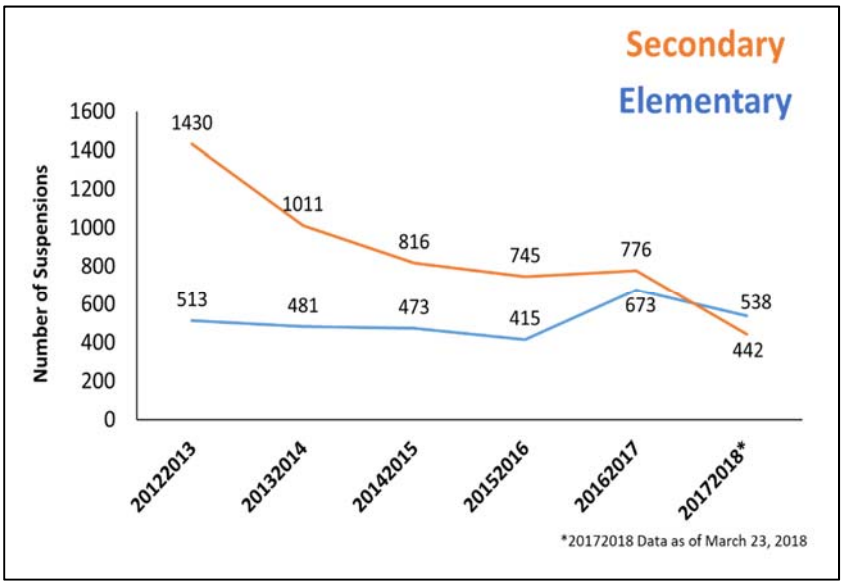
Demographics/Trends over Time:

NOTE: all 2017-2018 Suspension and Expulsion trends include all incidents within the 2017-2018 school year up to March 23, 2018. All data is taken from our Student Information System, facilitated by the IT department. Analysis is completed by Research Department.

Overall Suspensions:

We observe an overall decrease in the number of suspensions in both Secondary and Elementary over the last 5 school years, and currently have 442 Secondary suspensions for the current school year (2017/2018*) and 538 Elementary School Suspensions. However, we observe an increased number of suspensions in Elementary in the 2016/2017 school year and predict similar rates for 2017/18. *(NOTE: the number of suspensions counts suspensions, not individuals. Thus, a single student could contribute to multiple suspensions).*

Suspensions:



Expulsions:

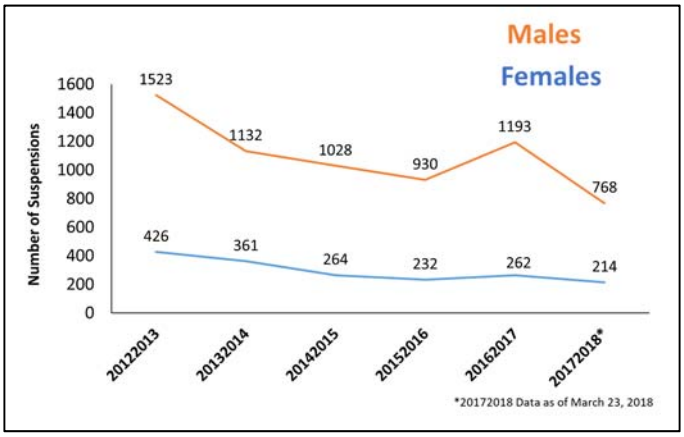
School Year	Number of Students	Panel
20122013	1	Elem
20152016	1	Secondary
20162017	2	Secondary
20172018*	1	Secondary
Grand Total	**5**	

Overall Suspensions by Grade:

The following table provides a distribution of suspensions (frequency and percentage) by grade over the last 6 school years. Highest rates are in Grade 10 and Grade 11 as identified in the second table highlighting the *proportions* of suspensions each grade contributes to the yearly total (darker the red, the higher the percentage).

Grade	20122013	20132014	20142015	20152016	20162017	20172018
JK	0.2%	0.1%	0.3%	0.7%	0.3%	1.5%
SK	0.5%	1.0%	1.1%	0.5%	1.7%	1.5%
1	1.0%	2.5%	2.0%	2.8%	4.9%	4.3%
2	2.0%	1.1%	2.9%	2.9%	4.8%	6.0%
3	1.5%	3.0%	1.9%	2.8%	4.5%	5.0%
4	3.4%	1.6%	5.4%	4.0%	3.9%	6.7%
5	3.8%	4.1%	4.3%	4.9%	3.9%	6.4%
6	1.7%	5.6%	3.5%	3.1%	5.7%	5.1%
7	6.4%	5.3%	8.2%	4.1%	8.3%	7.7%
8	5.9%	7.9%	7.1%	10.3%	8.8%	11.2%
9	14.9%	12.2%	7.4%	12.5%	14.9%	9.7%
10	17.0%	21.0%	21.2%	13.6%	14.4%	12.1%
11	24.0%	18.7%	18.4%	22.4%	12.5%	13.1%
12	18.8%	16.7%	16.8%	16.4%	12.7%	10.9%
WCDSB Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Overall Suspensions by Gender:



Overall Suspensions by Gender by Panel:

This table summarizes the frequency of suspensions by gender, by year and by panel.

	Elementary			Secondary		
School Year	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
20122013	67	446	513	359	1077	1430
20132014	60	421	481	301	711	1011
20142015	45	429	473	219	599	816
20152016	58	357	415	174	573	745
20162017	81	595	673	181	598	776
20172018*	88	450	538	126	318	442

WCDSB Total	**302**	**2160**	**2458**	**1219**	**3508**	**4713**

This table shows that for males (by panel), male students in elementary are increasing in proportion of suspensions over time and then in secondary, they are decreasing in proportion over time.

	Elementary			Secondary			Grand
Gender	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Total**
20122013	3%	23%	26%	18%	55%	74%	100%
20132014	4%	28%	32%	20%	48%	68%	100%
20142015	3%	33%	37%	17%	46%	63%	100%
20152016	5%	31%	36%	15%	49%	64%	100%
20162017	6%	41%	46%	12%	41%	54%	100%
20172018*	9%	46%	55%	13%	32%	45%	100%
WCDSB Total	**5%**	**32%**	**37%**	**16%**	**47%**	**63%**	**100%**

The suspension and expulsion trends continue to prompt questions that drive system leaders' continuous efforts to support WCDSB students, staff and parents. The work of the District Safe and Accepting Schools Committee (DSASC) is set to focus on improvement to policies and procedures that have an impact on safety in schools and improve training for students, staff and leaders in safe and accepting schools.

- **Mental Health and Wellness**

The promotion of a positive and safe school climate is frequently cited as being effective at preventing student suspension and expulsion.

In 2017-18 the WCDSB has taken a well-rounded approach to improving school/board culture by:

- promoting discussions about belonging, resiliency, and strengths-based practice to administrators, staff, and trustees
- launching mental health and wellness presentations in selected grades at elementary schools across the Board, with a specific focus on anxiety, depression and community resources, and practicing calming strategies together.
- targeting training for students in grade 4-8 to improve mental health awareness, promote help-seeking, combat stigma, take an active role in promoting their own positive mental health by incorporating calming activities into their daily routines.
- launching socio-emotional literacy programming in JK-3 board-wide, providing classroom activities designed by a multidisciplinary team to enhance social skills, problem solving, and communication skills.
- Bell Let's Talk Day, used as a platform for schools to engage in and design specific activities to capture how their students view positive mental health, with specific themes including being kind, listening, speaking up, etc.,
- Twitter contest for the submission that best captures the spirit of positive mental health.
- An opportunity provided for all employee groups to participate in Mental Health Awareness Sessions through the Life Long Learning Series. Topics included:

  a) Understanding Anxiety
  b) Resiliency
  c) Community Connections

In addition to our distinct Mental Health Strategies school boards are required to conduct school climate surveys of students, school staff and parents at least once every two years as they all play a key role in contributing to a positive school climate. The survey data informs strengths and needs at the Board and school levels (can drill down by grade and gender) to inform evidence-based programs to engage in. The theory of action is that IF resiliency is strengthened in our students, THEN students are more likely to experience success in the future, e.g. respond to challenges. By promoting developmental strengths through our resiliency assessment, the WCDSB can proactively program to the specific needs of students in addition to providing learning modules for staff.

- **Equity and Inclusive Education**

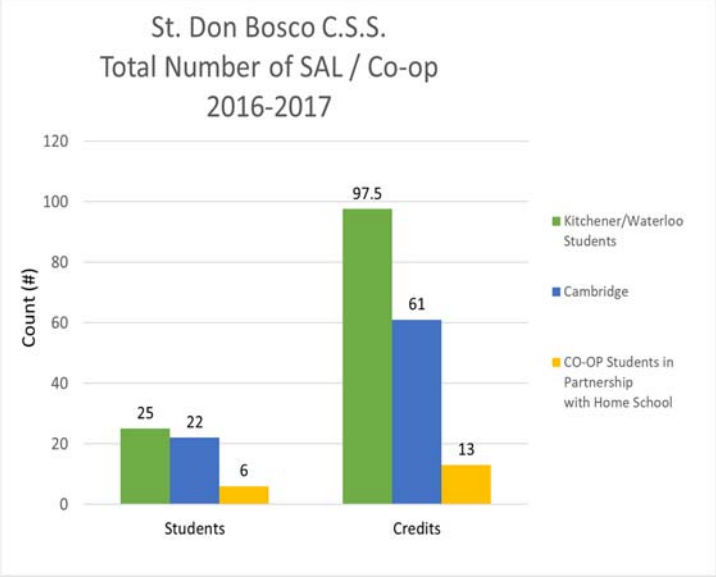
As stated in Ontario's Well-Being Strategy for Education, "Supporting equity and inclusive education helps the education community identify and remove discriminatory biases and systemic barriers to support student achievement and well-being. Research confirms that students who feel welcome and accepted in their schools and see themselves reflected in the curriculum and community are more likely to succeed academically. In fact, everyone in our publicly funded education system – regardless of background or personal circumstances – should feel engaged and included." (page 6)

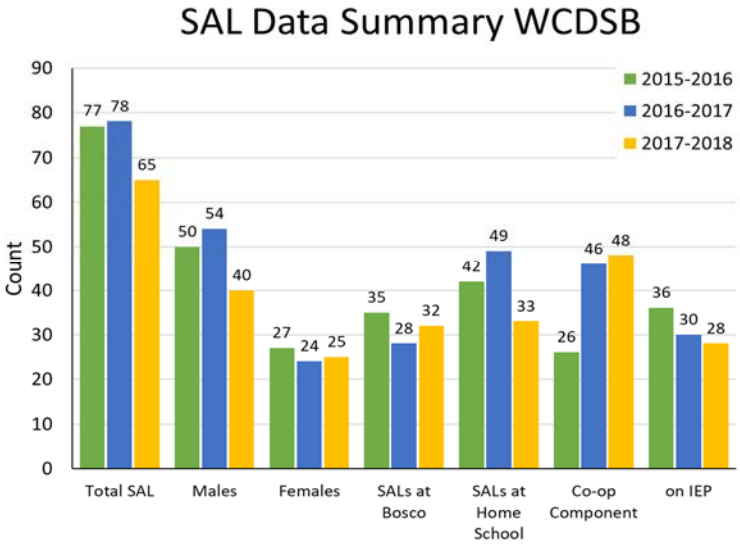
Under the guiding principle of "Reaching Every Student," secondary schools in Ontario use many strategies, interventions and innovative alternative programs to support, assist and meet the unique learning needs of students. These options exist in schools, in other school board facilities, in partnerships with community agencies and employers and other creative learning structures.

There is a small but distinct group of students whose needs are not met by traditional in-school programs and interventions. Often, many programs have been tried but without success. These 14 to 17-year-old students are offered the Supervised Alternative Learning program as an option. The SAL Plan is created with the student, in collaboration with the school staff and the SAL coordinator. This SAL Plan will meet the unique individual needs and provide an individualized alternative learning experience which enables their progress toward their goals - which may include obtaining an Ontario Secondary School Diploma (OSSD), an Ontario Secondary School Certificate (OSSC) or a Certificate of Participation.

The location of the SAL program is determined based on student need. Students can work with their school and school staff through the program or be invited to attend St. Don Bosco in either Kitchener or Cambridge.

The WCDSB St. Don Bosco sites also support our students who for various reasons, are temporarily dismissed from the school setting. The accepting and caring environments provide a positive opportunity for students to be supported in addressing students' social, emotional, mental health, and behavioral concerns. Small student-to-teacher ratios, Child and Youth Worker support and communication between stakeholders has demonstrated evidence of re-engagement through student achievement. Strong practices for re-entry to home schools, with a restorative lens, leads students to a seamless re-engagement to their school community.





- **Healthy Schools**

Empirical research around the world shows a direct connection between healthy habits and academic achievement, positive mental health & well-being, as well as decreased undesirable behaviours in school. In October 2014, the Ministry of Education included well-being as a goal in its Achieving Excellence renewed vision, further cementing the connection between physical activity and mental health and well-being in our schools

The WCDSB has committed to using the Healthy Schools Framework to assess the ongoing needs and areas for growth in each of our schools. By June 2018 all of the schools in WCDSB will have completed this inventory, and in collaboration with our Public Health Nurses, WCDSB's Healthy Active Living Consultant, the Mental Health & Well Being Consultant and the Superintendent of Learning will work to develop comprehensive approaches to creating healthy school models.

Next Steps:

The WCDSB has recently updated our Bullying Prevention and Intervention Policy and is moving to align our prevention philosophy with a Board Wide focus on teaching well-being as a skill. In addition to this, Restorative Training Practices and Conflict Mediation have been adopted strongly in some of our Secondary Schools will be re-engaged for full implementation in all our schools. Opportunities for training and shared best practice models, in collaboration with our community partners, will be a focus for 2018/2019. Finally, in order to provide another option for safe school programming, a pilot project, in collaboration with the YMCA, which will focus on supporting students on short term as well as long term suspensions and expulsions is being investigated for the 2018/2019 school year. The goal of a diversified approach to supporting "safe school students" will see us reaching our grade 7-10 students in a fulsome way that proactively aligns wellness and community resources tailored to the needs of each student.

Predictive Analytics for the next school year: With the support of the Research Coordinator, we will be using the encompass data warehouse and Watson Analytics to develop predictive models to support the Well-Being Strategy at WCDSB. These predictive models, or set of rules, groups students with similar profiles together that have had similar outcomes in the past. We can use the trends from past cohorts of students to help us create accurate predictive models for current groups of students. These models will allow Educators to become more precise in identifying groups of students that are likely to be in-risk and to target resources and programs to meet the learning needs for these students.

Recommendation:

This is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Education

Kelly Roberts
Research Coordinator

*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

Report

Date: April 9, 2018

To: Board of Trustees

From: Director of Education

Subject: Long Term Accommodation Plan - 2018

Type of Report:

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

Type of Information:

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

Origin:

The Long Term Accommodation Plan is required to be presented to the Board of Trustees annually to satisfy the provisions Board Policy IV 010 “Facilities/Accommodations” and Board Policy IV 009 “Asset Protection”.

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.”

Board Policy IV 009 “Asset Protection”

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

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

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community
- Strategic Direction: Everyone is included, respected and welcomed
  - Goal: To attain improved access to Board facilities and services

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
- Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
  - Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions
  - Goal: To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values

Background/Comments:

The 2018 Long Term Accommodation Plan (LTAP) has been appended to this report for review.

This year, planning and facilities staff have collaborated to prepare a refreshed version of this important planning document. The 2018 LTAP contains the following changes:

- A new refreshed look has been adopted that is more user-friendly and informative.
- The content of the report has been updated to reflect current assumptions and demographic information.
- The LTAP now contains a dedicated page for each school which profiles enrolment projections, upcoming boundary reviews (if any), facility condition indices, and a list of renewal work planned at each site.
- The Multi-Year Capital Renewal Plan has been incorporated into the LTAP and will no longer be presented as a separate planning document.

There are several important items to note:

1. Accommodation for French Immersion has now been included in the LTAP.
2. The need for a new secondary school in East Kitchener continues to be highlighted in the plan. Enrolment is forecasted to grow significantly in the catchment area of St. Mary's HS, which is already over-subscribed.
3. Enrolment will grow in South West Kitchener necessitating the need for a re-alignment of boundaries in the near future as well as the potential for application for two new elementary schools.
4. A rebuild of St. Clement School is proposed, subject to approval of the Ministry of Education, using the Board's own resources.
5. Significant work to the St. Francis K campus of Con Ed is proposed, consisting of extensive renewal work, a new EarlyON Centre, a new childcare facility, and, subject to the approval of the Ministry of Education, an addition to house up to 8 new classrooms.
6. Up to nine new schools and two replacement schools are proposed.
7. No school closure reviews are planned.
8. Several co-building opportunities with the Waterloo Region District School Board have been identified. No discussions have started (with the exception of the Southeast Galt joint campus).
9. The first boundary review will likely take place within the 2019 calendar year to revise the Huron-Brigadoon school boundary determined in 2009.
10. Staff are actively working on acquiring land for the St. Boniface replacement school in Breslau and land for the new East Kitchener Secondary School.

This report is being presented as information, with approval to be requested on April 23, 2018.

Recommendation:

Information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Lindsay Ford
Manager of Planning

Terri Pickett
Senior Manager of Facility 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

LONG TERM ACCOMMODATION PLAN

2018

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1.0 Executive Summary

The purpose of the Long Term Accommodation Plan (LTAP) is to provide an update on enrolment status, demographic trends as they relate to enrolment, and future accommodation initiatives including boundary changes, school closures, new schools, and additions/renovations.

Enrolment is expected to increase in the elementary and secondary panels over the next 10 years. Where enrolment exceeds capacity, students will be accommodated by adding portables, building capacity (additions/new schools), or changing boundaries to redistribute enrolment. Partnerships will also be explored where it enhances the Waterloo Catholic District School Board's (WCDSB's) long term plans.

The LTAP includes recommendations for:

- Land acquisitions (purchase)
- Land disposition (sale)
- Capital projects (additions, new schools, major renewal projects)
- Accommodation solutions (boundary changes, school closures, portables, partnership agreements)

All recommendations are subject to approval by the WCDSB Board of Trustees as per Board Policy IV 010: Facilities/Accommodations with the exception of specific renewal (major repair) projects. Capital projects, land acquisitions (purchase), and dispositions (sale) proposed in this LTAP are contingent upon funding from the Ministry of Education.

1.1 Summary Table: Land Acquisitions

The following table provides a summary of future land acquisitions. The timing (year) should be considered as approximate and will depend on the ability to acquire land and the availability of funding.

Project	Year	EDC Elig.	Site Area (ac)	Total Estimated Cost*	Comments
ELEMENTARY					
Huron-Brigadoon	2018	100%	6.40	$3,284,064	Land registration required
Breslau (St. Boniface)	2018	56.8%	5.00	$3,000,000	Planning approvals required
Doon South	2019	100%	6.05	$3,630,000	Not reserved for WCDSB
Rosenberg	2020	100%	5.83	$3,498,000	Reserved
Southeast Galt	2020	56.3%	6.50	$3,575,000	Subject to East Boundary Road study
Baden	2024	44.4%	5.00	$3,000,000	Site not yet identified
SECONDARY					

Project	Year	EDC Elig.	Site Area (ac)	Total Estimated Cost*	Comments
East Kitchener SS	2019	100%	17.00	$9,600,000	Planning approvals required

*Total estimated costs are based on the March 2016 Education Development Charge Background Study. Costs are subject to negotiation.

1.2 Summary Table: Accommodation Strategies and Capital Projects

The following tables provides a summary of the overall strategy for each planning area including accommodation strategies and capital projects. In many cases, the timing of reviews and projects have yet to be determined because they are dependent upon a number of factors including enrolment trends, facility condition, changing priorities within a given school year, potential partnership discussions, funding, or land availability.

Planning Areas	Accommodation Strategy	Timing	Capital Project	Size (pupil places)	Estimated Cost*	Estimated Opening Date
E01: Rural North	Relocate St. Boniface to Breslau	Review is complete	New school in Breslau	257	$5,761,123	January 2020
E02: Waterloo East	Add FI to St. Luke	2019	-	-	-	-
	Potential boundary review	TBD, monitor enrolment				
E03: Waterloo Central	Adjust St. Nicholas and Sir Edgar Bauer boundary	Administrative	-	-	-	-
E04: Waterloo West	Add FI to Holy Rosary	2019	-	-	-	-
	Adjust St. Nicholas and Sir Edgar Bauer boundary	Administrative	-	-	-	-
	Potential boundary review	TBD, monitor enrolment	-	-	-	-
E05: Rural West	Boundary review to establish a boundary for a new school in Baden	TBD, subject to funding and land availability	New school in Baden	250	$6,000,000	TBD, subject to funding and land availability
	-	-	Rebuild St. Clement	-	$7,000,000	September 2020
E06: Kitchener West	Explore solutions for St. John	TBD	-	-	-	-

Planning Areas	Accommodation Strategy	Timing	Capital Project	Size (pupil places)	Estimated Cost*	Estimated Opening Date
	-	-	Explore potential co-build with WRDSB	See E08	See E08	See E08
E07: Kitchener Central	Revisions to Huron-Brigadoon boundary may be needed prior to opening	2019	-	-	-	-
	Blessed Sacrament and Our Lady of Grade will be used to accommodate growth planned in E09	-	-	-	-	-
E08: Kitchener Southwest	Revisions to Huron-Brigadoon boundary may be needed prior to opening	2019	New Huron-Brigadoon School	400	$7,900,038	September 2020
	Add FI to new Huron-Brigadoon School	2020				
	Explore potential partnership with WRDSB to alleviate enrolment pressure	TBD	Explore potential co-building opportunities with WRDSB	300	$7,000,000	TBD, subject to partnership
	Boundary review when new school is needed	TBD, monitor enrolment	New Rosenberg School	400	$8,500,000	TBD, subject to funding and land availability
	Boundary review when new school is needed	TBD, monitor enrolment	New Doon South School	350	$7,700,000	TBD, subject to funding and land availability
E09: Kitchener East	Boundary review to move Grade 7 & 8 students to the new secondary school	2020, subject to funding	New East Kitchener Secondary School	See S01	See S01	See S01
E10: Cambridge Preston	-	-	-	-	-	-
E11: Cambridge Hespeler	Potential boundary review	TBD, monitor enrolment	-	-	-	-

Planning Areas	Accommodation Strategy	Timing	Capital Project	Size (pupil places)	Estimated Cost*	Estimated Opening Date
E12: Cambridge North Galt	Potential boundary review	TBD, monitor enrolment	-	-	-	-
	Add FI to St. Peter	2020				
E13: Cambridge Southeast Galt	St. Francis closes June 2018. Students move to new St. Vincent de Paul	2018	St. Vincent de Paul re-build.	550	$10,984,204	September 2018
	Add FI to new Southeast Galt school	2022	New Southeast Galt school (partnership with City of Cambridge and WRDSB)	450	$9,000,000	2022, subject to funding and land availability
E14: Cambridge West Galt	Potential boundary review	TBD, monitor enrolment	Potential replacement school for St. Gregory	300	$7,000,000	TBD, subject to funding and potentially land availability
E15: Rural South	-	-	-	-	-	-
S01: Kitchener-Waterloo	Boundary review to create a boundary for the new East Kitchener Secondary School	2020, subject to funding	New East Kitchener Secondary School	1200 (800 Secondary + 400 elementary)	$32,556,000	2022, subject to funding and planning approvals
S02: Cambridge	-	-	-	-	-	-

* The estimated cost does not include funding for new childcare centres or child and family centres.

2.0 Introduction

The Long Term Accommodation Plan (LTAP) is a comprehensive forecast for school accommodation. It is intended to provide the Board with a clear direction related to accommodation and capital expenditures.

The Long Term Accommodation Plan sets out a strategy for school accommodation initiatives which may include land purchases, new school construction, additions, boundary reviews, school closure reviews, or other accommodation related matters.

Each individual project will be considered by Executive Council and the Board of Trustees before implementation. Land purchases and projects requiring capital funding may also be subject to approval from the Ministry of Education (Ministry).

In addition to accommodation related items, this plan summarizes facility condition and renewal (renovation) projects.

2.1 Guiding Principles

The Long Term Accommodation Plan strives to:

- be consistent with Ministry of Education initiatives, policies, and guidelines;
- be consistent with Board's vision, mission, policies, and administrative procedures;
- ensure the efficient and effective use of Board facilities and resources;
- ensure that students are accommodated in facilities that are safe, healthy, and that promote a quality learning environment;
- achieve equity in school facilities across both the elementary and secondary panels over the long term;
- manage available capital finance resources in a fiscally responsible manner;
- consider partnership opportunities where practical and feasible; and
- consider the impact on student transportation and walkability.

2.2 LTAP Update Schedule

The LTAP is updated annually and is a snapshot based on the best available information at the time of writing. Changes to funding, priorities, and timing of projects may change.

Some sections (e.g. demographics) are dependent upon Canadian Census data, which is updated every five years. Census data is typically released and available approximately two years after Census collection. Therefore, specific sections will not be updated annually.

2.3 Glossary of Terms

Accommodation Review: A public process used to determine how students will be accommodated in schools. There are two types of Accommodation Reviews: 1) Boundary Review and, 2) School Closure Review (subject to Ministry Guidelines). Results may include boundary changes, school consolidation/closure, creating an attendance boundary for a new school, identification of a need for new school construction, or building an addition.

Boundary Review: A process used to adjust school attendance boundaries and transfer students from one school to another.

Bussed: The number of students who are designated by Student Transportation Services of Waterloo Region as requiring a bus to get to school.

Bussed due to Exception: The number of students who live within walking distance of a school but designated by Student Transportation Services of Waterloo Region as requiring bussing due to a safety issue, or Board decision.

Facility Condition Index (FCI): A ratio used to measure the relative condition of a building. It is calculated by dividing the cost of repairs for the building within a specific time period by the cost to replace the building. A higher FCI indicates a higher cost to repair the facility.

Full-Time Equivalent: Part time and full time enrolment expressed as the equivalent number of full time students.

Gross Floor Area (GFA): The total constructed area of a building.

Leaving the Boundary: The number of students living within a particular school's attendance boundary but choosing to attend a different Catholic school.

On-The-Ground Capacity (OTG): The capacity for the permanent portion of a school as indicated on the Ministry's School Facilities Inventory System (SFIS). This value does not represent the physical limit of the space.

Out of Boundary: The number of students attending a particular school despite living outside of its attendance boundary.

Portable: A structure providing additional accommodation. It is built with wood frame construction, fully heated and without plumbing. It is considered temporary accommodation.

School Closure Review: A process used where one or more schools is being considered for closure, consolidation or as defined by the Ministry of Education Pupil Accommodation Review Guideline. The process reflects the Ministry Guideline and applies only to schools offering elementary or secondary regular day school programs (not applicable to adult or continuing education).

Utilization: A percentage calculated by dividing enrolment by the On-The-Ground capacity. This calculation provides an understanding of whether a school or group of schools is over or under capacity and by how much. Utilization rates are directly impacted by the size of school and should be reviewed in conjunction with the absolute difference between enrolment and capacity.

Walkers: The number of students who are designated by Student Transportation Services of Waterloo Region as being able to walk to school.

Yield: Student yield refers to the number of students attending a Catholic school within a given area divided by the total number of students living in that area. The board-wide student yield/apportionment is calculated by the Ministry of Education and based on the total number of students across the four publicly funded school boards within Waterloo Region. The student yield for each school is calculated based on the total number of students from WCDSB and the Waterloo Region District School Board.

3.0 Ministry Funding and Policy Framework

The Ministry of Education sets policies, guidelines, program initiatives, and funding. These Ministry directives provide the basis for decision making at the school board level.

3.1 School Board Efficiencies and Modernization (SBEM)

The Ministry of Education introduced the School Board Efficiencies and Modernization (SBEM) initiative in 2015 with the goal of reducing underutilized space in schools by revising top-up funding, encouraging school closures, and right-sizing schools. Measures will be fully implemented by the end of the 2017-2018 school year.

3.2 Pupil Accommodation Review Guideline

The Ministry of Education is currently reviewing the Pupil Accommodation Review Guideline (PARG). A new version of the Guideline is expected Fall 2018. After the Guideline is released, WCDSB will be required to amend its own pupil accommodation review process. No school closure reviews can be initiated until the new Guideline and WCDSB procedure are in place.

3.2 Partnerships and Community Hubs

The Province released the Community Hubs in Ontario Strategic Framework & Action Plan in August 2015. The document highlights schools as a key element in creating community hubs.

The Ministry of Education is currently reviewing its Community Planning and Partnership Guideline (CPPG). A new version of the Guideline is expected Fall 2018.

In 2017, the Ministry of Education updated O.Reg 444/98 Disposition of Surplus Real Property to align with the CPPG and the Community Hubs initiative.

Boards are encouraged to work with municipal and community stakeholders to identify and implement facility partnerships. Boards are expected to recover all costs related to partnerships and community hub initiatives (e.g. operating costs, capital costs, etc.). WCDSB holds an annual public meeting to discuss partnership opportunities with stakeholders.

The Board currently has various facility partners operating in elementary and secondary schools including public libraries, childcare centres, neighbourhood associations, and municipalities. In addition, many sites share playground space with municipalities and parking with adjacent Catholic parishes.

3.3 Child Care Centres

The Ministry of Education began assuming responsibility for child care beginning in 2010 with the implementation of full day kindergarten and the extended day program. The Ministry now provides funding for new child care construction, prioritizing the co-location of schools and childcare centres.

WCDSB works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding. To date, WCDSB has received funding for five new childcare centres.

3.4 Child and Family Centres

The Ontario government is in the process of consolidating three early years programs and creating one new delivery model called "EarlyON Child and Family Centres". These centres will offer early years programs and support for parents. The Ministry of Education now provides funding for the construction of new EarlyON centres.

WCDSB works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding. To date, WCDSB has received funding for two new child and family centres.

3.5 Capital Funding for Schools

Capital projects (new schools/additions) and land purchases have been identified in this plan. However, most of these will require funding approval from the Ministry of Education, which is not guaranteed.

Capital Priorities – This refers to funding that may be provided by the Ministry of Education. The current practice is for the Ministry to request business cases for project funding once per year. The timing of these requests varies from year to year.

Community Hubs Capital Funding – Specific funding is provided to renovate space (including accessibility projects) to support a new facility partner or to enable use by a broader range of community partners.

Education Development Charges (EDC) – These are funds that are collected in accordance with the Board's Education Development Charges by-law. The intention of these charges is that new residential/non-residential growth pays for new schools that are needed as a result of this growth. These funds can only be used for the purchase of specified school sites identified in the EDC background study and some site development costs. They cannot be used for the construction of school buildings.

Greenhouse Gas Reduction Fund (GGRF) – Funding to support the replacement, renewal, and installation of new energy efficient building components.

Ministry Application for Land – For non-EDC eligible land, the Board must apply for funding from the Ministry of Education. This can be done on a case by case basis.

Proceeds of Disposition (POD) – When the board sells property, funds go into the Proceeds of Disposition Reserve. As of September 2015, these funds are to be used primarily for renewal projects.

School Condition Improvement (SCI) – To be used at schools that are expected to remain open and operating for at least 5 years specifically to address health and safety, replacing and repairing building components, improving energy efficiency of schools, and improving accessibility, based on the Facility Condition Index (FCI) of the school.

School Renewal Funding – This funding is provided to address the costs of repairing and renovating schools.

4.0 Demographic Trends

Waterloo Region is comprised of three urban municipalities - Cambridge, Kitchener and Waterloo - and four rural townships - North Dumfries, Wellesley, Wilmot, and Woolwich. The Region's population is approximately 583,500 (source: Region of Waterloo, Census Bulletin 2016: Population, age, and sex).

4.1 Population Trends

The Baby Boom generation, represented on the adjacent population pyramid by those aged 52 to 70 (those children born between 1946 and 1964) was responsible for significant school construction throughout the 1960's and is now contributing to Canada's aging population.

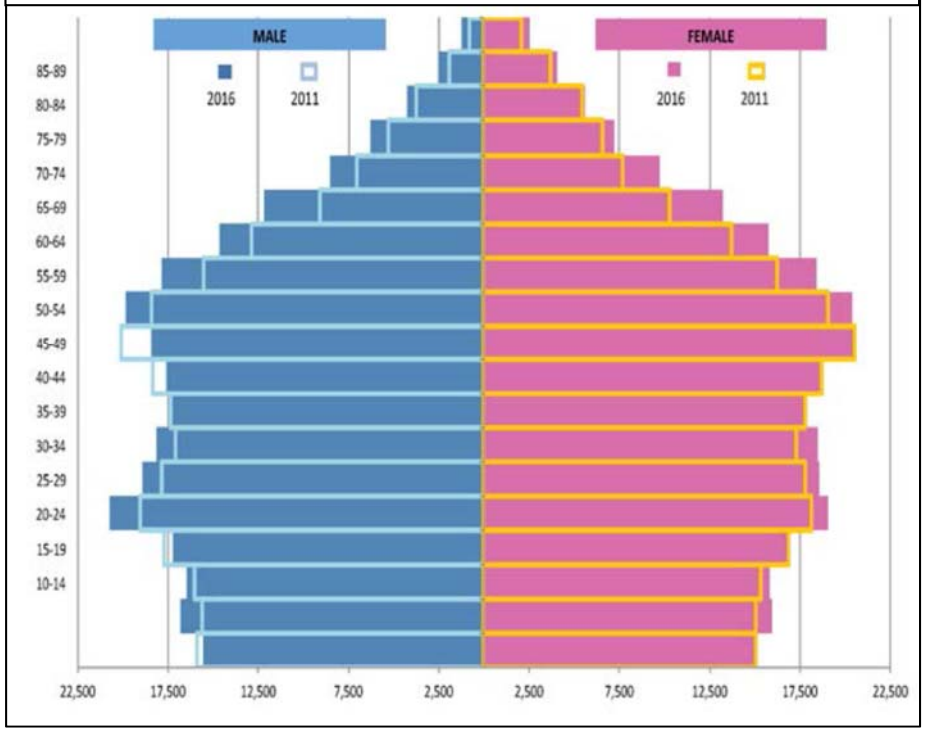
The Baby Boom was followed by the Boom Bust generation (those children born in the 1960's and 1970's), which was significantly smaller.

The second bulge on the population pyramid represents the children of the Baby Boomers - the Echo Boom (children born in the 1980's and 1990's) who range from their early 20s through mid-30s. This cohort was responsible for increasing enrolment and school construction through the 1990's.

The smallest generation – those ranging in age from birth to 19 years old on the population pyramid – are the children of the Boom Bust generation. This group was responsible for declining enrolment over the last 15 years.

The Boom Echo generation is in their child bearing years and the number of school aged children is projected to increase accordingly.

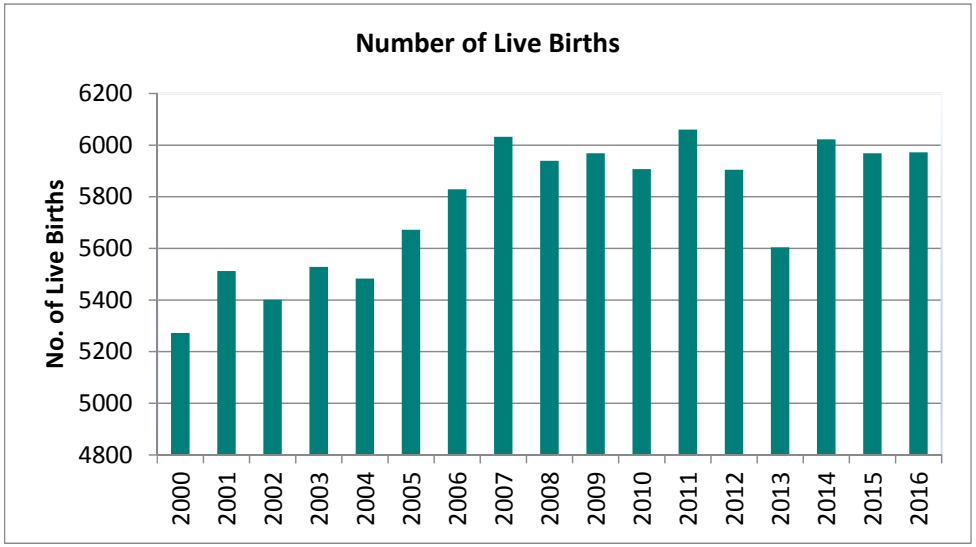
Population Pyramid for Waterloo Region, 2011-2016



4.2 Live Birth Data

The number of live births within Waterloo Region has generally increased since 2000 and has remained relatively stable since 2007. The adjacent table illustrates the number of live births since 2000.

Live birth data is used to project the number of JK students entering elementary school four years later.

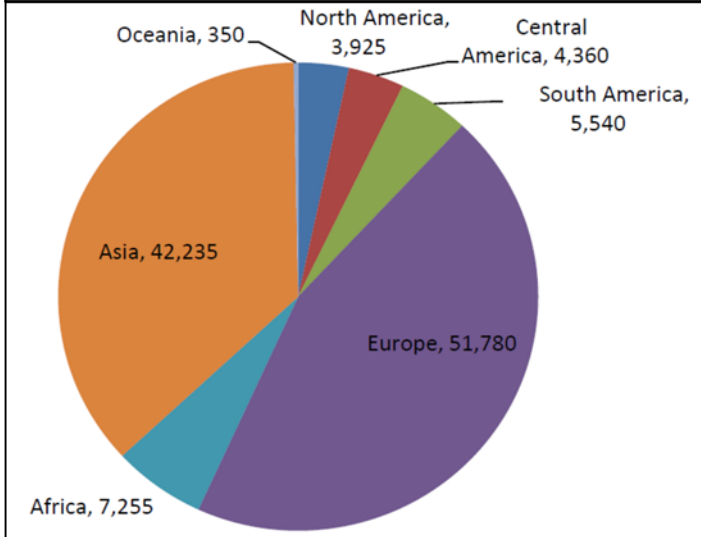


4.3 Immigration Trends

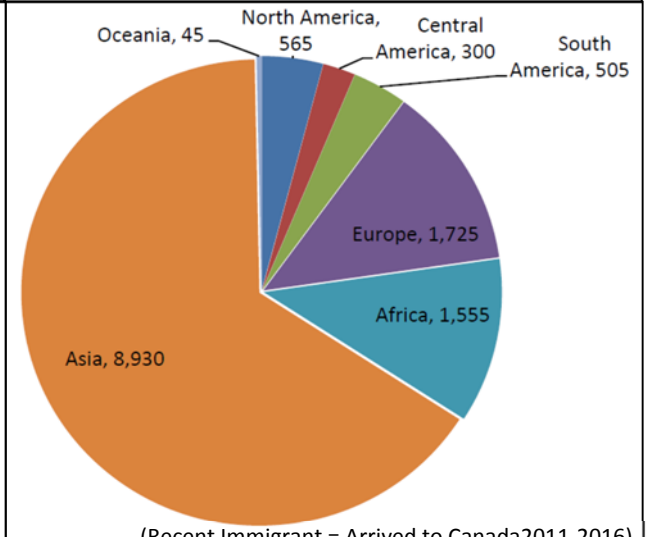
Waterloo Region has the eighth highest proportion of immigrants in Ontario. In Waterloo Region, 22.6% of the total population is comprised of immigrants. Immigrants tend to settle within the three cities of Waterloo Region, with just under one quarter of the population being immigrants versus 6% to 12% in the townships (source: Region of Waterloo, Census Bulletin 2016: Mobility, Migration, and Immigration).

The country of origin of immigrants is shifting, as illustrated in the adjacent graphs. This change represents a shift away from countries where the Catholic religion is predominant to traditionally non-Catholic countries.

Place of birth for TOTAL immigrant population in Waterloo Region, 2016



Place of birth for RECENT immigrant population in Waterloo Region, 2016



(Recent Immigrant = Arrived to Canada2011-2016)

source: Region of Waterloo, Census Bulletin 2016: Mobility, Migration, and Immigration.

5.0 Board-Wide Enrolment Trends

5.1 Elementary Enrolment Trends

Elementary school enrolment declined from 2001 to 2014. Enrolment has been increasing since 2015.

Although demographics has contributed to some increase, there were two changes to WCDSB policies in 2015: a revision to the admissions policy and a new program offering of French Immersion.

There is limited quantifiable data to conclude that French Immersion has played a role in enrolment increases. However, year over year, there has been an increasing number of non-Catholic families registering at WCDSB elementary schools. It is anticipated that non-Catholic families will continue to enroll at WCDSB elementary schools. However, the number of students enrolling each year may stabilize as the policy becomes well known and parents have made their decisions. The timing of this is not known.

The following table shows historical board-wide enrolment by grade and how enrolment has changed year over year. Historically, it has been the suburban schools that have grown while the inner-city schools have declined. However, recent growth has been seen across almost all schools, not just those in newly developing areas. Enrolment is projected to increase over the next ten years.

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
JK	1377	1312	1392	1303	1302	1353	1230	1329	1414	1465
SK	1479	1492	1433	1479	1386	1400	1417	1341	1419	1557
1	1500	1486	1503	1433	1507	1407	1428	1486	1434	1536
2	1506	1519	1504	1500	1430	1505	1414	1459	1547	1516
3	1497	1517	1554	1485	1498	1441	1519	1466	1520	1610
4	1611	1493	1535	1544	1503	1516	1472	1570	1529	1588
5	1666	1624	1522	1527	1536	1507	1513	1516	1622	1590
6	1636	1659	1624	1521	1524	1517	1496	1531	1557	1704
7	1725	1633	1648	1604	1499	1511	1498	1516	1543	1594
8	1757	1731	1624	1620	1589	1484	1488	1509	1534	1556
Total	15754	15466	15339	15016	14774	14641	14475	14723	15119	15716
Change +/-		-288	-127	-323	-242	-133	-166	248	396	597
Percent Change +/-		-1.8%	-0.8%	-2.1%	-1.6%	-0.9%	-1.1%	1.7%	2.7%	3.9%

5.2 Secondary Enrolment Trends

Secondary enrolment declined from 2007 to 2014 as the result of fewer students graduating from the elementary panel. Enrolment was fairly stable from 2014 through 2016, and then increased in 2017. Based on the number of elementary students graduating into the secondary panel, enrolment is projected to increase at WCDSB secondary schools.

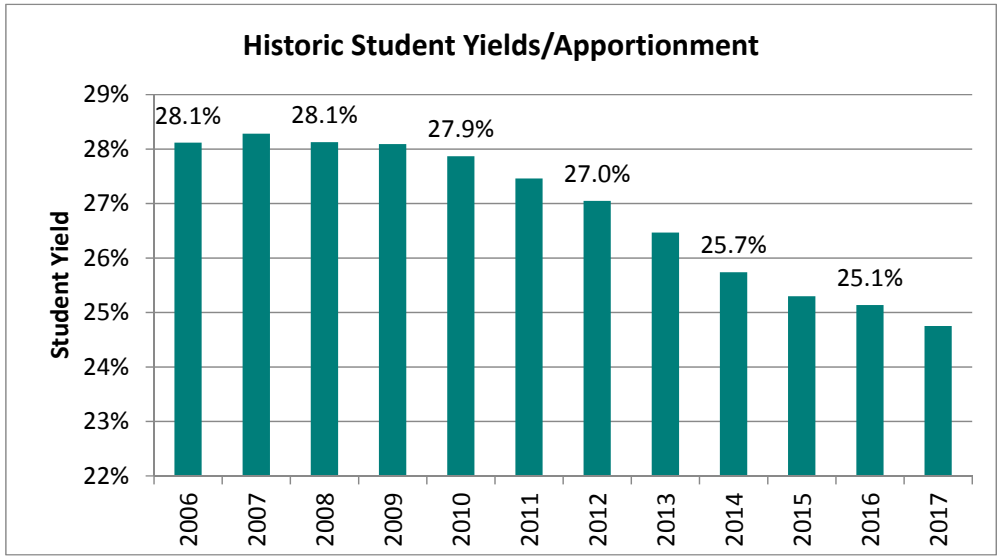
The following table shows historical board-wide enrolment by grade and how enrolment has changed year over year. Secondary schools are "open access" meaning that both Catholics and non-Catholics may enroll. As a result, the location of secondary schools is a critical factor in attracting students.

Grade	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
9	1796	1672	1661	1470	1545	1538	1460	1496	1557	1601
10	1833	1778	1662	1647	1375	1564	1524	1452	1513	1586
11	1846	1805	1748	1624	1652	1480	1557	1509	1476	1497
12	2290	2393	2149	2156	2147	2112	1865	2007	1894	1902
Total	7765	7648	7220	6897	6719	6694	6406	6464	6440	6586
Change +/-		-117	-428	-323	-178	-25	-288	58	-24	146
Percent Change +/-		-1.5%	-5.6%	-4.5%	-2.6%	-0.4%	-4.3%	0.9%	-0.4%	2.3%

5.3 Student Yields/Apportionment

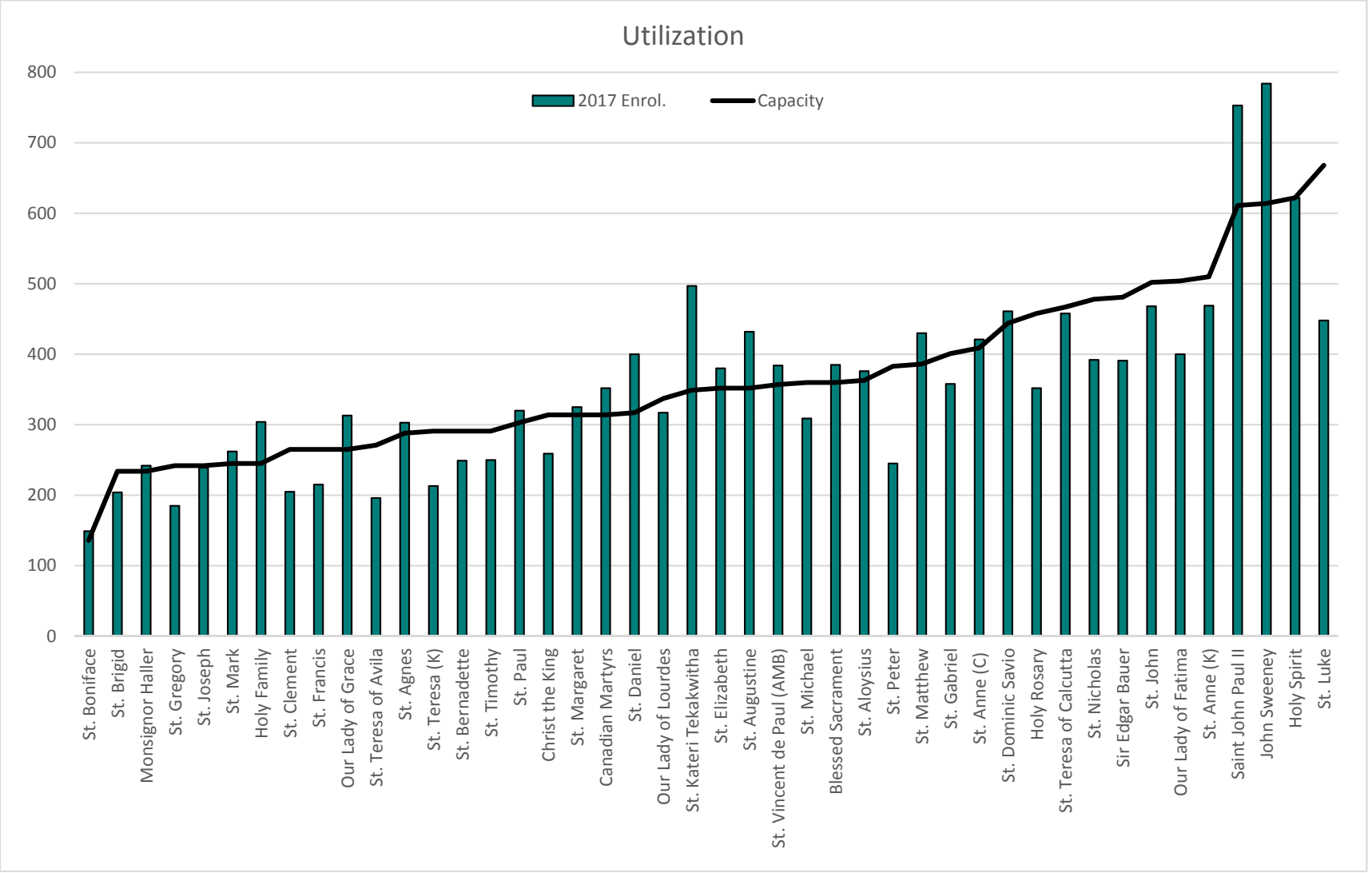
Student yields/apportionment refers to the share of the total student population that enrolls at WCDSB schools compared to other publicly-funded school boards. The adjacent graph illustrates the Board-wide elementary and secondary student yields as calculated by the Ministry of Education.

WCDSB's student yield has been declining since 2006. Although the Waterloo Region District School Board captures the majority of students in Waterloo Region, the yields at both the French Catholic and French public school boards have also been increasing.



5.4 Utilization

The graph below illustrates the difference between elementary enrolment and capacity. Overall, there is sufficient capacity to accommodate all elementary students. However, enrolment does not equal capacity at most schools.



5.5 Elementary Enrolment Projections

Elementary enrolment projections are based on five criteria:

1. The number of students in each grade
2. Retention rates (the number of students in Grade X that move to Grade X+1 the next year)
3. Live births (to predict JK students four years later)
4. Residential growth and student yields from various unit types
5. Population trends (used for long term projections after live birth data ends)

The below table shows elementary projections by school for the next ten years. Enrolment is projected to increase over the next ten years. However, this varies by school.

SCHOOL	2017 CAP	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028
Blessed Sacrament	360	385	411	450	475	508	534	542	556	550	521	502
Canadian Martyrs	314	352	364	374	390	408	421	430	447	457	454	445
Christ the King	314	259	261	273	277	284	284	277	292	300	306	310
Holy Family	245	304	320	343	365	387	405	430	453	466	462	468
Holy Rosary	458	352	357	357	347	339	352	336	335	336	345	336
Holy Spirit	622	622	638	645	656	673	703	743	792	830	858	875
John Sweeney	614	784	798	826	819	832	852	865	892	916	918	925
Monsignor Haller	234	242	252	260	266	269	276	293	316	328	339	344
Our Lady of Fatima	504	400	409	410	417	432	442	446	447	465	432	442
Our Lady of Grace	265	313	326	339	357	371	385	405	426	437	438	445
Our Lady of Lourdes	337	317	352	383	420	439	467	476	485	463	453	431
Saint John Paul II	611	753	779	789	818	831	835	860	865	880	906	929
Sir Edgar Bauer	481	391	426	467	492	527	566	598	610	600	591	576
St. Agnes	288	303	320	334	339	361	378	388	405	420	421	409
St. Aloysius	363	376	399	408	428	441	449	476	480	494	499	508
St. Anne (C)	409	421	419	423	427	424	420	441	468	487	520	548
St. Anne (K)	510	469	512	538	573	611	651	662	670	677	658	653
St. Augustine	352	432	442	451	453	443	454	473	493	521	545	560

SCHOOL	2017 CAP	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028
St. Bernadette	291	249	259	263	257	249	253	240	242	254	270	279
St. Boniface	136	149	165	178	202	220	242	270	297	321	341	349
St. Brigid	234	204	203	214	224	231	237	246	257	249	251	256
St. Clement	265	205	209	220	221	234	237	253	257	262	265	266
St. Daniel	317	400	419	444	471	491	499	512	528	539	534	530
St. Dominic Savio	444	461	466	459	459	465	460	471	477	485	483	484
St. Elizabeth	352	380	400	418	421	437	454	466	481	480	479	484
St. Francis	265	215	closed									
St. Gabriel	401	358	374	393	408	441	452	485	501	510	539	552
St. Gregory	242	185	173	171	162	147	141	138	142	146	155	163
St. John	502	468	511	558	590	629	648	678	689	696	696	692
St. Joseph	242	239	253	263	264	283	278	277	288	289	274	273
St. Kateri Tekakwitha	349	497	531	559	564	597	618	629	635	652	664	656
St. Luke	668	448	439	421	412	414	418	422	430	443	451	454
St. Margaret	314	325	327	325	327	338	356	373	392	404	406	411
St. Mark	245	262	286	303	321	335	350	367	384	386	388	384
St. Matthew	386	430	443	470	481	505	511	512	514	530	529	518
St. Michael	360	309	316	329	337	349	364	386	405	409	413	417
St. Nicholas	478	392	383	364	368	363	365	356	352	354	350	347
St. Paul	303	320	335	357	373	384	402	425	443	453	459	457
St. Peter	383	245	253	252	250	247	248	260	272	287	295	302
St. Teresa (Elmira)	271	196	198	196	190	189	187	202	215	222	233	246
St. Teresa (K)	291	213	219	224	230	236	237	251	265	278	287	296
St. Teresa of Calcutta	467	458	457	447	440	439	439	448	462	468	486	500
St. Timothy	291	250	255	254	258	247	246	253	256	265	277	286
St. Vincent de Paul	357/562	384	579	555	544	531	509	519	522	537	550	557
Total	**16,135**	**15,717**	**16,238**	**16,711**	**17,090**	**17,582**	**18,025**	**18,580**	**19,138**	**19,546**	**19,740**	**19,865**

5.6 Secondary Enrolment Projections

Secondary enrolment projections are based on students graduating from the elementary panel within their family of schools. Retention rates are used to predict the number of students moving from grade to grade.

Family of Schools

Monsignor Doyle
- Holy Spirit
- St. Anne (Cambridge)
- St. Augustine
- St. Brigid
- St. Francis
- St. Gregory
- St. Vincent de Paul

Resurrection
- Holy Family
- Holy Rosary
- Our Lady of Lourdes
- St. Dominc Savio
- St. John
- St. Mark
- St. Nicholas
- St. Paul

St. Benedict
- Christ the King
- Our Lady of Fatima
- St. Elizabeth
- St. Gabriel
- St. Joseph
- St. Margaret
- St. Michael
- St. Peter
- St. Teresa of Calcutta

St. David
- Sir Edgar Bauer
- St. Agnes
- St. Boniface
- St. Clement
- St. Luke
- St. Matthew
- St. Teresa of Avila
- St. Teresa (Kitchener)

St. Mary's
- Blessed Sacrament
- Canadian Martyrs
- John Sweeney
- Monsignor Haller
- Our Lady of Grace
- Saint John Paul II
- St. Aloysius
- St. Anne (Kitchener)
- St. Bernadette
- St. Daniel
- St. Kateri Tekakwitha
- St. Timothy

The table below shows secondary projections by school for the next ten years. Secondary schools offer courses over two semesters and the fall semester typically has higher enrolment. Therefore, the numbers shown on the table are October FTE enrolment to understand accommodation needs.

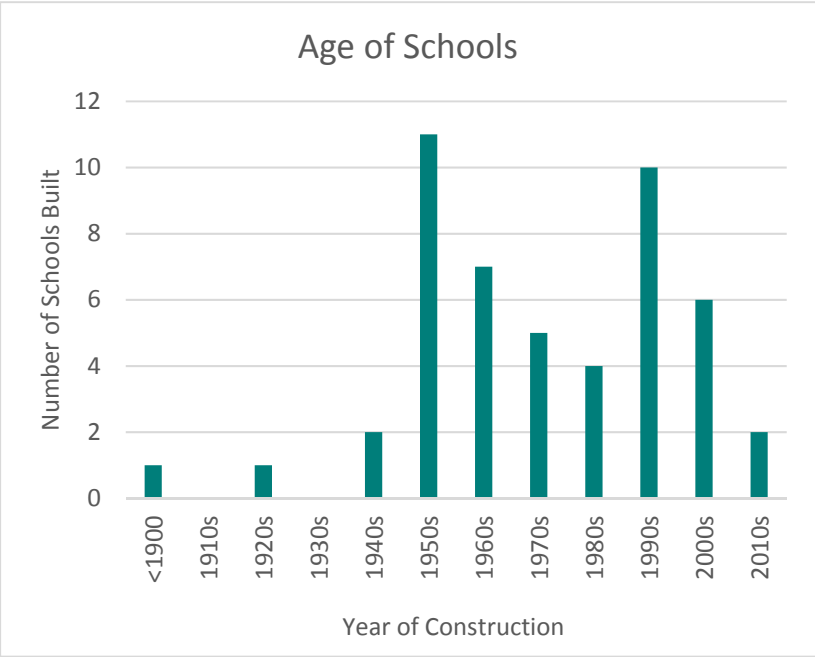
SCHOOL	CAP	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028
Monsignor Doyle	1,029	990	1,031	1,038	1,043	1,105	1,120	1,128	1,119	1,116	1,116	1,163
Resurrection	1,245	1,245	1,292	1,341	1,376	1,429	1,473	1,545	1,626	1,755	1,911	2,082
St. Benedict	1,458	1,482	1,481	1,494	1,538	1,482	1,492	1,546	1,563	1,673	1,842	1,930
St. David	1,050	919	901	894	930	913	918	930	953	999	1,090	1,206
St. Mary's	1,530	1,881	1,913	2,025	2,157	2,275	2,396	2,534	2,638	2,746	2,950	3,124
Total	**6,312**	**6,517**	**6,618**	**6,791**	**7,043**	**7,204**	**7,400**	**7,683**	**7,899**	**8,289**	**8,908**	**9,504**

6.0 Facilities

The Waterloo Catholic District School Board currently operates 44 elementary schools, 5 secondary schools, 5 adult and continuing learning campuses, 2 secondary alternative education sites, and 2 administrative sites.

6.1 Age of Schools

WCDSB currently operates 49 elementary and secondary schools with an age range of less than one year old to 120 years old. The following table shows a count of schools by original year of construction (not including additions or renovations).



6.2 Facility Condition Index (FCI)

Facility condition assessments are completed every five years by the Ministry of Education to assess building components and systems. Systems include architectural, mechanical, electrical, and plumbing elements of a building. Each system has many components.

During the assessments, estimates are made in terms of the timing of replacement and replacement cost of each component. These replacement costs represent renewal needs and are captured in a Ministry database. As the Board completes projects at schools, the Ministry database is updated.

A facility condition index (FCI) can be calculated based on the five year renewal needs compared to the cost to replace the entire school. A high FCI indicates high renewal needs. The formula is:

$$\text{Facility Condition Index} = \frac{\text{5 Year Renewal Needs}}{\text{Building Replacement Cost}}$$

The FCIs included in this report are not the original Ministry FCIs calculated based on assessments, but rather the updated FCI based on work that has been completed at each school.

6.3 Capacity

On-the-Ground (OTG) capacity is a number set by the Ministry of Education to quantify the number of students that can be accommodated within a school (permanent building only).

The Ministry assigns a room loading by instructional space. Different types of rooms have different loadings. The loadings of each room are added together to calculate the OTG of the school. The table below shows the loading of each type of room. This loading differs from the actual number of students that can be accommodated within the school based on pupil to teacher ratios.

Instructional Space	Loading
Kindergarten classroom	26
Elementary classroom	23
Special Education Room	9
Resource Room (over 400sq.ft.)	12
Secondary classroom	21

6.4 Portables

Portable classrooms are used for temporary accommodation when the number of students exceeds the capacity of the school. As of the 2017-2018, the board owns 90 portables and leases 26 portables. The number of portables is expected to increase in the near future as enrolment outpaces the ability to add permanent capacity.

6.5 Adult and Continuing Education

St. Louis operates five campuses in Kitchener, Waterloo, and Cambridge.

Kitchener Main Campus is located in downtown Kitchener in a leased building. This lease will expire in 2020 and the main campus will close at this location.

St. Mary's Campus is located adjacent to Kitchener Main Campus.

St. Francis Campus is located near the intersection of Queen's Boulevard and Westmount Road East in Kitchener. This campus will receive a renovation and addition to become the new main campus for St. Louis in 2020.

St. Benedict Campus is located at St. Benedict Secondary School. This campus opened in 2014. This is the only continuing education site in Cambridge.

Emmanuel Campus is located at the corner of Bridgeport Road West and Albert Street at Emmanuel United Church. This campus opened in 2013 and offers English-as-a-Second-Language (ESL) classes only. This is the only campus in Waterloo.

6.6 Alternative Education – St. Don Bosco

The Board operates two alternative secondary school sites – one in Kitchener and one in Cambridge. These sites provide programming to students who need different support than can be provided through regular secondary schools.

St. Don Bosco is located in the St. Mary's Campus of the St. Louis adult learning building in Kitchener and in rented commercial space in Cambridge. The Cambridge location moved to Bishop Street in March 2018.

6.7 Administration Facilities

WCDSB currently operates two administrative facilities: the Catholic Education Centre (CEC) in Kitchener and Facility Services in Waterloo.

The Catholic Education Centre is located in downtown Kitchener. The majority of parking for the CEC is located at St. Louis' Kitchener Main Campus. When this lease terminates, the CEC will lose this parking. The Board is currently investigating new parking options.

Facility Services is located on Dutton Drive in Waterloo and includes offices, workshops, and a warehouse that support all WCDSB facilities and sites.

6.8 Other Properties

The Board owns several other properties and is either in the process of selling them or is retaining them for future use. The following is a list of these properties.

Property Name	Status
91 Moore Avenue (former board office)	Disposition process underway
St. Agatha	Disposition process underway
St. Patrick (vacant site)	Retaining
Biehn Drive	Disposition process underway
St. Ambrose (St. Vincent de Paul students using until June 2018)	Disposition process underway

6.9 Facility Partners

The Board has co-located with external agencies, municipalities, and non-profit organizations for decades. This includes libraries, space for neighbourhood associations, childcares, community centres, and early years supports. In addition, the Board shares parking with adjacent properties (mainly Catholic churches). Following is a list of schools that have facility partners:

- Catholic Education Centre (CEC) – Community Centre (City of Kitchener)
- Holy Rosary – Childcare
- John Sweeney – Childcare
- Our Lady of Fatima – Childcare
- Resurrection – Childcare
- Saint John Paul II – Childcare
- St. Ambrose (currently used as St. Vincent temporary location) – John Dolson Pool (City of Cambridge)
- St. Anne Cambridge – Alison Park Neighbourhood Association (City of Cambridge)
- St. Augustine – Childcare
- St. Benedict – Public Library (Idea Exchange)
- St. Brigid – Childcare
- St. Daniel – Community Centre (City of Kitchener)
- St. Elizabeth – Childcare
- St. Francis Kitchener – Early Years Centre
- St. Gabriel – Silverheights Neighbourhood Association (City of Cambridge)
- St. Kateri Tekakwitha – Childcare
- St. Luke – Childcare
- St. Margaret – Childcare
- St. Mary's – Kitchener Public Library
- St. Matthew – Childcare
- St. Nicholas – Childcare
- St. Paul – Childcare
- St. Vincent (opening Sept. 2018) – Childcare

Parking

- 91 Moore Ave/Sacred Heart
- Catholic Education Centre
- Our Lady of Lourdes
- St. Aloysius
- St. Anne (Kitchener)
- St. Boniface
- St. Clement
- St. Daniel
- St. Francis (Kitchener)
- St. Gregory
- St. John
- St. Michael
- St. Teresa of Avila
- St. Teresa (Kitchener)

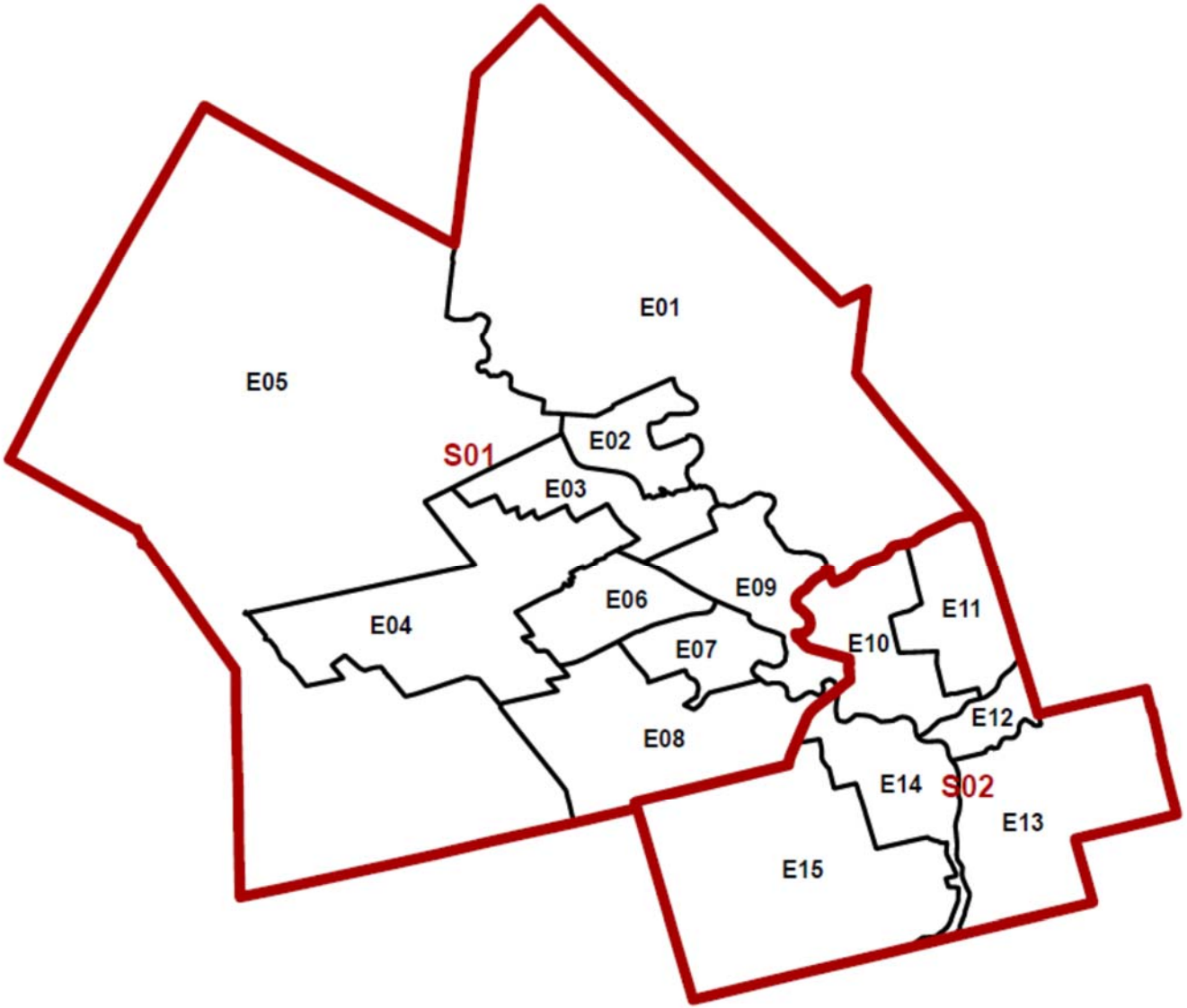
7.0 Planning Areas

For the purpose of conducting a more detailed analysis of accommodation issues in Waterloo Catholic schools, the Region has been divided into fifteen (15) elementary planning areas and two (2) secondary planning areas. To create the planning areas, schools have been grouped together based on geography, facility utilization, enrolment, and residential growth patterns. Planning areas reflect groups of schools that would typically be reviewed together in an accommodation review.

Elementary Planning Areas	**Schools**
Planning Area – E01: Rural North	St. Boniface, St. Teresa of Avila
Planning Area – E02: Waterloo East	St. Luke, St. Matthew
Planning Area – E03: Waterloo Central	Sir Edgar Bauer, St. Agnes, St. Teresa (K)
Planning Area – E04: Waterloo West	Holy Rosary, Our Lady of Lourdes, St. Nicholas
Planning Area – E05: Rural West	Holy Family, St. Clement
Planning Area – E06: Kitchener West	St. Bernadette, St. Dominic Savio, St. John, St. Mark, St. Paul
Planning Area – E07: Kitchener Central	Blessed Sacrament, Monsignor Haller, Our Lady of Grace, St. Aloysius
Planning Area – E08: Kitchener Southwest	John Sweeney, St. Kateri Tekakwitha, St. Timothy
Planning Area – E09: Kitchener East	Canadian Martyrs, Saint John Paul II, St. Anne (K), St. Daniel
Planning Area – E10: Cambridge Preston	St. Joseph, St. Michael
Planning Area – E11: Cambridge Hespeler	Our Lady of Fatima, St. Elizabeth, St. Gabriel
Planning Area – E12: Cambridge North Galt	Christ the King, St. Margaret, St. Peter, St. Teresa of Calcutta
Planning Area – E13: Cambridge Southeast Galt	Holy Spirit, St. Anne (C), St. Francis (C), St. Vincent de Paul
Planning Area – E14: Cambridge West Galt	St. Augustine, St. Gregory
Planning Area – E15: Rural South	St. Brigid

Secondary Planning Areas	**Schools**
Planning Area – S01: Kitchener-Waterloo	Resurrection, St. David, St. Mary's
Planning Area – S02: Cambridge	Monsignor Doyle, St. Benedict

Planning Areas



7.1 How to Read the Planning Area and School Profiles

Each planning area has its own summary page followed by an individual page for each school within that planning area.

7.1.2 Planning Area Summary

The planning area summary includes:

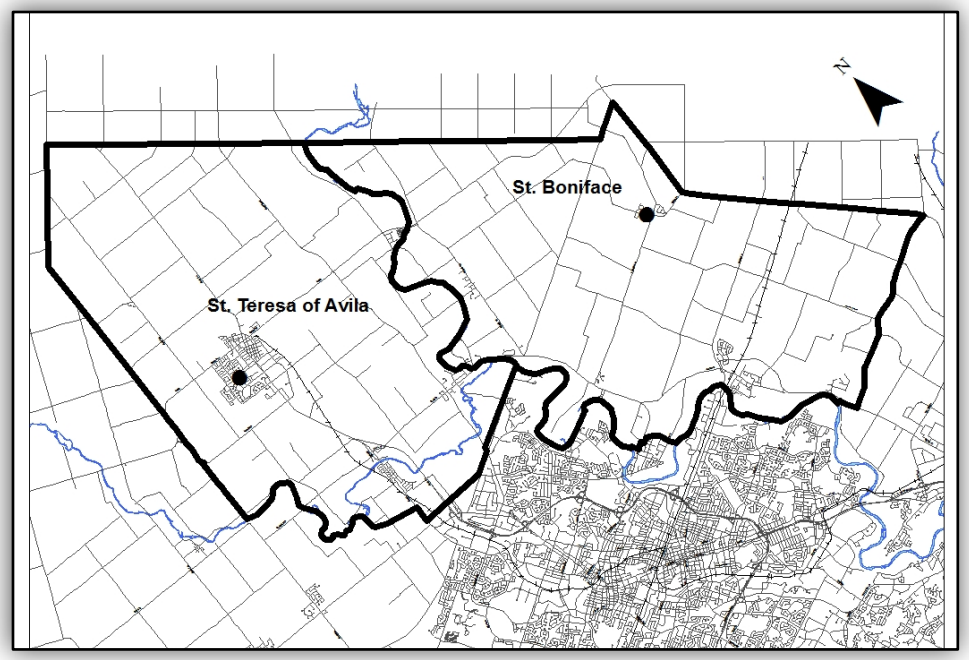
- A boundary map of the planning area and its schools
- The history of accommodation reviews and major capital projects
- A summary of proposed accommodation reviews and major capital projects
- Enrolment projections by school, including utilization. Enrolment projections include the school's bussed boundary, even if the bussed boundary is located within a different planning area. Secondary enrolment reflects October FTE.
- A graph showing historic and projected enrolment compared to capacity for the planning area

7.1.3 School Profiles

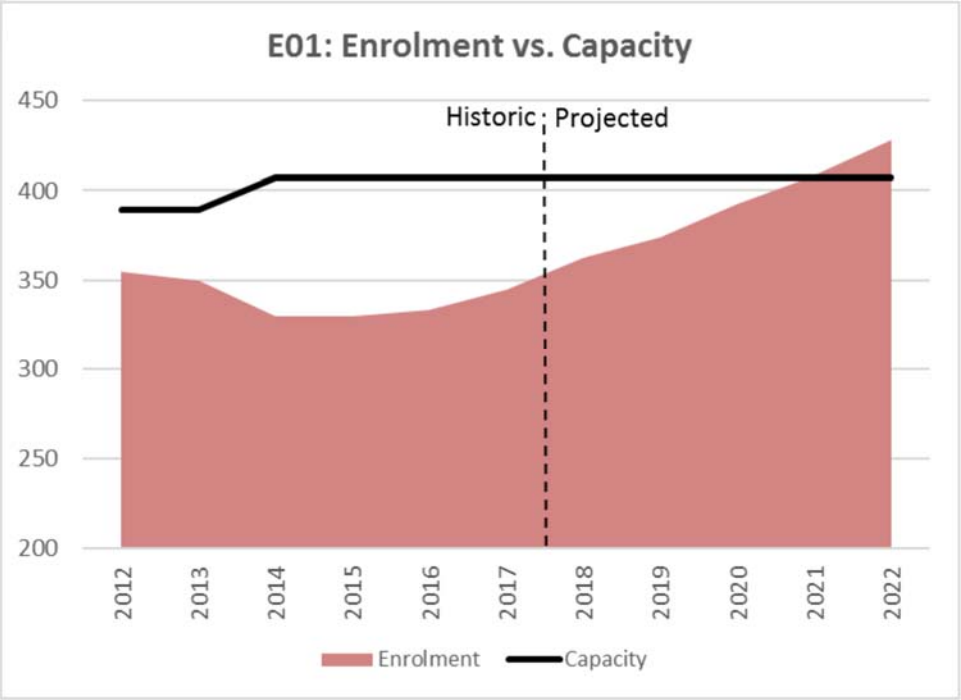
Each school profile includes:

- A graph showing historic and projected enrolment compared to capacity
- A summary of greenfield development activity within known plans of subdivision, community plans, or major infill development
- A high level summary of renewal projects proposed within the next three years. The full project list and proposed schedule can be found in Appendix A. This list is subject to change.
- Commentary on enrolment, trends, and programs
- A picture of the school
- Utilization information
- Student yields (the proportion of students in the school boundary attending a Catholic school)
- Transportation eligibility
    - Please see section 2.2 for definitions
    - The data source is Student Transportation Services of Waterloo Region (STSWR) and the numbers in this table may not match the 2017 enrolment numbers due to different data sources
- Building/site size, age, and Facility Condition Index (FCI) based on Ministry assessment and updated as projects are completed. FCI is current as of 2018.
- Facility partners with dedicated space within the school building

Planning Area E01—Rural North (Woolwich Township)



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
St. Boniface	136	149 (110%)	202 (149%)	242 (178%)
Saint Teresa of Avila (E)	271	196 (72%)	190 (70%)	187 (69%)
Total	**407**	**345 (85%)**	**393 (96%)**	**428 (105%)**



History

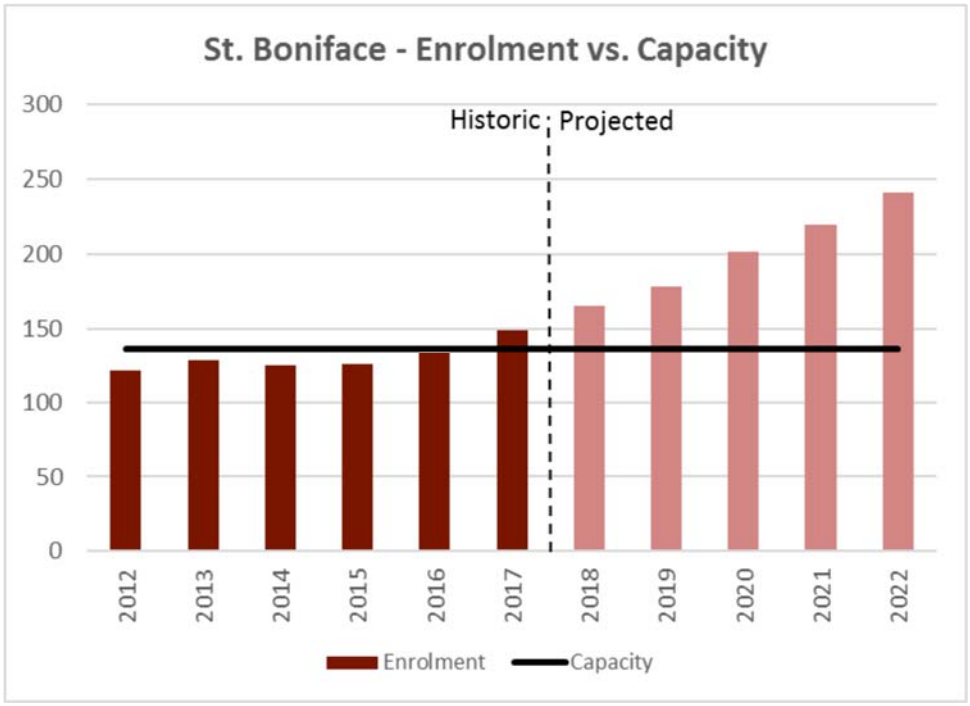
- 2013—Ministry funding approval for a new St. Boniface school; subsequent Board decision to relocate St. Boniface to Breslau pending site availability.
- 2013—Addition to St. Teresa of Avila.
- 2016—Ministry approval for a childcare centre and an EarlyON centre at new St. Boniface school in Breslau.

Accommodation Summary

- Continue working on acquiring land in Breslau.
- Build a new school in Breslau to replace St. Boniface, including a childcare centre and an EarlyON centre.

St. Boniface

1354 Maryhill Road, Maryhill, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
136	149	110%	1	0.170

Development Activity

- Approximately 1100 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase due to anticipated residential growth.
- Projected enrolment does not factor in an increased student yield which is likely to result when the school is relocated to Breslau.

Transportation Eligibility—2017

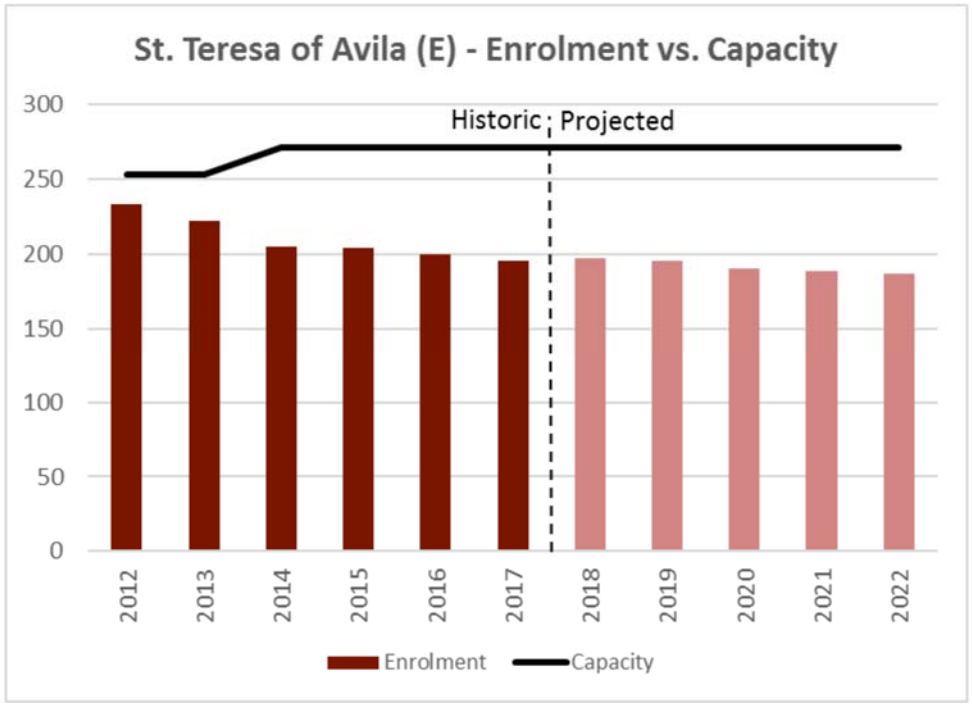
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
21(14%)	108(72%)	12(8%)	8(5%)	30

Building Information

Site Size	Built	Additions	FCI	Partners
9.28 acres	1898	1965, 1968, 1972, 2006	85%	N/A

Saint Teresa of Avila (Elmira)

69-75 First Street West, Elmira, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
271	196	72%	0	0.118

Development Activity

- Approximately 810 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to remain relatively stable.

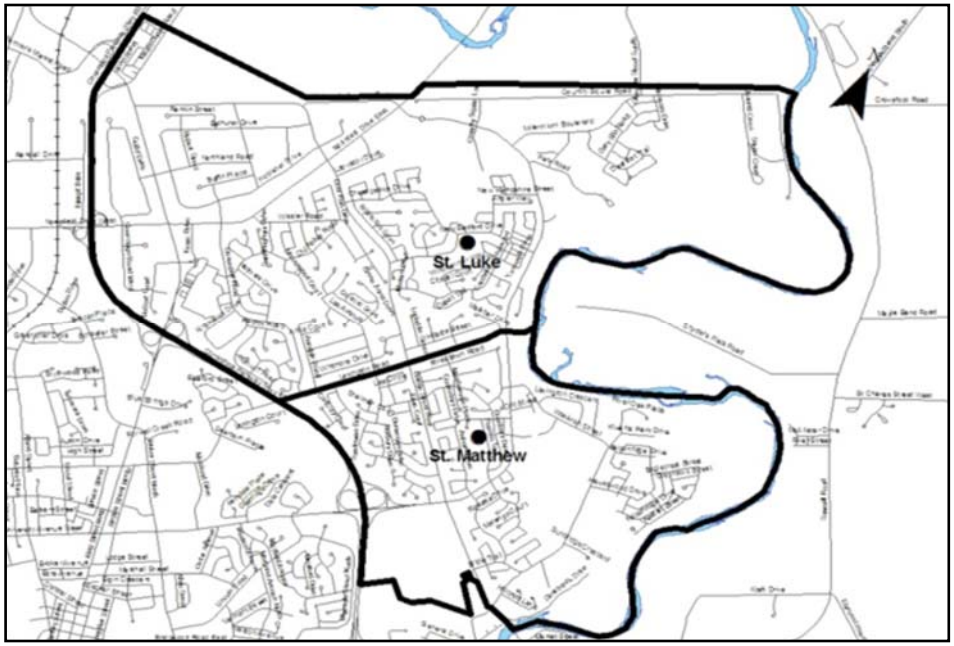
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
120(61%)	76(39%)	0(0%)	1(1%)	3

Building Information

Site Size	Built	Additions	FCI	Partners
5.92 acres	1964	1968, 2012	65%	N/A

Planning Area E02—Waterloo East



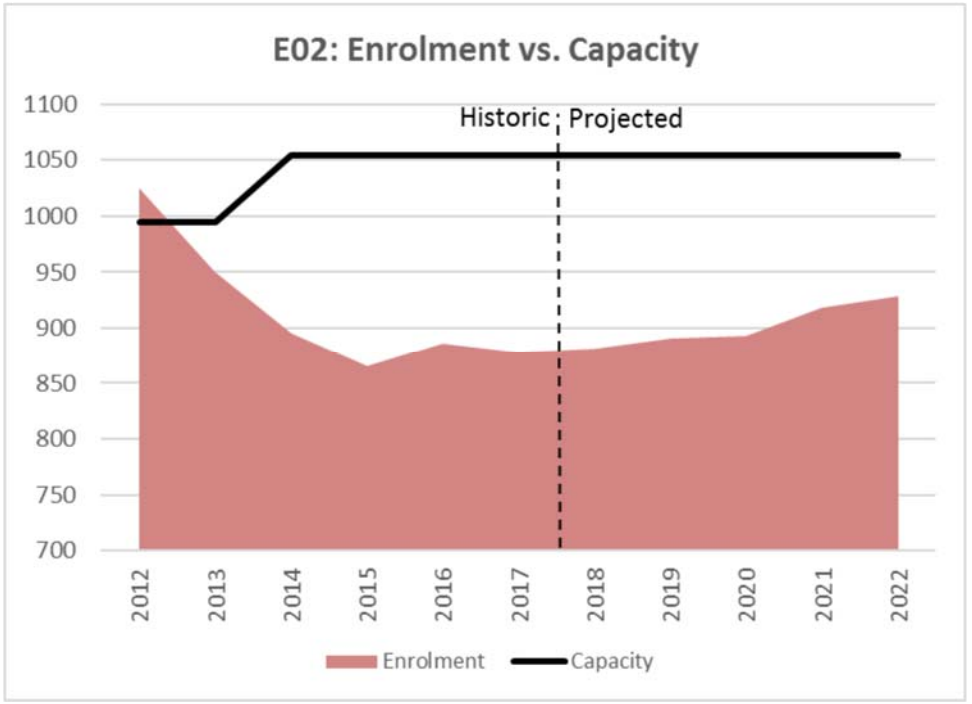
School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
St. Luke	668	448 (67%)	412 (62%)	418 (63%)
St. Matthew	386	430 (111%)	481 (125%)	511 (132%)
Total	**1,054**	**878 (83%)**	**892 (85%)**	**929 (88%)**

History

- 2013—Addition to St. Luke.

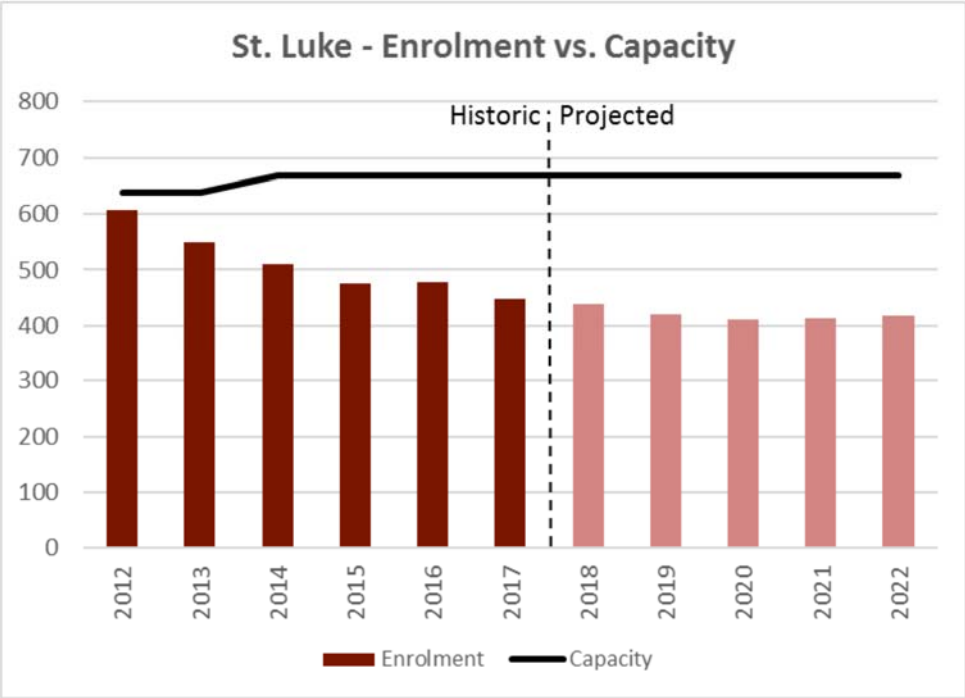
Accommodation Summary

- Explore opportunities to utilize surplus space at St. Luke — potential site for French Immersion.
- Enrolment will be monitored to determine if a boundary change is required.



St. Luke

550 Chesapeake Drive, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
668	448	67%	0	0.245

Development Activity

- Approximately 90 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating upgrades, flooring upgrades, exterior door replacement, masonry and asphalt repairs.

Comments

- Enrolment is projected to decrease slightly.
- Explore opportunities to utilize surplus space at St. Luke — potential site for French Immersion.

Transportation Eligibility—2017

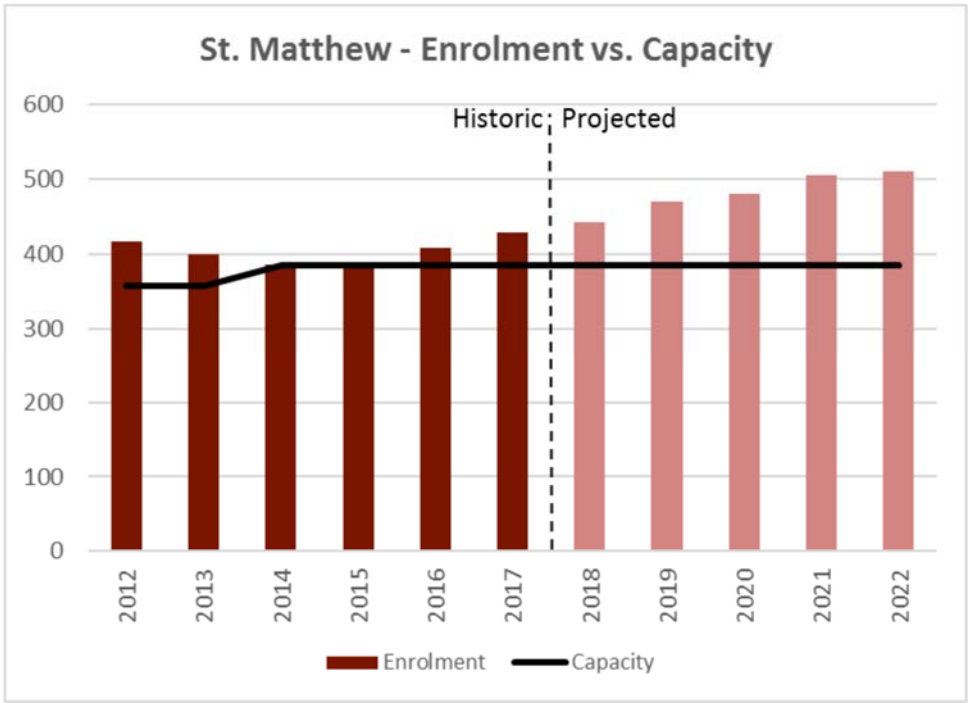
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
238(53%)	186(41%)	2(0%)	23(5%)	15

Building Information

Site Size	Built	Additions	FCI	Partners
4.11 acres	2000	2002, 2012	15%	Owl Childcare

St. Matthew

405 Pastern Trail, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
386	430	111%	2	0.329

Development Activity

- Approximately 330 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.

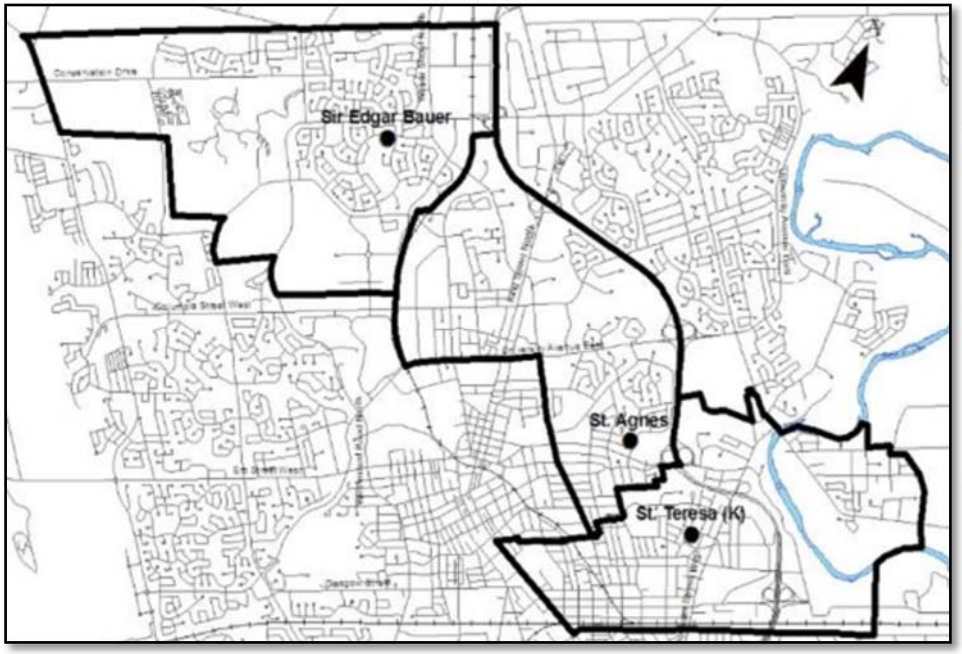
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
182(42%)	197(45%)	20(5%)	34(8%)	20

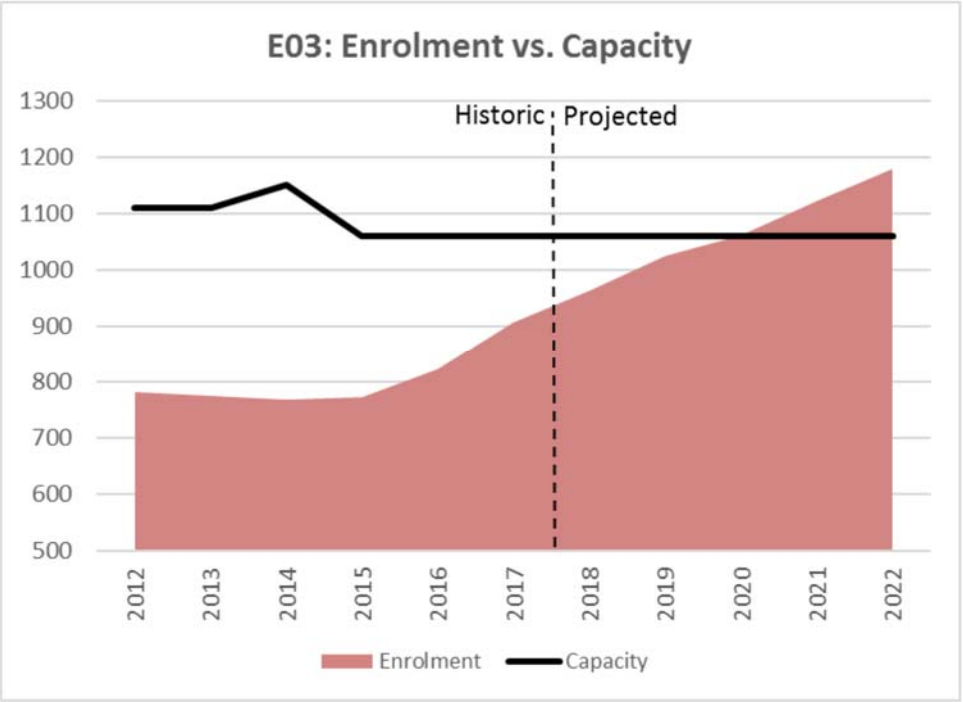
Building Information

Site Size	Built	Additions	FCI	Partners
7.02 acres	1995	N/A	42%	Owl Childcare

Planning Area E03—Waterloo Central



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Sir Edgar Bauer	481	391 (81%)	492 (102%)	566 (118%)
St. Agnes	288	303 (105%)	339 (118%)	378 (131%)
St. Teresa (K)	291	213 (73%)	230 (79%)	237 (81%)
Total	**1,060**	**907 (86%)**	**1,061 (100%)**	**1,181 (111%)**



History

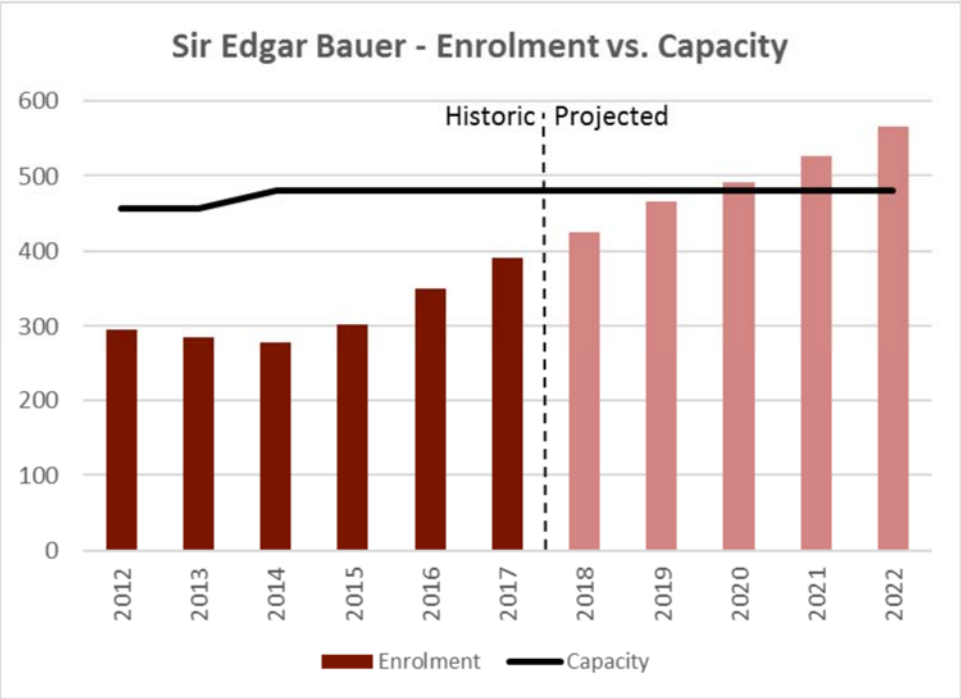
- 2015—Demolition of surplus space at St. Teresa(K).
- 2015—French Immersion was offered at Sir Edgar Bauer.

Accommodation Summary

- Potential boundary change between Sir Edgar Bauer and St. Nicholas to move new residential development from Sir Edgar Bauer to St. Nicholas.

Sir Edgar Bauer

660 Glen Forrest Boulevard, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
481	391	81%	0	0.246

Development Activity

- Approximately 480 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- French Immersion has been offered at Sir Edgar Bauer since September 2015.
- Enrolment is projected to continue increasing due to the growth of the French Immersion program and new development within the boundary.

Transportation Eligibility—2017

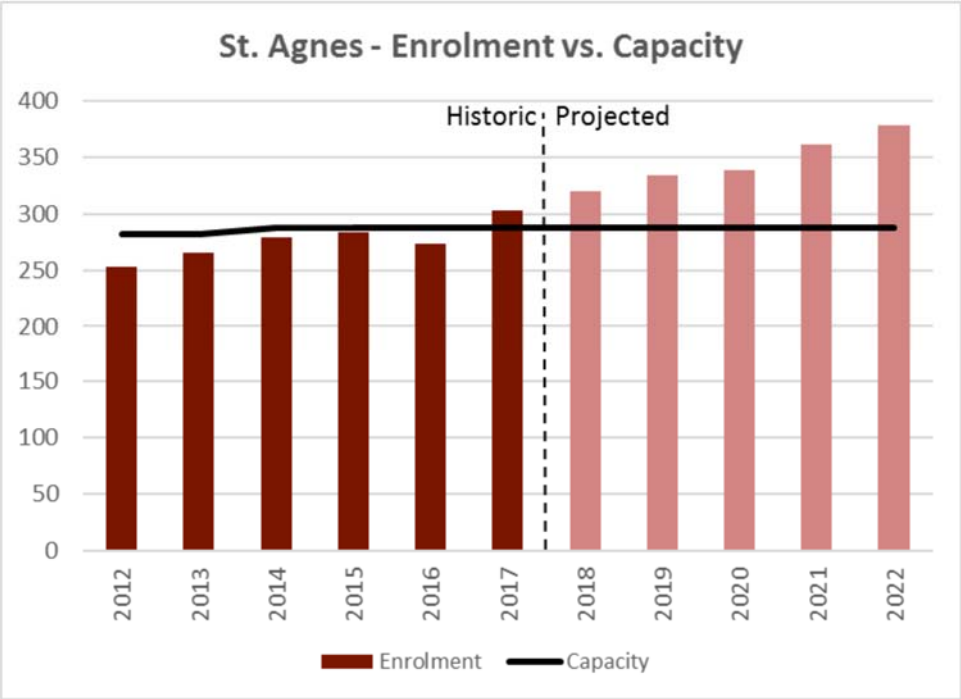
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
182(47%)	167(43%)	0(0%)	42(11%)	11

Building Information

Site Size	Built	Additions	FCI	Partners
9.99 acres	1970	1995	76%	N/A

St. Agnes

254 Neilson Avenue, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
288	303	105%	1	0.271

Development Activity

- Approximately 80 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing repairs, asphalt and play area repairs.

Comments

- Enrolment is projected to increase.
- Monitor enrolment and utilize portables to address growth.

Transportation Eligibility—2017

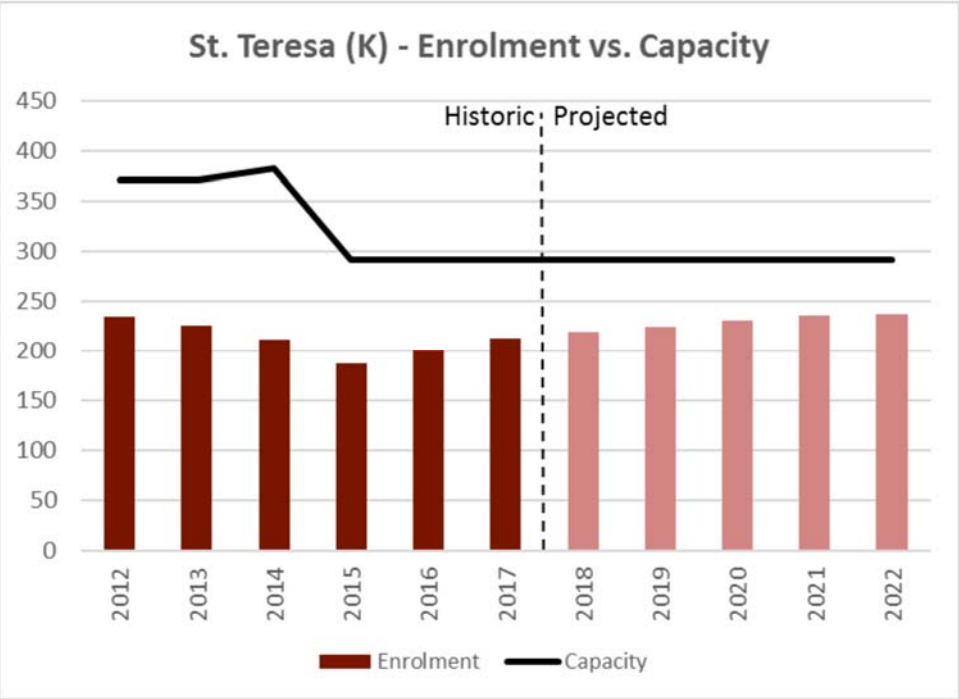
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
141(46%)	130(42%)	7(2%)	31(10%)	17

Building Information

Site Size	Built	Additions	FCI	Partners
7.22 acres	1956	1962, 1965, 2001	50%	N/A

St. Teresa (Kitchener)

270 Edwin Street, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
291	213	73%	0	0.239

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and electrical upgrades, washroom upgrades, millwork, ceiling and flooring upgrades, fire alarm upgrades, and asphalt repairs.

Comments

- Enrolment is projected to increase slightly but remain under capacity.

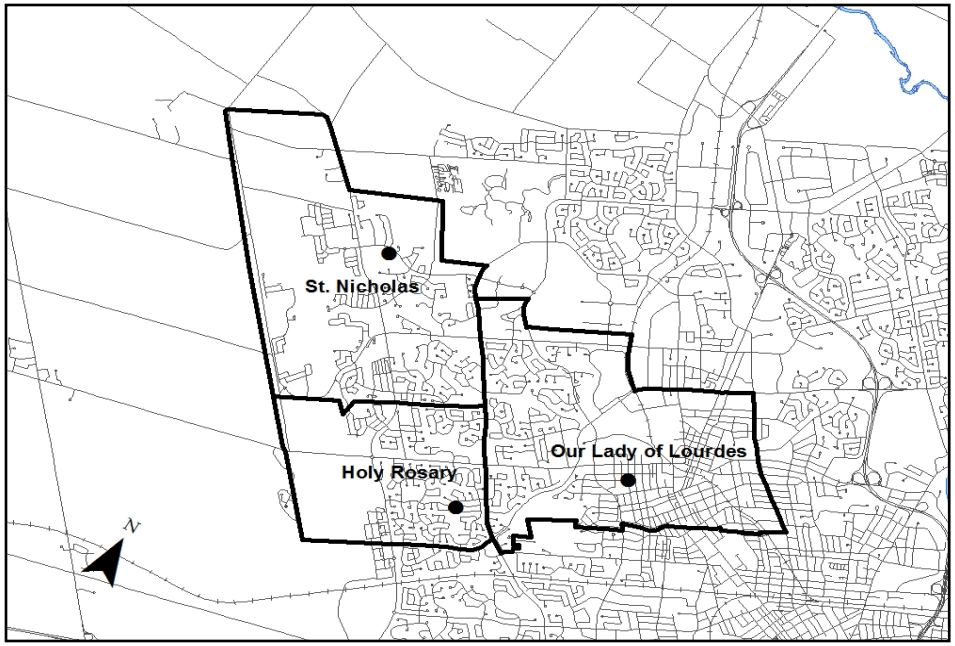
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
85(40%)	111(52%)	4(2%)	13(6%)	30

Building Information

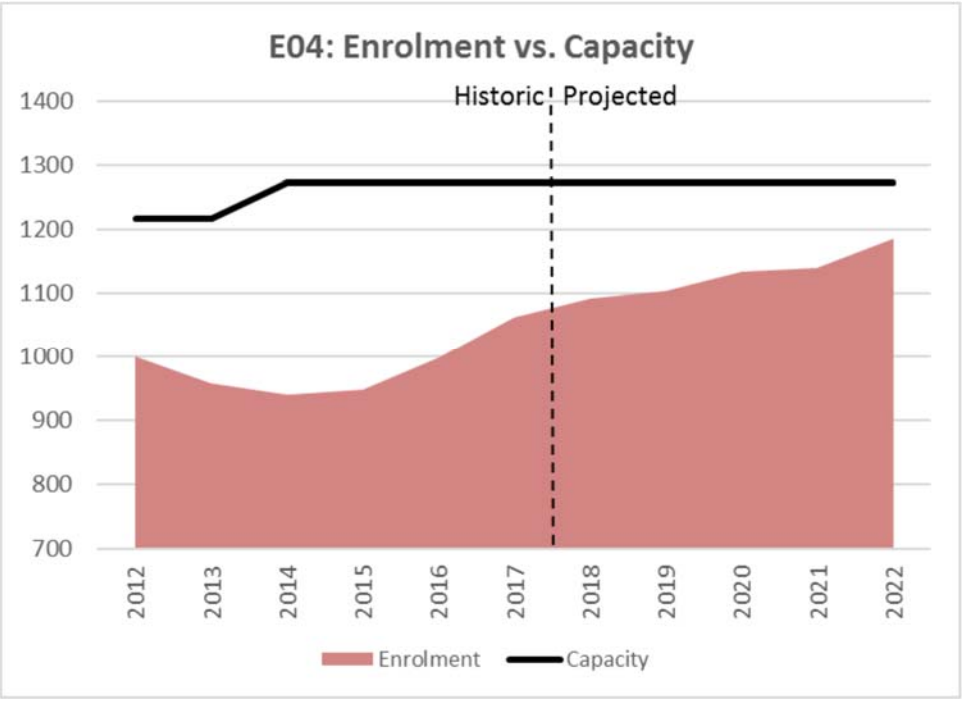
Site Size	Built	Additions	FCI	Partners
3.17 acres	1953	1955, 1957, 1960, 1968	60%	N/A

Planning Area E04—Waterloo West



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Holy Rosary	458	352 (77%)	347 (76%)	352 (77%)
Our Lady of Lourdes	337	317 (94%)	420 (124%)	467 (139%)
St. Nicholas	478	392 (82%)	368 (77%)	365 (76%)
Total	**1,273**	**1,061 (83%)**	**1,134 (89%)**	**1,185 (93%)**

Note: Holy Rosary has a Bussed Area shown in Planning Area E05 map but projections for this Bussed Area is included in Holy Rosary's projections above.



History

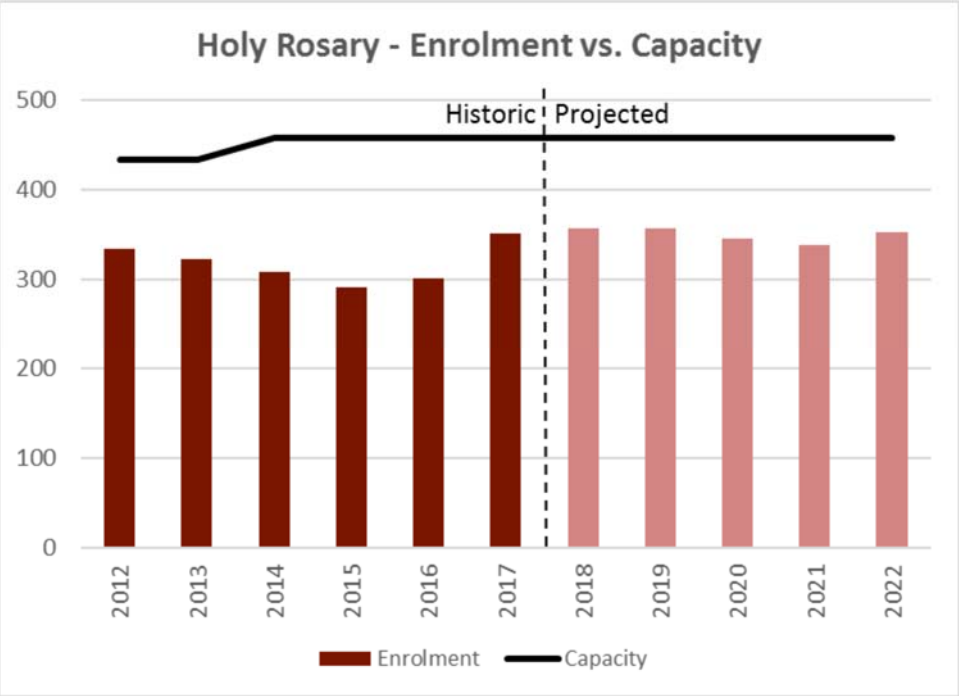
- 2014—Accommodation review completed involving Holy Rosary and St. Nicholas. Board decision to change boundaries between St. Agatha and St. Nicholas.
- 2017—Accommodation review completed involving Holy Rosary as well as St. Agatha and St. Clement (Planning Area E05). Board decision to close St. Agatha and move its students to Holy Rosary and St. Clement.

Accommodation Summary

- Potential boundary change between Sir Edgar Bauer and St. Nicholas to move new residential development from Sir Edgar Bauer to St. Nicholas.
- Explore opportunities to utilize surplus space at Holy Rosary — potential site for French Immersion.
- Enrolment will be monitored to determine if a boundary change is required between Holy Rosary and Our Lady of Lourdes.

Holy Rosary

485 Thorndale Drive, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
458	352	77%	0	0.221

Development Activity

- Approximately 60 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating, plumbing and electrical upgrades, flooring upgrades, interior/ exterior door and hardware upgrades, millwork, roof replacement, asphalt, retaining wall and fencing repairs.

Comments

- Holy Rosary's boundary includes a bussed area (Planning Area E05) which is included in the enrolment projections.
- Enrolment is projected to remain relatively stable.
- Explore opportunities to utilize surplus space at Holy Rosary — potential site for French Immersion.

Transportation Eligibility—2017

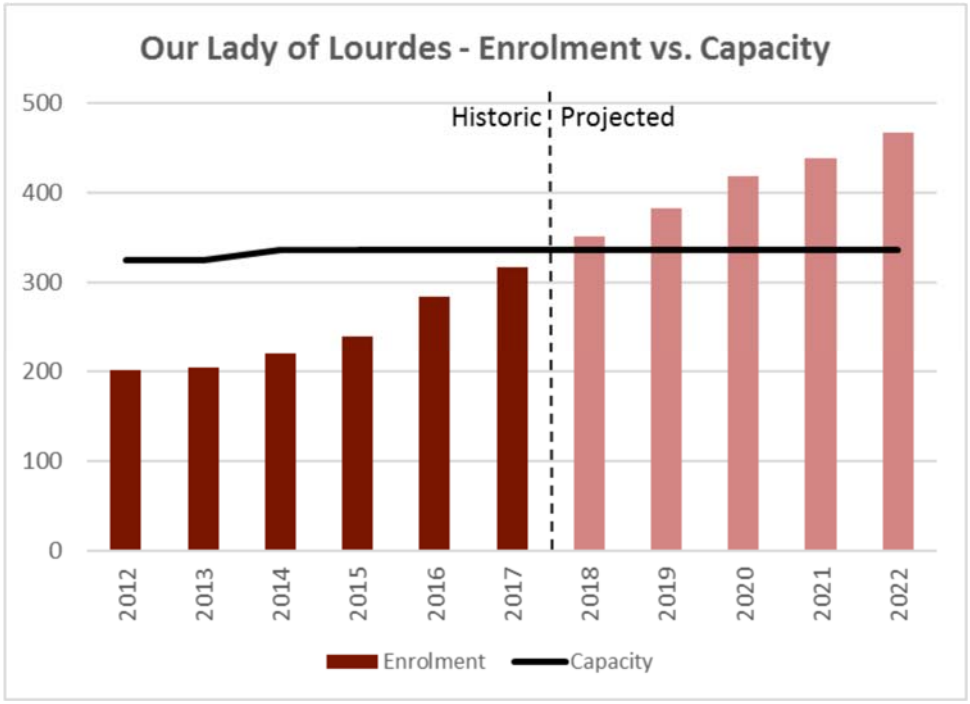
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
184(52%)	118(33%)	4(1%)	51(14%)	26

Building Information

Site Size	Built	Additions	FCI	Partners
4.83 acres	1989	1994	38%	YMCA of Kitchener-Waterloo, Cambridge

Our Lady of Lourdes

55 Roslin Avenue South, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
337	317	94%	0	0.176

Development Activity

- Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, washroom upgrades, ceiling and wall finishes, millwork, interior door and hardware upgrades.

Comments

- Enrolment is projected to increase.
- Monitor enrolment and utilize portables to address growth.

Transportation Eligibility—2017

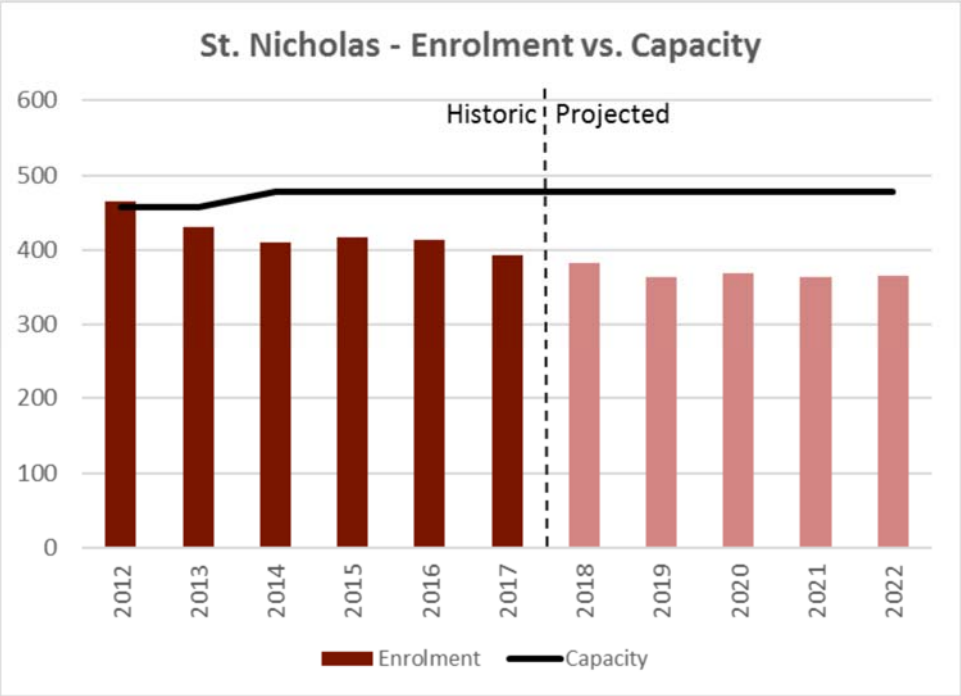
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
76(24%)	180(56%)	6(2%)	59(18%)	18

Building Information

Site Size	Built	Additions	FCI	Partners
5.14 acres	1948	1959, 1986, 2001	66%	N/A

St. Nicholas

525 Laurelwood Drive, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
478	392	82%	0	0.148

Development Activity

- Approximately 1050 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating upgrades, flooring upgrades, and asphalt repairs.

Comments

- Enrolment is projected to remain relatively stable.

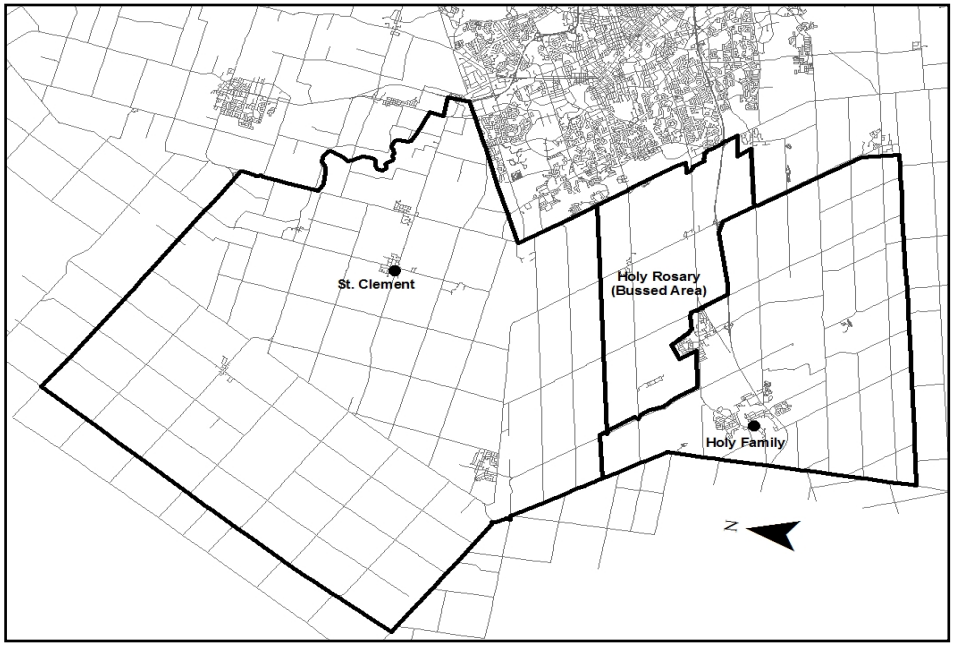
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
137(34%)	229(58%)	7(2%)	25(6%)	14

Building Information

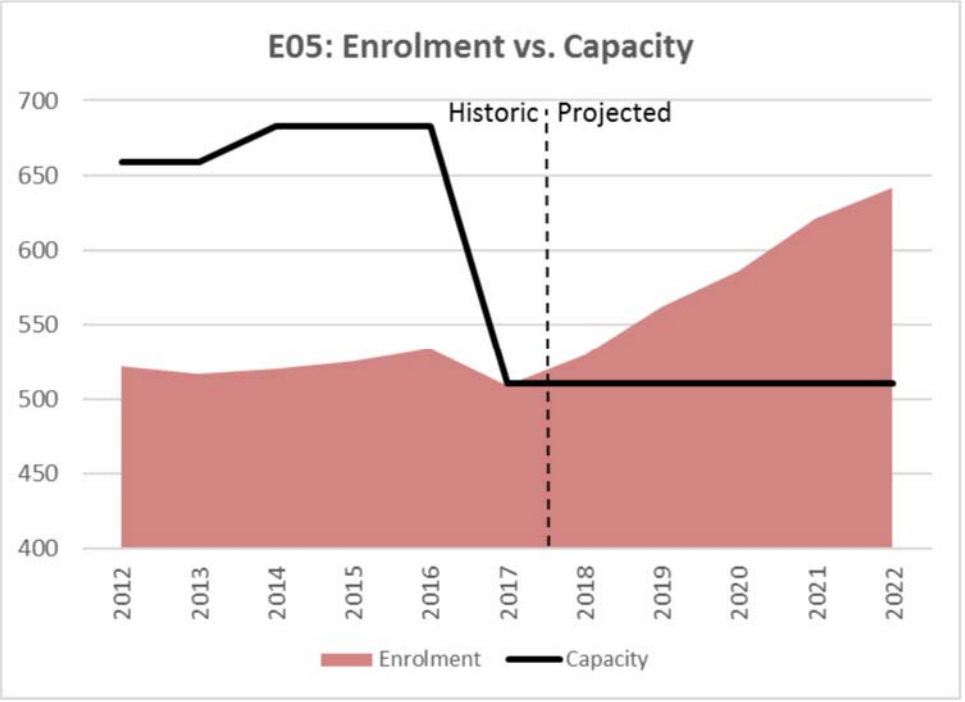
Site Size	Built	Additions	FCI	Partners
7.85 acres	2001	2009	19%	Owl Childcare

Planning Area E05—Rural West (Wellesley & Wilmot Townships)



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Holy Family	245	304 (124%)	365 (149%)	405 (165%)
St. Clement	265	205 (77%)	221 (83%)	237 (89%)
Total	**510**	**509 (100%)**	**586 (115%)**	**642 (126%)**

Note: Projections for Holy Rosary Bussed Area included in Planning Area E04.



History

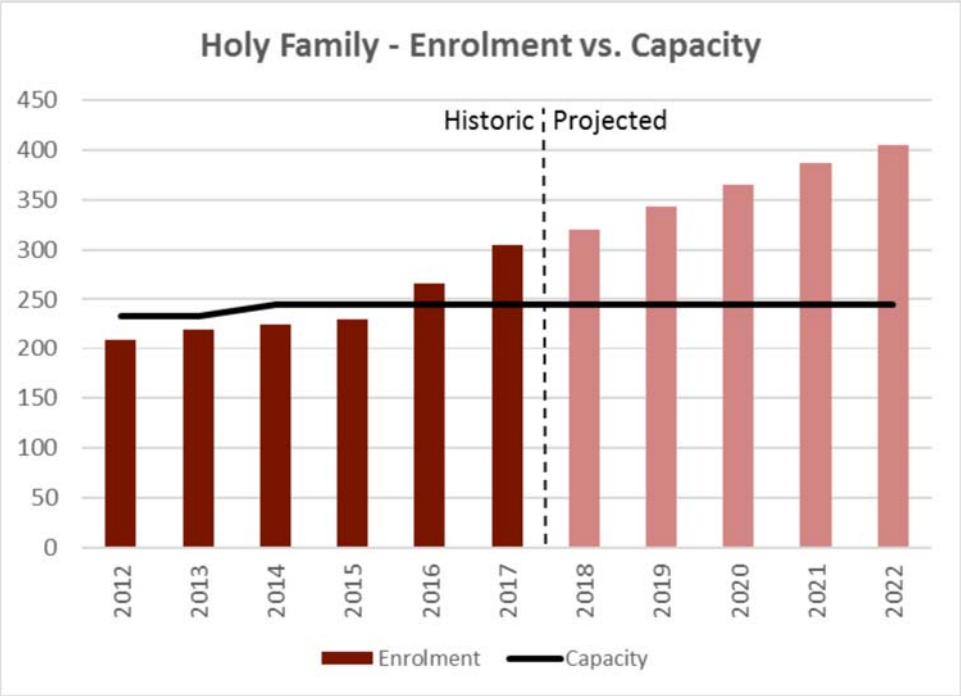
- 2014—Accommodation review completed. Board decision included direction to apply for Ministry funding to construct a new school in the Township of Wilmot.
- 2017—Accommodation review completed involving St. Agatha and St. Clement as well as Holy Rosary (Planning Area E04). Board decision to close St. Agatha and move its students to Holy Rosary and St. Clement.

Accommodation Summary

- Build a new school in Baden which will require a boundary change—Timing to be determined, subject to land availability.
- 2019—Rebuild of St. Clement (subject to Ministry approval).

Holy Family

313 Huron Street, New Hamburg, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
245	304	124%	3	0.142

Development Activity

- Approximately 270 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.
- Explore temporary and creative solutions to accommodate increasing enrolment.

Transportation Eligibility—2017

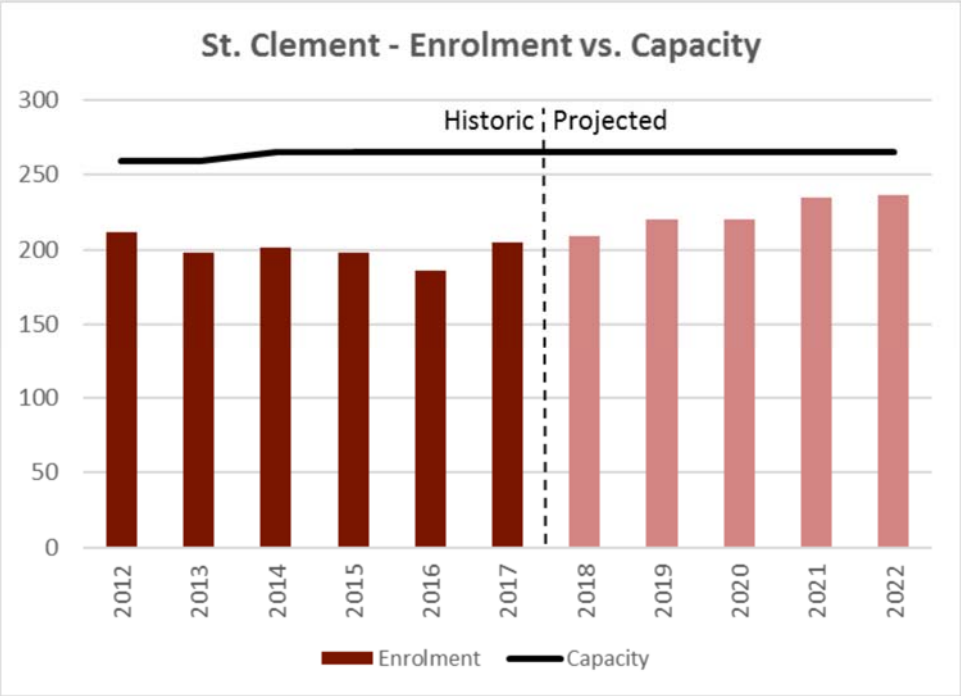
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
56(18%)	233(77%)	2(1%)	12(4%)	9

Building Information

Site Size	Built	Additions	FCI	Partners
2.83 acres	1959	1963, 1986, 2000	30%	N/A

St. Clement

3639 Lobsinger Line, St. Clements, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
265	205	77%	0	0.138

Development Activity

- Approximately 40 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Accessibility for Ontarians with Disabilities Act (AODA) upgrades - elevator and new entrance, heating and water upgrades, millwork, wall and ceiling upgrades
- OR rebuild the school subject to Ministry approval

Comments

- Enrolment is projected to increase slightly.

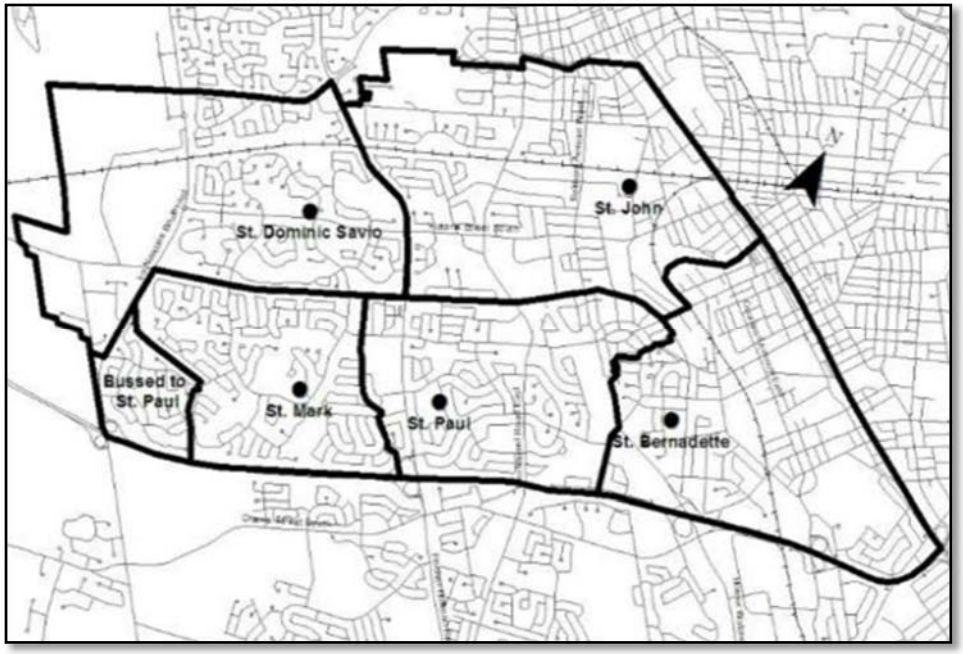
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
101(49%)	97(47%)	5(2%)	4(2%)	6

Building Information

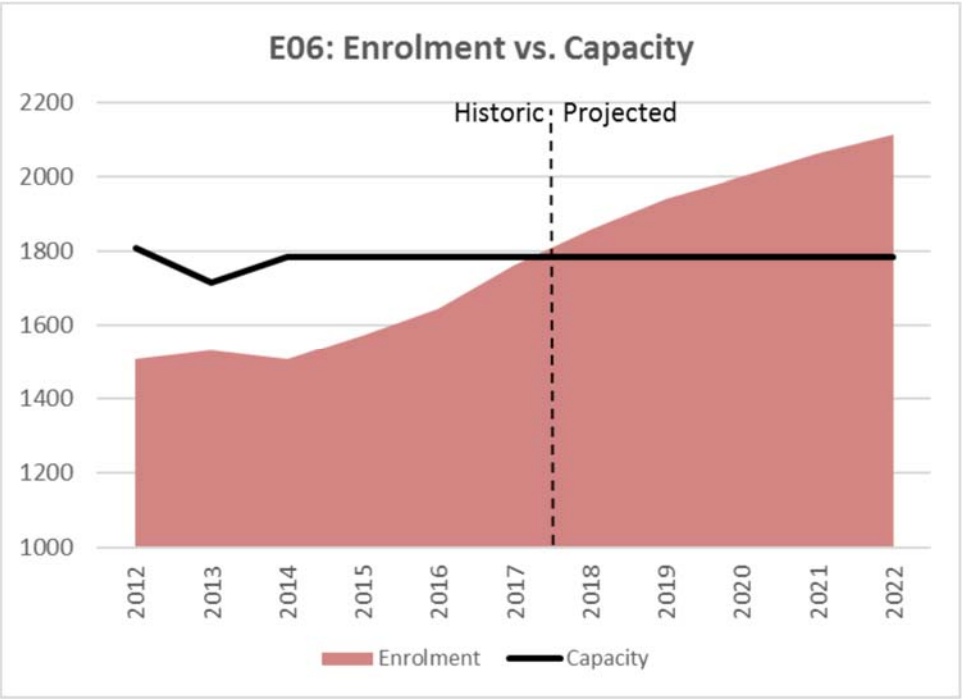
Site Size	Built	Additions	FCI	Partners
3.14 acres	1958	1970	49%	N/A

Planning Area E06—Kitchener West



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
St. Bernadette	291	249 (86%)	257 (88%)	253 (87%)
St. Dominic Savio	444	461 (104%)	459 (103%)	460 (104%)
St. John	502	468 (93%)	590 (117%)	648 (129%)
St. Mark	245	262 (107%)	321 (131%)	350 (143%)
St. Paul	303	320 (106%)	373 (123%)	402 (133%)
Total	**1,785**	**1,760 (99%)**	**1,999 (112%)**	**2,112 (118%)**

Note: St. Paul has a Bussed Area shown in Planning Area E08 map but projections for this Bussed Area is included in St. Paul's projections above.



History

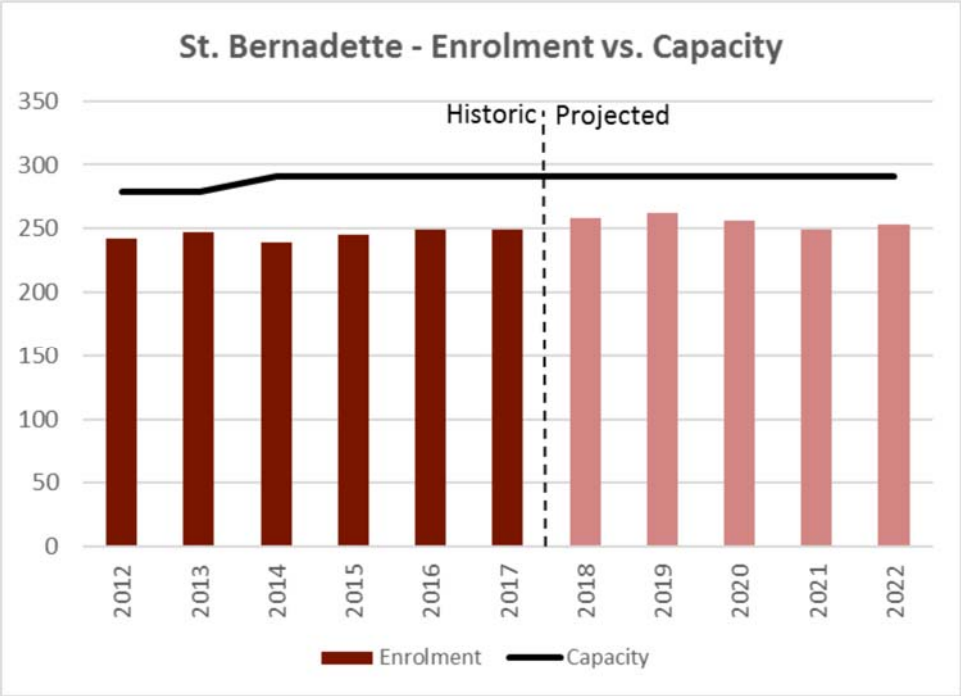
- 2009—Board decision to close Monsignor Gleason and move its students to St. John. Boundary change between St. Paul and St. Mark.
- 2012—Major renovation and addition to St. John.
- 2013—Childcare centre opened at St. Paul, occupying five classrooms (removed from capacity).

Accommodation Summary

- Explore potential partnership with the Waterloo Region District School Board to alleviate enrolment pressure at John Sweeney and E06 schools.
- Monitor enrolment at St. John and explore creative solutions to address enrolment pressure.

St. Bernadette

245 Lorne Avenue, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
291	249	86%	0	0.280

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to remain relatively stable.

Transportation Eligibility—2017

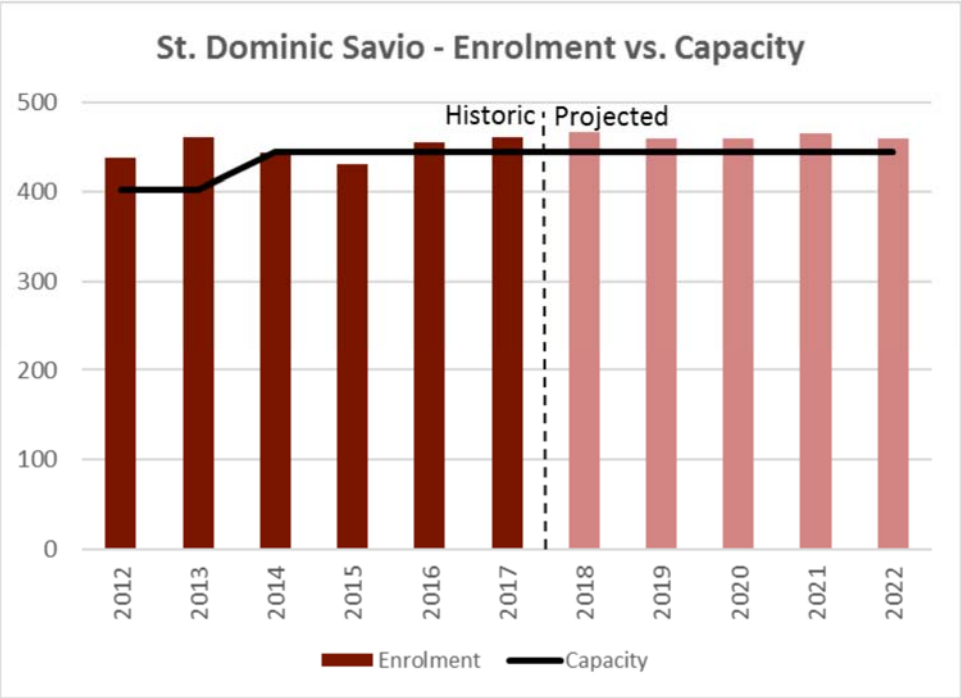
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
160(63%)	62(25%)	5(2%)	26(10%)	54

Building Information

Site Size	Built	Additions	FCI	Partners
4.17 acres	1953	1954, 1961, 1965	54%	N/A

St. Dominic Savio

3 Westforest Trail, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
444	461	104%	2	0.272

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating upgrades, interior stair repairs, parking and asphalt repairs, molok installation.

Comments

- Enrolment is projected to remain relatively stable.
- Portables will be used to accommodate students when enrolment exceeds capacity.

Transportation Eligibility—2017

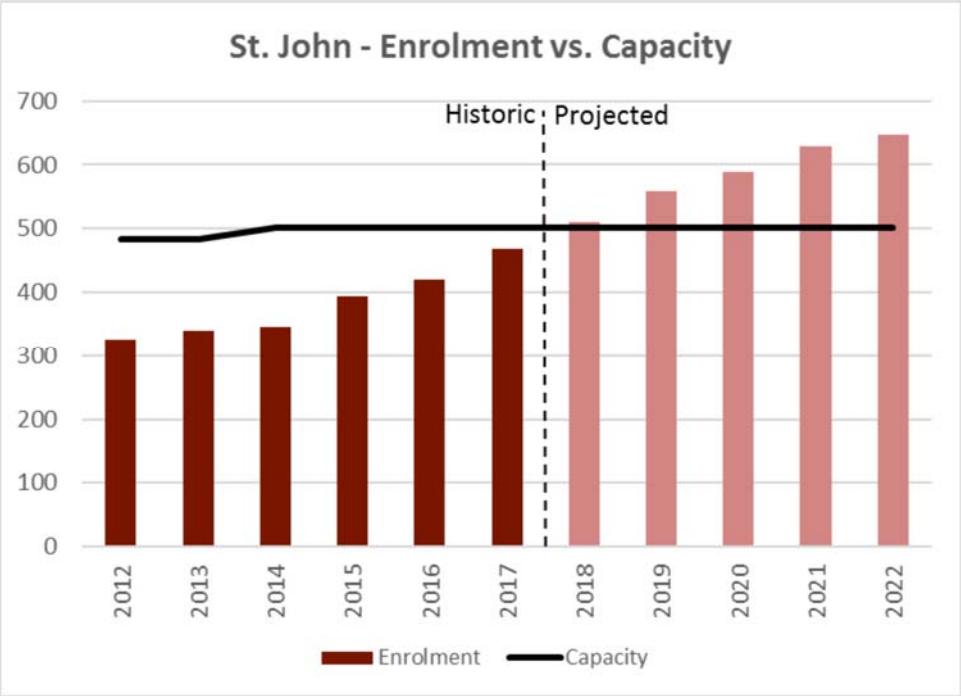
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
271(58%)	151(32%)	1(0%)	42(9%)	27

Building Information

Site Size	Built	Additions	FCI	Partners
6.48 acres	1999	N/A	32%	N/A

St. John

99 Strange Street, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
502	468	93%	0	0.246

Development Activity

- Approximately 100 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and electrical upgrades, masonry, and playfield repairs.

Comments

- Enrolment is projected to continue increasing as the school has been attracting new registrants across all grades.
- 2017—School capped to alleviate enrolment pressure.
- Monitor enrolment at St. John and explore creative solutions to address enrolment pressure.

Transportation Eligibility—2017

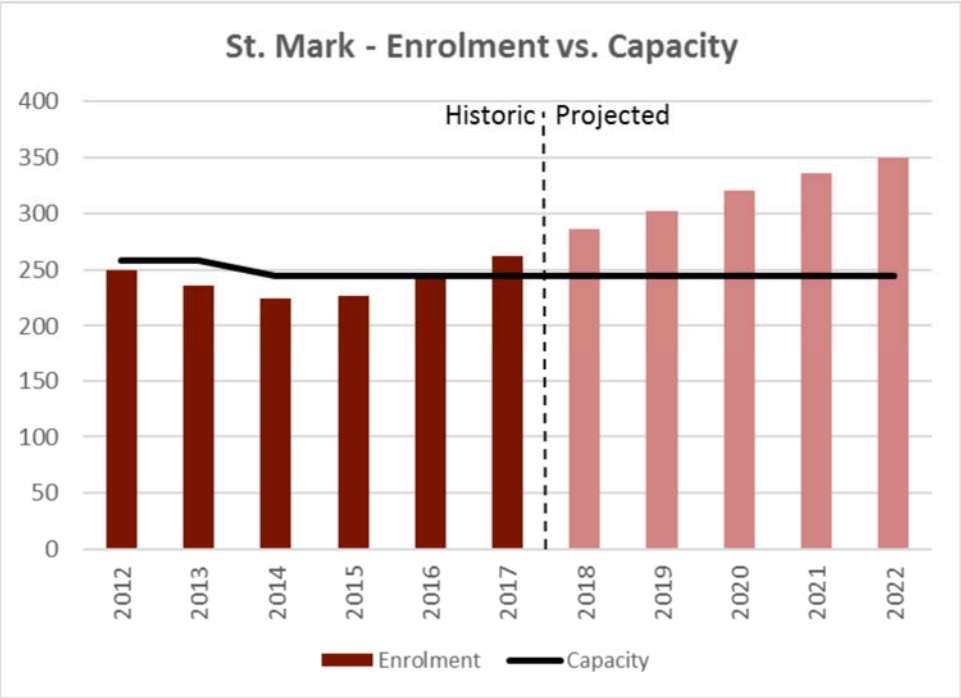
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
158(34%)	295(63%)	0(0%)	17(4%)	100

Building Information

Site Size	Built	Additions	FCI	Partners
2.92 acres	1929	2011	88%	N/A

St. Mark

240 Autumn Hill Crescent, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
245	262	107%	2	0.231

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.
- Monitor enrolment and utilize portables to address growth.

Transportation Eligibility—2017

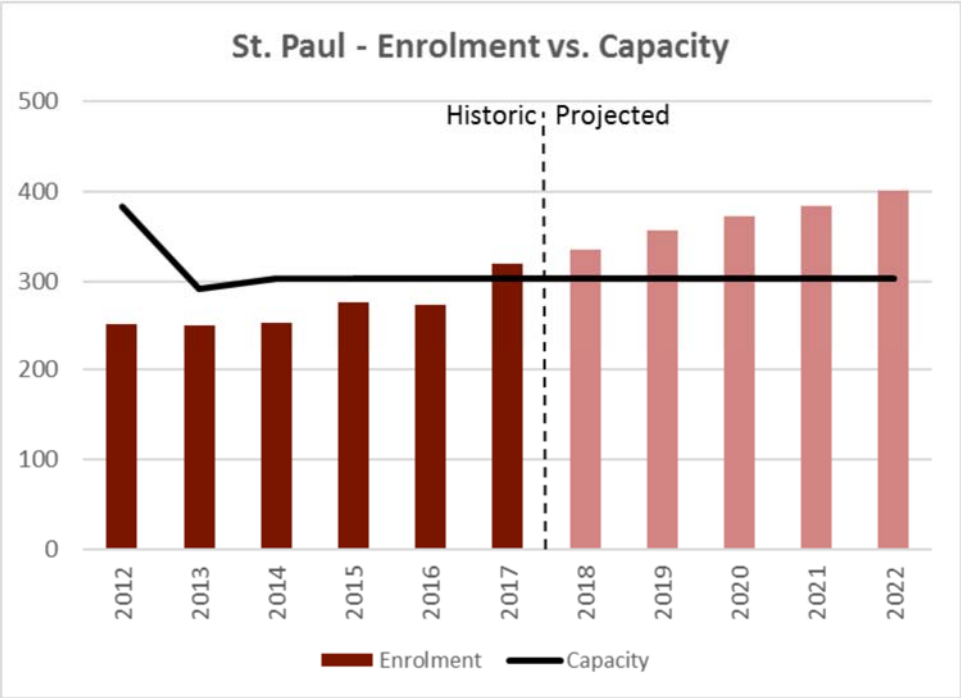
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
158(60%)	61(23%)	2(1%)	42(16%)	28

Building Information

Site Size	Built	Additions	FCI	Partners
6.49 acres	1978	N/A	39%	N/A

St. Paul

45 Birchcliffe Avenue, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
303	320	106%	2	0.257

Development Activity

- Approximately 860 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, interior door and hardware upgrades, millwork, and asphalt repairs.

Comments

- Enrolment is projected to increase.
- St. Paul's boundary includes a bussed area (Planning Area E08) which is included in the enrolment projections.

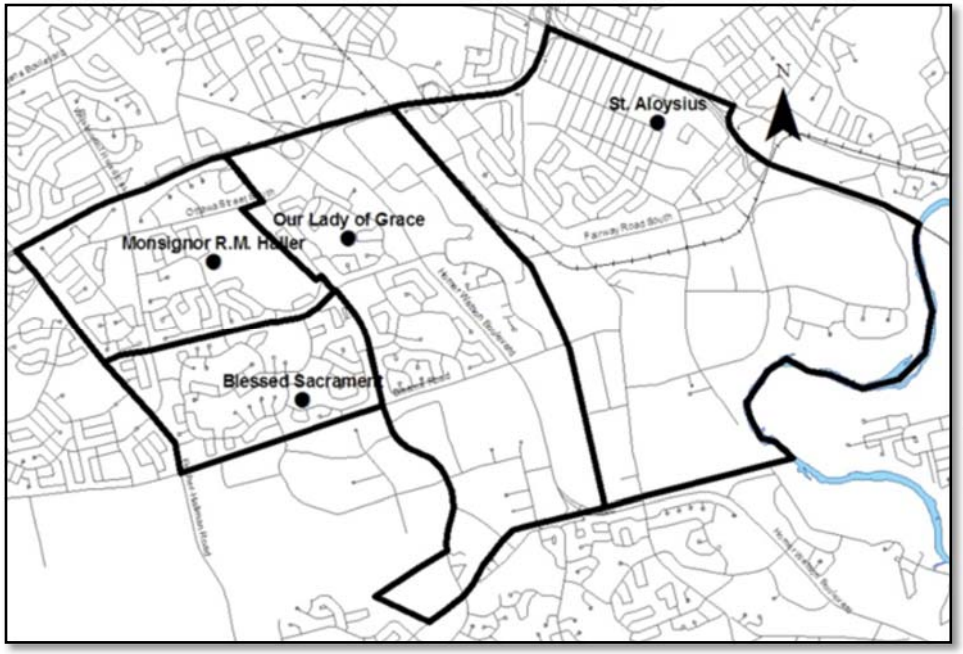
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
119(37%)	179(56%)	0(0%)	24(7%)	40

Building Information

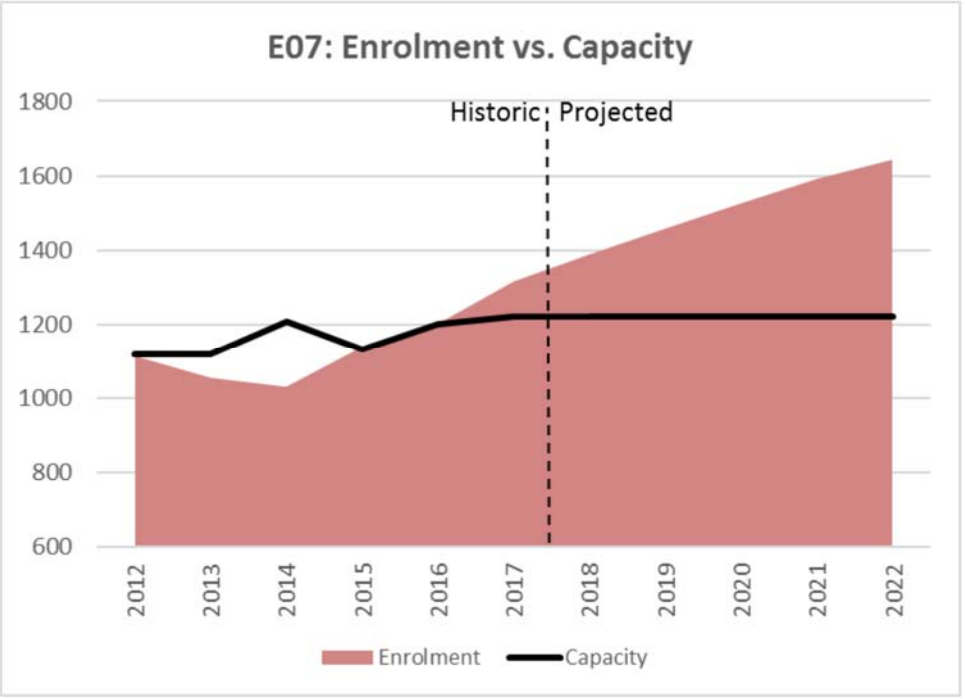
Site Size	Built	Additions	FCI	Partners
7.86 acres	1964	1965, 1968	80%	YWCA Kitchener-Waterloo

Planning Area E07—Kitchener Central



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Blessed Sacrament	360	385 (107%)	475 (132%)	534 (148%)
Monsignor Haller	234	242 (103%)	266 (114%)	276 (118%)
Our Lady of Grace	265	313 (118%)	357 (135%)	385 (145%)
St. Aloysius	363	376 (104%)	428 (118%)	449 (124%)
Total	**1,222**	**1,316 (108%)**	**1,526 (125%)**	**1,644 (135%)**

Note: Blessed Sacrament and Our Lady of Grace have Bussed Areas shown in Planning Area E08 map but projections for these Bussed Areas are included in the projections above.



History

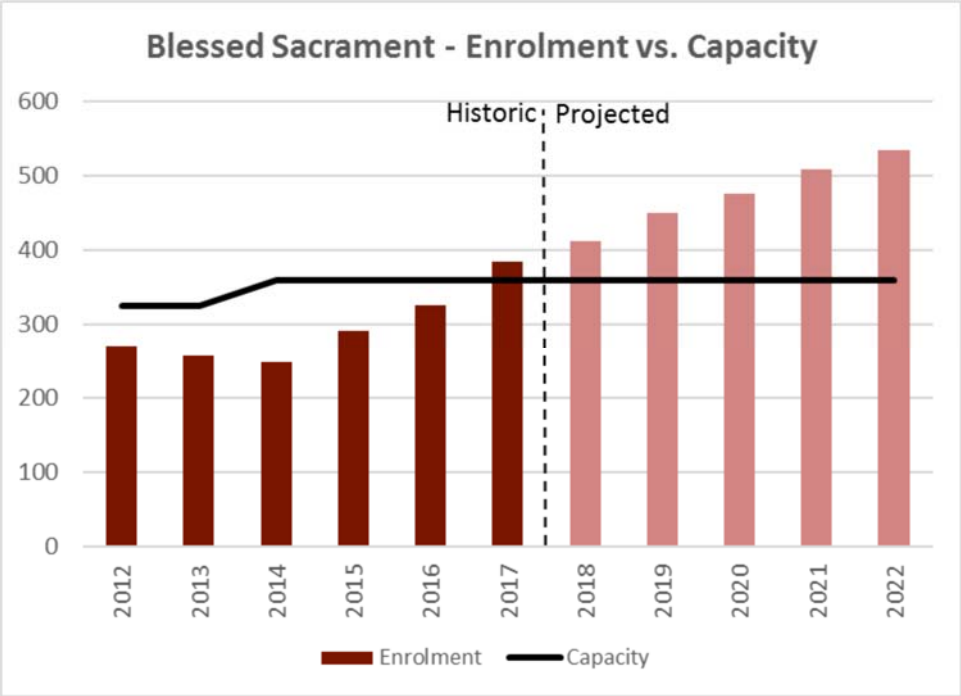
- 2009—Boundary change between John Sweeney and Blessed Sacrament.
- 2016—Addition completed at St. Aloysius.
- 2017—Renovations completed at St. Aloysius.

Accommodation Summary

- 2020—New Huron-Brigadoon school is projected to open. This will include a childcare centre. A boundary review may be required in 2019 to modify the boundary established in 2009.
- Portions of the new Huron-Brigadoon school's boundary (Planning Area E08) are currently being bussed to Blessed Sacrament and Our Lady of Grace. Enrolment will decrease at both schools when new school opens.
- Blessed Sacrament and Our Lady of Grace will be used to accommodate new residential development in southwest Kitchener until a new school can be built in the Rosenburg community (Planning Area E08).

Blessed Sacrament

367 The Country Way, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
360	385	107%	2	0.333

Development Activity

- Approximately 1120 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Electrical and heating upgrades, washroom upgrades, flooring upgrades, window replacement, emergency lighting replacement, roof replacement, and asphalt repairs.

Comments

- Enrolment is projected to continue increasing.
- The new Huron-Brigadoon school will alleviate growth pressure.
- Blessed Sacrament's boundary includes a bussed area (Planning Area E08) which is included in the enrolment projections.

Transportation Eligibility—2017

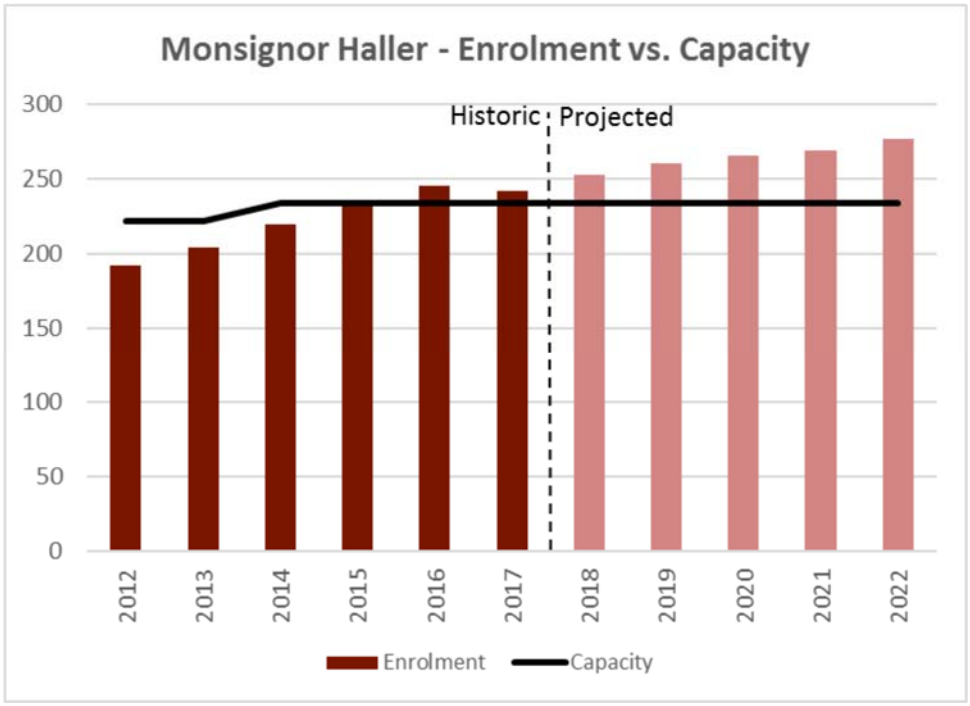
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
191(48%)	165(42%)	0(0%)	41(10%)	16

Building Information

Site Size	Built	Additions	FCI	Partners
5.84 acres	1988	N/A	73%	N/A

Monsignor Haller

118 Shea Crescent, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
234	242	103%	1	0.239

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and electrical upgrades, washroom upgrades, flooring upgrades, interior door and hardware upgrades, and asphalt repairs.

Comments

- Enrolment is projected to gradually increase.
- Enrolment will be monitored and portables will be used when enrolment exceeds capacity.

Transportation Eligibility—2017

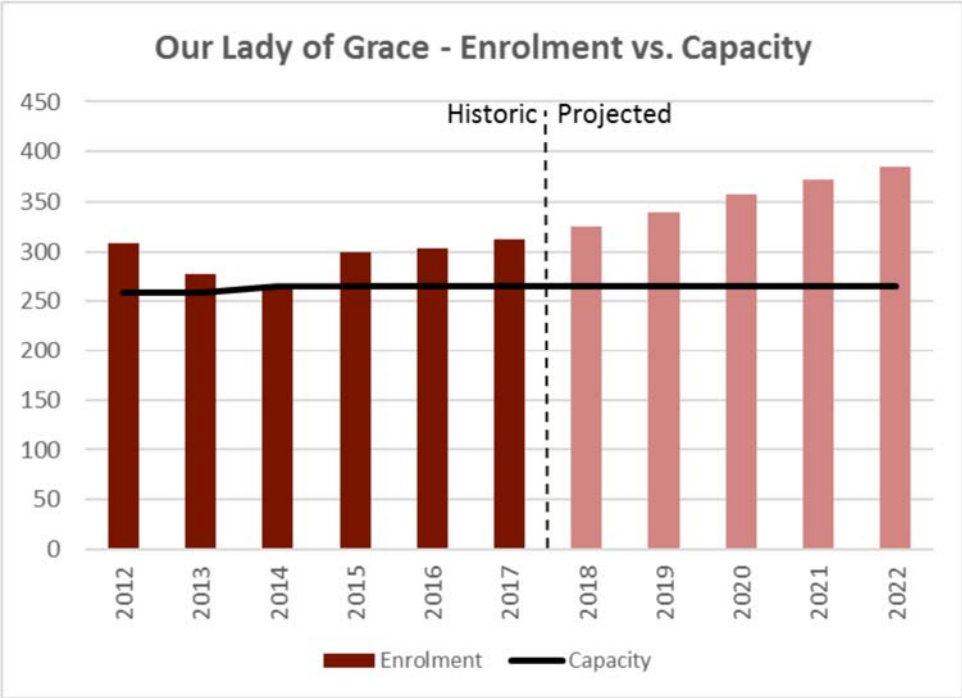
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
73(30%)	113(46%)	41(17%)	17(7%)	32

Building Information

Site Size	Built	Additions	FCI	Partners
7.17 acres	1971	N/A	50%	N/A

Our Lady of Grace

70 Gracefield Crescent, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
265	313	118%	4	0.184

Development Activity

- Approximately 950 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.
- The new Huron-Brigadoon school will alleviate growth pressure.
- Our Lady of Grace's boundary includes a bussed area (Planning Area E08) which is included in the enrolment projections.

Transportation Eligibility—2017

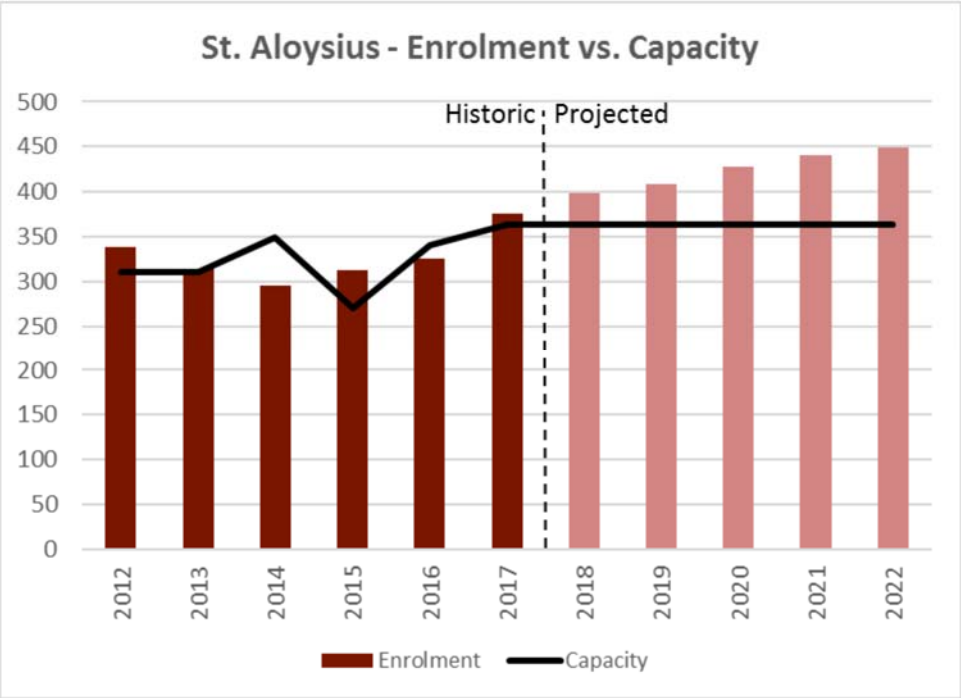
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
108(35%)	161(51%)	21(7%)	23(7%)	54

Building Information

Site Size	Built	Additions	FCI	Partners
5.04 acres	1977	N/A	49%	N/A

St. Aloysius

504 Connaught Street, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
363	376	104%	1	0.289

Development Activity

- Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase. However, this is a transient community and enrolment typically fluctuates from year to year.
- Capacity changes over the last few years reflects a phased renovation and two additions.

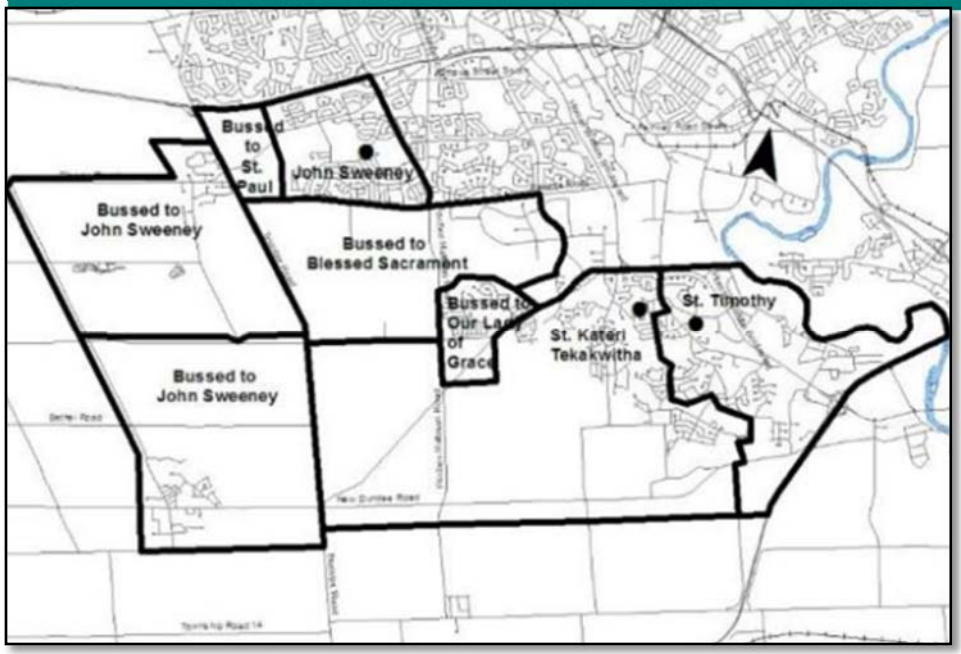
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
270(70%)	89(23%)	1(0%)	26(7%)	22

Building Information

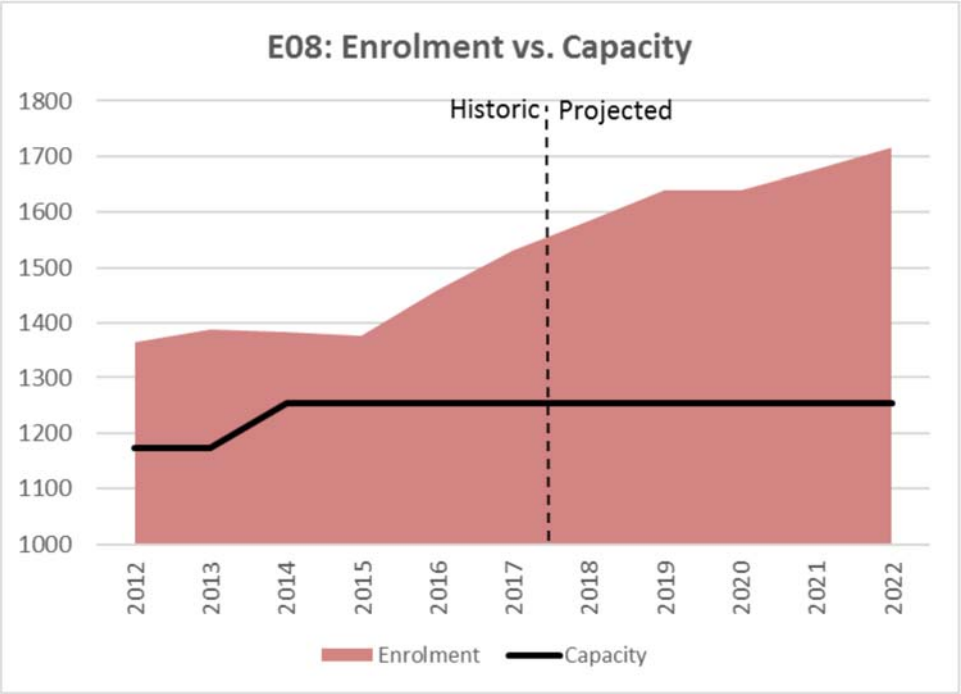
Site Size	Built	Additions	FCI	Partners
5.16 acres	1953	1954, 1962, 1965, 2014, 2016	37%	N/A

Planning Area E08—Kitchener Southwest



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
John Sweeney	614	784 (128%)	819 (133%)	852 (139%)
St. Kateri Tekakwitha	349	497 (142%)	564 (162%)	618 (177%)
St. Timothy	291	250 (86%)	258 (89%)	246 (84%)
Total	**1,254**	**1,531 (122%)**	**1,641 (131%)**	**1,715 (137%)**

Note: Projections for the Bussed to St. Paul area included in Planning Area E06. Projections for the Bussed to Blessed Sacrament area and Bussed to Our Lady of Grace area included in Planning Area E07.



History

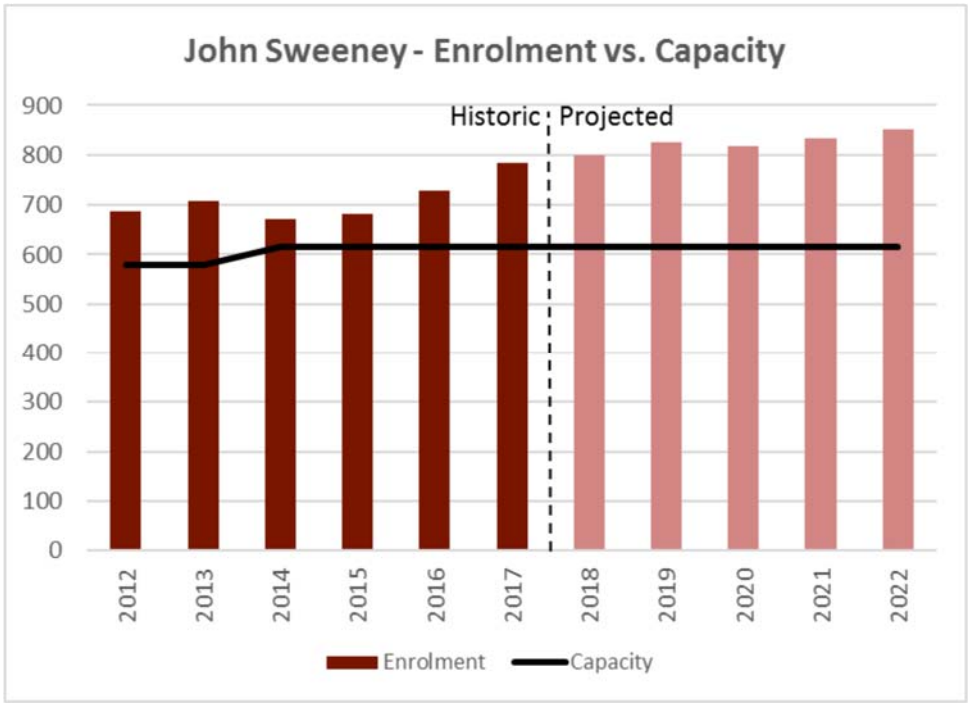
- 2009—Boundary review: Boundary change between John Sweeney/ Blessed Sacrament and St. Kateri Tekakwitha/St. Timothy. Determined a boundary for the new Huron-Brigadoon school.
- 2011—Addition to John Sweeney.
- 2011—Ministry funding approval received for a new Huron-Brigadoon school. Currently waiting on land—expected Fall 2018.

Accommodation Summary

- 2019—Boundary review may be required to revise Huron-Brigadoon's boundary. Huron-Brigadoon is a potential site for French Immersion.
- Enrolment will be monitored to determine when additional elementary schools are necessary to accommodate residential growth (Doon South and/or Rosenberg).
- Explore a potential partnership with the Waterloo Region District Board to alleviate enrolment pressure from John Sweeney, St. Kateri Tekakwitha, and E06 schools. Potential boundary change between St. Kateri Tekakwitha and St. Timothy to balance enrolment.

John Sweeney

185 Activa Avenue, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
614	784	128%	8	0.291

Development Activity

- Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Pluming and heating repairs, ceiling finishes, flooring upgrades, and asphalt repairs.

Comments

- Enrolment is projected to increase gradually and remain well above capacity.
- Explore a potential partnership with the Waterloo Region District Board to alleviate enrolment pressure from John Sweeney, St. Kateri Tekakwitha, and E06 schools.

Transportation Eligibility—2017

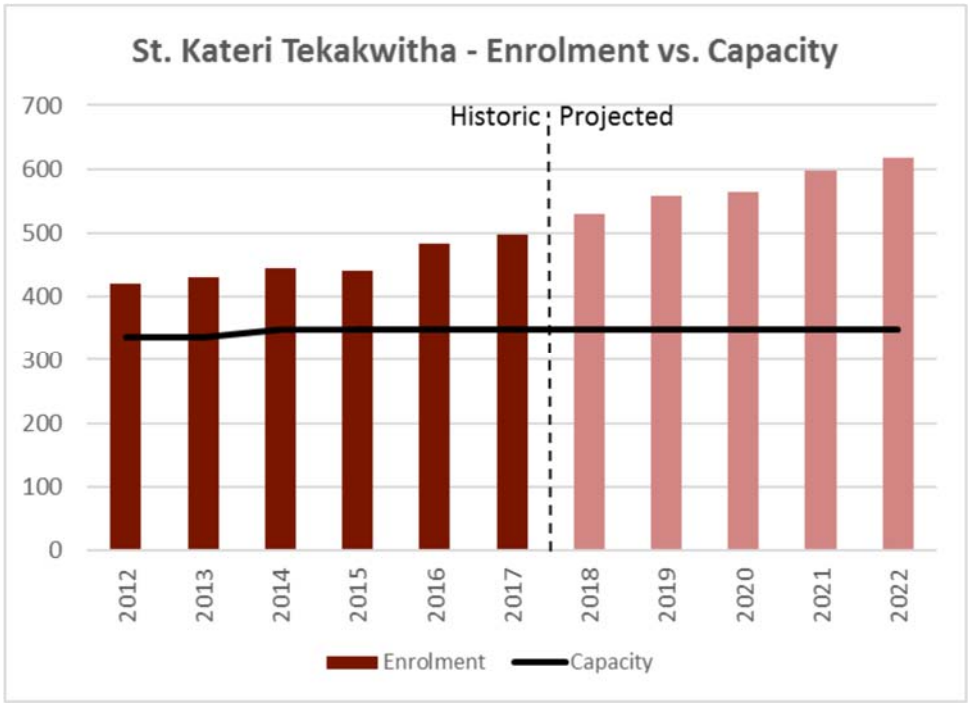
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
497(62%)	289(36%)	0(0%)	11(1%)	34

Building Information

Site Size	Built	Additions	FCI	Partners
8.25 acres	2003	2010	15%	Owl Childcare

St. Kateri Tekakwitha

560 Pioneer Drive, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
349	497	142%	9	0.232

Development Activity

- Approximately 2320 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating repairs, interior door and hardware upgrades, flooring upgrades, washroom upgrades, replace gym curtain, and masonry repairs.

Comments

- Enrolment is projected to continue increasing.
- New Huron-Brigadoon school will alleviate some growth pressures.
- Enrolment will be monitored to determine the need for a new school and boundary change.
- Explore a potential partnership with the Waterloo Region District Board to alleviate enrolment pressure.

Transportation Eligibility—2017

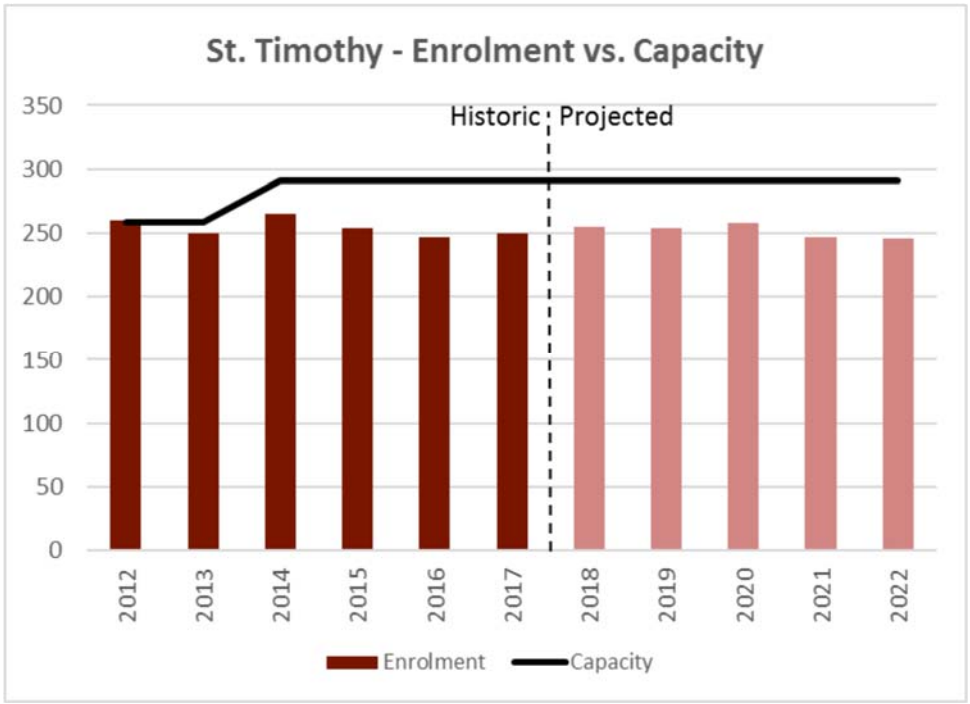
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
122(25%)	319(64%)	7(1%)	47(9%)	32

Building Information

Site Size	Built	Additions	FCI	Partners
6.49 acres	1991	N/A	32%	YMCA of Kitchener-Waterloo, Cambridge

St. Timothy

15 Bechtel Drive, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
291	250	86%	0	0.214

Development Activity

- Approximately 575 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to remain relatively stable.
- Enrolment will be monitored to determine the need for a boundary change.

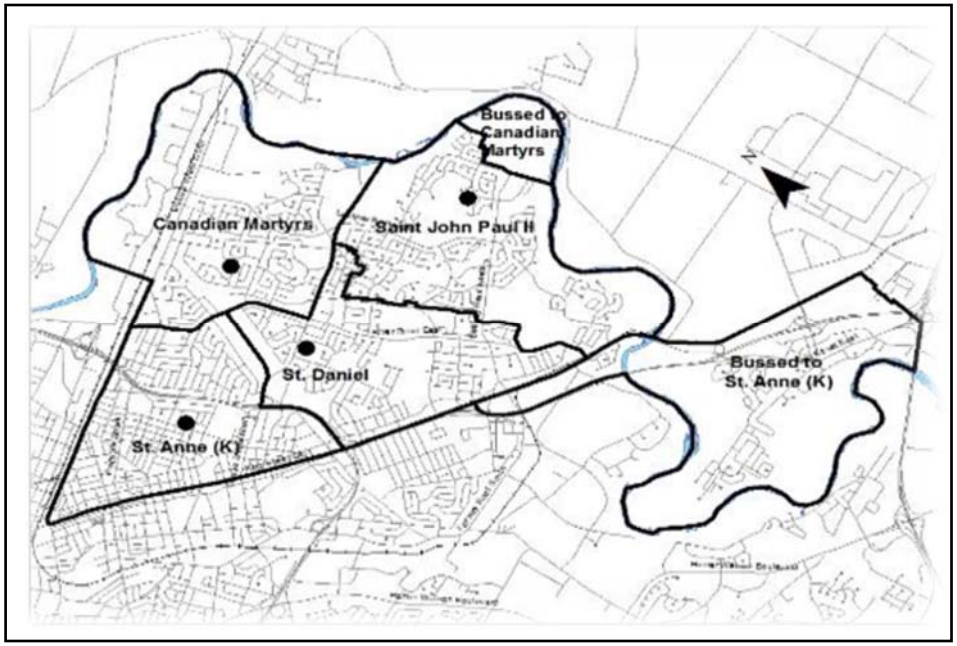
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
137(54%)	93(37%)	1(0%)	22(9%)	34

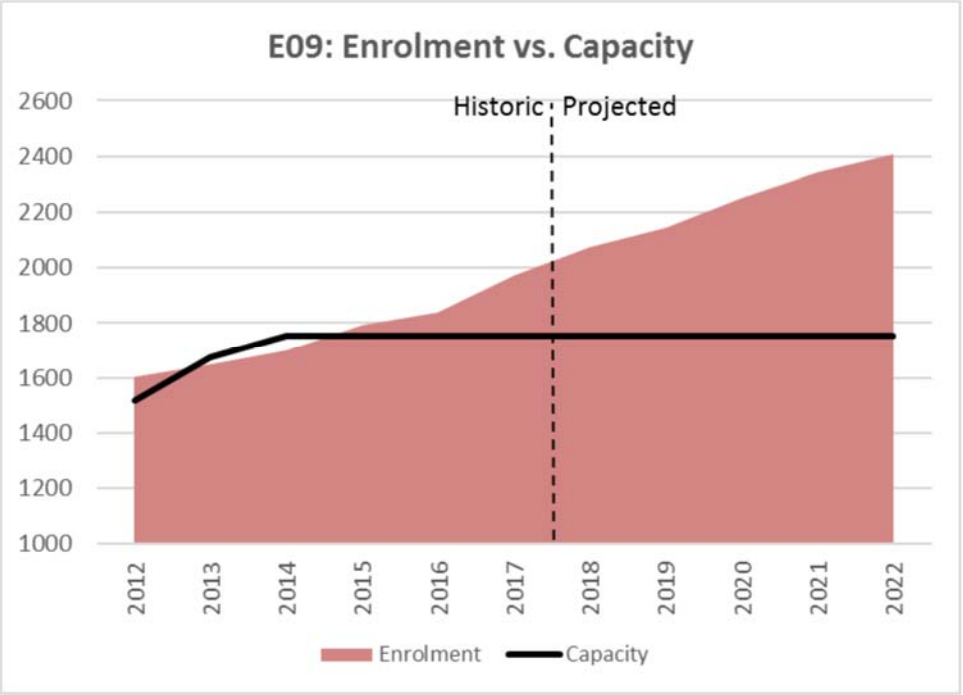
Building Information

Site Size	Built	Additions	FCI	Partners
7.77 acres	1981	2014	61%	N/A

Planning Area E09—Kitchener East



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Canadian Martyrs	314	352 (112%)	390 (124%)	421 (134%)
Saint John Paul II	611	753 (123%)	818 (134%)	835 (137%)
St. Anne (K)	510	469 (92%)	573 (112%)	651 (128%)
St. Daniel	317	400 (126%)	471 (148%)	499 (157%)
Total	**1,752**	**1,974 (113%)**	**2,252 (129%)**	**2,406 (137%)**



History

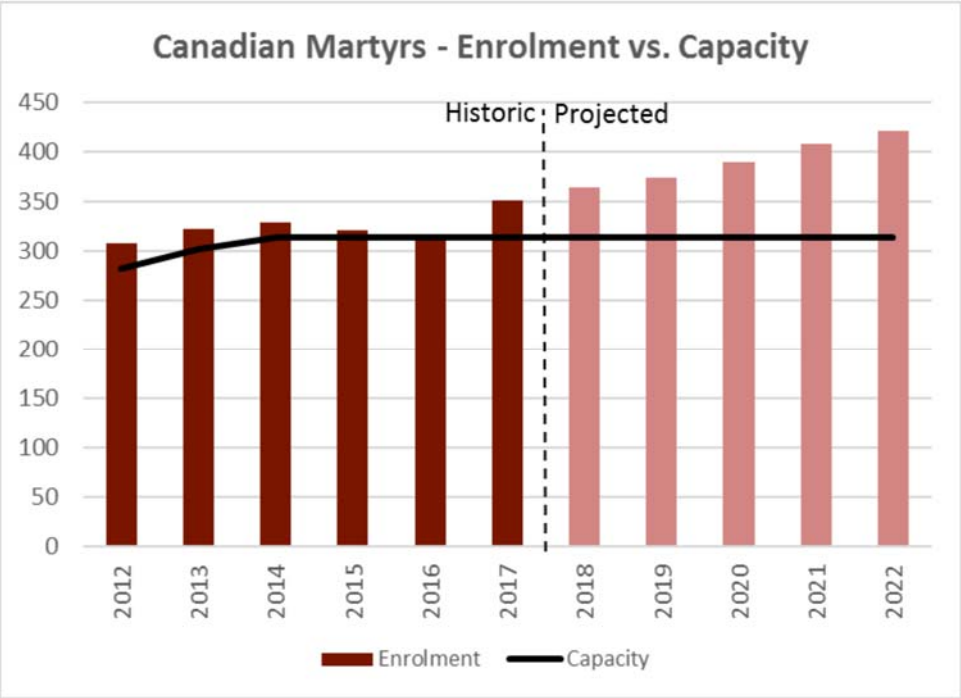
- 2010—Saint John Paul II school opened and boundary change involving all schools, including the closures of St. Patrick and Notre Dame.
- 2013—Addition to Saint John Paul II and renovations/addition to St. Daniel.
- 2015—French Immersion was offered at St. Anne (K).
- 2015—New development directed to Canadian Martyrs (previously within Saint John Paul II's boundary).
- 2015/2016—Boundary review involving Saint John Paul II and St. Daniel. Board decision to keep existing boundaries.

Accommodation Summary

- East Kitchener Secondary School planned (Planning Area S01). May include Grades 7-12 and thus a boundary review would be required to move Grades 7 and 8 from E09 elementary schools to the new secondary school.

Canadian Martyrs

50 Confederation Drive, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
314	352	112%	2	0.324

Development Activity

- Approximately 1070 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.
- New secondary school may include Grades 7 and 8 from this planning area which would alleviate enrolment pressure at Canadian Martyrs.

Transportation Eligibility—2017

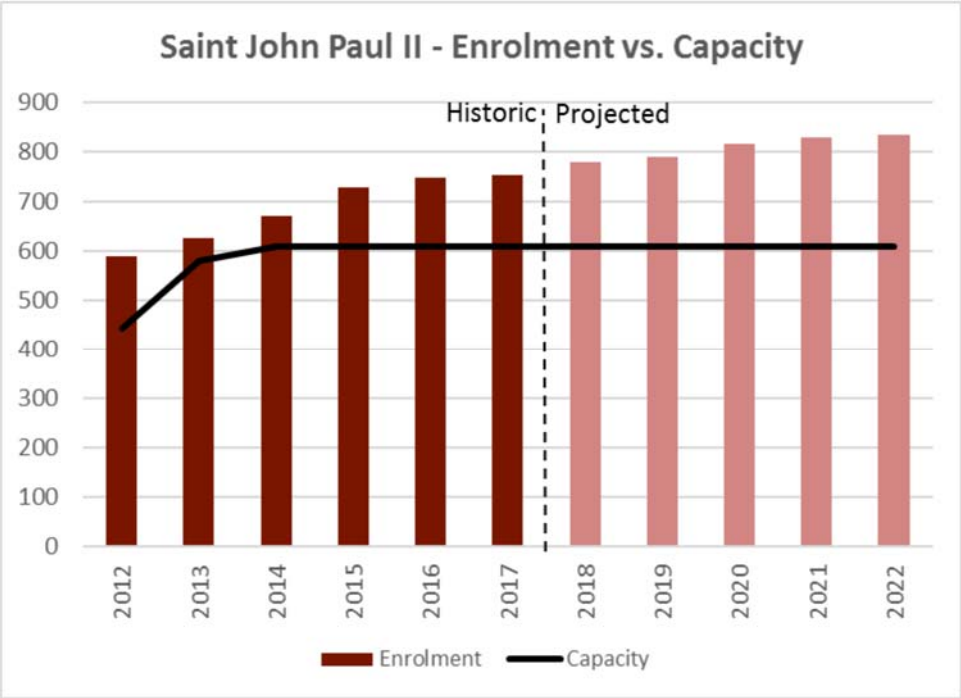
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
180(50%)	97(27%)	42(12%)	39(11%)	32

Building Information

Site Size	Built	Additions	FCI	Partners
6.61 acres	1967	1970, 2013	61%	N/A

Saint John Paul II

75 Pebblecreek Drive, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
611	753	123%	7	0.387

Development Activity

- Approximately 80 unbuilt low density units remaining within known plans of subdivision

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase, but at a more steady rate than the past, and remain well above capacity.
- New secondary school may include Grades 7 and 8 from this planning area which would alleviate enrolment pressure at Saint John Paul II.

Transportation Eligibility—2017

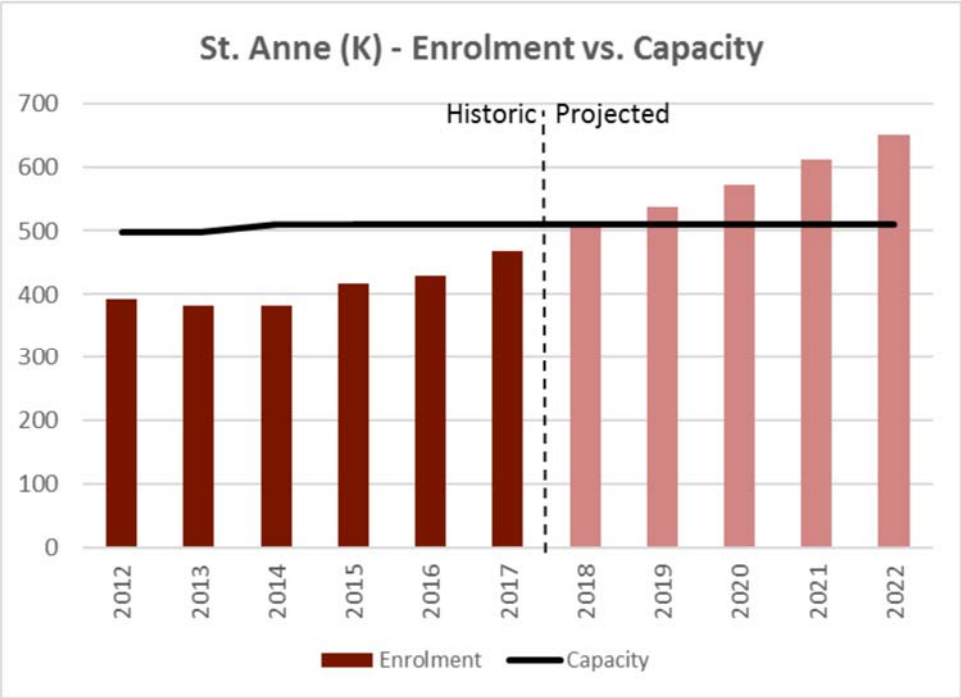
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
348(46%)	403(53%)	0(0%)	5(1%)	25

Building Information

Site Size	Built	Additions	FCI	Partners
4.95 acres	2009	2013	7%	Owl Childcare

St. Anne (Kitchener)

250 East Avenue, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
510	469	92%	0	0.246

Development Activity

- Approximately 80 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating upgrades, washroom upgrades, flooring upgrades, interior door hardware replacement, and roof replacement.

Comments

- French Immersion has been offered at St. Anne's in Kitchener since September 2015.
- Enrolment is projected to continue increasing due to the growth of the French Immersion program.
- New secondary school may include Grades 7 and 8 from this planning area which would alleviate enrolment pressure at St. Anne.

Transportation Eligibility—2017

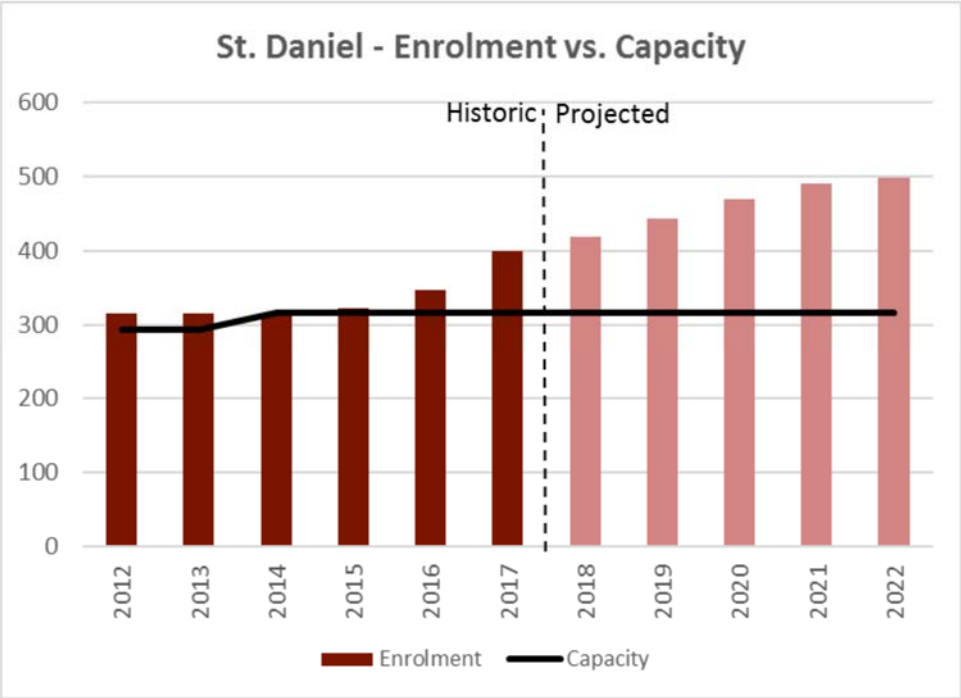
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
140(30%)	211(46%)	35(8%)	76(16%)	18

Building Information

Site Size	Built	Additions	FCI	Partners
5.43 acres	1947	1949, 1954, 1960, 1964, 2011	87%	N/A

St. Daniel

39 Midland Drive, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
317	400	126%	4	0.264

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and electrical upgrades, washroom upgrades, flooring upgrades, interior door and hardware replacement, exterior lighting and playfield upgrades.

Comments

- Enrolment is projected to continue increasing and remain well above capacity.
- New secondary school may include Grades 7 and 8 from this planning area to alleviate enrolment pressure from St. Daniel.

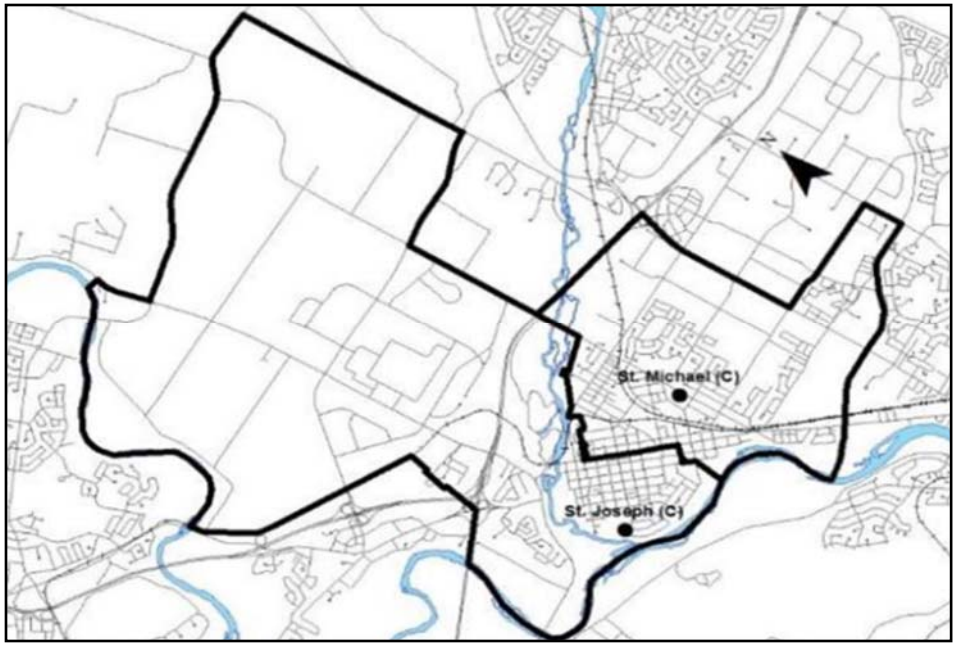
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
110(28%)	265(66%)	1(0%)	24(6%)	38

Building Information

Site Size	Built	Additions	FCI	Partners
6.89 acres	1958	1967, 2014	32%	City of Kitchener

Planning Area E10—Cambridge Preston



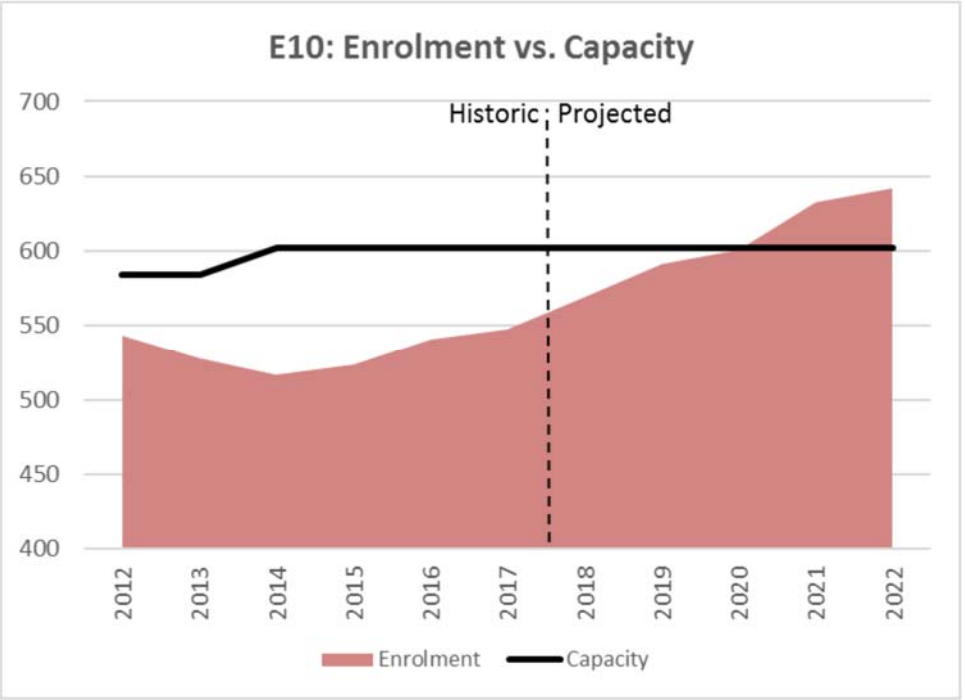
School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
St. Joseph	242	239 (99%)	264 (109%)	278 (115%)
St. Michael	360	309 (86%)	337 (93%)	364 (101%)
Total	**602**	**548 (91%)**	**601 (100%)**	**642 (107%)**

History

- There has been no recent boundary reviews or additions in E10 schools.

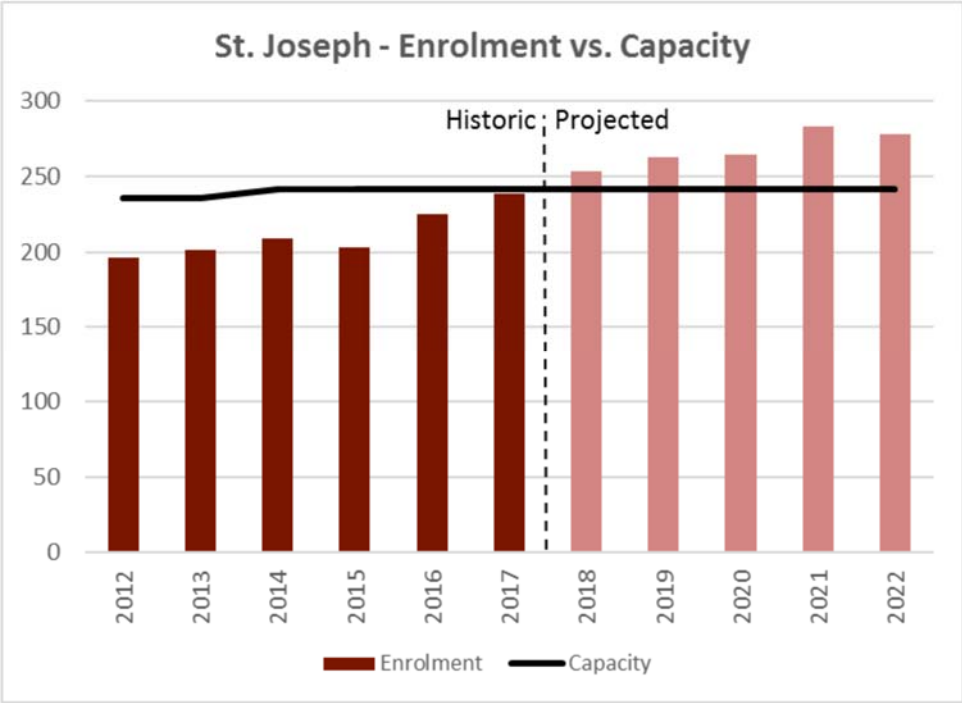
Accommodation Summary

- No future accommodation recommendations at this time.



St. Joseph

980 Westminster Drive South, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
242	239	99%	1	0.280

Development Activity

- Approximately 40 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to gradually increase.
- Monitor enrolment and utilize portables to address growth.

Transportation Eligibility—2017

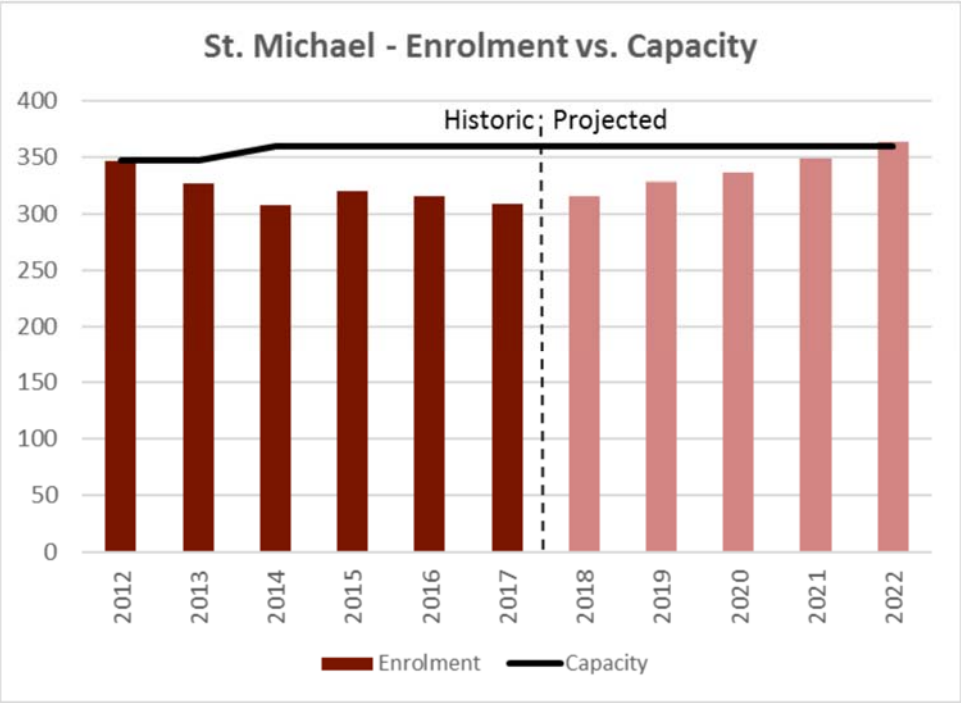
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
92(38%)	129(53%)	0(0%)	22(9%)	15

Building Information

Site Size	Built	Additions	FCI	Partners
7.72 acres	1959	1962, 1967	27%	N/A

St. Michael

1150 Concession Road, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
360	309	86%	0	0.249

Development Activity

- Approximately 150 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Electrical and plumbing upgrades, washroom upgrades, flooring and ceiling upgrades, roof replacement, masonry, exterior door and window replacement.

Comments

- Enrolment is projected to gradually increase to capacity.

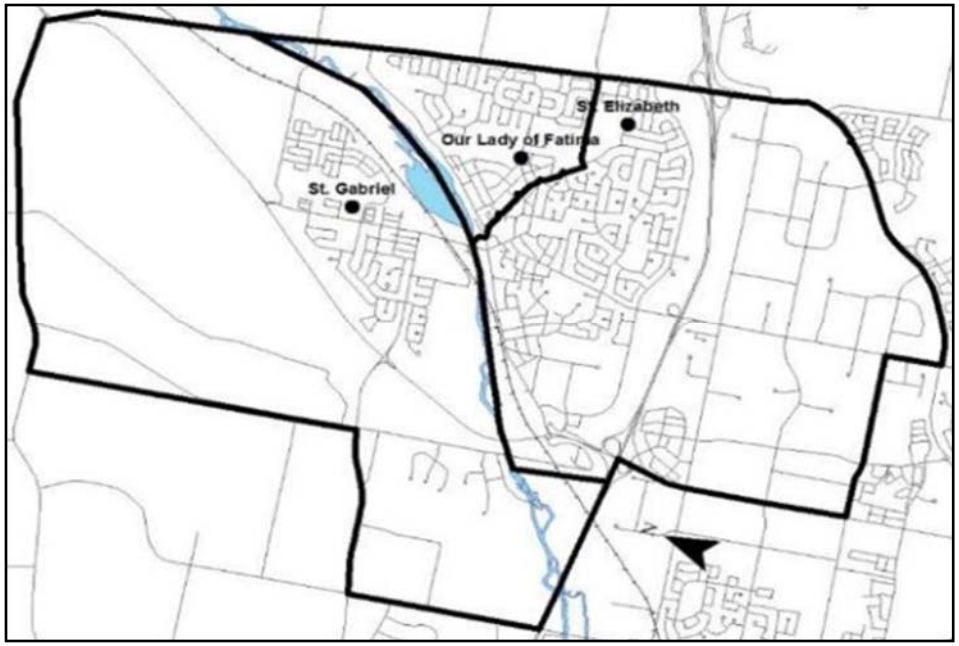
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
188(61%)	101(33%)	2(1%)	17(6%)	41

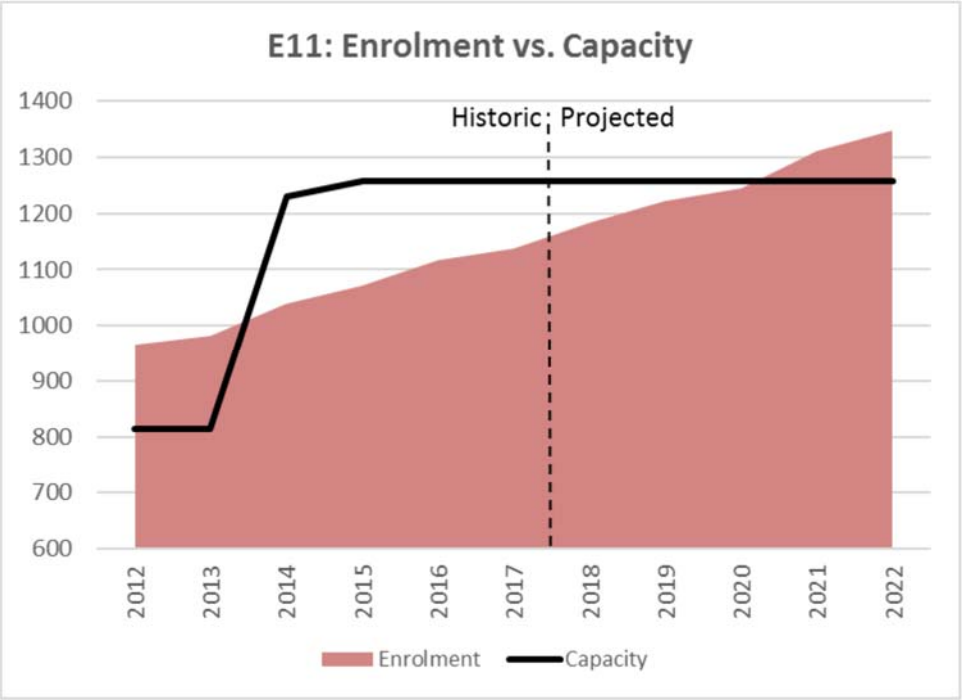
Building Information

Site Size	Built	Additions	FCI	Partners
5.92 acres	1952	1957, 1965, 1970	50%	N/A

Planning Area E11—Cambridge Hespeler



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Our Lady of Fatima	504	400 (79%)	417 (83%)	442 (88%)
St. Elizabeth	352	380 (108%)	421(120%)	454(129%)
St. Gabriel	401	358 (89%)	408 (102%)	452 (113%)
Total	**1,257**	**1,138 (91%)**	**1,246 (99%)**	**1,348 (107%)**



History

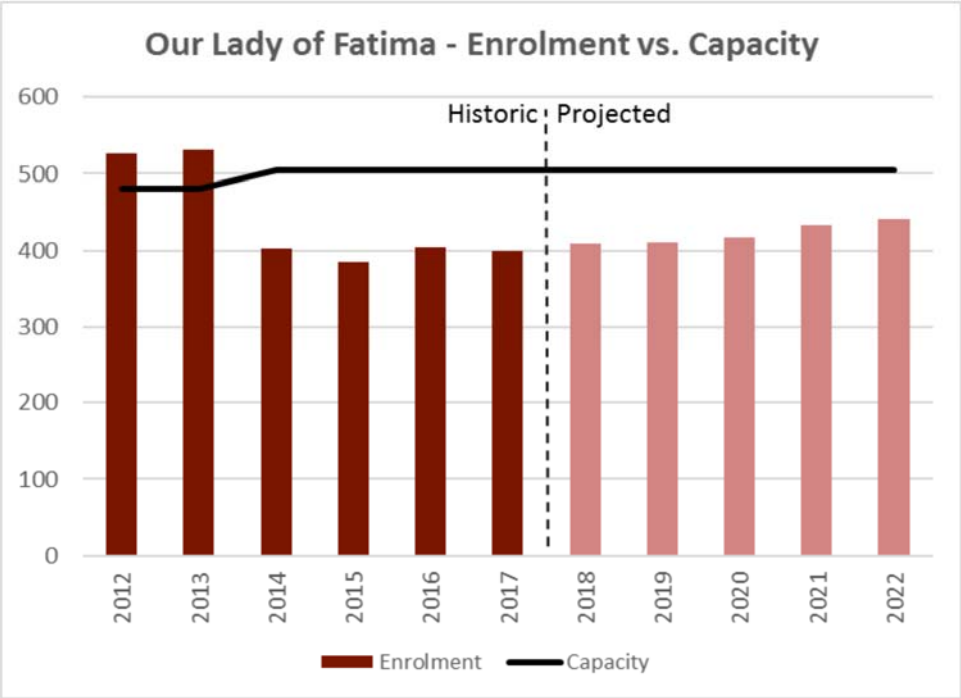
- 2011—Boundary change between Our Lady of Fatima and St. Elizabeth.
- 2013—Addition at Our Lady of Fatima.
- 2014—St. Gabriel Catholic Elementary School opened. Boundary changed for all three schools.
- 2016—French Immersion was offered at Our Lady of Fatima.

Accommodation Summary

- Enrolment will be monitored to determine if a boundary change is required.

Our Lady of Fatima

55 Hammet Street, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
504	400	79%	0	0.343

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- French Immersion has been offered at Our Lady of Fatima since September 2016.
- Enrolment is projected to remain relatively stable.

Transportation Eligibility—2017

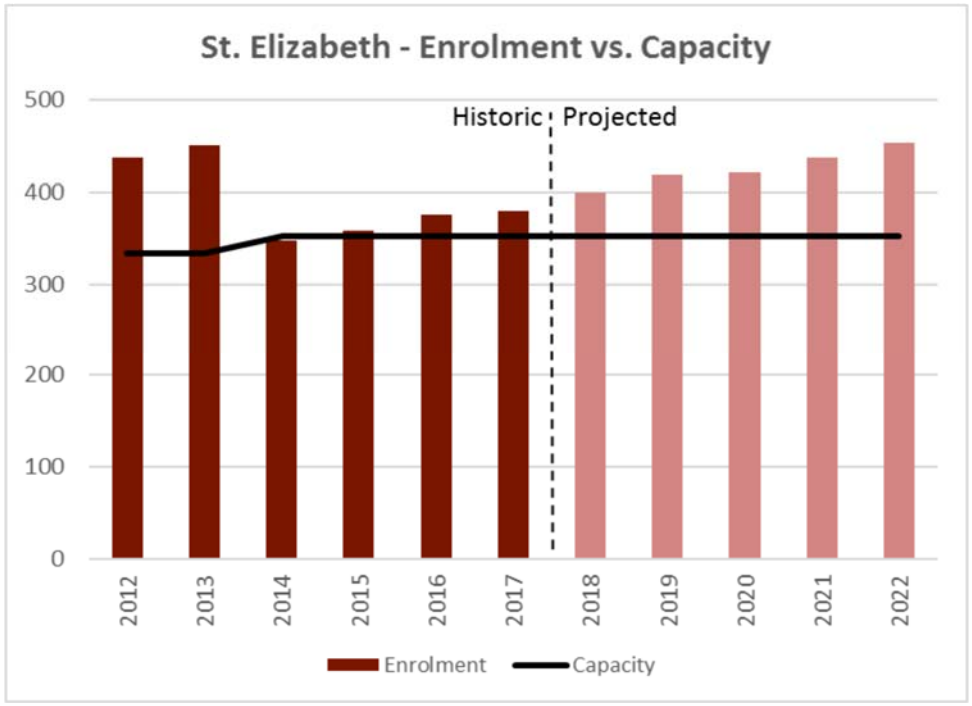
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
250(63%)	92(23%)	0(0%)	58(15%)	14

Building Information

Site Size	Built	Additions	FCI	Partners
7.12 acres	1959	1969, 2004, 2013	55%	Owl Childcare

St. Elizabeth

50 Adler Drive, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
352	380	108%	3	0.309

Development Activity

- Approximately 230 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to gradually increase.

Transportation Eligibility—2017

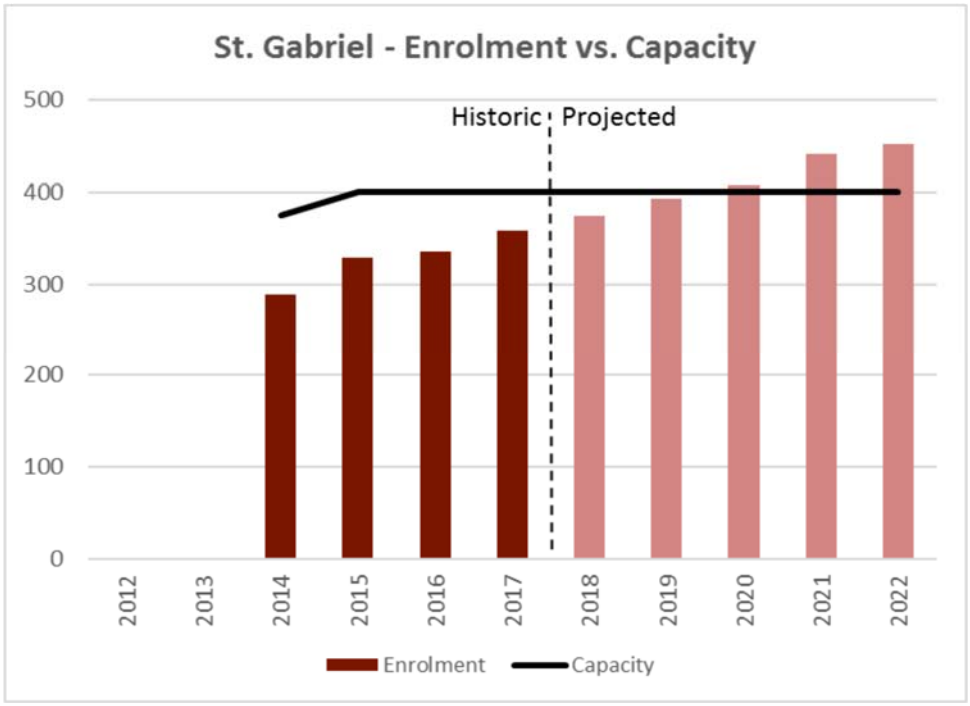
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
202(53%)	143(38%)	1(0%)	33(9%)	35

Building Information

Site Size	Built	Additions	FCI	Partners
4.95 acres	1992	N/A	38%	YWCA of Cambridge

St. Gabriel

15 Baldwin Drive, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
401	358	89%	1	0.309

Development Activity

- Approximately 730 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.

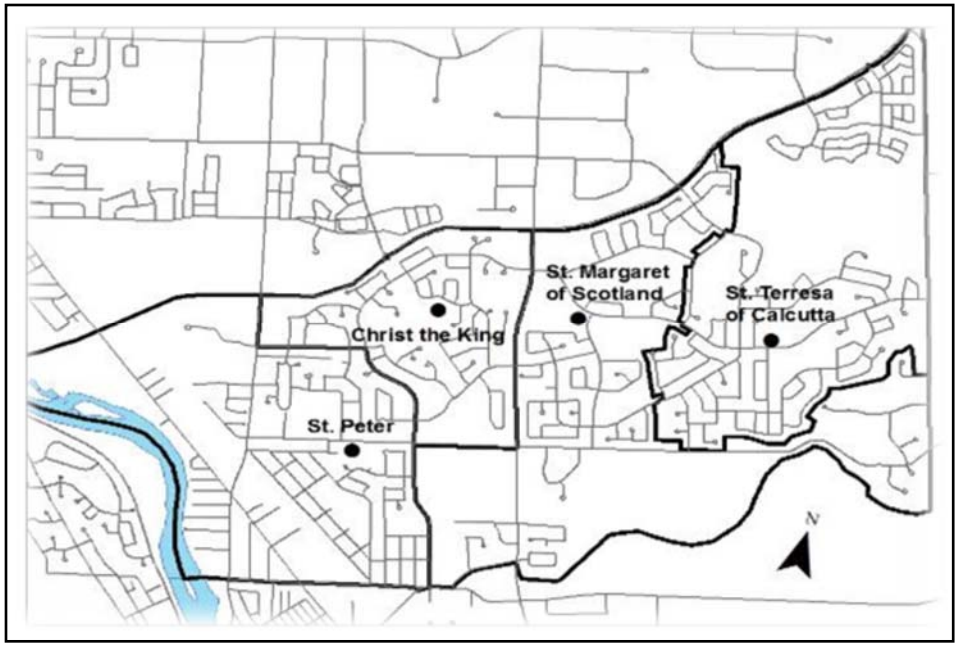
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
211(59%)	132(37%)	0(0%)	13(4%)	16

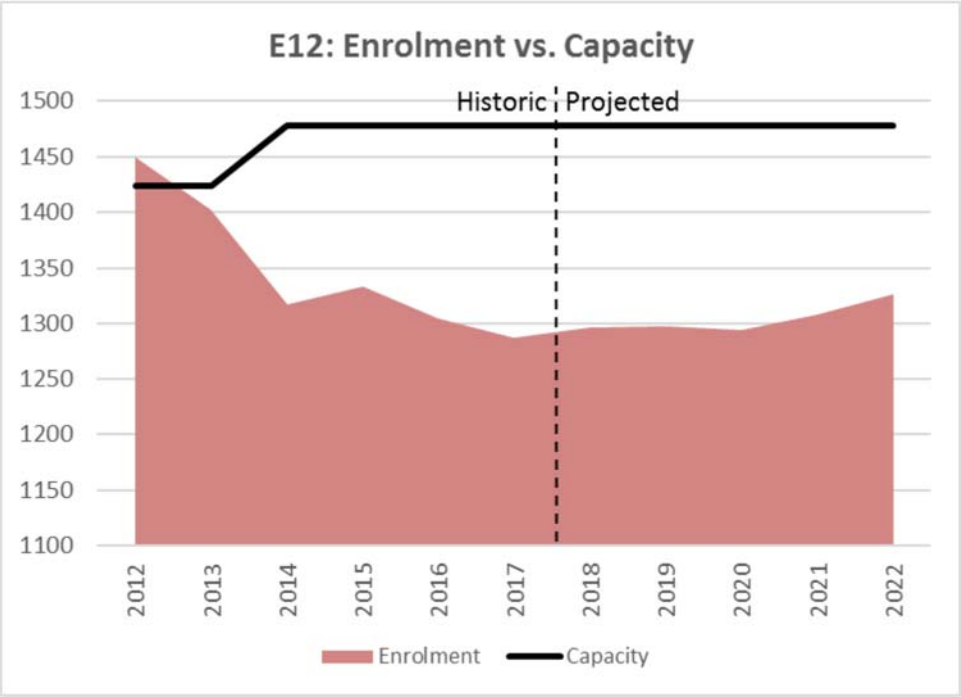
Building Information

Site Size	Built	Additions	FCI	Partners
5.44 acres	2014	N/A	0%	City of Cambridge

Planning Area E12—Cambridge North Galt



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Christ the King	314	259 (82%)	277 (88%)	284 (90%)
St. Margaret	314	325 (104%)	327 (104%)	356 (113%)
St. Peter	383	245 (64%)	250 (65%)	248 (65%)
St. Teresa of Calcutta	467	458 (98%)	440 (94%)	439 (94%)
Total	**1,478**	**1,287 (87%)**	**1,294 (88%)**	**1,327 (90%)**



History

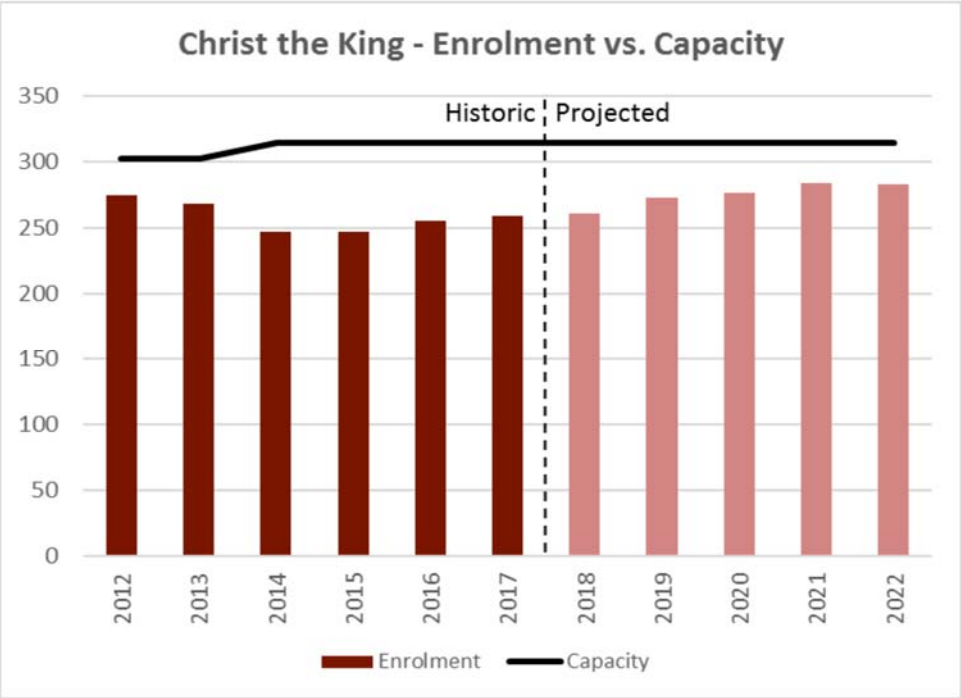
- There has been no recent boundary reviews or additions to E12 schools.

Accommodation Summary

- Monitor enrolment to determine if a boundary change is required.
- Explore opportunities to utilize surplus space at St. Peter — potential site for French Immersion.

Christ the King

70 Acorn Way, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
314	259	82%	0	0.384

Development Activity

- Approximately 170 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, washroom upgrades, ceiling and wall finishes, flooring upgrades, millwork, interior door and hardware upgrades.

Comments

- Enrolment is projected to gradually increase.

Transportation Eligibility—2017

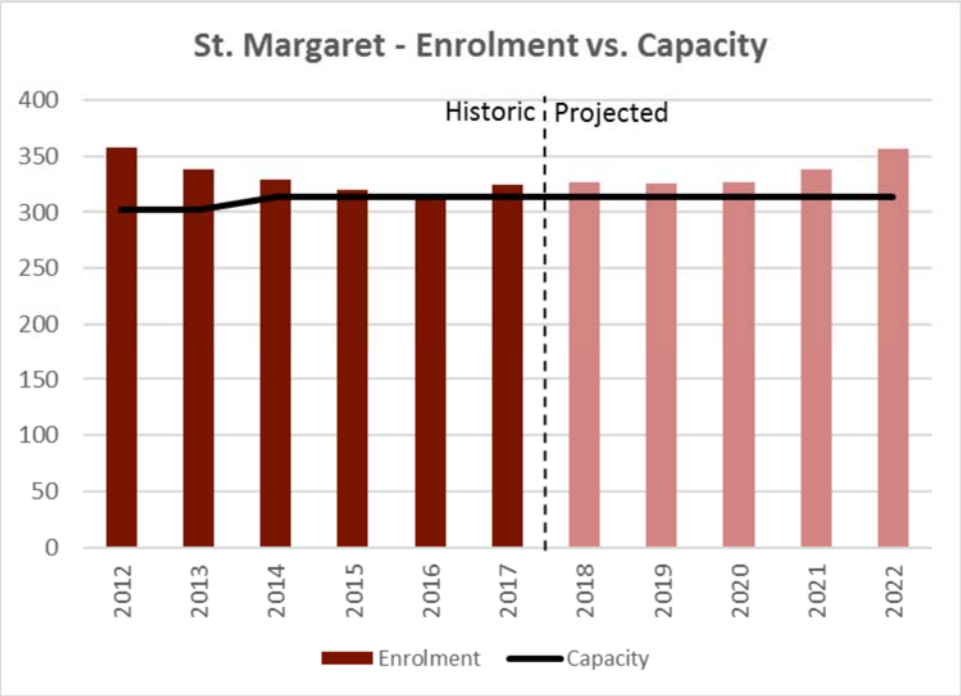
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
234(88%)	0(0%)	0(0%)	31(12%)	36

Building Information

Site Size	Built	Additions	FCI	Partners
14.51 acres	1978	N/A	45%	N/A

St. Margaret

210 Cowan Boulevard, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
314	325	104%	1	0.334

Development Activity

- Approximately 380 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to remain relatively stable.

Transportation Eligibility—2017

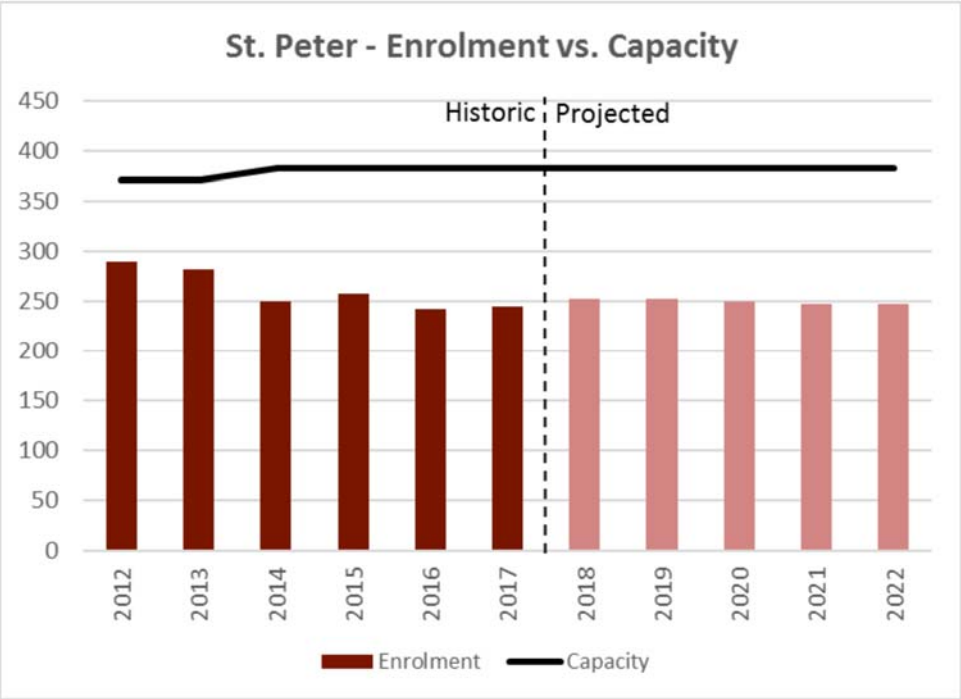
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
182(56%)	74(23%)	2(1%)	68(21%)	21

Building Information

Site Size	Built	Additions	FCI	Partners
12.68 acres	1990	N/A	55%	YWCA of Cambridge

St. Peter

92 Avenue Road, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
383	245	64%	0	0.285

Development Activity

- Approximately 170 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to remain relatively stable and under capacity.
- Explore opportunities to utilize surplus space at St. Peter — potential site for French Immersion.

Transportation Eligibility—2017

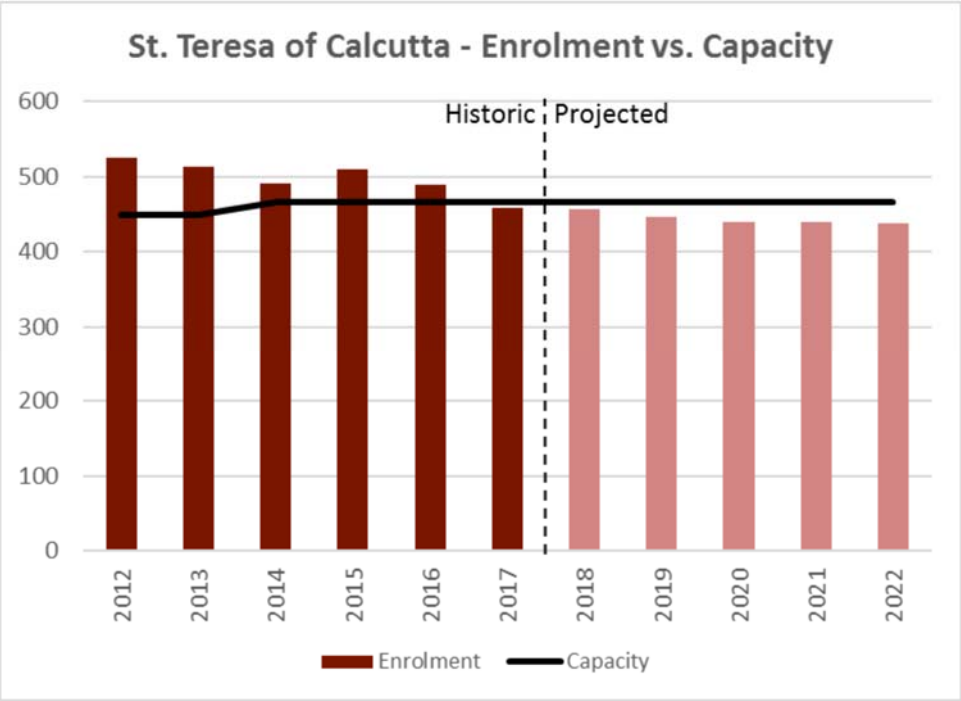
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
186(76%)	25(10%)	0(0%)	35(14%)	30

Building Information

Site Size	Built	Additions	FCI	Partners
6.60 acres	1964	1966, 1967, 1969	45%	N/A

St. Teresa of Calcutta

520 Saginaw Parkway, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
467	458	98%	1	0.325

Development Activity

- No unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, flooring upgrades, exterior door replacement, asphalt and concrete repairs.

Comments

- Enrolment is projected to remain relatively stable.

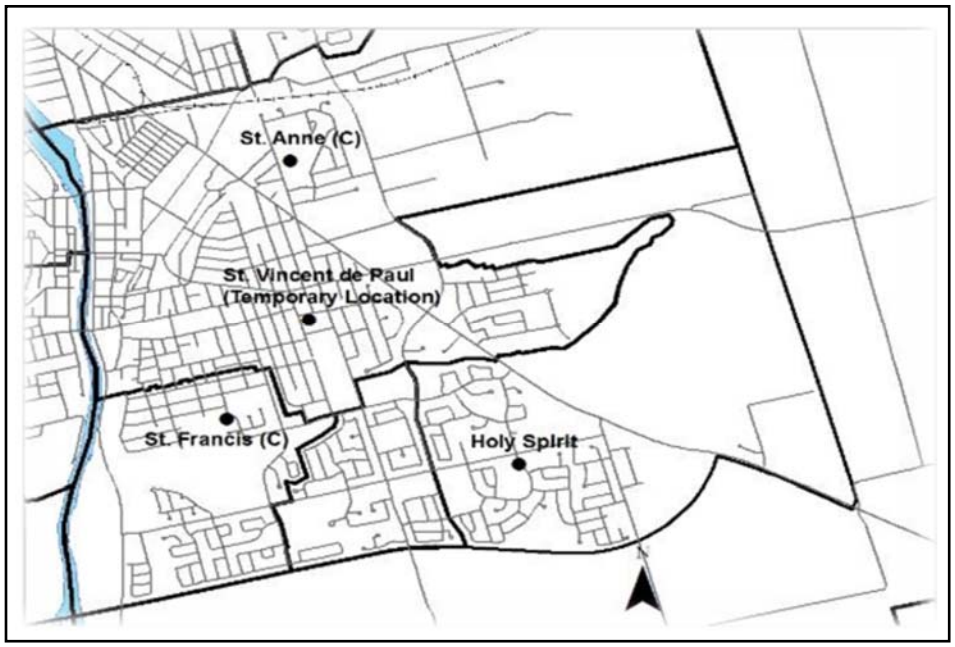
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
227(49%)	204(44%)	0(0%)	28(6%)	44

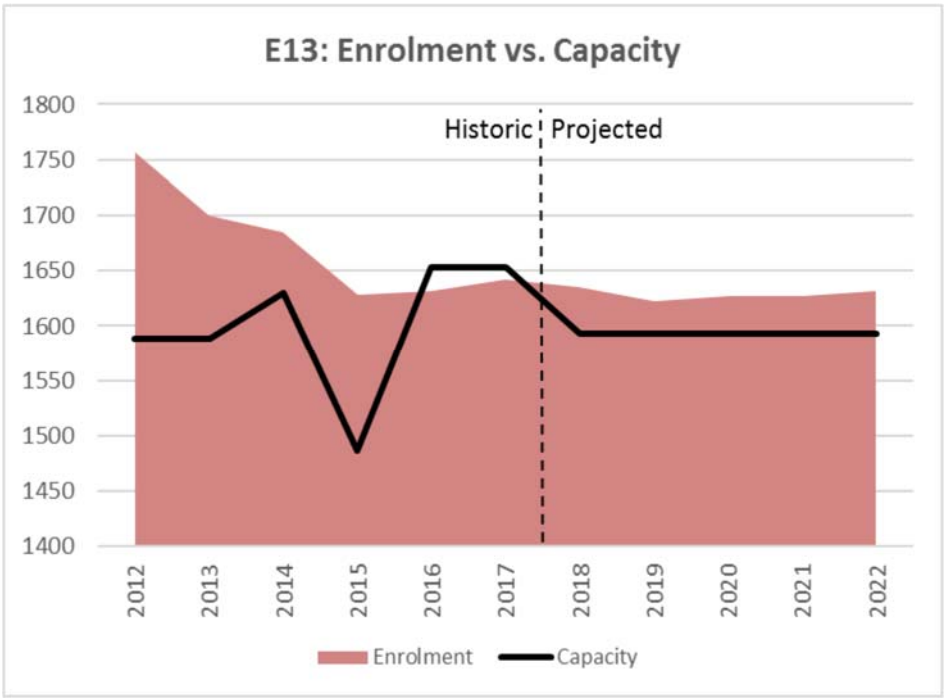
Building Information

Site Size	Built	Additions	FCI	Partners
6.74 acres	1998	2000	57%	N/A

Planning Area E13—Cambridge Southeast Galt



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Holy Spirit	622	622 (100%)	656 (105%)	703 (113%)
St. Anne (C)	409	421 (103%)	427 (104%)	420 (103%)
St. Francis (C)	265	215 (81%)	N/A	N/A
St. Vincent de Paul (at St. Ambrose)	357	384 (108%)	N/A	N/A
St. Vincent de Paul	562	N/A	544 (97%)	509 (91%)
Total (1,593 in 2018+)	**1,653**	**1,642 (99%)**	**1,628 (102%)**	**1,632 (102%)**



History

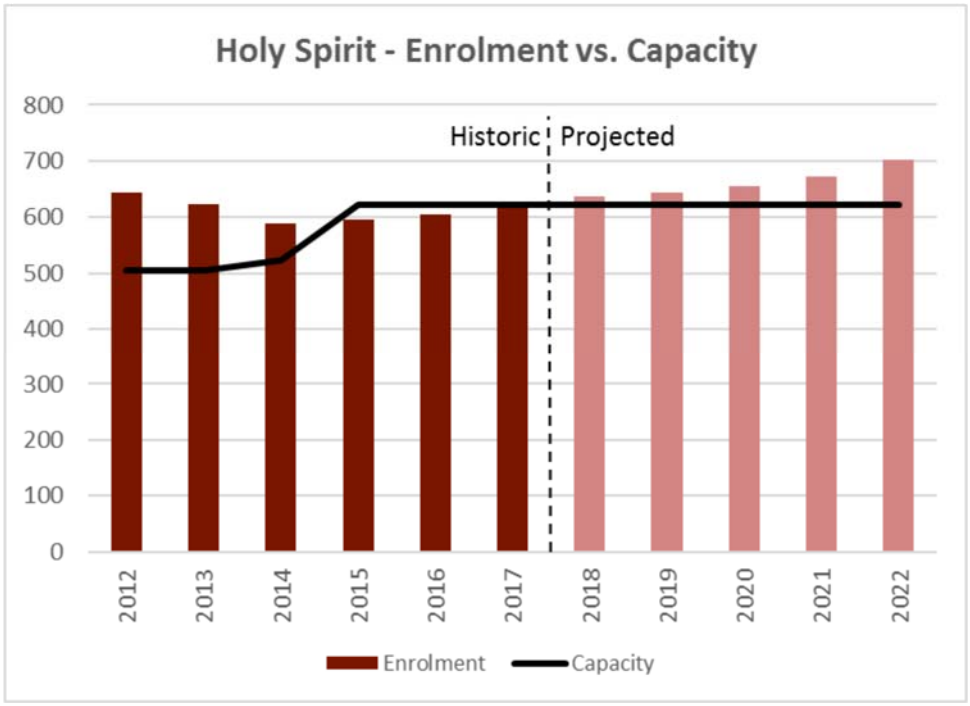
- 2013—Accommodation review completed (phased implementation subject to Ministry funding). Board decision to close St. Ambrose/St. Francis, build additions to Holy Spirit/St. Anne, re-build St. Vincent de Paul, and build a new school in southeast Galt.
- 2015—Addition to Holy Spirit. Closure of St. Ambrose school.
- 2016—Addition to St. Anne.
- 2016—Board decision to move all students from St. Francis (when it closes June 2018) to St. Vincent de Paul.

Accommodation Summary

- 2018—New St. Vincent de Paul will open. St. Francis will close and all students will move to St. Vincent de Paul.
- New school planned in the Southeast Galt Community, in partnership with the City of Cambridge and the Waterloo Region District School Board. Timing to be determined, subject to land availability. This school is a potential site for French Immersion.

Holy Spirit

15 Gate House Drive, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
622	622	100%	1	0.565

Development Activity

- Approximately 820 unbuilt low density units remaining within known plans of subdivision.
- In addition, the South East Galt community plan falls within this school's boundary. The number of units has yet to be determined, but will be in the range of 3100 units.

Renewal Projects

- Plumbing and heating upgrades, flooring upgrades, and asphalt repairs.

Comments

- Enrolment is projected to remain relatively stable in the next few years then will start increasing when new residential development is built.

Transportation Eligibility—2017

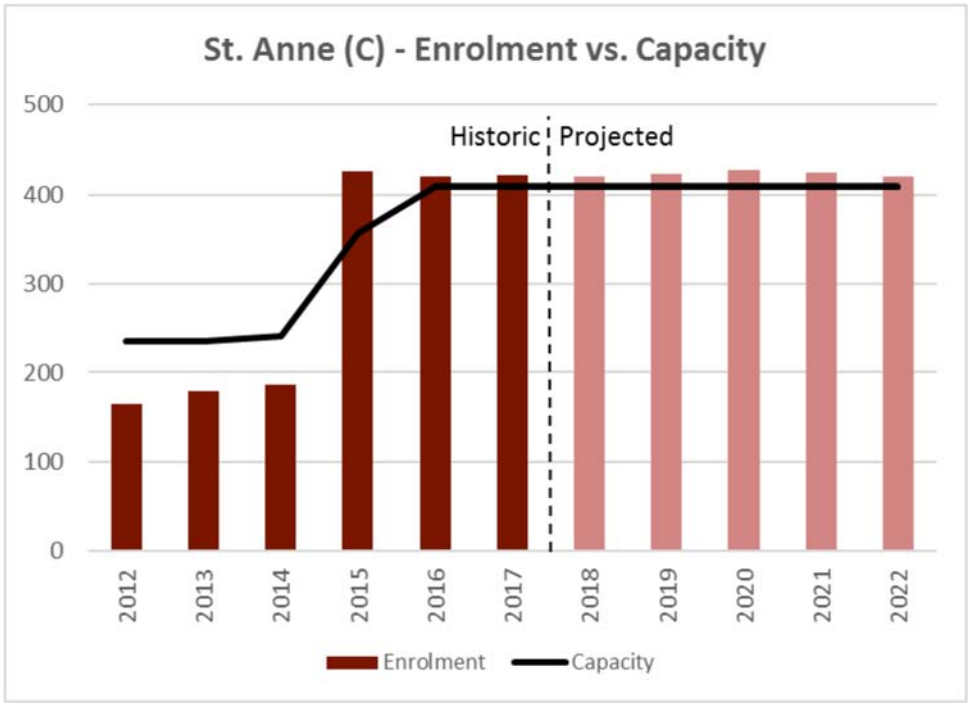
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
390(62%)	167(27%)	12(2%)	57(9%)	33

Building Information

Site Size	Built	Additions	FCI	Partners
5.78 acres	2001	2005, 2015	15%	N/A

St. Anne (Cambridge)

127 Elgin Street North, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
409	421	103%	1	0.285

Development Activity

- Approximately 350 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, interior door and hardware upgrades, flooring upgrades, and roofing repairs.

Comments

- Enrolment is projected to remain relatively stable.
- 2015 —St. Anne and St. Ambrose consolidated at St. Ambrose temporarily until the addition to St. Anne was completed September 2016. This is reflected in the graph with the 2015 increases in both capacity and enrolment.

Transportation Eligibility—2017

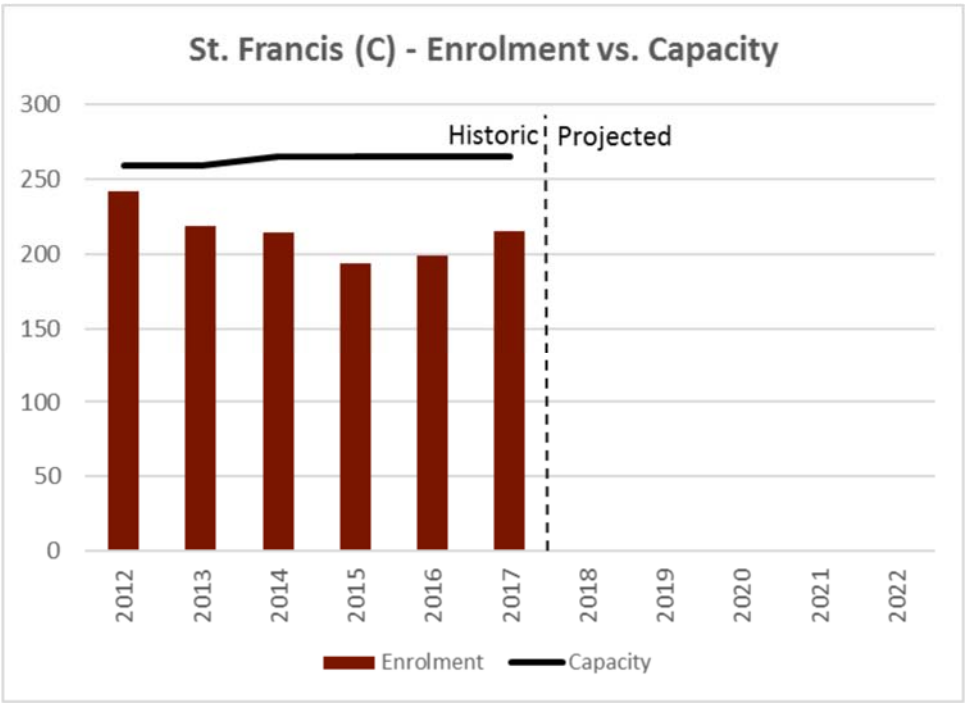
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
98(23%)	237(56%)	48(11%)	43(10%)	72

Building Information

Site Size	Built	Additions	FCI	Partners
5.52 acres	1965	1998, 2016	57%	City of Cambridge

St. Francis (Cambridge)

60 McDonald Avenue, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
265	215	81%	1	0.399

Development Activity

- Approximately 10 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- St. Francis school will close in June 2018 and students will move to St. Vincent de Paul.

Transportation Eligibility—2017

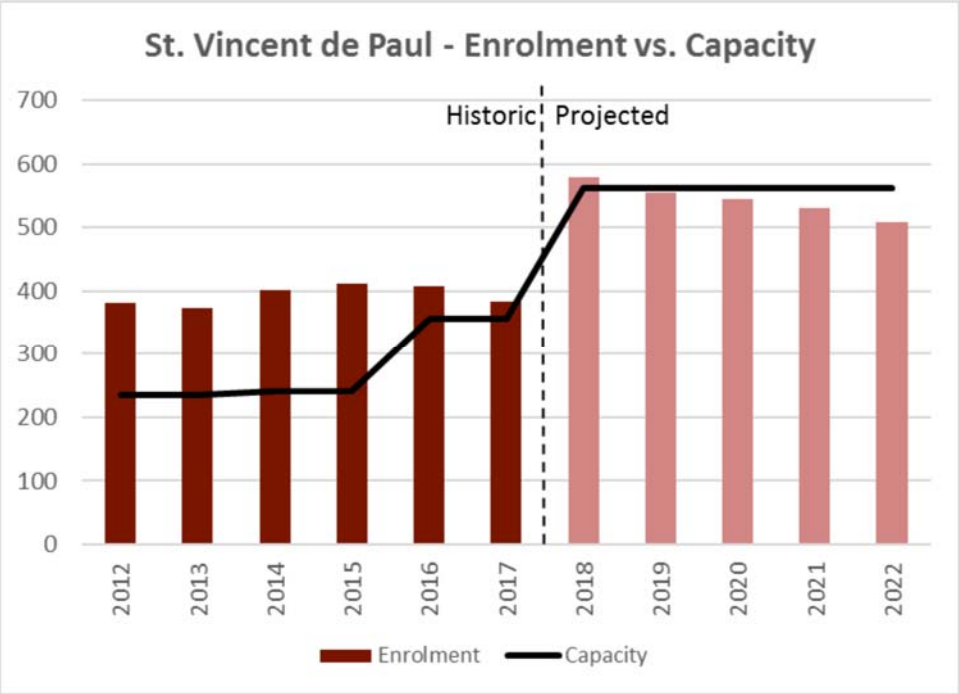
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
84(39%)	109(50%)	0(0%)	24(11%)	64

Building Information

Site Size	Built	Additions	FCI	Partners
3.25 acres	1968	N/A	50%	N/A

St. Vincent de Paul (30 Faial Road, Cambridge, Ontario)

(Currently located at St. Ambrose—25 Chalmers Street South, Cambridge, Ontario)



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
357 (St. Ambrose capacity)	384	108%	3	0.641

Development Activity

- Approximately 30 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- St. Vincent de Paul is currently being rebuilt and is scheduled to open September 2018. Students are currently located at St. Ambrose site until construction is complete.
- St. Francis students will move to St. Vincent de Paul September 2018. The new school will be slightly over capacity but enrolment is projected to decrease based on the current population.

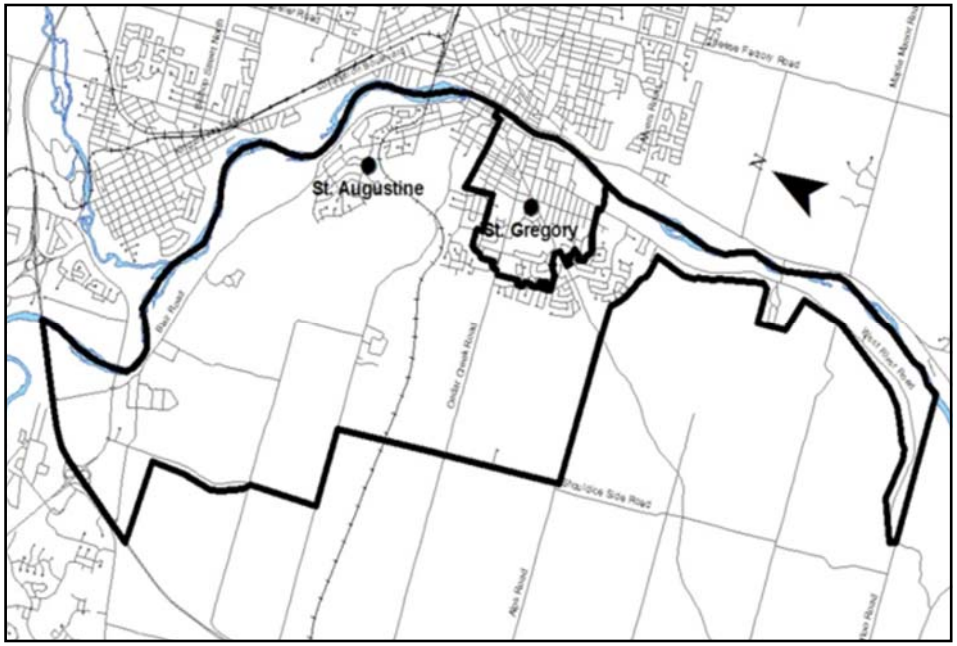
Transportation Eligibility—2017 (Based on St. Ambrose site)

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
62(16%)	272(71%)	0(0%)	50(13%)	24

Building Information (Based on St. Vincent de Paul school)

Site Size	Built	Additions	FCI	Partners
6.28 acres	1988 (Demolished)	1991, 2018	0%	YMCA Kitchener-Waterloo, Cambridge (2018)

Planning Area E14—Cambridge West Galt



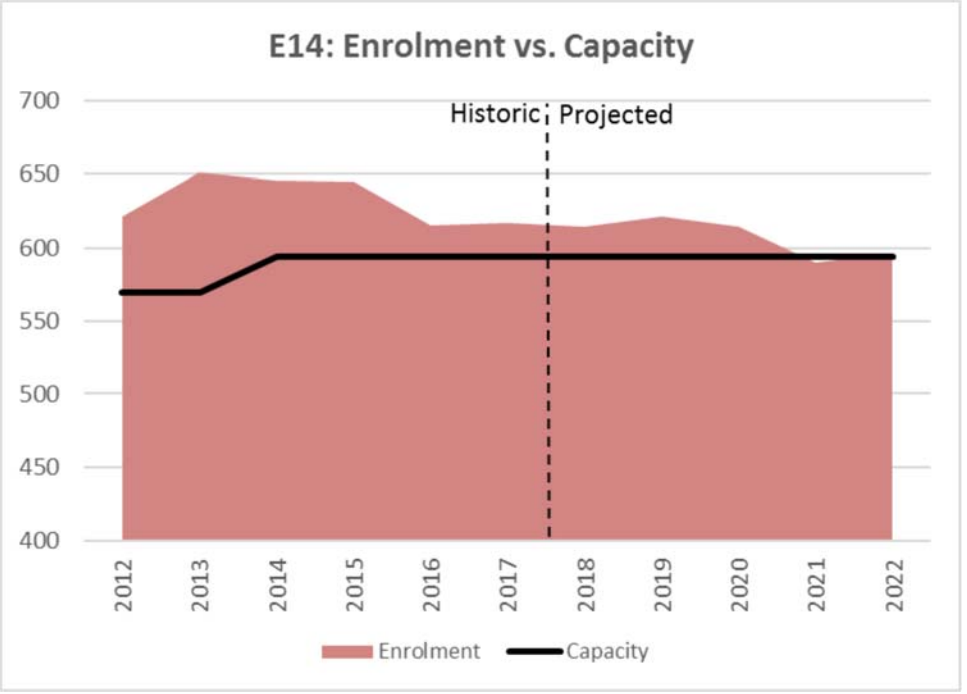
School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
St. Augustine	352	432 (123%)	453 (129%)	454 (129%)
St. Gregory	242	185 (76%)	162 (67%)	141 (58%)
Total	**594**	**617 (104%)**	**614 (103%)**	**596 (100%)**

History

- There has been no recent boundary reviews or additions to E14 schools.

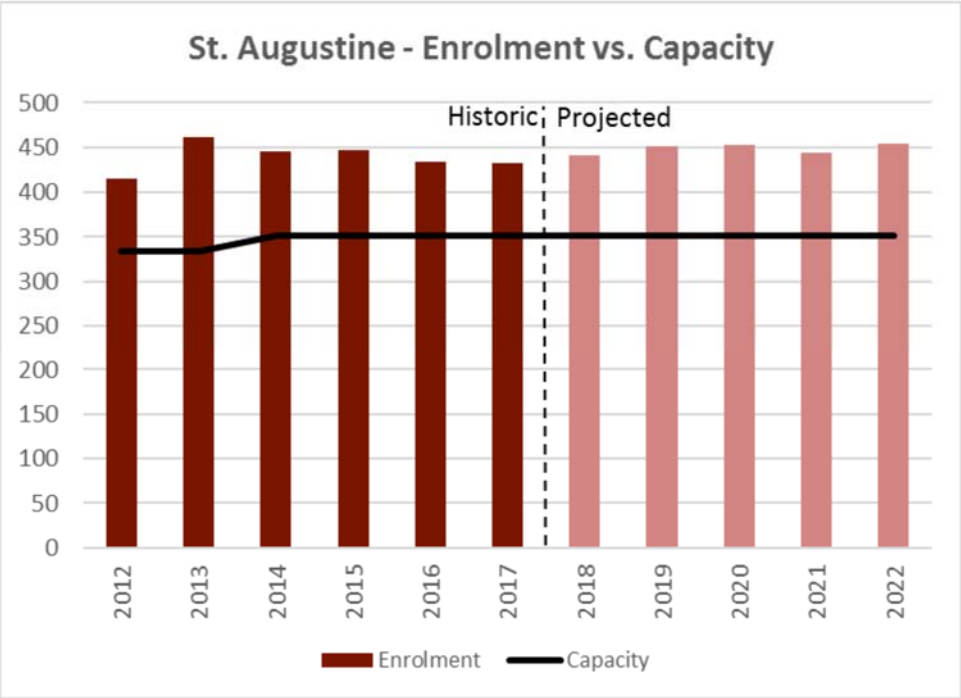
Accommodation Summary

- Assess impacts of West Galt community plan on school facility needs for this Planning Area.
- Monitor enrolment to determine if/when a boundary review may be required to balance enrolment between the two schools.
- Explore opportunities to alleviate enrolment pressure from St. Augustine and serve the West Galt community.
- Potential replacement school for St. Gregory, depending on overall strategy for this planning area.



St. Augustine

177 Bismark Drive, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
352	432	123%	5	0.343

Development Activity

- Approximately 940 unbuilt low density units remaining within known plans of subdivision plus approximately 400 unspecified units from the Cambridge West community.

Renewal Projects

- Heating upgrades, fire alarm system upgrades, washroom upgrades, interior/ exterior door and hardware upgrades, flooring upgrades, wall finishes and millwork.

Comments

- Enrolment is projected to remain relatively stable and above capacity.
- Explore opportunities to alleviate enrolment pressure from St. Augustine and serve the West Galt community.

Transportation Eligibility—2017

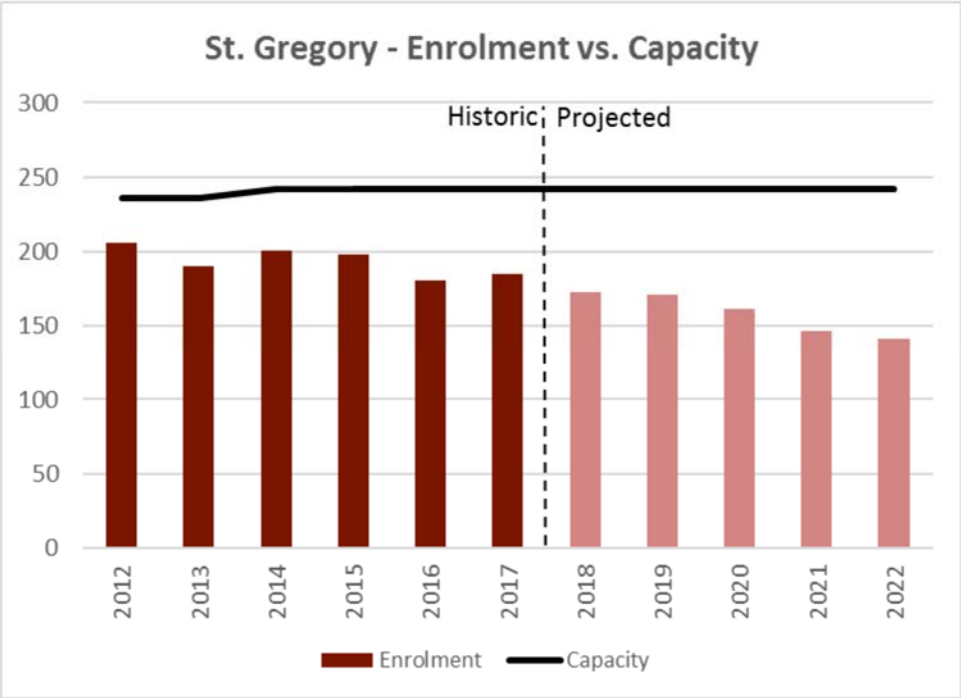
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
174(40%)	249(58%)	0(0%)	10(2%)	28

Building Information

Site Size	Built	Additions	FCI	Partners
8.64 acres	1991	N/A	54%	YMCA of Cambridge

St. Gregory

34 Osborne Avenue, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
242	185	76%	0	0.218

Development Activity

- Approximately 10 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating, lighting and plumbing upgrades, ceiling and flooring upgrades, interior/exterior door and hardware upgrades, and fencing repairs.

Comments

- Enrolment is projected to decrease over time.
- Enrolment will be monitored to determine if/when a boundary change is required.

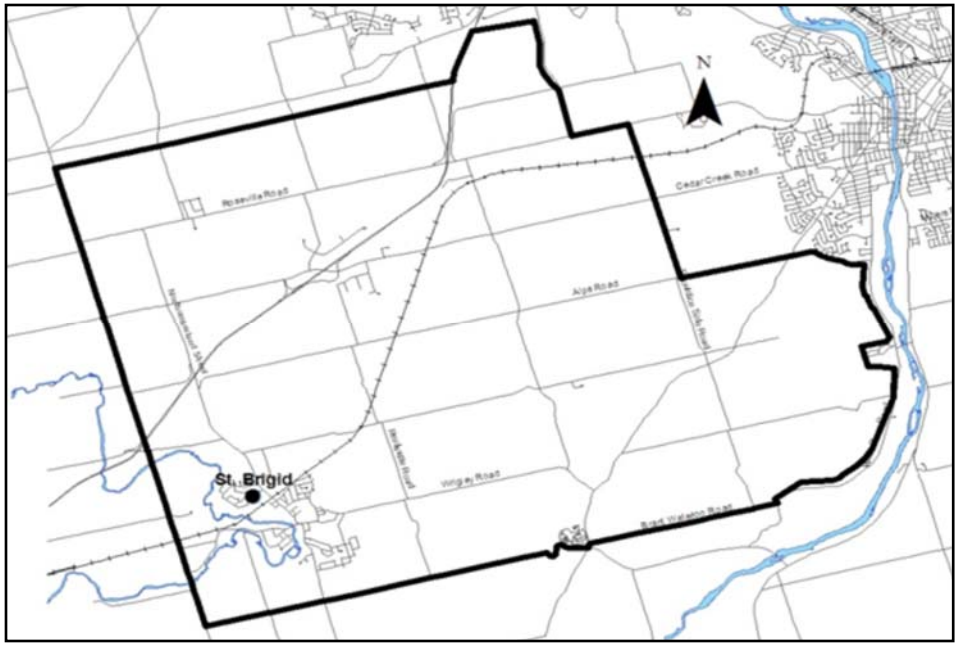
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
165(89%)	0(0%)	0(0%)	20(11%)	26

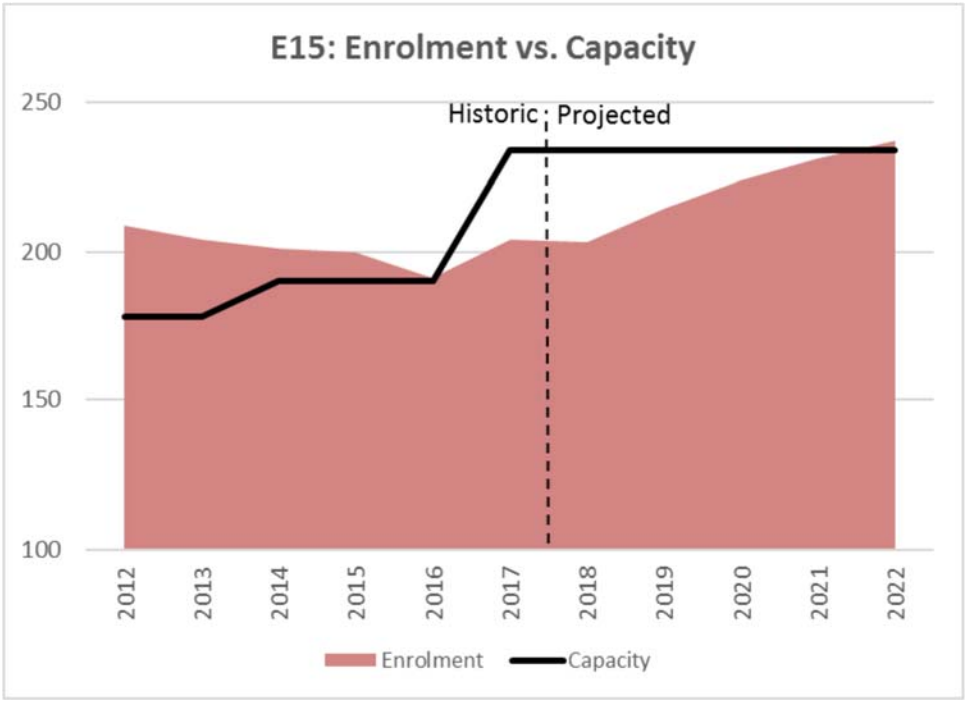
Building Information

Site Size	Built	Additions	FCI	Partners
3.81 acres	1958	1964, 1967	72%	N/A

Planning Area E15—Rural South (North Dumfries Township)



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
St. Brigid	234	204 (87%)	224 (96%)	237 (101%)
Total	**234**	**204 (87%)**	**224 (96%)**	**237 (101%)**



History

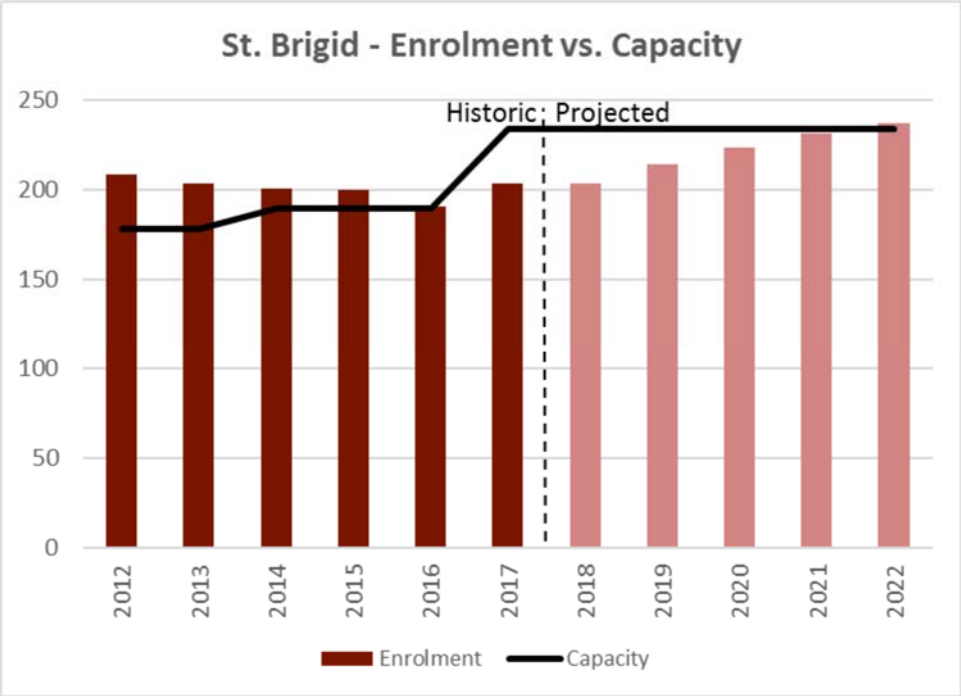
- 2018—Opened a new permanent St. Brigid school, this included a childcare centre.

Accommodation Summary

- No future accommodation recommendations at this time.

St. Brigid

50 Broom Street, Ayr, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
234	204	87%	1	0.206

Development Activity

- Approximately 770 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to increase.

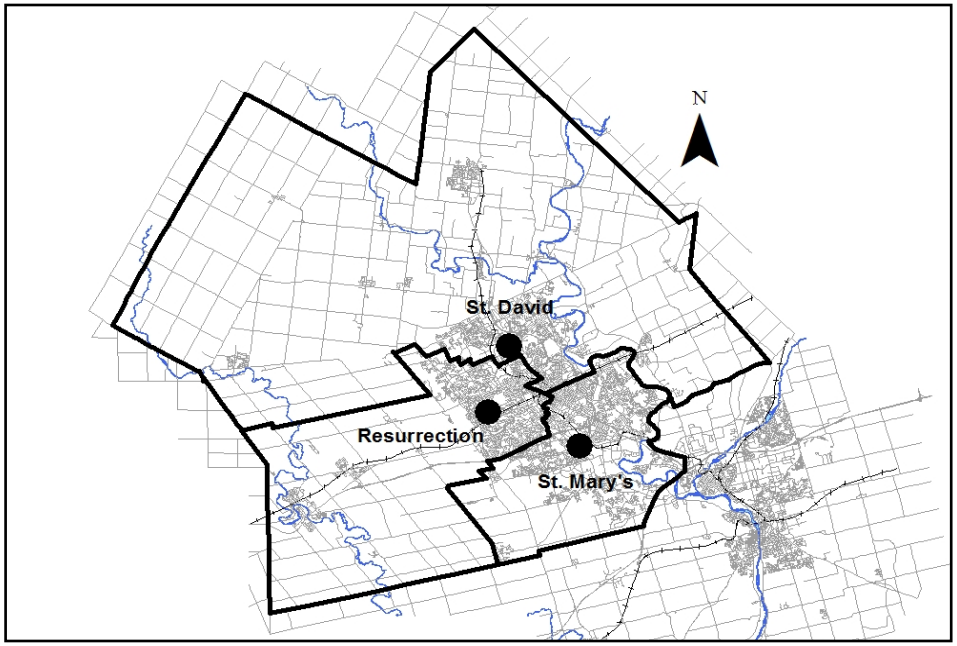
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
69(34%)	114(56%)	5(2%)	16(8%)	0

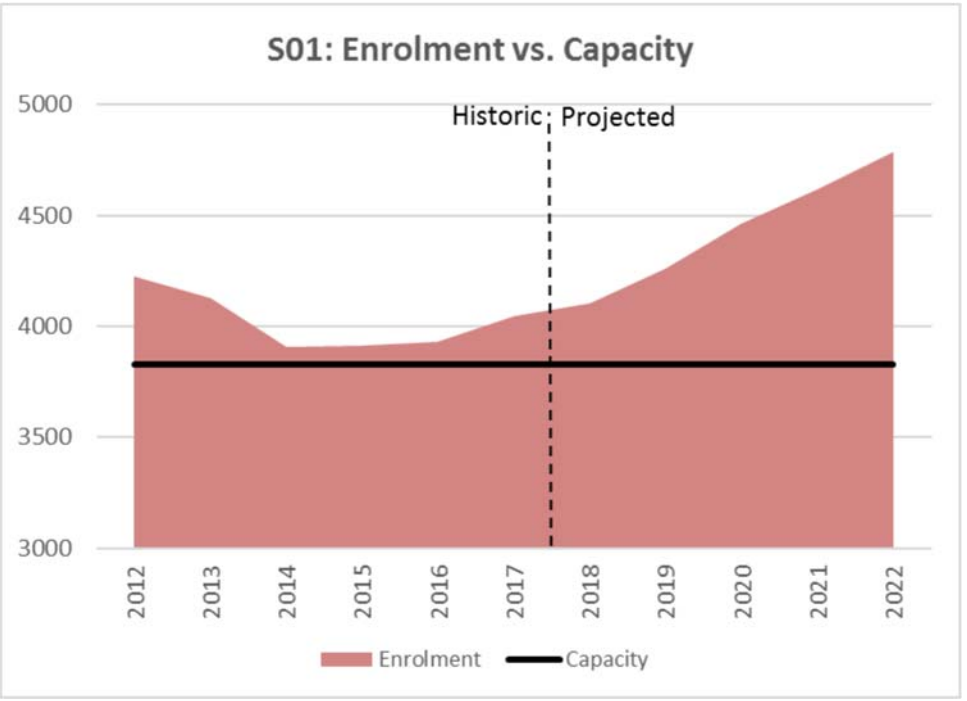
Building Information

Site Size	Built	Additions	FCI	Partners
11.49 acres	2017	N/A	0%	Owl Childcare

Planning Area S01—Kitchener-Waterloo



School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Resurrection	1,254	1,245 (100%)	1,376 (111%)	1,473 (118%)
St. David	1,050	919 (88%)	930 (89%)	918 (87%)
St. Mary's	1,530	1,881 (123%)	2,157 (141%)	2,396 (157%)
Total	**3,825**	**4,045 (106%)**	**4,463 (117%)**	**4,788 (125%)**



History

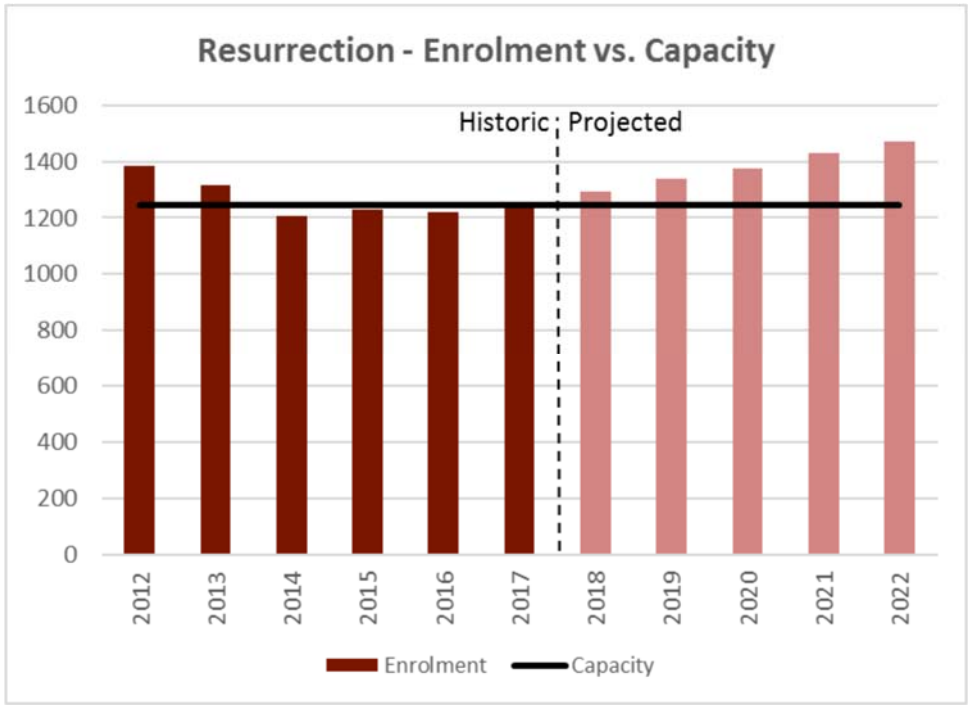
- There has been no recent boundary reviews or additions in S01 schools.

Accommodation Summary

- A new East Kitchener Secondary School is planned, subject to Ministry funding and land acquisition. This school may include Grades 7-12 to alleviate enrolment pressure at E09 elementary schools and St. Mary's Catholic Secondary School.
- A boundary review will be completed when funding for a new secondary school is approved.

Resurrection

455 University Avenue West, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
1,245	1,245	100%	7	0.217

Development Activity

- Approximately 2360 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to gradually increase.

Transportation Eligibility—2017

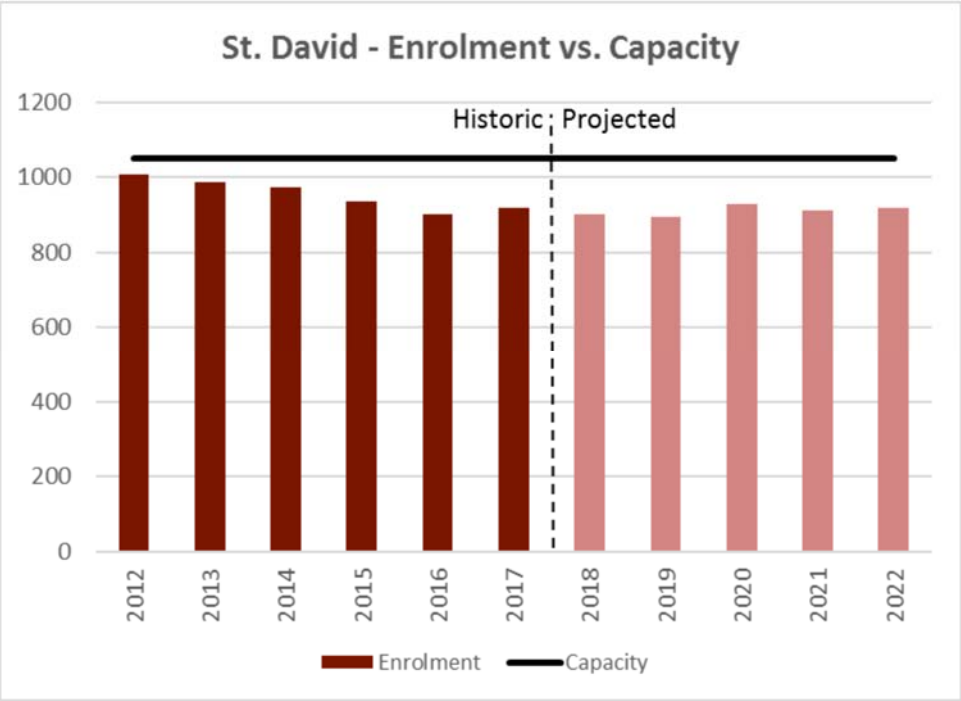
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
692(52%)	546(41%)	0(0%)	104(8%)	106

Building Information

Site Size	Built	Additions	FCI	Partners
24.76 acres	1990	N/A	44%	YMCA Kitchener-Waterloo, Cambridge

St. David

4 High Street, Waterloo, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
1,050	919	88%	5	0.197

Development Activity

- Approximately 2870 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- No renewal projects are scheduled within the next three years.

Comments

- Enrolment is projected to remain relatively stable.

Transportation Eligibility—2017

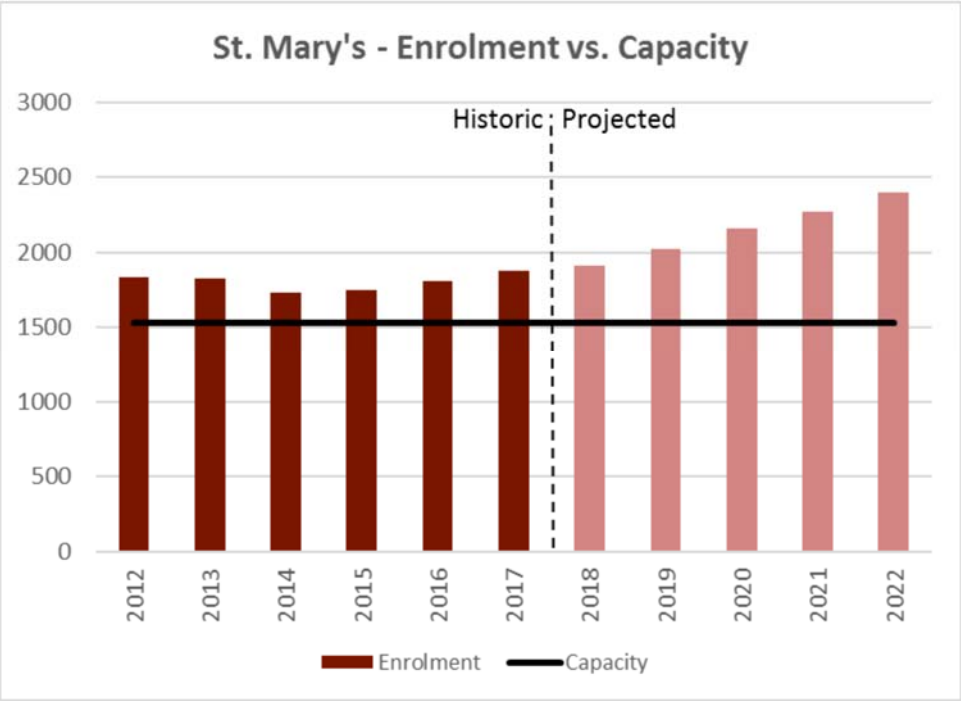
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
265(26%)	671(66%)	0(0%)	76(8%)	42

Building Information

Site Size	Built	Additions	FCI	Partners
15.80 acres	1965	1966, 1991, 2005	37%	N/A

St. Mary's

1500 Block Line Road, Kitchener, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
1,530	1,881	123%	19	0.250

Development Activity

- Approximately 7000 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, flooring upgrades, masonry and asphalt repairs.

Comments

- Enrolment is projected to increase.
- The new East Kitchener Secondary School would alleviate enrolment pressure.

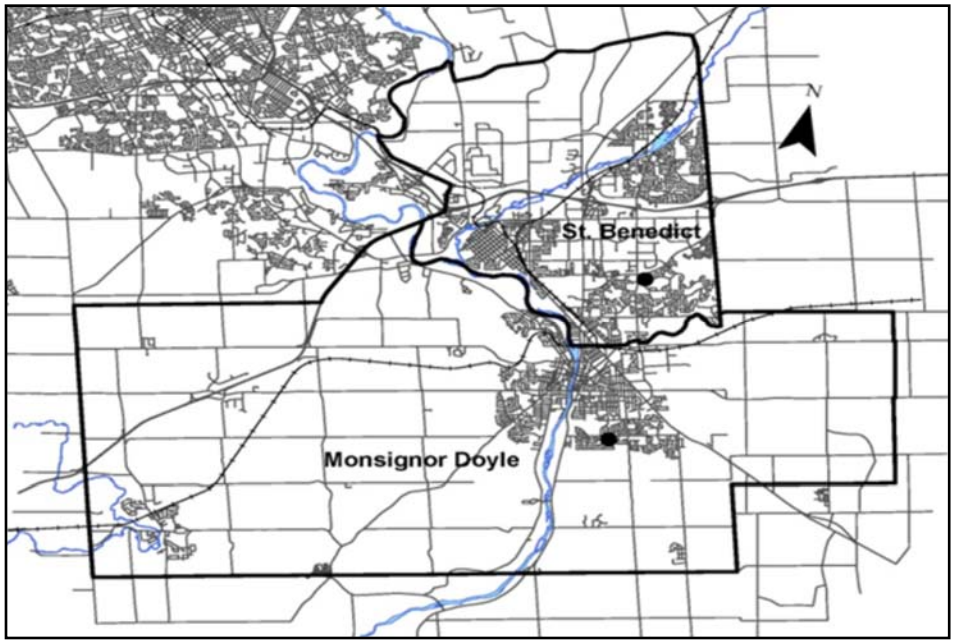
Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
551(28%)	1,338(68%)	0(0%)	87(4%)	82

Building Information

Site Size	Built	Additions	FCI	Partners
24.12 acres	2002	N/A	27%	Kitchener Public Library

Planning Area S02—Cambridge



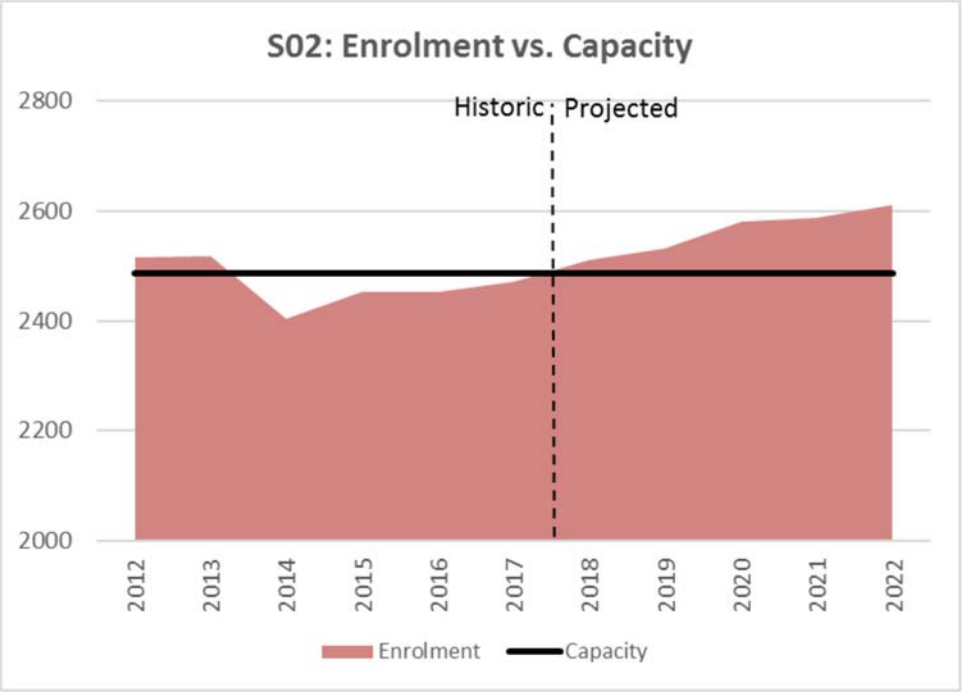
School	Capacity	2017 Enrol.(Util.)	2020 Enrol.(Util.)	2022 Enrol.(Util.)
Monsignor Doyle	1,029	990 (96%)	1,043 (101%)	1,120 (109%)
St. Benedict	1,458	1,482 (102%)	1,538 (105%)	1,492 (102%)
Total	**2,487**	**2,472 (99%)**	**2,581 (104%)**	**2,612 (105%)**

History

- There has been no recent boundary reviews or additions in S02 schools.

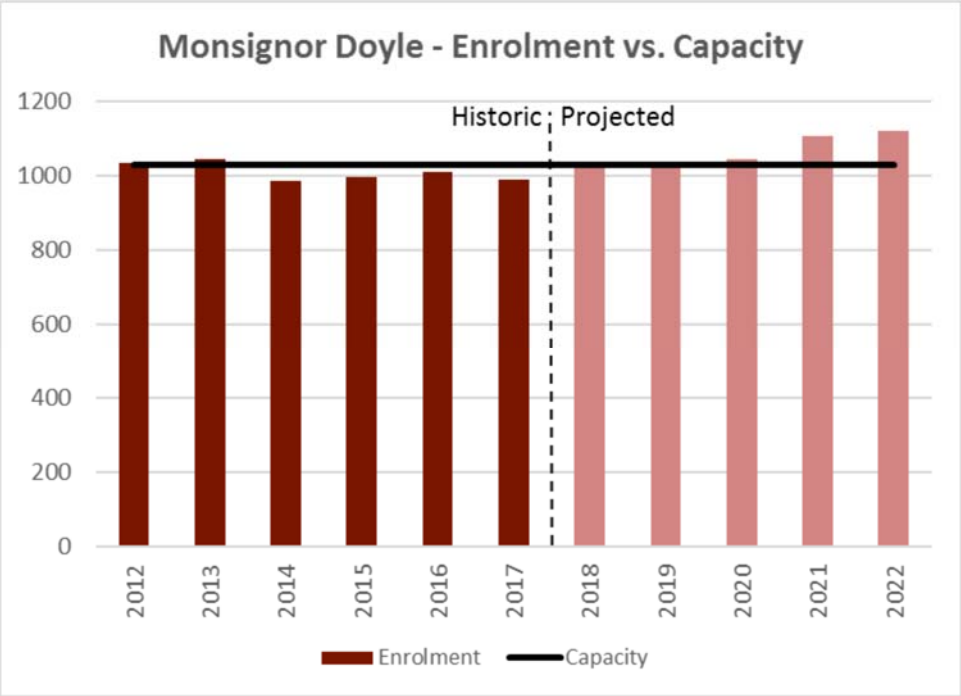
Accommodation Summary

- No future accommodation recommendations at this time.



Monsignor Doyle

185 Myers Road, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
1,029	990	96%	5	0.349

Development Activity

- Approximately 6460 unbuilt low density units remaining within known plans of subdivision. This includes approximately 3500 units where the unit type is not specified (Cambridge West and South East Galt communities).

Renewal Projects

- Heating and plumbing upgrades, flooring upgrades, ceiling finishes, asphalt and playfield repairs.

Comments

- Enrolment is projected to remain relatively stable.

Transportation Eligibility—2017

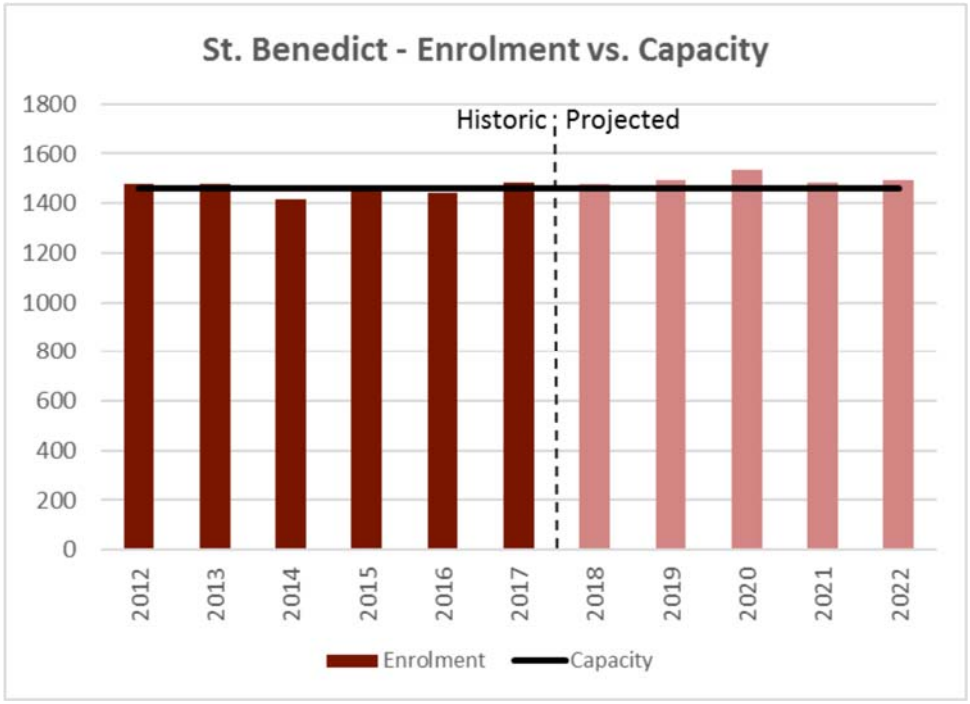
Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
554(55%)	421(42%)	8(1%)	30(3%)	60

Building Information

Site Size	Built	Additions	FCI	Partners
16.67 acres	1991	1994, 2005	70%	N/A

St. Benedict

50 Saginaw Parkway, Cambridge, Ontario



2017 Capacity	2017 Enrolment	2017 Utilization	2017 Portables	2017 Yield
1,458	1,482	102%	9	0.338

Development Activity

- Approximately 1580 unbuilt low density units remaining within known plans of subdivision.

Renewal Projects

- Heating and plumbing upgrades, flooring upgrades, wall and stair finishes.

Comments

- Enrolment is projected to remain relatively stable.

Transportation Eligibility—2017

Walkers	Bussed	Bussed due to Exception	Out of Boundary	Leaving the Boundary
846(55%)	609(39%)	7(0%)	82(5%)	20

Building Information

Site Size	Built	Additions	FCI	Partners
20.46 acres	1996	2003	43%	Idea Exchange

7.2 Summary of Accommodation Strategies & Capital Projects

A number of potential capital projects have been identified based on enrolment trends, functional space analysis and building condition data. In many instances these projects will be contingent upon Ministry funding and/or the completion of accommodation reviews to determine whether the project is required, what the scope of the project should be, and the timing for the project.

The information contained in the capital project summary contains a number of assumptions, all of which are subject to change:

- Timing of accommodation strategies – are dependent upon enrolment, discussions related to partnerships, availability of funding, and availability of land.
- Timing of Capital Projects – are dependent upon Ministry and Board approvals, the availability of funding, the availability of land, the successful completion of accommodation reviews.
- Land Costs – are based on the land valuations prepared for the 2016 Education Development Charges (EDC) background study or on recent appraisal of similar sites. All values are subject to change and should be considered as rough estimates only.
- Construction Costs – are based on Ministry benchmarks for new school construction and estimated local construction costs for major renovation projects. All construction cost estimates are based on current costs and have not been projected forward.

Planning Areas	Accommodation Strategy	Timing	Capital Project	Size (pupil places)	Estimated Cost*	Estimated Opening Date
E01: Rural North	Relocate St. Boniface to Breslau	Review is complete	New school in Breslau	257	$5,761,123	January 2020
E02: Waterloo East	Add FI to St. Luke	2019	-	-	-	-
	Potential boundary review	TBD, monitor enrolment				
E03: Waterloo Central	Adjust St. Nicholas and Sir Edgar Bauer boundary	Administrative	-	-	-	-
E04: Waterloo West	Add FI to Holy Rosary	2019	-	-	-	-
	Adjust St. Nicholas and Sir Edgar Bauer boundary	Administrative	-	-	-	-
	Potential boundary review	TBD, monitor enrolment	-	-	-	-
E05: Rural West	Boundary review to establish a boundary for a new school in Baden	TBD, subject to funding and land availability	New school in Baden	250	$6,000,000	TBD, subject to funding and land availability
	-	-	Rebuild St. Clement	-	$7,000,000	September 2020

Planning Areas	Accommodation Strategy	Timing	Capital Project	Size (pupil places)	Estimated Cost*	Estimated Opening Date
E06: Kitchener West	Explore solutions for St. John	TBD	-	-	-	-
	-	-	Explore potential co-build with WRDSB	See E08	See E08	See E08
E07: Kitchener Central	Revisions to Huron-Brigadoon boundary may be needed prior to opening	2019	-	-	-	-
	Blessed Sacrament and Our Lady of Grade will be used to accommodate growth planned in E09	-	-	-	-	-
E08: Kitchener Southwest	Revisions to Huron-Brigadoon boundary may be needed prior to opening	2019	New Huron-Brigadoon School	400	$7,900,038	September 2020
	Add FI to new Huron-Brigadoon School	2020				
	Explore potential partnership with WRDSB to alleviate enrolment pressure	TBD	Explore potential co-building opportunities with WRDSB	300	$7,000,000	TBD, subject to partnership
	Boundary review when new school is needed	TBD, monitor enrolment	New Rosenberg School	400	$8,500,000	TBD, subject to funding and land availability
	Boundary review when new school is needed	TBD, monitor enrolment	New Doon South School	350	$7,700,000	TBD, subject to funding and land availability
E09: Kitchener East	Boundary review to move Grade 7 & 8 students to the new secondary school	2020, subject to funding	New East Kitchener Secondary School	See S01	See S01	See S01
E10: Cambridge Preston	-	-	-	-	-	-

Planning Areas	Accommodation Strategy	Timing	Capital Project	Size (pupil places)	Estimated Cost*	Estimated Opening Date
E11: Cambridge Hespeler	Potential boundary review	TBD, monitor enrolment	-	-	-	-
E12: Cambridge North Galt	Potential boundary review	TBD, monitor enrolment	-	-	-	-
	Add FI to St. Peter	2020				
E13: Cambridge Southeast Galt	St. Francis closes June 2018. Students move to new St. Vincent de Paul	2018	St. Vincent de Paul re-build.	550	$10,984,204	September 2018
	Add FI to new Southeast Galt school	2022	New Southeast Galt school (partnership with City of Cambridge and WRDSB)	450	$9,000,000	2022, subject to funding and land availability
E14: Cambridge West Galt	Potential boundary review	TBD, monitor enrolment	Potential replacement school for St. Gregory	300	$7,000,000	TBD, subject to funding and potentially land availability
E15: Rural South	-	-	-	-	-	-
S01: Kitchener-Waterloo	Boundary review to create a boundary for the new East Kitchener Secondary School	2020, subject to funding	New East Kitchener Secondary School	1200 (800 Secondary + 400 elementary)	$32,556,000	2022, subject to funding and planning approvals
S02: Cambridge	-	-	-	-	-	-

* The estimated cost does not include funding received for new childcare centres or child and family centres (EarlyON).

8.0 Land Acquisition

The information contained in the land acquisition summary contains a number of assumptions.

Land costs are generally based on the land valuations prepared for the 2016 Education Development Charges (EDC) background study. All values are subject to negotiation and should be considered as rough estimates only.

The acquisition year refers to the calendar year and will depend on the availability of land. Where the site is not 100% EDC eligible, the board must apply to the Ministry of Education for funding, which may also affect the timing of acquisition.

8.1 Land Acquisition Summary

Project	Year	EDC Elig.	Site Area (ac)	Total Estimated Cost*	Comments
ELEMENTARY					
Huron-Brigadoon	2018	100%	6.40	$3,284,064	Land registration required
Breslau (St. Boniface)	2018	56.8%	5.00	$3,000,000	Planning approvals required
Doon South	2019	100%	6.05	$3,630,000	Not reserved for WCDSB
Rosenberg	2020	100%	5.83	$3,498,000	Reserved
Southeast Galt	2020	56.3%	6.50	$3,575,000	Subject to East Boundary Road study
Baden	2024	44.4%	5.00	$3,000,000	Site not yet identified
SECONDARY					
East Kitchener SS	2019	100%	17.00	$9,600,000	Planning approvals required

*Total estimated costs are based on the March 2016 Education Development Charge Background Study. Costs are subject to negotiation.

9.0 Renewal

As school buildings age, major repairs and renovations are required to ensure students are safe, and buildings continue to be welcoming, attractive, and efficient spaces. The Ministry of Education provides two sources of funding to support major repairs and renovations – School Renewal Funding and School Condition Improvement (SCI) funding. Both sources can be used for similar work, but there are several differences.

School Renewal Funding is provided to address the costs of repairing and renovating schools.

9.1 School Condition Improvement (SCI) Funding

School Condition Improvement (SCI) is provided to address needs at schools that are expected to remain open and operating for at least 5 years. It is earmarked to specifically address priorities including health and safety, replacing and repairing building components, improving energy efficiency of schools, and improving accessibility.

Funding is generated by the Ministry of Education using data collected from building condition assessments. Of the total funding provided, 80% is restricted to major building components, and 20% is considered unrestricted and can be used for Board identified renewal priorities that were also identified through the building condition assessment process. The following table provides greater clarity on how SCI funding can used.

Categories	Restricted (80%)	Unrestricted (20%)
A. Substructure (e.g. foundations, basement walls)	Yes	Yes
B. Shell/Superstructure (e.g. roofs, exterior walls and windows)	Yes	Yes
C. Interiors (e.g. stairs, floor finishes, ceilings)	No	Yes
D. Services (e.g. plumbing, HVAC, fire protection and electrical)	Yes	Yes
E. Equipment & Furnishings	No	Yes
F. Special Construction & Demolition	No	Yes
G. Building Site work (parking lots, site lighting)	No	Yes

Funding received through SCI and School Renewal is not sufficient to meet all of the high and urgent work identified in the building condition assessments. Accordingly, work will be carried out based on the greatest needs in the system and Facility Condition Information (FCI) data.

The Multi-Year Renewal Plan (Appendix A) is a three year plan that has been developed using FCI data, building condition assessments, site visits, and routine inspections.

Identified projects and funding may be deferred due to a number of factors including atypical tender results, changes to market conditions, availability of contractors, timing of work being carried out, or changes to the scope of a project. Any funding that is not used will be carried forward to subsequent years.

Appendix A
Multi-Year Renewal Plan

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Anne (K)						
	Replace radiators		$ 300,000			
	Replace unit ventilators		$ 140,000			
	Air distribution		$ 160,000			
	Washroom upgrades	$ 120,000				
	Flooring upgrades	$ 300,000				
	Interior door hardware		$ 60,000			
	Exhaust system		$ 50,000			
	Roof replacement		$ 200,000			
	Various		$ 170,000			
				$ 420,000	**$ 1,080,000**	**$ 1,500,000**
St. Clement						
	AODA - new elevator & entrance		$350,000			
	Heating & water distribution		$150,000			
	Air distribution		$100,000			
	New controls systems		$80,000			
	Interior Millwork fittings	$100,000				
	Removable partition walls	$85,000				
	Ceiling finishes	$70,000				
	Various	$100,000				
				$ 355,000	**$ 680,000**	**$ 1,035,000**

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Daniel						
	Flooring upgrades		$ 50,000			
	Heating distribution systems		$ 250,000			
	HVAC pumps		$ 20,000			
	Washroom upgrades	$ 50,000				
	Asphalt		$ 200,000			
	Wall finishes	$ 30,000				
	Main switchboard		$ 70,000			
	Terminal & package units		$ 150,000			
	Exterior lighting		$ 10,000			
	Interior doors and hardware	$ 140,000.00				
	Playfield upgrades	$ 130,000.00				
	Various		$ 110,000			
				$ 350,000	**$ 860,000**	**$ 1,210,000**
St. Gregory						
	Radiator replacement		$ 300,000			
	Air distribution		$ 300,000			
	HVAC pumps		$ 20,000			
	Exhaust systems		$ 25,000			
	Exterior lighting		$ 12,000			
	Controls upgrade		$ 60,000			
	Main switch board replacement		$ 100,000			
St. Gregory cont'd	Sanitary line replacement		$ 150,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
	Ceiling finishes	$ 20,000				
	Flooring upgrades	$ 60,000				
	Interior door & hardware	$ 60,000				
	Exterior doors		$ 25,000			
	Fences and gates	$ 40,000.00				
	Various		$ 11,700.00			
				$ 180,000	**$ 1,003,700**	**$ 1,183,700**
St. Michael						
	Main switchboard	$ 75,000				
	Roof replacement		$ 200,000			
	Exterior wall repairs		$ 60,000			
	Exterior windows & doors		$ 150,000			
	Terminal packages/ unit ventilators		$ 50,000			
	Washroom upgrades		$ 100,000			
	Study - water distribution		$ 10,000			
	Study - Storm water mgmt & underground utilities		$ 10,000			
	Flooring upgrades	$ 75,000				
	Ceiling finishes	$ 200,000				
	Various		$ 93,000			
				$ 350,000	**$ 673,000**	**$ 1,023,000**

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Teresa (K)						
	Radiator replacement		$ 300,000			
	Replace gas line		$ 30,000			
	Replace main switchboard		$ 75,000			
	Asphalt repairs		$ 150,000			
	Unit ventilator replacements		$ 70,000			
	Fire alarm system upgrades		$ 50,000			
	Washroom upgrades		$ 100,000			
	Exhaust system replacement		$ 20,000			
	Millwork upgrades	$ 100,000.00				
	Ceiling replacement	$ 25,000				
	Flooring upgrades	$ 20,000				
	Various		$ 100,000			
				$ 145,000	**$ 895,000**	**$ 1,040,000**
Blessed Sacrament						
	Replace emergency lighting		$ 33,000			
	Replace rads, pumps, heat lines		$ 400,000			
	Replace unit ventilators		$ 280,000			
	Washroom upgrades	$ 50,000	$ 150,000			
	Exhaust system		$ 100,000			
	Roof replacement		$ 400,000			
	Replace asphalt		$ 200,000			
Blessed Sacrament	Replace windows		$ 100,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Cont'd	Flooring upgrades	$ 100,000				
	Various		$ 100,000			
				$ 150,000	**$ 1,763,000**	**$ 1,913,000**
Capital Improvement Projects		$ 350,000				
				$ 350,000	**$ -**	**$ 350,000**
Various Locations	Mechanical/ electrical upgrades		$ 500,000.00			
				$ -	**$ 500,000**	**$ 500,000**
Various Locations	Roofing projects		$ 500,000.00			
				$ -	**$ 500,000**	**$ 500,000**
Various Locations	Program upgrades	$ 600,000.00				
				$ 600,000	**$ -**	**$ 600,000**
Various Locations	Flooring upgrades	$ 300,000.00				
				$ 300,000	**$ -**	**$ 300,000**
Various Locations	Asphalt/ concrete/landscape repairs		$ 500,000			
				$ -	**$ 500,000**	**$ 500,000**
Various Locations	Window and door projects		$ 250,000			
				$ -	**$ 250,000**	**$ 250,000**
Various Locations	Security upgrades	$ 100,000.00				
				$ 100,000	**$ -**	**$ 100,000**
Various Locations	Equipment fit ups	$ 100,000.00				
				$ 100,000	**$ -**	**$ 100,000**
Various Locations	Interior to meet AODA upgrades	$ 50,000.00				
				$ 50,000		**$ 50,000**

2018-2019 Renewal/ SCI Forecast

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
TOTAL				$ 3,450,000	$ 8,704,700	$ 12,154,700

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Christ the King						
	Air distribution & units		$ 200,000			
	Drinking fountains		$ 10,000			
	Exhaust system		$ 20,000			
	Washroom upgrades		$ 130,000			
	Ceiling finishes		$ 60,000			
	Flooring upgrades		$ 80,000			
	Interior partitions		$ 100,000			
	interior doors and hardware	$ 110,000				
	Millwork upgrades	$ 100,000				
	Wall finishes		$ 40,000			
	Various		$ 150,000			
				$ 210,000	**$ 790,000**	**$ 1,000,000**
Holy Rosary						
	Study - domestic water distribution		$ 10,000			
	Drinking fountains		$ 10,000			
	Exhaust systems		$ 25,000			
	Roof replacements		$ 250,000			
	Flooring upgrades		$ 100,000			
	Interior doors & hardware	$ 60,000				
	Exterior doors		$ 40,000			
	Millwork upgrades	$ 65,000				
	Interior lighting upgrades		$ 60,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Holy Rosary Cont'd	Asphalt & retaining walls		$ 150,000			
	Fencing		$ 10,000			
	Wall finishes		$ 30,000			
	Various		$ 150,000			
				$ 125,000	**$ 835,000**	**$ 960,000**
Monsignor Haller						
	Air handling units		$ 200,000			
	Exhaust systems		$ 25,000			
	Floor finishes		$ 30,000			
	Main switch board		$ 75,000			
	Asphalt repairs		$ 60,000			
	Washroom upgrades	$ 40,000	$ 60,000			
	Interior doors & hardware	$ 50,000				
	Various		$ 100,000			
				$ 90,000	**$ 550,000**	**$ 640,000**
Our Lady of Lourdes						
	Drinking fountains		$ 10,000			
	Washroom upgrades		$ 150,000			
	Boiler & radiator replacement		$ 350,000			
	Exhaust systems		$ 40,000			
	Ceiling finishes		$ 90,000			
	Interior doors & hardware		$ 80,000			
	Millwork upgrades	$ 70,000				
	Wall finishes		$ 30,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Our Lady of Lourdes	Various		$ 150,000			
Cont'd				**$ 70,000**	**$ 900,000**	**$ 970,000**
St. Augustine						
	Exhaust systems		$ 25,000			
	Asphalt & retaining walls		$ 200,000			
	Washroom upgrades		$ 150,000			
	Fire alarm system replacement		$ 60,000			
	Partitions		$ 80,000			
	Interior doors & hardware	$ 60,000				
	Millwork upgrades	$ 70,000				
	Exterior door replacement		$ 50,000			
	Flooring upgrades		$ 40,000			
	Wall finishes		$ 25,000			
	Various		$ 150,000			
				$ 130,000	**$ 780,000**	**$ 910,000**
St Benedict						
	Replace heat pumps		$ 400,000			
	Replace HVAC pumps		$ 15,000			
	Domestic water line repairs		$ 200,000			
	Air/water balancing		$ 40,000			
	Replace exhaust system		$ 150,000			
	Flooring upgrades	$ 150,000				
	Wall finishes	$ 150,000				
	Stair finishes	$ 50,000				
	Various		$ 150,000			
				$ 350,000	**$ 955,000**	**$ 1,305,000**

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Dominic Savio						
	Boiler replacements		$ 80,000			
	Pump replacement		$ 12,000			
	Interior stair repair		$ 50,000			
	Exhaust system		$ 40,000			
	Extend parking		$ 50,000			
	Playfield repairs		$ 125,000			
	Asphalt repairs		$ 75,000			
	Molok installation		$ 50,000			
	Various		$ 100,000			
				$ -	**$ 582,000**	**$ 582,000**
St. John						
	Exterior wall repairs		$ 130,000			
	Air distribution - heating and cooling		$ 300,000			
	Branch wiring		$ 20,000			
	Playfield repairs	$ 20,000				
	Various	$ 47,000	$ 50,000			
				$ 67,000	**$ 500,000**	**$ 567,000**
St. Teresa of Calcutta						
	Exterior walls		$ 20,000			
	Pump replacement		$ 12,000			
	Expansion tank replacement		$ 30,000			
	Exterior door replacement		$ 75,000			
	Asphalt/ concrete		$ 100,000			
	Control replacement		$ 60,000			
	Radiator & boiler replacement		$ 300,000			
	Exhaust systems		$ 60,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Teresa of Calcutta	Flooring upgrades		$ 110,000			
Cont'd	Various		$ 150,000			
				$ -	**$ 917,000**	**$ 917,000**
Capital Improvement Projects		$ 350,000				
				$ 350,000	**$ -**	**$ 350,000**
Various Locations	Mechanical/ Electrical projects		$ 500,000			
				$ -	**$ 500,000**	**$ 500,000**
Various Locations	Roofing projects	$ 400,000	$ 500,000			
				$ 400,000	**$ 500,000**	**$ 900,000**
Various Locations	Program upgrades	$ 800,000				
				$ 800,000	**$ -**	**$ 800,000**
Various Locations	Floor Projects	$ 400,000				
				$ 400,000	**$ -**	**$ 400,000**
Various Locations	Asphalt/ concrete repairs/ landscape repairs		$ 500,000			
				$ -	**$ 500,000**	**$ 500,000**
Various Locations	Windows and doors		$ 500,000			
				$ -	**$ 500,000**	**$ 500,000**
Various Locations	Security upgrades	$ 100,000				
				$ 100,000	**$ -**	**$ 100,000**
Various Locations	Equipment fit ups	$ 100,000				
				$ 100,000	**$ -**	**$ 100,000**
Various Locations	Signage - interior to meet AODA	$ 50,000				
				$ 50,000	**$ -**	**$ 50,000**
TOTAL				**$ 3,242,000**	**$ 8,809,000**	**$ 12,051,000**

2020-2021 Renewal/SCI Forecast

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Holy Spirit						
	Air water balancing		$ 30,000			
	Upgrade exhaust system		$ 70,000			
	Asphalt repairs		$ 50,000			
	Flooring upgrades	$ 70,000				
	Various		$ 50,000			
				$ 70,000	**$ 200,000**	**$ 270,000**
John Sweeney						
	Upgrade exhaust system		$ 70,000			
	Replace water heaters		$ 25,000			
	Ceiling finishes	$ 100,000				
	Flooring upgrades	$ 50,000				
	Asphalt repairs		$ 30,000			
	Various		$ 25,000			
				$ 150,000	**$ 150,000**	**$ 300,000**
Monsignor Doyle						
	Replace boilers & heating system		$ 390,000			
	Domestic water piping distribution		$ 200,000			
	Replace exhaust		$ 150,000			
	Asphalt & play field repairs		$ 350,000			
	Flooring upgrades	$ 200,000				
	Ceiling finishes	$ 220,000				
	Various		$ 100,000			
				$ 420,000	**$ 1,190,000**	**$ 1,610,000**

2020-2021 Renewal/SCI Forecast

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Saint John Paul II						
	Exhaust system replacement		$ 20,000			
	Curtain wall replacement		$ 20,000			
	Ceiling finishes	$ 15,000				
	Interior stair repair	$ 30,000				
	Various		$ 20,000			
				$ 45,000	**$ 60,000**	**$ 105,000**
St. Agnes						
	Replace radiators		$ 300,000			
	Water distribution piping		$ 50,000			
	Replace HVAC pumps		$ 25,000			
	Asphalt & play field repairs		$ 125,000			
	Replace expansion tank		$ 30,000			
	Various		$ 75,000			
				$ -	**$ 605,000**	**$ 605,000**
St. Anne C						
	Roof coverings		$ 200,000			
	Cooling generation systems		$ 60,000			
	Plumbing upgrades		$ 60,000			
	Interior door & hardware replacement	$ 100,000				
	Flooring upgrades	$ 50,000				
	Various		$ 50,000			
				$ 150,000	**$ 370,000**	**$ 520,000**
St. Kateri Tekakwitha						
	Washroom upgrades		$ 200,000			
	DX cooling replacement		$ 40,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Kateri Tekakwitha	AHU replacement		$ 180,000			
Cont'd	Masonry repairs		$ 100,000			
	Interior door & hardware replacement	$ 200,000				
	Flooring upgrades	$ 200,000				
	Replace gym wall curtain	$ 100,000				
	Wall finishes	$ 20,000				
	Various		$ 100,000			
				$ 520,000	**$ 620,000**	**$ 1,140,000**
St. Luke						
	Asphalt repairs		$ 75,000			
	Flooring upgrades	$ 50,000				
	Balancing		$ 20,000			
	PA. replacement		$ 30,000			
	Exterior wall repair		$ 40,000			
	Exterior door replacement		$ 100,000			
	Various		$ 35,000			
				$ 50,000	**$ 300,000**	**$ 350,000**
St. Mary's						
	Replace radiant ceiling panels		$ 230,000			
	Replace HVAC pumps		$ 25,000			
	Replace fan coils		$ 33,000			
	Air water balancing		$ 50,000			

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
St. Mary's Cont'd	Asphalt		$ 200,000			
	Replace exhaust		$ 100,000			
	Flooring upgrades	$ 40,000				
	Masonry repairs		$ 60,000			
	Wall finishes	$ 60,000				
	Millwork	$ 50,000				
	Various		$ 85,000			
				$ 150,000	**$ 783,000**	**$ 933,000**
St. Nicholas						
	Exhaust system replacement		$ 40,000			
	Balancing	$ 10,000				
	Asphalt repairs		$ 50,000			
	Flooring upgrades		$ 100,000			
	Air distribution & units		$ 150,000			
	Roof top unit study	$ 15,000				
	Various		$ 35,000			
				$ 25,000	**$ 375,000**	**$ 400,000**
St. Paul						
	Domestic water piping		$ 100,000			
	Replace radiators		$ 300,000			
	Interior partitions		$ 80,000			
	Interior door & hardware replacement	$ 150,000				
	Asphalt play areas		$ 100,000			
	Millwork	$ 100,000				
	Various		$ 85,000			
				$ 250,000	**$ 665,000**	**$ 915,000**

2020-2021 Renewal/SCI Forecast

School/ Facility Condition Index (FCI)	Proposed Projects	Renewal	School Capital Improvement (SCI)	Budget Renewal $3,447,000	Budget SCI $8,746,000	TOTAL $12,193,000
Capital Improvement Projects		$ 350,000				
				$ 350,000	**$ -**	**$ 350,000**
Various Locations	Mechanical/ Electrical projects		$ 500,000			
					$ 500,000	**$ 500,000**
Various Locations	Roofing projects		$ 800,000			
					$ 800,000	**$ 800,000**
Various Locations	Program upgrades	$ 300,000				
				$ 300,000	**$ -**	**$ 300,000**
Various Locations	Floor Projects	$ 250,000				
				$ 250,000	**$ -**	**$ 250,000**
Various Locations	Asphalt/ concrete repairs/ landscape repairs		$ 500,000			
					$ 500,000	**$ 500,000**
Various Locations	Windows and doors		$ 500,000			
					$ 500,000	**$ 500,000**
Various Locations	Security upgrades	$ 300,000				
				$ 300,000	**$ -**	**$ 300,000**
Various Locations	Equipment fit ups	$ 300,000				
				$ 300,000	**$ -**	**$ 300,000**
Various Locations	Signage - interior to meet AODA	$ 100,000				
				$ 100,000	**$ -**	**$ 100,000**
TOTAL				**$ 3,430,000**	**$ 7,618,000**	**$ 11,048,000**

Waterloo Catholic District School Board

Report

Date: April 9, 2018

To: Board of Trustees

From: Loretta Notten, Director of Education

Subject: Continuing and Adult Education Update

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

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

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

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]
PPM No. 159 Collaborative Professionalism

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

Ontario's Achieving Excellence: A renewed Vision for Education in Ontario (2013)
Ontario's Equity and Inclusive Education Strategy (2009)
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario's Equity Action Plan (2017)

Alignment to the MYSP:

Students are achieving at their highest potential in a 21st century world:

To optimize and support our Continuing Education and Adult Education Programs that reflect the interests and needs of the community.

Background/Comments:

Based on the adult education research reports spanning over the last decade, the social, economic and health and wellness impact of adults earning a high school diploma or participating in 'second chance' post-secondary education has proven to be extremely beneficial. Students experience improved opportunities in the labour market with lower chances of unemployment and higher status jobs. Intrinsic benefits of increased confidence, increased motivation and improved awareness and interest in lifelong learning.
For over 30 years, and most dramatically in the last 10 years, St. Louis has committed to supporting adults to earn secondary school credits toward an OSSD, develop literacy and basic skills, gain practical employment skills training and improve English Language proficiency. St. Louis adult programs directly connect with these social and economic impacts, so no one gets left behind. The recent Provincial Adult Education Strategy aims to find efficiencies and best practices among regional adult education providers. Indirectly, St. Louis has also been a support to children under 18 who have benefitted from additional literacy and numeracy programs, summer school credits, learning languages and early childhood development.

2016-17 St. Louis Programs - Notable highlights:

Secondary School Credits (SSC)

Secondary School Credits (SSC) are offered through seven different delivery models and funded by the Ministry of Education (MOE) under a Continuing Education funding model. St. Louis offers teacher-directed day classes (in several subjects including International Languages), self-study and online through Correspondence, in-class skills training and co-op placements through three School-to-Work (STW) options, including Hairstyling, Culinary and Personal Support Worker (PSW) programs. Credits may also be granted by recognizing previous work and informal education through Prior Learning Recognition and Assessment (PLAR) or while a person is currently working through the Credit@Work program.

- Serve over 5000 SSC students each year;
- Daily walk-in traffic to Guidance is 30-50 prospective students per day. On official registration days, walk-in traffic averages 250 students per day;
- Students who access adult day classes and/or Correspondence options is evenly split;
- Graduated 414 students in 2016-17;
- 50% of graduating students access PLAR to obtain Ontario Secondary School Diploma (OSSD);
- Correspondence program is transitioning 60 credits offered to paperless. Online course offerings have increased from 7 to 20 courses in 2017;
- St. Louis receives full funding from Ministry of Education (MOE) for Credits@Work, because we count 100% attendance.

Next Steps:

1. Online Registration and online payment for SSC and STW options is critical to improving access and increasing student recruitment;
2. Onsite support from Ontario Works (OW) for our students on financial assistance.

Core Essentials – Literacy and Basic Skills (LBS)

Core Essentials is a literacy and basic skills non-credit program that develops nine essential skills required to be successful in school, work and in the community as determined by the Ministry of Advanced Education and Skills

Development (MAESD). St. Louis, one of several local literacy partners, focuses particularly on supporting students working toward earning secondary school credits.

- Increased 4-year funding commitment from MAESD in 2017 – first time in 20 years;
- One-time funding allowance granted for purchase of modern/current IT equipment to be used exclusively by LBS learners;
- 210 learners served in 2016-17; project 233 learners in 2017-2018, expect to reach minimum 250 learners in 2018-19 due to additional funding;
- 86% of Core Essential learners referred to all St. Louis SSC programs;
- New numeracy-centred program offered on Fridays (aligns with WCDSB numeracy priorities).

Next Steps:

1. New funding is allowing to expand program offerings and options to reach more learners;
2. New marketing and outreach campaign of LBS that will lead to more credit students.

Personal Support Worker (PSW)

Personal Support Worker program is an affordable, 8-month accredited skills training program that certifies adults to become PSW's and earn up to 6 elective secondary school credits and placements in both long-term care and community settings. The Province of Ontario is in a PSW crisis. Care providers are desperate for PSW's and yet student recruitment among school board, college and private PSW training providers is a struggle. The cause is believed to be because of the profession's demands or lack of understanding of the role, overworked workforce, negative publicity surrounding health care providers in care homes and mediocre salary.

- 140 PSW students in 2016-17;
- 85% Graduation rate;
- 98% + job placement rate after graduation;
- PSW Student recruitment is back on a growth trend with new program management.

Next Steps:

1. Create positive awareness of PSW as a profession and recruitment of prospective PSW students in cooperation with several employers who prefer St. Louis PSW graduates;
2. NEW PSW-Cambridge part-time day program – living classroom at Hilltop Manor;
3. PSW Parallel Program (PPP) is being developed to be a combination of online modules and lab instruction for those with experience and/or working in healthcare field looking for certification. There are currently no online PSW courses in Ontario and students are looking for faster and more flexible options.

Hairstyling / Barbering

Hairstyling and Barbering is an affordable, 8-month skills training program that prepares adults to become hairstyling apprentices recognized by the Ontario College of Trade (OCOT), while earning up to 8 elective secondary school credits and begin earning apprenticeship hours.

- 78 hairstyling students in 2016-17, program continues to grow with waitlist;
- OCOT now requires Hairstyling apprentices in Ontario to complete a Red Seal practical exam beginning in January 2019. This Red Seal endorsement will allow new hairstylists to be licensed to work anywhere in Canada.

Next Steps:

1. WCDSB is supporting seven hairstyling instructors in our board (four from St. Louis) to become Red Seal Certified by April 2018. These instructors will be among the roster of examiners;
2. St. Louis will be a host site for OCOT Red Seal Hairstyling Practical Exams beginning 2019.

Culinary Arts

Culinary Arts is an affordable, 8-month skills training program that prepares adults to become a level I and level II Cook, while earning up to 8 elective secondary school credits and earn co-op placement hours.

- 52 students in 2016-17, program is showing some growth again;
- 2 instructors required and hired to handle growth and challenges of the teaching students at different levels, simultaneously;
- Culinary students have prepared the main course every year (13 years) at the Bishop's Banquet.

Next Steps:

1. The two culinary instructors who reside locally will enhance community connections for program promotion and development.

English Language Programs (Language Instruction for Newcomers to Canada – LINC and English as a Second Language - ESL)

English language programs that are both federally (LINC) and provincially (ESL) funded to provide language development and settlement support to newcomers and citizens whose first language is not English. LINC /ESL follow Canadian Language Benchmarks (CLB) and use the new Portfolio Based Language Assessment (PBLA) tools directed by Citizenship and Immigration (CIC) and Ministry of Citizenship and Immigration (MCI).

- 2016-17: 778 LINC + 2363 ESL – including summer programs;
- Projections show an increase in enrolment for 2017-18 – 900 LINC + 2683 ESL – including summer programs;
- Most students are between 25-50. It is hard to recruit youth 18-25 to attend English language classes, because families rely on them to provide household income;
- Waitlists for LINC/ESL classes exists in most CLB levels. Mainly parents of large families on this waitlist. Limited funding for childminding, childcare and transportation;
- An increase in families from Eritrea and Syria. This increase is also reflected in our day schools;
- Top 5 languages spoken: Arabic, Spanish, Tigrinya, Persian/Farsi and Somali.

Next Steps:

1. Increased emphasis on pre-employment and workplace English language support;
2. Prepare for more refugees that government plans to bring over the next few years;
3. Continuously monitoring waitlists and flexing to meet needs of community.

International Languages – Elementary (IL)

The International Language – Elementary program is a Ministry of Education (MOE) mandated language program offered to children Junior Kindergarten to Grade 8, outside of the regular instructional day, including evenings, Saturdays and summer. Twenty different languages are offered at seven locations. Currently, 1800 students September to June and 500 students in summer.

- IL - Elementary Sept-June has shown a 17% growth from 3 years ago;
- IL - Elementary Summer has shown a 47% growth in last 2 years;
- Growth contributors: Improved access to online registration, expanding program offerings to weekday evenings, and introducing 11 new language schools, adding almost 1000 new students who attend annually;
- Chinese language school represents 30% of all IL program participants and largest contributor to the growth.

Next Steps:

1. Use Trillium reporting and online registration to collect data and report on success of IL Elementary program.

Literacy & Numeracy, Continuing Education

Literacy and numeracy programs offered through Continuing Education are separately funded under the Learning Opportunities Grant (LOG) through the MOE. St. Louis currently uses these funds to offer four value-added literacy and numeracy supportive programs for Grades 7-10 students and are offered outside the regular instructional day. These programs are before and after school homework help (Grades 7-10), additional instruction on Saturdays and Summer (Grades 7 and 8), and preparatory transition from Grade 8 to Grade 9. Instruction provided by WCDSB teachers with Intermediate qualifications.

- Total students served in 2016-17: 1497;
- # of student hours of support: over 45,000;
- Homework Clubs: 218 students supported in our Catholic Secondary Schools (CSS - Grades 9 and 10);
- Homework Clubs: 334 students supported in our Catholic Elementary Schools (CES - Grades 7 and 8);
- Saturday Skills Builder: 104 students (Grades 7 and 8);
- Summer Skills Builder: 63 students (Grades 7 and 8);
- HEADStart: 778 students (entering Grade 9 at our CSS), project minimum 850 participants in August 2018

Next Steps:

1. Summer Skills Builder is re-branded in 2018 as Summer Expedition;
2. A growth management strategy is being developed for HEADStart to accommodate more students and have enough teachers. Changed the format from 4 half days for all participants to 2 sessions of student who would attend 2 full days;
3. Use Literacy and Numeracy student data entered in Trillium and develop pre- and post-assessments to measure the impact of these LOG programs on overall student success.

Childminding (Care for Newcomer Children – CNC) and Licensed Child Care

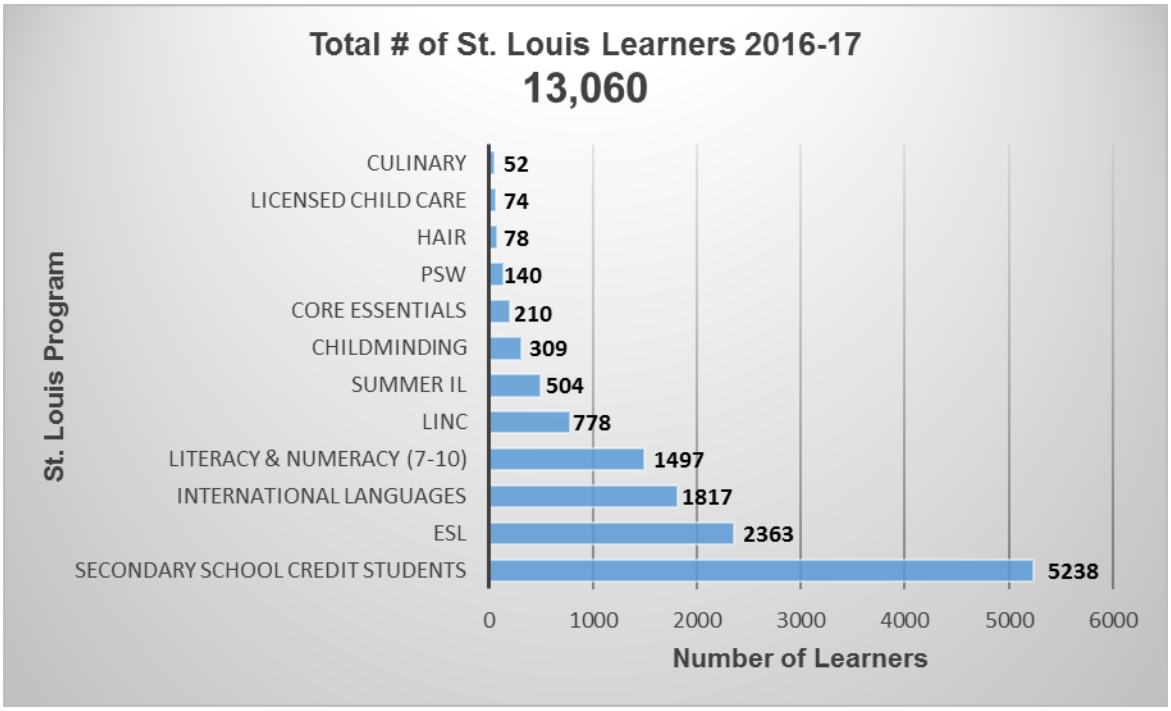
St. Louis offers two types of onsite child care services at St. Louis – Kitchener Main and St. Francis locations only. Childminding is free childcare for children ages 6 months to 4 years exclusively funded for newcomer parents enrolled in LINC classes at St. Louis Kitchener Main and St. Francis. Childminding is not the same as the Family support programs offered at the Ontario Early Years Centre at the same location. Licensed childcare is an affordable often subsidized child care option available to children ages 2-4 years for parents who are students attending any St. Louis program and requiring onsite child care.

- 309 children served in childminding (2016-17), projected to serve 319 children by June 2018;
- 74 children served in licensed child care (2016-17), projected to serve 78 children by June 2018;
- Mainly service LINC / ESL families, some SSC single parents;
- Licensed child care has accessed special needs resourcing from Region of Waterloo for children with challenges in speech, sensory processing, social skills, play and/or delays in physical development – this support will help children be successful in Kindergarten and beyond;
- Child Care and childminding at St. Louis is most families first experience with their children's education and the WCDSB. St. Louis provides a positive and welcoming experience and helps parents navigate the education system;
- Students who access childcare (especially those having had trauma experiences from another country) prefer our onsite child care services. They feel more comfortable leaving their child to go to class in the same building.

Next Steps:

1. Further engage families to support parenting and help with their settlement needs

Overall Summary of Data



Overall Next Steps:

1. Continue to look at the MYSP as St. Louis continues to grow, respond and reflect the needs and interests of the community;
2. With St. Louis relocating in 2020, a plan is being developed to ensure a transition that is seamless for both students and staff.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Gerry Clifford
Superintendent of Learning

*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."

ST. JEROME'S UNIVERSITY

Office of the President

March 21, 2018

Ms. Wendy Price and Mr. Bill Conway
Waterloo Catholic District School Board
25 Weber Street West, P.O. Box 91116
Kitchener, Ontario, N2G 4G2

Dear Ms. Price and Mr. Conway

Thank you for your recent letter to President Hamdullahpur and myself. I very much appreciate you making us aware of the recent comment made by Mr. Nick Manning on his twitter feed.

St. Jerome's University values our collaboration and partnership with both the University of Waterloo and the Waterloo Catholic District School Board. We look forward to continuing to work together to build the best education possible for our students. St. Jerome's University remains a committed partner to Catholic education.

Kind regards,

Dr. Katherine Bergman
President and Vice Chancellor

cc: Feridun Hamdullahpur, University of Waterloo

MAR 26 2019

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UNIVERSITY OF WATERLOO

OFFICE OF THE PRESIDENT
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March 21, 2018

Ms. Wendy Price and Mr. Bill Conway
Waterloo Catholic District School Board
25 Weber Street West, P.O. Box 91116
Kitchener, ON
N2G 4G2

Dear Ms. Price and Mr. Conway,

Thank you for your recent letter to President Hamdullahpur and President Bergman. We appreciate you letting us know of your concerns and we have shared this with Mr. Nick Manning.

While all community members enjoy the privilege of freedom of expression we also support active participation as role models in the community. The University of Waterloo values the partnership with the Waterloo Catholic District School Board.

Sincerely,

Andrea Kelman
Chief of Staff

Cc: Katherine Bergman, St. Jerome's University

RECEIVED
MAR 26 2018

NEEDLES HALL, 200 UNIVERSITY AVENUE WEST, WATERLOO, ON, CANADA N2L 3G1

Ontario Catholic School Trustees' Association

March 24, 2018

The Globe and Mail
Editorial Department

I am writing in response to the March 24th Globe and Mail article in which the writer recommends the seriously damaging move to a monopoly (one public school system) for the education of our children. Space will not permit me to comment on the many incorrect or biased statements in this or previous articles, saying that, I am compelled to respond.

Rather than an "anachronism" publicly funded Catholic schools are cause for celebration and are one of the four pillars upon which the outstanding structure of education in Ontario has been built. For well over 150 years the distinct missions and choice provided within the current structure has led to Ontario being recognized as having one of the best school systems in the world.

Intentionally or not, the writer fails to recognize the high level of student diversity that thrives within the halls and classrooms of Catholic schools. Like our public system counterparts, Catholic school boards fully comply with all provincial regulations of the Education Act and requirements of Bill 13 with regard to welcoming school communities. Flowing from our vision of every child being created in the image of their loving God, Catholic school systems remain leaders in inclusive education.

Through the goodness of students, staff and parents, countless acts of charity take place in Catholic schools every day. They collectively provide immeasurable hours of Christian service and donate millions of dollars each year to faith based and community organizations.

Rather than "actively recruit non-Catholic students" subject to their locally developed student and admission policies and the availability of space, Catholic school boards have responded to the desires and hopes of the parents of the over 550,000 young people who attend Catholic schools. For a number of reasons including their historical commitment to faith formation and academic and co-curricular, these parents choose to enrol their children in Catholic schools.

It is crucially important to note that rather than being "under written by public money" Catholic school boards are directly and/or indirectly funded by Catholic (Separate) School supporters. While student enrolment is one factor in the education funding formula, there are also a number of specific funding grants which are intended to recognize local circumstances including student and community demographics. As a result, Catholic school boards receive their fair share as determined by the funding formula.

For example, and as calculated using 2017-18 Ministry of Education Grants for Student Needs Operating Allocation, the Toronto Catholic District School Board will receive $226.34 less per student than the Toronto District School Board. Like their public school supporter neighbours, Catholic taxpayers from past experience, know too well that rather than save money, municipal and school Board amalgamation has dramatically increased costs.

The graduates of Catholic schools have and continue to contribute significantly to the well-being of our communities, province and world. The schools they learn in have helped to shape the fabric of our society. What would prove to be truly "backward" would be to change the current structure of education in Ontario so as to diminish parental choice, increase costs and seriously harm the high quality of education that currently exists.

The four publicly funded school systems in our province work well together to improve the quality of education. They do so to promote the cognitive, social, spiritual and physical well-being of the students entrusted to their care. That spirit of cooperation and the structure of publicly funded education in Ontario are to be celebrated and strengthened.

Patrick J. Daly
President
Ontario Catholic School Trustees' Association

Ontario Catholic School Trustees' Association

March 26, 2018

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

FROM: Patrick J. Daly, President

SUBJECT: **Canada Summer Jobs Program**

As you are aware an Opposition Party Private Members Bill with regard to the Canada Summer Jobs Program was presented in the House of Commons last Monday, March 19, 2018. Unfortunately, the motion was defeated.

You will find attached a copy of the vote details.

Despite the vote we will continue to consult with other concerned parties and explore other options to amend/eliminate the unfair and unnecessary requirements of the attestation.

I would like to thank all those Boards who wrote to their local Members of Parliament expressing support for the Private Members Bill and opposition to the current requirements of the Canada Summer Jobs Program.

Attachment

VOTE DETAILS

VOTE NO. 459

42nd Parliament, 1st Session
SITTING NO. 271 - MONDAY, MARCH 19, 2018

Sponsor:
Mrs. Vecchio (Elgin—Middlesex—London)
Motion:
Opposition Motion (Canada Summer Jobs)

That, in the opinion of the House, organizations that engage in non-political non-activist work, such as feeding the homeless, helping refugees, and giving kids an opportunity to go to camp, should be able to access Canada Summer Jobs funding regardless of their private convictions and regardless of whether or not they choose to sign the application attestation

See the published vote in the Journals of Monday, March 19, 2018

Summary

Yea	Nay	Total	Paired
93	207	300	0
Negatived			

Detailed ResultsDisplay by: Member of Parliament | Party | Province/Territory | Result

XML

Member of Parliament	Party	Yea
Mr. Ziad Aboultaif (Edmonton Manning)	Conservative	X
Mr. Dan Albas (Central Okanagan—Similkameen—Nicola)	Conservative	X
Mr. Harold Albrecht (Kitchener—Conestoga)	Conservative	X
Mr. John Aldag (Cloverdale—Langley City)	Liberal	
Mr. Omar Alghabra (Mississauga Centre)	Liberal	
Ms. Leona Alleslev (Aurora—Oak Ridges—Richmond Hill)	Liberal	
Mr. Dean Allison (Niagara West)	Conservative	X
Mr. William Amos (Pontiac)	Liberal	

Member of Parliament	Party	Yea
Mr. Gary Anandasangaree (Scarborough—Rouge Park)	Liberal	
Mr. David Anderson (Cypress Hills—Grasslands)	Conservative	X
Mr. Charlie Angus (Timmins—James Bay)	NDP	
Mr. Mel Arnold (North Okanagan—Shuswap)	Conservative	X
Mr. René Arseneault (Madawaska—Restigouche)	Liberal	
Mr. Chandra Arya (Nepean)	Liberal	
Ms. Niki Ashton (Churchill—Keewatinook Aski)	NDP	
Mr. Ramez Ayoub (Thérèse-De Blainville)	Liberal	
Mr. Vance Badawey (Niagara Centre)	Liberal	
Mr. Larry Bagnell (Yukon)	Liberal	
Mr. Navdeep Bains (Mississauga—Malton)	Liberal	
Mr. John Barlow (Foothills)	Conservative	X
Mr. Xavier Barsalou-Duval (Pierre-Boucher—Les Patriotes—Verchères)	Bloc Québécois	X
Mr. Frank Baylis (Pierrefonds—Dollard)	Liberal	
Mr. Mario Beaulieu (La Pointe-de-l'Île)	Bloc Québécois	X
Mr. Terry Beech (Burnaby North—Seymour)	Liberal	
Ms. Carolyn Bennett (Toronto—St. Paul's)	Liberal	

Member of Parliament	Party	Yea
Ms. Sheri Benson (Saskatoon West)	NDP	
Mr. Bob Benzen (Calgary Heritage)	Conservative	X
Ms. Candice Bergen (Portage—Lisgar)	Conservative	X
Mr. Maxime Bernier (Beauce)	Conservative	X
Mr. Luc Berthold (Mégantic—L'Érable)	Conservative	X
Mr. James Bezan (Selkirk—Interlake—Eastman)	Conservative	X
Ms. Marie-Claude Bibeau (Compton—Stanstead)	Liberal	
Mr. Chris Bittle (St. Catharines)	Liberal	
Mr. Daniel Blaikie (Elmwood—Transcona)	NDP	
Mr. Bill Blair (Scarborough Southwest)	Liberal	
Mr. Steven Blaney (Bellechasse—Les Etchemins—Lévis)	Conservative	X
Ms. Rachel Blaney (North Island—Powell River)	NDP	
Mrs. Kelly Block (Carlton Trail—Eagle Creek)	Conservative	X
Mr. Randy Boissonnault (Edmonton Centre)	Liberal	
Mr. Mike Bossio (Hastings—Lennox and Addington)	Liberal	
Mr. Michel Boudrias (Terrebonne)	Groupe parlementaire québécois	
Mr. Alexandre Boulerice (Rosemont—La Petite-Patrie)	NDP	

Member of Parliament	Party	Yea
Ms. Marjolaine Boutin-Sweet (Hochelaga)	NDP	
Mr. John Brassard (Barrie—Innisfil)	Conservative	X
Mr. Bob Bratina (Hamilton East—Stoney Creek)	Liberal	
Mr. Pierre Breton (Shefford)	Liberal	
Mr. Scott Brison (Kings—Hants)	Liberal	
Ms. Ruth Ellen Brosseau (Berthier—Maskinongé)	NDP	
Mrs. Celina Caesar-Chavannes (Whitby)	Liberal	
Mr. Blaine Calkins (Red Deer—Lacombe)	Conservative	X
Mr. Richard Cannings (South Okanagan—West Kootenay)	NDP	
Mr. Guy Caron (Rimouski-Neigette—Témiscouata—Les Basques)	NDP	
Mr. Jim Carr (Winnipeg South Centre)	Liberal	
Mr. Colin Carrie (Oshawa)	Conservative	X
Mr. Sean Casey (Charlottetown)	Liberal	
Mr. Bill Casey (Cumberland—Colchester)	Liberal	
Ms. Bardish Chagger (Waterloo)	Liberal	
Mr. François-Philippe Champagne (Saint-Maurice—Champlain)	Liberal	
Mr. Shaun Chen (Scarborough North)	Liberal	

Member of Parliament	Party	Yea
Mr. Michael D. Chong (Wellington—Halton Hills)	Conservative	X
Mr. François Choquette (Drummond)	NDP	
Mr. David Christopherson (Hamilton Centre)	NDP	X
Mr. Alupa A. Clarke (Beauport—Limoilou)	Conservative	X
Mr. Tony Clement (Parry Sound—Muskoka)	Conservative	X
Mr. Serge Cormier (Acadie—Bathurst)	Liberal	
Mr. Rodger Cuzner (Cape Breton—Canso)	Liberal	
Ms. Julie Dabrusin (Toronto—Danforth)	Liberal	
Ms. Pam Damoff (Oakville North—Burlington)	Liberal	
Mr. Don Davies (Vancouver Kingsway)	NDP	
Mr. Matt DeCourcey (Fredericton)	Liberal	
Mr. Gérard Deltell (Louis-Saint-Laurent)	Conservative	X
Mr. Sukh Dhaliwal (Surrey—Newton)	Liberal	
Ms. Anju Dhillon (Dorval—Lachine—LaSalle)	Liberal	
Mr. Nicola Di Iorio (Saint-Léonard—Saint-Michel)	Liberal	
Mr. Kerry Diotte (Edmonton Griesbach)	Conservative	X
Mr. Todd Doherty (Cariboo—Prince George)	Conservative	X

Member of Parliament	Party	Yea
Mr. Fin Donnelly (Port Moody—Coquitlam)	NDP	
Mr. Earl Dreeshen (Red Deer—Mountain View)	Conservative	X
Mr. Francis Drouin (Glengarry—Prescott—Russell)	Liberal	
Mr. Matthew Dubé (Beloeil—Chambly)	NDP	
Mr. Emmanuel Dubourg (Bourassa)	Liberal	
Mr. Jean-Yves Duclos (Québec)	Liberal	
Mr. Terry Duguid (Winnipeg South)	Liberal	
Mr. Pierre-Luc Dusseault (Sherbrooke)	NDP	
Mr. Scott Duvall (Hamilton Mountain)	NDP	
Ms. Julie Dzerowicz (Davenport)	Liberal	
Mr. Wayne Easter (Malpeque)	Liberal	
Mr. Jim Eglinski (Yellowhead)	Conservative	X
Mr. Fayçal El-Khoury (Laval—Les Îles)	Liberal	
Mr. Neil R. Ellis (Bay of Quinte)	Liberal	
Mr. Nathaniel Erskine-Smith (Beaches—East York)	Liberal	
Mr. Mark Eyking (Sydney—Victoria)	Liberal	

Member of Parliament	Party	Yea
Mr. Doug Eyolfson (Charleswood—St. James—Assiniboia—Headingley)	Liberal	
Mr. Ted Falk (Provencher)	Conservative	X
Mrs. Rosemarie Falk (Battlefords—Lloydminster)	Conservative	X
Mr. Ed Fast (Abbotsford)	Conservative	X
Mr. Greg Fergus (Hull—Aylmer)	Liberal	
Mr. Andy Fillmore (Halifax)	Liberal	
Ms. Diane Finley (Haldimand—Norfolk)	Conservative	X
Mr. Pat Finnigan (Miramichi—Grand Lake)	Liberal	
Mr. Darren Fisher (Dartmouth—Cole Harbour)	Liberal	
Mr. Peter Fonseca (Mississauga East—Cooksville)	Liberal	
Mrs. Mona Fortier (Ottawa—Vanier)	Liberal	
Mr. Rhéal Éloi Fortin (Rivière-du-Nord)	Groupe parlementaire québécois	
Mr. Peter Fragiskatos (London North Centre)	Liberal	
Mr. Sean Fraser (Central Nova)	Liberal	
Ms. Chrystia Freeland (University—Rosedale)	Liberal	
Mr. Stephen Fuhr (Kelowna—Lake Country)	Liberal	

Member of Parliament	Party	Yea
Mrs. Cheryl Gallant (Renfrew—Nipissing—Pembroke)	Conservative	X
Mr. Marc Garneau (Notre-Dame-de-Grâce—Westmount)	Liberal	
Mr. Randall Garrison (Esquimalt—Saanich—Sooke)	NDP	
Mr. Bernard Généreux (Montmagny—L'Islet—Kamouraska—Rivière-du-Loup)	Conservative	X
Mr. Garnett Genuis (Sherwood Park—Fort Saskatchewan)	Conservative	X
Mr. Mark Gerretsen (Kingston and the Islands)	Liberal	
Mrs. Marilène Gill (Manicouagan)	Bloc Québécois	X
Ms. Marilyn Gladu (Sarnia—Lambton)	Conservative	X
Mr. Joël Godin (Portneuf—Jacques-Cartier)	Conservative	X
Ms. Pam Goldsmith-Jones (West Vancouver—Sunshine Coast—Sea to Sky Country)	Liberal	
Mr. Ralph Goodale (Regina—Wascana)	Liberal	
Mr. Jacques Gourde (Lévis—Lotbinière)	Conservative	X
Mr. David de Burgh Graham (Laurentides—Labelle)	Liberal	
Mr. Raj Grewal (Brampton East)	Liberal	
Ms. Patty Hajdu (Thunder Bay—Superior North)	Liberal	
Ms. Cheryl Hardcastle (Windsor—Tecumseh)	NDP	

Member of Parliament	Party	Yea
Ms. Rachael Harder (Lethbridge)	Conservative	X
Mr. Ken Hardie (Fleetwood—Port Kells)	Liberal	
Mr. T.J. Harvey (Tobique—Mactaquac)	Liberal	
Mr. Richard Hébert (Lac-Saint-Jean)	Liberal	
Mr. Randy Hoback (Prince Albert)	Conservative	X
Mr. Gordie Hogg (South Surrey—White Rock)	Liberal	
Mrs. Carol Hughes (Algoma—Manitoulin—Kapuskasing)	NDP	
Mr. Ahmed Hussen (York South—Weston)	Liberal	
Ms. Gudie Hutchings (Long Range Mountains)	Liberal	
Mr. Angelo Iacono (Alfred-Pellan)	Liberal	
Mr. Matt Jeneroux (Edmonton Riverbend)	Conservative	X
Mr. Gord Johns (Courtenay—Alberni)	NDP	
Ms. Georgina Jolibois (Desnethé—Missinippi—Churchill River)	NDP	
Ms. Mélanie Joly (Ahuntsic-Cartierville)	Liberal	
Ms. Yvonne Jones (Labrador)	Liberal	
Mrs. Bernadette Jordan (South Shore—St. Margarets)	Liberal	
Mr. Majid Jowhari (Richmond Hill)	Liberal	

Member of Parliament	Party	Yea
Mr. Peter Julian (New Westminster—Burnaby)	NDP	
Mr. Peter Kent (Thornhill)	Conservative	X
Ms. Kamal Khera (Brampton West)	Liberal	
Mr. Robert Kitchen (Souris—Moose Mountain)	Conservative	X
Mr. Tom Kmiec (Calgary Shepard)	Conservative	X
Ms. Jenny Kwan (Vancouver East)	NDP	
Mr. Mike Lake (Edmonton—Wetaskiwin)	Conservative	X
Ms. Emmanuella Lambropoulos (Saint-Laurent)	Liberal	
Mr. David Lametti (LaSalle—Émard—Verdun)	Liberal	
Mr. Kevin Lamoureux (Winnipeg North)	Liberal	
Ms. Linda Lapointe (Rivière-des-Mille-Îles)	Liberal	
Mr. Stéphane Lauzon (Argenteuil—La Petite-Nation)	Liberal	
Mr. Guy Lauzon (Stormont—Dundas—South Glengarry)	Conservative	X
Ms. Hélène Laverdière (Laurier—Sainte-Marie)	NDP	
Mr. Dominic LeBlanc (Beauséjour)	Liberal	
Mrs. Diane Lebouthillier (Gaspésie—Les Îles-de-la-Madeleine)	Liberal	
Ms. K. Kellie Leitch (Simcoe—Grey)	Conservative	X

Member of Parliament	Party	Yea
Mr. Andrew Leslie (Orléans)	Liberal	
Mr. Michael Levitt (York Centre)	Liberal	
Mr. Ron Liepert (Calgary Signal Hill)	Conservative	X
Mr. Joël Lightbound (Louis-Hébert)	Liberal	
Mr. Dane Lloyd (Sturgeon River—Parkland)	Conservative	X
Mr. Ben Lobb (Huron—Bruce)	Conservative	X
Mrs. Alaina Lockhart (Fundy Royal)	Liberal	
Mr. Wayne Long (Saint John—Rothesay)	Liberal	
Mr. Lloyd Longfield (Guelph)	Liberal	
Ms. Karen Ludwig (New Brunswick Southwest)	Liberal	
Mr. Lawrence MacAulay (Cardigan)	Liberal	
Mr. Alistair MacGregor (Cowichan—Malahat—Langford)	NDP	
Mr. Dave MacKenzie (Oxford)	Conservative	X
Mr. Steven MacKinnon (Gatineau)	Liberal	
Ms. Sheila Malcolmson (Nanaimo—Ladysmith)	NDP	
Mr. James Maloney (Etobicoke—Lakeshore)	Liberal	
Mr. Simon Marcil (Mirabel)	Groupe parlementaire québécois	

Member of Parliament	Party	Yea
Mr. Brian Masse (Windsor West)	NDP	
Mr. Rémi Massé (Avignon—La Mitis—Matane—Matapédia)	Liberal	
Ms. Irene Mathyssen (London—Fanshawe)	NDP	
Mr. Bryan May (Cambridge)	Liberal	
Ms. Elizabeth May (Saanich—Gulf Islands)	Green Party	X
Mr. Kelly McCauley (Edmonton West)	Conservative	X
Mr. Phil McColeman (Brantford—Brant)	Conservative	X
Mrs. Karen McCrimmon (Kanata—Carleton)	Liberal	
Mr. Ken McDonald (Avalon)	Liberal	
Mr. David J. McGuinty (Ottawa South)	Liberal	
Ms. Catherine McKenna (Ottawa Centre)	Liberal	
Mr. Ron McKinnon (Coquitlam—Port Coquitlam)	Liberal	
Mrs. Cathy McLeod (Kamloops—Thompson—Cariboo)	Conservative	X
Mr. Marco Mendicino (Eglinton—Lawrence)	Liberal	
Mr. Larry Miller (Bruce—Grey—Owen Sound)	Conservative	X
Mr. Marc Miller (Ville-Marie—Le Sud-Ouest—Île-des-Soeurs)	Liberal	
Ms. Maryam Monsef (Peterborough—Kawartha)	Liberal	

Member of Parliament	Party	Yea
Ms. Christine Moore (Abitibi—Témiscamingue)	NDP	
Mr. Robert J. Morrissey (Egmont)	Liberal	
Mr. Glen Motz (Medicine Hat—Cardston—Warner)	Conservative	X
Ms. Joyce Murray (Vancouver Quadra)	Liberal	
Mr. Pierre Nantel (Longueuil—Saint-Hubert)	NDP	
Mrs. Eva Nassif (Vimy)	Liberal	
Mr. John Nater (Perth—Wellington)	Conservative	X
Mr. Robert D. Nault (Kenora)	Liberal	
Ms. Mary Ng (Markham—Thornhill)	Liberal	
Mr. Alexander Nuttall (Barrie—Springwater—Oro-Medonte)	Conservative	X
Ms. Jennifer O'Connell (Pickering—Uxbridge)	Liberal	
Mr. Robert Oliphant (Don Valley West)	Liberal	
Mr. John Oliver (Oakville)	Liberal	
Mr. Seamus O'Regan (St. John's South—Mount Pearl)	Liberal	
Mr. Erin O'Toole (Durham)	Conservative	X
Mr. Robert-Falcon Ouellette (Winnipeg Centre)	Liberal	
Mr. Denis Paradis (Brome—Missisquoi)	Liberal	

Member of Parliament	Party	Yea
Mr. Pierre Paul-Hus (Charlesbourg—Haute-Saint-Charles)	Conservative	X
Ms. Monique Pauzé (Repentigny)	Groupe parlementaire québécois	
Mr. Joe Peschisolido (Steveston—Richmond East)	Liberal	
Mr. Kyle Peterson (Newmarket—Aurora)	Liberal	
Ms. Ginette Petitpas Taylor (Moncton—Riverview—Dieppe)	Liberal	
Mr. Michel Picard (Montarville)	Liberal	
Mr. Louis Plamondon (Bécancour—Nicolet—Saurel)	Groupe parlementaire québécois	
Mr. Pierre Poilievre (Carleton)	Conservative	X
Mr. Jean-Claude Poissant (La Prairie)	Liberal	
Ms. Anne Minh-Thu Quach (Salaberry—Suroît)	NDP	
Ms. Carla Qualtrough (Delta)	Liberal	
Ms. Lisa Raitt (Milton)	Conservative	X
Ms. Tracey Ramsey (Essex)	NDP	
Ms. Yasmin Ratansi (Don Valley East)	Liberal	
Mr. Alain Rayes (Richmond—Arthabaska)	Conservative	X
Mr. Scott Reid (Lanark—Frontenac—Kingston)	Conservative	X
Mr. Blake Richards (Banff—Airdrie)	Conservative	X

Member of Parliament	Party	Yea
Mr. Jean R. Rioux (Saint-Jean)	Liberal	
Mr. Yves Robillard (Marc-Aurèle-Fortin)	Liberal	
Mr. Pablo Rodriguez (Honoré-Mercier)	Liberal	
Mr. Churence Rogers (Bonavista—Burin—Trinity)	Liberal	
Mrs. Sherry Romanado (Longueuil—Charles-LeMoyne)	Liberal	
Ms. Kim Rudd (Northumberland—Peterborough South)	Liberal	
Mr. Dan Ruimy (Pitt Meadows—Maple Ridge)	Liberal	
Mr. Don Rusnak (Thunder Bay—Rainy River)	Liberal	
Mr. Romeo Saganash (Abitibi—Baie-James—Nunavik—Eeyou)	NDP	
Ms. Ruby Sahota (Brampton North)	Liberal	
Mr. Raj Saini (Kitchener Centre)	Liberal	
Mr. Harjit S. Sajjan (Vancouver South)	Liberal	
Mr. Darrell Samson (Sackville—Preston—Chezzetcook)	Liberal	
Mr. Ramesh Sangha (Brampton Centre)	Liberal	
Mr. Randeep Sarai (Surrey Centre)	Liberal	
Mr. Bob Saroya (Markham—Unionville)	Conservative	X
Mr. Francis Scarpaleggia (Lac-Saint-Louis)	Liberal	

Member of Parliament	Party	Yea
Mr. Andrew Scheer (Regina—Qu'Appelle)	Conservative	X
Mr. Peter Schiefke (Vaudreuil—Soulanges)	Liberal	
Mr. Jamie Schmale (Haliburton—Kawartha Lakes—Brock)	Conservative	X
Mrs. Deborah Schulte (King—Vaughan)	Liberal	
Mr. Marc Serré (Nickel Belt)	Liberal	
Ms. Judy A. Sgro (Humber River—Black Creek)	Liberal	
Mrs. Brenda Shanahan (Châteauguay—Lacolle)	Liberal	
Mr. Terry Sheehan (Sault Ste. Marie)	Liberal	
Mr. Martin Shields (Bow River)	Conservative	X
Mr. Bev Shipley (Lambton—Kent—Middlesex)	Conservative	X
Mr. Jati Sidhu (Mission—Matsqui—Fraser Canyon)	Liberal	
Ms. Sonia Sidhu (Brampton South)	Liberal	
Mr. Gagan Sikand (Mississauga—Streetsville)	Liberal	
Mr. Scott Simms (Coast of Bays—Central—Notre Dame)	Liberal	X
Mr. Amarjeet Sohi (Edmonton Mill Woods)	Liberal	
Mr. Robert Sopuck (Dauphin—Swan River—Neepawa)	Conservative	X
Mr. Francesco Sorbara (Vaughan—Woodbridge)	Liberal	

Member of Parliament	Party	Yea
Mr. Kevin Sorenson (Battle River—Crowfoot)	Conservative	X
Mr. Sven Spengemann (Mississauga—Lakeshore)	Liberal	
Mr. Bruce Stanton (Simcoe North)	Conservative	X
Mr. Gabriel Ste-Marie (Joliette)	Groupe parlementaire québécois	
Mr. Wayne Stetski (Kootenay—Columbia)	NDP	
Mr. Kennedy Stewart (Burnaby South)	NDP	
Mr. Mark Strahl (Chilliwack—Hope)	Conservative	X
Mrs. Shannon Stubbs (Lakeland)	Conservative	X
Mr. David Sweet (Flamborough—Glanbrook)	Conservative	X
Mr. Marwan Tabbara (Kitchener South—Hespeler)	Liberal	
Mr. Geng Tan (Don Valley North)	Liberal	
Ms. Filomena Tassi (Hamilton West—Ancaster—Dundas)	Liberal	
Mr. Luc Thériault (Montcalm)	Groupe parlementaire québécois	
Mr. David Tilson (Dufferin—Caledon)	Conservative	X
Mr. Brad Trost (Saskatoon—University)	Conservative	X
Mr. Justin Trudeau (Papineau)	Liberal	
Ms. Karine Trudel (Jonquière)	NDP	

Member of Parliament	Party	Yea
Mr. Dave Van Kesteren (Chatham-Kent—Leamington)	Conservative	X
Mr. Peter Van Loan (York—Simcoe)	Conservative	X
Mr. Dan Vandal (Saint Boniface—Saint Vital)	Liberal	
Ms. Anita Vandenbeld (Ottawa West—Nepean)	Liberal	
Mr. Adam Vaughan (Spadina—Fort York)	Liberal	
Mrs. Karen Vecchio (Elgin—Middlesex—London)	Conservative	X
Mr. Arnold Viersen (Peace River—Westlock)	Conservative	X
Mr. Arif Virani (Parkdale—High Park)	Liberal	
Mrs. Cathay Wagantall (Yorkton—Melville)	Conservative	X
Mr. Mark Warawa (Langley—Aldergrove)	Conservative	X
Mr. Chris Warkentin (Grande Prairie—Mackenzie)	Conservative	X
Mr. Kevin Waugh (Saskatoon—Grasswood)	Conservative	X
Mr. Len Webber (Calgary Confederation)	Conservative	X
Mr. Erin Weir (Regina—Lewvan)	NDP	
Mr. Nick Whalen (St. John's East)	Liberal	
Mr. Jonathan Wilkinson (North Vancouver)	Liberal	
Ms. Jody Wilson-Raybould (Vancouver Granville)	Liberal	

Member of Parliament	Party	Yea
Mrs. Alice Wong (Richmond Centre)	Conservative	X
Mr. Borys Wrzesnewskyj (Etobicoke Centre)	Liberal	
Ms. Jean Yip (Scarborough—Agincourt)	Liberal	
Ms. Kate Young (London West)	Liberal	
Mr. David Yurdiga (Fort McMurray—Cold Lake)	Conservative	X
Mr. Bob Zimmer (Prince George—Peace River—Northern Rockies)	Conservative	X

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Important Notices

Alice Figueiredo

From: Loretta Notten
Sent: Monday, March 26, 2018 9:18 PM
To: Alice Figueiredo
Subject: FW: OCSTA News Release - OCSTA Welcomes Provincial Government's Strong Commitment to Education

Follow Up Flag: Follow up
Flag Status: Completed

Ontario Catholic School Trustees' Association
Commitment to Education

From: Ashlee Cabral [mailto:ACabral@ocsta.on.ca]
Sent: Monday, March 26, 2018 4:02 PM
To: Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA News Release - OCSTA Welcomes Provincial Government's Strong

NEWS RELEASE

OCSTA Welcomes Provincial Government's Strong Commitment to Education

FOR IMMEDIATE RELEASE

Toronto – March 26, 2018 – The Ontario Catholic School Trustees' Association welcomes the provincial government's release today of the 2017-18 Grants for Student Needs (GSN).

"Today's government announcement demonstrates a commitment to increasing resources to better address special education needs of students at boards across this province," said OCSTA President Patrick Daly. "In OCSTA's Pre-Budget Consultation Brief we urged the government to provide boards with additional resources in support of a number of school board priorities including mental health, special education, and student transportation. We will continue to strongly advocate for the need for increased flexibility and autonomy at the local level."

OCSTA has strongly advocated for the need for added resources that can effectively address the rising educational, psychological and support needs of exceptional students in Ontario's schools. OCSTA welcomes the overall new investment of $625 million that will add:

- $300 million over 3 years for special education programming and services
- $140 million over the next 3 years to support successful academic transitions for grade 7 and 8 students
- $35 million for student transportation
- $10 million for language/ESL

The Association will continue to review the details of today's GSN announcements and monitor for increased flexibility and effective implementation at the local level.

OCSTA is committed to working with the Ontario government and our provincial education partners to address the issues and opportunities in our education system for the benefit of every student in Ontario.

The Ontario Catholic School Trustees' Association (OCSTA) is the provincial voice for publicly funded Catholic education in the province. OCSTA represents Catholic school boards that collectively educate approximately 550,000 students in Ontario, from Kindergarten to Grade 12.

For more information, please contact:
Sharon McMillan, Director of Communications
Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

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Ontario Catholic School Trustees' Association

2018 AGM & CONFERENCE

RESOLUTIONS

Ontario Catholic School Trustees' Association

Our Mission

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

Our Vision

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

Explanation of Committee Recommendations & Resolution Session Procedures

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

Explanation of Committee Recommendations

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

i. **Approve**
The direction given in the "therefore be it resolved" section of the resolution will be carried out.

ii. **Approve and refer to the ….. committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.

iii. **Receive and refer to the ..... committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee's recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. **Not approve**
No action will be taken.

v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.

vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

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

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

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

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

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

Grouped Resolutions

a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.

b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.

c. delegates will vote on the committee recommendation for each group.

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

Resolutions Handled Individually

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

A. **Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:

   - the chair will call for the sponsoring board to move and second **the committee recommendation;**
   - delegates will speak to the committee recommendation;
   - delegates will vote on the committee recommendation.

2. If the sponsoring board does not move the committee recommendation from the floor:

   - the chair will call for the sponsoring board to move their **original resolution**;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. **Resolutions without committee recommendations**

1. These resolutions will be handled as follows:

   - the chair will call for the sponsoring board to move their **original resolution**;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. **Amendments from the Floor**

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

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

If the amendment is defeated:

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

D. Members' Discussion Rights

Under Article 5.11 *(Members Discussion Rights)*, a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised January 20, 2017

Moved by: Marino Gazzola **OCSTA Board of Directors**

Seconded by: Linda Ward

Topic: **OCSTA's Support of FACE**

Whereas: the FACE Project has been in place since 2008; and

Whereas: the opponents of publicly-funded Catholic education continue to challenge its existence; and

Whereas: OCSTA is the provincial organization with a mission, *To Promote and Protect Catholic Education in Ontario*; and

Whereas: the FACE Joint Venture Board, including the Assembly of Catholic Bishops of Ontario (ACBO), the Ontario Catholic School Trustees Association (OCSTA) and the Ontario English Catholic Teachers' Association (OECTA) as partners has been successful; and

Whereas: ACBO and OECTA have confirmed their support for the continuation of the FACE Project; and

Whereas: FACE operates on a modest budget funded equally by the three Joint Venture Partners.

Whereas: this Resolution was approved by the OCSTA Board of Directors on December 1, 2017.

Therefore be it resolved that:

Beyond, the current August 2018 expiry date of the (FACE) Joint Venture Partners agreement, the OCSTA contribution to FACE will form part of OCSTA member board fees.

AGM Directive

Ontario Catholic School Trustees' Association

January 22, 2018

CONFIDENTIAL

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

FROM: Patrick J. Daly, President

SUBJECT: **Friends and Advocates of Catholic Education**

As you know, in 2008 FACE (Friends and Advocates of Catholic Education) was established through a partnership of the Assembly of Catholic Bishops of Ontario, the Ontario English Catholic Teachers' Association and the Ontario Catholic School Trustees' Association. The purpose of FACE is to protect and promote the precious gift of publicly funded Catholic Education in Ontario. The governance structure of an equal partnership between the representatives of the Bishops, Teachers and Trustees is unique and crucial to Catholic Education in Ontario.

The role of FACE is to compliment the advocacy efforts of each of the respective organizations and, where necessary, to integrate communication and strategy on behalf of the three partners. Through the annual Lobby Day and a number of other initiatives, FACE has served to co-ordinate and strengthen the important advocacy efforts of the ACBO, OECTA and OCSTA.

FACE at the provincial level has been strongly supported by local FACE teams which as you know are comprised by the Chair of the Board, Director of Education, Bishop (or Diocesan Rep.) and the OECTA Unit President(s). Beyond their important work in fostering support for publicly funded Catholic Education, I know local FACE teams have served as well to nurture the sense of community which is so crucial to the realization of our school system's missions. At the recent very successful ***"Renewing the Promise"*** Symposium, the partner organizations' Presidents and the FACE Project Manager made a presentation outlining the crucial work of local teams as well as future planned strategies. At a webinar scheduled for later in January, further information will be provided regarding upcoming plans. As part of this strategy we will be inviting you (School Boards) to identify "Local Champions" to serve as ambassadors and strong advocates for Catholic Education.

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There is much to celebrate in terms of the faith formation and high level of academic and co-curricular excellence we see in our Catholic Schools each day. As well, the stated support of the three major political parties in Ontario is recognized and appreciated. Saying that we must remain vigilant and cannot take the gift entrusted to us for granted. The challenges and at times threats in our own Province (and in others) remain and ought not be ignored. In this regard the purpose of FACE now and likely increasingly so in the future is critical and important. The FACE message is that our current system works and we are a united front.

An assessment of the FACE strategy and the recommended financial contribution will be put forward to the OCSTA Board of Directors every two years. The OCSTA's share of the contribution to FACE is similar to our membership in a number of other organizations including the Institute for Catholic Education and the Canadian Catholic School Trustees' Association, and forms part of the OCSTA's annual budget. The membership fees of Catholic District School Boards would be adjusted to reflect the cost of the partnership for FACE. Regular reports will continue to be provided to Boards detailing the goals, activities and responsibilities of FACE as well as financial information including the contributions of the three provincial partners.

On behalf of the OCSTA Board of Directors, I express our appreciation for your tremendous support and understanding of FACE as an important part of our advocacy efforts. The **attached** resolution has been approved by the OCSTA Board of Directors and will be presented at our 2018 AGM.

Therefore, Be It Resolved That: Beyond the current August 2018 expiry date of the (FACE) Joint Venture Partners agreement, the OCSTA contribution to FACE will form part of OCSTA member Board fees.

Attachment

MOTION TO DEAL WITH RESOLUTIONS IN GROUPS

MOVED BY: _____

SECONDED BY: _____

THAT: **the grouping of the Resolutions be approved.**

OCSTA BY-LAW – TERM OF OFFICE

RESOLUTIONS # 1-2

RECEIVE AND REFER TO BOARD OF DIRECTORS

Moved by: John Caputo **Huron Superior CSDB**

Seconded by: Leslie Cassidy-Amadio

Topic: **Change to OCSTA By-Law re: Term of Office for President & Vice-President**

Whereas: the term of office for the President and Vice-President of OCSTA is for two years commencing at the adjournment of the Annual Meeting at which they are elected; and

Whereas: the roles of the President and Vice-President of OCSTA require building positive working relationships and communication with all education partners, including elected and appointed officials within the Government of Ontario; and

Whereas: developing positive working relationships with education partners and elected and appointed officials within the Government of Ontario requires an extended time commitment that may exceed the current two-year term of office; and

Whereas: the roles of the President and Vice-President of OCSTA are vital and influential leadership roles for promoting and protecting Catholic Education in the Province.

Therefore be it resolved that:

Sections 7.10 and 7.11 of the OCSTA By-Law be amended as follows:

7.10 Term
The term of office shall be for two years, with an option to run for one additional two-year term.

7.11 Limit on Term of Office
A person is not qualified to serve, and shall not serve, for more than two successive terms in the position of President or Vice-President.

Committee Recommendation
Receive and Refer to OCSTA Board of Directors

Moved by: Linda Ward **St. Clair CDSB**

Seconded by: John Van Heck

Topic: **Trustee Term of Service as CCSTA Representative**

Whereas: the learning curve to be an effective CCSTA representative is at least one year; and

Whereas: a trustee with the time and knowledge should be permitted to run in an election for the position of CCSTA representative numerous times; and

Whereas: OCSTA members should have the opportunity to elect the most knowledgeable trustee to represent them at the national level

Therefore be it resolved that:

The OCSTA By-Law be amended to allow a trustee to run for more than one term.

Committee Recommendation
Receive and Refer to OCSTA Board of Directors.

APPROVE

RESOLUTIONS # 3-5

Moved by: Bruno Iannicca **Dufferin-Peel CDSB**

Seconded by: Frank Di Cosola

Topic: **Occasional Teacher Costs**

Whereas: school boards are required to provide occasional teacher coverage for teachers who are absent from work; and

Whereas: the provision of coverage is governed by Collective Agreements (CAs) which detail absence category and duration; and

Whereas: the Grants for Student Needs (GSN) funding provided by the Ministry of Education has not changed in accordance with the centrally negotiated contracts as at 2012; and

Whereas: employees have access to 11 days of absence due to illness, 5 emergency day absences, an Earned Leave program, carry-over of unused sick days for top-up purposes and a Short Term Leave and Disability program of 120 days; and

Whereas: average absenteeism and occasional teacher costs for boards have been trending upward; and

Whereas: increased costs associated with absenteeism may come at the expense of programs and resources to support student well-being and achievement.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to increase the amount of funding provided to school boards to offset the increased costs associated with the provision of occasional teacher coverage.

Committee Recommendation
Approve.

Moved by: Elizabeth Crowe **York CDSB**

Seconded by: Carol Cotton

Topic: **Lead in Water – Retrofitting Older Schools**

Whereas: the Ministry has enacted legislation aimed at reducing the risk of lead in school water supplies, *Ontario Regulation 243/07, Schools, Private Schools and Child Care Centres (O.Reg.243/07) made under the Safe Drinking Water Act, 2002(SDWA);* and

Whereas: the daily and weekly "flushing" of school water pipes required under said legislation has significantly increased Board utility rates (specifically water consumption); and

Whereas: scheduling of custodial staff (to manage extra flushing time), given the existing MOU restrictions, has also had a negative fiscal impact on Boards.

Therefore be it resolved that:

OCSTA lobby the government to provide adequate funding to meet the costs being generated to school boards by their safe drinking water legislation.

Committee Recommendation
Approve.

Moved by: Elizabeth Crowe **York CDSB**

Seconded by: Carol Cotton

Topic: **Student Transportation**

Whereas: the provincial government has introduced a two-step increase to Minimum Wage in Ontario; and

Whereas: provincially school bus operators have identified a challenge with recruiting and retaining qualified and reliable bus drivers; and

Whereas: the province of Ontario requires school boards, or transportation consortium acting on the behalf of school boards, to procure transportation services through a RFP process; and

Whereas: recent RFPs for transportation services have yielded higher than previous costs for transportation services.

Therefore be it resolved that:

OCSTA lobby the Ministry to amend the current provincial funding for school transportation in consideration of the:

a) Experience for recent RFP processes and resulting increase in costs.

b) The legislated increase to minimum wage.

Committee Recommendation
Approve.

APPROVE & REFER TO
LABOUR RELATIONS COMMITTEE

RESOLUTIONS # 6-7

Moved by: Sharon Hobin **Dufferin-Peel CDSB**

Seconded by: Anna da Silva

Topic: **Ontario Regulation 274/12 – Hiring Practices**

Whereas: Regulation 274 has been imposed upon school boards with regards to hiring practices; and

Whereas: Regulation 274 stipulates that occasional teachers be ranked in terms of seniority and placed on a roster; and

Whereas: Regulation 274 outlines a prescribed process and timeline for the posting of available teaching positions; and

Whereas: Regulation 274 stipulates consistency in teacher assignment supports student achievement and well-being; and

Whereas: Regulation 274 has ramifications in terms of providing consistency and continuity of teachers in classrooms; and

Whereas: Regulation 274 has ramifications in terms of hiring practices addressing individual student needs and ability to hire staff who are reflective of the diversity in the school communities they serve; and

Whereas: School Boards are directed to hire from the top five qualified candidates limiting management rights; and

Whereas: the Ontario Equity Action Plan requires boards to make a concerted effort to recruit, hire and retain a diverse and qualified teaching population.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to repeal Regulation 274 – Hiring Practices, to allow school boards to exercise management rights in hiring at the local school board level thereby ensuring consistency of continuous teacher assignments in classrooms for both long term vacancies and permanent vacancies, including the ability to staff so as to reflect local Boards' population diversity.

Committee Recommendation
Approve and Refer to Labour Relations Committee.

Moved by: Anna da Silva **Dufferin-Peel CDSB**

Seconded by: Sharon Hobin

Topic: **Qualified French Teacher Recruitment & Retention**

Whereas: school boards across the province are experiencing persistent challenges with the recruitment of qualified French Teachers; and

Whereas: Regulation 274 stipulates that all new teachers must be placed on the occasional teachers list for daily supply work as one of the eligibility requirements for full time consideration, limiting school boards' ability to attract permanent teachers who are qualified to teach French; and

Whereas: Catholic District School Boards have a smaller pool for recruitment of teachers as they must be Catholic and qualified to teach French; and

Whereas: teachers are able to request assignments outside of French (within their areas of qualification) as soon as they are offered permanent placement; and

Whereas: all school boards have difficulty in recruiting and retaining teachers who are qualified to teach French in volumes that are consistent with the increasing demand for the expansion of French language programs across the province.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to repeal Regulation 274 – Hiring Practices and the additional constraints it places on school boards with regard to the recruitment of teachers who are qualified to teach French, so as to explore regulatory changes with respect to hiring practices in the area of French instruction that would address the shortage of teachers qualified to teach French.

Committee Recommendation
Approve and Refer to Labour Relations Committee.

APPROVE & REFER TO
POLITICAL ADVOCACY COMMITTEE

RESOLUTIONS # 8-12

Moved by: Mario Pascucci **Dufferin-Peel CDSB**

Seconded by: Sharon Hobin

Topic: **Student Transportation Funding**

Whereas: funding for student transportation by the Ministry of Education has not been reviewed in a comprehensive manner for several years, save for the Effectiveness and Efficiency (E&E) reviews; and

Whereas: the provision of student transportation services is paramount in ensuring school safety and safe arrival of students to and from school, as well as being relied upon by many families to transport all students including the very young and students with special needs; and

Whereas: costs associated with transportation to increase (i.e., fuel costs, cap and trade program, fleet costs, etc.); and

Whereas: **c**ost adjustment increases have been provided only to school boards with transportation deficits.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review transportation funding in an effort to increase funds to allow school boards to provide a level of service that meet the needs of all eligible students and families within their respective districts.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.

Moved by: Sharon Hobin **Dufferin-Peel CDSB**

Seconded by: Esther O'Toole

Topic: **Funding for Students with Diverse Learning Needs Including Special Education Needs**

Whereas: the principles of the draft ministry resources *Learning for All: K-12*, the aligned Inter-Ministerial Provincial Transition Framework and commitments to supporting successful transitions for all students (PPM 156) are founded on beliefs that all students can succeed and that student well-being, achievement, student voice and engagement need to be supported in an inclusive learning environment; and

Whereas: school boards continue to be challenged in their ability to design effective school and system improvement plans when funding and other pressures may arise in delivering a ministry-mandated criterion-referenced curriculum with related expected practices while adhering to a universal design for learning approach which honours success for all through personalized instruction; and

Whereas: building capacity of staff through professional learning in support of all diverse learners is critical to student well-being and student achievement; recognizing the need to have adequate time for consolidation and practice of new learning; and

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health's mental well-being, special education and renewed mathematics strategies will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways; and

Whereas: school boards continue to be faced with challenges related to providing specialized programming, support and human resources to ensure that all students achieve their fullest potential.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review on-going equitable and sustainable funding and continue to address the changing nature and complexity of student needs and required supports by providing adequate funding that reflects the actual need without resulting in the reallocation of funding from other budget lines.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.

Moved by: Mario Pascucci **Dufferin-Peel CDSB**

Seconded by: Frank Di Cosola

Topic: **School Bus Driver Retention Concerns**

Whereas: the Education Act supports the transportation of students to and from school; and

Whereas: school boards across the province have experienced significant school bus delays and cancellations for consecutive years as a result of school bus driver shortages and training/retention issues; and

Whereas: the ongoing busing delays and inadequate service levels have impacted the educational experience and well-being of students and their families, and the operations of schools and the board; and

Whereas: the Ministry has supported the cost of transportation through the Student Transportation Grant, however, adjustments for inflation and cost pressures are netted against a transportation surplus, if it exists.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to work with school boards and School Bus Operator Associations to develop a sustainable framework and funding model designed to recruit and retain school bus drivers.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.

Moved by: Sandra Moore **Ottawa CSB**

Seconded by: John Curry

Topic: **Increase in Funding to Programs that Support Students on Long Term Suspensions, Expulsions and Exclusions**

Whereas: the Province of Ontario's goal of Achieving Excellence through equity requires that Boards provide quality educational programs for all students; and

Whereas: students today need additional supports to succeed when faced with issues such as economic disparity, discrimination, language challenges, mental health issues and addictions; and

Whereas: the need to provide a safe and inclusive learning environment for students and staff in schools requires on occasion the use of suspensions, expulsions and exclusions; and

Whereas: the students who have been suspended, expelled and excluded require the appropriate allocation of resources to allow Boards to meet student requirements for successful re-entry.

Therefore be it resolved that:

The Ontario Catholic School Trustees Association (OCSTA) advocate with the provincial government for an increase in funding allocation to programs in order to support students on long term suspensions/expulsions and exclusions, particularly in the provision of appropriate re-entry programming for students

Committee Recommendation
Approve and refer to Political Advocacy Committee.

Moved by: Elizabeth Crowe **York CDSB**

Seconded by: Carol Cotton

Topic: **Special Education**

Whereas: the number of students with complex special education needs has increased across the province; and

Whereas: the number of non-identified students requiring special education services has increased over the years; and

Whereas: the number of students with mental health needs has increased dramatically; and

Whereas: the special education funding model has not adequately funded actual costs for direct staffing support for students with complex special education needs; and

Whereas: a significant number of school boards in Ontario are spending above the special education funding envelope.

Therefore be it resolved that:

OCSTA lobby the Ministry to provide sufficient funding to address:

a) Direct staffing support for the increased number of students with complex needs and students who are at risk of injurious behaviour to self or others.

b) The shortfall in Special Incidence Portion (SIP) claim funding.

c) Student transportation accommodations for day treatment programs and students requiring a transportation aide.

d) Operational costs for additional classrooms designated as calming spaces for students.

e) The mental health needs of students.

Committee Recommendation
Approve and Refer to Political Advocacy Committee.

RECEIVE & REFER TO
LABOUR RELATIONS COMMITTEE

RESOLUTIONS # 13-14

Moved by: Sharon Hobin **Dufferin-Peel CDSB**

Seconded by: Darryl D'Souza

Topic: **Support Staff Recruitment and Retention**

Whereas: school boards are experiencing persistent challenges with the recruitment and retention of qualified Educational Resource Workers and Designated Early Childhood Educators; and

Whereas: increased absenteeism coupled with inadequate supply coverage within these two occupational groups places students at increased risk and increases health and safety risks for staff; and

Whereas: increased absenteeism within these two occupational groups places increased liability on school boards; and

Whereas: school boards are in direct competition for supply staff who are typically employed by more than one employer; and

Whereas: the compensation for Educational Resource Workers Designated Early Childhood Educators can vary from school board to school board, increasing the likelihood of "job shopping" among boards.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review universal standards with regard to qualifications and salary for support staff to equalize the competitive market for school boards.

Committee Recommendation
Receive and Refer to Labour Relations Committee.

Moved by: Thomas Thomas **Dufferin-Peel CDSB**

Seconded by: Luz del Rosario

Topic: **Daily Occasional Teacher Roster Caps**

Whereas: daily occasional teacher roster caps are articulated in local collective agreements; and

Whereas: recent local OECTA – OT negotiations were restricted with respect to addressing daily occasional teacher list caps by OECTA Central Agreement status quo clauses as a result of central table negotiations; and

Whereas: certain school boards are faced with challenges in providing adequate coverage for permanent teacher absence due to restrictions as a result of the daily occasional teacher cap size as found in local agreement language pre-dating the 2012 round of negotiations; and

Whereas: seniority based hiring as per Regulation 274 negates the original intent of an Occasional Teacher CAP; and

Whereas: the ability to call upon and place qualified occasional teachers is critical to ensure student well-being, achievement and safety.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to remove reference to a daily occasional teacher list cap from all central table discussions, thereby giving boards the opportunity to renegotiate this item locally between individual school boards and their local bargaining unit.

Committee Recommendation
Receive and Refer to Labour Relations Committee.

RECEIVE & REFER TO
POLITICAL ADVOCACY COMMITTEE

RESOLUTIONS # 15-18

Moved by: Mario Pascucci **Dufferin-Peel CDSB**

Seconded by: Thomas Thomas

Topic: **Executive Compensation Program Development Costs**

Whereas: Ontario Regulation 304/16, "Executive Compensation Framework" (the "regulation"), under the *Broader Public Sector Executive Compensation Act, 2014* (the "*BPSECA*") was introduced to ensure responsible and transparent administration of executive compensation in school boards and other public sector organizations; and

Whereas: the responsibility to develop, approve and adopt an Executive Compensation Program for designated school board executives as defined in the regulation has been given to boards of trustees; and

Whereas: the Ministry of Education has provided the Ontario Catholic School Trustees' Association and other central bargaining agents with funding to support labour relations, negotiation processes and contract agreements; and

Whereas: boards of trustees are required to engage in the development, consultation and provision of an Executive Compensation Program; and

Whereas: the development and provision of a local Executive Compensation Program compliant with *BPSECA* and the regulation requires independent advice, resources and support.

Therefore, be it Resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to reimburse school boards for any and all costs and fees associated with the development and implementation of the executive compensation programs for their designated executives.

Committee Recommendation
Receive and Refer to Political Advocacy Committee.

Moved by: Bruno Iannicca **Dufferin-Peel CDSB**

Seconded by: Luz del Rosario

Topic: **Air Conditioning in All Schools**

Whereas: the number of extremely warm weather days experienced throughout the school year is increasing; and

Whereas: the heat and humidity experienced during these extreme warm weather days is negatively impacting the learning environments of students and staff; and

Whereas: the renewal funding provided to school boards by the Ministry of Education is not adequate to address school boards' outstanding renewal needs and introduce air conditioning into schools in a timely manner.

Therefore, be it Resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to provide adequate funding and develop an implementation strategy to introduce air conditioning into all schools in order to minimize the impact that extreme warm weather days have on the learning environments of students and staff.

Committee Recommendation
Receive and refer to Political Advocacy Committee.

Moved by: Sharon Hobin **Dufferin-Peel CDSB**

Seconded by: Frank Di Cosola

Topic: **Funding for Mathematics Courses**

Whereas: boards endeavor to achieve excellence in mathematics achievement for all students; and

Whereas: the current secondary staffing model is centered around an overall student to staff ratio; and

Whereas: some students may benefit from a lower class size to support their mathematics achievement; and

Whereas: under the current staffing model, larger class sizes are the result of creating smaller class sizes in order to support some students' mathematics achievement; and

Whereas: to support student mathematics achievement in all pathways, some class sizes would require to be supported at a lower teacher/pupil ratio.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to provide funding to support decreased teacher/pupil ratios to allow school boards flexibility to support all mathematics pathways.

Committee Recommendation
Receive and refer to Political Advocacy Committee.

Moved by: Elizabeth Crowe **York CDSB**

Seconded by: Carol Cotton

Topic: **Elimination of Top-Up Funding**

Whereas: the elimination of the Base Top-up Funding under the School Facility Operations and Renewal Grant by the Ministry of Education unduly created financial pressures for school boards where school utilization rate is below 100%; and

Whereas: prior to 2014-15, the Ministry provided full Top-Up Funding for schools with utilization rate of 85% or higher; and

Whereas: the Ministry's expectation of 100% utilization rate is unrealistic as classroom utilization is affected by many factors and most of which are outside of the school board's control, such as the Ministry's regulation on class sizes and teacher ratios as directed by collective agreements; and

Whereas: the Ministry's expectation of 100% utilization rate fails to recognize that certain courses require dedicated class spaces such as science laboratories, music, computer and broad-based tech rooms.

Therefore be it resolved that:

OCSTA request the Ministry of Education to provide a new funding source which:

a) Recognizes legitimate excess capacity that are caused by factors outside of school boards' direct control, i.e. class size regulations and teacher ratios; and

b) Supports class spaces that are required to deliver core programs such as science, music, computer and broad-based tech.

Committee Recommendation
Receive and Refer to Political Advocacy Committee.

TO BE CONSIDERED INDIVIDUALLY

RESOLUTION # 19

Moved by: Frank Di Cosola **Dufferin-Peel CDSB**

Seconded by: Anna da Silva

Topic: **Trustee Honoraria**

Whereas: Ontario Regulation 357/06, Honoraria for Board Members (the "regulation") under the Broader Public Sector Accountability Act (BPSAA) has restricted the base amount calculation for Trustees for the four (4) year term beginning December 2014; and

Whereas: the enrolment amount for a member in each year of the four (4) year terms has caused the honoraria calculation to decrease in boards that experienced enrolment decline; and

Whereas: the Ministry of Education, together with Trustee Associations, have negotiated salary increases in collective agreements with all other school board employee groups, including the recent executive compensation program for Directors and Supervisory Officers; and

Whereas: the proposed executive compensation frameworks were based on an accountability and complexity matrix that grouped boards by level according to core factors and non-core factors that recognize the complexities of larger boards dealing with enrolment, number of schools, staffing levels, overall budget size, geographic complexity and community partnerships; and

Whereas: proposed changes to tax exemptions under federal legislation would impact the total compensation paid to members of provincial and territorial legislative assemblies and to certain municipal office-holders.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to lift the restrictions on the trustee honoraria calculation for increases and revise the calculation to reflect the core and non-core factors reflected in the executive compensation framework.

Committee Recommendation
Not approve.

Rationale:
In mid-2017 the Ministry of Education conducted a consultation process that included proposing changes to the formula for trustee honoraria. OCSTA made representations to the Ministry at that time. These included a formal submission outlining our requested changes to the trustee honoraria formula as well as face to face meetings with Ministry staff leading the consultation.

2017 RESOLUTIONS – Final Status Chart

Ontario Catholic School Trustees' Association

	Board	Topic	AGM Decision	Action Taken	Status
1.	Dufferin-Peel	Student Transportation Funding	Approve and refer to Political Advocacy Committee	*Included in the Association's Annual Finance Brief to the Minister of Education (Dec/2017).*	***COMPLETE***
2.	Dufferin-Peel	Funding for Students with Diverse Learning Needs Including Special Education Needs	Approve and refer to Political Advocacy Committee	*Included in the Association's Annual Finance Brief to the Minister of Education (Dec/2017).*	***COMPLETE***
3.	Hamilton	Ontario's Renewed Mathematics Strategy Funding to School Boards	Approve and refer to Political Advocacy Committee	*Included in the Association's Annual Finance Brief to the Minister of Education(Dec/2017).*	***COMPLETE***
4.	Windsor	Honouring the Truth, Reconciling the Future	Approve and refer to Catholic Education & Trustee Enrichment Committee	*Letter sent to submitting board on March 26, 2018 outlining the action being taken.* *(c.c. to all Boards)*	***COMPLETE***
5.	Dufferin-Peel	Daily Occasional Teacher Roster Caps	Receive and refer to Labour Relations Committee	*This Resolution will be part of the active preparations for the next round of bargaining. At that time consultation with all 29 Catholic School Boards will be undertaken regarding appropriate central/local split issues and the issue of occasional teacher caps can be specifically canvassed.* - *Letter to submitting Board – Jan. 11/18*	***COMPLETE***
6.	Dufferin-Peel	Ontario Regulation 274/12 – Hiring Practices	Receive and refer to Labour Relations Committee	*Since this Resolution would require both a regulatory change to, or a repeal of Regulation 274/12 – Hiring Practices, as well as amendments to central collective agreement terms, it is recommended that OCSTA continue to advise government officials through various mechanisms of the on-going priority of the issue. Additionally, bargaining proposals seeking to address the issue will be formulated for the next round of central bargaining in 2019.* - *Letter to submitting Board – Jan. 11/18*	***COMPLETE***
7.	Renfrew	School Organizational Models	Receive and refer to Political Advocacy Committee	*Included in Association's submission to the Minister of Education on Rural Schools (June 2017)*	***COMPLETE***
8.	Windsor	Transportation Funding	Receive and refer to Political Advocacy Committee	*Included in the Association's Annual Finance Brief to the Minister of Education (Dec/2017).*	***COMPLETE***

2017 (08) Dufferin-Peel=4, Hamilton-Wentworth=1, Renfrew=1, Windsor=2
2016 (15) OCSTA=1, Dufferin-Peel=4, Kenora=1, Simcoe=3, York=6
2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Windsor=5
2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1
2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

Alice Figueiredo

From: Loretta Notten
Sent: Tuesday, March 27, 2018 5:17 PM
To: Alice Figueiredo
Subject: FW: OCSTA: Register now for Summit on Children & Youth Mental Health - April 12-13

From: Jane Ponte [mailto:JPonte@ocsta.on.ca]
Sent: Tuesday, March 27, 2018 5:07 PM
To: Jane Ponte <JPonte@ocsta.on.ca>
Subject: OCSTA: Register now for Summit on Children & Youth Mental Health - April 12-13

TO: Chairpersons & Directors of Education
CC: OCSTA Directors & Staff
Board Secretaries & Administrative Assistants.

Ontario Coalition *for* Children AND Youth Mental Health
Let's put our heads together.

Coalition ontarienne *pour* la santé mentale des enfants ET des adolescents
Réfléchissons ensemble.

Register now for the Summit on Children and Youth Mental Health, being held April 12 & 13
Location: The Beanfield Centre, CNE Grounds, 105 Princes' Blvd., Toronto.

Last week the government recognized its support for addressing Youth Mental Health needs with an announcement of over $2B in funding for programs and services.

This Summit provides a timely opportunity for relevant school board staff to examine best practices and strategies within the sector and throughout the province.

This Summit is sponsored by the Ontario Coalition for Children and Youth Mental Health. OCSTA is a member of this Coalition and one of the sponsors of this Summit.

Your support of this important event/gathering would be very much appreciated.

To learn more about the Summit and to register, please click on the link below:

REGISTRATION AND PROGRAM

Jane Ponte | Executive Assistant | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Ave W, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 223

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Ontario Catholic School Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

March 26, 2018

Barbara Holland
Chairperson
Windsor Essex Catholic District School Board
1325 California Avenue
Windsor ON N9B 3Y6

Dear Barb:

Resolution 4-17 – Honouring the Truth, Reconciling the Future submitted by your Board was presented to the membership at OCSTA's 2017 Annual General Meeting. It was approved and referred to the Catholic Education & Trustee Enrichment Committee.

The committee carefully considered your resolution and asked me to inform you that the OCSTA is working closely with the Ministry and the Institute for Catholic Education (ICE) to ensure that recommendations from the Truth and Reconciliation Commission make their way into our classrooms.

ICE has completed an annotated bibliography with Indigenous resources needed to begin a curriculum writing project. The research team consisted of some 10 authors from Ontario Catholic school boards. About half of the team were of Indigenous ancestry (First Nations, Metis, some with Inuit expertise). The second phase of the project; will move from an annotated curriculum to lesson-ready classroom materials which will further enhance the delivery of Indigenous education in our elementary and secondary schools and support enhanced teacher training.

The curriculum request of the Windsor-Essex Catholic District School Board to include age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students *will be addressed by ICE* as well as the need for professional development for teachers to effectively deliver K-12 curriculum. We have also encouraged ICE to include working with Aboriginal Elders and a segment on Aboriginal Spiritual Beliefs and Treaty History.

…/2

OCSTA has shared research and consulted with the Canadian Conference of Catholic Bishops' Indigenous Advisory Body run by Deacon Rennie Nahanee of British Columbia. We also connected with the Inuit national organization in Ottawa.

For the past several years OCSTA has worked with our First Nations trustees and Catholic school trustees to pass resolutions at our annual conferences in support of the educational work in Truth & Reconciliation in Catholic School boards in Ontario and nationally at the Canadian Catholic School Trustees Association (CCSTA).

OCSTA's First Nations Advisory Council (FNTAC) was established to identify and communicate the interests of First Nation trustees to the OCSTA Board of Directors. Membership on the FNTAC includes First Nation trustees and representatives of the OCSTA Board of Directors & staff. The Council reflects OCSTA's efforts to support improved educational outcomes for First Nation students in Catholic schools. The FNTAC has done good work in their own right as trustees and they have also been advisors to Ontario government projects like the new Indigenous Truth & Reconciliation Ontario Curriculum Revisions and on the recent trustee video/module produced by the OESC on Indigenous education.

Together with ICE we continue to lobby the Ministry of Education for funding to support this important work.

We continue to work on educating our members on the recommendations of the Truth and Reconciliation Commission. Chief Wilton Littlechild who sat on the Truth & Reconciliation Commission delivered the keynote address at our 2016 AGM & Conference in Collingwood. During our 2017 Catholic Trustees' Seminar, Brent Tookenay and Robert Horton from Seven Generations led an interactive workshop with our trustees that explored the impact of treaties on Indigenous peoples and provided exceptional insight into their part of our national history.

We very much appreciate the time and research that went into your Board's resolution honouring the work of the Truth & Reconciliation Commission and will continue to highlight the recommendations and develop the capacity and understanding of our Catholic school trustees on this very important aspect of Canada's history.

Sincerely,

Nick Milanetti
Executive Director

Attachment

c: Chairpersons & Directors of Education – All Catholic District School Boards

Ontario Catholic School Trustees' Association

RESOLUTION 4-17

Honouring the Truth, Reconciling the Future

Whereas: the Truth and Reconciliation Commission of Canada in its final report made the following recommendations regarding education:

"62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.

iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation."

Whereas: it is essential that the recommendations of the committee be implemented to ensure education of students on the issues highlighted by the above recommendations to build student capacity for intercultural understanding, empathy, and mutual respect and to advance Canadian cultural development; and

Whereas: Catholic schools deliver religion curriculum as developed by ICE.

Therefore be it resolved that:

1. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendations #62(i) and (ii) to develop age-appropriate Catholic curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada for Kindergarten to Grade Twelve students and to develop and deliver the professional development programs necessary to enable teachers to deliver the curriculum effectively to elementary and secondary students.

2. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendation #64 including revisions to the religion curriculum on comparative religious studies, to include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

3. OCSTA convey to the Ontario Ministry of Education, the support of Catholic Boards for the above recommendations and actively lobby the Ministry to provide the funding necessary for ICE to develop the Catholic curriculum necessary to advance the recommendations as above noted.

4. OCSTA continue to educate its members to advance the recommendations of the Truth and Reconciliation Commission as above noted.

<u>AGM Decision</u>
Approve and refer to Catholic Education & Trustee Enrichment Committee.

Alice Figueiredo

From: Loretta Notten
Sent: Monday, March 26, 2018 9:57 PM
To: Alice Figueiredo
Subject: FW: OCSTA: Interim Nominations Report - March 23, 2018

Follow Up Flag: Follow up
Flag Status: Completed

From: Jane Ponte [mailto:JPonte@ocsta.on.ca]
Sent: Monday, March 26, 2018 2:04 PM
To: Jane Ponte <JPonte@ocsta.on.ca>
Subject: OCSTA: Interim Nominations Report - March 23, 2018

TO: **Trustees & Directors of Education**
CC: **Board Secretaries, OCSTA Staff**
FROM: **Nick Milanetti, Executive Director**

The following nominations, duly Moved and Seconded, have been received.

President — Beverley Eckensweiler, Bruce-Grey CDSB

Vice-President — Michelle Griepsma, Peterborough Victoria Northumberland & Clarington CDSB
Mario Pascucci, Dufferin-Peel CDSB

CCSTA Representative — Mark Mullan, Ottawa CSB

The deadline for receipt of nominations in the OCSTA Office is **9am on Friday, April 6th, 2018.**
A list of nominations received by the deadline will be circulated to all member boards on April 9, 2018.
If no nominations are received for any one of the above positions by the deadline, nominations for that position will remain open until 6:30 a.m. on Friday, April 27th.
If a regional director vacancy occurs as a result of the elections, a by-election to fill the position will be held soon after the AGM.

Jane Ponte | Executive Assistant | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Ave W, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 223

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Ontario Catholic School Trustees' Association

March 27, 2018

MEMORANDUM

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

FROM: Stephen Andrews, Director of Legislative and Political Affairs
Dan Duszczyszyn, Policy Advisor - Finance

SUBJECT: **Grants for Student Needs 2018-2019**

As you are aware, the Government of Ontario announced on Monday March 26 the Grants for Student Needs ("GSN") for 2018-2019. OCSTA was represented at this event by President Patrick Daly and Stephen Andrews. The announcement includes information about funding for additional Education Programs Other or EPO funding.

The highlights of GSN and EPO allocations include:

- Overall increase in spending by $625 million, bring the total investment to $24.5 billion;
- Per pupil funding will increase to $12,300 annually;
- The ministry is investing nearly $300 million over the next three school years to provide school boards with funding to address current waitlists for special education assessments and increase programs and services for students with special education needs:
    - $125 million in EPO funding to address current waitlists for assessments over the next three school years.
    - Over $170 million in funding, over the next three years, allocated through the Special Education Grant, which will support increased special education programs and services. This includes:
        - Funding for a multi-disciplinary team or equivalent for all boards (four additional staff per school board) to build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students;
        - Funding for other staffing resources to support students with special education needs; and

        - Funding to build capacity and provide direct support to students with special education needs, in recognition of the increase in demand for services. This investment will provide for a total of approximately 600 additional staff in the province by 2019-20.

- $30 million increase to the Special Incidence Portion allocation, to support students with extraordinary high needs to be successful in school; the maximum SIP eligible claim will increase from $27,000 to $38,016 and be adjusted annually.

- $46 million to support more than 450 additional teachers who will help Grade 7 and 8 students engage in career and pathways planning that will prepare them for success in high school.

- $10 million for demographic and growth adjustments through the Diversity in English Language Learners (DELL) (formerly Pupils in Canada) component within the Language Grant.

- $24.5 million, growing to $49.5 million in 2019– 20, to fund approximately 180 mental health workers in 2018– 19 and 400 in 2019– 20. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness and Grants for Student Needs for 2018–19.

- Increasing the base amount of the Trustee Honoraria from $5,900 to $6,300 annually and the establishment of a working group to review the funding formula in detail.

- Increasing the Student Transportation Grant from 2% to 5% to assist with increased transportation costs.

- The ministry will commission an external review of the methodology for the Demographic Allocation within the Learning Opportunities Grant structure and review how boards use this allocation. This review will provide recommendations to the ministry on updating the formula and accountability structure.

- Create a new Program Leadership Allocation (PLA within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions previously funded through other allocations within the GSN and through EPO. These include:

    - Mental Health Leaders
    - Technology Enabled Learning and Teaching (TELT) Contacts
    - Indigenous Education Leads
    - Student Success Leads
    - School Effectiveness Leads
    - Early Years Leads (Formerly in EPO)

- $2.8 million to support school boards in developing education materials for educators, parents and students in respect of cannabis. There will be a phased in approach. Phase 1 will focus on resources. Phase 2 will focus on training for mental health lead and professionals, to support students in schools.

- Funding of $12.1 million provided to assist boards with the implementation of their executive compensation programs. This is EPO funding outside of the Administration Envelope. It is not clear whether this funding will be incorporated into future GSNs.

OCSTA Funding Recommendations and Concerns

Special Education Funding

OCSTA has advocated for increased funding of the Special Education Grant for many years. This new investment represents a significant step forward to meeting the mental, spiritual and physical needs of our students while ensuring our staff have the resources to adapt programs to support students with special needs. However, more work needs to be done by the Ministry to review the structure of Differentiated Special Education Needs Amount (DSENA) and its negative redistributive impacts on our boards.

Student Transportation Funding

OCSTA welcomes the continued engagement on reviewing the Student Transportation Grant and the increase from 2% to 5% of costs for boards or roughly $35 million annually. However, the ministry needs to restructure the funding model to reflect the actual costs and needs of boards and restructure the procurement process to restore board autonomy and flexibility.

Sick Leave Costs

OCSTA is disappointed that the GSN did not address this critical need of boards. OCSTA will continue to advocate for meaningful changes in this area and increased funding for illness absence within the GSN across all employee groups.

Demographic Allocation in LOG Grant

OCSTA believes boards need the autonomy and flexibility to respond to local needs and conditions. Any changes to the grant's accountability structure that impose further restrictions on how boards use these funds is unwarranted.

Next Steps

OCSTA will continue to review the GSN and EPO announcements and provide that information as required. In addition, we will do further analysis, pending the release of board by board GSN funding projections as well as board by board EPO by the ministry. This will enable us to provide year over year impacts to boards and compare our board allocations to other publicly funded systems.

In addition, we will continue to advocate on behalf of our boards in areas where the GSN/EPO investments fall short on meeting the needs of our boards or look to restrict local flexibility and autonomy.

If you have any questions, please do not hesitate to contact Stephen Andrews sandrews@ocsta.on.ca or Dan Duszczyszyn at dduszczyszyn@ocsta.on.ca.

Attachments

News Release

Driving Student Success With More Supportive Classrooms

March 26, 2018

Ontario Expanding Special Education and Putting More Educators in Schools

Ontario is making a significant investment to improve special education programs, put more teachers and support staff in classrooms, and help better prepare kids for their future.

Premier Kathleen Wynne was with Indira Naidoo-Harris, Minister of Education, and Arthur Potts, MPP Beaches-East York, at Kimberley Junior Public School in Toronto today to announce an investment of more than $300 million over three years that will help children with special education needs succeed.

This major funding increase will add more education workers and specialized support staff to classrooms, and eliminate the wait list to have a child's special education needs assessed. In total, Ontario will add about 2,000 new teachers and education workers, including:

- Educational assistants (EAs) to support students with exceptionally high needs
- Specialists, including social workers, psychologists, behavioural specialists and speech language pathologists to support boards in expanding special education programs and services -- ultimately benefitting all students
- Increasing the number of guidance and other teachers in elementary schools to better prepare students for a successful transition to high school, and to help Grade 7 and 8 students take their first steps in career planning
- About 400 new mental health workers over the next two years, to ensure every high school student will have access to mental health supports at school.

Taken together, these actions will help to address concerns around challenges and disruptions for students in the classroom, providing educators with the resources to maintain healthy, safe, structured schools and creating an environment that promotes a life-long love of le arning for all children.

Putting more education workers and supports in our schools is part of the government's plan to support care, create opportunity and make life more affordable during this period of rapid economic change. The plan includes free prescription drugs for everyone under 25, and 65 or over, through the

biggest expansion of medicare in a generation, free tuition for hundreds of thousands of students, a higher minimum wage and better working conditions and easier access to affordable child care.

QUICK FACTS

- Ontario will provide permanent additional funding of more than $300 million over three years for special education to expand programs and services, including funding for school boards to hire additional staff, including multidisciplinary teams, and clear wait lists for special education needs assessments.
- Through the Grants for Student Needs (GSN), the government supports funding for classrooms, school leadership and operations, specific student-related priorities and local management by school boards. Per-pupil funding is projected to rise to $12,300 in 2018–19, up by 9.4 per cent since 2012–13.
- Ontario will provide more than $140 million over three school years so school boards can hire 450 more guidance and other teachers to help Grades 7 and 8 students start career and pathways planning and transition successfully to high school.
- As part of a historic investment in mental health care, Ontario will provide almost $200 million over four years to expand mental health awareness and education, early identification and assessment — and ensure timely referrals for students to community health services. This will fund 180 more mental health workers in secondary schools, increasing to 400 in 2019–20.

ADDITIONAL RESOURCES

- 2018–19 Funding for Education: Grants for Student Needs
- Help for Parents of Children with Special Education Needs
- Providing More Choice for Families in the Ontario Autism Program
- Achieving Excellence: A Renewed Vision for Excellence in Ontario
- Throne Speech Announces Major Investments Guided by a Commitment to Care and Creating Opportunity

QUOTES

"Every day, parents across Ontario put their trust in our teachers and in our schools. And every day, our educators step up to deliver. But we know that there are gaps — gaps that are widening. Parents are telling us how frustrating it is to wait to have their child's special education needs assessed. Teachers and educators are urging us to take action to make classrooms better and safer. To each and every person who has spoken out, I want you to know that we are listening. And that's why we are doing even more. More to give our educators the tools to boost success in their classrooms. More to give every child the support they need to succeed in school and get onto a path to a happy and healthy life."
— *Kathleen Wynne, Premier of Ontario*

"This major investment in our publicly funded education system ensures that every student in Ontario has the support they need to succeed in the classroom and in the world. These funds will help to build an education system that is inclusive, fair and promotes well-being. These investments will support vital programs and services for students so that they can reach their full potential."
— *Indira Naidoo-Harris, Minister of Education and Minister Responsible for Early Years and Child Care*

English Catholoc DSB	Mental Health Worker	Multi-Disciplnary Supports		Preparing f
	FTE	FTE	GSN Add'l Funding	FTE
Northeastern Catholic DSB	1.1	4.4	$ 446,977	0.7
Nipissing-Parry Sound Catholic DSB	1.1	4.4	$ 442,537	0.6
Huron-Superior Catholic DSB	1.2	4.9	$ 486,590	0.9
Sudbury Catholic DSB	1.5	4.9	$ 494,520	1.4
Northwest Catholic DSB	0	4.3	$ 430,696	0.4
Kenora Catholic DSB	1.1	4.3	$ 429,454	0.4
Thunder Bay Catholic DSB	1.3	5.2	$ 517,928	1.7
Superior North Catholic DSB	0	4.1	$ 414,636	0.2
Bruce-Grey Catholic DSB	1.3	4.7	$ 469,920	0.8
Huron Perth Catholic DSB	1.3	4.7	$ 468,579	0.9
Windsor-Essex Catholic DSB	2.2	6.2	$ 619,120	5.2
London District Catholic School Board	2.2	6.2	$ 640,471	4.3
St. Clair Catholic DSB	1.3	5.2	$ 519,893	2.1
Toronto Catholic DSB	6.3	13.6	$ 1,366,193	21.2
Peterborough V N C Catholic DSB	1.8	5.8	$ 574,043	3.4
York Catholic DSB	3.6	9.2	$ 913,488	12.8
Dufferin-Peel Catholic DSB	5.3	1	$ 1,198,551	17.7
Simcoe Muskoka Catholic DSB	2.2	6.6	$ 663,177	4.9
Durham Catholic DSB	2.1	6.1	$ 613,984	5
Halton Catholic DSB	2.6	7.3	$ 732,431	7.1
Hamilton-Wentworth Catholic DSB	2.3	7.2	$ 721,578	6
Wellington Catholic DSB	1.5	5	$ 497,807	2
Waterloo Catholic DSB	1.8	6.4	$ 637,964	5.4
Niagara Catholic DSB	2.2	6.3	$ 633,012	5.1
Brant Haldimand Norfolk Catholic DSB	1.5	5.3	$ 533,647	2.2
Catholic DSB of Eastern Ontario	2.1	5.8	$ 575,975	3.2
Ottawa Catholic DSB	3.4	8.4	$ 840,843	10.2
Renfrew County Catholic DSB	1.2	4.8	$ 477,619	1
Algonquin and Lakeshore Catholic DSB	1.9	5.6	$ 554,421	2.4
Total English Catholic CDSB	**57.4**	**167.9**	**$ 17,916,054**	**$ 129**
Total All Boards & Authorities	**184**	**520**	**$ 52,007,718**	**458.65**
% Funded	**31.2%**	**32.3%**	**34.4%**	**28.2%**

for Success in High School	
	GSN Add'l Funding
$	69,017
$	59,649
$	94,638
$	139,927
$	36,609
$	38,624
$	173,959
$	20,796
$	77,405
$	87,829
$	545,728
$	427,283
$	200,927
$	2,132,707
$	338,201
$	1,314,399
$	1,790,034
$	503,297
$	407,446
$	703,069
$	617,791
$	207,085
$	539,089
$	545,268
$	221,737
$	334,078
$	1,002,457
$	103,639
$	229,495
$	**12,962,183**
$	**46,032,089**
	28.2%

Ontario Catholic School Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

March 26, 2018

TO: Chairs and Directors of Education
- Catholic District School Boards

FROM: Patrick Daly, President

RE: Final Reflection Tool - CUPE Diverse and Inclusive Workforce

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As part of the central terms of the 2014-2017 collective agreement between the Canadian Union of Public Employees (CUPE), the Council of Trustee Associations (CTA) and agreed to by the Crown, the parties agreed to Letter of Agreement #6 – Education Worker Diverse and Inclusive Workforce Committee. The attached report was developed by that committee and is provided to school boards to support their work in creating and developing an equitable, diverse and inclusive workplace consistent with local needs and any relevant linguistic and denominational considerations. The report contains background information and a reflection tool which may be used as a starting point for boards and locals that wish to review their policies and practices through an equity lens.

Please feel free to distribute this report to the appropriate staff.

Attachment: Report of the CUPE Diverse and Inclusive Workforce

Education Worker Diverse and Inclusive Workforce Committee

Summary Document

Preamble (Background)

As part of the Memorandum of Settlement of the 2014-2017 Central Agreement between the Canadian Union of Public Employees (CUPE), the Council of Trustee Associations (CTA) and the Ministry of Education, the parties agreed to Letter of Agreement #6 - Education Worker Diverse and Inclusive Workforce Committee (Appendix). The committee, which included representatives from CUPE, the CTA as well as advisors from the Ministry of Education acting in a resource capacity, met regularly from November 2016 to December 2017. The mandate of the committee was to jointly explore and identify best practices that support diversity, equity and inclusion and to foster diverse and inclusive workforces reflective of Ontario's diverse communities. This report summarizes the work of the committee and may be used to assist boards that are striving to create more diverse, equitable and inclusive work environments.

Recently, the Government of Ontario released the Ontario's Education Equity Action Plan 2017. Page 4 of this document states "The vision of equity and inclusion for all must also be extended to our teachers, principals and education workers, who together anchor the broader school community." It is the Committee's hope that its work has resulted in the development of a reflection and planning tool that may assist local union and school board leaders to begin a dialogue to move collaboratively towards this goal.

Context

In order to frame the work of the committee it was useful to develop a common understanding of what was meant by inclusion, diversity and equity in an education work place setting. The following definitions formed the basis of the understanding of the committee throughout its work. We also understand that different definitions and considerations, including constitutional denominational and linguistic protections, may be relevant to boards and locals seeking to engage in their own processes.

Inclusive workplace

A workplace where employees feel a strong sense of belonging and respect for people of all social and cultural backgrounds, social identities, or personal life circumstances. Through an inclusive culture, staff members see themselves reflected and valued in their work environment in positive empowering ways. Each person has opportunity to contribute to the workplace environment and the goals of the organization.

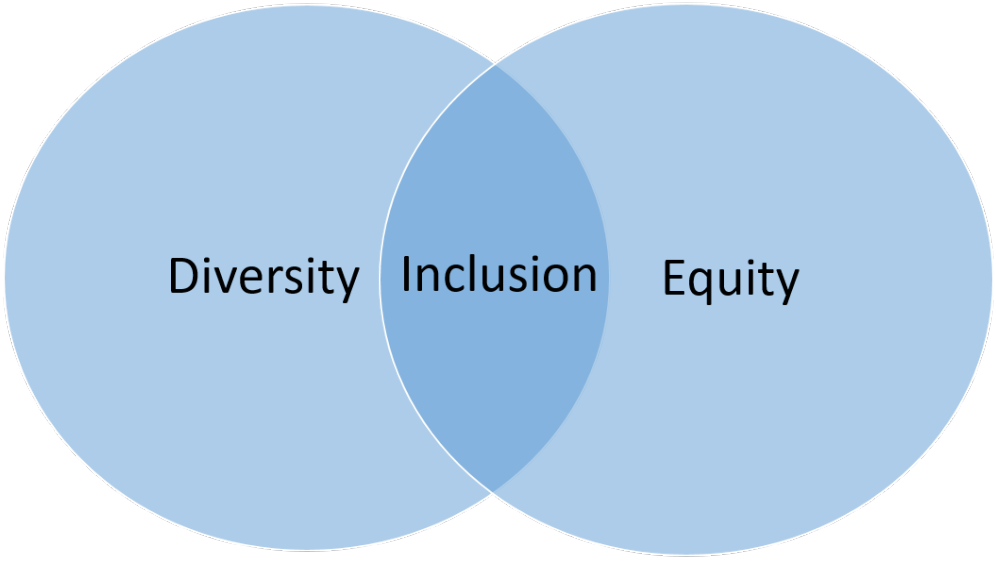
Diversity in the Workplace

A diverse workforce is one where there is the presence of a wide range of human qualities and attributes throughout the organizational structure. The dimensions of diversity can include; but are not limited to, age, ancestry, citizenship, colour, culture, ethnicity, gender, gender identity, gender expression, family status, language, physical and intellectual ability, marital status, place of origin, race, religion creed or faith, sex, sexual orientation, and socio-economic status. Ontario Human Rights Code, Appendix 1: Glossary of human rights terms

Equity in the Workplace

Equity in the workplace is demonstrated by the identification and removal of discriminatory barriers to recruitment, retention, promotion and professional growth and where diversity across the workplace is monitored to ensure a range of voices are heard in decision-making processes. Treating people equitably does not mean treating them the same in all circumstances. Equitable treatment of people accounts for their individual difference(s) so that their difference(s) don't become barriers to success.

It was further discussed at the committee that workplace equity, diversity and inclusion are not stand alone concepts, but instead have an impact on each other - for example it would be difficult to create an inclusive work environment in the absence of a commitment to equity. The graphic provided below is a representation of this relationship.



Reflection Tool

"Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment. Barriers can be unintentional – for example posting positions in areas or publications that are not accessible to certain groups - often these are as a result of doing things the way they have always been done." Adapted from Ontario's Education Equity Action Plan, 2017, p10.

The committee has developed the following tool to assist those engaging in a review of policies and practices through an equity lens. It is not intended to account for all matters that might be considered, but rather is meant as a starting point. The tool is divided into possible areas of review to increase equitable opportunities while providing guiding questions, actions, what to expect, monitoring strategies and possible outcomes of increased inclusion.

In addition, a number of school boards utilize Employee Resource Groups to assist in raising equity related issues. These grassroots groups can be valuable in establishing a culture of belonging and equity where organizations create conditions that foster such groups.

Using the Tool

The committee operated on the assumption that reviewing practices and policies from an equity lens should be an ongoing exercise. There is always room for improvement. We encourage CUPE locals and school boards to work jointly in this exercise of reflection.

There is no single way to initiate this work. Each school board and CUPE local will have its own structures within which this dialogue may take place. We invite your feedback on how you have used this tool and any initiatives you have undertaken as a result of your reflection on current practices and policies.

Table 1: Diverse and Inclusive Workforce Reflection Tool: Professional Development/Training

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **What training is being offered?** • **What aspects of this training is legislated or required by the employer? What is professional development?** • **Where? When? Hours – Quantity?** • **Considering the above, who is included? Who is excluded?** • **Who organizes the training?** • **Who does the training?** • **How do workers access training? Is it open or by invitation?**	• Use surveys to find out what training is needed. • Explore tools available for self-directed training and identify sources of potential funding. • Jointly work with affected workers to select appropriate training. • Have clearly established professional development pathways. • Partner with other school boards for training support. • Compare offering with other groups/boards. • Provide assistance in preparation for interviews.	• Increased costs. • Coverage/ Absenteeism issues to navigate. • Does voluntary training become employment expectation? • Consideration of timing of training. (Common days, PD days?) • Delivery logistics. • More engaged employees during training.	• Satisfaction surveys, if available. • Is there a system to "follow" training participants? • Assessment of who is here/not here – why?	• Feeling of inclusion • Better trained workforce. • Feeling of value.

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **Is the training a prerequisite for promotion?** • **Is the training part of professional development or other?** • **If not offered internally, is it subsidized externally?** • **How are training requirements communicated?** • **Are there barriers to access training?**				

Table 2: Diverse and Inclusive Workforce Reflection Tool: Human Resource (HR) Processes

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **Are there clear equitable processes/structures in place to review HR policies, processes and documentation through an equity lens?**	• Consider the diverse range of stake holders within the structure reviewing the policies, processes and documentation.	• Training may be required for staff to operationalize changes made as a result of the review.	• Set regular timeframes for review of policies, processes or documentation – notarize dates on which they occur and analyze annually what is due for review.	• Removal of systemic barriers.
• **Are there any necessary changes to ensure compliance with Ontario Human Rights Commission (OHRC) or other status?**	• Provide appropriate training so that those engaged in the review have the tools to assess the policies, processes and documentation through an equity lens.	• Anticipate there may be resistance to change.	• Monitor data (see data section) to assess impact of changes.	• Policies, procedures and documentation are aligned with current legislation and OHRC.
• **Do those processes incorporate a 3rd party (external or internal) to review HR policies, processes and documentation?**	• Develop a communication strategy to inform employees when changes are made to policies, processes or documentation.	• It may take time to complete reviews and any potential training.		• Increased comfort and feeling of inclusion for employees.

Table 3: Diverse and Inclusive Workforce Reflection Tool: Census & Data Collection

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **Is census data currently being collected?**	• Jointly develop a communication strategy that clarifies the purpose of the collection.	• Initial reluctance to participate in data collection.	• Review of return rate and on-going assessment of sufficiency of data collected.	• Knowledge and ability to make adjustments where required.
• **If yes, what data is collected, how is it collected and how is it being analyzed and used? Is the collection and use consistent with applicable laws?**	• Obtain census data (or other comparison data) that already exists.	• Suspicion on how information will be used and stored.	• Based on information collected, information could be used to assist in identifying areas for improvement including in recruitment, retention.	• Better informed decision making.
• **How does the collected data assist in creating a more inclusive and diverse workforce?**	• Compare and review existing surveys.	• Difficulty achieving consensus on appropriate data to collect and other parameters.	• Data may also inform changes to, and impacts of, current and amended HR processes.	• Equity seeking groups feel that their voices have an impact.
• **Is there any data missing that would be useful with respect to achieving a more diverse and inclusive workforce? Is there any data that should no longer be collected?**	• Determine who will be surveyed and why.	• Information Technology challenges, safe guarding of data, cost and resources necessary to analyze data, longevity of usefulness of data, privacy concerns.		

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **Is it possible to legally obtain any missing data?** • **If yes, how and by whom will the data be collected, analyzed, stored, compiled and safeguarded?**	• Determine how the data will be collected, analyzed and stored. Also determine how threshold responses will be maintained. • Ensure data collection, analysis, use and storage is in compliance with all current legislation. • Collaborate with boards who have previously undertaken employee census.	• Creation of expectation for change. • Possible media attention or Freedom of Information requests		

Table 4: Diverse and Inclusive Workforce Reflection Tool: Recruitment/Retention/Promotion

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **What policies, procedures and processes exist that promote equitable and diverse hiring and promotion?**	• Review where positions are posted and how recruitment takes place.	• Additional effort to post jobs in non-traditional media and locations.	• System to track recruitments and promotions.	• More diverse workforce and pool of candidates.
• **Is strategy for recruitment successful in reaching a cross section of the community? What evidence supports this?**	• Reach out to communities that are under- represented in the candidate pool.	• Receive more applications from a diverse group of candidates.	• Track demand for training opportunities that lead to promotion and who attends.	• Greater awareness and appreciation of diversity.
• **Is data collected that informs your recruitment strategy and allows for revision to the strategy?**	• Provide equity and diversity training for staff involved in the recruitment process.	• May need to extend timelines for postings/filling positions.	• System to track resignation and reasons.	• Greater transparency.
• **Does the manner in which people are required to apply or be interviewed create a barrier?**	• Review where, when and how interviews take place and assess if this is creating a barrier for some candidates.	• Staff training needs may increase.	• Employee Satisfaction surveys.	• Greater employee engagement and satisfaction.
• **Are the requirements for the role reflective of the scope of the work?**	• Provide accommodations for any testing in the interview and promotion processes.	• May increase workload for hiring staff.		• Less turn-over of staff.

Questions to Consider	Possible Actions	Things to Expect	Monitoring Strategies	Inclusion Outcomes
• **How does the organization welcome and provide orientation for new recruits?** • **Does the organization experience significant turnover?** • **Are pathways to promotion clear within and between classifications?**	• Consider providing equivalency of work related experience in lieu of academic requirements. • Review onboarding strategy and provide support and mentoring for new employees. • Gather and analyze data to establish cause of high turn-over, if applicable. • Ensure the requirements for interviews and promotions are transparent. • Provide feedback following the interview process for promotion. • Include diversity competencies in performance reviews and appraisals.	• Anticipate resistance from some staff.		

Resources:

- *Achieving Excellence: A Renewed Vision for Education in Ontario* 2014
- Creating Representative Workplaces Brief. An overview of Partnership Agreements and Equity Plans in CUPE Workplaces in Saskatchewan April 2011
- *Diversity & Inclusion Blueprint 2020*, Royal Bank of Canada
- *Diversity Matters*. Hunt, V., Layton, D & Prince, S. (2004). McKinsey and Company
- *Diversity Strategy Building Diverse workforces for Business*. WFD Consulting
- Equity and Inclusive Education: Going Deeper. A tool to support Ontario School Boards in the implementation of Equitable and inclusive education. A project of the Council of Ontario Directors of Education. 2014
- How do we know we are making a difference?
- *New Directions – A strategic plan for equity at University of Waterloo,* U of W., 2013
- The OISE Equity Continuum
- Ontario Human Rights Code, Appendix 1: Glossary of human rights terms
- Ontario's Education Equity Action Plan, 2017
- Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy. 2009
- Success Stories CIBC A Canadian Case Study in Diversity and Inclusion. Canadian Centre for Diversity and Inclusion. February 2016.

Ontario Catholic School Trustees' Association

March 29, 2018

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

FROM: Patrick J. Daly, President

SUBJECT: **Interfaith Statement re: Canada Summer Jobs Program -**

You will find attached a copy of an Interfaith Statement regarding the Canada Summer Jobs Program which was released yesterday.

Please feel free to distribute as you wish within your Catholic School System.

Attachment

Update Regarding Canada Summer Jobs Program

We the undersigned, representing Christian, Jewish, and Muslim communities across Canada have spoken publicly about our concerns regarding the new application requirements for the Canada Summer Jobs program.

Groups applying for 2018 funding were required to endorse an attestation by checking a box, indicating their affirmation of certain beliefs held by the current government, described by many as a "values test." Such a values test contravenes the *Canadian Charter of Rights and Freedoms*, which guarantees the freedom of religion and conscience (2a), of thought, belief, opinion and expression (2b), as well as "equal protection and equal benefit of the law without discrimination"(15 [1]).

In January of this year, we asked to sit down with the government to find a path forward. In the interim, we invited those sharing our deep concern to write, call or meet with their elected Member of Parliament, respectfully expressing these concerns.

We know that more than 1,400 applications have been denied, compared to 126 in 2017. It is no coincidence that the number of rejections has spiked due to the controversial attestation.

Hundreds of concerned groups did check the box, but amended the attestation to instead confirm that they will abide by the laws of Canada in their hiring practices and all other activities. Applications that failed to check the box, or did so with qualification or clarification were sent back as incomplete. Most were then resubmitted, asking for an accommodation under the *Canadian Charter of Rights and Freedoms*.

In spite of our ongoing efforts at dialogue with the government, which culminated in a meeting with Minister Hajdu on Wednesday March 21, and our persistent requests that the problematic attestation be amended or removed, it has been made clear to us by the Minister that there will be no accommodation provided, and no changes made to the attestation for this year.[1] Applicants that did not "check the box" will be ineligible for a Canada Summer Jobs grant in 2018.

The Minister has also indicated that changes will be made to the application for 2019 to provide greater clarity and precision. However, many of our organizations remain concerned that the question of 'reproductive rights criteria' and other undefined values will remain present in the application form in 2019.

While we welcome a review of the application process for 2019 and have asked the Minister to be included in the process of changing the policy, we are extremely disappointed that the government has chosen not to make adjustments to the program for this year. This leaves hundreds of programs across the country vulnerable. These groups must now consider modifying or cancelling programs, while others will be forced to launch emergency fundraising campaigns. It is disheartening to think that this whole situation could have been avoided.

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[1] Proposed rewording of the attestation which was submitted to the Minister is attached.

As faith leaders, we will continue to raise our collective voices and encourage others to advocate for changes to the program and, most importantly, to respect the diverse views and beliefs of all Canadians.

Signatories:

Mr. Bruce Clemenger, President
The Evangelical Fellowship of Canada

Rabbi Chaim Strauchler
Rabbinical Council of America

Mr. Derek B.M. Ross, Executive Director & General Counsel
Christian Legal Fellowship

Rev. John Pellowe , Chief Executive Officer
Canadian Council of Christian Charities

Mrs. Margaret Ann Jacobs, National President
The Catholic Women's League of Canada

Dr. M. Iqbal Nadvi, Chair
Canadian Council of Imams

His Eminence Thomas Cardinal Collins, Roman Catholic Archbishop of Toronto
Representing: The Canadian Conference of Catholic Bishops

CANADA SUMMER JOBS ATTESTATION

MEETING WITH MINISTER OF EMPLOYMENT, WORKFORCE DEVELOPMENT AND LABOUR THE HONOURABLE PATRICIA A. HAJDU ON MARCH 21, 2018

The initial attestation consisted of four statements.[i] As you are aware, only one of those statements raised concern for many organizations. On or about January 23, 2018, supplemental information was released to clarify the initial attestation.

INITIAL ATTESTATION	PROPOSED ATTESTATION
Both the job* and my organization's core mandate* respect individual human rights in Canada, including the values underlying the Canadian Charter of Rights and Freedoms as well as other rights. These include reproductive rights and the right to be free from discrimination on the basis of sex, religion, race, national or ethnic origin, colour, mental or physical disability or sexual orientation, or gender identity or expression;	My organization complies with all laws to which we are subject, including all applicable human rights laws and labour/employment laws, and will use the Canada Summer Jobs grant only for the activities stated in our application. My organization recognizes that the Charter of Rights and Freedoms guarantees the rights and freedoms of all Canadians.

Supplemental Information

Organization: This is the entity that is directly applying to use CSJ funding.

Core mandate: This is the primary **activities** undertaken by the organization that reflect the organization's ongoing services provided to the community. It is not the beliefs of the organization, and it is not the values of the organization.

Respect: Individual human rights are respected when an organization's primary activities, and the job responsibilities, do not seek to remove or actively undermine these existing rights.

The CSJ program will not fund organizations whose primary activities:

- involve partisan political activities; or
- do not respect – seek to remove or actively undermine – established individual human rights in Canada.

Office of the
Prime Minister

Cabinet du
Premier ministre

Ottawa, Canada K1A 0A2

March 22, 2018

Ms. Wendy Price
and Ms. Loretta Notten
Waterloo Catholic District School Board
Kitchener, Ontario
N2G 4G2

Dear Ms. Price and Ms. Notten:

On behalf of Prime Minister Justin Trudeau, I would like to acknowledge receipt of your correspondence regarding the grant application for the Canada Summer Jobs Program. I regret the delay in replying.

Please be assured that your comments, written on behalf of the Waterloo Catholic District School Board, have been carefully reviewed. As you may know, the issue you raise falls within the purview of the Honourable Patricia Hajdu, Minister of Employment, Workforce Development and Labour. I have therefore taken the liberty of forwarding a copy of your correspondence to Minister Hajdu for her information and consideration.

Thank you for writing to the Prime Minister.

Yours sincerely,

S. Shepherd

S. Shepherd
Executive Correspondence Officer

Ontario Catholic School Trustees' Association

March 29, 2018

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: **2018 Ontario Budget Analysis**

As you are aware, the Government of Ontario tabled its 2018-2019 budget on March 28. The budget confirms the GSN announcement from Monday March 26. Below is a more detailed summary of the budget and its education spending commitments. I want to thank Dan Duszczyszyn for this analysis and his participation in the budget lock up.

Overall Fiscal Situation

Government projects an interim forecast surplus of $642 million for fiscal 2017-18. Over the medium term, the government is projecting deficits of $6.7 billion in 2018-19, $6.6 billion 2019-20, and $6.5 billion in 2020-21.

Ontario's Financial Outlook				Medium Term Plan		
$ Billions	Actual 2015-16	Actual 2016-17	Interim 2017-18	2018-19	2019-2020	2020-2021
Revenue	**128.4**	**140.7**	**150.1**	**152.5**	**157.6**	**163.8**
Expense						
Programs	120.9	130	137.5	145.9	150.4	155.8
Interest on Debt	11.0	11.7	12.0	12.5	13.1	13.8
Total Expense	**131.9**	**141.7**	**149.5**	**158.5**	**163.5**	**169.6**
Surplus/(Deficit) Before Reserve	**-3.5**	**-1.0**	**0.6**	**-6.0**	**-5.9**	**-5.8**
Reserve	0.0	0.0	0.0	0.7	0.7	0.7
Surplus/(Deficit)	**-3.5**	**-1.0**	**0.6**	**-6.7**	**-6.6**	**-6.5**
Net Debt as a Per Cent of GDP	38.6	38.0	37.5	37.3	37.2	38.6
Accumulated Deficit as a Per Cent of GDP	25.2	24.3	23.2	23.1	22.9	22.7

The government's deficit recovery plan forecasts (Table below) a return to balanced budget in 2024-25. Recovery plan is based on holding the average rate of program spending growth to **2.5%** between 2018-19 and 2024-25.

Note: Education Program spending growth between 2018-19 and 2020-21 is 4.1%

Ontario's Fiscal Recovery Plan		Medium Term Plan			Recovery Plan				
$ Billions	Interim 2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Revenue	**150.1**	**152.5**	**157.6**	**163.8**	**169.5**	**174.9**	**180.4**	**186.5**	**192.9**
Expense									
Programs	137.5	145.9	150.4	155.8	159.5	162.7	166.0	169.3	172.7
Interest on Debt	12.0	12.5	13.1	13.8	14.9	15.5	16.3	16.5	16.9
Total Expense	**149.5**	**158.5**	**163.5**	**169.6**	**174.4**	**178.2**	**182.3**	**185.8**	**189.6**
Surplus/(Deficit) Before Reserve	**0.6**	**-6.0**	**-5.9**	**-5.8**	**-4.9**	**-3.3**	**-1.8**	**0.7**	**3.3**
Reserve	0.0	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Surplus/(Deficit)	**0.6**	**-6.7**	**-6.6**	**-6.5**	**-5.6**	**-4.0**	**-2.5**	**0.0**	**2.6**

Education Sector Expense is projected to grow from $29.1 billion in 2018-19 to $35.1 billion in 2020-21 – representing a 4.1 per cent growth over the period – including investments in child care system, enrolment growth, new announcements on special education, mental health supports and capital projects.

For Elementary/Secondary Education the March 26th GSN announcement was reaffirmed in the 2018 Budget expenditure commitment. Unlike the 2017 Budget release, GSNs were announced prior to 2018 Ontario Budget, as a result, the announcement yesterday does not contain substantive detail regarding education sector direct funding programs.

Summary of Education Sector Expense				Medium Term Outlook		Average Annual Growth 2018-19 to 2020-21
$ Billions	Actual 2016-17	Interim 2017-18	2018-19	2019-20	2020-21	
Education Sector	26.58	27.49	29.10	30.10	31.50	4.10%

- ✓ **Excludes Teachers' Pension Plan**
- ✓ **Education Sector Expense sensitivity: Assumption for 2017-18 approximately 1,993,000 enrolment.**
- ✓ **One percent enrolment change ~ $170 million.**

Teachers' Pension Plan

$ Millions	2014-15	Actual 2015-16	Actual 2016-17	Interim 2017-18	Plan 2018-19		
Teachers' Pension Plan Expense	564	110	(377)	(460)	(861)		
* Numbers reflect the pension expense/recovery that was calculated in accordance with Public Sector Accounting Board Standards.							

Budget Initiatives with Impact on School Boards

Some of these initiatives were announced in the 2018 GSN and some are expansions on previously announced initiatives.

Apprenticeship

- Expansion of the Ontario Youth Apprenticeship Program (OYAP), providing more high school students with trades-related hands on learning opportunities.
- Improved guidance counselling resources and local labour market information for students, parents and educators.

Curriculum and Assessment Refresh

- Multi-year initiative to modernize curriculum and assessment tools kindergarten to Grade 12 (culturally relevant, measure a wider range of learning, and better reflect student well-being and equity.
- Emphasize transferable life skills such as communication, problem solving, critical thinking and creativity.

Career & Life Planning

- Enhancing the Grade 10 Career Studies course, introducing learning on financial and digital literacy, as well as expanding hands-on learning opportunities.
- Students will learn to plan and create budgets, develop resources to support transition to workforce, make connections with local entrepreneurs and learn to employ effective online research tools.

Enhancing Access and Engagement through Digital Learning

- Continued investment in expansion of high speed internet access
- Additional 250,000 students (850 schools) by end of 2018
- High speed Internet access to every classroom by 2021

Well -Being, Equity, and New Approaches to Learning

- Additional $21 million over 3 years to provide students with access and exposure to arts, dance, music and visual arts
- $49 million over three years (announced September 2017), to develop and strengthen programs to improve cognitive, emotional, social, and physical development
- Implementing Ontario Education Equity Action Plan
- Developing an Education Accessibility Standard to help address barriers that prevent students with disabilities from reaching their full potential
- Collaborating with First Nation, Métis and Inuit partners to develop a revised curriculum that reflects the contributions, cultures and perspectives of Indigenous peoples. Grade 4 to 8 new curriculum will be implemented in September 2018.

Investing in Schools

- $784 million in new builds, additions and upgrades to 79 schools.
- $1.4 billion in school renewal funding

The Top 10 Other Budget Focus Areas are:

- Free Prescription Drugs for individuals over 65 through OHIP+
- More Child Care-free care for children aged two-and-a- half until eligible for kindergarten
- New Ontario Drug & Dental Program for those without workplace health benefits
- Seniors' Healthy Home Program
- Improved Hospital Access, reduced waiting times, new and renovated hospitals
- Mental Health – *includes mental health professionals announced in GSN
- Home Care for Seniors - more access to community health services
- Removing barriers for individuals with developmental disabilities
- Free Tuition-expanding eligibility
- Minimum Wage - $15/hr Effective January 1, 2019.

Next Steps

OCSTA will continue to monitor the implementation of the budget and its impact on school boards and provide summary information as required. For further information on the budget please see the following link (http://budget.ontario.ca/2018/index.html).

If you have any questions, please do not hesitate to contact me, Dan Duszczyszyn at dduszczyszyn@ocsta.on.ca or Stephen Andrews at sandrews@ocsta.on.ca.

Ontario Catholic School Trustees' Association

April 3, 2018

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: **School Board Governance Review: Next Steps**

As you may be aware, on March 26, 2018 the Minister of Education issued a letter to education partners regarding the school board governance engagement and next steps in this consultation process. As you will recall, there are five areas under review:

- Trustee Codes of Conduct and Integrity Commissioners
- Trustee Honoraria
- Student Trustee term of office and election process
- Electronic meeting participation
- Director of Education qualifications.

Next Steps in the Consultation Process

Trustee Code of Conduct and Integrity Commissioners

- The ministry will establish a working group with trustee associations to develop minimum standards for trustee code of conduct;
- Facilitate voluntary access to an Integrity Commissioner for boards;
- Develop a new regulation under the Education Act that will require boards to make publicly available its Code of Conduct and to review their code on a regular basis (possibly following each trustee election cycle).
- Timing: the regulation is being developed now and the working group may move forward in the late fall of 2018.

Trustee Honoraria

- The ministry is now in the process of developing a regulation that will increase the base amount from $5,900 to $6,300 annually from December 1, 2018 going forward, as part of the GSN.
- Establish a working group to further review the structure of the trustee honoraria formula.
- Timing: the regulation is being developed now as part of the GSN set of regulations. The working group may start in the fall.

Student Trustee term of office and election process

- Adjust the existing regulation (O.Reg 7/07) to provide boards the option of extending the term of student trustees to two years, or a staggered term of office or a one year term;
- Requiring all boards to have at least two student trustees;
- Moving the election date to the end of February;
- Timing: 2019-2020 school year. The regulation is under development at the present time.

Electronic meeting participation

- The ministry is developing a regulation now that would permit boards to include in policy the ability for board and committee chairs to preside over meetings by electronic means under certain conditions (weather, distance over 200km, health issues);
- Boards would be required to establish processes for closed meetings;
- Non more than half of board meetings in a 12-month period could be chaired electronically;
- Maintain the current requirement of having one trustee and the director of education attend board meetings in person.

Director of Education qualifications

- No changes are being contemplated with respect to change the rules related to director qualifications.

OCSTA Policy Recommendations on School Board Governance

OCSTA is pleased to note that many of its recommendations on the five areas under review formed the basis of the ministry's decisions. For example, we recommended boards have access to integrity commissioners if they believe it necessary to resolve issues. We also recommended the length of term of student trustees that were accepted and additional increases to the Trustee Honoraria that were taken into consideration. The proposed regulation for electronic meetings recognizes a board's autonomy and flexibility to determine a policy framework in respect of electronic meetings, a key recommendation from our submission.

Next Steps for OCSTA

OCSTA will continue to liaise with the ministry on its regulation development and the creation of working groups in these key school board governance areas and provide updates in a timely manner.

If you have any questions or concerns, please contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Ontario Catholic School Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

April 4, 2018

TO: Chairs and Directors of Education
- Catholic District School Boards

FROM: Patrick Daly, President

RE: Workplace Violence in School Boards: A Guide to the Law

Below is an electronic link to "Workplace Violence in School Boards: A Guide to the Law" for senior school board officials for your consideration. The guide was prepared by the Ministry of Labour with the support of the Ministry of Education. It was developed with the input and assistance of The Provincial Working Group on Health and Safety (PWGHS), a joint union-employer committee which OCSTA is a participant (along with senior school board representatives).

The Guide is meant as a resource to assist school boards, education sector unions, and education sector workers, in understanding their responsibilities and duties in reporting workplace violence.

The Ministry of Education has requested that OCSTA communicate the existence and availability of the guide to its members and stakeholders at appropriate forums, and to report back to the Ministry.

Communications to our members may also be useful in explaining OCSTA's participation in its development:

- During the first round of central bargaining, OCSTA committed to establish and participate in a joint health and safety working group with a number of education sector unions to consider a variety of topics including workplace violence.
- In June 2017, the Ministers of Labour and Education jointly requested that the PWGHS collaborate in the development of a guide on violence reporting obligations in the education sector.
- OCSTA's played a role in the Working Group in ensuring that the materials under discussion were balanced and met school board concerns.

Link: https://www.ontario.ca/document/workplace-violence-school-boards-guide-law