

# **Board of Trustees' Board Meeting**

Date: Monday, October 27, 2025.

Time: 6:00 p.m.

\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.

Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street W, Kitchener

Attendees: **Board of Trustees**:

Linda Cuff, Kathy Doherty-Masters, Winston Francis, David Guerin, Renée Kraft (Chair),

Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler (Vice-Chair)

**Student Representatives:** 

Rebecca Girolametto, Jace Krysko

**Senior Administration:** 

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

Jennifer Ritsma, Annalisa Varano

**Special Resource:** 

**Recording Secretary**:

Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Deacon Sean Meaney		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
<ul><li>1.4 Declaration of Pecuniary Interest</li><li>1.4.1 From the current meeting</li><li>1.4.2 From a previous public or in-camera meeting</li></ul>	Individual Trustees		
1.5 Items for Action: Items for action arising from the Triple In Camera meeting of Monday, June 23, 2025, regarding HRS matters.	Board of Trustees		Approval
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)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Board of Trustees Minutes – Sept 22, 2025	Board of Trustees	pp. 4-9	Approval
3.2 CPIC Minutes – May 28, 2025	Board of Trustees	pp. 10-12	Information
3.3 Audit Minutes – June 16, 2025	Board of Trustees	pp. 13-14	Information
3.4 SEAC Minutes – Sept 3, 2025	Board of Trustees	pp. 15-16	Information
4. Delegations/Presentation			
4.1 Delegation Presentation	D. Ganegoda	pp. 17-20	Information
4.2 Delegation Presentation	B. Dear	pp. 21-24	Information
4.3 Delegation Presentation	K. Greatrex	pp. 25-28	Information
4.4 Delegation Presentation	J. Kuntz	pp. 29-31	Information
5. Advice from the CEO			
5.1 Holy Rosary FI Update	A. Varano		Information
5.2 Multi-Year Strategic Plan 2025-2029	A. Varano/J. Fullan	pp. 32-34	Approval
5.3 Adult Education Report	P. Eby	pp. 35-42	Information
5.4 Audit Committee Annual Report	S. Maharaj	pp. 43-47	Information
5.5 Well-Being Plan	J. Merkel	pp. 43 47 pp. 48-60	Information
5.6 Naming of the Kitchener 7-12 school	J. Merkel	pp. 40 00 pp. 61-64	Approval
	*	1	Information
5.7 Director's Report	A. Varano	pp. 65-70	Illiorillation
6. Ownership Linkage			
(Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Report	R. Girolametto, J. Krysko	pp. 71-72	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications	Chair	Link	Information
OCSTA/CCSTA Communications Link			
8.2 Chair of the Board Report	Chair	pp. 73-74	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 003 Board Job Description	D. Guerin	Link	Approval
Is there a need to review the Policy?			
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion – Letter to Minister of Education	R. Kraft	pp. 75	Decision
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic	Chair		Information

ITEM	Who	Agenda Section	Method & Outcome
Education Centre unless otherwise indicated):			
Nov 5 – SEAC Meeting			
Nov 10 – Committee of the Whole     Nov 11 – Remark to a Rema			
<ul> <li>Nov 11 - Remembrance Day</li> <li>Nov 13-16 - OSTA/AECO FGM, Toronto</li> </ul>			
Nov 13-10 - OSTAYAECO FGM, TOTOTICO     Nov 12 - Audit Committee			
Nov 17 – Inaugural Election Chair/Vice-Chair			
Nov 17 - PD Day			
Nov 18 – Commissioning/Onboarding			
Nov 24 - Board of Trustees			
Nov 26 – CPIC Meeting			
13.2 Pending Items:	Committee/Task Force	Due Date	Action
<b>13.3</b> Pending Items for OCSTA Consideration	Sommerce, rask rores	<u> </u>	<u>Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
14.1 November 10, 2025 – Committee of the Whole	Board of Trustees		Information
Math Action Achievement Plan (MAAP)			
Multi Language Learner (MLL)			
• Equity Action Plan  15. Adjournment	Director of Education		
Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions Made Tonight	Recording Secretary		Information
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

# **CLOSING PRAYER**

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

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

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

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

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

Amen

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

# Minutes



# **Board of Trustees' Board Meeting**

A public meeting of the Board of Trustees was held on Monday, September 22, 2025, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

### **Trustees Present:**

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

# **Student Trustees Present**:

Rebecca Girolametto\*, Jace Krysko\*

\*- left at 9:00 p.m.

### **Administrative Officials Present:**

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

### **Special Resources For The Meeting:**

### **Regrets:**

### Recorder:

Stephanie Medeiros, Executive Administrative Assistant

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

### 1. Call to Order:

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

# 1.1 Opening Prayer & Memorials

Deacon Richard Olson led prayer and provided a blessing for the new Student Trustees and Superintendent Eby. Trustee Francis read the gospel. Student Trustees recited and signed the Declaration of Oath.

# 1.2 Territorial Acknowledgment

Territorial Acknowledgement declared by Chair Kraft.

# 1.3 Approval of Agenda

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

- To move item 5.4 Holy Rosary CES French Immersion Program Relocation – Initial Report ahead to item 5.1 and move other items in section 5 down.

2025-136-- It was moved by Trustee Stanley and seconded by Trustee Sikora: THAT the agenda for Monday, September 22, 2025, be now approved, as amended. --- Carried by consensus

# **1.4 Declaration of Pecuniary Interest**

1.4.1 From the current meeting – NIL

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

#### 1.5 Items for Action

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

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

# 3.1 Approval of Minutes of Regular and Special Meetings

- 3.1.1 Board of Trustees Minutes Jun 23, 2025
- 3.1.2 Special Board of Trustees Minutes Sept 8, 2025
- 3.2 SEAC Minutes June 10, 2025
- 3.3 Governance Minutes Sept 8, 2025 (Approval of Minutes Governance Committee)
- 3.4 Governance Minutes Sept 8, 2025 (Approval of recommendations All Trustees)

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

### 2025-137-- It was moved by Trustee Weiler and seconded by Trustee Sikora:

THAT the Consent Agenda: Board of Trustees and the recommendations contained therein from items 3.1 to 3.2 be now approved.

--- Carried by consensus

Vice-Chair Weiler motioned for approval of recommendations from September 8, 2025, Governance Committee minutes.

# 2025-138-- It was moved by Trustee Doherty-Masters and seconded by Trustee Weiler: THAT the Governance Committee approve the Governance minutes from September 8, 2025.

THAT the Governance Committee approve the Governance min

--- Carried by consensus

Chair Kraft motioned for approval of recommendations from September 8, 2025, Governance Committee meeting from the Board of Trustees.

Trustee Phillips expressed concern that the policy lacks provisions for anonymous public complaints.

Vice-Chair Weiler raised a point of order clarifying that the motion on the floor is to approve the recommendation to bring the policy forward, not to approve the policy itself. Trustee Sikora emphasized that the Board is approving the recommendation for discussion under item 10.2, not the policy itself.

Trustees engaged in a roundtable discussion and considered whether formal approval under item 3.4 was required and discussed a motion to clarify what is being approved.

Trustee Phillips asked for a recorded vote.

# 2025-139-- It was moved by Trustee Sikora and seconded by Trustee Guerin:

That item 3.4 Governance Minutes – September 8, 2025 (Approval of recommendations) be now approved. To clarify, approving this recommendation is not approving the Code of Conduct policy. This item will be discussed later under item 10.2 of the agenda.

### **By Recorded vote:**

In Favour: Trustees Doherty-Masters, Weiler, Francis, Guerin, Sikora, Stanley, Kraft (7)

**Opposed: Trustee Cuff, Phillips (1)** 

--- Motion Carried by Majority

# 4. Delegations

#### 5. Advice from the CEO

### 5.1 Holy Rosary CES French Immersion Program Relocation – Initial Report

Superintendent Maharaj introduced Jennifer Passy, Manager of Planning to present the initial report regarding the relocation of the French Immersion Program from Holy Rosary Catholic Elementary School to St. Nicholas Catholic Elementary School for informational purposes. The presentation outlined the rationale for this move due to ongoing enrolment growth at Holy Rosary—driven in part by the French Immersion (FI) program. It highlighted the challenges the school is likely to encounter in the future, including projections of overcapacity and site constraints, prompting the board to explore relocating the program to a more suitable location to ensure its long-term viability and equitable access to resources. Additionally, the presentation addressed the public engagement and feedback process, which includes written submissions and an open house on October 7, 2025. The input received will assist to form the final implementation plan set to be discussed at the upcoming board meeting on October 27, 2025. Superintendent Maharaj clarified this is an operational matter and the report brought forward is for the information of the Board. Trustees asked clarifying questions.

# 5.2 2025 Capital Priorities Submission

Superintendent Maharaj introduced Jennifer Passey, the Manager of Planning, to discuss the 2025 Capital Priorities Submission. The presentation highlighted a memo sent to school boards regarding the submission of Capital Projects from the Ministry, which outlined the criteria that must be met to be eligible. It also reviewed the Long-Term Accommodation Plan (LTAP) Strategic Initiatives, detailing the schools identified for submission, including a new school in North Cambridge, the replacement project for St. Bernadette, and additions for Monsignor Doyle, St. David, and Monsignor Haller, as well as the new Doon South school. Trustees asked clarifying questions.

# 2025-140-- It was moved by Trustee Guerin and seconded by Trustee Weiler:

That staff be directed to submit Capital Priorities program requests for funding in the following order:

- 1. New North Cambridge CES
- 2. St. Bernadette CES Replacement School
- 3. Monsignor Doyle CSS Addition
- 4. St. David CSS Addition
- 5. Monsignor Haller CES Addition
- 6. New Doon South CES
- --- Carried by consensus

# 5.3 2024-2025 Major Capital Projects

Superintendent Maharaj introduced Chandler Kinzie, the Supervisor of Construction & Renovations, to deliver the report on Major Capital Projects for 2024-2025. The presentation provided a brief overview of Ministry funding, project timelines, and a list of significant renewal and SCI projects along with their associated costs. It included visuals of recently completed construction projects, as well as updates on schools in the construction phase and the relocation of portables. The presentation concluded with an update on upcoming projects. Trustees asked clarifying questions.

### **5.4 Summer Learning and Transition Programs**

Superintendent Foran delivered a report on the Summer Learning and Transition Program, highlighting the Summer Boost initiative and its various locations and staffing details. The presentation provided an overview of the St. Louis Summer Learning Programs, including a variety of secondary credit opportunities for students, as well as non-credit offerings like Summer Expedition, International and Indigenous Languages, and HeadStart. Additionally, the report covered the Secondary Transition to School Program for students with special needs moving from elementary to secondary education. Trustees asked clarifying questions.

# 5.5 Director's Report

Director Varano presented the Director's report for the month of September. The report included updates on leadership and the MYSP development as well as meetings and events attended.

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

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

### 7.1 Student Trustee Update

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

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

8.1 Chair Kraft noted OCSTA Communications.

# 8.2 Chair's Report

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

Trustee Stanley requested a short recess. Chair Kraft asked if a recess was the will of the group.

# 2025-141-- It was moved by Trustee Phillips and seconded by Trustee Stanley: That the Board of Trustees take a 5-minute recess at 8:27 pm.

Trustee Cuff asked for a vote.

Vote by Show of Hands: In Favour: 8 Opposed: 1

--- Motion Carried by Majority

Chair Kraft requested a motion to resume the meeting.

2025-142- It was moved by Trustee Sikora and seconded by Trustee Stanley: That the Board of Trustees move back to the Public Meeting at 8:32 p.m. --- Carried by consensus.

# 9. Policy Discussion

### 10. Assurance of Successful Board Performance

### **10.1 Board Policy Review**

# 10.1.1 Board Policy II 002 Governing Style. Is there a need to review the Policy?

Trustee Weiler confirmed the review of Board Policy II 002 Governing Style and confirmed compliance. The policy does require review at the Governance Committee.

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

### 2025-143-- It was moved by Trustee Weiler and seconded by Trustee Doherty-Masters:

THAT the Board of Trustees reviewed Board Policy II 002 Governing Style and find that the Board is in compliance.

--- Carried by consensus

Recommendation to send this policy to Governance to interpret and discuss language.

# 10.1.2 Board Policy III 006 CEO Compensation and Benefits. Is there a need to review the Policy?

Trustee Sikora confirmed review of Board Policy III 006 CEO Compensation and Benefits and confirmed compliance. The policy does not require review at the Governance Committee.

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

# 2025-144-- It was moved by Trustee Sikora and seconded by Trustee Weiler:

THAT the Board of Trustees reviewed Board Policy III 006 CEO Compensation and Benefits and find that the Board is in compliance.

--- Carried by consensus

### 10.2 Board Policy II 007 Board Members' Code of Conduct

Vice-Chair Weiler noted that the amendments have been made to policy II 007, the Board Members' Code of Conduct, have been implemented to align with the recent legislative updates mandated by the Ministry. Following this, the Chair invited discussion among the Trustees, who engaged in a roundtable discussion about the specifics of the revised policy. Key topics included the procedures for addressing public complaints, the responsibilities of the Chair and the Director of Education, and the necessity for clear guidance on the board's website. Additionally, it was recommended that notice be added to the website, particularly in the governance section and on the Trustee photos page, outlining the process for the public to submit complaints against Trustees to the Chair, Vice-Chair, and Director of Education. After a comprehensive dialogue, the Trustees successfully passed an amended motion.

Vice-Chair Weiler moved to approve the updated policy as presented in the agenda, second from Trustee Guerin. Chair Kraft opened the floor for discussion.

The motion was tabled in the session to allow for a motion to extend the meeting past 9:00 p.m.

2025-145-- It was moved by Trustee Weiler and seconded by Trustee Sikora: That the Board of Trustees table the motion currently on the floor.

--- Carried by consensus

2025-146-- It was moved by Trustee Weiler and seconded by Trustee Sikora: That the meeting be extended past 9:00 p.m.

--- Carried by consensus

Trustees expressed differing opinions regarding the current motion and engaged in discussions to refine the wording of the amended motion aimed at approving policy II 007, which pertains to the Board Members' Code of Conduct. Therefore, the original motion no longer stands.

# 2025-147-- It was moved by Trustee Weiler and seconded by Trustee Sikora:

That the Board of Trustees approve the changes to policy II 007 Board Members' Code of Conduct as presented and to amend the motion to include locations on the website to communicate how a member of the public can bring forward complaints to the Chair and/or the Vice-Chair.

Trustee Stanley moved that the vote be postponed until the next meeting, outlining the reasons for this suggestion. Trustee engaged in further discussions regarding additional amendments.

2025-148-- It was moved by Trustee Stanley and seconded by Trustee Phillips:

That the Board of Trustees defer this motion to the Board of Trustees meeting on October 27th, 2025.

**Vote by Show of Hands:** 

In Favour: 2 Opposed: 6

--- Motion Defeated

### 2025-149-- It was moved by Trustee Weiler and seconded by Trustee Sikora:

That the Board of Trustees approve the changes to policy II 007 Board Members' Code of Conduct as presented and to amend the motion to include locations on the website to communicate how a member of the public can bring forward complaints to the Chair and/or the Vice-Chair and the Director of Education.

No objection from the group to add a recorded vote, requested by Trustee Phillips.

# By Recorded vote:

In Favour: Trustees Weiler, Doherty-Masters, Francis, Guerin, Sikora, Kraft (6)

Opposed: Trustees Phillips and Stanley (2)

--- Motion Carried by Majority

# 11. Assurance of Successful Director of Education Performance

### 12. Potential Agenda Items

# 12.1 Notice of Motion - Letter to the Minister of Education

Chair Kraft provided a brief review of the motion being sought. Vice-Chair Weiler gave context on the purpose of the letter. Trustee Stanley called a point of order and referenced Bylaw item 4.1.6 "shall not be the subject of any debate or comment at the Meeting at which it is introduced." Vice-Chair Weiler noted that context was needed before moving a motion to open it for discussion. Trustee Cuff noted a motion to accept motions is needed.

2025-150-- It was moved by Trustee Sikora and seconded by Trustee Guerin: That motions be accepted from the floor.

--- Carried by consensus

2025-151-- It was moved by Trustee Weiler and seconded by Trustee Guerin:

That the Notice of Motion – Letter to the Minister of Education be opened for discussion.

--- Carried by consensus

Trustees debated the content, tone, and timing of a proposed advocacy letter to the Minister of Education regarding the Trustee role, with suggestions to revise the letter to reflect recent ministerial statements and to position the board as proactive in shaping Trustee reform, ultimately deciding to revisit the letter at the next meeting after further review and input.

### 13. Announcements

# 13.1 Upcoming Meetings/Events

Chair Kraft reviewed upcoming meetings and events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14. Items for the Next Meeting Agenda

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

15. Adjournment - Confirm decisions made tonight.

15.1 The Recording Secretary confirmed decisions made tonight.

# 16. Closing Prayer

16.1 Closing prayer.

# 17. Motion to Adjourn

2025-152-- It was moved by Trustee Phillips and seconded by Stanley:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:00 p.m.

Chair of the Board	Secretary



# Catholic Parent Involvement Committee (CPIC) Minutes

Date	Wednesday, May 28 2025		
Time	6:00pm to 7:30pm		
Location	Catholic Education Centre, 35 Weber St. W., Kitchener		
(Hybrid)	Teams Link:		
	Member	Role	
	Judy Merkel	Superintendent of Learning	In-Person
	Renée Kraft	Trustee (Chair)	Regrets
	Marisa Phillips	Trustee	In-Person
	Linda Cuff	Trustee	Regrets
	Andrew Gordon	Elementary Administrator	In-Person
	Monica Carlin	Secondary Administrator	In-Person
	John Murphy	Diocesan Representative	In-Person
	Joey Stephen	Monsignor Doyle Family	In-Person
	Chetna Tomar	Resurrection Family	Absent
	James Sebastian-Scott	St. Benedict Family (CPIC Chair)	In-Person
	Craig LeBlanc	St. David Family	Regrets
	Paul Marchwica	St. Mary's Family	In-Person
	Dave Perlaky	Secondary: Cambridge (Budget)	In-Person
	Irene Vassalo	Secondary: Kitchener	In-Person
	vacant	Secondary: Waterloo	N/A
	Akpos Ohwofaraye	Member-at-Large	Regrets
	Paulina Ebie	Member-at-Large	Regrets
	Jennifer Allore	Member-at-Large	Regrets
	Tracey Antonio-Uttley	Member-at-Large	In-Person
	Vacant	Member-at-Large	N/A
	Jessey Fraga	Recorder	In-Person
	Action Items	Noted in Green	

Item #	Topic	Presenter
1	Welcome, Opening Prayer & Territorial Acknowledgment,	James/Judy/David
	Call for Additional Agenda Items	
2	Approval of the May 28, 2025, Agenda	James
	Paul moved and Irene seconded approval of the Agenda.	
3	Approval of the Minutes of April 23, 2025	James
	Irene moved and Paul seconded approval of the Minutes.	
4	Superintendent Update	Judy Merkel
	Focus on boundary review	
	Two new schools opening in September	
	Received Ministry budget	
	MYSP	
5	Trustee Update	Marisa Phillips
	MYSP – complete before May 30 <sup>th</sup>	
	Boundary reviews resolved – South Galt Area	
	Environmental Presentation – lighting changed to LEDs in	
	schools	
6	Administrator Update:	
	<u>Elementary</u>	Andrew Gordon
	Pride flag being flown next week	
	PD Day – Report Card writing	
	Grade 8 graduation	
	<ul> <li>Last day of school for students – June 26<sup>th</sup></li> </ul>	
	Consultant	Monica Carlin
	Secondary Winding down	Monica cartin
	Winding down	
	Timetables, September preparation	
	Grad masses, convocation, liturgies	
	Teams qualifying for CWOSSA	
	Exam preparation	
	<ul> <li>Discussion Assessment &amp; Evaluation may have exams for</li> </ul>	
	grade 9 and 10	
	Pride flag being flown next week	
7	Discussion Items/Updates	Judy
	7.1 Parent Engagement Event (May 3 <sup>rd</sup> )	
	300 parents registered	
	Held at the Family Centre	
	Speaker: Dr Jean Clinton	
	Resource Booths	
	Positive parent feedback	
	Recordings available and previously shared with CPIC	
	7.2 Branding Review	
	Info compiled	
	Sample logo and slogan generated	
	We will send out phrases and members can do mockups –	
	send to Jessey deadline in 2 weeks	

	Motion to adjourn made by Dave and seconded by Joey.		
10	Adjournment	7:30pm	
9	Gratitude and Closing Prayer	Judy	
	7.3 Parent Interest (2025-26) – please email Jessey		
	Send out dates for September		
	What does our communication strategy look like (subgroup) Joey and Marisa and Judy and Monica – host virtual meeting at the end of the year.		
	Create an Instagram account for CPIC – Judy will look at policy		
	Create a post-card to parents from CPIC & send out beginning of year (send out a paper copy)		
	<ul> <li>What do we want this committee to do?</li> <li>Outreach plan? What does it mean to be present?</li> <li>Create Google docs for brainstorming – Jessey to send out</li> <li>CPIC to attend one CSAC meeting a year?</li> <li>Onboarding – breakout with CPIC member</li> <li>September will be a brainstorming meeting</li> </ul>		
	- Develop guidelines – what is our role?		





# **Audit Committee Open Meeting**

**Date:** June 16, 2025

**Time:** 5:00 p.m.

**Location:** CEC 109a – St. Mary's Board Room

Next Meeting: October 2, 2025 at 6pm

Attendees: Committee Members:

Marisa Phillips, Bob Sikora, Winston Francis

**Community Members:** 

Jennifer Gruber, Zeynep Danis

Administrative Officials:

Tyrone Dowling, Shesh Maharaj, Shane Durham, Laura Isaac

**Guests:** 

Andrea Eltherington (RIAM), Melanie Dugard (Doane Grant Thornton)

Regrets:

- 1. Welcome and Opening Prayer
- 2. Territorial Acknowledgement
- 3. Approval of Agenda

Motion: That the Audit Committee Open Agenda of June 16, 2025 be approved.

Moved by: Bob Sikora Seconded: Winston Francis **Carried by consensus** 

- 4. Declared Pecuniary Interest None
- 5. Approval of the Minutes

Motion: That the Audit Committee Open Meeting Minutes from March 26, 2025 be approved.

Moved by: Marisa Phillips Seconded: Bob Sikora **Carried by consensus** 

#### 6. Discussion Items

### 6.1 Q3 Dashboard Report

Laura Isaac presented the Q3 dashboard report

Motion: That the 3rd Quarter Dashboard Report for the year ended August 31, 2025 be sent to the Board

of Trustees for information. Moved by: Bob Sikora Seconded: Winston Francis Carried by consensus

### 6.2 Regional Internal Audit Team

- June Status Update
- 2025-2026 Audit Plan Proposal
  - Andrea confirmed that they are independent of management and presented her open status update

Motion: That the 2025-2026 Regional Internal Audit Plan be approved as presented

Moved by: Bob Sikora Seconded: Winston Francis **Carried by consensus** 

#### 6.3 Audit Committee Administration

- 2025-2026 Meeting dates AC Self-Assessment
- Dates for upcoming meeting:
  - o Initial Meeting: October 2, 2025
  - Financial Statements: November 12, 2025
  - 2<sup>nd</sup> Quarter: January 28, 2026
     3<sup>rd</sup> Quarter: April 8, 2026
     4<sup>th</sup> Quarter: June 17, 2026

### 6.4 Other Business

- New Accountability Measures for School Boards
  - Shesh presented the key changes to the Education Act and the potential changes for school boards as a result of Bill 33: Supporting Children and Students Act, 2025
  - Still awaiting for royal ascent and not yet clear what impacts it will have; more details will come once available

### 6.5 Audit Committee Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 5:37pm

Moved by: Marisa Phillips Seconded: Jennifer Gruber Carried by consensus

# 6. Pending Items

None

### 7. Adjournment

Motion: That the Audit Committee meeting of June 16, 2025 is adjourned at 6:21pm

Moved by: Marisa Phillipa Seconded: Jennifer Gruber Carried by consensus

Senso



# **SEAC Committee Meeting Minutes**

Date& Time:	September 3, 2025, at 6:00 p.m.
Location (Hybrid)	In-Person: St. Francis Room (2 <sup>nd</sup> Floor), Catholic Education Centre Online: Via Teams: <u>Join the meeting</u>
Next Meeting:	October 1, 2025 @ 6:00 pm

**Committee Members:** Kim Murphy, Amanda Hennig, Cindy Benedetti, Karen Applebee, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley

Administrative Officials: Gerald Foran, Erin Lemak

**Regrets:** Amanda Henning

1. Opening Prayer	Erin Lemak
Welcome	
2. Approval of Agenda	
Motion by: Jeanne Gravelle	
Seconded: Laura Shoemaker	
3. Declared Pecuniary Interest	
N/A	
4. Approval of the June minutes:	
Motion by: Monica Wenzlaff	
Seconded: Bob Sikora	
5. School System Operational Business	
5.1. Professional Development Plan for the Year	
Special Education Teachers and Support Staff PD this year	E. Lemak
Special Education Teacher hiring process updated	
Q&A	
5.2 Summer Boost and Transition Update	
Update on the programs	G. Foran
Q&A	
6. Ministry Updates (10 min)	
6.1. Special Education Plan Checklist Update	G. Foran
Q&A	
6.2 Education and Community Partnership Program (ECPP) Funding	G. Foran/E. Lemak
Update	
Q&A	
7. SEAC Committee Functions:	G. Foran
7.1. SEAC Presentation Topics Review	
8. Policy Advice to the Board N/A	

# **Minutes**



# 9. Updates

## 9.1. Trustee Updates:

> Trustee Sikora shared Trustee updates.

# 9.2. WRFN Updates:

- Kaleidoscope Kids dates are set through December. FLYER
- School Navigation Workshop Series FLYER
  - The first workshop was held in mid-August. It was well attended and well received, allowing parents/caregivers an opportunity to also connect with and support each other.
  - We are also planning an IEP Overview workshop in partnership with WCDSB and WRDSB – just waiting on a confirmed date – likely later in September. This would be different than the session WRFN is offering in mid-October.
  - WRFN Camp Day Sunday, September 28 in partnership with the YMCA of Three Rivers at Camp Ki-Wa-Y. We are excited to share that the registration is full. This is an event where families can enjoy participating in camp activities and meeting other families. It typically fills up within two days of first promoting.

# 9.3. Autism Updates:

Autism Ontario September 2025 Updates

# 9.4. WWDSS Updates:

- Join us on Sunday, September 28th, 2025, for the annual WWDSS Any Which Way You Can A-Thon! AWWYCA Schedule of Events:
  - 1:00-2:00pm Registration, face painting, balloon twisting and outdoor fun
  - o 2:00-2:20pm Opening ceremonies
  - 2:20-3:00pm Any Which Way You Can A-thon 2km walk and roll around Waterloo Park
  - 3:00-4:00pm Refreshments, Announcements, and Entertainment by Erick Traplin
- WWDSS Speech & Music Social Groups will be running again this year in Waterloo Wellington region

# 10. Pending Items

N/A

# 11. Adjournment

Motion by: Kim Murphy Seconded: Jeanne Gravelle

# 12. Action Items Place Holder

N/A

On Thanksgiving Day massage from Annalisa - IN term Director of WCDSB,

"Creating communities where Christ's love is made visible and where every child feels seen, supported and inspired to reach their full potential".

I am Dilan Ganegoda and my son at Holy Rosary is in French Immersion, I am working in Village at university gate as Director of environmental service. I have experiences working as Director for 20 years and its brought me here for my community. In my opinion as a director, we never make our own decision. We do gather information, ideas, success stories, experiences and many more, I do listen to others voices for best results which is effective positively to others, follow policies and procedure at village, which was not done by the director at WCDSB.

On September 21, 2025 was the day we got a notification from parents how WCDSB made a decision to relocate Holy Rosary school French immersion to St Nicks. I do feel there is no more explanation needed for board about this unsuccessful decision. All parents were sending emails and concerning our thoughts to WCDSB, ministry and whoever is the responsible party for our children's education. Parents are stressed out, sleepless nights, unhappy and emotionally alone everyday, thinking every second of life how to plan their tomorrow and kids' education.

I would like to share our life with all of you to understand how we plan our life with our kids for the next couple of years until our kids grow up.

We moved from Toronto to Waterloo with big dreams of our kid's future and bought this house next to Holy Rosary school about 5 years ago. The school is very convenient and walking distance with 1 minute. Me and my wife have to plan our life ahead. We have no family members that live in Canada and we have no support. We both work full time in the health care sector and I do drop my kids to school at 08:15 and take public transportation to go to work. My wife leaves at 05:45 am and picks up our kids from school by 2:50pm after work. If she is late, the teacher remains with the kids, some days my lovely caring parents hold them until she reached to school. My kids have never been alone after or before school all parents work as family, we never feel alone. This is our schedule for 5 days a week and the story of all of our parent at Holy Rosary.

Our kids at Holy Rosary, in grade 2 FI and SK, we took opportunity of FI for our son to learn 2nd language as they are living in a bilingual country. When the program started, the only direction we got is "to register your child" there was none of the word says, Program will be optional (as per program consultant.) After the program starts it cannot be optional. How ever kids started French language and they work hard with their incredibly amazing teachers and prove it by learning French fluently, that's how successful the FI program is at Holy Rosary. Unfortunately, there is no program review done by FI committee

1- As per WCSDB, to resolve overcapacity, move 141 students from FI to St. Nicks? It will make few spaces this year as per all student are not moving including my kids. What is the solution for next 2-3 years to reduce overcapacity?

- 2-St. Nicks parents are not aware of what's happening in the school and no proper communication between parents and WDCSB (parents understand was they are starting FI in their school and not moving student)
- 3-Was there any implementation when St. John school student moved in to Holy Rosary in 2023 with more than 5 school buses and portable? Now here we are after 2 years school is overcapacity, how about in 2027 where are you going to move kids? Because this happened after 2 years. Same rotation at St. Nicks will be continued. Next St. Nick will be overcapacity, our kids are not a base ball move around.
- 3- Adding portables are costly, why Ministry of education funding for temporary solution instead of permanent solutions for future of country. I do feel few portables are more costly than one permanent building.
- 3- As per report there is no bussing to St. Nicks school for kids and the bell time is too late, take an extra 40 minutes to school both ways, with calculation loosing close to 1 hour daily for traveling with high traffic, 2 hours of lost work time, loosing current job as per there is no job that start after 10am, it's not possible to move every 2-3 years with kids for their school, kids will be home after 4 pm and will miss family time and bond, will be exhausted.

with long days, will reduced extra activities such as swimming, sports and extra learning etc.

- 4- If this relocation continues, after 3-4 years what will be the solution be for growing population at the community needing of school?
- 5- If the school is not only catholic why is there 2 school boards to mange school, why is the government spending millions and millions for staff members for 2 boards, if not following catholic and non catholic. will be suitable only 1 school board (I am not against to any of them just a question about) and that money can be used to build more schools in the region.
- 6- This will badly effect the catholic parish, children's well being and parents physically and emotionally well being
- 7- concern with after care, library at school, Gym and play ground and toilet facility for all new moving kids and increasing capacity at St Nicks. So, needs to clarify kids access to toilet in the winter time who is responsible for their proper clothing and remains of safety. What is the ratio for library, gym and toilet at the school as per recommendation?
- 8- Before process, is the transparency or accountability did take place, did school board follow policy and procedure? Did they complete any survey with community school team and parent, did they consider parent voice is very important as per kids are belongs to parent and kids are the main role in the school board which is went unrecognized. Those kids are giving you opportunity to have a high-quality employment for life. If there is no school, what will happen to your future. No future for the school board without children which is very unfortunate.
- 9- At the end, WCDSB will be fail with this decision, as per parents we are not moving most of the kids from Holy Rosary school to St. Nicks, when we keep kids in the Holy Rosary, what will happen in the St Nicks FI and HR with only few students in each class room. Do you combine the classes? Which is not suitable for kids' education as they are in various age groups and education will break up, there will be huge gaps with education. How can you fill this gap? What will happen to kids' future with education?

10- This is the worst decision ever made by WCDSB and never going to be a success and you all will be responsible for our kids lives and education. We all stand for our kids and your chairs won't be the same by next year. As a parent at Holy Rosary and St Nick we all are strongly disagreed with your decision and need proper solution by boundary review and program review to guide for a proper pathway.

There are solutions to the overcapacity at Holy Rosary that MUST be explored through the Boundary Review Policy APF017. The proposed solution is in alignment with your 2024 and 2025 LTAP that identifies a boundary review of the specific planning review areas E02, E03 and E04.

You continue to deceitfully limit the scope of a possible boundary review only to planning areas E04 and E06 when your own LTAP identifies the planning areas to be assessed together for a boundary review are actually E02, E03 and E04. This deceit was evidenced in your limited and lacking information posted at the open house. Furthermore, your continued positioning that there a no new schools or additions to "justify" a boundary review is misleading and inaccurate, especially provided the norm and expectation of redrawing boundaries to balance enrollment. There is a solution that allows for adjustment of boundaries that will allow a perpetually under-utilized school, St. Luke's, to be adequately utilized while aligning with future planning needs.

By not following through with a boundary review you are all failing to operate under good governance.

This solution needs to be explored through a boundary review:

St. Luke is only at 75% capacity and projected to remain at 113% up to 2032/2033.

St. Luke needs to absorb some of St. Agnes current catchment; St. Agnes absorbs some of Our Lady of Lourdes catchment and the prior St. John catchment area going to Holy Rosary can go to OLOL. This plan can focus on future enrolment and voluntary relocation to the new established boundaries.

St. Agnes also has a larger site that can accommodate portables.

You could also bring Sir Edgar Bauer into the mix if needed - their site size is massive and their projections are much more favourable than the school in the Waterloo West and Kitchener West area schools. By shifting enrolment up to these other schools allows for future overcapacity at Sir Edgar Bauer to be attended to by the new Beaver Creek Meadows school in an appropriate timeframe. The Sir Edgar Bauer site is massive and could be considered a Holding Zone for enrolment that will eventually go to the New Beaver Meadows Creek school in 5 years.

Considering there are no capital priorities attending to schools like Holy Rosary the only logical next step is to do a boundary review that results in a smaller catchment area not dissimilar to what prompted the 2020 St. John Boundary review.

This is a long term solution that actually addresses overcapacity.

It is evident that those in planning are unable to provide data-derived decisions to the overcapacity at Holy Rosary - the democratically elected trustees must utilize a boundary review to assess proper solutions to this issue and engage in meaningful discussions.

The next steps need to include the following:

- 1. immediately reverse the decision to move forward with any plan to relocate French Immersion from Holy Rosary
- 2. a data-backed decision that addresses excessive overcapacity at Holy Rosary for 3-5+ years through a boundary review
- 3. ensure equitable access to a future French Immersion site (if moved from Holy Rosary) for schools in the E06 planning review area through a program review
- 4. revise policy APF017 to remove the ability for WCDSB staff to circumvent the policy in the future when the rationale for relocating any students is due to the rationales as outlined in the policy. Additionally, program relocation should not occur without a program review.

# Holy Rosary French Immersion Parent Survey Results

Delegation by: Brandon Dear

Good evening Director, Chair, Trustees, and members of the Board staff.

My name is Brandon, and I am speaking tonight on behalf of the Holy Rosary French Immersion parent community.

I am here to share two stories about the French Immersion program at Holy Rosary with everyone so we can see how they compare to one another. The first story was told by the WCDSB staff. They saw that Holy Rosary was over capacity and so behind closed doors they made a plan. The plan was to move the FI program to St. Nicholas. On paper, it sounds enticing. The whole program of students move as one unified group to continue their French education and Holy Rosary is spared from the over capacity issue. Let's remember this fairytale story for later.

The second story I wish to tell is a data-driven story from the parents of our French Immersion children. Our parent community created and distributed a survey to every French Immersion family at Holy Rosary. The time frame for collecting data was less than a week in order to have this data ready for today. The response rate was overwhelming! Sixty percent of all families participated. The results offer powerful insight into who we are and what is at stake.

Our story begins with why we are here in the first place. We are here because we felt that our voices have not been heard. Our survey specifically asked whether parents felt their voices had been heard in this process and the result was sobering: When asked to respond to the statement, "I feel that parent voices have been adequately considered in decisions about the French Immersion program." Only 2 families agreed. 58 families — the majority — disagreed.

Let me share some more of what we learned about our FI community.

Approximately one in three families has a younger child who would be eligible to join the French Immersion program. Twelve of those children are in JK, three in SK, and six are not yet school age – some of the youngest are just two years old. In other words, this isn't just about the children in classrooms today. It's about the generations that will follow them and the future of this community.

From our data, 53% of families live within the Holy Rosary English boundary, while 44% do not, and 3% of parent respondents are unsure. Only three families are actually zoned for St. Nicholas, the proposed relocation site.

Currently, 41.8% of students walk to school. If the Board proceeds with this relocation, you will remove that entirely. Those daily walks, those moments of independence, the sense of community — gone.

Our survey showed that just over 50% of FI students are driven by car to school each day. And while it may appear like an easy transition to just drive those students to St. Nicholas, the bell time at St. Nick's is an hour in the future, and I don't drive a Delorean that could get my kid to school and transport me back in time for work.

Which brings me to childcare. Our survey indicated that 35.3% of families would require before-and/or after-school care. Childcare waitlists are long and can take a year or longer to secure spaces. Relocating students without a childcare solution would leave working families with impossible choices for next September. I myself would require before school care, and since I also have a younger child who we hope to bring up in the FI program, my wife and I are now faced with potential childcare costs for the next decade. A choice we never thought we would have to consider when our daughter started grade 1 just this September.

Our survey also asked whether parents would keep their children in the FI program, and if not, where they would plan to send them. We made projections based on the 60% sample size to try and accurately portray what parents were planning to do. Assuming results are representative of our sample, and if the board offered no additional supports (ie. bussing) and moved all grades, we could expect the following outcome:

57 FI students and their 17 siblings would stay and switch to the English stream at Holy Rosary.

45 FI students and 15 siblings would move to St. Nicholas.

5 FI students and 2 siblings would move to their home Catholic school.

20 FI students and 8 siblings would move to their home public board school and attempt to enter the French Immersion program there.

12 FI students and 5 siblings would seek alternative school options outside of the public and Catholic board.

Based on these numbers, and including the projected growth of 53 more students each year at Holy Rosary, there would only be 59 fewer students next year in September of 2026 at Holy Rosary. This might lead to 2-3 fewer portables. However, the WCDSB's projections show that this growth will continue and in September of 2027, the projected 53 new students would be added and we are back to 7-8 portables, requiring a boundary review.

Moving our attention to St. Nicholas, I will repeat that 45 current students plan to make the move and continue FI there. Across the 7 grades currently moving, which next year would represent grades 2-8 at St. Nick's, there would be an average of 6.4 students moving per grade.

If classes are split into two grades, this would mean classes of roughly 13 students. Which questions the sustainability of the program.

One of the solutions brought up by parents and acknowledged by the WCDSB staff was busing students to St. Nicholas. Our data shows that busing would have a significant impact on the number of FI students and their siblings willing to move. Up to an additional 33 students and siblings would move if permanent busing was provided. This number dropped to only 14 additional students and siblings if the busing was deemed only a short term solution. If busing is a permanent fixture, split classes would likely be more sustainable, though class sizes would still be small.

Our survey noted that up to 19 students would move to St. Nicholas if the school start time was moved earlier. I am not here to advocate that St. Nick's changes their bell times, but simply want to show that the bell time plays a role in why 19 families are unable to send their children to St. Nicholas.

Now, let's go back to that fairytale story I mentioned not too long ago. The staff at WCDSB made a decision to move the FI program without stakeholder participation. They thought parents were ready and able to send their children all over to St. Nicholas as a unit and we would all live happily ever after. However, we now know that this fairytale story will not come true. Our parental survey shows that many would not be able to send their children to St. Nick's, fracturing the FI program and creating small class sizes that would necessitate split grades. The portable situation at Holy Rosary would be fixed for a year with this decision and then a boundary review will have to follow sometime soon after.

So it begs the question. Why fracture the French Immersion community, divide a community between two schools, and take away this great program for so many students for only a quick short term gain? Longer term solutions are needed.

Finally, our survey asked what matters most to families, and the message was crystal clear. The top priorities were:

- 1. Staying connected with **friends and family** in the program.
- 2. Proximity to home.
- 3. Access to French language education.
- 4. The **teachers** and staff we know and trust.
- 5. The sense of **community and belonging** that Holy Rosary provides.

These are not just data points. These are values. These are the cornerstones of Catholic education: **community**, **care**, **and connection**.

We urge you to listen to us. Our community wants to work with you, not against you. But to do that, we need communication, honesty, and respect.

The Holy Rosary French Immersion community deserves to be heard. Our children deserve stability. Our families deserve transparency.

This is our data driven story. And we hope that after listening to it, you will rewrite your fairytale story with real long term solutions that keep a special community together, and not fractured.

Thank you for listening to our story.

Hello, I am Kelly Greatrex and I am the parent sponsor for this video delegation.

# Student Delegate #1,

Bonjour,

Je m'appelle . I am in grade 4 french immersion at Holy Rosary School. I want to tell you why you shouldn't move the french immersion program away from Holy Rosary.

I really love all of my friends in my class. They have been my friends for a long time and I would be sad to lose any of them. I really love my teachers. They make school so much fun and they really care about us. I would be very sad to not see them anymore. Also, I have a sister in Senior Kindergarten named. She has autism and it would make me sad if I had to switch school and not be with her. just started to love going to school after a very hard first year. With the help of amazing teachers, support staff and has now ajusted and is so happy to come to school. So, you are asking me to either give up french (which I love), my friends and my teachers or you're asking me to leave my sister which I DO NOT want to do! Please reconsider this move as it doesn't solve a problem but only makes many more!

### Merci

# Student Delegate# 2,

I'm in grade two at Holy Rosary. That's my school (points), this is my home. My sister is in SK I love learning French and now I can read and write in French. My mom said I have to stop French Immersion because of new school in 2026. It's too far and start late. My mom or dad can't take me to school. I feel so sad that I won't be able to learn French. Please keep us at Holy Rosary with French Immersion. Love my teachers, friends and neighbours. They are my family. Thank you and merci beacoup.

# Student Delegate# 3,

Hello board meeting members, my name is and I am in seventh grade. I am here today to talk a bit about my personal thoughts on your idea to move the french immersion school program to another school. Not only do I think this is unfair, I don't think you realize that moving schools will disrupt already made routines for families. For example my sister is at the university and her school starts at 8:30 while St. Nicholas' school starts at 9:15, which isn't efficient and I know many many parents will agree. You say your plan would work for the over population and 'keeping the kids together'. Both plans will fail. First 'keeping the kids together' will not work because many parents won't be able to keep up with the routine and plans and might have to transfer their kids to another school, meaning you are forcing others to be flexible enough to work with your idea which you did not consult with others.

Second, the overpopulation problem makes no sense. Sending us to another school which is already populated with kids but not as populated isn't going to work cause what will happen when that school gets populated? Will you send us yet again to another school? If yes, is your plan really helping that problem? Now, all things set aside, how will this affect us psychologically? Sending us (especially to the grade 7's) will be stressful for our minds figuring out where to go, new teachers, new faces since we only have two years left before getting sent yet again to another school for highscool. Now is this really what you want to do? If you are a part of the school board, your plans and ideas should help us grow and achieve many possibilities. From my perspective this seems like you haven't thought this far ahead. I Know this will affect me because you are stripping away at the class I have had for 5 years. I'm supposed to accept the fact we will be split up because of an idea you had, that all of us must obey.

# Student Delegate # 4,

Thank you for listening. Merci d'avoir écouté

# Student Delegate# 5,

Bonjour Je m'apelle et je suis dans le septième anée. I have been at this school since grade one, and I have met so many amazing people here. And it really pains me to hear that the WCDSB is thinking of moving the program to St. Nicholas. It would break me to leave the people at school with who I am so close with, for example, my classmates and I all have a close bond, and moving us would not only be hard for us, but also for our parents!

I have 3 siblings, and two of them have autism, and it has been a hard time for them trying to adapt and learn. My brother, who is in grade two, is finally starting to speak a bit of French, and my other sister, who is in grade 1, has just started this year and has not learned

much yet, but we are hoping that she gets the chance to learn French and to have that opportunity in the future.

Myself, along with my siblings and I, have had the same teachers, they know us so well, and we have a close bond with them. Not only that, but if WCDSB does make the choice to move the French immersion program to St Nicholas, then it would take about 30 minutes to drive to school because we are out of district. We already have to drive about 15 minutes for school daily, and driving that far to school every day would be hard on my family, especially my parents. I hope the school board can find it in their hearts not to move the program because it would affect so many families who, at the moment, can't handle that. I hope they can think about the people first instead of thinking only about the overpopulation, because they know we aren't the ones to blame.

# Student Delegate# 6,

Salut Board members, je m'appelle , et je suis dans le FI septième classe dans Holy Rosary.

I have been attending Holy Rosary since grade one in the French Immersion program. I have been with the same group of students for seven years, and as an only child, my classmates are more like siblings. Your plan to move the FI program to St. Nicholas will not only rip apart my class but also many others, as many of my classmates and friends have indicated in the survey that they can't make St. Nicholas work, me included. So the proposed plan of keeping all FI students together is not going to work. This also means that myself and many of my classmates will have to choose between French immersion and their community faith-based school. This is wrong and unfair in so many ways. As well, I plan to continue French in high school, so the WCDSB is forcing me to choose between French and Faith, as well as impacting my future.

Not only will the move be hard for all the French Immersion students, but also not having the familiar faces of teachers at their new school will make the move even harder and more stressful. On a personal note, the teachers at Holy Rosary have really shaped my personality and me as a person, and have guided me through so many things, and to move away from them would be really heartbreaking.

There are so many things that are wrong with this decision that negatively affect many of the Holy Rosary FI families. For me personally, the proposed move to St. Nicholas means that my current commute time of 12 minutes, doubles to 25. Doing this twice a day, means it takes almost an hour every day for me to get to and from school. The change from an 8:20

start to a 9:15 start is also challenging for my family and many others. Both my parents work full-time and their work days begin at 830. Currently, they have flexibility in their job schedule but that will be changing in January 2026 and they will not be able to make a 9:15 start time work.

Please take our feelings and lives into consideration. We are people, not property.

Thank you.

Good evening members of the Board, Trustees, concerned Parents and community members.

My name is Jenelle, I am one of the many concerned Holy Rosary Parents.

This has been such a difficult speech to write.

Difficult because it means so much to so many of us.

Difficult because it has to do with our children's education, their futures and their wellbeing. All the things we want the WCDSB to care about too.

We are tired emotionally and physically. Over the last month the issue of relocating French immersion has taken a real toll on us. We've lost sleep, we've lost time with our families and our children. We've taken time away from our jobs – time that has cost us financially and personally. All because we've been forced to fight for something that should have never required a fight. Our children's right to a stable, faith based education in their own community.

We are struggling to maintain confidence, that those leading our board are putting our children's best interest first. Too often information feels incomplete, decisions feel predetermined and explanations don't line up with the reality we see in the classrooms.

When communication breaks down, trust breaks down too.

There is no doubt that Kitchener Waterloo is in crisis. Our Schools are all operating over capacity. Our children are learning in crowded spaces, and our educators are doing everything they can under impossible conditions. Yet, the Board continues to enroll large numbers of Non- catholic students, while Catholic families are being displaced or redirected elsewhere. This is not inclusion, it is imbalance.

We are not asking for exclusion or division, we are asking for fairness, transparency and integrity. This is not about closing doors or turning people away. It is about ensuring that the system works as it was intended to, and that every child inside our schools receives the education, care and attention they deserve and were told they could have. These decisions you make should protect the quality and identity of Catholic education, for the children it was meant to serve.

So, why is enrollment still being encouraged? It cannot continue this way. We beg of you to put the children first, and not your profit margins. Do not use our children as collateral to gain more funding for other projects, please!

Right now, parents are losing faith, not in catholic education itself, but in the leadership that governs it. And, we are scared. If you move forward with this decision, this sets a precedence for future instability within this system.

We NEED honesty. And we need genuine engagement. We need to feel that you're listening. That our concerns matter and that our children's well being is guiding your decisions. But, how can we feel that way when you say we are over capacity, but you keep enrolling new students everyday?

Consistency and community matter deeply to children and teenagers. When they are uprooted, when friendships are separated, when sense of belonging is disrupted, it affects their mental health, their confidence and their faith in the system around them. These things are important together, but even just one of these things being affected could be the difference in a person's existence. The loss of peer relationships is an inevitable consequence of removing French immersion from Holy Rosary. Friendships and peer support systems are crucial for emotional development. Displacement can lead to isolation, anxiety and behavioral issues. In a time when we see the needs for support of our kids' mental health higher than ever, we should bring them stability. Not stress that can damage their sense of identity and safety. It is also significant to note that when children are forced to move schools their academic performance is negatively affected, due to the disruptions on social networks, routine and learning environments.

What we are fighting for is not politics- it's stability, trust, and the lives of our children.

I have grown up here in Waterloo, I went to Sir Edgar Bauer, and then St. David's.

I was blessed beyond measure to walk those halls with the same people I have walked through life with. People who have made a real impact and difference in my life. People who cared about my life, when maybe I didn't care enough about my own. I cannot imagine my life without them. These are the friendships children start building in elementary school. These are the kids in your neighborhood, the ones you wave at and giggle with in Church. The ones that can see you through challenging times because they know you. They are not just numbers, they are human lives. Removing French Immersion, and ruining this community and all that these children have built will absolutely, negatively impact their lives. Maybe their actual life in the future.

I want to take a moment to thank the incredible parents, teachers and community members who have stood up, spoken out and have supported each other through this difficult time.

It has often felt like the WCDSB has tried to dismantle our sense of community – dividing schools, making decisions that pull families apart. But, we have been there for each other. Parents and teachers you have shown great leadership and care for the children.

All we want is to protect our catholic education , our French immersion community and our children.

We are asking you to – Please listen.

Be honest with us. Work with us. Rebuild the trust that has been lost. Because our children deserve better. And as parents, we will never stop fighting for them.

Thank you.



# Report

Date: October 27, 2025
To: Board of Trustees

**From:** Director of Education

**Subject:** Multi Year Strategic Plan 2025-2029

**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)

The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals and, just as importantly, the vision and priorities of the board. School boards are required to adopt the provincial priorities of Achievement of Learning Outcomes, Preparation for Future Success, and Student Engagement and Well-Being into their multi-year plans. The multi-year plan is aimed at achieving the Ministry of Education goals of increased student achievement and well-being, increased public confidence, and responsiveness to local needs. The Waterloo Catholic District School Board's Multi-Year Strategic Plan endeavours to be faithful to these articulated priorities, as well as to our Catholic Graduate Expectations and the principles of our Catholic Social Teachings.

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

- The Education Act, Section 169
- Board Governance I.001: Ends
- Bill 98, The Better Schools and Student Outcomes Act

# Alignment to the MYSP:

This report presents the new Multi-Year Strategic Plan for 2025-2029, which will guide all future strategic initiatives and align all Board operations.

# **Background/Comments:**

The current Multi-Year Strategic Plan (MYSP) for 2022-2025 is scheduled to conclude at the end of 2025. In preparation for the development of a new plan, the Board undertook an extensive and meaningful consultation process to ensure that the voices of all stakeholders were heard and incorporated into the strategic direction for the next four years.







### **Consultation Process**

The consultation and development process, led by trustees and senior staff in partnership with Maximum City, engaged **over 5,300 participants** through surveys, facilitated sessions, and student activities. The participation breakdown included:

- **918** Staff & Trustees (Survey)
- **1,525** Students (Survey)
- **1,294** Parents/Guardians (Survey)
- **67** Faith Partners & Community Members (Survey)
- 224 participants in Facilitated Sessions (Staff & Parents)
- 1,297 students in Future Skills Activities

A draft of the new MYSP was presented to the Committee of the Whole on October 6, 2025. Feedback from that presentation included:

- Positive comments regarding the clarity of language in the plan and incorporation of community priorities
- A suggestion to add "excellence" under Learning to address the quality of the academic program (which has been incorporated)
- A suggestion to revisit the Mission Statement, specifically language around "transforming God's world" at a later date.
- Questions about implementation, monitoring, graphic design, and communication (work on these elements is taking place in parallel and will be presented in future updates)
- Discussion about the length of term: 4 or 5 years (the working group recommends a 5-year term to allow for deeper implementation and assessment)

# **Structure of the New MYSP**

The new Multi-Year Strategic Plan follows a clear and accessible structure that identifies the organization's mission, vision, and values, then articulates strategic priorities supported by specific objectives.

# **Key Structural Elements:**

- Mission Statement tells us what the organization does, or its fundamental purpose
- Vision Statement tells us what the organization wants, or where it is going
- Values guide the actions and behaviours of the organization and its members
- Strategic Priorities (or Pillars) identify the core goals
- "We" Statements provide clarity and shared responsibility for each priority
- Strategic Objectives direct the actions and measures to be included in the plan

# The Three Strategic Priorities: Learning, Serving, Belonging

The proposed MYSP is built on three interconnected and interdependent strategic priorities, with Faith at the center:

#### 1. LEARNING

We set high expectations & challenge learners Strategic Objectives:

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







### 2. SERVING

We listen & serve in education & faith

**Strategic Objectives:** 

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

# 3. BELONGING

We foster meaningful connections for students & staff Strategic Objectives:

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

These three priorities are intentionally interconnected, with Faith serving as the integrating element that binds them together. This structure reflects our core identity as a Catholic learning organization while addressing the contemporary needs identified by our stakeholders and a context review.

# **Next Steps**

Following Board approval of the Multi-Year Strategic Plan 2025-2029, staff will work to develop:

- The operational plans that will guide implementation
- Key performance indicators and data sources for monitoring progress
- A monitoring framework and methodology
- Graphic design and communication materials
- Professional learning and support for all stakeholders

These elements will be presented to the Board in future reports, ensuring transparency and accountability throughout the implementation of the MYSP. Beginning in the new year, reports to Board will include direct alignment back to the Multi-Year Strategic Plan 2025-2029, indicating the pillar and, where possible, the stakeholder goal being addressed by the report.

At the midpoint and conclusion of the term of the MYSP, staff will conduct surveys with our stakeholders to inform our understanding of the efficacy of our work and to provide detailed reporting against our articulated goals.

# **Recommendation:**

That the Board approve the Multi-Year Strategic Plan for 2025-2029, as presented.

Prepared/Reviewed By: Annalisa Varano

**Director of Education** 

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









# Report

Date:	October 2	7, 2025	
To:	Board of Trustees		
From:	Director of Education		
Subject:			
Type of Repo	ort:	<ul> <li>□ Decision-Making</li> <li>□ Monitoring</li> <li>☑ Incidental Information concerning day-to-day operations</li> </ul>	
Type of Information:  □ Information for Board of Trustees Decision-Making □ Monitoring Information of Board Policy □ Information only of day-to-day operational matters deleg		_	
Origin: (cite	Education Ac	t and/or Board Policy or other legislation)	
Ontario Cath	olic School (	icy I:001 Ends Graduation Expectations (OCSGE, 2011): [Institute for Catholic Education] e Professionalism	
Policy Stater	ment and/or	Education Act/other Legislation citation:	
Ontario Cred Ontario's Equ	it Education : uity and Inclu ll-Being Strat	Norks for You (2019) Strategy (2019) Isive Education Strategy (2009) Degy for Education: Discussion Document (2016) In (2017)	
⊠ Staff ex	<b>Belong</b> tudent can se periences a	ee themselves reflected in their learning. positive, healthy, and inclusive workplace. use the available resources to assist in navigation of the school system.	
WCDSB □ Staff are	tudent experi pastoral pla e welcomed a	iences the Ontario Catholic School Graduate Expectations (OCSGEs) and the n within their learning environments. and invited to continue to be a partner in their adult faith formation journey. ween home, parish and school is strengthened.	







# **☒** Strengthen to Become

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

# **Background/Comments:**



St. Louis Adult Learning and Continuing Education Centres holds firm to our motto of providing Hope, Opportunity and Success for All. St. Louis' Student Achievement Plan (SAP) centers on the guiding statement: Respond to student voices and individual identities and offer support to improve achievement of individualized pathway goals, including but not limited to academic, employment, social and emotional goals.

Demand for St. Louis programs (22 programs and services) continues to grow. In the 2020-21 school year the number of student registrations across the programs was 10273. Over the past 5 years, the student registration rate steadily rose 65% to 17043 in the 2024-25 school year.

# 2024–25 Strengthen to Become

This year, St. Louis supported thousands of students to meet their unique learning goals at three St. Louis campuses, four partner locations, and dozens of WCDSB schools after the regular instructional day, on Saturdays and in the summer. St. Louis learning communities provide adult learning opportunities and well as many value added and wrap around learning opportunities for JK-Grade 12 students currently attending Elementary and Secondary schools. While not all programs are secondary school credit bearing; all support foundational learning for the individual at the current stage of their learning journey. This support creates the building blocks for attainment of future goals that often include but are not limited to, increased achievement levels in educational settings, earning an Ontario Secondary School Diploma (OSSD), employability training, skilled trades certification, post-secondary education, and sustainable employment. Personal learning journeys are rarely linear and for many they include growth through challenges, multiple attempts, starts and restarts and a frequently changing personal landscape.

The WCDSB MYSP Indicator #27 is to have >90% of St. Louis students affirming that they are on track to achieve their desired outcomes at St. Louis. In addition to data regarding this indicator, students are asked to share other aspects of their experience to gather important student voice input across all programs, campuses and the calendar year of programming. The data collected and an increase in survey participation rate, aligns with increases in registration and affirms that even with growing program demands and the diverse nature of student learners and their educational goals, student achievement and satisfaction remains extremely positive.

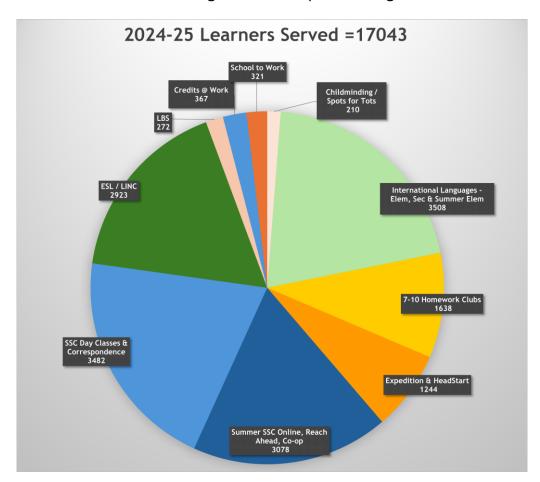
Data Highlights from the 2024-25 Student Survey:







- 96% of adult students felt welcomed
- 99% would recommend St. Louis to others
- 98% of adults and 93% of school-aged learners reported being on track to meet their goals.



Markers of success and completion also resulted in:

- 452 OSSD's achieved (a 19% increase from last year)
- 205 Hair, Culinary and PSW Certificates earned (a 13% increase from last year)
- 455 staff worked in a St. Louis position with another 180 supporting programs in an Occasional staff position

### Overall goals achieved 2024-25

- Increased access to programming for more students with 17 043\* registering for programs. \*Note: students may be registered for multiple programs throughout the school year.
- Analyzed survey and program data, alongside leadership team of Program Managers, to
  explore requirements of and potential in funding models, identify trends and gaps in service,
  including registration processes and understand student needs and voice to influence
  program development, course offerings and staff development needs and goals.
- Continued to build staff capacity through dedicated professional development across all
  program areas on topics including but not limited to, responsive student learning platforms,







- AI, student voice, and differentiated instruction to meet the needs of all learners, with regular reflection regarding multi-language learners and students with identified learning needs.
- In addition to program specific professional development, this year a coordinated, shared
  guest speaker for all the weekday programs on the topic of a Trauma Informed School
  occurred and was a powerful opportunity for our instructors in ESL, LINC, childcare, PSW and
  Secondary Credit programs to share lived experience and learning with regard to the necessity
  of a trauma informed lens in our learning communities.

As we have seen for almost 4 decades at St. Louis, adult learners are highly motivated and focused to achieve their goals; however, adult learners have complex lives. Within our student survey, students were invited to outline barriers to their learning, attendance, and program completion. The barriers identified continue to be multi-faceted and include family, work, scheduling challenges, transportation, motivation, learning gaps and health and medical needs. Through conversations with students facing these challenges we heard their stories and their hope-filled goals and worked with each student to support their personal goals with responsive, personally attainable and forward focused plans.

As we continued to create welcoming, inclusive, and responsive spaces and processes throughout our programs and campuses, we reflected on our diverse student community and continued to enhance the learning environments with inclusive artwork and informative and motivating messaging in hallways and classrooms and more culture-rich materials to support curriculums.

### 2024-25 Highlights by Program Area:

### **Secondary School Credits (SSC)**

- 1338 unique SSC day class students and the addition of some new teachers, although staffing continues to be a constant and demanding process
- 2144 unique correspondence students, up 23% from the previous year and many students took more than one course, credit accumulation rates also continue to gradually increase
- Introduced the new NBE3C and NBE3U in-person and correspondence courses
- 375 students were enrolled in Credits@Work to leverage the demanding lives of working adult learners towards OSSD attainment. This number includes the highly regarded Royal Canadian Navy program partnership in its third year.
- 1365 St. Louis students were assessed for Mature PLAR (Prior Learning Assessment and Recognition), another 45 WCDSB students turning 18 within the school year were processed
- PLAR student survey was conducted to get student voice into our current processes
- Made investments into our culinary kitchen to support student learning and outcomes and build the capacity in the program to explore catering opportunities for WCDSB meetings
- Trialed a student support space to meet identified student needs
- Summer School registration for credit programs included 3078 students (11% increase)
- Reach Ahead Technology credit for incoming Grade 9 students offered 9 classes across two WCDSB Secondary schools in July resulted in 180 students entering Grade 9 with the graduation requirement for a grade 9 or 10 Technology credit met
- 452 OSSD earners will be celebrated at the St. Louis Graduation Ceremony November 7, 2025

### **Next Steps:**







- Use PLAR Student Survey feedback to create a D2L PLAR platform and increased messaging to increase PLAR awareness and completion and continue to build capacity at each WCDSB Secondary school to assist with identifying and processing PLAR credits for eligible students
- Correspondence program will continue to promote course completion strategies, increase student support hours of availability (in-person and remote), respond to impact of AI, and continue to implement a comprehensive system for onsite exams – all to foster student engagement, accountability, credit integrity and successful completion
- Onboard new staff to expand course offerings for day school classes
- Ongoing evaluation of processes, student data, anecdotal feedback and revenue streams to provide student success supports to address gaps and barriers to improve achievement of student goals

### **School to Work Programs**

### **Personal Support Worker (PSW)**

- 138 students earned PSW certification and will be celebrated at November 14, 2025 graduation
- PSW program underwent rigorous, mandatory Quality Assurance process and received a glowing report citing the program as, exemplary with much to be proud of... with students that are enthusiastic and have high praise for the program
- New PSW Living Classroom opened at Parkwood Mennonite Home in September 2024 and a second cohort of students began January 2025; a third Living Classroom began in hybrid model of students visiting one day/week while construction of a new Living Classroom began at Sunnyside Home
- Funding opportunities and grant applications through the Ministries of Education, Health and Long Term Care, Research in Aging (RIA) and CESBA (The Ontario Association of Adult and Continuing Education School Board Administrators) were all successfully attained and maximized to support the now 3 Living Classroom partnerships, improve technology and equipment both in the Living Classrooms and at St. Louis Main Campus, including construction of a new bathroom simulation lab to practice critical skills for the classes at St. Louis Main Campus. Some funds from the grant streams were used to hire a Living Classroom coordinator to prepare the classes, develop teaching resources, recruit students and establish facility connections and processes.
- Implemented a two-credit experiential and theory-based learning opportunity for graduates
  from the PSW program to learn and demonstrate the skills to work as an Educational Assistant
  within the WCDSB that incorporated training supports from the WCDSB Special Education team
  and a placement in a WCDSB Elementary school that resulted in intentionally trained 11 EAs
  being hired into the system

### Hairstyling / Barbering

- 98 Hairstyling students over the span of 3 cohorts moved through 3 terms Level 1, Level 2, followed by a 220-hr Co-op placement with 54 earning their St. Louis Hairstyling Certificate
- More outreach was made with students to meet with Guidance and help direct them towards
  meeting the expectations of the OSSD (including PLAR and registering for compulsory credits)
  to make them eligible to continue their apprenticeship journey
- A review of program deliverables was completed, and staff are working towards adding enhanced lessons to meet a variety of clientele, including hair techniques for black clients, and privacy protocols creating a hijab-friendly salon space







### **Culinary Arts**

- Cooking, baking, nutrition and hospitality courses offered through Secondary credit term options remain in high demand as practical, hands-on, elective credit option
- 13 students completed four or more single credit culinary classes and OYAP Co-op credits to earn a St. Louis Culinary Training Certificate

### **Next Steps:**

- Continue collaborations with LBS, ESL and Guidance programs to promote opportunities to
  enroll in ESL or LBS programs prior to beginning Hair or PSW programs during the intake
  process for optimal success and skills development as well as future pathway goal setting and
  use of the PLAR process for OSSD attainment through the elective credits earned in the School
  to Work programs
- Ongoing professional activity for staff throughout the school year built on collaborative learning opportunities to address program and student learning needs

### Core Essentials - Literacy and Basic Skills (LBS)

- 165 Core Essentials learners were served, an additional 68 students were assessed and
  received a referral to a different program that would best suit their needs and goals, plus an
  additional 136 PSW students participated in a study skills program developed to specifically
  support success in the PSW program
- Students in the LBS program experienced greater confidence and success in completion of personalized LBS benchmarks, others successfully passed the literacy entry requirement for the PSW program, while others earned Secondary credits alongside their LBS benchmarks

### **Next Steps:**

- Continue to encourage timely transitions and build more opportunities for student support to meet the needs of students facing barriers to learning in a variety of St. Louis programs
- Continue to develop LBS content to address student challenges in the PLAR process and Hairstyling Program
- Core Essentials staff participation in professional development with Community partner organizations as well as Secondary credit teaching staff to increase collaboration between programs and support student transitions and success

## English Language Programs (Language Instruction for Newcomers to Canada – LINC and English as a Second Language - ESL)

- A total of 2923 unique learners were registered between LINC and ESL (1854 ESL & 1169 LINC), this is a decrease in students served due to increased program costs and funding limits
- Due to full classes and strong adherence to funder expectations regarding attendance and waitlist management, Ministry targets were met
- LINC funding was secured for three years, and ESL funding remains stable in a one year at a time funding cycle

### **Next Steps:**

- Staff and program model remains dedicated to supporting students with digital literacy through a digital learning-based delivery model in all ESL and LINC classes
- Continue to follow Ministry direction for waitlists and class sizes, and analyze program to find space to meet the demand for ESL evening classes







• Continued professional learning opportunities for all instructors to build capacity in classroom use of Avenue.ca as the main teaching and learning platform and assessment tools.

### Childminding (Care for Newcomer Children – CNC) and Licensed Child Care

- A total of 210 children were cared for across two campuses
- With professional development support, childcare staff focused on "Environment as the 3rd teacher." in recognition that children learn from the adults in the room, their peers and the physical environment

### **Next Steps:**

• Continue to monitor children's development using the ASQ developmental screening tool and meet with parents to review children's progress

### International Languages - Elementary (IL)

- 2225 JK-Grade 8 aged students during the school year across all locations within a total of 18 languages offered, as well as another 431 students registered to earn a secondary credit in one of 6 languages in the evening or on a Saturday morning
- Summer Fun with Languages saw 815 students registered for half days of learning in July
- Growth management remained and remains a priority as the teaching spaces, program support demands, and staffing will continue to determine capacity for International Languages programming

### **Next Steps:**

- PD and training opportunities for teachers and instructors include implementing AI in lesson planning, assessment and evaluation and Thinking Classroom for secondary credit teachers, behaviour management and creative learning strategies for the elementary instructors.
- Increase students' attendance, engagement and learning through authentic real-life situations, engaging learning opportunities and language acquisition dialogue

### **Literacy & Numeracy, Continuing Education**

- Throughout the school year, Grade 7-10 Literacy and Numeracy programs were established in 20 Elementary schools and 4 Secondary schools with many locations offering more than one program and serving 1638 students over the course of the year
- After 15 years, HeadStart continues to see on average 50% or more of all Grade 9's voluntarily enroll in this transition program held in August, this year 1114 Grade 8 students registered, with a program high of 78% of incoming St. David students registering this year
- Summer Expedition in July continues to be a value-added literacy, numeracy and STEM support for students entering Grades 7-9
- Asst. Deputy Minister of Education Jess Dixon visited one of the Summer Boost sites on the second last day of the program in July and commented on the impressive learning outcomes of the program

### **Next Steps:**

- Continue to offer variety and flexibility for as many schools as possible to establish Homework Clubs, including targeted outreach to schools without a program
- Collaborate with Summer Boost planning team to adhere to funding parameters to adjust the Summer Expedition program to focus on students finishing Grades 7 and 8







 Explore potential transition program for the new Grade 7-12 school opening in September 2026

### **Overall Next Steps:**

The 2025–26 school year marks the 40th anniversary of St. Louis Adult Learning and Continuing Education Centres. A planning committee is being formed to commemorate this significant milestone. While the celebration offers a chance to reflect on the Centre's origins, the strong registration numbers in the first month of the school year indicate that St. Louis is poised to reach new enrollment milestones. Ongoing improvements to program processes and delivery, staffing complements and community partnerships, alongside efforts to enrich learning experiences and expand access for students, signals another promising year of growth, achievement and pride for our dedicated staff. Additionally, our school website will be undergoing a redesign to better support students in exploring and selecting programs that align with their individual educational goals.

The Continuing Education landscape is dynamic and constantly evolving throughout the calendar year. The leadership team remains committed to maximizing student learning opportunities within the constraints of current funding models, staffing levels, facility availability, and with the support of our essential community partnerships. Attracting and maintaining passionate instructional staff across all programs continues to be a top priority. The ongoing collaboration with WCDSB central staff and the senior leadership team plays a vital role in helping us respond effectively to emerging opportunities and challenges within our campuses and learning communities.

### **Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed Bv:** Annalisa Varano

**Director of Education** 

Patrick Ebv

Superintendent of Learning

Lisa Mackay Principal

Erin Riley Vice-Principal

James Rodrigue Vice-Principal

Michele Breault Program Manager

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









## Report

**Date:** October 27<sup>th</sup>, 2025 **To:** Board of Trustees

From: Zeynep Danis, Chair, Audit Committee

**Subject:** Audit Committee Annual Report to the Board of Trustees

**Type of Report:** □ Decision-Making

■ Monitoring

☐ Incidental Information concerning day-to-day operations

**Type of Information:** 

Information for Board of Trustees Decision-Making

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

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

Ontario Regulation 361/10 Audit Committees Board Policy II 010 Board Committee Structure

### **Education Act:**

Ontario Regulation 361/10 Audit Committees

- 15(3) An audit committee of a board shall submit a report to the board in each fiscal year on or before a date specified by the board, and at any other time as may be requested by the board, that includes,
  - (a) a summary of the work performed by the committee since the last report,
  - (b) an assessment by the committee of the board's progress in addressing any findings and recommendations that have been made by the internal or external auditor,
  - (c) a summary of the matters addressed by the committee at its meetings,
  - (d) the attendance record of members of the committee, and
  - (e) any other matter that the committee considers relevant.

### Alignment to the MYSP:

### **⋈** Awaken to Belong

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







### **☒** Ignite to Believe

$\square$ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and $\square$	the
WCDSB pastoral plan within their learning environments.	
☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation jour	rney.

### **☒** Strengthen to Become

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

### **Background/Comments:**

### **Audit Committee Members**

The Audit Committee is composed of the following members during 2024-2025:

- Jennifer Gruber (Community Member)
- Marisa Philips, David Guerin, Bob Sikora (stand-in), Tracey Weiler, Winston Francis (stand-in) Trustees
- Zeynep Danis (Community Member) Chair

### Governance

The Audit Committee operated throughout the fiscal year. All members were independent in accordance with provision 3(1) and 3(2) of Ontario Regulation 361/10.

### **Summary of Work Performed**

The Audit Committee met on the following dates: October 3<sup>rd</sup>, 2024, November 20<sup>th</sup>, February 5<sup>th</sup>, 2025, March 26<sup>th</sup>, and June 16<sup>th</sup>. The following are some highlights of the work of the committee over the 2024-2025 school year:

- Election of Zeynep Daniz as Chair of the Audit Committee,
- Reviewed the quarterly dashboard reports from management,
- Monitored the Fraud and Accountability Line,
- Completed annual review of the Audit Committee Terms of Reference,
- Reviewed the 2023-2024, audited financial statements and recommended approval to the Board of Trustees,
- Received and reviewed the 2023-2024 annual Internal Audit Report,
- Prepared and reviewed the Audit Committee Annual Report to the MOE,
- Reviewed the Regional Internal Audit Mandate,
- Reviewed the following RIAT Audits:
  - a. Effect of Staffing Shortages on Student Achievement
  - b. Entity
  - c. Strategic Risk Assessment
- Reviewed the following RIAT Follow-ups:
  - a. Back-up, Disaster and Recovery,
  - b. IT Security and Vulnerability Assessment,
  - c. HR & Payroll,
  - d. Privacy
  - e. Network Penetration Test







- Reviewed the WCDSB Internal Auditor Mandate,
- Reviewed the following WCDSB Internal Audit reports:
  - a. 2024-2025 School Generated Funds (as completed updates),
  - b. 2024-2025 Enrolment & Attendance (as completed updates),
  - c. 2023-2024 Trustee Expenses Audit Report and Statement of Trustee Expenses,
  - d. 2023-2024 Director's & Director's Office Expenses Audit Report,
  - e. Q1, Q2, & Q3 Internal Audit Plan Status Reports,
- Completed the annual Audit Committee self-evaluation,
- Reviewed the results of the Ministry's Enrolment and ESL audit of the 2022-2023 school year.

### **Internal Auditors**

The Audit Committee reviewed the 2024-2025 Internal Audit Plan. Prepared by the Internal Audit Officer, it was developed with consideration of the RIAT risk assessments and coordinated with the RIAT Audit Plan to produce a risk-based internal audit plan. The Audit Committee reviewed and endorsed internal audit strategies and annual plan for the Board and has received regular reports on the outcome of audit work and recommendations made.

### Assessment

Throughout the year and in accordance with recommended good practice various administrative tasks were completed. These include:

- Reviewed and recommended to the Board of Trustees the Audit Committee Terms of Reference
- Developed a meeting schedule and agenda for each meeting
- Reviewed and recommended for approval the yearly Internal Audit Plan
- Performed a self-evaluation of the Audit Committee effectiveness and discussed results.

It was agreed to meet five times throughout the year; all meetings were held as planned. Members' attendance was as follows:

Member's Name	October 3, 2024	November 20, 2024	February 5, 2025	March 26, 2025	June 16, 2025
Robert Sikora	N/A	N/A	N/A	N/A	~
Marisa Philips	<b>✓</b>	~	~	~	~
David Guerin	<b>~</b>	~	<b>~</b>	<b>&gt;</b>	N/A
Zeynep Danis	<b>~</b>	~	<b>~</b>	>	<b>&gt;</b>
Jennifer Gruber	<b>✓</b>	~	<b>~</b>	<b>&gt;</b>	<b>~</b>
Tracey Weiler	<b>~</b>	~	~	>	N/A
Winston Francis	N/A	N/A	N/A	N/A	<b>&gt;</b>

### **Attachment:**

Appendix C: Annual Report to the Board of Trustees and Forwarded to the Ministry of Education for the year ended August 31, 2025.







### **Recommendations:**

1) This report is provided to the Board of Trustees as monitoring information only, and

2) The Board of Trustees approve Appendix C for submission to the Ministry of Education.

**Prepared By:** Shane Durham

Internal Audit Officer

**Reviewed By:** Zeynep Danis

Chair, Audit Committee

Annalisa Varano Director of Education

Shesh Maharaj

**Executive Superintendent of Corporate Services** 

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# Appendix C Annual Report to the Board of Trustees and Forwarded to the Ministry of Education For the year ended August 31, 2025

District School Board Name: Waterloo Catholic District School Board

Fiscal Year: 2024-2025

Re: Annual audit committee report to the Ministry of Education per Ontario Regulation 361/10

The following audits or audit follow ups were approved in the 2024-2025 audit plan and were completed in the 2024-2025 fiscal year:

The following audits were completed in the 2024-2025 fiscal year:

### Audits:

- 1. Effect of Staffing Shortages on Student Achievement Report Issued
- 2. Entity Report Issued
- 3. Strategic Risk Assessment Started and Completed

### Audit Follow-ups:

- 1. Backup, Disaster and Recovery
- 2. HR & Payroll
- 3. IT Security and Vulnerability
- 4. Privacy
- 5. Network Penetration Test

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

October 2<sup>nd</sup>, 2025

Date Signa

**Audit Committee Chair** 

Title









## **Report**

Dat	te:	October 27, 2025		
To:		Board of Trustees		
Fro	m:	Director of Education		
Sub	oject:	Well-Being: Mental Health		
Тур	e of Report	☐ Decision-Making☐ Monitoring☐ Monitoring☐ Incidental Information concerning day-to-day operations		
Type of Information:		Information for Board of Trustees Decision-Making  ☐ Monitoring Information of Board Policy <b>XX XXX</b> ☐ Information only of day-to-day operational matters delegated to the CEO		
Orig	gin: (cite Ed	ıcation Act and/or Board Policy or other legislation)		
Reg	ulation 306 S	pecial Education Programs and Services		
Poli	icy Stateme	nt and/or Education Act/other Legislation citation:		
Poli	cy 1001 - End	5		
Alig	nment to tl	ne MYSP:		
⊠ E	Staff experier	long can see themselves reflected in their learning. ices a positive, healthy, and inclusive workplace. and/or use the available resources to assist in navigation of the school system.		
⊠ Iş	gnite to Belie	eve		
	□ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.			
	☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.  ☑ The relationship between home, parish and school is strengthened.			

### **☒** Strengthen to Become

- oxtimes Staff see their impact on student achievement.
- ☑ Families are engaged as active partners in our students' Catholic education journey.







### **Background/Comments:**

At the Waterloo Catholic District School Board (WCDSB), our vision is that our Catholic schools are the heart of the community: success for each, a place for all. We believe that a mentally healthy learning environment begins with a strong foundation of safe and caring communities. Relational safety, the felt-sense of belonging, fairness, and care, is at the heart of students' ability to engage, learn, and thrive.

As a Catholic community, we recognize that our schools are more than places of learning. They are communities of refuge, guidance, and growth. Creating trauma-sensitive schools reflects our deep commitment to Catholic Social Teaching, particularly the principles of human dignity and solidarity. The Gospel calls us to stand with the most vulnerable, to cultivate spaces of safety and understanding, and to be shepherds of healing in a world that can often wound deeply.

Our approach to student mental health aligns with School Mental Health Ontario and is grounded in a multi-tiered system of support. At Tier 1, we focus on trauma-informed classroom practices and social-emotional learning so that every student experiences predictable routines, caring relationships, and clear help-seeking pathways. At Tiers 2 and 3, regulated school mental health professionals provide targeted and intensive support in collaboration with community partners, ensuring that students receive the right support at the right time.

Decision-making is guided by multiple sources of evidence, including Ministry policy (PPM 169), student well-being and achievement data, demographic trends, and perceptual feedback gathered through conversations and surveys with students, parents, caregivers, and staff. Across all sources, the message is consistent: we must continue to prioritize upstream promotion, early identification, and timely access to intervention.

Over recent years, the mental health needs of students have grown increasingly complex. Data from the *Middle Years Development Instrument (MDI) Wellbeing Index* highlight this trend: in 2019, 40.7% of students reported low well-being, rising to 47.6% by 2022. In response, the **Goal for MYSP Indicator #1** was established — to decrease the proportion of students categorized as experiencing "Low Wellbeing" from 45% in 2022 to 41% by 2025. Encouragingly, the 2024 data showed a modest improvement, with 46.0% of students reporting low well-being. Our 2025 Census, which again included well-being measures, revealed a further positive shift — only 40% of students reported low well-being, a significant 6% decrease that surpasses our MYSP target and brings levels slightly better than those seen before the pandemic.

The next cycle of MDI data, scheduled for spring 2026, will provide updated insights to guide the ongoing refinement of our strategies and priorities. While recent gains are encouraging, the persistent gap compared with pre-pandemic outcomes underscores the continued complexity of student mental health needs. Sustained efforts are required to enhance social-emotional learning, reduce stigma, and foster resilience across all school communities, ensuring that all students are supported to thrive.









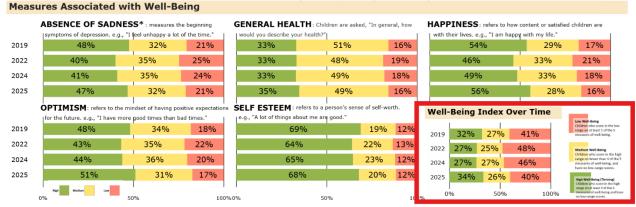
### **Multi-Year Strategic Plan** 2022-2025

MYSP Indicator #1

Goal: Every student can see themselves reflected in their learning.

Indicator context/details: The Waterloo Catholic District School Board (WCDSB) collects information from students, staff, and parent/guardians regarding school climate every 2 years. The WCDSB uses the Middle Years Development Instrument (MDI) for students, from Grade 4 through grade 12, which has been developed by researchers at HELP at the University of British Columbia. The MDI survey asks students about the liter thoughts, feelings, and experiences in school and in the community related to five areas of development that are strongly linked to well-being and provide an overall measure of well-being. Specifically, five of these measures (e.g., Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) are used to calculate an overall Well-Being Index and are reported across three categories of well-being, providing a holistic summary of children's mental and physical health. The MDI is an anonymous and voluntary online survey. For more information about the MDI, visit <a href="https://eartylearning.ubc.ca/monitoring-system/mdi/ml-overview/">https://eartylearning.ubc.ca/monitoring-system/mdi/ml-overview/</a>

Goal: To decrease the proportion of students who are categorized as experiencing "Low Well-Being" from 48% in 2022 to 41% in 2025.



This report provides an overview of our progress during the 2024–2025 school year and provides highlights of the strategies we are implementing to further strengthen mental health leadership across our system in our 2025-2028 Mental Health and Addictions three-year strategy and 2025-2026 Annual Mental Health and Addictions Plan.

### **Summary of 2024-2025 Mental Health Supports**

The 2024-2025 school year was a period of continued growth and development in our mental health strategy. Initiatives aligned with our five strategic priorities resulted in meaningful improvements across the Board.

### **Parent, Caregiver, and Community Connections & Support:**

What we planned (Goals):

- Provide opportunities for caregiver learning about mental health
- Build caregiver awareness of pathways to community mental health support.

What we implemented (highlights)

- Parent webinar (October): In partnership with Innovation, Beyond the Scroll with Dr. Alison Yeung. Promoted through schools and board channels, this session offered practical strategies for digital well-being at home (e.g., family media plans, co-regulation, and gradual release of independence). Registration was strong (359), with 135 devices live; several schools hosted inperson watch parties to include more families.
- Growing Together: Empowered Families, Thriving Youth (May 3): A board-wide caregiver event
  with a keynote by Dr. Jean Clinton and micro-sessions on healthy relationships, online safety,
  vaping and substance use. Community partner booths extended access to resources and local







- services. A same-day resource package and the post-event recording were shared with families; the recording was viewed 81 times. Nearly 300 families registered.
- Grade 8 nights: Information booths and conversation cards on regulation routines, mental health literacy, and pathways to care were provided to families transitioning to secondary school.
- Community presence: World Suicide Prevention Day booth (with WRDSB/WRSPC) to promote life promotion and help-seeking; participation in the Black Brilliance Fair to share regulation strategies and identity-affirming resources.
- CPIC presentations: Guest expert Ginger Healy provided practical strategies for co-regulation at home
- SEAC presentations: Overview of the board's mental health and addictions plan and clear pathways for support, with a focus on how trauma informed routines and help seeking align with the needs of students with special education profiles; resources shared for families.

### What we heard:

- Caregivers reported that the content was timely and practical, especially strategies for online safety, substance-use conversations, and knowing where to go for help. Post-event surveys from May 3 indicated that all respondents reported increased understanding and greater confidence in supporting their child.
- Caregiver voices:
  - "The most valuable part for me was realizing that the school board is aware of the issue and can support parents. I hadn't thought about this before."
  - "The talks were fabulous. I enjoyed learning about fostering healthy relationships with my children, understanding the risks of online activity, and encouraging positive online habits. I also learned that having an open, non-confrontational conversation about substance use is helpful."
  - "A very well curated and organized event. It felt very relevant, and I feel empowered in my parenting."

### System, School and Classroom Mental Health Leadership

### What we planned

- Support system wide implementation of Trauma Informed Classroom Principles
- Work to balance inequities and help students who are disproportionately impacted by the
  social determinants of health, by building awareness of the close links between equity and
  mental health, and ensuring that all mental health and wellbeing goals, plans, programming,
  and activities are strength-based, culturally relevant and identity-affirming

### What we implemented (highlights)

- Board-Wide PD Presentation: Dr. Alison Yeung presented on the mental health impacts of cell phone and social media use, aligning with the provincial cell phone policy and providing practical guidance for educators.
- Ignite Action: Thirty-eight educators participated in a board-wide professional learning session designed to equip Grade 6–8 educators with mental health and well-being resources and to launch the SACSA (Safe and Caring Schools Ambassadors) program
- Administrator Learning: Sixty-eight administrators participated in Leading Mentally Healthy Schools: Trauma-Informed Education with guest facilitator Ginger Healy. This session



- deepened understanding of the three pillars of the Board's Mental Health Strategy—Trauma-Informed Practice, Social-Emotional Learning, and Safe Relationships/Adult Regulation—and included practical tools for embedding these principles into school routines.
- Champion Network: Sixty-one educators and school staff representing 31 schools participated in the Mental Health and Wellbeing Champions network. The group met in person three times across the year and engaged in reflection and planning using the three-pillar framework, professional learning on regulation and co-regulation, and showcases of school-based mental health initiatives. Champions also served as key communication links to cascade resources and messages to their school teams.
- Trauma-Informed PD at St. Louis Adult Learning: Dr. Kristen McLeod provided training to 100 staff members, supporting the integration of trauma-informed practices within adult education programs.
- Administrator and NTIP Learning: Administrators explored Bruce Perry's 3Rs (Regulate, Relate, Reason) and Tier 1 updates during system meetings, while new teachers engaged with the same framework through NTIP sessions.
- Family of Schools Administrator Discussions: All five Family of Schools administrator groups participated in facilitated discussions on trauma-informed principles, the 3Rs framework, and the creation of calming kits and regulation spaces.
- Online Learning and Resource Access: The WCDSB Trauma-Informed Classroom course on D2L was accessed 295 times. The Mentally Healthy Return to School resource package was accessed 75 times by administrators and staff.
- Staff Wellbeing and Compassion Fatigue: Ginger Healy led a professional learning session for Student Services staff focused on compassion fatigue and sustaining adult regulation.

### What we heard:

- Administrators reported increased understanding of trauma-informed practices and greater empathy for students, recognizing behaviour as communication rather than defiance.
   "More awareness and understanding of behaviour communicating struggles not necessarily defiance."
  - "Speaking about trauma-informed care helped teachers understand that behaviour is saying something and allowed them to stop and help the child regulate instead of just consequencing."
- Staff appreciated the shared vocabulary, practical tools, and monthly implementation guides, which built confidence and consistency across classrooms.
  - "Staff appreciated the shared vocabulary and the month-by-month implementation." "This realization helped to build confidence in their understanding and implementation of the program."
- Schools noted more deliberate use of co-regulation and calming strategies such as breathing cards and regulation spaces, especially during stressful times like EQAO.
  - "Students started using 'breathing cards' that they traced with their finger when they needed a calming strategy."
  - "All grade 3 students chose to use breathing cards during EQAO."
  - "Different staff views of how to work with challenging students; seeing staff take time to regulate... seeing softer approaches."
- Educators highlighted the connection between trauma-informed practice, equity, and inclusion, describing early but meaningful cultural shifts within their schools.
   "Building a common understanding of TI principles and their connection to equity and inclusion."
  - "Language... highlights underlying tensions and a need for deeper reflection on equity, bias, and collective responsibility."



Many expressed readiness to deepen implementation next year, embedding these practices more intentionally into daily routines and staff learning.
 "Staff have an awareness level of implementation and are eager to implement next year."
 "We are still in the early stages... staff is ready and capable to move forward."
 "Next year, we will formally enter Phase 1 and Phase 2 of our trauma-informed implementation plan.

### Strength-Based Mental Health Promotion, Mental Health Literacy and Stigma Reduction

### What we planned

- Administrators support for building Mental Healthy Schools
- Support the launch and maintenance of equity based, evidence informed Social and Emotional Literacy (SEL) programming for students
- Build implementation plans to support Grade 10 career studies educators to deliver new mental lesson plans and support Grade 7/8 educators to sustain and maintain their plans

### What we implemented (highlights)

- Administrator Support: Building on previous work to lead mentally healthy schools, administrators received physical copies of School Mental Health Ontario's Leading Mentally Healthy Schools guide, along with professional learning focused on the importance of regulation and relationships before reason, and its parallel process for administrators leading staff. Content and resources for staff meetings were provided through Mental Health and Wellbeing Champions and the Deep Learning collaboration.
- Faith and Wellness, SMHO's Catholic resource for Social and Emotional Learning (SEL) Programming was integrated into board-wide initiatives such as Anti-Bullying Week, Anti-Stigma Week, and Mental Health Week. Activities from SMHO's classroom-based resources promoted empathy, active listening, and conflict-resolution skills among students. These initiatives were cross-portfolio collaborations with Faith, Equity, and Healthy Active Living.
- Mental Health Modules for Grades 7 & 8: Continued full implementation of SMHO's Grade 7 and 8 Mental Health Modules, supported by in-class Sources of Strength presentations delivered by the Waterloo Region Suicide Prevention Council (WRSPC). In total, 77 presentations were delivered to 1,798 students and 113 staff.
- Mental Health Literacy in Secondary: Launched the Grade 10 Career Studies mental health literacy module across secondary schools, linking curriculum content to the Student Mental Health & Well-Being D2L course
- Anti-Stigma Awareness Campaigns: Promoted January Anti-Stigma Week and Mental Health Week through school-wide announcements, reflection prompts, and curated social media resources
- Collaborative Communication: Shared mental health messages and classroom activities through Mental Health & Wellbeing Champion updates and administrator communications.
- Transportation support and Tier 1 mental health content was provided for the Graduation Coach for Black Students Leadership Camp attended by 42 students
- Jack Talks Mental Health Awareness and support seeking awareness talks were provided to 1080 students across WCDSB summer school programs

### What we heard

• Educators reported that the SEL programming built into Mental Health Week materials gave students accessible language to talk about emotions and help-seeking in positive, strengths-



based ways.

"Students had a better understanding of their emotions and how their brain works. Each student developed a rescue plan so that staff could better understand what students needed to help them regulate.".

- Administrators noted improved consistency in messaging and a visible increase in classroom activities focused on emotional literacy and coping skills.
   "Staff felt that the practices were sound and helped them view and understand student needs better."
- Staff expressed appreciation for practical, ready-to-use resources that made integrating
  mental health literacy manageable within curriculum time.
   "The materials helped staff to have a better understanding of student needs and some
  resources to support them in meeting those needs."
  - "The Regulate, Relate and then Reason approach was key for staff and we will continue to remind each other of this importance of co-regulation."
- Sources for Strength (Grade 7) student feedback highlights:
  - "Overall, the presentation was really well done, and I don't think anything would make
    it better. It was very clear and helped me learn things I didn't know." Grade 7 student
  - "The presentation was perfect and very detailed. It explained how to deal with negative emotions and how to help other people thinking about suicide." – Grade 7 student

### Student Leadership, Participation, and Agency

What we planned

- Amplify student voice and collaboration in Mental health, Anti-Bullying, Stigma-reduction and student-identified areas of needs
- Build & maintain Youth Cannabis Initiative

What we implemented (highlights)

- Secondary Student Leadership: Safe Schools Ambassador (SSA) groups were active in all secondary schools. Students received training from their staff leads on their SSA role to *Notice, Think, Act,* and *Follow Through,* emphasizing early intervention and peer support
- Youth Cannabis Initiative: In partnership with Region of Waterloo Public Health, 86 secondary Safe Schools Ambassadors participated in sessions on substance-use literacy (vaping, cannabis, and opioids) and mental health awareness. The event included a *Jack Talk* on *How to Be There for Others*, collaborative planning sessions, and the distribution of student toolkits and resources to support school-based awareness activities. Sixty-seven students gathered again in the spring to celebrate their successes, share initiatives and learning.
- The Elementary Safe and Caring Schools Ambassador (SACSA) program was launched for schools to build mental health awareness and leadership capacity among Grade 7 and 8 students. The program equips students with skills to promote mental health literacy and reduce stigma, foster empathy, community-building, and help-seeking practices in their schools. Kits were provided to \* schools by June, 2025.

What we heard:



- Students demonstrated greater confidence in discussing stress, coping, and help-seeking with peers following the SSA and Youth Cannabis Initiative sessions. (Based on post-event student reflections and facilitator feedback.)
- Staff facilitators reported strong student engagement and noted that structured planning tools and collaborative activities supported meaningful, student-led action. (Reported through SSA staff feedback forms and event evaluations.)
- Administrators and partners observed that students valued the opportunity to lead, collaborate across schools, and apply mental health learning to real-world initiatives.

### **Early Identification, Support & Service Pathways**

### What we planned:

- Students with Mental Health needs are identified early and linked to appropriate support
- Clear pathways of support and promoting help-seeking for students who are struggling with emerging mental health needs. (Tier 1, 2, 3)
- Joint local planning with community-based child and youth mental health providers

### What we implemented (highlights)

- Each student was enrolled in WCDSB's "Student Mental Health and Wellbeing Course" on D2L Students learned about concepts on mental health and were provided resources to develop their own personal plan to care for their mental health, notice when they might need help, develop their own circle of support and be provided with local pathways to care. The course was accessed over 14,000 times in the 2024-2025 school year
- Suicide Prevention Life Promotion training: 20 new guidance/admin/chaplains were trained and new condensed, recorded sessions were delivered to Program Services, Equity Team, and provided to administrators to deliver to educators at staff meetings.
  - Training feedback: 75% found the content useful and the workshop valuable; 64% likely to notice signs of student risk; 73% likely to engage in conversations with struggling students.
- Measurement Based Care (MBC): A subcommittee explored tools; GAD7 and PHQ9 piloted by one secondary social worker; programs to support implementation of MBC were reviewed.
- Between September 2024 and August 1, 2025, 1061 unique students received a service delivered by school social workers. In the elementary panel, 567 students accessed support with the top five reasons for service being: Anxiety, Panic, Worry; Aggression, Physical fighting, Oppositional Behaviours; Attendance; Family Conflict and Depression or Low Mood. In the secondary panel, 494 students accessed service with the top five reasons for service being Anxiety, Panic Worry; Attendance; Depression or Low Mood; Family Conflict; Suicidal Thoughts and Behaviour. These reasons are consistent with those identified in the 2023/2024 school year. Note: A new program, CLEVR, was launched in September 2025 by IT and the Student Services department, delaying entry of some summer referral data for social work. It is expected to be resolved soon.
- DBT informed skills group: 7-week psychoeducational group piloted at one secondary school (SW + Psychology partnership) with plan to expand in 2025–2026.
- Between July and August 2025, 55 students were in receipt of a social work service by 7 school social workers. School-based mental health professionals provided continuity of care to students grades JK-12 on pre-existing caseloads, accepted and responded to new referrals for students from parents and/or school teams and were available to respond to crisis including students at risk of human trafficking, those impacted by substance abuse, homelessness,



- mental health, grief and loss, etc. Food support was accessed and provided to students as needed.
- During July and August, an email address to access school social workers was advertised with all parents in the Board, Administrators, and community partnering agencies. The email account was monitored by school social workers Monday to Friday between 8 a.m. and 4 p.m., with a 48-hour response time or same day if the situation was urgent. Services ranged from providing information and/or psychoeducation about student mental health to parents to more intensive case management and continuity of care for students.
- Partnerships & pathways: (from PPM 169 including Right Time Right Care)
  - Ongoing partnerships & service pathways with: Mental Health and Addictions Nursing; Ray of Hope Youth Support Services; Child and Adolescent Inpatient Unit and Emergency Rooms, Waterloo Region Health Network & Cambridge Memorial Hospital; Starling Community Services; Camino Mental Health and Wellbeing; Big Brothers Big Sisters of Waterloo Region
  - o In collaboration with the WCDSB Student Services Dept. and WRDSB we piloted a direct referral pathway from school social workers to Starling, Youth under 12 Day Treatment program.
  - o New MOU with Waterloo Region Sexual Assault/DV Treatment Centre
  - o Protocol explored with Safe Haven Youth Services, Starling Community Services
  - In alignment with Right Time Right Care, an initial meeting took place with WRDSB and Starling Community Services with a view for this work to continue in 2025/2026
  - o Between September and August 2025, Sixty-three percent of students in service with a school social worker were supported to access a community service provider.
  - Information about community agencies and pathways to care is updated periodically and available on the mental health and wellbeing webpage for WCDSB. All Administrators were provided information about pathways to community based mental health care for students they could make available for their school communities prior to the start of summer.

We now have four years of comparative data for school social work services.

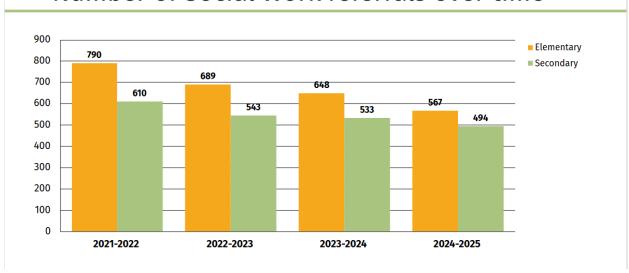
Number of social work referrals overtime.







## Number of Social Work referrals over time



Top five reason for referral (chosen by Administrator or Guidance) by Panel 2024/2025

ELEMENTARY	SECONDARY
Anxiety, Panic, Worry (10%)	Anxiety, Panic, Worry (23%)
Aggression, Physical fighting, Oppositional Behaviour (9%)	Attendance (20%)
Attendance (7%)	Depression or Low Mood (14%)
Depression or Low Mood (6%)	Family Conflict (10%)
Family Conflict (6%)	Suicidal Thoughts and Behaviour (5%)

Reasons for referral by grade as a proportion of total number of referrals:



## Referral by grade as a proportion of total number of referrals

Divisions	2021-2022	2022-2023	2023-2024	2024-2025
Early Years (JK/SK)	7%	4%	4%	4%
Primary (Grades 1-3)	12%	12%	13%	13%
Junior (Grades 4-6)	19%	20%	18%	18%
Intermediate (Grades 7-8)	19%	20%	20%	18%
Intermediate (Grades 9-10)	21%	20%	19%	20%
Senior (Grades 11-12+)	23%	25%	26%	26%

### WCDSB Mental Health and Addictions Strategy (2025-2028) and Annual Action Plan (2025-2026)

WCDSB's new 2025-2028 Mental Health and Addictions Strategy reflects what we've learned from students, families, educators, and community partners—and what we know from research about what works.

The 3-Year Strategy (2025–2028) and this year's Action Plan (2025–2026) were developed by:

- Reviewing data from the Middle Years Development Instrument (MDI) and School Mental Health Ontario #HearNowON student voice consultations
- Listening to input from families, staff, and mental health professionals
- Aligning with PPM 169 and School Mental Health Ontario's new priorities
- Collaborating with community mental health providers to ensure the right support at the right time

We are proud to share this future-focused plan—rooted in hope, built on collaboration, and committed to the wellbeing of every student.

### 2025-2028 Mental Health and Addictions Strategy: A 3-Year Roadmap

This strategy focuses on five key audiences and service recipients: each playing a vital role in supporting mentally healthy schools. Each priority includes clear goals to guide our collective work.

2025-2026 Annual Mental Health & Addictions Action Plan







This year's plan outlines a number of ways that we will put the 3-year strategy into action.

Priorities	WCDSB Mental Health & Addiction 3 Year Strategy
#1: Students	Goal 1: Facilitate opportunities to ensure that student voice, perspective, and experience contribute to shaping the
Student leadership, mental health	mental health and addiction strategies and activities in schools.
and wellbeing literacy and access	
to mental nealth supports	Goal 2: Support the integration of identity affirming, culturally responsive, social-emotional learning and mental
	health and addiction literacy into classroom instruction by providing resources, coaching, and professional learning opportunities.
	Goal 3: Ensure that students with mental health and addiction needs impacting them at school have access to a
	multi-tiered system of support including pathways of care to community-based services.
-	Goal 1: Provide Parents and caregivers with learning opportunities to strengthen mental health and addiction literacy
Parent & Caregiver voice, mental	and deepen understanding of the school-based multi-tiered system of supports and pathways to community-
health literacy and knowledge of	based care.
pathways to care	
	Goal 2: Engage and amplify parent and caregiver voice, perspective and experience in the development and
	implementation the mental health and addiction strategies.
#3: Educators & School	Goal 1: Promote and strengthen tier 1 trauma-informed school and classroom practices, by equipping educators and
Staff Trauma-informed schools and	staff with practical tools, resources, and professional learning that also contribute to staff wellbeing
identity-affirming social emotional	
learning	Goal 2: Support the integration of identity-affirming social emotional learning and mental health literacy into
	classroom practices
#4: System Leaders &	Goal 1: Support system Leaders and administrators in building a shared and aligned understanding of mental health
Administrators:	literacy within a broader vision of wellbeing that is inclusive of spiritual wellness, equity and inclusive education,
Aligned System-level leadership in	healthy schools and safe and inclusive learning environments.
mental health literacy and trauma	
informed practices	Goal 2: Facilitate aligned and sustained system-level leadership in mental health by supporting leaders to embed
	mental health and wellness into school and board improvement planning, and foster identity-affirming, trauma-
	informed school cultures.
#5: Community & Partnerships:	Goal 1: Strengthen and enhance collaboration and communication with key community mental health and
Cross-sectoral collaboration,	addictions partners in alignment with the tiered model of school mental health supports and services
communication and planning in	
support of an integrated multi-	Goal 2: Advance cross-sectoral mental health service planning in alignment with Right Time Right Care
tiered system of school and	
community-based mental health	

### Mental Health Leadership Development for Staff Well-being

As the Mental Health and Wellbeing Champions reconvene for 2025-2026, the Human Resources Department, including the Total Attendance Officer and Disabilities Specialist, continue to collaborate with the Mental Health Lead to support staff wellbeing. There will continue to be a focus on highlighting available mental health resources and providing materials for dissemination during staff meetings in addition to the promotion of the WCDSB Cares Recognition program new in September 2025.

Looking ahead to 2025–2026, our work will focus on bringing the new three-year Mental Health and Addictions Strategy (2025–2028) to life, in alignment with the updated Multi-Year Strategic Plan (MYSP). The plan will strengthen Tier 1 supports through continued implementation of trauma-informed and identity-affirming classroom practices, along with the expansion of the Mental Health and Wellbeing Champion program to deepen school-based leadership and consistency across the system. It will further advance student voice and leadership opportunities informed by #HearNowON and Middle Years Development Instrument (MDI) data and respond to parent and caregiver feedback by providing learning opportunities that directly address their identified concerns in formats that work best for them. System leaders will be supported to build a shared and aligned understanding of mental health through module delivery supported by our Mental Health Lead. Additionally, high-quality Tier 2 and 3







supports will be enhanced through the integration of measurement-based care, strengthened pathways with community partners, and cross-sector service planning aligned with *Right Time*, *Right Care*. By maintaining a coordinated, multi-dimensional approach to wellbeing, this plan ensures that mental health initiatives remain embedded within all aspects of system improvement—providing students with cohesive, compassionate, and timely support grounded in Catholic values and care for the whole person.

### **Recommendation:**

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano

**Director of Education** 

Judy Merkel

Superintendent of Learning

Andrea Snyder Mental Health Lead

Erin Schreiter Lead Social Worker

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









## Report

Date:	October 27,	2025		
To:				
From:				Director of Education
Subject:	ect: School Naming: East Kitchener 7-12 School			
Type of Rep	oort:	□ Decision-Making		
		☐ Monitoring		
		☐ Incidental Information concerning day-to-day operations		
Type of Info	ormation:	☑ Information for Board of Trustees Decision-Making		

☐ Monitoring Information of Board Policy **XX XXX** 

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

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

**Board Policy APF013** 

https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/naming-of-schools-apf013/

Board Policy II 004 - Consultation

Board Policy IV 010 - Facilities / Accommodations

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

The selection of a school name is a significant step in the process of establishing a new school community. Within a Catholic school community, the school's name is intended to forge a connection with a saint or other significant Catholic individual or tradition, whose gifts/meaning will provide a focus for the school and kindle a unique identity and spiritual bond for the students and staff. The purpose of this Administrative Procedure is to provide direction to staff and community members in the selection of school / facility names in the Waterloo Catholic District School Board.

### Alignment to the MYSP:

<b>⊠</b> Awa	ken to	Bel	long
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in their tearning.
☐ Staff experiences a positive, healthy, and inclusive workplace.
$\hfill\square$ Are aware of and/or use the available resources to assist in navigation of the school system

can can the mealway reflected in their learning

### **☒** Ignite to Believe

☐ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.







☐ Staff are welcomed and invited to continue to be a particle. ☐ The relationship between home, parish and school is s	
<ul><li>☑ Strengthen to Become</li><li>☐ Every student reaches their full potential.</li></ul>	
<ul><li>☐ Staff see their impact on student achievement.</li><li>☐ Are engaged as active partners in our students' Cathol</li></ul>	ic education journey.

### **Background/Comments:**

The Waterloo Catholic District School Board is excited to open a school in September 2026 that will welcome students from the boundaries of Canadian Martyr's Catholic Elementary School, St. Patrick's Catholic School, St. Daniel's Catholic School, St. Anne's Catholic School and St John Paul II Catholic Elementary School. As we develop and welcome a new community, we set to invite stakeholder input on the name of our school. Based on APF013 there are standards for establishing a new school name.

### Criteria for Naming Schools

- 1. A school shall be given the name of Our Lord, Our Lady, a Saint, or a reference to an established Catholic doctrine (e.g., Blessed Sacrament, Holy Spirit, Resurrection, etc.), as approved by the Bishop of Hamilton.
- 2. The school's name should:
  - a. Reflect, in an obvious manner, the Catholic faith.
  - a. Be a source of encouragement and inspiration to the staff and students of the wider Catholic community.
  - b. Be such that students may identify with and emulate the ideals of the individual.
  - c. Be such that it does not encourage abbreviation or nicknaming and cannot be ridiculed.
- 3. The duplication of existing names within the Board shall be avoided.
- 4. The possessive form shall not be used.

Presented in the survey were names that were vetted for consideration based on their attributes and virtues, ones that we would endeavor to see represented in our WCDSB students and a model for our school. Approval of the names for consideration were approved by his excellency, Bishop Crosby, of the Roman Catholic Diocese of Hamilton.

### **Names for Consideration**

Four names were put forward for broader consultation. The names were summarized, and the virtues that they espoused were extrapolated and presented for input from families of feeder schools (Canadian Martyr's Catholic Elementary School, St. Patrick's Catholic School, St. Daniel's Catholic School, St. Anne's Catholic School and St John Paul II Catholic Elementary School via direct electronic communication. The names presented included, Notre Dame Catholic Secondary School, St. Catherine







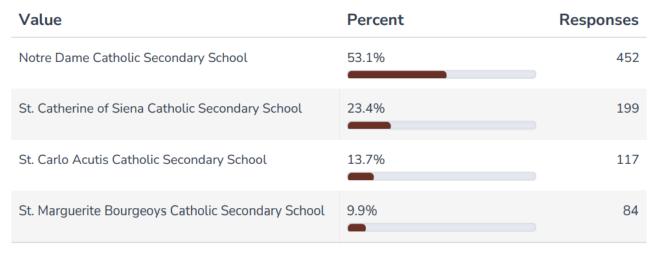
of Siena Catholic Secondary School, St. Marguerite Bourgeoys Catholic Secondary School, and St. Carlo Acutis Catholic Secondary School.

The following descriptions of each name are provided for reference:

- Notre Dame Catholic Secondary School: The School Sisters of Notre Dame were pioneers of Catholic education in Waterloo Region, dedicating their lives to teaching immigrant children.
   Naming the school Notre Dame honours their legacy and the values of unity, service, and faith.
- **St. Catherine of Siena Catholic Secondary School:** St. Catherine of Siena was a fearless leader, spiritual guide, and advocate for justice in the Church and society. A school bearing her name would inspire students to lead with courage, faith, and conviction.
- **St. Carlo Acutis Catholic Secondary School:** St. Carlo Acutis, the first millennial saint, used his tech skills to share his love for the Eucharist and serve others. Naming a school after him gives students a relatable, modern role model who shows that everyday holiness is possible
- St. Marguerite Bourgeoys Catholic Secondary School: As Canada's first female saint, St. Marguerite Bourgeoys broke barriers to provide education for girls, Indigenous children, and the poor. Her legacy of inclusion, resilience, and faith in action remains foundational to Catholic education today.

### **Process and Consultation Feedback**

The survey opened on October 10, 2025, and closed October 20, 2025, at midnight. There was a strong response from stakeholders as noted below. A total of 852 surveys were completed.



Totals: 852







The top three names in order of preference based on stakeholder input are:

Notre Dame Catholic Secondary School, St Catherine of Siena Catholic Secondary, and St. Carlos Acutis Catholic Secondary School.

### **Summary**

The survey strongly supports *Notre Dame Catholic Secondary School* as the most favoured choice for the name of the East Kitchener 7–12 school. The naming committee adhered to the process requirement of the policy which garnered input from stakeholders on the naming of the school. It is the recommendation of the committee that feedback from the survey be considered when choosing the name of the school.

### **Recommendation:**

That the Board of Trustees approve the recommendation of the Naming Committee, Notre Dame Catholic Secondary School for the name of the East Kitchener 7-12 Secondary School.

**Prepared/Reviewed By:** Annalisa Varano

**Director of Education** 

Judy Merkel

Superintendent of Learning

Courtney Brewer Research Coordinator

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









## Report

Date: October 27, 2025 To: **Board of Trustees** From: **Director of Education Subject:** October Director's Report **Type of Report:** □ Decision-Making

■ Monitoring

☑ Incidental Information concerning day-to-day operations

**Type of Information:** ☐ Information for Board of Trustees Decision-Making

☐ Monitoring Information of Board Policy **XX XXX** 

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends Policy IV 013 Leadership

### Alignment to the MYSP:

### ⊠Awaken to Belong

⊠Every student can see themselves reflected in their learning.

Staff experiences a positive, healthy, and inclusive workplace. ■

⊠Are aware of and/or use the available resources to assist in navigation of the school system.

### **⊠Ignite to Believe**

⊠Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.

✓ Staff are welcomed and invited to continue to be a partner in their adult faith formation iournev.

⊠The relationship between home, parish and school is strengthened.

### **⊠Strengthen to Become**

☑ Every student reaches their full potential.

✓ Staff see their impact on student achievement.

⊠Are engaged as active partners in our students' Catholic education journey.







### **Background/Comments:**

The month of October has continued to build upon the momentum established in September, with a particular focus on deepening relationships across our system and community while advancing our strategic priorities. As we prepare for the launch of our new Multi-Year Strategic Plan with its pillars of Learning, Serving, and Belonging with Faith at the centre, the work undertaken this month reflects both our current commitments and our evolving strategic direction.

School Visitations and System Engagement A significant priority this month has been direct engagement with our school communities. Since September 24th, I have had the privilege of visiting 50 schools across our system, with the final 2 schools (St. David Catholic Secondary School and St. Louis Adult and Continuing Education School) scheduled for completion shortly. This fulfills a key commitment to ensure every school community feels seen, heard, and valued. These visits have provided invaluable opportunities to witness the lived experience of our Catholic faith in action, observe innovative teaching and learning practices, and strengthen relationships with administrators, staff, and students across our board. The insights gained during these visits will inform our ongoing work to ensure staff experience a positive and inclusive workplace and that students can see themselves reflected in their learning environment.

**Higher Education Partnership Development** On October 1st, I met with Dr. Cantalini-Williams, Dean of the Faculty of Education, to discuss critical matters related to teacher retention and preparation. Our productive conversation explored the current landscape in teacher training and identified potential collaborative approaches to preparing strong, faith-inspired educators for employment in Catholic education. This partnership strengthens our commitment to ensuring high-quality instruction while addressing system-wide human resource planning needs, ultimately supporting our goal that every student reaches their full potential and that staff see their impact on student achievement.

Catholic Community Engagement and Faith Formation I had the honour of attending St. Jerome's University Feast and Annual Fundraiser alongside members of our senior team and trustees. This beautiful evening began with Mass presided by Bishop Crosby and provided an opportunity to strengthen our relationships with our Catholic partners in higher education. A particular point of pride was witnessing our own Andrew Zetel, Elementary Chaplain, receive the Sr. Leon White Early Alumni Excellence Award, which recognizes a St. Jerome's alum who has made outstanding contributions in their professional field and community. Andrew's recognition reflects the caliber of faith-inspired leadership within our system and exemplifies how staff are welcomed and invited to be partners in their adult faith formation journey. This event also strengthened the relationship between our schools, parishes, and broader Catholic community.

**Community Safety Partnerships** On October 7th, I met with Waterloo Regional Police Services Chief of Police Mark Crowell to discuss our ongoing partnership and the Youth Engagement Program. This important relationship supports our commitment to student wellbeing and safety while strengthening connections between schools and community partners. Our collaborative approach to youth engagement reflects our Catholic commitment to the dignity and flourishing of all young people, ensuring students experience safe environments where they can reach their full potential as caring and responsible citizens.

**Educational Innovation and Professional Learning** Also on October 7<sup>th</sup>,I participated in the first meeting of the school year for the Canadian Collaborative for AI and Learning, a network of educators from across Canada exploring the implications and opportunities of artificial intelligence in education. This engagement ensures our system remains informed about emerging educational trends while maintaining our Catholic perspective on technology and human dignity. This work supports our goal that staff see their impact on student achievement through evidence-informed practices and that students are prepared to become effective contributors in a changing world.

**Family Engagement and Digital Literacy** On October 8th, we welcomed 102 members of the WCDSB community and community partners from iThink to an engaging Family Game Night focused on digital

literacy and social media awareness. The evening featured a keynote by Jasmine Zhang, Ph.D. candidate in Clinical Psychology at the University of Waterloo, who offered insights into social media's impact and the importance of authentic human connection. Families then participated in the interactive game "iThink Different about Social Media," developed by WCDSB in partnership with iThink, encouraging collaborative learning about navigating social media complexities. This vibrant event exemplified our commitment to ensuring families are engaged as active partners in their children's wellbeing and in supporting students to become responsible digital citizens.

**Spiritual Development Day** - "Listen to Understand" On the evening of October 9th, members of our community and trustees were able to attend a special Indigenous dinner and pre-presentation by Dr. Niigaan Sinclair, providing an intimate opportunity for deeper engagement with the themes of reconciliation and Indigenous perspectives prior to the system-wide gathering.

On October 10th, the entire staff of WCDSB gathered at the Kitchener Auditorium for our annual Spiritual Development Day, themed "Listen to Understand" in alignment with the first year of our three-year pastoral journey: Listen, Engage, Serve. This beautiful day of faith formation began with the Celebration of the Eucharist with Fr. Toby Collins, bringing our entire community together in worship. Staff then heard a powerful keynote address from Dr. Niigaan Sinclair on The Penitential Pilgrimage to Canada, deepening our understanding of Indigenous histories, perspectives, and contributions. The gathering also featured moving performances by the Cedar Hill Singers and hoop dancer River Christie-White, enriching our appreciation of Indigenous culture and traditions. This day exemplified our commitment to staff experiencing opportunities for adult faith formation while creating space for authentic listening and understanding across our system. Staff then returned to their home schools for afternoon activities, continuing the themes of the day in their local communities.

**St. Dominic Savio 25th Anniversary Celebration** On October 16th, our school community gathered to celebrate the 25th Anniversary of St. Dominic Savio Catholic Elementary School. This momentous milestone was marked by a beautiful Mass celebrated by Bishop Crosby, followed by an open house that welcomed families, alumni, and community members to tour the school and celebrate a quarter century of Catholic education excellence. The event provided a wonderful opportunity to reflect on the school's rich history, honor the dedication of staff and families who have contributed to its success, and celebrate the generations of students who have been formed in faith and learning within its walls. This anniversary celebration exemplifies the enduring commitment of our Catholic school communities to nurturing young disciples of Christ.

Al Leadership Development Workshop On October 27th, our full senior team, administrators, and consultants will participate in Day 3 of a four-part AI workshop series hosted by Advanced Learning Partners (ALP) at St. Anthony Daniel. ALP has been a key partner throughout the year through our work with CODE (Council of Directors of Education) and is currently collaborating with 29 school boards across Ontario. With our educator, student, corporate, and parent AI guidelines now in place, WCDSB is ahead of the curve in AI readiness. This full-day workshop will focus on mobilizing generative AI in our classrooms, offering practical strategies for integration, insights from ALP's provincial work, and collaborative planning time to support implementation. This leadership development ensures our school leaders and consultants are well-equipped to guide staff in this transformation, positioning our students for success in an increasingly technology-driven world while maintaining our Catholic values and commitment to human dignity.

**Looking Ahead** The work completed in October continues to advance the goals outlined in our current Multi-Year Strategic Plan while preparing us for the transitions ahead. The completion of visits to all 52 schools represents a significant milestone in building relationships and understanding the lived reality of our school communities. These connections, combined with strong partnerships across education, government, and community sectors, position our system well for continued growth and excellence in Catholic education as we prepare to launch our new strategic framework.

**Professional Development and Faith Formation** Throughout October, I have been engaged in a four-part certificate course through St. Michael's University entitled "Leadership for Transformative Changemakers in Catholic Organizations." This professional learning opportunity, which I will complete on October 25th, has deepened my understanding of Catholic leadership principles and equipped me with additional tools and frameworks for leading transformative change within our system. This investment in professional growth reflects our commitment to continuous improvement and faith-inspired leadership at all levels of our organization.

### **Regular Meetings in October:**

- Executive Council meetings weekly
- Academic Council meetings weekly
- Communication meetings weekly
- Biweekly meetings with CFO, Superintendent of HR, and Senior Manager of Equity Services
- Biweekly 7-12 Startup Working Group meetings
- RDO meeting monthly
- MYSP Indicator Review meeting with WCDSB Research monthly
- Faith, Indigenous, and Equity Meeting monthly
- K-12 Administrators' Meeting monthly
- CEC Mass monthly

### **Key Meetings and Events:**

- Special Education Advisory Committee (SEAC) Meeting
- Meeting with Dr. Cantalini-Williams, Dean of Faculty of Education
- Audit Committee Meeting
- Meeting with Chief of Police Mark Crowell, Waterloo Regional Police Services
- French Immersion Open House, Holy Rosary Catholic Elementary School
- Meeting with MPP and Parliamentary Assistant Jess Dixon Violence in schools, safe schools, and Youth Engagement Program
- Family Game Night iThink partnership with WCDSB
- Indigenous Dinner and Pre-Presentation with Dr. Niigaan Sinclair
- Spiritual Development Day "Listen to Understand" (Kitchener Auditorium)
- CPIC Onboarding
- St. Dominic Savio Catholic Elementary School 25th Anniversary Celebration (Mass celebrated by Bishop Crosby and Open House)
- CCFOWR Board of Directors Meeting
- Governance Meeting
- Mayor Berry Vrbanovic State of the City Address (Kitchener)
- Catholic Virtual Online Meeting
- Ministry Meeting: Right to Read, Dreams Delayed Sustaining the Momentum (with Senior Team)
- CCC Directors Dinner
- When Faith Meets Pedagogy Conference
- Completion of St. Michael's University Certificate Course: "Leadership for Transformative Changemakers in Catholic Organizations"
- Patrick Fogarty Dinner
- Waterloo Deanery Jubilee Year Celebration
- Al Leadership Development Workshop Day 3 of 4-part series with Advanced Learning Partners (full senior team, administrators, and consultants)

### **School Visits for October 2025: See APPENDIX**

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

Prepared/Reviewed By: Annalisa Varano

**Director of Education** 

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

### **APPENDIX: School Visits**

### **School Visits Completed:**

### September 24, 2025

- St. Augustine Catholic Elementary School
- St. Gregory Catholic Elementary School
- Monsignor Doyle Catholic Secondary School
- Holy Spirit Catholic Elementary School
- St. Vincent de Paul Catholic Elementary School
- St. Anne Catholic Elementary School
- St. Mary's Catholic Elementary School

### September 26, 2025

- St. Mary's Catholic High School
- Our Lady of Grace Catholic Elementary School

### October 2, 2025

- St. John Paul II Catholic Elementary School
- St. Patrick Catholic Elementary School
- St. Aloysius Catholic Elementary School
- St. Timothy Catholic Elementary School
- St. Kateri Tekakwitha Catholic Elementary School
- St. Josephine Bakhita Catholic Elementary School
- Holy Trinity Catholic Elementary School

### October 3, 2025

- Blessed Sacrament Catholic Elementary School
- John Sweeney Catholic Elementary School
- Monsignor Haller Catholic Elementary School
- St. Bernadette Catholic Elementary School
- St. Daniel Catholic Elementary School
- Canadian Martyrs Catholic Elementary School

### October 8, 2025

- St. Paul Catholic Elementary School
- Holy Rosary Catholic Elementary School
- St. Dominic Savio Catholic Elementary School

- St. Nicholas Catholic Elementary School
- Our Lady of Lourdes Catholic Elementary School
- St. John Catholic Elementary School

### October 9, 2025

- Resurrection Catholic Secondary School
- Holy Family Catholic Elementary School

### October 16, 2025

- St. Clement Catholic Elementary School
- St. Teresa of Avila Catholic Elementary School (Elmira)

### October 17, 2025

- Sir Edgar Bauer Catholic Secondary School
- St. Luke Catholic Elementary School
- St. Matthew Catholic Elementary School
- St. Agnes Catholic Elementary School
- St. Teresa Catholic Elementary School
- St. Boniface Catholic Elementary School

### October 22, 2025

- St. Brigid Catholic Elementary School
- St. Mark Catholic Elementary School

### October 29, 2025

- Christ the King Catholic Elementary School
- St. Benedict Catholic Secondary School
- St. Margaret Catholic Elementary School
- St. Teresa of Calcutta Catholic Elementary School
- St. Elizabeth Catholic Elementary School
- Our Lady of Fatima Catholic Elementary School
- St. Gabriel Catholic Elementary School

### October 30, 2025

- St. Peter Catholic Elementary School
- St. Michael Catholic Elementary School
- St. Joseph Catholic Elementary School

### November visits

- St. David Catholic Secondary School
- St. Louis Catholic Elementary School



## Report

Date:	October 27th, 2025			
To:	Board of	Board of Trustees		
From:	Director	Director of Education		
Subject:	Student <sup>-</sup>	Trustee Report – October 2025		
Type of Repor	t:	<ul><li>□ Decision-Making</li><li>□ Monitoring</li><li>☑ Incidental Information concerning day-to-day operations</li></ul>		
Type of Information:		<ul> <li>□ Information for Board of Trustees Decision-Making</li> <li>□ Monitoring Information of Board Policy XX XXX</li> <li>☑ Information only of day-to-day operational matters delegated to the CEO</li> </ul>		
Origin: (cite I	Education A	ct and/or Board Policy or other legislation)		
•	•	oresentation on the Board Istee Role Description		
Policy Stater	ment and/o	r Education Act/other Legislation citation:		
•	•	oresentation on the Board Istee Role Description		
☐ Staff ex	<b>Belong</b> udent can s periences a	ee themselves reflected in their learning. positive, healthy, and inclusive workplace. or use the available resources to assist in navigation of the school system.		
WCDSB □ Staff ar	udent exper pastoral pla e welcomed	riences the Ontario Catholic School Graduate Expectations (OCSGEs) and the an within their learning environments. I and invited to continue to be a partner in their adult faith formation journey.		
	tudent reacl	hes their full potential. act on student achievement.		







☐ Are engaged as active partners in our students' Catholic education journey.

### **Background/Comments:**

Summary: This month, the WCDSB secondary schools celebrated Thanksgiving by expressing gratitude to members of their respective communities. Student Activity Councils also hosted many spirit-building events, specifically around Halloween and sporting events.

- Celebration
- → Students were involved in Thanksgiving activities, being able to share what they were grateful for, serving as a time to reflect. (R/DOY)
- → Tickets were given out to teachers to reward students who exemplified a true role model in their school community, displaying leadership, respect, and all-around character in the classroom. (DAV)

Academic Awards Night, where co-presidents emceed and helped facilitate the event (ALL)

Spirit-Building

Now that the new school year has started, student councils are hosting spirit-building events to further a sense of unity within their respective schools

- → Students were invited to pep rallies and sports showcases to create excitement surrounding athletics. Many events included face painting, themed apparel, concessions, and halftime performances. (B/R/DAV)
- → Students were also invited to fall coffee houses for a night of performances from a variety of talented students. Small concessions were sold to support funding for the arts department. (B/DAV)
- → October plans to end with a variety of Spirit Weeks, many having Halloween-themed events like a hidden sticker scavenger hunt (R), pumpkin painting night (M), themed photobooth with the mascot (B), and a haunted house event (B/DOY).

### **Additional Notes:**

- → Monsignor Doyle started a student input system for feedback, questions, and advice from the community.
- → St. Benedict hosted their annual Homecoming dance, themed Once Upon A Time, on October 16th.

### **Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Rebecca Girolametto and Jace Krysko

Student Trustees.

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











Date:	October 27, 2025	5		
То:	Board of Trustees			
From:	Chair of the Boa	rd		
Subject:	Chair's Report			
Type of Report		Decision-Making Monitoring Incidental Information concerning day-to-day operations		
Type of Inform		Information for Board of Trustees Decision-Making Monitoring Information of Board Policy <b>XX XXX</b> Information only of day-to-day operational matters delegated to the CEO		
<b>Origin: (cite Ed</b> N/A	ucation Act and	d/or Board Policy or other legislation)		
Policy Stateme	ent and/or Edu	cation Act/other Legislation citation:		
Policy I Ends Policy II 003 Boar	rd Job Descriptio	n		
Alignment to t	he MYSP:			
☐ Staff exper	ent can see them iences a positive	selves reflected in their learning. , healthy, and inclusive workplace. e available resources to assist in navigation of the school system.		
<ul> <li>☑ Ignite to Believe</li> <li>☑ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.</li> <li>☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.</li> <li>☐ The relationship between home, parish and school is strengthened.</li> </ul>				
☐ Staff see th	ent reaches thei eir impact on stu	r full potential. Ident achievement. Iers in our students' Catholic education journey.		







### **Background/Comments:**

Chair's report:

- Several discussions with Director Varano
- Sept 10 Annual call with OCSTA President, VP & Executive Director
- Sept 22 -Board of Trustees meeting
- Sept 30 OCSTA Fall Regional Meeting
- Oct 6 Committee of the Whole Meeting
- Oct 7 Holy Rosary FI Drop-In Open House
- Oct 9 Dinner & Keynote with Niigaan Sinclair

### **Recommendation:**

This report is for the information of the Board.

Prepared/Reviewed By: Renée Kraft

Chair of the Board

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









### Notice of Motion Regular Board Meeting September 22, 2025

In accordance with the Board's Bylaw section 4.1, Chair Renée Kraft is providing notice of the following motion at the Regular Board meeting on September 22, 2025, to be considered at the next Regular Board meeting on October 27, 2025.

**Mover:** Chair Kraft

**Seconder:** Vice-Chair Weiler

**Topic:** Advocacy for Local Representation

\_\_\_\_\_

Whereas: The Minister of Education, Paul Calandra, has publicly stated he is "100"

per cent looking at the elimination of the trustee position" and intends to have a plan by the end of 2025 to remove or significantly reduce the

role of elected school board trustees in Ontario;

Whereas: the Minister has appointed supervisors to oversee several school

boards and has signaled that he does not foresee returning governance

to Trustees;

**Whereas:** the removal of locally elected trustees would strip communities of

democratic representation, reduce transparency and accountability,

and silence the voices of parents and students in education

governance;

### Therefore, be it resolved that the:

Chair of the Board be directed to write a letter to the Minister of Education, with copies sent to all locally elected Members of Provincial Parliament (MPPs), advocating for the value and importance of local representation in Ontario's education system.

The letter should emphasize the critical role Trustees play in:

- Representing community voices in education governance;
- Ensuring accountability and transparency in decision-making;
- Supporting student achievement and well-being through locally informed policy;
- Upholding the Catholic identity and mission of the Board.