



Committee of the Whole Meeting

Date: Monday, May 11, 2026.

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

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

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

Student Representatives:
 Rebecca Girolametto, Jace Krysko

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

Special Resource:

Recording Secretary:
 Stephanie Medeiros

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

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Committee of the Whole Minutes – Apr 13, 2026	Board of Trustees	pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Innovation	J. Merkel	pp. 7-18	Information
5.2 Long Term Accommodation Plan Presentation	S. Maharaj	pp. 19-104	Information
5.3 Safe Schools Update	J. Merkel	pp. 105-127	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
8.2 Trustee Self Evaluation & Student Trustee Feedback	Chair	--	Discussion
8.3 Trustee Work Plan – May-August	Chair	--	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):	Chair	--	Information
<ul style="list-style-type: none"> • May 14 – Community Leaders Breakfast • May 18 – Victoria Day • May 19 – Governance Committee Meeting • May 20 – Interfaith Community Breakfast • May 20 – SEAC Meeting • May 21-24 – OSTA/AECO AGM • May 22– Special Olympics • May 25 – Board of Trustees • May 29 – PD day • Jun 3 - SEAC Meeting • Jun 4-7– CCSTA AGM & Conference, Winnipeg, MB • Jun 8 – Special Board – Budget Presentation 			

ITEM	Who	Agenda Section	Method & Outcome
14. Items for the Next Meeting Agenda	Trustees		
14.1 Board of Trustees Meeting: (May 25, 2026) <ul style="list-style-type: none"> • Long Term Accommodation Plan Approval • Energy Conservation Plan • IT Board report • Update on Budget Preparation • EDC Bylaw Review • Board Policy II 011 Student Representation on the Board • Board Policy II 012 Student Trustee Role Description • Board Policy III 001 Global Governance-Management Connection • Monitoring Report IV 009 Asset Protection • Student Trustee Report • Chair of the Board Report • Director’s Report 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 13, 2026, 1st floor Board Room, Catholic Education Centre, 35 Weber Street West, Kitchener.

Trustees Present:

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

Student Trustees Present:

Rebecca Girolametto, Jace Krysko

Administrative Officials Present:

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

*- joined via Teams

Special Resources For The Meeting:

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

Absent:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 6:51 p.m.

1.1 Opening Prayer & Memorials

Previously offered at Special Board of Trustees meeting on April 13, 2026, at 6:00 p.m.

1.2 Territorial Acknowledgement

Previously offered at Special Board of Trustees meeting on April 13, 2026, at 6:00 p.m.

1.3 Approval of Agenda

Chair Kraft motioned for approval of the agenda.

2026-12 -- It was moved by Trustee Sikora and seconded by Trustee Cuff:

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

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action - NIL

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Committee of the Whole Minutes – Mar 9, 2026

Chair Kraft motioned for approval of the consent agenda.

2026-13 -- It was moved by Trustee Sikora and seconded by Trustee Francis:

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

--- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 Early Years Report

Superintendent Mendonça introduced Kimberly Namespetra-Sullivan, Student Achievement Kindergarten Consultant/Early Years Lead, to present the Early Years Report. The presentation reviewed various professional development opportunities for kindergarten teachers and Early Childhood Educators as well as preparations for 'Welcome to Kindergarten' orientations are underway. Trustees asked clarifying questions.

5.2 Interim Financial Report #2

Superintendent Maharaj introduced Laura Isaac, Senior Manager of Finance, to present the Interim Financial Report #2 to Trustees. The presentation reviewed enrolment, revenues and expenditures. Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustee Sikora provided an update on the Linkages Activity, noting that letters of congratulations will be sent out and noted events that have recently taken place, as well as those that are upcoming.

6.2 Pastoral Care Activity

Trustee Guerin provided an update on Pastoral Care initiatives, highlighting a discussion among Trustees regarding their perspectives on the Ministry's recent announcement related to Bill 101.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Chair Kraft briefly discussed OCSTA/CCSTA Communications.

8.2 Trustee and Student Trustee Evaluations

Chair Kraft noted that Trustee and Student Trustee Evaluations surveys will be released shortly for completion by all Trustees.

8.3 Trustee Work Plan - April review

Chair Kraft reviewed the Trustee Work Plan for the month of April.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

The Chair noted upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

14.1 The Chair noted upcoming items on the next agenda.

15. Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

16.1 Closing prayer led by all.

17. Motion to Adjourn

2026-14 -- It was moved by Trustee Stanley and seconded by Trustee Sikora:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:46 p.m.

Chair of the Board

Secretary



Date: May 11, 2026
To: Board of Trustees
From: Director of Education
Subject: Innovation Board 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)

Education Act Section 169.(1) Every Board shall:, (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

[Ontario Ministry of Education Curriculum and Resources Website:](#)

- [The Role of Information and Communications Technology](#)
- [Experiential Learning](#)
- [Transferable Skills](#)
- [Cross-curricular and integrated learning](#)

[Ontario Ministry of Education Kindergarten Program](#)

[Ontario Ministry of Education Curriculum Documents](#)

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12](#)

[Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)

[Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)

[Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)

[Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being](#)



[Policy/Program Memorandum 164 - Requirements for Remote Learning \(PPM164\)](#)

[Policy/Program Memorandum 167 - Online Learning Graduation Requirement \(PPM167\)](#)

WCDSB Responsible Use of Information Technology and Electronic Data - [APS017](#) (staff) and [APC052](#) (student)

WCDSB Electronic Communications and Social Media Use Guidelines - [APS035](#)

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

[Ontario Broadband Modernization Project \(BMP\)](#)

Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>

[WCDSB GenAI Guidelines](#)

Alignment to the MYSP:

MYSP Priorities:

- Learning – We set high expectations and challenge learners.
- Serving – We listen and serve in education and faith.
- Belonging – We foster meaningful connections for staff and students.

Learning Priority Objectives:

- Support Multiple Pathways and Tools for Success
- Accelerate Excellence and Innovation While Building Future-Ready Skills
- Engage Students as Co-Creators in their Learning
- Learning Through Leadership and Staff Support and Development

Background/Comments:

Innovation at Waterloo Catholic District School Board:

Innovation, strategic planning, and accelerated technological progress continue to catalyze meaningful cultural transformation at the Waterloo Catholic District School Board. Our focus remains firmly set on student-centred design, fostering deep learning, and cultivating transferable skills; all grounded in our Catholic identity and the principle of Formation Over Automation.

The 2025–2026 school year marks the launch of the WCDSB Innovation Strategic Plan 2025–2030, a five-year framework built around three interdependent objectives: Responsible AI in Learning, Student Voice and Co-Creation, and Professional Learning as a system driver. This plan is directly anchored to all four Learning Priority Objectives of the newly approved Multi-Year Strategic Plan and sets the baseline from which we will measure the direction of programming over the next five years.

Throughout 2025–2026, the Innovation Department currently manages 94 active programs, partnerships, and initiatives spanning K–12, reaching students, educators, administrators, research institutions, and community partners. Equity, diversity, and inclusion remain foundational to every decision we make, ensuring that innovation is not a privilege but a right for all learners.



Our strategic work is driven by a commitment to navigating the dynamic AI landscape with purpose and clarity. We emphasize AI literacy, digital citizenship, cyber-awareness, and the creation of safe learning environments, virtual and physical, for everyone. We champion novel approaches and nurture innovative ideas across the system. Our dedication to innovation and agility remains steadfast, as reflected in this report.

MYSP Connection:

- **Pillar:** Learning
- **Goals:** (1) We will see students' strengthened confidence in implementing Future-Ready Skills (Deep Learning); (2) We will see students experiencing co-creation in learning through Deep Learning and the OCSGEs / Transferable Skills; (3) We will see how staff are engaged in implementing professional development to transform learning.
- **MYSP Indicator #10** – Student Well-Being Index (OCSGEs)
- **Grade 8 Exit Survey** – Transferable Skills & Creativity/Interest-Based Learning
- **Grade 12 Exit Survey** – Transferable Skills & Creativity/Interest-Based Learning
- **MYSP Indicator Goal:** Maintain 95% or more of students responding 'Yes' or 'Sometimes' to OCSGE questions; establish 2025–26 baseline for Grade 8 and Grade 12 transferable skills exit survey data; demonstrate year-over-year growth across the 5-year plan period.

The Board continues to strengthen the vital connection between innovative Deep Learning initiatives and the development of Ontario Catholic School Graduate Expectations (OCSGEs) and Transferable Skills, all firmly anchored in our Multi-Year Strategic Plan. The Innovation Strategic Plan 2025–2030 creates a coherent, evidence-informed framework for tracking this growth over time, with the 2025–26 school year establishing the baseline from which all future progress will be measured.

This year's innovation portfolio demonstrates the continued expansion of our reach and impact. Through partnerships with the University of Waterloo, Wilfrid Laurier University, Digital Moment, City of Kitchener, Region of Waterloo, Conestoga College, Sunnyside Assisted Living, Ampere, and Cleverlike, we have extended our influence well beyond district boundaries, bringing research credibility and community commitment into WCDSB classrooms and programs. Our Deep Learning Dialogues podcast, now with over 6,000 downloads, continues to connect educators with experts across educational landscapes, and our provincial presence through the Ontario K–12 AI Working Group, ALP (AI Learning Partnership), CODE (Council Ontario Directors of Education), and the Canadian AI Collaborative ensures Catholic education has a voice in shaping AI policy and practice at the national level.

Innovation Strategic Roadmap 2025–2030: Year 1 Baseline

Overview

The Innovation Strategic Plan 2025–2030 establishes three objectives, each directly tied to WCDSB's MYSP Learning Priority Objectives. The 2025–2026 school year is the baseline year: our goal is to understand where the system is starting from so that we can measure meaningful direction over five years. Evidence is gathered through a combination of student perception data, educator survey data, and sampled learning artifacts.



Objective 1 – Responsible AI in Learning

MYPSP Goal: Accelerate Excellence and Innovation While Building Future-Ready Skills

MYPSP Indicator: Evidence of meaningful participation in deep learning, with equitable access to future-ready opportunities, including responsible use of artificial intelligence.

Long-term target (June 2030): 85% of sampled K–12 learning experiences demonstrate meaningful participation in deep learning with explicit responsible AI use or non-use expectations. The 2025–26 baseline sampling of learning tasks will establish a starting point for this metric. The guiding principle across all measurement is Formation Over Automation, positioning AI as a learning context requiring judgment, not a technical add-on.

Objective 2 – Student Voice and Co-Creation

MYPSP Goals: Engage Students as Co-Creators in their Learning; Support Multiple Pathways and Tools for Success

MYPSP Indicators: % of students experiencing OCSGEs; % of students reporting opportunities to make choices about what they learn.

Long-term target (June 2030): Year-over-year growth in the percentage of students reporting voice and choice in learning. MDI Indicator #10 and the Grade 8 and Grade 12 Exit Surveys provide the primary data sources for this objective.

Objective 3 – Professional Learning as a System Driver

MYPSP Goal: Learning Through Leadership and Staff Support and Development

MYPSP Indicator: % of staff who believe their professional development has informed their practice.

Long-term target (June 2030): 90% of schools report that professional learning related to deep learning, assessment, and responsible AI has directly informed instructional or assessment practice. Baseline data is being established through the Standard PD Survey in 2025–26.

Measuring: Student Perception Data

MYPSP Indicator #10 – Student OCSGE Experience (2023–24 Established Baseline)

All students in Grades 4–12 are invited to participate in an annual student survey, *Middle Years Development Instrument (MDI)*. Since 2023, it reflects the established baseline for how frequently students experience the Ontario Catholic School Graduate Expectations (OCSGEs) that are directly mapped to Ontario Ministry Transferable Skills. The goal is for 95% or more of students to respond 'Yes' or 'Sometimes' in each area.



At school, students are...	Yes	Sometimes	No
Given time to pray and celebrate God in their lives	65%	29%	6%
Encouraged to communicate with others in a respectful and honest way	68%	27%	5%
Encouraged to use their creativity and imagination to solve problems	66%	28%	6%
Given time to learn about things they are interested in	52%	39%	9%
Given opportunities to work with others to achieve common goals	62%	34%	5%
Encouraged to show care for their family, friends, and faith community	68%	27%	5%
Encouraged to act Christ-like in responsibility and respectfulness	65%	28%	6%

Across six of seven indicators, 93–96% of students responded 'Yes' or 'Sometimes', meeting or approaching the 95% target. The area with the most room for growth remains 'Given time to learn about things they are interested in' at 91% (Yes + Sometimes) — a finding that directly informs Objective 2 of the Innovation Strategic Plan, and one that will be actively monitored through the Grade 8 and Grade 12 Exit Survey items on voice and choice. These questions will continue to be included in the annual student survey to track direction of travel over the 5-year plan period.

Grade 8 Exit Survey — Transferable Skills (2024 vs. 2025)

Grade 8 students preparing to transition to high school were asked whether they had developed the following transferable skills throughout their elementary experience. Results represent the combined percentage of students who responded, 'Strongly Agree' or 'Agree.'

Transferable Skill	2024 (Agree+)	2025 (Agree+)	Direction
Collaboration	74%	73%	→
Communication	73%	73%	→
Critical Thinking and Problem Solving	68%	72%	↑
Digital Literacy	55%	57%	↑



Global Citizenship and Sustainability	50%	49%	→
Innovation, Creativity & Entrepreneurship	67%	66%	→
Self-Directed Learning	64%	64%	→

Critical thinking showed the strongest positive movement (68% → 72%), and digital literacy also improved (55% → 57%). Collaboration, communication, innovation/creativity, and self-directed learning held steady. Global citizenship and sustainability remain the area of lowest confidence at 49%, consistent with 2024 data – a priority for continued program attention. The 2025 data serves as the baseline for the Innovation Strategic Plan period.

Grade 8 Exit Survey – Creativity and Interest-Based Learning (2024 vs. 2025)

During elementary school...	2024 (Yes+Sometime s)	2025 (Yes+Sometime s)	Direction
I was given class time to learn about things that interested me	83%	84%	↑
Imagination and creativity were encouraged to help me solve problems and make decisions	95%	95%	→

Both items remain high, with a slight positive movement in interest-based learning time. Creativity encouragement remains at 95%, suggesting this is a strength of WCDSB's elementary programming.

Grade 12 Exit Survey – Transferable Skills (2024 vs. 2025)

Grade 12 students completing high school were asked whether their WCDSB experience had developed the following transferable skills. Results represent the combined percentage responding 'Strongly Agree' or 'Agree.'

Transferable Skill	2024 (Agree+)	2025 (Agree+)	Direction
Collaboration	78%	77%	→
Communication	80%	79%	→
Critical Thinking and Problem Solving	78%	76%	→



Global Citizenship and Sustainability	52%	50%	→
Innovation, Creativity & Entrepreneurship	65%	66%	↑
Self-Directed Learning	76%	75%	→

Secondary transferable skills results remain strong overall, with collaboration (77%), communication (79%), and self-directed learning (75%) among the highest-rated areas. Innovation, creativity, and entrepreneurship showed modest growth (65% → 66%). Global citizenship and sustainability at 50% is consistent with the Grade 8 pattern, suggesting a system-wide area for focus. As these are baseline year results within the new strategic plan, the Innovation team will continue to monitor year-over-year direction of travel rather than expecting large single-year shifts.

Grade 12 Exit Survey – Creativity and Interest-Based Learning (2024 vs. 2025)

During high school...	2024 (Yes+Sometime s)	2025 (Yes+Sometime s)	Direction
I was given class time to learn about things that interested me	79%	71%	↓
Imagination and creativity were encouraged to help me solve problems and make decisions	83%	84%	→

While secondary-level engagement in interest-based learning dropped from 79% to 71%, the shift is not statistically significant as a trend due to a notably low survey response rate. Creativity encouragement is held steady at 84%. These findings will directly inform Objective 2 of the Innovation Strategic Plan, with targeted professional learning and student agency programming in 2026–27 designed to address this gap.

Programming: September 2025 – March 2026

The Innovation Department currently manages **94 active programs, partnerships, and initiatives** across K–12, organized across nine categories below. All programming is aligned to the four WCDSB MYP Learning Priority Objectives and the Innovation Strategic Plan 2025–2030.

Category	Key Programs & Highlights	Reach / Implementation	Connected MYP Learning Priority Objective (LPO(s))
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<p>AI Literacy & Educator Professional Learning</p>	<p>System-wide AI Workshops; On-Site School Drop-Ins; Secondary AI Literacy PD Sessions; AI Report Card Writing Support; Teacher Innovation Workshops & Co-Planning</p> <p>Lunch & Learn Sessions; November PA Day ½-Day AI; Wayground, Canva, Robotics Teacher PD; Minecraft AI Safe Workshop</p> <p>Development of AI Learning Continuum K–12; Student-Facing AI Use Resources & Policy Communications; 0 to Infinity Poster and Supporting Resources; Cleverlike Esports AI Modules for Teachers</p>	<p>17 programs 1,014 staff reached through AI Mobile Learning Lab All schools engaged</p>	<p>Accelerate Excellence & Innovation Learning Through Leadership</p>
<p>Student Programs & Experiences</p>	<p>Student AI Summit; SHSM AI Workshop; Lego Robotics Programming & Tournament; SDG Week; STREAM Week; iGen Program</p> <p>Innovation Lab; AI Innovators Studio; Bennies ISU; Bennies Innovators (BIG); E-Stim de Soi PD & Showcase</p> <p>U of W Engineering Outreach (Grade 4); Google Mind the Gap (Secondary); Student Support Workshops</p>	<p>13 programs 8,143 students – STREAM Week K–12 reach across all panels</p>	<p>Engage Students as Co-Creators Support Multiple Pathways</p>
<p>Esports Programming</p>	<p>Minecraft; Rocket League; Mario Kart; FIFA; Tournaments; Esports Teacher PD; Esports Educator Conference</p> <p>Cleverlike Minecraft Esports Modules; OSEA Partnership and Programming</p>	<p>9 programs 25 Schools 425 students, 48 teachers</p>	<p>Support Multiple Pathways Engage Students as Co-Creators</p>
<p>Research & External Partnerships</p>	<p>AI Canadian Collaborative; K–12 Ontario Provincial Working Group; Pen to Prompt / Laurier Research; U of W AI Literacy Research</p>	<p>13 programs 6+ university & external research partnerships</p>	<p>Accelerate Excellence & Innovation Support Multiple Pathways</p>



	<p>STAO Committee; International Partnership (AI & Deep Learning); City of Kitchener — Design Thinking AI Initiative; City of Kitchener — Engineering Design Challenge</p> <p>Post-Secondary Scholarship Engagement (Wilfrid Laurier Masters Presentations); Partnership: Region of Waterloo & Sunnyside Assisted Living iGen Program; Rural Schools Grant</p> <p>The Board’s reach continues to expand through high-impact collaborations with post-secondary and community partners. Building on this momentum, WCDSB is currently moving to lead a newly formed AI Consortium comprising Innovation Leads from school boards across the province. This collaborative body is beginning its work immediately to set high standards and research-based directives that remain firmly centered on the student. By convening these provincial leaders, WCDSB is ensuring that Catholic education plays a central role in shaping the pedagogical standards for AI integration as a system-wide priority.</p>	<p>Provincial & national representation</p>	
<p>Stakeholder & Community Engagement</p>	<p>Administrator Book Club; Program Services Book Club; Summer Book Club 2025; CPIC AI Presentation; CSAC AI Presentation</p> <p>AI Student Services Presentation; Monthly Program Council Attendance &</p>	<p>11 programs</p> <p>Beyond the Scroll webinar: 359 parents (Oct); 454 parents (Apr)</p> <p>Trustees, families, community</p>	<p>Learning Through Leadership</p> <p>All LPOs</p>



	<p>Presentations; SELO Executive Team</p> <p>Innovation Weekly Newsletter; Microsoft Elevate Media Campaign; Deep Learning Dialogues Podcast (over 6,000 downloads)</p>		
Digital Citizenship & Online Safety	<p>MediaSmarts Teacher Workshop; Social Media Family Board Game Night; Grade 6–12 Social Media Presentation (MediaSmarts)</p> <p>WCDSB Blockcraft Academy: CyberSafe AI Dig Deeper (Gr. 1-8): 127 classes</p>	<p>5 programs</p> <p>257 elementary classes</p> <p>All classes, grades 6-12</p> <p>Social Media Presentation</p>	<p>Accelerate Excellence & Innovation</p> <p>Engage Students as Co-Creators</p>
Systems, Operations & Communications	<p>App Approvals; AI App Monitoring and Memo Creation; Secondary Equitable Devices Program; Response & Monitoring of Innovation Help Desk Tickets</p> <p>Management of Programming for Innovative Apps; Consultation with IT; Management of Innovation Instagram Page (@WCDSBInnovates: 313 followers, 66,735 impressions)</p> <p>System Announcements: Information Sharing & Opportunities; Media & Public Communications (CBC); Planning, Coordination & Operational Work</p>	<p>10 programs</p> <p>16,971+ website visits</p> <p>System-wide reach</p>	<p>All LPOs</p>
Deep Learning & Curriculum Development	<p>Deep Learning Schools; Monthly Deep Learning Skills Slide Decks (1,254 teacher views); Deep Learning Culminating Development Planning & Support at Bennies Innovation Action Network (IAN) – educator showcases across the system</p>	<p>4 programs</p> <p>1,470 teacher views (monthly decks)</p> <p>K–12 curriculum alignment</p>	<p>Accelerate Excellence & Innovation</p> <p>Learning Through Leadership</p>



	K–12 AI Literacy Learning Design Guide (63 K–8 activities via Ampere partnership — 2026–27 implementation underway); Grade 9 AI Micro-Credential Module (in development)		
Strategic Leadership & System Planning	Innovation Strategic Plan 2025–2030 — Year 1 implementation; MYSP (Multi-Year Strategic Plan) Committee participation Management & Reporting of TLIA (Teacher, Learning & Innovation Allocation) — all secondary teachers Ongoing Research: Staying Current on All Innovation Trends; WCDSB AI Guidelines (annual review and additions)	5 programs All secondary teachers (TLIA) Board-level reporting	All 4 MYSP Learning Priority Objectives

Summary Statement

As we reflect on the first year of the Innovation Strategic Plan 2025–2030, the Innovation Team is encouraged by the depth and breadth of what has been built and clear-eyed about where the work ahead lies.

Our student perception data tells an important story. Across MDI Indicator #10, the vast majority of WCDSB students continue to experience OCSGEs and transferable skills in their learning, a testament to the sustained commitment of educators across the system. Our Grade 8 Exit Survey shows positive movement in critical thinking and digital literacy, and strong stability in creativity and communication. At the same time, the decline in secondary students reporting interest-based learning time (79% → 71%) and the consistently lower scores for global citizenship and sustainability across both panels are important signals that will shape our priorities in 2026–27.

The formation of the AI Learning Continuum K–12, the launch of the Student AI Summit, the commissioning of 63 K–8 AI Literacy activities through our Ampere partnership, and our growing presence on the Ontario K–12 AI Working Group collectively represent WCDSB's most significant investment in future-ready learning infrastructure to date. These are not one-time initiatives; they are the foundation on which the next four years of the strategic plan will be built.

We recognize the need to continue expanding our professional learning networks beyond traditional boundaries, creating more cross-divisional, cross-panel, and cross-sector collaboration



opportunities. Assessment and evaluation practices will continue to evolve, with particular emphasis on capturing growth in global competencies and transferable skills, and designing tasks where student thinking, reasoning, and integrity are visible and not policed.

Parent and community engagement will become increasingly central to our work, acknowledging that the most transformative learning experiences bridge school, home, and community. The Beyond the Scroll webinar series, now reaching over 800 parents annually, and our ongoing family-facing digital citizenship programming are early expressions of this commitment.

Throughout all of these initiatives, we remain anchored in our Catholic values and committed to nurturing the whole child. Our innovation work is not solely about embracing new tools or methodologies it is about ensuring that every student experiences learning that is meaningful, accessible, and aligned with the competencies they need to thrive in a complex and rapidly changing world.

The Innovation Team looks forward to walking alongside educators as they continue to explore, experiment, and excel in creating learning environments where all students can discover and develop their God-given potential.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Verano
Director of Education

Judy Merkel
Superintendent of Learning

Katrina Gouett and Whitney McKinley
Student Achievement Consultants for Learning Innovation

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





Date: May 11, 2026
To: Board of Trustees
From: Director of Education
Subject: 2026 Long Term Accommodation Plan

Type of Report:

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

Type of Information:

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

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

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

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

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

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

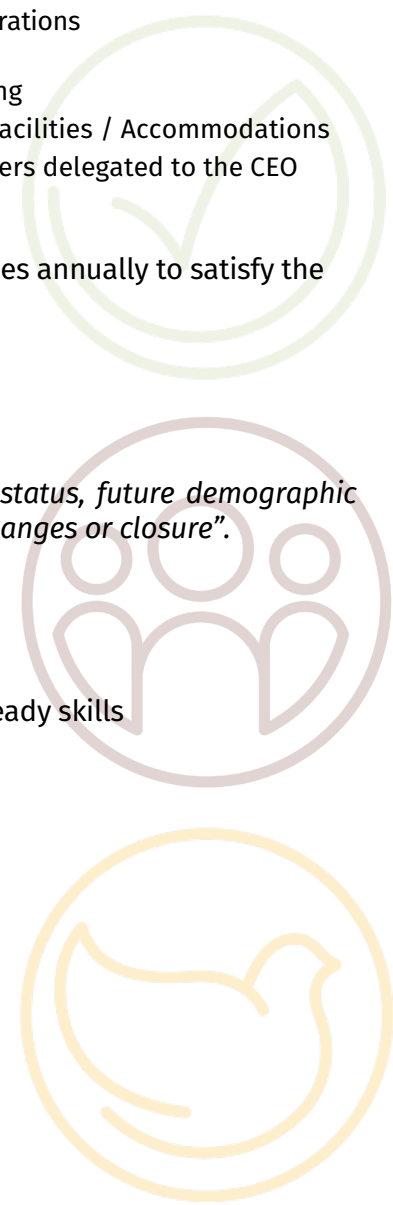
Alignment to the MYSP:

Learning

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

Serving

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



☒ **Belonging**

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

Background/Comments:

The 2026 Long-Term Accommodation Plan (LTAP) presents an overview of district demographics, student enrolment numbers, and a plan for accommodating students. It includes initiatives such as constructing new schools, upgrading existing facilities, and reviewing school boundaries.

The report highlights Ministry of Education funding already committed for Capital Priorities projects set to open in September 2026, as well as additional projects designed to support expanding school communities over the coming years. Enrolment forecasts have been updated to reflect recent trends and projected growth (see Table 1). The report also outlines strategic measures that address enrolment projections through the end of the planning period.

Table 1 - Enrolment Forecast Summary

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

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

Opening 2026/27

- Guardian Angels CES¹ - 360 pupil place elementary school co-built with the Waterloo Region District School Board, Cambridge
- Notre Dame CSS - 322 intermediate pupil places and 1,074 secondary pupil places, Kitchener

Opening 2027/28

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

Opening 2028/29

- St. David CSS - 18 classroom addition, Waterloo

Undetermined Opening

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

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



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

- St. Bernadette CES Reconstruction
- Monsignor Haller CES Addition
- Monsignor Doyle CSS Addition
- New Doon South CES, Kitchener
- New North Cambridge CES, Cambridge
- New Beaver Creek Meadows CES, Waterloo
- New Breslau CES, Woolwich
- Core Kitchener-Waterloo CES
- Secondary School, South West Kitchener
- New Dundee Secondary Plan CES, Kitchener
- New North West Cambridge CES, Cambridge
- New West Rosenberg CES, Kitchener

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

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

Recommendation:

This report is provided as information only.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Isabelle Lung Ler
Planning Technician

Sahar Eghtesadi
Planner

Virina Elgawly
Planning Officer

Jennifer Passy
Manager of Planning

Shesh Maharaj
Executive Superintendent of Corporate Services



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



LONG TERM ACCOMMODATION PLAN

2026



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

The schools of the Waterloo Catholic District School Board are situated on the land that is the traditional home of the Haudenosaunee, Anishinaabe and Chonnonton People. We acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous Peoples with whom we share this land today.

We seek a new relationship with the Original People of this land, one based on honour and deep respect. We are grateful for the opportunity to learn here and reaffirm our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our community.

Executive Summary

The Long Term Accommodation Plan (LTAP) is an annually reviewed planning tool that provides enrolment projections and guides accommodation planning. Accommodation planning is not static, and the priorities identified in this LTAP are based on the most accurate information available at a point in time.

The elements of the LTAP have been designed to provide the information necessary to support the strategic priorities identified in this plan and inform stakeholders about what to expect in school accommodation planning in the immediate, medium, and long-term.

Included in the 2026 LTAP are the following:

- Enrolment projections from 2026/27 to 2032/33.
- Identification of accommodation issues and proposed strategies to address them.
- Identification of committed capacity funding and new Capital Priorities funding interests.

Approved Capital Priorities Projects

Opening 2026/27

- Guardian Angels CES¹ - 360 pupil place elementary school co-built with the Waterloo Region District School Board, Cambridge
- Notre Dame CSS - 322 intermediate & 1074 secondary pupil places, Kitchener

Opening 2027/28

- St. Aloysius CES - 10-classroom addition, Kitchener
- St. Boniface CES - 12-classroom addition, Breslau
- St. Gregory CES - 5 net new classroom addition, Cambridge
- St. Mark CES - 8-classroom addition, Kitchener
- St. Paul CES - 8 net new classroom addition, Kitchener
- St. David CSS - 18 classroom addition, Waterloo

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

Undetermined Opening

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

Future Capital Priority Considerations

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

1. St. Bernadette CES Reconstruction
2. Monsignor Haller CES Addition
3. Monsignor Doyle CSS Addition
4. New Doon South CES, Kitchener
5. New North Cambridge CES, Cambridge
6. New Beaver Creek Meadows CES, Waterloo
7. New Breslau CES, Woolwich
8. New Core Kitchener-Waterloo CES
9. New Secondary School, South West Kitchener
10. New West Rosenberg CES, Kitchener
11. New Dundee Secondary Plan CES, Kitchener
12. New North West Cambridge CES, Cambridge

Immediate Term Boundary Review Process Considerations

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

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

If you have questions with regards to projects or the future actions being proposed by this plan, please contact the Planning Department at planning@wcdsb.ca.

Table of Contents

Executive Summary	i	Other Factors That Can Impact Projections.....	11
Approved Capital Priorities Projects.....	i	Immigration and Migration.....	11
Opening 2026/27	i	Housing Affordability / Changes to Housing Supply Market	12
Opening 2027/28	i	Servicing Capacity - Water Supply.....	12
Undetermined Opening	i	Accommodation Planning Tools.....	13
Future Capital Priority Considerations	i	Introduction	13
Immediate Term Boundary Review Process Considerations	i	Planning Tools to Balance Enrolment (Growth & Decline)	13
Table of Contents	ii	Planning Tools to Address Overutilization	13
Purpose and Guiding Principles	2	Planning Tools to Address Underutilization.....	14
Planning Department Overview.....	4	Introduction	16
Accommodation.....	4	Regional Population	16
Property.....	4	Regional Official Plan.....	16
Education Development Charges (EDC)	4	Regional Official Plan Amendment No. 6 (ROPA6)	16
Staff	4	Transition to Area Municipal Planning Authority (Effective December 31, 2024)	16
Prioritization of Strategic Actions	5	Urban System Map	17
Introduction	5	Enrolment Projections	19
Prioritization Results	5	Introduction	19
Accommodation Initiatives.....	6	Elementary Enrolment Trends.....	19
Pupil Accommodation Review Guideline.....	6	Secondary Enrolment Trends	19
Partnerships	6	Enrolment by Municipality	20
Child Care Centres	6	Elementary.....	20
Child and Family Centres.....	6	Secondary	20
Capital Funding for Schools.....	6	Enrolment Summary	22
Site Acquisition Options.....	7	Facilities Overview	25
Introduction	7	Introduction	25
Identifying School Sites Through the Municipal Planning Process.....	7	Key Facility Statistics.....	25
Lease of Property or Facility.....	7	Planning Review Area Overview	27
Ontario Regulation 374/23.....	7	E01 Rural North Planning Area Overview	29
Expropriation.....	7	E02 Waterloo East Planning Area Overview	31
Introduction.....	9	E03 Waterloo Central Planning Area Overview	33
Projection Elements.....	9	E04 Waterloo West Planning Area Overview.....	35
Junior Kindergarten (JK) Projections.....	9	E05 Rural West Planning Area Overview	37
Existing School Community	9	E06 Kitchener West Planning Area Overview.....	39
Schools with Grade Configuration Changes.....	10	E07 Kitchener Central Planning Area Overview.....	42
New Residential Development.....	10	E08 Kitchener Southwest Planning Area Overview	45
French Immersion	10	E09 Kitchener East Planning Area Overview.....	48
		E10 Cambridge Preston Planning Area Overview	51
		E11 Cambridge Hespeler Planning Area Overview.....	53

E12 Cambridge North Galt Planning Area Overview	55
E13 Cambridge South Galt Planning Area Overview	58
E14 Cambridge West Galt Planning Area Overview	61
E15 Rural South Planning Area Overview	63
S01 Kitchener-Waterloo Planning Area Overview	65
S02 Cambridge Planning Area Overview	68
Strategic Initiatives	71
Introduction	71
In-Progress (Funded) Initiatives	71
Opening September 2026	71
Opening 2027/28	71
Opening 2028/29	71
Undetermined Opening	71
Recommended Capital Priorities, Boundary Reviews & Other Initiatives	71
Planned Future School Site Purchases	72
Ongoing Initiatives	72
Appendix A Committed Capital Priorities Capacity	74
Appendix B 2026/27 Family of Schools Structure	75
Appendix C 2026/27 French Immersion School Direction Structure	76

SECTION 1 INTRODUCTION TO ACCOMMODATION PLANNING

Purpose and Guiding Principles

The Long Term Accommodation Plan (LTAP) is designed to provide enrolment forecasts, demographic trends, and future accommodation initiatives including land purchases, new school construction, additions, boundary reviews, school closure reviews, or other accommodation related matters.

Enrolment in both elementary and secondary panels is projected to rise over the forecast period, albeit at a more moderate rate than previously anticipated. This adjustment is attributed to evolving economic conditions, immigration trends, and changes in service-related factors.

Where enrolment exceeds capacity, students will be accommodated by adding portables, built capacity (additions / new schools), or changing boundaries to redistribute enrolment.

Partnerships will also be explored where it enhances the Waterloo Catholic District School Board's (WCDSB) long term plans.

The LTAP includes specific strategic recommendations related to:

- Accommodation alternatives (boundary changes, portables, partnership agreements)
- Capital projects (additions, new schools, major renewal projects)
- Land acquisitions (purchases)
- Land dispositions (sales)

Recommendations are subject to approval by the Board of Trustees as per Board Policy IV 010: Facilities/Accommodations, except for specific renewal (major repair) projects. Capital projects, land acquisition, and disposition are reliant on approval and/or funding from the Ministry of Education (Ministry).

Each initiative will be considered by Executive Council and/ or the Board of Trustees before implementation.

The Long Term Accommodation Plan strives to:

- Be consistent with Ministry of Education initiatives, policies, and guidelines.
- Be consistent with Board's vision, mission, policies, multi-year strategic plan, and administrative procedures.

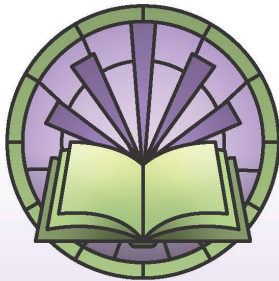
- Ensure the efficient and effective use of Board facilities and resources.
- Ensure that students are accommodated in facilities that are safe, healthy, and that promote a quality learning environment.
- Achieve equity in school facility design across both the elementary and secondary panels over the long term.
- Manage available capital finance resources in a fiscally responsible manner.
- Consider partnership opportunities where practical and feasible; and
- Consider the impact on student transportation and walkability.

Our Mission:

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

Our Vision:

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



LEARNING

We set high expectations and challenge learners

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



SERVING

We listen and serve in education and faith

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



BELONGING

We foster meaningful connections for students and staff

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



Waterloo Catholic District School Board

**Multi-Year Strategic Plan
2025 - 2030**



Planning Department Overview

The Planning Department oversees student accommodation and property matters throughout the board.

Accommodation

Student accommodation includes boundaries, enrolment projections, identifying sites for new schools, obtaining funding for capital projects (such as new schools and additions), portable allocation, and public processes related to school closures and boundary changes.

Property

Property includes buying and selling land, lease, and license agreements with third parties (e.g., child care centres), and partnerships (e.g., community centres, libraries).

Education Development Charges (EDC)

Fees levied against new residential and non-residential construction to support the purchase of growth-related school properties and preparation of sites for school construction.

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“Commit your work to the Lord, and your plans will be established.”
Proverbs 16:3

Prioritization of Strategic Actions

Introduction

Evaluating all schools based on the following three factors has provided insight into strategic priorities needed to address accommodation issues throughout the district.

Facility Condition Index (FCI): FCI rating is a measurement of the condition of a school building expressed as a percentage. FCI is assessed by the Ministry of Education five years after the school facility opens, and every five years thereafter. The assessment includes reviewing critical building components of the facility, and when they will need to be replaced by the board. If components are to be replaced within five years of the assessment, this is then used to calculate the renewal needs.

Utilization: A measure of the enrolment of a school or review area compared with the ministry rated capacity of the board’s facilities. Overutilization of board facilities was examined for the current period, 2028 and 2032 forecast periods in this plan to identify schools projected to be consistently above 110% utilization.

Kindergarten Space: Kindergarten classrooms are larger purpose-built spaces designed to accommodate play-based learning. Analysing how many classes are organized in elementary schools over time versus the number of available Kindergarten classrooms provides an indication of facility alterations or new Capital Priority requirements.

Prioritization Results

This review established a list of elementary priority schools where capital investment or other strategic actions are required. Further, staff have prioritized the construction of an addition at Monsignor Doyle CSS to address overcapacity constraints at area high schools.

There may be other schools in the district experiencing enrolment pressure, which will benefit from strategic actions identified in this plan, that are not on this list. In circumstances where an already funded Capital Priority project will serve to address utilization or Kindergarten space in select schools, no further Capital Priorities have been noted. However, boundary changes may still be necessary to address redistribution of enrolment to a new facility and amongst existing schools.

TABLE 1 - PRIORITIZATION OF STRATEGIC ACTIONS

School	Strategic Actions
Canadian Martyrs	Opening of Notre Dame Catholic Secondary School
Holy Family	Funded Baden school
Holy Rosary	Future boundary review
Monsignor Haller	Future Capital Priority (addition)
Our Lady of Grace	Future boundary review
St. Agnes	Future boundary review
St. Aloysius	Funded addition
St. Augustine	Future boundary review
St. Bernadette	Capital Priority (rebuild)
St. Boniface	Funded addition
St. Gabriel	Future Capital Priority (New North Cambridge CES)
St. Kateri Tekakwitha	Future Capital Priority (New Doon South CES)
St. Mark	Funded addition
St. Paul	Funded addition
St. Timothy	Future Capital Priority (New Doon South CES)

Accommodation Initiatives

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

Pupil Accommodation Review Guideline

A moratorium on Pupil Accommodation Reviews has been in place since 2018. As there are no planned school closure reviews, the moratorium has no impact on WCDSB.

Partnerships

The Ministry of Education's Community Planning and Partnership Guideline (CPPG) is intended to help facilitate facility partnerships within schools. The board holds an annual public meeting to discuss partnership opportunities with stakeholders.

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

Child Care Centres

The Ministry provides funding for new child care construction and prioritizes the co-location of schools and child care centres.

The board works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding.

Child and Family Centres

The Ministry of Education supports programming for young children and parents through EarlyON Child and Family Centres.

The board works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding.

Capital Funding for Schools

Capital projects (new schools / additions) and land purchases are identified in this plan. However, funding approval from the Ministry of Education is not guaranteed.

The following funding sources are available and can only be used for the items specified within that funding program.

Capital Priorities Program - This refers to funding that may be provided by the Ministry of Education based on a board's business case. The Ministry dictates when business cases can be submitted, and timing varies from year to year.

Education Development Charges (EDC) - These funds are specifically to be used for the purchase of school sites, funding of site preparation works and limited other special capital works because of growth-related accommodation needs.

Site preparation costs can include grading, servicing, municipal application fees and consultant costs to prepare a site for construction.

Funds are collected at the time of new residential and non-residential building permits.

School boards must review their growth-related net education land needs every five years in accordance with Ontario Regulation 20/98. The board may review and amend the total eligible charges annually, but at this time may not increase EDCs by more than \$300/year or \$0.10 / sq. ft. regardless of total eligible charges.

Land Priorities - For non-EDC eligible land purchases or site improvements, the board must apply for funding from the Ministry of Education. This is done on a case by case basis.

Site Acquisition Options

Introduction

The Waterloo Catholic District School Board has several tools for obtaining school sites to meet pupil accommodation needs. This can be accomplished either through the purchase and / or lease of property.

The most common tools available are:

- Identification in Draft Plan of Subdivision
- Agreement of Purchase and Sale (APS)
- Option Agreement
- Lease Agreement
- Ontario Regulation 374/23
- Expropriation

Effective in 2019, Bill 108 (More Homes, More Choice Act, 2019) required that school boards notify the Minister of Education of their intent to purchase, lease or expropriate land.

The following subsections provide a general overview of key acquisition methods that are employed but is not an exhaustive list of all alternatives.

Identifying School Sites Through the Municipal Planning Process

The most common process for a school board to identify, secure, and acquire school sites is through the municipal planning process.

When an area of new residential development is identified, a secondary plan is developed with landowners, public agencies including school boards which will identify the form of development, layout, and key public service facilities such as schools, community centres, parks, etc.

The board is an active participant in these processes and will identify how many elementary and secondary sites are required to meet future accommodation needs, preferred location, and configuration.

After approval of the secondary plan, landowners will file applications for approval of subdivisions which implement the vision of the plan. At that time, the board can impose conditions on the application requiring that applicant enter into an agreement with the board to sell the site(s) prior to registration of the plan.

Agreements may be an agreement of purchase and sale or option for future purchase. In addition, the board will specify the key characteristics of the site, including size, shape, grading, servicing, etc., that meet the board's requirements.

Once the subdivision is approved and registered, the board will either purchase the designated school block or agree to purchase the block in the future. Once a site is owned, and Capital Priorities funding is available, the board may proceed to construct a school on the property.

Lease of Property or Facility

The board can lease space for pupil accommodation or administrative purposes. Leases may be from commercial landlords or other property owners including the Diocese or co-terminus school boards.

Leases have a defined term and may not be extended, depending on the board's accommodation needs.

Ontario Regulation 374/23

On December 31, 2023, a new regulation came into effect governing the disposition of surplus real property owned by school boards.

School boards may declare property or facilities surplus to their needs, or the Ministry of Education may identify property or facilities for mandatory disposition.

The Minister of Education may direct a school board to sell at fair market value sale to a specific party.

Public entities, such as municipalities, co-terminus school boards, colleges and universities and others may signal their interest in future surplus directly to the Ministry of Education.

Expropriation

In certain circumstances, the board may not be able to obtain a school site through the municipal planning approvals process. The board has the power to expropriate land and may opt to pursue this method if:

- The timing of development of a subdivision is not in alignment with the board's accommodation needs.

- A land owner is unwilling to sell the lands through a standard process, and the board is required to advance the acquisition of lands.
- The board and a land owner can not come to terms on the purchase price and timing requires that the board advance access to the site; and / or,
- Other instances when the need for a new site is identified based on circumstances such as changing provincial policy resulting in increased enrolment pressures and accommodation needs, and a new school block must be created to accommodate students.

The board prefers to acquire school sites as part of the development approvals process, which ensures that the Board is acquiring a property that is serviced to the lot line, and ready for development as opposed to a raw piece of land that requires improvements. However, in some circumstances the board must proceed with alternative methods to ensure student accommodation is available to meet the needs of a growing area.

Introduction

Projections in the Long-Term Accommodation Plan (LTAP) reflect enrolment trends by school and planning review areas. Projections are based on actual student enrolment data, demographic trends, and future development information.

Projections have varying levels of accuracy based on several factors, including economic, immigration and as seen in recent years - global pandemic-related changes in how people work and where they choose to live.

Projection Elements

Projections inform decision making related to student accommodation planning, financial board-wide projections, and inform the recommendations of this document.

There are three key components of the board's methodology which come together to inform the school enrolment forecasts over the projection term.

The three key components used in developing enrolment projections include:

- Junior Kindergarten projections (birth data and regional population projections)
- Existing school community projections (progression from grade to grade)
- Forecasted new residential development (student yields)

Enrolment projections are most accurate from year to year. This is largely because a long-term projection assumes that trends will remain stable over the term of the projection. This may not be entirely accurate in certain areas and cannot anticipate changes in federal, provincial, or global circumstances which would impact the behaviour of the population.

Long-term projections remain helpful in planning for long-term needs, and short-term projections for the immediate needs for the system. For these reasons, the recommendations in the LTAP are divided into terms.

The three components of an enrolment projection are identified and described in the following sections in greater detail.

Junior Kindergarten (JK) Projections

JK projections are critical in determining the long-term enrolment of an elementary school, as this is the primary point of entry for students that replenish a school's enrolment after Grade 8 students graduate to the secondary panel.

The Region of Waterloo's population projections and birth data are both used as indicators to forecast JK student enrolment. Specifically, they are used to project a board wide JK total based on an average yield and the resulting total is distributed by school based on historical proportions.

Existing School Community

The enrolment projections of existing school communities are based on historic enrolment, grade to grade progression trends (retention) which reflects the growth or loss of students.

In cases where a school has undergone a boundary change or program change, data trends observed before changes take place are used, until a school community begins to establish its own new trends.

Two components are used for the existing school community projection:

- Actual enrolments
- Progression factors (i.e., movement grade to grade)

TABLE 2 - EXAMPLE OF GRADE-TO-GRADE PROGRESSION

Year	JK	SK	1	2	3	4	5
2018	36	53	49	44	54	57	51
2019	54	39	56	56	47	57	60
2020	55	61	41	63	59	51	59
2021	54	70	65	44	71	67	53
2022	53	54	71	69	49	66	78

Schools with Grade Configuration Changes

When a school’s grade structure changes, past grade to grade progression may no longer predict future enrolment. Future projections may be adjusted to reflect the new elementary structure and the redirection of students to the designated receiving school.

Beginning in the 2026/27 school year, Canadian Martyrs, Saint John Paul II, and St. Daniel within the new Notre Dame Family of Schools will transition from a JK-8 to a JK-6 grade configuration. Accordingly, Grade 6 cohorts from these schools will progress to Notre Dame for Grades 7 and 8. St. Anne (K) and St. Patrick will continue to operate as JK-8 schools. Table 3 summarizes the current and future East Kitchener grade configurations and Appendix B provides a visual of the 2026/27 Family of Schools structure for the district.

TABLE 3 - GRADE CONFIGURATION (2026/27)

School	Current Grade Configuration	Future Grade Configuration	Effective Year	Notre Dame Receiving School
Canadian Martyrs	Grades JK-8	Grades JK-6	2026/27	Grades 7-12
Saint John Paul II	Grades JK-8	Grades JK-6	2026/27	Grades 7-12
St. Anne (K)	Grades JK-8	Grades JK-8	N/A	Grades 9-12
St. Daniel	Grades JK-8	Grades JK-6	2026/27	Grades 7-12
St. Patrick	Grades JK-8	Grades JK-8	N/A	Grades 9-12

New Residential Development

The board also estimates the number of students expected to be generated from new residential units over the forecast period.

Student yields are applied to each new housing unit contained in approved and known plans during the forecast period. Yields are calculated based on geocoded student data which identifies where each student lives, and the type of housing in which they reside (i.e., single detached, townhouse, apartment) based on Municipal Property Assessment Corporation (MPAC) housing information.

Yields are applied based on the type of unit, as well as its location in the district. School communities have different characteristics; therefore, the board sees different student yield rates which impact enrolment projections.

The number of students from new development are calculated to reflect:

- unit type
- phasing of development (pace of construction / occupancy)
- location of the development

French Immersion

French Immersion (FI) attendance areas cover broad geographic areas encompassing several schools. Table 4 illustrates the 2026/27 grade configuration of elementary and secondary schools where FI is offered, while Appendix C provides an illustration of the feeder school structure for FI.

The board’s experience is that FI attendance is predominantly from within the host school’s English Track boundary. Transportation is only available to students who are eligible within the host school’s English Track boundary.

JK students are eligible to apply for enrolment in one of the Board’s six (6) elementary FI programs. Since the FI program is not offered at every WCDSB school, a lottery system is used to allocate space to interested students/families. As of January 2026, the lottery process considers students the following order:

- 1st draw** - Siblings of current FI students.
- 2nd draw**: Students currently on the roster at a WCDSB school.
- 3rd draw**: Students transferring from another school board.

New elementary and secondary FI locations are to be considered based on the location criteria identified in the 2020-21 French Immersion Review Final Report as illustrated in Figure 1 and Figure 2. New FI programs are grown into schools one grade at a time.

Prior to committing to additional FI locations, staffing levels must be stable enough to support expanding the program.

Although offering FI in a dual-track (English and FI) school environment presents accommodation challenges this has remained a WCDSB priority. FI classes must adhere to class size ratios prescribed by the Ministry of Education and local collective agreements.

FI instruction requires that students be divided into classrooms based on language. Therefore, organization is less efficient, and more classrooms may be required when FI is offered at a school.

School utilization presented in this report does not reflect this inefficiency as utilization reflects enrolment to OTG capacity and does not address programming.

TABLE 4 - 2026/27 FI SCHOOLS AND GRADE CONFIGURATIONS

School	City	2026/27 Grade Configuration
Holy Rosary	Waterloo	Grades 1-8
Our Lady of Fatima	Cambridge	Grades 1-8
Sir Edgar Bauer	Waterloo	Grades 1-8
St. Anne (K)	Kitchener	Grades 1-8
St. Luke	Waterloo	Grades 1-8
St. Peter	Cambridge	Grades 1-7
St. David	Waterloo	Grade 9-12
St. Benedict	Cambridge	Grade 9-11
Notre Dame (26/27)	Kitchener	Grade 9-10

FIGURE 1 - ELEMENTARY FI SITE SELECTION CRITERIA



FIGURE 2 - SECONDARY FI SITE SELECTION CRITERIA



Other Factors That Can Impact Projections

Immigration and Migration

The board attends monthly Immigration Partnership working group meetings and works closely with the YMCA of Three Rivers' Settlement Services to support students arriving as immigrants to Waterloo Region. Staff at the Newcomer Reception Centre located at the St. Louis - St. Francis campus in Kitchener assess English language skills, documents school experience, and supports the school registration process.

As of April 2026, the board had welcomed 430 newcomers during the current school year, down from 758 a year earlier. The board has welcomed families from a variety of immigration categories including permanent residents, refugee claimants and students with parents in Canada on temporary student or work permits.

The Federal Government reduced the annual immigration target for 2024 from 500,000 to 395,000 individuals. Additionally, adjustments were made to the issuance of new international student visas for September 2024, including a 35% reduction in new study visas announced in January 2024, followed by a further 10% decrease in August 2024.

In 2025, the Federal Government further revised immigration levels, establishing new permanent resident targets and maintaining limitations on international student permits. These actions were designed to manage population growth and address housing and infrastructure challenges across Canada. As immigration contributed significantly to enrolment increases in recent years, staff continue to monitor enrolment and population trends to understand the implications on the region's population and enrolment.

Housing Affordability / Changes to Housing Supply Market

Expanded immigration targets and unemployment in other areas of Canada have impacted the affordability of homes in Ontario, and in 2022 the Ontario Housing Affordability Task Force reported that house prices in Ontario had almost tripled over the past 10 years, prompting a series of provincial legislative responses beginning with the *More Homes for Everyone Act, 2022*, followed by the *More Homes Built Faster Act, 2022*, and subsequently the *Helping Homebuyers, Protecting Tenants Act, 2023* (Bill 97), which collectively reinforce the provincial objective of facilitating the construction of 1.5 million additional homes in Ontario over a ten-year period.

The provincial government has prioritized:

- building more homes
- reducing costs, fees, and taxes
- streamlining development approvals
- helping homebuyers and renters
- promoting better planning

The board has seen an increase in higher density housing developments for several years, with a notable shift in proposed development toward vertical dwellings (apartments).

Staff have also noted more additional dwelling unit (ADU) permits in recent years. These include basement units, tiny homes, granny flats, etc. Historically, the board has not seen many students from such non-traditional housing forms.

The shift to high density housing reinforces the need to continue to monitor student yields from apartment style housing to ensure that enrolment projections reflect the move away from ground-oriented low density residential suburban development to infill and intensification of housing in our core, near-core, and suburban areas.

Servicing Capacity - Water Supply

In late 2025, the Region of Waterloo identified long-term water supply capacity constraints within the Mannheim Service Area. While there is no immediate impact on existing residents or currently serviced development, the constraint will influence the timing and phasing of future residential development. As development affects enrolment projections, any deferral

of housing construction may affect the short-term timing of student generation. Staff will continue to monitor regional infrastructure planning and update projections as required.

Accommodation Planning Tools

Introduction

The Planning Department has a mandate to efficiently manage student accommodation. This is accomplished by managing the overall utilization of our facilities - those circumstances where enrolment exceeds capacity or enrolment is below capacity causing the inefficient use of board resources.

Schools that are overutilized, where enrolment exceeds On the Ground (OTG) capacity have a shortage of permanent pupil places. This creates pressure on bricks and mortar facilities and requires temporary capacity i.e., portables.

Schools that are underutilized, where enrolment is less than OTG have excess pupil places. This results in the need to apply resources to support empty space, which is inefficient.

The department's goal is to balance the available capacity of the board with current and forecasted enrolment.

The Board has several strategies and tools to address accommodation issues, which are identified in the following sections.

Planning Tools to Balance Enrolment (Growth & Decline)

Boundary Review - [APF017](#) describes the formal review process that is used to realign school catchment areas to redirect students to other schools and rebalance enrolment and overall utilization.

Boundary reviews are used to address balancing enrolments between schools and / or programs, and / or to establish boundaries for new schools.

Staff recommend to the Board of Trustees that a Boundary Review be undertaken. Once the Trustees approve the initiation of the review, public consultation is initiated, and input is collected before staff recommend changes to existing boundaries.

Program Review - Periodically, program reviews are initiated to review the delivery of special or unique circumstances, including the delivery of French Immersion. A program review may examine how and where a program is delivered. Attendance areas for French Immersion may also be considered as part of a Boundary Review.

When a program review occurs on its own it is typically examined on a regional scale, in terms of how a program is offered throughout the district.

Such processes are developed to respond to the unique needs of the circumstance and reports to the Board of Trustees will identify staff involved in such a review and the public engagement process.

Planning Tools to Address Overutilization

Additions - Where overutilization at a school is projected to be sustained over a long-term period, and where a boundary review would not be an effective solution to address the utilization issue, it may be appropriate to consider adding additional capacity to a school. Increasing the number of pupil places is accomplished by adding Gross Floor Area (GFA) in the form of classrooms and / or the conversion of existing space to create more classroom spaces.

The Board must apply for funding from the Ministry of Education through the Capital Priorities Grant Program to construct additions. Business cases may only be submitted when a funding program is announced.

Constructing New Schools - The construction of new schools is typically triggered by the following factors:

- Where enrolment exceeds the capacity of existing schools.
- If aging school buildings in existing communities are prohibitive to repair (high FCI), they may be replaced by newly constructed schools.
- If multiple schools are consolidated because of a Pupil Accommodation Review (school closure review), a new school or schools may be constructed to replace closed facilities.
- As intensification places accommodation pressure on existing schools in established communities, the board may increasingly have to consider constructing new schools in urbanized areas.

Portable Classrooms - Portables are self-contained classrooms used to provide accommodation for schools with a shortage of pupil places. Portables are used to manage growth-related enrolment pressures on both new and existing school sites.

Portables are necessary to accommodate students as a new school and / or addition projects are approved, funded, and constructed.

Portables can help reduce disruption by keeping students in their neighbourhood school for as long as possible. Every school is reviewed annually by the Planning Department to determine portable needs.

Closing School to Out of Boundary Permissions - [APA003](#) allows schools to be closed or capped to Out of Boundary attendance. Schools with enrolment pressure or a high number of Out of Boundary students attending may be closed, by a decision of Executive Council at any time.

Holding Zone / Holding School Designation - [APF018](#) allows areas planned for future development, which might increase demand on schools that are already full or unable to add portable classrooms, to be designated as Holding Zones. Students from these areas are sent to schools with available space or where portable classroom pressure can be managed until new boundaries are set or a capital project increases school capacity.

Planning Tools to Address Underutilization

Community Planning and Partnerships - In accordance with [APF012](#) the board annually examines opportunities to offer space to prescribed community partners where surplus space exists in schools. Where there is interest, proposals will be reviewed on a case-by-case basis.

Pupil Accommodation Review (PAR) - Pupil Accommodation Reviews initiated in accordance with [APF008](#) are used to reduce surplus pupil places at underutilized school facilities.

This process can lead to school consolidation and closures. Schools with sustained underutilization may be considered part of a PAR.

Note: There remains a moratorium on PARs. Until the Ministry of Education issues a new Pupil Accommodation Review Guideline, no PAR may be initiated, without Ministerial approval.

Repurposing - The OTG of a school may also be reduced if classrooms are converted to an alternative use for school board administration purposes.

Repurposing classroom space can be used in schools with sustainable enrolments which continue to have excessive surplus space.

SECTION 2 REGIONAL PLANNING OVERVIEW

Introduction

The Waterloo Catholic District School Board is located within the Region of Waterloo and delivers Catholic education curriculum to schools in the region's member municipalities of Cambridge, Kitchener, Waterloo, North Dumfries, Wilmot, Woolwich, and Wellesley.

Regional Population

The Region of Waterloo publishes year-end population and household estimates as part of its annual population reporting.

In the Region's *Year-End 2024 Population and Household Estimates for Waterloo Region* (May 2025) report it was observed that recent changes in post-secondary enrolment trends were expected to moderate near-term population growth assumptions for Waterloo Region, which may influence the pace and timing of growth-related planning.

Year-end 2025 regional population estimates were not available at the time this plan was prepared.

Regional Official Plan

Based on the Regional Official Plan (ROP) amendments adopted by the Region of Waterloo in August 2022, the region's population is expected to reach 923,000 people and 470,000 jobs by the year 2051 (Table 5 and Table 6).

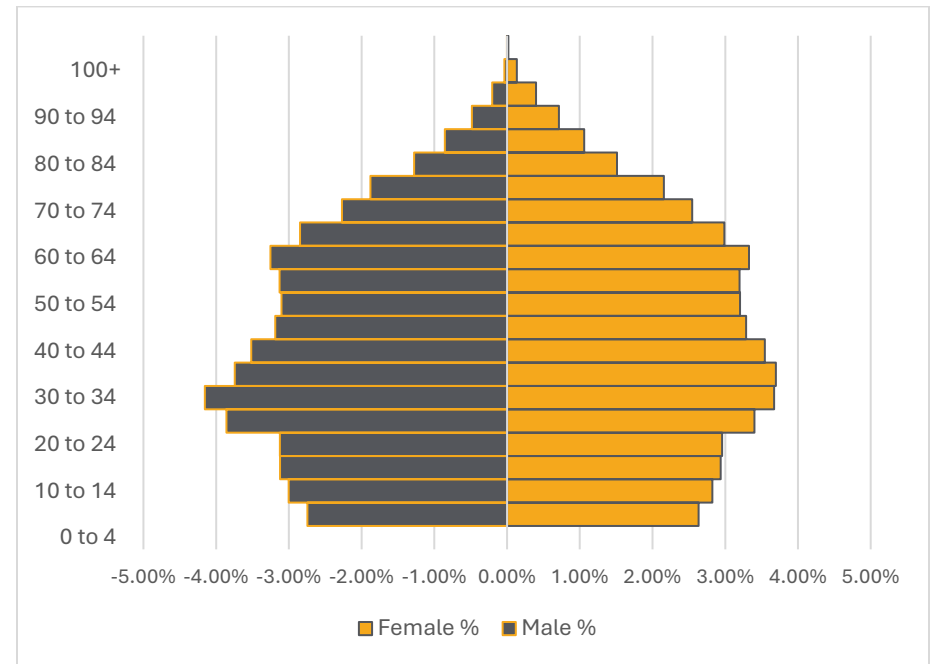
Regional Official Plan Amendment No. 6 (ROPA6)

ROPA6 established the land use planning framework to accommodate region's forecasted population and employment growth to 2051.

The board has relied on the ROP and its amendments to understand the direction of development throughout the district. This aides in understanding the strategic approach to meeting future accommodation needs.

Bill 162, the Get It Done Act, 2024, made changes to the legislatively approved official plans of the province's fastest-growing municipalities, including Waterloo Region, to address local needs, while continuing to support the government's goal of building 1.5 million new homes by 2031.

FIGURE 3 - 2021 CENSUS OF POPULATION REGIONAL AGE COHORT PYRAMID



Transition to Area Municipal Planning Authority (Effective December 31, 2024)

On December 31, 2024, the upper tier planning authority of the Region of Waterloo ceased. Local area municipalities are now responsible for adopting the Bill 162 changes to their local official plans, including updating population projections to 2051 to reflect additional development land added to their jurisdictions.

Area municipalities are in the midst of reviewing their Official Plans and updating population projections. This information will be reflected in subsequent LTAP updates.

TABLE 5 - REGION OF WATERLOO POPULATION TARGETS, AUGUST 2022

Area Municipality	Population		Change
	2021	2051	
Cambridge	146,000	214,900	68,900
Kitchener	269,100	409,200	140,100
North Dumfries	11,300	19,600	8,300
Waterloo	127,300	185,000	57,700
Wellesley	11,900	13,600	1,700
Wilmot	22,700	29,500	6,800
Woolwich	28,700	51,200	22,500
Regional Total	617,000	923,000	306,000

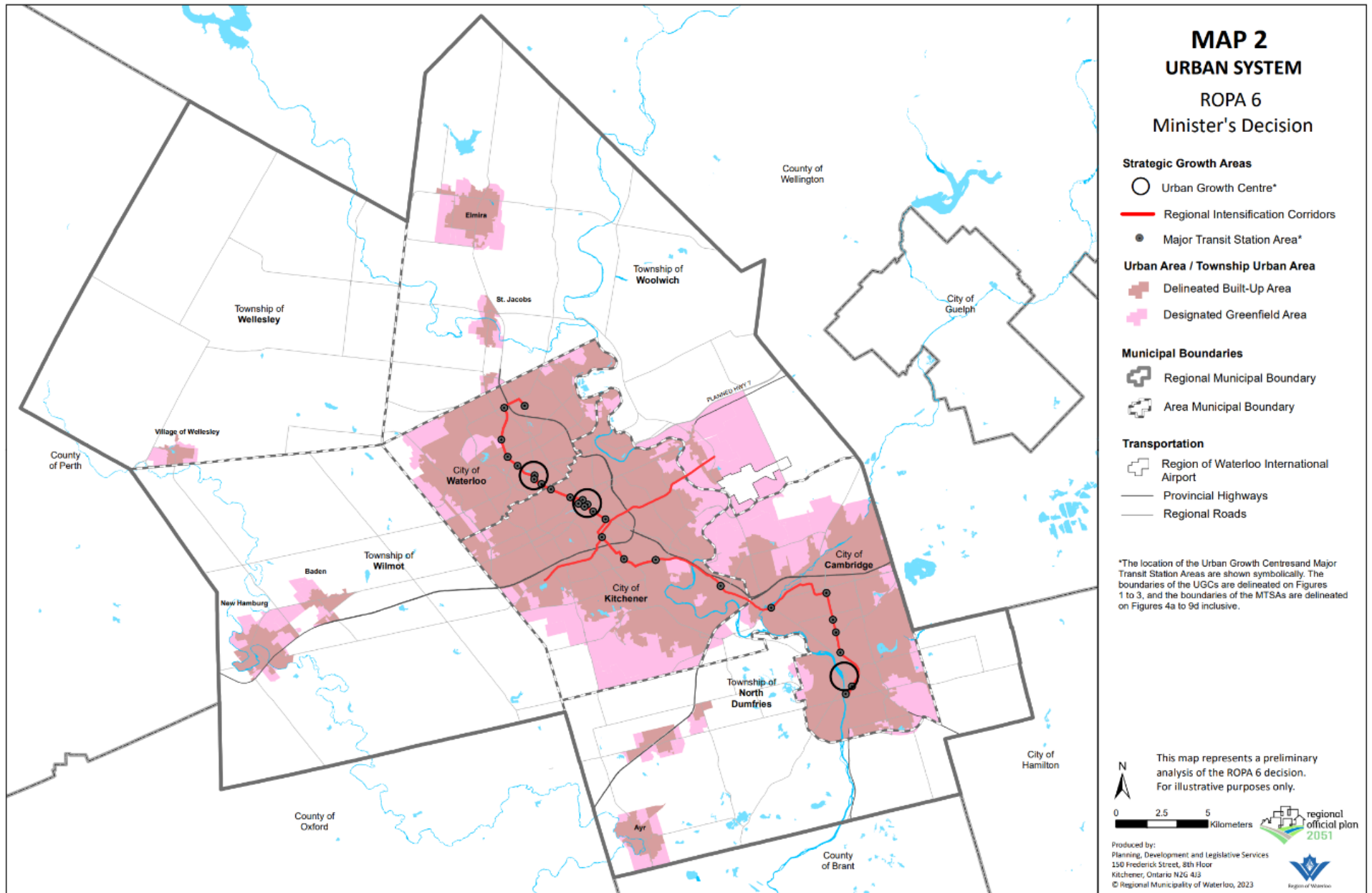
TABLE 6 - REGION OF WATERLOO INTENSIFICATION TARGETS, AUGUST 2022

Area Municipality	Minimum Intensification Target	Total Min. Units in Built-Up Area 2022-2051
Cambridge	65%	16,665
Kitchener	60%	31,660
North Dumfries	18%	540
Waterloo	83%	19,740
Wellesley	14%	100
Wilmot	35%	830
Woolwich	20%	1,620
Regional Total	61%	71,150

Urban System Map

The ROP Urban System Map (Figure 4) directs long-term growth to 2051 by defining where development, intensification, and infrastructure investment will occur, aiming to create 15-minute neighbourhoods and a compact urban form. It acts as a framework guiding land use, separating urban areas from protected countryside, and identifying key development areas. Major Transit Station Areas (MTSA) are delineated around existing or planned LRT station locations where high density, mixed use development is prioritized.

FIGURE 4 - URBAN SYSTEM MAP (APRIL 11, 2023, MMAH APPROVAL)



Enrolment Projections

Introduction

As of October 31, 2025, total enrolment for the Board was as follows:

- Elementary students - 20,255
- Secondary students - 8,363
- International - 16 elementary, 159 secondary

Elementary (JK-8) enrolment increased for the fifth year in a row after a minor COVID-19 related downturn in 2020/21. At the secondary level (9-12) enrolment has gradually increased since 2016/17. Figure 5 and Figure 6 show enrolment and the percentage change in enrolment from year to year since 2015/16.

Enrolment growth in the region is mainly driven by population increases, with suburban expansion and intensification expected to play a key role. As housing in older neighbourhoods changes hands, enrolment at existing schools will also rise. Recent adjustments to federal immigration policies and water supply constraints may impact residential development and, consequently, enrolment projections. Utilization will vary as new schools open, boundaries shift, and Ministry loading factors for high schools change.

Elementary Enrolment Trends

Enrolment is projected to continue to increase over the next ten years. Enrolment growth can be attributed to changing demographics, including a larger population in their childbearing years, as well as the growing appeal of WCDSB to families that are new to Canada.

Secondary Enrolment Trends

Secondary enrolment has been increasing as larger cohorts of elementary students move into high school. Secondary schools are “open access”, accepting both Catholic and non-Catholic students which also impacts growth.

FIGURE 5 - ELEMENTARY ENROLMENT CHANGES 2015/16 TO 2025/26

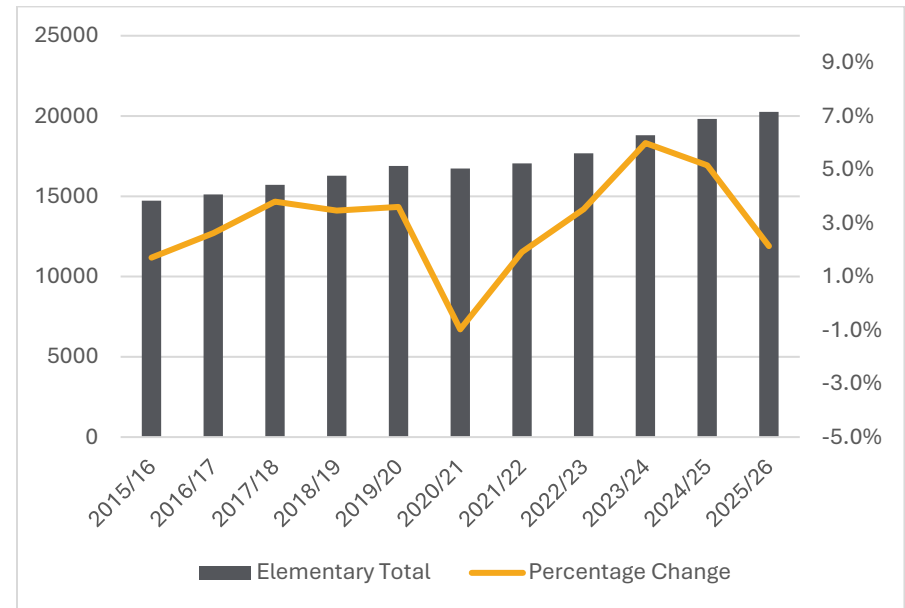
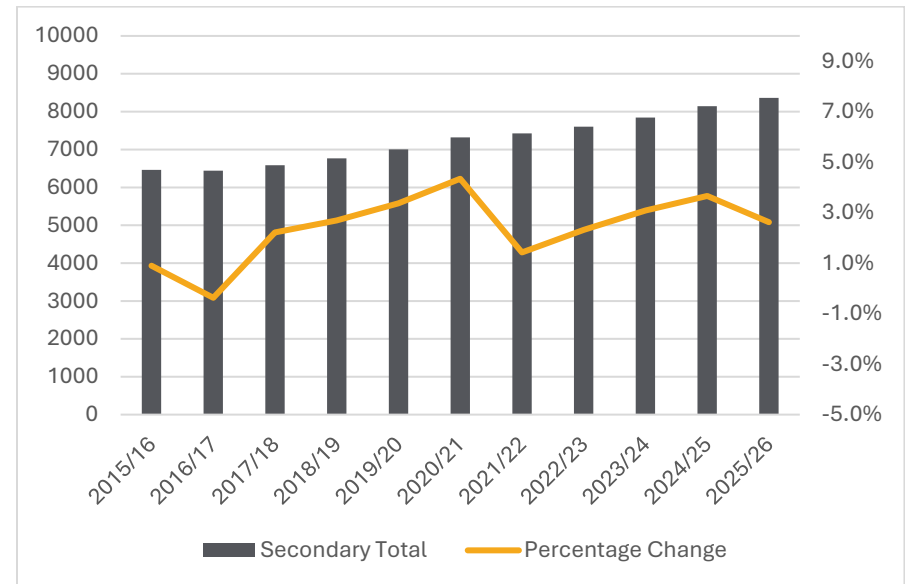


FIGURE 6 - SECONDARY ENROLMENT CHANGES 2015/16 TO 2025/26



Enrolment by Municipality

Throughout the projection period, enrolment distribution by municipality is expected to remain constant.

Elementary

- Enrolment in the cities of Kitchener, Waterloo and Cambridge make up 92% of the board's elementary panel.
- Kitchener has the highest enrolment in elementary schools, representing 47% of the total elementary enrolment.
- Enrolment in township area schools is expected to remain relatively constant throughout the forecast period.

Secondary

- Secondary school enrolments by municipality are reflective of the location of the board's schools.
- Kitchener consistently has the highest proportion of enrolment throughout the forecast period.
- Forecasted growth in Waterloo is expected to shift the distribution of enrolment slightly between Cambridge and Kitchener during the forecast period.

FIGURE 7 - 2025/26 ELEMENTARY ENROLMENT DISTRIBUTION

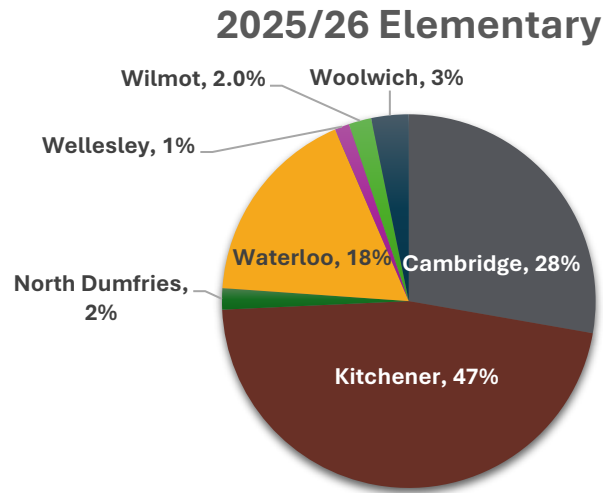


FIGURE 8 - 2032/33 ELEMENTARY ENROLMENT DISTRIBUTION

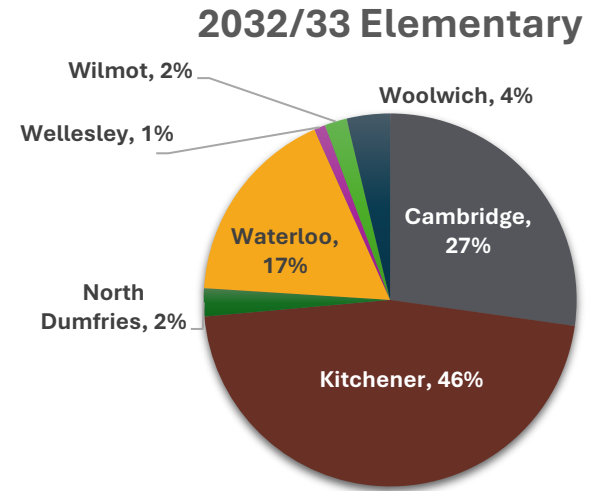


FIGURE 9 - 2025/26 SECONDARY ENROLMENT DISTRIBUTION

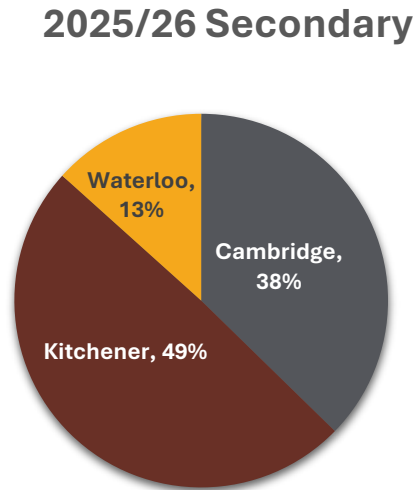
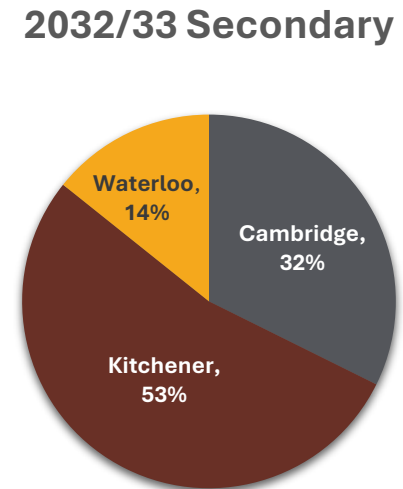


FIGURE 10 - 2032/33 SECONDARY ENROLMENT DISTRIBUTION



Enrolment Summary

Enrolment projections, utilization rates and forecasted surplus pupil places are presented on the following page. The information reinforces the projected continual increase in enrolment during the forecast period.

Specific to the next three years, by the 2028/29 school year:

- Elementary enrolment is projected to increase from 20,255 to 21,427 students, which is approximately 6% increase.
- Elementary utilization will increase from 107% to 113% in the next 3 years, net of any approved but unopened / under construction capacity.
- Secondary enrolment is projected to increase from 8,363 to 9,390 students, which is approximately a 12% increase.
- Secondary utilization will increase from 101% to 113% in the next 3 years without any added capacity.

By the end of the forecast period in 2032/33:

- Elementary enrolments are projected to increase to 23,716, which represents an overall increase of 17%.
- Elementary utilization is projected to increase a further 13%, net of any approved but unbuilt capacity.
- Secondary enrolments are projected to increase to 10,685 students, which represents an overall increase of 28%.
- Secondary utilization is projected to increase a further 16% without any added capacity.

Appendix A is provided to reflect those Provincially funded capital projects, as of May 1, 2026, by review area throughout the district which will add capacity to elementary and secondary schools. Appendix A provides a comparison between current OTG capacity and utilization and the projected capacity and utilization at the end of the planning forecast period. The information in the appendix does not reflect any future boundary, program or other changes which may impact enrolment and therefore utilization that will be subject to future public consultation processes and Board approval.

Notes:

- *Planned schools and additions (i.e., not yet under construction) or associated boundary changes are not reflected in forecasted enrolment and utilization.*
- *OTG (On-the-Ground Capacity) is a provincially recognized rating of pupil place capacity of a school facility. OTG reflects the original school build, additions, and alterations to the school's instructional spaces within the building. Each instructional space type has a provincially specified loading (i.e., elementary & secondary regular classroom loading = 23).*
- *OTG does not include portables.*
- *Utilization is the relationship between enrolment and OTG capacity of the school. This mathematical relationship does not reflect how a school's grades are organized. As such, a school less than 100% full, may still have all classrooms in use or require portables. Staffing / organizing a school is directed by Ministry of Education class size regulations, central and local collective agreements.*

FIGURE 7 - ELEMENTARY ENROLMENT FORECAST

Elementary School	OTG (Capacity)	25/26 Portables	2025/26 Actual	25/26 Util.	25/26 Avail. pp	2026/27	26/27 Util.	26/27 Avail. pp	2028/29	28/29 Util.	28/29 Avail. pp	2032/33	32/33 Util.	32/33 Avail. pp	Facility Partnership Opportunity	
															Utiliz. (<70%)	Pupil Places (200+)
Blessed Sacrament	360	0	297	83%	63	297	82%	63	314	87%	46	333	92%	27	-	-
Canadian Martyrs	314	8	477	152%	0	391	125%	0	420	134%	0	479	153%	0	-	-
Christ the King	291	0	252	87%	39	255	88%	36	251	86%	40	244	84%	47	-	-
Guardian Angels	360					246	68%	114	301	84%	59	513	143%	0	68%	-
Holy Family	245	8	396	162%	0	393	161%	0	383	156%	0	428	175%	0	-	-
Holy Rosary	458	8	628	137%	0	672	147%	0	726	159%	0	861	188%	0	-	-
Holy Spirit	622	0	585	94%	37	515	83%	107	509	82%	113	622	100%	0	-	-
Holy Trinity	527	0	241	46%	286	331	63%	196	534	101%	0	879	167%	0	63%	-
John Sweeney	611	5	713	117%	0	703	115%	0	674	110%	0	625	102%	0	-	-
Monsignor Haller	245	8	388	158%	0	384	157%	0	403	165%	0	388	158%	0	-	-
Notre Dame Intermediate	322					305	95%	17	291	90%	31	301	93%	21	-	-
Our Lady of Fatima	495	0	365	74%	130	332	67%	163	310	63%	185	284	57%	211	67%	-
Our Lady of Grace	268	7	398	149%	0	413	154%	0	441	165%	0	474	177%	0	-	-
Our Lady of Lourdes	337	4	377	112%	0	378	112%	0	394	117%	0	427	127%	0	-	-
Saint John Paul II	611	2	602	99%	9	406	66%	205	391	64%	220	410	67%	201	66%	205
Sir Edgar Bauer	481	1	442	92%	39	457	95%	24	468	97%	13	508	106%	0	-	-
St. Agnes	481	8	622	129%	0	649	135%	0	669	139%	0	719	149%	0	-	-
St. Aloysius	363	11	572	158%	0	599	165%	0	631	174%	0	667	184%	0	-	-
St. Anne (C)	418	4	467	112%	0	343	82%	75	342	82%	76	361	86%	57	-	-
St. Anne (K)	510	10	703	138%	0	711	139%	0	729	143%	0	783	153%	0	-	-
St. Augustine	352	10	543	154%	0	549	156%	0	593	168%	0	709	201%	0	-	-
St. Bernadette	291	8	457	157%	0	476	164%	0	502	172%	0	611	210%	0	-	-
St. Boniface	268	8	444	166%	0	474	177%	0	554	207%	0	687	256%	0	-	-
St. Brigid	372	2	373	100%	0	402	108%	0	470	126%	0	577	155%	0	-	-
St. Clement	268	0	257	96%	11	260	97%	8	254	95%	14	234	87%	34	-	-
St. Daniel	317	0	271	85%	46	186	59%	131	167	53%	150	143	45%	174	59%	-
St. Dominic Savio	447	6	557	125%	0	548	123%	0	559	125%	0	572	128%	0	-	-
St. Elizabeth	352	4	409	116%	0	406	115%	0	414	117%	0	443	126%	0	-	-
St. Gabriel	375	8	528	141%	0	529	141%	0	587	156%	0	753	201%	0	-	-
St. Gregory	242	0	141	58%	101	134	55%	108	120	50%	122	113	47%	129	55%	-
St. John's	468	1	429	92%	39	403	86%	65	398	85%	70	407	87%	61	-	-
St. Joseph	257	4	307	119%	0	295	115%	0	315	122%	0	367	143%	0	-	-
St. Josephine Bakhita	657	3	695	106%	0	712	108%	0	789	120%	0	883	134%	0	-	-
St. Kateri Tekakwitha	349	9	522	150%	0	529	151%	0	560	160%	0	590	169%	0	-	-
St. Luke	668	0	503	75%	165	511	77%	157	522	78%	146	569	85%	99	-	-
St. Margaret	314	0	321	102%	0	310	99%	4	332	106%	0	368	117%	0	-	-
St. Mark	245	7	400	163%	0	412	168%	0	419	171%	0	455	186%	0	-	-
St. Matthew	386	5	445	115%	0	441	114%	0	433	112%	0	433	112%	0	-	-
St. Michael	360	0	314	87%	46	304	84%	56	291	81%	69	290	80%	70	-	-
St. Nicholas	478	3	514	108%	0	537	112%	0	573	120%	0	608	127%	0	-	-
St. Patrick	527	0	416	79%	111	467	89%	60	491	93%	36	577	109%	0	-	-
St. Paul	291	15	527	181%	0	553	190%	0	576	198%	0	632	217%	0	-	-
St. Peter	383	0	318	83%	65	334	87%	49	338	88%	45	348	91%	35	-	-
St. Teresa (K)	291	5	363	125%	0	355	122%	0	338	116%	0	357	123%	0	-	-
St. Teresa of Avila	271	0	211	78%	60	194	72%	77	195	72%	76	209	77%	62	-	-
St. Teresa of Calcutta	479	0	360	75%	119	344	72%	135	336	70%	143	317	66%	162	-	-
St. Timothy	291	6	394	135%	0	409	141%	0	440	151%	0	488	168%	0	-	-
St. Vincent de Paul	562	9	711	127%	0	684	122%	0	683	122%	0	670	119%	0	-	-
Total	18,880	197	20,255	107%	1,366	20,536	109%	1,851	21,427	113%	1,653	23,716	126%	1391		

FIGURE 8 - SECONDARY ENROLMENT FORECAST

Secondary School	OTG (Capacity)	2025/26 Portables	2025/26 Actual	25/26 Util.	25/26 Avail. PP	2026/27	26/27 Util.	26/27 Avail. PP	2028/29	28/29 Util.	28/29 Avail. PP	2032/33	32/33 Util.	32/33 Avail. PP	Facility Partnership Opportunity	
															Utiliz. (<70%)	Pupil Places (200+)
Monsignor Doyle	1,197	8	1,063	89%	134	1,057	88%	140	1,125	94%	72	1,325	111%	0	-	-
Notre Dame Secondary	1,074					407	38%	667	920	86%	154	1,021	95%	53	38%	667
Resurrection	1,532	27	1,834	120%	0	1,834	120%	0	1,929	126%	0	2,200	144%	0	-	-
St. Benedict	1,657	19	2,057	124%	0	2,191	132%	0	2,173	131%	0	2,129	129%	0	-	-
St. David	1,136	8	1,116	98%	20	1,162	102%	0	1,305	115%	0	1,524	134%	0	-	-
St. Mary's	1,679	38	2,293	137%	0	2,119	126%	0	1,938	115%	0	2,485	148%	0	-	-
Total	8,275	100	8,363	101%	154	8,770	106%	807	9,390	113%	226	10,685	129%	53		

Facilities Overview

Introduction

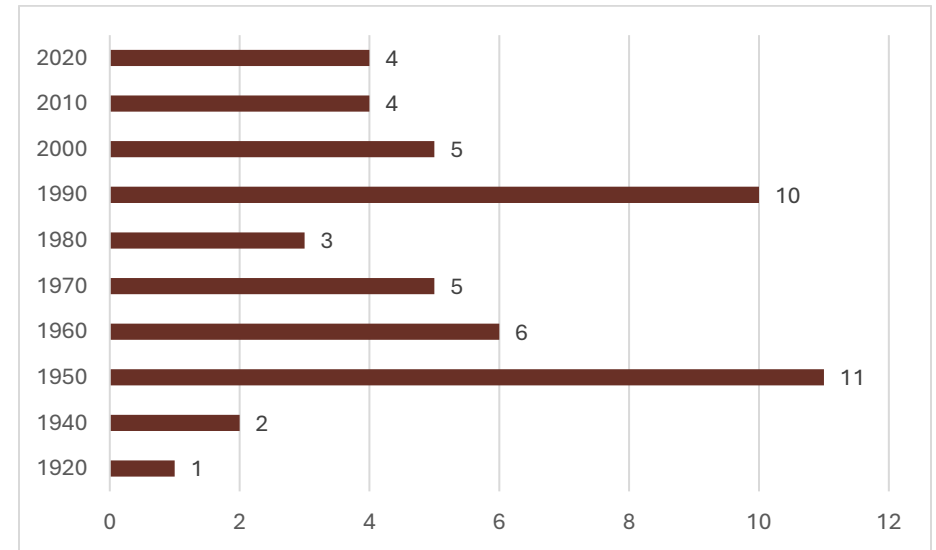
Facility Services is responsible for managing the maintenance and operation of over 303,000 square metres (3.26 million square feet) of school and administrative facility building space, and approximately 178 hectares of land (440 acres).

As of October 2025, the Board has a fleet of 297 owned and leased classroom portables, plus washroom units in secondary portapaks, deployed throughout the district.

Key Facility Statistics

- The average FCI is 25% for operating elementary schools and 18% for secondary schools.
- The board's operating schools have an average age of 47 years for elementary buildings and 37 years for secondary buildings (excluding additions).

FIGURE 9 - COUNT OF OPERATING SCHOOL FACILITIES BY DECADE OF ORIGINAL CONSTRUCTION



SECTION 3 PLANNING AREA PROFILES

Planning Review Area Overview

To analyze accommodation issues, the region is divided into fifteen (15) elementary review areas and two (2) secondary review areas. Schools are grouped together based on geography.

Profiles provide an overview of facility utilization, enrolment, and residential growth patterns.

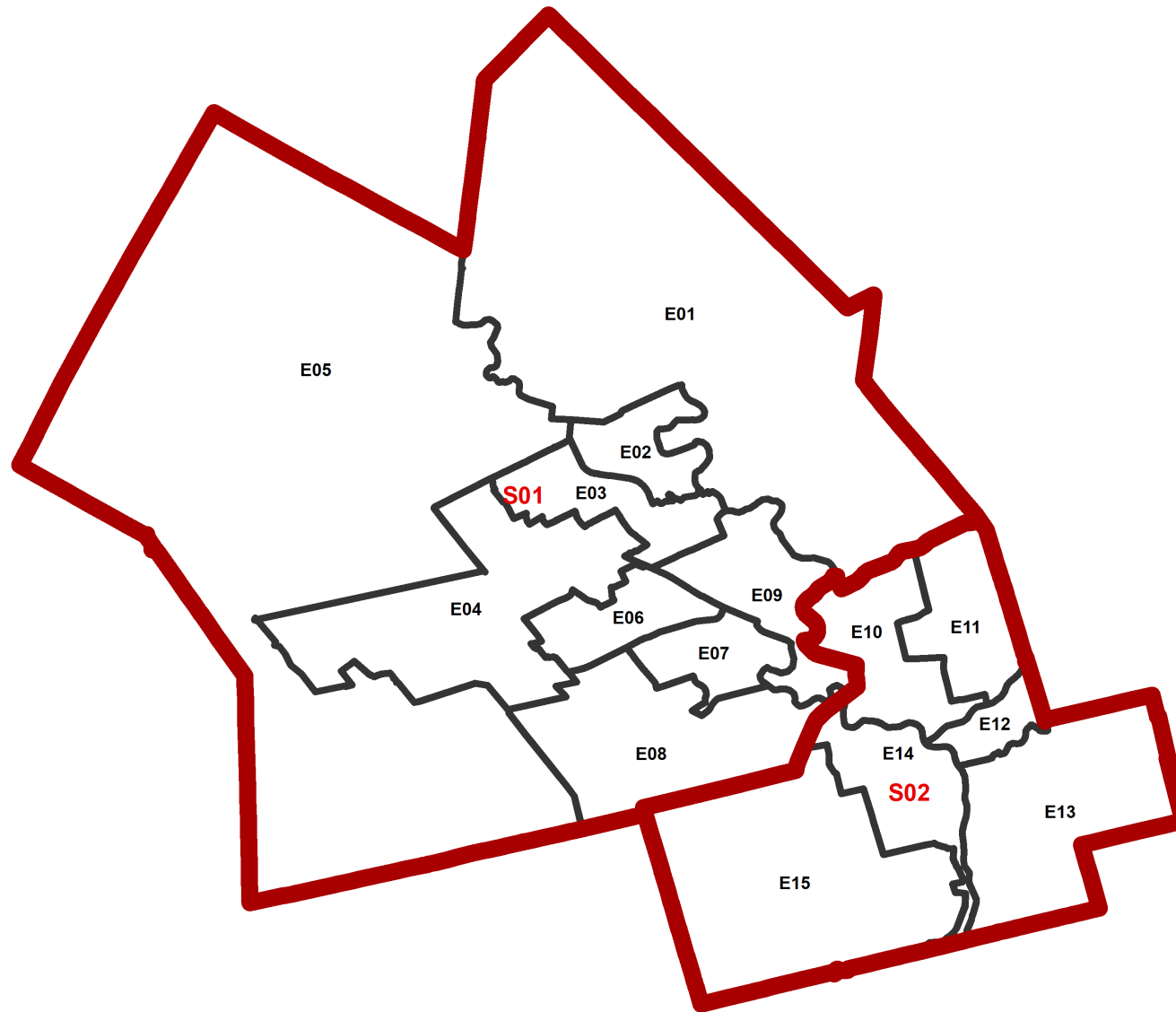
Profiles provides details about residential units that have not yet been built, based on known development plans as of Fall 2025. The board uses this data to forecast enrolment from 2026 and beyond. As a result, these summaries do not include units expected to be completed during the current school year. Development information is regularly revised as municipalities share new plans for future residential projects, and these updates are incorporated into future projections.

TABLE 7 - PLANNING REVIEW AREAS AND ASSOCIATED SCHOOLS

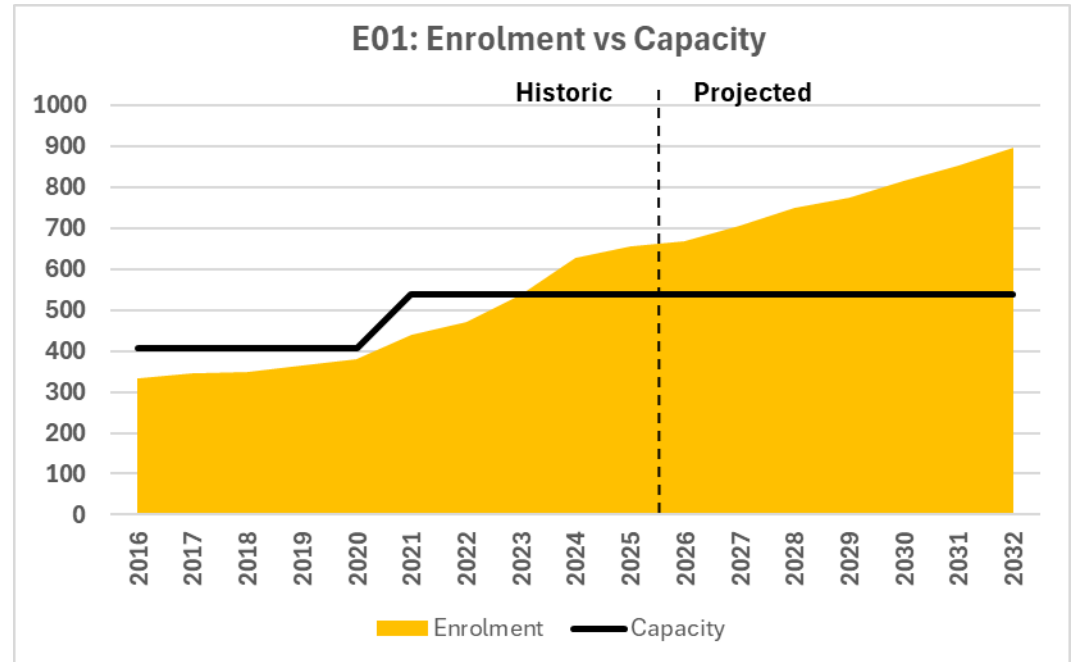
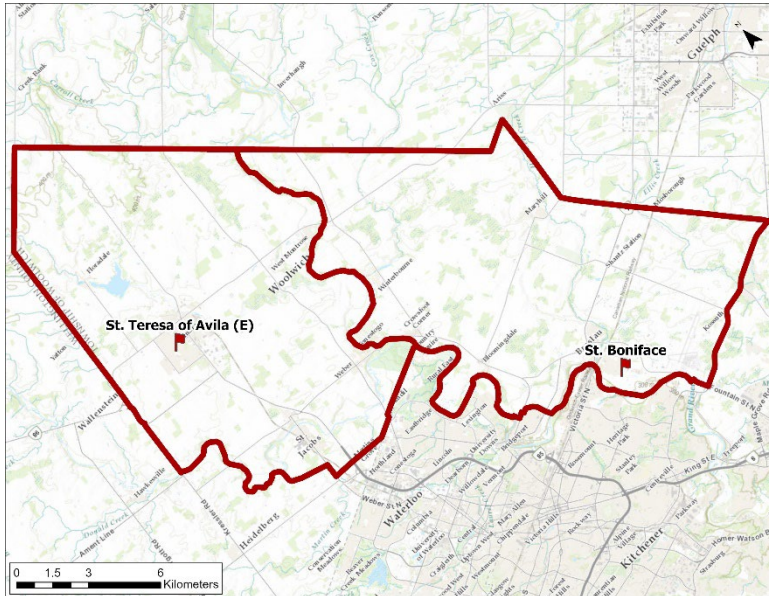
Planning Review Area	Schools
Elementary	
E01 Rural North	St. Boniface, St. Teresa of Avila
E02 Waterloo East	St. Luke, St. Matthew
E03 Waterloo Central	Sir Edgar Bauer, St. Agnes, St. Teresa (K)
E04 Waterloo West	Holy Rosary, Our Lady of Lourdes, St. Nicholas
E05 Rural West	Holy Family, St. Clement
E06 Kitchener West	St. Bernadette, St. Dominic Savio, St. John's, St. Mark, St. Paul
E07 Kitchener Central	Blessed Sacrament, Monsignor Haller, Our Lady of Grace, St. Aloysius
E08 Kitchener Southwest	Holy Trinity, John Sweeney, St. Josephine Bakhita, St. Kateri Tekakwitha, St. Timothy
E09 Kitchener East	Canadian Martyrs, Notre Dame (Intermediate), Saint John Paul II, St. Anne (K), St. Daniel, St. Patrick
E10 Cambridge Preston	St. Joseph, St. Michael
E11 Cambridge Hespeler	Our Lady of Fatima, St. Elizabeth, St. Gabriel
E12 Cambridge North Galt	Christ the King, St. Margaret, St. Peter, St. Teresa of Calcutta
E13 Cambridge South Galt	Guardian Angels ² , Holy Spirit, St. Anne (C), St. Vincent de Paul
E14 Cambridge West Galt	St. Augustine, St. Gregory
E15 Rural South	St. Brigid
Secondary	
S01 Kitchener - Waterloo	Resurrection, St. David, St. Mary's, Notre Dame (Secondary)
S02 Cambridge	Monsignor Doyle, St. Benedict

² As of the date of publication of this report, Guardian Angels CES school name remains subject to approval of the Minister of Education.

FIGURE 10 - PLANNING REVIEW AREAS MAP



E01 Rural North Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
St. Boniface	268	474	177%	554	207%	687	256%
St. Teresa of Avila	271	194	72%	195	72%	209	77%

Development Overview

Approximately 3,750 unbuilt units in St. Boniface boundary.

Approximately 3,100 unbuilt units in St. Teresa of Avila boundary.

Future Actions

Construct funded 12-classroom addition at St. Boniface.

Reserve school site in future Breslau Secondary Plan area.

E01 Rural North

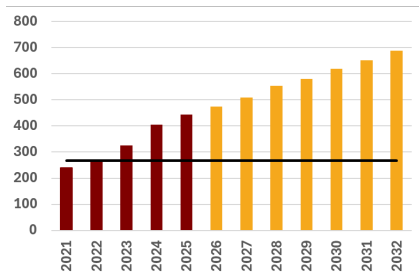
Facility

Year Built	2021
Additions	
Site Size (ac.)	5.03
Next to Park	Yes (future)
Capacity	268
Yield	0.395

Partners

YMCA of Three Rivers EarlyON
 YMCA of Three Rivers Child Care

Projection

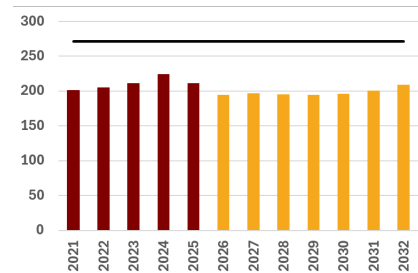


St. Boniface

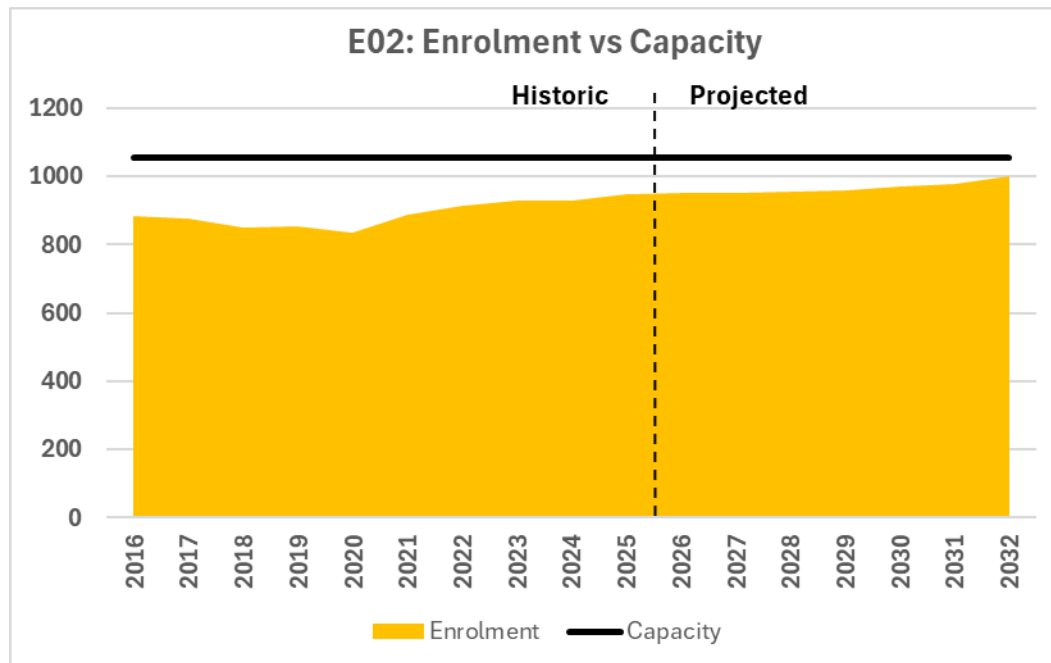
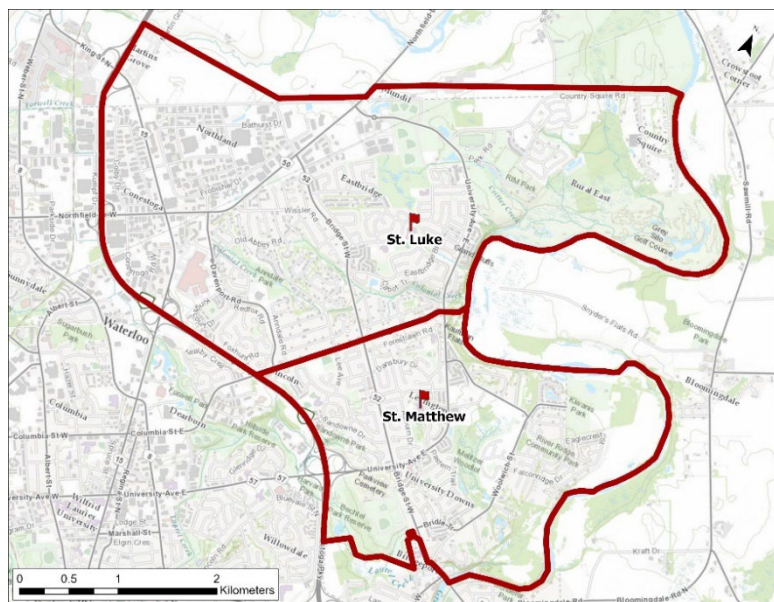


St. Teresa of Avila

Year Built	1964
Additions	1968, 2012
Site Size (ac.)	5.93
Next to Park	No
Capacity	271
Yield	0.126



E02 Waterloo East Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
St. Luke	668	511	77%	522	78%	569	85%
St. Matthew	386	441	114%	433	112%	433	112%

Development Overview

Approximately 5,300 unbuilt residential units in St. Luke.
 Approximately 300 unbuilt residential units in St. Matthew.

Future Actions

Continue to monitor enrolment.

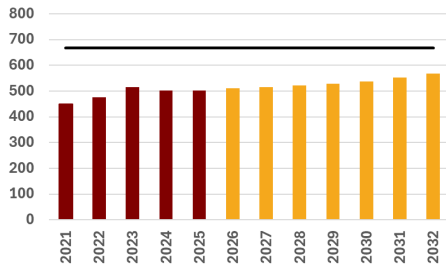
Facility

Year Built	2001
Additions	2002, 2012
Site Size (ac.)	7.29
Next to Park	Yes
Capacity	668
Yield	0.304

Partners

RisingOaks Early Learning Child Care

Projection

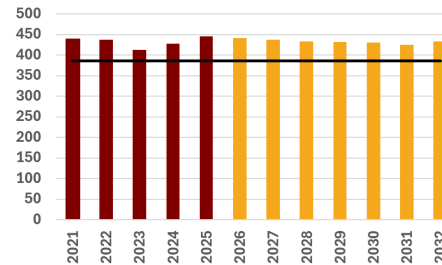


St. Matthew

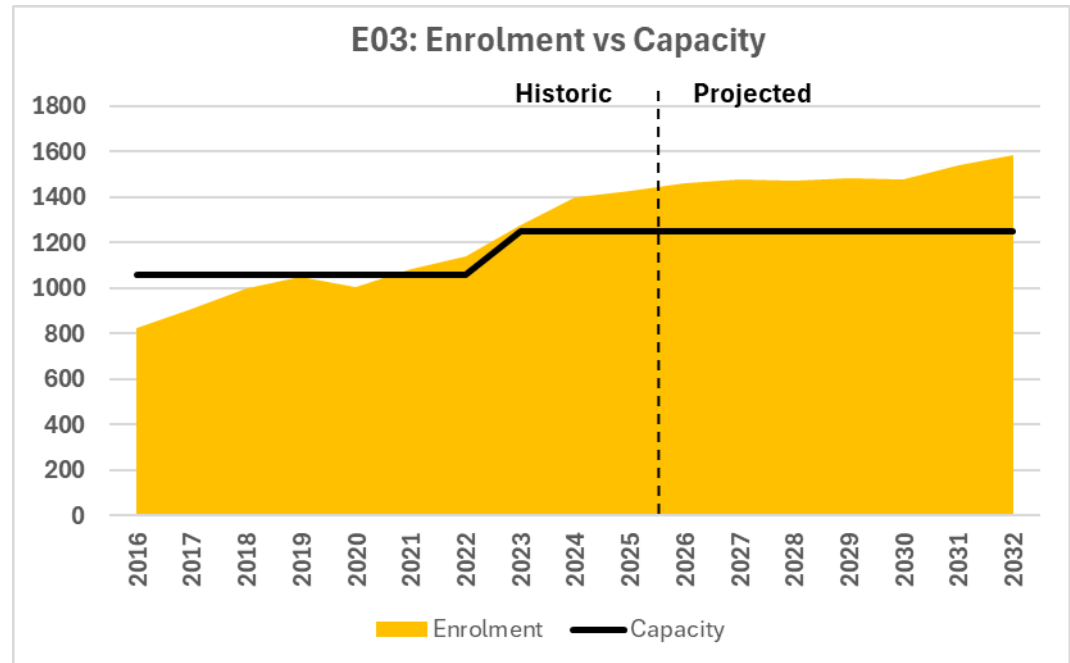
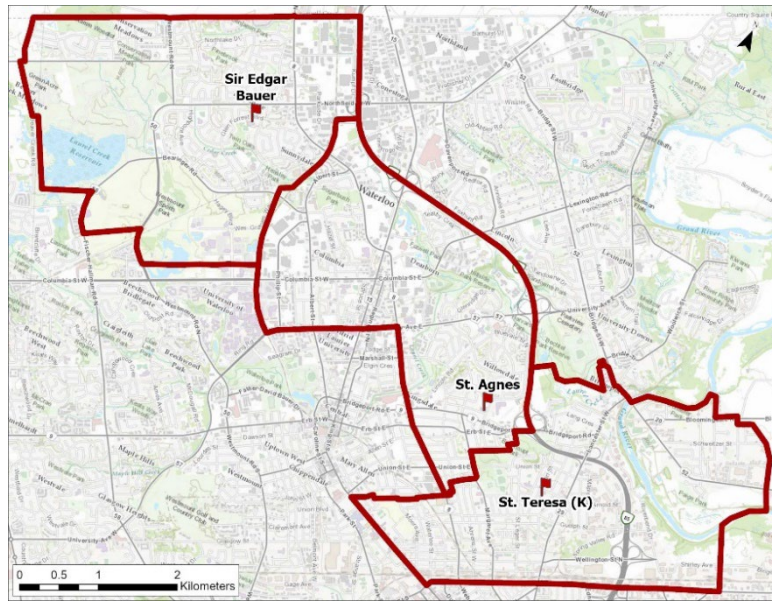


Year Built	1995
Additions	
Site Size (ac.)	7.03
Next to Park	Yes
Capacity	386
Yield	0.358

YMCA of Three Rivers Child Care
City of Waterloo Park space



E03 Waterloo Central Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Sir Edgar Bauer	481	457	95%	468	97%	508	106%
St. Agnes	481	649	135%	669	139%	719	149%
St. Teresa (K)	291	355	122%	388	116%	357	123%

Development Overview

Approximately 6,950 unbuilt residential units in the Sir Edgar Bauer boundary.

Approximately 16,600 unbuilt residential units in St. Agnes boundary.

Approximately 10,900 unbuilt residential units in the St. Teresa (K) boundary.

Future Actions

Consider future boundary review, including E04.

Reserve future elementary school site in Beaver Creek Meadows District Plan area.

Reserve future elementary school site to service future employment conversion areas.

Identify other opportunities to accommodate core area residential development.

E03

Waterloo

Facility

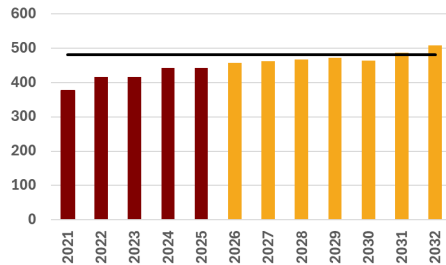
Partners

Projection

Sir Edgar Bauer



Year Built	1970
Additions	1995
Site Size (ac.)	10.00
Next to Park	Yes
Capacity	481
Yield	0.297

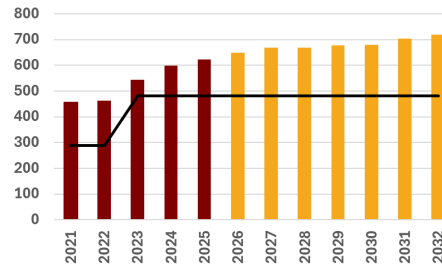


St. Agnes



Year Built	1956
Additions	1962, 1965, 2001, 2023
Site Size (ac.)	7.23
Next to Park	No
Capacity	481
Yield	0.408

License for parking at adjacent church.

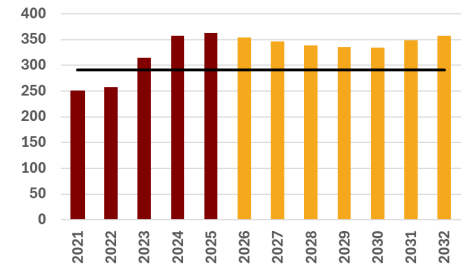


St. Teresa (K)

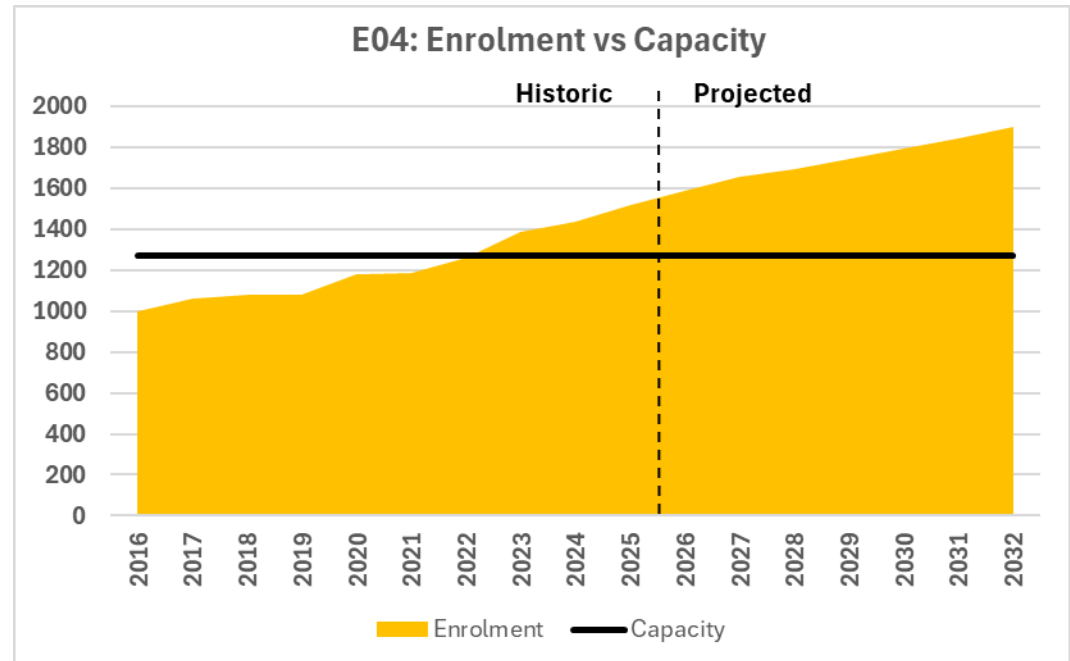
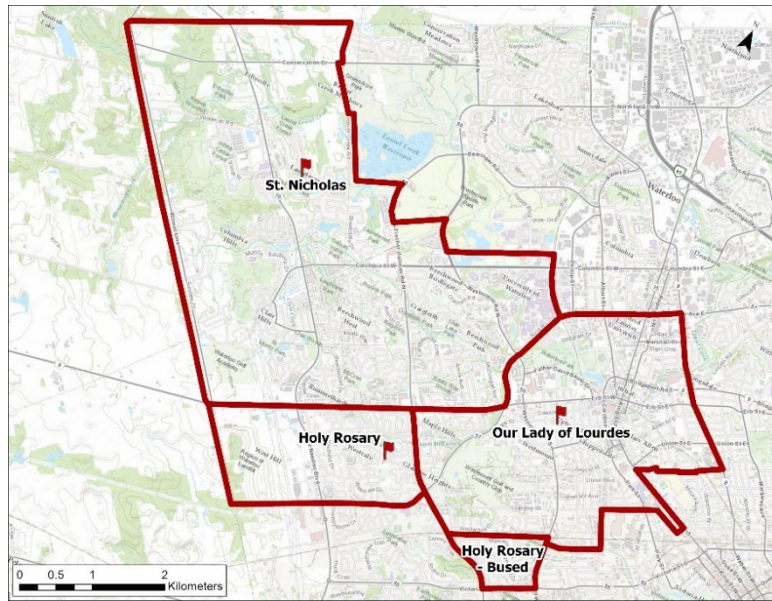


Year Built	1953
Additions	1955, 1957, 1960, 1968
Site Size (ac.)	3.18
Next to Park	No
Capacity	291
Yield	0.363

License for parking at adjacent church.



E04 Waterloo West Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Holy Rosary ³	458	672	147%	726	159%	861	188%
Our Lady of Lourdes	337	378	112%	394	117%	427	127%
St. Nicholas	478	537	112%	573	120%	608	127%

Development Overview

Approximately 700 unbuilt residential units in the Holy Rosary boundary.

Approximately 5,350 unbuilt residential units in the Our Lady of Lourdes boundary.

Approximately 7,050 unbuilt residential units in the St. Nicholas boundary.

Future Actions

If Capital Priorities funding is approved, initiate boundary review involving Kitchener West and Waterloo Planning Areas.

Reserve and acquire future school site in Beaver Creek Meadows District Plan area and submit Capital Priorities request for new elementary school when school site becomes available.

Initiate boundary review for new school in Beaver Creek Meadows District Plan area together with Review Area E03.

Identify opportunities to accommodate core area development.


³ Holy Rosary enrolment includes those student living in the Bused to Holy Rosary boundary in the E05 Rural West Planning Area.

E04

Waterloo

Facility

Holy Rosary

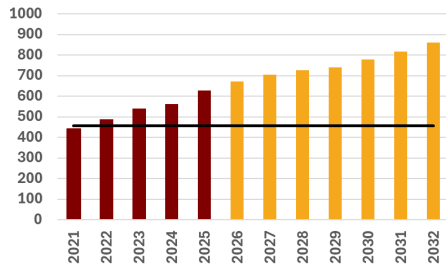


Year Built	1989
Additions	1994
Site Size (ac.)	4.83
Next to Park	Yes
Capacity	458
Yield	0.406

Partners

YMCA of Three Rivers Child Care

Projection

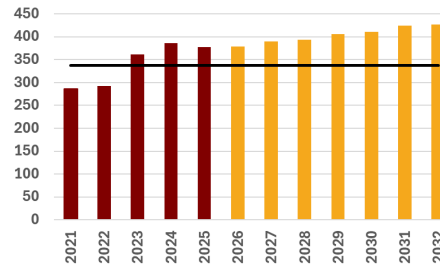


Our Lady of Lourdes



Year Built	1948
Additions	1959, 1986, 2001
Site Size (ac.)	5.15
Next to Park	No
Capacity	337
Yield	0.237

License for parking at adjacent church.
License for community use of ice rink.

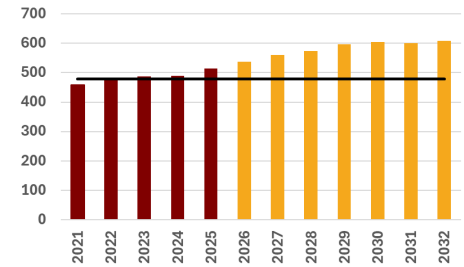


St. Nicholas

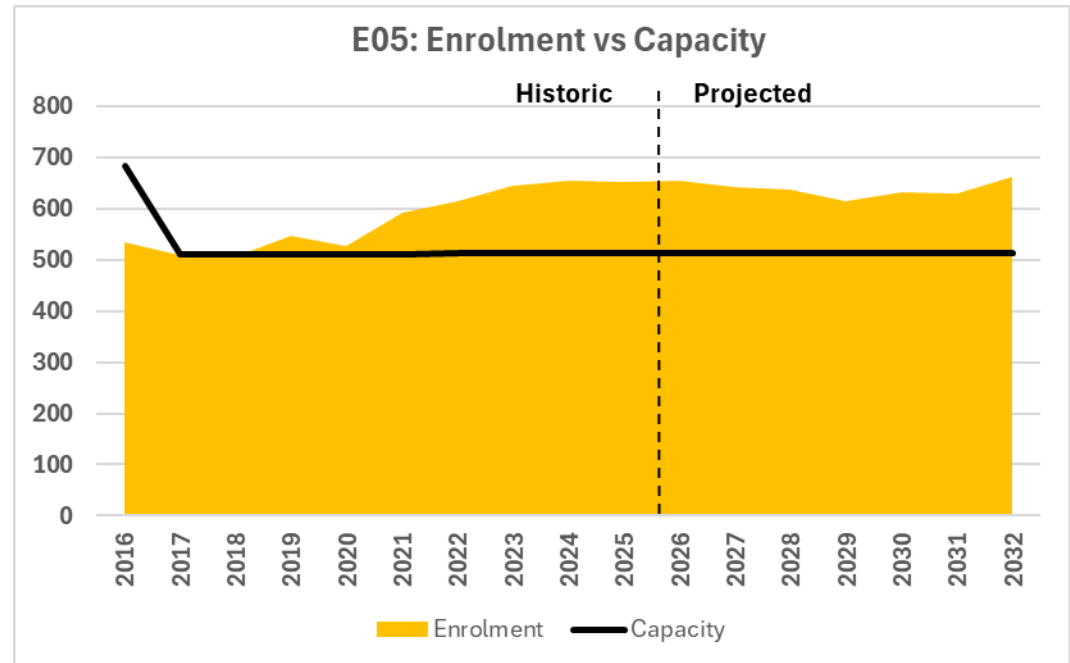
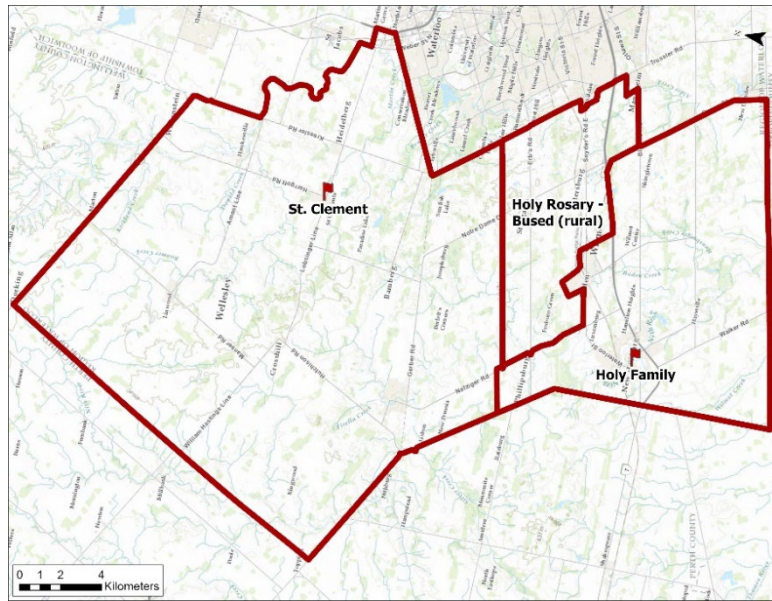


Year Built	2001
Additions	2009
Site Size (ac.)	7.85
Next to Park	Yes
Capacity	478
Yield	0.141

RisingOaks Early Learning Child Care



E05 Rural West Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Holy Family	245	393	161%	383	156%	428	175%
St. Clement	268	260	97%	254	95%	234	87%

Development Overview

Approximately 2,350 unbuilt residential units in the Holy Family boundary.

Approximately 250 unbuilt residential units in the St. Clement boundary.

Future Actions

Acquire school site in Snyder's Road (Baden) Developments Inc. draft plan of subdivision.

Construct funded 294 pupil place elementary school and 88 space child care centre.

Initiate boundary review for New Baden CES prior to planned opening of new school.

E05 Rural West

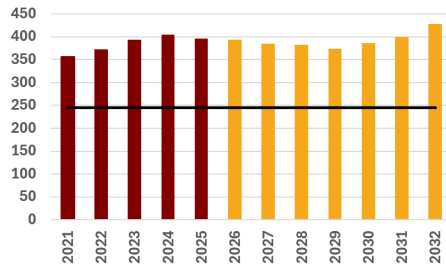
Facility

Year Built	1959
Additions	1963, 1986, 2000
Site Size (ac.)	2.84
Next to Park	No
Capacity	245
Yield	0.193

Partners

License for use of nearby Township Park.

Projection

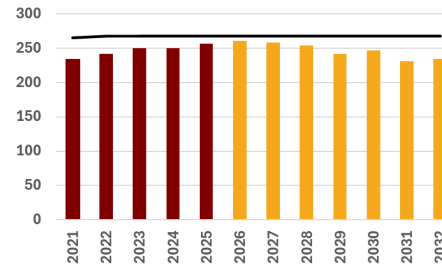


St. Clement

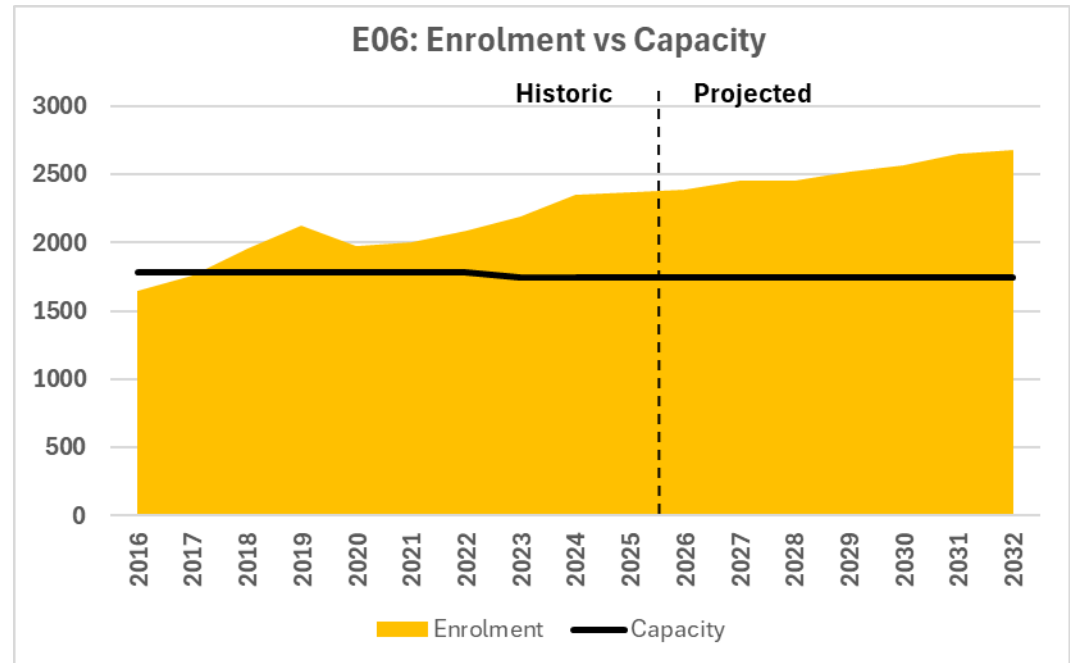
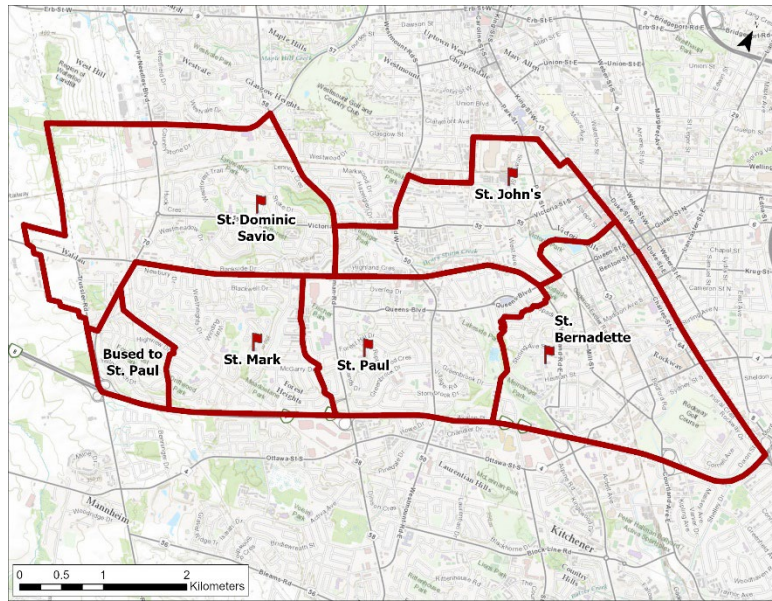


Year Built	1958
Additions	1970
Site Size (ac.)	3.15
Next to Park	No
Capacity	268
Yield	0.188

License for shared use of parking and driveway with church.



E06 Kitchener West Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
St. Bernadette	291	476	164%	502	172%	611	210%
St. Dominic Savio	447	548	123%	559	125%	572	128%
St. John's	468	403	86%	398	85%	407	87%
St. Mark	245	412	168%	419	171%	455	186%
St. Paul	291	553	190%	576	198%	632	217%

Development Overview

Approximately 16,700 unbuilt residential units in the St. Bernadette boundary, predominantly multi-residential or apartment units.

Approximately 750 unbuilt residential units in the St. Dominic Savio boundary.

Approximately 4,300 unbuilt residential units in the St. John's boundary.

Approximately 50 unbuilt residential units in the St. Paul boundary.

Future Actions

Construct funded 8 net new classroom addition to St. Paul CES.

Construct funded 8 classroom addition to St. Mark CES.

Submit Capital Priorities request to re-build St. Bernadette CES.

If Capital Priorities funding is approved, initiate boundary review involving Kitchener West and Waterloo Planning Areas.

Re-purpose St. Louis - St. Francis campus as necessary.

E06

Kitchener

Facility

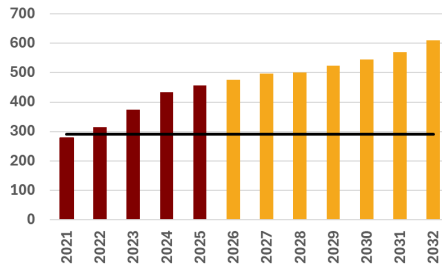
Partners

Projection

St. Bernadette



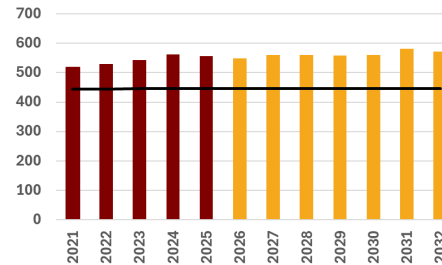
Year Built	1953
Additions	1954, 1961, 1965,
Site Size (ac.)	4.17
Next to Park	No
Capacity	291
Yield	0.382



St. Dominic Savio



Year Built	1999
Additions	
Site Size (ac.)	6.48
Next to Park	Yes
Capacity	447
Yield	0.355

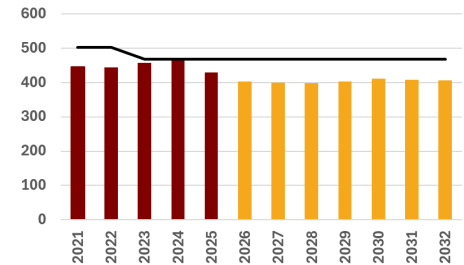


St. John's



Year Built	1929
Additions	1954, 1955, 2011
Site Size (ac.)	2.92
Next to Park	No
Capacity	468
Yield	0.326

License for shared use of parking and driveway with church.



E06

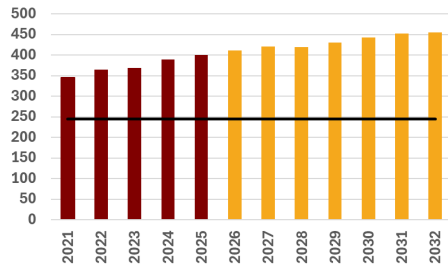
Kitchener

Facility

Year Built	1978
Additions	
Site Size (ac.)	6.50
Next to Park	Yes
Capacity	245
Yield	0.379

Partners

Projection



St. Mark

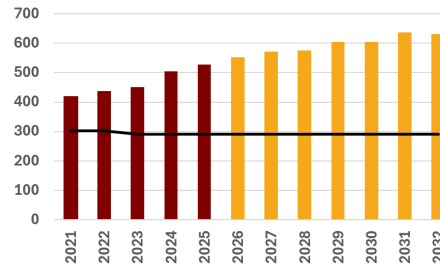


St. Paul

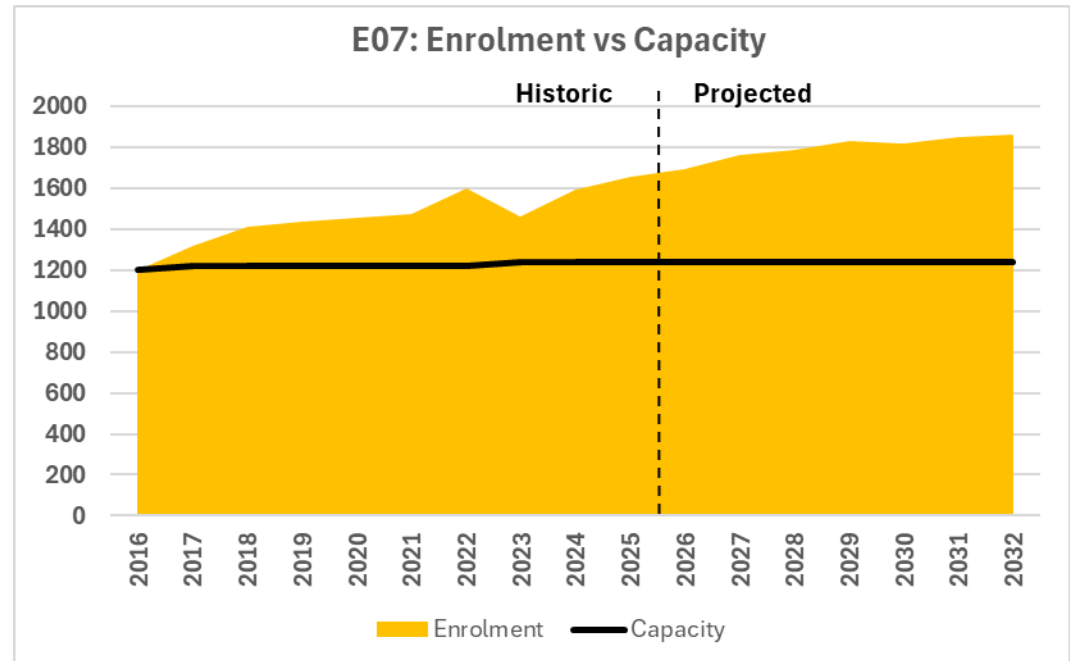
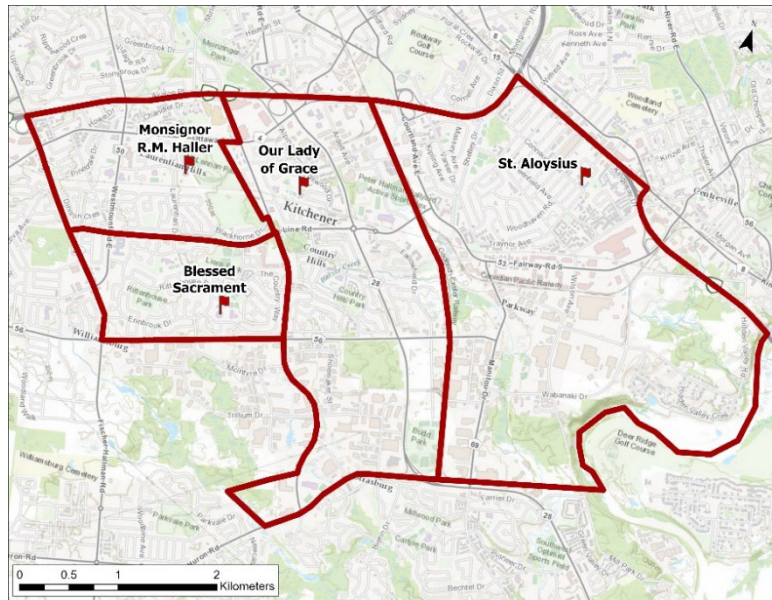


Year Built	1964
Additions	1965, 1968
Site Size (ac.)	7.86
Next to Park	Yes
Capacity	291
Yield	0.367

YW-KW Child Care



E07 Kitchener Central Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Blessed Sacrament	360	297	82%	314	87%	333	92%
Monsignor Haller	245	384	157%	403	165%	388	158%
Our Lady of Grace	268	413	154%	441	165%	474	177%
St. Aloysius	363	599	165%	631	174%	667	184%

Development Overview

- Approximately 600 unbuilt residential units in Blessed Sacrament boundary.
- Approximately 400 unbuilt residential units in Monsignor Haller boundary.
- Approximately 300 unbuilt residential units in Our Lady of Grace boundary.
- Approximately 4,350 unbuilt residential units in St. Aloysius boundary.

Future Actions

- Construct funded 10 classroom addition at St. Aloysius CES.
- Resubmit Capital Priority request for an addition at Monsignor Haller.
- Continue to monitor enrolment and consider opportunities for future boundary adjustments.

Blessed Sacrament



Year Built	1988
Additions	
Site Size (ac.)	5.84
Next to Park	Yes
Capacity	360
Yield	0.419

Monsignor Haller



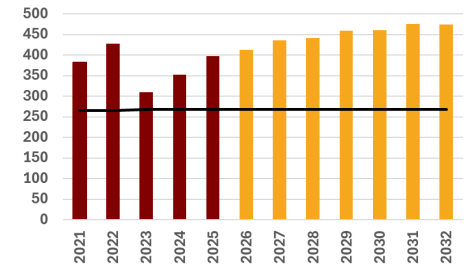
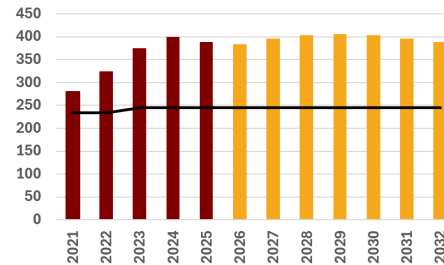
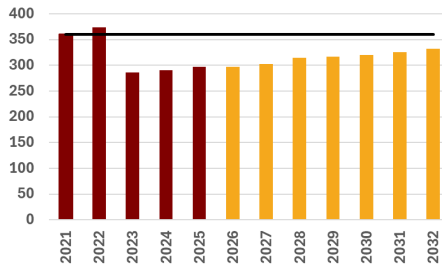
Year Built	1971
Additions	
Site Size (ac.)	7.18
Next to Park	Yes
Capacity	245
Yield	0.373

Our Lady of Grace



Year Built	1977
Additions	
Site Size (ac.)	5.04
Next to Park	Yes
Capacity	268
Yield	0.357

City of Kitchener gym use by Country Hills Neighbourhood Association



E07

Kitchener

St. Aloysius



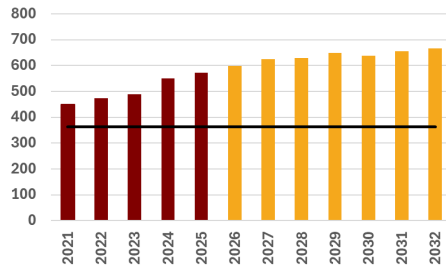
Facility

Year Built	1953
Additions	1954, 1962, 1965, 2014, 2016
Site Size (ac.)	5.16
Next to Park	Yes
Capacity	363
Yield	0.382

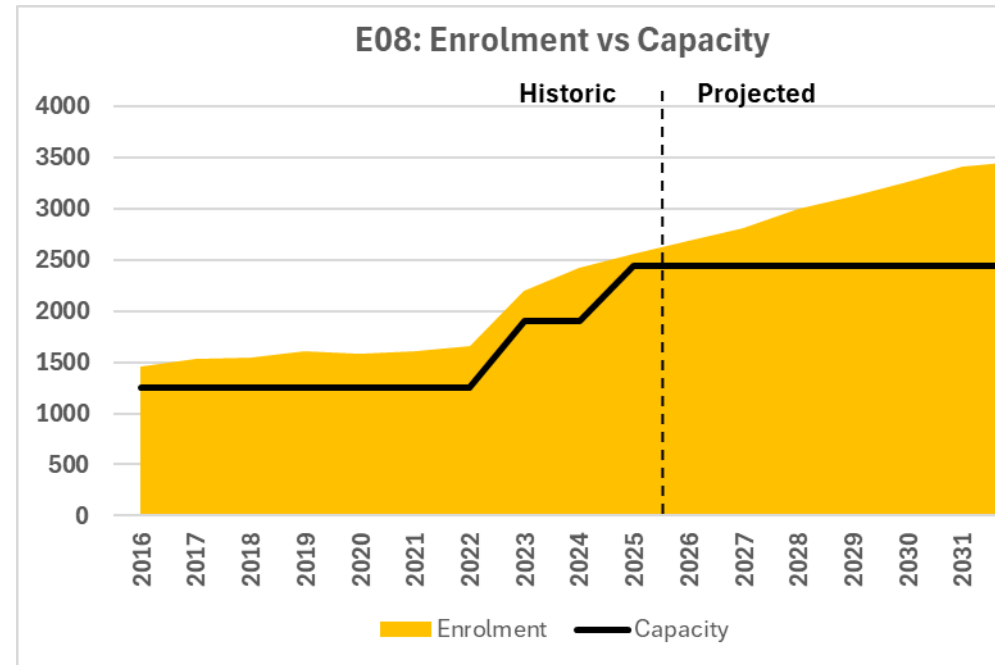
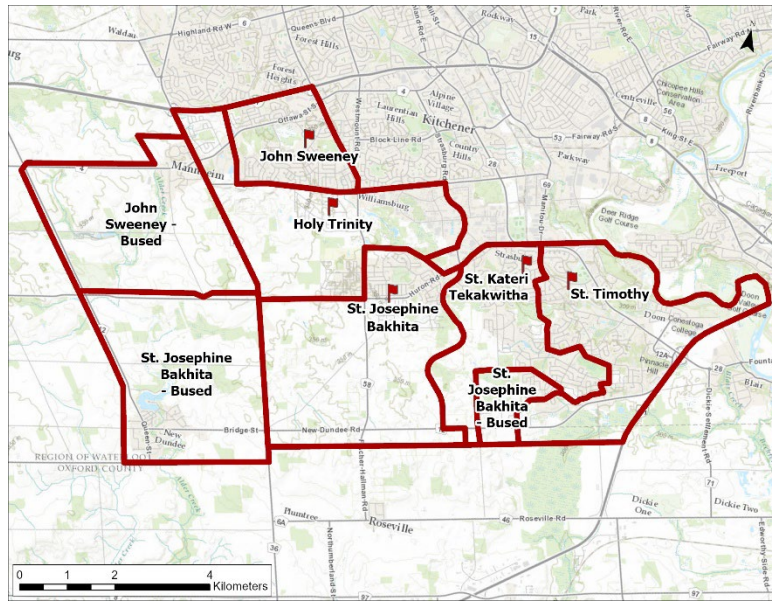
Partners

License for shared use of parking with the church.

Projection



E08 Kitchener Southwest Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Holy Trinity	527	331	63%	534	101%	879	167%
John Sweeney	611	703	115%	674	110%	625	102%
St. Josephine Bakhita	657	712	108%	789	120%	883	134%
St. Kateri Tekakwitha	349	529	151%	560	160%	590	169%
St. Timothy	291	409	141%	440	151%	488	168%

Development Overview

- Approximately 11,050 unbuilt residential units in the Holy Trinity boundary.
- Approximately 550 unbuilt residential units in the John Sweeney boundary.
- Approximately 2,500 unbuilt units in the St. Josephine Bakhita boundary.
- Approximately 1,000 unbuilt residential units in the St. Kateri Tekakwitha boundary.
- Approximately 2,500 unbuilt residential units in the St. Timothy boundary.

Future Actions

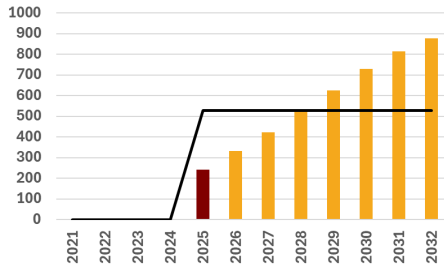
- Acquire New Doon South CES site.
- Resubmit Capital Priorities request for New Doon South CES.
- Acquire New West Rosenberg CES site.
- Submit Capital Priorities request for New West Rosenberg CES.
- Secure designation of future school site(s) in Dundee Secondary Plan area.

Holy Trinity



Year Built	2025
Additions	
Site Size (ac.)	5.83
Next to Park	Yes
Capacity	527
Yield	0.258

City of Kitchener - Williamsburg Community Centre

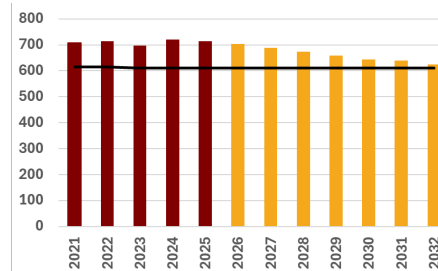


John Sweeney



Year Built	2003
Additions	2010
Site Size (ac.)	8.26
Next to Park	Yes
Capacity	611
Yield	0.324

RisingOaks Early Learning Child Care

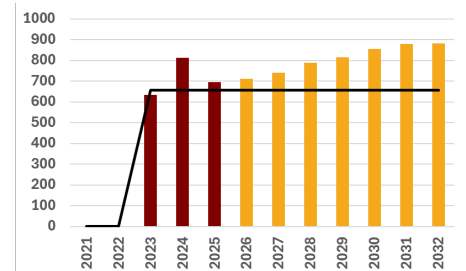


St. Josephine Bakhita



Year Built	2023
Additions	
Site Size (ac.)	6.20
Next to Park	No
Capacity	657
Yield	0.254

YMCA of Three Rivers Child Care

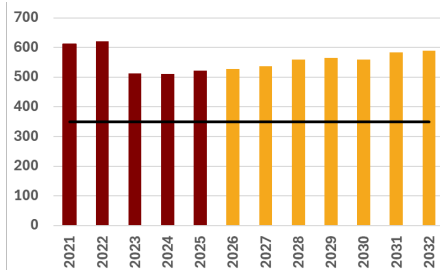


St. Kateri Tekakwitha



Year Built	1991
Additions	
Site Size (ac.)	6.50
Next to Park	Yes
Capacity	349
Yield	0.291

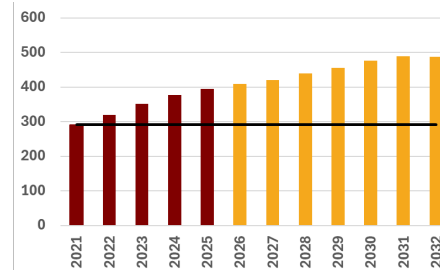
YMCA of Three Rivers Child Care



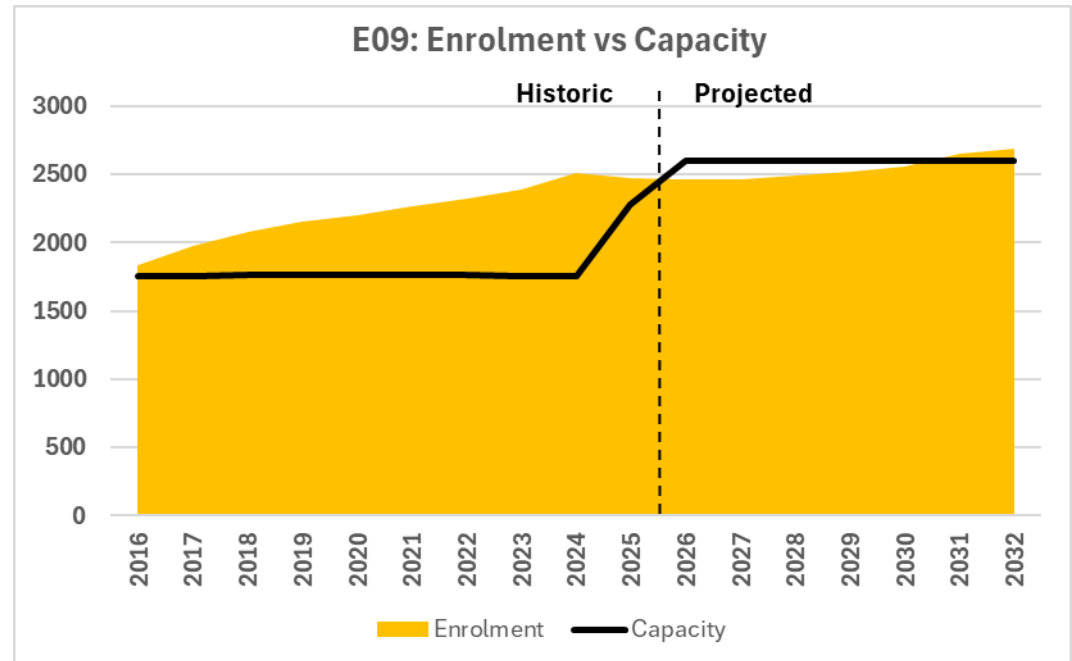
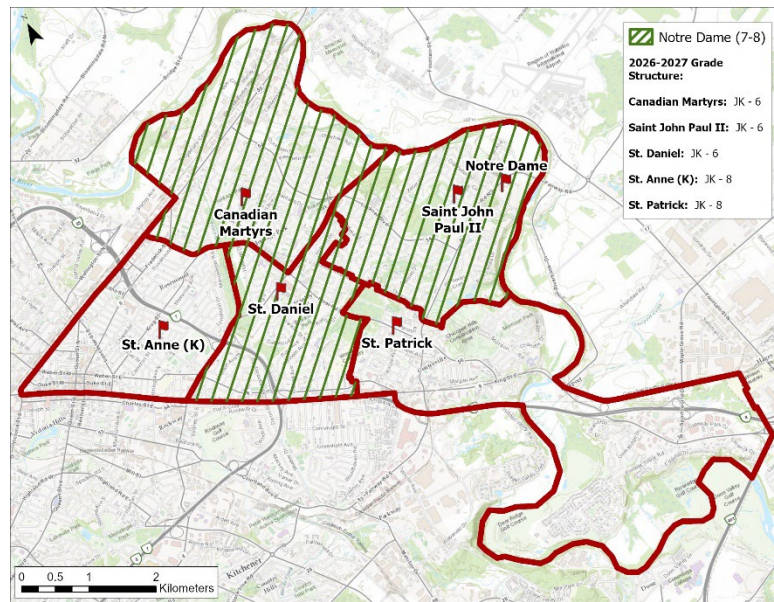
St. Timothy



Year Built	1981
Additions	2014
Site Size (ac.)	7.77
Next to Park	Yes
Capacity	291
Yield	0.296



E09 Kitchener East Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Canadian Martyrs	314	391	125%	420	134%	479	153%
Notre Dame Intermediate	322	305	95%	291	90%	301	93%
Saint John Paul II	611	406	66%	391	64%	410	67%
St. Anne (K)	510	711	139%	729	143%	783	153%
St. Daniel	317	186	59%	167	53%	143	45%
St. Patrick	527	476	89%	491	93%	577	109%

Development Overview

Approximately 1,050 unbuilt residential units in the Canadian Martyrs boundary.

Approximately 1,200 unbuilt residential units in Saint John Paul II boundary.

Approximately 3,550 unbuilt residential units in the St. Anne (K) boundary.

Approximately 650 unbuilt density residential units in the St. Daniel boundary.

Future Actions

Notre Dame CES - 322 intermediate pupil places to open September 2026.

E09

Kitchener

Facility

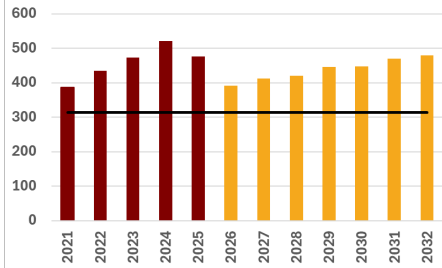
Partners

Projection

Canadian Martyrs



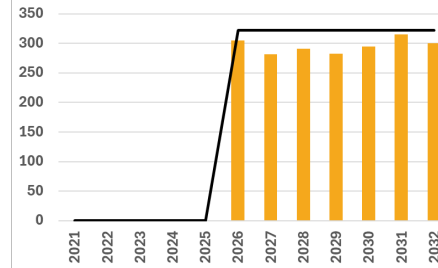
Year Built	1967
Additions	1970, 2013
Site Size (ac.)	6.61
Next to Park	Yes
Capacity	314
Yield	0.352



Notre Dame Intermediate



Year Built	2026
Additions	
Site Size (ac.)	16.97
Next to Park	No
Capacity	322
Yield	N/A

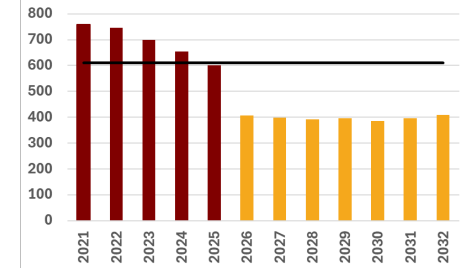


Saint John Paul II



Year Built	2009
Additions	2013
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	611
Yield	0.307

RisingOaks Early Learning Child Care



E09

Kitchener

Facility

Partners

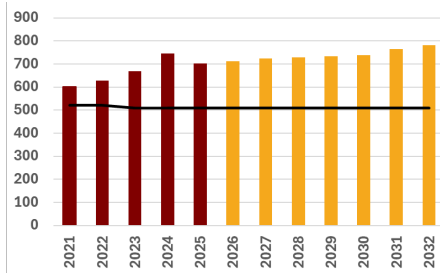
Projection

St. Anne (K)



Year Built	1947
Additions	1949, 1954, 1960, 1964, 2011
Site Size (ac.)	5.43
Next to Park	No
Capacity	510
Yield	0.330

License for shared use of parking with the church.

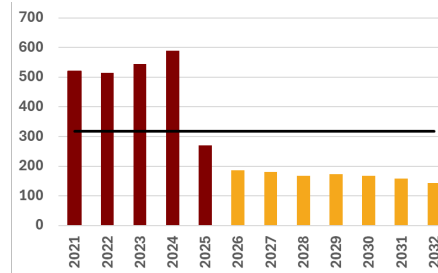


St. Daniel



Year Built	1958
Additions	1967, 2014
Site Size (ac.)	6.69
Next to Park	Yes
Capacity	317
Yield	0.297

Shared use of gymnasiums with Stanley Park Community Centre.
Shared use of parking with church and community centre.

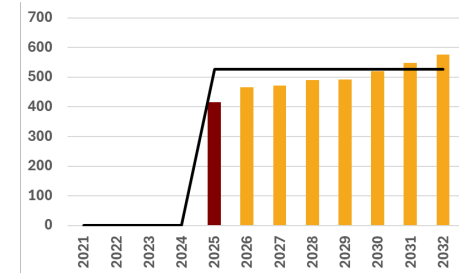


St. Patrick

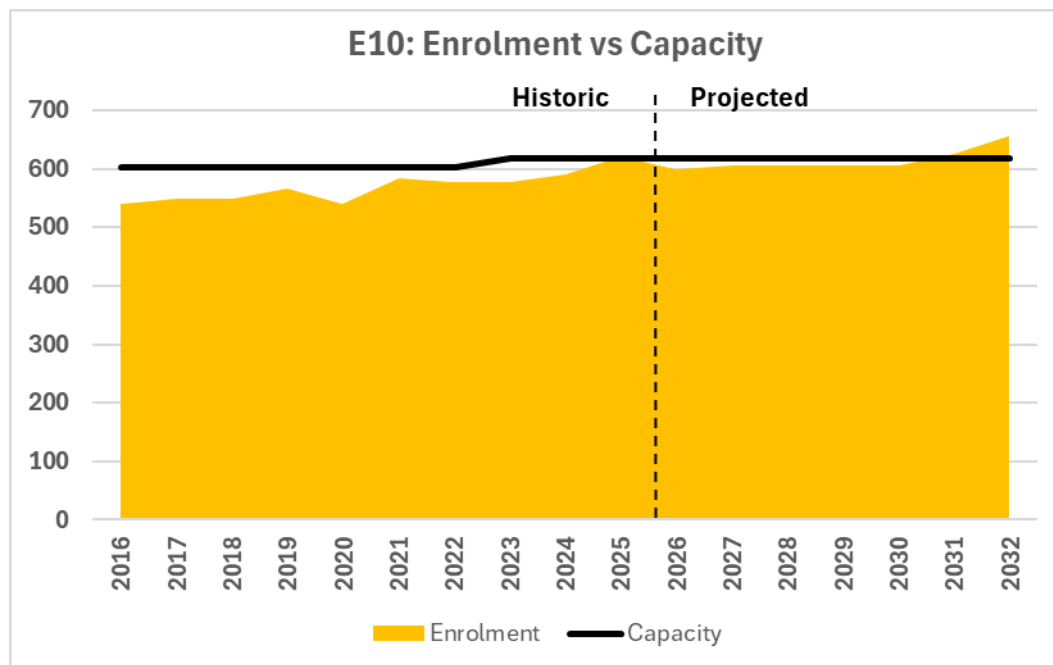
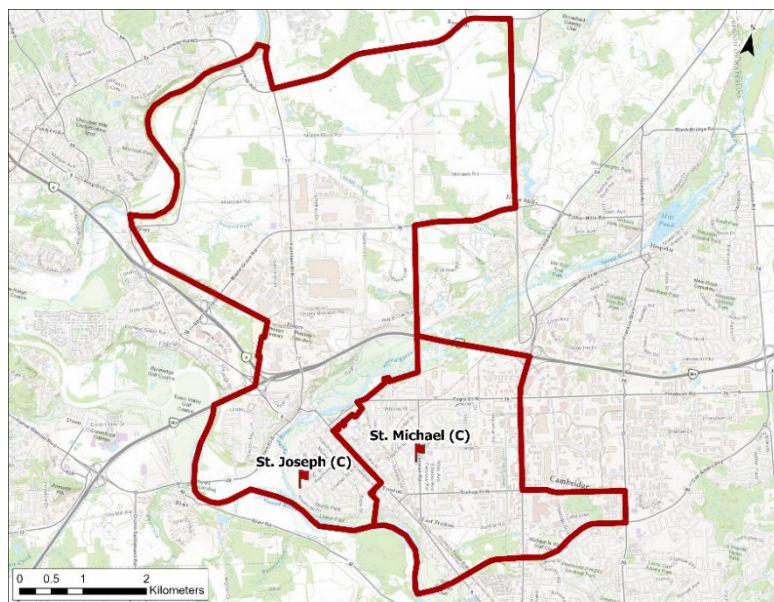


Year Built	2025
Additions	
Site Size (ac.)	4.64
Next to Park	Yes
Capacity	527
Yield	0.403

RisingOaks Early Learning Child Care



E10 Cambridge Preston Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
St. Joseph	257	295	115%	315	122%	367	143%
St. Michael	360	304	84%	291	81%	290	80%

Development Overview

Approximately 3,850 unbuilt residential units in the St. Joseph boundary primarily located in the future North Cambridge Secondary Plan area.

Approximately 4,400 unbuilt residential units in the St. Michael boundary.

Future Actions

Submit Capital Priorities request for New North Cambridge CES.

Acquire New North Cambridge CES site in E11.

Include E10 - Cambridge Preston schools in future boundary review if Capital Priorities request for New North Cambridge CES, in E11 - Cambridge Hespeler, is approved.

Reserve New North West Cambridge school site.

E10 Cambridge

Facility

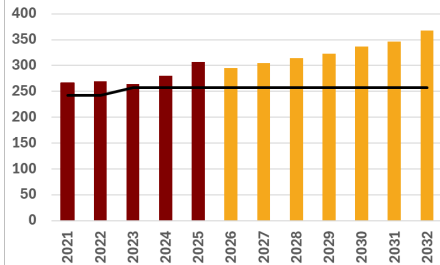
Partners

Projection

St. Joseph



Year Built	1959
Additions	1962, 1967
Site Size (ac.)	7.72
Next to Park	No
Capacity	257
Yield	0.301

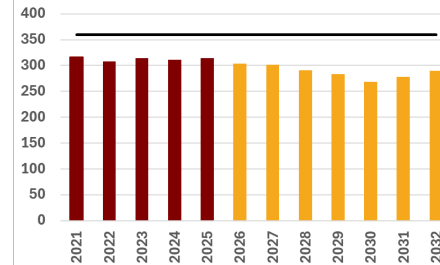


St. Michael

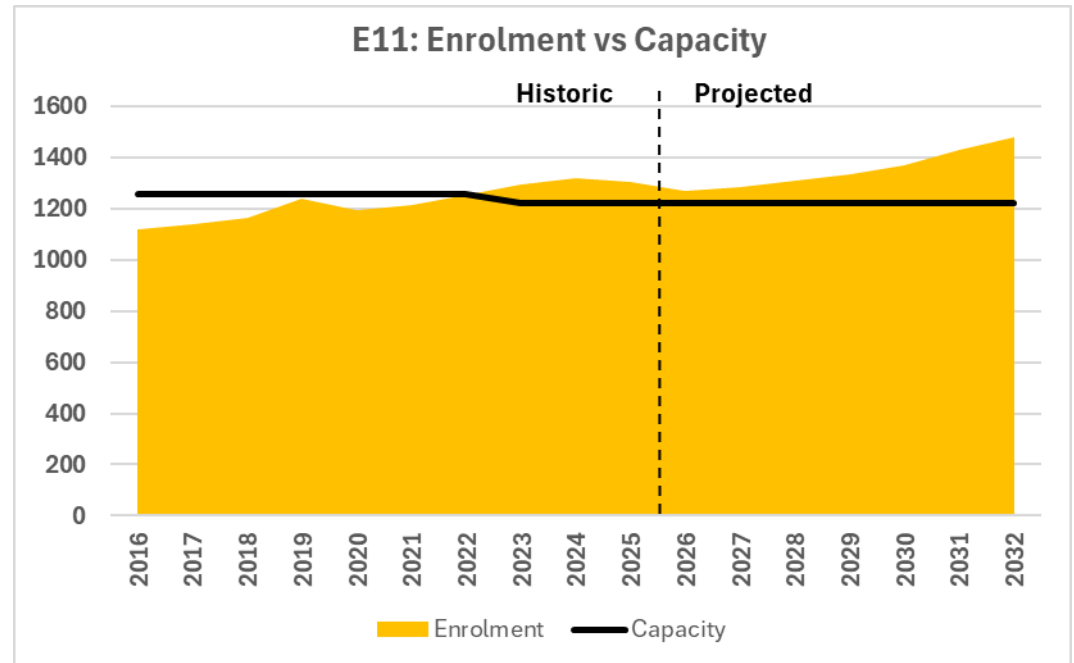
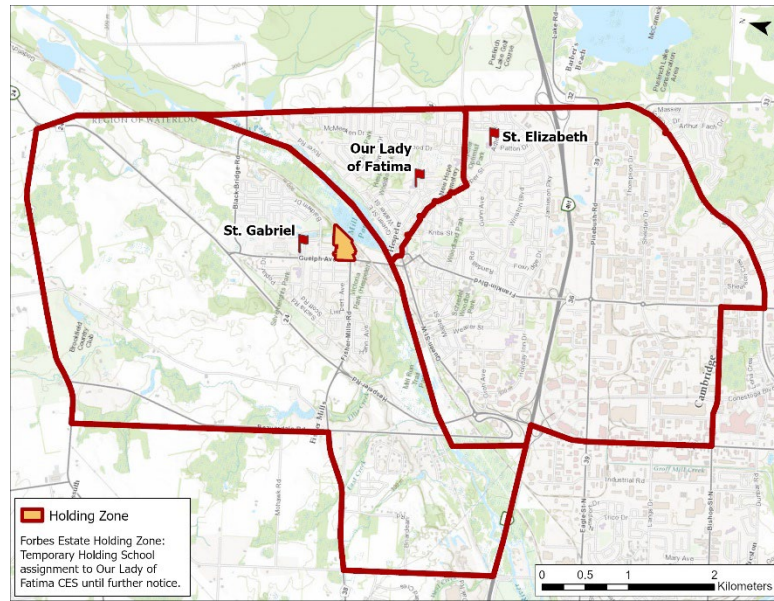


Year Built	1952
Additions	1957, 1965, 1970
Site Size (ac.)	5.92
Next to Park	No
Capacity	360
Yield	0.286

Parking area licensed by Lang's.



E11 Cambridge Hespeler Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Our Lady of Fatima	495	332	67%	310	63%	284	57%
St. Elizabeth	352	406	115%	414	117%	443	126%
St. Gabriel	375	529	141%	587	156%	753	201%

Development Overview

Approximately 200 unbuilt low density residential units in the Our Lady of Fatima boundary.

Approximately 2,750 unbuilt residential units in the St. Elizabeth boundary.

Approximately 3,550 unbuilt residential units in the St. Gabriel boundary.

Future Actions

Submit Capital Priority request for funding to construct New North Cambridge CES.

Acquire New North Cambridge CES school site in River Mill Development Corporation draft plan of subdivision.

Initiate boundary review to include E10 - Cambridge Preston and E11 - Cambridge Hespeler schools if Capital Priority funding is approved.

Secure designation of future school site in North West Hespeler Secondary Plan area.

Facility

Partners

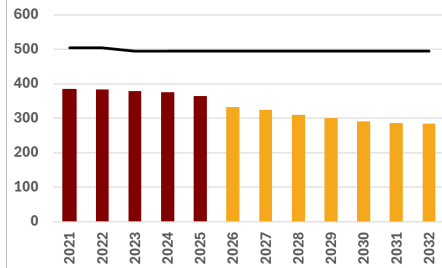
Projection

Our Lady of Fatima



Year Built	1959
Additions	1969, 2004, 2013
Site Size (ac.)	10.48
Next to Park	No
Capacity	495
Yield	0.336

RisingOaks Early Learning Child Care

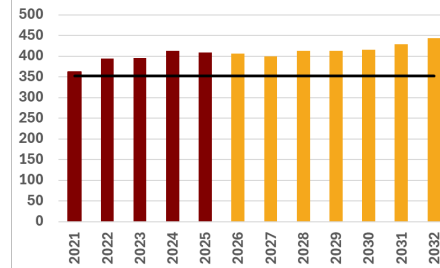


St. Elizabeth



Year Built	1992
Additions	
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	352
Yield	0.318

YWCA of Cambridge Child Care

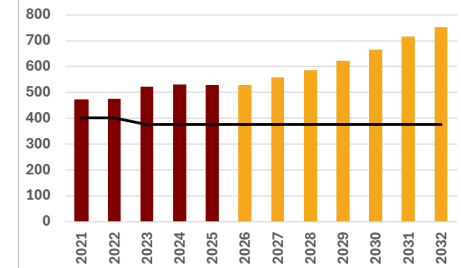


St. Gabriel

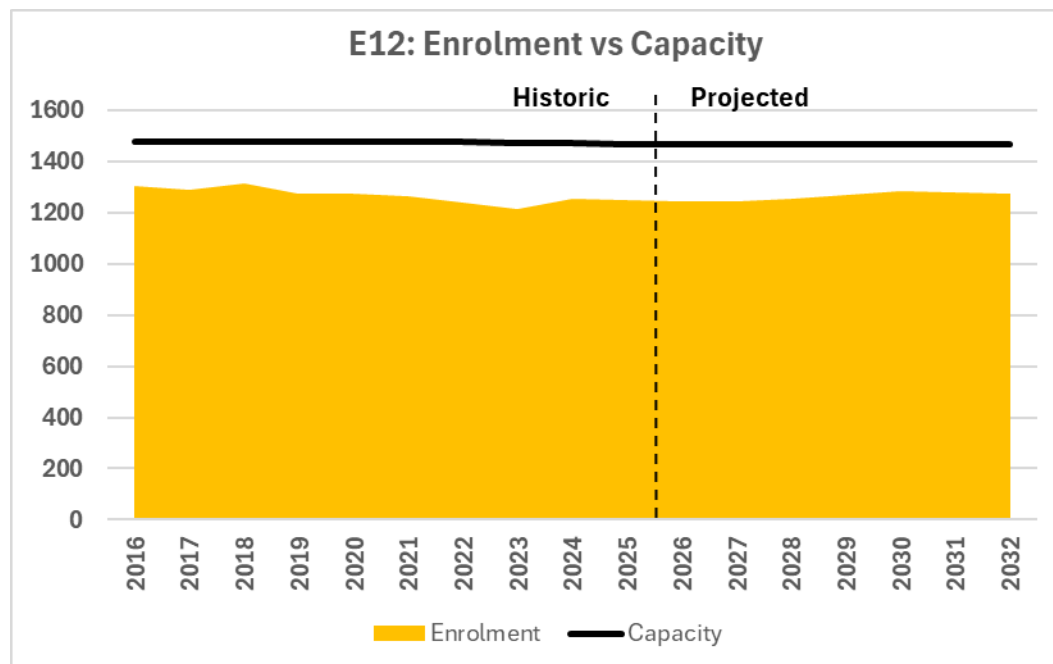
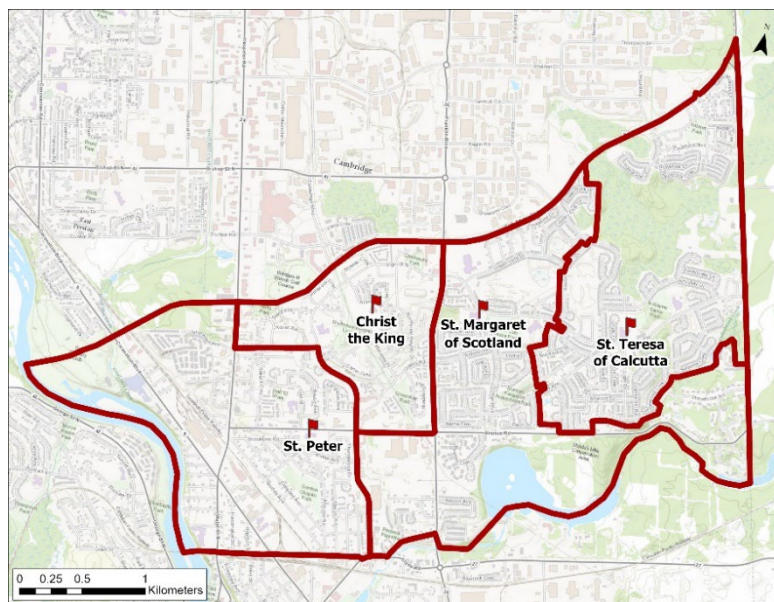


Year Built	2014
Additions	
Site Size (ac.)	5.44
Next to Park	No
Capacity	375
Yield	0.359

Silverheights Neighbourhood Association



E12 Cambridge North Galt Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Christ the King	291	255	88%	251	86%	244	84%
St. Margaret	314	310	99%	332	106%	368	117%
St. Peter	383	334	87%	338	88%	348	91%
St. Teresa of Calcutta	479	344	72%	336	70%	317	66%

Development Overview

Approximately 300 unbuilt residential units in the Christ the King boundary.

Approximately 250 unbuilt residential units in the St. Margaret of Scotland boundary.

Approximately 50 unbuilt residential units in the St. Peter boundary.

Approximately 100 unbuilt residential units in the St. Teresa of Calcutta boundary.

Future Actions

Continue to monitor enrolment.

E12 Cambridge

Facility

Christ the King



Year Built	1978
Additions	
Site Size (ac.)	14.51
Next to Park	Yes
Capacity	291
Yield	0.373

St. Margaret



Year Built	1990
Additions	
Site Size (ac.)	12.68
Next to Park	No
Capacity	314
Yield	0.346

St. Peter

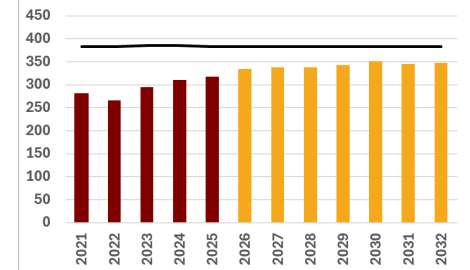
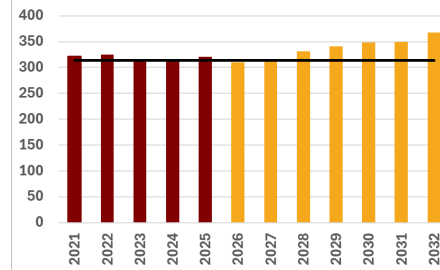
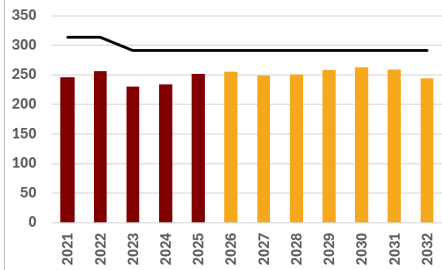


Year Built	1964
Additions	1966, 1967, 1969
Site Size (ac.)	6.60
Next to Park	No
Capacity	383
Yield	0.346

Partners

YWCA of Cambridge Child Care

Projection



E12 Cambridge

St. Teresa of Calcutta

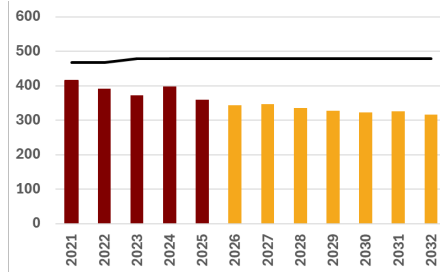


Facility

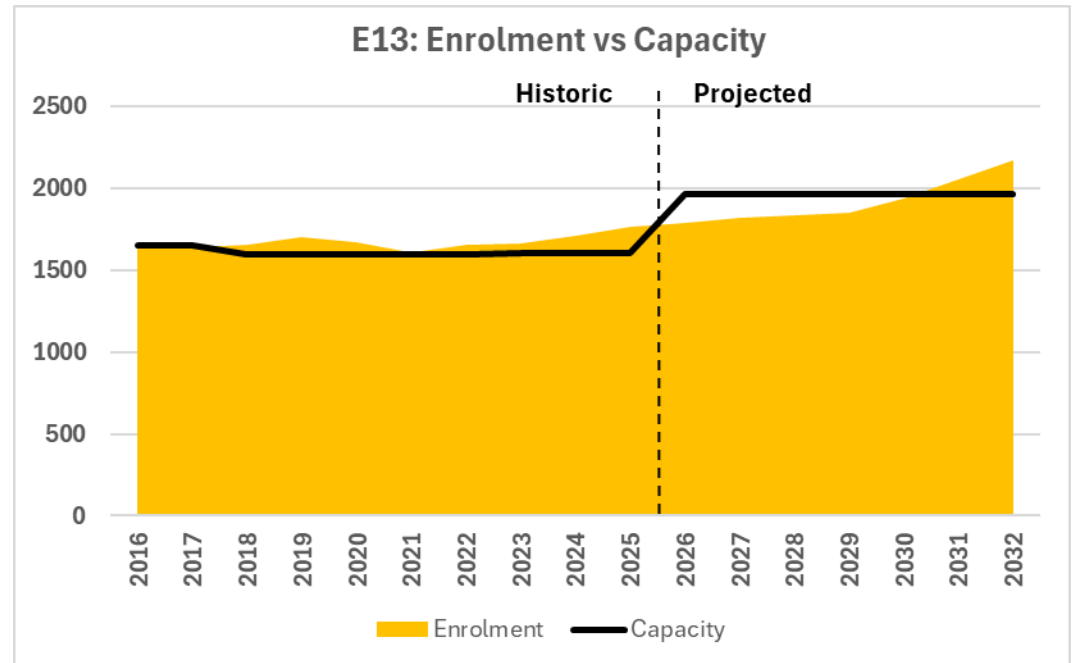
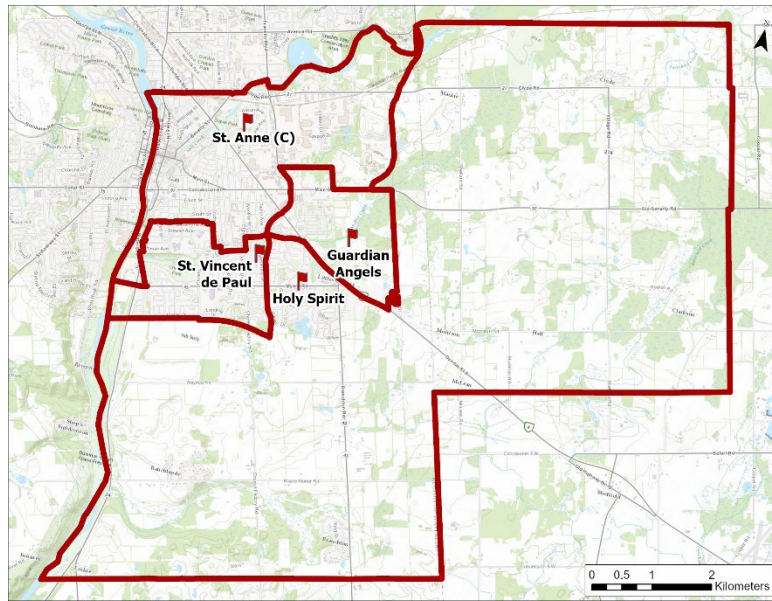
Year Built	1998
Additions	2000
Site Size (ac.)	6.75
Next to Park	Yes
Capacity	479
Yield	0.313

Partners

Projection



E13 Cambridge South Galt Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Holy Spirit	622	515	83%	509	82%	622	100%
Guardian Angels ⁴	360	246	68%	301	84%	513	143%
St. Anne (C)	418	343	82%	342	82%	361	86%
St. Vincent de Paul	562	684	122%	683	122%	670	119%

Development Overview

Approximately 6,400 unbuilt residential units in the Holy Spirit boundary.

Approximately 3,250 unbuilt residential units in the St. Anne (C) boundary.

Approximately 1,500 unbuilt residential units in the St. Vincent de Paul boundary.

Future Actions

Guardian Angels- 360 pupil place elementary school, co-built with the Waterloo Region District School Board, to open September 2026.

⁴ As of the date of publication of this report, Guardian Angels CES school name remains subject to approval of the Minister of Education.

Facility

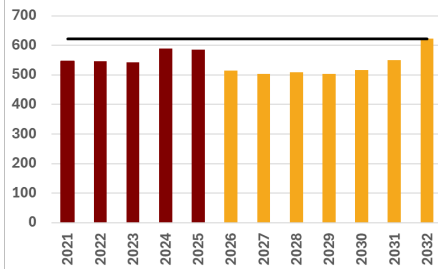
Partners

Projection

Holy Spirit



Year Built	2001
Additions	2005, 2015
Site Size (ac.)	5.78
Next to Park	Yes
Capacity	622
Yield	0.527

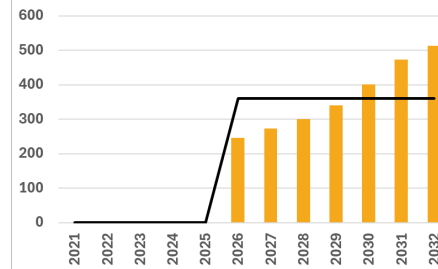


Guardian Angels



Year Built	2026
Additions	
Site Size (ac.)	12.82(Joint Site)
Next to Park	Yes
Capacity	360
Yield	N/A

Waterloo Region District School Board
YWCA of Cambridge

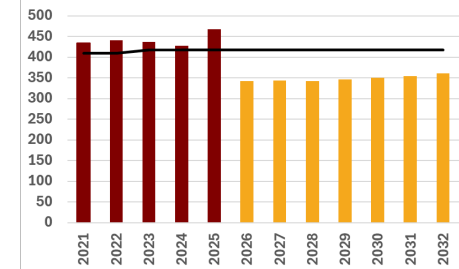


St. Anne (C)



Year Built	1965
Additions	1998, 2016
Site Size (ac.)	5.52
Next to Park	No
Capacity	418
Yield	0.357

Alison Park Neighbourhood Group



E13

Cambridge

St. Vincent de Paul



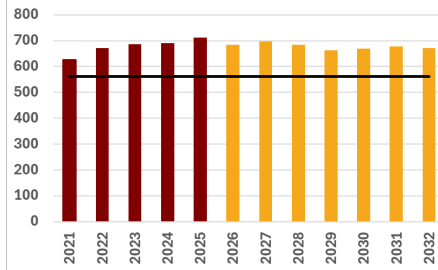
Facility

Year Built	2018 (gym 1991)
Additions	
Site Size (ac.)	6.28
Next to Park	No
Capacity	562
Yield	0.574

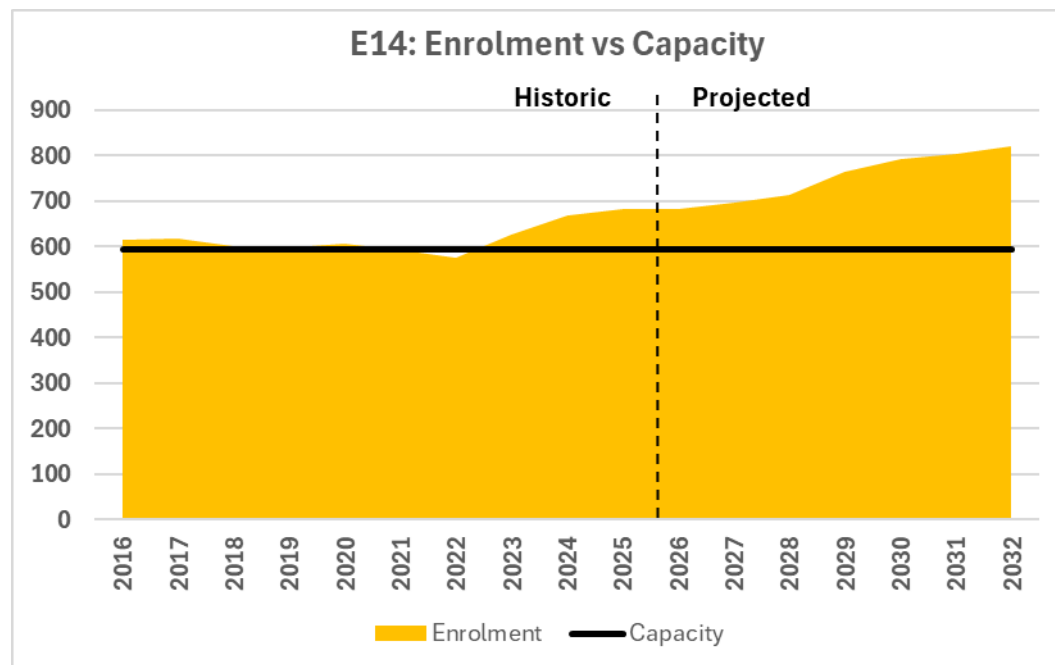
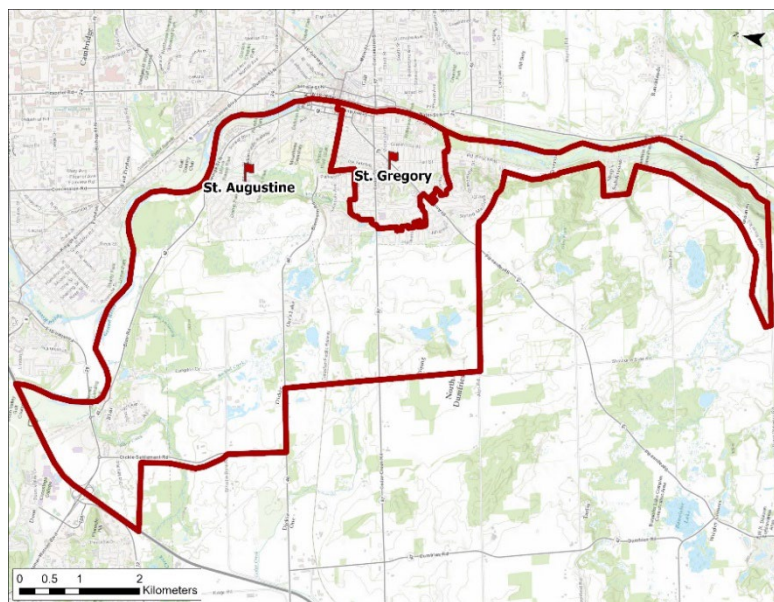
Partners

YMCA of Three Rivers Child Care
License for shared use of parking with the church.

Projection



E14 Cambridge West Galt Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
St. Augustine	352	549	156%	593	168%	709	201%
St. Gregory	242	134	55%	120	50%	113	47%

Development Overview

Approximately 1,850 unbuilt residential units in the St. Augustine boundary.

Approximately 400 unbuilt residential units in the St. Gregory boundary.

Future Actions

Construct funded 5 net new classroom addition to St. Gregory.

Initiate boundary review involving West Galt schools to improve utilization of St. Gregory and relieve enrolment pressure at St. Augustine.

E14 Cambridge

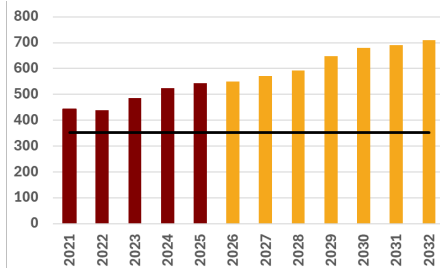
Facility

Year Built	1991
Additions	
Site Size (ac.)	8.64
Next to Park	No
Capacity	352
Yield	0.364

Partners

YMCA of Three Rivers Child Care

Projection

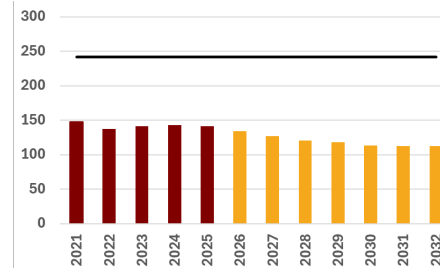


St. Gregory

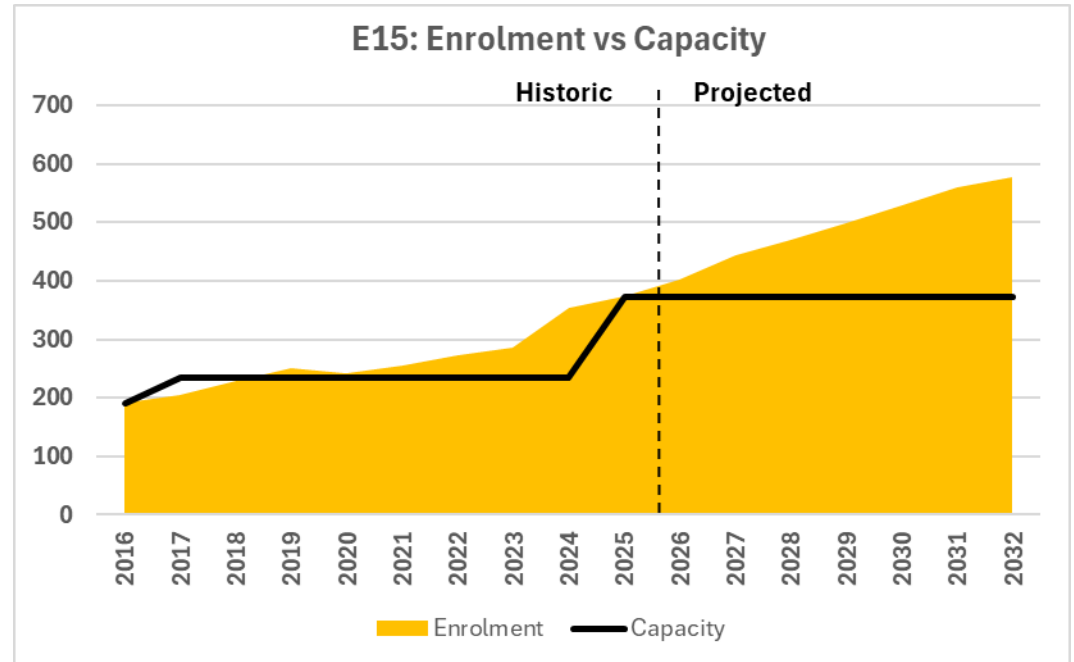
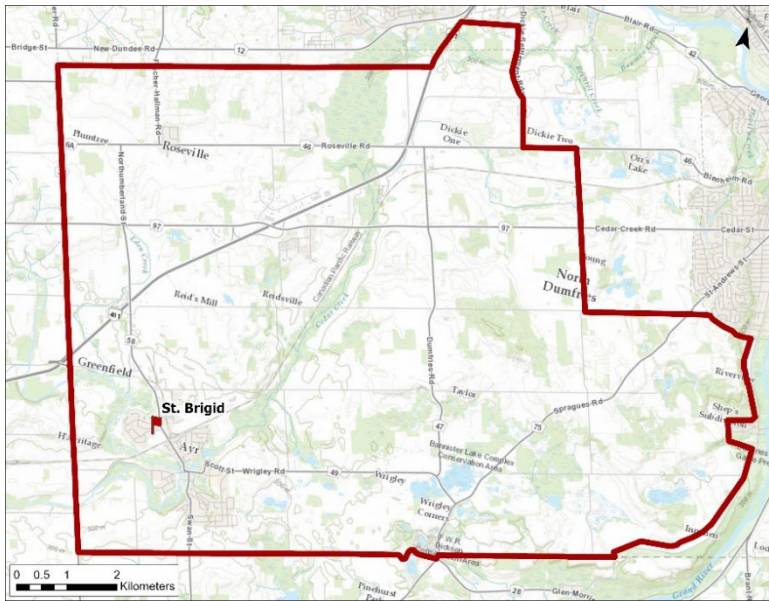


Year Built	1958
Additions	1964, 1967
Site Size (ac.)	3.76
Next to Park	No
Capacity	242
Yield	0.198

License for shared use of parking with the church.



E15 Rural South Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
St. Brigid	372	402	108%	470	126%	577	155%

Development Overview

Approximately 1,650 unbuilt residential units in the St. Brigid boundary.

Future Actions

Continue to monitor enrolment.

E15 Rural South

St. Brigid



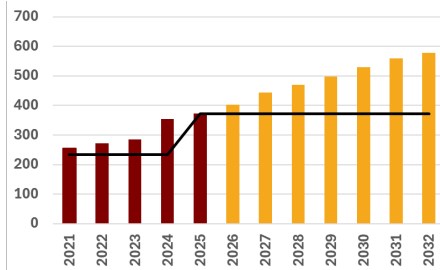
Facility

Year Built	2018
Additions	2025
Site Size (ac.)	11.46
Next to Park	No
Capacity	372
Yield	0.332

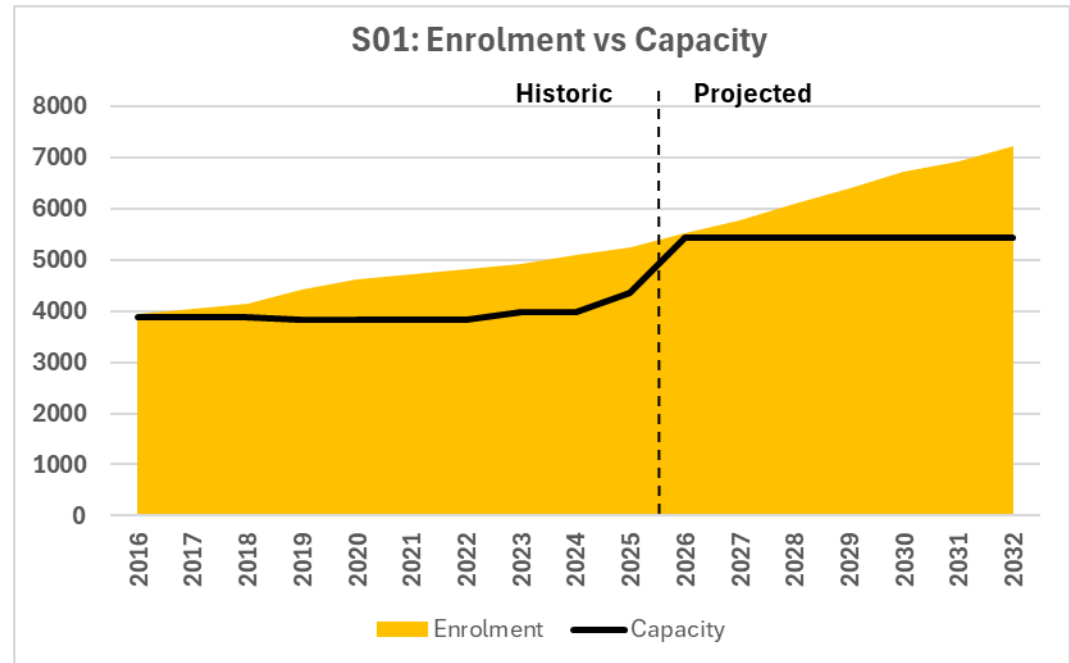
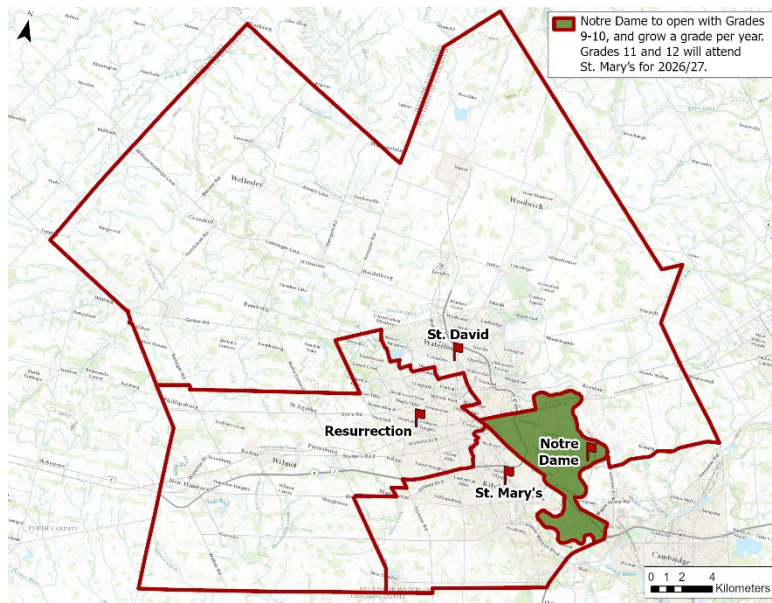
Partners

RisingOaks Early Learning Child Care

Projection



S01 Kitchener-Waterloo Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Notre Dame Secondary	1,074	407	38%	920	86%	1,021	95%
Resurrection	1,532	1,834	120%	1,929	126%	2,200	144%
St. David	1,136	1,162	102%	1,305	115%	1,524	134%
St. Mary's	1,679	2,119	126%	1,938	115%	2,485	148%

Development Overview

Over 117,850 unbuilt residential units are located throughout the S01 Kitchener - Waterloo Planning Area, including;

Over 20,500 in the Resurrection boundary,

Over 47,150 in the St. David boundary, and

Over 50,200 in the St. Mary's boundary.

Future Actions

Notre Dame CSS - 1074 secondary pupil places, to open September 2026.

Construct funded addition to St. David CSS.

Initiate West Kitchener / Waterloo secondary boundary review involving St. David CSS and Resurrection CSS.

Identify future site of new high school.

S01 Kitchener -

Facility

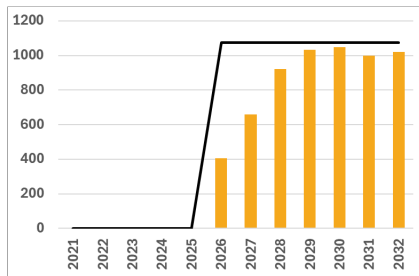
Partners

Projection

Notre Dame Secondary



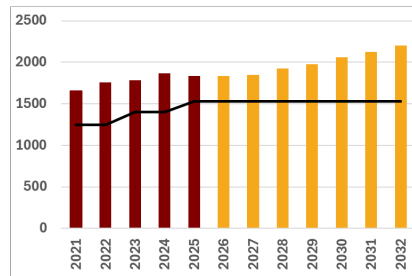
Year Built	2026
Additions	
Site Size (ac.)	16.97
Next to Park	No
Capacity	1,074
Yield	N/A



Resurrection



Year Built	1990
Additions	
Site Size (ac.)	24.83
Next to Park	Yes
Capacity	1,532
Yield	0.259

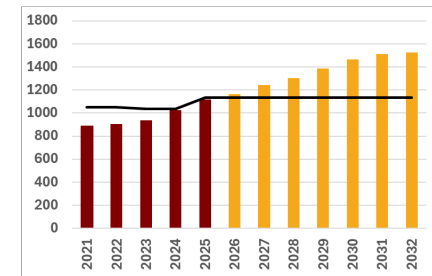


YMCA of Three Rivers Child Care
City of Kitchener field use

St. David



Year Built	1965
Additions	1966, 1991, 2005
Site Size (ac.)	15.80
Next to Park	No
Capacity	1,136
Yield	0.196



S01

Kitchener -

St. Mary's



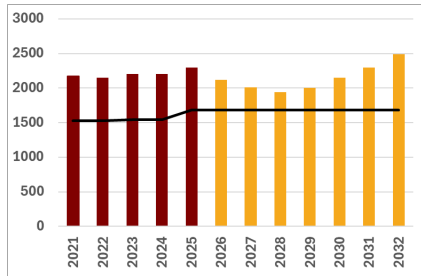
Facility

Year Built	2002
Additions	
Site Size (ac.)	24.12
Next to Park	No
Capacity	1,679
Yield	0.268

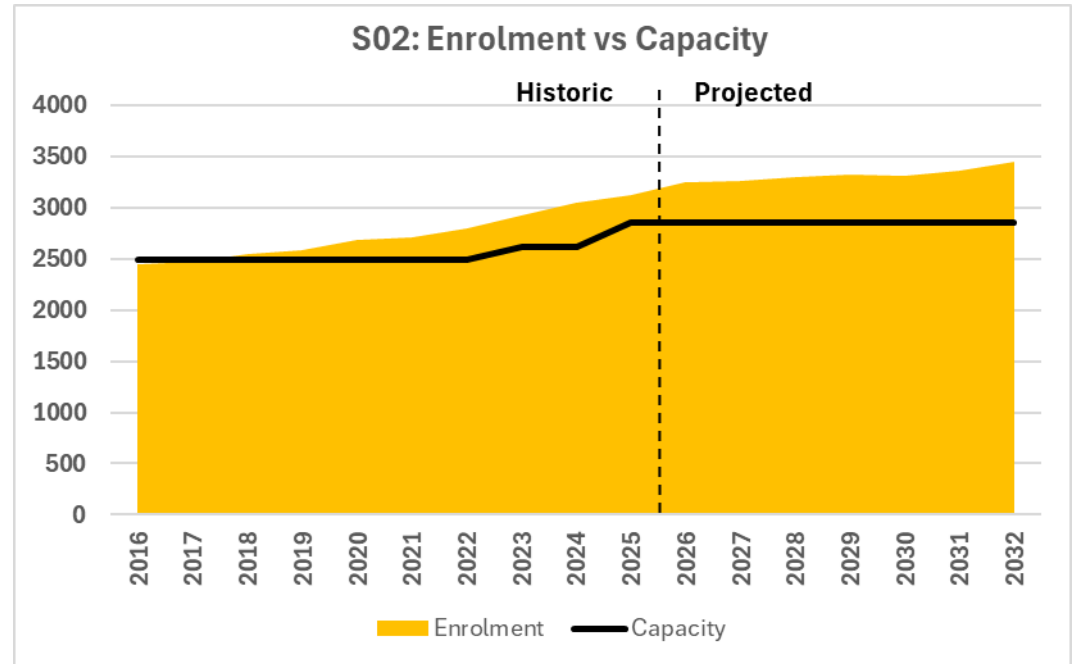
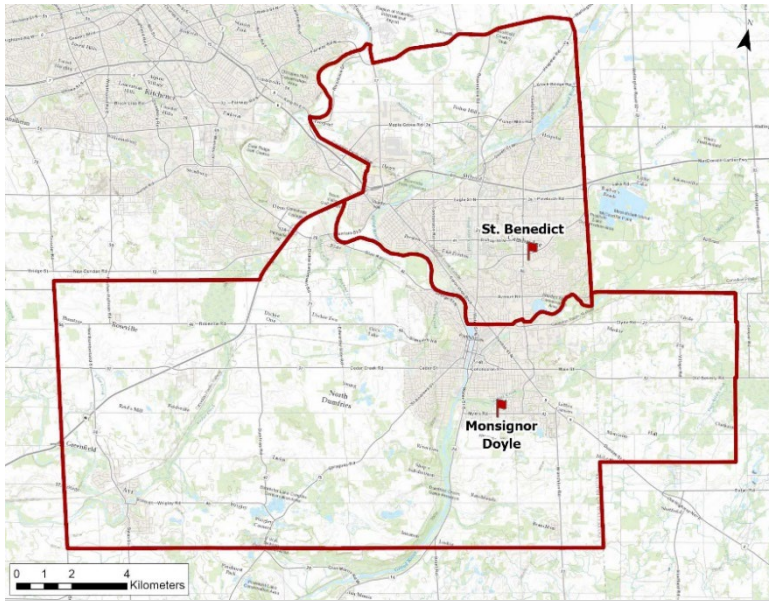
Partners

Kitchener Public Library - Country Hills Branch
City of Kitchener field use

Projection



S02 Cambridge Planning Area Overview



School	OTG	2026/27	26/27 Utilization	2028/29	28/29 Utilization	2032/33	32/33 Utilization
Monsignor Doyle	1,197	1,057	88%	1,125	94%	1,325	111%
St. Benedict	1,657	2,191	132%	2,173	131%	2,129	129%

Development Overview

Over 30,500 unbuilt residential units are located in the S02 Cambridge Planning Area, including:

Over 15,050 units in the Monsignor Doyle boundary, and

Over 15,400 units in the St. Benedict boundary.

Future Actions

Submit Capital Priority request for addition to Monsignor Doyle CSS.

Initiate boundary review involving Monsignor Doyle CSS and St. Benedict CSS.

Identify future site of new high school.

Monsignor Doyle



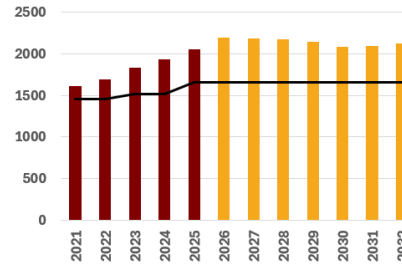
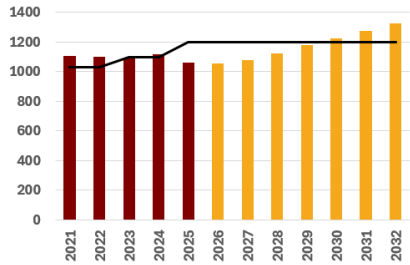
Year Built	1991
Additions	1994, 2005
Site Size (ac.)	16.67
Next to Park	Yes
Capacity	1,197
Yield	0.348

St. Benedict



Year Built	1996
Additions	2003
Site Size (ac.)	20.46
Next to Park	No
Capacity	1,657
Yield	0.462

Cambridge Public Library - Clemens Mill Branch



SECTION 4 STRATEGIC PRIORITIES

Strategic Initiatives

Introduction

This section provides an overview of current and planned Capital Priority and other projects. This includes new schools, additions, and boundary reviews. Planned initiatives are identified as immediate, medium, and long term priority projects. However, board and ministerial approval may be required before advancing any project, which may impact timing.

In-Progress (Funded) Initiatives

Opening September 2026

- Notre Dame CES - 322 pupil place intermediate for Grades 7-8, East Kitchener
- Notre Dame CSS - 1074 pupil place secondary for Grades 9-12, East Kitchener
- Guardian Angels CES⁵ - 360 pupil place elementary school, Cambridge.

Opening 2027/28

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

Opening 2028/29

- St. David CSS - 18 classroom addition, Waterloo

Undetermined Opening

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

Recommended Capital Priorities, Boundary Reviews & Other Initiatives

FIGURE 11 - RECOMMENDED CAPITAL, BOUNDARY AND OTHER PRIORITIES

Immediate Term (2026/27 & 2027/28)
Submit Capital Priorities Applications <ul style="list-style-type: none">• Monsignor Doyle CSS Addition• Monsignor Haller Addition• New Doon South CES• New North Cambridge CES• St. Bernadette CES Reconstruction• New Core Kitchener-Waterloo CES

⁵ As of the date of publication of this report, Guardian Angels CES school name remains subject to approval of the Minister of Education.

Immediate Term (2026/27 & 2027/28)
Initiate West Waterloo / West Kitchener Elementary Boundary Review Initiate West Galt Boundary Review Initiate New Baden CES Boundary Review Initiate Boundary Review West Kitchener / Waterloo secondary involving St. David CSS and Resurrection CSS Confirm site location for future New North West Cambridge CES Confirm site location for future New Beaver Creek Meadows CES Secure designation of future school site(s) in Dundee Secondary Plan area Secure designation of future school site in North West Hespeler Secondary Plan area Identify locations of future high schools Review Areas S01 (Kitchener-Waterloo) and S02 (Cambridge) Identify Kitchener - Waterloo core area elementary accommodation solution
Medium Term (2028/29)
Initiate boundary review for New North Cambridge CES, subject to funding Initiate boundary review for New Doon South CES, subject to funding Initiate boundary review involving Monsignor Doyle CSS and St. Benedict CSS, subject to funding
Long Term (2029/30+)
Submit Capital Priorities Applications <ul style="list-style-type: none"> • New Beaver Creek Meadows CES • New West Rosenberg CES • New Breslau CES, Woolwich Initiate boundary review for New West Rosenberg CES, subject to funding Initiate Waterloo East boundary review, subject to funding Initiate Kitchener / Waterloo secondary boundary review, subject to funding Initiate Cambridge secondary boundary review, subject to funding

Planned Future School Site Purchases

FIGURE 12 - PLANNED FUTURE SCHOOL SITE PURCHASES

Strategic Priority	Timing of Acquisition	Approx. Site Area (ac.)	Comment
New Baden CES	Immediate Term	5.46 ac.	Land purchase delay
New Doon South CES	Immediate Term	6.05 ac.	Purchase negotiations
New North Cambridge CES	Immediate Term	5.96 ac.	Draft Plan of Subdivision approved
Kitchener-Waterloo Core Area	Immediate Term	TBD	Under review
New West Rosenberg CES	Medium Term	6.30 ac.	Modified Draft Plan of Subdivision under review
New Beaver Creek Meadow CES	Long Term	6.00 ac.	Draft Plan of Subdivision pending
New Dundee Secondary Plan CES	Long Term	TBD	Site interests to be confirmed via city secondary plan review

Ongoing Initiatives

- Long Term Accommodation Plan 3-Year Review (Spring 2027)

SECTION 5 APPENDICES

Appendix A Committed Capital Priorities Capacity

This appendix provides a summary of the additional pupil place capacity committed through provincially announced capital projects as of May 1, 2026, and illustrates the resulting improvement in utilization pressure to the end of the planning forecast period.

The information presented focuses on physical capacity changes only. It does not allocate students to future attendance boundaries or predict school-specific enrolment outcomes. Boundary reviews, program decisions, and enrolment redistribution will be subject to future public consultation processes and Board approval.

Planning Area	2026/27 OTG	2026/27 Utilization	OTG with Approved Additional Capacity	2032/33 Utilization without Approved Additional Capacity	2032/33 Utilization with Approved Additional Capacity
E01 - Rural North	539	124%	818	166%	110%
E02 - Waterloo East	1,054	90%	1,054	95%	95%
E03 - Waterloo Central	1,253	117%	1,253	126%	126%
E04 - Waterloo West	1,273	125%	1,273	149%	149%
E05 - Rural West	513	127%	513	129%	129%
E06 - Kitchener West	1,742	137%	2,119	154%	126%
E07 - Kitchener Central	1,236	137%	1,466	151%	127%
E08 - Kitchener Southwest	2,435	110%	2,435	142%	142%
E09 - Kitchener East	2,601	95%	2,601	104%	104%
E10 - Cambridge Preston	617	97%	617	106%	106%
E11 - Cambridge Hespeler	1,222	104%	1,222	121%	121%
E12 - Cambridge North Galt	1,467	85%	1,467	87%	87%
E13 - Cambridge South Galt	1,962	91%	1,962	110%	110%
E14 - Cambridge West Galt	594	115%	701	138%	117%
E15 - Rural South	372	108%	372	155%	155%
Total	18,880	109%	20,167	126%	119%

Planning Area	2026/27 OTG ⁶	2026/27 Utilization	OTG with Approved Additional Capacity	2032/33 Utilization without Approved Additional Capacity	2032/33 Utilization with Approved Additional Capacity
S01 - Kitchener - Waterloo	5,421	102%	5,835	133%	124%
S02 - Cambridge	2,854	114%	2,854	121%	121%
Total	8,275	106%	8,689	129%	123%

⁶ 2026/27 On the Ground (OTG) capacity reflects Ministry of Education secondary classroom loading at 23.

Appendix B 2026/27 Family of Schools Structure

Holy Family	JK-8	Resurrection CSS
Holy Rosary		
Our Lady of Lourdes		
St. Dominic Savio		
St. John's		
St. Mark		
St. Nicholas		
St. Paul		

Christ the King	JK-8	St. Benedict CSS
Our Lady of Fatima		
St. Elizabeth		
St. Gabriel		
St. Joseph		
St. Margaret		
St. Michael		
St. Peter		
St. Teresa of Calcutta		

Guardian Angels (26/27)	JK-8	Monsignor Doyle CSS
Holy Spirit		
St. Anne (C)		
St. Augustine		
St. Brigid		
St. Gregory		
St. Vincent de Paul		

Sir Edgar Bauer	JK-8	St. David CSS
St. Agnes		
St. Boniface		
St. Clement		
St. Luke		
St. Matthew		
St. Teresa (Elmira)		
St. Teresa (K)		

Canadian Martyrs	JK-6	Notre Dame 26/27 7-8	Notre Dame CSS 26/27 9-10 (11-12 at St. Mary's HS)
Saint John Paul II	JK-6		
St. Daniel	JK-6		
St. Anne (K)	JK-8		
St. Patrick	JK-8		

Blessed Sacrament	JK-8	St. Mary's HS
Holy Trinity		
John Sweeney		
Monsignor Haller		
Our Lady of Grace		
St. Aloysius		
St. Bernadette		
St. Josephine Bakhita		
St. Kateri Tekakwitha		
St. Timothy		

Appendix C 2026/27 French Immersion School Direction Structure

School	1	2	3	4	5	6	7	8	9	10	11	12								
Sir Edgar Bauer	Sir Edgar Bauer								St. David CSS											
St. Agnes																				
St. Nicholas																				
St. Clement																				
Holy Rosary	Holy Rosary												St. David CSS							
Holy Family																				
Our Lady of Lourdes																				
St. Dominic Savio																				
St. John's																				
St. Mark																				
St. Paul	St. Luke																St. David CSS			
St. Luke																				
St. Boniface																				
St. Matthew																				
St. Teresa (E)																				
St. Teresa (K)																				
St. Anne (K)	St. Anne (K)								Notre Dame (26/27) 9-10		St. David CSS									
St. Daniel																				
Canadian Martyrs																				
Saint John Paul II																				
St. Patrick																				
St. Aloysius																				
St. Bernadette																				
Holy Trinity																				
Monsignor Haller																				
Our Lady of Grace																				
John Sweeney																				
Blessed Sacrament																				
St. Josephine Bakhita																				
St. Kateri Tekakwitha																				
St. Timothy	Our Lady of Fatima								St. Benedict CSS											
Our Lady of Fatima																				
St. Elizabeth																				
St. Gabriel																				
St. Joseph																				
St. Michael																				
St. Peter	St. Peter						Our Lady of Fatima		St. Benedict CSS											
Christ the King																				
Guardian Angels (26/27)																				
Holy Spirit																				
St. Anne (C)																				
St. Augustine																				
St. Brigid																				
St. Gregory																				
St. Margaret																				
St. Teresa of Calcutta																				
St. Vincent de Paul																				



Date: May 11, 2026
To: Board of Trustees
From: Director of Education
Subject: Wellbeing Update- Safe and Caring Schools

Type of Report:

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

Type of Information:

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

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

- Education Act: 306-311; Regulations: 37/01 (2), 106/01
- Ministry Policy & Program Memoranda 119, 120, 128,130, 141, 142, 144, 145, 128
- Safe Schools Act (2000) (2009): 309-312
- Bill 13, Accepting Schools Act (2012)
- Bill 157, Keeping Our Kids Safe at School Act (Feb.1, 2010)
- Ontario Catholic School Graduate Expectations
- 1001: Ends

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

<http://www.edu.gov.on.ca/eng/about/WBDiscussionDocument.pdf>

Alignment to the MYSP:

Learning

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

Serving

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



Belonging

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

Background/Comments:

Safe and Caring Schools at Waterloo Catholic District School Board:

We believe that safe and caring communities underpin every aspect of the teaching and learning environment, and that relational safety the felt sense that one belongs, is treated fairly, and is cared for is essential to students' ability to engage, learn, and thrive.

At the Waterloo Catholic District School Board (WCDSB), creating safe and caring schools is not just about rules, discipline, or preventing harm, it is about building environments where every student feels a sense of belonging, trust, and possibility. We know from decades of research in neuroscience, psychology, and education that students learn and thrive best when they experience predictable, supportive, and relationship-rich environments.

Our Safe Schools approach is built on this understanding. Rather than focusing solely on external control or punitive measures, we are committed to helping students develop their own internal capacity:

- To manage their stress responses;
- To navigate conflict and repair relationships;
- To strengthen their sense of belonging and contribution to their school community.

This year's Safe and Caring Schools work reflects a multi-layered effort across the system from embedded trauma-informed practices to student-led Safe School Ambassador programs, to restorative alternatives to suspension, to the use of anonymous reporting tools all designed to foster well-being, fairness, accountability, and growth.

We remain guided by the principle that safety is not simply the absence of harm, but the presence of trust, care, and stability. When students walk into a school where they know they matter, where they feel seen and supported, they are more able to rise to challenges, care for others, and reach their full potential.

This report details how WCDSB has strengthened its foundations for learning, growth, and belonging over the past year and how we continue to evolve in service of every student's success. The board recognizes that an inclusive, restorative, respectful and Christ-centered environment where all members of the school community feel safe, welcomed, and accepted is most conducive to learning. Positive behavior is promoted through the Catholic Values lens as students are provided many opportunities to correct behaviors, seek reconciliation and be given opportunities to redeem themselves. Progressive discipline is an entire school approach that requires all stakeholders to guide, support and model proper behavior for the students. Suspensions and expulsions are part of the progressive discipline continuum with an increased level of support, interventions, and strategies.

Ultimately, the Superintendent of Education for Safe Schools is responsible for ensuring the strategies are understood and fully utilized in schools. Principals are responsible for maintaining order and proper discipline in their schools. Safe School Teams in each school collaborate to develop a Safe School Plan that specifically addresses Bullying Intervention and Prevention, Progressive Discipline, Promoting a Positive School Climate, Restorative Justice and Emergency Response Procedures in accordance with Ministry and Board policies and procedures.

1. Increasing Student Well-Being and Assets for Students

Goal:

- Decrease the % students with “low” well-being from the Well-Being Index (MDI)
- Increase the % students with an asset (e.g., adult relationships, peer relationships, nutrition & sleep, after-school activities) on the Asset Index (MDI)

Measuring Student Well-Being and Assets for Students:

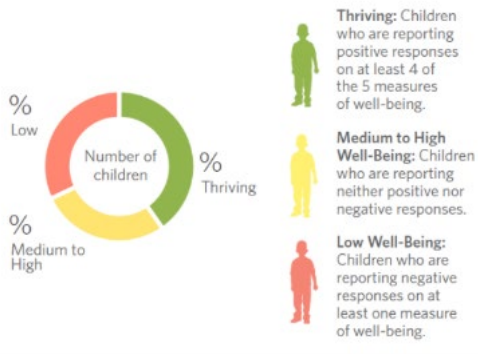
The Waterloo Catholic District School Board has used the Middle-Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey for students for the past three cycles (i.e., 2019, 2022, 2024, 2026). Beginning in Spring 2025, the MDI well-being index questions were also included on the annual student survey (e.g., both school climate and student census) resulting in an annual measurement.

The MDI is a self-report questionnaire that asks children in Grade 4 through 12 about their thoughts, feelings and experiences in school and in the community. The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. These areas are: Physical Health & Well-Being, Social & Emotional Development, Connectedness, Use of After-School Time, School Experiences. Each of the 5 areas of development (dimensions) have a variety of measures based on groups of survey questions developed by the Human Early Learning Partnership.

Overall index scores are then generated used the measures indicated below:



FIG 1: THE WELL-BEING INDEX

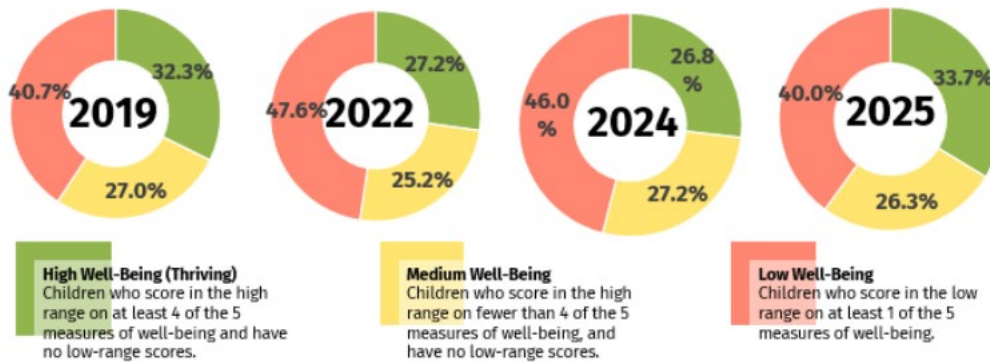


Well-Being Index:

The first overall index score that is generated is the MDI Well-Being Index which includes the critical measures of importance relating to children’s physical health and social and emotional development: Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health. Scores from these five measures are combined to create the MDI Well-Being Index, which assesses three categories of well-being: ‘Thriving,’ (or experiencing ‘High’ well-being), experiencing ‘Medium to High’ well-being, or ‘Low’ well-being. (Fig. 1)

Percentage of Students with “Low” Well-Being:

In 2025, we have achieved our goal of lowering low wellbeing to the pre-Covid baseline of 40%. Furthermore, the percentage of students reporting high wellbeing (thriving) has surpassed our pre-Covid baseline and is at 33.7%. The 2025 well-being index survey calculations are based on data collected in the spring 2025 annual student survey (i.e., Student Census).

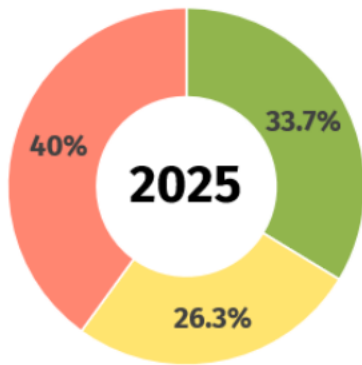


By examining students categorized as having "low" well-being across each of the five measures that the index comprises, we gain a clearer understanding of their specific areas of need. For example, even if a student scores “low” on just one of the five measures - Optimism, Self-Esteem, Happiness, Absence of Sadness and/or General Health - the student is classified overall as having “low” Well-

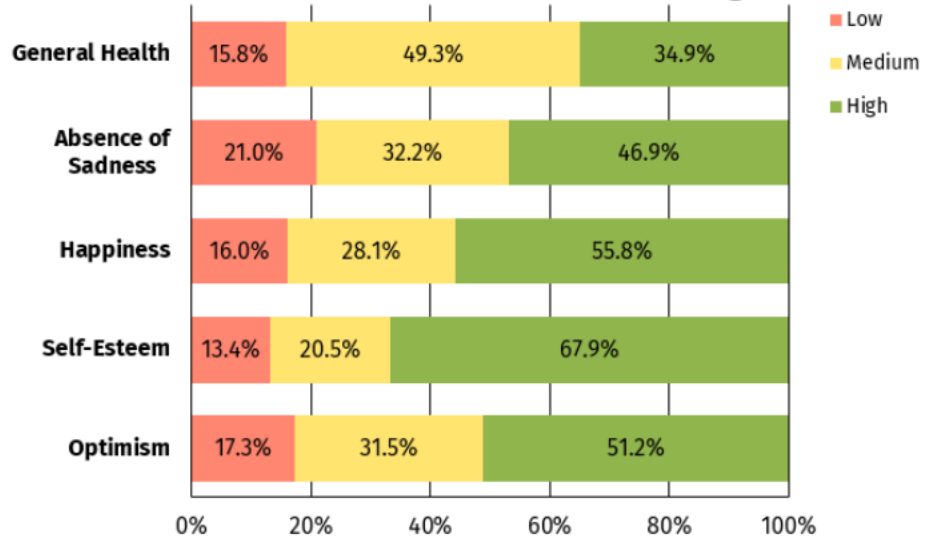


Being, regardless of their “Medium” and “High” scores on the other measures. Below, you will find a breakdown of each Wellbeing Index measure for the 2024-2025 school year:

Well-Being Index:



Five Measures used to construct the Well-Being Index:



MDI and Connections to Tier 1 Mental Health

WCDSB recognizes that students’ mental health significantly impacts their overall well-being. To contribute to safe and caring school environments, WCDSB continues to prioritize implementing trauma-informed classroom practices and social-emotional skill building in its 2025-2026 Mental Health and Additions Plan. Trauma-informed practices benefit all students regardless of their individual experiences. Educators understand how stress affects students’ brains and behavior, responding with empathy and patience. By fostering curiosity and compassion, they create a supportive environment where students are supported through their challenges, feel cared about and that they belong.

Additional Programming to Support Student Well-Being for Students:

- **Prayerful opportunities, Chaplains as supports and, spiritual development:** students have daily opportunity to foster their wellbeing through direct instruction, prayer, community of faith and sacred spaces.
- **Hall Monitors/ Affinity Space/Sports Teams/Clubs:** hall monitors as a caring adult in the school/coaches and club organizers as a caring adult.
- **Nutrition for Learning/Food4kids/ May Court:** Providing food for those students who are struggling within our community.
- **Subsidization and provision for lunches for all students:** Providing food for those students who are struggling within our school community.



- **Pairing at risk students with a caring adult within our school communities:** Intentionally pairing up at risk students with a caring adult within the school who is not their classroom teacher. Soliciting volunteers from school staff to support this program.
- **Pairing at risk students with caring peers within our school communities:** Soliciting volunteers from peers to support these at-risk students. Intentional pairing within classes to support students.
- **Buddy Bench:** Pairing at risk students with caring peers within our school communities. This creates an opportunity for students to have friendships blossom.
- **Circle of Friends:** Pairing at risk students with caring peers within our school communities
- **Extracurricular Activities:** Organizing sports, clubs and other activities to build opportunities for friendships.
- **Grandfather Teachings:** Character Development Programs that purposefully teach skills.

2. Increase Positive School Climate Related to Bullying

Goal:

- Decrease the frequency of bullying (e.g., physical, verbal, social, electronic) reported by students on the student school climate survey.
- Decrease the frequency of bullying (e.g., physical, verbal, social, electronic) reported by parent/guardians on the family school climate survey.

Measuring Positive School Climate Related to Bullying:

Bullying frequency has been assessed in both the student school climate survey (MDI) and the family school climate survey across the last three cycles (e.g., 2019, 2022, 2024). In Spring 2025, the MDI bullying questions were also included on the annual student survey, resulting in an annual measurement.

Across all four categories—Physical, Verbal, Social, and Cyber—the data for 2025 shows a powerful and consistent trend toward safer environments for students. The addition of Cyber Bullying data completes a very positive story: it is the category where students are safest, with 80.1% reporting they were "Not Once" bullied in 2025—a significant jump from 75.3% in 2024.

Here is how the four types compare based on the most recent 2025 student data:

Bullying Type	"Not Once" (2025)	Improvement from 2024
Cyber	80.1%	+4.8% (Best overall)
Physical	66.2%	+1.4%
Social	52.6%	+3.0%
Verbal	47.4%	+2.9%

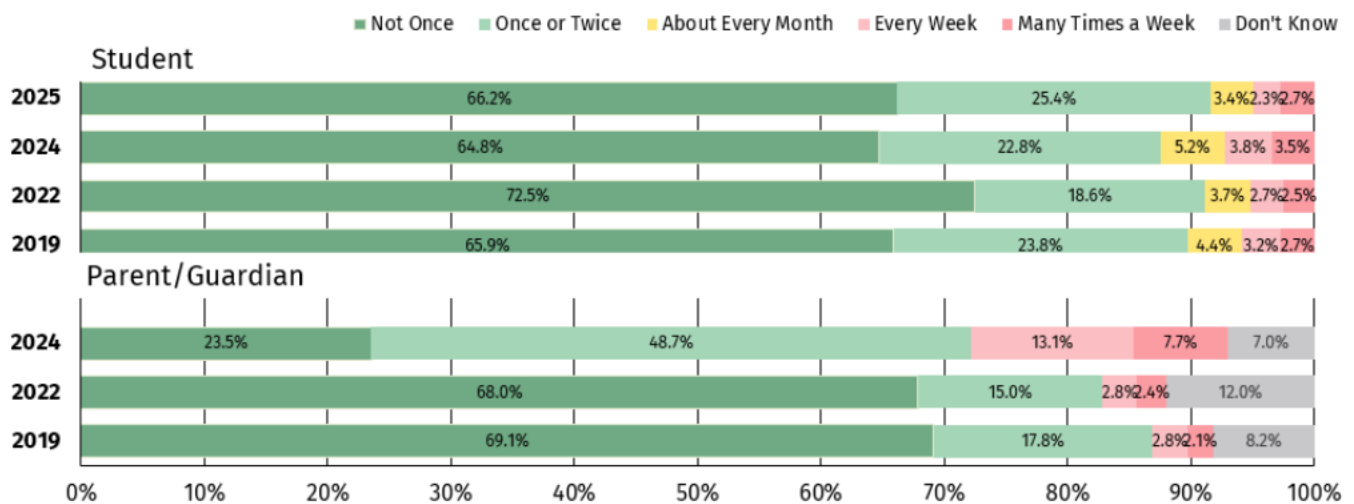
Key Takeaways Across All Data



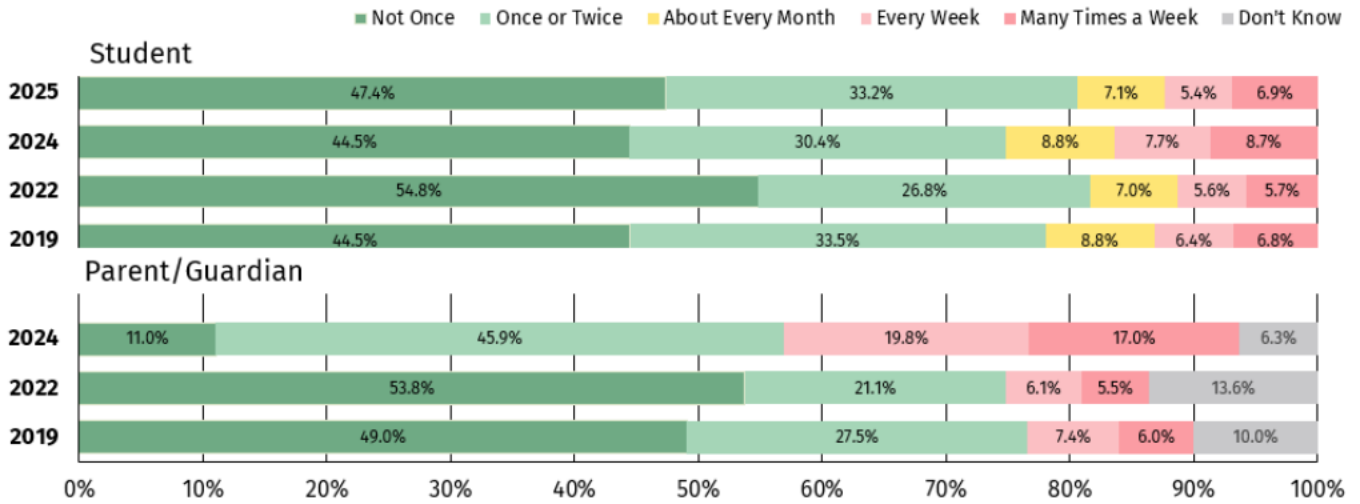
- Universal Recovery: Every single metric improved from 2024 to 2025. This suggests that school-wide or community-wide interventions are working across the board, regardless of the *type* of bullying.
- The "Frequent Bully" is Vanishing: In every category, the "Many Times a Week" and "Every Week" segments have shrunk. This indicates that the most severe, chronic cases are being effectively addressed.
- Post-2024 Resilience: While 2024 showed a slight dip in safety across several charts, 2025 has not only recovered those losses but in many cases (like Cyber and Social), has reached the highest safety levels recorded since 2019.
- Parent-Student Alignment: While parent "Don't Know" rates remain high (especially in Cyber at 25.1%), the student-reported reality is much more optimistic than parents report.

The overall trend is one of strengthening student well-being. Students enter 2026 with the lowest rates of frequent bullying and the highest rates of "Not Once" reports across the four-year study. The school environment appears to be significantly safer and more supportive than it was just two years ago.

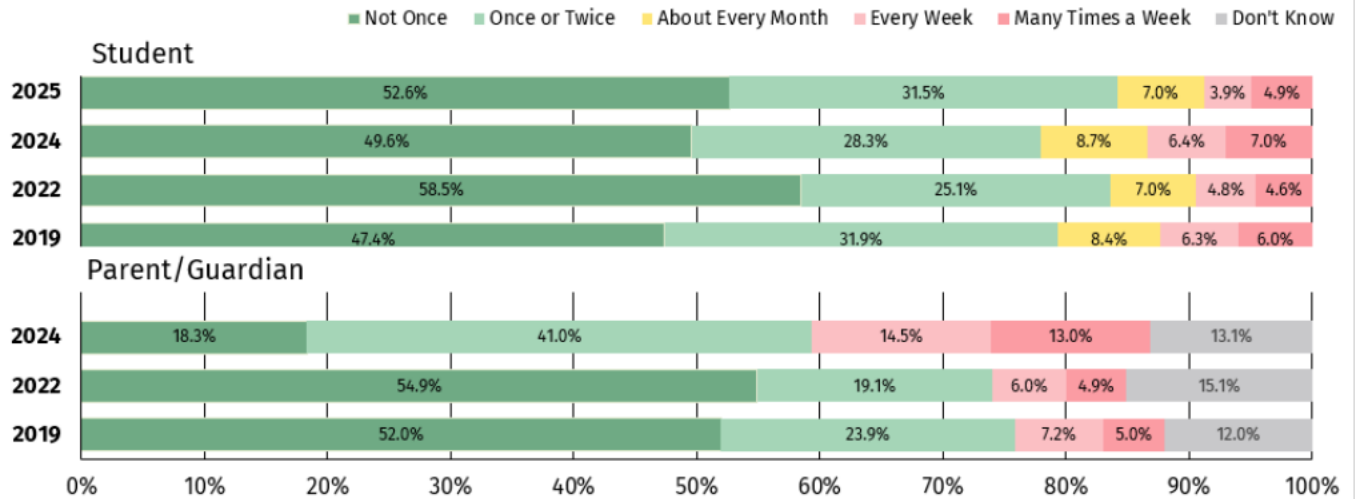
Frequency of Bullying: **PHYSICAL**



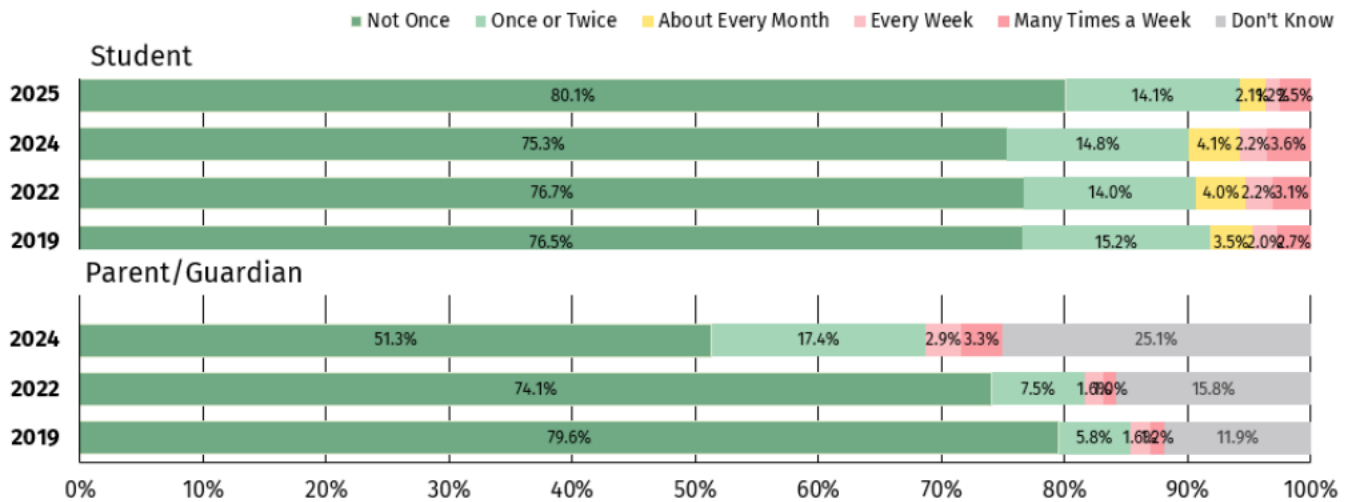
Frequency of Bullying: **VERBAL**



Frequency of Bullying: **SOCIAL**



Frequency of Bullying: **CYBER**



Programming for Positive School Climate Related to Bullying:

Our efforts to reduce bullying extend beyond awareness weeks or reactive measures. We are committed to creating environments where students are equipped with the social-emotional tools to build positive relationships, navigate conflict, and support peers. Programs like the Safe Schools Ambassadors (SSA) for secondary students and Safe and Caring Schools Ambassadors (SACSA) for elementary students are not just student activities; they are intentional efforts to empower young leaders with empathy, advocacy, and restorative problem-solving skills. By fostering these capacities, we are helping students shape the climate of their schools from within.

- **Safe Schools Ambassadors SSA (Secondary):**
 - The **Safe School Ambassadors (SSA)** program continues to serve as a primary peer-led safety initiative across all six secondary sites, including St. Don Bosco. Ambassadors are specifically trained in the “Notice, Think, Act, and Follow Through” framework to identify and interrupt behaviors that undermine a positive school climate, such as social exclusion, harassment, or substance-related risks. The 2025-2026 school year began with a high-impact Fall Gathering for 73 students, where 84% of participants reported a significant increase in awareness regarding substance use prevention: a critical factor in maintaining secure school environments. A key development this year was the direct involvement of Child and Youth Care Workers (CYCWs), who joined the student groups at the gathering to lead specialized sessions on managing stress and healthy coping mechanisms. Moving forward, CYCWs will join staff leads in providing ongoing, site-based support for SSA groups within their respective schools, ensuring that student-led safety initiatives are reinforced by professional staff expertise throughout the year.
- **Safe and Caring Schools Ambassadors SACSA (Elementary):**
 - Following a successful pilot in spring 2025, the SACSA program for Grade 7 and 8 students has seen rapid adoption, with 21 schools currently signed on. As we transition to the full Fall 2026 launch, we anticipate board-wide growth supported by comprehensive "SACSA Kits." These kits provide staff mentors and student leaders with specialized toolkits, training workbooks, and resources to lead school based initiatives.



- **Key 2025-2026 Initiative: Help-Seeking Workshops** A primary focus for the current year is the Student Ambassadors' Help-Seeking Workshop, scheduled for April 27 – June 5, 2026. This 90-minute intensive session empowers both Elementary (SACSA) and Secondary (SSA) ambassadors to:
 - Identify and dismantle personal and systemic barriers to asking for help.
 - Develop identity-affirming "Circles of Support" tailored to their individual needs.
 - Model proactive help-seeking behaviors to improve the overall mental health literacy of their school communities.
- **Anti-bullying Campaigns:**
 - **Bullying Awareness and Prevention Week:** For Bullying Awareness and Prevention Week (November 17–21, 2025), WCDSB focused on the collective responsibility of educators and students to foster environments rooted in respect, empathy, and connection. In collaboration with the Faith, Equity, and Healthy Active Living departments, the board implemented a comprehensive daily thematic program supported by trauma-informed activities and Faith & Wellness social-emotional skill building. Throughout the week, classrooms engaged in grade-specific initiatives designed to help students embrace differences and resolve conflict respectfully, effectively diminishing harmful behaviors by actively building understanding and a stronger sense of community [Anti-Bullying Week Announcement.docx](#)
- **Pink Shirt Day** – February 2026
- **Hall Monitors:** increase in adult supervision in transitional spaces.
- **Student Groups:**
 - Peers Program
 - Girls Groups
- **Communication To Homes:**
 - Proactive communication
 - Program promotion (SHSM, SAL, CCEP, Gr.10 Bosco...)

3. Continuing our Anonymous Reporting of Safe-school Incidents

Goal:

Continue our process that any student, staff, parent/guardian and/or community member can report a safe-school incident through an anonymous form linked on the main Board website.

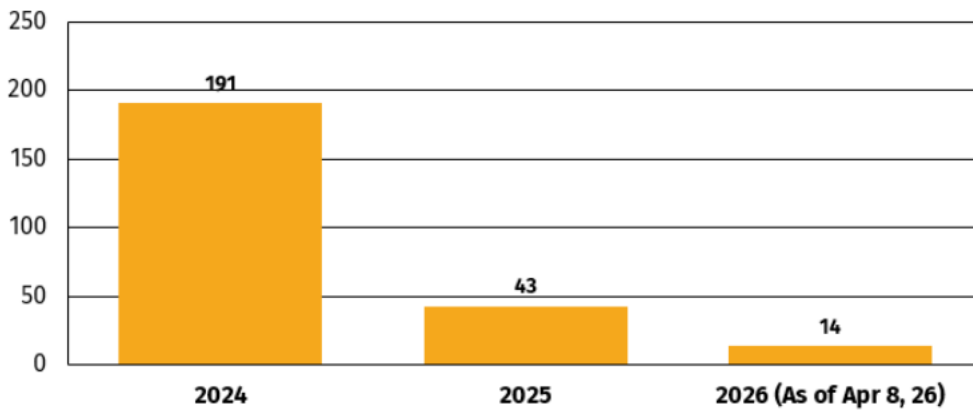
Safe School Incident Reporting:

Continuing in the 2025/26 school year, the WCDSB uses an anonymous Safe School incident form accessible via our Board website and prominently displayed on all school websites in the top banner (see below). This initiative enables any student, staff, parent/guardian, or community member who witnesses or becomes aware of a safe-school incident to anonymously report it, with the option for the principal to conduct follow-up actions. Upon each submission, the principal receives a notification regarding the incident. During the 2024/25 calendar year, we received a total of 43 Safe Schools Incident Reports. To date, for the 2025/26 calendar year (as of April), we have received 14 Safe Schools Incident Reports.

The top three locations where incidents occurred in 2025 were: the school yard (80%), classrooms (10%), and school bus (10%). Of the reports submitted, 28% requested follow-up contact from the school. All of these follow-up requests (100%) were completed.



Total Number of Safe-school Incidents Received:



The top three locations where incidents occurred in 2025 were: the school yard (80%), classrooms (10%), and in bus (10%). Of the 43 reports submitted, 28% requested follow-up contact from the school. All of these follow-up requests (100%) were completed.

Programming Related to Anonymous Reporting of Safe-school Incidents:

- **Responding to Safe School Incidents via notification:** once the Administrator receives a notification, the Administrator has an opportunity to investigate the incident and follow up with the person who reported the incident if applicable.
- **Frequent parent communication:** Sharing information with parents to keep an open line of communication.
- **Building Relationships:** Building relationships, especially with families with students at risk is a meaningful strategy to stop potential problems from growing.



4. Responding to Behaviours Resulting in a Suspension

Goals:

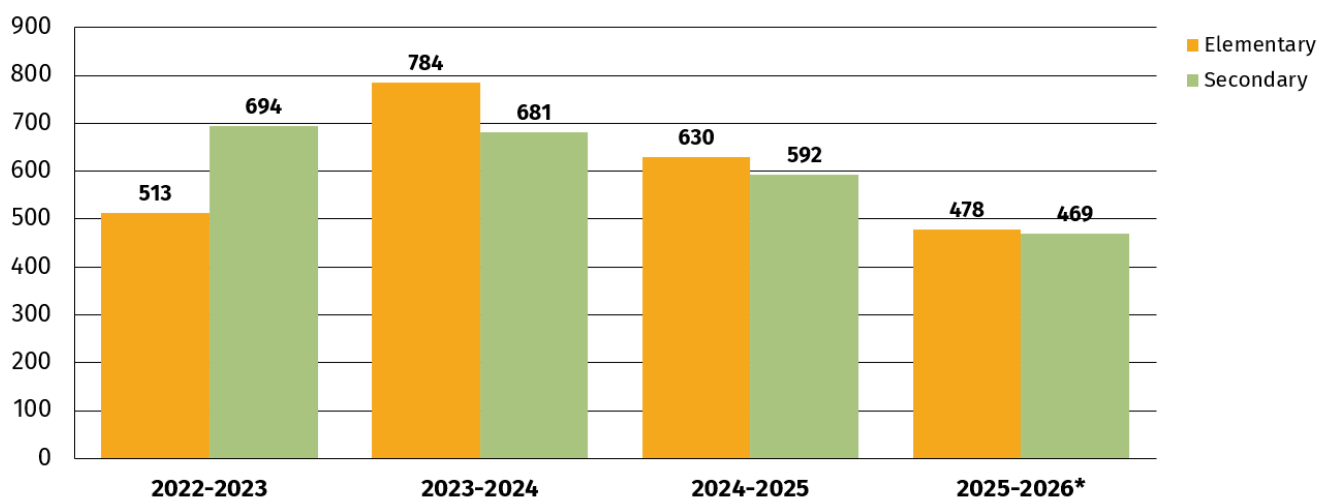
- Decrease the # of suspensions / # of students suspended within a school year.
- Decrease the % of students that are suspended more than once within a school year.
- Ensure that programming in schools/classrooms are informed by the most frequent suspension infraction types.

Monitoring Behaviours Resulting in a Suspension:

The Ontario Ministry of Education has mandated a reduction in student suspensions through key policies that promote equity and progressive discipline. Policy/Program Memorandum No. 145 (PPM 145) directs school boards to implement a continuum of interventions that prioritize support over punitive measures, considering mitigating factors in disciplinary decisions. The *Caring and Safe Schools in Ontario* framework further supports this shift by encouraging inclusive, supportive school environments. Additionally, Ontario's *Education Equity Action Plan* emphasizes the elimination of systemic barriers and the reduction of suspension rates, particularly among marginalized student groups, reinforcing the Ministry's commitment to fair and restorative approaches to student behaviour.

Given fluctuating enrolment patterns, interpreting suspension incident data longitudinally becomes challenging, emphasizing the necessity of evaluating the proportion of suspended students relative to overall enrolment. When examining the proportion of students suspended each year based on spring enrolment, we observe an upward trend in both elementary and secondary panels. This aligns with the provincial trend identified in Student Achievement Plan Indicator #10. For Ministry-calculated suspension rates and additional SAP indicators, please visit the WCDSB [Student Achievement Plan \(SAP\)](#) webpage

Total Number of Suspensions:



* 2025-2026 suspensions as of April 2026

Recidivism: When students are suspended multiple times within a school year, we use recidivism data (i.e., the number of times that a student has been suspended within an entire school year) to monitor. Across panels and years, roughly three-quarters of students who are suspended experience this suspension as a one-time event. This suggests that the interventions associated with suspensions are effective for the majority of students. To contrast, only a small minority of suspended students progress to chronic suspension (3+ suspensions), indicating that most disciplinary concerns do not persist once addressed. Recent secondary data suggest a positive shift toward reduced repeat suspensions, particularly at higher frequencies.

Recidivism by panel over the past three school years (Table):

Panel	Year	1	2	3	4	5
Elementary	2025-2026*	75%	15%	6%	2%	1%
	2024-2025	71%	17%	7%	2%	3%
	2023-2024	73%	19%	4%	2%	2%
	2022-2023	73%	14%	6%	3%	4%
Secondary	2025-2026*	78%	16%	2%	1%	2%
	2024-2025	74%	16%	6%	2%	2%
	2023-2024	68%	19%	6%	4%	3%

	2022-2023	73%	16%	5%	2%	4%
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Reasons for Suspension: From 2022–2023 to 2025–2026*, the most common reasons for suspension in both elementary and secondary panels have remained relatively consistent, with “Moral Tone”, “Code of Conduct”, and “Opposition to Authority” appearing each year. In elementary, “Moral Tone” has been the leading cause annually. In secondary, “Code of Conduct and Physical Assault” were dominant, though “Moral Tone” has emerged as the top reason in 2025–2026* to date. Of note, “Racism / bias / prejudice” and “sexual assault” have appeared in 2025-2026 data (to date) for the first in historical reports of “most common reasons for suspension,” showing up exclusively in the elementary panel.

Most Common Reasons for Suspension (Table):

	2022-2023	2023-2024	2024-2025	2025-2026*
Elementary	<ol style="list-style-type: none"> Moral tone Any other Act Opposition to Authority Code of Conduct Physical Assault 	<ol style="list-style-type: none"> Moral tone Code of Conduct Opposition to Authority Any other Act Physical Assault 	<ol style="list-style-type: none"> Moral tone Code of Conduct Physical Assault Opposition to Authority (tied with #5) Any other Act (tied with #4) 	<ol style="list-style-type: none"> Moral tone Code of Conduct Physical Assault Racism / bias / prejudice Sexual Assault
Secondary	<ol style="list-style-type: none"> Physical Assault Code of Conduct Opposition to Authority Moral tone Neglect of Duty 	<ol style="list-style-type: none"> Code of Conduct Physical Assault Moral tone Opposition to Authority Any other Act 	<ol style="list-style-type: none"> Opposition to Authority Physical Assault Code of Conduct Moral tone Neglect of Duty 	<ol style="list-style-type: none"> Moral tone Physical Assault Code of Conduct Opposition to Authority Neglect of Duty



*2025-2026 data is as of April 2026

Programming for Behaviours Monitored by Student Suspensions:

Alternatives to Suspension:

- Meet with Child and Youth Care Worker and/ Social Worker
- Time with Student Success Teacher
- Educational/restorative process
- **Back on Track Program, (formerly called Alternative to Suspension Y Program):**
 - The Back on Track Program is used proactively for student development and improvement of their social skills and sense of self-worth;
 - It is intended to help students adopt a new positive attitude towards school.
 - Workshop sessions are designed to support students to develop a deeper awareness of their choices and a renewed sense of direction, in essence turning reflection to action.
 - From September to February 2026 the program supported **45** participants from **17** different schools (**4** Secondary and **12** Elementary schools). Students, teachers, and principals continue to report positively about the program.
- **Top 5 Reasons for Referral:**
 1. Disruptive behaviour
 2. Substance misuse and abuse
 3. Apathy & lack of motivation
 4. Absenteeism
 5. Physical violence



- **John Howard Referral:** program participation responsive to incident type in consultation with school staff & family
- **Vaping Awareness:**
 - Tobacco Enforcement Visits
 - Safe School Ambassadors information sharing
 - Public Health Visits to target audiences.
- **Restorative Justice**
 - Utilizing empathy and working with individuals involved. Focus on education rather than punitive piece. Emphasize forgiveness and learning.
- **St Don Bosco**

5. Monitoring Online behaviour through Student Aware

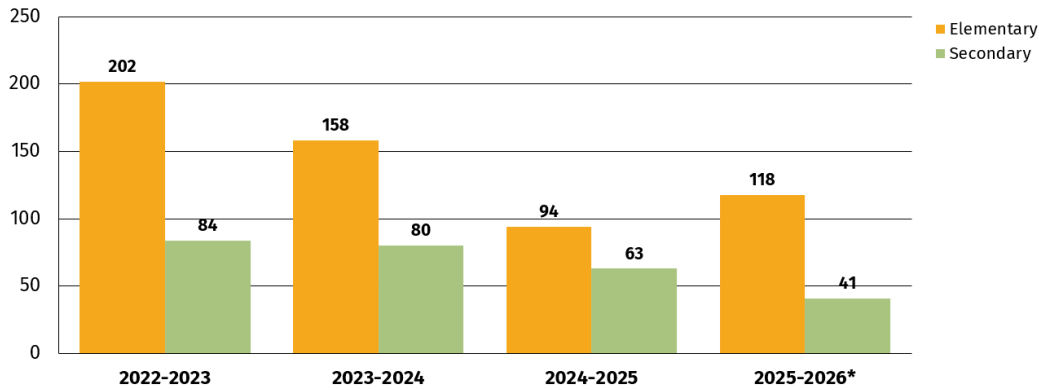
Goals:

- Decrease the # of Student Aware flags reported within a school year over time.
- Ensure that programming in schools/classrooms are informed by the most frequent flag types.

Monitoring Online behaviour through Student Aware:

To date, we have responded to **118** elementary flags and **41** secondary flags for the 2025-2026 school year, an increase from the previous school year. [updated April 8th, 2026]

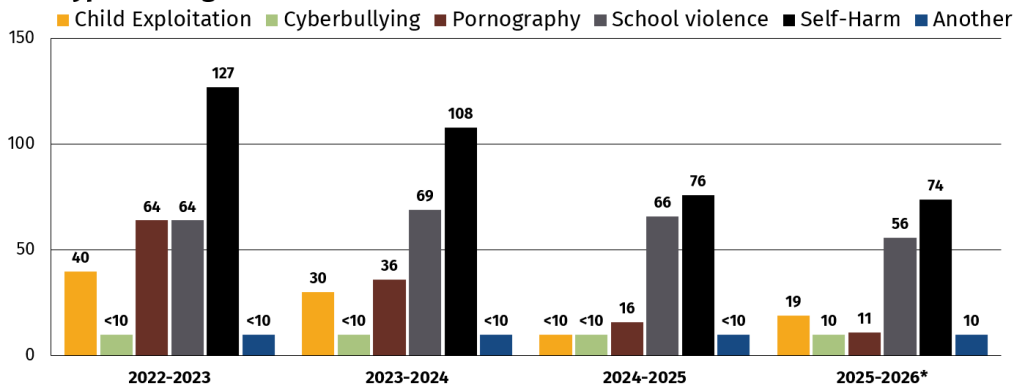
Total Number of Student Aware Flags:



* 2025-2026 data as of April 8, 2026

In addition to the number of flags that we respond to, we are monitoring the types of flags within each school year. The number of each flag types is found in the figure below.

Types of Flags Over Time:



* 2025-2026 data as of April 8, 2026

Programming for Online Behaviour Monitored by Student Aware:

- **Caseload meetings to determine student support:** Determine the best supports available at the school and system level to support students (social work referrals included)



- **Active Supervision of Electronic Use:** Continue conversations with teachers and reminders regarding active supervision of students when electronic devices are in use throughout the school day.
- **Response to Student, Parents:** Students identified through Student Aware receive a supportive response by Administrators that includes mitigating risk, engaging parents, recommendations to access community based mental health support, referral to school social worker and hospital intervention for those presenting with suicidal ideation.
 - Between September 2025 and April 2026, **32** new referrals were made to school social workers and **22** suicide risk assessments were completed as a result of Student Aware. These are students who received supportive interventions who may not have otherwise been identified.
- **Suicide Prevention/Life Promotion Training:** The WCDSB remains committed to the School Mental Health Ontario (SMHO) Suicide Prevention and Life Promotion Training as a primary safety framework for recognizing warning signs, assessing risk, and supporting students in distress. Following previous years of comprehensive, role-specific live training for administrators, guidance, chaplains, and student services staff, the 2025–2026 school year focused on board-wide sustainability and standardized response protocols. This was achieved through the continued rollout of a condensed, recorded version of the training specifically designed for educators to access during staff meetings, ensuring that front-line staff maintain high levels of vigilance and intervention readiness. By integrating these modules into regular professional development and providing tailored onboarding for newly hired principals, guidance counsellors and chaplains, the board ensures that suicide prevention remains a top-of-mind safety priority, fostering a trauma-informed school climate where every educator is equipped to notice signs of risk and engage in life-promoting safety conversations.
- **Grade 7 “Sources of Strength” Class wide presentations:** During the 2025-2026 school year, the WCDSB continued the rollout of the Sources for Strength presentation to Grade 7 students. This initiative focuses on normalizing conversations around emotions and providing students with practical tools to recognize warning signs in themselves and their peers. By end of May, the presentations will have been delivered to all grade 7 classrooms in WCDSB elementary schools. Preliminary feedback indicates a high level of engagement, with students specifically highlighting the value of learning how to help friends in "tough times" and identifying "circles of support" like the Kids Help Phone and trusted adults. Qualitative comments emphasized that the interactive nature of the presentation helped students feel less alone in their emotions and more confident in their ability to seek help. We look forward to finalizing the full impact data once the remaining presentations are completed this spring.
- **Mental Health Week 2026** Resources are provided to educators to build awareness of the impact of stress on students’ brains, as well as activities to practice coping strategies [Mental Health Week](#)

6. Proactive Tier 1 Response to Human Trafficking, Cannabis, Vaping, and Cell Phone Use

Goal:

- Increase the number of students provided with Human Trafficking awareness presentations and education related to cannabis, vaping, and cell phone use.

Programming Related to Proactive Tier 1 Response to Human Trafficking, Cannabis and

Vaping: increase the number of and deepen the relationship between WCDSB and various community partners listed below:

Human Trafficking

- **Human Trafficking Service Coordinating Committee:** WCDSB was invited to join the HTSCC which includes agencies from Waterloo Region and Wellington County focused on supports and services for youth and adults impacted by human trafficking.
- **Staff and upcoming Parent presentation:** In collaboration with the Caught Foundation, education on human trafficking and child exploitation was provided for staff during the April PD Day. Planning is underway for a parent presentation before the end of June 2026.
- **The Waterloo CDSB Human Trafficking Policy:** <https://wcdsb.ca/about-us/policies-and-administrative-procedures/human-trafficking-aph-036/>.
- **Youth Violence Symposium:** WCDSB engaged their grade 7–9 classes in the Youth Violence Prevention Symposium offered virtually by Victim Services of Durham Region. The symposium explored topics such as healthy relationships, online safety, and human trafficking awareness. Schools also promoted National Human Trafficking Awareness Day through a poster campaign and caregiver communications, supported by resources from the WCDSB Mental Health Lead. By building critical knowledge, promoting help-seeking, and strengthening protective factors, these initiatives aim to reduce youth vulnerability to violence, exploitation, and trafficking. By the end of April, 2026, 190 educators accessed the Symposium, which remains open to June, 2026.

Cannabis & Vaping Prevention

- The WCDSB continues to prioritize harm reduction and substance use prevention through a multi-tiered approach. In the 2025-2026 school year, updated educational toolkits for cannabis and vaping were fully integrated into the Grade 6, 7, 8, and secondary curricula. This work is reinforced by the Youth Champion Initiative, where secondary Safe School Ambassadors—trained by Public Health nurses—lead engaging, peer-to-peer educational events designed to reduce the prevalence of vaping and cannabis use within their school communities.
- To support the critical role of families in prevention, the board has promoted the "By Your Side" Webinar Series developed by School Mental Health Ontario (SMHO). These webinars provide parents and caregivers with on-demand, evidence-informed strategies to:
 - Foster open communication: Building strong relationships to make it easier for youth to talk about substance use.
 - Identify signs of struggle: Helping caregivers recognize changes in behavior that may indicate a need for support.
 - Navigate social influences: Providing tools to help youth manage peer pressure and the social dynamics surrounding vaping and cannabis.
- By leveraging these high-quality provincial resources, the board ensures that caregivers have continuous access to the knowledge required to support youth well-being and maintain a consistent safety net between the home and school environments.

DIGITAL WELLNESS, CELL PHONE USE, AND SOCIAL MEDIA EDUCATION

Throughout the 2025–26 school year, a coordinated suite of initiatives supported student digital wellness, healthy social media use, and positive technology habits. In October, the Innovation Consultants hosted a Family Game Night that included a guest speaker, Jasmine Zang PhD Candidate from the Faculty of Psychology at the University of Waterloo and facilitated gameplay of the *I-Think Differently About Social Media* board game. This event created a shared learning experience for families and students, encouraging open conversation around social media use, digital balance, and peer influence in a supportive, community-based setting.

In February, the system extended learning to families and classrooms through targeted social media education. An evening webinar for families was delivered by Matthew Johnson from MediaSmarts, focusing on current social media trends, risks, and strategies for supporting young people. This was followed by a live webinar for all Grade 6–12 classes, ensuring consistent messaging and a shared foundation of knowledge for students across schools. Together, these experiences strengthened home–school alignment around digital wellness and responsible social media use.

RESPONSIBLE AND SAFE USE OF ARTIFICIAL INTELLIGENCE FOR STUDENTS

In parallel, the system continued to prioritize responsible and safe use of artificial intelligence through professional learning, student training, and curriculum-embedded resources. Ongoing professional development for educators focused on ethical AI use, data privacy, and age-appropriate applications of emerging technologies, ensuring staff are well equipped to guide students in safe and meaningful ways.

To further engage families, an evening webinar for parents is scheduled in May featuring Kate Arthur, focusing on artificial intelligence and its implications for children and youth. This session will continue to build family awareness and confidence, strengthening partnerships around student safety, wellbeing, and emerging technologies.

7. Supporting Students attending Alternative Programming at St Don Bosco

Goal:

- Provide high quality Alternative Programming for students attending St. Don Bosco on a Supervised Alternative Learning Plan or the Long-Term Suspension and Expulsion Programs

Programming Plan for our Students Attending Alternative Programming at St Don Bosco:

The goal at St Don Bosco is to meet students and their families where they are and help them find a place at the Waterloo Catholic District School Board where they know they belong, and they can find success. Our Vision continues to be ‘Success for each, a place for all’; a reflection of the Board’s Vision statement. At St. Don Bosco, we understand that some students have experienced trauma that can affect how they learn, behave, and connect with others. Trauma-informed Alternative Education at St Don Bosco is designed to respond to these challenges with care, understanding, and flexibility.

Our goal is to create a safe, welcoming, and culturally respectful environment where every student feels supported and valued. We focus on helping students heal, rebuild confidence, and re-engage

with learning at a pace that works for them. Programming is relationship-based, predictable, and empowering; helping to remove barriers to learning and reduce stress so students can experience success.

Our work aligns with the Waterloo Catholic District School Board’s Mental Health Pillars, which emphasize belonging, trust, and hope. We strive to create a space where students and families feel connected and can envision positive possibilities for the future.

The Pastoral Theme for the 2025-26 school year is **“Listen to Understand.”** Throughout the Bible, the importance of listening is emphasized—listening to God’s word, the Prophets, and the call to spiritual responsiveness. Listening is a virtue that leads to wisdom and discernment. When we truly listen to our students and their families, we learn how to educate them more effectively. Listening means listening to feel what they feel, to understand their point of view and to experience their worldview. It allows us to teach students according to how they learn, rather than insisting they learn the way we want to teach.

Listening is also observing: how do our students look today? What does their body language tell us? We connect more deeply when we truly listen without judgment and with a genuine desire to understand. By authentically walking with our students and families, we offer the support they need to succeed.

What does this look like at St Don Bosco?

- Recognizing that behaviour is communication. We listen to behaviour to support students in addressing their challenges. We use restorative practices that prioritize understanding over punishment
- Encouraging student voices to safely express their opinions and concerns and when determining course selections and pathways
- Adapting learning plans to individual student needs
- Engaging families to be active participants in their child’s education while ensuring we are being culturally responsive to the students and their families
- Providing wraparound support (mental wellness, community connections, financial support, food for students and their families, etc.) that reflects the holistic needs expressed by families

Who are the students we serve? Currently we have 152 students working in the St Don Bosco programs (both sites combined). Below is a profile of the challenges and barriers that our students experience. For many, this has resulted in feeling like their home school is currently not a place of belonging.

Students served at St. Don Bosco (Table)

Have an IEP requiring extra support	IDENTIFY as Racialized	IDENTIFY as Indigenous	IDENTIFY as 2SLGBTQIA+	Identified MENTAL HEALTH challenges	FINANCIAL INSTABILITY
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40%	15%	5%	14%	52%	57%
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School Social Worker: A School Social Worker is assigned to St. Don Bosco Cambridge and Kitchener site who also performs the role of the SAL Coordinator. When students have a pre-established relationship with their homeschool Social Worker and are attending St. Don Bosco on a time limited basis, we prioritize their relationship and they stay involved with their homeschool social worker. From September 2025 to March 2026, **42** students were in receipt of service from the St. Don Bosco school social worker. Students present complex needs both at home and school that result in service connections and ongoing collaboration by the school social workers with community agencies. St. Don Bosco is a diverse and multicultural school environment representing various backgrounds and lived experiences. We have many students who identify as part of the 2SLGBTQIA+ community and students who are strong allies and advocates for the rights and needs of their peers. Part of the role of the Social Worker for St. Don Bosco is to create safe spaces where students feel their voices are empowered and respected. Student engagement and attendance improved when they felt both seen and heard in a school environment.

- **Individualized Programming:** All students, regardless of their reason for attending St Don Bosco, meet with a teacher and CYCW prior to starting to create a plan for success that addresses their personal academic and social/ emotional needs. Students will continue to meet with staff to confirm or adjust their goals. All pathways are available to students based on their interests and goals. Students are also provided with opportunities to participate in volunteer activities to help them complete their community service hours for graduation.
- **CYCWs:** CYCWs at St Don Bosco meet regularly with students to support them in developing the skills required for school success. CYCWs also support students in accessing our Social Worker and other community support to assist with addressing some of the barriers to success that the student may be experiencing. Our CYCWs also collaborate with the Conestoga Social Work and Educational Assistant programs by welcoming students to complete their learning placements with our students and staff.
- **COOP:** Students who attend St Don Bosco through the Supervised Alternative Learning Program can participate in the COOP program at St Don Bosco. This program allows students to earn credits through their paying part time employment. The staff will support students in developing the skills necessary to successfully find and keep a job so they can begin earning coop credits.
- **Grade 12+ Program:** In the 2025-26 school year St Don Bosco has continued students who are grade 12+ and usually over the age of 18 to continue their education programs with the Program to help them continue their journey towards Graduation.

Monitoring our Students Attending Alternative Programming at St Don Bosco:



Students Served throughout the school year:

Year	SAL students (including COOP)	Safe Schools	Gr 10	Gr 12+	Re-engagement	Total
2022-23	118	16	13	N/A		147
2023-24	95	12	13	N/A		120
2024-25	129	10	5	76	29	158
2025-2026 (as of April 2026)	123	11	N/A	20		152

Credit Accumulation:

Year	Credits Earned (by all students, Academic and Coop Courses combined)
2022-23	572
2023-24	540
2024-25	588
2025-26 (as of April 2026)	275 (with 220 in progress)

Graduation and Pathways:

Year	# Grade 12 (12+) Students	Return to Bosco/ Re-engagement	St Louis	Graduation
2022-23	32 students	7	10	15
2023-24	38 students	14	12	12
2024-25	76	35	15	14
2025-26 (as of April 2026)	100	60	15	25

The monitoring charts indicate a significant expansion in student outreach, particularly through the new Grade 12+ and Re-engagement programs, which have contributed to an all-time high of 152 students served and a projected 495 credits for the current academic year. Rooted in the pastoral theme of "Listen to Understand," St. Don Bosco provides a trauma-informed, relationship-based



alternative education model that removes barriers for vulnerable students many of whom face financial instability or mental health challenges by prioritizing individualized wraparound supports, restorative practices, and a culture of belonging.

Recommendation:

This report is for the information of the Board

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*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.

