



Board of Trustees' Board Meeting

Date: Monday, December 8, 2025.
Time: 6:00 p.m.
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*
Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street W, Kitchener

Attendees:

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

Student Representatives:
 Rebecca Girolametto, Jace Krysko

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

Special Resource:

Recording Secretary:
 Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	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 Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: Items for action arising from the In Camera meeting of Monday, December 8, 2025, regarding property matters.	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
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 (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees Minutes – Nov 24, 2025 3.2 CPIC Minutes – Sept 17, 2025	Board of Trustees Board of Trustees	pp. 4-7 pp. 8-10	Approval Information
4. Delegations/Presentation			
5. Advice from the CEO 5.1 EDC Bylaw Background Information for Trustees 5.2 Annual Report on Surpluses 5.3 Revised Estimates Report/Interim Financial Report #1 5.4 Community Planning & Partnerships (CPPG) 5.5 CEO’s Annual Report 5.6 Director’s Report	S. Maharaj S. Maharaj S. Maharaj S. Maharaj A. Varano A. Varano	pp. 11-13 pp. 14-16 pp. 17-23 pp. 24-27 pp. 28-29 pp. 30-37	Information Approval Information Information Approval Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces 7.1 Student Trustee Report	R. Girolametto, J. Krysko	pp. 38-39	Information
8. Board Education (at the request of the Board) 8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link 8.2 Chair of the Board Report	Chair Chair	Link pp. 40-41	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance 10.1 Board Policy Review 10.1.1 Board Policy I 002 Ontario Catholic School Graduate Expectations Is there a need to review the Policy? 10.1.2 Board Policy II 005 Consultation Is there a need to review the Policy? 10.1.3 Board Policy II 009 Committee Principles Is there a need to review the Policy?	M. Phillips L. Cuff C. Stanley	Link Link Link	Approval Approval Approval
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • Dec 17 – CEC Christmas Celebration & Advent Mass • Dec 22 – Jan 2 – Christmas break • Jan 7 – SEAC Meeting • Jan 12 – Committee of the Whole • Jan 14 – CPIC Meeting • Jan 16-17 – Trustee Seminar (Toronto) • Jan 19 – Governance Committee Meeting • Jan 26 – Board of Trustees 	Chair	--	Information
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
14.1 January 12, 2026 – Committee of the Whole <ul style="list-style-type: none"> • Leadership Strategy Update • Literacy Report • OCSTA Resolutions 	Board of Trustees	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.

We make this prayer through Christ our Lord.

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, November 24, 2025, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

Rebecca Girolametto, Jace Krysko

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets: Tracey Weiler (Vice-Chair)

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:02p.m.

1.1 Opening Prayer & Memorials

Fr. Paul Voisin led prayer.

1.2 Territorial Acknowledgment

Territorial Acknowledgement declared by Chair Kraft.

1.3 Approval of Agenda

Chair Kraft motioned for approval of the agenda:

2025-165-- It was moved by Trustee Sikora and seconded by Trustee Francis:

THAT the agenda for Monday, November 24, 2025, be now approved.

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action

Items for action arising from the Double In Camera meeting of Monday, October 27, 2025, regarding Trustee matters.

**2025-166-- It was moved by Trustee Stanley and seconded by Trustee Sikora:
THAT the items for action arising from the Double In Camera meeting of Monday, October 27, 2025, regarding Trustee matters be now approved.
--- Carried by consensus**

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustees Minutes – Oct 27, 2025

3.1.2 Inaugural Meeting of the Board of Trustees – Nov 17, 2025

3.2 SEAC Minutes – Oct 1, 2025

3.3 Audit Committee Minutes – Oct 2, 2025

**2025-167-- 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 Annual Report on STSWR and School Travel Planning

Superintendent Maharaj introduced Keith Prudham, General Manager and Leslie Maxwell, School Travel Planning Supervisor of Student Transportation Services of Waterloo Region to present the Annual Report on STSWR and School Travel Planning for the WCDSB. The presentation covered safety initiatives, operational performance, program expansions, and future objectives. Trustees asked clarifying questions.

5.2 MYSP 2022–2025 Completion Summary

Director Varano presented the Completion Summary for the MYSP 2022–2025, outlining key results and goals met for celebration. The presentation highlighted ongoing consultations, monitoring efforts, and analysis of indicators, with progress tracked through 30 evidence-based indicators and a dashboard launched in September 2023. Significant achievements included the full integration of Ontario Catholic School Graduate Expectations, strong sacramental participation rates, enhanced student well-being, increased graduation rates, and improvements in EQAO and mathematics scores. The session concluded with a review of indicator trends and a discussion on the transition to a new five-year plan. Trustees asked clarifying questions.

5.3 Special Education Update

Superintendent Foran introduced Erin Lemak, Principal of Student Services and Tee Batistella, Senior Manager of Student Services, as co-presenters on the Special Education Update. Their presentation highlighted various initiatives in special education, including the Special Education Needs Navigator, which has successfully assisted over 200 students by facilitating transitions and connecting them with community resources. They also discussed the implementation of the Preschool Life Skills program and introduced a new IEP management system, which is the Clever platform, enhancing the management of IEPs, medical plans, and referrals. Additionally, the presentation covered the distribution of adaptive sacramental kits to each school, aimed at supporting students with special needs in their preparation for sacraments. Trustees asked clarifying questions.

5.4 Financial Statements/Year End Report

Superintendent Maharaj introduced Laura Isaac, Senior Manager of Finance, to present the Financial Statements/Year End Report for 2024–2025. The presentation highlighted a small surplus, revenues and expenditure changes, and construction-related variances. Trustees asked clarifying questions.

**2025-168-- It was moved by Trustee Phillips and seconded by Trustee Sikora:
That the Board of Trustees approve the 2024–25 audited Consolidated Financial Statements as attached.
--- Carried by consensus**

5.5 Enrollment/Staffing Report

Superintendent Pomfret presented the Enrollment/Staffing Report. The presentation reviewed an update on elementary and secondary enrollment for the 2024-2025 school year, noting continued year-over-year growth despite not meeting projections however growth is expected to continue, and discussed the impact on future planning and projections. Trustees asked clarifying questions.

5.7 Director's Report

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

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees Girolametto and Krysko presented the Student Trustee report and provided an update on events and activities happening in the secondary school community along with Student Trustee Role update for the month of November. Student Trustee Krysko discussed the OSTA-AECO Fall General Meeting conference experience.

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

8.1 Chair Kraft noted OCSTA Communications.

8.2 Chair's Report

Chair Kraft delivered the Chair's report for November.

9. Policy Discussion

10. Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 004 Advocacy and Advertising. Is there a need to review the Policy?

Trustee Doherty-Masters confirmed the review of Board Policy II 004 Advocacy and Advertising and confirmed compliance with a recommendation to send to the Governance Committee to consider the broader public sector expenses directive to be added as a reference for this policy.

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

2025-169-- It was moved by Trustee Doherty-Masters and seconded by Trustee Sikora:

THAT the Board of Trustees reviewed Board Policy II 004 Advocacy and Advertising and find that the Board is in compliance.

--- Carried by consensus

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements

13.1 Upcoming Meetings/Events

Chair Kraft reviewed upcoming meetings and events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14. Items for the Next Meeting Agenda

14.1 Chair Kraft noted upcoming agenda items.

15. Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed decisions made tonight.

16. Closing Prayer

16.1 Closing prayer.

17. Motion to Adjourn

**2025-170-- It was moved by Trustee Stanley and seconded by Francis:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:53 p.m.**

Chair of the Board

Secretary



Catholic Parent Involvement Committee (CPIC) Minutes

Date	Wednesday, September 17, 2025		
Time	6:00pm to 7:30pm		
Location (Hybrid)	Catholic Education Centre, 35 Weber St. W., Kitchener Teams Link:		
	Member	Role	
	Judy Merkel Paul Mendonca	Superintendent of Learning	In-Person
	Renée Kraft	Trustee (Chair)	Regrets
	Marisa Phillips	Trustee	In-Person
	Linda Cuff	Trustee	Online
	Andrew Gordon	Elementary Administrator	In-Person
	Monica Carlin	Secondary Administrator	In-Person
	John Murphy	Diocesan Representative	In-Person
	Joey Stephen	Monsignor Doyle Family	In-Person
	Chetna Tomar	Resurrection Family	Absent
	James Sebastian-Scott	St. Benedict Family (CPIC Chair)	Regrets
	Craig LeBlanc	St. David Family	In-Person
	Paul Marchwica	St. Mary's Family	In-Person
	Vacant	Secondary: Cambridge (Budget)	N/A
	Irene Vassalo	Secondary: Kitchener	In-Person
	<i>vacant</i>	<i>Secondary: Waterloo</i>	<i>N/A</i>
	Akpos Ohwofaraye	Member-at-Large	In-Person
	Paulina Ebie	Member-at-Large	In-Person
	Jennifer Allore	Member-at-Large	In-Person
	Tracey Antonio-Uttley	Member-at-Large	In-Person
	<i>vacant</i>	<i>Member-at-Large</i>	<i>N/A</i>
	Olja Djukanovic	Recorder	In-Person
	Action Items	Noted in Green	

	<p>7.3. Communications Subcommittee Update</p> <ul style="list-style-type: none"> • Better communication and integration with parents and CSAC • Putting our faces out in the community – being present in the community (possibility to attend parent council meetings) • Trustee Role at CPIC Committee • CPIC newsletter 	<p>Joey Stephen and Marisa Phillips</p>
8	<p>Gratitude and Closing Prayer</p>	<p>Judy M.</p>
9	<p>Adjournment Motion to adjourn made by C. LeBlanc and seconded by P. Marchwica</p>	<p>Adjournment 7:35</p>



Date: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: 2026 Education Development Charge Background Study - Startup Information

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)

School boards are provided with the authority to impose Education Development Charges for new school sites in Division E of Part IX of the Education Act.

Ontario Regulation 20/98 (Education Development Charges - General), as amended, provides requirements for determining a school board’s eligibility to impose EDCs on new development, and the calculation of the charges.

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

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

- 9. Acquire, encumber or dispose of real property”

Executive Limitation IV 010, “Facilities/Accommodations” ... “the CEO shall not: ...

- 3. Fail to explore available financing options and public sector partnerships”

Education Act, Division E of Part IX

Ontario Regulation 20/98 (Education Development Charges)

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:

Under the Education Act, school boards must provide pupil accommodation for all Ontario students, which requires long-term planning and access to land for new schools. The Ministry of Education funds school construction through the Capital Priorities Grant program, but land acquisition can be financed in three ways:

1. Education Development Charges (EDCs): Eligible boards may levy charges on new residential and non-residential development to fund site acquisition, lower-cost alternatives, and site preparation.
2. Land Priorities Grant: Provides funding for land purchases and preparation where EDCs cannot be used.
3. Localized Education Development Agreements (LEDAs): Minister-approved agreements allowing developers to provide sites or space as part of major developments, offering flexibility and potential cost advantages.

The monies collected via EDCs are to be used to purchase growth-related school sites and site preparation costs. The monies can only be used for sites justified in an EDC background study and cannot be used for non-growth-related site needs (e.g. replacement schools).

The board has had EDC by-laws in effect since 2001. By-laws may be in effect for a maximum of 5 years. However, the calculation of the charge is based on projected enrolment arising out of new development over a fifteen-year period. The current by-law, approved in 2021 with a rate amendment in 2022, will expire on May 31, 2026. A new background study will project enrolment, identify future sites, estimate costs, and calculate new charges.

In 2019, Bill 108 - More Homes, More Choice Act 2019 expanded EDC use to include lower-cost alternatives and introduced LEDAs. Regulation 20/98 was subsequently amended to cap annual EDC rate increases at the greater of 5% or \$300 per residential unit and 5% or \$0.10 per square foot for non-residential development.

WCDSB and the Waterloo Region District School Board (WRDSB) have jointly retained Watson & Associates Economists Ltd., represented by Jack Ammendolia, to prepare the background study and facilitate the review and approval process, and Jim Easto of Keele Cotrelle LLP to prepare new by-laws and support the board's decision making in accordance with the Education Act and associated regulation. The joint review by co-terminus boards is common throughout the province and has been the approach used in Waterloo Region since 2001.



Prior to adoption of the boards' respective by-laws, the boards must consider alternatives to using EDCs such as partnerships to reduce space requirements (alternative accommodation arrangements) and the use of operating surpluses in lieu of using monies collected through EDCs. Separate reports will be provided on these matters.

The draft EDC background study must be submitted to, and approved by, the Ministry of Education before boards can consider adoption of new by-laws.

The requisite statutory meetings will be facilitated by the consultant and lawyer. In accordance with the Education Act and O.Reg. 20/98 there will be opportunities for delegations and discussion at those meetings.

Recommendation:

This report and accompanying verbal presentation from Mr. Ammendolia is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

Jennifer Passy
Manager of Planning

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: Annual Report on Accumulated Surpluses

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 **IV008 “Financial Conditions and Activities”**
- Information only of day-to-day operational matters delegated to the CEO

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

Board Policy IV 008 allows the CEO to use only those amounts from accumulated surpluses that have been approved in advance by the Board of Trustees. This report is being presented to Trustees to request the use of certain reserves for operational and capital requirements.

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

Board Policy IV 008 “Financial Conditions and Activities”

“...Further, without limiting the scope of the foregoing and without approval of the Board, the CEO shall not:...

2. Use any reserves”

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:

Accumulated surpluses are amounts held by the school board that have resulted from surpluses in prior years where no external restrictions have been imposed on their use. Some amounts have been apportioned internally for specific uses, while others are general in nature.

For purposes of policy monitoring, the terms accumulated surplus and reserve are used interchangeably.

School boards are required to have balanced budgets, which require total spending to be equal to, or less than, total revenue. The draw on accumulated surplus is limited to the lesser of the following:

1. The accumulated surplus from the preceding year
2. 1% of the operating revenue

Accumulated Surplus Balances

1. WSIB: \$222,726

Using data from the Board's actuaries (School Boards Cooperative Inc.), management has estimated the annual expenses associated with staff injuries while at work. This liability is annually built into the approved school year budget. Management will request use of these funds during the year should trending vary from expectations. **No access to this reserve is being made at this time.**

2. Operating/Working Funds: \$3,841,882

This is a general surplus without internal or external restrictions. **No access to this reserve is being made at this time.**

3. Technology Renewal: \$1,624,516

This amount was set aside to replace the Board's HRIS and Payroll system in the future (\$924,516) and to support infrastructure upgrades as required (\$700,000) by the ITS department. The HRIS replacement has commenced, however funds have been allocated within the current budget. As the implementation progresses, there may be a need to access these funds, which will be requested at that time. Infrastructure upgrades beyond what has been allocated in budget are not required. As such, **there is no request for technology reserves for the 2025-26 school year.**

4. Insurance: \$150,000

The insurance surplus was set aside to manage deductibles related to multiple incidences of property damage where available operating budget dollars are insufficient. **If access to this reserve is required, it will be requested in a separate report.**

5. Early Learning Resources: \$961,688

The Early Learning Resource surplus was set up to provision for future resource and staffing needs related to the Extended Day Program. The 2025-26 school year budget is anticipated to break-even. Currently, there are no expected pressures in the program, however, should unforeseen needs arise, a separate report would

come forward as we monitor progress throughout the year. **No access to this reserve is being made at this time.**

6. Student Support Funds (SSF/LPF): \$84,598

Support for Student Funds/Learning Priority Funds (SSF/LPF) grants were provided by the Ministry of Education as part of contractual settlements with employee groups who bargain collectively with the government. This surplus represents unused grants as at the end of 2024-25, to be spent in the future. Management will work with the affected employee groups to honour the requirements of the grant during 2025-26. **Access to this reserve is requested below.**

7. Administrative Capital: \$715,385

This reserve was set up to provide for future administrative capital needs. The Ministry of Education does not provide any funding for major repairs, building renewal or replacement of administrative buildings. The CEC has been fully renovated and the Facilities Centre (Dutton Drive) is also in good condition. **There is no request for use of these reserves.**

8. Strategic Plan Implementation: \$458,098

The new MYSP goals and implementation needs are under development at the time of writing this report. However, a request may come forward requesting use of these funds at a later date. **At this time, there is no request for the use of these funds.**

Recommendation:

1. That the CEO be given permission to use up to \$84,598 from the Student Support Fund surplus to offset related costs.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Laura Isaac
Senior Manager, Financial Services

Shesh Maharaj
Executive Superintendent of Corporate Service

*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: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: Revised Estimates – Impacts on Approved Budget

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 **IV008 “Financial Conditions & Activities”**
- Information only of day-to-day operational matters delegated to the CEO

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

This report provides Trustees with information on changes made to the June 2025 approved budget which result from changes in enrolment, funding, and updated operational needs.

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

IV008 [Financial Conditions and Activities](#)

“With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.”

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:

Revised estimates of revenues have been calculated using actual enrolment as of October 31, 2025, and an updated enrolment projection for March 31, 2026. The average of these two numbers is called Average Daily Enrolment (ADE). The ADE enrolment change over the forecasted June 2025 estimates is a decrease of 532 students. While the management projects a year over year increase of almost 600 students, the revenue impact of the revised forecast is significant.

As in-year reductions are difficult given most of our budget is made up of salary and benefit costs, senior administration worked with staff throughout the system to make the cuts necessary to re-balance the budget. Two priorities were used to guide this work – to avoid laying off any active staff members and to minimize the impact on programs and services for students.

Revenue Adjustments

The following items are noteworthy:

- The vast majority of the budget impact is related to reductions in per pupil funding provided through the province's Core Education Grants.
- ESL grants decreased over the June estimates which aligns with changes in federal immigration policies.
- The International Education program has adjusted revenue expectations to reflect the most current information available.
- The Extended Day program has made many adjustments to their programming and delivery model with a goal of making the program more sustainable. In so doing, forecasts for revenues have increased and expenses have decreased.
- Revenue forecasts for Continuing Education have been adjusted to reflect current enrolment information.

Expense adjustments

- Significant expense reductions and depreciable asset deferrals have been made in order to balance the budget. Major budget adjustments include:
 - Reducing placeholders in the budget for staff who would otherwise be needed to meet PTR requirements
 - Elimination of all PD budgets and budgets set aside for releasing staff to access PD
 - An overall 20% reduction to mileage budgets
 - Deferral of purchases of depreciable assets such as end user devices and peripherals
 - Reducing maintenance budgets
 - Reducing department level budgets in all areas
- Certain support staff have been added to the budget based on requirements contained in collective agreements.

Risk areas

- Sick leave replacement costs have been increasing every year since 2012 with the exception of the COVID years. The rate of increase has been difficult to predict. Modelling has been undertaken by finance staff based on historical data, trends in the Region, and a review of staffing complements. The budget contains management's best estimates of supply costs as at the time of writing. These costs will be monitored closely and changes to estimates if any will be provided in the next financial report.

- Utility costs can be volatile due to changes in commodity prices, government initiatives, school activities and associated usage, and of course, changes in the weather. Conservative estimates have been used in the development of utility budgets and contingencies have been added to mitigate budget risk. This area will be monitored closely as the year progresses.
- The costs of Educational Assistants are driven by student needs, number of students enrolled, and available staff complement. The budget contains management’s best estimate of costs to be incurred during 2025-26. This estimate could change as student needs change or additional students enroll during the school year who require dedicated supports. This area will be monitored as the year progresses.
- International Education and Extended Day programs have both adjusted their positions since June. Both of these programs are subject to external factors which may affect profitability in year. These areas will be closely monitored throughout the year. However, due to the nature of the programs, pivoting to reduce costs is not always possible.

A balanced Revised Estimates budget will be filed with the Ministry of Education on or before December 15, 2025, based on the changes outlined below.

	2024-2025 Actual	2025-2026 Estimates	2025-2026 Revised Estimates	Change over Estimates	Change over Prior Year
Elementary	19,872	20,718	20,218	(500)	346
Secondary	7,927	8,206	8,174	(32)	247
Total Day School Enrolment	27,799	28,924	28,392	(532)	593
Elementary - International	23	24	30	6	7
Secondary - International	168	165	171	6	3
Total International Enrolment	191	189	201	12	10
Total Students of the Board	27,990	29,113	28,593	(520)	603



Changes to budget:	
Revenue adjustments	
Enrolment and benchmark changes	(5,000,414)
Language Allocation grants	(290,760)
International and Extended Day changes	453,038
Continuing Education and Indigenous changes	1,789,000
Other revenue adjustments	44,062
	(3,005,074)
Expense adjustments	
Depreciable asset purchase deferrals	(1,079,245)
Staffing and benefit adjustments	(1,958,880)
Departmental reductions and deferrals	(548,916)
Continuing Education	558,430
	(3,028,611)
Projected Deficit before Draw on Surplus	23,537
Draw on surplus: Local Priority Funds/Student Support Funds	23,537
2025-2026 Revised Estimates submission - December 2025	-

Management’s risk assessment related to the Board’s financial well-being for the 2025-26 school year is **MEDIUM**.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
 Director of Education

Laura Isaac
 Senior Manager, Financial Services

Renée King
 Manager of Budget

Shesh Maharaj
 Executive Superintendent of Corporate Service

*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.



Waterloo Catholic District School Board
2025-2026 First Quarter Financial Report - Revised Estimates
For the Period Ended November 30, 2025

Summary of Financial Results

	Prior Year Actuals	Estimate Budget	Revised Budget	In-Year Change	
				\$	%
Revenue					
Provincial Grants	365,254,913	385,660,047	381,304,077	(4,355,970)	(1.1%)
Other Operating - Capital	28,701,357	33,870,987	34,640,812	769,825	2.3%
Non-Core Education Grants	8,594,756	5,299,008	6,116,515	817,507	15.4%
Non-Grant Revenue	19,599,589	21,328,897	21,092,461	(236,436)	(1.1%)
Total Revenue	422,150,615	446,158,939	443,153,865	(3,005,074)	(0.7%)
Expenses					
Classroom	294,364,310	314,293,381	312,345,677	(1,947,704)	(0.6%)
Non-Classroom	53,455,019	55,214,158	55,164,654	(49,504)	(0.1%)
Student Transportation	11,285,540	12,341,670	12,389,512	47,842	0.4%
School Operations	31,570,503	32,179,524	30,330,452	(1,849,072)	(5.7%)
Pupil Accommodation	31,362,190	32,158,273	32,928,100	769,827	2.4%
Total Expenses	422,037,562	446,187,006	443,158,395	(3,028,611)	(0.7%)
Balance before Accumulated Surplus	113,053	(28,067)	(4,530)	23,537	(83.9%)
Accumulated surplus - SSF	9,307	23,537	-	(23,537)	(100.0%)
Accumulated surplus - committed capital	4,530	4,530	4,530	-	0.0%
Surplus/(Deficit) - end of year	126,890	-	-	-	-

Changes in Revenue

- Provincial Grants:** Decrease due to lower than anticipated enrolment.
- Capital Grants:** Increase due to timing of capital projects.
- Non-Core Education Grants:** Increase due to increased Con Ed registrations and targeted grants announced since budget.
- Non-Grant Revenue:** Decrease due to lower interest expected to be received and the reallocation of PSW Con Ed REP offset by anticipated increases in International and Extended Day

Changes in Expenses

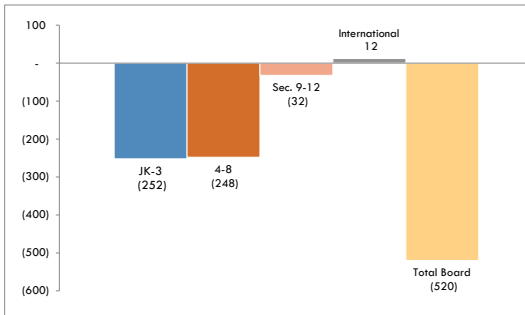
- Classroom:** Decrease due to lower than anticipated enrolment.
- School Operations:** Decrease due to cost and project deferrals.
- Pupil Accommodation:** Increase due to timing of construction projects.

Summary of Enrolment

ADE	Prior Year Actuals	Estimate Budget	Revised Budget	In-Year Change	
				#	%
Pupils of the Board					
JK-3	9,754	10,103	9,851	(252)	-2.5%
4-8	10,118	10,615	10,367	(248)	-2.3%
9-12	7,927	8,206	8,174	(32)	-0.4%
Total Pupils of the Board	27,799	28,924	28,392	(532)	-1.8%
International Students					
Elementary	23	24	30	6	25.0%
Secondary	168	165	171	6	3.6%
Total International Students	191	189	201	12	6.3%
Total	27,990	29,113	28,593	(520)	-1.8%

Note: ADE is comprised of actual enrolment reported as at October 31, 2025 and projected enrolment as at March 31, 2026
 Note: International students pay tuition & their enrolment does not affect our Core Education Funds

Changes in Enrolment: Estimate Budget vs. Revised Budget



Highlights of Changes in Enrolment:

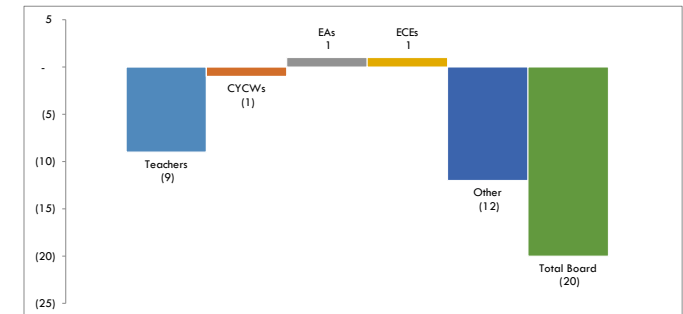
Elementary: Decrease to reflect lower than anticipated October 31st enrolment

Summary of Staffing

FTE	Prior Year Actuals	Estimate Budget	Revised Budget	In-Year Change	
				#	%
Classroom					
Teachers	1,695	1,757	1,748	(9)	-0.5%
Child & Youth Care Workers (CYCWs)	59	59	58	(1)	-1.7%
Educational Assistants (EAs)	412	391	392	1	0.3%
Designated Early Childhood Educators	211	224	225	1	0.4%
Total Classroom	2,377	2,431	2,423	(8)	-0.3%
Other Support Staff					
School Administration	182	192	186	(6)	-3.1%
Board Administration	92	95	95	-	0.0%
Facility Services	197	212	207	(5)	-2.4%
Consultants	30	27	27	-	0.0%
Para-professionals	134	138	139	1	0.7%
Library and Guidance	69	72	71	(1)	-1.4%
Continuing Education	105	111	110	(1)	-0.9%
Total Other Support Staff	809	847	835	(12)	-1.4%
Total Staffing	3,186	3,278	3,258	(20)	-0.6%

Note: FTE is calculated as of Oct 31, 2025

Changes in Staffing: Estimate Budget vs. Revised Budget



Highlights of Changes in Staffing:

- Classroom Teachers:** Decrease due to enrolment
- School Administration:** Decrease due to enrolment
- Facility Services:** Decrease due to vacant positions

Waterloo Catholic District School Board
2025-2026 First Quarter Financial Report - Revised Estimates
Revenues

For the Period Ended November 30, 2025

Budget Assessment						
2025-2026						
	Prior Year Actuals	Estimate Budget	Revised Budget	Change		Material Variance Note
				\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Staffing Fund						
Per Pupil Allocation	159,286,870	167,518,850	164,557,704	(2,961,146)	(1.8%)	a.
Language	16,248,016	16,143,652	15,852,892	(290,760)	(1.8%)	b.
Local Circumstances Staffing Allocation	29,017,118	32,970,413	31,175,970	(1,794,443)	(5.4%)	a.
Indigenous Education	33,907	41,173	41,173	-	0.0%	c.
Supplementary Staffing	2,044,352	2,273,433	2,254,334	(19,099)	(0.8%)	
Learning Resources Fund						
Per Pupil Allocation	18,381,599	16,693,831	16,741,652	47,821	0.3%	
Language & Local Circumstance	3,750,650	3,864,130	3,965,402	101,272	2.6%	
Indigenous Education	1,156,691	1,711,360	2,773,026	1,061,666	62.0%	c.
Mental Health & Wellness	1,142,292	1,179,357	1,172,681	(6,676)	(0.6%)	
Student Safety & Well-Being	620,872	664,406	652,981	(11,425)	(1.7%)	
Continuing Education & Other	6,100,013	5,766,513	6,233,473	466,960	8.1%	
School Management	21,672,605	23,466,626	23,031,146	(435,480)	(1.9%)	
Differentiated Supports	2,894,774	2,934,883	2,930,646	(4,237)	(0.1%)	
Special Education Fund	46,235,482	50,633,705	50,065,884	(567,821)	(1.1%)	
School Facilities Fund	31,720,328	33,655,036	33,536,382	(118,654)	(0.4%)	
Student Transportation Fund	9,885,479	11,908,356	11,908,005	(351)	(0.0%)	
Board Administration Fund	10,705,327	10,151,250	10,046,878	(104,372)	(1.0%)	
Debt Service Costs	2,021,000	1,687,139	1,967,914	280,775	16.6%	d.
Supports for Students	2,337,538	2,395,934	2,395,934	-	0.0%	
General Operating Allocation	365,254,913	385,660,047	381,304,077	(4,355,970)	(1.1%)	
Capital Grants						
Temporary Accommodation	2,765,390	7,434,500	7,434,500	-	0.0%	
In-Kind grant	121,979	100,000	100,000	-	0.0%	
Amortization of DCC	25,813,988	26,336,487	27,106,312	769,825	2.9%	
Total Capital Grants	28,701,357	33,870,987	34,640,812	769,825	2.3%	
Non-Core Education Grants						
Continuing Education	2,622,358	2,078,399	2,672,933	594,534	28.6%	e.
OYAP	290,371	262,480	277,480	15,000	5.7%	
REPs	5,682,027	2,958,129	3,166,102	207,973	7.0%	
Total Non-Core Education Grants	8,594,756	5,299,008	6,116,515	817,507	15.4%	
Non-Grant Revenue						
Continuing Education fees	3,609,482	3,831,662	3,497,502	(334,160)	(8.7%)	e.
Rentals	1,059,495	884,636	861,615	(23,021)	(2.6%)	
Interest	861,062	840,000	500,000	(340,000)	(40.5%)	f.
Extended Day fees	6,290,448	6,732,376	6,939,425	207,049	3.1%	
International fees	7,054,642	7,956,465	8,202,454	245,989	3.1%	
Other revenue	724,460	1,083,758	1,091,465	7,707	0.7%	
Total Non-Grant Revenue	19,599,589	21,328,897	21,092,461	(236,436)	(1.1%)	
Total Revenue and Grants	422,150,615	446,158,939	443,153,865	(3,005,074)	(0.7%)	

Explanations of Material Grant Variances

- a. Decrease due to lower than anticipated enrolment, offset by increased benchmarks.
- b. Decrease due to changing immigration patterns within the Region.
- c. Increase due to funds carried forward from prior school year and increased benchmarks.
- d. Decrease due to aging debt with no new issuances
- e. Decrease due to reallocation of PSW REP
- f. Decrease due to anticipated lower cash on hand due to construction and timing of Ministry reimbursements

Notes: 22

1. Budget is the 2025 - 2026 Estimates Budget as approved by the Board of Trustees in June 2025

Waterloo Catholic District School Board
2025-2026 First Quarter Financial Report - Revised Estimates
Expenses
For the Period Ended November 30, 2025

	Budget Assessment					Material Variance Note
	2025-2026					
	Prior Year Actuals	Estimate Budget	Revised Budget	Change		
\$ Increase (Decrease)				% Increase (Decrease)		
OPERATING						
Classroom Instruction						
Teachers	203,470,924	218,540,244	215,818,039	(2,722,205)	(1.2%)	a.
Supply staff	12,260,681	12,605,446	12,412,822	(192,624)	(1.5%)	b.
EAs	23,879,747	23,945,284	23,868,111	(77,173)	(0.3%)	
DECEs & ECEAs	13,761,604	16,148,015	16,586,863	438,848	2.7%	
Computers	4,915,636	4,047,102	3,724,077	(323,025)	(8.0%)	
Textbooks & resources	8,368,170	8,907,993	8,646,965	(261,028)	(2.9%)	
Paraprofessionals	19,399,311	21,250,561	22,462,848	1,212,287	5.7%	c.
Library & Guidance	6,586,975	7,178,657	7,267,765	89,108	1.2%	
Staff Development	1,177,188	1,146,739	1,034,847	(111,892)	(9.8%)	
Department Heads	544,074	523,340	523,340	-	0.0%	
Total Classroom	294,364,310	314,293,381	312,345,677	(1,947,704)	(0.6%)	
Non-Classroom						
PVPs	14,260,967	13,986,405	13,528,976	(457,429)	(3.3%)	d.
School Office	7,875,515	8,793,481	8,751,898	(41,583)	(0.5%)	
Consultants	6,639,999	6,633,450	6,537,233	(96,217)	(1.5%)	
Continuing Education	11,251,475	11,506,514	12,064,944	558,430	4.9%	
	40,027,956	40,919,850	40,883,051	(36,799)	(0.1%)	
Trustees	521,561	461,512	431,493	(30,019)	(6.5%)	
Director & SOs	1,922,059	1,928,067	1,927,990	(77)	(0.0%)	
Board Administration	10,983,443	11,904,729	11,922,120	17,391	0.1%	
	13,427,063	14,294,308	14,281,603	(12,705)	(0.1%)	
Total Non-Classroom	53,455,019	55,214,158	55,164,654	(49,504)	(0.1%)	
Student Transportation	11,285,540	12,341,670	12,389,512	47,842	0.4%	
Pupil Accommodation						
School Operations and Maintenance	31,570,503	32,179,524	30,330,452	(1,849,072)	(5.7%)	e.
In-Kind Donation	121,979	100,000	100,000	-	0.0%	
Other Pupil Accommodation	5,421,691	5,717,256	5,717,256	-	0.0%	
Amortization and Write-downs	25,818,520	26,341,017	27,110,844	769,827	2.9%	f.
Total Pupil Accommodation	62,932,693	64,337,797	63,258,552	(1,079,245)	(1.7%)	
TOTAL OPERATING	422,037,562	446,187,006	443,158,395	(3,028,611)	(0.7%)	

Explanations of Material Budget Variances

- a. Decrease due to lower enrolment
- b. Decrease to align with prior year actual costs and reduced staffing
- c. Increase due to Indigenous funding carried forward from 2024-25 and expanded International programming
- d. Decrease due to reduced supply costs and VP changes
- e. Decrease due to cost deferrals
- f. Increase due to timing of construction projects

Notes:

1. Budget is the 2025 - 2026 Estimates Budget as approved by the Board of Trustees in June 2025



Date: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: 2025 Community Planning and Partnership Report

Type of Report:

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

Type of Information:

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy IV 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 Community Planning and Partnerships Guideline (CPPG) (Ontario Ministry of Education, March 2015) requires school boards to hold at least one annual meeting to explore potential planning and partnership opportunities with the public and community organizations.

In alignment with the provincial guideline, the board’s [Community Planning and Facility Partnerships - APF012](#) administrative procedure provides a framework for collaborating with community organizations in ways that benefit students, the board, and the broader community.

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

Board Policy IV 010 [Facilities/Accommodations](#)

“...the CEO shall not ...

- 3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.”

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:

Building complementary partnerships is a meaningful way to meet the needs of students and communities, while also ensuring responsible stewardship of public resources.

Management is responsible for identifying appropriate facilities and selecting suitable partners for community planning and facility partnerships. These decisions are made in a manner that is informed, coordinated, and transparent, and are guided by the board’s Multi-Year Strategic Plan, Catholic values, social teachings, and key priorities such as student achievement, well-being, and safety.

APF012, outlines the process by which management evaluates available spaces and selects potential partners. This process is further supported by the [2025 Long Term Accommodation Plan](#) (LTAP), which provides data on enrolment trends, facility utilization, and strategic priorities.

Entities listed on the Approved Partner List receive relevant information, are invited to attend the December 8, 2025, public meeting of the Board of Trustees and may submit proposals or initiate discussions with staff regarding future projects.

PARTNERSHIPS

SURPLUS SPACE OPPORTUNITIES

Definition: Licensing or sharing underutilized space in existing schools.

Purpose: To promote efficient use of public assets and strengthen community ties without additional cost to the board.

Timing: Occurs after a school is built, often when enrolment declines or space becomes available.

Benefits:

- Offsets operating costs.
- Keeps schools vibrant and connected to the community.
- Provides opportunities for community services without new construction.

Example: YW-KW child care centre at St. Paul CES (2018)



Suitable space for sharing with a partner is defined by APF012 as:

- 200 surplus pupil places, or school utilization (enrolment to On the Ground capacity ratio) at or below 70% and this trend is expected to continue
- Accommodation or boundary reviews are not planned at the subject school within the next 3 years
- Space is not required for school resources or other board programming
- Size and configuration of the available space must be conducive to a partnership
 - Ability to separate the partnership space from student areas
 - Availability of separate exterior entrance
 - Adequate parking for both the school and partner needs
 - Site use restrictions
 - Facility condition including the adequacy of utilities
 - Municipal zoning bylaw restrictions
 - Other criteria as appropriate

Conclusion: In accordance with these criteria, no existing sites were identified as suitable for facility partnerships.

CO-BUILD OPPORTUNITIES

Definition: Joint planning and construction of new school facilities or major additions with community partners.

Purpose: Designed to integrate services (e.g., child care, community services) into new school builds from the outset.

Timing: Initiated during the planning phase of a new school or major capital project.

Benefits:

- Shared capital costs
- Purpose-built spaces for both educational and community use
- Long-term collaboration and shared use of infrastructure

Examples: Holy Trinity CES / Williamsburg Community Centre (2025), St. Gabriel CES / Silver Heights Neighbourhood Association (2014), St. Mary's HS / Kitchener Public Library (2004)

The LTAP lists proposed new schools, additions, and major renovations. The board aims to identify partnership opportunities one to three years prior to potential construction start dates. The following Capital Priorities project requests were submitted to the Ministry of Education on October 8, 2025, for consideration. While preparing business cases, staff consulted with the Region of Waterloo about co-located child care centres. New North Cambridge CES and New Doon South CES were chosen as suitable co-build sites, though limited site size prevented further child care or partnership opportunities.

- New North Cambridge CES + 88 space child care centre (Cambridge)
- St. Bernadette CES Replacement (Kitchener)

- Monsignor Doyle CSS Addition (Cambridge)
- St. David CSS Addition (Waterloo)
- New Doon South CES + 88 space child care centre (Kitchener)
- Monsignor Haller CES Addition (Kitchener)

The 2025 LTAP identified the need for new schools in the following areas:

- Kitchener / Waterloo core area
- West Rosenberg (Kitchener)
- Beaver Creek Meadows (Waterloo)
- Dundee Secondary Plan (Kitchener)

Conclusion: Potential co-build opportunities will be considered as part of planning for future new school construction projects and interested partners are invited to contact the board to explore further.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

Jennifer Passy
Manager of Planning

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: Annual Director’s Report

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

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

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

Executive Limitation IV 012 Communication to Board
Multi-Year Strategic Plan

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

Education Act Section 283(3)
Multi-Year Strategic Planning A Guide for School Board Trustees
Policy 1 001 Ends
Policy IV 013 Leadership

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:

Presented at the first Board meeting in December each year, in accordance with Section 283(3) of The Education Act, the Annual Report by the Director of Education outlines the Waterloo Catholic District School Board's progress and achievements throughout the 2024-2025 school year.

This year's report holds particular significance as it marks the culmination of our three-year Multi-Year Strategic Plan and Pastoral Plan (2022-2025). This foundational document has guided our work in fostering excellence, belonging, and faith formation across the system, leaving a lasting legacy as we prepare to transition into our new strategic framework for 2025-2030.

The 2024-2025 school year was characterized by growth, innovation, and a deepening of our shared Catholic mission. Key highlights include:

- Welcoming over 28,000 students across our system, with the opening of two new elementary schools—St. Patrick and Holy Trinity—to serve our growing communities
- Leading in educational innovation through comprehensive Generative AI training for over 1,000 staff members
- Strengthening faith formation with the successful implementation of the Blessed and Beloved Family Life Education program in Grade 1
- Advancing equity and inclusion through expanded support for over 500 newcomer students and 2,311 students enrolled in 18 language programs
- Achieving strong graduation rates that continue to exceed provincial averages, with our five-year rate reaching 91.1% for the 2019-2020 cohort
- Demonstrating measurable impact in numeracy and early literacy through targeted interventions and professional learning

These accomplishments reflect the unwavering dedication of our staff who, in collaboration with students, families, parishes, and community partners, have created environments where faith, learning, and belonging flourish. Our Vision and Mission, deeply rooted in Gospel values, continue to provide direction as we navigate an ever-changing educational landscape.

This year's report will be available in electronic format on our website. The comprehensive [Annual Report 2024-2025](#) celebrates our shared achievements and provides a transparent account of our stewardship of Catholic education in the Waterloo Region.

Recommendation:

That the Board accept this report indicating compliance with our obligations under Section 283(3) of The Education Act.

Prepared/Reviewed By: Annalisa Varano
Director of Education

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





Date: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: December Directors' Report

Type of Report:

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

Type of Information:

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

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

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

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

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

Alignment to the MYSP:

Learning

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

Serving

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

Belonging

- Create safe, welcoming environments that reflect our diversity
- Promote a sense of mattering & dignity



- ☒ Foster equitable, inclusive, & barrier-free learning & work environments
- ☒ Engage families & build community partnerships

Background/Comments:

December marks a significant month in our liturgical calendar as we journey through Advent in preparation for the celebration of Christ's birth. This sacred season of hope, peace, joy, and love provides opportunities for prayer, reflection, and service across our 52 schools. As we conclude the calendar year, we continue advancing our new Multi-Year Strategic Plan (2025-2030) through the ongoing development of comprehensive goals, indicators, and monitoring systems. This month has been characterized by strengthened partnerships with post-secondary institutions, deepened community connections, and meaningful faith formation experiences that position WCDSB for continued excellence as we enter 2026.

MULTI-YEAR STRATEGIC PLAN 2025-2030: GOAL SETTING AND INDICATOR DEVELOPMENT

Following the Board's approval of our new five-year Multi-Year Strategic Plan, our research team and senior leadership continue to meet regularly to establish comprehensive goals and key performance indicators for each of the three pillars: Learning, Serving, and Belonging, with Faith at the centre. This critical work involves developing meaningful, measurable indicators that align with our strategic priorities; creating logic models that define inputs, outputs, and outcomes; ensuring indicators incorporate both quantitative metrics and qualitative stakeholder feedback; establishing baseline data and trend analysis; and developing a PowerBI dashboard for monitoring and public transparency.

While we had initially anticipated bringing a formal update to the Board this month, we remain committed to ensuring this foundational work is thorough and sustainable. Given that our previous MYSP took nearly a year to develop goals and dashboards, our current progress demonstrates strong momentum and reflects our commitment to getting it right. The Board can expect a comprehensive update in early 2026 that will include finalized goals and indicators aligned with our strategic graphics, dashboard frameworks, and a system-wide implementation and communication strategy for permeating the plan across all schools and departments. This measured approach ensures we build a robust monitoring system that will effectively guide our work over the next five years.

LEARNING: We set high expectations & challenge learners

Wilfrid Laurier University Faculty of Education Partnership

On December 1st, we strengthened our partnership with Wilfrid Laurier University's Faculty of Education through a collaborative meeting that included Kerry Pomfret, Superintendent of Human Resources; Jenny Ritsma, Superintendent of Program Services; and Gerald Foran, Superintendent of Special Education, along with WLU leadership and faculty members. This important partnership meeting focused on several key areas: understanding how WLU is preparing teacher candidates to support students in special education and self-regulation; exploring future developments in teacher education program curriculum; identifying



opportunities and gaps in how we currently support and develop student teachers during their placements; and gathering feedback from teacher candidates about their classroom experiences to better prepare them for the realities of teaching. This collaborative discussion demonstrates our commitment to transforming learning through leadership and staff support and development while supporting multiple pathways and tools for success. By strengthening our relationship with WLU's Faculty of Education, we ensure that new teachers entering our system are well-prepared to meet the diverse needs of our students and contribute to excellence in Catholic education.

Grade 8 Parent Information Sessions

Throughout December, we completed our annual Grade 8 Parent Information Sessions at each of our secondary schools. These essential evening events provide families with comprehensive information about program pathways, course selection, specialized programs, and support services available as students transition from elementary to secondary school. These sessions demonstrate our commitment to supporting multiple pathways and tools for success by ensuring students and families have the knowledge needed to make informed decisions about their secondary school journey. By engaging families and building strong home-school partnerships, we create seamless transitions that set students up for success in their secondary education.

SERVING: We listen & serve in education & Faith

Advent: A Season of Preparation and Hope

December marks the beginning of Advent, one of the most sacred seasons in our liturgical calendar. Throughout WCDSB, our schools are engaged in meaningful Advent activities that help students and staff prepare their hearts for the celebration of Christ's birth. This season of hope, peace, joy, and love provides rich opportunities to develop faith and live gospel values through prayer services, charitable initiatives, and acts of service. Our commitment to this liturgical season celebrates and promotes our distinct Catholic identity while connecting faith formation to learning in authentic and meaningful ways.

Board of Trustees Spiritual Retreat

On December 1st, our Board of Trustees participated in a spiritual retreat led by Deacon Richard Olsen, taking time away from the regular demands of governance to reflect on their calling as Catholic education leaders. This dedicated time for prayer, discernment, and spiritual renewal strengthens the faith foundation that guides all Board decision-making. By prioritizing spiritual formation for our trustees, we demonstrate our commitment to ensuring that faith remains at the centre of our governance and leadership, celebrating and promoting our distinct Catholic identity.

Annual Advent Retreat - "A Conversation in the Spirit"

On December 2nd, we offered our Annual Advent Retreat virtually from 4:30 pm to 6:00 pm with the theme "A Conversation in the Spirit - Listening to One Another and the Holy Spirit." This retreat connected meaningfully to both the Synod and the Jubilee theme of "Pilgrims of Hope." Linda Staudt, retired Director of Education from the London District Catholic School Board and Canadian Synod Delegate, served as our keynote speaker. All Catholic Education Centre staff were invited to participate in this sacred time of reflection and spiritual renewal. This retreat demonstrates our commitment to developing faith and living gospel values while strengthening our participation in the broader synodal journey of the Church. By creating opportunities for staff to engage in contemplative listening and spiritual dialogue, we connect faith formation to our daily work and deepen our understanding of walking together as a Catholic learning community.

Weekly Advent Prayer Gatherings

Throughout December, our senior team and system leaders gather weekly for prayer, creating intentional space for spiritual reflection during this busy season. These prayer gatherings strengthen our faith community and model the importance of putting prayer at the centre of our work. By prioritizing these moments of spiritual connection, we demonstrate our commitment to developing faith and living gospel values as educational leaders.

Friends and Advocates of Catholic Education (FACE) Meeting

We held our first FACE meeting of the 2025-2026 school year, bringing together representatives from all of our local union partners to give updates, share ideas, and discuss strategies for maintaining and advocating for Catholic education. FACE meetings provide a collaborative forum where we listen to the perspectives of our union partners and work together to strengthen our collective voice in support of publicly funded Catholic education. This commitment to partnership demonstrates our dedication to listening and serving in education while building strong relationships with stakeholders who share our mission.

St. Mary's High School Community Dinner

On December 4th, we joined students, staff, and community members at St. Mary's High School Community Dinner, a beautiful expression of our Catholic social teaching in action. This event brings together our school community to share a meal and fellowship while serving those in need. Witnessing our students' compassion and generosity as they welcomed guests with dignity and respect exemplifies how we develop faith and live gospel values through service to others. These opportunities to serve the marginalized and vulnerable in our community connect faith formation to learning in powerful and transformative ways.

Tiny Home Takeout Tour and Co-op Student Visit

We had the opportunity to tour the Tiny Home Takeout initiative and visit with groups of students during their experiential learning opportunities, including meeting with co-op students participating in this meaningful community service program. This initiative demonstrates how we connect faith formation to learning by providing students with hands-on experiences that develop their understanding of homelessness, housing insecurity, and Catholic social teaching. These authentic learning experiences strengthen connections between school and community while helping students live gospel values through direct service and advocacy.

Catholic Youth Organization Partnership

We met with Brett Martin from The Catholic Youth Organization of the Diocese of Hamilton to explore collaborative opportunities that support youth ministry and faith formation beyond the classroom. This partnership strengthens connections between home, school, and parish by creating additional touchpoints for young people to experience Catholic community and develop their faith. By working together with diocesan youth ministry, we ensure our students have access to rich opportunities for spiritual growth and peer connections rooted in Catholic values.

Forward Together in Christ - Pastor-Principal Relationship Building

We participated in the Forward Together in Christ initiative, an important diocesan priority that brings together Catholic education and parish leadership to strengthen our shared mission of evangelization and faith formation. As noted at our previous Committee of the Whole meeting, Waterloo Catholic will be working collaboratively with the Diocesan Parish School Commission to improve Pastor-Principal relationships across our system. This intentional focus on strengthening the connection between our school leaders and parish pastors demonstrates our commitment to deepening the integration of our educational mission with parish life. By fostering stronger working relationships between pastors and principals, we strengthen connections between home, school, and parish while ensuring our students experience the fullness of Catholic community. This partnership demonstrates our commitment to celebrating and promoting our distinct Catholic identity within the wider Church community.

Synodal Parish-School Collaboration: Next Steps

Following our Annual Advent Retreat featuring Linda Staudt, we met with her to discuss our next steps in deepening the parish-school relationship that began last year through our Synodal collaboration involving administrators, trustees, senior team, and clergy. This ongoing dialogue reflects our commitment to strengthening connections between home, school, and parish while advancing the synodal spirit of listening, dialogue, and discernment. By continuing this important work, we ensure that our educational mission remains deeply integrated with the broader mission of the Diocese of Hamilton and our parish communities.

Community Safety and Wellbeing Plan Learning Day

On December 12th, a few principals and senior team leaders will participate in a joint Learning Day hosted by Wilfrid Laurier University and the Region of Waterloo. This event, organized through the Community Safety and Wellbeing Plan's Combatting Hate and IPV/GBV/MMIWG2S+ action tables, is designed to deepen our collective understanding of critical issues impacting our communities. The day will feature engaging presentations on topics such as hidden brain injuries and intimate partner violence, 2SLGBTQ+ violence and exclusion, Missing and Murdered Indigenous Women and Girls, and strategies for organizing communities to combat hate. Featured speakers include Dr. Halina Haag, Dr. Michael Woodford, Amber Silversmith, Dr. Cheryl-Anne Cait, and Dr. Lamine Diallo, offering valuable insights to support our ongoing commitment to equity, safety, and inclusion.

BELONGING: We foster meaningful connections for students & staff

"Team Dave" Documentary Screening at Princess Theatre

On December 1st, we attended the screening of the "Team Dave" documentary at the Princess Theatre, celebrating our award-winning robotics team. This inspiring film showcases the remarkable achievements of our students and staff in robotics excellence while highlighting the power of inclusive education and teamwork. The documentary demonstrates how we create safe, welcoming environments that reflect our diversity and celebrate student achievement. Sharing this story with the broader community promotes a sense of pride and belonging while showcasing the innovative learning opportunities available in WCDSB schools.

Winter Solstice Indigenous Lunch at St. Benedict Catholic Secondary School

On December 5th, we were honoured to attend the Winter Solstice Indigenous Lunch at St. Benedict Catholic Secondary School. This culturally significant gathering provided an opportunity to learn about Indigenous traditions, share in traditional foods, and build understanding and respect for Indigenous knowledge and practices. Events like this demonstrate our commitment to creating safe, welcoming environments that reflect our diversity while promoting a sense of mattering and dignity for all members of our school communities, particularly our Indigenous students and families. This celebration fosters equitable, inclusive, and barrier-free learning environments by honouring diverse cultural traditions and strengthening our relationships with Indigenous communities.

System Collaborative Professionalism Team Meeting

On December 8th, we held our first System Collaborative Professionalism Team meeting of the school year. This important forum brings together representatives from all of our union groups to discuss how the year is progressing, identify any emerging needs within the system, and collaborate on solutions to support staff and students. These meetings demonstrate our commitment to fostering equitable, inclusive, and barrier-free work environments where staff voices are heard and valued. By maintaining open dialogue with

our union partners, we promote a sense of mattering and dignity for all employees while building the collaborative relationships essential to supporting student success.

Government and Municipal Relations

We continued our commitment to building strong relationships with regional government and municipal leaders through meetings with Members of Provincial Parliament and Mayors across Waterloo Region. This month, we will be meeting with MPP Brian Riddell, Mayor Jan Liggett, MPP Aislinn Clancy and MPP Catherine Fife. These strategic relationship-building meetings ensure our board maintains strong connections with elected officials at all levels of government, enabling effective advocacy for our students, families, and communities. Building these partnerships positions us well to communicate the needs and achievements of Catholic education while contributing to regional education priorities and initiatives. This work demonstrates our commitment to engaging families and building community partnerships while ensuring the voice of Catholic education remains strong in regional discussions.

Partnership with YMCA: Back on Track

We continued building our strategic partnership with the YMCA through meetings with their Executive Director. These ongoing discussions focus on collaborative opportunities to support students and families, including after-school programs, summer learning opportunities, childcare services, and community recreation programs. The *Back on Track* program, delivered through our strong partnership with the YMCA, provides a restorative, values-based alternative to suspension that aligns deeply with our Catholic commitment to uphold the dignity and potential of every learner. When students attend the program, they are offered structured reflection, personalized support, and guidance that help them re-engage positively with school and develop healthier behaviours. Together, we are creating a compassionate pathway that embodies forgiveness, renewal, and belonging - core elements of our mission to educate and care for the whole person and safe and caring schools.

Looking Ahead

As we prepare to conclude 2025 and enter the new calendar year, we carry forward the momentum of December's accomplishments and the spiritual renewal of the Advent season. The continued development of our Multi-Year Strategic Plan goals and indicators, the strengthening of post-secondary and community partnerships, and our commitment to faith formation position WCDSB for continued excellence in Catholic education. We remain committed to our mission of educating and nurturing hope in all learners to realize their full potential to transform God's world through Learning, Serving, and Belonging, with Faith at the center.

We wish all members of our WCDSB community a blessed Christmas season and a grace-filled start to 2026.



Ongoing Regular Meetings:

- Weekly meeting with Senior Manager of Communications
- Weekly Executive Council meetings
- Academic Council meetings
- Biweekly meetings with Superintendent of Human Resources
- Biweekly meetings with Chief Financial Officer (Corporate Services)
- Biweekly meetings with Senior Manager of Equity Services
- Monthly STSWR (Student Transportation Services of Waterloo Region) meetings
- Monthly Administrative meetings with school leaders
- Monthly Audit Committee meetings
- Monthly CPIC (Catholic Parent Involvement Committee) meetings
- Monthly SEAC (Special Education Advisory Committee) meetings
- Regular meetings with Chair of the Board for agenda setting and preparation
- Canadian Collaborative for AI and Learning meetings

December 2025 Events and Meetings:

- Wilfred Laurier University Faculty of Education Partnership Meeting (December 1st)
- "Team Dave" Documentary Screening at Princess Theatre (December 1st)
- St. Mary's High School Community Dinner (December 4th)
- Winter Solstice Indigenous Lunch at St. Benedict CSS (December 5th)
- System Collaborative Professionalism Team Meeting (December 8th)
- Friends and Advocates of Catholic Education (FACE) Meeting
- Board of Trustees and Senior Team Advent Retreat (led by Deacon Richard Olson)
- Weekly Advent Prayer Gatherings
- Grade 8 Parent Information Sessions at all secondary schools (throughout December)
- Tiny Home Takeover Tour and Co-op Student Visits
- Forward Together in Christ Meeting
- Partnership Meeting with YMCA Executive Director
- Community Safety and Wellbeing Plan Learning Day
- Meeting with Brett Martin, Catholic Youth Organization of the Diocese of Hamilton
- Meeting with Linda Staudt - Synodal Parish-School Collaboration
- Meeting with MPP Brian Riddell
- Meeting with Mayor Jan Liggett
- Meeting with MPP Aislinn Clancy
- Meeting with MPP Mike Harris
- Meeting with MPP Catherine Fife

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

Prepared/Reviewed By: Annalisa Varano
Director of Education

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



Date: December 8, 2025
To: Board of Trustees
From: Director of Education
Subject: Student Trustee Report - December 2025

Type of Report:

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

Type of Information:

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

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

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

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

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

Alignment to the MYSP:

Learning

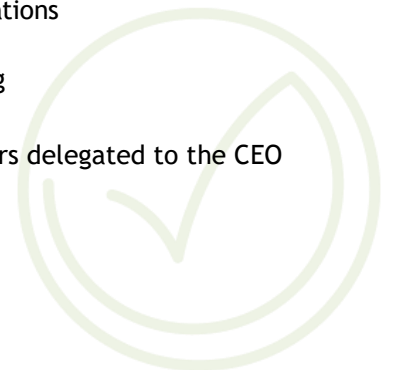
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

Serving

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

Belonging

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



Background/Comments:

Summary: The WCDSB secondary schools celebrated Christmas through spirit weeks and final assemblies, setting a positive tone for the winter break. We also began the Advent season, celebrating our faith as a community.

Christmas Spirit Weeks:

- *Holiday-themed photobooth at Resurrection, St. David's, and St. Mary's*
- *Candy cane grams sold at St. David's and Resurrection*
- *Carolling by students of St. Benedict, class-to-class*

End-of-year assemblies hosted by St. Mary's, St. Benedict's, and Doyle.

Doyle hosted their Winter Semi-Formal dance, themed after the Disney movie Tangled, and also hosted a winter coffeeshouse, allowing submissions for singing, dancing, poetry, and instrumental performance.

St. Mary's and Resurrection hosted community dinners, with hospitality classes making food for many ends of the school community to come together and enjoy a meal before the holiday break.

Recommendation:

This report is for the information of the Board.

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

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



Date: December 8, 2025
To: Board of Trustees
From: Chair of the Board
Subject: Chair’s Report

Type of Report:

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

Type of Information:

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

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

N/A

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

Policy I Ends
 Policy II 003 Board Job Description

Alignment to the MYPSP:

Learning

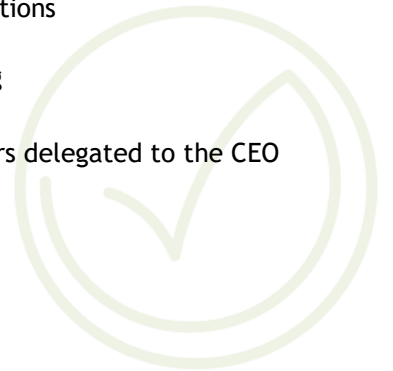
- Support multiple pathways & tools for success
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- Create safe, welcoming environments that reflect our diversity
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- Foster equitable, inclusive, & barrier-free learning & work environments
- Engage families & build community partnerships



Background/Comments:

Chair's report:

- Several discussions with Director Varano
- Nov 24 --Board of Trustees meeting
- Dec 1- Trustee Spiritual Retreat
- Dec 3 -FACE Committee meeting
- Dec 8 -Board of Trustees Meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Renée Kraft
Chair of the Board

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

