



## Special Board of Trustees' Board Meeting

Date: Monday, February 2, 2026.

Time: 6:00 p.m.

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

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

Attendees:

**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
<b>1. Call to Order</b>			
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, February 2, 2026, regarding infrastructure matters.	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>2. Consent Agenda: Director of Education (e.g.: day -to -day operational matters from the Ministry of Education that the Board is required to do)</b>			
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
<b>3.1 Approval of Minutes of Regular and Special Meetings</b> 3.1.1 Board of Trustees Minutes – Dec 8, 2025 3.2 Governance Committee Minutes – Oct 20, 2025 3.3 Governance Committee Minutes – Jan 19, 2026 3.4 French as a Second Language (FSL) 3.5 Healthy Active Living	Board of Trustees Board of Trustees Governance Committee P. Mendonça J. Ritsma	pp. 5-8 pp. 9-11 pp. 12-14 pp. 15-17 pp. 18-22	Approval Information Approval Information Information
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b> 5.1 Annual Report on Properties and Major Construction Projects 5.2 Estimates Budget Plan 5.3 RNEF School Listing Update 5.4 Naming of new Southeast Galt Cambridge school 5.5 New MYSP presentation 5.6 Director's Report	S. Maharaj S. Maharaj S. Maharaj P. Eby A. Varano A. Varano	pp. 23-27 pp. 28-29 pp. 30-32 pp. 33-36 pp. 37-41 pp. 42-48	Information Information Approval Approval Information Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b> 7.1 Student Trustee Report  7.2 Governance Recommendations of Board Policies – January 19, 2026	R. Girolametto, J. Krysko  Board of Trustees	pp. 49-51  pp. 52-70	Information  Approval
<b>8. Board Education (at the request of the Board)</b>			
8.1 OCSTA/CCSTA Communications <a href="#">OCSTA/CCSTA Communications Link</a>	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 71-72	Information
<b>9. Policy Discussion</b>			
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Board Policy Review</b> 10.1.1 <a href="#">Board Policy I 001 Ends</a> Is there a need to review the Policy?	Trustees	Link	Approval
10.1.2 <a href="#">Board Policy II 006 Celebration of Excellence</a> Is there a need to review the Policy?	M. Phillips	Link	Approval
10.1.3 <a href="#">Board Policy III 002 Unity of Control</a> Is there a need to review the Policy?	Chair	Link	Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>10.2 OCSTA Resolutions</b>	Vice-Chair		
1. Ensuring fiscal sustainability through Inflation-Indexed School Board Funding	Board of Trustees	pp. 73	Approval
2. Full year funding of Mental Health Lead Role	Board of Trustees	pp. 74	Approval
3. Increased funding for devices used by students	Board of Trustees	pp. 75	Approval
4. Integrating Summer Special Education supports into the Core Education Fund	Board of Trustees	pp. 76	Approval
5. Providing funding to staff "Developmental Disabilities Student Transitions – Project SEARCH"	Board of Trustees	pp. 77	Approval
6. Support for Permanent Core Funding of the Special Education Needs Transition Navigator	Board of Trustees	pp. 78	Approval
7. Sustainable funding for Short-Term Staffing Pressures	Board of Trustees	pp. 79	Approval
8. Sustainable funding for Student Success and Achievement: Graduation Coaches Core Funding	Board of Trustees	pp. 80	Approval
9. Sustainable funding for Student Success and Achievement: Math Special Assignment Teachers	Board of Trustees	pp. 81	Approval
<b>11. Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports</b>			
11.1.1 Board Policy IV-13 – Leadership	A. Varano	pp. 82-86	Approval
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</b>	Chair	--	Information
<ul style="list-style-type: none"> <li>• Jan 30 – PA day (Secondary)</li> <li>• Feb 4 – SEAC Meeting</li> <li>• Feb 9 – Committee of the Whole</li> <li>• Feb 17 – Shrove Tuesday</li> <li>• Feb 18 – Ash Wednesday</li> <li>• Feb 19-22 – OSTA/AECO EAC (Ottawa)</li> <li>• Feb 23 – Board of Trustees</li> <li>• Feb 25 - Pink Shirt Day</li> <li>• Feb 26 – Student Trustee Election</li> </ul>			
<b>13.2 Pending Items:</b>	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>13.3 Pending Items for OCSTA Consideration</b>			
<b>14. Items for the Next Meeting Agenda</b>	Trustees		

ITEM	Who	Agenda Section	Method & Outcome
<b>14.1 February 9, 2026 – Committee of the Whole</b> • Guarding Minds	Board of Trustees	--	Information
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
<b>16. Closing Prayer</b>	All		
16.1 Closing Prayer	All		
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

#### ***CLOSING PRAYER***

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

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

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

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

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

Amen

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



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

A public meeting of the Board of Trustees was held on Monday, December 8, 2025, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

**Trustees Present:**

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

**Student Trustees Present:**

Rebecca Girolametto, Jace Krysko

**Administrative Officials Present:**

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

**Special Resources For The Meeting:**

**Regrets:**

**Recorder:**

Stephanie Medeiros, Executive Administrative Assistant

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

**1. Call to Order:**

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

**1.1 Opening Prayer & Memorials**

Student Trustee Girolametto led prayer.

**1.2 Territorial Acknowledgment**

Territorial Acknowledgement declared by Chair Kraft.

**1.3 Approval of Agenda**

Chair Kraft motioned for approval of the agenda:

**2025-171-- It was moved by Trustee Sikora and seconded by Trustee Weiler:**

**THAT the agenda for Monday, December 8, 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 In Camera meeting of Monday, December 8, 2025, regarding property matters.

**2025-172-- It was moved by Trustee Weiler and seconded by Trustee Sikora:**

**THAT the items for action arising from the In Camera meeting of Monday, December 8, 2025, regarding property 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 – Nov 24, 2025

3.2 CPIC Minutes – Sept 17, 2025

3.2 Governance Minutes – Oct 20, 2025

**2025-173-- It was moved by Trustee Stanley 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 EDC Bylaw Background Information for Trustees**

Superintendent Maharaj welcomed Jack Ammendolia, Managing Partner at Watson and Associates, who is an expert on Educational Development Charges (EDCs). The presentation provided Trustees with background information and the rationale behind EDCs, explaining their function and relevance to the updating of the bylaws. The discussion also covered the upcoming renewal of the EDC bylaw, addressing legislative requirements, rate calculations, exemptions, and the process for public engagement and background studies. Trustees asked clarifying questions.

### **5.2 Annual Report on Surpluses**

Superintendent Maharaj introduced Laura Issac Senior Manager of Finance to present the Annual Report on Surpluses. The presentation reviewed the allocations of specific reserves for operational and capital requirements. Trustees asked clarifying questions.

**2025-174-- It was moved by Trustee Phillips and seconded by Trustee Sikora:**

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

**--- Carried by consensus**

### **5.3 Revised Estimates Report/Interim Financial Report #1**

Superintendent Maharaj introduced Laura Issac, Senior Manager of Finance to present the Revised Estimates Report/Interim Financial Report #1. The presentation highlighted revenues, expenditure changes, and risk assessment. Trustees asked clarifying questions.

## **5.4 Community Planning & Partnerships (CPPG)**

Superintendent Maharaj introduced Jennifer Passy, Manager of Planning, to present the Community Planning & Partnerships report. The presentation covered key topics such as partnership principles and processes, opportunities for utilizing surplus space, potential co-building initiatives, and future needs assessments. Trustees asked clarifying questions.

## **5.5 CEO's Annual Report**

Director Varano presented an overview of the CEO's Annual Report for 2025, which assesses the progress made on the goals and objectives outlined in the Multi-Year Strategic Plan. Trustees asked clarifying questions.

**2025-175-- It was moved by Trustee Weiler and seconded by Trustee Doherty-Masters:  
That the Board accept this report indicating compliance with our obligations under Section 283(3) of The Education Act.**

**--- Carried by consensus**

## **5.6 Director's Report**

Director Varano presented the Director's report for the month of December. The report provided an overview of recent and upcoming activities, including school initiatives, 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 December.

## **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 December.

## **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?**

Trustee Phillips confirmed the review of Board Policy I 002 Ontario Catholic School Graduate Expectations and confirmed compliance. The policy does not require review at the Governance Committee.

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

**2025-176-- It was moved by Trustee Phillips and seconded by Trustee Cuff:**

**THAT the Board of Trustees reviewed Board Policy I 002 Ontario Catholic School Graduate Expectations and find that the Board is in compliance.**

**--- Carried by consensus**

**10.1.2 Board Policy II 005 Consultation. Is there a need to review the Policy?**

Trustee Cuff confirmed the review of Board Policy II 005 Consultation and confirmed compliance. The policy does not require review at the Governance Committee.

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

**2025-177-- It was moved by Trustee Cuff and seconded by Trustee Stanley:**

**THAT the Board of Trustees reviewed Board Policy II 005 Consultation and find that the Board is in compliance.**

**--- Carried by consensus**

**10.1.3 Board Policy II 009 Committee Principles. Is there a need to review the Policy?**

Trustee Stanley confirmed the review of Board Policy II 009 Committee Principles and confirmed compliance. The policy does not require review at the Governance Committee.

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

**2025-178-- It was moved by Trustee Stanley and seconded by Trustee Weiler:**

**THAT the Board of Trustees reviewed Board Policy II 009 Committee Principles 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****2025-179-- It was moved by Trustee Sikora and seconded by Francis:**

**THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:56 p.m.**

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Chair of the Board

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Secretary



## **Governance Committee**

<b>Date:</b>	Monday, October 20, 2025
<b>Time:</b>	5:00 PM
<b>Location:</b>	CEC, St. Anthony Francis
<b>Next Meeting Date(s):</b>	January 19, 2026, 5-7 pm March 2, 2026, 5-7 pm May 19, 2026, 5-7 pm
<b>Governance Committee:</b> Tracey Weiler (Chair of Governance), David Guerin, Kathy Doherty-Masters, Renée Kraft	
Guest: Winston Francis, Bob Sikora	
<b>Regrets:</b> N/A	
<b>Administrative Officials:</b> Annalisa Varano	
<b>Recording Secretary:</b> Alice Figueiredo	

### **1. Call to Order (Trustee Weiler)**

1.1 Territorial Acknowledgement declared by Trustee Weiler.

1.2 Prayer led by Trustee Doherty-Masters.

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

Request to add 5.9 Governance Committee Terms of Reference approval. Trustee Weiler requested a motion to approve the agenda as amended.

**It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters,  
That the agenda for Monday, October 20, 2025, be now approved, as amended.  
Carried by Consensus**

### **3. Declared Pecuniary Interest**

None.

### **4. Approval of the Minutes**

Not Applicable, as approved at September 22, 2025, Board meeting.

### **5. Discussion Items**

#### **5.1 Board Policy III 004 Delegation of the CEO**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.2 Board Policy II 013 Cost of Governance**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.3 Board Policy II 014 Trustee Expenses**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.4 Monitoring Report IV-002 – Treatment of the Public**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.5 Monitoring Report IV-003 – Treatment of Students**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.6 Board Policy II 015 Ownership Linkage**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.7 Board Policy II 002 Governing Style**

The Governance Committee conducted a review of the policy and provided editorial recommendations.

### **5.8 Board Policy IV 007 – Financial Planning/Budgeting**

The Governance Committee conducted a review of the policy along with suggestions by Superintendent Maharaj and provided editorial recommendations.

### **5.9 Governance Committee Terms of Reference**

Trustee Sikora presented suggested revisions to the Terms of Reference. Trustee Weiler requested a motion by the Governance Committee for approval of the Terms of Reference.

**It was moved by Trustee Doherty-Masters and seconded by Trustee Guerin,  
That the Governance Committee approve the Governance Committee Term of reference with  
suggested changes.  
Carried by Consensus**

## **6. Pending Items**

Trustee Weiler noted that Board Policy II 009 Board Committee Principles was recommended to be reviewed at Governance as there is a need to correct a run-on sentence in item 5 and add clarity to it. Item will be added to the January agenda for review.

From June 23 Board meeting.

#### **Board Policy II 009 Board Committee Principles**

Recommendation that the policy requires review at Governance Committee as there is a need to correct a run-on sentence in item 5 and add clarity to it.

Conrad's suggestion:

*Non-Board of Trustee Committees are committees that have been created and mandated by organizations, other than the Board of Trustees. Where Trustee representation has been requested, by the committee, the Chair will be notified.*  
(remove the commas in red)

## **7. Recommendations to Board**

Trustee Weiler requested a motion to have the policies brought forth at the November Board meeting.

**It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters,  
That the policies discussed at the Governance Committee of October 20<sup>th</sup>, 2025 from 5.1-5.8, be  
brought to an upcoming Board meeting for approval.  
Carried by Consensus**

## **8. Adjournment**

Trustee Weiler requested a motion to adjourn.

**It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters,  
That the meeting adjourned at 7:46 PM.  
Carried by Consensus**



## **Governance Committee**

<b>Date:</b>	January 19, 2026, 5-7 pm
<b>Time:</b>	5:00 PM
<b>Location:</b>	CEC, St. Teresa of Avila
<b>Next Meeting Date(s):</b>	March 2, 2026, 5-7 pm May 19, 2026, 5-7 pm

**Governance Committee:**

Tracey Weiler (Chair of Governance), David Guerin, Kathy Doherty-Masters, Renée Kraft

**Guests:** Bob Sikora & Winston Francis

**Regrets:** N/A

**Administrative Officials:** Annalisa Varano

**Recording Secretary:** Alice Figueiredo

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

Meeting called to order at 5:15 p.m. by Trustee Weiler.

#### **1.1 Territorial Acknowledgement**

Territorial Acknowledgment led by Trustee Weiler.

#### **1.2 Prayer**

Prayer led by Trustee Doherty-Masters.

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

Trustee Weiler requested approval of the agenda.

**It was moved by Trustee Kraft and seconded by Trustee Doherty-Masters,**

**That the agenda for Monday, January 19, 2026, be approved.**

**Carried by Consensus.**

### **3. Declared Pecuniary Interest**

None.

### **4. Approval of the Minutes (October 20, 2025)**

Trustee Weiler requested approval of the October 20, 2025 Minutes. Trustee Doherty-Masters requested an amendment to Section 7. Trustee Weiler requested a motion to approve the agenda with the proposed amendment.

**It was moved by Trustee Doherty-Masters and seconded by Trustee Kraft that the minutes of October 20, 2025, be approved with amendments.**

**Carried by Consensus.**

## **5. Discussion Items (Trustee Weiler)**

### **5.1 Board Policy III 004 Delegation of the CEO**

The Committee reviewed the previous edits from the October 20, 2025 Governance Meeting and confirmed that no further changes were required.

### **5.2 Board Policy II 013 Cost of Governance**

The Committee reviewed the previous edits from the October 20, 2025 Governance Meeting and confirmed that no further changes were required. Discussion took place regarding the changes made on May 29, 2023. Director Varano will review the updates and provide confirmation on what was changed.

### **5.3 Board Policy II 014 Trustee Expenses**

The Committee reviewed the previous edits from the October 20, 2025 Governance Meeting. Minor revisions were made to sections 15 and 16.

### **5.4 Monitoring Report IV-002 – Treatment of the Public**

Discussion took place regarding the interpretation of the policy and the importance of ensuring compliance. Suggestions to the policy were made.

### **5.5 Monitoring Report IV-003 – Treatment of Students**

Discussion took place regarding the interpretation of the policy and the importance of ensuring compliance. Suggestions to the policy were made.

### **5.6 Board Policy II 015 Ownership Linkage**

The Committee reviewed the previous edits from the October 20, 2025 Governance Meeting and confirmed that no further changes were required.

### **5.7 Board Policy II 002 Governing Style**

The Committee reviewed the previous edits from the October 20, 2025 Governance Meeting and confirmed that no further changes were required with exception of updated wording in section 5.

### **5.8 Board Policy IV 007 – Financial Planning/Budgeting**

The Committee reviewed the previous edits from the October 20, 2025 Governance Meeting and confirmed that no further changes were required with exception of updated wording in section 7.

### **5.9 Board Policy II 004 Advocacy and Advertising**

The Committee reviewed the policy and noted that the Ministry of Education Directive 2006: B15 School Board Expenditure Guidelines should be referenced separately and *hyperlinked*.

### **5.10 Closed Session**

The Committee discussed where Closed Sessions should appear on the agenda—specifically, whether they should be placed under *Items for Action* or listed as a separate section. The Committee confirmed that when items from Double In-Camera or Triple In-Camera sessions do not require action, they should still be listed under *Items for Action* on the Board agenda, accompanied by the date, type of meeting, and a high-level description.

### **5.11 By-law - Delegation**

The Committee reviewed Section 5, *Delegations*, and noted that additional time is required for further discussion. This item will be revisited at the upcoming Governance Meeting on March 2, 2026.

**5.12 Board Policy II 009 Board Committee Principles**

The Committee reviewed the policy, as suggested by Trustee Stanley on June 23, 2025, to correct a run-on sentence in Item 5. The Trustees confirmed the suggested revisions.

**6. Pending Items**

Add review of By-law section 5, Delegation at the upcoming Governance meeting.

**7. Recommendations to Board**

Trustee Weiler requested a motion to present the revised policies for approval at the upcoming Board meeting.

**It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters that the Governance Committee bring 5.1 to 5.9 and 5.12 to the January 26, 2026 Board Meeting for approval by the Board of Trustees.**

**Carried by Consensus.**

**8. Adjournment**

Trustee Weiler requested a motion to adjourn the meeting at 7:28 pm

**It was moved by Trustee Guerin and seconded by Trustee Kraft that the meeting be adjourned.**

**Carried by Consensus.**



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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** FSL Report

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

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

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

- [A Framework for French as a Second Language in Ontario Schools](#), Kindergarten to Grade 12, 2013

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

- [The Ontario Curriculum: French as a Second Language](#) – Core, Grades 4-8; Extended, Grades 4-8; Immersion, Grades 1-8, 2013
- [The Ontario Curriculum: French as a Second Language](#) – Core, Extended, and Immersion French, Grades 9 to 12, 2014
- [Including students with special education needs in FSL](#), 2015
- [Welcoming English Language Learners into FSL](#), 2016

**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 Ministry of Education requires Ontario School Boards to prepare and share their **Action Plan to Move FSL forward in Ontario**. Our current 5-year plan spans from 2025-2030 and is framed around the 3 Provincial goals for French-as-a-Second-Language programs:

- Goal #1: Increase student confidence, proficiency, and achievement in FSL
- Goal #2: Increase the percentage of students studying FSL until graduation
- Goal #3: Increase student, educator, parent, and community engagement in FSL

## Recommendation:

Our Current FSL Plan includes the following strategies:

### Goal #1: Increase student confidence, proficiency, and achievement in FSL

- Implementation of standardized FSL assessments in grades 2, 4 and 7 (FI) and grade 7 (Core) to identify areas of strength and areas of need.
- Collaboration to discuss next instructional steps based on the data collected.
- Implementation of modelling and coaching opportunities with a focus on action-oriented instructional strategies and oral proficiency.

### Goal #2: Increase the percentage of students studying FSL until graduation

- Organization of action-oriented experiential learning at the system-level with opportunities for authentic oral interaction in French:
  - *Science en plein air* experiential opportunity for Junior Immersion students
  - *Classes Vertes* experiential opportunity for Intermediate Core French students
  - *Concours Oratoire - Impromptu Category* for FSL students in grades 4-12
- Provision of subsidies for schools to offer FSL experiential opportunities through third parties:
  - Experiential opportunities for Grades 1-12 students in all FSL pathways
  - Cultural experiences for Grades 1-12 students in all FSL pathways
  - Out-of-province French excursions (Secondary)

### Goal #3: Increase student, educator, parent, and community engagement in FSL

- Invitation of parents and the community to attend our *e-STIM de soi* Lego Robotics Regional and Interregional FSL events:
  - April 2, 2026 - Regional Showcase
  - May 19, 2026 - Interregional Showcase with Brant Haldimand Norfolk Catholic DSB

## Additional FSL Updates:

- The French Immersion Lottery in Fall 2026 will prioritize WCDSB students
  - 1<sup>st</sup> draw: Sibling Priority (no change)
  - 2<sup>nd</sup> draw: Students currently on the roster in a WCDSB school (new for Fall 2026)
  - 3<sup>rd</sup> draw: Students registering from another school board, a private school, or from homeschool.
  - Additional registration details can be found at <https://www.wcdsb.ca/programs-and-services/fsl/french-immersion-grades-1-8/>
- Grade 9 & 10 French Immersion courses will be offered at Notre Dame in Fall 2026
  - French Immersion students graduating from St Anne (K) will be directed to Notre Dame for Grade 9.
  - Current Grade 9 students being bussed to St David for French Immersion, will be directed to Notre Dame in the Fall.
  - Grade 11 & 12 French Immersion courses will be phased in for subsequent school years.
  - Additional details about Secondary Immersion Programs can be found at <https://www.wcdsb.ca/programs-and-services/fsl/french-immersion-grades-9-12/>

## Recommendation:

This report is for the information of the Board.

### Prepared/Reviewed By:

Annalisa Varano  
Director of Education

Paul Mendonça  
Superintendent of Learning

Jennifer Kruithof  
FSL Consultant

\*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.



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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Healthy Active Living Report

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**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)**

PPM 138 - DPA

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

PPM 138 - Daily Physical Activity in Elementary Schools (2017)

Ontario Ministry of Health - Standards for Public Health Programs & Services (School Health Standard)

Ontario's Equity and Inclusive Education Strategy (2009)

Ontario's Well-Being Strategy for Education: Discussion Document (2016)

**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 2024-25 school year saw many beneficial developments in the Healthy Active Living portfolio.

#### **Mental Health & Well-Being**

WCDSB's Gr. 7 and 8 teachers continue to facilitate learning in mental health and well-being as mandated by the Ministry of Education, through delivery of the School Mental Health Ontario developed Mental Health Literacy Modules. In addition to this learning, Gr. 6 modules focusing on Healthy Choices: Substance Use & Digital Safety have been newly released. Although these modules are not mandatory, like the Gr. 7 & 8 modules, planning for the introduction of these new modules and support of our WCDSB classroom teachers with access, implementation and delivery is currently underway.

#### **Public Health Partnership**

Our partnership with the Region of Waterloo Public Health has provided us with an excellent opportunity to bring our Safe School Ambassadors to our Catholic Education Center twice last year and again this September, to work through a youth champion modelling program. This fall, we served the largest number of Safe School Ambassadors to date, seventy-three student leaders, representing every WCDSB secondary school. Last year's focus was on supporting leadership and training for peer-to-peer education on the dangers of cannabis and vaping. This year's program is centered around substance use, mental health awareness, and healthy coping strategies. This work was done in collaboration with Public Health, our Mental Health Lead, Andrea Snyder, and our Lead CYCW Hollie Rau.

#### **Menstrual Equity**

The Menstrual Equity Initiative through the Ministry of Education has been extended, ensuring the continued provision of menstrual products at no cost. In November 2025, we received the 2024-27 Menstrual Equity Initiative Transfer Payment Agreement Amendment, which confirmed the ongoing availability of these resources.

Throughout the remainder of the school year, we will be able to obtain any remaining dispensers included in our current allocation. Furthermore, with updated guidelines now permitting access to additional categories of menstrual products, we will initiate procurement efforts early in the new year.

#### **Staff Wellness & Pickleball**

There was a continued investment in staff wellness through the purchasing of two sets of pickleball equipment. One set was purchased for St. Benedict's (Winter 2024) and another for Monsignor Doyle (Fall 2024). Currently, staff have access to play pickleball during the evenings at 3 of our high schools (St. David, St. Mary's, Monsignor Doyle) on different days during the week, with options for varying levels of ability. Attendance is good with many eager participants. A partnership has been created with POWWR (Pickleball Of Waterloo Wellington Region), and a select group of WCDSB employees have participated in a 7-week program that included coaching certification. POWWR has donated class sets of paddles and balls and students have benefited from use of the pickleball nets as they are being used during the day in our Physical Education classes.

## PHE Canada Conference

In May 2025, ten of our secondary school teachers attended the PHE Canada (Physical & Health Education) conference in Niagara Falls. Following this professional development experience, teachers reported feeling increased capacity in areas such as leading program development, assessment and evaluation and supporting our Indigenous learners, in the Health & Physical Education space.

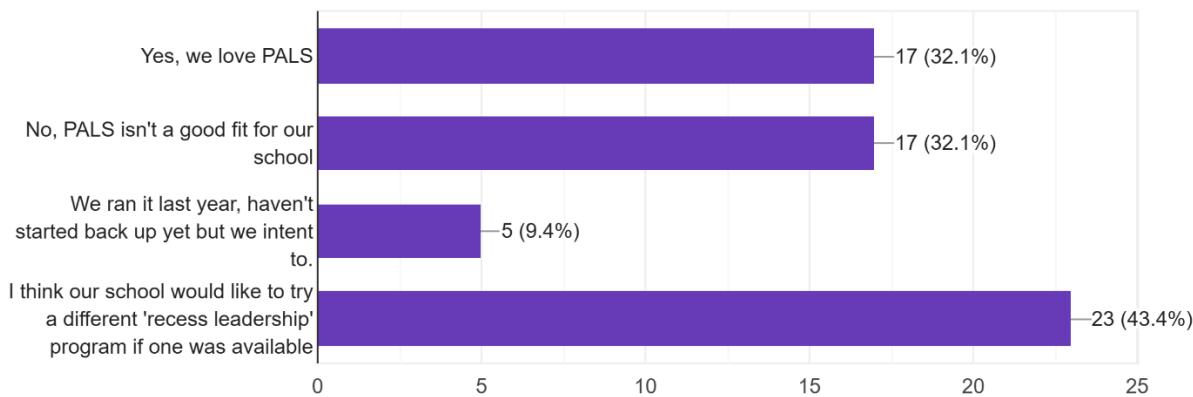
## PALS (Playground Activity Leaders in Schools)

On the November 2025 PD day, all Primary Planning Time Teachers were surveyed regarding PALS practices in their schools. See the results of this survey below.

Since September 2025, three schools, St. Boniface, St. Elizabeth, and Monsignor Haller were supported in reviving/starting PALS programming. Staff and student training materials, recognition certificates, leader pinnies, a mesh equipment bag and 4 new balls, were provided to schools in support of getting their program off the ground.

Is PALS (Playground Activity Leaders in Schools) currently running at your school?

53 responses



## Outdoor Education

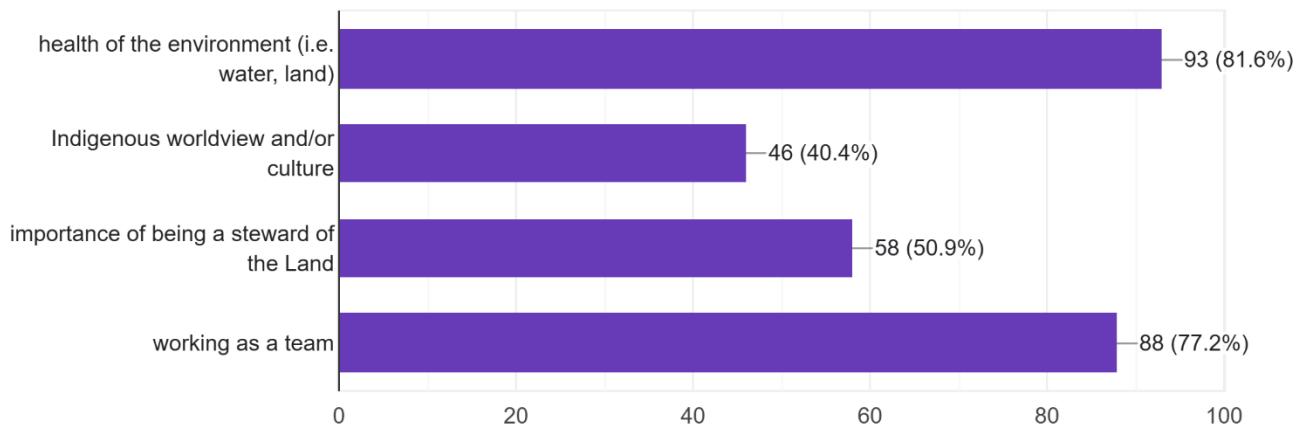
In April of 2025, 15 educators received mandatory training in 'Emergency Wilderness First Aid & CPR' to continue the support of our Gr. 11 & 12 Outdoor Education trips and Outdoors Club endeavors at each of our secondary schools. These multi-day trips include backpacking, hiking, and canoeing opportunities for our students in both the fall and spring. These courses and club opportunities continue to be popular with our students and as a result, the recertification of our teachers that provide these experiences is necessary. The 2 day course provided by the Wilderness Medical Association International, gives our teachers the knowledge and skills needed to ensure the safety of their students.

In our continued partnership with the Grand River Conservation Authority, our Gr. 2, 4, 6, 7 & 9 classes participated in curriculum rooted programming delivered at either Laurel Creek or Shade's Mills Conservation Areas. Changes to this programming this year included an additional half day of learning for our Gr. 7 & 9 students. In collaboration with and supported financially by our Indigenous Lead Jennifer Staats, students in Gr. 7 & 9 participated in traditional cross-curricular programming for half of the day and Indigenous Land-based learning experiences for the second half of the day. This will continue 2025-26 school year.

Gr. 9 students were surveyed following their trip, see specifics below.

Did the learning, experiences and/or activities you did on your trip increase your understanding of any of the following? (check all that apply)

114 responses



## Looking Ahead: 2025-26

### Policy Updates

On a national level, Parachute Canada and OPHEA (Ontario Physical and Health Education Association) have adapted their recommendations regarding processes for concussion protocol. In collaboration with our Athletic Coordinator, Derrick Stryker, we will be updating our school board concussion policy to be reflective of these new recommendations. Reviews of our revisions are scheduled to begin late January, with the goal of board-wide implementation before the end of this school year.

### Special Olympics-Unified Schools

Unified Special Olympics programming has been established at the secondary level for over 10 years within our board. This school year, Special Olympics Ontario is launching an exciting new inclusive strategy for elementary and middle schools. In addition to their foundational programs, they are introducing Unified Champion Schools, Intermediate events programming, and expanded virtual offerings. These resources will be highlighted for schools interested, as well as support to start up programming with the sport of unified bocce.

### **Recommendation:**

This board report is for the information of the Board.

### **Prepared/Reviewed By:**

Annalisa Varano  
Director of Education

Jennifer Ritsma  
Superintendent of Learning

Sarah Ducker  
Healthy Active Living Consultant

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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Property and Major Construction Update

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**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 and IV009**  
 Information only of day-to-day operational matters delegated to the CEO

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

Annually a report is provided to the Board of Trustees summarizing various property transactions that have occurred in the past year and that are anticipated to occur in the near future. Further, a summary of major construction projects is also provided for information.

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

[Executive Limitation IV 008 "Financial Conditions and Activities"](#)

“... the CEO shall not:...

3. Acquire, encumber or dispose of real property”

[Executive Limitation IV 009 "Asset Protection"](#)

“...the CEO shall not:...

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

**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
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- 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:**

### **Property Disposition**

#### **St. Boniface, Maryhill**

This property was declared surplus to the needs of the Board in 2021. The property consists of a school building on 9.29 acres of land plus a 0.35 acre vacant residential lot. Since 2021, the school building has been used as a storage facility for curriculum materials such as musical instruments and surplus tech equipment. Management may bring forward a proposal during the 2025-26 school year if a better use for the site arises.

### **Property Acquisition**

#### **Doon South (South West Kitchener)**

The City of Kitchener has approved draft plan of subdivision 30T-08203 which contains two parcels of land for a new Catholic elementary school totaling 2.45 ha (6.05 ac.) in Stage 8 of the plan.

Management is discussing terms and conditions for the purchase of these parcels with the developer and anticipates an agreement will be brought for Trustee approval during calendar 2026.

#### **Rosenberg West (South West Kitchener)**

The City of Kitchener has approved draft plan of subdivision 30T-18201 which contains a 2.48 ha (6.12 ac.) school site reserved for a Catholic elementary school. The elementary school site will be acquired as soon as it is available.

#### **Baden**

A 2.12 ha (5.24 ac.) elementary school block has been reserved by the board in the Snyder's Road (Baden) GP Inc. draft plan of subdivision. The Ministry of Education has committed to funding a new Catholic elementary school and childcare centre in Baden to relieve enrolment pressure at Holy Family School in New Hamburg, serve future students who will live in this new subdivision, and students living in Baden who wish to attend a nearby Catholic school. In December 2025, management became aware of complications that will prevent the Board from acquiring this school property at fair market value in the short term. Details and a way forward will be brought to Trustees at an in-camera session in the spring of 2026.

#### **North Cambridge**

The River Mill development in North Cambridge, on the former Arriscraft site, includes a 2.33 ha (5.75 ac.) school block as requested by the board to accommodate existing and future students from this area of the City of Cambridge. The Board has made an application to the Ministry of Education for funding for a new elementary school for this future site.

The property is not yet registered and therefore cannot be purchased. This property may come available during calendar 2026.

### **North Waterloo**

The board has identified the need for a new elementary school site in North Waterloo. A site has been requested in a future plan of subdivision in the future Beaver Creek Road / Conservation Drive area. The elementary school site will be acquired as soon as it is available.

### **Kitchener / Waterloo Secondary**

Additional secondary school capacity is needed for students living in Kitchener / Waterloo. Staff are seeking to purchase a 17 to 20 acre parcel in southwest Kitchener to support construction of an additional secondary school. Staff hopes to identify a site for this purpose during the calendar 2026 year.

### **Kitchener Central Core**

Staff are reviewing opportunities to acquire a site near the core area of Kitchener (i.e. north of downtown along King Street) to support overcrowding at nearby schools – St. Tersea Kitchener, Our Lady of Lourdes Waterloo, and St. Agnes Waterloo.

## **Major Construction Update**

### **Notre Dame Catholic Secondary School, Kitchener**

The province granted funding to the Board for a 1,400-pupil place grade 7 to 12 school on the east side of Kitchener. This school will provide enrolment relief to the elementary schools in East Kitchener and to St. Mary's High School. Construction is well underway, on budget, and will be available for the new NDCSS community in September 2026.



## **South East Galt Catholic Elementary School, Cambridge**

The province granted funding to both WCDSB and the public school board to build a joint school in South East Galt. The joint school is located on property next to the City of Cambridge's future recreation centre and public library at the corner of Wesley Boulevard and Faith Street. Construction is well underway with our school expected to open in September 2026.



## **New Additions**

The province has approved funding for additions to the following schools:

- **St. Paul CES (Kitchener)**
  - **11 classroom addition**
  - Includes **new gymnasium**, removal of an existing 4-classroom module, conversion of old gym into classrooms, and renovations to administrative spaces.
- **St. Mark CES (Kitchener)**
  - **8 classroom addition**
  - Includes creation of new purpose-built kindergarten classrooms and renovation of administrative spaces (including a new staff room).
- **St. Aloysius CES (Kitchener)**
  - **8 classroom addition**
  - Designed to address enrolment pressures and future growth in a high-density area.
- **St. Boniface CES (Breslau)**
  - **12 classroom addition**
  - Intended to relieve enrolment pressure and accommodate rapid community growth.
- **St. Gregory CES (Cambridge)**
  - **6 classroom addition**
  - Includes full interior renovations, modernization of administrative spaces, and creation of purpose-built kindergarten classrooms.
- **St. David CSS (Waterloo)**
  - **17 classroom addition**
  - Includes minor demolition and construction of a large addition to help balance enrolment between Catholic secondary schools.

The elementary school additions have gone through design and are with the province for review related to a need for additional funding.

St. David's addition is with the province awaiting a technical approval (space template).

These projects may be completed by 2027 or 2028 depending on when provincial approvals are granted.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:**

Annalisa Varano  
Director of Education

Adrian Frigula  
Senior Manager, Facility Services

Jennifer Passy  
Manager of Planning

Shesh Maharaj  
Executive Superintendent, Corporate Services

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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2026-2027 Estimates Budget: Trustee Update #1

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

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

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

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

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

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

“The CEO shall not ...

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

**Alignment to the MYSP:**

**Learning**

- 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**

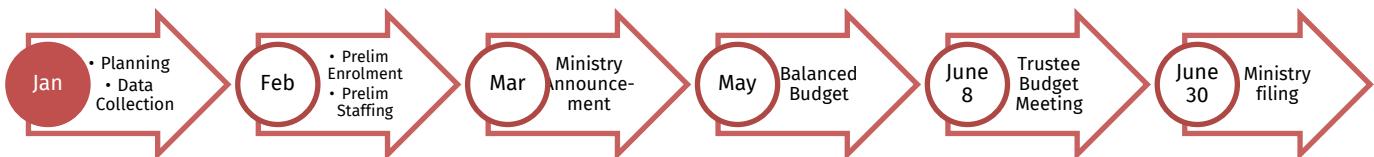
- Create safe, welcoming environments that reflect our diversity
- Promote a sense of mattering & dignity
- Foster equitable, inclusive, & barrier-free learning & work environments
- Engage families & build community partnerships

## Background/Comments:

Board Executive Limitation IV007 dictates the criteria to which staff must adhere in the preparation, planning, and presentation of the proposed school year budget. Planning commences in January and will conclude with the presentation of the budget to Trustees on June 8, 2026. Management will request budget approval on June 22, 2026 in order to file the Estimates budget with the Ministry on time.

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

The major timelines are proposed below:



1. Monthly Trustee updates will commence in January 2026
2. Balancing of budget by May 5, 2026
3. Budget finalization and presentation:
  - a. Budget materials available: June 1, 2026
  - b. Formal budget presentation: June 8, 2026
  - c. Budget deliberation period: June 9 - 21, 2026
  - d. Budget approval: June 22, 2026
  - e. Ministry submission: June 30, 2026

Management may need to alter timelines depending on the timing and content of Ministry of Education budget announcements. Monthly updates will be provided to Trustees on the progress of budget development. These reports will also highlight any significant issues that may arise prior to the June presentation.

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

## Recommendation:

This report is for the information of the Board.

### Prepared/Reviewed By:

Annalisa Varano  
Director of Education

Laura Isaac  
Senior Manager of Financial Services

Renée King  
Manager of Budget

Shesh Maharaj  
Executive Superintendent of Corporate Services

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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Rural and Northern Education Allocation – School List Updates

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**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)**

An approved board motion is required by the province to update the list of schools eligible for support through the Rural and Northern Education Allocation. This report provides details on required changes to WCDSB's list and provides a recommendation for consideration.

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

Ontario Regulation 190/25 "Core Education Funding" section 145 "[Rural and northern education allocation](#)".

#### **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**

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- Develop faith & live gospel values
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##### **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 Rural and Northern Education Allocation (RNEA) is provided to eligible school boards as part of annual Core Education Grants and is intended to improve education for students at schools that are identified by the province as rural.

Funding is allocated by the province based on Statistics Canada (2021) data and two factors measuring the density of rural student enrolment in the school board.

School boards may use the funding for rural education based on local needs.

When the RNEA was established in 2017. The list of schools eligible to benefit from the RNEA were identified at that time and included:

- St. Clement School in St. Clement
- St. Boniface School in Maryhill (Closed)
- St. Agatha School in St. Agatha (Closed)
- St. Brigid School in Ayr

To update the list of eligible schools, a board motion is required.

Eligible RNEF schools have at least half of their students coming from rural communities. Trustees can add other schools to the RNEF list if:

1. The school is the only one in a community served by the school board or
2. No other public services exist in the community or
3. The school is remote, and the closure of the school would create a barrier for student attendance given proximity to the next nearest school or
4. A decision that a large portion of a school population comes from rural communities.

Given the criteria above, and in reviewing our current list of schools, management is recommending the list above be amended by:

- Removing St. Boniface School in Maryhill as it is closed
- Removing St. Agatha School in St. Agatha as it is closed
- Adding Holy Family School in New Hamburg as a large portion of the student population comes from rural communities
- Adding St. Boniface School in Breslau as it is the only school operated by WCDSB in that community
- Adding St. Teresa of Avila in Elmira as it is the only school in the community operated by the WCDSB

The new list would be as follows:

- St. Boniface School in Breslau
- Holy Family School in New Hamburg
- St. Clement School in St. Clement
- St. Teresa of Avila School in Elmira
- St. Brigid School in Ayr

When opened, the new Baden school in Wilmot Township will be brought to Trustees as a school to be added to the list as it will be the only school WCDSB operates in Baden.

It is important to note that changing the list of eligible schools does not trigger any additional funding. Instead, it allows management to report the use of the RNEA grant on the new list of schools.

If approved, management will communicate these changes to the Ministry of Education to ensure the annually published list of RNEA eligible schools reflects the rural communities we serve.

**Recommendation:**

That the Board of Trustees approves the following changes to the Waterloo Catholic District School Board's list of schools eligible to benefit from the RNEA grant:

- The removal of St. Boniface School in Maryhill as it is closed
- The removal of St. Agatha School in St. Agatha as it is closed
- The addition of Holy Family School in New Hamburg as a large portion of the student population comes from rural communities
- The addition of St. Boniface School in Breslau as it is the only school operated by WCDSB in that community
- The addition of St. Teresa of Avila in Elmira as it is the only school operated by WCDSB in that community

**Prepared/Reviewed By:**

Annalisa Varano  
Director of Education

Shesh Maharaj  
Executive Superintendent, Corporate Services

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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** School Naming: New Southeast Galt School

---

**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)**

Board Policy APF013

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

Board Policy II 004 – Consultation

Board Policy IV 010 – Facilities / Accommodations

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

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

**Alignment to the MYSP:**

**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
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- Connect faith formation to learning

## **☒ Belonging**

- Create safe, welcoming environments that reflect our diversity
- Promote a sense of mattering & dignity
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- Engage families & build community partnerships

### **Background/Comments:**

The Waterloo Catholic District School Board is excited to open an elementary school in September 2026 that will welcome students from the boundaries of St. Vincent de Paul, St. Anne Cambridge and Holy Spirit. As we develop and welcome a new community, we invite input on the name of our school. Based on APF013 there are standards for establishing a new school name.

### **Criteria for Naming Schools**

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

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

### **Names for Consideration**

Four names were put forward for broader consultation. The names were summarized, and the virtues that they espoused were extrapolated and presented for input from families of feeder schools (St. Vincent de Paul, St. Anne Cambridge and Holy Spirit) via direct electronic communication. The names presented included St. Carlo Acutis Catholic Elementary School, St. Helen Catholic Elementary School, St. John Henry Newman Catholic Elementary School and Guardian Angels Catholic Elementary School. The following descriptions of each name are provided for reference:

**St. Carlo Acutis:** St. Carlo Acutis shows us that holiness is possible in today's digital age. He was born in the 1990s, embraced sneakers, video games, and the internet to share the Gospel and his love for the Eucharist. In 2025, he became the Church's first millennial saint when he was canonized. His example encourages children to live with joy, creativity, and devotion, forming faithful and responsible citizens in a connected world.

**St. Helen:** The mother of Emperor Constantine is honored for her deep faith and charitable works, most notably her pilgrimage to the Holy Land where she discovered the True Cross of Christ. Her life and influence remind us how family bonds and personal witness can lead to transformative faith, inspiring families to grow together in Christ.

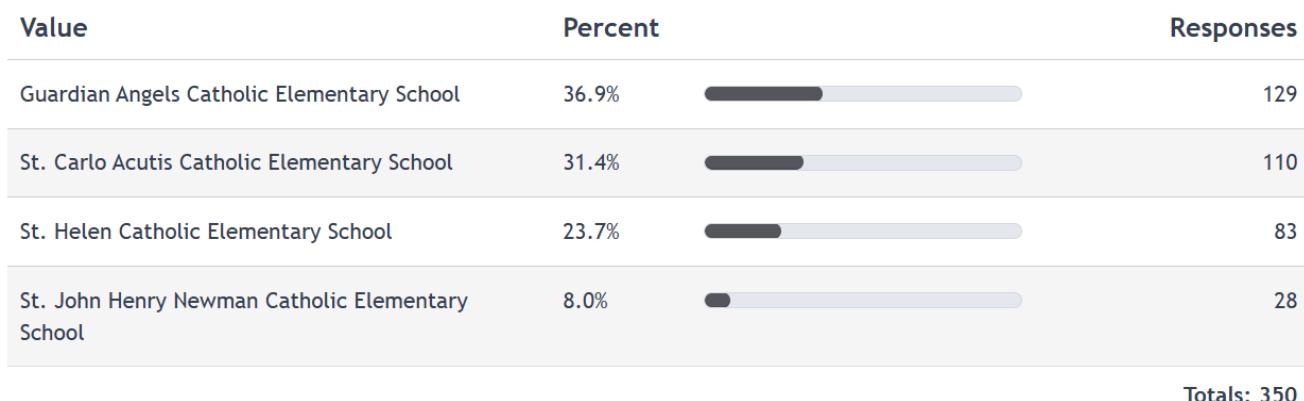
**St. John Henry Newman:** He valued both faith and reason, seeing education as a way to form the whole person in wisdom and virtue. His legacy of dialogue, unity, and pursuit of truth reflects a commitment to academic excellence and moral integrity rooted in the Catholic tradition.

**Guardian Angels:** Symbolizes protection, guidance, and care, reminding us that the school is a safe and nurturing place where every child is valued. The name reflects a mission to guide students with compassion and strong moral principles, helping them grow into confident, responsible individuals.

### Process and Consultation Feedback

The survey opened on January 5, 2026, and closed January 15, 2026, at midnight. There was a strong response from the community as noted below. A total of 350 surveys were completed. The top three names in order of preference based on community input are:

- Guardian Angels Catholic Elementary School
- St. Carlos Acutis Catholic Elementary School
- St. Helen Catholic Elementary School



### Summary

The survey supports *Guardian Angels Catholic Elementary School* as the favoured choice for the name of the Southeast Galt Elementary School. The naming committee adhered to the process requirement of the policy which garnered input from the community on the naming of the school. It is the recommendation of the committee that feedback from the survey be considered when choosing the name of the school.

### Recommendation:

That the Board of Trustees approve the recommendation of the Naming Committee, *Guardian Angels Catholic Elementary School* to be the name of the Southeast Galt Elementary School. The approved name will then be sent to the Minister's office as per Bill 33.

**Prepared/Reviewed By:**

Annalisa Varano  
Director of Education

Patrick Eby  
Superintendent of Learning

Courtney Brewer  
Research Coordinator

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



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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** MYSP 2025-2030 Monitoring Strategy

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

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

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

The Education Act requires school boards to develop multi-year plans of three years or more in scope. These plans provide focus and direction for boards to achieve both Ministry of Education goals and their own vision. Multi-year plans advance the Ministry's objectives of increased student achievement and well-being, equity of achievement and opportunity for all students, and increased public confidence. These objectives were articulated in *Achieving Excellence* (April 2014) and continue in the Ministry's vision *Education that Works for You* (March 2019), reaffirmed through the Student Achievement Plan from the *Better Schools and Students Outcomes Act* (2023). The province has identified its aspiration that Ontario's classrooms will be modernized, numeracy will improve, and our schools will be recognized as among the best in the world.

The Waterloo Catholic District School Board's Multi-Year Strategic Plan honours these priorities while remaining faithful to our Catholic Graduate Expectations and the principles of Catholic Social Teaching. To increase public voice, transparency, and efficiency in the development process, the WCDSB engaged a third-party agency (Maximum City) and approved a five-year Multi-Year Strategic Plan on October 27, 2025.

The WCDSB Research Team has worked with the senior team to develop a monitoring strategy ensuring the vision expressed in the Strategic Priorities and Strategic Objectives can be realized in practical, tangible, and measurable ways. This monitoring strategy is presented to inform all stakeholders of how the WCDSB is putting the MYSP into action to serve students, families, and the local community.

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

The Education Act, Section 169.1(1)  
Board Governance I 001: Ends

## **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:**

To increase public voice, transparency, and efficiency in the strategic plan development process, the WCDSB engaged a third-party agency (Maximum City) and approved a five-year Multi-Year Strategic Plan on October 27, 2025. The WCDSB Research Team has worked with the senior team to develop a monitoring strategy ensuring the vision expressed in the Strategic Priorities and Strategic Objectives can be realized in practical, tangible, and measurable ways. This monitoring strategy is presented to inform all stakeholders of how the WCDSB is putting the MYSP into action to serve students, families, and the local community

## **The Process**

The Research Team developed the Multi-Year Strategic Plan Monitoring Strategy through several stages of activity with ongoing input from the Executive Council:

1. Gap Analysis
2. Indicator Ideation
3. Draft Indicators and Monitoring Strategy (Operational Goals and Indicator Development)
4. Indicator Refinement
5. Finalize, Approve, and Publish Monitoring Strategy
6. Action Planning to Reach Goals
7. Develop MYSP Monitoring Dashboard
8. Mobilize, Monitor, and Adjust Programming

Below are the details of each activity.

## 1. Gap Analysis

The Research Team conducted a gap analysis with the Executive Council to compare the 2025-2030 MYSP to the previous MYSP. Executive Council members reviewed previous indicators to determine if they remained relevant, useful for enacting meaningful change, and free of redundancies within the MYSP and across other Ministry-required action plans. Using a colour-coding system, Executive Council rated each indicator and shared information about current usage. Members also discussed how indicators might be reimagined or updated given the current educational climate and the Strategic Priorities guiding the 2025-2030 MYSP.

## 2. Indicator Ideation

The Research Team met with the Executive Council to explore ideas for new indicators to monitor the Strategic Objectives approved by the Board of Trustees. Executive Council members worked in teams across current manager portfolios to generate ideas, with all members contributing to each Strategic Objective. This process revealed that Strategic Objectives needed to be operationalized before they could be appropriately monitored using qualitative and quantitative data.

## 3. Draft Indicators and Monitoring Strategy

**Operational Goals:** To develop measurable indicators, Executive Council operationalized the Strategic Objectives into goals that could be measured using available data. The Research Team provided a list of potential goals as a starting point. Executive Council members individually ranked these goals, added new ones where needed, and noted their areas of expertise. This process used a Theory of Change Logic Model with "If, then" statements. The Research Team scored each suggested Operational Goal, identified themes, and synthesized the information to ensure all goals aligned with the approved Strategic Objectives and could be measured effectively while remaining meaningful to WCDSB students, families, and staff.

**Indicator Development:** Once Operational Goals were established, the Research Team returned to the initial Indicator Ideation activity, distilled the information into possible indicators, and met one-on-one with specific Executive Council members to refine indicators based on their expertise.

## 4. Indicator Refinement

The Research Team compiled the Operational Goals and related monitoring indicators into two monitoring strategy options, guided by the following principles:

- Goals needed to align with Strategic Objectives
- At least one open-ended qualitative indicator in each priority
- Language in operational goals distilled for:
  - Consistent voice
  - Concise language
  - Feasibility for monitoring (realistic, high-impact indicators)
  - Clear distinction between goals, indicators, and actions

Notably, operational goal and indicator inclusion was not based on balance across current portfolios/managers or numerical balance across MYSP Strategic Objectives.

## 5. Finalize, Approve, and Publish Monitoring Strategy

Both MYSP Monitoring Strategy options were presented to Executive Council for consideration. Executive Council selected Option B, a refined version of Option A that includes some two-pronged indicators working together to highlight growth and areas for improvement. The MYSP Monitoring Strategy is published on the WCDSB website in an AODA-compliant format, providing the public with access to Priorities, We Statements, Strategic Objectives, and Indicators for Monitoring.

## 6. Action Planning to Reach Goals

Senior staff will create action-focused logic models to support each monitoring indicator. Where indicators are similar to those from the previous MYSP, managers may use baseline data to determine whether previous actions should continue or be reimagined. For new indicators, managers will plan actions based on their portfolio expertise and the expertise of their teams.

## 7. Develop MYSP Monitoring Dashboard

As data becomes available, the Research Team will develop reports for each indicator in the MYSP 2025-2030 Monitoring Strategy. In many cases, baseline data and report templates from the previous MYSP already exist; in other cases, new data will be collected or reported in new ways. Reports will be published to a dashboard and updated periodically as new data becomes available throughout the year.

## 8. Mobilize, Monitor, and Adjust Programming

As the 2025-2030 MYSP Monitoring Strategy is implemented, Executive Council will mobilize the collected data for meaningful use, monitor for growth, and adjust programming when changes are required. The Monitoring Strategy provides ongoing data to steer the WCDSB toward realizing the priorities set forth in the MYSP, which represents the voice of the wider WCDSB community.

For a visual overview of the full MYSP 2025-2030 Monitoring Strategy, please see below:

### [Monitoring Strategy](#)

The Monitoring Strategy includes at least one open-ended qualitative indicator for each Strategic Priority. Including open-ended qualitative data is intended to:

- Gather rich understandings of how operational goals are being enacted across the system
- Make learning visible and accessible
- Build buy-in across stakeholders
- Limit top-down models of enacting change

## **Summary of Monitoring by Strategic Priority:**

- **Learning:** 6 Operational Goals; 12 Indicators
- **Serving:** 5 Operational Goals; 5 Indicators
- **Belonging:** 7 Operational Goals; 9 Indicators

**Total:** 18 Operational Goals; 24 Indicators

## **Recommendation:**

This report is for the information of the Board.

### **Prepared/Reviewed By:**

Annalisa Varano  
Director of Education

Lema Salaymeh  
Senior Manager of Communications

Courtney Brewer  
Research Coordinator

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



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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** January Director's Report

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**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:

January 2026 marks the beginning of a new calendar year and the continuation of our commitment to implementing the Multi-Year Strategic Plan 2025-2030. This month has been characterized by intensive work on establishing monitoring systems for our strategic priorities, comprehensive professional development for system leaders, and renewed school engagement through visits focused on literacy and numeracy. Our senior team has advanced portfolio alignment to ensure continuity and consistency across all areas of our work. As we enter this new year, we remain committed to our mission of educating and nurturing hope in all learners through the three pillars of Learning, Serving, and Belonging, with Faith at the centre.

### LEARNING: We set high expectations & challenge learners

#### Multi-Year Strategic Plan 2025-2030: Monitoring Strategy Development

January has been dedicated to completing the comprehensive monitoring framework for the MYSP 2025-2030. Our research team and senior leadership have met weekly to create detailed logic models for each indicator outlined in our monitoring strategy. This work includes developing our PowerBI dashboard framework to provide real-time monitoring of key performance indicators across all three pillars: Learning, Serving, and Belonging. This comprehensive monitoring system demonstrates our commitment to accelerating excellence and innovation while supporting multiple pathways for success.

#### School Visits: Engaging with Literacy and Numeracy

I resumed comprehensive school visits across our 52 schools, focusing on how schools are advancing literacy and numeracy goals within their School Achievement Plans. These visits provide opportunities to engage directly with students, teachers, and administrators about innovative instructional practices, assessment strategies, and intervention supports. By maintaining a visible presence in schools and engaging in meaningful dialogue about student achievement, we strengthen our collective focus on ensuring all students reach high standards in literacy and numeracy.

#### Grade 8 Math Pathways Meeting

On January 19th, our Superintendent, student success consultants, and math consultant met with all Grade 8 teachers responsible for supporting course selection to discuss pathway options available to students. The session focused specifically on GLS 10M, which supports the Grade 9 destreamed math program, ensuring teachers have the knowledge needed to guide students and families in making informed decisions about their secondary math journey. This meeting demonstrates our commitment to supporting multiple pathways and tools for success while ensuring seamless transitions from elementary to secondary school.

#### Career Conversations - Ontario Career Lab Partnership

WCDSB Pathways and the Business Education Partnership of Waterloo Region (BEP) are working together to provide all grade 9 and 10 students the opportunity to participate in the Ministry of Education's Career Conversations program through Ontario Career Lab. This initiative, funded by the Ministry of Education, allows students to talk with individuals from a wide range of industries, occupations, and backgrounds about their careers, enabling students to gain practical insights, explore different pathways, and see how their learning connects to life beyond the classroom. St. David hosted their Career Conversations event this week, and we are on track to meet our goal of all grade 9 and 10 students participating this school year. Monsignor Doyle and St. David are now complete, and the remaining three secondary schools are scheduled for next semester. This program demonstrates our

commitment to supporting multiple pathways and tools for success while engaging families and building community partnerships.

### **Catholic Leadership Program - Night 2**

On January 7th, we held the second session of our Catholic Leadership Program, continuing professional development for aspiring and current administrators. The session focused on building leadership capacity within the context of our new Multi-Year Strategic Plan and exploring how leaders can drive systemic improvement aligned with our strategic priorities. This demonstrates our commitment to transforming learning through leadership and staff support while celebrating our distinct Catholic identity.

### **University Co-op Education Program Culminating Event**

I attended the UCEP culminating event where students showcased their semester-long post-secondary co-op experiences in fields including business, health sciences, engineering, education, and social services. The UCEP exemplifies our commitment to supporting multiple pathways and tools for success while engaging students as co-creators in their learning through authentic workplace experiences that develop future-ready skills.

### **Monsignor Doyle Co-op Job Fair**

I participated in the Monsignor Doyle Co-op Job Fair, connecting students with co-operative education placement opportunities across diverse sectors. This event demonstrates our commitment to providing students with varied pathway options while engaging families and building community partnerships.

### **Notre Dame and SE Galt Joint School Planning**

Work continues with our 7-12 Notre Dame working group, now expanded to include preparations for the opening of our new SE Galt joint school. These planning sessions involve administrators, teachers, and support staff working together to create seamless transitions for students and establish structures that serve both elementary and secondary learners effectively.

### **Senior Team Portfolio Updates**

Throughout January, our senior team engaged in comprehensive portfolio updates focused on Faith, Indigenous Education, and Equity. These presentations ensure all superintendents and senior administrators are informed of progress across portfolios, bridging gaps for continuity and consistency.

### **Deep Learning Dialogues Podcast: AI and Catholic Education**

I participated in the Deep Learning Dialogues podcast to discuss integrating generative artificial intelligence within a faith-centred framework in Catholic education. The conversation explored how AI presents an opportunity to deepen our mission of serving the "whole person" rather than replacing human connection. I introduced a "litmus test" grounded in Catholic Social Teachings, asking whether new tools honour human dignity, promote the common good, and serve those most in need. This discernment process ensures technology enhances the sacred student-teacher relationship. I emphasized that AI serves as a "teaching partner" that handles administrative tasks and helps students overcome learning blocks, freeing teachers to focus on responsive, trauma-informed practices. The discussion highlighted how our Multi-Year Strategic Plan's pillars of Learning, Serving, and Belonging guide our approach to using AI for personalized instruction, supporting multi-language learners, and providing better access for students with exceptionalities while maintaining vigilance regarding data privacy and student safety.

The **Faith portfolio** highlighted preparations to welcome incoming Bishop Joseph Dabrowski, who will be installed on February 2 at the Cathedral Basilica of Christ the King in Hamilton. Students across WCDSB are preparing an Alphabet Gratitude Book for Bishop Crosby in recognition of his pastoral leadership. A working group convened in January to plan the next Deanery and Principals gathering for our parish-school collaboration initiative, Forward Together in Christ. Work continues with digital partners to enhance staff access to Religion and Family Life resources, demonstrating our commitment to celebrating our Catholic identity, supporting adult faith formation, and strengthening connections between home, school, and parish.

The **Indigenous Education portfolio** welcomed our new Indigenous Student Success teacher, Carolle Belanger, who is supporting mathematics instruction in Grades 3 and 6 at St. John, St. Patrick, St. Bernadette, and St. Josephine Bakhita from January through March. Planning continues for our cultural exchange trip to Kangirsuk, Quebec in April. We are also working towards sending all NBE secondary students to visit the Mohawk Institute Residential School interpretive museum in Brantford during the 2026-27 school year, demonstrating our commitment to truth and reconciliation and creating environments that reflect diversity.

The **Equity portfolio** focused on fostering equitable, inclusive, and barrier-free learning and work environments while continuing efforts to reduce disproportionalities in student outcomes. This month, CES and Dutton Drive staff participated in Talk and Treats with Indigenous students from across the board, who shared their lived experiences, perspectives on identity and representation, the value of land-based learning, and their experiences with anti-Indigenous racism. Their voices challenge us to strengthen respectful, inclusive, and healing school communities. Equity Services also delivered a workshop for emerging leaders focused on servant leadership and relationship-based practices, and is partnering with NTIP and Human Resources to provide targeted supports for internationally trained Ontario Certified Teachers.

### **St. David Catholic Secondary School Addition Project Approved**

The Ministry of Education approved \$17.798 million in capital funding for an addition to St. David Catholic Secondary School as part of Phase 1 of the 2025-26 Capital Priorities Program. This significant investment addresses urgent accommodation pressures at St. David CSS, which was among only 12 school-based projects approved province-wide based on current utilization exceeding 95% and critical need for additional student capacity. MPP Mike Harris made the public announcement on January 23rd. This addition will create much-needed student spaces and reflects our system's continued growth and the community's confidence in Catholic education.

### **SERVING: We listen & serve in education & Faith**

#### **Tiny Home Takeout Experience**

I attended the Tiny Home Takeout experience at St. Mary's with Grade 6 students from St. Nicholas Catholic Elementary School. It was inspiring to watch students participate in preparing food that would be served later in the day to the community. Students also attended Mass at St. Mary's, deepening their understanding of homelessness, housing insecurity, and Catholic social teaching regarding dignity, justice, and service to the marginalized. This experiential learning initiative connects faith formation to learning by helping students live gospel values through awareness and advocacy, with narrative inquiry capturing students' faith development through digital vignettes.

#### **Parish-School Collaboration Working Group**

On January 23rd, we convened our Parish-School Collaboration Working Group to advance the work of

strengthening connections between home, school, and parish. This collaborative initiative brings together school administrators, parish priests, catechetical leaders, and diocesan representatives to explore strategies for deepening partnerships including communication protocols for sharing parish bulletins through school digital platforms, coordinating sacramental preparation, and creating opportunities for students to participate in parish ministries. The next large-scale Parish-School Collaboration event is scheduled for April 21st, where we will bring together a broader group of stakeholders to further strengthen these essential relationships.

### **BELONGING: We foster meaningful connections for students & staff**

#### **Human Rights Training for Administrators - Part 2**

On January 30th, we provided Part 2 of comprehensive Human Rights training for all administrators. This essential professional development deepens leaders' understanding of human rights legislation, accommodation requirements, and best practices for creating barrier-free educational environments including the Ontario Human Rights Code, AODA, duty to accommodate, and responding to discrimination. This demonstrates our commitment to fostering equitable, inclusive, and barrier-free learning and work environments while promoting a sense of mattering and dignity.

#### **YMCA Partnership Development**

I met with Mike Ennis, Executive Director of the YMCA, for an introductory meeting to discuss existing partnerships and programs while exploring new collaborative opportunities to support students and families. Our conversation included after-school programming, summer learning, childcare services, mental health supports, and community recreation programs. These partnerships demonstrate our commitment to engaging families and building community partnerships while removing barriers to access.

#### **Project SEARCH Family Information Night**

It is now time that we start the selection process for our 2026-2027 Project SEARCH cohorts. On January 21, 2026, there was a Family Information Night at the CEC presented by all partners (WRHN, Cambridge Memorial Hospital, Waterloo Catholic District School Board, and KWHabilitation). Families learned what Project SEARCH is, what a day in the life of an intern looks like, and had the opportunity to hear from a past intern who is gainfully employed at WRHN, the host business. Following the presentation, applications were available and the selection process will now begin to select next year's cohort of students.

#### **Professional Learning and Leadership Development**

#### **2026 Catholic Trustee Seminar**

We attended the 2026 Catholic Trustee Seminar from January 15-18, which brought together Catholic education leaders from across Ontario. The seminar featured keynote addresses including Bishop Gerard Bergie on "Inspired by Faith, United in Mission: Ontario's Catholic School Trustees," and sessions on effective advocacy for Catholic school boards, crisis management practices, transparency and accountability, and current trends impacting education in Ontario. The theme centered on "Pilgrims of Hope: On the Path to Holiness," emphasizing Catholic leadership and governance in contemporary education. This professional learning opportunity strengthened connections within the provincial Catholic education community and provided insights that inform our ongoing work in implementing our Multi-Year Strategic Plan.

## **CEO/CFO (CODE/COSBO) Meeting**

From January 20-22, I attend the annual CEO/CFO conference, a critical forum that engages senior board leaders in discussion regarding board challenges, Ministry of Education priorities, leading practices, and curriculum implementation. This year's sessions included speakers on leadership, cybersecurity resilience, attendance management, artificial intelligence, and family support offices.

## **Looking Ahead**

As we continue through the winter term, we carry forward the momentum of January's accomplishments and the foundational work in developing our MYSP monitoring systems. The continuation of school visits, deepening of community partnerships, and commitment to professional learning position WCDSB for continued growth and excellence in Catholic education. The months ahead will bring further refinement of our monitoring dashboard, continued portfolio development, and ongoing engagement with students, staff, families, and community partners who share our commitment to excellent Catholic education.

### **Ongoing Regular Meetings:**

Weekly meetings: Senior Manager of Communications, Executive Council, Research Team (MYSP monitoring)

Biweekly meetings: Superintendent of Human Resources, CFO, Senior Manager of Equity Services

Monthly meetings: STSWR, Administrative meetings with school leaders, Audit Committee, CPIC, SEAC, Canadian AI Collaboration

Regular meetings with Chair of the Board for agenda setting and preparation

### **January 2026 Events and Meetings:**

Catholic Leadership Program - Night 2 (January 7)

OCSOA Region 6 Meeting - Presentation by Diocese Education Vicar: Monsignor Con O'Mahoney

2026 Catholic Trustee Seminar (January 15-18)

CEO/ CFO Meeting (January 20-22)

Ministry Announcement by MPP Mike Harris @ St. David's (January 23)

Parish-School Collaboration Working Group (January 23)

Human Rights Training for Administrators - Part 2 (January 30)

Monsignor Doyle Co-op Job Fair

YMCA Partnership Meeting with Mike Ennis

UCEP Culminating Event

Tiny Home Takeover Experience - St. Nicholas

SEAC Meeting

CPIC Meeting

Governance Committee Meeting

Audit Committee Meeting

CCFOWR Board of Directors Meeting

Committee of the Whole and Board Meeting Preparation

Notre Dame 7-12 Working Group Meeting

SE Galt Joint School Planning Meeting

School Visits (ongoing throughout January)

Weekly Research Team Meetings - MYSP Monitoring Strategy

Senior Team Portfolio Updates (Faith, Indigenous, Equity)

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

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

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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Student Trustee Report - January 2026

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

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

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

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

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

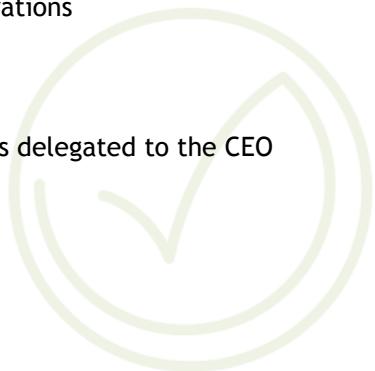
Policy II 011 Student Representation on the Board  
Policy II 012 Student Trustee Role Description

**Alignment to the MYSP:**

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

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

**Belonging**  
 Create safe, welcoming environments that reflect our diversity  
 Promote a sense of mattering & dignity  
 Foster equitable, inclusive, & barrier-free learning & work environments



### Engage families & build community partnerships

### Background/Comments:

Summary: This month, WCDSB secondary schools returned from the winter break with optimism and positivity. The primary focus throughout January was student support as exams began, marking the conclusion of the first semester of the school year.

Safe School Ambassadors Study Habit Initiative - January 14th

To conclude semester one, Safe School Ambassadors partnered with Monsignor Doyle's Student Council to help prepare students for exams. Students were encouraged to write and share positive and helpful study tips, which were displayed throughout the school. This initiative promoted healthy study habits, collaboration, and motivation as students worked together to successfully navigate their examinations.

Cookies/Cocoa and Cram - January 19th-23rd

Cookies/Cocoa and Cram is an after-school study program organized through each school's student council, designed to support students both academically and emotionally during exam season. The program takes place during the week leading up to exams and provides a calm, low-stress environment where students can study, ask teachers questions, and access helpful resources while enjoying free snacks. The goal is to reduce exam-related stress, promote student well-being, and help students feel supported and prepared as they finish the semester strong.

Bell Let's Talk - January 19th-23rd

Throughout the week, activities were held to recognize January as Mental Health Month and to support Bell Let's Talk Day by promoting stigma-free conversations around mental health within our schools. Morning announcements featured school-appropriate mental health statistics and quotes, and students were invited to wear a blue shirt with uniform bottoms on Wednesday. Art and wellness stations were set up during lunch periods to encourage students to take a mental and technological break, supporting overall mental well-being.

## Semi Formal - January 29th

St. Davids will be hosting their annual semi-formal dance at the end of the month at Bingemans. The student body has voted for a masquerade theme, which will be executed and planned by the student council. Council members will be responsible for decorating the venue and managing the event, which will hopefully lead to a successful and enjoyable evening for students.

## 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.



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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Recommendations from the Governance Committee

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**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:**

N/A

**Alignment to the MYSP:**

**Learning**

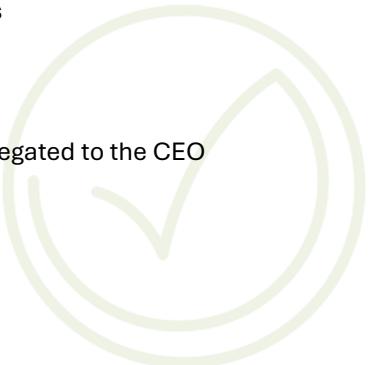
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

**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:**

On January 19, 2026, the Governance Committee reviewed several policies and proposed amendments to the items listed below. The proposed amendments are included in Appendices A through J for Trustee approval.

- Board Policy III 004 Delegation of the CEO – Appendix A
- Board Policy II 013 Cost of Governance - Appendix B
- Board Policy II 014 Trustee Expenses – Appendix C
- Monitoring Report IV-002 – Treatment of the Public – Appendix D
- Monitoring Report IV-003 – Treatment of Students – Appendix E
- Board Policy II 015 Ownership Linkage – Appendix F
- Board Policy II 002 Governing Style – Appendix G
- Board Policy IV 007 – Financial Planning/Budgeting – Appendix H
- Board Policy II 004 Advocacy and Advertising – Appendix I
- Board Policy II 009 Board Committee Principles – Appendix J

**Recommendation:**

That the Board of Trustees approve the amendments outlined in Appendices A through J.

**Prepared/Reviewed By:**

Tracey Weiler  
Vice-Chair of the Board/Chair of the Governance Committee

\*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.



**Number: III 004  
Subject: Delegation to the CEO**

**Approval Date:** April 28, 2008  
**Effective Date:** April 28, 2008  
**Revised:** January 30, 2012, January 26, 2026

**ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

**POLICY STATEMENT:**

The Board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided (Executive Limitations), allowing the CEO to use any reasonable interpretation of these policies with the legal requirements of the Province of Ontario.

Accordingly:

1. The Board will develop policies instructing the CEO to achieve certain results, for certain recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies.
2. The Board will develop policies which limit the latitude the CEO may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies.
3. As long as the CEO uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the CEO is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
4. The Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between board and CEO domains. By doing so, the Board changes the latitude of choice given to the CEO. But as long as any particular delegation is in place, the Board will respect and support the CEO's choices.





**Number: II 013**  
**Subject: Cost of Governance**

**Approval Date:** September 2, 2009  
**Effective Date:** September 2, 2009  
**Revised:** September 7, 2010, November 26, 2012, September 29, 2014, October 22, 2018; May 29, 2023, November 25, 2024, **January 26, 2026**

**ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

**POLICY STATEMENT:**

Because poor governance costs more than learning to govern well, the Board will invest in its governance capacity.

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
  - a. Training and retraining will be used liberally to orient new Trustees and candidates for Trustees, as well as maintain and increase existing Trustees skills and understanding.
  - b. Outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
  - c. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to **owner** (**Catholic School Ratepayer**) viewpoints and values.
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. The Board will develop its budget by May of each year to assure its inclusion in the overall budget and will include allowances for:
  - a. Training, including attendance at conferences and workshops.
  - b. Audit and other third-party monitoring of organizational performance.
  - c. Surveys, focus groups, opinion analyses, and meeting costs.
3. The Board will pay an honorarium to its Trustees in accordance with the provisions in legislation. For the term of November 15, 2022, to November 14, 2026, the honorarium will be:
  - a. Trustees: A base amount of \$5,900 plus an enrolment amount of \$4,711 = \$10,611 per annum
  - b. Vice Chair: A base amount of \$8,400 plus an enrolment amount of \$5,316 = \$13,716 per annum
  - c. Chair: A base amount of \$10,900 plus an enrolment amount of \$5,921 = \$16,821 per annum



4. The Board will pay an honorarium to its Trustees in accordance with the provisions in legislation for attending legislated committee meeting. There are four such committees: Audit, Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), Supervised Alternative Learning (SAL). An honorarium for voluntary attendance by an alternate to one of these committees is limited to one meeting per year.
5. Student Trustees shall be paid an honorarium of \$2,500 per year. Student Trustee term of office begins on August 1<sup>st</sup> of the elected year and ending on July 31<sup>st</sup> of the following year.
6. Trustees will be reimbursed for reasonable expenses incurred as per Board Policy II 014 Trustee Expenses. Mileage will be reimbursed at the standard rate established in Board administrative policy.



**Number: II 014  
Subject: Trustee Expenses**

**Approval Date:** February 22, 1999  
**Effective Date:** February 22, 1999  
**Revised:** September 25, 2000; August 30, 2002; December 19, 2005; February 26, 2007; May 2008; September 29, 2008, November 30, 2009, January 30, 2017, June 24, 2024, **January 26, 2026**

**ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

**POLICY STATEMENT:**

The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse Trustees for expenses reasonably incurred in carrying out their role as Trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that Trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Trustee.

**References:**

[WCDSSB Professional Standards of Ethics Broader Public Sector Expenses Directive](#)  
[Broader Public Sector Expenses Directive 2020](#)

**COMMENTS AND GUIDELINES**

**Travel**

1. The Board will reimburse Trustees for automobile travel at the current mileage rate prescribed by Canada Revenue Agency.
2. Trustees will be reimbursed for travel for business to/from their home.
3. Trustees will be reimbursed based on the standard travel distance, where applicable or for actual mileage travelled.



## Conference Expenses

4. The Board will pay for expenses incurred by a ~~T~~trustees who attend approved conferences in the following manner:
  - a) When accommodation is required, the traveller should stay at the host hotel in the standard room offered to attendees. Reasonable hotel expenses eligible for reimbursement include telephone, internet, and standard parking charges. Expenses of personal nature such as hotel movies, mini bars, and valet parking (where a self-serve option is available) are not eligible for reimbursement.
  - b) Where possible, registrations, including the payment of any fees, will be processed by support staff prior to the conference.
  - c) Travel expense is defined as the most practical mode of transportation to suit to the occasion at standard pricing. The reimbursable cost of air travel shall be up to Economy Air Fare or equivalent.
  - d) Personal expenses incurred on Board purchasing cards or submitted as part of an expense reimbursement request must be reimbursed.
5. The Chair has the right to approve conference attendance and number of persons at any conference, etc. to ensure the Board operates within budget allowances.

## Meals

6. Meals will be reimbursed at actual cost up to a maximum of \$75.00 (CDN) per day including taxes, gratuities and other reasonable sundry expenses while at conferences, conventions, or other Board related business. The lesser of the actual cost or the maximum will be reimbursed. Gratuities will be capped at 15% and the employee will be responsible for anything above the maximum.
7. All meals must be accompanied by an original, separate, and itemized receipt including written on the back – the names of the people at the meal and the business reason for the meal (i.e. attending conference). Meals appearing on a Trustee's hotel bill must be accompanied by an itemized receipt.

## Gifts and Donations

8. Gifts to any groups or individuals will not be reimbursed unless approved in advance by Board of Trustees.
9. Donations may be made on behalf of the Board of Trustees if approved by the Board in advance. Supporting a fundraiser or event for a specific political party is not eligible for reimbursement.

## Advertising and Communications

10. Trustees will not be reimbursed for expenses related to political advocacy. Only Board approved advertising and communication will be reimbursed.

## Office Supplies

11. The Board does not reimburse Trustees for home office equipment. The Board will reimburse Trustees for printer paper and toner. Any other purchases require special approval from the Board.
12. All equipment provided to **T**trustees must be returned to the Board, and all expenses will cease to be covered upon the Trustee's end of term or date of resignation.

## Alcohol

13. Alcohol will not be reimbursed under any circumstance. Alcoholic beverages appearing on meal receipts will not be reimbursed.

## Other Considerations

14. The Board recognizes that certain expenses (such as those incurred for professional development and conferences) may create a financial burden for elected Trustees or Student Trustees. As such these costs will be expensed through the Chair of the Board of Trustees or the Executive Administrative Assistant of the Board of Trustees purchase card.

## Other Expenses

15. Any other extraordinary or unusual expenses that a **T**trustee feels should be paid by the Board must be submitted to the Chair of the Board for approval with a written explanation and request for payment. **Trustees must obtain approval from the Chair for any extraordinary or unusual expenses prior to incurring any expenses. If it is a Chair expense, please refer to item 21.**
16. The Chair of the Board **will may** be issued a Board Purchase Card with a limit of \$1,000. This is in recognition of the extraordinary expenses incurred in this role. The Purchase Card must be used for board expenses as noted above. When purchases made on the Purchasing Card are reconciled, the Chair must submit original receipts as per the normal Purchasing Card expenditure process outlined on Staffnet.

## Approval of Expenses

17. An expense reimbursement request may be submitted at the end of each month for payment but must be submitted at least quarterly listing dates, location and reasons for the claim.
18. All expenses must be accompanied by original receipts and the original bill/invoice providing the details of the expense.
19. At year end, all expenses must be approved and submitted to accounting for reimbursement prior to the second Friday in September. Claims filed after that date will be denied.
20. All **T**trustee expense claims must be approved by the Chair.
21. The expense claims of the Chair must be approved by the Executive Superintendent of Corporate Services.
22. On an annual basis, the Internal Audit Officer will review and make available a summary report on all Trustees and their compliance with this policy.

## **Where an expense claim is denied**

23. When a Trustee's expense claim has been denied, the Trustee will be informed of the reason in writing. If the Chair of the Board denies the claim, the Chair will inform the Trustee. If the Executive Superintendent of Corporate Services denies the claim, the Executive Superintendent of Corporate Services will inform the Trustee outlining the reason(s) for the denial.

If the Trustee disagrees with the denial, the Trustee may bring the matter to the next regular meeting of the Audit Committee for a recommendation. In making their decision, the Audit Committee will determine whether or not the denial is consistent with the terms of the Board Policy.



**Number: IV 002**  
**Subject: Treatment of the Public**

**Approval Date:**

April 28, 2008

**Effective Date:**

April 28, 2008

**Revised:**

October 26, 2010; February 23, 2015; December 12, 2016,  
**January 26, 2026**

**ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

**POLICY STATEMENT:**

With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

A reasonable interpretation of this policy statement above allows the CEO to use any reasonable interpretation of this policy within the legal requirements of the Province of Ontario.





**Number: IV 003**  
**Subject: Treatment of Students**

**Approval Date:** April 28, 2008  
**Effective Date:** April 28, 2008  
**Revised:** September 2, 2008; December 12, 2016, **January 26, 2026**

**ACCESSIBILITY:**

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**POLICY STATEMENT:**

In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

A reasonable interpretation of this policy statement above allows the CEO to use any reasonable interpretation of this policy within the legal requirements of the Province of Ontario.





**Number: II 015**  
**Subject: Ownership Linkage**

**Approval Date:** November 29, 2010  
**Effective Date:** November 29, 2010  
**Revised:** May 27, 2013; May 25, 2015; October 30, 2017; May 29, 2023,  
January 26, 2026

**ACCESSIBILITY:**

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**POLICY STATEMENT:**

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic School ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the Catholic School ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Such opportunities **will** **may** include, but not be limited to:

1. **An Annual Report:** to be prepared and distributed to the Catholic School ratepayers annually referred to as the part of the "Director's Annual Report". This report will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.
2. **Conversation with Committees:** at a minimum of once per year, the Chairs **of** SEAC, CPIC and Audit committees will be invited to a conversation on the work of the committees and how it relates to the work of the Board.
3. **Opportunities for Engagement:** items of deliberation and policy development before the Board of Trustees **will** **may** include a process for survey/input from the Catholic School ratepayers to determine **owner** their values on the issue.





**Number:**

**II 002 Subject:  
Governing Style**

**Approval Date:** May 26, 2008

**Effective Date:** May 26, 2008

**Revised:** May 25, 2009; January 28, 2013; May 27, 2013; December 12, 2016, October 29, 2018; December 11, 2023, **January 26, 2026**

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**Policy Statement:**

The Board will govern with an emphasis on a) outward vision rather than an internal preoccupation, b) encouragement of diversity of viewpoints from within the system and the community, c) strategic leadership more than administrative detail, d) clear distinction of Board and Chief Executive roles, e) collective rather than individual decisions, f) considering past, present and future, and g) proactivity rather than reactivity.

On any issue, the Board must ensure that all divergent views are considered in making decisions, yet must resolve into a single organizational position.

More specifically, the Board will:

1. Operate with a clearly stated governance model that demonstrates its legal and moral obligation to represent the interests of the Catholic School ratepayers of Waterloo Region and details the responsibilities that fulfill this obligation.
2. Allow no Officer, individual or committee of the board to hinder or be an excuse for not fulfilling this commitment.
3. Direct, control and inspire the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values.
4. Cultivate a sense of group responsibility. The Board will be responsible for excellence in governing. The Board will be an initiator of policy and the Board will use the expertise of individual members to enhance the knowledge and ability of the Board as a body, rather than to substitute their individual judgments for the Board's values.
5. **New para** In accordance with point 4, Board members must reflect on and answer the following questions before bringing any new topic forward for discussion at a Board meeting or Committee meeting. ~~this discipline, the Board will only allow itself to address a new topic within the context of a Board meeting after it has answered these questions:~~
  - i. What is the nature of the issue?
  - ii. What is the value that drives the concern?
  - iii. Is this a shared issue?
  - iv. Whose issue is this? Is it the Board's or is it the CEO's?
  - v. Has the Board dealt with this subject in policy? If so, what has been said? Does the Board wish to change what it has already said?
  - vi. If the matter ~~is operational~~ ~~is several levels below Board level~~, what is the broadest way to address the issue ~~while still operating within~~ ~~so that it is still under~~ existing Board policy? Is that policy sufficient to deal with the concern?

**b)**It is out of order for Board members to talk about content until these questions of appropriateness are settled.

## Board Policy

6. Enforce upon itself whatever discipline is needed to govern with excellence, in compliance with Policy II 007 Code of Conduct.
7. Ensure that continual Board development will include orientation of new members in the Board's governance process and on-going discussion of process improvement.
8. Monitor and discuss the Board's process and performance within a scheduled review process.





**Number: IV 007**  
**Subject: Financial Planning/Budgeting**

**Approval Date:** April 28, 2008  
**Effective Date:** April 28, 2008  
**Revised:** April 26, 2011; June 27, 2011; November 26, 2012;  
December 12, 2016, **January 26, 2026**

**ACCESSIBILITY:**

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**POLICY STATEMENT:**

Financial Planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board's Ends priorities, established in the Board's Ends policy, risk fiscal jeopardy, violate the Education Act or Ministry of Education Guidelines, or fail to be derived from a multi-year plan.

Financial Planning for any fiscal year or the remaining part of any fiscal year shall not violate the Education Act and associated regulations, Ministry of Education directives, or fail to be derived from the Board's approved Multi-Year Strategic Plan.

Further, without limiting the scope of the foregoing, the CEO shall not: (renumber once approved)

1. ~~Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system.~~
2. Develop a budget without employing credible projection of revenues and expenses. ~~– separation of capital and operational items, cash flow, and disclosing planning assumptions.~~
3. Develop a budget that does not include trend analysis and historical comparators.
4. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.
5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.
6. Present a budget that does not allow sufficient time for decision-making.



7. Present a budget that cannot be readily understood by persons without a financial *or* educational background
8. **Fail to ensure uncommitted accumulated surpluses are at least 2% of projected operating revenues.**



**Number: II 004**  
**Subject: Advocacy and Advertising**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** **January 30, 2023, February 24, 2025, January 26, 2026**

**ACCESSIBILITY:**

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**POLICY STATEMENT:**

The Board of Trustees has a responsibility to act as advocates on behalf of the Catholic ratepayers. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education.

As per Ministry of Education directive ~~2006; B15 School Board Expenditure Guidelines~~, An advocacy activities will not use students, report cards or annual reports vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners.

Advocacy action however may, result from the activities of the members of the Board of Trustees directly, or indirectly through supporting the activities of groups like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA) or the Ontario Catholic School Business Officials Association (OCSBOA).

**REFERENCES:**

[Ministry of Education directive 2006; B15 School Board Expenditure Guidelines](#)





**Number: II 009**  
**Subject: Committee Principles**

**Approval Date:** **September 29, 2008**  
**Effective Date:** **September 29, 2008**  
**Revised:** **December 11, 2023, February 24, 2025, January 26, 2026**

**ACCESSIBILITY:**

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**POLICY STATEMENT:**

The Board of Trustees specifies the roles of committees and its relationship to them. It uses committees to facilitate effective and efficient governance. Committees do not do the work of the Board nor compromise the Board of Trustee integrity, authority and responsibility. Board of Trustee committees will be used sparingly and time limited and will be created to reinforce the wholeness of the Board's job and to never interfere with delegation from the Board to Director.

Accordingly:

1. Board committees will work under a specified terms of reference and timelines so that the duties and mandate of the committee are clearly understood.
2. Committee terms of reference will be carefully stated in order to avoid conflicting with authority delegated to the CEO. Each committee will review the Terms of Reference annually.
3. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.
4. Board committees may facilitate the use of resources, expert opinion and data information necessary to fully prepare the Board on the topic before the committee.
5. Non-Board of Trustee Committees are committees that have been created and mandated by organizations, other than the Board of Trustees. Where Trustee representation has been requested, (remove comma)-by the committee, the Chair will be notified. Board involvement provides opportunity for connecting with the community and bringing new information and understanding to the Board of Trustees. Involvement on Non-Board of Trustee Committees is subject to the following considerations:
  - a) availability of a Trustee to participate
  - b) relevance of the committee work to the current work of the Board of Trustees
  - c) contribution that the Board and/or the individual Trustee can bring to the committee
  - d) opportunity to foster on-going partnerships and community relationships
  - e) ability to raise the profile of the Board
  - f) annual review of membership to ensure that involvement continues to be meaningful

6. Trustees must refrain from requesting to participate in a board committee.





**Date:** January 26, 2026

**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 MYSP:**

**Awaken to Belong**

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

**Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

**Strengthen to Become**

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



### **Background/Comments:**

Chair's report:

- Several discussions with Director Varano
- Jan 12 – Committee of the Whole meeting
- Jan 16-17 OCSTA Trustee Conference
- Jan 19- Governance Meeting
- Jan 26 -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.



**Moved by:** Tracey Weiler

**Waterloo CDSB**

**Seconded by:** Renée Kraft

**Topic:** **Ensuring Fiscal Sustainability through Inflation-Indexed School Board Funding**

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**Whereas:** The province provides a 2% increase each year to offset expenses associated with non-personnel operating costs, and

**Whereas:** Non-personnel operating costs for school boards have steadily increased over several years, especially those related to school operations and IT, and

**Whereas:** Canada's inflation rate has exceeded 2% every year since 2020, and

**Whereas:** Inflation varies significantly across sectors, with certain commodities and services—such as electricity and natural gas—rising by 6% to 10%, and

**Whereas:** Payroll taxes, especially CPP, have increased each year with no associated grant adjustments by the province to account for these increases, and

**Whereas:** Payroll taxes and costs associated with operating schools are not discretionary, and

**Whereas:** School boards must reduce spending on programs and services supporting teaching and learning to offset these unfunded costs.

**Therefore, be it resolved that:** OCSTA petition The Ministry of Education to immediately adjust funding to (1) indemnify school boards from absorbing costs associated with payroll tax increases, and (2) ensure the true cost of non-personnel related expenditures does not result in the diversion of funds from direct classroom instruction and student supports.

**Moved by:** Tracey Weiler **Waterloo CDSB**

**Seconded by:** Kathy Doherty-Masters

**Topic:** **Full-Year Funding for Mental Health Lead Role**

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**Whereas:** The Ministry of Education requires Mental Health Leads to implement Tier 1 mental health promotion and prevention strategies that serve the entire school ecosystem; and

**Whereas:** The psychological well-being of students is inextricably linked to the wellness of school staff, requiring Mental Health Leads to provide year-round leadership, resource development, and systemic support that extends beyond the instructional calendar; and

**Whereas:** Boards are currently forced to rely on precarious "summer writing funds" or temporary grants to maintain essential mental health operations, a practice that is fiscally unsustainable and prevents long-term strategic planning; and

**Whereas:** A year-round (12-month) model would allow Mental Health Leads to conduct vital data analysis, staff professional development, and community partnership coordination in preparation for the academic year.

**Therefore, be it Resolved that:** OCSTA petition the Ministry of Education to provide permanent, annualized funding to extend the Mental Health Lead position from a 10-month to a 12-month term, ensuring stable, year-round mental health leadership across all Ontario school boards.

**Moved by:** Tracey Weiler

**Waterloo CDSB**

**Seconded by:** Marisa Phillips

**Topic:** **Increased Funding for Devices used by Students**

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**Whereas:** One-time pandemic funding enabled many school boards to deploy devices to students to support continuity of teaching and learning while schools were closed, and

**Whereas:** These devices are at the end of their useful lives, and

**Whereas:** Students and families now rely on the technology provided by school boards to complete their school work, and

**Whereas:** The funding model for technology has not changed to reflect students' current needs, despite substantial increases in technology procurement and maintenance costs, and

**Whereas:** The Office of the Auditor General of Ontario issued a recommendation in their 2018 report "School Board – IT Systems and Technology in the Classroom", that the province should develop a strategy that sets out the minimum standards for classroom technology in all schools, and

**Whereas:** School boards have varying device to student ratios as there is no minimum standard for technology in schools, and this has created an inequity in access to technology between school boards, and

**Whereas:** The Ministry of Education has mandated that school boards purchase their technology through Supply Ontario to ensure pricing, quality, and device choices are low, consistent, and predictable.

**Therefore, be it resolved that:** OCSTA petition The Ministry of Education to (1) set out standards for classroom technology for all school boards, and (2) provide funding to each school board based on a formula that considers:

- Supply Ontario average student device cost
- Expected useful life of each device
- School board enrolment
- The minimum standards for classroom technology determined by the Ministry's standards

**Moved by:** Tracey Weiler

**Waterloo CDSB**

**Seconded by:** Marisa Phillips

**Topic:** **Integrating Summer Special Education Supports into the Core Education Fund**

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**Whereas:** School Boards are very appreciative of the Responsive Education Program (REP) funding the Ministry of Education has provided school boards over the past five years for Summer Learning for Students with Special Education Needs, and

**Whereas:** This funding has allowed for intentional programming with measurable gains for our most vulnerable learners within our schools, and

**Whereas:** It has provided much-needed resources, transition programs, and additional staffing for students with special education needs over the summer months, and

**Whereas:** It has supported students with special education needs in transitioning successfully into their schools at the start of the new school year, and

**Whereas:** School Boards have been able to hire additional special education staff for existing summer learning programs which in turn has allowed for prioritizing registration for students who have an individual education plan (IEP), and

**Whereas:** We anticipate that our students will continue to benefit from this additional funding and support each year; and

**Whereas:** With the growth in many school boards in Ontario, there are many more students that additionally need these supports.

**Therefore, be it Resolved that:** OCSTA petition the Ministry of Education that in an effort to support our most vulnerable learners within our schools, we request the much needed funding for the Summer Learning for Students with Special Education Needs be moved into the Core Education Fund for Special Education.

**Moved by:** Tracey Weiler

**Waterloo CDSB**

**Seconded by:**

**Topic:** Providing funding to staff “Developmental Disabilities Student Transitions – Project SEARCH”

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**Whereas:** The Ministry of Education's Project SEARCH transition-to-work program is a valuable partnership initiative between school boards, industry/business, and community organizations designed to support students with intellectual or developmental disabilities; and

**Whereas:** This one-year employment preparation program is entirely workplace-embedded, with the principal outcome being employment or employment readiness for participating students; and

**Whereas:** Project SEARCH has demonstrated measurable success, with program graduates securing employment at host sites and other local organizations upon completion; and

**Whereas:** The absence of direct funding to school boards or community partners for Project SEARCH staffing is jeopardizing program sustainability, as community organizations can no longer commit resources to provide essential job skills trainers; and

**Whereas:** Without stable funding for staffing, Project SEARCH programs across Ontario are at risk of discontinuation, eliminating critical employment pathways for vulnerable learners; and

**Therefore, be it Resolved that:** OCSTA petition The Ministry of Education to provide dedicated funding to school boards to staff each Project SEARCH program with a **Classroom Teacher and a Job Skills Trainer or Educational Assistant**, ensuring program sustainability and equitable access to employment preparation for students with intellectual or developmental disabilities.

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**Moved by:** Kathy Doherty-Masters **Waterloo CDSB**

**Seconded by:** Tracey Weiler

**Topic:** **Support for Permanent Core Funding of the Special Education Needs Transition Navigator**

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**Whereas:** The Special Education Needs Transition Navigator role assists boards, school staff, students, and families with long-term planning and coordinated transitions for exceptional students, ensuring continuity of care and support, and

**Whereas:** The Ministry of Education's Policy and Program Memorandum No. 156 (PPM 156) requires that transition plans be personalized, detailed, and specific, and that parents/guardians be consulted as part of the planning process, and

**Whereas:** The Transition Navigator role has proven, in its relatively short existence, to be highly effective in supporting vulnerable students and families, strengthening collaboration among schools, boards, and community partners, and improving outcomes for students with Individual Education Plans (IEPs), and

**Whereas:** Ontario continues to see an increase in the number and complexity of students with IEPs, intensifying the need for consistent, specialized transition support, particularly following secondary school, and

**Whereas:** School boards require stable, predictable, and ongoing funding in order to plan responsibly, retain skilled staff, and provide equitable services across their communities, and

**Whereas:** Reliance on time-limited or temporary funding undermines long-term planning and creates uncertainty for boards, staff, students, and families, and

**Whereas:** Permanent funding for Special Education Needs Transition Navigators aligns with the Catholic Graduate Expectation of being **A Caring Family Member**, who "exercises compassion and respect for the dignity of all," particularly those who are most vulnerable.

**Therefore, Be It Resolved** that the Ontario Catholic School Trustees' Association (OCSTA) advocates to the Ministry of Education for the Special Education Needs Transition Navigator funding to be made **permanent and incorporated into core Special Education funding**; and

**Be It Further Resolved** that OCSTA petition the Ministry of Education to recognize the Transition Navigator role as an essential component of comprehensive special education programming, necessary to meet legislative requirements, ministry policy, and the growing needs of students with special education needs and their families.

**Moved by:** Tracey Weiler

**Waterloo CDSB**

**Seconded by:** Renée Kraft

**Topic:** **Sustainable Funding for Short-Term Staffing Pressures**

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**Whereas:** Effective teaching and learning can only take place when teachers and support staff are in classrooms every day to support students, and

**Whereas:** Increased absenteeism amongst front line staff has required school boards to spend more each year on replacing staff, and

**Whereas:** The province has encouraged school boards to make use of absence management programs to contain costs associated with absenteeism, and

**Whereas:** The effectiveness of school boards' absence management programs is limited by the provisions contained in centrally negotiated sick leave programs, and

**Whereas:** School boards spend hundreds of millions of dollars in excess of the funding provided for absenteeism each year, and

**Whereas:** This funding pressure requires school boards to limit spending on programs and services most needed by students.

**Therefore, be it resolved that:** OCSTA petition The Ministry of Education to immediately provide **supplemental interim funding** to offset the disproportionate costs of short-term coverage, ensuring that school boards are not forced to maintain classroom continuity at the direct expense of other critical student supports and essential services.

**Moved by:** Tracey Weiler **Waterloo CDSB**

**Seconded by:** Renée Kraft

**Topic:** **Sustainable Funding for Student Success and Achievement: Graduation Coaches Core Funding**

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**Whereas:** The Ministry of Education is responsible for ensuring that all students in Ontario have access to the resources necessary to achieve foundational academic standards and successfully complete secondary school, and

**Whereas:** The presence of Graduation Coaches provides critical, personalized mentorship for at-risk students, significantly increasing credit accumulation and secondary school completion rates, and

**Whereas:** School Boards are very appreciative of the Responsive Education Program (REP) funding the Ministry of Education has provided school boards for this position, and

**Whereas:** Current funding levels often lack the long-term predictability required for school boards to maintain these essential student success positions beyond temporary grant cycles.

**Therefore, be it Resolved that:** OCSTA petition the Ministry of Education to formally integrate funding for **Graduation Coaches** into Core Funding to ensure these high-impact roles are permanently staffed and available to support student success across all Ontario school boards.

**Moved by:** Tracey Weiler

**Waterloo CDSB**

**Seconded by:** Marisa Phillips

**Topic:** **Sustainable Funding for Student Success and Achievement: Math Special Assignment Teachers**

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**Whereas:** The Ministry of Education is responsible for ensuring that all students in Ontario have access to the resources necessary to achieve foundational academic standards, and

**Whereas:** The Ministry has demonstrated the value of specialized instructional support through the funding of Literacy Special Assignment Teachers (LSATs), who work directly in classrooms alongside teachers to deliver Tier 1 and Tier 2 interventions, and

**Whereas:** Students require equivalent targeted support in mathematics to address persistent learning gaps and build foundational numeracy skills, yet no parallel funding exists for Math Special Assignment Teachers to provide the same level of classroom-embedded, expert instructional support, and

**Whereas:** Math Special Assignment Teachers working directly with classroom teachers and students would significantly enhance teacher capacity in high-yield instructional strategies while simultaneously supporting student achievement in mathematics, and

**Whereas:** With the growth across many school boards in Ontario, there are many more students that need these supports.

**Therefore, be it Resolved that:** OCSTA petition The Ministry of Education to establish much needed **stable, dedicated funding** for Math Special Assignment Teachers, mirroring the existing LSAT model, to ensure equitable access to expert mathematics instruction and intervention across all Ontario school boards.



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**Date:** January 26, 2026  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Board Policy IV 013 Leadership

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**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 013  
 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 013 Leadership

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

Policy 1 001 Ends  
Policy IV 013 Leadership  
Ontario Catholic Leadership Framework

**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 CEO shall not cause or allow leadership at the top levels of the organization that is unskilled, unethical, uninspiring and that is inconsistent with our Catholic values.

#### **CEO Interpretation:**

The CEO will ensure that our school and system leaders will be well prepared and qualified for the positions for which they hold responsibility. Additionally, the CEO will ensure that all practices of WCDSB leaders will be actions of integrity, aligned with our legal responsibilities, our Catholic values and our social teaching. Finally, it suggests that the authenticity and actions taken by our leaders will inspire those they lead.

#### **Evidence:**

Leaders in the WCDSB are required to have achieved all the qualifications or accreditations associated with their respective positions. The required qualifications are listed in all job postings within the WCDSB. The courses required to attain this certification will always reflect teaching and learning containing the most recent legal responsibilities associated with the various positions for which leadership is possible, regardless of the department in the organization.

As outlined in the report to the Board on the WCDSB Leadership Strategy, there is a well-developed and evolving leadership strategy open to all employees of the WCDSB. The leadership strategy programs address a wide variety of relevant and evolving topics grounded in Catholic values and teachings. The resources selected, the focus of discussions, and the speakers who present are continually examined and invited to reflect a unique perspective of the Catholic Leadership Framework and the distinct nature of our Catholic schools and system.

Further, without limiting the scope of the foregoing, the CEO shall not fail to:

#### **1. Lead by example;**

#### **CEO Interpretation:**

That the CEO, along with other system and school leaders, will model those behaviours and work habits that would engender confidence and that nothing would be asked of employees that is not being modelled in the dedication and efforts of our WCDSB leaders.

#### **Evidence:**

The CEO demonstrates a commitment to excellence by setting ambitious standards for both themselves and the organization. Each year, clear goals are established, and senior leaders share progress indicators that reflect these priorities. Accessibility remains a cornerstone of their leadership, as the CEO and executive team maintain open lines of communication with departments, schools, and community partners.

The CEO and senior team are intentionally visible and engaged. By spending time in schools, departments, and facilities, they reinforce a sense of connection and accountability. Feedback is actively sought and addressed, underscoring their dedication to continuous improvement.

On a broader scale, the CEO and senior team work diligently to strengthen the organization's influence across the province. They consistently exceed expectations, ensuring the system is represented at the forefront of current practices, innovative strategies, and emerging trends.

## **2. Address the future needs of the system with a succession plan for formal leaders in the organization;**

### **CEO Interpretation:**

That the CEO would have systemic ways to ensure that the leadership needs of the system are being proactively considered and that new and aspiring leaders are being nurtured, with opportunities to foster their skills and leadership attributes.

### **Evidence:**

The Board's recent review of the WCDSB Leadership Strategy showcases the collaborative vision driving leadership development across the system. This work reflects the strategic direction set by the CEO and the Superintendent responsible for Leadership, while also incorporating perspectives from multiple stakeholders, including Leadership Strategy Committees, Human Resources, Academic Council and the Senior Manager of Equity.

Leadership growth is further supported through informal mentorship programming and succession planning. Superintendents and Principals play an active role in identifying emerging talent and encouraging these individuals to engage in professional learning opportunities that prepare them for future leadership roles. Each program is intentionally designed to prepare individuals for the role they are aspiring to.

Recruitment trends indicate strong interest in leadership positions within WCDSB. The current number of participants in the Catholic Leadership Program is at its highest level since its inception and current applications to Principal and Vice-Principal pools have been well received.

## **3. Positively manage change;**

### **CEO Interpretation:**

That the CEO will ensure practices that develop leaders who are nimble and responsive to an ever-changing educational landscape while remaining anchored in Catholic values and the Catholic Leadership Framework, with a focus on personal leadership resources that build adaptive capacity and support discernment.

### **Evidence:**

The WCDSB Leadership Strategy continues to evolve given the changing landscape of education. Leadership programming like *Crucial Conversations Training* provides leaders with the skills and foundation needed when navigating the realities of school and system leadership positions. All leadership programs are developed and presented through the lens of our Catholic Social Teachings, ensuring that all leaders within the WCDSB are working towards a shared vision.

The Leadership Strategy continues to support our school administrators and candidates in the respective pools, providing more training for school and board staff. The work between parish and

school collaboration will continue this year, explicitly looking at our approach to bolster parish, home, and school relations and their impact on our leadership as school and system leaders.

#### **4. Foster innovation and creativity;**

##### **CEO Interpretation:**

That the CEO will have processes and forums that allow our leaders to foster their aptitude and strength in transferable skills, and in leading edge thinking that will serve our staff and students as future citizens and learners.

##### **Evidence:**

Outlined in the Leadership Strategy Report to the Board, innovation and deep learning is supported for classroom teachers and school leadership. Our New Teacher Induction Program (NTIP) works with new teachers to support their development and understanding of innovative practices and changing pedagogical approaches to teaching. In November, all elementary and secondary teaching staff participated in an Artificial Intelligence professional learning session as part of the Ministry of Education's Professional Activities (PA) day requirements.

#### **5. Enlist others in creating and implementing a shared vision;**

##### **CEO Interpretation:**

That the CEO will ensure that through his or her own actions, as well as those of system and school leaders, that there is a common understanding of the direction and purpose of the organization; rooted in common aspirational principles.

##### **Evidence:**

The CEO consistently reinforces the system's goals and aspirations, rooted in its mission and vision, in all communications. The new 5-year Multi-Year Strategic Plan (MYS) outlines system pillars, goals and indicators which provide a very clear direction for all staff within the WCDSB. The MYS's pillars, goals and indicators will provide intentional and focused approaches for system wide permeation, alongside the Pastoral Plan and Equity Action Plan.

#### **6. Apply the guiding principles of holism, lifelong learning, equity, collaboration, excellence and accountability, reflection and reconciliation.**

##### **CEO Interpretation:**

That the leadership of the system will reflect the characteristics of a Catholic Graduate and the Catholic Leadership Framework in their word and lived example.

##### **Evidence:**

The Catholic Leadership Framework (CLF) is foundational to all leadership development in WCDSB. It guides interview processes, portfolio development, and program design across all initiatives.

##### **Program Integration:**

- Leadership candidates organize portfolios using CLF indicators
- The three-part Catholic Leadership Program develops skills consistent with the CLF and Ontario Leadership Framework
- The Information to Transformation initiative, supported by the Diocese, creates space for the Director to engage with participants as they explore their personal and professional journey
- The Induction for Newly Appointed Administrators program ensures new leaders continue to deepen their understanding of Catholic leadership in today's evolving context

**Modeling Leadership:** The Director and senior team model lead learnership through active participation in professional development, completion of Annual Work Plans aligned to the MYSP, and ongoing reflection and dialogue. Through these interconnected initiatives, WCDSB leaders embody the characteristics of the Ontario Catholic School Graduate Expectations and the CLF in both word and lived example.

## **Recommendation:**

That the Board accept this report indicating compliance with Policy IV 013 Leadership.

**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.