



Board of Trustees' Board Meeting

Date: Monday, June 22, 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
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board of Trustees		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Chonnonton People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	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 Double In Camera meeting of Monday, May 25, 2026, regarding HRS matters.	Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Board of Trustees Minutes – May 25, 2026	Board of Trustees	pp. 4-8	Approval
3.1.2 Special Board of Trustees Minutes – Jun 17, 2026	Board of Trustees	pp. 9-11	Approval
3.2 SEAC Minutes – May 20, 2026	Board of Trustees	pp. 12-14	Information
3.3 Audit Minutes – Apr 8, 2026	Board of Trustees	pp. 15-16	Information
3.4 Administrative Procedure Update	Director	pp. 17-19	Information
3.5 Governance Minutes – Mar 2, 2026	Governance Committee	pp. 20-22	Approval
3.6 Governance Minutes – May 19, 2026	Governance Committee	pp. 23-25	Approval
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Math Achievement Action Plan (MAAP)	J. Ritsma	pp. 26-37	Information
5.2 Secondary Math Update	P. Eby	pp. 38-46	Information
5.3 Q3 Interim Report	S. Maharaj	pp. 47-52	Information
5.4 MYSP Update	A. Varano	pp. 53-62	Information
5.5 Director’s Report	A. Varano	pp. 63-66	Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Report	R. Girolametto, J. Krysko	pp. 67-68	Information
7.2 CPIC Committee Presentation	P. Mendonça	pp. 69-75	Information
7.3 SEAC Committee Presentation	G. Foran	pp. 76-78	Information
7.4 Linkages Committee Annual Report	R. Sikora	pp. 79-80	Information
7.5 Pastoral Committee Annual Report	D. Guerin	pp. 81-83	Information
7.6 Governance Committee Annual Report	T. Weiler	pp. 84-85	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 86-87	Information
9. Policy Discussion			
9.1 Governance Recommendations Report	Board of Trustees	pp. 88-114	Approval
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 001 Global Governance Commitment Is there a need to review the Policy?	All Trustees	Link	Approval
10.1.2 Board Policy II 010 Board Committee Structure Is there a need to review the Policy?	L. Cuff	Link	Approval
10.2 Work of the Board Annual Report	Chair/Vice-Chair	pp. 115-118	Information
10.3 2026-2027 Board meeting dates	Board of Trustees	pp. 119	Approval

ITEM	Who	Agenda Section	Method & Outcome
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports			
11.1.1 Board Policy IV 001 General Executive Limitations	A. Varano	pp. 120-122	Approval
11.1.2 Board Policy IV 007 Financial Planning/Budgeting	S. Maharaj	pp. 123-133	Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):			
<ul style="list-style-type: none"> • Jun 23 – Project SEARCH Graduation (WRHN Kitchener) • Jun 25 – Project SEARCH Graduation (Cambridge Memorial Hospital) • Aug 27 – Links Fore Learning Golf Tournament Fundraiser – CCFOWR • Sept 7 – Students return to school • Sept 9 – SEAC Meeting 			
13.2 Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
13.3 Pending Items for OCSTA Consideration			
14. Items for the Next Meeting Agenda			
• TBD	Trustees		
15. Adjournment			
Confirm decisions made tonight			
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
15.2 Trustees move into a Triple In Camera meeting	Board of Trustees	--	Approval
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn			
	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

We make this prayer through Christ our Lord.

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, May 25, 2026, 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

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: Jace Krysko

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 6:01 p.m. and welcomed new Student Trustee Rashid Abu Ghazaleh to the table to observe the proceedings.

1.1 Opening Prayer & Memorials

Trustee Guerin 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:

2026-59-- It was moved by Trustee Sikora and seconded by Trustee Phillips:

THAT the agenda for Monday, May 25, 2026, be now approved.

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action

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 Special Board EDC Policy Review Minutes – Apr 13, 2026

3.1.2 Special Board EDC Background Study Minutes – Apr 13, 2026

3.1.3 Board of Trustees Minutes – Apr 27, 2026

3.2 Audit Minutes – Jan 28, 2026

3.3 CPIC Minutes – Mar 11, 2026

3.4 SEAC Minutes – Apr 1, 2026

3.5 2026 Education Development Charges Update Report

**2026-60-- It was moved by Trustee Stanley and seconded by Trustee Sikora:
THAT the Consent Agenda: Board of Trustees and the recommendations contained therein be now approved.**

--- Carried by consensus

4. Delegations

4.1 Delegation Presentation – The Chair invited students from St. David Catholic Secondary school to give a presentation describing the current work of the Team DAVE Robotics team, its structure, values, technical and community activities. Trustees asked clarifying questions.

5. Advice from the CEO

5.1 Update on Budget Preparation

Superintendent Maharaj introduced Laura Isaac, Senior Manager of Finance, to present the fifth Trustee Budget Update. The presentation reviewed an update on the 2026-2027 budget, detailing provincial funding changes, new investments and upcoming dates. Trustees asked clarifying questions.

5.2 Long Term Accommodation Plan

Superintendent Maharaj introduced Jennifer Passy, Manager of Planning, to present the Long-Term Accommodation Plan report. The presentation highlighted the updated long-term accommodation plan for 2025-2032, outlining capital projects and priorities, strategic objectives and boundary review processes. Trustees asked clarifying questions.

**2026-61-- It was moved by Trustee Guerin and seconded by Trustee Sikora:
That the Board of Trustees approve the 2026 Long Term Accommodation Plan as presented on May 11, 2026.**

--- Carried by consensus

5.3 Energy Conservation Plan

Superintendent Maharaj introduced Zeb Foss, Manager of Energy Conservation and Sustainability, to present the Energy Conservation Plan report. The presentation detailed consumption trends, efficiency achievements, sustainability and conservation efforts, technical upgrades and future planning as well as tree planting programs. Trustees asked clarifying questions.

5.4 IT Board Report

Superintendent Maharaj introduced Craig MacIsaac, Chief Information Officer, to present the IT Board Report. The presentation outlined the progress and key aspects of the IT strategic plan, focusing on infrastructure, process enhancements, and classroom and administrative endpoints. Trustees asked clarifying questions.

5.3 Director's Report

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

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustee Girolametto 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 May.

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 May.

9. Policy Discussion

10. Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 011 Student Representation on the Board. Is there a need to review the Policy?

Trustee Phillips confirmed review of Board Policy II 011 Student Representation on the Board and confirmed compliance. The policy does not require review at the Governance Committee.

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

2026-62-- It was moved by Trustee Phillips and seconded by Trustee Stanley:

THAT the Board of Trustees reviewed Board Policy II 011 Student Representation on the Board and find that the Board is in compliance.

--- Carried by consensus

10.1.2 Board Policy II 012 Student Trustee Role Description. Is there a need to review the Policy?

Trustee Stanley confirmed review of Board Policy II 012 Student Trustee Role Description and confirmed compliance. The policy does not require review at the Governance Committee.

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

2026-63-- It was moved by Trustee Stanley and seconded by Trustee Weiler:

THAT the Board of Trustees reviewed Board Policy II 012 Student Trustee Role Description and find that the Board is in compliance.

--- Carried by consensus

10.1.3 Board Policy III 001 Global Governance-Management Connection. Is there a need to review the Policy?

The Chair confirmed review of Board Policy III 001 Global Governance-Management Connection and confirmed compliance. The policy does not require review at the Governance Committee.

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

2026-64-- It was moved by Trustee Kraft and seconded by Trustee Weiler:

THAT the Board of Trustees reviewed Board Policy III 001 Global Governance-Management Connection and find that the Board is in compliance.

--- Carried by consensus

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports

11.1.1 Board Policy IV 009 – Asset Protection

Superintendent Maharaj presented on Board Policy IV 009 – Asset Protection and confirmed compliance. Chair Kraft requested a mover and seconder of the recommendation.

2026-65-- It was moved by Trustee Weiler and seconded by Trustee Phillips:

That the Board accept this report indicating compliance with Board Policy IV 009 – Asset Protection.

--- Carried by consensus

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.

15.2 Trustees move into a Double In Camera meeting.

2026-66- It was moved by Trustee Sikora and seconded by Trustee Phillips:

That the Board of Trustees move into a Double In Camera meeting.

--- Carried by consensus

Trustees moved into a Double In Camera meeting at 7:41 p.m.

Trustees reconvened the public meeting at 8:23 p.m. after rising from the Double In Camera session.

16. Closing Prayer

16.1 Closing prayer.

17. Motion to Adjourn

**2026-67-- It was moved by Trustee Phillips and seconded by Trustee Cuff:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:25 p.m.**

Chair of the Board

Secretary



Special Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Wednesday, June 17, 2026, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street W, Kitchener.

Trustees Present:

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

*-attended virtually via Teams

Student Trustees Present:

Rebecca Girolametto

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: Jace Krysko

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

Trustee Guerin led opening prayer.

1.2 Territorial Acknowledgment

Territorial Acknowledgment declared by Chair Kraft.

1.3 Approval of Agenda

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

2026-68-- It was moved by Trustee Sikora and seconded by Trustee Francis:

THAT the agenda for Wednesday, June 17, 2026, be now approved.

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action:

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)

4. Delegations

5. Advice from the CEO

5.1 Proposed 2026-2027 School Year Budget Presentation

Director Varano introduced a balanced 2026-2027 School Year Budget for Trustee approval on Monday, June 22, 2026. Laura Isaac, Senior Manager of Financial Services and Renee King, Manager of Budget and Financial Reporting, presented various budget-related topics including a financial overview, budget summaries and fund reports. Each Superintendent contributed insights pertaining to the specific areas related to their individual portfolio.

Trustees asked clarifying questions and provided comments. Additionally, questions and further inquiries from the Trustees will be accepted by email to budget@wcdsb.ca.

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

7. Reports From Board Committees/Task Forces

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

9. Policy Discussion

10. Assurance of Successful Board Performance

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 reviewed upcoming agenda items.

15. Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed decisions made tonight.

16. Closing Prayer

17. Motion to Adjourn

**2026-69-- It was moved by Trustee Sikora and seconded by Trustee Weiler:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:41 p.m.**

Chair of the Board

Secretary



<ul style="list-style-type: none"> • Athletes must have intellectual disability • Involving athletes of all ages • Working with health care providers to provide care to individuals with intellectual disability • Subscribe on Newsletter and follow-on social media Facebook and Instagram. <p>Q&A</p>	
<p>6. Ministry Updates (10 min)</p> <p>6.1 Kawartha Pine Ridge District School Board (KPR) SEAC expressing concern regarding the impact of Bill 33, Supporting Children and Students Act 2025 and its potential impact on school boards.</p> <p>6.2 Toronto DSB SEAC Letter to the Minister re: Recurring Unmet Needs of K-12 Students with Disabilities/Special Education Needs</p> <p>6.3. Hastings and Prince Edwards DSB SEAC to Ministry of Education Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors.</p> <p>6.4.</p> <ul style="list-style-type: none"> • Waterloo DSB letter of Support to Simcoe Catholic DSB Re: Funding Priorities for Students with Special Education and Mental Health Needs • Waterloo DSB letter of Support to Durham DSB Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors • Waterloo DSB letter of Support to Toronto DSB: Re: Current state of special education funding and the protection of student rights under the Ontario Human Rights Code. 	<p>G. Foran</p>
<p>7. SEAC Committee Functions:</p> <p>7.1. Budget Presentation Discussion</p> <ul style="list-style-type: none"> • SEAC has input into Special education budget as per regulations • Two options for SEAC to consider: <ul style="list-style-type: none"> ➢ Bring budget to SEAC in September and then to the revised estimates, if needed, or meet later in June/July. • SEAC members agreed that rescheduling the budget presentation to September is appropriate, aligning with the timing of the budget release. 	<p>G. Foran</p>
<p>8. Policy Advice to the Board N/A</p>	
<p>9. Updates</p> <p>9.1. WRPS Updates:</p>	



<ul style="list-style-type: none"> • Independent Living Waterloo region is actively hiring for board of directors and volunteer positions as of September. <p>9.2. WWDSS Association Updates:</p> <ul style="list-style-type: none"> • WWDSS had a Mini Conference April 25, 2026, agenda items were: <ul style="list-style-type: none"> ➢ Self-Advocate Katie K. shared a presentation about her amazing life. ➢ Dr. Thakur, Psychiatrist at Surrey Place, shared how mental health conditions can uniquely present in people with Down syndrome. ➢ Annual General Members Meeting • The 11th Annual WWDSS Up Side Down Charity Golf Tournament is on Monday June 15, 2026, at 12:00 PM at Ariss Valley Golf Club • WWDSS continues to offer programs and supports for families, including social groups, summer programming, volunteer opportunities, and advocacy initiatives connected to inclusive education and community participation. <p>9.3. Autism Updates:</p> <ul style="list-style-type: none"> • One to One Summer Support Worker Reimbursement fund. <p>9.5. WRFN Updates:</p> <ul style="list-style-type: none"> • Create & Connect – Creative Opportunities for Caregivers • PDA Support group – next meeting is June 4 • Kaleidoscope Kids – reminder of upcoming dates <p>9.4. Trustee Updates Sikora shared trustee May Trustee updates.</p>	
<p>10. Pending Items N/A</p>	
<p>11. Adjournment Motion by: Amanda Hanning Seconded: Kim Muphy</p>	
<p>12. Action Items Place Holder N/A</p>	



Audit Committee Open Meeting

Date: April 8, 2026
Time: 6:00 p.m.
Location: CEC 109a – St. Mary’s Board Room
Next Meeting: June 15, 2026

Attendees:

Committee Members:
 Marissa Phillips, Bob Sikora, Winston Francis

Community Members:
 Jennifer Gruber, Zeynep Danis

Administrative Officials:
 Annalisa Varano, Shane Durham, Laura Isaac, Shesh Maharaj

Guests:
 Andrea Eltherington (RIAT)

Regrets:

1. Welcome and Opening Prayer
2. Territorial Acknowledgement
3. Approval of Agenda
 Amend item 6.2 to include Re-scheduling June 17th meeting
Motion: That the Audit Committee Open Agenda of April 8, 2026 be approved as amended.
Moved by: Jennifer Gruber
Seconded: Bob Sikora
Carried by consensus
4. Declared Pecuniary Interest
None
5. Approval of the Minutes
Motion: That the Audit Committee Open Meeting Minutes from January 28, 2026 be approved.
Moved by: Jennifer Gruber
Seconded: Bob Sikora
Carried by consensus

6. Discussion Items

6.1 Q2 Dashboard Report

- Laura presented the Q2 Financial report which shows a small surplus
- Members asked clarifying questions of management with respect to key variances and items of interest

Motion: That the 2nd Quarter Dashboard Report for the year ended August 31, 2026 be sent to the Board of Trustees for information.

Motion: Bob Sikora

Seconded: Jennifer Gruber

Carried by consensus

6.2 Audit Committee Administration

- Audit Committee Self- Assessment
 - Shane encouraged the committee to complete the self- assessment so that he can prepare the report for next meeting
- Audit Committee Community Member Recruitment
 - Shane indicated that Jennifer's term as a committee member is coming to an end
 - Job posting is ready to be posted; process outlined in Terms of Reference will be followed
- Next meeting
 - Date change needed from June 17th
 - New date: Monday June 15th (virtual); Shane to update meeting request

6.3 Audit Committee Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:25 pm

Moved by: Jennifer Gruber

Seconded: Bob Sikora

Carried by consensus

7. Pending Items

None

8. Adjournment

8.1 Audit Committee Adjournment

Motion: That the Audit Committee meeting of April 8, 2026 is adjourned at 7:37pm

Moved by: Jennifer Gruber

Seconded: Bob Sikora

Carried by consensus





Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Administrative Procedure Update

Type of Report:

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

Type of Information:

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **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 IV 012 Communication to Board

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

Board Policy IV 012 Communication to Board

Alignment to the MYSP:

Learning

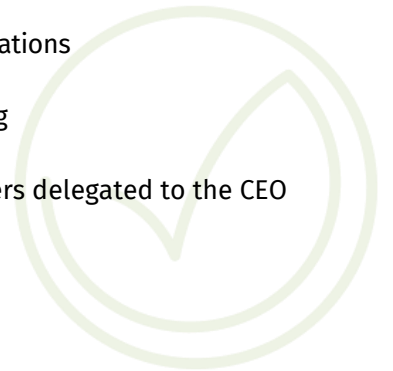
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

Serving

- Celebrate & promote our distinct Catholic identity
- 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:

From January 1, 2026, to June 8, 2026, the following Administrative Procedure (AP) Memos have been revised/updated and posted on our website:

Policy No.	Title of Document	Summary of Changes
APSC001	Catholic School Advisory Councils	Minor tweaks to membership and CSAC composition
APO010	Library Collection Development	This update provides minor policy clarifications without changing intent. This update includes updated links or references that replaced outdated terminology with current terms.
APS012	Mobile and Personal Technology	This update provides minor policy clarifications without changing intent. Includes small tweaks to procedures.
APC011	Access to Students Living in Shelter due to Domestic Violence (Formally "Access to Students in Crisis")	This update includes updated links or references, replaces outdated terminology with current terms, adds minor content such as examples or notes, removes outdated or unnecessary content, and includes small tweaks to procedures.
APC034	Bullying Prevention and Intervention	This update provides minor policy clarifications without changing intent and ensures compliance with new regulations.
APC043	Student Sexual Assault Protocol	This update involves formatting adjustments such as fonts, spacing, or alignment.
APH023	Workplace Violence Prevention	This update includes changes to language and small tweaks to process.
APC026	Retention & Acceleration of Learners JK to 9	This update provides minor policy clarifications without changing intent and includes small tweaks to procedures.
APC038	Religious Accommodation (Supplement to WCDSB Equity and Inclusive Education - APC037)	Updates to Use of Catholic Chapels and Multi-Faith Accommodation and additions to guidelines for Kirpan accommodation
APC044	Student to Student Sexual and Gender-Based Harassment Protocol	This update provides minor policy clarifications without changing intent, including updated links or references, replaces outdated terminology with current terms and removes outdated or unnecessary content.



APC047	Withdrawal from Parental/Guardian Control (Emancipation)	This update replaces outdated terminology with current terms, adds minor content such as examples or notes, and removes outdated or unnecessary content.
APH019	Suicidal Ideation & Gestures and Non-Suicidal Self-Injury (NSSI)	This update involves formatting adjustments such as fonts, spacing, or alignment.
APH036	Human Trafficking	This update provides minor policy clarifications without changing intent.
APS050	Right to Disconnect from Work	This AP was up in the review cycle. Updates include formatting adjustments such as fonts, spacing, or alignment.
APH002	School Accidents	This update includes updated links or references and small tweaks to procedures.
APB004	School Generated Funds and Fundraising	This AP was updated at the request of the internal audit officer to address: -frequency of training of administrators on fundraising practices -new attestation requirements on record keeping -introduction of a new workflow to ensure fundraising plans are submitted on time -addition of levers for the internal audit officer to limit SGF activity if policies are not being followed
APS038	Police Record Checks and Offence Declarations for Board Employees	This update is due to Ministry or legislative directives.
APO030	Hate & Bias	New AP

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

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





Governance Committee

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

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

Regrets: Trustee Guerin

Guests: Trustee Francis & Trustee Sikora

Administrative Officials: Annalisa Varano

Recording Secretary: Alice Figueiredo

1. Call to Order

Trustee Weiler called the meeting to order at 5:05 p.m.

1.1 Territorial Acknowledgement (Trustee Weiler)

Territorial Acknowledgement declared 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 of March 2, 2026, be approved.

Carried by consensus.

3. Declared Pecuniary Interest

NIL

4. Approval of the Minutes

N/A

5. Discussion Items (Trustee Weiler)

5.1 Board Policy II 006 Celebration of Excellence

The Governance Committee reviewed recommendations from Trustee Phillips regarding whether the “Pope Francis Award” required updating in light of the appointment of Pope Leo. It was confirmed that the award was intentionally created in the spirit of Pope Francis, who has been a leading global advocate for environmental stewardship.

The Committee suggested adding clarifying wording to Board Policy II 006 - *Celebration of Excellence*, Item No. 3, to indicate both the origin of the award's name and the rationale behind it. Proposed wording discussed by the Committee included:

“The Pope Francis Award was specifically named in honour of Pope Francis, who has been a leading global advocate for environmental action, viewing climate change as a moral crisis that disproportionately impacts the poor. Through his 2015 encyclical *Laudato Si'*, he champions the concept of ‘integral ecology,’ asserting that caring for nature is inseparable from social justice and defending the marginalized.”

Trustee Weiler requested a mover and a seconder to incorporate this wording into Item 3 of Board Policy II 006 *Celebration of Excellence*.

It was moved by Trustee Doherty-Masters and seconded by Trustee Kraft to add the following text to Board Policy II – 006 Celebration of Excellence, Item 3: “The Pope Francis Award was specifically named in honour of Pope Francis, who has been a leading global advocate for environmental action, viewing climate change as a moral crisis that disproportionately impacts the poor. Through his 2015 encyclical *Laudato Si'*, he champions the concept of ‘integral ecology,’ asserting that caring for nature is inseparable from social justice and defending the marginalized.”

Carried by Consensus.

5.2 Agenda Items Template

After the last Governance meeting Trustee Sikora mentioned that modifying the agenda template may require a change to the Bylaws and noticed that "1.5 Items for Action" was not listed as a "required" agenda item.

Governance committee agreed that it was a good practice to amend the By-law to add “1.5 Items for Action” to 3.12 of the By-law for continuity. Trustee Weiler requested a mover and a seconder to amend the By-law.

It was moved by Trustee Doherty-Masters and seconded by Trustee Kraft that “1.5 Items for Action” be added to 3.12 of the By-law.

Carried by Consensus.

5.3 Review of By-law section 5, Delegation

Trustee Weiler reviewed the proposed amendments to Section 5 of the By-law regarding Delegations. Trustee Weiler drafted the revisions and finalized the wording for the Board lawyer to review. The goal is to have the amended section ready for consideration and approval at an upcoming Board meeting. Trustee Weiler requested a mover and seconder.

It was moved by Trustee Doherty-Masters and seconded by Trustee Kraft that the suggested amendments to section 3 and 5 of the By-law revisions be sent to the Board Lawyer for review and feedback and then to present for approval at an upcoming Board meeting.

Carried by Consensus.

6. Pending Items

None

7. Recommendations to Board

Trustee Weiler requested a mover and seconder to bring all recommendation to an upcoming Board meeting.

~ 3 ~

**It was moved by Trustee Kraft and seconded by Trustee Doherty-Masters that all recommendation be brought to an upcoming Board meeting.
Carried by Consensus.**

8. Adjournment (Trustee Weiler)

Trustee Weiler requested a motion to adjourn.

**It was moved by Trustee Kraft and seconded by Trustee Doherty-Masters that the meeting adjourned.
Carried by Consensus.**

Time: 7:06 pm



Governance Committee

Date:	May 19, 2026, 5-8 pm
Time:	5:00 PM
Location:	CEC, St. Teresa of Avila
Next Meeting Date(s):	TBD
<p>Governance Committee Attendance: Tracey Weiler (Chair of Governance), David Guerin, Kathy Doherty-Masters, Renée Kraft</p> <p>Guests: Robert Sikora & Winston Francis</p> <p>Regrets: N/A</p> <p>Administrative Officials: Annalisa Varano</p> <p>Recording Secretary: Alice Figueiredo</p>	

1. Call to Order

Trustee Weiler called the meeting to order at 5:01pm.

1.1 Territorial Acknowledgement (Trustee Weiler)

Trustee Weiler led the Territorial Acknowledgement.

1.2 Prayer

Trustee Doherty-Masters led the opening prayer.

2. Approval of Agenda (Trustee Weiler)

Trustee Weiler requested amendments to the agenda as follows:

- Amend 1.2 to have Trustee Doherty-Masters lead the prayer.
- Add 5.4 Trustee Expense Policy Discussion; and
- Amend agenda time to reflect 5:00 to 8:00 pm.

Trustee Weiler requested a mover and seconder to approve the amended agenda.

**It was moved by Trustee Guerin and seconded by Trustee Kraft:
that the amended Governance agenda of May 19, 2026, be now approved.
Carried by Consensus.**

3. Declared Pecuniary Interest (Trustee Weiler)

None

4. Approval of the Minutes (Trustee Weiler)

N/A

5. Discussion Items (Trustee Weiler)

- 5.1 Review of By-law section 5 – Delegation
- 5.2 Review of By-law section 3.12 - Items for Action



Trustee Weiler reviewed Legal's suggested revisions to sections 3.12 and 5 of the By-law's and comments with the Governance Committee. The Committee considered each recommendation and provided direction on the proposed edits to be brought forward for Board approval.

Trustee Weiler requested a motion to bring forward proposed edit to the June 22nd, 2026, Board meeting.

**It was moved by Trustee Kraft and seconded Trustee Guerin:
That the By-law changes be brought to the Board of Trustees to the upcoming Board Meeting on June 22nd, 2026, as recommended by the Governance Committee.
Carried by Consensus.**

5.3 Board Policy II 016 Trustee Meeting Attendance – Electronic and In Person

Trustee Weiler provided background information, noting that Trustee Sikora confirmed the policy is currently in compliance but is seeking a broader review. Trustee Sikora outlined several concerns, and the Governance Committee acknowledged that upcoming legislative changes may impact Board policies and By-laws. It was confirmed that two questions will be directed to legal counsel when submitting Bill 101 inquiries, while additional concerns will be addressed through the regular Board policy review cycle.

The two questions that was agreed upon for legal are:

1. What is the definition of a statutory committee as defined in Policy II 010 and II 001?
2. Clarification regarding 7.2.4 of the By-law states that the Chair is an ex-officio member of all "Board Committees".

Trustee Weiller requested a motion from the Governance committee to seek legal advice with respect to the above questions.

**It was moved by Trustee Gurien and seconded by Trustee Doherty-Masters that:
The Governance committee seek legal advice regarding the questions below and that it be include in the legal package with other pending regulation changes:**

1. **What is the definition of a statutory committee as defined in Policy II 010 and II 001?**
2. **Clarification regarding 7.2.4 of the By-law states that the Chair is an ex-officio member of all "Board Committees".**

Carried by Consensus.

5.4 Trustee Expense Policy

Governance Committee discussed *Bill 101, the Putting Student Achievement First Act, 2026* and the new interim expense policy. Regulations are expected to be released in the coming days.

6. Pending Items (Trustee Weiler)

None

7. Recommendations to Board

It was moved by Trustee Kraft and seconded Trustee Guerin:

That the By-law changes be brought to the Board of Trustees to the upcoming Board Meeting on June 22nd, 2026, as recommended by the Governance Committee.

Carried by Consensus.

It was moved by Trustee Gurien and seconded by Trustee Doherty-Masters that:

The Governance committee seek legal advice regarding the questions below and that it be included in the legal package with other pending regulation changes:

1. What is the definition of a statutory committee as defined in Policy II 010 and II 001?
2. Clarification regarding 7.2.4 of the By-law states that the Chair is an ex-officio member of all "Board Committees".

Carried by Consensus.

8. Adjournment

Trustee Weiler requested a motion to adjourn the meeting.

It was moved by Trustee Kraft and seconded by Trustee Gurien that:

The meeting be now adjourned.

Carried by Consensus

Time: 7:21pm



Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Math Achievement Action Plan Final Update 2025-26

Type of Report:

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

Type of Information:

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

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

- Education Act Section 169. (1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, April 2024 – (e-Laws currency date)

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

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2025 G1: Math Achievement Action Plan (Board Math Lead(s), School Math
- Better Schools and Student Outcomes Act, 2023, S.O. 2023, c. 11 - Bill 98

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:

PURPOSE:

The Mathematics Achievement Action Plan (Math Recovery Plan) supports student math achievement focusing on improvement efforts in Grades 3, 6 and 9 math classes. The Waterloo Catholic District School Board's Mathematics Achievement Action Plan details the key focus areas for ongoing professional learning and practice. The Mathematics Achievement Action Plan outlines classroom and school practices and how school teams and the system are supporting their development and implementation. *Note: WCDSB does not have any identified priority school in secondary (Grade 9).*

This is the 3rd report (Final 2026) providing an update and information with respect to the following components of this plan:

1. [Communication Updates](#)
2. [Priority Schools \(Elementary\) - School-Based Math Coaching](#)
3. [Measuring KPIs and Improvement | Final Report | July 2026](#)
4. [PD Opportunities and Next steps](#)

The KPIs, strategies and actions in this report target one or more of the following priority actions in the MAAP (MATH Achievement Action Plan).

Priority 1: Fidelity of the curriculum implementation & the intentional use of high impact instructional strategies

Priority 2: Ongoing learning on math content knowledge for teaching

Priority 3: Knowing math learners, and responsive student tasks, interventions and supports

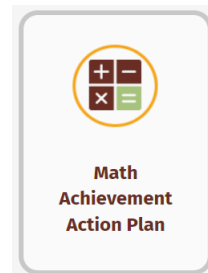
1. Communication Updates:

a) **Updates to CPIC | Priority 2 & Priority 3:**

Presented the (Math Achievement Action Plan) to to CPIC **Apr. 22, 2026**

Updates included:

- 2025 EQAO data increase for priority schools
- Strand and Needs Assessment for 2025-26
- Strategies for increasing student achievement in math for students with special education needs
- Tier 2 intervention for students on IEPs for math including those with curriculum modifications
- Shared resources to support math learning at home.



b) **MOCK EQAO | Gr. 3 & Gr. 6 Math | Feb. 25-Mar. 11, 2026 | Priority 1 & Priority 3:**

MOCK EQAO for **all** grade 3 & 6 students across **all** elementary schools is administered mid-year to close gaps and provide focused next steps moving before the provincial EQAO assessment window in May-June.

We are appreciative of the partnership with our internal research department for their continued support with MOCK EQAO.

The **3rd year** of gr. 3 & 6 MOCK Math EQAO assessment this year consisted of 26 questions divided into two stages. The MOCK digital assessment provided an opportunity for educators and students to:

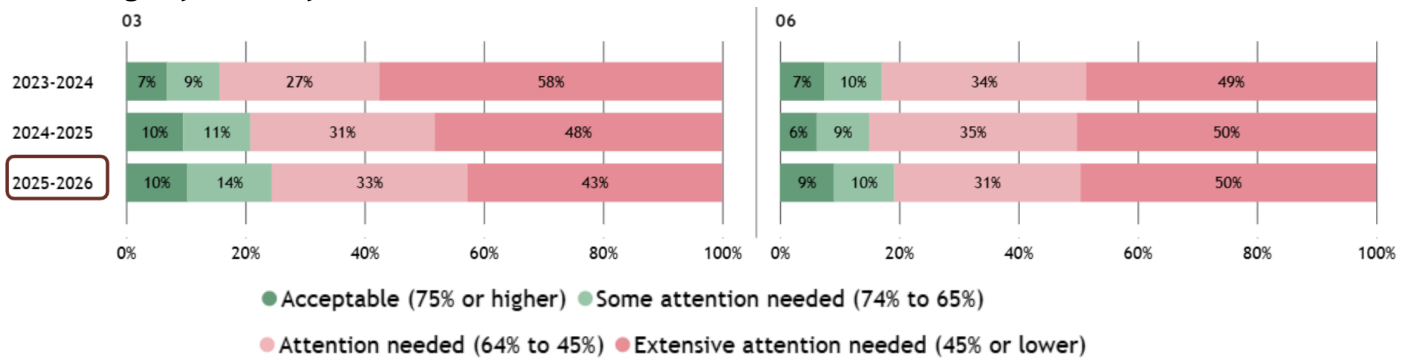


- use manipulatives (concrete & virtual) accessing online manipulatives during an online math assessment
- reflect on the optimal learning environment in which to engage with an online assessment
- better understand areas of need and to help determine instructional next steps and revisiting concepts

90% (n=1767) of **gr. 3** students & **91%** (n=1929) of **gr. 6** students participated in the MOCK EQAO math assessments this year. This participation metric stayed the same for both grades over last year (2025).

Teachers received their class reports with instructional next steps March 23, 2026. Administrators have access to the data in power BI which allows them to compare and to analyze 3 years of MOCK data by strand, by skill and by question. We are able aggregate data reports system-wide, by family of schools and by school sites.

Score Range By Grade By Year



Average Results By Skill (Knowledge & Understanding KU, Application AP and Thinking TH)

Year	Grade	KU	AP	TH	Year	Grade	KU	AP	TH
2024	3	54.0%	49.0%	29.0%	2024	6	54.0%	45.5%	44.4%
2025	3	62.9%	47.0%	32.2%	2025	6	50.0%	48.0%	40.0%
2026	3	62.5%	52.5%	36.0%	2026	6	50.0%	48.3%	42.7%

Average Results By Strand (Number, Algebra, Data & Spatial Sense)

Year	Grade	Number	Algebra	Data	Spatial Sense	Financial Lit.	Year	Grade	Number	Algebra	Data	Spatial Sense	Financial Lit.
2024	3	53.3%	45.6%	36.0%	38.8%	50.0%	2024	6	50.0%	45.0%	48.3%	47.5%	50.0%
2025	3	60.0%	50.0%	40.0%	38.8%		2025	6	48.3%	53.8%	37.5%	42.5%	
2026	3	65.0%	48.8%	42.5%	41.3%		2026	6	48.3%	46.3%	45.0%	47.5%	



Measurement & Geometric Reasoning (Spatial Sense), Algebra and Data Literacy (Data) persist as content areas that need extensive attention and revisiting. Thinking (TH) questions continue to be the cognitive skill areas with the most instructional next-step need.

the most instructional next-step need.

Updates to the assessment for 2026 included:

- NEW survey tool Alchmer for the assessment platform
- NEW protocol for ensuring academic integrity, NO AI or unauthorized supports use-disclaimer for all MOCK EQAO assessments and suggestions for proactive supervision



0

No AI

AI must not be used at any point for this.



c) **MOCK EQAO Next Steps PD Sessions & NEW to EQAO Prep. Sessions | Priority 2:**



For Teachers: At the beginning of April we offered 6 **MOCK EQAO Next Steps PD sessions** for (3 for Gr. 3 and 3 for Gr. 6). In each session we unpacked the NEXT STEPS resources provided as teachers analyzed their class reports to determine strand and skill area (s) of needs and attention. These were optional before and after school sessions

For Administrators: At the April admin. Meeting, we provided a detailed debrief of the **2026 MOCK EQAO** results, guided analysis of class / school reports and planning ideas for monitoring instructional next steps. All elementary administrators attended.

For Teachers: Literacy & Mathematics jointly offered a 90 minute after-school PD session for educators NEW to **administering EQAO**. Focused on strategies, approaches and information for teachers to prepare students to be successful when administering the Primary Division or Junior Division EQAO Provincial Assessment. The session included an assessment walk-through, platform & tools exploration, and unpacking types of questions. Participants left with practices and routines to develop good digital test taking skills.



For Administrators: The **EQAO Readiness** session for principals and vice principals focused on Technical & Administrator Readiness within the Professional Responsibilities section of the user guide. This session included preparation for school leaders such as scheduling, accommodation guidelines, creating accounts, completing checklists, and reviewing student information.

d) **Ministry of Education and SO MAAP visits | Priority 1, Priority 2 & Priority 3:**

The ministry of education visited classrooms at 2 of our priority schools. Sandra Hyde, a Student Achievement Officer from the Regional Support Unit of the Curriculum, Assessment and Student Success Policy Branch alongside our director and superintendents participated in an informative day of math learning in grade 3 and grade 6 at St. Gregory and Monsignor Haller.



Our senior team also continued to make SO MAAP visits at our priority schools in cycle 2 of math coaching. As a key part of the MAAP communication plan, these visits provide opportunities for superintendents to see the board, school and classroom strategies in the MAAP in action and to get to know the work of math coaching in priority schools more directly.

e) **Math Lead Teacher (MLT) | Priority 2:**

We successfully completed the 2nd year of our board-wide, after-school math professional learning series for math leadership! **65 enthusiastic MLTs** attended 6 monthly learning sessions engaging in whole group and divisional learning as well as sharing new learning & resources back at their school sites.



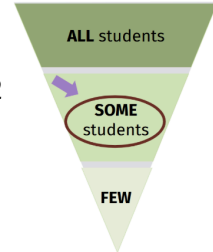
f) Math & Special Education PD ½ Day (PM) | Priority 2 & Priority 3:

Apr. 24, 2026, 65 Math Lead Teachers (MLTs) led math professional development for grade 1-8 educators across ALL WCDSB elementary schools! This was a jointly planned professional development opportunity with special education targeting the question in Section C of the the MAAP report;

“What Strategies are in use in **all** schools in your board for improving the math achievement of students with special education needs including those with curriculum modifications and what evidence demonstrates the success of these strategies and their impact on student outcomes?”

MLTs engaged their school-site staff in learning about...

- ...developing supporting practices for students with diverse learner needs; Tier 2 interventions through recursive small group instruction in the mathematics classroom.
- ...interventions and remediation lessons within board-supported resources through the use of Guided Math.
- ...planning for DI (differentiated instruction) and UDL (Universal Design for Learning) for math teaching and learning.



The percentage of teachers (n=520) who reported having increased knowledge in **ALL** polls from PRE to POST learning, see results below ↓

Rate your current level of awareness of Tier 2 interventions through recursive small group instruction in the mathematics classroom					
	1: Low	2	3	4	5: High
PRE Poll	7%	20%	45%	23%	5%
POST Poll	0%	0%	13%	60%	27%

Rate your current understanding of interventions and remediation lessons within board-supported resources through the use of guided math.					
	1: Low	2	3	4	5: High
PRE Poll	9%	25%	42%	21%	3%
POST Poll	0%	0%	22%	53%	25%

Rate your current use of DI (differentiated instruction) and UDL (Universal Design for Learning) practices in math teaching and learning					
	1: Low	2	3	4	5: High
PRE Poll	1%	7%	36%	44%	12%
POST Poll	0%	0%	13%	59%	28%

Rate your current awareness of the importance of Tools & Representations.					
	1: Low	2	3	4	5: High
PRE Poll	2%	10%	31%	36%	21%
POST Poll	0%	0%	13%	50%	37%

g) Special Math Event: “The Math Guru” author of the book Math Therapy | Priority 2 & Priority 3:

March 31, 2026 WCDSB hosted a special Math Event featuring The Math Guru (Vanessa Vakharia) author of the book Math Therapy 🕒❤️π. This unique presentation uncovered root causes for WHY students are so scared of math, and how to transform that.

New learning included revealing the dynamics of fear, how it manifests in math class, and gaining practical strategies to use RIGHT away to break the cycle of fear and avoidance.



Educators left motivated to move past temporary solutions for math anxiety and help students truly overcome it! Changing math pathways!



2. Priority Schools - School-Based Math Coaching

Cycle 3 SPRING (MAAP Reporting)

Board Inputs to **Priority** Schools | 3 Math Coaches at 6 **Priority** Schools

- Day-to-day math coaching in **Grades 3 and 6 classrooms for 4-5 week cycles** focused on Math Curriculum implementation & High Impact Instructional Practices and on-going support for the use of district - purchased math resources
- Data collection using classroom-created **PRE & POST student assessments & math confidence survey data**
- Math coaching to strengthen math knowledge and pedagogy, share resources and effective practices.
- **Common Content Area: Location & Movement and Data Literacy** (E1. & D1. expectations)
- Work directly with students who require additional support by using high-impact and early intervention strategies (**small group instruction**)

✓ **37** Grade 3 Students → **+13%** increase from pre to post "Got it" (to standard) in **Grade 3**

✓ **164** Grade 6 Students → **+16.2%** increase from pre to post "Got It" (to standard) in **Grade 6**

✓ **20** teachers in math coaching cycle **+14** additional teachers who accessed math coaching support

STUDENT ACHIEVEMENT RESULTS: PRE to POST | Cycle 3 SPRING | "Got it" is at Standard (level 3+)

Grade 3	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students	% incr. pre to post "Got It"
Cycle 1	52.7%	23.3%	23.7%	32.0%	39.3%	28.3%	39	4.7%
Cycle 2	63.0%	22.3%	14.7%	21.3%	53.3%	24.7%	38	10.0%
Cycle 3	35.0%	28.0%	37.3%	27.3%	22.7%	50.3%	37	13.0%

Grade 6	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students	% incr. pre to post "Got It"
Cycle 1	80.6%	15.5%	4.0%	45.0%	25.5%	29.6%	141	25.6%
Cycle 2	65.5%	21.3%	8.9%	29.0%	31.4%	39.5%	144	30.5%
Cycle 3	29.4%	20.3%	50.3%	18.8%	14.5%	66.4%	164	16.2%

MATH CONFIDENCE SURVEY DATA | Cycle 3 SPRING

Q: "I am good at math". The following response options: "Yes I agree", "I am not sure", "No, I do not agree".

Cycle 1, 2 & 3			
GRADE 3	Cycle 1 FALL	Cycle 2 Winter	Cycle 3 Spring
#of students	"Yes I agree"	"Yes I agree"	"Yes I agree"
All priority gr. 3	67.4%	82.4%	68.8%
GRADE 6	Cycle 1 FALL	Cycle 2 Winter	Cycle 3 Spring
#of students	"Yes I agree"	"Yes I agree"	"Yes I agree"
All priority gr. 6	44.4%	61.4%	42.2%

Cycle 1, 2 & 3

GRADE 3	Cycle 1 FALL	Cycle 2 Winter	Cycle 3 Spring
% of students	"Yes I agree"	"Yes I agree"	"Yes I agree"
Christ the King	64.7%	87%	87.5%
St. Gregory	70.0%	78%	50.0%
GRADE 6	Cycle 1 FALL	Cycle 2 Winter	Cycle 3 Spring
% of students	"Yes I agree"	"Yes I agree"	"Yes I agree"
Monsignor Haller	43%	75%	22%
St. Bernadette	35%	65%	56%
St. Gregory	42%	42%	45%
St. Joseph	46%	60%	46%
St. Peter	56%	65%	41%

3. Measuring KPIs and Improvement | Final Report highlights | Report to be Submitted July 2026

The information on page 5 will be updated after Term 2 report cards are complete and will be submitted in the **Final Report in Section A** on the ministry reporting tool. **Indicator description** ↓ of the data represented in the chart on the next page.



Indicator #1: Number of students who progressed in their **level of achievement on math report cards.**

Indicator #2: Number of students whose individual **attendance rate is equal to or greater than 90 percent.**

Indicator #3: Number of Grades 3 & 6 math students who **report positive results regarding math confidence.**

of students in each level of achievement (I, R, L1, L2, L3, L4) in math based on report card data from the **current year** (Grade 3 & 6).
of students with the "IEP" box checked in Math at each level of achievement based on report card data from the **current year** (Grade 3 & 6).

of students whose attendance rate is at or above 90% in the current year (Grade 3 & 6).

Question: "I am good at math."
Response options (Grade 3 & Grade 6):
of students who answered "Yes, I agree"

***Reported in # of Students**

Indicator #1

Indicator #2

Indicator #3

Grade 3	% of Students in Each Level of Achievement						Attendance Rate (#)*	Math Attitude & Confidence (#)**
	I	R	L1	L2	L3	L4		
Initial/Baseline June 2025 (prev. grade) - Report Card /36 students			1	5	23	7	27	18
IEP Box Checked	0	0	0	0	0	0		
Progress Update - Feb. 2026 Report Card Term 1 /37 students				11	16	10	29	17
IEP Box Checked	0	0	0	1	0	0		
Final Update - June 2026 Report Card Term 2 /< > students	**To be updated after Term 2 Report Cards are complete June 2026							
IEP Box Checked								

Grade 6	% of Students in Each Level of Achievement						Attendance Rate (#)*	Math Attitude & Confidence (#)**
	I	R	L1	L2	L3	L4		
Initial/Baseline June 2025 (prev. grade) - Report Card /138 students	3		5	29	76	25	115	48
IEP Box Checked	1	0	1	8	4	0		
Progress Update - Feb. 2026 Report Card Term 1 /147 students	5		3	55	61	23	118	52
IEP Box Checked	3	0	1	8	3	0		
Final Update - June 2026 Report Card Term 2 /< > students	**To be updated after Term 2 Report Cards are complete June 2026							
IEP Box Checked								



The information below was reported in the **Final Report in Section B** on the ministry reporting tool. It represents the **KPI progress, level of implementation** and the **impact of our strategies** across classroom, school, and board up to **June 9, 2026**. The category selection for each KPI: Shift in Understanding, Shift in Confidence, Shift in Practice, and Student Progress in Identified Key Areas assists in identifying what is changing in terms of the outputs of each KPI. The Final KPI update is highlighted in yellow.

Note: In the instance where the status of implementation is reported as “little to no progress” and the level of effectiveness is “unsure” this reflects our strategies in the **initial report from Nov. 2025** when we were collecting baseline data and co-planning was a challenge. Across the whole system, priority schools and classrooms individually are reporting “considerable progress” and “somewhat effective” or “effective” in terms of uptake due to their access to math coaching.

Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices	Initial Report (Nov. 2025)		Progress Report (March 2026)		Final Report (June 2026)	
	Status of Implementation	Level of Effectiveness	Status of Implementation	Level of Effectiveness	Status of Implementation	Level of Effectiveness
BOARD-LEVEL STRATEGIES <u>Shift in Practice</u>						
<input checked="" type="checkbox"/> Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans	<u>Considerable Progress</u>	<u>Somewhat Effective</u>	<u>Considerable Progress</u>	<u>Somewhat Effective</u>	<u>Considerable Progress</u>	<u>Effective</u>
SCHOOL-LEVEL STRATEGIES <u>Shift in Practice</u>						
<input checked="" type="checkbox"/> Engage in ongoing professional learning (e.g., in grade/ division/ learning teams, classroom visits) on the curriculum, including making connections across strands	<u>Little to No Progress</u>	<u>Unsure</u>	<u>Considerable Progress</u>	<u>Somewhat Effective</u>	<u>Considerable Progress</u>	<u>Effective</u>
CLASSROOM-LEVEL STRATEGIES <u>Shift in Practice</u>						
<input checked="" type="checkbox"/> Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., supports on curr. website, exit cards to inform & plan according to student-need)	<u>Considerable Progress</u>	<u>Effective</u>	<u>Considerable Progress</u>	<u>Effective</u>	<u>Considerable Progress</u>	<u>Effective</u>



Engaging in ongoing learning on mathematics content knowledge for teaching	Initial Report (Nov. 2025)		Progress Report (March 2026)		Final Report (June 2026)	
	Status of Implementation	Level of Effectiveness	Status of Implementation	Level of Effectiveness	Status of Implementation	Level of Effectiveness
BOARD-LEVEL STRATEGIES Student Progress in Identified Areas						
<input checked="" type="checkbox"/> Utilize student achievement data and student work to establish focus areas for mathematics professional learning	Considerable Progress	Somewhat Effective	Considerable Progress	Somewhat Effective	Considerable Progress	Effective
SCHOOL-LEVEL STRATEGIES Shift in Understanding						
<input checked="" type="checkbox"/> Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, and classroom visits) to deepen knowledge of math curriculum, instructional starting points, & interventions	Little to No Progress	Unsure	Considerable Progress	Somewhat Effective	Considerable Progress	Somewhat Effective
CLASSROOM-LEVEL STRATEGIES Shift in Practice						
<input checked="" type="checkbox"/> Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., math consultant, school math facilitator), & professional learning to continuously develop content knowledge for teaching	Considerable Progress	Effective	Considerable Progress	Effective	Considerable Progress	Effective



Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive	Initial Report (Nov. 2025)		Progress Report (March 2026)		Final Report (June 2026)	
	Status of Implementation	Level of Effectiveness	Status of Implementation	Level of Effectiveness	Status of Implementation	Level of Effectiveness
BOARD-LEVEL STRATEGIES Student Progress in Identified Areas						
<input checked="" type="checkbox"/> Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks	Considerable Progress	Somewhat Effective	Considerable Progress	Somewhat Effective	Considerable Progress	Somewhat Effective
SCHOOL-LEVEL STRATEGIES Shift in Understanding						
<input checked="" type="checkbox"/> Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement	Considerable Progress	Effective	Considerable Progress	Effective	Considerable Progress	Effective
CLASSROOM-LEVEL STRATEGIES Shift in Practice						
<input checked="" type="checkbox"/> Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, exit tickets, portfolios, surveys)	Considerable Progress	Somewhat Effective	Considerable Progress	Effective	Considerable Progress	Effective



5. PD Opportunities & Next Steps

OAME Conference Panelist: **Priority 1 & Priority 2**



The WCDSB was invited to be panelists at this year's OMCA (Ontario Mathematics Coordinators Association) meeting ahead of the annual OAME (Ontario Association of Mathematics Educators) conference in London, ON. Sarah Gonzalez-Day, Mathematics Consultant 7-12 and Petra LeDuc, Board Math Lead, K-12 Coordinator shared our math leadership experiences highlighting our effective communication and ongoing learning initiatives, aligned with the board's overall goals and MAAP. OMCA has math representation from 72 school board districts in Ontario.

The elementary Math Team (4 math coaches and Board Math Lead, K-12 Math Coordinator) also attended this year's conference OAME 2026 "Let's Talk Math" in London, ON April 30-May 1.

Exit Math Assessments Data Analysis on Knowledgehook: **Priority 3**

The exit assessments are based on the current grades' curriculum to give a snapshot of proficiency of knowledge and skill in the current grade at the end of the academic year (June). → Assessment Window: Open May 27, 2026 and close June 15, 2026



Year-End MAAP Summary Mtgs. with Priority Schools: (June 16 & 18)

Year-End Priority School meetings with teachers and administrators to discuss student achievement, math confidence and math learning data across 3 math cycles of coaching.

NEW this year we will be able to provide supply-release for priority-grade teachers to join us for this annual summary. We will have an opportunity to debrief the math coaching experience (from the teacher & math coach lens) over the past 3 year initiative and discuss plans for 2026-27.



Submit MAAP Final Report | July 17, 2026: **Priority 1, Priority 2 & Priority 3**

In order to complete this report we will need to wait for June report card data to be distributed. As a math team, we will review the current KPIs to adjust, refine or add-to for planning purposes.

This will be the **last report submitted for the MAAP under the current Math Recovery Plan**; the 3-year cycle of this initiative ends in August 2026. A new plan, that is yet to be shared with boards of education, will begin September 2026.

Recommendation:

This report is prepared for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Jennifer Ritsma
Superintendent of Learning

Petra LeDuc
Board Math Lead, K-12 Mathematics 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.





Date: May 11, 2026
To: Board of Trustees
From: Director of Education
Subject: Secondary Mathematics Update 2025-26

Type of Report:

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

Type of Information:

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

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

- Education Act Section 169. (1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, April 2024 – (e-Laws currency date)

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

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2025 G1: Math Achievement Action Plan (Board Math Lead(s), School Math
- Better Schools and Student Outcomes Act, 2023, S.O. 2023, c. 11 - Bill 98

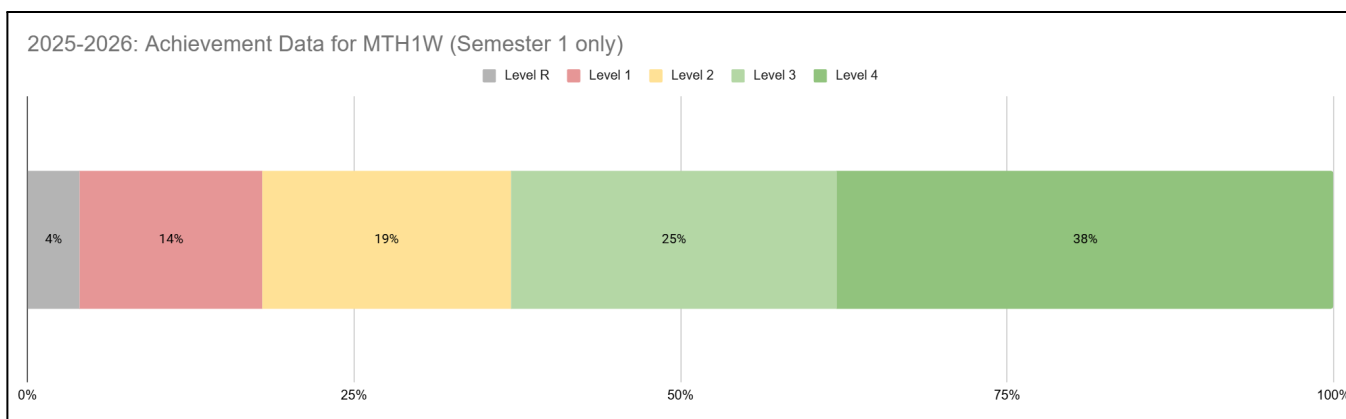
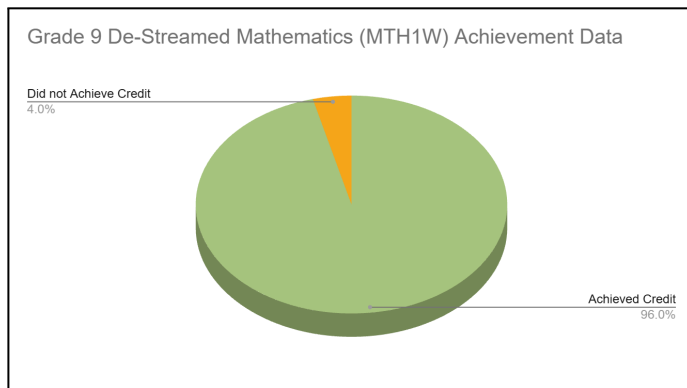
Alignment to the MYSP:

- 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

1. HIGHLIGHTS OF GRADE 9 MTH1W and GRADE 10 COURSES

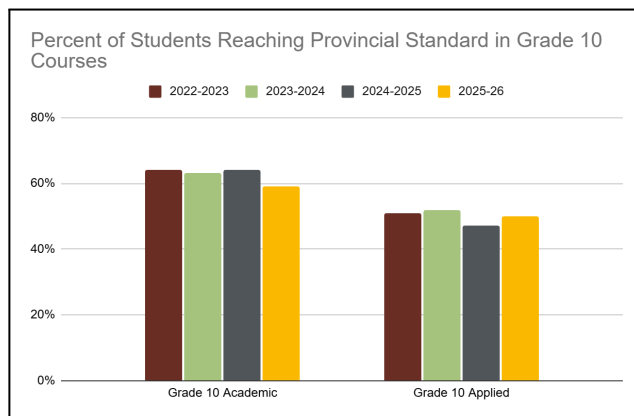
➤ GRADE 9 DE-STREAMED ACHIEVEMENT

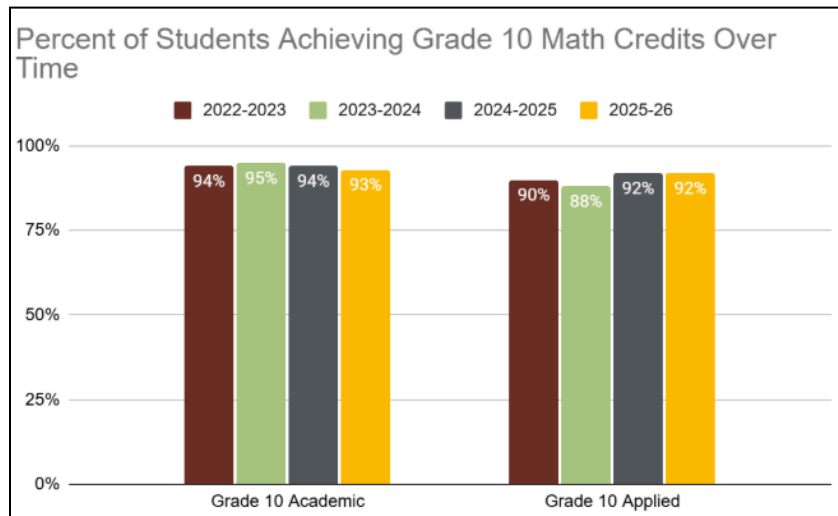
In semester one of the 2025-2026 school year 96% of students were successful in obtaining their credit in the grade 9 de-streamed math course and 63% were achieving at or above provincial standard. This is compared to the 2024-2025 school year where 96% of students obtained their de-streamed grade 9 math credit and 60% achieved at or above provincial standard. (Note: When comparing achievement data from semester one to last year's data it is important to remember that semester one is only capturing about half of our grade 9s enrolled in de-streamed math.) See achievement data for semester one below ↓.



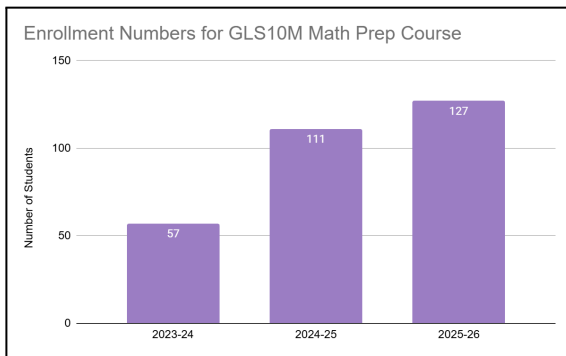
➤ GRADE 10 ACHIEVEMENT

Over the past four years, the percentage of students meeting the provincial standard in our Grade 10 courses has remained relatively stable. However, data from the first semester of this year indicates a slight decrease in the number of students reaching the provincial standard in Grade 10 Academic, with 59% achieving it compared to 64% in the previous school year. Semester 1 data from this school year also shows a small improvement in the percent of students reaching provincial standard in 10 Applied with 50% achieving standard compared to 47% last year. The percentage of students earning their Grade 10 credits in both academic and applied courses has remained relatively steady at 93% and 92% respectively.



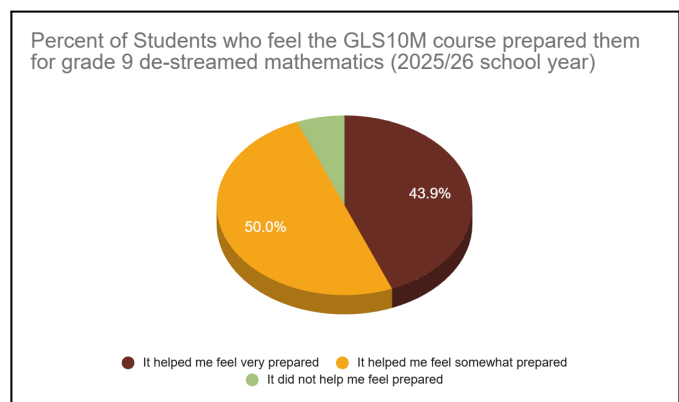


➤ GLS MATH PREP COURSE

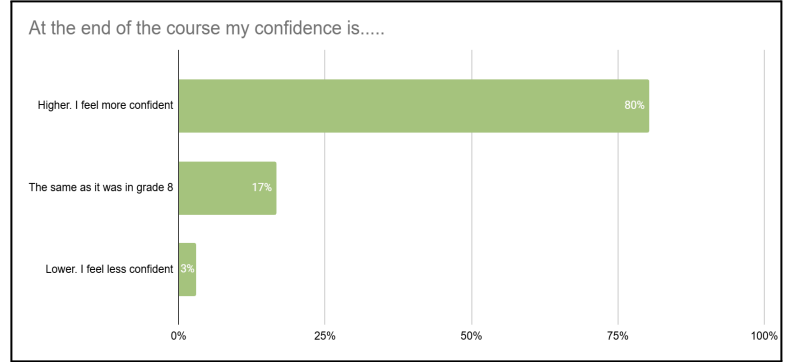
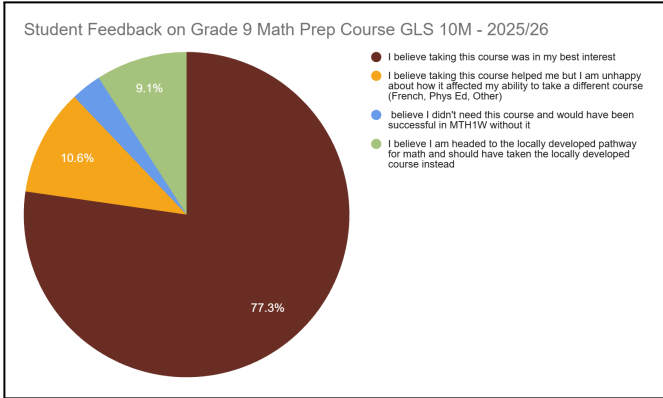


This year all five high schools ran our grade 9 de-streamed math preparation course (GLS10M). We continue to promote and refine this course that was designed to help students close gaps in their learning and increase their math confidence before taking the grade 9 de-streamed course. The course focuses on foundational math skills necessary for success in grade 9 de-streamed mathematics as well as learning skills and interpersonal/teamwork skills that will benefit students in all courses. Since the introduction of this course in the 2023-24 school year we have seen a steady increase in enrollment from 57 students in 2023 to 127 students in 2025.

- Students completed an end of course survey and the feedback on their experience is positive. Of the students who completed the survey almost all indicated that the course helped them feel somewhat prepared to very prepared for grade 9 de-streamed math. (93.9%)
- Additionally, most students reported an increase in their confidence (80%) and that they felt taking the course was in their best interest (87.6%). These numbers have increased as compared to the 2024/25 school year when they were 71% and 87.1% respectively.
- In the 2024/25 school year, 86% of students who took the GLS10M math prep course were successful in achieving their grade 9 de-streamed math credit. This is a huge success considering

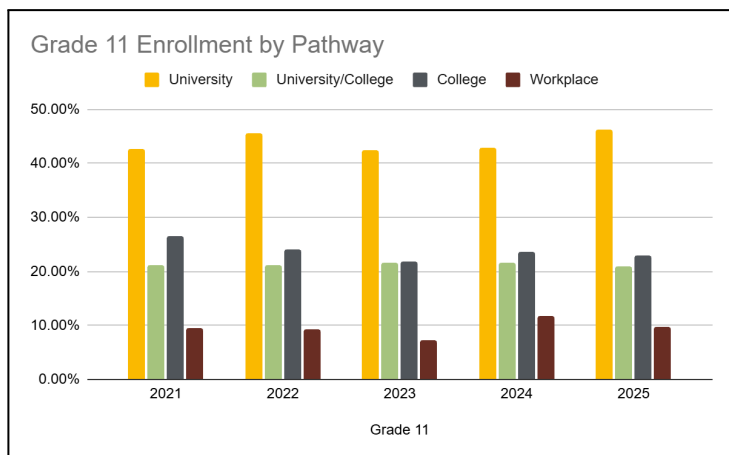
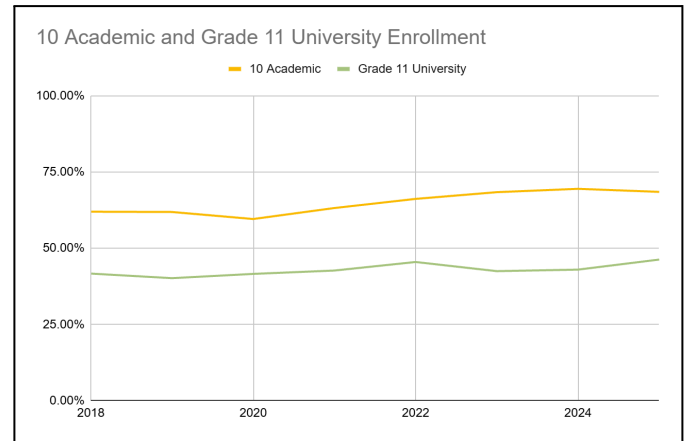


that many of these students were at risk of being unsuccessful in grade 9 math and may have selected locally developed math without the option of taking the math prep course. Success rates for students who took GLS10M this school year is not yet available as they are currently enrolled in grade 9 de-streamed math.



2.PATHWAYS

- Enrollment in our grade 10 academic and grade 11 university level math courses show a gradual upward trajectory over the past several years. Both grade 10 academic and grade 11 university courses have reached historical highs in the past couple years. Grade 10 academic at 69.5% in 2024 and grade 11 university in 2025 at 46.3%.



- The majority of our students in grade 11 are selecting the university pathway for mathematics. The 2024 school year saw a slight increase in the percent of students selecting college and workplace mathematics in grade 11 but these numbers have decreased again in the 2025 school year.



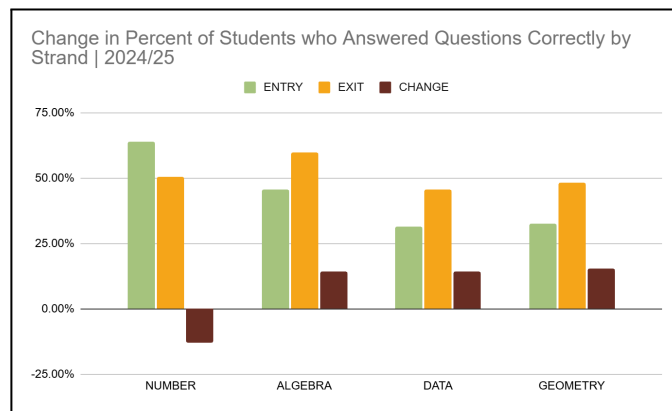
3. SECONDARY PRIORITIES

➤ ENTRY/EXIT ASSESSMENTS



Beginning last school year, grade 9 teachers implemented common entry and exit assessments board-wide. The entry assessments, aligned with grade 8 curriculum expectations, provide teachers with essential baseline data on student strengths and needs at the start of the semester. The exit assessments, based on grade 9 expectations, allow educators to measure progress in closing achievement gaps and identify specific areas requiring instructional adjustments.

Data from 2024/25 showed that across WCDSB grade 9 teachers closed gaps in the strands of algebra, data, and measurement and geometry with a slight decrease in performance under the number strand. Please note that the financial literacy strand was not assessed through these assessments. Data from 2025/26 is not yet available as students enrolled in MTH1W second semester have not completed the exit assessment.



➤ **MOCK EQAO | MTH1W Math | Dec. 15-Jan. 16, 2026 and May 25-June 12, 2026**

Grade 9 students enrolled in de-streamed mathematics have the opportunity to complete a mock EQAO assessment to provide their teachers with immediate feedback on their achievement. This helps teachers identify and address common misconceptions within their class and offer specific, targeted instruction to individual students. This information is valuable in helping teachers prepare students for the Grade 9 EQAO assessment of mathematics

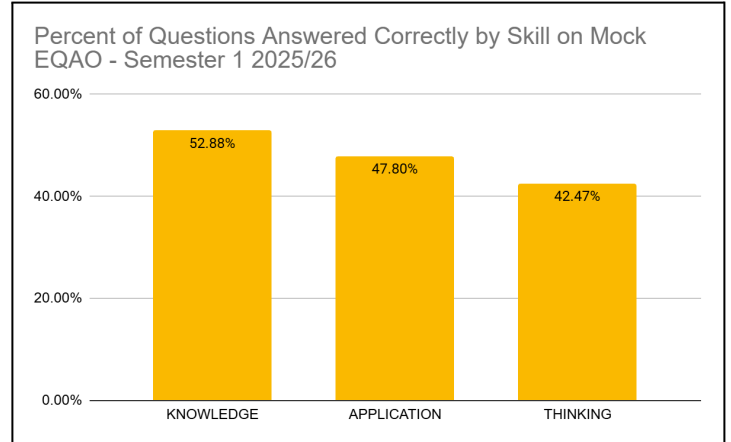
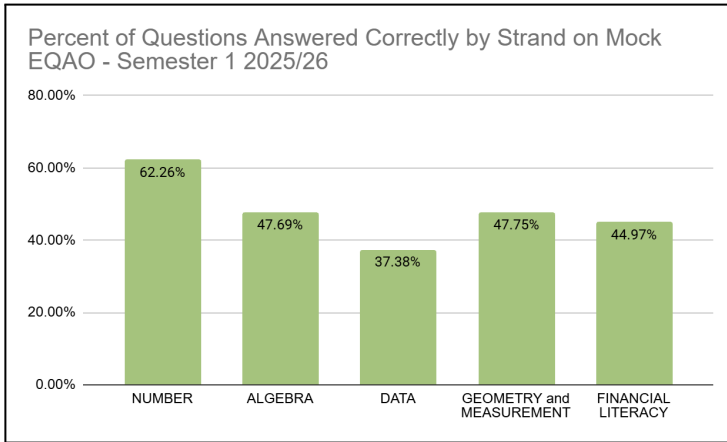


Additional benefits include:

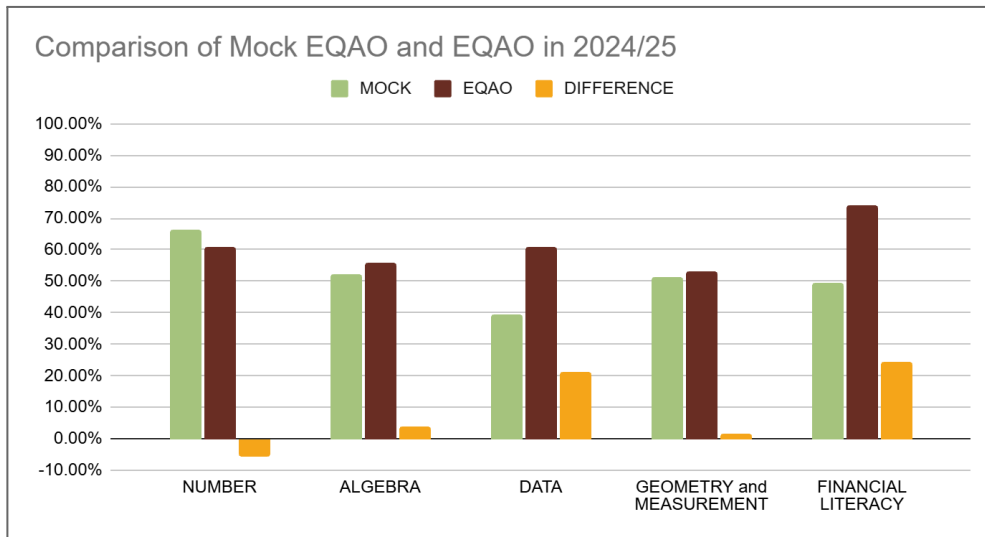
- Encourage students to use manipulatives (concrete & virtual) during an online math assessment
- Exposure to the types of questions to expect on EQAO
- Familiarity with engaging in an online assessment
- Practice taking the steps to process through a THINKING question in math in a digital assessment environment

In semester one, 705 students (69%) participated in the assessment. Data from semester 1 shows that students are strong in the number strand and attention needs to be given to the data strand. Also, semester one data shows that students are best at answering knowledge questions and need continued practice with thinking questions. Teachers were provided with a Mock EQAO support resource to help them address the areas of need identified through the assessment data.








Data from the mock EQAO in 2024 and the EQAO results from 2024 show that we were able to close gaps in all strands except the number strands with the most notable increase in the data strand.



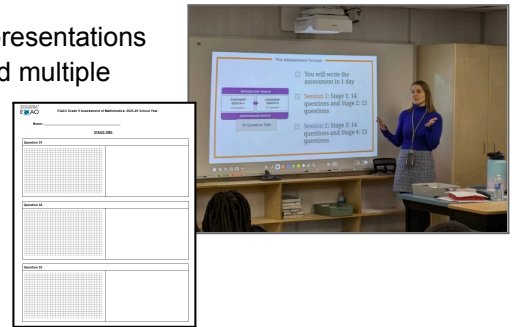
➤ SECONDARY SUPPORT

Secondary schools with EQAO results that were below the provincial average and the board average have received increased support from the secondary mathematics consultant. Weekly visits to these three schools, Monsignor Doyle, St. Benedict, and St. Mary's, have focused on co-teaching, small group instruction, and improving pedagogical practices.

2025/26 Semester 2 Numbers			
	Monsignor Doyle 	St. Benedict 	St. Mary's 
Number of educators	4	7	10
Number of classes	5	9	11
Number of students	112	197	260

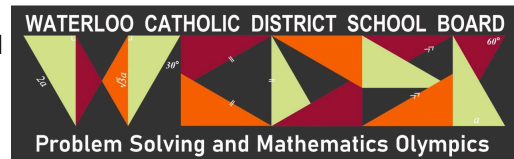


Additionally, all high schools are offered support for EQAO with in-class presentations on the assessment platform and impactful strategies for online testing and multiple choice questions, printed work booklets to encourage a slow, thoughtful approach to test taking, and administration support on the EQAO administration days.

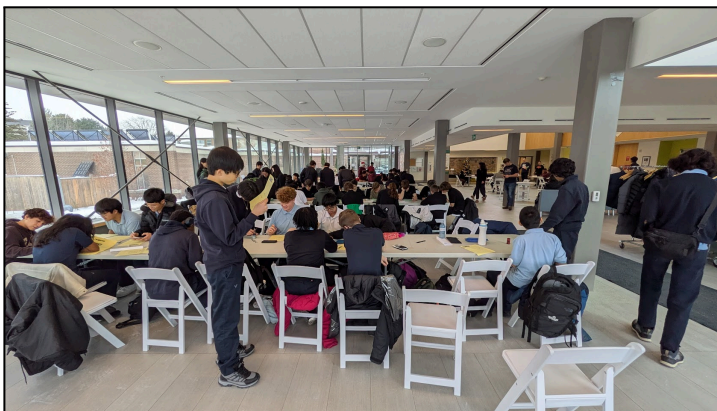


➤ **WCDSB MATH OLYMPICS**

To support learning beyond the curriculum and inspire the love of mathematics and problem solving, WCDSB has expanded the annual D8 math competition to a 4-part mathematics olympics. Each high school works with a team of math enthusiasts throughout the year.



These students practice their problem solving skills at weekly meetings and then participate in our two in-school competitions and our two off campus in-person competitions. Schools can bring 20 students, five from each grade, to compete collaboratively against the other schools at St. Jerome's University. The in-person events involve collaborative problem solving, hand-on challenges, and technology challenges. We have completed two in-school events (October 29th and March 9th) and one in-person event (December 9th). Our final event will take place on May 20th, 2026 where will crown the winner for the 2025/26 school year.



4. PROFESSIONAL DEVELOPMENT

- **OAME 2026 CONFERENCE | LET'S TALK MATH**
Math teachers from four of our high schools and the secondary math consultant will attend the Ontario Association for Mathematics Education annual conference. The focus of this year's conference is **Let's Talk Math**.



School representatives will participate in sessions on building powerful numeracy and conceptual understanding in mathematics (Pam Harris) and teaching problem solving strategies in the classroom (Ian VanderBurgh). The four WCDSB secondary participants will share their learning from this conference with all other secondary math teachers during department meetings and the May 30th PA day.

- **LEADING MATH SUCCESS TEAM**

The Leading Math Success team, consisting of department heads, assistant department heads as well as any other secondary math teachers looking for leadership opportunities, continued to meet monthly throughout this year. Meetings this year focused on data from EQAO, Mock EQAO, and entry/exit assessments and how it can be used to inform our practice and improve student success in mathematics. Other topics discussed throughout the year included supporting students on IEPs with appropriate accommodations, AI in math, and improving student performance on problem solving and thinking questions.

- **KNOWLEDGHOOK TRAINING**

Trainers from Knowledgehook conducted sessions during program area meetings at all five high schools. Trainers showed educators how to effectively use the report tools in Knowledgehook to pinpoint student needs and provide targeted interventions.



5. NEXT STEPS

- Continue with MOCK EQAO and Grade 9 Exit assessment for second semester. The MOCK EQAO assessment will be available from May 25 - June 12 and the Exit assessment will run from June 1 - June 25
- Continue to refine the delivery of GLS10M and educate parents and grade eight teachers about this math prep course
- Encourage and support the use of small group instruction in secondary math classes
- Proposed cross-panel initiative between Grade 8 and Grade 9 mathematics teachers to support student transition to secondary school and strengthen instructional continuity across panels



Recommendation:

This report is prepared for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Patrick Eby
Superintendent of Learning

Jennifer Ritsma
Superintendent of Learning

Sarah Gonzalez-Day
Student Achievement Consultant, Numeracy, 7-12

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





Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #3 of 3

Type of Report:

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

Type of Information:

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **IV008 “Financial Conditions & Activities”**
- Information only of day-to-day operational matters delegated to the CEO

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

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

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

IV008 [Financial Conditions and Activities](#)

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

Alignment to the MYSP:

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

Attached to this report are the following:

1. Dashboard Report
2. Expenditure Summary
3. Revenue Summary

This report contains data up to and including May 31, 2026, the end of the third fiscal quarter of the year. Notes, where appropriate, are included to provide the reader with additional information.

General Commentary:

Since the last financial report, the following significant updates have been incorporated into the forecast:

- Enrolment now reflects both October 31st and March 31st data which is expected to approximate year-end enrolment, pending small adjustments for finalization. These show an increase of 18 ADE over last quarter which has resulted in minor revenue changes.
- A portion of the School Board Administrative Fund (SBAF) is based on the number of T4s issued by the board. T4s have increased, so additional revenue has been incorporated into this quarter's forecast.
- Adjustments have been made to the forecasted revenue and expense budgets within International Education to account for the cancellation of a short-term group and the associated programming. Regional geopolitical instability, escalating fuel costs, and changing conditions in China have contributed to changes within this program area.
- The Extended Day program has made several adjustments to its programming and delivery model with the goal of making the program more sustainable. Current forecasts for revenues and expenses indicate the program will remain on track for the remainder of the year.
- Short-term leave costs have significantly exceeded historical trending. Aside from the operational impact of high absenteeism, these costs have weighed very heavily on a budget that is already very thin. The absence management team has done an excellent job at containing costs associated with long-term sick leaves. To make progress on short-term sick leave costs, changes must be negotiated by the province as part of central negotiations.
- Utility costs can be volatile due to changes in commodity prices, government initiatives, school activities and associated usage, and of course, changes in the weather. Conservative estimates have been used in the development of utility budgets and contingencies have been added to mitigate budget risk. This area will be monitored closely as the year progresses.

In recognition of sick leave cost pressures, management has asked budget holders to exercise financial restraint for the balance of the school year.

Lawsuits, grievances, and other claims up to May 31, 2026, where applicable, have been disclosed privately to the Audit Committee. Appropriate provisions have been reflected in the budget.

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

There have been no significant deviations from the budget priorities set in June 2025 and revised in December 2025.



Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Annalisa Varano
Director of Education

Laura Isaac
Senior Manager, Financial Services

Renée King
Manager of Budget

Shesh Maharaj
Executive Superintendent of Corporate Services

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Waterloo Catholic District School Board
2025-2026 Third Quarter Financial Report
For the Period Ended May 31, 2026

Summary of Financial Results

Revenue	Prior Year	Estimate	Revised	Q3	In-Year Change	
	Actuals	Budget	Budget	Forecast	\$	%
Revenue						
Provincial Grants	365,254,913	385,660,047	381,304,077	382,204,670	(3,455,377)	(0.9%)
Other Operating - Capital	28,701,357	33,870,987	34,640,812	34,757,110	886,123	2.6%
Non-Core Education Grants	8,594,756	5,299,008	6,116,515	6,287,186	988,178	18.6%
Non-Grant Revenue	19,599,589	21,328,897	21,092,461	20,426,029	(902,868)	(4.2%)
Total Revenue	422,150,615	446,158,939	443,153,865	443,674,995	(2,483,944)	(0.6%)
Expenses						
Classroom	294,364,310	314,293,381	312,345,677	314,289,158	(4,223)	(0.0%)
Non-Classroom	53,455,019	55,214,158	55,164,654	54,987,640	(226,518)	(0.4%)
Student Transportation	11,285,540	12,341,670	12,389,512	11,903,465	(438,205)	(3.6%)
School Operations	31,570,503	32,179,524	30,330,452	29,502,033	(2,677,491)	(8.3%)
Pupil Accommodation	31,362,190	32,158,273	32,928,100	32,997,229	838,956	2.6%
Total Expenses	422,037,562	446,187,006	443,158,395	443,679,525	(2,507,481)	(0.6%)
Balance before Accumulated Surplus	113,053	(28,067)	(4,530)	(4,530)	23,537	(83.9%)
Accumulated surplus - SSF	9,307	23,537	-	-	(23,537)	(100.0%)
Accumulated surplus - committed capital	4,530	4,530	4,530	4,530	-	0.0%
Surplus/(Deficit) - end of year	126,890	-	-	-	-	-

Changes in Revenue

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

Changes in Expenses

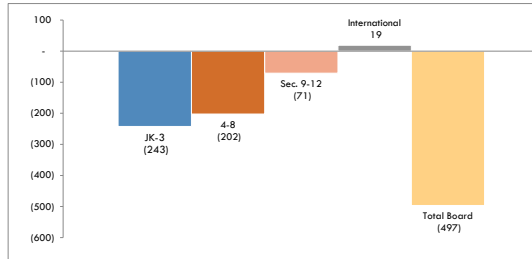
- Classroom:** Change due to lower than anticipated enrolment offset by increased sick leaves.
- Student Transportation:** Decrease to reflect lower enrolment and share of STSWR expenditures.
- School Operations:** Decrease due to cost and project deferrals.
- Pupil Accommodation:** Increase due to timing of construction projects.

Summary of Enrolment

ADE	Prior Year	Estimate	Revised	Q3	In-Year Change	
	Actuals	Budget	Budget	Forecast	#	%
Pupils of the Board						
JK-3	9,754	10,103	9,851	9,861	(243)	-2.4%
4-8	10,118	10,615	10,367	10,413	(202)	-1.9%
9-12	7,927	8,206	8,174	8,135	(71)	-0.9%
Total Pupils of the Board	27,799	28,924	28,392	28,408	(516)	-1.8%
International Students						
Elementary	23	24	30	22	(3)	-10.4%
Secondary	168	165	171	187	22	13.0%
Total International Students	191	189	201	208	19	10.1%
Total	27,990	29,113	28,593	28,616	(497)	-1.7%

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

Changes in Enrolment: Estimate Budget vs. Q3 Forecast



Highlights of Changes in Enrolment:

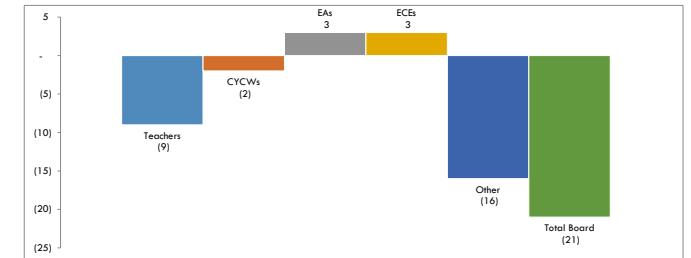
Elementary and Secondary: Decrease to reflect lower than anticipated enrolment.

Summary of Staffing

FTE	Prior Year	Estimate	Revised	Q3	In-Year Change	
	Actuals	Budget	Budget	Forecast	#	%
Classroom						
Teachers	1,695	1,757	1,748	1,748	(9)	-0.5%
Child & Youth Care Workers (CYCWs)	59	59	58	57	(2)	-3.4%
Educational Assistants (EAs)	412	391	392	394	3	0.8%
Designated Early Childhood Educators	211	224	225	227	3	1.3%
Total Classroom	2,377	2,431	2,423	2,426	(5)	-0.2%
Other Support Staff						
School Administration	182	192	186	186	(6)	-3.1%
Board Administration	92	95	95	94	(1)	-1.1%
Facility Services	197	212	207	204	(8)	-3.8%
Consultants	30	27	27	27	-	0.0%
Para-professionals	134	138	139	139	1	0.7%
Library and Guidance	69	72	71	71	(1)	-1.4%
Continuing Education	105	111	110	110	(1)	-0.9%
Total Other Support Staff	809	847	835	831	(16)	-1.9%
Total Staffing	3,186	3,278	3,258	3,257	(21)	-0.6%

Note: Q3 FTE is calculated as average of Oct 31, 2025 and March 31, 2026

Changes in Staffing: Estimate Budget vs. Q3 Forecast



Highlights of Changes in Staffing:

Classroom Teachers: Decrease due to lower than projected enrolment.
Other Support Staff - School Administration: Decrease due to school administrative positions tied to enrolment.
Other Support Staff - Facility Services: Decrease due to vacant positions.

Waterloo Catholic District School Board
2025-2026 Third Quarter Financial Report
Revenues
For the Period Ended May 31, 2026

Budget Assessment							
2025-2026							
	Prior Year Actuals	Estimate Budget	Revised Budget	Q3 Forecast	Change		Material Variance Note
					\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Staffing Fund							
Per Pupil Allocation	159,286,870	167,518,850	164,557,704	164,920,760	(2,598,090)	(1.6%)	a.
Language	16,248,016	16,143,652	15,852,892	15,800,217	(343,435)	(2.1%)	b.
Local Circumstances Staffing Allocation	29,017,118	32,970,413	31,175,970	31,172,773	(1,797,640)	(5.5%)	a.
Indigenous Education	33,907	41,173	41,173	41,173	-	0.0%	c.
Supplementary Staffing	2,044,352	2,273,433	2,254,334	2,255,192	(18,241)	(0.8%)	
Learning Resources Fund							
Per Pupil Allocation	18,381,599	16,693,831	16,741,652	16,731,891	38,060	0.2%	
Language & Local Circumstance	3,750,650	3,864,130	3,965,402	3,960,094	95,964	2.5%	
Indigenous Education	1,156,691	1,711,360	2,773,026	2,773,938	1,062,578	62.1%	c.
Mental Health & Wellness	1,142,292	1,179,357	1,172,681	1,172,884	(6,473)	(0.5%)	
Student Safety & Well-Being	620,872	664,406	652,981	653,172	(11,234)	(1.7%)	
Continuing Education & Other	6,100,013	5,766,513	6,233,473	6,473,540	707,027	12.3%	d.
School Management	21,672,605	23,466,626	23,031,146	23,041,720	(424,906)	(1.8%)	
Differentiated Supports	2,894,774	2,934,883	2,930,646	2,865,869	(69,014)	(2.4%)	
					-		
Special Education Fund	46,235,482	50,633,705	50,065,884	50,227,335	(406,370)	(0.8%)	
School Facilities Fund	31,720,328	33,655,036	33,536,382	33,592,902	(62,134)	(0.2%)	
Student Transportation Fund	9,885,479	11,908,356	11,908,005	11,866,231	(42,125)	(0.4%)	
Board Administration Fund	10,705,327	10,151,250	10,046,878	10,291,131	139,881	1.4%	
Debt Service Costs	2,021,000	1,687,139	1,967,914	1,967,914	280,775	16.6%	e.
Supports for Students	2,337,538	2,395,934	2,395,934	2,395,934	-	0.0%	
General Operating Allocation	365,254,913	385,660,047	381,304,077	382,204,670	(3,455,377)	(0.9%)	
Capital Grants							
Temporary Accommodation	2,765,390	7,434,500	7,434,500	7,434,500	-	0.0%	
In-Kind grant	121,979	100,000	100,000	216,298	116,298	116.3%	f.
Amortization of DCC	25,813,988	26,336,487	27,106,312	27,106,312	769,825	2.9%	
Total Capital Grants	28,701,357	33,870,987	34,640,812	34,757,110	886,123	2.6%	
Non-Core Education Grants							
Continuing Education	2,622,358	2,078,399	2,672,933	2,660,563	582,164	28.0%	d.
OYAP	290,371	262,480	277,480	278,018	15,538	5.9%	
REPs	5,682,027	2,958,129	3,166,102	3,348,605	390,476	13.2%	g.
Total Non-Core Education Grants	8,594,756	5,299,008	6,116,515	6,287,186	988,178	18.6%	
Non-Grant Revenue							
Continuing Education fees	3,609,482	3,831,662	3,497,502	3,484,619	(347,043)	(9.1%)	d.
Rentals	1,059,495	884,636	861,615	985,944	101,308	11.5%	h.
Interest	861,062	840,000	500,000	450,000	(390,000)	(46.4%)	i.
Extended Day fees	6,290,448	6,732,376	6,939,425	6,938,428	206,052	3.1%	
International fees	7,054,642	7,956,465	8,202,454	7,328,937	(627,528)	(7.9%)	j.
Other revenue	724,460	1,083,758	1,091,465	1,238,101	154,343	14.2%	
Total Non-Grant Revenue	19,599,589	21,328,897	21,092,461	20,426,029	(902,868)	(4.2%)	
Total Revenue and Grants	422,150,615	446,158,939	443,153,865	443,674,995	(2,483,944)	(0.6%)	

Explanations of Material Grant Variances	
a.	Decrease due to lower than anticipated enrolment, offset by increased benchmarks and prior year adjustments.
b.	Decrease due to changing immigration patterns within the Region.
c.	Increase due to funds carried forward from prior school year and increased benchmarks.
d.	Changes due to increased enrolment and prior year adjustments offset with reallocation of PSW REP.
e.	Decrease due to aging debt with no new issuances.
f.	Increase due to unanticipated school orders of PPE.
g.	Increase due to REPs announced since budget announcement.
h.	Increase due to facility demands for community use.
i.	Decrease due to anticipated lower cash on hand due to construction and timing of Ministry reimbursements.
j.	Decrease due to cancellation of short term groups and associated programming (STEM) in response to increased fuel costs and travel safety concerns.

Notes:

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

Waterloo Catholic District School Board

2025-2026 Third Quarter Financial Report

Expenses

For the Period Ended May 31, 2026

	Budget Assessment						Material Variance Note
	2025-2026						
	Prior Year Actuals	Estimate Budget	Revised Budget	Q3 Forecast	Change		
				\$ Increase (Decrease)	% Increase (Decrease)		
OPERATING							
Classroom Instruction							
Teachers	203,470,924	218,540,244	215,818,039	216,458,640	(2,081,604)	(1.0%)	a.
Supply staff	12,260,681	12,605,446	12,412,822	15,045,959	2,440,513	19.4%	b.
EAs	23,879,747	23,945,284	23,868,111	23,800,430	(144,854)	(0.6%)	
DECEs & ECEAs	13,761,604	16,148,015	16,586,863	16,624,163	476,148	2.9%	
Computers	4,915,636	4,047,102	3,724,077	3,339,015	(708,087)	(17.5%)	c.
Textbooks & resources	8,368,170	8,907,993	8,646,965	8,170,010	(737,983)	(8.3%)	
Paraprofessionals	19,399,311	21,250,561	22,462,848	21,926,887	676,326	3.2%	
Library & Guidance	6,586,975	7,178,657	7,267,765	7,189,729	11,072	0.2%	
Staff Development	1,177,188	1,146,739	1,034,847	1,172,595	25,856	2.3%	
Department Heads	544,074	523,340	523,340	561,730	38,390	7.3%	
Total Classroom	294,364,310	314,293,381	312,345,677	314,289,158	(4,223)	(0.0%)	
Non-Classroom							
PVPs	14,260,967	13,986,405	13,528,976	13,536,569	(449,836)	(3.2%)	
School Office	7,875,515	8,793,481	8,751,898	8,418,801	(374,680)	(4.3%)	
Consultants	6,639,999	6,633,450	6,537,233	7,025,676	392,226	5.9%	
Continuing Education	11,251,475	11,506,514	12,064,944	12,081,847	575,333	5.0%	
	40,027,956	40,919,850	40,883,051	41,062,893	143,043	0.3%	
Trustees	521,561	461,512	431,493	408,445	(53,067)	(11.5%)	
Director & SOs	1,922,059	1,928,067	1,927,990	1,918,561	(9,506)	(0.5%)	
Board Administration	10,983,443	11,904,729	11,922,120	11,597,741	(306,988)	(2.6%)	
	13,427,063	14,294,308	14,281,603	13,924,747	(369,561)	(2.6%)	
Total Non-Classroom	53,455,019	55,214,158	55,164,654	54,987,640	(226,518)	(0.4%)	
Student Transportation	11,285,540	12,341,670	12,389,512	11,903,465	(438,205)	(3.6%)	
Pupil Accommodation							
School Operations and Maintenance	31,570,503	32,179,524	30,330,452	29,502,033	(2,677,491)	(8.3%)	d.
In-Kind Donation	121,979	100,000	100,000	216,298	116,298	116.3%	e.
Other Pupil Accommodation	5,421,691	5,717,256	5,717,256	5,670,087	(47,169)	(0.8%)	
Amortization and Write-downs	25,818,520	26,341,017	27,110,844	27,110,844	769,827	2.9%	
Total Pupil Accommodation	62,932,693	64,337,797	63,258,552	62,499,262	(1,838,535)	(2.9%)	
TOTAL OPERATING	422,037,562	446,187,006	443,158,395	443,679,525	(2,507,481)	(0.6%)	

Explanations of Material Budget Variances

- a. Decrease due to lower enrolment.
- b. Increase due to teacher and ECE sick leave.
- c. Decrease due to deferred purchases and allocations of purchases between envelopes.
- d. Decrease due to cost deferrals.
- e. Increase due to unanticipated school orders of PPE.

Notes:

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



Date: June 22nd, 2026
To: Board of Trustees
From: Director of Education
Subject: MYSP 2025–2030 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)

School boards in Ontario are required to develop a multi-year strategic plan aimed promoting student achievement and wellbeing, promoting effective stewardship of resources, and delivering effective and appropriate education programs to students (Education Act Section 169.1(1)). School boards are also required to monitor and evaluate the effectiveness of the policies developed by the board and the efficiency of implementing these policies.

Further to meeting all requirements set forth by the Ontario Education Act, the Waterloo Catholic District School Board prioritizes upholding Catholic Social Teachings and committing to fulfilling the Catholic School Graduate Expectations for all learners. In fulfilling these responsibilities, the Waterloo Catholic District School Board has launched the 2025-2030 Multi-Year Strategic Plan: Learning, Serving, Belonging, which contains a robust monitoring strategy that will see the MYSP through its five-year tenure. With Faith at the centre, this MYSP sets priorities and direction for all staff and students across the Waterloo Catholic District School Board and helps to realize the vision: “Our Catholic Schools: heart of the community — success for each, a place for all” (<https://www.wcdsb.ca/about-us/our-mission-and-vision/>).

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

See Ontario Education Act Part VI “Boards: Duties and Powers” 169.1(1) and 169.1(2)

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 Waterloo Catholic District School Board developed the 2025-2030 Multi-Year Strategic Plan with three priority areas, Learning, Serving, and Belonging, with Faith at the centre of all three. In each priority, four Strategic Objectives were identified, for a total of twelve Strategic Objectives. These twelve objectives are monitored through twenty-six different indicators. All indicators in the MYSP have been assigned to at least one member of the Executive Council, who is responsible for the allocation of resources, including activities, efforts, and messaging in alignment with their indicator. The accountability measures for each indicator are documented through logic models, which are reviewed on an annual basis.

Indicators are monitored collaboratively by the Research Team, responsible for conducting related research and reporting results, and the assigned manager from the senior team, responsible for allocating resources and maintaining or altering programming, policies, and activities through a logic model template and based on the research reports they receive. This school year, 2025-2026, was focused on developing the MYSP indicators, assigning managers to each indicator and associated logic model, and gathering baseline data to support future public reporting. In many cases, indicators reflect work that the WCDSB has been monitoring over time and so baseline data was already available. In other cases, indicators were developed for the first time and required a new data collection methodology to support monitoring and reporting.

Methodologies

The 2025-2026 MYSP uses a combination of quantitative and qualitative data collection methods to gauge progress and areas for growth. This allows for breadth of information where necessary, such as research related to student achievement and student wellbeing, and depth of information where appropriate, such as research related to faith formation and gospel values, as guided by the Pastoral Plan pillar: Listen to Understand. Judicious conversation and consultation took place to develop the scope, methodology, and reporting frequency for each indicator based on the purpose it was designed to serve.



Research Process

Research related to each indicator follows a standard research process that iterates on a pre-determined time cycle. After developing a clear scope and methodology for gathering data to inform our Strategic Objectives, each indicator moves through data collection, followed by an analysis phase, and finally to reporting.

Data collection

Depending on the indicator's scope and methodology, data collection can take place on an ongoing basis, such as qualitative data related to celebrating and promoting Catholic identity; on a yearly basis, such as survey data related to pathways for success or EQAO scores; or on a bi-annual basis, such as the Wellbeing Index. Data collection timelines were developed based on external influences, such as when the Ministry of Education collects and provides results, and internal scheduling.

Data analysis

Each MYSP indicator uses a different approach to analysing the data collected. Where data is collected by an external agency such as EQAO, data is analysed by that agency and sent to the Research Team for reporting. Where data is collected using internally developed surveys, the Research Team relies on the Data Analyst and Data Architect to analyse data according to a pre-determined coding scheme. Qualitative data is analysed internally by the Research Coordinator. In the analysis phase, the Research Team is responsible for protecting personal information, using data in ethical ways, and ensuring that data is transmitted and stored effectively and safely. Data cannot be analysed using Artificial Intelligence at this time due to the high level of sensitive information being managed.

Data reporting

Data reporting requires a team effort to ensure data can be captured from our data collections, is presented in a user-friendly manner while adhering to the privacy requirements set forth by MFIPPA and the WCDSB Privacy Guidelines, and that all data presented has been validated for accuracy. The WCDSB Reporting Developer works with the Research Coordinator to determine the purpose and use of each report, with the Data Architect and Data Analyst to determine what data is needed, and then with end users to ensure the information is clear and accessible. All MYSP data reporting is specifically branded so that users can easily identify it as belonging to the MYSP dashboard. Reporting takes place after collection and analysis and is often an iterative process.

MYSP Dashboard

All reports related to the MYSP are funnelled to the MYSP Dashboard, which is published on the WCDSB website. The MYSP Dashboard will refresh monthly and will provide the most current information about each indicator. The dashboard promotes accountability and transparency to the public and provides meaningful data that assigned managers can discern and action across the system. The MYSP Dashboard has been completed and will be posted publicly in September 2026 to align with our data reporting calendar and will be updated monthly as new data becomes available to report.



Faith at the Centre

The 2025-2030 MYSP places Faith at the centre of all three priorities: Learning, Serving, and Belonging. Every indicator was developed from an understanding of Catholic formation, and all logic models carry clear references to faith, positioning all work across the MYSP to be advanced through a strong foundation of Catholic intention. The work done at the WCDSB is done by those who are called to serve and glorify the Lord in all they do, and this calling is woven into every aspect of how we learn, serve, and belong together.

MYSP Implementation Committee

The MYSP Implementation Committee was established to mobilize the strategic plan across all levels of the organization through professional development, data collection, resource development, and ongoing progress monitoring. The committee was intentionally designed as a multidisciplinary cross-section of the board, bringing together consultants, communications staff, the Research team, and school and system administrators to ensure the plan is integrated into every facet of WCDSB operations.

Actions to Date

The committee's initial work focused on establishing the conditions for a successful rollout. A comprehensive presentation was delivered to all school sites on the April 24, 2026, PA Day to build consistent understanding of the board's strategic priorities. A board-wide staff survey was developed to assess system alignment with MYSP goals and identify gaps in supports. The committee also initiated development of a MYSP-specific AI resource (GEM) to help staff connect their daily work to specific MYSP indicators.

Strategic Next Steps

Survey findings will be reviewed to identify resource gaps and priority areas for professional development. Results will then inform targeted refinements to the Digital Hub, ensuring that resources across Math, Literacy, Mental Health, and Pastoral are directly responsive to staff needs.

Monitoring Update: June 2026

The 2025-2030 WCDSB MYSP: Learning, Serving, Belonging uses twenty-six indicators to monitor twelve Strategic Objectives across our system. The data collection, analysis, and reporting phases vary for each indicator. Data that has already been collected, analysed, and reported is available and has been published to the MYSP Dashboard, which will be publicly visible in September 2026.

All reports are created in PowerBI. Where additional reporting is required, such as in the case of qualitative indicators intended to provide a space to listen to understand, a QR Code has been provided for easy access to the report. The MYSP Dashboard will be updated monthly as new data is available. In the interim, the following provides a summary of data from each indicator. In cases where data is not yet available, an update on collection, analysis, and planned reporting timelines is provided.

Learning: We Set High Expectations and Challenge Learners

STRATEGIC OBJECTIVE: SUPPORT MULTIPLE PATHWAYS AND TOOLS FOR SUCCESS

Indicator 1: Qualitative evidence of how the Early Years Development Instrument data is actioned to inform decisions, strengthen programming, and respond to the developmental needs of students in the early years



Data for this indicator was collected on June 1, 2026, through the Research Coordinator's attendance at Welcome to Kindergarten events at a selection of schools, chosen in consultation with the Kindergarten Consultant and principals and vice-principals on the MYSP Implementation Committee. Kindergarten teams were invited to participate in interviews about how the Early Years Development Instrument (EDI) data informs their practice, and ethnographic data was gathered during those visits. The data is currently under analysis, with a report anticipated by late June 2026. Partial baseline data existed for this indicator prior to the 2025-2026 school year. This indicator will be reported on the MYSP Dashboard when it launches in September 2026.

Indicator 2: Percentage of students in each pathway or program (e.g. Dual Credit Programs, Project SEARCH)

Data for this indicator is sourced from Aspen, the WCDSB's student information system, and baseline data is available. Data collection and validation for the 2025-2026 reporting period is currently underway in collaboration with Student Achievement and Information Technology teams. Analysis and reporting are planned for September 2026, at which point this indicator will be available on the MYSP Dashboard.

Indicator 3: Percentage of students indicating they have resources/activities/ programs to serve their pathway option needs

This indicator is collected through a Grade 12 student survey, and baseline data is available from prior years. The survey was launched again between May 25-May 28 with updated participation results reported daily to administrators to maintain engagement. Data will be analysed and reported on for the 2026-2027 school year.

Indicator 4: Percentage of students graduating in 5 years (WCDSB metric)

Baseline data for this indicator has been established. The 2021-2022 graduation rate of 90.2 percent will serve as the baseline for MYSP monitoring going forward. This metric includes students who completed their full secondary schooling within the WCDSB system as well as students who joined the system later but remained through to graduation. Students who exited the system prior to graduation are excluded. This indicator is monitored annually using data from Aspen, with updated results reported on the MYSP Dashboard each year.

STRATEGIC OBJECTIVE: ACCELERATE EXCELLENCE AND INNOVATION WHILE BUILDING FUTURE-READY SKILLS

Indicator 5: Percentage of students at standard for Grade 3, 6, and 9 EQAO Math (SAP)

This indicator is monitored using EQAO data. Baseline data is available and has been reported on the MYSP Dashboard. EQAO results for the 2025-2026 school year are provided by the Education Quality and Accountability Office on an annual basis and are reported on when the Ministry of Education formally releases the data.

Indicator 6: Percentage of students at standard for Grade 3 and 6 EQAO Reading (SAP)

This indicator is monitored using EQAO data, and baseline data is available. Results are provided by the EQAO after the Ministry of Education formally releases them. Reporting takes place immediately after results are released.

Indicator 7: Percentage of students at standard for Grade 3 and 6 EQAO Writing (SAP)

This indicator is monitored using EQAO data, and baseline data is available. Results are provided by the Education Quality and Accountability Office upon formal release from the Ministry of Education. Reporting takes place immediately after results are released.

Indicator 8: Percentage of students who were successful in OSSLT (SAP)

This indicator is monitored using EQAO data. Results for the 2025-2026 school year were provided by the Education Quality and Accountability Office after formal release from the Ministry of Education. Individual results were released on May 28, 2026, and board results are due to follow. When board results become available, the Research Team will update the OSSLT report and related MYSP dashboard report.

Indicator 9: Evidence of meaningful participation in deep learning, with equitable access to future-ready opportunities, including responsible use of artificial intelligence

This indicator draws on multiple data sources, including the EQAO student questionnaire, student surveys, and audio-visual vignettes captured through platforms such as @wcdsbinnovates. Baseline data is available. Survey data related to this indicator will be analysed over the summer and is planned for reporting in September 2026. Audio-visual vignettes are available on the dashboard report and will be updated annually to reflect changing trends in innovation.

STRATEGIC OBJECTIVE: ENGAGE STUDENTS AS CO-CREATORS IN THEIR LEARNING

Indicator 10: Percentage of students experiencing Ontario Catholic School Graduate Expectations (OCGSE)

Data for this indicator is collected annually through Grade 8 and Grade 12 exit surveys, as well as school climate surveys, which have provided baseline data. For the 2025-2026 school year, School Climate surveys were administered in March and exit surveys were administered in May and June. Baseline data has been reported on and is available in the MYSP Dashboard, with updated analysis and reporting on exit surveys planned for September 2026.

Indicator 11: Percentage of students reporting they have opportunities to make choices about what they learn

This indicator draws on data from the Middle Years Development Instrument (MDI) and student exit surveys, and baseline data is available on the MYSP dashboard. MDI data collection for the 2025-2026 cycle has been completed. Analysis and updated reporting are planned for September 2026.

STRATEGIC OBJECTIVE: TRANSFORM LEARNING THROUGH LEADERSHIP AND STAFF SUPPORT AND DEVELOPMENT

Indicator 12: Percentage of staff who believe their professional development has informed their practice

The data from this indicator comes from a mini survey that was embedded into professional development sessions across the WCDSB piloted in March 2026 and expanded in May 2026. This survey uses a Likert scale to determine the extent to which PD has informed staff practice and will break down results by employee union and type of PD being offered. Data will be analysed and reported on in late June 2026.

Serving: We Listen and Serve in Education and Faith

STRATEGIC OBJECTIVE: CELEBRATE AND PROMOTE OUR DISTINCT CATHOLIC IDENTITY

Indicator 13: Qualitative evidence of celebrating and promoting Catholic identity

This indicator is collected through audio-visual narrative vignettes that capture the lived expressions of Catholic identity across WCDSB schools and sites. This is a new indicator for the 2025-2030 MYSP, and no



prior baseline data exists. The Research Coordinator has begun establishing the data collection methodology and vignette framework. Ongoing collection will take place throughout the school year, with an initial qualitative report anticipated for the MYSP Dashboard launch in September 2026. A QR Code will be provided in the dashboard to allow direct access to the qualitative narrative report.

Indicator 14: Percentage of staff with positive perceptions about adult faith formation

Baseline and current-year data for this indicator was collected through the Faith Formation Day staff survey. In the 2026-2027 school year, data collection for this indicator will be expanded to include the Catholic Leadership Program, Information to Transformation, the Catholic Leadership Certificate Program, Guarding Minds @ Work / Workforce Census, and other faith formation programming offered in partnership with the WCDSB.

STRATEGIC OBJECTIVE: DEVELOP FAITH AND LIVE GOSPEL VALUES

Indicator 15: Qualitative evidence of faith development and living gospel values

This indicator is collected through audio and visual narrative inquiry, including digital vignettes that document meaningful examples of faith development across the system, such as the Tiny Home Takeout Experience and Student Retreat experiences. This is a new indicator with no prior baseline data. The data collection framework has been established, and ongoing collection takes place throughout the school year. The 2025-2026 focus was on the 50th Anniversary of the WCDSB’s partnership with Mount Mary (May 31, 2026) and will seek perspectives on the enduring value of faith-focused experiences. An initial qualitative report will be prepared for inclusion in the MYSP Dashboard prior September 2026, accessible through a QR Code link.

STRATEGIC OBJECTIVE: STRENGTHEN CONNECTIONS BETWEEN HOME, SCHOOL, AND PARISH

Indicator 16: Thematic review of "A Conversation in the Spirit" (annual school-parish collaboration gathering)

This indicator relies on data collected annually from “A Conversation in the Spirit” -- a gathering of all WCDSB Administrators and the Waterloo Deanery where synodal listening is used to take meaningful steps towards improving school-parish relationships. The premise of this gathering is that by strengthening school-parish relationships, faith connections with families will naturally strengthen as well. Collective and individual voice from “A Conversation in the Spirit” is compiled and thematically analysed. The themes that emerge are summarised and reported on for the MYSP dashboard to highlight the steps being taken each year in response to areas of promise and areas of growth.

STRATEGIC OBJECTIVE: CONNECT FAITH FORMATION TO LEARNING

Indicator 17: Percentage of classrooms applying newly available Catholic-focused resources with fidelity

This indicator is collected through Supervisory Officer school visit questions using a Likert scale, administered once per year during spring visits. This is a new indicator with no prior baseline data. Spring 2026 visit data has been collected. Analysis and reporting are currently underway, with results planned for the MYSP Dashboard at its September 2026 launch.



Belonging: We Foster Meaningful Connections for Students and Staff

STRATEGIC OBJECTIVE: CREATE SAFE AND WELCOMING ENVIRONMENTS THAT REFLECT OUR DIVERSITY

Indicator 18: Percentage of workforce meeting standard in Guarding Minds @ Work and Workforce Census Scan

This indicator draws on data from the annual Guarding Minds @ Work (GM@W) survey and baseline data is available from previous school years. Data collection for the 2025-2026 year was not collected because the census was run in lieu of Guarding Minds @ Work. Data will be collected again in the 2026-2027 school year and will be analysed and reported by mid-year.

Indicator 19: Percentage of schools at standard for physical audit related to diversity and inclusion, and qualitative evidence of physical spaces reflecting diversity within the WCDSB

This indicator draws on data from physical audits of school spaces as well as focus group data using narrative inquiry. Physical audits will begin in the 2026-2027 school year. Student focus groups were conducted in the 2025-2026 school year and have been reported on in an Affinity Spaces Report which is linked on the MYSP Dashboard.

STRATEGIC OBJECTIVE: PROMOTE A SENSE OF MATTERING AND DIGNITY

Indicator 20: Percentage of students who report feeling a sense of dignity and mattering on School Climate surveys

This indicator does not have baseline data and has not been previously reported. This indicator uses data from questions found in the Middle Years Development Instrument (MDI). Questions related to mattering and dignity at school and at church were coded for inclusion in a locally developed Dignity Index. Data collection took place in March 2026 and analysis is underway. Reporting and validation activities will begin in September 2026. When reporting is complete, the associated report page will be updated on the MYSP Dashboard.

Indicator 21: Percentage of students reporting wellbeing on the Student Wellbeing Index

The data for this indicator is collected through the Middle Years Development Instrument (MDI), and baseline data is available on the MYSP Dashboard. MDI data collection for the 2025-2026 cycle has been completed. Analysis is underway and validation and reporting activities are planned for September 2026. When reporting is complete, the associated report page will be updated on the MYSP Dashboard.

STRATEGIC OBJECTIVE: FOSTER EQUITABLE, INCLUSIVE, AND BARRIER-FREE LEARNING AND WORK ENVIRONMENTS

Indicator 22: Percentage of staff reporting a barrier-free work environment on the WCDSB Workforce Census

This indicator is collected through the WCDSB Workforce Census, and baseline data is available. Data collection for the 2025-2026 reporting period is complete. Analysis, validation, and reporting are underway, with results planned for the MYSP Dashboard launch in September 2026.

Indicator 23: Percentage of identity groups experiencing systemic gaps in EQAO achievement

This indicator uses EQAO disproportionality calculations as both leading and lagging indicators, examining results across students with IEPs, students of various racial backgrounds, students of various gender

identities, and students with identified disabilities. The Ministry of Education and the Anti-Racism Data Standards Act require our school board to use our census data to determine a clearer understanding of the disproportionalities that exist in our local student population. The report for this indicator will be available in late fall 2026 when census data can be stitched to EQAO scores and IEP status for a more thorough disproportionality analysis.

Strategic Objective: Engage Families and Build Community Partnerships

Indicator 24: Number of schools running a Catholic School Advisory Council-sponsored event

This indicator is collected through the CPIC Report. This is a new indicator with no prior baseline data. Data collection for the 2025-2026 school year has been completed through the annual CPIC reporting process and has been reported in the MYSP Dashboard.

Indicator 25: Number of communications from centralized WCDSB social media accounts tagged as Belonging

This indicator is collected using Hootsuite analytics. This is a new indicator with no prior baseline data. Data collection is ongoing as part of regular social media monitoring through the Communications team. An initial report and baseline data has been established for the MYSP Dashboard launch in September 2026.

Indicator 26: Proportion of positive-sentiment vs. negative-sentiment news stories featuring WCDSB contributions and/or responses.

This indicator is collected through the WCDSB's internal survey platform, and partial baseline data is available for reference and current data is only collected on media stories where the WCDSB was given an opportunity to respond or provide comments for the publication to reflect an active approach to using the data. Data collection takes place on an ongoing basis. Analysis and reporting take place on an annual basis and have been completed for the 2025-2026 school year. This report is available on the MYSP Dashboard.

Conclusion and Next Steps

The 2025-2026 school year has been foundational for the MYSP monitoring strategy. Across all three priorities of Learning, Serving, and Belonging, with Faith at the centre, the Research Team, Executive Council, and MYSP Implementation Committee have worked collaboratively to establish indicators, develop logic models, assign accountability structures, and initiate data collection processes. For many indicators, baseline data has been established, and analysis is either complete or underway. For newer indicators that require the development of entirely new data collection methodologies, first-time collection has taken place and reporting is being prepared.

As we move into the 2026-2027 school year, the MYSP Dashboard will be released publicly in September 2026, making all available indicator data publicly accessible and refreshed monthly as new data becomes available. Executive Council members, assigned managers for each indicator, will use data to inform programming, resource allocation, and system planning. The Research Team will continue to collect, analyze, and report data to ensure that strategic objectives are being meaningfully pursued across the system. The MYSP Implementation Committee will continue to support staff, students, and families in understanding and connecting to the plan.

Together, the Waterloo Catholic District School Board remains committed to the next four years of learning, serving, and belonging, with Faith always at the centre.



Recommendation:

This report is prepared for information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

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.





Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Director’s Report – June 2026

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-XX**
- 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

June is a month of culmination and celebration across the Waterloo Catholic District School Board, as our school communities gather to mark the accomplishments of another full and meaningful year. From convocations and graduations to year-end liturgies and community events, June reflects the richness of a system that is mission-driven, relationally grounded, and deeply committed to the flourishing of every student. At the same time, system leaders have continued to engage in forward-looking work, including budget planning, university partnerships, and the launch of new collaborative initiatives in AI leadership, ensuring we are well-positioned to meet the opportunities of 2026-2027 with clarity and purpose.

The activities reflected in this report demonstrate our continued commitment to the pillars of Faith, Learning, Serving, and Belonging, and to the ongoing implementation of our Multi-Year Strategic Plan.

FAITH

Mount Mary 50th Anniversary – May 31, 2026

On May 31, I had the privilege of joining the Mount Mary community to celebrate their 50th anniversary, a joyful milestone that honours five decades of Catholic education and the generations of students, families, and staff whose lives have been shaped within this community. Occasions like this remind us of the enduring gift of Catholic education and the lasting bonds it creates.

Parish-School Collaboration – June 4, 2026

On June 4, I participated in a Parish-School Collaboration planning meeting alongside system leaders and parish partners. This ongoing work strengthens the vital relationship between school and parish communities and deepens the Catholic identity that is at the heart of our mission. Strengthening connections between home, school, and parish is a foundational commitment of our MYSP, and these conversations are essential to sustaining that vision.

Year-End Masses and Liturgies – June 2026

Throughout June, schools across WCDSB gathered in prayer and thanksgiving through year-end liturgies, Masses, and graduation ceremonies. These moments of faith-filled reflection are central to our identity as a Catholic system, providing meaningful opportunities for students, staff, and families to give thanks for the year and to send our graduates forward with hope and blessing. The Year-End Mass on June 24 will be a particular moment of communal gratitude and celebration for our CEC and Dutton staff.

LEARNING

OCSTA Indigenous Leadership Conference and Mohawk Institute Visit – June 2, 2026

On June 2, I was joined by members of our senior team and Indigenous education team at the OCSTA Conference for Indigenous Leaders in Brantford, a gathering that brought together Catholic education leaders from across the province to deepen our shared commitment to truth, reconciliation, and Indigenous education. A highlight of the day was a visit to the Mohawk Institute, now operating as a museum through the Woodland Cultural Centre. Canada's first and longest-operating residential school, the Mohawk Institute held an estimated 15,000 Indigenous children over more than 140 years of operation. Bearing witness to this history, through immersive exhibits, preserved spaces, and the voices of survivors, was a profound and sobering experience.

Regional AI Leadership Collaborative – June 22, 2026

On June 22, WCDSB hosted the inaugural meeting of our Regional AI Leadership Collaborative, bringing together five school boards for the first time to share learning, build common frameworks, and advance responsible AI integration in Catholic education. As host board, WCDSB took a leadership role in convening this important work. This collaborative reflects our commitment to innovation grounded in

our values and aligns directly with our Zero to Infinity Framework and the ethical dimensions of AI explored in our system planning.

SERVING

Project Search Graduations – June 23 and 25, 2026

I will be honoured to attend two Project Search graduation ceremonies this month: the Kitchener graduation on June 23 and the Cambridge graduation on June 25. Project Search is a remarkable program that supports students with intellectual disabilities in gaining meaningful employment experience and transitioning successfully into the workforce. Each graduation will be a powerful celebration of potential, perseverance, and the dignity of every learner. Witnessing our graduates receive their certificates alongside their workplace partners will be a reminder of what is possible when systems, families, and community work together.

SWAC Graduation at Conestoga College – June 18, 2026

On June 18, I attended the SWAC graduation at Conestoga College, celebrating the achievements of students who have navigated alternative pathways to reach this important milestone. These ceremonies affirm our commitment to every student's journey and the many ways success can be achieved and celebrated.

BELONGING

Director School Visits – June 2026

School visits remained a priority throughout June, with meaningful connections made across our system at St. Agnes Catholic Elementary School (June 3), St. Luke Catholic Elementary School (June 4), and Guardian Angels, our new Southeast Galt school community (June 4). These visits provided valuable opportunities to connect with students and staff, celebrate year-end work, and affirm the strength of local school leadership as we close the year.

Secondary School Convocations – June 2026

June is convocation season across WCDSB, and it was an honour to join our secondary school communities in celebrating the Class of 2026. Graduation ceremonies were held at St. Benedict (June 9), Resurrection and Don Bosco (June 10), St. Mary's and St. David's (June 11, with my attendance at St. David's), Monsignor Doyle (June 16), and Don Bosco's second location (June 18). Each ceremony was a joyful and faith-filled milestone, sending our graduates forward with pride, purpose, and the values of a Catholic education they carry with them into the world.

OTHER MEETINGS, EVENTS AND SCHOOL VISITS

- June 2: OCSTA Indigenous Leadership Conference and Mohawk Institute Visit, Brantford
- June 3: Director School Visit, St. Agnes
- June 4: Director School Visit, St. Luke
- June 4: Walk-through, Guardian Angels (Southeast Galt school community)
- June 4: Parish-School Collaboration Planning Meeting
- June 5: Monsignor Doyle Co-op Fair
- June 9: St. Benedict Convocation
- June 10: Resurrection Convocation
- June 10: Don Bosco Graduation (Location 1)
- June 11: St. David's Convocation
- June 11: St. Mary's Convocation
- June 12: University Partnership Meeting, Wilfrid Laurier University
- June 15: Audit Committee Meeting
- June 16: Monsignor Doyle Convocation

- June 17: Budget Meeting with Trustees
- June 18: Don Bosco Graduation (Location 2)
- June 18: SWAC Graduation, Conestoga College
- June 22: Regional AI Leadership Collaborative, inaugural meeting (hosted by WCDSB), Board meeting
- June 23: Project Search Graduation, Kitchener
- June 24: Year-End Mass
- June 25: Project Search Graduation, Cambridge

ONGOING MEETINGS

- Weekly: Research team meetings (MYSP data tracking and indicator monitoring), Senior Manager of Communications
 - Biweekly: Meetings with CFO, Superintendent of HR, and Senior Manager of Equity Services
 - Monthly: Administrator meetings
 - Regular: Preparation meetings with Board Chair for agenda setting and trustee communication
-

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

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



Date: June 22nd, 2026
To: Board of Trustees
From: Director of Education
Subject: Student Trustee Report - June 2026

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)

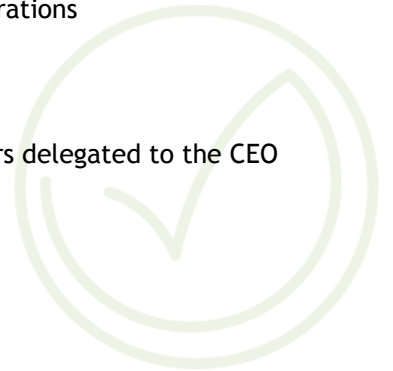
Policy II 011 Student Representation on the Board
 Policy II 012 Student Trustee Role Description

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, the WCDSB secondary schools looked forward to the end of a positive, growth-filled year, with most student council action slowing down as students look toward their final assessment period.

Graduating students were invited for a uniform hand-in to give back to the school community and those who may not have access to uniform in the future. Also, many senior events took place, like Senior Sunset events and Senior Signout video projects taking place at Monsignor Doyle and St. Benedict as students create memories to look back on their time in the WCDSB.

The majority of schools hosted a final assembly to bring people together to enjoy fun, creative ways to encapsulate the school spirit through events like *Minute to Win It*, *Pie-ing Teachers*, and other musical and dance performances.

Lastly, Cookies and Cram events were popular again this semester, giving students an opportunity for one-on-one support for their upcoming exams and culminating for specific courses and events.

Recommendation:

This report is for the information of the board.

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

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





Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Catholic Parent Involvement Committee Summary 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)

Board Policy: APSC001 Catholic School Councils

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

O. Reg. 612/00: School Councils and Parent Involvement Committees under *Education Act, R.S.O. 1990, c. E.2*

Parent Engagement Policy www.edu.gov.on.ca/eng/parents/policy.html

Parents Reaching Out Grants www.edu.gov.on.ca/eng/parents/reaching.HTML

Alignment to the MYSP:

Learning

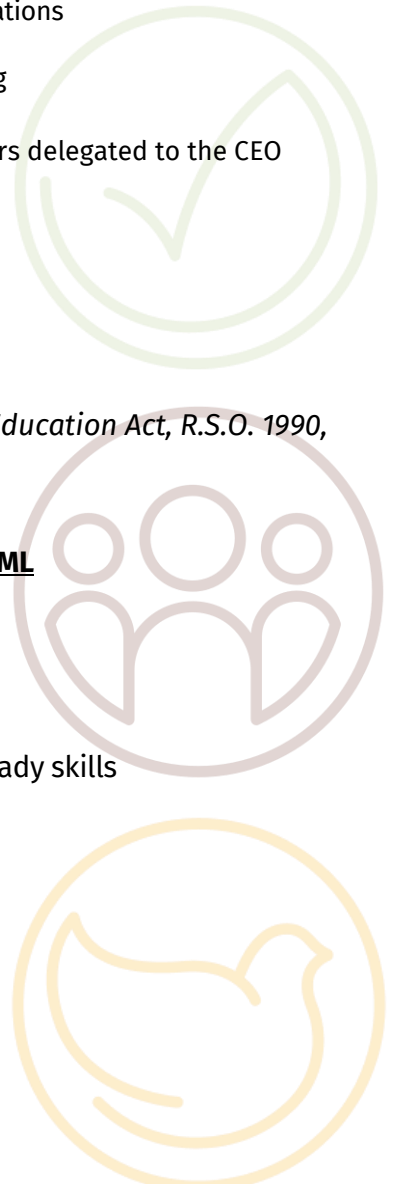
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

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 Waterloo Catholic District School Board Catholic Parent Involvement Committee (CPIC) serves as a vital board-level advisory body, providing a direct and meaningful link between parents, the Director of Education, and Trustees. Alongside our Catholic School Advisory Councils (CSACs), CPIC plays an essential role in fostering authentic parent engagement in support of student achievement, equity, and well-being—key priorities rooted in our Catholic commitment to the dignity and success of every learner.

During the 2025–2026 school year, the Waterloo Catholic District CPIC demonstrated a clear sense of purpose and intentionality in its work. The committee convened for five scheduled meetings, in addition to actively supporting system events such as the Catholic School Advisory Council Onboarding and Commissioning. CPIC representation was also extended to board-level committees, with a member contributing meaningfully to the Budget Advisory Committee, ensuring that the parent voice informed key system planning discussions.

The primary role of CPIC is to support, encourage, and enhance meaningful parent engagement at the board level, with the goal of improving student achievement and well-being. This mandate is fulfilled through:

- providing informed advice to the Board on parent engagement strategies;
- strengthening communication and collaboration with Catholic School Advisory Councils across the system;
- supporting parents in their vital role as primary educators, both at home and within the school community.

Through its work this year, the WCDSB CPIC has continued to advance these goals by:

- Communication with CSAC's
- Direct Support to Catholic School Advisory Councils
- Pro Grant Funding
- Central Department Funding



Communication with Catholic School Advisory Councils

CPIC actively seeks and values parent voice through a variety of feedback mechanisms, including surveys, direct email communication, and event reflections. This ongoing engagement ensures that the perspectives and experiences of families continue to inform the committee's work and priorities.

Catholic School Advisory Council (CSAC) Chairs receive communication from CPIC office, including access to provincial resources and information on local initiatives. These communications are intended to support informed dialogue, encourage discernment, and facilitate sharing within their respective school communities, further strengthening the partnership between home, school, and parish in support of student growth and well-being.

Direct Support to Catholic School Advisory Councils

Ontario Association of Parents in Catholic Education

All Catholic School Advisory Council (CSAC) Chairs have been designated as representatives of the Ontario Association of Parents in Catholic Education (OAPCE), strengthening alignment between local and provincial parent engagement efforts. Each month, CSAC Chairs receive the *Parents4Parents* newsletter, ensuring they remain informed of current provincial priorities, resources, and opportunities for parent engagement across the Catholic education system.

In addition, CPIC sponsored two parent representatives to attend the annual OAPCE Conference.

Onboarding Session

Many participants attended the information evening, including parents and trustees, fostering a strong sense of community and shared purpose. Attendees were provided with meaningful opportunities to deepen their understanding of the role of Catholic School Advisory Councils (CSACs), including responsibilities related to budget awareness and relevant board policies. The session also highlighted key system priorities, including the Waterloo Catholic District School Board's ongoing work in mental health and equity and inclusion.

Throughout the evening, these discussions were thoughtfully grounded in our shared Catholic faith, affirming that all aspects of our work are rooted in the Gospel and guided by our commitment to nurture the spiritual, academic, and personal well-being of every student.

Commissioning

Celebrating and recognizing our strong partnership with parents has become a valued and meaningful annual tradition within the Waterloo Catholic District School Board. This year's celebration, once again held in person, welcomed many parents, administrators, trustees, and superintendents, reflecting the breadth and strength of our shared commitment to Catholic education.

A highlight of the evening was the commissioning of parents and newly appointed administrators, formally recognizing their leadership and dedication to service within our school communities. This moment of commissioning underscored our collective call to collaborate in faith, supporting one another as we nurture the spiritual, academic, and personal growth of every student entrusted to our care.

Professional Development Resources for CPIC and CSAC's

Over the course of the year, Catholic School Advisory Councils (CSACs) and CPIC members were invited to participate in a range of professional learning and networking opportunities designed to build capacity, strengthen leadership, and deepen parent engagement across the system. These sessions reflected the Board's commitment to equipping parent leaders with the knowledge and confidence to support student achievement and well-being within a Catholic context.

Topics offered included:

- Generative AI: WCDSB Families in the Know – Katrina Gouett and Whitney McKinley
- Mental Health- Digging Deeper into School Mental Health Ontario Resources and our WCDSB strategy- Andrea Snyder, Mental Health Lead
- New Family Life Program (“Blessed and Beloved”) – John Murphy, Religion Consultant
- New Pastoral Plan- Richard Olson-Spiritual Animator
- Math Strategic Plan- Our WCDSB Math Strategic Plan presented by Petra LeDuc, Math Lead
- MDI and MYSP- Courtney Brewer, Research Coordinator

Pro-Grant for School Based and System Projects

Catholic School Advisory Councils (CSACs) were surveyed to help inform CPIC-led Pro-Grant initiatives, ensuring that funding priorities were grounded in the needs and interests of local school communities. CSACs were also actively encouraged and invited to apply for funding to support school-based events that promote meaningful parent engagement and student well-being.

In addition, funding was intentionally shared with the Special Education Advisory Committee (SEAC) to broaden the reach of these initiatives, ensuring greater inclusion and accessibility. This collaborative approach supported a more comprehensive engagement of parents across the system, reflecting our commitment to equitable participation and the well-being of all learners.

Summary

The Catholic Parent Involvement Committee (CPIC) continues to serve as a strong and effective board-level advisory body, united in its commitment to fostering and strengthening the vital partnership between home, school, and parish. Rooted in our shared Catholic faith, the committee advocates for meaningful parent engagement as essential to student achievement, well-being, and the formation of the whole child.

The following individuals served as members of the 2025–2026 CPIC.

CPIC Position		Name
Director of Education Designate		Paul Mendonca
Trustees (2 + 1 Alternate)	Trustee #1 (Chair)	Renée Kraft
	Trustee #2	Marisa Phillips
	Trustee Alternate	Linda Cuff
Administrators: Elem (1), Sec (1)	Elementary	Andrew Gordon
	Secondary	Monica Carlin
Diocesan Representative		John Murphy
Elementary Parent from each FOS	Monsignor Doyle Family	Joey Stephen
	Resurrection Family	Leslie Ciampaglia
	St. Benedict Family (CPIC Chair)	James Sebastian-Scott
	St. David Family	Craig LeBlanc
	St. Mary's Family	Paul Marchwica
Secondary Parent by City (3)	Cambridge (Budget Committee)	Tooba Mohtsham
	Secondary: Kitchener	Irene Vassalo
	Secondary: Waterloo	VACANT
Member-at-Large	Member-at-Large	Akpos Ohwofaraye
	Member-at-Large	Paulina Ebie
	Member-at-Large	Jennifer Allore
	Member-at-Large	Tracey Antonio-Uttley
	Member-at-Large	Nicole McKelvie
Recorder		Olja Djukanovic
Director of Education		Annalisa Varano

When parents and schools work in partnership, the benefits for students and families are both meaningful and far-reaching. Research and lived experience affirm that strong home–school relationships contribute to enhanced faith development, improved student achievement and behaviour, reduced absenteeism, and a deeper sense of belonging. Equally important, parents report increased confidence and a stronger connection to their child’s educational journey.

The Catholic Parent Involvement Committee (CPIC) remains deeply committed to nurturing and strengthening this partnership. Through its work, CPIC strives to ensure that every parent experiences and contributes to the Waterloo Catholic District School Board’s vision: *Our Catholic Schools are the heart of the community—success for each, a place for all*. Rooted in faith and guided by Gospel values, this commitment reflects our shared responsibility to support the formation and well-being of every child entrusted to our care.

CPIC Sponsored Events

CPIC has continued to support meaningful parent engagement through a variety of sponsored events that brought families together in learning, reflection, and community-building:

- **Family Game Night (October 9th, 2025)**
This event provided an opportunity for families to gather in a welcoming and relaxed environment, strengthening connections between home and school. Through shared activities, the evening fostered community spirit and reinforced the importance of family engagement in student well-being.
- **SEAC – *Grace for All* Event (February 4th, 2026)**
In collaboration with the Special Education Advisory Committee (SEAC), this event highlighted inclusive practices and supports for students with diverse learning needs and supporting them with their sacramental preparation. Grounded in our Catholic commitment to dignity and belonging, the session affirmed that all students are valued and supported within our communities.
- **The Parent Network/Media Smarts – *Social Media and Your Kids* (February 5th, 2026)**
This session equipped parents with practical strategies to support their children in navigating social media safely and responsibly. The discussion promoted awareness of digital well-being while reinforcing the role of parents as primary guides in their children's development.
- **Building AI Literacy (May 28th, 2026)**
This learning opportunity introduced parents to emerging technologies and the growing role of Artificial Intelligence in education. The session emphasized digital literacy, critical thinking, and ethical use, helping parents feel more informed and confident in supporting their children in an evolving technological landscape.

Looking ahead to the fall, CPIC will sponsor a parent engagement event in partnership with the CAUGHT Foundation. CAUGHT is a Canadian not-for-profit organization founded by former Canadian law enforcement, military, and intelligence professionals, dedicated to continuing their service by educating communities on the realities of human trafficking and child exploitation. This presentation will provide families with important, practical information to support student safety and well-being.

Together, these events reflect CPIC's ongoing commitment to supporting parents as partners in education, while fostering informed, connected, and faith-filled school communities.

Recommendation:

The report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

Paul Mendonça
Superintendent of Learning

James Sebastian- Scott
CPIC Chairperson

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





Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: SEAC Committee Presentation to Board

Type of Report:

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

Type of Information:

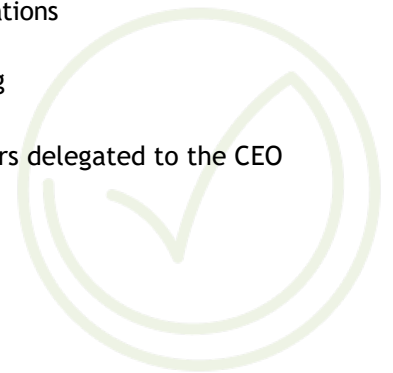
- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy XX XXX
- Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
 Regulation 306 Special Education Programs and Services

Policy Statement and/or Education Act/other Legislation citation:
 Policy 1001- 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:

Month	Topic	Presenter	Location
September 3, 2025	<ul style="list-style-type: none"> Professional Development Plan for the Year Summer Boost and Transition Update Special Education Plan Checklist Update ECPP Funding Update 	G. Foran E. Lemak	St. Francis Room (201)
October 1, 2025	<ul style="list-style-type: none"> AI How Can it Help our students 	W. McKinley K. Gouett	St. Francis Room (201)
November 5, 2025	<ul style="list-style-type: none"> Self Regulation Support and Resources 	A. Snyder	St. Francis Room (201)
December 3, 2025	<ul style="list-style-type: none"> SAP/MAPP 	J. Ritsma P. Leduc	St. Francis Room (201)
January 7, 2026	<ul style="list-style-type: none"> Community Transitions 	E. Sutherland and F. Cruz	St. Francis Room (201)
February 4, 2026	<ul style="list-style-type: none"> Sacramental Kits 	R. Olson	St. Anthony Daniel Parish Hall
March 4, 2026	<ul style="list-style-type: none"> Assistive Tech Sapphire Program at Laurier 	C. Runstedler L. Allan (WLU)	St. Francis Room (201)
April 1, 2026	<ul style="list-style-type: none"> Active and Community Living 	E. Lemak and SETs	St. Francis Room (201)
May 20, 2026	<ul style="list-style-type: none"> Discovery Day Special Olympics 	Stephanie Garibaldi, Secondary Teacher and Tara Farias Parent Representative Jennifer Findlay Associate Director	St. Francis Room (201)
June 15, 2026	<ul style="list-style-type: none"> Budget 	R. King	Teams- Virtual

Recommendation:

Continue to build capacity of SEAC members to provide a forum for parent associations, whose members are eligible to sit on SEAC, to share ideas, compare strategies and address common concerns related to SEACs across the province.



Prepared/Reviewed By: Annalisa Varano
Director of Education

Gerald Foran
Superintendent of Learning

Laura Shoemaker
Cindy Benedetti
WCDSB SEAC Co-Chairs

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





Date: June 22, 2026
To: Board of Trustees
From: Chair of Linkages Committee
Subject: Linkages Report 2025/2026

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)

II 015: Ownership Linkage

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

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.

Alignment to the MYSP:

Learning

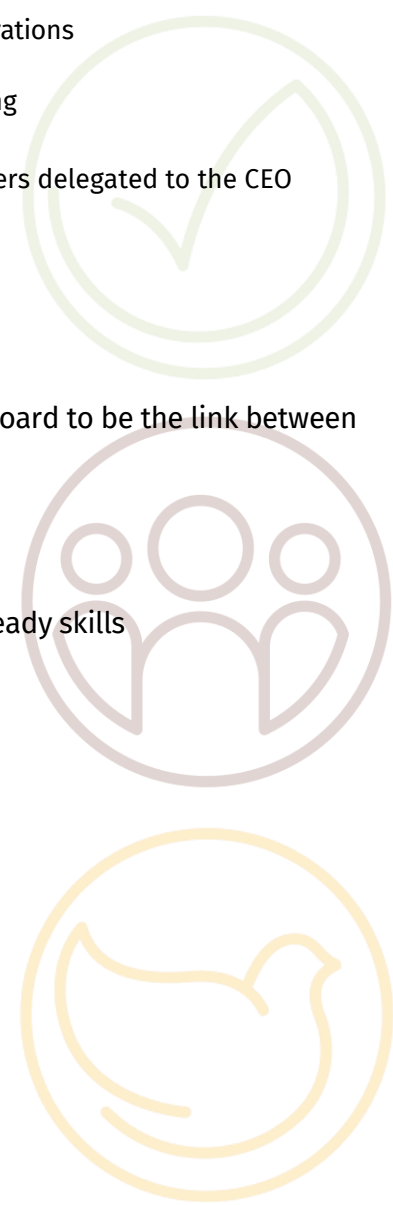
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

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:

For the 2025-26 school year the Linkages Committee has consisted of four Trustees:

- Robert Sikora – Chair
- Kathy Doherty Masters
- Renée Kraft
- Marisa Phillips,

As well as Student Trustee Jace Krysko

The committee has worked on the following;

1. Continuing to identify regularly occurring events (e.g. annually) where Trustee involvement helps to strengthen relationships with the broader community to ensure support for Board ends. Attendance by Trustees at these events throughout the school year helps provide opportunity for community engagement.
2. Prepared a summary report of regularly occurring events which can be used as a reference for providing insight regarding event timing and Trustee involvement.
3. Developed a framework for determining when congratulatory letters are appropriate.
4. Ensuring Trustees share invitations to events which may have only been issued to a single Trustee.
5. Linkages hosted Community Leaders Gathering on May 14, 2026, at the Catholic Education Centre and was a great success. Event was held outside of Catholic Education Week as there was a conflict with another community event.
6. Various congratulatory letters have been sent out.
7. Trustees attended secondary school convocation ceremonies.
8. Trustees attended additional graduation ceremonies: Project Search, St Louis, Navy Co-op.
9. Trustees attended Commissioning of CSAC Chairs and new Administrators.
10. Updated Terms of Reference for the committee.

Future plans for the Linkages Committee:

- Continue to identify and notify Trustees of events.
- Sending ongoing recognition and appreciation letters.
- Co-hosting CSAC & Administrator Commissioning and Community Leaders breakfast.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Robert Sikora
Chair of Linkages Committee

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Date: June 22, 2026
To: Board of Trustees
From: Chair of Pastoral Care Committee
Subject: Pastoral Care Report 2025/2026

Type of Report:

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

Type of Information:

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

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

II 010: Board Committee Structure

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

2. Trustees who are assigned to chair a Board of Trustee Committee will:
 f) Facilitate the performance review of the committee and its work

Alignment to the MYSP:

Learning

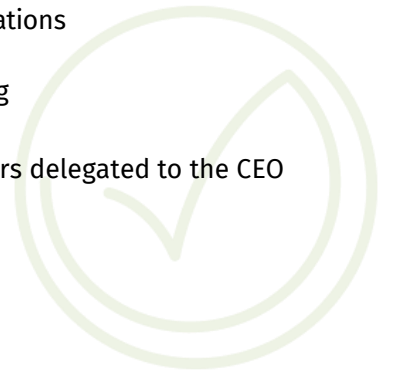
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Background/Comments:

Terms of Reference:

The Pastoral Care Committee was established to assist the Trustees in their pastoral needs. Its focus is on the spiritual welfare of the trustees and the trustees' community.

Action item outcomes include:

- *Introducing creative and meaningful prayers, with deeper reflection.*
- *Yearly Spiritual Retreat, with budget and trustee approval.*
- *Create a schedule to invite other groups, churches, and schools to take part in prayer with us.*

Members:

The Pastoral Care Team Committee is composed of the following trustees: Linda Cuff, Winston Francis, Rebecca Girolametto (Student Trustee), David Guerin (Chair), Conrad Stanley, and Tracey Weiler.

Activities:

The committee has worked on the following throughout the 2025-2026 school year. This aligns with the recommendations from the 2024-25 report.

- 1) We recognized the WCDSB's new Pastoral Plan: **Listen, Engage, Serve**. This year, we are called to listen to the voices of our students, our families, our staff, and each other. When we listen with purpose and humility, we create the conditions for compassion to take root and for true understanding to grow.
- 2) The Trustee **Spiritual Retreat**, led by Spiritual Animator Deacon Richard Olson, was held on December 1st. The theme was the Power of Listening and included a discussion on being open to "re-thinking" our beliefs from Adam Grant's book, Think Again: The Power of Knowing What You Don't Know.
- 3) Trustees attended several **spiritual-related events** throughout the school year, particularly during Catholic Education Week (May 4-8, 2026):
 - a. Opening blessings of St. Patrick and Holy Trinity Schools (Sep 2025)
 - b. Recognition of the Blessed Virgin Mary and the Holy Rosary (Oct 2025)
 - c. WCDSB Spiritual Development Day dinner with Dr. Niigaan Sinclair (Oct 2025)
 - d. 25 Years of Catholic Education mass with Bishop Crosby at St. Dominic Savio School (Oct 2025)
 - e. Covenanting service at St. Mary of the Seven Sorrows church (Nov 2025)
 - f. Project SEARCH Advent Mass (Dec 2025)
 - g. Ontario Catholic School Trustee Association conferences (Jan 2026, Apr 2026)
 - h. Congregation of the Resurrection Gala (Apr 2026)
 - i. Beacon of Hope award presentation at St. Kateri Tekakwitha School (May 2026)
 - j. 75th Anniversary of Our Lady of Lourdes School (May 2026)
 - k. Mass at St. Benedict (May 2026)



- l. Liturgy at St. Dominic Savio (May 2026)
 - m. 30th Anniversary mass at St. Matthew School (May 2026)
 - n. Interfaith Community Breakfast (May 2026)
- 4) We were grateful to be **led in prayer** by Rev. Paul S. Voisin from St. Francis of Assisi parish, Father Toby Collins from St. Mary of the Seven Sorrows, Deacon Sean Meaney from St. Anthony Daniel parish, and students Logan Taylor-Perks and Jacob Pedro from St. David’s High School.
 - 5) We were pleased to acknowledge the appointment of the **Most Reverend Joseph Dabrowski** as Bishop of the Diocese of Hamilton in November 2025, replacing the retiring Bishop Douglas Crosby.

Plans for 2026-27 School Year:

- 1) Continue to improve linkages with our Catholic Partners, including local parishes and the diocese, by being present for the celebration of the Sacraments for WCDSB students at local parishes and inviting clergy to attend our Board meetings and Committee of the Whole meetings and lead us in prayer.
- 2) Expand the practice of having WCSDB students lead us in prayer before Board meetings or Committee of the Whole Meetings on video or in person. Notify school principals of this opportunity well in advance and utilize the resources of our Communications team.
- 3) Trustees will continue to participate in spiritual activities at our schools.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: David Guerin
Chair of Pastoral Care 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.





Date: June 22, 2026
To: Board of Trustees
From: Chair of Governance Committee
Subject: Governance Report 2025/2026

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 **II 010**
- Information only of day-to-day operational matters delegated to the CEO

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

II 010: Board Committee Structure

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

Trustees who are assigned to chair a Board of Trustees’ committee will facilitate the performance review of the committee and its work.

Alignment to the MYSP:

Learning

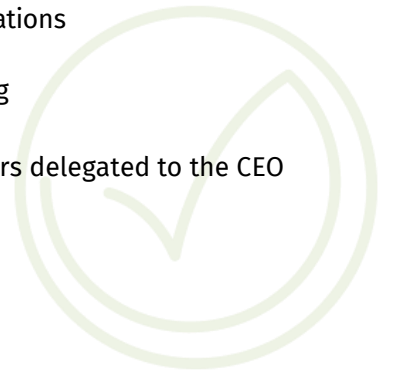
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Background/Comments:

The governance committee met four times from September 2025 to June 2026.

- October 20, 2025
- January 19, 2026
- March 02, 2026
- May 19, 2026

Throughout the year various policies are referred to the Governance committee for review and discussion.

Through this process the following policies were reviewed, updated and approved by the Board of Trustees at a subsequent Board meeting.

- Board Policy II 002 Governing Style (January 26th, 2026)
- Board Policy II 004 Advocacy and Advertising (January 26th, 2026)
- Board Policy II 009 Board Committee Principles (January 26th, 2026)
- Board Policy II 013 Cost of Governance (January 26th, 2026)
- Board Policy II 014 Trustee Expenses (January 26th, 2026)
- Board Policy II 015 Ownership Linkage (February 2, 2026)
- Board Policy III 004 Delegation of the CEO (January 26th, 2026)
- Monitoring Report IV-002 – Treatment of the Public (January 26th, 2026)
- Monitoring Report IV-003 – Treatment of Students (January 26th, 2026)
- Monitoring Report IV 007 – Financial Planning/Budgeting (January 26th, 2026)
- Governance Committee Terms of Reference (October 20th, 2026)

The following policies are currently in review and will be reviewed and approved by the Board of Trustees at the June 22, 2026, Board Meeting.

- Board Policy II 006 Celebration of Excellence
- By-law section 3.12, Add “1.5 Items for Action”
- By-law section 5, Delegation

Any outstanding policies that have been sent to governance will be placed on the agenda at the 1st governance meeting in the 2026/2027 school year.

Suggested next steps: Trustees continue to engage in regular Professional Development specific to Governance and Board Policies.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tracey Weiler
Chair of Governance Committee

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Date: June 22, 2026
To: Board of Trustees
From: Chair of the Board of Trustees
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**
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Origin: (cite Education Act and/or Board Policy or other legislation)

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

Policy I Ends
 Policy II 003 Board Job Description

Alignment to the MYSP:

Learning

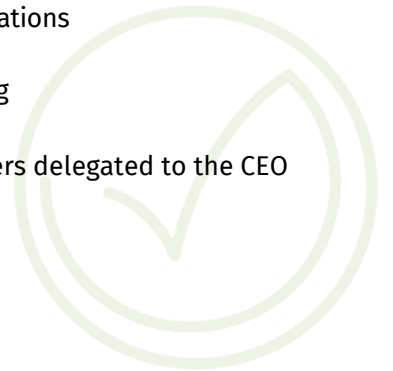
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Background/Comments:

Several discussions with Director Varano
June 10 – Resurrection CSS Convocation
June 11 – St. Mary’s High School Convocation
June 16 – Monsignor Doyle CSS Convocation
June 17 - Special Board – Budget Presentation
June 22 - Board Meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Renée Kraft
Chair of the Board

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Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Governance Recommendations

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:

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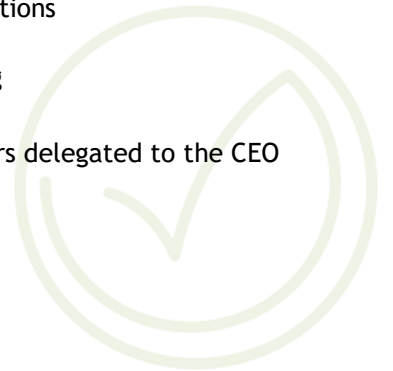
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Background/Comments:

On May 19th, 2026 , the Governance Committee conducted a review of Article 3 and 5 of WCDSB By-law. In Appendix “A,” you will find the proposed amendments to the sections mentioned above.

On March 2nd, 2026, the Governance Committee conducted a review of Board Policy II 006 Celebration of Excellence. In Appendix “B” you will find the proposed amendments.

Recommendation:

That the Board of Trustees approve edits as recommended by the Governance Committee in Appendix “A” and “B” of this report.

Prepared/Reviewed By: Tracey Weiler
Trustee, Chair of Governance Committee

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

General Board Operational and Procedural By-law

Enacted:	December 15, 1997	
Issued:	January 5, 1998	
Amendments:	October 26, 1998	October 28, 2013
	August 30, 1999	June 23, 2014
	September 27, 1999	November 24, 2014
	November 15, 1999	January 26, 2015
	November 29, 2004	June 20, 2016
	June 27, 2005	June 5, 2017
	December 18, 2006	October 30, 2017
	May 25, 2009	October 29, 2018
	November 29, 2010	March 25, 2019
	April 26, 2011	April 6, 2020
	November 28, 2011	May 30, 2022
	June 24, 2013	September 23, 2024
		June 22, 2026

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ARTICLE 1 INTERPRETATION

1.1 Definitions and Meaning of Terms

For this By-law and all other By-laws of the BOARD unless the context otherwise requires:

- 1.1.1 the singular includes the plural;
- 1.1.2 “Act” means the *Education Act* as amended from time to time;
- 1.1.3 “Board” means the Waterloo Catholic District School Board which, in accordance with the *Act*, is a Roman Catholic School Board in union with the See of Rome and represents Waterloo Region;
- 1.1.4 “Committee of the Whole Board” is a Committee constituted of all members of the Board;
- 1.1.5 “Chair” means the Chair of the Board.
- 1.1.6 “Committee” means any special, advisory, task force or ad hoc committee established by the board;
- 1.1.7 “Conflict of Interest” means a direct or indirect pecuniary interest as defined by the *Municipal Conflict of Interest Act* as amended from time to time.
- 1.1.8 “CEO” means the Director of Education who is Chief Executive Officer and Chief Education Officer of the school system, and Secretary of the Board;
- 1.1.9 “CFO” means the Superintendent of Business who is Chief Financial Officer of the school system, and Treasurer of the Board;
- 1.1.10 “In-Camera” means a meeting of a committee from which the public is excluded pursuant to the *Education Act*;
- 1.1.11 “Inaugural Meeting” means the first meeting of a newly elected BOARD to be held following a municipal election and the commencement of the term of office;
- 1.1.12 “Meeting” includes a meeting of the board and of a committee, regular or special;
- 1.1.13 “Student Trustee” means a student elected by his/her peers to represent pupils on the Board in accordance with the *Act* and Regulations;
- 1.1.14 “Trustee” means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the *Municipal Elections Act*;
- 1.1.15 “Vice-Chair” means the Vice-Chair of the Board;
- 1.1.16 “Year” means, unless qualified by the word “calendar” or “school”, the period commencing on the 15th of November and ending on the 14th of November.

1.2 Voting

Except as otherwise provided in these By-laws, an affirmative vote shall require a majority of the votes of the Trustees present and entitled to vote.

1.3 Calculation of Majorities

Whenever in the By-laws of the Board there is provision for a majority of Trustees, such majority shall be calculated as a simple majority of Trustees present and eligible to vote; and where there is provision for a majority of all Trustees, such majority shall be calculated as a simple majority of all Trustees regardless of absences or vacancies in office.

ARTICLE 2 INAUGURAL MEETING OF THE BOARD

2.1 Date of INAUGURAL MEETING

The Inaugural Meeting of the Board shall be held no later than seven (7) days following the commencement of the Board's term of office as outlined in the Act.

2.2 Purpose of INAUGURAL MEETING

The purpose of the Inaugural Meeting shall be to fulfil the requirements of the Act and Regulations, including the election of the Chair and Vice-Chair.

2.2.1 Provided, however, that the Trustees may, at the Inaugural Meeting, consider any other business that, in the opinion of the CEO, requires action by the BOARD as a matter of urgency.

2.3 Presiding Officer at the INAUGURAL MEETING

The Presiding Officer at the Inaugural Meeting shall be the CEO, or in the absence of the CEO, their designate, until the Chair is elected.

2.4 Procedure for Election of Officers at the INAUGURAL MEETING

2.4.1 The Presiding Officer shall proceed first with the election of the Chair and then Vice-Chair.

2.4.2 Nominations for the offices of Chair and Vice-Chair shall be received verbally from those Trustees present at the Inaugural Meeting. Immediately after each nomination, the nominee shall confirm whether the nominee wishes to accept or decline the nomination. Voting shall be by show of hands. As soon as a nominee receives a majority of the votes of all Trustees, the Presiding Officer shall announce the vote and declare the Trustee elected to office.

2.4.3 Should no nominee receive the votes of a majority of all Trustees, the Presiding Officer shall call for a further vote, provided that:

2.4.3.1 the name of any nominee receiving no votes, and the name of the nominee otherwise receiving the least number of votes, shall be dropped;

2.4.3.2 if two or more nominee are tied for the least number of votes, they shall draw lots to determine which nominee shall remain.

2.4.4 If, after the further vote, a nominee has received the votes of a majority of all Trustees, the Presiding Officer shall declare the Trustee elected to Office. The process shall

continue until a nominee has received the votes of a majority of all Trustees or there is a tie vote for two remaining nominees.

2.4.5 In the case of a tie vote, the remaining nominees shall draw lots in accordance with the *Act*.

2.5 Election of Officers – at times other than the INAUGURAL MEETING

2.5.1 At the first meeting of each Year and at the first Meeting after a vacancy occurs in the office of Chair, the Trustees shall elect one of themselves to be Chair.

2.5.2 At the first meeting of each Year and at the first opportunity, with the consensus of the board, but no later than the subsequent meeting after a vacancy occurs in the office of Vice-Chair, the Trustees shall elect one of themselves to be Vice-Chair.

2.5.3 For the purposes of this subsection 2.5, the process outlined in Sections 2.3 and 2.4 shall apply.

ARTICLE 3 MEETINGS

3.1 Regular BOARD MEETINGS

The Regular Meetings of the Board shall be held at the business office of the Board at 6:00 p.m. in the evening:

3.1.1 the regular Meeting of the Board for the month of December shall be held on a Monday preceding the Christmas break;

3.1.2 the regular Meeting of the Board for the months of September through June shall be held on the fourth Monday of the month;

3.1.2.1 Provided that if any such Monday falls on a statutory or civic holiday, such Meeting shall be held at the same hour on a Monday preceding or following the statutory holiday;

3.1.3 there shall be no regular Meetings scheduled from July 1st to August 31st.

3.2 Special BOARD MEETINGS

The Chair shall call a Special Meeting of the Board or Special Meeting of the Committee of the Whole Board, including In Camera:

3.2.1 at any time determined by resolution of the Board at the date and time so determined;

3.2.2 at the date and time fixed by the Chair within seven calendar days of receipt of the written request of five Trustees;

and, may call a Special Meeting of the Board or Special Meeting of the Committee of the Whole Board, including In-camera at a date and time fixed by the Chair.

3.3 COMMITTEE OF THE WHOLE BOARD

The Committee of the Whole Board, including the Committee of the Whole Board-In Camera, and all Committees of the Board meet for the purpose of discussion and debate on any subject before the Board, do not make decisions, they make recommendations to the Board.

3.4 Seating At BOARD MEETINGS

As far as practicable, at all Regular or Special Board Meetings, the Chair shall be seated at the mid-point of the boardroom table with the Director to the right of the Chair, the Recording Secretary to the left of the Chair, the Vice-Chair to the immediate right of the Director, and the remaining Trustees seated alphabetically by surname starting at the immediate right of the Vice-Chair. Student Trustees shall be seated next to their Trustee-mentors.

3.5 Seating at MEETINGS of COMMITTEES

There shall be no formal seating plan for Meetings of Committees.

3.6 Presiding Officer

3.6.1 The Chair, when present, shall preside at all Meetings of the Board and Committee of the Whole.

3.6.2 The Vice-Chair when present shall preside at all meetings of Committee of the Whole In camera.

3.6.3 In the absence of the Chair, the Vice-Chair shall preside at Meetings of the Board and Committee of the Whole.

3.6.4 In the absence of the Chair, and the Vice-Chair, another Trustee selected by the Trustees present shall preside at Meetings of the Board or Committee of the Whole subject to the provisions of section 3.9.

3.7 Notice of MEETINGS

3.7.1 No formal notice of Regular Meetings of the Board and of the Committee of the Whole Board shall be required, but a written or electronic reminder of each Meeting shall be circulated to each Trustee not less than forty-eight hours in advance of each Meeting. A notice shall also be placed on the Board web page.

3.7.2 Written notice of every Special Meeting of the Board and of the Special Committee of the Whole Board shall be given by delivery or by electronic means to each Trustee at least forty-eight hours prior to the time of the Meeting. A notice shall also be placed on the Board web page. Forty-eight hour limit may be waived provided every reasonable effort is made to contact Trustees.

3.7.3 The notice of every Special Meeting of the Board and the Special Committee of the Whole Board shall state all business to be transacted or considered, and notwithstanding any other by-law, no other business will be considered unless all Trustees who are eligible to vote on the matter are present at the Meeting and unanimously agree to consider the other business.

3.7.4 The Director of Education, in consultation with the Chair of the Board, may cancel a Standing Committee or Board Meeting due to expected lack of quorum; or in instances of inclement weather where it is determined that the safety of trustees and staff would be in question for travelling purposes. Trustees will be contacted as soon as the decision has been made to cancel a meeting.

3.8 Quorum for MEETINGS

3.8.1 A majority of all Trustees of the Board shall constitute a quorum for Meetings of the Board and of the Committee of the Whole Board.

3.8.2 A majority of Trustees who are members of a Committee composed of only Trustees shall constitute a quorum for Meetings of the Committee.

3.8.3 When a Trustee or Trustees declare pecuniary interests under the Municipal Conflict of Interest Act, the number of Trustees that constitutes a quorum in 3.9.1 and 3.9.2 is adjusted as directed by the Municipal Conflict of Interest Act.

3.8.4 Whenever a quorum is not present at a Meeting, the Meeting shall stand adjourned without further formality.

3.9 Length of MEETINGS

No Meeting shall continue in session for more than three (3) hours.

3.9.1 Provided that notwithstanding what is otherwise set out in this Section 3.10, upon consent of a majority of Trustees eligible to vote who are present, a Meeting may be extended beyond the limits otherwise provided.

3.10 Closing of Certain MEETINGS

In accordance with the Act, a Meeting of a Committee of the Board, including a MEETING of the Committee of the Whole Board, may be closed to the public when the subject matter under consideration involves:

3.10.1 the security of the property of the Board;

3.10.2 the disclosure of intimate, personal or financial information in respect of a Trustee; an employee or prospective employee of the Board; a pupil or his or her parent or guardian;

3.10.3 the acquisition or disposal of a school site;

3.10.4 decisions in respect of negotiations with employees of the Board; and,

3.10.5 litigation affecting the Board, and privileged legal communications.

3.11 Rules of Order

The rules of order to be observed at Meetings shall be in accordance with the provisions of these By-laws.

3.11.1 Provided that in all cases for which no specific provision is made in these By-laws, the rules and practice of a current edition of Robert's Rules of Order shall govern.

3.12 Agenda for Regular MEETINGS

The order of business for regular Meetings of the Board that are open to the public shall appear as follows:

1. Call to Order
- 1.1 Opening Prayer and Memorials
- 1.2 Territorial Acknowledgement
- 1.3 Approval of Agenda
- 1.4 Declaration of Pecuniary Interest
- 1.5 Items for Action**
2. Consent Agenda: CEO (Operational matters from the Ministry of Education that the Board is required to do)
3. Consent Agenda: Board (Approval of minutes of meetings, staff report)
4. Delegations
5. Advice from the CEO
6. Ownership Linkage (Communications with external environment)
7. Reports from Board Committees/Task Forces
8. Board Education (at the request of the Board)
9. Policy Discussion
10. Assurance of Board Performance (monitoring)
11. Assurance of Successful CEO Performance (monitoring)
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries
13. Announcements (Upcoming Meetings/Pending Items)
14. Items for Next Meeting Agenda
15. Confirm decisions made at this meeting
16. Closing Prayer
17. Motion to Adjourn

3.13 Alteration on Consent

The order of the agenda may be altered with the consent of a majority of the Trustees present at a Meeting and eligible to vote.

3.14 Application to Special MEETINGS

The provisions of Section 3.13 apply with necessary modifications for Special Meetings of the Board.

3.15 Application to IN CAMERA MEETINGS

The provisions of Section 3.13 apply with necessary modifications for the Committee of the Whole Board –In Camera Meetings that are not open to the public.

3.16 Placing Matters on the Agenda

No matter will be placed on the Agenda of a Meeting of the Board unless:

3.16.1 with the majority affirmative votes of the Trustees present and eligible to vote on the matter;

3.16.2 it is a matter that is part of the Board job description as outlined in Board policy and contained under the agenda headings outlined in Section 3.13 of the By-law;

3.16.3 it is a Notice of Motion as prescribed in Section 4.1 of the By-law;

3.16.4 it is a matter requested by a Trustee to be placed on the agenda after the Trustee has followed the Trustee Inquiry process outlined in Section 3.18 of the By-law, or

3.16.5 it is a matter that, in the opinion of the CEO or Chair, requires action by the Board as a matter of urgency.

3.17 TRUSTEE Inquiries

Prior to placing a matter as an agenda item,

3.17.1 issues related to a violation of Board Policy must have previously been discussed with the Chair;

3.17.2 matters pertaining to the operations of the school system must have previously been directed to the CEO; and

3.17.3 Trustees shall follow the protocol outlined in Section 3.19.

3.18 Protocol for TRUSTEE Inquiries

The following protocol for Trustee inquiries shall be followed:

3.18.1 inquiries will be made of the Chair and/or CEO as appropriate; inquiries must be in sufficient detail to enable the Chair and/or CEO to respond in a reasonable manner;

3.18.2 where appropriate, the Chair or CEO may request that a Trustee provide the inquiry in writing; if, after receiving the information from the Chair and/or CEO as appropriate, the Trustee believes the item should be raised with the Board, the Trustee may request that the Chair place the item on the agenda ~~of the next of an~~ upcoming Regular Board Meeting or Committee of the Whole Board or Committee of the Whole Board – In Camera, as appropriate.

The response may be deferred to a future meeting in order to appropriately address the Trustee inquiry.

~~3.18.3 if, after receiving the information from the Chair and/or CEO as appropriate, the Trustee believes the item should be raised with the Board, the Trustee may request that the Chair place the item on the agenda of the next of an upcoming Regular Board Meeting or Committee of the Whole Board or Committee of the Whole Board – In Camera, as appropriate.~~

Moved above and merged with 3.18.2

3.19 Delivery of Agenda for BOARD MEETING

The Agenda for every Meeting, together with notice or reminder of such Meeting, shall be delivered electronically, to each Trustee, and posted on the Board website a minimum of seventy-two (72) hours in advance of such Meeting.

3.20 Delivery of Agenda for COMMITTEE MEETING

The agenda for every Committee Meeting that is not closed to the public, together with notice or reminder of such Meeting shall be delivered electronically, to each Committee member, and posted on the Board website a minimum of seventy-two hours in advance of such Meeting (3 calendar days).

3.21 Deadline for Including Matters on the Agenda

The deadline for including matters on the agenda for the next Meeting of the Board shall be 9:00 a.m. on the Monday preceding the next regularly scheduled Meeting of the Board.

ARTICLE 4 BOARD MEETING PROCESS

4.1 Notice of Motion for a BOARD MEETING

A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Agenda of a Meeting of the Board; such Notice of Motion:

4.1.1 shall be wholly in writing;

4.1.2 shall be accompanied by an explanatory notice;

4.1.3 shall be delivered to the Secretary of the Board;

4.1.4 shall, after its appearance on the Agenda, be taken as read unless any Trustee requests that it be read in full;

4.1.5 shall be referred by resolution of the Board to a Meeting of the Committee of the Whole Board or an appropriate Committee;

4.1.6 shall not be the subject of any debate or comment at the Meeting at which it is introduced unless consent is provided by a majority vote of Trustees present and eligible to vote;

4.2 CEO Monitoring Reports

Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the CEO 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.

4.3 Speaker to Await Recognition

Any Trustee wishing to speak at a Meeting shall await recognition by the Chair.

4.4 Methods of Decision-Making

Every matter considered by the Board shall be disposed of by a vote of all those present and eligible to vote on the matter in one of the following ways with preference given to the following sequence:

4.4.1 The Board shall always attempt to reach decisions through consensus;

4.4.2 by show of hands in the affirmative and in the negative;

4.4.3 by a recorded vote where the Chair calls the name of the individual Trustees who respond indicating whether they are in favour or opposed to the matter under discussion.

4.5 Clear Statement of Direction Required

All matters before the Board whether the outcome of the decision-making process is determined by consensus or by a vote must be presented to the Trustees as a clear statement of direction. The direction or the motion must be read by the Chair of the Meeting to the Trustees present before any decision is made.

4.6 Result of Consensus Decision-making Process

The Chair of the Meeting shall announce the result of the consensus decision-making process and ask Trustees present and eligible to decide on the matter if they agree with the direction.

4.7 Minutes When Consensus Reached

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.

4.8 Minutes When Decision-Making by Vote

When a decision is reached by a vote, the minutes of the meeting shall indicate a decision by vote using Roberts Rules of Order as and when necessary.

4.9 No Reconsideration in Same YEAR

Any matter which has been decided upon by the Board shall not be placed on the Agenda of the Board during the same school Year unless:

4.9.1 a motion to reconsider the matter is made by a Trustee who voted on the prevailing side of the motion sought to be reconsidered; and

4.9.2 by an affirmative vote of the majority of all Trustees of the Board entitled to vote thereon.

4.10 Motion to Reconsider

A motion to reconsider is debatable and once adopted, places before the Trustees the original motion on which the vote is to be reconsidered, and Trustees may:

4.10.1.1 without debate, simply vote again on the original motion; or

4.10.1.2 amend the original motion and vote on the amended motion; or

4.10.1.3 make a motion to rescind the original motion.

4.11 Voting Compulsory

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.

4.12 Compliance with Municipal Conflict of Interest Act

Where a direct or indirect pecuniary interest is declared, the Trustee shall act in accordance with the Municipal Conflict of Interest Act.

4.13 Motion Lost on Equality of Votes

Any motion on which there is an equality of votes is lost.

ARTICLE 5 DELEGATIONS

5.1 Protocol for Delegations

The Board recognizes that need to foster effective communication between the educational system and the community. At each public meeting of the Board members of the community will be provided with an avenue to speak to public education-related topics that are important to either them, or regarding the system as a whole.

The Board agenda will provide for Delegations, all of which shall comply with the following:

5.1.1 in order to appear as a delegation, the individual or group must contact the Secretary of the Board by 9:00 a.m. the Monday preceding the next Regular Meeting of the Board or Meeting of Committee of the Whole Board; **but no earlier than thirty (30) days prior to the requested meeting date.**

5.1.2 the individual or group must indicate to the Secretary of the Board the name(s) of the individual(s) who will appear as a delegation. Delegations consist of WCDSB students, caregivers of their families or Region of Waterloo residents. Where the delegate is a minor, the presence and written consent of a parent/guardian is required, and the Chair may provide reasonable accommodations.

5.1.3 the individual(s) speaking for the delegation must provide the Secretary of the Board:

5.1.3.1 Full name, topic, and the names of all members of the delegation (maximum two (2) individuals are permitted to delegate in one presentation and one (1) must be identified as the spokesperson).

5.1.3.2 Contact Information (including telephone number, email and home address).

~~5.1.3.3 an electronic copy or written copy of the presentation for inclusion in the agenda package by 9:00 a.m. on the Tuesday prior to the Meeting or the delegation will not be accepted for the upcoming agenda. The presentation will appear as part of the support material for the Meeting at which the presentation is made.~~

5.1.3 All materials, including an electronic copy or written copy of a precise script of the presentation for inclusion in the agenda package, need to be submitted by 9:00 AM on the Tuesday prior to the Meeting, or the delegation will not be accepted for the upcoming agenda. The presentation script will appear as part of the supporting materials for the meeting at which the presentation is made. The author of the script must present the delegation, and if it is a group delegation, the spokesperson must be the author of the script.

Should revisions be requested by the Secretary of the Board, the delegate will have up to twenty-four (24) hours to resubmit revisions.

Delegations are not transferable to another party.

Scripts cannot be changed after the submission deadline unless presented in the script is in violation of these By-laws.

5.1.4 An individual or group may present as a delegation to the Board no more often than once in every three (3) months. The months of July and August will not be included in calculating this timing.

5.1.5 Requests will be denied if the requestor(s) has presented on the same topic within the previous 12 months, or if the subject matter is not within the jurisdiction of the Board. Such requests may instead be provided as a written submission to Trustees.

5.1.6 Delegation presentations will be reviewed by the Chair and the Secretary of the Board (or designate) to ensure that they meet the requirements of Article 5: Delegations.

5.1.6.1 If, in the opinion of the Chair and the Secretary of the Board, the delegation request should be denied, the Secretary of the Board (or designate) shall advise the requestor (in writing) that their delegation request has been denied and provide rationale. This decision is final. Trustees will be informed of the decision.

5.1.7 The Chair of the Meeting at which the delegation appears will recognize only the spokesperson as the representative of any group delegation.

5.1.8 Time Allotment

Delegation time should be long enough to meaningfully present an issue, and clarification time should be sufficient to ensure understanding, without turning the delegation process into debate or decision-making.

5.1.8.1 A delegation will be accorded up to ~~ten~~ eight (8) minutes in order to make ~~its~~ their presentation before the Board. A maximum of four (4) delegations will be allowed per meeting.

~~5.1.8.2 A maximum of four (4) delegations will be allowed per meeting.~~

5.1.9 Trustees may ask questions of clarification of the delegation. A total of three (3) minutes is allocated after the delegation to provide clarification from any Trustee questions.

5.1.10 Delegates will receive a written response from the appropriate party within thirty (30) days. The months of July and August will not be included in calculating this timing.

5.1.11 Where there are multiple delegations on the same topic, the Chair of the Meeting may ~~invite~~ ~~require that~~ presentations to be combined or reduce the time of the presentations.

A delegation shall normally be heard by the Board of Trustees at a regular or Special Board meeting.

5.1.12 Where a matter presented by a delegation deals with a topic that should properly be considered by the Committee of the Whole Board – In Camera, the Chair of the Meeting shall direct that the matter be discussed in Committee of the Whole Board – In Camera.

Delegations shall not be heard by individual Trustees acting independently of the Board.

5.1.13 The Chair of the Meeting may terminate a presentation that deviates materially from the ~~script provided for the presentation in advance.~~ ~~topic of the presentation.~~

5.1.14 The spokesperson(s) for a delegation shall refrain from the use of abusive or derogatory language at all times including written and oral remarks; and the Chair of the Meeting may expel or exclude from any Meeting any person(s) who engage in this or any other form of improper conduct.

5.1.14.1 In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), presenters must ensure that no student or staff member is identified by name, or by specific comments that could identify a student or staff member.

5.1.14.2 Presentations shall be free of statements or materials that are contrary to the Ontario Human Rights Code, other laws of Ontario and Canada, and the policies of the Board.

5.1.15 Decisions In Respect of Issues Raised

Once the Board has made a decision on a matter raised by a delegation or delegations, the Board will not entertain a further delegation on substantially the same issues within the ensuing six (6) month period, unless:

5.1.15.1 The Chair and Secretary of the Board is of the opinion that there is sufficient new information to warrant a review; or

5.1.15.2 The Board has agreed to re-open the matter.

5.1.16 Each delegation, at the time of registration with the Secretary of the Board, shall receive a copy of this Section of the By-law.

5.1.17 Since a Trustee is permitted to place a matter on the Agenda under Section 3.17, and is permitted to make inquiries under Section 3.18, a Trustee shall not be permitted to appear before the Board as a delegation.

5.1.18 With respect to delegations from Board employees, where the submission is, or relates to, a matter:

5.1.18.1 that is personal to the speaker, there shall be no special restrictions;

5.1.18.2 that is or may be dealt with under a Collective Agreement to which the Board is a party, such submission shall be dealt with in accordance with the provisions of such Collective Agreement.

5.1.19 Delegations concerning accommodation and/or boundary review will not be heard at the Meeting at which the final decision will be made.

ARTICLE 6 COMMITTEES/TASK FORCES

6.1 BOARD May Establish COMMITTEES/TASK FORCES

The Board may choose to execute its functional responsibilities through standing and ad-hoc Committees/Task Forces that are consistent with the Act and Regulations.

6.2 Membership and Mandate

The membership, mandate, term and reporting expectations for every Committee/Task Force established under this Article 6 shall be consistent with the Act and shall be approved by the Board, and, within this context:

6.2.1 A Committee/Task Force instituted by the Board through Board Policy shall function according to the other provisions of the Board By-laws with necessary modifications;

6.2.2 each Trustee shall be expected to serve on at least one Committee/Task Force;

6.2.3 the chair of a Committee/Task Force, if not elected annually by the committee, shall be appointed by the Board Chair;

6.2.4 no Trustee shall be a member of a Committee/Task Force where the Trustee has or is likely to have a Conflict of Interest.

ARTICLE 7 OFFICERS

7.1 Officers Named

The Officers of the Board shall be:

- 7.1.1 the Chair;
- 7.1.2 the Vice-Chair;
- 7.1.3 the CEO who shall also be Secretary of the Board;
- 7.1.4 the CFO shall hold the office of Treasurer of the Board and, when exercising such office, shall be known as Treasurer of the Board.

7.2 Duties of the CHAIR

The Chair, in addition to those duties assigned under provincial legislation, Board Policy, and these By-laws shall:

- 7.2.1 preside at all Meetings of the Board and conduct them according to the By-laws;
- 7.2.2 be a signing officer of the Board as prescribed in the By-laws;
- 7.2.3 approve the draft agenda of Board Meetings;
- 7.2.4 be a member ex-officio of all Board Committees;
- 7.2.5 perform all other functions customarily performed by a Chair of a School Board, and those expressly delegated to the Chair by the Board;
and may:
 - 7.2.6 call special Meetings of the Board; and
 - 7.2.7 issue statements to the public media on behalf of the Board.

7.3 Duties of the VICE-CHAIR

The Vice-Chair, in addition to those duties assigned under provincial legislation, Board Policy, and the By-laws shall:

- 7.3.1 in the absence of the Chair, or in the event of the inability of the Chair to act, assume any or all of the duties of the Chair, except those which are precluded by law, By-law or regulation; and whenever the Vice-Chair assumes any duty of the Chair, the absence or inability to act of the Chair shall be conclusively presumed;
- 7.3.2 be a signing officer of the Board as prescribed in the By-laws;
- 7.3.3 normally, preside at all Meetings of the Committee of the Whole Board – In Camera and conduct them according to the By-law; and
- 7.3.4 perform all other functions customarily performed by a Vice-Chair of a School Board, and those expressly delegated to the Vice-Chair by the Board.

7.4 Duties of CEO

The Board will instruct the CEO through written policies, delegating implementation to the CEO. In addition to those duties assigned under provincial legislation, Board Policy, and the By-laws, the CEO is the Chief Executive Officer and Chief Education Officer of the school system. The CEO

7.4.1 is accountable to the Board acting as such.

7.4.2 may use any reasonable interpretation of the Board's Aims/Ends and Executive Limitations policies;

7.4.3 is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities; and

7.4.4 shall also hold the office of Secretary of the Board and, when exercising such office, shall be known as Secretary of the Board.

7.5 Duties of the Secretary of the BOARD

The Secretary of the Board, in person or by delegate, in addition to those duties assigned under the provincial legislation and the By-laws, shall:

7.5.1 attend all Meeting of the Board and of Committees.

7.5.2 prepare minutes of all Meetings;

7.5.3 keep records as required by law and subject to the directions of the Board;

7.5.4 conduct the official correspondence of the Board;

7.5.5 receive and pass on to the Board, Committee of the Whole Board or the relevant Committee, all correspondence, petition and reports of other officials;

7.5.6 prepare, in consultation with the appropriate Chair, the draft agenda of all Meetings of the Board, the Committee of the Whole Board and each Committee;

7.5.7 maintain an up-to-date policy register;

7.5.8 maintain charge of all correspondence, reports and other documents;

7.5.9 promulgate all orders, policies and other directions of the Board and other matters in accordance with requirements of the law;

7.5.10 act as the "head" of the organization for the purpose of the Municipal Freedom of Information and Protection of Privacy Act; and

7.5.11 bring to the attention of the Board any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board to be aware.

7.6 Duties of the Treasurer of the BOARD

The Treasurer of the Board, in addition to those duties assigned under provincial legislation, Board Policy, and otherwise in the By-laws, shall:

- 7.6.1 submit to the Board annually a statement of estimated revenue and expenditures;
- 7.6.2 prepare annual financial statements and arrange for the audit by the auditors appointed by the Board;
- 7.6.3 report annually to the Board particulars of existing insurance and fidelity bonds expiring during such Year with recommendations for renewal;
- 7.6.4 report to the Board from time to time and as requested by the Board on all financial matters.

7.7 Removal of Officers

Subject to any requirements of law and employment contracts, the Board may at any time, upon a majority vote of all Trustees of the Board, remove any officer(s) of the Board.

ARTICLE 8 TRUSTEE VACANCY

8.1 Vacancy Filled by Appointment

If, more than one month before the next election, the office of a Trustee becomes vacant before the end of the Trustee's term, the remaining Trustees shall appoint a qualified person to fill the vacancy within ninety (90) days after the office becomes vacant, provided that a majority of the total number of Trustees remains in office.

8.2 Vacancy Within One Month Before Next Election

When the vacancy occurs within one month before the next election, the vacancy shall not be filled.

8.3 Process to Fill Vacancy

Trustees have the discretion to decide the process which will be used to fill the vacancy. They may appoint a qualified individual of their choosing, request applications or require that an election be held.

8.3.1 Should Trustees decide to accept applications from the public, the process shall be governed as outlined below.

8.3.1.1 The Secretary of the Board shall advertise the office, qualifications and deadlines in a newspaper having circulation in the area to be represented and in the parishes located in the area.

8.3.1.2 A committee (consisting of staff and at least two trustees) established by the Board shall review the qualifications of all applicants and report to the Board.

8.3.1.3 Qualified applicants will be interviewed by the Committee of the Whole Board open to the public at a date and time determined by the Chair in consultation with the Secretary of the Board.

8.3.2 Optional Election

Notwithstanding the above if the conditions set out in Section 221 of the Act are met, the remaining Trustees may by resolution require that an election be held in accordance with the *Municipal Elections Act* to fill a vacancy.

8.4 Selection of Candidate

Selection of a candidate shall be made in the manner prescribed in subsection 4.4.3 at a regular or Special Meeting of the Board not later than ninety (90) days after the office became vacant.

8.5 Candidate to Take Office

The candidate appointed or elected to fill the vacancy shall take office make the declaration and Oath of Office required by *Section 209* of the Act, on or before the day of the first Meeting of the Board that the person attends, and shall hold office for the remainder of the term of the Trustee who vacated the office.

ARTICLE 9 EXECUTION OF DOCUMENTS

9.1 BOARD Seal

The Seal of the Board shall be in custody of the Secretary of the Board who shall be responsible for affixing it to such documents as may be required.

9.2 Seal Record

The Secretary of the Board shall keep a record, in a special register, of the date and the particulars of each use of the seal.

9.3 Signing Authorities

All deeds, conveyances, mortgages, bonds, debentures, agreements, documents, contracts approved by the Board shall be sealed, as required, with the seal of the Board and signed by:

9.3.1 the CEO, or in the absence of the CEO, the Acting CEO

9.3.2 together with: the CFO/Treasurer of the Board, or the Chair, or the Vice-Chair.

9.4 Minutes of MEETINGS

The Chair or other presiding Trustee and the Secretary of the Board shall sign the minutes of all Meetings of the Board and all Committee of the Whole Board – In Camera.

9.5 By-laws and Policies

The Chair of the Governance Committee will ensure that every By-Law and Policy upon adoption or revision is properly posted to the Board's website.

9.6 Certification of Documents

All certificates authenticating By-laws, resolutions or extracts of minutes shall be signed by the Chair or the Secretary of the Board and the seal shall be affixed thereto.

9.7 Execution Not under Seal

Documents covering matters not required to be executed under the corporate seal of the Board, may be signed by the Secretary of the Board.

9.8 Endorsement for Deposit

The CFO, or delegate, by signature or by rubber stamp endorsement, shall negotiate or deposit with or transfer to the bankers for the Board, but for credit only of the account of the Board, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

9.9 Signatures by Reproduction

Signatures of persons authorized to sign may be mechanically reproduced as provided by the Act.

ARTICLE 10 DEVELOPMENT OF AND CHANGES TO BOARD POLICY

10.1 Policy Approval or Change After Notice

Policy of the Board may be established or amended from time to time at a Meeting of the Board (such Meeting hereinafter referred to as the “later Meeting”) upon the affirmative vote of the majority of Trustees of the Board entitled to vote thereon provided:

10.1.1 written notice proposing the policy or amendment, that has not been vetted at Governance Committee, shall have been given at a Meeting held prior to the later Meeting;

10.1.2 the text and a brief statement of intended purpose of the policy or amendment shall have been included in the notice;

10.1.3 the text of the policy or amendment as so enacted is substantially the same as the text set out in the notice.

10.2 Policy Approval or Change Without Notice

A policy may be approved or changed without prior notice if:

10.2.1 a majority of all Trustees who are eligible to vote on the matter approve dealing with the matter at the Meeting at which the matter is introduced; or

10.2.2 it is a matter that, in the opinion of the CEO, requires action by the Board as a matter of urgency; and

10.2.3 a majority of all Trustees who are eligible to vote on the matter approve the policy or policy change.

ARTICLE 11 AMENDMENTS TO BY-LAWS

11.1 Amendment After Notice

By-laws of the Board may be amended from time to time at a Meeting of the Board (such Meeting hereinafter referred to as the “later Meeting”) upon the affirmative vote of the majority of all Trustees of the Board entitled to vote thereon provided:

11.1.1 written notice proposing the amendment shall have been given at a Meeting held prior to the later Meeting;

11.1.2 the text and a brief statement of intended purpose of the amendment shall have been included in the notice;

11.1.3 the text of the amendment as so enacted is substantially the same as the text set out in the notice.

11.1.4 To adopt an amendment, alteration or addition to any By-law will require the support of two-thirds majority of all Trustees present at the Board meeting.

11.2 No Amendment Without Notice

The By-laws of the Board shall not be amended except on notice as outlined in Section 11.1 of the By-law.

11.3 Reading

All amendments to the By-laws or new By-laws of the Board will be read or deemed to have been read three times before the vote is taken.

Number: II 006
Subject: Celebration of Excellence

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: January 27, 2020, March 27, 2023, February 26, 2024, **June 22, 2026**

ACCESSIBILITY:

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

POLICY STATEMENT:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Accordingly, the following Board of Trustees awards will be presented annually:

1. **The Chair's Award:** presented to a person or persons in the school system who has contributed significantly to Catholic Education. It is given annually in recognition of outstanding contribution made to the Catholic school system serving the students, staff and greater community of Waterloo region or to the betterment of Catholic Education in Ontario in general. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
2. **The Community Partner Award:** presented annually in recognition of outstanding contribution made by a community partner or agency to the Catholic school system serving the students, staff and greater community of Waterloo Region. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
3. **The Pope Francis Award:** for Ecological Leadership is presented annually to a staff person or persons in the school system who actively demonstrates a love for creation and care for the planet in their interactions – people who initiate or lead environmental projects of all kinds. It is awarded at the staff recognition event and at a subsequent school presentation. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.

The Pope Francis Award was specifically named in honour of Pope Francis, who has been a leading global advocate for environmental action, viewing climate change as a moral crisis that disproportionately impacts the poor. Through his 2015 encyclical *Laudato Si'*, he champions the concept of 'integral ecology,' asserting that caring for nature is inseparable from social justice and defending the marginalized.



4. **The Distinguished Graduate Award:** presented to a graduate of more than 10 years from our school system who has demonstrated outstanding examples of the Ontario Catholic School Graduate Expectations. Awarded at the graduation exercises of the recipient's Secondary School or other appropriate public venue. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
5. **The John Sweeney Scholarship:** presented in recognition of John Sweeney's Catholic leadership and his contribution to our system, our community and our province. Presented to a graduate attending St. Jerome's University who demonstrates academic excellence, the qualities such as perseverance, loyalty, integrity, commitment and a balanced involvement in their school, church and civic community. Awarded at the graduation exercises of the recipient's Secondary School.
6. **The Student Trustee Award:** presented to a student trustee who has fulfilled the one year commitment to the term of office. Awarded at the graduation exercises of the student trustee's Secondary School.
7. **Student Excellence Award:** Presented at each secondary school graduation to recognize student excellence for students destined for University, College, Apprenticeship, and the World of Work.
8. **On-going recognition:** Trustees will support and recognize achievement at any of the school sites within the system through letters of congratulations, presentations or public acknowledgement as appropriate.



Date: June 22, 2026
To: Board of Trustees
From: Chair and Vice-Chair of the Board
Subject: Work of the Board Report 2025/2026

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)

II 003: Board Job Description

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

The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each school year.

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 Board of Trustees determined 4 priorities for the 2025/2026 school year.

Priority 1: Governance Education

- *Continue to educate ourselves on governance best practices*
- *Attend OCSTA events for training*

Priority 2: Advocacy

- *Lead advocacy initiatives through OCSTA resolutions*

Priority 3: Community Outreach

- *Continue with community outreach at school and community events*
- *Keep in forefront as it is an important part of the role of Trustee*
- *Trustees participate in a broad range of community events throughout the year*
- *Attend big events like Mayor's night or small event like attending a school, opportunity is always there*

Priority 4: Policy Review

- *Review policies as per school year annual cycle*
- *Ensure governance committee reviews all policies sent for committee review*
- *Governance committee brings recommendations back to the full board for approval*



Priority 1: Governance Education

Specific Outline	Met Completely <input checked="" type="checkbox"/>	Met Somewhat <input type="checkbox"/>	Did not meet <input type="checkbox"/>
<p><i>Continue to educate ourselves on governance best practices</i></p> <p><i>Attend OCSTA events for training</i></p>	<p>Comments:</p> <ul style="list-style-type: none"> • Workshop on Meeting Procedures in November 2025 • 5 Trustees attended OCSTA regional seminar in September • 6 trustees attended OCSTA AGM on January 16/17, 2026 • EDC Bylaw Background Information for Trustees – Dec 8 Board • Continued professional development throughout the year including: <ul style="list-style-type: none"> ○ Feb 9 - Foundations of Contemplative Prayer ○ April 13 – History of Catholic School in Ontario 		

Specific Outline	Met Completely <input checked="" type="checkbox"/>	Met Somewhat <input type="checkbox"/>	Did not meet <input type="checkbox"/>
<p><i>Lead advocacy initiatives through OCSTA resolutions</i></p>	<p>Comments:</p> <ul style="list-style-type: none"> • 9 submissions approved and submitted to OCSTA as part of the AGM resolutions session • 1 resolution was approved; 2 approved and referred to committee; 5 received and referred to committee; 1 in progress 		

Specific Outline	Met Completely <input checked="" type="checkbox"/>	Met Somewhat <input type="checkbox"/>	Did not meet <input type="checkbox"/>
<p><i>Continue with community outreach at school and community events</i></p> <p><i>Keep events in forefront as it is an important part of the role of Trustee</i></p> <p><i>Share events amongst group</i></p> <p><i>Attend big events like Mayor's night or small event like attending a school, opportunity is always there</i></p>	<p>Comments:</p> <ul style="list-style-type: none"> • Events regularly attended by Trustees include: <ul style="list-style-type: none"> ○ WCDSB High School awards nights, ○ St. Louis graduations, ○ Feast of St. Jerome, ○ 2025 Diocesan Celebration of Catholic Education, ○ Dinner with Niigaan Sinclair, ○ Kitchener State of the City, Waterloo State of the City, ○ Notre Dame Open House, ○ Mayors's Dinner ○ School Commissioning and many more events 		

Specific Outline	Met Completely <input checked="" type="checkbox"/>	Met Somewhat <input type="checkbox"/>	Did not meet <input type="checkbox"/>
<p><i>Review policies as per school year annual cycle</i></p>	<p>Comments:</p> <ul style="list-style-type: none"> • All policies were reviewed as part of the school year annual cycle 		



<p><i>Ensure governance committee reviews all policies sent for committee review</i></p> <p><i>Governance committee brings recommendations back to the full board for approval</i></p>	<ul style="list-style-type: none"> • All polices were found in compliance and several policies were sent to governance for further review • All governance meeting minutes are approved as part of the board agenda • All policy or bylaw changes are approved by the board
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Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Renée Kraft
 Chair of the Board

Tracey Weiler
 Vice-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.





2026-2027 Board Meeting Dates

September 2026

- 28 – Board of Trustees'

October 2026

- 5 – Committee of the Whole
- 26 – Board of Trustees' (suggestion to move to October 19th)

November 2026

- 16 - Inaugural Election Chair/Vice-Chair
- 23 – Board of Trustees'

December 2026

- 7 – Board of Trustees'

January 2027

- 25 – Board of Trustees'

February 2027

- 22 – Board of Trustees'

March 2027 (March Break 15-19) (Easter – Sun. Mar 28, Easter Monday – Mon, Mar 29)

- 22 – Board of Trustees'

April 2027

- 12 – Committee of the Whole
- 26 – Board of Trustees

May 2027 (Victoria Day – Mon. May 24)

- 31 – Board of Trustees'

June 2027

- 14 – Special Board – Budget Presentation
- 28 – Board of Trustees'



Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 001 General Executive Limitation

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 001
- Information only of day-to-day operational matters delegated to the CEO

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

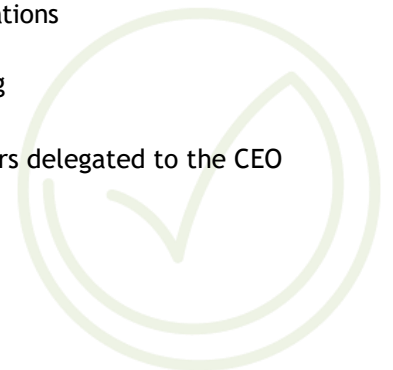
General Executive Limitation IV 00

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

Education Act Section 169.1
 Achieving Excellence: A Renewed Vision for Education in Ontario
 Education that Works for You, March 2019
 Multi-Year Strategic Planning: A Guide for School Board Trustees, 2017
 Communication Guidelines for Staff and Parents APC 001

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 any practice, activity, decision or circumstance in the organization that is unlawful, imprudent, unethical, or contrary to the teachings and traditions of the Catholic Church.

CEO Interpretation:

This policy signals that the CEO must ensure that no decision that is made or action that is taken shall breach any and all applicable legislation and should be consistent with and informed by our Catholic values. To me, this signals that we must ensure all applicable laws have been considered, that thoughtful consideration is given to the consequences of all decisions, guided by a strong moral and ethical compass that looks at the impacts to all WCDSB stakeholders, and that we remain consistent with Catholic teaching.

Evidence:

- a) A listing of legal liabilities and Ontario Human Rights Commissions complaints are reviewed on a regular basis to the audit committee to ensure that any liabilities faced by the Board are both known and understood. Cases are usually related to matters related to Human Resource grievances.
- b) The CEO and senior team are guided by the regulations of the Education Act when making decisions and writing Administrative Procedure memos. All APs are reviewed within a three-year cycle and are fully compliant with the most recent legal and ethical guidance. All revisions to APs are vetted at the Executive Council table. The APs outline guidelines and process that staff and stakeholders must follow to ensure that the Board's obligations are discharged in compliance with common legislation applicable to all school boards.
- c) As the volume of legislation and common law in the education sector cannot be contained in a concise primer for senior leaders, management relies on several sources for advice, direction, and guidance.
Management works closely with the Ontario Ministry of Education, Ontario Catholic School Trustees Association, Council of Senior Human Resource Officials, Council of Senior Business Officials, Ontario Association of School Business Officials, Council of Directors of Education, employee groups, legal firms, and other school boards to ensure operational practices are in alignment with expectations set out in legislation and in common law, and more importantly that leading practices are employed throughout the organization.
- d) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance, to ensure compliance with the teachings and traditions of the Catholic Church.
- e) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed and decisions are consistent with our Catholic Church Teachings.



- f) The CEO meets two times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.
- g) The CEO and other members of the Board team work in close partnership with the Board’s Spiritual Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region. We have benefitted greatly from this partnership, and the Spiritual Animator works to further support and strengthen our relationship with the region’s parishes, clergy and Catholic community.
- h) The CEO attends Regional Deanery Meetings when scheduled. These meetings are used as an opportunity to share key highlights from the Board, particularly those that are related to spiritual and faith development.
- i) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.
- j) The CEO shares with all appropriate staff the guidance shared by the Institute for Catholic Education (ICE), intended to assist in strengthening the distinct ethos of Catholic schools within our publicly funded education system. This guidance informs our actions and curriculum delivery as a board.

Recommendation:

That the Board accept this report indicating compliance with General Executive Limitation Policy IV 001 for the 2025 -2026 school year.

Prepared/Reviewed By: Annalisa Varano
Director of Education

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





Date: June 22, 2026
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 007 Monitoring Report and 2026-27 Budget Approval

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 007**
- Information only of day-to-day operational matters delegated to the CEO

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

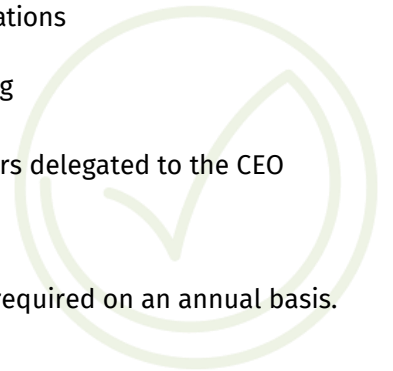
A monitoring report on how the proposed budget aligns with Board Policy IV 007 is required on an annual basis. This report satisfies this requirement

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

[Board Policy IV 007](#)
 Ontario Regulation 179/26, School Board Estimates (not yet published)

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



Primary Resources:

2026-27 Budget Presentation
2026-27 Budget Report

Both can be found at <https://www.wcdsb.ca/financial-information/>

Background/Comments:

Policy Statement:

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.

Definition:


This policy statement is interpreted to mean that the Director of Education shall ensure that all published operational plans and commitments in the MYSPP are supported through the proposed budget. Further, reserves will not be used to support on-going expenditures (i.e., structural deficit), and all applicable laws, regulations, and directives will be followed in the development of the budget.

Evidence:


Published Plans

The proposed budget supports the priorities outlined in the plans which have been published to the Board’s website:


Plans




Multi-Year Strategic Plan



Pastoral Plan




Student Achievement Plan




Math Achievement Action Plan

- Energy Conservation and Demand Management Plan
- Equity Action Plan
- Literacy Achievement Action Plan
- Long Term Accommodation Plan
- Mental Health & Well-being Plan
- Multi-Year Accessibility Plan
- Special Education Plan




Sampling of MYSP Commitments - the following objectives are contained in the Board’s 2025-2030 MYSP:



Connect Faith Formation to Learning


Goal: We will see increased capacity for integrating newly released Catholic-focused resources in classroom.

Indicators

- Percentage of classrooms applying newly available resources with fidelity.

The 2026-27 school year budget contains amounts for:

- Purchase of new Grade 4,5, and 6 family life curriculum materials (Blessed and Beloved)
- Purchase of secondary school multi-year digital licenses for [Growing in Faith / Growing in Christ](#)



Learning Through Leadership and Staff Support and Development

Goal: We will see how staff are engaged in implementing professional development to transform learning.

Indicators

- Percentage of staff who believe their professional development has informed their practice.

The 2026-27 school year budget contains amounts for the programs outlined on slide 70 of the presentation:

LRF - Leadership Development Strategy

- Catholic Leadership Program: Part 1, 2 and 3 with 102 participants and 39 graduates from Part 1 in 2026.
- Leadership Identification Program: Call to Lead – 2 sessions including a round table discussion with recent VP hires to share their experience.
- When Faith Meets Pedagogy.
- New Teacher Induction Program (NTIP).
- Newly revised Induction Series for Newly Appointed Administrators offered for the 2025/26 school year.
- K-12 Book Study – Mindframes for Belonging – K12 Family of Schools Meetings.
- Vice-Principal “in-waiting” and “in-training” opportunities throughout the year.
- CPCO Principal Qualifications Program Subsidy.





Reserve Use

The Budget Book shows projected reserves for 2026-27. Looking under the column entitled 2026-2027 Estimates, readers will note there is no contemplated use of reserves for the year.

Dashboard Report

Summary of Financial Details	2025-2026 Estimates	2025-2026 Forecast	2026-2027 Estimates	Year over Year Change	%
Revenue					
Provincial Grants	\$385,660,047	\$381,798,953	\$390,359,147	\$4,699,100	1.2%
Other Operating - Capital	33,870,987	34,699,332	35,770,153	1,899,166	5.6%
Non-Core Education Grants	5,299,008	6,287,025	2,416,935	(2,882,073)	-54.4%
Non-Grant Revenue	21,328,897	20,690,215	23,242,280	1,913,383	9.0%
Total Revenue	\$446,158,939	\$443,475,525	\$451,788,515	\$5,629,576	1.3%
Expenditures					
Classroom	314,293,381	312,730,854	317,381,564	3,088,183	1.0%
Non-Classroom	55,214,158	55,070,519	56,234,312	1,020,154	1.8%
Student Transportation	12,341,670	11,678,764	12,581,974	240,304	1.9%
School Operations	32,179,524	30,926,076	31,784,594	(394,930)	-1.2%
Pupil Accommodation	32,158,273	32,987,236	33,806,071	1,647,798	5.1%
Total Expenses	\$446,187,006	\$443,393,449	\$451,788,515	\$5,601,509	1.3%
Balance before Accumulated Surplus	(28,067)	82,076	-	28,067	-100.0%
Accumulated Surplus use - SSF	23,537	-	-	(23,537)	-100.0%
Accumulated Surplus use - committed capital	4,530	4,530	-	(4,530)	
Surplus (Deficit) - end of year	\$ -	\$86,606	\$ -	\$ -	-

Compliance

Finally, the proposed budget is fully compliant with all regulations including class size, applicable sections of the Education Act, ministry priorities and directives, and legislation applicable to employers generally.

Budget compliance can be found on pages 42 to 44 of the Budget Book:

Submission Version: Board Working Version
School Board Name: Waterloo Catholic DSB
School Year: 2026-27
Cycle: Estimates

Compliance - Facilities and Transportation

CALCULATION OF FACILITIES AND TRANSPORTATION LIMIT		
1.1	School Facilities Fund	38,141,778
	....Section 18, Item 1.4	
1.2	Student Transportation Fund	13,050,486
	....Section 18, Item 1.5	
1.3	5% of total Classroom Staffing Fund, Learning Resources Fund and Special Education Fund	16,677,172
	....P# x (Section 18, Items 1.1, 1.2 and 1.3)	
1	Facilities and Transportation - Gross Limit	67,869,436
	....Sum of Items 1.1 to 1.3	
Adjustments to the Facilities and Transportation Limit		
2.1	Transfer to Deferred Revenue - SRA	-4,505,762
	....subtract Schedule 5.1, Item 10.3, col. 2	
2.2	Transfer to Deferred Revenue - RNE	-55,884
	....subtract Schedule 5.1, Item 10.4, col. 2	
2.3	Transfer from Deferred Revenue - SRA - Operating	397,331
	....Data Form A2 - School Renewal, Item 5	
2.4	Transfer from Deferred Revenue - RNE - Operating	55,884
	....Schedule 5.1, Item 10.4, col. 6	
2	Total Adjustments to Facilities and Transportation Limit	-4,108,431
	....Sum of Items 2.1 to 2.4	
3	Facilities and Transportation Limit	63,761,005
	....Sum of Item 1 + Item 2	
CALCULATION OF NET FACILITIES AND TRANSPORTATION EXPENSES		
4.1.1	Transportation Expenses for Compliance	12,581,974
	....Schedule 10ADJ, col. 30, Items 68 and 69	
4.1.2	Pupil Accommodation Expenses for Compliance	31,784,894
	....Schedule 10ADJ, col. 30, Items 70 and 71	
4.1	Facilities and Transportation - Gross Expenses	44,366,868
	....Sum of Items 4.1.1 and 4.1.2	
Other Revenue Sources applied to Facilities and Transportation		
4.2.1	Community Use of Schools and Energy Rebates	388,178
4.2.2	EDC non-capital costs	95,091
4.2.3	Daycare capital	384,508
4.2.4	Misc.	137,740
4.2	Total Other Revenue Sources	1,016,314
4	Facilities and Transportation - Net Expenses	43,350,254
	....Item 4.1 less Item 4.2	
5	Facilities and Transportation limit minus net expenses	20,410,751
	....Item 3 less Item 4	
6	Facilities and Transportation Compliance Status:	COMPLIANT
	....If Item 5 is positive: COMPLIANT with Facilities and Transportation limit	
	....If Item 5 is negative: NON-COMPLIANT with Facilities and Transportation limit	

Submission Version: Board Working Version
School Board Name: Waterloo Catholic DSB
School Year: 2026-27
Cycle: Estimates

Compliance - School Board Administration

CALCULATION OF SCHOOL BOARD ADMINISTRATION EXPENSE LIMIT		
1.1	Base School Board Administration Expense Limit	2,200,000
1.2	Additional Allowable School Board Administration Expenses	15,541,525
	....3.44% x Schedule 10ADJ, Item 90, column 30	
1.3	Reduction to Limit due to Class Size Non-Compliance	0
	....Item 1.1 x Item 1.2 x 0.00%	
1	Total School Board Administration Expense Limit	17,741,525
	....Sum of Items 1.1 to 1.3	
CALCULATION OF NET SCHOOL BOARD ADMINISTRATION EXPENSES		
2.1	Compliance - Total School Board Administration Operating Expenses	14,654,978
	....(Schedule 10ADJ, col. 30, Items 64 + 65 + 66)	
Less: Amounts excluded from school board administration expense limit		
2.2.1	Enveloping Election Cost in Unorganized Areas	-
	....Schedule 11A, Item 14.7	
2.2.2	Internal Audit - Total Enveloping Operating Expenses	-
	....Data Form A2-Regional Internal Audit, Item 3	
2.2.3	External Audit (Enrollment and/or Staffing FTE) - Operating Expenses	-
	....Input ONLY Expenses related to enrollment or staffing FTE audits mandated by the ministry	
2.2.4	Board Admin Expense Offset - Salary recovery for seconded board admin staff	-
2.2.5	Board Admin Expense Offset - Rental recovery for board admin building expenses	-
2.2.6	Board Admin Expense Offset - Board Admin Expenses Ministry Adjustment	-
2.2	Total expenses excluded from school board administration limit	-
	....Sum of Items 2.2.1 to 2.2.6	
2	Net School Board Administration Expenses	14,654,978
	....Item 2.1 less Item 2.2	
3	School Board Administration Limit minus Net Expenses	3,076,547
	....Item 1 less Item 2	
4	School Board Administration Compliance Status:	COMPLIANT
	....If Item 3 is positive: COMPLIANT with school board administration expense limit	
	....If Item 3 is negative: NON-COMPLIANT with school board administration expense limit	

Submission Version: Board Working Version
School Board Name: Waterloo Catholic DSB
School Year: 2026-27
Cycle: Estimates

Compliance - Facilities and Transportation

CALCULATION OF FACILITIES AND TRANSPORTATION LIMIT		
1.1	School Facilities Fund	38,141,778
	....Section 18, Item 1.4	
1.2	Student Transportation Fund	13,050,486
	....Section 18, Item 1.5	
1.3	5% of total Classroom Staffing Fund, Learning Resources Fund and Special Education Fund	16,677,172
	....P# x (Section 18, Items 1.1, 1.2 and 1.3)	
1	Facilities and Transportation - Gross Limit	67,869,436
	....Sum of Items 1.1 to 1.3	
Adjustments to the Facilities and Transportation Limit		
2.1	Transfer to Deferred Revenue - SRA	-4,505,762
	....subtract Schedule 5.1, Item 10.3, col. 2	
2.2	Transfer to Deferred Revenue - RNE	-55,884
	....subtract Schedule 5.1, Item 10.4, col. 2	
2.3	Transfer from Deferred Revenue - SRA - Operating	397,331
	....Data Form A2 - School Renewal, Item 5	
2.4	Transfer from Deferred Revenue - RNE - Operating	55,884
	....Schedule 5.1, Item 10.4, col. 6	
2	Total Adjustments to Facilities and Transportation Limit	-4,108,431
	....Sum of Items 2.1 to 2.4	
3	Facilities and Transportation Limit	63,761,005
	....Sum of Item 1 + Item 2	
CALCULATION OF NET FACILITIES AND TRANSPORTATION EXPENSES		
4.1.1	Transportation Expenses for Compliance	12,581,974
	....Schedule 10ADJ, col. 30, Items 68 and 69	
4.1.2	Pupil Accommodation Expenses for Compliance	31,784,894
	....Schedule 10ADJ, col. 30, Items 70 and 71	
4.1	Facilities and Transportation - Gross Expenses	44,366,868
	....Sum of Items 4.1.1 and 4.1.2	
Other Revenue Sources applied to Facilities and Transportation		
4.2.1	Community Use of Schools and Energy Rebates	388,178
4.2.2	EDC non-capital costs	95,091
4.2.3	Daycare capital	384,508
4.2.4	Misc.	137,740
4.2	Total Other Revenue Sources	1,016,314
4	Facilities and Transportation - Net Expenses	43,350,254
	....Item 4.1 less Item 4.2	
5	Facilities and Transportation limit minus net expenses	20,410,751
	....Item 3 less Item 4	
6	Facilities and Transportation Compliance Status:	COMPLIANT
	....If Item 5 is positive: COMPLIANT with Facilities and Transportation limit	
	....If Item 5 is negative: NON-COMPLIANT with Facilities and Transportation limit	



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

1. Develop a budget without employing a credible projection of revenues and expenses.

Definition:

This policy provision is defined to mean that the budget must be built on a foundation of verifiable and accurate information. Where estimates must be made, they must be realistic and conservative.

Evidence:

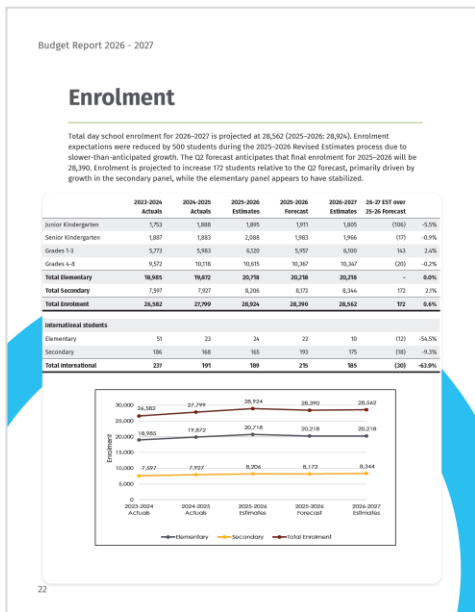
Revenues are based primarily on enrolment projections. To ensure revenue projections are realistic and conservative, management has created internal enrolment committees to develop enrolment scenarios for both elementary and secondary panels. These enrolment committees consist of school administrators and staff from IT, HR, Finance, Internal Audit, the Director’s Office, and Planning.

Enrolment Committee agenda and minutes can be found [here](#).

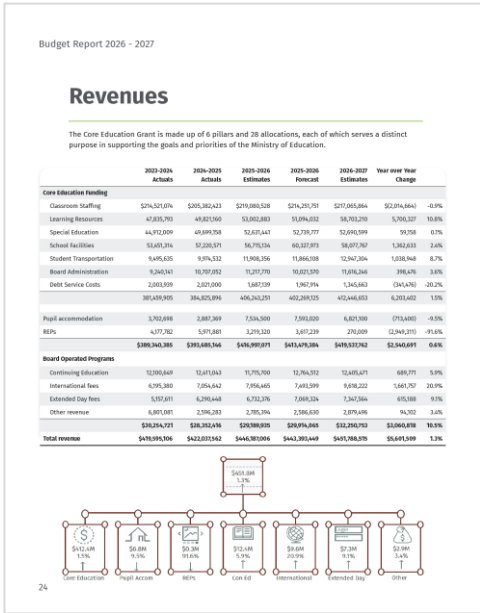
The enrolment projections were reviewed by the Budget Advisory Committee, and the numbers that were approved were believed to be realistic given prior years’ trends and registration information.

The Budget Advisory Committee agenda can be found [here](#).

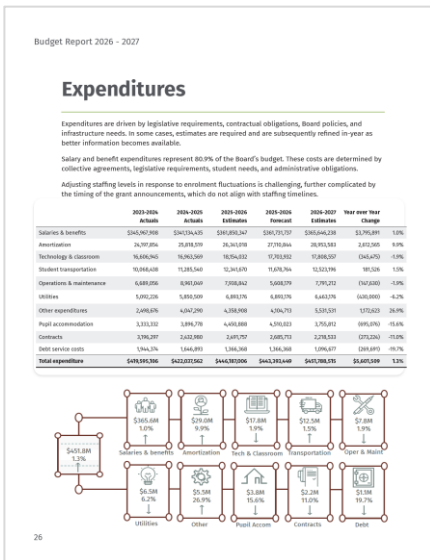
Enrolment information can be found on page 22 of the Budget Book.



Detailed information on revenues can be found on pages 24, 25, and 40 of the Budget Book.



Descriptions and details on expenditures can be found on pages 26, 27, and 41 of the Budget Book. Appendix III beginning on page 63 contains details on spending by funding pillar.



A proposed budget dashboard has been provided to allow stakeholders to quickly assess projections of revenue and expenses as well as key drivers – enrolment and staffing. This can be found on page 38 of the Budget Book.



2. Develop a budget that does not include trend analysis and historical comparators.

Definition:

The Director of Education must provide multiple years of historical and projected data to support trustee budget deliberation. Areas to be reported on include enrolment, revenues, and expenditures.

Evidence:

Throughout the Budget Book and Presentation, there are examples of historical and projected data.

Specific examples:

- Enrolment: Page 22 of the Budget Book
- Expenditures: Page 26 of the Budget Book
- Revenues: Page 24 of the Budget Book

3. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.

Definition:

This policy provision is defined to mean that reserves will not be used to balance the budget except where previously approved or required by legislation.

Evidence:

The proposed budget does not contain a draw on unencumbered reserves for the 2026-27 school year. This can be seen on page 34 of the Budget Book:

Budget Report 2026 - 2027

Accumulated Surpluses

Accumulated surpluses are amounts from prior years which have no external restrictions. Most amounts are apportioned internal.

The Ministry assesses board financial health based on the amount of accumulated surpluses maintained.

	2023-2024 Actuals	2024-2025 Actuals	2025-2026 Forecast	2026-2027 Estimates	Year over Year Change
Opening Balance	\$9,774,353	\$8,809,816	\$8,813,469	\$8,704,070	\$(109,399) -1.2%
Contributions	30,842	151,159	-	-	- 0.0%
Draws*	(995,379)	(147,506)	(109,399)	-	109,399 -74.2%
Closing Balance	\$8,809,816	\$8,813,469	\$8,704,070	\$8,704,070	\$ - 0.0%

*Note: Subject to any new draws approved by the Trustees during the 2025-26 school year.

Composition of Accumulated Surplus

Operating surplus	\$3,850,945
Network infrastructure	1,624,516
Sinking fund interest/Committed Capital (Committed)	636,115
Early learning resources and Supports for Students Funding (SSF)	1,046,285
Administrative capital	715,385
WSIB (Committed)	222,726
Insurance	150,000
Strategic plan implementation	458,098
	\$8,704,070



4. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy

Definition:

This policy is defined to mean that the trustees' proposed budget will align with the requirements contained in Board Policy II 013 "Cost of Governance".

Evidence:

The trustees' budget contains provisions to address each of the areas outlined in II 013:

Category	Amount	Area
Honoraria	120,519.81	Prescribed Honoraria Incl. Attendance Amounts
PD	5,000.00	Training and Development
Travel	6,375.00	Reasonable Expenses
Office	700.00	Reasonable Expenses
Legal	15,000.00	Training, Policy Compliance
Other	12,000.00	Meeting Costs, Student Recognition
Total	159,594.81	

The budget amount can be found on page 41 of the Budget Book.

Comparative Expenditure Summary							
	2023-2024	2024-2025	2025-2026	2025-2026	2026-2027	Year Over Year Change	
	Actuals	Actuals	Estimates	Forecast	Estimates	\$	%
Classroom Instruction							
Teachers	\$96,372,395	\$203,470,934	\$218,540,244	\$216,148,385	\$218,763,233	\$222,989	0.1%
Supply staff	9,524,084	12,744,587	12,655,446	12,944,331	14,641,948	2,036,402	16.2% a.
EAs	23,564,758	23,892,747	23,945,284	23,932,417	23,896,763	(48,572)	(0.2%)
DECEs & ECEAs	12,980,040	13,761,604	16,148,015	16,495,524	16,581,162	433,147	2.7%
Computers	3,436,781	4,915,636	4,047,102	3,502,054	3,666,781	(380,321)	(9.4%)
Textbooks & resources	7,789,264	8,368,170	8,907,993	8,487,115	9,124,283	276,290	2.4%
Paraprofessionals	18,672,925	19,399,311	21,205,581	22,285,081	21,807,077	(550,578)	-2.8%
Library & Guidance	6,795,422	6,586,975	7,178,657	7,223,118	7,392,378	213,721	3.0%
Staff Development	774,747	1,193,282	1,146,739	1,166,486	876,449	(70,290)	(23.6%) b.
Department Heads	517,357	544,074	523,340	549,743	637,690	114,250	21.8% c.
Total Classroom	\$280,422,173	\$294,364,310	\$314,293,381	\$312,739,854	\$317,381,564	\$3,088,383	1.0%
Non-Classroom							
PPs	11,482,395	14,260,967	13,986,405	13,523,140	14,078,131	91,726	0.7%
School Office	8,129,322	7,875,515	8,793,481	8,721,301	8,267,892	(525,589)	(6.0%)
Consultants	9,990,892	6,639,999	6,633,450	6,635,539	7,454,598	821,148	12.4% d.
Continuing Education	11,124,331	11,251,475	11,506,514	11,992,993	11,768,712	(262,198)	-2.3%
	40,326,740	40,027,956	40,919,850	40,872,973	41,569,333	649,483	1.6%
Trustees	398,172	551,786	461,512	422,754	109,295	(301,917)	(65.4%) e.
Director & Superintendents	1,512,730	1,922,059	1,928,067	1,933,264	2,059,818	131,751	6.8%
Board Administration	10,588,163	10,953,218	11,904,729	11,841,528	12,445,566	540,837	4.5%
	12,499,065	13,427,063	14,294,308	14,199,546	14,664,979	370,671	2.6%
Total Non-Classroom	\$2,825,805	\$3,455,019	\$5,214,158	\$5,070,519	\$6,234,312	1,020,554	1.8%
Student Transportation	10,041,718	11,285,540	12,341,670	11,678,764	12,581,974	240,304	1.9%
Pupil Accommodation							
School Operations	29,013,797	31,570,563	32,179,534	30,926,076	31,784,594	(294,930)	(1.2%)
In-Kind expenses	139,127	121,979	100,000	158,520	175,000	75,000	75.0% f.
Other	22,949,633	5,421,691	5,717,256	5,717,872	4,677,488	(1,039,768)	(18.2%) g.
Amortization	26,197,853	25,818,520	26,343,017	27,110,844	28,953,583	2,617,566	9.9% h.
Total Pupil Accommodation	76,300,410	62,932,693	64,331,797	63,913,312	65,990,665	1,252,868	1.9%
Total Expenditures	419,595,306	422,037,562	446,183,006	443,393,449	451,788,515	5,601,509	1.3%

5. Present a budget that does not allow sufficient time for decision-making.

Definition:

This policy provision is defined to mean that the Director of Education will work with trustees to determine meeting dates including those related to budget presentation. The agreed dates will be used to define the time for decision-making.



Evidence:

Given the late release of the provincial education budget and associated technical documents, a discussion took place between the Director of Education and Chair of the Board to set the presentation date for June 17, 2026, and approval for June 22, 2026.

Questions were welcomed up to and including June 22nd.

To support awareness around budget related matters leading up to the presentation dates, management has provided Trustees with monthly updates on budget preparation and has also shared with Trustees a summary of the key budget memos provided by the province.

6. Present a budget that cannot be readily understood by persons without a financial/education background.

Definition:

This policy provision is defined to mean that any budget materials presented to trustees and other stakeholders must not be overly technical and must incorporate the use of charts, graphs, pictures, and easy-to-read narratives with limited edu-jargon.

Evidence:

The budget materials and presentation have been developed with a non-financial user in mind. All materials are provided in easy-to-understand formats including pictographs, charts, and simple narratives. Limited jargon has been included only where necessary, and a glossary of these terms is provided at the end of the Budget Book.



The Association of School Business Officials International (ASBOI) recognized WCDSB's budget presentation materials in 2025 with their Meritorious Budget Award. This award celebrates those school boards who meet international standards for budget clarity, accessibility, and accuracy. As the only Ontario school board to receive this award, management believes the materials provided fulfil the policy provision and definition.

7. Fail to ensure uncommitted accumulated surpluses are at least 2% of projected operating revenues.

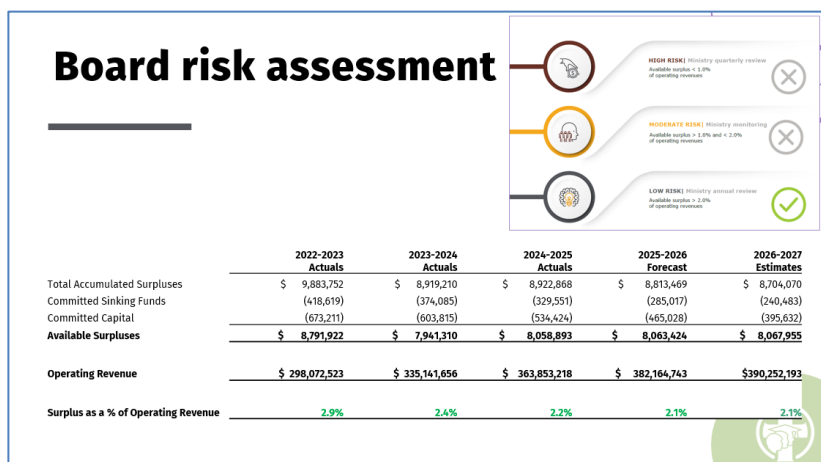
Definition:

This policy provision is interpreted to mean that the CEO must ensure the Board maintains uncommitted accumulated surpluses of at least 2% of projected operating revenues. Where the budget forecasts uncommitted accumulated surpluses below this threshold, the budget must include a recovery plan identifying the actions and timelines required to restore compliance.



Evidence:

The 21st slide of the budget presentation provides information on surpluses as a percentage of operating revenues. The 2026-27 forecast is that surpluses will be 2.1% of operating revenues.



Recommendation:

1. That the Board of Trustees accept this report as providing evidence that the CEO is compliant with Board Policy IV007 “Financial Planning/Budgeting”.
2. That the Board of Trustees approve an operating budget of \$451,788,515 for the 2026-27 school year as presented to the Board.
3. That the Board of Trustees approve a capital budget of \$90,416,327 for the 2026-27 school year as presented to the Board.
4. That the Board of Trustees direct Administration to file this balanced budget with the Ministry of Education before the deadline of June 30, 2026.

Prepared/Reviewed By:

Annalisa Varano
Director of Education, CEO

Laura Isaac
Senior Manager of Financial Services

Shesh Maharaj
Executive Superintendent of Corporate Services, Treasurer + CFO

*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.

