



Board of Trustees' Board Meeting

Date: Monday, March 23, 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:	<p>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)</p> <p>Student Representatives: Rebecca Girolametto, Jace Krysko</p> <p>Senior Administration: Patrick Eby, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano</p> <p>Special Resource:</p> <p>Recording Secretary: Stephanie Medeiros</p>
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ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board of Trustees		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: Items for action arising from the Triple In Camera meeting of Monday, February 23, 2026, regarding HRS matters. Items for action arising from the In Camera meeting of Monday, March 23, 2026, regarding Trustee and property matters.	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees Minutes – Feb 23, 2026 3.2 SEAC Minutes – Feb 4, 2026	Board of Trustees Board of Trustees	pp. 4-8 pp. 9-10	Approval Information
4. Delegations/Presentation			
5. Advice from the CEO 5.1 2025-2026 Estimates Budget Plan: Trustee Update #3 5.2 2026 Catholic Trustee Determination and Distribution 5.3 Director's Report	S. Maharaj S. Maharaj A. Varano	pp. 11-14 pp. 15-19 pp. 20-26	Information Approval Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces 7.1 Student Trustee Report	R. Girolametto, J. Krysko	pp. 27-29	Information
8. Board Education (at the request of the Board) 8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link 8.2 Chair of the Board Report	Chair Chair	Link pp. 30-31	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance 10.1 Board Policy Review 10.1.1 Board Policy II 014 Trustee Expenses Is there a need to review the Policy? 10.1.2 Board Policy II 008 Role of the Chair Is there a need to review the Policy? 10.1.3 Board Policy II 013 Cost of Governance Is there a need to review the Policy?	All Trustees K. Doherty-Masters W. Francis	Link Link Link	Approval Approval Approval
11. Assurance of Successful Director of Education Performance 11.1 Monitoring Reports 11.1.1 Board Policy IV 005 – Hiring and Promotions 11.1.2 Board Policy IV 010 – Facilities Accommodations	K. Pomfret S. Maharaj	pp. 32-39 pp. 40-47	Approval Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Apr 1 – SEAC Meeting Apr 3 – Good Friday Apr 5 – Easter Sunday Apr 6 – Easter Monday Apr 8 – Audit Committee Apr 9 – Budget Advisory Committee Apr 11 – Mayors’ Dinner (Bingemans) Apr 13 – Committee of the Whole Apr 16 – City of Waterloo State of the City Address Apr 22 – CPIC Meeting Apr 23 – Staff Recognition (Bingemans) Apr 27 – Board of Trustees 	Chair	--	Information
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
14.1 April 13, 2026 – Committee of the Whole <ul style="list-style-type: none"> Early Years 	Board of Trustees	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, February 23, 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)

*- attended virtually via Teams

Student Trustees Present:

Jace Krysko

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets: Rebecca Girolametto

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 6:13p.m.

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:

2026-15-- It was moved by Trustee Sikora and seconded by Trustee Francis:

THAT the agenda for Monday, February 23, 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

Items for action arising from the In Camera meeting of Monday, December 8, 2025, regarding financial matters.

2026-16-- It was moved by Trustee Weiler and seconded by Trustee Stanley:

THAT the items for action arising from the In Camera meeting of Monday, February 23, 2026, regarding financial matters be now approved.

--- Carried by consensus

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Special Board of Trustees Minutes – Feb 2, 2026

3.2 Audit Committee Minutes – Nov 12, 2025

3.3 CPIC Minutes – Nov 26, 2025

3.4 SEAC Minutes – Nov 5, 2025

3.5 SEAC Minutes – Dec 3, 2025

3.6 SEAC Minutes – Jan 7, 2026

3.7 Administrative Procedure Update

2026-17-- It was moved by Trustee Sikora and seconded by Trustee Francis:

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

--- Carried by consensus

4. Delegations

5. Advice from the CEO

5.1 Audit Report on Trustee Expenses

Superintendent Maharaj introduced Shane Durham, Internal Auditor Officer, to present the Audit Report on Trustee Expenses. The report affirmed that the expenses incurred by the Board of Trustees were compliant with Board policies and were reasonable in nature. It briefly outlined the specifics in each appendix. Trustee Weiler requested that an amendment be added to Audit Finding 3 to highlight the late expense that was later brought to the Audit Committee for review and approval. Trustees asked clarifying questions.

2026-18-- It was moved by Trustee Stanley and seconded by Trustee Francis:

That the Board of Trustees accepts the 2024-2025 Trustee Expense Audit Report for information purposes only and recommends that the public Statement of Trustee Expenses be posted to the WCDSB website.

--- Carried by consensus

5.2 2025-2026 Estimates Budget Plan: Trustee Update #2

Superintendent Maharaj introduced Laura Isaac, Senior Manager of Finance to present the 2025-2026 Estimates Budget Plan: Trustee Update #2. The presentation outlined the status of enrollment projections, operational budget submissions, collective agreement considerations, and anticipated timelines.

5.3 2026-2027 School Year Calendar

Superintendent Ritsma presented the Trustees with the 2026-2027 School Year Calendar report for approval. The presentation included a brief overview of the calendar's structure, PA days and alignment with WRDSB. Additionally, an adjustment was made regarding the cost associated with non-aligned days; the board report should reflect a cost of \$48,127.32 per day for two days, totaling \$96,254.64.

**2026-19-- It was moved by Trustee Stanley and seconded by Trustee Sikora:
That the Board of Trustees approve the 2026-2027 School Year Calendar as presented.
--- Carried by consensus**

5.4 Director's Report

Director Varano presented the Director's report for the month of February. 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 Krysko presented the Student Trustee report and provided an update on events and activities happening in the secondary school community along with Student Trustee role update for the month of February.

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 February.

9. Policy Discussion

10. Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 007 Board Members' Code of Conduct. Is there a need to review the Policy?

Trustee Guerin confirmed the review of Board Policy II 007 Board Members' Code of Conduct and confirmed compliance. The policy does not require review at the Governance Committee.

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

**2026-20-- It was moved by Trustee Guerin and seconded by Trustee Weiler:
THAT the Board of Trustees reviewed Board Policy II 007 Board Members' Code of Conduct and find that the Board is in compliance.
--- Carried by consensus**

10.1.2 Board Policy III 003 Accountability of the CEO. Is there a need to review the Policy?

Trustee Francis confirmed the review of Board Policy III 003 Accountability of the CEO and confirmed compliance. The policy does not require review at the Governance Committee.

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

**2026-21-- It was moved by Trustee Francis and seconded by Trustee Cuff:
THAT the Board of Trustees reviewed Board Policy III 003 Accountability of the CEO and find that the Board is in compliance.**

--- Carried by consensus

10.1.3 Board Policy III 004 Delegations to the CEO. Is there a need to review the Policy?

Trustee Sikora confirmed the review of Board Policy III 004 Delegations to the CEO and confirmed compliance. The policy does not require review at the Governance Committee.

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

2026-22-- It was moved by Trustee Sikora and seconded by Trustee Francis:

THAT the Board of Trustees reviewed Board Policy III 004 Delegations to the CEO 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 002 – Treatment of the Public

Director Varano presented on Board Policy IV 002 – Treatment of the Public and confirmed compliance. Chair Kraft requested a mover and seconder of the recommendation.

2026-23-- It was moved by Trustee Francis and seconded by Trustee Guerin:

That the Board accept this report indicating compliance with Board Policy IV 002 – Treatment of the Public.

--- Carried by consensus

11.1.2 Board Policy IV 003 – Treatment of Students

Director Varano presented on Board Policy IV 003 – Treatment of Students and confirmed compliance. Chair Kraft requested a mover and seconder of the recommendation.

2026-24-- It was moved by Trustee Sikora and seconded by Trustee Francis:

That the Board accept this report indicating compliance with Board Policy IV 003 – Treatment of Students.

--- Carried by consensus

11.1.3 Board Policy IV 011 – Emergency CEO Replacement

Director Varano presented on Board Policy IV 011 – Emergency CEO Replacement and confirmed compliance. Chair Kraft requested a mover and seconder of the recommendation.

2026-25-- It was moved by Trustee Weiler and seconded by Trustee Stanley:

That the Board accept this report indicating compliance with Board Policy IV 011 – Emergency CEO Replacement.

--- 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 Triple In Camera Meeting

**2026-26-- It was moved by Trustee Cuff and seconded by Trustee Sikora:
That the Board of Trustees move into a Triple In Camera meeting.
--- Carried by consensus**

Trustees moved into a Triple In Camera meeting at 7:24 p.m.
Trustees reconvened the public meeting at 8:20 p.m. after rising from the Triple In Camera session.

16. Closing Prayer

16.1 Closing prayer.

17. Motion to Adjourn

**2026-27-- It was moved by Trustee Cuff and seconded by Stanley:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:23 p.m.**

Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date & Time:	February 4, 2026, at 5:15 p.m.
Location (Hybrid)	In-Person: Special In-Person Event: St. Anthony Daniel Parish 29 Midland Dr, Kitchener, ON N2A 2A9
Next Meeting:	March 4th, 2026 @ 6:30 pm
Committee Members: Kim Murphy, Amanda Hennig, Cindy Benedetti, Karen Applebee, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
Administrative Officials: Gerald Foran, Erin Lemak Regrets: Monica Wenzlaff	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda Motion by: Kim Murphy Seconded: Cindy Benedetti	
3. Declared Pecuniary Interest N/A	
4. Approval of the January minutes: Motion by: Bob Sikora Seconded: Conrad Stanley	
5. School System Operational Business	
6. Ministry Updates (10 min) 6.1. Ministry of Education SIP & SEA Monitoring Visit ➤ Positive feedback was received from the Ministry of Education following their SIP (School Improvement Planning) and SEA (Special Education Amount) monitoring visit at Resurrection School and St. Mary's School . ➤ The Ministry acknowledged strong practices and noted evidence of effective implementation at both sites. 6.2. SEAC Communication to Administrators ➤ SEAC requested that this positive feedback from the Ministry be formally shared with school administrators.	G. Foran



7. SEAC Committee Functions: 7.1. Grace for All Event	All
8. Policy Advice to the Board N/A	
9. Updates 9.1. Trustee Updates ➤ Trustees Sikora shared Trustee updates for the month of January 9.2 WRFN Updates ➤ Kaleidoscope Kids Flyer ➤ WRFN's School Navigation Workshop Series - Modified Days Flyer	
10. Pending Items N/A	
11. Adjournment Motion by: Jeanne Gravelle Seconded: Conrad Stanley	
12. Action Items Place Holder	



Date: March 23, 2026
To: Board of Trustees
From: Director of Education
Subject: 2026-2027 Estimates Budget: Trustee Update #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 XX XXX
- Information only of day-to-day operational matters delegated to the CEO

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

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

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

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

“The CEO shall not ...

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

Alignment to the MYSP:

Learning

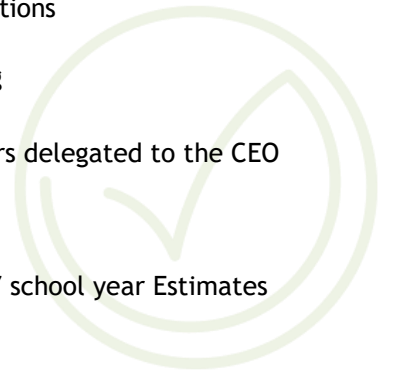
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

Serving

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

Belonging

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

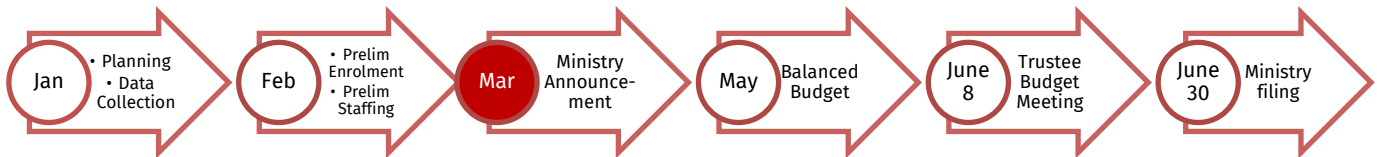


Background/Comments:

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

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

The major timelines are proposed below:



Ministry Planning Memo

- Enrolment projections
 - Boards are cautioned to carefully review enrolment projections as the provincial enrolment is moving from a period of growth to one of decline. Ministry provided their own population projections which should be considered
- Annual updates
 - Census updates: to continue to be adjusted (Year 3 of 5)
 - Staffing benchmark adjustments: PVP benchmark to increase 1.25% as per negotiated agreements
 - Non-staff benchmark adjustments: 2.0% increase to non-staff benchmarks within the School Facilities Fund to manage increasing commodity costs
 - Benefits funding: expected to continue and will be updated to reflect the latest information
- Status quo
 - Class sizes
 - Early Reading Screening
 - Math Facilitators and Math Leads
 - Supports for Student Funds (SSF)/Investments in System Priorities (ISP)
- Contingency Reserve
 - Boards are encouraged to incorporate a contingency reserve into budgets to address forecast risk associated with enrolment fluctuations

Secondary Enrolment Committee Meeting #2: March 30, 2026

Objective of Committee:

The purpose of this committee is to generate secondary enrolment projections using documented methods that will establish a secondary student average daily enrolment (ADE) for the purposes of calculating revenues and staffing expenses.

Meeting discussion:

- Consider impacts of Ministry provided population projections
- Review the current enrolment numbers and projections for the 2025-2026 school year.
- Principals provide an initial estimate using registration data, and subsequent models are adjusted if applicable.
- Compare scenarios, review in-year trending of variables, and discuss the trending of projections with possible changes in methodologies
- Coordinate tasks and reporting requirements for final enrolment meeting
- Group will discuss projections and determine if any changes are required

Elementary Enrolment Committee Meeting #2: March 23, 2026

Objective of Committee:

The purpose of this committee is to discuss the methods used to calculate elementary enrolment scenarios and to identify a preferred option which will support the calculation of revenues and staffing expenses.

Meeting discussion:

- Consider impacts of Ministry provided population projections
- Review the current enrolment numbers and projections for the 2025-2026 school year.
- Planning to provide an initial estimate using registration data
- Compare scenarios, review in-year trending of variables, and discuss the trending of projections with possible changes in methodologies
- Coordinate tasks and reporting requirements for next enrolment meeting

Operational Budget Submissions

- Final budget submissions are due to Finance on March 13, 2026; submissions were limited to Revised Estimates totals with ability to ask for exceptions. Exceptions requested to be reviewed by management.
- Compilation of both operating and capital expenditures continue to progress well
- Finance and Human Resource Services continue to review employee groups that are not dependent on enrolment
- Determination of revenue sources not dependent on enrolment has begun (interest, lease revenue, rebates etc)
- All collective agreements are open with the exception of PVP agreements. Board will await increment direction from Ministry of Education.
- Senior Administration is reviewing all areas of budget weekly for discussion, inclusion and connection to MYSP as information becomes available

Upcoming

1. Core Education Announcement: TBD
2. Enrolment projections due to Finance: **April 8, 2026**
3. Budget Advisory Committee: **April 9, 2026**
4. Trustee Update #4: **April 27, 2026**
5. Balanced budget: **May 5, 2026**
6. Budget finalization and presentation:
 - a. Budget materials available: **June 1, 2026**
 - b. Formal budget presentation: **June 8, 2026**
 - c. Budget deliberation period: **June 9 - 21, 2026**
 - d. Budget approval: **June 22, 2026**
 - e. Ministry submission: **June 30, 2026**

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

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

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Annalisa Varano
Director of Education

Laura Isaac
Senior Manager of Financial Services

Renée King



Manager of Budget

Shesh Maharaj
Executive Superintendent of Corporate Services

*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: March 23, 2026
To: Board of Trustees
From: Director of Education
Subject: 2026 Catholic Trustee Determination and Distribution

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)

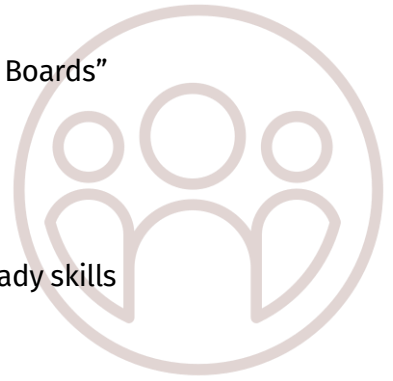
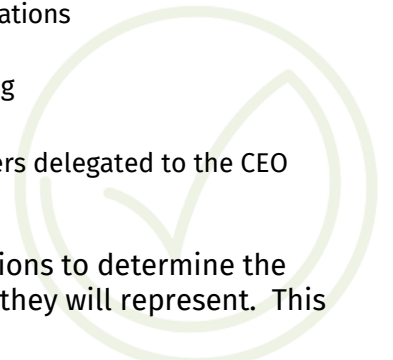
As part of the upcoming elections, trustees are required to pass certain motions to determine the number of Catholic trustees that will be elected in 2026 as well as the areas they will represent. This report provides information on these processes.

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

[Education Act Section 58.1](#) “Regulations: district school boards”
[Ontario Regulation 412/00](#) “Elections to and Representation on District School Boards”
 2026 MPAC “Population of Electoral Groups Report”

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:

By April 3, 2026, school boards are required to approve and submit a Trustee Determination and Distribution Report. This report will be used by local municipalities to fulfil their administrative duties as relates to the 2026 municipal elections. The report also provides information to candidates who are interested in running for the position of school board trustee on the number of positions to be elected in their area.

Following are the requirements:

1. Trustees must approve a motion identifying the number of Catholic Trustees that will be elected in 2026 (Trustee Determination).
2. Trustees must approve a motion identifying the geographical areas that Catholic Trustees will represent (Trustee Distribution).
3. Trustees must approve a motion establishing, or to not establish, low enrolment areas.
4. Trustees must appoint members to an Election Expense Compliance Audit Committee.

The last requirement is not required until the fall and is not considered in this report.

Trustee Determination

Trustees have the option of choosing for the 2026 election:

1. The number of Trustees determined for the general election in 2006. That number is set at **9**.
2. A different number calculated using the formulae contained in Ontario Regulation 412/00. Using the recommended web-based calculator located on the Ontario Educational Services Corporation (OESC) website, that number is **8**. The calculations are shown in Appendix A to this report.
3. A lower number to a minimum of **5** Trustees.

Reducing the number of publicly elected trustees is a decision trustees can make. However, a recommendation to reduce the number of trustees is not provided for consideration in this report as it is not the place of management to suggest a reduction.

A recommendation supporting a total Catholic Trustee complement of 9 can be found below.

Trustee Distribution

Historically, Catholic trustee representation within the Region has been distributed across the following geographic areas:

- **Kitchener–Wilmot:** 4 Trustees
- **Cambridge–North Dumfries:** 3 Trustees
- **Waterloo–Woolwich–Wellesley:** 2 Trustees

To support school boards in evaluating representation options, the Ontario Educational Services Corporation (OESC) provides a Trustee Distribution Calculator. This tool calculates an area “quotient,” which represents the proportion of Catholic school supporters in a given area relative to the total number of Catholic school supporters across the Region.

For the upcoming election, trustees may revise the geographic distribution of trustees by combining different area quotients, should an alternative distribution be considered appropriate. A [‘sandbox’ tool](#) has been created for trustees who wish to create alternative scenarios. If this is a change trustees wish to make, the recommendations below will need to be modified to suit.

In addition, the Board has the authority to designate one or more geographic areas as low population areas. Such a designation permits an adjustment to area quotients in order to increase trustee representation and is typically applied in regions where significant population growth is anticipated during the forthcoming four-year term. As this circumstance does not apply to the Waterloo Catholic District School Board, it is recommended that no areas be designated as low population.

Based on the above considerations, the proposed trustee distribution for the 2026 Municipal Election remains unchanged.

The 2026 proposed distribution is as follows:

Name of Municipality	Electoral Group Population	Electoral Quotient	
North Dumfries	1,877	0.185	
Cambridge	27,814	2.736	
Kitchener	40,725	4.006	
Waterloo	15,031	1.479	
Wilmot	2,268	0.223	
Wellesley	1,310	0.129	
Woolwich	2,468	0.243	
Total	91,493	9.000	
Current Combination	Existing Allocation	Quotients Above	Rounded
Cambridge North Dumfries	3	2.92	3
Kitchener Wilmot	4	4.23	4
Waterloo Wellesley Woolwich	2	1.85	2
Total	9	9.00	9



The distribution is proposed to remain unchanged.

A recommendation supporting an unchanged distribution can be found at the end of this report. If the Board determines a different distribution is preferable, the recommendation can be modified to suit.

Recommendation:

1. That the Board of Trustees determine the number of Catholic Trustees to be elected in the 2026 Municipal Election is 9.
2. That the Board of Trustees not designate any municipality as an area of low population for the purposes of Trustee distribution in the 2026 Municipal Election.
3. That the Board of Trustees, for the purpose of the 2026 Municipal Election, distributes 9 Catholic Trustees as follows:
 - Kitchener / Wilmot – 4 Trustees
 - Cambridge / North Dumfries – 3 Trustees
 - Waterloo / Woolwich / Wellesley – 2 Trustees

Prepared/Reviewed By: Annalisa Varano
Director of Education

Shesh Maharaj
Executive Superintendent, Corporate Services

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



Appendix A – Trustee Determination

Calculated Trustees per Ontario Regulation 412/00:

Data	Source	Figure
1. Population of electoral group	MPAC (PEG Report)	BOX 1 91,493
2. Board area	TABLE 1, O. Reg. 412/00	BOX 2 1,383
3. Board density	Population divided by area	BOX 3 66.1555
4. Dispersal factor	TABLE 5, O. Reg. 412/00	BOX 4 0.0
5. Number of population-based trustees	TABLE 2, O. Reg. 412/00	BOX 5 8
6. Additional density-based trustees	Refer to TABLE 3, O. Reg. 412/00 using board density figure	BOX 6 0
7. Additional density-based (area adjusted) trustees	Refer to TABLE 4, O. Reg. 412/00 using board density figure	BOX 7 0
8. Lesser of BOX 6 and BOX 7	Refer to rules set out in O. Reg. 412/00, s.3	BOX 8 0
9. Additional trustees based on dispersal factor	Refer to rules set out in O. Reg. 412/00, s.3 , using Dispersal factor	BOX 9 0
10. Total number of additional trustees (greater of BOX 8 and BOX 9)	Refer to rules set out in O. Reg. 412/00, s.3	BOX 10 0
11. Minimum number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 11 8
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 12 0
Number of elected trustees = The greater of BOX 11 and BOX 12		8



Date: March 23, 2026
To: Board of Trustees
From: Director of Education
Subject: Director’s Report – March 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

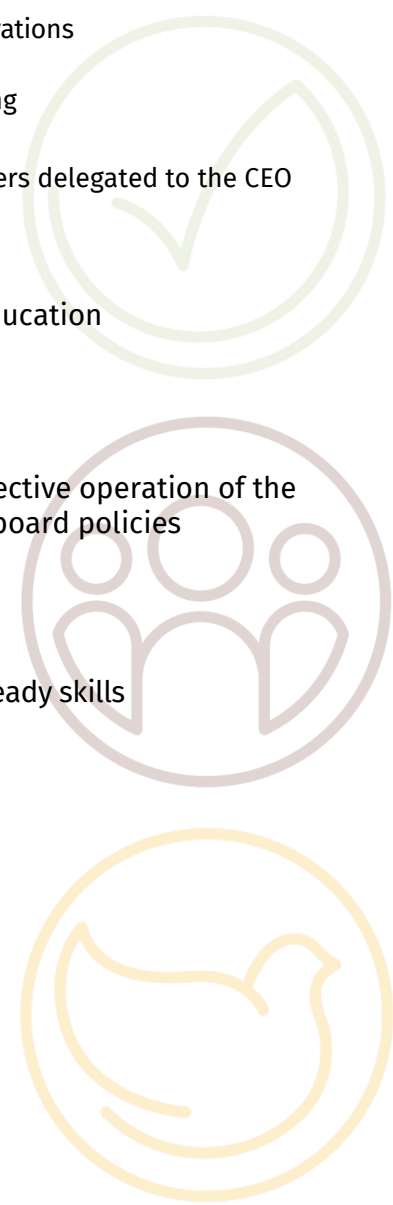
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

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:

March 2026 has been a month of rich community connection, continued strategic advancement, and meaningful engagement across our schools and system. With March Break providing a brief pause for rest and renewal, the weeks before and after were marked by purposeful school visits, important professional learning, and the deepening of relationships that are at the heart of Catholic education. Our work continues to be guided by the three pillars of Learning, Serving, and Belonging, with Faith at the centre.

LEARNING: We set high expectations & challenge learners

CODE Webinar Series: Dreams Delayed and the Sankofa Framework

On March 2, I participated in the first of two CODE Webinars focused on equity and human rights in education. Session 1 centred on the Ontario Human Rights Commission's *Dreams Delayed* report and the recently released Sankofa Framework, which are important resources shaping how education leaders across the province understand and address systemic barriers to student success. The Sankofa Framework, rooted in the principle that we must look to the past to understand the present and build a better future, offers a compelling lens for our ongoing equity work. Session 2 will follow on April 2. This continued learning ensures that WCDSB remains informed and engaged in the provincial conversation about equitable outcomes for all students.

Catholic Leadership Program – Session Three

On March 4, candidates gathered at Resurrection Catholic Secondary School for the third of four sessions in the Catholic Leadership Program. Participants deepened their self-understanding as Catholic leaders through engagement with Leadership Identification tools, including the Predictive Index and the Myers-Briggs Type Indicator, exploring how their individual gifts and preferences shape their leadership approach. Discussions connected self-awareness to compassionate, faith-grounded leadership and the Ontario Catholic School Graduate Expectations were evident throughout, particularly in areas of self-reflection, responsible citizenship, and servant leadership. With one session remaining, candidates continue to grow in confidence and clarity as they prepare to lead with purpose, humility, and faith.

Academic Superintendent Formal Winter Visits

During the last week of February and the first weeks of March, Academic Superintendents completed formal Winter visits across all elementary and secondary schools, as well as St. Louis Adult and Continuing Education. These visits provided an important opportunity to engage in focused professional dialogue, celebrate effective practices, and gain a deeper understanding of each school's current context in support of continuous improvement.

At the elementary and secondary levels, conversations centred on student and staff wellness, with schools invited to reflect on their current wellness landscape and highlight initiatives related to recognition, well-being, and community engagement. At St. Louis, discussions focused on program development, summer programming, streamlining of processes, and the evolving use of artificial intelligence, with particular attention to transparency, navigation, and innovative assessment practices. Information gathered through pre-visit reflections, on-site conversations, and observations will be reviewed by Academic Council and the Research Department, with system-level analysis used to identify common strengths, emerging themes, and shared areas of need. This collective learning will inform next steps in academic improvement, professional learning, and evidence-informed decision-making.

Summer School Programming

Planning for Summer Programming offered through St. Louis Adult Learning and Continuing Education is well underway, with the hiring process for the Principal and Vice-Principal of Secondary Summer Learning for Credit taking place in March. These leadership roles provide administrative oversight and support for summer secondary programs delivered both in-person and online, ensuring a strong focus on student achievement, well-being, and program quality. Registration for Secondary Summer School has already begun, providing students and families with early access to a range of credit and experiential learning opportunities.

Strengthening Literacy Through Thoughtful AI Integration

As part of WCDSB's continued commitment to excellence in literacy instruction, educators are engaging in focused professional learning that explores how Generative Artificial Intelligence (GenAI) can responsibly support reading, writing, thinking, and communication in English classrooms. Starting in March, secondary English educators will have the opportunity to participate in collaborative planning sessions centered on aligning literacy instruction with the Zero-Infinity AI Use Framework. These sessions are designed to deepen shared understanding of how AI can enhance—not replace—core literacy skills, while maintaining academic integrity and high expectations for student learning.

Through guided collaboration, educators will:

- Explore how AI can support idea development, revision, feedback, and metacognition in literacy tasks
- Design intentional, curriculum-aligned assessments that prioritize student voice, critical thinking, and authorship
- Establish shared language and expectations for ethical and transparent AI use in English classrooms
- Identify practical strategies to support students in becoming confident, responsible communicators in an AI-enabled world

These full-day collaboration opportunities (Grades 9–10 and Grades 11–12 English) reflect WCDSB's broader literacy goals by reinforcing strong instructional design, consistency across courses, and future-ready skills rooted in reading, writing, and critical analysis. Supporting resources, including the *Navigating AI in Our Classrooms* slide deck developed by the Innovation Team, are available to all educators through StaffNet and continue to guide classroom practice across the system. Together, this work ensures that literacy remains at the heart of teaching and learning—empowering students to think deeply, communicate effectively, and navigate emerging technologies with confidence and integrity.

Administrator and Family of Schools Meeting – Health and Safety Training

On March 11, we held our Administrator and Family of Schools meeting, which included crucial Supervisor Health and Safety training for administrators across the system. Equipping our school leaders with the tools, knowledge, and protocols to support safe, caring, and inclusive school communities is foundational to student well-being. While this training is necessary for compliance with our duties under the *Occupational Health and Safety Act*, it also reflects our collective responsibility to foster environments where every student experiences a sense of dignity, mattering, and belonging.

Mock EQAO Mathematics Assessment – Grade 3 and 6

Our Mock EQAO Mathematics Assessment ran across all Grade 3 and 6 classrooms system-wide from February 25 through March 11. Developed as a replica of the provincial assessment, it is administered



during a math block and monitored centrally to ensure full participation. Following the assessment, all educators receive student data and targeted next steps, including the specific skills to address and strategies for building competence.

As part of our Academic Superintendent Winter visits, administrators are also accessing their PowerBI dashboards to identify Grade 6 students approaching a Level 3. We are focusing on "dot scores" of 2.5, 2.7, and 2.9, students who were one or two questions away from the provincial standard. This exercise helps educators see how close their students are and how the structures already in place, including the Mock EQAO, Entry and Exit assessments, board-approved resources, and Grade 1 to 8 Long Range Plans, can move them forward. Reading and acting on data is at the heart of this work.

The Math Guru Comes to WCDSB

On March 31, we are welcoming Vanessa Vakharia, known as The Math Guru, to speak to our 65 Math Lead Teachers and all interested staff. Her session will focus on breaking down stereotypes around mathematics and building a math culture that improves student access, confidence, and achievement. In preparation, Math Lead Teachers have been reading her bestselling book *Math Therapy: 5 Steps to Help Your Students Overcome Math Trauma and Build a Better Relationship With Math*. This is a timely and energizing professional learning opportunity for our system.

Literacy: Supporting Grade 3 and 6 Educators

Our evening session series for Grade 3 and 6 educators continued with Session 4, focused on Writing (Strand D: Composition). Hosted by our Literacy and Multi-Language Learner Consultants, the session explored EQAO-style writing tasks, writing exemplars, and high-impact instructional strategies that scaffold the writing process.

At the March 11 Administrator meeting, our Literacy Consultant and a Literacy Special Assignment Teacher presented the most recent Early Reading Screener results, supporting administrators in interpreting the data and understanding the key indicators to look for in their schools. Planned next steps for students not yet at benchmark were also shared. Families across the system were additionally invited to participate in free EQAO literacy webinars focused on reading and writing, further strengthening the home-school connection in support of student achievement:

School Visits: Celebrating Learning Across Our System

School visits remained a central priority throughout March, with the exception of the March Break period (March 16–20). These visits continue to be one of the most meaningful dimensions of my work as Director, allowing me to connect with students, teachers, and administrators, observe classroom learning, and hear firsthand about progress on school improvement goals in literacy and numeracy.

March 4: St. Mary's, Our Lady of Grace, Monsignor Haller, and John Sweeney

March 5: St. Kateri, St. Josephine Bakhita, Holy Trinity, and Blessed Sacrament

March 12: Canadian Martyrs, St. Daniel, St. Anne (Kitchener)

March 25: St. Mark, St. Paul, St. Dominic, Resurrection, and Holy Rosary

March 26: St. Nicholas, Our Lady of Lourdes, St. John, and Holy Family

March 27: Saint Teresa of Avila, Elmira.

SERVING: We listen & serve in education & Faith

Chinese New Year Celebration – Grand River Chinese Parent Association

At the end of February, I had the honour of attending the Chinese New Year celebration hosted by St. Louis Adult and Continuing Education Centre and the Grand River Chinese Parent Association. The Grand River Chinese School is the largest Chinese language school in our region, proudly serving 692 students. This joyful celebration was a beautiful reminder of the breadth of our International Languages program,

which this school year serves over 2,800 students representing 18 languages across our system. Moments like these call us to celebrate and promote our distinct Catholic identity, one that is enriched by the many cultures, languages, and traditions of the families we serve.

Grade 4 Bible Celebrations

The system Grade 4 Bible order has been secured, and schools may now schedule their Grade 4 Bible Celebrations, with recommended scheduling beginning the week after March Break. This year's Bible is The Good News Bible (New Testament), approved by the Canadian Conference of Catholic Bishops, with Old Testament learning already covered through the Grade 4 Growing in Faith/Growing in Christ program. This annual tradition is a meaningful moment of faith formation for our students and families, and a beautiful expression of our Catholic identity in action.

Catholic Partnership Meeting – King's College

On March 6, I attended the Catholic Partnership Meeting at King's College, where Catholic partners from across the region gathered to share regional updates and priorities. I was honoured to present our new MYPSP 2025–2030, our Pastoral Plan, and the meaningful progress being made through our parish-school collaboration initiative. These conversations strengthen the connections between home, school, and parish and remind us of the collective mission we share as Catholic educators, community leaders, and partners in faith.

OCSOA Liturgy – Wellington Catholic District School Board

On March 24, I attended the OCSOA Liturgy hosted by Wellington Catholic District School Board, a gathering of Catholic educators from across the province for shared prayer, renewal, and recommitment to our vocation as leaders in Catholic education. Participating in these liturgical and community moments strengthens our sense of purpose and our connection to the broader Catholic education family in Ontario.

Notre Dame Visioning Session

On March 27, a Notre Dame Visioning Session took place at the Catholic Education Centre, bringing together newly appointed staff to begin their shared work as a school community. Facilitated by Mark Modolo, Principal of Notre Dame Catholic, this full-day session focused on establishing a shared vision, building relationships, and setting the foundation for faith-centred teaching and learning in a Grade 7–10 model. This collaborative work marks an important and Spirit-filled early step in supporting staff as they come together with a common purpose and commitment to students, families, and the broader Catholic school community. We were honoured to welcome Bishop Joseph Dabrowski to this session, whose presence grounded the day in prayer and pastoral care, reinforcing that the opening of Notre Dame is not simply an operational undertaking but a faith community being called into being.

BELONGING: We foster meaningful connections for students & staff

Student Trustee Election – 2026–27 School Year

On Friday, February 27, we held the Student Trustee Election for the 2026–27 school year, an inspiring event that celebrated student voice, leadership, and faith in action. The election brought together members of the WCDSB community, including the Director of Education, four School Board Trustees, two current Student Trustees, five Student Activities Directors, ten Student Co-Presidents, and ten student candidates who courageously stepped forward to serve their peers.

We are pleased to congratulate **Brayden Thompson (SMH) and Rashid Abu Ghazaleh** (St. David) on their election as Student Trustees for the 2026–27 school year. Their leadership reflects the Ontario Catholic School Graduate Expectations in action and the strong faith-based foundation of student leadership across WCDSB schools. The election was not only a democratic process but also a celebration of Catholic



education, community, and the shared commitment to nurturing compassionate, responsible, and engaged leaders for the future.

Indigenous Education Council Meeting

On March 3, I attended the Indigenous Education Council (IEC) meeting. My participation reflects the board's ongoing commitment to a strengthened and respectful relationship with the IEC and to the meaningful advancement of Indigenous education goals across our system. This work is central to our Belonging pillar and to our shared journey of truth, reconciliation, and right relationship with Indigenous communities.

Equity Professional Development and Culturally Responsive Resources

Planning is underway for a half-day Equity Professional Development session for Administrative Assistants in fall 2026, building on the system's equity learning journey since the October 2023 session titled "What is Equity and Why Should We Care?" This investment in equity learning across all roles reflects our commitment to fostering inclusive and barrier-free environments for students, staff, and families.

Over the past year, our team has been gathering, creating, and preparing a wide range of resources to support culturally responsive and culturally relevant classroom practice. The Culturally Responsive and Relevant Pedagogy (CRRP) Classroom Resource Committee is now bringing these materials together into a cohesive, accessible, and user-friendly toolkit for educators across the system. This represents an important next step in ensuring every student can see themselves reflected in their learning environment.

Senior Officer Workplan Mid-Year Check-Ins

Throughout the month, I continued mid-year workplan check-in meetings with all members of the senior team. These conversations provide the opportunity to reflect on progress, celebrate achievements, identify supports needed, and ensure continued alignment with the goals and priorities of the MYSP 2025–2030. They are also a meaningful expression of the relational leadership that is at the heart of how we work together as a system.

MYSP In-Person Committee Meeting

On March 30, we hosted the MYSP in-person committee meeting to continue the essential work of permeating the goals of our Multi-Year Strategic Plan throughout the entire organization. This committee brings together representatives from across the system to ensure that Learning, Serving, and Belonging, centred in Faith, are not aspirational statements but are embedded in the decisions, practices, and culture of every school and department.

Looking Ahead

As we move through the remainder of the Lenten season and toward the joy of Easter, we carry forward the momentum of March with gratitude and renewed purpose. I have included some additional Lenten activities in this [document](#). Our parish-school collaboration event on April 21 draws closer, and we look forward to celebrating that milestone with our school and parish communities. School visits will continue at pace, and our ongoing commitment to professional learning, equitable outcomes, and meaningful community partnerships ensures we remain steadfast in our mission to educate and nurture hope in all learners.



Ongoing Regular Meetings:

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

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

Monthly meetings: STSWR, Administrative meetings with school leaders, Audit Committee, CPIC, SEAC, Canadian AI Collaboration Regular meetings with Chair of the Board for agenda setting and preparation

March 2026 Events and Meetings:

- Chinese New Year Celebration, Grand River Chinese Parent Association and St. Louis Adult and Continuing Education (end of February)
- Student Trustee Election, Brayden Thompson and Rashid Abu Ghazaleh elected as Student Trustees for 2026–27 (February 27)
- Governance Meeting (March 2)
- CODE Webinar Series, Session 1: *Dreams Delayed* and the Sankofa Framework (March 2)
- Indigenous Education Council Meeting (March 3)
- Catholic Leadership Program, Session Three, Resurrection Catholic Secondary School (March 4)
- SEAC Meeting (March 4)
- MAAP Team Update Meeting (March 4)
- School Visits: St. Mary's, Our Lady of Grace, Monsignor Haller, John Sweeney (March 4)
- School Visits: St. Kateri, St. Josephine Bakhita, Holy Trinity, Blessed Sacrament (March 5)
- Catholic Partnership Meeting, King's College (March 6)
- Committee of the Whole Meeting (March 9)
- Administrator and Family of Schools Meeting, Safety Training (March 11)
- Canadian Collaborative for AI and Learning, Monthly Meeting
- School Visits: Canadian Martyrs, St. Daniel, St. Anne (Kitchener), St. Bernadette (March 12)
- Team DAVE Open House (March 12)
- *March Break, March 16–20*
- Board of Trustees Meeting (March 23)
- OCSOA Liturgy, Wellington Catholic District School Board (March 24)
- School Visits: St. Mark, St. Paul, St. Dominic, Resurrection, Holy Rosary (March 25)
- School Visits: St. Nicholas, Our Lady of Lourdes, St. John, Holy Family (March 26)
- Notre Dame Visioning Session with Bishop Joseph Dabrowski, Catholic Education Centre (March 27)
- School Visit: Saint Teresa of Avila, Elmira (March 27)
- MYSP In-Person Committee Meeting (March 30)

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: March 23, 2026
To: Board of Trustees
From: Director of Education
Subject: Student Trustee Report - March 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)

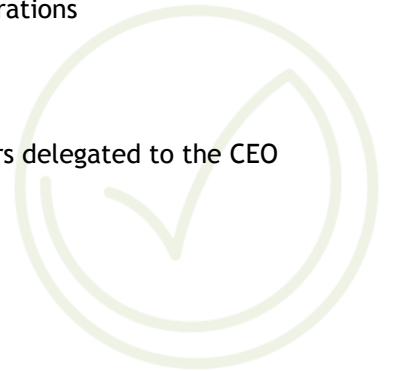
Policy II 011 Student Representation on the Board
 Policy II 012 Student Trustee Role Description

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, WCDSB secondary schools participated in a variety of events focused on promoting inclusivity and fostering strong school relationships. Students also had the opportunity to celebrate St. Patrick's Day early before entering March Break, helping to build school spirit and bring the community together.

Civvies Day

This month, each of the secondary schools had a Civvies day where students were invited to wear non-uniform clothing while following the standards and values of the WCDSB dress code. Students were also encouraged to make a \$2 donation contributing to a collective donation pool to different organizations including, Indspire, Sick Kids, Nutrition for Learning, and The Waterloo Regional Health Network.

St. Davids

World Down Syndrome Day - March 2nd

Students were encouraged to wear their most colourful, fun, and unique socks as a way to celebrate individuality and inclusion. The colourful socks symbolize that everyone is different and that these differences should be recognized and valued within our community. This initiative helps raise awareness about Down syndrome and promotes acceptance, reminding students the importance of creating an inclusive environment where everyone feels seen and respected.

Monsignor Doyle

International Women's Day - March 9th

In celebration of International Women's Day, Monsignor Doyle Student Council members set up a booth outside of their SAC office with purple hearts and pens, encouraging students to write the names of women who inspire and empower them. The completed hearts were then displayed on a bulletin board for the school community to see, recognizing the impact of influential women in the lives of students.

St. Marys

Student Karaoke - March 12th

Students were encouraged to join student council representatives in the cafeteria after school for a night of karaoke, bringing the school community together through music and fun. Food, drinks, and music were provided for all students who participated.

St. Benedicts

Futsal Tournament - March 26th

The Futsal Tournament is a high-energy school spirit event where students will have the opportunity to face-off against teachers in friendly competition. The event will be held in the gym where different activities will take place. Students and teachers are encouraged to have themed outfits with the goal of strengthening teacher-student relationships and creating a memorable experience for participants and spectators.



Resurrection

Multicultural Week - March 23rd-27th

Resurrection Student Council will host a Multicultural Week to encourage students to celebrate their own cultures and learn about others. Throughout the week, students can participate in lunchtime activities, live art fairs, a fashion show, and contribute to a collective world map. Daily announcements will feature “good morning” in different languages, and food trucks representing diverse cultural cuisines will be available during Tuesday and Thursday lunches. Students will also be informed and engaged through Instagram posts highlighting cultural traditions from around the world.

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: March 23, 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**
- Information only of day-to-day operational matters delegated to the CEO

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

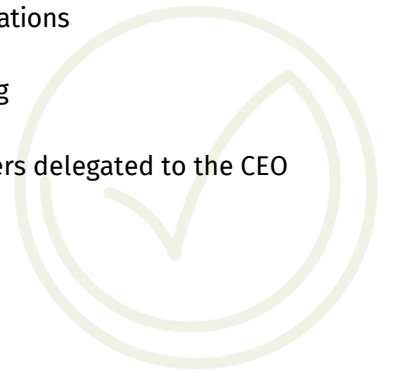
- Support multiple pathways & tools for success
- Accelerate excellence & innovation while building transferable, future-ready skills
- Engage students as co-creators in their learning
- Transform learning through leadership & staff support & development

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:

Several discussions with Director Varano
Mar 2 – Governance Meeting
Mar 9 – Committee of the Whole Meeting
Mar 23 – Board of Trustees meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Renée Kraft
Chair of the Board

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





Date: March 24, 2025
To: Board of Trustees
From: Director of Education
Subject: Hiring and Promotions IV 005

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 Hiring and Promotions IV 005
- Information only of day-to-day operational matters delegated to the CEO

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

IV 005 Hiring and Promotions

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

Ontario Human Rights Code
 Accessibility for Ontarians with Disabilities Act
 APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
 APO028 – Fair and Equitable Hiring and Promotions
 APS038 – Police Record Checks for Board Employees
 Staffing Operating Guidelines for PASS and Senior Manager Positions
 Various collective agreements

Alignment to the MYSP:

Awaken to Belong

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

Ignite to Believe

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



- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

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

Background/Comments:

1) The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates and to be fully compliant with all related legislation.

CEO Interpretation

Recruitment, hiring and promotion administrative procedures must be in place to ensure the selection of the best possible candidates while remaining compliant with all relevant legislation.

EVIDENCE

Hiring related policies:

- APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
- APO028 – Fair and Equitable Hiring and Promotions
- APS038 – Police Record Checks for Board Employees
- Staffing Operating Guidelines for PASS and Senior Manager Positions

Administrators:

- Candidates are invited to apply to Administrator Pools (secondary principal, secondary vice-principal, elementary principal and elementary vice-principal).
- Postings for the pools are placed on the Board website, distributed via Staff Announcements, posted through the Catholic Principals Council of Ontario (CPCO) and social media (i.e. Facebook, Twitter and LinkedIn).
- All postings are managed through the “Apply to Education” (ATE) applicant tracking system.
- Each posting is fully compliant with the *Accessibility for Ontarians with Disability Act (AODA)* and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the qualifications identified in the posting.
- Conflicts of interest per APS043 are declared prior to interviews.
- The recruitment and selection processes are evaluated for continuous improvement with respect to equity, diversity and inclusion.
 - This includes the use of blind assessments and composition of the selection panel.
 - The selection process typically includes some combination of interview, portfolio review, case study, reflection, presentation, and/or written responses.
 - All assessments are reviewed by the Superintendent of Human Resources to ensure compliance with legislation and policy.



- Assessments are scored individually by all members of the selection panel.
- References are checked by the Superintendent of Human Resources.
- Consensus on hiring recommendations is reached by the interview panel.
- As per APO028 diversity is considered a hiring criterion at all stages of the process including placement from the pool into an assignment.
- The Superintendent of Human Resources offers placement in the respective pools.
- When administrator vacancies occur, assignments are offered to candidates in the pool based on system and school needs at the time of the vacancy.

Teachers:

Daily Occasional Supply List

- HRS staff attend jobs fairs and faculties to recruit teacher candidates. Open postings are available on the Board website, social media sites and the applicant tracking system throughout the year.
- Postings are distributed via Staff Announcements, faculties of education, social media and parishes.
- All postings are managed through the “Apply to Education” (ATE) applicant tracking system.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by two individuals and the questions are based on *Bona Fide Occupational Requirements* reviewed by the Superintendent of Human Resources.
- All interviews are documented and scored independently by the interviewers.
- Administrators are asked to declare conflicts of interest per APS043 prior to interviews.
- References are checked by the interviewers.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for hire are provided from administrators to Human Resources Services (HRS).
- HRS makes job offers to candidates.

Long-term Occasional Assignments (LTO assignments)

- Postings for LTO assignments occur in compliance with Part A of the OECTA collective agreements.
- All postings are managed through ATE.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Known LTO assignments of fourteen days or greater are posted.
- Administrators must review portfolios posted by the three most senior candidates.
- Administrators are required to identify any conflicts per APS043.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.



Permanent Teaching Assignments

- Postings for permanent assignments occur in compliance with Part A of the OECTA collective agreements.
- Postings occur as vacancies arise and are managed through ATE.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Up to three candidates are interviewed by the principal of the school with the posted vacancy, and one other administrator.
- Administrators are required to identify any conflict in accordance with APS043.
- All interviews are documented and scored independently by the interviewers.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.

Education Assistants, Child and Youth Care Workers and Early Childhood Educators (ECE)

- HRS and Special Education staff visit college programs and attend job fairs to recruit.
- Open postings occur throughout the year.
- Employees are hired to the supply lists or directly to a position.
- Postings for new hires are placed on the Board website, Apply to Education, social media, at colleges and faculties, the Association of ECEs of Ontario and the Early Learning Professional Resource Center.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by administrators and/or extended day supervisors.
- All interviews are documented and scored independently by the interviewers.
- Interviewers are asked to declare conflicts of interest per APS 043 prior to the interviews.
- The references for candidates are checked by the interviewers.
- As per APO 028 diversity is considered a criterion for hiring decisions.
- Recommendations for hire are provided by the interviewers to HRS.
- HRS makes job offers to candidates.

Technical, Clerk, Administrative, Custodial, Maintenance, Supervisory, Student Services and Senior Manager Positions

- Postings are placed on the Board website and other locations deemed appropriate for the position – e.g. Apply to Education, social media, professional colleges and associations, OASBO, etc.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by the hiring supervisor and at least one other management staff member and/or a Human Resources Officer, depending on the position.
- One other method of assessment is applied to candidates such as a test, written assignment, in-basket exercise or case study.



- All interviews and assessments are scored by the interviewers.
- Interview questions and assessments are reviewed by HRS.
- References are checked by the interviewers.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for hire are provided to HRS.
- HRS makes job offers to candidates.

Supervisory Officers

- Postings for academic supervisory officers may be posted internally to administrators and distributed via email to the Catholic Principals' Association of Ontario, the Ontario Catholic Supervisory Officers' Association, through the Ontario Association of School Board Officials and other locations deemed appropriate for the position.
- Each posting provides a contact person to candidates should they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications articulated in the posting.
- Candidates are interviewed by a panel including the Director of Education, Superintendent of Human Resources, a Superintendent of Learning and two (2) Board of Trustee representatives. In addition, candidates may participate in a second assessment (e.g. case study).
- All interviews and assessments are documented and scored independently by the interviewers.
- The recruitment and selection processes are evaluated for continuous improvement with respect to equity, diversity and inclusion. This review includes the use of blind assessments and composition of the selection panel.
- The selection process typically includes some combination of interview, case study, reflection, presentation, and/or written responses.
- Interview questions are reviewed by the Superintendent of Human Resources and Director of Education and the Senior Manager of Equity Services.
- Candidates are given time to review the interview questions immediately prior to the interview.
- Two references for each candidate are checked by the Director or Superintendent of Human Resources.
- Consensus is reached by the interview panel on the successful candidate and the job offer is made by the Director.
- As per APO028 diversity is considered a criterion for hiring decisions.

Compliance with APO028

In accordance with the Policy requirement, all hiring procedures are fully compliant with legislation. However, all hiring procedures are not fully compliant with APO028, including ensuring a diverse composition within selection panels. There will be occasions when this won't be possible, but we will strive to ensure diversity wherever possible.

Compliance with APS038

Recent amendments to Ontario Regulation 521/01 as part of the *Supporting Children and Students Act, 2025*, introduce strengthened police record check expectations that apply to new and existing employees. These changes are intended to enhance student safety and well-being, while promoting



greater consistency in police record check practices across the province. Employees must provide a new police record check every five years and complete an annual offence declaration in the years between. Employees will be notified on an annual basis, which action must be taken.

2) The CEO shall not hire anyone who is not willing to support the values of Catholic education in the performance of their duties.

CEO Interpretation

New hires into ECE, teaching, school administration and supervisory officer positions must be assessed on their understanding of the need to integrate Gospel values into the delivery of curriculum. New hires into student support positions must be assessed on their willingness to support faith activities in schools. New hires into Board administration positions must be assessed on their willingness to work in a faith-based organization.

Evidence

- All permanent and long-term occasional ECE, permanent and long-term occasional teaching, administrator and supervisory officer positions require pastoral references including a profession of faith.
- Where an exception to this Policy is granted, any new teachers or ECEs who are not Catholic are required to sign a declaration of commitment indicating agreement:
 - To participate in the religious instruction of students in the Catholic Faith using the curriculum approved by the Board as requested by the principal.
 - To seek to infuse gospel values across the curriculum.
 - To influence and strengthen the spiritual growth of students and act as an appropriate role model in a manner consistent with the Catholic Church.
 - To attend and support school and Board celebrations and liturgies, including Mass.
- Interviews for all other positions include a statement wherein candidates acknowledge they are applying to a faith-based organization where there are expressions of faith such as prayer, liturgies and mass. Education Assistants and Child and Youth Care Workers are informed they will be required to attend religious celebrations such as school masses. Candidates are asked if they are comfortable working in such an environment.

3) The CEO shall not hire teachers who have not completed a Pastoral Declaration Form and who do not have Religious Education Part 1, or equivalent, or a commitment to undertake the course within two years and shall not hire Early Childhood Educators who have not completed a Pastoral Declaration Form.

CEO Interpretation

All teaching staff and ECEs must provide a pastoral declaration to be considered for hire to long-term and/or permanent positions. Exceptions may be requested in situations where there is a scarcity of teachers and/or ECEs. All permanent teachers must complete Religious Education Part 1 within two years of their hire date or two years from the following September if hired mid-year.



Evidence

- All candidates to teaching positions are required to provide a pastoral reference including a profession of faith to be eligible for long-term occasional and permanent positions. In circumstances where a teacher with specialized qualifications cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
- All candidates to ECE positions are required to provide a pastoral reference including a profession of faith to be eligible for long-term temporary and permanent positions. In circumstances where an ECE cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
- All teachers newly hired to a permanent position are advised in writing that they must have Religious Education Part 1 completed within two years from the date of hire. Teachers hired after September 1 are given two years from August 31 in the year they were hired. There were 147 permanent teachers hired in the 2023-24 school year, of which 40 will have until September 1, 2025 to complete Religious Education Part 1. All non-compliant teachers have been advised they must complete the course.

4) Promote to an academic position of responsibility including that of Principal, Vice-Principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.

CEO Interpretation

All applicants considered for the positions of principal, vice-principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education must have an acceptable pastoral declaration from a Catholic Priest. All newly appointed administrators are provided opportunities for leadership development and faith formation.

Evidence

- Candidates for Administrator Pools and Program Heads of Religion and Consultant of Religious Education/Family Life education are required to provide a pastoral reference including a profession of faith. Any special circumstances are discussed with the Board.
- All candidates that have been considered for placement in Administrator Pools since the last monitoring report have provided a pastoral reference from a Catholic Priest.
- All newly appointed administrators are assigned a colleague mentor and participate in a two-year induction program that focusses on leadership development and faith formation. There are 35 administrators currently participating in the program.

5) The CEO shall not hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.

CEO Interpretation

The Chaplaincy Guidelines are used in hiring chaplains.



Evidence

- Qualifications requested of candidates in job postings is consistent with those identified in the Guidelines.

6) The CEO shall not provide for the hiring/promotion of a supervisory officer without Board approval to proceed and without consultation with the Board of Trustees as to their possible representation on the selection team.

CEO Interpretation

The Board approves the posting of supervisory officer positions and must be consulted on Trustee representation on the selection team.

Evidence

- One supervisory officer has been hired since the last monitoring report.
- The vacancy was brought to the Board for information and two Trustees participated in the interview process.

Recommendation:

That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005.

Prepared/Reviewed By: Annalisa Varano
Director of Education

Kerry Pomfret
Superintendent of Human Resources

*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: March 23, 2026
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 010 “Facilities/Accommodations”

Type of Report:

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

Type of Information:

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **IV 010**
- 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 will provide Trustees with information on the CEO’s compliance with Board Policy IV 010 “Facilities/Accommodations”.

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

Executive Limitation IV 010, “Facilities/Accommodations”

Alignment to the MYSP:

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:

Annually, a report will be provided to Trustees demonstrating the CEO's compliance with Board Policy IV 010.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.

Policy Statement:

The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

Interpretation:

This policy statement is interpreted to mean that school and administrative facilities built, leased, or purchased for use in the delivery of educational programs and services will be outfitted with physical design elements that inform our community that we are a faith-based system. Examples may include creative tiling, exterior enhancements and signage, and interior furniture, décor, and equipment. Additionally, all educational spaces must be designed to support the students and communities we serve, within the context of a contemporary educational setting.

Evidence:

Since the date of the last monitoring report, two new elementary schools have been opened. Both schools were designed to meet provincial educational standards and our own standards for furniture, equipment, and technology. Outfitting new schools leans heavily on the concept of the classroom environment as the third teacher - intentionally designed to promote independence, collaboration, faith development, and meaningful learning alongside teachers and peers.

Both schools boast a dedicated chapel as well as interior finishes, exterior brickwork, and a large conspicuous cross, all consistent with our Catholic faith.



St. Patrick Catholic Elementary School

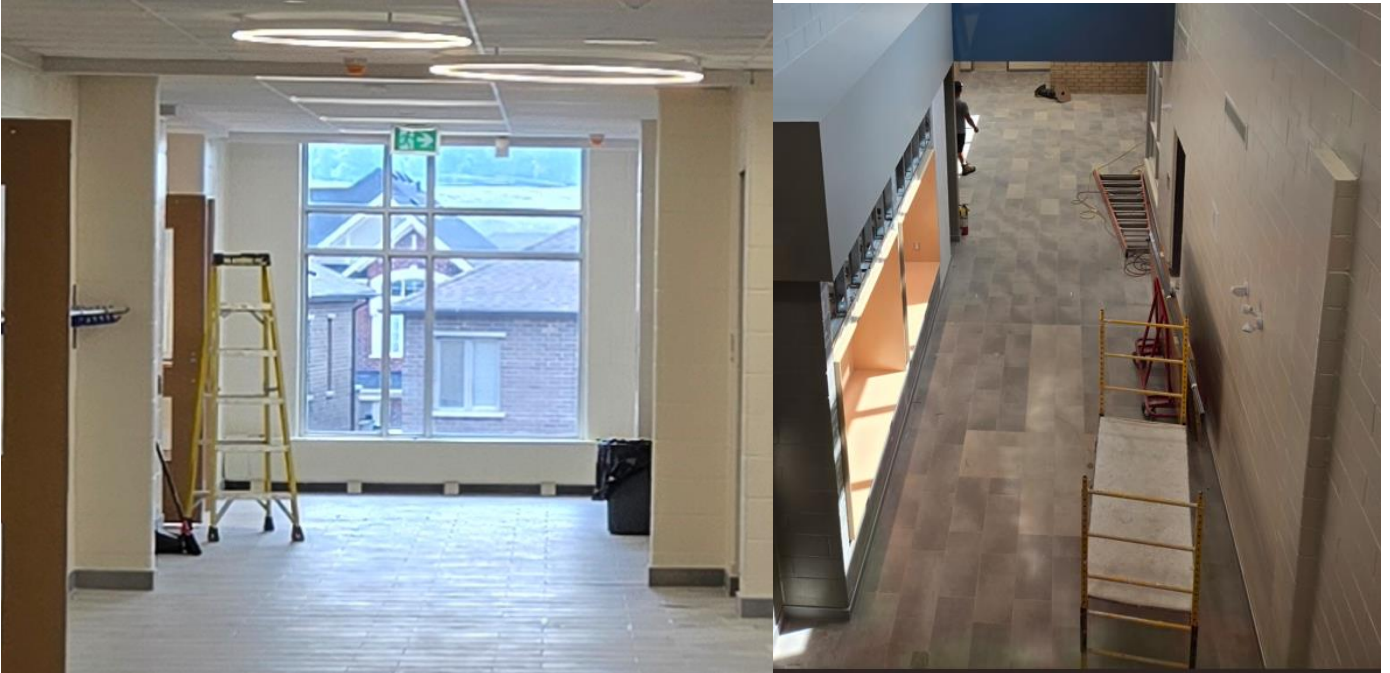
The new St. Patrick School was designed to support its community through the integration construction of an 88 space childcare centre operated by Rising Oaks Early Learning Centre





Holy Trinity Catholic Elementary School

This beautiful new Catholic school, located in growing south west Kitchener was built in partnership with the City of Kitchener to provide a true learning and community hub for the school's families.





Future reports:

- 2027 – Guardian Angels Catholic Elementary School*
- 2027 – Notre Dame Catholic Secondary School
- 2028 – St. Paul, St. Mark, St. Gregory, St. Aloysius, St. Boniface, St. David additions
- 2028 – Wilmot School (TBD)

*Name subject to approval from the Ministry of Education

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

1. **Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that include the Board appointing:**
 - a. **Two (2) Trustees as non-voting members of an Accommodation Review Committee, or**
 - b. **Two (2) Trustees to attend public engagement meetings associated with Boundary Reviews**



Interpretation:

This policy provision is interpreted to mean that any accommodation review process undertaken by the senior administration will be planned and carried out following the Ministry of Education’s Pupil Accommodation Guidelines where a school closure is contemplated, or established guidelines where boundaries adjustments are required.

Further, any additions or major capital renovations that affect existing facilities will be brought to the Board of Trustees for information and where applicable, approval.

Evidence:

Since the 2025 monitoring report, one boundary review was completed to establish school boundaries for [Guardian Angels Catholic Elementary School](#)*. This boundary review was completed in May of 2025 and followed the procedures outlined in APF017 “[Boundary Review Process](#)”.

Two trustees were appointed by the Board to attend the open houses for each affected school. The appointed trustees were Bob Sikora and Dave Guerin.

On [September 22, 2025](#) the Board of Trustees approved the following projects for submission to the province for capital funding:

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

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

[An update report on major capital construction](#) was brought to Trustees on February 2, 2026, which summarized work completed to date on new school builds and one major capital addition.

*Name subject to approval by the Ministry of Education

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

Interpretation:

This policy provision is interpreted to mean that a report including current birth rates, immigration information, housing development in the Region, enrolment projections, and a schedule of planned accommodation reviews will be provided and presented to trustees on an annual basis.

Evidence:

On [May 26, 2025](#), Trustees approved the 2025 [Long Term Accommodation Plan](#) (LTAP) which contained historical, current, and projected enrolments, changes in demographics over time which affect enrolment, and a summary of schools which may be subject to boundary changes in the future.



3. Initiate or enter into projects that involve material changes to facilities without exploring available public sector partnerships.

Interpretation:

This policy provision is interpreted to mean that as part of any major capital project, senior administration will seek out partnerships with agencies providing complementary services to take advantage of construction savings, operational cost sharing, and improved programs and services offered to our communities.

Evidence:

[APF012 “Community Planning and Facility Partnerships”](#) was established to satisfy the requirements contained in this policy provision (as well as Ministry of Education requirements for the same purpose). This AP sets out the purpose for facility partnerships, criteria for space sharing, agencies eligible to partner with the Board, high level operating requirements, and a process to share opportunities with partners on a regular basis.

On [December 8, 2025](#), as part of a Board of Trustees meeting, a listing of available opportunities for partnerships was advertised to the public.

In alignment with this policy provision and the AP listed above, management engaged with the following agencies during the past year:

- The Region of Waterloo (Childcare and EarlyON Centres)
- Childcares (YMCA of Three Rivers, YWKKW, YWCA Cambridge, Rising Oaks (formerly OWL))
- The City of Kitchener
- The Township of Wilmot

4. Engage in facility partnerships without board approval.

Interpretation:

This requirement is interpreted to mean senior administration shall not enter into partnerships with any agency for the purpose of co-construction without formal approval from the Board of Trustees.

Evidence:

Facility partnerships for co-construction are brought to Trustees for approval through two processes:

1. The annual [Long Term Accommodation Plan](#) (LTAP) – identifies proposed partnerships on projects for additions and new construction which may be subject to Ministry approval and or funding.
2. Applications for projects funded under the Ministry of Education’s Capital Priorities Program – each application is brought to the Board for approval prior to submission. Partners, if any are identified at this time. In the 2025 Capital Priorities submission, the Region of Waterloo was identified as a partner specific to a new childcare at a proposed school in north Cambridge.



5. Fail to address the impact of facilities on the environmental footprint.

Interpretation:

This policy provision is interpreted to mean that energy conservation programs should be in place to manage and minimize the negative impact of our operations on our local and global environment.

Evidence:

The Ministry of Education requires boards to approve and publish to their websites an [Energy Conservation and Sustainability Plan](#) which contains a summary of energy conservation and sustainability programs. The contents of this plan are presented to Trustees on an annual basis, most recently on [May 26, 2025](#).

6. Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is in compliance with current Ministry of Education guidelines and directives.

Interpretation:

Senior Administration shall run school closure and school consolidation processes in a manner that is consistent with the Pupil Accommodation Review Guidelines published by the [Ministry of Education](#). Boundary Reviews will be carried out in accordance with sector best practices.

Evidence:

WCDSB’s administrative procedure on accommodation reviews [APF008 “Pupil Accommodation Guidelines”](#) aligns with Ministry of Education guidelines and directives (almost verbatim). Staff follow APF008 to plan and carry out school closure and consolidation processes. APF017 [“Boundary Review Process”](#) is followed when a boundary review is undertaken. The contents of this administrative procedure come from discussions with the Ministry of Education, sector experts, and a review of other school board’s processes.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2025-26 school year.

Prepared/Reviewed By: Annalisa Varano
Director of Education

Shesh Maharaj
Executive Superintendent, Corporate Services

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

