



January 12, 2026

Business Services Standing Committee

Notice of Meeting

The Business Services Standing Committee Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on January 12, 2026, at 6:00 p.m.

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Announcements

Declarations of Pecuniary Interest

Delegations

Staff Follow Up

Reports

- 01 Branchton Abridged Boundary Study
- 11 Interim Financial Report and Forecast
- 21 Major Capital Projects Quarterly Update

L. Agar
N. Landry
C. Sagar

Board Reports

Question Period for Members (5 minutes)

Adjournment / Rise & Reconvene In Camera



Report to Business Services Standing Committee

January 12, 2026

Subject: Branchton Abridged Boundary Review

Recommendation

That the Business Services Standing Committee recommend approval of the proposed boundary change for Area A to Moffat Creek Public School (Appendix B), effective September 2026, with the provision that students residing in Area A and attending Central Public School or Stewart Avenue Public School in the 2025-2026 school year, may continue to attend their existing school, without transportation.

Status

This abridged review was initiated in response to community feedback received during and prior to the Southeast Cambridge Elementary School Boundary Review (December 2025). Families reached out expressing a strong preference for students living in the community of Branchton to attend Moffat Creek Public School, given its proximity compared to Central and Stewart Avenue Public Schools (see map on Appendix A). In response, staff analyzed enrolment impacts and being minimal, developed a proposal to move Area A, as shown in Appendix B, from Central (JK-6) and Stewart Avenue (7-8) Public Schools to Moffat Creek Public School (JK-8), effective September 2026.

This is an Abridged Boundary Review under [Administrative Procedure 4991 - Boundary Reviews](#), involving the schools listed above. To ensure transparency and gather input, staff engaged the review area school community families through multiple channels:

- An online survey (December 19, 2025, to January 7, 2026)
- Notices via School-Day, social media and website posts
- A virtual information session (January 6, 2026).

Feedback themes received through the public engagement process were consistent with other boundary review processes;

- Keeping siblings together
- Objection to changing schools

- Fear of negative impacts due to the transition
- Fear of separating children from friends

The recommendations presented herein address some of the concerns by permitting students to remain at their current school, without transportation. Written feedback received from the community is provided in Appendix C.

Background

Abridged Boundary Reviews are used when:

- Options for student accommodation are limited
- Few schools are involved, and/or
- Implementation is time-sensitive or critical.

This review meets these criteria and was prioritized to address the community request promptly.

Financial implications

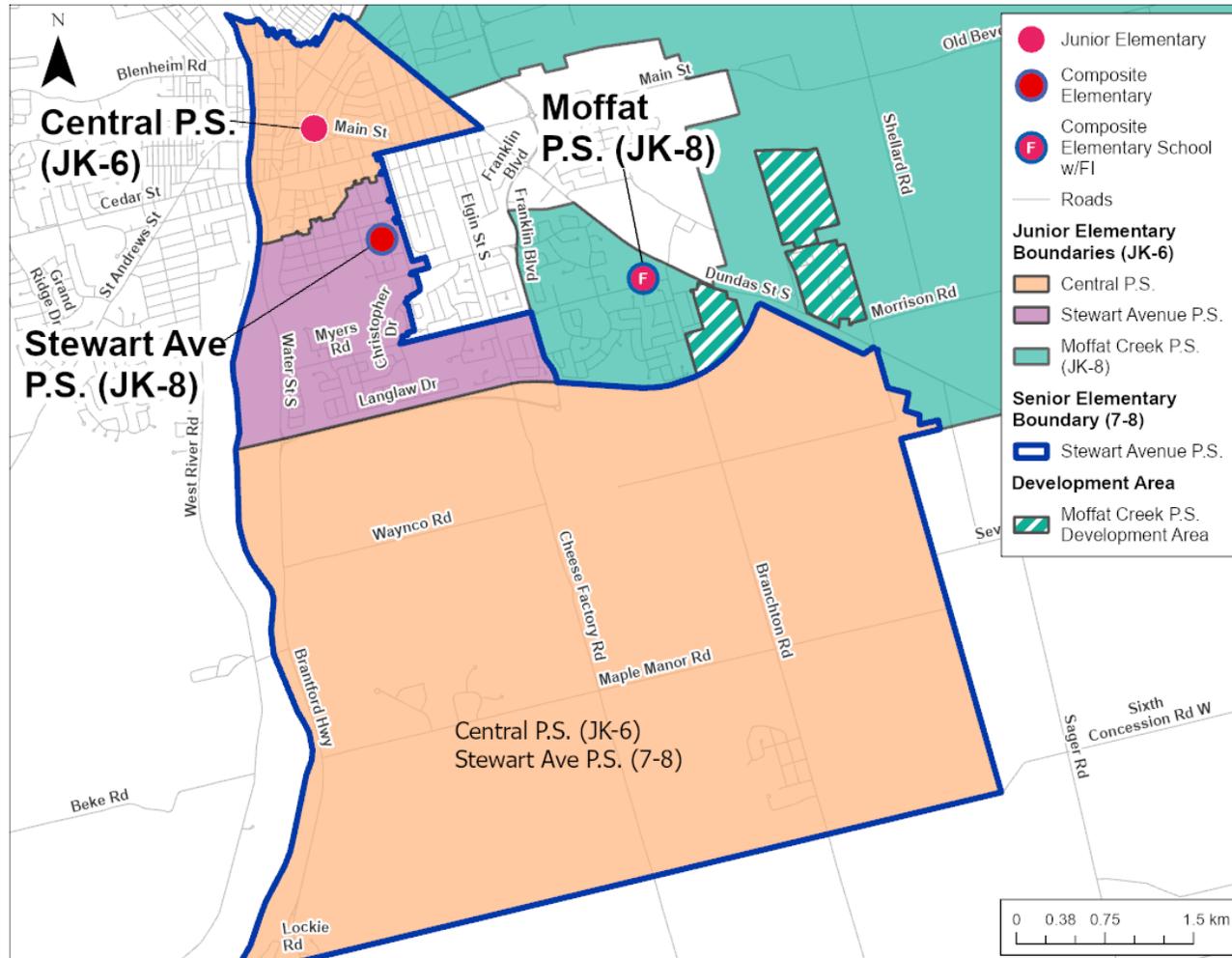
Any costs arising from the proposed changes (such as portable classrooms) will be managed within existing operating budgets.

Communications

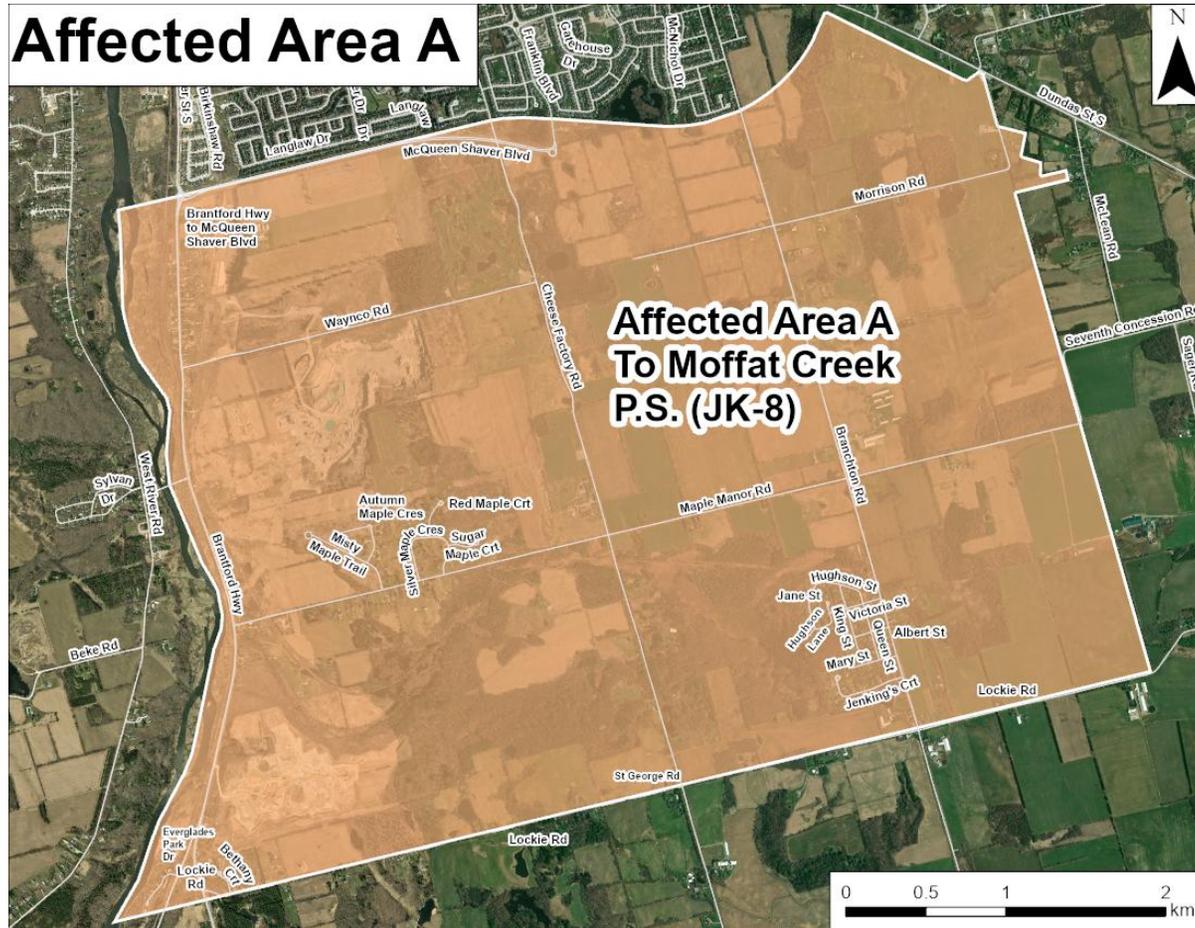
Staff have prepared a comprehensive communication plan (Appendix D) to ensure families and the broader community are informed of the decision. Notifications will be issued through School-Day messages, school websites, and WRDSB's public webpage following Board approval.

Prepared by: Sarah West, Senior Planner;
Emily Bumbaco, Senior Planner;
Lauren Agar, Senior Manager of Planning;
Nick Landry, Superintendent of Business Services and Treasurer of the Board, in consultation with Leadership Council.

Branchton Abridged Review – Review Area



Proposed change: Area A to Moffat Creek Public School, September 2026



Online Feedback

Support (8 of 15, 53%)

Here is a petition that we gathered last year in support of Branchton's inclusion in Moffat Creek's catchment area.
<https://www.change.org/ElementaryPSBoundaryChange4Branchton>

I support the proposed change to include the Branchton community in the boundary for Moffat Creek Public School. This adjustment makes sense for several reasons, especially proximity and transportation. Moffat Creek PS is the closest school to Branchton (approximately 4.3 km), compared to Central PS (8.3 km) and Stewart Avenue PS (7.4 km). Aligning boundaries with geography reduces unnecessary travel for students. While we are fortunate to have our children at Moffat Creek PS already because one was accepted into the French Immersion Program, our family faces challenges because we are considered out-of-boundary and transportation is our responsibility. City buses do not service Branchton and biking/walking are also not an option. The route to school lacks sidewalks or bike lanes, and the speed limit is 80 km/h, making biking/walking unsafe for children. As such, we drive them to school. Previously, we had to drop off and pick up our children at the bell, which contributed to traffic congestion around the school during peak times.

Due to a change in employment and reduced work-from-home flexibility, we now rely on the YMCA Extended Day Program at Moffat Creek PS. While this program has been a tremendous help, it comes at a significant cost for our family. Additionally, these programs are only available until Grade 6. Without boundary inclusion, we will continue to face transportation challenges and may be forced to consider costly alternatives such as taxis, rideshares, or private shuttle services.

We want to keep our children in the Public School system; however, one alternative we have considered to address the zoning and transportation challenges is switching to the Catholic School Board. Although we are not Catholic, the current zoning for Branchton within the Public system is not ideal and creates significant challenges that often require costly solutions.

Being able to send our kids to Moffat would be so much more convenient, especially since we pass it to get to CP.

Branchton should have long ago been included in Moffat Creek with transportation. Years ago it was promised that if a new school Opens in the area, Branchton would be included. I do hope to see this change for our small rural community where our children and future children can attend the school right down the road and close to our community.

Appendix C

My son just started JK at Central. I grew up in Branchton and also went to Central, while the sentimental part of me loves that, it's far away and a very full school. Would love to have all the Branchton kids be able to bus together to Moffat. This would also reduce traffic from the parents who currently drive their kids from Branchton.

Thank you

Branchton, Maple Manor and Highway 24 students were to be relocated to the new Moffat Creek school when it opened as per the Board's assurances when Little's Corners closed many years ago. Glad to see that this oversight on the part of the Board & it's employees has finally been recognized and is being corrected.

The proposed changes are welcomed by our family as last year when we went to register our child for JK, the boundary did not make sense to us as the closest school to us was not the school that they were supposed to go because of the current boundary. We feel the new proposed changes are more in keeping with the actual physical boundaries closest to the school our child will go to, so even though we have to navigate our child losing their friends and starting new at a new school, we welcome the change to a school that is closer to us and that our child will be able to attend from SK to Gr 8.

I support this proposal.

After attending the Zoom session on January 6, I am concerned that the views of a small number of families with children currently attending Stewart and/or Central may outweigh those of community members who are in support. I am also concerned about the voices we are not hearing from. I am thinking in particular of my community members with younger children currently in daycare who may not be unaware of this proposal, or unaware of how these changes may benefit them in the future. I am thinking of all the families who will be joining this community in the coming years.

I understand that changing schools is difficult for both children and parents. However, these experiences also build resilience. With encouragement and support, children adapt, make new friends, and settle into their new environments.

I speak from personal experience, having changed schools multiple times as a child and having supported similar transitions with our eldest child. While challenging at first, children typically adjust quickly.

This boundary change is long overdue and should have been addressed when Moffat Creek opened in 2012. While it is understandable that families affected by the change may be hesitant, delaying action only shifts the disruption to future students.

Appendix C

This proposal makes logical sense for the community. Thank you for your work on this, and I hope to see it approved and implemented in September 2026.

Conditionally Support/Request Modifications to Current Recommendations (3 of 15, 20%)

I support a boundary change, but should be phased in so as not to disrupt the friendships and community of children in their current schools. Children should attend current schools until the natural transition point.

Opposed to the boundary change for the children who have been attending their current schools for years. Allowing the current older students to remain with what they are familiar with would be beneficial to all.

The students grade 4 and up (perhaps all) should be allowed to continue in Central and then Stewart Ave. Only the younger students and new students should be made to go to Moffat creek. The age period in which you are trying to move students can be the most detrimental to their social group and cause negative permanent outcomes such as depression and substance abuse issues down the road (<https://www.plymouth.ac.uk/news/multiple-moves-during-childhood-can-increase-the-risks-of-depression-in-later-life>). Please make proper considerations to the overall student wellbeing when making decisions like this. A complete phase out with new students only going to Moffatt Creek may be the best option.

Appendix C

Oppose (4 of 15, 25%)

Our children have been attending Central Public School since 2018. This change would redirect them to a completely different school than all the friends they grew up with. I understand Branchton parents wanting their kids closer, but Moffatt Creek compared to Central Public School is a joke. I've heard nothing but horrible things about that school and will make sure my kids can continue going to Central and to Stewart. MY oldest is in Grade 6 and he is crushed at the thought it this.

Keep the kids in their same schools

I DO NOT agree with this boundary change. My children have attended Central Public School since 2018 and 2020. When my oldest started JK in 2018, I applied for an exception for them to attend Moffatt Creek Public School, which was denied at the time. Now, nearly eight years later, the school board is proposing a boundary change—without grandfathering current students—that would require my children to move from Central to Moffatt Creek. This change would mean my children leaving behind their friends, teachers, and the school community they've been part of for most of their lives. Over the holidays, I had two very worried boys who are genuinely frightened about the possibility of starting over at a new school with absolutely none of their friends. As a parent, it's heartbreaking to see that level of stress and uncertainty.

I don't agree with the proposed change. It will affect my grandsons in a profound way.

Appendix D

Communication Timelines

| | |
|-------------------|---|
| December 19, 2025 | Boundary Review Notice to School Communities via School Day Message |
| December 19, 2025 | Website and Feedback Form Go Live https://www.wrdsb.ca/planning/boundary-reviews/west-cambridge-proposed-school-boundary-change/ |
| January 5, 2026 | Reminder - Virtual Public Information Session notice School Communities via School Day Message |
| January 6, 2026 | Virtual Public Information Session (Zoom) |
| January 7-9, 2026 | Collect Feedback Provide Notice to School Communities via School Day Message |
| January 12, 2026 | Report Presented to Business Services Standing Committee |
| January 26, 2026 | Decision Ratified at Board Meeting (Pending) |
| January 27, 2026 | Electronic Notice to Affected Families Regarding Decision (Pending) |
| January 27, 2026 | Post on WRDSB website and school webpage (Pending) |
| September 2026 | Boundary Change in Effect (Pending) |

Appendix E

Area A Enrolment as of October 31, 2025

| | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|--------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Central PS | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 4 | | | 12 |
| Stewart Avenue PS | | | | | | | | | 2 | 0 | 2 |
| Total | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 4 | 2 | 0 | 14 |



Report to Business Services Standing Committee

January 12, 2026

Subject: 2025-2026 Interim Financial Report and Forecast

Recommendation

This report is provided for information.

Status

The Board of Trustees (Board) approved a balanced 2025-26 operating budget on [June 11, 2025](#)

The development of the Waterloo Region District School Board's (WRDSB) operating budget includes many underlying assumptions which, over a school year, can change. The process used in the development of the annual operating budget for the board has evolved over the years but the underlying factors that influence its development continue to be:

- Ministry funding (Core Ed Funding) and Responsive Education Programs (REP)
- Compliance with the Education Act and Public Sector Accounting Board Standards (PSAB)
- The board's underlying financial position (accumulated surplus/ deficit); and,
- The board's [strategic plan and operational goals](#).

All budgets include inherent challenges and risks. The objective of staff is to implement measures to mitigate the risk to the board and the impact on staff and students. The following is a list of risks and challenges that staff will closely monitor.

- Staff replacement costs (short-term sick leave)
- Enrolment fluctuations
- Variances in energy consumption (utilities) and associated costs
- Ministry announcements

The information in this report is based on financial results up to November 30, 2025 (Q1). The ability of staff to convey a high degree of confidence in our forecast of the year-end financial position based on three months of operations is limited, as is our ability to fundamentally alter the assumptions used in the development of the budget.

On [November 19, 2025](#), the Board offered support for a number of short-term strategic spending initiatives totaling \$6.5 million in the 2025-26 school year. After accounting for additional revenues and expenditure savings, the projected in-year deficit for the 2025–26 school year is currently estimated at \$6.2 million. Revised estimates were submitted to the Ministry of Education on December 4, 2025.

Revenues

- **Student Enrolment**

- In-year change: Total enrolment is projected to be 513 full-time equivalent (FTE) students lower than the budget forecast, representing a decrease of approximately 0.8 percent.
- Impact: Student enrolment is the primary driver of funding under the Core Education Funding model. Variances in enrolment therefore have both financial and operational implications. For 2025–26, WRDSB is projected to receive approximately \$1.6 million in declining enrolment funding, which is intended to mitigate the short-term financial impact while operational adjustments are implemented.
- Strategy: Staff continue to closely monitor enrolment trends. Provincially, JK–SK enrolment remains below pre-pandemic levels. Staff are analyzing regional data to determine the extent to which local trends align with provincial patterns. Enrolment updates will continue to be provided throughout the year as enrolment figures are confirmed through OnSIS reporting.

- **Continuing Education**

- In-year change: Enrolment for the Continuing Education program has been updated for 2025-26 to reflect actual enrolment reported in 2024-25.
- Impact: Funding for the Continuing Education program has increased by approximately \$1.2 million and is fully offset by corresponding program expenditures.
- Strategy: Going forward, staff will continue to update our forecast for continuing education enrolment based on prior year enrolment data.

Expenditures

- **Classroom Teachers**

- In-year change: Total expenditures for classroom teachers are projected to be \$1.6 million lower than budget forecast, representing a decrease of approximately 0.33 percent.
- Impact: This variance is primarily attributable to lower-than-projected enrolment as of October 31. There has been no system-wide impact, as the Board employs a strategic staffing approach based on actual enrolment. Initial staffing levels are established using budget enrolment projections, with adjustments made in September once enrolment is confirmed. Teaching staff are added, or reduced, as required to ensure there is no negative impact on students. This approach helps mitigate the risk of staffing reductions should projected enrolment not materialize; it also ensures compliance with all class size regulations.
- Strategy: While the staff will continue to keep a close eye on expenditures in this area, the only adjustments we anticipate are related to potential vacancies.

- **Supply Staff**

- In-year change: Actual supply staff costs for the 2024–25 school year were \$1.0 million lower than forecast. At this time, staff are not increasing the 2025–26 forecast for supply costs.
- Impact: Supply costs will continue to be monitored closely. Adjustments to the forecast may be considered at Q2 should utilization trends change.
- Strategy: Staff will continue to monitor sick leave utilization and related expenditures throughout the year and will report further updates as required. In addition, WRDSB is hiring two temporary Attendance Support Specialists to support system-wide attendance initiatives.

The 2025-2026 Q1 Interim Financial Report, comparing the budget to the forecasted year-end position, is attached as [Appendix A](#).

Background

It is the sole responsibility of the Board to approve the annual operating budget, and it is the responsibility of staff to oversee and monitor day-to-day spending within the budget framework. The Board plays a key role in the budget process, ensuring that funding is aligned with the WRDSB's strategic priorities and legislative requirements.

To support the Board in fulfilling their fiduciary duties, staff provide quarterly financial updates on in-year spending forecasts relative to the budget. These updates identify potential risks and opportunities that may be on the horizon, as well as the strategies staff have in place to address the identified items. These actions are intended to support the Board in making evidence-based decisions and fulfilling their governance responsibilities.

Under the [Education Act, R.S.O. 1990, s.230](#), school boards are required to submit a balanced budget ensuring that total expenditures are equal to, or less than, total revenue. However, there are circumstances where an in-year deficit is permissible if there were prior surpluses available (referenced as accumulated surplus).

The use of accumulated surplus is limited to ensure that this action does not place the board at undue financial risk. The use of accumulated surplus is limited to the lesser of:

- the board's accumulated surplus for the preceding year, and;
- one per cent of the board's operating revenue

Financial implications

There are no known financial implications.

Communications

Financial Services will work with our communications department to ensure that financial information is readily available to the public via our corporate website.

Prepared by:

Rob Connolly, Manager, Budget Services
Nicole Litt, Manager, Accounting Services
Miruna Armellini, Controller, Financial Services
Nick Landry, Superintendent of Business Services and Treasurer of the Board, in consultation with Leadership Council

APPENDIX A

| 2025-2026 Interim Financial Report (First Quarter- Sept 1, 2025 to November 30, 2025) | | | | |
|--|-------------------|-------------------|-------------------|----------------|
| SUMMARY OF FINANCIAL RESULTS | | | | |
| (000's) | | | | |
| | Budget | Forecast | In-Year Change | |
| | | | \$ | % |
| Revenue | | | | |
| Provincial Grants-GSN | \$ 872,493 | \$ 873,543 | \$ 1,051 | 0.12% |
| Revenue transferred from/(to) deferred revenue | 2,733 | 5,681 | 2,948 | 107.86% |
| Other Grants | 6,255 | 6,475 | 220 | 3.52% |
| Other Revenue | 41,675 | 45,797 | 4,121 | 9.89% |
| School Generated Funds | 13,468 | 10,981 | (2,488) | -18.47% |
| Transferred from DCC** | 44,986 | 48,932 | 3,946 | 8.77% |
| Transferred to DCC** | (15,360) | (19,198) | (3,838) | 24.98% |
| Total Revenue | 966,250.87 | 972,211.33 | 5,960.47 | 0.01 |
| Expenses | | | | |
| Instruction | \$ 746,877 | \$ 753,816 | \$ 6,939 | 0.93% |
| Administration | 20,671 | 20,830 | 159 | 0.77% |
| Transportation | 28,149 | 28,154 | 5 | 0.02% |
| School Operations & Maintenance | 76,186 | 76,738 | 552 | 0.72% |
| Pupil Accom/Renewal/Debt/Non-operating | 66,534 | 70,213 | 3,679 | 5.53% |
| Asset Retirement Liability | 6,740 | 7,127 | 388 | 5.75% |
| School Generated Funds | 13,468 | 10,981 | (2,488) | -18.47% |
| Total Expenses | 958,624.74 | 967,858.29 | 9,233.56 | 0.01 |
| Surplus/(Deficit) | \$ 7,626 | \$ 4,353 | \$ (3,273) | -42.92% |

| DETERMINATION OF ANNUAL OPERATING SURPLUS | | |
|--|--------------|-------------------|
| (000s) | | |
| | Budget | Forecast |
| PSAB Surplus/(Deficit) (from above) | \$ 7,626 | \$ 4,353 |
| PSAB Annual Surplus/(Deficit) before transfers | (7,484) | (10,529) |
| Less: Accumulated Surplus Unavailable for Compliance | 102 | 170 |
| Less: Available for Compliance - Internally Appropriated | (197) | (170) |
| ANNUAL Unappropriated Operating Surplus/(Deficit) | \$ 47 | \$ (6,176) |

| SUMMARY OF CAPITAL TO BE FINANCED | | (000's) | |
|--|------------------|-----------------|----------------|
| | Budget | Forecast | |
| Funding | | | |
| New Building and Additions | \$ 21,369 | \$ | 20,894 |
| Child Care Capital | 3,989 | | 7,667 |
| School Condition Improvement | 33,165 | | 33,165 |
| SCI Accesibility | - | | 6,260 |
| Full Day Kindergarten | 643 | | 1,128 |
| Renewal | 8,556 | | 8,556 |
| Education Development Charge (EDC) | 14,783 | | 18,049 |
| Minor Tangible Capital Assets | 6,772 | | 10,610 |
| Rural and Norther Education | 31 | | 31 |
| Other | 210 | | 447 |
| Total Capital by Funding Source | 89,519 | | 106,809 |
| Expenditure | | | |
| Buildings (new, additions & renewal) | \$ 63,625 | \$ | 73,644 |
| Land | 14,783 | | 18,217 |
| Land Improvements | 4,307 | | 4,307 |
| Moveable Assets | 6,804 | | 10,642 |
| Total Capital Expenditure | \$ 89,519 | \$ | 106,809 |

| SUMMARY OF ENROLMENT | | | | |
|--|------------------|------------------|-----------------------|--------------|
| Average Daily Enrolment | Budget | Forecast | In-Year Change | |
| | | | # | % |
| Elementary | | | | |
| JK | 3,954.18 | 3,937.18 | (17.00) | -0.4% |
| SK | 4,074.48 | 3,998.98 | (75.50) | -1.9% |
| Grade 1-3 | 13,259.17 | 13,142.17 | (117.00) | -0.9% |
| Grade 4-8 | 23,021.86 | 22,804.86 | (217.00) | -0.9% |
| Other Pupils (International) | 7.00 | 7.00 | - | |
| Total Elementary | 44,316.69 | 43,890.19 | (426.50) | -1.0% |
| Secondary | | | | |
| Pupils of the Board <21 | 20,163.95 | 20,075.21 | (88.74) | -0.4% |
| High Credit Pupils | 26.00 | 26.75 | 0.75 | 2.9% |
| Pupils of the Board >21 | 4.00 | 5.00 | 1.00 | 25.0% |
| Other Pupils (International) | 45.00 | 45.00 | - | 0.0% |
| Total Secondary | 20,238.95 | 20,151.96 | (86.99) | -0.4% |
| Total | 64,555.64 | 64,042.15 | (513.49) | -0.8% |
| <i>Note: Forecast based on October 31st count date</i> | | | | |

| 2025-2026 Interim Financial Report (First Quarter- Sept 1, 2025 to November 30, 2025) | | | | | |
|--|----------------------|----------------------|-----------------------------------|----------------------------------|---------------------------------------|
| PUBLIC SECTOR ACCOUNTING BOARD (PSAB) REVENUES | | | | | |
| | Budget | Forecast | \$ Increase (Decrease) | % Increase (Decrease) | Material Variance Note |
| Core Education Funding | | | | | |
| Classroom Staffing Fund | \$ 502,148,455 | \$ 500,977,791 | \$ (1,170,664) | (0.23%) | 1 |
| Learning Resource Fund | 126,572,612 | 127,392,829 | 820,217 | 0.65% | 1 |
| Special Education Fund | 107,423,680 | 106,871,830 | (551,850) | (0.51%) | 1 |
| School Facilities Fund | 73,367,751 | 72,983,658 | (384,093) | (0.52%) | 1 |
| Student Transportation Fund | 27,902,579 | 28,347,996 | 445,417 | 1.60% | |
| School Board Administration Fund | 19,702,513 | 20,902,973 | 1,200,460 | 6.09% | 2 |
| School Renewal Operating | 10,264,583 | 10,225,350 | (39,233) | (0.38%) | |
| Debt Charges Allocation | 104,872 | 104,872 | - | 0.00% | |
| Temporary Accommodation | 1,862,900 | 1,862,900 | - | 0.00% | |
| Interest on Capital | 3,142,752 | 3,873,245 | 730,493 | 23.24% | 3 |
| Total Provincial Grants for Student Needs (GSN) | 872,492,697 | 873,543,444 | 1,050,747 | 0.12% | |
| Amortization of Deferred Capital Contributions | 44,986,366 | 48,932,443 | 3,946,077 | 8.77% | |
| Legislative Grants transferred from/(to) Deferred Revenue | 2,733,000 | 5,680,817 | 2,947,817 | 107.86% | |
| Other Grants | 6,255,114 | 6,475,157 | 220,043 | 3.52% | |
| Non Grant Revenue | | | | | |
| Fees | \$ 1,000,100 | \$ 963,700 | \$ (36,400) | (3.64%) | |
| Transportation Recoveries | 139,100 | 139,100 | - | 0.00% | |
| Rental Revenue | 2,538,200 | 2,498,756 | (39,444) | (1.55%) | |
| Education Development Charge | 14,783,459 | 18,049,360 | 3,265,901 | 22.09% | 4 |
| Extended Day Program | 17,309,100 | 17,399,300 | 90,200 | 0.52% | |
| Interest Revenues | 2,100,000 | 1,500,000 | (600,000) | (28.57%) | 5 |
| Other Revenue | 3,805,516 | 5,246,544 | 1,441,028 | 37.87% | 6 |
| Non Grant Revenue | 41,675,475 | 45,796,760 | 4,121,285 | 9.89% | |
| School Generated Funds Revenue | 13,468,334 | 10,980,503 | (2,487,831) | (18.47%) | |
| Grants Transferred to Deferred Capital Contributions | (15,360,119) | (19,197,791) | (3,837,672) | 24.98% | |
| Total PSAB Revenues | \$966,250,867 | \$972,211,333 | \$5,960,466 | 0.62% | |
| EXPLANATIONS OF MATERIAL GRANT VARIANCES | | | | | |
| 1 Projected enrollment is lower than budget, resulting in a decrease in Core Education funding. | | | | | |
| 2 Increase in Declining Enrollment Grant funding due to enrollment levels coming in below budget. | | | | | |
| 3 Capital spending is higher than budget, leading to increased interest costs. | | | | | |
| 4 Expected Education Development Charges are higher as a result of increased land acquisition costs. | | | | | |
| 5 Interest revenue is lower than budget due to declining interest rates. | | | | | |
| 6 Increase in recoverable billings, prior year adjustment for summer school programs | | | | | |

| 2025-2026 Interim Financial Report (First Quarter- Sept 1, 2025 to November 30, 2025) | | | |
|--|---------------------|---------------------|-------------------|
| OTHER GRANT REVENUE- INCLUDING Responsive Education Program(REP) | | | |
| | Budget | Forecast | Variance |
| Critical Physical Security Infrastructure | \$ 261,221 | \$ 261,221 | \$ - |
| DECE Professional Development | - | 111,021 | 111,021 |
| Early Reading Enhancements: Early Reading Screening Tools | 409,953 | 409,953 | 0 |
| Education Staff to Support Reading Interventions K-3 | 2,218,889 | 2,218,889 | - |
| ETFO PD | - | 42,500 | 42,500 |
| Entrepreneurship Education Pilot Projects | 30,000 | 30,000 | - |
| Experiential Learning- Guidance Teacher Counsellors | 78,600 | 78,600 | - |
| Graduation Coach for Black Students | 130,430 | 130,430 | - |
| Health Resources, Training and Supports | 32,030 | 32,030 | - |
| Human Rights and Equity Advisors | 170,430 | 170,430 | - |
| Learn and Work Bursary | 22,000 | 22,000 | - |
| Licenses and Supports for Reading Programs and Interventions | 264,885 | 264,885 | - |
| Math AQ Subsidy | - | 65,000 | 65,000 |
| Math Achievement Action Plan: Board Math Leads | 166,600 | 166,636 | 36 |
| Math Achievement Action Plan: Digital Math Tools | 463,624 | 463,624 | - |
| Math Achievement Action Plan: School Math Facilitators | 834,190 | 834,190 | - |
| Mental Health Strategy Supports- Emerging Needs | 32,986 | 32,986 | - |
| PSSP Professional Development | - | 1,486 | 1,486 |
| Skilled Trades Bursary | 19,000 | 19,000 | - |
| Transportation and Stability Supports for Youth in Care | 90,000 | 90,000 | - |
| Special Education AQ Subsidy for Educators | 23,163 | 23,163 | - |
| Special Education Needs Transition Navigators | 209,000 | 209,000 | - |
| Total REP Grants | 5,457,001 | 5,677,044 | 220,043 |
| II. Other Grants | | | |
| Ontario Youth Apprenticeship Program (OYAP) | \$ 427,213 | \$ 427,213 | \$ - |
| Literacy and Basic Skills | 370,900 | 370,900 | - |
| Total Other Grants (including REP Grants) | \$ 6,255,114 | \$ 6,475,157 | \$ 220,043 |

2025-2026 Interim Financial Report (First Quarter- Sept 1, 2025 to November 30, 2025)

| | Budget | Forecast | In-Year Change | | Material Variance |
|--|-----------------------|-----------------------|---------------------|----------------|-------------------|
| | | | # | % | |
| OPERATING | | | | | |
| Classroom | | | | | |
| Classroom Teachers | \$ 496,691,910 | \$ 495,060,110 | \$ (1,631,800) | (0.3%) | 1 |
| Supply Staff | 32,586,940 | 32,586,940 | - | 0.0% | |
| Teacher Assistants | 42,715,900 | 43,389,300 | 673,400 | 1.6% | 2 |
| Early Childhood Educator | 22,767,300 | 22,848,800 | 81,500 | 0.4% | |
| Textbooks and Classroom Supplies | 15,745,970 | 16,508,723 | 762,753 | 4.8% | |
| Computers | 6,457,100 | 6,457,100 | - | 0.0% | |
| Professionals & Paraprofessionals | 42,231,880 | 46,763,294 | 4,531,414 | 10.7% | 3 |
| Library & Guidance | 16,425,500 | 17,382,200 | 956,700 | 5.8% | 4 |
| Staff Development | 3,322,688 | 4,049,486 | 726,798 | 21.9% | 5 |
| Department Heads | 1,890,500 | 1,590,500 | (300,000) | (15.9%) | |
| Principal and Vice-Principals | 35,664,226 | 36,971,393 | 1,307,167 | 3.7% | 6 |
| School Secretaries & Office Supplies | 18,213,300 | 19,358,200 | 1,144,900 | 6.3% | 7 |
| Teacher Consultants | 10,064,787 | 10,757,400 | 692,613 | 6.9% | 8 |
| Continuing Education | 2,696,510 | 3,337,386 | 640,876 | 23.8% | |
| Instruction-Amortization | 5,339,811 | 6,529,826 | 1,190,015 | 22.3% | |
| Less: GSN Funded Tangible Capital Assets | (5,937,200) | (9,774,900) | (3,837,700) | 64.6% | |
| Sub-Total Instruction Expenses | 746,877,122 | 753,815,758 | 6,938,636 | 0.9% | |
| Other Expenses | | | | | |
| Board Administration | \$ 20,671,044 | \$ 20,829,895 | \$ 158,851 | 0.8% | |
| School Operations | 76,603,420 | 77,139,620 | 536,200 | 0.7% | 9 |
| Transportation | 28,148,635 | 28,153,635 | 5,000 | 0.0% | |
| Amortization | 156,563 | 172,174 | 15,611 | 10.0% | |
| Less: GSN Funded Tangible Capital Assets | (574,000) | (574,000) | - | 0.0% | |
| Sub-Total Other Expenses | 125,005,662 | 125,721,324 | 715,662 | 0.6% | |
| TOTAL OPERATING EXPENSE | 871,882,784 | 879,537,082 | 7,654,298 | 0.9% | |
| NON-OPERATING | | | | | |
| Pupil Accommodation/Renewal/Debt | | | | | |
| School Renewal | \$ 10,282,379 | \$ 10,282,379 | \$ - | 0.0% | |
| Debt Charges | 3,047,713 | 3,047,713 | - | 0.0% | |
| Other Non-Operating Expenses | 19,889,484 | 20,670,972 | 781,488 | 3.9% | 10 |
| Other Pupil Accommodation | 1,685,300 | 1,837,007 | 151,707 | 9.0% | |
| Loss on Disposal of TCA and Assets | - | - | - | 0.0% | |
| Amortization | 40,185,223 | 42,931,404 | 2,746,181 | 6.8% | |
| Less: GSN Funded Tangible Capital Assets | (8,556,254) | (8,556,254) | - | 0.0% | |
| Total Pupil Accommodation Expense | 66,533,845 | 70,213,222 | 3,679,377 | 5.5% | |
| School Generated Funds | 13,468,334 | 10,980,503 | (2,487,831) | (18.5%) | |
| ARO | 6,739,774 | 7,127,487 | 387,713 | 5.8% | |
| TOTAL EXPENSES | \$ 958,624,737 | \$ 967,858,293 | \$ 9,233,557 | 0.96% | |

EXPLANATIONS OF MATERIAL EXPENSE VARIANCES

1. Decrease due to reduction in enrolment, partially offset by strategic spending (10 FTE for \$1.3M)
2. 10 EA's added for a total of \$673k as part of Strategic Spending
3. \$3.9M in strategic spending for IT. \$360k increase to Education & community Partnership Program to match funding.
4. Updated average salaries for this group to better reflect actual expenses
5. ECE PD expenses(\$640k) which was not previously included in budget
6. Increased salaries to better reflect PVP actual grid step progression (+\$1.1M). Increase of 1 FTE due to strategic spending (\$200k)
7. Increased due to adjustment to school secretarial grid steps and and vacation pay to better reflect actual expenses
8. \$380k in strategic spending (4 FTE). Increase 1 FTE Indigineous (\$137k)and 1 FTE MDT team (\$125k)
9. Increase in Custodians required for new school (3 FTE) and increase for security costs
10. \$730k increase in Recoverable billings (secondments)



Report to Business Services Standing Committee

January 12, 2026

Subject: Major Capital Projects Quarterly Update Report

Recommendation

This report is provided for information.

Status

Current capital priority projects with budgets greater than \$3.0M as-well as Elizabeth Ziegler Public School. restoration/renovation are outlined in Appendix A and are presented with dashboard symbols to indicate the project status relative to the schedule, budget, and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding through their stages with the following comments. Appendix A now reflects these changes.

Willow River Public School

Willow River Public School, partial occupancy was obtained for school startup in September 2025 to accommodate the expected enrollment. In addition, since the last report, childcare is now in full operation as well as the double gym, music room and stage. Our staff and the general contractor continue to work on completing the school's spaces on the second floor and the entire school should attain substantial completion by March 2026.

South East Cambridge – Joint Use Campus

The new Joint Use Campus with the Waterloo Catholic District School Board construction continues to make good progress and we now expect this joint use facility to be open by September 2026.

Breslau Hopewell Crossing

For the new Breslau Hopewell Crossing school, the tender will close in the coming days and construction will commence soon after.

Elizabeth Ziegler Public School

For Elizabeth Ziegler Public School, staff have completed the process to prequalify general contractors and masons. The project is expected to be tendered in the coming weeks with construction to begin shortly thereafter.

Background

The major capital projects listed in Appendix A have been funded by the Ministry and approved by the Board of Trustees.

Financial implications

The major capital projects listed in Appendix A have all received Ministry funding approval. As we progress through the design and construction phases of each project, additional funding may be required due to price escalations for both supplies and services; staff will continue to submit requests to the Ministry for additional funding as required.

Communications

Facility Services staff have consulted with the Ministry of Education, administration, contractors, architects, Financial Services, municipalities, various internal committees and the Board of Trustees regarding the stages of approval, design, construction and budget approvals.

Prepared by: Bill Lemon, Associate Director of Business Services
Chris Sagar, Superintendent Facility Services
Ron Dallan, Senior Manager of Capital Projects
in consultation with Leadership Council

**Major Capital Projects
Quarterly Update Report
January 12 2026**

| Project | Stage | | Scope | Board Approval | Ministry Approval | Site Acquisition Complete | Site Encumbrances | Architect | Site Plan Approval | Bldg Permit | Tender Awarded | Project Budget | Classes Begin |
|---|-----------------|---|-------------|----------------|-------------------|---------------------------|-------------------|-------------------------|--------------------|-------------|----------------|----------------|----------------|
| P.S. Breslau-Hopewell Crossing (new) | Tendered |  | New School | 16-Sep-19 | 23-Nov-21 | Yes | No | K+ Architects | Yes | Yes | No | \$32,462,649 | TBA |
| Willow River P.S. (new) | In Construction |  | New School | 16-Sep-19 | 31-Mar-20 | Yes | No | Walter Fedy Partnership | Yes | Yes | Yes | \$25,092,850 | September 2025 |
| P.S. in South East Cambridge (CJUC) (new) | In Construction |  | New School | 9-May-16 | 21-Nov-16 | Yes | No | JP Thomson Architects | Yes | Yes | Yes | \$25,697,487 | September 2026 |
| Elizabeth Ziegler (Renovation/Restoration) | Tendering |  | Restoration | NA | NA | NA | NA | ABA | NA | NO | NO | ~14.5M | September 2027 |

Major Capital Projects are those greater than \$2.5M total project cost.

Dashboard Definitions

| | |
|---|---|
| On schedule, on budget, within scope. |  |
| Schedule, budget or scope concerns. |  |
| Schedule delays, budget creep, or quality concerns. |  |