

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, June 11, 2018, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Robert Musselman – Supports for Autism
Sean Henderson – French Immersion Transportation

Policy and Governance

- | | | |
|-----------|--|------------------------|
| 01 | Review of Board Policy 1013 - First Nation, Metis and Voluntary Self-Identification Policy | P. Rubenschuh |
| 05 | Review of Board Policy 2011- Sun Safety and Shading | P. Rubenschuh/M Gerard |
| 09 | Review of Board Policy 4003 – Trespassing | P. Rubenschuh/M Gerard |

Reports

- | | | |
|-----------|---|---------------------|
| 11 | OMNIBUS: Update to Approvals and Financing of Capital | M. Gerard |
| 15 | Major Capital Projects Quarterly Update Report | M. Gerard |
| 18 | Interim Financial Report and Forecast at April 30 | M. Gerard |
| 28 | Budget Update GSN and EPO Grants 2018-2019 | M. Gerard |
| 31 | Fiscal Task Force Quarterly Update | M. Gerard |
| 63 | OPSBA Membership (BP3007) | Trustee K. Woodcock |

Board Reports

Question Period (10 minutes)

Future Agenda Items (Notices of Motion to be referred to Agenda Development Committee)

Adjournment

Questions relating to this agenda should be directed to
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie.Reidel@wrdsb.ca



FIRST NATION, MÉTIS AND INUIT VOLUNTARY SELF-IDENTIFICATION

<i>Legal References:</i>	<i>Education Act Constitution Act, 1982</i>
<i>Related References:</i>	<i>Ontario First Nation, Métis and Inuit Education Policy Framework, Ministry of Education, January 2007 Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007 Policy 1008-Equity and Inclusion Truth and Reconciliation Commission of Canada – Final Report</i>
<i>Effective Date:</i>	<i>September 2011</i>
<i>Revisions:</i>	<i>September 2011, April 20, 2015, January 11, 2016, June 11, 2018</i>
<i>Reviewed:</i>	<i>March 6, 2017</i>

1. Preamble

- 1.1 The learning aspirations and potential of all students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with parents, guardians and their communities. It is essential to understand our student population and have accurate student achievement data within Waterloo Region District School Board (**WRDSB**) to improve success for all students. In accordance with the Ministry of Education's First Nation, Métis and Inuit (FNMI) Education Policy Framework, accurate student achievement data needs to be collected to assess progress towards the goals of improving First Nation, Métis and Inuit* student achievement and closing the gap in academic achievement between First Nation, Métis and Inuit and non-First Nation, Métis and Inuit students. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding First Nation, Métis and Inuit student success.

2. Definitions

- 2.1 First Nation: Canada's original peoples whose history is interwoven with the creation of the 1876 Indian Act, Indian and Northern Affairs Canada (INAC) and subsequent Indian registration system. First Nation includes status and non-status Indians.
- 2.1.1 Status: people registered under the Indian Act who identify with a First Nation community/ancestral land.
- 2.1.2 Non-Status: people who identify with a First Nation community/ancestral land but are not registered with the INAC registry system.
- 2.1.3 Métis: those who trace their descent to mixed European and First Nations parentage. The Métis National Council defines Métis as a person who self-identifies as Métis, is distinct from other **Indigenous** ~~Aboriginal~~ peoples, is of historic Métis Nation ancestry, and is accepted by the Métis Nation. In 2003, the Supreme Court of Canada ruled the term "Métis", as referred to in Section 35 of the Constitution, does not encompass all individuals with mixed First Nation and European heritage. Rather, it refers to distinctive peoples who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identity separate from that of their First Nation or Inuit and European forbearers.

- 2.1.4 Inuit: means ‘the people’ in Inuktitut and generally refers to Canada’s original people whose homeland is the Canadian Arctic, which includes portions of the three Territories: Nunavut, Yukon and Northwest Territories in addition to Northern Quebec and Northern Labrador.

*First Nation, Métis and Inuit identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “First Nation, Métis and Inuit peoples” include “Indian, Inuit and Métis”.

3. Policy

- 3.1 It is the policy of the ~~Waterloo Region District School Board~~ **WRDSB** to provide the opportunity for all First Nation, Métis and Inuit students and their families to voluntarily self-identify. Collection of voluntary First Nation, Métis and Inuit self-identification data will assist the ~~Waterloo Region District School Board~~ **WRDSB** in achieving the ultimate goal of ensuring the success of all First Nation, Métis and Inuit students within the board.
- 3.2 The collection of voluntary First Nation, Métis and Inuit self-identification data will:
- 3.2.1 increase the capacity of the ~~Waterloo Region District School Board~~ **WRDSB** to respond to the learning and cultural needs of First Nation, Métis and Inuit students;
- 3.2.2 provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis and Inuit students that support improved academic achievement and identity building;
- 3.2.2.1 information will be analysed and shared explicitly for the purpose of developing supportive programming and interventions for First Nation, Métis and Inuit students
- 3.2.2.2 individual First Nation, Métis and Inuit students may be identified by designated ~~Board~~ **WRDSB** staff for the purpose of information sharing about upcoming opportunities and programs that may be of interest and/or benefit to the identified student(s); **and**
- ~~3.2.3 facilitate the development of curriculum that is focused on learning about contemporary and traditional First Nation, Métis and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and~~
- 3.2.3** ~~3.2.4~~ help to develop and implement strategies that facilitate increased participation by First Nation, Métis and Inuit parents, students, communities, and organizations in working to support academic success **within an existing colonial system.**
- 3.3 The data collected as a result of this policy will be assessed by school board staff on an annual basis to support both board and school improvement planning, and to develop or enhance programming that addresses the needs of First Nation, Métis and Inuit students.
- 3.4 All data will be securely stored to respect privacy and used only as a means to enhance First Nation, Métis and Inuit education programs. Data is protected and governed by the Municipal Freedom of Information and Privacy of Students Act for School Boards.



FIRST NATION, MÉTIS AND INUIT VOLUNTARY SELF-IDENTIFICATION

<i>Legal References:</i>	<i>Education Act Constitution Act, 1982</i>
<i>Related References:</i>	<i>Ontario First Nation, Métis and Inuit Education Policy Framework, Ministry of Education, January 2007 Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007 Policy 1008-Equity and Inclusion Truth and Reconciliation Commission of Canada – Final Report</i>
<i>Effective Date:</i>	<i>September 2011</i>
<i>Revisions:</i>	<i>September 2011, April 20, 2015, January 11, 2016</i>
<i>Reviewed:</i>	<i>March 6, 2017</i>

1. Preamble

- 1.1 The learning aspirations and potential of all students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with parents, guardians and their communities. It is essential to understand our student population and have accurate student achievement data within Waterloo Region District School Board to improve success for all students. In accordance with the Ministry of Education's First Nation, Métis and Inuit (FNMI) Education Policy Framework, accurate student achievement data needs to be collected to assess progress towards the goals of improving First Nation, Métis and Inuit student achievement and closing the gap in academic achievement between First Nation, Métis and Inuit and non-First Nation, Métis and Inuit students. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding First Nation, Métis and Inuit student success.

2. Definitions

- 2.1 First Nation: Canada's original peoples whose history is interwoven with the creation of the 1876 Indian Act, Indian and Northern Affairs Canada (INAC) and subsequent Indian registration system. First Nation includes status and non-status Indians.
- 2.1.1 Status: people registered under the Indian Act who identify with a First Nation community/ancestral land.
- 2.1.2 Non-Status: people who identify with a First Nation community/ancestral land but are not registered with the INAC registry system.
- 2.1.3 Métis: those who trace their descent to mixed European and First Nations parentage. The Métis National Council defines Métis as a person, who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Nation ancestry, and is accepted by the Métis Nation. In 2003, the Supreme Court of Canada ruled the term "Métis" as referred to in Section 35 of the Constitution does not encompass all individuals with mixed First Nation and European heritage. Rather, it refers to distinctive peoples who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identity separate from that of their First Nation or Inuit and European forbearers.

- 2.1.4 Inuit: means ‘the people’ in Inuktitut and generally refers to Canada’s original people whose homeland is the Canadian Arctic, which includes portions of the three Territories: Nunavut, Yukon and Northwest Territories in addition to Northern Quebec and Northern Labrador.

**First Nation, Métis and Inuit identification refers to the definition in the Constitution Act, 1982, Section 35(2), in that “First Nation, Métis and Inuit peoples” include “Indian, Inuit and Métis”.

3. Policy

- 3.1 It is the policy of the Waterloo Region District School Board to provide the opportunity for all First Nation, Métis and Inuit students and their families to voluntarily self- identify. Collection of voluntary First Nation, Métis and Inuit self-identification data will assist the Waterloo Region District School Board in achieving the ultimate goal of ensuring the success of all First Nation, Métis and Inuit students within the board.
- 3.2 The collection of voluntary First Nation, Métis and Inuit self-identification data will:
- 3.2.1 increase the capacity of the Waterloo Region District School Board to respond to the learning and cultural needs of First Nation, Métis and Inuit students;
 - 3.2.2 provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis and Inuit students that support improved academic achievement and identity building;
 - 3.2.2.1 information will be analysed and shared explicitly for the purpose of developing supportive programming and interventions for First Nation, Métis and Inuit students
 - 3.2.2.2 Individual First Nation, Métis and Inuit students may be identified by designated Board staff for the purpose of information sharing about upcoming opportunities and programs that may be of interest and/or benefit to the identified student(s)
 - 3.2.3 facilitate the development of curriculum that is focused on learning about contemporary and traditional First Nation, Métis and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
 - 3.2.4 help to develop and implement strategies that facilitate increased participation by First Nation, Métis and Inuit parents, students, communities, and organizations in working to support academic success.
- 3.3 The data collected as a result of this policy will be assessed by school board staff on an annual basis to support both board and school improvement planning, and to develop or enhance programming that addresses the needs of First Nation, Métis and Inuit students.
- 3.4 All data will be securely stored to respect privacy and used only as a means to enhance First Nation, Métis and Inuit education programs. Data is protected and governed by the Municipal Freedom of Information and Privacy of Students Act for School Boards.



SUN SAFETY AND SHADING

Legal References:	<i>Education Act</i>
Related References:	<i>Policy 2000 Environmental Values Administrative Procedure 4140 Severe Weather Conditions (Bus Cancellation – Student Dismissal – School Closing) Shade Audit Information Guide and Tool, Region of Waterloo</i>
Effective Date:	January 2012
Revisions:	March 2015
Reviewed:	June 13, 2016, March 20, 2017, June 11, 2018

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (Board) to promote public health through the development of a culture of sun safety through education, communication and action.

2. Sun Safety

- 2.1 The Board recognizes that exposure to ultraviolet radiation (UVR) poses an identified health risk (such as skin cancer) to children and adults.
- 2.2 The Board recognizes that the strategic provision of shade:
- reduces the urban heat island effect by reducing the temperature of hard surfaces including paved areas and parking lots
 - enables children to play in outdoor environments while protecting them from the harmful impact of UVR.
- 2.3 The Board acknowledges the important role of communicating and promoting sun safety awareness and protective strategies to students, parents and staff which include:
- 2.3.1 The potential ill effects of sun exposure
- 2.3.2 Protective Strategies:
- providing shaded areas for outdoor activities
 - wearing protective clothing (long sleeved shirts and long pants and tightly woven fabrics)
 - wearing hats with wide brims, visors and/or back flaps
 - wearing UV protective sunglasses
 - using sunscreens
 - using portable shade devices
- 2.4 The Board recognizes the importance of the provision of shade, either natural (trees or other appropriate vegetation) or constructed, as an essential element in the planning and design of new or renovations to board facilities. When plans for school construction, additions or renovations include the removal of healthy trees from the school property, the overall communication process should inform and allow input from school communities and surrounding neighbours.
- 2.5 In addition, existing school sites should be reviewed periodically to ensure that appropriate shaded areas are being provided for children.

- 2.6 The Board supports and encourages schools and school councils to develop school based greening solutions to address ongoing sun safety behaviours and shading initiatives.
- 2.7 The Board acknowledges and accepts its responsibility in the community to participate in the development and support of a Region Wide Shade Policy with community partners.

DRAFT



SUN SAFETY AND SHADING

Legal References:	<i>Education Act</i>
Related References:	<i>Policy 2000 Environmental Values Administrative Procedure 4140 Severe Weather Conditions (Bus Cancellation – Student Dismissal – School Closing) Shade Audit Information Guide and Tool, Region of Waterloo</i>
Effective Date:	January 2012
Revisions:	March 2015
Reviewed:	June 13, 2016, March 20, 2017

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (Board) to promote public health through the development of a culture of sun safety through education, communication and action.

2. Sun Safety

- 2.1 The Board recognizes that exposure to ultraviolet radiation (UVR) poses an identified health risk (such as skin cancer) to children and adults.
- 2.2 The Board recognizes that the strategic provision of shade:
- reduces the urban heat island effect by reducing the temperature of hard surfaces including paved areas and parking lots
 - enables children to play in outdoor environments while protecting them from the harmful impact of UVR.
- 2.3 The Board acknowledges the important role of communicating and promoting sun safety awareness and protective strategies to students, parents and staff which include:
- 2.3.1 The potential ill effects of sun exposure
- 2.3.2 Protective Strategies:
- providing shaded areas for outdoor activities
 - wearing protective clothing (long sleeved shirts and long pants and tightly woven fabrics)
 - wearing hats with wide brims, visors and/or back flaps
 - wearing UV protective sunglasses
 - using sunscreens
 - using portable shade devices
- 2.4 The Board recognizes the importance of the provision of shade, either natural (trees or other appropriate vegetation) or constructed, as an essential element in the planning and design of new or renovations to board facilities. When plans for school construction, additions or renovations include the removal of healthy trees from the school property, the overall communication process should inform and allow input from school communities and surrounding neighbours.
- 2.5 In addition, existing school sites should be reviewed periodically to ensure that appropriate shaded areas are being provided for children.

- 2.6 The Board supports and encourages schools and school councils to develop school based greening solutions to address ongoing sun safety behaviours and shading initiatives.
- 2.7 The Board acknowledges and accepts its responsibility in the community to participate in the development and support of a Region Wide Shade Policy with community partners.



Board Policy 4003 TRESPASSING

Legal References:	<i>Trespass to Property Act, R.S.O. 1990 Education Act Ontario Regulation 474/00 - Access to School Premises</i>
Related References:	<i>Board Policy 6000 – Safe Schools Board Policy 6001 – Code of Conduct</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>March 17, 2014, October 27, 2003</i>
Reviewed:	<i>March 20, 2017, June 11, 2018</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (**WRDSB**) to give appropriate notice regarding access to, and the use of, school premises, and to authorize the Director of Education to designate ~~members of the Board's~~ **WRDSB** employees and other duly authorized agents to act with the authority of an occupier in compliance with legislation contained in the Trespass to Property Act and Ontario Regulation Access to School Premises recognizing that:
- 1.1.1 school premises exist for unique and specific purposes;
 - 1.1.2 the Board must safeguard school premises for those purposes on behalf of the public;
 - 1.1.3 persons entering school premises without authority, or using them to engage in prohibited activities, may endanger such premises;
 - 1.1.4 the Trespass to Property Act gives a school board all the rights and duties of an occupier in respect of its school premises;
 - 1.1.5 unless invited or otherwise directed by the school principal (or designate), all persons who enter school premises and who are not students or staff members of that school, must report to the main office of the school promptly upon arrival and obtain the principal's (or designate's) permission to remain on the school premises.



TRESPASSING

Legal References:	<i>Trespass to Property Act, R.S.O. 1990 Education Act Ontario Regulation 474/00 - Access to School Premises</i>
Related References:	<i>Board Policy 6000 – Safe Schools Board Policy 6001 – Code of Conduct</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>March 17, 2014, October 27, 2003</i>
Reviewed:	<i>March 20, 2017</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to give appropriate notice regarding access to and the use of school premises, and to authorize the Director of Education to designate members of the Board's employees and other duly authorized agents to act with the authority of an occupier in compliance with legislation contained in the Trespass to Property Act and Ontario Regulation Access to School Premises recognizing that:
- 1.1.1 school premises exist for unique and specific purposes;
 - 1.1.2 the Board must safeguard school premises for those purposes on behalf of the public;
 - 1.1.3 persons entering school premises without authority or using them to engage in prohibited activities may endanger such premises;
 - 1.1.4 the Trespass to Property Act gives a school board all the rights and duties of an occupier in respect of its school premises;
 - 1.1.5 unless invited or otherwise directed by the school principal (or designate), all persons who enter school premises and who are not students or staff members of that school, must report to the main office of the school promptly upon arrival and obtain the principal's (or designates) permission to remain on the school premises.



Report to Committee of the Whole

June 11, 2018

Subject: Update to Approvals and Financing of Capital

Recommendation

That the Waterloo Region District School Board (Board) approve an additional expenditure of \$5,070,151 for the construction project at Grand River Collegiate Institute. The project budget is now \$10,855,705 and aligns with Ministry of Education approvals.

That the Board approve an additional expenditure of \$862,163 for the construction project at Cedar Creek Public School. The project budget is now \$8,845,721 and aligns with Ministry of Education approvals.

That the Board approve an additional expenditure of \$300,000 for the construction project at Ryerson Public School. The project budget is now \$4,706,749 and aligns with Ministry of Education approvals.

That the Board approve an expenditure of \$2,520,852 for the construction of a child care centre at Lackner Woods Public School. The project budget is \$2,520,852 and aligns with Ministry of Education approvals.

That the Board approve an expenditure of \$2,520,852 for the construction of a child care centre at Saginaw Public School. The project budget is \$2,520,852 and aligns with Ministry of Education approvals.

Status

Grand River Collegiate Institute Addition

The Board identified the need for a 10 classroom addition at Grand River Collegiate Institute as one of its top capital priority projects in March 2013. Since that time, the Board has expanded the scope of the project to include an interior renovation and renewal work, and has identified additional funding sources to complete the project.

In letters dated November 21, 2016, and May 5, 2017, the Ministry of Education (Ministry) approved the project and granted its funding allocation of \$5,785,554.

The total project cost for Grand River Collegiate Institute is now estimated to be \$10,855,705. The chart below highlights the original and revised project budget along with the various funding sources.

	Original Project Budget	Revised Project Budget
Capital Priorities (original allocation)	\$ 3,647,588	\$ 3,647,588
Proceeds of Disposition	\$ 2,137,966	\$ 6,258,117
School Renewal		\$ 750,000
Greenhouse Gas		\$ 200,000
Total	\$ 5,785,554	\$ 10,855,705

The balance of the Board's Proceeds of Disposition (POD), including the budget encumbered for this project, is estimated to be \$8,530,507 at August 31, 2020.

Cedar Creek Public School Addition

The Waterloo Region District School Board identified the addition at Cedar Creek Public School as one of its capital priority projects in May 2016. In a letter dated November 21, 2016, the ministry approved the project (comprised of 190 pupil places, 5 child care rooms, and 3 child and family program rooms) and granted its funding allocation of \$7,983,558.

Additional funds were required, based on tender results for site development work and school renewal. On March 7, 2018, the Ministry approved additional funding of \$862,163 for the project. The additional cost will be funded by Education Development Charges (EDC's) and the school renewal program.

The project budget is now \$8,845,721. The chart below highlights the original and revised project budget along with the various funding sources.

	Original Project Budget	Revised Project Budget
Capital Priorities (original allocation)	\$ 3,446,028	\$ 3,446,028
Full-Day Kindergarten	\$ 504,170	\$ 504,170
Child Care Capital	\$ 2,520,850	\$ 2,520,850
EarlyON	\$ 1,512,510	\$ 1,512,510
Education Development Charges		\$ 495,225
School Renewal		\$ 366,938
Total	\$ 7,983,558	\$ 8,845,721

Ryerson Public School Addition

The Waterloo Region District School Board identified the addition at Ryerson Public School as one of its capital priority projects in May 2016. In November 2017, the

ministry approved the project and granted its funding allocation of \$4,406,749 for a 199 pupil place addition including a gymnasium retrofit and full day kindergarten renovations at Ryerson Public School. Based on tender results, additional funds were required to complete the project. In a letter dated March 7, 2018, the Ministry approved additional funding of \$300,000 to be funded out of the Board's School Condition Improvement program.

The project budget is now \$4,706,749 and the chart below highlights the original and revised project budget, along with the various funding sources.

	Original Project Budget	Revised Project Budget
Capital Priorities (original allocation)	\$ 3,146,324	\$ 3,146,324
Full-Day Kindergarten	\$ 1,260,425	\$ 1,260,425
School Condition Improvement		\$ 300,000
Total	\$ 4,406,749	\$ 4,706,749

Lackner Woods Public School Addition

In a letter dated May 3, 2018, the Ministry approved the construction of a school-based child care centre at Lackner Woods Public School (comprised of 1 infant room, 2 toddler rooms, and 2 preschool rooms). This project will replace the existing child care at the site, which is housed in temporary accommodation (portables); approved funding for the project is \$2,520,852.

	Original Project Budget
EarlyON (original allocation)	\$ 2,520,852
Total	\$ 2,520,852

Saginaw Public School Addition

In a letter dated May 3, 2018, the Ministry approved the project for school-based early years child care program at Saginaw Public School (comprised of 1 infant room, 2 toddler rooms, and 2 preschool rooms). This project will replace the existing child care at the site, which is housed in temporary accommodation (portables); approved funding for the project is \$2,520,852.

	Original Project Budget
EarlyON (original allocation)	\$ 2,520,852
Total	\$ 2,520,852

Background

Each year staff reviews capital projects to ensure that Board approvals align with Ministry funding and are consistent with other recommendations.

Financial Implications

The recommendation presented in this report aligns with Ministry funding for capital priorities, child care capital, Full Day Kindergarten capital program, EarlyON program, school renewal, School Condition Improvement and EDC's to strategically invest in projects that will maximize value and improvements to our learning environments.

Communications

Financial Services staff have consulted with the Ministry of Education, Facility Services, municipalities and various internal committees in regards to the stages of approval, design, construction and budget approvals.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Nick Landry, Controller, Financial Services
Ian Gaudet, Controller, Facility Services
Fabiana Frasher, Budget Officer, Financial Services
Ron Dallan, Manager of Capital Projects, Facility Services
in consultation with Coordinating Council



Report to Committee of the Whole

June 11, 2018

Subject: Major Capital Projects Quarterly Update Report

Recommendation

This report is provided for information of the Board.

Status

Current capital projects with budgets greater than \$2.5M are outlined in Appendix A and are presented with dashboard symbols to indicate the status of the project relative to the schedule, budget and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding as planned through the design and construction stages with the following updates.

At Janet Metcalfe Public School some schedule concerns continue to be experienced due to weather related delays in December, January and February. The General Contractor is still roughly four weeks behind on their original schedule due to weather but has recently made some good progress and has a corrective action plan to make up lost time.

At Queensmount Public School we have updated the completion date from May 2018 to June 2018 due to slower than expected construction progress in the last few months due to weather.

For the Cedar Creek Public School addition, the tender closed on April 17, 2018 within budget. Construction started in May 2018.

Finally, with respect to the early years and child care joint submission for capital funding for school-based early years capital construction projects the Ministry approved childcare additions at Lackner Woods Public School. and Saginaw Public School on May 3, 2018. Eligible child care capital projects being funded will support the government's announcement to create access to licensed child care for 100,000 more children aged zero to four years old over the next five years. The Ministry used the following criteria to assess and prioritize eligible projects.

- child care replacement due to school closure/accommodation review
- age groupings (program serving infants are a priority)
- accommodation pressures/service gaps
- cost effectiveness and school viability
- equitable geographic disbursement of new child care spaces

These changes have been updated in Appendix A.

Background

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

Financial implications

The updated projects are listed on Appendix A.

Communications

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




Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services
& Treasurer of the Board
Ian Gaudet, Controller, Facility Services
Ron Dallan, Manager of Capital Projects
in consultation with Coordinating Council

Major Capital Projects
Quarterly Update Report
1-Jun-2018

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
Janet Metcalfe P.S. (new)	Construction		New School	11-May-15	30-Oct-15	Yes	No	WalterFedy	Yes	Yes	Yes	\$15,543,455	September 2018
P.S. in South East Cambridge (Greengate) (new)	Pre-Design		New School	09-May-16	21-Nov-16	No	No	TBA	No	No	No	\$13,503,269	TBA
Grand River C.I. (addition and renovation)	Pre-Construction		Addition	09-May-16	21-Nov-16	NA	No	Kingsland + Architects Inc.	No	No	Yes	\$10,855,705	September 2019
Ryerson P.S. (addition and renovation)	Construction		Addition	09-May-16	21-Nov-16	NA	No	WalterFedy	Yes	Yes	Yes	\$4,706,749	September 2019
Cedar Creek P.S. (addition and renovation)	Design		Addition	09-May-16	21-Nov-16	NA	No	BJC Architects Inc.	Yes	Yes	Yes	\$8,845,721	September 2019
P.S. in Kitchener Huron South (Tartan Ave) (new)	Pre-Design		New School	15-May-17	15-Jan-18	No	No	TBA	No	No	No	\$16,361,437	TBA
Queensmount P.S (renovation)	Construction		Renovation	09-May-16	NA	NA	No	CS&P Architects Inc.	Yes	Yes	Yes	\$3,561,000	Jun 2018
Lackner Woods P.S (childcare addition)	Pre-Design		Addition	TBD	03-May-18	NA	No	TBA	No	No	No	\$2,520,852	TBA
Saginaw P.S. (childcare addition)	Pre-Design		Addition	TBD	03-May-18	NA	No	TBA	No	No	No	\$2,520,852	TBA

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	



Report to Committee of the Whole

June 11, 2018

Subject: 2017-18 Interim Financial Report and Forecast

Recommendation

This report is for the information of the Board.

Status

The Board of Trustees (Trustees) approved the 2017-18 operating budget on June 26, 2017, and at that time the Trustees approved a balanced budget.

The development of the Waterloo Region District School Board's (Board's) operating budget includes many underlying assumptions which, over the course of a school year, can change significantly. On a quarterly basis throughout the year, staff provide updates to the Board regarding our key assumptions, the identification of key risks and planned mitigation strategies.

The information contained in this report is based on financial results up to April 30, 2018. On the whole, adjustments to Board revenues and expenses which we presented as part of our [Quarter 1 \(Q1\)](#) and [Quarter 2 \(Q2\)](#) financial updates remain unchanged and we expect the Board to finish the year in a balanced position.

The 2017-18 Quarter 3 (Q3) Interim Financial Report, comparing the budget to the forecasted year-end position is attached as [Appendix A](#). Our review of the financial information indicates that expenses are trending as expected and are in line with previous year spending patterns. In terms of assessing key assumptions and risk areas, the following represent factors which may impact the year-end results.

Revenues

- No material variances have been identified subsequent to the Q1 and Q2 reports which were previously provided. At time of writing of this report, March 31 enrolment numbers had not yet been confirmed; this information is required before we can firm up our revenue forecast for the year.

Expenditures

- Earlier this year we identified a number of pressures and provided information to explain increases in Short-term Supply Costs, Student Transportation, School Renewal and Employee Future Benefits (Retirement Gratuity Liability). No material variances have been identified subsequent to the Q1 and Q2 reports for these areas, so they are not specifically addressed below.

Overall, staff continue to monitor, assess and mitigate against financial risks to help ensure the financial stability and sustainability of the organization. As noted above, we have not changed our forecast of the year-end financial position at this time, which is a balanced budget.

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. Trustees play a key role in the budget process, ensuring that funding is aligned with the Board's strategic priorities and legislative requirements.

In an effort to support Trustees in fulfilling their fiduciary duties, staff provides 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 Trustees in making evidence based decisions and fulfilling their governance responsibilities.

Financial Implications

No 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: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Nick Landry, Controller, Financial Services
Sharon Uttley, Manager, Accounting Services
Wendy Jocques, Manager, Budget Services
Fabiana Frasher, Budget Officer
in consultation with Coordinating Council

APPENDIX A

2017-18 Interim Financial Report (Third Quarter- Period Ending April 30, 2018)

SUMMARY OF FINANCIAL RESULTS (000s)

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants-GSN	687,794	692,372	4,578	0.7%
Revenue transferred from/(to) deferred revenue	479	1,472	993	207.2%
Other Grants	3,422	7,702	4,279	125.0%
Other Revenue	25,709	25,533	(176)	(0.7%)
School Generated Funds	14,000	14,000	-	0.0%
Transferred from DCC**	34,144	34,144	-	0.0%
Transferred to DCC**	(13,780)	(14,394)	(614)	4.5%
Total Revenue	751,769	760,829	9,060	1.2%
Expenses				
Instruction	582,639	589,416	6,777	1.2%
Administration	16,988	17,304	316	1.9%
Transportation	17,139	17,539	400	2.3%
School Operations & Maintenance	61,071	61,026	(45)	(0.1%)
Pupil Accom/Renewal/Debt/Non-operating	48,505	49,299	794	1.6%
School Generated Funds	14,000	14,000	-	0.0%
Total Expenses	740,343	748,585	8,242	1.1%
Surplus/(Deficit)	11,426	12,244	819	7.2%

Changes in Revenue

- Provincial Grants- Increase in enrolment and ESL/ELD funding
- Deferred Revenue- Changes are related to transfers for Special Education, Student Achievement Envelope and Interest on Capital
- Other Grants- Increase due to additional Educational Program Other (EPO) announcements following 2017-18 budget submission
- Other Revenue- Decrease is the net effect of a projected increase in the number of International students; increase in extended

Change in Expenditures

- Instruction- Reflects the increase in staffing to support enrolment and projected increase in short-term supply costs
- Administration- Carryover of one time initiatives from previous year
- Transportation- Increase to base salary paid to bus drivers effective Feb 1/2018
- Pupil Accom/Renewal/Debt/Non-Operating- Net of Increase in extended day care enrolment, school renewal and decrease in fully

**DCC - Deferred Capital Contributions

2017-18 Interim Financial Report (Third Quarter- Period Ending April 30, 2018)
DETERMINATION OF ANNUAL OPERATING SURPLUS (000s)

	Budget	Forecast
PSAB Surplus/(Deficit) (from above)	11,426	12,244
LESS: Internally Appropriated		
2017/18 one-time initiatives	2,465	2,465
Committed Capital Projects	312	387
Committed capital projects annual amortization	(372)	(372)
Sub-Total: In-Year Appropriations	2,405	2,479
Previous year one-time initiatives	-	156
Commitment of sinking fund interest	(25)	(73)
Committed capital projects	(650)	(724)
Total: Internally Appropriated	1,730	1,838
Less: Unavailable for Compliance		
PSAB Adjustments	(13,528)	(14,455)
Total Adjustments	(11,798)	(12,617)
In-year unappropriated Operating Surplus/(Deficit)	(372)	(372)
Committed capital projects annual amortization	372	372
ANNUAL Unappropriated Operating Surplus/(Deficit)	(0)	(0)

SUMMARY OF CAPITAL TO BE FINANCED (000s)

	Budget	Forecast
Funding		
New Building and Additions	20,996	14,516
Community Hubs	90	1,076
Child Care Capital	4,992	3,692
Child and Family Centres	1,513	513
Greenhouse Gas (GHG) Reduction	320	1,658
School Condition Improvement	11,817	17,866
Full Day Kindergarten	1,765	2,499
Renewal	7,679	8,294
Education Development Charge (EDC)	13,497	13,497
Proceeds of Disposition	2,700	1,480
Minor Tangible Capital Assets	6,100	6,100
Other	1,022	1,097
Total Capital by Funding Source	72,492	72,287
Expenditure		
Buildings (new, additions & renewal)	48,274	48,570
Land	13,997	13,497
Land Improvements	1,100	1,100
Leasehold Improvements	2,200	2,200
Moveable Assets	6,920	6,920
Total Capital Expenditure	72,492	72,287

2017-18 Interim Financial Report (Third Quarter- Period Ending April 30, 2018)

SUMMARY OF ENROLMENT

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK	3,978.65	3,938.17	(40.48)	-1.0%
SK	4,342.89	4,343.37	0.48	0.0%
Grade 1-3	13,339.00	13,347.84	8.84	0.1%
Grade 4-8	22,127.00	22,487.14	360.14	1.6%
Other Pupils (International)	11.00	12.50	1.50	13.6%
Total Elementary	43,798.54	44,129.02	330.48	0.8%
Secondary				
Pupils of the Board <21	18,885.21	18,929.92	44.71	0.2%
High Credit Pupils	35.47	29.81	(5.66)	-16.0%
Pupils of the Board >21	3.13	5.63	2.50	79.9%
Other Pupils (International)	96.00	102.50	6.50	6.8%
Total Secondary	19,019.81	19,067.86	48.05	0.3%
Total	62,818.35	63,196.88	378.53	0.6%

Note: Forecast based on October 31st count date

Highlights of Changes in Enrolment:

- We attribute our growth in the elementary panel to net migration into the Region. This continues a trend identified in 2016-17 and is likely to continue as affordability of housing in the Greater Toronto area pushes people further down the 401 corridor.
- We have adjusted our multi-year forecast for both elementary and secondary schools. In previous forecasts we anticipated the secondary decline to continue into 2017-18; our adjusted forecasts indicate we "bottomed out" in 2016-17 and should expect a gradual increase moving forward.

SUMMARY OF STAFFING

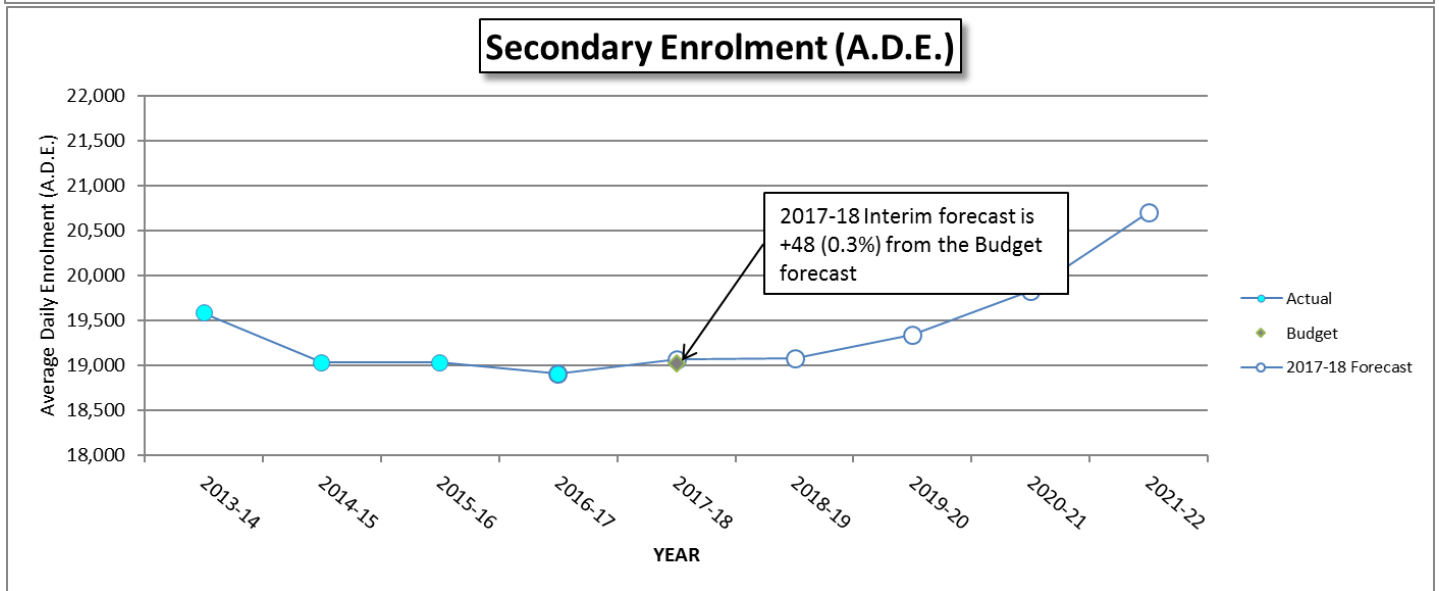
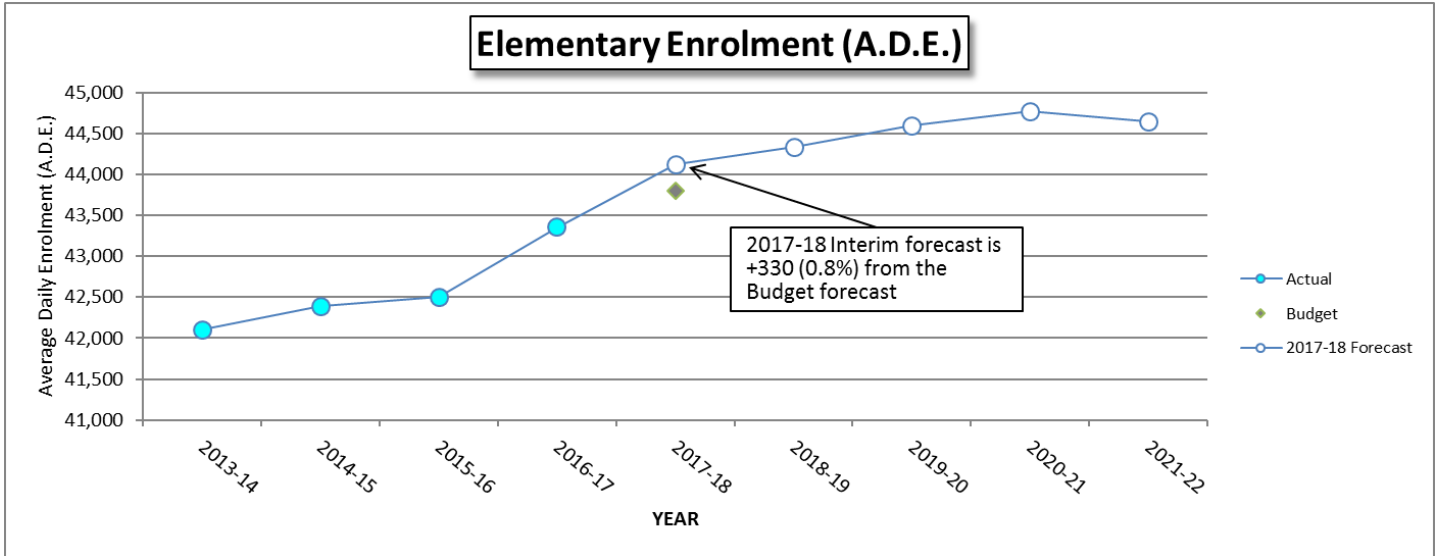
FTE	Budget	Actual October 31st	In-Year Change	
			#	%
Instruction			-	
Classroom Teachers	3,835.90	3,858.10	22.20	0.58%
Non-Classroom	1,977.50	1,973.50	(4.00)	-0.20%
Total Instruction	5,813.40	5,831.60	18.20	0.31%
Non-Instruction	801.00	761.60	(39.40)	-4.92%
Total	6,614.40	6,593.20	(21.20)	-0.32%

Highlights of Changes in Staffing:

- October 31st numbers exclude vacant permanent positions and adjustments for Special Education, ELHT (Con-Ed)

2017-18 Interim Financial Report (Third Quarter- Period Ending April 30, 2018)

Historic and Projected Enrolments with 2017/18 Budget vs Projected Comparison



Waterloo Region District School Board
2017-18 Interim Financial Report (Third Quarter)
PSAB Revenues for the Period Ending April 30, 2018

	2017-18					Material Variance Note
	Budget (Estimates)	% Change from Prior Year Actuals	Forecast	In-Year Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Provincial Grants for Student Needs						
1 Pupil Foundation-Elementary	233,067,207	3.3%	234,585,076	1,517,869	0.65%	1
2 Pupil Foundation-Secondary	111,039,936	2.0%	111,302,819	262,883	0.24%	
3 School Foundation	42,510,675	2.4%	42,730,527	219,852	0.52%	
4 Special Education	85,524,787	3.2%	85,487,966	(36,821)	(0.04%)	
5 French as a Second Language	8,606,252	3.1%	8,641,278	35,026	0.41%	
6 English as a Second Language	8,493,318	2.6%	9,404,289	910,971	10.73%	2
7 Remote and Rural Allocation			42,508	42,508	0.00%	
8 Learning Opportunities	7,722,662	0.4%	7,749,134	26,472	0.34%	
9 Continuing Education	1,571,130	11.6%	1,579,552	8,422	0.54%	
10 High Credit	121,236	19.5%	101,891	(19,345)	(15.96%)	
11 Teacher Q&E	64,042,353	10.9%	65,061,563	1,019,210	1.59%	3
12 New Teacher Induction Program (NTIP)	245,254	(43.9%)	304,427	59,173	24.13%	
13 ECE Q&E	4,152,133	11.2%	4,139,326	(12,807)	(0.31%)	
14 Transportation	16,375,031	2.9%	16,484,302	109,271	0.67%	
15 Admin and Governance	16,951,154	3.1%	17,016,904	65,750	0.39%	
16 Trustees' Association Fee	43,316	0.0%	43,316	-	0.00%	
17 School Operations	58,924,091	1.6%	59,245,697	321,606	0.55%	
18 Community Use of Schools	829,605	4.5%	829,605	-	0.00%	
19 Declining Enrolment	-	0.0%	-	-	0.00%	
20 Temporary accommodation - relocation and leasing	1,785,158	4.9%	1,785,158	-	0.00%	
21 First Nation, Metis and Inuit	944,597	(7.8%)	1,029,107	84,510	8.95%	
22 Safe Schools	1,286,180	2.7%	1,292,542	6,362	0.49%	
23 School Renewal	9,779,318	0.3%	9,819,160	39,842	0.41%	
24 Approved Debt	104,872	0.0%	104,872	-	0.00%	
25 Debt Charges-Interest Portion	7,617,902	(2.3%)	7,416,937	(200,965)	(2.64%)	
26 1% Lump Sum				-		
27 Capital Grant for Land				-		
28 Restraint Savings	(129,030)	0.0%	(129,030)	-	0.00%	
29 Labour Related Enhancements	6,185,319	0.0%	6,303,173	117,854		
Total Provincial Grants for Student Needs (GSN)	687,794,456	3.8%	692,372,099	4,459,789	0.65%	
30 Amortization of Deferred Capital Contributions	34,143,703	100.0%	34,143,703	-	0.00%	
31 Legislative Grants transferred from/(to) Deferred Revenue	479,304	(11399.0%)	1,472,439	993,135	207.20%	4
32 Other Grants	3,422,397	(5.1%)	7,701,715	4,279,318	125.04%	5
Non Grant Revenue						
33 Fees	1,838,400	16.0%	1,962,300	123,900	6.74%	6
34 Transportation Recoveries	27,300	19.8%	27,300	-	0.00%	
35 Rental Revenue	1,689,700	3.8%	1,689,700	-	0.00%	
36 Education Development Charge	10,072,616		10,072,616	-	0.00%	
37 Other Revenue	12,080,581	(12.1%)	11,781,081	(299,500)	(2.48%)	
38 Non Grant Revenue	25,708,597	(2.6%)	25,532,997	(175,600)	(0.68%)	
39 School Generated Funds Revenue	14,000,000	4.8%	14,000,000	-	0.00%	
40 Grants Transferred to Deferred Capital Contributions	(13,779,618)	(16.9%)	(14,393,822)	(614,204)	4.46%	
41 Total PSAB Revenues	751,768,839	4.2%	760,829,131	9,060,292	1.21%	

Waterloo Region District School Board
2017-18 Interim Financial Report (Third Quarter)
PSAB Revenues for the Period Ending April 30, 2018

EXPLANATIONS OF MATERIAL GRANT VARIANCES

- 1 Student enrolment in the elementary panel is forecast to be higher than the budget estimate
- 2 Number of students eligible for ESL/ELD funding higher than budget forecast
- 3 Updated to reflect actual number of eligible teachers based on prior year grid
- 4 Reflects the change in amounts transferred from deferred revenue for Special Education, School Renewal and Interest on Capital
- 5 Additional EPO grants announced after budget submission
- 6 Projected increase in number of foreign students

Waterloo Region District School Board
 2017-18 Interim Financial Report (Third Quarter)
 PSAB Expenses for the Period Ending April 30, 2018

	2017-18					Material Variance Note
	Budget (Estimates)	Forecast	Change			
			\$ Increase (Decrease)	\$ Increase (Decreases)	% Increase (Decrease)	
OPERATING						
Classroom						
Classroom Teachers	392,960,365	395,067,119	2,106,754	2,406,755	0.5%	
Supply Staff	18,404,100	20,679,462	2,275,362	779,362	12.4%	1
Teacher Assistants	34,111,850	33,916,786	(195,064)	132,740	(0.6%)	
Early Childhood Educator	17,338,000	17,572,000	234,000	400,613	1.3%	
Textbooks and Classroom Supplies	14,539,025	15,146,568	607,543	747,258	4.2%	2
Computers	7,247,900	7,247,900	-	69,650	0.0%	
Professionals & Paraprofessionals	27,166,045	27,831,145	665,100	484,652	2.4%	
Library & Guidance	11,715,719	12,086,497	370,778	483,362	3.2%	
Staff Development	4,062,782	4,414,411	351,629	390,671	8.7%	2
Department Heads	1,411,700	1,413,738	2,038	15,604	0.1%	
Principal and Vice-Principals	27,063,082	27,161,340	98,258	358,328	0.4%	
School Secretaries & Office Supplies	16,461,663	16,674,963	213,300	325,201	1.3%	
Teacher Consultants	7,902,310	7,905,810	3,500	62,135	0.0%	
Continuing Education	2,027,587	2,071,401	43,814	63,298	2.2%	
Instruction-Amortization	5,970,332	5,970,332	-	57,373	0.0%	
Less: GSN Funded Tangible Capital Assets	(5,743,300)	(5,743,300)	-	-	0.0%	
Sub-Total Instruction Expenses	582,639,160	589,416,172	6,777,012	6,777,002	1.2%	
Other Expenses						
Board Administration	16,664,495	16,980,378	315,883	315,883	1.9%	
School Operations	61,212,290	61,167,306	(44,984)	355,016	(0.1%)	
Transportation	17,137,992	17,537,992	400,000	-	2.3%	3
Amortization	540,927	540,927	-	-	0.0%	
Less: GSN Funded Tangible Capital Assets	(357,000)	(357,000)	-	-	0.0%	
Sub-Total Other Expenses	95,198,704	95,869,603	670,899	670,899	0.7%	
TOTAL OPERATING EXPENSE	677,837,864	685,285,775	7,447,911	7,447,901	1.1%	
NON-OPERATING						
Pupil Accommodation/Renewal/Debt						
School Renewal	9,779,318	10,893,522	1,114,204	1,114,204	11.4%	4
Debt Charges	7,997,974	7,997,974	-	-	0.0%	
Recoverable Costs	10,240,500	10,534,342	293,842	293,842	2.9%	
Other Non-Operating Expenses	104,872	104,872	-	-	0.0%	
Loss on Disposal of TCA and Assets						
Amortization	28,061,794	28,061,794	-	-	0.0%	
Less: GSN Funded Tangible Capital Assets	(7,679,318)	(8,293,522)	(614,204)	(614,204)	8.0%	
Total Pupil Accommodation Expense	48,505,140	49,298,982	793,842	793,842	1.6%	
Instruction: reflects the adjustment for compensation estimates for centrally ratified	14,000,000	14,000,000	-	-	0.0%	
TOTAL EXPENSES	740,343,004	748,584,757	8,241,753	8,241,743	1.1%	

EXPLANATIONS OF MATERIAL BUDGET VARIANCES

- 1 Forecasted year-end pressure related to an increase in short-term supply costs
- 2 Additional Education Program Other (EPO) grants announced after budget submission
- 3 Increase in driver hourly wage rate from \$16.50 to \$17.50 effective Feb 1/2018
- 4 Allocation of 2016-2017 year end School Renewal deferred revenue

Waterloo Region District School Board
 2017-18 Interim Financial Report (Third Quarter)
 Spending Risk Assessment for the Period Ending April 30, 2018

	Actual to Apr 30/18	Actual to Apr 30/17	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
	% of Forecast Spent	% of Actual Spent		
OPERATING				
Classroom				
Classroom Teachers	68.38%	68.81%	(0.4%)	
Supply Staff	68.83%	68.42%	0.4%	
Teacher Assistants	73.65%	76.75%	(3.1%)	
Early Childhood Educator	74.99%	75.24%	(0.2%)	
Textbooks and Classroom Supplies	61.25%	62.36%	(1.1%)	
Computers	25.32%	57.27%	(32.0%)	1
Professionals & Paraprofessionals	66.16%	70.80%	(4.6%)	
Library & Guidance	72.20%	70.00%	2.2%	
Staff Development	66.02%	71.06%	(5.0%)	
Department Heads	69.89%	68.41%	1.5%	
Principal and Vice-Principals	70.03%	69.62%	0.4%	
School Secretaries & Office Supplies	67.32%	70.14%	(2.8%)	
Teacher Consultants	67.88%	63.26%	4.6%	
Continuing Education	41.04%	43.39%	(2.4%)	
Instruction-Amortization	0.00%	0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	12.16%	52.30%	(40.1%)	
Sub-Total Instruction Expenses	67.94%	68.64%	(0.7%)	
Other Expenses				
Board Administration	66.78%	68.68%	(1.9%)	
School Operations	65.35%	64.19%	1.2%	
Transportation	78.10%	83.52%	(5.4%)	
Amortization	0.00%	0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	110.4%	34.48%	75.9%	2
Sub-Total Other Expenses	67.40%	68.26%	(0.9%)	
TOTAL OPERATING EXPENSE	67.87%	68.59%	(0.7%)	
NON-OPERATING				
Pupil Accommodation/Renewal/Debt				
School Renewal	38.26%	55.33%	(17.1%)	1
Debt Charges	59.24%	68.47%	(9.2%)	1
Recoverable Costs	66.92%	70.60%	(3.7%)	
Other Non-Operating Expenses	0.00%	0.00%	0.0%	
Loss on Disposal of TCA and Assets				
Amortization	0.00%	0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	35.4%	53.61%	(18.3%)	1
Total Pupil Accommodation Expense	26.42%	29.44%	(3.0%)	
Instruction: reflects the adjustment for compensation estimates for centrally ratified	0.00%	0.00%	0.00%	
TOTAL EXPENSES	63.87%	64.75%	(0.9%)	

EXPLANATIONS OF SPENDING RISK ASSESSMENT

- 1 Variations between the year-to-date spending this year and the % spent at this time last year is due to the timing of expenditures only. A budget pressure in these areas is not anticipated.
- 2 Variation relates to carry-over amounts from the prior year which are being expended in 2017-18. A budget pressure in this area is not anticipated.



Report to Committee of the Whole

June 11, 2018

Subject: Grants for Student Needs and Education Program Other Grants 2018-2019

Recommendation

This report is for the information of the Board.

Status

Financial Services has analyzed the Grants for Student Needs and the Education Program Other Grants. Budget discussions will commence at the June 13, 2018 Special Committee of the Whole meeting. Financial Services anticipates presenting to the Board of Trustees a balanced budget for review and approval. The balanced budget was reached through consultation with stakeholders (including parents/guardians, students, community members, and staff), consultation with budget holders, and compliance with applicable Ministry of Education (Ministry) guidelines, legislation and related regulations.

Background

On March 27, 2018 the Ministry issued a series of memorandums with details about funding for the upcoming 2018/2019 school year.

- [2018 B06 Grants for Student Needs Funding for 2018-19](#)
- [2018 B07 2018-19 School Education Programs – Other \(EPO Funding\)](#)
- [2018 SB05 Cash Management Strategy](#)
- [2018 SB09 Grants for Student Needs \(GSN\) 2018-19, Supports and Updates](#)
- [2018 SB10 Special Education Funding in 2018-19](#)

On April 27, 2018, the Ministry of Education issued the Grant for Student Needs (GSN) Technical Paper and detailed projections, which are critical pieces of information required by Financial Services to develop the Board's budget.

The GSN for 2018-2019 is estimated at \$24.53 billion in 2018-2019 which is an increase of \$0.62 billion from the previous school year. The per-pupil funding is projected to be \$12,300 which is an increase of 9.4 per cent since 2012-2013. The main changes to the 2018-2019 GSN include:

- \$72 million in special education to address the current waitlist for assessments and increase services through multi-disciplinary teams and other staffing resources (\$52 million GSN, \$20 million EPO);
- \$46 million to support more than 450 additional teachers who will help Grade 7 and 8 students engage in career and pathways planning that will prepare them for success in high school and beyond;

- \$30 million increase to the Special Incidence Portion allocation, to support students with extraordinary high needs to be successful in school, and \$24.5 million, growing to \$49.5 million in 2019-2020, to fund approximately 180 mental health workers in 2018- 2019 and 400 in 2019-2020. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness and education, early identification and assessment, and improved timely referrals to community mental health services.
- The 2018-2019 GSN also reflects funding for increased enrolment and ongoing investments to meet the requirements of central labour agreements.

The implications of the GSN on the Waterloo Region District School Board (WRDSB) will be provided to the Board of Trustees in detail through the Special Committee of Whole meetings in June 2018. Appendix A contains the Ministry of Education's initial projections of the WRDSB's funding for the 2018-2019 school year. The amounts are based on the information available to the Ministry of Education and do not accurately represent the budget that will be presented to Trustees.

The 2018-2019 GSN and related EPO Grants were announced to the sector on March 26, 2018. Although the associated regulations were enacted by the Lieutenant Governor in Council, the 41st Parliament has been dissolved and the election of the 42nd parliament may affect the implementation of the investments, reforms and changes previously announced.

Financial Implications

No financial implications.

Communications

The Ministry of Education has posted the Grant for Student Needs, Education Program Other Grants and other useful information on its [website](#). The 2018-2019 budget will be discussed at subsequent meetings in June 2018.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services
& Treasurer of the Board
in consultation with Coordinating Council

APPENDIX A - Projected Grants for Student Needs for the 2018-2019 School Year

Grant for Operating of Other Purposes	2017-2018 Revised Estimates	2018-2019 Projections
Pupil Foundation Grant	\$345,887,895	\$354,838,082
School Foundation Grant	42,732,872	43,478,839
Special Education Grant	85,436,463	87,882,259
Language Grant	15,744,482	15,725,978
Indigenous Education Grant	1,029,108	974,543
Geographic Circumstances Grant	42,508	42,411
Learning Opportunities Grant	14,070,777	13,739,265
Safe and Accepting Schools Supplement	1,292,542	1,313,324
Continuing Education and Other Programs Grant	1,681,443	1,712,398
Cost Adjustment and Teacher Qualifications and Experience Grant	69,182,360	68,219,954
Student Transportation Grant	16,484,302	17,198,444
School Board Administration and Governance Grant	17,060,220	18,095,655
School Operations Allocations	60,075,303	61,399,531
School Renewal Allocation	9,821,650	9,880,714
Interest Expense	7,416,937	7,076,216
Non-Permanently Financed Capital Debt	<u>104,872</u>	<u>104,872</u>
Total	<u>\$688,063,733</u>	<u>\$701,682,485</u>



Report to Committee of the Whole

June 11, 2018

Subject: Long Term Fiscal Sustainability and Stability Task Force Quarterly Update

Recommendation

This report is for the information of the Board.

Status

The Long Term Fiscal Sustainability and Stability Task Force (known as Fiscal Task Force) consists of the following members:

- Natalie Waddell, Trustee
- Kathi Smith, Trustee
- Sharlene McHolm, WREA Representative
- Cathy Vollmer-Ashley, SSPA Representative
- Siobhan Watters, SSVPA Representative
- Scott Lomax, Coordinating Superintendent, Student Achievement & Well-Being
- Lila Read, Coordinating Superintendent, Student Achievement & Well-Being
- Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board

The members in attendance at each meeting are as follows:

Member's Name	May 1/18	May 29/18
Natalie Waddell, Trustee	X	X
Kathi Smith		X
Sharlene McHolm, WREA Rep	X	X
Cathy Vollmer-Ashley, SSPA Rep		X
Siobhan Watters, SSVPA Rep	X	X
Scott Lomax, Coordinating Superintendent, Student Achievement & Well-Being	X	
Lila Read, Coordinating Superintendent, Student Achievement & Well-Being		
Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer	X	X

X – Present

Others in Attendance

Name	May 1/18
Dana Liebermann, Manager of Research	N/A

X – Present

As part of the committee's work in preparing the Board's budget for the 2018-19 school year, the Fiscal Task Force developed a survey which was posted to the Board's public website for the purpose of soliciting public feedback. The survey was available from February 20th, 2018 to March 16th, 2018 and received an overwhelming response. With the assistance of the Research Department, the Fiscal Task Force has reviewed the preliminary results of the Budget Survey. Appendix A of this report contains the summary of the review along with next steps.

Background

By way of a Board motion passed on June 23, 2014, the Fiscal Task Force was formed. The Fiscal Task Force was mandated to undertake discussions and consider options and solutions to ensure the long term sustainability and stability of the Board. The Fiscal Task Force's Terms of Reference require quarterly updates to the Board of Trustees.

Financial implications

No financial implications.

Communications

The results of the Budget Survey are contained in the Appendix A of this report.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
in consultation with Coordinating Council.



LONG TERM FISCAL SUSTAINABILITY AND STABILITY TASK FORCE

PRESENTED TO THE COMMITTEE OF THE WHOLE

JUNE 11, 2018

Membership

- 2 Trustees, appointed by Board Chair
- 1 Representative from WREA
- 1 Representative from SSPA
- 1 Representative from SSVPA
- 2 Coordinating Superintendents, Student Achievement & Well-Being
- 1 Coordinating Superintendent, Business Services (Chair)

Membership

- Natalie Waddell, Trustee
- Cindy Watson, Trustee
- Kathi Smith, Trustee
- Sharlene McHolm, WREA Representative
- Siobhan Watters, SSVPA Representative
- Cathy Vollmer-Ashley, SSPA Representative
- Lila Read, Coordinating Superintendent Student Achievement & Well-Being
- Scott Lomax, Coordinating Superintendent Student Achievement & Well-Being
- Matthew Gerard, Coordinating Superintendent, Business Services

Purpose

- The Fiscal Task Force will consider options and solutions that will contribute to the long term fiscal sustainability and stability of the Board.
- The Fiscal Task Force meetings were held the first Tuesday of the month at 5 PM.

2018-2019 Budget Survey

Preliminary results

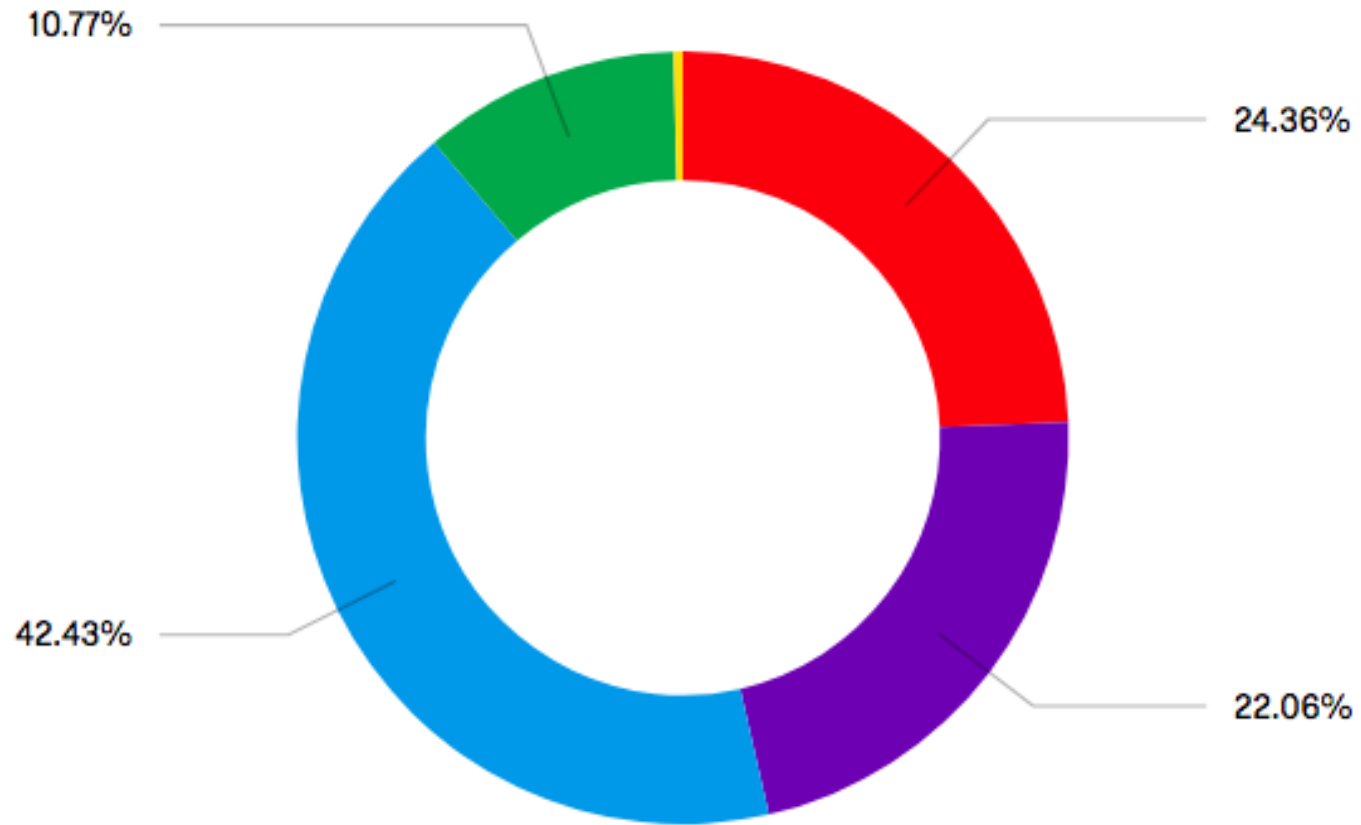
38 Budget Survey Results

- Survey was posted from February 20th to March 16th
- 2300 Respondents
- Thanks to the Research Department and Communications Department

Survey Review

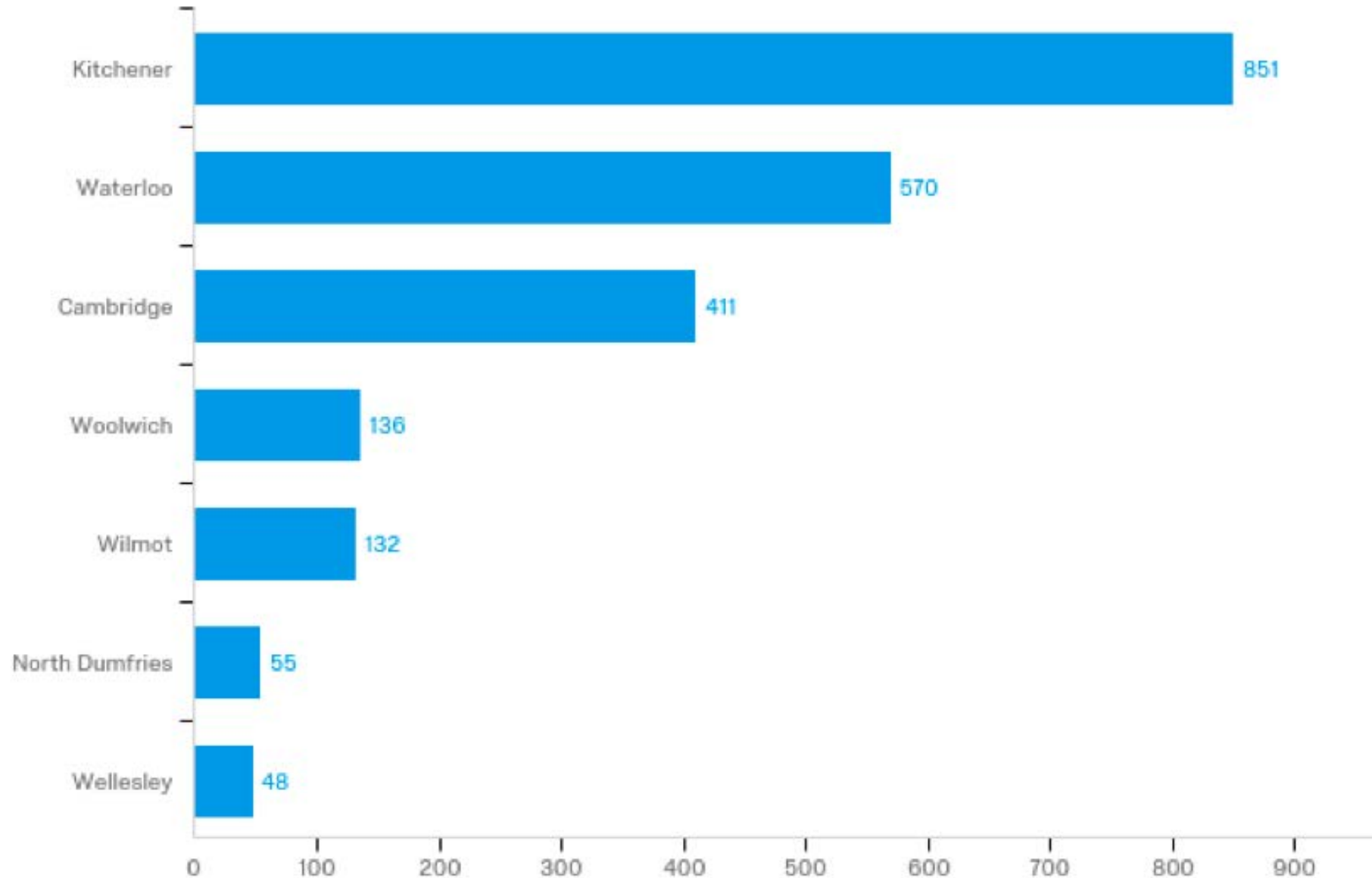
- Fiscal Task Force reviewed the survey responses
- Responses were summarized into key themes
- Key themes analyzed and further refined into actionable next steps

40 Who were the respondents?

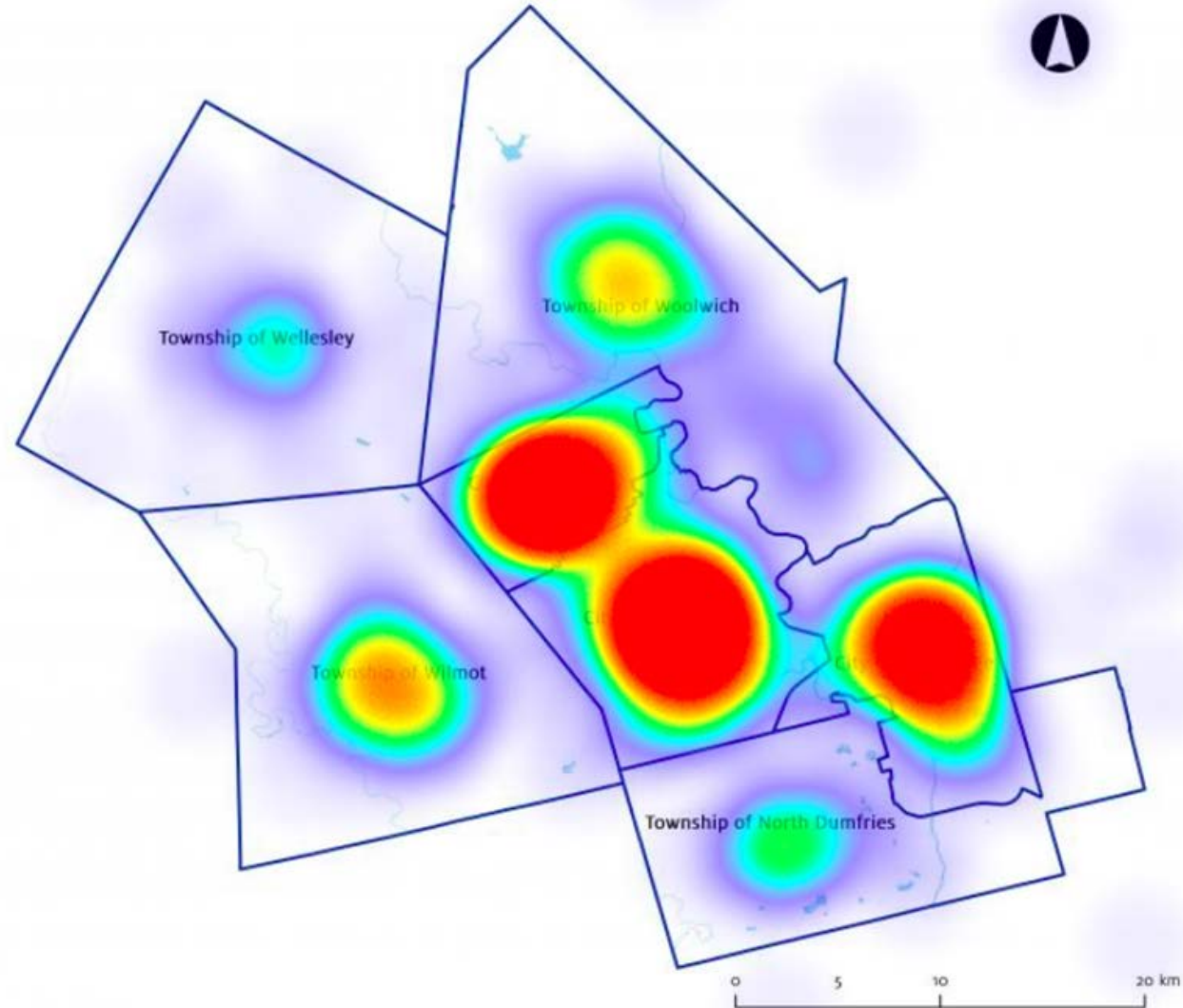


■ Student ■ Staff ■ Parent/Guardian/Caregiver/Grandparent ■ Community Member ■ Other (please specify):

Where were the respondents from?



Where were the respondents from?



Emerging Themes and Suggestions

- Q3 & Q4 – Facilities Services
 - Grouped into categories and ranked based on frequency of response
- Q5 to Q12 – Learning Services & Q13 & Q14 – Human Resources
 - Emerging themes identified by ranking answers ‘very important’ and ‘extremely important’
- Q 15 to Q17 – Communications Services
 - Forwarded to third party conducting the Communications Audit
- Q18 – Financial Services

44 Learning Environments - Schools

What features of the school building/rooms, grounds, and furniture do you feel support an inclusive school community that fosters student achievement and well-being?

Themes	Count
School Buildings/rooms (indoor)	1373
Outdoor spaces	429
Access	334
Furniture	327
Environment	262

Learning Environments - Classrooms

What features of the school building/rooms, grounds, and furniture do you feel support an inclusive school community that fosters student achievement and well-being?

Themes	Count
School Buildings/rooms (indoor)	1373

46 Themes – Operational Goals

- Graduation Rates
 - Early identification of learners who are at risk of not graduating and require literacy and/or numeracy intervention
 - Targeted intervention for students with special education needs
 - Co-operative Education
- Mathematics Learning and Achievement
 - Professional development and support for educators
 - White boards
 - Classroom resources (e.g. algebra tiles)

Themes – Operational Goals

- Student Well-Being
 - Specialized Support Staff (CYWs, EAs, LSTs, PSWs)
 - Diverse co-curricular programming
 - Nutrition for Learning
- Staff Well-Being
 - Mental Health Leadership Training (P, VPs, Managers)
 - Employee & Family Assistance Program
 - Stay at work programs – assistance and supports for staff

48 What's Next?

- Research Department will continue to analyze responses
- Information will be forwarded to appropriate departments to guide their work
- Requests for additional resources will come to Trustees through the 2018/2019 Budget Process
- Next update to the Board of Trustees in Fall 2018

INNOVATING TOMORROW BY EDUCATING TODAY

51 Ardelt Avenue
Kitchener, ON N2C 2R5
tel: 519.570.0003
WEB: WRDSB.CA

2018-2019 Budget Survey

Appendix A: Detailed responses to Budget Survey

Pathways to Graduation

Please rate the importance of the following supports as they relate to graduation rates.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Alternative programming to support a variety of student needs (e.g., U-Turn, Section 23, Summer School, Night School, Lang's Farm, Specialty Classrooms)	2%	7%	18%	36%	37%	1891
Cooperative Education (e.g., Ontario Youth Apprenticeship Program, Specialist High Skills Major, Specialized Online Co-op)	1%	5%	19%	39%	35%	1973
Early identification of learners who are at risk of not graduating and require literacy and/or numeracy intervention (e.g., Early Reading Programs (literacy), Dreambox (mathematics))	1%	2%	10%	28%	59%	1996
Mobile technology (e.g., Chromebooks)	7%	15%	27%	26%	24%	2012
Online Learning (e.g., Blended Learning, e-Learning) and the use of digital technology	5%	17%	34%	27%	17%	1972

Pathways to Graduation

Please rate the importance of the following supports as they relate to graduation rates.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Support teachers focused on re-engaging students who have left the system, to support them through their final requirements for graduation	2%	8%	22%	39%	29%	1961
Student Success Resources (e.g., Credit Rescue, Credit Recovery)	3%	8%	25%	38%	26%	1796
Targeted intervention for students with special education needs (e.g., Access to Technology, Access to Resources)	1%	4%	15%	34%	47%	1971

Please rate the importance of the following resources that support student achievement and well-being in mathematics.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Classroom resources (e.g., algebra titles)	2%	6%	22%	38%	33%	1835
Classroom furniture that allows for various configurations to promote student collaboration and learning at the elementary level	5%	9%	25%	32%	28%	1923
Classroom furniture that allows for various configurations to promote student collaboration and learning at the secondary level	6%	12%	26%	30%	26%	1880
Family Math Nights	18%	22%	34%	18%	8%	1819

Mathematics

Please rate the importance of the following resources that support student achievement and well-being in mathematics.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Home math programs	7%	17%	33%	28%	15%	1816
Mobile technology (e.g., Chromebooks)	11%	18%	28%	23%	20%	1925
Online math resources (e.g., Dreambox, Prodigy, Homework Help Line)	4%	12%	26%	32%	25%	1896
Professional development and support for educators	2%	4%	15%	33%	45%	1894
White boards (e.g., wall mounted and handheld)	3%	9%	22%	34%	32%	1894

Student Well-being

Please rate the importance of the following resources that support student achievement and well-being in mathematics.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Culturally appropriate and inclusive curriculum and pedagogy. Additional details about the Ministry's Equity Action Plan can be found here.	4%	9%	22%	32%	33%	1810
Diverse co-curricular programming (e.g., athletics, arts, clubs, Gay-Straight Alliances, student leadership, student activities)	4%	7%	17%	31%	41%	1866
Healthy school planners-student day planners containing wellness strategies for students	14%	19%	27%	23%	17%	1848
Nutrition for Learning	2%	6%	17%	34%	42%	1771

Student Well-being

Please rate the importance of the following resources that support student achievement and well-being in mathematics.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Program supports for students-programs specifically designed to support the social and emotional well-being of students (e.g., HERO Generation Programming, WITS (Walk away, Ignore, Talk it out, Seek Help), Kognito, safeTALK)	2%	6%	18%	35%	39%	1794
Safe, Caring and Inclusive School Teams (SCIS) - teams formed to promote a positive school climate for all members of the school community	4%	8%	20%	34%	35%	1817
Specialized Support Staff - Child and Youth Workers, Educational Assistants, Learning Support Teachers, Social Workers	1%	2%	10%	24%	63%	1863

Staff Well-being

Please rate the importance of the following resources that support staff well-being.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Employee & Family Assistance Program - promoting resilience; nutrition; advice on child care, elder care, and financial advice; through 24/7 counselling service available to staff	2%	11%	22%	31%	34%	515
Employee Wellness Bulletin Boards at sites to house and promote information about the Employee & Family Assistance Program and other wellness initiatives	14%	25%	32%	19%	11%	519
Mental Health Leadership Training - training principals, vice-principals, and managers to support the mental health needs of their teams	3%	9%	18%	32%	39%	523

Staff Well-being

Please rate the importance of the following resources that support staff well-being.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important	Total
Professional development for staff supporting a mindset of mindfulness and gratitude(e.g., workshop series, Plasticity Application - tool to support personal and professional wellness)	14%	19%	28%	20%	20%	520
Stay at work programs - assistance and supports for staff to allow them to remain at work while coping with mental health challenges	3%	12%	29%	36%	21%	493
Wellness Speaker Series - engaging external presenters that are experts in their respective fields(including mindfulness, professional organizers, and health practitioners)	10%	23%	30%	22%	15%	515

Communications

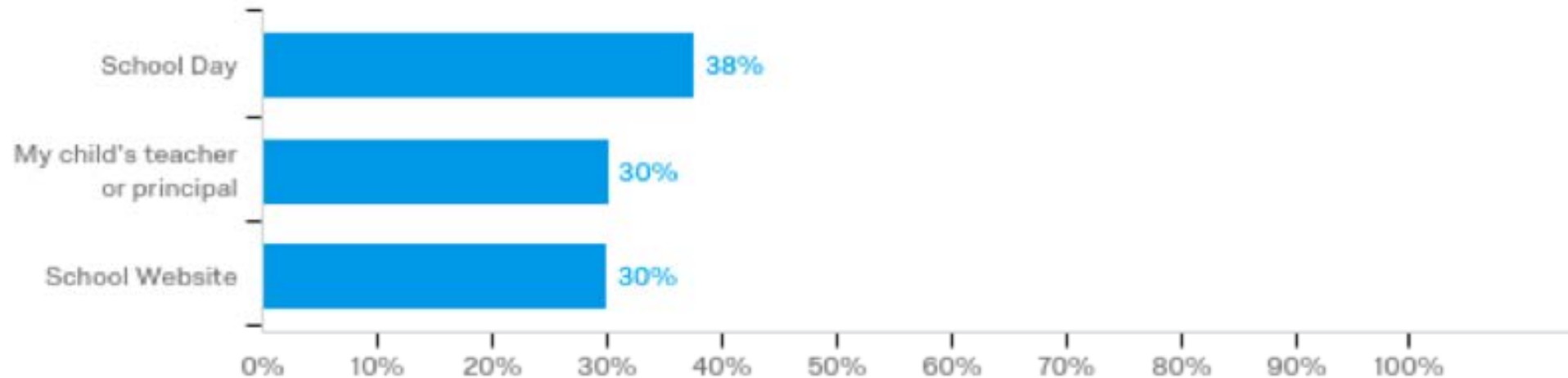
When it comes to WRDSB communication practices, please rate how much you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Overall, I feel well informed on school district issues.	7%	24%	25%	36%	8%	1849
Social media helps me to keep up to date on school district issues.	8%	20%	23%	37%	12%	1836
School publications/websites are helpful in keeping me informed.	5%	14%	19%	48%	15%	1852
In general I find school staff responsive and helpful when I have questions.	3%	8%	15%	47%	27%	1850
In general I find Education Centre staff responsive and helpful when I have questions.	4%	10%	35%	38%	13%	1500
I find WRDSB to be welcoming and interested in my concerns.	8%	15%	36%	32%	10%	1706

Communications

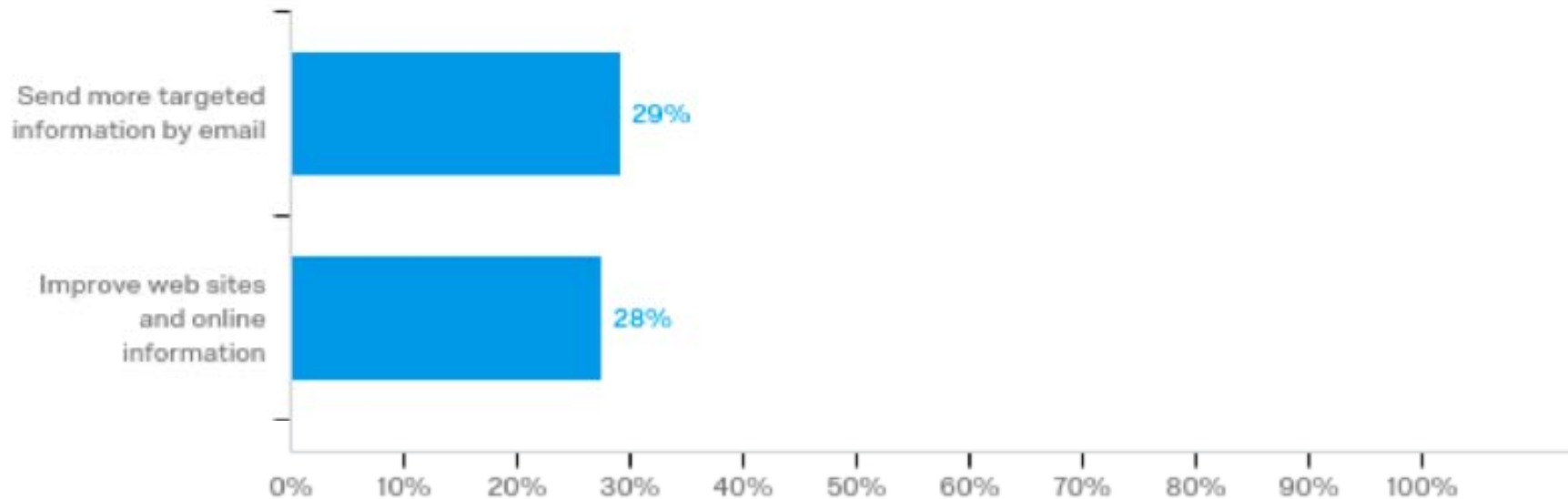
How do you get most of your information about WRDSB?

Top 3 responses:



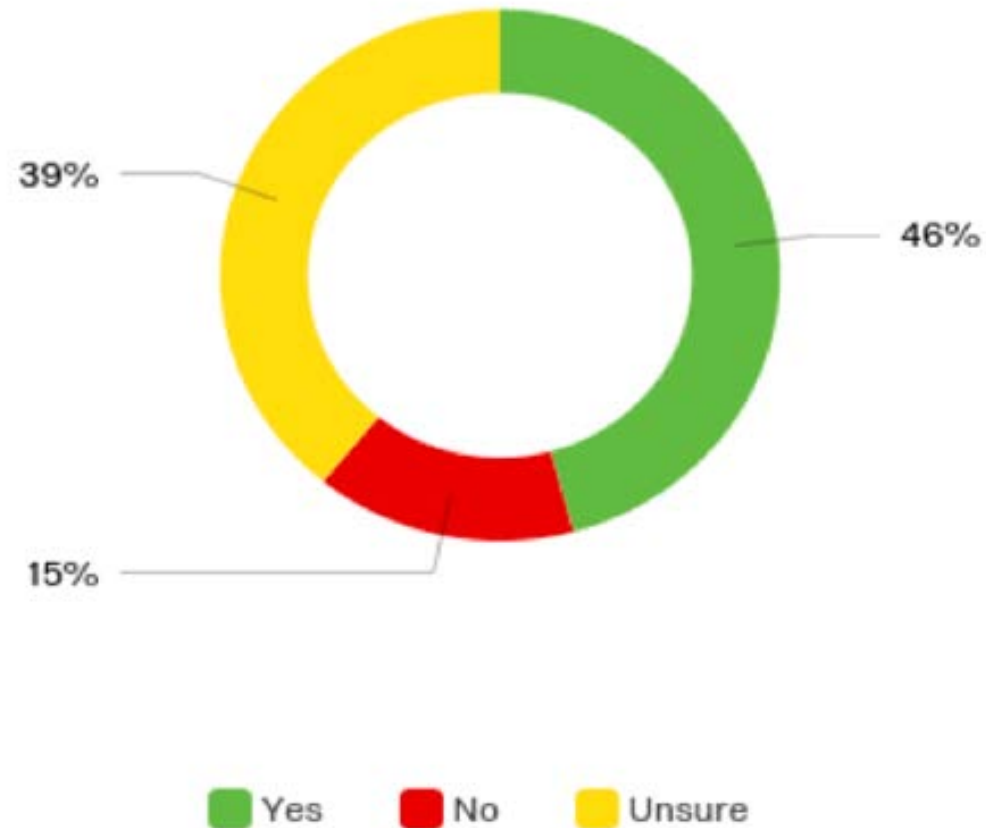
Communications

The most important thing WRDSB could do to improve communication is... (top 2 responses shown)



Allocation Model

Are you supportive of an allocation model that places more emphasis on the socio-economic profile for the school and community?





Report to Committee of the Whole

June 11, 2018

Subject: Ontario Public School Boards' Association – Approval of Membership Fee

Recommendation

That the Waterloo Region District School Board approve Board Policy 3007, and continue with membership in the Ontario Public School Boards' Association for 2018-2019.

Status

To present for review, Board Policy 3007 (Appendix A) regarding membership in the Ontario Public School Boards' Association. Information regarding the services provided by OPSBA can be found at www.opsba.org. These services include labour relations, lobbying, media relations, and professional development. The membership fee is based on a formula connected to a school board's student enrolment. Last year, the fee was \$126,800.69 (including HST), and it is anticipated that the fee for this year will be similar.

If trustees agree to continue their membership in the Association, then approval of a motion to retain Board Policy 3007 will be required as outlined in the recommendation.

Background

Trustees are required to review Section 2.1 of Board Policy 3007, which reads as follows:

Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, with the exception of the year of municipal elections. At that time, Policy 3007 (Membership in OPSBA) will be reviewed at the first Committee of the Whole Meeting in June following the election of board members.

Financial implications

There is an amount incorporated into the budget annually to cover the cost of the OPSBA membership fee.

Communications

No further communication is required at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services, on behalf of Trustee Kathleen Woodcock, and in consultation with Coordinating Council.



MEMBERSHIP IN ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Legal References: *Education Act 191.2(3) – Other Expenses (Board Members).*

Related References: *Board Policy 3003 – Trustee Professional Development*

Effective Date: *June 2000*

Revisions: *March 2007*

Reviewed: *June 22, 2016*

1. Preamble

- 1.1 The Waterloo Region District School Board recognizes the inherent values in maintaining a positive relationship with other public district school boards throughout the Province of Ontario through membership in the Ontario Public School Boards' Association.

2. Membership Renewal

- 2.1 Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, with the exception of the year of municipal elections. At that time, Policy 3007 (Membership in OPSBA) will be reviewed at the first Committee of the Whole Meeting in June following the election of board members.

3. Annual Appointments/Nominations

- 3.1 In accordance with OPSBA's bylaws, appointments to the following positions must be approved by trustees annually in the spring prior to the Annual General Meeting in June:

- Voting Delegate and Alternate for the OPSBA Annual General Meeting;
- Director and Alternate Director on the OPSBA Board of Directors.

- 3.2 In conjunction with the above appointments, trustees may also nominate one of their members for the following positions:

- Executive Officers - President, First Vice-President, Second Vice-President (any trustee from a member board is eligible for nomination);
- Regional Vice-President/Chair - Central West Region (any trustee from a member board in the Central West Region is eligible for nomination);
- Regional Vice-Chair - Central West Region (any trustee who is appointed by a district school board to the OPSBA Board of Directors is eligible for nomination);
- Regional Appointment to Core Issue Work Groups.

4. OPSBA Expenses

- 4.1 Expenses incurred by trustees while attending OPSBA events will be reimbursed in accordance with Board Policy 3003 – Trustee Professional Development.