

March 22, 2021

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held via video conference, on **Monday, March 22, 2021, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Policy and Governance

01	Board Policy 1013 - First Nation, Metis and Inuit Voluntary Self-Identification	P. Rubenschuh
05	Board Policy NEW - Human Rights	D. Ahluwalia / P. Rubenschuh
11	Board Policy 4003 - Trespassing	B. Lemon / M. Gerard
13	Board Policy 4011 - School Parking Lot Safety	M. Weinert
15	Board Policy 5000 - Employment (previously named Staffing)	M. Weinert

Reports

19	Fiscal Task Force Quarterly Report	M. Gerard
21	2020-21 Interim Financial Report and Forecast	M. Gerard / N. Landry
36	Major Capital Projects Quarterly Update COVID-19 Pandemic - Verbal Update	M. Gerard / J. Veit J. Bryant / L. Read
39	Motion: Policy Working Group	Trustee J. Herring

Board Reports

Ad Hoc School Naming Committee Update	Trustee K. Woodcock
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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>April 20, 2015, January 11, 2016, March 2021</i>
<i>Reviewed:</i>	<i>March 6, 2017, November 19, 2018, March 2021</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 the 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 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~~ **The Original Peoples of this land now called Canada** 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 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~~ **the Original Peoples of this land now called Canada** 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 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 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 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 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 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 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.



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HUMAN RIGHTS POLICY

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	Board Policy 1008 - Equity and Inclusion Board Policy 1004 - Harassment Board Policy 1002 -Occupational Health and Safety Board Policy 1009 - Violence in the Workplace Board Policy 6000 -Safe Schools Board Policy 6001 - Code of Conduct Board Policy G021 - Trustee Code of Conduct Board Policy 1012 - Religious and Creed Accommodations Administrative Procedure 1230 - Religious and Creed Accommodations Administrative Procedure 3720 - Racial, Religious, and Ethnocultural Harassment Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment Administrative Procedure 3730 - Sexual Harassment Guidelines Administrative Procedure 3760 - Progressive Discipline Policy on Preventing Discrimination Based on Creed, Ontario Human Rights Commission, 2015 Policy on Competing Human Rights, Ontario Human Rights Commission, 2012
Effective Date:	<i>March 29, 2021</i>
Revisions:	
Reviewed:	

1. Preamble

The Waterloo Region District School Board (WRDSB) is committed to providing working and learning environments that are free of discrimination and harassment, where all individuals are treated with respect and dignity, and can thrive and fully contribute. We recognize the dignity and worth of every person and provide equal rights and opportunities without discrimination.

2. Commitments

- 2.1 The WRDSB is dedicated to providing welcoming, inclusive, caring and safe schools and workplaces and will promote and enforce appropriate standards of conduct at all times.
- 2.2 The WRDSB is committed to meeting its obligations under Ontario’s Human Rights Code in addressing human rights complaints in a fair, equitable and timely manner that contributes to the protection and promotion of human rights.

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- 2.3 The WRDSB is committed to identifying and eliminating or modifying policies, procedures, systemic or personal practices that create barriers to opportunities or benefits that are generally available, where such a barrier is related to a ground protected by the Ontario Human Rights Code and is not a requirement, qualification, or factor implemented in good faith and legitimate in the circumstances and permitted by law.
- 2.4 The WRDSB is committed to providing mandatory human rights, anti-oppression and anti-racism training and education for all WRDSB staff. Trustees and students will also be engaged in learning to support their knowledge and understanding of human rights and responsibilities pursuant to the Ontario Human Rights Code.
- 2.5 The WRDSB is committed to honouring the remedial nature of the Ontario Human Rights Code and will view complaints as an opportunity for learning, improvement, responsibility taking and healing.

3. Application of the Policy

This policy applies to ensure that the WRDSB provides services and work environments free of discrimination and harassment, in alignment with the Ontario Human Rights Code.

This policy applies to all WRDSB students, employees, trustees and other users such as members of consultative committees, clients of the Board, parents, volunteers, permit holders, contractors, and employees of organizations not related to the Board but work on or are invited onto Board premises.

This policy also covers discrimination and harassment by such persons which occurs outside of study or work spaces, and which are proven to have repercussions that adversely affect the Board's learning or working environment.

The person receiving the complaint would need to establish "prima facie" discrimination (discrimination on its face). A complainant would need to identify that they have a characteristic protected from discrimination (see section 4), they have experienced an adverse impact through their engagement with the school board, and that the protected characteristic was a factor in the adverse impact.

This Policy is not intended to discourage or prevent persons from exercising any other legal rights they may have pursuant to any other law, including the right to file a complaint with the Human Rights Tribunal of Ontario or any other administrative law process. Employees may also have rights under collective agreements that will give them other choices for dealing with a problem.

Allegations of harassment by WRDSB employees will be dealt with under the [Violence in the Workplace Policy \(1009\)](#) and [Prevention and Resolution of Workplace Harassment Administrative Procedure \(3740\)](#), and allegations by or about students will be dealt with under the [Safe Schools Policy \(6000\)](#) and [Code Of Conduct Policy \(6001\)](#) for students. Complaints of discrimination and/or harassment against a Trustee will be addressed under the [Trustee Code of Conduct \(G201\)](#).

4. Protected Grounds

This policy prohibits discrimination or harassment based on the following grounds, as indicated in the Ontario Human Rights Code:

- Age
- Creed (religion)
- Sex (including pregnancy and breastfeeding)

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- Sexual orientation
- Gender identity
- Gender expression
- Family status (such as being in a parent-child relationship)
- Marital status (including married, single, widowed, divorced, separated or living in a conjugal relationship outside of marriage, whether in a same-sex or opposite-sex relationship)
- Disability (including mental, physical, developmental or learning disabilities)
- Race
- Ancestry
- Place of origin
- Ethnic origin
- Citizenship
- Colour
- Record of offences (criminal conviction for a provincial offence, or for an offence for which a pardon has been received)
- Association or relationship with a person identified by one of the above grounds
- Perception that one of the above grounds applies

The policy also prohibits discrimination or harassment based on any combination of these grounds. People may experience discrimination and harassment based on the intersection of multiple grounds of discrimination (intersectionality).

Persons who believe that they have been subjected to harassment and/or discrimination are encouraged to express concerns and register complaints. The WRDSB policy prohibits acts of retaliation or reprisal against an individual complainant or witness. All complaints of retaliation or reprisal must be immediately reported to a Principal, supervisor or manager.

Complaints of harassment, discrimination or reprisal will be promptly investigated. With respect to WRDSB employees, remedial action, which may include disciplinary action, will be taken, where appropriate, as per progressive discipline procedures.

5. Key Concepts

5.1 Discrimination: means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage one or more individuals based on grounds protected by the Code. Discrimination may take obvious forms, or it may happen in very subtle ways. It can be perpetrated by individuals, or by the system, institution or organization. Racism, and specifically anti-Indigenous and anti-Black racism, are often experienced through systemic discrimination (see 5.7). Even if there are many factors affecting a decision or action, if discrimination is one such factor, it constitutes a violation of this policy.

This Policy does not prohibit discrimination under special programs for advancing reasonable accommodation, equity programs and or pilot projects with the goal of achieving equity and inclusion for members of historically marginalized communities.

5.2 Harassment: means a course of comments or actions (including physical harassment) that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this Policy. Harassment can occur in person or online. Personal conflict and reasonable action taken by the employer or supervisor

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relating to the management and direction of staff or the workplace is not harassment. Harassment can occur based on any of the grounds of discrimination.

5.2.1 Examples of harassment include:

- Epithets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age, or any other ground
- Posting or circulating offensive pictures, graffiti or materials, whether in print form or via e-mail or other electronic means
- Singling out a person for humiliating or degrading "teasing" or jokes because they are a member of a Code-protected group
- Comments ridiculing a person because of characteristics, that are related to a ground of discrimination. For example, this could include comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed. If a person does not explicitly object to harassing behaviour, or appears to be going along with it, this does not mean that the behaviour is acceptable. The behaviour could still be considered harassment under the Code.

5.3 Sexual Harassment: a form of harassment with explicit or implicit sexual overtones.

5.3.1 Examples of sexual and gender-based harassment can include:

- Gender-related comments about a person's physical characteristics or mannerisms
- Paternalism based on gender which a person feels undermines his or her self-respect or position of responsibility
- Unwelcome physical contact
- Suggestive or offensive remarks or innuendoes about members of a specific gender
- Propositions of physical intimacy
- Gender-related verbal abuse, threats or taunting
- Leering or inappropriate staring
- Bragging about sexual prowess or questions or discussions about sexual activities
- Offensive jokes or comments of a sexual nature about an employee or client
- Rough and vulgar humour or language related to gender
- Display of sexually offensive pictures, graffiti or other materials including through electronic means
- Demands for dates or sexual favours
- Sexual solicitation or advances by persons in a position to grant or deny a benefit to the recipient

5.4 Poisoned environment: a poisoned environment is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned environment.

5.5 Malicious complaint: A claim that is deliberately and maliciously filed in order to damage the reputation of a person or group, or otherwise filed in bad faith, or which is known or ought to have reasonably been known by the complainant to have no reasonable basis in fact may be considered harassment and a violation of this policy.

5.6 Reprisal: Reprisal is the negative treatment or suggestion of negative treatment of a person because of their involvement in a human rights complaint, investigation or resolution process. Reprisals are grounds for a complaint under the Human Rights Policy.

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5.7 Systemic Discrimination: Institutional practices, attitudes, systems or structures that operate to limit an individual's or group's right to opportunities, or exclude an individual or group from participation on the basis of a prohibited ground. It is a pattern of discrimination that arises out of apparently neutral institutional policies or practices, that may be self-reinforcing and/or reinforced by institutional structures and power dynamics that create disproportionate adverse impacts, barriers to opportunities generally available and/or the differential and unequal treatment of members of certain groups. Systemic discrimination does not occur when the requirement, qualification or factor is in good faith and legitimate in the circumstances or is permitted by law.

5.8 Workplace Harassment: A form of personal harassment that involves engaging in a course of vexatious comment or conduct against a worker in a workplace, where such conduct is known or ought reasonably to be known to be unwelcome. Workplace harassment does not include legitimate performance management of an employee.

5.9 Hate Group Activities: Hate group activities represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Hate groups generally label and disparage people who may include immigrants, people with disabilities, members of particular racial, religious or cultural groups, and people who are 2SLGBTQIS+. Hate group activities will not be tolerated. Such activities contravene this policy, and other potential board policies related to school safety and may also contravene the Criminal Code of Canada.

5.10 Competing Rights: Involve situations where parties to a dispute claim that the enjoyment of an individual or group's human rights and freedoms, as protected by law, would interfere with another's rights and freedoms. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the legal entitlements of another party or parties. In situations where competing rights may be involved, the WRDSB will follow the Ontario Human Rights Commission's organizational process for addressing competing human rights.

6.0 Complaints

Anyone who is covered by this Policy is entitled and encouraged to use the process to complain about any discrimination and harassment they face.

In addition, nothing in any of the Board's procedures precludes individuals who believe they are targets of (or have witnessed) discrimination and harassment from directly expressing that the behaviour is inappropriate and must stop immediately. Many complaints can be resolved quickly and effectively using this approach. In order to stop discrimination and harassment, supervisory, administrative and managerial personnel must expeditiously address and attempt to resolve complaints under this policy and involve the Human Rights Branch as appropriate.

7. Roles and Responsibilities

The WRDSB and all individuals who provide and receive services from the WRDSB are expected to uphold and abide by this Policy, by refraining from any form of harassment or discrimination, and by cooperating fully in any investigation of a harassment or discrimination complaint.

Managers, administrators and educators have the additional responsibility to act immediately if they observe, or receive allegations of harassment or discrimination. Managers and administrators are responsible for creating and maintaining an organizational environment that is free from harassment and discrimination, and should address all issues of harassment and discrimination.

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The WRDSB has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all employees and individuals who receive services. It must be ever vigilant of anything that might interfere with this duty. In fostering this environment, the WRDSB expects that everyone will:

- be aware of and sensitive to issues of discrimination and harassment through ongoing professional learning
- support individuals who are, or have been, targets of discrimination and harassment.
- prevent discrimination and harassment
- take reasonable steps to remove any discriminatory barriers in employment policies and practices and in accessing programs, resources, and facilities
- take all allegations of discrimination and harassment seriously and respond promptly using established protocols
- provide positive role models
- not demonstrate, allow or condone behaviour contrary to this policy, including reprisal
- report immediately to the Human Rights Branch any hate group activity

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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</i> <i>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, March 22, 2021</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 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~~ **WRDSB** 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.



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>
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SCHOOL PARKING LOT SAFETY

Legal References: *Education Act*

Related References:

Effective Date: *May 2004*

Revisions: *February 2016, June 12, 2017, March 29, 2021*

Reviewed: *November 12, 2018*

1. It is the policy of the Waterloo Region District School Board ("WRDSB") to ensure that student safety is the priority when schools establish guidelines for the managing of traffic in school driveways and parking lots, recognizing that:
 - 1.1 elementary students in Junior Kindergarten through to Grade six (6) must not be used to actively manage or direct traffic;
 - 1.2 students in grades seven (7) to twelve (12) may assist only during special events, with training, direct supervision, and the required safety equipment.

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Related References:

Effective Date: *May 2004*

Revisions: *February 2016, June 12, 2017*

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Waterloo Region
District School Board

Board Policy 5000

STAFFING EMPLOYMENT (FAIR, EQUITABLE, AND INCLUSIVE HIRING)

Legal References:	<p><u>United Nations Declaration on the Rights of Indigenous Rights (UNDRIP)</u> <u>Ontario Human Rights Code</u> <u>Ontarians with Disabilities Act</u> <u>The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) Integrated Accessibility Standards Regulation 191/112</u> <u>Regulation 298 Operation of Schools - General (OREG 435-00)</u></p>
Related References:	<p>Ontario Human Rights Code, 1990 Board Policy 5001: Appointment of Principals and Vice-Principals; Elementary and Secondary Board Policy 5010: Employment and Placement of Relatives Administrative Procedure 3340: The Selection of Personnel for Positions of Added Responsibility; Principal and Vice-Principal Administrative Procedure 3350: The Selection of Teaching Personnel for Positions of Added Responsibility; Coordinator, Consultant Administrative Procedure 3360: The Selection of Teaching Personnel for Positions of Added Responsibility; Department Head, Assistant Department Head Administrative Procedure 3370: Employee Candidate Screening, Interviewing and Selection Administrative Procedure 3600: Selection Procedure for ESS/OSSTF and ESS/OSSTF Related Positions Administrative Procedure 4360 – Principles of Business Conduct for Board Employees</p>
Effective Date:	February 23, 1998
Revisions:	March 7, 2016, March 22, 2021
Reviewed:	February 13, 2017, April 23, 2018

1. ~~It is the policy of the Waterloo Region District School Board, in compliance with legislation contained in the Ontario Human Rights Code, 1990, to ensure that all members of the instructional, support and supervisory staff are employed through an equitable and transparent process, and/or promoted based qualifications, merit, and professional ability, recognizing that it is the aim of the Board to attract, develop, retain competent employees in all job classifications, and reflect the diversity of the Waterloo Region community.~~

Preamble:

1. The Waterloo Region District School Board (“WRDSB”) recognizes that, consistent with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms, employment practices and procedures at all levels should reflect, demonstrate understanding of, express a value in, and respond to a diverse population.

It is the policy of the WRDSB, to ensure that all staff are employed through a fair, equitable and transparent process, and/or promoted based qualifications, merit, and professional ability, lived experience and work experience and reflect the diversity of the students it serves and the Waterloo

Region community. It is the aim of the Board to attract, develop and retain competent employees in all job classifications and provide a workplace environment that is inclusive, welcoming and equitable to all.

2. Policy:

- 2.1 Equitable recruitment, hiring, employment and promotion practices shall be applied to all applicants and employees of the Board and shall consider individuals who self identify as Indigenous persons, members of racialized communities, gender identity/women, members of the 2SLGBTQ+ community, persons with disabilities, and members of other historically marginalized communities, protected under the *Ontario Human Rights Code*.
- 2.2 Increasing diversity of the workforce in the school board is vital because the workforce should be reflective and representative of the students and community it serves.
- 2.3 In keeping with our commitment to hiring, promoting and retaining the most qualified staff, ongoing emphasis will be placed on the development and communication of these principles throughout the Board via administrative procedures.

3. Diversity, Equity, and Human Rights

- 3.1 The promotion and support for human rights in the context of employment, as protected under the Ontario Human Rights Code is vital to achieving a diverse and representative workforce to meet the needs of the diverse student body of the WRDSB.

The way to achieve an inclusive, diverse and representative workforce is to:

- value, promote and encourage the hiring of staff from under-represented communities;
- ensure all employment policies and practices are non-discriminatory;
- work to intentionally identify and remove barriers for marginalized communities when identifying and setting job requirements and employment conditions at each stage of the hiring process.

4. Qualifications and Merit

- 4.1 Although hiring policies must adhere to the qualification requirements set out in applicable Regulation (e.g. Regulation 298, "Operation of Schools – General"), the Board recognizes the importance of the following when developing its selection and evaluation criteria:

- valuing applicants' additional experiences, lived experience, skills, backgrounds and perspectives;
- granting first consideration, where the skills, ability, and qualifications of the applicants are relatively equal, to applicants who self-identify as members of historically under-represented communities.

Where a collective agreement governs the hiring or promotional process, this will be done in a manner that is consistent with the Board's collective agreement obligations.

5. Fairness and Transparency

- 5.1 In recognition of its commitment to accountability as a fair, equitable and inclusive employer, the Board will implement and sustain the following mechanisms to help ensure that candidates are evaluated through a fair and transparent process:

- a conflict of interest disclosure process;
- bona fide job requirements and qualifications, while following the requirements as outlined in the applicable Regulation 298, Operation of Schools - General;

- where possible, diverse hiring panels to draw on the different experiences, skill sets, and educational and professional backgrounds in the Board;
- objective evaluation criteria and structured interview questions that prevent selection bias.

6. Monitoring and Evaluation

6.1 In further demonstration of its accountability to employment equity principles and guided by its obligations under the *Ontario Human Rights Code*, the Board will monitor, evaluate and review the effectiveness of its hiring policy on a regular basis. This evaluation process will include:

- assessing the skills and competencies of its workforce and identifying any gaps;
- developing and implementing a response plan to ameliorate the identified gaps
- collecting workforce demographic data, determining the diversity of the workforce and identifying any gaps in representation;
- developing and implementing a strategy to support the enhancement of diverse representation across all levels of the workforce;
- ensuring all employment systems, policies, procedures, and practices are non-discriminatory and free from systemic barriers.

7. Special Programs

7.1 The *Ontario Human Rights Code* enables organizations to develop and implement programs to help members from historically disadvantaged groups, which have experienced hardship, economic disadvantage, inequality, or discrimination. Such programs strive to achieve substantive equity by creating opportunities for people and groups who face disadvantage and discrimination.

Where the Board determines that specific marginalized communities are demonstrably under-represented within the Board's workforce, the Board will consider implementing special programs to aid in creating employment opportunities for under-represented groups within our community. Such programs are expressly protected under the *Code*.



Board Policy 5000

STAFFING

Legal References:

Related References:

Ontario Human Rights Code, 1990
Board Policy 5001: Appointment of Principals and Vice-Principals; Elementary and Secondary
Board Policy 5010: Employment and Placement of Relatives
Administrative Procedure 3340: The Selection of Personnel for Positions of Added Responsibility; Principal and Vice-Principal
Administrative Procedure 3350: The Selection of Teaching Personnel for Positions of Added Responsibility; Coordinator, Consultant
Administrative Procedure 3360: The Selection of Teaching Personnel for Positions of Added Responsibility; Department Head, Assistant Department Head
Administrative Procedure 3370: Employee Candidate Screening, Interviewing and Selection
Administrative Procedure 3600: Selection Procedure for ESS/OSSTF and ESS/OSSTF Related Positions.

Effective Date: *February 23, 1998*

Revisions: *March 7, 2016*

Reviewed: *February 13, 2017, April 23, 2018*

1. It is the policy of the Waterloo Region District School Board, in compliance with legislation contained in the Ontario Human Rights Code, 1990, to ensure that all members of the instructional, support and supervisory staff are employed through an equitable and transparent process, and/or promoted based qualifications, merit, and professional ability, recognizing that it is the aim of the Board to attract, develop, retain competent employees in all job classifications, and reflect the diversity of the Waterloo Region community.



Report to Committee of the Whole

March 22, 2021

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:

- Laurie Tremble, Trustee
- Kathleen Woodcock, Trustee
- Sean Finn, Waterloo Region Elementary Administrators (WREA) Representative
- Sharlene McHolm, Waterloo Region Elementary Administrators (WREA) Representative
- Krista Tucker Petrick, Secondary School Vice Principal Association (SSVPA) Representative
- Siobhan Watters, Secondary School Principal Association (SSPA) Representative
- Lila Read, Associate Director
- Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board

The members in attendance at each meeting are as follows:

Member's Name	February 9/21
Natalie Waddell, Trustee	X
Kathleen Woodcock, Trustee	X
Sean Finn, WREA	
Sharlene McHolm, WREA	X
Krista Tucker Petrick, WREA	X
Cathy Vollmer-Ashley, SSPA	X
Siobhan Watters, SSVPA/SSPA	X
Lila Read, Associate Director	X
Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer	X

X – Present

Others in Attendance

Name	Feb 9/21
Dana Liebermann, Manager of Research	X

X – Present

The committee met once in February 2021 to discuss the Board’s annual budget survey. Responding to the ongoing COVID-19 pandemic is the top priority of the WRDSB. Ensuring students, staff and families have the necessary resources to effectively participate in learning and work remains a focused area of spending for the WRDSB. Further, as the WRDSB responds to the pandemic, it has little flexibility in the use of its financial resources. Finally, stakeholders have been given additional opportunities to provide feedback into the WRDSB’s operations through various surveys during the 2020-2021 school year. Therefore, the Fiscal Task Force unanimously agreed that the 2021-2022 budget survey will not proceed.

The budget survey is a valuable tool for both Trustees and Staff as we develop a sustainable budget that supports our system’s ability to attain high levels of achievement and well-being. The Fiscal Task Force intends to resume administration of the budget survey in our next school year which will inform the 2022/2023 school year budget.

Background

By way of a Board motion passed on June 23, 2014, the Fiscal Task Force was established. The mandate of the Fiscal Task Force is to undertake discussions, 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

During the 2021/2022 budget process, the WRDSB will communicate on its website the opportunity for interested parties to delegate to the Board of Trustees.

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



Report to Committee of the Whole

March 22, 2021

Subject: 2020-21 Interim Financial Report and Forecast

Recommendation

This report is for the information of the Board.

Status

The Board of Trustees (Board) approved the 2020-21 operating budget on [August 10, 2020](#), and at that time the expected in-year deficit was \$7.17M, or 1.0% of operating revenues.

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. 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 and directives;
- The board's underlying financial position (accumulated surplus/ deficit); and,
- The board's [strategic plan and operational goals](#);

The information contained in this report is based on financial results up to February 28, 2021 (Q2). The ability of staff to significantly alter our forecast of the year-end financial position is limited by the uncertainty regarding the COVID19 pandemic and its impact on our operations over the next six months. Given these factors, staff have not adjusted the forecast of the in-year deficit that was shared as part of the Q1 report on [January 18, 2021](#), which was a deficit of \$10.0M; comprised of board funded COVID19 expenses of \$6.54M and non COVID19 expenses of 3.46M. This forecast remains volatile for the reasons noted above.

The 2020-21 Q2 Interim Financial Report, comparing the budget to the forecasted year-end position, is attached as [Appendix A](#).

Key Budget Risks

As noted in presentations to Trustees on [August 10, 2020](#), and [January 18, 2021](#), the unprecedented situation presented by the COVID19 pandemic has introduced a number of budget risks for the WRDSB. The following represent key risk areas which continue to cloud our forecast of year-end results.

Revenues

- As part of the 1st Quarter (Q1) report which was provided on [January 18, 2021](#), staff identified revenue risks associated with Student Enrolment, French as a Second Language (FSL), and the board's Extended Day Program. Increases in government transfers, through Priorities and Partnerships Funding (PPF), as well as enrolment stabilization funding are expected to largely offset these funding risks. No material changes in these areas have been identified.
- Subsequent to the Q1 report, the Provincial and Federal Governments announced additional funding for school boards. A brief description of the funding announcements is provided below, but as these investments are “targeted” towards specific priorities identified by the respective government bodies, we do not anticipate that they will have a material impact on our year-end operating budget.
- COVID-19 Resilience Infrastructure Stream
 - Background: In memorandum [2020:B20](#), the Ministry of Education announced up to \$700M in combined federal-provincial funding through the Canada Infrastructure Program (ICIP) was being made available for education-related infrastructure projects. School boards were required to submit eligible projects which met the following key criteria:
 - promoting occupant health and safety;
 - improving facility condition (e.g., optimize air quality and water refilling stations that also improve access to safe drinking water);
 - enhancing physical distancing; and
 - facilitating distance learning (e.g., network and broadband infrastructure)
 - In-year change: Approved funding through the resilience infrastructure stream amounts to \$26.23M. This amount is shown in [Appendix A](#) of the report under Summary of Capital to be Financed.
 - Impact: As noted in the March 22, 2021, report “Annex A - 2021-2022 Federal COVID-19 Resilience Infrastructure Stream (CVRIS) Funding”, these funds will allow for completion of several window replacement, HVAC, washroom upgrades and additional wireless access points.
 - Strategy: Facilities Services staff are working to develop project plans to ensure that projects funded through this program are completed by the December 31, 2021, deadline. A formal update on this initiative is provided in the report noted above.

- Federal Safe Return to Class Fund (Phase 2)
 - Background: In [August 2020](#), the Federal government announced the Safe Return to Class Fund, with an initial investment of \$381M to support initiatives related to school reopening, including health and safety, personal protective equipment (PPE), student transportation, and remote learning. The WRDSB's portion of phase one funding was reflected in the Q1 update, and totalled \$6.39M. In memorandum [2021:B01](#), the Ministry of Education announced phase two of Federal Funding through the Safe Return to Class Fund. Totalling \$381M, the second phase of funding is focused on priorities to support the learning, health and safety of students for the remainder of the 2020-21 school year. These include:
 - Optimizing Air Quality and Ventilation
 - Health and Safety Funding (PPE, Critical Supplies and Equipment)
 - Student Transportation (Health and Safety Measures)
 - Additional Devices (Laptops, Tablets)
 - In-year change: Approved funding through phase two of the Federal Safe Return to Class Fund is projected to be \$6.11M. The amount is included in [Appendix A](#) of the report, but the total has been split based upon the specific allocations that have been announced for the items noted above.
 - Impact: These additional investments will assist the WRDSB in its efforts to enhance the health and safety of our school buildings, as well as increase the number of devices we can deploy to students and staff to ensure the continuity of learning should further disruptions to in-class learning occur.
 - Strategy: Financial Services staff are working closely with Facility Services and Information Technology Services to put plans in place to expend the funds noted above; this includes the ordering of over 13,739 chromebooks to help support a revitalized computer plan in 2021-22 and ensure continuity of learning for more students across our system.

Expenditures

- As part of our Q1 report we provided information to explain expenditure increases for Classroom Teachers, Supply Costs, Textbooks and Classroom Supplies, Professionals and Paraprofessionals, Principals and Vice Principals, as well as School Operations. No further variances have been identified subsequent to the Q1 report for these areas, so they are not specifically addressed below.

- Technology
 - In-year change: Total expenditures on technology (primarily computers) is projected to be \$3.95M higher than the budget forecast, an increase of 57.9%.
 - Impact: The increase in expenditures for computers is the result of additional funding received through various PPF grants, as well as phase two of the Federal Safe Return to Class Fund.
 - Strategy: As noted previously in this report, Financial Services and Information Technology Services have worked with our technology vendors to secure a significant amount of devices, which are scheduled to arrive and be deployed to the system prior to August 31, 2021.
- As we look ahead to our 3rd Quarter (Q3) report, which is based on operations up to May 31, 2021, we expect to report material changes in expenditures in the following areas as a result of the January-February system closure, the impact of the COVID19 pandemic on staff well-being, and the inability to expend budgeted funds in certain areas.
 - Professional Development: A number of factors are impacting our ability to spend professional development budgets this year, including: no in-person workshops, system closure and reduced PPF grants to support professional development in 2020-21.
 - Supply Costs: During the first 6 months of operations, supply costs related to short-term illness have been trending below the budget forecast; however, these savings have been offset by an increase in long-term illness costs. As the impact of the COVID19 pandemic and the operational challenges it presents continue to affect the overall health and well-being of staff, we anticipate an increase in short-term illness during the spring months.
 - Utility Costs (Water, Natural Gas, Hydro): Staff in Facility Services and Financial Services meet regularly to monitor our utilities consumption and associated expenses. The system closure, as well as ongoing conservation efforts, are resulting in overall savings to the utilities budget. Staff will be in a better position to quantify these savings at the end of Q3.

Overall, staff continue to identify, assess and mitigate against financial risks to help ensure the fiscal well-being of the organization. As noted above, we have not changed our forecast of the year-end financial position at this time, which is an in-year deficit of \$10.0M.

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.

In an effort 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.

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 of Accounting Services
Wendy Jocques, Manager of Budget Services
Fabiana Frasher, Budget Officer
in consultation with Coordinating Council

APPENDIX A

2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

(000s)

Summary of Financial Results	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants-GSN	735,667	725,537	(10,130)	(1.4%)
Revenue transferred from/(to) deferred revenue	(23)	880	903	(3879.9%)
Other Grants	6,814	30,009	23,195	340.4%
Other Revenue	30,008	23,032	(6,976)	(23.2%)
School Generated Funds	14,000	1,000	(13,000)	(92.9%)
Transferred from DCC**	39,330	39,330	(0)	(0.0%)
Transferred to DCC**	(14,078)	(16,924)	(2,846)	20.2%
Total Revenue	811,717	802,864	(8,853)	(1.1%)
Expenses				
Instruction	626,322	637,715	11,393	1.8%
Administration	19,165	19,165	-	0.0%
Transportation	20,279	21,638	1,359	6.7%
School Operations & Maintenance	67,641	73,002	5,361	7.9%
Pupil Accom/Renewal/Debt/Non-operating	53,374	52,150	(1,225)	(2.3%)
School Generated Funds	14,000	1,000	(13,000)	(92.9%)
Provision for COVID19	4,366	1,185	(3,181)	(72.9%)
Total Expenses	805,148	805,855	707	0.1%
Surplus / (Deficit)	6,570	(2,991)	(9,561)	(145.5%)

Changes in Revenue

- Provincial Grants- Net effect of projected change in enrolment, reduction in FSL funding and Teacher/DECE Qualifications and Experience Grant
- Deferred Revenue- Changes are related to transfers for School Renewal, Library staff, targeted student supports and Indigenous Education
- Other Grants- Increase due to additional Priorities and Partnerships Funding (PPF) announcements following 2020-21 budget submission
- Other Revenue- Projected decrease in the number of International students; decrease in extended day revenue due to decreased enrolment; decrease in Community Use rental revenue and investment income

Change in Expenditures

- Instruction- Reflects changes due to additional PPF announcements following 2020-21 budget submission, mostly COVID related
- Transportation- Increase in costs due to enhanced cleaning requirements and mid-day runs for secondary students
- School Operations & Maintenance - Reflects increased staffing and cleaning supplies due to COVID
- Pupil Accom/Renewal/Debt/Non-Operating- Net of increase in school renewal and decrease in extended day care enrolment
- School Generated Funds - decrease due to no fundraising activities and off-campus trips taking place due to COVID

**DCC - Deferred Capital Contributions

2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

(000s)

DETERMINATION OF ANNUAL OPERATING SURPLUS	Budget	Forecast
PSAB Surplus/(Deficit) (from above)	6,570	(2,991)
LESS: Internally Appropriated		
Committed Capital Projects		
Committed capital projects annual amortization	(746)	(746)
Sub-Total: In-Year Appropriations	(746)	(746)
Previous year one-time initiatives	-	3,569
Commitment of sinking fund interest	5	5
Committed capital projects	36	36
Total: Internally Appropriated	(705)	2,864
Less: Unavailable for Compliance		
PSAB Adjustments	(10,659)	(10,619)
Total Adjustments	(11,364)	(7,755)
In-year unappropriated Operating Surplus/(Deficit)	(4,795)	(10,746)
Committed capital projects annual amortization	746	746
ANNUAL Unappropriated Operating Surplus/(Deficit)	(4,048)	(10,000)

(000's)

Summary of Capital to be Financed	Budget	Forecast
Funding		
New Building and Additions	14,766	14,766
Child Care Capital	8,279	8,279
Child and Family Centres	1,078	1,078
School Condition Improvement	22,386	35,650
Full Day Kindergarten	2,043	2,043
Renewal	7,550	8,240
Education Development Charge (EDC)	5,861	5,861
Proceeds of Disposition	1,250	1,250
Minor Tangible Capital Assets	6,473	8,629
Rural and Northern Education	55	55
Federal Government Resilience Infrastructure Stream (CVRIS)		26,232
Federal Safe Return to Class Fund (Phase II- Technology)		2,489
Other	730	877
Total Capital by Funding Source	70,470	115,447
Expenditure		
Buildings (new, additions & renewal)	56,931	97,243
Land	5,861	5,861
Land Improvements	1,000	1,020
Leasehold Improvements	0	0
Moveable Assets	6,678	11,323
Total Capital Expenditure	70,470	115,447

2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

Summary of Average Daily Enrolment (ADE)	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK	4,029.05	3,670.55	(358.50)	-8.9%
SK	4,555.09	4,301.59	(253.50)	-5.6%
Grade 1-3	13,439.49	13,258.99	(180.50)	-1.3%
Grade 4-8	23,254.99	23,084.49	(170.50)	-0.7%
Other Pupils (International)	11.00	11.00	-	0.0%
Total Elementary	45,289.62	44,326.62	(963.00)	-2.1%
Secondary				
Pupils of the Board <21	19,640.62	19,793.12	152.50	0.8%
High Credit Pupils	26.02	26.02	-	0.0%
Pupils of the Board >21	8.35	8.35	-	0.0%
Other Pupils (International)	68.00	59.00	(9.00)	-13.2%
Total Secondary	19,742.99	19,886.49	143.50	0.7%
Total	65,032.61	64,213.11	(819.50)	-1.3%

Note: Forecast based on October 31st count date

Highlights of Changes in Enrolment:

- Declines in the elementary panel are concentrated primarily in Junior & Senior Kindergarten. Our conclusion is that this relates exclusively to parent decisions regarding school attendance during the pandemic, and not a dramatic loss in market share.
- We have not adjusted our multi-year forecast based on the changes noted for 2020-21; we continue to expect a gradual increase in enrolment once the pandemic has ended.

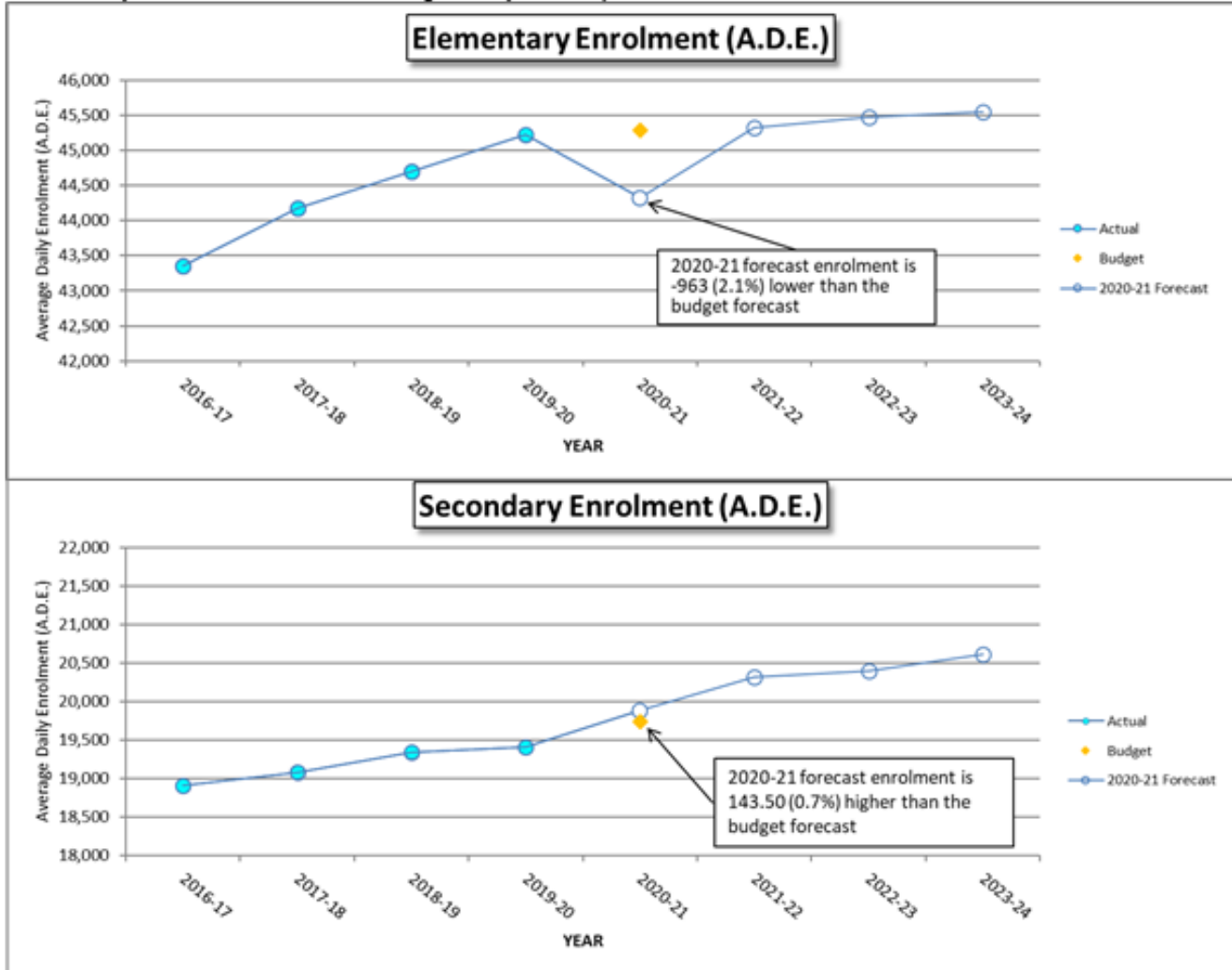
Summary of Staffing (FTE)	Budget	Forecast	In-Year Change	
			#	%
Instruction				
Classroom Teachers	3,896.50	3,937.50	41.00	1.05%
Non-Classroom	2,060.30	2,040.40	(19.90)	-0.97%
Total Instruction	5,956.80	5,977.90	21.10	0.35%
Non-Instruction	856.10	866.60	10.50	1.23%
Total	6,812.90	6,844.50	31.60	0.46%

Highlights of Changes in Staffing:

- October 31st numbers exclude vacant permanent positions

2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

Historic and Projected Enrolments with 2020-21 Budget vs Projected Comparison



2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

OTHER GRANT REVENUE- Including Program and Partnerships Funding (PPF)	2020-21 Budget	2020-21 Feb 28th	Variance
PPFs Included in 2020-21 Budget			
After School Skills Development Program	\$127,325	\$127,325	\$0
Educators Autism AQ Subsidy	13,300	13,300	-
Human Rights and Equity Advisors	170,430	170,430	-
Math Strategy	1,196,000	1,196,000	-
Parents Reaching Out Grants	36,000	36,000	-
Supporting Students with Severe Learning Disabilities	198,000	198,000	-
Well-Being and Mental Health Bundle	77,432	77,432	-
DECE Professional Development	448,321	448,321	-
COVID19 Re-opening Schools (amounts reflected below for Nov 30th)	3,077,719	-	(3,077,719)
Keeping Students in School Pilot Project	-	\$42,028	42,028
Transportation and Stability Supports for Children and Youth in Care	-	\$80,212	80,212
Specialist High Skills Major	-	\$486,851	486,851
Recreational Cannabis and Vaping	-	\$32,201	32,201
Sub-total	\$5,344,527	\$2,908,100	(\$2,436,427)
COVID19 Related Grants Not Included in 2020-21 Budget			
Additional Funding for Teachers (Non-Permanent/ Supply)	\$0	\$2,904,597	\$2,904,597
Additional High Priority Areas	-	2,046,832	2,046,832
Air Quality and Ventilation Funding (Phase 1)	-	1,467,400	1,467,400
Air Quality and Ventilation Funding (Phase 2)	-	1,467,400	1,467,400
Education and Community Partnership Program	-	42,314	42,314
Enhanced Cleaning	-	123,929	123,929
Health & Safety Training (Occasional/Casual Staff)	-	298,803	298,803
Mental Health Supports	-	186,187	186,187
Remote Learning (Principals/ Secretaries)	-	1,430,492	1,430,492
School Reopening Emerging Issues	-	2,857,865	2,857,865
Special Education & Mental Health Supports	-	504,229	504,229
Staffing Support (Custodians)	-	1,583,099	1,583,099
Transportation	-	806,795	806,795
Sub-total	\$0	\$15,719,942	\$15,719,942
Total PPF Grants	\$5,344,527	\$18,628,042	\$13,283,515
Other Grants			
Official Language Instruction (FSL)	183,710	183,710	-
Funding Stabilization Grant	\$0	\$9,627,111	\$9,627,111
Literacy & Basic Skills (LBS)	370,900	370,900	-
Ontario Youth Apprenticeship Program (OYAP)	237,434	306,191	68,757
Other EDU Grants- Amounts from Deferred Revenue	677,194	893,194	216,000
Total Other Grants	\$6,813,765	\$30,009,148	\$23,195,383

2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

Public Sector Accounting Board (PSAB) Revenues	Budget	% Change from Prior Year Actuals	Forecast	\$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
Provincial Grants for Student Needs						
Pupil Foundation-Elementary	250,119,450	1.3%	244,298,212	(5,821,238)	(2.33%)	1
Pupil Foundation-Secondary	114,261,880	20.3%	115,149,049	887,169	0.78%	1
School Foundation	45,494,854	1.4%	45,125,814	(369,040)	(0.81%)	1
Special Education	92,401,305	1.0%	91,488,765	(912,540)	(0.99%)	1
French as a Second Language	9,508,841	1.1%	7,737,358	(1,771,485)	(18.63%)	2
English as a Second Language	13,064,721	4.3%	13,064,721	-	0.00%	
Remote and Rural Allocation	59,999	1.9%	59,999	-	0.00%	
Learning Opportunities	7,479,814	(1.9%)	7,457,575	(22,239)	(0.30%)	
Continuing Education	1,479,640	(12.6%)	1,491,340	11,700	0.79%	
High Credit	92,657	(24.4%)	92,657	-	0.00%	
Teacher Q&E	68,823,830	7.4%	68,163,215	(2,660,615)	(3.87%)	3
New Teacher Induction Program (NTP)	296,915	9.0%	290,535	(6,380)	(2.15%)	
ECE Q&E	4,041,642	0.0%	3,629,350	(412,292)	(10.20%)	3
Transportation	18,748,359	2.5%	18,592,290	(156,069)	(0.83%)	
Admin and Governance	17,713,262	(3.1%)	17,589,075	(144,187)	(0.81%)	
Trustees' Association Fee	43,316	0.0%	43,316	-	0.00%	
School Operations	63,324,200	1.4%	62,667,418	(656,782)	(1.04%)	
Community Use of Schools	852,357	0.8%	852,357	-	0.00%	
Declining Enrolment	-	0.0%	1,326,127	1,326,127	100.00%	1
Temporary accommodation - relocation and leasing	1,671,529	(10.6%)	1,671,529	-	0.00%	
Indigenous Education	1,060,206	10.7%	1,041,028	(19,180)	(1.81%)	
Mental Health and Well-Being	1,861,895	37.7%	1,868,521	6,626	0.36%	
School Renewal	10,320,788	2.9%	10,245,509	(75,279)	(0.73%)	
Approved Debt	104,872	0.0%	104,872	-	0.00%	
Debt Charges-Interest Portion	5,984,280	(6.7%)	5,989,250	24,970	0.42%	
Supports for Students Fund	6,099,255	0.0%	6,099,255	-	0.00%	
Program Leadership Grant	905,864	0.0%	905,864	-	0.00%	
Restraint Savings	(129,030)	0.0%	(129,030)	-	0.00%	
Strike Savings	-	(100.0%)	-	-	0.00%	
Teacher Job Protection Funding	-	(100.0%)	-	-	0.00%	
Support for Covid-19 Outbreak Allocation	-	0.0%	641,078	641,078	100.00%	
Total Provincial Grants for Student Needs (GSN)	735,666,681	3.8%	725,537,045	(10,129,636)	(1.38%)	
Amortization of Deferred Capital Contributions	39,329,805	100.0%	39,329,732	(73)	(0.00%)	
Legislative Grants transferred from/(to) Deferred Revenue	(23,274)	(99.0%)	879,736	903,010		
Other Grants	6,813,765	57.8%	30,009,148	23,195,383	340.42%	4
Non Grant Revenue						
Fees	1,418,400	(28.7%)	1,260,900	(157,500)	(11.10%)	
Transportation Recoveries	73,700	(49.9%)	66,400	(7,300)	(9.91%)	
Rental Revenue	2,034,500	69.6%	1,277,500	(757,000)	(37.21%)	5
Education Development Charge	10,638,975	45.3%	10,638,975	-	0.00%	
Other Revenue	15,842,505	15.5%	9,788,055	(6,054,450)	(38.22%)	6
Non Grant Revenue	30,008,080	23.1%	23,031,830	(6,976,250)	(23.25%)	
School Generated Funds Revenue	14,000,000	95.8%	1,000,000	(13,000,000)	(92.86%)	
Grants Transferred to Deferred Capital Contributions	(14,077,700)	10.7%	(16,923,624)	(2,845,924)	20.22%	
Total PSAB Revenues	811,717,357	5.8%	802,863,867	(8,853,490)	(1.09%)	

EXPLANATIONS OF MATERIAL GRANT VARIANCE S

- 1 Projected change in enrolment
- 2 Decrease in funding due to core French not being offered to distance learning students
- 3 Impact of projected enrolment change and placement on grid of additional Teachers/DE CE s hired due to COVID19
- 4 Additional PPF grants announced after budget submission - includes COVID PPF's and stabilization grant
- 5 Decrease in Community Use rental income due to COVID19 restrictions
- 6 Projected decrease in extended day revenue due to decrease in enrolment, decrease in projected interest income

2020-21 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2020)

Public Sector Accounting Board (PSAB) Expenses	A. Budget Assessment					Material Variance Note
	Budget	% Change from Prior Year Actuals	Forecast	In-Year Change		
				#	%	
OPERATING						
Classroom						
Classroom Teachers	415,774,424	5.5%	420,577,950	4,803,526	1.2%	1
Supply Staff	22,587,200	44.9%	23,787,200	1,200,000	5.3%	2
Teacher Assistants	37,084,958	5.3%	37,084,958	-	0.0%	
Early Childhood Educator	18,971,600		19,974,660	1,003,060	5.3%	1
Textbooks and Classroom Supplies	14,130,181	22.3%	15,444,915	1,314,734	9.3%	3
Computers	6,810,800	24.3%	8,266,613	1,455,813	21.4%	4
Professionals & Paraprofessionals	31,636,464	4.2%	32,861,116	1,224,652	3.9%	1
Library & Guidance	14,039,457	3.9%	13,703,457	(336,000)	(2.4%)	
Staff Development	4,049,704	60.9%	4,343,631	293,927	7.3%	
Department Heads	1,469,200	2.0%	1,478,600	9,400	0.6%	
Principal and Vice-Principals	29,970,194	-2.1%	31,443,487	1,473,293	4.9%	1
School Secretaries & Office Supplies	16,691,071	9.7%	16,997,401	306,330	1.8%	1
Teacher Consultants	10,712,407	13.9%	10,712,407	-	0.0%	
Continuing Education	1,906,364	-8.3%	1,906,364	-	0.0%	
Instruction-Amortization	6,587,521	7.8%	6,587,521	-	0.0%	
Less: GSN Funded Tangible Capital Assets	(6,099,500)	31.4%	(8,165,113)	(2,065,613)	33.9%	
Sub-Total Instruction Expenses	626,322,045	6.8%	637,005,167	10,683,122	1.7%	
Other Expenses						
Board Administration	18,472,136	2.9%	18,472,136	-	0.0%	
School Operations	67,942,909	7.9%	71,926,523	3,983,614	5.9%	1
Transportation	20,277,974	14.7%	21,636,927	1,358,953	6.7%	1
Amortization	765,321		765,248	(73)	(0.0%)	
Less: GSN Funded Tangible Capital Assets	(373,200)		(463,400)	(90,200)	24.2%	
Sub-Total Other Expenses	107,085,140	9.5%	112,337,434	5,252,294	4.9%	
TOTAL OPERATING EXPENSE	733,407,185	7.2%	749,342,601	15,935,416	2.2%	
NON-OPERATING						
Pupil Accommodation/Renewal/Debt						
School Renewal	9,820,788		10,690,111	869,323	8.9%	
Debt Charges	5,326,940		5,367,180	40,240	0.8%	
Recoverable Costs	12,891,400		11,447,236	(1,444,164)	(11.2%)	5
Other Non-Operating Expenses	104,872		104,872	-	0.0%	
Loss on Disposal of TCA and Assets						
Amortization	32,780,441		32,780,441	-	0.0%	
Less: GSN Funded Tangible Capital Assets	(7,550,000)		(8,240,111)	(690,111)	9.1%	
Total Pupil Accommodation Expense	53,374,441	-828.4%	52,149,729	(1,224,712)	(2.3%)	
School Generated Funds	14,000,000	1.07	1,000,000	(13,000,000)	(92.9%)	
Provision for Contingencies	4,366,000		1,184,994	(3,181,006)	(72.9%)	
TOTAL EXPENSES	805,147,626	8.4%	803,677,324	1,710,704	0.2%	

EXPLANATIONS OF MATERIAL BUDGET VARIANCES

- 1- Additional staff added due to COVID
- 2- Projected pressure due to increase in long-term sickness (COVID)
- 3- Increase due to school 2019/2020 budget carryover
- 4- Increase in planned expenditures to support technology for distance learning- GSN increase as well as \$1million budget increase
- 5- Decrease in variable extended day costs due to decrease in enrolment (food, supplies)

2020-21 Interim Financial Report (Second Quarter- Sept 1 to Feb 28, 2021)

A. Budget Assessment						
Public Sector Accounting Board (PSAB) Expenses	Budget	% Change from Prior Year Actuals	Forecast	In-Year Change		Material Variance Note
				#	%	
OPERATING						
Classroom						
Classroom Teachers	415,774,424	5.5%	420,577,950	4,803,526	1.2%	1
Supply Staff	22,587,200	44.9%	23,787,200	1,200,000	5.3%	2
Teacher Assistants	37,084,958	5.3%	37,084,958	-	0.0%	
Early Childhood Educator	18,971,600		19,974,660	1,003,060	5.3%	1
Textbooks and Classroom Supplies	14,130,181	22.3%	15,992,947	1,862,766	13.2%	3
Computers	6,810,800	24.3%	10,756,048	3,945,248	57.9%	4
Professionals & Paraprofessionals	31,636,464	4.2%	32,861,116	1,224,652	3.9%	1
Library & Guidance	14,039,457	3.9%	13,703,457	(336,000)	(2.4%)	
Staff Development	4,049,704	60.9%	4,385,659	335,955	8.3%	
Department Heads	1,469,200	2.0%	1,478,600	9,400	0.6%	
Principal and Vice-Principals	29,970,194	-2.1%	31,443,487	1,473,293	4.9%	1
School Secretaries & Office Supplies	16,691,071	9.7%	16,997,401	306,330	1.8%	1
Teacher Consultants	10,712,407	13.9%	10,832,396	119,989	1.1%	
Continuing Education	1,906,364	-8.3%	1,906,364	-	0.0%	
Instruction-Amortization	6,587,521	7.8%	6,587,521	-	0.0%	
Less: GSN Funded Tangible Capital Assets	(6,099,500)	31.4%	(10,654,548)	(4,555,048)	74.7%	
Sub-Total Instruction Expenses	626,322,045	6.8%	637,715,216	11,393,171	1.8%	
Other Expenses						
Board Administration	18,472,136	2.9%	18,472,136	-	0.0%	
School Operations	67,942,909	7.9%	73,393,923	5,451,014	8.0%	1
Transportation	20,277,974	14.7%	21,636,927	1,358,953	6.7%	1
Amortization	765,321		765,248	(73)	(0.0%)	
Less: GSN Funded Tangible Capital Assets	(373,200)		(463,400)	(90,200)	24.2%	
Sub-Total Other Expenses	107,085,140	9.5%	113,804,834	6,719,694	6.3%	
TOTAL OPERATING EXPENSE	733,407,185	7.2%	751,520,050	18,112,865	2.5%	
NON-OPERATING						
Pupil Accommodation/Renewal/Debt						
School Renewal	9,620,788		10,690,111	869,323	8.9%	
Debt Charges	5,326,940		5,367,180	40,240	0.8%	
Recoverable Costs	12,891,400		11,447,236	(1,444,164)	(11.2%)	5
Other Non-Operating Expenses	104,872		104,872	-	0.0%	
Loss on Disposal of TCA and Assets						
Amortization	32,780,441		32,780,441	-	0.0%	
Less: GSN Funded Tangible Capital Assets	(7,550,000)		(8,240,111)	(690,111)	9.1%	
Total Pupil Accommodation Expense	53,374,441	-8.28.4%	52,149,729	(1,224,712)	(2.3%)	
School Generated Funds	14,000,000	1.07	1,000,000	(13,000,000)	(92.9%)	
Provision for Contingencies	4,366,000		1,184,994	(3,181,006)	(72.9%)	
TOTAL EXPENSES	805,147,626	8.4%	805,854,773	3,888,153	0.5%	

EXPLANATIONS OF MATERIAL BUDGET VARIANCES

- 1- Additional staff added due to COVID
- 2- Projected pressure due to increase in long-term sickness (COVID)
- 3- Increase due to school 2019/2020 budget carryover
- 4- Increase is reflective of additional funding that has been allocated for technology (GSN, PPF, Federal and Base Budget Increase)
- 5- Decrease in variable extended day costs due to decrease in enrolment (food, supplies)

2020-21 Interim Financial Report (Second Quarter - Sept 1 to Feb 28, 2021)

Public Sector Accounting Board (PSAB) Expenses	B. Risk Assessment					Forecast vs. Prior year YTD
	Actual to Feb 28- 2021	% of Forecast Spent	Actual to Feb 28- 2020	% of Actual Spent	Year-to-year Increase (Decrease)	
OPERATING						
Classroom						
Classroom Teachers	216,566,845	51.49%	207,835,426	52.75%	(1.3%)	
Supply Staff	10,078,535	42.37%	10,311,915	66.14%	(23.8%)	1
Teacher Assistants	21,512,535	58.01%	20,519,261	58.24%	(0.2%)	
Early Childhood Educator	10,930,439	54.72%	10,641,308	59.08%	(4.4%)	
Textbooks and Classroom Supplies	6,903,248	43.16%	6,765,551	58.53%	(15.4%)	1
Computers	3,127,731	29.08%	2,015,845	36.79%	(7.7%)	
Professionals & Paraprofessionals	15,824,803	48.16%	14,850,380	48.93%	(0.8%)	
Library & Guidance	7,259,231	52.97%	7,177,892	53.14%	(0.2%)	
Staff Development	685,706	15.64%	2,111,055	83.88%	(68.2%)	1
Department Heads	796,766	53.89%	718,677	49.89%	4.0%	
Principal and Vice-Principals	16,596,680	52.78%	15,847,777	51.78%	1.0%	
School Secretaries & Office Supplies	8,782,628	51.67%	8,229,521	54.06%	(2.4%)	
Teacher Consultants	5,190,935	47.92%	4,629,153	49.21%	(1.3%)	
Continuing Education	426,675	22.38%	636,424	30.63%	(8.2%)	1
Instruction-Amortization		0.00%		0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	(2,387,939)	22.41%	(725,666)	15.63%	6.8%	
Sub-Total Instruction Expenses	322,294,822	50.64%	311,684,618	63.13%	(2.8)%	
Other Expenses						
Board Administration	9,162,696	49.60%	9,385,550	52.26%	(2.7%)	
School Operations	33,834,114	46.10%	30,221,985	48.00%	(1.9%)	
Transportation	11,638,051	53.79%	11,246,436	63.64%	(9.8%)	1
Amortization	-	0.00%	-	0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	(254,865)	55.0%	(420,922)	28.89%	26.1%	
Sub-Total Other Expenses	54,379,996	47.78%	50,433,049	61.68%	(3.8)%	
TOTAL OPERATING EXPENSE	376,674,818	50.12%	361,997,668	62.81%	(2.8)%	
NON-OPERATING						
Pupil Accommodation/Renewal/Debt						
School Renewal	3,866,407	36.17%	3,892,432	40.01%	(3.8%)	
Debt Charges	3,144,048	58.58%	3,210,091	53.85%	4.7%	
Recoverable Costs	6,983,433	61.01%	6,843,607	58.91%	2.1%	
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	(2,916,027)	35.4%	(2,552,955)	-8.05%	43.4%	
Total Pupil Accommodation Expense	11,077,861	21.24%	11,383,176	-166.48%	178.7%	
School Generated Funds		0.00%		0.00%	0.00%	
Provision for Contingencies						
TOTAL EXPENSES	387,752,679	48.12%	373,380,743	60.27%	(2.2)%	

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.



Report to Committee of the Whole

March 22, 2021

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.

Business Services has received the approval to proceed for the two childcare additions at Saginaw Public School and Lackner Woods Public School with the additional funding granted for each of these projects. We will now proceed to finalize the designs, obtain site plan approval and building permits from the municipalities and proceed to tender both childcare additions.

For the public school in Kitchener Huron South (Tartan Avenue), we have now received the approval to proceed to tender from the Ministry of Education and the project has been tendered. Site plan approval and Building permit have been received from the City of Kitchener and construction will begin shortly.

On October 20, 2020, our board received official notice that we were granted funding for a 184 pupil place addition at Laurelwood Public School.

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 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,
John Veit, Controller of Facility Services and Ron Dallan, Manager of Capital Projects
in consultation with Coordinating Council

Major Capital Projects
Quarterly Update Report
March 8, 2021

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. in South Kitchener (new)	Pre-Design		New School	16-Sep-19	31-Mar-20	No	No	TBD	No	No	No	\$14,425,653	TBA
P.S. in South East Cambridge (new)	Pre-Design		New School	9-May-16	21-Nov-16	No	No	TBD	No	No	No	\$13,503,269	TBA
P.S. in Kitchener Huron South (Tartan Ave) (new)	Tender Closed		New School	15-May-17	15-Jan-18	Yes	No	Cornerstone Architecture	Yes	Yes	Yes	\$16,361,437	September 6, 2022
Laurelwood P.S. (addition)	Pre-Design		Addition	16-Sep-19	20-Oct-20	NA	No	TBD	No	No	No	\$3,976,096	TBA
Lackner Woods P.S. (childcare addition)	Pre-Tender		Addition	NA	11-Feb-21	NA	No	CS&P Architects Inc.	No	No	No	\$3,506,047	TBA
Saginaw P.S. (childcare addition)	Pre-Tender		Addition	NA	11-Feb-21	NA	No	Martin Simmons	No	No	No	\$3,903,649	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

March 22, 2021

Subject: Motion: Policy Working Group

Recommendation

That the Waterloo Region District School Board of Trustees strike a Policy Working Group, in order to maintain, revise and create Board Policy; and

That the Policy Working Group review the process currently in place in order to encourage and ensure ongoing input from the Parent Involvement Committee, Special Education Advisory Committee, Student Senate and the Equity and Inclusion Advisory Group and other members of the community prior to final approval by Trustees.

Status

This report contains a Notice of Motion served by Trustee J. Herring at the December 14, 2020 Board Meeting and was supported by Trustees C. Millar and K. Woodcock.

The Ad Hoc Committee Terms of Reference are included as Appendix A

Background

The following recitals were included with the motion:

Whereas it is a responsibility of Trustees to establish and monitor Board Policies; and

Whereas a Policy Working Group was discussed and recommended by Trustees during our Bylaw Review process.

Financial implications

Financial implications are not known at this time.

Communications

Communication to stakeholders will be developed as needed.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Trustee J. Herring in consultation with Coordinating Council

Terms of Reference – Policy Working Group

1. Policy Working Group

1.1. Related legislation

Education Act

1.2. Related policies/bylaws

WRDSB Policies

WRDSB Board Bylaws

1.3. Alignment with Board Strategic Plan, 2015 – 2020

The work of this committee aligns with the WRDSB strategic priorities and operational goals.

1.4. Type of committee (statutory, board (standing/ad hoc), community (standing/ad hoc))

Standing Committee

2. Purpose/Mandate/Goals

2.1 Focus

The role of this committee will be to research and provide information and recommendations to the Board of Trustees on matters related to policy. Committee members will review policies prior to coming to the Board of Trustees.

2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

3. Authority/Jurisdiction/Responsibilities

The committee shall be comprised of Trustees, Student Trustees and Board staff.

3.1 Individual members

This group will initiate or develop draft policies and review existing policies to be provided to the Board of Trustees for approval at the Board table:

- The Policy Working Group will review the process used to solicit and receive feedback on policies and ensure input is received from the community, staff, students and Parents/guardians;
- The Policy Working Group will examine all policies for consistency of language and formatting;
- The Policy Working Group will work with Board staff including, Indigenous, Equity and Human Rights Department staff to ensure that policies are reviewed with an anti-oppressive lens.

- This group will direct the ongoing maintenance of an accurate and updated record of all Board policies
- This group will review and evaluates Board policies to ensure that the policies are aligned with the WRDSB Strategic Plan and Board Policy G300 – Policy Development and Review

3.2 Chair

In order to promote and encourage shared leadership and ideas, the Chair shall be shared on a revolving basis among the Trustees on the committee. Length of term for each Chair can be decided by the committee at their first meeting.

3.3 Board personnel

The Director of Education (or designate) and the Manager of Corporate Services will represent staff on this committee and will be voting members of the committee.

4. Membership

4.1 Composition/stakeholders

The committee is comprised of the following members:

- Chairperson of the Board
- Two (2) Trustees
- One (1) Student Trustee (term can be shared)
- One alphabetical rotating Trustee monthly (will not serve as chair)
- Director of Education (or designate)
- Manager of Corporate Services

4.2 Term

Committee members will remain on this committee until the yearly expression of interest in committees in December.

4.3 Appointment process

For the first term of this committee, expressions of interest will be provided to the Chairperson who will select the committee members along with the Committee Selection Committee (Chair, Vice-Chair and Past Chair).

4.4 Vacancies

Vacancies will be filled in consultation with the Chairperson and committee members.

5. Role of Board Personnel/Staff

5.1 Restrictions of membership

See Above

5.2 Personnel and services

See Above

6. Meetings

6.1 Access to meetings

Committee meetings will be open to committee members and all trustees who are able to attend with voice, but no vote. The Director of Education and the committee shall invite other staff to attend to speak to specific policies.

Policy Working Group Meetings will meet monthly on the second working Monday of the month prior to the In Camera Committee of the Whole Meeting. Meetings will be held virtually while COVID-19 restrictions are still in place.

6.2 Election of chair

The Chair shall rotate between Trustees on the committee (with the exception of the rotating trustee) and the schedule and length of term shall be determined at the first meeting of the committee.

6.3 Quorum

Shall be the majority of members plus one.

6.4 Voting

Each member of the committee shall have one vote. Committee members must be present at meetings in order to exercise their vote.

6.5 Communications/distribution of minutes and agenda

The agendas and meeting notes will be distributed to members of the committee. Trustees will receive regular verbal updates at the Board Table on the work of this committee.

6.6 In camera meetings

In Camera meetings may be held, if required.

7. Reporting

7.1 Committee reports to whom

This committee reports to Board of Trustees and will be providing recommendations for action by the Board of Trustees.

7.2 Format of committee report back

Trustees will receive recommendations during the policy review process. Regular reports by the rotating Chair, will occur on the work of the committee under Board Updates.

7.3 Time frame of committee report back

The work of this committee and the reporting will be ongoing.