

April 19, 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, April 19, 2021, at 8:30 p.m.**

AGENDA

Call to Order

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Policy and Governance

- 01 Board Policy NEW - Human Rights
- 07 Board Policy 2003 Early Learning and Care

D. Ahluwalia / P. Rubenschuh
M. Gerard

Reports

- 09 Extended Day Program Fee for Next Year
COVID-19 Pandemic - Verbal Update
- 15 Motion: OPSBA Policy Resolution

M. Gerard
J. Bryant / L. Read
Trustee K. Meissner

Board Reports

- Ad Hoc Trustee Self-Evaluation Tool Committee Update
- OPSBA Report
- Student Senate Update

Trustee C. Millar
Trustee L. Tremble
Student Trustees

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



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 1235 - Accommodation for Persons Who Identify as Transgender 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>April 16, 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.

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- 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, **confidential** and timely manner that contributes to the protection and promotion of human rights.
- 2.3 The WRDSB **and the Board of Trustees are 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/**caregivers**, volunteers, permit holders, contractors, and employees of organizations not related to the Board but **who** 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~~ **Complaints** of **discrimination and/or** harassment by **or about** 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~~ **Complaints** of **discrimination and/or** harassment by or about students will be dealt with under the [Safe Schools Policy \(6000\)](#) and the [Code Of Conduct Policy \(6001\)](#). ~~for students.~~

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Complaints of discrimination and/or harassment by or about members of the WRDSB community including parents/caregivers, volunteers, community members and visitors will be dealt with under the [Code Of Conduct Policy \(6001\)](#).

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);
- Sexual orientation;
- Gender identity;
- Gender expression;
- Family status (such as being in a parent/caregiver-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);
- Receipt of public assistance (in housing only);
- 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, procedures or policies that appear neutral, but disadvantage one or more individuals based on grounds

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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 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

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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.

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 **2SLGBTQIA+**. 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,

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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

Policy is an important way to dismantle systemic discrimination and set clear standards of conduct; WRDSB's Board of Trustees hold explicit responsibility for policy review and approval. This responsibility is foundational to recognizing and dismantling systemic discrimination and bias that contribute to the creation of conditions that violate this policy and the Ontario Human Rights Code.

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.

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:

- uphold the duty to accommodate to the point of undue hardship, under the Code;
- 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.



EARLY LEARNING AND CHILD CARE

Legal References:	<i>Education Act, section 258</i> <i>Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships</i> <i>Ministry of Education Ontario's Renewed Early Years and Child Care Policy Framework (2017)</i> <i>Child Care and Early Years Act (2014)</i>
Related References:	<i>Board Policy 1011 – Facility Partnerships</i> <i>Board Policy 3085 – Safe Welcome</i> <i>Administrative Procedure 4990 – Facility Partnerships</i>
Effective Date:	<i>May 30, 2005</i>
Revisions:	<i>May 12, 2014, September 17, 2018</i>
Reviewed:	<i>February 8, 2016, March 6, 2017, April 19, 2021</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) is committed to making it easier for families to access high-quality, inclusive early years programs in schools across Waterloo Region to support an affordable, accessible, integrated early learning and child care system. The WRDSB is committed to the inclusion of not-for-profit early learning and child care programs on the site of, adjacent to, or in each of the schools within its jurisdiction at no additional cost to the WRDSB, where possible.

2. Child Care Programs

The WRDSB develops strong partnerships with child care and early years providers to expand the delivery of child care programs co-located in schools for infants, toddlers and preschoolers recognizing that;

- 2.1 Early learning opportunities in child care make a positive contribution to school readiness and long-term educational success for many children;
- 2.2 Child care in the school setting provides a supportive and secure environment and promotes a continuum of care and learning between child care and school programs;
- 2.3 Child care in schools provides an essential support for ~~parents/guardians and caregivers~~ **families**.

3. Before and After School Programs for School Aged Children (Including Extended Day)

Expanding before- and after-school programming for school-age children provides a seamless day for children and support ~~parents/guardians and caregivers~~ **families**. In an effort to ensure the availability of before and after-school programs in schools, the WRDSB will;

- 3.1 Build strong partnerships between school board programs and community programs to support program coordination that will benefit students, families and communities;
- 3.2 Utilize school board facilities to accommodate programs and provide exclusive and shared-use space that meets the standards for high-quality.



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Report to Committee of the Whole

April 19, 2021

Subject: 2020-21 Extended Day Program Fee

Recommendation

The Waterloo Region District School Board approve the Extended Day Program fee of \$27.50 per day, per child, for the 2021-22 school year.

Status

In September 2010, the Waterloo Region District School Board (WRDSB) began directly operating before and after school programs in 4 schools, offering care to 64 children. Since then, our program has expanded to 69 schools and now offers care to over 3,700 children; this is in addition to the 21 programs offered by our community partners in schools with purpose-built child care centres.

The Extended Day Program (EDP) fee is established annually in accordance with Ministry of Education (Ministry) guidelines outlined in [O.Reg 221/11](#) and a costing template issued by the Ministry is used to calculate the fee. The underlying objective in establishing the fee is to ensure it bears a reasonable relationship to incremental operating costs incurred by the WRDSB, and that the program operates on a cost-recovery basis.

While there are many components that contribute to the overall rate (see Appendix A), the following represent key factors impacting the proposed rate for 2021-22.

- Wages and Benefits
 - Change: Salary costs are forecast to increase by \$0.56 per hour, on average, for the 2021-22 school year; associated benefit costs are also increasing by 2.38% on average.
 - Rationale: These changes are the result of staff progressing through the salary grid as they gain more experience, as well as centrally negotiated increases. Information used to calculate these figures is based on 2021-22 Estimates, which will be used to develop the 2021-22 Budget.
 - Impact: Direct staffing costs account for approximately 68.7% of total expenditures on the program; as such, any increases to salaries and benefits will have a proportionate impact on the EDP fee.
- Administrative Support
 - Change: Expenditures on administrative support are forecast to increase by 1.75% on a per student basis.

- Rationale: These changes are the result of staff (Manager, DECE Supervisors and Support Staff) progressing through the salary grid as they gain more experience. The increase also reflects negotiated increases to the salary grid for identified groups.
- Impact: In total, administrative costs represent 7.7% of total expenditures on the program. These expenditures are necessary to provide the appropriate level of oversight and support to our schools, ensuring that the EDP achieves its mission of providing high-quality, affordable, care to students in our communities. The manager and supervisors also provide oversight and support for programs operated by our community partners, ensuring they are meeting the requirements of our contracts with them.
- Special Education Support
 - Change: The per pupil amount to support additional resources for students with special needs is decreasing by \$0.22 per pupil, per day.
 - Rationale: A core commitment of the EDP is that all students should have equity of access to the program, and should have access to the supports they need. As our program has grown over the years, the proportion of students participating in our program that require additional staffing, relative to the overall number of students, has decreased slightly. The decrease noted above is based on actual costs incurred during the past five years to support students with special needs.
 - Impact: Our ability to support students with special needs in our before and after school programs will not be negatively impacted by the decrease noted above.
- Transaction Costs and Vacancy Rate
 - Change: Expenditures incurred to manage the collection of fees for the program are forecast to increase by 0.10% on a per student basis; likewise, our bad debt expense is forecast to decrease by 0.02% on a per student basis.
 - Rationale: The Board incurs fixed (staffing) and variable (merchant fees) costs in order to invoice and collect fees from parents. In order to operate on a cost recovery basis, these costs need to be included in the overall fee charged for the EDP. We also include a small amount to reflect fees that cannot be collected from parents (bad debt); there are a number of procedures in place to ensure we minimize this cost to the Board.
 - Impact: To the extent that further improvements to our processes can be made to reduce costs or enhance service for families, we will pursue those as appropriate.

Non-Instructional Days

The Extended Day Program will continue to be offered on most non-instructional days (e.g. PD Days, Winter Break, March Break).

- Professional Development (P.D.) Days- The program will not operate on five (5) professional development days in 2021-22. This will allow Designated Early Childhood Educators to be released for professional development and addresses feedback received from staff and our labour partners. While the school year calendar committee has not yet solidified Professional Development dates for 2021-22, the following example illustrates the anticipated impact on the program:

- September 2021 (Closed 3 P.D. days- Prior to school starting)
- November 2021 (Closed 1 P.D. day)
- January 2022 (Open 1 P.D. day)
- June 2022 (Open 1 P.D. day & Closed 1 P.D. day)

When dates are confirmed, information will be made available to internal and external stakeholders regarding which dates the program will not run.

- Winter Break- The program will continue to operate during the non-statutory week of winter break; for the 2021-22 school year, Christmas Day and New Year's Day fall on a Saturday. Our plan for winter break 2021 is to offer care on the following days:
 - Monday December 20th – Friday December 24th 7:00 am to 6:00 pm (normal hours)
 - December 25th to January 2nd (CLOSED)
- The schedule noted above will ensure that our community has access to the program during the non-statutory week, and is consistent with the language included in our child care contracts with Community Providers. We have also confirmed that these dates align with the terms included in the agreement with our Custodial & Maintenance staff, who are needed in the school while programs are in operation.

Fee Options

Parents may choose to purchase service in one of three ways: before school only, after school only, or both. They can also choose the number of days per week they wish to enroll their child, (i.e., Mondays only, or Wednesday and Friday). The recommended fee of \$27.50 per pupil per day means parents will experience an increase of \$0.50, or 1.85%, over the fee charged in 2021-22.

Background

The Full-Day Early Learning Statute Law Amendment Act was passed into legislation on Tuesday, April 27, 2010 mandating that EDP be offered by district school boards to

all JK/SK children attending school in a Full Day Kindergarten school. Each year, a costing template issued by the Ministry of Education is used to calculate fees for a standard class of EDP students. The EDP fee regulations ([O. Reg. 221/11](#)) continue to require boards to establish fees that bear a reasonable relationship to operating costs. When functioning as the operator of the program, the WRDSB should make every effort to operate on a cost-recovery basis in delivering the EDP. Trustees are required to approve the fee at an open meeting of the WRDSB each year, and boards are required to disclose fees to coterminous boards and the Ministry of Education.

Financial Implications

Consistent with the direction provided by the Ministry of Education, the EDP fee has been developed to ensure it bears a reasonable relationship to operating costs and will allow the WRDSB to operate the EDP on a cost recovery basis.

Communications

The approved rate will be posted on our corporate website and will be reflected in communication material provided to parents.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Nick Landry, Controller, Financial Services
Melissa Hilton, Manager, Extended Day Program
in consultation with Coordinating Council

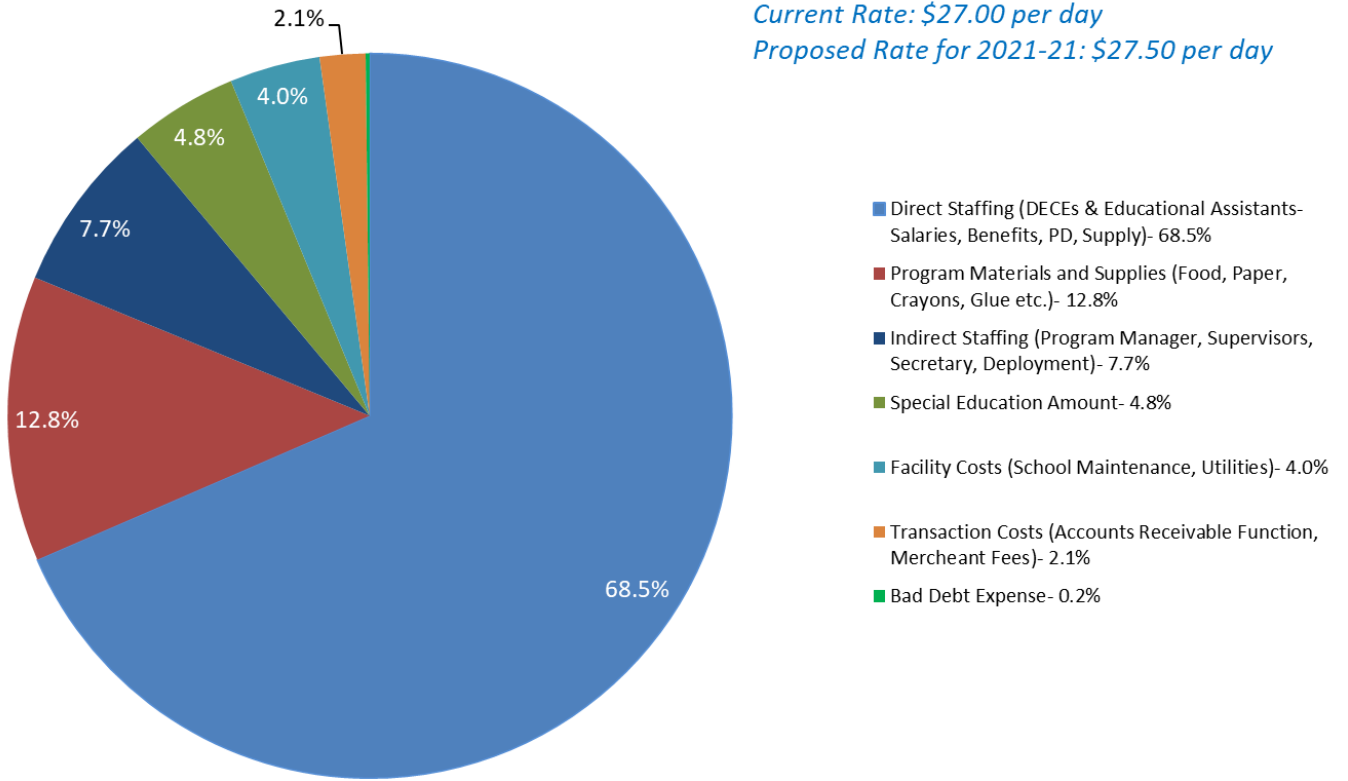
APPENDIX A

Components of the Extended Day Program Fee

ESTIMATING DAILY BASE FEE					
		Average Board Enrolment			
Number of students in Extended day		25.00			
# of ECEs / staff		2.00			
2021-22 Extended Day Program Fee				2020-21 Amount	Change
Benchmark	Benchmark Unit	# Hours / day	5		
ECE/STAFF COSTS					
\$27.93	Hourly	(a) Wage compensation	\$52,226.41	\$27.37	\$0.56
31.77%	as % of hourly wage	(b) Benefits (including Pension contributions)	\$16,592.33	29.39%	2.38%
13.40%	as % of hourly wage + benefits	(c) Vacation + Statutory Holidays	\$9,223.13	13.40%	0.00%
2.00%	as % of hourly wage + benefits	(d) Professional Development	\$1,376.37	2.00%	0.00%
4.78%	as % of hourly wage + benefits + Vacation + Statutory holidays	(e) Supply ECEs for Extended day	\$3,798.39	6.01%	(1.23%)
Total ECE/Staff Costs			\$83,216.63		
11.21%	per staffing unit costs	Administrative costs	\$9,332.12	9.46%	1.75%
PER PUPIL COSTS					
\$0.21	per-pupil per hour	School Operations (up to \$0.40 per pupil)	\$4,908.75	\$0.21	\$0.00
\$0.50	per-pupil per day	Materials for Extended day	\$2,337.50	\$0.50	\$0.00
\$2.81	per-pupil per day	Food / Snacks	\$13,129.74	\$2.74	\$0.07
\$1.26	per pupil per day	Special Education	\$5,869.71	\$1.48	(\$0.22)
Total Costs (excluding vacancy)			\$118,794.45		
0.18%	as a % of Total Cost (before vacancy)	Vacancy Allowance (up to 5%)	\$214.77	0.21%	(0.02%)
2.08%	as a % of Total Cost (after vacancy)	Transaction Costs	\$2,475.79	1.98%	0.10%
Total Costs			\$121,485.01		
Extended Day Program Fee					
(includes non-instructional days during the school year (e.g., P.D. days, Winter Break and March Break))			\$ 27.50	\$27.00	\$0.50

Waterloo Region DSB- Extended Day Program Fee Breakdown

Current Rate: \$27.00 per day
Proposed Rate for 2021-21: \$27.50 per day



-Designated Early Childhood Educators (DECE) and Educational Assistants (EA) staff the program.

April 2021



Report to Committee of the Whole

April 19, 2021

Subject: Motion: OPSBA AGM Proposed Resolution

Recommendation

That the Waterloo Region District School Board approve and support the following Policy Resolution submission to OPSBA by Trustee K. Meissner regarding Mandatory Black Heritage in Social Studies and History Curriculum:

That OPSBA advocate to the Ministry of Education to mandate learning expectations that focus on the over 400-year Black presence in Canada within the Ontario Social Studies and History curriculum; and

That the new learning expectations be created with Black experts and educators; and

That during the time this curriculum is being updated, the Ministry of Education promote and make available to all Boards the Black History courses and resources created and currently being used by teachers in individual Boards across the province.

Status

Trustee K. Meissner's full proposed Policy Resolution for the 2021 OPSBA AGM can be found as Appendix A.

Policy resolutions should reflect the corporate position of a member school board and address issues that have provincial implications. Proposals for action by OPSBA should be clearly identified.

In order to have policy resolutions reviewed by Executive Council (Policy Resolution Review Committee), submissions must be received at the OPSBA office by April 20, 2021.

Background

This Policy Resolution was submitted at the March 22, 2021 Committee of the Whole meeting with support from Trustee C. Millar.

The following recitals were included with the Policy Resolution:

Whereas, there has been [a Black presence in Canada for over 400 years](#), but the contributions, struggles and lived experiences of Black people in Ontario is not mandated in the Social Studies and History curriculum, which is largely euro-centric;

Whereas, “sample questions” and/or teacher prompts in the curriculum are optional. They do not ensure every student is learning about Black Canadian experiences and how these experiences have and continue to impact everyone’s lives, including Black people;

Whereas, the Ontario Human Rights Commission submission regarding the education system recommended (4b) “[Include curricular content on the history and intergenerational impacts of human rights violations in Canada and globally, including specifically the experiences of Indigenous peoples and racialized communities in Canada](#)”;

Whereas, [data](#) shows that factors such as pride in one's heritage and knowledge of one's culture contribute to academic success and students share that they do not learn about Black History during February, despite it being Black History Month;

Whereas, some teachers (for example, in the [WRDSB](#) and [TDSB](#)) recognize the importance of providing Black-focused curriculum and have created their own resources to support other teachers, however they are not universally accessible;

Whereas, including Black curriculum aligns with [Ontario’s Anti-Black Racism Strategy](#) initiative to “strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources”;

Whereas, one of the WRDSB strategic priorities is, “Our culture of innovation builds students’ confidence and success as they face the future” includes a focus on “learning environments (which) include all students and their diverse perspectives and ideas”;

Whereas, OPSBA advocates for the whole child and student well-being by supporting “[the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world](#)”

Whereas, we acknowledge the work of Black educators across Ontario whose advocacy work, lived experience and curriculum development formed the background research for this resolution, we are proudly adding our voices in support to their call for change to the current curriculum;

Financial Implications

There are no known financial implications.

Communications

All approved Policy Resolutions and Proposed Amendments to the OPSBA Constitution will be submitted to OPSBA on the April 20, 2021 deadline.

Prepared by: Stephanie Reidel, Manager of Corporate Services
on behalf of Trustee K. Meissner.

Appendix A



OPSBA POLICY RESOLUTION SUBMISSION FORM

Mandatory Black Heritage in Social Studies and History Curriculum

Rationale

Whereas, there has been [a Black presence in Canada for over 400 years](#), but the contributions, struggles and lived experiences of Black people in Ontario is not mandated in the Social Studies and History curriculum, which is largely euro-centric;

Whereas, “sample questions” and/or teacher prompts in the curriculum are optional. They do not ensure every student is learning about Black Canadian experiences and how these experiences have and continue to impact everyone’s lives, including Black people;

Whereas, the Ontario Human Rights Commission submission regarding the education system recommended (4b) “[Include curricular content on the history and intergenerational impacts of human rights violations in Canada and globally, including specifically the experiences of Indigenous peoples and racialized communities in Canada](#)”;

Whereas, [data](#) shows that factors such as pride in one's heritage and knowledge of one's culture contribute to academic success and students share that they do not learn about Black History during February, despite it being Black History Month;

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Whereas, we acknowledge the work of Black educators across Ontario whose advocacy work, lived experience and curriculum development formed the background research for this resolution, we are proudly adding our voices in support to their call for change to the current curriculum;

Resolution

Be it resolved, that OPSBA advocate to the Ministry of Education to mandate learning expectations that focus on the over 400-year Black presence in Canada within the Ontario Social Studies and History curriculum; that the new learning expectations be created with Black experts and educators; and that during the time this curriculum is being updated, the Ministry of Education promote and make available to all Boards the Black History courses and resources created and currently being used by teachers in individual Boards across the province.

Respectfully submitted,

Date of Submission: April 20, 2021.

Name of Member Board Representative: Laurie Tremble

Title of Member Board Representative: Trustee and OPSBA Board of Directors Member.

Name of Member Board: Waterloo Region District School Board.