

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, April 18, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities

Announcements

Video highlights of the Minister of Education Visit (J. Bryant/Chairperson)

Delegations

Policy and Governance (30 minutes)

- 1** Review of Board Policy 1011 – Community Planning Facility Partnerships
- 6** Final Approval of Board Policy 1012 – Faith & Religious Accommodation
- 12** Review of Board Policy 2012 – Access to Digital Resources
- 14** Review of Board Policy 4000 – Pupil Accommodation Review (Consolidation or Closure)
- 25** Review of Board Policy 4001 – Opening of New Schools and Additions
- 27** Review of Board Policy 6010 – Student Dress Code
- 29** Review of Board Policy G100 – Governance Policy - Foundations

Reports (Business Services Focus)

- | | | |
|-----------|--|------------------|
| 32 | Presentation of the Tim Walker Memorial Awards for Environmental Stewardship | Student Trustees |
| 36 | Secondary Technology – September 2016 | M. Carbone |
| 38 | Motion - Trustees N. Waddell & C. Watson re Internet Filtering Policy & Filtering Software | |
| 40 | 2015-2016 Interim Financial Report and Forecast at February 29, 2016 | M. Gerard |
| | Student Enrolment Projections Presentation (Verbal Report) | M. Gerard |
| 48 | Major Capital Projects – Quarterly Update Report | M. Gerard |
| 51 | Stop Arm Camera on Yellow School Buses – Proposed Trial | M. Gerard |

Staff and Board Reports

Question Period (10 minutes)

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

Adjournment

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



FACILITY PARTNERSHIPS

Legal References:	<i>Education Act, Ontario Regulation 444/98 Education Act, subsection 171(1), paragraph 44 Education Act, subsection 171.1(2), paragraph 4 Education Act, sections 183, 94, 196</i>
Related References:	<i>Administrative Procedure 4990 – Facility Partnerships Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships Board Policy 1007 Education Development Charges – Alternative Accommodation</i>
Effective Date:	<i>May 2010</i>
Revisions:	<i>January 19, 2015</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) is committed to providing the best educational facilities and learning environments to support student participation and achievement while recognizing the need to manage its facilities in a fiscally responsible manner.
- 1.2 The Board acknowledges that changes in enrolment, funding and operational realities may result in the need to establish more facility partnerships with community partners; in unoccupied space in Board facilities.
- 1.3 The Board recognizes that facility partnerships are not intended to be used as a method to keep schools open where enrolment does not sustain a suitable and equitable range of learning opportunities for students.

2 Policy

- 2.1 The Board encourages facility partnership decisions that are transparent, sustainable and supportive of student achievement and safety.
- 2.2 The Board endorses cooperative and collaborative partnerships that support a strong, vibrant and sustainable publicly funded education system.
- 2.3 The Board will work with community partners in order to share facilities to benefit the Board, students and the community, and to optimize the use of public assets owned by the Board.
- 2.4 The Board will support facility partnerships where possible, by maintaining a procedure to facilitate partnerships with community partners, specifically in new and existing school facilities where students are being taught, as required by the Facility Partnership Guideline issued by the Ministry of Education, dated February 11, 2010.



COMMUNITY PLANNING AND FACILITY PARTNERSHIPS

Legal References:	<i>Education Act R.S.O. 1990, c. E.2, O. Reg. 444/98</i> <i>Education Act R.S.O. 1990, c. E.2, subsection 171 (1), par. 44</i> <i>Education Act R.S.O. 1990, c. E.2, subsection 171.1 (2), par. 4</i> <i>Education Act R.S.O. 1990, c. E.2, s. 183, s. 194, s. 196</i>
Related References:	<i>Community Planning and Partnerships Guideline, Ministry of Education (March 2015)</i> <i>Policy 1007 - Education Development Charges – Alternative Accommodation</i> <i>Policy 4000 - Pupil Accommodation Review (Consolidation or Closure)</i> <i>Policy 4002 - Community Use of Schools</i> <i>Administrative Procedure 4990 - Community Planning and Facility Partnerships</i>
Effective Date:	<i>July 1, 2016</i>
Revisions:	<i>April 18, 2016</i>
Reviewed:	

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) recognizes that cooperative and collaborative relationships between school boards and community organizations are part of the foundation of a strong, vibrant and sustainable publicly funded education system.
- 1.2 Facility partnerships are successful when community planning is well-informed, well-coordinated, transparent, sustainable, and supportive of student achievement.
- 1.3 Facility partnerships can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community.
- 1.4 The Board has the authority to make decisions regarding its facilities and the use of its properties that are consistent with the *Education Act*. It is the role and responsibility of the Board to determine what facilities are suitable and not suitable for facility partnerships, what entities are suitable and not suitable partners, and when to enter into a partnership.
- 1.5 Collaborative community planning and facility partnerships are most effective when community partners work with and notify the Board in a timely manner when looking for space or considering new construction.
- 1.6 Strong partnerships between the Board and community partners can and do exist with and without co-location.
- 1.7 This Policy applies to arrangements for regular and consistent use of Board facilities where such uses are operating during the normal school day (i.e., Monday to Friday 6 AM to 6 PM) or 24 hours a day, 7 days per week. For all other uses of Board facilities refer to *Board Policy 4002 – Community Use of Schools*.
- 1.8 Facility sharing between publicly funded school boards through co-ownership, lease, or other arrangement is a priority for the Ministry of Education and the Board.

- 1.9 The Board has committed to developing a policy and procedure to facilitate community and facility partnerships, as required by the *Community Planning and Partnership Guideline* issued by the Ministry of Education, dated March 2015.

2. Guiding Principles

- 2.1 Within the context of supporting student achievement and well-being, the Board is committed to:
- reducing facility operating costs;
 - improving services and supports available to students;
 - strengthening relationships between school boards, community partners and the public;
 - optimizing the use of public infrastructure through increased flexibility and utilization; and
 - providing a foundation for improved service delivery for communities within the Board's jurisdiction.
- 2.2 The Board will consider opportunities to share facilities with community partners when building new schools, undertaking significant renovations, when considering the use of unoccupied space in schools, and when considering schools that may close and the future disposition of sites.
- 2.3 The Board will identify which schools are suitable for facility partnerships based on the criteria outlined in this Policy.
- 2.4 There are circumstances where the Board may not consider unused space to be surplus. This may be related, but not limited to enrolment fluctuations, program changes, and/or the size of space. In such cases, the Board may choose to enter into license or joint use agreements for the space that is unused.
- 2.5 To establish facility partnerships and support effective planning with regional/local municipal governments and other community partners regarding land-use and green space/park planning, the Board will share planning information with these partners on a regular basis. Similar information will be shared with regional/local municipal governments and other community partners prior to commencing a pupil accommodation review.

3. Identifying Suitable Space for Partnership Opportunities

- 3.1 The Board shall have the sole discretion to identify, at minimum on an annual basis, school buildings and sites suitable and available for community partnerships, and which future capital projects present an opportunity for co-building with community partners.
- 3.2 Unless otherwise stated by the Board, schools or sites already declared surplus in accordance with O. Reg. 444/98 are no longer candidates for planning and partnership opportunities.
- 3.3 The Board's long-term capital and accommodation plan will address future facility needs for students, and will be presented to approved and potential partners in the discussion of partnership opportunities.

4. Public Notification Process

- 4.1 The Board shall develop a list of entities to notify when key information regarding community planning or facility partnerships is changed or updated. At a minimum, the notification list will include those in O. Reg. 444/98 – *Disposition of Surplus Real Property*, non-profit child care operators, District Social Services Administration Boards, Consolidated Municipal Service Managers, public health boards, Local Health Integration Networks, and children's mental health centres.

- 4.2 The Board shall hold at least one meeting per year to discuss potential community planning and facility partnership opportunities with the various levels of government, the public, and community agencies as defined within *Administrative Procedure 4990 – Community Planning and Facility Partnerships*.
- 4.3 The annual community planning and facility partnerships meeting may be a stand-alone meeting or may be held as part of a scheduled Committee of the Whole or Board Meeting.
- 4.4 The Board shall notify the entities on the notification list and the general public about the annual community planning and facility partnerships meeting, in accordance with the Ministry of Education's *Community Planning and Partnership Guideline*.
- 4.5 In addition to the annual community planning and facility partnerships meeting, the Board will hold additional staff-level meetings to discuss additional information with relevant entities.
- 4.6 The Board will inform stakeholders of potential community planning and facility partnership opportunities at minimum on its public website.

5. Partnership Selection & Proposals

- 5.1 The Board will consider, and at its sole discretion, determine the eligibility of applicants for partnership. *Administrative Procedure 4990 – Community Planning and Facility Partnerships* outlines the process for selecting new partners.
- 5.2 Entities that provide competing education services, such as tutoring services, Junior Kindergarten to Grade 12 private schools or private colleges, credit-offering entities that are not government-funded, and political organizations are not eligible partners.
- 5.3 When sharing unused space or co-building new facilities, the following minimum criteria will be used to determine the eligibility of a partnership:
- protects the health and safety of students;
 - is appropriate for the school setting;
 - does not compromise the Board's student achievement and well-being strategy;
 - complies with local policies and bylaws (e.g., zoning and site use restrictions, Official Plans);
 - enables the Board to recover all costs for the operation and maintenance of the space;
 - the facility condition is appropriate;
 - the building can be configured such that the space used by partners is separated from or well integrated with the space used by students; and
 - does not compromise the Board's pupil accommodation strategies (i.e., prevent the Board from building, renovating, and/or closing schools or from disposing of surplus assets when required).
- 5.4 In addition to the criteria outlined in Section 5.3, the partner must:
- agree to operate in accordance with Board policies;
 - be willing to enter into a lease, license, or joint-use/facility partnership agreement and cover the costs of preparing such an agreement; and
 - be able to bear all costs of minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by the partner.
- 5.5 Expressions of interest from community partners will be reviewed and evaluated for compatibility with this Policy before the Superintendent, Business Services & Treasurer of the Board makes a recommendation to the Board of Trustees regarding a facility partnership.

6. Cost Recovery & Partnership Agreements

- 6.1 In every instance the entire professional, capital, maintenance, operating cost and applicable taxes associated with developing, constructing and operating the space to be occupied by the partner, will be borne by the partner. This includes a proportional amount for joint-use or shared space, as well as property taxes (if applicable), capital renewal, land, legal and administrative costs incurred by the Board.
- 6.2 Joint use or facility partnership agreements may be reviewed on an annual basis, subject to the needs of the school(s) and the Board.

7. Policy, Procedure, & Guideline Integration and Alignment

- 7.1 *Administrative Procedure 4990 – Community Planning and Facility Partnerships* has been developed in accordance with this Policy. Any community partnership process that the Board undertakes must have due regard to *Board Policies, Administrative Procedures*, and to the Ministry's *Community Planning & Partnership Guideline (CPPG)*.



FAITH AND RELIGIOUS ACCOMMODATIONS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	<i>Policy 1008 – Equity and Inclusion; PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”; PPM No. 112, “Education about Religion in the Public Elementary and Secondary Schools”; PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”; The Multifaith Information Manual (4th edition)- Ontario Multifaith Council</i>
Effective Date:	<i>December 13, 2010</i>
Revisions:	
Reviewed:	January 2015

1. Preamble

- 1.1 The Waterloo Region District School Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on faith or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The Waterloo Region District School Board understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The Faith and Religious Accommodation Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The Board believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The Board acknowledges the presence of students and staff who study and work in the school system not having religious affiliations. The Board assures these members that religious accommodation guidelines and procedures will not interfere or compromise their rights and privileges.
- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the Board works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.
- 1.5 The Board does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or Board. These areas may include, but are not limited to:
 - 1.6.1 Observance of major religious holy days and celebrations

- 1.6.2 Prayer and rituals
- 1.6.3 Dietary requirements and fasting
- 1.6.4 Religious attire
- 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities

2. Definitions

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances define "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code states that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2.1 Accommodation: The Waterloo Region District School Board defines faith based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a Board requirement, qualification or practice in accordance with the *Ontario Human Rights Code* to the point of undue hardship.

2.2 Creed: The Ontario Human Rights Commission defines creed as a professed system and confession of faith, including practices, beliefs, and observances that are part of a religion. Religion is broadly accepted to include non-deistic bodies of faith, such as the spiritual faiths/practices of Aboriginal cultures. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

According to the Ontario Human Rights Commission, every person has the right to be free from discrimination or harassing behaviour that is based on religion or where the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Code.

Creed does not include secular, moral beliefs, ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that profess to have a religious basis that contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

2.3 Undue Hardship: Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the Policy and Guidelines on Disability and the Duty to Accommodate). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence that was depended upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity

and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario Human Rights Code.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.



FAITH AND RELIGIOUS ACCOMMODATIONS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	<i>Policy 1008 – Equity and Inclusion; PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”; PPM No. 112, “Education about Religion in the Public Elementary and Secondary Schools”; PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”; The Multifaith Information Manual (4th edition)- Ontario Multifaith Council</i>
Effective Date:	<i>December 13, 2010</i>
Revisions:	
Reviewed:	January 2015, April 18, 2016

1. Preamble

- 1.1 The Waterloo Region District School Board acknowledges each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on faith or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The Waterloo Region District School Board understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The Faith and Religious Accommodation Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The Board believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The Board acknowledges the presence of students and staff who study and work in the school system not having religious affiliations. The Board assures these members that religious accommodation guidelines and procedures will not interfere or compromise their rights and privileges.
- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the Board works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.
- 1.5 The Board does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or Board. These areas may include, but are not limited to:
 - 1.6.1 Observance of major religious holy days and celebrations

- 1.6.2 Prayer and rituals
- 1.6.3 Dietary requirements and fasting
- 1.6.4 Religious attire
- 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities

2. Definitions

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances define "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code states that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2.1 Accommodation: The Waterloo Region District School Board defines faith based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a Board requirement, qualification or practice in accordance with the *Ontario Human Rights Code* to the point of undue hardship.

2.2 Creed: The Ontario Human Rights Commission defines creed as a professed system and confession of faith, including practices, beliefs, and observances that are part of a religion. Religion is broadly accepted to include non-deistic bodies of faith, such as the spiritual faiths/practices of Aboriginal cultures. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

According to the Ontario Human Rights Commission, every person has the right to be free from discrimination or harassing behaviour that is based on religion or where the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Code.

Creed does not include secular, moral beliefs, ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that profess to have a religious basis that contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

2.3 Undue Hardship: Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the Policy and Guidelines on Disability and the Duty to Accommodate). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence that was depended upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity

and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario Human Rights Code.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.



ACCESS TO DIGITAL RESOURCES AND TECHNOLOGY

Legal References:

Related References: *AP4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies*

Effective Date: *March 2014*

Revisions: *June 15, 2015*

Reviewed:

1. Preamble

- 1.1 The Waterloo Region District School Board Policies will provide a technology environment that allows networked access for staff and students for the purposes of learning, conducting business and participating in training and professional development through the use of desktop computers and mobile devices. Access will be provisioned to allow staff and students to use personally owned technology on the WRDSB network (BYOD). Any changes to access will be communicated to stakeholder groups through the defined Board communication protocols.
- 1.2 The Board recognizes the importance of access to information, research, digital resources, internet based resources and a variety of online tools to facilitate learning and Board business. To that end, the Board will continue to provide fair and equitable access to technology where necessary to support in class learning.
- 1.3 The Board's Technology Plan is designed to guide and support the expanding use of technology tools to equip our students with the necessary tools to develop 21st Century skills necessary in our modern society. As evidenced through research findings, the Board acknowledges that the use of technology facilitates and enhances learning through communication, collaboration, creativity, citizenship and critical questioning/thinking.

2. Network Access and Monitoring:

- 2.1 Provide networked access in hardwires and wireless configurations.
- 2.2 Govern access to the network by provisioning user accounts to all staff and students.
- 2.3 Expect that staff and students will use the network in accordance with governing protocols including:
 - AP4070, Responsible Use Procedure for Information, Communication and Collaboration Technologies;
 - the WRDSB Digital Code of Conduct;
 - the WRDSB Digital Citizenship framework;
 - the WRDSB Character Development framework
- 2.4 Monitor the network for:
 - Appropriate use and, when necessary, take appropriate action to maintain the safety and privacy of WRDSB staff, students and assets.
 - Data traffic congestion and take action to increase capacity as funds and resources are available.
- 2.5 Use equipment that complies with CSA and Health Canada and World Health standards, Safety Code 6.
 - Conduct periodic reviews of equipment as needed to ensure compliance.
 - Periodically check with relevant health agencies for updated advisories.



ACCESS TO DIGITAL RESOURCES AND TECHNOLOGY

Legal References:

Related References: *AP4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies*

Effective Date: *March 2014*

Revisions: *April 18, 2016*

Reviewed: *April 18, 2016*

1. Preamble

- 1.1 The Waterloo Region District School Board Policies will provide a technology environment that allows networked access for staff and students for the purposes of learning, conducting business and participating in training and professional development through the use of desktop computers and mobile devices. Access will be provisioned to allow staff and students to use personally owned technology on the WRDSB network (BYOD). *Any changes to the provisioned access will be communicated to stakeholder groups through the defined Board communication protocols.*
- 1.2 The Board recognizes the importance of access to information, research, digital resources, internet based resources and a variety of online tools to facilitate learning and Board business.
- 1.3 The Board's Technology Plan is designed to guide and support the expanding use of technology tools to equip our students with the necessary tools to develop 21st Century skills necessary in our modern society. As evidenced through research findings, the Board acknowledges that the use of technology facilitates and enhances learning through communication, collaboration, creativity, citizenship and critical questioning/thinking.

2. Network Access and Monitoring:

- 2.1 Provide networked access in hardwired and wireless configurations.
- 2.2 Govern access to the network by provisioning user accounts to all staff and students.
- 2.3 Expect that staff and students will use the network in accordance with governing protocols including:
 - AP4070, Responsible Use Procedure for Information, Communication and Collaboration Technologies;
 - the WRDSB Digital Code of Conduct;
 - the WRDSB Digital Citizenship framework;
 - the WRDSB Character Development framework
- 2.4 Monitor the network for:
 - Appropriate use and, when necessary, take appropriate action to maintain the safety and privacy of WRDSB staff, students and assets.
 - Data traffic congestion and take action to increase capacity as funds and resources are available.
- 2.5 Use equipment that complies with CSA and Health Canada and World Health standards, Safety Code 6.
 - Conduct periodic reviews of equipment as needed to ensure compliance.
 - Periodically check with relevant health agencies for updated advisories.



PUPIL ACCOMMODATION REVIEW (Consolidation or Closure)

Legal References:	<i>Education Act, s.8 (1), paragraph 26</i>
Related References:	<i>Ministry of Education Memorandum 2009:B7 Pupil Accommodation Review Guideline; Administrative Procedure 4860</i>
Effective Date:	<i>September 1998</i>
Revisions:	<i>June 2002, May 2007, November 2009</i>
Reviewed:	<i>November 17, 2014</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (the "Board") is committed to providing the best educational facilities and learning environments to support student participation and achievement while at the same time recognizing the need to manage its facilities in a fiscally responsible manner.
- 1.2 The Board acknowledges that changes in enrolment – declining, increasing and shifting population – funding and operational realities, educational policies and curriculum, provincial legislation and physical limitations of buildings and building infrastructures, may result in the need to consolidate, close or relocate a school or school program.
- 1.3 The Board recognizes meaningful community dialogue and participation to ensure a fair, open and constructive process.
- 1.4 The Policy:
 - provides direction for trustees, staff, municipalities and the public for the conducting of pupil accommodation reviews to determine the future of a school or grouping of schools;
 - establishes the process for undertaking such reviews, as required by the *Pupil Accommodation Guideline* issued by the Ministry of Education, dated June 26, 2009 (2009:B7);
 - does not apply to boundary reviews undertaken to align enrolment with school capacity that will not result in a school closure (refer to Section 5 of this policy for Exceptions).

2. Pupil Accommodation Review (Consolidation or Closure) Process

- 2.1 A pupil accommodation review may be considered when one or more of the following circumstances exist:
 - an emerging trend within an area under the jurisdiction of the Board to accommodate existing and projected students in fewer educational facilities;
 - due to declining enrolment, a school or group of schools is unable, or projected to be unable, to:
 - provide a suitable and equitable range of learning opportunities for students;
 - under normal staffing allocations, organize with split classes of no more than two grades;
 - reorganization involving the school or group of schools could enhance program and learning opportunities for students;

- any combination of teaching or learning spaces or school site at a school or group of schools is not suitable to provide the programs and accessibility needed to serve the community, and retrofitting and/or enlarging the facility may be cost prohibitive;
 - one or more of the schools is experiencing higher building maintenance expenses than average for the system and/or is in need of major capital improvements;
 - safety and/or environmental concerns are associated with the building, the school site or its locality in one or more of the schools;
 - the Board has received a formal request from a school community or communities requesting a review of their pupil accommodation facilities.
- 2.2 The Director of Education will present a report to the Board of Trustees identifying a school, or group of schools, where the circumstances are such that there is a need to consider the possible consolidation, closure or program relocation in respect of one or more of the subject schools.
- 2.3 The Board of Trustees may, upon consideration of the Director's report, authorize the undertaking of a pupil accommodation review for a school, or grouping of schools, in the area identified.
- 2.4 If a pupil accommodation review is approved, the Board of Trustees will direct the establishment of an Accommodation Review Committee (ARC).
- 2.5 The pupil accommodation review is to be led by the ARC. Wherever possible, the pupil accommodation review will consider a group of schools within the Board's planning area, since their proximity with each other may facilitate viable and practical solutions.
- 2.6 The ARC and Board administration will be responsible for:
- School Information Profile(s);
 - public information and access;
 - community consultation and public meetings;
 - ARC Accommodation Report and recommendations.
- 2.7 The Board will provide the ARC with Terms of Reference that describe the ARC's mandate (Administrative Procedure 4860, Section 4). The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the education and accommodation criteria for examining schools under review and accommodation options. The Terms of Reference will also describe the procedures for the ARC, including: meetings, material, support, and analysis to be provided by Board administration, and the material to be produced by the ARC. The Board will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified through the Board's Capital Plan.
- 2.8 Board administration will prepare School Information Profile(s) for the school(s) under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. The school Information Profile includes data for each of the following considerations about the school(s):
- Value to the student
 - Value to the school board
 - Value to the community
 - Value to the local economy
- 2.9 The ARC will deliver its Accommodation Report to the Board's Director of Education and present it to the Board of Trustees. The Director of Education will have the Accommodation Report posted on the Board's website. Board administration will examine the ARC Accommodation Report and present the administration analysis and

recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s).

- 2.10 If the Board of Trustees votes to close a school or schools, it must outline clear timelines around when the school(s) will close. The Board's resolution will also outline specific timelines for approved actions. Those actions will be communicated to the parties affected, the broader community and the Ministry of Education, immediately following the decision.

3. Accommodation Review Committee (ARC)

- 3.1 In establishing an Accommodation Review Committee (ARC) the Board is inviting the participation of:
- Up to two parents from the school, or schools under consideration;
 - The principal(s) from each school under consideration;
 - The school area Superintendent(s) of Education;
 - Facilities staff (Planning);
 - Study area municipal representation;
 - Up to two community representatives (may be, but not limited to, non-parent, business, municipal, community organization Waterloo Region Association of Public School Councils [WRAPSC], Special Education Advisory Committee [SEAC])

Other support staff may be called on as deemed appropriate. If circumstances warrant, and a majority of the abovementioned ARC members vote in favour, additional members may be added to the ARC.

- 3.2 The Accommodation Review Committee (ARC) responsibilities

3.2.1 School Information Profile(s)

ARCs are to discuss and consult on the School Information Profile(s) prepared by Board administration for the schools(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

3.2.2 Public Information and Access

The Board and the ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

3.2.3 Accommodation Options

The ARC may create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report.

ARCs may recommend accommodation options that include new capital investment. In these instances, Board administration will advise on the availability of funding. Where no funding exists, the ARC, with the support of the Board administration, will propose how students would be accommodated.

The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation.

As the ARC considers the accommodation options, the needs of all students in the schools of the ARC are to be considered objectively and fairly, based on the School Information Profile(s) and the objectives and Reference Criteria outlined in the Terms of Reference.

3.2.4 Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

The ARC will consult on the customized School Information Profile prepared by Board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback on the accommodation options and the ARC's Accommodation Report to the Board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available.

ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

3.2.5 ARC Accommodation Report to the Board

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference.

It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board of Trustees.

4. **Timelines for an Accommodation Review Process**

- 4.1 After the Board has announced its intent to conduct an accommodation review of a school or schools, there must be no less than thirty (30) calendar days notice prior to the first of a minimum of four (4) public meetings.
- 4.2 Beginning with the first public meeting, the public consultation period must be no less than ninety (90) calendar days.
- 4.3 After the ARC completes its Accommodation Report, it is to make the document publicly available and submit the document to the Board's Director of Education. After the submission of the ARC Accommodation Report, there must be no less than sixty (60) calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations. Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods.

- 4.4 The WRDSB will hold at least one Special Delegation Meeting during every Accommodation Review to ensure an opportunity for members of the public to contribute to the Accommodation Review being undertaken.

5. Application of the Pupil Accommodation Review Policy

- 5.1 In accordance with the *Pupil Accommodation Review Guideline* established by the Ministry of Education, the Board is not obligated to undertake an accommodation review:
- where a replacement school is to be rebuilt by the Board on the existing site or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies
 - when a lease is terminated;
 - when the Board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years
 - when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
 - where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or under construction or repair.

PUPIL ACCOMMODATION REVIEW (Consolidation or Closure)

Legal References:	<i>Education Act R.S.O. 1990, c. E.2, s. 8 (1), par. 26</i> <i>Education Act R.S.O. 1990, c. E.2, O. Reg. 444/98</i>
Related References:	<i>Pupil Accommodation Review Guideline, Ministry of Education (March 2015)</i> <i>Community Planning and Partnerships Guideline, Ministry of Education (March 2015)</i> <i>Administrative Review of Accommodation Review Process, Ministry of Education</i> <i>Administrative Procedure 4860 – Pupil Accommodation Review</i>
Effective Date:	<i>July 1, 2016</i>
Revisions:	<i>November 2009, December 2014, April 18, 2016</i>
Reviewed:	

1. Preamble

- 1.1 The Waterloo Region District School Board (the “Board”) is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs.
- 1.2 The Board ensures that decisions regarding school consolidations or closures are made with the involvement of an informed local community, and are based on a broad range of criteria regarding the quality of the learning experience for students.
- 1.3 These decisions are made by the Board of Trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources.
- 1.4 The Board is responsible for providing schools and facilities for students and for operating and maintaining these schools and facilities as effectively as possible to support student achievement and well-being.
- 1.5 In some cases, to address changing student populations, the Board may consider undertaking pupil accommodation reviews that may result in school consolidations and/or closures.
- 1.6 The Board supports a fair and transparent process for undertaking pupil accommodation reviews including meaningful community dialogue and participation among all stakeholders.
- 1.7 This Policy outlines the process the Board will follow to complete a pupil accommodation review or modified pupil accommodation review that is consistent with the Ministry of Education *Pupil Accommodation Review Guideline*, March 2015.
- 1.8 This Policy applies only to schools offering elementary and/or secondary regular day school programs.

2. Guiding Principles

- 2.1 The guiding principles of this Policy include, but are not limited to:
- 2.1.1 student achievement;
 - 2.1.2 student well-being; and
 - 2.1.3 school board financial stability and sustainability.
- 2.2 Prior to commencing an accommodation review, the Board is committed to:
- 2.2.1 Developing a long-term capital and accommodation plan, informed by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.
 - 2.2.2 Investigating alternative accommodation strategies that support the guiding principles outlined in Section 2.1, including but not limited to:
 - 2.2.2.1 modifying attendance boundaries to balance enrolment between overutilized and underutilized schools (achieved through a boundary study and must be less than 50% of the school's enrolment);
 - 2.2.2.2 relocation/redistribution of programs to balance enrolment between overutilized and underutilized schools (must be less than 50% of the school's enrolment);
 - 2.2.2.3 offering to lease or licence underutilized space within a school to a coterminous school board;
 - 2.2.2.4 finding community partners who can pay the full cost of operating the underutilized space; and/or
 - 2.2.2.5 decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.
- 2.3 If none of the alternative accommodation strategies outlined in Section 2.2.2 are deemed viable, the Board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and/or closures.
- 2.4 The selection of a school or group of schools for an accommodation review will be considered if one or more of the following conditions apply:
- current and projected enrolment within the attendance area requires fewer classrooms than available at the school;
 - current and projected enrolment within the attendance area exceeds the number of classrooms available at the school and to construct additional spaces is cost-prohibitive;
 - current and projected enrolment within the attendance area exceeds the number of classrooms available at the school and more than 50% of the students are eligible for transportation;
 - there are safety and/or environmental concerns related to the building(s), site(s) or location(s);
 - the school is operating in a leased or licensed facility;
 - the school is unable to deliver core curriculum in a fair and equitable way;
 - declining enrolment has created a negative impact on learning opportunities for students at the school;
 - program and learning opportunities could be enhanced by reorganization involving the school or group of schools;
 - teaching and/or learning spaces are not suitable to deliver the curriculum needed to serve the students and the community and retrofitting is cost prohibitive;
 - the school is experiencing increased building maintenance expenses and/or requires major capital improvements; or
 - the consolidation of two or more schools meets the goals and objectives of the long-term capital and accommodation capital plan.

- 2.5 Reviews of pupil accommodation will conform with Board policy made pursuant to the *Community Planning and Partnerships Guideline* issued by the Ministry of Education.

3. Intended Outcomes

- 3.1 Decisions regarding school consolidations and/or closures will be made within the context of supporting the Board Improvement Plan for Student Achievement (BIPSA) and making the most effective use of school buildings and education funding.
- 3.2 The Board of Trustees will make the final decision regarding any pupil accommodation review.
- 3.3 The accommodation review process as outlined in *Administrative Procedure 4860 – Pupil Accommodation Review* will allow the Board of Trustees to make an informed decision regarding the future of a family of schools through consultation with an informed local community, based on a broad range of criteria including, but not limited to:
- the impact of the current and projected enrolment on program/curriculum delivery and the operation of the school(s);
 - the current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery; and
 - the impact on the student, the Board, the community, local and regional municipalities, and community partners.
- 3.4 At the conclusion of the review process, including consideration for the Board's long-term capital and accommodation plan, the Board of Trustees will:
- 3.4.1 accept the recommendation(s) in the staff report as presented;
 - 3.4.2 reject the recommendation(s) in the staff report;
 - 3.4.3 modify the recommendation(s) in the staff report; or
 - 3.4.4 approve a different outcome.
- 3.5 If a pupil accommodation review results in a school closure decision, the Board will decide the appropriate course of action regarding its property holdings. The Board may decide to:
- 3.5.1 declare that school as surplus, potentially leading to the future disposition of the property (all dispositions are governed by O. Reg. 444/98);
 - 3.5.2 decide to use a closed school for other school board purposes; or
 - 3.5.3 hold the property as a strategic long-term asset due to a projected future need for the facility.

4. Parameters

The following parameters apply to all accommodation reviews conducted pursuant to this Policy. All decisions under this Policy will comply with the following parameters:

- 4.1 The pupil accommodation review process shall consist of the following:
- 4.1.1 The completion of School Information Profile(s) prior to the commencement of a review (details of the information to be contained in a School Information Profile is to be outlined in *Administrative Procedure 4860 – Pupil Accommodation Review*);
 - 4.1.2 The preparation of and submission of an initial staff report to the Board of Trustees;
 - 4.1.3 Board of Trustees approval to undertake an accommodation review process (for a modified accommodation review process refer to Section 4.4);
 - 4.1.4 The establishment of an Accommodation Review Committee, including its Terms of Reference (details regarding the role and membership of the Accommodation Review Committee is to be outlined in *Administrative Procedure 4860 – Pupil Accommodation Review*);

- 4.1.5 Consultation with the Regional Municipality of Waterloo, each of the affected local municipalities, and community partners that expressed an interest prior to the pupil accommodation review (details regarding the consultation process is to be outlined in *Administrative Procedure 4860 – Pupil Accommodation Review*);
 - 4.1.6 A minimum of two (2) public meetings to consult with individuals from the school(s) under review and the broader community;
 - 4.1.7 The preparation and submission of a final staff report to the Board of Trustees, including a Community Consultation section;
 - 4.1.8 An opportunity for public delegations to be heard by the Board of Trustees;
 - 4.1.9 The presentation of the final staff report, including a compilation of feedback from public delegations (if any);
 - 4.1.10 A final decision by the Board of Trustees; and
 - 4.1.11 The establishment of a Transition Committee (details regarding the transition process is to be outlined in *Administrative Procedure 4860 – Pupil Accommodation Review*).
- 4.2 Schools should only be subject to a pupil accommodation review once in a five-year period, unless circumstances including but not limited to the following necessitate a review:
- 4.2.1 The school is unable to deliver core curriculum in a fair and equitable way due to a significant change in enrolment;
 - 4.2.2 There are safety and/or environmental concerns related to the building(s), site(s), or location(s);
 - 4.2.3 The school requires time-sensitive building maintenance expenses and/or major capital improvements that may be cost-prohibitive; and/or
 - 4.2.4 Special circumstances have resulted in the Board's inability to use the building(s), site(s), or location(s) to accommodate students.
- 4.3 A modified pupil accommodation review process may be approved and initiated by the Board where two (2) or more of the following conditions are present:
- the distance to the nearest available accommodation (Board elementary and/or secondary school) is less than five (5) kilometres;
 - the utilization rate of the facility is less than or equal to 50% of the on-the-ground capacity of the school (calculated as enrolment divided by on-the-ground capacity);
 - the number of students enrolled at the school is less than or equal to 125 students;
 - the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes 50% or more of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years);
 - there are no more than three (3) schools subject to the pupil accommodation review process; or,
 - the entire student population (and boundary) of a school that is subject to a pupil accommodation review process can be accommodated in another school.
- 4.4 The modified pupil accommodation review process consists of the following steps:
- 4.4.1 The completion of School Information Profile(s) prior to the commencement of a review;
 - 4.4.2 The preparation of and submission of an initial staff report to the Board of Trustees;
 - 4.4.3 Board of Trustees approval to undertake a modified accommodation review process (for a regular accommodation review process refer to Section 4.1);
 - 4.4.4 Consultation with the Regional Municipality of Waterloo, each of the affected local municipalities, and community partners that expressed an interest prior to the pupil accommodation review;

- 4.4.5 A minimum of one (1) public meeting to consult with individuals from the school(s) under review and the broader community;
- 4.4.6 The preparation and submission of a final staff report to the Board of Trustees, including a Community Consultation section;
- 4.4.7 An opportunity for public delegations to be heard by the Board of Trustees;
- 4.4.8 The presentation of the final staff report, including a compilation of feedback from public delegations (if any);
- 4.4.9 A decision by the Board of Trustees; and
- 4.4.10 The establishment of a Transition Committee.

4.5 In all cases any minimum timelines set out in the Ministry of *Education's Pupil Accommodation Review Guideline* (version in effect at the time of the announced decision to initiate an accommodation review) will be followed.

5. Exemptions

5.1 There are specific circumstances where the Board is not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board;
- where a replacement school is to be built on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board;
- when a lease for the school is terminated;
- when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years);
- when a school is being repaired or renovated, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

5.2 In the case of an exemption, the Board will inform each of the school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees.

5.3 Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school or schools under consideration for such exemption.

5.4 Within five (5) business days following the date of the Board of Trustees' decision to proceed with an exemption, the Board will provide written notice to:

- the Regional Municipality of Waterloo, and each of the affected local municipalities through the Clerks Department (or equivalent); and
- other community partners that expressed an interest prior to the pupil accommodation review.

5.5 Within five (5) business days following the date of the Board of Trustees' decision to proceed with an exemption, the Board will also provide written notice to:

- the Conseil scolaire Viamonde's Director of Education;
- the Waterloo Catholic District School Board's Director of Education;
- the Conseil scolaire de district catholique Centre-Sud's Director of Education; and
- the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- 5.6 A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

6. Policy, Procedure, & Guideline Integration and Alignment

- 6.1 *Administrative Procedure 4860 – Pupil Accommodation Review* has been developed in accordance with this Policy. Any accommodation review process that the Board undertakes must have due regard to *Board Policies*, *Administrative Procedures*, and to the Ministry's *Pupil Accommodation Review Guideline (PARG)*.

DRAFT



OPENING OF NEW SCHOOLS AND ADDITIONS

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *May 30, 2011*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to hold an official opening for each new school or major addition constructed under its supervision and to make provisions for the neighbourhood community and the total community to be suitably involved in that program, recognizing that schools play an important role in the life of the community and that the total community is involved both directly and indirectly with school building projects.



OPENING OF NEW SCHOOLS AND ADDITIONS

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *May 30, 2011, **April 18, 2016***

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to hold an official opening for each new school or major addition constructed under its supervision and to make provisions for the neighbourhood community and the total community to be suitably involved in that program, recognizing that schools play an important role in the life of the community and that the total community is involved both directly and indirectly with school building projects.



Board Policy 6010

STUDENT DRESS CODE

Legal References:	<i>Education Act</i>
Related References:	<i>Canadian Charter of Rights and Freedoms</i> <i>Ontario Human Rights Code</i> <i>Board Policy 1003 – School Councils</i>
Effective Date:	<i>June 25, 2001</i>
Revisions:	<i>March 2014</i> <i>September 2002</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to create an environment that is appropriate for student learning through the establishment of student dress expectations in each school.
- 1.2 It is the responsibility of the principal, in consultation with the School Council on an annual basis, to establish these expectations for student dress.

**STUDENT DRESS CODE**

Legal References:	<i>Education Act</i>
Related References:	<i>Canadian Charter of Rights and Freedoms</i> <i>Ontario Human Rights Code</i> <i>Board Policy 1003 – School Councils</i>
Effective Date:	<i>June 25, 2001</i>
Revisions:	<i>March 2014, September 2002</i>
Reviewed:	<i>April 18, 2016</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to create an environment that is appropriate for student learning through the establishment of student dress expectations in each school.
- 1.2 It is the responsibility of the principal, in consultation with the School Council on an annual basis, to establish these expectations for student dress.



Board Policy G100

GOVERNANCE POLICY – FOUNDATIONS

Legal References:	<i>Education Act</i>
Related References:	<i>Administrative Procedure 4360 - Principles of Business Conduct</i> <i>Board Strategic Plan</i> <i>Board Improvement Plan for Student Achievement (BIPSA)</i>
Effective Date:	<i>April 2006</i>
Revisions:	<i>February 9, 2015</i>
Reviewed:	

1. Preamble

- 1.1 The following policy outlines definitions pertaining to governance policies, and the missions, values and principles governing the organization and actions of the Board of Trustees.

2. Policy Connections

- 2.1 The Board of Trustees of the Waterloo Region District School Board will govern in conformity with:
- 2.1.1 The Education Act of the Province of Ontario and relevant Ministry Policy Directives;
 - 2.1.2 Relevant statutory and regulatory requirements as they apply to the Board;
 - 2.1.3 The Board's By-laws.

3. Definitions

- 3.1 The following definitions are utilized in applying the practice of governance policies:
- 3.1.1 Governance – The primary role and responsibility of a Board of Trustees acting on behalf of the public school communities served. Governance is the act of establishing and assessing the effectiveness of the policies, directions and priorities of the Board.
 - 3.1.2 Governance Policy – Represents the collective processes, procedures and practices that the Board of Trustees utilizes to govern the Board, in conformity with the Education Act, Ministry directives and relevant regulatory requirements.
 - 3.1.3 Board Policy - A statement by the Board of Trustees, that directs the Director of Education as to the Board of Trustees' intents; and the outcomes and monitoring that the Board of Trustees wishes implemented and achieved on a specific topic, theme, issue or opportunity. Policies provide the framework for governing the administration and operations of the Board.
 - 3.1.4 Board – Refers to the Waterloo Region District School Board as a system or in its entirety.
 - 3.1.5 Board of Trustees – Refers to the Board of Trustees as the governance body of the Waterloo Region District School Board, undertaking actions, decisions, etc., as a corporate body.
 - 3.1.6 Individual Trustee/Trustee - Refers to a Trustee acting as an individual member of the Board of Trustees.

- 3.1.7 Director of Education – Refers to the senior staff leadership position as defined by the Education Act, acting as the Chief Executive Officer and the Chief Education Officer of the Waterloo Region District School Board.
- 3.1.8 Administrative/Operational – Represents the collective plans, strategies and actions of the staff, through the Director of Education, that implements the Board of Trustees approved policies, directions and priorities, as well as reporting to the Board of Trustees on the results achieved as per individual policy requirements or as directed by the Board of Trustees.

4. Mission, Vision and Values

- 4.1 The Board of Trustees of the Waterloo Region District School Board will govern the organization to achieve its mandate, Mission, Vision and Values.
- 4.2 Vision: Inspired Learners – Tomorrow's Leaders
- 4.3 Mission Statement: Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens.
- 4.4 Values:
 - 4.4.1 We encourage a culture of educational excellence and continuous improvement through strategic innovation and collaboration.
 - 4.4.2 We inspire hope and optimism for our learners by setting high expectations, fostering respectful relationships and believing in the success of every student.
 - 4.4.3 We cultivate a safe, inclusive, equitable learning community that is characterized by integrity, strong community partnerships and social responsibility.
- 4.5 Strategic Directions:
 - 4.5.1 We engage students, families, staff and communities.
 - 4.5.2 We foster wellness and well-being.
 - 4.5.3 We pursue student achievement and success for all.
 - 4.5.4 We embrace diversity and inclusion.
 - 4.5.5 We champion quality public education.
 - 4.5.6 We promote forward thinking.

5. Principles

- 5.1 The following Principles direct the governance approach of the Waterloo Region District School Board, and also affirm the Principles of Business Conduct contained in Administrative Procedure 4360:
 - 5.1.1 To represent all the stakeholders of the Board in governing the organization to achieve excellence in public education across the District.
 - 5.1.2 To work as a group, to achieve the Board's Mission and Values, strategic directions and annual outcomes, ensuring the Board of Trustees operates consistent with all statutory and regulatory requirements and the policies of the Board.
 - 5.1.3 To ensure transparency and stakeholder inclusiveness in Board of Trustees governance processes, through effective communications and consultation.
 - 5.1.4 To use the skills and insights of all Trustees in reaching Board of Trustee decisions.
 - 5.1.5 To provide effective new Trustee orientations, and on-going Board of Trustee development opportunities to enhance Trustee capacity, input and participation.

- 5.1.6 To ensure that a clarity of roles exists for the Board of Trustees and for the Director of Education. The Board of Trustees' responsibility involves developing, reviewing and monitoring Board policies, directions and priorities. The Director of Education responsibilities involve the implementation of Board policies, directions and priorities, and reporting the results of their implementation to the Board of Trustees.
- 5.1.7 To recognize that Trustees are elected from a specific community, but represent and act on behalf of the best interests of the whole Waterloo Region District School Board.
- 5.1.8 That every person can learn, has unique abilities and needs, and is deserving of respect;
- 5.1.9 That learning is a lifelong experience, involving home, school and community partnerships;
- 5.1.10 In the importance of honesty, optimism, integrity and equality in all the Board's actions;
- 5.1.11 In the development of the whole person and fostering the realization of their potential;
- 5.1.12 In the value of public education as an essential community resource;
- 5.1.13 In an organizational culture, that building on the spirit of service, embraces diversity, strives for excellence and fosters open communications;
- 5.1.14 In providing positive and safe learning opportunities that support all learners in achieving their potential;
- 5.1.15 In creating positive work environments that support staff in achieving their roles and potential;
- 5.1.16 In the importance of community partnerships, collaborative and engaging approaches in providing inspiring educational opportunities;
- 5.1.17 In being accountable to our communities, and in the importance of them being accountable to one another.

Report to Committee of the Whole
April 18, 2016



**Waterloo Region
District School Board**

Inspired Learners –Tomorrow's Leaders

SUBJECT: **Recipients of the 2015-2016 Tim Walker Memorial Award for Environmental Stewardship**

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Chairperson of the Board, Kathleen Woodcock.

PURPOSE/STRATEGIC PLAN:

To present awards to the recipients of the 2015-2016 Tim Walker Memorial Award for Environmental Stewardship.

This report relates to three of the Waterloo Region District School Board's (the Board's) strategic directions: Engaging students, families, staff and communities; Fostering wellness and well-being, and Promoting forward thinking.

BACKGROUND:

In May 2006, the Board passed a motion to administer the Tim Walker Memorial Award for Environmental Stewardship annually to honour the life of secondary school teacher Tim Walker and his contribution to education and environmental initiatives. The annual award is \$2,000, which is to be equally distributed among two elementary and two secondary schools (i.e., \$500 per school). At a meeting on March 30, 2016, an adjudication committee reviewed the applications submitted for the 2015-2016 Tim Walker Memorial Award for Environmental Stewardship.

STATUS:

The committee reviewed applications that were submitted by the following schools:

Elementary/Senior Public Schools

Country Hills Public School
 Elgin Street Public School
 Forest Glen Public School
 Lincoln Heights Public School
 Sandhills Public School
 Smithson Public School
 Southridge Public School
 W.T. Townshend Public School

Contact Person

Marc Lehman, Principal
 Kate St. Jean Ellerby, Teacher
 Mark Drummond, Principal
 Jenny Loeb sack & Lisa Lewis, Teachers
 David Wellhauser, Teacher
 Michelle Schmid, Principal
 Brooke Schlumberger, Teacher
 Barb Brown, Principal

Secondary Schools

Bluevale Collegiate Institute
 Huron Heights Secondary School
 Kitchener-Waterloo C.I.
 Preston High School

Contact Person

Valerie Miller, Teacher
 Ian McGaire, Teacher
 Patrick Rittinger, Teacher
 Andrew Tilt, Teacher

The following criteria were taken into consideration:

1. Staff and student involvement (current and future) and environmental stewardship.
2. Impact on student learning/fostering learning and engaging students.
3. Environmental benefits – shading, greening, waste reduction, recycling – organized action/school environmental club or committee.

All four recipients were confirmed to meet the criteria and were selected to receive the 2015-2016 Tim Walker Memorial Award. The following schools were chosen as the recipients of the Award:

Lincoln Heights Public School
 Sandhills Public School
 Bluevale Collegiate Institute
 Preston High School

Attached to this report is a synopsis of the projects submitted by the 2016-2016 recipients of the Tim Walker Memorial Award for Environmental Stewardship. (Appendix A)

COMMUNICATIONS:

The announcement of the Tim Walker Memorial Award recipients will be shared with all schools, staff, students and the public via a Board news release.

FINANCIAL IMPLICATIONS:

An amount of \$2,000 will be charged annually to the Trustee expenses budget (this action commenced in the 2006-2007 school year). This is the tenth year the award has been issued.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

2015-2016 TIM WALKER MEMORIAL AWARD FOR ENVIRONMENTAL STEWARDSHIP

PROJECT SYNOPSES

Elementary Award Recipients

Lincoln Heights Public School

Project Title: Outdoor Classroom

Staff and students at Lincoln Heights are working to improve the learning spaces both in and outside the school. There is a green space outside the resource room and grade 3 classroom that is not currently being used as it is run down. Their goal is to make this space greener by building a butterfly garden with native plant species to encourage a natural ecosystem.

Another goal is to establish a ‘garden club’ for students so that they can help plan, prepare and build the project. This group will also help maintain the garden and develop awareness and understanding about biodiversity, pollinators and native species. This will also support Science strands where teachers can use this space for learning and real-life applications.

Sandhills Public School

Project Title: Kindergarten Multi-Sensory Gardens

Students in the Sandhills’ Kindergarten division have been collecting seeds from their lunches and need an outdoor garden to transplant the seeds they have started in their classroom windows. Along with seeds from their lunches, they will be planting various types of herbs to help them explore the plants’ different textures, smells, tastes, and shapes.

This project will teach children about growing and harvesting food. It will assist students in understanding where food comes from, the process behind growing food from seeds, as well as exploring the garden from a sensory perspective.

Secondary Award Recipients

Bluevale Collegiate Institute

Project Title: Gardening on the EDGE

Bluevale’s EDGE Club (Environmental Duty for a Greener Earth) will purchase a full class set of hand gardening tools to support the gardening efforts at the school. Students and staff at Bluevale have worked to develop the green spaces on the property. They work from the spring to the fall to maintain the flower gardens out front, the pollinator garden in the back, and the vegetable garden at the side of the school. Several groups maintain these spaces – the Life Skills classes, the EDGE Club and a dedicated group of staff supporters.

At present, they do not have enough gardening tools – they have a need to have up to 30 people at a time using gardening tools. They would like to purchase hand trowels, weeding tools, hand pruners and some larger tools like edgers, a longer hose, and a hose nozzle (water sprayer). Being able to have enough tools for all of the staff and students to use during class time, with the Life Skills students or with the EDGE club students, will allow teachers to have students involved in an activity together and engaged, with no one waiting for a turn. This will, ultimately, help the students grow their vegetable garden and maintain the flower gardens.

During these activities, the students will be developing their knowledge and skills with things like recognizing the difference between a weed and a flower, planting, transplanting, thinning, and harvesting. The vegetables are harvested and used by the Life Skills and Family Studies cooking classes.

Preston High School*Project Title:* Tree Planting Initiative

This project will provide the opportunity for students to create a lasting impression on the campus at PHS by planting trees along their back campus, on the south/southwest side of the track and tennis court. Currently, there are no trees in this area.

The purpose of the tree planting initiative is to provide sun and wind breaks for students and athletes. In addition, this area will create nesting and roosting habitats for birds, bats and monarch butterfly and create a multi-use area, for both animal species and students at PHS. Once the trees are established, they we plan to allow the grassed areas around the trees to grow uninhibited so milkweed and other native grasses and plant species will flourish to provide a food source for the dwindling Monarch butterfly population.

Report to Committee of the Whole
April 18, 2016



**Waterloo Region
District School Board**

Inspired learners – Tomorrow's leaders

SUBJECT: Secondary Technology – September 2016

ORIGINATOR: This report was prepared by Mark Carbone, Chief Information Officer, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The following report has been developed to provide Trustees with important information regarding our board's "One-to-One" Chromebook 2015-2016 pilot initiative and anticipated "scaling up" of the initiative to include all secondary schools by September 2016.

The report is related to the following aspects of the strategic plan: Forward Thinking, Wellness, Diversity and Inclusion and Championing Public Education.

BACKGROUND:

This report is intended to serve as an update to the March 24th, 2014 Board report which identified our Board's Information Technology (IT) strategy to best serve the needs of our students and staff for the purposes of learning, instruction and assessment, promoting innovation and leveraging the digital world in which we exist.

The WRDSB technology framework must prepare us to facilitate the rapid technological shift currently underway. Our plan must be sustainable, scalable and aggressively paced in order to assimilate changes in technology with learning, business and communication needs. The strategy identified five critical and unstoppable trends that will impact us: increased mobility, cloud technology, social media as a primary communication tool, security issues and magnitude/scale of data.

Elements that are vital for development include:

- a) Development of our network
- b) A hardware strategy focusing on a shift to mobile technologies (away from desktop devices)
- c) Leveraging cloud services
- d) Development of a new digital print strategy
- e) Communications
- f) Staff training

STATUS:

Respected technology research companies such as Info-Tech Research Group (*the world's fastest growing information technology research and advisory company*) states: "Developing our ITS strategy with an underlying understanding of the exponential nature of technology growth will result in a much more accurate view of how technology, and IT, will enable school board innovation one, two, five, ten years forward."

In his publication, "A Rich Seam", Dr. Michael Fullan states that "the 'new pedagogies' are not just instructional strategies. They are powerful models of teaching and learning, enabled and accelerated by increasingly pervasive digital tools and resources". When combined with powerful teaching strategies, "digital tools and resources have the potential to enable, expand and accelerate learning in ways previously unimaginable."

Fullan's publication articulates powerful next steps which essentially build on the premise of learning with technology as described in the Ontario Public School Board Association (OPSBA) document titled "What If?" which states that "Rapid technological change, global competitive pressures and new patterns of work are demanding a more sophisticated set of transferable skills such as problem-solving, communication, decision-making, teamwork, leadership, entrepreneurship and adaptability."

As the Waterloo Region District School Board prepares students to live and work in a rapidly changing world, we must continue to experiment and grow our practice in this technology space, develop and assess innovative practices, and leverage opportunities for change.

One of the innovative projects approved for the 2015-2016 school year was to examine the impact of infusing mobile technology on a one-to-one allocation model for select groups of grade nine students in order to investigate and explore the impact on learning, engagement, assessment, changing practice, network requirements and needed support models.

Huron Heights Secondary School, Jacob Hespeler Secondary School and Sir John A. MacDonald Secondary School were selected through an application process to participate in the project. All grade nine students at these three schools were provided with a Chromebook device and have been utilizing the technology all year throughout the school day as appropriate. The devices "travel with the student" and they will continue to utilize their assigned device in subsequent years while studying at the school. Throughout the project, feedback has been gathered from students, teachers, administrators, technicians, central staff and parents. There has been an overwhelmingly positive response in all aspects of the project which has been shared in a various venues across our school system.

Based on the feedback, all remaining secondary schools have indicated a readiness to move forward in this direction for September 2016 via their annual technology plans. All WRDSB grade 9 students will be provided with a Chromebook device in September 2016.

COMMUNICATIONS:

Information will be shared with elementary schools during grade 8/9 transition. This information will also be shared with Parent Involvement Committee (PIC), Waterloo Region Assembly of Public School Councils (WRAPSC) and Special Education Advisory Committee (SEAC) as appropriate.

FINANCIAL IMPLICATIONS:

No financial implications. All project work identified is within current budget amounts allocated to Information Technology Services, and is sustainable on an ongoing basis. It is anticipated that the increased use of digital tools and resources will yield a decrease in print related costs, and potentially a decrease in hydro consumption.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Report to Committee of the Whole
April 18, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Motion – Trustees N. Waddell and C. Watson re Internet Filtering Policy and Graduated Internet Filtering Software**

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Trustees Natalie Waddell and Cindy Watson.

PURPOSE/STRATEGIC PLAN:

The purpose of the report is to provide the wording of a motion that Trustees N. Waddell and C. Watson served at the February 22, 2016, Committee of the Whole Meeting recommending the development of a board policy on internet filtering and the purchase of a graduated internet filtering system.

This motion relates specifically to the Waterloo Region District School Board's strategic directions, particularly in the areas of engaging students, families, staff and communities and promoting forward-thinking.

BACKGROUND:

At the Board Meeting of February 22, 2016, Trustees N. Waddell and C. Watson served the following motion as supported by Trustees C. Harrington and C. Millar:

That the Waterloo Region District School Board request that the Director of Education develop an internet filtering policy; and

That a Request for Proposal be initiated for the installation of a graduated internet filtering system that would include an ongoing annual subscription; and

That a report be provided to the Board by the end of May 2016.

At the Agenda Development Committee Meeting of March 7, 2016, the motion was discussed at length. As a result, the following amended motion was proposed for consideration:

That the Waterloo Region District School Board request that the Director of Education develop an internet filtering policy; and

That the board direct staff to purchase specialized filtering software with graduated filtering (for different grade levels) and multi-language support, in addition to existing filtering, to filter out inappropriate content (including pornographic websites and their proxies) with an annual subscription for the ongoing monitoring and updates to the filtering protocol, and

That a report be provided to the board by the end of May 2016 detailing both the implementation and communication plan prior to implementation.

STATUS:

At the March 7, 2016, Agenda Development Committee Meeting the motion was scheduled for discussion at the April 18, 2016, Committee of the Whole Meeting.

FINANCIAL IMPLICATIONS:

The financial implications are not identified at this time.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board request that the Director of Education develop an internet filtering policy; and

That the board direct staff to purchase specialized filtering software with graduated filtering (for different grade levels) and multi-language support, in addition to existing filtering, to filter out inappropriate content (including pornographic websites and their proxies) with an annual subscription for the ongoing monitoring and updates to the filtering protocol, and

That a report be provided to the board by the end of May 2016 detailing both the implementation and communication plan prior to implementation.

 **Director of Education**

Report to Committee of the Whole April 18, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: 2015-2016 Interim Financial Report and Forecast at February 29, 2016

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Karen Newland, Controller, Financial Services; Sharon Uttley, Manager of Accounting Services; Wendy Jocques, Manager of Budget Services; Nick Landry, Manager of Business Services and Fabiana Frasheri, Budget Officer, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To present the Interim Financial Report for the period ending February 29, 2016 and to forecast the year-end financial position for the 2015-2016 budget year. Consistent review of the factors that affect our financial position are monitored and realigned to sustain quality public education and promote forward-thinking for future budget years.

BACKGROUND:

It has been an established practice within the Waterloo Region District School Board (Board) to review expenditures on a quarterly basis in comparison with the approved budget.

STATUS:

The Board approved the 2015-16 operating budget on June 22, 2015 and at that time the Board approved a balanced budget where revenues equaled expenditures.

The forecast presented based on February 29, 2016 actuals is balanced and shows revenues equal to expenditures. The enrolment projection used in this forecast is based on revised estimates plus registered Newcomers. It is important to be aware that the March 31, 2016 figures are estimates and the October 31, 2015 enrolment numbers have not been finalized at the time of this report. Therefore, there will be no certainty around our revenue until enrolments are confirmed. Enrolment levels are monitored closely and are a financial risk to the Board as it is the key driver to the amount of grants the Board receives from the Ministry.

The forecasted "Annual Operating Surplus/ (Deficit) – Unappropriated" indicates no significant variations from the original estimates and therefore is showing a balanced forecast of \$0. Current analysis indicates the Board will be in a surplus position at year end but the amount is not quantifiable at this time. The forecast incorporates the change in grant revenues resulting from enrolment including Newcomers registered and negotiated labour contracts. Expenses have been adjusted to include costs resulting from centrally negotiated labour contracts. It is important to note that the Ministry funding for central negotiations did not offset the expenditures completely. Based on benchmark funding the Board received \$346,000 less in grant revenue than forecasted costs related to labour negotiations. The shortfall has been offset through other anticipated expenditure savings such as professional development. The 2015-16 Interim Financial Report comparing budget to forecast is attached as Appendix A. A summary of the net adjustments is below in Table 1.

Table 1		
in (000's)		
2015-16 Approved Operating Surplus/(Deficit)		\$ (2,066)
2015-16 Approved One Time Initiatives		2,066
2015-16 Approved Budget		0
Changes to Grants for Student Needs Based on Enrolment Increase/(Decrease)		
Net enrolment impact on Grant for Student Needs	(1,084)	
Changes to Other Revenues Increase/(Decrease)		
Draw from Deferred Revenue	1,226	
Capital Grant Adjustments	(24)	
Shortfall on Funding related to Labour Negotiations	(346)	
Changes to Expenditures Increase/(Decrease)		
Designated Early Childhood Educators (3.58 FTE)	(157)	
Miscellaneous Adjustments	385	
Estimated 15/16 In Year Operating Surplus/(Deficit)		\$ -

Forecasted revenue variances to note from Appendix A include:

- Grant for Student Needs - funding adjustment for central labour negotiations and the influx of newcomers to the region
- Draw from Deferred Revenue - change in amounts transferred for Special Education and Child Care Retrofit
- Other Grants increased due to additional Education Program Other (EPO) grants announced after budget submission offset by corresponding expenditures
- Other Revenues increase in projected number of foreign students
- Other Revenues increase in extended day care enrolment offset by corresponding expense

Forecasted expenditure variances to note from Appendix A include:

- Instruction increase for compensation estimates resulting from centrally ratified agreements
- Instruction adjustment for expenditures related to newcomers to the region
- Instruction additional Education Program Other (EPO) grant announcements offset by corresponding revenue
- Non-Operating extended day care enrolment increase offset by corresponding revenue

COMMUNICATIONS:

Information is provided to staff and members of the public as required.

FINANCIAL IMPLICATIONS:

The 2015-16 year has been a dynamic year with labour negotiations, sanctions in the fall, and increased Newcomers to the area. Fluctuations with actual expenditures and grant revenues will continue until actual financial results are determined at year end. The current financial analysis is signaling that the Board will be in a surplus position at year end. However, due to the large amount of unknowns a number cannot be quantified at this time.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

2015-16 Interim Financial Report

Summary of Financial Results

(000's)

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants-GSN	638,418	644,240	5,822	0.9%
Revenue transferred from/(to) deferred revenue	921	4,165	3,243	351.9%
Other Grants	4,499	5,506	1,008	22.4%
Other	15,177	16,137	960	6.3%
School Generated Funds	14,000	14,000	-	0.0%
Transferred from DCC**	29,723	29,702	(21)	(0.1%)
Transferred to DCC**	(12,417)	(14,267)	(1,850)	14.9%
Total Revenue	690,321	699,483	9,162	1.3%
Expenses				
Instruction	539,288	546,671	7,382	1.4%
Administration	15,059	15,463	404	2.7%
Transportation	15,655	15,677	22	0.1%
School Operations & Maintenance	58,496	58,736	239	0.4%
Pupil Accom/Renewal/Debt/Non-operating	38,958	39,734	776	2.0%
School Generated Funds	14,000	14,000	-	0.0%
Total Expenses	681,457	690,280	8,824	1.3%
Surplus/(Deficit)	8,864	9,202	338	3.8%

DETERMINATION OF ANNUAL OPERATING SURPLUS

PSAB Surplus/(Deficit) (from above)	8,864	9,202
LESS: Internally Appropriated		
2015/16 one-time initiatives	2,066	1,630
Committed Capital Projects	199	990
Committed capital projects annual amortization	(331)	(289)
Sub-Total: In-Year Appropriations	1,935	2,331
Previous year one-time initiatives	-	135
Commitment of sinking fund interest	24	24
Committed capital projects	(79)	(911)
Total: Internally Appropriated	1,880	1,579
Less: Unavailable for Compliance		
PSAB Adjustments	(11,075)	(11,070)
Total Adjustments	(9,195)	(9,491)
In-year unappropriated Operating Surplus/(Deficit)	(331)	(289)
Committed capital projects annual amortization	331	289
ANNUAL Unappropriated Operating Surplus/(Deficit)	0	(0)

Changes in Revenue

- Provincial Grants-GSN increase to reflect funding allocated for provincial labour negotiations and enrolment adjustment for Newcomers
- Deferred Revenue transfer changes are related to special education and child care retrofit
- Other Grants are up due to additional EPO grant announcements
- Other Revenue increase due to projected increase in number of foreign students and increase in extended day care fees due to increased enrolment

Change in Expenditures

- Instruction: reflects the adjustment for compensation estimates for centrally ratified agreements and enrolment adjustment for Newcomers
- Administration: carryover for one-time initiatives from previous year
- Pupil Accom/Renewal/Debt/Non-Operating: Increase in extended day enrolment

Change in Surplus/Deficit

Risks

- Further enrolment decline

**DCC - Deferred Capital Contributions

2015-16 Interim Financial Report

Summary of Capital to be Financed		(000's)	
	Budget	Forecast	
Funding			
New Building and Additions	21,097	22,287	
Capital Priorities - land	0	0	
Retrofitting School space for child care	0	2,000	
Renewable Energy School Funding			
School Condition Improvement	9,354	9,354	
Full Day Kindergarten	3,213	3,920	
Renewal	6,554	6,554	
Education Development Charge (EDC)	9,208	9,694	
Proceeds of Disposition	605	0	
Minor Tangible Capital Assets	5,863	5,713	
Other	1,209	1,200	
Total Capital by Funding Source	57,103	60,722	
Expenditure			
Buildings (new, additions & renewal)	41,332	44,615	
Land	9,208	9,694	
Land Improvements	0	0	
Moveable Assets	6,563	6,413	
Total Capital Expenditure	57,103	60,722	

2015-16 Interim Financial Report

Summary of Enrolment

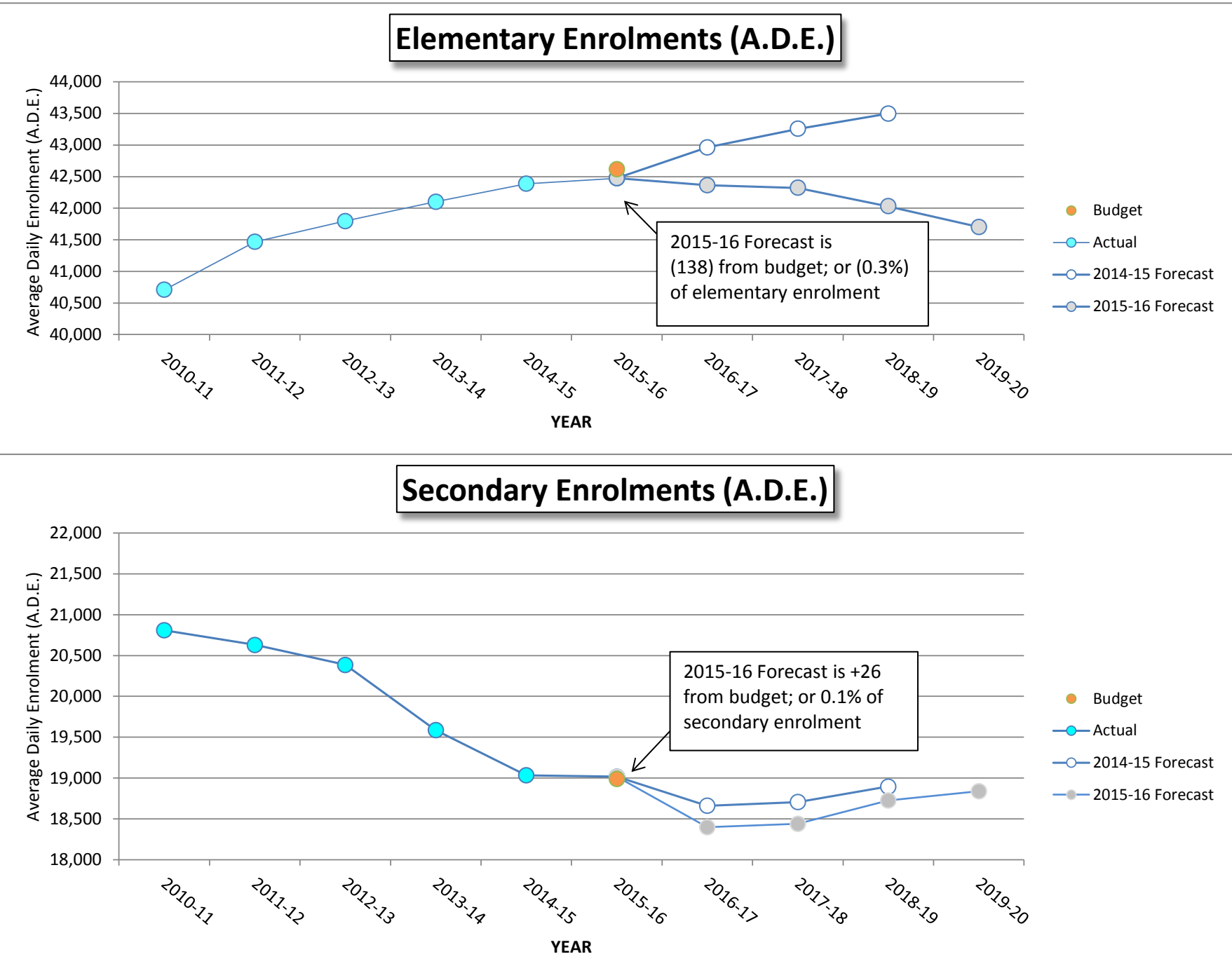
ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK	4,021.82	3,880.45	(141.37)	-3.5%
SK	4,296.08	4,306.44	10.36	0.2%
Grade 1-3	13,283.00	13,183.06	(99.94)	-0.8%
Grade 4-8	21,006.50	21,100.88	94.38	0.4%
Other Pupils	7.00	5.50	(1.50)	-21.4%
Total Elementary	42,614.40	42,476.33	(138.07)	-0.3%
Secondary				
Pupils of the Board <21	18,872.52	18,900.17	27.65	0.1%
High Credit Pupils	47.74	38.21	(9.53)	-20.0%
Pupils of the Board >21	9.38	6.00	(3.38)	-36.0%
Other Pupils	60.74	72.25	11.51	18.9%
Total Secondary	18,990.38	19,016.63	26.25	0.1%
Total	61,604.78	61,492.96	(111.82)	-0.2%

Note: Forecast based on October 31st count date

Highlights of Changes in Enrolment:

- Our JK attraction rate, which is a measure of the percentage of four year olds in the Region that we have in our schools, is the lowest it has been since 2007 (68.3%).
- The Board has received approximately 350 students as a result of the Government's Newcomer resettlement efforts and these students have been included in the updated forecast. However, we are only counting these students for the March 31st count date so they do not completely offset the negative variance identified in October.
- We have adjusted our multi-year forecast for both elementary and secondary schools. In previous forecasts we anticipated the secondary decline to continue into 2017-18; our adjusted forecasts indicate we are likely to "bottom out" in 2016-17 before showing a gradual increase moving forward. The multi-year for elementary is conservative based on 2015-16 observations.

Historic and Projected Enrolments with 2015/16 Budget vs Projected Comparison



2015-16 Interim Financial Report

Summary of Staffing

FTE	Budget	October 31st	In-Year Change	
			#	%
Instruction			-	
Classroom Teachers	3,719.20	3,703.40	(15.80)	-0.42%
Non-Classroom	1,913.20	1,915.10	1.90	0.10%
Total Instruction	5,632.40	5,618.50	(13.90)	-0.25%
Non-Instruction	764.10	772.40	8.30	1.09%
Total	6,396.50	6,390.90	(5.60)	-0.09%

Highlights of Changes in Staffing:

- Non-Classroom: change in Extended Day Care Designated Early Childhood Educators and Educational Assistants due to increase in enrolment

Waterloo Region District School Board
Interim Financial Report
PSAB Revenues for the Period Ending February 29, 2016

Budget Assessment						
a	e = (d-b) /b	b	c = b - a	d = c/a		
2015-16					Material Variance Note	
Budget (Estimates)	% Change from Prior Year Actuals	Forecast	Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
Provincial Grants for Student Needs						
1 Pupil Foundation-Elementary	220,070,725	0.4%	219,162,110	(908,615)	(0.41%)	
2 Pupil Foundation-Secondary	108,193,515	(0.3%)	108,352,029	158,514	0.15%	
3 School Foundation	40,684,537	0.1%	40,603,502	(81,035)	(0.20%)	
4 Special Education	81,828,553	1.3%	81,663,303	(165,250)	(0.20%)	
5 French as a Second Language	8,010,544	1.5%	7,946,029	(64,515)	(0.81%)	
6 English as a Second Language	5,617,431	1.3%	5,804,980	187,549	3.34%	
7 Learning Opportunities	6,814,052	(0.2%)	6,817,674	3,622	0.05%	
8 Continuing Education	1,878,043	3.3%	1,864,847	(13,196)	(0.70%)	
9 High Credit	159,261	(1.0%)	127,469	(31,792)	(19.96%)	1
10 Teacher Q&E	50,555,958	4.0%	52,828,281	2,272,323	4.49%	2
11 New Teacher Induction Program (NTIP)	393,413	(0.8%)	393,413	-	0.00%	
12 ECE Q&E	3,550,386	18.3%	3,678,427	128,041	3.61%	2
13 Transportation	15,850,437	3.9%	15,617,636	(232,801)	(1.47%)	
14 Admin and Governance	16,001,161	(0.6%)	15,978,991	(22,170)	(0.14%)	
15 Trustees' Association Fee	43,316		43,316	-	0.00%	
16 School Operations	57,234,604	1.0%	57,100,968	(133,636)	(0.23%)	
17 Community Use of Schools	784,719	1.6%	784,719	-	0.00%	
18 Declining Enrolment	207,643	(80.1%)	207,643	-	0.00%	
19 Temporary accomodation - relocation and leasing	1,678,668	(2.2%)	1,678,668	-	0.00%	
20 First Nation, Metis and Inuit	772,190	(13.8%)	780,450	8,260	1.07%	
21 Safe Schools	1,231,604	(0.0%)	1,230,209	(1,395)	(0.11%)	
22 School Renewal	8,671,956	(0.2%)	8,654,443	(17,513)	(0.20%)	
24 Approved Debt	104,872	0.0%	104,872	-	0.00%	
25 Debt Charges-Interest Portion	8,209,699	(3.8%)	8,144,239	(65,460)	(0.80%)	
26 1% Lump Sum			4,800,720	4,800,720		2
27 Capital Grant for Land				-		
28 Restraint Savings	(129,030)	(461.4%)	(129,030)	-	0.00%	
31 Total Provincial Grants for Student Needs (GSN)	638,418,257	(0.3%)	644,239,908	5,821,651	0.91%	
32 Amortization of Deferred Capital Contributions	29,722,557	100.0%	29,702,010	(20,547)	(0.07%)	
33 Legislative Grants transferred from/(to) Deferred Revenue	921,491	243.2%	4,164,569	3,243,078	351.94%	3
34 Other Grants	4,498,586	(10.2%)	5,506,383	1,007,797	22.40%	4
Non Grant Revenue						
35 Fees	1,185,800	(19.3%)	1,382,478	196,678	16.59%	5
36 Transportation Recoveries	-	0.0%	-	-	0.00%	
37 Rental Revenue	1,457,800	(15.3%)	1,457,800	-	0.00%	
38 Education Development Charge	5,761,966		5,761,966	-	0.00%	
39 Other Revenue	6,771,926	(24.5%)	7,535,141	763,215	11.27%	6
40 Non Grant Revenue	15,177,492	(5.8%)	16,137,385	959,893	6.32%	
41 School Generated Funds Revenue	14,000,000	1.4%	14,000,000	-	0.00%	
42 Grants Transferred to Deferred Capital Contributions	(12,417,300)	(24.3%)	(14,267,300)	(1,850,000)	14.90%	
43 Total PSAB Revenues	690,321,083	0.3%	699,482,955	9,161,872	1.33%	

- EXPLANATIONS OF MATERIAL GRANT VARIANCES**
- 1 Actual number of high credit students lower than orginally budgeted
 - 2 Reflects the funding adjustment for central labour negotiations
 - 3 Reflects the change in amounts transferred from deferred revenue for Special Education and Child Care Retrofit
 - 4 Additional Education Program Other (EPO) grants announced after budget submission
 - 5 Projected increase in number of foreign students
 - 6 Extended Day Care enrolment increase offset by corresponding expense

Waterloo Region District School Board
Interim Financial Report
PSAB Expenses PSAB Revenues for the Period Ending February 29, 2016

A. Budget Assessment					B. Risk Assessment					
a		b	c = b - a		d = c/a	e		f	g = f - e	
2015-16					Material Variance Note	Actual to Feb 29/16	Actual to Feb 28/15	Year-to year Increase (Decrease)	Forecast vs.Prior year YTD	
Budget (Estimates)	Forecast	Change		% of Forecast Spent		% of Actual Spent				
		\$ Increase (Decrease)	% Increase (Decrease)							
OPERATING					1					
Classroom										
1 Classroom Teachers	363,152,788	368,469,839	5,317,051	1.5%		50.55%	52.60%	(2.1%)		
2 Supply Teachers	15,471,059	15,566,875	95,816	0.6%		43.26%	46.32%	(3.1%)		
3 Teacher Assistants	30,886,389	31,501,426	615,037	2.0%		53.96%	56.28%	(2.3%)		
4 Early Childhood Educator	15,772,900	16,233,876	460,976	2.9%		54.80%	56.59%	(1.8%)		
5 Textbooks and Classroom Supplies	14,485,333	14,663,623	178,290	1.2%		42.07%	49.63%	(7.6%)	1	
6 Computers	6,697,501	7,237,500	539,999	8.1%		29.52%	39.82%	(10.3%)	1	
7 Professionals & Paraprofessionals	24,542,658	24,637,463	94,805	0.4%		45.91%	50.72%	(4.8%)		
8 Library & Guidance	11,171,325	11,206,554	35,229	0.3%		52.72%	52.92%	(0.2%)		
9 Staff Development	4,602,677	4,943,415	340,738	7.4%		26.98%	49.92%	(22.9%)	1	
10 Department Heads	1,383,300	1,373,395	(9,905)	(0.7%)		52.04%	54.08%	(2.0%)		
11 Principal and Vice-Principals	26,300,300	26,246,800	(53,500)	(0.2%)		51.47%	53.61%	(2.1%)		
12 School Secretaries & Office Supplies	14,925,656	15,150,845	225,189	1.5%		47.94%	52.29%	(4.3%)		
13 Teacher Consultants	6,671,835	6,716,743	44,908	0.7%		47.81%	51.99%	(4.2%)		
14 Continuing Education	2,285,014	2,322,808	37,794	1.7%		26.40%	32.53%	(6.1%)	1	
15 Instruction-Amortization	5,858,413	5,858,413	-	0.0%		0.00%	0.00%	0.0%		
16 Less: GSN Funded Tangible Capital Assets	(4,918,801)	(5,458,800)	(539,999)	11.0%		21.24%	71.71%	(50.5%)		
17 Sub-Total Instruction Expenses	539,288,347	546,670,775	7,382,428	1.4%		49.37%	51.69%	(2.3%)		
Other Expenses										
18 Board Administration	15,199,209	14,913,370	(285,839)	(1.9%)		47.51%	53.33%	(5.8%)	1	
19 School Operations	58,750,844	58,990,076	239,232	0.4%		44.16%	46.04%	(1.9%)		
20 Transportation	15,653,869	15,675,590	21,721	0.1%		59.97%	57.98%	2.0%		
21 Amortization	551,332	551,332	-	0.0%		0.00%	0.00%	0.0%		
22 Less: GSN Funded Tangible Capital Assets	(944,499)	(254,500)	689,999	(73.1%)		119.8%	73.84%	46.0%		
23 Sub-Total Other Expenses	89,210,755	89,875,868	(24,886)	(0.0%)		46.99%	49.01%	(2.0%)		
24 TOTAL OPERATING EXPENSE	628,499,102	636,546,643	7,357,542	1.2%	49.03%	51.31%	(2.3%)			
NON-OPERATING					2					
Pupil Accommodation/Renewal/Debt										
25 School Renewal	8,671,956	8,685,570	13,614	0.2%		27.28%	52.97%	(25.7%)	1	
26 Debt Charges	7,859,095	7,859,095	-	0.0%		51.85%	51.08%	0.8%		
27 Recoverable Costs	5,175,500	6,000,285	824,785	15.9%		53.04%	48.82%	4.2%		
28 Other Non-Operating Expenses	104,872	104,872	-	0.0%		0.00%	0.00%	0.0%		
29 Loss on Disposal of TCA and Assets										
30 Amortization	23,700,434	23,638,026	(62,408)	(0.3%)		0.00%	0.00%	0.0%		
31 Less: GSN Funded Tangible Capital Assets	(6,554,000)	(6,554,000)	-	0.0%		21.5%	53.33%	(31.9%)		
32 Total Pupil Accommodation Expense	38,957,857	39,733,848	775,991	2.0%		20.69%	-118.45%	139.1%		
33 School Generated Funds Expense	14,000,000	14,000,000	-	0.0%		0.00%	0.00%	0.00%		
34 TOTAL EXPENSES	681,456,959	690,280,491	8,133,533	1.2%	46.41%	48.48%	(2.1%)			

Pressure The variance between year-to-date spending as a % of forecast versus spending for the same period last year indicates cost pressure
Due to Timing The variance between year-to-date spending as a % of forecast versus spending for the same period last year is due to the timing of expenditure only.

A. EXPLANATIONS OF MATERIAL BUDGET VARIANCES	
1	Additional Education Program Other (EPO) grant announcements offset by corresponding revenue
2	Extended Day Care enrolment increase offset by corresponding revenue
B. 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
April 18, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Major Capital Projects – Quarterly Update Report**

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Ian Gaudet, Controller, Facility Services; Ron Dallan, Manager, Capital Projects, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To provide up-to-date information to the Board with regard to major capital projects.

The strategic plan is supported by building new schools, harnessing the latest technologies, providing an excellent learning environment which promotes forward thinking and champions quality public education.

BACKGROUND:

The major capital projects listed on Appendix A have been approved by the Board.

STATUS:

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

The Groh Public School tender closed on February 9, 2016 within budget and is now under construction.

For Chicopee Hills Public School, the Approval to Proceed (ATP) and Cost Consultant Report (CCR) for school construction was approved by the Ministry of Education on February 12, 2016 allowing us to proceed to tender. Based on the CCR and included in the ATP was an approved request for additional funding (\$282,044) to be applied to this project from our Build Capacity (Capital Priorities Savings – Jean Steckle Public School). In addition the CCR indicated an amount for eligible Educational Development Charges for site development work on the school site. This new budget is now reflected in appendix A.

The school construction tender has been issued for Chicopee Hills Public School and will close on April 21, 2016. The site servicing (sewers and roads) tender is planned to be issued the week of April 25, 2016. Tree clearing has been completed on the north portion of the site where the school will be positioned. Grading on the north portion of the site will begin shortly.

The Blanding's turtle field survey will soon be taking place at the site through our consultant. If no turtle is identified, a memo will be issued to the Ministry of Natural Resources and Forestry for approval. Once approved, the Grand River Conservation Authority (GRCA) should clear this item which would allow site plan approval to be granted and building permit issued from the City. This will allow the school construction contractor to mobilize and begin construction. In the event that a Blanding's turtle is identified during the survey, we have already begun the process with our consultant to apply for an "Overall Benefit Permit" that provides reasonable alternatives to the proposed development that would minimize or eliminate impacts on the Blanding's turtle. This may delay the construction start somewhat but should not jeopardize the opening of the school for September 2017.

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.

FINANCIAL IMPLICATIONS:






The updated projects are listed on Appendix A.

RECOMMENDATION:

No recommendation. For information only.




 **Director of Education**

Major Capital Projects
Quarterly Update Report
1-Apr-2016

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
Vista Hills P.S. (new)	Construction		New School	21-Oct-13	25-Apr-14	Yes	No	+VG	Yes	Yes	Yes	\$12,732,439	September 2016
New Riverside P.S. (new-rebuild)	Construction		New School	21-Oct-13	25-Apr-14	Yes	No	K+	Yes	Yes	Yes	\$15,547,654	September 2016
Chicopee Hills P.S. (new)	Site Plan Approval		New School	19-Sep-11	07-Jul-11	Yes	No	BJC	No	No	No	\$12,951,869	September 2017
Groh P.S. (new)	Construction		New School	18-Mar-13	24-Jan-13	Yes	No	CS&P	Yes	Yes	Yes	\$12,859,506	September 2017
P.S. in South West Kitchener (Rosenberg III) (new)	Schematic Design		New School	11-May-15	30-Oct-15	No	No	WFP	No	No	No	\$15,543,455	September 2018

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
April 18, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Stop Arm Camera on Yellow School Buses – Proposed Trial

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Benoit Bourgault, General Manager, Student Transportation Services of Waterloo Region, Inc.; Nick Landry, Business Services Manager in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to communicate the plans for the installation and use of stop arm cameras on a sample of yellow school buses servicing the Waterloo Region District School Board (WRDSB) and the Waterloo Catholic District School Board (WCDSB) during a set trial period to validate stop arm violation concerns and for Proof of Concept (POC) testing to gain support from stakeholders such as the Waterloo Regional Police Services and the Region of Waterloo (Region). This aligns with the board's strategic directions of promoting forward-thinking, fostering well-being and championing quality public education.

BACKGROUND:

For the safety of students, Section 175 of the Highway Traffic Act requires all drivers to stop when approaching a school bus that has its overhead red signal-lights flashing and to not proceed until the bus moves or the lights have stopped flashing. Driver non-compliance could result in fines and demerit points. However, feedback from bus operators, supported by a random sampling of stop arm violation counts, indicate a high number of weekly stop arm violations at bus stops around the Region.

STATUS:

Significant discussion has taken place regarding the installation of stop arm cameras on school buses as a means of increasing the safety of our students. An update was recently brought to the Board of Trustees by the General Manager of the Student Transportation Services of Waterloo Region (STSWR), Inc. on this topic.

The attached proposal is a request from the STSWR, Inc. to engage in a pilot related to the stop arm cameras. After having performed due diligence on the request, the Consortium Management Committee, and the STSWR, Inc. Board of Directors believes the pilot is warranted and has given the General Manager permission to proceed.

In addition to the contents of the attached report, it is important to note:

- During the pilot phase, no tickets will be issued, no contracts awarded, and there will be no financial transactions between either the WRDSB or STSWR, Inc. and the proposed pilot vendor.
- The pilot phase is planned to run through to the end of the current school year.
- The data gathered through the pilot process will be helpful to decision-makers about next steps in the process.
- The review of any data collected by stop arm cameras will be the responsibility of the vendor. WRDSB, WCDSB, and STSWR, Inc. staff will not be involved in this process.
- Any future partnership to implement the stop arm cameras would involve the Waterloo Regional Police Service, the Region, a third party vendor, bus operators, and the STSWR, Inc.
- If the initiative moves forward, any potential contracts will be primarily between the Region, the Waterloo Regional Police Service, the stop arm camera vendor and school bus operators. The STSWR, Inc. will have neither financial contributions nor involvement in the processing of stop arm violations.

- Once the pilot phase has been completed and if the initiative moves forward, all procurement will occur in accordance with the procurement processes of the Region and the Waterloo Regional Police Service.

COMMUNICATIONS:

STSWR, Inc. will work with the Region to raise awareness of stop arm violations, the new stop arm cameras, and to promote student safety while entering and exiting school buses.

Future reports will be brought forward as new information becomes available.

FINANCIAL IMPLICATIONS:

No financial implications. The cost of the trial will be at no cost to STSWR, Inc.

RECOMMENDATION:

For information purposes only.

 **Director of Education**

Stop Arm Camera on Yellow School Buses

Proposed Trial

Prepared By:



**Student Transportation
Services of Waterloo Region**
130-2475 King Street East
Kitchener, ON N2P1EP
www.stswr.ca

March 2016

Executive Summary

This proposal's key recommendations for exploring means to enhance student safety on their bus journey to and from school are that the Waterloo Region District School Board and the Waterloo Catholic District School Board should approve Student Transportation Services of Waterloo Region (STSWR) to:

- **implement a trial of stop arm cameras on up to 25 yellow school buses to complete the proof of concept testing and gain stakeholder support.**

The trial will measure the effectiveness of the stop arm cameras to capture violations by motorists which put students at high risk while boarding and alighting the bus.

Introduction

The purpose of this report is to seek approval for the installation and use of stop arm cameras on a sample of yellow school buses servicing the Waterloo Region District School Board (WRDSB) and the Waterloo Catholic District School Board (WCDSB) during a set trial period to validate stop arm violation concerns and for Proof of Concept (POC) testing to gain support from stakeholders such as the Waterloo Regional Police Services and the Region of Waterloo.

Background

For the safety of students, Section 175 of the Highway Traffic Act requires all drivers to stop when approaching a school bus that has its overhead red signal-lights flashing and to not proceed until the bus moves or the lights have stopped flashing. Driver non-compliance could result in fines and demerit points. However, feedback from bus operators and random sampling of stop arm violation counts indicate a high number of weekly stop arm violations at bus stops around the Region.

Current Environment

School bus transportation is very safe. However, most incidences, when they do occur, happen as students are boarding and alighting the bus or crossing the street, in the danger zone. STSWR collected a random sample of stop arm violations in the Fall of 2015 during the week of November 16th to 20th. From the sampling, STSWR estimates that 500-700 violations occur each week within a fleet of 372 yellow school buses with lights and stop arms.

Current systems in place have been ineffective at addressing the above concerns related to stop arm violations. Stop arm cameras on board yellow school buses have been identified as a recommended

solution in addressing these concerns. Stop arm cameras are a relatively new technology and their effects on stop arm violation occurrences have not yet been studied. However, parallels between stop arm cameras and red light cameras can be drawn. Since the implementation of red light cameras, the Region has seen a 30% reduction in red light violations. Similar findings have also been seen since the implementation of the pedestrian countdown signals. STSWR hopes that the same effect will be seen in the number of stop arm violations once stop arm cameras have been installed.

Stop Arm Cameras

Addressing Stop Arm Violations

Stop arm cameras are a strong deterrent for motorists illegally passing stopped buses and as a result improve the safety of students while boarding and alighting the bus. Safety benefits of stop arm cameras include:

- capturing license plates of motorists illegally passing stopped school buses;
- capturing four lanes of traffic in both directions; and
- deterring stop arm violations by motorists as recorded infractions would be forwarded to law enforcement for review and issuance of fines where appropriate.

Addressing Privacy Concerns

Video footage collected by stop arm cameras will be limited to respect privacy of the public. The video footage will be:

- limited to the road, capturing up to four lanes of traffic in both directions;
- focused on the license plate via plate recognition software (PRS); and
- limited to recording only when the stop arm is deployed.

Video footage will be collected and reviewed for each stop. Footage unable to substantiate a stop arm violation claim will be deleted automatically while any captured offenses will be sent for review by the Waterloo Regional Police Service.

Stop Arm Camera Trials

Objective

Stop arm violation occurrences are unpredictable and the number of incidents varies over time. STSWR proposes a trial implementation of stop arm cameras on a sample of the yellow bus fleet used to service

the WRDSB and WCDSB to:

- validate and record the extent of the stop arm violation problem over a longer duration;
- ensure the stop arm camera technology successfully captures violations
- ensure that the technology allows for an effective process to prosecute motorists to gain support of the Waterloo Regional Police Services; and
- gain the support of the Region of Waterloo.

Design Overview

STSWR is proposing to implement stop arm cameras on up to 25 yellow school buses to complete proof of concept testing to gain stakeholder support. During this trial, STSWR would collect data on the number of stop arm violations occurring in the Region from the video footage. In addition, STSWR will request feedback from the Waterloo Regional Police Services on the quality of the violations captured on video and the feasibility of using video footage to address stop arm violations and issue fines. STSWR hopes that this trial will result in positive feedback and endorsement from the Regional Police.

Financial Implications

No financial implications. The cost of the trial will be at no cost to STSWR.

STSWR wants to enable the Region to enforce Section 175 of the Highway Traffic Act by providing the Region with the resources that they do not currently have. STSWR seeks to gain the support of the Region for a Public-Private partnership, in which the cost of equipment will be funded by the revenues generated from fines collected.

Recommendations

It is recommended:

That the Waterloo Region District School Board and the Waterloo Catholic District School Board approve STSWR to implement a test trial of stop arm cameras on up to 25 yellow school buses as a possible means to improve student safety while boarding and alighting the bus by deterring motorists from stop arm violations.