

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 Ardel Avenue, Kitchener, Ontario, on **Monday, December 11, 2017, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Performance by the Centennial Chamber Ensemble

Delegations

Jennifer Poortinga – Fischer-Hallman/Huron Elementary Boundary Study

Elaine Lavallee – Fischer-Hallman/Huron Elementary Boundary Study

Annette Locklin – Wildflowers Development Area

Alexander Locklin – Wildflowers Development Area

Policy and Governance

- 01** Review of Board Policy 1012 – Faith and Religious Accommodations
- 07** Review of Board Policy 2002 – Partnership & Sponsorships
- 11** Review of Board Policy 4020 – Naming and Renaming of Board Facilities
- 13** Review of Board Policy 4019 – WCSSAA
- 17** Review of Board Policy 5003 – Recognition of Retiring Employees

P. Rubenschuh
M. Gerard
M. Gerard
B. Lemon
M. Weinert

Reports

- 19** Fischer-Hallman Huron Boundary Study Report
- 38** Wildflowers Development Area School Assignments Report
- 44** Doon South Development Area School Assignments Report
- 48** Workplace Inspection and Audit Procedure

M. Gerard
M. Gerard
M. Gerard
M. Weinert

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
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie.Reidel@wrdsb.on.ca



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 Policy on Preventing Discrimination based on Creed (2015) – Ontario Human Rights Commission (OHRC)</i> |
| Effective Date: | <i>December 13, 2010</i> |
| Revisions: | October 16, 2017 |
| Reviewed: | January 2015, April 18, 2016 |

1. Preamble

- 1.1 The Waterloo Region District School Board (**The 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 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 **without religious affiliations** 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 **with** 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 (OHRC) Policy on **Preventing Discrimination based on Creed states that accommodation "...is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted to achieve equal opportunity, and meets the individual's creed-related needs."**

The **Ontario Human Rights Code (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)

Fulfilling the duty to accommodate requires that the most appropriate accommodation be determined and provided, short of undue hardship. The most appropriate accommodation is the one that most:

- **Respects dignity (including autonomy, comfort, and confidentiality)**
- **Responds to a person's individualized needs**
- **Allows for integration and full participation.** 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 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 Code does not define creed, but the courts and tribunals have often referred to religious beliefs and practices. Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life. The following characteristics are relevant when considering if a belief system is a creed under the Code. A creed:**

- **Is sincerely, freely and deeply held**
- **Is integrally linked to a person's identity, self-definition and fulfilment**
- **Is a particular and comprehensive, overarching system of belief that governs one's conduct and practices**
- **Addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence**
- **Has some "nexus" or connection to an organization or community that professes a shared system of belief.**

Given the breadth of belief systems that have been found to be a creed under the Code – from Raelianism to the "spiritual cultivation practices" of Falun Gong – organizations should generally accept in good faith that a person practices a creed, unless there is significant reason to believe otherwise, considering the above factors.

According to the **OHRC**, 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.

- 2.3 **Undue Hardship: Organizations covered by the Code have a duty to accommodate to the point of undue hardship. Accommodation need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. The Code lists only three considerations when assessing whether an accommodation would cause undue hardship:**

- **Cost**
- **Outside sources of funding, if any**
- **Health and safety requirements, if any.**

In many cases, it will not be costly to accommodate someone's creed. Accommodation may simply involve making policies, rules and requirements more flexible. While making these more flexible may involve some administrative inconvenience, inconvenience by itself is not a factor for assessing undue hardship. To rely on an undue hardship defence, an organization will have to show that an accommodation in fact causes undue hardship. It is not up to the person with a creed-related need to prove that the accommodation can be put in place without undue hardship.

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.

- 2.4 **Competing Rights: The OHRC's Policy on preventing discrimination based on creed also recognizes that there are limits on rights based on creed, as there are on all grounds protected under the Code. Limits can for example arise if creed rights interfere with the human rights of others.**

Organizations and institutions operating in Ontario have a legal duty to take steps to prevent and respond to situations involving competing rights.

In dealing with competing rights claims, the Supreme Court of Canada has confirmed that there is no hierarchy of Charter rights. All have equal status and no right is more important than the others. Related to this is the principle that no right is absolute. Every right is inherently limited by the rights and freedom of others. Therefore, if rights do come into conflict, Charter principles require a "reconciliation" that fully respects the importance of both sets of rights so that each is realized to the greatest extent possible.

(Policy on preventing discrimination based on creed, Ontario Human Rights Commission, September 17, 2015)



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- Responds to a person's individualized needs
- Allows for integration and full participation. 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 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 Given the breadth of belief systems that have been found to be a creed under the Code organizations should generally accept in good faith that a person practices a creed, unless there is significant reason to believe otherwise, considering the above factors. According to the OHRC, 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.
- 2.3 Undue Hardship: Organizations covered by the Code have a duty to accommodate to the point of undue hardship. Accommodation need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. The Code lists only three considerations when assessing whether an accommodation would cause undue hardship:

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- 2.4 **Competing Rights:** The OHRC's Policy on preventing discrimination based on creed also recognizes that there are limits on rights based on creed, as there are on all grounds protected under the Code. Limits can for example arise if creed rights interfere with the human rights of others.

Organizations and institutions operating in Ontario have a legal duty to take steps to prevent and respond to situations involving competing rights.

In dealing with competing rights claims, the Supreme Court of Canada has confirmed that there is no hierarchy of Charter rights. All have equal status and no right is more important than the others. Related to this is the principle that no right is absolute. Every right is inherently limited by the rights and freedom of others. Therefore, if rights do come into conflict, Charter principles require a "reconciliation" that fully respects the importance of both sets of rights so that each is realized to the greatest extent possible.

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PARTNERSHIPS AND SPONSORSHIPS

Legal References:

Related References: *Conference Board of Canada – Ethical Guidelines for Business-Education Partnerships*
Board Policy 4005 – Procurement
Administrative Procedure 1570 – School Councils
Administrative Procedure 4360 – Principles of Business Conduct for Board Employees
Administrative Procedure 4490 – Waterloo Education Foundation Inc.
Administrative Procedure 4570 – Procurement
Administrative Procedure 4650 – Donations: Computers, Equipment or Other Items
School Council Handbook by WRAPSC/PIC (2015)

Effective Date: *February 23, 1998*

Revisions: *June 13, 2016*

Reviewed: *November 11, 2013*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to permit, promote and encourage mutually beneficial educational partnerships and sponsorship agreements between schools or the Board and the larger community, following the approval of the Director of Education, or designate, and in adherence with the Ethical Guidelines for Business-Education Partnerships developed by the Conference Board of Canada.

2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the Superintendent, Business Services and Treasurer, is authorized to provide the administrative procedures necessary to implement this policy.

3. Definitions

- 3.1 Partnership – A partnership is an agreement based on mutual benefit where an ongoing relationship is sought to develop gains for both partners. The primary basis of an educational partnership is the formally acknowledged exchange of human, intellectual, or material resources to expand opportunities for pupil learning.
- 3.2 Sponsorship – A sponsorship is an agreement between the Board, school, or a School Council and a company or community based organization or foundation through which the sponsor provides money, goods or services in exchange for advertising within a school or the Board. Funds provided through sponsorships are not eligible for charitable income tax receipts in accordance with Canada Revenue Agency Regulations and Guidelines. A sponsorship is not a donation.

- 3.3 Donation – A donation is defined by Canada Revenue Agency as a voluntary transfer of cash or property to the Board that is made without expectation of any benefit of any kind accruing to the donor or any individual or organization designated by the donor. Donations may include: cash, assets and tangible property, real estate, artworks, jewellery), bequests and grants. Donations fall into the following categories: cash donations, gifts of tangible property (free from all liens), gifts of certified cultural property and gifts-in-kind. A donation is eligible for an official charitable donation receipt issued from the Waterloo Education Foundation Inc.



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Administrative Procedure 4650 – Donations: Computers, Equipment or Other Items
Administrative Procedure 4989 – Partnerships and Sponsorships
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NAMING AND RENAMING OF BOARD FACILITIES

Legal References:

Legal Related References:

Effective Date: November 16, 2015

Revisions:

Reviewed:

1. Preamble

It is the policy of the Waterloo Region District School Board, subject to the Regulations, that consistent procedures be followed when naming or renaming Board facilities to ensure that distinctive and appropriate names are selected with an emphasis on local historical events or local persons.

2. Naming of School Board Facilities

2.1 Facilities must be named in accordance with one or more of the following criteria:

2.1.1 a historical name which once applied to the area where the facility is located;

2.1.2 after a person(s) or event(s) recognized as having made a significant contribution to society in the district, province or country;

2.1.3 generally, facilities named after a person(s) is done posthumously;

2.1.4 the name of a geographic area which the facility will serve;

2.1.5 the name of the street on which the facility is located.

2.2 Facilities or sections thereof, may not be named or renamed after current Board members or employees.

2.3 When a new facility is to be named, an ad hoc committee will be established by the Director of Education to recommend a name to the Board.

The committee shall consist of:

2.3.1 three Trustees, appointed by the Board (one to chair the committee);

2.3.2 one facility administrator (Principal or Principal designate if applicable);

2.3.3 two representatives of the School Advisory Council (if applicable);

2.3.4 one member of the Senior Administration.

2.4 The ad hoc committee will invite suggested names for the new facility from individuals or groups throughout the area of jurisdiction of the Board and especially from the area adjacent to the location of the new facility.

2.5 Any proposal for a name change of an existing facility must be forwarded to the Board. Should the Board decide to proceed; an ad hoc committee will be established by the Director of Education to bring a recommendation to the Board.

The committee shall consist of:

2.5.1 three Trustees, appointed by the Board (one to chair the committee);

2.5.2 one administrator from the facility;

2.5.3 two staff representatives from the facility;

2.5.4 two representatives of the School Advisory Council (if applicable);

2.5.5 one member of Senior Administration.



NAMING AND RENAMING OF BOARD FACILITIES

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 - 2.5.5 one member of Senior Administration.



Waterloo Region
District School Board

Board Policy 4019

WATERLOO COUNTY SECONDARY SCHOOL ATHLETIC ASSOCIATION (WCSSAA)

Legal References:

Related References: *Administrative Procedure 1580 – Off Campus – Categories I, II & III*
Administrative procedure 4130 – Severe Weather Conditions (Bus Cancellation – Student Dismissal – School Closing)

Effective Date: *June 15, 2015*

Revisions:

Reviewed: *June 15, 2015*

1.0 Preamble

- 1.1 The Waterloo Region District School Board is committed to providing Waterloo Region District School Board (WRDSB) students with the opportunity to participate in a safe and enjoyable, competitive, co-instructional, inter-scholastic athletic program amongst its secondary schools. The Board recognizes that co-instructional athletic experiences create opportunities for students to build leadership, teamwork, collaboration and communication skills, which contribute to the overall well-being and development of students.

2.0 Waterloo County Secondary School Athletic Association Purpose

- 2.1 To ensure a sustainable inter-scholastic, co-instructional athletic program for secondary school students, an athletic committee under the authority of the Board shall provide the ongoing management and administration of the athletic program in accordance with WRDSB Policies and Procedures. Under the direction of the Director or designate, this co-instructional athletic committee shall be known as the Waterloo County Secondary School Athletic Association, herein referred to as WCSSAA.
- 2.2 WCSSAA, as a co-instructional athletic committee of the Waterloo Region District School Board, will:
- 2.2.1 Support interest in sport among the secondary students in the Waterloo Region District School Board;
 - 2.2.2 Establish, support and administer all sanctioned, inter-school athletic activities;
 - 2.2.3 Provide opportunities for a high degree of participation in inter-school sports;
 - 2.2.4 Encourage the development of appropriate values, such as fair play and sportsmanship;
 - 2.2.5 Reinforce the benefits derived from participation in competitive sport in an educational setting;
 - 2.2.6 Promote a balance in the athletic, academic and social-emotional development of the student;
 - 2.2.7 Support the strategic directions of the Waterloo Region District School Board in engaging students and in fostering wellness and well-being;

- 2.2.8 Maintain membership in good standing with the Ontario Federation of School Athletic Associations (OFSAA) through affiliation with the Central Western Ontario Secondary School Association (CWOSSA) and ensure its procedures and rules are in agreement with and complement, where appropriate, the respective rules of OFSSAA and CWOSSA.

3.0 Participation

- 3.1 As a committee of the Waterloo Region District School Board, a key responsibility of the Board is to ensure that the volunteers, who are staff members of the Waterloo Region District School Board, are not subjected to risk of personal liability when appropriately providing services as a committee member, supervisor and/or volunteer coach. To that end, to protect the interests of the Board and employees who volunteer their time to provide athletic opportunities through WCSSAA, WCSSAA shall institute, through the development of appropriate procedures, a mechanism for other secondary schools, such as members of District 8, to join WCSSAA, under the authority of the Waterloo Region District School Board. The procedure will include details as to the process by which a secondary school/group of secondary schools not specifically under the jurisdiction of the Waterloo Region District School Board can participate as part of WCSSAA.
- 3.2 All schools, including schools that are not secondary schools under the jurisdiction of the WRDSB, shall be required to comply with all WRDSB policies and procedures. The participation of the secondary schools not under the jurisdiction of the WRDSB shall be on a cost recovery basis.

4.0 Oversight

- 4.1 WCSSAA, as a committee of the Waterloo Region District School Board, will establish procedures consistent with the purpose as outlined in this policy. The WCSSAA committee will report to the Director or designate, who has responsibility for oversight of the committee, on behalf of the Board.



WATERLOO COUNTY SECONDARY SCHOOL ATHLETIC ASSOCIATION (WCSSAA)

Legal References:

Related References: *Administrative Procedure 1580 – Off Campus – Categories I, II & III*
Administrative procedure 4130 – Severe Weather Conditions (Bus Cancellation – Student Dismissal – School Closing)
Administrative Procedure 1700 – Waterloo County Secondary School Athletic Association (WCSSAA)

Effective Date: June 15, 2015

Revisions: **December 11, 2017**

Reviewed:

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3.0 Participation

- 3.1 As a committee of the Waterloo Region District School Board, a key responsibility of the Board is to ensure that the volunteers, who are staff members of the Waterloo Region District School Board, are not subjected to risk of personal liability when appropriately providing services as a committee member, supervisor and/or volunteer coach. To that end, to protect the interests of the Board and employees who volunteer their time to provide athletic opportunities through WCSSAA, WCSSAA shall institute, through the development of appropriate procedures, a mechanism for other secondary schools, such as members of District 8, to join WCSSAA, under the authority of the Waterloo Region District School Board. The procedure will include details as to the process by which a secondary school/group of secondary schools not specifically under the jurisdiction of the Waterloo Region District School Board can participate as part of WCSSAA.
- 3.2 All schools, including schools that are not secondary schools under the jurisdiction of the WRDSB, shall be required to comply with all WRDSB policies and procedures. The participation of the secondary schools not under the jurisdiction of the WRDSB shall be on a cost recovery basis.

4.0 Oversight

- 4.1 WCSSAA, as a committee of the Waterloo Region District School Board, will establish procedures consistent with the purpose as outlined in this policy. The WCSSAA committee will report to the Director or designate, who has responsibility for oversight of the committee, on behalf of the Board.



RECOGNITION OF RETIRING EMPLOYEES

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *May 30, 2016*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to hold a dinner for retiring employees in the Spring of each year and to present a gift to each retiring employee as a memento of the occasion, recognizing that:
 - 1.1.1 employees retiring from the Board each year have given a number of years of valuable and faithful service to this Board or its predecessors;
 - 1.1.2 the Board desires to recognize these employees on their retirement.



RECOGNITION OF RETIRING EMPLOYEES

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Effective Date: *February 23, 1998*

Revisions: *May 30, 2016*

Reviewed: ***December 11, 2017***

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Report to Committee of the Whole

December 11, 2017

**Subject: Boundary Changes and Recommendations;
Fischer-Hallman/Huron Elementary Schools
Boundary Study**

Recommendation

That the Waterloo Region District School Board (Board) approves the boundary changes and recommendations resulting from the Fischer-Hallman/Huron Elementary Schools Boundary Study described as Scenario 4 attached to this report (Appendix A).

Status

The Fischer-Hallman/Huron Elementary Schools Boundary Study Working Group (Working Group) has completed the Boundary Study process and is recommending implementation of Scenario 4 (see Appendix A).

The new Janet Metcalfe Public School scheduled to open September 2018 needs an attendance area. Scenario 4 recommends a JK-8 elementary school boundary for Janet Metcalfe Public School, effective September 2018 for JK-7 and September 2019 for JK-8. The recommended Janet Metcalfe Public School boundary includes the Mattamy Wildflowers community, currently designated as a Development Area and assigned to three Holding Schools - Southridge (JK-6), Queen Elizabeth (JK-6), and Laurentian (7-8) Public Schools.

To address enrolment pressure and overcrowding at Jean Steckle Public School (JK-8), the recommended boundary includes a portion of the existing Jean Steckle Public School boundary known as the Huron Woods community. Scenario 4 also recommends Jean Steckle Public School transition from a JK-8 school to a JK-6 school that feeds Janet Metcalfe Public School for Grades 7 and 8.

Background

At the May 15, 2017 Committee of the Whole meeting the Board approved the following motion:

That the Waterloo Region District School Board (Board) approve the commencement of the Fischer-Hallman/Huron Elementary Schools Boundary Study.

The primary purpose of this Boundary Study was to establish a permanent boundary for Janet Metcalfe Public School, located at 335 Seabrook Drive, Kitchener. Currently, the community is being accommodated at Holding Schools (Queen Elizabeth, Southridge, and Laurentian Public Schools) until the new school opens in September 2018.

The secondary purpose of the Boundary Study was to address accommodation challenges at nearby Jean Steckle Public School. The JK-8 school opened in September 2013 year with a capacity of 669 pupil places. Current enrollment at the

facility is over 900 students and the school has 12 portables on site. Enrolment is likely to continue to increase over the short-term, and there is concern about the site's ability to accommodate additional students and portables.

Financial implications

No financial implications.

Communications

Once approved, boundary changes will be communicated to parents and guardians of affected students by way of letters distributed through the student's current school. The letters will clearly communicate how the proposed changes will affect their student, when, and outline any choices available with respect to grandparenting options.

The Board's website will provide information about the boundary change decision for broader system and public consumption.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Nathan Hercanuck, Senior Planner
in consultation with Coordinating Council

Recommendations Resulting from the Fischer-Hallman/Huron Elementary Schools Boundary Study

Recommendations

That the Waterloo Region District School Board approves the implementation of Scenario 4, including:

- *The Junior Kindergarten to Grade 8 boundary for Janet Metcalfe Public School, effective September 2018 for Junior Kindergarten to Grade 7 and September 2019 for Junior Kindergarten to Grade 8;*
- *The Junior Kindergarten to Grade 6 boundary for Jean Steckle Public School, effective September 2018 for Junior Kindergarten to Grade 6 and Grade 8, and September 2019 for Junior Kindergarten to Grade 6;*
- *Providing the option for students in Huron Woods attending Jean Steckle Public School as of June 28, 2018, to remain at Janet Metcalfe Public School until completing Grade 8 with transportation (based on the students' address as of June 28, 2018)*
- *Providing the option for students enrolled in Grade 5 at Queen Elizabeth Public School or Southridge Public School within the Mattamy Wildflowers Development Area as of June 28, 2018, to remain at those schools until completing Grade 6 with transportation (based on the students' address as of June 28, 2018)*

Background

Funding approval for Janet Metcalfe Public School was received on November 9, 2015. Janet Metcalfe Public School is scheduled to start classes in September 2018. It will house students in Junior Kindergarten to Grade 8 (JK-8). This is the second public elementary school to serve the growing population in Southwest Kitchener.

Since Janet Metcalfe Public School does not have an attendance area, a Boundary Study was initiated in September 2017. This study involves students attending Southridge, Queen Elizabeth, Laurentian, and Jean Steckle Public Schools.

Study Area

Janet Metcalfe Public School is in a new residential development known as Mattamy Wildflowers. This area is currently a Development Area with no long-term attendance area. Students in Development Areas are assigned to holding schools until a long-term solution is implemented. Southridge, Queen Elizabeth, and Laurentian Public Schools are acting as Holding Schools for students in Mattamy Wildflowers.

Immediately to the east of the Mattamy Wildflowers community is the attendance area for Jean Steckle Public School. Jean Steckle Public School was included in the study area because it is overcapacity.

Jean Steckle Public School opened in September 2013. Its current boundary includes the Huron Village and Huron Woods communities. Huron Village is the residential development immediately around Jean Steckle Public School (east of Fischer-Hallman

Road, and north of Huron Road). Huron Woods is located south of Huron Road. Only a portion of the Huron Woods community falls within the Jean Steckle Public School boundary. The balance of the community is a Development Area assigned to holding schools. An additional public elementary school is planned in a future phase of this development. This school site is known as Southwest Kitchener (Tartan Ave.). The future Tartan Ave school is intended to be the long-term elementary school solution for the Huron Woods community.

The Tartan Ave school was submitted to the Ministry of Education (Ministry) for approval and funding in September 2017. The Ministry suggests an announcement of funding approvals in early 2018. If funding is approved in 2018, the new Tartan Ave school would open for September 2020 at the earliest.

Current Situation

Southwest Kitchener is developing rapidly. It represents the largest area of greenfield residential development in the Region of Waterloo. Multiple public schools are planned in the area to accommodate this growth. All new subdivisions are designated as Development Areas and will be accommodated at holding schools until long-term solutions are available.

Jean Steckle Public School is overcapacity. It houses 912 students in a building originally constructed for 669 students. The site cannot hold any more than the 12 portables currently on site without expensive modifications to the site and further reduction in outdoor play space.

To accommodate the expected 2017-2018 enrolment at Jean Steckle Public School, some programs were relocated and minor interior renovations were completed over the summer to squeeze an extra 3 classroom spaces into the school. These modifications increased the on-the-ground capacity to 715.

Study Objectives

As a first step, the Boundary Study Working Group (Working Group) examined enrolment projections, and discussed the issues facing the study area schools.

Status quo enrolment projections show that without opening Janet Metcalfe Public School, enrolment in the study area would leave Jean Steckle, Southridge and Laurentian Public Schools (see Table 1) overcapacity.

Table 1: Fischer-Hallman/Huron Study Area status quo enrolment projections

| School | Grades | Enrolment | | | | | | Capacity |
|--------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | 2018 | 2020 | 2022 | 2024 | 2026 | 2028 | |
| Jean Steckle PS | JK-8 | 935 | 1016 | 1034 | 998 | 954 | 912 | 715 |
| Queen Elizabeth PS | JK-6 | 304 | 278 | 271 | 271 | 270 | 269 | 358 |
| Southridge PS | JK-6 | 592 | 674 | 738 | 773 | 796 | 795 | 518 |
| Laurentian PS | 7-8 | 466 | 496 | 486 | 514 | 486 | 493 | 421 |
| Total | | 2297 | 2464 | 2529 | 2556 | 2506 | 2469 | 2012 |

After reviewing the Status Quo scenario, the Working Group established the following objectives for the Boundary Study

- Establish school attendance boundary for the new Janet Metcalfe Public School
- Reduce enrolment at Jean Steckle Public School
- Maximize the use of built, permanent capacity/Minimize the need for temporary accommodation (portables)
- Minimize transitions where changes are proposed

Scenario Development

After establishing the Study Objectives, the Working Group began to develop and evaluate scenarios that in addition to establishing a boundary for Janet Metcalfe Public School, would reduce enrolment at Jean Steckle Public School, and utilize more built capacity at the new school. Four scenarios were evaluated, and only two (Scenarios 2 and 4) were able to achieve the majority of the Study Objectives.

Scenario 1

Since Janet Metcalfe Public School will open for September 2018, the Working Group examined scenarios that included the new Janet Metcalfe Public School. Scenario 1 shows only the Mattamy Wildflowers community attending Janet Metcalfe Public School (see Figure 1). As in all scenarios, Janet Metcalfe Public School would open with Junior Kindergarten to Grade 7 (JK-7) classes in 2018-2019; adding Grade 8 in 2019-2020. Grade 8 students would remain at Laurentian Public School of the 2018-2019 school year. This phasing eliminates a one-year transition for Grade 8 students, as they will be transitioning to secondary school in 2019-2020.

Fischer-Hallman/Huron Boundary Study - Scenario 1

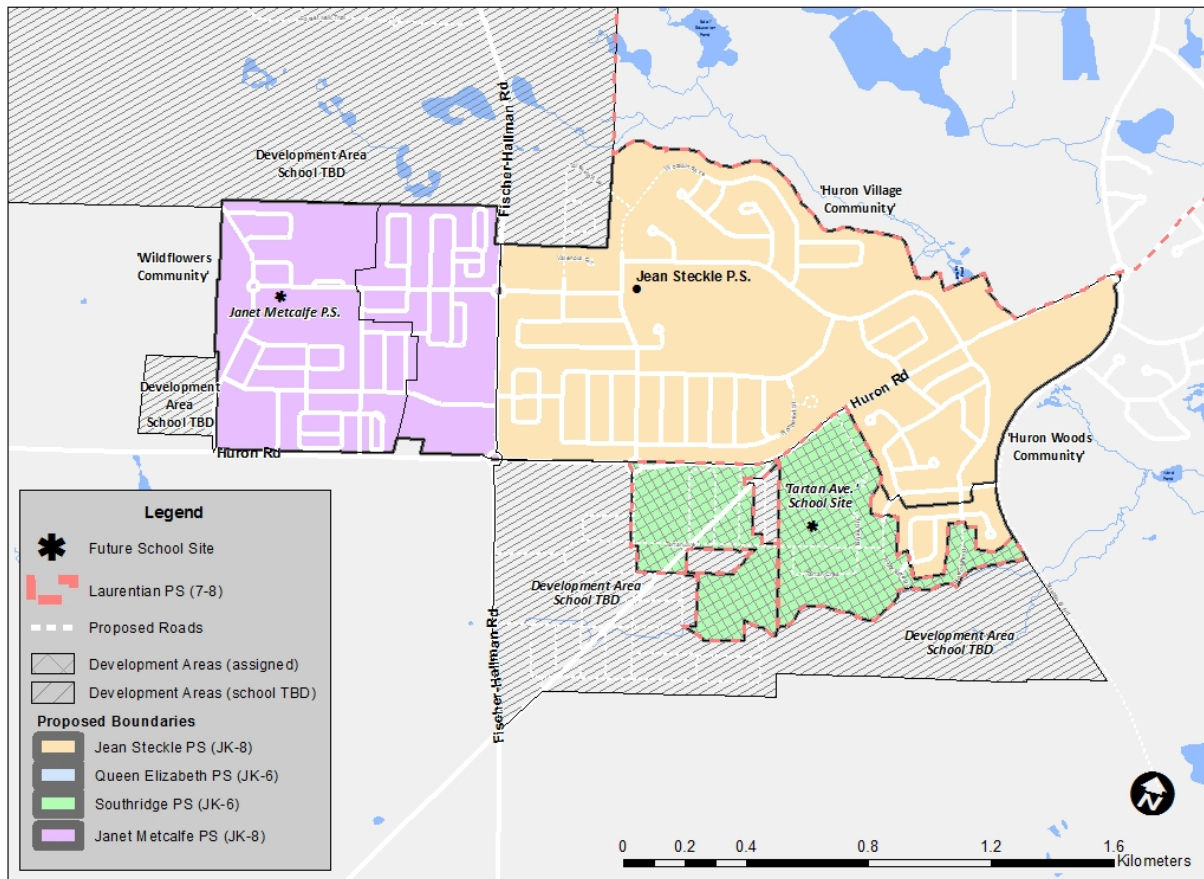


Figure 1: Map depicting Fischer-Hallman/Huron Boundary Study Scenario 1

Enrolment projections for Scenario 1 show enrolment decreasing at Southridge and Laurentian Public Schools with the removal of the Mattamy Wildflowers development area (see Table 2). Jean Steckle Public School, however, remains overcapacity, reaching peak enrolment in 2022. Scenario 1 boundaries only utilize 54 per cent of the Janet Metcalfe Public School classroom spaces.

Table 2: Fischer-Hallman/Huron Boundary Study Scenario 1 enrolment projections

| School | Grades | Enrolment | | | | | | Capacity |
|--------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | 2018 | 2020 | 2022 | 2024 | 2026 | 2028 | |
| Jean Steckle PS | JK-8 | 935 | 1016 | 1034 | 998 | 954 | 912 | 715 |
| Queen Elizabeth PS | JK-6 | 247 | 212 | 201 | 198 | 198 | 198 | 358 |
| Southridge PS | JK-6 | 420 | 477 | 528 | 555 | 581 | 583 | 518 |
| Laurentian PS | 7-8 | 440 | 451 | 433 | 448 | 414 | 420 | 421 |
| Janet Metcalfe PS | JK-8 | 279 | 308 | 333 | 356 | 359 | 355 | 669 |
| Total | | 2321 | 2464 | 2529 | 2555 | 2506 | 2468 | 2681 |

Since Scenario 1 did not address the capacity issue at Jean Steckle Public School, and capacity would be available at Janet Metcalfe Public School, it was not pursued any further.

Scenario 2

Scenario 2 (see Figure 2) shows the Mattamy Wildflowers community attending Janet Metcalfe Public School like Scenario 1. However, Scenario 2 also proposes that Grade 7 and 8 be phased out of Jean Steckle Public School over two years. This reduces the school's peak enrolment. These students would attend Janet Metcalfe Public School until Jean Steckle Public School has capacity to re-introduce Grade 7 and 8 classes.

In 2018-2019, Janet Metcalfe Public School would offer JK-7 and Jean Steckle Public School would offer JK-6 and Grade 8 classes. In 2019-2020, Janet Metcalfe Public School would offer JK-8 and Jean Steckle Public School would offer JK-6 classes. This phasing eliminates a one-year transition for Grade 8 students, as they will be transitioning to secondary school in 2019-2020.

Fischer-Hallman/Huron Boundary Study - Scenario 2

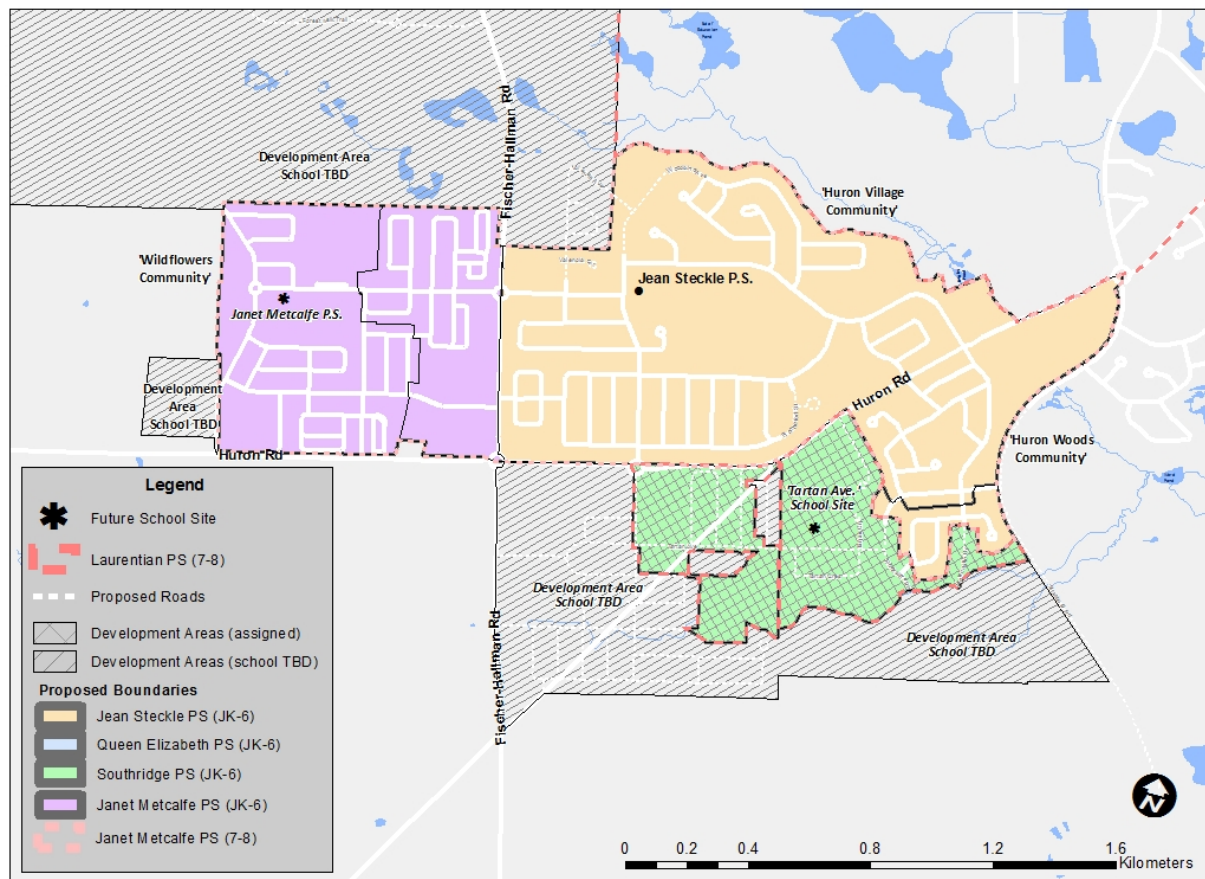


Figure 2: Map depicting Fischer-Hallman/Huron Boundary Study Scenario 2

Enrolment projections for Scenario 2 (see Table 3) show a reduction in enrolment at Jean Steckle Public School for September 2018. Enrolment at Jean Steckle Public School decreases to slightly above capacity by 2028. Janet Metcalfe Public School would see better use of its built capacity, but is still slightly underutilized.

Table 3: Fischer-Hallman/Huron Boundary Study Scenario 2 enrolment projections

| School | Grades | Enrolment | | | | | | Capacity |
|--------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | 2018 | 2020 | 2022 | 2024 | 2026 | 2028 | |
| Jean Steckle PS | JK-8 | 863 | 840 | 829 | 788 | 760 | 727 | 715 |
| Queen Elizabeth PS | JK-6 | 247 | 212 | 201 | 198 | 198 | 198 | 358 |
| Southridge PS | JK-6 | 420 | 477 | 528 | 555 | 581 | 583 | 518 |
| Laurentian PS | 7-8 | 440 | 451 | 433 | 448 | 414 | 420 | 421 |
| Janet Metcalfe PS | JK-8 | 350 | 489 | 549 | 578 | 569 | 559 | 669 |
| Total | | 2320 | 2469 | 2540 | 2567 | 2522 | 2487 | 2681 |

Scenario 2 establishes a boundary for Janet Metcalfe Public School, and achieves an enrolment reduction at Jean Steckle Public School. The enrolment shift from Jean Steckle Public School to Janet Metcalfe School also decreases the need for portables at Jean Steckle Public School and accommodates more students in permanent space.

To minimize student transitions, Scenario 2 proposes 2018-2019 Grade 6 students within the Mattamy Wildflowers community attending Southridge and Queen Elizabeth Public Schools be offered the option to continue attending those schools (with transportation). Grade 8 students would remain at Laurentian Public School of the 2018-2019 school year. This phasing eliminates a one-year transition for Grade 8 students, as they will be transitioning to secondary school in 2019-2020.

For 2018-2019 Grade 7 and 8 students within the current Jean Steckle Public School boundary (Huron Village and Huron Woods communities); all 2018-2019 Grade 7 students would transition to Janet Metcalfe Public School together. All 2018-2019 Grade 8 students would remain at Jean Steckle Public School to graduate out prior to transitioning to secondary school the following year. For September 2019, all Grade 7 and 8 students from the Huron Village and Huron Woods communities would attend Janet Metcalfe Public School.

Scenario 3

Scenario 3 (see Figure 3) would again see the Mattamy Wildflowers community attending Janet Metcalfe Public School like Scenario 1. However, to achieve enrolment reduction at Jean Steckle Public School, and to accommodate more students in permanent capacity at Janet Metcalfe Public School, Scenario 3 also proposes that the Huron Woods community attend Janet Metcalfe Public School (see Figure 3). Janet Metcalfe and Jean Steckle Public Schools would both operate as JK-8 schools (Janet Metcalfe Public School JK-7 initially).

Fischer-Hallman/Huron Boundary Study - Scenario 3

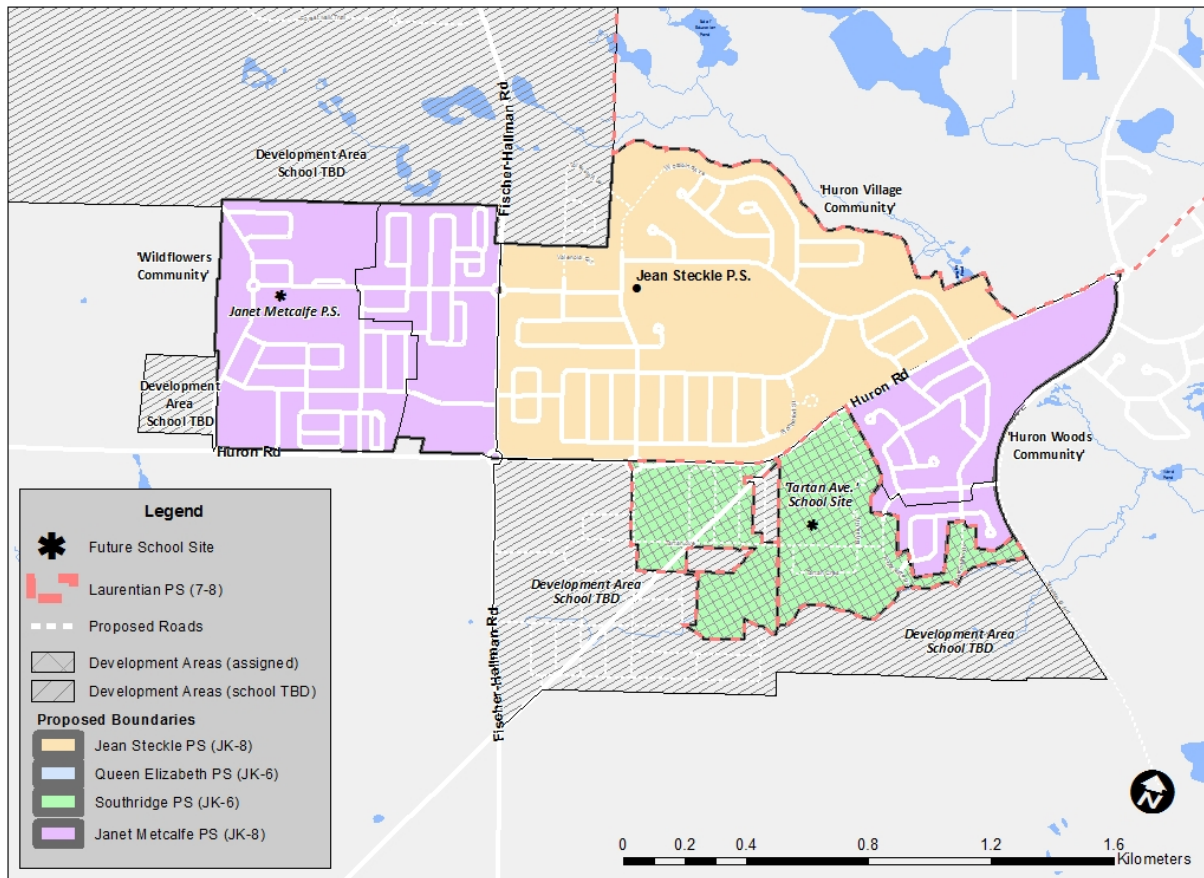


Figure 3: Map depicting Fischer-Hallman/Huron Boundary Study Scenario 3

Enrolment projections for Scenario 3 (see Table 4) indicate that implementing the boundary changes as proposed would see a reduction in enrolment at Jean Steckle Public School for September 2018 with further future decreases by 2028. Janet Metcalfe Public School would see better use of its built capacity, but is still expected to be underutilized.

Table 4: Fischer-Hallman/Huron Boundary Study Scenario 3 enrolment projections

| School | Grades | Enrolment | | | | | | Capacity |
|--------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | 2018 | 2020 | 2022 | 2024 | 2026 | 2028 | |
| Jean Steckle PS | JK-8 | 838 | 870 | 895 | 857 | 815 | 777 | 715 |
| Queen Elizabeth PS | JK-6 | 247 | 212 | 201 | 198 | 198 | 198 | 358 |
| Southridge PS | JK-6 | 420 | 477 | 528 | 555 | 581 | 583 | 518 |
| Laurentian PS | 7-8 | 440 | 451 | 433 | 448 | 414 | 420 | 421 |
| Janet Metcalfe PS | JK-8 | 411 | 455 | 471 | 499 | 501 | 494 | 669 |
| Total | | 2356 | 2465 | 2528 | 2557 | 2509 | 2472 | 2681 |

Scenario 3 establishes a boundary for Janet Metcalfe Public School, and achieves an enrolment reduction at Jean Steckle Public School, although to a lesser degree than Scenario 2. The enrolment shift from Jean Steckle Public School to Janet Metcalfe

Public School also decreases the need for portables at Jean Steckle Public School and accommodates more students in permanent space.

To minimize student transitions, Scenario 2 proposes 2018-2019 Grade 6 students within the Mattamy Wildflowers community attending Southridge and Queen Elizabeth Public Schools be offered the option to continue attending those schools (with transportation). Grade 8 students would remain at Laurentian Public School of the 2018-2019 school year. This phasing eliminates a one-year transition for Grade 8 students, as they will be transitioning to secondary school in 2019-2020.

For 2018-2019 JK-7 students would transition to Janet Metcalfe Public School. Grade 8 students would remain at Jean Steckle Public School to graduate out prior to transitioning to secondary school the following year. For September 2019, JK-8 students from the Huron Woods community would attend Janet Metcalfe Public School.

For 2018-2019, all Huron Woods JK-7 students would transition to Janet Metcalfe Public School. All 2018-2019 Grade 8 students would remain at Jean Steckle Public School to graduate out prior to transitioning to secondary school the following year. For September 2019, all Grade 7 and 8 students from Huron Woods would attend Janet Metcalfe Public School.

Regarding transitions; Huron Woods community members have expressed concern with the number of school transitions this community could experience under Scenario 3. Prior to the opening of Jean Steckle Public School in September 2013, the Huron Woods community was attending holding schools (Alpine and Laurentian Public Schools). Scenario 3 would see this community transition from Jean Steckle Public School to Janet Metcalfe Public School for September 2018. With the opening of the future Tartan Ave school, the community has expressed concern about the number of boundary changes the school may experience, as the Tartan Ave school is intended to be the permanent home school for this community.

Scenario 4

Scenario 4 (see Figure 4) would again see the Mattamy Wildflowers community attending Janet Metcalfe Public School like Scenarios 1 and 2. To achieve enrolment reduction at Jean Steckle Public School, and to accommodate more students in permanent capacity at Janet Metcalfe Public School, Scenario 4 borrows elements from Scenarios 2 and 3.

As in Scenario 2, Scenario 4 also proposes phasing Grade 7 and 8 students out of Jean Steckle Public School over two years. These students would attend Janet Metcalfe Public School until Jean Steckle Public School has capacity to re-introduce Grade 7 and 8 classes.

Jean Steckle Public School sees further enrolment reductions by transitioning all JK-8 students in the Huron Woods community to Janet Metcalfe Public School (like Scenario 3).

Fischer-Hallman/Huron Boundary Study - Scenario 4

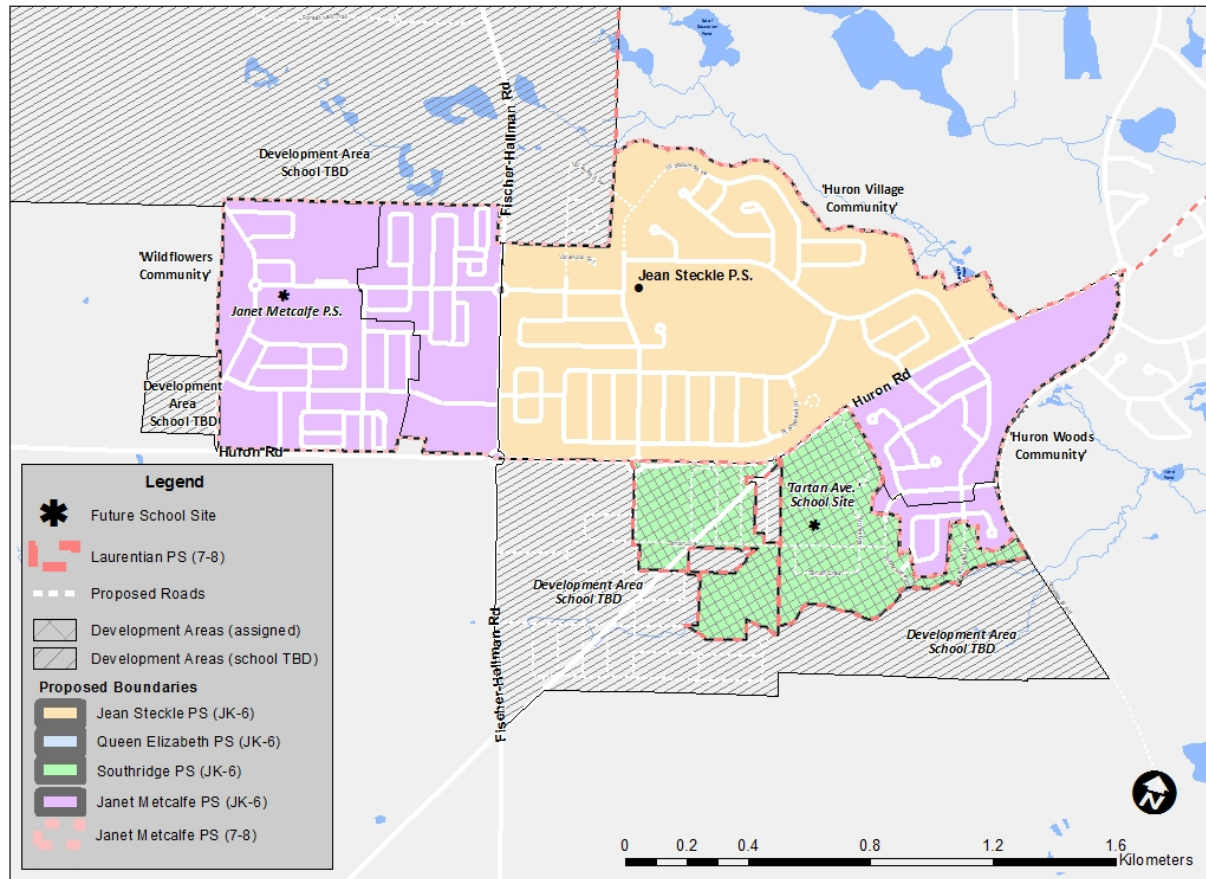


Figure 4: Map depicting Fischer-Hallman/Huron Boundary Study Scenario 4

Implementing the Scenario 4 boundary changes as proposed would see a reduction in enrolment at Jean Steckle Public School for September 2018, with enrolment decreasing to below capacity by 2028 (see Table 5). Janet Metcalfe Public School would see better use of its built capacity, being fully utilized by 2022.

Table 5: Fischer-Hallman/Huron Boundary Study Scenario 4 enrolment projections

| School | Grades | Enrolment | | | | | | Capacity |
|--------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | 2018 | 2020 | 2022 | 2024 | 2026 | 2028 | |
| Jean Steckle PS | JK-8 | 779 | 725 | 708 | 668 | 638 | 606 | 715 |
| Queen Elizabeth PS | JK-6 | 247 | 212 | 201 | 198 | 198 | 198 | 358 |
| Southridge PS | JK-6 | 420 | 477 | 528 | 555 | 581 | 583 | 518 |
| Laurentian PS | 7-8 | 440 | 451 | 433 | 448 | 414 | 420 | 421 |
| Janet Metcalfe PS | JK-8 | 436 | 599 | 658 | 687 | 677 | 666 | 669 |
| Total | | 2322 | 2464 | 2528 | 2556 | 2508 | 2473 | 2681 |

Scenario 4 establishes a boundary for Janet Metcalfe Public School, and achieves the greatest enrolment reduction at Jean Steckle Public School. The enrolment shift from Jean Steckle Public School to Janet Metcalfe Public School also decreases the need for

portables at Jean Steckle Public School and accommodates the most students in permanent space.

To minimize student transitions, Scenario 4 proposes 2018-2019 Grade 6 students within the Mattamy Wildflowers community attending Southridge and Queen Elizabeth Public Schools be offered the option to continue attending those schools (with transportation). Grade 8 students would remain at Laurentian Public School of the 2018-2019 school year. This phasing eliminates a one-year transition for Grade 8 students, as they will be transitioning to secondary school in 2019-2020.

For 2018-2019 Grade 7 and 8 students within the current Jean Steckle Public School boundary (Huron Village and Huron Woods communities); all 2018-2019 Grade 7 students would transition to Janet Metcalfe Public School together. All 2018-2019 Grade 8 students would remain at Jean Steckle Public School to graduate out prior to transitioning to secondary school the following year. For September 2019, all Grade 7 and 8 students from the Huron Village and Huron Woods communities would attend Janet Metcalfe Public School.

The 2018-2019 JK-6 Huron Woods students would transition to Janet Metcalfe Public School. Scenario 4 raises similar concerns with the Huron Woods community as Scenario 3 with respect to the number of potential transitions the community would experience with the eventual opening of the new Tartan Ave school.

Scenario Evaluation

In the process of developing a recommendation, the Working Group evaluated the scenarios against the Study Objectives (see Table 6).

Table 6: Study Objectives

| Scenario | Establish Boundary for Janet Metcalfe PS | Reduce enrolment at Jean Steckle PS | Minimize use of portables/maximize use of permanent space | Minimize transitions where changes are proposed |
|----------|--|--|---|---|
| 2 | Yes | Middle reduces peak enrolment 194 students | Middle 10 to 3 portables @ Jean Steckle/ 12 to 5 surplus rooms @ Janet Metcalfe PS | Least Gr. 7 & 8's all transition together to Janet Metcalfe PS |
| 3 | Yes | Least reduces peak enrolment 139 students | Least 9 to 5 portables @ Jean Steckle/ 10 to 7 surplus rooms @ Janet Metcalfe PS | Middle Huron Woods (JK-8) transition to Janet Metcalfe PS then future Tartan Ave school |
| 4 | Yes | Most reduces peak enrolment 255 students | Most 6 to 0 portables @ Jean Steckle/ 6 to 0 surplus rooms @ Janet Metcalfe PS | Most Gr. 7 & 8's all transition together to Janet Metcalfe PS Huron Woods (JK-8) transition to Janet Metcalfe PS then future Tartan Ave school |

All Scenarios establish a boundary for Janet Metcalfe Public School that includes the Mattamy Wildflowers subdivision, but also take varying portions of the current Jean Steckle Public School boundary to relieve enrolment pressure there.

Scenario 2 achieves the second greatest peak enrolment reduction at Jean Steckle Public School, and consequently sees the second greatest portable reduction, and surplus capacity utilizations at Janet Metcalfe Public School. Portables are expected to be reduced at Jean Steckle Public School to 9 in 2018 and to 5 portables by 2028. At Janet Metcalfe Public School, the number of surplus classrooms is expected to be reduced from 10 classrooms in 2018 to 7 empty classrooms by 2028.

In terms of transitions, it is felt that Scenario 2 would have fewest transitions for students, in that all the current Grade 7 and then 8 Jean Steckle Public School students would transition to Janet Metcalfe Public School together. This maintains relationships, and provides some stability for the Huron Woods community JK-6 population who would remain at Jean Steckle Public School prior to transitioning to Janet Metcalfe Public School for Grades 7 and 8.

Scenario 3 achieves the least peak enrolment reduction at Jean Steckle Public School, and consequently sees the least portable reduction, and surplus capacity utilizations at Janet Metcalfe Public School.

Scenario 3 represents the middle ground with respect to transitions. The Huron Woods community would experience a transition to the Janet Metcalfe Public School, then to the proposed Tartan Ave school once it opens.

Scenario 4 achieves the greatest peak enrolment reduction at Jean Steckle Public School, and consequently sees the greatest portable reduction, and surplus capacity utilizations at Janet Metcalfe Public School. Portables are expected to be reduced at Jean Steckle Public School to 6 in 2018 and the school is expected to need no portables by 2028. At Janet Metcalfe Public School, the number of surplus classrooms is expected to be reduced from 6 classrooms in 2018 to the school being fully utilized by 2028.

In terms of transitions, it is felt that Scenario 4 represents the most student transitions given the number of students affected by the scenario. With the proposed Tartan Ave school, the Huron Woods community would experience multiple school changes (like Scenario 3).

Preferred Scenario

After reviewing the Scenarios against the Boundary Study Objectives, the Working Group selected Scenario 4 as their preferred Scenario. While the scenario is considered to have the most student transitions, the Working Group felt that Scenarios 2 and 3 did not do enough to reduce enrolment and portables at Jean Steckle Public School, and utilize the surplus space at Janet Metcalfe Public School.

It is important to note that the selection of Scenario 4 as the preferred accommodation option was not unanimous. One Working Group member, representing the Huron Woods community, felt that fewer transitions for students in Scenario 2 should outweigh the consideration of greater enrolment reduction/surplus capacity utilization of Scenario 4. The Working Group did unanimously agree that Scenario 3 did not warrant further consideration as it would see the least enrolment reduction/surplus capacity utilization, and the most transitions for the Huron Woods community.

As a compromise the Working group agreed to include a provision in the recommendations to the Board of Trustees that would help mitigate the number of transitions experienced by the Huron Woods community under Scenario 4. This provision would provide an option to current Huron Woods families attending Jean Steckle Public School to remain at Janet Metcalfe Public School, after the opening of the proposed Tartan Ave school, thereby avoiding an additional school transition.

Scenario 4 Implications

Aside from those identified within the Study Objectives, the implementation of Scenario 4 will also have other implications for families and the Board.

Transportation

The implementation of Scenario 4 will affect student transportation within the study area. The overall impact on the number of bus 'runs' is summarized in Table 7. A 'run' refers to a bus picking up students and delivering them to one school. There are

approximately two to three runs in a morning or afternoon bus route (one bus is used for multiple runs).

Table 7: Scenario 4 Net transportation impact

| Area/Students affected | Net Transportation Impact ('runs') | Comments |
|--|---|---|
| Mattamy Wildflowers | -3 | 3 less 'runs' as students no longer transported to Queen Elizabeth, Southridge, Laurentian PS |
| Mattamy Wildflowers Gr. 6 grandparent option | 0 | No additional 'runs' required. Can be accomplished by extending existing 'runs' servicing Queen Elizabeth/Southridge PS |
| Huron Village Gr. 7 and 8's | +2 | 2 additional 'runs' needed to transport Gr. 7, 8 students eligible by distance (beyond 1.6 km) |
| Huron Woods JK-8 | +1 | 2 additional 'runs' needed to transport JK-8 students to Janet Metcalfe PS. One less 'run' to Jean Steckle PS |

With the Mattamy Wildflowers community no longer being transported to the holding schools of Southridge, Queen Elizabeth, and Laurentian Public Schools, there is a transportation savings of 3 bus 'runs'.

The grandparenting provision for 2018 Mattamy Wildflowers Grade 6 students would result in no additional runs. The existing runs servicing the schools could be extended. This could result in longer bus ride times.

With Janet Metcalfe Public School accommodating the Grade 7, and 8's from the Huron Village community a number of students would become eligible for transportation by distance to Janet Metcalfe Public School. Two additional runs would be needed to service these students.

Transporting the JK-8 students from the Huron Village community to Janet Metcalfe Public School would result in 2 additional bus 'runs'. However, the Board would save a bus 'run' from this area to Jean Steckle Public School.

The net transportation impact for implementing Scenario 4 is estimated to result in no additional bus 'runs' over 2017-2018 levels.

The new elementary school boundaries proposed by Scenario 4 would change the transportation eligibility of a number of Grade 7 and 8 students within the Huron Woods and Huron Village communities. With the current Jean Steckle Public School boundary all Grade 7 and 8 students walk to Jean Steckle Public School. The proposed relocation of Grades 7 and 8 to Janet Metcalfe Public School would make some students eligible for transportation by distance (1.6 km) to Janet Metcalfe Public School, while others closer to the school would be required to walk (see Figure 5).

Fischer-Hallman/Huron Boundary Study - Scenario 4 (with 1600m walk distance from Janet Metcalfe Public School)

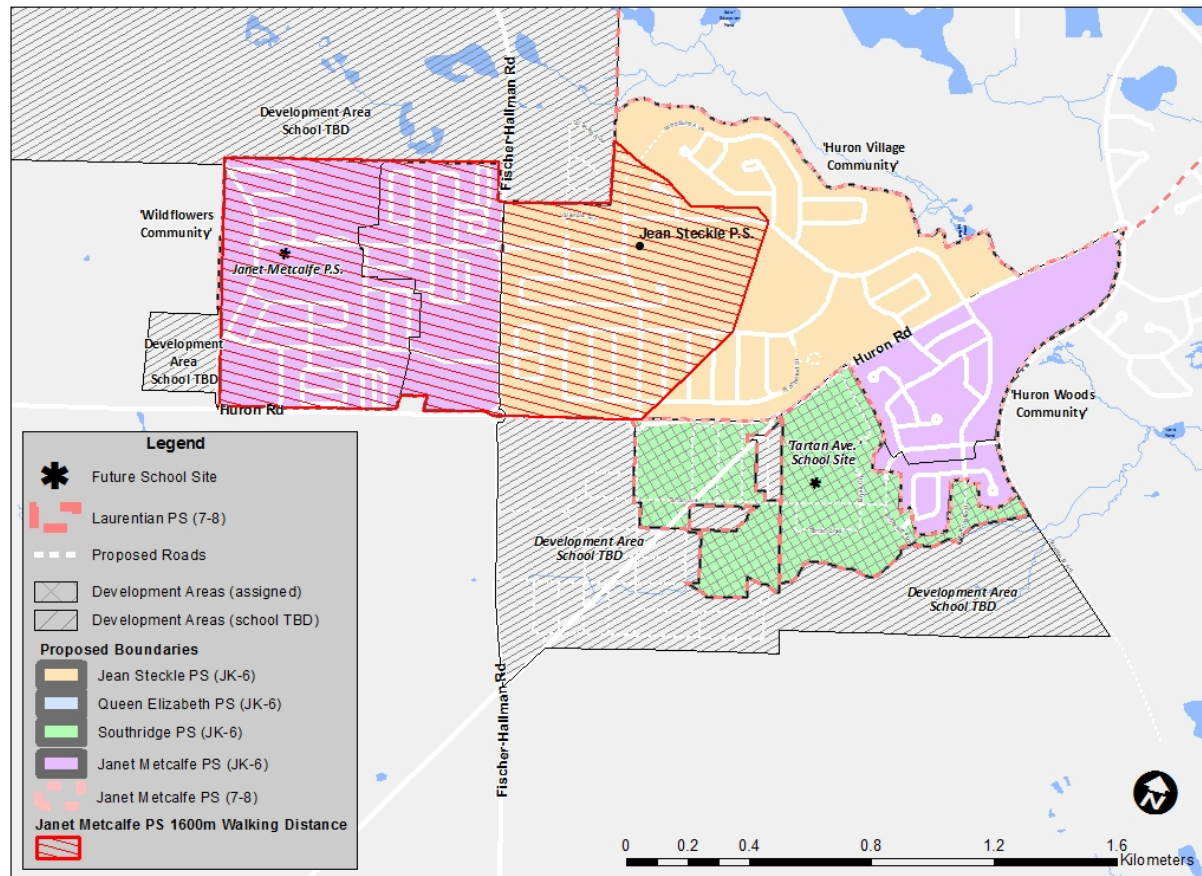


Figure 5: Map depicting Fischer-Hallman/Huron Boundary Study Scenario 4 with approximate Janet Metcalfe Public School 1600m walk distance.

The Working Group received public feedback regarding safety concerns for those students who are ineligible for transportation by distance. Students would need to cross the roundabout at Fischer-Hallman Road and Seabrook Drive to make their way to Janet Metcalfe Public School. The roundabout has marked pedestrian crossing points and sidewalks; however, there is community concern about the volume and speed of vehicular traffic in the roundabout. Board staff are working with the Region of Waterloo and City of Kitchener on the possibility of providing a crossing guard at the roundabout. City staff have indicated that while they are not opposed to providing a guard they have yet to complete their analysis of the traffic data, and will likely not be able to come to a conclusion until sometime in the new year (i.e., January – March 2018). Regardless of the City's decision on a crossing guard, Board staff have committed to providing

resources and training to interested students on safe walks to school and pedestrian roundabout crossing in partnership with the Board's Active and Safe Routes to School Working Group.

French Immersion

Implementation of Scenario 4 will also have an impact on students in the French Immersion program at Jean Steckle and Southridge Public Schools. Southridge Public School offers the program for Grades 1 through 6, while Jean Steckle Public School currently offers the program from Grades 1 through 3 (as of the 2017-2018 school year).

By changing the elementary school boundaries as proposed some existing French Immersion students would lose access to an 'in-boundary' program, resulting in a loss of transportation (if currently eligible). Southridge Public School French Immersion students within the Mattamy Wildflowers community (See Table 8) currently receive transportation to school. With the boundary change to Janet Metcalfe Public School those students, while still eligible to remain in the program (as per [Administrative Procedure 1000 Partial French Immersion](#)), would no longer be eligible to receive transportation. Similarly, Jean Steckle Public School French Immersion students within the Huron Woods community (see Table 8) would also lose access to an 'in-boundary' French Immersion program. Although in this case, no French Immersion students would lose transportation to Jean Steckle Public School as the Huron Woods community is within walking distance to the school for Grades 1 through 8.

Table 8: Scenario 4 French Immersion students impacted by proposed boundary change 2017-2018

| Area | Grade | | | | | | Total |
|-------------------------------------|-------|-----|-----|-----|-----|-----|-------|
| | 01F | 02F | 03F | 04F | 05F | 06F | |
| Mattamy Wildflowers @ Southridge PS | 5 | 3 | 1 | 3 | 1 | 4 | 17 |
| Huron Woods @ Jean Steckle PS | 8 | 6 | 3 | - | - | - | 17 |

The Working Group also received public feedback expressing concern that Janet Metcalfe Public School might not offer a French Immersion program. According to [Administrative Procedure 1000 Partial French Immersion](#), the initiation of a new French Immersion program is based on demonstrated interest expressed through the French Immersion registration process. Should enough interest exist the Board may consider starting a Grade 1 class at the school and growing the program from that point. Some community members expressed an interest in opening Janet Metcalfe Public School with French Immersion offered at grades beyond Grade 1. Board staff have reviewed the current French Immersion enrolment within the proposed Scenario 4 boundaries (See Table 9) and cannot support opening Janet Metcalfe Public School with a French Immersion program beyond a potential Grade 1 class for 2018.

Table 9: 2017-2018 French Immersion enrolment by grade within Scenario 4 proposed boundaries

| School | Grade | | | | | | | | Total |
|--------------------|-----------|-----------|-----------|-----------|----------|-----------|----------|-----------|-----------|
| | 01F | 02F | 03F | 04F | 05F | 06F | 07F | 08F | |
| Centennial PS (W) | | | | | | | | 1 | 1 |
| Doon PS | | | | | | | | 2 | 2 |
| Empire PS | | | | 1 | | 1 | | | 2 |
| Jean Steckle PS | 8 | 7 | 3 | | | | | | 18 |
| Brigadoon PS | 3 | 3 | 2 | | 2 | 1 | | | 11 |
| J.F. Carmichael PS | | | 1 | 1 | | | | | 2 |
| Mary Johnston PS | | | 1 | | | 1 | | | 2 |
| Sandhills PS | | | 1 | | | | | | 1 |
| Southridge PS | 6 | 3 | 1 | 4 | 1 | 5 | | | 20 |
| Suddaby PS | 1 | | | | | | | | 1 |
| Williamsburg PS | 1 | 2 | 2 | 3 | 1 | 1 | | | 10 |
| Westheights PS | | | | | | | 1 | 8 | 9 |
| Westmount PS | | | 1 | | | 1 | | | 2 |
| W.T. Townsend PS | 5 | 1 | 2 | 2 | 1 | 1 | | | 12 |
| Total | 24 | 16 | 14 | 11 | 5 | 11 | 1 | 11 | 93 |

Enrolment at new Tartan Ave school

During the Study process the Huron Woods community expressed concern with the number boundary changes they would experience under Scenario 4 and the future opening of the proposed Tartan Ave school. In response the Working Group suggested a provision that all Huron Woods students currently attending Jean Steckle Public School be provided the option to remain at Janet Metcalfe Public School, once the proposed Tartan Ave school opens to avoid another school transition.

The new Tartan Ave school was submitted as priority number 2 in the 2017 Capital Priorities Grant submission. Should the Board receive approval for the new Tartan Ave school, it could open no earlier than September 2020.

The 'grandparenting' provision proposed would have an impact on the enrolment of the proposed Tartan Ave school once it opens. The exact impact on the school's future enrolment is dependent on the opening date of the new school as well as the number of eligible Huron Woods students choosing to exercise the option. Table 10 provides a breakdown of existing Huron Woods students by grade, and to which grade cohorts the proposed 'grandparenting' would apply to, by year, assuming the new Tartan Ave school opens in September 2020.

Table 10: Huron Woods cohort grandparenting eligibility by year

| Year | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8* | Total* |
|-------|----|----|----|----|----|----|----|----|----|-----|--------|
| 17-18 | 13 | 22 | 14 | 19 | 13 | 16 | 15 | 12 | 10 | 10 | 134* |
| 18-19 | | 13 | 22 | 14 | 19 | 13 | 16 | 15 | 12 | 10 | 124* |
| 19-20 | | | 13 | 22 | 14 | 19 | 13 | 16 | 15 | 12 | 112* |
| 20-21 | | | | 13 | 22 | 14 | 19 | 13 | 16 | 15* | 97* |
| 21-22 | | | | | 13 | 22 | 14 | 19 | 13 | 16 | 97 |
| 22-23 | | | | | | 13 | 22 | 14 | 19 | 13 | 81 |
| 23-24 | | | | | | | 13 | 22 | 14 | 19 | 68 |
| 24-25 | | | | | | | | 13 | 22 | 14 | 49 |
| 25-26 | | | | | | | | | 13 | 22 | 35 |
| 26-27 | | | | | | | | | | 13 | 13 |
| 27-28 | | | | | | | | | | | 0 |

* Grade 8 cohort not included, assuming new Tartan Ave school would open as JK-7. Shaded cells indicate cohort of students that 'grandparenting' provision would apply to by year.

Should the proposed Tartan Ave school open in September 2020 the grandparenting provision would apply to those students currently in grades JK-4 (assuming the proposed Tartan Ave school opens as JK-7). This means that upon opening (in 2020) there is the potential for the new Tartan Ave school to have 97 fewer students than if there were no grandparenting option provided (See Table 11). The enrolment numbers provided represent the maximum number of 'grandparented' students possible. In practice the actual numbers are expected to be somewhat less, as families with pre-school aged children may opt to not exercise their option to remain at Janet Metcalfe Public School and keep their students together at the new Tartan Ave school.

Table 11: Projected enrolment Tartan Ave school with and without proposed Huron Woods 'grandparenting' option.

| School | Grades | Enrolment | | | | | Capacity |
|---|--------|-----------|------|------|------|------|----------|
| | | 2020 | 2022 | 2024 | 2026 | 2028 | |
| Tartan Ave school (No 'grandparenting') | JK-8* | 316 | 417 | 588 | 741 | 793 | 591 |
| Tartan Ave school (with 'grandparenting') | JK-8* | 219 | 320 | 539 | 728 | 793 | 591 |



Report to Committee of the Whole

December 11, 2017

Subject: Wildflowers Development Area Holding School Assignments – Secondary Panel

Recommendation

That the Waterloo District School Board (Board) approves the Holding School re-assignment of the Wildflowers Development Area (see the map in Appendix A attached to this report) from Huron Heights Secondary School to Forest Heights Collegiate Institute, effective January 1, 2018.

And those students and their younger siblings residing in the Wildflowers Development Area attending Huron Heights Secondary School as of December 31, 2017 may choose to remain at Huron Heights Secondary School until graduation.

Status

The Planning Department regularly reviews residential development plans to estimate projected enrolment growth and assess the capacity of nearby schools to accommodate anticipated growth.

Where space is insufficient, [Board Policy 4012 – School Attendance Areas](#) and [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#) provide a process for creating and assigning Development Areas (DAs) to holding schools until a long-term accommodation option is available. By long-term, we mean a new school, a classroom addition, or a boundary change at the conclusion of a boundary study.

At this time, continued over-utilization of Huron Heights Secondary School has necessitated a re-direction of the Wildflowers DA to Forest Heights Collegiate Institute effective January 1, 2018. This change affects any students moving into the area (Grades 9 to 12), and those starting high school in September 2018 and beyond.

Appendix A shows a detailed map of the Wildflowers DA and proposed re-assignment. Appendix B shows enrolment projections for Huron Heights Secondary School and Forest Heights Collegiate Institute until 2026.

An upcoming report will request the initiation of a boundary study for secondary schools in West Kitchener. The purpose of this study will be to examine further enrolment reduction options for Huron Heights Secondary School.

Background

A Board motion on January 14, 2013, approved the creation of the Wildflowers DA in south Kitchener. A follow-up Committee of the Whole report, dated February 10, 2014, identified Queen Elizabeth Public School (JK-6) and Laurentian Public School (7-8) as the Holding Schools for the Wildflowers DA.

The new Janet Metcalfe Public School will open in September 2018 and a boundary study was recently undertaken. When the boundary receives Board approval, the Wildflowers DA will no longer have a need for elementary Holding School assignments.

We assigned Huron Heights Secondary School as the Holding School for Grades 9 to 12 students in the Wildflowers DA on February 10, 2014. This report seeks to re-assign the Development Area to Forest Heights Collegiate Institute for the secondary level.

Financial implications

No financial implications.

Communications

Planning sent a letter to all Grade 7 and 8 students residing in the Wildflowers DA inviting families to attend a public information meeting held on November 30, 2017 at Laurentian Public School. This meeting was an opportunity to discuss the upcoming transition to high school. Engagement of families of students in JK to 6 will take place during a future boundary study.

Information about Development Area assignments is also available on our website.

Further, the “School Finder” application on the Board’s website will be updated to display the school assignments and transportation eligibility.

School administrators, Superintendents, Student Achievement & Well-Being, Facilities Services, and Student Transportation Services of Waterloo Region were consulted in the development of this report.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Sarah Galliher, Senior Planner
in consultation with Coordinating Council

Mattamy Wildflowers Development Area Map

Mattamy's Wildflowers Community, Kitchener



Current Development Area Holding School Assignments (September 2017)

Grades 9 to 12 - Huron Heights Secondary School

Note: the elementary holding is being addressed through the boundary study process for the new Janet Metcalfe Public School opening in September 2018. This DA is assigned to Queen Elizabeth, Southridge, and Laurentian Public Schools for the current school year.

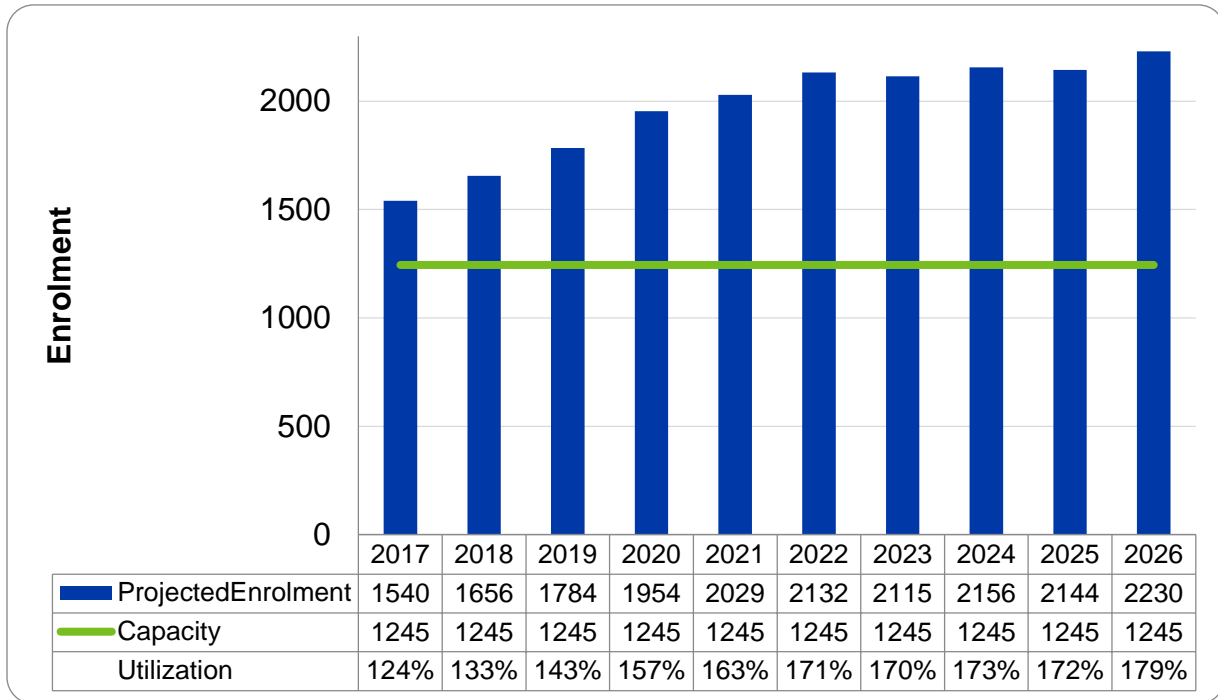
Proposed Development Area Holding School Assignments (January 2018)

Grades 9 to 12 – Forest Heights Collegiate Institute

Note: students residing within the DA attending Huron Heights Secondary School as of December 31, 2017 may remain at that school as will younger siblings.

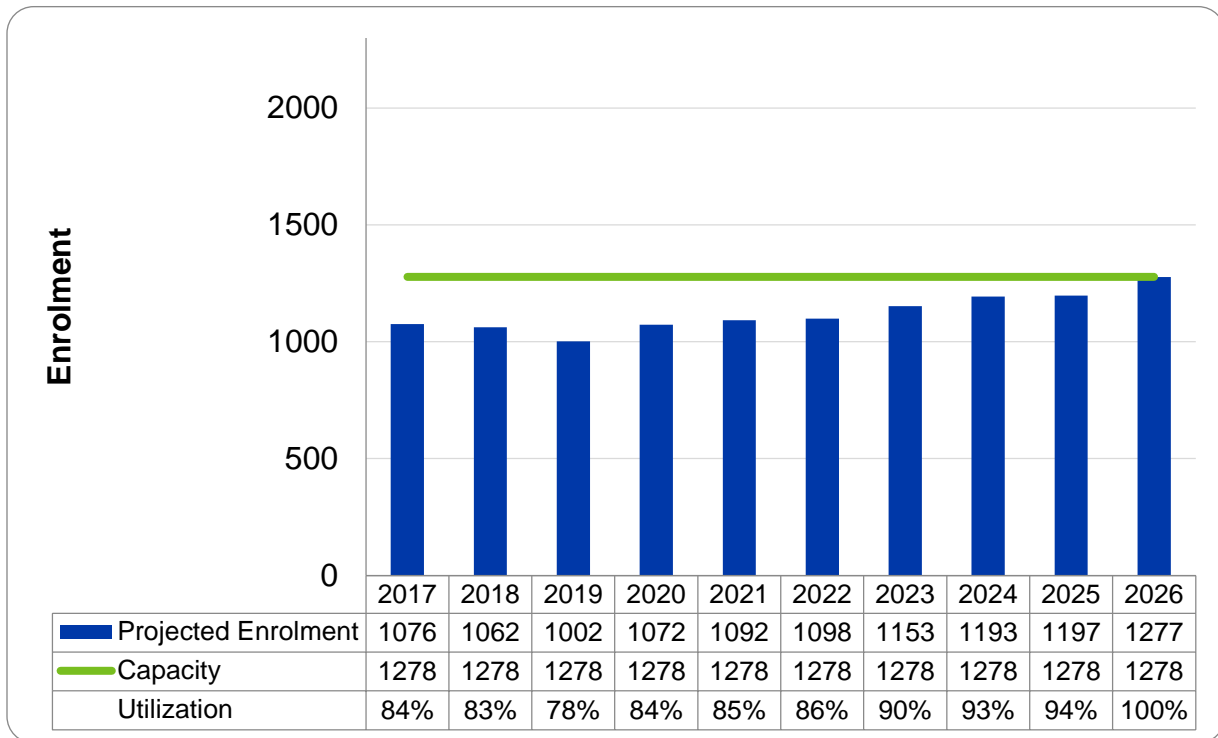
Huron Heights Secondary School Enrolment Projections

2017-2026



Forest Heights Collegiate Institute Enrolment Projections

2017-2026





Report to Committee of the Whole

December 11, 2017

Subject: Doon South Development Area School Boundary Assignments – Secondary Panel

Recommendation

That the Waterloo District School Board (Board) approves the assignment of Development Area status to the Doon South Development Area at the secondary level whereas it was previously identified and assigned at the elementary panel only. Secondary school assignment of this area is to-be-determined.

Status

The Planning Department regularly reviews residential development plans to estimate projected enrolment growth and assess the capacity of nearby schools to accommodate anticipated growth.

Where space is insufficient, [Board Policy 4012 – School Attendance Areas](#) and [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#) provide a process for creating and assigning Development Areas (DAs) to holding schools until permanent long-term accommodation is available. By permanent and long term we mean a new school, a classroom addition or a boundary change at the conclusion of a boundary study.

At this time, no secondary school re-assignment is proposed; the Doon South Development Area is within the boundary for Huron Heights Secondary School until approval of a Board of Trustee motion.

This report is a clarification step so that re-direction of the Doon South DA can be undertaken should over-crowding at existing secondary schools require it (in this case, Huron Heights Secondary School).

Appendix A shows a detailed map of the Doon South DA and Appendix B details the projected enrolment at Huron Heights Secondary School until 2026.

Background

A December 12th, 2016 Committee of the Whole report titled *Development Area School Boundary Assignments* detailed the redirection of portions of the Doon South DAs established during the Groh Public School boundary study in 2014. Specifically addressed in the report were the Topper Woods South and Dodge Kelly subdivisions.

The report indicated that existing new residential areas within walking distance to Groh Public School would continue to hold there whereas the new development would be directed to Pioneer Park and Doon Public Schools as Holding Schools. Status of this assignment was to be reviewed as subdivision plans proceeded to the registration phase.

It was not clearly stated at that time that the DAs were in effect at the secondary panel as well. This report seeks to confirm the status of the Doon South DA at the secondary level. At such time as residential development is underway, a report will be brought forward with a recommended secondary school assignment for this development area.

Financial implications

No financial implications.

Communications

Public Information Meetings would be held if a re-direction of the Doon South DA (at either the elementary or secondary panel) was being contemplated.

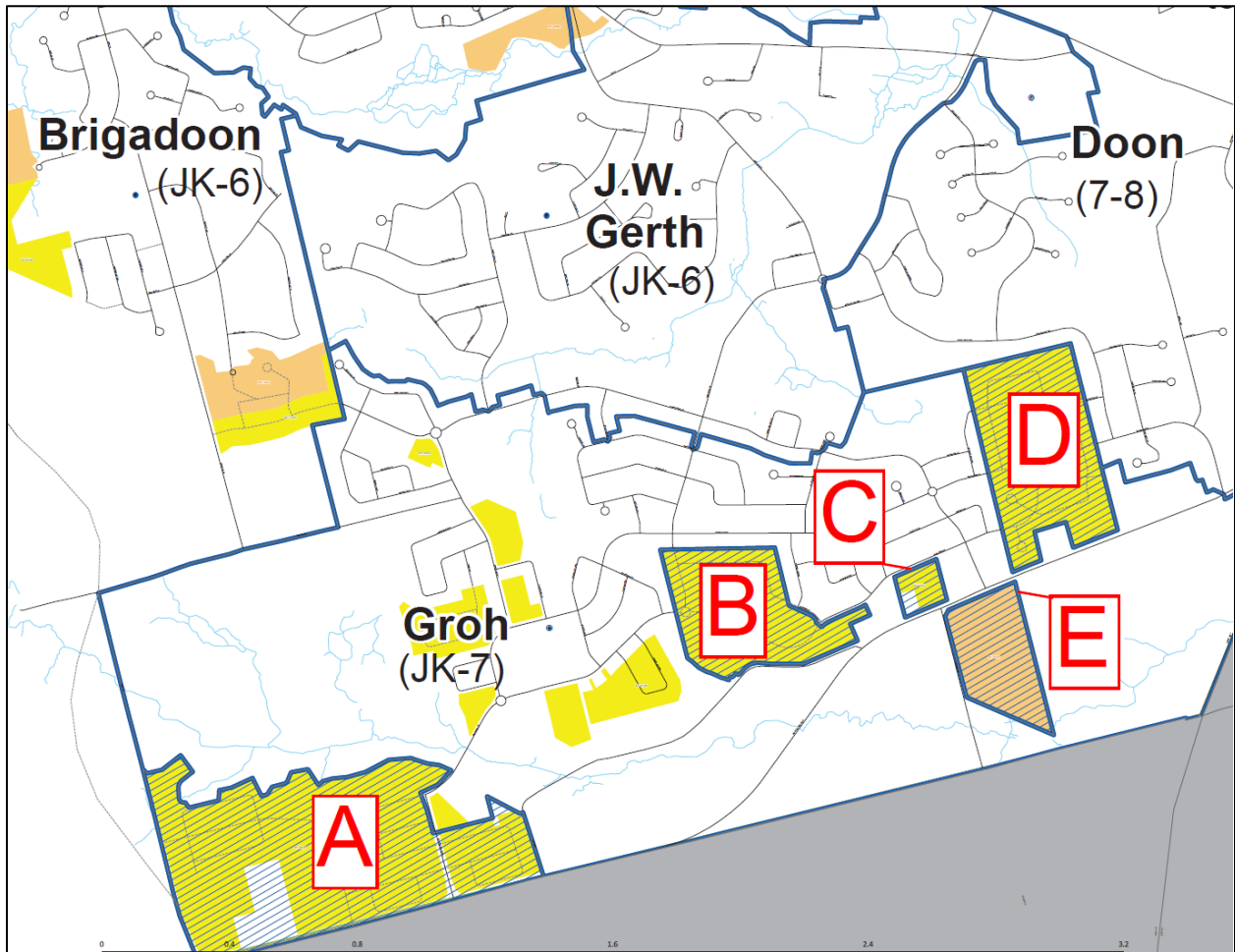
Information about DA assignments is also available on our website.

Further, the “School Finder” application on the Board’s website will be updated to display the school assignments and transportation eligibility once municipal addressing has been assigned.

School administrators, Superintendents, Student Achievement & Well-Being, Facilities Services and Student Transportation Services of Waterloo Region were consulted in the establishment of the development areas.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Sarah Galliher, Senior Planner
in consultation with Coordinating Council

Doon South Development Area Map



Development Area Holding School Assignments – Areas A, B, C, D and E on Map

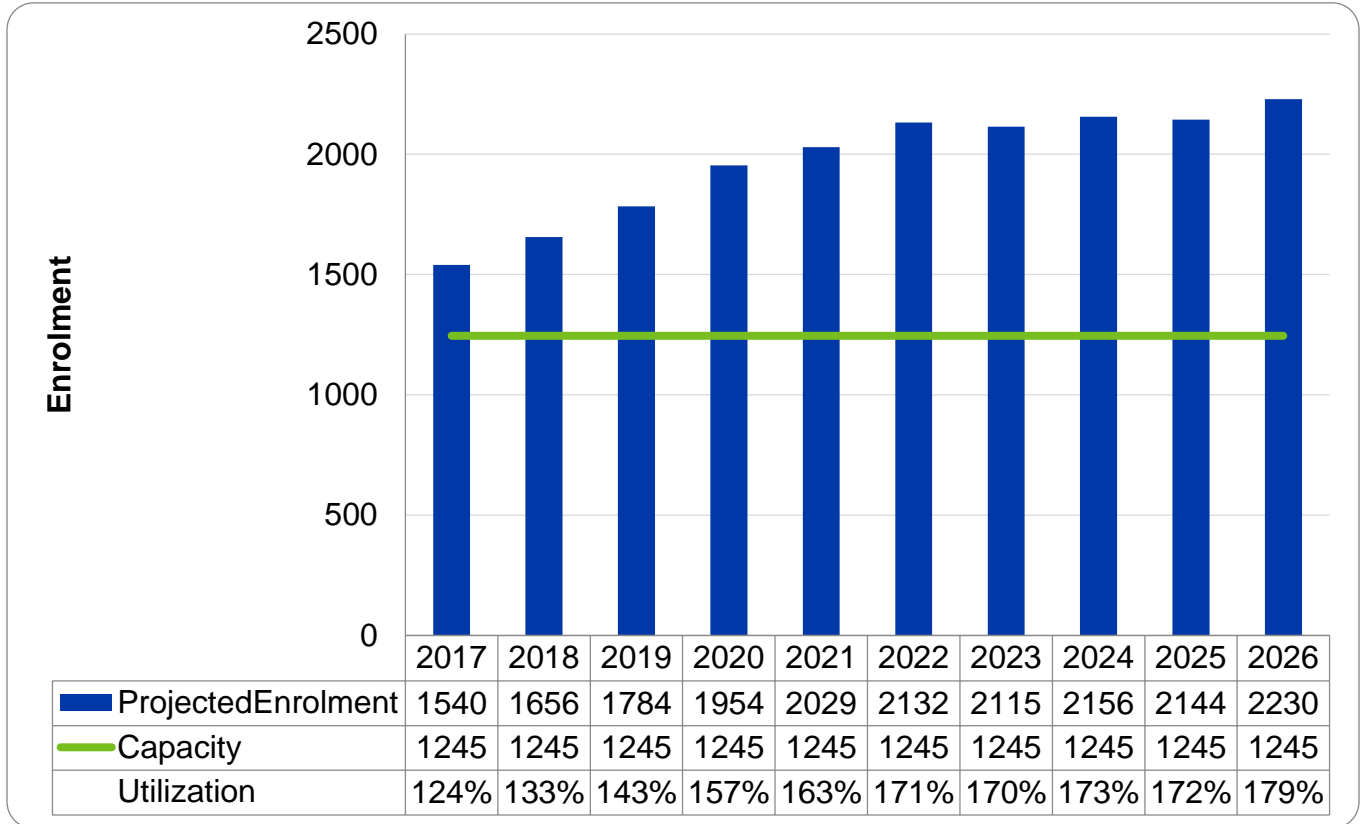
JK-6 - Pioneer Park Public School

Grades 7-8 - Doon Public School

Grades 9-12 - Huron Heights Secondary School

Huron Heights Secondary School Enrolment Projections

2017 to 2026





**WORKPLACE INSPECTION
AND AUDIT PROCEDURE**

| | |
|---------------------|--|
| Responsibility: | <i>Coordinating Superintendent, Human Resource Services Manager of Health, Safety & Security</i> |
| Legal References: | <i>Ontario Occupational Health and Safety Act (R.S.O. 1990)</i> |
| Related References: | Board Policy 1002 Occupational Health and Safety Policy WRDSB JHSC Terms of Reference Documents |
| Effective Date: | December 1, 2017 |
| Revisions: | |
| Reviewed: | December 5, 2017 |

1. Preamble

- 1.1 Workplace safety inspections serve a valuable purpose to our school community. In addition, it is important to demonstrate our compliance with the Occupational Health and Safety Act as well as the Ministry of Labour's Guidelines for the Multi-workplace Joint Health and Safety Committee (JHSC).
- 1.2 The procedures that follow provide guidelines and expectations for completion, follow-up, reporting and documentation of monthly workplace inspections and JHSC audit inspections.

2. Scope

- 2.1 This procedure applies to all workplace inspections carried out under the authority of the Occupational Health and Safety Act and as detailed in the Waterloo Region District School Board Joint Health and Safety Committee (JHSC) Terms of Reference document.

3. Definitions

- 3.1 **JHSC Terms of Reference Document** is the Ministry of Labour approved framework for WRDSB's multi-site Joint Health and Safety committee.
- 3.2 **School Year** refers to the September start date to June end date based on the approved Board calendar.
- 3.3 **Workplace Inspections** a visual inspection of the physical workspace and observation of work practices within the workplace.
- 3.4 **Workplace Inspection Team (WIT)** is a site based team that performs regular monthly workplace inspections and is commonly comprised of school/site workers, a Facility Services worker and an Administrator/Manager/Supervisor.
- 3.5 **Auxiliary Worker** is the designated worker member who acts as the health and safety contact for the site's Workplace Inspection Team. This individual is selected by the worker members of the WIT.
- 3.6 **Health and Safety Representative** performs the function of the WIT/Auxiliary Worker at smaller workplaces and is selected by workers at the workplace who do not exercise managerial functions or by the Union/Federation/Association.
- 3.7 **Multi-Workplace Joint Health and Safety Committee (JHSC)** is a committee that address workplace safety, herein referred to as the JHSC and is comprised of an equal number of worker and management members.
- 3.8 **Workplace Audit** is a workplace inspection that is performed by members of the JHSC on a five (5) year cycle.
- 3.9 **Workplace Audit Teams** are a subgroup of the JHSC comprised of both worker and management committee members.
- 3.10 **Workplace** is any land, premises, location or thing at, upon, in or near which a worker works.
- 3.11 **Hazard/Health and Safety Concern** is any potential and actual hazards associated with buildings, equipment, processes and practices that has or could injure a worker(s) or damage property.
- 3.12 **Corrective Actions** are actions taken to address a hazard or health and safety concern. They can include immediate actions, interim measures or planned actions and may require a Health and Safety Work Order.

- 3.13 **Health and Safety Work Order** is a work order submitted through the Facilities work order system that is designated as 'Health and Safety'.

4. Roles and Responsibilities

Workplace Inspection Team (WIT)/Health and Safety Representative/Auxiliary Worker

- 4.1 All board sites with twenty (20) or more workers regularly employed (e.g., schools, the Education Centre etc.), shall establish a site Workplace Inspection Team (WIT) as a sub-group of the JHSC.
- 4.1.1 During the school year the site WIT should consist, at minimum, of one (1) Administrator/Supervisor/ Manager and two (2) workers for elementary schools/smaller sites and at minimum one (1) Administrator/Supervisor/ Manager and four (4) workers for secondary schools/larger sites.
- 4.1.2 One (1) worker member of each site's WIT will be designated as the site's health and safety contact known as the 'Auxiliary Worker'.
- 4.1.3 Worker members may be identified on a voluntary basis or selected by the workers at the site.
- 4.1.4 It is recommended that a member of the site's custodial staff be a member of the WIT.
- 4.2 Smaller sites and locations leased by the board where less than twenty (20) workers are regularly employed (e.g., Alternative program sites, Outdoor Education Centre program sites, small administrative buildings etc.), shall select one (1) worker to be the Health and Safety Representative in place of a WIT.
- 4.2.1 For leased locations and sites with less than 20 employees regularly employed, the site Health and Safety Representative will act as the Auxiliary Worker.
- 4.3 Outside of the regular school year, monthly workplace inspections shall be completed by one (1) worker member.
- 4.3.1 Outside of the regular school year inspections are not required at sites where workers are not present.

Responsibilities of the WIT/ Health and Safety Representative

- 4.3 Members of the WIT or the worker designated as the Health and Safety Representative shall:
- 4.3.1 Promote health and safety at the site and inform the Administrator/Supervisor/ Manager of any health and safety related issues;
- 4.3.2 Schedule, conduct, and document regular monthly workplace inspections at their school or worksite;
- 4.3.3 Designate a worker member of the WIT as the sites 'auxiliary worker' as per the JHSC Terms of Reference document;
- 4.3.4 Participate in JHSC Workplace Audits as appropriate; and
- 4.3.5 Work collaboratively to address health and safety concerns in the workplace.

Responsibilities of the Auxiliary Worker

- 4.4 In addition to the above responsibilities, the Auxiliary Worker may be requested by the Co-Chairs to attend a JHSC meeting when a particular issue related to their worksite is on the agenda.

Responsibilities of the Administrator/Supervisor/Manager

- 4.5 The Administrator/Supervisor/Manager shall:
- 4.5.1 Promote health and safety at the site and ensure the safety of staff, students, parents and visitors within the workplace;
- 4.5.2 Participate in and facilitate the completion of regular monthly workplace inspections and JHSC workplace Audits;
- 4.5.3 Submit the names of the members of the WIT/Health and Safety Representative names to the Board at the beginning of the school year and update as required;
- 4.5.4 Ensure that updated names of the JHSC and WIT/Health and Safety Representative are posted on the sites Health and Safety Bulletin Board;
- 4.5.5 Ensure all required postings are posted on the Health and Safety Bulletin Board and within rooms as required;
- 4.5.6 Contact the health and safety department or JHSC co-chairs for clarification or any immediate or ongoing health and safety concerns;
- 4.5.7 Work collaboratively with workers at the site to address safety concerns in a timely manner;
- 4.5.8 Document follow-up actions including actual and/or proposed dates of completion on the workplace inspection form;
- 4.5.9 Communicate follow-up actions, interim measures and safe practices to staff around health and safety concerns identified as appropriate;
- 4.5.10 Ensure inspection reports forms are complete and submitted to the health and safety department within 2 weeks of the inspections;
- 4.5.11 Following up on the completion of workplace inspection deficiencies to ensure that they are completed in a timely manner.
- 4.6 In addition to the above responsibilities, the Administrator/Supervisor/Manager may be requested by the Co-Chairs to attend a JHSC meeting when a particular issue related to the worksite they supervise is on the agenda.

Responsibilities of the Joint Health and Safety Committee (JHSC)

- 4.7 It is the responsibility of the JHSC to:
- 4.7.1 Identify, evaluate and discuss health and safety matters within WRDSB workplaces and make recommendations to the employer on ways to improve workplace health and safety, as needed;
 - 4.7.2 Conduct workplace audits as defined in the JHSC Terms of Reference; and
 - 4.7.3 Support the WITs and review workplace inspection reports.

Responsibilities of the Health and Safety Department

- 4.8 It is the responsibility of the health and safety department to:
- 4.8.1 Maintain this administrative procedure;
 - 4.8.2 Provide information and resources to WIT members/Health and Safety Representatives and JHSC;
 - 4.8.3 Act as a resource for inspection related questions and health and safety concerns;
 - 4.8.4 Review and approve health and safety work orders submitted for Board sites;
 - 4.8.5 Monitor completion of workplace inspections and follow-up with Administrators/ Managers/Supervisors when necessary; and
 - 4.8.6 Share a copy of the completed workplace inspection reports with the JHSC member's for review.

5. Workplace Inspection/Audit Frequency

- 5.1 All elementary schools, secondary schools, administrative buildings, and other WRDSB locations are to be inspected monthly.
- 5.1.1 The Health and Safety Representative or at least one worker member of the sites WIT must conduct the workplace inspection each month. It is recommended that the Administrator/Supervisor/ Manager participate in the inspections.
 - 5.1.2 Monthly inspections must be completed by the second Friday of the month.
 - 5.1.3 It is recommended that areas of inspection are rotated among members of the WIT so that members are not inspecting the same area every month.
 - 5.1.4 Where there is a Health and Safety Representative, the Administrator/Supervisor/ Manager must participate in a workplace inspection of the entire site at least once a year.
- 5.2 Members of the JHSC shall conduct a health and safety audit of elementary schools, secondary schools, administrative buildings, and other WRDSB locations within the district once every five (5) years.
- 5.2.1 All scheduled audits shall be completed within the school year, between September and June.
 - 5.2.2 Small to mid-sized facilities (elementary schools) should be audited within half a day.
 - 5.2.3 Large facilities (secondary schools) should be audited within one day.
 - 5.2.4 Where a JHSC audit coincides with the scheduled WIT inspection, the JHSC audit may be considered the inspection for the month.

6. Workplace Inspection Procedures

Preparing for a Workplace Inspection

- 6.1 Prior to performing monthly workplace inspections the WIT or Health and Safety Representative should gather necessary resources (.e.g., past reports, a floor plan, blank report forms etc.) and prepare for the inspection by reviewing:
- 6.1.1 The previous months report and follow up on the status of prior concerns;
 - 6.1.1.1 Verify that items recorded on past reports are either complete or have an appropriate action plan (i.e., interim measures and/or a health and safety work order submitted).
 - 6.1.1.2 Carry forward any outstanding deficiencies onto the current month's inspection report and update any new information to the action plan/follow-up section (e.g., changes to proposed dates of completion or work order numbers).
 - 6.1.2 Patterns/trends that could indicate a possible hazard;
 - 6.1.3 External inspection reports as applicable (e.g., JHSC Audits, Ministry of Labour reports, Fire Department reports, Electrical Safety Authority inspection reports etc.); and
 - 6.1.4 Priorities for the upcoming inspection.

Performing a Workplace Inspection

- 6.2 When performing a workplace inspection, inspectors shall:
- 6.2.1 Communicate and promote safe work practices;
 - 6.2.2 Identify, classify and document potential and actual hazards associated with buildings, equipment, processes and practices that may be a source of danger or a hazard to workers;
 - 6.2.3 Take action as reasonable to minimize an immediate hazard or prevent an injury in the workplace/site (e.g., put sign over or a slippery floor, communicate or report the hazard to the appropriate staff person); and
 - 6.2.4 Report immediately to their Administrator/Supervisor/Manager any hazards that would be classified as Urgent requiring immediate follow-up or action (See *Appendix for Priority Level Definitions*).

Following a Workplace Inspection

- 6.3 After performing a monthly workplace inspection, the WIT or Health and Safety Representative shall ensure that:
 - 6.3.1 All hazards identified during the inspection are clearly documented on the inspection report form; and
 - 6.3.2 A copy of the form is provided to the Administrator/Supervisor/Manager for follow-up by the second Friday of each month.
- 6.4 Once the hazard section of the form has been completed the Administrator/Supervisor/Manager shall:
 - 6.4.1 Work collaboratively with the WIT and other workers as required to assess and address hazards identified during the workplace inspection in a timely manner;
 - 6.4.2 Complete the follow-up section of the workplace inspection form including: the action taken or planned, the actual or proposed dates initiated and completed as well as a Health and Safety Work Order # when applicable (*see Appendix for Workplace Inspection Report Form*);
 - 6.4.3 Ensure completed reports have been submitted to the health and safety department within 2 weeks of the inspection date and shared back with the WIT before the next scheduled inspection;
 - 6.4.4 Post a copy of the completed form on the sites health and safety bulletin board for a period of one (1) year; and
 - 6.4.5 Monitor and follow-up on the actions taken or planned to ensure inspections items are being addressed in a timely manner.
- 6.5 Once the completed workplace inspection form is submitted to the health and safety department, a copy will be shared with the JHSC members for review.

7. JHSC Workplace Audit Procedures

Preparing for a Workplace Audit

- 7.1 A designated member of the JHSC audit team will contact the site's Principal/Supervisor/ Manager to make arrangements ahead of the audit.
 - 7.1.1 Every effort should be made to coincide the timing of the audit with the site's monthly inspection by the WIT.
 - 7.1.2 Where a JHSC audit coincides with the scheduled WIT inspection, the JHSC audit may be considered the inspection for the month.
- 7.2 Prior to performing workplace audit the WIT or Health and Safety Representative should gather necessary resources (.e.g., past reports, a floor plan etc.) and have a pre-audit review/discussion.
- 7.3 At the pre-audit review the WIT or Health and Safety Representative shall review the previous months report and follow up on the status of prior concerns.
 - 7.3.1 Ensure that items recorded on past reports are either complete or have an appropriate action plan (i.e., interim measures and a health and safety work order submitted).
 - 7.3.2 Carry forward any outstanding deficiencies onto the current month's inspection report and update any new information to the action plan/follow-up section (e.g., changes to proposed dates of completion or work order numbers).
- 7.4 Any outstanding items from the previous months report must be provided/communicated to the JHSC audit team so that they can be documented on JHSC Audit Report Form prior to the audit.

Performing a Workplace Audit

- 7.5 Audits shall be carried out by the designated JHSC audit team consisting of JHSC worker and management members.
 - 7.5.1 Every effort should be made to ensure that the site's Administrator/Supervisor/Manager and the auxiliary member, a worker member of the WIT or Health and Safety Representative is present to participate in the JHSC audit.
- 7.6 When performing the audit the JHSC members shall:
 - 7.6.1 Identify, classify and take note of potential and actual hazards associated with buildings, equipment, processes and practices that may be a source of danger or a hazard to workers;
 - 7.6.2 Record items identified during the audit on the JHSC Audit Report Form; and
 - 7.6.3 Report immediately to the Administrator/Supervisor/Manager any hazards that would be classified as Urgent requiring immediate follow-up or action (*See Appendix for Priority Level Definitions*).

Following a Workplace Audit

- 7.7 Once the audit is complete, the JHSC audit team will provide copies of the audit report form to the Administrator/Supervisor/Manager for follow-up and a copy to the health and safety department for review and record-keeping.
- 7.8 Upon receiving the JHSC Audit report, the Administrator/Supervisor/Manager shall:
 - 7.8.1 Follow up on items in a timely manner;

- 7.8.2 Complete the follow-up section of the workplace inspection form including: the action taken or planned, the actual or proposed dates initiated and completed as well as a Health and Safety Work Order # when applicable;
- 7.8.3 Ensure completed reports have been submitted to the health and safety department within 2 weeks of the inspection date;
- 7.8.4 Post a copy of the completed form on the sites health and safety bulletin board for a period of one (1) year; and
- 7.8.5 Monitor and follow-up on the actions taken or planned to ensure inspections items are being followed up on appropriately and timely.

8. Training

- 8.8 Members of the WIT/Health and Safety Representatives will receive information and instruction on their roles and responsibilities communicated on internal conference/website.
- 8.9 Training on conducting workplace inspections will be provided through the health and safety department in consultation with the JHSC.
- 8.10 Any additional information and instruction to the members of the WIT or Health and Safety Representatives will be provided through the health and safety department in consultation with the JHSC.

9. General

- 9.1 The WIT/Health and Safety Representative can request that a member of the JHSC assist them in conducting a workplace inspection by contacting either JHSC co-chair or the health and safety department.
- 9.2 The names of the JHSC representatives are required to be posted on the site Health and Safety Bulletin Board. They may be contacted to answer general health and safety questions or concerns.
- 9.3 If a situation arises during an audit or inspection that could meet the criteria to call the Urgent Response Line notification should be made to the Administrator/Supervisor/Manager and the Urgent Response procedures should be followed.

Prioritizing Workplace Inspection Hazards

In order to ensure the most significant hazards are addressed in a timely manner a priority level must be assigned to each deficiency identified during the workplace inspection.

| Priority Level | Response and Timely Follow-up |
|----------------|---|
| Urgent | A serious hazard exists that could pose significant risk to life. Hazard must be verbally communicated immediately to the Administrator/Supervisor/Manager, corrective actions taken right away to address the hazard. |
| High | A serious hazard exists that could pose risk of a significant injury. The immediate hazard must be addressed within 3-5 working days . |
| Medium | A hazard exists that could pose a risk of injury, address the immediate hazard within 15 working days (3 weeks) . |
| Low | A minor hazard exists that poses a minimal risk of injury, address the immediate hazard within 21 working days (4 weeks) . |



Workplace Inspection Report Form

School/Workplace: _____

Inspection Date: _____

Inspector Name(s): _____

Area Inspected: _____

| Areas of Concern | Repeat Problem Yes/No | Corrective Action Required | Priority | Completed by: • Work Order • Staff/Admin Action | Date Initiated | Date Completed |
|---|--------------------------|----------------------------|----------|---|-------------------|-------------------|
| 1. Housekeeping • Trip • Head bump hazards • Chemicals stored too high • Spills on floor • Slippery walkways | | | | | | |
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| 2. Health Hazards • Poor/no ventilation • Improper storage of chemicals • Poor cleanup facilities • Other | | | | | | |
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| 3. Electrical Hazards • Frayed, damaged cord • Use of extension cords as permanent source of power • Inadequate breakers or fuses • Other | | | | | | |
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| Areas of Concern | Repeat Problem Yes/No | Corrective Action Required | Priority | Completed by: • Work Order • Staff/Admin Action | Date Initiated | Date Completed |
|---|-----------------------|----------------------------|----------|---|----------------|----------------|
| 4. Machinery/Equipment • Guards not in place • In need of repair • Crowded conditions • Other | | | | | | |
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| 5. Personal Protection/First Aid • Insufficient/poor personal protective equipment • Qualified first aid personnel not available • No first aid kit • Kit not maintained/up to requirements | | | | | | |
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| 6. Fire Hazards/Protection • Improper storage of flammable liquids • Storage of combustibles close to heat source • Insufficient/inadequate fire equipment • Not inspected regularly | | | | | | |
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| 7. Other | | | | | | |
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