A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on Monday, May 14, 2018, at 7:00 p.m.

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations
  Jamal Husayn – Student Mental Health

Policy and Governance

  01 Review of Board Policy 2000 - Environmental Values M. Gerard
  03 Review of Board Policy 2003 - Early Learning and Care M. Gerard
  05 Review of Board Policy 2004 - Character Education & Social-Emotional Skills Development P. Rubenschuh
  09 Review of Board Policy 6001 - Code of Conduct (Student) P. Rubenschuh
  17 Review of Board Policy 2005 - Parent/Guardian or Caregiver Support L. Read

Reports
  Appointment of Student Trustees Trustee C. Millar
  Pride Flag Verbal Report J. Bryant
  Annual Pupil Accommodation Grant – School Renewal M. Gerard
  Annual School Condition Improvement Grant – School Renewal M. Gerard
  Annual Accommodation Planning M. Gerard
  Energy Update M. Gerard

Board Reports
  58 OPSBA AGM Voting Delegate Direction Trustees

Question Period (10 minutes)

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

Adjournment

Questions relating to this agenda should be directed to
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca
1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to promote the development of environmentally sound values by modeling appropriate practice, by supporting environmentally sound activities and by supporting a comprehensive environmental education program, subject to budget limitations, recognizing that:

1.1.1 the WRDSB has identified environmental issues as a priority;
1.1.2 a sustainable environment must be a global goal;
1.1.3 the educational community has a major leadership role in teaching, promoting and actively demonstrating the principles, values and behaviours necessary to live in harmony with our environment.

1.2 The WRDSB will endeavour to design safe school grounds with an ecological focus, recognizing the importance of creating and sustaining healthy, natural school grounds that support child development and learning.

1.3 The WRDSB recognizes its responsibility to the environment to promote the consumption of water from local sources by refraining from the purchase and sale of commercially bottled water in single use plastic containers except in extenuating circumstances.
ENVIRONMENTAL VALUES

Legal References:  
- *Education Act*

Related References:  
- *Administrative Procedure 4980 – Single Use Commercially Bottled Water*

Effective Date:  
- *February 23, 1998*

Revisions:  
- *February 22, 2010*

Reviewed:  
- *January 11, 2016, March 6, 2017*

1. **Preamble**

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Board Policy 2003

EARLY LEARNING AND CHILD CARE

Legal References:  
Education Act, section 258

Related References:  
Board Policy 1011 – Facility Partnerships
Administrative Procedure 4990 – Facility Partnerships
Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships

Effective Date:  
May 30, 2005

Revisions:  
May 12, 2014, May 14, 2018

Reviewed:  
February 8, 2016, March 6, 2017

It is the policy of the Waterloo Region District School Board to support and encourage the inclusion of not-for-profit early learning and child care programs on the site of, adjacent to, or in each of the schools within its jurisdiction at no additional cost to the Board.
EARLY LEARNING AND CHILD CARE

1. Preamble

It is the policy of the Waterloo Region District School Board to support and encourage the inclusion of not-for-profit early learning and child care programs on the site of, adjacent to, or in each of the schools within its jurisdiction at no additional cost to the Board. This policy will be implemented in accordance with Administrative Procedure 4990 – Facility Partnerships regarding the establishment of facility partnerships.
1. Preamble

1.1 The Waterloo Region District School Board (WRDSB) recognizes that character development promotes safety, caring and inclusion within all learning environments including the digital environment. These characteristics of the learning environment are important in supporting high expectations for student learning and equity of learning outcomes, and increased achievement and well-being for all students. These characteristics also create the conditions for student mental health and well-being.

1.2 Parents, guardians, caregivers and family have the primary responsibility for students’ character development including social and emotional skill development. The WRDSB also plays an important supporting role in character development including the identification, instruction and reinforcement of social and emotional skills that contribute to a student’s cognitive, emotional and social well-being. This includes the WRDSB identified attributes: Social Responsibility, Cooperation, Empathy, Hope, Initiative, Integrity, Kindness, and Respect.

1.3 Staff are expected to integrate and reinforce character development for all students from JK-12. This includes embedding character development in their teaching of curriculum, integrating character development in system priorities or projects, and promoting character attributes, as identified by the WRDSB, in workplace practices and interactions with students, parents and community partners.

1.4 Staff is deliberate in their efforts to nurture democratic ideals, personal development and respect for self, others, property, the environment, diversity, human rights and other qualities upon which we find common ground and in doing so support the development of strong communities and the
ideals of citizenship. The focus on character development and related attributes creates and expands opportunities for students to learn about, and contribute to the building of healthy communities, our nation and the world.

2. Definitions

2.1 Character Development is defined as an ongoing process of growth that intentionally models, teaches and inspires all people to want to do the right thing for the greater good of our whole community. Character Development is the journey of connecting deep caring to knowing, feeling and doing.

2.2 The Waterloo Region District School Board has identified the following eight universal attributes that are valued within schools and our communities. Character development is the deliberate effort to nurture these attributes and use them as a standard against which we hold ourselves accountable. They are key aspects of school life. They bind us together and form the basis of responsible citizenship. They are a foundation for excellence and equity in education and for school communities that are respectful, safe, caring and inclusive.

2.2.1 Waterloo Region District School Board - Character Attributes:

- **Empathy:**
  Understanding how someone feels and responding with sensitivity.

- **Initiative:**
  Acting responsibly without being asked.

- **Cooperation:**
  Everyone working together for the greater good of all.

- **Integrity:**
  Saying and doing what you know is right, even when it is hard.

- **Respect:**
  Treating others, ourselves and our environment with care and consideration.

- **Kindness:**
  Helping others with your caring words and actions.

- **Hope:**
  Acting with the belief that things can be better and that what we say and do matters.

- **Social Responsibility:**
  Acting as caring citizens who want to make our world a better place for everyone.
CHARACTER EDUCATION AND SOCIAL-EMOTIONAL SKILLS DEVELOPMENT

Legal References:

Administrative Procedure 1200 - Student Bullying Prevention and Intervention
Administrative Procedure 1260 - Student Discipline Procedure
Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies
Board Policy 6009 – Student Bullying Prevention and Intervention
Police School Board Protocol
Character Development Poster
Digital Citizenship Poster
Code of Digital Conduct Poster

Effective Date: June 28, 2006
Revisions: September 15, 2014, November 16, 2015, March 6, 2017
Reviewed: September 15, 2014

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Treating others, ourselves and our environment with care and consideration.

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Helping others with your caring words and actions.

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Acting with the belief that things can be better and that what we say and do matters.

Social Responsibility:
Acting as caring citizens who want to make our world a better place for everyone.
1. Preamble

1.1 The Ministry of Education requires that all school boards develop a Code of Conduct which communicates to all members of the school community, including students, parents, guardians, volunteers, staff, community members, trustees and visitors, the expected standards of behaviour.

1.2 The Waterloo Region District School Board recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility of the entire school community to contribute to a positive school climate.

1.3 The Board’s Code of Conduct has been developed in accordance with the guiding principles of the Education Act, Part XIII (Behaviour, Discipline and Safety), in order to create a common philosophy and understanding upon which safe, caring and inclusive learning and working environments can be maintained for all school community members. The collective efforts of the whole school supports the well-being of students, staff and the school community.

2. Roles and Responsibilities

2.1 The Waterloo Region District School Board will:

2.1.1 develop policies that set out the manner in which schools will implement and enforce the provincial Code of Conduct and all other guidelines that it develops that are related to the provincial standards that promote and support respect, civility, responsible citizenship, physical safety and well-being;

2.1.2 seek input from school councils, the Board’s Parent Involvement Committee, the Board’s Special Education Advisory Committee, parents, students, staff members, and the school community;

2.1.3 review these policies (2.1.1) regularly with students, staff, parents, volunteers and the community;

2.1.4 establish a process that clearly communicates the provincial Code of Conduct and the Board’s Code of Conduct to all parents, students, staff members, and...
members of the school community in order to establish their commitment and support;

2.1.5 ensure an effective intervention strategy and response to all infractions related to the standards for respective, civility, responsible citizenship, safety and well-being;

2.1.6 provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;

2.1.7 provide opportunities for students, parents and staff to acquire the knowledge, skills and attitudes necessary to support cognitive, physical, mental and social well-being to support academic excellence in a safe learning and teaching environment;

2.1.8 whenever possible, collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices with other school boards.

2.2 Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide leadership by:

2.2.1 demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;

2.2.2 communicating regularly and meaningfully with all members of their school community;

2.2.3 holding everyone under their authority accountable for their own behaviour and actions;

2.2.4 empowering students to be positive leaders in their school and community.

2.3 Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

2.3.1 help students work to their full potential and develop their self-worth;

2.3.2 communicate regularly and meaningfully with parents;

2.3.3 maintain consistent high standards of behaviour for all students;

2.3.4 demonstrate respect for all students, staff, parents, volunteers and members of the school community;

2.3.5 prepare students for the full responsibilities of citizenship;

2.3.6 empower students to be positive leaders in their school and community.

2.4 Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

2.4.1 comes to school prepared, on time and ready to learn;

2.4.2 shows respect for himself/herself, for others and for those in authority;

2.4.3 refrains from bringing anything to school that may compromise the safety of others;

2.4.4 follows the established rules and takes responsibility for his or her own actions.

2.5 Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

2.5.1 show an active interest in their child’s school work and progress;

2.5.2 communicate regularly with the school;

2.5.3 help their child be appropriately dressed and prepared for school;

2.5.4 ensure that their child attends school regularly and on time;

2.5.5 promptly report to the school their child’s absence or late arrival;
2.5.6 show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct and school rules;
2.5.7 assist schools in dealing with disciplinary issues, by bringing them to the attention of staff;
2.5.8 encourage and assist their child in understanding and following the rules of behaviour.

2.6 This policy plays an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

3. Standards of Behaviour

3.1 Respect, Civility and Responsible Citizenship:

All members of the school community must:

3.1.1 respect and comply with all applicable federal, provincial and municipal laws;
3.1.2 demonstrate honesty and integrity;
3.1.3 respect differences in people, their ideas and opinions;
3.1.4 treat one another with dignity and respect at all times, and especially when there is disagreement;
3.1.5 respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
3.1.6 respect the rights of others;
3.1.7 show proper care and regard for school property and the property of others;
3.1.8 take appropriate measures to help those in need;
3.1.9 seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
3.1.10 dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
3.1.11 respect all members of the school community, especially persons in positions of authority;
3.1.12 respect the need of others to work in an environment that is conducive to learning and teaching;
3.1.13 not swear at a teacher or at another person in a position of authority.

3.2 Safety:

All members of the school community must not:

3.2.1 be in possession of any weapon, including firearms;
3.2.2 use any object to threaten or intimidate another person;
3.2.3 cause injury to any person with an object;
3.2.4 be in possession of or under the influence of alcohol and/or illegal/restricted drugs;
3.2.5 provide others with alcohol or illegal drugs;
3.2.6 be under the influence of a noxious substance, such as glue or gasoline;
3.2.7 be in contravention of the Smoke-Free Ontario Act;
3.2.8 inflict or encourage others to inflict bodily harm on another person;
3.2.9 engage in bullying or cyberbullying behaviours;
3.2.10 commit sexual assault;
3.2.11 traffic weapons or illegal/restricted drugs;
3.2.12 give alcohol to a minor;
3.2.13 commit robbery;
3.2.14 engage in hate propaganda and other forms of behaviour motivated by hate or bias;
3.2.15 commit an act of vandalism that causes extensive damage to school property or
to property located on the premises of the school.

4. Development of School Codes of Conduct

4.1 The Board will require a principal to review annually the existing School Code of Conduct
in consultation with the school council, as well as considering input received from a
variety of stakeholders that are represented on their respective Safe, Caring and
Inclusive School Team (i.e. students, staff, parents, and other members of the school
community).

4.2 The principal will share with members of School Council and the Safe, Caring and
Inclusive Schools Team the procedures and timelines for this review.

4.3 The principal will establish and communicate the plan that outlines how these standards
will be shared to everyone within their respective school community.
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3.2.3 cause injury to any person with an object;

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3.2.5 provide others with alcohol or illegal drugs;

3.2.6 be under the influence of a noxious substance, such as glue or gasoline;

3.2.7 be in contravention of the Smoke-Free Ontario Act;

3.2.8 inflict or encourage others to inflict bodily harm on another person;

3.2.9 engage in bullying or cyberbullying behaviours;

3.2.10 commit sexual assault;

3.2.11 traffic weapons or illegal/restricted drugs;

3.2.12 give alcohol to a minor;

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4. Development of School Codes of Conduct

4.1 The Board will require a principal to review annually the existing School Code of Conduct in consultation with the school council, as well as considering input received from a variety of stakeholders that are represented on their respective Safe, Caring and Inclusive School Team (i.e. students, staff, parents, and other members of the school community).

4.2 The principal will share with members of School Council and the Safe, Caring and Inclusive Schools Team the procedures and timelines for this review.

4.3 The principal will establish and communicate the plan that outlines how these standards will be shared to everyone within their respective school community.
PARENT/GUARDIAN OR CAREGIVER SUPPORT

Legal References:   Education Act

Related References: Board Policy G100 – Governance Policy – Foundations
Board Policy G200 – Governance Policy - Roles and Responsibilities
Administrative Procedure 1410 – Parent Support
Standards of Behaviour for the School Community (JHSC, 2014)
AP1410-Parent Support

Effective Date:   September 25, 2006

Revisions:   December 8, 2014, November 16, 2015, March 6, 2017, May 14, 2018

Reviewed:

1. Family Communication with Schools

1.1 The Waterloo Region District School Board recognizes that, from time to time, parents/caregivers or guardians (hereafter referred to as “parents”) of students may need support in order that they can adequately address their child’s interests. This support may be necessary while parents/caregivers or guardians are attending meetings with staff employed by the Board Waterloo Region District School Board (WRDSB) at schools, in community spaces, or at the Education Centre. Parents or guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to this policy and the provisions established in the related procedures. Administrative Procedure 1410 - Parent Support, contains steps to guide parents/caregivers or guardians if they have a concern about a school matter. All participants are expected to treat one another with dignity and respect at all times, especially when there is a disagreement.

1.2 Parents/caregivers or guardians (parents) may contact trustees at any time. Trustees will facilitate the communication process between the parent and the appropriate senior staff member, and provide information and direction. Trustees shall direct the parent/caregiver or guardian to Administrative Procedure 1410 which should be followed in resolving any concerns, or to the appropriate person or applicable step in the process (dependent upon the steps the parent has already undertaken to resolve the concerns at the time the trustee is contacted). Trustees shall are not to act as a representative of the parent/caregiver or guardian.
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1.2 Parents/caregivers or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent and the appropriate senior staff and provide information and direction. Trustees shall direct the parent/caregiver or guardian to Procedure 1410 that should be followed in resolving any concerns or to the appropriate person or step in the process (dependent upon the steps the parent has already undertaken to resolve the concerns at the time the trustee is contacted) but shall not act as a representative of the parent/caregiver or guardian.
Subject: 2018-2019 Pupil Accommodation Grant – School Renewal Allocation

Recommendation

That the Waterloo Region District School Board approve the 2018-2019 Pupil Accommodation Grant expenditures for the year September 1, 2018 to August 31, 2019, not to exceed the estimated level of grant received from the Ministry of Education for School Renewal Allocation, as established in the budget of the report entitled, 2018-2019 Pupil Accommodation Grant – School Renewal Allocation, dated May 14, 2018.

Status

The funds available are divided between major maintenance items and program needs. Business Services establishes the spending priorities for major maintenance programs through condition assessments performed by Facility Services staff and/or outside consultants. These items are placed in the long-range capital forecast and are scheduled as funding permits.

Renovations for program purposes that have been requested by Principals are prioritized through consultation with the Elementary Accommodation Committee (EAC) and the Secondary Accommodation Committee (SAC). Both committees meet approximately six times per year to discuss the needs identified and prioritize projects within the system. The memberships of the committees are listed in Appendix A. School Renewal funds related to program improvements are allocated based on priorities recommended by these Committees and are further prioritized at the Accommodation Steering Committee (ASC), see Appendix A(i).

Major maintenance and program improvements proposed in this budget have been prioritized with the intent of bringing older schools up to current standards. Many prioritized projects for both major maintenance and program improvements cannot be funded from the amount available in the anticipated allocation.

Appendix B presents the proposed budget by category for school renewal. Appendix C illustrates the projects prioritized by Facility Services staff for the 2018-2019 School Renewal Allocation and Appendix D illustrates a summary of 2017-2018 projects.

Background

The Pupil Accommodation Grant – School Renewal Allocation is provided by the Ministry of Education to address the cost of repairing and renovating schools and infrastructure. This funding has typically allowed major maintenance programs such as roof replacements, mechanical upgrades and school renovations to be completed. Renovations have included program improvements such as those made to science labs,
libraries, special education and athletic facility upgrades as prioritized through Elementary and Secondary Accommodation Committees.

Financial implications

It is estimated that the Waterloo Region District School Board’s Pupil Accommodation Grant – School Renewal Allocation for the 2018-2019 fiscal year will be $9,933,140. Money received in this allocation must be spent on renewal projects.

Communications

Once the Waterloo Region District School Board approves the Pupil Accommodation Grant, resources will be assigned and Principals will be advised of upcoming activities to detail the scope of projects and coordinate proposed projects.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Ian Gaudet, Controller, Facility Services
Ron Dallan, Manager of Capital Projects
in consultation with Coordinating Council
WATERLOO REGION DISTRICT SCHOOL BOARD  
BUSINESS SERVICES DIVISION  
FACILITY SERVICES DEPARTMENT

PUPIL ACCOMMODATION GRANT - SCHOOL RENEWAL ALLOCATION  
2017-2018 ACCOMMODATION COMMITTEES  
COMMITTEE MEMBERSHIP

ELEMENTARY ACCOMMODATION COMMITTEE

Michael Martin, Chair  Principal, MacGregor P.S.
Jason Stere  Family of Schools #2 - Principal, Parkway P.S.
Tatania Stroud  Family of Schools #3 - Principal, St. Andrews P.S.
Marc Laurente  Family of Schools #2 - Principal, Hillcrest P.S.
Brenda Moen  Family of Schools #8 - Principal, Lester B. Pearson P.S.
Wendy Bowker  Family of Schools #3 - Principal, Elgin Street P.S.
Susan Morrison  System Administrator, Instructional Program/JK-12
Rebecca Rouse  Consultant, ITS/JK-8
Ian Gaudet  Controller, Facility Services
Lauren Agar  Manager of Planning
Ron Dallan  Manager of Capital Projects
Tony Puim  Facility Manager - Facility Services Area 1
Mark Kovrig  Facility Manager - Facility Services Area 2
Barry Kingsley  Facility Manager - Facility Services Area 3
Barry Easter  Facility Manager - Facility Services Area 4
Nathan Hercanuck  Senior Planner
Sarah Galliher  Senior Planner

SECONDARY ACCOMMODATION COMMITTEE

Dave Wilson, Chair  Principal, Glenview Park S.S.
Cathy Vollmer-Ashley  Family of Schools #4 - Principal, Kitchener-Waterloo C.I. & V.S.
Paul Morgan  Family of Schools #6 - Principal, Elmira District S.S.
TBD  Family of Schools # - Principal,
Beth Bodkin  Family of Schools #5 - Principal, Waterloo Oxford District S.S.
Josh Windsor  Family of Schools #7 - V-Principal, Eastwood C.I.
Dave Williamson  Family of Schools #5 - V-Principal, Sir John A Macdonald S.S.
TBD  Family of Schools # - V-Principal,
Paula Bender  Family of Schools #7 - V-Principal, Forest Heights C.I.
Ian Gaudet  Controller, Facility Services
Ron Dallan  Manager of Capital Projects
Harry Niezen  Secondary Consultant, ITS
Lauren Agar  Manager of Planning
Nathan Hercanuck  Senior Planner
Shawn Callon  Principal Planner
Lou Lima  Manager, Mechanical/Electrical/Environmental Services
Anna Splan  Facility Services Officer
Susan Morrison  System Administrator, Instructional Program JK-12


WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT

PUPIL ACCOMMODATION GRANT - SCHOOL RENEWAL ALLOCATION
2017-2018 ACCOMMODATION STEERING COMMITTEE
COMMITTEE MEMBERSHIP

ACCOMMODATION STEERING COMMITTEE

*Ian Gaudet, Chair* Controller, Facility Services
Matthew Gerard Coordinating Superintendent, Business Services & Treasurer
Scott Miller Superintendent, Student Achievement & Well-Being
Graham Shantz Superintendent, Student Achievement & Well-Being
Nick Landry Controller, Financial Services
Nick Manning (Sept - Feb) Chief Communication Officer
Ron Dallan Manager of Capital Projects
Lynsey Slupeiks (LOA) Communications Officer
Stephanie Longeway Communications Officer
Dave Wilson Principal (Chair, SAC)
Michael Martin Principal (Chair, EAC)
Lauren Agar Manager of Planning
Nathan Hercanuck Senior Planner
Sarah Galliher Senior Planner
## Program Needs Budget

<table>
<thead>
<tr>
<th>Program Needs Description</th>
<th>Budget</th>
<th>Major Maintenance Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovations/Alterations</td>
<td>$1,300,000</td>
<td>Building Envelope (roof, doors, walls, windows)</td>
<td>$500,000</td>
</tr>
<tr>
<td>Secondary Program</td>
<td></td>
<td>Interior Finishes (ceilings, floors, paint, lockers, hardware)</td>
<td>$2,000,000</td>
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<tr>
<td>Renovations/Alterations</td>
<td>$1,300,000</td>
<td>Site Improvements (paving, concrete, masonry, grounds)</td>
<td>$850,000</td>
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<tr>
<td>Elementary Program</td>
<td></td>
<td>Mechanical, Electrical Upgrades</td>
<td>$950,000</td>
</tr>
<tr>
<td>Renovations/Alterations</td>
<td>$250,000</td>
<td>Energy Conservation</td>
<td>$100,000</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>Building Code, Fire Code, OHSA Upgrades, Consulting Fees, Studies</td>
<td>$508,140</td>
</tr>
<tr>
<td>Instructional Computer</td>
<td>$250,000</td>
<td>Portable Repairs</td>
<td>$75,000</td>
</tr>
<tr>
<td>Infrastructure</td>
<td></td>
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<tr>
<td>Schematic Design Briefs</td>
<td>$200,000</td>
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<tr>
<td>Health &amp; Safety &amp; Security</td>
<td>$200,000</td>
<td></td>
<td></td>
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<tr>
<td>Environmental</td>
<td>$650,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td>$800,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Subtotal</strong></td>
<td>$4,950,000</td>
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</table>

## Major Maintenance Budget

<table>
<thead>
<tr>
<th>Maintenance Subtotal</th>
<th>$4,983,140</th>
</tr>
</thead>
</table>

## Estimated Total

| Estimated Total          | $9,933,140 |
### APPENDIX C

**Instructional Computer Infrastructure**
- **Allocation:** $250,000
- **Region-wide:** Renovations/alterations in facilities to address computer program requirements

**Schematic Design Briefs**
- **Allocation:** $200,000
- **Region-wide:** Schematic Designs for future projects to gain accurate costing and schedules

**Environmental**
- **Allocation:** $650,000
- **Region-wide:** Site assessment and data development for asbestos regulations, testing and abatement
- **Region-wide:** Environmental Projects

**Renovations/Alterations Secondary Program**
- **Allocation:** $1,300,000
- **Region-wide:** Renovations/alterations to secondary facilities for projects to improve school programs: priorities are established in consultation with the Secondary Accommodation Committee

**Renovations/Alterations Elementary Program**
- **Allocation:** $1,300,000
- **Region-wide:** Renovations/alterations to elementary facilities for projects to improve school programs: priorities are established in consultation with the Elementary Accommodation Committee

**Renovations/Alterations Special Education**
- **Allocation:** $250,000
- **Region-wide:** Renovations/alterations for Special Ed. programs brought forward through the school year identified by Special Ed. staff

**Building Code, Fire Code, OHSA, Consultant Fees, Studies**
- **Allocation:** $508,140
- **Region-wide:** Consulting fees for studies relating to building infrastructure, OH&SA compliance, Building code and Fire code compliance

**Energy Conservation**
- **Allocation:** $100,000
- **Region-wide:** Projects and Studies relating to Energy Conservation

**Portable Relocations and Repairs**
- **Allocation:** $75,000
- **Region-wide:** Repair and upgrades to single portable classrooms and Porta-Paks

**Interior Finishes**
- **Allocation:** $2,000,000
- **Region-wide:** Ceiling replacements and repairs
- **Region-wide:** Flooring replacements
- **Region-wide:** Locker replacements
- **Region-wide:** Interior painting

**Mechanical and Electrical**
- **Allocation:** $950,000
- **Region-wide:** Upgrade service panels and light fixtures
- **Region-wide:** Heating ventilation and air conditioning improvements
- **Region-wide:** Backflow prevention implementation

**Building Envelope**
- **Allocation:** $500,000
- **Region-wide:** Roof and window replacements
- **Region-wide:** Exterior walls
- **Region-wide:** Replacement of exterior doors

**Accessibility**
- **Allocation:** $800,000
- **Region-wide:** Renovations/alterations for school accessibility brought forward by Accessibility Committee

**Site Improvements**
- **Allocation:** $850,000
- **Region-wide:** Paving repairs and new parking
- **Region-wide:** Field drainage improvements
- **Region-wide:** Repair/replacement of fields, walkways, steps and retaining walls

**Health and Safety and Security**
- **Allocation:** $200,000
- **Region-wide:** Upgrades to CCTV, Access Card Readers, Security Cameras, Defibrillator Installs

**Estimated Total:** $9,933,140
# Pupil Accommodation Grant - School Renewal Allocation

## Project Priorities by Category

**September 1, 2017 to August 31, 2018**

<table>
<thead>
<tr>
<th>Category</th>
<th>Project Details</th>
<th>Allocation:</th>
<th>May 15 2017</th>
<th>May 14 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Instructional Computer Infrastructure</td>
<td>Renovations/alterations in facilities to address computer program requirements</td>
<td><strong>Allocation:</strong></td>
<td>$250,000</td>
<td>$250,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong> School Communication Systems</td>
<td>Telephone, PA, and UPS system upgrades</td>
<td><strong>Allocation:</strong></td>
<td>$350,000</td>
<td>$0</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Environmental</td>
<td>Phase 2 - Abatement of kitchen, corridor by cafeteria and tech wing c/w new ceiling, lights and sprinkler fire protection, Site assessment and data development for asbestos regulations, testing and abatement</td>
<td><strong>Allocation:</strong></td>
<td>$650,000</td>
<td>$800,000</td>
</tr>
<tr>
<td>BCI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Environmental Projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> Renovations/Alterations Secondary Program</td>
<td>Renovations/alterations to secondary facilities for projects to improve school programs - priorities are established in consultation with the Secondary Accommodation Committee</td>
<td><strong>Allocation:</strong></td>
<td>$1,800,000</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151 WEBER</td>
<td>Expansion to accommodate Rosemount students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECI</td>
<td>Theatre Upgrade Project - Phase 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCI</td>
<td>Renovation required in the Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS</td>
<td>Install window room #91A, add door and clear-out millwork room #91B, remove computers from rooms 91D and 91E, replace flooring throughout library and install new shelving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong> Renovations/Alterations Elementary Program</td>
<td>Renovations/alterations to elementary facilities for projects to improve school programs - priorities are established in consultation with the Elementary Accommodation Committee</td>
<td><strong>Allocation:</strong></td>
<td>$900,000</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORONATION</td>
<td>Convert A/V room in Library into principal’s office and admin office. Convert mezzanine area to waiting area and VP office. Convert Computer lab into reading area and install book shelf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARY JOHNSON</td>
<td>Relocate Main Office, add window, relocate washroom in Special Education room and enlarge work area for staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEADOWLANE</td>
<td>Add walls to create private meeting spaces/work rooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CENTENNIAL (Camb)</td>
<td>Sight Lines - Add 2 windows in office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST. ANDREWS</td>
<td>Reconfigure current layout of Guidance Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLENCAIRN</td>
<td>Move office into side room area, new door and window in wall – improve sight lines plus improve accessibility of grounds and playground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong> Renovations/Alterations Special Education</td>
<td>Renovations/alterations for Special Education programs brought forward throughout the school year as identified by Special Education staff</td>
<td><strong>Allocation:</strong></td>
<td>$125,000</td>
<td>$250,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Universal Washroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMPIRE</td>
<td>Universal Washroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WESTVALE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix D(i)

## Pupil Accommodation Grant - School Renewal Allocation

**Project Priorities by Category**

**September 1, 2017 to August 31, 2018**

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocation 2017</th>
<th>Allocation 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H Energy Conservation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Projects and Studies relating to Energy Conservation</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>I Portable Relocations and Repairs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Repair and upgrades to portable classrooms and Porta-Paks</td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>J Interior Finishes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCI</td>
<td>Cafeteria Renovation</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>FRANKLIN</td>
<td>JK-SK renovation - plus Doors and painting and Ceiling Work</td>
<td>$75,000</td>
</tr>
<tr>
<td>151 WEBER</td>
<td>Expansion to accommodate Rosemount students</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Area 1</td>
<td>Flooring, Ceilings, Lockers, Painting etc</td>
<td>$75,000</td>
</tr>
<tr>
<td>Area 2</td>
<td>Flooring, Ceilings, Lockers, Painting etc</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Area 3</td>
<td>Flooring, Ceilings, Lockers, Painting etc</td>
<td>$75,000</td>
</tr>
<tr>
<td>Area 4</td>
<td>Flooring, Ceilings, Lockers, Painting etc</td>
<td>$2,000,000</td>
</tr>
<tr>
<td><strong>K Mechanical and Electrical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Heating Ventilating and Air Conditioning Upgrades</td>
<td>$950,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Upgrade service panels and light fixtures</td>
<td>$500,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Backflow prevention implementation</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>L Building Envelope</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area 1 - Tony P</td>
<td>Roofing / Windows/ Brick/ Exterior Doors</td>
<td>$500,000</td>
</tr>
<tr>
<td>Area 2 - Mark K</td>
<td>Roofing / Windows/ Brick/ Exterior Doors</td>
<td>$500,000</td>
</tr>
<tr>
<td>Area 3 - Barry K</td>
<td>Roofing / Windows/ Brick/ Exterior Doors</td>
<td>$500,000</td>
</tr>
<tr>
<td>Area 4 - Barry E</td>
<td>Roofing / Windows/ Brick/ Exterior Doors</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>M Accessibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Renovations/alterations for school accessibility brought forward by Accessibility Committee</td>
<td>$800,000</td>
</tr>
<tr>
<td>COURTLAND</td>
<td>Phase 2 - Make School Accessible - 7&amp;8 school 25% accessible - Washroom upgrades and elevator installation including Health room relocation</td>
<td>$800,000</td>
</tr>
<tr>
<td>QUEENSMOUNT</td>
<td>Phase 2 - Office Relocation-Washroom upgrades, elevator installation, in fill at rear entrance - Finish Project</td>
<td>$800,000</td>
</tr>
<tr>
<td>MARGARET AVENUE</td>
<td>Phase 2 - Make School Accessible - 7&amp;8 school 25% accessible - Washroom upgrades and elevator installation including Health room relocation</td>
<td>$800,000</td>
</tr>
<tr>
<td>WILLIAM G. DAVIS</td>
<td>Make School Accessible - 7&amp;8 school 25% accessible - Washroom upgrades and elevator installation including Health room relocation</td>
<td>$800,000</td>
</tr>
<tr>
<td><strong>O Site Improvements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Paving repairs, New parking, Repair or Replace walkways, steps, retaining walls, Field drainage</td>
<td>$850,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Paving repairs and new parking</td>
<td>$850,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Field drainage improvements</td>
<td>$850,000</td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Repair/replacement of fields, walkways, steps and retaining walls</td>
<td>$850,000</td>
</tr>
<tr>
<td>JHSS</td>
<td>Turf Field and Track - 8 year renewal fund</td>
<td>$850,000</td>
</tr>
<tr>
<td><strong>P Health and Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGION-WIDE</td>
<td>Upgrades to CCTV, exterior lighting, and improvements for health and safety</td>
<td>$200,000</td>
</tr>
</tbody>
</table>

**Estimated Total**

<table>
<thead>
<tr>
<th></th>
<th>May 15 2017</th>
<th>May 14 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$9,779,318</td>
<td>$11,380,183</td>
</tr>
</tbody>
</table>

SR Grant (2017-18) - Revised to Actual: $9,779,318
Deferred SR Revenue (2016-17): $1,600,865
Total: $11,380,183
Report to Committee of the Whole

May 14, 2018


Recommendation

This report is for the information of the Board.

Status

School Condition Improvement (SCI) Grant – School Renewal

Each year several projects for major maintenance are prioritized and funded from the annual Pupil Accommodation Grant – School Renewal but not all prioritized projects can be completed due to the limited amount available. This additional SCI Grant will allow for completion of backlogged prioritized projects in the 2018-2019 school year. The intent of these prioritized projects is to bring older schools up to current standards.

Appendix A illustrates types of projects for 2018-2019 that will be considered for the SCI Grant – School Renewal.

Background

SCI Grant – School Renewal

As per Ministry of Education (Ministry) Memorandum 2018:SB06 dated March 26, 2018, the Ministry is continuing its investment with $1 billion allocated across 72 school boards towards the SCI Grant. This grant is in response to data collected from the Ministry’s Condition Assessment Program which has started another five year cycle of facility audits in 2016 and will continue out to 2020.

Renewal needs for both school facilities that are five years of age or less and those facilities that are not assets of the Board (i.e. short-term leases) have not been audited. Under this revised methodology, the Ministry will also ensure that most of the SCI Grant is targeted at identified major renewal needs, while still providing boards with the flexibility to direct some of the SCI Grant to address other locally-identified renewal needs.

The Ministry requires that at least 70 percent (restricted) of the SCI Grant is to be spent on major building components and systems, and at most 30 percent (unrestricted) on building interiors, site, and other components considered non-critical.

The SCI Grant can only be used on depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years and to address renewal priorities of the Board, including addressing health and safety, replacing and repairing building components, improving the energy efficiency of schools, and improving accessibility.
The Ministry has arranged with the Ministry’s Condition Assessment Program Administrator, VFA, Inc. (VFA) to support boards with their capital planning and management needs through its VFA Facility Asset Management database. The school renewal expenditures funded through the SCI Grant must be reported in the VFA Facility Asset Management database.

**Status**

**Greenhouse Gas (GHG) Reduction Fund**

As per Ministry of Education Memorandum 2018:SB06, $100M in funding has been allocated across the 72 school boards through the Grants for Student Needs to retrofit education sector buildings with energy-efficient components. The GHG Reduction Fund is distributed based on geography, facility age and facility size.

The funds must be spent by March 31, 2019. Funding will support the replacement, renewal and installation of new energy efficient building components in older buildings. School boards will be able to select facilities and the nature of the investment, as they are the most familiar with their buildings.

Eligible facilities in which eligible expenditures could be incurred include the following open and operating (and expected to remain open) facilities:

- Elementary schools
- Secondary schools
- Administrative buildings

As a condition of funding, school boards will be required to report investments by facility and building component in the Ministry’s Condition Assessment Program, VFA facility database, similar to the School Condition Improvement reporting.

The Ministry will be able to calculate GHG reductions based on the type and size of the investment (a calculator will be configured in collaboration with the sector).

Appendix B illustrates types of projects that will be considered for the GHG Reduction Fund.

**Background**

**GHG Reduction Fund**


The Ministry of Education has launched a new funding program under the CCAP to facilitate GHG reducing low-carbon energy technology projects in the education sector, which will be funded through proceeds from the Government’s Cap and Trade auction. All initiatives funded through Cap and Trade proceeds must report on their GHG reductions.
Financial implications

SCI Grant – School Renewal
The Waterloo Region District School Board’s School Condition Improvement Grant for 2018–2019 is projected to be $14,421,650.

GHG Reduction Fund
The Waterloo Region District School Board’s Greenhouse Gas Reduction Fund is projected to be $1,602,400.

Communications
Once the SCI Grant and GHG Reduction Fund projects are finalized, resources will be assigned and school Principals will be advised of upcoming activities to detail the scope of projects and coordinate scheduled activities.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Ian Gaudet, Controller, Facility Services
Ron Dallan, Manager of Capital Projects
in consultation with Coordinating Council
### Key Building Components and Systems (Restricted - 70%)

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Plumbing Improvements</td>
<td>$4,968,660</td>
</tr>
<tr>
<td>Heating Ventilation and Air Conditioning (HVAC) Improvements</td>
<td>$4,326,495</td>
</tr>
<tr>
<td>Fire Protection</td>
<td>$870,000</td>
</tr>
<tr>
<td>Substructure - Foundations, Basement Walls</td>
<td>$1,160,500</td>
</tr>
<tr>
<td>Shell/Superstructure - Roofs, Exterior Walls, Windows</td>
<td>$2,179,500</td>
</tr>
</tbody>
</table>

### Locally Identified Needs (Unrestricted - 30%)

<table>
<thead>
<tr>
<th>Need</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve Interiors - Stairs, Floor Finishes, Ceilings</td>
<td>$820,450</td>
</tr>
<tr>
<td>Equipment and Furnishings</td>
<td>$1,142,000</td>
</tr>
<tr>
<td>Special Construction (e.g. Improving Accessibility)</td>
<td>$414,050</td>
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<tr>
<td>Demolition</td>
<td>$1,036,000</td>
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<tr>
<td>Building Sitework - Parking Lots, Site Lighting</td>
<td>$324,700</td>
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</tbody>
</table>

### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
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<tbody>
<tr>
<td>SCI Grant 2018-19</td>
<td>$10,095,155</td>
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<tr>
<td>Locally Identified Needs</td>
<td>$4,326,495</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$14,421,650</strong></td>
</tr>
</tbody>
</table>
## Eligible Expense Categories - Greenhouse Gas Reduction Fund

**Category** | **Eligible components**
--- | ---
**Lighting** | High Efficiency Lighting Systems  
Controls and Sensors

**HVAC and Controls** | Air Source Heat Pump  
Building Automation Systems - New/Upgrades  
Controls for Entrance Heaters  
De-Stratification Fans  
Demand Ventilation  
Economizers  
Energy Efficient Ventilation Units  
Ground Source Heat Pumps (Geothermal)  
Heat Recovery / Enthalpy Wheels for Ventilation  
High Efficiency Boilers and Furnaces  
High Efficiency Boiler Burners  
High Efficiency Chillers  
High Efficiency HVAC Systems  
High Efficiency Rooftop and MUA units  
High Efficiency Domestic Hot Water  
High Efficiency Motors  
Real-time Energy Monitoring  
Solar Air and Water  
Variable Frequency Drives  
Voltage Harmonizers

**Building Envelope** | Energy Efficient Windows/Doors/Skylights (e.g. lower thermal conductivity fenestration)  
Increased wall and roof insulation (with increased air tightness). Note: For 2018-19 roof repair/replacement is no longer an eligible expenditure under this program.

**Various** | Solar Photovoltaic (including solar air)  
Commissioning / Retro-commissioning (as part of larger project)  
Electric Vehicle Charging Stations  
Other technologies (only if approved by the Ministry of Education in advance)
Subject: Accommodation Planning 2018-2019

Recommendation

That the Waterloo Region District School Board (Board) approve the commencement of the Southwest Kitchener Secondary Schools Boundary Study, involving Huron Heights Secondary School and Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute;

And that the Waterloo Region District School Board approve the creation of a Development Area for elementary and secondary panels for the area known as Cambridge West as shown on Appendix A;

And that the Waterloo Region District School Board approve the creation of a development area for the secondary panel for the area known as Beaver Creek Meadows as shown on Appendix A.

Status

For the 2018-2019 school year, the main areas of focus for accommodation planning include a secondary school boundary study in Southwest Kitchener, revising new Board Policy 4000 - Pupil Accommodation Review, assisting with the French Immersion review, conducting a mid-term review of the Education Development Charges By-law and monitoring other areas of interest.

1. Southwest Kitchener Secondary Schools Boundary Study

The primary purpose of this Boundary Study is to reduce enrolment at Huron Heights Secondary School. The study area will include Forest Heights Collegiate Institute and Huron Heights Secondary School boundaries, including Development Areas assigned to Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute.

The public consultation process will commence in the fall of 2018. It is unlikely any recommendations will be made prior to January 2019; therefore, it is not expected that any boundary changes will occur before September 2020.

2. French Immersion Review

On April 23, 2018, the French Immersion Review Ad Hoc Committee recommended initiating a broader review of the French Immersion program. Planning staff will be involved in the review.

3. Education Development Charges Interim By-law Review

The Education Development Charges (EDC) By-law came into effect on June 1, 2016 and expires May 31, 2021. The Board has the ability to modify the charge at any point throughout the By-law period and increase/decrease the charge based on land values and expenditures.
At the mid-point of the By-law period (December 2018), it is important to review revenues and expenditures related to land acquisitions to assess if any modifications to the charge are required.

4. Development Areas

A draft plan of subdivision application on the West side of Galt (Cambridge West) is currently under appeal at the Ontario Municipal Board. This plan falls within the current Blair Road Public School, St. Andrew’s Public School and Galt Collegiate Institute boundaries. A public elementary school site has been requested as part of this plan. To ensure there is sufficient space in these facilities to accommodate students at the time of registration, it is recommended that this area be assigned as a Development Area where school boundaries will be determined at a future date.

The Beaver Creek Meadows subdivision application in Northwest Waterloo has already been identified as an elementary Development Area. Since projections indicate Sir John A. MacDonald Secondary School may not be able to accommodate students from this subdivision at the time of registration, it is recommended that this area be assigned as a Development Area where secondary school boundaries will be determined at a future date. Holding school assignments will be made in consultation with Coordinating Council.

Maps of these Development Areas are shown on Appendix A.

5. Other Areas of Focus

Huron Woods - For consideration in 2018-2019

Funding for a new Junior Kindergarten to Grade 8 elementary school on the future Tartan Avenue in Kitchener was approved and funded by the Ministry of Education through the 2017 Capital Priorities grant. The earliest opening date for this school is September 2020. If time permits, a report may be brought forward to initiate a boundary study involving Jean Steckle, Janet Metcalfe and Southridge Public Schools in the Spring of 2019 for a decision prior to January 2020.

The Long-Term Accommodation Plan provides an analysis of the accommodation needs in review areas throughout the district. Accommodation issues in a number of areas will continue to be monitored in the meantime.

There have been several requests from schools or community members to revisit boundaries in various areas. Planning has reviewed these requests and offers the following assessment.

West Waterloo - For consideration in 2018-2019

The West Waterloo Elementary Schools Boundary Study completed in 2015 recommended a second phase be implemented between December 2018 and 2020 through the completion of a new boundary study. This phase would consider redirecting Abraham Erb Public School area Grade 7 and 8 students to Laurelwood Public School, and reduce enrolment pressures at Vista Hills Public School.
It was recommended that a boundary study take place after there was greater certainty around funding to construct permanent accommodation at Laurelwood Public School and/or Vista Hills Public School could no longer accommodate the enrolment from the Abraham Erb Public School area (in permanent or temporary accommodation). The enrolment situation at these schools will be monitored closely as the 2018-2019 school year begins, there is potential for staff to bring forward a report to initiate a boundary study for this area during the 2018-2019 school year.

Eldale Road - For consideration in 2018-2019

Students in the Eldale Road community are currently transported to Floradale Public School. The relocation of Riverside Public School has brought the Eldale Road community within walking distance to the new Riverside Public School. Residents have requested to be moved from Floradale Public School to Riverside Public School. This request warrants further investigation. If time permits, staff will bring forward a report to initiate a boundary study for this area during the 2018-2019 school year.

Carriage Crossing - For future consideration

Students in this neighbourhood are currently transported to Lincoln Heights Public School (JK-8). This boundary was established prior to residents moving into the area. Community members have requested a boundary change so that students may attend a closer school, specifically Millen Woods Public School. Currently, Lincoln Heights Public School is small (368 students) for a JK-8 organization. Removing a portion of the school’s boundary would not be beneficial to the school. Further, no transportation savings would be realized by making this change, and there is no adequate bus drop-off facility at Millen Woods Public School.

It is for these reasons staff do not recommend initiating a boundary study in this area at this time.

Branchton - For future consideration

Students from the Branchton community are currently transported to Central Public School (JK-6) and Stewart Avenue Public School (7-8). Residents have requested to attend Moffat Creek Public School (JK-8). Until additional accommodation is built in this area of Cambridge, there is no flexibility to shift boundaries. This request can be addressed during the boundary study to establish a boundary for the funded Southeast Cambridge (Greengate) elementary school.

6. Other Areas of Focus

On April 27, 2018, the Ministry released a revised Pupil Accommodation Review Guideline (PARG). The Board may not initiate any new PARs until the Ministry releases standardized templates to support the PARG. Additionally, Board Policy 4000 - Pupil Accommodation Review must be revised to align with the PARG and approved.
Background

On March 26, 2018, the board of trustees approved a Long-Term Accommodation Plan (LTAP). The LTAP identifies review areas where enrolment numbers are impacting programs, facilities, and/or sites over the short and medium to long-term (2017-2027). This report sets a one-year work plan to address the immediate needs identified in the LTAP through boundary studies and/or pupil accommodation reviews.

A boundary study is a public consultation process undertaken to change attendance areas, grades, and/or programs at a school or group of schools. Implementing boundary study recommendations may result in the need for construction and/or renovations. Administrative Procedure 4991 - Boundary Studies provides the guidelines and expectations for reviewing school attendance areas.

A pupil accommodation review (PAR) is also a public consultation process that is undertaken to review a school or program closure. This process is mandated by the Ministry of Education (Ministry) and must occur prior to a decision to close or consolidate a school. Board approval is sought before initiating a boundary study or PAR, and the Board makes the final decision on any changes proposed.

Attached to this report is a table summarizing boundary studies and PARs completed since 2012 as well as areas where there may be a need for a study/review in the future (see Appendix B).

Throughout each school year, the Planning Department reviews proposed and approved residential plans to evaluate available accommodation at nearby schools. Where space for students anticipated to be generated by new housing is deemed to be insufficient Board Policy 4012 – School Attendance Areas and Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas provide guidelines and expectations for creating and assigning Development Areas (DAs) temporarily to holding schools until alternative accommodation is available (a new school, addition or boundary change).

Financial implications

No financial implications.

Communications

Upon approval of the Southwest Kitchener Secondary Schools Boundary Study, schools and School Councils will be notified, and a web page will be set up as a link on the main page of the Board’s website. The web page will provide up-to-date information about the study. Public meetings will be advertised through social media, and flyers or electronic communications the school communities.

A Boundary Study Working Group will also be established, consisting of the Principals, Superintendents of Student Achievement and Well-Being, parent and student representatives from the schools involved, and Planning and Facilities staff.

Letters will be sent to the KW Real Estate Board and new home sales centres, where possible, to advise them of Development Area holding school assignments. Maps indicating school assignments will be posted on the Board’s website for the public to
view. 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. Prior to assigning development areas to holding schools, school administrators, Superintendents of Student Achievement & Well-Being, Facilities Services and Student Transportation Services of Waterloo Region were consulted.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Lauren Agar, Manager of Planning
Shawn Callon, Principal Planner
Sarah Galliher, Senior Planner
Nathan Hercanuck, Senior Planner
in consultation with Coordinating Council
Development Areas

Cambridge West Development Area, Cambridge
<table>
<thead>
<tr>
<th>BOUNDARY STUDY/PAR</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Southwest Kitchener Secondary Schools Boundary Study (Kitchener)</strong></td>
<td>To reduce enrolment at Huron Heights Secondary School. The study area will include Forest Heights Collegiate Institute and Huron Heights Secondary School boundaries, including Doon South, Huron South and Rosenberg III Development Areas.</td>
</tr>
<tr>
<td>Cameron Heights C.I.</td>
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<tr>
<td>Doon South DA</td>
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<tr>
<td>Forest Heights C.I.</td>
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<tr>
<td>Huron South DA</td>
<td></td>
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<tr>
<td>Huron Heights S.S.</td>
<td></td>
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<tr>
<td>Rosenberg III D</td>
<td></td>
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<tr>
<td><strong>West Waterloo Boundary Study (Waterloo)</strong></td>
<td>To achieve better balance of enrolment among the three review area schools by revisiting the grade 7-8 feed from Abraham Erb P.S. currently directed to Vista Hills P.S. Capital funding may be required to address projects at Laurelwood P.S.</td>
</tr>
<tr>
<td>Abraham Erb P.S.</td>
<td></td>
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<tr>
<td>Laurelwood P.S.</td>
<td></td>
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<tr>
<td>Vista Hills P.S.</td>
<td></td>
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<tr>
<td><strong>Eldale Road Boundary Study (Elmira)</strong></td>
<td>Residents have requested to be moved from Floradale Public School to Riverside Public School as Riverside P.S. is within walking distance while Floradale P.S. requires bussing students to school.</td>
</tr>
<tr>
<td>Floradale P.S.</td>
<td></td>
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<tr>
<td>Elmira P.S.</td>
<td></td>
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<tr>
<td><strong>Huron South Boundary Study (South West Kitchener)</strong></td>
<td>To establish a boundary for a new South West Kitchener Public School identified as Tartan Ave. This majority of this area is currently identified as a DA assigned to Southridge P.S. Funding approved through 2017 Capital Priorities.</td>
</tr>
<tr>
<td>Huron South DA</td>
<td></td>
</tr>
<tr>
<td>Janet Metcalfe P.S.</td>
<td></td>
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<tr>
<td>Jean Steckle P.S.</td>
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<tr>
<td>Southridge P.S.</td>
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<tr>
<td><strong>Doon South II (Ormston) Boundary Study (Kitchener)</strong></td>
<td>To establish a boundary for a new Doon South (Kitchener) Public School identified as Ormston. Doon South Development Area currently assigned to Pioneer Park and Doon Public Schools.</td>
</tr>
<tr>
<td>Doon P.S.</td>
<td></td>
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<tr>
<td>Doon South DA</td>
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<tr>
<td>Groh P.S.</td>
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<tr>
<td>Pioneer Park P.S.</td>
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<tr>
<td>Boundary Study/Par</td>
<td>Description</td>
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<td>-------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Southeast Cambridge (Greengate) Boundary Study</strong></td>
<td>To establish a boundary for a new Southeast Cambridge (Greengate) Public School. Development Area holding school assignment 'To-Be-Determined'. Funded through 2016 Capital Priorities.</td>
</tr>
<tr>
<td>Central P.S.</td>
<td></td>
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<tr>
<td>Chalmers Street P.S.</td>
<td></td>
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<tr>
<td>Moffat Creek P.S.</td>
<td></td>
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<tr>
<td>Stewart Avenue P.S.</td>
<td></td>
</tr>
<tr>
<td>Southeast Cambridge DA</td>
<td></td>
</tr>
<tr>
<td><strong>Hunt Club Boundary Study (Cambridge)</strong></td>
<td>To establish a boundary for a new North Cambridge Public School identified as Hunt Club. Hunt Club/Arriscraft Development Area is currently assigned to Preston, Hillcrest, Woodland Park, and William G. Davis Public Schools. Subdivision known as &quot;River Mill&quot;.</td>
</tr>
<tr>
<td>Hillcrest P.S.</td>
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</tr>
<tr>
<td>Hunt Club/Arriscraft DA</td>
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<tr>
<td>Woodland Park P.S.</td>
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<tr>
<td>Silverheights P.S.</td>
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<tr>
<td>Preston P.S.</td>
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<tr>
<td>William G. Davis P.S.</td>
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<tr>
<td><strong>Breslau Boundary Study (Woolwich Township)</strong></td>
<td>To establish a boundary for a new Breslau Public School identified as Thomasfield II. Thomasfield Development Area assigned to Mackenzie King, Stanley Park Public Schools. Riverland Area 2 DA assigned to Crestview and Stanley Park Public Schools.</td>
</tr>
<tr>
<td>Breslau P.S.</td>
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<tr>
<td>Crestview P.S.</td>
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<tr>
<td>Mackenzie King P.S.</td>
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<tr>
<td>Stanley Park P.S.</td>
<td></td>
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<tr>
<td>Riverland Area 2 DA</td>
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</tr>
<tr>
<td>Thomasfield DA</td>
<td></td>
</tr>
<tr>
<td><strong>Central Kitchener/Waterloo Senior School PAR</strong></td>
<td>Review senior elementary facilities to address declining enrolment, program delivery, inconsistent senior elementary school feeds and the possibility of JK-8 facilities. Postponed pending clarification of funding opportunities.</td>
</tr>
<tr>
<td>Courtland P.S.</td>
<td></td>
</tr>
<tr>
<td>Margaret Avenue P.S.</td>
<td></td>
</tr>
<tr>
<td>MacGregor P.S.</td>
<td></td>
</tr>
<tr>
<td><strong>Central Waterloo/Lakeshore PAR</strong></td>
<td>Small school organizations, excess capacity and facility issues.</td>
</tr>
<tr>
<td>Cedarbrae P.S.</td>
<td></td>
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<tr>
<td>N.A. MacEachern P.S.</td>
<td></td>
</tr>
<tr>
<td>Northlake Woods P.S.</td>
<td></td>
</tr>
<tr>
<td>Winston Churchill P.S.</td>
<td></td>
</tr>
<tr>
<td>BOUNDARY STUDY/PAR</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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<tr>
<td>Blair Road P.S.</td>
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<td>Dickson P.S.</td>
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<tr>
<td>Highland P.S.</td>
<td></td>
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<tr>
<td>St. Andrew’s P.S.</td>
<td></td>
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<tr>
<td>Tait Street P.S.</td>
<td></td>
</tr>
<tr>
<td><strong>Woolwich &amp; Wellesley Townships PAR 2011-2013</strong></td>
<td>Small school organizations and facility issues.</td>
</tr>
<tr>
<td>Floradale P.S.</td>
<td></td>
</tr>
<tr>
<td>Linwood P.S.</td>
<td></td>
</tr>
<tr>
<td>St. Jacobs P.S.</td>
<td></td>
</tr>
<tr>
<td>Three Bridges P.S.</td>
<td></td>
</tr>
<tr>
<td><strong>Huron Village Boundary Study (Kitchener) 2012-2013</strong></td>
<td>Established a boundary for Jean Steckle P.S.</td>
</tr>
<tr>
<td>Alpine P.S.</td>
<td></td>
</tr>
<tr>
<td>Country Hills P.S.</td>
<td></td>
</tr>
<tr>
<td>Laurentian P.S.</td>
<td></td>
</tr>
<tr>
<td>Jean Steckle P.S.</td>
<td></td>
</tr>
<tr>
<td><strong>Elmira Boundary Study 2012-2013</strong></td>
<td>Large residential development located in town of Elmira had the potential to overwhelm the existing elementary facilities.</td>
</tr>
<tr>
<td>John Mahood P.S.</td>
<td></td>
</tr>
<tr>
<td>Park Manor P.S.</td>
<td></td>
</tr>
<tr>
<td>Riverside P.S.</td>
<td></td>
</tr>
<tr>
<td>Boundary Study/Par</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Baden Boundary Study (Wilmot) 2013-2014</strong></td>
<td>Baden P.S. New Dundee P.S. Sir Adam Beck P.S.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doon South Boundary Study (Kitchener) 2013-2014</strong></td>
<td>Brigadoon P.S. Doon P.S. Groh P.S. J. W. Gerth P.S. Pioneer Park P.S.</td>
</tr>
<tr>
<td><strong>Fischer-Hallman Elementary Schools Boundary Study (South West Kitchener) 2017-2018</strong></td>
<td>Jean Steckle P.S. Southridge P.S. Queen Elizabeth P.S. Laurentian P.S. Janet Metcalfe PS</td>
</tr>
</tbody>
</table>
Subject: Energy Update

Recommendation

This report is for the information of the Board.

Status

2016/17 Energy Use Intensity and Consumption

Energy Use Intensity (EUI) measured in equivalent kilowatt hours per square metre (ekWh/m²) is the base unit for comparison purposes. This metric is developed by first using heating degree days to weather normalize the gas consumption, as its use is nearly exclusive for space heating. Cubic metres of gas or gigajoules, as reported by the utilities, are then converted to equivalent kilowatt hours (ekWh). Total energy consumption is calculated by adding ekWh of gas use to electrical consumption, already reported in kWh.

Determining intensity involves accounting for square footage of all facilities in our inventory including portables and port-a-packs as well as changes to school areas due to additions or school closures. This produces the EUI measured in ekWh/m².

Previous reports used a baseline of 2008 (January through December calendar year) as a benchmark. It is important to note that subsequent data is presented on a school calendar year basis.

EUI is presented in Figures 1a and 1b as follows:

Figure 1a – Energy Use Intensity by Panel (ekWh/m²) versus Year
The Board has experienced a 19.6% reduction in EUI when comparing 2016/17 to 2008 for the average energy intensity for both elementary and secondary schools as well as outdoor and education centres. Overall reduction in electricity was 13.58% and natural gas was 22.0% during this same period.

Detailed EUI for each school is presented in Appendix A for elementary and Appendix B for secondary schools and the Education Centre.

Consumption by commodity is an important factor that drives expenditures. Natural gas continues to be at a comparatively low cost to electricity. As such, a greater reliance on gas as a resource continues to be beneficial for our operational budget but generates greater Greenhouse Gas (GHG) emissions.

Energy consumption and expenditures for 2016/17 are presented in Figures 2 and 3 respectively;

Figure 2 – Energy Consumption by Commodity
On average for 2016/17, gas cost was approximately 2.8 cents per ekWh and electricity cost was approximately 17.4 cents per ekWh with a combined cost for both commodities at 7.8 cents. The combined utility cost appears to have stabilized and remains consistent from that of the previous year.

Energy intensity is driven by consumption. Consumption is an aspect over which the Waterloo Region District School Board (Board) and its stakeholders have partial control. Factors that are controllable may include:

- Student and staff behaviour
- Waste minimization
- Use of efficient technologies
- Automation and control (occupancy sensors or building automation systems)
- Building envelope improvements
- Reduction of equipment power use and heat gain (LED lighting, chromebooks / tables and similar).
- Designated periods of set-back and/or shut down

Consumption is also driven by factors beyond stakeholder control and can include factors such as:

- Weather (warmer summer and shoulder season drives cooling demand)
- Hours of operation (extended use for Ministry initiatives such as Community Use)
- School closures (disposal of redundant school sites, port-a-packs or portables)
- Expansion of facilities and square footage (new schools or school additions)

**Energy Budget and Expenditure**

A nine year history of the Board budgets and expenditures for electricity and gas are presented in Appendix C. The Board gas and electricity budget for 2016/17 was $11.1M and expenditures were $11.6M
It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is user and weather dependent and costs are market dependent. Market pricing and weather is something the Board has limited to no control over and both fluctuate year to year. Business Services staff continues to employ a 5 year cost averaging approach purchasing strategy working through a consortium. This minimizes the Board’s exposure to spot market pricing and helped offset substantial increases in transmission, distribution and other service fees that the Board continues to experience. Figure 4 presents the Board’s budget versus expenditures since 2008.

Figure 4 – Budget and Expenditures (Dollars) versus Year

Costs offset by energy efficiency measures, not only from gains through building upgrades but also from changes in occupant practices, are estimated as noted below. This compares the base line EUI for 2008 at 260 ekWh/m² vs the EUI for 2016/17 at 209 ekWh/m² with both at the current cost of 7.8 cents. Figure 5 represents almost $2.6M in offset costs for 2016/17 due to EUI reductions and behaviour driven savings.
Regardless of our best efforts to reduce consumption by driving down EUI, energy costs, in particular cost for electricity, are likely to continue to rise in the future. Natural gas costs, although currently stable, may be affected by carbon trade arrangements or other government initiatives. Offsetting these costs by reducing our EUI is critical to minimizing the anticipated increases in future budgets and expenditures.

**Operations**

Changing human behaviour is our most promising as well as our most challenging area in resource conservation. Presentations by Facility Services staff to schools as part of the elementary and secondary curriculums on energy efficiency and conservation provides a direct link with students and educators. Similar presentations and ongoing dialogue with custodial and maintenance personnel, school administrators and others, provides awareness and training. Feedback at last year’s presentation to the Board of Trustees resulted in the realignment of resources in Facility Services, expanding the role of the Supervisor of Energy Conservation in this area.

The continuation of the Canada Summer Jobs program, assisting Facility Services with energy efficiency and resource conservation, was again funded in 2017 by the Government of Canada. It’s anticipated this program will continue in 2018 but feedback from the Ministry of Employment and Social Development has not yet flowed through.

**Technologies**

As we construct new facilities or renew older facilities, Facility Services continue to implement suitable energy efficiency technologies, including:

- Energy/heat recovery (ERV / HRV) for building fresh air
- Variable speed drives (VFD) for larger fans and pumps
- Electronically commutated motors (ECM) for smaller fans and pumps
- Occupancy sensors and daylight harvesting for interior lighting
• Astronomical clock control of exterior lighting
• T-8 / High Intensity Discharge (HID) to Light Emitting Diode (LED) lighting retrofits
• Carbon Dioxide (CO2) demand control ventilation
• Humidity based free cooling in addition to temperature control
• Direct Digital Control (DDC) building automation systems
• Condensing gas air handling units for gyms and similar spaces
• Condensing space heating boilers and domestic hot water heaters
• Time-of-day control for electric heat at existing schools
• Occupancy control for cooling and ventilation in portables
• Regression analysis for boiler plant retrofits
• Energy modeling of new schools with targets for architects on exceeding building energy codes by 25% or more
• Commissioning of building controls for new builds and energy audits for older / poor performing schools

In addition a number of pilot programs continue to pursue energy and resource conservation, including:

• Cooling through high efficiency Gas Heat Pump (GHP) systems
• Load shedding cooling controls for summer schools
• Eyedro and AlertLabs point of use remote power or water monitoring meters
• Retrofit of water meters at all cooling towers and play field irrigation systems
• Desiduous shade trees in strategic areas to minimize solar heat gain
• Envelope thermography to assist in determining breaches in the building
• Replacement of free flowing urinal tanks with low flow flush valves
• Media Induced Crystallization (MIC) in place of water softeners to reduce salt / water use and maintenance needs.
• Direct replacement LED lamps for non-renovated spaces as part of regular school maintenance

As implementations of these technologies help reduce consumption, Business Services staff intends to continue the expansion and use of such technologies in line with available funding, while targeting a reasonable, 3 year to 7.5 year, return on investment (ROI). It should be noted that while technology is a great resource to reduce consumption, our greatest opportunity to leverage reductions is to change behaviours and reduce waste.

Further to the use of technology, the continued implementation of Preventative Maintenance (PM) programs and reallocation of staff to further support building maintenance and controls in order to improve performance extends the working life of equipment and its efficient operation.

Recognition by the Region of Waterloo for the Board as a certified Water Efficient Organization for our ongoing efforts in convert high water use heating plants, utilizing low flow plumbing fixtures at our new schools and retrofits, sub metering and controlling water use in sports fields and cooling towers and policies and training of staff in water conservation. The Board is one of five large scale organizations within the Region of Waterloo to receive this recognition during its first year of implementation.
Renewables

The Board received approximately $1M for five renewable energy projects from the Ministry in 2010/2011. These projects were completed in late 2011 and have generated more than $279,000 in revenue over 69 months of operation. Appendix D presents a summary of photovoltaic production and revenues.

It is important to recognize that despite generating significant revenue, the payback on the $1M capital investment under the MicroFIT program at 80 cents per kWh provides a 20.6 year payback. This time frame would be significantly longer if not subsidized at 80 cents per kWh rate.

Incentives and Reinvestment

In addition to the projects implemented and the saving generated through reduced consumption, the Board has actively sought out incentive programs that generate savings that can be reinvested into schools and further help with resource conservation board wide.

Since 2009, the Board has received more than $450,000 in incentives from partners that include:

- Cambridge and North Dumfries, Kitchener Wilmot and Waterloo North Hydro
- Reliance Commercial Solutions
- Region of Waterloo
- Union Gas

These incentives continue to be reinvested each year into upgrades directly related to energy conservation or to support schools for their use in promotion of their EcoSchool status. Appendix E presents the EcoSchools recognition awards and recent energy and sustainability enhancements funded from these incentives.

Background

The Green Energy Act (O.Reg. 397/11), came into effect in 2009 repealed the Energy Conservation Leadership Act and the Energy Efficiency Act. Under this Act the Ministry Education implemented the Utility Consumption Database (UCD). The UCD reports on annual utility consumption and GHG emissions for more than 5,000 schools and administrative buildings across 72 boards and require the implementation of a 5 year Conservation and Demand Management Plan initiated in 2013/14 and due for reporting to the Ministry of Education in June 2019 with a WRDSB targeted reduction in energy of 6.1%.

In school calendar years 2009/10, 2010/11, and 2011/12, Business Services provided energy updates to the Board through the Energy Efficient School Funding (EESF) annual capital report. EESF funding targeted capital investment into schools that were below the average in terms of energy performance and was discontinued by the Ministry at the end of 2011/12.

From 2012/13 to 2016/17 capital funding through School Renewal (SR), School Condition Improvement (SCI) or new capital investment supported energy efficiency measures as Business Services continued to deliver capital projects across the region.
As of April 2018, funding for energy efficiency and GHG reductions is again available through the GHG Reduction Fund with $1.6M in projects scheduled for implementation.

**Financial Implications**

While the utility budget may represent less than two percent of the overall Board budget, the active management of the utility portfolio is required to mitigate risk exposure as cost over runs or savings can have a significant impact on the operating budget.

The utility budget will continue to be monitored regularly and developed on an annual basis within Business Services in consultation with external agencies as required (consortium, Ministry, OMC Energy Sub-Committee, School Energy Coalition), Coordinating Council, and brought forward through regular budget deliberations.

**Communications**

The Green Energy Act requires this Energy Update be presented to the Board and available publicly on an annual basis. In addition, the Energy Conservation and Demand Management Plan and Energy Consumption and Greenhouse Gas Emission annual reports, as available through the UCD, are available in hard copy at the Education Centre or online for public access as required under the Green Energy Act:

- *Energy Conservation and Demand Management Plan*
- *Energy Conservation at the Waterloo Region District School Board*

It is intended that this report will be shared with the, Elementary Accommodation Committee (EAC), Secondary Accommodation Committee (SAC), and Accommodation Steering Committee (ASC) in an effort to enhance awareness and build a knowledge base and momentum for energy conservation in the schools.

Prepared by:  Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
Ian Gaudet, Controller, Facility Services  
Ron Dallan, Manager of Capital Projects  
Lou Lima, Manager of Mechanical, Electrical and Environmental Services  
Steve Feeney, Supervisor of Energy Conservation  
in consultation with Coordinating Council
### ANNUAL ENERGY USE INTENSITY - ELEMENTARY SCHOOLS

**Fiscal Year (Sep to Aug) or Calendar Year (Jan to Dec) as available**

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## ANNUAL ENERGY USE INTENSITY - ELEMENTARY SCHOOLS

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**Energy Intensity Average (EkWh/m²)**

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**APPENDIX B**

**WATERLOO REGION DISTRICT SCHOOL BOARD**  
**BUSINESS SERVICES DIVISION**  
**FACILITY SERVICES DEPARTMENT**

**ENERGY UPDATE**  
**ANNUAL ENERGY USE INTENSITY - SECONDARY SCHOOLS**

Fiscal Year (Sep to Aug) or Calendar Year (Jan to Dec) as available

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**Energy Intensity Average (EkWh/m²)***  
| 269 | 287 | 275 | 265 | 258 | 253 | 246 | 251 | 237 |

**Education Centre (EkWh/m²)**  
| 258 | 280 | 279 | 267 | 258 | 238 | 230 | 218 | 221 |
|-----------|----------------|---------------|----------------|---------------|
| Electricity | $4,616,900 | $5,755,988 | $5,733,000 | $6,797,223 |
| Gas | $5,832,400 | $4,966,345 | $5,505,900 | $4,480,301 |
| **Total** | **$10,449,300** | **$10,722,333** | **$11,238,900** | **$11,277,524** |

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<td><strong>$10,368,461</strong></td>
<td><strong>$9,439,570</strong></td>
<td><strong>$10,827,470</strong></td>
<td><strong>$10,367,152</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Commodity</th>
<th>2014/15 Budget</th>
<th>2014/15 Actual</th>
<th>2015/16 Budget</th>
<th>2015/16 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>$9,213,000</td>
<td>$8,018,535</td>
<td>$8,263,900</td>
<td>$8,803,203</td>
</tr>
<tr>
<td>Gas</td>
<td>$3,007,590</td>
<td>$2,934,994</td>
<td>$3,055,500</td>
<td>$2,686,392</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$12,220,590</strong></td>
<td><strong>$10,953,529</strong></td>
<td><strong>$11,319,400</strong></td>
<td><strong>$11,489,595</strong></td>
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<table>
<thead>
<tr>
<th>Commodity</th>
<th>2016/17 Budget</th>
<th>2016/17 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>$8,164,700</td>
<td>$8,892,776</td>
</tr>
<tr>
<td>Gas</td>
<td>$2,891,800</td>
<td>$2,726,342</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$11,056,500</strong></td>
<td><strong>$11,619,118</strong></td>
</tr>
<tr>
<td>Facility</td>
<td>kWh Production</td>
<td>Revenue</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td>Blair Road P.S.</td>
<td>62,002</td>
<td>$49,726</td>
</tr>
<tr>
<td>Forest Glen P.S</td>
<td>72,436</td>
<td>$58,094</td>
</tr>
<tr>
<td>Forest Heights C.I.</td>
<td>62,853</td>
<td>$50,408</td>
</tr>
<tr>
<td>Lincoln Heights P.S.</td>
<td>74,581</td>
<td>$59,814</td>
</tr>
<tr>
<td>Waterloo C.I.</td>
<td>76,287</td>
<td>$61,182</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>348,159</strong></td>
<td><strong>$279,224</strong></td>
</tr>
</tbody>
</table>

Notes:
* Based on energy produced between November and December 2011 through August 2017.

Links to websites are as follows:
2016/17 ECO Schools Recognition Awards

- Forest Glen: Occupancy Sensors for Lighting
- Hillcrest: Bottle Water Hydration Station
- JHSS: School Grounds Greening (Trees and Plantings)
- JW Gerth: School Grounds Greening (Container Gardens, Soil and Gravel)
- Pioneer Park: Energy Efficient Hand Dryers

2016/17 Utility Rebates Reinvestments

- SJAM: Astronomical Clock for Exterior Lights
- GCI: Occupancy Sensors for Gymnasiums and Changerooms
- AR Kaufman & 4 others: Occupancy Sensors for Corridor Lights
- SJAM: LED Lighting for Auditorium

2016/17 Capital Funded Energy Efficiency Upgrades

- BCI & ECI: Occupancy Sensors for Gymnasiums and Changerooms
- Centennial (Camb) and 12 Others: LED Exterior Lighting & Astro Clock Upgrades
- Elgin St and 14 others: DDC Controls Upgrade of Various Classrooms Heat/Cool, Economiser & Demand Control Ventilation, etc.
- Tait St and 2 others: Removal of Obsolete Pneumatic Controls and Upgrade to DDC
- Chalmers St & 11 Other: HVAC Upgrade for Classrooms, FDK and Other Areas Utilizing HP, ECM, VRF & Other High Efficiency Technologies
- CHCI & SJAM: VFD Upgrades of Heating and/or Air Handling Systems
- Blair Outdoor & 4 Others: High Efficiency / Condensing Boiler Plants
- BCI and 3 Others: LED Lighting / Occupancy Controls Upgrade for Various Classrooms, Corridors, Cafeteria, Gym and/or Admin Areas
- King Edward & 21 Others: Building Envelope Upgrades with High Efficiency Roofs and/or Windows
Date: May 9, 2018

Re: OPSBA Strategic Priorities – 2018-2019

Background

Since 2010, OPSBA has focused its advocacy and actions on multi-year strategic priorities. The first of these priorities were developed as a result of a comprehensive priority-setting process that was initiated for the 2010-11 year. The most recent priority, Advancing Reconciliation: First Nation, Métis and Inuit Education, was added in 2016 in response to recommendations from OPSBA’s regions, the Indigenous Trustees’ Council and the Truth and Reconciliation Commission’s Final Report.

For 2018-19, OPSBA staff are recommending that the priorities of The Whole Child and Student Well-Being and New Generation Education be combined, with a suggested title of “The Whole Child and Student Well-Being for Today and Tomorrow.”

Mission Statement

The mission of the Ontario Public School Boards’ Association (OPSBA) is to promote and enhance public education by: helping member boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.

Locally elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.
The Association’s current (2017-18) multi-year strategic priorities are:

The Whole Child and Student Well-Being
OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.

New Generation Education
OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today’s complex global context.

Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity
OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Labour Relations
OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Education Funding
OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Advancing Reconciliation: First Nation, Métis and Inuit Education Priority
OPSBA believes that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Process for determining OPSBA Strategic Priorities for 2018-2019

Although the Association’s strategic priorities are multi-year in scope, it is vital to review them annually to ensure that the areas of emphasis remain current and are responsive to the environment within which our education system operates. In keeping with OPSBA’s priority-setting process, these priorities were considered at regional meetings at the Public Education Symposium on Jan. 27, 2018, and at further regional meetings on April 7, 2018. Participants in the regional meetings received a progress report on the work to date with regard to current priority areas of emphasis. The progress report was also circulated to trustees in the Northern Region and to the Indigenous Trustees’ Council for input. The Board of Directors received a summary of this input at its meeting on April 20 and 21, 2018.

OPSBA’s strategic priority reports are living documents – the areas of emphasis for action change from year-to-year as the work OPSBA does adapts to the evolving needs of students, staff, schools and communities.
Feedback from Regional Meetings

Feedback from regional meetings strongly endorsed the Association’s multi-year approach to priorities. There were a number of helpful suggestions to modify, strengthen and add to specific areas of emphasis for action, as well as to reduce duplication. Discussions at the regional meetings included ideas for action or communication connected to the priorities and these can be considered in the context of development of the Action Plan for OPSBA Priorities. This will be developed by Executive Council in the summer and recommended to the Board of Directors in September 2018, for inclusion in OPSBA’s Key Work publication.

<table>
<thead>
<tr>
<th>The Association’s five proposed 2018-19 multi-year strategic priorities are:</th>
</tr>
</thead>
<tbody>
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</table>

<table>
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<tr>
<th>Labour Relations</th>
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</table>

The Whole Child and Student Well-Being for Today and Tomorrow
OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.

Areas of Emphasis for Action

- Advocate for supports to ensure the well-being of all children and youth
- Participate in processes to implement Ontario’s vision for education
- Collaborate with relevant provincial ministries to ensure strong, equitable, accessible, and responsive services and supports for children and youth mental health
- Continue leadership and advocacy for social justice, equity and inclusion
Advancing Reconciliation: First Nation, Métis and Inuit Education

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Areas of Emphasis for Action

- Advocate for a comprehensive Ontario curriculum that contains clear expectations that every Ontario student will acquire knowledge and understanding of Treaties and of the historical context that gave rise to residential schools, the impact on First Nation, Métis and Inuit children and their families, and the ongoing legacy that is the responsibility of all Canadians
- Advocate for sufficient provincial funding to cover curriculum resources, and staff training, to support the implementation of the comprehensive Ontario curriculum
- Ensure the needs and aspirations of First Nation, Métis and Inuit children and their families are a prominent focus of OPSBA's other priority areas
- Respect the TRC Call to Action regarding retention and revitalization of Indigenous languages in Ontario schools, taught by fluent Indigenous speakers
- Expand capacity of First Nation trustees and increase understanding by all trustees of First Nation, Métis and Inuit issues
- Advocate for equity at the federal level in education funding for First Nations students
- Explore the issues of representation of First Nation, Métis and Inuit students in urban environments
- Support the development of mechanisms to increase the hiring of Indigenous staff, including in leadership roles
- Advocate for supports needed to ensure the well-being of Indigenous students
Trustees as Leaders in Public Education

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Areas of Emphasis for Action

- Continue promotion of the role of trustees, including advocacy for clear government support for the role of trustees as a matter of public confidence in education
- Advocate for public education on the significant role and value of local, democratically elected school board trustees
- Provide supports for first-term trustees and new chairs in the 2018-2022 term of office, including mentorship and active promotion of OPSBA and OESC resources developed specifically to support trustees in their multi-faceted role
- Continue professional learning for trustees as to scope and legal implications of trustee duties and building of deeper awareness of the day-to-day trustee requirements, including accountability and governance, collaboration with municipal partners, conflict management and relationship building
- Support the development of communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities
- Further strengthen the role of Regional Vice-Presidents and Board of Directors members as OPSBA ambassadors to boards in their region
- Advocate for improvements in communication from the Ministry to OPSBA, including meaningful consultation and partnership in strategies that affect school boards
- Advocate for the inclusion of local school board governance in the government/civics curriculum (Grade 5 and Grade 10)
- Continued advocacy for greater school board autonomy in hiring
- Enhance representation of student voice through elected student trustees within OPSBA and at member boards

Labour Relations

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Areas of Emphasis for Action

- Ensure OPSBA priorities are reflected in collective bargaining strategies and positions
- Continue leadership as a Designated Employer Bargaining Agent in the bargaining of central agreements under the School Boards Collective Bargaining Act
- Provide leadership in the discussions of central terms and conditions that respects the contributions of principals and vice-principals and their role in improving student achievement and well-being
- Ensure government initiatives (legislation/policy) are assessed from the labour relations/collective bargaining perspective
- Provide support to all OPSBA member boards in ongoing labour relations/collective bargaining services
• Facilitate information and learning exchange through the OPSBA Board of Directors, Labour Relations Symposium, Senior Negotiators Committee and the Public Council of Ontario Directors of Education
• Track board experience with contract implementation for forward planning
• Maintain relationships with key education partners
• Enhance communications support to school boards regarding labour relations
• Participate in the work of the Provincial Health and Safety Working Group, which is addressing the issue of violence in the workplace as it affects the safety, health and well-being of all employees

**Education Funding**

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

**Areas of Emphasis for Action**

- Advocate for an ongoing cycle of review of the funding model grant categories to ensure that they support the current local needs of all school boards
- Advocate for more flexibility in local spending
- Advocate for resolution of pressing problems in funding, such as Special Education and student transportation
- Advocate for expanded funding and services to support children and youth mental health and well-being
- Continue to advocate for full funding by the Ministry of any new initiative
- Promote collaboration among the four school board systems and enhancement of partnership among boards
- Advocate for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects, alignment between government priorities and capital funding
- Participate and advocate for OPSBA member board issues during the Ministry’s 2018-19 Urban Student Accommodation Engagement
- Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the Community Hubs Strategic Framework and Action Plan
- Continue to emphasize the role of First Nation trustees with regard to effective implementation of Education Services Agreements
- Advocate for adequate funding to allow boards to meet AODA compliance deadlines and maintain ongoing compliance in future years

**ACTION:**

It is recommended the following motions be passed:

That the amendments and additions to the Priorities and the Areas of Emphasis for 2018-2019, be affirmed by the members.
Origin: OPSBA Executive Office

ISSUE: Member Board Policy Resolutions for AGM

Background:

The OPSBA Constitution states that ‘Policy Resolutions may be submitted by Member Boards for the consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year. Policy resolutions may also be submitted by Member Boards for consideration during the Annual General Meeting.

On April 20, 2018 Executive Council, acting as OPSBA’s Policy Resolution Review Committee, reviewed the policy resolutions received from Member Boards for consideration at the Annual General Meeting in June.

The information on the following pages includes the rationale and motions that were submitted by the Boards, Executive Council’s comments following their review.

MOTIONS:

(a) FNMI Staffing Recommendations - Ottawa-Carleton
(b) Attention Deficit Hyperactivity Disorder (ADHD) Exceptionality Recommendations – Waterloo Region
(c) Regulatory Performance Appraisal Process for OPSOA Members – Hastings & Prince Edward

Action:
These Member Board policy resolutions are presented for the consideration of the AGM
#1. First Nations Métis Inuit Staff Recommendations

Board: Ottawa-Carleton DSB – AGM Policy Resolution

Submitted by: Chair Shirley Seward

A. RATIONAL/BACKGROUND INFORMATION:

Whereas, the Ontario’ Education Equity Action Plan (p. 10) of 2017 states: To execute the action plan, the Ministry of Education has created the Education Equity Secretariat, which will bring new resources to bear on the identification and removal of systemic barriers in order to uphold and further the interests of Ontario’s students, school staff and families, and to ensure their empowerment.

Whereas, the Ontario Education Equity Action Plan (p. 17) of 2017 states: To support the implementation of this step (Leadership, Governance and Human Resource Practices), the action plan prioritizes:

- enhancing diversity in the recruitment, hiring and promotion of educators and school and system leaders
- identify(ing) opportunities to promote the teaching profession and remove barriers to entry for underrepresented communities.

Whereas, the Ontario’ Education Equity Action Plan (p. 17) of 2017 states: The diversity of the students in Ontario schools should be reflected in the diversity of their education workers, teachers, and school and system leaders. Strengthening diversity in leadership and in the classroom helps not only to promote a sense of belonging among students, but also helps to bolster innovation and creativity in the school environment.

Whereas, OPSBA’s Indigenous Trustee Council noted in their meeting of Feb 2018, with respect to OPSBA Priority 6: there is a concern around staffing, and making sure that barriers to the hiring of Indigenous staff in schools at all levels are removed. Indigenous students need Indigenous role models in schools, and particular concern was noted about Indigenous leadership role models (principals, superintendents, and DOE), and teachers of the languages being fluent speakers.

Whereas, the Truth and Reconciliation Commission Call To Action 14 - iv. States: The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

Whereas, at the June 2016 AGM, OPSBA passed the following motion with almost unanimous support; “THAT OPSBA recommend, the Provincial Hiring Practices (Regulation 274) Committee include as priority topics of discussion, an exemption allowing preferential hiring of qualified FNMI teachers”. The Regulation 274 Committee, which includes Ministry and Union members, recognized the importance of the content of the motion, but was unable to action it through the Committee.

B. RESOLUTION:

Be it resolved, that OPSBA recommend that the Ministry of Education with the Education Equity Secretariat, as a priority, explore and develop an action plan with the following elements:

A. An exemption, allowing preferential hiring of qualified FNMI teachers, notwithstanding Regulation 274;
B. Allowing FNMI Elders and Traditional Knowledge Keepers to deliver (as paid instructors), in collaboration with classroom teachers, the content of specific FNMI courses such as language, traditions, residential schools, treaties, culture and history, the Indian Act and immigration;

C. Recognizing life skills and expertise of FNMI Elders and Knowledge Keepers towards post-secondary teaching credentials, much like British Columbia and Alberta models, through their Prior Learning Assessment and Recognition (PLAR) programs; and

D. Changing the pathways towards earning Ontario Teaching Certificates that recognize concepts that more faithfully reflect Indigenous traditional educational transmission processes.

COMMENT FROM EXECUTIVE COUNCIL:

Executive Council and the Indigenous Trustees’ Council support the resolution.
#2 Attention Deficit Hyperactivity Disorder Exceptionality Recommendations
Board: Waterloo Region DSB – AGM Policy Resolution
Submitted by: Trustee Natalie Waddell

A. RATIONAL/BACKGROUND INFORMATION:

Whereas Attention Deficit Hyperactivity Disorder (ADHD) is the most common childhood neurodevelopmental disorder, affecting at least five percent of the Ontario student population;

Whereas scientific research informs us that ADHD not only impairs attention and self-regulation, it also impairs cognition, executive functioning, memory and the speed of information processing all of which impede learning in general and specifically the acquisition of reading fluency and comprehension, written expression and mathematical problem solving; as well as the acquisition of learning strategies, study and organizational skills;

Whereas students with ADHD are at high risk for academic underachievement or failure, even without an accompanying learning disability, despite having average or above average intellectual abilities, and are three times more likely to drop out of secondary school than their peers;

Whereas the Ontario Human Rights Commission recognizes ADHD as a disability in the learning environment;

Whereas the Ontario Ministry of Education does not recognize ADHD under its five categories of exceptionality, which can result in inequity to access of education and accommodations for students in Ontario with ADHD;

Whereas with appropriate teaching strategies and classroom accommodations students with ADHD can meet their potential, going onto post-secondary learning and careers of their choice;

B. RESOLUTION Be it resolved, that OPSBA actively lobby the Ontario Ministry of Education to:

Alter the existing categories of exceptionality to include ADHD within a category, other than behaviour, thereby acknowledging ADHD as a neurodevelopmental disorder that significantly impairs learning, allowing students with ADHD to be identified as exceptional learners as their peers with Autism and learning disabilities (similar neurodevelopmental disorders) are, thereby securing their legal right to accommodations for their disability, and,

Ensure that all Ontario educators are trained in ADHD impairments, as well as in the appropriate classroom accommodations and teaching strategies that can be used to support these students in the classroom and school environment.

COMMENT FROM EXECUTIVE COUNCIL:

Executive Council recommends this motion be referred to the Minister’s Advisory Council on Special Education (MACSE) to evaluate and act on.
#3 Regulatory Performance Appraisal Process for OPSOA Members

Board: Hastings & Prince Edward DSB – Policy Resolution

Submitted by: OPSBA Director Dave Patterson

A. RATIONALE/BACKGROUND INFORMATION:

Student Achievement and progress of all Ontario students demands effective system wide leadership to "guide and support teaching and learning in Ontario schools". In addressing public accountability for these research findings the government through Regulation 234/10 established the Principal/vice principal performance appraisal. The frontline staff are subject to established performance appraisals processes. Furthermore, the Education Act 169.1(1) stipulates that "Every board shall (1), monitor and evaluate the performance of the board's director of education..."

Based on current research (K. Leithwood, 2013 'Strong Districts & Their Leadership') the critical features that promote strong districts and leadership reside with the practices of the director and superintendents ("senior district leaders"). It is the latter group of leaders (Superintendents) for which regulated accountability remains to be established. The 2017/12/06 Auditor General made note of this exception (p.634) subsection 4.2.6 titled "No Guidance is Provided for Superintendent Performance Appraisals” recommending that an effective performance appraisal system be inclusive of superintendents.

B. RESOLUTION: Be it resolved, that OPSBA and the Council of Directors’ of Ontario (CODE) call upon the government, working through the Ministry of Education, to establish a regulatory performance appraisal process and related technical requirements for members of the Ontario Public Supervisory Officers’ Association (OPSOA).

COMMENT FROM EXECUTIVE COUNCIL:

Executive Council recommends the consideration of the matter be deferred to staff pending the release of the revised Leadership Framework for Supervisory Officers into which OPSBA recently provided input. However should the framework not include a professional appraisal process, OPSBA would share this recommendation with CODE to pursue.